

**USING THE BRAINSTORMING TECHNIQUE TO IMPROVE THE  
EIGHTH GRADE STUDENTS' WRITING ABILITY AT SMP N 1  
NANGGULAN KULON PROGO**

**A THESIS**

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



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**2016**

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A Thesis

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## RATIFICATION

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A Thesis

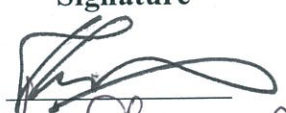
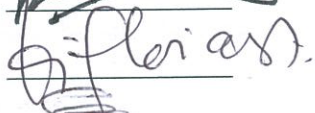

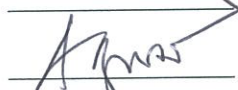
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## PERNYATAAN

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

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

Yogyakarta, 26 Oktober 2016

Penulis



Rizky Ayu Mardhikaningrum



## MOTTOS

*“Success is the best revenge”*

*“Enjoy the process like the water flow..”*

## **DEDICATIONS**

I dedicated this thesis to

### **My beloved parents**

“Thank you for your love, care, support and prayers which will never be paid although I must spend whole life”

### **My love**

“Thank you for your love, care, prayers, and support which make me strong to pass all the process”

### **My big family**

“Thank you for your prayers. I am nothing without you all”

### **All of my friends**

“Thanks for always supporting me”

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Rizky Ayu Mardhikaningrum

## TABLE OF CONTENTS

TITLE.....	i
APPROVAL SHEET.....	ii
RATIFICATION.....	iii
<i>PERNYATAAN</i> .....	iv
MOTTOS.....	v
DEDICATIONS.....	vi
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
ABSTRACT.....	xi
CHAPTER I	
INTRODUCTION.....	1
A. Background of the Study.....	1
B. Identification of the Problems.....	4
C. Limitation of the Problems.....	6
D. Formulation of the Problems.....	7
E. Objectives of the Study.....	7
F. Significances of the Study.....	7
CHAPTER II	
LITERATURE REVIEW.....	9
A. Theoretical Description.....	9
1. Writing.....	9
a. Definition of Writing.....	9
b. Types of Classroom Writing Performance.....	11
c. Types of Writing Task.....	12
d. Microskills of Writing.....	13
e. Process of Writing.....	14
f. Teaching the Writing skill.....	17
g. Principles of Teaching Writing.....	19
h. Teaching Writing in Junior High School.....	21
i. Assessing Writing.....	23
2. Brainstorming Technique.....	26
a. Definition of Brainstorming Technique.....	26
b. Significances of Brainstorming Technique.....	28
c. Types of Brainstorming Technique.....	30
B. Review of Relevant Studies.....	33
C. Conceptual Framework.....	34
CHAPTER III	
RESEARCH METHODOLOGY.....	37
A. Research Design.....	37
B. Research Procedures.....	38
C. Research Subjects.....	41

D. Research Setting.....	41
E. Data Collection Technique.....	42
F. Data Analysis Technique.....	44
G. Validity and Reliability.....	45
CHAPTER IV	
RESEARCH FINDINGS AND DISCUSSIONS.....	49
A. Procedure of the Research.....	49
1. Reconnaissance.....	50
2. Implementation of the Actions.....	55
B. The Students' Score.....	85
C. General Finding and Discussions.....	87
CHAPTER V	
CONCLUSIONS AND SUGGESTIONS.....	90
A. Conclusions.....	90
B. Implications.....	92
C. Suggestions.....	93
REFERENCES.....	95
APPENDICES.....	98
Appendix A : Field Notes.....	98
Appendix B : Interview Transcripts.....	108
Appendix C : Observation Checklist.....	123
Appendix D : Interview Guideline.....	125
Appendix E : Pre-test and Post-Test.....	127
Appendix F : Students' Score.....	129
Appendix G : Course Grid.....	131
Appendix H : Lesson Plans.....	133
Appendix I : Photos.....	143
Appendix J : Letters.....	144



## LIST OF TABLES

	Page
Table 2.1. Microskills and Macroskills of Speaking	14
Table 2.2. The Standard of competence and basic competency of Junior High School Grade VII	23
Table 3.1. Data Collection Technique	40
Table 4.1. Field Problems in the English Teaching and Learning Process in Class VII A	52
Table 4.2. Field Problems which were Feasible to be Solved	52
Table 4.3. The Description of Action on Cycle I	54
Table 4.4. The Description of Action on Cycle II	70
Table 4.5. The mean Score of pre-test	82
Table 4.6. The mean Score of post-test	82
Table 4.7. The Result after implementing Talking Chips	84

## LIST OF FIGURES

	Page
Figure 1.1 Cyclical AR model based on Kemmis and McTaggart	39

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## **ABSTRACT**

This research is aimed at improving the eighth grade students' writing ability at SMP N 1 Nanggulan Kulon Progo. The use of Brainstorming is expected to improve students' writing ability.

This research was classified as action research. The research was conducted in two cycles with three meetings in each cycle. There were two types of data collected in this study, namely qualitative and quantitative data. The qualitative data were collected through observations and interviews. The data were used to describe the progress of the actions. Then, the quantitative data were collected through the pre-test and the post-test which were presented in the form of scores.

The result of the study showed that brainstorming could improve the the students' writing ability. Brainstorming activities could encourage the students to create as many ideas as possible. It facilitated the students to activate their prior knowledge before they practiced their writing. Furthermore, brainstorming also improved the students' motivation and involvement to build their confidence to generate ideas in writing. Moreover, the findings are also strengthened by the quantitative data. The mean scores of pre-test was 4.93 while the mean scores of the post-test was 6.24. It indicates that there was a statistical difference between the mean scores of the pre-test and the post-test. This implies that the implementation of the brainstorming technique is believed to improve the eighth grade students' writing ability.

Keywords: Brainstorming, improve, writing, writing ability.

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

As an international language, English has become an important language that connects people around the world who want to communicate with other people from different countries. Dealing with it, in Indonesia, English is a foreign language which is considered important to be introduced in the field of education. Education in Indonesia takes English as one of the main subjects taught from elementary up to senior high schools and also examined in the national examination to determine students' graduation.

English requires four skills which are integrated each other and have to be mastered well by the students. They are listening, speaking, reading, and writing skills. As in Junior High Schools, students are expected to be able to communicate in English well including those four skills. As one of those four skills, writing is one of skills that students need to master since it is important in some aspects of life. It means that when the students do the writing process, they are involved in producing language output rather than receiving it. From those four skills, writing is less considered by students as it is the most complex macro skills which requires high ability to express ideas, thought, feeling and produce good written text. It is also supported by Richards and Renandya (2002:303), writing is the most difficult skill for foreign language learners. The difficulty is not only in generating and organizing ideas but also in translating the ideas into a text.

Writing involves students' creativity in forming a message by creating some signs (commas, slashes, quotation marks, and full stops), forming letters and words, and joining them together to make sentences on a page. As stated by Angelo (1980:1), writing is important in education because writing can help one think critically, to clarify thoughts, and the deeper perception. The writing skill is needed in communication. Through writing, people can express their feelings, ideas, or desires. It means that people around the world can communicate to each other easily through letters, emails, websites, and social networks. Moreover, it is necessary in higher education, for instance in writing English thesis; career and business, such as writing job application letters and reports in English. Writing skill is also needed in many jobs, for example author, journalist, editor, and teacher. They need to have a good writing skill to be able to produce good writings. In producing good writing, they have to consider the diction and grammatical features as well the organization.

Writing is a complex process. Writing is not a skill that can be acquired by people naturally. As stated by Richards and Renandya (2002: 309), written language is complex at the clause level. According to their statements, writing consists of many constituent parts: content, organization, originally, style, fluency, accuracy, or using appropriate rhetorical forms of discourse. In writing, the writers need to master how to generate ideas, how to organize sentences into a good paragraph, how to choose appropriate vocabulary, and how to implement correct grammar rules. That is why writing is called the most complex skill. The process of writing is not merely about combining words into a sentence, sentences



into a paragraph, or paragraphs into a text. However, it invites the writers to communicate to others with the piece of writing they produce. The process of writing engages the writers to transfer what they think, react, experience into a visible form that can be seen and understood by the readers. Therefore, when learners are invited to write, they start to think (Hyland, 2003).

It is believed that writing is not an easy skill to be mastered because it consists of several sub skills. These sub skills are quite complex so they create some problems for students in the writing class. Based on the preliminary observation that researcher did in SMP N 1 Nanggulan Kulonprogo, the researcher found that most of students' writing skills were relatively low. They face some problems dealing with the writing skill. Those are ideas, grammatical features, and organization of the paragraphs. Most of them could not generate ideas well. They tended to be stuck in generating ideas before they really developed sentences into paragraphs. Students also complained that they could not think of anything significant enough to write. They spent much time at the planning stage yet they were still confused how to start their writing. Besides, most students made grammatical mistakes in writing. It is going to be more serious when there is no control and guidance from the teacher. The students will not realize their mistakes and repeat the mistakes along their writing process. Furthermore, most students have a difficulty in organizing the paragraphs well. They cannot put the main ideas together with the supporting details. They do not know how to organize their ideas and some of them do not even have any idea. Thus, the organization of the paragraphs is not good and sometimes confusing.

Besides, the students' intention cannot be delivered well. Moreover, those problems become more serious when the other problems dealing with techniques, media, and materials appear. Techniques are directly related to teaching and learning activities, therefore it influences students' acquisition. If the teaching and learning activities are monotonous, the students will be unmotivated to get involved with the teaching and learning activities. Besides, the lack of media as the teaching and learning aid can make students feel bored.

Considering the facts, it is necessary to convince the students that writing is not difficult skill to do. There are a lot of interesting techniques for teaching writing in which students can explore their ideas to achieve their good writing ability. One of the techniques that can make the students enjoy writing is by using the Brainstorming technique. As stated by Brown (2001:184) brainstorming is a technique which helps someone initiate some sort of the thinking process. By using brainstorming activities, the students can create as many ideas as possible and it means that they also produce sentences into paragraphs related to the topic.

Considering the importance of writing and due to the problems in the teaching and learning process of reading in English, the researcher feels necessary to conduct research entitled Using Brainstorming Technique to improve the eighth grade students' writing ability at SMP N 1 Nanggulan Kulonprogo.

## **B. Identification of the Problem**

Based on the observatuin, there were some problems that the researcher found in the teaching and learning process in the classroom. The problems found

in writing skill are related to the students, techniques, materials, and media. Each of those factors has an important role in the teaching and learning process. The problems will be mentioned as follows.

First, the main factor comes from the students themselves. Many students in this school tend to assume that English was a difficult subject to learn, especially writing. It makes them less interested in learning writing. Without interest and motivation, students may spend long hours in the classroom with poor achievement. In addition, the students spent the time for writing ineffectively with poor result. Most of the students experience the writers' anxiety. They have pessimistic feeling about writing. It makes them hesitate to start writing. They also have difficulty in generating ideas and organizing them into good paragraphs. They tend to be stuck in generating ideas before they really develop sentences into paragraphs. According to Richards and Renandya (2002:303), there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into a readable text. Some of the students spend much time at the planning stage yet they are still confused how to start their writing. Moreover, they often make some grammatical errors in their writings.

Second, techniques are also an important aspect in students' writing mastery. Techniques are directly related to the teaching and learning activities. It influences students' learning mastery. When the techniques used are appropriate with the situation and condition, the students will have good acquisition.

However, the techniques applied are less attractive and interactive. Hence, it causes difficulties in students' acquisition.

Third, materials being used also have a big contribution dealing with the efforts to improve students' writing skills. Materials are the core of the knowledge which is transferred to the students. In fact, most of materials being taught are boring and monotonous. Therefore, the students are not attracted to get involved with the material. The impact is that they will not have good writing mastery.

Fourth, media is the other important factor. Through media, the materials taught can be delivered well. Besides, students will be interested to get involved in the teaching and learning process. Moreover, they will master the materials more easily. Unfortunately, the teacher rarely used media in the teaching and learning process so that the teaching and learning process will be less attractive and interesting. Thus, media is important to be used as the teaching and learning aid which helps students to learn in better and easier ways.

### **C. Limitation of the Problem**

In accordance to the background of the study and problem identification, it is impossible for the researcher to investigate all factors determining the writing skill achievement. The researcher and the English teacher decided to focus the study focuses on a problem related to the teaching technique used by the teacher in the writing class. This delimitation is based on the finding that the writing skill of the eighth grade students at SMP N 1 Nanggulan Kulonprogo is relatively low. The technique selected is the use of brainstorming, a technique for teaching

students' writing skill in exploring their ideas and thinking to produce good English writing. Brainstorming techniques are expected to be able to overcome writing problems including ideas, grammatical features, and organization of the paragraphs. Moreover, brainstorming techniques are also expected to be able to increase students' writing skills.

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

Based on the limitation of the study, the researcher formulates the problem of the study as follows: How could the Brainstorming technique be applied to improve the Eighth Grade students' writing ability at SMP N 1 Nanggulan Kulonprogo?

#### **E. Objective of the Study**

Related to the formulation of the problem, this research aims at improving students' writing ability by using the Brainstorming technique at SMP N 1 Nanggulan Kulonprogo.

#### **F. Significance of the Study**

In this study, the researchers expects that this research has the benefits both theory and practices. Theoretically, this study will be a useful reference about the use of Brainstorming technique for others who want to write about this issue. Therefore, it is expected that the findings of this study may give



contribution to further understanding of the use of the Brainstorming technique to improve students' writing ability especially in junior high schools.

Practically, the finding of the research may give benefits to the headmaster of SMP N 1 Nanggulan Kulonprogo, the English teachers, and the researcher. For the headmaster, the results of the research are expected to be an input to make policy in improving the quality of the process of teaching and learning English. For English teachers, the findings of the research provide such information to improve the quality of the teaching and learning process of writing and improve students' learning achievements.

## **CHAPTER II**

### **LITERATURE REVIEW**

As the main objective of this study is to improve students' writing skill by using Brainstorming, some related theories are presented in this part. This chapter discusses the theoretical description and conceptual framework related to writing skill and brainstorming technique. The followings are the discussions of each item.

#### **A. Theoretical Description**

##### **1. Writing**

This section aims at discussing some points related to writing skills involving a broad area of interest. Those points are definitions of writing, types of classroom writing performance, types of writing task, micro skills of writing, process of writing, teaching writing skill, principles of teaching writing, teaching writing in Junior High School, and assessing writing.

##### **a. Definition of Writing**

Writing is one of the four basic skills in learning language. It should be mastered in using a language. As explained by Spratt, *et.al.* (2005:26), writing is one of the four language skills: reading, writing, listening, and speaking which involves producing language rather than receiving it. Writing belongs to a productive skill because it supports to produce writing product as a result. It also

involves communicating a message (something to say) by making sign on a page. It implies when the students are doing the writing process, they involve in producing language output rather than receiving it. In writing, people require a message and someone to communicate. It is because writing skill is important to improve a communicative competence of learning the language. Learners learn and acquire language through both written and spoken ways so that they can improve their communicative competence. In the process of communication, learners understand the rules on how to communicate to others, how to get information, and how to communicate about the language itself. When the learners understand the knowledge of the language, it means that they have a language competence.

Writing is actually an activity to produce symbols as a message presented to other people. Tarigan (1994:3) says that writing is an activity to produce or draw graphic symbols, which represent a language that is understood by people. It implies that they are able to read the graphic symbol presented as a message. People will more understand the presented graphic symbols if they understand the language and the graphic itself. According to Ramelan (1992:14) writing is representation or symbol of language. It means that writing is one of the tools of communication as a representation of language.

Writing is the most complex skill compared to three other skills. Writing belongs to productive skill because it produces writing product as a result. Linse and Nunan (2006: 98) affirm that writing refers to process and product. Writing is the process of thinking to invent ideas, thinking about how to express into good

writing, and arranging the ideas into statement and paragraph clearly (Nunan 1998:88). During the process of writing, the writers think, feel, and experience many things as they produce a piece of writing. In addition, Brown (2001:335) states that written products are often as the result of thinking, drafting, and revising procedures that require specialized skill, skill that not every speaker develops naturally. It implies that writers need to think about the content of the writing first and then arrange the ideas using appropriate language.

From the definition above, it can be concluded that writing is a productive skill which produces symbols as a message to invent ideas into good statement and paragraph clearly.

#### **b. Types of Classroom Writing Performance**

The types of writing performance are also important to be considered in this study. Brown (2001: 343-346) points out the five major categories of classroom writing performance, they are imitative (writing down), intensive (controlled), self-writing, display writing, and real writing. The first is Imitative (Writing Down). Imitative means that the students “write own” English letters, words, and possible sentences in order to learn the convention of orthographic code. The dictation is usually done in this type of writing performance. The steps which are usually implemented such as a teacher reads a short paragraph once or twice at the normal speed, a teacher reads the paragraph in short phrase units of three or four words, and each unit is followed by a pause and during the pause, students write exactly what they hear. The second is Intensive (Controlled). In this

writing activity, intensive writing can be done by presenting a paragraph to students in which they have to change a given structure throughout.

The next is Self-Writing. It is writing with only the self in mind as an audience. The activities included in it are note taking and diary or journal writing. In the note-taking activity, the students take notes during a lecture for the purpose of their recall. The fourth is Display Writing. The activities for all language students include short answer exercises, examinations, and area research reports, which involve an element of display. While the activities for ESL students, they need to master a whole array of display writing technique. The last is Real Writing. The activities can be seen in the form of academic, vocational or technical, and personal activities. In the academic activities, the language experience approach gives groups of students' opportunities to convey information to each other.

### **c. Types of Writing Task**

Writing deals with the learner's proficiency level and the level of difficulties in the writing tasks. Brown (2004: 220) proposes four types of writing performance; they are imitative, intensive, responsive, and extensive. The first type is imitative, which involves the skills in writing letters, words, punctuation, or a very brief sentence. In this case, the writers are trying to master the writing mechanics. The activities include copying the letters or words, listening to selection closed tasks, picture-cued tasks (the students write down the word that the picture represents), form completion tasks, and spelling tasks. The second is



intensive in which skills in producing suitable vocabulary in a context, collocations, and idioms, and correct grammar features, up to the length of a sentence are involved. The next is responsive which is about performing a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. In this case, the writers have already mastered fundamentals of sentence-level grammar, more concerned with the discourse convention that emphasize on context and meaning. Then, extensive is the last type, which involves good management of all processes and strategies of writing for all purposes, up to the length of the essay, developing ideas to acquire final project. It is usually implemented in research writing.

#### **d. Micro skills of Writing**

Writing is one of the productive skills that involve producing language rather than receiving language. To support the writing performance, there are some micro and macro skills in writing which need to be considered in with the writing performance. Table 2.1. presents the micro and macro skills in writing as proposed by Brown (2004:221).

**Table 1. Micro and Macro Skills in Writing**

##### **Micro skills**

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

(continued)

(continued)

**Macro Skills**

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

The use of micro and macro skills of writing as presented in Table 1 provides some skills which become the focus in learning writing. The micro skills of writing are appropriately applied to imitative and intensive types of writing tasks, while macro skills of writing are essential for the successful mastery of responsive and extensive writing. In the teaching of writing, the students need to learn the forms of language as well as the function of language. By using these micro and macro skills, it can be expected that the writing tasks quality will also be improved and suitable for the students' level proficiency.

**e. Process of Writing**

A writing process is a complicated process since the writing process needs cognitive abilities in recognizing some segments of language to produce a qualified writing. In general, the writing process is done through two steps that are exploring ideas and processing the ideas into readable text. Rivers (1981:294)

claimed that writing in the language becomes a complicated activity because writing involves meaningful segments of language: words, sentences, grammar, and how to transfer those segments of language into written forms.

The goal of the teaching writing skill can be achieved through some approaches. Harmer (2001:25) says that there are two approaches in teaching writing. They are focusing on the product of the writing process and focusing on the writing process itself. He states that focusing on the writing process leads those which support a process approach in writing. However, the teachers have to pay attention to the various stages of any piece of the writing process.

There are many conceptions dealing with the writing process. In developing a piece of writing, a writer faces several stages to do. Those stages can be referred to the process of writing. Richards and Renandya (2002: 316) state the process of writing as a classroom activity includes the basic writing stages. Those basic writing stages are planning, drafting, revising, and editing. In the same line, Harmer (2004: 4-6) mentions that writing process has four main elements. They are planning, drafting, editing, and final version.

Planning is the first process of stating the writing process. It is the most important stage because a writer plans what he/she is going to write by choosing and narrowing a topic. It also includes the process of gathering information and organizing it. To start writing, a writer has to plan and consider the purpose, audience, and content structure. Then, the next element is drafting. Drafting is the process of writing in the first version. It is often done on the assumption that it will be developed later. Therefore, a writer may produce a number of drafts on the

way to the final version in order to produce a good writing. Then, he reflects and revises his draft to make appropriate revisions considering the grammar, capitalization, punctuation, spelling, etc. Revising can include adding, deleting, rearranging, or substituting words, sentences, and even entire paragraphs to make his writing more accurately represent the ideas. Finally, he produces his final version.

In addition, the students cannot only concern with their final output in writing, they should deal with the process or steps of writing in producing good writing in terms of language, content, and purpose. Hyland (2004:10) describes the stages of writing to give students clear understanding that the writing process is important to produce a good writing. The first stage is selecting a topic which can be done by both students and teachers. Students can find their own topic or with teachers' assistance. Otherwise, teachers can decide the topic that students should use to write. The next stage is prewriting. Before the students start writing, they do brainstorming, collecting data, note-taking, and outlining. The third stage is composing or drafting. In this stage, the students start to write down their ideas on paper. The next stage is responding to revisions. The review can be conducted by teachers or peers. It is about responding to ideas, organization of the text, and text styles. The next stage is proofreading and editing. There will be checking and correcting the form, the evidences, the layout, and so on. After conducting the stage of proofreading and editing, it means that they have finished their writing, it is the time to step on to the seventh stage, which is the evaluation. The teachers judge the progress that they achieve within the process. They should get their

progress by the time. After teachers finish evaluating their writing, the next step is publishing. In this stage, the people are allowed to read the writing as the final product. It can be presented in a class or showed on notice boards, or even in website. The last stage is having follow-up tasks. It is carried out to conclude the weaknesses of their writing. By conducting this stage, later on, students are expected to have better writing.

#### **f. Teaching the Writing skill**

Writing is considered as a means of communication. It involves a complex process where people have to use certain grammatical rules in organizing facts. It also tends to involve a thinking process from human being. The objectives of the teaching of the writing skill can be achieved through some approaches. As proposed by Harmer (2001: 25), there are two approaches in teaching writing. They are focusing on the product of the writing process and focusing on the writing process itself. He states that focusing on the writing process leads to those who advocate a process approach in writing. However, teachers have to pay attention to the various stages of any piece of the writing process.

In addition, the teachers should understand how to teach writing to students. Harmer (1998:79) claims that there are several reasons why teacher should teach writing. The reasons are reinforcement, language development, learning style, and writing as a skill. Furthermore, the reasons will be presented as follows.

### 1) Reinforcement

The visual demonstration of language construction is invaluable and it is used as a tool to committing the new language to memory. Students usually find the visual demonstration is useful to write sentences. It is useful to write sentences using new language shortly after they have studied it.

### 2) Language development

The actual process of writing helps the students to learn. The mental activity in order to construct proper written texts is all part of the ongoing learning experience.

### 3) Learning style

Writing is a reflective activity instead of the rush and bother of interpersonal face-to-face communication for such learners. However, there are also those who need longer time. They need to think and produce language in a slower way.

### 4) Writing as a skill

The important reason for teaching writing is that it is a basic language skill. It might as important as speaking, listening, and reading. In this case, students need to know how to write letters, how to put written reports together, and how to reply to advertisement.

Based on the above explanation, it can be seen that those reasons given instructions to the teacher as their job to teach writing to students. In teaching writing, the role of the teacher is very important in the teaching and learning process of writing. Byrne (1998:32) explains that there are roles of the teacher in

teaching writing. First is deciding how to present the activity to the class. In the early stage, the teacher demonstrates the writing activities on a board projector. It will help the students to do a certain amount of writing. Second is preparing the students orally. By giving a number of examples orally, it helps the students to know exactly what they have to do. The next is by deciding how the writing task should be carried out. An activity can be done individually, in pairs or in small groups. Some activities can also be begun in pairs or in groups but concluded or ended on individual writing task. The last is deciding on correction procedures. The students can be asked to exchange their completed work to evaluate one another's efforts. This helps to train them to look at written work critically as readers. Then writing work can also be discussed on a class room to get necessary correction or some time students make their own correction.

#### **g. Principles of Teaching Writing**

In teaching writing, the teacher should consider some principles while planning a course whether it is a writing course or a course in which writing would play a part. As stated by Brown (2004:61), there are some principles for teaching writing. They are understanding students' reasons for writing, providing many opportunities for students to write, providing feedback helpful and meaningful, and the teacher must clarify himself, and for his students, how their writing will be evaluated.

The first principle is understanding students' reasons for writing. When doing writing, it is necessary to understand the students' goal. It will be a problem

if the teacher's goals do not match with the students' goal. The second is providing many opportunities for students to write. In improving writing skills, students have to practice a lot. The teacher should give opportunities for students to develop their writing skills by providing some different types of writing. The next is providing feedback helpful and meaningful. When the teacher gives feedback to students, it is important for students to understand the symbol or vocabulary that the teacher used so that the feedback will be meaningful. The next principle is clarifying. The teacher should clarify himself, and for his students, how their writing will be evaluated. The teacher should evaluate the students' writing objectively. The teacher may use a scoring rubric as a guideline to assess the students' writing.

In addition, Nation (2009) proposes some principles in teaching writing. The following principles can be used to evaluate the teaching and learning activities.

#### 1) Meaning-focused Input

Students should bring experiences and knowledge to their writing. Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. This preparation can be done through the choice of topic, or through previous work done on the topic either in the first or second language.

#### 2) Meaning-focused Output

Students should do many writing and different kinds of writing. There are many elements of writing skills which are peculiar to writing. Different genres use



different writing conventions and draw on different language features (Biber, 1989 in Nation, 2009) and so it is useful to make sure that students are getting writing practice in the range of genres that they will have to write in.

Students should write with a message-focused purpose. Most writing should be done with the aim of communicating a message to the reader and the writer should have a reader in mind when writing. Students should experience a feeling of success in most of their writing. They should use writing to increase their language knowledge.

### 3) Language-focused Learning

Students should know about the parts of the writing process and should be able to discuss them related to their own and others' writing. They should have conscious strategies for dealing with parts of the writing process. Spelling should be given an appropriate amount of attention largely separated from feedback on writing. Furthermore, teachers should also provide and arrange for feedback that encourages and improves writing.

### 4) Fluency Development

Students should improve their writing speed so that they can write very simple material at a reasonable speed. Fluency development can occur through repetitive activities and through working with easy, familiar material.

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

A writing skill is one of language skills which are taught to students. Moreover, the writing skill determines the students' communicative competence

in English. According to BSNP (2006), communicative competence is having discourse abilities; comprehending oral and written texts and producing oral and written texts. Those abilities are carried out into four language skills, listening, speaking, reading and writing.

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

Teaching writing for students of junior high schools is one of the important thing that has to be done well because English is one of the compulsory subjects that has to be taught for students of the junior high school level. English learning in junior high schools is targeted to make the students reach the functional level, that is, to communicate written and oral in solving daily problems. One scope of English learning at junior high schools is that students can understand and produce a short functional text and short essays in the form of procedure, descriptive, narrative, and recount (*Depdiknas, 2006*). In particular, the standard of competence of writing skills for eighth grade students of Junior High Schools is to express the meaning of written functional texts and simple short essays in the

form of descriptive, narrative, and recount to interact with surroundings. The obvious description is presented in Table 3 below:

**Table 3. The Standard of competence and basic competence of Writing for Junior High School (KTSP Curriculum)**

Standard of competence	Basic competence
6. Expressing the meaning of written functional text and simple short essays in the form of <i>descriptive</i> and <i>recount</i> text to interact with society.	6.1. Expressing the meaning in the form of simple short written functional text accurately, fluently, and acceptable to interact with society. 6.2. Expressing the meaning and rhetorical steps of simple short essays in written language accurately, fluently, and acceptable to interact with society in the form of <i>descriptive</i> and <i>recount</i> .

In conclusion, the students of Junior High Schools are expected to be able to communicate in English well in both oral and written languages. The eighth grade students of Junior High Schools are expected to be able to comprehend and express the meaning of simple transactional and interpersonal conversations, short oral functional, and monolog texts, simple functional texts and short essays in the form of descriptive, narrative, and recount.

#### **i. Assessing Writing**

Assessing writing requires test construction and evaluation criteria based on course objectives and teaching methodologies. In the English language classroom, especially at the junior high school, teachers are always challenged by how reliably and validly in evaluating students' writing skill, so that the students will have better preparation for internal and external proficiency and achievement examinations. To get a valid scoring process, the researcher needs to decide which

scoring rubric that should be used as scoring reference. Brown (2004) propose three main types of assessing writing. They are holistic, analytic, and trait-based scoring. They are explained as follows.

1) Holistic scoring rubric

Holistic scale is assigning a single score to a script based on the overall impression of the script. A holistic judgment may be built into an analytic scoring rubric as one of the score categories. Holistic scoring results in a more general description for categories, but includes the different elements of writing implicitly or explicitly.

2) Analytic scoring rubric

An analytic scoring rubric is much like the checklist which allows for the separate evaluation of each factor. Each criterion is scored on a different descriptive scale and assigned a numerical value. Analytic scoring helps the teacher in recognizing the weaknesses and strength of the learners. This scoring type can be applied in the classroom evaluation. In formulating the rubric, there are five aspects that should be scaled. They are organization, logical development if ideas, grammar, mechanics, and style of expression. Weigle (2002:114) explains that analytic scoring rubric provides detailed information about students' writing abilities in different aspects of writing. It is useful for second language learners, who are more likely to show a marked or uneven profile across different aspects of writing.

### 3) Trait-based scoring

Trait-based scoring focuses on whether or not each paper shows evidence of the particular trait or feature in which the students in demonstrating writing. Trait-based instruments are designed to clearly define the specific topic and genre features of the task being judged (Hyland, 2003:229). This type of scoring emphasizes on how the writers achieve the goal of the text. The advantage of this approach focuses on the specific aspects of instruction that most reflect the objectives being covered when the writing assignment given.

Based on the theories above, the researcher applied the scoring rubric to assess the students' writing performance. The scoring rubric will be presented as follows.

**Table 4. The Rubric of Assessing Writing Recount  
(Adapted from Brown, 2007)**

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are related to the topic	3x
	3	The topic is complete and clear but the details are almost related to the topic	
	2	The topic is complete and clear but the details are not related to the topic	
	1	The topic is not clear and the details are not related to the topic.	
Organization(O) 20% - Orientation - Event(s) - Reorientation	4	Orientation is completed and events and reorientation are arranged with proper connectives	2x
	3	Orientation is not complete and events and reorientation are arranged with almost proper connectives	
	2	Orientation is not complete and events and reorientation are arranged with few misuse of connectives	

(continued)

(continued)

	1	Orientation is not complete and events and reorientation are arranged with misuse of connectives	
Grammar(G) 20% - Use past tense - Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect the meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	Correct spelling, punctuation, and capitalization	1.5x
	3	Occasional error of spelling, punctuation, and capitalization	
	2	Frequent errors of spelling, punctuation, and capitalization	
	1	Dominated by errors of spelling, punctuation, and capitalization	

$$\text{Score: } \frac{3C+2O+2G+1.5V+1.5M}{40} \times 10$$

## 2. Brainstorming Technique

### a. The definition of Brainstorming Technique

Brainstorming can be defined as a technique of thinking process. Brown (2001: 184) states brainstorming as a technique which helps someone initiate some sort of the thinking process. Brainstorming is often put to excellent use in preparing students to read a text, discuss a complex issue, or write on a topic.

Brainstorming involves students in a rapid-fire, free-association listing of concepts or ideas or facts or feelings relevant to some topic or context. In addition, Carroll and Wilson (1993: 72) define brainstorming as a collaborative prewriting strategy which works the way the brain works. Its purpose is to unfetter the brain and to get the ideas down.

Moreover, brainstorming helps a writer especially a student to start choosing, narrowing, and gathering ideas. Littell (1985: 64-65) argues that brainstorming helps students find topics to write about. In addition, Kendall and Khuon (2006: 4) say that brainstorming gives students power to develop their ideas before writing. Similarly, Muschla (2011: 6) argues brainstorming as a strategy to identify, expand, and develop ideas for writing. Besides, Scarry and Scarry (2008: 8) define brainstorming as a technique in which a student uses free association to discover ideas come to mind on a given topic. It is a mental exercise in which a student writes down ideas about a topic. It can be a powerful method in the development of ideas.

However, brainstorming is not simply a technique for generating ideas, but also a technique for organizing ideas. Littell (1985: 65) states that brainstorming facilitates students to organize the whole ideas along with the information into good writing. In addition, Clark (2003) affirms that brainstorming is aimed to compose writing ideas to produce good written text. Brainstorming encourages students to learn organizing their whole writing. It is one of the effective ways to enhance students' writing performances. By applying brainstorming technique, students can organize the arrangement of the paragraph well.

In addition, brainstorming offers students a lot of freedom and room to explore new ideas free from concerns about how good they are within the context of the writing. Langan (2001: 18) says that brainstorming helps students think about and develop a topic then getting words on paper. Brainstorming make the students start with general ideas and find many details information about the ideas. Students of all ages will get benefits from involving in a brainstorming session. It can be concluded that brainstorming is a useful technique in writing because it permits the students to approach a topic with an open mind. It helps students to find the topic to be written and the content to be involved to support the topic itself. Brainstorming lets ideas which may be single words, phrases, sentences, details, examples, descriptions, feelings, people, situations, etc. come freely from mind. Hence, brainstorming is one of the several ways to start writing. Besides helps students in generating ideas, it also helps them in organizing the ideas and produce good written texts.

#### **b. Significances of the Brainstorming Technique**

The brainstorming technique is one of the effective tools in writing. Brainstorming is beneficial in helping students finishing their writing projects. There are some benefits of brainstorming dealing with writing skills. They are elaborated as follows:

##### **1) Brainstorming helps to generate ideas**

The entire process of brainstorming is aimed at idea generation. Many students get stuck in the writing process because they feel burdened of the writing



project. They cannot deliver their ideas well. However, holding a brainstorming technique with others or even alone might be useful. As stated by Scarry and Scarry (2008: 8), brainstorming helps students deliver their ideas which come to mind. It helps students think about and develop a topic to be delivered on paper (Langan, 2001: 18). Moreover, Chesla (2006: 32) adds that brainstorming allows students to make connections with the subject and noting everything that comes to mind. In short, brainstorming encourages students to start with the general ideas and then finds the detail information about the ideas.

#### 2) Brainstorming flips perspective

Students can often be caught up in one way of viewing things, especially if they write about a specialist topic on a regular basis. One way of seeing ideas from a different standpoint is to brainstorm. It is because the rules of brainstorming state that there are no strict rules.

#### 3) Brainstorming encourages creativity

Students get the benefit from the brainstorming process conducted in writing precisely because it is such a creative format. Brainstorming produces creative ideas which even the students themselves do not realize that they can think of those ideas. The techniques are conducted to let students find their creativity in delivering ideas for writing. Tan (2007: 134) says that brainstorming techniques using in the classroom promotes the creativity boost toward students, especially in developing writing.

#### 4) Brainstorming helps to organize ideas

As discussed before, brainstorming is not simply helping in generating ideas, but also helping in organizing ideas. Littell (1985: 65) argues that brainstorming facilitates students to organize the whole ideas along with the detail information into good writing. Besides, Clark (2003) adds that brainstorming helps students in composing their writing ideas to develop good written texts. It encourages students to learn organizing their whole writing.

It can be concluded that brainstorming is an effective technique in encouraging students to start and organize their writing. It is one of the effective ways to enhance students' writing performances. By applying brainstorming technique, students can gather varied ideas and organize the paragraph well. Hence, their writing performance will be increased.

### **c. Types of Brainstorming Technique**

Chesla (2006: 31-42) suggests four types of brainstorming technique which can be used to generate, clarify, and organize ideas into the whole writing. They are free writing, mapping or clustering, listing or bulleting, and questioning which are explained as follows:

#### **1) Free Writing**

Chesla (2006: 32) says that free writing is probably the best-known and most common prewriting technique. It works well when students have some thoughts on a topic, but cannot put them as a piece of writing. Free writing also functions as a developmental tool, liberating isolated ideas into good writing.

Basically, free writing is a technique of gathering ideas by writing rapidly about anything that comes to mind for a set period of time without stopping. Similarly, Chesla (2006: 32) adds that free writing spends a predetermined period of time writing nonstop, focusing on a specific topic. In free writing, the most important aspect is the flow during the writing process. The key is to keep writing without regarding the grammar, spelling, or worthiness of ideas. However, students can consider them later to produce good writing.

Fundamentally, free writing helps students overcome any walls of self-criticisms or doubt. It is also very useful for gathering initial thoughts about a topic and developing it. A good free writing exercise can give students an entirely different perspective on the article information and lead them in new exciting directions.

## 2) Mapping or Clustering

Mapping which is also known as clustering is a kind of brainstorming techniques which uses a diagram, a map, or other visual characters. Montoya (2008) argues that this process allows students to put ideas down in a cluster or map format and contains ideas in a visual form. In addition, Chesla (2006: 39) argues that mapping is a graphic organizer to investigate the relationships between many diverse ideas. It is a simple process best used for exploring simple topics.

Furthermore, Ferris and Hedgcock (2005: 151) say that clustering is a structured technique to equip students with tools for arranging the words, phrases, sentences, concepts, memories, and propositions triggered by a single stimulus. Similarly, Seow in Richards and Renandya (2002: 316) affirms that students form

their ideas related to a stimulus. The stimulus is for example a piece of information, a topic, a provocative question, a visual image, and a graphic organizer.

The advantage of mapping is that it provides a visual medium in which students can classify and cluster ideas or concepts captured in words, phrases, or sentences. Moreover, Seow in Richards and Renandya (2002: 316) says that clustering stimulate thought in producing creative thinking to develop writing. Its visual characters stimulate the flow of association and particularly good for students who cannot deliver their thoughts.

### 3) Listing or Bulleting

Listing is a great brainstorming strategy which can also be called as bulleting. Listing or bulleting elicits many thoughts and ideas on a given topic and encourages students to put their ideas in the form of an ordered list. In addition, Ferris and Hedgcock (2005: 149) argue that listing involves the generation of words, phrases, and ideas which offers another way of producing concepts and sources for further thought and exploration.

Listing is a useful activity for students who might be constrained by unsure concern for expressing their thoughts in grammatically correct sentences. Moreover, listing encourages students to produce the diverse ideas in the sequential arrangement which will ease students in organizing the whole writing. By arranging the ideas which have been listed before, students can actualize a good writing organization in order to produce a good piece of writing.

### 4) Questioning

Questioning is the way to generate ideas by asking several questions, such as what, who, when, where, why, and how. The answers of those questions are the ideas which are used to develop the writing. Chesla (2006: 37-39) states that this technique is particularly useful when students choosing a topic and when focusing a topic selected. Unlike some of the other brainstorming techniques, students should ask questions deliberately with great thought given to each question. The better focused the answers, the more information will be gathered to use in the writing.

Questioning is a great brainstorming technique that the questions will help students quickly develop a great deal of information about their subjects. However, not every question can be applied to each writing. In short, in applying this technique, students have to be flexible and use the format as it best fits to the topic.

## **B. Review of Related Studies**

There are some relevant studies related to the use of the Brainstorming Technique in teaching writing. Actually, brainstorming is effective to improve students' writing ability. The studies conducted in different settings in which English is regarded as a foreign language. The studies are described as the following.

Al-khatib (2012) conducted a study entitled "*The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Female Students in Princess Alia University College*". The research findings

showed that there were statistical significant differences at the level of  $\alpha = 0.05$  between the experimental group and the control group in the total score and the sub scores of the creative thinking in the favor of the experimental group. The research study indicated that the use of brainstorming strategy was effective in developing creative thinking skills.

In addition, a study conducted by Noor (2012) entitled “*The Use of Brainstorming to Improve Students’ Writing Skill in Descriptive Text (A Classroom Action Research of the Tenth Grade Students of SMA 2 BAE Kudus in the Academic Year 2012/2013)*”. The result of the study proved that the implementation of brainstorming technique improved the students’ writing skill in writing descriptive text. The research findings indicated the positive direct impact of implementation of brainstorming technique was shown by the writing test score of students in each cycle.

The studies above prove the effectiveness of the Brainstorming technique to improve students’ writing skill in educational technique and professional areas. Brainstorming helps the students to build their critical thinking. Therefore, the teachers will gain many advantages if they can apply the Brainstorming technique in their writing class.

### **C. Conceptual Framework**

Writing is very significant for learning English as a foreign language, especially for high schools students. First, writing is a productive skill that is one of the important skills for junior high schools in the English learning. It is to

convey the messages in a written form. Writing also involves students' creativity in forming a message by creating some signs (commas, slashes, quotation marks, and full stops), forming letters and words, and joining them together to make sentences on a page. Second, writing skill is a basic skill in learning English which is necessary to communicate with others by using written language forms such as letters, emails, websites or social networks. Third, writing becomes an important skill that should be mastered well by the students. It is clear that writing skill is very important in the teaching and learning process. However, the writing ability of grade VIII students in SMP N 1 Nanggulan Kulonprogo was low. Their low ability deals with the students, techniques, materials, and media. Many students in this school tended to assume that English was a difficult subject to learn, especially writing. They also had difficulty in generating ideas and organizing them into good paragraphs. They tended to be stuck in generating ideas before they really developed sentences into paragraphs. Related to the technique, the techniques applied were less attractive and interactive so it causes difficulties in students' acquisition. Related to the materials, the materials being used also have a big contribution dealing with the efforts to improve students' writing skills. Most of the materials being taught are boring and monotonous, so the students are not attracted to get involved with the material. The impact is that they will not have good writing mastery. Related to the media, teacher rarely used media in teaching and learning process so that the teaching and learning process will be less attractive and interesting. Thus, media is important to be used as the teaching and learning aid which helps students to learn in better and easier ways.

Based on the consideration above, the researcher tries to improve students' writing skills by implementing the brainstorming technique. The implementation of the technique involves the researcher, the English teacher, the collaborator, and the Eighth grade students of SMP N 1 Nanggulan Kulonprogo. Then, the action step consists of planning, implementing, evaluating, and reflecting the actions, which are carried out to solve the problems. The students were given brainstorming technique in each meeting. It is expected that there will be some changes in the teaching learning of English at the Eighth grade students of SMP N 1 Nanggulan Kulonprogo after the technique is applied.

In summary, it is expected that Brainstorming technique is able to improve the students' writing skill. The implementation of Brainstorming in the teaching and learning process is expected to overcome the writing problems encountered by the students of SMP N 1 Nanggulan Kulonprogo.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

Related to the goal of this research, namely to improve the students' writing skill by using process approach, this study is categorized as classroom action research. It aims at describing the process of the improvements of students' writing skill. According to Burns (2010:1), action research is part of a broad movement that has been going on in education. It is related to the ideas of reflective practice and the teacher as a researcher. Action research also involves taking a self-reflective, critical, and systematic approach to explore teaching context. This research is an action research since it essentially gives an emphasis on solving problems that obtained in the teaching and learning process. This is in line with Burns (2010:13) who says that action research is a reflective practice which is done by the teachers to bring about better results of their classes. It is also in line with Kemmis and McTaggart in McNiff (1991:24) who states that action research is:

“A form of collective self-reflective enquiry undertaken by participant in social situation 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 situation in which these practices are carried out.”

Furthermore, Kemmis and McTaggart (1988) in Burns (2010) elaborate that action research occurs through a dynamic and complementary process, which consists of four steps: planning, action, observation and reflection. The researcher collaborated with the English teacher found the problems, formulated the possible

solution, implemented the action, and reflected on the outcome of the action. The process in action research can be showed in the illustration below:

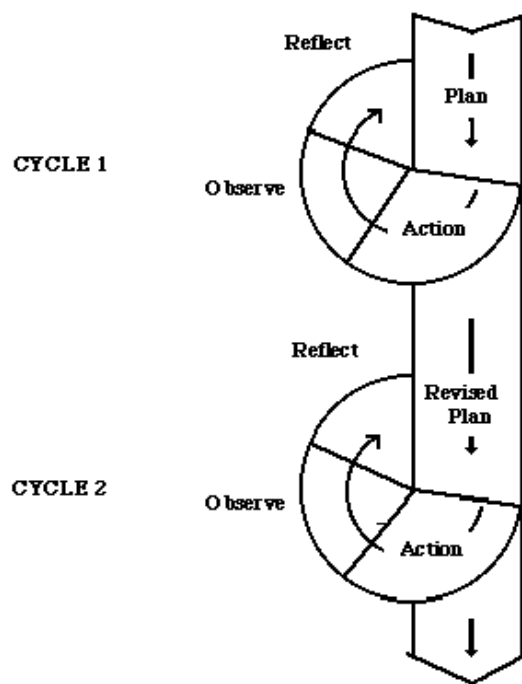


Figure 1. Cyclical Action Research Model by Kemmis and McTaggart (1988)

## B. Research Procedures

This research procedure involves five phases including reconnaissance, planning in action and observation, reflection and developing a new plan and cycle (Angwin, *et.al.*, 1997). The explanation of each phase is as follows:

### 1. Reconnaissance

The reconnaissance step was conducted in the classroom in order to get information and descriptions of students' writing skill in the English learning process. In reference to the data of observations and interviews, the researcher and

the English teacher identified the existing problems related to students' writing skill and select the feasible problems that were possible to be solved.

## **2. Planning for the action**

Before conducting the research, the researcher carried out observations in the classroom and interviews in order to obtain information and description of the teaching and learning process of writing. Then, the researcher and the English teacher identified the existing problems related to the teaching and learning process of writing and selected the most feasible problems which were possible to be solved.

After the researcher and the English teacher identified the problem, they prepared some possible plans covering other research members' opinion, suggestion, expectation, and test results to solve the problems. The teacher's opinion and suggestion were obtained through interviews, whereas the students' expectation and test results were obtained through interviews and documents. The plans are aimed to improve the students' writing skill through the Brainstorming technique.

## **3. Actions and Observation**

After planning the actions, the English teacher and the researcher carried out the actions in the classroom. During the implementation of the action research, the English teacher became the collaborator and observer who observed and helped the researcher in the teaching and learning process. Besides, the researcher

became the teacher who conducted the processes of English teaching and learning in order to know the success of the actions to improve students' writing skill and also the problems occurred during the implementation process. The actions were implemented in two cycles. Cycle I was conducted in three meetings while Cycle II was also carried out in two meetings.

#### **4. Reflecting**

With regard to the implementation processes, the team members evaluated the result of the implementation. This was also useful to show the improvement of the actions conducted in the learning processes. In this step the reflection was done to measure whether the actions were successful or not. If the actions were considered successful, they would be continued to the next action. However, if the actions were unsuccessful, the next cycle would be implemented considering the previous reflection.

#### **5. Developing new plan and cycle**

After conducting the first cycle and evaluating the result, the researcher and the English teacher prepared some ideas as what to do next began to be clear. Then, researcher and the English teacher developed new plan and actions to be implemented in the next cycle, so that the changes can be noted systematically over periods.

### **C. Research Setting**

The research was conducted from April to May 2016 which took place in SMP N 1 Nanggulan Kulonprogo. SMP N 1 Nanggulan Kulonprogo has 18 classrooms, one teacher room, one room for the headmistress, and one administration room. Beside those main rooms, it also has a counseling room, a music room, a catholic religion room, a hall, computer room, a cooperative room, a mosque, a library, two laboratories, a student's health unit room, a yard, a security post, toilets, canteens, and parking areas.

### **D. Subjects of the Research**

The main subjects of this study were the eighth grade students of SMP N 1 Nanggulan Kulonprogo in the academic year of 2015/2016. Meanwhile, the other subjects were the English teacher of SMP N 1 Nanggulan Kulonprogo, a collaborator, and the researcher herself.

In this research, the researcher decided to choose the students of class VIII F of SMP N 1 Nanggulan Kulonprogo based on the information from the English teacher, informing that grade VIII students especially VIII F students had the lowest average scores in almost all of English skills. The students were from class VIII F consisting of 12 male students and 20 female students. It is expected that the brainstorming technique could give contribution to their improvement in the speaking practice.

## **E. Data Collection Technique**

The data of this research were acquired through classroom observations, interviews, and documentations, and a pre-test and a post-test. The techniques to collect data were used to support the data in all stages of the research. Those techniques are presented as follows.

### **1. Observation**

The researcher used this technique to describe the subjects' activities in the classroom in a particular time. The purpose is to get information needed in the next action plan in this research. Burns (2010:57) states that observing and describing have a key role to play in action research. Action research observation is different from the routine kind of looking that teachers do every day. During the reconnaissance step, the researcher did a class observation to get the information related to the English teaching and learning process. The researcher gathered information about how the teacher taught, how the students participated in the teaching and learning process, and also about the problems that occurred. Moreover, the results of the observation are written in the form of fieldnotes. The notes also used to record the teaching and learning process related to the obstacles and weaknesses that faced in the research. It is used to note all activities which did by the students during the teaching and learning process.

### **2. Interview**

Interview describes as formal and informal discussions in which the researcher aimed at establishing some information or evaluated an outcome. As

stated by Burns (2010:74), interviews are a classic way in research to conduct a conversation that explores the focus area. This technique was used to get information from the students and the teacher about the teaching and learning process.

The qualitative data were gained by carrying out interviews with the English teacher and students of class VII F. The researcher interviewed the English teacher to decide what kind of activity to apply in solving the problems, that is to improve the students' writing ability. Besides, the researcher also interviewed the students to collect their problems during the teaching and learning of writing and ask their opinion after the action which implemented.

### **3. Pretest and Posttest**

The researcher wanted to get information about the students' writing score by conducting the writing pretest and posttest. The pretest was a test which was conducted before the actions. It gave information about the students' writing scores before the actions. Meanwhile, the posttest was a test which was conducted to measure their writing scores after the actions. Then the score of both tests were compared. Both the tests measured how the actions affect their writing skill.

The data of the research were qualitative and supported by quantitative data. The qualitative data were collected by conducting observations and interviews. The data from observations were transformed into field notes. Meanwhile, the recorded data from interviews were transformed into transcripts.

Hence, the data were in the form of field notes, interview transcripts, and documentations. Meanwhile, the quantitative data were collected in the forms of numbers and it was to support the qualitative data. The researcher conducted a writing pretest and posttest as a part of monitoring sequences which aimed to gain statistical evidence of the writing improvements. The following table shows the kinds of data, the data instruments and the data collection technique used by the researcher to collect the data.

**Table 5. Data Collection Technique**

<b>No.</b>	<b>Data</b>	<b>Instrument</b>	<b>Techniques</b>
1.	The teaching and learning process	<ul style="list-style-type: none"> <li>- Observation guideline</li> <li>- Interview guideline</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Interview</li> <li>- Discussion</li> </ul>
2.	The teacher's activities	<ul style="list-style-type: none"> <li>- Observation guideline</li> <li>- Interview guideline</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Interview</li> <li>- Discussion</li> </ul>
3.	The students' involvement	<ul style="list-style-type: none"> <li>- Observation guideline</li> <li>- Interview guideline</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Interview</li> <li>- Discussion</li> </ul>

#### **F. Data Analysis Technique**

The data of the research were in the forms of qualitative and quantitative data. The qualitative data were attained from the field notes of the observation protocol and the transcripts of interview. The data obtained from the observations and the interviews were analyzed qualitatively. Meanwhile, the quantitative data of this research were collected from conducting the tests. In analyzing the quantitative data, the descriptive analysis was used. The mean was used as a



representative from the central tendency. The mean is used to know the improvement of the students before and after the implementations.

In analyzing the data, the researcher used some methods. In analyzing the qualitative data, the researcher did three stages, namely data reduction, data display, and conclusion drawing (Miles and Huberman, 1994:10-12). First, the researcher selected, focused, and transformed the data which were in the form of observation results, interview transcripts, field notes, and samples of the students' writing. The researcher, then, sorted, focused, and organized the data to get the final conclusion. After that, the researcher organized the data to draw the conclusion. Finally, the researcher drew conclusion from the data display to know the progress of the implementation and verified the data.

#### **G. Validity and Reliability of the Research**

There are five kinds of validity of the data used in this research, namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity (Burns, 1999). To fulfill the democratic validity, the researcher interviewed students and had a discussion with the English teacher to find and select the problems to be solved. To fulfill the process validity, the researcher observed classroom activities, interviewed students and the English teacher, and had a discussion with the English teacher. To fulfill the catalytic validity, the researcher asked students and teacher's responses to the change that occurred after the implementation of the actions. To fulfill the dialogic validity, the researcher asked the English teacher to act as an observer during the implementation of the

actions. Finally, the outcome validity in this research was obtained by looking at the result of the actions that had been done.

Meanwhile, the reliability of this research was obtained by giving the genuine data, such as filed notes, interview transcripts, etc. To gain the trustworthiness, the researcher used the triangulation. Burns (2010: 95-97) states that applying triangulation to data collection means that a combination of angles on the data will help give us more objectivity. It would prove that the researcher's reflections and conclusions were supported by the data and not just by her own presuppositions or biases. There are four different ways of triangulating. They are stated as follows:

### **1. Time triangulation**

Time triangulation means collecting the data at different points in time. The purpose is to get a sense of what factors are involved in the process of changes. In this study, the researcher collected the data before, during, and after the implementation of the action by observing the teaching and learning process and also interviewed the students and the teacher before, during, and after the implementation.

### **2. Researcher triangulation**

The data were collected by more than one researcher in the same research setting to avoid researcher bias and provide checks on the reliability of the observations. In this study, the researcher collaborated with the teacher in implementing the actions.

### **3. Theoretical triangulation**

The data were analyzed from more than one theoretical perspective. In this study, the researcher consulted documents related to learner's autonomy and also developed theoretical ideas from her own and others' observations and reflections.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

As stated in the previous chapter, this research was categorized as action research. In this research, the brainstorming technique was used to improve the students' writing skill of SMP N 1 Nanggulan. This chapter discusses the research procedure, findings, and discussion.

#### **A. Procedure of the Research**

This research was classroom action research. The objective of the research was to improve students' writing skill of SMP N 1 Nanggulan. In conducting the research, the researcher did some steps. The steps of the research were reconnaissance, planning, action and observation, and reflection.

The first step before conducting the research was reconnaissance. It was the identification of the field problems which happened by conducting observations and interviews. The next step was planning. After the problems had been identified, the researcher and the English teacher designed actions that were feasible to be implemented in the field. The third step was action and observation. In this step, the researcher implemented the actions with a collaborator. Next, the researcher observed and evaluated the data whether brainstorming was able to improve the students' writing skill or not. The last step was reflection, the English teacher and the researcher identified the successful and unsuccessful actions so

that the researcher could design the better plans for the next cycle. Every step conducted in this research is explained further as follows:

### **1. Reconnaissance**

The research began with finding problems in the field. To identify the field problems, the researcher conducted observations and interviews with the English teacher and the students. The interviews with the English teacher and students were conducted to gain information about the problems of teaching and learning writing. The researcher also observed the classroom to get the descriptions of the writing teaching and learning process.

Firstly, the researcher conducted observation by observing the teaching and learning process during the lesson. The description of the teaching and learning process can be seen in the following field notess.

#### **Field notess 1**

P = Researcher, GBI = English Teacher, Ss = Students

P and GBI entered the classroom. P sat on the back seat to observe the classroom activity. At that time, the class was very noisy, there were many students who were chatting, joking, and laughing even though GBI and P had been in the classroom. After that, GBI greeted the class, "Good morning", Ss responded, but some of them were still busy by themselves. Then GBI explained that P was here to conduct observation since next meeting P would conduct research in this school, especially in 8F. And then GBI discussed the previous materials, and by chance, there was homework, then they discussed the homework. After that, GBI asked Ss to open LKS and studied the materials about Narrative text again. GBI asked Ss, "Do you still remember what we have learnt in the previous meeting?". Nobody answered, they only bowed or turned their head left or right. After that GBI repeated the question using Bahasa. After that, several Ss answered, "Narrative, Ma'am". Then, GBI said, "There was an assignment about Narrative, wasn't it?". Ss were busy opening their bags, taking their books, being confused, or asking their friends.

All right, let's discuss the assignments. Open your book, and what is the title of the text?". Then Ss responded together. Then GBI explained about the text but not all students paid attention to her explanation. When GBI asked Ss to answer number one, that Ss was confused. After that, GBI asked Ss whether there was

any difficult words or not. She asked Ss to write the difficult words on the board in turns.

After that, GBI wrote the meaning of the words in Bahasa and explained about a past tense. GBI reminded them about the past tense. After that, GBI gave exercises about producing sentences using the past tense. After a few minutes, GBI asked one of them to write the sentence on the board. When they made mistakes, GBI corrected directly and explained to Ss. Since the bell rang, GBI ended the class and asked Ss to continue studying about these materials at home.

*(AP1/FN03/27 April 2016)*

Based on the above field notes, it shows that the teaching and learning process of writing was poor. The teacher only taught a writing skill in the last session. She gave the explanations and after that asked the students to produce the sentences. The result was not good because the students had many grammatical mistakes. In this case, the situation of the teaching and learning process tended to be monotonous because the teacher only gave explanations and then asked the students to do the tasks. Those activities did not encourage the students to get involved in the learning process. The researcher also found that only a few students actively participated during the lesson, while some others did not understand, and the rest did not pay attention to the teacher's explanation. When the teacher asked them to answer the question, those who did not actively participated could not answer the question well since they did not pay attention to the lesson. This made the situation of the teaching and learning become less conducive.

To support the data, the researcher conducted an interview with the English teacher to know the problems that occurred in the English teaching and learning process at the school based on the teacher's perspective. From the

interview, the researcher knew that there were many problems, which occurred, in the eight's grade class. It is proven by the Interview Transcript 1 below.

#### Interview Transcript 1

P	:	.....Kira-kira kalau untuk kemampuan writing siswa bagaimana bu? (... So, what about the students' writing ability, Mam?)
GBI	:	<i>Ya itu dia, ya lumayan kurang sebenarnya. Mungkin anak-anak lebih mending readingnya daripada writing. Kalau writing, anak-anak banyak kesulitan cara mentranslate ke bahasa Inggrisnya, disuruh bawa kamus saja kadang ada yang bawa kadang ada yang tidak. Padahal vocab nya kurang. Jadi ya kalau tugas writing pasti ya masih kurang hasilnya. Soalnya mereka caranya dibuat bahasa Indonesia dulu baru si Inggrisikan. Padahal hal itu ya tidak efektif juga caranya.</i> (That's the case, I think they have less ability in writing. I think the students have more ability in reading than writing. In writing, they have difficulties how to translate in English. I asked them to bring the dictionary, but only few of them brought the dictionary. They also lack vocabulary mastery. So when I gave them writing task, the result is not good. They usually write it in Bahasa Indonesia, and after that they translate it into English. And I think that is not effective.)
(AP2/IT01/Q4)		

The Interview transcript above shows that the writing skill was rarely taught in the teaching and learning process. The teacher focused more on the teaching writing. Related to the students' writing skill, they had less ability in writing since their writing result was out of expectation. The students' way of writing was only translating from Bahasa into English, therefore, it is not effective. It was proved by the Interview Transcript 2 below.

## Interview Transcript 2

P	:	<i>Susahnya dimananya, dek?</i> (Is there any difficulty?)
S <sub>1</sub>	:	<i>Ya, apa ya, pokonya susah mau nulisnya, Miss. Ga ngerti mau nulisnya gimana, ya kalau dalam bahasa Indonesia mengerti, Cuma kalau mau nulis pakai bahasa Inggris ya lihat-lihat kamus dulu.</i> (Emm.. what is it.. It is very difficult to write, Miss. I don't understand what I should write. I understand if it is in Bahasa. So, if I want to write it in English, I have to look up the dictionary.)
(AP2/IT01/Q7)		

Based on the interview transcript, the students did not have any idea to produce something. In this case, the teacher did not provide enough opportunity for the students to practice writing frequently. In addition, the students still had several writing problems. It was also proved by interview transcript 3 below.

## Interview Transcript 3

P	:	<i>Oh begitu ya bu, jadi siswa masih punya banyak kesulitan dalam menulis ya?</i> (Oh, I see, so the students still have difficulties in their writing skill, don't they?)
GBI	:	<i>Iya mbak, betul sekali. Ya itu tadi yang saya bilang, vocab mereka masih kurang, mereka tidak paham bahasa Inggrisnya apa, dan kadang tenses nya masih salah, mana yang subject diikuti verb nya masih banyak kesalahan mbak.</i> (Yes, you are right. As I said before, their vocabularies were still low, they didn't understand several English words, and sometimes they had many grammatical mistakes, which are related to the tenses used, they couldn't differentiate which one is subject and verb).
(AP2/IT01/Q7)		

From Interview Transcript 3, the students had low vocabulary mastery. Therefore, they did not understand how to write in English. Most of them had difficulties in the writing process. They had difficulties in choosing the appropriate words. Besides, they also had many grammatical mistakes. The



teacher said that most of the students could not differentiate between a subject and a verb in a sentence. That is why they spent too much time given by the teacher ineffectively to produce sentences.

Based on the result of observation and interviews, the researcher and the English teacher identified some problems existing in the field. They discussed the problems occurred in the class that might be solved. Those problems are presented in the following table:

**Table 6. Field Problems in the English Teaching and Learning Process**

No.	Field Problems	Code
1.	Some students did not pay attention to the teacher's explanation.	S
2.	The students considered writing as the most difficult skill to be learnt in the English subject.	S
3.	Most students did not understand the meaning of a word.	S
4.	The students had low motivation in teaching and learning process.	S
5.	The students had limited vocabulary mastery.	S
6.	The activities in the teaching and learning process lacked variation and seemed monotonous.	TL
7.	The students had many grammatical mistakes.	S
8.	The students lack the writing process.	S
9.	They students had difficulties in finding and generating ideas.	S
10.	The students were still confused how to start their writing.	S
11.	The classroom activities focused more on learning reading and grammar.	TL
12.	The students had low average ability in writing.	S
13.	The students spent much time for writing with poor result.	S
14.	The teacher did not provide the students with appropriate learning materials and activities.	T
15.	The students had difficulties in developing their ideas.	S
16.	The teacher rarely used specific strategy in teaching writing	T
17.	The teacher did not explain the writing process.	T

*S: Students*

*T: Teacher*

*TL: Teaching Learning*

After the field problems were identified, the researcher and the English teacher decided to solve five out of fourteen problems found in the teaching and

learning process of writing based on the feasibility level. Those problems can be seen in the table below.

**Table 7. Field problems which were feasible to be solved**

<b>No.</b>	<b>Field Problems</b>	<b>Code</b>
1.	The students had difficulties in finding and generating ideas.	S
2.	The students had low motivation in the teaching and learning process.	S
3.	The students had low ability in writing.	S
4.	The students had limited vocabulary mastery and grammatical mistakes.	S
5.	The activities in the teaching and learning process lacked variation and seemed monotonous.	TL

After identifying the most important problems that needed to be solved, the researcher and the English teacher tried to determine the actions that could solve the field problems. The teacher also gave the considerations toward the actions that were recommended by the researcher. The researcher and the teacher discussed the action that could improve the students' writing skill.

Based on the agreement between the researcher and the teacher, the actions that would be implemented were as follows.

- 1) Implementing the Brainstorming technique to improve the students' writing skill to obtain the students' enthusiasm and engagement in writing activity.
- 2) Giving feedback on students' work.

## **2. Implementation of the Actions**

### **a. Report of Cycle 1**

#### **1) Planning**

Before implementing the action, the researcher conducted the pre-test to the students. The aim of the pre-test is to measure the students' writing skill. After the researcher and the teacher formulated the field problems and the actions to solve the problems, they made some plans to be implemented in the first cycle. In the planning stage, the researcher designed lesson plans and the materials based on the syllabus including the brainstorming activities that would be implemented. Table 8 below shows the schedule of the action in conducting Cycle 1.

**Table 8. The Description of Action in Cycle 1**

<b>Meeting/ Date</b>	<b>Material</b>	<b>Actions</b>
1 May 4th, 2016	Recount text Topic: My experience	<ul style="list-style-type: none"> <li>❖ Showing pictures related to the topic</li> <li>❖ Giving a model text related to the topic</li> <li>❖ Explaining a generic structure of the text and simple past tense</li> <li>❖ Implementing a brainstorming technique (guided activity)</li> <li>❖ Producing sentences</li> </ul>
2 May 5th, 2016	Recount text Topic: My experience	<ul style="list-style-type: none"> <li>❖ Implementing a brainstorming technique (guided activity, in groups, and individually)</li> <li>❖ Producing sentences</li> </ul>
3 May 11th, 2016	Recount text Topic: My experience	<ul style="list-style-type: none"> <li>❖ Showing videos related to the topic</li> <li>❖ Implementing a brainstorming technique (guided, in groups, individually)</li> <li>❖ Producing sentences into good recount paragraphs</li> </ul>

Based on the above table, the researcher and the English teacher agreed to use brainstorming to improve the students' writing skill. By implementing the brainstorming technique, it is expected that there would be changes in teaching and learning process of writing.

## **2) Action and Observation**

In this stage, the plans were put into action. Before conducting the actions, the researcher administered pre-test in order to measure the students' writing ability. The pre-test was carried out on April 28<sup>th</sup>, 2016. The students were asked to write an interesting or amazing experience. They did the test in 45 minutes. The result of the pre-test showed that the students' writing ability was low.

The action in Cycle I was conducted in three meetings. In these three meetings, the researcher acted as the teacher and the English teacher as the collaborator and observer. They still worked together to observe the teaching and learning process. While doing observations, the collaborator took notes and collected students' opinions towards the teaching and learning process in order to help them to make reflections on their work.

The teaching and learning process was conducted using the same technique for the first three meetings. The brainstorming technique was implemented in the classroom. The researcher presented some pictures or videos related to the topic. The topic learned in the first cycle was "My experience". The micro skills learned were identifying the language features of a recount text,

identifying the generic structure of a recount text, using past tense, and writing a recount text.

The complete description of implementing the brainstorming technique in the first cycle is presented as follows:

a) First meeting

The first meeting was held on May 4th, 2016 at 09.45 a.m. - 11.15 a.m. As what had been decided by the English teacher and the researcher in the planning stage, the researcher in every meeting would teach the class during the research.

As the bell rang, the researcher and the collaborator entered the classroom and called the roles. At that time, the class was very noisy. The researcher greeted the students and they responded together. Then, the researcher showed several pictures to the students about a birthday party. The activity managed to attract the students' attention. It was shown on the following field notes.

Field Note 2

P asked them, "What's happening in the picture?". Most of them answered, "Birthday party, Miss". The researcher explained, "Ok,... good, someone is celebrating a birthday party. Whose birthday party do you think?". Then, they kept silent and thinking. It seemed that they hesitated, but one student said, "Father, Miss?". Then the researcher explained, "Look at the picture carefully. It is grandfather's birthday".

*(API/FN05/4 Mei 2016)*

From the field note above, when the researcher asked the students using English, not all the students understood what the researcher was saying. Therefore, they kept silent and thinking. After looking at the pictures, the researcher showed the model text to the students. She called on some students to

read the text aloud in turn each paragraph. After the students finished their reading, the researcher explained that the text is a recount text. Then the researcher explained the definition, generic structure, and grammatical features of the text in detail. After that, the researcher explained the use of past tense in detail.

After that, the researcher asked the students to make groups. The researcher gave some exercises to identify the generic structure of the text and to identify the verb which used a simple past tense based on the text. When they were in groups, they were very excited so that it made the class be noisy. The researcher and the collaborator looked around each group to check their work whether they understood or not. The researcher gave them 10 minutes to do the task. In this activity, most students did not understand how to answer the questions. The following field notes proved it.

#### Field Note 3

...there were many students who did not understand how to differentiate between verb and noun. They also were confused in determining the structure of the text. Most of them only depended to the one who was able to do the task.

*(AP1/FN05/4 Mei 2016)*

In connection with the field notes above, the students still did not understand the concept of the recount text. In doing the assignment, they only depended to others who were able to do the task. This means that the students who did not understand could not learn the materials well. That is why when the researcher and the collaborator looked around to the groups, they asked the

students to have a discussion in order to make the other members also understand how to do the task. And after that, the researcher asked one group to read their answers. Then, the researcher explained and discussed it in detail.

For the last activity, the researcher introduced the brainstorming technique to the students. They practiced brainstorming with their groups. The researcher distributed the students' worksheet to do the brainstorming. The topic was about interesting or unforgettable experience. She gave the students the example of how to do brainstorming. Since the topic is interesting or unforgettable experience, she gave the example of kinds of unforgettable experience that was 'coming late to school'. Then the students were asked to continue what kinds of experience that was related to the topic. From the activity, it was found out that most of the students individually got difficulties on how to express their idea. Then, the researcher found that some of them had difficulties in delivering the topic into sub topic. They had difficulties in expressing their ideas to produce writing's work. It was shown by the interview transcript below.

#### Interview Transcript 5

P	:	<i>... Jadi teknik brainstorming yang tadi Miss ajarkan bisa membantu bikin ide buat nulis ga?</i> (...so can brainstorming that I taught you earlier help you to have ideas to write something?)
S <sub>5</sub>	:	<i>Hmm..belum begitu Miss, masih bingung nulisnya soalnya ga ada ide.</i> (Hmm.. not really, Miss. I'm still confused how to write because I don't have any idea.)
(AP2/IT05/Q3)		

Based on the Interview Transcript 5 above, it shows that most students had difficulties in expressing their ideas. They did not know what to write. It was

because the students had low vocabulary mastery. They had difficulties in determining the appropriate words when producing words or sentences. It was proved by the following Interview Transcript.

#### Interview Transcript 6

P	:	....., <i>wahh..susahnya yang mananya dek?</i> (Emm.. which is the difficulty?)
S <sub>6</sub>	:	<i>Ya itu nggak tau artinya. Susah mau nulis apa.</i> (I don't know the meaning so it is difficult to write).
(AP2/IT06/Q3)		

It is stated that in this first meeting the teaching and learning process did not run as expectation because most of the students were confused on how to do the activities. They had difficulties on expressing their ideas in the brainstorming activities. The activity was about finding kinds of unforgettable experience. It means that the students' thinking production was very low, so that the researcher and the collaborator should make plans to make the students have better improvements related to their writing ability.

#### b) Second Meeting

The second meeting of the first cycle was conducted on Thursday, May 5th, 2016. The researcher started the class by greeting the students and checking the students' attendance. In this meeting, the researcher focused on the brainstorming activities. Based on the previous meeting, the students had difficulties in expressing their ideas, so the researcher asked them to practice more about the brainstorming technique.



In this second meeting, the researcher told the students that the previous activity was called brainstorming. It was quite new for the students. The researcher then made a presentation about the brainstorming technique. She explained about what brainstorming is and how to do it. She also showed the students how this technique could be applied in the writing activity. Brainstorming can help students to express their ideas in writing. Then the researcher gave the students worksheets about brainstorming. The researcher continued the previous topic from the general to the specific one. The topic of the previous meeting was unforgettable experience. The students had to find out the specific area about the topic, for example 'coming late to school'. In this meeting, the researcher use the topic 'coming late to school' that the students had to find out the specific idea about the reason of coming late to school. And the researcher gave the example to the students that was 'wake up late' be one of the reasons of coming late to school. In this activity, the students were allowed to use dictionary when practicing the brainstorming activity. There were a few improvements in students' involvement in the teaching and learning process. Some students were eager to discuss with their groups during doing the exercises. It can be seen in the following field note.

Field note 4

There were some students who took part in the group's discussion. There were also some students who wrote, helped others to think, or looked at the dictionary to find out the unfamiliar words.

*(AP1/FN06/5 Mei 2016)*

After the students finished doing the task, the researcher led the discussion about the exercise with the class. The students had no significant difficulties in doing the task. They understood enough about the brainstorming technique. It was proved by the following interview transcript.

#### Interview Transcript 7

P	:	<i>Gimana tentang pertemuan kedua tadi?</i> (How about our second meeting?)
S <sub>7</sub>	:	<i>Ya udah mendingan dari yang pertama Miss. Kemarin kan masih agak bingung, yang sekarang udah lumayan paham tentang caranya, jadi ngerti cara nya. Menarik sih menurutku hehehe</i> (I think it's better than the previous one, Miss. I was rather confused yesterday, but now I think I understand enough about how to do brainstorming. It's quite fun I think..)
P	:	<i>Oh syukurlah kalau gitu dek. Ada kesulitan gak?</i> (Oh, I see. Is there any difficulty?)
S <sub>7</sub>	:	<i>Sejauh ini belum sih Miss, soalnya dipandu sama Miss nya, jadi bisa</i> (So far, No, there isn't, Miss. It might be because you guide us how to do it, so I could do it well).
<i>(AP2/IT08/Q3)</i>		

From the above interview transcript, the students felt that brainstorming could help them to generate ideas and it was fun since the technique was quite new for them. It also can be seen in another interview transcript below.

#### Interview Transcript 8

P	:	<i>.....Kesan kamu gimana tentang pertemuan tadi?</i> (...What do you think about our meeting?)
S <sub>8</sub>	:	<i>Ya menurut saya, saya senang dengan kegiatan tadi. Karena bisa belajar hal baru dan bisa belajar buat menulis bahasa Inggris Miss.</i> (I think I am excited with the activity because I can learn new things and I can learn something on how to write using English, Miss).
P	:	<i>Iya betul dek. Kalau menurutmu gimana? Kamu mengalami kesulitan nggak?</i> (Yes, of course. And what do you think? Do you find any difficulties?)
S <sub>8</sub>	:	<i>Iya Miss. Ya, menurut saya pertemuan hari ini lebih mending</i>

	<p><i>daripada kemarin. Mungkin kemarin karena masih pertama, jadi masih bingung stepnya. Tapi untuk hari ini saya bisa mengikuti dengan baik.</i></p> <p>(I think today's lesson is better than yesterday. It might be because yesterday was the first meeting, so I was still confused with the stages. But for today I think I can join the class well).</p>
(AP2/IT09/Q3)	

Then the researcher continued to give the students another activity of brainstorming. She asked the students to do the task individually. In this stage, the researcher told the students to use 5W 1 H (what, when, where, with whom, and how). The topic was still the same from the beginning that is about unforgettable or interesting experience, but the students should choose their own topic. In this stage, the students had not produced any sentences yet. The researcher aroused the students more on generating their ideas using brainstorming technique. The researcher and the collaborator checked the students' work by looking around to their desks. It was found out that most of the students could do the brainstorming activity well. After that, the researcher asked the students to create one sentence on each idea on the brainstorming. In this activity, most students understood better how to differentiate between a subject and a verb, but several students still had mistakes related to grammatical structure. It can be seen by interview transcript below.

#### Interview Transcript 9

GBI	:	<p><i>Iya, tak lihat tadi juga sudah banyak yang sudah bisa membuat kalimat, ya walaupun tenses dan grammar nya masih banyak kesalahan.</i></p> <p>(Ya, I saw that most students could create sentences although there were still grammatical mistakes).</p>
(AP2/IT09/Q3)		

In relation to the interview transcript above, the English teacher stated that the students were able to produce sentences but there were still many grammatical mistakes. Nevertheless, at least they were able to produce sentences and responded well in the teaching and learning process in this second meeting.

### c) Third meeting

The last meeting of Cycle 1 was conducted on May 11th, 2016. In this meeting, the researcher focused on the brainstorming activity and producing sentences. After she opened the class and checked the students' attendance, the researcher gave the students a video about someone's experience. After that, the researcher asked the students to write down what happened in the story by using the brainstorming technique. She drew the mind map in the board and after that discussed the story in the video together with the students. She wrote what, where, when, with whom, and how. At this time, the students were actively involved in giving opinions to the teacher's instruction. It is proven by the following field note.

### Field note 5

P asked, "Let's begin with 'what'. So, what happened in the story?". Ss answered, "Going to Sanur beach, Miss." Then P responded, "Ok, good. You write down here in 'what' section. Ok, then, the next. Where does it happen?". Then Ss answered, "Bali, Miss". But the other students answered, "Sanur, Miss". Then P explained, Ok. Let's look at the video again".

*(AP1/FN07/11 Mei 2016)*

After that, the researcher divided the students into groups. Then, each group got a picture from the researcher. The pictures were about places, such as

beach, an amusement park, a hospital, a library, and a cinema. The students were asked to do the brainstorming technique based on the pictures using 5W and 1 H. In this activity, the students were allowed to use a dictionary to help them find the unfamiliar words.

The last activity was the researcher asked the students to produce sentences from the words in the brainstorming technique. They did this activity individually. The students developed the sentences into a good recount paragraph. The researcher still allowed the students to use the dictionary this time. Then the researcher and the collaborator checked the students' works and evaluated them. There were still some grammatical mistakes but they understood how to develop the words into good sentences. It can be seen from the following interview transcript.

#### Interview Transcript 10

P	:	<i>Oh iya, kamu merasa terbantu juga ya mulai nulis sebuah teks?</i> (.. Do you feel helpful in writing a text?)
S <sub>10</sub>	:	<i>Ya, lumayan terbantu kok Miss. Ya walaupun bikin kalimatnya kadang banyak yang salah. Hehehe</i> (So-so Miss even though there were many grammatical mistakes)
(AP2/IT12/Q7)		

Since the activities focused on the exploration of the ideas, the students were able to do the task well. It can be seen in the interview transcript 9 that the students quite understood about how to deal with producing sentences into paragraphs even though there were many grammatical mistakes.

### **3) Reflection of Cycle I**

Having completed the action stage in Cycle I, the researcher and the collaborator made some reflections related to the implementation of the action. They worked together to evaluate whether the action effectively improved the students' writing ability or not. The reflection was done based on the interviews with the students and the English teacher and observations in the teaching and learning process. These were done to fulfill the democratic validity. The reflection aimed to evaluate the actions whether it needed to be modified or not.

In the first meeting, there were still some students did not involve in the teaching and learning process at first. They were also reluctant to keep silent during the class. It was because the teacher was not their English teacher and it was the first meeting. They kept silent since they did not understand about the materials, that is why the researcher explained about a recount text and a simple past tense at the first meeting. When the researcher gave the brainstorming technique, most students had difficulties in generating ideas, so that the researcher guided them how to do the brainstorming technique.

In the second meeting, the researcher introduced brainstorming technique to students. She explained about what brainstorming was and how to do it. She also showed the students how this technique could be applied in a writing activity. Brainstorming can help students to express their ideas in writing. Therefore, the researcher trained the students how to brainstorm. The first practice was done

together with the whole class members and guided by the researcher while the second practice was done in groups. The activities were able to gain the students' involvement and enthusiasm in the teaching and learning process of writing. In this meeting, there were a few improvements in students' involvement in the teaching and learning process. Some students were eager to discuss with their groups during did the exercises. Therefore, the implementation of the brainstorming technique brought positive impact to the students. In addition, it also could facilitate their learning especially in the teaching and learning of writing.

The third meeting was the drilling practices of brainstorming technique. In this meeting, the researcher trained the students to organize the ideas resulted from brainstorming into sentences and paragraphs. The researcher divided the students into groups and gave them several pictures. Then the students explored their ideas from the pictures and then produced the ideas into words and sentences. In this activity, the students had understood about the concept of brainstorming technique. They were able to make ideas that would be used in their writing in a quick way.

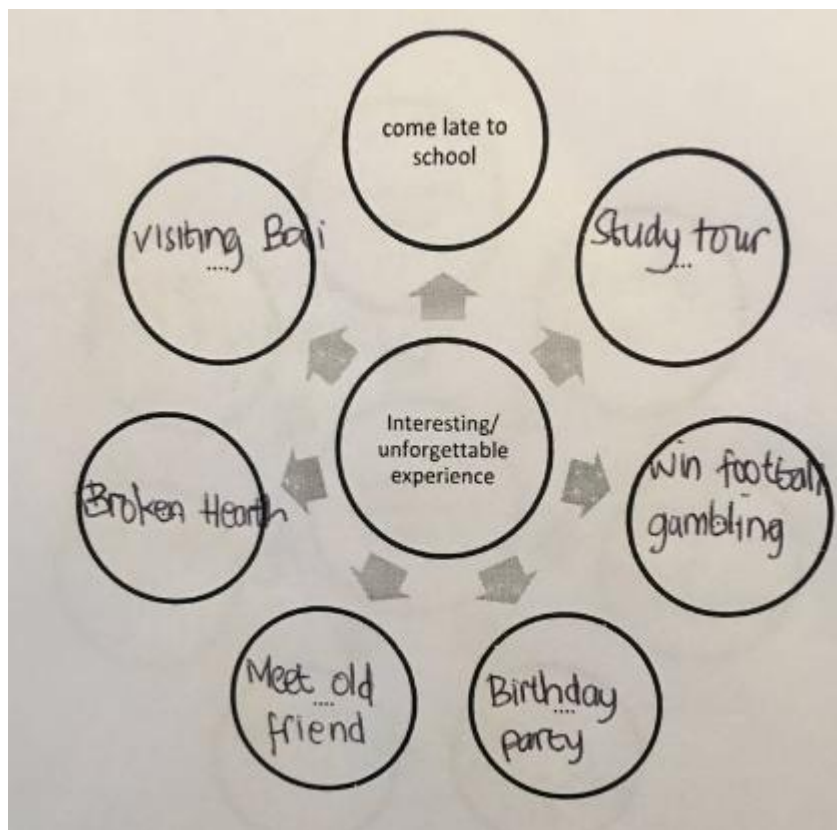


Figure 1. Student's brainstorming result

Based on the above figure, brainstorming could encourage the students to write because they felt at ease in doing the task. Brainstorming could help the students to organize and generate their ideas. It helped them to create meaningful sentences and develop paragraphs more easily. It could be identified that the actions applied were effective to improve the teaching and learning process of writing. It can be seen in the following interview transcript.

#### Interview Transcript 11

P	:	<i>Jadi bisa terbantu kah buat nulis recount text?</i> (Is it helpful to write a recount text?)
S <sub>12</sub>	:	<i>Ya, lumayan kok Miss, sudah ada gambaran kalau mau nulis oh bagian ini nulis ini, bagian itu nulis itu, gitu Miss.</i> (Yes, so-so, Miss, I have a description about how to write this part or that part).
(AP2/IT12/Q7)		



Based on the interview transcript, it can be seen that the researcher's explanation about the materials was clear enough because the students were able to produce sentences into paragraphs well related to the topic.

However, there were still several problems faced in this first cycle in terms of the teaching and learning process of writing. First, the students still had problems with sentence structures. The students had many grammatical mistakes in producing sentences. It was proved by interview transcript below.

#### Interview Transcript 12

GBI	:	<i>Iya, tak lihat tadi juga sudah banyak yang sudah bisa membuat kalimat, ya walaupun tenses dan grammar nya masih banyak kesalahan.</i> (Yes, I saw that most students could create such sentences although there were still grammatical mistakes).

(AP2/IT09/Q3)

From the above interview transcript, the teacher said that English teacher stated that the students were able to produce sentences but there were still many grammatical mistakes. The evidence is presented in the students writing task below.

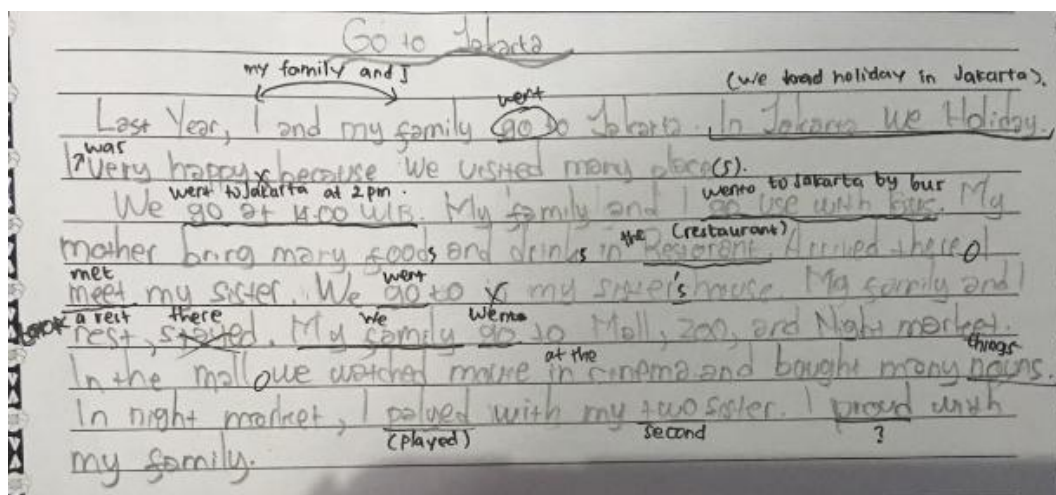


Figure 2. Student's writing task

From the students' task above, it can be seen that there were some mistakes related to grammatical mistakes made by the student. In terms of a content aspect, the topic is clear and complete enough and the details are almost related to the topic. In terms of an organization aspect, the identification was almost complete. In terms of grammar aspect, most of the sentences have grammatical mistakes but they did not affect the meaning. In terms of vocabulary, there are some misuses of word forms, while in terms of mechanics, there are some errors on spelling, punctuation, and capitalization.

In reference to the explanation above, it can be concluded that there were some points regarding the implementation of brainstorming in the teaching and learning process of writing within this cycle. In fulfilling democratic and dialogic validity, everybody had an equal opportunity to express his/ her ideas, opinions and feelings about the actions. Based on the reflections, the researcher found that

there were some results involving the successful and unsuccessful actions. The results of the reflections of the actions in Cycle I were as follows.

- (1) The implementation of Brainstorming in the teaching and learning process of writing in the class got positive responses from the students. In the beginning, they could not follow the activities well, but after it was implemented several times, some students put their efforts to do the activities and participated actively during the class.
- (2) The implementation of the brainstorming technique made the students easily generate their ideas in writing.
- (3) The students' involvement improved little in the teaching and learning process. Some of them were enthusiastic taking part and participating during the teaching and learning process of writing.
- (4) The students needed more explanation related to generating ideas, so the researcher gave more exercises and activities that enable them in finding and generating ideas to write.
- (5) Students needed more exercises and activities that enable them to improve their vocabulary. Some students still had difficulties in choosing appropriate words when producing a recount text so that the researcher allowed them to use the dictionary.
- (6) The students' writing ability was quite better. Some students could produce words into sentences and paragraphs although it was only simple.

## **b. Report of Cycle II**

### **1) Planning**

In reference to the reflections elaborated in the first cycle, the researcher found that the brainstorming technique could improve the students in the learning process of writing. However, there were several unsuccessful actions in the first cycle. Those unsuccessful actions would be improved in order to be successful.

Considering the unsuccessful actions that were found during the implementation of the actions in Cycle 1, the researcher and the English teacher planned actions in Cycle II. Generally, the planning for Cycle II was same as the planning in Cycle I. However, the implementation of the action was modified as a way to overcome the problems. In the second cycle, they decided to give the students more explanations and practice on grammar of a recount text. They would also give them more training in using the brainstorming technique. In the second cycle, the researcher did not allow the students to use the dictionary.

Then, the researcher designed lesson plans and the materials that would be used in the second cycle. The description of actions conducted in the second cycle is presented briefly in the table below.

**Table 9. The Description of the Action in Cycle 2**

<b>Meeting/ Date</b>	<b>Material</b>	<b>Actions</b>
4 May 12th, 2016	Recount text Topic: My holiday	<ul style="list-style-type: none"> <li>❖ Showing pictures related to the topic</li> <li>❖ Giving a model text related to the topic</li> <li>❖ Giving vocabulary tasks</li> <li>❖ Implementing a brainstorming technique (guided activity)</li> <li>❖ Producing sentences into paragraphs</li> </ul>
5 May 18th, 2016	Recount text Topic: My holiday	<ul style="list-style-type: none"> <li>❖ Showing videos related to the topic</li> <li>❖ Implementing a brainstorming technique (guided activity, in pairs, and individually)</li> <li>❖ Producing sentences into paragraphs</li> </ul>
6 May 19th, 2016	Recount text Topic: My holiday	<ul style="list-style-type: none"> <li>❖ Showing videos related to the topic</li> <li>❖ Implementing a brainstorming technique (guided, in pairs, and individually)</li> <li>❖ Producing sentences into good recount paragraphs</li> </ul>

## **2) Actions and Observation of Cycle II**

### **a) Fourth meeting**

This meeting was conducted on May 12th 2016. The researcher started the class by greeting the students and checking their attendance list. Then, the researcher explained the new topic and did the lead-in process by showing pictures to them.

In this meeting, the researcher reminded the students about the past tense rules. She explained more about grammatical structure of the text. The researcher asked the students to review about grammar of a recount text. She also gave students exercises about a past tense. This means that the students would be able to remember and used the rules of a past tense in producing their writing. After that the researcher gave a model text about the topic of the day "*My Holiday*". She showed several pictures about interesting tourism places. The researcher asked questions to them about the pictures and the students responded well. It can be seen by the following Field note.

Field note 6

When P was asking, "What is the picture about?". Several students answered, "A beach, Miss". One student said, "A beautiful beach, Miss".

(API/FN08/12 Mei 2016)

Based on the above field notes, it shows that the students' involvement in the teaching and learning process was better than the previous meeting in the first cycle. The students were confident enough to speak up in responding to the researcher's questions. After that, the researcher gave a model text related to the topic to the students. After discussing the text, the researcher drew a mind map as a brainstorming technique related to the text. The researcher explained to the students how to do brainstorming using WH questions. She also gave examples to the students of how to organize words into sentences, sentences into paragraphs.

For the next activity, the researcher divided students into several groups. The students did the brainstorming activity with their groups for 10 minutes. After

having discussions with their groups, the researcher asked the students to go back to their own seats. She asked them to produce sentences based on the words resulted in the brainstorming activity. In this activity, there was progress on their writing. It showed that they understood related to the sentence structure. However, some of them had difficulties in determining the past verb since the researcher did not allow the students to use a dictionary. It can be seen in the following interview transcript.

#### Interview Transcript 13

P	:	<i>...Kalau tentang grammar nya dalam menulis kalimat, masih bingung gak dek?</i> (Is there any difficulty related to grammar in producing sentences?)
S <sub>13</sub>	:	<i>Iya lumayan, Miss. Ya, sudah paham kalau pakai past tense, tapi kadang kurang hafal V2 nya, tapi sudah bisa dikit-dikit sih Miss.</i> (Yes, Miss. I already understood in using a past tense structure, but sometimes I did not remember some verbs in a past tense).
(AP2/IT16/Q3)		

Most students showed a progress related to grammatical sentence structure. It was also proved by interview transcript below.

#### Interview Transcript 14

P	:	<i>Kalau tentang grammarnya dalam menulis? Sudah bisa?</i> (How about your grammar in writing?)
S <sub>14</sub>	:	<i>Ya lumayan Miss, agak lumayan hafal. Kata-kata seputar Holiday ya kata-kata yang sudah umum, jadi sedikit tahu V2 nya, Miss.</i> (Yes, Miss, I can memorize it little bit. I can understand the words related to the topic about Holiday, so I know about the past verb little bit).
(AP2/IT17/Q5)		

In reference to the Field note and interview transcripts above, most students had better progress related to their grammatical structure. However, the

researcher still would give them more training in order that they had more understanding related to a past tense structure. In addition, the activities also encourage students to understand how to write recount text. They also were more enthusiastic to be involved in the teaching and learning process of writing.

#### **b) Fifth meeting**

The fifth meeting was held on May 18th 2016. In this meeting, the research dealt with the discussion of the previous meeting and focused more on grammatical structures. As the bell rang, the researcher and collaborator entered the classroom. The class situation this day was well conditioned since there was no noise and joking anymore before and during the class. This means that the students had a lot progressions related to their involvements in teaching and learning process. It was proved by the following field notes.

Field note 7

When the bell rang, P and K entered the classroom. The class situation was quiet which meant that they were ready to study. P greeted Ss, “Good morning students?”. Ss answered enthusiastically, “Good morning, Miss Ayu”. P said, “This is our fifth meeting, right? Tomorrow will be our last meeting, and after that we will have posttest”. Ss shouted disappointedly, “Yaaaaaaaaaahhhh....”.

*(AP1/FN09/18 Mei 2016)*

Based on the field notes, the students showed positive attitude towards the teaching and learning process. They responded well to the researcher and answered the questions well. They enthusiastically took part actively during the teaching and learning process of writing. It can be seen in the field notes below.



## Field note 8

...P asked, “Anyone who wants to make a sentence using the word ‘visited’?. Some students raised their hands, it means that they actively took part in the teaching and learning process.

(API/FN09/18 Mei 2016)

In the next activity, the researcher asked the students to do brainstorming in pairs. She gave them pictures about tourism places for each pair and gave them 10 minutes to do brainstorming. In this activity, the researcher did not use group work but pair work in order to know whether the each students understand about brainstorming activity or not. After that, the researcher asked the students to develop words into sentences individually using the words resulted from the brainstorming activity. Then, the researcher asked the students to organize the sentences into good recount paragraphs. In this activity, most of the students’ work had been done well. Their writing had several improvements. It can be seen in the following interview transcript.

## Interview Transcript 15

P	:	<i>Oh gitu, ya kalau setelah belajar sama Miss dari kemarin, kemampuan writing mu gimana? Ada peningkatan ga?</i> (Oh, I see. After what we have learned from the previous meeting, how about your writing ability? Is there any improvement?)
S <sub>15</sub>	:	<i>Ya lumayan Miss, ada pasti, soalnya pelajarannya asik, Miss. Kita belajar hal-hal baru buat belajar writing.</i> (Of course, Miss. The teaching and learning process was also interesting. We learned many new things to learn writing).
P	:	<i>Syukurlah kalau gitu, kalo gitu masalah grammar sudah bisa dong?</i> (Thanks God, so how about your grammar?)
S <sub>15</sub>	:	<i>Ya, lumayan Miss, harus banyak menghafal V2 nya.</i> (So-so, Miss. I have to learn more about the past verbs)
P	:	<i>Topiknya susah ga kalau kamu nulis itu?</i> (How about the topic? Is there any difficulty?)

(continued)

(continue...)

S <sub>15</sub>	:	<i>Enggak kok Miss, asik asik aja, kan tentang holiday to Miss, obyek-obyek wisata ya gak jauh-jauh amat vocab nya jadi ngerti Miss.</i> (No, it isn't. It's interesting I think. It's about holiday, right? I understand about vocabularies related to tourism places, so I understand more).
P	:	<i>Bagus, bagus, kalau menyusun kata menjadi kalimat ada kesulitan nggak?</i> (Good, is there any difficulty in organizing words into sentences?)
S <sub>15</sub>	:	<i>Enggak begitu Miss, udah bisa soalnya kan ada langkah-langkah nya dari kemarin udah belajar, jadi ya lumayan bisa Miss.</i> (Not really, Miss, I understand since there is a steps that we have learned from the beginning, so I could understand more).
(AP2/IT19/Q3)		

Related to grammatical sentence structures, the students had progressions on their sentence structure. The researcher always drilled them to practice grammar and brainstorming in the teaching and learning process. Below is the example of the students' work on the brainstorming activity.



Figure 3. The student's brainstorming result

Based on the above figure, the student could do the brainstorming activity well. The researcher also gave the students a help using WH questions so it made the students feel at ease in doing the brainstorming task. By organizing ideas using brainstorming, the students were able to produce sentences and paragraphs well. After discussing with their pairs about the brainstorming activity, the students produced sentences and organized them into good paragraph individually. Then, the students did pair feedback with their partner again. By doing pair feedback, it is expected that the students had more understanding about grammatical sentence structure. Moreover, they would know which sentences or words were correct or not. The following is the example of the student's writing task which was checked by their partner.

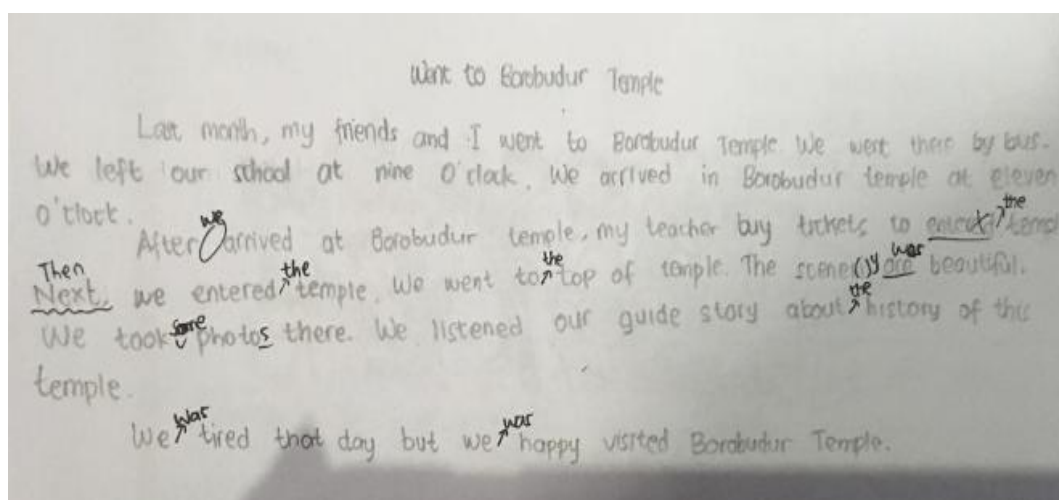


Figure 4. The student's writing task

The figure above shows that the students still had grammatical mistakes. The students also did pair feedback to their partners. However, in doing pair feedback, the students still had grammatical mistakes related to checking their

partners' sentences. Therefore, the students' work would be submitted to the researcher so that the researcher could check the students' work again.

In reference to the interview transcripts, the students had better improvements related to grammatical sentence structures and vocabulary mastery. They were familiar with vocabularies which were related to experience or holiday. The students had better understanding in organizing words into sentences and sentences into good paragraphs. Moreover, after the students finished doing their work individually, their partners would check their work. By doing pair feedback, it was expected that the students were able to differentiate whether the grammatical sentences were correct or not. By doing so, the students had more understanding about grammar and vocabulary.

### **c) Sixth meeting**

This last meeting of Cycle II was conducted on May 19th 2016. In this meeting, the researcher focused on the brainstorming activity in producing a recount text. As the lead-in activity, the researcher played video to the students and discussed about the video. In this activity, the students had a good response and participated actively in answering the questions related to the video. It can be seen from the following Field notes which showed the students' involvement during the teaching and learning process.

## Field notes 9

P asked, “OK, can you help me to make brainstorming based on the film earlier?”. Some Ss said, “Yes, Miss”. P said, “OK, let’s using WH questions. Let’s start with What. What’s the film about? Raise your hand, please”. Most of the students raised their hands since the answer was very easy. It means that the students had good response towards the teaching and learning process. Moreover, the students felt confident enough to show their participations in the teaching and learning process.

(AP1/FN10/19 Mei 2016)

After that, the researcher asked the students to do the brainstorming activity individually with the same topic ‘*Holiday*’. The students did brainstorming using WH questions to make it easier. The researcher asked the students to do brainstorming and follow the steps into writing production. The students should make it based on their personal experience or the other’s experience. During the activity, the researcher and collaborator checked the students’ work and reminded them about the brainstorming technique and a past tense rule. The students were serious and enthusiastic in doing this activity.

In this meeting, there were improvements related to the students’ writing. They were able to write sentences and organize them into a good paragraph. The students felt that brainstorming could help to guide them in the writing activity. It was showed by the following Interview Transcript.

## Interview Transcript 16

P	:	<i>Syukurlah kalo gitu. Kalo dari dek Isti sendiri, ada peningkatan nggak tentang kemampuan writingnya?</i> (That's relieving. So, what do you think, are there any improvements on your writing ability?)
S <sub>17</sub>	:	<i>Ya kalau itu jelas, Miss. Apalagi dengan diberikan teknik berfikir seperti brainstorming, kita bisa punya gambaran apa yang mau ditulis, kayak bikin konsep gitu sebelum kita nulis. Pokoknya membantu banget deh kalo menurutku.</i> (Of course, Miss. By giving mind technique like brainstorming. we can get description what we are going to write. We have a concept before we write. I think it can help us to write.)
(AP2/IT22/Q3)		

In reference to the above interview transcript, the student stated that the brainstorming could help them to learn how to write well since brainstorming technique provides activity which was a stage of mind mapping before the students produced sentences. However, there were only few students had grammatical mistakes, but they had a lot of improvements on their vocabulary mastery without using a dictionary. Therefore, they were able to produce a recount text well.

### 3) Reflection of Cycle II

Having completed the actions in Cycle II, the research team had a discussion related to the teaching and learning process. Through observing the teaching and learning process of writing and interviewing the teacher and the students, the researcher concluded some points as the reflection in Cycle II. The points reflected what happened in the class during the implementation of the actions within this cycle. Most of the actions in this cycle showed better

improvements than the previous cycle. The students gave positive responses and participated actively towards the actions conducted in this cycle. This was seen in the implementation of writing by using the brainstorming technique in the class. It was showed by the following interview transcript.

Interview transcript 17

P	:	<i>Bagaimana menurut anda tentang pertemuan yang terakhir tadi?</i> (What do you think about the last meeting?)
GBI	:	<i>Ya menurut saya sudah ada peningkatan. Saya perhatikan tadi semua siswa ikut serta dalam kegiatan pembelajaran. Yang tadinya belum bisa jadi lumayan bisa mengikuti langkah-langkah menulis yang mbaknya ajarkan.</i> (I think that there were some improvements. I observed that most all of the students participated in the teaching and learning process. The students could understand the steps of writing process as what you taught).
(AP2/IT24/Q2)		

Based on the above interview transcript, the teacher agreed that there were some improvements related to the students' writing ability. It showed that the students could participate in the teaching and learning process.

In addition, Implementing the brainstorming technique was able to improve the students' ability in writing a recount text. It encouraged the students to write and facilitated them in learning writing. It made the students feel at ease so that writing did not become a daunting task. They were able to generate and organize their ideas so that they could perform the writing task more effectively. The implementation of brainstorming could also gain the students' interest and motivation for involving themselves in the learning process of writing. It also enhanced the students' enthusiasm, especially when they had a discussion in groups.

Related to improving the writing process, brainstorming helps the students generate ideas. They could produce many words related to the topic in the five minutes by using WH questions and categories in the brainstorming process.

From the reflections, the researcher found that there were some results involving the successful and unsuccessful actions. The results of the reflections of the actions in Cycle II were as follows.

- (1) The implementation of the the brainstorming technique in the teaching and learning process of writing in the class got positive responses from the students. In this cycle, the students put their best efforts to do the activities and participated actively during the class.
- (2) The students' vocabulary mastery improved well. They were able to generate ideas and produce words and sentences well. Their grammar was also improved although there were still only a few grammatical mistakes.
- (3) The students were able to manage the writing process better using the brainstorming technique.
- (4) The students' writing ability improved. They could organize ideas faster and better. It helped them much in producing a good recount text.
- (5) The students became more confident with their writing.

## **B. The Students' Score**

The researcher conducted a pre-test and a post-test to get a broader picture of the students' writing ability. The pre-test was given at the beginning of the research. The students were asked to produce a text about their unforgettable or



interesting experience. Their writing was scored to five categories including content, organization, grammar, vocabulary, and mechanics. Each category was labeled 1 to 4 (the explanation attached in Appendix). The scoring scheme for the writing test category can be seen on Appendix F. In addition, the table below shows the mean score of the pre-test.

Table 10. The mean score of pre-test

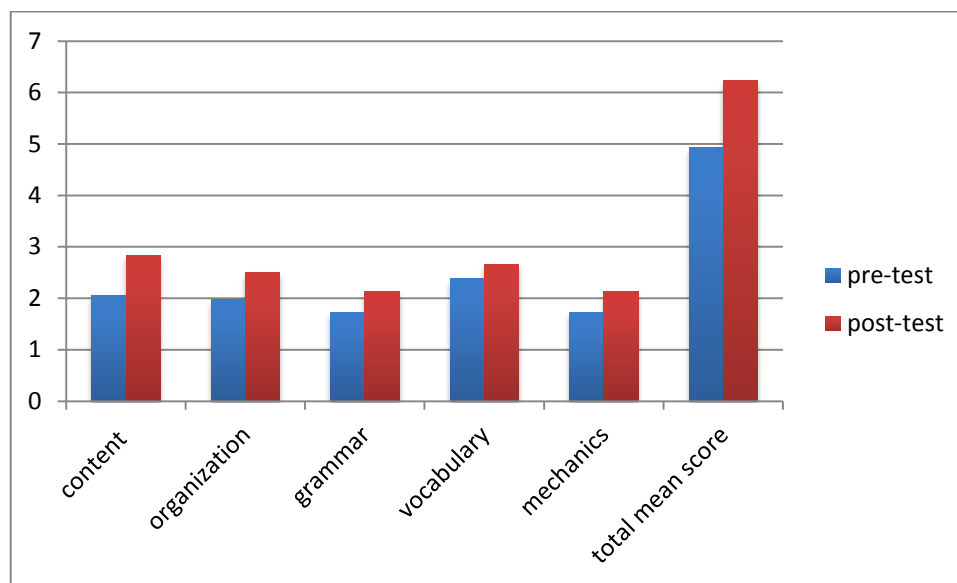
<b>Content</b>	<b>Organization</b>	<b>Grammar</b>	<b>vocabulary</b>	<b>mechanics</b>	<b>Total mean score</b>
2.06	1.97	1.72	2.38	1.72	4.93

Then, after implementing the actions in cycle I and II, the students were given a post-test. It was given at the end of Cycle II. They were asked to write a recount text about My Holiday. The following table shows the result of the post-test.

Table 11. The mean score of post-test

<b>Content</b>	<b>Organization</b>	<b>Grammar</b>	<b>vocabulary</b>	<b>mechanics</b>	<b>Total mean score</b>
2.84	2.5	2.13	2.66	2.13	6.24

Moreover, the chart below presents the comparison between the mean scores of the pre-test and the post-test.



In references to the students' writing scores, the students' ability in five aspects of writing improved after the brainstorming technique was implemented in the teaching and learning process of writing in the classroom. It showed that the students could perform the writing task better by using the brainstorming technique.

### C. General Findings and Discussions

The implementation of the actions of this research was over. Based on the actions and observations and the reflections, the researcher concluded that there was an improvement in the students' writing ability. The actions were able to improve some conditions related to the teaching and learning process in the class. The research focused on improving writing ability using the Brainstorming technique that was implemented in both Cycle I and Cycle II. The findings of the research showed that the implementation of the Brainstorming technique was successful in improving the students' writing ability. In the first cycle, the

implementation of the Brainstorming technique was successful to make the students get involved in the teaching and learning process of writing. It also improved their writing skill. However, there were still some problems that occurred in implementing the actions. The students needed more explanation related to recount texts and more exercises that focused on grammar. The students still had many grammatical mistakes in their writing. In addition, some students also needed more exercises and activities that enable them to improve their vocabulary. Some students still had difficulties in choosing appropriate words when producing a recount text so that the researcher allowed them to use a dictionary.

Therefore, the researcher overcame the problems so that in Cycle II the students' writing ability improved successfully. The research findings on improving writing ability are summarized in Table 12.

**Table 12. The Result after Implementing Brainstorming Technique**

No.	Pre - condition	Cycle I	Cycle II
1.	The students had difficulties in finding and generating ideas.	The students could find and generate ideas better.	The students could find and generate ideas well.
2.	The students had low motivation in teaching and learning process.	Some students showed enthusiasm and motivation on the teaching and learning process.	They enthusiastically got involved and more motivated in the teaching and learning process.
3.	The students had low average ability in writing.	The students' writing ability was better.	The students' writing ability improved much.
4.	The students had limited vocabulary mastery and many grammatical mistakes.	Their vocabulary mastery was richer, but they had many grammatical mistakes.	Their vocabulary mastery was much richer, only few students had grammatical mistakes.

(continued)

(continue...)

5.	The activities in the teaching and learning process lacked variation and seemed monotonous.	The activities in the teaching and learning process were varied.	The activity using Brainstorming technique in teaching and learning process were more varied.
6.	The mean score	The mean score of the students' writing ability was 4.93	The mean score of the students' writing ability was 6.24

In reference to the result above, there were improvements on the students' motivation in Cycle II. They seemed interested in and enjoyed the learning process since the students could build their writing habits through conducting the brainstorming technique. The students also could work cooperatively in groups or pairs. They could finish their work well. Moreover, their grammar and vocabulary mastery were improved well although only few students still had grammatical mistakes. The students also could determine the appropriate words when producing a text. Therefore, their writing ability also improved well by using the brainstorming technique.

Based on the qualitative and quantitative analysis, the students' writing ability improved well. Therefore, it can be concluded that the use of the Brainstorming technique could improve the students' writing ability.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents three main parts. They are conclusions, implications, and suggestions. The explanations of each point are presented as follows.

#### **A. Conclusions**

This research was action research which aimed at improving students' writing ability by using the Brainstorming technique at SMP N 1 Nanggulan Kulonprogo. This study involved the students of VIII F that consisted of 32 students with varied levels of proficiency. The research was carried out in the second semester of the academic year of 2015/2016 from April through May 2016.

Regarding to the discussions in the previous chapters, this research focused on improving students' writing ability by implementing Brainstorming technique. The result of the study showed that there were some improvements related to their writing ability. First, the implementation of the Brainstorming technique could improve the students' motivation and involvement to build their confidence to generate ideas in their writing. This was based on the fact that they enthusiastically participated in the teacher - students interaction and students' group discussions during the teaching and learning process in the classroom. Second, related to the grammatical aspect, the students had improvements related to the grammatical aspect. In the first cycle there were still many students who

had grammatical mistakes. Therefore, the researcher planned to give them more practices related to sentence structure and grammar to the students in the second cycle. In Cycle II, it was found out that only few students had grammatical mistakes. It means that most of them had understood more about their grammar. The next is related to vocabulary mastery. The students' vocabulary mastery was much richer after they practiced using the brainstorming technique. The students could choose the appropriate words when producing a text. They also could deliver their ideas better.

The next is about the students' writing ability. The students' writing ability improved much better by using the brainstorming technique. It helps the students to generate ideas more effectively to produce a text. Brainstorming facilitates the students to activate their prior knowledge before they practice their writing. By implementing the technique, the students could feel at ease in performing the writing task. Moreover, by implementing the brainstorming technique, the activities in teaching and learning process were more varied. Since the researcher introduced this new technique to the students to learn writing, they were interested in and more motivated to learn in the teaching and learning process.

In addition, there was statistical evidence that the students' writing ability improve. The improvement could be seen from the progress of the students' score before and after the action. The researcher held a pre-test and a post-test to determine whether there was a statistical difference between their writing score before and after the implementation of the Brainstorming technique. The mean score of the students' writing ability in the pre-test was 4.93, while the mean score

of the students' writing ability in the post-test increased to 6.24. It proved that the implementation of Brainstorming technique helped the students to achieve a better writing ability in producing writing's work.

In reference to the result above, it can be concluded that the implementation of Brainstorming technique in the teaching and learning process of writing was believed to improve the students' writing skill.

## **B. Implications**

The result of this research showed that the use of Brainstorming technique had successfully improved the VIII grade students' writing ability at SMP N 1 Nanggulan Kulonprogo in the academic year of 2015/2016. The implications of the actions can be presented as follows.

1. The implementation of the Brainstorming technique in teaching and learning process of writing is important since it could improve students' writing skill.
2. Students who were trained using brainstorming technique showed improvement related to their writing ability. The students were able to generate ideas by using the brainstorming technique. The improvement can be seen from the increasing of students' mean score of the pre-test and post-test. Students could achieve higher scores in writing after the implementation of the actions. It implies that the brainstorming technique is successful to improve the students' writing ability.
3. The students feel enthusiastic about brainstorming technique since the technique helps them to improve their English writing performances. The

students also become more motivated in learning writing. Besides, it also encourages students to actively participate in the teaching and learning process. It implies that the brainstorming technique can promote students to learn writing.

4. Conducting various activities in the classroom such as implementing the brainstorming technique would be very beneficial for the students. They will be more interested in learning and will not easily get bored. It implies that brainstorming technique is an interesting activity applied in teaching and learning writing.

### **C. Suggestions**

In accordance to the conclusions and implications of the study above, the researcher proposes the following suggestions.

#### **1. For English Teachers**

The teacher needs to create various interesting activities which can motivate and support the students to learn English especially writing. It is suggested that the English teachers need to apply the brainstorming technique as an alternative activity in teaching writing.

#### **2. For the Students**

The students need to broaden their experience in writing activities and discover their own best way in learning writing. They should practice regularly to improve their writing skill. It is suggested that the students need to use the



brainstorming technique in writing that make them feel at ease and enable them to generate ideas to compose writing.

### 3. For other Researchers

Other researchers can apply this study to conduct another studies on the same field in order to investigate a further effect of brainstorming technique to improve students' writing ability.

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# APPENDICES

**APPENDIX A**  
**FIELD**  
**NOTES**

## Field Note 1

Hari/ Tanggal : Senin, 25 April 2016

Waktu : 09.00

Lokasi : Ruang TU

Kegiatan : Permohonan ijin penelitian

Keterangan : P = Peneliti  
PT = Petugas TU

P datang ke SMPN 1 Nanggulan sekitar pukul 09.00, P langsung menemui PT. Kemudian P memperkenalkan diri sebagai mahasiswa dari jurusan Pendidikan Bahasa Inggris UNY dan menyampaikan maksud untuk mengadakan penelitian. Kemudian P memberikan surat ijin kepada PT. Beliau mengatakan akan menyampaikan surat tersebut kepada kepala sekolah, dan nanti akan dihubungi lagi untuk kepastiannya. Kemudian peneliti mengucapkan terima kasih dan berpamitan pulang.

## Field Note 2

Hari/ Tanggal : Selasa, 26 April 2016

Waktu : 08.00

Lokasi : Ruang TU, Ruang Guru

Kegiatan : Permohonan ijin penelitian

Keterangan : P = Peneliti  
PT = Petugas TU  
GBI = Guru Bahasa Inggris

P datang ke SMPN 1 Nanggulan sekitar pukul 08.00. P menuju ke ruang TU lagi dan menemui PT. Beliau menyampaikan bahwa kepala sekolah menyetujuinya, dan mengatakan bahwa untuk selanjutnya P dapat langsung menghubungi GBI. Kemudian P diantar PT untuk menemui GBI di ruang guru.

Di ruang guru, P memperkenalkan diri kepada GBI dan menyampaikan maksud dan tujuannya. GBI menyambut dengan baik. Kemudian P dan GBI membicarakan masalah-masalah yang berkaitan dengan kegiatan siswa di kelas. Kemudian P meminta ijin untuk melakukan observasi kelas sebelum melakukan penelitian.

## Field Note 3

Hari/ Tanggal : Rabu, 27 April 2016

Waktu : 11.15

Lokasi : Ruang kelas 8 F

Kegiatan : Observasi

Keterangan : P = Peneliti  
GBI = Guru Bahasa Inggris  
Ss = Siswa

P dan GBI memasuki ruang kelas. P duduk di bangku paling belakang untuk mengamati kegiatan di kelas. Saat itu suasana kelas masih ramai, banyak siswa yang mengobrol, bercanda, tertawa walaupun GBI dan P sudah masuk ke kelas. Setelah itu beliau membuka kelas dengan menyapa siswa "Good morning", Ss menjawab salam dan beberapa masih sibuk sediri. Lalu GBI menjelaskan kehadiran P di kelas ini yaitu untuk melakukan observasi karena pertemuan yang akan datang P akan melakukan penelitian di sekolah ini terutama kelas 8F. Lalu GBI membahas materi minggu lalu dan kebetulan ada PR, kemudian membahas tentang PR. Setelah itu GBI menyuruh Ss membuka LKS dan mengulang kembali materi teks Narrative. GBI menanyakan kepada Ss, "Do you still remember what we have learnt in the previous meeting?". Siswa tidak ada yang menjawab, dan hanya menunduk atau menoleh ke kanan dan kiri. Kemudian GBI mengulang pertanyaan dengan bahasa Indonesia, "Kemarin kita belajar apa?". Ada beberapa Ss yang menjawab, "Narrative, Ma'am". Lalu GBI berkata, "Waktu itu ada tugas ya tentang Narrative?". Ss langsung sibuk membuka tas, mengambil buku, ada juga yang bingung dan bertanya dengan temannya.

"Alright, let's discuss the assignments. Open your book, and what is the title of the text?" Ss menjawab serentak. Kemudian GBI menjelaskan makna tentang isi teks tersebut, namun tidak semua Ss memperhatikan. Ketika GBI menyuruh Ss untuk menjawab nomor satu, Ss tersebut langsung bingung dan terkejut. Setelah itu GBI menanyakan kepada Ss apakah ada kata-kata yang sukar untuk dimengerti. Beliau menyuruh Ss untuk menuliskan satu per satu kata-kata yang sukar secara bergantian di papan tulis.

Setelah Ss selesai menuliskan kata-kata sulit di papan tulis, GBI menuliskan arti kata tersebut dalam bahasa Indonesia di sebelah kanan lalu menjelaskan mengenai bentuk past tense. GBI mengingatkan kembali tentang past tense kepada Ss. Kemudian GBI memberikan latihan soal kepada Ss untuk membuat kalimat menggunakan past tense. Setelah diberikan beberapa menit, GBI menunjuk salah seorang Ss untuk menuliskan kalimatnya di papan tulis. Ketika ada kesalahan, GBI langsung mengoreksi dan menjelaskan ke seluruh Ss. Karena bel sudah berbunyi, GBI mengakhiri kelas dan menyuruh Ss untuk melanjutkan di rumah.

#### Field Note 4

Hari/ Tanggal : Kamis 28 April 2016

Waktu : 09.15

Lokasi : Ruang Kelas 8 F

Kegiatan : Pelaksanaan pre-test

Keterangan : P = Peneliti

GBI = Guru Bahasa Inggris

Ss = Siswa

P tiba di sekolah sekitar pukul 08.50 langsung menuju ruang guru untuk menemui GBI. P sudah siap untuk melaksanakan pre-test di kelas 8 F. GBI meminta P untuk bersiap-siap sampai bel berbunyi. Setelah bel berbunyi, P menuju ruang kelas 8 F bersama GBI. Banyak Ss yang tadinya berada di depan kelas langsung masuk dan duduk ke tempat masing-masing. GBI membuka kelas



dengan ucapan salam, lalu menyampaikan maksud kedatangan P di kelas untuk mengadakan pre-test. GBI menjelaskan bahwa pre-test hanya untuk mengetes kemampuan writing siswa. Kemudian GBI mempersilakan P untuk memulainya sambil memohon pamit tidak bisa menemani karena ada hal yang harus dikerjakan.

P menjelaskan kepada Ss mengenai teknis pelaksanaan pre-test nya. P membagikan worksheet kepada Ss dan menjelaskan bahwa mereka hanya diminta untuk membuat karangan/ tulisan mengenai pengalaman yang mengesankan yang pernah dialami. P memberikan waktu selama 45 menit. Kemudian Ss mengerjakan dengan tenang, ada yang menoleh ke temannya sambil bertanya, ada juga yang kebingungan dan belum mulai untuk menulis. Karena ini bersifat tes, P tidak memperkenankan Ss untuk menggunakan kamus.

Ketika waktu sudah hampir habis, P meminta Ss untuk mengumpulkan worksheet. Kemudian P mengakhiri kelas, mengucapkan salam dan berpamitan kepada Ss.

#### Field Note 5

Hari/ Tanggal : Rabu, 4 Mei 2016

Waktu : 11.15

Lokasi : Ruang Kelas 8 F

Kegiatan : Pertemuan pertama (cycle 1)

Keterangan : P = Peneliti  
 GBI = Guru Bahasa Inggris  
 Ss = Siswa  
 K = Kolaborator

P tiba di sekolah pukul 11.00 dan langsung menemui GBI. P menyampaikan bahwa hari ini akan dilaksanakan pertemuan pertama pada Cycle 1. GBI mempersilakan P untuk langsung menuju kelas sambil menunggu bel tanda jam dimulai.

Ketika bel sudah berbunyi, P dan K menuju ruang kelas. P mengambil posisi di meja guru, sedangkan K berada di bangku belakang kelas. Pada saat itu kondisi kelas masih ramai. P mengucapkan salam dan menyapa Ss. Ss menyapa serentak. Kemudian P menunjukkan gambar kepada Ss tentang birthday party. P bertanya, "What's happening in the picture?". Ss menjawab, "birthday party, Miss". P menjelaskan, "Ok.. good, someone is celebrating a birthday party. Whose birthday party do you think?". Kemudian anak-anak terdiam dan berfikir hendak menjawab. Mereka agak ragu-ragu, ada Ss yang menjawab, "Father, Miss?". Lalu P menjelaskan, "Look at the picture carefully. It is grandfather's birthday."

Setelah melihat gambar, P menunjukkan teks kepada Ss. P menunjuk beberapa Ss untuk membacakan teks nya secara bergantian per paragraf. Setelah selesai membacakan teks, P menjelaskan bahwa teks tersebut adalah teks recount. Kemudian P menjelaskan secara detail definisi, struktur teks, dan grammatical features dari recount. Setelah selesai menjelaskan, P bertanya, "do you understand? any questions?". Beberapa Ss diam dan ada pula yang geleng-geleng

kepala. P berkata,” Ok, if there’s no question, I will give you example of past tense. Lalu P menjelaskan secara detail penggunaan past tense.

Setelah itu P meminta Ss untuk berkelompok, dan P memberikan latihan soal untuk mengidentifikasi struktur teks dan mengidentifikasi jenis verb simple past tense yang ada di teks tersebut. Ketika berkelompok, mereka tampak senang, namun kelas menjadi ramai. P hanya memberi waktu 10 menit saja. P dan K mengelilingi setiap kelompok untuk mengecek pekerjaan Ss jika ada hal yang belum mereka pahami. Dengan melihat pekerjaan mereka, masih banyak Ss yang belum dapat membedakan mana yang verb mana yang noun. Ada juga yang masih bingung dalam menentukan struktur teks tersebut. Kebanyakan dari mereka hanya mengandalkan teman yang pandai di dalam group untuk menjawab pertanyaan. Setelah waktunya habis, P meminta salah satu kelompok untuk membacakan jawabannya. Setelah itu P menjelaskan lebih detail berhubungan dengan teks tersebut.

Kemudian, untuk aktivitas yang terakhir, Ss berlatih brainstorming. P memperkenalkan Ss mengenai brainstorming. Ss masih bersama-sama dengan kelompoknya. Kemudian P membagikan worksheet Ss untuk mengerjakan brainstorming. P memberikan topik mengenai interesting experience/ unforgettable experience. P memberikan contoh cara melakukan brainstorming, P memberikan contoh interesting/ unforgettable experience yaitu come late to school. Kemudian Ss diminta untuk melanjutkan dan berfikir kira-kira topik apa saja yang berhubungan dengan interesting/ unforgettable experience.

Karena waktu sudah hampir habis, P meminta Ss untuk mengumpulkan worksheet nya, dan akan dibahas lagi di pertemuan mendatang. P menutup kelas dan mengucapkan salam.

#### Field Note 6

Hari/ Tanggal : Kamis, 5 Mei 2016

Waktu : 09.15

Lokasi : Ruang Kelas 8 F

Kegiatan : Pertemuan kedua (cycle 1)

Keterangan : P = Peneliti

Ss = Siswa

K = Kolaborator

P dan K sudah berada di depan kelas pukul 09.00 sambil menunggu bel berbunyi. Ketika bel telah berbunyi P dan K segera masuk ke kelas. Kondisi kelas masih ramai, banyak Ss yang bercanda dan tertawa sambil menyambut P dan K. P dan K mengambil posisi dan P mengucapkan salam kepada Ss dan mengkondisikan kelas. P bertanya kepada Ss mengenai aktivitas kemarin. Setelah dilihat, ada beberapa Ss yang sudah benar mengerjakan, namun belum sepenuhnya benar. Kemudian P menjelaskan bahwa kegiatan yang terakhir kemarin merupakan kegiatan brainstorming. P menjelaskan secara detail definisi dan bagaimana cara melakukan brainstorming. Teknik brainstorming dapat membantu Ss dalam menulis sebuah cerita. Jadi P menjelaskan bahwa di kelas ini akan lebih belajar mengenai writing skill. Setelah P menjelaskan, P bertanya

kepada Ss, “Any questions?”. Kemudian Ss menimpali, “Jadi brainstorming itu bikin kayak cara berfikir itu ya, Miss”. P menjawab, “Yes, it’s right. Brainstorming dapat membantu kalian dalam hal menulis, apa yang mau kalian tulis itu ditulis kerangkanya terlebih dahulu”.

Lalu P membagi Ss menjadi beberapa kelompok lagi, dan membagikan worksheet mengenai brainstorming. P memberikan topiknya yaitu come late to school. Kemudian P menyuruh Ss menuliskan alasan-alasan kenapa terlambat datang ke sekolah. P memberikan contoh lagi yaitu woke up late menjadi salah satu alasannya. Kemudian Ss mengerjakan brainstorming secara berkelompok. Terkadang mereka bertanya kepada P dan K bagaimana cara menuliskan dengan bahasa Inggris. P memperbolehkan Ss untuk memakai kamus sebagai alat bantu ketika berlatih. Dalam hal ini, P dan K meminta Ss harus ikut berfikir karena ini adalah diskusi kelompok. Ada beberapa Ss yang mau berpartisipasi dalam diskusi kelompok, ada yang menulis, membantu berfikir, ataupun mencari kata yang tidak dimengerti di dalam kamus. Setelah kira-kira 10 menit, P membahas pekerjaan Ss apakah sudah benar. Sebagian besar mereka sudah dapat mengerjakan dengan baik, mereka sudah memahami cara melakukan teknik brainstorming. Hampir semua Ss mengangguk-angguk.

Lalu P meminta Ss untuk duduk di bangku masing-masing dan mengerjakan latihan brainstorming secara individu. Di stage ini P memberikan bantuan 5W dan 1 H (What, where, when, with whom, dan how). P memberikan topik mengenai unforgettable/ interesting experience, namun area nya sudah spesifik, yaitu untuk mengisi apakah itu, dimana, kapan, dengan siapa, dan bagaimana itu terjadi. Ss membuat kata-kata terlebih dahulu, belum menjadi sebuah kalimat. P memberikan waktu kira-kira 15 menit. P dan K mengecek pekerjaan Ss.

Setelah 15 menit berlalu, P mengecek dan meminta Ss untuk membuat satu kalimat dari masing-masing ide dari brainstorming. Kemudian P menjelaskan kembali bahwa Ss harus mengingat pola kalimat terkhususnya past tense, jadi mereka harus menuliskannya dalam kalimat past tense. Ketika P dan K mengecek pekerjaan Ss, kebanyakan dari mereka masih banyak kesalahan dalam menentukan V2 nya, kemudian P memperbolehkan Ss untuk mencari V2 di dalam kamus. Hampir seluruh Ss sudah memahami perbedaan letak subyek dan verb, namun secara struktur ada beberapa Ss yang masih belum benar dalam membuat kalimatnya. Kemudian Ss diminta untuk mengumpulkan hasilnya. Berhubung waktu sudah habis, P mengucapkan salam dan menutup kelas.

#### Field Note 7

Hari/ Tanggal : Rabu, 11 Mei 2016

Waktu : 11.15

Lokasi : Ruang Kelas 8 F

Kegiatan : Pertemuan ketiga (Cycle 1)

Keterangan : P = Peneliti  
Ss = Siswa  
K = Kolaborator

P dan K memasuki kelas setelah bel berbunyi dan mengambil posisi masing-masing. P mengucapkan salam dan mengkondisikan kelas. P mereview kegiatan sebelumnya dan menjelaskan kepada Ss tentang hasil pekerjaan mereka kemarin. P mengembalikan pekerjaan Ss kepada mereka. Setelah itu P memberikan cuplikan video mengenai pengalaman seseorang. Dan setelah itu, mereka diminta untuk menceritakan apa yang terjadi dalam video pendek tersebut. Cara menceritakannya yaitu dengan menuliskannya di lembar brainstorming : what, where, when, with whom, dan how. P memberikan contoh cara melakukan brainstorming dari video tersebut. P bertanya, "Let's begin with what. What happened in the story?". Ss menjawab, "Going to Sanur Beach, Miss". Lalu P merespon, "Ok, bagus. Kamu tulis di sini ya di bagian what. Nah, selanjutnya. Where does it happen?". Lalu seluruh Ss menjawab, "Bali, Miss". Namun ada Ss yang menjawab, "Sanur, Miss". Lalu P menjelaskan, "OK, let's look at the video again". Lalu P memutar video sekali lagi. Seluruh Ss melihat video dengan seksama dan seterusnya menjawab pertanyaan sampai akhir. P memandu Ss dalam melakukan brainstorming berdasarkan cerita dalam video. Di pertemuan ini Ss sudah banyak mengikuti pelajaran dengan baik. Lalu P memberikan contoh cara mengembangkan kalimat dan menyusun paragraf dari kata-kata hasil brainstorming.

Setelah itu P membagi Ss menjadi beberapa kelompok. P membagikan gambar tentang tempat-tempat hiburan kepada masing-masing kelompok. Ss diminta untuk melakukan teknik brainstorming berdasarkan gambar tersebut menggunakan 5W dan 1H. Mereka mengerjakan latihan bersama kelompoknya. P dan K mengecek pekerjaan Ss masing-masing kelompok sambil memberikan evaluasi. Untuk pertemuan kali ini, Ss diminta untuk lebih mengeksplor ide-ide gagasan yang ada di dalam gambar. Pada aktivitas ini, seluruh Ss dalam tiap kelompok ikut ambil bagian dalam diskusi. Ss diperbolehkan menggunakan kamus untuk mencari istilah yang tidak mengerti.

Untuk kegiatan terakhir, P meminta Ss untuk mengembangkan kalimat berdasarkan kata-kata dari teknik brainstorming secara individu. Ss mengembangkan kalimat menjadi paragraf recount yang benar dan masih diperbolehkan menggunakan kamus. P dan K bersama-sama mengecek pekerjaan Ss serta mengevaluasinya. Ada sedikit Ss yang banyak mengalami kesalahan grammar. Namun mereka sudah paham cara mengembangkan kata menjadi kalimat dan benar. Namun dalam mengembangkan menjadi paragraf, masih banyak kalimat yang tidak koheren dengan kalimat sebelumnya. Ss mengumpulkan pekerjaan mereka kepada P. Karena pelajaran telah berakhir, P segera menutup kelas dan memberikan salam.

#### Field Note 8

Hari/ Tanggal : Kamis, 12 Mei 2016

Waktu : 09.15

Lokasi : Ruang Kelas 8 F

Kegiatan : Pertemuan keempat (Cycle 2)

Keterangan : P = Peneliti

Ss = Siswa

K = Kolaborator

Bel tanda masuk telah berbunyi, P dan K segera memasuki kelas disambut dengan sorakan dari Ss. P dan K mengambil posisi dan P mengucapkan salam, "Good morning, everybody". Ss menjawab dengan antusias, "Good morning, Miss Ayu". P mengevaluasi pekerjaan Ss selama 3x pertemuan kemarin bahwa Ss sudah mulai bisa melakukan teknik brainstorming dan membuat kalimat dari kata-kata yang dihasilkan dari teknik brainstorming walaupun masih banyak kesalahan gramarnya. P juga mengingatkan Ss mengenai past tense dan memberikan Ss soal latihan mengenai past tense. Kemudian P menunjukkan beberapa gambar tentang obyek wisata. P melakukan tanya jawab kepada Ss mengenai obyek wisata tersebut. Dalam tanya jawab ini, Ss merespon dengan baik. Ketika P bertanya, "What is the picture about?". Ada beberapa Ss menjawab, "A beach, Miss". Ada juga yang menjawab, "A beautiful beach, Miss". P memberikan contoh teks recount mengenai pengalaman berlibur di obyek wisata. Salah satu Ss diminta untuk membacakan teksnya dengan nyaring. Setelah itu, P membuat bagan brainstorming mengenai teks tersebut. P menjelaskan kepada Ss dalam melakukan brainstorming pada teks tersebut serta mengembangkan kalimat dan menyusun paragraf menggunakan kata-kata dari hasil brainstorming.

Untuk kegiatan practice, P membagi Ss menjadi beberapa kelompok. P membagikan worksheet pada masing-masing Ss untuk melakukan brainstorming secara berkelompok dengan topik "Holiday". Ss diminta untuk melakukan brainstorming mengenai holiday's destination dalam waktu kurang lebih 10 menit. Setelah 10 menit berlalu, P berkata, "Ok, let's stop writing everybody. Now I want you to go back to your own seat". Kemudian P meminta Ss untuk menuliskan kalimat berdasarkan kata-kata dari teknik brainstorming itu. P dan K mengecek pekerjaan Ss secara bersama-sama serta mengevaluasinya. P memberikan waktu kurang lebih selama 15 menit untuk membuat kalimat-kalimat yang berhubungan dengan topiknya. P bertanya, "any difficulties?". Ss menjawab, "lumayan, Miss". P dan K kembali mengecek pekerjaan Ss dan mengevaluasinya.

Ketika waktu sudah hampir habis, P meminta Ss untuk mengumpulkan pekerjaannya dan akan dilanjutkan di pertemuan selanjutnya. P menutup kelas dan mengucapkan salam.

#### Field Note 9

Hari/ Tanggal : Rabu, 18 Mei 2016

Waktu : 09.15

Lokasi : Ruang Kelas 8 F

Kegiatan : Pertemuan kelima (Cycle 2)

Keterangan : P = Peneliti  
Ss = Siswa  
K = Kolaborator

Pukul 09.10 P sudah berada di depan kelas 8 F menunggu pergantian jam berbunyi. Ketika bel sudah berbunyi, P dan K masuk ke kelas dan suasana kelas lumayan hening tanda Ss siap untuk belajar. P menyapa Ss, "Good morning,

students?”. Ss menjawab, “Good morning, Miss Ayu”, sambil bersemangat. P mengatakan, “This is our fifth meeting, right? Tomorrow will be our last meeting, and after that we will have post test”. Ss berteriak, “Yaaaaaahh....”, dengan perasaan kecewa. P kemudian mengkondisikan Ss untuk belajar dan mengajak mereka untuk menonton sebuah video. Ss mengamati video dengan tenang. Setelah itu P bertanya jawab mengenai cerita dalam video tersebut serta memberikan contoh brainstorming mengenai cerita yang ada dalam video tersebut. Dalam memberikan contoh, P juga bertanya jawab dengan Ss. “Ada yang mau kasih contoh buat kalimat menggunakan kata ‘visited’?”, P bertanya. Ada beberapa Ss yang mengangkat tangan, tandanya mereka berpartisipasi dalam kegiatan pembelajaran ini. Lalu P menunjuk salah satu Ss untuk menuliskannya di papan tulis. Setelah itu, P meminta Ss untuk membuat kalimat dari kata-kata brainstorming yang sudah dibuat oleh P. Setelah itu Ss diminta untuk mulai menyusun kalimat menjadi paragraf recount yang tepat.

Untuk kegiatan latihan, P meminta Ss untuk mengerjakan secara berpasangan dalam melakukan brainstorming. P memberikan gambar tentang obyek wisata dan brainstorming worksheet dibagikan kepada masing-masing Ss. Ss diminta melakukan teknik brainstorming bersama dengan teman pasangannya/ sebangku. P memberikan waktu kurang lebih 10 menit kepada Ss untuk berdiskusi secara berpasangan. Dalam berdiskusi dengan pasangan, P jadi lebih tahu bahwa semua siswa dalam kelompok berpasangan berdiskusi dengan baik dalam melakukan kegiatan brainstorming.

Setelah 10 menit berlalu, P meminta Ss untuk membuat kalimat secara individu dari kata-kata hasil brainstorming tadi. P dan K memeriksa pekerjaan Ss. Setelah itu Ss diminta untuk menyusun kalimat-kalimat yang sudah dibuat menjadi paragraf recount yang terorganisir dengan baik. P memberikan waktu kurang lebih 15 menit. P dan K kembali memeriksa pekerjaan Ss dengan cara berkeliling ke masing-masing meja mereka. Setelah 15 menit berlalu, P meminta hasil pekerjaan Ss untuk ditukarkan dengan pasangannya untuk dikoreksi. Ss akan mendapatkan feedback dari teman pasangannya mana kalimat yang sudah benar dan mana yang belum tepat. Setelah itu pekerjaan Ss dikumpulkan kepada P. Karena waktu telah usai, P segera menutup pelajaran dan mengucapkan salam kepada Ss.

#### Field Note 10

Hari/ Tanggal : Kamis, 19 Mei 2016

Waktu : 09.15

Lokasi : Ruang Kelas 8 F

Kegiatan : Pertemuan keenam (Cycle 2)

Keterangan : P = Peneliti  
Ss = Siswa  
K = Kolaborator

Hari ini adalah hari terakhir P mengajar di kelas 8 F. P dan K memasuki ruangan kelas dan disambut antusias oleh Ss. P mengucapkan salam dan mengkondisikan kelas. P mereview materi di pertemuan sebelumnya. P mengajak

Ss untuk menonton cuplikan film kemudian bersama Ss membahas cerita dalam film tersebut. Respon siswa sangat bersemangat dalam sesi tanya jawab. P bertanya, “OK, can you help me to make brainstorming based on the film earlier?”. Beberapa Ss menjawab, “Yes, Miss”. P berbicara, “OK, let’s using WH questions. Let’s start with What. What’s the film about? Raise your hand, please”. Hampir semua Ss mengangkat tangan karena jawabannya sangat mudah. Itu artinya respon Ss terhadap pembelajaran ini sudah baik, mereka merasa percaya diri untuk menunjukkan partisipasinya dalam pembelajaran.

Setelah itu, Ss secara individu melakukan teknik brainstorming menggunakan kata My Holiday. Ss diminta melakukan brainstorming menggunakan WH Questions untuk memudahkannya. P meminta Ss untuk membuatnya berdasarkan pengalaman pribadi, atau orang lain diperbolehkan. P memberikan waktu kurang lebih 10 menit. Setelah 10 menit, P meminta Ss untuk membuat kalimat dari kata-kata brainstorming mengenai liburan mereka, dan setelah itu mereka menyusun kalimat-kalimat tersebut menjadi paragraf recount yang baik. Untuk pekerjaan kali ini, P memberikan waktu kurang lebih 20 menit untuk Ss mengerjakan. P sambil mengingatkan Ss teknik brainstorming dan membuat kalimat menggunakan past tense. Ss tampak serius dalam mengerjakan tugas kali ini.

Setelah 20 menit berlalu, ada beberapa Ss yang sudah selesai mengerjakan dan ada pula beberapa yang belum. P menunjuk salah satu Ss dan memintanya untuk mempresentasikan hasil tulisannya di depan kelas. P membahas pekerjaan Ss tersebut bersama-sama. Jika ada kesalahan, Ss merevisi hasil pekerjaannya.

Setelah itu, P menanyakan, “Is there any difficulties related to how to write recount text?”. Beberapa Ss menjawab, “No, Miss”. Pada pelajaran terakhir ini tampak Ss serius dan pekerjaan tulisannya ada peningkatan. Mereka tampak banyak mengalami kemajuan dalam menulis sebuah kalimat dan mengembangkannya menjadi paragraf walaupun masih ada sedikit kesalahan grammar. Namun, dari hal vocabulary mereka sudah banyak mengalami kemajuan, tanpa menggunakan kamus, mereka sudah bisa menulis dengan baik dan terorganisir.

Karena waktu telah usai, P mengevaluasi kegiatan hari ini dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan selama ini. P mengapresiasi pekerjaan Ss bahwa ada banyak kemajuan bagi Ss mereka dapat menulis dengan baik. P menutup kelas dan mengucapkan salam.

#### Field Note 11

Hari/ Tanggal : Rabu, 25 Mei 2016

Waktu : 11.15

Lokasi : Ruang kelas 8 F

Kegiatan : Pelaksanaan Post test

Keterangan : P = Peneliti  
 GBI = Guru Bahasa Inggris  
 Ss = Siswa

P sampai di sekolah sekitar pukul 11.00 dan langsung menuju kelas 8 F untuk melaksanakan post-test. Sesampainya di kelas, suasana tidak begitu ramai, hanya saja mereka sedang mengorbol dengan teman-temannya. Tak berlama-lama lagi, P menyuruh Ss untuk mempersiapkan diri. P mengingatkan kembali tentang ciri-ciri kebahasaan dan tata tulis paragraf recount. Setelah itu P membagikan worksheet kepada Ss dan mereka diminta untuk menuliskan sebuah recount text mengenai your last holiday. Ss diberikan waktu kurang lebih 60 menit untuk mengerjakan post-test.

Waktu 60 menit sudah berlalu, P meminta Ss untuk mengumpulkan worksheet mereka. P berpamitan kepada Ss dan mengucapkan terimakasih atas partisipasinya dalam penelitian ini. Setelah itu P mengucapkan salam dan memberi salam dan keluar dari kelas. Lalu P menuju ke kantor guru untuk menemui GBI melaporkan bahwa post-test sudah selesai dilaksanakan. P juga berpamitan kepada GBI dan mengucapkan terimakasih atas segala bantuan dan tenaga yang sudah GBI berikan.



**APPENDIX B**  
**INTERVIEW**  
**TRANSCRIPTS**

## INTERVIEW TRANSCRIPTS

### Transcript 1

Hari, tanggal : 25 April 2016

Jam : 09.00

Tempat : Ruang Guru

Responden : P = Peneliti

GBI = (Guru Bahasa Inggris)

P	:	Selamat pagi, ini dengan ibu Sri <i>nggih</i> ?
GBI	:	Iya mbak. Gimana?
P	:	Iya bu,perkenalkan nama Ayu, mahasiswa Pendidikan Bahasa Inggris dari UNY. Saya akan melakukan penelitian disini, namun sebelumnya mau observasi dulu bu.
GBI	:	Oh, iya mbak, boleh sekali mbak.
P	:	Begini Bu, di antara keempat skill, ibu mengajarnya lebih fokus ke skill yang mana ya Bu?
GBI	:	Sebenarnya ya semua skill, tapi saya lebih fokuskan ke readingnya, karena nanti untuk persiapan ujian nasional. Tapi tetap skill lain saya ajarkan, namun tidak sepenuhnya, karena ya mengejar waktu.
P	:	Oh begitu ya, Bu. Kira-kira kalau untuk kemampuan writing siswa bagaimana bu?
GBI	:	Ya itu dia, ya lumayan kurang sebenarnya. Mungkin anak-anak lebih mending readingnya daripada writing. Kalau writing, anak-anak banyak kesulitan cara mentranslate ke bahasa Inggrisnya, disuruh bawa kamus saja kadang ada yang bawa kadang ada yang tidak. Padahal vocab nya kurang. Jadi ya kalau tugas writing pasti ya masih kurang hasilnya. Soalnya mereka caranya dibuat bahasa Indonesia dulu baru si Inggrisikan. Padahal hal itu ya tidak efektif juga caranya.
P	:	Oh begitu, kalau mengenai proses pembelajaran writing di kelas bagaimana bu?
GBI	:	Sebenarnya jarang sih, ya itu saya kombinasikan dengan readingnya. Jadi misalnya belajar mengenai salah satu teks. Siswa belajar reading dulu sambil saya jelaskan mengenai teks tersebut, struktur, dan ciri-ciri teksnya, serta tenses yang di pakai dalam teks tersebut. Kalau proses reading sudah cukup dan siswa sudah mengerti, nanti saya memberikan tugas siswa yaitu menulis tentang teks tersebut, maksudnya yang ber genre seperti yang baru diajarkan pada reading.
P	:	Oh begitu, jadi siswa langsung diberikan tugas ya bu?
GBI	:	Ya kalau tugas, terkadang mereka banyak mengambil dari internet, dan saya tahu itu bukan tulisan mereka. Tapi kalau saya berikan tugas di sekolah, ya hasilnya akan berbeda dengan tugas yang dibawa di rumah.
P	:	Oh begitu ya bu, jadi siswa masih punya banyak kesulitan dalam menulis ya?

GBI	:	Iya mbak, betul sekali. Ya itu tadi yang saya bilang, vocab mereka masih kurang, mereka tidak paham bahasa Inggrisnya apa, dan kadang tenses nya masih salah, mana yang subject diikuti verb nya masih banyak kesalahan mbak.
P	:	Oh begitu, baik bu, kalau begitu terimakasih atas waktunya. Nanti saya boleh meminta waktu untuk melakukan kegiatan observasi di kelas yang sedang ibu ajarkan?
GBI	:	Oh ya boleh mbak, silakan kembali besok.
P	:	Baik, terimakasih bu Sri.

## Transcript 2

Hari, tanggal : Rabu, 27 April 2016

Jam : 13.00

Tempat : Ruang kelas 8 F

Responden : P = Peneliti

S1 = Siswa 1 (Aprilia)

P	:	Oke, kenalan dulu, namanya dek siapa?
S <sub>1</sub>	:	Aprilia, Miss.
P	:	Minta waktunya Dek Aprilia sebentar ya. Yang pertama Miss mau nanya, Dek Aprilia suka ga sama pelajaran bahasa Inggris?
S <sub>1</sub>	:	Suka.
P	:	Sukanya kenapa?
S <sub>1</sub>	:	Ya biar bisa bahasa Inggris.
P	:	Oke berarti self motivation ya. Terus kegiatan pelajaran bahasa Inggris di kelas biasanya seperti apa?
S <sub>1</sub>	:	Biasanya baca teks terus diterjemahkan artinya. Kalo ga ya latihan soal-soal di buku paket atau LKS gitu. Sama mencatat vocab gitu.
P	:	Kalau kegiatan menulis dalam bahasa Inggris di kelas sering dilakukan?
S <sub>1</sub>	:	Jarang sih, Miss. Habisnya susah. Lebih sering kegiatan membaca atau dikasih soal gitu. Ya terkadang kalau menulis buat tugas di rumah.
P	:	Oh begitu, tugas dirumah. Kalau menurut kamu, menulis dalam bahasa Inggris sulit apa engga?
S <sub>1</sub>	:	Ya susah, Miss.
P	:	Susahnya dimananya, dek?
S <sub>1</sub>	:	Ya, apa ya, pokonya susah mau nulisnya, Miss. Ga ngerti mau nulisnya gimana, ya kalau dalam bahasa Indonesia mengerti, Cuma kalau mau nulis pakai bahasa Inggris ya lihat-lihat kamus dulu.
P	:	Oh gitu, susah ya, tapi pengen bisa nulis dalam bahasa Inggris ga? Kan penting juga tuh nanti kalau buat jenjang atas atau pekerjaan.
S <sub>1</sub>	:	Ya pengen bisa sebenarnya Miss.
P	:	Ya baik, berarti kamu ada kemauan belajar ya, bagus bagus hehe.. Kalau menurutmu, kamu pengen pembelajaran bahasa Inggris itu yang seperti apa?
S <sub>1</sub>	:	Ya yang kegiatannya menarik dan ga ngebosenin aja Miss.

P	:	Oh, gitu, ya makasig banyak ya atas waktunya.
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## Transcript 3

Hari, tanggal : Rabu, 27 April 2016

Jam : 13.10

Tempat : Ruang kelas 8 F

Responden : P = Peneliti  
S2 = Siswa 1 (Ratih)

P	:	Halo dek, bisa minta waktunya sebentar banget ya?
S <sub>2</sub>	:	Boleh, Miss.
P	:	Dengan dek siapa ini?
S <sub>2</sub>	:	Ratih, Miss.
P	:	Btw, suka dengan pembelajaran bahasa Inggris kah?
S <sub>2</sub>	:	Ya lumayan, Miss.
P	:	Suka nya di kegiatan apa dek? Speaking? Listening? Reading? Apa Writing?
S <sub>2</sub>	:	Emmm... ya suka semuanya sih, Miss. Hehehe
P	:	Wah bagus dong, udah pinter dong ini.
S <sub>2</sub>	:	Ya nggak juga, Miss.
P	:	Oh ya, Miss mau nanya. Kalau tentang kemampuan menulis mu gimana dek?
S <sub>2</sub>	:	Ya.. agak susah sih Miss kalau nulis
P	:	Susahnya gimana?
S <sub>2</sub>	:	Ya susah, nggak tau mau nulis apa dalam bahasa Inggris.
P	:	Oh begitu, kalau pembelajaran writing di kelas biasanya bagaimana?
S <sub>2</sub>	:	Biasanya sih dikasih teks, terus kita baca, dan dikasih soal gitu, Miss. Oh ya, kadang kalau ada kata-kata sulit kit nulis di papan tulis kata-kata yang susah apa aja. Ntar artinya tanya jawab sama Bu Sri siapa yang bisa, ya dibahas sama-sama gitu.
P	:	Oh begitu, kalau menurutmu, aktivitas seperti apa yang kamu pengen dalam pembelajaran writing?
S <sub>2</sub>	:	Ya, yang menyenangkan, jadi bisa pinter nulisnya, hehehe
P	:	Oh, gitu, jadi kamu punya motivasi buat pengen bisa menulis dalam bahasa Inggris ga nih?
S <sub>2</sub>	:	Ya, miss. Pengen bisa menulis dalam bahasa Inggris dengan baik.

## Transcript 4

Hari, tanggal : Rabu, 27 April 2016

Jam : 13.15

Tempat : Ruang kelas 8 F

Responden : P = Peneliti  
S3 = Siswa 3 (Hendrik)  
S4 = Siswa 4 (Wildan)

P	:	Hai dek, lagi apa? boleh minta waktunya sebentar?
S <sub>3</sub>	:	Waduh ada apa Miss?
P	:	Mau nanya-nanya aja, sama kalian berdua boleh? Namanya siapa?
S <sub>3</sub>	:	Hendrik Miss
S <sub>4</sub>	:	Wildan
P	:	Oh ya dek, kamu suka pelajaran bahasa Inggris nggak?
S <sub>3</sub>	:	Hehehe..ya nggak begitu, Miss.
S <sub>4</sub>	:	Ya biasa aja Miss
P	:	Loh..lha kenapa dek?
S <sub>3</sub>	:	Ya soalnya kadang nggak dong, Miss.
S <sub>4</sub>	:	Ya, sama Miss, nggak tau artinya, hehehe
P	:	Lha nggak dong nya dari mananya? Atau kesulitanmu apa aja waktu pelajaran bahasa Inggris?
S <sub>3</sub>	:	Hmmm...banyak Miss, kebanyakan nggak tau artinya, sama kadang nggak paham ama maksudnya itu gimana.
S <sub>4</sub>	:	Ya, sama Miss, pokoknya nggak tau artinya, jadinya ga ngedong, hehehe
P	:	Ohh gitu, masih bingung ya? Tapi sudah dijelaskan to?
S <sub>3</sub>	:	Ya udah si Miss, tapi masih belum dong aja.
	:	Ya, sama Miss
P	:	Oh gitu, kalau menulis dalam bahasa Inggris, bisa nggak?
S <sub>3</sub>	:	Lha itu dia Miss, apalagi menulis, pasti nggak bisa Miss, hehe
S <sub>4</sub>	:	Iya sama Miss, nggak punya ide mau nulis apa
P	:	Lha kalau ada tugas writing gimana?
S <sub>3</sub>	:	Ya cari di internet, Miss
S <sub>4</sub>	:	Kalo nggak ya liat punya temen, Miss
P	:	Oh gitu, ya uda makasih ya atas waktunya

## Transcript 5

Hari, tanggal : Rabu, 4 Mei 2016

Jam : 13.00

Tempat : Ruang kelas 8 F

Responden : P = Peneliti  
S5 = Siswa 5 (Wahyuni)

P	:	Halo dek, boleh minta waktunya bentar nggak?
S <sub>5</sub>	:	Oh, ya Miss. Ada apa?
P	:	Namanya siapa? Bagaimana tentang pembelajaran hari ini?
S <sub>5</sub>	:	Wahyuni, Miss. Ya senang bisa belajar hal baru.
P	:	Syukurlah kalau begitu. Jadi teknik brainstorming yang tadi Miss ajarkan bisa membantu bikin ide buat nulis ga?
S <sub>5</sub>	:	Hmm..belum begitu Miss, masih bingung nulisnya soalnya ga ada ide.
P	:	Sip, pokonya nanti kamu pasti bisa belajar writing nya kok. Oh ya, kalau

		tentang pelajaran tadi, ada kesulitan ga?
S <sub>5</sub>		Ya, kadang nggak tau artinya Miss, jadi harus buka kamus, atau ya dikasih tau Miss nya jadi ngerti artinya
P		Oh ya, nggak apa-apa, nanti lama-lama bisa ya..
S <sub>5</sub>		Iya Miss

## Transcript 6

Hari, tanggal : Rabu, 4 Mei 2016

Jam : 13.05

Tempat : Ruang kelas 8 F

Responden : P = Peneliti

S<sub>6</sub> = Siswa 6 (Aditya)

P	:	Hai dek, boleh ganggu sebentar?
S <sub>6</sub>	:	Ada apa, Miss?
P	:	Cuma mau nanya aja, gmana pembelajaran hari ini?
S <sub>6</sub>	:	Ya lumayan asik, Miss. Bisa belajar hal baru, tapi masih susah Miss.
P	:	Syukurlah kalo gitu, wahh..susahnya yang mananya dek?
S <sub>6</sub>	:	Ya itu nggak tau artinya. Susah mau nulis apa.
P	:	Oh gitu..iya nanti lama-lama kosa kata mu bisa nambah kok. Belajar terus ya..
S <sub>6</sub>	:	Iya, Miss.
P	:	Ya sudah, besok kan kita belajar lagi. Ayo semangat untuk belajar ngomong lebih banyak ya.
S <sub>6</sub>	:	Oke Miss.

## Transcript 7

Hari, tanggal : Rabu, 4 Mei 2016

Jam : 13.10

Tempat : Ruang Guru

Responden : P = Peneliti

GBI = Guru Bahasa Inggris

P	:	Oh ya bu, menurut ibu gimana tentang pertemuan tadi?
GBI	:	Oh iya mbak, untuk yang tadi sudah bagus, tekniknya menarik. Tapi mungkin anak-anak masih bingung ya, karena masih baru bagi mereka, jadi harus pelan-pelan prosesnya biar mereka paham
P	:	Iya bu, karena ini juga masih pertemuan pertama, mereka harus beradaptasi dengan teknik barunya.
GBI	:	Iya ndak papa mbak. Pertemuan selanjutnya akan memakai teknik itu lagi to?
P	:	Iya bu, jelas. Penelitian saya tentang penggunaan teknik brainstorming untuk membantu belajar writing bu
GBI	:	Oh, lha iya mbak. Barangkali nanti dengan diimplementasikan terus,

		anak-anak jadi bisa lebih paham. Yang sabar aja mbak, anak-anak memang agak sulit. Pelan-pelan nanti pasti bisa kok.
P	:	Iya bu, pasti. Terimakasih atas saran dan bantuannya.
GBI	:	Iya sama-sama mbak. Semoga berhasil untuk pertemuan berikutnya.

## Transcript 8

Hari, tanggal : Kamis, 5 Mei 2016  
 Jam : 10.30  
 Tempat : Depan kelas 8 F  
 Responden : P = Peneliti  
               S7 = Siswa 7 (Yanti)

P	:	Namanya siapa dek?
S <sub>7</sub>	:	Yanti Miss.
P	:	Nanya-nanya bentar boleh kan?
S <sub>7</sub>	:	Iya Miss, gimana?
P	:	Gimana tentang pertemuan kedua tadi?
S <sub>7</sub>	:	Ya udah mendingan dari yang pertama Miss. Kemarin kan masih agak bingung, yang sekarang udah lumayan paham tentang caranya, jadi ngerti cara nya. Menarik sih menurutku hehehe
P	:	Oh syukurlah kalau gitu dek. Ada kesulitan gak?
S <sub>7</sub>	:	Sejauh ini belum sih Miss, soalnya dipandu sama Miss nya, jadi bisa
P	:	Ya syukurlah kalau begitu. Jadi, teknik itu bisa bantu kamu buat nulis ga nih?
S <sub>7</sub>	:	Ya bisa Miss, terbantu banget. Soalnya kayak bikin rencana apa aja yang mau ditulis, ya pelan-pelan di kembangkan. Asik juga ternyata ya
P	:	Ya begitulah, itu teknik berfikir yang menarik, bisa buat bantu kamu belajar bahasa Inggris, apalagi buat menulis.
S <sub>7</sub>	:	Iya Miss, jadi nggak gambling lagi mau nulis apa.

## Transcript 9

Hari, tanggal : Kamis, 5 Mei 2016  
 Jam : 10.35  
 Tempat : Depan kelas 8 F  
 Responden : P = Peneliti  
               S8 = Siswa 8 (Isti)

P	:	Boleh minta waktunya bentar gak?
S <sub>8</sub>	:	Iya Miss.
P	:	Namanya?
S <sub>8</sub>	:	Isti, Miss.
P	:	Oke, Isti. Kesan kamu gimana tentang pertemuan tadi?
S <sub>8</sub>	:	Ya menurut saya, saya senang dengan kegiatan tadi. Karena bisa belajar hal baru dan bisa belajar buat menulis bahasa Inggris Miss
P	:	Iya betul dek. Kalau menurutmu gimana? Kamu mengalami kesulitan

		nggak?
S <sub>8</sub>	:	Iya Miss. Ya, menurut saya pertemuan hari ini lebih mending daripada kemarin. Mungkin kemarin karena masih pertama, jadi masih bingung stepnya. Tapi untuk hari ini saya bisa mengikuti dengan baik.
P	:	Iya, baguslah kalau begitu. Berarti kamu sudah lebih paham dan bisa lebih gampang untuk belajar menulis ya?
S <sub>8</sub>	:	Iya sudah lumayan paham kok, Miss. Pelan-pelan teknik ini bisa digunakan untuk pedoman menulis, jadi menyenangkan.
P	:	Iya, dek. Terimakasih atas waktunya ya.
S <sub>8</sub>	:	hehe iya miss. Sama-sama.

## Transcript 10

Hari, tanggal : Kamis, 5 Mei 2016

Jam : 10.40

Tempat : Depan kelas 8 F

Responden : P = Peneliti

S<sub>9</sub> = Siswa 9 (Alya)

P	:	Halo dek boleh minta waktunya bentar. Namanya siapa?
S <sub>9</sub>	:	Iya Miss boleh, aku Alya
P	:	Gimana tentang pertemuan tadi, dek Alya?
S <sub>9</sub>	:	Ya sudah mendingan, Miss. Bisa belajar teknik baru buat belajar nulis. Enak juga ternyata.
P	:	Syukur deh kalo gitu. Berarti udah ada peningkatan ya dari pertemuan-pertemuan sebelumnya?
S <sub>9</sub>	:	Iya Miss, sudah lumayan. Ya walau kadang mengembangkan jadi kalimat nya masih agak pelan-pelan. Harus inget, oh ya, pake past tense.
P	:	Oh ya? Jadi menurutmu, cara Miss mengajar di kelas bisa dipahami ya?
S <sub>9</sub>	:	Iya, Miss. Tekniknya asyik menurutku. Bikin rancangan berfikir buat nulis. Ternyata gampang juga ya, ada ide buat nulisnya.
P	:	Kalau menurutmu sendiri, kamu sudah ada peningkatan kemampuan menulisnya blm?
S <sub>9</sub>	:	Ya lumayan, Miss. Ya sudah banyak terbantu dengan brainstorming, Cuma ya harus mengingat past tense, verb 2 nya apa saja, ya harus pelan-pelan Miss pokonya.
P	:	Ya nggak apa-apa. Di rumah sambil dipelajari terus V2 nya ya
S <sub>9</sub>	:	Iya, Miss.

## Transcript 11

Hari, tanggal : Kamis, 5 Mei 2016

Jam : 10.45

Tempat : Ruang Guru

Responden : P = Peneliti

GBI = Guru Bahasa Inggris



P	:	Bagaimana pembelajaran hari ini, menurut ibu?
GBI	:	Oh ya, pertemuan tadi sudah cukup lebih baik dari yang kemarin ya. Masalah pengaturan waktu sudah lumayan cukup tertata. Dan anak-anak juga sudah mulai bisa beradaptasi dengan tekniknya.
P	:	Iya bu, pelan-pelan mereka pasti bisa mengikutim, ya.
GBI	:	Iya, tak lihat tadi juga sudah banyak yang sudah bisa membuat kalimat, ya walaupun tenses dan grammar nya masih banyak kesalahan.
P	:	Iya, bu. Mereka perlu berlatih menulis supaya lebih bisa lagi.
GBI	:	Iya mbak, ya dicoba terus, semangat ya, semoga nanti anak-anak bisa pandai nulisnya
P	:	Iya bu. Terimakasih atas bantuannya.
GBI	:	Iya sama-sama mbak.

## Transcript 12

Hari, tanggal : Rabu, 11 Mei 2016

Jam : 13.00

Tempat : Depan kelas 8 F

Responden : P = Peneliti  
S10 = Siswa 10 (Rahmat)

P	:	Dek, boleh minta waktunya sebentar?
S <sub>10</sub>	:	Boleh, mbak eh Miss.
P	:	Nggak apa-apa dek. Oh ya namanya siapa?
S <sub>10</sub>	:	Rahmat, Miss
P	:	Menurutmu gimana tentang pertemuan tadi?
S <sub>10</sub>	:	Ya lumayan Miss, sudah paham
P	:	Apakah lebih enak dengan menggunakan teknik tersebut untuk writing?
S <sub>10</sub>	:	Ya enak Miss, ya soalnya diajarin cara gampangnya buat nulis, jadi lumayan bisa sedikit-sedikit nulis.
P	:	Kalo menurut kamu, lebih suka individu atau kelompok?
S <sub>10</sub>	:	Ya kelompok dong, Miss. Kan bisa diskusi ama temen, hehehe
P	:	Oh begitu, ya syukurlah kalau begitu. Trus kendalanya apa aja nih di pertemuan kali ini?
S <sub>10</sub>	:	Kendalanya apa ya? Kalo menurutku udah mendingan kok, ya lumayan bisa nulis kata-kata jadi kalimat
P	:	Oh iya, kamu merasa terbantu juga ya mulai nulis sebuah teks?
S <sub>10</sub>	:	Ya, lumayan terbantu kok Miss. Ya walaupun bikin kalimatnya kadang banyak yang salah. hehehe
P	:	Oh iya, nggak apa-apa, nanti juga bakal terbiasa dengan cara nya.
S <sub>10</sub>	:	Iya miss.
P	:	Yaudah, makasih ya dek atas waktunya.
S <sub>10</sub>	:	Iya Miss, sama-sama.

## Transcript 13

Hari, tanggal : Rabu, 11 Mei 2016

Jam : 13.07

Tempat : Depan kelas 8 F

Responden : P = Peneliti

S11 = Siswa 11 (Ratih)

P	:	Halo dek, boleh nanya sebentar. Namanya siapa?
S <sub>11</sub>	:	Iya, boleh, Miss. Saya Ratih.
P	:	Oh ya, menurutmu gimana tentang pertemuan tadi?
S <sub>11</sub>	:	Ya bagus Miss, jadi lebih bisa belajar menulis.
P	:	Kamu paham nggak sama yang diajarkan?
S <sub>11</sub>	:	Paham kok Miss. Ya jadi paham kalau nulis langkah nya harus bikin rencananya dulu, baru dikembangkan.
P	:	Jadi bisa terbantu dong buat nulis recount text?
S <sub>11</sub>	:	Ya, lumayan kok Miss, pelan-pelan walau nulis teks nya kalimatnya ga panjang.
P	:	Ya ga masalah, yang penting sudah bisa mengembangkan dari topik menjadi kata-kata, kata menjadi kalimat, kalimat menjadi paragraf
S <sub>11</sub>	:	Iya Miss, pelan-pelan bisa belajar seperti itu.
P	:	Oh ya, makasih ya atas waktunya dek.
S <sub>11</sub>	:	Sama-sama Miss.

## Transcript 14

Hari, tanggal : Rabu, 11 Mei 2016

Jam : 13.12

Tempat : Depan kelas 8 F

Responden : P = Peneliti

S12 = Siswa 12 (Yuni)

P	:	Halo dek, boleh nanya sebentar. Namanya siapa?
S <sub>12</sub>	:	Iya, boleh, Miss. Saya Yuni.
P	:	Oh ya, menurutmu gimana tentang pertemuan tadi?
S <sub>12</sub>	:	Ya menyenangkan Miss, lebih beragam hari ini ada video nya, hehe.
P	:	Kamu paham nggak sama yang diajarkan?
S <sub>12</sub>	:	Paham kok Miss. Pokonya jadi mudeng gimana cara nulisnya Miss.
P	:	Jadi bisa terbantu kah buat nulis recount text?
S <sub>12</sub>	:	Ya, lumayan kok Miss, sudah ada gambaran kalau mau nulis oh bagian ini nulis ini, bagian itu nulis itu, gitu Miss.
P	:	Syukurlah kalau begitu. Jadi paham ya.
S <sub>12</sub>	:	Iya Miss, jadi paham pokonya.
P	:	Oh ya, makasih ya atas waktunya dek.
S <sub>12</sub>	:	Sama-sama Miss.

## Interview. 15

Hari, tanggal : Rabu, 11 Mei 2016  
 Jam : 13.17  
 Tempat : Ruang Guru  
 Responden : P = Peneliti  
 GBI= Guru Bahasa Inggris

P	:	Bagaimana dengan pertemuan hari ini, bu?
GBI	:	Ya menurut saya sudah lebih baik ya. Karena anak-anak sepertinya senang dengan kegiatannya tadi. Mereka sudah lancar mengikuti.
P	:	Iya, bu syukurlah kalau begitu. Tapi bagaimana menurut ibu untuk kemampuan writiing nya?
GBI	:	Ya masih fifty-fifty ya mbak. Ya kan kemampuan anak-anak beragam. Ada yang sudah bisa mengikuti, ada yang belum. Itu tadi saya lihat masih ada yang salah grammar nya sama masih banyak nanya ke temennya.
P	:	Iya bu, tadi memang masih belum semuanya paham, ada yang sudah bisa mengikuti, ada yang belum juga.
GBI	:	Iya mbak. Kalau dari tekniknya sudah bagus, mungkin mereka perlu latihan berkali-kali supaya mereka semua bisa mengikuti ya. Yang belum bisa mohon di bimbing lagi ya Miss.
P	:	Oh ya bu, baik, akan saya coba. Terimakasih ya Bu.
GBI	:	Sama-sama mbak.

## Transcript 16

Hari, tanggal : Kamis, 12 Mei 2016  
 Jam : 11,30  
 Tempat : Depan kelas 8 F  
 Responden : P = Peneliti  
 S13 = Siswa 13 (Dwi)

P	:	Halo dek. Boleh minta waktunya sebentar?
S <sub>13</sub>	:	Oh iya, Miss. Gimana?
P	:	Bagaimana pelajaran tadi?
S <sub>13</sub>	:	Ya sudah lancar bikin kata-kata dari topik yang di kasih Miss.
P	:	Syukurlah. Kalau tentang grammar nya dalam menulis kalimat, masih bingung gak dek?
S <sub>13</sub>	:	Iya lumayan, Miss. Ya, sudah paham kalau pakai past tense, tapi kadang kurang hafal V2 nya, tapi sudah bisa dikit-dikit sih Miss.
P	:	Kalo tentang materinya, susah nggak?
S <sub>13</sub>	:	Enggak kok Miss, soalnya tentang pengalaman yang kita alami Miss, jadi bisa mengira-ira mau nulis apa.
P	:	Syukurlah kalau begitu. Makasi ya dek.
S <sub>13</sub>	:	Sama-sama Miss.

## Transcript 17

Hari, tanggal : Kamis, 12 Mei 2016

Jam : 11,35

Tempat : Depan kelas 8 F

Responden : P = Peneliti

S14 = Siswa 14 (Aprilia)

P	:	Dek, boleh minta waktu sebentar?
S <sub>14</sub>	:	Iya, Miss.
P	:	Gimana tentang pertemuan tadi?
S <sub>14</sub>	:	Ya menyenangkan, Miss. Bisa belajar banyak.
P	:	Ada kesulitan, nggak?
S <sub>14</sub>	:	Ya enggak kok Miss, topiknya tentang Holiday, hal yang kita tahu, jadi ya bisa mengikuti.
P	:	Syukurlah kalau begitu, jadi bisa lancar menulis sekarang?
S <sub>14</sub>	:	Ya lumayan Miss, bisa nulis banyak kata-kata jadi kalimat.
P	:	Kalau tentang grammarnya dalam menulis? Sudah bisa?
S <sub>14</sub>	:	Ya lumayan Miss, agak lumayan hafal. Kata-kata seputar Holiday ya kata-kata yang sudah umum, jadi sedikit tahu V2 nya, Miss.
P	:	Wah bagus bagus. Kalau begitu latihan terus ya, nanti pasti semakin lancar.
S <sub>14</sub>	:	Iya Miss.

## Transcript 18

Hari, tanggal : Kamis, 12 Mei 2016

Jam : 11,35

Tempat : Ruang Guru

Responden : P = Peneliti

GBI = Guru Bahasa Inggris

P	:	Selamat siang, Bu.
GBI	:	Selamat siang, mbak. Gimana?
P	:	Mau ngobrol-ngobrol saja tentang pertemuan di kelas tadi. Tadi menurut Ibu gimana? Apakah sudah ada peningkatan?
GBI	:	Ya, kalau peningkatan pasti ada, mbak. Kan ini namanya juga proses. Ya sudah lumayan bisa membuat kalimat sih, walaupun ada beberapa yang salah grammarnya.
P	:	Iya bu, semoga untuk pertemuan ke depan, anak-anak bisa mengikuti dengan baik dan bisa menulis dengan lancar.
GBI	:	Ya mudah-mudahan begitu mbak.
P	:	Ya sudah terimakasih ya Bu atas waktunya.
GBI	:	Sama-sama mbak.

## Transcript 19

Hari, tanggal : Rabu, 18 Mei 2016

Jam : 13.00

Tempat : Depan kelas 8 F

Responden : P = Peneliti  
S15 = Siswa 15 (Fadhil)

P	:	Halo dek, boleh minta waktunya sebentar ya, mau nanya-nanya.
S <sub>15</sub>	:	Oh ya Miss, boleh.
P	:	Bagaimana menurutmu dengan pelajaran tadi?
S <sub>15</sub>	:	Ya asik Miss, ada video nya, hehehe
P	:	Oh gitu, ya kalau setelah belajar sama Miss dari kemarin, kemampuan writing mu gimana? Ada peningkatan ga?
S <sub>15</sub>	:	Ya lumayan Miss, ada pasti, soalnya pelajarannya asik, Miss. Kita belajar hal-hal baru buat belajar writing.
P	:	Syukurlah kalau gitu, kalo gitu masalah grammar sudah bisa dong?
S <sub>15</sub>	:	Ya, lumayan Miss, harus banyak menghafal V2 nya.
P	:	Topiknya susah ga kalau kamu nulis itu?
S <sub>15</sub>	:	Enggak kok Miss, asik asik aja, kan tentang holiday to Miss, obyek-obyek wisata ya gak jauh-jauh amat vocab nya jadi ngerti Miss
P	:	Bagus, bagus, kalau menyusun kata menjadi kalimat ada kesulitan nggak?
S <sub>15</sub>	:	Enggak begitu Miss, udah bisa soalnya kan ada langkah-langkah nya dari kemarin udah belajar, jadi ya lumayan bisa Miss.
P	:	Syukurlah kalau begitu, belajar terus ya, biar bisa nulis cerita banyak hehehe
S <sub>15</sub>	:	Iya Miss siap.

## Transcript 20

Hari, tanggal : Rabu, 18 Mei 2016

Jam : 13.10

Tempat : Depan kelas 8 F

Responden : P = Peneliti  
S16 = Siswa 16 (Vita)

P	:	Dek, nanya-nanya bentar boleh ya?
S <sub>16</sub>	:	Okee Miss.
P	:	Gimana menurutmu tentang pelajaran tadi?
S <sub>16</sub>	:	Ya nyenengin, Miss. Asik aja pokonya.
P	:	Terus dengan teknik yang Miss ajarkan, kemampuan writing mu gimana?
S <sub>16</sub>	:	Ya lumayan Miss udah bisa nulis daripada sebelumnya. Sebelumnya nggak tau mau nulis apaan, hehehe
P	:	Wah bagus kalo gitu, teknik nya kamu pake terus ya kalo kamu mau nulis.
S <sub>16</sub>	:	Iya Miss siap.
P	:	Kalau tentang grammar mu gimana dalam menulis?
S <sub>16</sub>	:	Ya agak mendingan Miss, ada peningkatan, jadi apal sekarang, oh recount

		pakai past tense, terus past tense nya apa aja dikit-dikit hapal lah Miss
P	:	Wah bagus kalo gitu, belajar terus yaa..
S <sub>16</sub>	:	Iya Miss, siap

## Transcript 21

Hari, tanggal : Rabu, 18 Mei 2016  
 Jam : 13.15  
 Tempat : Ruang Guru  
 Responden : P = Peneliti  
 GBI = Guru Bahasa Inggris

P	:	Permisi, Bu.
GBI	:	Iya mari, mbak Ayu. Gimana?
P	:	Ini, mau membahas pertemuan tadi. Menurut ibu bagaimana?
GBI	:	Oh, ya sudah cukup bagus dibandingkan kemarin-kemarin ya mbak. Siswa sudah bisa mengikuti jalannya kegiatan belajar mengajar dengan senang ya.
P	:	Iya bu, ya Alhamdulillah anak-anak bisa mengikuti pelajaran dengan baik, apalagi tadi pake peer feedback, jadi lumayan mereka jadi tahu kesalahan masing-masing.
GBI	:	Iya itu bagus mbak, dan sepertinya tentang pemakaian past tense mereka juga sudah lancar ya tadi saya lihat.
P	:	Iya bu, semoga nanti pas beneran di suruh nulis pas post test ada peningkatan.
GBI	:	Iya mbak, semoga ya..

## Transcript 22

Hari, tanggal : Kamis, 19 Mei 2016  
 Jam : 10.30  
 Tempat : Depan kelas 8 F  
 Responden : P = Peneliti  
 S17 = Siswa 17 (Isti)

P	:	Dek Isti, ketemu lagi deh. Boleh ya sharing nih.
S <sub>17</sub>	:	Boleh, Miss.
P	:	Gimana menurutmu pertemuan terakhir hari ini?
S <sub>17</sub>	:	Menurut saya sudah bagus Miss, saya dan temen-temen juga sepertinya sudah lancar bisa mengikuti kegiatan pembelajaran dengan baik.
P	:	Syukurlah kalo gitu. Kalo dari dek Isti sendiri, ada peningkatan nggak tentang kemampuan writingnya?
S <sub>17</sub>	:	Ya kalau itu jelas, Miss. Apalagi dengan diberikan teknik berfikir seperti brainstorming, kita bisa punya gambaran apa yang mau ditulis, kayak bikin konsep gitu sebelum kita nulis. Pokoknya membantu banget deh kalo menurutku.
P	:	Alhamdulillah kalo gitu dek. Terimakasih ya atas partisipasinya.

S <sub>17</sub>	:	Iya, Miss.
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## Transcript 23

Hari, tanggal : Kamis, 19 Mei 2016

Jam : 10.35

Tempat : Depan kelas 8 F

Responden : P = Peneliti

S<sub>18</sub> = Siswa 18 (Alya)

P	:	Hai dek, minta waktu sebentar ya.
S <sub>18</sub>	:	Iya Miss. Ya boleh Miss, hehehe..
P	:	Menurut kamu, pertemuan terakhir tadi ini gimana? Dibandingkan dengan yang sebelum-sebelumnya?
S <sub>18</sub>	:	Ya, kalo menurut saya sih Miss, ya menyenangkan Miss
P	:	Emangnya gimana ceritain dong.
S <sub>18</sub>	:	Ya, lebih banyak pahamnya lah, lagian juga udah dijelaskan secara berulang-ulang to, jadi mudeng sekarang. Pokonya udah ngerti sekarang teknik buat menulis secara gampang bikin kerangka berfikirnya dulu. Jadi bisa bantu buat nulis.
P	:	Ya syukurlah kalau begitu dek. Jadi sekarang udah bisa nulis dengan baik ya dibandingkan sebelumnya?
S <sub>18</sub>	:	Ya bisa Miss. Udah bisa kok.. soalnya udah ngerti.
P	:	Sip dek. Makasih yaa..

## Transcript 24

Hari, tanggal : Kamis, 19 Mei 2016

Jam : 10.40

Tempat : Ruang Guru

Responden : P = Peneliti

GBI = Guru Bahasa Inggris

P	:	Permisi, Bu.
GBI	:	Oh, ya mbak, mari...
P	:	Bagaimana menurut anda tentang pertemuan yang terakhir tadi?
GBI	:	Ya menurut saya sudah ada peningkatan. Saya perhatikan tadi semua siswa ikut serta dalam kegiatan pembelajaran. Yang tadinya belum bisa jadi lumayan bisa mengikuti langkah-langkah menulis yang mbaknya ajarkan.
P	:	Alhamdulillah bu kalau begitu. Saya juga senang bisa diberi kesempatan untuk disini. Tulisan anak-anak juga lumayan bagus sekarang.
GBI	:	Iya mbak, ya mungkin besok saya akan aplikasikan juga sesekali untuk kegiatan menulis siswa.
P	:	Iya Bu, untuk skill speaking juga bisa kok sebenarnya.
GBI	:	Iya mbak, kan sama-sama productive skill ya.
P	:	Iya Bu. Ya sudah, terimakasih ya bu atas bantuannya, atas dukungannya

		selama saya melakukan penelitian ini.
GBI	:	Iya sama-sama mbak, semoga bermanfaat.



**APPENDIX C**  
**OBSERVATION**  
**CHECKLIST**

### Observation Guideline for the Teacher

(adopted from Brown; 2001: 432-434)

Check (√) each item in the column that most clearly represents your evaluation:  
4= excellent, 3= above average, 2= average, 1= unsatisfactory, N/A= not applicable. You may also write comments next to the evaluation column

No	Statements	Evaluation					Notes
		4	3	2	1	N/A	
I. Preparation							
1.	The teacher well-prepared and well-organized in class.		√				
2.	The lesson reviewed material and looked ahead to new material.		√				
3.	The prepared goals/objectives were clear.		√				
II. Presentation							
1.	The class material was explained in understandable way.		√				
2.	The lesson was smooth, sequenced and logical.		√				
3.	Directions were clear and the students were able to carry them out.		√				
4.	Material was presented at the students' level of comprehension.			√			
5.	The teacher answered questions carefully and satisfactorily.		√				
6.	The method was appropriate to the age and ability of the students.		√				
III. Method							
1.	The teacher was able to adapt the unanticipated situations.			√			
2.	The material was reinforced.		√				
3.	The teacher moved around the class and made eye contact.		√				
4.	The teacher knew the students'			√			

	names						
5.	Examples and illustrations were effectively used.		√				
6.	Drills were used presented effectively.		√				
<b>IV. Personal Characteristics</b>							
1.	Patience in eliciting questions.		√				
2.	Pronunciation, intonation, fluency and appropriate use of language.		√				
<b>V. Teacher/Student Interaction</b>							
1.	Teacher encouraged the students' participation in class.		√				
2.	The class felt free to ask questions or to express their ideas.	√					
3.	The students were attentive and involved.		√				

# **APPENDIX D**

## **INTERVIEW GUIDELINE**

## INTERVIEW GUIDELINES

### *Reconnaissance*

#### A. For the teacher

1. Bagaimana proses pembelajaran writing di kelas?
2. Bagaimana kemampuan writing siswa di kelas tersebut?
3. Apakah ada kesulitan yang dihadapi ketika mengajarkan writing di kelas tersebut?
4. Apakah siswa mengalami kesulitan dalam menulis?
5. Kegiatan apa yang dilakukan dalam proses pembelajaran writing?
6. Media apa saja yang digunakan dalam pembelajaran writing?
7. Teknik atau strategi apakah yang anda terapkan dalam mengajar writing?
8. Bagaimana partisipasi siswa dalam kegiatan pembelajaran writing?

#### B. For the students

1. Apakah kamu suka pelajaran Bahasa Inggris?
2. Bagaimana menurut pendapatmu tentang pembelajaran writing?
3. Apakah ada kesulitan ketika menulis suatu teks? Tolong dijelaskan
4. Pembelajaran writing yang seperti apakah yang biasa digunakan guru ketika di kelas?
5. Apakah kamu suka dengan kegiatan pembelajaran tersebut?
6. Aktivitas seperti apa yang kamu harapkan dalam proses pembelajaran writing?
7. Menurut kamu, apakah penting menguasai keterampilan menulis dalam Bahasa Inggris?
8. Apakah kamu termotivasi untuk menguasai keterampilan menulis dalam bahasa Inggris?

### *During the Implementation of the actions*

#### *Cycle I*

#### C. For the English teacher

1. Bagaimana penilaian anda terhadap pembelajaran di Cycle 1?
2. Kemajuan apa yang telah dicapai siswa dalam Cycle 1 ini?
3. Apakah siswa sudah mulai bisa membuat kalimat dalam bahasa Inggris ketika action pertama dilakukan?
4. Bagaimana pendapat anda terhadap motivasi siswa dalam belajar writing di kelas?
5. Apa kekurangan dari kegiatan writing di Cycle 1 ini?
6. Apa saran anda untuk meningkatkan kemampuan menulis siswa di cycle 2?

#### D. For the students

1. Bagaimana pendapat kalian tentang pelajaran hari ini?
2. Apakah kalian senang dengan pelajaran hari ini?

3. Apakah aktivitas tadi memotivasi kalian untuk dapat menulis dalam bahasa Inggris?
4. Apakah aktivitas tadi dapat meningkatkan tingkat motivasi kalian?
5. Apakah kekurangan dari aktivitas di cycle 1 ini?

### *Cycle II*

#### E. For the English teacher?

1. Bagaimana penilaian anda terhadap pembelajaran di Cycle 2?
2. Kemajuan apa yang telah dicapai siswa dalam Cycle 2 ini?
3. Apakah keterampilan menulis siswa meningkat setelah action dilakukan?
4. Bagaimana pendapat anda tentang motivasi siswa dalam pembelajaran writing?
5. Apa kekurangan dari kegiatan speaking di Cycle 2 ini?
6. Bagaimana penilaian anda terhadap pembelajaran menggunakan teknik *Brainstorming* sebagai salah satu teknik mengajar writing secara keseluruhan?

#### F. For the students

1. Bagaimana pendapat kalian terhadap pembelajaran hari ini?
2. Kemajuan apa yang telah kalian dapatkan?
3. Apakah aktivitas tadi memotivasi kalian untuk dapat menulis dalam bahasa Inggris?
4. Apakah aktivitas tadi dapat meningkatkan motivasi kalian dalam pembelajaran writing?
5. Bagaimana pendapat kalian mengenai aktivitas *Brainstorming* dalam hubungannya dengan peningkatan keterampilan menulis?

## Pre-test

Name : .....

Class : .....

- Write your interesting/ amazing experience.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## Post-test

Name : .....

Class : .....

- Write recount paragraphs about your last holiday.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper. A small, faint smudge or mark is visible near the bottom center of the page.



# **APPENDIX F**

## **STUDENTS' SCORE**

### Students' Scores of Pre-Test

No.	Student name	Aspects of Writing					Score
		C	O	G	V	M	
1	Aditya Nur Cholis	2	1	1	2	2	4.00
2	Aditya Rahman	1	2	1	2	1	3.38
3	Agustina Ayu Puspita	2	2	3	3	1	5.50
4	Alif Ramadhan	2	1	1	2	2	4.00
5	Allya Az-Zahra	2	1	1	2	2	4.00
6	Aprilia Nurjanah	2	2	2	3	2	5.38
7	Asiyah Mujahidah	3	3	2	2	2	6.25
8	Aufrida Dita Wulandari	2	2	3	2	2	5.50
9	Chanti Rahayu	2	2	2	3	2	5.38
10	Dwi Insani	2	3	3	2	2	6.00
11	Firda Nabila Rahma	2	2	2	3	2	5.38
12	Hendrik Kurniawan	2	1	2	2	1	4.13
13	Isna Fakhrusina Salsabilla	2	3	2	3	2	5.88
14	Isti Farida Ramadhani	3	3	3	2	2	6.75
15	Khodijah Khoirunnisa	2	2	2	3	2	5.38
16	Laila Fatmawati	2	2	3	2	2	5.50
17	Maria Dila Puspitaning R.	2	2	1	2	2	4.50
18	Maheltra Imam Achmad	1	2	1	2	1	3.38
19	Muhammad Fadhil	1	2	2	2	1	3.88
20	Nur Achmadi	2	1	1	2	2	4.00
21	Rahmat Bungsu Saputra	2	1	1	2	1	3.63
22	Rani Widiastuti	2	2	2	2	2	5.00
23	Ratih Anggraini	2	2	1	2	2	4.50
24	Rizqi Syahrul Ramadhan	3	2	1	2	1	4.88
25	Sabrina Nur Hamidah	2	2	2	3	2	5.38
26	Vika Aninda Prastiwi	2	2	1	3	2	4.88
27	Wahid Ikhsanudin	2	2	1	2	1	4.13
28	Wahyuni	2	2	2	3	2	5.38
29	Wildan Nazih Adi N.	3	2	2	3	2	6.13
30	Yanti Nur Aminah	3	3	2	3	2	6.63
31	Yudhistira Mahardika R.	2	2	1	2	1	4.13
32	Yuni Ardianti	2	2	1	3	2	4.88
Mean score		2.06	1.97	1.72	2.38	1.72	4.93

### Students' Scores of Post-Test

No.	Student name	Aspects of Writing					Score
		C	O	G	V	M	
1	Aditya Nur Cholis	3	2	1	3	2	5.63
2	Aditya Rahman	3	2	2	3	2	6.13
3	Agustina Ayu Puspita	3	2	3	3	2	6.63
4	Alif Ramadhan	2	2	2	2	2	5.00
5	Allya Az-Zahra	2	2	2	2	3	5.38
6	Aprilia Nurjanah	3	3	2	3	2	6.63
7	Asiyah Mujahidah	3	3	2	2	2	6.25
8	Aufrida Dita Wulandari	2	3	3	2	3	6.38
9	Chanti Rahayu	4	4	3	3	2	8.38
10	Dwi Insani	3	3	3	2	2	6.75
11	Firda Nabila Rahma	3	2	2	3	3	6.50
12	Hendrik Kurniawan	2	2	2	3	2	5.38
13	Isna Fakhrusina Salsabilla	2	3	2	3	2	5.88
14	Isti Farida Ramadhani	4	4	3	4	3	9.13
15	Khodijah Khoirunnisa	2	3	2	3	2	5.88
16	Laila Fatmawati	4	4	3	4	3	9.13
17	Maria Dila Puspitaning R.	3	2	2	2	2	5.75
18	Maheltra Imam Achmad	2	2	2	3	2	5.38
19	Muhammad Fadhil	2	2	2	2	2	5.00
20	Nur Achmadi	2	2	2	2	2	5.00
21	Rahmat Bungsu Saputra	3	2	2	2	1	5.38
22	Rani Widiastuti	3	2	1	2	2	5.25
23	Ratih Anggraini	3	2	2	2	2	5.75
24	Rizqi Syahrul Ramadhan	3	2	2	2	1	5.38
25	Sabrina Nur Hamidah	3	3	2	3	2	6.63
26	Vika Aninda Prastiwi	2	2	2	3	2	5.38
27	Wahid Ikhsanudin	3	2	1	2	1	4.88
28	Wahyuni	3	2	2	3	2	6.13
29	Wildan Nazih Adi Nugroho	4	3	3	3	3	8.25
30	Yanti Nur Aminah	4	4	3	4	3	9.13
31	Yudhistira Mahardika Rianto	3	2	1	2	2	5.25
32	Yuni Ardianti	3	2	2	3	2	6.13
Mean Score		2.84	2.50	2.13	2.66	2.13	6.24

# **APPENDIX G**

## **COURSE GRID**

### COURSE GRID

**School's Name** : SMPN 1 Nanggulan Kulonprogo  
**Subject** : English  
**Level** : VIII grade

Standard of competence :

Expressing the meaning of written functional text and simple short essays in the form of *descriptive* and *recount* text to interact with society.

Basic Competence	Materials	Learning Activities	Indicators	Evaluation	Time Allocation	Sources
6.2 Expressing the meaning and rhetorical steps of simple short essays in written language accurately, fluently, and acceptable to interact with society in the form of <i>descriptive</i> and <i>recount</i> .	Descriptive text Language focus - Generic structure of descriptive text - Simple present tense - Adjective - Order of descriptive adjective - Brainstorming technique	Lead-in - Introducing the topic and the objectives of the lesson Main Activity - Presentation ➤ Showing pictures/ videos/ movie ➤ Giving explanation about descriptive text ➤ Analyzing the language features and generic structures of the text ➤ Giving explanation about simple present tense ➤ Giving explanation	Students are able to: - Identify the generic structure of a descriptive text - Identify the language feature of a descriptive text - Generate ideas using brainstorming technique	Written text - Generating ideas using brainstorming technique - Producing sentences - Producing descriptive paragraph	2 x 45 minutes 2 x 45 minutes 2 x 45 minutes 2 x 45 minutes 2 x 45 minutes	Scaffolding  English in Focus

		<p>about adjective</p> <ul style="list-style-type: none"> <li>➤ Giving explanation about brainstorming technique</li> </ul> <p>- Practice</p> <ul style="list-style-type: none"> <li>➤ Identifying the generic structure of the text</li> <li>➤ Identifying the language features of the text</li> <li>➤ Giving some grammar practices</li> <li>➤ Practicing descriptive adjective using the correct order</li> <li>➤ Giving brainstorming practices (in groups/ in pairs/ individually)</li> <li>➤ Making sentences from the lists of words</li> </ul> <p>- Production</p> <ul style="list-style-type: none"> <li>➤ Producing descriptive text</li> </ul>	<p>- Produce sentences from the list of words which are generated from brainstorming activity</p> <p>- Produce a descriptive text correctly</p>			
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# **APPENDIX H**

## **LESSON PLANS**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1)

Satuan Pendidikan : SMPN 1 Nanggulan Kulon Progo  
 Kelas/ Semester : VIII/2  
 Mata Pelajaran : Bahasa Inggris  
 Aspek/Skill : Writing  
 Alokasi waktu : 2 x 40 menit  
 Pertemuan ke : 1  
 Topik : My experience

### A. Standar Kompetensi

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

### B. Kompetensi Dasar

- 12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

### C. Indikator

1. Siswa mengidentifikasi ciri kebahasaan teks *recount*
2. Siswa memahami penggunaan *simple past tense*
3. Siswa memahami penggunaan huruf besar dan tanda baca dengan benar
4. Siswa menggunakan pilihan kata yang tepat dalam menyusun kalimat

### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Mengidentifikasi kosakata yang sering digunakan dalam teks *recount* sederhana
2. Membuat kalimat dengan tata bahasa yang benar

### E. Materi Pembelajaran

1. Jenis teks : *recount*
2. Grammar : Simple past tense

Model text 1

It was my grandpa's birthday last Sunday. On Friday, my sister and I went shopping at the mall. We bought a nice shirt. Then, we wrapped it in a blue paper. Blue is my grandpa's favorite color.

On Saturday morning, my brother and I helped my sister making a birthday cake in the kitchen. It was big and beautiful birthday cake. I wrote "Happy Birthday" on it. After that, we put some chocolate and a candle on the top of the cake.



On Sunday evening, my uncle and my aunt came to my house. They brought several bottles of soft-drink, and flowers for grandpa. Then, we sat together in the livingroom. Finally, grandpa blew the candle and cut the cake while we were singing a “Happy Birthday” song for him. After giving each of us a piece of cake, he opened the present. He told us that he liked the present, and he was very happy.

#### Model text 2

Dear Grandpa and Grandma,

Yesterday, at my school we had an International day. We had performances, food stalls, displays, raffle ticket draw, and some of us were dressed in costumes.

We started our day off with performances but the one I liked best was the one from fourth grade. We played games. The performance I was in was Labamba.

Straight after our performances we had our lunch. There were food stalls. They came from Australia, Asia, Arab and Greece.

Everyone had a job. These people were from sixth grade. I did my job after I had lunch. My job was to sell International Day books.

We had displays in the hall. These displays were good but I didn't get to see them. The displays came from a lot of countries.

There was also Trash and Treasure stall where they sold toys. The school got these things by asking the children to bring them in.

Although I didn't win anything, International Day was still fun.

#### F. Metode Pembelajaran

PPP (Presentation, Practice, and Production) dengan teknik *Brainstorming*

#### G. Kegiatan Pembelajaran:

##### *Pertemuan Pertama*

##### **Kegiatan Awal**

1. Guru mulai mengkondisikan kelas
2. Apersepsi dan motivasi siswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang topik yang akan dibahas
3. Menyebutkan topik dan tujuan pembelajaran

##### **Kegiatan Inti**

##### *Presentation*

4. Guru menunjukkan sebuah gambar dan mengajukan beberapa pertanyaan mengenai gambar tersebut
5. Guru memberikan sebuah contoh teks mengenai gambar tersebut
6. Guru memberikan beberapa pertanyaan terkait teks tersebut
7. Guru memberikan penjelasan mengenai *generic structure* dari teks *recount*
8. Guru memberikan penjelasan mengenai *simple past tense* yang digunakan dalam teks *recount*

10. Siswa mengidentifikasi jenis verb <i>simple past tense</i> yang digunakan dalam teks <i>recount</i>
<i>Production</i>
11. Guru mengajak siswa untuk melakukan <i>brainstorming</i> tentang sebuah topik
12. Siswa menuliskan kalimat berdasarkan kata-kata yang sudah dibuat dalam kegiatan <i>brainstorming</i>
13. Guru membahas dan mengoreksi bersama hasil pekerjaan siswa
<b>Kegiatan Akhir</b>
14. Siswa menanyakan kembali materi yang masih dianggap sulit
15. Guru mengevaluasi kegiatan pembelajaran hari ini

#### H. Sumber belajar

- Contextual Teaching and Learning (Widiati, dkk., 2008)
- Internet

#### I. Penilaian

##### 1. Teknik Penilaian

Penilaian dilakukan dengan menggunakan *rubrics of writing*. Aspek-aspek yang dinilai adalah:

- o Content (C)
  - o Organization (O)
  - o Grammar (G)
  - o Vocabulary (V)
  - o Mechanics (M)
- (*Rubric* terlampir)

##### 2. Pedoman Penilaian

$$\text{Nilai sempurna} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Researcher



Rizky Ayu Mardhikaningrum  
NIM. 10202244048

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP 2)

Satuan Pendidikan : SMPN 1 Nanggulan Kulon Progo

Kelas/ Semester : VIII/2

Mata Pelajaran : Bahasa Inggris

Aspek/Skill : Writing

Alokasi waktu : 4 x 40 menit

Pertemuan ke : 2, 3

Topik : My experience

### B. Standar Kompetensi

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

### D. Kompetensi Dasar

- 13.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

### E. Indikator

1. Siswa mengidentifikasi ciri kebahasaan teks *recount*
2. Siswa memahami penggunaan *simple past tense*
3. Siswa memahami penggunaan huruf besar dan tanda baca dengan benar
4. Siswa menggunakan pilihan kata yang tepat dalam menyusun kalimat
5. Siswa dapat menyusun kata-kata menjadi kalimat yang benar
6. Siswa dapat menyusun kalimat menjadi paragraf dengan benar

### E. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

3. Mengidentifikasi kosakata yang sering digunakan dalam teks *recount* sederhana
4. Membuat kalimat dengan tata bahasa yang benar

### J. Materi Pembelajaran

1. Jenis teks : *recount*
2. Grammar : Simple past tense

### K. Metode Pembelajaran

PPP (Presentation, Practice, and Production) dengan teknik *Brainstorming*

### L. Kegiatan Pembelajaran:

*Pertemuan Kedua*

<b>Kegiatan Awal</b>
16. Guru mulai mengkondisikan kelas 17. Apersepsi dan motivasi siswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang topik yang akan dibahas 18. Menyebutkan topik dan tujuan pembelajaran 19. Guru mereview aktivitas di pertemuan sebelumnya
<b>Kegiatan Inti</b>
<i>Presentation</i> 20. Guru menjelaskan mengenai teknik <i>brainstorming</i> 21. Guru memberikan contoh cara melakukan <i>brainstorming</i> 22. Guru memberikan contoh cara membuat kalimat dari kata-kata yang dihasilkan dalam proses <i>brainstorming</i>
<i>Practice</i> 23. Siswa melakukan teknik <i>brainstorming</i> dengan panduan dari guru 24. Guru memberikan soal latihan untuk memperdalam pemahaman siswa mengenai teknik <i>brainstorming</i> 25. Guru membagi siswa menjadi 4 kelompok. Setiap kelompok melakukan latihan <i>brainstorming</i>
<i>Production</i> 26. Guru memberikan sebuah topik pada siswa 27. Siswa melakukan <i>brainstorming</i> secara individu berdasarkan topik tersebut kemudian membuat kalimat berdasarkan kata-kata yang sudah dibuat pada saat <i>brainstorming</i>
<b>Kegiatan Akhir</b>
28. Guru menanyakan apakah siswa mengalami kesulitan dalam menerapkan teknik <i>brainstorming</i> 29. Guru mengevaluasi kegiatan siswa

### Pertemuan Ketiga

<b>Kegiatan Awal</b>
1. Guru mulai mengkondisikan kelas 2. Apersepsi dan motivasi siswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang topik yang akan dibahas 3. Menyebutkan topik dan tujuan pembelajaran 4. Guru mereview aktivitas di pertemuan sebelumnya
<b>Kegiatan Inti</b>
<i>Presentation</i> 5. Guru mengajak siswa menonton sebuah video tentang pengalaman seseorang 6. Guru bertanya jawab mengenai cerita dalam video tersebut dan melakukan <i>brainstorming</i> 7. Guru memberikan contoh cara mengembangkan kalimat dan menyusun paragraf menggunakan kata-kata dari hasil <i>brainstorming</i>
<i>Practice</i>

**Production**

11. Siswa membuat kalimat secara individu berdasarkan kata-kata dari teknik *brainstorming*
12. Siswa mengembangkan kalimat menjadi paragraf *recount* yang benar
13. Guru mengoreksi hasil pekerjaan siswa dan mengevaluasinya

**Kegiatan Akhir**

14. Guru menanyakan apakah siswa mengalami kesulitan dalam membuat kalimat dan menyusun paragraf
15. Guru mengevaluasi kegiatan siswa

**M. Sumber belajar**

Internet

Scaffolding

**N. Penilaian**

## 1. Teknik Penilaian

Penilaian dilakukan dengan menggunakan *rubrics of writing*. Aspek-aspek yang dinilai adalah:

- Content (C)
  - Organization (O)
  - Grammar (G)
  - Vocabulary (V)
  - Mechanics (M)
- (*Rubric* terlampir)

## 2. Pedoman Penilaian

$$\text{Nilai sempurna} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

**Researcher**

Rizky Ayu Mardhikaningrum

NIM. 10202244048

Rizky Ayu Mardhikaningrum  
NIM. 10202244048

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP 3)**

Satuan Pendidikan : SMPN 1 Nanggulan Kulon Progo  
Kelas/ Semester : VIII/2  
Mata Pelajaran : Bahasa Inggris  
Aspek/Skill : Writing  
Alokasi waktu : 6 x 40 menit  
Pertemuan ke : 4, 5, 6  
Topik : My Holiday

#### **C. Standar Kompetensi**

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

#### **F. Kompetensi Dasar**

- 14.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

#### **G. Indikator**

1. Siswa mengidentifikasi ciri kebahasaan teks *recount*
2. Siswa memahami penggunaan *simple past tense*
3. Siswa memahami penggunaan huruf besar dan tanda baca dengan benar
4. Siswa menggunakan pilihan kata yang tepat dalam menyusun kalimat
5. Siswa dapat menyusun kata-kata menjadi kalimat yang benar
6. Siswa dapat menyusun kalimat menjadi paragraf dengan benar
7. Siswa menyusun paragraf *recount* menggunakan teknik *brainstorming* dengan benar

#### **F. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

3. Mengidentifikasi kosakata yang sering digunakan dalam teks *recount* sederhana
4. Membuat kalimat dengan tata bahasa yang benar

**O. Materi Pembelajaran**

1. Jenis teks : *recount*
2. Grammar : Simple past tense

**P. Metode Pembelajaran**

PPP (Presentation, Practice, and Production) dengan teknik *Brainstorming*

**Q. Kegiatan Pembelajaran:***Pertemuan Keempat*

Kegiatan Awal
30. Guru mulai mengkondisikan kelas
31. Apersepsi dan motivasi siswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang topik yang akan dibahas
32. Menyebutkan topik dan tujuan pembelajaran
33. Guru mereview aktivitas di pertemuan sebelumnya
Kegiatan Inti
<i>Presentation</i>
34. Guru menunjukkan beberapa gambar mengenai obyek wisata
35. Guru memberikan contoh teks <i>recount</i> mengenai pengalaman berlibur di obyek wisata
36. Guru bertanya jawab mengenai cerita dalam teks tersebut dan melakukan <i>brainstorming</i>
37. Guru memberikan contoh cara mengembangkan kalimat dan menyusun paragraf menggunakan kata-kata dari hasil <i>brainstorming</i>
<i>Practice</i>
38. Guru membagi siswa menjadi beberapa kelompok
39. Guru memberikan topik 'Holiday' kepada setiap kelompok siswa
40. Siswa melakukan teknik <i>brainstorming</i> berdasarkan gambar tersebut mengenai 'holiday's destination'
<i>Production</i>
41. Siswa membuat kalimat secara individu berdasarkan kata-kata dari teknik <i>brainstorming</i>
42. Guru mengoreksi hasil pekerjaan siswa dan mengevaluasinya
Kegiatan Akhir
43. Guru menanyakan apakah siswa mengalami kesulitan dalam membuat kalimat dan menyusun paragraf
44. Guru mengevaluasi kegiatan siswa

*Pertemuan Kelima*

Kegiatan Awal
1. Guru mulai mengkondisikan kelas
2. Guru mereview materi di pertemuan sebelumnya
Kegiatan Inti
<i>Presentation</i>

3. Guru mengajak siswa menonton sebuah video
4. Guru bertanya jawab mengenai cerita dalam video tersebut dan melakukan <i>brainstorming</i>
<i>Practice</i>
5. Siswa membuat kalimat dan menyusun paragraf <i>recount</i> menggunakan kata-kata hasil <i>brainstorming</i>
6. Guru memberikan gambar kepada siswa secara berpasangan
7. Siswa bersama-sama melakukan teknik <i>brainstorming</i> dengan teman pasangannya
<i>Production</i>
8. Secara individu, siswa membuat kalimat dan menyusun paragraf <i>recount</i> menggunakan kata-kata hasil <i>brainstorming</i>
9. Hasil tulisan siswa ditukarkan dengan pasangannya untuk dikoreksi
Kegiatan Akhir
10. Guru menanyakan apakah siswa mengalami kesulitan dalam membuat kalimat dan menyusun paragraf
11. Guru mengevaluasi kegiatan siswa

#### *Pertemuan Keenam*

Kegiatan Awal
1. Guru mulai mengkondisikan kelas
2. Guru mereview materi di pertemuan sebelumnya
Kegiatan Inti
<i>Presentation</i>
3. Guru mengajak siswa menonton sebuah cuplikan film
4. Guru bersama siswa membahas cerita dalam film tersebut
<i>Practice</i>
5. Guru meminta siswa untuk melakukan <i>brainstorming</i> menggunakan kata kunci “My Holiday”
6. Siswa melakukan <i>brainstorming</i> dengan menggunakan WH Questions
<i>Production</i>
7. Siswa membuat kalimat dan menyusun paragraf <i>recount</i> menggunakan kata-kata hasil <i>brainstorming</i> menceritakan liburan mereka
8. Beberapa siswa mempresentasikan hasil tulisannya, kemudian membahas bersama
9. Siswa melakukan koreksi kemudian merevisi hasil pekerjaannya
Kegiatan Akhir
10. Guru menanyakan apakah siswa mengalami kesulitan dalam membuat paragraf <i>recount</i>
11. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan
12. Guru mengevaluasi kegiatan siswa
13. Guru mengapresiasi pekerjaan siswa
14. Penutup



- Grammar (G)
  - Vocabulary (V)
  - Mechanics (M)
- (*Rubric* terlampir)

2. Pedoman Penilaian

$$\text{Nilai sempurna} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

**Researcher**



Rizky Ayu Mardhikaningrum  
NIM. 10202244048

# **APPENDIX I**

## **PHOTOS**

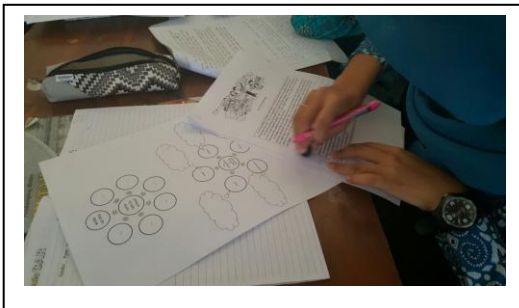
The researcher introduced and explained about the topic of the materials



The students discussed the topic



The students do writing activity



# **APPENDIX J**

## **LETTERS**



PEMERINTAH KABUPATEN KULON PROGO  
DINAS PENDIDIKAN  
UPTD PAUD DAN DIKDAS KECAMATAN NANGGULAN  
**SMP NEGERI 1 NANGGULAN**

Jatisarono, Nanggulan, Kulon Progo, ☎ ( 0274 ) 2820119 Daerah Istimewa Yogyakarta - 55671

**SURAT KETERANGAN MELAKSANAKAN PENELITIAN**  
Nomor : 423.4 / 169

Yang bertanda tangan di bawah ini Kepala Sekolah SMP Negeri 1 Nanggulan Kabupaten Kulon Progo, menerangkan bahwa :

Nama	: RIZKY AYU MARDHIKANINGRUM
NPM	: 10202244048
Fakultas/Jurusan	: Fakultas Bahasa dan Seni / FPBS
Program Studi	: Pendidikan Bahasa Inggris
Strata	: Strata Satu (S1)
Lokasi Penelitian	: SMP Negeri 1 Nanggulan
Waktu Penelitian	: April - Mei 2016

Yang bersangkutan telah melaksanakan penelitian di SMP Negeri 1 Nanggulan Kulon Progo selama kurang lebih 2 bulan yaitu bulan April - Mei 2016 dengan judul penelitian :

"Using Brain Storming Techniques To Improve The Eight Grade Student's Writing Skill In SMP Negeri 1 Nanggulan Kulon Progo".

Dengan ini surat keterangan ini dikeluarkan, agar dapat dipergunakan sebagaimana mestinya.

