

**IMPROVING THE WRITING LEARNING PROCESS
THROUGH THE COOPERATIVE LEARNING AT
GRADE X IN SMA N 1 PLERET IN THE ACADEMIC
YEAR 2010/2011**

A Thesis

Submitted in partial fulfilment of the requirements
for Degree of Sarjana pendidikan in English



by

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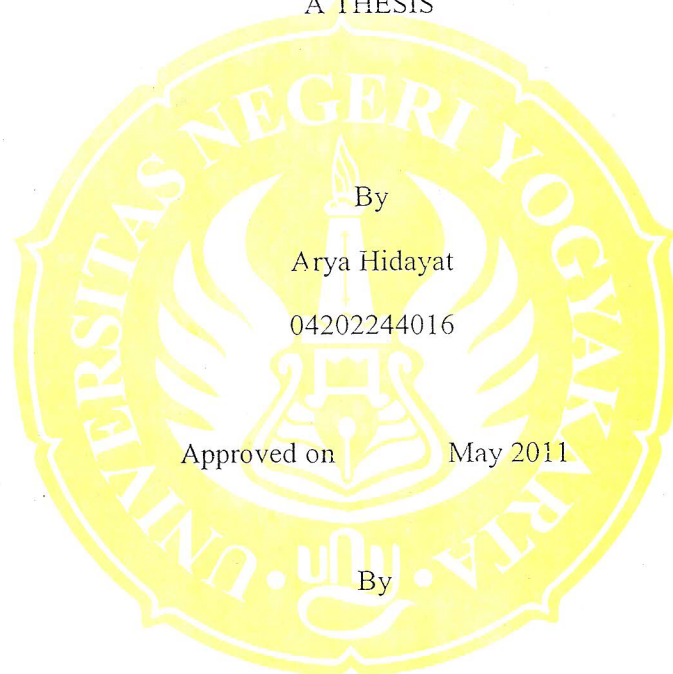
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2011

APPROVAL

IMPROVING THE WRITING TEACHING-LEARNING PROCESS
THROUGH COOPERATIVE LEARNING AT GRADE X IN SMA N 1
PLERET IN THE ACADEMIC YEAR 2010/2011

A THESIS



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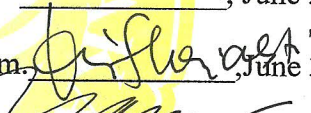
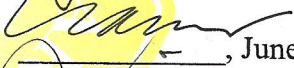

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A Thesis

Accepted by the board of Examiners
Faculty of Languages and Arts
State University of Yogyakarta
On June 30th, 2011

And declared to have fulfilled the Requirement to Acquire
A *Sarjana Pendidikan* Degree


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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian study di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian- bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

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

Yogyakarta, Maret 2011

Penulis,

ARYA HIDAYAT

DEDICATION

✚ My Beloved Parents, Father and Mother

✚ My Beloved A Little Prince

✚ My Beloved Wife

✚ My Beloved Brother and Sister

✚ My Beloved Mother and Sister In Law

MOTTO



PRACTICES MAKE PERFECT

ACKNOWLEDGEMENTS

I am very grateful to Allah SWT the most gracious and the most merciful. Alhamdulillah ya robbal'alamin, praise be to Allah SWT, the Almighty, the Merciful, and the Owner of the universe who has blessed me with so many beautiful things in my life. This blessing has empowered me to finish this thesis.

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I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect, any criticisms, ideas and suggestion for the improvement of this thesis are greatly appreciated.

Yogyakarta, March 10, 2011

The writer,

Arya Hidayat

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**IMPROVING WRITING TEACHING-LEARNING PROCESS THROUGH
THE COOPERATIVE LEARNING AT GRADE X IN SMA N 1 PLERET
IN THE ACADEMIC YEAR 2010/ 2011**

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ABSTRACT

This study is action research, the objective of which is to improve students' motivation and interest in the writing teaching-learning process at Grade X in SMA N 1 Pleret through cooperative learning in the academic year of 2010/ 2011.

The research was carried out at the first semester from September 20th to October 13rd, 2010. It involved the English teacher and the students of Grade X B. The steps were reconnaissance, planning and observations, and reflections. The research was conducted in two cycles. The problems of this research were the Students' passiveness in the writing teaching-learning process, the teacher does not pay much attention to the students, the students' lack of vocabulary, the students' tendency to copy their friends' work to finish the task, and the materials given are uninteresting. The actions were implemented the CIRC (Cooperative Integrated Reading and Composition) method and The Text-Based Approach, namely BKOF, MOT, JCOT, and ICOT. The researcher also gave interesting materials. The data were obtained by interviewing the English teacher, and the students of Grade X B, observing the writing teaching-learning process and taking pictures in the teaching-learning process. The key instrument was the researcher. The data were in the forms of interview transcripts, field notes and photographs.

The implementation of the method and technique were obviously effective to improve the students' motivation and interest in the writing teaching-learning process. The improvement covers (1) the students' interest toward the writing teaching-learning process, (2) the students' enthusiasm in reading, (3) the students' involvement in the writing teaching-learning process, (4) the students' concentration during the writing teaching-learning process, and (5) the students' cooperation during the writing teaching-learning process.

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language. It means that English is a tool to communicate among people in the world. People can find a lot of information in English by reading books, listening to the radio, news, watching television and so on. However, the mostly information are in form of written, such as newspapers, magazines, textbooks, operation procedures, internet, etc.

Writing plays an important role for people to express and share their ideas about the development of knowledge, science, technology, or art to others around the world. It means that writing does not make people as the consumers of the information only, but also as the creators and the providers of the information. Regarding these, writing is important and needed in order to produce qualified human resources.

In the English teaching-learning, writing is one of the four skills which has significant roles for the students. In the English class, writing becomes the language focus besides reading, listening, and speaking. According to *Permendiknas No. 22 tahun 2006 and Permendiknas No. 23 tahun 2006*, the aim of the English teaching and learning is to enable the students to communicate in both the English spoken and written, in order to face the development of science

and technology in the global era. Therefore, writing mastery can facilitate the students to communicate in English, especially in the form of written language.

In fact, the students' writing ability is still low in Indonesia. Regarding the teaching of English writing, Alwasilah (2001: 24) states that writing is the most neglected skill in schools in Indonesia. Surveying 100 freshmen representing high school in West Java, he concluded that writing is considered as the most difficult language skills to learn by the majority of the students. The students are barely exposed to the practice of writing and the teachers lack information and knowledge on what they should do regarding their students' composition. The students who enter the university do not have solid English writing, given the lack of provision of such skills in high school education.

The problems are not only found in the students but also in the writing learning process. The method used in teaching writing is still in a conventional way. It only focuses on cognitive aspects, such as translation and vocabulary without considering the effectiveness and social aspects. Some teachers usually only depend on the textbooks when they are teaching writing to the students. Textbooks are important sources in the teaching and learning processes, but these are not enough for the writing teaching-learning process. In the textbooks, quite often, there are no exercises in which teacher and students can work in any joint construction activities. As a result, the students eventually associate and

memorize particular features with particular text types, without actually gaining control over them.

In Indonesia, the approach of teaching writing is a product-oriented. The students are expected to create a good written product. As Nunan (1991: 86-87) claims, the classroom activities used in this approach often involve imitating or copying and changing words from a model text to produce a new text. The teaching of writing primarily focuses on product. The teachers of English generally pay little attention to other considerations such as purposes, audiences or the processes of composing the text itself. As a result, the students may be able to write a specific text type as instructed, but they are unable to apply the knowledge to produce the next various writing.

In SMA N 1 Pleret, the English teachers found many obstacles to improve the writing teaching-learning process. This problem happened at Grade X in SMA N 1 Pleret. The first obstacles were related to the students. Generally, they did not know how to make a good writing. Moreover, they had low motivation to follow the writing teaching-learning process. It was because the writing teaching-learning process is monotonous. Besides, some of them had negative attitude toward English lesson. As a result, their participation in English lesson was weak and frequently make noise in the teaching-learning process. The second obstacles were related to the teacher. The teacher never used the interactive teaching

method. The teacher just explained the materials in front of the class. She also took the materials from the textbook.

Therefore, this research tries to improve the writing learning process by using the CIRC (Cooperative Integrated Reading Composition) method.

B. Identification of the Problem

There are five components that can influence the English writing teaching-learning process. Those can be used to determine the success of the English writing teaching-learning process. Each component will be discussed as follows.

1. Teachers

The teachers have important roles in the English teaching-learning process, especially in writing. According to Harmer (2001: 261), the roles of the teacher in the writing teaching-learning process are as a motivator, resource, and feedback, etc. The teachers have an important position to bring the English teaching-learning process to be successful. It means that if the teachers make a lot of mistakes or have poor understanding in English, the English teaching-learning process might fail. On the contrary, if the teachers make few mistakes and have an understanding of English well, the English teaching-learning process will be successful. The teachers must have qualifying as a teacher, leader of the class, consultant, setter of learning, learning planner, supervisor, motivator and evaluator.

Besides, not all teachers implement an effective and appropriate method to teach the students who have different characteristics. It can cause low motivation in following the writing learning process.

The English teacher of Grade X in SMA N 1 Pleret often made mistakes in the English teaching-learning process. It was identified when the researcher did some observations and interviews to the students. The students said that the teacher often made mistakes in pronouncing, translating, and writing the words. Besides, the English teacher also did not pay attention to the students' difficulties in following English lesson. She just asked the students to pay attention to her when she explained the materials. It made the students not interested and motivated in the English teaching-learning process.

2. Students

The students also have important roles in the English teaching-learning process, especially in writing. They are regarded as independent human beings who have their own strength and weakness, feeling and attitudes, hopes and aspiration, beliefs and values and fantasies (Sugeng, 1997: 26). In reality, these individual differences are not accommodated yet, so the students cannot enhance their learning. Many students have difficulties in the writing learning process. They have low motivation and cannot find their own strategy in English learning, especially in writing as

the most difficult productive language skill. They are not accustomed to writing in English and their vocabulary mastery is still limited so they often find difficulties to differentiate some types of texts (e.g. narrative, recount, procedure, etc). They also find difficulties to realize their ideas into writing. Many of them still use a traditional method (i.e. translating their Indonesian writing into English). As a result, the writing learning process do not run well.

The levels of students' English mastery and English proficiency also affect the students' writing skill. The levels of students' English mastery are generally divided into three levels, namely beginner, intermediate, and advanced. Each of the levels has its own characteristics. Beginner level students usually more depend on teachers' help because they are still acquiring the second language, whereas the intermediate and advance level students are considered as the independent learners because they have more knowledge and experience in learning the second language than beginner level students. English proficiency also affects the writing learning process and then affects the students' writing skill. The students with low English proficiency need extra guidance and teachers' help because they have limited knowledge of English. In addition, they usually learn slow when they are involved in writing an English text compared to students who have high English proficiency. The students

must get the academic achievement in their learning that based on mastery learning of appraisal standard.

When the researcher did observation at Grade X B in SMA N 1 Pleret, the students used to make noise in the teaching-learning process. Some students talked to their friend and they did not pay attention to the teacher. The English proficiencies of students at Grade X B in SMA N 1 Pleret were poor. They need extra guidance and help when they followed the English teaching-learning process. Besides, the students were poor in vocabulary and grammar mastery. It made the English writing learning process not run well.

3. Materials

The materials are anything that are used by the teachers or students to facilitate the teaching-learning process of the language. The materials are an important factor in the teaching-learning process. The materials must be chosen optimal to help the students get standard and basic competencies. The materials have to be authentic, interesting, and appropriate to the students' need and capability. In the reality, the materials are used often not authentic, uninteresting, and inappropriate to the students' need and capability. It causes students' low interest and motivation to follow the writing teaching-learning process.

Based on the observation of the writing teaching-learning process at Grade X B in SMA N 1 Pleret, the materials were not interesting and familiar to the students. Therefore, they did not attract the students' attention. The English teacher of Grade X in SMA N 1 Pleret used the materials from the textbook and students' worksheet. The students just read or answered the questions from the textbook and students' worksheet. Besides, the students were poor in vocabulary and grammar mastery. So, the students often got difficulties in understanding the materials that were given. As a result, the students often got difficulties in the writing teaching-learning process.

4. Method

According to Sugeng (1997: 91), a method is a step-by-step description of a production of doing something which is based on a number of assumption of an approach. The method must be interactive, inspire, fun, have a challenging, motivate, and give a chance of initiative, creativity according to the students' skill, interest, and improving physical and physiology to help the students get learning competencies. In the English teaching-learning process, especially in writing, a method has an important role to improve the writing learning process. It is a device which determine the quality of the writing teaching-learning process. A

good method is a method which provides a lot of opportunities to the students in order to involve actively in the English teaching-learning process.

There are many methods that can be used in the English writing teaching-learning process, such as the Grammar Translation Method (GTM), which focuses on all components of grammatical rules. One of a newer method is the Cooperative Learning Method which focuses on learning together to master the materials of the lesson. The Cooperative Learning consists of the sub-methods such as STAD (Student Team Achievement Division), TGT (Team Games Tournament) and CIRC (Cooperative Integrated Reading Composition). The cooperative learning has some benefits to make the teaching-learning process run well. First, the students can help each other when they find difficulties. Second, the students can discuss with their friends when they get difficulties. Third, the students can improve their social ability. It will improve the students' involvement in the teaching-learning process.

In reality, some teachers used a method which does not motivate the students to enhance their learning in the writing teaching-learning process. They do not give many opportunities for the students to involve in the teaching-learning process actively and enable them to actualize their potential. Besides, the method focuses only on the academic aspect, and

neglects the affective and social aspects of the students. Consequently, it gives impact on the poor writing teaching-learning process and contributes to the students' low motivation and interest in the writing learning process.

The English teacher of Grade X in SMA N 1 Pleret did not vary the method to attract the students' interest and motivation. She just asked the students to make a sentence based on a grammar that she explained or did the assignments. She seldom used group work when asking the students to do the activities in the teaching-learning process. It made the students often copied their friend's work in doing the assignments. It also made the students had low confidence to do the task of writing. Consequently, they had low motivation and interest when following the writing teaching-learning process.

5. Media

Media is an instructional tool to aid the teaching-learning process. It is a tool to achieve the learning objectives. Some media can be used in the writing teaching-learning process. The media have to be interesting and motivating, which enable the students to be interested and pay attention to them. They should also support the students in enhancing learning.

Based on the interviews and observation at Grade X B in SMA N 1 Pleret, the English teacher never used media as an aid in the teaching-learning process. She just used the textbook or students' worksheet when she taught the materials. Consequently, the students often found difficulties to understand the materials in the English teaching-learning process.

C. Limitation of the Problem

The problems of the writing teaching-learning process were identified when the researcher did some observations and interviews of students at Grade X B in SMA N 1 Pleret. The problems happened because the students of Grade X B assumed that writing was a difficult skill. In this case, writing was considered as unsuccessful in the progress and achievements. It was because of some factors, namely the uninteresting material, the students were noisy and passive, the teacher's teaching method, the teacher rarely used cooperative learning and the teacher never used media in the writing teaching-learning process. The problems above might cause the progress and achievement of writing learning process at Grade X B in SMA N 1 Pleret was unsuccessful.

This study focused on the implementation of cooperative learning method, namely CIRC (Cooperative Integrated Reading and Composition) to improve the students' motivation and interest. In CIRC, the students can help each other,

improve their reading skill, improve the student' discussion and improve their social ability in the teaching-learning process. The students have to be motivated and interested when joining the writing teaching-learning process. If they have high motivation and interest, the writing teaching-learning process will run better and the writing progress and achievement will be successful. Therefore, the researcher focused on implementing CIRC method to the students Grade X B of SMA N 1 Pleret.

In this action research, the researcher employed, monitored, and evaluated the students' learning in CIRC method at the writing teaching-learning process of Grade X B in SMA N 1 Pleret.

D. Formulation of the Problem

Based on the background and identification of the problems, the research question is formulated as follows:

What is the effective way to improve the teaching-learning process of writing of the first grade students of SMA N 1 Pleret?

E. Objective of the Research

The objective of this research is to improve the teaching-learning process of the writing learning process of the first grade students of SMA N 1 Pleret.

F. Significance of the Research

1. To the English teachers, the research findings are expected to give information about an English teaching and learning method to

improve the writing learning process through the cooperative learning.

2. To other researchers, the research findings are expected to give inspiration to conduct other research in order to increase the quality of teaching and learning of English as a foreign language.

CHAPTER II LITERATURE REVIEWS AND CONCEPTUAL FRAMEWORK

A. Literature Reviews

This chapter presents the reviews of related literature and conceptual framework that can be used as references to write this thesis. The first part is literature reviews, it explains all that related to the improving of the writing teaching-learning process and related to the writing theories. This section will discuss the nature of writing, the teaching-learning cycle, cooperative learning method. The second part is the conceptual framework.

1. The Nature of Writing

Heffernan and Lincoln (1986) state that writing is a model of communication. The writers communicate their message to their reader through the texts. The writers have to be aware who their readers are. It is because the readers have an important position to decide the goal of writing. According to Brereton (1982) writing is about the message (the text) from somebody (the writer) to somebody else (the audience). The writers change and adopt new different postures and even personalities, depending on who the readers are. Bram (1995) states that writing means of communication, to write means to try to produce or reproduce written message, and to communicate means to convey knowledge or information about a given subject. In this theory, Bram (1995: 25) states as follows:

when dealing with writing, we make the best using of sentences to express our messages. Our purpose is communication. When we write, we intend to interact with our reader using written language. In using written

language to communication, our principal purpose is to make our reader understand what is counts most to get our messages across”.

Writing means conveying a message to the readers. The message must be in a form of the texts which must be clear and understandable to make the readers understand what the writers want to express. To make such a qualified text, the writers have to master some aspects of language, such as grammar, vocabulary, and idioms.

Writing is processes that consist of the work of one’s mind and require one’s language skill in expressing his thought or ideas and feeling into a written form. It includes the organization of words, phrases, clauses, and sentences into coherent and cohesive paragraph texts.

a. Process of writing

Writing is not a high-organized linear process, but rather a continual movement between the different steps of the writing model. Troyka (1987) states that writing is a process a series starting from thinking about a subject and ending with one complete a final draft. Writing is viewed as a process. It can be divided into stages. Understanding the stages of writing process can help writers control the hard work of writing and improve their skill.

Some writers give some steps of the writing process. Gardner and Johnson (1997) describe the process of writing, as follows:

1. Prewriting: the writers generate ideas for writing i.e. brainstorming, reading literature, creating life map, and story chart,

developing words bank, deciding on form, audience and purpose as well as through teacher motivation.

2. Rough draft: the writers get their ideas on paper. They write without concern for convention.
3. Re-reading: the writers prove their own work by reading aloud and reading for sensibility.
4. Revising: improving what the text says and how it says it.
5. Editing: the writers work together on editing for mechanic and spelling.
6. Finalizing draft: the writers produce their final project to discuss with the teacher and write a final draft.
7. Publishing: the writers publish their own written.

According to White and Arndt in Harmer (2001: 258) the process of writing is an interrelated set of recursive stages that includes:

- a. Drafting
- b. Structuring (ordering information, experimenting with the arrangement, etc)
- c. Reviewing (checking context, connection, assessing impact, editing)
- d. Focusing (that is making sure you are getting the message across you want to get across).
- f. Generating Ideas and evaluating (assessing the draft and or subsequent the draft).

White and Arndt in Harmer (2001: 258) the model is represented in Figure 1.

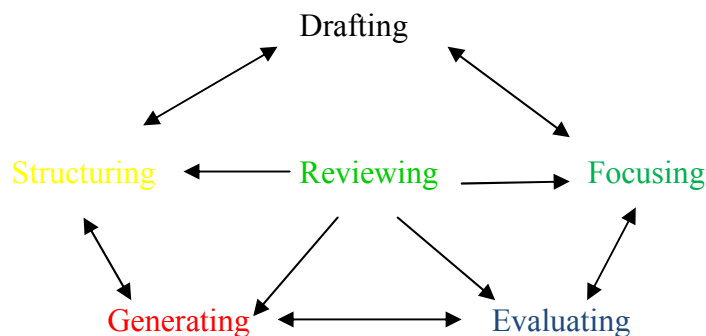


Figure 1: The process of writing

In classrooms, they are processes of writing that must be paid attention to make writing learning process better. Keenan and Cherryl (1997) propose ten processes of writing in the classroom.

1. Exploring ideas

The first problem of writing, which most students encounter, is a difficulty in generating ideas. The teacher gives the task to explore the students' mind in writing. Some of the methods are presented in discussing, listing ideas, interviewing and free writing e.g. when the students make a draft of a text.

2. Organizing ideas

In this section, the students are taught organizational skills such as effective writing topic sentence, limiting the information in a paragraph and organizing different types of paragraphs.

3. Developing cohesion and style

In this section, the students are focused on the grammatical and lexical features of their writing that serve to be unity a paragraph.

4. Using correct form

In this section, each chapter provides practice with the mechanics of writing such as paragraph forms, spellings, punctuations and capitalizations.

5. Writing a first draft

In this section, most students do not realize that good writing is a product of many revisions. They are explicitly told that the first paragraph they write is a draft.

6. Editing practice

This section provide paragraph that contain common errors of form, grammatical cohesion and organizational ideas.

7. Editing your writing

In this section, they are asked to edit their own composition. Teacher can ask the students to focus on specific aspects of their writing to complete this step. It is also suggested that the students' work with their partner.

8. Writing the second draft

Students have chance to revise and edit their job.

9. Sharing

This section provides ideas on how students can communicate with each other through their writing.

10. Using feedback

This section enables the students to use their teacher's feedback to help them check their writing.

2. The Text-Based Approach

In Indonesia, the genre-based approach is recommended as a teaching strategy and the genre-based approach is an alternative of teaching-learning strategies. Tiasari (2007) the model of the text-based approach is represented in figure 2.

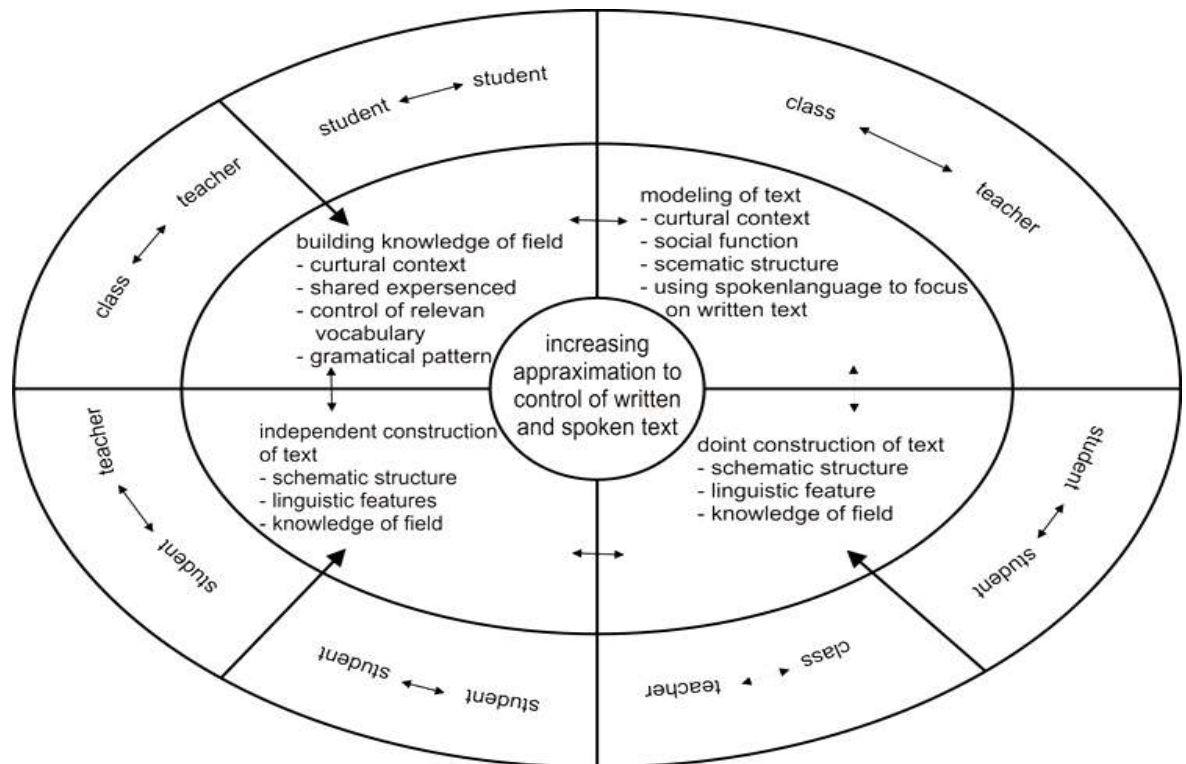


Figure 2: Teaching-learning cycle

a. BKOF (Building Knowledge of Field)

The teachers should explain a topic of the material first, before they give the materials. This stage should be interaction between the teacher and the students, so it can improve the spoken and written skills. Crook and Choudron

(1991) assert that BKOF includes warming-up, setting, organizational and storytelling. There are seven question levels: knowledge question, comprehension question, application question, inference question, analysis question, synthesis question and evaluation question.

From the illustration above, one of the most important principles of a genre-based approach to writing is emphasis on the function of language and how meaning is in a context. Therefore, in BKOF, the students learn about (1) introducing the social context of an authentic model of the text-type is studied, (2) exploring features of the general cultural context of the text type used and the social purpose of the text type achieved, (3) exploring the context of situation by investigating a model of text which has been selected on the basis of the course objectives and learner's need.

b. MOT (Modelling of Text)

Modelling is an important scaffolding activity that includes the teacher and the students discussing and exploring stages of the genre and its key grammatical and rhetorical features.

The function of this stage is focused on analyzing the genre through a model text related to the course topic. This stage involves preparing the learner for reading and writing by: (1) focusing on the genre as a written or drafted object, (2) discussing the social function of the genre and the purpose intended by the reader and writer, (3) analyzing the characteristics of the schematic structure and grammatical pattern of the text type.

Therefore, in MOT stage students learn about: (1) investigating the structural pattern and language features of the models, (2) comparing the model with other example of the text-types.

c. JCOT (Joint Construction of Text)

At the JCOT stage, the teacher and the students work together to construct a complete example of the genre, with the teacher gradually reduce his contribution. The teachers ask the students to make group and pairs work.

Therefore, in this JCOT phase: (1) students begin to contribute to the construction of the whole examples of the text-type, (2) the teacher gradually reduces the contribution to text construction, as the students move closer to able to control the text-type independently.

d. ICOT (Independent Construction of Text)

The teacher asks the students to create a text. Generally, independent construction occurs only after the groups or pairs construction have shown that the students have gained control of the field and the model. According to the needs of the students, it may be necessary to recycle some of the tasks and activities at earlier stages.

ICOT activities include: (1) listening tasks e.g. comprehension activities in response to live or material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answer question, (2) speaking tasks e.g. spoken presentation to class, community organization work place etc. (3) listening and speaking tasks e.g. role-plays, simulated dialogues, (4) reading tasks e.g. comprehension activities in response to written material such as

performing task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering question, (5) writing tasks which demand that students draft and present whole text.

Therefore, in the ICOT phase: (1) students work independently with the text, (2) learner performance is used for achievement assessment.

3. Effective Writing Learning Process

The effective writing learning process consists of the activities that occur at the beginning, during, and after the actual writing. In writing, the writer might determine the actual contents of the message, how it must be written, how it must be presented, and who are the readers who will read the text. According to Bowel and Cali (1990) the five features of effective writing are focus, organization, support and elaboration, style, and convention. They are described as follows.

1. Focus

Focus is the topic subject established by the writer in responses to the writing task. The writer must clear to establish as a focus as he/ she fulfil the assignment.

2. Organization

Organization is the progression, relatedness, and completeness of ideas. The writer establishes for the reader well-organized composition, which shows a constancy of purpose through the development of elements forming an effective beginning, middle and end.

3. Support and Elaboration

Support and elaboration are the extension and development of the topic/subject. The writer provides sufficient elaboration to present the ideas and or events clearly. Two important concepts in determining whether details are supportive of the subject matter, details must be related to be the focus of the response. Relatedness has something to do with the direction of the relationship that the writer establishes, between the information and the subject matter, also supporting details should be relevant and clear. The writer must present his/ her ideas explicitly and clearly to make the message understandable.

4. Style

Style is a control of language that is appropriate to the purpose, audience, and context of the writing task. The writer's style is evident through word choice and sentence fluency. Skillful use of the precise, purposeful vocabulary, enhance the effectiveness of the composition using appropriate words, phrase and description to the audience. Sentence fluency involves using a variety of sentence styles to establish effective relationship between ideas, course and statement appropriate to the tasks.

5. Convention

Convention involves correctness in sentence information, usage and mechanic. The writer has to control of grammatical convention that appropriate to the writing task.

According to Bowel and Kali (1990), the features of effective writing also have impact for the teacher and student as learner participants. In integrating the features of effective writing into the planning, drafting, revising, editing, and publishing phases of the writing process, the teachers help to improve the teachers writing instruction by:

1. providing the objective criteria for assessing students' writing. The teachers often slip into focusing on surface details or aspects of writing that make easiest to check, when they face in a stack of paper to check. The features help the teachers to focus on their comments, conferences, and direct instruction on the most critical features of effective writing.
2. focusing direct writing instruction and conferences on the right feature at the right time. Rather than teaching a strict sequence of composition and grammar lessons throughout, the teachers can provide students with flexible instruction in the appropriate features when they need it during the writing process. Teachers can teach lessons focussing on writing instructions and conferences when students are planning their writing. During revision, teachers can provide lessons on support and elaboration or style, or, if necessary, review focus or organization.
3. giving equal weight and equal instructional priority to each feature. Focus and style are often neglected in writing lessons, when conventions and organizations are widely taught. Teachers can ensure that students receive the instruction that they need to improve all aspects of their writing by giving equal weight to five features.

Bowel and Kali (1990) also state that the features of effective writing also give impacts to the students in the writing teaching-learning process so that they can write better by:

1. allowing the students to focus their attention on one feature at a time.
Reducing the cognitive demands of writing, students can focus on the aspect of writing in which most important aspect at each step of the writing process.
2. providing students with more opportunities to be success by focusing on areas of strength as well as weakness. Evaluating student writing with five distinct scores help students to see themselves as multidimensional writers, with weaknesses and strengths.
3. making expectations visible to students. When students know the criteria of writing which they will evaluate, they longer have to rely on the teacher to make judgments about the quality of their writing. They can use the features to revise their writing continually.
4. teaching the students to become critical readers of their own writing. Students who are taught to diagnose and correct their own writing problems are on their way to become self-regulated, independent writers. Providing instructional support, including demonstrations of writing strategies, writing “think-aloud,” guided practice in small-group settings, conferences with teacher and peers, and opportunities to transfer strategies to new contexts and writing genres, teachers can move students toward independence.

5. teaching students to become critical readers of writing others. Students can use the features to evaluate their peers' writing in order to give constructive feedback during conferences. Students also can learn to read critically and evaluate the writing of professional authors and appropriate their technique.

4. Ways to Improve Writing Learning Process

There are many ways that can be used to improve the writing teaching-learning process. The teachers have to implement many ways in order to make the students more active in the writing teaching-learning process. Donesco (1981) describes how to help students improve their writing;

- a. cultivate positive attitude

It means, nobody born was able to write or let alone to write well. They need practices, instructions and examples to be a good writer. There are some ways to improve the students' writing, like giving interesting materials and applying new methods to make the students' writing better.

- b. emphasize useful prewriting

It means, the students write something what they want and it makes them less attention in aspects of writing and coherence of sentences. It can be reduced by give the students assignments to write based on jumble sentences. Then, the teachers ask the students to write other text from their a clear and detail outline.

- c. encourage revision and show its payoff

It means, in writing the students possibly make many mistakes. It can reduce by some revision to make the students' writing better. Revision of the students' writing is a good tool for helping them to learn from their mistakes in their writing.

5. Teaching Writing in Senior High School

The essence of teaching writing is guiding and facilitating students to work. This is supported by Brown (2000:7) who proposes that "teaching is guiding and facilitating learning, enabling the learners to learn, and setting the condition for learning". It implies that teaching cannot be separated from learning. When the teachers teach writing to the students, they do not only teach how to develop ideas in writing, but they also need a serious attention of how to write English sentences grammatically and systematically. Hence, teaching writing depend on the teachers' ability how to teach writing effectively which can make the students' ability being improved.

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

Teaching writing for students of senior high school is one of the important thing that has to be done well because English is one of the compulsory subject

that has to be taught for students of senior high school level. English learning in senior high school is targeted to make the students can understand and produce a short functional text and short essay in the form of procedure, report, narrative, and recount texts (Dekdiknas 2006).

English as a subject aims at developing communicative competence in the form of spoken and written language. In writing, the students should be able to express interpersonal, ideational, and textual meaning into interactional and monologue especially in the form of narrative, recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary and review.

In learn English writing, the students often make mistakes. It makes the students' participation in writing poor and low. One of the reason, the students often work individually. It makes when they get difficulties, they cannot help each other. In this research emphasize cooperative learning to solve the problems of writing. The primary role of learners in cooperative learning is as members of a group-work who must work collaboratively to do the tasks with other group members. Learners have to learn as teamwork skills. Learners are as directors of their own learning. Learning is something that requires students directly and actively involvement and participation in the teaching-learning process.

6. Cooperative Learning

According to Baloche (1998) cooperative learning is part of general instruction approach and also known as collaborative learning. Cooperative learning is an approach to teach that use cooperation activities maximally, like involving pairs and small group of learners in the classroom.

Slavin (1980) describes cooperative learning as a method in which students work in small groups and they are given rewards and recognition based on the group's performance. Artz and Newman (1990) define cooperative learning as small groups of learners who work as a team to solve a problem, complete a task or achieve a common goal. Slavin (1994) asserts that cooperative learning refers to a variety of teaching methods in which students work in small groups to help others to learn the academic contents.

A definition of cooperative learning as a category under collaborative learning is given Maher and Tinto (1992). They define cooperative learning as a learning approach which falls in more general category of collaborative learning. It is described as students in groups of two or more, working together mutually to find the understanding, solutions or meaning and create a product.

The word cooperative in cooperative learning emphasizes in another important dimension of collaborative learning. It is sought to develop teaching classroom that fosters cooperation rather than competition in the teaching-learning process. Johnson, et .al (1994:4) defined as follows:

Cooperation is work-together to accomplish goals. Within cooperative situation, individuals seek outcomes beneficial to themselves and all other group members. Cooperative learning is the instructional of small groups learning. It may contrast with competitive learning in which students work against each other to achieve an academic goals such as a grade of "A".

The success of cooperative learning is the nature and organization of group work. It requires a structure program of learning has been designed so that, the learners can interact with others and the writing teaching-learning process improve.

Therefore, cooperative learning is an approach that is designed to foster cooperation rather than competition to develop communicative competence through socially structured interaction activities.

7. Cooperative Learning Methods

Cooperative learning methods are the methods which share the students' idea in working together to learn and are responsible to their teammates in learning. The idea of cooperative work is the student's teams emphasize the use of team goal and success which can be achieved only if all members of team learn the objectives well. According to Slavin (1994) there are three concepts of students' team learning methods; those are team reward, individual accountability, and equal opportunities for success.

- a. Team reward means, the students' task are not to do something as a team but to learn something as a team. It means, if the students achieve a designated criterion above, teams do not compete to earn reward. All team may achieve the criterion that was given in each task.
- b. Individual accountability means, the team's success depends the individual learning of all team members. Accountability focuses the activity of the team members on helping one and other learn and make sure that everyone in the team is ready for a quiz or any other assessments.
- c. Equal opportunities mean that students contribute to their team by improving their own past performance. This ensures that high, average, and low achievers are equally challenged to do their best, and the valued of all team members' contribution.

Five principles of students' team learning methods have been developed and extensively researched. Slavin (1994) mentions three general cooperative learning methods that are adaptable to the most subjects and grade levels; those are Students Teams-Achievement Division (STAD), Team-Games-Tournament (TGT), and Jigsaw II. Whereas, the remaining two are comprehensive curricula design for use in particular subjects at particular grade level, namely Cooperative Integrated Reading and Composition (CIRC) for reading and writing instruction, and Team Accelerated Instruction (TAI) for mathematics. The following is the description of each method.

- a. Students Teams-Achievement Division (STAD); students are assigned in four-member learning team that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, then the students work with their team to make sure all the team members have mastered the lesson. After that, all students take individual quizzes on the material, at the time that they may not help one another.
- b. Team-Games Tournament (TGT); it uses a same way of teacher presentation and teamwork as in STAD but replace the quizzes with weekly tournament, in which students play academic games with members of other teams to contribute point to their team's scores.
- c. Jigsaw II; students work the same members, heterogeneous team as in STAD and TGT. The students are assigned to read a chapter, short book, or other materials. The materials are usually formed social studies, biographies, or other expository materials. Each team member is chosen

randomly to order become an expert on some aspect of reading assignments.

- d. Team Accelerated Instruction (TAI); it is a same as STAD and TGT, namely the use of four-member-mixed-ability-learning team and certificates for high performing teams. However, STAD and TGT use of single pace of instruction for the class, where TAI combine cooperative learning with individual instruction. STAD and TGT also are applied the most subjects and grade levels but TAI is specifically designed to teach mathematic.
- e. Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading and writing in the upper elementary and high schools. In CIRC, teachers use novels or short texts. They use or may not use a reading group, as in traditional reading classes. Students are assigned opportunities to make a team composed of students from two or more different reading levels.

8. Cooperative Learning in the Classroom

According to Slavin (1994) cooperative learning in the classroom, students are expected to help others, to discuss and argue with others, to assess other's knowledge and fill in gap in others' understanding. Cooperative learning work rarely replaces the teachers' instructions, but rather replaces individual seating arrangement, individual study, and individual drill.

Olsen and Kagan (1992) describe the following examples of cooperative learning activities that can be brought into the classroom:

- a. *three- step interview*: (1) students are in pairs; one is interviewer and the other is interviewee, (2) students reverse roles, (3) each member share with team member what was learned during the two interviews.
- b. *roundtable*: there is one piece of paper and one pen for each team, (1) one student makes a contribution and (2) passes the paper and pen to the student of his or her right or left, (3) each student makes a contribution in turn.
- c. *think-pair-share*: (1) teacher poses a question (usually a low question level), (2) students think of response, (3) students discuss their responses with their partner, (4) students share their partner's response with the class.
- d. *solve-pair-share*: (1) teacher poses a problem, (2) students work out solution individually, (3) students explain how they solved the problem in interviews or Round Robin Structures.
- e. *numbered heads*: (1) students' number as terms to ask, (2) teacher asks a question, (3) students are literally put their heads together and make sure everyone knows and can explain the answer. (4) Teacher calls a number and the students with the number raise their hands and answer the question.

9. Cooperative Learning to Improve Writing Learning Process

Cooperative learning is an approach that is designed to foster cooperation rather than competition, to develop critical thinking skills, and develop communicative competence through social structured interaction activities, these

can be regarded as the overall objectives of cooperative learning. In cooperative learning method, group-work is the major model of learning and parts of comprehensive theory and system in the teaching-learning process. Group-work activities are planned to maximize students' interaction and facilitate students' contribution in other learning subjects. Cooperative learning activities also can be used in collaboration with other teaching methods and approaches.

The primary role of learners in cooperative learning is as members of a group-work who must work collaboratively to do the tasks with other group members. Learners have to learn as teamwork skills. Learners are as directors of their own learning. Learning is something that requires students directly and actively involvement and participation in the teaching-learning process.

In cooperative learning, the roles of the teachers differ from the role of teachers in the traditional method i.e. teacher-fronted lesson. The teacher has to create a highly structured and well-organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangements of the classroom, assigning students to groups and roles, and selecting materials and time (Johnson, et al, 1994). The important role of a teacher is a facilitator of learning.

Cooperative Integrated Reading and Composition (CIRC) is a method that used more specific to improve writing and reading skill. CIRC method focuses simultaneously on the curriculum and instructional methods. In addition, the development of CIRC method is preceded from an analysis of the problems of traditional writing, reading, and language arts instruction.

The use of cooperative learning in discussion group, group work, and pair work has been supported in teaching languages and in other subjects. Such group is used to provide a change from the normal pace of the classroom events and to increase the amount of students' participation in lessons.

10. Writing Learning Process at Grade X in SMA N 1 Pleret

Based on School Based Syllabus, students of SMA N 1 Pleret have twelve hours in one semester to get the writing teaching-learning. It means that the students write some text twice a month. In the control class, students just write based on what teacher asks for them. Therefore, the students submit their work to the teacher and they wait their mark. Hopefully, students want to get the best score, but when the students just get many red remarks in their work, the students just accept to what teacher evaluate on their works and moreover they do not understand what the teacher means by the red remarks. Exactly, students ignore the teacher's comments and they have no motivation to ask about the teacher's comments.

In control class, the teacher just used traditional technique (presentation practice production) in teaching writing. jumbled paragraph, teaching grammar and rewriting are always used to teach writing in the class. Therefore, the students still did not understand how to write well and how to review or grade the work. Furthermore, they had no motivation to write and review English written work. The teacher has not how to review or grade the works through peer review or peer assessment.

11. Cooperative Integrated Reading and Composition (CIRC) Implemented in Writing Learning Process at Grade X in SMA N 1 Pleret

To improve the writing teaching-learning process at Grade X B in SMA N 1 Pleret the researcher decided to apply a cooperative learning method. A cooperative learning method is implemented at Grade X B in SMA N 1 Pleret is Cooperative Integrated Reading and Composition (CIRC). The method is in the form of pair or group work. It is because CIRC method is suitable to be used to improve student's interest and motivation, ideas sharing, and the students' knowledge in the writing teaching-learning process. It also will improve the students' motivation and interest in the writing teaching-learning process.

Cooperative Integrated Reading and Composition (CIRC) method is a sub-method of cooperative learning method that can be applied in reading comprehensive before writing. It is because reading is a tool to make the students at Grade X B in SMA N 1 Pleret can comprehend the text that will be written. The text is read as an example of correct written text. This research uses CIRC (Cooperative Integrated Reading and Composition) because the method has applied in another research that is *The Effectiveness of CIRC (Cooperative Integrated Reading and Composition) Type of Cooperative Learning To Improve Students' Reading Comprehension And Writing Ability in Year X At SMA N 5 Yogyakarta In The Academic Year Of 2008/2009* by Dwi Qorina. On the research, the researcher claims that the use of CIRC has significantly improve

students' reading comprehension and writing ability in English teaching and learning process at SMA N 5 Yogyakarta.

B. Conceptual Framework

Based on several observations at SMA N 1 Pleret, the problems emerged were; first, the students tend to be passiveness and they did not enjoy the lesson. Second, there was little attention from the students to the lesson given. The problems definitely indicated incorrect things during the writing teaching-learning process. In fact, those problems were evidence of the lack of the motivation from the students. They were unmotivated during the writing teaching-learning process. Based on the consideration above, the researcher then tries to improve students' motivation and interest by implementing one of cooperative learning method. The implementation of the method involves the researcher, the English teacher, and the Grade X B of SMA N 1 Pleret in the academic year of 2010/2011. Then, the actions steps consist of planning, implementing, evaluating, and reflecting the actions which are carried out to solve the problems.

The cooperative learning method is Cooperative Integrated Reading and Composition (CIRC). The researcher also uses text-based approach as a teaching approach. The Cooperative Integrated Reading and Composition (CIRC) method is used to improve student's interest and motivation, sharing ideas, and the students' knowledge in the writing teaching-learning process. The text-based approach is used as a teaching approach to improve the relationship between the students and the teacher. It is also used to improve the writing teaching-learning

process. The text-based approach teaches the students how to make a good writing by implementing some steps of text-based approach.

The CIRC method and text-based approach are given in each meeting. Each meeting consists of three steps; those are: pre-teaching, whilst teaching, and closing. The CIRC method and text-based approach conduct at the pre-teaching, whilst teaching steps. It is expected that would be some changes in the writing teaching-learning process at Grade X B in SMAN 1 Pleret after the researcher applied the new method and teaching approach.

CHAPTER III RESEARCH METHOD

A. The Nature of the Research

The research of improving the writing teaching-learning process through cooperative learning on cooperative integrated reading and composition (CIRC) method at Grade X B in SMA N 1 Pleret was action research. According to Mc.Niff and Whitehead (2002: 15), action research is a name that is given to a particular way of researching own learning. It is a practical way for looking at the practices in order to appropriate as what it should be. Carr and Kemmis (1990: 162) say that action research is a simple form of self-reflective inquires undertaken by participants in a social situation in order to improve the rationality and justice in their own practices, their understanding of the practices, and the situation in which the practices are carried out.

Action research has some steps. According to Kemmis and Mc.Taggart in Burns (1999:32), action research occurs through a dynamic and complementary process, which consists of four essential moments, they are planning, implementation, observation, evaluation and reflection. According to Kemmis in Madya (1994:25) says that the steps in the action research process are identifying the problems, planning, doing actions and observation, having reflection and making revision. The research members worked collaboratively to identify the problems related to the teaching-learning process, then formulate the problems and planned the actions to overcome the problems, implemented the action, and

made evaluation and reflection. The research was regarded to be successful if there was a significant changing in the teaching-learning process.

B. Setting of the Research

This research study was done at Grade X B in SMA N 1 Pleret. This school is located in Pleret street at Km. 3,5 Pleret, Bantul, Yogyakarta. This school is a national-standard school. SMA N 1 Pleret has complete facilities for the teaching-learning activities.

SMA N 1 Pleret has a headmaster room, a teacher room, a staff room, UKS (public health of school), a mosque, a basket court, two canteens, a science laboratory, and two language rooms, namely AVA (audio-visual) room, and English room. This school also has 15 classrooms, i.e. 5 classrooms of grade X, 5 classrooms of grade XI, 2 classrooms of grade XII science, and 3 classrooms of grade XII social.

The classroom of Grade X B is located in front of a science laboratory and in the right side of a basket court. There are 35 students of Grade X B. This class has 18 students' table-chairs, a teacher's table-chair, a whiteboard, a fan, a cupboard and other facilities. The English lesson of this class is done twice a week; those are on Wednesday and Thursday at 08.45-10.00 am.

The researcher chose SMA N 1 Pleret as the setting of the research study, because when the researcher did KKN-PPL in there, he found many problems in the English teaching-learning process at Grade X. The other reasons are the researcher lives near the school. So, it can facilitate the researcher when doing the research.

C. Time of the Research

This research study was conducted at class X B SMA N 1 Pleret from September until October 2010 in the academic year 2010/2011. The English teaching-learning process at the class was twice a week on Wednesday and Thursday and 2x45 minutes for each meeting.

D. The Data and Instrument of the Research

The data in this research are all about feeling, opinion, expectation, suggestion, and preference of the research members and the students related to the writing teaching-learning process. The data resources were in the form of field notes, interview transcripts and documentations. The key instrument of this research is the researcher himself.

E. The Data Collection Techniques

The data were collected by observation and interviews. The researcher did observation to get the data from the English teaching-learning process. The result was in the form of field notes. In order to complete the data, the researcher interviewed the students and the English teacher. The data from the interviews were in the form of interview transcripts. The researcher also took pictures in the implementation of the actions as documentation.

F. The Data Analysis Techniques

The data were analyzed in qualitative ways. The researcher analyzed the data from the Field Notes of the observation and the interview transcripts during the research. The technique to validate the data was triangulation through comparing the data of observations and interviews.

In this research, the researcher took Field Notes of what he did in the classroom and kept supporting documents, such as the lesson plans. After the class finished, the researcher interviewed some students to know their feeling and opinion about the implementation of the actions. The researcher also interviewed the English teacher about the implementation of the action to get his comments, perceptions, criticisms, ideas, and suggestions. After that, the researcher compared the Field Notes and interview transcripts to support the finding.

G. Validity and Reliability of The Data

To fulfil the validity of the research, the researcher followed five criteria proposed by Burn (1999: 161- 162). They are:

1. Democratic validity, which is related to the extent the researcher is truly collaborative and allows for the inclusion of multiple voices. In this research, the researcher worked collaboratively with the research members to determine the feasible problems and find some actions that would be implemented. They gave their opinions, ideas, suggestions, critique and comments about the implication of the action research.
2. Process validity, which raises questions about the process of conducting research. The actions of this research should be believable. They must be supported by some data sources that showed the process was valid.
3. Outcome validity, which is related to the nation of action leading to outcome that are “successful” within the research context. The researcher tried to get outcome validity by looking at the result of the actions. The researcher saw the success and failure of the implementation of the actions.

The research can be said to be successful if there are some improvement in the teaching-learning process.

4. Catalic validity, which is related to the extent to which the researcher allows participants to deepen their understanding of the social realities of the context and how they can make changes in the teachers' and learners' understanding of their role and the actions taken as a result of those changes, or by monitoring other participants' perception of problem in the research setting. In this research, the researcher will ask the students about their responses to the changes occurring to themselves.
5. Dialog validity, which is related to the extent that parallels with the processes of collaborative enquiry or reflective dialog with "critical friend" other participants. After conducting some actions, the researcher collaborated with the English teacher to review the value of the actions.

The researcher used democratic validity in this research. The researcher gives vastness opportunities to the members of the research to give opinion, expectation, and feeling before and during the research. To ensure the reliability of the data, the genuine data, such as the interview transcripts with the English teacher and the Grade X B students, Field Notes of the English teaching learning process, photographs of teaching-learning process, and the other resources are showed in appendices. To obtain the trustworthiness, the researcher used triangulations that were proposed by Burn (1999: 163) as follows:

1. Time triangulation, the data are collected at one point in time or over a period to get sense of what are involved in the process of the changes.

2. Space triangulation, the data are collected across different sub-group of people, to avoid the imitation of studies being conducted within one group.
3. Investigation triangulation, one observer is involved in the same research setting to avoid being biased and to provide checks on the reliability of the observation.
4. Theoretical triangulation, the data are analysed from more than one perspective.

H. Research Procedures

Kemmis in Winter (1989) as quoted by Widayati (2003: 42) suggests the research procedures as follows:

1. Determining the thematic concern (Reconnaissance)

The researcher found the information about the English teaching-learning process in the field by doing the reconnaissance step. The information was obtained by having a discussion with the headmaster and English teacher, doing observation in the English lesson at Grade X B, and interviewing some students of Grade X B. After getting the information about the existing problems, the researcher and the English teacher classified them into groups. Then, the researcher and English teacher determined that the thematic problem in this research was the poor motivation and interest in the writing teaching-learning process, which would be improved through the implementation of some actions. This research implemented some actions, namely using the cooperative integrated reading and composition (CIRC) method, giving interesting

materials and using text-based approach, namely Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT) and Independent Construction of Text (ICOT).

2. Planning

After deciding the thematic problems, the researcher had a discussion with the English teacher about the problems then they planned some actions that would be implemented in the writing teaching-learning process. These actions were as follows:

a. Using CIRC method

The researcher gave a text to read and comprehend in pairs. Each members of the pairs read cooperatively before they wrote a text.

The text was given as a reference or example to the students before writing a text. The students would get the knowledge about the text. So, it could make the students easier in follow the writing teaching-learning process.

b. Giving interesting materials

The researcher gave an interesting material in each meeting. It was to make the students were more motivated and interested with English. It could make the students more enjoy following the writing teaching-learning process.

c. Using text-based approach

The researcher used text-based approach, namely BKOF, MOT, JCOT, and ICOT to support the CIRC method, so it could improve

the students's motivation and interest in the writing teaching-learning process. It was also to obtain a good teaching writing based on the school-based curriculum.

3. Implementation

After planning some actions, the researcher and the English teacher implemented the actions in the writing teaching-learning process. The actions were implemented in two cycles. Each cycle was done in two meetings. The observer observed and took pictures in the writing teaching-learning process and the students' reaction during implementation of the actions. Based on the observation, interview recorded and documentation the members' involvement was evaluated as the result of implementation of the actions.

4. Reflection

The reflection was done after implemented the actions in each meeting. It was done to find if there were some actions which were ineffective or failed. If the actions were regarded ineffective, the researcher would seek the other actions to change the previous actions. If the action were fruitful, the researcher would recommend the actions to be implemented in the next writing teaching-learning process.

CHAPTER IV

RESEARCH PROCESS, FINDINGS, AND INTERPRETATION

A. Determining the Thematic Concern (Reconnaissance)

The researcher did some steps of the research, so that he could find the field problems. He conducted observations of the English teaching-learning process at Grade X B and held some interviews with the English teacher and the students of Grade X B. From the observations and interviews, the researcher could identify the field problems of the English teaching-learning process, particularly in writing.

Next, the researcher and the English teacher discussed about the field problems related to the writing teaching-learning process at Grade X B. In the discussion, they considered the time, fund, and energy that were needed in solving the field problems related to the writing teaching-learning process.

Finally, the researcher and the English teacher chose the most feasible problems to be solved. They agreed to solve five field problems related to the writing teaching-learning process. The problems are as follows.

1. The writing materials were uninteresting.
2. The students were passive in the writing teaching-learning process.
3. The students often copied their friends' works in doing the tasks that were given by the teacher.
4. The students had minimum vocabulary.
5. The teacher did not pay much attention to the students.

B. Determining Some Actions to Solve the Field Problems

After the researcher got agreement to solve the field problems, he determined the actions that could be used to overcome the field problems. The other research members entrusted the researcher to determine the actions.

The English teacher gave some considerations of the actions which have been suggested by the researcher. They made a second discussion to discuss the actions that could be used to improve the writing teaching-learning process. They chose some actions as the efforts to overcome the field problems related to the writing teaching-learning process. The actions were as follows:

1. giving the interesting materials
2. using CIRC (Cooperative Integrated Reading Composition) method
3. using the text-based approach, namely BKOF, MOT, JCOT, and ICOT

C. The Relation between the Actions and the Field Problems

The success of the writing teaching-learning process is influenced by some efforts. It is also related to other language skills in teaching-learning process, like speaking, listening, and reading. Therefore, many efforts can be applied to improve the writing teaching-learning process. The following efforts were conducted in this research.

Giving an interesting material was the first action. This action was to give variation of materials in the writing teaching-learning process. In reality, the English teacher just used the materials from the textbook or students' worksheet. She never used materials from other resources, like newspaper, magazine,

internet, etc. This action was hoped to be able to improve the students' interest and motivation to follow the writing teaching-learning process.

To improve the writing teaching-learning process, the researcher used CIRC method as the second action. This action was to improve the students' social relationship and the students' reading skill. This action was also hoped to help the students to be able work in pairs to comprehend and produce a text.

The third action was text-based approach, namely BKOF (Building Knowledge of Field), MOT (Modelling of Text), JCOT (Joint Construction of Text), and ICOT (Independence Construction of Text). This action supported the CIRC method to improve the students' motivation and interest in the writing teaching-learning process. It was also to obtain a good teaching writing based on the school-based curriculum.

In short, the relation between the actions and the field problems in this research could be presented in a table below:

Table 1: The Relation between the Actions and the Field Problems

The actions	Actions	Field problems	The field problems
1. giving the interesting and latest materials	1	1	1. the materials are uninteresting
2. using CIRC method	2	2,3	2. the students were passive
3. using text-based approach	3	2, 3, 4, 5,	3. the students often copied their friends'

			work to do the task that were given
			4. the students had minimum vocabulary
			5. the teacher did not pay much attention to the students

D. The Implementation of the Actions

1. Report of Cycle I

a. Planning

As stated in the previous chapter the thematic problems in this research was the students' poor motivation and interest in following the writing teaching-learning process. The problems arose from other problems related to the utilization of method or approach, materials, teacher attention, cooperative work, and vocabulary mastery.

The aims of the actions in this research were as follows:

- 1) giving the interesting materials: So, the students would be more interested and motivated in following the writing teaching-learning process.
- 2) using CIRC method: So, the students' reading ability and social relationship would improve. It also would improve the writing teaching-learning process.
- 3) using text-based approach, namely BKOF (Building Knowledge of the Field), MOT (Modelling of Text), JCOT (Joint Construction of Text), and ICOT

(Independent Construction of Text) to support CIRC method. So, it would improve the students' motivation and interest in the writing teaching-learning process based on the school-based curriculum.

b. Action and Observation

The implementation of the actions in the first cycle was done on Wednesday, 22nd and Thursday, 23rd September 2010. The text type for the first cycle was "Recount text". The actions of the first cycle were using CIRC (Cooperative Integrated Reading and Composition), giving interesting materials, and using text-based approach, namely BKOF (Building Knowledge of the Field), MOT (Modelling of Text), JCOT (Joint Construction of Text), and ICOT (Independent Construction of Text).

1) Using CIRC (Cooperative Integrated Reading Composition) method

At the beginning of the lesson, the researcher asked the students to make pairs. After that, the researcher gave them a recount text. The researcher asked them to read and comprehend the text in their group. They were enthusiastic in reading the text. It was because they rarely worked in pairs. It could be seen in Field Note 3.

<p>Peneliti meminta para siswa untuk membentuk kelompok yang terdiri dari 2 siswa. Selanjutnya peneliti membagikan recount text. Peneliti meminta para siswa membaca text yang telah dibagikan secara berkelompok. Para siswa terlihat antusias membaca text yang diberikan oleh peneliti.</p>
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<p><i>The researcher asked the students to make pairs. After that, the researcher gave a recount text to them. The researcher asked the students to read the text in pairs. The students were looked enthusiastic read the text that was given by the researcher.</i></p>

(Appendix 1, Field Note 3)

In reality, in the English teaching-learning process the students worked individually. So, when they worked in pairs, they were seemed more comfortable. It was because they could work together with their peers. So, they could help each other when they got difficulties in the English teaching-learning process particularly in writing.

After reading, the researcher asked them to discuss and mention the difficult words. They mentioned the difficult words to the researcher. Furthermore, the researcher wrote the difficult words and translated on the whiteboard. It can be seen in Field Note 8.

<p>Peneliti meminta para siswa membaca text yang diberikan. Lalu peneliti bertanya pada para siswa tentang kata-kata sulit yang mereka temui. Selanjutnya, peneliti menuliskan kata-kata tersebut dengan artinya.</p>

<p><i>The researcher asked the students to read the text first. Then, he asked the students to mention the difficult words on the text. After that, the researcher wrote the words and translated them.</i></p>

(Appendix 1, Field Note 8)

Based on the text, the researcher gave questions to the students, like “What is the title of the text?”, “Who are the main characters in the story?” “Where did the story take place?”. The students answered, “Going to the Cinema”, “Jossie and Roby”, and “In the Cinema”. In answering the questions, they still seemed doubtful, but they enthusiastic answered the researcher’s questions. The researcher continued to give questions to the students about the general information of the text, i.e. “What is the text organizations (generic structure) of recount text?”, “What tense is used in the text?”, “How is the pattern of past tense?”, etc. They are seemed doubtful to answer the questions, but they could answer the questions, i.e. “orientation, complication, reorientation”, “past tense”,

and “Subject plus verb 2 plus object”, etc. The students’ enthusiasm was seen when they answered the questions. Seen in Interviews 1 and 2 and Field Note 4

R: The researcher **S: Student**

R : bagaimana dengan cara pengajaran saya?

S : asik mas menyenangkan

R : menyenangkan?

S : iya mas, pas mas tadi pake tanya jawab asik banget, menyenangkan jadi kita tu bisa tau kemampuan kita. Kan mas tadi juga ngajari, jadi bikin kita lebih antusias buat jawab pertanyaan. Soalnya mas tu juga gak monoton cara ngajarnya ada interaksi antara siswa dengan pengajarnya.

R : what do you think about my teaching method?

S : it's fun..

R : Fun?

S : right, because you used question and answer session. It was fun, so we could know our ability. Your teaching method also did not monotonous; we have interaction in the teaching-learning process.

(Appendix 2, Interview 1)

R : The researcher **S : Student**

R : bagaimana dengan cara pengajaran saya?

S : seneng mas palagi pas tanya jawab..

R : seneng nya?

S : ya seneng, jadi kita bisa lebih ngerti soalnya mas tu ada interaksi dengan kita. Kan tadi bisa dilihat kita antusias banget buat jawab pertanyaanya. Ya walaupun kadang salah jawabnya tapi kita seneng mas.

R : what about my teaching method?

S : it was fun, especially in question and answer session.

R : did you like it?

S : yes, I did. It was because we have interaction in teaching-learning process. So, we could understand more. You saw that we were enthusiastic in answering your questions. Although, we still made wrong answer but over all we liked it...

(Appendix 2, Interview 2)

peneliti bertanya pada para siswa tentang isi dari text yang dibagikan menggunakan bahasa inggris. Para siswa terlihat bingung dengan pertanyaan peneliti. Selanjutnya peneliti menterjemahkan pertanyaannya ke bahasa Indonesia. Para siswa memahami dan dapat menjawab pertanyaan peneliti.

The researcher asked the students in English about the contents of the text. The students seemed confusing of the researcher's questions. Then, the researcher translated his questions into Bahasa Indonesia. The students could understand and tried to answer his question.

(Appendix 1, Field Note 4)

It was also agreed by the observer in Interview 6.

R : The researcher

O : Observer

R : gimana pengajaran saya?

O : ya udah bagus, mereka terlihat antusias trus jadi gak banyak gojek. Mereka juga lebih banyak memperhatikan kamu. Satu lagi mereka jadi lebih aktif gak passive lagi, gak cuman nyontek tapi ada usaha dari mereka tadi

R : *What about my teaching method?*

O : *It was good, they were enthusiastic, so it could decrease the students' bad attitude. They make paid more attention to you. Once more, they were active and did not copied their friends' work in doing the task, but they made efforts to make it done.*

(Appendix 2, Interview 6)

In addition, the researcher also gave written tasks, i.e. answering questions based on the text and rearranged the jumbled story. It was done to make easier for the students in writing a recount text. Using this action, the students' poor motivation and interest could improve in the writing teaching-learning procees.

2) Giving interesting materials

In this action, the researcher gave an interesting material i.e. the recount text and the title was “Going to A Movie Cinema”. The text was taken from the internet (www.learning-text.com). Before the students made a recount text about their holiday activities, the researcher asked them to read the text entitled “Going to A Movie Cinema”. The students enthusiastically read the text. They enjoyed in reading the material that was given by the researcher. The students discussed to comprehend the text. Unfortunately, the students have difficulties to comprehend the text, because they found many difficult words in the text. So, they often asked the researcher about the meaning. It made the students difficult to comprehend the text and produce a recount text. It was proven when they read the text, they often asked the researcher about the meaning of difficult words. It was seen in Field Note 4 and Interviews 2 and 3.

<p>Para siswa kesulitan dalam memahami teks yang dibaca. Mereka selalu bertanya pada peneliti tentang arti kata-kata yang ada dalam teks tersebut. Mereka secara bergantian tunjuk tangan untuk mengajukan pertanyaan. Peneliti menjawab setiap pertanyaan para siswa secara bergantian dan ditulis di papan tulis.</p>

<p><i>The students have difficulties to comprehend the text. They often asked the researcher about the meaning of some words in the text. They raised their hand to ask questions. The researcher answered the students' questions one-by-one and wrote them in the whiteboard.</i></p>

(Appendix 1, Field Note 4)

R : The researcher **S : Student**

<p>R : Gimana dengan materinya?</p>
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<p>S : Cukup menarik sih mas, tapi kata-katanya tu lho mas susah bgt gak dong (mengerti) aku mas...</p>
--

<p>R : <i>What about the material (the text)?</i></p>
--

<p>S : <i>It was quite good enough, but the words did you use its too difficult for us, so we were hard to comprehend the text...</i></p>
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(Appendix 2, Interview 2)

the next tasks. So, the students needed extra guidance and help from the researcher and other peers. It makes the classroom noisy.

3) Using text-based approach

In this Cycle, the researcher also used text-based approach, namely BKOF, MOT, JCOT, and ICOT. In this action, the researcher used interactive teaching to teach. In BKOF, the researcher gave oral questions to the students related to the materials, like “Have you ever read a recount text?”, “Have you ever go to cinema?”, “What movies have you ever watched?”, etc. The students were enthusiastic to answer the questions. It could be seen in Field Note 6

<p>Peneliti menggunakan warming-up teaching dengan mengajukan pertanyaan pada para siswa. Pertanyaan- pertanyaan tersebut terkait dengan materi yang akan dibahas. Mereka antusias menjawab pertanyaan dari peneliti. Tetapi, beberapa siswa yang di bangku belakang kurang memperhatikan peneliti. Mereka asik ngobrol denagn teman sebangku.</p>
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<p><i>The researcher used warming-up. He asked the students about the questions related to the materials that would be given. They enthusiastic answered the researcher's questions. However, some of the students in back row did not pay attention to the researcher. They chatted to their friend.</i></p>

(Appendix 1, Field Note 6)

In MOT, the researcher gave the oral questions about parts of the material, like “What are the tenses used in this text?”, “Could you mention the pattern of past tense?”, etc. The students enthusiastic answered the questions. The researcher also gave the materials to the students. The researcher asked them to read the text first. It was hoped that the students could comprehend the recount text before they produced a recount text. In JCOT, the researcher and the students worked together. The researcher used interactive teaching. In this stage, the researcher came to the students’ table one-by-one and asked about their difficulties. The

students asked the researcher enthusiastically. They raised their hand before asking their questions. Then, the researcher came to their table and gave them explanation, so they could understand and answer the questions in the tasks. It could be seen in Field Note 9.

<p>Peneliti mendatangi satu per satu meja para siswa untuk mengecek hasil pekerjaan siswa. Para siswa lebih antusias bertanya pada peneliti saat peneliti mendatangi meja mereka. Peneliti menerangkan dengan lebih jelas kepada para siswa tentang pertanyaan mereka sehingga mereka lebih mengerti dan dapat menjawab pertanyaan dalam latihannya.</p>
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<p><i>The researcher came to the students' table one-by-one to check the students work. The students more enthusiastic asked when the researcher came to their table. The researcher also gave explanation clearer about the students questions, so they could understand and answer the questions in the task.</i></p>

(Appendix 1, Field Note 9)

In ICOT, the researcher asked the students to make their own recount text about the activities in their holiday. It was an individual work. The researcher made it as homework for the students. It was because the students got many difficulties on the action before. They were hard to comprehend the text. However, some of the students have finished the group work task, so they asked the researcher to make the individual work. The researcher permitted them to make it. The students were enthusiastic when making it. They were still cooperative in doing the job, but they asked about the meaning of the words. It was because some of them had difficulties using appropriate words and the translations in Indonesian.

It concluded that the students enthusiastic followed the writing teaching-learning process. It was agreed in Interviews 3 and 4.

R : The researcher

S : Student

<p>R : bagaimana dengan cara pengajaran saya?</p>
--

S : enak mas, asik, seru, soal masnya tu ngasih pertanyaan- pertanyaan dulu sebelum mulai, trus juga masnya tu ngecek kerjaan kita, keliling mas trus juga ditanya apa kesulitannya trus diterangin lebih luas lagi jadi kita bias lebih dong.

R : *What about my teaching method?*

S : *It was interested, because you gave some questions related to the topic in the beginning of the lesson, you also checked our work and come our table one-by-one to ask our difficulties and gave us deep explanation.*

(Appendix 2, Interview 3)

R : The researcher

S : Student

R : bagaimana dengan cara pengajaran yang saya pake?

S : ok banget mas, seneng aku, jadi bahasa inggris kelihatanya lebih mudah. Soal masnya tu ngajarine enak. Gak Cuma nulis pa nerangin thok, tapi juga Tanya-jawab, ngecek kerjaan kita, kalo gak bias diterangin lagi gimana cara nya. Pokoknya asik mas.

R : *What about my teaching method?*

S : *It's excellent, I think it make English easier to understand. Because in my opinion, your teaching method was appropriate for us. You not only give explanation, but also you used answer-question session, checked our work, if we got the difficulties, you gave us explanation deeply. So I like it so much.*

(Appendix 2, Interview 4)

The students said they were more enthusiastic to follow the writing teaching-learning process than before. They also said that their enthusiasm in reading and writing has improved. Now, they knew how to produce a good text particularly recount texts. It was asserted in Interviews 3 and 4.

R : The researcher

S : Student

R : gimana sekarang udah lebih ngerti belum dengan bahasa inggris terutama writingnya?

S : Ya sudah lumayan paham mas kalo sekarang. Ya kalo suruh buat sendiri aku udah bisa mas

R : yakin?

S : yakin mas, wong buktinya pas tugas individu buat recount text sendiri aku buat sendiri

R : Ok kalo gitu..

R : *Did you understand the English lesson especially in writing?*

S : *Yes I did. If the teacher asked me to make a recount text, I think I can do it.*

R : *Are you sure?*

S : *Yes, I'm. it was because in the individual task, I made my recount text*

itself.

R : *that's good.*

(Appendix 2, Interview 3)

R : The researcher

S : Student

R : gimana dengan pemahamanmu tentang bahasa inggris terutama di writingnya?

S : ya sudah lumayan mas daripada sebelumnya. Sekarang saya sudah lebih bisa buat teks terutama recount.

R : apa bukti kalo kamu sudah bisa?

S : ya pas disuruh buat text individu tadi saya buat sendiri. Kalo dulu kan saya cuma nyontek.

R : *What about your understanding in English lesson especially in writing?*

S : *More understand than before. Now, I could make a text particularly recount text..*

R : *What is the evidence if you understand?*

S : *In the individual task, I made a recount text. In the past, I just copied my friend work.*

(Appendix 2, Interview 4)

The observer and the English also stated their agreement about the students' achievement in writing in Interviews 6 and 5.

R : The researcher

ET : English teacher

R : menurut ibu, kira kira sudah ada peningkatan belum tentang witingnya siswa dengan cara pengajaran saya tadi?

ET : menurut saya udah sedikit lebih baik ya mas. Soal tadi pas disuruh mengerjakan tugas individu tadi mereka lebih antusias dan pada ngerjain tugas- tugasnya. Soalnya kalo biasanya mereka Cuma nyontek malah jarang ngerjain tugas yang saya kasih mas.

R : *What do you think about the students' writing?*

ET : *I think it was better. It was because when you asked them to make a recount text, they were enthusiastic in doing the task. It was different when I asked them to make a text. They just copied from their friends' work or did not do the task.*

(Appendix 2, Interview 5)

R : The researcher

O : Observer

R : gimana? Menurutmu sudah ada peningkatan belum tentang writing anak- anak tadi?

O : aku rasa seh sudah. Soalnya mereka lebih antusias tadi pas ngikutin pelajaranmu. Ya kalo aku rasa anak SMA jarang yang mau nanya tentang pelajaran tapi tadi mereka pada nanya. Trus pas kamu suruh buat text sendiri tadi. Ya walaupun banyak yang ngeluh tapi buktinya mereka ngerjain sendiri. Tadi aku liat sebagian besar siswa udah ngerjain sendiri-

sendiri.

R : What do you think about the students writing. Is it improved or not?

O : I think it was improved. It was seen when they followed the writing-teaching learning process. They were enthusiastic. I think the students of Senior High School rarely asked when the teacher gave a question-answer session. But when you taught them they often asked you about their difficulties. And then, when you gave them a task to make a recount text, they were enthusiastic to make it. the students did the task that you gave.

(Appendix 2, Interview 6)

c. Reflection

After conducting the actions in Cycle I, the research team made a small discussion. In the discussion, they analyzed the data from the observation and interview transcripts to evaluate the actions that were conducted. The research members were free to express their opinions, feelings, and suggestions related the implemented actions. The following are the results of the reflection:

1) using CIRC method

The use of CIRC method was effective in improving of students' interest and motivation to follow the writing teaching-learning process. It also improved the students' enthusiasm in reading and social relationship between the students. However, there were still a weakness; this action needed extra time because the classroom was noisy. It was because the students chose their partner themselves. As a result, some groups did not work successfully and affected in the success of the writing teaching-learning process.

2) giving interesting material

The researcher gave the students a recount text as a model of a written text. It was useful in improving students' interest and motivation in English teaching-learning process, particularly writing. Unfortunately, the vocabulary of

the text was too difficult for the students. So, it was difficult for them to comprehend the text and often asked the researcher about the words in the text. So, they needed extra guidance and help to comprehend the text.

3) using text-based approach

Using text-based approach, namely BKOF, MOT, JCOT and ICOT was successful in motivating the students to be involved and active in joining the writing teaching-learning process. They had big motivation and interest to join the writing teaching-learning process. Moreover, it could be easier to control them. As a result, they enjoyed to follow the writing teaching-learning process. So, it could achieve a good teaching writing based on the school-based curriculum.

2. Reports of Cycle II

a. Planning

Based on the reflection of Cycle I, there were some plans that would be applied in the Cycle II. The researcher planned to implement same actions with Cycle I, namely using CIRC method, giving interesting materials, using text-based approach, namely BKOF, MOT, JCOT and ICOT. The difference, because in Cycle I the most students often asked the researcher about the meaning of words, so in an action, namely giving interesting materials also would be given the translation words. In Cycle II, the researcher planned to use the different text, that was "Procedure Text" in the consideration that the students should understand the other text types.

b. Action and Observation

The implementation of the actions in the second cycle was done on Thursday, 14th and Wednesday, 20th October 2010. The text type in Cycle II was “Procedure Text”. The actions of Cycle II were giving interesting materials and translated words, using CIRC (Cooperative Integrated Reading and Composition) method, and using text-based approach, namely BKOF, MOT, JCOT, and ICOT.

1) Giving interesting materials

The researcher entered the classroom and accosted to the students, like “Good morning. How are you today?”. The students answered the researcher enthusiastically, such as “Good morning. Fine sir!”. Furthermore, the researcher explained that the students would learn a procedure text. The researcher gave some questions to the students, like “Have you ever found a procedure text?”, and the students answered “Yes”. Then, the researcher asked “Where do you usually find the text?”, the students answered “In food, sir!”. The researcher corrected the students’ answer, like “I found it in the food packs or food label”. The students listened to the researcher and repeated enthusiastically. Furthermore, the researcher gave a procedure text to the students. It was “How to make a home remedy for cough”. The text was taken from textbook LBPP LIA. In this action, the researcher also gave pictures of steps to make a home remedy for cough as media of the text. The pictures were stuck on a whiteboard. they were big pictures. So, the students at back of the classroom could see the pictures. The students were enthusiastic in following the writing teaching-learning process with the text and the pictures. It could be seen in Field Note 13 and Interviews 8 and 9.

Peneliti membagikan text procedure kepada para siswa. Para siswa diminta untuk membaca text yang sudah diberikan. Peneliti meminta tolong kepada salah satu siswa untuk menempelkan media yaitu gambar dari procedure text yang sudah dibagikan di papan tulis. Salah satu siswa membantu peneliti menempelkan gambar. Peneliti bertanya kepada para siswa yang dibelakang apakah gambar tersebut jelas. Para siswa menjawab “lumayan mas”. Para siswa lebih antusias dengan materi berupa text dan gambar yang dipakai oleh peneliti dalam proses belajar mengajar writing.

The researcher gave a procedure text to the students. He asked them to read the text. He asked the students to help him to stick the pictures on the whiteboard. A student helped the researcher to stick the pictures on the whiteboard. The researcher asked the students in the back row of the classroom if the pictures clear. The students said “lumayan mas.” The students were enthusiastic to follow the writing teaching-learning process with the text and some pictures.

(Appendix 1, Field Note 13)

R : The researcher

S : Students

R : ok sekarang tentang materi yang saya berikan. Gimana menurut kalian materi yang saya berikan?

S1 : bagus menarik.

R : menariknya?

S1 : ya kan procedure text trus cara buat obat tradisional rumah asik aja jadi gak monoton, bikin bosan e. trus ada gambar juga jadi tu lebih menarik mas.

R : kalo kamu?

S2 : ya menarik she seneng mas soalnya juga pake gambar pas neranginnya jadi kita lebih tertarik nuat ngikutin.

R : what do you think of material and pictures that I have given to you?

S1 : it was interesting.

R : what makes it interesting?

S1 : I'm interested in writing a procedure text especially about how to make a traditional herbals. Besides, you gave a picture as media. So the materials were not monotonous. So that, we were not bored.

R : what about you?

S2 : I felt comfortable during the lesson. Because you gave a picture as media when explaining the materials. It made us enthusiastic.

(Appendix 2, Interview 8)

R : The researcher

S : Student

R : Gimana menurutmu materinya?

S : bagus menarik mas text dan gambarnya. Jadi tu kita gak boring dengan bahasa inggris

R : Susah gak

S : Gak sih mas, malah aku seneng soal kan kita juga ada gambar sebagai

referensi
<i>R : what do you think of the material?</i>
<i>S : I think the materials were exciting. So we were not bored in English lesson.</i>
<i>R : was it difficult?</i>
<i>S : no, not really, instead I like this material because you gave us a picture as media.</i>

(Appendix 2, Interview 9)

The English teacher and the observer commented about the students' enthusiasm. They said that the students were more enthusiastic to follow the writing teaching-learning process with the materials and pictures. It could be seen in Interviews 13 and 14.

R : The researcher

ET : English teacher

<i>R : kalo tentang materinya gimana?</i>
<i>ET : menarik mas, gak susah banget juga buat mereka. Lagian topiknya tu deket dengan kehidupan mereka jadi mereka tu tertarik buat ngikutin. Jadi ya sudah bagus trus tadi juga ada kata- kata sulit yang ditulis didepan tadi sehingga nambah vocabulary mereka, trus ada gambar sebagai media pembelajaran td membuat mereka lebih antusias buat ngukitin pelajaran bahasa inggris khususnya writing..</i>
<i>R : what do you think of the material?</i>
<i>ET : it was interesting because the topic is related to their daily life. Therefore, they are interested join the teaching-learning process. Besides, you wrote difficult words in the whiteboard so, it enriched the students' vocabulary. Finally, you gave them a picture as media of teaching so that the students were more interested and motivated to follow the writing teaching learning process.</i>

(Appendix 2, Interview 13)

R : The researcher

O : Observer

<i>R : Gimana materinya?</i>
<i>O : saya baca tadi bagus, topiknya juga deket dengan mereka jadi ya bisa nambah keinginan mereka buat ngerjain tugas- tugasnya. Trus ditambah lagi kamu tadi ngasih gambar sebagai media pembelajaran. Jadi anak-anak tadi juga pada antusias ngiktuin writingnya.</i>
<i>R : what about the material?</i>
<i>O : when I read the material, the topic is related to their daily life so that, it can motivate the students to do the task. Besides, you also gave them the pictures as media of teaching. So, the students were enthusiastic to follow the writing teaching-learning process.</i>

(Appendix 2, Interview 14)

In addition, the researcher translated the difficult words and wrote them in the whiteboard. The researcher gave tasks to the students to make a procedure text based on the instructions. It was “How to Make a Home Remedy for Pimple”. Furthermore, the researcher asked the students to make their own procedure text, i.e. a home herbal that they ever made. It was an individual task.

2) Using CIRC Method

First, the researcher asked the students to change their partner. Some of them complained. It was because they were comfortable with their partner. The researcher explained why he changed the students’ partner, is that it could improve the students’ concentration; they would not chat too much and could improve their relationship with other peers. First, some students looked confused and did not discuss about the materials with their new partner. It could be seen in Field Note 16 and Interview 9.

Peneliti meminta para siswa bertukar pasangan kelompoknya. Para siswa protest dan tidak mau bertukar. Peneliti memberi pengertian kenapa mereka harus bertukar pasangan. Para siswa mau bertukar pasangan. Pertama mereka terlihat bingung dan tidak berdiskusi tentang materinya dengan pasangannya.

The researcher asked the students to change their partner. The students complained and did not want to change their partner. The researcher gave them an explanation why they should change their partner. At last, the students could change their partner. At the time, they looked confused and did not discuss the materials with their new partner.

(Appendix 1, Field Note 16)

R : The researcher

Ss : Students

R : ok sekarang bagaimana dengan cara groupingnya?

S1 : enak mas

S2 : ya sama enak sih mas

R : ok kalo gitu groupnya ditukar gimana?

S1 : enak gak enak, soal kita jadi ganti partner, enaknya kita bisa tau kemampuan temen yang lain juga

S2 : ya sama enak gak enak, soal kan baru mas partnernya jadi ya rada

kikuk, tapi enaknya sama sih jadi tau kemampuan temen yang lain trus tau mana temen yang enak diajak kerjasama.

R : what do you think of the grouping technique?

S1 : it was fine.

S2 : it's the same.

R : what if I change the group?

S1: I like it, because we can know our friends' ability. But sometimes I don't like it because we have to change the partner.

S2: I have the same idea, I feel comfortable because I can know my friends' ability but sometimes I don't like it because I have to change the partner and feel clumsy.

(Appendix 2, Interview 9)

In few minutes later, they looked more comfortable and could discuss with their new partner. It was proven in Interview 9.

R : The researcher

Ss : Students

R : apa kalian sudah kooperatif? Kerjasamanya udah baik belum?

S1: udah mas, buktinya pas ngerjain tu kita bisa saling tuker pendapat. Trus pas task yang ngurutin kita juga bisa ngerjain bareng.

S2: udah lumayan mas. Bultinya pas ngerjain tu kan kita diskusi ya?

Pas lawab pertanyaan, trus pas nyusun tadi juga diskusi mana yang harusnya lebih dulu kalimatnya.

R : Have you made a good cooperation with your new partner?

S1: yes, I have made cooperation with my new partner in doing the task given by the researcher.

S2: yes, we have cooperated with our new partner during the discussion especially when we have to arrange the sentences.

(Appendix 2, Interview 9)

Before starting to write a procedure text, the researcher gave them a procedure text to read and comprehend. The researcher also gave some tasks to do, i.e. answering the questions based on the text and rearranging the procedure text. The students did the tasks enthusiastically. Their enthusiasm could be seen in Interview10.

R : The researcher

Ss : Students

R : gimana dengan bacaan atau text yang saya berikan?

S1: asik sih mas jadi sebelum kita buat tu kita dikasih dulu contohnya seperti apa. Jadi pada saat kita sudah faham baru buat text sendiri yang

jenisnya sama. Jadi lebih mudah mas. Liat aja tadi anak-anak pada antusias baca dan ngerjain soal- soalnya.

S2: asik, lumayan lah mas jadi kita ada referensi saat nulis gak Cuma diterangin gini-gini trus buat text, bingung mas. Kalo tadi kan anak-anak tu antusias buat baca dan ngerjain soal- soalnya. Beda kalo dibanding sebelumnya.

R : *what is your response about the text that I have given to you?*

S1: *it's fine because we were given the examples of the text in advance. we were given a text after that, we have to make the similar text. So, it was easy. You saw that the students enthusiastically read and answer the questions.*

S2: *feel comfortable because we got reference to write. We weren't only given explanation by the teacher and asked to make a text. Is just now, the students enthusiastically read or answered the question. It's different from the previous one.*

(Appendix 2, Interview 10)

The English teacher commented about students' enthusiasm in Interview

13.

R : The researcher

ET : English teacher

R : bagaimana dengan cara mengajar saya ibu?

ET : Sejauh ini sudah bagus, terlihat para siswa antusias. Soal biasanya gak seperti itu. Kebanyakan dari mereka tu Cuma bercanda kalo gak pada maen sendiri, tapi tadi mereka tu bisa ngikutin dengan baik ya walaupun gak begitu pnter pas ngikutinnya

R : *what about my teaching method?*

ET: *so far so good. The students were enthusiastic. Usually they just joked, or played with their friends, when the teacher was explaining the materials. Just now, they followed the lesson well although they were not too smart.*

(Appendix 2, Interview 13)

Concerning to the text, the researcher gave warming up to the students about the text, like "Have you ever read a procedure text?", "Where do you usually find the text?". The students answered the researcher' questions, like "Yes, I have", "In food packs". After that, the researcher asked the students to mention another procedure text. The students enthusiastically mentioned a text, like "How to operate electrical devices".

In addition, the researcher also gave a task to the students, namely making a procedure text based on instructions. The students did the task enthusiastically. They discussed with their partner in doing the task. The observer commented about the students' teamwork. It could be seen in Interview 14.

R The researcher

O : Observer

R : gimana dengan team-worknya?

O : Eh... udah lumayan mereka kerjasama. Ya tapi ada beberapa anak gak begitu antusias tapi over all mereka antusias kok. Kerja sama mereka terlihat pada saat diskusi, mereka bisa Tanya- jawab sama temen, trus sama kamu juga.

R : *what about the teamwork?*

O : *eh...they performed a good work although some of them did not do so. Generally, they were enthusiastic during the lesson. They collaborated with their friends during the discussion and question and answer session.*

(Appendix 2, Interview 14)

The CIRC method could be applied well. The writing teaching-learning process could run well.

3) Using the text-based approach

The researcher used text-based approach, those are BKOF, MOT, JCOT, and ICOT. In the BKOF (Building Knowledge of the Field), the researcher used interactive teaching. The researcher gave some questions to the students as warming-up, like "Have you ever read a procedure text?", "Where do you usually find it?", "Have you ever made a procedure text?", "What are the grammatical features used in the procedure text", etc. The researcher gave the questions one by one after the students answered. The researcher also translated the questions into Bahasa Indonesia, if the students could not understand about the questions. The researcher also wrote the present tense pattern and the translated words on the

whiteboard, after the students mentioned them. In BKOF, the students answered the questions enthusiastically. It could be seen in Field Note 18 and Interview 10.

Para siswa antusias dalam menjawab pertanyaan- pertanyaan peneliti. Para siswa juga menulis kata-kata yang peneliti tulis di papan tulis.

<i>The students answered the researcher's questions enthusiastically. They also wrote the words that the researcher wrote in the whiteboard.</i>
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(Appendix 1, Field Note 18)

R : The researcher

Ss : Students

R :ok kalo gitu sekarang dengan cara pembukaan yang saya pake pertanyaan yang ada kaitannya dengan topic gimana? Susah gak?
--

S1 : asik seh mas jadi kita tu bisa tau topiknya tu apa sebelum pelajaran dimulai. Kalo susahny paling pas nanyanya pake bahasa Inggris soal kankita belum biasa jadi kadang gak dong maksudny tapi pas ditranslated ya kita jadi tau.

S2 :asik mas jadi kita tu bisa ngira- ira topicnya tu apa, kalo kesulitan seh pas pake B. Inggrisnya tadi tu kecepatan, kan kita baru belajar kalo cepet kayak masnya tadi ya kita gak dong mas.

R : what about the warming-up by asking questions related to the topic? Is it difficult?

S1 : I think it's ok. Because, we can know the topic before the lesson was started. I felt difficult if you used English in asking questions, sometimes we did not understand what you meant. But we understand often you translated into Bahasa Indonesia.
--

S2 : It is good because we can predict the topic that is going to be taught. I found a difficulty when you spoke English quickly. You know that we are still learning, so we did not understand when you spoke fast.

(Appendix 2, Interview 9)

In MOT (Modelling of Text), the researcher gave a procedure text to the students. The researcher asked them to read and comprehend the text. After the students finished reading the text, the researcher gave some questions to the students about the general information in the text, like “What is the title of the text?”, “What are the materials used to make it?”, etc. The students answered the researcher’s questions enthusiastically. In this session, the researcher did not forget to ask the students about the difficult words that they found in the text. The students mentioned the difficult words and the researcher wrote them in

whiteboard and translated them. The researcher asked the students to write the words in order to enrich their vocabulary. The students are seemed enjoying in this step. It could be seen in Interviews 8 and 9.

R : The researcher

Ss : Students

R : ok, kalo gitu sekarang kalo dengan pemberian contoh dan kata- kata sulit atau baru gimana?

S1: enak mas soalnya kita kan jadi tau kalo ada contohnya soalnya selama ini tu gak ada contohnya jadi tu bingung mas, teks ini jenisnya apa. Trus kalo kata – kata yang susah sih bagus banget mask an kita juga bisa nambah vocabulary kita apalagi kita kan suruh nanya mana yang susah jadi kita sendiri tu tau kata mana yang kita belum tau artinya.

S2 : enak mas asik sih mas kalo ada contohnya kan pas kta ngerjain soal berikutnya (buat text) kita kan juga tau gimana ngerjainnya, kayak pas ngurutin, kan jadi tau urutan yang benar tu seperti apa.truskalo vocabularynya tu bagus banget jadi kita nambah kata- kata baru yang memang belum kita tau kita plih sendiri jadi gak usah semua diartiin.

R : *When I gave a text as an example and translated the difficult or new words taken from the text, what do you think?*

S1: *I could understand better if I were given a sample text because so far my teacher did not do so, therefore I found a difficulty. In relation to the difficult words, I could improve my vocabulary. Because we were given an opportunity to asked the difficult words. So that, we knew the words that we do not know the meaning.*

S2: *I think it's good if there is an example. So when we answered the next task (writing a text) we know how to arrange the paragraphs into a good text. Besides, we can improve our vocabulary from the text.*

(Appendix 2, Interview 8)

R : The researcher

S : Student

R : Kalo dengan pemberian contoh dan kata- kata yang sulit gimana?

S : bagus, lumayan kita jadi lebih mudah kalo ada contohnya soal B. inggris tu susah mas apalagi writing. Kalo ada contohnya kan kita tau bentuk tulisannya (text) yang benar tu seperti apa. Kalo kata- kata sulitnya asik, bagus ma situ bisa nambah vocabulary kita.

R : *What do you think, when I gave an example of a text and translated the difficult words?*

S : *In my opinion it is good to give example to us, because the lesson became easier. As we know that English is difficult especially writing. If we were given examples of the text we know how to write a text correctly. Translating the difficult words was helpful for us, because it can improve our vocabulary.*

(Appendix 2, Interview 9)

The English teacher also commented the students' enthusiasm. It could be seen in Interview 13.

R : The researcher

ET : English teacher

R : gimana dengan teaching-learning Cycle saya? Ya lewat kasih contoh dulu?

ET : udah bagus mas malah saya gak pernah pake itu. Saya kurang tau tentang cara itu. Mereka justru terlihat lebih gampang pas ngerjainnya soalnya ada contoh trus ada nysun juga baru setelah itu mereka buat sendiri. Baguslah mereka jadi mau ngerjain kalo dibuat lebih mudah seperti itu. Itu artinya mereka lebih antusias dalam mengiti writingnya.

R : *What do you think of the text-based approach through giving examples and the like?*

ET: *I think it's good to employ that text-based approach. I did not know about it before. The students seemed enjoying when they did the task. They were easier to do the task. In other words, they were enthusiastic in writing.*

(Appendix 2, Interview 13)

In JCOT (Joint Construction of Text), the researcher asked the students to change their partner and make a procedure text based on the instructions that was given. The students discussed with their partner and made a procedure text. They did the task cooperatively. In this session, the researcher came to the students' table one by one. It was to control the students' work and asked the students' difficulties. The researcher gave explanation if the students got difficulties in doing the task. It could be seen in Field Note 17.

Para siswa saling berdiskusi dengan teman kelompoknya dalam mengerjakan tugasnya. Peneliti mendatangi satu per satu meja siswa dan mengecek pekerjaan para siswa. Saat para siswa mengalami kesulitan peneliti memberi penjelasan yang lebih detail lagi.

The students discussed with their partner when doing the tasks. The researcher came to the students' table one-by-one to check the students' work. When the students found any difficulties, the researcher gave explanation.

(Appendix 1, Field Note 17)

The students asked the researcher when they got difficulties enthusiastically. It could be seen in Interview 9.

R : The researcher

Ss : Students

R :ok kalo sekarang dengan pendekatan yang saya pake tadi satu persatu saya ke meja kalian trus tanya atu ngecek kerjaan kalian?

S1 : gak papa sih mas asik- asik aja kan malah jkita tu gak malu kalo mau nanya. Kalo guru kan didepan kalo kita nanya ya kalo bener kalo gak kan bisa diketawain.

S2 : enak mas malah kalo menurut saya harus. Soalnya kan guru itu jadi ada perhatian dengan kita jadi gak Cuma nerangin trus duduk.

R : *what is your response when I assisted you by getting closer to you?*

S1 : *I think it's fine, because we were not shy to ask questions, when the teacher get closer to us. If the teacher only stand in front of the class, we are reluctant to ask questions because we are afraid of making mistakes when we ask questions.*

S2 : *I felt comfortable when the teacher gave attention to us. So, the teacher was not only explaining the materials and sitting down in front of the classroom.*

(Appendix 2, Interview 9)

The observer also stated about the students' enthusiasm in Interview 14.

R : The researcher

O : Observer

R : gimana tadi cara mengajar saya?

O : baik, bagus tadi mereka pada antusias kok pas pelajaran. Ya aku rasa seh udah baik.

R : kalodengan pendekatan saya tadi gimana? 1 per 1?

O : aku ras cukup baik soal mereka juga antusias buat nanya. Jarang sepertinya anak SMA dikasih kesempatan nanya sama guru tu pada pengen Tanya. Jadi bagus udah bisa make cara itu.

R : *What do you think of my teaching method?*

O : *In my opinion your teaching method is good because the students are enthusiastic during the teaching and learning process.*

R : *What do you think of my technique when I get closer to the students?*

O : *I think that is a good way to teach, because it can motivate the students to ask questions. Senior high school students are rarely given a chance to ask questions to the teacher.*

(Appendix 2, Interview 14)

In ICOT (Independent Construction of Text), the researcher asked the students to make a procedure text. It was an individual task for them. The students produced and submitted the text. However, some of them told that they needed extra time to make it. The researcher gave extra time to them until the next

S : In my opinion, I feel comfortable because the steps is clear. If only teacher Mrs. Vera use the method, our English would have been better.

(Appendix 2, Interview 9)

c. Reflection

After conducting the actions in Cycle II, the research team had a small discussion. In the discussion, they analyzed the data from the observation and interview records to evaluate the actions that have been conducted. The members of the research were free to express their opinion, feeling, and suggestion, related the implemented actions. The following were the result of the reflection:

1) using the CIRC method

Using the CIRC method was effective in improving of students' interest and motivation to follow the writing teaching-learning process. It also improved the students' enthusiasm in reading and social relationship between the students. However, there was still a weakness. Some students complained when their partner was changed. It wasted time. It made the classroom noisy at that moment. However, in few minutes, the students could cooperate well in reading and discussion. The writing teaching-learning process was very successful.

2) giving interesting material

The researcher gave the students a procedure text as a sample of written texts. It was useful in improving the students' interest and motivation in the English teaching-learning process, particularly in writing. The researcher also translated the difficult words and wrote them on the whiteboard. So, it could make easier for the students to comprehend the text and enrich their vocabulary. This

action was successful to improve the students' motivation and interest in the writing teaching-learning process.

3) using text-based approach

Using text-based approach, namely BKOF, MOT, JCOT, and ICOT was successful in motivating the students to be involved and actively join in the writing teaching-learning process. They had big motivation to join the writing teaching-learning process. Moreover, it was easier to control them. The students looked more comfortable with the researcher's teaching approach. As a result, they more enjoyed in following the writing teaching-learning process. A good teaching writing based on the school-based curriculum could be achieved well.

E. General findings

The actions were implemented into two cycles. Based on the reflections of each Cycle, there are some points that were achieved. The point could be concluded as follows:

1. The implementation of Cycle I and II were very effective to build the students' enthusiasm and motivation in the writing teaching-learning process. The students were interested in the writing teaching-learning process.
2. From the two cycles, there no emerge serious problems. However, there two emerge problems i.e. the lack of students' vocabulary while comprehending a text and the waste of time in choosing the students' partner.
3. The CIRC method made the students much more enthusiastic in the writing teaching-learning process. Those activities included rotating students' partner and reading together improved the students' reading skill.

4. Text-based approach i.e. BKOF, MOT, JCOT, and ICOT made the students involved in the teaching-learning process. Those steps were successful to obtain a good teaching writing based on the school-based curriculum.
5. Giving interesting materials improves the students' interest and motivation in the writing teaching-learning process. The students enthusiastically read and comprehend the text. Unfortunately, the students had poor vocabulary to comprehend the text. They often asked to the researcher about the meaning of words.
6. A weakness on the first cycle, the students were difficult to comprehend the text could be overcome successfully in Cycle II. In Cycle II, the researcher modified an action, namely giving interesting materials with translation the difficult words.

The following were changes occurring in the writing teaching-learning process from the pre-action, Cycle I and Cycle II. They were both successful and unsuccessful results.

Table 2: **The changes (before and after implementation)**

Before actions were conducted	Cycle I	Cycle II
The students were not interested in English and its teaching-learning process.	The students were interested in the teaching-learning process. Although, there still an emerge problem e.g. the lack of students' vocabulary.	The students were enthusiastic in the teaching-learning process. The students' vocabulary improved.

<p>Students were not actively involved in the activities. Most of the time, they were busy doing their own activities.</p>	<p>Most of the students were involved in the activities given.</p>	<p>The number of students who were involved in the activities increased.</p>
<p>On average, the students were very noisy. The teacher faced difficulties in handling them.</p>	<p>The students were still noisy in a particular time because they are needed to discuss the materials</p>	<p>Students were not noisy. Most students were active in the teaching-learning process.</p>
<p>The students' motivation in learning was very low. It was difficult to make them active in the teaching-learning process.</p>	<p>The students' motivation improved. They were willing to do the activities given without any force.</p>	<p>Most of the students were motivated to join the writing teaching-learning process.</p>

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research findings and discussion in Chapter IV show that the students' interest and motivation in writing teaching-learning process at grade X of SMA N 1 Pleret improved by using the CIRC (Cooperative Integrated Reading Composition) method, giving interesting materials, and using text-based approach, namely BKOF, MOT, JCOT, and ICOT. The researcher used recount texts in the first cycle. Meanwhile, the researcher used procedure texts in the second cycle.

The researcher found that the actions: (1) made the students interested and motivated in writing teaching-learning process, (2) made the students easier to be controlled, (3) made the students involved in the English teaching-learning process, (4) kept the students' involvement, so they would not easily be distracted. Moreover, the students got involved in the writing teaching-learning process. Generally, the actions ran well and had positive results. Both the students and the teacher gave positive responses to the actions. Therefore, the conclusions concerning the results of the research are as follows:

1. using the CIRC method

By using the CIRC method, the students were enthusiastic to read before writing a text. It was because they need examples to write a text. It also improved the students' motivation in work together. The students were more enthusiastic when they worked together in the teaching-learning process.

2. giving interesting materials

By giving interesting materials, the students were more motivated and interested to follow the writing teaching-learning process. The various materials made the students enthusiastic in following the writing teaching-learning process. The authentic, interesting, and appropriate materials were needed to make the students enjoy follow the writing teaching-learning process.

3. using text-based approach

By using text-based approach, the students were more actively involved in the writing teaching-learning process. The students were enthusiastic to join the teaching-learning process. It made easier to control the students in the writing teaching-learning process. It also made the teacher closer to the students in the teaching-learning process. It also could be an approach to achieve a good teaching writing based on the school-based curriculum

B. Implications

The research findings show that the students' interest and motivation in the writing teaching-learning process improved. Comparing to the students' interest and motivation before the research, the interest and motivation of the X grade students of SMA N 1 Pleret is better. It is related to the actions given in the classroom such as implementing the CIRC method, giving interesting materials, and implementing text-based approach as the solutions to the problems emerge.

The successes of actions have some implications. They are described below:

1. The use of CIRC method also can improve the students' enthusiasm in reading. In CIRC method, the students can read and comprehend the text before they write a text. The students need an example of text that will be written in order to produce a good text. Moreover, the students are more motivated when working in group. They can share and make a discussion with their peers. It can make easier to them when they follow the English teaching-learning process. The implication of this action is before writing, the students need example that is reading a text. Therefore, the teacher can implement this action to teach the writing and reading teaching-learning process.
2. Giving the interesting materials is successful to improve the students' interest and motivation to follow the writing teaching-learning process. The authentic, interesting and appropriate materials to the students' need and capability can improve their interest and motivation to follow the writing teaching-learning process. Therefore, the teacher must be creative to make and search various materials to support the writing teaching-learning process. The teacher also has to prepare the materials well, like vocabulary and meaning of the text.
3. Using text-based approach, namely BKOF, MOT, JCOT and ICOT are successful to improve the writing teaching-learning process. The characteristics of the students that are different between one to another can be accommodated by those various activities. The teacher must also pay attention to their students in the teaching-learning process. The teacher must make a position as a partner to their students. It will make the students enjoy more in following the teaching-learning process. the implication of this action is the

students need extra guidance and attention from the teacher in the English teaching-learning process particularly in writing. Therefore, the teacher can use this action as an approach in teaching the students.

C. Suggestions

Based on the conclusions, implications and limitations above some suggestions will be directed toward the English teacher, and other researchers.

1. To the English teacher

The English teacher needs to apply cooperative learning because it can improve students' motivation and interest. She also needs to make and give various and interesting materials to make the students interested in the writing teaching-learning process. She also needs to improve her attention to her students to make them enjoy and feel comfortable in the writing teaching-learning process.

2. To other researchers

The researchers who will conduct similar research should have better preparation before conducting the research. Moreover, they have to have much knowledge related to their research study.

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APPENDIX 1

Field Notes

Field Note 1

Lokasi : SMA N 1 Pleret
Hari/ tanggal : Senin, 20 september 2010
Jam : 07.50- 09.00
Responden :

P : Peneliti

P mendatangi sekolah SMA N 1 Pleret untuk menyampaikan ijin penelitian. Di depan pagar P bertemu dengan bapak satpam. P meminta ijin untuk menemui bapak Kepala Sekolah. Satpam tersebut meminta P untuk menunggu sesaat dikarenakan bapak kepala sekolah dan seluruh keluarga besar SMA N 1 Pleret sedang upacara bendera rutin hari senin. P menunggu didepan kantor kepala sekolah. Setelah menunggu sekitar 15 menit akhirnya upacara bendera selesai.

Field Note 2

Lokasi : kantor kepala sekolah
Hari/ tanggal : Senin, 20 september 2010
Jam : 07.50- 09.00
Responden :

P : peneliti

Wks : wakil kepala sekolah

P ditemui oleh Wks didepan kantor kepala sekolah dikarenakan bapak kepala sekolah tidak datang. P menyampaikan maksudnya kepada Wks. Wks mempersilahkan P masuk ke kantor. Didalam kantor P menyerahkan surat ijin dari BAPPEDA perihal meminta ijin penelitian di SMA N 1 Pleret. Wks menerima surat ijin penelitian. Selanjutnya, peneliti meminta ijin untuk dapat bertemu dengan guru bahasa Inggris kelas 1. Wks memberi ijin dan P diminta untuk menunggu sesaat.

Field Note 3

Lokasi : kantor kepala sekolah
Hari/ tanggal : Senin, 20 september 2010
Jam : 07.50- 09.00
Responden :

P : peneliti

GBI : Guru bahasa Inggris

Setelah menunggu sekitar 8 menit, P bertemu dengan GBI di kantor kepala sekolah. P menyampaikan maksudnya untuk melakukan observasi dan penelitian di kelas 1 kepada GBI. GBI menanggapi dan memberi ijin kepada P. Selajutnya, P bersama GBI membahas tentang waktu yang akan digunakan untuk penelitian. Akhirnya disepakati bahwa penelitian akan dilakukan pada hari Rabu dan kamis di kelas X B. Setelah sepakat, P meminta ijin untuk pulang dan akan kembali pada hari rabu untuk melakukan observasi. P berpamitan kepada GBI.selajutnya P berpamitan kepada satpam.

Field Note 4

Lokasi : SMA N 1 Pleret
Hari/ tanggal : Rabu, 22 september 2010
Jam : 07.50- 12.00
Responden :

P : peneliti

P mendatangi sekolah SMA N 1 Pleret. P bertemu dengan satpam dan guru piket. P menyampaikan maksudnya untuk bertemu dengan GBI kelas 1. P diijinkan untuk bertemu dengan GBI. Selanjutnya, P menuju ke ruang guru untuk menemui GBI kelas 1. P disambut dengan sangat baik oleh GBI.

Field Note 5

Lokasi : ruang guru
Hari/ tanggal : Rabu, 22 september 2010
Jam : 07.50- 11.00
Responden :

P : peneliti

GBI : guru bahasa Inggris

P menyampaikan maksudnya untuk melakukan observasi. GBI mengijinkan P untuk melakukan observasi. Sebelum observasi P bertanya kepada GBI tentang writing teaching-learning process di kelas X. GBI menjelaskan bagaimana tentang proses pembelajaran di writing masih sangat kurang. Selanjutnya, GBI dan P menuju ke ruang kelas X B.

Field Note 6 (observasi)

Lokasi : ruang kelas X B
Hari/ tanggal : Rabu, 22 september 2010
Jam : 07.50- 11.00
Responden :

P : peneliti

GBI : guru bahasa Inggris

P dan GBI memasuki kelas X B. Sebagian dari para siswa masih berada diluar kelas. Setelah GBI meminta para siswa masuk mereka masuk tapi masih ribut dikelas. GBI menuju didepan kelas untuk memulai pelajaran. GBI memperkenalkan P pada para siswa. P meminta ijin untuk duduk dibelakang kelas dan mengobservasi suasana proses belajar mengajar. GBI menyuruh para siswa tenang dan GBI memulai pelajaran. Para siswa kembali ribut saat proses belajar mengajar. Mereka diminta oleh GBI untuk tenang sampai beberapa kali. Tapi saat disuruh tenang para seperti mengabaikan perintah GBI. Saat GBI meminta para siswa untuk mengerjakan soal-soal para siswa mengabaikan dan saat mengerjakan soal-soal para siswa cenderung menyontek hasil kerja teman yang sudah selesai mengerjakan. Setelah 90 menit bel berbunyi tanda pelajaran telah selesai. GBI menutup pelajaran. P berpamitan dan mengucapkan terima kasih untuk waktu yang diberikan kepada para siswa kelas X B. GBI dan P menuju ruang guru.

Field Note 7

Lokasi : ruang guru
Hari/ tanggal : Rabu, 22 september 2010
Jam : 07.50- 11.00
Responden :

P : peneliti

GBI : guru bahasa Inggris

Di ruang guru, P meminta waktu GBI untuk wawancara tentang pengajaran tadi. GBI memberi penjelasan bahwa suasana seperti itu adalah yang selalu terjadi. Para siswa sering mengabaikan perintah GBI. Para siswa juga sering menyontek saat diberi tugas oleh GBI. GBI juga menjelaskan bahwa motivasi para siswa juga masih sangat rendah pada saat pelajaran bahasa Inggris. Setelah selesai wawancara, P berpamitan kepada GBI untuk pulang dan di hari kamis besoknya P akan datang lagi untuk melakukan observasi yang kedua. P pulang ke rumah.

Field Note 7 (observasi)

Lokasi : SMA N 1 Pleret
Hari/ tanggal : Kamis, 23 september 2010
Jam : 07.50- 11.00
Responden :

P : peneliti

P menuju ke sekolah untuk melakukan observasi yang kedua. P menemui satpam dan guru piket untuk memohon izin bertemu dengan GBI kelas 1. P di ijin masuk dan menemui GBI di ruang guru. P memohon izin ke ruang guru. Di ruang guru P ditemui oleh GBI dan langsung diajak untuk masuk kelas dikarenakan sudah bel pergantian pelajaran. P dan GBI menuju ke ruang kelas X B.

Field Note 7 (observasi)

Lokasi : ruang kelas X B
Hari/ tanggal : Kamis, 23 september 2010
Jam : 07.50- 11.00
Responden :

P : peneliti

GBI : guru bahasa Inggris

Sampai didepan kelas X B, siswa kelas X B masih berada diluar kelas. GBI berusaha untuk menyuruh para siswa untuk masuk kelas. Para siswa masuk ke dalam kelas dengan gaduh. Mereka sangat berisik saat masuk dan berada di dalam kelas. GBI memulai pelajaran dengan mengucap slam dan meng-absen para siswa satu persatu. Para siswa masih berisik saat GBI meng-absen mereka. Saat GBI meminta para siswa membuka buku paket dan disuruh membaca, para siswa banyak yang mengeluh. Tapi GBI kurang memperdulikan hal tersebut. GBI tetap melanjutkan pengajaran. Banyak dari para siswa yang menjadi tidak peduli dan malah para siswa ribut sendiri. Saat GBI meminta para siswa untuk mengerjakan soal yang ada dalam text yang dibaca. Para siswa mengerjakan soal-soalnya

dengan mencontek teman yang sudah selesai. Hali tersebut kurang diperhatikan oleh GBI. Saat bel selesai pelajaran berbunyi, GBI menutup pelajaran dan tidak meminta hasil kerja para siswa. GBI menutup pelajaran dan P mengucapkan terima kasih atas waktu yang diberikan oleh para siswa. P dan GBI menuju ruang guru.

Field Note 8

Lokasi : ruang guru
Hari/ tanggal : Kamis, 23 september 2010
Jam : 07.50- 11.00
Responden :

P : peneliti

GBI : guru bahasa Inggris

Diruang guru P meminta ijin untuk melakukan wawancara kepada GBI setelah proses belajar mengajar. P bertanya tentang materi yang sering dipake oleh GBI. P juga bertanya tentang pengajaran grammar yang dilakukan oleh GBI. GBI memberi jawaban soal materi yang diberikan. GBI selalu memberikan materi dari buku teks yang dipake selama ini. Kalau grammar karena GBI berpendapat bahwa para siswa tidak akan tahu tentang bahasa Inggris kalau tidak menguasai grammar. Setelah selesai mewawancarai GBI, P berpamitan dan memohon ijin untuk mewawancarai para siswa kelas X B.

Field Note 9

Lokasi : kantin
Hari/ tanggal : Kamis, 23 september 2010
Jam : 07.50- 11.00
Responden :

P : peneliti

S : siswa kelas X B

P menuju kantin mencari beberapa S untuk dijadikan responden dan diwawancarai. Di kantin P bertemu S. Selanjutnya P meminta waktu sebentar untuk wawancara. S setuju untuk diwawancarai. P bertanya tentang pembelajaran bahasa Inggris dan writingnya selama ini yang telah mereka terima. S menjawab bahwa pembelajaran bahasa Inggris selama ini membosankan, tidak menarik dan bikin malas. Setelah selesai mewawancarai S, selanjutnya P menuju ke ruang kelas X B untuk mencari S yang lain guna mewawancarai sebagai responden yang lain.

Field Note 10

Lokasi : depan kelas X B
Hari/ tanggal : Kamis, 23 september 2010
Jam : 07.50- 11.00
Responden :

P : peneliti

S : siswa kelas X B

P didepan kelas X B dan bertemu dengan beberapa S. P meminta salah satu atau dua S sebagai responden dan meminta mereka untuk bersedia diwawancarai. Mereka bersedia untuk diwawancarai. P bertanya tentang pembelajaran bahasa Inggris dan writingnya selama ini. Mereka menjawab bahwa pembelajaran bahasa Inggris selama ini sangat kurang apalagi di writingnya. Setelah mendapat informasi tentang proses belajar mengajar, P mengucapkan terima kasih. P berpamitan dan pulang kerumah.

Field Note 11

Lokasi : SMA N 1 Pleret
Hari/ tanggal : Senin, 27 september 2010
Jam : 08.00- 09.00
Responden :

P : peneliti

GBI : guru bahasa Inggris

P mendatangi ke sekolah SMAN 1 Pleret untuk bertemu dengan GBI guna melakukan konsultasi rencana pelaksanaan pembelajaran (RPP). Sebelum bertemu dengan GBI, P bertemu dengan satpam dan guru piket untuk meminta izin bertemu dengan GBI. Setelah mendapat izin untuk bertemu dengan GBI, P mencari diruang guru dan bertemu dengan GBI. P meminta izin untuk konsultasi RPP. GBI mengizinkan. P menyerahkan RPP kepada GBI untuk diperiksa. GBI memberikan beberapa saran dan tambahan dalam RPP yang akan P gunakan untuk mengajar. GBI juga bertanya tentang metode dan cara apa yang akan digunakan P saat mengajar nanti. P menjelaskan tentang RPP dan metode serta cara yang akan digunakan saat mengajar nanti. Setelah selesai berkonsultasi dengan GBI P meminta izin pamit untuk merubah dan menambahkan RPP. Sebelum pulang, P meminta izin bahwa P akan melakukan penelitian mulai minggu ini di hari Rabu dan Kamis. Setelah mendapat izin P pulang kerumah untuk menyusun dengan menambahkan saran-saran yang diberikan oleh GBI.

Field Note 12 (action 1, cycle 1)

Lokasi : kelas X B
Hari/ tanggal : Rabu, 29 september 2010
Jam : 08.00- 12.00
Responden :

P : peneliti

Ss : siswa kelas X B

GBI : guru bahasa Inggris

O : observer

P datang ke sekolah SMA N 1 Pleret. Didepan P bertemu dengan satpam dan guru piket. P meminta ijin untuk bertemu dengan GBI dan melakukan penelitian. Setelah mendapat izin P menuju ruang guru untuk bertemu dengan GBI. Pada Jam 08.45 P, GBI dan O menuju ke kelas X B. Sebagian Ss masih terlihat didepan kelas. GBI memninta para siswa masuk kelas. Setelah Ss masuk kekelas GBI membuka pelajaran dan memberitahukan kepada Ss bahwa hari ini pelajaran akan di ambil alih oleh P. Ss terlihat senang dengan kabar tersebut. P mengambil alih pelajaran setelah diminta oleh GBI. Pmembuka pelajaran dengan salam dan setelah itu P mengabsen Ss. Sebelum memulai memberikan materi P bertanya kepada Ss sebagai warming-up. Pertanyaan-pertanyaan tersebut secara lisan menggunakan bahasa Inggris. Ss nampak bingung sehingga P menterjemahkan ke dama bahasa Indonesia. Pertanyaan-pertanyaan tersebut sebagai berikut:

P : have you ever read or written a recount text?

Apakah kalian pernah membaca atau meulis text recount?

Ss : Yes, I have

ya pernah

P : What the tense is used in a recount text?

Tenses apa yang digunakan dalam text recount?

Ss : Past tense!

Past tense!

Setelah mendengar jawaban dari Ss, P meminta Ss untuk menyebutkan rumus past tense. Saat Ss menyebutkan rumus past tense, P menuliskan rumus tersebut di papan tulis. P menjelaskan tentang rumus past tense dan memberi contoh. sebagian Ss antusias mendengarkan penjelasan P dan sebagian lagi masih tampak ribut dengan urusan mereka masing-masing. Selanjutnya, P memberikan pertanyaan pembuka yang terkait dengan topik yang akan dibahas. P bertanya secara lisan dengan menggunakan bahasa Inggris. Ss masih terlihat bingung dengan pertanyaan P. Lalu P menterjemahkan ke bahasa Indonesia. Ss antusias menjawab pertanyaan P. Selanjutnya, P membagikan text recount kepada tiap siswa. P memerintahkan Ss membaca text recount yang diberikan terlebih dahulu. Setelah membaca P bertanya kepada Ss tentang isi dari text tersebut. Sebagian Ss menjawab pertanyaan P. P meminta para siswa untuk menyebutkan kata-kata mana yang menurut mereka susah atau sulit. Selanjutnya P menulis kata-kata yang disebutkan oleh Ss dan memberikan terjemahkan. Lalu, P memerintahkan Ss untuk membuat kelompok dengan teman sebangku. Setelah itu P memerintahkan Ss untuk mengejakan tugas yang diberikan berupa; menjawab pertanyaan, menyusun cerita. Saat Ss mengerjakan tugas-tugas yang diberikan, P mendatangi 1 persatu meja untuk mengecek hasil kerja Ss. Di sesi ini P menyediakan kesempatan bagi Ss yang ingin bertanya. Sebagian besar Ss antusias tunjuk tangan dan bertanya. P mendatangi tiap meja Ss yang betanya dan menjelaskan dengan lebih jelas. Di sesi ini menghabiskan banyak waktu karena Ss di awal kurang memahami isi text yang diberikan, sehingga Ss banyak yang bertanya kepada P saat menjawab pertanyaan. Bel tanda berakhirnya pelajaran berbunyi. Karena belum selesai P meminta para siswa secara individu untuk membuat text recount

dengan topik “The bad day in your life” dan membuat kesepakatan text itu dikumpulkan pada hari kamis besoknya. P dan Ss sepakat. P menutup pelajaran hari ini dan mengucapkan banyak terima kasih. P dan GBI meninggalkan Ruang kelas X B.

Field Note 13 (interview GBI)

Lokasi : ruang guru
Hari/ tanggal : Rabu, 29 september 2010
Jam : 08.00- 12.00
Responden :

P : peneliti

GBI : guru bahasa Inggris

Di ruang guru P meminta sedikit waktu kepada GBI untuk melakukan wawancara tentang pengajaran P hari ini. GBI dengan senang hati memberikan waktu tersebut. Dalam wawancara tersebut, GBI memberikan saran-saran yang terkait dengan pengajaran yang dilakukan oleh P hari ini. Salah satu saran yang dikasih adalah penggunaan textnya jangan terlalu susah, dikarenakan siswa Kelas X umumnya dan Kelas X B khususnya masih sangat kurang bahasa Inggrisnya. Hal ini menyebabkan para siswa kurang bisa memahami text sehingga sangat membuang waktu. Setelah selesai mewawancarai GBI, P memohon ijin untuk mewawancarai Ss tentang pengajaran ini.

Field Note 14 (interview Ss)

Lokasi : kantin
Hari/ tanggal : Rabu, 29 september 2010
Jam : 08.00- 12.00
Responden :

P : peneliti

Ss: siswa kelas X B

P mencari Ss untuk diwawancarai di kantin karena saat ini sedang istirahat. P bertemu dengan beberapa Ss. P minta waktu dan maaf karena mengganggu istirahat Ss untuk bersedia diwawancarai perihal pengajaran yang dilakukan oleh P tadi. Beberapa Ss yang P temui setuju untuk diwawancarai. Dalam wawancara itu P bertanya tentang pengajaran yang dilakukan oleh P. Semua Ss yang diwawancarai menyebutkan bahwa pengajarannya lebih asik dan tidak membosankan dibandingkan saat pengajaran yang dilakukan oleh GBI. Tetapi Ss menyebutkan kesulitannya pas pelajaran yaitu text yang diberikan oleh P masih sangat susah untuk dipahami, sehingga Ss butuh banyak waktu untuk memahami text tersebut. Setelah mendapat informasi dari Ss tentang pengajaran yang sudah dilakukan, P mengucapkan banyak terima kasih. P mengantarkan Ss untuk masuk kelas karena saat itu jam pelajaran setelah istirahat sudah dimulai. Didepan kelas P bertemu dengan guru mata pelajaran yang sedang berlangsung. P meminta maaf dan mengucapkan terima kasih karena meminjam sebagian Ss untuk dijadikan responden wawancara. P pulang kerumah untuk mempersiapkan materi yang akan digunakan untuk penelitian di hari kamis.

Field Note 15 (interview O)

Lokasi : warung makan
Hari/ tanggal : Rabu, 29 september 2010
Jam : 08.00- 12.00
Responden :

P : peneliti

O : observer

Sebelum pulang P dan O mampir ke warung makan. P ingin mewawancarai O tentang pengajaran yang dilakukan tadi. O memberikan jawaban yang sama seperti GBI dan Ss bahwa sudah bagus pengajarannya tapi materi yang diberikan masih terlalu susah untuk dipahami oleh para Ss. Setelah selesai semua P pulang kerumah dengan informasi yang didapat dari hasil wawancara.

Field Note 16

Lokasi : SMA N 1 Pleret
Hari/ tanggal : Kamis, 30 september 2010
Jam : 08.00- 12.00
Responden :

P : peneliti

P menuju ke sekolah untuk melakukan penelitian yang kedua. Di depan sekolah P bertemu dengan bapak satpam. P meminta izin untuk bisa bertemu dengan GBI dan melakukan penelitian di kelas X B. Bapak satpam memberi izin untuk mencari GBI di ruang guru. P menuju ruang guru untuk mencari GBI.

Field Note 17 (action 2, cycle 1)

Lokasi : kelas X B
Hari/ tanggal : Kamis, 30 september 2010
Jam : 08.00- 12.00
Responden :

P : peneliti

SS : Siswa-siswa kelas X B

GBI: guru bahasa Inggris

O : Observer

P menemui GBI di ruang guru dan selanjutnya P mempersiapkan RPP untuk di konsultasikan kepada GBI. GBI memeriksa RPP dari P dan menyetujuinya. GBI mengatakan bahwa RPP yang sekarang text yang digunakan lebih mudah untuk dipahami oleh para siswa. Terdengar bel tanda pergantian pelajaran. P dan GBI menuju ke kelas X B. Di depan kelas X B terlihat Ss diluar kelas tapi saat P dan GBI terlihat oleh mereka, Ss langsung masuk tanpa diperintah. P dan GBI memasuki ruang kelas X B. Sebagian besar Ss terlihat tenang. P menuju ke depan kelas dan GBI menuju ke belakang kelas guna mengawasi pembelajaran. Sebelum memulai pelajaran, P mengabsen Ss dan meminta Ss mengumpulkan tugas hari Rabu berupa text recount tentang pengalaman mereka. Ss antusias mengumpulkan tugas tersebut. Setelah itu P memulai pelajaran dengan memberikan pertanyaan-pertanyaan sebagai warming-up. Petanyaan-pertanyaan tersebut dimulai dengan informasi rinci tentang text

recount. Pertanyaan-pertanyaan tersebut seperti yang telah ada di field Note 13. Setelah itu P memberikan pertanyaan-pertanyaan terkait dengan topik yang akan dibahas. Hari ini P akan memberikan materi tentang text recount dengan topik "The happy day". P meminta salah satu Ss untuk membagikan text dari P. P meminta Ss membaca text tersebut terlebih dahulu. Setelah itu P bertanya tentang text yang telah dibaca oleh para Ss. Pertanyaan tersebut sebagai berikut:

- P : what kind of this text?
Apa jenis text ini?
- Ss : Recount....
- P : How many characters of this text?
Berapa tokoh yang ada di dalam text ini?
- Ss : three
- P : where the story take place?
Dimana tempat cerita ini berlangsung?
- Ss : in the Bioskop

Setelah itu, P meminta para siswa untuk bertukar teman dalam kelompoknya. Ss pada protes dengan hal itu. Tapi P tetap memaksa Ss untuk bertukar. Setelah Ss selesai bertukar, P meminta Ss untuk mengerjakan tugas berupa menjawab pertanyaan dan menyusun paragraph rumpang menjadi sebuah cerita. Ss antusias bekerja sama dengan teman group yang baru. P mulai berjalan keliling untuk memeriksa hasil kerja Ss dan kerja sama Ss. Saat keliling P menanyai Ss apakah mereka ada kesulitan-kesulitan. Ss yang mendapat kesulitan bertanya kepada P. Secara bergantian Ss bertanya kepada P. P menuju ke Ss yang bertanya da menjelaskan tentang kesulitan mereka. Setelah selesai dengan tugas tersebut, P meminta Ss untuk mulai membuat recount text dengan topik yang sama dengan text yang diberikan tapi berdasarkan pengalaman pribadi mereka. Secara berkelompok mereka mulai mengerjakan tugas yang diberikan. Sebagian Ss selesai mengerjakan tulisan mereka tapi ada beberapa kelompok yang belum selesai. P meminta tugas itu di kumpulkan dan yang belum selesai dikumpulkan pada Pertemuan berikutnya. Setelah tu P mengakhiri pelajaran karena bel tanda selesai pelajaran sudah berbunyi. P dan GBI meninggalkan ruang kelas X B. P, GBI dan O menuju ke ruang guru guna mengevaluasi pembelajaran hari ini.

Field Note 18 (wawancara)

Lokasi : Ruang guru
Hari/ tanggal : Kamis, 30 september 2010
Jam : 08.00- 12.00
Responden :

P : peneliti

GBI : guru bahasa Inggris

P dan GBI di ruang guru.P mewawancarai GBI tentang pembelajaran hari ini. GBI memberikan informasi bahwa pengajaran hari ini bisa dikatakan lebih baik dari pada hari Rabu. Materi yang diberikan juga lebih mudah untuk dipahami oleh para Ss. Stelah selesai wawancara P meminta waktu untuk minggu depan melakukan penelitian lagi. GBI menjelaskan tidak bisa penelitian minggu depan

dikarenakan SMA N 1 Pleret akan ada mid-semester. P diminta untuk kembali lagi 10 hari setelah tu. P setuju dan P mohon pamit kepada GBI.

Field Note 19 (wawancara)

Lokasi : kantin

Hari/ tanggal : Kamis, 30 september 2010

Jam : 08.00- 12.00

Responden :

P : peneliti

Ss : siswa- siswa kelas X B

P mencari Ss untuk diwawancarai di kantin karena saat ini sedang istirahat. P bertemu dengan beberapa Ss. P minta waktu dan maaf karena mengganggu istirahat Ss untuk bersedia diwawancarai perihal pengajaran yang dilakukan oleh P tadi. Beberapa Ss yang P temui setuju untuk diwawancarai. Dalam wawancara itu P bertanya tentang pengajaran yang dilakukan oleh P. Semua Ss yang diwawancarai menyebutkan bahwa pengajarannya lebih asik dan tidak membosankan dibandingkan saat pengajaran yang dilakukan oleh GBI. Tetapi Ss menyebutkan kesulitannya yaitu saat P meminta Ss untuk bertukar partner saat pelajaran tadi tetapi hal tersebut bisa dimaklumi oleh para Ss. Sebagian Ss yang diwawancarai tidak keberatan dengan hal tersebut karena mereka jadi bisa kerjasama dengan temen lain. Setelah cukup wawancaranya P mengucapkan terima kasih dan pamit dengan Ss.

Field Note 20

Lokasi : kantin

Hari/ tanggal : Kamis, 30 september 2010

Jam : 08.00- 12.00

Responden :

P : peneliti

O : observer

P mewawancarai O tentang pengajaran hari ini. O menerangkan bahwa pengajaran hari ini lebih baik dari pada yang kemarin. Materi yang dipakai juga lebih mudah dipahami oleh para siswa. Interaksi antara Ss dengan P juga udah bagus. Setelah selesai mewawancarai P dan O pulang kerumah.

Field Note 21

Selama 10 hari P tidak melakukan penelitian dikarenakan SMA N 1 Pleret sedang mengadakan mid semester. P membuat RPP untuk persiapan mengajar di cycle 2. P menggunakan waktu ini untuk mengoreksi hasil kerja para siswa yang telah dikumpulkan.

Field Note 22

Lokasi : SMA N 1 Pleret

Hari/ tanggal : selasa, 12 september 2010

Jam : 09.00- selesai

Responden :

P : peneliti

P mendatangi SMA N 1 Pleret guna melakukan konsultasi RPP untuk cycle 2. Didepan pintu gerbang P bertemu dengan bapak satpam. P meminta ijin untuk bertemu dengan GBI. Bapak satpam mengizinkan dan P mencari GBI. Ternyata GBI sedang mengawasi mid di kelas. P mendatangi GBI dikelas.

Field Note 23

Lokasi : ruang kelas
Hari/ tanggal : selasa, 12 oktober 2010
Jam : 09.00- selesai
Responden :

P : peneliti**GBI : guru bahasa Inggris**

P menemui GBI dikelas. P meminta ijin untuk melakukan konsultasi dengan GBI. GBI memberi ijin kepada P. RPP dari P untuk cycle 2 ini adalah Procedure Text. RPP dibaca oleh GBI dan GBI tidak banyak merevisi tentang isi dari RPP. Setelah selesai P minta ijin untuk pamit dan mempersiapkan pengajaran di hari Kamis.

Field Note 24

Lokasi : SMA N 1 Pleret
Hari/ tanggal : Kamis, 14 oktober 2010
Jam : 08.00- 12.00
Responden :

P : peneliti

P mendatangi SMA N 1 Pleret. Didepan gerbang P bertemu dengan bapak satpam. P meminta ijin kepada bapak satpam untuk menemui GBI dan melakukan penelitian di kelas X B. Bapak satpam mengizinkan dan selanjutnya P mencari GBI di ruang guru.

Field Note 25 (meeting 1,cycle 2)

Lokasi : ruang kelas X B
Hari/ tanggal : Kamis, 14 oktober 2010
Jam : 08.00- 12.00
Responden :

P : peneliti**GBI : guru bahasa Inggris****Ss : siswa siswa kelas X B****O : observer**

P dan GBI menuju ke ruang kelas X B. Ss masih terlihat diluar kelas X B. Ss langsung memasuki ruang kelas X B tanpa disuruh oleh P ataupun GBI. P dan GBI memasuki ruang kelas X B. Ss mulai tenang dan memperhatikan P. Sebelum P memulai pelajaran hari ini, P mulai dengan mengucapkan salam dan mengabsensi Ss. Setelah itu, P meminta Ss untuk mengumpulkan tugas. Ss mulai mengumpulkan tugas tersebut di meja guru. Setelah selesai P mulai menjelaskan

materi yang akan dibahas hari ini. Hari ni P akan membahas tentang procedure text. sebelum memulai pelajaran P memberikan pertanyaan- pertanyaan yang terkait dengan Procedure text sebagai warming-up. P bertanya menggunakan bahasa Inggris tetapi Ss mengalami kesulitan dalam memahami pertanyaan P. Sehingga P menerjemahkan pertanyaan-pertanyaan tersebut dengan bahasa Indonesia. Setelah selesai dengan pertanyaan terkait dengan material. Setelah itu P membagikan text procedure. P meminta Ss untuk membaca text yang diberikan. Ss membaca text yang diberikan oleh P. Setelah itu P bertanya tentang kata-kata sulit yang Ss temui. Ss menyebutkan kata-kata tersebut satu persatu. P menulis kata-kata yang disebut Ss dan memberi artinya. Sebagian Ss menulis kata-kata tersebut untuk menambah perbendaharaan kata mereka. Setelah itu P meminta para siswa untuk membuat kelompok dengan teman sekelas. P meminta para siswa menjawab pertanyaan yang ada di text yang diberikan. Ss mulai menjawab pertanyaan dengan bekerja sama. P mulai berkeliling untuk mengecek kerja sama Ss dan mengecek hasil kerja mereka. P mendatangi satu persatu meja Ss. P bertanya apakah mereka mengalami kesulitan dalam menjawab pertanyaan-pertanyaan tersebut. P membuka tanya jawab untuk Ss yang kurang bisa mengerjakan soal-soal tersebut. Ss antusias untuk bertanya kepada P. P mendatangi satu persatu meja dan menjelaskan pertanyaan Ss dengan lebih mendalam. Selanjutnya P meminta Ss untuk pindah dan membentuk group baru. Tanpa protes Ss menuruti perintah P. Selanjutnya P meminta para siswa membuat sebuah text procedure dengan group mereka yang baru. Ss mulai membuat text tersebut. Mereka dapat bekerja sama dengan baik dengan teman group mereka yang baru. Text procedure tersebut bertema "how to make a food". Para siswa antusias membuat text procedure yang diminta oleh P. Ss mulai membuat text procedure. Sebagian Ss dapat menyelesaikan tugas membuat text procedure sebelum bel pelajaran selesai. Bel pelajaran tanda pelajaran selesai berbunyi. Sebagian besar Ss sudah dapat mengumpulkan tugas menulis sebuah text procedure. Hanya sebagian kecil dari Ss belum bisa mengumpulkan tugasnya. Setelah selesai P menyimpulkan procedure text dan menutup pelajaran hari ini. P, GBI dan O keluar dari ruang kelas X B dan menuju ke ruang guru.

Field Note 26 (wawancara)

Lokasi : ruang guru

Hari/ tanggal : Kamis, 14 oktober 2010

Jam : 08.00- 12.00

Responden :

P : peneliti

GBI : guru bahasa Inggris

P dan GBI menuju ke ruang guru. P mewawancarai GBI tentang pengajaran hari ini. GBI menjelaskan bahwa pengajaran semakin baik. Materi yang diberikan juga membangkitkan rasa pengen tahu siswa. Cara mengajar P juga memotivasi para siswa untuk mengikuti pengajaran writing dengan sangat baik. GBI menjelaskan bahwa siswa jadi lebih baik saat pelajaran dibandingkan dengan dulu. Setelah selesai mewawancarai GBI, P mohon pamit untuk mewawancarai Ss.

Field Note 27 (wawancara)

Lokasi : depan kelas X B
Hari/ tanggal : Kamis, 14 oktober 2010
Jam : 08.00- 12.00
Responden :

P : peneliti

Ss : siswa siswa kelas X B

P bertemu dengan beberapa Ss didepan kelas X B. P meminta waktu mereka untuk bersedia diwawancarai. Ss setuju untuk diwawancarai. P bertanya tentang bagaimana pengajaran hari ini. Ss menjelaskan bahwa pengajaran hari ini sangat enak dan menyenangkan. Ss suka dan termotivasi dalam mengikuti pelajaran hari ini. dan semakin baik dari pertama dulu Ss di ajar oleh P. Setelah selesai mewawancarai P mengucapkan terima kasih dan pamit.

Field Note 28 (wawancara)

Lokasi : rumah P
Hari/ tanggal : Kamis, 14 oktober 2010
Jam : 08.00- 12.00
Responden :

P : peneliti

O : observer

P mewawancarai O perihal pengajaran P hari ini. O memberikan komentarnya tentang pengajaran P hari ini. O setuju dengan GBI dan O bahwa belajar mengajar writing setelah adanya treatment dari P meningkat. O juga memberi saran P harus lebih meningkatkan pengajarannya agar semakin baik. Setelah selesai mewawancarai O, P mengucapkan terima kasih.

Field Note 29

Lokasi : SMA N 1 Pleret
Hari/ tanggal : Rabu, 20 oktober 2010
Jam : 08.00- 12.00
Responden :

P : peneliti

P mendatangi SMA N 1 Pleret. Didepan gerbang P bertemu dengan bapak satpam. P meminta izin kepada bapak satpam untuk menemui GBI dan melakukan penelitian di kelas X B. Bapak satpam mengijinkan dan selanjutnya P mencari GBI di ruang guru.

Field Note 30 (meeting 1, cycle 2)

Lokasi : SMA N 1 Pleret
Hari/ tanggal : Rabu, 20 oktober 2010
Jam : 08.00- 12.00
Responden :

P : peneliti

Ss : siswa kelas X B

GBI : guru bahasa Inggris

O : Observer

P, GBI dan O menuju ruang kelas X B. Ss tidak terlihat lagi di depan kelas. Mereka sudah berada didalam kelas saat P, GBI dan O memasuki ruang kelas X B. P, GBI dan O memasuki ruang kelas X B. Ss nampak tenang dan seperti menunggu kedatangan kami. P langsung memulai pelajaran dengan salam dan mengabsensi para siswa satu persatu. Kemudian P meminta para mengumpulkan tugas minggu lalu. Setelah Ss mengumpulkan tugas, P mulai pelajaran dengan memberikan pertanyaan-pertanyaan tentang procedure text. P bertanya menggunakan bahasa Inggris dan Ss sudah dapat mengerti sehingga mereka bisa menjawab pertanyaan P. Setelah itu P mulai membagikan text kepada Ss. P meminta Ss membaca dulu textnya. Setelah itu P bertanya tentang kata-kata yang sulit dari text yang diberikan. Ss menyebutkan kata-kata yang mereka anggap sulit satu per satu. Setelah itu P meminta Ss untuk membuat kelompok dan mengerjakan soal- soal yang diberikan. P mulai keliling per meja untuk mengecek hasil kerja Ss. Disesi ini Ss semakin sedikit yang bertanya. Setelah itu P kembali menukar partner dari tiap groupnya. Setelah itu P meminta Ss untuk membuat text procedure dengan topik "herbal medecine". Para siswa nampak sangat enjoy dalam bekerjasama dengan partnernya. Hampir semua Ss mengikuti pelajaran dengan baik. Hanya 3 anak yang masih ribut tetapi mereka tetap mengerjakan tugas yang diberikan dengan baik. Ss dapat menyelesaikan tugas tersebut sebelum bel pelajaran selesai sehingga mereka bisa mengumpulkannya. Diawal P meminta Ss untuk bisa menyelesaikan tugas yang diberikan sebelum bel berbunyi. Setelah selesai mengerjakan tugas. Sebelum mengakhiri pelajaran P mengucapkan terima kasih kepada Ss karena sudah bersedia di jadikan object penelitian. Disini P juga memberikan kenang-kenangan sebagai ucapan terima kasih kepada Ss. Setelah itu bel tanda selesai pelajaran berbunyi. P mengakhiri pelajaran hari ini. P, GBI, dan O keluar dari kelas.

Field Note 31 (wawancara)

Lokasi : ruang guru

Hari/ tanggal : Kamis, 14 oktober 2010

Jam : 08.00- 12.00

Responden :

P : peneliti

GBI : guru bahasa Inggris

P dan GBI menuju ke ruang guru. P mewawancarai GBI tentang pengajaran hari ini. GBI menjelaskan bahwa pengajaran sudah baik. Dan GBI merasa bahwa pengajaran yang telah dilakukan oleh P berhasil bisa meningkatkan motivasi belajar siswa terutama writingnya. Dari sini P membuat kesimpulan bahwa metode dan teaching techniquenya berhasil. Setelah itu P sekalian mohon pamit dan menyudahi penelitian ini. Disini P juga menyampaikan kenang-kenangan sebagai ucapan terima kasih atas waktu yang diberikan untuk melakukan penelitian.

Field Note 27 (wawancara)

Lokasi : depan kelas X B

Hari/ tanggal : Kamis, 14 oktober 2010

Jam : 08.00- 12.00

Responden :

P : peneliti

Ss : siswa siswa kelas X B

P bertemu dengan beberapa Ss didepan kelas X B. P meminta waktu mereka untuk bersedia diwawancarai. Ss setuju untuk diwawancarai. P bertanya tentang bagaimana pengajaran selama ini. Ss menjelaskan bahwa pengajaran selama ini sangat enjoy dan menyenangkan. Ss menjadi lebih suka dan termotivasi dalam mengikuti pelajaran. dan semakin baik dari saat pertama Ss di ajar oleh P. Setelah selesai mewawancarai P mengucapkan terima kasih atas waktunya selama ini. Disini P berpamitan kepada Ss karena penelitian ini sudah berakhir.

Field Note 28 (wawancara)

Lokasi : rumah P

Hari/ tanggal : Kamis, 14 oktober 2010

Jam : 08.00- 12.00

Responden :

P : peneliti

O : observer

P mewawancarai O perihal pengajaran P selama ini. O memberikan komentarnya tentang pengajaran P selama ini. O setuju dengan GBI bahwa belajar mengajar writing selama ini setelah treatment dari P meningkat.. Setelah selesai mewawancarai O, P mengucapkan terima kasih bantuannya selama penelitian ini.

Field Note 28 (wawancara)

Lokasi : kantor kepala sekolah

Hari/ tanggal : Kamis, 14 oktober 2010

Jam : 08.00- 12.00

Responden :

P : peneliti

Ksk : kepala sekolah

P menemui Ksk untuk berpamitan karena penelitian P sudah selesai. P menemui Ksk dikantor kepala sekolah. Sebelum berpamitan P ditanya oleh kepala sekolah tentang bagaimana pengajaran bahasa Inggris sebelum dan sesudah penelitian. P menjelaskan hasil observasi sebelum penelitian dan hasil observasi setelah penelitian. Setelah selesai P mohon pamit dan mengucapkan terima kasih karena sudah diterima dan diijinkan melakukan penelitian di SMA N 1 Pleret. Disini P tidak lupa menyerahkan kenang-kenangan untuk sekolah yang dititipkan lewat Ksk.

APPENDIX 2

Interview transcripts

Cycle I**Wawancara #1****Rabu, 29 september 2010****P : Peneliti S : Siswa (Adi)**

P : sebutkan nama sama kelas?
S : Nama saya Adi dari kelas X B
P : lengkapnya siapa?
S : Adi Utama Mandala Putra
P : Ok.. apa kamu suka Bahasa Inggris?
S : suka banget
P : bagaimana menurut kamu pelajaran bahasa Inggris?
S : Asik, menyangkan pokoknya... gampang dimengerti dan nyambung.
P : gimana pendapatmu tentang penyampaian pelajaran Bahasa Inggris?
S : Kurang baik, soalnya suka dilompat- lompat, tu apa namanya?
P : Gak urut?
S : na itu gak urut trus habis bab itu trus langsung jadi gak diulang lagi jadi gampang lupa.
P : kelebihan dan kekurangan dari guru saat penyampaian Bahasa Inggris ada gak?
S : terlalu cuek mas dan gak menanggapi apa yang ditanyian, dan gak ngerespon.
P : Kelebihannya?
S : Tegas gitu aja
P : Ok menurut kamu gimana seharusnya seorang guru mengajar?
S : halus dan dengan bahasa yang benar dan gampang dimengerti.
P : sudah puaskah kamu dengan pengajaran selama ini?
S : sangat belum puas
P : alesannya?
S : soal kurang merespon, trus gak menanggapi trus jawabanya tu juga kalo ada yang bertanya tu kurang direspon dan jawabannya seenaknya.
P : kesulitan apa saja yang sering kamu hadapi dalam pengajaran Bahasa Inggris?
S : terlalu cepat dan gitu- gitu aja
P : tentang Vocabulary nya gimana?
S : kalo vocabulary sama ibu vera tu gak pernah dibahas
P : ada 4 skill dalam bahasa Inggris speaking, Listening, Reading, dan writing. Skill mana yang menurutmu paling susah?
S : writing tu mas
P : kendala apa yang sering ditemuin?
S : ya kalo kayak kita suruh buat text ato apa kan susah. tapi kalo disuruh baca dulu trus dikasih dikasih contoh gitu loh mas.
P : menurutmu sudah cocok belum cara pengajaran ibu Vera untuk meningkatkan skill writing?
S : belum
P : kenapa?
S : dia Cuma menulis, menulis dan menulis tentang grammar mulu mas
P : harusnya gimana?

S : ya ditulis dijelaskan trus dikasih kesempatan untuk menjawab dan bertanya trus dijawab dan diberi contoh trus dikasih soal juga.
P : bagaimana menurutmu tentang skill writing mu? Penguasaanya?
S : ya Cuma nulis doing trus gak dibahas jd gak tau artinya
P : Gimana dengan cara grouping yang saya pake tadi pairs group? Trus didatengin satu per satu mejanya?
S : ya enak mas asik banget, suka banget mas.
P : ini gak ada pemaksaan lho?
S : gak mas bener makanya tadi aku bilang sama temenku kalo aku suka cara ngajarnya mas.
P : ok thank you, gimana dengan materinya? Kan katanya tadi masih kesulitan?
S : menarik mas, gak juga kan tadi masnya ngasih kesempatan buat Tanya lagian masnya per meja ditanya jadi ya kalo susah trus jadi lebih paham abis bertanya.
P : cara penyampaian pengajaran writing yang saya pake tadi gimana?
S : tegas tuntas dan gampang dimengerti dan asik juga mas materinya
P : alesannya?
S : ya soal masnya jelasinnya 1 per 1 pake contoh trus masnya juga ngasih kata-kata yang susah trus didatengin 1 per 1 ditanya ada kesulitan gak, kalo ada trus dijelaskan.
P : ada peningkatan dari writing skill kamu?
S : ada mas
P : bentuknya apa?
S : maksudnya?
P : ya kayak vocabulary meningkat atau tenses?
S : ya nambahlah mas
P : ok, sepertinya udah cukup makasih.

Cycle I

Wawancara #2

Rabu, 29 september 2010

P : Peneliti S : Siswa

P : Sebutkan nama sama kelas?
S : Luky Wirahutama kelas X B
P : apakah kamu suka dengan pelajaran Bahasa Inggris?
S : suka
P : alesannya?
S : soal bahasa Inggris tu menarik
P : apa yang menarik?
S : pokoknya bahasa internasional lah mas.
P : bagaimana menurut kamu tentang penyampaian pelajaran bahasa inggris dalam hal ini ibu vera?
S : kurang, ngajarnya tu kurang bagus jadi anak- anak tu pada males soal materinya itu- itu aja jadi diulang- ulang.
P : materinya gak ganti- ganti? Jadi sama ya?
S : iya mas

P : kalo menurut kamu seharusnya caranya itu seperti apa agar ibu vera tu ngajarnya jadi lebih baik?
S : ya tiap ngajar tu kalo udah selesai ya udah trus ganti materinya gak Cuma itu-itu trus.
P : tiap pelajaran? Apa tiap seminggu ganti?
S : ya kalo bisa tap selesai materinya
P : sekarang kamu dah puas belum dengan pengajaran bahasa Inggris ibu vera khususnya?
S : belum!
P : kenapa?
S : yak karena cara ngajar gurunya
P : kesulitan yang sering kamu dapatkan atau temui dalam pelajaran bahasa Inggris tu apa aja?
S : vocabulary, udah sih mas kyaknya itu aja.
P : kan ada 4 skills dalam bahasa inggris writing, listening, speaking, dan listening. Skill apa yang menurutmu paling susah ?
S : writing
P : susahnya kenapa?
S : grammar, kalimat, nyusunnya, kata-kata yang gak ngerti tu susah juga.
P : ok, dengan cara ibu vera mengajar skill writing tu menurutmu udah pas belum?
S : belum!
P : kenapa?
S : soal kalo ibu Vera nulis tu gak lengkap jadi murid itu gak ngerti
P : jadi seharusnya gimana? Yang kamu pengen?
S : kalo menurut saya ya pas nerangin tu yang jelas trus 1 per 1, trus dikasih soal juga jadi kita bisa tau
P : kalo menurut kamu gimana pengajaran saya kemaren? Tentang grouping / pair groupnya? Trus kerja sama nya gimana?
S : nangkep, enak, lebih nyaman.
P : gimana dengan materinya?
S : Menarik
P : cara penyampaian pelajaranya gimana?
S : enak mas jadi anak- anak tu bisa lebih ngerti trus ditulis satu per satu jadi kita juga tua kalo kata ini artinya ini trus rumus tense nya kan juga ditulis juga da contohnya jadi kita bisa lebih paham.
P : thank you, sekarang udah ada peningkatan dengan pengajaran saya ?
S : wo... udah dong. Dah lebih ngerti sekarang gimana buat text recount.
P : ok thank you.

Cycle I**Wawancara #3****Rabu , 29 september 2010****P : Peneliti Ss : Siswa- siswa (Firman, Rica, Nurlita, dan Yunita)**

P : sebutkan dulu 1 per 1 nama dan kelas?
S1 : Firman
S2 : Rica
S3 : Nurlita
S4 : yunita
P : apakah kalian menyukai bahasa Inggris?
S1 : Suka
P : alesannya ?
S1 : tertarik aja seneng mas
P : kalo kamu?
S2 : suka seneng mas
P : kalo kamu?
S3 : suka mas soal berguna ubtuk masa depan
S4 : suka biar bisa berbahasa Inggris dengan baik juga nantinya untuk alat komunikasi kita saat ngobrol dengan orang asin
P : gimana menurutmu tentang pengajaran ibu Vera?
S1 : ada jelek dan ada baik
P : maksudnya?
S1 : jeleknya tu kurang sreg penjelasannya jadi gak jelas
S2 : kalo aku kurang mas soal ibu Vera tu pelit
P : hemm...pelit? maksudnya?
S2 : ya kalo nulis itu papan tulisnya gak boleh dihapus.
S3 : kurang jelas trus yang diterangin tu Cuma itu-itua aja doing gak ganti jadi udah selesai tp gak ganti ke pokok bahsan lain.
S4 : kurang jelas soal ibu Vera tu plin-plan misalnya kalo dia nerangin A tadinya tapi pas udah jauh dia balik dengan ngomong kalo tadi tu jelasin B. trus kalo Nerangin soal waktu tu dia langsung gak 1 per 1
P : menurutmu seharusnya gimana?
S1 : kalo saya ya harus diterangin dari awal trus ditanya satu per satu trus diterangin lebih detail lagi
S2 : kalo saya yang jelas jangan ngirit
S3 : sama mas
S4 : jangan bolak- balik jelasinnya yang gak ngerti malah tabah gak bisa.
P : puas gak dengan pengajarannya ibu vera selama ini? Sama alesannya!
S1 : gak begitu puas soal harusnya materinya udah banyak tapi masih disitu-situ Aja
S2 : belum puas soal kurang keras kalo neranginnya.
S3 : belumpuas soal gak jelas pas jelasin materinya sama ibu vera kalo nerangin tu gak tuntas
S4 : sangat tidak puas soal klo pas jelasin guru udah sampai mana-mana tapi kita masih bingung soal gak pernah ditanyain udah jelas belum atoada pertanyaan

gak.
P : kan ada 4 skills dalam bahasa Inggris writing, listening, reading, dan speaking. Menurut kalian skill apa yang paling susah?
S1 : writing mas
P : apa kesulitannya di writing?
S1 : soal kalo nulis aga ribet mas kan grammarnya susah
P : Kalo kamu?
S2 : writing juga mas soalnya sama dengan dia mas hehe...
P : Kalo kamu?
S3 : writing, soalnya writing tu susah mask an grammarnya pokoknya susah mas kan ada V1, V2 dan V3
S4 : Kalo saya Listening mas
P : knapa?
S4 : soal pengajarannya terlalu cepet kan saya ini masih belajar jadinya susah mas
P : bagaimana pengajarannya udah cocok?
S1 : kalo saya belum soal cara jelasinnya tu gak tuntas
S2 : gak jelas trus papannya tu gak boleh dihapus jadi neranginnya Cuma itu- itu Aja
S3 : belum soal ibu vera tu kalo nulis kadang-kadang salah kayak kemaren nulis apple tu nulisnya salah trus dibenerin sama anak- anak tu malah ketawa sendiri
S4 : belom cocok soal kalo nulis kadang-kadang salah dan ibu Vera sendiri tidak menyadari kalo kita itu tau mas
P : bagaimana cara yang cocok menurut kalian?
S1 : ya harus diterangin, ditanyain, tru keliling jangan Cuma duduk.
S2 : harus lebih jelas gak diulang- ulang trus ditanya 1 per 1 trus keliling juga jangan Cuma duduk, trus ya care aja sama murid.
S3 : neranginnya harus jells detail gak Cuma didepan doing , trus dipantau 1 per 1 trus ditanya kalo belum jelas bisa diajari kalo memeng belum jelas ada les tambahan
S4 : cara neranginnya harus detail, keras, trus tepat materinya
P : bagaimana menurutmu tentang skill writing?
S1 : susah mas soal gak Cuma asal nulis jadi harus dipikirin smua ya waktu, kata, sama susunannya
S2 : sama mas
S3 : sama mas trus writing tu kadang gak ad aide
S4 : iya mas soal kalo writing di samping yang itu tadi juga bentuk katanya terutama kata kerja v1,v2, dan v3
P : kendala apa saja yang kalian temui di writing?
S1 : grammar, kata- kata, artinya
S2 : sama trus ide juga as
S3 : sama mas
S3 : sama lah mas
P : wah kok sama smua. Ok kalo begitu bagaimana dengan pengajaran saya?
S1 : enak mas, soal mas nya tu kan keliling trus kalo ada kata- kata slit disuruh

nyebutin trus dikasih artinya
P : kejelekannya apa? Sebutin aja
S1 : kebanyakan tugas
S2 : udah pas mas neranginnya
P : jeleknya?
S2 : ngomongnya kecepetan.
S3 : udah bagus mas saol kalo ada kata- kata sulit tu sering ditransletin jadi bisa nambah kata- kata yang kita belum tau
P : jeleknya?
S3 : kalo murid rame mas nya malah ikut ketawa
S4 : missal kan dibandingin sama ibu vera sih masnya lebih enak. Soal kita jadi Lebih ngerti di ajar sama mas daripada sama ibu vera. Contohnya jelasinnya detail, trus dikasih vocabulary yang baru. Kalo jeleknya masnya tu ngomongnya terlalu cepet jadi kita kadan- kadang gak dong
P : gimana dengan cara grouping yang saya pake?
S1 : lebih baik ya seperti itu mas jadi kita bisa kerja sama mas jadi bisa saling Melengkapi
S2 : udah cocok jadi kita bisa kerja sama
S3 : bisa cocok bisa gak soal kalo trus- trusan pasti nantinya ada yang bilang males “ yo wes kowe wae seng nggrarap” jadi gak mau ngerjain partner kita mas
P : trus gman cara nanggulangnya?
S3 : ya mungkin harus rata jadi dia ngerjain trus ntar diteliti baru ditulis yang Bener
S4 : udah cocok tapi juga gak cocok
P : cocoknya?
S4 : kan bisa gentian ngerjainnya
P : gak cocoknya?
S4 : ya bisa onrang lain nyontek kerjaan kita tanpa kita tau. Ya kalo bisa dicoba sendiri- sendiri juga mas
P : materinya gimana? Menarik gak?
S1 : menari gak menarik mas
P : menariknya kenapa? Gak nya kenapa?
S1 : menariknya soal ceritanya tu baru. Gak menariknya soal kata- kta nya sulit.
S2 : menarik gak menarik juga mas
P : alesannya?
S2 : kalo merik tu baru soal dapat kata- kata yang baru juga nambah vocab mas. Gak menariknya gak dong soal banyak kata- kata yang baru
S3 : sangat menarik soal ceritanya baru belum pernah baca jadi pengen baca trus, trus tau artinya apa, soal kan kita baru baca
S4 : menarik, contohnya pas kemaren itu “the bad day” ada rasa ingin tau ini kalimat atau ceritanya seperti apa soal kadang-kadang itu kan terjadi pada diri kita jadi kalo pas kita mau nulis diary itu bisa jadi acuan
P : cara atau metode yang saya pake sudah pas belum?
S1 : udah soal kalo masnya neranginnya 1 per 1 trus keliling, trus dikasih soal

suruh ngerjain
S2 : udah karena neranginnya jelas, masnya juga sering keliling trus Tanya “da yang belum jelas?”
S3 : sudah cocok trus cara pengajarannya juga bagusgak bikin bosan. Kan kalo inggris tu susah jadi belajarnya harus enjoy
S4 : udah cocok kaena jelas neranginnya trus kalo ada soal yang belum jelas diajari cara ngerjjainnya trus enjoy jadi klo sma ibu vera tu 2 jam tu lama banget tapi kalo sama masnya tu kayaknya bentar bangetsoal dibawa enjoy.
P : menurutmu udah ada peningkatan belum tentang writing kalian?
S1 : sudah ada mas kita jadi lebih tau tentang gimana buat text tu
S2 : sudah mas vocab kita nambah mas
S3 : udah mas jdi lebih enjoy mas pas pelajaran wrting
S4 : udah ada jadi lebih enjoy pas writing

Cycle I

Wawancara #4

Rabu, 29 september 2010

P : Peneliti S : Siswa

P : tolong sebutkan nama dan kelas?
S : nama saya Adil Budi Prasetyo kelas X B
P : langsung saja ya? Apakah kamu suka Bahasa Inggris?
S : Suka
P : alesannya?
S : soal bahasa Inggris tu berguna buat masa depan sebagai bahasa internasional. Kan katanya?
P : oya Ok...kalo tentang pengajaran bahasa Inggris. Gimana menurut kamu tentang pengajaran Bahasa Inggris selama ini?
S : ya ada jeleknya ada baiknya.
P : jeleknya apa? Baiknya apa?
S : kalo jeleknya kurang jelas aja mas kalo ibu guru nerangin, trus ngebosenin mas. Kalo baeknya ya gurunya tu tegas
P : Ok...gimana menurutmu tentang penyampaian pelajaran bahasa Inggris ?
S : kurang mas, soalnya gak urut materinya mas. Jelasinnya tu gimana ya mas...? Gak tuntas gitu lo mas
P : ok... sekarang sebutkan kelebihan dan kekurangan tentang guru tentang penyampaian pelajaran Bahasa Inggris? Ada gak?
S : ya kalo ibu vera tu gak tuntas njelasinnya trus kadang- kadang juga gak ngedongi penjelasannya dan kita malah tambah bingung. Trus juga jarang banget kita di kasih kesempatan buat nanya.
P : kelebihannya?
S : ya bisa buat anteng para murid mas
P : ok sekarang kalo menurut kamu gimana seharusnya guru menyampaikan pengajarannya?
S : ya yang enak, yang bisa dimengerti, pelan- pelan trus jelasinnya tu yang jelas trus juga kita dikasih kesempatan buat nanya, dan kalo ada yang kesusahan tu

rus dicek jangan Cuma duduk aja.
P : trus sudah puas kamu dengan pengajaran ibu vera?
S : belum puas
P : kenapa?
S : ya soal kurang perhatian tentang kesulitan para siswanya mas trus ditambah juga kita gak dapet contoh mas, jadi mbok dikasih contoh.
P : ok sekarang kesulitan apa aja yang sering kamu hadapi dalam bahasa Inggris?
S : ya banyak mas gak tau artinya, trus kan ada waktu tu lho mas kata kerja berubah itu, trus grammar juga iya mas kalo pas nulis ya itu
P : vocabulary/ kata perbendaharaan kata.
S : ya itu juga
P : ok ka nada 4 skill dalam bahasa Inggris sekarang skill mana yang kamu anggap paling susah
S : writing
P : kenapa?
S : soal kalo writing kan harus mikirin tentang ya pokoknya gak bisa langsung asal nulis tho mas
P : o maksudnya grammar?
S : iya itu trus ya contoh aja soalnya biasanya gak ada contohnya mas
P : jadi perlu contoh juga? Ok... menurutmu udah cocok belum pengajaran ibu vera untuk writing?
S : belum
P : kenapa?
S : ya dia tu Cuma nulis itu- itu aja mas gak dijelasin ini tu apa. Contohnya seperti apa trus nyusunnya gimana, ya lama- lama kita bingung mas.
P : menurutmu seharusnya gimana?
S : ya jangan nulis trus tapi juga diterangin yang jelas trus dikasih kesempatan buat Tanya jadi kita kalo gak dong tu nanya.
P : gimana penguasaanmu tentang skill writing?
S : maksudnya?
P : y sekarang kamu tu kan writing nya susah na kamu udah bisa lebih baik belum sekarang?
S : belum
P : kenapa?
S : ya soal ngajarnya gak enak, jadi malah tambah gak dong biasanya Cuma nyontek aja.
P : Ok kalo pengajaran yang saya pake gimana?
S : asik banget mas
P : alesannya?
S : soal kita kan bisa kerjasama jadi kalo gak bisa kan bisa Tanya.
P : gimana penyampaian pengajaran writing saya tadi denag task dan aturan yang seperti itu?
S : asik mas ya soal kan kita ada contohnya dulu seperti apa trus nyusunnya tadi juga asik soal kan kita tau urutannya seperti apa kalo pas buat yang seperti itu trus baru buat bebas topiknya PR nya jadi enak mas bebas buat sendiri

P : Gimana materi saya tadi? Susah gak
S : gak begitu susah kok mas kan baru buat kita jadi asik bacanya
P : Kalo pengajaran saya gimana?
S : asik mas soal kan masnya tu jelas neranginnya trus contoh- contohnya trus juga 1 per 1 trus sapa yang mau Tanya didatengin per meja juga trus dikasih kata –kata susah tadi tapi ditanyaain dulu jadi enak mas.
P : kalo dengan cara saya tadi kira –kira ada peningkatan gak?
S : Ada
P : Apa itu?
S : Ya sekarang kita jadi lebih ngerti aja.
P : OK.....thank you

Cycle I

Wawancara #5

Rabu, 29 september 2010

P : Peneliti S : Siswa

P : sebutkan nama dan kelas kamu?
S : nama saya Nur Wahyudin kelas X B
P : apakah kamu suka dengan bahasa Inggris?
S : ya suka gak suka
P : sukanya knapa? Gak sukanya knapa?
S : sukanya soal kalo kta bisa berbahasa Inggris rada gaul mas
P : kalo gak sukanya kenapa?
S : soal kalo pas pelajaran bahasa Inggris tu ngajarnya gak enak mas. Kan bahasa Inggris tu susah jadi kalo ngajarnya gak enak malah tambah susah.
P : emangnya gak enak cara ngajar guru bahasa Inggris selama ini?
S : ya begitulah
P : maksudnya?
S : gimana ya mas soal materinya tu lho mas lomapat- lompat misalnya dari A langsung ke D gitu jadinya susah belajarnya mas dan gak diulang lagi mas
P : gimana pendapatmu tentang kelebihan dan kekurangan dari guru bahasa Inggris tentang pengajarannya selama ini?
S : kekurangannya guru tu gak jelas mas kalo jelasin jad umpamanya jelasin A udah sampai ke B balik lagi ke A soal ada yang lupa. Jadi muridnya tu bingung trus gak di kasih contoh gimana buatnya mas, trus gak dikasih pertanyaan pa murid tu dong pa gak
P : kalo kelebihannya?
S : ehm... wah bingung e mas apa ya galak aja mas jadi murid- muridnya pada takut jadi pada anteng mas
P : kalo menurut kamu giman seharusnya cara ngajar yang baik itu? Pengenmu tu seperti apa?
S : ya kalo jelasin tu jelas, detail, trus diakasih pertanyaan kalo gak dong dikasih penjelasan lagi trus jagan juga terlalu cuek mas jadi tu jagan Cuma nulis nerangin trus duduk jadi kan gak tau kondisi para siswanya mas ngerti apa gak jadi mbok ngecek satu- satu.

P : selama ini udah puas belum dengan pengajaran bahasa Inggrisnya?
S : belum mas.
P : alesannya?
S : soal ya itu tadi gurunya cuek mas trus jelasinnya tu bingungin
P : kesulitan apa yang sering kamu temui saat pelajaran bahasa Inggris?
S : kata- katanya mas kurang banget aku, trus sama bentuk v1, v2 dan v3 nya mas gak tau nentuinnya, trus jga present, past, future tu gimana belum dong banget mas
P : ok kalo gitu. Trus kalo sekarang tentang skillnya. Dalam Bahasa Inggris kan ada 4 skill, menurutmu skill apa yang paling susah?
S : writing mas
P : alesannya?
S : ya kalo writing tu susah mas soal kan harus pake bentuk ini trus bentuk itu tergantung kapan waktunya, trus urutan kata- katanya, trus kata- katanya harus variasi, dan biasanya kalo pas pengajaran writing tu gak ada contohnya jadi kita bingung mas
P : menurutmu sudah ccok belum pengajaran writing selama ini?
S : belum mas
P : kenapa?
S : ya soal kalo bentuk- bentuknya mang dikasih mas tapi kita gak dikasih contohnya buat text tu seperti apa. Jadi tu kita Cuma belajar itu- itu aja mas lama- lama bosan mas.
P : klo gitu menurutmu seharusnya gimana?
S : harusnya gak Cuma itu- itu aja mas trus kita juga dikasih contoh cara nulis tu Gimana
P : menurutmu giaman penguasaan writing mu?
S : masih sangat kurang mas
P : kenapa?
S : soalnya kalo pas pelajaran writing kita tu gak pernah di kasih contoh tulisan yang benar, trus diajari cara nulis yang benar tu seperti apa.
P : ok... sekarang gimana pendapatmu tentang pengajaran saya tadi?
S : ehm.... Asik mas
P : asiknya?
S : soalnya kalo masnya tu njelasinnya jelas detail contohnya juga gampang dimengerti trus ditanyain ada yang susah gak trus juga masnya tu mau ngecek 1 per 1
P : kalo degan groupingnya seperti apa?
S : asik juga mas senang soal kan daripada biasanya yang cumin ngobrol td tu bisa kerja sama buat ngerjain soal- soalnya.
P : trus sekarang gimana dengan materinya?
S : menarik asik mas soal kan baru juga buat kiyta jadi ya aik aja kalo susahnyanya ya gak begitu ada sih sedikit tapi pas masnya ngajari jadi kita tu bisa jadi lebih gampang.
P : trus tadi tu kan writing. Gimana pendapatmu tentang penyampaianku?
S : enak asik enjoy juga kalo sama masnya, trus jelasinnya tu jelas jadi kita gak

bingung urut gitu mas. Trus tadi ditulis kata – kata sulitnya ya kita jadi tambah tau aja kata- kata Bahasa Inggris nambah gitu mas.
P : ok terima kasih. Kalo menurutmu udah ada peningkatan belum tentang writingmu di banding dengan pengajaran oleh ibu guru?
S : ada mas, ya saya jadi tau kalo text yang seperti itu text apa, trus saya juga tau cara membuat tulisan dalam Bhasa Inggris
P : ok thank you saya rasa sudah cukup jadi terima kasih

Cycle I

Wawancara # 6

Kamis, 30 september 2010

P : Peneliti **ET : English teacher**

P : siang ibu?
ET : siang
P : saya mau tanya-tanya tentang pengajaran tadi boleh?
ET : oya silahkan mas apa yang mau di tanyain?
P : makasih ibu, pertama untuk kelas X B skill apa yang kira-kira mereka masih belum bisa kuasai?
ET : writing yam as mereka tu masih susah banget
P : kenapa ibu?
ET : ya nilai writing mereka masih rendah, trus kalo writing tu gak bisa ditulis langsung harus tensenya dulu gimana, trus bentuknya kata- katanya gimana, kata kerjanya kalo ada perubahan itu regular atau irregular verb nya. Makanya saya ngasih tgs buat mereka nukis kata kerja irregular biar merek tau perubahannya, trus juga kan grammar jadinya saya tu sering ngasih tensenya dulu.
P : ok gimana dengan cara ngajar saya?
ET : udah bagus mas, menarik juga trus anak- anak juga kan pada ngikuti tadi iya kan? Trus juga banyak yang nanya ya maklum mas mereka itu kan kurang kalo bahasa Inggrisnya ya untungnya mas td bisa ngasih cara yang mereka suka.
P : gimana dengan grouping yang saya pake tadi?
ET : ya bagus tapi tadi masih ada yang Cuma nyontek mas temennya yang ngerjain tapi sebagian besar mereka udah lebih baik soal banyak yang kerja sama buat ngerjain tapi kalo bisa besok- besok dicoba individu jadi tau kemampuan mereka gimana?
P : maaf ibu tapi metode saya kan memamng pake grouping jadi kalo individu ya Cuma di PR aja ibu! Kalo ngajar saya lebih ke grouping ibu.
ET : O yaudah gak papa, yang penting kan mereka udah individu pas PRnya
P : bagaimana dengan materinya ibu? Udah enari apa belum ibu?
ET : cukup menarik mas ya tadi kan buktinya banyak dari mereka itu yang baca trus ngerjain trus berani nanya kata- kata yang sulit tadi banyak baget yang Tanya itu kan berarti mereka antusias denagn materi yang anda berikan.
P : iya terima kasih mungkin cukup dulu ibu. Terima kasih banyak
ET : iya sama-sama mas

Cycle I**Wawancara #8****Kamis, 30 september 2010****P : Peneliti O : Observer**

P : gimana pengajaran saya tadi?
O : ya udah bagus mereka terlihat anyusias trus gak banyak yang gojek, juga mereka memperhatikan kamu tadi. Trus pas kamu keliling 1 per 1 tadi mereka banyak banget yang antusias nanya malah hamper seluruh anak, jarang lho ada anak SMA mau nanya sama guru kalo mereka gak tau.
P : gimana dengan grouping saya tadi?
O : bagus asik juga mereka tadi terlihat banyak yang kerja sama ngerjain tugas dari kamu tadi. Ya masih ada yang belum kerja sama Cuma nyontek tapi kebanyakan mereka pada ngerjain kok jadi ya bagus berarti kamu bisa nguasai kelas
P : Kalo materinya gimana?
O : bagus menarik juga gak susah kok trus anak- anak tadi juga pada seneng soal Pada baca semua pengen tau isi dari text yang kamu bagi, trus kamu juga ngasih kata-kata yang kira-kira mereka gak tau artinya tapi berdasarkan pendapat mereka jadi gak semua kata.
P : menurutmu gimana dengan pengajaran saya tadi? Sukses gak?
O : ya lumayan sukses ya tapi tetep trus ditingkatkan jangan Cuma seperti itu. Ok?
P : sip lah.....thank you.

Cycle II**Wawancara #8****Kamis, 14 oktober 2010****P : Peneliti Ss : Siswa- siswa (Angga dan Diki)**

P : selamat siang
S1 : siang mas
S2 : siang mas
P : Ok langsung saja sebutkan nama sama kelas kalian
S1 : nama saya Angga Aditya Pratama kelas X B
S2 : nama saya Diki Saputro kelas X B
P : Ok.. bagaimana menurut kalian tentang cara penyampaian Bahasa Inggris saya tadi?
S1 : enak mas enjoy banget
P : enakya gimana?
S1 : ya kan masnya tadi pas ngajar tu gak terlalu tegang santai jadi kita juga nyaman ngikutin pelajarannya
P : kalo kamu?
S2 : sama mas enak soal masnyanya tu ngajarannya juga ake becanda juga jadi tu kita gak tegang pas pelajaran santé banget
P : ok kalo gitu dengan pendekatan yang saya pake tadi gimana?
S2 : maksudnya mas?

P	: ya saya tadi kan datengin 1 per 1 dari kalian buat ngecek hasil kerja kalian kan? Kalo menurut kalian nyaman gak kalo saya seperti itu?
S2	: o...gak masalah mas malah asik soal kan tadi kita diajari pas kita dapet kesulitan masnya datengin kita 1 per 1 kan ngajari jadi tu malah enak trus kan kita juga gak malu kalo pas mau nanya. Beda kalo gurunya didepan kelas malu klo <i>meh</i> nanya tu
S1	: kalo aku sek enak- enak aja mas nyaman- nyaman aja malah kalo bisa seperti itu t uterus jadi kita tu juga merasa diperhatikan apalagi Bahasa Inggris, kan susah mas kalo kita gak diajari kapan kita bisa?
P	: o jadi udah pas ya? Ok kalo gitu gimana dengan umpan balik yang saya berikan tadi? Maksud saya tu pertanyaan- pertanyaan yang saya kasih tadi sebelum mulai ngerjain tugas- tugasnya.
S1	: seru mas kan tadi masnya nanya nya tu juga berkaitan dengan topic yang akan kita kerjakan.
S2	: asik asik aja mas tapi kita tadi juga kesulitan pas masnya nanya nya pake bahasa Inggris, tapi pas masnya transletin ke bhasa Indonesia kita jadi bisa langsung <i>dong</i> mas
P	: sekarang kalo dengan pemberian contoh dan kata kta sulit tadi gimana?
S1	: enak mas soal kan kita kan jadi tau kalo ada contohnya soal slama init u gak ada contohnya jadi tu bingung mas. Ini tu jenis text apa? Trus kalo tentang kata- kata yang dikasih transletannya tadi bagus banget mas kan kita juga bisa nambah vocab kita apalagi kita kan suruh nanya mana kata- kata yang kita gak tau artiannya, jadi tu kita sendiri tu tau mana kata- kata yang belum kita tau artinya.
S2	: enak mas asik!ya sama sih mas kalo ada contohnya kan kita ngerjain soal berikutnya kita kan juga jadi tau gimana ngerjainnya kayak task 2 yang tadi kan jadi tau urutannya seperti apa. kalo vocab nya tu bagus banget mas jadi kita bisa nambah kata- kata baru yang belum kita tau.
P	: ok sekarang gimana dengan 1 per 1 trus aku Tanya kesulitannya apa tadi?
S1	: asik mas kan kalo menurut saya emang harus seperti itu jadi jangan Cuma nulis nerangin bentar trus duduk. Kan jadinya gak ada interaksi antara guru dengan murid mas
S2	: iya enak mas jadi ada interaksi antara guru dengan para murid. Jadi para murid tu gak Cuma nyontek aja mas.
P	: gimana dengan cara mengerjakan tugasnya dengan grouping?
S1	: enak mas jadi kita bisa saling kerja sama pas ngerjain tugasnya
S2	: iya kan bisa sharing pendapat mas pas ngerjain tugasnya
P	: kalo tukeran pasangan groupnya tadi gimana?
S1	: gak masalah sih mas santé aja jadi kita kerjasamanya tu gak Cuma sama satu orang aja. Tu kalo menurutku
S2	: ya bagus juga seh mas jadi kita bisa tau kemampuan temen kita kan mas
P	: ok apa kalian sudah cooperative tadi pas pelajaran?
S1	: O... sudah lumayan
P	: bentuknya apa cooperative kalian?
S1	: kita bisa interaksi dengan pengajar, kita juga berdiskusi tadi pas ngerjain

tugas- tugasnya itu mas buktinya.
S2 : kalo aku ya sama seh mas soal selama ini kan gak ada cooperative nya <i>babar blas</i> . Guru sama murid gak ada interaksi murid kalo ngerjain juga kebanyakan Cuma nyontek pokoknya mending sama masnya
P : oke sekarang bagaimana dengan materinya?
S1 : bagus menari mas
P : menariknya?
S1 : buat kami itu text yang menarik mas soal biasanya kita textnya ya gitu- gitu aja gak variatif .
S2 : kalo buat aku seh udah lumayan menarik mas soal ya pas aja mas buat kita.
P : kalo kesulitan di materi yang saya berikan tadi, ada gak?
S2 : gak ada she mas lagian kan kalo ada tadi kan juga diajari ya sekarang jadi lebih ngerti mas.
S1 : gak ada seh mask an udah ada contohnya juga
P : kalo menurutmu gimana dengan Cycle tasknya tadi? Kan ada baca, jawab pertanyaan, nyusun kalimat, trus buat sendiri
S1 : enak mas jdi saat kita baca kita bisa tau isi dari text tersebut dan mana kata-kata sulitnya, pas kita nyusun kita jadi tau gimana urutan sebuah text yang kita bikin, saat kita jawab pertanyaan kita jadi harus membaca text dengan benar, saat buat sendiri kita jadi bisa tau kemampuan kita dalam menulis text pake bahasa Inggris.
S2 : ya sama seh mas
P : kalo menurut kalian udah ada belum peningkatan tentang belajar writing dibanding sebelumnya?
S1 : udah mas kalo aku jadi lebih seneng mas belajar bahasa Inggris terutama writing. Pengen kapan kapan nulis tapi pake bahasa Inggris.
S2 : udah lumayan mas yang dulunya aku tu gak suka dengan bahasa Inggris apalagi nulis sekarang aku bisa lebih paham dan seneng mas denagn writing.
P : ok karena sudah abis pertanyaannya jadi udah dulu maksih waktunya. See You
S1 & S2 : sama sama mas...

Cycle II

Wawancara #9

Kamis, 14 oktober 2010

P : Peneliti

S : Siswa

P : tolong sebutkan nama sama kelas kamu!
S : nama saya Apriliani kelas X B
P : langsung saja bagaimana menurutmu tentang cara saya mengajar?
S : enak enjoy juga menyenangkan.
P : wow lengkap juga ok makasih...tapi kalo boleh tau kenapa?
S : soal ngajarnya tu gak monoton mas ada becandanya juga jadi menyenangkan mas, neranginnya juga tuntas.
P : berarti suka dengan cara ngajar saya?
S : suka

P : menurutmu gimana tentang pendekatan yang saya pake? Saya keliling 1 per 1 meja ..
S : enak mas malah seneng jadi antara guru dan murid tu gak jauh mas. Kalo Cuma nerangin trus duduk kan antara murid sama guru seperti ada jarak mas.
P : kalo pas saya Tanya 1 per 1 tadi gimana?
S : seneng mas soal kan kita jadi ngerasa kalo gurunya tu deket mas denagn kita kita jadi gak canggung kalo pengen Tanya.
P : gimana dengan pembukaan saya tadi? dengan pertanyaan-pertanyaan!
S : Asik mas enak itu juga bisa membangun pengetahuan kita tentang topic yang akan diberikan. Kan pertanyaannya terkait sama topic yang akan di pelajari.
P : dengan pemberian kata –kata yang sulit trus saya tulis didepan gimana?
S : ok mas bagus banget malah jadi bisa nambah vocab kita
P : kalo metode kelompok tadi gimana?
S : asik menyenangkan soal kita bisa kerja sama sama temen kita saat ngerjain tugas yang diberikan. Minimal jadi gak nyontek lagi lah mas, hehehe.....
P : gimana dengan partner yang saya tuker?
S : ya masalah seh mas tapi Cuma dikit soal kan kita udah klop sama partner lama kita kalo dituker kita kan jadi jangung.
P : apa kamu saya partnermu sudah cooperative?
S : sudah mas.
P : buktinya?
S : kita tadi bisa saling berdiskusi pas ngerjain tugasnya.
P : bagaimana dengan materi yang saya berikan?
S : menarik mas menyenangkan. Tema nya tu deket dengan kehidupan kita sehari-hari jadi kita ngerasa gak asing mas.
P : ada kesulitan dengan materinya?
S :ya gak ada seh mas paling Cuma kata- katanya aja untungya tadi di kasih vocabnya jadi gak susah lagi
P : ok gimana pendapatmu tentang cara saya mengajar?
S : bagus kok mas menyenangkan, kita jadi lebih termotivasi buat ikut pelajaran bahasa Inggris terutama writing.

Cycle II

Wawancara #10

Kamis, 14 oktober 2010

P : Peneliti Ss : Siswa- siswa (Andika & Eka)

P : perkenalkan nama kalian dan kelasnya!
S1 : nama sa Andika Prawita kelas X B
S2 : nama saya Eka Rahayu kelas X B
P : bagaimana menurut kalian tentang pengajaran samasnya juga ya?
S1 : sudah bagus mas gak ngebosenin
S2 : jelas juga mas kalo nerangin
P : bagusnya kenapa?
S1 : ya soalnya jelasinnya tu jelas tuntas. Dikelas kita juga gak boring mas soal Masnya tu pake becanda jadi suasana dudalam kelas tu asik

S2 : kalo aku seh sama mas sama dia jadi dikelas tu kita gak bosen soal mas kalo dikelas kita bosen tu jadi gak niat e pas pelajaran. Masnya tu juga gak menempatkan diri sebagai guru tapi sebagai temen kita jadi tu tambah enak aja mas
P : gimana dengan cara pendekatan yang saya pake? Datengin 1 per 1 meja
S1 : bagus mas jadi tu antara guru denagn para siswa tu jdi tambah dekat. Dan kalo mau nanya kan kita jadi lebih mudah dan gak malu mas. Soal kalo guru didepan tu kita pegen nanya tu malu takutdiketawain sama temen- temen.
S2 : bagus mas malah kalo menurut saya harusnya emang seperti itu jadi kita sebagai para siswa juga merasa diperhatikan
P : gimana saat saya kasih pertanyaan pembuka tadi sebelum mulai dibagi textnya?
S1 : asik mas jadi tu pertanyaan tu bisa mbangun pengetahuan kita juga tentang cerita text yang akan dibagikan
S2 : bagus mas jd kita bisa <i>ngira-ira</i> text apa yang akan dipelajari
P : gimana dengan menanyakan dan memberikan translate kata- kata sulit menurut kalian yang saya pake ?
S1 : <i>manjur</i> mas jadi tu kan bisa nambah vocab kita mas jadi ya bagus
S2 : bagus memeng seharusnya begitu jadi tu kita gak buang banyak waktu Cuma buat mahami text. Trus itu juga kan bisa nambah vocab kita
P : kalo cara grouping atau kerja kelompok gimana?
S1 : ok banget mas soal kan kita bisa kerja sama sama temen kita saat ngerjain tugas. Gak susah sendiri an jadi ada temennya
S2 : asik mas soal kan bahasa Inggris tu menurut kami susah jad kalo kita bisa kerja sama tu ya sedikit mempermudah kami
P : apa kalian sudah merasa kalo pas pelajaran saya bisa cooperative? Antara guru dengan siswa dan juga siswa dengan siswa?
S1 : sudah mas soal tadi kita juga bisa interaksi dengan masnya ya walaupun Cuma nanya trus, trus sama temen juga kita bisa berdiskusi saat ngerjain ma tugas tugas
S2 : sama seh mas dan kalo sama temen tu kita diskusi bukan nyontek kayak biasanya.
P : gimana dengan materi yang saya berikan?
S1 : menarik tu kalobuat saya soal gak monoton mas teks nya dan sesuai dengan kita maksudnya tu topiknya gak jauh –jauh dari kehidupan sehari- hari kita
S2 : menarik juga mas, soal variatif gak monoton teks nya tu di ambil dri buku trus jadi kadang- kadang kita gak tau temanya tu apa
P : kalo cycle yang saya pake tadi gimana? Kan tak kasih pertanyaan dulu, trus tak kasih contoh text, tak suruh baca, trus tak suruh jawab pertanyaan, lalu nguruti kalimat baru buat sendiri
S1 : bagus mas saya rasa udah pas cara itu
S2 : bagus soal kan 1 per 1 urut jadi gak <i>mloncat- mloncat</i> mas kita jadi lebih gampang
P : menurut kalian udah ada peningkatan belum proses belajar nya dengan metode yang saya pake?

S1 : udah kita jadi lebih tertarik mas denagn bahasa Inggris khususnya pas writing
S2 : ya udah lumayan mas suasana dalam kelas tu jadi lebih terarah dan gak banyak <i>gojek</i> kita jadi lebih antusias ngerjain tugas- tugasnya daripada cuma rame atau nyontek.
P : ok terima kasih atas waktunya

Cycle II

Wawancara #11

Rabu, 20 oktober 2010

P : Peneliti

Ss : Siswa- siswa (Rizka dan Putri)

P : langsung saja ya? Sebutkan nama kalian dan kelasnya!
S1 : nama saya Rizka kelas X B
S2 : nama saya Putri kelas X B
P : oke langsung saja gimana pendapat kalian tentang cara saya ngajar?
S1 : bagus mas menarik gak boring kalo dikelas.
S2 : asik menyenangkan mas gak monoton juga
P : kalian suka?
S1 : <i>yap.....</i>
P : alesannya?
S1 : ya soal kalo masnya jelasin tu kita jadi mudah paham kayaknya bahasa Inggris tu gak susah. Trus jelasinnya masny tu juga pake becandaan jadi gak bikin boring dikelas.
S2 : soal kalo masnya tu jelasinnya pake ngecek 1 per 1 dari kami dan tiap masuk dah 4 x ini tu rasanya beda trus becandanya caranya yang di pake responnya ke kita jadi kita juga ngerasa nyaman
P : kalo dengan pembukaan pelajaran tapi pake pertanyaan- pertanyaan gimana?
S1 : bagus mas menarik juga jadi sebelum pelajaran dimulai kita tu juga jadi tau kita mau belajar apa
S2 : bagus mas jadi kita bisa <i>mengira-ira</i> topik apa yang akan kita bahas. Tapi ya rada kesulitan juga pas Tanya nya pake bahasa Inggris soal kita gak ngerti
P : sekarang tentang kata- kata sulit yang diteks yang tak suruh nyari trus tak transletin gimana?
S1 : bagus mas jadi vocab kita tu juga bisa nambah
S2 : bagus mas jadi pas mahami teks tu kita gak butuh banyak waktu
P : dengan saya pake group setiap kasih paelajaran gimana?
S1 : asik mas lebih nyaman seperti itu soal kita jadi bisa kerja sama pas ngerjain tugas-tugasnya
S2 : seneng mas soal kan kita jadi gak sendiri kalo kita sendiri kan biasanya kita cuman nyontek aja mas
P : kalo pas pasangan kalian tak tuker- tukerin gimana?
S2 : ya terus terang gak enak mas soal kita jadi kaku kan biasanya udah sama dia kalo ganti tu jadi gimana gitu
S1 : sama seh mas sama dia tapi kalo aku diawal- awal pas udah jalan ya enjoy aja kan kita semua temen, malah kita bisa jadi tau kemampuan temen kita
P : apa kalian sudah bisa cooperative pas pelajaran maksudku kerja sama kalian

tu udah bagus?
S1 : udah lumayan she mas kita ngejain tugas- tugas tu selalu bareng dan Berdiskusi
S2 : lumayan mas beda sama dulu- dulu kerja sama kita adalah dia ngerjain kta nyontek. Hehehe.....tapi pas mas yang ngajar tu kyaknya anak- anak tu bisa pada diskusi mas
P : gimana dengan materi yang saya kasih?
S1 : asik mas seru soal teks nya tu variatif dan sesuai dengan umur kita jadi kita lebih tertarik buat baca
S2 : bagus mas aku sendiri jadi seneng buat baca kayaknya anak- anak tadi juga seperti itu lebih antusias baca daripada dulu.
P : gimana dengan task- task yang tak kasih?
S1 : rada susah mas apalgi pas awal- awal kemaren banyak kata yang kita belum ngerti tapi sekarang udah bisa lebih gampang
S2 : rada susah mas kata- katanya kita gak ngerti tapi kan mas juga nulisin kata- kata yang susah jadi lebih gampang apalagi pas ngecek masnya ngasih kita penjelasn lagi jadi ya jadi mempermudah kami lah
P : terakhir, menurut kalian udah ada peningkatkan belum writing kalian?
S1 : udah mas soalnya dulu kami piker writing tu pelajaran yang paling susah soalnya kita harus membuat text tapi sekarang kita bisa lebih ngert aja gimana cara buat text tu
S2 : udah mas ternyata kalo kita seneng tu pelajaran tambah gampang mas. Writing juga seperti itu kita jadi ngerasa lebih gampang pas nerjain tadi
P : ok teria kasih buat waktunya.

Cycle II

Wawancara #12

Rabu, 20 oktober 2010

P : Peneliti

S : siswa

P : bagaimana menurut kamu tentang cara pengajaran saya?
S : asik mas menyenangkanjadi gak boring mas trus pas pelajarannya tu pengen bisa jadi lebih termotivasi mas soal temen- temen lain aja bisa kita gak bisa
P : gimana dengan cara pendekatan yang saya pake? Jadi kan setiap mau mulai pelajaran saya Tanya- Tanya dulu. Tu gimana pendapatmu?
S : gak papa malah soal kan kita jadi tau kita ni mau belajar apa. Kan kita juga malah dilatih buat mikir sebelum masuk ke pelajaran inti dan kita juga nambah pengetahuan tentang cara nanya pake bahasa Inggris, soal selama ini ibu vera tu kalo nanya pake bahasa Indonesia trus.
P : jadi gak keberatan ya? Oke kalo gitu kita lanjut. Aku tadi kan cerewet banyak nanya ini gimana udah dong belum trus aku daengin 1per 1 meja. Kalo menurutmu gimana? Ganggu gak?
S : gak seh mas paling Cuma dikit doing tapi kan positive nya antara siswa sama guru tu jadi lebih deket. Jadi tu kita bisa berinteraksi mas. Bahasa Inggris tu kalo buat kita masih susah mas. Jadi butuh bantuan dengan cara mast u kita jadi sangat terbantu..

P : gimana dengan cara grouping yang saya pake pas ngerjain tugas?
S : enak mas malah kita diuntungkan soal kan kita bsa kerja sama mas. Jadi kalo umpama aku gak bisa aku tinggal nanya ma temen kan mas.
P : apa kalian sudah cooperative? Kerja sama kalian udah bagus belum?
S : tadinya seh udah mas, tapi pas masnya tadi suruh ganti pasangan tadi kita jadi rada kikuk. Gak bisa dikusi dengan enak mas.soal kan kita udah biasa dengan temen yang udah- udah
P : gimana dengan materi yang saya berikan?text nya!
S : gampang kok mas, santé aja gak susah banget,menarik juga soal kan topiknya tu menarik jadi kita bacanya juga gak males. Kalo materi Cuma ambl dai buku tu kita sering males buat bacanya soal kan topiknya kadang kita gak ngerti. Trus masnya juga ngasih translatean kata-kata yang susah jadinya kita mahaminya juga lebih gampang mas
P : kalo dengan tasknya atautugas-tugasnya gimana?
S : kebanyakan seh mas, tapi kita tetep bisa nyelesein kok soal kita dalam pelajaran yadi tu kita enjoy banget jadi pas ngerjain soal juga anthusias mas. Kan mas tadi juga liat kalo anak-anak tu beda dari biasanya. Biasanya kita gak pernah selesai kalo ngerjain tugas tu mas. Kalo selesai paling kita pas nyontek kalo gak yo gak ngerjain sama sekali males mas...
P : gimana dengan urutan cara mengerjakan tugasnya?baca, mahami, jawab pertanyaan, nyusun kalimat,buat sendiri kan?
S : sudah tepat kalo menurut saya, soal kita jadi kayak dituntun dengan pelan gimana <i>tho</i> cara buat sebuah text atau ngarang mas. Soal kan selama ini tu kita paling kalo gak isurh jawab pertanyaan ya suruh buat kalimat tapi Cuma berdasar pada tenses. Jadi gak pernah suruh nulis atau ngarang gitu. Padahal kan nulis atau buat kalimat juga penting <i>tho</i> mas buat bahasa Inggris.
P : kalo menurut kamu sudah ada belum peningkatan para siswa atau temen-temenmu dalam proses belajar writing?buktinya apa?
S : sudah mas buktinya kita jadi lebih anthusias buat ngikutin pelajaran bahasa Inggris, yang dari awal kita udah anggep kalo pelajaran itu susah. Kedua adalah kita jadi meningkat diskusinya tentang pelajaran dibanding biasanya kita Cuma <i>rame</i> dan <i>gojek</i> mas. Ketiga, kita jadi kurang nyontek nya mas kita jadi lebih pengen bisa buat ngerjain tugas- tugas yang diberikan, kalo dulu kita kan Cuma nyontek. Itu mas..
P : ok terima kasih dah mau jadi responden

Cycle II

Wawancara #13

Rabu, 20 oktober 2010

P : peneliti

S : siswa

P : bagaimana menurut kamu cara pengajaran saya?
S : enak mas bikin semangat mas soal cara ngajarnya nyenengin
P : gimana dengan pendekatan yang saya pake?
S : bagus banget mas bikin kita tu jadi termotivasi pas ngikutin pelajaran
P : gimana dengan pertanyaan- pertanyaan yang saya kasih sebelum ke pelajaran

utama?
S : bagus mas gak papa lagian tu kan pertanyaan ringan Cuma buat sekedar ngasah pengetahuan kita tentang topik itu. Lagian tu kan malah bagus banget soal kita jadi terasah lagi pengetahuanya tentang topik tersebut.
P : gimana dengan vocabulary yang saya berikan?
S : bagus banget mas. Soal kan vocab kita tu masih sangat terbatas kalo tadi dikasih transletan dari kata- kata sulit kan jadi terbantu banget soal vocab kita jadi nambah mas palagi kita jadi lebih mudah buat mahami teks yang mas berikan.
P : gimana dengan cara grouping yang saya pake?
S : enak mas soal kita bisa kerja sama dan sharing pendapat kita pas ngerjain tugas- tugas jadi gak sendirian. Kan kalo biasanya kita sendiri- sendiri jadi kalo kita gak bisa paling kita nyontek mas. Kalo pas masnya yang ngajar tu kita jadi lebih termotivasi buat ngkutin pelajaran bahasa Inggris.
P : gimana dengan materinya?
S : menarik mas topiknya tu juga kita tau jadi gk jauh-jauh ma kehidupan kita sehari-hari jadi kita juga lebih tertarik buat baca ma buat text yang sama.kalo topik Cuma dari buku tu kadang kita gak tau topikny tu apa jadi males mas buat baca apalagi nulis.
P : kalo dengan task yang diberikan gimana?
S : ya bagus lah mas gak susah- susah banget juga. Dan tasknya tu udah tepat kalo menurut saya soal kan kita tu seperti dituntun buat nulis text tapi gak secara langsung. Jadi seperti ada langkah- langkah yang harus kita ikutin. Hasilnya juga kita tu jadi lebih gampang pas mau nulis text.
P : kalo menurut kamu kira- kira udah ada peningkatan belum prsoses pembelajaran kalian?alesannya apa?
S : kalo menurut saya udah mas. Soal dibanding yang kemaren- kemaren pas pelajaran bahasa Inggris tu sangat beda. Kalo dibandingkan antara masnyaama ibu vera tu kalo pas ibu vera tu kita lebih banyak yang rame kalo pun <i>anthen</i> tu karena takut nanti ditanya tentang bahasa Inggris sama dia, trus kalo pas ibu vera tu kita kalo ngerjain tugas tu kebanyakan nyontek. Bedanya kalo sama masnya kita tu gak rame bukan karena takut tapi pengen memperhatikan, yang kedua kita malah gak nyontek tapi kita berusaha buat ngerjain soal kan kita bisa diskusi. Kan mas bisa liat tho beberapa hari itu kan anak- anak pada memperhatikan biasanya gak gtu mas.
P : ooo...ok kalo gitu karena udah abis pertanyaannyat jadi terima kasih waktunya

Cycle II

Wawancara #14

Rabu, 20 oktober 2010

P : peneliti

ET : English teacher

P : Gimana dengan cara mengajar saya ibu?

ET : sejauh in udah bagus ya apalagi para siswa tu terlihat jadi lebih antusias saat ngikuti pelajaran bahasa Inggris. Mereka udah kurang *gojek*-nya, udah pada gak maen sendiri dan mereka tu bisa ngikutin pelajaran dengan baik

P : gimana dengan pendekatan yang saya pake ibu?
ET : saya rasa sudah bagus ya soal kenapa. Tadi banyak dari para siswa malah mungkin hamper seluruh siswa tu mau bertanya pas dikasih kesempatan untuk bertanya. Mereka cenderung pengen tahu pas pelajaran bahasa Inggris. Soal kalo sma saya tu biasanya mereka Cuma diem kalo suruh nanya tpi rame kalo pas saya nerangin didepan.
P : gimana dengan cara grouping yang saya pake pas ngajar ibu?
ET : pada dasarnya bagus ya soal kan bahasa Inggris tu kan susah kalo mereka sendiri- sendiri tu mereka paling Cuma nyontek. Tapi pas grouping mereka jadi lebih terbantu soal mereka kan bisa berdiskusi pas mereka gak bisa atau pas mereka ngerjain tugas- tugas yang diberikan.
P : gimana dengan cooperative mereka? Kira- kira sudah Nampak ibu?
ET : ya sudah lumayan mereka biasanya Cuma nyontek kalo pas pelajaran tapi pas anda yang ngajar mereka kompak buat ngerjain tugas-tugas mereka. Trus cooperative juga tampak pas mereka bisa deket dengan anda. Mereka bisa Tanya dan jadi lebih antusias buat nanya. Dibanding biasanya proses belajar- mengajar bahasa inggris udah berbeda dan Nampak lebih cooperative antara guru dengan nsiswa- dan siswa dengan siswa
P : gimana dengan materi- materinya?
ET: menarik mas lagian tasknya juga mepermudah mereka atau mengarahkan mereka untuk bisa berkreasi lewat tulisan bahasa Inggris. Ditambahkan anda tu selalu nagsih vocab- vocab baru menurut para siswanya jadi aku rasa itu bisa jadi nilai tambah yang membuat para siwa tu jadi lebih antusias buat ngikutin proses belajar mengajar bahsa Inggris.
P : kalo menurut ibu sudh ada peningkatan belum atau perubahan antara sebelum dangan sesudah saya pake cara cooperative saat mengajar writing?
ET : kalo menurut saya sudah yam as soal mereka jadi tampak lebih antusias buat Tanya, buat ngerjain tugas- tugasnya buat berdiskusi, dan juga udah gak rame lagi dan kebiasaan nyontek mereka jadi berjurang. Kalo boleh mungkin saya akan coba cara anda kalo besok ngajar mereka.
P : tentu saja boleh ibu. Ok ibu terima kasih atas waktunya dan kesempatan yang diberikan terima kasih banyak ibu.
ET : sama- sama

Cycle II

Wawancara #15

Rabu, 20 oktober 2010

P : peneliti

O : observer

P : gimana dengan cara ngajarku?
O : sudah cukup bagus tadi para siswa antusias pas pelajaran ya aku rasa sih udah cukup bagus
P : kalo dengan pendekatan saya gimana?
O : aku rasa cukup bagus ya soal mereka juga jadi tambah antusias pengen Tanya.jarang sepertinya anak SMA tu kalo dikasih kesempatan buat nanya mereka manfaatin dengan baik. Paling mereka Cuma <i>gojek</i> kebanyakan.

P : gimana dengan grouping yang saya pake?
O : bagus bisa buat merek pada kerja sama pas ngerjain tugas. Daripada mereka Cuma nyontek lebih baik mereka diskusi buat ngerjain tugas yang diberikan. Dan itu terjadi saat dikelas mereka jadi mereka lebih antusia pas pelajaran
P : gimana denagn materi yang sya berikan?
O : saya rasa sudah bagus dan menarik soal kan topik yang kamu pake juga deket dengan mereka jadi mereka tampak lebih antusias saat pelajaran.
P : gimana denagn cycle tasknya?
O : bagus sudah cocok banget jarang aku rasa para guru pake cara itu terutama dalam pelajaran Bahasa Inggris. Dan cara itu juga mempermudah para siswa pas ngikutin pelajaran
P : kalo menurut kamu sudah ada peningkatan belum kira- kira proses belajar mengajar writingnya?
O : udah ya kalo menurut saya soal terlihat antusias para siswa buat ngikutin pelajaran bahasa Inggris. Trus cooperative mereka saat pake group dan cara kmu buat bisa lebih deket dengan para murid juga meningkatkan motivasi dan antusias para siswa pas proses belajara mengajar writing.
P : ok dah abis, jadi thank ya...

APPENDIX 3

Lesson plans

RENCANA PELAKSANAAN PEMBELAJARAN

Mata pelajaran : Bahasa Inggris
Kelas/ Semester : X/2
Pertemuan ke :
Alokasi Waktu : 2x45 menit
Topik : Recount Text

Standar Kompetensi :

6. Writing

Mengungkapkan makna dalam teks monolog/ essei tulis sederhana secara akurat, lancar, dan berterima berbentuk *Recount*, *Narrative*, dan *Procedure* dalam konteks kehidupan sehari- hari dan mengakses ilmu pengetahuan populer.

Kompetensi Dasar :

6.1 mengungkapkan makna dan langkah- langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari- hari dalam teks berbentuk: *Recount*, *Narrative* and *Procedure*.

I. Indikator :

1. Merangkai gagasan utama dalam teks berbentuk *recount*.
2. Mengidentifikasi makna dalam teks *recount*.
3. Mengidentifikasi langkah-langkah retorika dari teks berbentuk *recount*.
4. Menggunakan kalimat berbentuk lampau dalam teks berbentuk *recount*.
5. Menyimpulkan teks berbentuk *recount*
6. Menghasilkan teks berbentuk *recount*.

II. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat mengidentifikasi makna dalam teks berbentuk *recount*.
2. Siswa dapat mengidentifikasi langkah-langkah retorika dalam teks berbentuk *recount*.
3. Siswa dapat menghasilkan teks berbentuk *recount*.

III. Materi Ajar :

- Teks Recount “Going To A Cinema”.
- Chart/ clue about recount teks dengan judul “Picnic on Sunday”.

IV. Teaching Technique :

Text-based approach (BKOF, MOT, JCOT, and ICOT)

V. Langkah- langkah Kegiatan Pembelajaran :

a. Kegiatan awal :

- a) Peneliti menyapa para siswa
Assalamualaikum wr.wb. Good morning students? How are you today?
- b) Peneliti mengecek daftar hadir siswa.
Ok, before start our lesson today! Let me check the attendance list. Who is absent today?
- c) Peneliti bertanya kepada para siswa terkait tentang topik.
 1. Apakah kalian pernah nonton di bioskop?
 2. Film apa yang kalian tonton?
 3. Apa kalian pernah ketemu orang yang kalian kenal disana?

The researcher asks the students about the topic

 1. Have you ever gone to the cinema?
 2. What film genre did you watch?
 3. Have you ever met people that you known there?
- d) Peneliti menjelaskan bahwa pertemuan hari ini membahas tentang recount teks.
Ok class, today we’ll learn about recount text.

b. Kegiatan Inti :

- a) Peneliti membagikan teks recount
Ok class, did you get the text?
- b) Peneliti meminta para siswa membaca recount teks.
Now, let’s read the text first!
- c) Peneliti memberi pertanyaan-pertanyaan terkait dengan teks recount.
 - Ok, what do you know about the text?
 - what kind of text did you read?

- What are the generic structures of the text? Can you mention them?
- d) Peneliti meminta para siswa membentuk kelompok 4 orang.
Now, please make pairs.
- e) Peneliti meminta para siswa membuat teks berbentuk recount berdasarkan chart/ clue.
Ok, every pair get the clue ? Now write a recount text according to the topic!
- f) peneliti menyimpulkan dari teks recount yang telah dipelajari.
Ok, you have learned about recount text? Can you tell me all about recount text?

c. Kegiatan Akhir :

- a) Peneliti berterima kasih kepada para siswa
Thank you very much. I'm so appreciate.
- b) Peneliti menutup pelajaran.
Ok, wassalamualikum wr.wb. Thank you and see you next time.

VI. Alat/ Bahan/ Media/ Sumber Belajar :

Terlampir

VII. Penilaian :

1. Urutan cerita : 40
2. Grammar : 30
3. Vocabulary :30

Criteria	Poor grammar And vocabulary	Average in using grammar and vocabulary	Good in using grammar and choice of word	Using grammar and vocabulary correctly
Score	Less than 60	61-70	71- 80	81 above

Yogyakarta.....

Teacher,

Researcher,

Dra.Vera Afri Iswanti

Arya Hidayat

NIP: 195504291983032006

NIM: 04202244016

Mengetahui,

Kepala Sekolah SMA N 1 Pleret

Drs. H. Edison Ahmad Jamli

NIP: 195811291985031011

Generic Structure of Recount Text

- Orientation: beginning the text
- Series of events: the complication on paragraphs 1, 2, 3
- Re-orientation: the writer's comment or conclusion.

Grammar and structures of Recount text

Past tense

- S + P (V1+ed) : He watched movie last night.
S P (v1+ed) O adv. of time
- S + P (V2 irregular verb) : We went cinema last week
S P (v2) O adv. of time
- Did + S + P (V1)+ ? : Did you watch movie last night ?
S P (V1) O adv. of time
- S + did +not + V1 : They did not watch the movie last night.
S P(V1) O adv. of time

Task 1**Going To A Movie**

Jossie and Robbie decided to go to a film theatre to relax. They were very tired after finishing the exams. They choose to see an adventure film. They didn't want to see a drama, thriller, or horror film. They wanted to forget studying for one night and fantasize a little.

So, they bought two tickets for a movie called "The Last Air bender in 3D". they got in the theatre just on time before the movie started.

Inside the theatre, a tall man sat on a seat in front of them. He put on a tall hat. Jossie and Robbie could not see the screen. Jossie tapped the man on the shoulder and asked him to remove his hat. When the man turned around to say sorry, they recognized him, he was Mr. Samuel, Jossie's father.

Questions

1. What did Jossie and Robbie watch?
2. Why was Jossie and Robbie watch a movie?
3. What was movie title they watched?
4. Did they get the movie tickets?
5. Why could not they see the screen?
6. What did Jossie do to make the man remove his hat?
7. Who was the man in front of Jossie and Robbie?
8. Did they recognize the man?

Task 2

Rearrange the jumbled sentences into the proper paragraph with your partners.

A Picnic on Sunday

- 1) First, we prepared the food.
- 2) While we prepare the food, father was checking the car.
- 3) We went on a picnic to the beach last Sunday.
- 4) We had to take the food and drink.
- 5) Next, came the drink.
- 6) We started to go to the trip when we had put everything in the car.

Task 3

Make a recount text according to your experience

For example

Bad Day I Ever Had

- On Sunday I and my friend Deko went to Mall.
- We just wanted to walk and refresh before the final exam.
- We met Jason and his girlfriend.
- They wanted to watch a movie to celebrate their special anniversary.
- We got 2 free tickets for watch a movie.

You can choose the topic above and improve the story, or you can choose other topics.

Answers**Task 1**

1. The Jossie and Robbie watched adventure movie.
2. Jossie and Robbie watched a movie because they were tired after finishing the exams.
3. The movie title was “The last Air Bender in 3D”
4. Yes, they did get the tickets.
5. Because in front of them sat the man wear tall hat.
6. Jossie tapped the man to make the man remove his hat.
7. The man in front of them was Jossie’s father.
8. Yes, they did.

Task 2**Picnic on Sunday**

Last Sunday my family went to Baron beach. Therefore, we should prepare everything in our vacation. First, my mother and I prepared the food like sandwich, French fries, and biscuit. Next, came to the drink. For the drink we prepared orange juice and fresh water. When my mother and I prepared foods and drinks, my father was checking the car in yard of house. We were already start the trip when we had everything in the car.

Vocabularies

Decide	: memutuskan	Tall	: tinggi
Relax	: santai/ bersantai	Seat	: Tempat duduk/ kursi
Tired	: lelah	Screen	: layar
Exam	: ujian	Tap	: menepuk
Choose	: memilih	Shoulder	: pundak
Adventure	: petualangan	Remove	: menghapus/ melepas
Thriller	: action petualangan	Turn	: belok
Forget	: lupa	Around	: mengitari
Fantasize	: mengkhayal	Recognize	: mengenali
Bought (buy)	: membeli	Prepare	: mempersiapkan
Bender	: pengendali	Check	: memeriksa
Inside	: didalam	Trip	: perjalanan wisata

RENCANA PELAKSANAAN PEMBELAJARAN

Mata pelajaran : Bahasa Inggris
Kelas/ Semester : X/2
Pertemuan ke :
Alokasi Waktu : 2x45 menit
Topik : Recount Text

Standar Kompetensi :

6. Writing

Mengungkapkan makna dalam teks monolog/ essei tulis sederhana secara akurat, lancar, dan berterima berbentuk *Recount*, *Narrative*, dan *Procedure* dalam konteks kehidupan sehari- hari dan mengakses ilmu pengetahuan populer.

Kompetensi Dasar :

6.1 mengungkapkan makna dan langkah- langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari- hari dalam teks berbentuk: *Recount*, *Narrative* and *Procedure*.

I. Indikator :

1. Merangkai gagasan utama dalam teks berbentuk *recount*.
2. Mengidentifikasi makna dalam teks *recount*.
3. Mengidentifikasi langkah-langkah retorika dari teks berbentuk *recount*.
4. Menggunakan kalimat berbentuk lampau dalam teks berbentuk *recount*.
5. Menyimpulkan teks yang dibaca berbentuk *recount*.
6. Menghasilkan teks berbentuk *recount*.

II. Tujuan Pembelajaran :

Di akhir pelajaran siswa dapat:

1. Siswa dapat mengidentifikasi makna dalam teks *recount*.
2. Siswa dapat mengidentifikasi langkah- langkah retorika dalam teks *recount*.
3. Siswa dapat menghasilkan teks berbentuk *recount*.

III. Materi Ajar :

- Teks Recount “The Selarong Cave in Love”.
- Chart/ clue about recount teks dengan judul “The day at Beach”.

IV. Teaching Technique :

Text-based approach (BKOF, MOT, JCOT, and ICOT)

V. Langkah- langkah Kegiatan Pembelajaran :

a. Kegiatan awal :

- a) Peneliti menyapa para siswa
Assalamualaikum wr.wb. Good morning students? How are you today?
- b) Peneliti mengecek daftar hadir siswa.
Ok, before start our lesson today! Let me check the attendance list. Who is absent today?
- c) Peneliti bertanya kepada para siswa tentang teks recount.
 1. Pernahkah kalian mengunjungi Goa?
 2. Goa mana yang pernah kalian kunjungi?
 3. Apa saja yang kalian lihat disana?
 4. Pernahkah kalian jatuh cinta pada seseorang di tempat kalian berwisata?

Ok, have you ever heard about recount text? What do you know about recount text?

 1. Have you ever visited a cave?
 2. Where cave have you ever visited?
 3. What do you usually see in the cave?
 4. Have you ever fallen in love with someone in the recreation centre?
- d) Peneliti menjelaskan bahwa pertemuan hari ini membahas tentang recount teks.
Ok class, today we will learn about recount text.

b. Kegiatan Inti :

- a) Peneliti membagikan teks recount
Ok class, Did you get the text?
- b) Peneliti meminta para siswa membaca Selarong Cave In Love..

Now, let's read "Selarong Cave in love"

- c) Peneliti memberi pertanyaan terkait dengan teks recount.

Ok, what do you know about the text?

- What kind of text did you read?
- What are the generic structures of recount text? Can you mention them?

- d) Peneliti meminta para siswa membentuk kelompok 4 orang.

Now, please make a pair.

- e) Peneliti meminta para siswa membuat teks berbentuk recount berdasarkan chart/ clue.

Ok, every pair did get the clues? Now, write a recount text according to your clue!

- f) Peneliti menyimpulkan dari teks recount yang telah dipelajari.

Ok, now you have learned about recount text. Can you tell me all about recount text.

c. Kegiatan Akhir :

- a) Peneliti berterima kasih kepada para siswa

I'm so appreciate. Thank you very much.

- b) Peneliti menutup pelajaran.

Ok, wassalamualikum wr.wb. thank you and see you next.

VI. Alat/ Bahan/ Media/ Sumber Belajar :

Terlampir

VII. Penilaian :

1. Urutan cerita : 40
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Generic Structure of Recount Text

- Orientation: beginning the text
- Series of events: the complication on paragraphs 1, 2, 3
- Re-orientation: the writer's comment or conclusion

Grammar and structures of Recount text

Past tense

- | | | | | | |
|------------------------------|---|-------------|----------------|--------------------|-------------------------------------|
| 1. S + P (V1+ed) | : | <u>He</u> | <u>visited</u> | <u>in the cave</u> | <u>last night.</u> |
| | | S | P (v1+ed) | O | adv. of time |
| 2. S + P (V2 irregular verb) | : | <u>We</u> | <u>went</u> | <u>to the cave</u> | <u>last week</u> |
| | | S | P (v2) | O | adv. of time |
| 3. Did + S + P (V1)+ ? | : | Did | <u>you</u> | <u>visit</u> | <u>the cave</u> <u>last night ?</u> |
| | | | S | P (V1) | O adv. of time |
| 4. S + did +not + V1 | : | <u>They</u> | <u>did not</u> | <u>go</u> | <u>movie</u> <u>last night.</u> |
| | | S | | P(V1) | O adv. of time |

Task 1**Selarong Cave In Love**

On Sunday, Dewi and her best friend Dita visited a cave at Bantul Called Selarong cave. It was Dewi's first time visited the cave. Dewi and Dita looked around the cave and they the amazed about the wall figure and stalagmite. They climbed the stone and walked around the cave.

Inside the cave, they met with Ryan and Tomi. They looked and were acquainted each other. Furthermore, they explored the cave together and have a chat.

Dita and Ryan fell in love, so they always keep in touch after back from their holiday. A month later, Dita and Ryan had become a couple. They were a romantic couple according to their friends.

Questions:

1. Where did Dewi and Dita have a holiday?
2. What did Dewi and Dita awe in the cave?
3. Who did Dewi and Dita meet in the cave?
4. Who was fall in love in the story?
5. What was the text type?

Task 2

Rearrange the jumbled sentences into the proper paragraph with your partners.

The Day at Beach

The beach was quite because not many people in there.

They ride their motor cycle to go to beach.

They decide to go to beach for refreshing.

The people in the beach are shocked by earthquake

The sky is bright and clear in the beach

The people scared and run away from the beach because the earthquake.

The sky quickly change into dark.

Deny and Bryan decide to back home.

Last week, Deny and his friend Bryan are bored in their holiday.

Deny and Bryan are also afraid about the earthquake.

Task 3

Make a recount text according to your experience

For example

Bad Day I Ever Had

- Last week, it was my bad day. The bad day began when I woke up at 7.00
- In the school, I got a lot of trouble
- When I went to back home, I just wanted to saved my life

You can choose the topic and improve the story, or you can choose other topic.

Answers**Task 1**

1. Dewi and Dita had a holiday in Selarong cave.
2. The wall figure and stalagmites awed Dita and Dewi
3. Dewi and Dita met with Ryan and Tomi.
4. The people fall in love was Dita and Ryan
5. The text was recount text.

Task 2**The day at Beach**

Last week Deny and his friend Bryan were bore in their holiday because they just stayed at home. They decided to go to Parangtritis beach for refreshing. They rode their motorcycle to go to the beach.

The beach was quite because not many people enjoyed the vacation in there. In the beach, they played sand castle and also hit and ran. The sky was bright and clear so they were very happy. However, the sky changed into dark after that the people in the beach were shocked by earthquake. They scared and ran away from the beach because it. Deny and Bryan were afraid about the earthquake. They decided to back home.

Vocabularies

Visit	: mengunjungi	Scare	: takut
Cave	: goa	Run away	: lari menjauh
Look	: melihat/ memandang	Earthquake	: gempa bumi
Around	: sekitar/ sekeliling	Quickly	: cepat
Amaze	: takjub	Change	: berganti
Wall	: tembok	Afraid	: Takut
Figure	: bentuk/ gambar- gambar		
Stalagmite	: stalakmit		
Climb	: memanjat		
Stone	: bebatuan		
Met (meet)	: ketemu/ bertemu		
Acquainted	: perkenalan		
Furthermore	: selanjutnya		
Explore	: menjelajahi		
Chat	: berbincang- bincang		
Felt (feel)	: merasa		
Keep in touch	: selalu berkomunikasi		
Couple	: pasangan		
Quite	: sepi		
Ride	: mengendarai		
Decide	: memutuskan		
Shock	: kaget		
Bright	: bercahaya		
Clear	: bersih		

RENCANA PELAKSANAAN PEMBELAJARAN

Mata pelajaran : Bahasa Inggris

Kelas/ Semester : X/2

Pertemuan ke :

Alokasi Waktu : 2x45 menit

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I. Indikator :

1. Mengidentifikasi teks berbentuk *procedure*.
2. Menggunakan *temporal conjunctions* dalam teks berbentuk *procedure*.
3. Mengidentifikasi makna dalam teks *procedure*.
4. Mengidentifikasi langkah-langkah retorika dari teks berbentuk *procedure*.
5. Merangkai gagasan dalam teks berbentuk *procedure*.
6. Menggunakan kalimat simple present tense dalam membuat sebuah prosedur.
7. Menghasilkan teks berbentuk *procedure*.

II. Tujuan Pembelajaran :

1. Siswa dapat mengidentifikasi makna dalam teks *procedure*.
2. Siswa dapat mengidentifikasi langkah-langkah retorika dalam teks *procedure*.
3. Siswa dapat menulis teks berbentuk *procedure* dengan menggunakan simple present tense.

III. Materi Ajar :

- Teks procedural “How to Make a Cheese Omelet”.
- Chart/ clue about procedural teks dengan judul “ How to Make Fried Rice?”.

IV. Teaching Technique :

Text-based approach (BKOF, MOT, JCOT, and ICOT).

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Assalamualaikum wr.wb. Good morning students? How are you today?
- b) Peneliti mengecek daftar hadir siswa.
Ok, before we start our lesson! Let me check the attendance list. Who is absent today?
- c) Peneliti bertanya kepada para siswa tentang teks procedure.
 1. Pernahkah kalian membaca teks petunjuk pembuatan atau penggunaan sesuatu?
 2. Contohnya seperti apa?
 3. Pernahkah kalian membaca resep makanan?

Ok, have you ever heard about recount text? What do you know about procedure text?

 1. Have you ever read the directions to use or make something?
 2. Can you tell me about it? Mention it?
 3. Have you ever read a food recipe?
- d) Peneliti menjelaskan bahwa pertemuan hari ini membahas tentang *procedure* teks.
Ok class, today we will learn about procedure text.

b. Kegiatan Inti :

- a) Peneliti membagikan teks procedure.
Ok class, did you get the text?
- b) Peneliti meminta para siswa membaca how to make a cheese omelet.
Now, let’s read “how to make a cheese omelet!”
- c) Peneliti memberi pertanyaan terkait dengan teks procedure.

Ok, what do you know about the text?

- What text did you read?
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Generic Structure:

1. Topic (Title of the Text)
2. Materials (Ingredients and Utensils)
3. Instructions
4. Steps

Giving command	Responds of command
Let's + V1 (take, go, make) this.....	Let's do it
Close the door , Please!!!!	Ok, I will
You should+ V1 (take, get, make, etc)	Of course, you are

Temporal conjunction

First, second, then, after that, and then, next, the last, furthermore, finally, etc

Grammar and structures

Present tense: **S + V1 s/es + O / S + Do/ does + V1 + O**

Contoh:

1. Rano reads a newspaper every morning

S V+s O Adv. of time

2. They ride motorcycle

S V1 O

3. Do you feel happy?

S V1 Adj.

Task 1**How to Make a Cheese Omelet****Ingredients:**

2 eggs

2 grams of cheese

1 cup of milk

3 ml of cooking oil

Salt and Pepper

Utensils:

Frying pan

Fork

Cheese grate

Bowl

Plate

Instructions:

1. Whisk the eggs
2. Add pinch of salt and pepper
3. Add some milk
4. Pour the mixture into a frying pan
5. Serve in plate.

Steps

Ok, now let us make it!

First, whisk eggs into a bowl. Second, whisk the eggs with a pinch of salt until it is smooth. After that, add some milk and whisk well. Grate the cheese into the bowl and whisk them all. Next, heat the oil in a frying pan, and pour the mixture into the frying pan. Then, turn the omelet with a spatula, and then cook both sides. After the omelet cooked, place it on a plate. Do not forget seasoning those are salt and pepper! You can eat it while warm.

Questions:

1. What are utensils need to make an omelet?
2. What are ingredients need to make an omelet?
3. How many steps make a cheese omelet?
4. What is the text type?
5. What must we do after add the milk?

6. What can we use to whisk the mixture?
7. What can we use to serve the omelet?

Task 2

How to Make Fried Rice

Ingredients:

1 cup of rice
2 eggs
Oil
Onion
Garlic
Pepper
Cabbage

Sauce
Ketchup
Salt
Optional Ingredient (sausage,
Chicken, beef, etc)

Utensils:

Frying Pan
Spatula
Mixer / Mortar
Plate
Spoon

Please make the instruction and how to make fried rice!!!

Task 3

Make a food recipe (ingredients, utensils, instruction and steps) that you usually cook

An example

How to Make Fried Banana

Ingredients

Bananas eggs
Oil water
Sugar
Flour
Salt

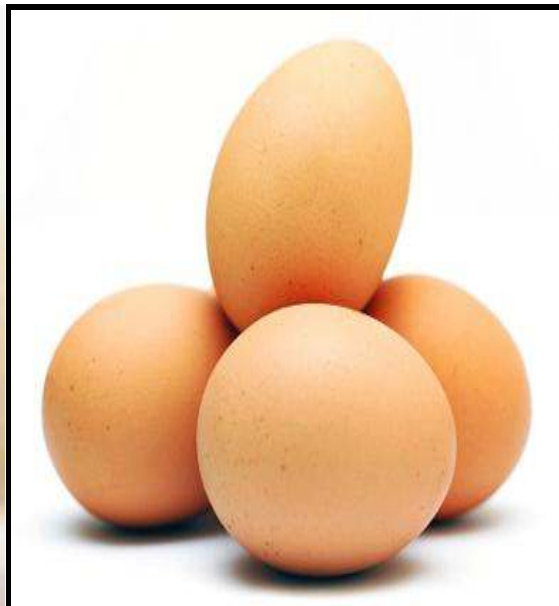
Utensils

fry pan
spatula
plate

Instructions

1. Put bananas and remove the peels
2. Cut banana into pieces or two pieces
3. Make the dough flour, egg, a pinch of salt, and two spoonful of sugar
4. Mix them all and pour the water
5. Stir them well into a mixture
6. Put the bananas into the mixture
7. Heat oil in fry pan
8. Put the bananas from the mixture and fried them
9. Serve in plate while warm.

Pictures media

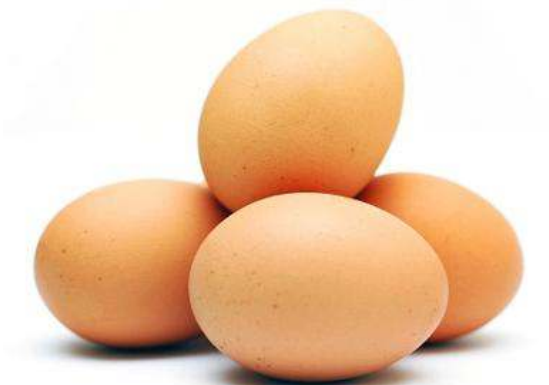






WWW.FOTOBANK.COM SF12-8984 Stock Food
Making Fried rice





Vocabularies

Menumbuk: crush

Mengocok / mengaduk : whisk

Memanaskan: boil

Memasukan: put (into)

Menuang: pour

Mencampur: mix

Memotong: cut

Menyajikan : serve

Task 1

Answers the questions

1. The utensils need to make a cheese omelet are frying pan, fork, cheese grate, bowl and plate.
2. The ingredients need to make a cheese omelet are eggs, salt, cheese, pepper, cooking oil, and milk.
3. The steps are 5 steps.
4. The text is Procedural text
5. After add the milk we must grate the cheese into the bowl.
6. To whisk the mixture we can use a fork.
7. To serve omelet we can use a plate.

Task 2

The instructions to make fried rice

1. Pound the garlic, onion, and cabbage with mortar.
2. Add the salt and pepper in the mixture.
3. Boil the cooking oil.
4. Put the mixture in boiling cooking oil.
5. Put the rice into frying pan.
6. Pour the sauce.

7. Pour the ketchup
8. Put the optional ingredients like meatball or sausage.

The steps to make fried rice

Let's make the fried rice!

First, pound the garlic, onions, and cabbage if you want spicy fried rice with the mortar. Second put the salt and pepper in the mixture and mix them well. After that, boil the cooking oil into boiling and then put the mixture on the boiling oil. Then, pour the rice on the mixture and mix them well. If the rice smelled, next pour the sauce and ketchup into in the rice and mix them well. Furthermore, add the optional ingredients like meatball or sausage to get a nice taste. Finally, serve the fried rice on plate and ready to eat.

Task 3

An Example

How to Make Fried Banana

Ingredients

Bananas	eggs
Oil	water
Sugar	
Flour	
Salt	

Utensils

fry pan
spatula
plate

Instructions

1. Put bananas and remove the peel
2. Cut banana into pieces or two pieces
3. Make the dough flour, egg, a pinch of salt, and two spoonful of sugar
4. Mix them all and pour the water
5. Stir them well into a mixture
6. Put the bananas into the mixture
7. Heat oil in fry pan
8. Put the bananas from the mixture and fried them

9. Serve in plate while warm

Steps

Do you want a snack? Let us make fried bananas

First, put the bananas and remove the peels. After you get the banana flesh, cut it into a few pieces or two pieces. Then, you must make the dough. First, you prepare flour, eggs, a pinch of salt and 2 spoonful of sugar and mix them. Furthermore, stir the mixture and pour the water until mix well. After the dough done, put bananas into the mixture. Next, heat the oil in the fry pan and put the bananas. Fry bananas and turning the other side with spatula. Finally serve fried bananas in plate while warm.

RENCANA PELAKSANAAN PEMBELAJARAN

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3. Mengidentifikasi makna dalam teks *procedure*.
4. Mengidentifikasi langkah-langkah retorika dari teks berbentuk *procedure*.
5. Merangkai gagasan dalam teks berbentuk *procedure*.
6. Menggunakan kalimat simple present tense dalam membuat sebuah *procedure*..
7. Menghasilkan teks berbentuk *procedure*.

II. Tujuan Pembelajaran :

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat mengidentifikasi makna dalam teks *procedure*.
2. Siswa dapat mengidentifikasi langkah-langkah retorika dalam teks *procedure*.
3. Siswa dapat menggunakan temporal conjunctions dalam menghasilkan teks *procedure*.

4. Siswa dapat membuat teks berbentuk *procedure* dengan menggunakan simple present tense.

III. Materi Ajar :

- Teks procedural “ Home remedy for Flu (influenza)”.
- Chart/ clue about procedural teks dengan judul “ Home Remedy for free acne in face?”.

IV. Teaching Technique :

Text-based approach (BKOF, MOT, JCOT, and ICOT).

V. Langkah- langkah Kegiatan Pembelajaran :

a. Kegiatan awal :

- a) Peneliti menyapa para siswa
Assalamualaikum wr.wb. Good morning students? How are you today?
- b) Peneliti mengecek daftar hadir siswa.
Ok, before start our lesson today! Let me check the attendance list. Who is absent today?
- c) Peneliti bertanya kepada para siswa tentang teks procedure.
 1. Pernahkah kalian sakit flu?
 2. Bagaimana cara kalian menyembuhkannya?
 3. Apakah kalian pernah membuat obat sendiri?
 4. Bahan apa saja yang di pakai dalam obat tersebut?

Ok, have you ever heard about recount text? What do you know about procedure text?

 1. Do you ever have influenza?
 2. What you usually do to treat influenza?
 3. Have you ever made a home medicine (home treatment)?
 4. What the materials did you use?
- d) Peneliti menjelaskan bahwa pertemuan hari ini membahas tentang procedure teks.
Ok class, today we will learn about procedure text.

b. Kegiatan Inti :

- a) Peneliti membagikan teks procedure.
Ok class, all of you! Did you get the text?
- b) Peneliti meminta para siswa membaca home remedy for flu.
Now, let's read "home remedy for flu!"
- c) Peneliti memberi pertanyaan terkait dengan teks procedure.
Ok, what do you know about the text?
 - What kind of text did you read?
 - What are the generic structures of procedure text? Can you mention them?
- d) Peneliti meminta para siswa membentuk kelompok 4 orang.
Now, please make a pair
- e) Peneliti meminta para siswa membuat teks berbentuk procedure berdasarkan chart/ clue.
Ok, every pair did get the clue? Now, write a Procedure text according to the clue!
- f) peneliti menyimpulkan dari teks procedure yang telah dipelajari.
Ok, now you have learned about procedure text. Can you tell me all about procedure text.

c. Kegiatan Akhir :

- a) Peneliti berterima kasih kepada para siswa
Thank you very much. I'm so appreciate.
- b) Peneliti menutup pelajaran.
Ok, wassalamualikum wr.wb. thank you and see you next.

VI. Alat/ Bahan/ Media/ Sumber Belajar :

Terlampir

VII. Penilaian :

1. Urutan cerita : 40
2. Grammar : 30
3. Vocabulary :30

Criteria	Poor grammar And vocabulary	Average in using grammar and vocabulary	Good in using grammar and choice of word	Using grammar and vocabulary correctly
Score	Less than 60	61-70	71- 80	81 above

Yogyakarta.....

Teacher,

Researcher,

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Mengetahui,
Kepala Sekolah SMA N 1 Pleret

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Generic Structure:

1. Topic (Title of the Text)
2. Materials (Ingredients and Utensils)
3. Instructions
4. Steps

Giving command	Response of command
Let's talk about.....	Let's do it
Ok , let's all get moving...	Ok,.....
You should.....	Of course, you are

Temporal conjunction

First, second, then, after that, and then, next, the last, furthermore, finally, etc

Grammar and structures

Present tense: **S + V1 s/es + O / S + Do/ does + V1 + O**

Contoh:

1. Rano reads a newspaper every morning

S V+s O Adv. of time

2. They ride motorcycle

S V1 O

3. Do you feel happy?

S V1 Adj

Task 1**Home Medicine (Treatment) for Flu(Influenza)****Ingredients:**

Water

Menthol Oil

Utensils:

Pan

Big bowl

Towel

Instructions:

1. Add some drops of menthol oil to the water.
2. Boil some water.
3. Wrap your head with a towel.
4. Inhale the steam water
5. Pour the water into a big bowl

Steps:

Ok, let's make it and you should take it rapidly to treat your influenza!

First, boil some water in a pan. After the water is boiling, pour the water into a big bowl.

Next, add some drops of menthol oil in the water and stir thoroughly until the menthol aromatic can smell. After that, inhale the mixture in a few minutes. Then, take a towel and dip a towel into hot water to wrap your head. Finally, inhale the mixture while your head wrap with a towel. Take the instruction in 3- 4 times.

Questions:

Please answer the questions according to the text!

1. What can we use to boil the water?
2. What is the next step after the water boiling?
3. What can we use to wrap our head?
4. How long should we take the treat?
5. What is the text type?

Task 2**Home Medicine (treatment) for Free Acne in Face****Ingredients**

Cucumber

Facial foam

Utensils

Blender

Knife

Big bowl

Instructions:

1. Take the cucumber from the fridge.
2. Wash your face with a facial foam
3. Remove the peel from cucumber.
4. Pour the mixture into a big bowl.
5. Cut the cucumber into small pieces and put it into blender.
6. Mix the cucumber with blender.
7. Wash your face after 20 minutes
8. Take the mixture and apply in your face about 20 minutes.

Rearrange the instructions and write them into good instructions. Please improve your mind!

Task 3

Make a procedural text about home remedy or how to use something like electrical appliances!!!! PLEASE IMPROVE YOUR MIND WITH YOUR PARTNER!!!!

An example**How To Insert the SIM card****Instructions**

1. Switch off the phone.
2. Slide the cover and lift the battery.
3. Insert the SIM card into the slot.
4. Set the battery back into the slot.
5. Slide the cover back into the phone.
6. Switch on the phone
7. Wait for minutes to your phone get signals.

Vocabularies:

Boil	: mendidih	Dip	: celupkan
Wrap	: membungkus/ membelitkan	Cucumber:	timun
Towel	: handuk	Knife:	pisau
Inhale	: hirup/ ambil nafas	Fridge	: lemari pendingin
steam	: uap	Remove:	menghilangkan
Cattle	: panci/ Ceret	Piece	: potongan
Drop	: tetes	Peel	: Kulit (buah)
Stir	: mengaduk	Apply:	memakai/ menggunakan.
Smell	: bau / membaui/ menghirup bau		

Task 1

1. We can use a pan to boil the water.
2. After the water boiling is add some drops of menthol oils.
3. To wrap our head we can use a towel.
4. We can take a home medicine in 3 or 4 times.
5. The text is Procedural text.

Task 2

First, wash your face with facial soap. Second, pick up the cucumber from the fridge. Then, remove the peels because you do not need them. After you get the cucumber without the peels, cut it into a few pieces and put it all in blender. After that, mix the cucumber until smooth and pour it into a big bowl. Finally, apply the mixture in your face for 20 minutes and wash your face. You can get your face clearer if you take it twice a week.

Task 3**How to Insert the SIM card****Instructions**

- Switch off the phone.
- Slide the cover and lift the battery.
- Insert the SIM card into the slot.
- Set the battery back into the slot.
- Slide the cover back into the phone.
- Switch on the phone
- Wait for minutes to your phone get signals.

How To Insert SIM Card

First off all, switch-off the cellular phone

Second, slide the cover, and lift the battery.

Then, insert the SIM card into its slot. Be careful when you insert, the SIM card must in right position that is connect with connector the cellular phone.

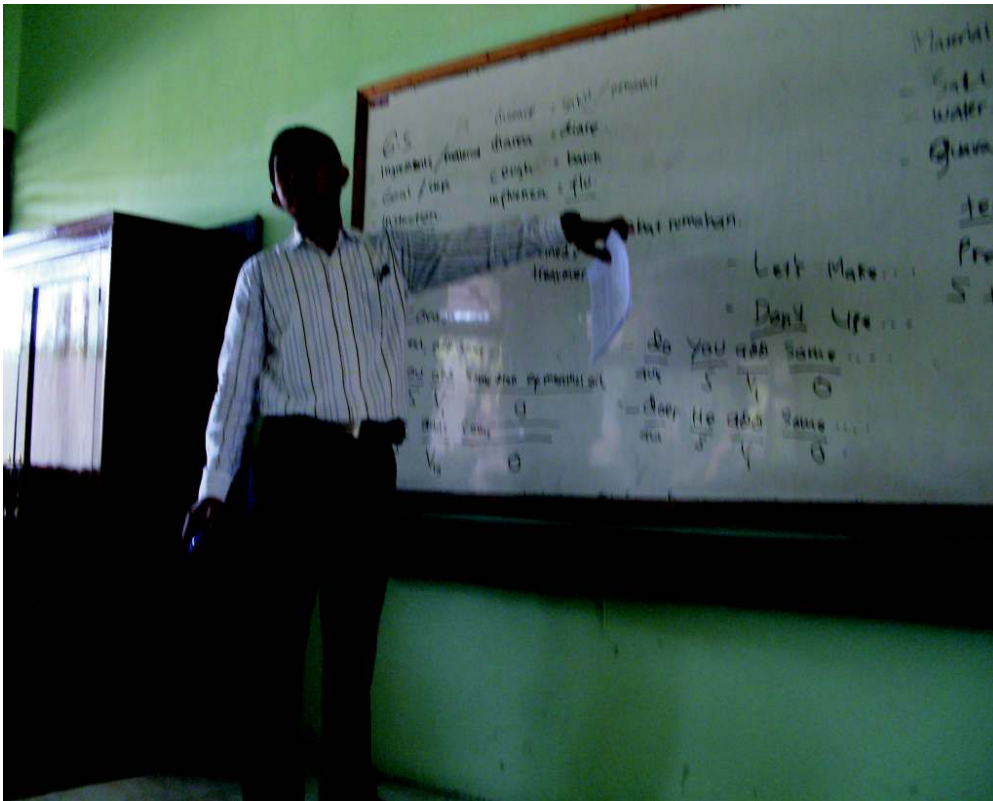
Now, slide the cover back into the mobile phone.

Finally, switch on your phone.

Wait a few minutes to your phone get signal.

APPENDIX 4

Photographs



Gambar 1



Gambar 2



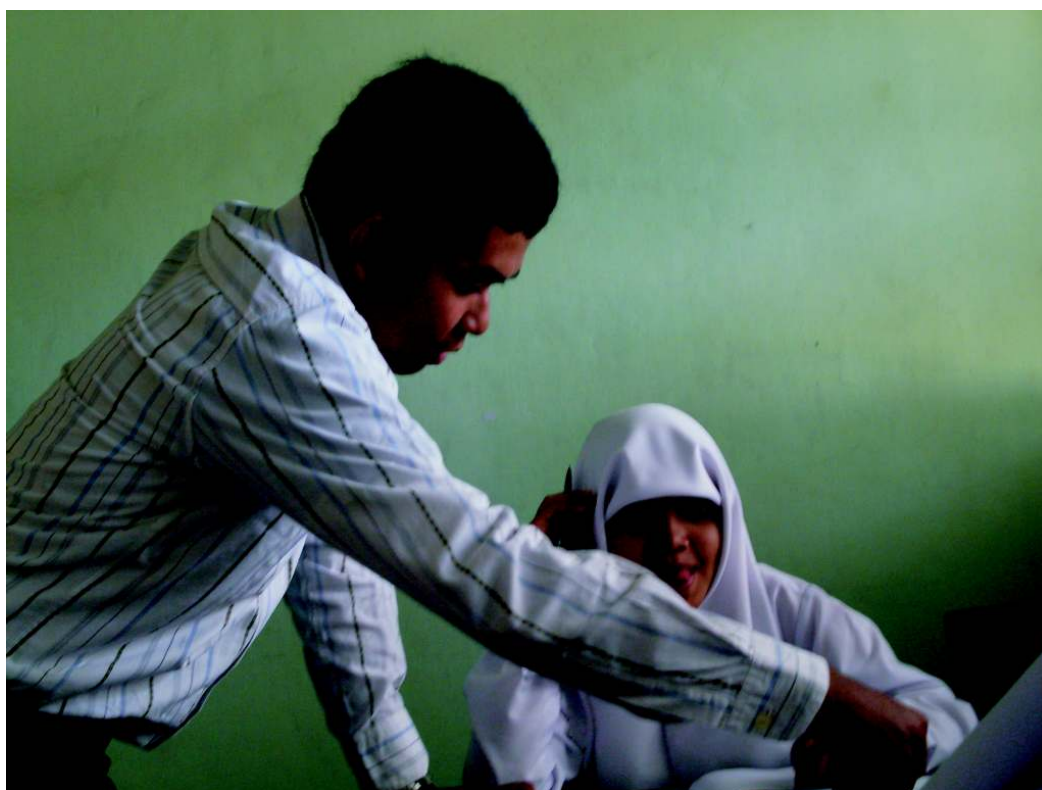
Gambar 3



Gambar 4



Gambar 5



Gambar 6



Gambar 7



Gambar 8



Gambar 9



Gambar 10



Gambar 11



Gambar 12

APPENDIX 5

Letters