IMPROVING WRITING ABILITY OF CLASS VIIID STUDENTS OF SMPN 1 SAPTOSARI THROUGH THE USE OF THE DICTOGLOSS TECHNIQUE

A Thesis

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

By

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

Yogyakarta, Desember 2011

Penulis

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DEDICATION

I lovingly dedicate this thesis to my mother and my father.

MOTTOS

"Bismillah"

Always do anything to get the God's blessing

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Yogyakarta, December 2011

The Writer

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IMPROVING WRITING ABILITY OF CLASS VIIID STUDENTS OF SMPN 1 SAPTOSARI THROUGH THE USE OF THE DICTOGLOSS TECHNIQUE

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Abstract

This is action research aimed to improve the writing ability of Class VIIID students of SMPN 1 Saptosari through the use of the dictogloss technique. It is expected that the dictogloss can be used to improve the students' writing ability in SMPN 1 Saptosari, especially at Class VIIID.

This research consisted of two cycles. In doing the research, the researcher involved 34 students of Class VIIID, one English teacher as the collaborator and the researcher herself. The data were obtained from the observation during the implementation of the actions, interviews with the students of Class VIIID, discussion with the collaborator and students' writing tasks. The data were in the form of interview transcripts, field notes, and students' tasks. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, and dialogic validity.

The result of this study shows that the use of the dictogloss technique is believed to be effective to improve students' writing ability. Students' writing problems can be reduced by applying the dictogloss technique. The reconstruction stage of dictogloss facilitates the students to be able to reconstruct a dictated-text by using their own language. Then the correction-analysis stage provides feedbacks that facilitate them to correct their mistakes in the writing aspects, namely content, organization, language use and mechanics. In reference to the students' writing scores, the students' ability in four aspects of writing improved after the dictogloss technique was applied. Students' gain score from Task 1 to Task 3 in the content aspect is 5.16; then in the mechanics aspect is 6.46; then in the language use aspect is 8.06 and in the organization aspect is 6.7. Besides, the additional aspect, namely the participation aspect also improved. The students' gain score in the participation aspect from Task 1 to Task 3 is 3.14.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Richards and Renandya (2002: 303) state that writing is the most difficult skill for second or foreign language learners to master. The difficulties are not only in generating and organizing ideas, but also in translating these ideas into a readable text. The difficulty becomes more noticeable if their language proficiency is weak.

Based on the statement above, it is commonly believed that writing is not an easy skill to master. It is also supported by the following reasons. First, based on the Standard of Competency and Basic Competency of curriculum 2006 of English learning, the writing skill is placed in the last part after three skills namely listening, speaking and reading. Second, writing is important for junior high school students to communicate in their daily life such as to write a letter, a story and short messages but it is not taught intensively in the junior high school level. For those reasons, the researcher focuses to improve students writing ability which can support students' future.

Teaching writing for students of the junior high school is one of the important things that has to be done well because English is one of the compulsory subjects that has to be taught for students of the junior high school level. English learning in the junior high schools is targeted to make the students reach the functional level, that is, to communicate written and orally in solving daily problems. One scope of English learning at junior high schools is that

students can understand and produce a short functional text and short essays in the form of procedure, descriptive, narrative and recount *(Depdiknas, 2006).*

The researcher focuses on improving students' ability in writing a narrative text because a narrative text is one of the texts which should be mastered by the eighth grade students. The researcher also realizes that writing a narrative text is not an easy thing to do and it is not taught intensively in the junior high school level.

It is commonly believed that an appropriate teaching technique might have a contribution to the success of students' writing ability. So it might be true that teaching writing will be influenced by the teaching technique which is used by the teacher.

Dictogloss is one of the teaching techniques that can be used to teach writing. It is because dictogloss has some stages that facilitate the students to improve their writing ability. The reconstruction stage of dictogloss facilitates the students to be able to reconstruct a dictated-text by using their own language. Then the correction-analysis stage provides feedbacks that facilitate them to correct their mistakes in the writing aspects, namely content, organization, language use and mechanics.

The researcher has done a preliminary class observation at Class 8D of SMPN 1 Saptosari, Gunungkidul. Based on the observation that was done on Friday, February 11, 2011, the researcher found that the students' writing ability is still low. They made many mistakes in writing, such as in spelling, using punctuation and arranging sentences. They made many mistakes in spelling some

words and they also still had difficulties in arranging sentences or in using an appropriate tense.

Based on those reasons above, the researcher considers that the problems in the students' writing ability are important to be solved. Besides, it has to be taught intensively so that the writing ability of the students of Class 8D of SMPN 1 Saptosari will improve. Therefore, conducting this study is regarded to be necessary. It offers a solution for improving students' writing ability.

B. Identification of the Problem

In the section about the background of the problem above, it is already stated that the researcher found that the students' ability in writing is still low. They also still had difficulties in arranging sentences or in using an appropriate tense. Besides, the students tend to be passive in the teaching and learning process.

There are many factors that influence the students' writing ability in the English teaching-learning process. Those factors are from the students, the materials and the teaching technique which is used by the teacher.

The first factor that influences students' writing ability is from the students. Students' writing ability in the English teaching-learning process is determined by the students as the main subject of the learning process and every student has his/her own competence.

The learning material is the next factor that influences the students' writing ability. It determines the interest and motivation of the students in learning. A good learning material will give some stimulus to the students'

learning, support them in thinking and give a chance to those who use their knowledge and skills.

The teaching technique is another factor which influences the students' writing ability. An appropriate teaching technique can improve the students' motivation to learn so that they will not feel bored with the subject matter. It will also make the students able to attend the teaching-learning process so that they can be good students in the learning process.

One of the teaching techniques which is appropriate to teach writing is the dictogloss technique. According to Jacobs (2003), the use of dictogloss is that students are encouraged to focus some of their attention on form and that all four language skills are involved. In the dictation stage of dictogloss, the language skills that are involved are reading, speaking and listening. Then in the reconstruction and analysis-correction stages, the students need to use their writing skill.

In this research, the researcher together with the collaborator decided to use the dictogloss technique in improving students' writing ability in class VIIID of SMPN 1 Saptosari, Gunungkidul in the second semester of the academic year of 2010/2011. It was because based on the explanation above; the dictogloss technique can be used to teach writing especially in the reconstruction and the analysis-correction stages.

C. Limitation of the Problem

The problem in this research was limited to the problems related to the students' writing ability, i.e. in terms of content, language use, mechanics and

organization in Class VIIID of SMPN 1 Saptosari in the second semester of the academic year of 2010/2011. The researcher and the collaborator decided to solve that problem because based on the preliminary class observation; the students had low ability in writing. They had low ability in using an appropriate tense and did not pay attention to punctuation and spelling. Besides, the teacher also has difficulties in teaching writing. Then, the reason in using the dictogloss technique is because it has some steps in the teaching and learning process which help the teacher in teaching writing. This technique also promotes cooperative learning which helps the students to give their contribution to the teaching-learning process.

D. Problem Formulation

Based on the background of the problem above, the researcher formulates the problem statement of this research, "How can the students' writing ability in Class VIIID of SMPN 1 Saptosari be improved through the dictogloss technique?"

E. Objective of the Research

The objective of the research was to explain how the dictogloss technique can improve the students' writing ability in class VIIID of SMPN 1 Saptosari.

F. Significance of the Research

1. For English teachers of SMPN 1 Saptosari, the research can be used as a guidance to implement the dictogloss technique to teach writing.

2. For other teachers, either at SMPN 1 Saptosari or at other schools, the research can be used as a model in implementing the dictogloss technique in teaching writing.
3. For the researcher herself, the research can develop her mind through the problem-solving process and be a valuable experience related to her knowledge in research on education and her life and experience.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

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

A. Theoretical Review

This sub-chapter discusses some relevant theories which are related to the study. Those are divided into three parts. They are writing, dictogloss, and narrative text. The discussion of each part will be presented below.

1. Writing

a. The Nature of writing

Language learners already know that there are two skills that are included in productive skills, i.e. speaking and writing. Emig (McDonald & McDonald, 2002: 47) differentiates that writing is originating and creating a unique verbal construct that is graphically recorded; while speaking is creating and originating a verbal construct that is not graphically recorded.

The other differences between speaking and writing are also proposed by Brown (Weigle, 2002: 15). Brown provides the characteristics that differentiate written language from spoken language in terms of the permanency, production time, distance, orthography, complexity, formality and vocabulary. However, in this chapter the researcher only presents some of them.

The first term is permanency. In this term, oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes. The second term is production time in which writers generally have more time to plan, review and revise their words before they are finalized, while speakers must plan, formulate, and deliver their utterances in a few moments if they want to do a conversation. The next term is distance which explains that distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between the speaker and the listener in an ordinary face-to-face contact. The last is formality in which writing tends to be more formal than speaking.

Writing is one of the productive skills which need to be learned by language learners. They learn writing as an essential component not only for their academic practice but also later in their professional life.

Writing is not an easy skill to be mastered. Many learners think that writing is the most difficult skill to be mastered. Richards and Renandya (2002: 303) state that writing is the most difficult skill for second language learners. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into a readable text. The skills that are involved in writing are highly complex. Second language writers have to pay attention to their skill of planning and organizing as well as their skill of spelling and giving punctuation.

Learners realize that writing is not a simple activity. It is an activity that should be done continuously. Means and Lindner (1998: 108) state that learning to write is like learning to drive in that one is learning to do several things simultaneously.

It is important to view writing not only as the product of an individual, but also as a social act. Writing is not only writing a sentence but it is an activity of producing a text in a context. This idea also supported by Lyons and Kroll (Weigle, 2002: 19) who define writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience.

b. Teaching

According to Brown (2007: 8), teaching may be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand. He also adds that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. Furthermore, according to Gazarian (2002), teaching is a skill and an art. Teaching is always creating because there is no class which has the same criteria.

Teaching cannot be defined apart from learning. Dewey (1933) as quoted by Jackson (1986: 81) in Labaree (2000) asserts that teaching may be compared to selling commodities: no one can sell unless someone buys. There is the same exact equation between teaching and learning as there is between selling and buying. According to Brown (2007: 8), breaking down the components of the definition of learning, it can be extracted the domains of research and inquiry as follows.

1) Learning is acquisition or ‘getting’.
2) Learning is retention of information or skill.

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

In conclusion, teaching and learning cannot be defined apart from each other. Teaching may be defined as a skill and art in showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge and causing someone to know or understand. What is learned is not only about information or knowledge, but also an expression of values and attitudes.

c. Teaching Writing

There is no doubt that writing is the most difficult skill for language learners to master. Teachers should know and understand the appropriate approach that can be used in teaching writing so that the learners are easily able to produce a good writing.

At the beginning of a lesson, the teacher should make sure that the students know about the purpose of the activity in the lesson. He/she should give a clear explanation about what they will learn. So the students will get an advantage in the teaching and learning process. Harmer (2004: 31) argues that writing should encourage students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

d. Teaching Writing in Junior High School

The essence of teaching writing is guiding and facilitating students to work. This is supported by Brown (2007: 8) who proposes that "teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning". It implies that teaching cannot be separated from learning. When teachers teach writing to the students, they do not only teach how to develop ideas in writing, but they also need a serious attention of how to write English sentences grammatically and systematically. Hence, teaching writing depends on the teachers' ability of how to teach writing effectively which can make students' ability improved.

Kimble and Garmezy in Brown (2000: 7) state that learning is a relatively permanent change in behavioral tendency and learning is the result of reinforced practice. It means that in teaching writing, the teacher has to show and help students to learn how to write, give instructions, guide students in writing, provide students with knowledge of writing, and make students understand how to write effectively.

e. The Teaching of English for Indonesian Junior High School Students According to the 2006 Curriculum

There are some essential elements in determining whether a teaching program is successful or not. They are a curriculum, teachers, learners, materials and teaching techniques.

One point that will be discussed mostly in the following is a curriculum. A curriculum is a general statement of the goals and the outcomes, the learning arrangement, the evaluation, and the documentation related to the management of

the programs within an educational institution (Feez & Joyze, 1998:9). Supporting this statement, the handbook of the School-Based Curriculum also mentions that a curriculum is a set of plans and arrangements which consists of aims, contents, and materials. It also includes some ways or methods as a manual of learning activities in order to achieve some specific educational purposes.

Standard of Competency and Basic Competency of Curriculum 2006 states that the learning of English should be developed equally both oral and written. That curriculum also states that the major aim of the English lesson at junior high schools is to make the students have certain abilities as follows:

1) Developing the communicative competence both written and oral to achieve the functional literacy degree.
2) Having senses about the importance of English to increase the nation competitive ability in the global society.
3) Developing the students' understanding about the relationship between language and culture.

1) School - Based Curriculum

The process of teaching and learning English in Indonesia is based on Curriculum 2006 which is developed by the government. This curriculum is implemented in every education level that is in elementary schools, junior high schools, senior high schools, and also vocational schools. It is known as *KTSP* or School-Based Curriculum.

The School-Based Curriculum is defined as an operational curriculum which is developed and implemented in every school (Depdiknas, Balitbang

Kurikulum: 2007). It includes some ways or methods as a manual of the learning activities in order to achieve some specific educational purposes.

Furthermore, School-Based Curriculum or *KTSP (Kurikulum Tingkat Satuan Pendidikan)* is a curriculum which gives the schools independence in designing, developing, and implementing the curriculum based on their own situation, condition and potential. In developing a curriculum and a syllabus, the school should refer to the guidance which is conducted by The Committee of Educational National Standard or *BSNP (Badan Standar Nasional Pendidikan). BSNP* develops Content Standard *(Standar Isi)* and Graduate Competence Standard *(Standar Kompetensi Lulusan),* basic framework and curriculum structure.

Furthermore, according to *BSNP* (2006) the School-Based Curriculum is developed based on the following principles:

a. The curriculum focuses on the potential, development, needs, and interest of students, and their environment.
b. The curriculum has to be varied but integrated.
c. The curriculum has to follow the development of knowledge, technology and arts.
d. The curriculum should be in relevance with life needs.
e. The curriculum should be implemented wholly and continuously.

2) Standard of Content

English as stated in standard of content (*PERMENDIKNAS* No 22, 2006) is learned at least two hours a week (as a local content [*MULOK*] for classes IV, V and VI), at junior and senior high schools four hours a week except for a

language program in SMA – five hours a week. The government regulation No.19/2005, about the National Education Standard, states that the standard of content includes the material and the competency level or what students should know and be able to do in a certain type and the levels of education. Furthermore, it contains the basic principles and the structures of the curriculum, the standard of competency and the basic competency of every subject in each semester in every type and level of basic and secondary educations.

3) Standard of Graduate Competence

Standard of Graduate Competence of English (*PERMEN* No 23, 2006) for each level is communicative competence in the form of spoken language accompanying action for elementary schools, in the form of spoken and written for achieving a functional literacy level for junior high schools, in the form of spoken and written for achieving some information literacy level for senior high schools.

Teaching writing for students of junior high schools is one of the important things that has to be done well because English is one of the compulsory subjects that has to be taught for students of the junior high school level. English learning in junior high schools is targeted to make the students reach the functional level, that is, to communicate written and orally in solving daily problems. One scope of English learning at junior high schools is that students can understand and produce a short functional text and short essays in the form of procedure, descriptive, narrative and recount *(Depdiknas, 2006).*

f. Materials for Writing at Junior High Schools

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

Table 4: **Standard of Competence and Basic Competence of Writing**

Standard of Competence	Basic Competence
Writing 12. Students are able to express meaning in a written functional text and a simple short essay in the forms of recount and narrative to interact with their closest environment.	12.1. Students are able to express meaning in the form of a short functional text by using written language accurately, fluently, and appropriately to interact with their closest environment. 12.2. Students are able to express meaning in the form of a simple short essay by using written language accurately, fluently, and appropriately to interact with their closest environment in the forms of recount and narrative.

Based on the table above, it can be concluded that in the second semester the materials for writing are about short functional, narrative and recount texts. Due to the materials in the curriculum, the researcher and the collaborator decided

to teach about narrative texts in this research. The materials were taken from course book which was used by the school.

g. Assessing Writing

Teachers who recognize the importance of writing as a tool for learning understand that writing helps students connect their thoughts and communicate with others. Regarding to that point, the researcher realizes that the most important part to know the students' writing ability is from their product, i.e. their writings. It can be assumed that if the students have a good writing ability, their writing also will be good and vice versa. So that, teacher have to be able to assess students' writing in an appropriate way. However, to assess students' writing product is not a simple thing to do. Urquhart & McIver (2005: 26) argue that the most time-intensive part of teaching writing is assessment. Miller (Urquhart & McIver, 2005: 27) defines that assessment as gathering information to meet the particular needs of a student.

1) How to assess

A teacher has some responsibilities to the success of the students' writing. The first responsibility is to provide opportunities for writing and encouragement for students who attempt to writing. The second responsibility is to promote students' success in writing. The teacher does this by carefully monitoring students' writing to assess strengths and weaknesses, teaching specific skills and strategies in response to students' needs, and giving careful feedback that will correct students' mistakes in writing.

2) Rubrics

Teachers need to use an appropriate tool which helps them in assessing students' writing performance. Rubric is an important tool to be prepared by the teachers in order to give an objective score. Urquhart & McIver (2005: 31) argue that rubrics are very effective assessment tools because they describe specific levels of performance. Besides, rubrics also explain the students' performance clearly. Research also supports using rubrics because they clearly communicate expectations for both teaching and learning.

There are four main types of rubrics, i.e. holistic rubrics, analytic rubrics, primary trait rubrics, and multi-trait rubrics. However, in this study the researcher only presents two of them, i.e. holistic rubrics and analytic rubrics.

a) Holistic rubrics

It assigns a level of performance by assessing performance across multiple criteria as a whole. The emphasis in holistic rubrics is on what a student does well. Weigle (2002: 112) argue that holistic scoring has an advantage to focus on the students' attention on the strengths of their writing, not on their deficiencies.

However, holistic scoring also has several disadvantages. It is less useful for classroom purposes because it provides little information to students about their performance because holistic scoring assesses students' performance of several criteria as a whole or in a single score. Weigle (2002: 114) says that "a single score does not provide useful diagnostic information about a person's writing ability."

Another disadvantage of holistic rubrics is in the way of interpreting the scores. It is because in holistic scoring, raters do not use the same criteria to arrive

at the same score. This idea is supported by Weigle's explanation. According to Weigle (2002: 114), holistic scoring also has a disadvantage in which it is not always easy to interpret, as raters do not necessarily use the same criteria to arrive at the same scores.

b) Analytic rubrics

Analytic scales are divided into separate categories representing different aspects or dimensions of performance. For example, dimensions for writing performance might include content, organization, vocabulary, grammar, and mechanics. Each dimension is scored separately, and then dimension scores are added to determine an overall score. Weigle (2002: 114) states that "in analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a single score depending on the purpose of the assessment."

Analytic rubrics provide more detailed information about students' ability. It is because when using analytic scoring, teachers use different aspects of writing such as content, organization, mechanics, or grammar that can give more information about students' writing ability.

Assessment rubric which is used in this study was based on ESL Composition profile proposed by Jacobs et al. (1981) from Weigle (2002: 116). The rubric is shown below.

Table 5: **Assessment Rubric for Writing Aspects**

Aspects of Writing	Level	Score	Criteria
Content	Excellent to very good	20-18	• Relevant to the points of the dictated-text • Match the purpose of a narrative text
	Good to average	17-14	• Mostly relevant to the points of dictated-text but

(Continued)

(Continued)

Aspects of Writing	Level	Score	Criteria
Content	Good to average	17-14	lacks detail of information • Match the purpose of a narrative text
	Fair to Poor	13-10	• Inadequate development of the points of the dictated-text • Almost match the purpose of a narrative text
	Very Poor	9-7	• Does not relate to the points of the dictated-text or not enough to evaluate • Does not match the purpose of a narrative text
Organization	Excellent to very good	20-18	• Well-organized of a narrative text
	Good to average	17-14	• Loosely organized of a narrative text but main ideas stand out
	Fair to Poor	13-10	• Ideas confused or disconnected
	Very Poor	9-7	• No organization or not enough to evaluate
Language use	Excellent to very good	20-18	• Few errors of agreement, tense, articles
	Good to average	17-14	• Several errors of agreement, tense, articles, pronouns and prepositions • Meaning seldom obscured
	Fair to Poor	13-10	• Frequent errors of agreement, tense, articles, pronouns and prepositions • Meaning obscured or confused
	Very Poor	9-7	• Dominated by errors • Does not communicate or not enough to evaluate.
Mechanics	Excellent to very good	20-18	• Demonstrates mastery of conventions • Few errors of spelling, punctuation, capitalization
	Good to average	17-14	• Occasional errors of spelling, punctuation, capitalization
	Fair to Poor	13-10	• Frequent errors of spelling, punctuation, capitalization • Poor handwriting
	Very Poor	9-7	• Dominated by errors of spelling, punctuation, capitalization • Handwriting illegible or not enough to evaluate

The researcher and the collaborator also add an assessment rubric to assess the participation aspect. It is because participation of the students is also needed in the dictogloss technique. The assessment rubric of participation aspect is shown below.

Table 6: **Assessment Rubric for Participation Aspect**

Aspects	Level	Score	Criteria
Participation	Excellent to very good	10-9	• Gives a high contribution to the teaching-learning process
	Good to average	8-6	• Gives a standard contribution
	Fair to Poor	5-4	• Sometimes gives a contribution to the teaching-learning process
	Very Poor	3-2	• Doesn't give any contribution to the teaching-learning process

3) Points to be assessed

There are some aspects which were assessed in this research. Those aspects are the writing aspects and the participation aspect. The writing aspects include content, organization, language use and mechanics.

In the content aspect, the students' writing should relevant to the points of the dictated-text. It also should match the purpose of a narrative text. Then in term of the organization aspect, it should be well-organized. While in term of the language use, it should show few errors of agreement, tense, articles, pronouns, and prepositions. Then in the mechanics aspect, it should demonstrate mastery of conventions which shows few errors of spelling, punctuation, and capitalization. Finally in term of the participation aspect, the students should give their contribution to the success of the group work. They should participate in the dictogloss activity.

2. Dictogloss

a. Definition of Dictogloss

Anderson (2003:46) defines that the word **dictogloss** comes from two words, i.e. ‘dictation’ and ‘glossary’. Dictation is an activity of a person who reads a passage aloud and the audience writes what is said (dictated). A glossary is a list of words with their meanings written beside them. Wajnryb (1995: 12) defines the word ‘gloss’ as a paraphrase in the learners’ own words.

Jacobs (2003) describes that dictogloss is an integrated skill technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher. Furthermore, Wajnryb (1995:5) says dictogloss as, “a relatively recent procedure in language teaching.” It is because there are still few teachers who use dictogloss in conducting their teaching and learning process. They might not know this technique yet.

From the explanation above, it can be concluded that dictogloss is a technique for language learning in which students work together to reconstruct a dictated-text. They reconstruct the dictated-text by using their own words or in other words they do not write exactly what the teacher read.

b. Stages of Dictogloss

Dictation has a long history in literacy education. In the standard dictation procedure, the teacher reads a passage slowly and repeatedly. Students write exactly what the teacher says. Dictation in this traditional form has been criticized as a rote learning technique in which students merely make a copy of the text the teacher reads without doing any thinking.

Jacobs (2003) states that a new way to do dictation, known as dictogloss, developed by Wajnryb. Furthermore, Wajnryb writes the basic stages of dictogloss in her book. These stages are presented below.

1) Preparation

At this stage, teachers should:

a) prepare learners for the text;

b) prepare learners for the vocabulary of the text;

c) ensure that learners know what they are expected to do at each stage of the technique;

d) organize learners into groups.

2) Dictation

As a standard procedure, learners should hear the dictation twice. The first time, they should not write. They get a global feeling for the whole passage. The second time, they should take down notes. When the students take notes during the dictation, they should be encouraged to write down the word that will help them to piece together the text in the later reconstruction stage.

The text should be dictated at a normal spoken speed. The general pace is comparable to that of a news broadcast on radio or TV. The dictating should not be conducted in the traditional way where the sentence is broken up into word units. Between sentences, the pauses should be slightly longer than usual.

3) Reconstruction

As soon as the dictation is finished, the learners, working in groups, proceed to pool their notes and work on their version of the text. The teacher's role during reconstruction is to monitor the activity. In this stage, a group of

learners should maintain as much information as possible from the original text. However, they are not allowed to copy all words in the original text.

4) Analysis and Correction

The last stage of the dictogloss technique is the analysis and correction of the learners' texts. Wajnryb (1995) also adds in the analysis and correction stage, "Ideally, the original text should not be seen by learners until after their own versions have been analyzed." There are various ways of conducting this, such as using the blackboard and using an overhead projector. However, the teacher in this research only used the whiteboard. Using the whiteboard, the students' texts are written up for all to see and discuss.

In conclusion, the dictogloss technique has four stages i.e. preparation, dictation, reconstruction and analysis-correction stages. In the preparation stage, the teacher should prepare the text and organize the groups. Then in the dictation stage, the dictated-text read more than once. The next stage is the reconstruction stage in which the students work in group to reconstruct the dictated-text by using their own words. Finally, the last stage is the analysis-correction stage in which discussion and feedbacks are occurred.

c. Aims of Dictogloss

Wajnryb (1995: 6) argues that dictogloss has a number of aims. The following are a number of aims of dictogloss:

1) It provides an opportunity for learners to use their grammatical knowledge to reconstruct the dictated-text;

2) It also encourages learners to find out what they do and do not know about English which is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts.

d. Further Information about Dictogloss

In this point, the researcher presents information that is related to the dictogloss. That information is in terms of interaction, grammar in context and motivation. The following is further information about dictogloss:

1) Interaction

The key to dictogloss is interaction. This technique requires learners in the classroom to interact with each other in small groups to reconstruct the text as a co-operative endeavour. Working in this way, learners are actively engaged in the learning process.

Students find out what they do not know, and then they find out what they need to know. It is through this process that they improve their language skills. Wajnryb (1995: 10) argues that through active learner involvement students come to confront their own strengths and weaknesses in English language use.

In teaching with dictogloss, teachers should remember that the aim is to improve learners' grammatical competence in using the language. With experience, students become familiar with the procedure and the phases become predictable parts of a familiar process. The students' confidence in both learning and using the language increases after students realize that they are learning and their English is improving.

2) Grammar in Context

One of the best methods of teaching grammar is to use passages or texts that illustrate grammatical functions within their context. Teaching the students grammar in context shows them how to apply various grammatical concepts. This is commonly believed to improve the students' ability to communicate through written language.

The issue of grammar in context is found in the dictogloss technique. In both the reconstruction stage and the analysis stage of dictogloss, the issue of grammar is approached contextually. In the reconstruction stage, learners are required to perform a context-based task. Using their notes and their knowledge of the language, they reconstruct a text whose topic, points of view are already known.

In the final stage, the analysis and correction stage, this technique also shows the issue of grammar in context. The various text versions that the groups of learners produce are treated in terms of the given context.

3) Motivation

Wajnryb (1995: 15) states that the integration of the functions of testing and teaching in dictogloss helps to stimulate the learners' motivation. It is because when the learners offer their contribution to the group in the context of the reconstruction stage, they are making commitment to the group, to the task, and to the learning process. Also because the task is done in groups, the students will have confidence to contribute to the success of the group work and they will be motivated in the teaching and learning process.

Another effect of dictogloss to the students' motivation is showed in the final stage. The final stage of analysis and correction is something that should be conducted to maximize learning and encourage risk-taking in which students are motivated to give a response to their friends' work.

3. Narrative Text

In this study, the researcher presents information about a narrative text because this study used a narrative text as the material in the dictogloss activity. Furthermore, the researcher presents information about a narrative text below.

Narrative is a text that tells a story and has functions to entertain or educate the reader or listener. According to Anderson (2003: 8) a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. The same idea is also stated by Lipson and Cooper (2002) who define a narrative as a text that is read by people for entertainment.

A narrative text has some parts, i.e. orientation, complication, sequence of events, resolution, and coda. Anderson (2003: 12) says that a narrative text can have five main parts: orientation, complication, sequence of events, resolution, and coda. Moreover, Stein and Glenn (Lipson & Cooper, 2002) add that narrative texts have a setting, characters, a problem or initiating event, the important events, and an outcome or resolution.

In the orientation part, the narrator introduces the characters and informs the time and the place. Then the complication part is the part when the crises arise. Moreover, in the sequence of events the narrator tells how the characters react to the complication. Furthermore, the narrator tells the ending of the story in

the resolution part. It can be a happy ending or sad ending. While the coda part is an optional part because the narrator includes this part if there is a moral value from the story.

In a narrative text, learners can do several things. They can learn about the generic structure or the parts of a narrative text. They also learn about the purpose of a narrative text and the language features which are used in a narrative text.

There are many ways that teachers can do in teaching writing. In this study, the technique which is used to teach writing is the dictogloss. So, the way in teaching writing of this research is based on the steps of the dictogloss which has been discussed in the previous points.

B. Conceptual Framework

Writing is a difficult skill to be mastered. The difficulties might be come from students or technique which is used. Dictogloss is a technique that could be used by Indonesian teachers to teach writing. Actually, this technique consists of some stages that involve all four language skills, i.e. listening, reading, speaking and writing. That is why dictogloss can be used as a technique to teach and learn writing.

Dictogloss is one of the teaching techniques that can be used to teach writing. It is because dictogloss has some stages that facilitate the students to improve their writing ability. The reconstruction stage of dictogloss facilitates the students to be able to reconstruct a dictated-text by using their own language. Then the correction-analysis stage provides feedbacks that facilitate them to

correct their mistakes in the writing aspects namely content, organization, language use and mechanics (spelling or punctuation).

Based on the preliminary class observation in Class VIIID of SMPN 1 Saptosari, the researcher found some problems in the process of teaching and learning, especially in writing. There were four problems of students in the writing aspects, namely content, language use, mechanics and organization. Another aspect that is being added is participation. That is because in dictogloss the contribution of each member in a group is needed. Besides, the participation of the students in the teaching and learning process was needed to be improved. In reference to the interview conducted by the researcher with the students of Class VIIID and the English teacher, the students had some problems in writing. They made many mistakes in writing, such as in spelling and using punctuation. They made many mistakes in spelling some words. They also still had difficulties in arranging a sentence or in using an appropriate tense.

Seeing the facts that the students and the teacher need an appropriate technique in teaching and learning writing, the researcher used dictogloss as a starting point to improve students writing ability. Hence, in reference to the explanation above and the strong desire of finding the solution of these problems, the researcher has motivation to do this research in improving students' writing ability in Class VIIID of SMPN 1 Saptosari through the use of dictogloss.

CHAPTER III

RESEARCH METHOD

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

A. Type of the Research

The type of this research was classroom action research. In this research, the researcher was directly involved in improving students' writing ability. This action research aims to portray the process of the improvement of students' ability in writing. The nature of this action research was collaborative which involved the English teacher as the collaborator and the researcher herself. The researcher and the collaborator tried to improve the way in teaching writing especially in using the dictogloss technique to the students.

B. Setting of the Research

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

1. Place of the Research

This research was conducted in SMPN 1 Saptosari, focusing in class VIIID. SMPN 1 Saptosari is located at Wonosari-Panggang Street Km.22, Kepek, Saptosari, Gunungkidul, Yogyakarta. The school has the school principal room, teacher's room, an administration room, a room for guidance and counseling, a school health unit, a library room, a laboratory room, a computer laboratory room, a mosque, two teachers' toilets, six students' toilets, and 15 classrooms. Each class consisted of 34 students. Totally there are 510 students, a headmaster, 34 teachers, and four members of administration staff.

2. Schedule of the Research

The researcher conducted the action research in the second semester of the academic year of 2010/2011. The research was conducted from February to May 2011. In conducting the actions she followed the English schedule of class VIIID of SMPN 1 Saptosari because she conducted the action research in this class.

3. Learning Setting

Class VIIID has thirty-four students consisting of seventeen male and seventeen female students. The English teaching-learning activity in this class is carried out three times a week with five total class hours in the duration of forty minutes per class hour. Generally, in teaching English, the teacher uses the PPP method. The materials which were presented are taken from the course books they used in all English classes.

According to the English teacher, the students of Class VIIID were having low ability in writing and passive in the English teaching-learning process. In

accordance to that, she considered that the class needed some improvements. She wanted to improve students' writing ability by using the dictogloss technique.

C. Subjects of the Research

This research involved the English teacher and the students of SMPN 1 Saptosari, especially the students of class VIIID in the second semester of the academic year of 2010/2011, and the researcher.

D. Instruments of the Research

The instruments of this research are presented below.

1. Field notes

The field notes were aimed to note the data supporter in this research. These notes were used to record the teaching learning process related to the weaknesses and obstacles that were found in the research. In addition, the researcher and the collaborator were able to see and take notes of students' writing progress in the classroom.

2. Observation checklist

It was used to check the application of the dictogloss technique in the teaching and learning process. The observation checklist was referred by putting a tick to statements of the teaching and learning process which were done.

3. Students' writing tasks

Students' writing tasks were used as media to get information about students' writing ability after the dictogloss technique given on students' writing whether or not there would be improvement of students' writing ability.

E. Data and Technique of Collecting Data

The data in this research consisted of quantitative and qualitative data. The quantitative data were presented in the score of students from Task 1 to Task 3. The qualitative data were the description of the process during the action, interview transcripts, observation checklists, and students' writing tasks. In this research the researcher used field notes, interview transcripts, and photograph as the data.

The data were collected in the form of opinions, preferences, and expectations of the research team members. To get those data, the researcher collected the data by using some data collection techniques as follows:

a) Class Observation

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

b) In depth-interviews

To get the data related to the teacher's and students' behavior while and after the action was implemented, the researcher conducted in depth-interviews to the collaborator and the students of class VIIID.

c) Photographs Taking

Some pictures were taken while the teaching and learning process is running. The photographs were taken to support the data.

d) Testing and Evaluating Students' Writing

The researcher and the collaborator gave three tasks in this research which used the dictogloss technique in each task. Then, they evaluated students' writing from the first task to the final task.

F. Technique of Data Analysis

The data were obtained from the actions conducted in the field. Firstly, the researcher looked up the findings as genuine data such as interview transcripts, field notes and students' writing. She then analyzed the description of opinions and the result of the research. Secondly, from the interview transcripts, it could be shown the progress of the implementation given. Additionally, the students and the collaborator were given a chance to deliver their own opinions and comments about the implication of the action research to avoid subjectivity in analyzing the data and get trustworthiness.

G. Validity and Reliability of the Data

The data validity of this research was based on Burn's (1999: 161-162) criteria of validity. They were democratic validity, outcome validity, process validity, and dialogic validity.

In this research, to get the democratic validity the researcher did a collaboration with the English teacher and the students as the data resources who have a right to give their opinion, ideas, criticism and suggestion about the implementation of the actions. Their opinions, ideas, criticism and suggestion were used to improve the next actions. The outcome validity in this research was

obtained by looking at the result of the actions which have been done. The researcher and the collaborators analyzed the success and the failure of the actions.

The process validity was obtained by doing a triangulation technique that is gathering accounts of a teaching situation from three quite different points of view. They are the teacher, the students, and the observer. This was done to avoid the bias that may happen. To get the last criteria of validity, the dialogic validity, the researcher did reflection with the teacher and the students in order to get suggestions to improve the next action.

H. Procedure of the Research

1. Determining the Thematic Concern-Reconnaissance

The researcher conducted the reconnaissance step to find out information concerning students' writing ability in producing a narrative text. Based on the interview and observation in SMPN 1 Saptosari, she found and identified the existing problems. In the English teaching and learning process in class VIIID of SMPN 1 Saptosari, she found several problems. There were four problems of students in the writing aspects namely content, punctuation, grammar, and spelling. In reference to the interview with the collaborator and the students, the major problems the students have were spelling, punctuation, using appropriate tense, and the content of a narrative text. Besides, the English teacher also had difficulties in teaching writing. She was very enthusiastic when the researcher wants to conduct action research related to the students' writing ability.

The researcher thought that a new technique in teaching writing was needed by the students and the teacher. The technique in teaching writing used by the researcher and the collaborator is called the dictogloss.

Dictogloss has four basic stages in the teaching and learning process which help the teacher in teaching writing. This technique also promotes cooperative learning which helps the students to give their contribution to the teaching-learning process.

2. Planning

After the researcher and the collaborator identified the problems, they made some planning to decide the actions that were feasible to be implemented in the field. In planning the actions, the researcher worked together with the English teacher of class VIIID of SMPN 1 Saptosari. They prepared the technique to solve the problems they face, prepared the teaching material and prepared the instruments to collect the data.

3. Action and Observation

After the planning was agreed on, the actions were implemented in the class. The actions were implemented in two cycles. Cycle I conducted in two meetings, and Cycle II conducted in three meetings. The researcher and the collaborator observed and took notes of anything that is happened in the class. Based on the observations, notes, and records of the students' responses in the actions, they discussed the implementation of the actions.

4. Reflection

After the researcher conducted the actions completely, she and the collaborator conducted reflections. They discussed circumstances concerning the actions. It was done to find out whether the actions were successful or not. If the actions carried out were successful, the researcher and the collaborator would continue to implement those actions by giving a different narrative text to the students. However, if the actions were not successful, the researcher and the collaborator would try to find the suitable actions to use the dictogloss in teaching writing so that the condition would be better and could improve students' writing ability.

I. Scoring Scheme for Writing

The researcher and the collaborator focused on four components of writing and an additional aspect for the purpose of this study, namely content, language use, mechanics, organization and participation. They added participation as an additional aspect because in the dictogloss technique there is a reconstruction stage that needs group work.

The criteria to score students' writing were based on the characteristics of a narrative text and the dictogloss technique. The following presents the scoring scheme which is used in this research.

Table 7: **Assessment Rubric**

Aspects of Writing	Level	Score	Criteria
Content	Excellent to very good	20-18	• Relevant to the points of the dictated-text • Match the purpose of a narrative text
	Good to average	17-14	• Mostly relevant to the points of dictated-text but lacks detail of information • Match the purpose of a narrative text
	Fair to Poor	13-10	• Inadequate development of the points of the dictated-text • Almost match to the purpose of a narrative text
	Very Poor	9-7	• Does not relate to the points of the dictated-text or not enough to evaluate • Does not match the purpose of a narrative text
Organization	Excellent to very good	20-18	• Well-organized of a narrative text
	Good to average	17-14	• Loosely organized of a narrative text but main ideas stand out
	Fair to Poor	13-10	• Ideas confused or disconnected
	Very Poor	9-7	• No organization or not enough to evaluate
Language use	Excellent to very good	20-18	• Few errors of agreement, tense, articles, pronouns, prepositions
	Good to average	17-14	• Several errors of agreement, tense, articles, pronouns, prepositions • Meaning seldom obscured
	Fair to Poor	13-10	• Frequent errors of agreement, tense, articles, pronouns, prepositions • Meaning obscured or confused
	Very Poor	9-7	• Dominated by errors • Does not communicate or not enough to evaluate.
Mechanics	Excellent to very good	20-18	• Demonstrates mastery of conventions • Few errors of spelling, punctuation, capitalization
	Good to average	17-14	• Occasional errors of spelling, punctuation, capitalization

(Continued)

(Continued)

Aspects of Writing	Level	Score	Criteria
Mechanics	Good to average	17-14	• Occasional errors of spelling, punctuation, capitalization
	Fair to Poor	13-10	• Frequent errors of spelling, punctuation, capitalization • Poor handwriting
	Very Poor	9-7	• Dominated by errors of spelling, punctuation, capitalization • Handwriting illegible or not enough to evaluate
Participation	Excellent to very good	10-9	• Gives a high contribution to the teaching-learning process
	Good to average	8-6	• Gives a standard contribution to the teaching-learning process
	Fair to Poor	5-4	• Sometimes gives a contribution to the teaching-learning process
	Very Poor	3-2	• Doesn't give any contribution to the teaching-learning process

There were two independent raters in assessing students' writing. The first rater was the English teacher of Class VIIID who is qualified for assessing students' writing and the second rater was the researcher herself. In evaluating students' writing, she and the collaborator gave an appropriate score in each aspect.

CHAPTER IV

RESEARCH FINDINGS

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

A. Research Process

After doing the preliminary class observation, the researcher made a vignette that explain the teaching-learning process. The vignette of the preliminary class observation and some problems that are found in the observation are shown in the next page.

> "The English teacher and researcher came to class VIIID. The lesson started at 7.45 am. When the bell had rung, the students were still outside the class. The teacher came to the class but the students were still not ready to study. Then the teacher waited them till they were ready to study. After waiting for about five minutes, the teacher asked the captain of the class to lead a prayer. The students did the prayer. The teacher gave a greeting to the students. However, some students made noise in the class. Then the teacher gave a list of vocabulary to the students. They were asked to find the meaning of that vocabulary by using a dictionary. However, almost all of the students were not interested to find the meaning of the vocabulary by themselves. They were asked about the meaning of that vocabulary by the teacher. Then the teacher checked the meaning of the vocabulary by asking some students to answer it. She asked some students to read their answer. Some students asked other students to answer the teacher's questions. They had difficulties in pronunciation and they also laughed at a classmate who made a mistake. Besides, they often made up something for fun in answering the teacher's questions and talked to each other when the teaching and learning activity was still going on.
>
> After that the teacher presented parts of a personal letter. She asked the students to open students' worksheet. She asked the students to answer some questions. Then the teacher checked students' answers by asking some students to write their answer on the whiteboard. Some students wrote their answer but they did not give any attention to its punctuation and spelling. They also still had difficulties in arranging sentences or in using an appropriate tense. Then the teacher checked those answers. However, the teacher only checked the content of the answers not the punctuation. After that the teacher presented about the past continuous tense. She gave an example of that tense. Some students made noise in the class. The bell had rung. The teacher gave homework and closed the lesson."

Based on the vignette above, she and the English teacher discussed some problems that were found. Those problems are presented in the table below.

Table 1: **Problems in the English teaching-learning process in Class 8D, SMPN 1 Saptosari in the Academic Year of 2010/2011**

No	Problems	Codes
1.	When the bell had rung, many students were still outside the class.	S
2.	When the teacher came to the class, the students were still not ready to study.	S
3.	Some students often made noise in the class.	S
4.	Students talked to each other when the teaching and learning activity was still going on.	S
5.	Students often made up something for fun in answering the teacher's questions.	S
6.	Students were not interested to consult the dictionary.	S
7.	The students had difficulties in learning grammar.	M
8.	The students had difficulties in pronunciation.	M
9.	Students laughed at a classmate who made a mistake.	S
10.	Students asked other students to answer the teacher's questions.	S
11.	Students did not bring the course book.	S
12.	Students did not do their homework.	S
13.	The teaching-learning process lacked the use of learning facilities.	F
14.	Students considered English as a difficult and confusing subject.	S
15.	The students had low ability in writing.	S
16.	The students did not pay attention to punctuation and spelling.	S
17.	The students had low ability in arranging sentences or in using an appropriate tense.	S
18.	The available text book was not appropriate with the curriculum.	M
19.	Most of the given material was taken from the students' worksheets (*LKS*).	M
20.	Grammar was taught explicitly.	Met
21.	The teacher said that she has difficulties in teaching writing.	Met

S: students T: teacher M: material Met: method F: facilities

From the list of the problems in the English teaching-learning process in Table 1, the problems were then categorized into three levels of difficulties, i.e. seriousness, urgency, and feasibility. Based on the seriousness level, the problems are listed below.

Table 2: **Problems of the seriousness level**

No	Problems	Codes
1.	When the bell had rung, many students were still outside the class.	S
2.	When the teacher came to the class, the students were still not ready to study.	S
3.	Students often made noise in the class.	S
4.	Students talked to each other when the teaching and learning activity was still going on.	S
5.	Students were not interested to consult the dictionary.	S
6.	The students had difficulties in learning grammar.	M
7.	The students had difficulties in pronunciation.	M
8.	Students laughed at a classmate who made a mistake.	S
9.	Students asked other students to answer the teacher's questions	S
10.	Students did not do their homework.	S
11.	Students considered English as a difficult and confusing subject.	S
12.	The students had low ability in writing.	S
13.	The students did not pay attention to punctuation and spelling.	S
14.	The students had low ability in arranging sentences or in using an appropriate tense.	S
15.	The available text book was not appropriate with the curriculum.	M
16.	Most of the given material was taken from the students' worksheets (*LKS*).	M
17.	Grammar was taught explicitly.	Met
18.	The teacher said that she has difficulties in teaching writing.	Met

S: students T: teacher M: material Met: method F: facilities

After categorizing the problems based on the seriousness level, she and the collaborator then categorized those problems to the level of urgency in the English teaching and learning process. The table is shown below.

Table 3: **Problems in the urgency level**

No	Problems	Codes
1.	Students were not interested to consult the dictionary.	S
2.	The students had difficulties in learning grammar.	M
3.	Students considered English a difficult and confusing subject.	S
4.	The students had low ability in writing.	S
5.	The students did not pay attention to punctuation and spelling.	S
6.	The students had low ability in arranging sentences or in using an appropriate tense.	S
7.	Grammar was taught explicitly.	Met
8.	The teacher said that she has difficulties in teaching writing.	Met

S: students T: teacher M: material Met: method F: facilities

From the list of problems above, the researcher and the English teacher discussed the feasibility of the field problems to be solved. The researcher and the English teacher then discussed which field problems related to the students' writing ability which were feasible to be solved soon. There were two such problems:

1. The teacher said that she has difficulties in teaching writing;
2. The students had low ability in writing. They had low ability in using an appropriate tense and did not pay attention to punctuation and spelling.

Furthermore, this part describes Cycle I and Cycle II. The process in each cycle is discussed below.

1. Report of Cycle I

The teaching and learning process in Cycle I was divided into two meetings. In this cycle, the researcher and collaborator administered three steps as discussed in the following sections.

a. Planning

In this part, it can be read that she and the collaborator made some planning. The following is those planning.

1) First Meeting

a) presented a material about a narrative text to the students,

b) assisted the students to be familiar with the simple past tense as this tense was dominantly used to produce a narrative text,

c) observed and recorded the teaching and learning process.

2) Second Meeting

a) reviewed the previous material about a narrative text,

b) explained the dictogloss procedure to the students,

c) applied the dictogloss in teaching writing,

d) provided students' answer sheet to do the first task,

e) collected students' Task 1.

b. Action and Observation

The action of Cycle I was conducted in two meetings. The first meeting was the activity where the teacher shared and taught the students about the purpose, the parts (generic structure) and language features of a narrative text. The researcher and collaborator also assisted the students to be familiar with the simple past tense.

The second meeting was the activity where the researcher acted as a teacher and the English teacher as a collaborator. In this meeting, she focused on the implementation of the dictogloss. Besides, she and collaborator focused on the

students' first task to find students' writing problems and their difficulties in attending the writing lesson by using the dictogloss. After that, the students were asked to collect their task. The detail of the action in each meeting was discussed as follows.

1) First Meeting

The first meeting was held on April 11th, 2011. The collaborator acted as the teacher and the researcher became the observer. The teacher started the teaching and learning process by greeting the students, checking the students' presence, and asking the captain of the class to lead a prayer. After that, she gave some questions related the students' previous experience such as, "Have you ever read Sangkuriang story?"

Then she distributed an example of a narrative text entitled "*Babu and the Lion"*. She asked the students to read that text first. After that, she asked some students to read that text. She discussed the content and the meaning of the text with the students. After that, she asked the students about the type of that text. The students answered that the text was a narrative. The teacher told the students about the parts of a narrative text and asked them to identify the given text. However, before identifying the given text, the teacher and the students discussed the parts of a narrative text and the teacher asked the students to learn about that.

To make the students understand easily, the teacher explained to the students about the purpose, the parts and the language features of a narrative text by using a white board. Firstly, she asked the students to tell what they knew about a narrative text. A student told that a narrative text was about a story. The teacher gave additional information to students' answer that a narrative text was a

text which has a social function to entertain the readers. She explained the parts of a narrative text.

She continued the teaching process by asking some questions related to the students' background knowledge of a narrative text. Some students answered the teacher's questions, and the others just listened to their friends' answers. Then, the teacher asked some students about the purpose of a narrative text and its parts. Some students answered the parts of a narrative text by calling its name i.e. orientation, complication and resolution. After hearing the students' answers, the teacher explained that a narrative text has some basic parts. A narrative should consist of the introduction (which explains the characters in the story or in simple words this part should consist of an explanation about when, where, and who); the body (which tells the events that are happened in the story); and the last part is ending. The ending part tells the end of the story; it can be for happy or sad ending.

After discussing the parts of a narrative text, the students and the teacher identified the parts of the given text, i.e. the text about Babu and the Lion. The teacher continued the explanation about the characteristics of a narrative text. She asked the students to identify and show what tense is used in the text, she said "Can you tell me what tense is used in the text?" Some students responded to the teacher's question by saying "Simple present tense", and the others said "Simple past tense". After that, she corrected the wrong answer by showing the sentence from the text to the students. She took the first sentence, "There was a slave whose name was Babu." Then, she asked the students to identify the type of tense used in the sentence. After the students answered that the sentence used the

simple past tense, the teacher asked the students to identify the past tense verbs in the sentences and find the simple present verbs. It was done to make them understand about the present form of the verbs used in the sentences. She explained why the students had to use the simple past tense when they wanted to write a narrative text.

She gave an exercise about the application of the simple past tense to the students. She gave ten minutes for doing the exercise. The teacher and the researcher walked around the class for monitoring the students' activity. After that, the teacher asked the students to answer the questions in the exercise. After checking the students' answers, she showed the conclusion of what should be written in a narrative text.

The implementation of this session could run well. Some students asked the teacher by using Indonesian. Even though there were some students who did not pay attention to the teacher's explanation, overall the process of teaching and learning could run well. The students told that they understood teacher's explanation about a narrative text.

Five minutes before the teacher and the researcher ended the class, the teacher asked the students about their difficulty related to the activity and the given material. Then, the teacher and the researcher ended the class.

2) Second Meeting

The second meeting was held on April 13rd, 2011. The researcher acted as the teacher and the teacher became a collaborator. The researcher started the class by greeting the students and checking the students' attendance for about five minutes. In this meeting, she reviewed the previous material.

After that, she told the students that they would have a new activity called dictogloss. Before doing the dictogloss activity, she and the collaborator distributed the answer sheets to the students. The text was about Snow White. In the first step of the dictogloss, they should listen to the text read for them. In this first step, the students only listened to the text, but in the second listening they should make notes about important words they heard. They seemed to be confused and needed to listen to the text again. The researcher read the text again. She read it at a normal spoken speed. She did the dictation five times. Then, the students took notes about the words they heard in the available worksheet. The researcher and the collaborator monitored the students' activity in the reconstruction stage. They still made many mistakes in spelling the important words. After that, she asked the students to write their important words on the white board. Then, she and the students discussed the words written on the white board. They discussed those spelling and punctuation. Then, they discussed the key words which must be included in their reconstruction text.

Before conducting the reconstruction stage, the researcher and the collaborator grouped the students into eight groups. However, the grouping process could not run well. There were some students who made a noise. It was time consuming. It seemed that some students were spending much time in positioning themselves in the determined groups. Then, the collaborator asked the students to be faster.

After that, the researcher told the students what they should do in the next step. She told them that they should reconstruct the text they heard. Some students seemed not giving their contribution in reconstructing the text.

After that, the researcher and the collaborator decided to ask some students to write their work on the white board. Then, some students wrote their work on the white board. Then, she guided the students to correct their mistakes. After the analysis-correction done, she distributed the original text to the students. They compared the original text and the students' reconstruction text.

The researcher and the collaborator took notes and observed the class activity. They also monitored students' activity and helped them when they got difficulties. This activity took about 65 minutes. In the last five minutes, the researcher and the collaborator collected the students' task and ended the lesson.

c. Reflection

Based on the observation done in Cycle I, the teacher and the researcher did not get any difficulties to transfer the materials about a narrative text. However in the second meeting, the students seemed to be crowded when they were grouped. It was time consuming. It seemed that the students were spending much time in positioning themselves in their groups. Besides, the students were still confused about the dictogloss activity. Also, in the reconstruction stage, there were only some students who contributed to reconstruct the text. Then, in the analysis and correction stage, the students seemed to have difficulty in correcting their friends' mistakes. The further reflection is presented below.

In the first meeting of Cycle I, the students could clearly understand the teacher's explanation about a narrative text. This can be seen in the observation when the students identified the parts of a narrative text. Most of them knew that narrative texts should have introduction part (which explains the characters in the

story which explains about when, where, and who), the body (which tells the events happen in the story), and the last part is ending. The ending part tells the end of the story; it can be a happy ending or sad ending. They also knew the purpose of a narrative text when the teacher asked them.

Besides, the evidence also can be seen in the following interviews which were done by the researcher to the collaborator and the students. The following are some interview transcripts that show the students knowledge about a narrative text.

R : *"Iya. Kemudian mengenai materi penjelasan tadi Bu..apakah kurang jelas atau gimana?"*
("Yes. Then, how about the material for the explanation, Mam? Is it unclear or not?")

C : *"Sepertinya sudah. Sudah jelas. Ya seperti yang sudah saya jelaskan ke siswa. Tujuan dari teks narative itu yang pertama karena biasanya kalau di soal yang ditanyakan ya hanya itu.. yang* 'to entertain the readers' *dan biasanya kalau yang* 'to educate' *itu biasanya langsung ditanyakan moral value-nya. Seperti ini (sambil menunjukkan ke teks* (Babu and the Lion) *yang tadi diberikan ke siswa).Nggih?"*
("I think it is already clear. It is clear. Yes, like what I have presented to the students. The first purpose of a narrative text is to entertain the readers because it is usually asked in the question. Then, if the question is about a moral value, the purpose of the narrative text is to educate. Like this (The teacher pointed the text of "Babu and the Lion" which was already given to the students). Does it right?")

R : *"Nggih Bu. Iya. Benar Bu."*
("Yes, Mam. It is correct.")

(Interview, April 11th, 2011)

Based on the interview above, the collaborator said that the explanation of a narrative was clear. Then, the interview transcripts with the students are presented below.

R : *"Tadi...em, namanya dik siapa dulu?"*
("Mm.., what is your name?")

S : "Retna."
("Retna.")

R : *"Tadi penjelasannya mudah dimengerti ga?"*
("What do you think about the teacher's explanation? Is it easy to understand or not?")

S : *"Iya sudah mbak."*
("Yes, I think it is easy to understand.")
R : *"Terus tadi penjelasan dari guru terlalu cepat kah?"*
("How about the speed of the teacher's explanation, is it too fast or not?")
S : *"Sudah mbak. Pas."*
("It is OK, Miss. It is.")

(Interview, April 11th, 2011)

R : *"Namanya dik siapa?"*
("What is your name?")
S : *"Lia."*
("Lia.")
R : *"Lia, tadi pelajarannya gimana?"*
("Lia, what do you think about the lesson today?")
S : *"Asyik."*
("It is interesting.")
R : *"Kayak biasanya ga?"*
("Does it like the usual activity?")
S : *"Ga."*
("No, it does not.")
R : *"Terus pas dikasih penjelasan tentang narrative, jelas ga?"*
("Then, how about the explanation about narrative, is it clear or not?")
S : *"Jelas."*
("It is clear.")
R : *"Terus tadi saat guru menjelaskan, jelas ga?"*
("How about the teacher's explanation? Is it clear?")
S : *"Insya Alloh jelas mbak."*
("Insya Alloh, it is clear, Miss.")
R : *"Insya Alloh jelas."*
("Insya Alloh.")
S : *"Iya mbak."*
("Yes, Miss.")
R : *"Tadi kan belajar narrative ya? Kalau di narrative harus ada apa aja?"*
("You have learnt about narrative, right? What are the components of a narrative text?")
S : "Orientation, complication, resolution,*...ya gitu mbak*."
("Orientation, complication, resolution... Yes, something like that, Miss.")

(Interview, April 11th, 2011)

Based on the interview transcripts above, it can be seen that the teacher's explanation about a narrative text was clear. The students also knew the parts of a narrative text.

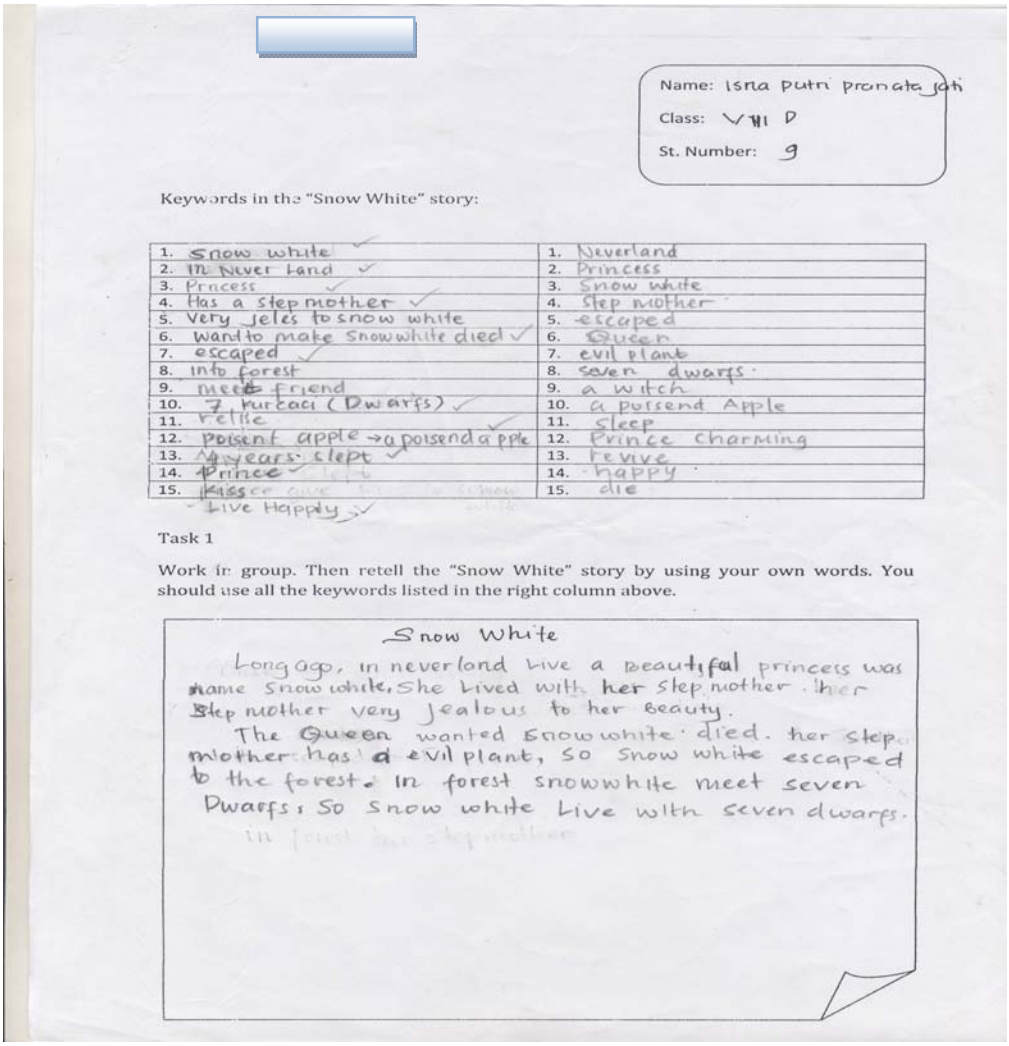
In the second meeting, the students seemed to be crowded when they were grouped. It was time consuming. It seemed that the students were spending much time in positioning themselves in their groups. The evidence of that condition can be seen in the following interview.

R: *"Iya Bu. Jadi bagaimana menurut ibu mengenai aktifitas di pertemuan kedua ini?"*
("Yes, Mam. So, what do you think about the activity in this second meeting?")
C : *"Ngomong. Cerita dulu. Seperti itu. Terus dalam satu kelompok yang bekerja ya hanya anak tertentu saja. Ya begitu."*
("They are talking to each other before working in group. Yes, something like that. Then, there are only certain students who work in a group. Yes, something like that.")
C : *"Ya. Atau beberapa orang dipindah saja."*
("Yes, I think we need to move some students to other group.")
R : *"Nggih."*
("OK.")

(Interview, April 13rd, 2011)

Based on the interview above, it can be concluded that the students were spending much time in positioning themselves in their groups. They did other activities, such as talking with their friends before doing the task. The students also did not give participation to the group work. It is because there were only certain students who contributed to the group work. Regarding to that reality, the researcher and the collaborator planned to move some students to other group in order to make the process of the reconstruction stage worked well.

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



Name: Isna putri pranata jati
Class: VIII D
St. Number: 9

Keywords in the "Snow White" story:

1. Snow white	1. Neverland
2. In Never land	2. Princess
3. Princess	3. Snow white
4. Has a step mother	4. Step mother
5. Very jeles to snow white	5. escaped
6. Want to make Snowwhite died	6. Queen
7. escaped	7. evil plant
8. into forest	8. seven dwarfs
9. meet friend	9. a witch
10. 7 kurtaci (Dwarfs)	10. a poisend Apple
11. Retire	11. sleep
12. poisent apple → a poisend apple	12. Prince charming
13. years slept	13. revive
14. Prince	14. happy
15. kisses	15. die

Live Happily

Task 1

Work in group. Then retell the "Snow White" story by using your own words. You should use all the keywords listed in the right column above.

Snow White

Long ago, in neverland live a beautiful princess was name Snow white. She lived with her step mother. Her Step mother very jealous to her beauty.

The Queen wanted Snowwhite died. her step mother has a evil plant, so Snow white escaped to the forest. In forest snowwhite meet seven Dwarfs, So Snow white Live with seven dwarfs.

Figure 1: **Student's Writing of Task 1**

From the student's task above, it can be seen that there are many mistakes that are made by the student. In terms of content aspect, there are some keywords that have been included in the reconstructed-text but the story does not finish yet. Besides, the reconstructed-text almost matches to the purpose of the narrative text, i.e. to entertain the readers.

The mechanics is the next aspect that can be evaluated from the student's writing above. The student's writing task shows that there are still many mistakes in the use of capital or small letters, spellings and punctuation. Then in terms of

language use, it can be seen that there are still many mistakes which are made by the student. There are some mistakes in agreement, tense, and articles. The same condition can also be seen in terms of organization: the student's writing is good enough, but the story does not complete. The dictated-text is shown below.

Snow White

Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So, she wanted her to die.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.

The Queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.

(Free adaptation from Grimms' fairy tale)

Figure 2: **Original Text of Task 1**

Based on the reflection above, the researcher and the collaborator planned to conduct Cycle II to see students' improvement in writing after conducting the dictogloss activity again in the next cycle. There were several problems in the teaching and learning process in Cycle I. Some of which were the students had less attention on their writing and their participation in the group work in the dictogloss activity.

2. Report of Cycle II

The reflection of the previous cycle showed no great improvement of students' ability in terms of content, mechanics, language use, organization and

participation. Dealing with those problems, the researcher and the collaborator arranged these three steps below.

a. Planning

This cycle was designed in three meetings. The lesson plans were well developed by the researcher and the collaborator in order to make the process of the dictogloss in Cycle II run well. They also still prepared observation sheets and field notes as the instruments of getting data. The following presents the planning of Cycle II.

1) Third Meeting

a) re-grouped the students because there were some students who were needed to be moved to other group,

b) gave detail explanations of the procedure of the dictogloss to the students,

c) asked the students to reconstruct the text in the second task,

d) provided students' answer sheet to do the second task,

e) collected students' Task 2.

2) Fourth Meeting

a) distributed students' second tasks because the analysis and correction stage of the dictogloss was not done yet,

b) conducted the analysis and correction stage of the dictogloss,

c) asked the students to write their work on the white board,

d) gave a chance to the students to ask questions if they got difficulties.

3) Fifth Meeting

a) gave the last task i.e. Task 3 to the students,

b) explained the assessment criteria to the students,

c) explained the difficult vocabulary that the students would face in the Pinocchio story,

d) asked some students to write their work on the white board,

e) collected students' Task 3.

b. Action and Observation

The action of Cycle II was conducted in three meetings (third meeting, fourth meeting and fifth meeting). The detail actions are presented below.

1) Third Meeting

The third meeting was held on April 18th, 2011. The researcher began the class by greeting the students and checking students' attendance. After that, she and the collaborator re-grouped the students. There were some students who were moved to other groups. Then, she started to explain the detail stages in the dictogloss activity.

After that, she started to conduct the dictogloss activity. The given story in this third meeting was Cinderella. The researcher started the dictogloss activity by reading the text first. As in the previous meeting, the students only listened to the text and tried to understand what the text told about. Then, in the second reading, the students started to take notes of important words that might help them in reconstructing the text. The researcher read the text again till four times. It was because the students needed to listen to the text more than twice. Besides, it was done to make them understand more about the content of the text.

After that, the researcher guided the students to check their spelling in writing the important words. She told the students that they could use their notes

about important words in their reconstructed-text even though other students did not use the words.

She and the collaborator asked the students to reconstruct the text in the second task. Students wrote their writing on the paper provided by her. Then, the students started to reconstruct the text in groups.

There were many differences of students' activities in this meeting compared to students' activities in the previous meeting. In this meeting, the students seemed to be more focused on the teaching-learning process than the previous meeting. They seemed to be more understand about the procedure of the dictogloss. They also seemed to be more active in giving their contribution to the group discussion. Students who were inactive in the previous meeting seemed to be active in this meeting. It was because the collaborator told them that their participation is marked. In the last five minutes, the researcher and the collaborator collected students' second task and informed them that they would have the analysis and correction stage in the fourth meeting. The researcher and the collaborator ended the lesson.

2) Fourth meeting

The fourth meeting was held on April 20th, 2011. In this meeting, the researcher started the class by greeting the students and checking students' attendance. She then asked their difficulties in reconstructing the text in the previous meeting. She and the collaborator distributed students' second task because the analysis-correction stage was not done yet in the previous meeting. After that, she asked the representatives of the groups to write their writing on the

white board. There were eight group representatives because the students were grouped into eight groups. In the first turn, there were three students who came up to write their second task on the white board. In the second turn, there were three students and the last two students were in the last turn. Every student who came up to write their writing on the white board was the representative of their group.

In the analysis and correction stage, the students seemed to be very active. They seemed to be active in the activity. In the beginning of this stage, they did not know about the mistakes of their friends writing. However, after a moment, they knew their friends' mistakes in terms of punctuation, grammar and spelling. They came forward to correct their friends' mistakes.

Then, in the second turn of the analysis and correction stage, students directly came in front of the class to correct their friends' mistakes. The researcher and the collaborator also monitored students' activity and helped them in correcting their mistakes. After that, they distributed the copies of the original text to the students. They gave a chance to the students to ask questions if they got difficulties. The researcher, the students and the collaborator compared the original text and the students' writings. In the last five minutes, the analysis-correction stage finished. The researcher and the collaborator ended the class.

3) Fifth meeting

This meeting was the last meeting of Cycle II which was held on May 4th, 2011. The researcher and the collaborator planned to conduct this meeting on May 2nd, 2011. However, the school held a ceremony for National Education Day for

schools in Saptosari region on that day. So, they agreed to conduct the fifth meeting on May 4th, 2011.

In this fifth meeting, the researcher began the class by greeting and checking students' attendance. She and the collaborator conducted this last meeting to check whether the use of the dictogloss technique improved students' writing ability or not. She asked the students about their difficulties in reconstructing a narrative text in the previous meetings. After that, she explained the assessment criteria to the students. The students seemed to be worried. However, she told them if they did their work well they would get a good mark.

After that, she explained the difficult vocabulary that the students would find in the Pinocchio story. The students seemed to be happy. Then, she asked the students to write their third task on the paper provided by her. She began the procedure of the dictogloss technique. The story of that day was Pinocchio. Students were interested in reconstructing that text.

The class activity during the process of the dictogloss was better than before. The dictation stage ran quickly. She did the dictation twice. After that, she guided the students in checking their notes about the important words. Then, the students started to reconstruct the text in groups. They seemed to be very active in giving their contribution to the group work. Then, in the reconstruction stage, the researcher and the collaborator asked some students to write their work on the white board. The students and the researcher checked and compared those students' writings to the original text. The analysis-correction stage worked well. The researcher and the collaborator ended the class.

c. Reflection

In this cycle, the researcher did not find significant problems. Students' mistakes in punctuation, spelling, grammar, and content aspect decreased. The improvement can also be seen in terms of language use, especially the use of the simple past tense. In terms of the participation, the students' participation was increased. Their contribution to the success of their group work was good. They seemed to be more cooperative with others.

Based on the observation in Cycle II, students' writing ability improved. Further discussion of Cycle II is presented below.

In the first meeting of Cycle II, the researcher and the collaborator moved some students to other group. It is done in order to make the process of the dictogloss could run well. Besides, she also explained the stages of the dictogloss because some students still confused about it in the previous meeting.

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

R : *"Jadi kalian sudah paham belum dengan cara-caranya? Maksudnya langkah-langkah dalam dictogloss?"*
("So, have you understood about the steps, I mean the steps in the dictogloss?")
S1 : *"Iya. Soalnya kegiatannya kan sama dengan minggu kemarin."*
("Yes, because the activity is the same as the activity in the previous meeting."
S2 : *"Iya, soalnya cara-caranya kan sama dengan pertemuan minggu kemarin kan?"*
("Yes, because the steps are the same as the steps in the previous meeting, right?")
R: *"Iya."*
("Yes.")

(Interview, April 18th, 2011)

In the second meeting of Cycle II, she and the collaborator conducted the analysis-correction stage of the dictogloss. In this meeting, the students become more active. This evidence can be seen in the action and observation part of the fourth meeting. Other evidence can also be concluded from the interview transcript below.

R : *"Bagaimana pendapat Ibu mengenai pertemuan yang ini tadi Bu? Bagaimana pendapat Ibu saat tahap pembahasan?"*
("What is your opinion about this meeting? What do you think about the analysis-correction stage?")

C : *"Nggih..Harus sangat teliti sekali, meskipun di pertemuan sebelumnya sudah pernah disampaikan.Tapi terlihat sekali kalau siswanya jadi lebih aktif, tanpa diminta maju untuk mengoreksi punya temannya, mereka sudah maju sendiri."*
("Yes, it is a must to be very careful even though it has been informed in the previous meeting. However, it is clearly seen that they become more active in this process. They straight come forward to correct their friends' writing without being asked.")

(Interview, April 20th, 2011)

The third meeting of Cycle II is conducted to check whether the use of the dictogloss technique improved the students' writing ability or not. She also explained the assessment criteria and the difficult vocabulary to the students as the results of the discussion between the collaborator and the researcher in order to make the students more serious to their writing. The evidences are presented in the interview transcripts below.

C : *"Iya. Lha, pertemuan besok mau tentang apa to?"*
("Yes, what is the material for the next meeting?")

R : *"Ini Bu, teksnya tentang Pinocchio."*
("This is it, Mam, a text about Pinocchio.")

C : *"Iya."*
("Yes.")

R : *"Bagaimana Bu, apakah vocab-nya terlalu susah?"*
("What do you think about the vocabulary? Is it too difficult?")

C: *"Mm..ini ada* carver, branch, *dan* puppet. *Besok disampaikan dulu saja kata-kata yang sulit."*
("Mm, there are carver, branch, and puppet. Please, inform them about the difficult words first.")

R : *"Nggih. Seperti pertemuan yang ketiga kemarin nggih Bu?"*

("Ok. It is like what we have done in the third meeting, Mam?")

C : *"Iya."*

("Yes.")

(Interview, April 20th, 2011)

C: *"Kemudian besok, pertemuan besok kan berarti mau dikasih* Task 3*?"*

("Then for the next meeting, they will be given Task 3, right?")

R : *"Iya."*

("Yes.")

C : *"Iya, itu dijelaskan dulu ke anak-anaknya tentang assessmentnya biar anak-anak tahu. Jadi mereka bisa lebih teliti ke* spelling*nya, terus tanda bacanya,* grammar*nya, dst."*

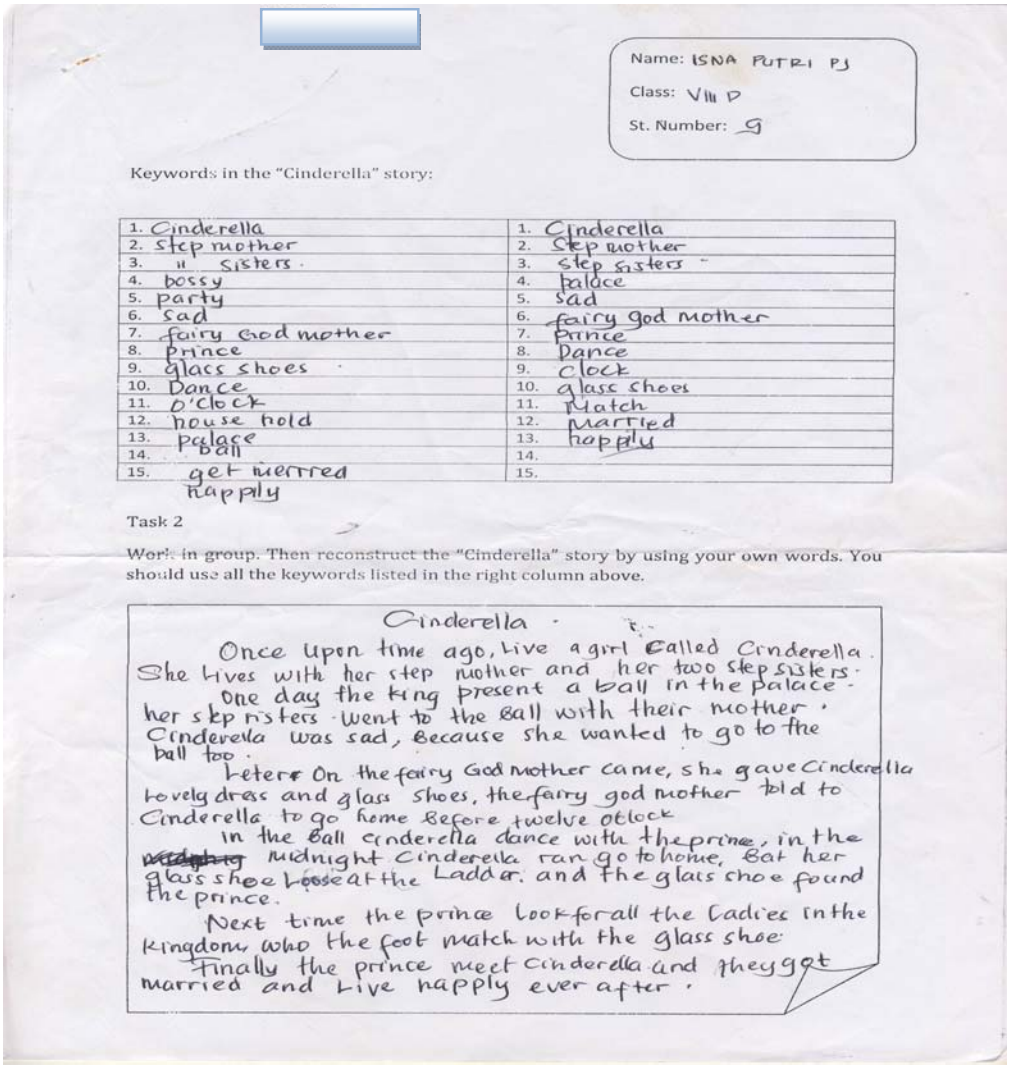
("Yes, first explain to the students about the assessment in order they know. So they can be more careful to the spelling, punctuation, grammar, and so on.")

R : *"Oh, nggih."*

("Ok.")

(Interview, April 20th, 2011)

The improvement of the students' writing ability can be seen in the student's tasks below. The following tasks are the examples of student's writing in the second and third task.



Name: ISNA PUTRI PJ
Class: VIII D
St. Number: 9

Keywords in the "Cinderella" story:

1. Cinderella	1. Cinderella
2. step mother	2. Step mother
3. 11 sisters.	3. step sisters
4. bossy	4. palace
5. party	5. sad
6. sad	6. fairy god mother
7. fairy god mother	7. Prince
8. prince	8. Dance
9. glass shoes	9. clock
10. Dance	10. glass shoes
11. O'clock	11. Match
12. house hold	12. married
13. palace	13. happily
14. ball	14.
15. get merred happily	15.

Task 2

Work in group. Then reconstruct the "Cinderella" story by using your own words. You should use all the keywords listed in the right column above.

Cinderella

Once upon time ago, Live a girl called Cinderella. She lives with her step mother and her two step sisters. One day the king present a ball in the palace. her skp risters went to the ball with their mother. Cinderella was sad, because she wanted to go to the ball too.

Letere On the fairy God mother came, she gave Cinderella lovely dress and glass shoes, the fairy god mother told to Cinderella to go home before twelve otlock

In the ball cinderella dance with the prince, in the ~~midnight~~ midnight Cinderella ran go to home, Bat her glass shoe Loose at the Ladder. and the glass shoe found the prince.

Next time the prince look for all the Ladies in the Kingdom who the foot match with the glass shoe

finally the prince meet Cinderella and they got married and Live happly ever after.

Figure 3: **Student's Writing of Task 2**

From the student's second task above, it can be seen that the student still made some mistakes. In terms of content aspect, the keywords have been included in the reconstructed-text. Besides, the reconstructed-text is also relevant to the dictated-text.

The mechanics is the next aspect that can be evaluated from the student's writing above. The student's writing task shows that there are still many mistakes in the use of capital or small letters, spellings and punctuation. Then in term of language use, it can be seen that there are still many mistakes which are made by

the student. There are some mistakes in agreement, tense and articles. The organization aspect of the student's writing is improved. The dictated-text of the second task is shown below.

Cinderella

Once upon a time, there was a girl called Cinderella. She lived with her stepmother and stepsisters. They were very bossy. She had to do all the housework.

One day there was a party at the palace. All were invited. Her stepsisters would not let her go with them. Cinderella was sad.

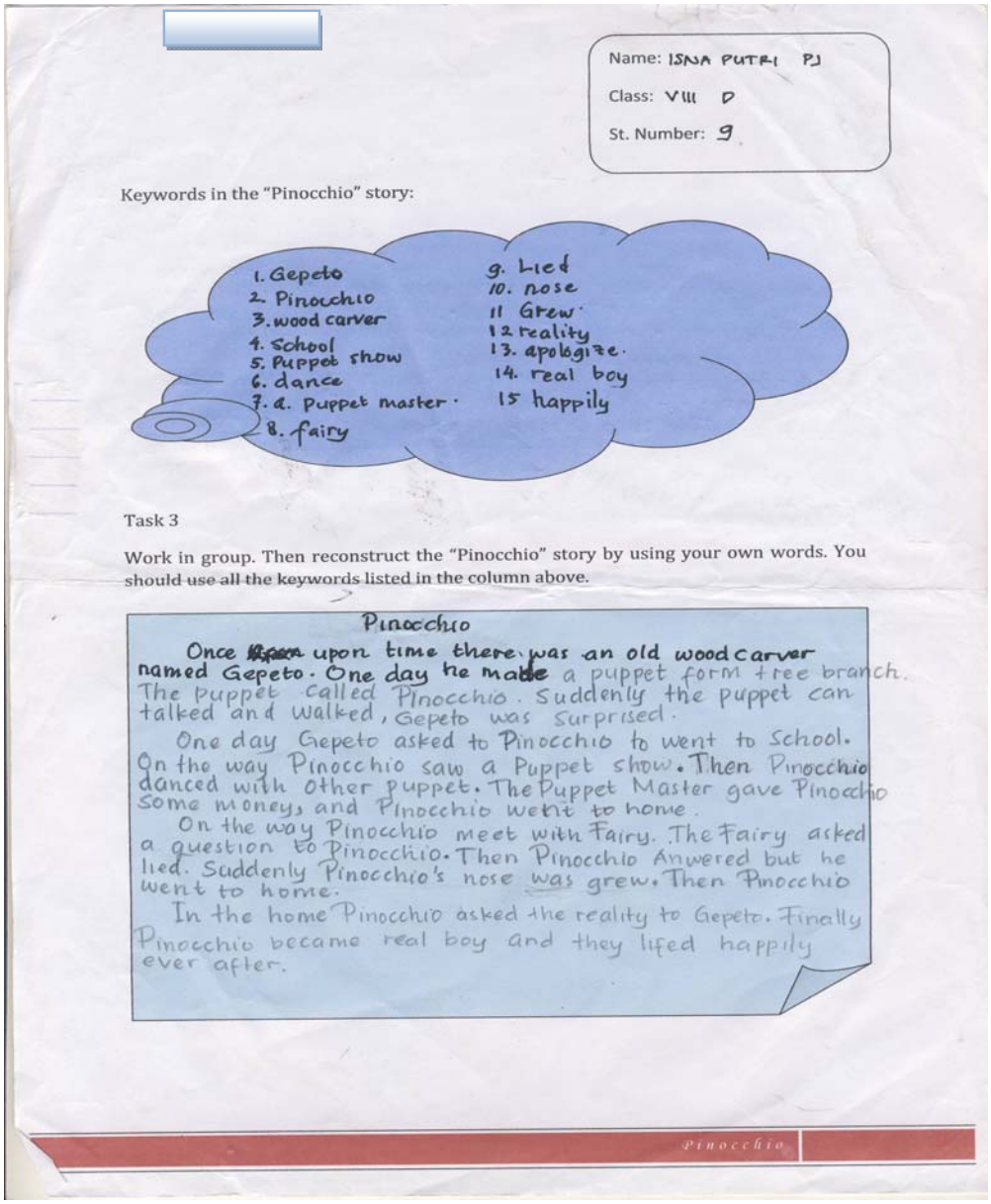
The Fairy Godmother came and helped her to go to the ball. Cinderella danced with the Prince. After a while, the clock stroke twelve. She left him one of her glass shoes and went home.

The Prince took her glass shoe. He travelled around the country to find a girl that matched the glass shoe.

Finally, the Prince found Cinderella. They got married and lived happily ever after.

Figure 4: **Original Text of Task 2**

The third task is the last task which is given to the students by conducting the dictogloss technique. This task is given to check whether or not the students' writing ability be improved through the use of the dictogloss technique. That task is presented below.



Name: ISNA PUTRI PJ
Class: VIII D
St. Number: 9

Keywords in the "Pinocchio" story:

1. Gepeto
2. Pinocchio
3. wood carver
4. School
5. Puppet show
6. dance
7. a. Puppet master
8. fairy
9. Lied
10. nose
11 Grew
12 reality
13. apologize
14. real boy
15 happily

Task 3

Work in group. Then reconstruct the "Pinocchio" story by using your own words. You should use all the keywords listed in the column above.

Pinocchio

Once upon time there was an old wood carver named Gepeto. One day he make a puppet form tree branch. The puppet called Pinocchio. Suddenly the puppet can talked and walked, Gepeto was surprised.

One day Gepeto asked to Pinocchio to went to School. On the way Pinocchio saw a Puppet show. Then Pinocchio danced with other puppet. The Puppet Master gave Pinocchio some moneys, and Pinocchio went to home.

On the way Pinocchio meet with Fairy. The Fairy asked a question to Pinocchio. Then Pinocchio Anwered but he lied. Suddenly Pinocchio's nose was grew. Then Pinocchio went to home.

In the home Pinocchio asked the reality to Gepeto. Finally Pinocchio became real boy and they lifed happily ever after.

Pinocchio

Figure 5: **Student's Writing of Task 3**

From the student's third task above, it can be seen that there are some improvements on the student's writing ability. In term of content aspect, the keywords have been included in the reconstructed-text. Besides, the reconstructed-text is also relevant to the dictated-text.

The mechanics is the next aspect that can be evaluated from the student's writing above. The student's writing task shows that though there are still many mistakes in the use of capital or small letters, spellings and punctuation; the student's writing is better than in the two previous tasks. Then in term of language use, it can be seen that the student's language use was improved although there are still some mistakes which are made by the student. However, their language use is better than in the previous task. Then in term of organization aspect, the student's writing was improved. The original text of the third task is shown below.

Pinocchio

Once upon a time, there was an old wood carver named Geppetto. He made a puppet from a tree branch. That puppet called Pinocchio. Suddenly, that puppet walked and talked. Geppetto was surprised.

One day, Geppetto asked Pinocchio to go to school. Pinocchio left home to go to school. On his way to school, he saw a puppet show. He stopped and watched it. He also danced with other puppets. At the end of the show, the Puppet Master gave him some coins and asked him straight to go home.

Suddenly, a fairy came and asked Pinocchio a question. However, Pinocchio lied. Just then, his nose grew. Pinocchio was shocked. The fairy told him that every time he tells a lie, his nose will grow. Then Pinocchio tell the reality. Pinocchio went home and apologized to Geppetto. He promised to be a good boy. Then Pinocchio changed into a real boy. Finally, they lived together happily ever after.

Figure 6: **Original Text of Task 3**

The other evidences of that improvement are also supported by the collaborator's statements in the process of interview. The interview transcripts are presented below.

The first improvement is in term of content. The improvement of this aspect is clearly seen. It can be compared from the first task to third task. This conclusion is also supported by the interview transcript below.

R: *"Kemudian mengenai isinya Bu, bagaimana menurut pendapat Ibu?"*
("How about the content, Mam? What do you think?")
C: *"Sejauh ini mereka sudah bisa menuliskan hal-hal pokok tentang isi ceritanya. Jadi ya bagus, lagipula mereka* familiar *dengan teksnya dan mereka juga senang dapat itu. Jadi ya sejauh ini menurut saya tidak masalah."*
("So far, they already could write the content of the story. So, that is good, moreover they are familiar with the dictated-text. They also love to get that text. So, I think so far, so good.")
R: *"Tapi isinya sudah tersampaikan, dalam text yang mereka rekonstruksikan."*
("However, the content of the text is conveyed in their reconstruction text.")
C: *"Iya, ho'o."*
("Yes.")

(Interview, May 9th, 2011)

The next improvement can be seen in term of mechanics aspect. The students' ability in using punctuation is increased. Some students become very careful in terms of punctuation and spellings. It is also supported by the interview transcript below.

R: *"Kalau mengenai punctuation Bu?"*
("How about the punctuation, Miss?")
C: *"Punctuation, untuk beberapa anak menjadi sangat teliti, tapi ya masih ada yang belum. Terutama yang belum itu tanda bacanya, kalau huruf besar, huruf kecilnya sudah. Tapi tanda bacanya, ada yang sudah sadar, tapi asal meletakkannya. Misalnya: "After he went.." Itu seharusnya koma setelah kata went, tapi koma diletakkan setelah after. Ya seperti itu."*
("Some students become very careful in term of punctuation, but there are still some of them yet. The lack is especially in term of punctuation. However, they show great in term of capitalization. In term of punctuation there are some students who become aware though they put it in the wrong part. For example, "After he went...." The correct comma is put after the word went, but the comma is put after the word after. Yes, something like that.")
R: "*Nggih. Kemudian mengenai spellingnya Bu?"*
("Ok, then how about the spelling, Mam?")

C: "*Spellingnya, hanya beberapa anak yang kurang.*"
("There are only some students who show less in term of spelling.")
R: "*Nggih.*"
("Ok.")
C: "*Tapi kurangnya itu karena kecerobohan, maksudnya kurang teliti begitu.*"
("They show less because of their carelessness, I mean they do less careful attention on their spelling.")
R: "*Iya.*"
("Yes.")
C: "*Iya, biasanya mereka buru-buru. Misalnya nulis puppet, p nya hanya satu.*"
("Yes, they usually do in a hurry. For example, they write the word puppet only with one letter p.")
R: "*Iya.*"
("Yes.")

(Interview, May 9th, 2011)

The third improvement can be seen in term of language use aspect. The improvement of this aspect is clearly seen. It can be compared from the first task to third task. That statement can be supported by the interview transcript below.

R: "*Nggih, terima kasih. Bagaimana menurut pendapat Ibu mengenai Task terakhir pada pertemuan terakhir kemarin?*"
("Ok, thank you. What is your opinion about the last task in the last meeting?")
C: "*Iya meningkat, kemarin yang Task terakhir itu kelihatan sekali jika dibandingkan dengan task yang pertama. Kalau yang pertama, hasil kerjanya boleh dikatakan minim bahkan belum ada. Kemudian dilihat dari yang kedua yang dibandingkan dengan yang terakhir, memang sudah ada peningkatan. Setidaknya peningkatan dalam hal, kalimatnya bisa terbaca, bukan asal-asalan walaupun grammarnya masih salah-salah. Iya.*"
(Yes, it is increasing. The last task shows a clear increase compare to the first task. It can be said minimum in the first task, even there is nothing. Then if we compare the second and the third task, there is an increase at least they produce readable sentences though there is still many mistakes in the language use. Yes.")

(Interview, May 9th, 2011)

The next aspect that is increased is the organization aspect. It is supported by the interview transcript below.

R: "*Iya. Kalau* organization*nya, juga sudah bagus nggih Bu?*"
("Yes. They did well in term of organization, right?")
C: "*Iya, kelihatan sekali.*"

("Yes, it is clearly seen.")

(Interview, May 9th, 2011)

The last aspect that is increased is the participation aspect. The participation aspect is an additional aspect in this research. It is because the dictogloss technique needs the group work in its process, especially in the reconstruction stage. The improvement of this aspect is clearly supported by the interview transcript below.

R: *"Kemudian mengenai partisipasinya Bu?"*
("How about the participation, Miss?")
C: *"Mm, iya bagus yang pertemuan terakhir kemarin juga."*
("Yes, the last meeting also shows great.")

(Interview, May 9th, 2011)

In conclusion, the students' writing ability can be improved by using the dictogloss technique. This statement is also supported by the interview transcript below.

R: *"Jadi bisa disimpulkan bahwa dictogloss ini bisa digunakan untuk meningkatkan kemampuan menulis siswa nggih Bu?"*
("So, it can be concluded that the dictogloss technique can be used to improve students' writing ability, right?")
C: *"Nggih, iya."*
("Yes.")

(Interview, May 9th, 2011)

B. The Result of the Research

The result of this research consists of qualitative and quantitative data. The qualitative data deal with the general findings of the research in each cycle, while the quantitative data presents students' writing scores in 1st, 2nd and 3rd tasks. The following are the findings that the researcher obtained in a series of the use of the dictogloss:

1. Cycle I

a. In the content aspect of writing, some students understood the components and the purpose of a narrative text.

b. In the mechanics aspect, some students were able to use appropriate conventions in the text.

c. In the organization aspect, some students were able to produce a paragraph.

d. In the language use aspect, some students were able to make sentences using the simple past tense but others still had difficulties in the use of simple past tense.

e. In the participation aspect, some students gave their contribution to the group work but other student did not.

2. Cycle II

a. In the content aspect of writing, students understood the components and the purpose of a narrative text.

b. In the mechanics aspect, students knew the correct conventions in the text.

c. In the organization aspect, students were able to produce a well-organized text.

d. In the language use aspect, students were able to make sentences using the simple past tense.

e. In the participation aspect, students gave their contribution to the group work.

Beside the result above, there were some additional findings obtained during the research. The additional findings were presented below.

a. The use of the dictogloss technique made the students more enthusiastic in correcting their mistakes because they felt curious to know the correct form of their mistakes.

b. The use of the dictogloss technique motivated students to write because they worked in groups in reconstructing the text so that they can share with others.

3. Summary of Cycle I and Cycle II

The result of this research is summarized in the table below.

Table 8: **Research Result**

Aspects	**Cycle I**	**Cycle II**	
	Task 1	**Task 2**	**Task 3**
Content	The students did not understand certain components, the purpose and the language features of a narrative text.	Some students understood about the components and the purpose of a narrative text.	All students understood the components, the purpose and the language features of a narrative text. They also had better understanding of the process of how to write a narrative text by using the dictogloss technique.
Language use	The students had difficulties in using the simple past tense.	Some students were able to make sentences by using the simple past tense.	All students were able to make sentences by using the simple past tense.
Mechanics	The students made many mistakes in their spelling, punctuation and capitalization (convention).	Some students were able to use appropriate mechanics.	All students were able to use appropriate mechanics or convention.
Organization	Only few students were able to produce a paragraph.	Some students were able to produce a text in an appropriate organization.	All students were able to produce a well-organized text.

(Continued)

(Continued)

Aspects	Cycle I	Cycle II	
	Task 1	Task 2	Task 3
Participation	Only few students gave contribution to the teaching and learning process.	Some students gave contribution to the teaching and learning process.	All students gave contribution to the teaching and learning process.

4. Students' Score

In this part, the researcher discusses the result of students' score as performed in Task 1, Task 2 and Task 3. The discussion is related to the students' mean score in five aspects, i.e. content, mechanics, language use, organization and participation. Each table presents the mean score of each aspect as displayed in the table below.

Table 9: **Mean Scores of the Five Aspects**

Aspects	Mean Scores		
	Task 1	Task 2	Task 3
Content	10.24	11.47	15.40
Language use	5.66	11.10	13.72
Mechanics	7.47	11.56	13.93
Organization	7.65	13.79	14.35
Participation	6.71	8.29	9.85

In reference to the table above, the students' ability in four aspects of writing improved after the dictogloss technique was applied. Students' gain score from Task 1 to Task 3 in the content aspect is 5.16; in the mechanics aspect is 6.46; in the language use aspect is 8.06 and in the organization aspect is 6.7. Besides, the additional aspect, namely the participation aspect also improved. The students' gain score in the participation aspect from Task 1 to Task 3 is 3.14.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

In reference to the data analysis in this research, the use of the dictogloss technique is believed to be effective to improve students' writing ability. To support this result, there are two kinds of data presented in this research. The first data are qualitative data; while another data are quantitative data.

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

1. The students can minimize their writing problems in four aspects of writing, which include language use, content, organization, and mechanics.
2. The analysis-correction stage of the dictogloss technique give an opprtunity to the studentsto be able to identify and correct their mistakes in writing aspects..

In terms of quantitative data, the improvement of students' writing ability is supported by students' writing scores as performed in the task given. The tasks which were given are Task 1, Task 2, and Task 3.

B. Implications

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

1. The use of the dictogloss technique could improve the students' writing ability. It is because students' writing ability is involved in the reconstruction stage and analysis-correction stage. It implies that the teacher needs to use the dictogloss.

2. The use of the dictogloss technique could improve the students' participation in the English teaching and learning process. It implies that the teacher needs to use this technique because it also can improve students' participation in the English teaching and learning process.

C. Suggestions

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

1. For the English teachers

It is essential for the teacher especially the English teachers in SMPN 1 Saptosari to improve students' writing ability. The teacher needs to use an appropriate technique to teach writing. It is very useful for them to use the dictogloss technique in teaching writing.

2. For other researcher

It is realized that this study only gives an emphasis on the use of dictogloss. Therefore, the other researchers who will conduct similar research need to be well-prepared, so the research can run well.

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FIELD NOTES

Field note 1

Senin, 7 Februari 2011/ 09.00-10.00

1	R meminta ijin kepada Kepala Sekolah untuk mengadakan preliminary class observation untuk melaksanakan penelitian di sekolah tersebut.
2	Kepala Sekolah mengijinkan dan meminta R untuk menunggu di Ruang Kepala Sekolah.
3	Kepala Sekolah menghubungi guru-guru Bahasa Inggris.
4	Guru-guru bahasa Inggris datang ke ruang Kepala Sekolah dan menanyakan maksud R.
5	R menyampaikan maksudnya untuk mengadakan preliminary class observation di sekolah tersebut.
6	R dan guru-guru bahasa Inggris berdiskusi mengenai kelas yang akan dipakai.
7	R dan guru-guru sepakat bahwa kelas yang akan dipakai adalah kelas delapan karena kelas tiga sudah mulai persiapan UAN.
8	R kemudian pamit.

Field note 2

Jumat, 11 Februari 2011/ 07.00-11.00

1	R menemui guru Bahasa Inggris(yang selanjutnya akan disebut Collaborator) di ruang guru.
2	C mengajak R untuk preliminary class observation di kelas delapan.
3	R kemudian melaksanakan preliminary class observation.
4	Jam 7.15 guru masuk ke kelas. Siswa belum siap. Masih ada siswa yang di luar kelas. Guru mempersiapkan diri. Siswa belum siap. Guru menunggu. Guru meminta ketua kelas untuk memimpin doa. Siswa berdoa. Guru menyapa siswa/greeting.
5	Guru memberikan vocabulary list. Kmudian minta siswa untuk mencari arti dari masing-masing kata tersebut. Guru memberi waktu untuk mengerjakan. Guru melihat kehadiran siswa.
6	Setelah melaksanakan preliminary class observation, R mewawancarai guru ybs dan siswa-siswa kelas VIIID mengenai kesulitan mereka dalam proses belajar mengajar bahasa Inggris.

7	C mengatakan bahwa siswa kelas VIIID memilliki kemampuan menulis yang masih rendah. Hal tersebut bisa dilihat dari kegiatan menulis siswa tadi. Mereka masih kurang dalam hal spelling, punctuation, capitalization, menyusun kalimat, dan sebagainya.
8	R dan C kemudian berdiskusi dan sepakat untuk mengambil permasalahan yang berkaitan dengan kegiatan menulis. R pamit.

Field note 3

Selasa, 15 Februari 2011/ 09.00-09.30

1	R menemui C di ruang guru untuk mendiskusikan masalah-masalah yang ada di kelas VIIID.
2	R pamit pada C dan guru-guru yang berada di ruang guru.

Field note 4

Sabtu, 19 Februari 2011/ 09.00-09.30

1	R menemui C di ruang laboratorium IPA.
2	R dan C diskusi massalah-masalah yang akan diteliti dan teknik yang akan digunakan.
3	R pamit pada C.

Field note 5

Selasa, 15 Maret 2011/09.00-09.30

1	R menemui C di ruang guru.
2	R dan C diskusi tentang proposal penelitian yang mencakup masalah yang akan diteliti dan teknik yang akan digunakan.
3	Setelah cukup mengadakan diskusi dengan C, R kemudian pamit.

Field note 6

Jumat, 1 April 2011/ 13.00-15.00

1	R mengurus surat ijin penelitian ke Kantor Gubernur DIY, Kompleks Kepatihan, Danurejan, Yogyakarta.
2	R mendapat surat ijin penelitian pukul 15.00.

Field note 7

Senin, 4 April 2011/ 07.00-10.00

1	R menyampaikan tembusan surat ijin penelitian dari Bappeda Provinsi DIY kepada Bappeda Kabupaten Gunungkidul.

Field note 8

Selasa, 5 April 2011/ 08.30-09.00

1	R menemui Kepala Sekolah dan menyampaikan maksudnya untuk mengadakan penelitian di SMPN 1 Saptosari.
2	R juga menyampaikan kepada Kepala Sekolah bahwa penelitian tersebut berdasarkan masalah yang ditemukan pada saat R mengadakan preliminary class observation pada tanggal 11 Februari 2011.
3	Kepala Sekolah mempersilakan R untuk mengadakan penelitian secukupnya.
4	R mengucapkan terima kasih dan memohon pamit.

Field note 9

Rabu, 6 April 2011/ 11.00-11-30

1	R menemui guru Bahasa Inggris yang selanjutnya akan disebut Collaborator dalam penelitian ini.
2	R menyampaikan bahwa berdasarkan diskusi yang telah dilakukan bersama dengan C beberapa waktu lalu mengenai masalah yang ditemukan dalam *preliminary class observation*, maka R akan melakukan penelitian di sekolah tersebut di kelas VIIID.
3	R memohon ijin dan bimbingan kepada C.
4	R mendiskusikan RPP yang akan digunakan pada pertemuan pertama dengan C.
5	R kemudian mendiskusikan waktu untuk pertemuan pertama dengan C.
6	R dan C sepakat bahwa pertemuan pertama akan dilaksanakan pada Senin, 11 April 2011.
7	R pamit kepada C dan guru-guru yang ada di ruang guru.

Field note 10

Senin, 11 April 2011/ 07.00-10.00

1	Hari hujan. R sampai di sekolah pada pukul 07.00. Pada awalnya, sekolah merencanakan upacara bendera. Namun karena hari hujan, maka pelaksanaan upacara bendera ditiadakan.
2	Setelah sekitar 15 menit guru-guru berdiskusi di ruang guru, akhirnya diputuskan bahwa jam pertama pada hari itu dimulai pada pukul 07.30.
3	R menemui C. Kemudian R dan C menuju ruang kelas VIIID.
4	C masuk kelas terlebih dahulu.
5	R menunggu di luar kelas VIIID.
6	C mengatakan kepada siswa VIIID bahwa hari itu akan ada mahasiswa dari UNY yang mengadakan penelitian di kelas mereka.
7	C mempersilakan R untuk masuk dan memperkenalkan diri.
8	R memperkenalkan diri dan menyampaikan maksud dan tujuan dia berada di sekolah tersebut khususnya di kelas VIID.
9	C kemudian memulai pelajaran hari itu dan menyampaikan materi tentang *narative* teks.
10	R bertindak sebagai observer di pertemuan pertama ini.
11	Guru membuka pelajaran, kemudian meminta salah satu siswa untuk memimpin doa dengan menggunakan Bahasa Inggris. Guru kemudian mengecek kehadiran siswa dengan memanggil siswa satu per satu.
12	Kemudian guru memberikan pertanyaan kepada siswa yang berkaitan dengan pengalaman siswa, seperti “Have you ever read Sangkuriang story?”
13	Kemudian guru memberikan contoh teks narrative yang berjudul “Babu and the Lion”. Kemudian guru meminta siswa untuk membaca teks tersebut. Guru dan siswa bersama-sama mendiskusikan isi dan arti dari teks tersebut.
14	Guru menanyakan tentang jenis teks tersebut dan siswa pun menjawab bahwa teks itu adalah naratif.
15	Guru kemudian meminta siswa untuk mengidentifikasi bagian-bagian dari teks yang diberikan. Namun sebelum itu, guru menjelaskan bagian-bagian dari teks naratif dan meminta siswa untuk mempelajarinya.
16	Guru melanjutkan penjelasan tentang karakteristik dari naratif teks dan bertanya

	kepada siswa tentang *tense* yang digunakan dalam contoh teks dengan memberikan pertanyaan, “Can you tell me what tense is used in the text?” Beberapa siswa menjawab “Simple present tense” dan yang lain menjawab “Simple past tense”.
17	Kemudian guru mengoreksi jawaban yang salah dengan cara menunjukkan sebuah kalimat dari teks yang diberikan.
18	Secara garis besar, proses belajar mengajar pertemuan pertama ini dapat berlangsung dengan baik. Siswa mengerti mengenai naratif teks.
19	Guru menanyakan kesulitan siswa. Kemudian guru menutup pelajaran.

Field note 11

Rabu, 13 April 2011/ 11.00-13.30

1	R datang ke sekolah untuk melakukan persiapan.
2	R menemui C di ruang guru sambil berbincang-bincang dengan guru-guru yang ada di ruangan tersebut.
3	R dan C menuju ruang kelas VIIID.
4	Pada pertemuan ini, R bertindak sebagai guru, sebagai pelaksanaan dari hasil diskusi dengan kolaborator.
5	R kemudian menyapa siswa, setelah itu memanggil siswa satu per satu untuk mengecek kehadiran.
6	R kemudian mengulas kembali materi pada pertemuan yang lalu, yaitu tentang teks naratif.
7	R kemudian mengatakan kepada siswa, bahwa pertemuan kali ini mereka akan melaksanakan aktifitas baru yaitu dictogloss.
8	R menjelaskan mengenai tahapan dalam dictogloss.
9	Sebelum memulai aktifitas *dictogloss*, R dan C memberikan lembar kerja kepada siswa.
10	Pada tahap dictation, saat teks dibacakan pertama kali, siswa cukup mendengarkan dan untuk mencoba memahami isi dari cerita.
11	Saat teks dibacakan untuk kedua kalinya, siswa diminta untuk menulis kata-kata kunci yang mereka anggap penting dari teks yang dibacakan. Siswa terlihat bingung dan perlu untuk mendengarkan teks beberapa kali. Teks dibacakan hingga lima kali.
12	Sebelum tahap rekonstruksi dilaksanakan, C dan R membagi siswa ke dalam delapan

	kelompok. Akan tetapi, proses pengelompokkan siswa tak berjalan lancar. Mereka menghabiskan banyak waktu untuk menuju kelompok masing-masing. Kemudian C meminta siswa untuk lebih cepat.
13	Siswa menuliskan kata-kata yang mereka anggap penting di lembar kerja yang sudah disediakan.
14	R meminta siswa untuk menuliskan kata-kata yang mereka anggap penting di papan tulis untuk dikoreksi ejaan dan penggunaan huruf kapitalnya.
15	R dan siswa berdiskusi mengenai kata-kata kunci mana saja yang harus disertakan dalam teks rekonstruksi mereka.
16	Siswa kemudian melaksanakan tahap rekonstruksi. Mereka bekerja secara kelompok, akan tetapi banyak siswa yang terlihat tidak memberikan peran dalam kerja kelompok tersebut.
17	Setelah waktu yang diberikan kepada siswa untuk merekonstruksi teks yang telah dibacakan habis, C dan R memutuskan untuk meminta beberapa siswa untuk menuliskan hasil pekerjaan kelompok mereka di papan tulis.
18	R memandu siswa untuk tahapan analisis dan koreksi. C juga memandu siswa dalam tahapan ini.
19	R menutup pelajaran.

Field note 12

Senin, 18 April 2011/ 07.00-09.00

1	R datang ke sekolah untuk melakukan persiapan.
2	R memulai pelajaran dengan menyapa dan mengecek kehadiran siswa.
3	R dan C memindahkan beberapa siswa ke kelompok lain untuk pemerataan. Setelah itu, R menjelaskan tahapan dalam *dictogloss* lebih detail kepada siswa.
4	Tahapan dalam dictogloss pun dilaksanakan pada pertemuan ini. Teks yang dipakai pada pertemuan kali ini adalah tentang Cinderella. Teks tersebut dibacakan hingga empat kali.
5	Ada perbedaan yang sangat terlihat pada pertemuan kali ini jika dibandingkan dengan pertemuan yang lalu. Siswa terlihat lebih fokus dan mengerti tahapan dalam *dictogloss.*
6	Peran mereka dalam kerja kelompok pun meningkat karena C mengatakan kepada

	mereka bahwa partisipasi akan dinilai.
7	Mereka kemudian mengumpulkan Task 2.
8	R menyampaikan kepada siswa bahwa tahap analisis dan koreksi akan dilaksanakan pada pertemuan mendatang karena waktu telah habis.
9	R menutup pelajaran.

Field note 13

Rabu, 20 April 2011/ 11.00-13.30

1	R datang ke sekolah untuk melakukan persiapan.
2	R memulai pelajaran dengan menyapa dan mengecek kehadiran siswa.
3	Pada pertemuan ini, tahapan analisis dan koreksi dilaksanakan.
4	R dan C membagikan lembar Task 2 milik siswa yang dikumpulkan pada pertemuan sebelumnya.
5	R kemudian meminta wakil dari masing-masing kelompok untuk menuliskan hasil kerja mereka di papan tulis.
6	Di kelas VIIID ini terdapat delapan kelompok, sehingga pada giliran pertama dan kedua, masing-masing ada tiga siswa yang menuliskan pekerjaan kelompok mereka di papan tulis. Selanjutnya pada giliran terakhir ada dua siswa yang menuliskan pekerjaan mereka di papan tulis.
7	Pada tahap analisis dan koreksi ini siswa terlihat aktif dan antusias. Pada awalnya, mereka masih terlihat ragu untuk mengoreksi pekerjaan teman yang ada di papan tulis. Namun, setelah beberapa saat, mereka tehu kesalahan yang ditunjukkan pada pekerjaan teman mereka. Mereka langsung maju ke depan untuk membenarkan kesalahan pada pekerjaan teman mereka.
8	C dan R juga memandu dan membantu mereka pada tahap analisis dan koreksi ini.
9	Setelah itu, R dan C membagikan teks asli kepada siswa. Siswa diajak untuk membandingkan teks tersebut dengan tulisan mereka.
10	R menutup pelajaran. Pelajaran selesai.

Field note 14

Senin, 2 Mei 2011/ 07.00-08.00

1	R sampai di sekolah pukul 07.00. Akan tetapi, ternyata hari itu diadakan upacara bendera hari pendidikan nasional se-Kecamatan Saptosari di sekolah tersebut.
2	R menemui C. Ternyata C pun tidak mengetahui kalau upacara diadakan di sekolah tersebut. C juga mengira kalau hari itu hanya akan diadakan upacara seperti biasa.
3	R dan C berdiskusi untuk menentukan hari lain untuk pertemuan terakhir.
4	R dan C berdiskusi untuk menentukan hari lain untuk pertemuan terakhir. Akhirnya, R dan C sepakat bahwa pertemuan terakhir akan dilaksanakan pada hari Rabu, 4 Mei 2011 jam ke-7 dan ke-8. R pamit.

Field note 15

Rabu, 4 Mei 2011/ 11.00-13.30

1	R datang ke sekolah untuk melakukan persiapan.
2	R menemui C di ruang guru dan mendiskusikan hal-hal yang berkaitan dengan pertemuan terakhir itu.
3	C dan R melaksanakan pertemuan terakhir ini untuk mengetahui apakah *dictogloss* mampu meningkatkan kemampuan menulis siswa.
4	Setelah membuka pelajaran, R menanyakan kepada siswa mengenai kesulitan mereka di pertemuan sebelumnya.
5	R menjelaskan kriteria penilaian kepada siswa.
6	Siswa terlihat cemas, tetapi R mengatakan jika mereka mengerjakan dengan baik maka nilai mereka pun akan baik.
7	R menyampaikan kata-kata sulit yang akan siswa jumpai dalam teks.
8	R dan siswa kemudian melaksanakan semua tahapan dalam *dictogloss.*
9	Proses *dictogloss* berjalan dengan cepat.
10	Siswa terlihat sangat aktif baik dalam kerja kelompok, maupun proses *dictogloss.*
11	R menutup pelajaran. Pelajaran usai.

Field note 16

Senin, 9 Mei 2011/ 09.00-12.00

1	R ke sekolah untuk mewawancarai siswa dan C.
2	R menuju ruang kelas VIIID untuk interview siswa.
3	Setelah selesai interview siswa, R menuju ruang guru untuk interview C. Akan tetapi, C tidak berada di ruang guru. Ternyata C sedang melatih siswa-siswa untuk persiapan lomba pidato bahasa Inggris.
4	R menunggu di laboratorium.
5	Setelah hampir 2 jam, R akhirnya berhasil menemui C.
6	R mewawancarai C.
7	Setelah selesai interview, R mohon pamit.

Field note 17

Rabu, 1 Juni 2011/ 09.00-11.00

1	R ke sekolah untuk meminta surat keterangan dari sekolah sekaligus berpamitan kepada Kepala Sekolah, guru Bahasa Inggris, guru-guru, dan staf tata usaha.

INTERVIEW TRANSCRIPTS

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

No.	Source/ Date/ Place	I. Transcript
1	D : April 11th, 2011 T : 08.50 P : Teachers' office Rp : Collaborator (Ms. Septi)	R : "Sebelumnya saya mohon maaf nggih Bu.. ini menggangu untuk *interview*. Mengenai *action* tadi, bagaimana pendapat Ibu mengenai *action* pertama tadi?" C : "Mm..secara keseluruhan sudah. Mungkin tadi suara saja yang kurang keras. Hujan seperti ini (saat itu hujan). Trus kelas sebelah tadi juga kosong, jadi suara harus dua kali." R : "Iya. Kemudian mengenai materi penjelasan tadi Bu..apakah kurang jelas atau gimana?" C : "Sepertinya sudah. Sudah jelas. Ya seperti yang sudah saya jelaskan ke siswa. Tujuan dari teks *narative* itu yang pertama karena biasanya kalau di soal yang ditanyakan ya hanya itu.. yang *'to entertain the readers'* dan biasanya kalau yang *'to educate'* itu biasanya langsung ditanyakan moral value-nya. Seperti ini (sambil menunjukkan ke teks *(Babu and the Lion)* yang tadi diberikan ke siswa).Nggih?" R : "Nggih Bu. Iya. Benar Bu." (R dan C tertawa bersama-sama) C : "Iya." R : "Kemudian ini tadi kan rencananya sampai *dictogloss* nggih Bu?" C : "Iya." R : "Nggih." C :"Iya ternyata beda jauh. Sampai..." (R dan C tertawa bersama-sama) C :"E..langsung dilanjutkan hari Rabu saja. Hari

		Rabu..kemudian tentang rpp nanti tinggal di...ini...apa?" R : "Tinggal direvisi?" C : "Iya. Berarti ini nanti langsung dijadikan 4x40 menit." R : "Nggih." C : "Iya dengan kegiatannya. Ya mungkin ini (sambil menunjukkan rpp dan menandai rpp)." R : "Nggih. Ditambah lagi *nopo* Bu?" C: "Di... ini kan hanya untuk satu kali pertemuan kan?" R : "Nggih." C : "Kemudian kita buat menjadi 2. Dari langkah-langkah pembelajaran. Iya, menjadi *meeting 1* dan *meeting 2*. Kemudian *meeting 2* langsung *review* sebentar. Kemudian habis itu langsung *dictogloss*." R : "Iya. Langsung *dictogloss*." C : "Nggih." R : "Ini materi yang untuk *dictogloss* ga terlalu sulit kan Bu?" C : "Tentang *Snow White* ini kan?" R : "Nggih." C : "Sepertinya tidak. Ini..sepertinya tidak terlalu sulit." R : "Kemudian mengenai siswa Bu..tadi terlihat seperti biasanya atau bagaimana Bu?" C: "Tadi..em..em..beberapa anak ya lebih..seperti lebih cari perhatian. Iya. Seperti misalnya Rudi tadi. Terlihat jelas sekali. Begitu." R : "Kemudian kalau yang putri Bu?"

		C : “Dari siswa yang putri, ya memang seperti itu. Yang aktif hanya beberapa anak saja.” R : “Iya. Kemudian yang belakang itu Bu. Saya lihat *blas* belum mengerjakan.” C : “Iya, pasif sekali mereka. Yang paling belakang. Jadi dari gurunya harus rajin muter terus. Jalan terus. Kita tidak bisa hanya berdiri di sini, di depan. Kemudian bagian belakang diabaikan. Itu tidak bisa.” R : “Berarti penguasaan kelas harus ditingkatkan?” C : “Iya.” R : “Kemudian rpp. Ini tidak dibuat per-*meeting* saja Bu?” C : “Tidak usah. Yang meeting 1 dan meeting 2 digabung saja.” R : “Nggih. Kemudian kelas VIIID tadi kan ada 34 siswa nggih Bu? Berarti nanti kalau dibuat kelompok ada yang anggota kelompoknya extra. Ada dua kelompok lebih dari lima orang. C : “Iya ada dua kelompok yang terdiri dari lima orang.” R : “Besok itu kan dikerjakan secara kelompok.” C : ”Iya.” R : “Tapi setiap siswa nanti mengerjakan satu-satu.” C : “He’em.” R : “Nanti kalau diambil sampel (untuk dibandingkan dengan yang *original*) bagaimana Bu?” C : “Atau kalau biasanya kita melihat waktu

		juga. Jadi tidak semua kelompok. Jadi dilihat situasinya." R : "Nggih. Karena pada akhirnya tetap dikumpulkan semua." C : "Nggih." R : "Kemudian tentang media Bu?" C : "Ya cuma pakai itu. *White board* dan *paper*. Seperti itu. Karena ya keterbatasan juga." R : "O nggih. Kemudian ada saran lagi *mboten* Bu?" C : "Apa lagi ya?... Saran apa? Seperti yang sudah diulas tadi." R : "Kalau biasanya Bu, siswa kan lebih cenderung pakai bahasa Indonesia." C : "Ya seperti saya tadi. Pakai bahasa Inggris dulu, kemudian ditranslate. Seperti itu. Kalau seluruhnya pakai bahasa Inggris, tidak bisa jalan nanti. Kalau di kota ya mungkin bisa." R : "Ngggih Bu." (tertawa bersama) "Tetapi tadi siswa termasuk memperhatikan ya Bu?" C : "Iya. Kemudian besok itu bagimana?" R : "Begini Bu, besok itu kita akan mulai menerapkan *dictogloss*." (Kemudian R dan C berdiskusi tentang langkah-langkah dalam *dictogloss*.) C : "O nggih." R : "Jadi dicoba dulu ya Bu?" C : "Iya. Besok mbaknya saja yang mengajar." R : "Nggih Bu." C : "Iya. Kan yang lebih paham Anda." R : "Nggih Bu. Siap." (R dan C tertawa bersama-sama.)

		R : “Tapi sebelumnya belum pernah kan Bu?” C : “Iya, belum pernah.” R : “Nggih, mungkin itu saja Bu. Maaf sudah mengganggu.” C : “Tidak masalah.” R : “ Terima kasih Bu.” C : “Iya. Sama-sama.” (Kemudian R meminta ijin kepada C untuk mewawancarai siswa-siswa. R meninggalkan ruang guru dan mohon pamit kepada C dan guru-guru yang berada di dalam kantor guru. Kemudian R menuju ke kelas 8D)
2	D : April 11th, 2011 T : 09.15 P : Class 8D Rp : S (Retna)	R : “Tadi...em, dengan *dik* siapa dulu?” S : “Retna.” R : “Tadi penjelasannya mudah dimengerti ga?” S : “Iya sudah mbak.” R : “Terus tadi penjelasan dari guru terlalu cepat kah?” S : “Sudah mbak. Pas.” R : “Terus menurut kamu, kalau pelajaran harus pakai bahasa apa? Bahasa Inggris semua kah?” S : “Ya campur-campur mbak.” R : “Kalau tadi dijelaskan pakai bahasa Inggris, dong ga?” S : “Ya sedikit-sedikit mbak.” (sambil tertawa) R : “Menurut kamu tadi kegiatannya menarik ga?” S : “Ya.” R : “Besok kepinginnya gimana, mau ada aktifitas baru atau bagaimana?” S : “Iya mbak.” R : “OK. Terima kasih ya.”

		S : “Iya.”
3	D : April 11th, 2011 T : 09.25 P : Class 8D Rp : S (Aulia Saraswati)	R : “Namanya dik siapa?” S : “Lia.” R : “Lia, tadi pelajarannya gimana?” S : “Asyik.” R : “*Kayak* biasanya ga?” S : “Ga.” R : “Terus pas dikasih penjelasan tentang *narrative*, jelas ga?” S : “Jelas.” R : “Terlalu cepat kah?” S : “Ga mbak.” R : “Kok ramai ya?” (saat itu suasana kelas ramai.) S : “Iya mbak. Memang seperti ini kalau istirahat.” R : “O gitu.” S : “Iya mbak.” R : “Lia, tadi pas gurunya memberi penjelasan dengan bahasa Inggris, Lia *dong* ga?” S : “Ya ada yang *dong*, ada yang ga. Hehe...” (sambil tertawa) R : “O..jadi harus diterjemahkan gitu?” S : “Iya. Pakai bahasa Inggris dan bahasa Indonesia.” R : “Tadi saat diminta mengerjakan soal-soal, ada kesulitan ga?” S : “Kalau terlalu susah ga, tapi *kecepeten* (maksudnya terlalu cepat).” R : “O, terlalu cepat?” S : “Iya mbak.” R : “Biasanya kalau kegiatan menulis pakai

		berkelompok ga *sich*?" S : " Ga mbak." R : "Ga? Biasanya mandiri gitu? Dikerjakan sendiri?" S : "Iya. Nggih mbak." R : "O, kalau di pertemuan selanjutnya ada aktifitas baru, pingin ga?" S : " Iya, pingin." R : "OK. OK. *Dik* Lia siapa?" S : "Aulia Saraswati." R : "OK. Terima kasih." S : "Sama-sama."
4	D : April 11th, 2011 T : 09.29 P : Class 8D Rp : S (Yani)	R : "Dengan dik siapa?" S : "Yani." R : "Tadi pelajarannya asyik ga?" S : "Asyik." R : "Asyiknya gimana dik?" S : "Kalau ada yang *ga* bisa ditanyain mbak." R : "Terus tadi saat guru menjelaskan, jelas ga?" S : "Insya Alloh jelas mbak." R : "Insya Alloh jelas. Besok dipelajari lagi ya." S : "Iya mbak." R : "Tadi kan belajar *narrative* ya? Kalau di *narrative* harus ada apa aja?" S : "*What, when, where,*...ya gitu mbak." R : "Biasanya kalau kegiatan menulis, hanya diminta untuk melengkapi kalimat rumpang seperti tadi atau gimana *dik*?" S : "Iya, biasanya seperti tadi mbak." R : "Oh, begitu. Terima kasih ya. Itu sudah bel masuk. *Thank you* ya."

		S : “Sama-sama.” (Karena waktu istirahat sudah usai, R meninggalkan kelas 8D dan menuju ruang guru untuk berpamitan kepada C. R kemudian pulang.)
5	D : April 13rd, 2011 T : 13.13 (after class) P : Class 8D Rp : C (Ms. Septi)	R : “Iya Bu. Tadi bagaimana menurut pendapat Ibu mengenai aktifitas di pertemuan kedua tadi?” C : “Ngomong. Cerita dulu. Seperti itu. Terus dalam satu kelompok yang bekerja ya hanya anak tertentu saja. Ya begitu.” R : “Tapi kalau yang ini lumayan nggih Bu, bekerja semua.” C : “Ho’o. Iya lumayan karena yang kelompok ini tadi average, tidak ada yang terlalu pintar. Kalau yang di belakang sana karena agak-agak rendah semua ya jadinya agak kacau.” R : “Iya. Kemudian kalau yang depannya masih mendingan.” C : “Iya.” (tertawa bersama-sama) R : “Ini tadi Bu, yang kelompoknya Rudi. Rudi komplain. Berarti ini harus diganti nggih Bu anggta kelompoknya?” C : “Ya. Atau beberapa orang dipindah saja.” R : “Nggih.” C : “Ehm..sebentar. kalau ada yang pintar dua mungkin bisa dicopot satu. Oh ya, ada. Wahyu..Wahyu. ini bisa dicopot satu. Wahyu atau Ririn.” R : “Nggih.” C : “Dilepas satu terus mau masuk ke grup mana itu?”

		R : “Nggih, di sini Bu? (sambil menunjuk nama di daftar hadir siswa) C : “Ichsan, Murgiyani,...Jaka, Nessa. Hm, Jaka dan Nessa itu dua-duanya pendiam. Ya, ini Jaka atau Nessa dipindah salah satu.” R : “Nggih.” C : “Terus yang kelompok 1, 2, 3. Bayu, Joko, Lulu, Marniyati. Oh, antara Lulu dan Marniyati. Bayu dan Marni ini saja yang dipindah. R : “Iya Bu. Soalnya ini....” C : “Iya ini ramai anaknya. Tapi jangan dengan Aulia supaya *ga* terlalu ramai.” R : “Nggih.” C : “Mana ya?” (sambil mencari-cari kelompok yang pas) R : “Kalau yang ini sudah pas Bu?” C : “Nggih, sudah pas. Beni itu sebenarnya kalau hanya mau serius aja, itu bisa. Ehm, Wahyu yang di sini saja.” R : “Nggih. E, tadi kok prosesnya seperti itu nggih Bu?” C : “Memang (tertawa), kalau kelompok memang seperti itu. Ya tidak apa-apa asalkan mereka mau bekerja ya *ga* masalah agak ramai. Kalau tidak mendesak sekali secara kelompok, saya lebih memilih seperti biasa.” R : “Oh, nggih.” R : “Kemudian kalau dibacakan teksnya, itu sebaiknya bagaimana nggih Bu?” C : “Iya, ini besok begini saja. Setelah dibacakan, mereka kemudian ditanya dulu tentang isinya. Jadi mereka tahu isinya. Tadi

		lumayan, *Snow White*, mereka lumayan tahu. Kan mereka sudah punya background knowledge tentang cerita itu. Ya." R : "Oh, nggih. Berarti ini untuk pertemuan besok nggih Bu?" C : "Iya." R : "Pertemuan besok berati mengambil cerita yang mereka sudah *familiar*." C : "Iya. " R : "Kemudian siswa ditanya tentang isi cerita secara garis besar supaya mereka paham ceritanya." C : "Iya. (tertawa) Tugasnya banyak." R : "Iya. (tertawa) Tapi malah kebeneran Bu, ngga satu *meeting* langsung jadi." C: "Iya. Tidak langsung jadi. Tidak langsung berhasil." R: "Iya, kalau ini kan ...OK. Baiklah."(R dan C tertawa bersama-sama) R : "Berarti masih yang metode ini nggih Bu. Yang *standard dictogloss*." C : "Iya, nggih. Ini masih ditingkatkan." R : "Nggih." C : "Ini dengan materi yang sama?" R : "Sebaiknya diganti *mawon nggih* Bu? Tadi kan sudah sampai tahap terakhir." C : "Iya, diganti saja boleh." R : "Nggih." C : "Diulang saja dengan format yang sama. Hanya materinya saja yang beda." R : "Nggih." C : "Memang anak-anaknya....(sambil tertawa).

		Ini saja tadi saya ketakutan sewaktu dibaca terus disuruh nulis. Aduh ini....”(sambil tertawa) R : “Tapi tadi lumayan nggih Bu?” C : “Iya, lumayan. Tapi memang kalau *listening* itu, belum pernah sama sekali. Langsung dibacakan terus disuruh nulis kata kuncinya. Itu *blank* sama sekali. Mereka awalnya ga nulis apa-apa. Tidak ada ini, belum pernah (maksudnya teknik *dictogloss* belum pernah digunakan).” R : “Biasanya kalau *listening* yang model *‘fill in the blank’* ya Bu?” C : “He’eh. Iya. Kalimat rumpang itu. Itu pun masih ada pilihannya. Seperti itu.” R : “Atau dikasih pilihan terus mereka disuruh milih?” C : “Tapi nanti melanggar...sesuai *dictogloss*-nya tidak?” R : “Iya, nggih Bu.” C : “Nah, atau mungkin ini saja. Cari materi yang kosakatanya mudah.” R : “Mudah?” C : “Iya.” R : “Baiklah Bu.” (C dan R tertawa) C : “Pelan sekali kalau di sini.” R : “Iya, tidak apa-apa Bu. Ini berarti *kepripun* Bu?” C : “Iya, Task 1 diniai saja. Nanti kan kita bisa tahu ada peningkatan atau tidak pada kemampuan menulis siswa.” R : “Nggih. Maaf lho Bu sudah merepotkan.” C : “*Mboten nopo-nopo*. Berarti ini hari Senin

		lagi nggih?" R : "Iya, hari Senin lagi." C : "Hari Senin. Berarti saya Jumat materi." R : "kalau satu jam ini tadi sepertinya tidak cukup ya Bu?" C : "Iya, nanti cuma terbuang untuk pembagian kelompok." R : "Atau besok langsung duduknya per grup gitu aja nggih Bu?" C : "Boleh. " R : "Kalau tadi kan masih menyebar." C : "Berarti iya begitu saja. Hari Jumat berarti saya persiapkan mereka biar mereka tahu grup-grupnya." R : "Nggih. Saya sms Ibu tentang anggota kelompoknya atau bagaimana Bu?" C : "Ini saya bawa saja kemudian nanti tinggal diganti." (sambil menunjuk pada daftar anggota kelompok) R : "Nggih." C : "Tadi yang pindah cuma Ririn dan Lulu atau Aulia kan?" R : "Iya." C : "Berarti yang lain tetap." R : "Nggih. Berarti ini besok langsung teks saja ya Bu, tidak perlu materi lagi?" C : "Nggih, begitu saja. Karena tadi sudah *review*. Sudah. Kemudian anak-anak juga sudah bisa. Pertemuan besok kan berarti sudah ada bayangan." R : "Sudah seperti kemarin." C : "Iya, sudah bisa."

		R : “Terima kasih Bu.” C : “Sama-sama. Maaf anaknya seperti ini.” R ; “Iya Bu. Lha ini *action research* beneran Bu.” C : “Iya, benar-benar. Apalagi kalau diberi kelas yang lain ya.” R : “Nggih Bu.”(C dan R tertawa) (Kemudian C dan R berjalan bersama-sama meninggalkan ruang kelas 8D. R pamit.)
6	D : April 16th, 2011 T : 09.23 P : Class 8D Rp : Students (Marni, Yani, Aulia, Nuri, Rika Astuti)	R : “Halo, selamat pagi.” S : “Pagi.” R : “Dengan siapa?” S : “Marni.” R : “Kemarin pas kegiatan hari Rabu itu *dong ga*?” S : “Sedikit. E, ya ceritanya tahu.” R : “Terus tugasnya tahu ga?” S : “Sedikit.” R : “Berarti perlu diulang?” S : “Yang dengan kata-kata sendiri itu mbak?” R : “Iya. Kalian ada kesulitan ga?” S : “Ada.” (Marni, Yani, Lia menjawab bersama-sama) R : “Nah, kesulitannya di bagian apa?” S : “Apa ya...apa ya *jenenge?*” (sambil berpikir dan bertanya-tanya pada teman di sebelahnya) R : “Menceritakan kembali itu?” S : “Ya. Menyusun kata-katanya itu susah.” R : “Menyusun kata-katanya susah. Iya, terus selain itu ada lagi ga?” R : “Kalau ceritanya kemarin itu terlalu susah ga?”

		S : “Ga.” R : “Ga kan sebenarnya? Kalau menurut kalian, itu dikerjakan secara kelompok itu lebih mudah atau...?” S : “Lebih mudah. “ (menjawab bersama-sama) R : “Soalnya kenapa?” S : “Apa..?”(sambil berpikir) “Itu mbak sebelumnya belum tahu menjadi tahu.” R : “Oh, berarti kalian bisa bertukar pikiran gitu ya?” S : “Iya mbak.” R : “Terus apa lagi?” S : “Apa *maneh* yo?” R : “Gimana, besok diulangi lagi supaya lebih paham?” S : “Iya mbak.” R : “Tapi teksnya yang lebih *familiar* gitu ya? Maksudnya yang kalian sudah tahu.” S : “Iya mbak.” R : “Seperti kemarin kan, Snow White, kalian sudah tahu.” S : “Iya. “ R : “Oh, ini kalian ada tugas to? Wah, berarti aku mengganggu ya?” S : “Ga kok mbak.” R : “Kemarin sudah diumumkan Bu Septi tentang pembagian kelompoknya?” S : “Iya.” R : “Jadi besok tinggal bekerja.” S : “Iya, langsung bekerja. Selesai upacara langsung menempati tempat duduk di kelompoknya masing-masing.”

		R : “Kalau kemarin kan diminta untuk menulis *key words*.” S : “Key words?” R : “Iya, kata kunci. Itu menurut kalian susah ga?” S : “Susah mbak.” (Rika menjawab) R : “Susah? Dengan dik siapa?” S : “Iya mbak. Rika.” R : “Rika yang mana ini?” S : “Rika Astuti.” R : “Oh, susah to itu?” S : “Iya mbak.” R : “Kenapa? Susahnya di mana?” S : “Nulisnya itu bisa salah, bisa kurang hurufnya gitu.” R : “Tapi untungnya kan langsung dibenerin ya?” S : “Iya.” R : “Berarti kalian pinginnya kata-kata yang dipakai itu yang sudah kalian ketahui ya?” S : “Iya.” R : “OK. Wah, ini ada acara apa ini? Ini masih istirahat kan?” S : “Biasa mbak.” (sambil tertawa) S : “Iya, ini masih istirahat kok mbak.” R : “OK. Berarti kesulitan yang kalian hadapi kemarin itu adalah sulitnya menulis ejaan kata-kata kunci dan menuangkan cerita ke dalam bahasa Inggris ya?” S : “Iya mbak.” R : “Berarti besok diulangi lagi ya biar paham?” S : “Iya.”

		R : “Tapi sudah tahu kan tugas-tugasnya? Langkah-langkahnya?” S : “Iya, sudah kok mbak.” R : ‘OK. Terima kasih. Maaf sudah mengganggu.” S : “Iya mbak.”
7	D : April 16th, 2011 T : 09.27 P : Class 8D Rp :S (Yani)	R : “Dengan dik siapa?” S : “Yani.” R : “Kemarin itu tahu kan aktifitas dan tugas-tugasnya?” S : “Apa mbak?” R : “Itu yang kemarin hari Rabu, tahu kan tugasnya?” S : “Iya, tahu mbak.” R : “Itu ada kesulitan ga?” S : “Ada.” R : “He’eh. Di bagian apa?” S : “Iya kalau mau mengartikan ke dalam bahasa Inggris.” R : “Oh, kalau mau mengubah ke dalam bahasa Inggris?” S : “Iya.” R : “Kalau menuliskan kata-kata kunci itu, ada kesulitan ga?” S : “Ada mbak.” R : “Di bagian apa?” S : “Itu lho mbak kalau mau nulis. Nulisnya gimana gitu lho mbak. Nanti masih salah-salah. Ya kurang hurufnya, salah hurufnya. Gitu-gitu mbak.” R : “Oh, gitu?” S : “Iya mbak.”

		R : “Tapi besok kalau diulangi lagi sudah tahu ya tugas-tugasnya?” S : “Iya, insya Alloh.” R : “Kalau kerja kelompok seperti kemarin itu seneng ga?” S : “Seneng.” R : “Senengnya kenapa?” S : “Soalnya kalau ga bisa, bisa tanya ke teman mbak.” R : “Oh, sip..sip. Terima kasih.” S : “Iya mbak.” (R kemudian meninggalkan ruang kelas 8D.)
8	D : April 18th, 2011 T : 09.17 P : Class 8D Rp : Students (Rika Astuti, Nuri)	R : “Selamat pagi.” S : “Pagi.” R : “Dengan dik?” S1 : “Rika Astuti.” S2 : “Nuri Wastuti.” R : “OK. Ini tadi kan kepotong untuk *briefing* lama banget jadinya ga selesai semua. Cuma beberapa yang maju.” S : “Iya mbak.” R : “Jadi kalian sudah paham belum dengan cara-caranya? Maksudnya langkah-langkah dalam *dictogloss*?” S1 : “Iya mbak sudah paham. Soalnya kegiatannya kan sama dengan minggu kemarin.” S2 : “Iya, soalnya cara-caranya kan sama dengan pertemuan minggu kemarin kan?” R : “Iya betul sekali. Terus apa lagi dik?” S2 : “Iya mbak lebih mudah juga.” R : “Lebih mudah?”

		Ss : “Iya.” R : “Kalau kemarin kan *Snow White*, bukankah kalian juga sudah pernah dengar? Bukannya itu mudah juga?” Ss : “Susah itu mbak.” R : “Oh, itu malah susah. Baiklah. Kalau yang tadi lebih mudah kan?” Ss : “Iya.” R : “Terus ini tadi sudah ga *semrawut* ya, seperti pertemuan minggu kemarin?” S : “Iya mbak. Kan tadi langsung ke kelompoknya masing-masing. Sudah dipesan Bu Septi hari Jumat kemarin mbak.” R : “Oh, begitu. Terus tadi ada kesulitan ga?” Ss : “Ga ada mbak.” R : “Berarti lebih baik daripada yang kemarin ya?” Ss : “Iya.” R : “Terus menurut kalian, kemampuan menulis kalian bertambah ga?” Ss : “Bertambah.” R : “Meningkatnya di bagian apa?” S1 : “Ejaan.” R : “Oh, *spelling* maksudnya?” S1 : “Iya.” R : “Terus pemakaian huruf kapial?” Ss : “Iya itu juga mbak.” R : “Terus menurut kalian kalau bekerja kelompok itu lebih enak kah? Lebih asyik kah? Atau seneng ga sich?” Ss : “Seneng.” R : “Senengnya karena apa? Bisa ceria alias

		ngobrol dengan teman?" (R dan Ss tertawa.) S2 : "Bukan." (tertawa) R : "Terus karena apa?" S2 : "Lebih mudah gitu lho mbak pelajarannya. Karena dikerjakan bersama-sama." R : "Oh, berarti lebih paham kan tadi?" Ss : "Iya." R : "Terus ada saran ga untuk pertemuan besok?" S2 : "Apa Yan? *Duwe* saran *ra*?" (Nuri bertanya ke teman yang ada di meja belakang.) Yani : "Apa? Aku *ra duwe*." (Tertawa) R : "Hayo, apa?" Ss : "Ga ada kok mbak." (sambil tertawa) R : "OK *deh* kalau begitu. Terima kasih Nuri dan Rika Astuti." Ss : "Iya mbak."
9	D : April 18th, 2011 T : 09.22 P : Class 8D Rp : Students (Rika Astuti, Nuri)	R : "Eh *dik*, tadi ada yang kelupaan. Boleh nanya lagi ya?" Ss : "Iya mbak." R : "Menurut kalian besok sebaiknya pakai cerita apa lagi?" Rika : "*Cinderella* sudah mbak." Nuri: "*Snow White* juga sudah mbak." R : "Kalau *Rapunzel* sudah pernah belum dik?" Nuri : "Sudah mbak. *Pinnochio* saja." Rika "Iya *Pinocchio* saja mbak."

		R : “OK. Terima kasih ya.” Ss : “Iya mbak.”
10	D : April 18th, 2011 T : 09.24 P : Class 8D Rp : Student (Retna)	R : “Hai. Pagi.” S : “Pagi mbak.” R : “Dengan dik?” S : “Retna mbak.” R : “OK. Agak keras ya dik.” S : “Nggih.” R : “Komentarnya gimana dik, dengan kegiatan tadi?” S : “Lebih menarik mbak.” R : “Lebih menarik. OK. Kalau kegiatan tadi sudah tahu kan tugas-tugasnya? Harus ini..harus ini..gitu.” S : “Sudah.” R : “Kalau yang Rabu kemarin kan agaknya masih bingung ya?” S : “Iya.” R : “Terus ini tadi.. nah, tak tanya sekarang. Kalau menurutmu kemampuan menulismu meningkat ga?” S : “Iya.” R : “Meningkatnya di bagian apa?” S : “Ejaan mbak. Kosakatanya juga tambah.”

		R : “Oh gitu. Jadi di spelling dan vocab-nya ya?” S : “Iya mbak.” R : “Terus penggunaan huruf besar, huruf kecil?” S : “Iya.” (sambil menganggukkan kepala) R : “Terus ini tadi kan kegiatan menyusun kembali cerita yang dibacakan. Nah, itu kan harus dikerjakan bersama-sama. Menurutmu kalau kegiatan menulis dikerjakan secara berkelompok gimana?” S : “Asyik mbak. Bisa bertukar pikiran.” R : “Terus lebih gampang ga?” S : “Iya.” R : “Gampangnya di mana?” S : “Kan bisa bagi-bagi kerja mbak.” R : “Maksudnya?” S : “Ya gitu mbak, bisa nyusunnya lebih cepat.” R :”Oh, gitu.” S : “Iya.” R : “Baiklah. Terima kasih.” S : “Sama-sama.”
11	D : April 18th, 2011 T : 09.47	R : “Selamat pagi Bu. Maaf mengganggu.” C : “Pagi. Tidak apa-apa. Mari silakan duduk.”

	P : Teachers' office Rp : Collaborator (Ms. Septi)	R : "Langsung saja Bu. Bagaiman pendapat Ibu mengenai action tadi?" C : "Yang tadi..e, saya mau menanyakan dulu..key words-nya..key words yang kedua. Itu apakah kata-kata harus sama persis? Apakah semuanya harus dipakai?" R : "Sinonim begitu Bu?" C : "Ga. Misalnya kata ini dianggap siswanya sebagai keywords padahal gurunya tidak. Itu bagaimana?" R : "Sebenarnya gini Bu. Keywords yang di bagian kanan, yang menurut kesepakatan kelas itu adalah yang harus mereka gunakan dalam teks yang mereka buat. Mereka boleh menambahkan kata-kata yang sekiranya mereka anggap penting. Begitu Bu. Jadi keywords yang mereka tulis di awal itu bisa juga ditambahkan atau dipakai dalam paragraf mereka." C : 'Iya. He'eh. Terus tadi kan mungkin tanggapan siswanya ternyata keywords yang mereka tulis itu salah." R : "Mboten Bu." C : "Oh." (C dan R tertawa) R : "Berarti besok harus dijelaskan lagi ya Bu?" C : "Nggih. Terus yang tadi bagaimana ya?" R : "Iya. Begini Bu, tadi kan saya sudah menanyakan ke beberapa siswa, terus menurut

		mereka teks yang diberikan tadi lebih mudah." C : "Oh, gitu." R : "Iya Bu. Menurut mereka cerita Cinderella tadi lebih mudah karena mereka sudah pernah dengar." C : "Iya. Mereka kan sudah tahu cerita Cinderella." R : "Terus saya tadi juga tanya ke mereka tentang teks yang mereka inginkan untuk pertemuan berikutnya. Mereka inginnya Pinnochio. Kalau Pinnochio bagaimana Bu? Apakah sudah pernah diberikan?" C : "Kalau Pinnochio belum pernah. Kata-kata yang dipakai juga ga usah yang susah-susah. Yang simpel-simpel saja." R : "Iya Bu. Kemudian kemarin kan sudah diberi task. Nah, ternyata mereka membuat paragrafnya itu grammar-nya campur-campur. Padahal kan dari awal sudah diberi tahu kalau pakai simple past." C : "Iya, memang kendalanya seperti itu." R : "Tetapi ternyata tadi ada beberapa siswa yang sudah tahu harus pakai simple past." C : "Iya, beberapa anak memang sudah memahami aturan tersebut. Jadi kemungkinan besar kalau mereka diberi tahu untuk pakai bentuk tertentu, ya mereka akan menggunakannya."

		R : “Nggih Bu.” C “ Iya, memang ada beberapa siswa yang sudah tahu harus pakai tenses apa. Tetapi untuk siswa yang lain itu harus diingatkan. Lagi dan lagi.” R : “Iya Bu.” (C dan R tertawa) C : “Jadi ini kriteria penilaian yang kemarin di rpp yang pertama. Hm, ini bagus, detail.” R : “Nggih. Terus baiknya pripun nggih Bu? Kalau kita tambahkan *participation* bagaimana Bu?” C : “He’em. Iya. Kan produksinya mereka kerjakan dalam grup. Tapi kan nanti nilainya tidak sama. Jadi nanti partisipasinya juga kita sertakan.” R : “Iya Bu.” C : “Iya.” R : “Nggih.” C : “Iya.” R : “Berarti besok yang untuk tanda tangan, mohon maaf, *ngrapel* nggih Bu?” C : “Iya, saya manut.” (C dan R tertawa) (Kemudian C dan R membicarakan jeda waktu, yang dipakai untuk ujian nasional. Jadi ke sekolah lagi pada tanggal 2 Mei 2011. Setelah

		pertemuan besok di hari Rabu, 20 April 2011.) R : “Kemudian apakah Ibu ada saran lagi?” C : “Saran? Apa ya? Mm..untuk saat ini itu saja dulu. Silakan dilanjutkan saja dan semoga berhasil.” R : “Iya Bu. Terima kasih. Kalau begitu saya mohon pamit Bu. Mohon maaf sudah mengganggu.” C : “Iya, tidak apa-apa. Sampai jumpa hari Rabu besok.” R : “Nggih Bu. Terima kasih.” C : “Iya.”
12	D : April 20th, 2011 T : 13.06 P : Class 8D Rp : Collaborator (Ms. Septi)	(Setelah pelajaran ditutup, R lalu menghampiri C.) R: “Maaf Buk, kalau langsung di sini saja interviewnya bagaimana?” C : “Nggih. Iya, sekalian saja.” R : “Nggih. Bagaimana pendapat Ibu mengenai pertemuan yang ini tadi Bu? Bagaimana pendapat Ibu saat tahap pembahasan?” C : “Nggih..Harus sangat teliti sekali, meskipun di pertemuan sebelumnya sudah pernah disampaikan. Tapi terlihat sekali kalau siswanya jadi lebih aktif, tanpa diminta maju untuk mengoreksi punya temannya, mereka sudah maju sendiri.” R : “Iya.” C : “Kemudian mungkin tadi anak-anak agak kesulitan, yang untuk pertemuan besok,

		sebaiknya langsung ditunjuk saja, misalnya yang untuk kelompok satu siapa begitu." R : "Kemudian yang tentang penunjukkan anak. Itu tadi kan yang ditunjuk siswaa-siswa yang ramai. Nah, untuk besok kalau bisa diratakan saja." R : "Oh diratakan, tidak hanya pada anak-anak tertentu." C : "Nggih." R : "Iya, jangan personil itu lagi. Usahakan diratakan karena kadang ada kecemburuan. Ya jadinya harus diratakan supaya adil." R : "Oh, nggih. Pakai list..mm, daftar hadir saja bagaimana Bu?" C : "Iya, boleh. Kalau saya biasanya, karena sudah hafal nama anak-anak, jadi ya saya juga pakai nomor urut di presensi. Supaya anak-anaknya tidak iri. Begitu." R : "Nggih." C : "Soalnya nanti kalau langsung nama, mungkin yang dihafal ya yang paling ngeyel, paling pinter, paling pendiem. Nanti yang *average* jarang ketunjuk, karena ga hafal." R : "Mm..iya Bu." (R dan C tertawa.) C: "Kemudian besok, pertemuan besok kan berarti mau dikasih Task 3?" R : "Iya." C : "Iya, itu dijelaskan dulu ke anak-anaknya tentang *assessment*-nya biar anak-anak tahu. Jadi mereka bisa lebih teliti ke *spelling*-nya, terus tanda bacanya, *grammar*-nya, dst."

		R : “Oh, nggih. Kemarin ini Bu, rencananya besok sudah mau ke pertemuan yang terakhir.” C : “Iya.” R : “Itu bagaimana Bu sebaiknya?” C : “Oh, begini besok secara *whole* saja, keseluruhan tahap begitu maksudnya.” R : “Nggih. Supaya tidak bosen juga nggih Bu siswanya?” C : “Nggih. Lha, pertemuan besok mau tentang apa to?” R : “Ini Bu, teksnya tentang Pinnochio.” C : “Iya. Saya baca dulu.” R : “Nggih.” (Setelah guru selesai membaca teks tersebut) R : “Bagaimana Bu, apakah *vocab*-nya terlalu susah?” C: “Mm..ini ada *carver*, *branch*, dan *puppet*. Besok disampaikan dulu saja kata-kata yang sulit.” R : “Nggih. Seperti pertemuan yang ketiga kemarin nggih Bu?” C : “Iya.” R : “Kemudian yang tahap analisis dan koreksi Bu, itu sebaiknya sseperti tadi, dua-dua atau bagaimana?” C : “Nggih, tiga-tiga kemudian yang terakhir dua, begitu.” R : “Nggih.” C : “Iya, yang penting harus lebih teliti lagi.” R : “Nggih Bu.” C : “Iya.” R : “Baik Bu, terima kasih atas waktunya.”

		C : “Iya sama-sama.” (Kemudian C meninggalkan ruang kelas menuju ruang guru. R masih di ruang kelas VIIID karena masih ada beberapa siswa, sehingga R memutuskan untuk sekalian mengadakan interview dengan siswa-siswa tersebut.)
13	D : April 20th, 2011 T : 13.12 P : Class 8D Rp : Ss (Lestari, Putri, Suli, Nuri, Retna, Yunita, Lia. Lulu)	(R langsung menemui siswa-siswa yang sedang berbincang di kelas 8D.) R : “Oke, selamat siang. Maaaf mengganggu ya *dik.”* Ss : “Siang.” R : “Dengan *dik* siapa ini? Urut.” Ss: “Lestari, Putri, Suli, Nuri, Retna, Yunita, Lia. Lulu.” R: “Bagaimana pendapatnya tadi dengan aktifitas yang diberikan *dik*?” Ss: “He..” R: “Gimana, susah atau jelas? Jelas ga sich tadi?” Putri: “Mm..ada yang jelas ada yang ga mbak.” Lia : “Ada yang masuk ada yang ga mbak.” R : “Kan sebelumnya sudah dapat *simple past* ya?” Ss: “Sudah.” R: “Nah, kan tadi dikasih kesempatan untuk bertanya. Kalau tidak bertanya kan berarti sudah paham.” Putri : “Lha iya mbak. Tapi buat kalimatnya itu yang ga bisa.” R: “Kalau saya dapat tips itu, misalnya kita mau membuat kalimat. Nah, kita mulainya dari yang *simple-simple*, sederhana dulu. Kalau panjang-

		panjang, nanti malah jadi menumpuk dan jadi bingung sendiri nanti." Ss: "Oh gitu mbak." R: "Terus dengan aktifitas yang tadi menurut kalian, kemampuan menulis kalian meningkat ga?" Nuri : "Iya. Misalnya dari huruf kapital, pemakaian koma. Gitu mbak." Retna: "Iya, bener mbak." R: "Kalau dulu, sudah tahu belum sich kalau setiap di akhir kalimat harus pakai *full stop* atau titik." Putri : "Belum. Belum pernah dikasih tahu mbak." R: "Oke. Terus ada lagi, kesulitan apa lagi yang kalian jumpai selain kesulitan dalam mengubah kalimat bahasa Indonesia ke dalam bahasa Inggris?" Putri: "Itu mbak, kalau kita menuliskan kata dalam bahasa Inggris. Itu biasanya kurang hurufnya gitu." R: "Oh, oke. *Spelling*nya. Itu disebut *spelling dik* alias ejaannya. Terus apa lagi?" R: "Bosen ga sich tadi?" Suli: "Enggak mbak." Retna: "Mbak, besok masih ini lagi kan?" R: "Iya, besok masih satu kali lagi untuk memastikan kalian sudah paham mengenai aktifitas ini dan juga untuk mengetahui pemahaman kalian tentang simple past, penggunaan tanda baca, ejaan. Gitu dik?" Retna: "Berarti tinggal satu kali besok mbak?"

		R: “Iya.” Retna: “Yah, tak kirain di sini terus mbak.” R: “Iya,. Jangan lupa ya, kalau di teks naratif pakai *simple past* ya.” Ss: “Iya, mbak.” R: “Terus apa lagi, ada saran ga dik? Kemarin minta teks tentang Pinnochio kan?” Ss: “Iya mbak, Pinnochio saja.” R: “Oke. Siap.” Ss: “Iya mbak.” R: “Trus tadi menurut kalian, saat ditunjuk untuk maju ke depan, enaknya gimana?” Putri: “Ya, enak aja mbak.” R: “O begitu.” Ss: “Iya mbak.” R: “Ini ada acara apa to kok ramai?” Ss: “Ini lho mbak menyambut hari Kartini. Besok kan ada acara makan-makan.” R: “Buat tumpeng gitu?” Lestari: “Bukan mbak, besok disuruh bawa makanan kuno.” Ss: “Tradisional, kok makanan kuno.” R: “Oh, makanan tradisional.” Ss: “Iya mbak.” (semua tertawa) R: “Oke, terima kasih. Selamat makan-makan ya besok.” Ss; “Iya mbak.” (semua tertawa)
14	D : May 9th, 2011 T : 09:16 P : Class 8D Rp : Ss (Nuri, Marni)	R: “Selamat pagi semuanya.” Ss: “Pagi.” R: “Nuri sama Marni ya?” Ss: “Iya mbak.” R: “Bagaimana kesan-kesannya setelah saya

		mengadakan penelitian di sini kemarin?” Ss: “Ya seneng mbak. Asyik soalnya.” R: “Iya, trus dulu belum pernah dapat teknik yang kemarin saya pakai itu kan?” Ss: “Belum mbak.” R: “Kalau dalam pelajaran menulis itu bagaimana pendapat kalian mengenai teknik yang kemarin?” Ss: “Itu mbak, biasanya kalau pelajaran menulis itu disuruh untuk mengisi titik-titik begitu mbak.’ R: “Iya. Tapi kemarin kita kan pelajaran menulis yang tahap produksi diminta untuk menulis teks kembali dengan cara kerja kelompok.” Nuri: “Iya mbak.” R: “He’eh, itu menurut kalian bagaimana?” Nuri; “Kalau kerja kelompok itu lebih mudah.” R: “Lebih mudah. Biasanya kalau *writing* hanya dikerjakan sendiri gitu ya?” Ss: “Iya mbak.” R: “Kalau seperti kemarin bisa bertukar pikiran gitu?” Nuri: “Iya.” R: “Lalu saat kalian diminta menulis kata-kata kunci atau *keywords*. Itu kalian ada kesulitan tidak?” Ss: “Tidak mbak.” R: “Berarti sudah biasa kan?” Ss: “Iya. Soalnya sudah beberapa kali pakai itu mbak.” R: “Kemudian menurut kalian, saat pembahasan

		menulisnya di papan tulis, menurut kalian membantu tidak?" Ss: "Ya membantu." R: "Jadi mengenai penulisan ejaan atau *spelling* nya kalian terbantu ya?" Ss: "Iya mbak. Tadinya masih salah-salah nulisnya jadi benar mbak." R: 'Kemudian menurut kalian apa lagi yang tambah? Saat merekonstruksi teks yang telah dibacakan dengan menggunakan kata-kata kalian sendiri tapi harus memasukkan *keywords* yang kita sepakati, itu kalian kesulitan tidak?" Nuri: "Awalnya sich ada kesulitan mbak, tapi karena sudah beberapa kali ya jadi tidak terlalu sulit mbak." R: "Mm, begitu. Jadi saat kalian merekonstruksikan teks itu tidak sulit ya karena dikerjakan secara kelompok dan sudah beberapa kali, begitu?" Ss: "Iya betul mbak." R: "Kemudian menurut kalian, setelah merekonstruksi teks yang dibacakan secara berkelompok, itu kan ada tahapan pembahasan di papan tulis. Nah itu menurut kalian tentang kemampuan penggunaan grammat, tata tulis, *spelling* itu menurut kalian bertambah ga?" Nuri: "Iya bertambah mbak. Kita jadi tahu kata apa saja yang harus pakai huruf besar, ya gitu-gitu deh mbak." R: "Mm, ok. Jadi menurut kalian kalau pekerjaan kalian ditulis di depan dan dikoreksi bareng-bareng itu kalian lebih paham mengenai

		penggunaan huruf kapital, titik, koma, dan sebagainya, begitu?" Ss: "Iya." R: "Lalu menurut kalian kalau pelajaran *writing* atau menulis seperti pertemuan kita kemarin itu lebih asyik atau bagaimana?" Nuri: "Ya lebih asyik dan lebih tertarik untuk belajar *writing* mbak." R: "Ok. Trus satu lagi, kemarin kan nulisnya pakai *simple past tense*, itu kalian jadi lebih paham kan? Karena kata kalian kemarin, biasanya kalau *writing* itu hanya disuruh mengisi titik-titik begitu, trus jadi gampang lupa? Tapi kemarin kan aplikasi sendiri, jadi kalian bisa ingat lama dan bisa cari kata sendiri, iya kan?" Ss: "Bener mbak." R: "Ok, trus saat pelajaran berlangsung, itu kan Bu Septi dan saya berkeliling. Itu menurut kalian membantu kalian atau tidak?" Ss: "Iya membantu, jadi kan bisa tanya-tanya mbak." R: "Sip, terima kasih atas bantuannya." Ss: "Iya."
15	D : May 9th, 2011 T : 10:59 P : Teachers' office Rp : Collaborator (Ms. Septi)	R: "Selamat siang. Boleh saya meminta waktu untuk interview?" C: "Iya, boleh. Mari silakan duduk." R: "Nggih, terima kasih. Langsung saja Bu, bagaimana menurut pendapat Ibu mengenai Task terakhir pada pertemuan terakhir kemarin?"

		C: “Iya meningkat, kemarin yang Task terakhir itu kelihatan sekali jika dibandingkan dengan task yang pertama. Kalau yang pertama, hasil kerjanya boleh dikatakan minim bahkan belum ada. Kemudian dilihat dari yang kedua yang dibandingkan dengan yang terakhir, memang sudah ada peningkatan. Setidaknya peningkatan dalam hal, kalimatnya bisa terbaca, bukan asal-asalan walaupun *grammar*nya masih salah-salah. Iya.” R: “Tapi isinya sudah tersampaikan dalam text yang mereka rekonstruksikan.” C: “Iya, ho’o.” R: “Iya. Kalau organizationnya, juga sudah bagus nggih Bu?” C: “Iya, kelihatan sekali.” R: “Kalau mengenai punctuation Bu?” C: “Punctuation, untuk beberapa anak menjadi sangat teliti, tapi ya masih ada yang belum. Terutama yang belum itu tanda bacanya, kalau huruf besar, huruf kecilnya sudah. Tapi tanda bacanya, ada yang sudah sadar, tapi asal meletakkannya. Misalnya: “After he went..” Itu seharusnya koma setelah kata went, tapi koma diletakkan setelah after. Ya seperti itu.” R: “Nggih. Kemudian mengenai spellingnya Bu?” C: “Spellingnya, hanya beberapa anak yang kurang.” R: “Nggih.” C: “Tapi kurangnya itu karena kecerobohan, maksudnya kurang teliti begitu.”

		R: “Iya.” C: “Iya, biasanya mereka buru-buru. Misalnya nulis puppet, p nya hanya satu.” R: “Iya. Kalau grammar, sudah bagus nggih B? Mereka sudah tahu harus pakai tense apa.” C: “Iya.” R: “Kemudian mengenai isinya Bu, bagaimana menurut pendapat Ibu?” C: “Sejauh ini mereka sudah bisa menuliskan hal-hal pokok tentang isi ceritanya. Jadi ya bagus, lagipula mereka familiar dengan teksnya dan mereka juga senang dapat itu. Jadi ya sejauh ini menurut saya tidak masalah.” R: “Kemudian mengenai partisipasinya Bu?” C: “Mm, iya lumayan yang pertemuan terakhir kemarin juga.” R: “Kemudian kemarin setelah rekonstruksi, itu kan ada tahap analisi dan koreksi. Nah, menurut Ibu apakah tahapan tersebut memberikan kontribusi terhadap kemampuan menulis siswa?” C: “Iya, kelihatan sekali peningkatannya seperti di punctuation, spelling juga iya, jadi mereka lebih hati-hati. *Language use* juga iya. Mereka tahu harus pakai apa, misalnya harus pakai verb 2, meskipun dalam kenyataannya masih ada satu dua yang memakai verb 1.” R: “Nggih.” C: “Iya, itu membantu.” R: “Jadi bisa disimpulkan bahwa dictogloss ini bisa digunakan untuk meningkatkan kemampuan menulis siswa nggih Bu?”

		C: “Nggih, iya.” R; “Nggih, terima kasih lho Bu sudah bersedia membantu penelitian saya dan mohon maaf sudah mengganggu.” C: “Nggih, sama-sama. Saya juga mohon maaf kalau hanya seperti itu.” R: “Wah, mboten kok Bu. Saya yang harus terima kasih dan mohon maaf. Kalau begitu, saya mohon pamit Bu.” C: “Iya, silakan.”

COURSE GRID

Grade : VIII

Semester : 2

Standard of Competence:

Menulis

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

Basic Competence :

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 *narrative.*

Topic	Indicators	Learning Materials	Learning Activities	Assessment	Time Allocation	Sources
Once upon a time (Narrative)	• The students are able to mention the generic structure of a narrative text based on the example. • The students are able to identify the past simple tense in the text. • The students are able to use the simple past tense. • The students are able to write a	• Some narrative texts: Babu and the Lion, Snow White • Vocabulary list: slave, escape, lion, thorn, etc. • Generic structure: orientation, complication, resolution. • Grammar: The Simple Past Tense S + V2	• **BKOF**: opening, lead-in, addressing the topic • **Main activities:** ***Activity 1(MOT)*** - The teacher gives an example of a narrative text. ***Activity 2*** - The teacher and the students identify the parts of the narrative text. - The teacher explains the parts of the narrative text. ***Activity 3 (JCOT)*** - The students and the teacher identify the tense that is used in the narrative text based on the given text.	Written	4x40 minutes	• *Contextual Teaching and Learning Bahasa Inggris: SMP/MTs Kelas VIII Edisi 4* • *Grammar Dictation* • *Text-based Syllabus Design*

	simple narrative text.		***Activity 4*** - The teacher asks the students to complete the jumble sentences by using the appropriate word forms. ***Activity 5(JCOT)*** - The teacher reviews the previous materials. - The teacher explains the stages in the dictogloss. - The teacher presents the vocabulary related to the dictated-text (preparation stage). ***Activity 6*** - The teacher divides the students into several groups. - The teacher gives the worksheets to the students. ***Activity 7*** - The teacher reads the dictated-text and asks the students to listen (dictation stage). - The students are asked to write some important words that they heard. - The teacher asks the students to write the important words that they heard on the whiteboard and discuss what words that should be included in the reconstructed-text. ***Activity 8(ICOT)*** - The teacher asks the students to reconstruct the dictated-text by using their own words. They should use the important			

			words that have been agreed on to their reconstructed-text (reconstruction stage). ***Activity 9*** - The teacher asks the students to write their works in the given worksheet. ***Activity 10*** - The teacher asks the students to write their writing on the whiteboard to conduct analysis-correction stage. • **Closing activities:** summarizing, reflecting to the activities, closing			
Once upon a time	• The students are able to use the simple past tense. • The students are able to make a simple narrative text.	▪ Input text: Cinderella ▪ Vocabulary: stepmother, stepsister, party, bossy, fairy, etc. ▪ Grammar: The Simple Past Tense ▪ Generic structure: orientation, complication, resolution	**Main Activity** ***Activity 1 (Presentation)*** • The teacher reviews the previous material. ***Activity 2*** • The teacher explains the vocabulary that will be found in the text (preparation). ***Activity 3 (Practice)*** • The students are asked to write some sentences by using the simple past tense. • The teacher reads the text and asks the students to listen to (dictation). • The students are asked to write the important words that they heard in the second reading. • The teacher asks to write those important words on the whiteboard and discuss what words should be included in	Written	4x40 minutes	• *Contextual Teaching and Learning Bahasa Inggris: SMP/MTs Kelas VIII Edisi 4* • *Grammar Dictation*

			the reconstructed-text. ***Activity 4 (Production)*** • The teacher asks the students to reconstruct the dictated-text by using their own words and they should include the important words which are agreed on (reconstruction). ***Activity 5*** • The teacher asks the students to write their works in the given worksheet. ***Activity 6*** • The teacher asks the students to write their writing on the whiteboard to conduct analysis-correction stage.			
Once upon a time	• The students are able to use the simple past tense. • The students are able to make a simple narrative text.	▪ Input text: Pinocchio ▪ Vocabulary: wood carver, puppet, tree, branch, etc. ▪ Grammar: The Simple Past Tense ▪ Generic structure: orientation, complication, resolution	**Main Activity** ***Activity 1 (Presentation)*** • The teacher reviews the previous material. ***Activity 2*** • The teacher explains the vocabulary that will be found in the text (preparation). ***Activity 3 (Practice)*** • The students are asked to write some sentences by using the simple past tense. • The teacher reads the text and asks the students to listen to (dictation). • The students are asked to write the important words that they heard in the second reading. • The teacher asks to write those important words on the	Written	2x40 minutes	• *Contextual Teaching and Learning Bahasa Inggris: SMP/MTs Kelas VIII Edisi 4* • *Grammar Dictation*

			whiteboard and discuss what words should be included in the reconstructed-text. ***Activity 4 (Production)*** • The teacher asks the students to reconstruct the dictated-text by using their own words and they should include the important words which are agreed on (reconstruction). ***Activity 5*** • The teacher asks the students to write their works in the given worksheet. ***Activity 6*** • The teacher asks the students to write their writing on the whiteboard to conduct analysis-correction stage.			

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Negeri 1 Saptosari

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2

Pertemuan ke- : 1 dan 2

Skill : Menulis

Alokasi Waktu : 4x40 menit

Standar Kompetensi :

Menulis

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*

Indikator :

- Siswa mampu menyebutkan hal-hal yang harus ada di dalam teks *narrative* berdasarkan contoh.
- Siswa mampu mengidentifikasi *simple past tense* dalam teks *narrative.*
- Siswa mampu menggunakan *simple past tense.*
- Siswa mampu membuat sebuah teks *narrative* sederhana.

I. Tujuan Pembelajaran:

Di akhir pembelajaran, siswa mampu menulis sebuah teks *narrative* sederhana.

II. **Materi Pembelajaran:**

Narrative text

- Social function

  To entertain and educate the readers
- A narrative text should include some information below.

1. Introduction paragraph

   It sets the scene and introduces the participants and the characters.

2. Body paragraph

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

3. Ending paragraph

   The crisis is resolved, for happy or sad ending or in other words this part consists the ending of the story.

- Language Features
  - Use of past tense
  - Use of temporal conjunction.
- Vocabulary:
  - Babu and the Lion: slave, escape, forest, cave, lion, thorn, roar, etc.
  - Snow White: princess, stepmother, jealous, dwarf, etc.
- Input texts:

Babu and the Lion

One day, there was a slave whose name was Babu. His master was very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him, at the mouth of the cave, was a very big lion. You see, Babu was scared to death. But he could not escape.

The lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please, help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

(Adapted from GB Shaw's play: Andracles and the Lion)

Snow White

Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So, she wanted her to die.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.

The Queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.

(Free adaptation from Grimms' fairy tale)

- We use the Simple Past Tense of verbs to show events that happened in the past.
- With regular verbs, we just add the ending –ed to the verbs to make the past form of the verbs.
- The affirmative form: Subject + Verb-ed
- Look at the following examples.
  - Babu escaped to the forest.
  - The master talked to Babu.

III. Metode Pembelajaran:

Genre-Based

IV. Langkah-langkah Pembelajaran

PERTEMUAN 1

A. Kegiatan awal**(BKOF)**:
   1) Opening
   2) Apersepsi
   3) Addressing the topic

B. Kegiatan inti
   - *Activity 1***(MOT)**

     Guru memberikan contoh teks *narrative*.

Babu and the Lion

One day, there was a slave whose name was Babu. His master was very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him, at the mouth of the cave, was a very big lion. You see, Babu was scared to death. But he could not escape.

The lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please, help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

(Adapted from GB Shaw's play: Andracles and the Lion)

- *Activity 2*

  Guru mengajak siswa untuk mengidentifikasi bagian-bagian dari teks *narrative*. Guru menjelaskan bagian-bagian dari teks *narrative*.

- *Activity 3* **(JCOT)**

  Guru meminta bersama-sama dengan siswa mengidentifikasi *tense* yang digunakan dalam contoh teks.

- *Activity 4*

  Guru meminta siswa untuk melengkapi teks rumpang dengan menggunakan *word form* yang tepat.

Complete each sentence below with the correct word from the box.

punched slept ran away bad lame bravely frightened attack painful heard

1. The ... master didn't give him food.
2. The master often ... his slave.
3. The slave ... ... from his master.

4. He ... in a cave.
5. Babu ... a loud roar.
6. He was ... by the roar of the lion.
7. The lion did not ... him.
8. The lion walked unsteadily. It was ....
9. A thorn pained its right foot. The foot was ....
10. Babu walked ... towards the lion.

PERTEMUAN 2

- *Activity 5* ***(JCOT)***

  Guru mengulas materi pada pertemuan sebelumnya.

  Guru menjelaskan tahap-tahap dalam dictogloss kepada siswa.

  Guru menyampaikan beberapa kosakata yang ada di dalam teks yang akan dipakai *(preparation)*.

- *Activity 6*

  Guru membagi siswa menjadi beberapa kelompok.

  Guru membagikan lembar kerja kepada siswa.

- Activity 7

  Guru membacakan teks dan meminta siswa untuk menyimak *(dictation)*.

  Pada kali kedua teks dibacakan, siswa diminta untuk menuliskan kata-kata penting yang terdapat dalam teks. Teks boleh dibacakan lebih dari dua kali.

  Guru meminta siswa untuk menuliskan kata-kata penting yang mereka catat di papan tulis dan mendiskusikan kata-kata apa saja yang harus dimasukkan dalam teks yang akan mereka buat.

  Teks asli:

Snow White

Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So, she wanted her to die.

Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs.

The Queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years.

Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.

(Free adaptation from Grimms' fairy tale)

- *Activity 8* ***(ICOT)***

  Guru meminta siswa untuk menyusun kembali teks yang telah mereka dengar dengan bahasa mereka dan harus mempergunakan kata-kata penting yang telah disepakati ke dalam teks yang mereka buat *(reconstruction)*.

- *Activity 9*

  Guru meminta masing-masing siswa untuk menuliskan hasil kerja mereka di lembar kerja yang telah diberikan.

- *Activity 10*

  Guru meminta siswa untuk menuliskan hasil kerja mereka di papan tulis untuk dikoreksi dan dibandingkan dengan teks asli*(analysis-corection)*.

C. Penutup

- Evaluasi proses
- Mengakhiri pelajaran

V. Alat/ Bahan/ Sumber Bahan:

Widiati, Utami., dkk. 2008. *Contextual Teaching and Learning Bahasa Inggris: SMP/MTs Kelas VIII Edisi 4.* Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

VI. Penilaian

a. Teknik: Membuat teks *narrative* sederhana
b. Bentuk : Tulisan
c. Penilaian:

   Nilai maksimal = 100

   Rubrik Penilaian: based on ESL Composition profile proposed by Jacobs et al. (1981) from Weigle (2002: 116).

Yogyakarta, 11 April 2011

Menyetujui

Guru	Peneliti
Lusia Septiharyati,S.Pd.	Endah Ratnaningsih
NIP. 19820923 200903 2 005	NIM. 07202244143

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Negeri 1 Saptosari

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2

Pertemuan ke- : 3

Skill : Menulis

Alokasi Waktu : 2x40 menit

Standar Kompetensi :

Menulis

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*

Indikator :

- Siswa mampu menggunakan *simple past tense.*
- Siswa mampu membuat sebuah teks *narrative* sederhana.

I. **Tujuan Pembelajaran:**

Di akhir pembelajaran, siswa mampu menulis sebuah teks *narrative* sederhana.

II. Materi Pembelajaran:

- Vocabulary: stepmother, stepsister, party, bossy, fairy, etc.
- Grammar: The Simple Past Tense
- Generic structure: orientation, complication, resolution
- Input text:

Cinderella

Once upon a time, there was a girl called Cinderella. She lived with her stepmother and stepsisters. They were very bossy. She had to do all the housework.

One day there was a party at the palace. All were invited. Her stepsisters would not let her go with them. Cinderella was sad.

The Fairy Godmother came and helped her to go to the ball. Cinderella danced with the Prince. After a while, the clock stroke twelve. She left him one of her glass shoes and went home.

The Prince took her glass shoe. He travelled around the country to find a girl that matched the glass shoe.

Finally, the Prince found Cinderella and they got married and lived happily ever after.

III. Metode Pembelajaran:

PPP

IV. Langkah-langkah Pembelajaran

A. Kegiatan awal:

- Opening
- Apersepsi
- Penyampaian tujuan/ topik

B. Kegiatan inti

Activity 1(Presentation)

- Guru mengulas materi pada pertemuan sebelumnya.

Activity 2

- Guru menyampaikan kosakata yang terkait dengan teks yang akan diberikan *(preparation)*.

Activity 3 (Practice)

- Siswa menuliskan beberapa kalimat yang menggunakan *simple past tense.*
- Guru membacakan teks dan meminta siswa untuk menyimak *(dictation)*.
- Pada kali kedua teks dibacakan, siswa diminta untuk menuliskan kata-kata penting yang terdapat dalam teks. Teks boleh dibacakan lebih dari dua kali.
- Guru meminta siswa untuk menuliskan kata-kata penting yang mereka catat di papan tulis dan mendiskusikan kata-kata apa saja yang harus dimasukkan dalam teks yang akan mereka buat.

Input text:

Cinderella

Once upon a time, there was a girl called Cinderella. She lived with her stepmother and stepsisters. They were very bossy. She had to do all the housework.

One day there was a party at the palace. All were invited. Her stepsisters would not let her go with them. Cinderella was sad.

The Fairy Godmother came and helped her to go to the ball. Cinderella danced with the Prince. After a while, the clock stroke twelve. She left him one of her glass shoes and went home.

The Prince took her glass shoe. He travelled around the country to find a girl that matched the glass shoe.

Finally, the Prince found Cinderella and they got married and lived happily ever after.

Activity 4 (Production)

- Guru meminta siswa untuk menyusun kembali teks yang telah mereka dengar dengan bahasa mereka dan harus mempergunakan kata-kata penting yang telah disepakati ke dalam teks yang mereka buat *(reconstruction)*.

Activity 5

- Guru meminta masing-masing siswa untuk menuliskan hasil kerja mereka di lembar kerja yang telah diberikan.
- Guru meminta siswa untuk menuliskan hasil kerja mereka di papan tulis untuk dikoreksi dan dibandingkan dengan teks asli*(analysis-corection)*.

C. Penutup

- Evaluasi proses
- Mengakhiri pelajaran

V. Alat/ Bahan/ Sumber Bahan:

Widiati, Utami., dkk. 2008. *Contextual Teaching and Learning Bahasa Inggris: SMP/MTs Kelas VIII Edisi 4.* Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

VI. Penilaian

- Teknik: Membuat teks *narrative* sederhana
- Bentuk : Tulisan
- Penilaian:

  Nilai maksimal = 100

  Rubrik Penilaian: based on ESL Composition profile proposed by Jacobs et al. (1981) from Weigle (2002: 116).

Yogyakarta, 18 April 2011

Menyetujui

Guru	Peneliti
Lusia Septiharyati,S.Pd.	Endah Ratnaningsih
NIP. 19820923 200903 2 005	NIM. 07202244143

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Negeri 1 Saptosari

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2

Pertemuan ke- : 4

Skill : Menulis

Alokasi Waktu : 2x40 menit

Standar Kompetensi :

Menulis

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*

Indikator :

- Siswa mampu menggunakan *simple past tense.*
- Siswa mampu membuat sebuah teks *narrative* sederhana.

I. **Tujuan Pembelajaran:**

Di akhir pembelajaran, siswa mampu menulis sebuah teks *narrative* sederhana.

II. Materi Pembelajaran:

- Vocabulary: stepmother, stepsister, party, bossy, fairy, etc.
- Grammar: The Simple Past Tense
- Generic structure: orientation, complication, resolution
- Input text:

Cinderella

Once upon a time, there was a girl called Cinderella. She lived with her stepmother and stepsisters. They were very bossy. She had to do all the housework.

One day there was a party at the palace. All were invited. Her stepsisters would not let her go with them. Cinderella was sad.

The Fairy Godmother came and helped her to go to the ball. Cinderella danced with the Prince. After a while, the clock stroke twelve. She left him one of her glass shoes and went home.

The Prince took her glass shoe. He travelled around the country to find a girl that matched the glass shoe.

Finally, the Prince found Cinderella and they got married and lived happily ever after.

III. Metode Pembelajaran:

PPP

IV. Langkah-langkah Pembelajaran

A. Kegiatan awal:

- Opening
- Apersepsi
- Penyampaian tujuan/ topik

B. Kegiatan inti

Activity 1

- Guru mengulas materi pada pertemuan sebelumnya.
- Guru membagikan lembar kerja siswa yang dikumpulkan pada pertemuan sebelumnya.

Activity 2

- Guru menyampaikan kosakata yang terkait dengan teks yang diberikan.

Activity 3

- Guru meminta siswa untuk menuliskan hasil kerja mereka di papan tulis untuk dikoreksi dan dibandingkan dengan teks asli*(analysis-corection)*.
- Guru meminta semua siswa untuk memberikan saran, koreksi terhadap tulisan teman mereka yang telah ditulis di papan tulis.

Original text:

Cinderella

Once upon a time, there was a girl called Cinderella. She lived with her stepmother and stepsisters. They were very bossy. She had to do all the housework.

One day there was a party at the palace. All were invited. Her stepsisters would not let her go with them. Cinderella was sad.

The Fairy Godmother came and helped her to go to the ball. Cinderella danced with the Prince. After a while, the clock stroke twelve. She left him one of her glass shoes and went home.

The Prince took her glass shoe. He travelled around the country to find a girl that matched the glass shoe.

Finally, the Prince found Cinderella and they got married and lived happily ever after.

C. Penutup

- Evaluasi proses
- Mengakhiri pelajaran

V. Alat/ Bahan/ Sumber Bahan:

Widiati, Utami., dkk. 2008. *Contextual Teaching and Learning Bahasa Inggris: SMP/MTs Kelas VIII Edisi 4.* Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

VI. Penilaian

- Teknik: Membuat teks *narrative* sederhana
- Bentuk : Tulisan
- Penilaian:

  Nilai maksimal = 100

  Rubrik Penilaian: based on ESL Composition profile proposed by Jacobs et al. (1981) from Weigle (2002: 116).

Yogyakarta, 20 April 2011

Menyetujui

Guru	Peneliti
Lusia Septiharyati,S.Pd.	Endah Ratnaningsih
NIP. 19820923 200903 2 005	NIM. 07202244143

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMP Negeri 1 Saptosari

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2

Pertemuan ke- : 5

Skill : Menulis

Alokasi Waktu : 2x40 menit

Standar Kompetensi :

Menulis

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*

Indikator :

- Siswa mampu menggunakan s*imple past tense.*
- Siswa mampu membuat sebuah teks *narrative* sederhana.

I. **Tujuan Pembelajaran:**

Di akhir pembelajaran, siswa mampu menulis sebuah teks *narrative* sederhana.

II. Materi Pembelajaran:

- Vocabulary: wood carver, puppet, tree, branch, etc.
- Grammar: The Simple Past Tense
- Generic structure: orientation, complication, resolution
- Input text:

Pinocchio

Once upon a time, there was an old wood carver named Geppetto. He made a puppet from a tree branch. That puppet called Pinocchio. Suddenly, that puppet walked and talked. Geppetto was surprised.

One day, Geppetto asked Pinocchio to go to school. Pinocchio left home to go to school. On his way to school, he saw a puppet show. He stopped and watched it. He also danced with other puppets. At the end of the show, the Puppet Master gave him some coins and asked him straight to go home.

Suddenly, a fairy came and asked Pinocchio a question. However, Pinocchio lied. Just then, his nose grew. Pinocchio was shocked. The fairy told him that every time he tells a lie, his nose will grow. Then Pinocchio tell the reality. Pinocchio went home and apologized to Geppetto. He promised to be a good boy. Then Pinocchio changed into a real boy. Finally, they lived together happily ever after.

III. Metode Pembelajaran:

PPP

IV. Langkah-langkah Pembelajaran

A. Kegiatan awal:

- Opening
- Apersepsi
- Penyampaian tujuan/ topik

B. Kegiatan inti

Activity 1(Presentation)

- Guru mengulas materi pada pertemuan sebelumnya.

Activity 2

- Guru menyampaikan kosakata yang terkait dengan teks yang akan diberikan *(preparation)*.

Activity 3 (Practice)

- Siswa menuliskan beberapa kalimat yang menggunakan *simple past tense.*
- Guru membacakan teks dan meminta siswa untuk menyimak *(dictation)*.
- Pada kali kedua teks dibacakan, siswa diminta untuk menuliskan kata-kata penting yang terdapat dalam teks. Teks boleh dibacakan lebih dari dua kali.
- Guru meminta siswa untuk menuliskan kata-kata penting yang mereka catat di papan tulis dan mendiskusikan kata-kata apa saja yang harus dimasukkan dalam teks yang akan mereka buat.

Input text:

Pinocchio

Once upon a time, there was an old wood carver named Geppetto. He made a puppet from a tree branch. That puppet called Pinocchio. Suddenly, that puppet walked and talked. Geppetto was surprised.

One day, Geppetto asked Pinocchio to go to school. Pinocchio left home to go to school. On his way to school, he saw a puppet show. He stopped and watched it. He also danced with other puppets. At the end of the show, the Puppet Master gave him some coins and asked him straight to go home.

Suddenly, a fairy came and asked Pinocchio a question. However, Pinocchio lied. Just then, his nose grew. Pinocchio was shocked. The fairy told him that every time he tells a lie, his nose will grow. Then Pinocchio tell the reality. Pinocchio went home and apologized to Geppetto. He promised to be a good boy. Then Pinocchio changed into a real boy. Finally, they lived together happily ever after.

Activity 4 (Production)

- Guru meminta siswa untuk menyusun kembali teks yang telah mereka dengar dengan bahasa mereka dan harus mempergunakan kata-kata penting yang telah disepakati ke dalam teks yang mereka buat *(reconstruction)*.

Activity 5

- Guru meminta masing-masing siswa untuk menuliskan hasil kerja mereka di lembar kerja yang telah diberikan.
- Guru meminta siswa untuk menuliskan hasil kerja mereka di papan tulis untuk dikoreksi dan dibandingkan dengan teks asli*(analysis-corection)*.

C. Penutup

- Evaluasi proses
- Mengakhiri pelajaran

V. Alat/ Bahan/ Sumber Bahan:

Widiati, Utami., dkk. 2008. *Contextual Teaching and Learning Bahasa Inggris: SMP/MTs Kelas VIII Edisi 4.* Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional

VI. Penilaian

- Teknik: Membuat teks *narrative* sederhana
- Bentuk : Tulisan
- Penilaian:

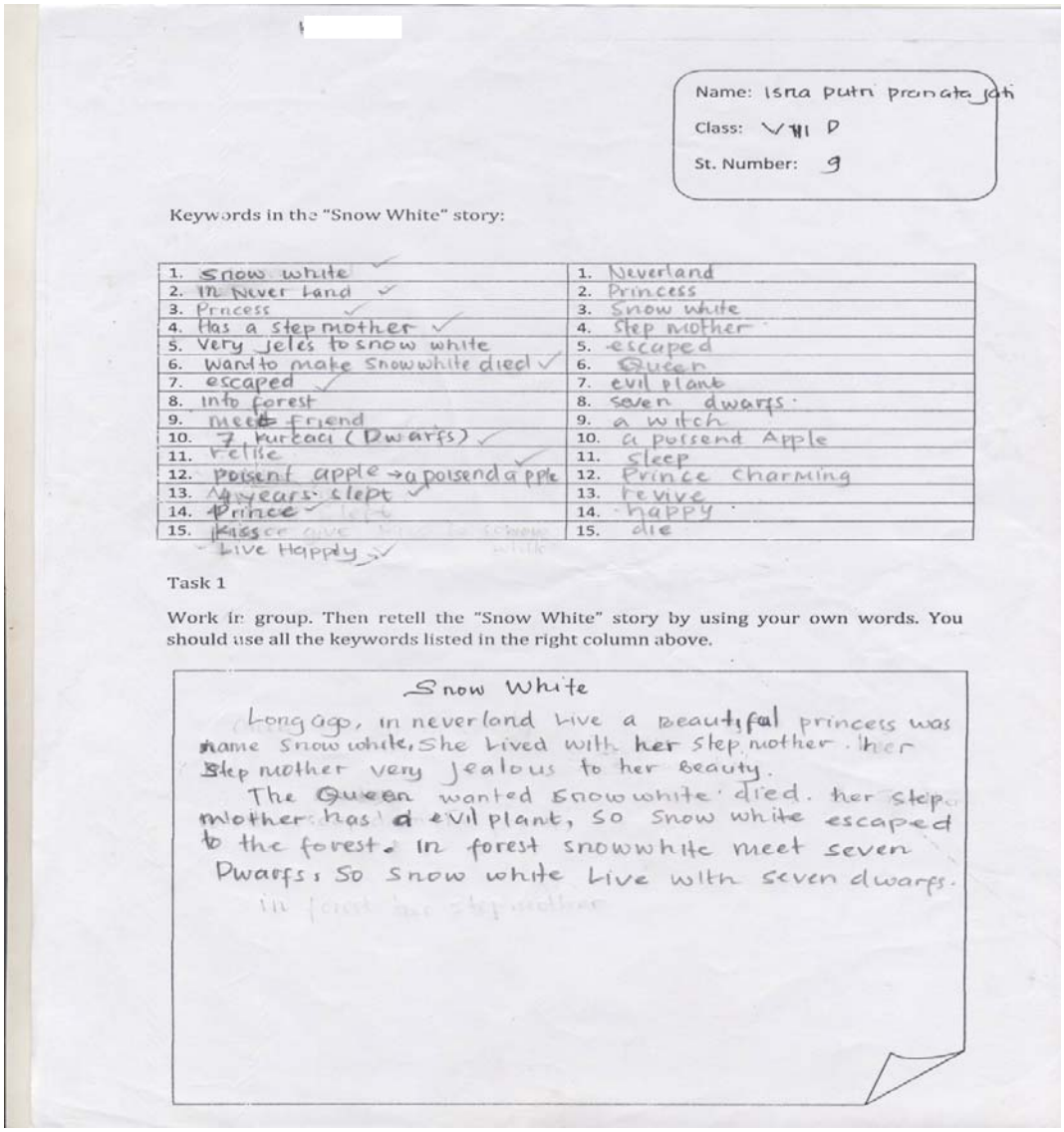
  Nilai maksimal = 100

  Rubrik Penilaian: based on ESL Composition profile proposed by Jacobs et al. (1981) from Weigle (2002: 116).

Yogyakarta, 4 Mei 2011

Menyetujui

Guru	Peneliti
Lusia Septiharyati,S.Pd.	Endah Ratnaningsih
NIP. 19820923 200903 2 005	NIM. 07202244143



Name: Isna putri pramata jati
Class: VIII D
St. Number: 9

Keywords in the "Snow White" story:

1. Snow white	1. Neverland
2. In Never land	2. Princess
3. Princess	3. Snow white
4. Has a step mother	4. Step mother
5. Very jeles to snow white	5. escaped
6. Want to make Snow white died	6. Queen
7. escaped	7. evil plant
8. into forest	8. seven dwarfs
9. meet friend	9. a witch
10. 7 kurcaci (Dwarfs)	10. a poisend Apple
11. Kellie	11. sleep
12. poisent apple → a poisend apple	12. Prince charming
13. 40 years slept	13. revive
14. Prince	14. happy
15. kiss	15. die
Live Happily	

Task 1

Work in group. Then retell the "Snow White" story by using your own words. You should use all the keywords listed in the right column above.

Snow White

Long ago, in neverland live a beautiful princess was name Snow white, She lived with her step mother. Her step mother very jealous to her beauty.

The Queen wanted Snow white died. her step mother has a evil plant, so Snow white escaped to the forest. In forest snow white meet seven Dwarfs, So Snow white live with seven dwarfs.

Score: 47

Name: ISNA PUTRI PJ
Class: VIII D
St. Number: 9

Keywords in the "Cinderella" story:

1. Cinderella	1. Cinderella
2. step mother	2. Step mother
3. 11 sisters.	3. step sisters
4. bossy	4. palace
5. party	5. sad
6. sad	6. fairy god mother
7. fairy God mother	7. prince
8. prince	8. Dance
9. glass shoes	9. clock
10. Dance	10. glass shoes
11. o'clock	11. Match
12. house hold	12. married
13. palace	13. happily
14. ball	14.
15. get merried happily	15.

Task 2

Work in group. Then reconstruct the "Cinderella" story by using your own words. You should use all the keywords listed in the right column above.

Cinderella

Once upon time ago, Live a girl called Cinderella. She lives with her step mother and her two step sisters. One day the king present a ball in the palace. her step sisters went to the ball with their mother. Cinderella was sad, because she wanted to go to the ball too.

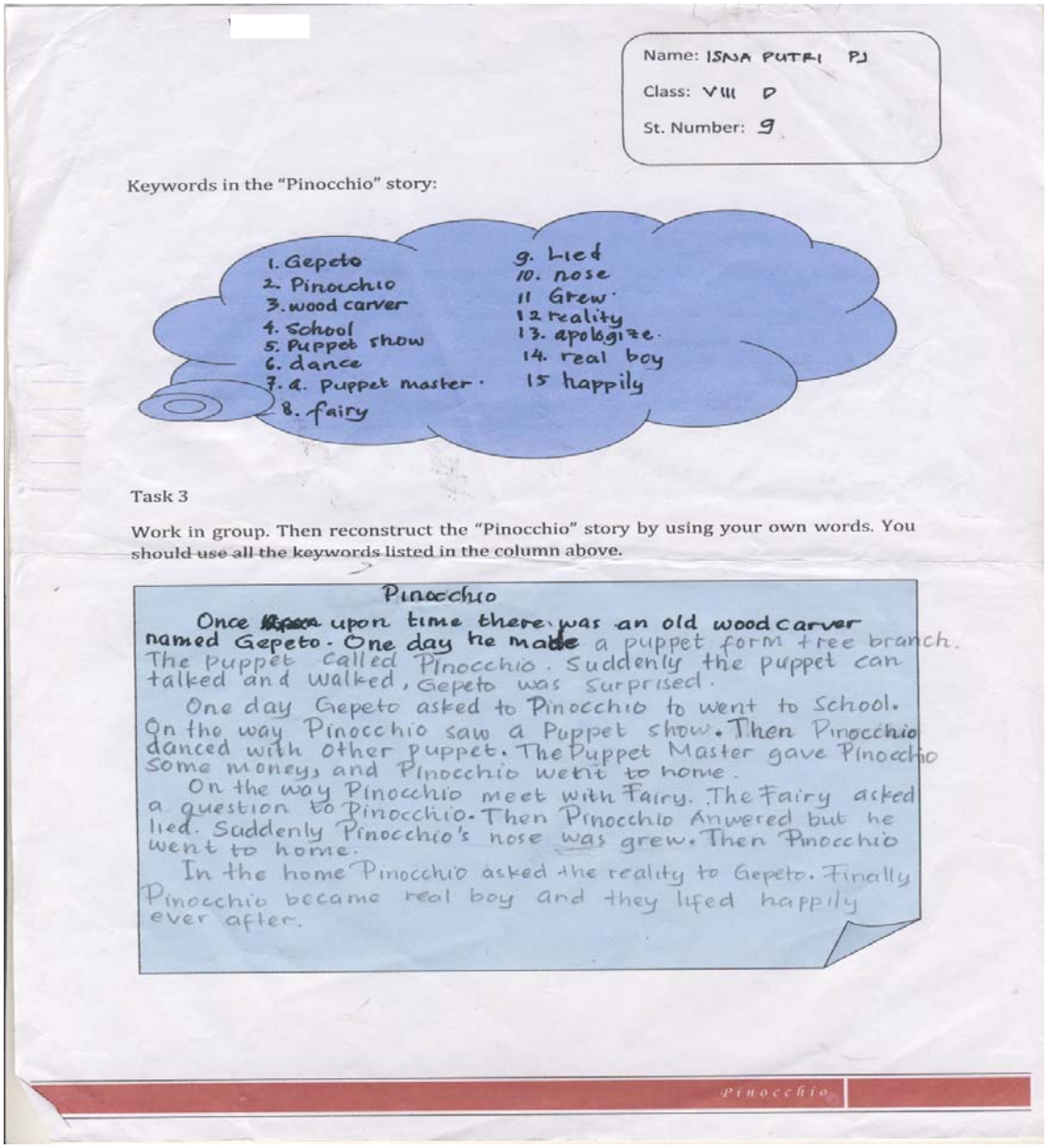
Peter~~s~~ On the fairy God mother came, she gave Cinderella lovely dress and glass shoes, the fairy god mother told to Cinderella to go home before twelve oclock

In the ball cinderella dance with the prince, in the ~~midnight~~ midnight Cinderella ran go to home, Bat her glass shoe Loose at the Ladder. and the glass shoe found the prince.

Next time the prince look for all the Ladies in the kingdom, who the foot match with the glass shoe

Finally the prince meet Cinderella and they got married and Live happly ever after.

Score: 61,5



Name: ISNA PUTRI PJ
Class: VIII D
St. Number: 9

Keywords in the "Pinocchio" story:

1. Gepeto
2. Pinocchio
3. wood carver
4. School
5. Puppet show
6. dance
7. a. Puppet master
8. fairy
9. Lied
10. nose
11 Grew
12 reality
13. apologize
14. real boy
15 happily

Task 3

Work in group. Then reconstruct the "Pinocchio" story by using your own words. You should use all the keywords listed in the column above.

Pinocchio

Once upon time there was an old wood carver named Gepeto. One day he make a puppet form tree branch. The puppet called Pinocchio. Suddenly the puppet can talked and walked, Gepeto was surprised.

One day Gepeto asked to Pinocchio to went to School. On the way Pinocchio saw a Puppet show. Then Pinocchio danced with other puppet. The Puppet Master gave Pinocchio some moneys and Pinocchio went to home.

On the way Pinocchio meet with Fairy. The Fairy asked a question to Pinocchio. Then Pinocchio Anwered but he lied. Suddenly Pinocchio's nose was grew. Then Pinocchio went to home.

In the home Pinocchio asked the reality to Gepeto. Finally Pinocchio became real boy and they lifed happily ever after.

Pinocchio

Score: 75

Name: Retna Ikawati
Class: VIII D
St. Number: 19

Keywords in the "Snow White" story:

1. Snow White ✓	1. Neverland
2. Never Land ✓	2. princess
3. princess ✓	3. Snow White
4. ~~ha~~Stepmother ✓	4. Queen
5. Quint (Queen)	5. stepmother
6. ~~*~~Jealous	6. evil plan
7. ~~ha~~Beauty	7. escape
8. forest	8. seven dwarfs
9. seven dwarfs ✓	9. a witch
10. which (a witch)	10. a poisoned apple
11. Apple plant (evil plan)	11. sleep
12. Relaize	12. prince charming
13. poisend Apple (poisoned)	13. revive
14. Kiss	14. happy
15. Happily	15. die

Task 1

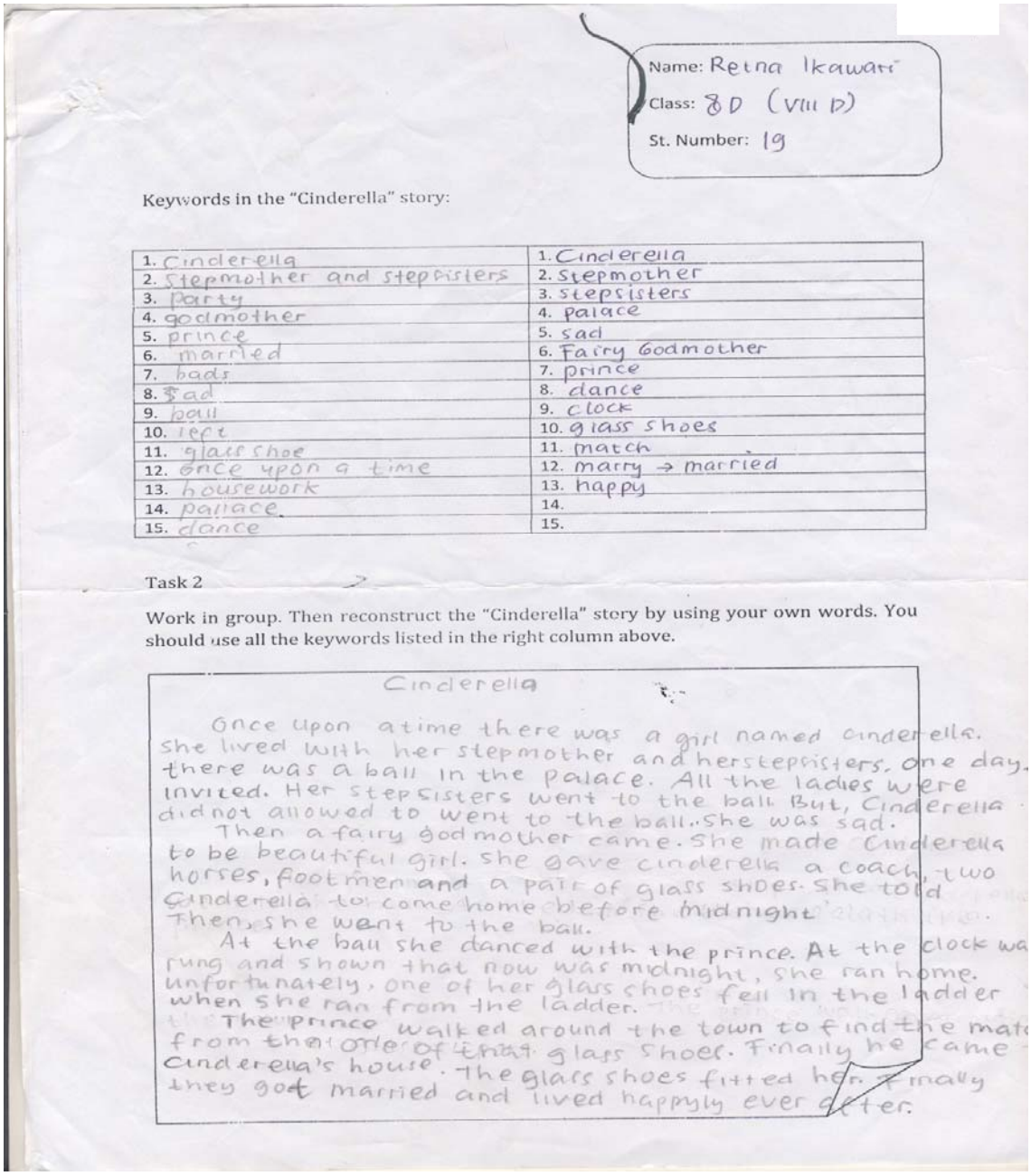
Work in group. Then retell the "Snow White" story by using your own words. You should use all the keywords listed in the right column above.

Snow White

time ✓

Long ago in the Neverland, there lived a beautiful princess, whose name Snow White. The Queen lived with her stepmother. She was jealous with her beauty. Snow White heard the evil plan. Sgshe escaped into the forest. She was ~~met~~ friends with seven dwarfs She was given a poisoned apple by a witch. But she didnot realized. Then, she was ate the poisoned apple. Then she sleep for years. Then she ~~was~~ to recovered. Prince charming with a revive kiss. Then she was live happily.

Score: 50,5



Name: Retna Ikawati
Class: 8D (VIII D)
St. Number: 19

Keywords in the "Cinderella" story:

1. Cinderella	1. Cinderella
2. Stepmother and stepsisters	2. Stepmother
3. Party	3. stepsisters
4. godmother	4. Palace
5. prince	5. sad
6. married	6. Fairy Godmother
7. bads	7. prince
8. Sad	8. dance
9. ball	9. clock
10. left	10. glass shoes
11. glass shoe	11. match
12. once upon a time	12. marry → married
13. housework	13. happy
14. pallace.	14.
15. dance	15.

Task 2

Work in group. Then reconstruct the "Cinderella" story by using your own words. You should use all the keywords listed in the right column above.

Cinderella

Once upon a time there was a girl named cinderella. She lived with her stepmother and herstepsisters. one day. there was a ball in the palace. All the ladies were invited. Her stepsisters went to the ball But, Cinderella didnot allowed to went to the ball. She was sad.

Then a fairy godmother came. She made Cinderella to be beautiful girl. she gave cinderella a coach, two horses, footmen and a pair of glass shoes. She told Cinderella to come home before midnight Then, she went to the ball.

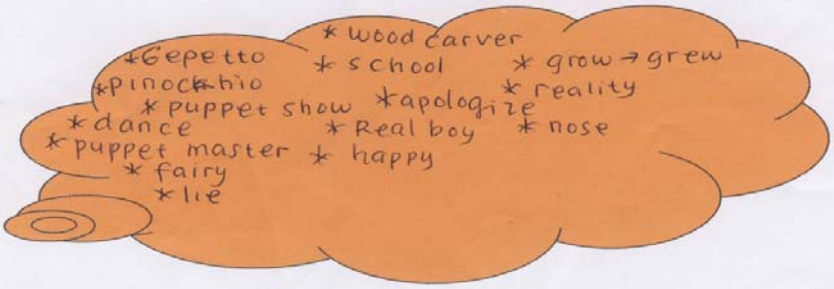
At the ball she danced with the prince. At the clock wa rung and shown that now was midnight, she ran home. unfortunately, one of her glass shoes fell in the ladder when she ran from the ladder.

The prince walked around the town to find the mat from the one of that glass shoes. Finally he came cinderella's house. The glass shoes fitted her. Finally they got married and lived happyly ever after.

Score: 66

Name: RETNA IKAWATI
Class: VIII D
St. Number: 19

Keywords in the "Pinocchio" story:



Task 3

Work in group. Then reconstruct the "Pinocchio" story by using your own words. You should use all the keywords listed in the column above.

Pinocchio

Once upon a time, there was a wood carver named Geppetto. One day, Geppetto made a puppet from tree's branch. The puppet named Pinocchio. Suddenly, the puppet can walked and talked.

One day, Geppetto asked Pinocchio to go to school. Pinocchio left home, to go to school. But, on the way, he saw a puppet show. Then, he watched it and danced with the other puppet. Then, the Puppet Master gave him some coins.

Then, he went home. On the way, a fairy came. She gave a question to Pinocchio. But, Pinocchio was lied. Suddenly, his nose grew. The fairy told if he lied more, his nose grew long reality. Then, until home, he apologized to Geppetto. Finally he became a real boy. Then, he and Geppetto lived happily ever after.

Pinocchio

Score: 73

OBSERVATION SHEET

CYCLE 1

First meeting

Date: April 11th, 2011

NO.	RESEARCHER'S ACTIVITIES	YES	NO
1	The teacher opens the class by greeting and checking students' attendance list.	√	
2	The teacher introduces the topic to the students.	√	
3	The teacher gives an example of narrative text to the students.	√	
4	The teacher explains the generic structure and language feature of narrative text to the students.	√	
5	The teacher gives an exercise to the students about the use of simple past tense.	√	
6	The teacher gives time to students to ask some questions related to their difficulty.	√	
7	The teacher concludes the material.	√	
8	The teacher closes the class.	√	

OBSERVATION SHEET

CYCLE 1

Second meeting

Date: April 13rd, 2011

NO.	RESEARCHER'S ACTIVITIES	YES	NO
1	The researcher opens the class by greeting and checking students' attendance list.	√	
2	The researcher introduces the topic to the students.	√	
3	The researcher reviews the previous material.	√	
4	The researcher gives time to students to ask some questions related to their difficulty.	√	
5	The researcher explains about students' role in the dictogloss activity.	√	
6	The researcher reads the text aloud once at normal speed as students listen but do not write.	√	
7	The researcher reads the text again at normal speed and students take notes the key words.	√	
8	The researcher checks the students' key words.	√	
9	The researcher groups the students.	√	
10	The researcher asks the students to work in group to reconstruct the text by using their own language.	√	
11	The researchers and the collaborator help the students in identifying the students work with the original text in the analysis-correction stage.	√	
12	The researcher collects students Task 1.	√	
13	The researcher concludes the material.	√	
14	The researcher closes the class.	√	

OBSERVATION SHEET

CYCLE 2

Third meeting

Date: April 18th, 2011

NO.	RESEARCHER'S ACTIVITIES	YES	NO
1	The researcher opens the class by greeting and checking students' attendance list.	√	
2	The researcher introduces the topic to the students.	√	
3	The researcher reviews the previous material.	√	
4	The researcher gives time to students to ask some questions related to their difficulty.	√	
5	The researcher explains about students' role in the dictogloss activity.	√	
6	The researcher reads the text aloud once at normal speed as students listen but do not write.	√	
7	The researcher reads the text again at normal speed and students take notes the key words.	√	
8	The researcher checks the students' key words.	√	
9	The researcher groups the students.	√	
10	The researcher asks the students to work in group to reconstruct the text by using their own language.	√	
11	The researchers help the students in identifying the students work with the original text in the analysis-correction stage.		√
12	The researcher collects students Task.	√	
13	The researcher concludes the material.	√	
14	The researcher closes the class.	√	

OBSERVATION SHEET

CYCLE 2

Fourth meeting

Date: April 20th, 2011

NO.	RESEARCHER'S ACTIVITIES	YES	NO
1	The researcher opens the class by greeting and checking students' attendance.	√	
2	The researcher reviews the previous material.	√	
3	The researcher distributes students' second task.	√	
4	The researcher gives time to students to ask some questions related to their difficulty.	√	
5	The researchers help the students in identifying the students work with the original text in the analysis-correction stage.	√	
6	The researcher closes the class.	√	

OBSERVATION SHEET

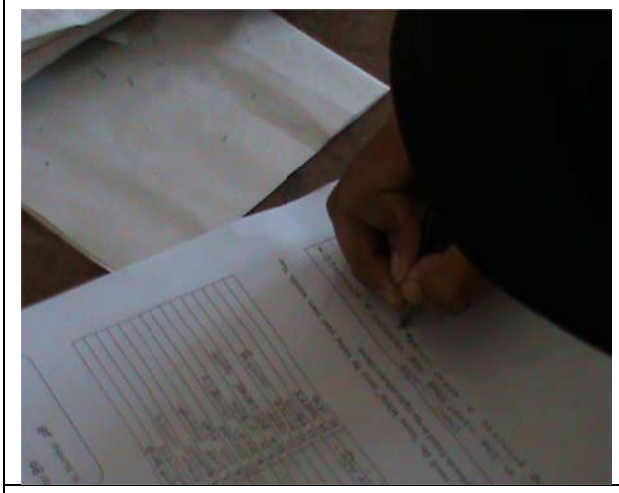
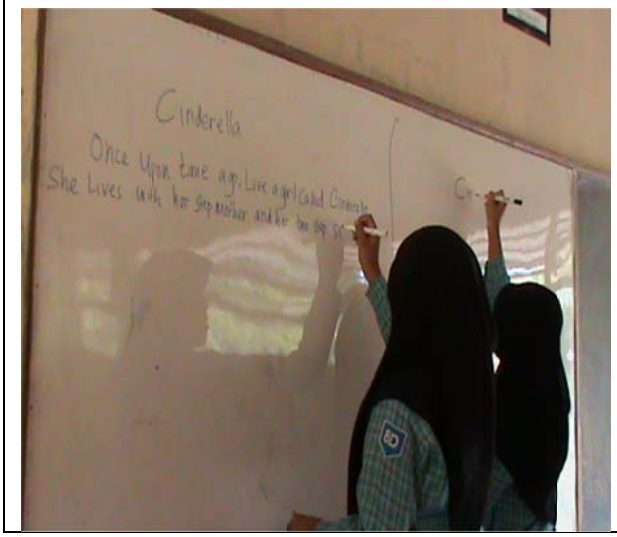
CYCLE 2

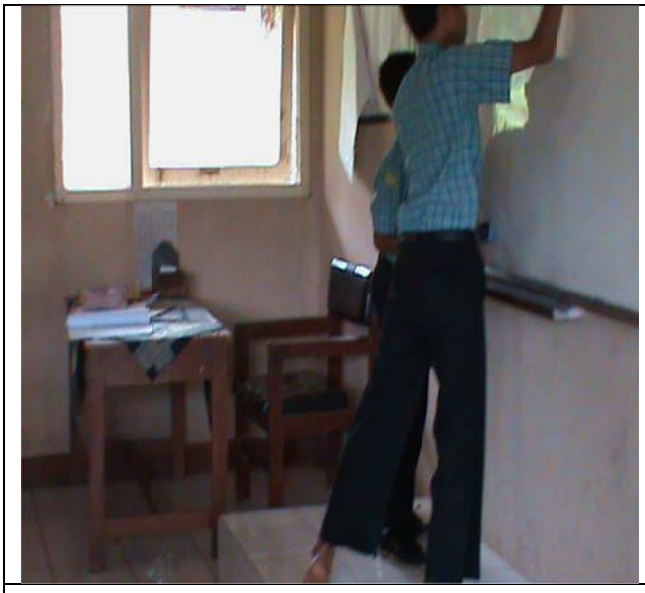
Fifth meeting

Date: May 4th, 2011

NO.	RESEARCHER'S ACTIVITIES	YES	NO
1	The researcher opens the class by greeting and checking students' attendance.	√	
2	Te teacher explains the assessment criteria.	√	
3	The researcher gives time to students to ask some questions related to their difficulty.	√	
4	The researcher reads the text aloud once as students listen but do not write.	√	
5	The researcher reads the text again and students take notes the key words.	√	
6	The researcher checks the students' key words.	√	
7	The researcher asks the students to work in group to reconstruct the text by using their own language.	√	
8	The researchers help the students in identifying the students work with the original text in the analysis-correction stage.	√	
9	The researcher collects students Task.	√	
10	The researcher closes the class.	√	

	The students are grouped in the preparation stage of the dictogloss technique.
	The teacher reads the text in the dictation stage of the dictogloss technique.
	The students listen to the story which is read by the teacher in the dictation stage of the dictogloss technique.

	The student reconstructs the dictated-text in the reconstruction stage of the dictogloss technique.
	The students work in group to reconstruct the dictated-text in the reconstruction stage of the doctogloss technique.
	The students write their writings on the whiteboard in the analysis-correction stage of the dictogloss technique.

	The students come in front of the class to correct their friends' mistakes in the analysis-correction stage of the dictogloss technique.
	The students read the original text after getting analysis-correction stage of the dictogloss technique.
	The researcher and the collaborator facilitate the students in the teaching-learning process.

PEMERINTAH KABUPATEN GUNUNGKIDUL
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SMP 1 SAPTOSARI
Alamat : Jln. Wonosari-Panggang Km 22, Kepek, Saptosari, ☎ (0274) 7103825 ✉ 55871

SURAT KETERANGAN
Nomor : 421/162

Yang bertanda tangan di bawah ini :

nama	: Drs. SARJONO, M.PdI
NIP	: 19530325 198210 1 001
pangkat/Gol.	: Pembina / IV a
jabatan	: Kepala Sekolah

menyatakan dengan sesungguhnya bahwa :

nama mahasiswa	: ENDAH RATNANINGSIH
nomor mahasiswa	: 07202244143
program studi	: S-1 Pendidikan Bahasa Inggris UNY

benar – benar telah melakukan penelitian di SMP Negeri 1 Saptosari Kabupaten Gunungkidul dari bulan Februari sampai dengan bulan Mei 2011 kaitannya dengan judul skripsi "IMPROVING STUDENTS' WRITING ABILITY THROUGH THE USE OF DICTOGLOSS TECHNIQUE IN THE SECOND SEMESTER OF THE ACADEMIC YEAR 2010/2011 CLASS VIIID".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Saptosari, 1 Juni 2011
Kepala Sekolah

Drs. SARJONO, M.PdI
NIP. 19530325 198210 1 001

PEMERINTAH KABUPATEN GUNUNGKIDUL
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SMP 1 SAPTOSARI
Alamat : Jln. Wonosari-Panggang Km 22, Kepek, Saptosari, ☎ (0274) 7103825 ✉ 55871

SURAT KETERANGAN TRIANGULASI DATA
Nomor : 421/163

Yang bertanda tangan di bawah ini :

nama	: Drs. SARJONO, M.PdI
NIP	: 19530325 198210 1 001
pangkat/Gol.	: Pembina / IV a
jabatan	: Kepala Sekolah

menyatakan dengan sesungguhnya bahwa :

nama mahasiswa	: ENDAH RATNANINGSIH
nomor mahasiswa	: 07202244143
program studi	: S-1 Pendidikan Bahasa Inggris UNY

benar—benar telah melakukan Triangulasi Data dengan :

Nama Guru	: LUSIA SEPTIHARYATI, S.Pd.
NIP	: 19820923 200903 2 005
Jabatan	: Guru Pertama

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Saptosari, 1 Juni 2011
Kepala Sekolah

SMPN 1 SAPTOSARI

Drs. SARJONO, M.PdI
NIP. 19530325 198210 1 001

PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA

SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/2485/V/2011

Membaca Surat : Dekan Fak. Bahasa dan Seni UNY
Nomor : 767/H.34.12/PP/III/2011
Tanggal Surat : 31 Maret 2011
Perihal : Ijin Penelitian

Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) kepada :

Nama : ENDAH RATNANINGSIH
NIP/NIM : 07202244143
Alamat : Karangmalang, Yogyakarta
Judul : IMPROVING STUDENTS' WRITING ABILITY THROUGH DICTOGLOSS TECHNIQUE IN THE SECOND SEMESTER OF THE ACADEMIC YEAR OF 2010/2011 CLASS VIIID SMPN 1 SAPTOSARI

Lokasi : Kabupaten Gunung Kidul
Waktu : 3 (tiga) Bulan.
Mulai tanggal : 1 April s/d 31 Juli 2011

Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui Insitusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan ***softcopy*** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam ***compact disk (CD)*** dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk kepentingan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta
Pada tanggal : 1 April 2011

An. Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub. Kepala Biro Administrasi Pembangunan

SETDA 5

J. SURAT DJUMADAL
NIP. 19560403 198209 1 001

Tembusan disampaikan kepada Yth.
1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Gunung Kidul Cq. KPPTSP
3. Ka. Dinas Pendidikan Pemuda dan Olah Raga Provinsi DIY
4. Dekan Fak. Bahasa dan Seni UNY
5. Yang bersangkutan

KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 767/H.34.12/PP/III/2011
Lampiran : --
Hal : **Permohonan Izin Survey/Observasi/Penelitian*)**

31 Maret 2011

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Propinsi DIY
Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS)Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Students' Writing Ability Through Dictogloss Technique in The Second Semester of The Academic Year of 2010/2011 Class VIII D SMP N 1 Saptosari

Mahasiswa dimaksud adalah :

Nama	: ENDAH RATNANINGSIH
NIM	: 07202244143
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Tanggal Pelaksanaan	: Bulan April s.d. Mei 2011

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

Atas izin dan kerjasamannya disampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Dra. Sulaini M. Saleh, M.A.
NIP 19540120 197903 1 002