

EFFORTS TO IMPROVE THE ENGLISH WRITING SKILLS
OF GRADE VIII STUDENTS OF MTS N BABADAN BARU
THROUGH COOPERATIVE LEARNING IN THE ACADEMIC YEAR OF 2009/2010

A Thesis

Submitted as partial fulfillment of the requirements of the attainment
for the degree of *Sarjana Pendidikan*
in English Language Education



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2011

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Efforts to Improve the English Writing Skills
of Grade VIII Students of MTs N Babadan Baru
through Cooperative Learning in the Academic Year of 2009/2010

A Thesis



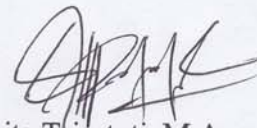
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STUDENTS OF MTs N BABADAN BARU THROUGH COOPERATIVE
LEARNING IN THE ACADEMIC YEAR OF 2009/2010

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Accepted by the Board of Examiners of Languages and Arts Faculty,
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Language Education.

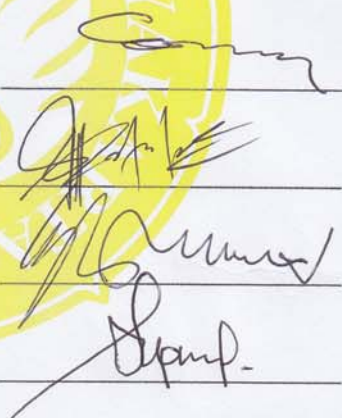
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Acknowledgements

Alhamdulillahirabbil'alamiin. Praise is to Allah SWT, the Almighty and the All Merciful, whose countless mercy and blessing covers the entire world; without which the writer could not finish this thesis.

The deepest thanks are addressed to both consultants: Sugirin, Ph.D, Suciati, M.Ed., and Anita Triastuti, M.A., from whom I received much assistance and precious knowledge during the writing of this thesis.

My greatest gratitude is dedicated to: (1) My beloved parents; Sugeng HS and Tuminah, for all of their love, kindness, priceless sacrifice and continuous prayers till this day, (2) My beloved grandmother, Makiyah, for the entire lesson and prayer, and (3) My three elder sisters, Mbak Sri, Mbak Riz, Mbak Nink and their family, for much love and support.

My special thank is dedicated to my beloved husband: Taufiq Dwi SS, S.T., M.T., for all of his great love, support, prayer, and for being a good husband and father for our family.

I also wish to acknowledge my father and mother in laws: Suyadhi HS and Sri Widyastuti, S.E. and my sister and brother in laws: Mbak Ika and Mas Indra for all of their support and prayer.

Many thanks go to Hj. Sumarmiyati, M.Pd.I.; the Madrasah Principal of MTs N Babadan Baru, and Riyadi, S.Ag., the English teacher of MTs N Babadan Baru for their cooperation during the data collections and all students of Class 8A of MTs N Babadan Baru in the academic year of 2009/2010 for their greatest support during the data collections.

And the last but not least, I thank all of my teachers, lecturers, *murabbiyah* and all of my friends: RJ crew, my friends in C class, and all friends in State University of Yogyakarta.

I realize that this thesis is far from being perfect since there are limitations in it. Therefore I welcome criticism and comment.

Yogyakarta, October 7th, 2011

Siti Chotijah

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**Efforts to Improve the English Writing Skills
of Grade VIII Students of MTs N Babadan Baru
through Cooperative Learning in the Academic Year of 2009/ 2010**

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ABSTRACT

The objective of the research is to improve the English writing skills of the grade eight students of MTs N Babadan Baru in the academic year of 2009/ 2010. This is action research. Some techniques of Cooperative Learning were applied to improve the writing skills.

The research was carried out at the second semester from January 6th to April 10th 2010 in class 8A of MTs N Babadan Baru. The subjects of this research were the grade eight students of MTs N Babadan Baru. During the actions, the researcher acted as the teacher (researcher-teacher) and the English teacher acted as the collaborator. The steps were: reconnaissance, plan, action and observation, and reflection. The research was conducted in two cycles. The first cycle consisted of three actions: motivating the students by reminding them of the importance and the advantages of writing as a pre-activity, applying Jigsaw Technique in the writing teaching and learning process, and using Group Correction in the revising process of writing. The second cycle consisted of two actions: improving the use of classroom management during the implementation of Jigsaw Technique, and using Peer Correction in the revising process of writing. The data were obtained by observing the teaching and learning process, interviewing the English teacher and the students of grade eight, and documenting the teaching and learning process. The instruments were the observation sheet, the interview guideline, an MP 4, questionnaire, and a camera. The data were in the forms of field notes, interview transcripts, students' responses to the questionnaire, and photos.

The result showed that in Cycle 1 the actions of Cooperative Learning were successful to improve the students' writing skills though there were two actions requiring improvement. These were applying Jigsaw Technique and Group Correction. Finally, these could be improved in Cycle 2 and the result was that the implementation of Cooperative Learning could improve the students' English writing skill. The improvement covers: 1) students' behavior, i.e. students' involvement during writing teaching and learning process, 2) the students' writing achievement as indicated by the increase of the average writing score from the Pre-test (42, 36) to that in Cycle 1 (65, 83) and that in Cycle 2 (66, 77).

CHAPTER I

INTRODUCTION

A. Background of the Study

English as a foreign language has been taught at junior and senior high schools as a compulsory subject in Indonesia. The English teaching and learning process is aimed to develop students' communicative competence. To have communicative competence, students need to be able to comprehend and to produce spoken and written texts which are then realized in the four language skills, these are listening, speaking, reading, and writing. Therefore, the emphasis of English teaching and learning is to develop students' four language skills.

Writing is one of these four language skills that get much attention in language teaching and learning. It is because writing can be used as a measurement of literacy level of a nation. Another reason is writing has not been civilized, especially in Indonesia.

One scope of English teaching and learning process in junior high schools is that the students are able to comprehend and produce a short functional text and short essay in the form of *procedure*, *descriptive*, *narrative*, and *recount* text (Depdiknas: 2006). For many junior high schools students, including the grade eight students of MTs N Babadan Baru, mastering writing is hard to do. Akhadijah in Putra (2004: 8) states that among the four language skills, writing is the most difficult one, because it requires students to understand spelling, punctuation, sentence structure, vocabulary, and paragraph composition. It is one

of the problems that occur in the English teaching and learning process in MTs N Babadan Baru.

Based on the interviews done by the researcher, the English teacher of MTs N Babadan Baru said that the problem occurs because of some reasons. Mostly, the reasons are coming from academic, economic, and social background of the students.

From the academic background, students of MTs N Babadan Baru generally had low final national examination scores when they graduated from their elementary schools. In the academic year of 2009/ 2010, the lowest final national examination score of the new students that were accepted by MTs N Babadan Baru was 14 and the highest one was 26. This academic background gives impact to the achievement of the students during the teaching and learning process, including in writing. Based on the interview with the English teacher, it was known that many students got difficulties in expressing their idea during the writing process, particularly in writing narrative texts. So far, the English teacher said that he had not found an appropriate technique to teach narrative texts to his students yet. Then, the students also frequently made writing errors during the writing process. Some writing errors frequently made by the students were errors in using punctuation, diction, tenses, and text organization. Further, from the interviews and questionnaires to the students, it was known that many of the students had low motivation to write in English. They thought writing in English was difficult. When the researcher gave a pre-test of writing to the students, there were only five students who did the task well. Some students made their writing

in *Bahasa Indonesia* and some others only copied their friends' work. Even, there were four students who did not make any writing.

The social and economic background of the students also influences quality of the English teaching and learning processes. Many students of MTs N Babadan Baru come from medium to low economic class society. Therefore, many students do not get enough facilities to support their study, even to buy an English handbook.

Realizing those facts above, the researcher was interested in doing the classroom action research and tried to overcome the students' problem with writing in MTs N Babadan Baru. The researcher used Cooperative Learning in a classroom action research. This learning strategy was never applied by the English teacher to teach writing before the research was conducted. He preferred giving an individual writing task for the students during writing teaching and learning process to asking the students to work in group as in Cooperative Learning.

Slavin (2005: 4) says that Cooperative Learning had been an effective method to teach in some fields of study. In language study, Cooperative Learning can be used to teach reading, writing, and other skills starting from the basic to the complex ones. From many studies on the effectiveness of Cooperative Learning, it is found that the use of Cooperative Learning can improve the achievement and affective intelligence of the students. Relating to writing activities, Harmer (2001: 260) states that writing in groups, whether as part of a long process or as part of a short game like communicative activities, can be greatly motivating for students. Through this method, the researcher hopes that the students could share their idea,

help each other during the writing process and as a final result; it will improve their writing skills.

B. Identification of the Problems

Writing in English has been taught from the elementary schools for students in Indonesia. However, there are many students who have difficulties to write in English when they enter to the junior high schools, including grade eight students in MTs N Babadan Baru. Based on the description in the background there are some factors influence English writing teaching and learning process in MTs N Babadan Baru, those are:

a. Students

There are some factors that come from the students, those are:

1. Students get difficulties to express their idea to write in English, even to make a short essay. Students' major difficulty is to make a narrative text for they need to use and develop their imagination.
2. Students' awareness of writing errors is low. Most of the students frequently make writing errors. Even, many of them make very simple writing errors, such as error in using punctuation. The other writing errors they frequently make are error in the choice of words/ diction, tenses, mechanics, and text organization.
3. Some students have low motivation to learn writing. Most of the student considers writing in English is difficult. As a result, their writing achievement is low.

b. Teacher

A factor which influences the writing teaching and learning quality in MTs N Babadan Baru that come from the teacher is the English teacher gets difficulties in teaching writing to the students. He has not found an appropriate technique to teach writing yet, especially to teach narrative text.

c. School Institution

A factor that influences the writing teaching and learning process in MTs N Babadan Baru which might come from the school institution is MTs N Babadan Baru gets difficulty to allocate the BOS (*Bantuan Operasional Sekolah*) fund which is limited to fulfill students' needs for the handbook and the other supporting teaching and learning facilities.

C. Limitation of the Problem

Based on the identification of the problem, there are some factors influence the quality of the English writing skills at the second grade students in MTs N Babadan Baru. Efforts to improve their English writing skills are needed. The research uses the approach of action research. Because of the limitation of time, fund, and energy, this research focus on the efforts to improve writing skills for the grade eight students of MTs N Babadan Baru through Cooperative Learning. Cooperative Learning was chosen to be implemented in this classroom action research because of three reasons. Firstly, Cooperative Learning had been an effective method in language study, including in writing. Secondly, Cooperative Learning does not focus only on the academic aspects but also the affective and

social aspects of students. Thirdly, this learning strategy had never been used by the English teacher to teach writing for the students. Whereas, narrative writing skills was chosen because it relates to the text being learnt by the students in the second semester and many students get difficulties in writing narrative texts.

D. Formulation of the Problem

How are the planning, implementation, and evaluation of improving English writing skills of the grade eight students of MTs N Babadan Baru through Cooperative Learning?

E. Objective of the Research

This research aims to improve the English writing skills of grade eight students of MTs N Babadan Baru through Cooperative Learning.

F. Significance of the Research

1. For the English teachers, the result of the research can be used as a reference to strive for innovation in developing the teaching of writing.
2. For members of the research, the result of the research can be used to give a new concept and knowledge to develop writing skills.
3. For the students, the result of the research can be used to give experience, new challenges and motivation as an effort to develop their writing skills.
4. For the principal of the school, the result of research can be used as an input to improve the quality of learning and teaching of the English in her school.

5. For other researchers, the result of the research can be used to give contribution to trigger creative ideas to make betterment in developing writing competence.
6. It is expected that the result of the research can give contribution to the teaching and learning of English in junior high school.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. The nature of writing skills

a. Definition of writing

Writing is a means of communication. Writers communicate their meaning to the reader through texts. Writers should be aware of their readers; who their readers are. It is important to understand the readers because readers will decide the purpose of their writing (Hefferson and Lincoln in Fermani: 2002).

Campbell (1972: 200) states that writing is much more than an orthographic symbolization of speech. It is most importantly a purposeful selection and organization of experiences. Moreover, the experiences itself means all thoughts, facts, opinions, or idea that are acquired through direct perception and/or action or through reading or hearing. Further, Campbell states that for all kinds of writing to have a purpose and organized body of selected facts, opinions, or ideas, the writer should select and organize experience according to a certain purpose. How clear the purpose is and how relevant and well-organized the facts determine the effectiveness of the writing. The purposes of writing as stated by Troyka (1986: 3) are to express oneself, to provide information, to persuade one's reader, and to create a literary work.

Troyka (1986: 12) states another definition of writing. He states that writing is a process, a series of activities that starts the moment one begins thinking about a subject and ends when one complete a final draft.

From those definitions above, it can be concluded that writing is a process of communicating thoughts, facts, opinions, or idea with the purpose of expressing oneself, providing information, persuading one's reader, and creating a literary work in a written form.

b. Writing skills

Writing is a complex process. It is not only putting the words into a written form. The process of writing requires an entirely different set of competencies. Writing is learned behavior that takes a long time to master. According to Akhadiyah in Putra (2004: 8) writing is the most difficult among the four language skills, because it requires students to understand spelling, punctuation, sentence structure, vocabulary, and paragraph composition. Writing skills needs the study of linguistic factors and non-linguistic factors. The linguistic factors are vocabulary, grammar structure, orthography, and so on. Non-linguistic factors are reading habit, motivation, knowledge of the world, and learning strategies. Writing skills requires practice as well.

In order to produce a good writing, we need to have some micro skills for writing. According to Brown (2001: 343), there are several micro skills for writing, those are:

- 1) Produce graphemes and orthographic patterns of English.

- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.
- 7) Use the rhetorical forms and conventions of written discourse.
- 8) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 9) Convey links and connections between events and communicate such relations, as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguish between literal and implied meanings when writing.
- 11) Correctly convey culturally specific references in the context of the written text.
- 12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

According to Oshima and Hogue (1991: xii) the requirements of good writing needs not only good grammar in which the students will learn selected grammatical structures in order to perfect the grammar and improve the style of writing, but also good organization in which the students will also learn to organize their thought in writing.

2. Learning writing in English foreign language classroom

a. Definition of learning

There are some definitions of learning. Brown (2000: 7) states “learning is the acquiring or getting of the knowledge of a subject or a skill by study, experience, or instruction.” Kimble and Garmzey in Brown (2000: 7) define that “learning is a relatively permanent change in a behavioral tendency and is the

result of reinforced practice.” Based on those definitions, Brown (2000: 7) breaks down the components of the definition as follows:

- a) Learning is acquisition or ‘getting’.
- b) Learning is retention of information or skill.
- c) Retention implies storage systems, memory, and cognitive organization.
- d) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- e) Learning is relatively permanent but subject to forgetting.
- f) Learning involves some form of practice, perhaps reinforced practice.
- g) Learning is a change in behavior.

From some definitions above can be concluded that learning is a series of process to develop the cognitive and affective ability of the learner.

b. Learning writing

Writing is one of the language skills that are difficult to be mastered. Writing ability does not only need the study of linguistic factors but also non-linguistic factors. Some linguistic factors that needed to be learnt by the students are vocabulary, tenses, sentence structure, and so on. Whereas reading habit, motivation, knowledge of the world and learning strategies are the non-linguistic factors. Students can learn writing inside and outside the classroom.

In learning writing, especially in the classroom, students can perform their writing in some types of writing. Brown (2000: 343-346) proposes five types of writing performance:

1) Imitative or writing down

This type is fit to learner at the beginning level. In this type, the students will simply “write down” English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.

2) Intensive or controlled

This intensive writing usually appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A common form of controlled writing is to present a paragraph to students in which they have to change a given structure throughout. Another form of controlled writing is a dicto-comp.

3) Self-writing

Self-writing means writing with only the self in mind as an audience. The most significant example of this category in classroom is note taking, diary or journal writing and dialogue journal.

4) Display writing

This type is suitable for all language students. The examples of display writing are short answer exercises, essay examinations, and research reports.

5) Real writing

Real writing means writing which aims at the genuine communication of messages to an audience in need of those messages. There are three subcategories of real writing: academic, vocational/technical, and personal writing.

3. Teaching writing in English foreign language classroom

a. Definition of teaching

Brown (2000: 7) states that, “Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning”. Brown` s definition implies helping someone how to learn, guiding in learning something, providing knowledge, and giving instruction are teaching.

Therefore, Blum in Richard and Renandya (2002: 21) in his summary of research proposes twelve characteristics of effective teaching as follows:

- 1) Instruction is guided by a preplanned curriculum.
- 2) There are high expectations for student learning.
- 3) Students are carefully oriented to lessons.
- 4) Instruction is clear and focused.
- 5) Learning progress is monitored closely.
- 6) When students do not understand, they are retaught.
- 7) Class time is used for learning.
- 8) These are smooth and efficient classroom routines.
- 9) Instructional groups formed in the classroom fit instructional needs.
- 10) Standards for classroom behavior are high.

- 11) Personal interactions between teachers and students are positive.
- 12) Incentives and rewards for students are used to promote excellence.

b. Teaching English for junior high school students

Language has significant roles on the intellectual, social, and emotional development of the students. Language also supports the success of the students to learn all knowledge and subject. Through language, it is hoped that the students will be able to recognize themselves, their culture, and others' culture. Moreover language teaching will help students to express their thought and feeling, to be accepted in the society (*Depdiknas, 2006: 277*). In order to prepare the students to be accepted in international society, our government has the regulation of making English as a compulsory subject in secondary schools.

English is a spoken and written means of communication in global world.. To have communicative competence, students need to be able to comprehend and produce spoken and written texts which are then realized in the four language skills, these are listening, speaking, reading, and writing. Therefore, the emphasis of English teaching and learning is to develop students' four language skills in order they will be able to communicate in a certain literacy level.

There are four literacy levels of language; those are performative, functional, informational, and epistemic. In the performative level, someone is able to read, to write, to listen, and to speak through symbol that is used. In the functional level, someone is able to use language to fulfill his/her daily needs such as reading newspaper or manual. In the informational level, someone is able to

access knowledge through his/her language skill. While in the epistemic level, someone is able to express knowledge to target language. (Wells in *Depdiknas*, 2006 : 277).

English teaching and learning process in junior high schools aims to make the students to reach the functional level that is to communicate in the oral and written form to solve their daily problems.

Further, the goals of English teaching and learning process in junior high schools as stated in *Kurikulum Tingkat Satuan Pendidikan (Depdiknas, 2006: 278)* are:

- 1) To develop communicative competence both in oral and written form to attain the functional literacy level
- 2) To have awareness of the essence and significant of English to increase nations' competitiveness in the global world
- 3) To develop an understanding of the students in the relation to languages and cultures

c. Teaching writing

Teaching writing in English as foreign language is not as simple as teaching writing for the first language or the second language learners. It is because English writing has different characteristics and rules from some other languages. There are also some factors influence the success of English writing teaching and learning process which may come from the students, the material, and the teacher.

One factor that might come from the teacher is the precise approach that is used in his/her writing class.

There are a number of different approaches to the practice of writing skills both inside and outside the classroom. The teachers need to choose the most appropriate approach that suits to the learning goal, students' ability and interest, and the supporting teaching and learning facilities. Harmer (2001: 257- 260) proposes five approaches to student writing:

1) Process and product

In the teaching of writing, teachers can focus on the product of the students writing or on the writing process itself. When concentrating on the product, teachers are only interested in the aim of a task and in the end of the product. However, the teachers who advocate a process approach in their writing class, pay attention to the various stages of writing. In a process approach, teachers will spend the time with the learners on pre-writing phases, editing, redrafting and finally displaying their work.

2) Writing and genre

In a genre approach, students study texts in the genre they are going to be writing before they go on their own writing. The teachers need to give them examples to discover facts about construction and specific language use which is common in genre.

3) Creative Writing

Creative writing suggests imaginative tasks such as writing poetry, stories, and plays. Creative writing is “a journey of self-discovery and self-discovery promotes effective learning” (Gaffied-Vile in Harmer, 2001: 259). When teachers set up imaginative writing tasks so that their students are thoroughly engaged those students frequently strive harder than usual to produce a greater variety of correct and appropriate language than they might for more routine assignments.

4) Writing as a cooperative activity

In language classes teachers and students can get advantage of the existence of others to create writing a cooperative activity. They can get great benefit to all those involved. Individual students also found themselves saying and writing things they might not have come up with on their own and the group’s research was broader than an individual’s normally was.

Cooperative writing works well with both process and genre-based approaches. In the first case, reviewing and evaluation are greatly enhanced by having more than one person working on it, and the generation of ideas is frequently livelier with two or more people involved than it is work on their own. In genre-based writing, two people analyze genre-specific texts are better than only a person would do, and often create genre-specific texts more successfully as a result. Writing in

groups, whether as a part of long process or as part of a short game-like communicative activity, can be greatly motivating for students.

5) Using the computer

Schools which are completed with computers that can be accessed by their students give many advantages in the writing teaching and learning process. A computer screen frequently allows students to see their writing more objectively.

The success of writing teaching and learning process depends on the roles of the teacher anyway. Harmer (2001: 261) proposes three important roles of the teacher. Those are as follows:

1) Motivator

One primary roles of the teacher in writing teaching and learning process is to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much efforts as possible for maximum benefit.

2) Resource

Teacher should be ready to provide information and language where needed especially during more extended writing tasks. He needs to tell the students that he is available and be prepared to look at their work

as it progresses, offering advice and suggestions in a constructive and tactful way.

3) Feedback provider

Teacher should respond positively and encouragingly to the content of what the students have written. When offering correction, teachers should choose what and how much to focus on based on what students need at the particular stage of their studies, and on the tasks they have done.

4. Cooperative Learning

a. The definition of Cooperative Learning

There are many definitions of Cooperative Learning proposed by some experts. Olsen and Kagan in Richard and Theodore (2001: 192) define Cooperative Learning as group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

While, Slavin (1995: 287) defines Cooperative Learning as an instructional methods in which students work together in small group to help each other to learn.

Furthermore, Cooperative Learning is defined as a structured, systematic instructional strategy in which small group of students work together toward a common goal (Norman, 2005: 99).

Burden and Byrd (1999: 99) defines Cooperative Learning as a means of grouping student in small, mixed-ability learning. The teacher presents the group with a problem to solve or task to perform. Students in the group then work among themselves, help one another, praise and criticize one another's contributions and receive a group performance'.

From all of the definition above it can be concluded that Cooperative Learning is an instructional strategy or method in which students are learning and working together in a small group, helping each other to gain a goal.

b. Principal characteristics of Cooperative Learning

Slavin (1995: 12-13) proposes six principal characteristics of Cooperative Learning:

1) Group goals

One principal characteristics of Cooperative Learning is the presence of group goals. Students work together to gain group goals.

2) Individual accountability

Individual accountability can be achieved in two ways. One is to have group scores be the sum or average of individual quiz scores/ other

assessments. The other task is task specialization, whereby each student is given a unique responsibility for part of the group task.

3) Equal opportunities for success

A unique characteristic of Cooperative Learning or student team learning method is the use of scoring method that ensures all students to have equal opportunity to contribute to their teams.

4) Team competition

Competition between teams used as means of motivating students to cooperative within teams.

5) Task specialization

The use of task-specialization methods is the assignment of a unique subtask to each group member.

6) Adaptation to individual needs

Most CLM are group-based instruction, but there are also CLM which adapt instruction to the students' individual needs.

The success of Cooperative Learning crucially depends on the nature and organization of group work. It requires a structured program of learning and carefully designed so that learners interact with each other and are motivated to increase each other's learning. Olsen and Kagan in Richard and Theodore (2001:

196) propose five key elements of successful group-based learning in Cooperative Learning:

1) Positive interdependence

Positive interdependence occurs when group members feel that what helps one member helps all and what hurts one member hurts all. There is a spirit of mutual support within the group.

2) Group formation

Group formation is an important factor in creating positive interdependence. Factors involved in setting up groups include deciding on the size of the group, assigning students to groups (teacher-selected, random, or students-selected), and students roles in groups. Johnson and Johnson in Norman (2005: 5) propose that the teacher should do the following to make a good group processing:

- a) Enable learning groups to focus on maintaining good working relationships among members
- b) Facilitate learning of cooperative skills
- c) Ensure that members receive feedback on their participation in the group
- d) Ensure that students think on the meta-cognitive as well as cognitive level
- e) Provide a means to celebrate the success of the group and to reinforce positive behaviors.

3) Individual accountability

Individual accountability involves both group and individual performance, for example, by assigning each student a grade on his or her portion of a team project or by calling on a student at random to share with the whole class, with group members, or another group. Slavin (1995 :19) argues that when Cooperative Learning is poorly constructed, it can allow for the “free rider” effect, in which some group members do all or most of the work (and the learning) while others do little or nothing. This can be eliminated by creating individual accountability to ensure that all students learn and no one is ignored. Johnson and Johnson in Norman (2005: 4) argue that individual accountability can be achieved by using individual assessment which is then used to determine the success level of the group as a whole. Besides, it also can be achieved by frequently highlighting the contributions of each member, assessing who needs more help, and redundancy among members’ efforts and identifying unique contributions of each group member.

Johnson and Johnson in Norman (2005: 4) highlight key factors for structuring individual accountability:

- a) keeping the group size small
- b) giving students individual test where they cannot seek help from others
- c) randomly choosing students to answer questions
- d) observe the group and record frequency on contribution of each member

- e) assigning one member to be 'a checker' who asks other more members to explain the reasoning and rational underlying group answers
- f) having students teach what they have learnt to someone else

4) Social skills

Social skills determine the way students interact with each other as teammates. Johnson and Johnson in Norman (2005: 4) give another explanation of social skills. They use the term "interpersonal and small group skills" for social skills. They argue that when the students have more social skills and the teachers pay attention to the teaching and reward the use of social skills, the students will get higher achievement within Cooperative Learning group. In this method, students learn interpersonal skills, such as active listening, staying on task, asking questions, conflict management and resolution, and so forth.

5) Structuring and structures

These refer to ways of organizing student interaction and different ways students are to interact.

c. Practical use of Cooperative Learning in the classroom

Slavin as quoted by Elliot (2000: 359) writes that consequently, there are two conditions must be met if Cooperative Learning is to be effective. First, Cooperative groups must have a group goal that is meaningful to them (a prize, recognition, free time). Second, the group's success must emerge from the individual learning all group members. If these two conditions are met, group

effort and individual accountability, then students are motivated to help each other learn. Cooperative Learning involves two aspects of classroom organization: task structure and reward structure. The task structure ensures that group members work with each other. The reward structure may depend on the performance of the total group (a product they produce) or the sum of the individual learning performances.

Foyle and Lyman in Puspitaningrum (2008) identify the basic steps involved in successful implementation of Cooperative Learning activities:

- 1) The content to be taught is identified and criteria for mastery are determined by the teacher.
- 2) The most useful Cooperative Learning technique is identified and the group size is determined by the teacher.
- 3) Students are assigned to groups.
- 4) The classroom is arranged to facilitate group interaction.
- 5) Group processes are taught or reviewed as needed to assure that the groups run smoothly.
- 6) The teacher develops expectations for group learning and makes sure students understand the purpose of the learning that will take place. A time line for activities is made clear to students.
- 7) The teacher presents initial material as appropriate, using whatever techniques she/ he choose.

- 8) The teacher monitors students' interaction in the groups, and provides assistance and clarification as needed. The teacher reviews group skills and facilitates problem-solving when necessary.
- 9) Student outcomes are evaluated. Students must individually demonstrate mastery of important skills or concepts of the learning.
- 10) Groups are rewarded for success. Verbal praise by the teacher or recognition in the class newsletter or on the bulletin board can be used to reward high-achieving group.

According to Lie (2004: 30) there are three important things on managing Cooperative Learning classroom. They are: grouping students, building up the spirit of cooperation, and setting the seating arrangement.

- 1) Grouping students

Heterogeneous grouping is the uppermost characteristic in Cooperative Learning. The students are usually grouped in clusters of 2 to 5 which are heterogeneous with regard to gender, ethnicity, ability, learning style, and academic achievement. This grouping can be changed for each activity or can be made more permanent for some weeks or one semester.

- 2) Building up the spirit of cooperation

In order to make the group work together effectively, each member of the groups must have spirit of cooperation. It can be constructed by finding group equality, and creating groups' identity and yell.

3) Setting the seating arrangement

In Cooperative Learning, the classroom is arranged to facilitate group interaction. The classroom arrangement has to be adjusted by classroom condition and situation. There are some factors that must be considered, those are classroom size, the number of students, students' maturity level, and teacher and students' experience in conducting Cooperative Learning. Some seating arrangements that can be used in Cooperative Learning are horse poultrice desk, long desk, laboratory desk, group desk, classical desk, marched desk, and individual desk. The best seating arrangement of Cooperative Learning is individual desk (Kagan, 1992).

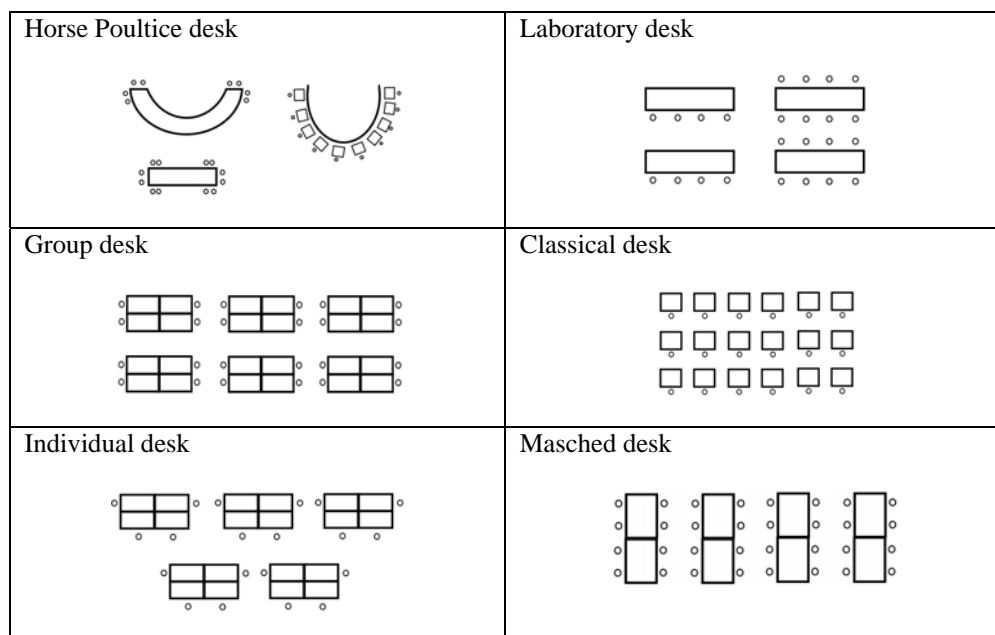


Figure 1. Seating Arrangement of Cooperative Learning

Brown (2000: 187) states that there are seven rules in implementing a group technique in Cooperative Learning as follows:

- 1) Introduce the technique
- 2) Justify the use of small groups for the technique

- 3) Model the technique
- 4) Give explicit detail instructions
- 5) Divide class into groups
- 6) Check for clarification, and,
- 7) Set the task in motion

From the explanations above, it can be said that a teacher who applies Cooperative Learning assumes a number of responsibilities. These include planning lessons, activities, and evaluating; grouping students; arranging physical placement of students; presenting and explaining the task to the students; monitoring group activities and intervening when necessary; helping students with social skills; and evaluating students.

d. Types of Cooperative Learning activities in the classroom

There are many Cooperative Learning activities proposed by many experts that can be used during the teaching and learning process as quoted by Lie (2004: 55- 73).

- 1). Make a Match (Lorna Curran, 1994)

Prepare a set of cards to be given for students. Each student gets a card and then looks for her/his friend whose card matches her/his card.

- 2). Think Pair Share (Frank Lyman) and Think Pair Square (Spencer Kagan)

Divide the students into groups of four and gives an assignment to them. Each student thinks and does it by her/ himself. Then the students discuss their work.

3). Send a Problem (Spencer Kagan, 1992)

Every group makes some questions. Then, one member of the groups sends the questions to the other groups. Each group does the questions sent from the other groups. After finishing, the answers of each group are discussed.

4). Numbered Head Together (Spencer Kagan, 1992)

Ask the students to number off in their teams from one to four. Announce a question and a time limit. Students put their heads together to come up with an answer. Call a number and ask all students with that number to stand up and answer the question. Recognize the correct responses.

5). Two Stay Two Stray (Spencer Kagan, 1992)

Students work in groups as usual. After finishing their work, two students of each group leave their group and visit other two groups. Two students who stay in group have to share the information with their guests. The guests return to their own group and report the finding.

6). Inside- Outside Circle (Spencer Kagan, 1992)

Students are formed into two concentric circles. Both circles have the same number of students so that each student is facing another student. The teacher announces a topic or question, and the students discuss with the partner. Then, both circles rotate so that students are paired with a new partner for the next question.

7). Team Jigsaw (Elliot Aronson, 1978).

Jigsaw is the activity in which the teacher divides the academic content to be learnt into parts and delegated individual parts to each group member. This technique gives a chance for the students to focus on specific information from the students to discuss and share the knowledge or information from the material that they have learnt with their peer group.

In this classroom action research, the application of Jigsaw was accompanied by pictures in series. The procedures of applying Jigsaw by using picture series are as follows:

- 1) Dividing the students into some groups, for example four group, which is then called as the Expert Group.
- 2) Preparing picture series that consist of some pictures.
- 3) Explaining the rule of the activities to the groups.
- 4) Distributing the set of pictures to the groups. Each group is given one of this set of pictures which they have to talk about and memorize as many details of as possible.
- 5) Regrouping the students, so that each new group has a student from the Expert Groups. This new group, then, called as Home Group.
- 6) Asking the students to work out a sequence for the set of pictures and then create a written text which tells the story of that sequence in their new group.
- 7) Asking each member of the group to revise and rearrange the result of their writing into a good narrative text.

e. Cooperative Learning in writing teaching and learning process

Cooperative Learning in writing teaching and learning process (known as Cooperative Writing Activities) combines Cooperative Learning procedures and writing process (Sargent, 2004: 1). Cooperative Learning Activities have two aims in writing teaching and learning process. They are:

1) Focusing on 'messages' and targeted communication function: Fluency

In this case the objectives are represented in the process of cooperative writing and the communication tasks. For example: brainstorming, speed-writing, and story sequences.

2) Focusing on form or structure (grammar, punctuation): Accuracy

In these Cooperative Writing Activities the focus is on the form of the message. More peer editing and correcting are important to be done. For example: group letters and group timeline projects.

There are some skills which can be improved through Cooperative Learning in writing teaching and learning. Sargent (2004: 1) states that there are some skills that could be improved with cooperative writing activities. They are: peer editing, peer teaching, error correction, agreeing/disagreeing appropriately, summarizing, analyzing/synthesizing, problem solving, persuading, and vocabulary building.

5. Narrative text

The basic definition of narrative in general English dictionary is a piece of text which tells a story. It has social function to retell events for entertaining or

informing the reader or listener (Anderson and Anderson, 1997: 8). Anderson (1997) proposes 5 elements of a narrative as follows:

1. An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who is in the story is taking place and where the action is happening.
2. A complication that sets off a chain of events that influences what will happen in the story.
3. A sequence of events where the characters react to the react to the complication.
4. A resolution in which the characters finally sort out the complication
5. A coda that provides a comment or moral based on what has been learned from the story (an optional step)

The language features that usually found in a narrative text are:

1. Specific characters
2. Time words that correct events to tell when they occur
3. Verbs to show the actions that occur in story
4. Descriptive words to portray the characters and setting.

6. Motivation

Dornyei in Brown (2000: 160) states that motivation is a key to learning. At its most basic level, motivation is defined as some kind of internal drive which pushes someone to do things in order to achieve something. Without motivation,

we will almost certainly fail to make the necessary effort to reach our goals in doing something. Brown (2000: 162) states “Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner.” It shows that the learners who learn for their own needs and goals are intrinsically motivated, and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated. Deci in Brown (2001: 76) defines intrinsic motivation as follows:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. ... Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

Gardner and Lambert in Brown (2000: 162) identify the two basic types of motivation as instrumental and integrative motivation. The instrumental motivation refers to acquiring a language as a means for attaining instrumental goals like furthering a career, reading technical material, translation, and so on. The integrative motivation refers to the learners who wish to integrate themselves into the culture of the second language group and become involved in social interchange in that group.

7. Errors in writing

Hendrickson (1972: 22) divides error in writing into two major errors. They are global and local errors. Global errors refer to errors that interfere with

the comprehensibility of a text. These are errors concerning overall content, ideas, and organization of the writer's argument. While, local errors refer to minor errors such as grammar, spelling, or punctuation that do not impede understanding of a text. Global errors can cause a native speaker misinterprets the message or considers the message incomprehensible within the textual context of errors, whereas local errors can cause a native speaker understands the meaning of the written sentences with little or no difficulty.

Lewis (2002: 9) identifies error in writing in more detail into some types. The first type is error concerns about omission. This type of errors often emerges for particular learners. Students may keep omitting the articles or word endings in their writing. The second error deals with overuse. Students usually overuse some words in English. For this kind of error, it is not noticeable if teachers are giving feedback sentence by sentence, but becomes obvious when marking whole essays and a student uses the word *Furthermore* at the start of each paragraph. The third error is meaning. In some communicative language classes the student' attention is supposed to be on conveying the meaning as best as possible. In this case, teachers are likely to interrupt is someone gives factually in correct information. Students need to understand the focus of the language use. The last error is related to form. Errors of form are probably the most frequently marked aspects of student' writing. Errors of forms include using wrong verbs, spelling, pronunciation, and sentence pattern.

8. Peer Correction in writing

Peer correction is a technique to improve the quality of written assignment and foster discussion (Lewis, 2002). Peer correction in writing happen when student' work is given to their friends for checking.

According to Paul in Asifa (2009: 12), the principles operating behind this technique are:

- a) Peer feedback/correction is less threatening than teacher correction. This is because students are more comfortable with their classmates and therefore, by getting correction from their own friends evokes less anxiety.
- b) When correction comes from the teacher, it reinforces teacher's authority. In traditional language class, the teacher is the authoritative figure and she/he considered the sole source of knowledge. Students play the role of just a passive receiver of information. But through the practice of peer correction, the classroom becomes less dominated by the teacher.
- c) The involvement of peer in the correction process makes the classroom atmosphere friendlier and more supportive.

Ágota Scharle and Anita Szabó in Asifa (2009: 12) have strongly suggested peer correction to be applied for checking, especially, students' written work. They have provided an outline of how it can be applied in classroom; once students finish writing, the teacher gives one essay (or any written work) to each student and students are asked to evaluate each others work. They correct the errors and send notes to the respective authors about what they have corrected.

9. Classroom Management

a. Definition of Classroom Management

Classroom Management is the way of a teacher in handling the class. It is considered as a crucial component in the English teaching and learning process. The following is the definitions of Classroom Management proposed by some experts.

Emmer (1987) in Davis and Thomas (1989) defined Classroom Management as a set of teacher behaviors and activities directed at arranging students in appropriate behavior and minimizing disruption.

Dule (1979) in Davis and Thomas (1989) said that Classroom Management is the provisions and procedures necessary to establish and maintain an environment in which instruction and learning occur.

According to both definitions, Davis and Thomas conclude that both definitions directly imply that good management aims at increasing engagement and reducing disruption, and it is largely preventative. That is, the teacher takes advance action to prevent inattention, off-task behavior/disruptiveness.

Brewster and Ellis (1991) add that talking about Classroom Management means thinking carefully about Classroom Management skills in relation to three main areas: creating and maintaining motivation, maintaining classroom control and discipline, and organizing learning activities.

Stanford et.al (1983) in Jones and Jones (1998: 3) write that the concept of Classroom Management is broader than the notion of students' discipline. It includes all the things teachers must do to foster the student' involvement and cooperation in the activities and to establish a productive working environment.

From those definitions, it can be concluded that Classroom Management is not only a set of teacher's effort to control misbehavior or just simply the teacher's effort to arrange seats and desks. However, it is teacher's skills in managing the classroom, controlling discipline, maintaining students' motivation in learning, and organizing a set of interesting activities.

b. Aspects of Classroom Management

Some experts propose some aspects of Classroom Management. Brewster and Ellis (1991) propose three aspects of Classroom Management. They are creating and maintaining motivation, maintaining classroom control and discipline, and organizing learning activities.

Davis and Thomas (1989) propose four aspects of Classroom Management. Those involve rules and expectations, classroom organizational, classroom activities, and misbehavior/deviancy.

McNamara (2000: 5) illustrates five aspects of Classroom Management. They are rules of classroom, pupil involvement, feedback to pupils, responses to inappropriate behavior, and evaluative statements.

On the other hand, Brown (2001: 192-203) propose the more complex aspects of Classroom Management. They are the physical environment of the classroom (i.e.: sight, sound and comfort, seating arrangements, chalkboard use, and equipment), the voice and body language, unplanned teaching: midstream lesson changes, teaching under adverse circumstances (i.e.: teaching large classes, teaching multiple proficiency levels in the same class, compromising with the "institution", discipline, cheating), teacher's roles and styles, and creating a positive classroom climate (i.e.: establish rapport, balance praise and criticism, generate energy).

10. Action Research

According to Carl and Kemmis in Madya (2006: 9) action research is a form of self reflective inquiry undertaken by participants (teacher, students, principal, for example) in social (including educational) situations in order to improve the rationality and justice of: (a) their own social/educational practices, (b) their understanding of their practices, and (c) the situations (and institutions) in which these practices are carried out.

Kemmis and Mc Taggart in Madya (2001; 1) defines action research is the linking of the term 'action' and 'research' highlights the essential feature of the method: trying out ideas and practice as a means of improvement and as a means of knowledge about curriculum, teaching and learning. The result is improvement in what happens in the classroom and school, and better articulation and

justification of the educational rationale of what goes on. Action research provides a way of working which links theory and practice into the one whole: ideas in action.

To carry out an action research, the researcher may use the following action research procedures as suggested by Kemmis quoted by Winter (1989: 12) :

1) Reconnaissance

In this step, a researcher finds a problem and collects data. Then, she analyses the fact that will be used in the next step.

2) Planning

In this step, a researcher makes a general as well as specific plan. The general plan is made to plan all aspects related to the classroom action research. The specific plan will be used to plan the next cycles.

3) Implementing and observing the actions

In this step, the researcher implements her action plans. While implementing the actions, the researcher observes what is going on in the classroom to know the problem may occur as well as to know the successes of the actions. To record what has been observed, the researcher may make field notes about all events that happen in the classroom being observed.

4) Reflecting

Reflection is the evaluation done by the collaborator or other research members. The reflections have to be carried out collaboratively by

discussing the success of the actions as well as the problems happening in the classroom during the action implementation.

However, the component of implementing and observing is integrated because the implementation of acting and observing are two activities that cannot be separated (Kemmis&Taggart, 1990: 14). Further, Kemmis and Mc Taggart describe the four components of action research in the form of chain. It is called cycle. Cycle is a circle of an activity, which consist of planning, acting, observing, and reflecting.

B. Conceptual Framework

Writing is one of four language skills in learning English. For many junior high school students, mastering writing is hard to do. Writing is the most difficult skills to be master by the students among the four language skills, because the students need to understand spelling, punctuation, sentence structure, vocabulary, and paragraph composition (Akhadah in Putra: 2004). The English teacher of MTs N Babadan Baru often found difficulties in teaching writing skills for his students. He said that most of the students got difficulties in expressing their idea to write. Their main difficulty was to write narrative texts. The students also often made some writing errors. Further, based on the questionnaire and interview, it was known that most of the students had low motivation to write in English. As a result, their achievement in writing was low. Concerning the necessity of

improving writing skills, the parties involved in the field had to make some efforts through planning, implementing, and reflecting any feasible actions.

Therefore, the researcher intended to do the action research in improving the writing skills. This research focused on doing some efforts through planning, implementing, and reflecting some actions to improve the English writing skills of the grade eight students of MTs N Babadan Baru through Cooperative Learning. This research may be endless since improvement is always needed.

Considering time, fund, and energy, the researcher stopped getting data whenever efforts toward the solutions of the problems had been carried out. For the sake of the success of the research it was important for all research members to work collaboratively.

CHAPTER III

RESEARCH METHOD

A. Target Community Setting

MTs N Babadan Baru is located in Dayu, Sinduharjo, Ngaglik, Sleman, Yogyakarta. This school is an Islamic public school which was built on October 25th 1993 by DR. H. Tarmizi Taher. This school was built on 5.750 square meters land. This school has a headmaster which commonly known as Madrasah Principal, 29 teachers, and 10 staffs.

The available rooms in this school are a headmistress room, an administration room, a teacher room, and 12 classrooms. Each level of class is divided into four classrooms. Each class consists of 30 to 40 students. Besides those rooms, there are many facilities available to support the teaching and learning process. Some of them are a library, a physics laboratory, a biology laboratory, a computer laboratory, sports field, and a mosque. There are also some canteens available for the students.

B. Subjects and Objects of the Research

Because this research is action research, it is conducted collaboratively among the researcher, the principal, the English teacher, and the students of class 8A, MTs N Babadan Baru in the academic year of 2009/2010. There are 32 students in Class 8A. It consists of 15 male and 17 female students. The English

teaching-learning process is carried out twice a week with duration of 2x40 minutes for each meeting and the schedule is as follows:

- Monday at 09.00 – 10.40
- Friday at 10.00 – 11.20

The objective of the research study is to find the truth of knowledge of the improvement process. On the other hand, the objective of the action is to improve the students' English writing skills through the collaboration among research team members in finding the problems and implementing some actions.

C. The Data of the Research

The data of the research are qualitative. For this research is action research, then the data gathered were also classified into reconnaissance and action data.

In the reconnaissance, the researcher and the collaborator collected data in the field through the observation, interview, and questionnaire. The data gathered were in the form of a list of identified field problems related to writing skills in the English teaching-learning process. Then, the identified field problems were listed and categorized into three categorizations based on the level of weight or difficulty to be solved, urgency, and feasibility. Finally, based on the listed and categorized problems the researcher and collaborator selected the feasible problems to overcome collaboratively.

On the other hand, in the action, there are the data of planning, implementation, evaluation and reflection of the action related to the improvement

of writing skills in the English teaching and learning process of class 8A students, MTs N Babadan Baru. They are in the form opinions, obstacles, preferences, and expectations of the researcher and all the participants collaboratively related to the improvement of students' writing skills in the English teaching and learning process.

D. Instruments and Method of Data Collection

In this research, the key instrument is the researcher herself. The researcher spent her time in the field with the collaborator. Generally, the data were collected through observation in the English teaching-learning process and interview with the participants. The other instruments to collect the data were an MP 4, observation sheet, interview guidelines, questionnaire and a camera. The technique to validate the data is triangulation through observation, interview, and questionnaire. It was done by comparing the data of observation with the data of interview and questionnaire.

E. The Analysis of the Data

The analysis of the data is represented by the reflection of the cycles of the research. By doing the reflection, the researcher would have authentic knowledge, which could help her in interpreting the data.

The validities of the research are democratic validity, result validity, process validity, catalytic validity, and dialogic validity.

a. Democratic validity

In this research the democratic validity was shown in every steps of the research. From the beginning, the researcher and the English teacher as the collaborator of the research worked together in determining the manageable problems and discussing the actions that were implemented. Each participants of the research had the opportunity to give their personal opinions, ideas, and comments about the implication of the research. The research was done collaboratively by the researcher and the participants of the research.

b. Process validity

Process validity means that the actions done in the research can be reliable. In this research, the process validity was done through 2 cycles. Each cycle consisted of planning, implementation, evaluation, and reflection steps. The process involved some different data resources and it was followed by some proofs to show the process was truly conducted such as field notes, interview transcripts, and some pictures of the actions.

c. Outcome validity

Outcome validity is related to the notion of actions leading to the outcomes that was successful within research context. This validity depends on the validity of the research process. In this research, the process was related to the results in improving the English writing skills in the English teaching and learning process.

d. Catalytic validity

Catalytic validity is related to the extent to which the research allows the participants to deepen their understanding of the realities of the context and how they could make changes within it. Within the process in this research, there were opportunities for the English teacher, the students, as the participants and the researcher to learn more about the realities in the writing teaching and learning process. This research had the purpose to make betterment in the writing teaching and learning process.

e. Dialogic validity

Dialogic validity means that the participants can participate in the research process. This research involved the English teacher as the collaborator of the research, the students of Class 8A as the subjects of the research, and the researcher. Thus, the participants could take part during the research process.

To avoid the subjectivity, the researcher used triangulation. Burns (1994) in Burns (1999:163) states that triangulation is a way of arguing that 'if different methods of investigation produce the same result, then the data is likely to be valid'. Furthermore, Burns (1999: 164) proposes four forms of triangulation. They are time, space, investigator, and theoretical triangulation. This research has time triangulation because the data of the research were collected over period of time in order to identify the factors that were involved in the change progress. Then to get the investigator triangulation, the researcher asked the collaborator to help her in

the reflection steps so that it could avoid the biased interpretation. The reliability of the data was gained by giving the genuine data, such as the field notes, interview transcripts, students' respond on the questionnaire, scores of students' writing tasks, and documentations.

F. Procedure of the Research Study

This research was done in two cycles. Each cycle consists of planning, implementing (acting and observing), and evaluating and reflecting of the action. The procedures are:

1. Selecting the field problems based on the thematic concern-reconnaissance

a. Identifying the field problems

The first step in conducting action research is initial fact finding. In this research, the researcher observed the writing teaching and learning process to identify the obstacles and the problems. The researcher also interviewed the English teacher and some students, and gave questionnaire to the students of Class 8 A. She also gave a pre-test of writing to the students in order to know the basic competence of the students in writing.

Based on the result of the observation, interview, and questionnaire the researcher and collaborator identified the problems which were necessary and feasible to be solved collaboratively.

b. Making a list of problems

In making the list of problems, the researcher collaborated with the English teacher of class 8A, based on the source of the problem and the level of difficulty. The problems were then divided into three categories namely, serious, fair, and trivial.

c. Selecting the problems

The researcher and the collaborator selected the problems based on the level of urgency and tried to look for the possible causes of the problems. After that, the researcher and the collaborator determined the feasible problems to be solved.

2. Planning

This phase involves a viable plan of action for gathering data, and considering and selecting a range of appropriate research methods. The plan is aimed at trialing a particular course of action and collecting data on the outcomes of this action. The researcher and the collaborator worked together in planning a new strategy that would be used in the action to improve students' English writing skills, and discussed an appropriate timeline for what the researcher and collaborator collaboratively were trying to accomplish. In other words, the researcher and collaborator planned collaboratively what actions would be implemented in the classroom.

3. Implementing (acting and observing)

The research study was conducted in two cycles. The first cycle was conducted on March 5th, March 8th, March 12th, and March 15th 2010 and the

second cycle was conducted on March 22nd and 26th and April 5th 2010. During the implementation, the researcher acted as the English teacher. The researcher collaborated with the English teacher to observe and record the students' responses and reactions when the action was taking place. Based on the observation, records, and notes, the researcher discussed collaboratively the action and the change that occurred with collaborator.

4. Evaluating and reflecting

The evaluation and reflection were done after some meetings of the action and every time after each cycle of the action was completed. It was done to find out whether the actions were successful or not. The researcher and collaborator evaluated and analyzed the effects, obstacles, and other possibilities of developing and conducting the actions. The researcher got responses from the participants. This step guided the researcher to the next step of the action. When the processes of action achieved positive results or success, the researcher and collaborator continued the action research to the next plan of action. On the other hand, when the action was not successful enough, the researcher and collaborator recycled action 1 with an improvement; and when the action was failed, the researcher and collaborator recycled the action 1 with some reorganization. The research cycle was stopped when the researcher and participants were already satisfied with the improvement of English writing skills of the second grade students of MTs N Babadan Baru through Cooperative Learning.

To know the improvement of students' writing achievement from the pre-test to each cycle, the researcher and the collaborator made evaluations of

students' writing score. In evaluating the students' writing, the researcher and the collaborator used the scoring rubric of writing test proposed by Hughes (1996). The scoring rubric can be seen in the Appendix B, page 108-109. Furthermore, the researcher and the collaborator classified the students' score into four category levels namely poor, fair, good, and excellent category in the two tasks conducted. The classification level used by the researcher and the collaborator to classify students' score can be seen in the Appendix C, page 111.

CHAPTER IV

RESEARCH PROCESS, FINDINGS AND DISCUSSION

A. Research Process

1. Selecting the field problems based on the thematic concern-reconnaissance

a. Identifying the field problems

The researcher started the research on January 6th, 2010. She came to MTs N Babadan Baru to ask for permission from the school's principal to conduct classroom action research in the school. The principal welcomed and gave permission to the researcher to conduct the research. After getting permission, the researcher started to find the problems. The researcher conducted interviews, and observed the teaching and learning process. The researcher conducted the observation to the English teaching and learning process in Class 8A on Monday, February 1st, 2010. After conducting the observation, the researcher interviewed the English teacher and some students, and gave the questionnaires to the students of Class 8A in order to find the problems during writing teaching and learning process. She also gave a pre-test in order to know the basic competence of the students in writing.

b. Making a list of problems

In making the list of problems, the researcher collaborated with the collaborator, who was the English teacher of class 8A, based on the source of the problem and the level of difficulty. The problems were then divided into three categories namely serious, fair, and trivial.

Based on the result of the observations, interviews, and questionnaires the problems that occurred during the writing teaching and learning process were as follows:

Table 1: Problems Occuring in the Writing Teaching and Learning Process

No	Problems occur	Source of the problem	Level of difficulty
1	The students get difficulties in expressing their idea in the writing process, especially to make a narrative text.	St	S
2	The students frequently make writing errors.	St	S
3	Students' motivation to write is low.	St	S
4	Many of the students get difficulties to construct English sentences.	St	F
5	The students much depend on the English teacher to get the learning material.	St	S
6	Some students only cheat their friends' work to finish the task given.	St	T
7	The students are afraid of making mistakes in writing.	St	T
8	Most students think that learning English is difficult.	St	T
9	Students' vocabulary mastery is low.	St	T
10	The school institution gets difficulty to distribute the BOS fund to provide text books for the students because the fund is very limited.	I	F
11	Not all of the students are active during the teaching and learning process.	St	F
12	Many of the students still have difficulty to construct English noun phrases.	St	T
13	The teacher gets difficulty in teaching narrative texts to the students.	T	S

St: Students T: Teacher I: Institution
 S : Serious F: Fair T: Trivial

The result is in accordance with the concept of democratic validity in which the researcher and the collaborator had the opportunity to give their personal opinions, ideas, and comments in determining the manageable problems.

c. Selecting the problems

The researcher and the collaborator selected the problems based on the level of urgency and tried to look for the possible causes of the problems. After that, the researcher and the collaborator determined the feasible problems to be solved. Based on the result of the discussion between the researcher and the collaborator which fulfilled the criteria of democratic validity, the selected problems and the possible causes were as follows:

Table 2: **Selected Problems and Possible Causes**

No	Problems	Causes
1	The students get difficulties in expressing their idea in the writing process, especially to make a narrative text.	Students' motivation to write is low, and the teacher has not found an appropriate technique to teach narrative texts to the students yet.
2	The students frequently make writing errors.	Students' awareness of the writing errors is low.

Then, the researcher started the process with Cycle 1. There were two cycles in this classroom action research. It was started on March 5th 2010 and ended on April 5th 2010. Cycle 1 was conducted in four meetings and Cycle 2 was conducted in three meetings. Each meeting was 2 x 40 minutes. The further explanation will be discussed in the following section.

B. Findings and Discussion

This sub chapter presents the result of the research which consists of two parts: Cycle 1 and Cycle 2. Before discussing the findings of the research, the

researcher wrote a vignette describing one of the teaching and learning processes before the actions were implemented as follows:

Vignette of pre-test

Time: Monday, February 1st 2010 at 09.00 – 10.15

Place: Class 8A

.....
Pre-test berlangsung selama 2 jam pelajaran hingga jam terakhir. Selama proses pre-test berlangsung, banyak siswa yang tidak begitu serius mengerjakan, mereka hanya mencontek pekerjaan teman mereka. Ada juga beberapa siswa yang pada tugas membuat narrative text membuatnya dengan menggunakan bahasa Indonesia. Saat peneliti menanyakan mengapa mereka membuatnya dalam bahasa Indonesia mereka menjawab: “ *Wah, buat karangan bahasa indonesianya aja susah e Bu..apalagi bahasa Inggris..mumet aku..*”. Ada juga siswa yang bahkan tidak menulis sama sekali. Mereka mengatakan: “ *Susah Bu...nggak suka ngarang e...gak pinter berimajinasi.*”

Translation:

.....
 The pre-test lasted for about two hours of the lesson. During the pre-test, there were many students who weren't too serious in doing the task; they cheated their friend's work. There were also some students who made their narrative text in *Bahasa Indonesia*. When the researcher asked them why they made it in *Bahasa Indonesia*, they said: “*Making a composition in Bahasa Indonesia is difficult Ma'am, and making it in English is more difficult..*”. There were also some students who didn't make any writing. They said: “*It's difficult Ma'am..I don't like writing and I haven't any idea.....*”

(Field note 7, Appendix E, p. 117)

The vignette shows that before the actions were implemented, many of the students did not join the writing teaching and learning process enthusiastically. In the writing pre-test given, there were only five students who did the task well. Some students made their writing in *Bahasa Indonesia* and some others only copied their friends' work. Even, there were four students who did not make any writing. They said that they did not like writing. It was difficult for them to get the idea to write (Field note 7, p. 117). The highest score in the pre-test was 63. 33 and the lowest score was 33. 33. Meanwhile, the average score was 42. 36. In

reference with the classification levels of writing score (Appendix C, p. 111) that was used by the researcher-teacher and the collaborator to evaluate students' writing achievement, this average score indicated that students' writing achievement was still poor. This conclusion can be said reliable from the viewpoint of investigator triangulation.

1. Cycle 1

The first cycle of this research was conducted in four meetings. It was on March 5th, March 8th, March 12th, and March 15th 2010. Each meeting was done with the duration of 2 x 40 minutes. During this classroom action research, the researcher acted as the English teacher of Class 8A (researcher-teacher). Meanwhile, the English teacher acted as the collaborator who observed the teaching and learning processes during the actions. The following vignette describes one of the teaching and learning processes in Cycle 1.

Vignette of first meeting Cycle 1

Time: Friday, March 5th 2010, at 10.00 – 11.20 a.m.

Place: Class 8A

Pada proses ini sebagian besar anggota kelompok berusaha mengerjakan, namun terdapat beberapa siswa yang justru malah membuat gaduh di kelas. Mereka tidak berkontribusi secara maksimal untuk kelompok mereka. Mereka hanya memberikan gambar yang mereka dapatkan pada kelompok mereka karena mereka merasa bahwa mereka telah menyumbang kalimat/kata2 dari gambar yang mereka punya untuk kelompok mereka. Hal ini bisa terlihat pada saat peneliti bertanya pada beberapa siswa yang membuat gaduh: “ *Lho kok kamu nggak ikut bantu buat karangannya? Kamu juga harus berkontribusi..*” siswa tersebut menjawab: “ *Lha itu gambarnya udah tak kasih kok Bu..*”

Translation:

In this process, most of the students did the task well. But there were also some students who made noise in the classroom. They did not give their contribution to their group maximally. They only gave the picture card they had got to their group because they thought that they had given their contribution by giving the picture card. It could be known when the researcher-teacher asked to some noisy students: “*Why don't you help to make the composition? You have to contribute to your group too*”. The student answered: “*I've already given my picture card Ma'am.....*”

(Field note 13, Appendix E, p. 122)

The vignette shows that not all of the students actively involved in the writing teaching and learning activities. They did not give their contribution to their group maximally. This conclusion considered to be valid since it fulfilled the process validity.

a. Planning

Based on the result of the discussion between the researcher and the English teacher, the selected problems in writing teaching and learning process in class 8 A were:

1. The students get difficulties to express their idea in the writing process, especially to make a narrative text.
2. The students frequently make writing errors.

Looking at the problems mentioned above, the researcher and the collaborator discussed to make some planning in Cycle 1. They shared their opinions related to the actions that would be implemented in the teaching and learning process. This was done to fulfill the democratic and dialogic validities. In this research, the researcher and the collaborator agreed to apply Cooperative Learning to solve the problems. Several actions implemented in the first cycle are stated below:

1. Applying Jigsaw Technique in the writing teaching and learning process (In this classroom action research, the application of Jigsaw was accompanied by picture series)
2. Using Group Correction in the revising process of writing
3. Giving reward for the best group

Those activities were chosen because of the structures of learning which were appropriate to be implemented on writing. The researcher and the collaborator also combined the application of Jigsaw Technique and Group Correction with another action, which was:

4. Motivating the students by reminding them of the importance and the advantages of writing as a pre- activity

By doing the actions, it was expected that:

1. It was easier for the students to express their idea in writing narrative texts.
2. It was easier for the teacher to find an appropriate technique in teaching narrative texts to the students.
3. Students' motivation in the writing teaching and learning process would increase.
4. The students' awareness of the writing errors would increase.

b. Acting and observing

Before doing the actions in the classroom, the researcher designed the lesson plans that would be implemented. After that, she consulted the lesson plans with the English teacher of Class 8A, MTs N Babadan Baru and a supervisor. After getting some revision, the researcher-teacher implemented the lesson plan that had been made. All of the processes of acting and observing during the action implementation in Cycle 1 were done to fulfill the process validity of this research.

1) Motivating the students by reminding them of the importance and advantages of writing as a pre-activity

Dornyei in Brown (2000: 160) states that motivation is a key to learning. At its most basic level, motivation is defined as some kind of internal drive which pushes someone to do things in order to achieve something. Without motivation, we will almost certainly fail to make the necessary effort to reach our goals in doing something. It implies that motivation is an important factor in teaching and learning process, including in writing. For those reasons, one of the roles of the teacher in writing teaching and learning process is as a motivator (Harmer: 2001: 261).

Realizing the importance of motivation, in the first meeting of Cycle 1, the researcher-teacher tried to be a motivator. She started the lesson by giving writing motivation to the students. She tried to build up an internal writing motivation of the students. In this activity, after conducting greeting and checking the attendance of the students, the researcher-teacher opened a discussion. She asked some students whether they love reading or not. Most of them said that they like reading, but some others said that they do not like reading. She also asked the students about what kind of reading books they like.

After that, the researcher-teacher took a *Laskar Pelangi* novel out and showed it to the students. She asked them whether they had ever read it or not. Most of them said that they had ever read the novel. And then, the researcher-teacher asked them about who the author of the novel was and whether they had met him or not. But, the students kept silent. They did not understand what the

researcher-teacher asked. Then the researcher-teacher repeat the questions in *Bahasa Indonesia* so that the students were able to answer the questions.

.....
 Lalu peneliti bertanya tentang siapa penulis novel tersebut..” *Who is the author of this novel?*”..Para siswa terdiam. Mereka tampak belum paham akan pertanyaan peneliti. Lalu peneliti mengulangi pertanyaan dalam Bahasa Indonesia...”*Siapa pengarang novel ini?*”....sebagian dari mereka menjawabnya...” *Andrea Hirata..*”

Translation:

.....
 Then, the researcher-teacher asked about the author of the novel: “*Who is the author of this novel?*”The students kept silent. They did not understand the questions given. So, the researcher-teacher repeated the question in *Bahasa Indonesia:*”*Siapa pengarang novel ini?*” About a half of the students answered:”*Andrea Hirata.*”

(Field note 11, Appendix E, p. 120)

The researcher-teacher, then, told the students the advantages and the importance of writing by telling a short biography of Andrea Hirata. She tried to open the students’ mind to love writing in their daily life. Most of them listened to her seriously (Picture 1, p. 218). However, there were some students who sat on the back part of the class chatted with their friend. It was because the voice of the researcher-teacher could not cover the whole class. It was as what the students said to the researcher-teacher.

P: “ *Tadi kok waktu Ibu cerita tentang Andrea Hirata kamu kok malah rame sendiri to?*”

S1: “ *Lha suaranya gak kedengeran e Bu di belakang...*”

P: “ *Oh..gitu ya?*” *Lha kalau kamu kok rame sendiri kenapa tadi?*”

S1: “ *Lha saya diajak ngomong wae kok Bu sama dia, trus suaranya Ibu juga gak kedengeran..*”

P: “ *Wo..jadi karna gak kedengeran to kalian jadi rame sendiri?*”

S2: “ *Iya Bu..mbok suaranya dikerasin dikit..*”

P: “ *Ya..besok lagi coba lebih tak kerasin suaranya..makasih ya..*”

Translation:

- RT “When I told a biography about Andrea Hirata to the class, why did you make noise?”
- S1 “I could not hear your voice Ma’am..”
- RT “Weren’t you? And how about you, Why did you make noise too?”
- S2 “He chatted with me Ma’am..And I could not hear your voice too..”
- RT “Em..So it was because both of you could not hear my voice, wasn’t it?”
- S2 “Yes Ma’am..next time please make your voice louder Ma’am..”
- RT “All right, I’ll try later..Thank you..”

(Interview transcript 5, Appendix F, p. 138)

The actions of motivating the students to love writing by reminding them the importance and the advantages of writing got some positive responses to the students. They said that knowing the importance and advantages of writing made them having a good sense of writing. This result fulfilled the requirements of process validity and democratic validity. The responses can be seen in the following interview transcript:

- P: “*Sekarang mbak tanya ke Salma dulu ya..Menurutmu, motivasi buat menulis itu perlu gak?*”
- S1: “*Ya..perlu.. apalagi buat yang gak biasa nulis mbak..*”
- P: “*Nah kalau dari kegiatan di awal tadi, waktu mbak bawa novel Laskar Pelangi dan cerita tentang Andrea Hirata, menurutmu dah cukup bisa kasih motivasi buat menulis belum?*”
- S1: “*Iya..udah..jadi tahu kalau nulis tuh ternyata penting dan banyak manfaatnya..*”
- P: “*Mmm..gitu ya? Masih inget gak apa manfaat menulis yang tadi mbak terangkan?* “
- S1: “*Emm..yang paling kuinget sih yang itu..biar bisa jadi penulis terkenal..kaya Andrea Hirata..kan jadi banyak uang..*”
- P: “*Nah kalau menurutmu gimana kegiatan tadi? Kamu jadi tambah semangat gak buat nulis?*”
- S2: “*Ya..lumayan sih..jadi agak tertarik juga..*”
- P: “*Kok agak?* “
- S2: “*Soalnya aku tuh gak bakat nulis mbak..Susah cari ide..*”

Translation:

- RT: “Now, I want to ask Salma. What do you think of motivation to write? Is it necessary or not?”
- S1: “Yes, it is, especially for them who don’t get used to writing”
- RT: “What about our class activities today? When I brought *Laskar Pelangi* novel and told a biography of Andrea Hirata to you. Did it motivate you enough to write?”

- S1: “Yes it did. So, I know that writing is important and gives many advantages.”
- RT: “Really? Do you still remember what the advantages of writing as what I told to the class today?”
- S1: “Emm.The best that I could remember is to be a famous writer like Andrea Hirata.So, we can get much money..”
- RT: “And what about you? What do you think of our class activities today? Do you get more motivation to write or not?”
- S2: “It’s not bad. I became a little bit more interested to write.”
- RT: “Why?”
- S2: “For I don’t have any talent to write. I still get difficulties to find the ideas.”

(Interview transcript 6, Appendix F, p. 139)

2) Using Jigsaw Technique in the writing teaching and learning process

As mentioned before, one of the problems occurred in the writing teaching and learning process in Class 8A, MTs N Babadan Baru was that the students got difficulties in expressing their idea to write narrative texts. In order to enable the students to express their idea, the researcher-teacher and the English teacher agreed to use Jigsaw Technique in Cycle 1. In this classroom action research, the application of Jigsaw was accompanied by picture series.

In the first meeting of Cycle 1 that is on March 5th 2010 the researcher-teacher asked the students to have a review on the narrative text by giving them a narrative text about “Snow White and Seven Dwarfs”. She asked the students to recall what narrative texts is, what the social function of narrative texts is, what their generic structures are, what language features of narrative texts are, and what kinds of narrative texts are. Then, she asked them to identify the generic structure and language feature of the text that had been given.

Because the researcher-teacher and the English teacher planned to use Jigsaw Technique in this action research, in the next activity, the researcher-teacher asked the students to make some groups. Foyle and Lyman (1988) identify

the basic steps involved in successful implementation of Cooperative Learning activities. One of them is that the group size is determined by the teacher. Therefore, the researcher-teacher grouped the students herself. Firstly, the students were divided into six groups called Expert Groups. Since there were 32 students in Class 8A, each group consisted of five students. The researcher-teacher grouped them based on seating arrangement. She used Group Desk setting as proposed by Lie (2004: 30). Then, the students were asked to sit together with their group. But, there were some students who refused to be grouped. It was because they did not like to work in groups. It could be seen in the field note below:

.....
 Proses pembagian kelompok tidak terlalu mengalami kesulitan, karena peneliti yang menentukan pembagian kelompok mereka berdasarkan posisi duduk mereka. Namun, terdapat beberapa siswa yang merasa enggan untuk bekerja kelompok. Mereka tidak duduk dalam kelompok seperti yang telah diinstruksikan peneliti pada siswa. “*Lho kok kamu nggak segera duduk di kelompokmu?*” tanya peneliti pada seorang siswi. Dia menjawab: “*Males e Bu kerja kelompok..*” Lalu peneliti pun segera memintanya untuk bekerja bersama kelompok mereka.....

Translation:

.....
 During the grouping process, the researcher-teacher didn't find any difficulties for she decided the group by herself. She grouped them based on their seating arrangement. But, there were also some students who refused to be grouped. They didn't sit together with their group mates as what had been instructed by the researcher-teacher. “*Why don't you sit with your group mates?*” asked the researcher-teacher to a student. She said: “*I don't like to work in group, Ma'am*”. Then, the researcher-teacher persuaded her to sit and work with their group mates

(Field note 11, Appendix E, p. 120)

After all of the students sat in their groups, the researcher-teacher gave them a task. The task contained three activities. Activity 1 was arranging the jumbled paragraphs into a proper story; Activity 2 was completing the unpunctuated text

by capital letters, commas, and full stop; and Activity 3 was discussing about and memorizing as many details as possible of the picture that had been given to each group and making a list of some words related to the picture. They had to do the task in groups. For there were many activities that they had to do, the students could not finish the task in the first meeting. So, the researcher-teacher told them that the exercise would be continued in the next meeting.

In the second meeting, the students were asked to sit with their group mates to continue the previous activities. They had to finish the task which was given in the previous meeting. After all of the students sat in their group, the researcher-teacher distributed the worksheet to each group. Each group got a worksheet that needed to be completed together. During this activity, there were many students who asked about some new vocabularies. For this reason, then, the researcher-teacher helped them in translating some new vocabularies. This activity could run well. Many students tried to give their contribution to their group.

In Activity 2 the researcher-teacher gave a reading and listening section in order to help the students decide where they had to put the comma, full stop, and capital letter in the unpunctuated text. Then, the researcher-teacher asked one of the group members to write down the correct form of the unpunctuated text. As one of the group members was writing, the researcher-teacher directed the other students to go to the next activity. It was Activity 3. The researcher-teacher distributed five cards of one part of the picture series to each group so that each member of the group got the same picture card. The picture series was about the story of “The Mouse Deer and Crocodiles”. Then, the rest of the group members

who were not writing had to discuss about the picture and made a list of some words related to the picture. The researcher-teacher said that they might use their dictionary or asked the researcher-teacher about some new vocabularies. At the end of the lesson, each group was able to complete Activity 2 of the task and some groups had completed the task in Activity 3.

Then in the third meeting, the Jigsaw Activity was continued. The researcher-teacher distributed the picture series to each group. They were given the previous picture cards. Then, she gave them 20 minutes to discuss again about the picture and made a list of the words related to the picture. After that, she told the students that she would re-grouped them into five groups so that each new group got one student from the previous grouping. These groups were called as Home Groups. Next, she read the list of members of the Home Groups (She had made the list of the groups' members before). After the researcher-teacher had finished reading the list of members of the new group, she asked the students to sit on their new group. Then, she explained to the students the next activity they had to do. In this activity, they had to arrange the jumbled picture series that they had got before and composed a narrative text together with their group mates. They might use the list of vocabularies from the discussion with their previous group. During this process, most of the students tried to do the task well, but there were some students who made noise and did not give their contribution to their group. They felt it was enough to give their picture card to their group. This situation could be seen from the field note below:

.....
Pada proses ini sebagian besar anggota kelompok berusaha mengerjakan, namun

terdapat beberapa siswa yang justru malah membuat gaduh di kelas. Mereka tidak berkontribusi secara maksimal untuk kelompok mereka. Mereka hanya memberikan gambar yang mereka dapatkan pada kelompok mereka karena mereka merasa bahwa mereka telah menyumbang kalimat/kata2 dari gambar yang mereka punya untuk kelompok mereka. Hal ini bisa terlihat pada saat peneliti bertanya pada seorang siswa yang membuat gaduh: “*Lho kok kamu nggak ikut bantu buat karangannya? Kamu juga harus berkontribusi..*” siswa tersebut menjawab: “*Lha itu gambarnya udah tak kasihkan kok Bu..*”.

Translation:

.....
 In this process, most of the students did the task well. But there were also some students made noise in the classroom. They didn't give their contribution to their group maximally. They only gave the picture card they got to their group because they thought that they had given their contribution by giving the picture card. It could be seen when the researcher-teacher asked to a noisy student: “*Why don't you help to make the composition? You need also to contribute to your group*”. The student answered: “*I've already given my picture card Ma'am..*”
(Field note 13, Appendix E, p. 123)

The response to the students' contribution during the implementation of Jigsaw Technique in Cycle 1 was given by the English teacher based on his observation. He said that not all of the students were actively involved in the activity because there was only one worksheet for each group. His response can be seen on the following interview transcript:

- P:* “*Emm..kalau dari segi keterlibatan siswa selama aktifitas kelompok gimana Pak?*”
GBI: “*Tadi saya liat tidak semua siswa terlibat aktif mbak..Ya itu tadi, malah pada rame... Tadi yang disuruh nulis cuma satu anak ya mbak tiap-tiap kelompok?*”
P: “*Iya Pak..tiap-tiap kelompok cuma satu worksheetsnya..Mungkin itu ya Pak yang bikin yang lainnya jadi pada rame?*”
GBI: “*Iya mbak..itu juga jadi salah satu penyebabnya.....*”

Translation:

- RT:* “*Emm.. How about students' involvement during group work activities, Sir?*”
ET: “*It seemed that not all of the students were actively involved to the activity. There were some students who made noise. Was there only*

one student for each group who was asked to write?”

RT: “Yes, there was only one worksheet for each group, Sir. It might be the reason for them to made noise.”

ET: “Yes, I think it was one of the reasons...”

(Interview transcript 8, Appendix F, p. 141)

This writing process took about 20 minutes. Until the end of the lesson, there were only two groups who could finish the task and the three other groups had not finished it yet. The researcher-teacher said that they had to finish the task in the next meeting.

In the next meeting, the students were given 40 minutes to continue their writing. In this meeting, the researcher-teacher tried to build up students’ positive interdependence by reminding them to give their best contribution to their group because how good their group’s score depend on how good is the contribution of each group member in completing the task given. Olsen and Kagan in Richard and Theodore (2001: 196) propose positive interdependence as one of five key elements in successful group-based learning in Cooperative Learning. After getting this notice, most of the students joined the activity well. They could cooperate better than before. This following field note describes the situation:

.....
Pada aktifitas ini, peneliti mengingatkan siswa bahwa masing-masing siswa harus memberikan kontribusi terbaik mereka untuk kelompok mereka sebab nilai yang akan diperoleh oleh kelompok mereka tergantung pada kerjasama mereka yang baik. Setelah peringatan ini disampaikan, sebagian besar siswa dapat mengikuti aktifitas jigsaw dengan baik. Kerjasama mereka menjadi lebih baik.....

Translation:

.....
 In this activity, the researcher-teacher reminded the students to give their best contribution to their group for their group’ score depended on their good cooperation. After this notice was given, most of the students joined the activity well. Their cooperation was better than before.....

(Field note 14, Appendix E, p. 124)

The students were also reminded that they had to complete their narrative text before the end of the lesson since they had to revise their work before they submitted it. When the time was up, the researcher-teacher asked all of the students to submit their work.

The implementation of Jigsaw Technique in Cycle 1 got some positive responses from the students. They said that it helped them much in the process of making the narrative texts. It helped them in developing their idea to write. This result fulfilled the requirements of process validity and democratic validity. The response can be seen in the following interview transcript:

- P: " Nah sekarang selanjutnya, mengarang sendiri sama mengarang bareng2 enakan yang mana?"*
- S: "Bareng-bareng..."*
- P: " Enakan bareng ya? Alasannya kenapa tu?"*
- S: " Soalnya kalau barang-bareng itu kan idenya bisa disatuin. Misalnya si A punya ide gini,B punya ide gini, terus nanti digabung ide-idenya. Tapi kalau misalnya sendiri itu kan jadi bingung ini nulisnya gimana-gimana jadi tenaganya bisa lebih dibagi-bagilah.."*

Translation:

- RT: "Next..Which one is easier, writing by your self or writing in groups?"*
- S: "Writing in groups."*
- RT: "Is it? Why?"*
- S: "Because when we are writing in groups, the ideas can be combined. For example; A has an idea, B has another idea. Then the ideas are combined. But when we are writing by our selves, we are confused of how to write. So, by writing in groups, we saved the energy."*

(Interview transcript 10, Appendix F, p. 145)

Another positive response was as the following:

- P: Nah terus selanjutnya, setelah kemarin itu ya..Setelah beberapa kali pertemuan mulai dari yang pertama sampai yang kemarin, kamu jadi lebih paham tentang teks narasi gak?*
- S: " Iya..Jadi lebih paham.."*

- P: “ Em..jadi lebih paham ya? Nah selanjutnya, skali lagi mbak tanya kalau menggali ide itu enak sendiri atau bareng2?”
- S: “Ya..Bareng-bareng kan kalau satunya gak tahu ntar bisa dikasih tahu gitu...jadi enak kalau bareng2”
- P: “ Jadi bisa saling melengkapi gitu ya? “
- S: “ Iya..”

Translation:

- RT: “The next is...After all of our previous classroom activities, Is your understanding of narrative text improved?
- S: “Yes it is.”
- RT: “Is it? Now, once again I ask you. In writing process, which one do you like; developing the ideas by yourself or in groups?”
- S: “I like developing ideas in groups better than individually since when there is someone who gets difficulties, the others will help her. So, writing in group is preferable for me.”
- RT: “Do you mean that we can fit out one to another? “
- S: “Yes I do.”

(Interview transcript 11, Appendix F, p. 148)

Though some positive responses were obtained, there were some problems found in the implementation of Jigsaw Technique in Cycle 1. The problems were related to classroom management. The teacher said that there were some students made noise and chatted with their group mates or other group members during the grouping process. It makes the grouping process take a long time. Moreover, when the instruction was given, most of the students did not pay attention and got difficulties to catch the researcher-teacher’s voice. It fulfilled the process validity and democratic validity. The response could be seen on the following interview transcript:

- P: “ Pak, pripun pendapat Bapak tentang kegiatan di kelas tadi?”
- GBI: “ Ya sudah lumayan lah mbak, kegiatannya sudah menarik..Tapi menurut saya tadi yang kurang classroom management nya mbak..”
- P: “ O..ngaten nggih Pak?...Kurangnya dimananya Pak?”
- GBI: “ Tadi yang pas waktu pembagian kelompok memakan waktu sangat

lama mbak..Terus suarane njenengan juga kurang menjangkau kelas..jadi banyak yang rame mbak..”

P: “ Iya..ya Pak tadi pas pembagian kelompoknya memakan waktu lama..tadi banyak siswa yang gak langsung mau duduk di kelompoknya Pak..Terus saya juga harus bacakan berulang-ulang anggota kelompoknya..Nah,nek mengenai suara saya tadi padahal sudah sampai gerok-gerok lho Pak.Tapi kok ya tetap kalah sama suara anak-anak..Menurut Bapak sebaiknya besok lagi pembagian kelompoknya gimana ya Pak biar gak terlalu makan waktu lama?”

GBI: “ Lebih diberi ketegasan saja mbak..Bacanya gak usah berulang-ulang tapi sekali saja, jadi biar pada memperhatikan..Terus antar kelompok dikasih jarak, biar gak pada rame..kalau tadi itu kan antar kelompok gak dikasih jarak to mbak duduknya?...Jadi pada ambil kesempatan buat ngobrol sama temen-temennya..Terus juga dikasih batasan waktu, biar mereka merasa waktunya dikit jadi perlu segera digarap bersama..”

.....
GBI: “Oya ada lagi besok kalau mau kasih instruksi sebaiknya sebelum pengelompokan mbak . Kalau sudah dikelompokkan mereka jadi malah pada ngobrol sama temen-temennya jadi pada nggak memperhatikan instruksinya mbak..”

Translation:

P: “ Sir, what do you think of the classroom activities today?”

ET: “I think they were good enough. The activities were interesting enough. But I think they lacked of classroom management.”

P: “Did they? Would you like to tell me the lack, Sir?”

ET: “I think the grouping process took a long time and your voice couldn't cover the whole class so that many students made noise..”

P: “I have the same opinion with you Sir. The grouping process took a very long time. There were some students who didn't sit together with their group members as soon as I asked them. I had to read the list of the group members for many times. And about my voice; I think I've tried the best, but it paled before students' voice. In your opinion, what is the better way in grouping the students so that it won't take a very long time, Sir?”

ET: “Just be firm. It's better if we read the list of the group members only once, so that they will listen to us. And we need to give spaces among groups so that they will not make noise. They tend to take the chance to chat with their friends when there is no space. And we need also to give them fixed time for each activity so that they know that they have a fixed time to finish the task given.”

.....
ET ...” And once more; it is better if we give the instruction before the grouping process. Because when they are already grouped, they will chat to their friends and don't listen to the instruction given..”

(Interview transcript 8, Appendix F, p. 141-142)

3) Applying Group Correction in the revising process of writing

The Group Correction activity was started in the fourth meeting of Cycle 1. Before each group submitted their narrative text that they had made in the Jigsaw activity, the researcher-teacher asked them to exchange their work with another group. They had to give correction to their opponent group' writing by giving correction on punctuation. The punctuations covered capital letters, commas, and full stops. After finishing their correction, they were asked to give the work of their opponent group back. The group who had got the correction had to revise their work before they submitted it. During this activity, there were many students who tried to participate well. However, there were also some students who did not participate well. They gave the responsibility of doing the correction to their group mates. It could be seen on the field note below:

.....
Pada aktifitas ini ada banyak siswa yang berusaha memberikan kontribusi pada kelompok mereka dengan turut mengoreksi, tetapi ada juga beberapa siswa yang tidak terlibat aktif/memberikan kontribusi. Mereka mengandalkan temannya yang lain dalam mengoreksi.....

Translation:

.....
 During this activity there were many students who tried to give their contribution to their group by joining the correction process. But, there were also some students who didn't participate actively in the Group Correction activity. They put the responsibility of doing correction on the other group members...

(Field note 14, Appendix E, p. 124)

Slavin (1995 :19) argues that when Cooperative Learning is poorly constructed, it can allow for the "free rider" effect, in which some group members do all or most of the work (and the learning) while others do little or nothing. The situation was in line with the response given by the English teacher to the

implementation of Group Correction. He said that during this process not all of the students actively involved. They made noise in the classroom while their group mates were doing the correction. The result is considered to be valid based on the concept of theoretical triangulation.

- P :* “*Terus Pak, waktu pelaksanaan Group Correction tadi menurut Bapak seperti apa?*”
GBI: “*Proses meneliti writing error tadi to mbak?..Tadi kok menurut saya kurang efektif ya?..Banyak yang pada ramai sendiri. Mereka njagakke temen sekelompoknya yang lain buat ngoreksi..*”

Translation:

- RT :*” Sir, what do you think of the Group Correction process today?
ET: “ Is it the writing error correction?..I think it wasn’t effective enough. There were many students who made noise. They depend on their group mates to do the correction.”

(Interview transcript 9, Appendix F, p. 143)

Though there was a problem, the implementation of Group Correction got some positive responses from the students. They said that the Group Correction process was beneficial. They felt it was easier to do the error correction with their friends. It also trained them to be honest. Further, by giving correction of the others’ work, their awareness of writing errors they probably made was better. This result accomplished the requirements of process and democratic validities. It could be seen on the following interview transcript:

- P:* “*Nah sekarang tentang ngoreksi, nah kalau kemarin itu kan ada kegiatan koreksi karangan antar teman di kelompok ya? Walau belum bisa berjalan 100 persen. Harapannya di pertemuan ke depan bisa berjalan lebih baik. Menurut Puti koreksi antar teman itu bermanfaat gak?*”
S: *Iya bermanfaat...*
P: *Manfaatnya apa?*
S: *E.. apa ya? Jadi misalnya kalau salah itu kan bisa dibetulin sama teman kita. Tapi kalau kita sendiri yang ngoreksi itu kan cenderung guru gak percaya ya..Mungkin waktu dicocokin punya dia salah, tapi dia ganti*

sendiri. Tapi kalau temannya yang ngoreksi kan kalau salah temennya yang ngganti, bukan kita sendiri. Lebih dibetulin ya..bukan diganti jawabannya..”

P: Emm..terus kira-kira kalau kita ngoreksi punya temen kita ya..bukan punya kita sendiri..Kira –kira menurutmu bisa membuat kita jadi lebih sadar gak tentang kesalahan yang sering kita buat, misalnya..Oh..ya aku tuh juga sering salah nulis kaya gini?..Gimana tuh?”

S: “Iya, jadi lebih sadar.”

Translation:

RT: “Now, what about correcting activity? In our last meeting, there was a Group Correction activity, right? Even though it didn’t work well, I hope that it will work better later. In your opinion, is Group Correction beneficial?”

S: “Yes, it is.”

RT: “What are the benefits?”

S: “E...What are they? When we made errors, it could be corrected by our friends in the group correction process. However, in self correction the teacher might not be trust the students. It might because when we made mistake, we corrected ourselves into the right one. But, in group correction our friends will correct the mistakes without changing it.”

RT: “Em..Then, when we correct our friend’s work, not our own work, do you think that it could improve our awareness of some writing errors we made?”

S: “Yes, I think so.”

(Interview transcript 10, Appendix F, p. 145)

4) Giving reward for the best group

Foyle and Lyman (1988) identify the basic steps involved in successful implementation of Cooperative Learning activities. One of the steps is giving reward for the success of groups. Teachers could reward the high-achieving group by giving verbal praise or recognition in the class newsletter or on the bulletin board. Further, Slavin in Elliot (2000: 359) writes that consequently, there are two conditions must be met if Cooperative Learning is to be effective. First, Cooperative groups must have a group goal that is meaningful to them (a prize, recognition, free time). Second, the group’s success must emerge from the

individual learning all group members. If these two conditions are met, group effort and individual accountability, then students are motivated to help each other learn.

Therefore, the researcher-teacher tried to improve students' motivation by giving reward for the group who got the best score from the writing task given in the previous meetings. There was a group who could write a good simple narrative text about "Mouse Deer and the Crocodiles". This group got the highest score. It was 25. The researcher-teacher praised them in front of the class. The other students gave them applause. The members of this group seemed happy. As the appreciation of their effort, they were given a reward. The reward was they were free from the next task. On the other hand, the other groups who got the lower score were given a group task. They had to find two examples of narrative texts. They might find it from the internet, books, and any other sources. They had to submit the work in the next meeting in the printable form. The researcher would reduce their score if they did not submit the work on time.

The implementation of giving reward for the best group got some positive responses from the students. They felt proud of their team and their writing achievement. The reward also encouraged the other students to do the better work. This result is categorized valid since it fulfilled the requirements of process and democratic validities. The responses can be seen in the following interview transcript:

- P: *"Congratulation ya Gis..tadi kelompokmu yang terbaik.."*
 S1: *"he..he..Wah..nggak nyangka Bu.."*
 P: *"Seneng gak dapat penghargaan kaya gitu? "*
 S1: *"Jadi bangga Bu....."*

-
- P: *"Kelompokmu juga lumayan kok nilainya, cuma gak sebgus kelompok Tommy..Besok mau memecahin rekor nilainya gak?"*
- S2: *"Iya, mau tak pecahin rekor nilainya..jadi 100."*
- P: *"Skornya tertinggi 30 kok..makanya besok ngerjainnya yang baik.."*
- S2: *"Sip..Bu.."*

Translation:

- RT: "Congratulation Gisa.Your group is the best."
- S1: "He..he..I never imagine it before Ma'am."
- RT: "Were you happy of the appreciation?"
- S1: "Yes..It made me proud,....."
-
- RT: "Your group is also good enough. But it's not as good as Tommy's group. So, will you break the record of the score next?"
- S2: "Yes. I will break the record of the score to be 100."
- RT: "The best score is 30. So do your best in the next activity, OK!"
- S2: "OK, Ma'am!"

(Interview transcript 13, Appendix F, p. 150)

c. Students' writing score in Cycle 1

To know the improvement of students' writing achievement from the pre-test to that in Cycle 1, the researcher-teacher and the collaborator evaluated students' writing. The researcher- teacher and the collaborator asked the students to compose a narrative text in Jigsaw and Group Correction activities in Cycle 1. The results of writing were vary among groups. The highest score was 70 and the lowest score was 56. 66. Meanwhile, the average score was 65. 83. The average score showed that there was improvement of students' writing score from the pre-test (42. 36) to that in Cycle 1 (65. 83). The improvement was about 23. 47 or 55. 40 %. The average score brought students' writing achievement category from poor into the fair level. Students' writing scores which were gained from the writing task in Cycle 1 fulfilled the outcome validity of this research.

d. Reflection of Cycle 1

After implementing the actions in the first cycle, the researcher-teacher and the collaborator had a discussion to make reflection. It was done to fulfill the democratic, dialogic, and catalytic validities of this research. Meanwhile, the reflection was used to plan the next actions. There were two main results of the actions in Cycle 1. They were successful and worked quite well.

The implementation of motivating the students by reminding them of the importance and advantages of writing was successful in arousing students' motivation to write. The use of *Laskar Pelangi* novel and the biography about the author were effective to direct students' attention in the motivating section in Cycle 1. When the discussion was held, most of the students listened to the researcher-teacher's explanation (Picture 1, p. 218). They also asked some questions to the researcher-teacher enthusiastically (Picture 2, p. 218). Moreover, after the action was implemented, they said that they wanted to be a writer since they knew the advantages of writing (Interview transcript 6, 10, and 11, p. 139, 144, and 147). The only problem occurred during this action was the voice of the researcher-teacher which could not cover the whole class so that some students who sat on the back made noise (Interview transcript 5, p. 138). From the students' opinion drawn from the interview transcripts which are supported by the picture, it can be concluded that the action of motivating the students by reminding them of the importance and advantages of writing is reliable.

The use of Jigsaw Technique during the writing teaching and learning process worked quite well. The objective of this action was to help the students in

expressing their idea in writing a narrative text. Based on the interview with some students, the students thought that it was easier to compose a narrative text in groups than individually (Interview transcript 10 and 11, p. 145 and 148). Even though there were some positive responses from the students and teacher, some improvement were needed, especially related to the classroom management. The English teacher as the collaborator told the researcher-teacher that many of the students did not give their contribution to their group during the application of the Jigsaw Technique. They made noise and chatted with their friends within their group and also from another group. That was because there were no spaces among groups on the seating arrangement. Besides, they could not hear the instructions given by the researcher-teacher well. Some students asked the researcher-teacher to repeat the instruction, so that the researcher-teacher had to read the instruction several times. It was because the researcher-teacher's voice which could not cover the whole class (Interview transcript 8 and 9, p. 141 and 142). Therefore, the researcher-teacher and the English teacher agreed to improve the classroom management during the implementation of Jigsaw Technique. This conclusion is categorized to be valid since it fulfilled the requirements of process validity and democratic validity. The conclusion is also reliable based on the concept of investigator triangulation.

The implementation of Group Correction worked quite well. The objective of this action was to improve students' awareness of writing errors. During this activity, students worked together to find some writing errors related to punctuation, such as: errors in using capital letters, errors in using full stops, and

errors in using commas of another group's work. A problem occurred in this action was that there were many students, especially the boys who did not give contribution to their groups in this activity. They put the responsibility of doing the error correction to their group mates (Field note 14, p.124 and Interview transcript 9, p. 143). Therefore, the researcher-teacher and English teacher agreed to substitute Group Correction into Peer Correction in Cycle 2. This conclusion is categorized to be valid since it accomplished the requirements of process validity and democratic validity. The conclusion is also reliable based on the concept of investigator triangulation.

Giving reward for the best group was successful to motivate the students to write and to complete the tasks in time. The group who got the best score on the writing task in Cycle 1 was given a reward. The reward was that they were free from homework. This kind of reward motivated the other groups to get the same appreciation. Moreover, they told the researcher that they would get higher score (Interview transcript 13, p. 150). The students who could finish the task in time were also given a free choice of activities to do in the classroom or in the library. This kind of reward encouraged the other students to finish the task in time. This conclusion is categorized to be valid since it fulfills the requirements of process validity and democratic validity.

The result of the writing task given in Cycle 1 showed the progress of writing achievement of the students. In the pre-test, most of the students got low score. The average score on the pre-test was 42.36. After the implementation of some actions in Cycle 1, the average score increased to 65.83. This average score

brought students' writing achievement category into the fair level. The target category level that would be reached in this classroom action research was good. Since the target category level had not been gained yet, the researcher-teacher and the English teacher intended to raise the category level into good level in Cycle 2.

2. Cycle 2

In the second cycle, the researcher-teacher and the collaborator agreed to make some revised planning in order to improve the result of the actions in Cycle 1. The implementation of actions in second cycle was conducted in three meetings. These were on March 22nd and 26th, and April 5th 2010. Each meeting was done with the duration of 2 x 40 minutes. The following vignette describes one of the teaching and learning processes in Cycle 2.

Vignette of the first meeting, Cycle 2

Time: Friday, March 26th 2010 at 10.00 – 11.20

Place: Class 8A

.....
 Peneliti lalu membacakan kembali nama-nama anggota kelompok yang pada pertemuan sebelumnya sudah dicatat oleh siswa. Peneliti berusaha setegas mungkin dalam membacakan daftar nama anggota kelompok dan hanya membacakannya 1 kali. Selain itu peneliti berusaha membuat suaranya lebih keras sehingga bisa terdengar oleh semua siswa di kelas. Hasilnya adalah siswa menjadi lebih tenang dan juga mau segera duduk dalam kelompoknya. Peneliti juga tidak lupa untuk memberikan jarak duduk antar kelompok agar mereka tidak terlalu gaduh.....

Translation:

.....
 The researcher-teacher, then, read the list of the members of the new groups that had been noted by the students on the previous meeting. She read it clearly once. She also tried to make her voice louder so that it could be heard by all of the students. As the result, most of the students were calmer and they sat with their groups soon after she read the group lists. The researcher-teacher also put spaces among groups to minimize the noise

(Field note 16, Appendix E, p. 128)

The vignette shows that most of the students actively involved in the writing teaching and learning process. They paid attention to the researcher-teacher explanation and did not make much noise.

a. Planning

Based on the reflection of the first cycle, there would be some plans in Cycle 2. Those were as the result of the discussion between the researcher and the collaborator. It fulfilled the democratic validity, dialogic validity, and catalytic validity. Those were:

1. Improving classroom management (changing the setting of seating arrangement, making the instructions clearer, and giving a game) during the implementation of Jigsaw Technique
2. Using Peer Correction in the revising process of writing

With the actions, it was expected that:

1. All of the students actively involve in the writing teaching and learning process, particularly during the implementation of Jigsaw and Peer Correction activities.
2. The students' awareness of the writing errors would increase.
3. Students' writing achievement would increase (the classification level is good).

b. Acting and Observing

The implementation of action in the second cycle was conducted in three meetings. Those were on March 22nd and 26th, and April 5th 2010. The topic was

about a folktale of “Timun Mas”. All of the processes of acting and observing during the action implementation in Cycle 2 were done to fulfill the process validity of this research.

1) Improving classroom management during the implementation of Jigsaw Technique

To ensure the use of classroom management during the implementation of Jigsaw technique, the researcher-teacher and the collaborator considered Brown’s suggestion (2001: 192-204) that in managing the classroom, teachers need to take into account some factors, those were; 1) physical environment of the classroom, 2) teacher’s voice and body language, 3) unplanned teaching: midstream lesson changes, 4) teaching under adverse circumstances, 5) teacher’s roles and styles, and 6) creating a positive classroom climate.

In the reflection of the actions in Cycle 1, the researcher-teacher and collaborator planned some actions related to classroom management that were implemented in the Jigsaw Technique in Cycle 2. These were aimed to improve students’ involvement and understanding of the instruction during the implementation of Jigsaw Technique in Cycle 2. Some classroom management actions applied were: changing the setting of seating arrangement, making the instructions clearer, and giving a game.

In the first meeting of Cycle 2, after having discussion with the students, the researcher-teacher directed the students to the next activity. It was writing in groups through Jigsaw Technique. Firstly, she told the students about the rules of the activity. Then, before the grouping process, she gave the instructions. She

tried to make her voice as loud as possible so that it could cover the whole class. It worked well. The students paid attention to her and listened to the instructions given. There were no students who asked the researcher-teacher to repeat the instructions of the activity.

Then, after giving the instructions, the researcher-teacher divided the students into six Expert Groups. Each group consisted of five to six students. This grouping process worked well. Most of the students followed the instructions and made the group soon after the researcher-teacher announced the list of the groups. The researcher-teacher managed the seating arrangement as good as possible so that there were spaces among groups. She used Individual Desk as the seating arrangement setting since the best seating arrangement of Cooperative Learning is individual desks (Kagan, 1992).

At the end of the lesson, the researcher-teacher asked each group to make the list of the group members and submitted it to the researcher-teacher. The list of the group members were used as guidance of the regrouping process in the next meeting. She told the students that the activity would be continued in the next meeting.

In the second meeting of Cycle 2, the Jigsaw Activity was continued. The implementation of the technique was similar with the implementation of the Jigsaw Technique in Cycle 1. The differences were on the material given and the use of a game. The material given in Cycle 2 was about the story of “Golden Cucumber” and the game was arranging jumbled pictures on the whiteboard. There were 12 picture series of the story of “Golden Cucumber” which were given

to the students. For there were only six groups, each group was given two parts of the picture series. After giving the time for each group to identify and make the list of vocabulary of the pictures they got, the researcher-teacher asked a volunteer from each group to stick and arrange the pictures on the whiteboard into good order. Most of the students enjoyed this activity. This activity was fun for them since they felt like they were doing a game. This result accomplished the requirements of process validity and democratic validity. It was proven by the opinions of the students:

- P* “Dek, menurutmu tadi gimana kegiatan di kelas?”
S “Seru Bu...”
P “Serunya gimana?”
S “Kaya nggak lagi pelajaran aja, nyantai gitu...”
P “Jadi kamu seneng ya?..”
S “iya Bu...”
P “Yang paling menarik yang kegiatan apa?”
S “Kalo aku suka yang ngurutin gambar tadi lho Bu..yang maju ke depan..jadi kaya permainan..gak bosan jadinya..”

Translation:

- RT “What do you think of classroom activities today?”
 S “They’re fun.”
 RT “Fun? How were they fun?”
 S “Seemed like we were not having a lesson.”
 RT “Did you enjoy them?”
 S “Yes, I did.”
 RT “Which activity is the most interesting for you?”
 S “I like the arranging picture series Ma’am. When we got in front of the class. I feel that we were doing a game so that I am not bored...”

(Interview transcript 14, Appendix F, p. 150)

Another opinion was as the following:

- P* “Dek, menurutmu tadi gimana kegiatan di kelas?”
S “Asyik Bu.”
P “Asyiknya gimana?”
S “Agak nyantai gitu lah.”
P “Kamu seneng gak?”
S “Seneng Bu...”
P “Yang paling menarik yang kegiatan apa tadi?”

S *“Yang ngurutin gambar ke depan tadi lho Bu..jadi kaya permainan..seru!”*

Translation:

RT “What do you think of the classroom activities today?”

S “They were enjoyable

RT “How were they enjoyable? “

S “They were more relaxing.”

RT “Did you like them?”

S “Yes, I did.”

RT “Which activity is the most interesting for you?”

S “Arranging picture series in front of the class.It was like we were doing a game .It’s fun!”

(Interview transcript 15, Appendix F, p. 151)

Then, she re-grouped the students into five Home Groups. Each Home Group consisted of six to seven students. It had to contain one or two students of the previous groups. She read the list of the new groups’ members once and tried to make her voice as loud as possible. As a result, the students followed the instruction well. They sat on their groups’ desk soon after the researcher-teacher finished reading the list of the new group members. After that, she asked all the students to make a narrative texts based on the discussion with their Home Group. This activity worked well. Most of the students did the task seriously. Even though there were some students who made noise, the classroom could be managed by the researcher-teacher. However, there were not any students who could finish the task at the end of the lesson. Therefore, the researcher-teacher told the students to continue the writing task in the next meeting.

In the next meeting, the researcher-teacher gave them an hour of the lesson to finish their work. She said to the students to work as good as possible since there would be a reward for the group who got the highest average score. And if

they had finished doing their work, they might do another activity as long as it is still in the classroom or in the library.

The improvement of the classroom management during the implementation of Jigsaw Technique in Cycle 2 got some positive responses from the English teacher. He said that most of the students could participate actively in the activities. Most of the students were involved in the implementation of Jigsaw Technique. Further, when the instructions were given, the students listened to the researcher-teacher better. This result is categorized to be valid since it accomplished the requirements of process validity and democratic validity. The result is also valid based on the concept of investigator triangulation. The result was proven by the following interview transcript:

P : “ Pripun tadi Pak pelaksanaan kegiatannya? Ada peningkatan belum nggih Pak?”

GBI2: “ Iya, sudah lebih ada peningkatan mbak Siti. Tadi saya lihat siswanya sebagian besar sudah bisa mengikuti kegiatan dengan baik. Pas Jigsaw juga pada terlibat di kelompoknya”

P: “ Kalau dari penyampaian instruksi-instruksinya bagaimana Pak?”

GBI2: “ Tadi juga siswa pada jadi lebih mendengarkan, sepertinya penyampaian instruksi untuk kegiatan2 yang sifatnya kelompok memang sebaiknya diberikan sebelum proses pengelompokan mbak soalnya mereka masih fokus. Terus untuk suaranya mbak Siti ya..sudah lumayan juga...”

Translation:

RT: “Sir, how were the activities today? Was there any improvement?”

ET: “Yeah, I think there was improvement. I saw most of the students involved in the activity better. During the Jigsaw activity they were included in their group.

RT: “How about the instructions given, Sir?”

ET: “The students listened to your voice better. I think it is good if we gave the instructions for group work activities before the grouping process. They were still focused. And your voice was louder now.”

(Interview transcript 12, Appendix F, p. 149)

The English teacher also said that Jigsaw Technique helped the students much to enrich their vocabularies and ideas to make a narrative text. It could be used as an alternative technique to teach narrative text to the students in order to minimize students' boredom during writing teaching and learning process. It also could improve students' responsibility and motivation in completing the tasks. This result is considered to be valid based on the concept of investigator triangulation.

P: "Menurut Pak Riyadi, manfaat dari tehnik Jigsaw apa saja Pak yang bisa didapat?"

GBI: "Siswa jadi belajar vocab lebih banyak dari teman-temannya Mbak, mereka juga jadi terbantu dalam menggali ide-ide untuk menulis narasi, imajinasinya jadi berkembang..."

P "Jadi menurut Bapak, apa tehnik Jigsaw bisa digunakan sebagai alternative untuk mengajar writing Pak?"

GBI "Iya, bisa Mbak, selain itu juga untuk selingan kegiatan di kelas biar siswa nggak pada bosan."

.....
P "Iya, Pak... Kalau dari segi kemampuan afektif siswa Pak?"

GBI "Kalau dari segi afektif..menurut saya, karena masing- masing siswa dapat tugas yang spesifik di kelompok nya, jadi mereka dilatih untuk bertanggung jawab. Mereka juga jadi lebih semangat saat mengerjakan tugas karena bisa saling membantu mbak..Terus mereka juga dilatih untuk saling menghargai."

Translation:

RT: "In your opinion, what are the advantages of Jigsaw Technique Sir?"

ET: "The students learned more vocabulary from their friends; they got much help in expressing the ideas to write the narrative text; their imaginations were improved."

RT: "So, do you think that Jigsaw technique could be used as an alternative technique to teach writing, Sir?"

ET: "Yes, I do. It also could be used as a variation of classroom activities to minimize students' boredom."

.....
RT: "Yes, Sir. What about the affective competence of the students?"

ET: "From the affective competence, I think because each student was given a specific task in their group, they were trained to be more responsible. They were also motivated in completing their task since they could help each other. They were also trained to respect each other."

(Interview transcript 17, Appendix F, p. 152-153)

2) Using Peer Correction in the revising process of writing

Based on the reflection of the implementation of Group Correction in Cycle 1, the researcher-teacher and the English teacher agreed to change the Group Correction into Peer Correction in the revising process of writing in Cycle 2.

In the third meeting of Cycle 2, after all of the students finished writing a narrative texts about “Timun Mas”, the researcher-teacher asked them to revise their work through Peer Correction. She asked them to give their work to a friend within their group. Then, they were asked to find some writing errors in their friend’s work. Some writing errors that they needed to find were: errors in using capital letters, errors in using full stops, and errors in using commas. This peer correction activity worked better than group correction activity in Cycle 1. Even though there were some students who got difficulties in finding some writing errors on their friend’s work, most of them could participate actively in this activity (Picture 11, p. 219). Many students asked the researcher-teacher whether their correction was right or wrong. This following field note describes the situation.

.....
Pada proses ini sebagian besar siswa berusaha mengerjakan dengan baik. Mereka menanyakan kepada peneliti tentang kesalahan yang terjadi di tulisan temannya; apakah koreksinya sudah tepat/belum.....

Translation:

.....
 During this process, most of the studentstried to do the task well. They asked the researcher about the writing errors in their friend’s work; whether their correction was right or wrong.....

(Field note 17, Appendix E, p.130)

Then, the researcher-teacher encouraged them to do the best as they could. Within 15 minutes, all of the students had finished correcting their friend's work. After that, they were asked to give their friend's work back. Next, the students who had got the correction had to revise their work into the final draft. When they had finished, they had to submit their work to the researcher-teacher. This result fulfilled the requirements of process validity.

The implementation of Peer Correction in Cycle 2 got positive responses from the English teacher. He said that most of the students actively involved in this activity. This activity was helpful to improve student's awareness of writing errors as well as help the teacher and the students to manage the time in the revising process of writing. The response could be seen on the following interview transcripts:

P: "Terus, kalau tadi waktu proses Peer Correction menurut Bapak bagaimana?"

GBI2: "Yang koreksi antar teman tadi ya?..Menurut saya itu tadi juga sudah berjalan baik. Sebagian besar siswa terlibat di kegiatan. Mereka tadi juga pada aktif tanya ke njenengan kalau menemukan kesulitan.."

P: "Kira-kira sudah bisa meningkatkan kesadaran siswa tentang writing error belum ya Pak?"

GBI2: "Ya..gak bisa diukur dalam waktu sebentar sih mbak kalau njenengan tanyakan kesadaran..Soalnya yang namanya kesadaran itu perlu waktu lama untuk terapinya. Tapi menurut saya cara ini memang bisa digunakan untuk meningkatkan kemampuan siswa untuk menganalisis writing errors mbak. Selain itu juga bagus untuk meningkatkan ketelitian siswa...."

Translation:

RT: "And then, how about the Peer Correction activity, Sir?"

ET: "Mm..Is it friend to friend correction process? I think it run well. Most of the students were involved in this activity. They also actively asked you about their difficulties."

- RT: “Could it improve the students’ awareness of their writing errors, Sir?”
 ET: “We couldn’t say whether it is effective or not only in a short time because awareness needs a long time to be developed. But in my opinion, this method could improve students’ ability in identifying writing errors. In addition, it is also good to improve students’ carefulness in writing.”

(Interview transcript 16, Appendix F, p. 152)

Another response was as follows:

- P: “Kalau untuk kegiatan Peer Correction bagaimana Pak? Menurut Bapak apa teknik ini juga bisa digunakan sebagai alternative cara untuk mengajar writing di kelas?”*
GBI: “ Ya..bisa juga Mbak..Dengan Peer Correction guru juga terbantu saat proses koreksi secara tidak langsung. Soalnya kan dengan cara ini jadi lebih hemat waktu dalam mengoreksi Mbak..manfaatnya jadi bisa buat siswa juga buat guru..”

Translation:

- RT: What about Peer Correction activity, Sir? In your opinion, could it be used as an alternative technique to teach writing in the classroom?”
 ET: “Yes it could. Through Peer Correction, a teacher was helped in the writing revision process indirectly. Because through this way, we could save the time. So, the benefit was for the teacher and also the students.”

(Interview transcript 17, Appendix F, p. 152)

The result is considered to be valid since it fulfilled the process validity and democratic validity. It is also reliable based on the concept of investigator triangulation and time triangulation.

b. Students’ writing task score in Cycle 2

To know the improvement of students’ writing achievement from Cycle 1 to that in Cycle 2, the researcher- teacher and the collaborator made evaluations of students’ writing score. The researcher- teacher and the collaborator asked the students to compose a narrative text in Jigsaw and Peer Correction activities in Cycle 2. The results of writing score also varied among groups. The highest score

was 73.33 and the lowest score was 56.66. Meanwhile, the average score was 66.77. The average score showed that there was improvement of students' writing score from the Cycle 1 (65.83) to that in Cycle 2 (66.77). The improvement was about 0.94 or 1.42%. Even though there was a little improvement, this average score brought students' writing achievement category from fair to good level. Students' writing scores which were gained from the writing task in Cycle 2 fulfilled the outcome validity of this research.

c. Reflection of Cycle 2

After implementing the actions in the second cycle, the researcher-teacher and the English teacher had a discussion to make reflection. It was to fulfill the democratic, dialogic, and catalytic validities. Meanwhile, the reflection was used to know the progress reached after the implementation of the actions in Cycle 2.

The application of improving classroom management during the implementation of Jigsaw Technique in Cycle 2 was successful to improve students' involvement during Jigsaw activities. Some classroom management applied was changing the seating arrangement, making the instructions clearer, and giving a game. After these three classroom management were applied, some progress were reached. The change of seating arrangement could minimize the noise which was frequently made by the students (Interview transcript 12, p. 149). The game of arranging jumbled pictures also reduced student's boredom during the Jigsaw activity (Interview transcript 14 and 15, p. 150 and 151). Further, the students could catch the instructions better so that the researcher-teacher did not

need to repeat the instructions for several times (Interview transcript 12, p. 149). As a result, students' involvement was also increase. They did their writing task more serious than before (Picture 8, p. 219). This conclusion is categorized to be valid since it fulfills the requirements of process validity and democratic validity. The conclusion is also reliable based on investigator triangulation and time triangulation.

The application of Peer Correction was more successful than the application of Group Correction in the revising process of writing. Most of the students were actively involved in this activity (Picture 11, p. 219). Some students asked for help to the researcher-teacher when they found difficulties in finding and deciding the errors (Field note 17, p.130). By correcting errors of their friend's work, their awareness of writing errors they frequently made was better. They also learned to be honest (Interview transcript 10, p.145). Peer Correction was also helpful for the teacher and the students to save the time in the revising process of writing (Interview transcript 17, p.152). This conclusion is categorized to be valid since it fulfilled the requirements of process validity and democratic validity. The conclusion is also reliable based on the concept of investigator triangulation and time triangulation.

The result of the writing task given in Cycle 2 showed the progress of writing achievement of the students. The average score in Cycle 1 was 65. 83. After the implementation of some actions in Cycle 2, the average score increase into 66. 77. This average score brought the students' writing achievement category from fair to the good level. The result of students' writing scores fulfilled

the outcome validity. The target category level that would be reached in this research was good. Since the target category level had been gained, the researcher-teacher and the collaborator decided to stop the research.

C. Summary of General Finding

All actions were completely implemented. Those all fulfilled the process validity of this research. From the reflections of each cycle, it could be concluded that:

1. The implementation of motivating the students of the importance and advantages of writing as a pre-writing activity was successful to arouse students' motivation to write. They became motivated since they knew the importance and advantages of writing. When the researcher holding a discussion and giving an author's biography of a bestseller book, the students paid attention to the researcher's explanation enthusiastically.
2. The implementation of Jigsaw Technique was successful to help the students in expressing their idea in composing a narrative text. It was because they could share their idea and enrich their vocabulary during the writing process. The students think it was easier to write narrative texts in groups than individually. By writing in groups, particularly through Jigsaw activity, they could enrich the content of their writing.
3. Classroom management is very important in every group activity, including in the implementation of Jigsaw activity. It was because without a good classroom management the teaching and learning processes would

not run smoothly, for example in the grouping process. The teacher and the students could lose most of teaching and learning time only to make the groups. In addition if the teacher did not pay attention to the seating arrangement in group work activities, the students tended to be noisy. Teacher needed to give spaces among groups in order to minimize the noise.

4. A clear instruction was needed before asking students to do a task. By giving a clear instruction to the students, the teacher did not need to repeat to read the instruction several times when one or some of the students did not understand the instruction given. In addition, the students would really know about what they had to do in the activities being conducted.
5. Giving reward was also needed to improve students' motivation to join classroom activities and complete the tasks in time in Cooperative Learning activities. By giving reward for the best group, they would compete each other to be the best.
6. The implementation of Peer Correction was more successful than the implementation of Group Correction in the revising process of writing. It was because in Peer Correction activity, each student had the responsibility in doing the correction so that all of students gave their contribution to their group.
7. Peer Correction was quite successful to raise student's error awareness. It was because by correcting errors of their friend's work, the students' awareness of writing errors they frequently made was better.

8. The implementation of Cooperative Learning during writing teaching and learning process was successful to improve students' writing achievement. During the implementation of the actions, the average score of the students' writing was getting better from the pre-test to that in Cycle 1 and to that in Cycle 2.
9. Cooperative Learning activities could minimize students' boredom during writing teaching and learning process. It was because students' were given various writing activities that they never experienced before. It made them enjoyed the teaching and learning process.
10. Doing the action research in the classroom improve not only the students' learning achievement in writing but also the researcher-teacher and the English teacher's knowledge of teaching. By conducting action research, the researcher further knows the real situation of teaching and learning process, especially in writing class. The English teacher then knows some alternative techniques to be applied in the teaching and learning of writing.
11. Doing the action research needed a good collaboration between the researcher-teacher and the collaborator. Good communication was always needed to support the success of the research.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This research is focused on improving students' writing skills by implementing Cooperative Learning. The Cooperative Learning in this research was implemented through Jigsaw Technique and Group/ Peer Correction activities. Those activities were also combined with two other activities in order to support the success of the actions; those were motivating the students by reminding them of the importance and the advantages of writing as a pre- activity in Cycle 1 and improving classroom management during the implementation of Jigsaw Technique in Cycle 2. All of the activities were designed to help the students in expressing their ideas to write narrative texts and to increase their awareness of writing errors.

Generally, the implementation of Cooperative Learning activities in the first and second cycles ran effectively. Most of the students enjoyed learning in groups. They helped each other in solving the problems during Jigsaw and Peer Correction activities. The structures of Cooperative Learning which give the same opportunity and responsibility for all of students and the use of reward for the best group motivated them to participate actively on the learning process.

Some problems were found in the implementation of Cooperative Learning in Cycle 1 of this research such as difficulties in managing the classroom and not all of the students actively involved in the activities. But all of those problems could finally be solved in Cycle 2 of this research.

There were some changes occurring as the result of the actions. The changes included the way of thinking and behaving of the researcher, the collaborator, and the subjects of the research. Those changes were related to the writing teaching and learning process, the students, the English teacher, and the researcher. These changes are presented below:

1. The writing teaching and learning process

Before the actions were conducted, the writing class seemed monotonous. The classroom activities were doing student's worksheet, discussing the homework, and listening to the teacher's explanation. Mostly the activities were individual. When the actions were conducted, the students were trained to work cooperatively. They were motivated to help each other learning in a positive atmosphere.

2. The students

The objective of the actions is to improve students' English writing skills. Before the actions were conducted, many of the students thought that writing was a boring activity. When the research was conducted, many students of class 8A said that they enjoyed the writing teaching and learning activities. They became motivated since they could help each other in the teaching and learning process. The activities of Jigsaw Technique helped them much in expressing the idea, especially in writing narrative texts. The Peer Correction activities could improve their awareness of writing errors they made. Evaluating and correcting their

friends' work could remind them of the writing errors that they possibly made on their own writing.

3. The English teacher

For the English teacher, this action research had helped him much in improving his knowledge of teaching narrative texts to his students. Before the actions were conducted, he often found difficulties to use an appropriate technique to be implemented in his writing class. After the actions were conducted, he found a new technique to be implemented in teaching narrative texts to the students, that is through Jigsaw Technique. In addition, he also found an alternative technique to be used in the revising process of writing that is Peer Correction.

4. The researcher

For the researcher, this action research has helped her to develop her knowledge of how to conduct the real English teaching and learning process, especially in the writing class. It also gave her a new experience on how to work within a team, in this case by doing the action research. By doing this action research, she knows how to work collaboratively.

B. Implications

The research findings show that the implementation of Cooperative Learning in the writing teaching and learning process can improve writing skills

especially in the second grade students of MTs N Babadan Baru. This can be seen both from students' writing achievement and their daily performance.

In particular, the implementation of Cooperative Learning gives positive effects on students' writing skills because of some reasons. The first reason is Cooperative Learning activities are effective to motivate students to learn writing systematically and cooperatively. Small group learning can help students learn writing easily. They can share ideas and help each other in predicting vocabularies to enrich the content of their writing. Moreover, the structures of Cooperative Learning activities could improve student's responsibility and awareness to finish the writing task given. This is because students' individual performance influences group performance. Furthermore, the use of classroom management and reward during the implementation of Cooperative Learning activities is successful to improve students' involvement and motivation in the writing activities. These imply that the implementation of Cooperative Learning in the writing teaching and learning process is believed to be helpful to improve students' writing skills by its cooperative and systematic ways of learning.

C. Suggestions

1. For English Teachers

In reference to the result of this action research, Cooperative Learning is effective to improve students' writing skills through its cooperative and systematic structure of learning. Therefore, the English teachers are suggested to

apply Cooperative Learning as one of learning strategies in writing teaching and learning process. Further, it is recommended that the English teacher use various techniques of Cooperative Learning to enhance the students' competence not only in writing but also in the other language skills.

2. For Students

Since Cooperative Learning is beneficial to improve students' writing skills through its' cooperative and systematic structure of learning, the students are suggested to apply the principles of Cooperative Learning not only in writing but also in the other language skills and other field of studies in their daily learning.

3. For Other Researchers

For other researchers, particularly those who have the same problem and are interested in conducting Cooperative Learning as learning strategy in their research, it is suggested that they apply Cooperative Learning in the same field to validate the result of this research, or they apply Cooperative Learning in other aspects of study.

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Appendix A

SK/ KD Mata Pelajaran Bahasa Inggris untuk Sekolah Menengah Pertama (SMP)/ Madrasah Tsanawiyah (MTs)

A. Latar Belakang

Bahasa memiliki peran sentral dalam perkembangan intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi. Pembelajaran bahasa diharapkan membantu peserta didik mengenal dirinya, budayanya, dan budaya orang lain. Selain itu, pembelajaran bahasa juga membantu peserta didik mampu mengemukakan gagasan dan perasaan, berpartisipasi dalam masyarakat, dan bahkan menemukan serta menggunakan kemampuan analitis dan imajinatif yang ada dalam dirinya.

Bahasa Inggris merupakan alat untuk berkomunikasi secara lisan dan tulis. Berkomunikasi adalah memahami dan mengungkapkan informasi, pikiran, perasaan, dan mengembangkan ilmu pengetahuan, teknologi, dan budaya. Kemampuan berkomunikasi dalam pengertian yang utuh adalah kemampuan berwacana, yakni kemampuan memahami dan/atau menghasilkan teks lisan dan/atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yaitu mendengarkan, berbicara, membaca dan menulis. Keempat keterampilan inilah yang digunakan untuk menanggapi atau menciptakan wacana dalam kehidupan bermasyarakat. Oleh karena itu, mata pelajaran Bahasa Inggris diarahkan untuk mengembangkan keterampilan-keterampilan tersebut agar lulusan mampu berkomunikasi dan berwacana dalam bahasa Inggris pada tingkat literasi tertentu.

Tingkat literasi mencakup *performative*, *functional*, *informational*, dan *epistemic*. Pada tingkat *performative*, orang mampu membaca, menulis, mendengarkan, dan berbicara dengan simbol-simbol yang digunakan. Pada tingkat *functional*, orang mampu menggunakan bahasa untuk memenuhi kebutuhan hidup sehari-hari seperti membaca surat kabar, manual atau petunjuk. Pada tingkat *informational*, orang mampu mengakses pengetahuan

dengan kemampuan berbahasa, sedangkan pada tingkat *epistemic* orang mampu mengungkapkan pengetahuan ke dalam bahasa sasaran (Wells,1987).

Pembelajaran bahasa Inggris di SMP/MTs ditargetkan agar peserta didik dapat mencapai tingkat *functional* yakni berkomunikasi secara lisan dan tulis untuk menyelesaikan masalah sehari-hari, sedangkan untuk SMA/MA diharapkan dapat mencapai tingkat *informational* karena mereka disiapkan untuk melanjutkan pendidikannya ke perguruan tinggi. Tingkat literasi *epistemic* dianggap terlalu tinggi untuk dapat dicapai oleh peserta didik SMA/MA karena bahasa Inggris di Indonesia berfungsi sebagai bahasa asing.

B. Tujuan

Mata Pelajaran Bahasa Inggris di SMP/MTs bertujuan agar peserta didik memiliki kemampuan sebagai berikut.

1. Mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulis untuk mencapai tingkat literasi *functional*
2. Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global
3. Mengembangkan pemahaman peserta didik tentang keterkaitan antara bahasa dengan budaya.

C. Ruang Lingkup

Ruang lingkup mata pelajaran Bahasa Inggris di SMP/MTs meliputi:

1. kemampuan berwacana, yakni kemampuan memahami dan/atau menghasilkan teks lisan dan/atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yakni mendengarkan, berbicara, membaca dan menulis secara terpadu untuk mencapai tingkat literasi *functional*;
2. kemampuan memahami dan menciptakan berbagai teks fungsional pendek dan monolog serta esei berbentuk *procedure*, *descriptive*, *recount*, *narrative*, dan *report*. Gradasi bahan ajar tampak dalam penggunaan kosa kata, tata bahasa, dan langkah-langkah retorika;
3. kompetensi pendukung, yakni kompetensi linguistik (menggunakan tata bahasa dan kosa kata, tata bunyi, tata tulis), kompetensi sosiokultural (menggunakan ungkapan dan tindak bahasa secara berterima dalam berbagai konteks komunikasi), kompetensi strategi (mengatasi masalah

yang timbul dalam proses komunikasi dengan berbagai cara agar komunikasi tetap berlangsung), dan kompetensi pembentuk wacana (mengggunakan piranti pembentuk wacana).

Kelas VIII, Semester 2

Standar Kompetensi	Kompetensi Dasar
<p>Mendengarkan</p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</p> <p>Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, dan mengawali, memperpanjang, dan menutup percakapan telepon</p>
<p>2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>narrative</i> dan <i>recount</i> untuk berinteraksi</p>	<p>Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan</p>

Standar Kompetensi	Kompetensi Dasar
dengan lingkungan sekitar	lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i>
<p>Berbicara</p> <p>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar</p>	<p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</p> <p>Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon</p>
<p>4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>recount</i>, dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan</p>

Standar Kompetensi	Kompetensi Dasar
	lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>
<p>Membaca</p> <p>5. Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i>, dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i></p>
<p>Menulis</p> <p>6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i></p>

Appendix B

The Scoring System of Writing Test

(Hughes, 1996)

No.	Aspects	Description		Rating Scale
1.	Content	6	It tells all events happened based on the pictures and gives clear information about them.	1 - 6
		5	It tells almost all events happened based on the pictures and gives clear information about them	
		4	It tells all events happened based on the pictures, but cannot give complete information about them.	
		3	It tells only some events happened based on the pictures and gives information about them.	
		2	It tells only some events happened based on the pictures and even can't give information about it.	
		1	It tells only one events happened based on the pictures and even can't give information about it.	
2.	Text Organization	6	The story is well-organized. The student puts the events chronologically.	1 - 6
		5	The story is well-organized, but the student put the events not so chronologically.	
		2	The story is lack of organization. However the student puts the events chronologically.	
		3	The story has lack of organization and the events are not chronologically.	
		2	Individual ideas may be rather clear, but very difficult to deduce connection between them	
		1	The story is lack of organization so severe that communication is seriously impaired (damaged)	
3.	Grammar	6	There is not any error of grammar and word order.	1 - 6
		5	There are some errors of grammar and word order.	
		4	There are fairly frequent errors of grammar and word order.	

		3	There are frequent errors of grammar and word order.	
		2	There are very frequent errors of grammar or word order and reader often has to rely on own interpretation	
		1	There are a lot of errors of grammar and word order and make comprehension impossible.	
4.	Vocabulary	6	The use of vocabulary (word choice) is almost perfect an educated native writer.	1 - 6
		5	The occasional uses of inappropriate terms or relies on circumlocutions; expression of ideas does not damage meaning.	
		4	The uses of wrong or inappropriate words are very frequent; expression of ideas may be limited because of inadequate vocabulary.	
		3	Limited vocabulary and frequent errors clearly make difficult to understand the expression of ideas.	
		2	There is limited vocabulary and so frequently misused that reader must often rely on own interpretation	
		1	There is so extreme vocabulary limitations as to make comprehension impossible.	
5.	Mechanics	6	There is no noticeable small mistake (lapses) in punctuation or spelling..	
		5	There are occasional lapses in punctuation or spelling which do not interfere with comprehension	
		4	There are fairly-frequent errors in punctuation or spelling; occasional re-reading necessary for full comprehension	
		3	There are frequent errors in spelling or punctuation; lead sometimes to obscurity (difficult to understand	
		2	There are frequent errors in spelling or punctuation so that reader must often rely on own interpretation	
		1	There are so many errors in spelling or punctuation so that they make comprehension impossible.	

Maximum Score:

$\text{Grammar (6) + Vocabulary (6) + Mechanics (6) + Consistency (6) + Form (6) = 30}$

Appendix E:**FIELDNOTE****FIELDNOTE 1****Time: Wednesday, January 6th 2010 at 09.40 – 10.15**

Peneliti sampai di sekolah pada sekitar pukul 09.30. Setelah itu peneliti menemui satpam dan lalu dipersilakan untuk menuju ruang TU. Di ruang TU peneliti ditemui oleh beberapa petugas TU yang sedang bekerja. Salah satu di antara mereka menanyakan maksud kedatangan peneliti. Setelah memperkenalkan diri lalu peneliti menyatakan maksud kedatangannya ke MTs N Babadan Baru, yaitu untuk menemui Kepala Sekolah guna memohon izin penelitian. Petugas TU menyampaikan pada peneliti bahwa kepala sekolah sedang mengajar dan meminta peneliti untuk menunggu sekitar 20 menit hingga jam istirahat (usai jam pelajaran ke 4). Setelah 20 menit menunggu, akhirnya bel istirahat berbunyi dan akhirnya Kepala Sekolah memasuki ruang Kepsek. (Kepala Madrasah). Petugas TU mempersilakan peneliti menemui Kepala Sekolah di ruang Kepsek. Peneliti masuk ke ruang TU dan menyapa Kepala Sekolah. Kepala Sekolah menjawab dengan ramah lalu menanyakan maksud kedatangan peneliti ke sekolah. Peneliti memperkenalkan diri lalu menyatakan maksud kedatangannya ke sekolah yaitu untuk meminta izin melaksanakan penelitian guna menyusun Tugas Akhir/Skripsi. Kepala Sekolah menanyakan jenis penelitian yang akan dilaksanakan, untuk kelas berapa, dan kapan akan mulai melaksanakan penelitian pada peneliti. Peneliti menyampaikan bahwa akan melaksanakan penelitian tindakan kelas di kelas 8 dan pelaksanaannya pada semester ini. Kepala Sekolah mengizinkan peneliti untuk melaksanakan penelitian di MTs N Babadan Baru dengan tangan terbuka dan lalu meminta peneliti untuk mengurus perijinannya terlebih dahulu. Peneliti berterimakasih dan menyanggupi untuk mengurus surat izin penelitian. Peneliti menyampaikan akan datang ke sekolah lagi jika surat izin penelitian sudah didapatkan, lalu berpamitan.

FIELDNOTE 2**Time: Tuesday, January 26th 2010 at 09.45 – 10.05**

Peneliti sampai ke sekolah pada pukul 09.40 yaitu pada jam istirahat pertama. Setelah lapor kepada satpam, peneliti lalu menuju ruang TU. Setelah menyatakan maksud kedatangannya pada petugas TU, peneliti diminta untuk menunggu untuk beberapa saat karena Kepala Sekolah sedang menemui tamu. Setelah beberapa saat, tamu meninggalkan ruang Kepala Madrasah lalu peneliti masuk ke ruang madrasah untuk menemui Kepala Sekolah. Kepala Madrasah menemui peneliti

dan lalu peneliti menyampaikan bahwa peneliti telah mendapatkan surat ijin penelitian dari Bappeda Sleman, lalu menyerahkan surat tersebut kepada Kepala Madrasah. Kepala Madrasah membaca surat ijin tersebut lalu menyampaikan pada peneliti untuk datang lagi ke sekolah besok untuk mendapatkan surat jawaban yang intinya mengizinkan peneliti untuk melaksanakan penelitian di sekolah. Peneliti lalu berpamitan dan menyampaikan akan kembali lagi ke sekolah besok.

FIELDNOTE 3

Time: Wednesday, January 27th 2010

Sampai di sekolah, peneliti menuju ruang TU. Salah satu petugas TU mempersilahkan peneliti untuk langsung menuju ruang guru. Di ruang guru peneliti ditemui oleh wakil kepala madrasah bagian kurikulum. Beliau menanyakan tentang konsep dan tujuan penelitian serta hasil apa yang akan diharapkan oleh peneliti. Setelah peneliti menjelaskan, wakasek mempertemukan peneliti dengan salah satu guru Bahasa Inggris kelas 8 (Ibu Ratna). Beliau lulusan dari S1 UIN Sunan Kalijaga Yogyakarta jurusan Pendidikan Bahasa Inggris. Ibu Ratna menerima dengan senang hati. Setelah perkenalan sebentar dan peneliti menjelaskan tentang konsep penelitiannya maka peneliti memulai wawancara kepada Ibu Ratna. Ibu Ratna menjelaskan kondisi kelas yang beliau ampu (8 C dan 8 D) tentang karakteristik, sikap, dan prestasi siswa-siswa di kelasnya. Beliau mengusulkan agar peneliti melaksanakan penelitian di kelas unggulan (8A) karena siswa-siswanya lebih mudah diatur sehingga akan memperlancar proses penelitian ke depan. Dari hasil keterangan ibu Ratna, peneliti meminta ijin untuk melakukan observasi di kelas 8D terlebih dahulu yang kebetulan pada hari itu masih terdapat 2 jam pelajaran Bahasa Inggris di kelas 8 D. Ibu Ratna pun menyetujui.

Vignette 1 (Observasi kelas 8 D, January 27th 2010)

Jam pelajaran ke 6 (pk 11.00 a.m.)

Pada pukul 11.00, jam pelajaran ke 6 dimulai. Ibu Ratna mengajak peneliti untuk menuju kelas 8 D. Dari depan kelas 8 D tampak beberapa siswa putri sedang menyapu kelas mereka. Di depan kelas Ibu Ratna menyapa siswi-siswi yang sedang menyapu tersebut dan meminta beberapa siswa yang masih ada di luar kelas untuk segera masuk. Ibu Ratna meyampaikan pada peneliti bahwa setiap jam pelajaran beliau, kelas harus bersih dan rapi. Oleh karena itulah para siswa diharuskan membersihkan kelas mereka dahulu seelum memulai pelajaran.

Sesampai di dalam kelas, peneliti duduk di bangku belakang kelas yang kosong. Kedatangan peneliti di kelas tampak menarik perhatian para siswa. Setelah semua siswa siap untuk mengikuti pelajaran, Ibu ratna memulai pelajaran dengan menyapa

siswa-siwanya (greeting); “*Assalamu’alaikum warahmatullahi wa barakatuh..Good Morning Student!*”..sebagian besar siswa menjawab salam tersebut, namun ada juga siswa yang terlihat diam..Ibu Ratna hanya mengucapkan salam tersebut sekali. Setelah itu Ibu Ratna bertanya kepada seluruh siswa: “*What did you do last night?*” “...Para siswa terdiam sejenak lalu ada beberapa siswa yang menjawab : “*Study..*”. Ibu ratna merespon : “*Oh..studied ya? Really? Apa kamu benar-benar belajar tadi malam?*”.. Para siswa hanya tersenyum..lalu ada siswa putra yang berkata,: “*Nggak tahu artinya Bu..*” Lalu Ibu Ratna menjawab :” *kalau tidak tahu makanya belajar yang benar..*”Pada saat itu terdengar suara gaduh para siswa putra yang bercakap-cakap dengan teman sebangkunya dalam bahasa jawa. Setelah itu Ibu Ratna mengecek kehadiran siswa.

Lalu, Ibu Ratna mempersilakan peneliti untuk memperkenalkan diri pada para siswa. Peneliti lalu menuju ke depan kelas dan memperkenalkan diri. Selain itu peneliti menyampaikan pada para siswa tujuan kedatangannya di kelas mereka. Peneliti memperkenalkan diri dengan bahasa Inggris dan juga Bhasa Indonesia karena saat berbicara dengan bahasa Inggris tampak banyak siswa yang tidak faham. Setelah perkenalan, peneliti duduk kembali di bagian belakang kelas untuk melakukan observasi..

Seusai perkenalan, Bu Ratna lalu meneruskan KBM. Beliau menanyakan kepada siswa; “*Do you have any homework?..*”para siswa terdiam, lalu guru mengulang pertanyaannya:” *Apakah kalian punya PR?*”.. Ada Bu, jawab siswa. “*Sudah kalian kerjakan?*”...”*Belum*”,jawab sebagian besar siswa. “ Ibu Ratna lalu bertanya: “*Kenapa belum dikerjakan?*”.... Sebagian siswa menjawab: “*Nggak bisa Bu..nggak tahu artinya..*”. “*kalau tidak tahu artinya kan bisa buka kamus..Sekarang siapa yang bawa kamus?*” kata Bu Ratna. Hanya 7 siswa dari 35 siswa yang membawa kamus pada saat itu...setelah itu ibu ratna melanjutkan KBM...

Beliau menyatakan bahwa pada pertemuan yang lalu beliau sudah menerangkan tentang paragraf naratif. Lalu beliau bertanya pada para siswa: “*Paragraf naratif itu terdiri dari apa saja?*”... Para siswa sejenak terdiam, lalu beberapa di antara mereka ada yang menjawab: “*orieantation..Bu..*”. Namun yang lain terlihat tidak memperhatikan. Ibu Ratna menjawab: “*Ya, benar..*” Setelah itu beliau manuliskan di papan tulis structure dari paragraf naratif. Beliau melanjutkan pertanyaan: “*Dimana biasanya letak orientation dalam paragraf?*” “...Salah seorang siswa yang duduk di depan menjawab: “*di bagian depan Bu..*”. Beliau pun menjawab: “*ya benar..di awal paragraf.*” Pertanyaan dilanjutkan dengan: “*Apa saja yang biasanya terdapat pada bagian orientation?*”.. Para siswa terdiam. Ibu ratna lalu bertanya pada mereka: “*Lho katanya sudah belajar? Kok tidak bisa? Ibu sudah menerangkan berulang kali lho.. Jangan langsung dilupakan ya.., masa harus diulang dari awal lagi?*”..Lalu beliau menuliskan di papan tulis hal-hal yang terdapat pada bagian orientation dari sebuah paragraf naratif. Pada saat itu ada sebagian siswa yang memperhatikan, tetapi ada yang mengabaikan.

Selanjutnya Ibu Ratna meminta siswa untuk mengerjakan PR mereka secara

berkelompok..Diharapkan agar mereka bisa mengerjakan. Sebagian siswa terutama siswa putri terlihat mengerjakan dengan baik, namun sebagian besar siswa putra hanya ngobrol bersama teman satu kelompoknya..Bahkan ada yang tidur-tiduran, tidak mengindahkan adanya guru. Mereka baru mengerjakan jika Ibu ratna mendekati kelompok mereka..

Tidak lama kemudian, bel istirahat berbunyi. Para siswa meminta agar pelajaran dihentikan dulu untuk beristirahat. Bu ratna mempersilakan siswa untuk keluar kelas dan beristirahat...

FIELD NOTE 4

Time: Friday, January 29th 2010 at 09.45

GBI 2: Bpk. Riyadi

Peneliti sampai di sekolah pada pukul 09.30. Sampai di sekolah peneliti menemui Kepala Madrasah yang pada saat itu sedang berada di dalam kantor kepala Madrasah. Kepala madrasah meminta peneliti untuk menemui wakasek bag kurikulum di ruang guru. Setelah sampai di ruang guru peneliti bertemu dengan Wakasek Kurikulum. Beliau menyampaikan bahwa peneliti diminta untuk membuat proposal untuk Ibu Kepala Madrasah tentang penelitian yang akan dilaksanakan, selanjutnya beliau memperkenalkan peneliti dengan GBI2. Beliau mengajar kelas 7 dan 8. Peneliti memperkenalkan diri dan menyampaikan tentang rencana penelitiannya di sekolah. Beliau menerima dengan tangan terbuka dan menyatakan bersedia membantu peneliti melaksanakan penelitiannya. Setelah itu peneliti bertanya beberapa hal terkait dengan kondisi siswa-siswi kelas yang beliau ampu. Peneliti juga meminta izin untuk mengadakan observasi di kelas beliau. GBI 2 mengizinkan dan meminta peneliti untuk datang pada hari Senin jam 09.00. Peneliti menyanggupi lalu berpamitan.

FIELDNOTE 5

Time: Monday, February 1st 2010 at 09.00 – 10.15

GBI2: Bpk Riyadi

Pada pukul 08.50 peneliti sampai di sekolah lalu menuju ke ruang guru. Di ruang guru peneliti menemui GBI2 . GBI 2 meminta peneliti menunggu sebentar hingga bel

ganti pelajaran. Setelah bel berbunyi GBI2 dan peneliti menuju kelas 8 A untuk melakukan observasi kelas.

Vignette Observasi Kelas 8A

Pada pukul 09.00 jam pelajaran dimulai. GBI2 bersama peneliti memasuki kelas. Peneliti lalu menuju bangku bagian belakang kelas, sementara GBI2 memulai KBM. Pada saat itu GBI2 tidak memberikan greeting tetapi langsung meminta siswa untuk mengeluarkan LKS Bahasa Inggris mereka dan membuka PR mereka dengan menggunakan bahasa Inggris. Pada awal KBM kondisi kelas masih agak gaduh. Beberapa siswa putra yang duduk di belakang masih terlihat asyik mengobrol dengan temannya. Karena itu GBI2 berusaha mengingatkan mereka untuk segera mengeluarkan LKS dan mengikuti pembahasan PR mereka. Memasuki pembahasan, suasana terlihat kondusif. GBI2 meminta siswa untuk dengan suka rela mengerjakan PR mereka ke depan. GBI2 selalu menekankan bahwa kesalahan itu hal yang wajar, yang penting mereka mau mencoba. Saat itu hanya ada 1 siswi yang maju ke depan mengerjakan. Untuk nomor-nomor berikutnya kemudian GBI2 menunjuk beberapa siswa untuk maju karena siswa yang lain masih belum bersedia dengan suka rela maju ke depan. Materi pelajaran saat itu adalah mengenai narrative text. Pada saat pembahasan terlihat para siswa masih mengalami kesulitan dalam menggunakan preposisi secara benar, karena itu GBI2 berusaha menrangkan kembali pada para siswa tentang preposisi. Selain itu guru juga selalu menekankan kepada para siswa untuk menjawab soal2 cerita dengan jawaban lengkap agar mereka terbiasa membuat kalimat panjang dalam Bahasa Inggris. Setelah satu jam pelajaran, bel istirahat berbunyi. Para siswa diminta GBI2 untuk beristirahat dan melanjutkan kembali pembahasan setelah istirahat.

FIELDNOTE 6

Time: Wednesday, February 3rd 2010 at 11.30 a.m.

GBI2: Bpk. Riyadi

Setelah peneliti selesai membuat rancangan soal2 untuk pre-test, maka pada hari Rabunya peneliti datang ke sekolah. Peneliti langsung menuju ke ruang guru dan menemui GBI2. Peneliti lalu mengkonsultasikan rancangan soal pre-test. Untuk beberapa saat GBI2 membaca dan mengamati soal2 yang peneliti buat. Beliau menyatakan bahwa soal sudah cukup pas/sesuai untuk mengetahui kemampuan menulis siswa. Selain itu angket yang diberikan juga sudah bisa untuk menggali kendala-kendala yang dihadapi siswa untuk pelajaran bahasa inggris secara umum dan writing pada khususnya. Setelah itu peneliti meminta ijin pada GBI2 untuk bisa menggunakan kelas beliau di 8A guna memberikan pre-test pada hari Jum'at . GBI2

mengijinkan, lalu peneliti berpamitan.

FIELDNOTE 7

Time: Friday, February 5th 2010 at 10.00 – 11.20 a.m.

GBI2: Bpk. Riyadi

Peneliti sampai di sekolah kurang lebih 5 menit sebelum bel pelajaran ke 5 dimulai. Sebelum memasuki kelas 8A untuk memberikan pre-test peneliti menemui GBI2 untuk mendampingi peneliti saat memberikan pre-test. GBI2 menyatakan bahwa beliau akan ada urusan sehingga waktu diberikan sepenuhnya pada peneliti untuk memberikan pre-test hingga jam pelajaran terakhir/usai. Setelah bel berbunyi peneliti menuju kelas 8A. Saat peneliti sampai di kelas, belum semua siswa memasuki kelas. Peneliti meminta siswa-siswa yang masih berada di luar kelas untuk masuk. Tidak lama kemudian seluruh siswa 8A memasuki kelas. Pada hari itu ada seorang siswa yang ijin tidak masuk sekolah. Peneliti lalu memulai /membuka pelajaran lalu menyampaikan apa tujuan kedatangannya hari itu ke kelas mereka. Para siswa terlihat mengerti dan bersedia diberikan pre-test. Peneliti membagikan soal dan lalu mengawasi para siswa yang sedang mengerjakan agar tidak saling mencontek satu sama lain. Peneliti menyatakan agar siswa mengerjakannya semampu mereka. Pre-test berlangsung selama 2 jam pelajaran hingga jam terakhir. Selama proses pre-test berlangsung, banyak siswa yang tidak begitu serius mengerjakan, mereka hanya mencontek pekerjaan teman mereka. Ada juga beberapa siswa yang pada tugas membuat narrative text membuatnya dengan menggunakan bahasa Indonesia. Saat peneliti menanyakan mengapa mereka membuatnya dalam bahasa Indonesia mereka menjawab: “ Wah, buat karangan bahasa indonesianya aja susah e Bu..apalagi bahasa inggris..mumet aku..”. Ada juga siswa yang bahkan tidak menulis sama sekali. Mereka mengatakan: “ Susah Bu...nggak suka ngarang e...gak pinter berimajinasi.” Pada saat bel pelajaran terakhir berbunyi, peneliti meminta para siswa untuk mengumpulkan hasil pre-test mereka. Setelah itu peneliti menemui GBI2 dan menyampaikan bahwa peneliti akan menganalisis hasil kerja siswa dan juga hasil angket yang diberikan untuk kemudian menyampaikan permasalahan2 yang dialami siswa 8A dalam pelajaran writing pada GBI2. GBI2 menyetujuinya, lalu peneliti pun berpamitan.

FIELDNOTE 8**Time: Monday, February 15th 2010**

GBI2: Bpk. Riyadi

Setelah selama 1 minggu peneliti menganalisis pre-test dan angket siswa dan mengelist/mendaftar masalah2 yang muncul dan kendala2 yang terjadi dalam pembelajaran writing di kelas 8A maka peneliti datang ke sekolah menemui GBI untuk mengkonsultasikan hasil analisisnya dan menentukan bersama GBI2 permasalahan2 yang penting dan perlu diatasi dalam pelajaran writing, khususnya narrative text. GBI2 membaca dan berdiskusi dengan peneliti untuk menentukan masalah2 tersebut. Dari hasil diskusi ditemukan 3 permasalahan terpenting dan perlu segera diatasi yaitu siswa kesulitan menggali ide untuk menulis, siswa kurang teliti saat menulis, dan siswa kurang aktif untuk mencari sumber pembelajaran secara mandiri. GBI2 dan peneliti menyepakati untuk menemukan solusi untuk masalah yang muncul bersama.

FIELDNOTE 9**Time: Friday, February 19th 2010**

GBI2: Bpk. Riyadi

Peneliti datang ke sekolah untuk mendiskusikan rencana tindakan yang akan dilakukan sebagai solusi dari permasalahan yang telah dipilih dalam penelitian tindakannya dan jadwal pelaksanaan tindakan dengan GBI2. Dari hasil diskusi disepakati bahwa masalah pertama akan diatasi dengan menggunakan tehnik jigsaw dan pemberian motivasi menulis pada siswa, masalah kedua akan diatasi dengan metode peer/group error correction, dan masalah ketiga akan diatasi dengan pemberian tugas dan pemberian reward. Untuk pelaksanaan tindakan disepakati bahwa cycle 1 akan dilaksanakan pada tanggal 5 Maret 2010. Pada hari itu juga peneliti diminta untuk menggantikan GBI2 mengajar di kelas 8A karena GBI2 sedang kurang enak badan. Pada hari itu peneliti diminta untuk menyampaikan materi tentang conditional sentence, dan juga diijinkan untuk mengadakan kegiatan yang berkaitan dengan penelitian tindakan yang akan dilakukan. Namun karena waktu yang terbatas, maka peneliti menggunakannya untuk memberikan materi tentang conditional sentence dan memberikan latihan.

FIELDNOTE 10**Time: Monday, February 22nd 2010**

GBI2: Bpk. Riyadi

Peneliti datang ke sekolah menemui GBI2 untuk mengkonsultasikan RPP yang akan digunakan dalam tindakan di cycle 1. GBI2 membaca RPP dan mengoreksi beberapa bagian yang belum sesuai. GBI2 mengoreksi pada bagian indikator dan jenis aktivitas siswa yang akan digunakan. Selain itu GBI2 menyampaikan pada peneliti bahwa tindakan baru akan bisa dilaksanakan pada hari Jum'at tanggal 5 Maret 2010 karena pada hari Jum'at tanggal 26 adalah hari libur nasional, sedangkan pada hari Senin 1 maret akan ada latihan UAN bagi kelas 9 sehingga siswa kelas 7&8 masuk siang. Peneliti menyepakati untuk mulai melaksanakan tindakan 1 pada tanggal 5 Maret 2010.

FIELDNOTE 11**Time: Friday, March 5th 2010 at 10.00 – 11.20 a.m.**

Vignette pelaksanaan tindakan Cycle 1 hari ke1 di kelas 8A

Pada pukul 10.00, bel jam pelajaran ke 5 berbunyi. Peneliti bersama kolaborator segera memasuki kelas 8A. Pada awalnya belum semua siswa memasuki kelas. Ada beberapa siswa yang masih menghabiskan makanan di depan kelas dan juga di dalam kelas. Peneliti memberikan kesempatan kepada mereka 5 menit untuk menghabiskan makanan dan minuman mereka. Setelah 5 menit, seluruh siswa memasuki kelas dan peneliti yang bertindak sebagai guru memulai pelajaran. Kolaborator langsung memosisikan diri di bagian belakang kelas untuk mengamati proses belajar mengajar dan mengambil gambar. Peneliti membuka pelajaran dengan memimpin doa, salam, dan greeting dalam Bahasa Inggris. Pada saat peneliti bertanya "*How are you today?*" ..hanya sebagian kecil siswa saja yang menjawab, sedangkan yang lain tampak asyik berbicara dengan temannya. Pada awal pelajaran, siswa belum terkondisikan. Setelah itu, peneliti berusaha untuk segera menarik perhatian siswa dengan mengajak mereka berdiskusi. Dia menanyakan kepad siswa apakah mereka suka membaca atau tidak. Sebagian siswa lalu menjawab bahwa mereka suka membaca, tetapi sebagian siswa juga ada yang menjawab bahwa mereka tidak suka membaca. Lalu peneliti melanjutkan bertanya pada siswa yang suka membaca tentang buku apa saja yang mereka sukai; apakah itu novel, komik, majalah, buku ilmu pengetahuan, atau yang lainnya. Sebagian siswa menjawab bahwa mereka suka komik. Tetapi ada seorang siswa yang mengatakan bahwa dia menyukai buku cerita humor. Peneliti pun berusaha memberikan penghargaan kepada siswa yang mau menjawab pertanyaan dengan berkata: "*Oh..that's good*". Setelah itu peneliti

mengambil novel laskar pelangi dan memperlihatkan pada mereka. Peneliti lalu menanyakan kepada siswa tentang siapa yang sudah membaca novel tersebut dan siapa yang sudah memilikinya. Siswa terlihat antusias menjawab pertanyaan – pertanyaan yang disampaikan peneliti meskipun masih dengan menggunakan Bahasa Indonesia. Peneliti juga menanyakan apa isi dari novel tersebut dan pendapat mereka tentang novel tersebut. Jawaban dari mereka bervariasi. Lalu peneliti bertanya tentang siapa penulis novel tersebut..” *Who is the author of this novel?*”..Para siswa terdiam. Mereka tampak belum paham akan pertanyaan peneliti. Lalu peneliti mengulangi pertanyaan dalam Bahasa Indonesia...”*Siapa pengarang novel ini?*”... sebagian dari mereka menjawabnya...” *Andrea Hirata..*”. Peneliti lalu memberikan beberapa pertanyaan dan memberikan cerita terkait dengan Andrea Hirata kepada para siswa. Peneliti berusaha memotivasi siswa untuk bisa mengikuti langkah Andrea Hirata yang meraih sukses dengan menulis. Peneliti menyampaikan pada para siswa bahwa menulis tidaklah semata-mata karena bakat, tetapi lebih karena ketelatenan seperti pengalaman Andrea Hirata. Sebagian siswa yang berada di bangku depan sangat memperhatikan, namun para siswa yang berada di bagian belakang tampak asyik ngobrol dengan teman sebangkunya. Setelah beberapa saat memberikan motivasi siswa untuk gemar menulis, peneliti memulai kegiatan inti. Peneliti menyampaikan pada siswa tentang yang akan dibahas hari itu yaitu mengenai narrative text. Peneliti berusaha mengingatkan siswa tentang narrative text. Pada saat peneliti menyampaikan pertanyaan-pertanyaan tentang apa pengertian, apa saja bagian, apa saja ciri2 kebahasaan narrative text, dan apa saja jenis narrative text, para siswa tampak masih belum paham tentang hal2 tersebut. Maka untuk beberapa saat peneliti memberikan penjelasan mengenai 4 hal tersebut dan juga memberikan worksheet pada siswa untuk langsung berlatih. Kegiatan tersebut berlangsung selama jam pelajaran ke 5. Memasuki jam pelajaran ke 6, peneliti membagi siswa menjadi 6 kelompok. Proses pembagian kelompok tidak terlalu mengalami kesulitan, karena peneliti yang menentukan pembagian kelompok mereka. Namun, terdapat beberapa siswa yang merasa enggan untuk bekerja kelompok. Mereka tidak duduk dalam kelompok seperti yang telah diinstruksikan peneliti pada siswa. “ *Lho kok kamu nggak segera duduk di kelompokmu?*” tanya peneliti pada seorang siswi. Dia menjawab: “ *Males e Bu kerja kelompok.*”Lalu peneliti pun segera meminta mereka untuk bekerja bersama kelompok mereka. Setelah itu peneliti memberikan worksheet bagi masing2 kelompok. Peneliti menyampaikan tentang aktifitas yang harus mereka kerjakan dalam kelompok mereka. Pada saat mulai kegiatan kelompok, siswa nampak gaduh.. Akibatnya mereka butuh waktu yang sangat lama untuk menyelesaikan tugas yang diberikan. Namun ada juga kelompok yang berusaha menyelesaikan tugas yang diberikan. Peneliti mengawasi jalannya kegiatan kerja kelompok dan memandu mereka dalam menyelesaikan tugas. Namun hingga bel jam pelajaran selesai, para siswa belum bisa menyelesaikan tugas yang diberikan, sehingga kegiatan akan dilanjutkan dipertemuan selanjutnya.

Evaluasi : - pada saat kegiatan kerja kelompok tidak semua anggota kelompok turut

aktif mengerjakan, siswa masih banyak yang menemui kesulitan dalam vocabulary.

FIELDNOTE 12

Time: Monday, March 8th 2010 at 09.00 – 10.40

GBI2: Bpk. Riyadi

Vignette Tindakan hari ke 2 Cycle 1

Pada pukul 09.00, peneliti yang bertindak sebagai guru memasuki kelas 8A. Pada jam pelajaran ke 3 tersebut peneliti tidak bersama kolaborator. Peneliti mengawali pelajaran dengan memimpin doa, memberikan greeting, dan juga mengecek presensi. Setelah itu peneliti meminta para siswa untuk segera duduk ke dalam kelompok seperti pada pertemuan sebelumnya. Karena pada pertemuan sebelumnya pembagian jumlah anggota kelompok belum merata, maka pada hari kedua tersebut peneliti melakukan pemerataan anggota kelompok. Namun, tidak semua siswa segera melaksanakan perintah. Ada beberapa siswa yang masih duduk tidak dalam kelompoknya. Proses pembentukan kelompok tersebut cukup memakan waktu lama. Setelah itu peneliti membagikan lembar kerja pada masing2 kelompok dan meminta mereka untuk segera menyelesaikan tugas2 yang ada pada lembar kerja. Peneliti memandu siswa dalam mengerjakan tugas2 yang ada dengan membantu siswa mengartikan kosakata2 baru dan juga mengingatkan mereka untuk lebih teliti. Pada aktifitas tersebut, sebagian besar siswa memperhatikan dan bisa mengikuti kegiatan. Namun, ada beberapa siswa yang ribut di kelas. Akibatnya mengganggu konsentrasi teman-temannya yang sedang memperhatikan. Peneliti harus berulang kali mengingatkan siswa yang ramai untuk tenang. Hingga akhir jam pelajaran ke 3, para siswa baru dapat menyelesaikan aktifitas 1 dari lembar kerja yang diberikan. Memasuki jam ke 4, peneliti meminta siswa untuk segera menyelesaikan tugas yang ada di aktifitas 2. Pada jam ke 4 ini peneliti didampingi GBI2 untuk mengamati proses KBM. Para siswa masih terlihat sulit mengerjakan tugas di aktifitas 2 tersebut. Karena itu, peneliti membantu mereka dengan memberi reading and listening section. Dengan bantuan ini, siswa diharapkan bisa terbantu dalam menentukan dimana letak titik dan koma yang ada dalam teks dan kemudian menuliskan huruf besar untuk huruf2 yang belum tertulis sesuai dengan ejaan. Aktifitas tersebut juga tidak berjalan dengan lancar karena terdapat beberapa siswa yang ramai dan mengganggu konsentrasi teman2 yang lain. Peneliti pun harus berulang kali kembali mengingatkan para siswa yang ramai untuk tenang. Setelah itu peneliti meminta salah seorang dari anggota kelompok untuk menuliskan kembali teks yang benar dalam lembar kerja. Pada saat menunggu temannya yang sedang menulis, banyak anggota2 kelompok yang lain yang ramai di kelas. Karena itulah, peneliti segera memberikan pada siswa aktifitas berikutnya yaitu menganalisis gambar cerita berseri. Peneliti membagikan kepada masing2 kelompok bagian gambar berseri untuk dianalisis. Setelah itu peneliti

memerintahkan mereka untuk bekerja bersama anggota kelompoknya untuk menganalisis gambar dan mendaftar beberapa kata atau kalimat yang mungkin muncul dari gambar yang mereka dapatkan selagi menunggu salah seorang dari anggota kelompoknya menulis. Pelaksanaan kedua aktifitas ini berjalan sangat lama. Akibatnya hingga jam pelajaran berakhir, proses koreksi kelompok belum bisa berjalan. Peneliti lalu meminta masing2 kelompok untuk segera mengumpulkan lembarkerja dan juga gambar berseri yang telah dibagikan. Peneliti menyampaikan bahwa kegiatan akan dilanjutkan di pertemuan mendatang. Setelah itu peneliti menutup pelajaran.

FIELDNOTE 13

Time: Friday, March 12th 2010 at 10.00 – 11.20

GBI2: Bpk. Riyadi

Vignette Tindakan hari ke 3 Cycle 1

Pada pertemuan ketiga, peneliti sebagai guru memulai aktivitas pelajaran seperti pada biasanya yaitu dengan memberikan greeting, memimpin doa, dan juga menanyakan attendance list. Pada hari itu peneliti didampingi oleh GBI2 untuk melakukan observasi/pengamatan selama KBM berlangsung. GBI2 memposisikan diri di bagian belakang kelas. Setelah memulai pelajaran, peneliti mengingatkan kembali siswa tentang aktifitas yang telah dilakukan di pertemuan sebelumnya. Peneliti lalu menyampaikan aktifitas yang akan dilaksanakan hari itu yaitu melakukan group correction dan juga melanjutkan aktifitas menganalisis gambar. Selain itu juga akan ada pembagian kelompok kembali. Pada saat peneliti meminta siswa untuk duduk bersama anggota kelompok di pertemuan sebelumnya, ada beberapa siswa yang protes: “ *Males bu kelompok lagi..duduk sendiri-sendiri aja ya?..*” Peneliti lalu menegaskan bahwa mereka harus duduk dalam kelompoknya. Sebagian besar siswa melaksanakan instruksi dengan baik, namun hanya terdapat sebagian kecil siswa yang tetap duduk pada posisi awalnya. Karena sudah diperingatkan berulang kali tetapi siswa tersebut tidak menuruti, maka peneliti membiarkannya dan melanjutkan proses KBM. Sebagai pengantar aktifitas hari itu, peneliti menyampaikan tentang writing error yang sering dilakukan oleh siswa. Peneliti menyampaikannya dengan menggunakan Bahasa Indonesia seperti yang dianjurkan oleh GBI agar siswa mudah menangkap yang disampaikan. Peneliti menuliskan dan mendaftar serta memberikan contoh-contoh writing error di whiteboard. Peneliti juga melakukan aktifitas tanya jawab dengan siswa terkait materi yang disampaikan. Pada saat penyampaian materi, sebagian besar siswa memperhatikan dengan baik. Namun, selalu terdapat siswa yang asyik mengobrol dengan teman sebangkunya sehingga membuat gaduh. Peneliti berusaha mengingatkan mereka dan juga memberikan pertanyaan-pertanyaan terhadap siswa-siswa yang ramai terkait materi yang disampaikan. Beberapa siswa

mencatat materi yang dituliskan mulai sejak awal peneliti/guru menerangkan. Namun, sebagian besar siswa baru mencatatnya setelah peneliti selesai menerangkan. Karena proses mencatat siswa terlalu lama, maka peneliti meminta mereka yang belum selesai mencatat untuk meminjam catatan teman mereka yang sudah selesai. Selanjutnya, peneliti membagikan kembali picture series untuk masing-masing kelompok. Mereka diberikan waktu sebentar untuk kembali menganalisis gambar yang didapat bersama semua anggota kelompok dan mendaftar kata2/kalimat yang bisa dibuat berdasarkan gambar yang ada. Waktu yang diberikan sekitar 10 menit. Setelah itu peneliti melakukan pembagian kelompok kembali sehingga masing2 kelompok baru memiliki anggota dari masing2 kelompok sebelumnya sebagai salah satu rangkaian dari aktifitas jigsaw yang diterapkan. Pembagian kelompok memakan waktu cukup lama karena siswa gaduh saat guru membacakan daftar anggota dan juga tidak langsung menempati tempat sesuai yang telah diinstruksikan oleh guru untuk masing-masing kelompok. Setelah peneliti selesai membacakan daftar anggota kelompok baru, masih terdapat banyak siswa yang bertanya di kelompok manakah mereka tergabung. Peneliti memberikan daftar anggota kelompok tersebut untuk mereka baca sendiri. Setelah semua siswa terlihat duduk dalam kelompok2 baru mereka, peneliti lalu memberitahukan kepada siswa tentang aktifitas yang harus mereka lakukan dalam kelompok baru mereka yaitu untuk menyusun gambar2 yang mereka dapatkan menjadi gambar berseri lalu membuat karangan berdasarkan gambar berseri tersebut bersama anggota kelompok. Pada proses ini sebagian besar anggota kelompok berusaha mengerjakan, namun terdapat beberapa siswa yang justru malah membuat gaduh di kelas. Mereka tidak berkontribusi secara maksimal untuk kelompok mereka. Mereka hanya memberikan gambar yang mereka dapatkan pada kelompok mereka karena mereka merasa bahwa mereka telah menyumbang kalimat/kata2 dari gambar yang mereka punya untuk kelompok mereka. Hal ini bisa terlihat pada saat peneliti bertanya pada beberapa siswa yang membuat gaduh: “*Lho kok kamu nggak ikut bantu buat karangannya? Kamu juga harus berkontribusi..*” siswa tersebut menjawab: “*Lha itu gambarnya udah tak kasih kok Bu..*”. Ada juga yang tidak berpartisipasi karena mereka merasa tidak dianggap oleh teman sekelompok mereka setelah mereka memberikan gambar yang mereka punya untuk kelompok mereka. Guru : “*Kamu kok nggak bantuin to? Kamu juga harus ikut mikir lho..*” Siswa: “*Lha itu gambarnya udah diminta sama dia Bu..kertasnya juga dipek dhewe..*”. Aktifias berjalan selama kurang lebih 20 menit. Namun, selama 20 menit itu baru 2 kelompok yang sudah bisa menyelesaikan karangannya. 3 kelompok yang lain belum menyelesaikannya hingga jam pelajaran berakhir. Di akhir pelajaran, peneliti mengevaluasi kegiatan yang telah dilakukan hari itu bersama siswa. Peneliti menyampaikan pada siswa bahwa sebagai konsekuensi atas tugas yang hari itu belum mereka selesaikan, maka peneliti memberikan tugas/PR kepada siswa untuk mencari sebuah contoh cerita narasi dan menuliskannya kembali. Mereka juga diperbolehkan membuat teks narasi sendiri. Tugas adalah tugas individu namun bisa dilakukan dengan bekerja kelompok/ siswa diperbolehkan meminta pendapat teman untuk

menggali ide atau mengkoreksi karangan mereka. Tugas harus dikumpulkan pada pertemuan selanjutnya yaitu hari Senin. Setelah itu peneliti mengakhiri pelajaran dengan memimpin doa.

FIELDNOTE 14

Time: Monday, March 15th 2010 at 09.00 -10.00

GBI2: Bpk. Riyadi

Vignette tindakan hari ke 4 Cycle 1

Peneliti datang ke sekolah lebih awal untuk menemui GBI2 di ruang guru untuk menyampaikan aktifitas yang akan dilaksanakan di hari ke 4. Pada pertemuan ke 4 tersebut peneliti tidak di dampingi GBI2 dalam proses KBM karena GBI2 sedang ada keperluan. GBI2 meminta hasil dari kegiatan yang dilakukan di pertemuan ke tersebut. Setelah bel pelajaran ke 4 berbunyi, peneliti memasuki kelas 8A. Saat itu belum semua siswa memasuki kelas, sehingga peneliti harus memperingatkan beberapa siswa yang masih ada di luar kelas untuk segera masuk ke dalam kelas. Setelah seluruh siswa memasuki kelas, peneliti memulia KBM dengan memberikan greeting, memimpin doa, dan juga memeriksa absensi. Sesuai dengan yang telah direncanakan, maka kegiatan pada pertemuan hari itu adalah melanjutkan kegiatan mengarang naratif secara berkelompok dan juga mengkoreksi PR mengarang dari pertemuan yang lalu. Peneliti meminta siswa untuk segera duduk ke dalam kelompok baru mereka seperti di pertemuan yang lalu dan juga segera menyelesaikan karangan naratif kelompok mereka. Pada aktifitas ini, peneliti mengingatkan siswa bahwa masing-masing siswa harus memberikan kontribusi terbaik mereka untuk kelompok mereka sebab nilai yang akan diperoleh oleh kelompok mereka tergantung pada kerjasama mereka yang baik. Setelah peringatan ini disampaikan, sebagian besar siswa dapat mengikuti aktifitas jigsaw dengan baik. Kerjasama mereka menjadi lebih baik. Bagi kelompok yang sudah selesai mengerjakan aktifitas berikutnya adalah melakukan kegiatan group error correction. Pada aktifitas ini, peneliti meminta siswa mengkoreksi writing error yang meliputi : error in using comma, full stop, dan juga capital letter pada hasil karangan kelompok yang lain dengan cara koreksi silang antar kelompok. Peneliti meminta siswa untuk menjumlah kesalahan pada masing2 jenis kesalahan dalam tabel. Peneliti hanya memberikan waktu 10 menit untuk menyelesaikannya. Pada aktifitas ini ada banyak siswa yang berusaha memberikan kontribusi pada kelompok mereka dengan turut mengkoreksi, tetapi ada juga beberapa siswa yang tidak terlibat aktif/memberikan kontribusi. Mereka mengandalkan temannya yang lain dalam mengkoreksi. Pada saat jam ke 3 berakhir, peneliti meminta siswa untuk segera mengumpulkan karangan mereka. Sesuai istirahat, KBM dilanjutkan kembali. Peneliti menanyakan kepada para siswa siapa

yang belum mengerjakan PR mengarang. Ternyata pada hari itu terdapat banyak siswa yang belum mengerjakan PR. Karena itu, peneliti terpaksa harus memberikan waktu kepada siswa yang belum mengerjakan tugas tersebut untuk diselesaikan pada jam pelajaran itu juga. Karena sebagian dari mereka belum menemukan contoh teks narasi, maka mereka harus membuat teks narasi sendiri. Mereka diperbolehkan meminta pendapat/menggali ide bersama teman-teman sekelompok mereka. Bagi yang sudah mengerjakan, peneliti meminta mereka untuk mengoreksi terlebih dahulu karangan mereka dan membantu teman mereka yang belum membuat karangan dengan memberikan masukan-masukan. Peneliti membantu siswa dalam menemukan kosakata-kosakata baru. Sangat sedikit siswa yang membawa kamus untuk membantu mereka mendapatkan kosakata yang mereka perlukan. Pada saat jam pelajaran berakhir, peneliti meminta siswa mengumpulkan pekerjaan mereka.

FIELDNOTE 15

Time: Monday, March 22nd 2010 at 09.00 – 10.40)

GBI2: Bpk. Riyadi

Vignette tindakan hari ke 1 Cycle 2

Peneliti sampai ke sekolah sekitar 5 menit sebelum jam pelajaran ke 3 dimulai. Peneliti lalu menemui GBI2 untuk menyampaikan hasil analisis nilai yang telah dilakukan dan juga kegiatan yang akan dilaksanakan pada hari pertama cycle 2 tersebut. Selain itu peneliti juga menanyakan tentang waktu yang masih bisa dipakai untuk melanjutkan tindakan. Guru menyampaikan bahwa peneliti masih bisa menggunakan 2 sampai 3 kali pertemuan ke depan karena KBM untuk kelas 8 masih banyak waktunya hingga bulan Mei. Setelah bel pelajaran ke 3 berbunyi, peneliti langsung menuju kelas 8A. Pada saat itu seluruh siswa sudah berada di kelas sehingga peneliti langsung bisa memulai pelajaran. Peneliti membuka pelajaran dengan memberikan greeting, memimpin doa, dan juga mengecek presensi siswa. Setelah itu peneliti menyampaikan kepada para siswa bahwa awal pelajaran itu akan digunakan untuk membahas hasil pekerjaan siswa yang telah dilaksanakan selama 4 kali pertemuan bersama peneliti. Pertama kali peneliti menyampaikan bahwa nilai-nilai dari kegiatan writing baik yang secara kelompok maupun secara individu akan diserahkan kepada Bp. Riyadi selaku Guru bahasa Inggris mereka sebagai nilai harian siswa. Setelah itu peneliti menyampaikan bahwa nilai-nilai yang diperoleh siswa sudah ada yang cukup baik namun juga ada yang sangat kurang, bahkan kosong. Peneliti lalu menyampaikan kepada mereka tentang standar nilai yang seharusnya mampu mereka capai dalam semua ketrampilan bahasa Inggris dan juga standar nilai kelulusan untuk mata pelajaran bahasa Inggris bagi siswa SMP. Peneliti menyampaikan bahwa melihat dari nilai/hasil pekerjaan para siswa kemarin untuk

kegiatan writing narrative masih sangat kurang dari standar kelulusan. Oleh karena itu mereka harus berusaha memperbaikinya, baik dari segi hasil maupun dari segi sikap mereka selama mengikuti KBM Bahasa Inggris. Dengan begitu mereka akan mampu mencapai bahkan melampaui standar nilai yang telah ditetapkan. Para siswa sebagian besar cukup memperhatikan. Setelah itu peneliti menyampaikan tentang scoring system yang digunakan dalam penilaian writing siswa agar para siswa mengetahui dari hal2 apa saja nilai mereka diperoleh. Selanjutnya peneliti menyampaikan nilai writing yang siswa peroleh selama 4 kali pertemuan sebelumnya baik dari kegiatan kelompok maupun tugas individu. Pertama, peneliti mengumumkan nilai dari kegiatan kelompok dan urutan prestasi yang dicapai: “*Kelompok yang mendapatkan score tertinggi yaitu 25 adalah kelompok Tommy, dkk...Selamat bagi Tommy,dkk...*” Salah seorang siswa berkata: “*Hadiahnya mana Bu?..*” Lalu peneliti menjawab: “*Iya ada hadiahnya... Sebagai penghargaan atas usaha kalian maka Ibu akan membebaskan kalian dari tugas berikutnya...* ”. Beberapa siswa berkata: “*Wah enakya..*”. Peneliti lalu berkata: “*Bagi kelompok dengan urutan 2 sampai 5 kalian Ibu beri tugas untuk mencari 2 contoh teks naratif dari internet..Dikumpulkan hari Jum’at besok dalam bentuk print-printan..Sekali lagi harus dikumpulkan hari Jum’at besok ya..Kalau tidak , nilainya akan dikurangi..Masih ingat kan anggota kelompoknya siapa saja?..Kalau ada yang lupa anggota kelompoknya siapa saja nanti diakhir pelajaran bisa tanya ke ibu..*”. Selanjutnya peneliti membacakan nilai tugas writing individu. Awalnya peneliti membacakan nomor urut dan nilai yang diperoleh..tetapi parasiswa meminta untuk dibacakan nama mereka dan nilainya. Lalu penelitipun mengulangi membacakan nama dan nilai yang mereka peroleh .Para siswa tampak sangat memperhatikan dan beberapa dari mereka terlihat kecewa yang mendapatkan nilai jelek dan ada jg yang merasa malu karena mereka belum mengerjakan tugas yang diberikan. Beberapa siswa tampak bersemangat untuk memperbaiki nilai tugas mereka. Mereka meminta peneliti mengulang membacakan nilai mereka. Tetapi karena keterbatasan waktu maka peneliti menyampaikan bahwa nilai mereka akan ditempel di papan agar mereka bisa melihat dan membacanya sendiri. Setelah mengevaluasi dan membacakan nilai siswa tersebut, peneliti melanjutkan kegiatan. Kegiatan berikutnya adalah mengisi worksheet yang berisi tugas: mengisi pertanyaan dari teks bacaan narasi dengan jawaban lengkap dan juga mengidentifikasi generic structure teks narasi tersebut dengan melengkapi tabel. Peneliti meminta siswa untuk berdiskusi dengan teman sebangku dan memperbolehkan mereka mengerjakannya dengan diskusi kelompok. Tidak lama kemudian bel jam istirahat berbunyi, maka peneliti meminta siswa untuk beristirahat dan melanjutkan kembali kegiatan setelah istirahat. Pada waktu jam istirahat peneliti menempelkan nilai siswa di papan. Selama jam istirahat itu siswa-siswi kelas 8A terlihat melihat dan membaca perolehan nilai mereka dan membandingkan nilai mereka dengan nilai teman-teman mereka. Beberapa siswa lalu meminta diberi kesempatan untuk memperbaiki pekerjaan mereka. Peneliti pun memberi kesempatan bagi siswa yang ingin memperbaiki nilai

mereka untuk membuat dan mengumpulkan kembali tugas writing. Namun, ada juga siswa yang nampak tidak peduli dengan nilai yang mereka peroleh. Setelah bel masuk berbunyi, maka kegiatan dilanjutkan kembali. Para siswa kembali mengerjakan tugas yang diberikan. Sebagian besar siswa mengerjakan secara berkelompok, sebagian yang lain berdiskusi dengan teman sebangkunya, dan ada juga beberapa siswa yang mengerjakannya sendiri. Selama siswa mengerjakan tugas, peneliti membuka kesempatan bagi mereka untuk bertanya hal-hal yang belum mereka pahami. Para siswa pun mengajukan pertanyaan pada peneliti untuk hal-hal yang belum mereka pahami. Karena sebagian besar siswa mengalami masalah pada vocabulary, maka peneliti membantu mereka dengan memberikan traslasi dari teks narasi yang diberikan. Beberapa saat kemudian beberapa siswa selesai mengerjakan tugas dan mengumpulkannya pada peneliti. Pada awalnya peneliti akan mendiskusikan hasil pekerjaan mereka bersama-sama. Namun, karena waktu terbatas maka setelah seluruh siswa mengumpulkan tugas mereka, peneliti melanjutkan ke aktifitas berikutnya yaitu kegiatan jigsaw. Peneliti membagi siswa menjadi 6 kelompok, masing-masing kelompok 5 sampai 6 siswa. Proses pembagian kelompok tidak berjalan cukup lancar karena para siswa tidak langsung mau berkumpul bersama teman sekelompok mereka. Baru setelah peneliti memberikan ketegasan pada mereka, mereka mau duduk bersama teman sekelompok mereka. Tak lama setelah proses pembagian kelompok, jam pelajaran ke 4 berakhir. Peneliti meminta masing2 kelompok untuk mendaftar nama2 anggota kelompok mereka sebelum akhirnya menutup pelajaran dan meninggalkan kelas. Kegiatan akan dilanjutkan di pertemuan berikutnya.

FIELDNOTE 16

Time: Friday, March 26th 2010 at 10.00 – 11.20

GBI2: Bpk. Riyadi

Vignette tindakan hari ke 2 cycle 2

Sebelum memasuki kelas, peneliti menemui GBI2 untuk menanyakan kesediaan beliau untuk ikut memantau KBM di kelas dan juga menyampaikan kegiatan yang akan dilaksanakan pada hari ini. GBI2 menyatakan bahwa beliau bisa memantau KBM hari ini, namun tidak dalam waktu full 2 jam pelajaran dan beliau pun memberikan sedikit masukan untuk KBM hari ini.

Pada pukul 10.00, bel pelajaran berbunyi. Peneliti lalu menuju ke kelas 8A, sedangkan GBI2 menyusulnya. Seperti biasanya, peneliti mengawali pelajaran dengan memberikan greeting, memimpin doa, dan juga mengecek presensi. Pada hari itu ada seorang siswa yang tidak masuk. Setelah itu, peneliti menyampaikan aktifitas yang akan dilaksanakan pada hari itu yaitu kegiatan menganalisis gambar

berseri lalu dilanjutkan dengan menulis/mengarang dalam kelompok. Peneliti lalu membacakan kembali nama-nama anggota kelompok yang pada pertemuan sebelumnya sudah dicatat oleh siswa. Peneliti berusaha setegas mungkin dalam membacakan daftar nama anggota kelompok dan hanya membacakannya 1 kali. Selain itu peneliti berusaha membuat suaranya lebih keras sehingga bias terdengar oleh semua siswa di kelas. Hasilnya adalah siswa menjadi lebih tenang dan juga mau segera duduk dalam kelompoknya. Namun, masih ada beberapa siswa yang kemudian maju dan bertanya kepada peneliti pada kelompok mana ia tergabung. Peneliti juga tidak lupa untuk memberikan jarak duduk antar kelompok agar mereka tidak terlalu gaduh. Proses berlangsung kurang lebih 10 menit hingga semua siswa tergabung ke dalam kelompoknya. Pada saat itu GBI2 telah memposisikan diri di bagian belakang kelas untuk mengamati jalannya KBM. Mengetahui kehadiran GBI2 di kelas, sebagian besar siswa menjadi lebih tenang dan bisa dikondisikan. Selanjutnya, peneliti membagikan 2 gambar dari rangkaian gambar berseri kepada masing-masing kelompok untuk dianalisis. Gambar tersebut bercerita tentang dongeng Timun Mas. Sebagian siswa lalu berkomentar "*Gambar apa to ini Bu?..Kok dua?*". Peneliti lalu menjawab "*Ya..coba dianalisis sama teman sekelompokmu. Gambar apa itu?..Kaya aktifitas yang kemarin itu lho..*". Ada juga seorang siswa yang berkomentar.."*Ini cerita Timun Mas ya Bu?..*".."*Ya diamati dulu pokoknya..Apa yang sedang terjadi, siapa tokohnya, di mana tempatnya, lagi ngapain..Trus jangan lupa didaftar kata-kata yang muncul dari 2 gambar itu..kalau kesulitan bisa tanya ke Ibu..*", jawab peneliti. Selama proses berlangsung, banyak siswa yang bertanya kepada peneliti. Sebagian besar mereka bertanya tentang vocabulary yang belum mereka ketahui. Hal tersebut membuat peneliti kewalahan menganggapi/menjawab pertanyaan-pertanyaan dari mereka. Peneliti harus berpindah-pindah dari satu kelompok ke kelompok yang lain. Setelah sekitar 10 menit berjalan, ada beberapa kelompok yang sudah bisa menyelesaikan analisisnya. Karena sudah ada beberapa kelompok yang telah selesai menganalisis, sedangkan sebagian yang lain belum, maka kelompok yang sudah selesai mulai ribut di kelas. Namun, perhatian peneliti lebih difokuskan pada kelompok-kelompok yang belum selesai. Setelah 15 menit berlangsung, peneliti meminta mereka menghentikan kegiatan analisis dan menarik kembali gambar yang tadi telah diberikan dari semua kelompok. Setelah semua gambar terkumpul, peneliti menggambar kotak-kotak di papan sejumlah 12 kotak dan memberinya nomor 1 – 12. Peneliti lalu meminta perwakilan dari masing-masing kelompok, satu orang siswa untuk mengambil dan menempel gambar yang telah mereka dapatkan pada kotak yang telah dibuat di papan tulis sesuai dengan urutannya. 5 kelompok berhasil menempel dan menyusun gambar, sedangkan satu kelompok terbalik dalam menyusunnya. Lalu, peneliti mendiskusikan bersama siswa urutan gambar yang tepat dan juga tentang alur ceritanya. Sebagian besar siswa sangat antusias mengikuti kegiatan ini. Para siswa masih berada dalam kelompok mereka. Selanjutnya, peneliti mengelompokkan siswa kembali menjadi 5 kelompok dengan masing-masing kelompok mendapat satu anggota dari kelompok sebelumnya. Peneliti membacakan

pembagian kelompok dengan tegas dan hanya 1 kali. Peneliti juga meminta siswa untuk langsung berkumpul bersama anggota kelompok mereka yang baru. Sebagian besar siswa langsung berkumpul bersama kelompok baru mereka, namun ada sebagian yang malah ramai di kelas. Peneliti lalu mengingatkan mereka untuk tenang dan segera berkumpul ke dalam kelompok baru mereka. Peneliti juga memberikan jarak duduk antar kelompok agar mereka tidak terlalu ramai. Setelah semua berkumpul di kelompok masing-masing, peneliti membagikan lembar kerja menulis pada semua siswa. Kegiatan ini dilakukan untuk mengantisipasi siswa yang ramai sendiri saat salah seorang anggota kelompoknya menulis. Setelah itu, peneliti meminta siswa untuk bersama kelompok barunya membuat sebuah cerita narasi berdasarkan hasil analisis pada kegiatan/kelompok sebelumnya. Sebagian besar kelompok lalu segera bekerja bersama. Nampak sebagian dari mereka masing-masing menulis cerita di lembar kerja menulis yang mereka dapatkan. Ada juga yang masih terus ramai. Namun, peneliti mampu handle situasi kelas. Hingga bel pelajaran berbunyi/ jam pelajaran berakhir, belum ada satu kelompok pun yang bisa menyelesaikan. Akhirnya peneliti meminta mereka untuk melanjutkan sebagai di pertemuan selanjutnya. Para siswa pun menyetujui dan akhirnya peneliti mengakhiri pelajaran.

FIELDNOTE 17

Time: Monday, April 5th 2010)

GBI2: Bpk. Riyadi

Vignette meeting 3 cycle 2

Seperti biasanya, peneliti datang ke Madrasah/sekolah sebelum bel jam pelajaran berbunyi. Peneliti lalu menuju ke ruang guru dan menemui GBI2 untuk menyampaikan kegiatan yang akan berlangsung hari ini. Pada hari itu GBI2 bisa mendampingi peneliti di kelas untuk melakukan observasi KBM. Pada saat bel jam ke 4 berbunyi, peneliti dan GBI2 lalu menuju ke kelas 8A. Peneliti lalu memosisikan diri di depan kelas dan GBI2 di belakang kelas untuk mengawasi. Untuk membuka pelajaran, peneliti memberikan greeting, memimpin doa, dan juga mengecek presensi. Pada hari tersebut, tidak ada satu pun siswa yang absen. Setelah itu, peneliti menyampaikan kepada siswa tentang kegiatan yang akan dilaksanakan di KBM yaitu melanjutkan tugas membuat narrative text dari pertemuan sebelumnya dan mengoreksi tugas writing siswa yang terakhir. Setelah itu, peneliti meminta mereka untuk duduk bersama teman-teman sekelompok mereka seperti pada pertemuan hari Jum'at yang lalu untuk melanjutkan kembali tugas writing mereka. Peneliti juga menyampaikan bahwa waktu dibatasi hanya sampai pada jam pelajaran ke 4 selesai. Pada saat istirahat, semua tugas harus terkumpul. Peneliti juga menyampaikan bahwa kelompok yang nilai rata-ratanya paling tinggi akan

mendapatkan hadiah. Para siswa lalu segera membentuk kelompok-kelompok mereka. Terdapat 1 kelompok yang sudah menyelesaikan tugas tersebut. Bagi mengatakan kepada mereka untuk mengoreksi kembali hasil pekerjaan dari masing2 anggota kelompok dengan cara koreksi silang. Jika sudah selesai, mereka bebas melakukan aktifitas, sepanjang masih berada di dalam kelas/perpustakaan. Suasana kelas agak ramai saat proses diskusi siswa berlangsung, namun masih tetap terkendali. Sebagian besar siswa berusaha menyelesaikan tugas mereka dengan baik. Hingga akhirnya bel istirahat berbunyi. Peneliti meminta siswa untuk beristirahat. Setelah jam istirahat berakhir, jam pelajaran ke 5 di mulai. Kegiatan dilanjutkan dengan kegiatan Peer Correction/koreksi silang antar teman. Setelah kembali ke tempat duduk mereka masing-masing, siswa diminta untuk menukarkan hasil tulisannya kepada teman sebangkunya. Mereka diminta untuk mengoreksi hasil tulisan temannya berkaitan dengan punctuation dan capital letter secara berpasangan. Peneliti menuliskan ke papan tanda-tanda kesalahan yang harus mereka tuliskan untuk kesalahan-kesalahan yang terjadi pada tulisan temannya dan meminta mereka menghitung jumlah kesalahan untuk masing-masing item kesalahan. Pada proses ini sebagian besar siswa berusaha mengerjakan dengan baik. Mereka menanyakan kepada peneliti tentang kesalahan yang terjadi di tulisan temannya; apakah koreksinya sudah tepat/belum.

Pada saat bel pelajaran ke 5 berakhir, peneliti meminta para siswa untuk mengumpulkan hasil karangan mereka. Setelah itu peneliti menyampaikan kepada siswa bahwa untuk pertemuan mendatang, akan dilaksanakan test writing dengan materi tentang teks naratif. Para siswa diminta untuk mempelajari hal-hal yang sudah pernah disampaikan oleh peneliti. Nilai akhir akan diberikan kepada Bapak Riyadi selaku guru Bahasa Inggris mereka.

FIELDNOTE 18

Time : Friday, April 9th 2010

GBI2: Bpk. Riyadi

Vignette last meeting

Sebelum memasuki kelas 8A, peneliti menemui GBI2 untuk memberitahukan soal2 test yang akan diujikan kepada siswa 8A. GBI 2 meneliti dan tidak berkeberatan dengan soal yang diberikan. Setelah bel jam ke 5 berbunyi, peneliti memasuki kelas 8A. pada saat peneliti memasuki kelas, seluruh siswa sudah berada di kelas. Sebagian siswa bertanya: “ *Bu, jadi ulangan hari ini?*”, peneliti menjawab: “*Iya, jadi no..udah belajar belum?*”..Siswa tersebut menjawab: “ *Wah..belum siap e Bu..besok aja ya..*” Peneliti lalu menjawab: “ *Em..siap gak siap harus siap,kan kemarin dah diumumkan.*” Lalu peneliti mengumumkan ke seluruh siswa bahwa

kegiatan hari ini adalah test tentang narrative text. Peneliti meminta seluruh siswa untuk memasukkan buku catatan. Setelah itu peneliti memimpin doa dan mengecek presensi. Terdapat seorang siswa yang absen karena sakit sehingga siswa tersebut tidak bisa mengikuti ujian. Segera setelah itu peneliti membagikan soal kepada siswa 8A. Peneliti juga mengingatkan siswa untuk bekerja sendiri sesuai dengan kemampuannya di test kali ini. Bagi siswa yang mencontek maupun yang dicontek akan dikurangi nilainya. Peneliti memberikan waktu 40 menit bagi siswa untuk menyelesaikan test tersebut. Selama test berlangsung, suasana kelas bisa terkondisikan. Para siswa dengan tenang mengerjakan test yang diberikan. Namun, ada juga siswa yang tidak berkonsentrasi secara penuh. Siswa tersebut berusaha mencontek pekerjaan teman di sebelahnya. Peneliti memberikan peringatan kepada siswa tersebut dan memintanya untuk bekerja sesuai dengan kemampuannya. Setelah 40 menit berlalu, peneliti meminta seluruh siswa untuk berhenti mengerjakan test. Kegiatan selanjutnya adalah mengkoreksi test bersama. Pekerjaan siswa dikumpulkan lalu dibagikan secara silang. Selama proses koreksi, sebagian besar siswa memperhatikan. Namun, siswa-siswa yang berada di bagian belakang terlihat ramai dan mengganggu teman-temannya yang lain. Peneliti meminta mereka untuk tenang. Proses koreksi berlangsung hingga jam pelajaran ke 6 berakhir. Di akhir pelajaran peneliti menyampaikan bahwa hari tersebut merupakan hari terakhir peneliti mengajar di kelas mereka. Peneliti menyampaikan terimakasih atas kerjasama siswa selama peneliti mengajar dan juga meminta maaf atas kesalahan. Seorang siswa menanggapi: “ *Bu, tapi besok masih bisa ke sini lagi kan?..* ” , siswa yang lain menanggapi: “ *Iya Bu..ngajar di sini aja..enak e diajar Bu Siti..* ”. Setelah itu peneliti meminta siswa untuk mengisi angket berkaitan dengan tanggapan akhir siswa tentang penelitian/kegiatan yang telah dilakukan. Lalu peneliti memimpin doa untuk pulang.

Appendix F

INTERVIEW TRANSCRIPT

INTERVIEW TRANSCRIPT 1

(Conducted on Wednesday, January 26th 2010 at 09.30-10.00 a.m.)

P : peneliti

GBI : Guru Bahasa Inggris (Ibu Ratna)

No		
1	P	“ Bu, sebelumnya perkenalkan, saya Siti Chotijah. Saya yang mau melaksanakan penelitian di sini Bu.”
2	GBI	“ Oh..ya. Saya yang namanya Bu Ratna.. Mbaknya dari UNY ya? ”
3	P	“ Iya Bu..dari FBS. Maaf, kalau Ibu lulusan dari mana?”
4	GBI	“ Kalau saya dari UIN mbak, dulu masih IAIN tapi..jurusan Pendidikan Bahasa Inggris juga. Tapi UIN yang dulu beda sama UIN yang sekarang mbak... UIN dulu masih apa adanya, jadi waktu kuliah dulu saya harus nambah ilmu dari kampus lain. Dulu saya juga sering gabung di FPBS nya UNY mbak..”
5	P	“ Oh..dulu namanya masih FPBS ya Bu?”
6	GBI	“ Iya, dulu masih FPBS. Waktu itu juga masih IKIP namanya..Oya mbak, tentang rencana penelitiannya kemarin sudah disampaikan sama Pak Majid. Jadinya mau ngambil kelas 8 ya?”
7	P	“ Iya bu, kelas 8..Menawi Ibu ngampu kelas apa saja ya?”
8	GBI	“ Saya ngampu kelas 8 C dan D mbak. Kok ndilalah dari dulu tuh saya dapat jatahnya ngampu kelas yang anak2nya lumayan susah mbak..Terutama sekarang anak2 yang kelas 8 D. “
7	P	“ Em..Susahnya gimana Bu?”
9	GBI	“ Susah diatur mbak. Kalau di kelas pada ramai sendiri. Nilainya juga sangat kurang dari yang lainnya. Jadi sebagian besar waktu belajar mengajar saya habis cuman untuk mengatur anak2 di kelas..”
10	P	“ Oh..ngaten nggih Bu...kira-kira penyebabnya apa ya Bu kok seperti itu?”
11	GBI	“ Utamanya mungkin karena pada dasarnya input siswa-siswa di sini sudah rendah mbak..untuk tahun kemarin NEM masuk tertinggi 26 Cuma 1 anak, trus 25 juga Cuma 1 atau 2 anak, 24, 23, sampai 20 juga cuman satu anak-satu anak. Selebihnya sebagian besar di bawah 20. Yang terendah kemarin 14...”
12	P	“ Em..tapi bukannya sekolaah ini MTs Negeri Bu?”..
13	GBI	“ Ya..walaupun negeri tapi kan sekolah ini jadi alternatif mbak, bukan pilihan utama..”
14	P	“ Oh ..begitu ya Bu?.. Selain itu menurut ibu apa lagi penyebabnya?”..
15	GBI	“ Mmm..masalah ekonomi dan keluarga mbak. Masalah itu sangat

		berpengaruh pada prestasi belajar anak2 mbak. Siswa-siswi di sini rata-rata berasal dari ekonomi menengah ke bawah. Orang tuanya ada yang jadi petani, buruh, juga TKI. Rata2 mereka jadi kurang perhatian dari orang tuanya. Ada yang tinggalnya cuma bersama simbahnya, ada juga yang malah tidak jelas Bapak ibunya dimana. Akhirnya dirawat sama kakek neneknya. Bahkan ada yang orangtuanya gak mau ngambil raport mbak..katanya karena kesibukan di sawah. Padahal yang namanya anak belajar itu butuh sekali dukungan orang tua/keluarganya to mbak..”
16	P	“ Iya Bu, benar sekali..”
17	GBI	“ Lha gimana mbak..jadi mau ngambil kelas saya nggak?..Kalau ya..ya seperti itu tadi anak2nya..Tapi kalau mbak Siti mau anak2 yang lebih manut ya ngambil kelas 8A saja mbak..Nanti yang ngajar Pak Riyadi...Tapi sekarang beliau sedang ikut MGMP..”
18	P	“ Emm..gimana ya Bu sebaiknya? Atau saya coba observasi kelas ibu dulu..Ibu nanti ada jadwal mengajar tidak?..”
19	GBI	“ kalau mau begitu juga nggak papa..nanti jam sebelas saya ngajar di kelas 8 D mbak.. besok dibandingkan sekalian dengan kelas 8A..ngambil yang kontras sekalian mbak..”
20	P	“ Nggih Bu, matur nuwun..nanti saya tunggu di ruang guru ya Bu..”
21	GBI	“ Ya mbak..sekarang saya tak ngajar di kelas 9 dulu..”
		Setelah peneliti melakukan observasi di kelas 8 D, maka pada jam istirahat, peneliti mewawancarai GBI 1 kembali (jam 12.00)
22	GBI	“ Ya seperti itu tadi mbak anak-anak 8 D, susah sekali menumbuhkan kesadaran belajar mereka..”
23	P	“ Iya..ya Bu..anak-anaknya kurang aktif di kelas, bahkan ada yang tidur-tiduran..”
24	GBI	“ Itu gak cuma karena tadi sudah siang lho mbak jamnya..pagi pun mereka juga sudah ada yang tidur-tiduran pas pelajaran..”
25	P	“ Memang kondisi keluarga sangat berpengaruh ya Bu pada prestasi dan semangat belajar siswa..”
26	GBI	“ Sangat mbak..kalau dukungan dari keluarga baik nantinya anaknya juga baik, tapi kalau seperti itu adanya ya..akibatnya kaya gitu tadi..”
27	P	“ Oya Bu, trus tadi kok siswa-siswanya tidak bawa buku paket ya?.Buku paket yang digunakan apa ya Bu?”
28	GBI	“ Sudah 4 tahun ini saya make ini mbak..”Smart Step”..tapi gak saya pakai buat pegangan siswa, soalnya ini masih pake kurikulum 2004..Emm..KBK ya?..padahal sekarang kan yang dipakai kurikulumnya KTSP. Pinginnya saya sih ganti buku pegangan buat siswa, tapi mbak tahun ini gak dapat jatah dana BOS buat beli buku paketnya..Kalau di minta beli sendiri pada keberatan anak-anaknya..”
29	P	“ O..begitu ya Bu?..Kok bisa gak dapat jatah dana BOS ya Bu?”
30	GBI	“ Ini mbak..karena disini dijatah. Tiap tahunnya gantian mata pelajaran yang dibelikan buku paket..nah kebetulan tahun ini Bahasa Inggris nggak dapat jatah..”

31	P	“Wah repot juga ya Bu?..”
32	GBI	“Makanya biar gak ketinggalan saya juga coba cari buku yang lain mbak buat pegangan saya..yang sesuai KTSP..Saya ambil materinya buat siswa..Nah kalau buat siswanya ya sekarang Cuma LKS itu saja mbak..”
33	P	“Mmm...ngaten nggih Bu?”
34	GBI	“Gimana mbak, besok jadi coba survey di kelasnya Pak Riyadi?..”
35	P	“Iya Bu..Insyaallah jadi..Hari Jum’at ya Bu ada lagi jadwalnya?”
36	GBI	“Iya mbak..”
37	P	“Kalau begitu saya pamit dulu Bu..maaf sudah mengganggu waktunya banyak hari ini..Matur nuwun nggih Bu..”
38	GBI	“Ya mbak sama-sama..”
39	P	“Assalamu’alaikum..”
40	GBI	“Wa’alaikumsalam..”

INTERVIEW TRANSCRIPT 2 (Conducted on Friday, January 29th 2010):

P: Peneliti

GBI : Guru Bhs. Inggris (Bapak Riyadi)

No		
1	P	“Assalamu’alaikum...”
2	GBI	“Wa’alaikumsalam..”
3	P	“Bapak, Pak Riyadi ya?”
4	GBI	“Iya, betul..mbaknya yang mau penelitian di sini ya?”
5	P	“Iya Pak, nama saya Siti..”
6	GBI	“Mbak Siti mau penelitian di kelas berapa?”
7	P	“Kalau ijin dari sekolah di kelas 8, Pak!”
8	GBI	“Di sini ada empat kelas, kelas 8 nya..dua kelas saya ampu, dua lagi Bu Ratna..”
7	P	“Iya, kemarin saya sudah kepanggih Bu Ratna dan ikut observasi di kelas 8 D Pak..”
9	GBI	“Saya mengampu kelas 8 A dan B..kalau dibandingkan kelas C dan D ya anaknya lebih lumayan lah..”
10	P	“Oh..ngaten ya Pak?”
11	GBI	“Iya mbak, yang paling memungkinkan untuk penelitian kayanya kelas 8A saja mbak kalau mau ikut di kelas saya..”
12	P	“Ya, saya manut saja mana yang diijinkan..Kalau dari segi kemampuan berbahasa inggris, anak anak kelas 8A pripun nggih Pak?”
13	GBI	“Kalau dibandingkan sama anak-anak kelas 8 yang lain di sekolah ini ya.. kelas 8A paling lumayan, tapi kalau dibandingkan dengan sekolah lain yang lebih baik ya..mungkin masih kurang..”
14	P	“Em..gitu ya Pak? Kurangnya dari segi apa Pak?”

15	GBI	“Yah..vocabularynya kurang, terus kemampuan menulisnya juga masih kurang..kalau readingnya mereka sudah lumayan..”
16	P	“Kalau begitu saya boleh ikut observasi di kelas 8A tidak ya Pak?”
17	GBI	“Boleh aja mbak..mbaknya mau ambil tentang apa to penelitiannya?”
18	P	“Tentang improving writing skills Pak..”
19	GBI	“Ya..kalau saya rasa memang masih dibutuhkan mbak..besok Senin saya ngajar di 8A, juga pas mengenai writing..mereka lagi belajar narrative text mbak..”
20	P	“Ya Pak..kalau begitu saya besok Senin ke sini..Oya, kalau saya juga berikan questionnaire ke siswa bagaimana Pak? Besok Insyaallah saya ke sini lagi untuk mengkomunikasikan dengan Bapak isi2 dari questionnairanya..”
21	GBI	“Ya, boleh mbak..”
22	P	“Kalau begitu saya pamit dulu Pak..mohon kerjasama dan bimbingannya dalam penelitian saya nanti..”
23	GBI	“Ya mbak..apa salahnya membantu, toh juga nanti ada manfaat yang bisa kami dapat kok.”
24	P	“Insyaallah, besok saya ke sini sekitar jam 10 Pak..Bapak sedang ngajar tidak ya?”
25	GBI	“Kalau pas ngajar ya besok biar saya dipanggilkan..nanti saya temui mbak Siti sebentar..”
26	P	“Ya pak..Terimakasih sebelumnya..Assalamu”alaikum..”
27	GBI	Wa’alaikumsalam..”

INTERVIEW TRANSCRIPT 3 (Conducted on Monday, February 1st 2010) at 09.50

Setelah melakukan observasi di kelas 8A, peneliti melakukan wawancara dengan 2 siswi perempuan kelas itu pada jam istirahat. Isinya adalah sbb:

P : Peneliti

S1: siswa 1

S2: siswa 2

No		
1	P	“Kenalan dong..Namanya siapa?” (sambil bersalaman)
2	S1	“.....” mbaknya kuliah dimana e?
3	P	“di UNY dek, jurusanya Pendidikan Bhasa Inggris.”
4	S1	“Kok bisa e mbak ambil bahasa inggris? Gak susah po?...”
5	S2	“Iya..kok bisa to?”
6	P	“Ya bisa..Buat mbak Bahasa Inggris dulu juga susah, tapi kalo belajar ya jadi bisa juga kok..”

7	S2	“ Emang di UNY jurusannya apa aja to mbak?”
8	P	“ Macem-macem dek..tapi kebanyakan jurusan pendidikan..jadi lulusannya jadi guru gitu lah. Tapi ada juga yang gak pendidikan,ilmu murni..”
9	S2	“ Oh..”
10	P	“ Lha kamu besok mau kuliah di mana?”
11	S2	“ Pinginnya sih di UGM mbak..”
12	P	“ lha kalo kamu?”
13	S1	“ di UGM juga mbak..”
14	P	“ Mau ambil jurusan apa?”
15	S1	“ Emm..masih bingung mbak..”
16	P	“ Kamu?”
17	S2	“ Iya ..belum tau e..”
18	P	“ Mbak mau nanya2 bentar ya..gak papa kan? Eh ..lagi garap tugas apa tu?”
19	S1	“ gak papa mbak..ni ada tugas Bahasa Indonesia..Lupa..e..he2 (sambil tersenyum)
20	P1	“ Kamu suka gak sama Bahasa Inggris? “
21	S1	“ Sebenarnya sih suka mbak..tapi susah e..”
22	P	“ Susahnya gimana dek?”
23	S1	“ Itu lho mbak susahya tuh kalo disuruh ngomongnya..”
24	P	“ Oh.. dingomongnya ya?..Eh tapi maksudnya ngomongnya gimana?..Dipelafalannya ya?..”
25	S1	“ Gini lho mbak..(sambil menunjuk salah satu kata dari LKS)..cara ngomongnya ini...”
26	P	“ Oh..pelafalannya ya?..”
27	S1	“ Iya mbak..”
28	P	“ Trus kesulitan yang lain apa? Kalo writing susah nggak?”
29	S1	“ Writing gimana to mbak?”
30	P	“ itu lho..bagian menulis..”
31	S1	“ Oh..nek nulis sih bisa mbak..”
32	S2	“ Iya mbak kalo cuma nulis sih gampang..”
33	P	“ Yang bener?..Kalo suruh ngarang pake Bahasa Inggris dah bisa ya?”
34	S2	“ Wah..kalo itu susah mbak..Ngarang pakai bahasa Indonesia aja susah..”
35	P	“ Trus kalo bikin kalimat pakai bahasa Inggris bisa gak?”
36	S2	“ Ya masih agak susah sih mbak..itu lho..soalnya kan susunannya tuh beda dengan di Bahasa Indonesia..”
37	P	“ Oh..gitu ya..Eh..mau nerusin PR nya ya?..Ya udah mbak ke kantor guru dulu..Makasih ya..”
38	S1 & S2	“ ya mbak..”

INTERVIEW TRANSCRIPT 4 (February 1st 2010 at 10.00)

P : Peneliti

GBI : Guru Bahasa Inggris (Bp. Riyadi)

Wawancara dilaksanakan di ruang guru setelah peneliti melakukan observasi di kelas 8A.

No		Teks wawancara
1	GBI	“Gimana mbak, sudah jadi wawancara dengan anak2?”
2	P	“Sudah Pak..Cuma dengan beberapa siswa aja..Tadi saya tanya soal writing sulit atau nggak..kata mereka kok gak sulit ya?..”
3	GBI	“ Bener bilang gitu?”..Bilang gak susah gitu?..”
4	P	“ Iya Pak..bener gak ya Pak?”
5	GBI	“ Mungkin mereka gak faham maksudnya writing tuh yang gimana mbak?”
6	P	“ Oh..mungkin juga ya Pak..tadi mungkin saya tanyanya kurang detail..”
7	GBI	“ Iya mungkin mbak..mungkin mereka pikir writing tuh cuma menulis biasa nyontoh tulisan saya di papan gitu..Lha wong saya suruh ngarang pakai bahasa inggris aja belum pada bisa kok..”
8	P	“ Oh..harusnya tadi saya pakai istilah mengarang ya Pak?”
9	GBI	“Iya mbak..tadi bilang mengarang aja..Gimana hasil observasinya?..”
10	P	“ Anak-anaknya lumayan bisa diatur ya Pak..Trus tadi waktu disuruh maju juga ada yang mau maju..Sebagian besar pada memperhatikan waktu diterangkan..”
11	GBI	“ Anak2 kelas 8A memang mudah diatur mbak anak2 nya kalau sama saya..”
12	P	“ Lha kalau untuk prestasinya gimana Pak?..terutama untuk writing..”
13	GBI	“ Prestasi mereka lumayan mbak ...tapi ya tetep masih ada kesulitan juga mbak kalau di writingnya..Anak2 kelas 8A kemarin sudah cukup baik waktu menulis Procedure..kemarin saya kasih tugas juga mereka nggak kesulitan, soalnya kan banyak contohnya dan tata bahasanya juga mudah..Cuma buat kalimat perintah.. Kalau descriptive juga mereka sudah lumayan soalnya kan tinggal menceritakan yang sudah ada , jadi ya lebih gampang.. Tapi kalau naratif,masih susah mbak. Soalnya mereka kan dituntut beimajinasi sendiri ..Nah itu yang susah mbak..soalnya kaitannya kan dengan bakat itu..gak semua punya bakat begitu mbak.. Selama ini saya lebih menekankan penguasaan kosakata dan tensesnya mbak..Lha kalau ujian kan yang diujikan kebanyakan itu..”
14	P	“ Oh..begitu ya Pak?..nah kalau metode yang dipakai Pak?”
15	GBI	“ Ya..seperti itu tadi mbak..setelah menerangkan, lalu siswa dikasih latihan..saya juga sering mengartikan kosakata-kosakata baru buat siswa..”
16	P	“ Kalau model kerja kelompok Pak? Apa juga sering digunakan?”

17	GBI	“ Ya kadang-kadang mbak..biar mereka nggak bosan..”
18	P	“ Terus pembagian kelompoknya bagaimana Pak?”
19	GBI	“ Ya..ambil acak aja mbak.”
20	P	“ Emm.. Pak..kalau di pertemuan depan saya masuk kelas untuk ngasih pre-test ke siswa gimana Pak?”
21	GBI	“ Iya mbak.boleh..silahkan..Mau ambil satu jam/2 jam pelajaran?”
22	P	“ Sepertinya 2 jam pelajaran Pak..”
23	GBI	“ Ya..ndak papa. Nanti mbak susun testnya berdasar apa yang mbak ingin capai dari penelitiannya..”
24	P	“ Ya..pak..tapi akan saya konsultasikan dulu ke Bapak soal-soalnya. Apa sudah pernah disampaikan/belum?”
25	GBI	“ Ya mbak..brarti sekitar hari Rabu/Kamis..soalnya hari Jum’at kan ada jadwal kelas 8A..”
26	P	“ Ya Pak..Insyaallah..kalau begitu saya pamit dulu Pak..Assalamu’alaikum..”
27	GBI	“ Ya..Wa’alaikumsalam..”

INTERVIEW TRANSCRIPT 5 (Conducted on Friday, March 5th 2010) at 11.30 a.m.

P : Peneliti

S1: Fahri

S2: Iqbal

No		Transcript wawancara
1	P	“ Dik, bentar donk sini..mbak mau nanya bentar, oya kamu juga ya..!”
2	S1	“ Tanya apa Bu?”
3	P	“ Tadi kok waktu mbak Siti cerita tentang Andrea Hirata kamu kok malah rame sendiri to?”
4	S1	“ Lha suaranya gak kedengeran e Bu di belakang...”
5	P	“ Oh..gitu ya?” Lha kalau kamu kok rame sendiri kenapa tadi?”
6	S1	“ Lha saya diajak ngomong wae kok Bu sama dia, trus suaranya Ibu juga gak kedengeran..”
7	P	“ Wo..jadi karna gak kedengeran to kalian jadi rame sendiri?”
8	S2	“ Iya Bu..mbok suaranya dikerasin dikit..”
9	P	“ Ya..besok lagi coba lebih tak kerasin suaranya..makasih ya..”

INTERVIEW TRANSCRIPT 6 (Conducted on Friday, March 5th 2010) at 11.30 a.m.

P: Peneliti

S1: Salma

S2: Dewi

No		Transcript wawancara
1	P	“ Bentar ya, mbak minta waktu bentar..gak keburu pulang kan?”
2	S1	“ Gak kok mbak..”
3	P	“ Kamu gimana?”
4	S2	“ Pulangnya bareng kok mbak..”
5	P	“ Ok deh.. “Oya, namanya siapa?”
6	S1	“ Aku Salma mbak..”
7	P	“ Nah kalo kamu?”
8	S2	Aku Dewi mbak..”
9	P	“ Sekarang mbak tanya ke Salma dulu ya..Menurutmu, motivasi buat menulis itu perlu gak?”
10	S1	“ Ya..perlu.. apalagi buat yang gak biasa nulis mbak..”
11	P	“ Nah kalau dari kegiatan di awal tadi, waktu mbak bawa novel Laskar Pelangi dan cerita tentang Andrea Hirata, menurutmu dah cukup bisa kasih motivasi buat menulis belum?”
12	S1	“ Iya..udah..jadi tahu kalau nulis tuh ternyata penting dan banyak manfaatnya..”
13	P	“ Mmm..gitu ya? Masih inget gak apa manfaat menulis yang tadi mbak terangkan? “
14	S1	“ Emm..yang paling kuinget sih yang itu..biar bisa jadi penulis terkenal..kaya Andrea Hirata..kan jadi banyak uang..”
15	P	“ Nah kalau menurutmu gimana kegiatan tadi? Kamu jadi tambah semangat gak buat nulis?”
16	S2	“ Ya..lumayan sih..jadi agak tertarik juga..”
17	P	“ Kok agak? “
18	S2	“ Soalnya aku tuh gak bakat nulis mbak..Susah cari ide..”
19	P	“ Oh..gitu ya?Trus manfaat menulis yang masih kamu inget apa? “
20	S2	“ Bisa buat cari duit..he..he..”
21	P	“ Wah..itu ya yang diinget? Ya dah deh gitu dulu aja.. Makasih ya..”
22	S1&S2	“ Ya mbak, sama-sama..”

INTERVIEW TRANSCRIPT 7 (Conducted on Friday, March 5th 2010) at 12.30-13.00 a.m.

P : Peneliti

C : Collaborator (Nia K)

Wawancara yang dilaksanakan dalam suasana santai di rumah peneliti setelah proses pengambilan data di hari pertama.

No		Teks Interview
1	P	“Nia, gimana tadi aku ngajarnya?”
2	C	“Lumayan Ce..dah baik kok..”
3	P	“Trus anak-anake mau podho nggatekke ra Nia menurutmu?”
4	C	“Yo..sebagian ana sing nggatekke, tapi sebagian yo ana sing dho rame Ce..”
5	P	“Nek pas kegiatan awal mau, pas aku crita tentang buku Laskar Pelangi mau piye? Ketoke dho tertarik ra?”
6	C	“Apik Ce..Anak-anake dadi dho nggatekke..Sing rame paling mung sing ning mburi.”
7	P	“Nek respon siswa karo pertanyaan-pertanyaanku piye?”
8	C	“Beberapa ana sing spontan njawab pertanyaanmu..Ana sing njawabe sero, ana sing lirik..terus ana cah-cah sing dho nyritakke buku Laskar Pelangi karo kanca ning sebelah..”
9	P	“Nek suasana kelase piye Nia? Menurutmu terkondisikan ra?”
10	C	“Menurutku mau cah-cah sing lungguhe ning ngarep dho nggatekke..Liyane yo ana sing podho rame dhewe..”
11	P	“Menurutmu penyebab apa Nia?”
12	C	“Mungkin mergo jam terakhir Ce..dadi konsentrasine wis rada kurang. Terus suaramu yo kurang sero..Kalah banter karo suarane cah-cah sing rame..”
13	P	“o..ngono ya..padahal aku mau wis paling pol lho suarane..”
14	C	“Biasa Ce..cah SMP..suarane wis mulai dho sero..Dadi yo suaramu kalah banter.”
15	P	“Nah,,nek pas mulai kegiatan kelompok mau piye Nia? Menurutmu cah-cah dho iso aktif terlibat ra?”
16	C	“nek mau ki ana sing aktif tapi yo akeh sing dho malah rame dhewe..”
17	P	“Kira-kira kok dho rame ngapa yo Nia?”
18	C	“Biasa Ce..cah SMP..isih ngeyel-ngeyele..Apa meneh dikelompokke..dadi kesempatan dho ngobrol karo kanca-kancane..Trus mau worksheet e mung siji yo masing-masing kelompok?..Dadine sing nulis mung wong siji..Nah pas ana sing lagi nulis mau dadi dho rame sing liyane..Nek menurutku mendingan sesuk tiap siswa diwehi worksheet..dadi kabeh dho nulis..ben ra rame dhewe-dhewe..Ho..o ra Ce?”
19	P	“Wo..yo iso kuwi... Yo sesuk tak cobane Nia..Oya mau kan rencanane arep tak lanjutke kegiatan group feedback, tapi wektune wis entek. Menurutmu apike piye Nia?”
20	C	“Dilanjutke pertemuan sesuke wae..dadi kowe tetep iso mantau..”
21	P	“O..ya..Nuwun ya Nia mau wis ngrewangi aku..Suk Senen kowe iso meneh ra Nia?”
22	C	“Sorry Ce..Senen aku ngajar je..Piye?”
23	P	“Wo..iyo..yo ra po po Nia..Suk tak coba ngajak gurune dampingi ning kelas wae..Muga-muga Pak Riyadi saged..”

24	C	“Yo..sorry lho Ce..Sesuk nek Jum’at meneh aku dihubungi wae..Innyaallah nek aku lagi ra ana perlu tak rewangi..”
25	P	“Yo..Nuwun ya Nia..”

INTERVIEW TRANSCRIPT 8 (Monday, March 8th 2010) at 10.45 – 11.00

Wawancara dilaksanakan setelah peneliti selesai melaksanakan tindakan hari ke-2 / sesuai jam pelajaran berakhir dengan GBI2 di ruang kelas 8 A.

P : Peneliti

GBI : Bpk. Riyadi

No		Teks interview
1	P	“ Pak, priapun pendapat Bapak tentang kegiatan di kelas tadi?”
2	GBI	“ Ya sudah lumayan lah mbak, kegiatannya sudah menarik..Tapi menurut saya tadi yang kurang classroom management nya mbak..”
3	P	“ O..ngaten nggih Pak?..Kurang nya dimananya Pak?”
4	GBI	“ Tadi yang pas waktu pembagian kelompok memakan waktu sangat lama mbak..Terus suarane njenengan juga kurang menjangkau kelas..jadi banyak yang rame mbak..”
5	P	“ Iya..ya Pak tadi pas pembagian kelompoknya memakan waktu lama..tadi banayk siswa yang gak langsung mau duduk di kelompoknya Pak..Terus saya juga harus bacakan berulang-ulang anggota kelompoknya..Nah,nek mengenai suara saya tadi padahal sudah sampai gerok-gerok lho Pak.Tapi kok ya tetap kalah sama suara anak-anak..Menurut Bapak sebaiknya besok lagi pembagian kelompoknya gimana ya Pak biar gak terlalu makan waktu lama?”
6	GBI	“ Lebih diberi ketegasan saja mbak..Bacanya gak usah berulang-ulang tapi sekali saja, jadi biar pada memperhatikan..Terus antar kelompok dikasih jarak, biar gak pada rame..kalau tadi itu kan antar kelompok gak dikasih jarak to mbak duduknya?..Jadi pada ambil kesempatan buat ngobrol sama temen-temennya..Terus juga dikasih batasan waktu, biar mereka merasa waktunya dikit jadi perlu segera digarap bersama..”
7	P	“ O..nggih Pak.. Terus ada lagi Pak yang masih kurang?”
8	GBI	“ Materinya sudah bagus..Apa lagi ya?..Saya perlu nganalisis dari segi mananya lagi mbak?”
9	P	“ Emm..kalau dari segi keterlibatan siswa selama aktifitas kelompok gimana Pak?”
10	GBI	“ Tadi saya liat tidak semua siswa terlibat aktif mbak..Ya itu tadi, malah pada rame... Tadi yang disuruh nulis cuma satu anak ya mbak tiap-tiap kelompok?”
11	P	“ Iya Pak..tiap-tiap kelompok cuma satu worksheetsnya..Mungkin itu ya Pak yang bikin yang lainnya jadi pada rame?”

12	GBI	“ Iya mbak..itu juga jadi salah satu penyebabnya..Nah mbak..tadi yang aktifitas analisis gambar itu termasuk di aktifitas sebelumnya ya mbak? Saya liat kok tadi jadi ada 2 aktifitas berbarengan..”
13	P	“ Itu sebenarnya masuk di aktifitas selanjutnya pak..Tapi karena saya lihat tadi waktu salah satu anggota kelompok sedang nulis yang lain malah pada ramai,jadi saya bagikan gambarnya saat itu Pak..biar yang lain ada kerjaan Pak..biar gak rame maksud saya..”
14	GBI	“ Nek menurut saya tadi malah jadi rancu mbak..Biar mereka konsen dulu di satu tugas mbak..jadi nulisnya tadi biar diselesaikan, kalau yang lain pada rame ya gak papa mbak, paling gak lama to nulisnya..Biar mereka juga merasakan sedikit santai..Nah setelah itu baru dikasih gambarnya..Kalau dibarengkan menurut saya hasilnya juga kurang maksimal mbak..”
15	P	“ oh.. ya Pak..menurut saya tadi juga jadi malah tambah lama menyelesaikannya Pak..”
16	GBI	“ Iya mbak..Oya ada lagi besok kalau mau kasih instruksi sebaiknya sebelum pengelompokan mbak . Kalau sudah dikelompokkan mereka jadi malah pada ngobrol sama temen-temennya jadi pada nggak memperhatikan instruksinya mbak..”
17	P	“ Ya..Pak, biar besok mulai saya praktekan di pertemuan selanjutnya..Matur nuwun nggih Pak evaluasi dan masukan-masukannya. Semoga pertemuan ke depan bisa lebih baik..”
18	GBI	“ Ya mbak sama-sama..Brarti besok ngisi lagi tho?”
19	P	“ Besok Bapak bisa mendampingi lagi di kelas kan?”
20	GBI	“ Ya..Insyaallah..saya usahakan. Tapi nggak harus full kan? ”
21	P	“ Kalau bisa full ya alhamdulillah..tapi kalau tidak bisa ya ndak apa-apa Pak..Nggih pun, saya pamit rumiyin Pak..”
22	GBI	Ya..hati hati..

INTERVIEW TRANSCRIPT 9 (Conducted on Friday, March 12th 2010) at 11.30

Interview dengan Bp. Riyadi (interview/diskusi dilaksanakan di ruang guru setelah pertemuan ke 3 cycle 1)

No		Transcript interview/diskusi
1	GBI	“ Gimana mbak Siti? Keliatannya capek sekali..”
2	P	“ Iya Pak..masih belum bisa menguasai kelas..”
3	GBI	“ Sebenarnya ndak harus teriak-teriak kok mbak..malah capek njenengan. Saya sendiri juga males mbak kalo harus teriak-teriak..udah habis ngajar, terus ngajar lagi..bisa-bisa kalau harus teriak-teriak suara saya habis mbak..masalah gitu, dikasih ketegasan saja mbak, njagarnya pakai kewibawaan . Seumpamanya siswa rame, udah diingatkan kok masih ramai ditunjuk terus dikasih pertanyaan atau nek masih ngeyel ya disuruh keluar sekalian aja. Terus nek pas kita nerangkan kok ada siswa yg ramai,

		dipending dulu neranginnya. Kita tunggu sampai siswa tenang semua. Lha kalau diteruskan malah sia-sia nanti mbak neranginnya..”
3	P	“ Wah memang perlu banyak pengalaman ya Pak jadi guru... Oya Pak, tadi anak-anak jadi lumayan tenang kalau dibanding pertemuan kemarin-kemarin. Apa karena ada Bapak ya di kelas tadi?”
4	GBI	“ Bisa juga mbak..mereka takut sama saya jadi agak kurang ramainya. Oya mbak, menurut saya tadi materi dan juga cara menerangkan njenengan sudah baik. Nggak terlalu cepat, juga nggak terlalu lambat. Cuma suaranya aja yang masih kurang menjangkau kelas..”
5	P	“ Iya ya Pak?...Kalau masalah suara gimana ya Pak solusinya? Kayanya sudah maksimal Pak..saya sudah teriak-teriak..”
6	GBI	“ Perlu latihan mbak..sekali-kali kayanya njenengan perlu ke pantai terus teriak yang keras-keras. He..he..bercanda ding mbak. Ya yang pasti butuh waktu lama buat latihan mbak. Jadi nantinya terbiasa..”
7	P	“he..he . iya nie Pak, sepertinya saya perlu latihan teriak di pantai..Terus ada evaluasi lagi tidak Pak?”
8	GBI	“ Iya ada..tadi kok mbak Siti kasih instruksi kegiatannya sesudah pembagian kelompok lagi? Jadinya malah pada ramai to mbak? Terus juga malah jadi banyak siswa yang tanya ulang instruksinya..Njenengan jadi tambah capek lagi..”
9	P	“ Iya Pak..tadi saya kok lupa lagi..memang bener2 jadi capek Pak, soalnya harus jawab pertanyaannya berulang kali. Semoga di pertemuan depan saya nggak lupa lagi Pak.. “Terus Pak, waktu pelaksanaan group feedback tadi menurut Bapak seperti apa?”
10	GBI	“ Proses meneliti writing error tadi to mbak?..Tadi kok menurut saya kurang efektif ya?..Banyak yang pada ramai sendiri, utamanya yang laki-laki. Mereka njagakke temen sekelompoknya yang lain buat ngoreksi..”
11	P	“ Iya Pak..tadi kebanyakan anak laki-lakinya pada nggak ikut kerja. Pada njagakkke temen di kelompoknya. Kira- kira ke cycle 2 besok masih bisa dilaksanakan tidak ya Pak?”
12	GBI	“ Masalah bisanya bisa aja.tapi kok menurut saya kurang efektif ya mbak..Mbak Siti mungkin ada cara lain yang lebih efektif?”
13	P	“ Em..apa coba diganti dengan peer feedback saja ya Pak?..Biar masing-masing dapat kerjaan, jadi berkurang ramainya Pak..”
14	GBI	“ Ya..dicoba saja mbak...”
15	P	“ Wonten evaluasi yang lain lagi tidak Pak?”
16	GBI	“ Kayanya udah cukup itu tadi aja yang jadi evaluasi hari ini..Besok mbak Siti ngisi lagi to?”
17	P	“ Masih Pak...besok kegiatannya melanjutkan kegiatan yang tadi belum selesai..juga ngumpulin tugas Pak..”
18	GBI	“ Ya..tapi besok mbak Siti sendiri ya..temennya bisa dampingi di kelas tidak?”
19	P	“ Ya pak..ndak papa..temen saya kalau hari Senin ngajar Pak..Ya sudah saya

		pamit dulu Pak..matur nuwun..Assalamu'alaikum..”
20	GBI	“ ya..Wa’alaikumsalam..”

INTERVIEW TRANSCRIPT 10 (Conducted on Monday, March 15th 2010) at 12.30

P : Peneliti

S : Siswa (Puti Mentari)

No		Transcript wawancara
1	P	“ Assalamuallaikum warahmaullahi wabarakatuh..”
2	S	“ Wa’alaikum salam warahmatullahi waabarakatuh..”
3	P	“ Ini buat dek Puti ya.., mbak mau wawancara sedikit ya tentang kegiatan-kegiatan di kelas mbak kemarin..nanti minta tolong dijawab sesuai dengan pendapat Puti sendiri ya..Nah..yang pertama itu: Menurutmu,kemampuan menulis terutama nulis dalam bahasa Inggris itu perlu gak ? “
4	S	“ Em..perlu ya..Mungkin kalau misalnya nanti udah bagus..udah jadi bakat ..bisa jadi penulis gitu..dapet duit.”
5	P	“ Wow..keren....contohnya kayak siapa tuh? Ini ya ..siapa tuh..JK Rowling? Bisa jadi penulis.”
6	S	“ he..eh”
7	P	“Sekarang tinggal nunggu duit.. Terus manfaatnya selain bisa jadi penulis, apa lagi Put? “
8	S	“ Em..apa ya?”
9	P	“ Oh..yang penting itu ya? Jadi penulis..Nah, kalau umpamanya job application gimana?..Tahu gak? Itu lho surat lamaran kerja..Sekarang kan modelnya gitu dek, surat lamarannya ditulis pakai bahasa Inggris. Nah terus yang kedua, tentang kegiatan yang kemarin dilaksanakan di kelas. Menurutmu itu bisa cukup membantu kamu untuk menggali ide untuk menulis narasi gak? Kayak kemarin itu kan mbak minta kalian buat kelompok. Trus disuruh cari kata-kata sulit yang mungkin muncul, terus nulis karangannya bareng. Itu menurutmu gimana?
10	S	“E..jadi lebih kreatif ya..jadi apa namanya..biasanya kan cuma dikasih tema, suruh nulis ini..tapi sekarang kan dibebasin, jadi lebih kreatif..”
11	P	“ O..jadi kaya gitu ya? Terus yang ketiga, tentang bahan yang disampaikan..kaya kemarin itu kan tentang dongeng-dongeng. Menurutmu itu menarik gak?”
12	S	“ Menarik..”
13	p	“ Nah terus selanjutnya, setelah kemarin itu ya..setelah beberapa kali pertemuan mulai dari yang pertama sampai yang kemarin, menurutmu bisa membuatmu jadi lebih paham tentang teks narasi gak? Dengan kegiatan2 kemarin?
14	S	“ Jadi lebih paham..”

15	P	“ Nah sekarang selanjutnya, mengarang sendiri sama mengarang bareng2 enakan yang mana?”
16	S	“Bareng-bareng...”
17	P	“ Enakan bareng ya? Alasannya kenapa tu?”
18	S	“ Soalnya kalau barang-bareng itu kan idenya bisa disatuin. Misalnya si A punya ide gini, terus nanti digabung ide-idenya. Tapi kalau misalnya sendiri itukan jadi bingung ini nulisnya gimana-gimana jadi tenaganya bisa lebih dibagi-bagilah..”
19	P	“ Nah sekarang tentang ngoreksi, nah kalau kemarin itu kan ada kegiatan koreksi karangan antar teman di kelompok ya? Walau belum bisa berjalan 100 persen. Harapannya di pertemuan ke depan bisa berjalan lebih baik. Menurut Puti koreksi antar teman itu bermanfaat gak?”
20	S	Iya bermanfaat...
21	P	Manfaatnya apa?
22	S	E.. apa ya? Jadi misalnya kalau salah itu kan bisa dibetulin sama teman kita. Tapi kalau kita sendiri yang ngoreksi itu kan cenderung guru gak percaya ya..Mungkin waktu dicocokin punya dia salah, tapi dia ganti sendiri. Tapi kalau temannya yang ngoreksi kan kalau salah temennya yang ngganti, bukan kita sendiri. Lebih dibetulin ya..bukan diganti jawabannya..”
23	P	Emm..terus kira-kira kalau kita ngoreksi punya temen kita ya..bukan punya kita sendiri..Kira –kira menurutmu bisa membuat kita jadi lebih sadar gak tentang kesalahan yang sering kita buat, misalnya..Oh..ya aku tuh juga sering salah nulis kaya gini?..Gimana tuh?”
24	S	“ Iya, jadi lebih sadar.”
25	P	“ Iya..ya? terus menurutmu ngoreksi sendiri/antar teman dengan dikoreksi guru enakan mana?”
26	S	“ Enakan guru ya.. Soalnya kalau kita sendiri yang ngoreksi itu kan sebenarnya kita gak tau yang benernya yang kaya gimana..tapi kalau gurunya kan lebih paham..”
27	P	“ O..gitu ya?..Terus kemarin itu kan sebagian besar kegiatannya dalam kelompok ya..Nah kendala yang kamu hadapi selama kegiatan kelompok itu apa?..”
28	S	Kendalanya gimana ya? Kalau misalnya temen kita tuh gak setuju dengan pendapat kita..pendapatnya gak sama..temen kita tuh mekso..terus apa tuh namanya ..bukan..harusnya tuh..gini-gini..lho..jadi lebih rame, terus menurutku jadi lebih lama selesainya, soalnya apa namanya? Banyak yang ngomong, banyak yang ngasih komen..yang gitu-gitu lah..jadinya gak selesai2
29	P	Itu ya..Terus kendalanya apa lagi?
30	S	Em..mesti pada ngomong sendiri..Pada malah bukannya bantu.. Misalnya lembar kerjanya 1 tapi jumlah anggota kelompoknya 5. Ada yang disuruh nulis, suruh baca, cari kata-kata di kamus..tapi sisanya? Kan gak ngapa-ngapain. Jadi mereka lebih enakan ngomong..santai-santai..ya cuma

		numpang nama ..
31	P	Jadi itu kendalanya ya? Oh ya, terus yang kemarin itu waktu tak minta koreksi titik, koma, terus capital letter dalam kelompok..berjalan gak di kelompokmu?"
32	S	barjalan
33	P	Kerja semua gak?
34	S	Iya kerja semua..
35	P	Ada kendalanya gak?
36	S	Ya itu sebenarnya kita kan gak tahu pasti yang benernya tuh yang gimana..mana yang harus dikasih titik, koma. Soalnya kan intonasi bahasa inggris itu kan beda ya dengan bahasa indonesia..jadi ya mungkin masih salah-salah gitu...
37	P	Jadi enaknya gimana? Dikasih contohnya yang bener gitu dulu ya di depan?
38	S	He..em
39	P	Nah terus yang kemarin itu kan yang pertama kan dikasih gambar berseri, terus tugas individunya bebas..Nah, nek menurutmu enakan yang mana? Dipandu pake gambar atau bebas?..Nek nulis narasi lho.."
40	S	" Em..enakan kalau pakai gambar..soalnya kan udah tinggal mengurutkan gitu..tinggal nulis kronologisnya.."
41	P	O ya..lebih enak kalau ada panduan gambarnya ya..Nah terus waktu dikasih tugas cari cerita narasi kemarin keberatan gak?
42	S	Em..lumayan sih..keberatan gak keberatan..Soalnya kan waktu itu masih belum terlalau ngedong tentang cerita narasi ya..jadi ya cari ceritanya asal cerita terus di tulis gitu..Ternyata kan harusnya kaya cerita Cinderella, Bawang Merah Bawag Putih..Jadi ya salah yang kemarin..dan harus mengulang.."
43	P	Iya..gak papa masih ada kesempatan..Nah, sekarang menurutmu menulis narasi itu susah gak sih?.."
44	S	" Kalau sejauh ini masih susah sih.."
45	P	" Susahnya dimananya tuh? Cari idenya atau apanya?
46	S	" Iya, cari idenya.."
47	P	" Kalau tentang masalah nulisnya gimana? Grammatikalnya..grammarnya itu lho.."
48	S	" Iya susah..juga pembagian kata-katanya itu lho.."
49	P	" Em..menulis kalimat sendiri? Maksudnya karangan narasi itu kan gabungan dari kalimat-kalimat itu ya..Em contoh gampangnya gini aja wis..translate kalimat dari bahasa indonesia ke bahasa inggris.."
50	S	" E..kalau itu gak begitu sulit sih.."
51	P	" O..jadi yang masih sulit dapet idenya itu ya?.."
52	S	" Iya.."
53	P	"Jadi kalau dengan kegiatan kaya kemarin cukup membantu menulis narasi ya?.."
54	S	" Sangat membantu.."
55	P	" Oya dah..kalau gitu itu dulu aja..makasih Puti.."

56	S	“ Sama-sama”
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INTERVIEW TRANSCRIPT 11 (Conducted on Monday, March 15th 2010) at 13.00

P : Peneliti

S : Siswa (Inung)

No		Transcript wawancara
1	P	“ Bismillahirrahmanirrahim..Kalau ini sama Inung ya? Nah dek Inung, mbak mau tanya2 sedikit ya tentang kegiatan-kegiatan di kelas mbak kemarin..nanti tolong dijawab sesuai dengan pendapat Inung ya. Yang pertama: Nek menurut Inung,kemampuan menulis terutama nulis dalam bahasa Inggris itu perlu gak ? “
2	S	“ Ya..perlu...”
3	P	“ Alasannya apa?”
4	S	“ Em..alasanya, kalau menulis kan bermanfaat..ya bisa berinspirasi..ya bias..bisa..kalau ada bakat ya..
5	P	“Kalau ada bakat bisa jadi penulis ya?”
6	S	“Iya..”
7		“Kamu pingin jadi penulis gak Nung?”
8	S	“Ya..iya..”
9	P	“Pinginnya jadi penulis Nasional atau Internasional?”
10	S	“Ya.Internasional nek bisa..”
11	P	“ Amin..semoga terwujud.. Nah terus yang kedua, tentang kegiatan yang kemarin dilaksanakan di kelas dari yang kegiatan kelompok sampai yang individu, menurutmu itu bisa cukup membantu kamu untuk menggali ide untuk menulis narasi gak? ”
12	S	“Iya..karena sebelumnya kan..aku..aku..aku belum tahu gimana caranya nulis narasi..setelah kemarin jadi tahu gimana cara nulisnya..”
13	P	“ Nah kalau dengan kegiatan kelompok sendiri manfaatnya menurutmu gimana?”
14	S	Yo..kalau kelompok sih ya..kan pendapat orang itu kan beda-beda..kan kalau disatukan kan..jadi lebih bervariasi gitu..”
15	P	“ O..jadi kaya gitu ya? Terus yang ketiga, tentang bahan yang disampaikan..kaya kemarin. Menurutmu itu menarik gak? Atau malah mbosenin soalnya cuma dongeng2?”
16	S	“ Ya..cukup menarik..”
17	p	“ Oh..malah menarik ya? Mungkin karna dah jarang keluar ya cerita-cerita kaya gitu?.. Dengan kegiatan2 kemarin?”
18	S	“ Ya..iya..”
19	P	Nah terus selanjutnya, setelah kemarin itu ya..Setelah beberapa kali pertemuan mulai dari yang pertama sampai yang kemarin, kamu jadi lebih

		paham tentang teks narasi gak?
20	S	“Iya..Jadi lebih paham..”
21	P	“Em..jadi lebih paham ya? Nah selanjutnya, skali lagi mbak tanya kalau menggali ide itu enakan sendiri atau bareng2?”
22	S	“Ya..Bareng-bareng kan kalau satunya gak tahu ntar bisa dikasih tahu gitu...jadi enak kalau bareng2”
23	P	“Jadi bisa saling melengkapi gitu ya? “
24	S	“Iya..”
25	P	“trus yang kegiatan selanjutnya itu kan ada kegiatan koreksi karangan antar teman atau antar group gitu ya? Walau belum bisa berjalan dengan baik. Menurutmu bermanfaat gak?”
26	S	Iya bermanfaat...E..jadi kalau misalkan ada yang salah bias dibetulin kan jadi tahu..”
27	P	“Trus kadang-kadang kan kita sendiri kan kurang teliti ya? Tapi kalau orang lain kan mungkin jadi lebih teliti..”
28	S	“Iya..”
	P	“Terus menurutmu ngoreksi sendiri/antar teman dengan dikoreksi guru enakan mana?”
29	S	“Yo enakan kalau dikoreksi guru.. Soalnya kalau ngoreksi sendiri itukan takute dikira nggak jujur, trus kalau yang ngoreksi teman itu kan nanti juga kadang ada yang gak serius..jadi malah yang betul disalahin, yang salah malah dibetulin.. “
30	P	“Oh..khawatire gitu ya..Nek sama guru kan kita percaya ya?”
31	S	“Iya..”
32	P	“Nah trus..Selama kegiatan kelompok kemarin kamu mengalami kendala gak?”
33	S	Kalau kelompok itu ada yang serius ada yang gak serius..Kadi walau udah dibagi-bagi tugas tetep ada yang gak kerja..Sama aja yang garap cuma satu atau dua orang..”
34	P	Itu ya..Jadi ada yang cuma nebeng nama?
35	S	Ya..iya..”
36	P	Terus enaknya mengarang bebas atau dipandu gambar kaya kemarin kalau nulis narasi?”
	S	“Enak kalau dipandu gambar..”
37	P	“Terus, kemarin kan ada penugasan buat cari cerita narasi ya..kamu keberatan gak?”
38	S	“Ya..sebenere agak keberatan sih..Tapi kayae murid tuh selalu keberatan nek dikasih tugas..he,,he”
39	P	“Iya sih..tapi susah gak kemarin caranya?”
40	S	“Tapi sebenere nek udah tahu banyak vocabulary..dan udah jadi hobby mungkin jadi nggak keberatan sih..”
41	P	“Butuh pembiasann aja kali ya?”
42	S	“Iya..”
43	P	“Nah yang terakhir sekarang menurutmu dengan kegiatan2 kemarin jadi

		membuatmu lebih paham gak tentang teks narasi? Jadi lebih mudheng gitu?”
44	S	“ Iya lumayan jadi lebih mudheng..jadi lebih tahu gimana cara nulisnya..”
45	P	“ ya udah gitu dulu aja ya...makasih..”
46	S	“ ya..”

INTERVIEW TRANSCRIPT 12 (Conducted on Friday, March 26th 2010)

Interview dengan Bpk. Riyadi stlh meeting2 cycle 2

No		Transcript interview/diskusi
1	P	“ Pripun tadi Pak pelaksanaan kegiatannya? Ada peningkatan belum nggih Pak?”
2	GBI	“ Iya, sudah lebih ada peningkatan mbak Siti. Tadi saya lihat siswanya sebagian besar sudah bisa mengikuti kegiatan dengan baik. Pas Jigsaw juga pada terlibat di di kelompoknya”
3	P	“ Kalau dari penyampaian instruksi-instruksinya bagaimana Pak?”
4	GBI	“ Tadi juga siswa pada jadi lebih mendengarkan, sepertinya penyampaian instruksi untuk kegiatan2 yang sifatnya kelompok memang sebaiknya diberikan sebelum proses pengelompokan mbak soalnya mereka masih fokus. Terus untuk suaranya mbak Siti ya..sudah lumayan juga...”
5	P	“ Iya.ya Pak..saya juga jadi nggak kecapekan harus mengulang-ulang pertanyaan dari siswa..Kalau untuk gambar berserinya Pak?”
6	GBI	“ Gambar berserinya tadi juga lebih menarik mbak..karena lebih besar dan cuma ada 2 gambar untuk masing-masing kelompok, mereka jadi lebih bisa bersama-sama menganalisis gambarnya.”
6	P	“ Wonten malih mboten Pak?”
7	GBI	“ kayanya sudah baik mbak..Cuma hasilnya, efektif apa nggaknya nanti baru bisa ketahuan setelah ada penilaian-penilaian to?”
8	P	“ Iya Pak..Besok saya koreksi dan kasih penilaian dulu hasil pekerjaan siswa dari mulai cycle 1, Bapak bisa bantu analisisnya mboten nggih, biar lebih objektif?”
9	GBI	“ Ya..besok saya coba bandingkan dengan yang di kesehariannya”
10	P	“ Kalau sudah selesai penilaian dari saya, besok saya serahkan ke Bapak analisis nilainya..”
11	GBI	“ Gitu juga bisa..”
12	P	“ Oya Pak, kira2 saya masih diperkenankan berapa kali pertemuan lagi?..”
13	GBI	“ 2 pertemuan lagi aja ya mbak, soalnya besok kepotong libur karna ada ujian kelas 9..”
14	P	“ Ya..Pak..tapi kalau hasilnya belum terlalu keliatan kira2 masih boleh minta jam lagi gak ya pak?”
15	GBI	“ Ya..besok kita liat-liat aja mbak..Kalau masih cukup ada waktu ya bisa diteruskan, tapi saya rasa sudah cukup ada peningkatan kok mbak..”

INTERVIEW TRANSCRIPT 13 (Conducted on Monday, March 22nd 2010)

P : Peneliti

S1: Gisa

S2: Taufiq

No		Transcript wawancara
1	P	“Congratulation ya Gis..tadi kelompokmu yang terbaik..’
2	S1	“he..he..Wah..nggak nyangka Bu..”
3	P	“Seneng gak dapat penghargaan kaya gitu? “
4	S1	“Jadi bangga Bu..walo cuma numpang nama sih..he..he”
5	P	“Wo..kamu cuma numpang nama tho?..’
6	S1	““ he..he..”
7	S2	“Soale ada Tommy, Bu di kelompoknya..”
8	P	“Ya mungkin juga..”
9	S2	“Jelas Bu..wong dia paling pinter Bahasa Inggris di sini..”
10	P	“Kelompokmu juga lumayan kok nilainya, cuma gak sebagus kelompok Tommy..Besok mau mecahin rekor nilainya gak?”
11	S2	“Iya, mau tak pecahin rekor nilainya..jadi 100.”
12	P	“Skornya tertinggi 30 kok..makanya besok ngerjainnya yang baik..”
13	S2	“Sip..Bu..”

INTERVIEW TRANSCRIPT 14 (Conducted on Monday, March 22nd 2010)

P: Peneliti

S: Erika

No		Transcript wawancara
1	P	“ Dek, menurutmu tadi gimana kegiatan di kelas? ”
2	S	“Seru Bu...”
3	P	“Serunya gimana? “
4	S	“Kaya nggak lagi pelajaran aja, nyantai gitu...”
5	P	“Jadi kamu seneng ya?..’
6	S	“ iya Bu...”
7	P	“Yang paling menarik yang kegiatan apa?”
8	S	“ Kalo aku suka yang ngurutin gambar tadi lho Bu..yang maju ke depan..jadi kaya permainan..gak bosan jadinya..”
9	P	“Oh..itu ya? Trus kalau yang kegiatan mengarang sama temen sekelompoknya tadi gimana?”

10	S	“Wah..kelompokku belum selesai e Bu?”
11	P	“Lha kok belum?”
12	S	“Lha banyak e Bu gambarnya jadinya kan juga banyak ceritanya..”
13	P	“Memang yang sekarang dikasih yang lebih banyak gambarnya biar bisa lebih kreatif nulisnya..Besok jangan lupa dibawa lho karangannya, besok mbak ke sekolah pas istirahat pertama..”
13	S	“ Ya Bu...”

INTERVIEW TRANSCRIPT 15 (Conducted on Monday, March 22nd 2010)

P: Peneliti

S: Evi

No		Transcript wawancara
1	P	“ Dek, menurutmu tadi gimana kegiatan di kelas?”
2	S	“Asyik Bu..”
3	P	“Asyiknya gimana? “
4	S	“Agak nyantai gitu lah..”
5	P	“Kamu seneng gak?..’
6	S	“ Seneng Bu...”
7	P	“Yang paling menarik yang kegiatan apa tadi?”
8	S	“ Yang ngurutin gambar ke depan tadi lho Bu..jadi kaya permainan..seru!”
9	P	“Oh..itu ya? Trus kalau yang kegiatan mengarang sama temen sekelompoknya tadi gimana?”
10	S	“Punyaku kurang sedikit Bu..buat PR to?”
11	P	“ Iya, besok pas istirahat pertama dikumpul ya..”
12	S	“ Insyallah..”

INTERVIEW TRANSCRIPT 16 (Conducted on Monday, April 5th 2010)

P : Peneliti

GBI : Bp. Riyadi

No		Transcript wawancara
1	P	“ Pripun tadi Pak pelaksanaan kegiatannya? Ada peningkatan belum nggih Pak?”
2	GBI	“ Iya, sudah lebih baik lagi dari yang kemarin mbak.”
3	P	“ Peningkatannya gimana Pak?”
	GBI	“ Siswa siswinya tadi sudah baik keterlibatannya di kegiatan kelompok, terus pembagian kelompok sama ngasih instruksinya juga sudah baik..”

4	P	“ Terus, kalau tadi waktu proses peer correction menurut Bapak gimana?”
5	GBI	“ Yang koreksi antar teman tadi ya?..Menurut saya itu tadi juga sudah berjalan baik. Sebagian besar siswa terlibat di kegiatan. Mereka tadi juga pada aktif tanya ke njenengan kalau menemukan kesulitan..”
6	P	“ Kira-kira sudah bisa meningkatkan kesadaran siswa tentang writing error belum ya Pak?”
7	GBI	“ Ya..gak bisa diukur dalam waktu sebentar sih mbak kalau njenengan tanyakan kesadaran..Soalnya yang namanya kesadaran itu perlu waktu lama untuk terapinya. Tapi menurut saya cara ini memang bisa digunakan untuk meningkatkan kemampuan siswa untuk menganalisis writing errors mbak. Selain itu juga bagus untuk meningkatkan ketelitian siswa....”

INTERVIEW TRANSCRIPT 17 (Conducted on Friday, April 9th 2010)

Tempat: Ruang Guru (Refleksi akhir)

No		Transcript wawancara
1	P :	“Pak, dari hasil observasi kegiatan di kelas dan analisis nilai siswa menurut Bapak apakah tehnik-tehnik yang digunakan memberikan manfaat pada proses pembelajaran writing Pak?”
2	GBI:	“ Ya mbak cukup bermanfaat, buat. Tidak hanya buat sekolah tetapi juga buat siswa dan juga saya sendiri”
3	P:	“Menurut Pak Riyadi, manfaat dari tehnik Jigsaw apa saja Pak yang bisa didapat?”
4	GBI:	“ Siswa jadi belajar vocab lebih banyak dari teman-temannya Mbak, mereka juga jadi terbantu dalam menggali ide-ide untuk menulis narasi, imajinasinya jadi berkembang...”
5	P	“ Jadi menurut Bapak, apa tehnik Jigsaw bisa digunakan sebagai alternative untuk mengajar writing Pak?”
6	GBI	“Iya, bisa Mbak..selain itu juga untuk selingan kegiatan di kelas biar siswa nggak pada bosan.”
7	P	“Kalau untuk kegiatan Peer Correction bagaimana Pak? Menurut Bapak apa tehnik ini juga bias digunakan sebagai alternative cara untuk mengajar writing di kelas?”
8	GBI	“ Ya..bisa juga Mbak..Dengan Peer Correction guru juga terbantu saat proses koreksi secara tidak langsung. Soalnya kan dengan cara ini jadi lebih hemat waktu dalam mengoreksi Mbak..manfaatnya jadi bisa buat siswa juga buat guru..”
9	P	“ Kalau begitu, menurut Bapak apakah Cooperative Learning cukup bisa meningkatkan kemampuan menulis siswa Pak?”
10	GBI	“ Ya..saya kira cukup bisa meningkatkan ketrampilan menulis

		siswa..Kalau dilaksanakan secara maksimal dan waktunya memadai pasti hasilnya lebih baik lagi.”
11	P	“ Iya, Pak...Kalau dari segi kemampuan afektif siswa Pak?
12	GBI	““ Kalau dari segi kemampuan afektif..menurut saya, karena masing-masing siswa dapat tugas yang spesifik di kelompok nya, jadi mereka dilatih untuk bertanggung jawab, mereka juga jadi lebih semangat saat mengerjakan tugas karena bisa saling membantu mbak.. Terus mereka juga dilatih untuk saling menghargai.”
13	P	“ Oh..ngaten ya Pak..Kalau begitu, matur nuwun nggih Pak atas kerjasamanya selama ini..nanti kalau sudah selesai olah datanya sama menyusun skripsinya, saya ke sekolah lagi Pak.”
14	GBI	“ Ya..sama-sama Mbak..Targetnya selesai kapan?”
15	P	“Kalau bisa sebelum saya melahirkan Pak..sebelum Juni, HPLnya bulan Juni Pak..
16	GBI	“Ya..semoga lancar Mbak..ya, tapi nggak usah ngoyo-ngoyo Mbak. Yang penting datanya udah dapat..kasihan bayinya nanti kalau terlalu capek..”
17	P	“Nggih Pak..Terima kasih..Saya pamit dulu ya Pak..Assalamu’alaikum”
18	GBI	“Ya..Wa’alaikumsalam. Hati-hati di jalan..”

Appendix G

The Course Grid of Improving English Writing Skills of Grade VIII Students of

MTs N Babadan Baru through Cooperative Learning in the Academic Year of 2009-2010

CYCLE I

Standard Competence	Basic Competence	Learning Materials	T&L Activities	Indicators	Assessment			Time Allocation	Learning Sources
					Technique	Form	Sample of instrument		
Expressing the ideational meaning in the functional written texts and simple short essays in the form of recount and narrative to interact with the surroundings	Expressing the ideational meaning and rhetorical phases in the simple short essays by using variety of written language accurately, fluently and acceptable to interact with the surroundings in the form of recount and narrative	a. Definition of narrative text b. Generic Structure of narrative text c. Language features of narrative texts d. Social functions of narrative texts e. Kinds of narrative texts f. Jumbled paragraphs of narrative	a. Reviewing and identifying generic structure of narrative texts b. Reviewing and identifying the language features of narrative texts c. Reviewing and identifying the social function of narrative texts d. Reviewing and identifying kinds of narrative texts	a. Identifying the generic structure and language features of narrative texts b. Identifying the social functions and kinds of narrative texts c. Arranging jumbled paragraphs into good order d. Identifying the kinds of errors in writing, particularly punctuation e. Identifying the types and use of	Written test, Portfolio	Students' writing	a. Arrange the jumbled paragraphs into a proper story in groups. b. Change the unpunctuated text by using capital letters, commas, apostrophes and full stop. c. Arrange the picture series and write a story in the group based on your discussion with your previous group about the details of the set of picture	4x40'	<i>a. www.agusramadhani.com: understanding types of text.</i> <i>b. Jumbled paragraph of “The Mouse Deer and Mr. Farmer”</i> <i>c. Unpunctuated text of “The Legend of Lake Toba”</i> <i>d. Jumbled pictures of “The Mouse Deer and Crocodiles”</i>

		<p>texts</p> <p>g. Unpunctuated narrative text</p> <p>h. Picture series</p>	<p>e. Arranging jumbled paragraphs of narrative texts into good order</p> <p>f. Re-writing the unpunctuated text by using capital letters, commas, and full stop.</p> <p>g. Discussing about and memorizing as many details as possible of the picture and making a list of some words related to the picture</p> <p>h. Arranging the picture series and write a story in group based on the discussion with previous group about the details of the set of picture</p>	<p>punctuation</p> <p>f. Identifying the use of capital letter</p> <p>g. Re-writing unpunctuated into punctuated narrative texts by using appropriate punctuations</p> <p>h. Arranging jumbled picture series into good order</p> <p>i. Predicting vocabularies from given picture series</p> <p>j. Writing simple short narrative texts accurately</p> <p>k. Identifying the errors of writing through group correction</p>					
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			i. Revising the work through group correction						
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CYCLE 2

Standard Competence	Basic Competence	Learning Materials	T & L Activities	Indicators	Assessment			Time Allocation	Learning Sources
					Technique	Form	Sample of instrument		
Expressing the ideational meaning in the functional written texts and simple short essays in the form of recount and narrative to interact with the surroundings	Expressing the ideational meaning and rhetorical phases in the simple short essays by using variety of written language accurately, fluently and acceptable to interact with the surroundings in the form	a. Generic Structure of narrative text b. Language features of narrative texts	a. Identifying the generic structure of narrative text b. Discussing about and memorizing as many details as possible of the picture and make a list of some words related to the picture c. Writing a short	a. Identifying the generic structure of narrative texts accurately b. Writing the answer of narrative text correctly and accurately c. Arranging jumbled picture series into good	Written test, Portfolio	Students' writing	a. Identify the generic structure of the text by filling the table. b. Write a story in group based on your discussion with your previous group about the details of the set of picture	3x40'	a. “English on Sky 2” page 147, written by Mukarto, Sujatmiko, Josephine S.M, and Widya Kiswara, published by Erlangga: Jakarta. b. Jumbled pictures of “Golden Cucumber”

	of recount and narrative		narrative text based on picture series d. Revising the work through peer correction	order d. Predicting vocabularies from given picture series e. Writing a short narrative text based on picture series accurately f. Identifying the errors of writing through peer correction					
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Appendix H
Lesson Plan 1st Meeting Cycle 1

LESSON PLAN

School	: MTs N Babadan Baru
Class/Semester	: VIII/ 2
Day and date	: Friday, March 5 th 2010
Subject	: English
Duration	: 2x40 minutes
Text Type	: Narrative Texts
Skill	: Writing

Standard of Competence: Expressing the ideational meaning in the functional written texts and simple short essays in the form of recount and narrative to interact with the surroundings

Basic Competence: Expressing the ideational meaning and rhetorical phases in the simple short essays by using variety of written language accurately, fluently and acceptable to interact with the surroundings in the form of recount and narrative

Indicators:

- a. Identifying the generic structure and language features of narrative texts
- b. Identifying the social functions and kinds of narrative texts
- c. Arranging jumbled paragraphs of narrative texts into good order

A. Learning Objectives:

At the end of lesson, the students are able to:

- a. Identify the generic structure and language features of narrative texts properly
- b. Identify the social functions and kinds of narrative texts properly
- c. Arrange jumbled paragraphs of narrative texts into good order

B. Learning Material:

a. Definition of narrative texts

Narrative texts if defined as a piece of text which tells a story

b. Generic Structure of narrative texts:

1. An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who is in the story is taking place (in literary term, the participant is called as character), where, and when the action is happening. Orientation commonly introduces information about Who, Where and When.

2. A complication that sets off a chain of events that influences what will happen in the story. It explores the conflict in the story. This conflict will involve physical and psychological conflict. The conflict is actually the heart of any narrative text. It will drive the participant to make effort in solving the crisis.

3. A resolution in which the characters finally sort out the complication. It shows the situation which the problems have been resolved. It must be our note that “resolved” means accomplished whether succeed or fail.

4. A coda that provides a comment or moral based on what has been learned from the story (an optional step)

c. Language features of narrative texts:

- There are specific participants or characters.
e.g. Roro Jonggrang, the Mouse Deer, Cinderella, Malin Kundang, etc.
- The use of past tense.

e.g. Malin Kundang wanted to become a captain of big ship.

- The use of past continuous tense.
e.g. Kancil was drinking when the crocodile caught his leg.
- There are action verbs.
e.g. called, prayed, wanted
- There are relational verbs to describe the characters and setting.
e.g. He was a handsome young man.
- There are verbal verbs to describe verbal process.
e.g. said, answered
- There are mental verbs to describe mental process.
e.g. know, felt
- There are some conversation inside (direct and indirect conversation/speech)
e.g. Direct speech: “Got will punish you Malin”, said her mother.
Indirect speech: Malin’s mother said that God would punish Malin.
- There are many connectives or conjunctions to sequence the story.
e.g. Once upon a time, then, the next moment, finally, etc.

d. Social function of narrative texts:

- To entertain the reader
- To stimulate the emotion
- To educate

e. Kinds of narrative texts:

- Folktales, it includes fables, legend, myth, or realistic tales
- Mysteries, fantasy, science or realistic fiction

f. Jumbled paragraphs of the story of “Mouse Deer and Mr. Farmer”

g. *Laskar Pelangi* novel

C. Method / Technique: Cooperative Learning/ Four Phase Technique

D. Teaching Learning Process

Teacher's Activities	Students' Activities
<p>Set Induction</p> <ul style="list-style-type: none"> • Opening (Greeting), checking for the roll : “ Assalamu’alaikum wr. Wb! Good Morning Class! How are you today?..Let’s check the roll, who is absent today?” • Talking about writing: <ul style="list-style-type: none"> - asking the students who love writing and who don’t like it and the reasons: “Ok class! I want to know, who loves writing in this class? Is there anyone who doesn’t like writing? Why?..” - asking the students about what kind of writing they usually write or if they love reading what kind of reading they like best: “What kind of writing/reading do you like best?” - the title of the book and who the author is: “What is the title of the book and who is the author?” - discussing a little bit about an author biography and success that 	<ul style="list-style-type: none"> • Respond to the greeting: <ul style="list-style-type: none"> “Wa’alaikumsalam wr.wb! Good Morning Ma’am! I’m fine, thank you and you?...No one absent today! • Paying attention to the explanation and having discussion (answering teacher’s questions): <ul style="list-style-type: none"> - “ I like writing/ reading because.... - “ I love/like reading.... - “ The title is.....and the author is....” - “ Yes, I have..the author is...”

<p>he got from writing and motivating the students to love writing: “Have you ever read <i>Laskar Pelangi</i> Novel? Who is the author of the book?”</p> <ul style="list-style-type: none"> • Stating the objectives : “Today, we will learn about narrative text!” 	<ul style="list-style-type: none"> • Understanding the objectives
<p>Main Activity</p> <p>BKOF and MOT</p> <ul style="list-style-type: none"> • Distributing a model of narrative text and reminding the students about narrative text (what the features are: generic and grammatical features, the social functions/objective) : <ul style="list-style-type: none"> - “What is the title of the text?” -“Can you mention the characters?” - “Where does the setting of the story?” <p>JCOT</p> <ul style="list-style-type: none"> • Grouping the students into six groups: “All right students..Now, I want to ask you to work in group. Each group consist of 5 to 6 students..” • Distributing a worksheet containing jumbled paragraphs 	<ul style="list-style-type: none"> • Understanding the text and discussing/analyzing the generic and grammatical features: <ul style="list-style-type: none"> - “Snow White and the Seven Dwarfs....” - “Snow White,.....” - “It is in the.....” • Listening to teacher’s instruction and making six groups

<ul style="list-style-type: none"> • Asking each group to arrange the jumbled paragraph into a good paragraph - “Arrange the jumbled paragraph into good order.” 	<ul style="list-style-type: none"> • Getting the worksheet • Arranging the paragraphs in good order
<p>Closure</p> <ul style="list-style-type: none"> • Asking students’ difficulties during the learning process and making conclusion -“ Do you find any difficulties during our lesson today?” -“Today we have learnt about...” • Leave taking - “This is the end of our meeting. See you in the next meeting and Wassalamu’alaikum wr.wb!” 	<ul style="list-style-type: none"> • Asking and discussing the problems and making conclusion • Saying goodbye -“See you! Wa’alaikumsalam wr.wb.!”

E. Learning Media: *Laskar Pelangi* novel, whiteboard, students’ worksheet

F. Resources :

- www.agusramadhani.com: understanding types of text.

G. Assessment

- 1. Technique** : Written test
- 2. Form** : Arranging jumbled paragraph in a good order
- 3. Scoring** :

Activity 1

maximum score: 15

Final score: $\frac{\text{gained score} + 3}{\text{maximum score}} \times 100$ Yogyakarta, March 5th, 2010

English Teacher

Reseacher Teacher

Riyadi, S.Ag

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Siti Chotijah

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Appendix

A model of narrative text and its generic structure and language features analysis

Snow White and the Seven Dwarfs

Once upon a time there lived a little girl, named Snow White. She lived with her aunt and uncle because her parents were died.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them. Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood.

In the wood she felt very tired and hungry. Then she saw a cottage. She knocked but no one answered so she went inside and felt asleep. Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?", Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

Generic Structure Analysis

Orientation	Complication	Resolution

Language Features

Types of language feature	Example

Key answers**Generic Structure**

1. Orientation; introducing specific participants: Snow White
2. Complication; revealing a series of crisis: Snow White's aunt and uncle would leave her in a castle, Snow White run away, Snow White felt hungry in the wood.
3. Resolution; the crisis is resolve: the dwarfs permitted Snow White lived in their cottage lived happily

Language Feature Analysis

- There are specific participants or characters.
e.g. Snow White.
- The use of past tense.
e.g. She lived with her aunt and her uncle..
- The use of past continuous tense.
e.g. ...she run away from home when her aunt and uncle were having breakfast, Meanwhile seven dwarfs were coming home from work
- There are action verbs.
e.g. lived, heard, decided, knocked, run, saw.

- There are verbal verbs to describe verbal process.
e.g. said, answered
- There are mental verbs to describe mental process.
e.g. felt
- There are some conversation inside (direct and indirect conversation/speech)
e.g. Direct speech: The dwarfs said; “What is your name?”, Snow White said; “My name is Snow White”
- There are many connectives or conjunctions to sequence the story.
e.g. Once upon a time, one day, then, the next morning, meanwhile.

STUDENTS' WORKSHEET

Day/date :

Group's member (number):

Activity 1. Arrange the jumbled paragraphs into a proper story in groups.

	<p>“Well,well,” said Mr. Farmer. “Look what I caught. A mouse deer! But he looked dead. Mr. Farmer pushed him with his foot. Mouse Deer didn’t move. “Maybe he’s dead,” said Mr. Farmer.”Too bad! I guess we can’t eat him.”</p>
	<p>Mouse Deer laughed, Mr. Farmer is smart, but Mouse Deer is smarter!”</p>
	<p>One day, Mouse Deer went to the edge of the forest. He looked out at row after row of vegetables. “Mmmm,” said Mouse Deer.”Juicy cucumbers! Yummy yams!” He started into the garden.</p>
	<p>He pulled Mouse Deer’s leg out of the snare. Then he tossed Mouse Deer back into the forest. Mouse Deer landed with a soft plop. Then he jumped up and ran behind him, he heard Mr. Farmer yell, “Hey! You tricked me.</p>
	<p>Snap! “Oh!”His leg was caught in a snare! Mouse Deer pulled and pulled. But he could not get away. “Oh, no!” he said. “Mr. Farmer will have me for dinner!” Then he saw Mr. Farmer coming. Mouse Deer thought fast. He lay on the ground and made his body stiff.</p>
	<p>Mouse Deer loved to eat the fruits and roots and shoots of the forest. But he loved something else even more. He loved the vegetables in Mr. Farmer’s garden.</p>

Lesson Plan 2nd Meeting Cycle 1**LESSON PLAN**

School	: MTs N Babadan Baru
Class/Semester	: VIII/ 2
Day and date	: Monday, March 8 th 2010
Subject	: English
Duration	: 2x40 minutes
Text Type	: Narrative Texts
Theme	: The Legend of Lake Toba
Skill	: Writing

Standard of Competence: Expressing the ideational meaning in the functional written texts and simple short essays in the form of recount and narrative to interact with the surroundings

Basic Competence: Expressing the ideational meaning and rhetorical phases in the simple short essays by using variety of written language accurately, fluently and acceptable to interact with the surroundings in the form of recount and narrative

Indicators:

- a. Identifying the kinds of errors in writing, particularly punctuation
- b. Identifying the types and use of punctuation
- c. Identifying the use of capital letter
- d. Re-writing unpunctuated into punctuated text by using appropriate punctuations and capital letter

A. Learning Objectives:

At the end of lesson, the students are able to:

- a. Identify the kinds of errors in writing, particularly punctuation
- b. Identify the types and use of punctuation properly
- c. Identify the use of capital letter
- d. Re-write unpunctuated into punctuated text by using appropriate punctuations

B. Learning Material:

- a. Kinds of writing errors

Global errors refer to errors that interfere with the comprehensibility of a text. These are errors concerning overall content, ideas, and organization of the writer's argument. While, local errors refer to minor errors such as grammar, spelling, or punctuation that do not impede understanding of a text.

- b. The types and use of punctuations

Punctuation is a system of standard symbols (such as , ; ! ? “ ”) that a person adds to the words, phrases and sentences he/she writes to make their meanings clear.

Kinds of punctuation and its function:

- a. End punctuation indicates that a sentence has come to its end. The marks used are: full stop (.), question mark (?), and exclamation mark (!)

- 1). Full stop (.) is used

- at the end of a statement, i.e.: Eugene is a cheerful boy.

- at the end of a request, an instruction or a command that is made in the form of imperative sentence, i.e. : Drink a lot of water.

- 2). Question mark is used at the end of a question, i.e.: Who is your teacher?

3). Exclamation mark is used at the end of an exclamation, i.e. a sentence, phrase or word that is said with strong emotions of anger, surprise, pain, etc.

How nice to see you! , Ouch!

b. Internal punctuation refers to punctuation within a sentence. The marks used are: comma (,), semicolon (;), colon (:), dash (-), brackets (), and quotation mark (“ ”)

1). Comma is used

- to separate two independent clauses in a compound or complex sentence, i.e.:

The sun was high, but they struggled on through the desert.

- to set a word or phrase that is not necessary to the main idea of the sentence

This, you should remember, is an important point

- to separate a series of nouns, noun phrases or adjectives:

At the supermarket, we bought a pound of beef, a bar of chocolate, and a kilo of oranges.

2). Quotation marks are used

- to mark off direct speech, i.e. : Mother said, “Don’t be home late, dear.”

- to mark off titles of films, books, poems, chapters in books, articles in periodicals, etc, i.e. : You should read “The Scientist” to keep up date with science.

c. Capital Letter

Capital letter is used:

- as a first letter in a sentence, i.e. : The sun rises from the east.

- as a first letter in each word within a title, except conjunction i.e: Mouse Deer and Mr. Farmer

- as a first letter of proper noun : name of person, name of place, i.e.: Andrea Hirata, Belitung, Quality Hotel, Parangtritis Beach, etc..

d. Unpunctuated texts

C. Method/ Technique: Cooperative Learning/ Four Phase Technique

D. Teaching Learning Process

Teacher's Activities	Students' Activities
<p>Set Induction</p> <ul style="list-style-type: none"> • Opening (Greeting), checking for the roll : “ Assalamu’alaikum wr. Wb! Good Morning Class! How are you today?..Let’s check the roll, who is absent today?” • Stating the objectives : “Today, we will learn about kinds of errors in writing!” 	<ul style="list-style-type: none"> • Respond to the greeting: “Wa’alaikumsalam wr.wb! Good Morning Ma’am! I’m fine, thank you and you?...No one absent today! • Understanding the objectives
<p>Main Activity BKOF and MOT</p> <ul style="list-style-type: none"> • Explaining to the students kinds of errors in writing <ul style="list-style-type: none"> - “Do you often make errors in your writing?” -“What kinds of errors do you usually make?” • Explaining the students about the use of capital letter and punctuations: <ul style="list-style-type: none"> - “Do you know punctuation? What are they?” -“Can you mention their functions in a sentence or phrase?” - “Capital letter used as..... 	<ul style="list-style-type: none"> • Paying attention to the teacher’s explanation and asking question if it is needed • Listening to teacher’s explanation

<p>- “There are some types of punctuation, they are....”</p> <p>- “Comma is used to....”</p> <p>JCOT</p> <ul style="list-style-type: none"> • Grouping the students into six groups. “Ok class, now I want you to work in group..I’ll group you into six groups..” • Distributing a worksheet containing an unpunctuated text • Asking each group to re-write the unpunctuated text by capital letter, commas, and full stop - “Now, re-write the unpunctuated text by capital letter, commas, and full stop.” • Asking the groups to exchange their work: “Exchange your group’s work to a group beside your group.” • Asking the groups to check their work: “Check the errors occur on your opponent group’s work.” 	<ul style="list-style-type: none"> • Listening to teacher’s instruction and making six groups • Getting the worksheet • Re-writing unpunctuated text with capital letter, commas, apostrophes, and full stop • Exchanging their work • Checking their work
<p>Closure</p> <ul style="list-style-type: none"> • Asking students’ difficulties during the learning process and making conclusion 	<ul style="list-style-type: none"> • Asking and discussing the problems and making conclusion

<p>-“ Do you find any difficulties during our lesson today?”</p> <p>-“Today we have learnt about...”</p> <ul style="list-style-type: none"> • Leave taking - “This is the end of our meeting. See you in the next meeting and Wassalamu’alaikum wr.wb!” 	<ul style="list-style-type: none"> • Saying goodbye -“See you! Wa’alaikumsalam wr.wb.!”
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E. Learning Media: Students’ worksheet, whiteboard, picture series

F. Resources :

- www.agusramadhani.com: understanding types of text.
- “**Longman Dictionary of Grammar and Usage**”, written by Kam Chuan Aik and Kam Kai Hui, published by Addison Wesley Longman, Singapore Pte Ltd

G. Assessment (Enclosure)

- 1. Technique** : Written task
- 2. Form** : Writing an unpunctuated narrative text into the correct form
- 3. Scoring** : Final score: Gained score + neatness
Maximum score : 100

Number	Kinds of error	Amount
1	Capital letter	
2	Comma	
3	Full stop	
	Total	
	Final Score	

English Teacher

Riyadi, S.Ag

NIP. 1967 12199903 1 003

Yogyakarta, March 8th, 2010

Reseacher Teacher

Siti Chotijah

NIM. 04202241045

STUDENT' S WORKSHEET

Day/date :

Group's member (number):

Activity 2. Change the unpunctuated text by using capital letters, commas, apostrophes and full stop.

the legend of toba lake

once upon time there was a handsome man his name was batara guru sahala he liked fishing one day he caught a fish he was surprised to find out that the fish could talk the fish begged him to set it free

batara guru could not bear it he made the fish free as soon as it was free the fish changed into a very beautiful woman she attracted batara guru so much he felt in love with that fish woman the woman wanted to marry with him and said that batara guru had to keep the secret which she had been a fish batara guru agreed and promised that he would never tell anybody about it

they were married happily they had two daughters one day batara guru got very angry with his daughter he could not control his mad he shouted angrily and got the word of fish to his daughters the daughters were crying they found their mother and talked her about it

the mother was very annoyed batara guru broke his promise the mother was shouting angrily then the earth began to shake volcanoes started to erupt the earth formed a very big hole people believed that the big hole became a lake then this lake is known as toba lake

.....

.....

.....

.....

Lesson Plan 3rd Meeting Cycle 1**LESSON PLAN**

School	: MTs N Babadan Baru
Class/Semester	: VIII/ 2
Day and date	: Friday, March 12 th 2010
Subject	: English
Duration	: 2x40 minutes
Text Type	: Narrative Texts
Theme	: The Mouse Deer and Crocodiles
Skill	: Writing

Standard of Competence: Expressing the ideational meaning in the functional written texts and simple short essays in the form of recount and narrative to interact with the surroundings

Basic Competence: Expressing the ideational meaning and rhetorical phases in the simple short essays by using variety of written language accurately, fluently and acceptable to interact with the surroundings in the form of recount and narrative

Indicators:

- a. Arranging jumbled picture series into good order
- b. Predicting vocabularies from given picture series
- c. Writing a short narrative text based on picture series accurately

A. Learning Objective:

At the end of lesson, the students are able to write a short narrative text based on picture series accurately

B. Learning Material: Picture series of the story of “The Mouse Deer and Crocodile”

C. Method/ Technique: Cooperative Learning/ Four Phase Technique

D. Teaching Learning Process

Teacher’s Activities	Students’ Activities
<p>Set Induction</p> <ul style="list-style-type: none"> • Opening (Greeting), checking for the roll : “ Assalamu’alaikum wr. wb! Good Morning Class! How are you today?..Let’s check the roll, who is absent today?” • Stating the objectives: “Today, we will learn to compose a narrative text in group!” 	<ul style="list-style-type: none"> • Respond to the greeting: “Wa’alaikumsalam wr.wb! Good Morning Ma’am! I’m fine, thank you and you?...No one absent today! • Understanding the objectives
<p>Main Activity</p> <p>JCOT (Jigsaw activity)</p> <ul style="list-style-type: none"> • Asking the students to sit in the group as in previous meeting and distributing one part of picture series to each group : - “Ok class, now; please sit in group as in our previous meeting.” • Asking the students to talk about 	<ul style="list-style-type: none"> • Listening to teacher’s instruction and making six groups • Getting picture series • understanding the picture and trying

2. Form : Writing a narrative text based on the picture series

3. Scoring :

Scoring rubric

Num of Students	ASPECT					Raw Score	Final Score	Classification Level
	Contnt	Grmmr	Vocab	Mechncs	Text Orgnzt			
1.								
2.								
3.								
Raw Score								
Averag Score								

Maximum Score:

<u>Grammar (6) + Vocabulary (6) + Mechanics (6) + Consistency (6) + Form (6) = 30</u>

Yogyakarta, March 12th, 2010

English Teacher

Reseacher Teacher

Riyadi, S.Ag

Siti Chotijah

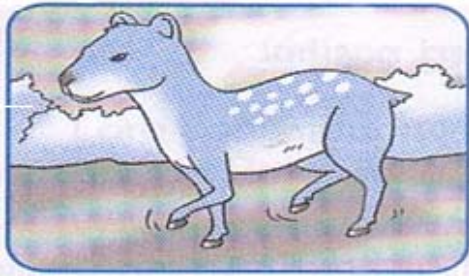
NIP. 1967 12199903 1 003

NIM. 04202241045

Appendix

Activity 3. Discuss about and memorize as many details as possible of the picture and make a list of some words related to the picture

Group 1



Group 2



Group 3



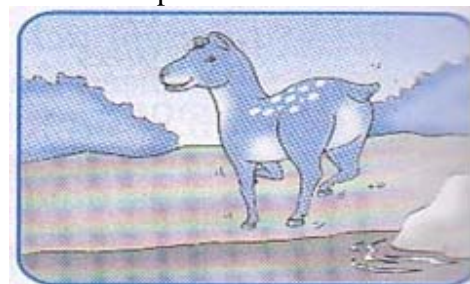
Group 4



Group 5



Group 6



Lesson Plan 4th Meeting Cycle 1**LESSON PLAN**

School	: MTs N Babadan Baru
Class/Semester	: VIII/ 2
Day and date	: Monday, March 15 th 2010
Subject	: English
Duration	: 2x40 minutes
Text Type	: Narrative Texts
Theme	: The Mouse Deer and Crocodiles
Skill	: Writing

Standard of Competence: Expressing the ideational meaning in the functional written texts and simple short essays in the form of recount and narrative to interact with the surroundings

Basic Competence: Expressing the ideational meaning and rhetorical phases in the simple short essays by using variety of written language accurately, fluently and acceptable to interact with the surroundings in the form of recount and narrative

Indicators:

- a. Writing a short narrative text based on picture series accurately
- b. Identifying the errors of writing through group correction

A. Learning Objective:

At the end of lesson, the students are able to write a short narrative text based on picture series accurately

B. Learning Material: Picture series of the story of “The Mouse Deer and Crocodile”

C. Method/ Technique : Cooperative Learning/ Four Phase Technique

D. Teaching Learning Process

Teacher’s Activities	Students’ Activities
<p>Set Induction</p> <ul style="list-style-type: none"> • Opening (Greeting), checking for the roll : “ Assalamu’alaikum wr. wb! Good Morning Class! How are you today?..Let’s check the roll, who is absent today?” • Stating the objectives: “Today, we will continue composing narrative text in group!” 	<ul style="list-style-type: none"> • Respond to the greeting: “Wa’alaikumsalam wr.wb! Good Morning Ma’am! I’m fine, thank you and you?...No one absent today! • Understanding the objectives
<p>Main Activity</p> <p>JCOT</p> <ul style="list-style-type: none"> • Asking the students to sit in the group as in previous meeting <p>-“Please, sit in your group as in the previous meeting. We will continue writing in group activity..”</p> <ul style="list-style-type: none"> • Asking the students to continue composing a written narrative text 	<ul style="list-style-type: none"> • Listening to teacher’s instruction and sitting with their group • Writing a narrative text based on the picture series together in group

<p>which tells the story of the set of pictures:</p> <ul style="list-style-type: none"> - “Now, within 20 minutes finished your writing together.” - “Remember! Each member of the group has to give the best contribution if you want your group to be the best.” <ul style="list-style-type: none"> • Asking each group to exchange their work <ul style="list-style-type: none"> - “ Have you finished? Now, exchange your group work to a group besides your group.” • Asking the students to check writing errors (capital letter, comma, full stop) occurs on their opponent group’ work <ul style="list-style-type: none"> - “Try to find out some writing errors occur on your opposite group. It only relates to the use of capital latter, comma, and full stop. Then, count each item of error.” • Asking each group to give their opponent group’s work back. • Asking each group who has got the correction to rewrite their work into final draft • Asking the students to submit their 	<ul style="list-style-type: none"> • Exchange their work • Checking their work • Giving their opponent group’s work back • Rewriting their work
--	---

writing	<ul style="list-style-type: none"> Submitting their writing task
Closure <ul style="list-style-type: none"> Asking students' difficulties during the learning process and making conclusion <ul style="list-style-type: none"> -“ Do you find any difficulties during our lesson today?” -“Today we have learnt about...” Leave taking <ul style="list-style-type: none"> - “This is the end of our meeting. See you in the next meeting and Wassalamu’alaikum wr.wb!” 	<ul style="list-style-type: none"> Asking and discussing the problems and making conclusion Saying goodbye <ul style="list-style-type: none"> -“See you! Wa’alaikumsalam wr.wb.!”

E. Learning Media: Picture series, students' worksheet

F. Resources : www.aaronsherp.com : Tales of Indonesia and Malaysia

G. Assessment

1. Technique : Written task

2. Form : Writing a narrative text based on the picture series

3. Scoring

Scoring rubric

Num of Students	ASPECT					Raw Score	Final Score	Classification Level
	Contnt	Grmmr	Vocab	Mechncs	Text Orgnzt			
1.								
2.								
3.								
Raw Score								
Average Score								

Maximum Score:

<u>Grammar (6) + Vocabulary (6) + Mechanics (6) + Consistency (6) + Form (6) = 30</u>

English Teacher

Riyadi, S.Ag

NIP. 1967 12199903 1 003

Yogyakarta, March 15th, 2010

Reseacher Teacher

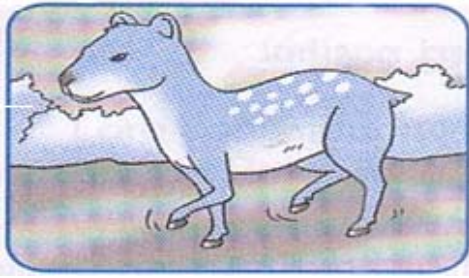
Siti Chotijah

NIM. 04202241045

Appendix

Activity 3. Discuss about and memorize as many details as possible of the picture and make a list of some words related to the picture

Group 1



Group 2



Group 3



Group 4



Group 5



Group 6



Lesson Plan 1st Meeting Cycle 2**LESSON PLAN**

School	: MTs N Babadan Baru
Class/Semester	: VIII/ 2
Day and date	: Monday, March 22 nd 2010
Subject	: English
Duration	: 2x40 minutes
Text Type	: Narrative Texts
Theme	: The Fox and The Crow
Skill	: Writing

Standard of Competence: Expressing the ideational meaning in the functional written texts and simple short essays in the form of recount and narrative to interact with the surroundings

Basic Competence: Expressing the ideational meaning and rhetorical phases in the simple short essays by using variety of written language accurately, fluently and acceptable to interact with the surroundings in the form of recount and narrative

Indicators:

- a. Identifying the generic structure of narrative texts accurately
- b. Writing the answer of narrative text correctly and accurately

A. Learning Objective:

At the end of lesson, the students are able to:

- a. Identify the generic structure of narrative texts accurately
- b. Write the answer of narrative text correctly and accurately

B. Learning Material:

a. Generic Structure of narrative text:

1. An orientation
2. A complication
3. A resolution
4. A coda

b. Language features of narrative text:

- There are specific participants or characters.
- The use of past tense.
- The use of past continuous tense.
- There are many connectives or conjunctions to sequence the story.

c. Kinds of narrative text:

- Folktales, it includes fables, legend, myth, or realistic tales
- Mysteries, fantasy, science or realistic fiction

d. Reading of narrative material and a table of generic structure of a narrative text.

C. Method/ Technique : Cooperative Learning/ Four Phase Technique

D. Teaching Learning Process

Teacher's Activities	Students' Activities
<p>Set Induction</p> <ul style="list-style-type: none"> • Opening (Greeting), checking for the roll : “ Assalamu’alaikum wr. wb! Good Morning Class! How are you today?..Let’s check the roll, who is absent today?” • Discuss about the previous writing task and students’ achievement • Giving reward for the best group “The group with the best score is.....” “Congratulation for....group.” • Stating the objectives: “Today, we will learn more about narrative text!” 	<ul style="list-style-type: none"> • Respond to the greeting: “Wa’alaikumsalam wr.wb! Good Morning Ma’am! I’m fine, thank you and you?...No one absent today! • Listening to teacher’s explanation • Understanding the objectives
<p>Main Activity BKOF and MOT</p> <ul style="list-style-type: none"> • Distributing a model of narrative text and asking the students to answer the questions in complete sentence and identifying the generic structure by filling the table - “Ok class, try to answer the questions on the worksheet as what you have learnt in our previous 	<ul style="list-style-type: none"> • Understanding the text and discussing/analyzing the generic and grammatical features:

<p>meetings about narrative text..”</p> <ul style="list-style-type: none"> • Discussing the students’ work with the students -“Let’s discuss your work together.” <p>JCOT</p> <ul style="list-style-type: none"> • Grouping the students into six groups: “All right students..Now, I want to ask you to work in group. Each group consist of 5 to 6 students..I’ll read the list of the group only once, so, listen to me..” • Distributing two parts of the picture series about “<i>Timun Mas</i>” • Asking the students to talk about and memorize as many details as possible of the picture they got and make a list of some words related to the picture again: <ul style="list-style-type: none"> - “Now, in your group, try to talk about and memorize as many details as possible of the picture you’ve got and make a list of some words related to the picture.” 	<ul style="list-style-type: none"> • Joining the discussion • Listening to teacher’s instruction and making six groups • Getting the picture series • Talking as many details as possible and make a list of words based on the picture they got (asking question if necessary)
<p>Closure</p> <ul style="list-style-type: none"> • Asking students’ difficulties during 	

<p>the learning process and making conclusion</p> <p>-“ Do you find any difficulties during our lesson today?”</p> <p>-“Today we have learnt about...”</p> <ul style="list-style-type: none"> • Leave taking - “This is the end of our meeting. See you in the next meeting and Wassalamu’alaikum wr.wb!” 	<ul style="list-style-type: none"> • Asking and discussing the problems and making conclusion • Saying goodbye -“See you! Wa’alaikumsalam wr.wb.!”
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E. Learning Media : Students’ worksheet

F. Resources : www.worldoftales.com : stories for children from around the world

G. Assessment:

1. **Technique** : Written task
2. **Form** : Writing the answer of narrative text in complete sentence
3. **Scoring** :

Scoring Rubric

Task 1

No.	Aspects	Score
1-7	The content and grammar are correct	3
	The content is correct, the grammar is not correct	2
	The content and the grammar are not correct	1
	Emty	0

Task 2

No	Aspects	Score
1	The content and grammar are correct	1
2	The content and grammar are correct	2
3	The content and grammar are correct	1
4	The content and grammar are correct	2
5	The content and grammar are correct	3

Yogyakarta, March 22nd 2010

English Teacher

Researcher Teacher

Riyadi, S.Ag

NIP. 1967 12199903 1 003

Siti Chotijah

NIM. 04202241045

Appendix

STUDENT' WORKSHEET

Name/ Num : _____

Day/Date : _____

Activity 1. Read the text and answer the questions. Write the answers in complete sentences.

One bright, sunny morning, an ugly black crow perched on the branch of a tree. She had just stolen tasty piece of cheese and was about to enjoy it.

Just then a dark brown fox passed by. He was very hungry. Then he saw the food in the crow's beak. His mouth watered, so he thought of a clever plan to get the cheese.

The fox looked up the crow, he said, "I have always admired your beauty, with your soft, shiny feathers and nice beak. If your voice is as fine as your looks, you could be Queen of the birds!"

The crow wanted to be the queen. So, to prove that she could sing, she opened her beak and made a loud "Caw!" Of course, when she opened her beak, the piece of cheese fell to the ground.

The fox happily snatched up the cheese and laughed. He said, "My dear crow, your voice is fine but your opinion is not. You shouldn't believe everything you hear! Thanks for the cheese!"

Finally the fox ran away with the cheese and the crow got nothing because of her foolishness.

Questions:

1. When did the story happen?
2. Who were the characters of the story?
3. What did the crow do?
4. Who passed by?
5. How did he get the cheese?
6. What did the crow do to prove that he could sing?
7. Why did she lose the cheese?

Answers:

1.
2.
3.
4.
5.
6.
7.

Activity 2. Identify the generic structure of the text by filling the table.

Title of the story	Characters	Orientation	Complication	Resolution

Key Answer

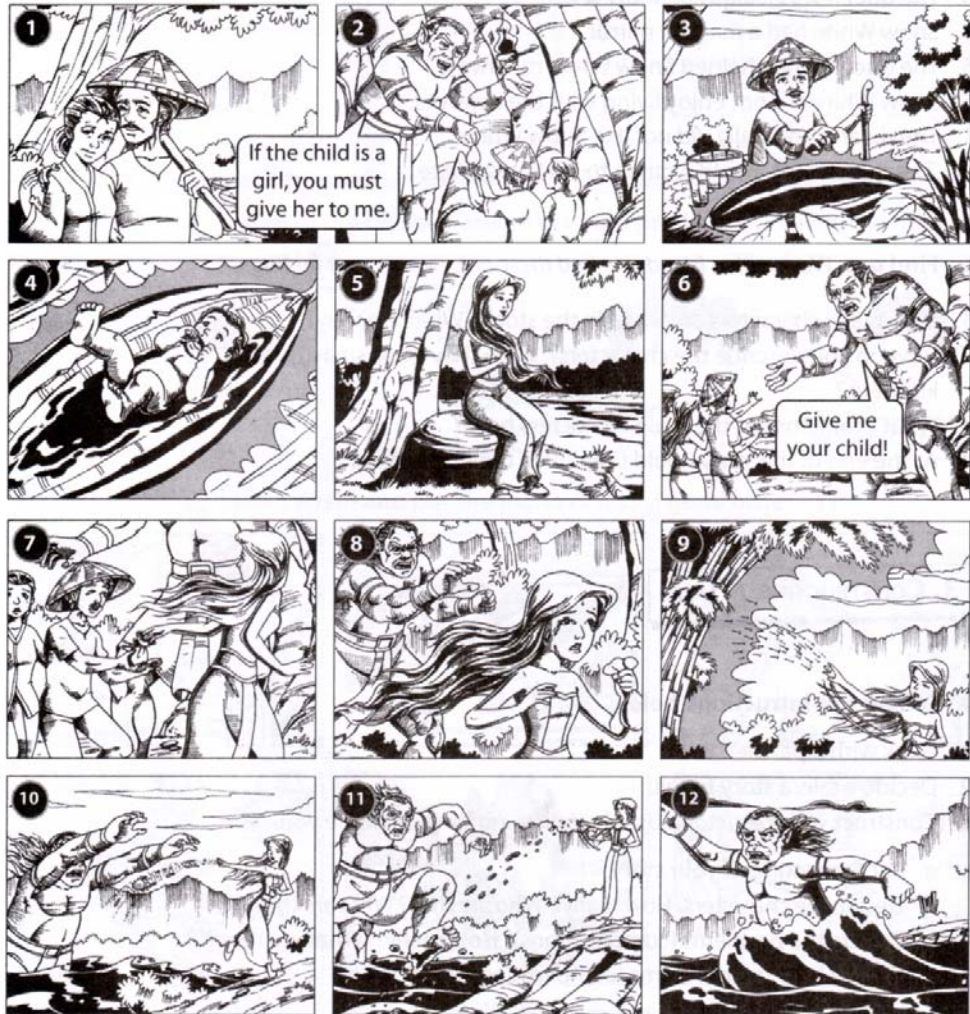
Activity 1.

1. The story happened on one bright, sunny morning.
2. The characters of the story were an ugly black crow and a dark brown fox.
3. She perched on the branch of a tree and had just stolen tasty piece of cheese and was about to enjoy it.
4. A dark brown fox did.
5. The fox looked up the crow, he said , “ I have always admired your beauty, with your soft, shiny feathers and nice beak. If your voice is as fine as your looks, you could be Queen of the birds!” (He told a lie to the crow in order to get the cheese)
6. She opened her beak and made a loud “Caw!”
7. Because of her foolishness by believing anything that she heard eventhough it just a lie.

Title of the story	Characters	Orientation	Complication	Resolution
The Crow and The Fox	Crow, Fox	Par 1	Par 2-5	Par 6

Activity 3. Discuss as many details as possible of the pictures and make a list of some words related to the pictures

The Golden Cucumber



Lesson Plan 2nd Meeting Cycle 2**LESSON PLAN**

School	: MTs N Babadan Baru
Class/Semester	: VIII/ 2
Day and date	: Friday, March 26 th 2010
Subject	: English
Duration	: 2x40 minutes
Text Type	: Narrative Texts
Theme	: Timun Mas/Golden Cucumber
Skill	: Writing

Standard of Competence: Expressing the ideational meaning in the functional written texts and simple short essays in the form of recount and narrative to interact with the surroundings

Basic Competence: Expressing the ideational meaning and rhetorical phases in the simple short essays by using variety of written language accurately, fluently and acceptable to interact with the surroundings in the form of recount and narrative

Indicators:

- d. Arranging jumbled picture series into good order
- e. Predicting vocabularies from given picture series
- f. Writing a short narrative text based on picture series accurately

A. Learning Objective:

At the end of lesson, the students are able to write a short narrative text based on picture series accurately

B. Learning Material: Picture series of the story of Timun Mas/Golden Cucumber

C. Method/ Technique : Cooperative Learning/ Four Phase Technique

D. Teaching Learning Process

Teacher's Activities	Students' Activities
<p>Set Induction</p> <ul style="list-style-type: none"> • Opening (Greeting), checking for the roll : “ Assalamu’alaikum wr. wb! Good Morning Class! How are you today?..Let’s check the roll, who is absent today?” • Stating the objectives: “Today, we will continue to compose a narrative text in group!” 	<ul style="list-style-type: none"> • Respond to the greeting: “Wa’alaikumsalam wr.wb! Good Morning Ma’am! I’m fine, thank you and you?...No one absent today! • Understanding the objectives
<p>Main Activity JCOT and ICOT</p> <ul style="list-style-type: none"> • Asking the students to sit in the group as in previous meeting and distributing one part of picture series to each group : - “Ok class, now; please sit in group as in our previous meeting.” • Asking the students to talk about 	<ul style="list-style-type: none"> • Listening to teacher’s instruction and making six groups • Getting picture series • understanding the picture and trying

<p>and memorize as many details as possible of the picture they got and make a list of some words related to the picture again:</p> <p>- “Now, in your group, try to talk about and memorize as many details as possible of the picture you’ve got and make a list of some words related to the picture.”</p> <ul style="list-style-type: none"> • Asking a volunteer from each group to arrange the jumbled pictures on the whiteboard (game) • Regrouping the students so that each new group has a student from the original groups (six/seven students for each group) <ul style="list-style-type: none"> - “I’ll re group you into five groups and I’ll read the list of the new group for you..” -“Please, sit in your new group.” • Asking all members of the new group to work out a sequence for the set of pictures and then create a written narrative text which tells the story of the set of pictures: <ul style="list-style-type: none"> - “Now, try to compose a narrative text based on the discussion with your previous group..” 	<p>to memorize as many details as possible and make a list of words based on the picture they got (asking question if necessary)</p> <ul style="list-style-type: none"> • Arranging the jumbled pictures • Making the new group • Writing a narrative text based on the picture series together with their new group
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<p>- “Remember! Each member of the group has to give the best contribution if you want your group to be the best.”</p>	
<p>Closure</p> <ul style="list-style-type: none"> • Asking students’ difficulties during the learning process and making conclusion <ul style="list-style-type: none"> -“Do you find any difficulties during our lesson today?” -“Today we have learnt about...” • Leave taking <ul style="list-style-type: none"> - “This is the end of our meeting. See you in the next meeting and Wassalamu’alaikum wr.wb!” 	<ul style="list-style-type: none"> • Asking and discussing the problems and making conclusion • Saying goodbye <ul style="list-style-type: none"> -“See you! Wa’alaikumsalam wr.wb.!”

E. Learning Media: Students’ worksheet, picture series

F. Resources :

- “**English on Sky 2**” **page 147**, written by Mukarto, Sujatmiko, Josephine S.M, and Widya Kiswara, published by Erlangga: Jakarta.

G. Assessment:

- 1. Technique** : Written task
- 2. Form** : Writing a narrative text based on the picture series
- 3. Scoring** :

Scoring Rubric

Num of Students	ASPECT					Raw Score	Final Score	Classification Level
	Contnt	Grmmr	Vocab	Mechncs	Text Orgnzt			
1.								
2.								
3.								
Raw Score								
Average Score								

Maximum Score:

$\frac{\text{Grammar (6)} + \text{Vocabulary (6)} + \text{Mechanics (6)} + \text{Consistency (6)} + \text{Form (6)}}{5} = 30$

Yogyakarta, March 26th, 2010

English Teacher

Reseacher Teacher

Riyadi, S.Ag

NIP. 1967 12199903 1 003

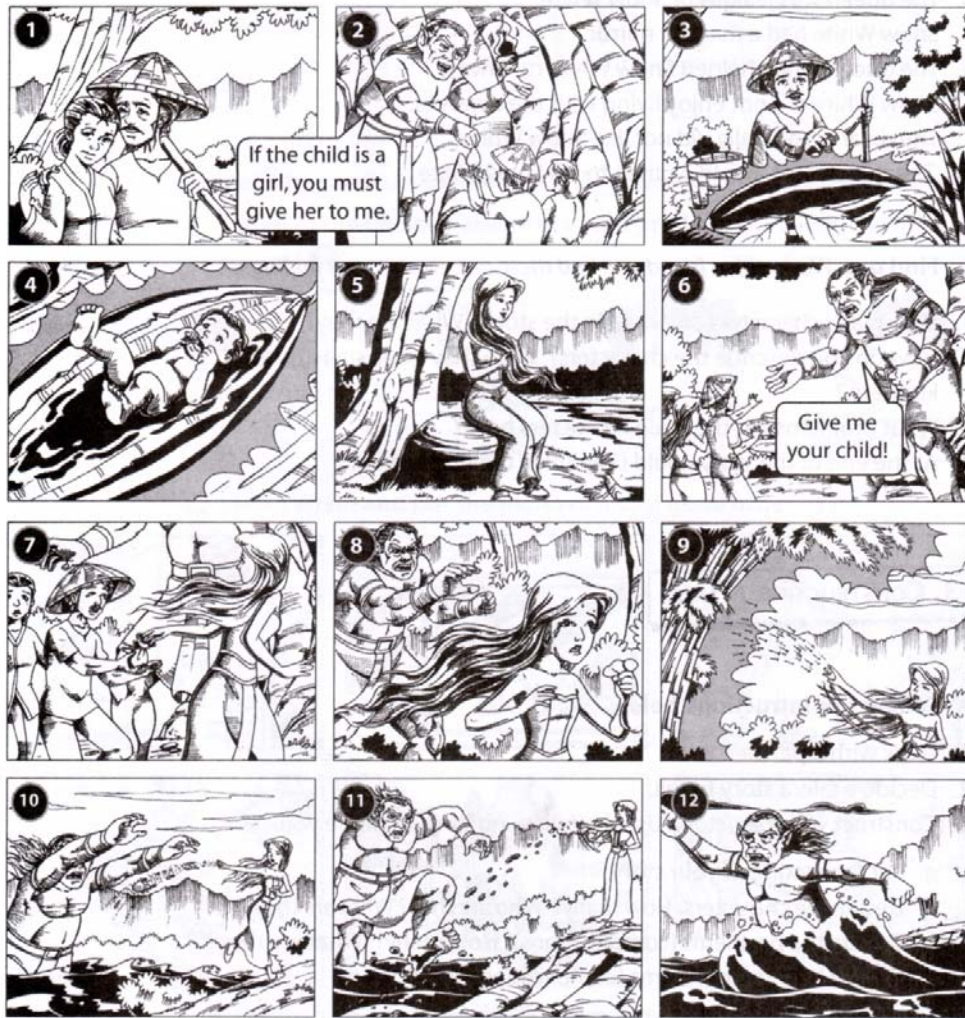
Siti Chotijah

NIM. 04202241045

Appendix

Discuss about and memorize as many details as possible of the picture your group got and make a list of some words related to the picture

The Golden Cucumber



Lesson Plan 3rd Meeting Cycle 2**LESSON PLAN**

School	: MTs N Babadan Baru
Class/Semester	: VIII/ 2
Day and date	: Monday, April 5 th 2010
Subject	: English
Duration	: 2x40 minutes
Text Type	: Narrative Texts
Theme	: Timun Mas/Golden Cucumber
Skill	: Writing

Standard of Competence: Expressing the ideational meaning in the functional written texts and simple short essays in the form of recount and narrative to interact with the surroundings

Basic Competence: Expressing the ideational meaning and rhetorical phases in the simple short essays by using variety of written language accurately, fluently and acceptable to interact with the surroundings in the form of recount and narrative

Indicators:

- c. Writing a short narrative text based on picture series accurately
- d. Identifying the errors of writing through group correction

A. Learning Objective:

At the end of lesson, the students are able to write a short narrative text based on picture series accurately

B. Learning Material: Picture series of the story of Timun Mas/Golden Cucumber

C. Method/Technique: Cooperative Learning/ Four Phase Technique

D. Teaching Learning Process

Teacher's Activities	Students' Activities
<p>Set Induction</p> <ul style="list-style-type: none"> • Opening (Greeting), checking for the roll : “ Assalamu’alaikum wr. wb! Good Morning Class! How are you today?..Let’s check the roll, who is absent today?” • Stating the objectives: “Today, we will continue to compose a narrative text in group!” 	<ul style="list-style-type: none"> • Respond to the greeting: “Wa’alaikumsalam wr.wb! Good Morning Ma’am! I’m fine, thank you and you?...No one absent today! • Understanding the objectives
<p>Main Activity</p> <p>JCOT and ICOT</p> <ul style="list-style-type: none"> • Asking the students to sit in the group as in previous meeting: - “Ok class, now; please sit in group as in our previous meeting.” • Asking all members to continue creating a written narrative text which tells the story of the set of 	<ul style="list-style-type: none"> • Listening to teacher’s instruction and sitting with their group • Writing a narrative text based on the picture series together with their

<p>pictures:</p> <p>- “Now, continue the writing of a narrative text based on the discussion with your previous group..”</p> <p>- “Remember! Each member of the group has to give the best contribution if you want your group to be the best.”</p> <ul style="list-style-type: none"> • Asking all members of the group to share the result of their writing together through Peer Correction. “ All right students, please change your work to your neighbor friend. Now, try to find writing errors on your friend’s work. You only need to find errors in using capital letter, comma, and full stop.’ • Asking the students to give their friend’s work back • Asking each students to rewrite their work into final draft “After getting correction from your friend, now I give you a chance to revise your work before you submit it to me.” • Asking the students to submit their work 	<p>new group</p> <ul style="list-style-type: none"> • Sharing the result of their writing together • Giving their friend’s work back • Rewriting their work • Submitting their work
---	---

<p>Closure</p> <ul style="list-style-type: none"> • Asking students' difficulties during the learning process and making conclusion -“Do you find any difficulties during our lesson today?” -“Today we have learnt about...” • Leave taking - “This is the end of our meeting. See you in the next meeting and Wassalamu’alaikum wr.wb!” 	<ul style="list-style-type: none"> • Asking and discussing the problems and making conclusion • Saying goodbye -“See you! Wa’alaikumsalam wr.wb.!”

E. Learning Media : Students’ worksheet, picture series

F. Resources :

- “English on Sky 2” page 147, written by Mukarto, Sujatmiko, Josephine S.M, and Widya Kiswara, published by Erlangga: Jakarta.

G. Assessment:

1. **Technique** : Written task
2. **Form** : Writing a narrative text based on the picture series
3. **Scoring** :

Scoring Rubric

Num of Students	ASPECT					Raw Score	Final Score	Classification Level
	Contnt	Grmmr	Vocab	Mechncs	Text Orgnzt			
1.								
2.								
3.								
Raw Score								
Average Score								

Maximum Score:

Grammar (6) + Vocabulary (6) + Mechanics (6) + Consistency (6) +
Form (6) = 30

Yogyakarta, April 5th, 2010

English Teacher

Reseacher Teacher

Riyadi, S.Ag

NIP. 1967 12199903 1 003

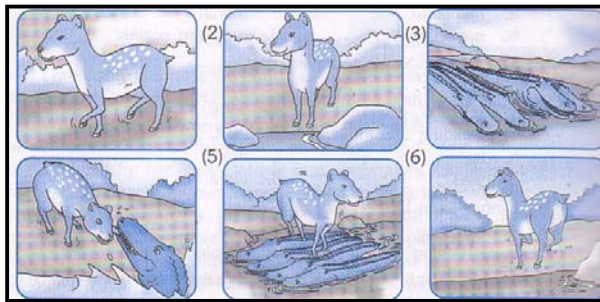
Siti Chotijah

NIM. 04202241045

Appendix I (Pre-Test of Writing)

Name :
Class / Student Number :

**Have you ever heard a story of “The Mouse deer and the Crocodile “?
Now, look at the picture series and make a short story based on it.**



Appendix J (Questionnaire in Reconnaissance)

Isilah pertanyaan-pertanyaan berikut ini sesuai dengan pendapat dan kondisimu masing-masing.

1. Pelajaran apa yang kamu sukai selama di kelas 8 ini? Alasannya?

2. Lalu, pelajaran apa yang tidak kamu sukai? Alasannya?

3. Menurutmu, belajar Bahasa Inggris itu sulit/ mudah? Jika menurutmu sulit, bagian apakah yang paling sulit dipelajari?

4. Apakah kamu suka menulis (writing)/ mengarang? Alasannya?

5. Mengarang dengan memakai bahasa inggris itu menurutmu sulit/tidak? Alasannya?

6. Apakah di kelasmu kamu sering mendapat latihan/tugas menulis (writing) ?

7. Kamu suka belajar kelompok/tidak? Alasannya?

8. Menurutmu bagaimana kegiatan belajar mengajar Bahasa inggris di kelasmu selama ini, Mengasyikkan/membosankan? Alasannya?

9. Cara mengajar guru yang seperti apakah yang kamu sukai?

10. Dari soal2 yang sudah kamu kerjakan tadi, menurutmu bagian mana yang paling sulit?

Terimakasih atas kerjasamanya.....

Appendix K.**Interview Guide to the Collaborator**

About students' participation during the T&L process in Cycle 1:

1. Bagaimana perhatian siswa selama guru memberikan materi? Apakah mereka terlihat antusias/sebaliknya? Kira2 apa penyebabnya?
2. Bagaimana respon siswa setelah diberikan berbagai gambaran positif dan manfaat dari kegiatan writing?
3. Bagaimana respon siswa terhadap pertanyaan-pertanyaan langsung yang diberikan guru? Apakah sebagian besar siswa/hanya sebagian kecil saja yang menjawab?
4. Bagaimana peranserta siswa selama kegiatan jigsaw berlangsung? Apakah sebagian besar/hanya sebagian kecil saja dari mereka benar2 bisa terlibat aktif dalam aktifitas kelompok mereka?
5. Apakah kegiatan jigsaw membantu siswa untuk menggali ide dalam menulis narrative?
6. Bagaimana motivasi siswa untuk belajar narrative writing setelah diterapkan tehnik jigsaw?
7. Bagaimana partisipasi siswa selama kegiatan pair/group correction?
8. Apakah metode peer/group correction cukup membantu siswa dalam mengatasi kebiasaan tidak teliti/ Bisakah metode ini meningkatkan kesadaran siswa dalam perlunya ketelitian dalam menulis?
9. Apakah kegiatan penugasan dan pemberian reward bisa memotivasi siswa untuk lebih aktif mencari sumber pembelajaran yang lain?

About teacher's performance during the T&L process(optional)

1. Bagaimanakah sikap/penampilan guru selama membuka, mengisi, dan menutup pelajaran?
2. Bagaimanakah kemampuan guru dalam manage kelas?
3. Bagaimanakah kemampuan guru dalam membagi siswa ke dalam kelompok dan sikap guru selama kegiatan jigsaw berlangsung?
4. Bagaimanakah strategi pembelajaran dan media yang digunakan? Apakah sudah cukup baik/masih kurang?
5. Bagaimanakah guru berkomunikasi dengan siswa selama T&L berlangsung?
6. Bagaimanakah kemampuan guru dalam manage waktu pembelajaran?

About the lesson plan and students' worksheet?







1. Apakah materi yang disampaikan sudah sesuai dengan SK dan KD yang diharapkan?
2. Apakah jenis kegiatan dan penugasan yang diberikan terlalu sulit/justru terlalu mudah?
3. Apakah penyajian lembar kerja siswa sudah sesuai/msh kurang?

Appendix L**Interview Guide to the Students**







1. Menurutmu kemampuan menulis itu perlu tidak? Apa sich manfaat menulis?
2. Apa kegiatan kemarin cukup membantumu menggali ide buat menulis narasi?
3. Terus bahan yang disampaikan menarik tidak?
4. Kamu jadi lebih paham tentang teks narasi tidak setelah kegiatan kemarin?
5. Mengarang bareng-bareng sama mengarang sendiri enakan yang mana? Alasannya?
6. Terus kalau ngoreksi karangan antar teman menurutmu bermanfaat nggak? Alasannya?
7. Menurutmu mengoreksi sendiri/dikoreksi guru dengan mengoreksi bersama lebih baik yang mana?
8. Apa kendalamu dalam kerja kelompok kemarin?
9. Terus kendala waktu mengoreksi bersama apa?
10. Terus enakya mengarangnya bebas atau dipandu pakai gambar seri kaya tadi?
11. Terus waktu guru ngasih tugas buat cari cerita sendiri tadi kamu keberatan nggak? Alasannya?
12. Sekarang menurutmu menulis itu susah nggak?

Appendix M (Documentation)

Documentation of Activities in Cycle I

 <p>Picture 1 (the students listened to the researcher-teacher explanation about <i>Laskar Pelangi</i> author's biography seriously)</p>	 <p>Picture 2 (the student answered the researcher-teacher question enthusiastically)</p>
 <p>Picture 3 (the students were doing task 1: identifying the generic structure and language features of narrative texts seriously)</p>	 <p>Picture 4 (grouping process activities)</p>
 <p>Picture 5 (the students' were asking about their difficulties in Jigsaw activity enthusiastically)</p>	 <p>Picture 6 (Some students were doing Group Correction activities seriously, but some others were unserious)</p>

Documentation of Activities in Cycle 2

 <p>Picture 7 (the change of seating arrangement in Cycle 2)</p>	 <p>Picture 8 (the students were writing in groups through Jigsaw activity seriously)</p>
 <p>Picture 9 (the students tried to solve their difficulties in doing the task in Cycle 2 cooperatively)</p>	 <p>Picture 10 (arranging jumbled picture on the whiteboard activity)</p>
 <p>Picture 11 (the students were doing Peer Correction activity more serious than in Group Correction activity)</p>	 <p>Picture 12 (the researcher hold interview with a student)</p>

Appendix N. Observation Guide of the Teaching and Learning Process

No	Aspek	Penilaian				Ket
		TS	KS	S	SS	
1	Apakah pemberian reward/poin pada siswa memacu mereka utk lebih aktif di kelas?					
2	Apakah proses pembagian kelompok berjalan efektif?					
3	Apakah tehnik pembagian kelompok yang dipakai cukup efektif?					
4	Apakah aktifitas dalam kelompok berjalan dengan baik?					
5	Apakah cara penyampaian materi guru sudah sesuai/jelas?					
6	Apakah cara pemberian instruksi guru sudah jelas?					
7	Apakah media (gambar) yang digunakan guru cukup membantu proses KBM?					
8	Apakah metode jigsaw yang dipakai cukup membantu siswa menggali ide dalam menulis narasi?					
9	Apakah siswa dapat terlibat aktif di kegiatan menulis?					

Note:

TS : tidak setuju

KS : kurang setuju

S : setuju

SS : sangat setuju

Appendix O.

Questionnaire to the Students in the Evaluation Step

Angket Siswa tentang Kegiatan Jigsaw dan Pengaruhnya pada Ketrampilan Menulis

Berilah tanda silang pada jawaban yang sesuai dengsn pendapat anda.

1. Kegiatan menulis secara berkelompok (jigsaw) membantu saya menggali ide untuk menulis karangan narasi.
a. Tidak setuju b. Kurang setuju c. Setuju d. Sangat Setuju
2. Kegiatan menulis secara berkelompok (jigsaw) membantu saya untuk memperkaya isi karangan narasi.
a. Tidak setuju b. Kurang setuju c. Setuju d. Sangat Setuju
3. Kegiatan menulis secara berkelompok (jigsaw) membantu saya mengatasi kesulitan penggunaan tanda baca (punctuation) saat mengarang.
a. Tidak setuju b. Kurang setuju c. Setuju d. Sangat Setuju
4. Kegiatan menulis secara berkelompok (jigsaw) membantu saya mengatasi kesulitan penulisan kata (spelling) saat mengarang.
a. Tidak setuju b. Kurang setuju c. Setuju d. Sangat Setuju
5. Kegiatan menulis secara berkelompok (jigsaw) membantu saya mengatasi kesulitan tata bahasa (grammar) saat mengarang.
a. Tidak setuju b. Kurang setuju c. Setuju d. Sangat Setuju
6. Kegiatan menulis secara berkelompok (jigsaw) membantu saya mengatasi kesulitan menyusun paragraf/mengurutkan isi cerita.
a. Tidak setuju b. Kurang setuju c. Setuju d. Sangat Setuju
7. Dibandingkan dengan mengarang secara individu, kegiatan menulis secara berkelompok lebih memotivasi saya untuk mengarang/menulis cerita narasi.
a. Tidak setuju b. Kurang setuju c. Setuju d. Sangat Setuju
8. Kegiatan menulis secara berkelompok (jigsaw) membantu meningkatkan kepercayaan diri saya dalam membuat karangan narasi.
a. Tidak setuju b. Kurang setuju c. Setuju d. Sangat Setuju
9. Kegiatan menulis secara berkelompok (jigsaw) membantu saya mengatasi kejenuhan dalam kegiatan menulis di kelas.
a. Tidak setuju b. Kurang setuju c. Setuju d. Sangat Setuju
10. Dibandingkan dengan mengarang bebas, penggunaan media (gambar berseri) membantu saya dalam membuat karangan narasi.
a. Tidak setuju b. Kurang setuju c. Setuju d. Sangat Setuju

Angket Siswa tentang Kegiatan Peer Correction (koreksi silang antar teman) dan Pengaruhnya pada Ketrampilan Menulis

Berilah tanda silang pada jawaban yang sesuai dengsn pendapat anda.

1. Koreksi saya terhadap hasil karangan teman saya membantu saya mengidentifikasi/ mengamati kesalahan penulisan kata (spelling) dalam Bahasa Inggris.
a. Tidak setuju b. Kurang setuju c. Setuju d. Sangat Setuju
2. Koreksi saya terhadap hasil karangan teman saya membantu saya mengidentifikasi/ mengamati kesalahan tata bahasa (grammar) dalam Bahasa Inggris.
a. Tidak setuju b. Kurang setuju c. Setuju d. Sangat Setuju
3. Koreksi saya terhadap hasil karangan teman saya membantu saya mengidentifikasi/ mengamati kesalahan penggunaan tanda baca (punctuation) dalam Bahasa Inggris.
a. Tidak setuju b. Kurang setuju c. Setuju d. Sangat Setuju
4. Koreksi yang diberikan oleh teman saya pada karangan saya membantu saya mengidentifikasi kesalahan penulisan kata (spelling) dalam Bahasa Inggris.
a. Tidak setuju b. Kurang setuju c. Setuju d. Sangat Setuju
5. Koreksi yang diberikan oleh teman saya pada karangan saya membantu saya mengidentifikasi kesalahan penggunaan tanda baca (punctuation) dalam Bahasa Inggris.
a. Tidak setuju b. Kurang setuju c. Setuju d. Sangat Setuju
6. Kegiatan peer correction lebih meningkatkan kesadaran saya pada kesalahan-kesalahan menulis yang selama ini sering saya lakukan (lebih meningkatkan ketelitian saya dalam menulis/mengarang)
a. Tidak setuju b. Kurang setuju c. Setuju d. Sangat Setuju
7. Kegiatan peer correction (koreksi antar teman) membantu meningkatkan ketrampilan menulis/mengarang saya.
a. Tidak setuju b. Kurang setuju c. Setuju d. Sangat Setuju

Appendix P.**Students' Writing Score****Students' Writing Score in Pre-Test**

Number of the students	ASPECT					Raw Score	Final Score	Classification level
	Content	Grmmr	Vocab	Mechncs	TO			
1	3	3	4	3	4	17	56,66	Fair
2	-	-	-	-	-	-	-	-
3	2	2	2	2	2	10	33,33	Poor
4	-	-	-	-	-	-	-	-
5	2	2	2	2	2	10	33,33	Poor
6	3	3	5	3	4	18	60,00	Fair
7	3	2	2	2	4	13	43,33	Poor
8	2	2	2	2	2	10	33,33	Poor
9	3	3	3	2	4	15	50,00	Poor
10	-	-	-	-	-	-	-	-
11	3	2	2	2	2	11	36,66	Poor
12	2	2	2	2	2	10	33,33	Poor
13	2	2	2	2	2	10	33,33	Poor
14	-	-	-	-	-	-	-	-
15	2	2	2	2	2	10	33,33	Poor
16	3	2	3	2	4	14	46,66	Poor
17	3	3	3	2	3	14	46,66	Poor
18	2	2	4	3	2	13	43,33	Poor
19	2	2	2	2	2	10	33,33	Poor
20	4	2	2	2	4	14	46,66	Poor
21	3	3	5	3	4	18	60,00	Fair
22	2	2	2	2	2	10	33,33	Poor
23	3	2	2	2	3	12	40,00	Poor
24	2	2	2	2	2	10	33,33	Poor
25	2	2	2	2	2	10	33,33	Poor
26	2	2	2	2	2	10	33,33	Poor
27	5	3	3	4	4	19	63,33	Fair
28	2	2	2	2	2	10	33,33	Poor
29	-	-	-	-	-	-	-	-
30	3	2	2	2	4	13	43,33	Poor
31	3	3	2	3	4	15	50,00	Poor
32	3	2	2	2	3	12	40,00	Poor
33	3	3	4	3	4	18	60,00	Fair

Raw Score	74	64	72	64	81	356		
Average Score	2,64	2,28	2,57	2,28	2,89	12,71	42,36	Poor

Students' Writing Score in Cycle 1

Number of the students	ASPECT					Raw Score	Final Score	Classification level
	Content	Grmmr	Vocab	Mechncs	TO			
1	5	4	4	4	4	21	70	Good
2								
3	4	4	4	4	4	20	66,66	Good
4	3	4	3	3	4	17	56,66	Fair
5	4	4	4	4	4	20	66,66	Good
6	3	4	3	3	4	17	56,66	Fair
7	4	4	4	4	5	21	70	Good
8	5	4	4	4	4	21	70	Good
9	4	3	4	4	4	19	63,33	Fair
10	4	4	4	4	4	20	66,66	Good
11	4	4	4	4	4	20	66,66	Good
12	5	4	4	4	4	21	70	Good
13	3	4	3	3	4	17	56,66	Fair
14	5	4	4	4	4	21	70	Good
15	4	3	4	4	4	19	63,33	Fair
16	3	4	3	3	4	17	56,66	Fair
17	4	3	4	4	4	19	63,33	Fair
18	4	4	4	4	4	20	66,66	Good
19	4	3	4	4	4	19	63,33	Fair
20	4	4	4	4	5	21	70	Good
21	4	4	4	4	5	21	70	Good
22	3	4	3	3	4	17	56,66	Fair
23	4	4	4	4	4	20	66,66	Good
24	4	4	4	4	5	21	70	Good
25	5	4	4	4	4	21	70	Good
26	4	4	4	4	5	21	70	Good
27	4	4	4	4	4	20	66,66	Good
28	3	4	3	3	4	17	56,66	Fair
29	4	3	4	4	4	19	63,33	Fair
30	5	4	4	4	4	21	70	Good
31	4	3	4	4	4	19	63,33	Fair
32	5	4	4	4	4	21	70	Good
33	5	4	4	4	4	21	70	Good
Raw Score	130	122	123	122	135	632	-	
Average score	4,06	3,81	3,84	3,81	4,21	19,75	65,83	Fair

Students' Writing Score in Cycle 2

Number of the students	ASPECT					Raw Score	Final Score	Classification level
	Content	Grammar	Vocab	Mechanics	TO			
1	5	3	4	3	4	19	63,33	Fair
2								
3	5	4	4	4	4	21	70	Good
4	5	3	4	3	4	19	63,33	Fair
5	5	4	4	3	4	20	66,66	Good
6	3	3	4	3	4	17	56,66	Fair
7	5	4	4	3	4	20	66,66	Good
8	5	4	4	4	4	21	70	Good
9	5	4	4	3	4	20	66,66	Good
10	5	4	4	4	4	21	70	Good
11	5	4	4	5	4	22	73,33	Good
12	5	4	4	5	4	22	73,33	Good
13	5	4	3	4	4	20	66,66	Good
14	5	3	4	4	4	20	66,66	Good
15	5	4	4	4	4	21	70	Good
16	5	3	4	4	4	20	66,66	Good
17	4	3	4	3	4	18	60	Fair
18	4	3	4	4	4	19	63,33	Fair
19	5	3	4	4	4	20	66,66	Good
20	5	4	4	4	4	21	70	Good
21	5	4	5	4	5	22	73,33	Good
22	3	4	3	4	4	18	60	Fair
23	5	4	3	4	4	20	66,66	Good
24	5	4	4	4	4	21	70	Good
25	3	3	4	3	4	17	56,66	Fair
26	5	3	4	4	4	20	66,66	Good
27	5	4	4	4	5	22	73,33	Good
28	5	4	4	3	4	20	66,66	Good
29								
30	5	4	3	4	4	20	66,66	Good
31	5	4	4	5	4	22	73,33	Good
32	5	3	4	3	4	19	63,33	Fair
33	3	4	4	4	4	19	63,33	Fair
Raw Score	145	113	121	117	125	621		
Average Score	4,67	3,64	3,90	3,77	4,03	20,03	66,77	Good

Appendix Q

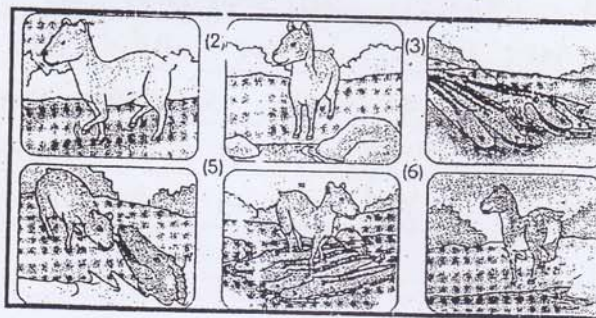
Students' Writing Performance

1. Name : Salma Aulia Unnisa

Student's number: 28

Pre-test

Part E. Have you ever heard a story of "The Mouse deer and the Crocodile"?
Now, look at the picture series and make a short story based on it.



The Mouse deer and the crocodile operate for crossed the river.

Score : C+G+V+M+TO = 2+2+2+2+2 = 10

Cycle 1

A Mouse Deer and Crocodiles
 This ~~is~~ ^{was} ~~at~~ ^{et} Mouse ~~deer~~ ^{er}. ~~It~~ ^{is} ~~was~~ ^{was} a smart animal. This animal
 loved to eat the fruits, roots ^(CV) shoots of the forest. After that,
 a mouse deer ~~to~~ ^{with} ~~crossed~~ ^(V) the river. ~~The~~ ^{the} crocodiles ~~(was)~~ ^(CV)
 swimming in the lake. ~~And~~ ^{the} crocodiles help ~~Mouse~~ ^{er}
 other river. With walk on back part crocodile.

One, a Mouse ~~deer~~ ^{er}, he want to a cross the river ~~but~~ ^{he}
 saw a crocodile. And finally ^(CV) mouse deer success a cross the
 river ~~x~~ ^{with} ~~to~~ ^(V) tread on the ~~body~~ ^(CV) of crocodile.

Score : C+G+V+M+TO = 3+4+3+3+4 = 17

Cycle 2

Write a story in the group based on your discussion with your previous group about the details of the set of picture

Timun Mas.

Once upon a time, there lived a couple husband and wife grieved, because they hadn't had any child. They thought to come a cave, inside the cave there was a giant. The giant ~~can~~ filled their request.

Arrived in a cave, they with giant to asked order, they favoured a child, past giant that gave a packet which filled grain cucumber.

Farmer pick product cucumber with had been to planted, farmer time will pick cucumbers he look a cucumber more bigger froid other cucumber than farmer open the big cucumber and diplect contents the cucumber that a woman baby very beautiful.

And once upon a time there was a girl is beautiful girls name Timun Mas. Sat relaxly under a big tree and stroked her a long hair. Still, to arrive giant a big and steamed come and the giant told. "Give me your child!". He asked Timun Mas for follow him. Still Timun Mas didn't want.

Before she was running away from her home, her father give it some weapon to her. Her father gave her some up upon to fight the giant. Suddenly they meet in the jungle.

Some time later, Timun Mas meet the giant and she was running away on the giant cut ched the Timun Mas. Then, Timun Mas remind the weapon and she using the weapon to fight the giant.

At then moment a giant want to draw near, Timun Mas threw the needle, needle that bamboo foresty. There was thorns sharp in the stem bamboo, so giant to scif because thorns in the stem bamboo after some time. Timun Mas to run to avoid a giant and after that, a giant to succes^{cl} fall race contest, and then to chase Timun Mas a giant.

Arrive Timun Mas in a field wide, a giant after hear, Timun Mas seed fish preservers in long a strinne up. By giant then, it's land to become a reser voln a much. ~~so~~ ~~around~~ ~~the~~ ~~in~~ ~~her~~

Timun Mas throwing some fish preservers and ~~that~~ than ~~ca~~ changed become a wide ocean.

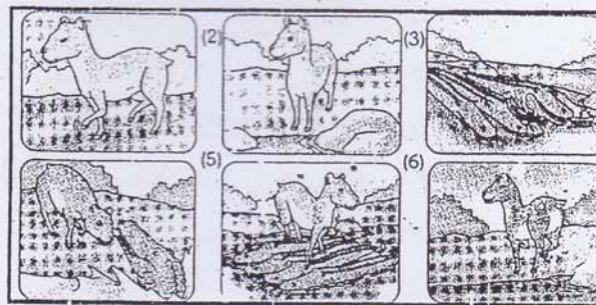
The giant swallowed by the wide ocean.

Score : C+G+V+M+TO = 5+4+4+3+4 = 20

2. Name : Siti Nurrohmah H

Student's number : 31

E. Have you ever heard a story of "The Mouse deer and the Crocodile"?
 Look at the picture series and make a short story based on it.



The mouse and the crocodile

The mouse and the crocodile is friend. We always together.
 Once upon a time, the mouse and the crocodile met in forest.
 The mouse ingin menyebrangi river. And in river, there are
 crocodile help the mouse yg mau menyebrangi river.
 The mouse helped the crocodile. The mouse speaked
 very thanks for the crocodile.

Score : C+G+V+M+TO = 3+3+2+3+4 = 15

Cycle 2

Write a story in the group based on your discussion with your previous group about the details of the set of picture

Timun Mas

Once upon a time, there lived a couple husband and wife grum-bled, because they hadn't had any child. They thought to come a cave. Inside the cave there was ^{gived} a giant. The giant ^{could} filled their request.

Arrived in a cave, they met giant to asked order, they ^{favoured} a child. ^{Then, the} giant ~~that~~ gave a packet which filled by grain cucumber.

Farmer picked ^{the} cucumber which ^{with} had been ~~to~~ planted, ^{when the} farmer ^{would} pick cucumbers, he ^{saw} a cucumber ^{that} more bigger ^{than} ~~from~~ other cucumbers. ^{Then, the} farmer ~~the~~ ~~expression~~ ~~being~~ opened the big cucumber and ^{depleted} ^{the} contents of the cucumber. ^{That} a women baby very beautiful.

And once upon a time there was a girl ^{so} beautiful girl named Timun Mas. ^{sat} ^{relaxly} under a big tree and stroked her ^{so} long hair. ^{Still, the} ^{Arrived} a big and steamed ^{came} and the giant told "Give me your child" to... He asked Timun Mas ^{to} follow him, ^{but} Timun Mas didn't want. (^{refused it})

Before she was ^{run} running away from her home, her father ^{give} some weapons to her. Her father gave her some weapons to fight the giant. ^{Suddenly} they met in the jungle.

Some time, ^{later} Timun Mas met the giant, ^{and} she was ^{run} ing away and the giant ^{caught} ~~the~~ Timun Mas. ^{Then,} Timun Mas ^{reminded} the weapon. ^{And} she ^{using} the weapon to fight the giant.

At the moment ^{the} giant ready to draw near, Timun Mas threw the ^{needle}, ^{the} needle that ^{became} bamboo ^{of} foresty. There ^{were} ^{trunks} sharp in the stem bamboo. After some time, Timun Mas ^{to} run to a ^{vold} ^{of} giant and after that, a giant ^{to} succeed ~~the~~ ^{run} contest, and then ~~to~~ chased Timun Mas ~~a~~ ~~giant~~.

^{When} Arrive Timun Mas in a ^{arrived} afield ^{wide} ^{the} a giant ^{after} near. Timun Mas ^{seed} fish ^{preser} vens in long ^{ast} ^{ricrup}. By giant then, it's land ^{to} ~~became~~ become a ^{reser} voir a much, so giant to trap in here.

↔ Timun Mas ^{throw} (throwing) some fish ^{preser} vens and than changed ^{into} become a wide ocean.

The giant ^{swallowed} by the wide ocean.

Score : C+G+V+M+TO = 5+4+4+5+4 = 22



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(**BAPPEDA**)

Alamat : Jl. Parasmya No. 1 Beran, Tridadi, Sleman 55511
Telp. & Fax. (0274) 868800. E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070/Bappeda/0159/2010

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55 /Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Provinsi Daerah Istimewa Yogyakarta Nomor: 070/ 0391 Tanggal: 22 Januari 2010. Hal: Izin Penelitian.

MENGIZINKAN :

Kepada :
Nama : **SITI CHOTIJAH**
No. Mhs/NIM/NIP/NIK : 04202241045
Program/ Tingkat : S1
Instansi/ Perguruan Tinggi : UNY
Alamat Instansi/ Perguruan Tinggi : Karangmalang Yogyakarta
Alamat Rumah : Pojok Tiyasan, Condongcatur, Depok, Sleman
No. Telp/HP : 085292414242
Untuk : Mengadakan penelitian dengan judul:
"EFFORTS TO IMPROVE THE ENGLISH WRITING SKILLS OF SECONDS GRADE STUDENTS OF MTs NEGERI BABADAN BARU THROUGH COOPERATIVE LEARNING IN THE ACADEMIC YEAR OF 2009/2010"
Lokasi : MTs Negeri Babadan Baru
Waktu : Selama 3 (tiga) bulan mulai tanggal: 25 Januari 2010 s/d 25 April 2010.

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada pejabat pemerintah setempat (Camat/ Kepala Desa) atau kepala instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*
4. *Wajib menyampaikan laporan hasil penelitian sebanyak 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda.*
5. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/ non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Tembusan Kepada Yth :

1. Bupati Sleman (sebagai laporan)
2. Ka. Badan Kesbanglinmas & PB Kab. Sleman
3. Ka. Dinas Pendidikan Kab. Sleman
4. Ka. Dep. Agama Kab. Sleman
5. Ka. Bidang Sosbud Bappeda Sleman
6. Camat Kec. Depok
7. Ka. MTs N Babadan Baru
8. Dekan Fak. Bahasa Dan Seni - UNY
9. Pertinggal.

Dikeluarkan di : Sleman
Pada Tanggal : 25 Januari 2010.

A.n. Kepala BAPPEDA Kab. Sleman
Ka. Bid. Litbang & Evaluasi Pengendalian
u.b. Ka. Sub Bid. Litbang

Dra. Suci Iriani Sinuraya, M.Si, MM.
NIP. 19630112 198903 2 003