IMPROVING WRITING ABILITY OF GRADE XII STUDENTS AT SMA NEGERI 1 MAJENANG USING TASK-BASED LANGUAGE TEACHING (TBLT) IN THE ACADEMIC YEAR OF 2016/2017

A THESIS

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

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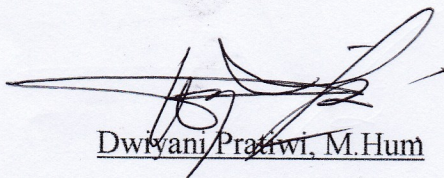
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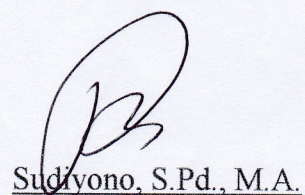**A THESIS**

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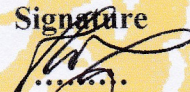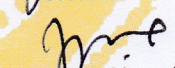
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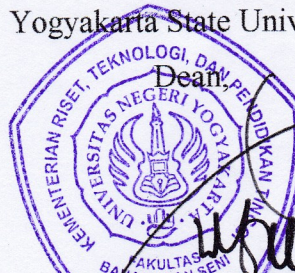
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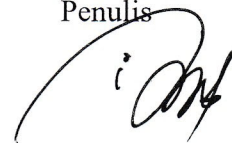
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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian 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, 4 Oktober 2016

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DEDICATIONS

I proudly dedicate this thesis to:

1. My beloved father and mother (Sein and Umi Hani)

   Thank you for your endless love, care, prayer, support, and all of things that have been sacrificed for me.

2. My beloved sister (Fella Zuffah)

3. Yogyakarta State University

MOTTOS

If you want to live a happy life, tie it to a goal. Not to people, or
things.
-Albert Einstein-

All progress takes place outside the comfort zone.

-Michael John Bobak-

Teachers can change lives with just the right mix of chalk and challenges.

-Joyce Mayer-

Spread joy. Chase your wildest dreams!
-Patch Adams-

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ABSTRACT

The objective of this action research was to improve the students' writing ability of grade XII students in SMA Negeri 1 Majenang in the academic year of 2016/2017 using Task-Based Language Teaching (TBLT).

This research was carried out from August to October 2016. The subjects of this research were the students of Class XII IPA 3 in SMA Negeri 1 Majenang. It was conducted in two cycles involving TBLT stages namely Pre-task, Task-cycle, and Language Focus. Each cycle consisted of planning, acting, observing, and reflecting. The data of this research were obtained through several techniques including observations, interviews, documentations, and writing tests. In analyzing the data, the researcher applied two types of data analysis. The first data were quantitative data. The quantitative data were in the form of the students' writing scores from Pre-test, Progress-test, and Post-test by comparing the means of each test to find out the improvement of the students' achievement in writing. The second data were qualitative data. In analyzing qualitative data, the researcher used of interactive model; they were data reduction, data display, and data verification. Validity of this research was democratic validity, outcome validity, process validity, dialogic validity, and catalytic validity. Furthermore, this research applied time triangulation and investigator triangulation to get trustworthiness.

The findings reveal that the students' writing ability improved through the use of Task-Based Language Teaching (TBLT). The students made improvements well in five aspects of writing namely content, organization, vocabulary, language use, and mechanics. The students' gain score compared from Pre-test to Post-test in content aspect was 4.3 (14.3%); organization aspect was 2.9 (14.5%); vocabulary aspect was 3.2 (16%); language use aspect was 5.2 (20.8%); and mechanics aspect was 0.1 (2%). In Pre-test, the students' mean score of writing was 63.7. Then, in Progress-test, it improved up to 74.4. In the end of this research, from Post-test, it was known that it improved up to 79.3. Task-Based Language Teaching (TBLT) also improved the students' behavior toward the teaching and learning process of writing. It was shown that the students were more enthusiastic and active in the teaching and learning process of writing. The students had more chances to explore their ideas and to choose their own words. In addition, the teacher also had a lot of opportunities to develop various activities.

Key words: Writing ability, Task-Based Language Teaching (TBLT).

CHAPTER I
INTRODUCTION

A. Background of the Study

Language is a significant tool in communication. Through language, people can share their ideas, opinion, and even feeling to the others. There are many kinds of language that people use all around the world. For example, Indonesian uses *Bahasa Indonesia* to communicate with the others; Japanese uses Japanese language; and many others. In order to accommodate people with many different languages, there is an international language namely English. Therefore, all people around the world can communicate with the same language. English as a foreign language in Indonesia is taught at school starting from junior high school up to the university level. The main purpose of teaching English is to develop communicative competence in spoken and written forms. There are four skills in English; they are speaking, writing, reading and listening.

Ministry of National Education states that English is one of subjects tested in national Final Examination for Senior High School. It is said in *Peraturan Pemerintah No 19 Tahun* 2005 that the national educational purpose for Senior High School is focused on increasing students' competency in reading and writing. It means that the purpose of English teaching in Senior High School is to achieve informational level because the students are prepared to continue their education in the university level (BNSP, 2006: 212).

The skills in English are divided into two main skills; they are receptive and productive skills. There are two types of productive skills: speaking and

writing. According to *Peraturan pemerintah No 19 Tahun 2005*, writing skill is one of the competencies that should be mastered by the students. Brown (2004: 218) says that writing skill, at least at rudimentary levels, is a necessary condition for getting employment in many walks of life and is simply taken for granted in literature cultures. Writing is a productive skill that related most to the mind activities. Writing is different from speaking. Writing is more complex than speaking since it requires students' comprehensive abilities. In addition, to produce a good writing, the students have to be able to present their ideas in the written form that can be understood by the readers. However, some people think that writing is not only delivering ideas to the others but also completing the writing processes itself: planning, generating ideas, focusing and restructuring, reflecting, reviewing, revising, editing, publishing, and evaluating.

In the writing subject, the students should be able to communicate in English through their writing product. According to Brown (2004), the second language learners are expected to write coherent writing with chosen rhetorical and discourse devices. The writing product can be understood by the readers if it is written and organized in a good way. According to Brown (2001), the criteria of good writing are related to content, organization, vocabulary use, grammatical use and mechanical considerations such as spelling and punctuation.

In fact, in SMA Negeri 1 Majenang, writing becomes problem for most students especially in grade XII. According to the data which have been gained in the observation, there are some problems related to the writing skill which are faced by the students. First, the students get difficulties in developing their ideas.

Actually they do not know what they are going to write into paragraphs even sentences, so it makes their writing lack details. Second, the students get difficulties in organizing the ideas. When they are able to write some sentences, they do not know how to arrange them with the logical sequence. In addition, their sentences are not relevant to the main idea. Third, most of students lack vocabularies. This is the most significant problem, since it leads the students to write limited sentences. Fourth, most of the students find difficulties in using correct grammar. They are still confused of how to implement the concept. For example, they are confused when they have to use Simple Past Tense, Past Perfect Tense, and Simple Present Tense. The Last, some students misspelled the vocabulary. For example, they want to write "conclusion", but what they write is "conclution". Then, they also feel confused about the use of punctuation.

All of the problems above can be solved through many ways. The teacher and the students are responsible to solve them. The students can improve their motivation to get high degree and satisfaction in English. The teacher can try any method to teach writing skill in an appropriate way. One method which is considered as an effective way to improve the students' ability in writing is Task-Based Language Teaching (TBLT). TBLT is a language teaching method for second language learners. Richards (2006: 30) states that in the case of Task-Based Teaching, the claim is that language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks.

In Task-Based Language Teaching, the teacher can combine writing tasks with fun activities and familiar topics to the students, for example describing students' special person, their memorable experiences, their interests, their daily activities, etc. TBLT offers the material for the students which they have to actively engage in the process of teaching learning in order to achieve a goal or complete a task.

Regarding the explanation above, the researcher believes that the implementation of TBLT can solve the students' problems because the students are more engaged in the teaching and learning process of English. Besides TBLT can solve the students' problems in writing skill, it can also help the students to improve classroom situation. The students can study in fun atmosphere and they can be more focus on the writing teaching and learning process.

B. Identification of the Problem

From the observation which has been done by the researcher, it can be identified that there are some problems which are faced by students in writing skill; they are:

1. Some students get difficulties in developing their ideas. It makes their writing lack details.

2. Some students also get difficulties in organizing ideas. They write some paragraphs with illogical sequence. Their sentences are not relevant to the main idea.

3. Most of the students have a limited vocabulary. It leads the students to write limited sentences.

4. Most of the students find difficulties in using correct grammar. They are still confused about how to implement the concept.

5. Some students misspelled the vocabulary. They also feel confused about the use of punctuation. Some students do not know about the correct punctuation use.

The problems in writing faced by the students are caused by three factors: the students themselves, the teacher, and the class situation. First, the students do not get sufficient writing exercises to explore their ideas, they have low self-confidence, and they are afraid of making mistakes. Second, the teacher does not give enough exercises and suitable teaching method to support the teaching learning process, especially in teaching writing. Then, the last is the class situation. The situation in the writing class is uncomfortable for the students since they have low motivation to learn English, so they are not interested to be engaged in the teaching learning activities.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher decided to help the students to improve their writing ability. To accomplish this purpose, the researcher focuses on the implementation of Task-Based Language Teaching (TBLT) as the method for the teacher to overcome the difficulties faced by the students in writing. The researcher believes by implementing Task-Based Language Teaching (TBLT), the students can solve their problems in the writing skill. The researcher will improve the writing ability of grade XII students in the first semester. According to the competencies standards and basic competencies of

writing for class XII semester 1, it deals with the two types of texts; they are short functional text in the form of formal and non-formal and the essays in the form of narrative, explanation, and discussion.

D. Problem Statement

Based on the background above, the statement of the problem is how could Task-Based Language Teaching (TBLT) improve the writing ability of grade XII students at SMA Negeri 1 Majenang in the academic year of 2016/2017?

E. The Objective of the Study

The objective of this research is to improve the writing ability of grade XII students at SMA Negeri 1 Majenang in the academic year of 2016/2017 using Task-Based Language Teaching (TBLT).

F. The Significances of the Study

This study is expected to give benefits for:

1. The other researcher of writing ability

    The result of this research can be used as a starting point in improving the teaching and learning activity in the classroom.

2. The students of XII IPA 3 at SMA Negeri 1 Majenang

    a. The teaching learning process will be more enjoyable since the students can work independently. They can discuss the tasks with their partners.

    b. They are more attracted to write in English.

    c. They have more opportunities to develop their ability in writing.

    d. They will have higher self-confidence in writing.

    e. They will increase their vocabularies automatically.

    f. Their understanding about the sentence structure and English grammar will increase.

3. The English teacher at SMA Negeri 1 Majenang

    a. It improves the skill of English teacher in using Task-Based Language Teaching (TBLT) to teach writing skill.

    b. It encourages the teacher to give the follow up activity for the students' written works.

    c. It stimulates the teacher to motivate their students in writing.

CHAPTER II
LITERATURE REVIEW

A. Review of Relevant Theories

1. The Nature of Writing

a. The Definition of Writing

Writing belongs to one of the skills in English that should be mastered by the English learners. Many definitions of writing had been proposed by many language experts. According to Brookes and Grundy (2000: 7) writing is an activity that includes several processes, such as thinking what to write and ordering them into some sentences and even some paragraphs. In addition, Byrne (1997: 1) states that writing is the acts of forming symbols, letter or combination of letters, which relate to the sound when we speak, making marks on a flat surface of some kind, arrange according to certain conventions to form words and word arranged to form sentences. Harmer (2004: 3) points out that for a child, it can be said that writing is more difficult to be learned than speaking since writing has to be consciously learned, whereas speaking is unconsciously learned as it is used in the daily life for communication.

Based on the theories above, it can be concluded that writing is one of four skills in language which is in the form of an activity that expresses ideas in written form which needs some processes to do it. In learning writing, it can't be learned unconsciously since the learners have to have certain occasion to do writing activity such as in the classroom, in the lecture, etc.

Therefore, writing should be taught in an appropriate method to get the best result of writing.

b. The Process of Writing

In producing a writing product, there must be some steps to do it. It can't be denied that the learners have to plan what they are going to write. Then, they can put what they are thinking into words. After they produce a writing, they have to revise it as well if there are some grammatical mistakes in their writing. Then, they can call their writing as the final version of their writing. As stated by Harmer (2004: 4-6), writing process is the stage a writer goes through in order to produce something in its final written form. The writing process has four main elements; they are: planning, drafting, editing (reflecting and revising), and final version.

When planning, the writers make a plan about what they are going to write. In doing this, the writers at least have to think about three main issues. First, the writers have to consider the purpose of their writing. Second, they have to think about the audience they are writing for. The last, the writers have to consider about the content structure of the piece. Then, drafting is the next process in writing. In this process, the writer produces a draft. Draft is the first version of a piece of writing.

After the writers have produced a draft, then they will read through what they have written. This process is called editing consisted of reflecting and revising. In this stage, they will see whether there is something ambiguous in their writing or not, there are some grammatical errors or not,

and so on. It also can be done by the other readers (editors) who comment and make suggestions. When the writing products have been edited, and the writers are making the changes, they produce their final version.

According to Brown (2001), some parts of writing processes are prewriting, drafting, and revising. Prewriting includes generating ideas, focusing, and structuring. However, the writing activity itself starts from drafting. It deals with how ideas can be led to a conclusion with a sense of completion. Then, revising includes evaluating and reviewing. Evaluating is concerned with the cultivation of a sense of responsibility for being critical to the writing. While, reviewing is aimed to develop critical capacities and enrich the repertoire of linguistic resources for writing.

The process of writing is also defined by Ruddell (2005: 282-284), he states that there are some steps of writing, they are: Before Writing (Prewriting), During Writing (Drafting), and After Writing (Revising, Editing, Publishing, and Evaluating).

From the three different views above, it is known that there are three main stages in writing process; they are: prewriting includes planning, generating ideas, focusing, and structuring. During writing includes drafting. And the last stage is after writing that includes reflecting, reviewing, revising, editing, publishing, and evaluating. The writers have to become accustomed to these three main stages in writing in order to produce a good writing.

c. Micro- and Macro-Skills of Writing

In producing a good writing, the writer should master the micro-skills and macro-skills of writing. Micro and macro skills are criteria to determine whether or not the students are able to write. The micro skills apply more appropriately to imitative and intensive type of writing task, while macro skills are essential for the successful mastery of responsive and extensive writing. Brown (2004: 221) proposed some micro-skills and macro-skills of writing. In this research context, the micro-skills improved are: (1) Writing a word in a correct order pattern. (2) Writing using appropriate grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules. (3) Connecting sentences using conjunction. In addition, the macro-skills improved are: (1) Producing different types of writing such as narration, description, explanation, argumentation, etc. in appropriate rhetoric forms of them. (2) Understanding the communicative function of written text; for example, an explanation text is used to explain a certain natural phenomenon or social fact. (3) Connecting between main ideas and supporting details. (4) Knowing when to employ certain writing stage.

The writer should have ability in expressing the idea, combining the sentences into a good paragraph, combining one sentence to the other sentences, selecting the appropriate vocabularies, and using correct grammar to make the text coherence. When the writers have mastered some micro-skills and macro-skills of writing, it can be assumed that the writers are able to produce a good writing.

d. Types of Writing

In English written language, there are several genres of writing that the second language learners need to acquire. Each type of writing has its own social function. Therefore, the learners should take into account about the types of writing. As stated by Brown (2004: 219) there are three genres of writing, they are: academic writing, job-related writing, and personal writing. Following are the types of each genre of writing:

1) Academic writing

It relates to the writing which is made for the pedagogical purpose. For example: papers and general subject reports; essays, compositions; academically focused journals; short-answer test responses; technical reports (e.g., lab reports); and theses, dissertations.

2) Job-related writing

It is made to accomplish the communicative purpose in the work life. For example: messages (e.g., phone, messages); letters/emails; memos (e.g., job evaluation, project reports); schedules, labels, signs; advertisements, announcements; manuals.

3) Personal writing

It is used by individual person in the real life. For example: letters, emails, greeting cards, invitations; messages, notes; calendar entries, shopping lists, reminders; financial documents (e.g., checks, tax forms, loan applications); forms, questionnaires, medical reports, immigration documents; diaries, personal journals; fiction (e.g., short stories, poetry).

All those genres of writing above can be in the form of many types of texts. According to Anderson (1997), there are several types of texts in English, such as: descriptive, recount, report, procedure, explanation, exposition, discussion, etc. Following are the description of some text types in English:

1) Descriptive

Social function: to describe people, animals, things, places or the other things specifically.

Generic structure: identification, description (it contains of the information about the feature of objects).

Language features: specific nouns (e.g. doctor, market, apple, etc.), simple present tense, detailed noun phrase, adjective (about describing, numbering, classifying), relational process, figurative language.

2) Narrative

Social function: tells a story and entertains the reader or listener. Events in the story are usually arranged in a temporal sequence.

Generic structure: orientation, events, re-orientation (optional element).

Language features: focus on individual participants, use of past tense, focus on a temporal sequence of events, use of material (or action) clauses and processes.

3) Report

Social function: factual text which describes the way things are, with reference to a whole range of phenomena, natural, cultural, and social in our environment.

Generic structure: general classification, description (parts and their functions, qualities, habits/behaviors or "uses" if non-natural.

Language features: focus on generic participants (group of things), use of simple present tense (unless extinct), no temporal sequence, use of "being" and "having" clause.

4) Procedure

Social function: factual text designed to describe how something is accomplished through a sequence of actions or steps.

Generic structure: goal, steps

Language features: focus on generalized human agents, use of simple present tense, use of mainly temporal conjunctive relations, use of mainly material (action) clauses.

5) Explanation

Social function: factual text used to explain the processes involved in the evolution of natural and social phenomena or how something works. It used to account for why things are as they are. It is more about processes than things.

Generic structure: a general statement to position the reader, then sequenced explanation of why or how something occurs.

Language features: focus on generic (non-human participants), use of simple present tense, use of temporal and clausal conjunctive relations, use of mainly material (action) processes, some passives used to get the right theme. The theme is what comes first in the clauses and is what the clause (or message) is about.

6) Exposition

Social function: factual text used to put forward a point of view, or argument, e.g. essay, letter to the editor.

Generic structure: thesis, arguments, reiteration.

Language features: focus on generic human and non-human participants, use of simple present tense, few temporal conjunctive relations, use of material, relational and mental processes.

7) Discussion

Social function: to present information about and arguments for both sides of a topical issue, concluding with a recommendation based on the weight of evidence. Discussions are commonly used by Royal Commissions, Local Councils and School bodies to look at two sides of an issue.

Generic structure: issue, arguments for and against, statement of various point views, recommendation.

Language features: focus on generic human and non-human participants, use of simple present tense, use of logical conjunctive relations, use of materials, relational and mental processes.

e. Writing Performances

In producing a writing, there are some actions that can be done by the learners. The actions or performances depend on the level of the learners and the type of the writing. They can be in the form of simple performance or even complex performance. According to Brown (2004: 220), there are four types of writing performances; they are: imitative, intensive (controlled), responsive, and extensive.

In doing imitative performance, the learner has to accomplish the abilities in the very beginning level of writing such as writing letters, words, punctuation, and some simple sentences. This type of performance focuses on the form. Then, the secondary focuses are context and meaning. Different from imitative, meaning and context are the significance aspects in determining correctness and appropriateness of intensive (controlled) writing performance. The learner has to be able to produce appropriate vocabulary within a context, collocations and idioms, and correct grammatical features.

In doing responsive performance, learners are required to perform at more complex performance of writing. They are expected to produce a limited discourse level, link some sentences into a paragraph and produce a logically connected sequence of two or three paragraphs. The last of writing performance is extensive. This type of writing performance belongs to the most complex of all. The learners are required to produce an essay, a term paper, a major research project report, or even a thesis. There is a limitation on the grammatical form editing in this type of performance.

Based on the explanation of writing performance, the teacher should consider what kind of performance that the students can apply. The teacher should perform as the role model also, so the students can perform the writing performance in the right way. In addition, the teacher also has to take into account the learners' level in selecting the kind of writing performance.

2. Teaching Writing for Senior High School

The 2006 curriculum or the school-based curriculum is developed based on the standards of content and standards of graduate competencies (BNSP: 2006). Referring to the standards of content, English is a compulsory subject at the Senior High School. Standards of English upon graduation for SMA students are demonstrating listening, speaking, reading and writing skills in English. According to *Peraturan pemerintah No 19 Tahun 2005*, writing skill is one of the competencies that should be mastered by the students. Whereas, competencies standards and basic competencies of writing for class XII semester 1 of SMA are as follows:

Table 1: Competency Standards and Basic Competencies of Writing for Class XII Semester 1

Competency Standard	Basic Competencies
6. Expressing the meaning of short functional texts and essays in the form of narrative, explanation and discussion in the daily life context.	6.1 Expressing the meaning of formal and informal short functional texts using written form accurately, fluently, and acceptable in the daily life context.
	6.2 Responding the purpose and the rhetoric steps in essays using written form accurately, fluently, and acceptable in the daily life context in the form of: narrative, explanation, and discussion.

From the table, it can be said that teaching writing for class XII semester 1 is focusing on two basic competencies which are writing short functional texts in the form of formal and non-formal and writing the essays in the form of narrative, explanation and discussion texts. In this research, the researcher just teaches the basic competency of 6.2 which is writing the narrative text.

In achieving an improvement in students' writing ability, the teacher has significant role. According to Harmer (2007: 41-42) the teacher has some duties in teaching writing, they are: demonstrating, motivating and provoking, supporting, responding, and evaluating.

The teacher should be able to explain writing principles and genre limitations in specific types of writing to their attention. By doing so, the teacher roles as the motivator for the students. Then, the teacher also can help the students by provoking the students into having ideas, interesting them with the value of the task, and persuading them what fun it can be. Sometime, the teacher can give the words they need to start a writing task.

The teacher should be supportive when the students write in writing process. He or she always helps students overcome difficulties (except during writing exam). The teacher also gives comments about their use of language and suggests ways of improving their writing. The last, the teacher indicates where they wrote well and where they made mistakes. When the students get back their writing, they can look at the errors and try to correct it.

All of the duties above have to be accomplished by the teacher. First, the teacher should be a role model for the students. It means that the teacher can explain how to do the writing performances and tell the students how to produce a certain type of writing. Second, the teacher also has to be able to motivate and provoke the students to elicit their ideas. Therefore, the students can put their ideas into words and they can produce a good writing. Then, support from the teacher is the significant thing as well. The teacher has to be able to give supportive actions for the students, so the students have a high confidence in producing writing. Another duty is responding. It means that the teacher has to respond to the students' work; comment to their mistakes; and explain how to revise them. Last, the teacher has to be able to do editing. The students deserve some feedbacks of their writing from the teacher. However, it will be better if the teacher gives personal correction of the students' writing, so the students will get their privacy and improve their writing based on the correction from the teacher.

3. Assessing Writing

a. The Nature of Assessment

The term assessment and evaluation are often synonymously in use. However, they have different meaning. As stated by Popham (2003: 297):

> *Assessment* designates four related processes: deciding what to measure, selecting or constructing appropriate measurement instruments, administering the instrument, and collecting information. *Evaluation*, on the other hand, designates the judgments we make about students and their progress toward achieving learning outcomes on the basis of assessment information.

McLaughlin & Vogt in Ruddell (2005: 316) state that assessment is the gathering and synthesizing of information concerning students' learning, while evaluation is making judgments about students' learning.

From the theory, it can be said that assessment is the tool or media for the teacher to assess their students. Assessing students' writing is not as simple as the other subjects. It differs from science and social studies. The teacher needs to have complex knowledge, even unrelated material to the lesson that teacher gave to the students. In writing, the standard of correctness is more complex than the other subjects. It is set by the community involved in the teaching and learning process and by the experts who create the standard of good writing.

It cannot be denied that assessment has the functions. Related to the functions of an assessment, Brindley in Nunan (2004: 148) comments on the findings of his questionnaire for the teachers to rate the functions of assessment. He concludes that there are some functions of an assessment. First, it can differentiate the learners in the class. Second, it can provide information about the strengths and weaknesses of the learners for course-planning. Then, it can motivate or encourage the learners to take responsibility for their own learning. It also gives the feedback on progress of the teaching and learning process. Then, it provides the students with the record of their achievement, and the last is providing information for funding authorities for accountability purposes.

Since assessment has some functions, the teachers should take into account to use this as the tool for assessing their students' ability in writing. However, the teachers have to enrich their knowledge about the things that make the assessment valid. Groundlund in Nunan (2004: 139) argues that assessment measures need to satisfy three types of validity; they are as follows:

Table 2: Types of Validity in Assessment

Type	Meaning	Procedure
Content validity	How well does the sample of tasks represent the domain of tasks to be measured?	Compare the test tasks to the test specifications describing the task domain under consideration.
Criterion-related validity	How well does test performance predict future performance or estimate current performance on some valued measures other than the test itself?	Compare test scores with another measure of performance obtained at a later date (for prediction) or with another measure of performance obtained concurrently (for estimating present status).
Construct validity	How can test performance be described psychologically?	Experimentally determine what factors influence scores on the test

From the table, there are three types of assessment validity; they are: content validity, criterion-related validity, and construct validity. The teachers should be aware about them to make the assessment that they give to the students valid. If the teachers can fulfill these three types of validity, they can accomplish the functions of assessment as well.

b. Aspects of Writing Skill

In giving the evaluation of writing, the teacher should know about the aspects of writing. Aspects of writing are the elements or categories which should be involved in the writing. By looking at the aspects of writing, the teacher can decide whether the writing is good or not. Brown (2001: 357) states there are six categories or aspects of writing evaluation; they are: content, organization, discourse, syntax, vocabulary, and mechanics.

A text should consist of the topic, main idea, and supporting ideas. It can be assessed by giving an assessment to look for the main idea and define the topic. Content belongs to the significant aspect in writing. If the students can produce content which is relevant to the topic, so the others can get the communicative value from the writing.

A text also consists of some main parts which are introduction, development, and conclusion. They are arranged in a good order and appropriate length. It can be assessed by giving an assessment in the form of jumbled sentences. It can be said that the writing has a good organization if the ideas clearly stated, well-organized, and gathered in appropriate cohesive device.

Related to discourse aspect, it means that a text should content topic sentence, paragraph unity, cohesion, rhetorical convention, reference, fluency, and variation. It can be assessed by finding the topic sentence from the text. Then, Syntax related to constructed sentences. It can be assessed by giving an assessment to arrange the jumbled words.

The vocabulary in a text should be appropriate with the context as well. It can be assessed by giving an assessment to find the synonym of some words. The last aspect of writing is mechanics. The words in a text should be written in the right spelling and there should be appropriate punctuation. It can be assessed by giving an assessment in the form of completion task.

In assessing writing, the teacher should make sure the aspects which are measured. First, the content of writing product should be clearly explained by the students. It should be understandable and readable by the reader. Then, the organization of the writing product should be in logical sequence. The sentences should be arranged well so the reader can get the idea. Discourse is also one aspect of writing that should be considered by the teacher. The writing product should have a clear topic sentence and supporting sentences. It also should be in a good word arrangement which is defined as syntax. The word choosing is also one aspect of the writing, and the last is mechanics which is related to spelling and punctuation.

4. Task-Based Language Teaching (TBLT)

a. The Nature of Task-Based Language Teaching (TBLT)

1) The Definition of Task Based Language Teaching (TBLT)

TBLT is also known as Task-based instruction (TBI). Before we go forward to the definition of Task-Based Language Teaching, we have to enrich our knowledge about the definition of "Task".

Long in Nunan (2004: 2) frames his method to task-based language teaching in terms of target tasks, arguing that a task is:

a piece of work undertaken for oneself or for others, freely or for some rewards. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by "task" is meant the hundred and one things people do in everyday life, at work, at play and in between.

Richards, *et al.* in Nunan (2004: 2) defines the pedagogical task as:

…an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks. Tasks may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative…since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

Richards (2006: 30) defines that in TBLT, the language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks. The tasks are central to the learning activity. It is based on the belief that students may learn more effectively when their minds are focused on the task, rather than on language they are using. The underlying assumption is that by engaging learners on a purposeful communication task, the learners would be able to learn the structure of the language in more natural and meaningful way.

Larsen (2000: 144) states that a task-based method aims to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. As Candlin and Murphy in

Larsen (2000) note the central purpose we are concerned with is language learning, and tasks present this in the form of a problem-solving negotiation between knowledge that the learner holds and new knowledge.

From the definitions of task, we know that there are so many different task types especially in TBLT. Prabhu in Nunan (2004: 57) states there are three principal task types; they are: information gap, reasoning gap, and opinion gap. Information gap is an activity which is calling for the given information or new information from or into language. For example: a pair work task in which one member has to convey the information to another member who has a part of the total information. Then, reasoning gap is concluding some new information from given information through some processes. For example: deciding what course of action is the best (such as cheapest or quickest). In addition, opinion gap is an activity which involves someone's preference, feeling or point of view in responding to a certain situation. For example: story completion.

The other task types are also defined by Pattinson in Nunan (2004: 57-58), there are seven task and activity types; they are: questions and answer, dialogues and role plays, matching activities, communication activities, communication strategies, pictures and picture stories, puzzles and problems, and discussions and decisions.

The activities in questions and answers lead the students to create an information gap by making a personal choice which fits into a given frame. For example: asking for the direction; asking for the main idea of the text, etc.

While in dialogues and role plays, the students can be scripted or improvised. However, if the students are pushed to have a dialogue in improvised way, they may more be engaged in the role play than they are just asked to have dialogue in scripted way. For example: some students are asked to role play the story of Malin Kundang in improvised way.

In matching activities, the task for the learners is to find out the items which are suitable for the certain context. For example: the learners are asked to match the lyric of some English songs with some given phrases. Then, in communication strategies, there are some activities that belong to this task; they are paraphrasing, borrowing words, asking for feedback, etc. In pictures and picture stories, there are many activities that can be done using picture such as memory test, sequencing pictures to tell a story, etc.

The task in puzzles and problems needs "guessing" activity from the learners, elicit their background knowledge of something and personal experience. For example: arranging the picture of "Monalisa"; the learner should have a background of Monalisa before. Then, the tasks in discussions and decisions require the learner to discuss the information to make a conclusion or decision. For example: discussing the items that should be brought to the school in a group.

Typology of pedagogical tasks has also been proposed by Richards in Nunan (2004: 58-59), they are: jigsaw tasks, information-gap tasks, problem-solving tasks, decision-making tasks, and opinion exchange.

Jigsaw tasks ask the learners to gather different pieces information into a full form. For example: three individuals are given three different parts of a story and have to gather them into form of whole. Information-gap tasks are the tasks in which the students in pair or in a group have to negotiate to find out or recognize the information from the other.

Problem-solving tasks are the tasks to solve the problem with the provided information. For example: making question as the problem and multiple choices as the solution. Decision-making tasks are relevant to the discussion and decisions tasks which require the learner to discuss the information to make a conclusion or decision. Then, opinion exchanges tasks are the tasks for the learners to share their ideas each other. However, they do not need to reach an agreement as the conclusion.

Since there are many types of task, the teacher should consider what kind of task that is appropriate for the students. It is considered by looking at the level or proficiency of the students, kind of skill which is assessed, and the situation of the class.

After there are some explanations about the definition of "task", it will be explained about the definition of TBLT. Larsen (2000:144) states that TBLT is a method which provides a lot of opportunities for the students to learn language in the natural context. The students work together to complete the task. In doing so, they also interact with their friends using their own language. Therefore, in TBLT the language form is not primary. TBLT gives a lot of chances for the students to learn language in the natural context.

2) The Features of Task-Based Language Teaching

Skehan in Nunan (2004: 3) gives some main features of TBLT. They are: the task should be meaningful; the purpose of the task is to solve the communication problems; the task should be authentic; and the task can be assessed.

The features above should be carried out when the teacher applies TBLT. On the other hand, there are some features also which are not allowed in the tasks. They are: other people's interferences; language performance is not primary; they do not orientate to the appropriateness to the instruction; they do not need a lot of practices.

The teacher should note that in the tasks, other people's meanings are not allowed. It means that the learners can employ their own understanding about language they had already known. Then, in doing the tasks, language performance is not primary. The teacher has to let the learners perform the language in their own way. The learners may use their first language sometimes when the learners do not know how to say or write something in the target language. It purposes to encourage the students to keep up doing the tasks without any hopeless. Then, appropriateness is not a significant factor or aspect that should be noted by the teacher. The teacher still gives the instruction how to do the tasks. However, it depends on the students' creativity how they will accomplish the tasks. In addition, the tasks do not need a lot of practices. It means that it does not need many repetitions.

TBLT has some principles that should be used as the guideline in applying it. According to Nunan (2004: 35-37), there are seven principles of TBLT; they are: scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection.

At the beginning of the learning process, the teacher gives the students context which the learning takes place. The teacher also elicits the students' background knowledge as their given information in their mind. Basically, scaffolding is like strengthen the basic knowledge of the students before they go to the next step in the learning process. In giving the tasks, the teacher should consider the dependency of the task. It means that one task should be given separately with the others. The tasks here will create such a sequence of pedagogical task. Then, recycling language gives more opportunities for the learners to encounter target language items over a period of time. If they are provided more repetition of language items in many different content areas, it leads the learners to understand more.

Language will be more understood if it is used. Therefore, by learning actively the learners will get more experiences in using the language. Learners should be taught to integrate linguistic form, communicative function and semantic meaning. It means that they should be given within the learning process, they cannot be taught separately. Learners should be elicited to be active learners. They have to move from the learners that just repeat what the teacher says to the learner that can create their own style in language use. It can be applied in every level of the learners only if the instructional

processes are well-sequenced. In addition, learners should be aware of what they have learned. The learners who reflect of what they have done in their learning will be better learners.

Based on seven principles above, the teacher can apply TBLT properly. The teacher has to be aware that before the students are given the task, the teacher should elicit their background knowledge by introducing the context. Then, the teacher should note about task dependency. It means that the teacher gives one task separately from the others. Then, the teacher has to create an active learning. As mentioned before, TBLT is learner-centered method, therefore the learners are actively using the language. In addition, the teacher also should be aware about recycling of the learning, integration, and moving from reproductive to creative language use. Last, the teacher has to give a chance for the students to reflect what they have learned and how well they are doing.

3) The Application of Task-Based Language Teaching

TBLT can be applied for SMA students since the level of the students has been in the novice or even advance level. This method leads the students to be the central subject of the teaching-learning process. They are provided by many kinds of task that they have to do in pairs or groups. Therefore, they can improve their interaction with their friends as well while they are doing the task.

In TBLT, the teacher tends to be a facilitator rather than a demonstrator or explainer. The teacher just provides the tasks in the right

teaching procedures in TBLT. Then, the students employ themselves in doing the tasks independently. Although TBLT is learner-centered, it doesn't mean that the students or the learners are released to do the tasks without guideline or explanation how to do the task before. There is a step or stage in TBLT which presents what will be expected from the students in doing the task. Therefore, it is reasonable to be applied in teaching English for SMA students.

b. Teaching Procedures of Task-Based Language Teaching

Each method in teaching language has some procedures. These procedures purpose to make teaching-learning process run well. TBLT has some procedures as well to make teaching-learning process run in a good order. Although the basic activity in TBLT is doing the task, it cannot be given directly from the beginning of teaching-learning process. There should be a scaffolding activity to elicit the students' background knowledge. Then, there should be language practice also which focuses on the use of some language items. Willis (2006: 38) states that in TBLT the core of the class activity is the task He suggests that each lesson is divided into several stages; there are three stage processes: pre-task, task-cycle, and language focus.

1) Pre-task

This phase functions as the scaffolding for the students. In the pre-task phase, the learners are introduced to the topic and they are explained about the task. The teacher asks the students about the words or phrases that are relevant to the topic which is given by the teacher.

There are some procedural options for the Pre-task phase. They are: giving the learners encouragement to perform the task; providing learners with the example to do the task; involving learners to do non-task activities; non-task activities mean the activities exclude the task given by the teacher; and giving learners the time to arrange the performance of the task.

2) Task-cycle

In task-cycle, learners are provided the opportunity to use their given information about target language. The language form is not a priority in this stage. The learners are allowed to use whatever language they already know in solving the problems in the task. However, it should be followed by the teachers' guidance to improve that language. This stage consists of three basic conditions for language learning exposure; they are task, planning, and report.

3) Language focus

This stage functions as the focus on the use of some language items. There are two types of activities in this stage namely analysis and practice. While doing the task-cycle, learners naturally learn some specific features as well. For example: when the teacher gives a task to complete a story about narrative, learners also focus on the tense used in a narrative text. Therefore, learners will have already worked with the language during the task-cycle.

The three stages in TBLT above should be fulfilled by the teacher. The teacher cannot ignore one of them. They should be run thoroughly while the teacher is applying TBLT. The teacher should design appropriate

activities in every stage. Therefore, the students can accomplish the task in an appropriate way as well.

c. The Advantages of Task-Based Language Teaching

There are some advantages of TBLT proposed by some experts, so the teacher can use them as the consideration to apply it. First, TBLT provides natural context for language use. The natural context can be accomplished by giving the students many tasks. Therefore, the students acquire the language directly. In order to complete the task given by the teacher, students have to work together. Because of this process, there are a lot of chances for the students to acquire the language in the natural context. (Larsen, 2000: 144).

Second, TBLT is student-centered. According to the teaching procedures in TBLT, the teacher just may present the language in pre-task. Then the students are allowed to use their own language in task-cycle and language focus. It leads the students become active learners, so TBLT prefers to student-centered learning. In TBLT, the roles of the teachers are facilitator and motivator. However, they also control the students when they are doing the task (Willis, 2006).

Third, TBLT is engaging for the students. Therefore, they are more likely to be involved in learning the target language through the tasks (Willis, 2006).

According to some advantages above, the teacher can use them as the references to choose TBLT as the method to teach English.

d. The Disadvantages of Task-Based Language Teaching

Besides some advantages, there are some weaknesses or disadvantages from TBLT. Since there are a lot of activities in doing the learning process using TBLT, the students spend a lot of time as well. The teacher should think about that if they will apply TBLT. Another weakness is the teacher just has an opportunity to explain the task in the pre-task stage, so he or she has short time to use the language or give a role model.

B. Review of Relevant Study

The researcher finds some studies that are beneficial to support the researcher's finding so they give positive input to fulfill the study. The relevant studies are explained as follows:

1. A study done by Umi Sholihah in 2011. This study was categorized as a classroom action research. It covered three cycles. Each of which consisted of planning, acting, observing, and reflecting. The main subjects in this research were the students of Class X TKJ 1 SMKN 2 Sragen in the 2010/2011 Academic year.

The data of this research were obtained from several techniques including observation, interview, questionnaires, and test. The data of this research were analyzed by using two types of data analysis; they were quantitative data and qualitative data. The quantitative data are in the form of the writing scores. The writing scores as the result of the pre-test and post-test in this research were analyzed by comparing the means of each test to find out the improvement of the student's achievement in writing. In analyzing qualitative

data, the researcher made use of interactive model; they are data reduction, data display, and data verification.

The research findings of this research imply that TBLT is very effective. The implementation of TBLT improved the students' writing ability. It gives the chance for the students to explore their ideas and to choose their own words, and encourages the students to be active learners. TBLT also make the students to be able to make a composition using appropriate vocabulary, correct grammar, mechanics, content, and organization.

2. A research about implementing TBLT in a Japanese EFL context by Paul Dickinson (2010) finds that adopting task-based learning in his context resulted the learners who are able to communicate effectively in English. In addition, with the growing evidence of the successful use of TBLT in Japanese contexts, the researcher claims that TBLT suited to the Japanese learning environment.

The research findings of those researches implied that TBLT is very effective. The implementation of TBLT improved the students' writing ability. It gives the students chance to explore their ideas and choose their own words. It also encourages students to be active learners. In TBLT, the teacher has a lot of opportunities to develop various activities. TBLT also make the students are able to produce a text using of appropriate vocabulary, correct grammar, mechanics, content, and organization.

C. Conceptual Framework

Writing is one of the language skills that has to be mastered by the students. Writing is an activity that expresses ideas in written form which needs some processes to do it. Therefore, the teaching and learning of writing at the school should be carefully prepared and managed. However, some problems of writing in the grade XII students were found.

The grade XII students in SMA Negeri 1 Majenang have some difficulties in producing a written text. First, the students get difficulty in developing their ideas. Actually they do not know what they are going to write into paragraphs even sentences, so it makes their writing lack details. Second, the students get difficulty in organizing the ideas. When they are able to write some sentences, they do not know how to arrange them with the logical sequence. In addition, their sentences are not relevant with the main idea. Third, most of students lack vocabularies. This is the most significant problem, since it leads the students to write limited sentences. Fourth, most of the students find the difficulty in making sense of grammatical value. They are still confused of how to implement the concept. For example, they are confused when they have to use Simple Past Tense, Past Perfect Tense, and Simple Present Tense. The Last, some students write the vocabulary with incorrect spelling. For example, they want to write "conclusion", but what they write is "conclution". Then, they also feel confused about the use of punctuation.

Regarding the problems found at the school, some possible ways are proposed to solve them. One of the ways that can improve writing ability is

Task-Based Language Teaching. In this method, there are the right kinds of interactional processes in the classroom.

In TBLT, the teacher can combine writing tasks with fun activities and familiar topics to the students, for example: describing students' special person, their memorable experiences, their interests, their daily activities, etc. TBLT offers the material which the students have to actively engage in the process of teaching and learning in order to achieve a goal or complete a task. TBLT that is well prepared and properly conducted based on the lesson plan is a possible solution to overcome the problems above. TBLT could improve the students' writing ability since the students are required to work in pairs or groups in doing writing task. Therefore, they get a lot of chances to share their ideas in order to improve their ability in getting and organizing the ideas. In addition, the students are the main subjects of the learning process of writing. Therefore, it can improve their vocabulary and their ability in using correct grammar and correct mechanics.

Some relevant studies have proved that through TBLT, an interesting and dynamic writing instruction process can be achieved so that the students' perception about writing can be more positive. Then, it influences their motivation and involvement in writing activity as well as their knowledge about writing conventions.

CHAPTER III
RESEARCH METHODOLOGY

A. The Type of Research

This research was categorized into action research. The objective of this research was to improve the students' writing ability. In this process, the researcher worked together with an English teacher and the students to identify and investigate problems occurring in the teaching of English. Burns (2007:12) states one of the core characteristics of action research as "It is inquiry where participants and researchers contribute to knowledge through collaborative communication processes in which all participants' contributions are taken seriously".

Carr & Kemmis in Burns (2010: 5) define action research as "self-reflective inquiry" undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out. Elliot in Burns (2010: 5) says that classroom action research is study about social situation; it means that the researcher studies to improve action quality through planning, doing the action, and learning about the influence that is affected.

From the theories, it can be said that in action research, the researcher should take a self-reflective, critical, and systemic method to explore the teaching context. The researcher identified the problems faced by the students into some main points. Then, the main point of this research was to bring better,

improvement in the teaching and learning practice through some phases in the cycles of research.

The researcher collaborated with the English teacher in taking the decisions of determining the research subject, looking into problems happening in the field and implementing the research design. Besides being collaborative, the researcher also focused on improving the teaching and learning of writing. It was described qualitatively and supported by quantitative data which were gained from the students' writing tests scores.

B. The Setting of the Research

This research was conducted in SMA Negeri 1 Majenang in the first semester of the 2016/2017 academic year. The school is located in Jl. Raya Pahonjean KP 07 Majenang, Cilacap, Central Java. It is located quite far from the town, but it is one of the favorite schools in Cilacap. This school has high discipline and achievement in academic and non-academic competition.

SMA Negeri 1 Majenang has many rooms. They are 28 classrooms for grade X to XII students, a headmaster room, a teacher room, an administration room, two language laboratories, two computer laboratories, a biology laboratory, a physics laboratory, a chemical laboratory, and a multifunction room. This school also has some facilities, such as cooperation, canteen, a health unit room, an academic consultation room, a mosque, two large fields, and a basketball yard.

The research was conducted at this school because there were some problems spotted in the school. They were marked from the researchers' experience in the primary research at this school in April 2016. Hence, the

teaching and learning processes as well as the problems and issues can be figured out well as the reasons to conduct action research.

This research was held on 6th of August until 5th of October 2016. The research was conducted in class XII in the academic year of 2016/2017, in the first semester using the KTSP curriculum. There were two meetings a week. It spent 80 minutes for each meeting.

C. The Subject of the Study

The subjects of this study were grade XII students at SMA Negeri 1 Majenang. There are two majors in SMA Negeri 1 Majenang: science and social classes. The researcher did the research in the science class. The researcher chose XII science 3 as a research subject based on the problems found in the field. This class consisted of 36 students; 9 males and 27 females. The condition of the class was comfortable enough. There were a table and a chair for the teacher, adequate tables and chairs for the students, a white board, two vans, an LCD, and two microphones.

D. Research design

This research was implemented in the form of collaborative action research. In conducting the collaborative action research, the researcher invited the English teacher and the students to work collaboratively. This research was conducted in two cycles, in order to reach the aim of the research study which is improving the students' writing ability. Regarding Kemmis and McTaggart in Burns (2010: 8), there are four steps in conducting action research; they are plan,

action, observation and reflection. The process was conducted as the cycle (s) below:
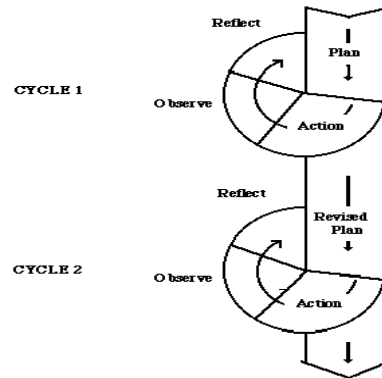
Figure 1: Action research model developed by Kemmis and McTaggard in Burns (2010).

E. Procedure of the Research

1. Determining the Thematic Concern-Reconnaissance

The first step in conducting this research was determining the thematic concern by observing the teaching and learning process of writing in class XII. The existing problems that were found during the observation were discussed by the researcher and the English teacher. Based on the observation and the discussion, the researcher limited the problems into five main problems to be solved in this research; they were difficulty in getting the ideas, difficulty in organizing the ideas, limited vocabulary, difficulty in making sense of grammatical value, and incorrect spelling.

2. **Planning**

To improve the students' writing ability, the researcher worked together with the English teacher. The aim of the action is to improve the students' writing ability through TBLT. The actions were planned as follows:

a. making the instruments: test, observation guideline, and interview guideline,

b. choosing the topic and writing lesson plan

c. making students sheet,

d. making scoring rubric, and

e. making field observation.

3. **Action and Observation**

The plans of the action were implemented in the classroom in two cycles. Each cycle was done in two meetings by implementing TBLT. TBLT was employed in three main stages; they were pre-task, task cycle, and language focus.

4. **Reflection**

Reflection was a phase after action and observation. This is the time to reflect or review everything that had been done in implementing the action. It evaluated the process, problems, effects, and measured whether the action was successful or not. In addition, the entire members involved in the research participated in the discussion. Each member was invited to contribute their perceptions, suggestions, and ideas.

F. **Techniques of Collecting Data**

In this research, there are two kinds of data: quantitative and qualitative data. The quantitative data were in the form of numbers. These were the result of

the students' writing assessments taken from pre-test, progress test, and post test. The quantitative data was used to measure the change of students' achievement in writing skill. The qualitative data were all information which were obtained during the action or what happen when TBLT was implemented.

1. Quantitative data

The researcher used writing tests for collecting data. It was so useful to know the students' achievement in understanding materials which were given by the teacher. In this research, the researcher got the data by giving a pre-test, progress test and evaluation or a post-test. A pre-test was given before the students got some actions. The progress test was given after the students were taught using TBLT in cycle I. Then, evaluation or the post-test was conducted in the end of the cycle to measure the students' achievement.

2. Qualitative data

The data were taken from the result of observation, interview, and documentation during the process of teaching and learning.

a. Observation

The observation was used to monitor the students' activities during the teaching and learning writing process. The researcher observed the situation in the class during the lesson; the students' response and attitude when they gave an explanation and did the tasks; the students' difficulties in writing. To be more objective, the researcher asked the collaborator to observe the classroom. The data were in the form of "field notes".

b. Interview

There were some interviews which were conducted in this research. In the beginning of the research, an interview with the English teacher was conducted to gain the information about the English teaching and learning writing process including the problem that the teacher faced and the students' attitude from the teachers' point of view. Furthermore, some students also were interviewed in order to know their feeling during the process of learning writing, their reflection toward the process, the difficulties they found during the process, as well as their confirmation related to the issues. Therefore, interviews with the teacher and the students were conducted before the action and after the implementation of the Task-Based Language Teaching. Then, the data gained in the interview were transcribed by the researcher in the form of interview transcript.

c. Documentation

The documentations were collected to support the data. The researcher took the photographs in each action in this research by using a camera.

G. Instruments of the Research

1. Interview Guideline

Interview guideline guides the researcher to gain the information from the participants. The researcher asked the students and the teacher before the action and after the actions.

2. Observation Guideline

Observation guideline helps the researcher to make sure that the needed information had been already elicited. It is used to know the improvements in the

teaching and learning process of writing in the classroom. For the teachers, it is used to know what they have done so far in teaching English and their problems in teaching English especially in teaching writing. The researcher used observation guidelines that had been prepared.

3. Writing Test

The writing tests were administered in the end of each cycle. It is used to convey the knowledge or skill of the learners. The researcher used an analytical scoring rubric. The rubric that was applied in this research is proposed by Brown and Bailey in Brown (2004: 244). In this research, the researcher gave three types of writing test: pre-test, progress test, and post-test.

H. Techniques of Analyzing Data

1. Quantitative Data

In this technique, the students' writing skill is considered as improved when the mean scores of writing test increased in each cycle. That is intended to decide whether the cycle has been successful or not yet. Here, a descriptive statistic was applied covering the mean scores of five aspects in writing namely content, organization, grammar, vocabulary and mechanics. The value of each aspect is shown in the scoring rubric. The scoring rubric was used in pre-test, progress-test, and post-test to check the students' result of writing.

Table 3: Model of Analytical Scoring Rubric Proposed by ESL Composition Profile

Aspect	Score	Criteria
Content	30-27	Excellent to Very Good: Knowledgeable; substantive; relevant to assigned topic
	26-22	Good to Average: Some knowledge of subject; adequate range: mostly relevant to topic; but lacks detail.
	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor: does not show knowledge of subject; non-substantive; irrelevant to topic; or not enough to evaluate.
Organization	20-18	Excellent to Very Good: fluent expression; ideas clearly stated/supported; concise; well-organized; logical sequencing; cohesive.
	17-14	Good to Average: loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
	13-10	Fair to Poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
	9-7	Very Poor: does not communicate; no organization; or not enough to evaluate.
Vocabulary	20-18	Excellent to Very Good: sophisticated range; effective word/idiom choice and usage; word form mastery.
	17-14	Good to Average: adequate range; occasional errors of word / idiom form; choice; usage but meaning not obscured.
	13-10	Fair to Poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
	9-7	Very Poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate.
Language Use	25-22	Excellent to Very Good: effective complex construction; few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple construction; minor problems in complex construction; several errors of agreement,

		tense, number, word order / function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to Poor: major problems in simple / complex construction; frequent errors of negation, agreement, tense, number, word order / function, article, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured.
	10-5	Very Poor: almost no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate.
Mechanics	5	Excellent to Very Good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, and paragraphing.
	4	Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured.
	2	Very Poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate.

(Adapted from https://larc.sdsu.edu/.../crusan/webinar-handout-crusan.docx)

Content   : 30

Organization   : 20

Vocabulary   : 20

Language Use   : 25

Mechanics   : 5
                                       ————

Total   : 100

Furthermore, the collaborator was asked to score the students' writing to obtain more valid score. Therefore, there were two sets of score result which used

to state whether implementing Task-Based Language Teaching can improve the students' writing ability or not.

After analyzing the students' individual score, the researcher used a formula to know the mean score of the students score by using Microsoft Ecxel. If the mean score result increases, the students' writing ability was considered as improved and could solve students' problems in writing.

In stating that the students' writing belongs to good writing or not, there should be a guidance. Williams (2003: 321-322) proposed the general rubrics of writing for Middle and Secondary level learners are as follows:

Table 4: General Rubrics of Writing for Middle and Secondary Level Learners

No.	Score	Category	Criteria
1.	6-point (89-100)	Upper Half	Clear aim, strong introduction and a thoughtful conclusion; the topic recognized effectively; strong supporting details; logically developed and very well organized; free of surface and usage errors.
2.	5-point (78-88)		Clear aim, strong introduction and a thoughtful conclusion; the topic recognized effectively; strong supporting details; logically developed and very well organized; lack the verbal felicity or organizational strength of a 6-point; largely free of surface and usage errors.
3.	4-point (67-77)		Clear aim, strong introduction and a thoughtful conclusion; the topic recognized; occasional organizational and argumentative weaknesses; basic competence in sentence variety, paragraph development, and usage.
4.	3-point (56-66)	Lower Half	Acknowledge the complexities of the topic and attempt to address it; lack of

			a clear aim, introduction, and conclusion; supporting details may be trivial; inappropriate, logically flawed; flaws in organization/development; lack of sentence variety and/or paragraph development; frequent usage and/or surface errors.
5.	2-point (45-55)		Thesis may be too general or too specific; makes a vacuous or trivial argument; lack of supporting details; lack of organization; serious usage and/or surface errors.
6.	1-point (34-44)		Seriously flawed in terms of argument, organization, style, and usage/surface errors.

By grading the students' writing scores using the general scoring rubrics above, the students' writing can be categorized whether it is upper half or lower half. The students' writing ability can be said as improved if the mean score increased from the lower point to upper point.

2. Qualitative Data

The qualitative data was analyzed by using Constant Comparative Method as suggested by Glaser and Strauss (1980: 105); this method has four steps namely:

a. Comparing incidents applicable to each category

The process was analyzed by coding each incident in the data into as many categories of analysis as possible. Coding was needed to categorize the problems in the field into two kinds: constructed and abstracted of language research situation.

b. Integrating categories and their properties

The researcher started to note the relationship among the concepts then the relationships to be emerged. Therefore, it was necessary for the researcher notices all the concepts.

c. Delimiting the findings

The researcher ignored some of the concepts initially but evidently irrelevant to the inquiry and reduced the categories of finding so the finding becomes simple.

d. Sharing the findings

Finally, the researcher shared with the others about her findings into words.

I. Validity and Reliability of the Data

1. Validity of the Data

According to Burns (1999: 1610), there are five validity criteria employed in action research. They are democratic validity, outcome validity, process validity, dialogic validity, and catalytic validity. The ways to fulfill those validities are presented as follows:

a. Democratic validity

Democratic validity relates to the stakeholders' chance to give their personal opinions, ideas, and comments about the implication of the action research. The democratic validity was fulfilled by having discussion with member of the research, namely the students, and the collaborator which was the English teacher. They were given opportunity to give their ideas, comments, and

suggestions toward the research. The discussion result was used as the consideration in evaluating the cycles.

According to this validity, some actions during the research, especially in cycle I was evaluated. They were modified and added based on the personal opinions of the participants for the next implementation in cycle II.

b. Outcome validity

Outcome validity of action research leads to outcome achievement within the research context. Outcome validity depends on the process of conducting the research. To fulfill this validity, some indicators showed the improvement of the students' writing comprehension. Based on this validity, the students can achieve some indicators; presented as follows:

- The students are able to develop their ideas.

- The students are able to organize their paragraphs in logical sequence.

- The students enrich their vocabularies.

- The students are easy to make sense of grammatical value.

- The students write the vocabulary with the correct spelling.

c. Process validity

Process validity relates to the criterion to make the actions which were done in action research valid. This validity was fulfilled by reflecting on the data collection and modifying the strategies to answer the questions that occurred during the process. The data were examined and identified whether the participants were able to go on the learning.

In addition, to assess the reliability of the data, the researcher involved more than one source in gathering the data. The researcher involved the English teacher as the collaborator and the students of grade XII.

d. Dialogic validity

Dialogic validity was fulfilled by discussing the research process and the research finding with the collaborator. The collaborator was the English teacher in SMA Negeri 1 Majenang. He gave his opinions and criticism about the action every time the meeting ends. The researcher also asked his opinions and suggestions for the next meeting improvement. Through the dialogic validity, suggestions and corrections were proposed by the English teacher and the observer. They were highly useful to evaluate the actions so that modifications can be made to provide the more suitable actions.

e. Catalytic validity

Catalytic validity refers to the extent to which the researcher allows the participants to deepen their understanding of the social realities of the context and how they can make improvement within it. In the research, changes that happened to both sides of students and teacher were taken into account so that it is expected that both students and teacher are more aware of their social roles in the classroom.

2. **Reliability of the Data**

The reliability or trustworthiness was obtained from the triangulation technique. According to Burns (1999: 163), the aim of triangulation is to gather

multiple perspectives on the situation being studied. There are two triangulations in this research; they are:

a. Time triangulation

Time triangulation means that the data are collected over period of time. It is done to get a sense of what factors are involved in the improvement processes. In this research, the researcher conducted the actions from 6 August to 24 September 2016.

b. Investigator triangulation

Investigator triangulation means that more than one observer are involved in the same research setting. To fulfill the investigator triangulation, the researcher involved two observers during the action implementation; they were the researcher herself and a collaborator. It was done to avoid bias or subjective observations.

CHAPTER IV
RESEARCH FINDINGS

A. Research Process

1. Identification of Field Problems

This study began when the researcher realized that the students' competency in English especially in writing was still low. The researcher got the background based on the preliminary study by involving the observation in the class, interviewing the English teacher and some of the students. The preliminary observation was conducted on Wednesday, April 26th 2016 in the XI IPA 1 students of SMA Negeri 1 Majenang. XI IPA 1 was chosen to be the sample of this research based on the problems found in the field. This preliminary observation was conducted in order to find out the problems faced by the students in English especially in writing. It was done to collect any valuable information about the problems which arose during the teaching and learning process in the classroom

No	: Field Notes 4
Day, Date	: Wednesday, April 26th 2016
Time	: 07.30
Place	: Classroom of XI IPA 1
Activity	: Observation
Respondent	: Researcher (R)
	English Teacher (T)
	Students of XII IPA 1 (Ss)

……..GBI (Guru Bahasa Inggris) menerangkan bahwa hari ini mereka akan belajar tentang narrative. GBI menggunakan metode ceramah untuk mengajarkan generic structure *dari* narrative. **Disini GBI tidak memberikan contoh teks sama sekali ketika menerangkan tentang generic structure *dari* narrative *tersebut*.** *GBI menyisipkan candaan-candaan ringan agar Ss tidak mengantuk dan tidak merasa bosan. Awalnya Ss terlihat cukup antusias namun tak beberapa lama Ss banyak yang tidak memperhatikan penjelasan dari GBI. Banyak dari Ss yang berbincang-bincang dengan teman sebangku dan beberapa Ss juga terlihat mengantuk. Ada juga Ss yang bertanya kepada GBI mengenai apa keguanaan dari* Narrative text. *Setelah menjelaskan* generic structure *dari* narrative*, barulah GBI memberikan contoh* narrative text *dengan judul* "The Lion and The Mouse" *yang ditampilkan dengan menggunakan LCD, kemudian siswa diminta untuk mencari kata kerja apa saja yang ada di dalam teks tersebut. Siswa menulis kata kerja lampau yang ada di dalam teks tersebut di buku tulis mereka masing-masing. Lalu, GBI meminta siswa untuk mencari tahu arti dari kata masing-masing.* **Banyak siswa yang mengalami kesulitan dalam mencari arti kata kerja tersebut, karena banyak dari mereka yang tidak membawa kamus.**

………

……..T started to explain that today they were going to learn about narrative. T used traditional method to teach about the generic structure of narrative. **Here, T did not give any example of narrative text when he was explaining about the generic structure of narrative.** T tried to give some jokes to make the students not bored. First, Ss seemed to be enthusiastic, but after a few minutes, there were some students who talked to others and there were some students who felt asleep as well. However, there was a student who asked about the function of narrative. After explaining about the generic structure of narrative, T gave an example of narrative text with the tittle "The Lion and the Mouse" which was shown through LCD, then Ss were asked to find the verbs based on the text. After that, Ss wrote V2 in their own book. Then, Ss were asked to find the meaning of each verb. **Many Ss got the difficulty in finding the meaning, since most of them did not bring the dictionary.**

………..

Appendix A /Field Notes 4/7-11/26-04-2016

The vignette shows that the activity during the teaching and learning process of writing was not quite successful. The students had low motivation to be involved in the lesson. It was implied by the attitude that the students did when the teacher explained the materials. They preferred to talk to their friends rather than paid attention to the teachers' explanation. This condition made the students become the passive learners, especially in the writing lesson. The students felt that writing belonged to the skill which was difficult to be mastered, so they were not interested in following the teaching and learning process. Therefore, the students' involvement during the teaching and learning process of writing needed to be improved.

Besides doing the observation, the researcher also interviewed the English teacher and the students. The interviews were done in three different times: before teaching, whilst teaching, and after teaching. The interviews were done to collect any information about the teacher and the students' perspectives about the teaching and learning process of English and also their feelings about the difficulties in the English teaching and learning process. The following interview transcript shows the teachers' point of view about the students' problems in writing.

…………

P   : Oh, begitu Pak. Memangnya kemampuan menulis siswa kelas XI bagaimana? Aspek apa yang masih rendah Pak? (Alright. How about the students' ability in writing? What aspects which are still low?

Guru   : Kalau menurut Bapak sih kendala utamanya karena terbatasnya **vocabulary** *dari anak-anak. Karena faktor itu maka anak-anak sulit untuk mengembangkan ide, kemudian menyusun idenya, dan akhirnya mereka tidak bisa menghasilkan tulisan yang communicative.* (In my opinion, the most problem is the lack of **vocabulary** of the students. Because of this problem, the students get difficulty in developing their idea, organizing their idea, and finally they cannot produce a communicative writing).

P   : Oh, seperti itu. Lalu apakah untuk **Language Use** *nya sudah bagus Pak?* (Alright. Then, how about the **Language Use**, is it good enough?)

Guru   : Itupun masih rendah mbak. Mereka banyak yang masih belum mengerti kapan harus menggunakan **Simple Past Tense, Simple Present Tense, Past Perfect Tense dan Tenses** *lainnya mbak. Mereka juga masih banyak yang miss spelling. Karena ya tadi itu, mereka lebih cenderung baik dalam kemampuan berbicara, tetapi ketika mereka diminta untuk menuangkannya dalam tulisan mereka banyak yang tidak mengetahui bagaimana pengejaan dari kata-kata tertentu.* (It is still low as well. Most of them are confused when they have to use **Simple Past Tense, Simple Present Tense, Past Perfect Tense** and the other tenses. Sometimes, they also have miss spelling. Since they tend to be able to speak rather than write, when they are asked to express it in writing, most of them do not know how to spell some words).

……

Appendix B/Interview Transcript 1/14-04-2016

The English teacher stated that the students still got difficulties in using correct tenses and they had limited vocabulary. Sometimes, they also miss spelled the vocabulary. The students had limited chances to improve their writing ability,

so they were better in speaking rather than writing. From the identification above, there were many problems occurring during the teaching and learning process in the classroom. Those problems are presented as follows:

Table 5: The Arising Problems Found in the Field

No	Problems	Codes
1.	The students got difficult in responding to the teachers' greeting.	S
2.	The students gave less attention to the teachers' explanation.	S
3.	The students had low motivation to follow the teaching and learning process of writing.	S
4.	Some students did not bring the dictionary.	S
5.	Some students were ashamed to ask the teacher.	S
6.	The students lacked vocabulary	S
7.	The students were more interesting in speaking than writing.	S
8.	The students got difficult in writing down their ideas.	S
9.	The students got difficult in organizing their ideas.	S
10.	The students were confused in using the grammatical items.	S
11.	The teacher applied conventional way or speech in teaching writing.	T
12.	The teacher did not give the students a lot of input texts.	T
13.	The teacher only focused on the activities provided in the LKS and course book.	T
14.	The teacher did not give many chances to the students to be involved in the teaching and learning process.	T
15.	The media used by the teacher was not sufficient.	M
17.	The media used by the teacher could not motivate and give the students enjoyment in participating in the teaching and learning process.	M

S: Students   T: teacher   M: media

After the researcher had finished obtaining the problems in the field, the researcher analyzed the problems dealing with the students' writing ability. The

problems found in the teaching and learning process of writing are presented as

follows:

Table 6: The Problems related to the Teaching and learning Process of Writing

No	Problems	Indicators
1.	The students got difficulties in developing their ideas.	-The students only wrote some words when they were asked to write. -The students asked their friends what they had to write. -Some students wrote similar writing done by their friends sitting next to them.
2.	The students got difficulties in organizing ideas.	-They wrote some paragraphs with illogical sequence. -Their sentences were not relevant with the main idea.
3.	Most of the students had limited vocabulary.	-The diction they used in writing was not appropriate. -They frequently asked the teacher about the meaning of some words.
4.	Most of the students found difficulties in using correct grammar. They were still confused about how to implement the concept.	-Most of the students made grammatical mistakes, such as using inappropriate tenses, inappropriate use of "to be", etc.
5.	Some students misspelled the vocabulary.	-The students wrote some words in incorrect spelling. - The students felt confused about the use of punctuation.

2. Determining the Actions to Overcome the Problems

In order to improve the students' writing ability, the researcher used Task-

Based Language Teaching as a method. There are some reasons for the researcher

to use this method. TBLT could improve the students' writing ability through

many ways. First, according to Larsen (2000: 144) TBLT provides natural context for language use. The students are required to work in pairs or groups in doing writing task. Therefore, they get a lot of chances to share their ideas in order to improve their ability in getting and organizing the ideas. Second, according to Willis (2006), TBLT is student-centered. The students are the main subjects of the learning process of writing. They become active learners. Therefore, it can improve their vocabulary. It also improves the students' ability in making sense of grammatical use and using correct mechanics.

To overcome the field problem, the researcher proposed some action plans. The action plans are as follows:

1. Improving the students' engagement in the teaching and learning process by applying Task-Based Language Teaching.

2. Giving the task that has to be done in pairs or groups, so the students can share their ideas with their friends.

3. Using media and developing the materials to catch their attention in doing the task.

3. Report of Cycle I

The teaching and learning process in Cycle 1 was divided into two meetings. In the first cycle, the researcher and collaborator managed three steps as presented in the following discussion.

a. Planning

1) First meeting

The researcher and collaborator planned to apply Task-Based Language Teaching in improving the students' writing ability. In Task-Based Language Teaching, there were three steps: Pre-Task, Task Cycle, and Language Focus. In order to give the students more explanation how to do the task, the researcher planned to do Pre-Task in the first meeting, then Task Cycle and Language Focus in the next one meeting. The activities in Pre-Task are as follows:

Table 7: Planned Activities in First Meeting

Problems	Actions
a). Limited vocabulary.	a). Matching pictures with the right titles which are provided. Then, answering the questions regarding the pictures. b). Reading the story with the title "The Old Woman and the Sparrow". Then, matching the vocabularies provided in the left box with the suitable pictures in the right box.
b). Difficulty in using correct grammar.	c). Looking at the examples of simple past tense from the text. Then, changing the V1 form into V2 and practicing to write some sentences using simple past tense form.
c). Difficulty in organizing the ideas.	d). Writing some sentences according to the picture series in a group.

2) Second meeting

The researcher planned to do Task Cycle and Language Focus in one meeting. In Task-Cycle, learners were provided the opportunity to use their given

information about target language. The language form was not a priority in this stage. The learners were allowed to use whatever language they had already known in solving the problems in the task. While, Language focus functions as the focus on the use of some language items. There were two types of activities in this stage namely analysis and practice. However, Language Focus was done before Task Cycle. The activities in second meeting are as follows:

Table 8: Planned Activities in Second Meeting

Problem	Action
a). Difficulty in using correct grammar.	**Language focus:** a). Reading the transcript of video "Beauty and the Beast". Underlining the words in the simple past tense form and changing them into their V1. b). The researcher reviewed the students' work and wrote some language items on the board, and the students took notes.
b) Difficulty in developing the ideas.	**Task-Cycle:** a). Listening and watching the video about the story of "Beauty and the Beast". Wrote down any information that the students got from the video. b). Writing a narrative text based on the video in pairs. c). Doing peer-editing.
c). Difficulty in organizing the ideas.	d). Reporting the narrative text. The researcher asked some pairs of students to report their narrative text. Then, the other students can comment and add the information. The researcher can also comment to the content of the text, but gave no public correction.

b.   Action and Observation

In Cycle 1, the actions were conducted in two meetings. In the first meeting the researcher did Pre-Task stage. In this stage, the researcher elicited the students' background knowledge about language, and prepared the students how to do the main task in Task-cycle. The second meeting consisted of two main activities which were Language Focus and Task-cycle. In Language Focus, the students were given an exercise to improve their knowledge about language use. Then, in Task-cycle, the students were asked to produce a narrative text in pairs based on the input provided by the researcher. The detail of the actions in each meeting were discussed as follows:

1)   First meeting

The first meeting was held on Tuesday, August 9th 2016. The researcher became the English teacher, and the English teacher became the observer. To introduce the topic to the students, the researcher showed four pictures of the characters in narrative text; they were: Cinderella, The Mouse and The Crocodile, Aladin, and The Lion and The Mouse. The name of the task was "Get Ready". The students were asked to match the titles provided in the box with the pictures. To elicit the students' background knowledge about narrative, the researcher gave three following questions. The questions were: (a) Have you ever known all of those stories? (b) Which one of those stories do you like most? (c) What makes you like that story? The students were enthusiastic to answer the questions from the researcher. S9 answered "I like Cinderella so much miss". However, there

were some students who answered in Bahasa Indonesia as well. For example, S19 said *"kalo aku mah mending Naruto aja miss, hehe.."*. The researcher tried to give feedback to the students' opinion in appropriate way.

Then, the activity was followed by showing an example of narrative text with the title "The Old Woman and the Sparrow". The name of the task was "Active Reading". To make the students easier to read the story, the researcher gave a worksheet which consisted of that narrative text and the following exercise to each student. The students were given about 10 minutes to read and understand the text given. They read the text thoroughly and sometimes they talked with their friends about the text. The students were asked to underline the words that they did not know yet. After the students finished reading, the researcher asked them to do the following exercise. The exercise was in the form of matching activity. There were eight words taken from the text; they were: (a) sparrow, (b) gratitude, (c) flew away, (d) nest, (e) feast, (f) wasps, (g) basket, and (h) stung. The students had to match those words with the pictures provided in the box. By doing so, the students can understand the meaning of those words directly. This activity aimed at improving their vocabulary. The students were easier to find out the meaning of certain word by using picture provided. They could interpret the meaning directly without looking at the dictionary.

After that, the researcher asked some questions related to the text. The questions were: (a) What does the story tell us about? (b) Who are the characters in the story? (c) What is the moral value you can learn from the story? These

questions aimed to make the students more understand about the content of the text. Since the students answered the questions randomly, the researcher asked some students to answer the questions individually. S15 answered the first questions, "the story tells us about a poor woman **which find** a bird miss". The researcher asked more to S15 about the next story, S15 explained more, "and then, *ada tetangganya yang ngga suka miss* because a bird singing everyday. Then, *lidahnya si burung dipotong tuh sama tetangganya* old woman *itu miss. Terus* the bird came back again to *sarangnya yang dulu. Abis itu* old woman *nya nyariin burungnya, sampe akhirnya ketemu terus dikasih 2* basket *kayak keranjang makanan itu miss, ada yang besar sama ada yang kecil. Tapi* old woman *nya milih yang kecil, dan ternyata isinya barang-barang berharga kayak emas, sutera gitu miss. Nah, tetangganya tau tuh kalo* old woman *nya dapet kekayaan dari burungnya. Terus dia juga nyoba ikut-ikutan minta ke burungnya, tapi dia milih* basket *yang besar soalnya dia itu serakah. Dan dia kaget soalnya ternyata isinya itu hewan-hewan penyengat, terus akhirnya orangnya mati"*. From the answer of S15, it can be said that she got difficult in making use of grammatical use and getting the ideas. The researcher asked the second question to S25. S25 answered the question in English fluently. Then, the researcher also asked the third question to S2. S2 answered, "The moral that I get from the story is don't be greedy miss".

The next activity was teaching about tense used in narrative text which was simple past tense. The name of the task was "Focus In". The researcher wrote some examples of sentences consisting simple past tense on the white board. The

researcher asked the students to identify the pattern of simple past tense without providing the pattern directly. Then, the students were asked to do the following exercise. The exercise was in the form of completion. The students were asked to changing V1 into V2 in the text. The students did not get any difficulty in doing this, since most of the students brought the dictionary and discussed it with their friends.

Next, the researcher gave the students five words in V2. The researcher asked the students to make a sentence using each word. Many students were confused to do this activity since they lacked vocabulary. Some students searched certain words in the dictionary and discussed it with their friends.

Then, the researcher divided the students into nine groups. Each group consisted of four students. The name of this task was "Your Turn". The researcher gave words as the instruction for the students to arrange the sentences based on the picture series. Each group got different picture series. The member of each group was based on the number that they got from 1-9. Therefore, the members of the group were more heterogeneous, not only their chair mates.

The students discussed in group to arrange the sentences based on the picture series. The students got a chance to interact using any language that they had already known before. The researcher did not restrict and forbid the students to use any language. The researcher walked around the class to see whether the students got the difficulty in doing the activity. There were no many students who

asked to the researcher, they had more interaction with their group and searched some words in the dictionary.

The researcher asked two groups to write down their writing on the white board. The researcher corrected their writing, but gave no detail correction in front of the class. While doing this, the time was over, so the researcher finished this meeting by having a short prayer and greeting.

2) Second meeting

The second meeting was held on August 10th 2016. When the researcher and the English teacher came to the class, the situation in the class was quiet enough. The researcher asked S23 to lead the prayer, and he agreed. Then, the researcher asked about the students' condition and checked the students' attendance list. There was a student who did not come that day, she was S17. The lesson was started by recalling their previous materials.

The activities in the second meeting in Cycle I were Language focus and Task-cycle. The researcher had prepared worksheet which consisted of the transcript of a video that would be played in the Task-cycle. By using the transcript of the video, the students got more input of the task in Task-cycle. This video had the title "Beauty and The Beast". The students were asked to read the transcript. Then, the students had to underline the V2 in that transcript and change them into V1. The students started to underline the V2. Then, the students wrote them in their own book and changed them into their basic form. S5 wrote "was=is, were=are, bring=brough…".

While the students was doing this activity, the researcher walked around the class to observe the students and ask them if there were some difficulties to do the task. S9 asked to the researcher, "*Miss, kata dasar dari* bought *tuh* buy *apa* bring *ya miss?*" The researcher answered this question by writing it down in the white board, so the other students could read it as well. After having analyzed the transcript, the researcher asked S5 and S30 to write 3 words for each, and the other students matched the words written in the front with their own words in their book.

The activity was continued to the Task-cycle. In the Task-cycle, the students were asked to write a narrative text in pairs. By working in pairs, the students interacted more with the others using any language that they had already known. In addition, this writing would be assumed as their progress-test. The researcher asked S6 to turn on the LCD since the remote control of the LCD could not be used. Besides LCD, the researcher also used speaker active which had been prepared by the class leader from the administration office. The researcher asked the students to pay attention to the video played by the researcher. After that, the students were asked to make a narrative text based on the video in pairs with their chair mates. The researcher played the video twice in order to make the students understand more about the story in the video. When the video was being played, the students watched it seriously since they had to remember about the plot of the story.

The researcher gave the students 20 minutes to make a narrative text in the worksheet which had been prepared by the researcher. When the students were

doing the task, the researcher walked around the class. There were no many students who asked the researcher, they were disposed to discuss it with their partner and searched for some words in the dictionary. After 20 minutes, the researcher told the students that the time was over. Then, the researcher asked the students to give their work to the friends next to their chair. This activity had a purpose to make the students were having peer-editing to the narrative text they had made. Peer-editing was in the form of checking the correct tense used in the narrative text, spelling, punctuation, and capitalization. When they made some corrections, they asked the researcher whether the writing was right or wrong. The students asked in Bahasa Indonesia as, *"Miss, kalau* go *itu jadi* went *kan?", "ini ngga pake titik salah ngga, Miss?"* and *"Kalau nama orang pakai huruf besar apa kecil Miss?"*. They also discussed with their partner in doing peer-editing. The implementation of this activity ran well. Even though there were a lot of mistakes made by the students, their friends recognized it and made correction on the wrong aspects of writing.

After the writing had finished to be edited, the students were asked to collect their writing to the researcher. Then, the researcher ended the lesson by conducting a short prayer.

c) **Reflection**

By implementing some actions in Cycle I, the researcher found that there were some actions which solved the problems and some were not. The researcher stated the reflection as follows:

Table 9: Reflection of Cycle I

No	Problems	Name of Tasks (Actions)	Goals	Improved	Not yet Improved
1.	Difficulty in developing their ideas	-YOUR TURN (Working in groups to make sentences based on picture series). -LET'S WRITE (Working in pairs to make a narrative text based on the video).	To guide the students in developing their ideas	The students produced more sentences.	
2.	Difficulty in organizing ideas	-LET'S WRITE (Working in pairs to make a narrative text based on the video).	To guide the students in organizing their ideas so the other can get the meaning from the text.	The students produced a narrative text in a good organization.	
3.	Limited vocabulary	ACTIVE READING (Reading a narrative text, then matching some words with the pictures).	To improve the students' vocabulary	The students used more vocabulary than in the Pre-test.	
4.	Difficulty in using correct grammar.	-FOCUS IN (Doing the grammar exercises). -LANGUAGE FOCUS (Analyzing V2	To have some understanding in making use of grammatical value.		**-The students were still confused about the use of tenses. -The**

		in the transcript of the video with the title "Beauty and the Beast".			**students were still confused about differentiating regular and irregular verb.**

In first meeting, the activity was focused on the Pre-task. The activities in Pre-task were: matching pictures with the right titles which are provided; answering the questions regarding the pictures; reading the story with the title "The Old Woman and the Sparrow"; matching the vocabularies provided in the left box with the suitable pictures in the right box; looking at the examples of simple past tense from the text; changing the V1 form into V2 and practicing to write some sentences using simple past tense form; and writing some sentences according to the picture series in a group. All of the activities in Pre-task were purposed to give the students a role model, how to do the main task in Task-cycle and give them input to do the task.

Matching pictures with the right titles had a purpose to elicit the students' background knowledge about narrative text. It was successful. Reading the story with the title "The Old Woman and the Sparrow" had a purpose to give the students an input text of narrative. The students could analyze the generic structure and the language items of narrative text implicitly. The researcher did not explain about the generic structure explicitly to the students. However, the students were

asked to analyze by themselves. This activity was successful. Then, matching the vocabularies provided in the left box with the suitable pictures in the right box had a purpose to improve the students' vocabulary. The students were not asked to translate the words in English into Bahasa Indonesia since it would lead the activity into *Grammar-Translation Method.* This activity was successful. The students used more vocabulary. Then, changing the V1 form into V2 and practicing to write some sentences using simple past tense form had a purpose to enrich their understanding about language use. However, this activity did not work well to solve the students' problem in making use of grammatical use. The students were still confused about the use of tenses and they were still confused about differentiating regular and irregular verb**.** The last activity was writing some sentences according to the picture series in a group. It had a purpose to improve the students' ability in employing their idea into appropriate content and organizing their ideas. This activity was successful. The students produced more sentences and organized them in a good order.

In second meeting, the activities were language focus and task-cycle. The students practiced how to write a narrative text based on the video played by the researcher. They wrote the text in pairs. The researcher asked the students to work in pairs since in Task-Based Language Teaching, the students worked best in pairs or groups. However, before they produced a narrative text, they were given a transcript of video and they had to analyze the V2 in that transcript. This activity had a purpose to give the students input about the use of simple past tense. After

they produced a narrative text, they were asked to share their writing and did peer-editing. During the peer-editing process, the students did some corrections of language use and mechanism.

After the implementation of Cycle I, the researcher and the English teacher as the collaborator found that the students in Cycle I attained some improvements when they wrote the final result of a narrative text. There was also different students' behavior toward the teaching and learning process of writing after they did the Task-cycle in pairs. The following field notes present the situation in the second meeting of cycle I.

...Ketika Ss mengerjakan tugas yang diberikan, P berkeliling memantau perkembangan Ss. Tidak banyak Ss yang bertanya, mereka lebih banyak berdiskusi dengan teman sebangkunya dan mencari kata yang belum mereka ketahui di kamus. Setelah 20 menit, P memberitahukan kepada Ss bahwa waktu untuk mengerjakan sudah habis. Kemudian, P meminta Ss untuk menukarkan hasil pekerjaan mereka dengan teman di bangku sebelahnya. Ini ditujukan agar Ss melakukan peer-editing *pada* narrative text *yang telah dibuat.* Peer-editing *berupa pengecekan* grammar *dan* spelling...

…When Ss did the given task, T walked around the class to observe the improvements of Ss. There was no student who asked to T. They discussed more with their chair matte and looked for the vocabulary that they did not know yet in the dictionary. After 20 minutes, T told Ss that the time to do the task was over. Then, T asked Ss to switch their work with the friends in the table next to them. This activity aimed to do peer-editing in the narrative text had been written. Peer-editing was in the form of checking the grammar and spelling…

Appendix A/Field Notes 8/ 10-08-2016

Regarding the field notes above, it was known that the students' interest toward the teaching and learning process of writing increased. There were also some activities to solve the problem of grammar and spelling. However, the students still got difficulties in these problems.

To fulfill the democratic validity, the researcher also did the interview with the students. The interviews are as follows:

………………

P : *Berarti* vocabulary *nya masih bermasalah ya wan..Lah bawa kamus ngga tuh kalo pas pelajaran Bahasa Inggris?*(So you still get problem with the vocabulary, right? Did you bring dictionary in the English lesson?)

S6 : *Hehe..kadang bawa kadang ngga sih miss, tapi ya kebanyakan ngga nya.* (Hehe..I sometimes bring it, and sometimes do not bring it).

P : *Hmm..kan, pinter aja ngelesnya, berarti besok-besok bawa kamus ya wan biar ngga bingung.* (So, you have to bring the dictionary in every English lesson).

S6 : *Iya miss siap.* (Alright, Miss).

P : *Terus selain itu apalagi wan?* (Then, what else?).

S6 : *Terus ini miss, misal V2 yang ditambahin –ed sama yang ngga ditambahin tuh bingung bedainnya……* (Then, it is about V2 which are added by –ed and which are not. I still get confused about it)………….

Appendix B/Interview Transcript 9/10-08-2016

………………

P : *Kalo tanda bacanya udah lebih memperhatikan belum?* (How about the use of punctuation?)

S7 : *Ya gitu miss, kadang masih lupa-lupa juga. Sama kadang masih salah nulis huruf besar. Sebenernya itu sih karna kurang teliti aja sih miss.* (Sometimes, I forgot the using of it. In addition, I sometimes forgot the using of capital letter. Actually it is because I am careless).

P : *Berarti masih ada masalah di spelling sama punctuation nya ya?* (So there are problems in spelling and punctuation, right?)

S7 : *Iya miss, masih kadang kurang teliti.* (Alright, Miss. I am still careless).

Appendix B/Interview Transcript 10/1-10-2016

> ……………..
> P   : *Berarti sekarang Tenia udah bisa kalo suruh nulis pakai Bahasa Inggris?* (So now you are able to write in English?)
> S331 : *Ya gitu lah miss, hehe..bisa dikit-dikit mah. Paling masih bingung masalah tanda baca itu miss, bukan bingung sih sebenernya, cuma kadang ngga begitu memperhatikan, ngga kaya ngomong kan miss.*
> *Kadang suka lupa juga di awal kalimat ngga pake huruf besar, padahal kalo dinilai kan salah ya miss. Paling itu aja sih yang masih kadang salah-salah.* (Just so-so Miss. I still get confused about the use of **punctuation**, I just not aware about it since writing differs from speaking. I also often forget about the **capitalization**. In fact, it is important in writing. Maybe that's all Miss).
> P   : *Oh..gitu, terus-terus apa lagi?* (oh..alright, what else?)
> S31 : *Hhhmm..apa lagi ya, sama ini sih miss paling, kadang suka masih bingung harus pake V2, apa V1 apa V-ing gitu.* (hhhmm..Then,, maybe I still get confused in the use of V2, V1 and V-ing).
> ……………
>
> Appendix B/Interview Transcript 8/10-08-2016

From the information gained from some students, the researcher concluded that there were some problems that should be solved in Cycle II. First, the students got difficulty in making grammatically correct sentence. There were some indicators which showed that this problem had not improved yet. The students were still confused in the use of tenses; the students were still confused in differentiating regular and irregular verbs. Second, the students got difficulty in using correct spelling and punctuation. The indicators: there were still a lot of incorrect spellings; the students were not aware about capitalization and punctuation. Therefore, the researcher would apply some actions to solve these problems in Cycle II.

To show the authenticity of the data, there were some students' writings conducted in progress-test.

Once upon a time, there lived a merchant with his daughters. One day the merchant want to the market and he asked to his daughters, so he could bring it to them. The first one wanted a beautiful dress, and the second one wanted a lovely pearl necklace, but beauty didn't didn't say anything, and than the merchant asked Beauty what she wanted. She say she wanted a beautiful red rose. So the Merchant set off for the market, and after finishing his business, he bought the dress and necklace for his two daughters. The merchant had bought his daughters except except Beauty. On this way back to home there was a storm and heavy rain. The Merchant saw a beautiful castle and then he went inside, but in the castl he found no one there. Than he found many foods, after he ate, he went to find a place to rest, and he saw a inviting bed. The Merchat fell into a deep sleep and he woke up went the sun pecked in throught the windows. Before he left castle, he found a red rose and he plucked it but the Beast saw and he was very angry. The Beast gave one condition whogave his daughter. The Merchant went to home and told Beauty to go to castle. And than Beauty went to Castle, and the Beast was very kind to Beauty.

One day there lived a merchant with his three daughters. When the merchant would go to the market, he was offe to his daughters. And than the oldest daugber would him to brought beautiful dress, the second daughter would a lovely pearl necklace, and the youngest daughter, Beauty only would wanted a beautiful red rose. And the Marchant start his jorney.
On his way to home, there were big rain. So he saw a castle and he entering castle to save him self. Suddenly he found food on the table and he ate. He felt so tired, so he looking for badroom to slept.
On the morning, when he would back to home, he was remembered about the beauty offe. Suddenly he saw red rose plant, so he pluck the red rose. But the Beast seeing him and he very angry with him. He gave choice for Marchant "Death or bring her beauty daughter to him". When he arrived at home he was so confused. So the Beauty agree with the Beast offe. She would came to Beast and live with him.

From the students' writing in progress-test, there were still some mistakes is using the correct tenses, for example: say, fell, start, etc. These words should be in the form of past tense. It was found miss spelled as well, for example: than

(then). In addition, there were also some mistakes in using correct punctuation and capitalization. The result of Cycle I can be summarized as follows:

a. In term of content aspect, some students got the point of the component and the purpose of narrative text. Therefore, this aspect improved.

b. In term of organization aspect, some students could produce a narrative text in a good organization. Therefore, this aspect improved.

c. In term of vocabulary aspect, the students' vocabulary mastery nearly improved. The students used more vocabulary than in the Pre-test.

d. In term of language use aspect, some students were able to write a narrative text using the correct tense, though some other were still confused in differentiating regular and irregular verbs. Therefore, this aspect had not improved yet.

e. In term of mechanics aspect, the students did it well but there were still a lot of miss spellings, and there were some students who were not aware about the use of capitalization and punctuation. Therefore, this aspect had not improved yet.

Regarding the findings of Cycle I, there should be some actions in Cycle II to solve the existing problems in writing.

4. Report of Cycle II

The second cycle was proposed in two meetings. In order to achieve the implementation of Task-Based Language Teaching (TBLT) in this cycle, the researcher and collaborator developed lesson plans and activities during the

teaching and learning process. Observation checklist and field notes were also prepared to attain the data which figure out the simultaneous process of Task-based Language Teaching in Cycle II.

The actions conducted in Cycle II were based on the problems which had not been improved yet in Cycle I. The problems were difficulty in differentiating regular and irregular verbs; using correct punctuation, spelling, and capitalization.

a. Planning

The following shows the specific planning of Cycle II.

1) Third meeting

The researcher and the collaborator planned to solve the problem of difficulty in making grammatically correct sentences. The activities are Pre-task, Language Focus, and Task-cycle. The planned activities are as follows:

Table 10: Planned Activities in Third Meeting

Problem	Action
a). Difficulty in making grammatically correct sentences.	**Pre-Task and Language Focus:** a). Reading a narrative text with the title "The Legend of Telaga Warna". b). There were some regular and irregular verbs which were underlined. The students were asked to analyze the difference between regular and irregular verbs. c). Punctuations were written in the different color to make the students aware about the use of punctuation. d). The teacher reviewed the analysis and wrote some regular and irregular verbs on the board, and the students took notes.
	Task-Cycle: a). The students were asked to sing

	"Twinkle-twinkle", and the teacher gave an eraser. Then each student had to pass to another friend next to him or her.
	b). While the students were singing, the teacher stopped the eraser suddenly.
	c). The student who got the eraser had to write a sentence using "verb" mentioned by the teacher.
	d). Then, the activity continued until there were some students who got turn to write.

2) Fourth meeting

The researcher and the collaborator planned to solve the problem of difficulty in using correct spelling and punctuation. The actions are: Task-cycle of spelling, and Task-cycle of punctuation and capitalization. The planned activities are as follows:

Table 11: Planned Activities in Fourth Meeting

Problem	Action
a). Difficulty in using correct spelling and punctuation.	**Task-Cycle of Spelling:** a). The teacher divided the class into nine groups of four. b). The teacher had prepared nine words taken from the narrative text taught in the third meeting. c). The teacher invited a group to spell a word mentioned by the teacher. Each member of the group wrote one letter. d). Then, the next group did the same activity.

	Task-Cycle of Punctuation and Capitalization: a). The students still worked in the same group. b). The teacher gave a worksheet of the narrative text taught in the third meeting without any punctuation and capitalization to each group. c). Each group must add the missing punctuation and change the capital letter in the text. d). After finishing the activity, each group did peer-editing. They had to compare another groups' work with the original text.

b. Action and Observation

In Cycle II, there were two meetings (third meeting and fourth meeting) and then followed by a meeting to conduct a post-test. In this cycle, the researcher and collaborator still used Task-Based Language Teaching in improving two problems which are difficulty in making grammatically correct sentences; and difficulty in using correct spelling and punctuation that had not improved yet in Cycle I.

1) Third meeting

The third meeting was held on Saturday, October 1st 2016. The researcher and the collaborator came to the class of XII IPA 3 at 12.25 pm. When the researcher came to the class, there were some students who still did *Sholat Dhuhur* in the mosque. The students who were in the class seemed like startled since that time should be Physic subject. The researcher opened the class by greeting and

leading a short prayer. The researcher explained to the students that this time would be used to English subject. Then, the students who did *Sholat Dhuhur* came to the class, "Excuse me, Miss". The researcher allowed them to join the class. After that, the researcher checked the attendance list, and the students answered that all the students were in the class.

To elicit the students' knowledge, the researcher asked about their understanding about narrative text which was taught in Cycle I. The researcher told the students that they would study about narrative again since there were some aspects that had not improved yet in Cycle I. The researcher asked S6 to turn on the LCD and prepare the projector to show the narrative text.

To elicit the students' background knowledge, the researcher showed a narrative text with the title "The Legend of Telaga Warna". In the text, there were some regular and irregular verbs which were underlined. The researcher asked the students to analyze the difference between them. Then, in the text, all the punctuations and capital letters were written in the different color, so the students were easier and became aware of the use of punctuation and capital letter.

The students read the text quickly. Some of them discussed it with their chair mate about the story in the text since the story was not strange for the students. The students analyzed regular and irregular verbs which were underlined in the text carefully. S12 asked to the researcher, "*Miss, kalo yang ditambahin –ed itu yang lebih dari satu suku kata yah?*" The researcher accepted that question and explained more in the white board. Then, the researcher divided regular and

irregular verbs in two different columns. The students wrote it down in their own book.

The next activity was Task-cycle to improve the students' ability in analyzing and using regular and irregular verbs. The researcher asked the students to stand up. Then, the researcher explained about the play rules that the students were asked to sing "Twinkle-twinkle" together. While the students were singing the song, the researcher gave an eraser to the student who was in the front. That eraser should be given to the other students by relay race. Then, suddenly, the researcher could stop the song. When the song stopped, the student who got the eraser was asked to come to the front and write a sentence using V2 from the basic form that the researcher mentioned.

The students started to sing enthusiastically, and the researcher gave an eraser to S9. Then, S9 gave the eraser to the student next to her until the researcher said "stop". When the researcher said "stop", the students were in hurry to pass the eraser, and S23 got the eraser. The other students were laughing spontaneously since they did not get turn to come to the front. Then, S23 came to the front and the researcher gave a word "get" to S23. S23 wrote a sentence "Cinderella got a beautiful dress and a couple of glass shoes from the fairy tale". The researcher asked the other students whether it was right or wrong. The other students said that it was right. Then, the researcher gave a bar of chocolate as a reward since she had done correctly. The other students felt envy since the researcher had prepared some rewards for the students who could write a sentence correctly.

The researcher asked the students to sing again and asked S23 to be the first student who gave the eraser. The students became more enthusiastic to get the eraser since they wanted to get the reward from the researcher. The researcher warned the students to give the eraser directly. The situation became warmer when the researcher said "stop". The students were struggle to catch the eraser, and finally S6 got the eraser. Then, S6 came to the front, and the researcher gave a word "bring" to S6. S6 wrote a sentence "The Merchant bought a red rose for the Beauty". The researcher asked the other students whether it was right or wrong, and the students said "*salah!*". S6 felt ashamed since his sentence was wrong. Then, the researcher gave the correct answer. The researcher explained that the V2 from the word "bring" was "brought" not "bought". Although S6 was not correct in making a sentence, the researcher still gave a reward for S6.

The activity continued until there were 9 students who got turn to come to the front and make a sentence. The bell rang, and the researcher ended the class by leading a short prayer and saying greeting to the students.

The following field notes show the actions implemented in third meeting:

P memberikan kata "bring" *kepada S6. Lalu S6 menuliskan sebuah kalimat* "The Merchant bought a red rose for the Beauty". *P menanyakan kepada Ss lain apakah pekerjaan S6 sudah benar, dan Ss yang lain serempak menjawab,* "salah!". *S6 pun tertawa kecil karena pekerjaannya kurang tepat. Lalu P memberikan jawaban yang benar, dan menjelaskan bahwa V2 dari* "bring" *adalah* "brought" *bukan* "bought".

T gave a word "bring" to S6. Then, S6 wrote a sentence "The Merchant boght a red rose for the Beauty". T asked the other Ss whether it was right or wrong, and the other Ss answered "wrong"! S6 smiled since his work was wrong. Then, T corrected the answer and explained that the past tense form of "bring" was "brought" not "bought".

Appendix A/ Field Notes 10/ 9/ 1-10-2016

From the data, it showed peer-editing activity. The students did correction to their friend's work. This activity gave the benefit for the students to interact more through the task given. The role of the teacher was just the facilitator, and the students were the center of the teaching and learning process.

2) Fourth meeting

The fourth meeting was held on Tuesday, October 4th 2016. The researcher and the collaborator came to the class of XII IPA 3 at 09.15 am. The situation in the class was quiet enough. The researcher opened the lesson by greeting the students. Then, the researcher asked one of the students to lead the prayer. S22 was willing to lead the prayer, she said, "before we start our lesson today, let's have a short prayer, shall we". All the students were having a prayer, and after a few seconds S22 said "Aamiin".

The researcher gave a leading question to review by asking about the students' understanding about the text taught in the previous meeting. The researcher asked, "Do you still remember the story about The Legend of Telaga Warna?" The students answered, "yes, Miss" together. Then, the researcher explained about what they were going to do that day. There would be 2 main activities based on the text taught in the previous meeting. The first activity was aimed to improve the students' ability in using correct spelling. The second activity was aimed to improve the students' ability in using correct punctuation and capitalization.

The researcher started the first activity. The researcher divided the students into nine groups, each group consisted of four students. The researcher had prepared nine words taken from the text taught in the previous meeting. The words belonged to the words which the most misspelled by the students. The researcher asked the first group to come to the front. They seemed like not sure about their ability. The researcher explained about the play rules. The researcher would say a word taken from the text, then each member of the group should write a letter to spell that word. The first group got a word "begging". S10 wrote the first letter "B". Then, it was continued until the last letter. Finally, this group could spell the word correctly which was "b-e-g-g-i-n-g". Then, this activity was continued until there were nine groups who got turn to come to the front.

There was just a group who made mistake, it was group 7. Group 7 got a word "thought". This group consisted of S3, S14, S22, and S14. When S14 started to write the first letter which was "T", the next student who was S3 asked to his friend what the next letter was. Then, S22 answered that the next letter was "H". It was continued until the last letter which was written by S34. She wrote "H" as the last letter, so it was written "t-h-o-u-g-h" as their final work. After had finished the task, all the members of this group came back to their chair. The researcher asked to the other students whether it was right or wrong, and all the students said that it was wrong. Then the researcher added a letter "T" in the end of the spelling.

The activity was continued by the activity which was aimed to improve the students' ability in using correct punctuation and capitalization. The students still

worked with the same group. Then, the researcher gave print-out to each group which consisted of a narrative text taught in the previous meeting without any punctuation and capital letter. The researcher asked each group to add the correct punctuation and change the word which should be written in capital letter. The students discussed with their group in doing this task. The researcher walked around the class to control the students. When the researcher was walking around the class, S9 asked to the researcher. She asked, "*Miss, kalo nama daerah sih pake huruf besar kan ya Miss?*" The researcher answered, "Alright, Diah. The first letter of someone's name or place should be written in capital letter". She replied, "Oke, thank you Miss". Then the researcher continued to walk around the class., and there was a student who asked again to the researcher. S26 asked, "*Miss, kalo setelah tanda Tanya (?) sih ada titik (.) juga ngga?*" The researcher answered, "No, if there is a question mark, it does not followed by full stop". "Alright, Miss..thank you".

After for about 15 minutes, the researcher asked the students to finish their work. Then, they had to exchange their work to the other group to have "peer-editing". The students were in hurry to finish their work. After all of the groups finished their work, the researcher said "one" and one of the members in the group lifted the worksheet up. Then, the researcher said "two" and one of the members in the group gave the worksheet to the group next to their group. After the worksheet had been exchanged, the researcher showed the original narrative text by using LCD. Each group was asked to match their friend's work with the original one.

Each member had responsibility to correct the work. They corrected it carefully. After for about 10 minutes, the researcher asked one of the members in each group to collect the worksheet. After this activity ended, the time was over as well. The researcher ended that meeting by leading a short prayer and greeting the students.

The following field notes show the actions implemented in fourth meeting:

Ss berdiskusi dengan teman sekelompok dalam mengerjakan kegiatan tersebut. P berkeliling untuk mengontrol jalannya kegiatan dan menanyakan jika ada Ss yang mengalami kesulitan dalam mengerjakan. Ketika P berkeliling, S9 menunjukan jari untuk bertanya kepada P. P pun mendekat kepada S9 dan S9 bertanya, "miss, kalo nama daerah sih pake huruf besar kan ya miss?". *P menjawab* "Alright, Diah. The first letter of someone's name or place should be written in capital letter". "oke, thank you, miss". *Kemudian P melanjutkan berkeliling, dan ada salah satu Ss yang bertanya lagi yaitu S26,* "miss, kalo setelah tanda tanya (?) sih ada titik (.) juga ngga?", *kemudian P menjawab,* "no, if there is a question mark, it does not followed by full stop". "alright, miss..thank you".

Ss discussed and did the task in groups. T walked around the class to control the activity and ask Ss if there was any question. When T walked around, S9 asked T "miss, if it is the name of place, should be written if capital letter?". T answered, "Alright, Diah. The first letter of someone's name or place should be written in capital letter". "Oke, thank you, miss". Then, T continued to walk around, and there was a student asked T again, she was S26. "Miss, after question mark (?), should it be followed by full stop (.)? T answered, "no, it there is a question mark, it does not followed by full stop". "Alright miss, thank you".

Appendix A/ Field Notes 11/ 8/ 4-10-2016

The data showed that the students were more enthusiastic to follow the lesson. Their understanding toward the lesson increased as well. They asked the teacher about the correct use of capital letter and punctuation. This situation increased from Cycle I.

c. Reflection

In Cycle II, there was not any kind of considerable problem found by the researcher and the collaborator. The reflection of Cycle II are as follows:

Table 12: Reflection of Cycle II

No	Problem	Action	Goals	Improved	Not yet Improved
1.	Difficulty in making grammatically correct sentences.	- PRE-TASK AND LANGUAGE FOCUS (Reading a narrative text and analyzing the underlined regular and irregular verbs). -TASK-CYCLE (Writing a sentence using "verb" mentioned by the teacher).	To guide the students in differentiating regular and irregular verbs and using them in sentences.	The students used correct regular and irregular verbs in sentences.	
2.	Difficulty in using correct spelling and punctuation	-TASK-CYCLE (Spelling a word mentioned by the teacher in groups). -TASK-CYCLE (Adding the missing punctuation and change	To guide the students in using correct spelling and punctuation.	The students used correct spelling and punctuation.	

		the capital letter in the text in groups).			

The students did the tasks well, and they worked together in groups. The students also had immediate chance to correct their mistakes by having "peer-editing". This was found when they communicated with their peer. Hence, the researcher covered that the students' interaction and peer response during the teaching and learning process of writing had given positive effect to the students' knowledge in the aspects of language use and mechanism. The following interview transcript showed the students' ability after the fourth meeting in Cycle II had been implemented based on the collaborator's point of view.

P	*: Jadi manurut Bapak yang kemarin belum meningkat sekarang sudah lumayan meningkat juga Pak?* (So, in your opinion, the aspects which have not improved yet in Cycle I, have they improved in Cycle II?)
Guru	*: Iya mbak Indri, Bapak lihat sih begitu. Anak-anak nulisnya sudah jauh lebih* communicative, *lalu sudah pada sadar tentang tanda baca dan huruf kapital. Ya Bapak sih melihatnya seperti itu.* (Yes, they have. I see that the students' writing are more communicative, and the students become aware about the use of punctuation and capital letter. I think so).
P	*: Jadi metode yang saya gunakan bisa meningkatkan kemampuan writing dari anak-anak ya Pak?* (So you think that the method that I applied can improve the students' ability, don't you?)
Guru	*: Iya mbak Indri, melihat hasil tulisan dari anak-anak sih Bapak rasa metodenya berhasil untuk meningkatkan kemampuan menulis anak-anak.* (Yes, I do. Regarding the result of the students' writing, I think that the method is appropriate to improve the students' ability).

Appendix B/Interview Transcript 11/04-10-2016

The collaborator thought that TBLT can improve the students' ability. The activities in TBLT needed every student to come into the class with a set of experiences and learning. The students had to share their knowledge and individual point of view through the activities provided by the researcher using any language that they had already known. Besides, sharing during the process of Task-cycle in TBLT helped the students to enrich the information when they exchange their own ideas among members in the group. They revealed that practicing writing with peers could ease them to get the idea when they write the narrative text. This made their motivation toward learning English improved. The interview between the researcher and the students show their behavior toward writing a narrative text through TBLT are presented as follows:

P	*: Berarti Ribka ngerasa kemampuan menulisnya meningkat nggak?* (Do you think that your writing ability improved?)
S28	*: Iya miss, ya meningkat lah. Dari pada sebelumnya mah ya jelas meningkat banget miss.* (Yes, Miss. My writing ability improved than before).
P	*: Berarti metode yang miss Indri gunain buat ngajar efektif nggak kira-kira?* (So, do you think that the method which I applied to teach writing is effective?)
S28	*: Kalo kataku mah ya udah lumayan efektif lah miss, yang penting tuh kitanya seneng diajar sama miss Indri. Soalnya tuh kaya temen sendiri gitu ngerasanya. Terus miss Indri ngga banyak jelasin ini itu, kadang kalo gurunya kebanyakan ngomong kan malah jadi ngantuk kan ya miss.* (In my opinion, the method is quite effective. The most important thing is the students are happy to be taught by you. You become our friend and you do not explain many things. Sometimes if the teacher talks too much, the students will get bored and fall asleep).

<div align="right">Appendix B/Interview Transcript 12/04-10-2016</div>

From the data, S28 thought that her ability in writing increased after the implementation of TBLT. She enjoyed the lesson since the teacher did not explain too much about the material. Therefore, she taught that the method used in this research was quite effective. Another interview transcript is presented as follow:

P	: *Oh jadi Novela lebih suka kalo suruh nulis dari pada berbicara?* (So, you enjoy more to write something rather that speak, aren't you?)
S25	: *Iya miss, kalo aku sih lebih suka nulis gitu dari pada suruh* speaking. (Yes, Miss. I enjoy more to write something rather than speak).
P	: *Kok beda sama kebanyakan siswa lain ya. Kebanyakan mereka malah lebih suka ngomong dari pada nulis tuh. Nah berarti sekarang Novela ngerasanya gimana setelah diajar sama miss Indri?* (You are different from the most students. They enjoy more to speak rather than write. So now, do you think that your writing ability improved?)
S25	: *Ya seneng sih miss, jadi lebih banyak kesempatan buat bikin teks, terus diajarin yang bener tuh ngerangkai kalimatnya gimana, sama kalo ada yang ngga tau suruh cek di kamus gimana nulisnya yang bener, jadi seneng aja miss.* (I feel happy. I think that I got more chances to write some texts, and then I was taught how to arrange the sentences in a good order, so I feel happy).
P	: *Berarti Novela ngerasa kemampuannya meningkat apa ngga?* (So, do you think that your ability improved?)
S25	: *Iya miss, jelas meningkat. Soalnya ada yang ngingetin harusnya nulisnya gimana-gimana gitu miss.* (Yes, Miss. It is sure since there is someone who reminds me how to write correctly).

<div align="right">Appendix B/Interview Transcript 14/04-10-2016</div>

Based on the student's point of view, the researcher did not find any significant problems of the students writing ability in terms of language use and mechanism which were mostly done by the students in the previous meetings.

The implementation of Cycle II also brought the improvement on the aspect of producing a text. The students could produce better narrative text than before the implementation of Cycle II. Besides, the improvement of their motivation on Cycle II gave the positive effect on their writing as well. The result of Cycle I can be summarized as follows:

a. In term of content aspect, some students got the point of the component and the purpose of narrative text; and they had good knowledge of the language features in narrative text. It improved more than Cycle I.

b. In term of organization aspect, some students could produce a narrative text in a good organization. It improved more than Cycle I.

c. In term of vocabulary aspect, the students' vocabulary mastery showed a good improvement. Almost all the students could use appropriate words when they wrote the sentences in the narrative text. Therefore, it improved more than Cycle I.

d. In term of language use aspect, some students were able to write sentences by using correct tense used in the narrative text. The difficulties in differentiating regular and irregular verbs reduced. Therefore, it improved.

e. In term of mechanics aspect, miss spellings and wrong capitalizations reduced. The students could identify and use the correct spellings and appropriate capital letters. Therefore, it improved.

There were also some other facts found by the researcher and the collaborator during the research. The additional findings are explained as follows:

a. The implementation of TBLT lead the students' motivation to improve because they had more chances to interact with the other friends and there was no restriction to use any language that they had already known.

b. The use of TBLT increased the students' enthusiasm in producing a narrative text. The different perspective helped them when proofreading, so the more students looking at the writing they made, the higher mistakes would be identified and improvements would be made.

B. Research Findings

In this part, there are qualitative and quantitative data. The qualitative data has something to do with the general findings based on the observation and interview on each cycle. Whereas the quantitative data shows the students' results on their pre-test, progress-test, and post-test. The findings found by the researcher and the collaborator in improving writing ability through Task-Based Language Teaching (TBLT) are as follows:

1. Summary of Cycle I and II

The result of this action research can be summarized in the following table:

Table 13: Research Result

Aspects of Writing	Pre-Condition	Cycle I	Cycle II
Content	The students had no knowledge and did not understand the components, the	Some students could get the point of the components and the purpose of	Some students got the point of the component and the purpose of narrative text;

	purpose and the language features of narrative text.	narrative text.	and they had good knowledge of the language features in narrative text. The improvement percentage was 14.3%.
Organization	The students could not identify and produce a narrative text in a good order.	Some students could produce a narrative text in a good organization.	Some students could produce a narrative text in a good organization. The improvement percentage was 14.5%.
Vocabulary	Vocabulary mastery of the students was still low. They had limited vocabulary to be used in the sentences in narrative text.	The students' vocabulary mastery nearly improved. The students used more vocabulary than in the Pre-test.	Almost all the students could use appropriate words when they wrote the sentences in the narrative text. The improvement percentage was 16%.
Language Use	The students found difficulty in using appropriate tense used in narrative text.	Some students were able to write a narrative text using the correct tense, though some other were still confused in differentiating regular and irregular verbs.	Some students were able to write sentences by using correct tense used in the narrative text; The difficulties in differentiating regular and irregular verbs reduced. The improvement percentage was

			20.8%.
Mechanics	The students' writing did not use appropriate punctuation and capitalization.	The students did it well but there were still a lot of miss spellings, and there were some students who did not aware about the use of capitalization and punctuation.	Miss spellings and wrong capitalizations reduced. The students could identify and use the correct spellings and appropriate capital letters. The improvement percentage was 2%.

2. Students' Score

In this section, the researcher presents the students' writing scores taken from Pre-test, Progress-test, and Post-test. It can be said that there is an improvement if the mean score increased. As stated by the English teacher in SMA Negeri 1 Majenang, the passing grade of English for grade XII is 73. The explanation has something to do with the students' mean scores in five aspects of writing namely content, organization, vocabulary, language use, and mechanics. The tables below show the mean scores of each aspect of writing.

Table 14: Students' Mean Score in the Content Aspect

Component	Pre-test	Progress-test	Post-test	Improvement Percentage
Content	19.8	23.3	24.1	14.3%

Table 14 presents the mean score of the content aspect attained by the students. According to model of analytical scoring rubric proposed by ESL

composition profile, the range score of content aspect is 13-30. It shows that the students' mean score of this aspect increased as the tasks given in each cycle. The students' mean score of content aspect in Pre-test is 19.8. It belongs to the criteria fair to poor. The students' mean score of content aspect in Progress-test is 23.3. It belongs to the criteria good to average. Then, the students' mean score of content aspect in Post-test is 24.1. It belongs to the criteria good to average. The gain score obtained by comparing the mean score between Pre-test and Post-test is 4.3 (14.3%).

Table 15: Students' Mean Score in the Organization Aspect

Component	Pre-test	Progress-test	Post-test	Improvement Percentage
Organization	13.4	15.5	16.3	14.5%

Table 15 shows the students' mean score in term of organization aspect. According to model of analytical scoring rubric proposed by ESL composition profile, the range score of organization aspect is 7-20. The students' mean score of organization aspect in Pre-test is 13.4. It belongs to the criteria fair to poor. The students' mean score of organization aspect in Progress-test is 15.5. It belongs to the criteria good to average. Then, the students' mean score of organization aspect in Post-test is 16.3. It belongs to the criteria good to average. The gain score obtained by comparing the mean score between Pre-test and Post-test is 2.9 (14.5%).

Table 16: Students' Mean Score in the Vocabulary Aspect

Component	Pre-test	Progress-test	Post-test	Improvement Percentage
Vocabulary	12.7	15.3	15.9	16%

Table 16 shows the students' mean score in term of vocabulary aspect. According to model of analytical scoring rubric proposed by ESL composition profile, the range score of vocabulary aspect is 7-20. The students' mean score of vocabulary aspect in Pre-test is 12.7. It belongs to the criteria fair to poor. The students' mean score of vocabulary aspect in Progress-test is 15.3. It belongs to the criteria good to average. Then, The students' mean score of vocabulary aspect in Post-test is 15.9. It belongs to the criteria good to average. The gain score obtained by comparing the mean score between Pre-test and Post-test is 3.2 (16%).

Table 17: Students' Mean Score in the Language Use Aspect

Component	Pre-test	Progress-test	Post-test	Improvement Percentage
Language Use	14.4	17.1	19.6	20.8%

Table 17 shows the students' mean score in term of language use aspect. According to model of analytical scoring rubric proposed by ESL composition profile, the range score of language use aspect is 5-25. The students' mean score of language use aspect in Pre-test is 14.4. It belongs to the criteria fair to poor. The students' mean score of language use aspect in Progress-test is 17.1. It belongs to the criteria fair to poor. Then, the students' mean score of language use aspect in

Post-test is 19.6. It belongs to the criteria good to average. The gain score obtained by comparing the mean score between Pre-test and Post-test is 5.2 (20.8%).

Table 18: Students' Mean Score in the Mechanics Aspect

Component	Pre-test	Progress-test	Post-test	Improvement Percentage
Mechanics	3.2	3.2	3.3	2%

Table 18 shows the students' mean score in term of mechanics aspect. According to model of analytical scoring rubric proposed by ESL composition profile, the range score of mechanics aspect is 2-5. The students' mean score of mechanics aspect in Pre-test is 3.2. It belongs to the criteria fair to average. The students' mean score of mechanics aspect in Progress-test is 3.2. It belongs to the criteria fair to average. Then, the students' mean score of mechanics aspect in Post-test is 3.3. It still belongs to the criteria fair to average. The gain score obtained by comparing the mean score of Pre-test and Post-test is 0.1 (2%).

According to discussion above, it can be concluded that the students' writing ability in five aspects of writing which are content, organization, vocabulary, language use, and mechanics were increased after the actions during the research were implemented. The students' gain score compared from Pre-test to Post-test in content aspect is 4.3; organization aspect is 2.9; vocabulary aspect is 3.2; language use aspect is 5.2; and mechanics aspect is 0.1.

The general finding of students' scores of five writing aspects which were obtained in Pre-test, Progress-test, and Post-test can be summarized as follows:

Table 19: General Finding of Students' Scores from Pre-test, Progress-test, and Post-test.

Score	Pre-test	Progress-test	Post-test	Improvement Percentage
Mean Score	63.7	74.4	79.3	15.6%

Table 19 above gives the information of the value of the students' mean score in the five aspects of writing. It was obtained from Pre-test, Progress-test, and Post-test. In Pre-test, the students' mean score of writing was 63.7. According to general scoring rubrics of writing proposed by Williams, it belongs to Lower Half category in 3-point with the score range 56-66. It is under the passing grade of English for grade XII which is 73. Then, in Progress-test, it improved up to 74.4. According to general scoring rubrics of writing proposed by Williams, it belongs to Upper Half in 4-point with the score range 67-77. It passes the passing grade of English for grade XII which is 73. In the end of this research, by conducting Post-test, it was known that it improved up to 79.3. According to general scoring rubrics of writing proposed by Williams, it belongs to Upper Half in 5-point with the score range 78-88. It passes the passing grade of English for grade XII which is 73 and rises from Progress-test. The students' gain score compared from Pre-test to Post-test was 15.6 (15.6%). It can wrapped up that the implementation of TBLT can improve the students' writing ability.

C. Discussion of the Finding

In this part, the researcher provides the analysis of the finding attained in Cycle I and Cycle II of this research. The purpose of this interpretation is to present the result of the process during the research whether TBLT can improve the students' writing ability or not. The early observation had been done before the research was started. The observation was aimed to get preliminary information of students' problems on writing a text. To overcome the problems found during the class observation, the researcher applied two cycles in this research.

Before the implementation of TBLT in the teaching and learning process of writing, the students felt that writing was difficult. They got many difficulties in writing. Based on the data collected in the reconnaissance stage, it was found that students' writing ability was still low related to content, organization, vocabulary, language use, and mechanics. Therefore, the researcher implemented TBLT to solve those problems.

TBLT facilitates the students to become better writers. They were given some tasks to build their knowledge about a narrative text. In order to solve the problems, there were some tasks implemented by the researcher through TBLT. First, to solve the content problem, the researcher implemented two tasks; they were: working in groups to make sentences based on picture series, and working in pairs to make a narrative text based on the video. Before the action, some students got difficulty in developing their ideas. It made their writing lacked details. After the action, the students can develop their ideas easier since they work in groups.

Second, to solve the organization problem, the researcher implemented a task in the form of working in pairs to make a narrative text based on the video. Before the action, some students got difficulty in organizing ideas. They wrote some paragraphs with illogical sequence. Their sentences were not relevant to the main idea. After the action, the students produced a narrative text in a good organization.

Third, to solve the vocabulary problem, the researcher implemented a task in the form of reading a narrative text, then matching some words with the pictures. Before the action, most of the students had a limited vocabulary. It lead the students to write limited sentences. After the action, the students used more vocabulary than in the Pre-test.

Then, to solve the language use problem, the researcher implemented two tasks which were doing the grammar exercises, and analyzing V2 in the transcript of the video with the title "Beauty and the Beast". Before the action, most of the students found the difficulty in making sense of grammatical value. They were still confused about how to implement the concept. However, these tasks did not solve yet to language use problem. The students were still confused in differentiating regular and irregular verbs. Then, the researcher implemented more task dealing with this problem which was writing a sentence using "verb" mentioned by the teacher. After the action, all the students were able to write sentences by using correct tense used in the narrative text. They no longer found difficulties in differentiating regular and irregular verbs.

Last, to solve the mechanics problem, the researcher implemented two tasks which were spelling a word mentioned by the teacher in groups and adding the missing punctuation and change the capital letter in the text in groups. Before the action, some students wrote the vocabulary with incorrect spelling. They also felt confused about the use of punctuation. After the action, there were no longer miss spellings and impropriate capitalizations. The students could identify and use the correct spellings and appropriate capital letters.

TBLT could improve the students' writing ability through many ways. First, according to Larsen (2000: 144) TBLT provides natural context for language use. The students are required to work in pairs or groups in doing writing task. Therefore, they get a lot of chances to share their ideas in order to improve the difficulty in getting and organizing the ideas. Second, according to Willis (2006), TBLT is student-centered. The students are the main subjects of the learning process of writing. They become active learners. Therefore, it can improve their vocabulary. It also improves the students' ability in making sense of grammatical use and using correct mechanics.

It was discovered that the students produced better writing after did the steps on TBLT namely pre-task, task-cycle, and language Focus. Their final writing which were held in the end of each cycle also showed the improvement in five aspects of writing namely content, organization, vocabulary, language use, and mechanics. The gain scores from each writing aspects were obtained from Pre-test to Post-test. In content aspect, the gain score reached 4.3; organization aspect

reached 2.9; vocabulary aspect reached 3.2; language use aspect reached 5.2; and mechanics aspect reached 0.1. The value of mean score of those five aspects of writing also increased from Pre-test to Post-test. The result of the students' score analysis showed that the mean score in Pre-test was 63.7; in Progress-test was 74.4; and in Post-test was 79.3. The students' gain score compared from Pre-test to Post-test was 15.6.

The improvement in students' writing ability was also considered as the effect of the process of Pre-task, Task-cycle, and Language Focus included on TBLT. It became effective in raising the students' awareness of important organizational and syntactical elements that they might not notice on their own. It was also because the students got more productive feedback during the writing process which helped them more independent when they worked individually.

Based on the explanation above, it can be concluded that the improvement of the students' writing ability in class XII IPA 3 of SMA Negeri 1 Majenang was achieved by the implementation of TBLT. The activities done during the research provided the students a classroom interaction which lively helped them to work better. It also motivated them that writing a text especially narrative text was not quite difficult since they knew how to deal with the generic structure of narrative text and the language features of the text. Besides, the adequate knowledge of the students on narrative text is in line with their writing ability improvement in terms of writing aspects which are content, organization, vocabulary, language use, and mechanics.

CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

In this research, the researcher worked collaboratively with the English teacher from this school. They worked collaboratively in identifying the problem, determining the efforts in solving the problems, planning the actions, and applying TBLT for improving writing ability to XII IPA 3 students in SMA Negeri 1 Majenang. Based on the research findings, it can be concluded that TBLT can improve the students writing ability.

The improvements of the students' writing ability can be identified from the improvement in writing achievement; the students' ability in making a narrative text with correct grammar, mechanics, content, and organization; and the students' ability in expressing their ideas using appropriate vocabulary.

TBLT also can improve the situation in teaching and learning process of writing. The class situation become more alive with various tasks given by the researcher, and the students' participation in the lesson increased. Besides, TBLT can motivate the teachers in creating interesting tasks and developing of media in the teaching and learning process of writing.

In conclusion, the result of the research shows that TBLT can improve the students' writing ability, especially for grade XII grade in SMA Negeri 1 Majenang.

B. Implication

The research findings imply that TBLT is beneficial for the students in improving their writing ability. TBLT offers materials for the students which they have to be actively engaged in the teaching and learning process in order to achieve a goal or complete a task. It can develop the students' ability in developing their ideas, encourage the students to write, and make the class situation becomes more alive.

By implementing TBLT, the students can write a narrative text using good developing ideas (content), good organization (organization), appropriate word choosing (vocabulary), correct grammatical patterns (language use), and correct punctuation, spelling, and capitalization (mechanics). The accuracy in writing can be achieved by giving some exercises to elicit their vocabulary building and language focus. Working in groups or in pairs in TBLT also can increase the students' participation in teaching and learning process of writing. The improvements of the students' writing ability can also be identified from the improvement of the students' score of writing tests from cycle to cycle and the reduction of the students who did not pass the passing grade.

C. Suggestion

Based on the conclusion made and the implication stated, there are some suggestions:

1. For the English Teacher

Since the students think that writing belongs to a skill that is difficult to be mastered, the teachers will face many difficulties in teaching writing ability. Therefore, they should enhance their ability and give various tasks or appropriate media that can both improve their students' writing ability and change their students' attitude towards writing. It is better for the teachers to teach writing using TBLT as one of teaching method in order to improve the students' writing ability.

The research findings are expected to give insight for the English teachers in the teaching and learning process of writing. In the field, there are many difficulties faced by the students, therefore the English teacher is hoped to be able to give the suitable approaches in teaching writing. The teacher should to know about the students' inadequacy. The English teachers should give sufficient vocabulary to solve the students' lack of vocabulary. In grammar, the teachers can apply on language focus. The correct mechanism, content, and organization can be achieved by giving more chances for the students to write.

2. For the Students

The students of SMA Negeri 1 Majenang may apply many efforts in order to improve their writing ability. The researcher hopes that these research findings can be used as a reference for the students to gain their writing ability. By taking into account the result of the research, the students can motivate themselves to get a better achievement in writing.

3. For the School

Considering that the teachers have to develop their ability and creativity in teaching writing, the school can facilitate the teachers by conducting workshops on TBLT.

4. For the Other Researchers

Finally, it is expected that the result of this research can be used as an additional reference for further researchers, especially the researchers dealing with the teaching of writing. The researcher also expects that other researchers can apply this in other level of students. Besides, other researchers can apply TBLT to improve the students' writing ability focused on micro and macro skills of writing.

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APPENDICES

APPENDIX A

FIELD NOTES

FIELD NOTES

Nomor	**: Field Notes 1**
Hari, Tanggal	**: Kamis, 14 April 2016**
Waktu	**: 08.30 WIB**
Tempat	**: Ruang Tamu Sekolah**
Kegiatan	**: Meminta Izin Penelitian**
Responden	**: Peneliti (P)**
	Kepala Sekolah (KS)
	Pegawai Tata Usaha (PTU)

1. P datang ke sekolah pada pukul 08.30 WIB. P menuju ke ruang tamu sekolah dan bertemu dengan salah satu PTU, kemudian beliau mempersilahkan P untuk duduk.
2. P menyampaikan maksud kedatangannya yaitu untuk meminta izin observasi penelitian serta menyerahkan surat izin dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta dan dari Bappeda Kab. Cilacap. Setelah membaca surat izin tersebut, PTU meminta P untuk menunggu sebentar dan beliau memanggilkan KS.
3. KS datang menemui P dan langsung mengenali P karena P merupakan alumni dari sekolah tersebut. P mengutarakan maksud kedatangannya ke SMA Negeri 1 Majenang yaitu untuk melakukan penelitian Skripsi di kelas Bahasa Inggris.
4. KS membaca surat yang diberikan oleh PTU, kemudian KS mengijinkan P untuk mengadakan penelitian di sekolah tersebut dan langsung mengarahkan P untuk bertemu dengan Waka Kurikulum.

Nomor	**: Field Notes 2**
Hari, Tanggal	**: kamis, 14 April 2016**
Waktu	**: 09.00 WIB**
Tempat	**: Ruang Waka Kurikulum**
Kegiatan	**: Meminta Izin Penelitian dan Menanyakan Kelas**
Responden	**: Peneliti (P)**
	Waka Kurikulum (WK)

1. P menuju ruang WK diantar oleh PTU.
2. PTU mengetuk pintu dan memberitahu WK bahwa P akan mengadakan penelitian di SMA Negeri 1 Majenang dan telah mendapatkan rekomendasi dari KS untuk menemui WK.
3. WK menyambut P dan langsung mengenali P karena WK merupakan guru Kimia P ketika kelas X. WK mempersilahkan P duduk.
4. P juga mengutarakan maksud kedatangannya yaitu untuk melakukan penelitian Skripsi di kelas Bahasa Inggris.
5. WK memberikan izin kepada P untuk melakukan penelitian di kelas XI IPA. WK kemudian menjelaskan siapa guru yang mengampu mata pelajaran Bahasa Inggris di kelas XI IPA yang kemudian menjadi kolaborator P dalam melaksanakan penelitian.
6. P kemudian meminta ijin untuk bertemu dengan Guru Bahasa Inggris yang mengajar di kelas XI IPA.
7. WK meminta PTU untuk mengantar P menemui Bapak Prapto Jumadi, guru yang mengampu pelajaran Bahasa Inggris kelas XI.
8. P kemudian menemui Bapak Prapto Jumadi diantar oleh PTU di ruang guru. Namun karena Bapak Prapto Jumadi masih mengajar di kelas, kemudian PTU meminta P untuk menunggu di ruang tamu sekolah.

Nomor : **Field Notes 3**
Hari, Tanggal : **Kamis, 14 April 2016**
Waktu : **10.00 WIB**
Tempat : **Ruang Tamu Sekolah**
Kegiatan : **Bertemu Guru Bahasa Inggris**
Responden : **Peneliti (P)**
Guru Bahasa Inggris (GBI)

1. Setelah selesai mengajar, PTU memberitahu GBI bahwa P ingin menemui beliau dan menunggu di ruang tamu sekolah.
2. GBI datang menemui P dan langsung mengenali P karena GBI merupakan Guru Bahasa Inggris P ketika kelas XII.
3. P mengutarakan maksud kedatangannya yaitu untuk melakukan penelitian Skripsi di kelas yang diampu oleh GBI.
4. GBI bertanya kepada P tentang penelitian apa yang akan P lakukan.
5. P kemudian mengatakan kepada GBI bahwa informasi dari GBI tersebut akan digunakan untuk perumusan masalah dan mencari metode yang tepat untuk meningkatkan kemampuan *writing*.

6. Akan tetapi GBI menerangkan bahwa pada waktu itu sudah masuk akhir dari semester genap, jadi GBI memberikan jalan tengah agar P melakukan penelitian di kelas XII IPA. Tetapi P tetap diizinkan untuk melakukan observasi di kelas XI IPA, jadi GBI meminta P untuk men*design* RPP dan Silabus untuk kelas XII IPA.
7. P menyetujui saran dari GBI untuk melakukan penelitian di kelas XII IPA dan meminta izin kepada GBI untuk melakukan observasi di kelas ketika pembelajaran *writing*.
8. GBI menunjuk kelas XI IPA 1 untuk dijadikan kelas penelitian, dan P diizinkan untuk melakukan observasi pada hari Rabu, 26 April 2016.
9. P menyetujui untuk melakukan observasi di kelas pada hari tersebut, lalu berterima kasih dan pamit izin pulang.

Nomor	**: Field Notes 4**
Hari, Tanggal	**: Rabu, 26 April 2016**
Waktu	**: 07.30 WIB**
Tempat	**: Ruang Kelas XI IPA 1**
Kegiatan	**: Observasi**
Responden	**: Peneliti (P)**
	Guru Bahasa Inggris (GBI)
	Siswa Kelas XI IPA 1 (Ss)

1. P datang ke sekolah pada pukul 07.30 WIB. P menemui GBI untuk mengkoordinasikan teknis dari observasi dan mekanisme penelitian di kelas XI IPA 1. Setelah berbincang-bincang sebentar, P bersama GBI menuju ruang kelas XI IPA 1.
2. GBI mengucapkan salam kemudian memperkenalkan P kepada Ss dan menjelaskan bahwa P adalah mahasiswa UNY jurusan Pendidikan Bahasa Inggris yang akan mengadakan penelitian Skripsi di kelas mereka.
3. GBI mempersilahkan P untuk duduk di bangku yang sudah di persiapkan di bagian belakang kelas.
4. P mempersiapkan instrument yang digunakan untuk melakukan observasi yaitu *observation checklist* yang telah dipersiapkan sebelumnya untuk melihat kelengkapan guru dalam mengajar.
5. GBI memulai pembelajaran di kelas dengan menunjuk salah satu siswa untuk memimpin do'a.
6. Siswa berdo'a menurut keyakinan masing-masing. Kemudian menyiapkan buku tulis dan perlengkapan lainnya yang digunakan untuk proses pembelajaran Bahasa Inggris.

7. GBI menerangkan bahwa hari ini mereka akan belajar tentang *narrative*. GBI menggunakan metode ceramah untuk mengajarkan *generic structure* dari *narrative*. Disini GBI tidak memberikan contoh teks sama sekali ketika menerangkan tentang *generic structure* dari *narrative* tersebut.

8. GBI menyisipkan candaan-candaan ringan agar Ss tidak mengantuk dan tidak merasa bosan. Awalnya Ss terlihat cukup antusias namun tak beberapa lama Ss banyak yang tidak memperhatikan penjelasan dari GBI. Banyak dari Ss yang berbincang-bincang dengan teman sebangku dan beberapa Ss juga terlihat mengantuk. Ada juga Ss yang bertanya kepada GBI mengenai apa keguanaan dari *Narrative text*.

9. Setelah menjelaskan *generic structure* dari *narrative,* barulah GBI memberikan contoh *narrative text* dengan judul *"The Lion and The Mouse"* yang ditampilkan dengan menggunakan LCD, kemudian siswa diminta untuk mencari kata kerja apa saja yang ada di dalam teks tersebut.

10. Siswa menulis kata kerja lampau yang ada di dalam teks tersebut di buku tulis mereka masing-masing.

11. Setelah Ss menuliskan kata kerja tersebut, GBI meminta siswa untuk mencari tahu arti dari kata masing-masing. Banyak siswa yang mengalami kesulitan dalam mencari arti kata kerja tersebut, karena banyak dari mereka yang tidak membawa kamus.

12. Setelah sekitar 10 menit, GBI meminta beberapa siswa untuk menuliskan kata-kata tersebut beserta artinya di papan tulis.

13. GBI mengoreksi arti dari kata-kata tersebut dan meminta siswa untuk menyalin jawaban yang benar.

14. Setelah itu tidak ada lagi kegiatan-kegiatan seperti mengerjakan soal dan latihan ataupun kegiatan diskusi dalam group, pasangan maupun individu. GBI langsung meminta siswa untuk menulis sebuah teks *narrative* yang mereka tahu minimal 3 paragraf dalam waktu 30 menit.

15. Banyak siswa yang merasa kesulitan karena mereka belum menemukan ide akan menulis apa dan bagaimana harus merangkainya menjadi sebuah teks *narrative.*

16. GBI berkeliling untuk menanyakan apakah ada kesulitan dalam mengerjakan tugas yang diberikan. Ss menanyakan apa bentuk lampau dari kata *"eat",* GBI menjawab bentuk lampau dari kata *"eat"* adalah *"ate"*.

17. Setelah berkeliling sekitar 20 menit, GBI mengingatkan bahwa waktu untuk mengerjakan tinggal tersisa 5 menit. GBI meminta Ss untuk mengumpulkan pekerjaan mereka ketika bel istirahat berbunyi.

18. Setelah beberapa saat, bel istirahatpun berbunyi, namun banyak Ss yang belum menyelesaikan pekerjaan mereka. Kemudian Ss meminta kepada GBI agar menjadikan tugas ini sebagai Pekerjaan Rumah (PR). Dengan terpaksa akhirnya GBI pun menyetujui untuk menjadikan tugas tersebut sebagai PR.
19. GBI menutup pertemuan dengan mengucapkan salam.

Nomor	**: Field Notes 5**
Hari, Tanggal	**: Rabu, 26 April 2016**
Waktu	**: 11.30 WIB**
Tempat	**: Ruang Guru**
Kegiatan	**: Menentukan jadwal Pre-Test**
Responden	**: Peneliti (P)**
	Guru Bahasa Inggris (GBI)

1. Setelah melakukan observasi di kelas, P bersama GBI menuju ruang guru untuk menentukan jadwal pengambilan nilai dari Ss sebagai nilai *Pre-test.*
2. Namun sebelumnya, P juga melakukan *interview* mengenai pembelajaran *writing* yang baru saja berlangsung di kelas XI IPA1.
3. GBI mengutarakan bahwa begitulah pembelajaran di kelas ketika beliau mengajarkan *writing*. Banyak Ss yang merasa enggan ketika diminta untuk menulis dalam Bahasa Inggris. Banyak Ss yang masih memiliki keterbatasan *vocabulary* yang menjadikan Ss sulit untuk menulis.
4. P juga memberikan pendapat yang sama mengenai kemampuan *writing* dari Ss di kelas XI IPA 1.
5. P mengkonsultasikan judul yang akan diambil untuk Skripsinya yaitu *"Improving Writing Ability Using Task-Based Language Teaching (TBLT) for Grade XII Students of SMA Negeri 1 Majenang in the Academic Year of 2016/2017"* kepada GBI. GBI pun sudah tidak asing lagi dengan metode pembelajaran Bahasa tersebut, akan tetapi GBI mengaku belum pernah mengaplikasikannnya untuk mengajarkan *Writing*.
6. P menjelaskan sekilas mengenai metode yang akan diterapkan dalam penelitiannya. P menerangkan bahwa dalam *Task-Based Language Teaching (TBLT)* terdapat tiga tahap pembelajaran, yaitu: *Pre-Task, Task-Cycle,* dan *Language Focus.*
7. GBI mendukung metode yang diambil oleh P untuk meningkatkan kemampuan *Writing* siswa kelas XI IPA yang akan naik ke kelas XII IPA.
8. P menunjukan silabus dan RPP yang telah disiapkan sebelumnya agar GBI dapat memberikan masukan apabila ada yang kurang tepat.

9. P meminta izin untuk mengadakan *Pre-test* ketika proposal Skripsinya sudah di acc oleh dosen pembimbingnya, dan GBI pun menyetujuinya.
10. Setelah mengadakan interview dan menentukan jadwal *Pre-test,* P berterima kasih kepada GBI lalu pamit undur diri.

Nomor	**: Field Notes 6**
Hari, Tanggal	**: Sabtu, 6 Agustus 2016**
Waktu	**: 12.30 WIB**
Tempat	**: Ruang Kelas XII IPA 3**
Kegiatan	**:** *Pre-Test*
Responden	**: Peneliti (P)**
	Guru Bahasa Inggris (GBI)
	Siswa kelas XII IPA 3 (Ss)

1. Pukul 10.00 WIB, P datang ke sekolah dan langsung masuk ke ruang tamu sekolah. P bertemu dengan salah seorang PTU dan mengutarakan maksud kedatangannya yaitu untuk bertemu dengan GBI. PTU meminta P untuk menunggu sebentar di ruang tamu sedangkan PTU memanggilkan GBI di ruang guru.
2. Setelah beberapa saat, PTU pun kembali bersama GBI. P menyambut GBI lalu mengatakan kepada GBI jika P sudah siap untuk melakukan penelitian. P menanyakan kepada GBI kapan P bisa mulai mengambil nilai sebagai *Pre-Test.* GBI meminta P untuk menunggu sebentar dan GBI menuju ke ruang guru untuk mencatat jadwal mengajarnya di kelas XII IPA 3.
3. GBI kembali ke ruang tamu dengan membawa catatan jadwal mengajarnya di kelas XII IPA 3. GBI mengatakan bahwa P bisa mulai penelitian mulai Selasa, 9 Agustus 2016. Jadwal mengajar di kelas XII IPA 3 yaitu Selasa jam ke 4,5 (09.10-10.45 WIB) dijeda dengan istirahat pertama, dan Rabu jam ke 5,6 (10.45-12.05 WIB). Tetapi GBI berkata bahwa ketika GBI ke ruang guru, beliau berbincang dengan Guru Fisika dan Guru Fisika tersebut tidak bisa mengajar di kelas XII IPA 3 nanti pada jam ke 7,8. GBI pun menawarkan P untuk masuk ke kelas XII IPA 3 untuk mengambil nilai sebagai *Pre-test.*
4. P menyetujui untuk melakukan *Pre-Test* pada hari itu. Pukul 12.30 WIB, GBI dan P memasuki ruang kelas XII IPA 3. Suasana kelas yang cukup gaduh mendadak menjadi tenang. Namun masih terlihat beberapa bangku kosong karena masih ada Ss yang mengerjakan Sholah Dhuhur.

GBI mengucapakan salam dan memperkenalkan kembali P kepada Ss. Kemudian GBI menyerahkan tanggung jawab kelas kepada P dan GBI duduk di kursi paling belakang.

5. Terdengar suara ketukan pintu, beberapa Ss masuk dengan berkata *"excuse me* buk*"*. P mempersilahkan Ss yang baru datang untuk duduk di bangkunya masing-masing. P memperkenalkan diri lebih jauh pada Ss karena ketika pertama P masuk ke kelas sewaktu observasi, GBI hanya memperkanalkan P secara sekilas.

6. P menyapa Ss dengan sapaan *"Good evening everyone, How's Life?"* dan hanya sedikit sekali Ss yang menjawab, *"I'm fine, and you?"* Ss mungkin memahami salam dalam Bahasa Inggris, tetapi kata *"How's life"* jarang digunakan di dalam kelas sehingga banyak Ss yang ragu untuk menjawabnya. Saat P bertanya *"Who is absent today?"* Ss tidak langsung menjawabnya. Kemudian S2 menjawab "masuk semua miss".

7. Kegiatan dilanjutkan dengan menyampaikan bahwa hari ini P akan meminta siswa untuk menulis teks *narrative.* Ss diminta untuk menuliskan *narrative text* yang diketahuinya minimal 3 paragraf dalam waktu 30 menit. Seketika Ss merespon dengan rasa kaget dan sedikit berteriak "yah..jangan nulis lah miss, belum siap miss".

8. P meminta Ss untuk menulis dalam selembar kertas dengan dilengkapi identitas dan tanggal pada hari itu. Ss mulai menyiapkan selembar kertas dan menuliskan identitas di bagian atas kertas. Adapula Ss yang meminta kertas kepada teman sebangkunya dan meminjam pulpen.

9. Banyak Ss yang diam melihat temannya menulis, dan bercengkrama mengenai cerita apa yang akan mereka tulis. P berkeliling untuk megontrol agar Ss tidak gaduh dan menanyakan kesulitan apa yang dihadapi siswa. Beberapa saat kemudian GBI meminta izin kepada P untuk meninggalkan kelas terlebih dahulu dan P mempersilahkan GBI untuk meninggalkan kelas.

10. P bertanya kepada S1, cerita apa yang dia tulis, S1 menjawab "nulis cerita Doraemon miss, hehe.." kemudian P bertanya kepada S30, S30 menjawab "aku nulis cerita Naruto miss" dan ternyata ada beberapa Ss lainnya yang menuliskan cerita tentang tokoh kartun kesukaan mereka.

11. S6 bertanya kepada P "miss, kalo Bahasa Inggrisnya kepeleset sih apa ya miss?" namun P tidak langsung menjawab pertanyaajn tersebut. P meminta S6 untuk mengeceknya di kamus terlebih dahulu, tetapi S6 tidak membawa kamus. S6 akhirnya meminjam kamus kepada S11 untuk mengecek kata tersebut di dalam kamus.

12. Banyak dari Ss yang tidak membawa kamus dan mereka kesulitan ketika ada kata yang mereka tidak tahu Bahasa Inggrisnya.
13. Setelah 25 menit, P mengingatkan Ss bahwa waktu untuk mereka mengerjakan tinggal tersisa 5 menit. Banyak Ss yang kaget dan tergesa-gesa untuk menyelesaikan pekerjaan mereka. P melihat banyak Ss yang baru menuliskan beberapa kalimat saja. Ss pun tidak tahu lagi harus menuliskan apa lagi, banyak dari mereka yang kesulitan dalam mengembangkan ide serta menyusunnya menjadi paragraf yang *communicative*.
14. Setelah 5 menit selesai, P meminta Ss untuk mengumpulkan hasil pekerjaan mereka. P meminta perwakilan satu deret bangku untuk mengumpulkannya ke depan. Banyak Ss yang meminta perpanjangan waktu untuk mengerjakan, tetapi karena sudah bel pulang maka P meminta Ss untuk mengumpulkan hasil pekerjaan mereka seadanya.
15. Setelah hasil pekerjaan Ss sudah terkumpul semua, lalu P menghitung jumlah semua pekerjaannya dan jumlahnya sesuai dengan jumlah Ss pada hari itu.
16. Pukul 13.30 WIB, P menutup pertemuan dengan mengucapkan terima kasih kepada Ss karena telah mengerjakan tugas dengan baik dan mengucapkan salam. Kemudian P meninggalkan kelas.

Nomor	**: Field Notes 7**
Hari, Tanggal	**: Selasa, 9 Agustus 2016**
Waktu	**: Jam Pelajaran ke 4-5 (09.10-10.45 WIB)**
Tempat	**: Ruang Kelas XII IPA 3**
Kegiatan	**: *Cycle 1* (Pertemuan 1)**
Responden	**: Peneliti (P)**
	Guru Bahasa Inggris (GBI)
	Siswa Kelas XII IPA 3 (Ss)

1. Pukul 09.15 WIB, P dan GBI memasuki ruang kelas XII IPA 3. Suasana masih terlihat sedikit gaduh dan banyak Ss yang terlihat masih mencatat pelajaran sebelumnya. GBI langsung memposisikan diri duduk di belakang, dan tanggung jawab kelas diberikan kepada P.
2. P mengucapkan salam dan menanyakan kabar Ss. Ss terlihat antusias untuk menjawab salam dan bertegur sapa, mungkin karena mereka sudah sedikit mengenal P sewaktu *Pre-test.*

3. P meminta S8 untuk memimpin do'a, dan S8 pun memimpin dengan berkata *"before we start out lesson today, let's have a short prayer, shall we"*, Ss yang lain seakan sudah otomatis menundukan kepala dan mereka pun khusyuk berdo'a berdasarkan kepercayaan mereka masing-masing. Setelah beberapa saat, S8 berkata *"Aamiin"* Ss pun memelingkan pandangan mereka seperti semula menuju kearah depan.

4. P membacakan absen satu per satu dikarenakan P belum mengenal Ss secara menyeluruh. P mendapatkan S17 tidak masuk pada hari ini dikarenakan sakit. Sebelum masuk ke pelajaran, P meminta tolong salah satu Ss untuk membantu menyalakan LCD.

5. Seluruh kegiatan pada pertemuan pertama merupakan kegiatan *Pre-Task* yang merupakan salah satu tahap dalam *Task-Based Language Teaching (TBLT)*. Kegiatan dimulai dengan membahas tema pada hari ini yaitu *"Narrative text"*. Untuk mengenalkan topik pada Ss, P menunjukan empat gambar tokoh yang ada dalam *narrative text,* yaitu *Cinderella, The Mousedeer and the Crocodile, Aladin,* dan *The Lion and The Mouse.* Kemudian Ss diminta untuk mencocokan empat gambar tersebut dengan judul yang telah disediakan. Lalu untuk meng*elicit* pengetahuan yang mereka miliki, P memberikan tiga pertanyaan terkait dengan gambar-gambar tersebut. Ss antusias untuk menjawab pertanyaan dari P. S9 berkata *"I like Cinderella so much miss"*. Adapula Ss yang menjawabnya dengan menggunakan Bahasa Indonesia. S19 berkata "kalo aku *mah* mending Naruto aja miss, hehe..". P pun mencoba untuk menanggapi pernyataan Ss yang sedikit mengajak bercanda, agar pembelajaran tidak terlalu kaku.

6. Kemudian, kegiatan dilanjutkan dengan menampilan contoh *narrative text* dengan judul *"The Old Woman and the Sparrow"*. Agar memudahkan Ss membaca teks tersebut, P membagikan *print-out* yang berisi teks dan latihan yang terkait dengan teks tersebut kepada Ss. Ss diberikan waktu sekitar 10 menit untuk membaca dan memahami teks yang dibagikan dan mencatat atau menggaris bawahi kata-kata yang belum dimengerti. Setelah Ss selesai membaca, P meminta Ss untuk mengerjakan latihan yang ada di bawah teks tersebut. Latihan tersebut berupa mencocokan beberapa kosa kata yang di ambil dari teks dengan gambar yang merupakan arti dari kata tersebut. Ss langsung dapat memahami arti kata-kata tersebut melalui gambar yang tersedia.

7. P kemudian menanyakan beberapa pertanyaan terkait teks tersebut, apakah isi dari cerita tersebut, siapa saja peran yang ada di dalamnya, dan pesan Apa yang Ss dapatkan dari cerita tersebut. Ss menjawab pertanyaan tersebut dengan saling bersautan, dan akhirnya P menunjuk beberapa siswa untuk menjawab secara individu.

S15 menjawab pertanyaan pertama, *"the story tells us about a poor woman which find a bird miss"* P menanyakan kembali kepada S15 kelanjutan dari cerita tersebut, S15 melanjutkan jawabannya *"and then,* ada tetangganya yang ngga suka miss *because a bird singing everyday. Then,* lidahnya si burung dipotong tuh sama tetangganya *old woman* itu miss. Terus *the bird came back again to* sarangnya yang dulu. Abis itu *old woman* nya nyariin burungnya, sampe akhirnya ketemu terus dikasih 2 *basket* kayak keranjang makanan itu miss, ada yang besar sama ada yang kecil. Tapi *old woman* nya milih yang kecil, dan ternyata isinya barang-barang berharga kayak emas, sutera gitu miss. Nah, tetangganya tau tuh kalo *old woman* nya dapet kekayaan dari burungnya. Terus dia juga nyoba ikut-ikutan minta ke burungnya, tapi dia milih *basket* yang besar soalnya dia itu serakah. Dan dia kaget soalnya ternyata isinya itu hewan-hewan penyengat, terus akhirnya orangnya mati". P melanjutkan menanyakan pertanyaan kedua kepada S25. S25 menjawab pertanyaan dengan Bahasa Inggris yang cukup lancar. Kemudian P juga menanyakan pertanyaan ketiga kepada S2. S2 menjawab *"The moral that I get from the story is don't be greedy miss"*.

8. Kegiatan dilanjutkan dengan mengajarkan *simple past tense.* P menuliskan beberapa contoh kalimat yang mengandung *simple past tense* di *white board.* P meminta Ss untuk mengidentifikasi pola yang ada pada kalimat-kalimat tersebut tanpa memberikan pola *simple past tense* secara langsung. Kemudian Ss diminta untuk mengerjakan latihan soal. Latihan soal tersebut berupa *completion* yaitu mengisi bagian yang kosong dengan merubah V1 menjadi V2 dalam kalimat.

9. Setelah itu, P memberikan lima kata dalam bentuk V2. P meminta Ss untuk membuat kalimat dengan kata-kata tersebut. Banyak Ss yang kebingungan karena keterbatasan kosa kata. Banyak Ss yang mencari kata tertentu di dalam kamus dan ada pula yang menanyakannya kepada teman sebangku.

10. P membagi Ss menjadi 9 kelompok, setiap kelompok terdiri dari 4 anak. P memberikan tugas kepada Ss untuk menyusun kalimat berdasarkan *picture series.* Setiap kelompok mendapatkan *picture series* yang berbeda. Kelompok dibentuk berdasarkan nomor urut berhitung 1-9, jadi kelompok lebih heterogen, tidak hanya teman sebangku atau teman yang berdekatan.

11. Ss berdiskusi secara kelompok untuk merangkai kalimat berdasarkan gambar. Ss mempunyai kesempatan lebih banyak untuk berinteraksi menggunakan Bahasa yang mereka sudah ketahui sebelumnya. P tidak membatasi dan melarang Ss untuk menggunakan Bahasa apapun. P berkeliling untuk menanyakan apakah ada kesulitan dalam mengerjakan tugas. Tidak banyak Ss yang bertanya kepada P, mereka lebih banyak berdiskusi dengan teman sekelompok dan mencari di kamus.

12. P meminta dua kelompok untuk maju ke depan dan menuliskan hasil diskusi kelompok mereka. P mengoreksi hasil pekerjaan mereka secara umum, tapi tidak memberikan koreksi secara *detail* di depan kelas.
13. Setelah kegiatan tersebut selesai, P mengakhiri pertemuan hari ini dengan berdo'a dan mengucapkan salam.

Nomor	: **Field Notes 8**
Hari, Tanggal	: **Rabu, 10 Agustus 2016**
Waktu	: **Jam Pelajaran ke 5-6 (10.45-12.05 WIB)**
Tempat	: **Ruang Kelas XII IPA 3**
Kegiatan	: *Cycle 1* **(Pertemuan 2) dan** *Progress-test*
Responden	: **Peneliti (P)**
	Guru Bahasa Inggris (GBI)
	Siswa Kelas XII IPA 3 (Ss)

1. Pukul 10.50 WIB, P dan GBI memasuki ruang kelas XII IPA 3. Suasana terlihat cukup tenang karena Ss mungkin sudah tahu P dan GBI akan datang tepat waktu.
2. GBI langsung memposisikan diri duduk di kursi belakang, dan P duduk di bangku guru. P mengucapkan salam dan Ss menjawab secara serempak. P menanyakan keadaan Ss, Ss menjawab dengan kompak *"I'm fine, and you?"* Lalu P meminta S23 untuk memimpin do'a.
3. Setelah berdo'a, P menanyakan apakah ada Ss yang tidak masuk, Ss pun menjawab bahwa hari ini S17 belum masuk sekolah karena sakit.
4. Kegiatan pada pertemuan kedua di *cycle I* ini beragendakan kegiatan *Language focus* dan *Task-Cycle*. P sudah menyiapkan *print out* berisi *transcript* dari sebuah video yang akan ditayangkan pada *task cycle* nanti sejumlah Ss di kelas XII IPA 3. Video ini berjudul *"Beauty and The Beast"*.
5. Ss diminta untuk membaca *transcript* tersebut. Kemudian Ss diminta juga untuk menganalisis kata kerja bentuk lampau yang ada pada *transcript* tersebut, lalu mengubahnya ke dalam bentuk dasar dari kata kerja tersebut.
6. Ss mulai menggaris bawahi kata kerja bentuk lampau, kemudian mereka menuliskannya kembali di buku tulis mereka dan mengubahnya ke bentuk dasar. Banyak Ss yang saling berdiskusi dan membuka kamus untuk mengerjakannya.

7. P berkeliling untuk memantau Ss dan menanyakan apabila ada kesulitan. S9 bertanya kepada P, "miss, kata dasar dari *bought* tuh *buy* apa *bring* ya miss?"P menjawab pertanyaan dengan menuliskannya di papan tulis sehingga Ss yang lain bisa menyimak. Setelah selesai menganalisis *transcript,* P meminta S5 dan S30 untuk menuliskan masing-masing 3 kata, lalu Ss yang lain mencocokannya dengan pekerjaan mereka masing-masing.

8. Kemudian, kegiatan dilanjutkan ke *Task cycle.* P meminta tolong S6 untuk menyalakan LCD karena *remote* dari LCD tersebut sudah tidak berfungsi sehingga untuk menghidupkannya perlu menggunakan kayu atau penggaris sebagai alat bantu. Selain LCD, P juga menggunakan *Speaker Active* untuk memutarkan video. *Speaker Active* tersebut telah dipersiapkan sebelumnya oleh ketua kelas yaitu dengan meminjamnya ke TU. P meminta Ss untuk menyimak video yang akan diputar dan setelah video itu selesai diputar, P meminta Ss untuk membuat sebuah *narrative text* berdasasrkan video tersebut secara berpasangan dengan teman sebangku.

9. P menayangkan video tersebut sejumlah dua kali agar Ss lebih mengingat alur ceritanya. Ketika video ditayangkan, Ss begitu memperhatikan karena mereka harus mengamati bagaimana jalan ceritanya. Setelah video selesai ditayangkan, P memberikan waktu 20 menit kepada Ss untuk membuat *narrative text* di kertas yang sudah disediakan oleh P sebelumnya.

10. Ketika Ss mengerjakan tugas yang diberikan, P berkeliling memantau perkembangan Ss. Tidak banyak Ss yang bertanya, mereka lebih banyak berdiskusi dengan teman sebangkunya dan mencari kata yang belum mereka ketahui di kamus.

11. Setelah 20 menit, P memberitahukan kepada Ss bahwa waktu untuk mengerjakan sudah habis. Kemudian, P meminta Ss untuk menukarkan hasil pekerjaan mereka dengan teman di bangku sebelahnya. Ini ditujukan agar Ss melakukan *peer-editing* pada *narrative text* yang telah dibuat. *Peer-editing* berupa pengecekan *grammar* dan *spelling*.

12. Kemudian pekerjaan yang telah selesai di *edit* langsung dikumpulkan kepada P. P menghitung jumlah pekerjaan kemudian bel istirahat berbunyi. P menutup pertemuan pada hari ini dengan berdo'a dan mengucapkan salam.

Nomor	: **Field Notes 9**
Hari, Tanggal	: **Sabtu, 1 Oktober 2016**
Waktu	: **08.00 WIB**
Tempat	: **Ruang Tamu Sekolah**
Kegiatan	: **Konsultasi Action untuk *Cycle 2* dengan GBI**
Responden	: **Peneliti (P)**
	Guru Bahasa Inggris (GBI)

1. P datang ke sekolah pukul 08.00 WIB. Security yang sedang berjaga langsung mempersilahkan P untuk menuju ke ruang tamu sekolah karena Security sudah hafal dengan P. P kemudian langsung menuju ruang tamu sekolah dan bertemu dengan salah satu PTU. P menyampaikan maksud kedatangannya yaitu untuk bertemu dengan GBI, lalu PTU meminta P untuk menunggu sebentar dan PTU pun memanggilkan GBI di ruang guru.

2. Tidak beberapa lama, PTU pun kembali bersama GBI. GBI langsung menyapa P dan mempersilahkan P untuk menyampaikan keperluannya.

3. P memulai pembicaraan dengan menanyakan kabar GBI dan menanyakan bagaimana perkembangan Ss kelas XII IPA 3 selama P kembali ke Jogja untuk berkonsultasi *Action* di *Cycle 2* dengan dosen pembimbing.

4. GBI menyampaikan perkembangan Ss dalam kemampuan menulis sudah meningkat. Ss lebih banyak menggunakan kosa kata yang baru mereka ketahui dari pembelajaran yang diberikan oleh P. Kemudian kemampuan Ss dalam mengembangkan ide juga sudah meningkat.

5. Setelah berbincang mengenai perkembangan Ss, P menunjukan dan menjelaskan *action* yang akan dilakukan di *Cycle 2*. P menjelaskan bahwa berdasarkan hasil diskusi dengan dosen pembimbing di kampus, P berencana akan meningkatkan kemampuan siswa dalam mengidentifikasi dan menggunakan *regular* dan *irregular verb*, menggunakan *spelling* yang benar, dan menggunakan *punctuation* yang benar.

6. P menunjukan RPP yang telah P persiapkan, dan meminta GBI untuk membacanya. GBI pun menyetujui *action* yang akan dilakukan oleh P.

7. Kemudian, P menanyakan kapan tepatnya P bisa memulai melakukan *action* di *Cycle 2*. GBI pun menjawab agar tindakan dilakukan secepatnya mengingat kelas yang dijadikan objek penelitian adalah kelas XII maka agar penelitian dilaksanakan lebih cepat. GBI mengusahakan agar hari itu juga bisa dilaksanakan pertemuan ketiga dari penelitian P. GBI meminta P untuk menunggu sebentar di ruang tamu sekolah, sedangkan GBI menanyakan kepada guru lain yang pada hari itu mengajar kelas XII IPA 3 apakah ada yang mengizinkan jam pelajarannya digunakan untuk keperluan penelitian P.

8. Kebetulan guru Fisika yang mengajar di jam ke 7-8 akan tidak masuk ke kelas dan mengizinkan jamnya digunakan untuk penelitian P. GBI pun kemudian memberitahu P bahwa P bisa masuk ke kelas pada jam ke 7-8.

9. P menyanggupi untuk mulai pertemuan 3 pada hari itu juga. P berterima kasih kepada GBI karena sudah mengusahakan kepada guru lain untuk digunakan jamnya dan meminta izin untuk menuju ke ruang guru untuk menemui rekannya yang telah bekerja menjadi guru honorer di sekolah tersebut dan menyiapakan untuk pertemuan siang nanti.

Nomor	**: Field Notes 10**
Hari, Tanggal	**: Sabtu, 1 Oktober 2016**
Waktu	**: Jam Pelajaran 7-8 (12.25-13.45 WIB)**
Tempat	**: Ruang Kelas XII IPA 3**
Kegiatan	**:** *Cycle 2* **(pertemuan 3)**
Responden	**: Peneliti (P)**
	Guru Bahasa Inggris (GBI)
	Siswa Kelas XII IPA 3 (Ss)

1. Pukul 12.25 WIB, P bersama dengan GBI memasuki kelas XII IPA 3. Jumlah Ss di kelas terlihat belum lengkap. Banyak dari Ss yang masih melaksanakan Sholat Dhuhur di masjid sekolah. Ss yang berada di kelas terlihat kebingungan karena harusnya jam ini adalah pelajaran Fisika.

2. GBI langsung memposisikan diri di bangku belakang untuk melakukan pengamatan. P membuka pertemuan dengan mengucapkan salam dan langsung memimpin do'a. P menjelaskan kepada Ss bahwa jam pelajaran Fisika kali ini akan digunakan untuk pelajaran Bahasa Inggris. Kemudian terdengar Ss yang telah selesai melaksanakan Sholat Dhuhur mengetuk pintu dan terlihat kaget juga melihat P bersama GBI berada di kelas. *"Excuse me miss"* beberapa Ss meminta izin kepada P untuk masuk ke kelas, P pun mempersilahkan Ss untuk masuk kelas.

3. Kemudian P menanyakan tentang absen apakah ada yang tidak masuk pada hari ini. Ss menjawab dengan serembak bahwa hari ini masuk semua. Kemudian P menanyakan tentang pemahaman Ss mengenai *narrative text* yang telah diajarkan P pada *cycle 1* untuk menuntun siswa masuk ke materi hari ini.

4. P menerangkan bahwa P akan mengajarkan lagi mengenai *narrative text* sebagai kegiatan *remedial* dikarenakan ada beberapa aspek yang belum meningkat pada *Cycle 1*. P meminta S6 untuk menyalakan LCD dan menyiapkan layar proyektor untuk menampilkan teks *narrative.*

5. Sebagai kegiatan di *Pre-task* dan *Language Focus,* P menayangkan sebuah teks *narrative* dengan judul *"The Legend of Telaga Warna".* Dalam teks tersebut ada beberapa kata kerja *regular* dan *irregular* yang digaris bawahi. P meminta Ss untuk menganalisis perbedaan dari keduanya, dan menentukan ciri utama yang membedakan antara keduanya. Kemudian, dalam teks tersebut juga memberikan warna yang berbeda untuk semua tanda baca *(punctuation)* dan huruf kapital. Tanda baca dan huruf kapital ditulis dengan warna merah agar memudahkan siswa untuk lebih memahami dan sadar akan penggunaan tanda baca dan huruf kapital.

6. Ss membaca teks tersebut dengan cukup cepat. Banyak dari Ss yang berdiskusi dengan teman sebangkunya mengenai cerita dalam teks *narrative* tersebut juga, karena cerita tersebut mengenai sebuah Legenda dari Jawa Barat yang tidak begitu jauh dari lokasi sekolah ini. Ss juga menganalisis kata kerja *regular* dan *irregular* yang digaris bawahi dalam teks tersebut. S12 bertanya kepada P, "miss, kalo yang ditambahin –*ed* itu yang lebih dari satu suku kata yah?" P pun membenarkan pertanyaan tersebut dan menerangkannya di papan tulis. P mengelompokkan *regular* dan *irregular verbs* dalam dua kolom yang berbeda. P menjelaskan kepada Ss bahwa benar jika kata kerja yang bentuk lampauya bisa ditambahi dengan –*ed* adalah kata kerja yang terdiri lebih dari satu suku kata. Ss kemudian menuliskan apa yang ditulis oleh P di papan tulis di dalam buku mereka masing-masing.

7. Kemudian kegiatan dilanjutkan pada *Task-cycle* untuk memberikan latihan pada siswa menganai pemahaman mereka tentang penggunaan dari *regular* dan *irregular verbs.* P meminta siswa untuk berdiri. Kemudian P menjelaskan bahwa aturan permainnya yaitu Ss diminta untuk menyanyikan lagu *"Twinkle-twinkle"* secara bersama-sama. P akan memberikan penghapus papan tulis pada siswa yang berada di ujung depan. Kemudian penghapus itu harus diberikan kepada teman sebelahnya bersambung ke siswa yang lain bersamaan dengan lagu tersebut dinyanyikan. Kemudian P sewaktu-waktu akan memberhentikan lagu, dan ketika lagu berhenti maka siswa yang terakhir memegang penghapus diminta untuk maju ke depan dan menuliskan sebuah kalimat menggunakan V2 dari kata dasar yang P sebutkan.

8. Ss mulai menyanyikan lagu dengan semangat, dan P memberikan penghapus pada S9 yang duduk di ujung depan. Kemudian penghapus tersebut diberikan ke siswa yang berada di samping S9 berlanjut sampai P memberi aba-aba *"stop",* dan penghapus tersebut berada di tangan S23. Ketika P meneriakan tanda berhenti, Ss saling bergegas menjalankan penghapus tersebut agar tidak mendapat bagian untuk maju ke depan. Ketika penghapus tersebut berhenti di S23, Ss spontan tertawa karena tidak mendapat bagian untuk maju ke depan. Lalu S23 maju ke depan dan

P memberikan kata *"get"* kepada S23. S23 lalu menuliskan sebuah kalimat *"Cinderella got a beautiful dress and a couple of glass shoes from the fairy tale"*. P menanyakan kepada Ss yang lain apakah pekerjaan S23 sudah benar, dan Ss pun membenarkan pekerjaan dari S23. P pun memberikan sebuah cokelat kepada S23 sebagai *reward* karena sudah mengerjakan dengan benar. Ss yang lain merasa iri karena ternyata P telah menyiapkan sebuah hadiah bagi Ss yang bisa menuliskan kalimat dengan benar.

9. Kemudian P menyuruh Ss untuk menyanyikan kembali lagu dan meminta S23 untuk menjadi siswa awal yang menjalankan penghapus. Ss berubah menjadi semangat untuk memegang penghapus lebih lama agar mendapat giliran maju dan berharap mendaptkan hadiah. P pun memperingatkan Ss agar tidak memegang penghapus terlalu lama dan segera mengestafetkan penghapus tersebut kepada teman di sebelahnya. Suasana pun menjadi lebih riang ketika P memberi aba-aba tanda berhenti. Ss saling berebut untuk memegang penghapus, dan akhirnya penghapus pun terakhir berada di tangan S6. S6 pun maju ke depan, dan P memberikan kata *"bring"* kepada S6. Lalu S6 menuliskan sebuah kalimat *"The Merchant bought a red rose for the Beauty"*. P menanyakan kepada Ss lain apakah pekerjaan S6 sudah benar, dan Ss yang lain serempak menjawab, "salah!". S6 pun tertawa kecil karena pekerjaannya kurang tepat. Lalu P memberikan jawaban yang benar, dan menjelaskan bahwa *V2* dari *"bring"* adalah *"brought"* bukan *"bought"*. Walaupun S6 kurang tepat dalam membuat kalimat, tetapi P tetap memberikan cokelat sebagai *reward*.

10. Kegiatan tersebut berlanjut hingga ada 9 Ss yang mendapat kesempatan untuk maju ke depan dan membuat sebuah kalimat.

11. Terdengar bunyi bel, dan P pun mengakhiri pembelajaran hari ini dengan berdoa dan mengucapkan salam.

Nomor	**: Field Notes 11**
Hari, Tanggal	**: Selasa, 4 Oktober 2016**
Waktu	**: Jam Pelajaran 4-5 (09.10-10.45 WIB)**
Tempat	**: Ruang Kelas XII IPA 3**
Kegiatan	**: *Cycle 2* (pertemuan 4)**
Responden	**: Peneliti (P)**
	Guru Bahasa Inggris (GBI)
	Siswa Kelas XII IPA 3 (Ss)

1. Pada pukul 09.15 WIB, P bersama dengan GBI memasuki kelas XII IPA 3. Suasana sudah cukup tertib, tidak terdengar kegaduhan yang berarti. GBI langsung duduk di bagian belakang kelas dan P memposisikan diri di bangku guru. P membuka pertemuan dengan mengucap salam. Lalu P meminta salah seorang Ss untuk memimpin do'a. S22 bersedia dengan sukarela memimpin do'a. *"before we start our lesson today, let's have a short prayer, shall we"*. Semua Ss pun menundukan kepala untuk berdo'a secara khusyuk, dan setelah beberapa detik S22 mengucapkan *"Aamiin"*, dan Ss lain pun mengakhiri do'a mereka.

2. P memberikan pertanyaan pembuka untuk me*review* dengan menanyakan pemahaman mereka tentang teks yang diajarkan kemarin. *"Do you still remember the story about the Legend of Telaga Warna?"*. Ss serempak menjawab, *"yes, miss"*. Kemudian P menyampaikan tentang kegiatan apa yang akan dilakukan. P menerangkan akan ada 2 kegiatan yang dilakukan berdasarkan teks yang telah diajarkan kemarin. Kegiatan yang pertama yaitu untuk melatih kemampuan mereka dalam penggunaan *spelling* yang benar, dan yang kedua adalah untuk melatih kemampuan Ss dalam penggunaan *punctuation.*

3. P memulai kegiatan pertama. P membagi Ss ke dalam 9 kelompok, setiap kelompok terdiri dari 4 Ss. P telah mempersiapkan 9 kata yang diambil dari teks yang diajarkan kemarin. Kata-kata tersebut merupakan kata yang sering salah pengejaannya.

4. P mengundang kelompok pertama untuk maju ke depan, dan terdengar beberapa anggota kelompok berbisik-bisik, *"duh dewek disitan koh sing maju"* yang kemudian dijawab oleh teman sekelompoknya, *"wis ora papa, sing penting yakin"*. P menjelaskan aturan dari permainan ini. P akan mengucapkan satu kata yang diambil dari teks yang diajarkan kemarin, kemudian setiap anggota kelompok harus menuliskan satu huruf untuk mengeja kata tersebut.

5. Kelompok pertama mendapatkan kata *"begging"*. Kemudian S10 menuliskan huruf pertama B, kemudian dilanjutkan S17 menuliskan huruf E, dan dilanjutkan sampai huruf terakhir. Setelah selesai, kelompok pertama ini berhasil mengeja kata dengan benar yaitu *b-e-g-g-i-n-g*. Kemudian dilanjutkan sampai 9 kelompok mendapatkan giliran untuk maju ke depan.

6. Hampir semua kelompok bisa mengeja kata yang diberikan dengan benar, kecuali kelompok 7. Kelompok 7 mendapatkan kata *"thought"*. Kelompok 7 ini terdiri dari S3, S14, S22, dan S34. Ketika S14 mulai menuliskan huruf pertama "T", kemudian S3 yang mendapatkan giliran selanjutnya bertanya kepada S22, *"bar gie sih* O *apa* H *yah?"*. Kemudian S22 menjawab, " H *disit, bar gue tembe* O*"*. Dilanjutkan sampai huruf terakhir, dan S34 menuliskan kata terakhir yaitu "H". Setelah selesai mengerjakan,

Semua anggota kelompok kembali ke tempat duduk mereka masing-masing dan tertulis di papan tulis hasil pekerjaan mereka yaitu *"t-h-o-u-g-h"*. P menanyakan ke Ss yang lain, apakah pekerjaan kelompok 7 itu benara atau salah, dan seluruh Ss menjawab dengan serempak, *"wrong, miss"*. Kemudian P menambahkan huruf "t' di akhir ejaan tersebut untuk memberikan jawaban yang benar.

7. Setelah selesai melakukan kegiatan tersebut, P kemudian melanjutkan pembelajaran untuk melatih kemampuan Ss dalam penggunaan tanda baca *(punctuation)* dan huruf kapital yang benar. Ss masih diminta untuk bekerja dengan kelompok yang sama. Kemudian P memberikan *print-out* yang berisi *narrative text* yang diajarkan kemarin tetapi tanpa ada tanda baca dan huruf kapital kepada setiap kelompok. P meminta setiap kelompok untuk menambahkan tanda baca yang hilang dan mengganti huruf yang seharusnya ditulis dengan huruf kapital.

8. Ss berdiskusi dengan teman sekelompok dalam mengerjakan kegiatan tersebut. P berkeliling untuk mengontrol jalannya kegiatan dan menanyakan jika ada Ss yang mengalami kesulitan dalam mengerjakan. Ketika P berkeliling, S9 menunjukan jari untuk bertanya kepada P. P pun mendekat kepada S9 dan S9 bertanya, *"miss, kalo nama daerah sih pake huruf besar kan ya miss?"*. P menjawab *"Alright, Diah. The first letter of someone's name or place should be written in capital letter"*. *"oke, thank you, miss"*. Kemudian P melanjutkan berkeliling, dan ada salah satu Ss yang bertanya lagi yaitu S26, *"miss, kalo setelah tanda tanya (?) sih ada titik (.) juga ngga?"*, kemudian P menjawab, *"no, if there is a question mark, it does not followed by full stop"*. *"alright, miss..thank you"*.

9. Setelah sekitar 15 menit, P meminta Ss untuk segera menyelesaikan pekerjaan mereka, dan setelah itu setiap kelompok harus menukarkan hasil pekerjaan mereka dengan kelompok sebelahnya untuk dilakukan *peer-editing*. Ss pun mempercepat pekerjaan mereka. Setelah semua kelompok selesai mengerjakan, P meneriakkan *"one"* dan salah satu anggota kelompok mengangkat hasil pekerjaan mereka. Kemudian P meneriakkan *"two"* dan salah satu anggota kelompok tersebut memberikan hasil pekerjaan kelompok mereka kepada kelompok yang berada di sampingnya. Setelah pekerjaan mereka berada di kelompok yang berbeda, P menayangkan *narrative text* yang asli dengan menggunakan LCD dan setiap kelompok diminta untuk mencocokannya dengan hasil pekerjaan yang mereka pegang.

10. Setiap kelompok mengoreksi dengan teliti, dan setelah sekitar 10 menit P meminta setiap perwakilan kelompok untuk mengumpulkan hasil pekerjaannya.

11. Setelah selesai, waktu pun menunjukan jam pelajaran telah habis. P menutup pertemuan hari ini dengan berdo'a dan mengucapkan salam.

Nomor	: **Field Notes 12**
Hari, Tanggal	: **Rabu, 5 Oktober 2016**
Waktu	: **Jam Pelajaran 5-6 (10.45-12.05 WIB)**
Tempat	: **Ruang Kelas XII IPA 3**
Kegiatan	: *Post-test*
Responden	: **Peneliti (P)**
	Siswa Kelas XII IPA 3 (Ss)

1. Pada pukul 10.45 WIB, P masuk ke ruang kelas XII IPA 3 tanpa didampingi GBI. GBI meminta P untuk masuk ke ruang kelas sendiri karena GBI mengetahui P akan mengambil niali Ss dengan mengadakan *post-test.* Sehingga GBI beranggapan bahwa dirinya tidak perlu untuk masuk kelas dan menjadi kolaborator.

2. P membuka pertemuan dengan mengucapkan salam dan memimpin do'a. setelah selesai berdo'a, S19 bertanya kepada P, "kok tumben Pak PJ ngga ikut masuk miss?", P menjawab, *"Since today I will ask you to do post-test,* jadi Mr.PJ ngga ikut ngga papa ya". Ss pun spontan menjawabnya dengan nada mengeluh dan merasa kurang percaya diri untuk mengerjakannya sendiri.

3. P menerangkan bahwa mereka tetap bekerja dengan kelompok yang telah terbentuk pada pertemuan sebelumnya. Ss pun menyambut antusias karena mereka tidak diminta untuk bekerja secara individu. S18 berkata, "kalo kelompokan mah ngga papa miss, kita siap, hehe..".

4. Kemudian P menerangkan tugas apa yang harus Ss lakukan. Sebelumnya P meminta Ss untuk duduk sesuai dengan kelompok mereka masing-masing. Kemudian Ss saling bertukar tempat duduk dan adapula kelompok yang membentuk tempat duduk melingkar agar memudahkan mereka dalam berdiskusi. P menerangkan bahwa setiap kelompok diminta untuk menuliskan sebuah *narrative text* dengan tema cerita rakyat yang ada di Jawa Tengah. Ss pun saling berbisik untuk menentukan cerita apa yang akan mereka tulis. *"waduh, arep nulis cerita apa yah? Anoman bae apa yah".*

5. P memberikan waktu selama 60 menit untuk mengerjakan tugas tersebut. P membagikan lembar kerja yang akan digunakan Ss untuk mengerjakan tugas tersebut. Selama Ss mengerjakan tugas yang diberikan P berkeliling untuk mengontrol jalannya kegiatan dan menanyakan apakah ada kesulitan dalam mengerjakan. Tidak banyak Ss yang bertanya kepada P, mereka lebih banyak berdiskusi dengan anggota kelompok dan mengecek kamus.

6. Setelah waktu kurang 5 menit, P mengingatkan siswa untuk mengumpulkan pekerjaan mereka jika mereka telah selesai mengerjakan.

7. Banyak Ss yang tergesa-gesa dalam menyelesaikan tugasnya. S11 berkata,

"duh bentar lagi ya miss, mau nyalin dulu ya soalnya ini pake pensil". P pun menunggu sampai semua siswa selesai mengerjakan.

8. Setelah semua kelompok selesai mengerjakan dan mengumpulkan hasil pekerjaan mereka, P mengucapkan rasa terima kasihnya karena Ss telah berpartisipasi dengan baik dalam penelitian yang dilakukan P. P juga meminta maaf apabila selama melakukan penelitian di kelas banyak melakukan kesalahan. Ss terlihat sedih karena P sudah selesai melakukan penelitian di kelas mereka. S19 berkata, "foto bareng dulu ya miss buat kenang-kenangan". P pun berfoto bersama Ss.

9. P mengakhiri pertemuan dengan mengucapkan salam dan pamit undur diri. Ss memberikan tepuk tangan sebagai tanda perpisahan.

10. Setelah keluar dari kelas, P menuju ruang guru dan menemui GBI. P meminta GBI untuk ikut memberikan nilai kepada hasil *post-test* tadi. GBI langsung mengoreksi hasil pekerjaan Ss dan meminta P untuk menunggu sebentar di ruang tamu sekolah.

Nomor	**: Field Notes 13**
Hari, Tanggal	**: Rabu, 5 Oktober 2016**
Waktu	**: 13.30 WIB**
Tempat	**: Ruang Tamu Sekolah**
Kegiatan	**: Berpamitan Kepada Pihak Sekolah**
Responden	**: Peneliti (P)**
	Guru Bahasa Inggris (GBI)
	Kepala Sekolah (KS)

1. Setelah GBI selesai mengoreksi hasil *post-test* dari Ss, GBI menemui P di ruang tamu sekolah. GBI menyampaikan bahwa kemampuan menulis Ss meningkat cukup derastis dibandingkan sebelum penelitian. GBI menyampaikan terima kasih kepada P karena telah melakukan penelitian di sekolah tersebut.

2. P juga mengucapkan terima kasih kepada GBI karena telah bersedia menjadi kolaborator dalam penelitiannya. P memberikan sebuah kenang-kenangan yang dapat digunakan untuk pembelajaran Bahasa Inggris di kelas.

3. GBI menerima pemberian tersebut dan mengucapkan terima aksih kepada P. Kemudian GBI mengantarkan P untuk menemui KS untuk berpamitan kepada pihak sekolah.

4. P menemui KS di ruangannya. P mengucapkan terima kasih dan meminta maaf apabila banyak kesalahan selama penelitian berlangsung. Begitupun sebaliknya KS juga mengutarakan hal yang sama.

5. P pamit undur diri dan mengucapkan salam kepada GBI dan KS.

APPENDIX B

INTERVIEW GUIDELINE

&

INTERVIEW TRANSCRIPT

INTERVIEW GUIDELINE

Participant	Before Action	After Action
The teacher	1. Bagaimana proses pembelajaran Bahasa Inggris di kelas XII? 2. Bagaimana kemampuan siswa kelas XII dalam menulis Bahasa Inggris? 3. Hambatan apa yang dihadapi dalam mengajarkan kemampuan menulis Bahasa Inggris siswa kelas XII? 4. Upaya apa yang telah dilakukan dalam mengajarkan kemampuan menulis Bahasa Inggris pada siswa kelas XII? 5. Apakah metode *Task-Based Language Teaching* pernah diterapkan dalam mengajarkan kemampuan menulis Bahasa Inggris siswa kelas XII?	1. Bagaimana pendapat mengenai *action* yang telah dilakukan dalam mengajar kemampuan menulis Bahasa Inggris siswa kelas XII? 2. Apakah materi sudah sesuai dengan tujuan kegiatan belajar mengajar kemampuan menulis Bahasa Inggris untuk kelas XII berdasarkan Standar Kompetensi dan Kompetensi Dasar? 3. Apakah metode *Task-Based Language Teaching* dapat meningkatkan kemampuan menulis Bahasa Inggris siswa kelas XII? 4. Peningkatan apa yang terjadi pada siswa kelas XII dalam kemampuan menulis Bahasa Inggris?
The students	1. Apakah siswa suka menulis dalam proses pembelajaran Bahasa Inggris? 2. Masalah apa yang dihadapi siswa ketika menulis dalam pembelajaran Bahasa Inggris? 3. Bagaimana cara untuk	1. Bagaimana pendapat siswa tentang pembelajaran yang telah dilakukan? 2. Apakah siswa setelah proses pembelajaran dapat menulis menggunakan Bahasa Inggris dengan baik? 3. Apakah siswa setelah proses pembelajaran

	mengatasi masalah yang dihadapi siswa ketika menulis dalam pembelajaran Bahasa Inggris?	mengalami peningkatan kemampuan menulis menggunakan Bahasa Inggris?

INTERVIEW TRANSCRIPT

Interview Before Action

Nomor	**: Interview 1**
Hari, tanggal	**: Kamis, 14 April 2016**
Waktu	**: 10.00 WIB**
Tempat	**: Ruang Tamu Sekolah**
Responden	**: Peneliti (P)**
	Bapak Prapto Jumadi (Guru Bahasa Inggris)

P	: Selamat pagi Pak PJ, bagaimana kabarnya? Apa Bapak masih ingat dengan saya?
Guru	: Selamat pagi mbak, iya Bapak ingat mbak Indri kan? Alhamdulillah Bapak masih lumayan tajam ingatannya. Bagaimana sudah kerja dimana?
P	: Hehe..masih belum lulus Pak. Jadi begini, sebelumnya saya memperkenalkan diri dulu. Saya sekarang kuliah di Jogja, di UNY tepatnya Pak, kebetulan saya ambil jurusan Pendidikan Bahasa Inggris. Nah, tujuan saya kesini ingin memohon ijin untuk melaksanakan Penelitian Tindakan Kelas untuk Skripsi saya. Menurut Bapak bagaimana?
Guru	: Oh bagus sekali mbak Indri ambil jurusan Pendidikan Bahasa Inggris. Berarti mbak Indri tidak trauma karena diajar Bapak waktu kelas X dan XII ya mbak. Bapak sih *monggo-monggo* saja mbak Indri melaksanakan penelitian disini. Bapak malah senang karena nantinya Bapak bisa berkolaborasi untuk meningkatkan *skill* anak-anak.
P	: Terima kasih Pak sudah mengijinkan saya untuk melakukan penelitian disini. Kalau begitu saya boleh minta waktunya sebentar untuk Tanya-tanya tentang pembelajaran Bahasa Inggris di kelas *nggih* Pak.
Guru	: Oh ya jelas boleh mbak. Agak lama juga *ndak* papa, kebetulan habis istirahat nanti Bapak tidak ada jam.
P	: Iya, Bapak baik kalau begitu. Jadi, sekarang Bapak *ngasta* kelas berapa Pak?
Guru	: Alhamdulillah Bapak masih diamanahi untuk mengajar kelas XI IPA dan XII IPA mbak Indri.
P	: Wah..berarti masih sama seperti dulu *nggih* Pak. Bagaimana proses pembelajaran di kelas XI sekarang Pak?
Guru	: Alhamdulillah sih anak IPA kemampuan Bahasa Inggrisnya sudah lumayan bagus. Tetapi Bapak masih prihatin dengan kemampuan menulis anak-anak. Mereka cenderung lebih bagus kemampuan berbicaranya dibanding kemampuan menulis mbak Indri.
P	: Oh, begitu Pak. Memangnya kemampuan menulis siswa kelas XI bagaimana? Aspek apa yang masih rendah Pak?

Guru : Kalau menurut Bapak sih kendala utamanya karena terbatasnya *vocabulary* dari anak-anak. Karena faktor itu maka anak-anak sulit untuk mengembangkan ide, kemudian menyusun idenya, dan akhirnya mereka tidak bisa menghasilkan tulisan yang *communicative*.

P : Oh, seperti itu. Lalu apakah untuk *Language Use* nya sudah bagus Pak?

Guru : Itupun masih rendah mbak. Mereka banyak yang masih belum mengerti kapan harus menggunakan *Simple Past Tense, Simple Present Tense, Past Perfect Tense* dan *Tenses* lainnya mbak. Mereka juga masih banyak yang *miss spelling*. Karena ya tadi itu, mereka lebih cenderung baik dalam kemampuan berbicara, tetapi ketika mereka diminta untuk menuangkannya dalam tulisan mereka banyak yang tidak mengetahui bagaimana pengejaan dari kata-kata tertentu.

P : Contohnya seperti apa Pak?

Guru : Ya misalnya mereka menuliskan kata *"conclution"* pakai (t) yang harusnya *"conclusion"* pakai (s). Lalu mereka menuliskan *"Litle"* kurang (t). Masih banyak kata yang lainnya juga mbak.

P : Oh begitu Pak. Lalu apakah ada kendala lain yang Bapak hadapi dalam mengajarkan kemampuan menulis di kelas?

Guru : Yang jelas mereka kurang termotivasi untuk menulis mbak Indri. Mereka lebih senang untuk berbicara, karena mereka beranggapan bahwa ketika berbicara mereka lebih ditekankan pada *fluency* nya dibandingkan *accuracy* nya. Jadi mereka tidak begitu memperhatikan *grammar*, walaupun sebenarnya *speaking* pun tetap memperhatikan *accuracy* ya mbak. Kemudian, keterbatasan *vocabulary* itu menjadi kendala yang sangat berarti karena mereka tidak bisa mengembangkan ide mereka ketika mereka tidak mengetahui Bahasa Inggris dari kata tertentu.

P : Jadi lebih kepada dari anaknya sendiri ya Pak. Kemudian apa ada faktor dari luar Pak?

Guru : Ya ada juga sih sebenarnya mbak. Salah satunya ruang kelas yang kurang efektif. Di kelas itu belum tersedia *speaker active* yang bisa Bapak gunakan untuk pembelajaran. Lalu karena siswa itu kurang antusias ketika saya mengajarkan kemampuan menulis maka suasana di kelas jadi kurang kondusif. Banyak anak yang malas-malasan untuk mengikuti pembelajaran, dan mereka tidak mengerjakan Task yang Bapak berikan sesuai intruksi.

P : Oh, jadi ada faktor dari dalam dan luar siswanya ya Pak. Lalu, usaha apa saja yang sudah Bapak lakukan untuk meningkatkan kemampuan menulis siswa?

Guru : Bapak sudah sering menghimbau anak-anak untuk membawa kamus ketika pelajaran Bahasa Inggris, tetapi masih banyak siswa yang belum membawa itu. Lalu, Bapak juga sering melakukan pembelajaran di Lab Bahasa yang lebih mendukung pembelajaran.

P : Kalau untuk metodenya bagaimana Pak?

Guru : Itu dia mbak. Bapak masih belum menemukan metode untuk mengajarkan kemampuan menulis yang efektif. Jadi mungkin mbak Indri bisa mengajarkan kemampuan menulis dengan metode yang efektif.

P : Baik kalau begitu Pak, informasi dari Bapak ini akan saya gunakan sebagai acuan saya untuk merumusukan masalah serta mencari metode yang efektif untuk meningkatkan kemampuan menulis anak-anak.

Guru : Baik mbak Indri. Tapi begini mbak Indri, kan ini sudah memasuki akhir semester genap, jadi paling mbak Indri bisa mulai penelitiannya nanti awal tahun ajaran baru saja bagaimana? Kan Bapak ngampu kelas XI IPA dan XII IPA, jadi mungkin gini saja, nanti mbak Indri observasinya di kelas XI IPA 1, tapi nanti penelitiannya di kelas XII, kan anak-anaknya tetap yang di kelas XI IPA 1 mbak, gimana?

P : Baik Pak, jadi nanti saya men*design* RPP dan Silabusnya untuk kelas XII *nggih* Pak? kalau begitu kira-kira Bapak mengijinkan saya masuk kelas Bapak kapan?

Guru : Iya mbak, nanti bisa hubungi Bapak via SMS atau telpon saja. Mbak Indri kan harus bimbingan dengan dosen juga di Jogja.

P : Baik Pak, Terima kasih *nggih* Pak atas ketersediaan waktu dan ijinnya untuk keperluan penelitian saya.

Guru : Iya mbak, sama-sama.

Nomor : **Interview 2**
Hari, tanggal : **Rabu, 26 April 2016**
Waktu : **11.30 WIB**
Tempat : **Ruang Guru**
Responden : **Peneliti (P)**
Bapak Prapto Jumadi (Guru Bahasa Inggris)

P : Terima kasih Pak PJ, saya sudah diijinkan untuk melakukan observasi di kelas XI IPA 1.

Guru : Iya mbak Indri sama-sama. Ya begitulah keadaan pembelajaran di kelas. Seperti yang Bapak uturakan waktu itu, anak-anak sulit mengembangkan ide mereka melalui tulisan. Mereka memiliki keterbatasan *vocabulary* jadi susah mau nulis itu mbak.

P   : Iya pak saya melihat juga anak-anak kesulitan untuk menulis. Apalagi banyak dari mereka yang ngga bawa kamus, jadi ya susah mau cari kata dalam Bahasa Inggris.

Guru   : Iya gitu mbak Indri, anaknya pada kurang suka kalau Bapak ngajar menulis itu.

P   : Iya pak. Jadi setelah saya pertimbangkan dan saya ajukan ke dosen pembimbing, saya memilih judul *"Improving Writing Ability Using Task-Based Language Teaching (TBLT) for Grade XII Students of SMA Negeri 1 Majenang in the Academic Year of 2016/2017"*. Jadi nanti saya mengajar menggunakan metode *Task-Based Language Teaching* Pak.

Guru   : Oh, Bapak pernah mendengar tentang itu mbak. Tapi Bapak belum pernah menerapkan buat mengajar *Writing*. Jadi gimana mbak intinya?

P   : Jadi gini Pak, intinya itu anak-anak mengerjakan *Task in pairs or groups*. Tapi tidak langsung diberikan *Task* nya dari awal pembelajaran. Ada tiga tahap di pembelajaran TBLT, *Pre-Task,Task-Cycle* dan *Language Focus*. Jadi nanti guru tetap bisa memberikan input dalam tahap *Pre-Task* dan menjelaskan apa yang harus dilakukan siswa pada saat mengerjakan *Task*.

Guru   : Oh gitu mbak. Iya itu bagus mbak. Coba saja nanti mbak Indri terapkan metode itu ya. Bapak mendukung saja langkah yang ambil mbak Indri.

P   : Baik Pak, ini saya sudah men*design* RPP dan Silabusnya untuk siklus ke 1. Bapak bisa membacanya terlebih dahulu.

Guru   : Oh sudah dibuat RPP nya juga. Baik nanti Bapak baca kalau gitu ya mbak.

P   : Iya Pak, nanti mungkin bisa sambil Bapak kasih masukan *nggih* Pak kalau kira-kira ada yang kurang atau tidak pas.

Guru   : Iya mbak, nanti Bapak coba pahami dulu ya kalau gitu.

P   : Iya Pak baik. Tapi saya harus berkonsultasi dengan dosen pembimbing saya lagi ya Pak. Jadi nanti saya kesini lagi kalau saya sudah acc penelitian *nggih* Pak, sekalian saya ambil nilai sebagai *Pre-test*.

Guru   : Iya mbak baik kalau gitu. Bapak *welcome* saja mbak Indri mau mulai penelitian kapan dan berapa lama. Kan mbak Indri sudah Bapak anggap sebagai keluarga SMA Negeri 1 Majenang.

P   : Iya pak Terima kasih banyak *nggih* Pak.

Guru   : Sama-sama mbak Indri, semangat ya mbak.

Nomor : Interview 3
Hari, tanggal : Rabu, 26 April 2016
Waktu : 12.15 WIB
Tempat : Depan Ruang Kelas
Responden : Peneliti (P)
Dwi Rahayu (S12)
Endar Rahmawati (S14)

P	: Hai adek-adek, selamat siang..boleh minta waktunya sebentar?
S14	: Iya boleh, gimana?
P	: Oke, jadi gini..kenalin dulu ya sebelumnya saya Indriani Hazaroh, kalian boleh panggil saya miss Indri, nah..miss Indri pengin tanya-tanya dikit nih tentang pembelajaran Bahasa Inggris, boleh ya?
S24	: Boleh aja sih miss.
S12	: Iya boleh miss Indri.
P	: Oiya, namanya siapa?
S24	: Endar Rahmawati miss.
P	: Di panggilnya?
S24	: Endar.
P	: Kalo adek?
S12	: Dwi Rahayu miss.
P	: Berarti Dwi ya dipanggilnya?
S12	: Iya miss.
P	: Oke, nah..miss Indri mau tanya nih, kalian tuh suka ngga sih kalo pas pelajaran Bahasa Inggris?
S24	: Ya gitu lah miss. Kadang suka kadang ya ngga juga.
S12	: Iya miss. Tergantung gurunya kalo aku mah *da*. Kalo gurunya *enakeun* ya kitanya juga *enjoy*, tapi kalo gurunya ngga asik ya jadi males juga.
P	: Oh gitu..terus kalo pas pelajaran Bahasa Inggris, Pak PJ nyuruh kalian nulis teks apa gitu, kalian seneng ngga?
S12	: Ah..paling males tuh miss aku *mah* kalo suruh nulis-nulis gitu. *Sok* bingung sendiri *geneng*, ini pake *to be* apa ngga, kata ini nulisnya gimana, ya gitu lah.
S24	: Iya sih miss. Aku juga kurang suka kalo suruh nulis gitu. Mending ngomong aja miss. Kan ngga begitu diteliti *grammarnya*, terus ngga dikoreksi tulisannya gimana.
P	: Eem..berarti Endar sama Dwi lebih suka ngomong nih dari pada nulis.
S24	: Iya miss, kalo aku *mah* mending suruh ngomong dari pada nulis.
S12	: Aku juga miss. Ngga begitu suka nulis. Walaupun ngga pinter juga kalo suruh ngomong, hehe.

P   : Ah..suka pada merendah gitu, hehe..terus masalah lain yang dihadapi kalo pas nulis tuh apa aja sih?

S24   : Ya yang jelas tuh tadi miss, *grammarnya*. Aku *mah sok* bingung kalo suruh pake *past tense* apa *perfect* gitu. Terus ini termasuk kata kerja apa bukan, ya gitu-gitu sih miss.

P   : Eem..iya iya, terus apa lagi?

S24   : Sama kalo nulis tuh kok rasanya pikirannya jadi *mandeg* ya miss, ngga bisa nulis banyak, udah bingung sendiri.

P   : Lah kenapa bingung sendiri, bingung bareng-bareng lah kalo gitu, hehe..kalo Dwi gimana?

S12   : Hehe..miss Indri bisa aja. Kalo aku ya juga hampir sama kaya Endar sih miss. *Grammar* sama ngembangin idenya. Terus sama kurang kosa kata paling. Kadang tuh bingung *geneng* kata ini sih Bahasa Inggrisnya apa ya. Karena ngga tau yaudah jadi ngga bisa nerusin nulisnya.

P   : Jadi samaan ya masalah utamanya. Kalo bingung gitu biasanya pada bawa kamus ngga tuh?

S12   : *Sok* lupa *koh* miss, hehe.

S24   : Iya miss *sok* ngga inget bawa kamus.

P   : Nah itu..berarti kurang usahanya tuh, besok-besok bawa kamus ya kalo pas pelajaran Bahasa Inggris.

S24   : Hehe..iya miss besok-besok bawa deh.

P   : Terus kan kalian udah tahu nih kalo kalian susah kalo suruh nulis Bahasa Inggris. Nah..udah ada usaha yang kalian lakuin belum sih buat ngatasin masalah itu?

S12   : Aku sih les juga miss di luar sekolah. Tempatnya Cuma depan sekolah situ, namanya NEC.

P   : NEC itu apa Dwi?

S12   : NEC tuh tempat les-lesan baru miss, N nya apa yah lupa, EC nya *mah* English Club.

P   : Oh gitu..berarti Dwi lebih mahir dong Bahasa Inggrisnya.

S12   : Ya ngga juga sih miss, *da* masih abal-abal aku mah, hehe.

P   : Endar ikutan NEC juga?

S24   : Ngga miss aku *mah*. Paling seneng dengerin lagu-lagu Bahasa Inggris aja. Tapi kan kalo dengerin ngga sambil nulis, jadi *anggeur wae* kalo suruh nulis Bahasa Inggris *mah lieur* miss.

P   : Wah Endar pasti pinter nyanyi nih.

S24   : Nggak ih miss, seneng doing tapi ngga pinter.

P   : Hehe..oke, makasih ya kalo gitu atas infonya. Salam kenal juga ya.

S12   : Iya miss Indri, salam kenal juga.

S24   : Sama-sama miss.

Nomor : Interview 4
Hari, tanggal : Rabu, 26 April 2016
Waktu : 12.30 WIB
Tempat : Depan Ruang Kelas
Responden : Peneliti (P)
Gika Annisa Selviana (S17)

P	: Siang dek, boleh ganggu waktunya sebentar?
S17	: Iya boleh.
P	: Kenalin dulu ya, nama saya Indriani Hazaroh, adek boleh panggil miss Indri. Adek namanya siapa?
S17	: Namanya Gika miss.
P	: Oke Gika. Eem..seneng pelajaran Bahasa Inggris ngga sih?
S17	: Gika lumayan suka Bahasa Inggris sih miss.
P	: Oh ya, sukanya karna apa?
S17	: Sukanya tuh kalo dengerin orang ngomong Bahasa Inggris, keren gitu miss. Apalagi kalo pak PJ ngajar pake Bahasa Inggris, logatnya tuh bagus. Gika jadi pengin ngomong kaya gitu juga.
P	: Iya yah pak PJ emang keren kalo ngomong Bahasa Inggris. Nah kalo misal pak PJ ngajar, terus nyuruh kalian buat nulis teks gitu Gika suka ngga?
S17	: Kalo nulis, jujur Gika kurang begitu suka sih miss. Gika lebih suka ngomong aja.
P	: Oh..gitu, lah emang kenapa Gika?
S17	: Ya kalo ngomong tuh enak aja miss, kan lebih dituntut buat *fluency* nya kan miss dari pada *accuracy* nya.
P	: Wah Gika pinter ya tahu *fluency* sama *accuracy*. Terus-terus masalah lainnya apa lagi Gika?
S17	: Eem..apa ya miss, mungkin karena di kelas juga lebih banyak tugas yang suruh ngomong jadi kita jarang dapat kesempatan buat mengembangkan kemampuan menulis kali ya miss.
P	: Oh gitu, jadi kurang ada kegiatan yang menuntut kalian buat menulis ya intinya.
S17	: Iya gitu lah miss.
P	: Kalo Gika ikutan les-lesan gitu nggak?
S17	: Iya miss, Gika ikutan NEC di depan sekolah situ.
P	: Oh..berarti bareng sama Dwi ya.
S17	: Iya miss, banyak anak kelas yang lain juga pada ikutan.
P	: Oh..ya bagus kalo gitu ya. Makasih ya kalo gitu atas infonya Gika.
S17	: Oh iya sama-sama miss.

Nomor : **Interview 5**
Hari, tanggal : **Rabu, 26 April 2016**
Waktu : **13.30 WIB**
Tempat : **Depan Ruang Kelas**
Responden : **Peneliti (P)**
 Diah Rosyana Nopiyanti (S9)

P	: Siang dek, boleh minta waktunya sebentar.
S9	: Iya mbak, boleh.
P	: Kenalin dulu ya, nama saya Indriani Hazaroh, adek boleh panggil miss Indri. Kalo adek namanya siapa?
S9	: Namanya Diah miss.
P	: Iya Diah, miss Indri mau Tanya-tanya bentar boleh ya.
S9	: Iya boleh *atuh* miss. Gimana?
P	: Diah suka pelajaran Bahasa Inggris ngga sih?
S9	: Sebenernya aku suka sih miss. Tapi suka minder kalo suruh ngomong *mah*. Aku kan orang Sunda ya jadi suka *pabalieut* gitu miss kalo ngomong Bahasa Inggris *teh*.
P	: Ya sama *atuh,* miss Indri juga Sunda *da,* tapi ngga alasan dong jadi ngga suka Bahasa Inggris, hehe.
S9	: Hehe..iya sih miss, tapi sebenernya aku tuh seneng kalo pelajaran Bahasa Inggris, cuma ngga begitu pinter kalo suruh nulis kaya tadi tuh miss.
P	: Oh jadi kalo suruh nulis teks gitu kaya tadi Diah ngga suka. Lah berarti lebih suka ngomong apa nulis?
S9	: Iya yah miss, ya kalo suruh milih antara *Writing* sama *Speaking mah* aku mendingan *Speaking*.
P	: Kenapa Diah kok lebih suka *Speaking?*
S9	: Ya soalnya kalo *Writing mah* bener-bener dikoreksi tulisannya gimana, terus *grammar* nya *kudu* bener banget juga kan miss.
P	: Ya sebenenya *Speaking* juga gitu sih Diah, Cuma mungkin karna lebih sering disuruh ngomong ya jadi kalo suruh nulis jadi ngga biasa.
S9	: Iya gitu juga sih miss. Terus ya kurang kosa kata juga. Kalo lagi nulis tiba-tiba ngga tau Bahasa Inggrisnya apa, jadi suka berhenti mikirnya.
P	: Oh jadi *vocabulary* nya juga jadi masalah ya dek. Terus apa lagi?
S9	: Sama itu sih miss, kalo misal nulis tuh diperhatin banget titik komanya kan, sama huruf kapitalnya gitu-gitu, jadi kadang harus detail banget.
P	: Iya bener Diah, kan itu aspek yang dinilai di *Writing*.
S9	: Nah..makannya itu miss, jadi kadang mending suruh ngomong dari pada nulis *mah* miss.
P	: Iya Diah. Nah..terus Diah udah nglakuin usaha apa biar ningkatin kemampuan menulisnya?

S9	: Hehe..belum ada sih miss. Cuma belajar nulisnya paling kalo di kelas aja, lagian jarang juga sih suruh nulis tuh miss, kebanyakan tugasnya *Speaking*.
P	: Oh gitu. Oke Diah makasih ya infonya. Semangat ya buat belajar *Writing* nya.
S9	: Iya miss, sama-sama.

Nomor   **: Interview 6**
Hari, tanggal : Rabu, 26 April 2016
Waktu   **: 13.45 WIB**
Tempat   **: Depan Ruang Kelas**
Responden   **: Peneliti (P)**
                 Andreas Stallone Hadi (S5)
                 Nathanael Jodie Wirawan (S22)

P	: Siang adek-adek, boleh minta waktunya sebentar.
S5	: Iya boleh kak.
S22	: Boleh aja kak, gimana?
P	: Oke, sebelumnya kenalin dulu ya, nama saya Indriani Hazaroh, kalian boleh manggil miss Indri. Nama kalian siapa?
S22	: Nathan miss. Kalo ini Andreas.
P	: Oh oke, Nathan sama Andreas ya. Miss Indri boleh nanya-nanya dikit ya. Kalian suka ngga sih sama pelajaran Bahasa Inggris.
S5	: Kalo suka sih ya suka aja miss, soalnya Pak PJ ngajarinnya seru, jadi enjoy aja pas pelajaran.
P	: Kalo Nathan?
S22	: Kalo aku ya juga hampir sama kaya Andreas sih miss, sebenernya suka sama pelajaran Bahasa Inggris, tapi terkendala kosa kata aja miss, aku belum menguasai banyak kosa kata Bahasa Inggris jadi suka susah ya.
P	: Oh gitu, kalo kalian lebih suka suruh ngomong apa suruh nulis?
S22	: Kalo aku sih jujur lebih suka kalo suruh ngomong miss, soalnya kalo ngomong itu lebih cas cis cus ngga harus mikirin banget *grammarnya.*
S5	: Iya sama miss, aku juga lebih suka ngomong dari pada nulis. Kalo nulis tuh harus bener-bener mikirin gimana penulisannya, mana yang harus huruf kapital, mana yang harus ada titip sama komanya gitu kan miss.
P	: Iya bener, terus masalahnya apa lagi dek?
S5	: Sama itu sih miss, kalo nulis tuh kadang-kadang udah ada dipikiran, tapi waktu nulis bingung ngrangkainya gitu miss, malah kadang jadinya tuh *random.*

P	: Oh berarti *organization* nya ya dek?
S5	: Iya itu miss, jadi kadang malah muter-muter, tapi intinya cuma satu gitu.
P	: Oh gitu dek, kalo Nathan gimana?
S22	: Ya gitu juga sih miss, tapi lebih ke *vocabulary* sama kadang bingung bedain ini kata kerja apa kata sifat gitu, jadi kadang kurang *to be* gitu-gitu miss.
P	: Oh iya iya. Nah terus kalian udah ngelakuin usaha apa biar masalah itu teratasi?
S22	: hehe..gimana ya miss, ya belum maksimal juga sih. Ya paling nulis tuh kalo disuruh waktu di kelas aja, kalo di rumah ya jarang latihan nulis juga sih miss.
S5	: Iya miss, *wong* kalo di kelas aja suka ngga *mudeng* apalagi kalo ngerjain sendiri di rumah.
P	: Hehe..iya ya, lah ikut les gitu ngga dek?
S5	: Ngga sih miss, hehe..kan di sekolah juga udah mau mulai ada les buat UN kan, jadi ngga ikut les di luar
S22	: Aku juga ngga sih miss, cuma paling ya sering liatin film yang pake Bahasa Inggris aja miss, jadi sedikit-sedikit buat nambah kosa kata kan miss.
P	: Iya bagus tuh udah ada usahanya. Oke kalo gitu makasih ya infonya adek-adek.
S22	: Iya miss oke, hehe.
S5	: Iya miss sama-sama.

Interview After Action (Cycle I)

Nomor : Interview 7

Hari, tanggal : Rabu, 10 Agustus 2016

Waktu : 11.30 WIB

Tempat : Ruang Guru

Responden : Peneliti (P)

               Bapak Prapto Jumadi (Guru Bahasa Inggris)

P	: Pak PJ, menurut Bapak bagaimana kegiatan tadi di kelas?
Guru	: Iya mbak Indri, jadi begini..Bapak mengamati mulai dari kemarin kan ya, pertemuan pertama, lalu sekarang pertemuan kedua, Bapak rasa mbak Indri sudah mengajarkan kemampuan menulis dengan cukup baik.
P	: Terima kasih Pak, itu juga didukung dengan kemampuan anak-anak yang sudah cukup baik.

Guru : Ya gitu mbak Indri, insyaAlloh anak-anak juga memberikan kemampuan mereka yang terbaik. Kegiatannya cukup bagus mbak, anak-anak ibaratnya menjadi titik pusat kegiatan dikelas, ya guru hanya sebagai motivator dan fasilitator. Mbak Indri juga bisa *ngrogoh ati* nya anak-anak sih, jadi anak-anaknya *enjoy.*

P : Hehe..saya merasa kaya sama temen sendiri sih Pak, jadi saya juga *enjoy* ngajarin mereka. Kalo materinya gimana Pak, apa sudah sesuai?

Guru : Menurut Bapak sih ya sudah sesuai juga sih mbak. Kan tujuannya agar mereka bisa menulis teks *narrative* yang berterima, jadi diawal mbak Indri juga memberikan contoh *narrative text*

P : Kalo sejauh pengamatan Bapak, kira-kira dalam aspek apa yang masih kurang dari anak-anak untuk kemampuan *writing*?

Guru : Tadi Bapak lihat sekilas sih untuk *content* nya sendiri sudah lebih berkembang ya, kan soalnya anak-anak dikasih *transcript* dari videonya juga. Lalu, kosa kata juga sudah meningkat, sama *organization text* nya juga sudah lumayan baik, lumayan runtut. Paling ya tinggal beberapa anak saja yang masih kurang runtut, ya mungkin karena sambil mikirin waktunya juga sih ya mbak Indri.

P : Iya Pak, saya juga melihatnya seperti itu. Kalo untuk aspek yang lain gimana Pak?

Guru : Paling ini mbak Indri, kaya semacam *punctuation* sama *capitalization* itu anak-anak masih kurang *engeh* ibaratnya. Ya karena mereka lebih sering ngomong sih ya jadi masalah kayak itu masih sering terjadi. Sama kadang mereka itu masih susah bedain mana *verb* mana *adjective.*

P : Iya pak, kadang tuh ada yang nulis *verb* tapi pake *to be* juga.

Guru : Iya mbak, ya kaya itu. Mungkin nanti harus diperbanyak latihan *grammar* nya ya mbak Indri.

P : Nggih Pak, nanti di siklus selanjutnya saya kasih banyak latihan itu. Kalau menurut Bapak berarti metode *Task-Based Language Teaching* ini bisa meningkatkan kemampuan menulis anak-anak ngga Pak?

Guru : Iya tentu mbak, metodenya sudah bisa meningkatkan kemampuan menulis anak-anak, paling hanya sedikit lagi latihan anak-anak sudah bisa menulis dengan baik dan lancar.

P : Baik Pak, terima kasih, nanti untuk pertemuan selanjutnya akan saya konsultasikan dulu dengan dosen pembimbing saya di kampus *nggih* Pak.

Guru : Baik mbak, Bapak mendukung saja ya.

P : Iya Pak.

Nomor   **: Interview 8**
Hari, tanggal **: Rabu, 10 Agustus 2016**
Waktu   **: 12.10 WIB**
Tempat   **: Depan Ruang Kelas**
Responden   **: Peneliti (P)**
                  Tenia Yohana Oktaviana (S31)

P	: Hai Tenia, miss Indri boleh minta waktunya sebentar ngga?
S31	: Iya miss, boleh..kenapa miss?
P	: Miss Indri mau tanya-tanya dikit ya. Menurut Tenia miss Indri ngajarnya gimana? *Enakeun* ngga?
S31	: Iya ih miss, *enakeun* kok, asik aja gitu, santai kalo sama miss Indri *mah*.
P	: Berarti lumayan bikin paham ya sama materinya?
S31	: Iya miss, aku suka kalo suruh liat video kaya tadi, walopun sebenernya aku ngga begitu seneng kalo suruh nulis teks, tapi ini sekarang jadi ngga begitu takut kalo suruh nulis, kan soalnya miss Indri udah ngasih beberapa contoh teksnya, sama diajarin gimana bikin teksnya, yaudah jadi enak aja gitu kalo suruh bikin teks.
P	: Berarti sekarang Tenia udah bisa kalo suruh nulis pakai Bahasa Inggris?
S331	: Ya gitu lah miss, hehe..bisa dikit-dikit *mah*. Paling masih bingung masalah tanda baca itu miss, bukan bingung sih sebenernya, cuma kadang ngga begitu memperhatikan, ngga kaya ngomong kan miss. Kadang suka lupa juga di awal kalimat ngga pake huruf besar, padahal kalo dinilai kan salah ya miss. Paling itu aja sih yang masih kadang salah-salah.
P	: Oh..gitu, terus-terus apa lagi?
S31	: Hhhmm..apa lagi ya, sama ini sih miss paling, kadang suka masih bingung harus pake V2, apa V1 apa V-ing gitu.
P	: Masalah *tenses* nya ya berarti?
S31	: Iya itu miss, kadang suka masih bingung aja. Kaya kalo di *narrative* kan pakenya V2 ya miss, tapi kalo ada kalimat langsungnya kaya di percakapan gitu, kan tetep pake V1 kan miss, tapi suka kadang kebawa V2 semua, hehe.
P	: Iya bener, kan kalo orang ngomong ya pas itu ngomongnya kan, bukan di waktu lampau, ya pakenya bisa V1 atau V-ing. Terus kalo masalah ngembangin isi sama nyusun kalimatnya masih bingung ngga?
S31	: Udah ngga begitu bingung sih, kan soalnya udah dikasih *transcript* dari videonya tadi, jadi udah tau ceritanya miss.
P	: Jadi medianya udah tepat ya?
S31	: Iya miss, udah tepat kok.
P	: Terus kalo masalah kosa katanya gimana Tenia?

S31	: Aku sekarang bawa kamus terus kok miss, jadi ngga begitu kesulitan kalo masalah kosa kata. Banyak kata-kata baru juga dari teks yang dikasih miss Indri, jadi nambah kosa kata sih miss.
P	: Oh ya, berarti lumayan buat nambah kosa kata juga ya Tenia. Hhmm..kalo boleh disimpulin berarti selama di ajarin sama miss Indri, Tenia mengalami peningkatan di kemampuan menulis Bahasa Inggrisnya ngga?
S31	: Iya miss, jujur kemampuan menulisku meningkat banget. Karna emang sebelumnya aku ngga sering nulis juga sih ya miss, nah sekarang karna miss Indri banyak ngajarin tentang menulis jadi aku lebih lancar nulisnya. Kosa kataku juga nambah.
P	: Iya syukur kalo gitu, terus kira-kira bagian apa yang masih perlu miss Indri tekanin biar nulisnya lebih baik?
S31	: Paling banyakin ngasih latihan *tenses* lagi kali ya miss, soalnya kadang masih bingung.
P	: Oke kalo gitu, makasih ya Tenia buat waktu sama informasinya.
S31	: Iya miss Indri sama-sama.

Nomor : **Interview 9**
Hari, tanggal : Rabu, 10 Agustus 2016
Waktu : 13.45 WIB
Tempat : Depan Ruang Kelas
Responden : Peneliti (P)
Aril Gunawan (S6)

P	: Wawan, udah mau pulang ya? Miss Indri boleh minta waktunya bentar?
S6	: Belum kok miss, kan masih ada les nanti, jadi masih nyante aja nunggu les.
P	: Oh gitu ya, nanti lesnya pelajaran apa?
S6	: Nanti Biologi sama Bahasa Indonesia miss.
P	: Ih asik tuh, miss Indri suka pelajaran Biologi..hehe
S6	: Iya miss aku juga seneng, hehe..ini ada keperluan apa miss?
P	: Jadi gini, miss Indri mau nanya-nanya aja sih, menurut wawan gimana pembelajaran di kelasnya miss Indri? Dari pertemuan pertama kemarin?
S6	: hhmm..asik aja sih miss, pelajarannya ngga ngebosenin, terus miss Indri ngajarinnya juga sabar.
P	: Berarti bikin lebih paham ya. Berarti sekarang udah lebih pinter nulisnya dong?

S6	: Ya ngga pinter juga miss, cuma lebih paham aja. Kan miss Indri dari kemarin ngajarinnya nulis terus, jadi kebiasaan gitu kalo suruh nulis lagi.
P	: Kan emang miss Indri lagi mau meningkatkan kemampuan menulisnya. Hehe. Bagian yang belum paham dimananya wan?
S6	: Hmm..apa ya miss, ya masih banyak sih yang belum paham, kaya itu harus pake *to be* apa ngga, itu pake V2 apa V-ing gitu-gitu deh miss.
P	: oh..*tenses* nya ya maksudnya?
S6	: Iya itu miss, sama kadang suka ngga tau apa Bahasa Inggrisnya dari kata tertentu gitu miss. Kaya tadi aku mau bilang tidur pulas tuh apa gitu ya, jadi mikirnya lama cuma gara-gara ngga tau satu kata aja miss.
P	: Berarti *vocabulary* nya masih bermasalah ya wan..Lah bawa kamus ngga tuh kalo pas pelajaran Bahasa Inggris?
S6	: Hehe..kadang bawa kadang ngga sih miss, tapi ya kebanyakan ngga nya.
P	: Hmm..kan, pinter aja ngelesnya, berarti besok-besok bawa kamus ya wan biar ngga bingung.
S6	: Iya miss siap.
P	: Terus selain itu apalagi wan?
S6	: Terus ini miss, misal V2 yang ditambahin *–ed* sama yang ngga ditambahin tuh bingung bedainnya, kalo itu berarti harus hafal ya miss?
P	: Selain di hafal ya bisa juga kok dianalisis aja, kan ada cirinya tersendiri.
S6	: Oh gitu miss.
P	: Tapi kamu merasa ada peningkatan ngga di kemampuan menulis?
S6	: Iya miss, ada peningkatan kok. Kan dulu tuh jarang sih miss kalo suruh nulis gitu. Sekarang ya karna sering nulis jadi lebih lancar lah miss.
P	: Oh gitu ya wan. Oke deh makasih ya kalo gitu, semangat ya lesnya nanti.
S6	: Iya miss Indri sama-sama.

Nomor   **: Interview 10**
Hari, tanggal : Sabtu, 1 Oktober 2016
Waktu   **: 12.45 WIB**
Tempat   **: Ruang Kelas XII IPA 3**
Responden   **: Peneliti (P)**
                       Dea Nofiana Fitri (S7)

P	: Dea, miss Indri boleh tanya bentar?
S7	: Iya miss, boleh.
P	: Gimana selama di ajar miss Indri, ada perkembangan ngga di kemampuan menulisnya?
S7	: iya miss, ada kok..jadi lebih memperhatikan masalah penulisannya.
P	: Berarti masalah *spelling* sama *punctuation* nya udah ngga ada masalah ya?
S7	: Masih masalah sih miss, kadang masih salah nulis katanya, masih harus banyak belajar lagi.
P	: Kalo tanda bacanya udah lebih memperhatikan belum?
S7	: Ya gitu miss, kadang masih lupa-lupa juga. Sama kadang masih salah nulis huruf besar. Sebenernya itu sih karna kurang teliti aja sih miss.
P	: Berarti masih ada masalah di *spelling* sama *punctuation* nya ya?
S7	: Iya miss, masih kadang kurang teliti.
P	: Berarti masih harus lebih teliti lagi ya.
S7	: Iya miss.

Interview After Action (Cycle II)

Nomor : **Interview 11**

Hari, tanggal : **Selasa, 4 Oktober 2016**

Waktu : **12.30 WIB**

Tempat : **Ruang Tamu Sekolah**

Responden : **Peneliti (P)**

Bapak Prapto Jumadi (Guru Bahasa Inggris)

P	: Siang Pak PJ, saya ingin me*review* kegiatan pembelajaran tadi di kelas.
Guru	: Oh iya mbak Indri, silahkan duduk sini. Maaf Bapak tadi langsung kesini dari kelas.
P	: *Nggih* Pak, ngga papa. Jadi bagaimana Pak untuk 2 pertemuan terakhir ini. Apakah kegiatan pembelajarannya lebih menarik Pak?
Guru	: Iya mbak Indri, Bapak lihat sih sudah jauh lebih banyak perubahan dari anak-anak. Mbak Indri juga kemarin memberi latihan untuk *grammar*nya, untuk lebih meningkatkan yang kemarin belum ter*cover* di 2 pertemuan pertama.
P	: Jadi manurut Bapak yang kemarin belum meningkat sekarang sudah lumayan meningkat juga Pak?
Guru	: Iya mbak Indri, Bapak lihat sih begitu. Anak-anak nulisnya sudah jauh lebih *communicative,* lalu sudah pada sadar tentang tanda baca dan huruf kapital. Ya Bapak sih melihatnya seperti itu.

P : Jadi metode yang saya gunakan bisa meningkatkan kemampuan *writing* dari anak-anak ya Pak?

Guru : Iya mbak Indri, melihat hasil tulisan dari anak-anak sih Bapak rasa metodenya berhasil untuk meningkatkan kemampuan menulis anak-anak.

P : Kalau menurut Bapak berarti sudah cukup *nggih* Pak, saya mengajarnya?

Guru : Ya menurut Bapak sih cukup, semua aspeknya sudah meningkat. Tapi kembali lagi ke mbak Indri nya saja, kalau masih merasa belum puas *nggih monggo*.

P : Saya juga merasa kemampuan anak-anak sudah jauh berbeda Pak, melihat dari hasil *pre-test* dibandingkan dengan *progress-test* kemarin sudah menunjukan peningkatan, dan insyaAlloh *post-test* nya pun akan lebih meningkat.

Guru : Iya mbak Indri, dari prosesnya pun sudah kelihatan adanya *improvement*.

P : *Nggih* Pak, baik kalau begitu nanti saya konsultasikan juga dengan dosen saya apakah sudah cukup penelitiannya atau masih perlu siklus berikutnya.

Guru : Baik mbak Indri.

P : Tapi berarti nanti kalau menurut dosen saya sudah cukup, saya nanti masuk kelas sekali lagi *nggih* Pak untuk mengambil nilai *post test*.

Guru : Oh ya silahkan *monggo* mbak Indri, Bapak *mah* terserah mbak Indri saja, mau berapa kali lagi juga silahkan, atau mau menggantikan Bapak mengajar disini ya silahkan, hehe..

P : Hehe..Aamiin Pak, semoga nanti saya bisa meneruskan Bapak untuk mengajar disini ya Pak

Guru : Iya mbak Indri, Bapak ini kan sudah tinggal sekitar 3 tahun lagi masa kerjanya, ya jadi Bapak inginnya sih ada penerus Bapak yang benar-benar mumpuni gitu mbak Indri.

P : Oh *nggih* Pak, Aamiin, semoga *nggih* Pak.

Guru : Iya mbak Indri, jadi mungkin begitu saja, nanti untuk kelanjutannya *monggo* terserah mbak Indri mau masuk kelas lagi kapan ya.

P : *Nggih* Pak baik, terima kasih banyak Pak.

Guru : Sama-sama mbak Indri.

Nomor : **Interview 12**
Hari, tanggal : Selasa, 4 Oktober 2016
Waktu : 13.30 WIB
Tempat : Depan Ruang Kelas XII IPA 3
Responden : Peneliti (P)
Ribka Anantia Santi (S28)

P : Hai Ribka, miss Indri boleh minta waktunya bentar ya.

S28 : Iya miss, boleh lah.

P : Gimana tadi waktu miss Indri ngajar di kelas, kegiatannya seru nggak?

S28 : Iya miss, seru iih. Ya gitu sekarang aku jadi sering nulis semenjak miss Indri ngajar.

P : Seneng nggak kalo miss Indri ngajarinnya nulis terus?

S28 : Ya seneng-seneng aja sih miss kalo aku *mah*. Jadi banyak kesempatan buat ngembangin diri lah yang jelas, soalnya kan waktu kemaren-kemaren jarang disuruh nulis kan miss, ya jadi sekalinya suruh nulis kita bingung gitu mau nulis apa, terus kadang banyak yang salah penulisannya, harusnya kata ini tuh penulisannya gimana sih, ya gitu-gitu lah.

P : Berarti Ribka ngerasa kemampuan menulisnya meningkat nggak?

S28 : Iya miss, ya meningkat lah. Dari pada sebelumnya *mah* ya jelas meningkat banget miss.

P : Berarti metode yang miss Indri gunain buat ngajar efektif nggak kira-kira?

S28 : Kalo kataku *mah* ya udah lumayan efektif lah miss, yang penting tuh kitanya seneng diajar sama miss Indri. Soalnya tuh kaya temen sendiri gitu ngerasanya. Terus miss Indri ngga banyak jelasin ini itu, kadang kalo gurunya kebanyakan ngomong kan malah jadi ngantuk kan ya miss.

P : Hehe..iya lah, kan umur kita nggak beda jauh.

S28 : Iya bener miss, makannya itu enak aja jadinya.

P : Terus, penginnya Ribka tuh guru Bahasa Inggris tuh harusnya yang kaya gimana sih?

S28 : Hhhmm..gimana ya miss, ya paling lebih membaur aja sama anak-anak, ngga usah banyak jelasin nggak papa, yang penting lebih banyak latihan buat kitanya gitu, jadi kita lebih mahir gitu miss.

P : Oh..gitu, oke kalo gitu makasih ya Ribka buat waktunya, belajar terus ya.

S28 : Iya miss, sama-sama. Siap deh.

Nomor : **Interview 13**
Hari, tanggal : **Selasa, 4 Oktober 2016**
Waktu : **13.40 WIB**
Tempat : **Depan Ruang Kelas XII IPA 3**
Responden : **Peneliti (P)**
Januar Putra Nur Ramdhani (S19)

P : Dhani, lagi ngapain nih, boleh minta waktunya bentar?

S19 : Lagi ini miss, nunggu les. Ya nongkrong dulu deh bentar.

P : Berarti masih sante dong ya, miss Indri mau nanya-nanya dikit boleh?

S19 : Iya boleh kok miss, ngga dinilai kan miss tapi?

P : Dinilai lah, buat nilai akhir semester..hehe, ngga lah becanda. Gimana tadi dan miss Indri ngajarnya di kelas, *mudeng* nggak apa yang miss Indri ajarin?

S19 : Lah miss ih, sukanya becanda gitu. Ya *enakeun* lah miss, beneran jadi lebih sering nulis yang jelas. Dulu *mah* kan jarang ya suruh nulis, sekarang tuh miss Indri kan suruhnya nulis terus, jadinya lebih teliti aja gitu sama kata-kata tertentu. Misalnya harusnya *double* "l" apa harus *double* "o" gitu, kan kalo Cuma ngomong *mah* ngga begitu perhatiin itu miss, tapi kalo nulis *mah* kan harus di perhatiin hal-hal kayak gitu kan.

P : Iya bener banget tuh, berarti Dhani ngerasa kemampuan menulisnya meningkat?

S19 : Iya miss, meningkat banget miss. Soalnya lebih sering liat kamus kan, kadang juga tanya ke temen yang bener tuh harusnya gimana sih. Terus miss Indri juga nggak ngelarang kan kita mau pake Bahasa apa aja, jadinya kita ngga takut buat berdiskusi apa tanya-tanya gitu.

P : Berarti metode yang miss Indri gunain buat ngajar udah efektif ya buat kalian?

S19 : Iya miss, efektif kok, kitanya jadi *enjoy* gitu rasanya. Jujur ya miss, kadang kalo pas pelajaran Bahasa inggris aku suka ngitung tuh kapan sih selesenya, waktunya tuh kaya berjalan lambat gitu, tapi kalo kegiatannya asik *mah* kan jadi ngga mikir gitu ya.

P : Haha..dasar, ada-ada aja kamu Dhan, oke kalo gitu makasih ya buat waktunya. Harus tetep semangat belajar ya.

S19 : Siap bu guru, hehe.

Nomor : **Interview 14**
Hari, tanggal : **Selasa, 4 Oktober 2016**
Waktu : **13.50 WIB**
Tempat : **Depan Ruang Kelas XII IPA 3**
Responden : **Peneliti (P)**
Novela Ardina Fluorenta (S25)

P	: Novela, boleh ngobrol-ngobrol bentar ngga?
S25	: Iya boleh miss, belum mulai inih kok lesnya.
P	: Iya, gini..mis Indri mau tanya menurut novela pembelajaran di kelas tadi gimana?
S25	: Kalo buat aku sih nyenengin ya miss, sebenernya dari awal miss Indri ngajar juga aku udah seneng, soalnya miss Indri lebih nekanin kita buat bisa nulis dengan baik kan miss, kebetulan juga aku tuh paling suka kalo nulis dari pada ngomong. Mungkin karna aku lebih cenderung pendiem ya miss, jadi aku sukanya nulis.
P	: Oh jadi Novela lebih suka kalo suruh nulis dari pada berbicara?
S25	: Iya miss, kalo aku sih lebih suka nulis gitu dari pada suruh *speaking*.
P	: Kok beda sama kebanyakan siswa lain ya. Kebanyakan mereka malah lebih suka ngomong dari pada nulis tuh. Nah berarti sekarang Novela ngerasanya gimana setelah diajar sama miss Indri?
S25	: Ya seneng sih miss, jadi lebih banyak kesempatan buat bikin teks, terus diajarin yang bener tuh ngerangkai kalimatnya gimana, sama kalo ada yang ngga tau suruh cek di kamus gimana nulisnya yang bener, jadi seneng aja miss.
P	: Berarti Novela ngerasa kemampuannya meningkat apa ngga?
S25	: Iya miss, jelas meningkat. Soalnya ada yang ngingetin harusnya nulisnya gimana-gimana gitu miss.
P	: Hhhmm..gitu ya, nah kalo Novela sendiri penginnya tuh guru Bahasa Inggris tuh yang gimana sih?
S25	: Aku sih penginnya ya yang bisa jadi motivator, ngga nyalah-nyalahin tapi lebih memberi motivasi kalo salah, terus ngga banyak jelasin yang penting banyak latihan aja biar anaknya jadi tau polanya sendiri gitu.
P	: Oh, jadi biar lebih banyak anaknya yang kerja ya ibaratnya?
S25	: Iya miss gitu, kan kitanya yang belajar, jadi ya harus lebih banyak kita yang berusaha bukan gurunya yang aktif. Ya gapapa sih gurunya juga aktif, tapi asal siswanya juga harus lebih aktif.

P	: Iya emang bagusnya gitu ya, oke kalo gitu makasih ya Novela buat bincang-bincangnya. Semangat terus ya belajarnya, miss Indri tau kok Novela pinter Bahasa Inggrisnya.
S25	: Iya miss, aamiin..sama-sama miss.

APPENDIX C
OBSERVATION CHECKLIST

OBSERVATION CHECKLIST

No   : **Observation Sheet 1**
Activity   : **Observation**
Object   : **The English Teacher (Collaborator)**
Day/Date   : **Wednesday/ April 26th 2016**

Teacher activities	Yes	No	Description
A. Pre-teaching			
1. The teacher greets the students.	√		
2. The students respond to the greeting addressed by the teacher.	√		
3. The teacher asks the students' condition.		√	
4. The students tell their condition to the researcher.		√	
5. The researcher leads the prayer.	√		
6. The researcher explains the goal of the teaching and learning.	√		
7. The researcher introduces the topic to the students.	√		
8. The researcher elicits students' given knowledge about narrative text.		√	
B. Whilst-teaching			
1. The teacher introduces a model of narrative text to the students.	√		The researcher gave the example of narrative text with the title "The Lion and The Mouse" to the students.
2. The teacher explains the generic structures and language features of narrative text to the students.	√		
3. The teacher divides students into groups.		√	
4. The teacher provides time for students to work together.		√	
5. The teacher gives chances to the students to ask questions.	√		
6. The teacher guides the students in every task that the researcher gives.	√		

	C. Post-teaching			
	1. The teacher summarizes and reflects the lesson.		√	
	2. The teacher previews on the upcoming materials.		√	
	3. The teacher ends the class by having a short prayer.		√	

No : **Observation Sheet 2**
Activity : **Observation**
Object : **The Students**
Day/Date : **Wednesday/ April 26th 2016**

No.	Students' Activities	Yes	No	Description
1.	The students pay attention to the teacher's explanation.		√	There were some students who did not pay attention to the teachers' explanation and felt asleep.
2.	The students are active in the class.		√	
3.	The students concentrate to the teacher's explanation.		√	
4.	The students understand the explanation about narrative text.		√	
5.	The students ask the question to the teacher regarding to the materials.		√	
6.	The students do the exercise in groups.		√	
7.	The students ask the teacher or their friends if they find difficulties.	√		
8.	All students bring dictionary.		√	There were some students who did not bring dictionary.

No   **: Observation Sheet 3**
Cycle   **: I**
Meeting   **: 1**
Object   **: Researcher**
Day/Date   **: Tuesday/ August 9th 2016**

Researcher activities	Yes	No	Description
A. Pre-teaching			
1. The researcher greets the students.	√		
2. The students respond to the greeting addressed by the researcher.	√		
3. The researcher asks the students' condition.	√		
4. The students tell their condition to the researcher.	√		
5. The researcher leads the prayer.	√		
6. The researcher explains the goal of the teaching and learning.	√		
7. The researcher introduces the topic to the students.	√		
8. The researcher elicits students' given knowledge about narrative text.	√		The researcher showed some pictures about the characters in narrative text.
B. Whilst-teaching (Pre-Task of Cycle 1)			
1. The researcher introduces a model of narrative text to the students.	√		The researcher gave the copy of narrative text with the title "An Old Woman and The Sparrow" to the students.
2. The researcher explains the generic structures and language features of narrative text to the students.	√		
3. The researcher divides students into groups.	√		The students were asked to write some sentences according to the picture series.

		√		
4.	The researcher provides time for students to work together.	√		
5.	The researcher gives chances to the students to ask questions.	√		
6.	The researcher guides the students in every task that the researcher gives.	√		
C. Post-teaching				
1.	The researcher summarizes and reflects the lesson.	√		
2.	The researcher previews on the upcoming materials.	√		
3.	The researcher ends the class by having a short prayer.	√		

No   **: Observation Sheet 4**
Cycle   **: I**
Meeting   **: 1**
Object   **: The Students**
Day/Date   **: Tuesday/ August 9th 2016**

No.	Students' Activities	Yes	No	Description
1.	The students pay attention to the researcher's explanation.	√		
2.	The students are active in the class.	√		
3.	The students concentrate to the researcher's explanation.	√		
4.	The students understand the explanation about narrative text.	√		
5.	The students ask the question to the researcher regarding to the materials.	√		
6.	The students do the exercise in groups.	√		
7.	The students ask the researcher or their friends if they find difficulties.	√		
8.	All students bring dictionary.		√	There were some students who did not bring dictionary.

No   **: Observation Sheet 5**
Cycle   **: I**
Meeting   **: 2**
Object   **: Researcher**
Day/Date   **: Wednesday/ August 10th 2016**

Researcher activities	Yes	No	Description
A. Pre-teaching			
1. The researcher greets the students.	√		
2. The students respond to the greeting addressed by the researcher.	√		
3. The researcher asks the students' condition.	√		
4. The students tell their condition to the researcher.	√		
5. The researcher leads the prayer.	√		
6. The researcher explains the goal of the teaching and learning.	√		
7. The researcher introduces the topic to the students.	√		
8. The researcher elicits students' given knowledge about narrative text.	√		
B. Whilst-teaching (Task Cycle and Language Focus of Cycle 1			
1. The researcher gives an input for the task-cycle to the students.	√		The researcher played a video about "Beauty and the Beast".
2. The researcher gives a clear instruction about the task.	√		
3. The researcher divides students into some pairs.	√		The students were asked to write a narrative text in pairs.
4. The researcher provides time for students to work together.	√		
5. The researcher gives chances to the students to ask questions.	√		
6. The researcher gives a practice as language focus.	√		The researcher gave a transcript of the story in the video, then the

			students had to analyze it.
7. The researcher gives a chance for the students to perform their writing.	√		The researcher chose some groups to perform their writing and gave some corrections. However, the researcher did not give public correction.
C. Post-teaching			
1. The researcher summarizes and reflects the lesson.	√		
2. The teacher ends the class by having a short prayer.	√		

No   **: Observation Sheet 6**
Cycle   **: I**
Meeting   **: 2**
Object   **: The Students**
Day/Date   **: Wednesday/ August 10th 2016**

No.	Students' Activities	Yes	No	Description
1.	The students pay attention to the researcher's explanation.	√		
2.	The students are active in the class.	√		
3.	The students concentrate to the researcher's explanation.	√		
4.	The students understand about the task given by the researcher.	√		
5.	The students ask the question to the researcher regarding to the task.	√		
6.	The students do the task in pairs.	√		
7.	The students ask the researcher or their friends if they find difficulties.	√		
8.	All students bring dictionary.		√	There were some students who did not bring dictionary.

No   : **Observation Sheet 7**
Cycle   **: II**
Meeting **: 3**
Object   **: Researcher**
Day/Date **: Saturday/ October 1ˢᵗ 2016**

Researcher activities	Yes	No	Description
A. Pre-teaching			
1. The researcher greets the students.	√		
2. The students respond to the greeting addressed by the researcher.	√		
3. The researcher asks the students' condition.	√		
4. The students tell their condition to the researcher.	√		
5. The researcher leads the prayer.	√		
6. The researcher explains the goal of the teaching and learning.	√		
7. The researcher introduces the topic to the students.	√		
8. The researcher elicits students' given knowledge about narrative text.	√		
B. Whilst-teaching (Pre-Task and Language Focus of Cycle II)			
1. The researcher gives an input for the task-cycle to the students.	√		The researcher showed a narrative text with the title "The Legend of Telaga Warna".
2. The researcher gives a clear instruction about the task.	√		
3. The researcher divides students into some groups.	√		
4. The researcher provides time for students to work together.	√		
5. The researcher gives chances to the students to ask questions.	√		
6. The researcher gives a practice as language focus.	√		
C. Post-teaching			
1. The researcher summarizes and reflects the lesson.	√		

		Yes	No	Description
2.	The teacher ends the class by having a short prayer.	√		

No   **: Observation Sheet 8**
Cycle   **: II**
Meeting   **: 3**
Object   **: The Students**
Day/Date   **: Saturday/ October 1st 2016**

No.	Students' Activities	Yes	No	Description
1.	The students pay attention to the researcher's explanation.	√		
2.	The students are active in the class.	√		
3.	The students concentrate to the researcher's explanation.	√		
4.	The students understand about the task given by the researcher.	√		
5.	The students ask the question to the researcher regarding to the task.	√		
6.	The students do the task in groups.	√		
7.	The students ask the researcher or their friends if they find difficulties.	√		
8.	All students bring dictionary.		√	There were some students who did not bring dictionary.

No   **: Observation Sheet 9**
Cycle   **: II**
Meeting   **: 4**
Object   **: Researcher**
Day/Date   **: Tuesday/ October 4th 2016**

Researcher activities	Yes	No	Description
A. Pre-teaching			
1. The researcher greets the students.	√		
2. The students respond to the greeting addressed by the researcher.	√		
3. The researcher asks the students' condition.	√		
4. The students tell their condition to the	√		

		Yes	No	Description
	researcher.			
5.	The researcher leads the prayer.	√		
6.	The researcher explains the goal of the teaching and learning.	√		
7.	The researcher introduces the topic to the students.		√	The topic had been introduced in the previous meeting.
8.	The researcher elicits students' given knowledge about narrative text.		√	It had been elicited in the previous meeting.
B.	**Whilst-teaching (Task-Cycle of Cycle II)**			
1.	The researcher gives an input for the task-cycle to the students.	√		The researcher showed a narrative text with the title "The Legend of Telaga Warna" in the previous meeting.
2.	The researcher gives a clear instruction about the task.	√		
3.	The researcher divides students into some groups.	√		
4.	The researcher provides time for students to work together.	√		
5.	The researcher gives chances to the students to ask questions.	√		
C.	**Post-teaching**			
1.	The researcher summarizes and reflects the lesson.	√		
2.	The teacher ends the class by having a short prayer.	√		

No   **: Observation Sheet 10**
Cycle   : II
Meeting   : 4
Object   : The Students
Day/Date   : Tuesday/ October 4th 2016

No.	Students' Activities	Yes	No	Description
1.	The students pay attention to the researcher's explanation.	√		

2.	The students are active in the class.	√		
3.	The students concentrate to the researcher's explanation.	√		
4.	The students understand about the task given by the researcher.	√		
5.	The students ask the question to the researcher regarding to the task.	√		
6.	The students do the task in groups.	√		
7.	The students ask the researcher or their friends if they find difficulties.	√		
8.	All students bring dictionary.		√	There were some students who did not bring dictionary.

APPENDIX D
ATTENDANCE LIST

PEMERINTAH KABUPATEN CILACAP
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMA NEGERI 1 MAJENANG

Jl. Raya Pahonjean KP 07 Majenang 53257 (0280)621212 email:
sman1majenang@yahoo.com www.sman1majenang.com

DAFTAR HADIR SISWA

KELAS : XII IPA 3

No	Kode	Nama Siswa	L/P	1	2	3	4	5	6	7
1.	S1	ADHITYA NUR MAHENDRA	L	√	√	√	√	√	√	√
2.	S2	ALDOM RESTALDO	L	√	√	√	√	√	√	√
3.	S3	ALTRIKO TANGGUFILYA WINTONANDA	L	√	√	√	√	√	√	√
4.	S4	AMANDA FAHMIDYNA	P	√	√	√	√	√	√	√
5.	S5	ANDREAS STALLONE HADI	L	√	√	√	√	√	√	√
6.	S6	ARIL GUNAWAN	L	√	√	√	√	√	√	√
7.	S7	DEA NOFIANA FITRI	P	√	√	√	√	√	√	√
8.	S8	DEVI RAHMAWATI	P	√	√	√	√	√	√	√
9.	S9	DIAH ROSYANA NOPIYANTI	P	√	√	√	√	√	√	√
10.	S10	DIAS RAMADHANI	P	√	√	√	√	√	√	√
11.	S11	DIKA FEBRIANSYAH MUHOTIB	L	√	√	√	√	√	S	S
12.	S12	DWI RAHAYU	P	√	√	√	√	√	√	√
13.	S13	ELVINDA YULIANTI	P	√	√	√	√	√	√	√
14.	S14	ENDAR RAHMAWATI	P	√	√	√	√	√	√	√
15.	S15	EVA KHAIRUNNISA	P	√	√	√	√	√	√	√
16.	S16	FIRDA KUSUMAWATI	P	√	√	√	√	√	√	√
17.	S17	GIKA ANNISA SELVIANA	P	√	√	S	S	√	√	√
18.	S18	INDRI MULYANI	P	√	√	√	√	√	√	√
19.	S19	JANUAR PUTRA NUR RAMDHANI	L	√	√	√	√	√	√	√
20.	S20	MISKAH AMANIA ZAHROH	P	√	√	√	√	√	√	√
21.	S21	NADYA WULANDARI	P	√	√	√	√	√	√	√
22.	S22	NATHANAEL JODIE WIRAWAN	L	√	√	√	√	√	√	√
23.	S23	NEVA ELSYANA	P	√	√	√	√	√	√	√
24.	S24	NINING PANGESTI	P	√	√	√	√	√	√	√
25.	S25	NOVELA ARDINA FLUORENTA	P	√	√	√	√	√	√	√

No.	Kode	Nama	L/P	1	2	3	4	5	6	7
26.	S26	NURLAELI DWI LESTARI	P	√	√	√	√	√	√	√
27.	S27	RANDRETYA DAVIT ANUGRAH	L	√	√	√	√	√	√	√
28.	S28	RIBKA ANANTIA SANTI	P	√	√	√	√	√	√	√
29.	S29	SONIA KIKI FATMALA	P	√	√	√	√	√	√	√
30.	S30	TATI AYU WANDIRA	P	√	√	√	√	√	√	√
31.	S31	TENIA YOHANA OKTAVIANA	P	√	√	√	√	√	√	√
32.	S32	THINA MARFIA	P	√	√	√	√	√	√	√
33.	S33	TIARA RIZKY AMALIA	P	√	√	√	√	√	√	√
34.	S34	VINDY UTAMI KAROMAH	P	√	√	√	√	√	√	√
35.	S35	WIWIN	P	√	√	√	√	√	√	√
36.	S36	ZAHRA ADENIA	P	√	√	√	√	√	√	√

Laki-laki	9	
Perempuan	27	
Jumlah	36	

Keterangan:

1 : Observation. Wednesday, April 26th 2016.
2 : Pre-Test. Saturday, August 6th 2016
3 : Cycle I (1st meeting). Tuesday, August 9th 2016.
4 : Cycle I (2nd meeting). Wednesday, August 10th 2016.
5 : Cycle II (3rd meeting). Saturday, October 1st 2016.
6 : Cycle II (4nd meeting). Tuesday, October 4th 2016.
7 : Post-Test. Wednesday, October 5th 2016.

APPENDIX E

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah   **:** SMA Negeri 1 Majenang

Mata Pelajaran   **:** Bahasa Inggris

Kelas/Semester   **:** XII (Dua belas) / 1 (satu)

Materi pokok   **:** *Narrative Text*

Alokasi Waktu   **:** 4 pertemuan (8x40 menit)

Keterampilan   **:** *Writing*

A. Standar Kompetensi :

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana *narrative, explanation*, dan *discussion* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar :

6.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalm teks berbentuk: ***narrative,*** *explanation,* dan *discussion.*

C. Indikator :

1. Mengidentifikasi makna kosa kata dalam *narrative text.*
2. Mengidentifikasi dan menggunakan kata kerja *regular* dan *irregular* pada *narrative text.*
3. Menggunakan kalimat mengandung kata kerja *simple past tense* dengan benar.
4. Mengembangkan ide dalam menulis *narrative text.*
5. Menyusun ide dalam menulis *narrative text.*
6. Menggunakan kata dengan ejaan *(spelling)* yang benar.

7. Menggunakan tanda baca *(punctuation)* dan huruf capital *(capitalization)* dengan tepat.

8. Menulis *narrative text.*

D. Tujuan Pembelajaran:

Di akhir pembelajaran, siswa diharapkan mampu:

1. Mengidentifikasi kosa kata dalam *narrative text.*

2. Mengidentifikasi kata kerja *regular* dan *irregular* pada *narrative text.*

3. Menggunakan kalimat mengandung kata kerja *simple past tense* dengan benar.

4. Mengembangkan ide dalam menulis *narrative text.*

5. Menyusun ide dalam menulis *narrative text.*

6. Menggunakan kata dengan ejaan yang benar.

7. Menggunakan tanda baca dengan tepat.

8. Menulis *narrative text* dengan benar dan berterima.

E. Materi Pembelajaran:

1. *Input narrative texts:*

-a narrative text with the title "The old woman and the sparrow"

The Old Woman and the Sparrow

Once upon a time, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

-a narrative text with the title "The Legend of Telaga Warna"

The Legend of Telaga Warna

Long long ago, there was a kingdom in West Java. The kingdom was ruled by a king named His Majesty Prabu.

Prabu was a kind and wise king. But it was a pity that Prabu and his queen hadn't got any children. The queen often cried. That was why Prabu went to the jungle. There he prayed to God every day, begging for a child.

A few months later, the queen got pregnant. Nine months later, a princess was born. Prabu and Queen loved their beautiful daughter so much. They gave whatever she wanted. It made Princess turn into a very spoiled girl.

One day, the princess celebrated her 17th birthday party. Many people gathered in the palace. Then, Prabu took out a necklace which was made from gold and jewel.

"My beloved daughter, today I give you this necklace. Please, wear this necklace," said Prabu.

"I don't want to wear it! It's ugly!" shouted the princess. Then she threw the necklace. The beautiful necklace was broken. The gold and jewels

were spread out on the floor. Everybody couldn't say anything. They never *thought* that their beloved princess would do that cruel thing. In their silence, people *heard* the queen crying. Every woman *felt* sad and *began* crying, too. Then, everybody was crying. Then, there was a miracle. Earth was crying.

Suddenly, from the underground, a spring *emerged*. It made a pool of water. Soon, the place *became* a big lake. The lake finally *sank* the kingdom.

Nowadays, people *called* the lake "Telaga Warna". It means "Lake of Color". On a bright day, the lake is full of color. These colors come from shadows of forest, plants, flowers, and sky around the lake. But some people said that the colors are from the princess's necklace, which spreads at the bottom of the lake.

2. *Grammar:*

Text 1:

- There lived a kind hearted man and his wife.

- The sparrow stayed with them and sang every morning.

- Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow.

Text 2:

- The kingdom was ruled by a king named His Majesty Prabu.

- There he prayed to God every day, begging for a child.

-They gave whatever she wanted.

-The gold and jewels were spread out on the floor.

- The lake finally sank the kingdom.

3. *Vocabulary:*

a. *Sparrow*

b. *Gratitude*

c. *Flew away*

d. *Nest*

    e. Feast

    f. Wasps

    g. Basket

    h. *Stung*

4. *Spelling*

    a. Begging

    b. Spoiled

    c. Gathered

    d. Necklace

    e. Threw

    f. Emerged

    g. Thought

    h. Plants

    i. Spreads

5. *Punctuation*

    -There he prayed to God every day**,** begging for a child**.**

    -"My beloved daughter**,** today I give you this necklace**.** Please**,** wear this necklace**,"** said Prabu**.**

F. Metode Pembelajaran

Metode pembelajaran: *Task-Based Language Teaching.*

G. Kegiatan Pembelajaran

Cycle I (**Pertemuan 1**)

No	Kegiatan Pembelajaran	AlokasiWaktu
1.	**Kegiatan Pendahuluan** a. Salam pembuka. b. Siswa berdoa berdasarkan keyakinan masing-masing. c. Siswa diajak bertegur sapa dan ditanyakan kabar hari ini d. Presensi siswa e. Guru memberikan pertanyaan pembuka untuk menuntun siswa masuk ke materi.	5 menit
2.	**Kegiatan Inti** *Pre-task* *-Matching pictures with the right titles which are provided. Then, answering the questions regarding to the pictures.* *-Reading the story with the title "The Old Woman and the Sparrow". Then, matching the vocabularies provided in the left box with the suitable pictures in the right box.* *-Looking at the examples of simple past tense from the text. Then, changing the V1 form into V2 and practicing to write some sentences using simple past tense form.* *-Writing some sentences according to the picture series in a group.*	70 menit
3.	**Kegiatan Penutup** a. Siswa ditanyakan mengenai pemahaman yang diterima dari pelajaran hari ini. b. Salam penutup.	5 menit

Cycle I (**Pertemuan 2**)

No	Kegiatan Pembelajaran	AlokasiWaktu
1.	**Kegiatan Pendahuluan** a. Salam pembuka. b. Siswa berdoa berdasarkan keyakinan masing-masing. c. Siswa diajak bertegur sapa dan ditanyakan kabar hari ini d. Presensi siswa e. Guru memberikan pertanyaan pembuka untuk menuntun siswa masuk ke materi.	5 menit
2.	**Kegiatan Inti** ***Language Focus*** *-Reading the transcript of video "Beauty and the Beast". Then, the students are asked to analyze the words in the simple past tense form, and change them into their V1.* *-The teacher reviews the students' work and writes some language items on the board, and the students takes notes.* ***Task Cycle*** *-Listening and watching the video about the story of "Beauty and the Beast". Write down any information that the students get from the video.* *- Writing a narrative text based on the video in pairs.* *-Planning how to perform the written text by doing peer-editing.* *-Reporting the narrative text. The teacher asks some pairs of students to report their narrative text. Then, the other students can comment and add the information. The teacher can also comment to the content of the text, but gives no public correction.*	70 menit
3.	**Kegiatan Penutup** a. Siswa ditanyakan mengenai pemahaman yang diterima dari pelajaran hari ini. b. Salam penutup.	5 menit

Cycle II **(Pertemuan 3)**

No	Kegiatan Pembelajaran	AlokasiWaktu
1.	**Kegiatan Pendahuluan** a. Salam pembuka. b. Siswa berdoa berdasarkan keyakinan masing-masing. c. Siswa diajak bertegur sapa dan ditanyakan kabar hari ini d. Presensi siswa e. Guru memberikan pertanyaan pembuka untuk menuntun siswa masuk ke materi.	5 menit
2.	**Kegiatan Inti** ***Pre-task and Language Focus*** *-Reading a narrative text with the title "The Legend of Telaga Warna".* *-There are some regular and irregular verbs which are underlined. The students are asked to analyze the difference between regular and irregular verbs.* *-Punctuations are written in the different color to make the students aware about the use of punctuation.* *-The teacher reviews the analysis and writes some regular and irregular verbs on the board, and the students takes notes.* ***Task Cycle (Regular-irregular verb)*** *-The students are asked to sing "Twinkle-twinkle", and the teacher gives an eraser. Then each student has to pass to another friend next to him or her.* *-While the students is singing, the teacher stops the eraser suddenly.* *-The student who gets the eraser has to write a sentence using "verb" mentioned by the teacher.* *-Then, the activity continues until there are some students get turn to write.*	70 menit

3.	**Kegiatan Penutup**	
	a. Siswa ditanyakan mengenai pemahaman yang diterima dari pelajaran hari ini. b. Salam penutup.	5 menit

Cycle II (**Pertemuan 4**)

No	Kegiatan Pembelajaran	AlokasiWaktu
1.	**Kegiatan Pendahuluan** a. Salam pembuka. b. Siswa berdoa berdasarkan keyakinan masing-masing. c. Siswa diajak bertegur sapa dan ditanyakan kabar hari ini d. Presensi siswa e. Guru memberikan pertanyaan pembuka untuk menuntun siswa masuk ke materi.	5 menit
2.	**Kegiatan Inti** ***Task Cycle (Spelling)*** *-The teacher divides the class into nine groups, each group consisting of four students.* *-The teacher has prepared nine words taken from the narrative text taught in the third meeting.* *- The teacher invites a group to spell a word mentioned by the teacher. Each member of the group writes one letter.* *-Then, the next group does the same activity.* ***Task Cycle (Punctuation)*** *-The students still work in the same group.* *-The teacher gives a print out of the narrative text taught in the third meeting without any punctuation and capitalization to each group.* *-Each group must add the missing punctuation and change the capital letter in the text.* *-After finishing the activity, each group does peer-editing. They have to compare another groups' work with the original text.*	70 menit

3.	**Kegiatan Penutup**	
	a. Siswa ditanyakan mengenai pemahaman yang diterima dari pelajaran hari ini. b. Salam penutup.	5 menit

H. Sumber dan Alat Pembelajaran:

1. Sumber pembelajaran:

   -http://narrative-text.blogspot.co.id/2009/06/old-woman-and-sparrow.html

   -https://www.youtube.com/watch?v=IMrMILXMUaQ

   -http://englishstory12.blogspot.co.id/2012/12/telaga-warna.html

2. Alat dan media pembelajaran:

   Alat: Media:

   -LCD   -*Worksheet*

   -Laptop   -*Video*

   -Papan tulis

I. Penilaian

No	Indikator	Teknik Penilaian	Bentuk	Instrumen	Aspek yang dicapai
1.	Mengidentifikasi kosa kata dalam *narrative text.*	Testulis	*Compre hension task*	*ACTIVE READING* pertemuan 1 (Terlampir)	Kognitif
2.	Mengidentifikasi kata kerja *simple past tense* pada *narrative text.*	Tertulis	*Complet ion test and Compre hension task*	*FOCUS IN* Pertemuan 1 (Terlampir) *LANGUAGE FOCUS* Pertemuan 2 (Terlampir)	Kognitif Afektif
3.	Mengembangkan ide dalam menulis *narrative text.*	Tertulis	*Complet ion task*	*YOUR TURN* Pertemuan 1 (Terlampir)	Kognitif Afektif

4.	Menyusun ide dalam menulis *narrative text.*				
5.	Menulis *narrative text.*	Unjuk Kerja	*Writing Test*	*LET'S WRITE* Pertemuan 2 (Terlampir)	Kognitif Afektif Psikomotor
6.	Mengidentifikasi dan menggunakan kata kerja *regular* dan *irregular* pada *narrative text.*	Tertulis	*Comprehension task*	*TASK CYCLE* Pertemuan 3 (Terlampir)	Kognitif Afektif
7.	Menggunakan kata dengan ejaan yang benar.	Tertulis	*Comprehension task*	*TASK CYCLE* Pertemuan 4 (Terlampir)	Kognitif Afektif
8.	Menggunakan tanda baca dan huruf kapital dengan tepat.	Tertulis	*Comprehension task*	*TASK CYCLE* Pertemuan 4 (Terlampir)	Kognitif Afektif

Mengetahui,

Guru Bahasa Inggris   Guru peneliti

Prapto Jumadi   Indriani Hazaroh

NIP: 19590510198903 1 007   NIM: 12202244026

Model of Analytical Scoring Rubric Proposed by ESL Composition Profile

Aspect	Score	Criteria
Content	30-27	Excellent to Very Good: Knowledgeable; substantive; relevant to assigned topic
	26-22	Good to Average: Some knowledge of subject; adequate range: mostly relevant to topic; but lacks detail.
	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor: does not show knowledge of subject; non-substantive; irrelevant to topic; or not enough to evaluate.
Organization	20-18	Excellent to Very Good: fluent expression; ideas clearly stated/supported; concise; well-organized; logical sequencing; cohesive.
	17-14	Good to Average: loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
	13-10	Fair to Poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
	9-7	Very Poor: does not communicate; no organization; or not enough to evaluate.
Vocabulary	20-18	Excellent to Very Good: sophisticated range; effective word/idiom choice and usage; word form mastery.
	17-14	Good to Average: adequate range; occasional errors of word / idiom form; choice; usage but meaning not obscured.

	13-10	Fair to Poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
	9-7	Very Poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate.
Language Use	25-22	Excellent to Very Good: effective complex construction; few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple construction; minor problems in complex construction; several errors of agreement, tense, number, word order / function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to Poor: major problems in simple / complex construction; frequent errors of negation, agreement, tense, number, word order / function, article, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured.
	10-5	Very Poor: almost no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate.
Mechanics	5	Excellent to Very Good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.

	4	Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured.
	2	Very Poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate.

Content   : 30

Organization   : 20

Vocabulary   : 20

Language Use   : 25

Mechanics   : 5
                       ‾‾‾‾
Total   : 100

General Rubrics of Writing for Middle and Secondary Level Learners proposed by Williams (2003: 321-322)

No.	Score	Category	Criteria
1.	6-point (89-100)	Upper Half	Clear aim, strong introduction and a thoughtful conclusion; the topic recognized effectively; strong supporting details; logically developed and very well organized; free of surface and usage errors.
2.	5-point (78-88)		Clear aim, strong introduction and a thoughtful conclusion; the topic recognized effectively; strong supporting details; logically developed and very well organized; lack the verbal felicity or organizational strength of a 6-point; largely free of surface and usage errors.
3.	4-point (67-77)		Clear aim, strong introduction and a thoughtful conclusion; the topic recognized; occasional organizational and argumentative weaknesses; basic competence in sentence variety, paragraph development, and usage.
4.	3-point (56-66)	Lower Half	Acknowledge the complexities of the topic and attempt to address it; lack of a clear aim, introduction, and conclusion; supporting details may be trivial; inappropriate, logically flawed; flaws in organization/development; lack of sentence variety and/or paragraph development; frequent usage and/or surface errors.
5.	2-point (45-55)		Thesis may be too general or too specific; makes a vacuous or trivial argument; lack of supporting details; lack of organization; serious usage and/or surface errors.
6.	1-point (34-44)		Seriously flawed in terms of argument, organization, style, and usage/surface errors.

Rubric of Writings' Assessment

No	Name	Aspect					Total
		Content	Organization	Vocabulary	Language Use	Mechanism	

Pre-Task

A. GET READY

Look at the following pictures and match each picture with the right titles which are in the box. Then, answer the following questions.

(……………)   (……………)   (……………)

(……………)

The Lion and the Mouse	Aladin and the Magic Lamp
Cinderella	The Mouse deer and the Crocodile

What do you think?

1. Have you ever known all of those stories?

2. Which one of those stories do you like most?

3. What makes you like that story?

B. ACTIVE READING

Read to the following story with the title "The Old Woman and the Sparrow". Then, match the vocabularies provided in the left box with the suitable pictures in the right box.

### The Old Woman and the Sparrow

Once upon a time, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

a. Sparrow

b. Gratitude

c. Flew away

d. Nest

e. Feast

f. Wasps

g. Basket

h. Stung
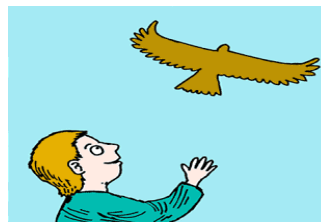
Find out:

1. What does the story tell us about?
2. Who are the characters in the story?
3. What is the moral value you can learn from the story?

C. FOCUS IN

➤ *Look at the chart*

Simple Past Tense:

1. There <u>lived</u> a kind hearted man and his wife.
2. The sparrow <u>stayed</u> with them and sang every morning.
3. Knowing that sparrow <u>flew away</u>, the kind man and his wife <u>looked for</u> the sparrow.

➤ *Change the verbs into Simple Past Tense*

1. Cinderella <u>sleeps</u> (................) for a long time.
2. There <u>are</u> (..........) three bears <u>come</u> (...........) from behind.
3. One day, Little Red Riding Hood <u>goes</u> (..........) to her grandmother's house in the middle of jungle.
4. The wolf <u>runs away</u> (.......................) from the grandmother's house.
5. The old man and the two boys <u>hide</u> (..............) inside the hollow tree.
6. Jonny <u>gets</u> (..........) A for the History exam.
7. Malin Kundang <u>is cursed</u> (....................) into a stone by his mother.

8. Marry <u>calls</u> (...........) a delivery order to get some foods.
9. The monkey <u>steals</u> (...............) a bunch of banana.

➢ *Write a sentence using the words shown*
   1. Brought _____
   2. Ate _____
   3. Looked for _____
   4. Saw _____
   5. Opened _____

D. YOUR TURN

Write some sentences according to the picture series; then, arrange them into a narrative text in a group.

1.

a.

b.

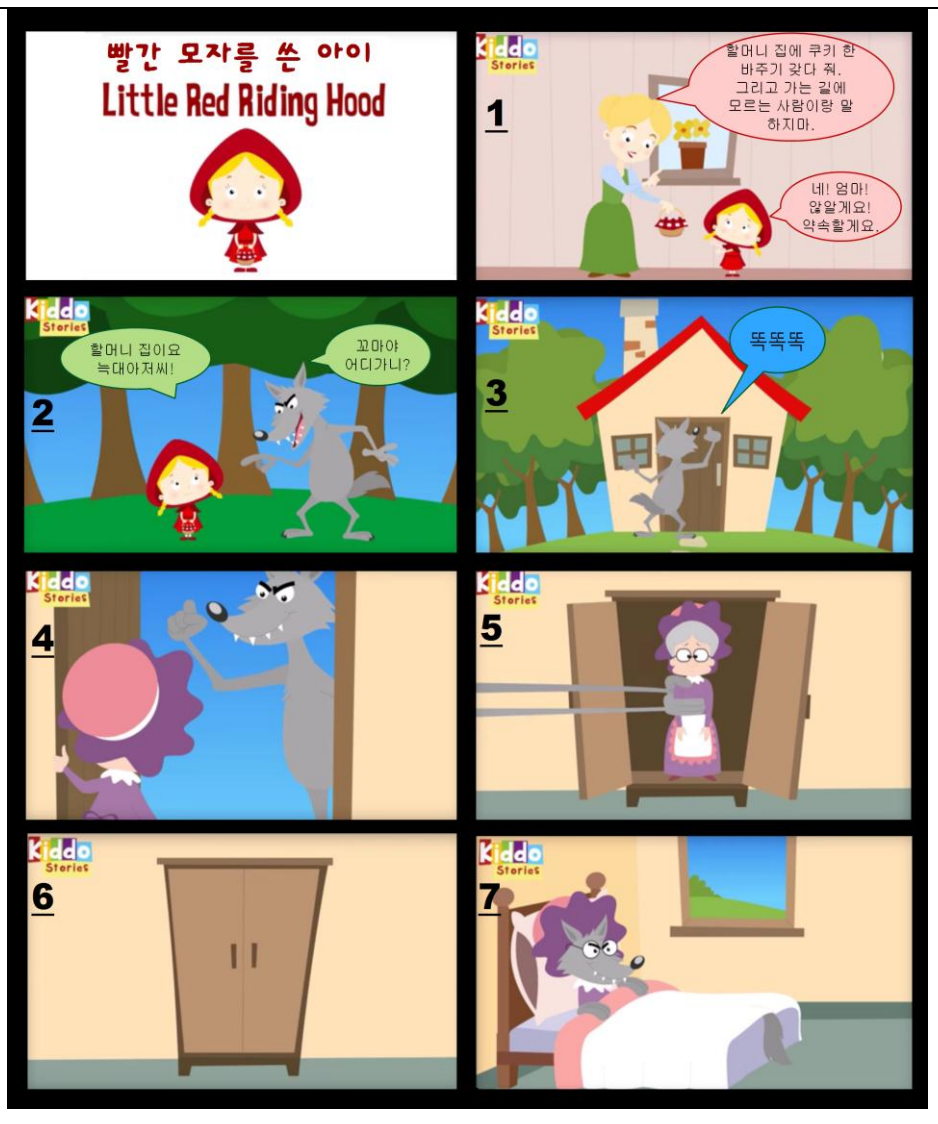c.

d.

e.

f.

2.

3.

4.
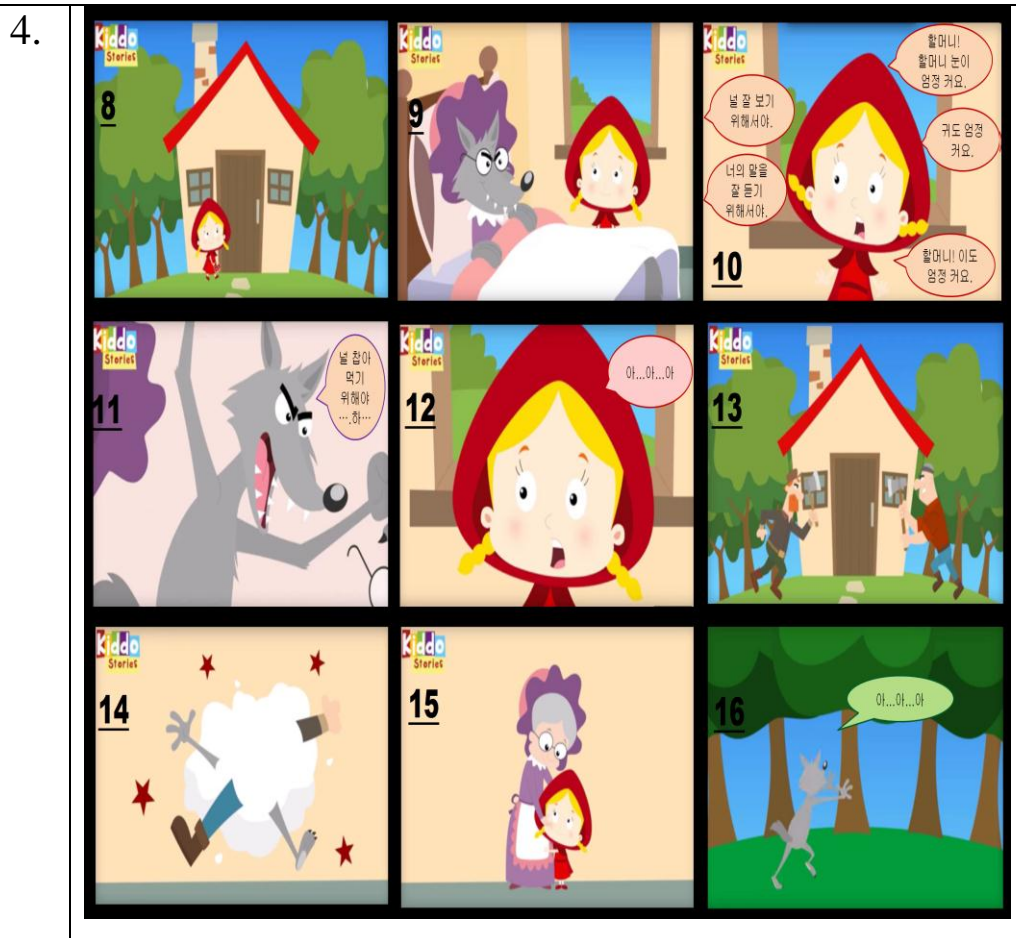
5.

6.

Speaking

3

Tell the Story

143

7.

8.

9.

Language Focus

Beauty and the Beast

Once there lived a merchant with his three daughters.

Merchant : "well, dear daughters, I'm off to the market, what would you like me to bring for you?"

Daughter 1 : "oh father, please bring me a beautiful dress".

Daughter 2 : "and I would like a lovely pearl necklace".

Merchant : "and what can I bring for you, Beauty, my child?"

Beauty : "father, I would be very happy if you could bring me a beautiful red rose".

So the merchant set off for the market, and after finishing his business, he bought the dress and necklace for his two daughters.

Merchant : "ah well, I have finished my business and shopping, it's time to head back home. It's getting late, so I will pluck the red rose for beauty on the way"

The merchant was half way home when suddenly there was a loud clap of thunder with lightening, and it started raining heavily.

Merchant : "what awful weather, how am I going to reach home in this fierce storm? I can't even see any sign of shelter".

Suddenly, the merchant saw a bright light and ongoing near, he saw a beautiful castle. No one seemed to be around, so the merchant went inside.

Merchant : "oh my, my! A castle in the middle of the woods, and what a fine   spread on the table!"

"yoo hoo, yoo hoo, anyone there?"

"strange, no one seems to be around".

"ah well, I hope the owner won't mind if I help myself to some food".

The merchant ate a hearty meal, and then went to find a place to rest.

Merchant :" this is indeed a beautiful castle, and the bed there looks so inviting, just what I need".

The merchant was very tired, and fell into a deep sleep, waking only when the sun pecked in through the windows.

Merchant :" ah, that was a good sleep, the weather sees fine now".

"I'll have a quick wash and make my way home".

"ohhh..I can smell some heavenly breakfast".

Once again, a very fine meal was laid on the table. The merchant had his fill, and was now ready to leave.

Merchant :" I wish I could meet the owner of this castle to thank him, but can't see anyone around".

"well, I guess I better be on my way".

So saying, the merchant made his way to his horse, and was pleased to note that his horse had also been given fresh hay. Just as he was about to mount his horse, he saw a bush with beautiful red roses, and remembered his daughters' wish. But as he plucked the rose, a horrible locking beast dressed in royal finery glared at him from behind the bush with eyes blazing.

Beast :"you are an ungrateful man. I gave you food to eat and my bed to sleep, and this is how you repay me by stealing my beautiful flowers?"

"you shall be killed for this".

Merchant : "oh sir, I am very, very sorry, I did not mean to steal".

"my youngest daughter, Beauty had asked me to bring her a rose flower, and I was taking it for her".

Beast   :"well..I will let you go on one condition".
Merchant   : "anything sir, I will do anything".
Beast   : "when you go back, you will send your daughter, Beauty to live with me here in my castle".
Merchant   : "what? Oh, sir..".
Beast   : "you can leave only if you agree to my condition".

The merchant had no choice but to agree to the beast's condition. With a heavy heart, he left the beast's castle and returned home.

Daughter 1 :"oh father, I love this dress, I can't wait to try it on!"
Daughter 2 : "this pearl necklace is just beautiful, I'm sure my friends will be so envious!"
Beauty   :"thank you for this beautiful rose father, but why do I get the feel that something is worrying you?"
Merchant   :"oh, my dear, dear beauty, unlike your sisters, you know me so well".

              "I really don't know how to tell you".
Beauty   :" You can tell me everything father, I just don't want to see you troubles like this".

The merchant then told Beauty all that had happened, and the promise he had made to the Beast.

Merchant   :"my dear, I don't want you worrying your pretty head about it, I'll figure something out".
Beauty   :"no father, you have given your word. It is because of my rose that this happened, so I will go to the beast".

With the heavy heart, the merchant went and left his precious daughter at the beast's castle. Beauty was at first terrified on seeing the beast, but the beast was so gentle and kind to her that slowly Beauty lost her fear of him.

Beauty   :"the Beast is very ugly in fact, quite frightening to look at, but he has treated me so well. He is indeed a noble soul".

So life went on. Beauty spent her days in the beautiful gardens of the palace, and the evenings she would sit in front of the fireplace doing embroidery. The Beast sat near her, happy just observing her. However, one day things changed.

Beast   :"Beauty, I have been waiting to ask you something for a very long time".

"will you be my bride?"

Beauty was shocked. She had got used to the beast around her, but marriage? She could not even think of marrying such an ugly creature!

Beauty   :"I do like you a lot, sir, but the thought of marriage has never entered my head".

Beast   :"it's alright, don't worry, I'm not offended by your answer".

No more was said, and life continued as usual. However, the beast understood that Beauty was missing her family, and one day he gave her a magic mirror.

Beast   :"my dear, I know you are missing your father and sisters".
"Come, have a look in this mirror".

Beauty could not believe her eyes! There in the mirror, she could see her father and sisters so clearly though they so far away.

Beauty   :" oh sir, you are too kind, I don't know how to thank you!"

One day, when Beauty went to the magic mirror, she was shocked to see her father ill and in bed. She ran up to the beast.

Beauty   :"sir, I just saw my father in the magic mirror, he is ill and remembering me, can you please, please let me go and visit him?"

The Beast was so angry and stomped out of the room. However, when he saw how sad Beauty was he went up to her.

Beast   :"alright Beauty, I will let you go to your father but on one condition. You have to return to the castle in one week".

Beauty   :"I promise, I promise I will come back. You have been so kind to me".
"I cannot even think of breaking my promise".

And so Beauty went to visit her sick father.

Merchant   :"my child, my child! Oh how I have missed you. I cannot forgive myself for the situation I have put you in".

Beauty   :"no, no father, you must not blame yourself and make yourself ill. The Beast has been extremely kind to me".
"And even though I miss you and my dear sisters, I can see you everyday through a magic mirror that the beast has given me".

With his precious daughter with him again, the Merchant became well very soon. Beauty was so happy to be with her family again, and she completely forgot about the promise she had made to the beast. And one night she had a horrible dream. She saw the beast calling out her name. He seemed to be in a lot of paint and was begging Beauty to return to him.

Beauty   :"oh, how could I have forgotten the promise I made to the beast?"

"he has been so good to me, looked after me so well. I have been so happy with my own family that I completely forgot about him".

Beauty rushed to her father's room.

Beauty   :"father, father!"

Merchant   :"what is the matter my child? What has happened? Are you not well?"

Beauty   :"I must leave immediately father, I saw the beast in my dream, he was pleading with me to return and seemed to be in a lot of pain".

"I must hurry father, if anything happens to the beast, I shall never be able to forgive myself".

Merchant   :"yes, dear, you must go back, but why don't you wait till morning?"

Beauty   :"no father, I must not delay for a minute, the beast needs me and I must go to him immediately".

So saying, Beauty quickly got ready and ran to her horse and was soon on her way to the beast's castle. When she reached, she could not see the beast anywhere.

Beauty   :"I hope I am not late, I couldn't bear it if anything happened to the beast. After being away from him I now realize how good he was. Oh, where do I look for him?"

Suddenly, Beauty heard a groaning sound from the garden. She ran there and there among his beautiful rose bushes lay the beast. She then sat down near the beast, and tears started flowing down her cheeks.

Beauty   :"I am so sorry that I broke my promise, I didn't mean to, I really didn't. Please don't leave me. I..I want to marry you, I really do!"

Suddenly, a miracle happened before Beauty's astonished eyes. As soon as she had uttered the words, the beast began to transform into a handsome young man.

Beauty :"wh..what is happening? Who are you?"

Young man :"Beauty, I am actually a prince, the prince of this castle. An evil witch had cast a spell on me. She changed me into the beast that you saw me as. Only if someone agreed to marry me the way that I was would the spell be broken. I fell in love with you as soon as I saw you, and I now know that you a lovely person also. I was afraid to let you go, in case you did not come back".

"Beauty, will you marry me?"

Beauty :"I feel I am in a dream"

"Is this really happening?"

Young man :"this is not a dream my darling, I am a prince. And you are now going to become my beloved princess. Come, let's go and tell your father".

"I am sure he was very sad that you had to stay here, but now when he knows the truth, he will no doubt be very happy for us".

Beauty and her prince led a long, happy loving life.

Find Out

1. The words in the simple past tense form. Then, change them into their core words (V1).

Task Cycle

A. LISTEN IN

Listen and watch to the video about the story of "Beauty and the Beast". Write down any information that you get from the video.

B. LET'S WRITE

Write a narrative text based on the video in pairs.

The Legend of Telaga Warna

Long long ago, there was a kingdom in West Java. The kingdom was ruled by a king named His Majesty Prabu.

Prabu was a kind and wise king. But it was a pity that Prabu and his queen hadn't got any children. The queen often cried. That was why Prabu went to the jungle. There he prayed to God every day, begging for a child.

A few months later, the queen got pregnant. Nine months later, a princess was born. Prabu and Queen loved their beautiful daughter so much. They gave whatever she wanted. It made Princess turn into a very spoiled girl.

One day, the princess celebrated her 17th birthday party. Many people gathered in the palace. Then, Prabu took out a necklace which was made from gold and jewel.

"My beloved daughter, today I give you this necklace. Please, wear this necklace," said Prabu.

"I don't want to wear it! It's ugly!" shouted the princess. Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor. Everybody couldn't say anything. They never thought that their beloved princess would do that cruel thing. In their silence, people heard the queen crying. Every woman felt sad and began crying, too. Then, everybody was crying. Then, there was a miracle. Earth was crying.

Suddenly, from the underground, a spring emerged. It made a pool of water. Soon, the place became a big lake. The lake finally sank the kingdom.

Nowadays, people called the lake "Telaga Warna". It means "Lake of Color". On a bright day, the lake is full of color. These colors come from

shadows of forest, plants, flowers, and sky around the lake. But some people said that the colors are from the princess's necklace, which spreads at the bottom of the lake.

TASK CYCLE (REGULAR-IRREGULAR VERB)

Make sentences using the V2 form of these verbs

1.	Get
2.	Bring
3.	Gather
4.	Spoil
5.	Take
6.	Sink
7.	Cut
8.	Think
9.	Celebrate

TASK CYCLE (SPELLING)

Working in group consisting of four. Spell these words correctly.

1. Begging
2. Spoiled
3. Gathered
4. Necklace
5. Threw
6. Emerged
7. Thought
8. Plants
9. Spreads

The Legend of Telaga Warna

long long ago there was a kingdom in west java the kingdom was ruled by a king named his majesty prabu

prabu was a kind and wise king but it was a pity that prabu and his queen hadn't got any children the queen often cried that was why prabu went to the jungle there he prayed to god every day begging for a child

a few months late the queen got pregnant nine months later a princess was born prabu and queen loved their beautiful daughter so much they gave whatever she wanted it made princess turn into a very spoiled girl

one day the princess celebrated her 17th birthday party many people gathered in the palace then prabu took out a necklace which was made from gold and jewel

my beloved daughter today I give you this necklace please wear this necklace said prabu

I don't want to wear it It's ugly shouted the princess then she threw the necklace the beautiful necklace was broken the gold and jewels were spread out on the floor everybody couldn't say anything they never thought that their beloved princess would do that cruel thing in their silence people heard the queen crying every woman felt sad and began crying too then everybody was crying then there was a miracle earth was crying

suddenly from the underground a spring emerged it made a pool of water soon the place became a big lake the lake finally sank the kingdom

nowadays people called the lake Telaga Warna it means lake of color on a bright day the lake is full of color these colors come from shadows

of forest plants flowers and sky around the lake but some people said that the colors are from the princess's necklace which spreads at the bottom of the lake

APPENDIX F

COURSE GRID

SILABUS

Nama Sekolah : **SMA Negeri 1 Majenang**

Mata Pelajaran : **Bahasa Inggris**

Kelas/Semester : **XII/1**

Standar Kompetensi : **6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana *narrative*, *explanation*, dan *discussion* dalam konteks kehidupan sehari-hari.**

Alokasi Waktu : **4 pertemuan (8x40 menit)**

Keterampilan : **Menulis (*Writing*)**

CYCLE I

Kompetensi Dasar	Indikator	Materi Pembelajaran	Kegiatan Pembelajaran		Penilaian	Sumber Belajar
			Pertemuan 1	Pertemuan 2		
6.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dan untuk mengakses ilmu pengetahuan dalam teks berbentuk:	1. Mengidentifikasi **kosa kata** dalam *narrative text.* 2. Mengidentifikasi dan menggunakan **kata kerja *regular* dan *irregular*** pada	***1. Input text narrative:*** *A narrative text with the title " The old woman and the sparrow".* ***2. Grammar:*** *- There <u>lived</u> a kind hearted man and his*	***Pre-task*** *-Matching pictures with the right titles which are provided. Then, answer the questions regarding to the pictures. -Reading the*	***Language Focus*** *-Reading the transcript of the video "Beauty and the Beast". Then, the students are asked to analyze the words in the simple past tense form, and*	*-Completion task* **-** *Comprehension task* *-Writing test*	http://narrative-text.blogspot.co.id/2009/06/old-woman-and-sparrow.html https://www.youtube.

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| *narrative,* *explanation,* dan *discussion.* | *narrative text.* 3. Menggunakan kalimat mengandung **kata kerja** *simple past tense* dengan benar. 4. Mengembangkan ide dalam menulis *narrative text.* 5. Menyusun ide dalam menulis *narrative text.* 6. Menggunakan kata dengan **ejaan** yang benar. 7. Menggunakan **tanda baca dan huruf kapital** dengan tepat. 8. Menulis *narrative text.* | *wife.* *- The sparrow* <u>*stayed*</u> *with them and sang every morning.* *- Knowing that their sparrow* <u>*flew away,*</u> *the kind man and his wife* <u>*looked for*</u> *the sparrow.* **3. Vocabulary:** *-Sparrow* *-Gratitude* *-Flew away* *-Nest* *-Feast* *-Wasps* *-Basket* *-Stung* | *story with the title "The Old Woman and the Sparrow". Then, matching the vocabularies provided in the left box with the suitable pictures in the right box.* *-Looking to the examples of simple past tense from the text. Then, changing the V1 form into V2 and practicing to write some sentences using simple past tense form.* *-Writing some sentences according to* | *change them into their core words.* *-The teacher reviews the analysis and writes some language items on the board, and the students takes notes.* **Task Cycle** *-Listening and watching the video about the story of "Beauty and the Beast". Write down any information that the students get from the video.* *-Writing a narrative text based on the video in pairs.* *-Planning how to perform the written text by doing peer-editing and* | | com/watch ?v=IMrMI LXMUaQ |

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			the picture series in a group.	*checking the dictionary.* *-Reporting the narrative text. The teacher asks some pairs of students to report their narrative text. Then, the other students can comment and add the information. The teacher can also comment to the content of the text, but gives no public correction.*	

CYCLE II

Kompetensi Dasar	Indikator	Materi Pembelajaran	Kegiatan Pembelajaran		Penilaian	Sumber Belajar
			Pertemuan 3	Pertemuan 4		
6.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *narrative,* *explanation,* dan *discussion.*	1. Mengidentifikasi dan menggunakan **kata kerja** *regular* **dan** *irregular* pada *narrative text.* 2. Menggunakan kata dengan **ejaan** yang benar. 3. Menggunakan **tanda baca dan huruf kapital** dengan tepat.	*1. Input text narrative:* *A narrative text with the title "The Legend of Telaga Warna".* *2. Grammar:* *-The kingdom was ruled by a king named His Majesty Prabu.* *-There he prayed to God every day, begging for a child.* *-They gave whatever she wanted.* *-The gold and jewels were spread out on the floor.* *- The lake finally sank the*	*Pre-task and Language Focus* *-Reading a narrative text with the title "The Legend of Telaga Warna".* *-There are some regular and irregular verbs which are underlined.* *-The students are asked to analyze the differentiation between regular and irregular verbs.* *-Punctuations are written in the different color to make*	*Task Cycle (Spelling)* *-The teacher divides the class into nine groups, each group consisting of four students.* *-The teacher has prepared nine words taken from the narrative text taught in the third meeting.* *-The teacher invites a group to spell a word mentioned by the teacher. Each member of the group writes one letter.* *-Then, the next group does the same activity.*	**-** *Comprehension task*	http://englishstory12.blogspot.co.id/2012/12/telaga-warna.html

		kingdom. ***3. Spelling:*** *-Begging* *-Spoiled* *-Gathered* *-Necklace* *-Threw* *-Emerged* *-Thought* *-Plants* *-Spreads* ***4. Punctuation:*** ***-****There he prayed to God every day, begging for a child.* *-"My beloved daughter, today I give you this necklace. Please, wear this necklace," said Prabu.*	*the students aware about the use of punctuation.* *-The teacher reviews the analysis and writes some regular and irregular verbs on the board, and the students takes notes.* ***Task Cycle (Regular-irregular verb****)* *-The students are asked to sing "Twinkle-twinkle", and the teacher gives an eraser. Then*	***Task Cycle (Punctuation****)* *-The students still work in the same group.* *-The teacher gives a print out of the narrative text taught in the third meeting without any punctuation and capitalization to each group.* *-Each group must add the missing punctuation and change the capital letter in the text.* *-After finishing the activity, each group does peer-editing. They have to compare another groups' work with the original text.*		

			each student has to pass to another friend next to him or her. *-While the students singing, the teacher stops the eraser suddenly.* *-The student who gets the eraser has to write a sentence using "verb" mentioned by the teacher.* *-Then, the activity continues until there are some students get turn to write.*			

APPENDIX G
STUDENTS' SCORES

	PEMERINTAH KABUPATEN CILACAP
	PEMERINTAH KABUPATEN CILACAP
	DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
	SMA NEGERI 1 MAJENANG
	Jl. Raya Pahonjean KP 07 Majenang 53257 (0280)621212 email: sman1majenang@yahoo.com www.sman1majenang.com

DAFTAR NILAI SISWA

KELAS : XII IPA 3

No	Kode	Nama Siswa	L/P	Pre-Test	Progress-Test	Post-Test
1.	S1	ADHITYA NUR MAHENDRA	L	53	52	85
2.	S2	ALDOM RESTALDO	L	42	53	77
3.	S3	ALTRIKO TANGGUFILYA WINTONANDA	L	55	71	72
4.	S4	AMANDA FAHMIDYNA	P	71	64	88
5.	S5	ANDREAS STALLONE HADI	L	70	53	88
6.	S6	ARIL GUNAWAN	L	53	52	91
7.	S7	DEA NOFIANA FITRI	P	65	87	78
8.	S8	DEVI RAHMAWATI	P	65	84	85
9.	S9	DIAH ROSYANA NOPIYANTI	P	58	82	67
10.	S10	DIAS RAMADHANI	P	68	68	85
11.	S11	DIKA FEBRIANSYAH MUHOTIB	L	52	78	-
12.	S12	DWI RAHAYU	P	51	68	75
13.	S13	ELVINDA YULIANTI	P	61	74	91
14.	S14	ENDAR RAHMAWATI	P	58	68	78
15.	S15	EVA KHAIRUNNISA	P	87	87	75
16.	S16	FIRDA KUSUMAWATI	P	49	75	72
17.	S17	GIKA ANNISA SELVIANA	P	86	-	67
18.	S18	INDRI MULYANI	P	78	74	78
19.	S19	JANUAR PUTRA NUR RAMDHANI	L	66	78	75
20.	S20	MISKAH AMANIA ZAHROH	P	67	73	88
21.	S21	NADYA WULANDARI	P	56	73	77
22.	S22	NATHANAEL JODIE WIRAWAN	L	68	89	88
23.	S23	NEVA ELSYANA	P	48	64	72
24.	S24	NINING PANGESTI	P	81	85	78
25.	S25	NOVELA ARDINA FLUORENTA	P	81	86	88
26.	S26	NURLAELI DWI LESTARI	P	73	86	72
27.	S27	RANDRETYA DAVIT ANUGRAH	L	53	71	88
28.	S28	RIBKA ANANTIA SANTI	P	54	68	77

29.	S29	SONIA KIKI FATMALA	P	57	74	67
30.	S30	TATI AYU WANDIRA	P	61	83	85
31.	S31	TENIA YOHANA OKTAVIANA	P	89	84	91
32.	S32	THINA MARFIA	P	71	74	67
33.	S33	TIARA RIZKY AMALIA	P	48	75	88
34.	S34	VINDY UTAMI KAROMAH	P	76	83	77
35.	S35	WIWIN	P	61	85	75
36.	S36	ZAHRA ADENIA	P	60	82	91
Rata-rata				**63,67**	**74,37**	**79,88**

PRE-TEST

No	Kode	Nama Siswa	L/P	Aspek					Total
				Content	Organization	Vocabulary	Language use	Mechanism	
1.	S1	ADHITYA NUR MAHENDRA	L	16	10	14	10	3	53
2.	S2	ALDOM RESTALDO	L	15	9	9	7	2	42
3.	S3	ALTRIKO TANGGUFILYA WINTONANDA	L	17	12	12	10	4	55
4.	S4	AMANDA FAHMIDYNA	P	25	14	14	15	3	71
5.	S5	ANDREAS STALLONE HADI	L	22	15	14	15	4	70
6.	S6	ARIL GUNAWAN	L	15	13	9	13	3	53
7.	S7	DEA NOFIANA FITRI	P	17	13	14	18	3	65
8.	S8	DEVI RAHMAWATI	P	18	15	12	17	3	65
9.	S9	DIAH ROSYANA NOPIYANTI	P	17	13	10	15	3	58
10.	S10	DIAS RAMADHANI	P	20	13	14	17	4	68
11.	S11	DIKA FEBRIANSYAH MUHOTIB	L	16	10	11	12	3	52
12.	S12	DWI RAHAYU	P	16	13	9	10	3	51
13.	S13	ELVINDA YULIANTI	P	20	12	13	13	3	61
14.	S14	ENDAR RAHMAWATI	P	15	13	12	15	3	58
15.	S15	EVA KHAIRUNNISA	P	27	17	17	22	4	87
16.	S16	FIRDA KUSUMAWATI	P	17	10	9	10	3	49
17.	S17	GIKA ANNISA SELVIANA	P	27	17	17	21	4	86
18.	S18	INDRI MULYANI	P	25	17	15	17	4	78
19.	S19	JANUAR PUTRA NUR RAMDHANI	L	20	15	15	13	3	66
20.	S20	MISKAH AMANIA ZAHROH	P	20	13	13	18	3	67
21.	S21	NADYA WULANDARI	P	17	13	12	11	3	56
22.	S22	NATHANAEL JODIE WIRAWAN	L	20	14	14	17	3	68
23.	S23	NEVA ELSYANA	P	16	10	9	10	3	48

24.	S24	NINING PANGESTI	P	25	17	15	20	4	81
25.	S25	NOVELA ARDINA FLUORENTA	P	27	17	18	15	4	81
26.	S26	NURLAELI DWI LESTARI	P	23	14	14	18	4	73
27.	S27	RANDRETYA DAVIT ANUGRAH	L	16	12	10	12	3	53
28.	S28	RIBKA ANANTIA SANTI	P	17	10	14	10	3	54
29.	S29	SONIA KIKI FATMALA	P	20	13	9	12	3	57
30.	S30	TATI AYU WANDIRA	P	20	15	9	14	3	61
31.	S31	TENIA YOHANA OKTAVIANA	P	27	18	18	22	4	89
32.	S32	THINA MARFIA	P	22	14	14	17	4	71
33.	S33	TIARA RIZKY AMALIA	P	16	10	9	10	3	48
34.	S34	VINDY UTAMI KAROMAH	P	25	17	17	15	3	46
35.	S35	WIWIN	P	20	10	15	13	3	61
36.	S36	ZAHRA ADENIA	P	20	13	9	15	3	60
Rata-rata				19,8	13,37	12,75	14,41	3,2	63,67

PROGRESS-TEST

No	Kode	Nama Siswa	L/P	Content	Organization	Vocabulary	Language use	Mechanism	Total
						Aspek			
1.	S1	ADHITYA NUR MAHENDRA	L	16	10	10	13	3	52
2.	S2	ALDOM RESTALDO	L	17	10	12	11	3	53
3.	S3	ALTRIKO TANGGUFILYA WINTONANDA	L	20	15	15	18	3	71
4.	S4	AMANDA FAHMIDYNA	P	20	14	12	15	3	64
5.	S5	ANDREAS STALLONE HADI	L	17	10	12	11	3	53
6.	S6	ARIL GUNAWAN	L	16	10	10	13	3	52
7.	S7	DEA NOFIANA FITRI	P	25	18	18	22	4	87
8.	S8	DEVI RAHMAWATI	P	26	18	17	20	3	84
9.	S9	DIAH ROSYANA NOPIYANTI	P	25	18	15	20	4	82
10.	S10	DIAS RAMADHANI	P	20	15	15	15	3	68
11.	S11	DIKA FEBRIANSYAH MUHOTIB	L	22	17	18	18	3	78
12.	S12	DWI RAHAYU	P	22	13	15	15	3	68
13.	S13	ELVINDA YULIANTI	P	25	15	14	17	3	74
14.	S14	ENDAR RAHMAWATI	P	22	13	15	15	3	68
15.	S15	EVA KHAIRUNNISA	P	25	18	18	22	4	87
16.	S16	FIRDA KUSUMAWATI	P	26	17	14	15	3	75
17.	S17	GIKA ANNISA SELVIANA	P	-	-	-	-	-	-
18.	S18	INDRI MULYANI	P	25	14	14	18	3	74
19.	S19	JANUAR PUTRA NUR RAMDHANI	L	22	17	18	18	3	78
20.	S20	MISKAH AMANIA ZAHROH	P	25	15	15	15	3	73
21.	S21	NADYA WULANDARI	P	25	15	15	15	3	73
22.	S22	NATHANAEL JODIE WIRAWAN	L	27	18	18	22	4	89
23.	S23	NEVA ELSYANA	P	20	14	12	15	3	64

24.	S24	NINING PANGESTI	P	27	18	18	18	4	85
25.	S25	NOVELA ARDINA FLUORENTA	P	27	18	18	20	3	86
26.	S26	NURLAELI DWI LESTARI	P	27	18	18	20	3	86
27.	S27	RANDRETYA DAVIT ANUGRAH	L	20	15	15	18	3	71
28.	S28	RIBKA ANANTIA SANTI	P	20	15	15	15	3	68
29.	S29	SONIA KIKI FATMALA	P	25	15	14	17	3	74
30.	S30	TATI AYU WANDIRA	P	26	18	18	18	3	83
31.	S31	TENIA YOHANA OKTAVIANA	P	26	18	17	20	3	84
32.	S32	THINA MARFIA	P	25	14	14	18	3	74
33.	S33	TIARA RIZKY AMALIA	P	26	17	14	15	3	75
34.	S34	VINDY UTAMI KAROMAH	P	25	18	18	18	3	83
35.	S35	WIWIN	P	27	18	18	18	4	85
36.	S36	ZAHRA ADENIA	P	25	18	15	20	4	82
		Rata-rata		**23,28**	**15,54**	**15,26**	**17,08**	**3,2**	**74,37**

POST-TEST

Researcher

No	Kode	Nama Siswa	L/P	Aspek					Total
				Content	*Organization*	*Vocabulary*	*Language use*	*Mechanism*	
1.	S1	ADHITYA NUR MAHENDRA	L	27	17	18	20	3	85
2.	S2	ALDOM RESTALDO	L	24	16	15	18	4	77
3.	S3	ALTRIKO TANGGUFILYA WINTONANDA	L	22	15	15	17	3	72
4.	S4	AMANDA FAHMIDYNA	P	23	17	17	18	3	78
5.	S5	ANDREAS STALLONE HADI	L	27	18	18	21	4	88
6.	S6	ARIL GUNAWAN	L	28	18	18	23	4	91
7.	S7	DEA NOFIANA FITRI	P	23	17	17	18	3	78
8.	S8	DEVI RAHMAWATI	P	27	17	18	20	3	85
9.	S9	DIAH ROSYANA NOPIYANTI	P	20	15	12	17	3	67
10.	S10	DIAS RAMADHANI	P	27	17	18	20	3	85
11.	S11	DIKA FEBRIANSYAH MUHOTIB	L	-	-	-	-	-	-
12.	S12	DWI RAHAYU	P	22	15	15	20	3	75
13.	S13	ELVINDA YULIANTI	P	28	18	18	23	4	91
14.	S14	ENDAR RAHMAWATI	P	22	15	15	20	3	75
15.	S15	EVA KHAIRUNNISA	P	22	15	15	20	3	75
16.	S16	FIRDA KUSUMAWATI	P	22	15	15	17	3	72
17.	S17	GIKA ANNISA SELVIANA	P	20	15	12	17	3	67
18.	S18	INDRI MULYANI	P	22	15	15	20	3	75
19.	S19	JANUAR PUTRA NUR RAMDHANI	L	22	15	15	20	3	75
20.	S20	MISKAH AMANIA ZAHROH	P	27	18	18	21	4	88
21.	S21	NADYA WULANDARI	P	24	16	15	18	4	77

22.	S22	NATHANAEL JODIE WIRAWAN	L	23	17	17	18	3	78
23.	S23	NEVA ELSYANA	P	22	15	15	17	3	72
24.	S24	NINING PANGESTI	P	22	15	15	20	3	75
25.	S25	NOVELA ARDINA FLUORENTA	P	27	18	18	21	4	88
26.	S26	NURLAELI DWI LESTARI	P	22	15	15	17	3	72
27.	S27	RANDRETYA DAVIT ANUGRAH	L	23	17	17	18	3	78
28.	S28	RIBKA ANANTIA SANTI	P	24	16	15	18	4	77
29.	S29	SONIA KIKI FATMALA	P	20	15	12	17	3	67
30.	S30	TATI AYU WANDIRA	P	27	17	18	20	3	85
31.	S31	TENIA YOHANA OKTAVIANA	P	28	18	18	23	4	91
32.	S32	THINA MARFIA	P	20	15	12	17	3	67
33.	S33	TIARA RIZKY AMALIA	P	27	18	18	21	4	88
34.	S34	VINDY UTAMI KAROMAH	P	24	16	15	18	4	77
35.	S35	WIWIN	P	22	15	15	20	3	75
36.	S36	ZAHRA ADENIA	P	28	18	18	23	4	91
		Rata-rata		**23,94**	**16,25**	**15,91**	**19,31**	**3,34**	**78,77**

Teacher

No	Kode	Nama Siswa	L/P	Content	Organization	Vocabulary	Language use	Mechanism	Total
1.	S1	ADHITYA NUR MAHENDRA	L	26	19	17	18	3	83
2.	S2	ALDOM RESTALDO	L	25	15	15	20	4	79
3.	S3	ALTRIKO TANGGUFILYA WINTONANDA	L	22	14	15	18	3	72
4.	S4	AMANDA FAHMIDYNA	P	23	17	17	18	3	78
5.	S5	ANDREAS STALLONE HADI	L	25	17	19	21	4	86
6.	S6	ARIL GUNAWAN	L	28	18	18	25	4	93
7.	S7	DEA NOFIANA FITRI	P	23	17	17	18	3	78
8.	S8	DEVI RAHMAWATI	P	26	19	17	18	3	83
9.	S9	DIAH ROSYANA NOPIYANTI	P	22	17	15	17	3	74
10.	S10	DIAS RAMADHANI	P	26	19	17	18	3	83
11.	S11	DIKA FEBRIANSYAH MUHOTIB	L	-	-	-	-	-	-
12.	S12	DWI RAHAYU	P	24	15	13	22	3	77
13.	S13	ELVINDA YULIANTI	P	28	18	18	25	4	93
14.	S14	ENDAR RAHMAWATI	P	24	15	13	22	3	77
15.	S15	EVA KHAIRUNNISA	P	24	15	13	22	3	77
16.	S16	FIRDA KUSUMAWATI	P	22	14	15	18	3	72
17.	S17	GIKA ANNISA SELVIANA	P	22	17	15	17	3	74
18.	S18	INDRI MULYANI	P	24	15	13	22	3	77
19.	S19	JANUAR PUTRA NUR RAMDHANI	L	22	15	15	20	3	75
20.	S20	MISKAH AMANIA ZAHROH	P	25	17	19	21	4	86
21.	S21	NADYA WULANDARI	P	25	15	15	20	4	79
22.	S22	NATHANAEL JODIE WIRAWAN	L	23	17	17	18	3	78
23.	S23	NEVA ELSYANA	P	22	14	15	18	3	72

24.	S24	NINING PANGESTI	P	22	15	15	20	3	75
25.	S25	NOVELA ARDINA FLUORENTA	P	27	18	18	21	4	88
26.	S26	NURLAELI DWI LESTARI	P	22	14	15	18	3	72
27.	S27	RANDRETYA DAVIT ANUGRAH	L	23	17	17	18	3	78
28.	S28	RIBKA ANANTIA SANTI	P	25	15	15	20	4	79
29.	S29	SONIA KIKI FATMALA	P	22	17	15	17	3	74
30.	S30	TATI AYU WANDIRA	P	26	19	17	18	3	83
31.	S31	TENIA YOHANA OKTAVIANA	P	28	18	18	25	4	93
32.	S32	THINA MARFIA	P	22	17	15	17	3	74
33.	S33	TIARA RIZKY AMALIA	P	27	18	18	21	4	88
34.	S34	VINDY UTAMI KAROMAH	P	25	15	15	20	4	79
35.	S35	WIWIN	P	22	15	15	20	3	75
36.	S36	ZAHRA ADENIA	P	28	18	18	25	4	93
Rata-rata				24,28	16,42	15,97	19,88	3,34	79,91

Researcher+Teacher

Aspek										Total	
Content		Organization		Vocabulary		Language use		Mechanism			
R	T	R	T	R	T	R	T	R	T	R	T
23,94	24,28	16,25	16,42	15,91	15,97	19,31	19,88	3,34	3,34	78,77	79,91
M= 24,11		M= 16,33		M= 15,94		M= 19,59		M= 3,34		M= 79,34	

APPENDIX H
STUDENTS' WRITING

PRE-TEST

Once upon time, there was a beautiful Princess her name ~~is~~ *was* *met*
Ayana. Some night she come to his friend's party. And she ~~~~ meet
with a Prince from Andreas kingdom. She falling in love with him,
but they not yet introduce. *was*

Aril Gunawan.
    XII IPA 3.
06 ~~~~ Agustus 2016.

Bahasa Inggris

Once a upon time there was a beautiful girl who live with step mother and step sisters. Her name is Cinderella.

Her step mother and her step sisters is very vicious. Everyday Cinderella to be ordered to clean up her house.

One day, kingdom hold prize contest to choose princess for prince. Cinderella want to attend his prize contest but she have not gown. Her sisters didn't want Cinderella to attend his prize contest.

Devi Rahmawati
XII IPA 3
08

Sabtu, 6/8
2016

long time ago lived a woman in the west
java named Dayang sumbi. she lived alone
in the forest.

One day, when she tailed her yarn was fall.
Then she say "God...if a woman pick up my yarn,
she would be my sister, and if a woman pick up
my yarn he would be my husband." Then,
a male dog pick dayang sumbi's yarn. Finally
Dayang sumbi married with the dog. and they
have a baby named "Sangkuriang".

Dias Ramadhani
10
XII IPA 3

PROGRESS-TEST

B. LET'S WRITE

Write a narrative text based on the video in pairs.

Beauty and The Beast

Once upon a time, there lived a mercant with his three daughters. One day, he intended to went to the market and offered to his daughters, what things they want from him. The first daughter, wanted a beautiful dress and the second daughter wanted a lovely pearl necklace and the last daughter, Beauty, wanted a beautiful red rose.

After going from the market and finished his business, he bought the dress and necklace for his two daughters. When he was looking for a beautiful red rose, suddenly there was a laud clap of thunder with lightening and raining heavily.

In the middle of wayback, he saw a beautiful castle but no one there. He went inside and said permission. In the dining room, there were some foods, and he ate some healthy breakfast which have been prepared. Before leaving that place, he wanted to thank with the owner of the castle, but he didn't meet anyone. In the garden, he saw a bush with beautiful red roses and remember his daughter's wish. When he plucked the rose, a horrible Beast was coming, the Beast was very angry. The merchant tried to explain that he didn't mean to steal. The Beast said that he would let merchant went if he obey his requirement, his requirement was the merchant had to send his daughter "Beauty" to live with him in his castle, finally the merchant agreed it because there wasn't choice, then he returned home.

The first daughter, felt so happy because of the beautiful dress from her father and the second daughter was very satisfied because of the pearl necklace. Beauty, there was felt something wrong with her father, so he told everything which had happen and the promise with the beast. Beauty accepted the promise which her father made to the beast. Beauty felt that the beast treated her so well. But, one day, she knew that her father was ill from magic mirror which was given by the beast. So, she asked him to return home. The beast was so angry and didn't permit. But, finally he permitted her to return home on one condition, that was she had to return in one week. But, she forgot with her promise, because she enjoyed her day at home verymuch.

One night, she had a dream about the beast who called her name. Without thinking anything, she went to the castle and looked for the beast, but she didn't find him. Suddenly, Beauty heard sound from the garden. She ran there and found the beast. She sat down near him whom was laying among his beautiful rose bushes. She cried near him and said apologize. A miracle happened.

the beast transformed into a handsome young man. He told that actually he was a prince of this castle, an evil changed him into the beast. Then he asked her to marry with him become his beloved princess. Finally, they lived happily and lived together

Nama : Novela Argina Fluorenta (25)
Nurlaeli Dwi Lestari (26)
XII IPA 3.

POST-TEST

Group 2 : 1. Andreas Stallone H.
2. Miskah Amanra, Z
3. Novela Ardina F.
4. Tiara Rizky A.

LET'S WRITE

Write a narrative text about the story from Central Java in groups.

The Legend of Baturaden

Once upon a time, there lived a servant in a kingdom in Central Java named Suta. He had a job to look after the king's horses. Suta liked to take a walk after doing his chores.

One day, when Suta is walking near a lake, he heard a woman was screaming. So, Suta hurried to find the source of the scream. Finally, he found near a big tree. He saw the king's daughter screaming. Above her, there was a giant snake.

Suta was so afraid, but he was worried about the princess. So he took a big stick and hit the snake in his head. The snake hisses in pain and finally died. "Thank you, Suta, You've saved my life." said the princess. "No needed for that princess, It's my duty as your father's Servant to help you."

Since that day, Suta and the princess became best friends. They even fall in love with each other. So, the princess told Suta to go to her father and ask his permission to marry her.

When the king heard about this fact, he got very angry. "Suta is just a servant, while you are my daughter, my dear. It is unacceptable for you to marry a servant."

The princess was very sad to hear her Father's answer, especially after her father threw Suta in jail for having the nerve to ask her marry him.

In jail, Suta was not given anything to eat or drink. Hearing that, the princess made a plan to break her lover out of the jail. They succeed and the run far away. They rested near the river. There they got married and started a family.

The place where Suta and the princess rose a family was called Baturraden. Batur meant servant while Raden meant noble. Nowadays, Baturaden is very interesting tourism spot. It is located at the foothill of Mount Slamet in Purwokerto, Central Java.

APPENDIX I

DOCUMENTATION

DOCUMENTATION

No	Documentation	Activity
1.		The researcher gave explanation how to do the task in Cycle 1 (Meeting 2).
2.		The students checked the spelling in the online dictionary.

3.		The researcher gave personal correction.
4.		The researcher wrote some language items on the white board.
5.		The teacher controlled the students in doing the task.

6.		The students did Task Cycle of Punctuation in Cycle II (Meeting 4).
7.		The students analyze the transcript of video "Beauty and the Beast".
8.		The students did post-test.

APPENDIX J
LETTERS

FRM/FBS/33-01
10 Jan 2011

Nomor   : 612a/UN.34.12/DT/VI/2016   Yogyakarta, 22 Juni 2016
Lampiran : 1 Berkas Proposal
Hal   : **Permohonan Izin Penelitian**

Yth. Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Bakesbanglinmas DIY
Jl. Jenderal Sudirman No. 5 Yogyakarta 55231

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING THE WRITING ABILITY USING TASK BASED LANGUAGE TEACHING (TBLT) FOR GRADE XII STUDENTS OF SMA NEGERI 1 MAJENANG IN ACADEMIC YEAR OF 2016/2017

Mahasiswa dimaksud adalah

Nama   : INDRIANI HAZAROH
NIM   : 12202244026
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan   : Juli – Agustus 2016
Lokasi   : SMA Negeri 1 Majenang

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

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
- Kepala SMA Negeri 1 Majenang

Yogyakarta, 27 Juni 2016

Kepada Yth :

Nomor	:	074/1974/Kesbangpol/2016
Perihal	:	Rekomendasi Penelitian

Gubernur Jawa Tengah

Up. Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah

Di

SEMARANG

Memperhatikan surat :

Dari	:	Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta
Nomor	:	612a/UN.34.12/DT/VI/2016
Tanggal	:	22 Juni 2016
Perihal	:	Permohonan Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan riset/penelitian dalam rangka penyusunan tesis dengan judul proposal **"IMPROVING THE WRITING ABILITY USING TASK-BASED LANGUAGE TEACHING (TBLT) FOR GRADE XII STUDENTS OF SMA NEGERI 1 MAJENANG IN THE ACADEMIC YEAR OF 2016/2017"** , kepada:

Nama	:	INDRIANI HAZAROH
NIM	:	12202244026
No. HP/Identitas	:	087837097879 / 3301134506940003
Prodi / Jurusan	:	Pendidikan Bahasa Inggris / Pendidikan Bahasa Inggris
Fakultas	:	Bahasa dan Seni, Universitas Negeri Yogyakarta
Lokasi Penetitan	:	SMA Negeri 1 Majenang, Kabupaten Cilacap Provinsi Jawa Tengah
Waktu Penelitian	:	01 Juli 2016 s.d 01 Agustus 2016

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah riset/penelitian;
2. Tidak dibenarkan melakukan riset/penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul riset/penelitian dimaksud;
3. Menyerahkan hasil riset/penelitian kepada Badan Kesbangpol DIY.
4. Surat rekomendasi ini dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat rekomendasi sebelumnya, paling lambat 7 (tujuh) hari kerja sebelum berakhirnya surat rekomendasi ini.

Rekomendasi Ijin Riset/Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.

a.n. KEPALA
BADAN KESBANGPOL DIY
KABID. POLDAGRI DAN KEMASYARAKATAN

ARIS ARIYANTO,SH .MM
NIP.196801281998031003

Tembusan disampaikan Kepada Yth :
1. Gubernur DIY (sebagai laporan);
2. Dekan Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta;
3. Yang bersangkutan.

Semarang, 01 Juli 2016

Nomor	:	070/7303/2016
Sifat	:	Biasa
Lampiran	:	1 (Satu) Berkas
Perihal	:	Rekomendasi Penelitian

Kepada
Yth. Bupati Cilacap
u.p. Kepala Badan Kesbangpol
Kab. Cilacap

Dalam rangka memperlancar pelaksanaan kegiatan penelitian bersama ini terlampir disampaikan Rekomendasi Penelitian Nomor 070/2209/04.5/2016 Tanggal 01 Juli 2016 atas nama INDRIANI HAZAROH dengan judul proposal IMPROVING THE WRITING ABILITY USING TASK-BASED LANGUAGE TEACHING (TBLT) FOR GRADE XII STUDENTS OF SMA NEGERI 1 MAJENANG IN THE ACADEMIC YEAR OF 2016/2017, untuk dapat ditindaklanjuti.

Demikian untuk menjadi maklum dan terimakasih.

KEPALA BADAN PENANAMAN MODAL DAERAH
PROVINSI JAWATENGAH

Ir. SUJARWANTO DWIATMOKO, M.Si.
Pembina Utama Madya
NIP. 19651204 199203 1 012

Tembusan :
1. Gubernur Jawa Tengah;
2. Kepala Badan Kesbangpol dan Linmas Provinsi Jawa Tengah;
3. Kepala Badan Kesbangpol Provinsi Daerah Istimewa Yogyakarta;
4. Sdr. INDRIANI HAZAROH.

UPT PTSP BPMD 01 Juli 2016

PEMERINTAH PROVINSI JAWA TENGAH
BADAN PENANAMAN MODAL DAERAH

Alamat : Jl. Mgr. Soegiopranoto No. 1 Telepon : (024) 3547091 – 3547438 – 3541487
Fax : (024) 3549560 E-mail :bpmd@jatengprov.go.id http ://bpmd.jatengprov.go.id
Semarang - 50131

REKOMENDASI PENELITIAN
NOMOR : 070/2209/04.5/2016

Dasar	:	1.	Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 07 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
		2.	Peraturan Gubernur Jawa Tengah Nomor 74 Tahun 2012 tentang Organisasi dan Tata Kerja Unit Pelaksana Teknis Pelayanan Terpadu Satu Pintu Pada Badan Penanaman Modal Daerah Provinsi Jawa Tengah;
		3.	Peraturan Gubernur Jawa Tengah Nomor 22 Tahun 2015 tentang Perubahan Kedua Atas Peraturan Gubernur Jawa Tengah Nomor 67 Tahun 2013 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu Provinsi Jawa Tengah.

Memperhatikan : Surat Kepala Badan Kesatuan Bangsa dan Politik Provinsi Daerah Istimewa Yogyakara Nomor. 074/1974/Kesbangpol/2016 Tanggal 27 Juni 2016 Perihal : Rekomendasi Penelitian

Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah, memberikan rekomendasi kepada :

1. Nama : INDRIANI HAZAROH
2. Alamat : Al aman RT 03 RW 04 Desa Cilempuyang, Kecamatan Cimanggu, Kabupaten Cilacap, Provinsi Jawa Tengah
3. Pekerjaan : Mahasiswa

Untuk : Melakukan Penelitian dengan rincian sebagai berikut :
a. Judul Proposal : IMPROVING THE WRITING ABILITY USING TASK-BASED LANGUAGE TEACHING (TBLT) FOR GRADE XII STUDENTS OF SMA NEGERI 1 MAJENANG IN THE ACADEMIC YEAR OF 2016/2017
b. Tempat / Lokasi : SMA Negeri 1 Majenang, Kabupaten Cilacap Provinsi Jawa Tengah
c. Bidang Penelitian : Bahasan dan Seni
d. Waktu Penelitian : 01-07-2016 s.d. 01-08-2016
e. Penanggung Jawab : -
f. Status Penelitian : Baru
g. Anggota Peneliti :
h. Nama Lembaga : Universitas Negeri Yogyakarta

Ketentuan yang harus ditaati adalah :
a. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat setempat / Lembaga swasta yang akan di jadikan obyek lokasi;
b. Pelaksanaan kegiatan dimaksud tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan;
c. Setelah pelaksanaan kegiatan dimaksud selesai supaya menyerahkan hasilnya kepada Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah;
d. Apabila masa berlaku Surat Rekomendasi ini sudah berakhir, sedang pelaksanaan kegiatan belum selesai, perpanjangan waktu harus diajukan kepada instansi pemohon dengan menyertakan hasil penelitian sebelumnya;
e. Surat rekomendasi ini dapat diubah apabila di kemudian hari terdapat kekeliruan dan akan diadakan perbaikan sebagaimana mestinya.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Semarang, 01 Juli 2016

KEPALA BADAN PENANAMAN MODAL DAERAH
PROVINSI JAWA TENGAH

SUJARWANTO DWIATMOKO

BADAN KESATUAN BANGSA DAN POLITIK

Jalan D.I Panjaitan Nomor 1 Telepon (0282) 534118 – 537477 Faximile (0282) 534118

CILACAP

Kode Pos 53223

Rekomendasi Penelitian dan Rekomendasi Pengabdian Masyarakat (PKL atau KKN)

NOMOR : 072 / **979** / VIII / 28 / 2016

| I. | Dasar | 1 | Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian Tanggal 20 Desember 2011 |
| | | 2 | Peraturan Bupati Cilacap Nomor 51 Tahun 2015 tanggal 20 Mei 2015 Tentang Pedoman Penerbitan Rekomendasi Penelitian, Rekomendasi Pengabdian Masyarakat, Izin Penelitian dan Izin Pengabdian Masyarakat di Wilayah Kabupaten Cilacap. |

| II | Membaca | : | Surat dari Kepala Badan Penanaman Modal Daerah Pemerintah Provinsi Jawa Tengah Di Semarang Nomor : 070/2209/04.5/2016 tanggal, 1 Juli 2016 Tentang Izin Penelitian |

Yang bertanda tangan di bawah ini Kepala Badan Kesatuan Bangsa dan Politik (**BAKESBANGPOL**) Kabupaten Cilacap menyatakan **TIDAK KEBERATAN** untuk memberikan rekomendasi atas Pelaksanaan **Penelitian** yang akan dilaksanakan oleh :

1.	Nama / NIM	:	**Indriani Hazaroh (12202244026)**
2.	Pekerjaan	:	Mahasiswi Program Studi Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
3.	Alamat	:	Al Aman Rt. 03 / Rw. 04 Desa Cilempuyang, Kecamatan Cimanggu Kabupaten Cilacap
4.	Maksud dan Tujuan	:	Penyusunan Tesis
5.	Penanggung jawab	:	Sukarno, S.Pd., M. Hum
6.	Judul	:	*"Improving The Writing Ability Using Task-Based Language Teaching (TBLT) For Grade XII Students Of SMA Negeri 1 Majenang In The Academic Year Of 2016/2017 ".*
7.	Lokasi	:	Di SMA Negeri 1 Majenang

III. Dengan ketentuan sebagai berikut :

1. Sebelum melaksanakan **Penelitian**, diwajibkan menyerahkan Surat Rekomendasi dari **Badan Kesatuan Bangsa Dan Politik** Kabupaten Cilacap Ke **BAPPEDA** Kabupaten Cilacap Untuk Mendapatkan Izin **Penelitian**

2. Pelaksanaan **Penelitian** ini tidak disalahgunakan untuk tujuan lain yang berakibat pelanggaran Peraturan Perundang – undangan yang berlaku **Penelitian** dimaksud.

3. Mentaati segala ketentuan dalam pelaksanaan **Penelitian** dimaksud.

4. Setelah selesai pelaksanaan **Penelitian** harap melaporkan hasilnya kepada Bupati Cilacap lewat Kepala Badan Kesatuan Bangsa dan Politik (**BAKESBANGPOL**) Kabupaten Cilacap.

5. Surat rekomendasi ini akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat rekomendasi ini tidak mentaati / mengindahkan ketentuan – ketentuan sebagaimana tersebut diatas.

IV. Surat Rekomendasi ini berlaku mulai tanggal **4 Agustus 2016 s/d 30 Agustus 2016**

| DIKELUARKAN DI | : | CILACAP |
| PADA TANGGAL | : | 4 Agustus 2016 |

KEPALA BADAN KESATUAN BANGSA DAN POLITIK
KABUPATEN CILACAP

Drs. SUBIHARTO,M.Si
Pembina Utama Muda
Nip. 19610102 198503 1 015

Tembusan :
1. Kepala Bappeda Kabupaten Cilacap ;
2. **Indriani Hazaroh** (yang bersangkutan) ;

BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Kauman No. 28 B Telp (0282) 533797, 534945 Fax. (0282) 534945

CILACAP

Kode Pos 53223

SURAT IZIN PENELITIAN

Nomor: 072/0727/27.1

I. DASAR : Surat Rekomendasi Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Cilacap Nomor : 072/979/VIII/28/2016 tanggal 4 Agustus 2016 perihal: Rekomendasi Penelitian

II. MEMBACA : Surat dan Proposal Penelitian

III. Yang bertanda tangan di bawah ini Kepala Badan Perencanaan Pembangunan Daerah (BAPPEDA) Kabupaten Cilacap, memberikan IZIN atas pelaksanaan Penelitian dalam wilayah Kabupaten Cilacap yang dilaksanakan oleh:

1.	Nama	:	INDRIANI HAZAROH (NIM. 12202244026)
2.	Pekerjaan	:	Mahasiswi Prodi Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta
3.	A l a m a t	:	Al Aman, Rt.03/Rw.04, Cilempuyang, Cimanggu, Cilacap
4.	Judul	:	*IMPROVING THE WRITING ABILITY USING TASK-BASED LANGUAGE TEACHING (TBLT) FOR GRADE XII STUDENTS OF SMA NEGERI 1 MAJENANG IN THE ACADEMIC YEAR OF 2016/2017*
5.	Tujuan	:	Penyusunan Tesis
6.	Tempat / Lokasi	:	SMA Negeri 1 Majenang
7.	Tanggal / Lama	:	4 Agustus 2016 s.d. 30 Agustus 2016
8.	Penanggungjawab	:	Sukarno, S.Pd., M.Hum

Dengan ketentuan-ketentuan sebagai berikut:

a. Pelaksanaan penyusunan tesis tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketenangan dan ketertiban masyarakat / pemerintah.

b. Sebelum melaksanakan penelitian langsung kepada responden, harus terlebih dahulu melaporkan kepada Kepala Instansi, Camat dan Lurah/Kepala Desa setempat.

c. Hasil pelaksanaan penelitian diserahkan kepada Kepala BAPPEDA Kabupaten Cilacap paling lama 3 (tiga) bulan setelah berakhirnya masa penelitian

d. Perpanjangan surat Izin penelitian dilakukan dengan mengajukan surat permohonan perpanjangan dan dilampiri laporan hasil kegiatan yang sudah dilaksanakan, paling lama 7 (tujuh) hari sebelum masa izin berakhir.

IV. Surat Izin penelitian ini berlaku mulai tanggal: 4 Agustus 2016 s.d. 4 November 2016.

Cilacap, 04 Agustus 2016

KEPALA BAPPEDA KAB. CILACAP

Drs. INDRO CAHYONO, MM.
Pembina Utama Muda
Nip : 19621004 199002 1 002

Tembusan:

1. Bupati Cilacap; (sebagai laporan);
2. Kepala Badan Kesatuan Bangsa dan Politik Kab. Cilacap;
3. Kepala SMA Negeri 1 Majenang;
4. Dekan Fakultas Bahasa dan Seni UNY Yogyakarta;

PEMERINTAH KABUPATEN CILACAP
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMA NEGERI 1 MAJENANG
Jl. Raya Pahonjean Kotak Pos 07 Telp. (0280) 621212 ; 621436 Majenang – Cilacap
Website : www.sman1majenang.sch.id,   Email : ictsman1majenang@gmail.com
Kode Pos : 53257

SURAT KETERANGAN

Nomor : 070 / 526 / 2016

Yang bertanda tangan di bawah ini :

Nama	:	**Drs. HASAN ARIFIN**
NIP	:	19640717 199302 1 001
Pangkat/Golongan	:	Pembina / IV / a
Jabatan	:	Kepala SMA Negeri 1 Majenang

Menerangkan bahwa :

Nama	:	**INDRIANI HAZAROH**
NIM	:	12202244026
Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Bahasa dan Seni
Perguruan Tinggi	:	Universitas Negeri Yogyakarta

Telah melaksanakan Penelitian di SMA Negeri 1 Majenang, dengan judul *"Improving The Writing Ability Using Task-Based Language Teaching (TBLT) For Grade XII Student of SMA Negeri 1 Majenang in The Academic Year of 2016/2017"* yang dilaksanakan pada :

Hari	:	Senin s.d Selasa
Tanggal	:	1 s.d. 23 Agustus 2016

Demikian surat keterangan ini diberikan, agar dapat digunakan sebagaimana mestinya.

Majenang, 24 Agustus 2016
Kepala Sekolah,

Drs. HASAN ARIFIN
NIP 19640717 199302 1 001