

**IMPROVING THE WRITING ABILITY  
TO THE EIGHTH GRADE STUDENTS  
OF SMP NEGERI I MLATI THROUGH INDIRECT FEEDBACK**

A Thesis

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



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2013**

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**A THESIS**



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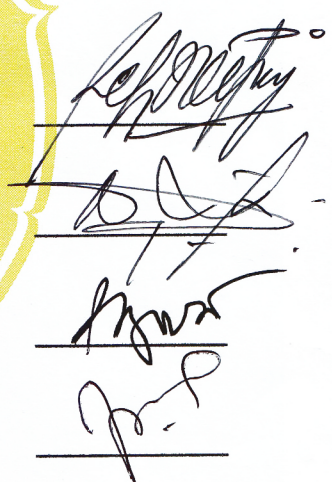
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## ***PERNYATAAN***

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

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## DEDICATION

*I lovingly dedicate this thesis to:*

*My beloved mother and father,*

*My beloved brother and sister: Wawan and Windi,*

*My beloved husband, Heri*

*Thanks for the prayer, love, and wonderful support*

## **MOTTO**

Verily with every difficulty there is relief.

(The Holy Qur'an: Al-Inshirah(6))

Beat yourself and you will be the true winner.

(Nunik)

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The Writer,



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**ABSTRACT**

The objective of this study is to improve the writing ability to the eighth grade students of SMP Negeri I Mlati in the academic year of 2012/2013 through indirect feedback. In this research, the researcher implemented the teacher's indirect feedback. The feedback was in the forms of error correction codes that were given to the students' writing.

This is an action research study consisting of two cycles. The main data of this research were qualitative data that were supported by quantitative data. The qualitative data were interview transcripts and field notes. The quantitative data were the student writing scores. The interview transcripts were collected by conducting interviews with the collaborator and the students. The instruments used within the interviews were interview guidelines. The field notes were collected by doing classroom observations. The instruments used within the classroom observations were observation sheets and photographs taking. The quantitative data were collected by scoring the students' writing. The instruments used in collecting the data were writing tests.

The result of the first cycle showed that the implementation of the teacher's indirect feedback improved the students' writing skills. However, there were still many errors of vocabulary, language use, and mechanics found in the students' writings. The result of the second cycle showed that the errors of vocabulary, language use, and mechanics in the students' writings decreased.

## **CHAPTER I INTRODUCTION**

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

Written language, as spoken one, is important as a means of communication. It is used for transferring ideas, messages, and information in written forms, such as essays, application letters, curriculum vitae, reports, memos, and notes of meeting. In order to create such written products, people should have an adequate writing ability.

Writing is not a simple activity. It is a process of revision and rewriting. Brown (2001: 335) states that writing needs specific skills on generating ideas, organizing ideas coherently, using discourse markers and rhetorical conventions cohesively, revising text meaning, editing and producing a final product. This complex activity often causes problems in a writing class.

Based on the classroom observation and interviews on Tuesday, July 31<sup>st</sup>, 2012 in the eighth grade students of SMP Negeri I Mlati, the researcher found problems related to the English teaching and learning process. Firstly, the proper steps which should be done in teaching writing did not followed by the teacher yet. Secondly, the students could not finish their writings because they still found difficulty on producing the text. In addition, their works contained many errors. Thirdly, there was not enough text model exposure. Fourthly, there was not any group work of modeling or writing a text as a bridging activity before writing a text individually.

Therefore, conducting an action research study at the school was necessary to do. The researcher and the English teacher planned to do an effort to improve the students writing ability. Indirect feedback was employed in this research.

### **B. Identification of the Problems**

From the researcher's observation, interview, and some of the students' writings, the researcher concluded that there were some problems related to the teaching and learning process, particularly in the writing class. Below is the description of the problems which were found.

The first problem is related to the English teacher. The teacher did not follow the proper steps, which should be done in teaching writing. After giving a short explanation about the characteristics of a text, the students were asked to produce their own written texts, so they did not know what they should write. In addition, the teacher rarely checked students' writings. On the other hand, the students really wanted the teachers' feedbacks on their works whether they were right or wrong.

The second problem is connected to the students. First, it was hard for students to generate idea. When they were asked to write down their own ideas, they got problems in expressing their ideas, and consequently they were confused to start writing. Second, it was related to the students' writing performances, which could be detected from their works, such as spelling, function of word, sentence composing, and tense error. The researcher read some of the students'

writings and found many mistakes on word spelling. The second error was about word functions. Many detected mistakes were the absence of verbs on the sentences. The third error dealt with sentences composing. It was difficult for them to build sentences correctly. The subjects and verbs of sentences were unclear, so the meaning was confusing.

The third problem is related to the material. There were not enough models of text. It seemed that the students did not get what the text alike because of the lack of text models. In addition, there were not scaffolding activities, which should be performed before writing a full text, in order to improve the students' skills on writing text. As a result, the students found difficulty in writing text.

The fourth problem is the classroom management. There was not any pair work or group work as a bridging activity in order to produce a good writing. The students were asked to make texts all at once. As a result, the students became frustrated because of the complicated assignment. Consequently, their writings were not good and many of them could not construct complete text.

Since there had not been any effort to improve the writing ability to the eighth grade students of SMP Negeri I Mlati, the researcher took the problems as a research study. The researcher implemented a teacher's indirect feedback on the students' writings using codes or symbols in the students' errors. After given back to the students, the students' works should be revised by the students based on the given codes or symbols. Before the revising process, the researcher explained about codes or symbols which were used to correct the writings, so they

understood the codes meanings. The researcher believed that employing the indirect feedback could improve the students writing ability.

### **C. Focus of the Problem**

The researcher focused on the problem emerged from the teacher, specifically about ignoring steps in teaching and learning writing and disregarding important feedback to the students' writings. This problem was solved in order to increase the students writing ability.

The center of this study was how to hold a better writing class process. The stages in a writing class were conducted. In this process, the teacher indirect feedback was emphasized. If the implementation of giving the indirect feedback was achieved, the students writing ability were expected to have a significant improvement and henceforth the students could correct what they had written by themselves.

Therefore, the researcher limited on the implementation of the teacher's indirect feedback in grade VIII.C students of SMP Negeri I Mlati in order to produce better written texts. By employing the indirect feedback the students knew whether their works were right or wrong. In addition, they could revise what they had been written by themselves. Thus, their writing ability improved.

The researcher and the English teacher worked together to conduct this research. The English teacher acted as a collaborator. When the researcher acted as a teacher, the English teacher became an observer, and vice versa. The course grids, lesson plans and materials made by the researcher were always consulted to

the collaborator. They also discussed the problems emerged when doing the actions and found the solutions.

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

From the discussion of the focus of the problem above, the researcher formulated the problem. The formulation of the problem was how to improve the writing ability to the eighth grade students of SMP Negeri I Mlati through indirect feedback?

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

After formulated the formulation of the problem above, the objective of the study was generated. The objective of the research was to improve the writing ability to the eighth grade students of SMP Negeri I Mlati through indirect feedback.

#### **F. Significance of the Research**

##### 1. For the English teacher

Having known the result of the study, the teacher would be able to teach writing more effectively.

##### 2. For students

The students would be able to improve their writing ability.

##### 3. For other researchers

This research was expected to provide a model to other researchers to conduct further research and could be a reference and base for further actions.

## **CHAPTER II LITERATURE REVIEW**

This chapter consists of three parts. They are the theoretical review, the relevant research, and the conceptual framework. These three sub chapters will be discussed below.

### **A. Theoretical Review**

#### **1. Writing**

##### **a. The Nature of Writing**

Writing is not an immediate activity. It needs series of actions. Brown (2001: 335) states that

Writing is a written product of thinking, drafting and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into written text, how to revise text for clearer meaning, how to edit text for appropriate grammar and how to produce a final product.

It indicates that writing is not a simple activity. There are some steps to do. These steps should be accomplished in order to get a good writing.

Before writing, there should be something in mind about the topic and the way to express the idea. After finishing this work, there is something important to do. The writer ought to read again and check the writing about the content, organization, spelling, punctuation, and so on. According to Oshima and Hogue (1997: 2) writing is a progressive activity in which when you first write something down, you have already been thinking about what and how you are going to say it, then read over, make changes and correction what you have written.

Bell and Burnaby (1984 in Nunan, 1989: 36) point out that “writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously.” At the sentence level these variables include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. It can be assumed that it is not enough to focus on sentence level, but there should be recognized ahead of it, which is about cohesive and coherent requirement.

The text is cohesive if it has a clear and logical relationship among ideas. It is called coherent in the way to write if everything in the writing is logically connected. In line with this, Nunan (1993: 57) proposes that cohesion consists of certain linguistic devices, including pronouns and conjunctions, which enable the writer or speaker to make relationships between entities and events explicit, while coherent discourse contains certain identifiable structural devices and characteristics, which distinguish it from random sentences or utterances.

From those definitions above it can be concluded that writing is a written product generated by a certain process. The written text composed is not just a meaningless representation of symbols or signs. It is not only a collection of letters, words, sentences, or paragraphs, but it is a written discourse which is cohesive, coherent and meaningful. In order to get a good writing it needs a sequence of actions to be done. They are prewriting, making outline, making it better, and making it correct. In the prewriting the writer makes planning of what

to write by, for example, brainstorming and researching. In the outlining the information obtained from the first step is put into the writer's own words, even in an imperfect text. Asking for a suggestion from others is needed, too. After that, the writer should check the content and complete the sentences into good paragraphs, take out or add parts of the text in the next step, making it better. The next step, make it correct, includes correcting spelling, punctuation, capitalization, words functions, tenses, sentences structures, and so forth. In this step it is important to have someone to check the work.

There are skills that must be known in order to get a good ability in writing. The skills were macroskills and macroskills of writing. According to Brown (2004: 221) these two skills are stated below.

The microskills are

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

The macroskills are

- 7) use the rhetorical forms and conventions of written discourse,
- 8) appropriately accomplish the communicative functions of written texts according to form and purpose,

- 9) convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification,
- 10) distinguish between literal and implied meanings when writing,
- 11) correctly convey culturally specific references in the context of the written text,
- 12) develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

#### **b. The Stages of Writing**

Writing activity is not an immediate process. It requires stages to be attained for obtaining a good result. Brown (2001: 348) recommends three stages to frame writing. They are prewriting, drafting, and revising. In prewriting stage there are various ways in order to generate ideas. They can be done by reading a passage, skimming and or scanning a passage, conducting some outside research, brainstorming, listing, discussing a topic or question, instructor-initiated questions and probes, and free writing. The following stages are drafting and revising as the central part of writing. In a process approach, drafting is viewed as an important and complex set of strategies. It needs patience and trained instruction and takes time. Several strategies and skills applied to the drafting and revising process in writing are getting started which includes adapting the free writing technique,

conducting optimal monitoring of one's writing without premature editing and diverted attention to wording, grammar, etc., doing peer-reviewing for content, which includes accepting classmates' comments, using the instructors' feedback, editing for grammatical errors, carrying out "read aloud" technique in small groups or pairs, and proofreading.

Talking about the process of writing, Oshima and Hogue (1997: 20-23) propose some steps as well. There are six steps. So, for example, a student wants to write about the person whom he or she admires, the steps are pre-write to get ideas, organize the ideas, write the rough draft, edit the rough draft, write the second draft, and write the final draft. Generating ideas in the first step can be achieved through making a note as you and your classmate having question and answer about the particular topic. In the second step the students make the obtained list from the first step for guiding to write. After that, in the third step, the students may start to write a rough draft by means of writing the names of the person they admire. Then, the following sentences are about specific examples of admirable behavior or accomplishments. In the end of the draft the students write down the reason why the persons are admirable. The fourth step is editing the rough draft by utilizing an editing checklist by answering the writer's questions. In this section the students can ask classmates or peer editors to read the paragraphs and complete the checklist. The peer editor should suggest ways to improve the draft. After having been checked by classmates or peer editors, in the fifth step, the second draft should be written down to give to the instructor. In the sixth step the instructor returns the second draft with his or her comments and

corrections, then the students ought to write a neat final copy to hand in for final evaluation.

According to Hyland (2002: 91) the process of writing is prewriting, writing, editing, rewriting, and publication and appreciation. Prewriting can be accomplished by brainstorming, free writing, clustering, topic analysis, organizing, and planning. In writing stage learners make draft. Afterward, they move on to practice editing, such as strengthening sentences and improving text. In rewriting stage they identify focus and structure, revise, and employ peer feedback. After that, the last stage includes proofreading and polishing, evaluating the final product, and publication.

In conclusion, the essence in the writing process is prewriting, organizing, drafting, editing, and revising. In the prewriting stage learners generate ideas of a topic will be talked about. In the organizing stage the writers make an outline or organization of the ideas obtained from the prewriting and how this outline will be arranged. In the drafting stage the learners start to write a rough draft based on the organization constructed. In the editing stage the draft has corrections and comments, such as about the content, organization, language use, and language form. The checking can be done by the instructor, classmates, and self correction. In the revising stage the learners write down the final draft by referring to the corrections and comments before. These steps are important things to do in writing class for gaining good compositions as a product of writing.

### **c. The Characteristics of Students in Junior High School**

It is known that the way to teach teens is different from that of children or adults. Teenagers are in between childhood and adulthood, thus they need a special way to teach. Learners of this level include junior high school's students, which have different characteristics.

Teachers should know the students characteristics of this level. It is necessary for teachers to decide how to teach the students. As stated by Brown (2001: 92), there are five characteristics of teens. First, the intellectual capacity includes abstract operational thought, so teens can solve problems with logical thinking because some sophisticated intellectual processing raise in this age. Second, as a result of intellectual maturation, the attention spans expand therefore teens can concentrate on tasks longer than children. Third, the stimulation of all five senses is not important much because of the increase of abstraction, though there still need a variety of sensory input. Fourth, the physical and emotional characteristics change in this age, thus teens become ultrasensitive in the part of ego, self image, and self esteem. Fifth, although teens are able to shift to concern on grammar point or vocabulary item from the immediate here and now activities, teachers must consider not to insult them with stilted language or to bore them with overanalyzes.

Those five items must be known by teachers in junior high school. Teens are not children anymore, but not yet adults. They have special characteristics, which should be treated properly.

#### **d. How to Teach Writing in Junior High School**

The objective of English teaching and learning in junior high schools in Indonesia is achieving the functional level, such as reading a newspaper and comprehending a manual. In this level students are expected to be able to communicate in order to solve their everyday problems in the spoken and written form. Besides, they are able to comprehend and produce short functional texts and simple essays, such as procedure, descriptive, recount, narrative and report (BSNP, 2006).

In order to produce written texts, there is something important to know in the teaching writing process in a classroom. Harmer (1998: 80) suggests that the type of teaching writing depends on the student's age, interest and level. The English teacher can get beginners to write simple poems, but will not give them an extended report. If everyone in a class works in a bank, for example, the teacher may choose to get them writing bank reports. The elementary students can write a simple story, but they are not equipped to create a complex narrative.

Besides these three items, there are other factors which influence the success in a writing skill lesson. Hyland (2002: 78) says that fundamentally writing is learned, rather than taught and the teacher's best methods are flexibility and support. This means responding to the specific instructional context, particularly the age, first language and experience of students, their writing purposes, and their target writing communities; and providing extensive encouragement in the form of meaningful contexts, peer involvement, prior texts, useful feedback and guidance in the writing process.

From Harmer and Hyland explanations above, it can be concluded that before teaching writing, teachers should understand students' age, concern, level, and first language, reason to write, and target writing communities. Additionally, the teacher ought to give support in the form of meaningful context, peer contribution, former text, valuable feedback and assistance.

Brown (2001: 346-356) proposes principles for designing writing techniques as well. The first principle is "fit in practices of good writers". It means that it is considered to do what the expert writers do. They include focusing on a main idea in writing, following a general organizational plan, using feedback, and revising the work. For the beginner writer it is important to imitate some or all of them.

The second principle is "balance process and product". It implies that the teacher should lead students to go through the stages in the process of writing. In this case the teacher has a role as a guide and responder. Coincide with it the teacher ought to pay attention to the quality of students' writings. Accordingly, the teacher must give attention to both the process and product of writing.

The third belief is "account for cultural/literary backgrounds. The teacher needs to make sure that not all students know English style rule. Each of them has his or her own literary background. What the teacher needs to do is helping students to use acceptable English.

The fourth principle is "connect reading and writing". A lot of exposures will influence the result of writing. This means that before starting to write

students should read and study a variety of relevant types of text. As a result, students can gain important insights of the way to write and the topic discussed.

The fifth belief is “provide as much authentic writing as possible”. It entails that the assignment of writing is required to be meaningful. The teacher asks students, for example, to write letters to his or her friends, to write a script for dramatic presentation, and to write advertisements. These authentic writings will bring students to such the real world.

The sixth belief is “frame your techniques in terms of prewriting, drafting, and revising stages”. These three phases are the process that should be done in the writing activity. The first stage is for generating ideas. The second and the last step are the center of writing process. These phases will be discussed deeply in the next section.

The seventh belief is “strive to offer techniques that are as interactive as possible”. It is certain that writing is not a private project in the way that students may work in pairs or groups to do brainstorming or editing, for instance. The type of purposeful writings, such as writing letters, memos, directions, and short reports, include in the principle of interactive classroom as well.

The eighth principle is “sensitively apply methods of responding to and correcting your students’ writings. It is more appropriate to consider error treatment in the drafting and revising stage. This slip is seldom changed totally by the teacher, rather this error correcting is treated in the course of self-correction, peer-correction, and instructor-initiated comments. In this case the teacher should play a guide role. If students have finished their works, the teacher’s rule turns to

be an evaluator or a consultant. Ideally, the teacher's response can be in the form of written or oral as holding a conference. However, written comments are enough.

The last belief is "clearly instruct students on the rhetorical, formal conventions of writings". An academic writing or job-related writing or personal writing has its own formal convention. Let see to the feature of an academic writing, for instance. The writer use to explain are a clear statement of the topic, use of main ideas to develop the topic, use of supporting ideas by describing or giving evidences, linking cause and effect, or using comparison and contrast.

#### **e. Types of Writing Performance**

There are four categories of writing performance proposed by Brown (2004: 220). These types reveal the writing skill uniqueness. They are imitative, intensive (controlled), responsive, and extensive. Each of them will be made detail in the next paragraph.

The imitative point is the level at which learners try to master the mechanics of writing. They include spelling, punctuation, and very brief sentences. The students have to concern of those abilities well as a fundamental skill in producing good writings.

The second type, intensive (controlled), is further than the first category above. It concerns to the use of suitable vocabulary within a context, collocations and idioms, and correct grammatical features. The writing performance can be in

the form of controlled, written grammar exercises. So, for example, the teacher has students to change all present tense verbs to past tense form.

The responsive category focuses on the discourse conventions with the emphasis on context and meaning. This step promotes learners to work in a limited discourse level, for instance, connecting sentences into paragraph and forming a sequence of two or three paragraphs which are logically connected. Here, genres of writing are included. They are, for instance, brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs.

The last type, extensive, means all the processes and strategies of purposeful writing are managed successfully. Thesis writing includes in this category. Here, learners should focus on getting a purpose, organizing and developing ideas logically, using supporting details, revealing syntactic and lexical variety, and holding the process of several drafts to obtain a final result.

Those four performances ought to be considered in a writing class. It is impossible to generate a good writing without mastering them. It is a must for a writer to have a good performance on the mechanics of writing. Besides, vocabulary mastery is badly needed to construct sentences. Being aware of context and meaning at discourse level is important, too. The last, all the processes and strategies in writing should be performed by a good learner.

## **2. Mistakes**

Edge (1989 in Harmer, 2001: 99) divides mistakes into three types, which are slip, error, and attempt. Slip is mistakes which students can correct by themselves once the mistakes have been pointed out to them. Error is mistakes which students cannot correct by themselves and which therefore need explanation. When students try to say something, but do not yet know the correct way of saying it, it is called attempt.

In language learning, like other subjects of learning, mistakes is possible, even in the first or second language learning. In the first language acquisition children make numerous mistakes in the eyes of adult grammatical language, Brown (2000: 216) states. However, children can produce suitable words by getting feedback from others. Moreover, countless mistakes are made by learners in the second language learning as well. Brown (2000: 217) says, “second language learning is a process that is clearly not unlike first language learning in its trial-and-error nature.” By giving variety forms of feedback on those mistakes, learners get assistance in the process of second language learning.

Making mistakes in language learning normally happens. In this case the teacher has an important role to give responses on students’ performances. This suitable feedback is used to support them to perform better in the subsequent performances.

### **3. Feedback**

It is important to provide feedback to students' mistakes in language learning. In a writing class feedback includes in the core activity, which are drafting and revising. Although this activity is a time consuming process, it is necessary to get a good writing result.

Giving feedback to the students' performances should be done by English teachers in order to get information of students' progresses. According to Harmer (2001: 110) the given feedback, in a number of devices, is used to help the students to perform more successfully in the future. Thus, feedback is the responses to the students' performances as a positive support to improve students' upcoming performances.

In a writing class the written feedback on students' works should be employed. It is very important to let the students know that the qualities of their writings need to be improved. They are expected, then, to revise their works for better results.

### **4. Feedback on Written Work**

There are two techniques in giving feedback on writing (Harmer, 2001: 110-112). They are responding and coding. Responding technique obliges teachers to give comments on students' work. Here the teacher should say how it is progressed and how it should be improved in the following draft. The way to respond to the student's writing can be said, for example, "I would express this paragraph slightly differently from you", and then rewrite it. In coding technique

the teacher uses codes in the body of the writing itself, or in a corresponding margin. The symbols employment refers to students' mistakes, such as word order, spelling or verb tense. As explained by Byrne in Harmer (2001: 111) the symbols used in giving feedback to students' writings are as follows.

Table 1. The Error Correction Codes

SYMBOL	MEANING	EXAMPLE
S	Incorrect spelling	S S I recie <u>ved</u> <u>j</u> our letter.
W.O.	Wrong word order	W.O. We know <u>well</u> this city. W.O. <u>Always</u> I am happy here.
T	Wrong tense	T If he <u>will come</u> , it will be too late.
C	Concord. Subject and verb do not agree	C Two policemen <u>has</u> come. C The <u>news are</u> bad today.
WF	Wrong form	WF We <u>want that</u> you come. WF That table is <u>our</u> .
S/P	Singular or plural form wrong	S We need more <u>informations</u> .
λ	Something has been left out	They said λ was wrong. He hit me on λ shoulder.
[ ]	Something is not necessary	[ ] It was too much difficult.
?M	Meaning is not clear	?M Come and <u>rest</u> with us for a week. ?M The view from here is very <u>suggestive</u> .
NA	The usage is not appropriate	NA He <u>requested</u> me to sit down.
P	Punctuation wrong	P P Whats your name P He asked me what I wanted?

Harmer (2001: 112) states, “feedback is designed not just to give an assessment of the students’ works, but also to help and teach.” The comment or code is a teacher’s instrument to produce better written assignment. In this case students are expected to recognize that they are in the position to correct the mistakes by themselves.

In relation to the explanation above the researcher believes that feedback, in the light of giving code or symbol on student writings, can improve students’ writing abilities. These codes can encourage students to think and correct the mistakes. Thus the students’ abilities can be improved by employing feedback on the writing class.

## **B. Relevant Research**

Some studies had been conducted to improve the student writing ability in English teaching and learning process. The study conducted by Tan (Tay et al., 2008: 92-111) focused on improving writing skills of normal (technical) students. This study was conducted in English language teaching in Singapore. The normal (technical) students had lack of reading habit and exposure to a variety of reading materials, so many of them did not read well and had limited vocabulary, weak spelling skills, and problems with basic grammar. In this study the students were exposed to structures and features of effective writing and provided with close guidance and support that encouraged and motivated them to become successful writers.

In teaching writing Tan used steps, i.e. providing good models of writing, deconstruction, scaffolding process, and modeling. The teacher provided good models of writing to introduce students to the organizational and lexico-grammatical features of a particular text type. After that, deconstruction of the passages was carried out by guiding and enabling them to see the features of good writing, which included the use of lexico-grammatical and organizational features. The next part was scaffolding process involved the staging and chunking of writing tasks, which were authentic. For example, in the unit on narrative text, chunking was employed through unscrambling of sentences to form a logical story. In order to enhance students' vocabulary, listening tasks were included, e.g. students completed a fill-in-the-blanks exercise while listening to a story. In this stage the students were always put into pairs or groups first to share their writing before moving on to individual expression. When the students finished a full-length pieces of writing, they were actually modeling what they had been exposed, then peer feedback and self evaluation were employed here. Feedback and evaluation had advantages, i.e. giving opportunity to revise what they had learnt, building up their self confidence through critiquing their classmates' works, making the necessary changes to improve the writing, and giving understanding for students that the writing process is cyclical one of planning, drafting, revising, re-planning, re-drafting, etc. In the last part, the students were encouraged to make journal writing.

Doing these actions, the students' familiarity and awareness of text type structures and features had been raised and they were able to produce writing of

an acceptable standard. In the part of giving feedback, the students had learnt much about text types and writing.

The other research on writing skill had been done also by Berg (Hyland, 2002: 168). She conducted experimental research on peer-response training. This study examined whether the feedback given by ESL students, who had been trained about peer response, improved the type and quality of text revisions of their peers writing. The trained group was compared with non-trained group. This revision was about the meaning and form of writing. The results showed that trained peer response positively affected students' revision types and quality of texts.

The research of giving feedback on students' writing had been also done by Hyland (Hyland, 2002: 195). The research was about the impact of teacher written feedback on individual writers. This study examined six ESL writers' reactions to and uses of teacher written feedback in two courses at a New Zealand University. The data included observation notes, interview transcripts and written texts. The results indicated that they responded the feedback and used it in their following writings.

By virtue of those three studies, the researcher will adapt some of them in the researcher's study. From the Tan study, the researcher will follow the teaching writing steps, i.e. providing good models of writing, deconstruction, scaffolding process, and modeling. In this research the researcher will emphasize feedback like Berg and Hyland study. The written feedback will be in the form of codes or symbols on the students' writing mistakes for correcting.

### **C. Conceptual Framework**

Writing is a written product generated by a certain process. The process includes prewriting, drafting, editing, and revising. In revising stage, students' writings are required to have corrections. Indirect feedback is an appropriate way to correct students writing because students will not make the same mistakes, so that their works become better. Besides, indirect feedback guides students to know where mistakes have been made and encourages them to do self correction.

Based on the researcher's observation, interviews and some of the students' writings in class VIII.C of SMP N I Mlati, the researcher found that there were some problems related to the writing process in the classroom. These problems are related to the teacher, students, material and classroom management. However, the research is focused on the teacher's problems, which are ignoring steps in teaching and learning writing skill and disregarding of important feedback of students writings.

Seeing the focused problems above, the research will implement indirect feedback to improve the quality of teaching writing. This implementation is expected that there will be some changes in writing class of grade VIII.C of SMP Negeri I Mlati after applying some actions.

## **CHAPTER III RESEARCH METHOD**

In this chapter the researcher discusses the methodology which was used in this research. It consists of six sub chapters. They are research type, research setting, data collection, validity and reliability of data, validity and reliability of the writing tests, and procedure of the research. Each of them is discussed below.

### **A. Research Type**

According to Burns (1999: 30-32) action research aims to improve the quality of the actions that involves the collaboration of teams of colleagues, practitioners and researchers, which consists of four essential moments namely planning, action, observation, and reflection. This study was included in the action research because the aim of this research was improving the writing ability to the eighth grade students of SMP Negeri I Mlati in the academic year of 2012/2013 through the teacher's indirect feedback since the researcher found problems within the students' writing ability. The researcher, the English teacher and the principal collaborated together in order to bring about change and improvement in the students writing ability.

### **B. Research Setting**

This subchapter consists of two parts. They are the place of the research and schedule of the research. These parts are presented below.

## **1. Place of the Research**

The research was conducted in SMP Negeri I Mlati in the academic year of 2012/2013. The school is located at Tirtoadi, Mlati, Sleman, Yogyakarta.

## **2. Schedule of the Research**

The schedule of the research was based on the school calendar in which the English subject was taught. This research was done in the first semester of the academic year of 2012/2013. It was conducted from August to October. This action research was held in grade VIIC.

## **C. Data Collection**

The researcher discusses three things in this subchapter. The first is about data. The second is data collection technique. The last is data analysis. They are discussed one by one below.

### **1. Data**

The main data of this research were qualitative data that were supported by quantitative data. The qualitative data were interview transcripts and field notes. The quantitative data were the student writing scores.

### **2. Data Collection Technique and Instruments**

The qualitative data were collected by doing interviews and classroom observations. The qualitative data in the form of interview transcripts were collected by conducting some interviews to the collaborator and the students. The instrument used within the interview was interview guidelines. The qualitative

data in the form of field notes were collected by doing classroom observations. The instruments used within the observation were observation sheets and photographs taking. In reconnaissance the researcher did a classroom observation and interviews as well.

The quantitative data were collected by scoring the students writing. The instrument used in collecting this data was writing tests. To assess the students writing the researcher used the scoring rubric which contains five aspects namely content, language use, vocabulary, organization and mechanic.

### **3. Data Analysis**

To analyze the qualitative data the researcher did the process of data reduction, data display and verification as stated by Miles and Huberman (1994: 10-12) in Sugiyono (2007: 337-345).

#### **a. Data Reduction**

Data reduction means summarizing and choosing the main information needed by focusing on the important information, looking for the theme and its pattern and removing unused information. It is needed because the data collected from the field is still in great quantities and complex. This process is provided a clear map about the data and is helpful in doing the next data collection process to complete the data. In this research the researcher selected, focused and simplified the data.

**b. Data Display**

The aim of displaying data is organizing data based on the relation among categories in order to be easily understood. Thus, the researcher is able to know what had been got, what is happening, and what should be done next easily. Most of the qualitative data is presented in the form of narrative texts. In this research the researcher organized the qualitative data in order to make conclusion and decide what should be done next.

**c. Verification**

In verification the conclusion is drawn and the data are verified. After making the conclusion and verifying the data, a provisional conclusion is obtained and it can change if a new data is found from the field. However, it is a credible conclusion if the data collected in the next process support the previous conclusion. In this research the researcher drew conclusion from the data display and knew the progress of the implementation.

To analyze the quantitative data the researcher and collaborator calculated the mean of the students writing scores of the writing tests in every cycle. Then, the researcher compared those scores.

**D. Validity and Reliability of Data**

The researcher used five validities. According to Burns (1999: 161-162) they are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. These validities are discussed one by one below.

Democratic validity relates to the extent to which the researcher is truly collaborative and allows for the inclusion of multiple voices. In order to fulfill this validity, the researcher had interviews with the English teacher and students to express their ideas, comments, critiques, suggestions and opinions about the implications of the action research.

Outcome validity relates to the notion of actions leading to outcome that are 'successful' within the research context. In order to accomplish the outcome validity, the researcher looked at the result of the actions. The researcher noticed the success and failure of the implementation of the actions. The research could be said to be successful if there was an improvement in teaching and learning process.

Process validity raised questions about the process of conducting the research. The actions of this research should be believable. In order to fulfill the process validity the researcher did the process of the action research in cycles. Each cycle consisted of planning, action and observation, and reflection.

Catalytic validity relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. In order to fulfill this validity the researcher asked the students about their responses to the changes occurring to themselves.

Dialogic validity relates to the process of collaborative enquiry or reflective dialogue with 'critical friends' or other participants. In order to fulfill this validity the researcher collaborated with the English teacher to review the actions.

To avoid subjectivity in analyzing data and to get trustworthiness the researcher used a triangulation for gathering multiple perspectives on this research. According to Burns (1999: 164) there are four triangulations, namely time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. The researcher used three of them which are as follows.

### **1. Time Triangulation**

This triangulation can be achieved by collecting data many times. In this research the actions conducted in two cycles. Each cycle consisted of two or three meetings.

### **2. Investigator Triangulation**

This triangulation can be fulfilled by using more than one observer in the same research setting. In this research the collaborator or the English teacher and the researcher acted as observers. Investigator triangulation avoids the observer bias and provides checks on the reliability of the observation.

### **3. Theoretical Triangulation**

In this triangulation the data is analyzed from many perspectives. The researcher analyzed the data based on more than one theoretical review.

## **E. Validity and Reliability of the Writing Tests**

There were two kinds of validity applied in the writing tests. They were content validity and construct validity. These validities are discussed below.

## 1. Content Validity

According to Brown (2004: 22) if a test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test-taker to perform the behavior that is being measured. To fulfill the content validity the researcher developed the test in reference to the Standard of Competency and Basic of Competency of Junior High School Year VIII of the first semester of English subject below.

Table 2. The Standard of Competency and Basic of Competency of English Subject of Junior High School Year VIII of the first semester

Standard of Competency	Basic of Competency
6. <i>Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar</i>	6.2. <i>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 descriptive dan recount</i>

## 2. Construct Validity

To score the students' writing the researcher used scoring rubric adapted from Jacobs scoring profile (Hughes, 2003: 104) below.

Table 3. The Scoring Rubric Profile

<b>COMPONENT</b>	<b>SCORE LEVEL</b>	<b>CRITERIA</b>
Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject; little substance; inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	9-7	VERY POOR: does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	GOOD TO AVERAGE: adequate range; occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	VERY POOR: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate

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COMPONENT	SCORE LEVEL	CRITERIA
Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	VERY POOR: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate

In order to meet a reliability of the writing test the researcher used inter-rater reliability. Inter-rater reliability occurs when two or more scorers yield consistent scores of the same test, possibly for lack of attention to scoring criteria, inexperience, inattention, or even preconceived biases (Brown, 2004: 21). Inter-rater reliability is the extent to which two or more individuals (coders or raters) agree. Inter rater reliability is dependent upon the ability of two or more individuals to be consistent. In this research there were two independent raters in assessing students' writing. The first rater was the English teacher who was qualified for assessing students' writing. The second rater was the researcher herself. In evaluating students' writing, the researcher and the collaborator gave an appropriate score in each aspect.

## **F. Procedure of the Research**

This action research occurred in cycles. There were four essential parts in this study, namely reconnaissance, planning, action and observation, and reflection. They are explained below.

### **1. Reconnaissance**

Reconnaissance was the first step in this research. In this step the researcher did the class observation and had interviews. The researcher interviewed some students to know the problems that they encountered in writing skill. Besides, the researcher also had discussion with the English teacher to identify the field problem occurred in writing class.

Based on the class observation and interviews, some major problems were found. These problems were related to English teacher, the students, the material and activity, and the classroom management. The main focus of this research was improving the writing ability to the eighth grade students of SMP Negeri I Mlati through indirect feedback.

## **2. Planning**

After focusing on the problem in the students writing ability, the researcher and the English teacher planned possible actions to be implemented in the teaching learning process. Besides, they prepared a lesson plan used in every meeting.

## **3. Action and Observation**

While implementing the actions, the researcher observed what was going on in the classroom to find the problems. The actions were implemented in two cycles. Each cycle was done in some meetings. The simple essay which was discussed was a descriptive text. The topics used were adapted from *English in Focus*, *Let's Talk*, and student worksheet. Besides implementing the teacher's indirect feedback, the researcher also observed and recorded the students' reactions during the activities. The researcher had interviews with some students of grade eight after doing the teacher's indirect feedback. Based on the observation and interviews, the researcher and the collaborator discussed the actions and analyzed the result. The result of the discussion was used to improve the next step.

#### **4. Reflection**

The researcher made a reflection in every cycle. The reflection was important because it could be used to measure whether the action was successful or not. If the action was successful, it would be continued by giving a different topic of the text. If the action was unsuccessful, it would be revised in the next cycle.

## **CHAPTER IV RESEARCH FINDINGS**

This chapter presents information about the process of the research conducted in Cycle 1 and Cycle 2 as well as the result of the research. They are presented below.

### **A. Identification of Field Problems**

The researcher conducted reconnaissance to identify the existing problems occurring in the English learning process. They were classroom observation, interview and taking students' works. These activities were conducted on July 31<sup>st</sup>, 2012.

The first activity was the classroom observation which was done in one day. The classroom observation was conducted to collect any valuable information during the English teaching and learning process in the classroom. The second activity was interviewing the students and the teacher. The interview aimed to collect information about the students' and teacher's perspective of the learning process and feelings. The third activity was taking the students' works before the action. It was done to know the students current writing proficiency.

After conducting those three activities, information about problems was obtained. The problems found in the field are presented in the table below.

Table 1  
The Arising Problems Found in the Field

No.	Problems	Codes
1.	The students did not do the homework.	S
2.	The students had low interest to discuss the homework.	S
3.	The students had low attention to the classroom activity.	S
4.	The students had low interest in answering the teacher's questions.	S
5.	The students gave low attention to the teacher's explanation.	S
6.	The students were bored.	S
7.	The teacher only focused on LKS and a course book.	T
8.	The teacher did not give input texts to the students. She only gave some words which were related to the theme, i.e. describing people and described the characteristics of a descriptive text.	T
9.	The teacher did not give more scaffolding activities before writing.	T
10.	The students did not bring a dictionary.	S
11.	The students were reluctant to open a dictionary.	S
12.	The students lacked ideas to write.	S
13.	The students did not finish the works.	S
14.	The students had difficulty in spelling.	S
15.	The students had difficulty in writing good sentences.	S
16.	The teacher did not give feedback to the students' writings.	T
17.	The students had difficulty to make correct sentences.	S
18.	The students had difficulty to translate words into Indonesian and vice versa.	S
19.	The students had difficulty in writing the text with the use of a correct tense.	S

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No.	Problems	Codes
20.	The students had difficulty to choose appropriate words.	S
21.	The students had difficulty in vocabulary.	S
22.	The students had difficulty in grammar.	S
23.	The students had difficulty in using verbs.	S
24.	The students had difficulty in language use.	S
25.	The students had difficulty in writing mechanic.	S

The codes' meaning:

S means the students' problem.

T means the teacher's problem.

After that, the researcher and collaborator discussed and analyzed those arising problems related to writing. The problems found in the teaching and learning process of writing are presented in the following table.

Table 2  
The Problems Related to the Teaching and Learning Process of Writing

No.	Problems	Codes
1.	The teacher did not give input texts to the students. She only gave some words which were related to the theme, i.e. describing people and described the characteristics of a descriptive text.	T

(continued)

(continued)

No.	Problems	Codes
2.	The teacher did not give more scaffolding activities before writing.	T
3.	The students lacked ideas to write.	S
4.	The teacher did not give feedback to the students' writings.	T
5.	The students had difficulty in vocabulary.	S
6.	The students had difficulty in language use.	S
7.	The students had difficulty in writing mechanic.	S

From the list of the problems above, both the teacher and students had problems related to the writing process. The teacher did not follow the way to teach writing appropriately. Before asking the students to write a descriptive text, the teacher did not give input texts and scaffolding activities. Whereas it was important for them to know about the text features, such as the organization, vocabulary, and tense, so that they had had the model of text to be written later. Those two problems above caused a bad effect for the students i.e. they hard to produce the descriptive text correctly. Besides, they lacked idea to write because the teacher did not conduct a pre-writing activity to generate students' ideas, such as a brainstorming. In conclusion, the main problem related to the teaching and learning process of writing was the teacher's way of teaching.

## **B. Report of Cycle 1**

### **1. Planning**

After obtaining information about the problems related to the teaching and learning process of writing and the indicators, the researcher and collaborator planned actions to solve the problems. The actions focused on the implementation of teacher's indirect feedback on the students' writings. Those actions were:

- a) giving more input texts,
- b) providing scaffolding activities,
- c) asking the students to write,
- d) collecting students' writings,
- e) giving indirect feedback in the form of error correction codes to the students' writings,
- f) giving back the students' writings completed with indirect feedback,
- g) explaining error correction codes,
- h) asking the students to correct their writings and rewrite them.

These actions were planned in the form of a course grid and lesson plans.

### **2. Action and Observation**

In action and observation the researcher acted as the teacher and the English teacher acted as the collaborator. As the teacher, the researcher had the responsibility in the teaching and learning process. The collaborator also had responsibility to observe the teaching and learning process by filling observation

checklists and taking photographs. Both of them also had to give scores to the students' writing.

In Cycle 1 there were three meetings. The first meeting was held on September 22<sup>nd</sup>, 2012. The actions were giving more input texts and providing scaffolding activities to the students. The second meeting was conducted on September 25<sup>th</sup>, 2012. The actions were asking students to write, collecting students' writings, and giving indirect feedback in the form of error correction codes to the students' writings. The third meeting was held on September 26<sup>th</sup>, 2012. The actions were giving back the students' writings completed with error correction codes, explaining error correction codes, asking students to correct their writings and rewrite them. The detailed description of the actions in Cycle 1 is explained below.

#### **a) Giving More Input Texts**

Three descriptive texts were exposed to the students, i.e. *The Sea Eagle*, *The Cheetah*, and *Butterflies*. The researcher provided these texts to all students in the form of handout. Each student got one handout. From these three texts the researcher explained the characteristics of descriptive text, vocabulary, and grammar point. The process of teaching and learning process is presented below.

The researcher started the learning process by showing a colorful picture of a flying eagle in front of the classroom. Some students said, "*Elang*" and a few of them said, "Eagle". After that, the researcher gave lead-in questions about the name and the characteristics of the animal in English. However, many students

did not answer the questions because they did not know the meaning of the questions asked by the researcher.

After exploring the students' background knowledge about a descriptive text by showing the eagle picture, the researcher passed handouts to all of them. Then, the researcher asked to read the first text, *The Sea Eagle*, and answer the questions. Many students gave question about the meaning of some difficult words in the text to the researcher. Moreover, there were only a few students who brought a dictionary. Some students asked to their friends. The first text was complemented with true or false questions in order to know students' comprehensions. This activity was done in pairs. After about ten minutes, the researcher asked to discuss the answers by inviting some students to read their answers. If the answer was wrong, the researcher invited other students to give the true answer.

After all the questions were answered, the researcher asked the students to mention the sea eagle body parts explained in the text in order to improve their vocabulary. Then, the researcher explained the generic structure of a descriptive text. However, many students did not understand yet about what the researcher explained about the generic structure of a descriptive text. Then, the researcher gave chances to the students to ask questions if they still got difficulty to understand the characteristics of descriptive text and some students asked about the meaning of the generic structure, i.e. identification and description. Then, the researcher explained them once more. This is shown in the interview with the collaborator below.

- R : “*Kalau pemberian contoh descriptive text tadi gimana, Bu?*”  
 (“How about the examples of a descriptive text given to the students?”)
- C : “*Ya udah apik kok. Tapi pas menjelaskan generic structure, to, bagian-bagian dari generic structure itu perlu dijelaskan lebih dalem lagi....*”  
 (“They were good. However, the generic structure of descriptive text needs to be explained clearly....”)
- (Appendix 2: Number 7).

The researcher asked the students to move on to the next descriptive text, *The Cheetah*. Then, the researcher asked to fill in the missing parts of the text in pairs. The students should do this activity in order that they could use appropriate words to describe things. When doing this activity, many students gave question about the meaning of some difficult words in the text to the researcher. This is shown in the following field note.

*P melanjutkan dengan meminta S untuk mengisi bagian-bagian yang rumpang dari teks, "The Cheetah". Banyak S yang bertanya tentang arti kata-kata yang sulit kepada P. Sebagian S juga mencari arti kata di dalam kamus dan ada juga yang bertanya kepada temannya.*

P continued to ask S to fill in the missing parts of the text titled *The Cheetah*. Many S asked about the meaning of difficult words in the text to P. Some of S opened the dictionary to get the meaning of the words and some of S asked to S's friend.  
 (Appendix 1: FN 6).

The students had finished the work, and then the researcher asked them to discuss the answer by inviting some students to answer the questions orally. If the answer was wrong, the researcher invited other students to give the true answer.

After all the questions were answered, many students still got confused of the answers because the true answers weren't written on the white board as shown in the following interview transcript.

<p>C : ...Terus jawaban-jawaban dari latihan-latihan itu, kan, dibahas to? Kalau pembahasan secara lisan itu mereka bingung, apa to tadi jawabannya, gitu mending ditulis aja biar jelas.”</p> <p>(“...And then, the answers were discussed, right? If the discussion was done orally, the students became confused. You had better to write the answers on the white board.”)</p> <p>R : “Ya Bu....”</p> <p>(“Yes, Ma’am.”)</p> <p>(Appendix 2: Number 7)</p>
--

After the discussion had finished, the researcher would show the grammar point. Some sentences in the previous text were taken as an illustration. The researcher wrote three sentences using simple present tense on the white board. The researcher explained the formula of simple present tense.

In order to know the students' understanding of a simple present tense, the students should do the next activity, i.e. filling in the blanks with the appropriate verbs used in simple present tense in the descriptive text, titled *The Butterflies*, in pairs. Though the students brought a dictionary, they still asked the meaning of some difficult words in the text to the researcher. The researcher helped them by answering the meaning of difficult words in Indonesian. When the discussion of the answers was held, the students got confused because they did not understand yet about simple present tense. It is shown in the following interview transcript.

R	:	“ <i>Terus tentang simple present tense sudah dong belum?</i> ” (“Then, did you understand about simple present tense?”)
S	:	“ <i>Sedikit.</i> ” (“A little.”)
R	:	“ <i>Yang belum dong yang mana?</i> ” (“In what part did you not understand?”)
S	:	“ <i>Yang pakai ‘s’ sama yang enggak, itu lho?</i> ” (“The use of ‘s’.”)
R	:	“ <i>Maksudnya verb-nya?</i> ” (“Do you mean the verb?”)
S	:	“ <i>Iya.</i> ” (“Yes.”)
R	:	“ <i>Masih bingung?</i> ” (“Are you still confused about it?”)
S	:	“ <i>Iya.</i> ” (“Yes.”)

(Appendix 2: Number 6)

When the bell rang, the discussion had not been finished yet. There were two questions left. However, the students wanted to go home impatiently, so they did not care with what the researcher said. Therefore, one student led the prayer and then the researcher ended the class.

### **b) Providing Scaffolding Activities**

These activities were conducted in the second meeting, i.e. arranging jumbled sentences and filling in the missing parts of incomplete sentences based on the given pictures. The researcher explained that before writing, the students should do some activities in order to help them in making a descriptive text. They were arranging jumbled sentences into a good descriptive text and filling in the missing parts of incomplete sentences based on the given picture.

Before conducting scaffolding activities, the researcher reviewed the previous meeting about the characteristics of a descriptive text orally. The researcher asked the students about the function, generic structure and tense of descriptive text. After that, the researcher explained about the characteristics of descriptive text. When the researcher gave chance to the students to ask questions if they found difficulty in understanding the characteristics of a descriptive text, the students kept silent. The researcher thought that the students understood the characteristics of a descriptive text, and then she decided to continue to the next activity. The students were required to arrange jumbled sentences.

In arranging jumbled sentences activity, the students were asked to do this assignment in pairs. There were six sentences, which should be arranged to make a good short text. Like in the previous meeting, many students asked the difficult words to the researcher although they brought a dictionary. However, there were some students who check the meaning in a dictionary. Five minutes had passed, and then the researcher asked the students to discuss the answers. The researcher asked the sequence of the sentences to all the students and many students said together the number of the sentences in sequence.

After the discussion had been finished, the students were required to fill in the missing parts of incomplete sentences and based on the given pictures. These pictures were about animals, i.e. a camel and elephants. Although it was an individual assignment, the students discussed the answers with their friends next to them. There were students who found the difficult words in a dictionary and there were students who asked to their friends or to the researcher. After that, the

researcher asked the students to discuss the answers by pointing some students to answer. The true answers were written on the white board by the researcher in order to show the true answers and spellings. The discussion had been finished, and then the researcher asked the students to move on to the next activity that was writing a short descriptive text individually.

### **c) Asking the Students to Write**

Each student got a piece of paper to write a text. Before writing, the students were given an explanation about the topic which would be written, i.e. the favorite animals. The students should describe the animals and use simple present tense. There were students who walked around the classroom to borrow a dictionary. However, it was difficult for the students to start writing because they had no idea. It is shown in the following field note.

*P meminta S untuk menulis descriptive text tentang binatang kesayangan mereka masing-masing dalam selembar kertas yang telah dibagikan oleh P. Suasana kelas menjadi ramai. Banyak S yang kesulitan untuk memulai menulis karena tidak ada ide....*

P asked S to write a descriptive text about their favorite animals in a piece of paper given by the researcher. The class became noisy. Many students got difficulty to start writing because they had no idea....

(Appendix 1: FN 7)

The researcher walked around the classroom to check the students' works. Many students asked to the researcher about words in English and how to make sentences. There were students who asked to their friends and cheated their

friend's work. It was difficult for them to make sentences and choose words in English. It is shown in the following interview transcript.

R	:	<i>"Gimana tadi nulisnya?"</i> ( <i>"What do you think about your writing before?"</i> )
S	:	<i>"Agak sulit."</i> ( <i>"It's a little bit difficult."</i> )
R	:	<i>"Sulitnya dimana?"</i> ( <i>"In which part did you find a problem?"</i> )
S	:	<i>"Menyusun kalimat."</i> ( <i>"In making sentences."</i> )
R	:	<i>"Terus apalagi?"</i> ( <i>"What else?"</i> )
S	:	<i>"Kata-katanya, mengartikan ke dalam bahasa Inggrisnya."</i> ( <i>"In translating the words into English."</i> )

(Appendix 2: Number 8)

The students also got problem in word order. It is shown in the following interview transcript.

R	:	<i>"Kesulitannya apa?"</i> ( <i>"What was the problem?"</i> )
S	:	<i>"Kan, kalau bahasa Indonesia itu Diterangkan-Menerangkan, DM itu, lho Miss, tapi kalau bahasa Inggris kebalikannya, pusingnya disitu."</i> ( <i>"The word order in Indonesian was in inverse to it in English. It made me confused."</i> )

(Appendix 2: Number 9)

#### **d) Collecting Students' Writings**

All the students' works were collected by the researcher after they had finished their writings. These writings were brought home by the researcher to be given

indirect feedback. The researcher told the students that their works will be given back to them in the next meeting with the indirect feedback on those works.

#### **e) Giving Indirect Feedback in the Form of Error Correction Codes to the Students' Writings**

The researcher checked and gave feedback to all the students' writings one by one. The error correction codes were applied by the researcher to give indirect feedback. The researcher used a red ink pen in giving the codes in the body of the students' writings to make them clear to see. The researcher checked the content, organization, vocabulary, language use, and mechanic in every student's work.

The process of correcting which was done by the researcher was as follows. Firstly, the researcher checked the content and gives code Ct if there was an error about content. Secondly, the researcher checked the organization and gave code Or if there was an error about organization. Thirdly, the researcher checked the vocabulary and gave code WF, ?M, and NA if there were errors about word form, usage, and choice of words. Fourthly, the researcher checked the language use and gave W.O., T, C, S/P, A, and PREP code if there were errors about word order, tense, subject and verb agreement, singular and plural form, article, and preposition. If something had been left out, the teacher gave code λ. If there was something that was unnecessary, the teacher gave code [ ].

**F) Giving Back the Students' Writings Completed with Indirect Feedback**

The students' writings which had been given error correction codes by the researcher were given back to all the students in the next meeting. The indirect feedback in the student's work can be shown below.

Nama: Teguh widiyanto  
 No : 30  
 KLS : 8C

Write an essay describing your own favorite animal.

### The Rabbit

I have a <sup>Cp</sup> Rabbit in the cage. I <sup>WF</sup> call her Albert.  
<sup>Cp</sup> he comes from <sup>a</sup> Indonesia. He has Physical Features [Similar]  
<sup>S/p</sup> has a <sup>long</sup> ear. Allbert has <sup>white</sup> Fur, and jumps with two legs  
 He is a <sup>mammal</sup> that means he gives birth to her children  
 and breast Feeds them. he like eat grass and Carrot  
<sup>Cp</sup> he has a <sup>long</sup> ear and ~~is~~ Allbert [it] is [a] Fat. Allbert have  
 two Couple teeth [Same long.]

### **g) Explaining Error Correction Codes**

Before asking the students to correct their works, the researcher gave a list of error correction codes which were used in giving indirect feedback. Each student got one list. The list of these codes could be seen in Appendix 6.

Since the students did not understand yet about the codes, the researcher explained the codes one by one orally. The researcher also provided time for discussion whether the students understood the explanation of error correction codes or not. Some students asked to the researcher to explain some codes once more because they did not get the meaning of those codes yet. The researcher then explained some codes once more.

### **h) Asking the Students to Correct Their Writings and Rewrite Them**

After giving some explanation, the researcher asked the students to correct the mistakes referring to the given codes and rewrite the work on the given paper. The problems faced by the students in the process of correcting and rewriting were the student's comprehension about the codes and how to correct the mistakes. Some students seemed to be confused of codes in the student's writing. This can be shown in the following interview transcript.

<p><i>R</i> : “<i>Tadi paham nggak dengan penggunaan kode koreksi?</i>”        (“Did you understand the codes?”)</p> <p><i>S</i> : “<i>Sedikit.</i>”        (“A little.”)</p> <p><i>R</i> : “<i>Kode apa yang masih belum dipahami?</i>”        (“Which codes did you not understand?”)</p> <p><i>S</i> : “<i>S/P, λ, WO, C.</i>”</p> <p>(Appendix 2: Number 10)</p>
--

Besides, the students did not understand the correct forms of the error parts although they know the codes meaning. This can be shown in the following field note.

*... Banyak S yang bertanya kepada P tentang bentuk yang betul dari bagian yang diberi kode kesalahan, lalu P membantu S dengan memberi penjelasan yang bisa dimengerti S, sehingga S bisa membetulkan kesalahan itu sendiri....*

... There were many S who asked to P about the correct form of the parts which were given codes, and then P helped S by giving an explanation that could be understood by S, so S were able to correct the errors themselves....

(Appendix 1: FN 8)

To overcome those problems, the researcher walked around the classroom, so the researcher was able to help all students.

Some students still got problems in correcting, as has been shown above, but some others could correct the errors without any problem nevertheless. The list of error correction codes helped students to correct the errors easily. This can be shown in the following interview transcript.

- R : *“Tadi paham dengan penggunaan kode-kode koreksi tadi nggak?”*  
 (“Did you understand the use of the codes?”)
- S : *“Paham.”*  
 (“Yes.”)
- R : *“Tulisannya banyak kesalahan nggak?”*  
 (“Did you find many mistakes in your writing?”)
- S : *“Banyak.”*  
 (“Yes.”)
- R : *“Kode terbanyak apa tadi?”*  
 (“What code did you find frequently?”)
- S : *“C.”*
- R : *“Jadi Subjek sama Verb-nya tidak sesuai ya?”*  
 (“It means that the subject and verb do not agree, right?”)
- S : *“Ya.”*  
 (“Yes.”)
- R : *“Terus bisa membenarkan tidak?”*  
 (“Could you correct the errors?”)
- S : *“Bisa.”*  
 (“Yes, I could.”)
- R : *“Bagus.”*  
*“Merasa kesulitan dalam memahami kode-kode tadi?”*  
 (“Good. Did you find any problem in understanding the codes?”)
- S : *“Nggak, kan ada penjelasannya?”*  
 (“No, I did not. It was because there was an explanation in the list of the error correction codes.”)
- R : *“Ada handout-nya ya.”*  
 (“You had the handout, right?”)
- S : *“Iya.”*  
 (“Yes.”)

(Appendix 2: Number 11)

After the students had finished in correcting their works, they rewrote the text in the given papers. After that, the researcher collected the first and the last draft of the students’ writings. Since the bell had rung, the researcher previewed the upcoming lesson that in the next meeting the researcher would give a different

topic of descriptive text. After that, one of the students led the prayer, and then the researcher ended the class.

### **3. Reflection**

In the reflection, the researcher and the English teacher analyzed the data from observations, field notes, students' works, and interview transcripts to evaluate the action conducted in Cycle 1. The following were the results of the reflection:

#### **a) Giving More Input Texts**

The students' vocabularies were increased because there were more input texts. The difficult words found in the texts motivated them to look for the meaning through asking to the researcher or their friends or checking in the dictionary. As a result, their vocabulary increased because of their curiosity. However, the students' comprehension about the generic structure of descriptive text did not achieve yet in the first meeting. So, the researcher explained more about the generic structure in the second meeting.

#### **b) Providing Scaffolding Activities**

The scaffolding activities were arranging jumbled sentences and completing short paragraphs. Arranging jumbled sentences into a good descriptive text was given to the students in order to make a good descriptive text based on the generic structure of descriptive text. Completing short paragraphs with the appropriate

words based on the given pictures was provided in order to make students be ready for writing a short essay. In the first activity all the students could make the sequence of sentences correctly. It meant that they were able to recognize the generic structure of a descriptive text. In the second activity the students were helped by the pictures to fill in the missing parts. However, these two activities did not help much when they were asked to write a short descriptive text individually.

#### **c) Asking the Students to Write**

The students found some problems in writing. The first problem was that they had lack idea to write. This problem obstructed them to start writing. The second problem was about vocabulary. There were many errors found related to vocabulary, such as word forms, inappropriateness of words, and meanings were obscure. The third problem was about language use. The errors found related to language use included word orders, tense, prepositions, articles, singular and plural forms, lack or uselessness of words and disagreements of subject and verb. The fourth problem was mechanic. The errors related to mechanic were spelling, punctuation, and capital letter.

#### **d) Collecting Students' Writings**

Collecting the students' writings could be done successfully. All the students' works could be collected by the researcher.

**e) Giving Indirect Feedback in the Form of Error Correction Codes to the Students' Writings**

The indirect feedback given to the students' works facilitated the students to improve their writing qualities. The error correction codes guided the students to know the mistakes they made, that should be corrected. Besides, this feedback encouraged the students to do self-correcting because the researcher only gave particular codes in the error parts instead of the true forms. The researcher had been given indirect feedback to all the students' works successfully.

**f) Giving Back the Students' Writings, which Were Given Indirect Feedback**

All the students' writings which had been given indirect feedback by the researcher could be given back to all the students. This activity allowed the students know that there were errors in their works and these errors should be corrected.

**g) Explaining Error Correction Codes**

The explanation of the error correction codes was a must to be accomplished by the researcher since the students were not familiar with the codes yet. This explanation aimed to attain the students' understanding of the codes. Therefore, the students would be easier in the process of correction. However, from the interview there were still students who still got difficulty to understand some codes.

### **h) Asking the Students to Correct Their Writings and Rewrite**

In the process of correcting some students still got problems, but some students were able to correct their works. These problems were about the comprehension of codes and how to correct the errors.

In the process of rewriting there was no problem faced by the students. All students re-wrote on the given papers. Therefore, the researcher successfully collected the first draft and the last writings of all the students in order to be given scores.

## **C. Report of Cycle 2**

### **1. Planning**

Based on the information obtained in the reflection of Cycle 1, there was no meaningful improvement on the students' writings in term of vocabulary, language use, and mechanic. Besides, the students lacked ideas to write. The other problem was that many students could not comprehend and correct the errors. Therefore, the researcher and the collaborator planned to conduct Cycle 2 to know the students' improvement in writing by implementing some actions as an effort to solve the problems found in Cycle 1. In Cycle 2 the plans were:

- a) giving an input text,
- b) giving a scaffolding activity in the form of arranging jumbled words,
- c) providing clues before writing,
- d) asking the students to write and collecting the works,

- e) giving indirect feedback in the form of error correction codes to the students' writings,
- f) providing a scaffolding activity in the form of correcting error sentences,
- g) giving back the students' writings completed with indirect feedback,
- h) asking the students to correct their writings and rewrite them.

These actions were planned in the form of a course grid and lesson plans.

## **2. Action and Observation**

In Cycle 2 there were two meetings. The first meeting was held on October 2<sup>nd</sup>, 2012. The actions were giving an input text, giving exercises about arranging jumbled words and giving assignment to correct error sentences, providing clues before writing, asking to write, and giving indirect feedback in the form of error correction codes on the students' writings. The second meeting was conducted on October 3<sup>rd</sup>, 2012. The actions were giving back the students' writings completed with indirect feedback and asking to correct their writings and rewrite. The detailed description of the actions in Cycle 2 will be explained below.

### **a) Giving an Input Text**

In Cycle 2 each student was given a handout consisted of a descriptive text as an input text titled Borobudur Temple (Appendix 5: Lesson Plan of The Fourth Meeting in Cycle 2). This text was complemented with five questions in order to check the students' comprehension about the text. This exercise should be done in

a group of four in order to provide the students to discuss with their friends next to them.

When the students were asked to read the text, some students asked the meaning of the difficult words to the researcher. Some of the students checked the meaning in a dictionary and some of the students asked to their friends. Those words then were written on their vocabulary books in order to add their vocabulary. Each student had one vocabulary book. The students wrote new words in this book.

After the reading activity had been finished, the students, in a group of four, answered the questions. One of group members was asked to write the answers on the white board in order to make the discussion easier. Besides, the students were able to know the true answers accurately.

#### **b) Giving a Scaffolding Activity in the Form of Arranging Jumbled Words**

There were two scaffolding activities. The first was arranging jumbled words into good sentences and the second was correcting sentences which consisted errors. These activities were performed in a group of four as well. The first activity was conducted in the first meeting and the second one was done in the second meeting of Cycle 2.

Although for some students the jumbled words assignment was more difficult than the jumbled sentences assignment in Cycle 1, they were helped by this exercise. They became easier to write. This can be shown in the following interview transcript.

- .....
- R : *“Tadi bisa mengerjakan jumbled words-nya?”*  
 (“Could you do the jumbled words arrangement exercise?”)
- S : *“Ya, lumayan, tapi yang ini lebih sulit dari pada yang animal dulu.”*  
 (Yes, I did, but it was more difficult than the exercise before.)
- R : *“Kalau menurut Adik latihan jumbled words tadi membantu Adik dalam menulis teks nggak?”*  
 (“In your opinion, did this exercise help you to write?”)
- S : *“Iya, menulisnya jadi lebih mudah, jadi tahu urutan-urutan katanya.”*  
 (“Yes. This exercise made easier for me to write because I knew the order of words.”)
- .....

(Appendix 2: Number 12)

### c) Providing Clues before Writing

Since the students found difficulty in starting to write in Cycle 1, the researcher and the collaborator decided to give clues related to the topic. The researcher told the students that the topic was about the interesting place, i.e. *Prambanan Temple*.

The students were asked to tell about Prambanan Temple. The researcher gave examples by writing some words on a white board, i.e. Yogyakarta and unique, and then the researcher gave time to the students to tell other words. The words said were Ramayana ballet, tourists, 1000 temples, and parks. Those words, then, were written on a white board. After that, the researcher told that the students could use those words as guides in writing. However, the students were allowed to add other opinions about Prambanan Temple.

The clues made the students easier to start writing. This could be shown in the following interview transcript.

.....  
 R : *“Terus, latihan jumbled words tadi membantu Adik dalam menulis teks nggak?”*  
 (“Did the jumbled words exercise help you to write?”)  
 S : *“Membantu dan tadi ada pemberian kata-kata sebelum menulis tadi juga bisa lebih mudah.”*  
 (“Yes, and giving some words before writing helped me more to write.”)  
 R : *“Clue maksudnya?”*  
 (“Do you mean the clue?”)  
 S : *“Iya.”*  
 (“Yes.”)  
 .....

(Appendix 2: Number 13)

#### **d) Asking the Students to Write and Collecting the Works**

In Cycle 2 the students were asked to write a short descriptive text about Prambanan Temple. They wrote in a piece of paper given by the researcher based on the given clues. It was easier for the students to start writing because of the given clues. Besides, the students were helped to build sentences because they had practiced to arrange good sentences in the scaffolding activity before. This could be shown in the following interview transcript.

- .....
- R : *“Tadi bisa mengerjakan jumbled words-nya?”*  
 (“Could you do the jumbled words exercise?”)
- S : *“Lumayan bisa.”*  
 (“Yes, I could.”)
- R : *“Terus untuk latihannya itu membantu Adik dalam menulis teks nggak?”*  
 (“Did the exercise help you to write?”)
- S : *“Ya, bisa sebagai contoh dalam membuat kalimat.”*  
 (“Yes. It was an example to build a sentence.”)
- .....

(Appendix 2: Number 14)

After the students had finished the works, the researcher collected their writings. These writings, like in Cycle 1, were brought home by the researcher to be given indirect feedback. The researcher told the students that their works will be given back to them in the next meeting with the indirect feedback on those works.

#### **e) Giving Indirect Feedback in the Form of Error Correction Codes to the Students' Writings**

The process of giving error correction codes was the same as that in Cycle 1. Firstly, the researcher checked and gave indirect feedback to all the students' works one by one. Secondly, the researcher checked the content, then the organization, and then the vocabulary, then the language use, and the last was the mechanic. One of the students' works which had been given error correction codes could be shown below.

Moh. Ivan Prayoga H.  
8c/23.

Write an essay describing your own favorite animal.

Gembul is My Pet

I have a cat. People call <sup>WF</sup> his <sup>C</sup> Gembul. <sup>Cp</sup> It live in <sup>Cp</sup> my house. I like <sup>Cp</sup> to <sup>Cp</sup> play with my cat.

<sup>WF</sup> He has a brownish and white fur. <sup>Cp</sup> It is Carnivore. Every morning, <sup>Cp</sup> I feed <sup>Cp</sup> [them] my cat. <sup>C</sup> Gembul like rice and fish. <sup>C</sup> Gembul

<sup>C</sup> Usually <sup>A</sup> sleep <sup>C</sup> on my bed. Gembul is an active animal. He likes to run around house yard. <sup>C</sup> Gembul run with <sup>C</sup> four legs. It has a long moustache. Gembul has a pointed nose.

Moh. Ivan Prayoga H.  
8c/23.

Rewrite your essay about your own favorite animal.

### Gembul is My Pet

I have a Cat. People call it Gembul. It lives in my house. I like to play with my cat.

It has a brownish and white fur. It is Carnivore. Every morning, I feed my cat. Gembul likes rice and fish. Gembul sometimes sleeps in my <sup>s</sup>bedroom. Gembul is an active animal. It likes to run around house yard. Gembul runs with four legs. It has a long moustache. Gembul has a pointed nose.

#### f) Providing a Scaffolding Activity in the Form of Correcting Error Sentences

In the second meeting of Cycle 2 the researcher provided a scaffolding activity. This scaffolding activity was the exercise of correcting sentences which were consisted errors (Appendix 5: Lesson Plan of The Fourth Meeting in Cycle 2). The students did the activity in a group of four.

According to the collaborator, it was important for the students to do the scaffolding activities before writing and correcting the students' works. The collaborator said that the more the students did the exercises, the more they could write correctly. This can be shown in the following interview transcript.

- |   |  |
|---|--|
| R | <i>“Menurut Ibu latihan jumbled words sama latihan : mengoreksi gimana, Bu?”</i><br>(“What is your opinion about the jumbled words and correcting exercise, Ma’am?”)   |
| C | <i>“Dua-duanya sama bagusnya, kan makin banyak latihan, drill, anak-anak makin tahu salahnya.”</i><br>(“Both the exercises are good. The more the students did the exercises, the more they knew the errors.”) |
| R | <i>“Menurut Ibu mereka itu sudah paham belum?”</i><br>(“In your opinion, did they understand?”)  |
| C | <i>“Sebagian besar sudah paham, terbantu.”</i><br>(“Yes, they did. They were helped.”)   |

.....  
(Appendix 2: Number 23)

From the interview done there were some students who were helped by the exercises. However, some students said that they still got difficulty in correcting the sentences. This could be shown in the interview transcripts below.

- .....
- R : “*Tadi bisa nggak latihan mengoreksi di depan tadi?*”  
 (“Could you do the assignment?”)
- S : “*Alhamdulillah bisa, Miss.*”  
 (“Yes, I could.”)
- .....

(Appendix 2: Number 18)

- .....
- R : “*Tadi bisa nggak latihan mengoreksi di depan tadi?*”  
 (“Could you do the assignment?”)
- S : “*Bisa.*”  
 (“Yes, I could.”)
- .....

(Appendix 2: Number 19)

- .....
- R : “*Bisa nggak dengan latihan mengoreksi di depan tadi?*”  
 (“Could you do the assignment?”)
- S : “*Sedikit bisa.*”  
 (“A little.”)
- R : “*Yang nggak bisa di bagian apa?*”  
 (“Which part did you not understand yet?”)
- S : “*Yang ?M itu lho.*”  
 (“Yes, I did, the ?M code.”)
- .....

(Appendix 2: Number 16)

### g) Giving Back the Students' Writings Completed with Indirect Feedback

In the second meeting of Cycle 2 the students' works which were given indirect feedback by the researcher were given back to all the students. Based on the interview with the collaborator, the indirect feedback in the form of error correction codes which were given to all the students' writings were effective to improve the students' writing skills. This could be shown in the following interview transcript.

- .....
- R : *“Metode pemberian indirect feedback atau kode-kode koreksi terhadap tulisan siswa bagaimana menurut Ibu?”*  
 (“What is your opinion about the indirect feedback or error correction codes which were given to the students' writings?”)
- C : *“Menurut saya bagus ya, Mbak, dari pada diberitahu kesalahannya langsung dan dibenarkan langsung, ini lebih efektif untuk mengembangkan kemampuan writing siswa.”*  
 (“I think it was good, Miss. The indirect feedback was more effective than the direct feedback because the indirect feedback was good to improve the students' writing skills.”)
- .....

(Appendix 2: Number 23)

The effectiveness of employing the teacher's indirect feedback in the form of giving error correction codes to all the students' writings could be seen from the improvement of the students' writing skills. The students felt that their writing skills improved after the teacher's indirect feedback employed. This improvement could be shown in the following interview transcripts.

.....  
 R : “Menurutmu kemampuan menulismu meningkat nggak setelah diberi kode-kode koreksi tadi?”  
 (“What do you think about your writing skill? Did it improve after given the error correction codes?”)

S : “Meningkat.”  
 (“Yes, it was.”)

.....  
 (Appendix 2: Number 20)

.....  
 R : “Menurutmu kemampuan menulismu meningkat nggak setelah diberi kode-kode koreksi tadi?”  
 (“What do you think about your writing skill? Did it improve after given the error correction codes?”)

S : “Meningkat.”  
 (“Yes, it was.”)

.....  
 (Appendix 2: Number 21)

According to some students it was important for teachers to give indirect feedback to the students’ writings. The given correction codes showed the errors made by the students. Besides, the students were able to correct the errors themselves. Thus, their writing quality improved after the correction which was based on the given indirect feedback. This could be seen from the interview transcripts below.

- .....
- R : *“Menurutmu pemberian kode kesalahan di tulisanmu tadi penting nggak?”*  
 (“What do you think about giving error correction codes in your writing? Was it important?”)
- S : *“Penting.”*  
 (“Yes, it was.”)
- R : *“Kenapa?”*  
 (“Why?”)
- S : *“Kita bisa mengerti yang salah, terus bisa membetulkan.”*  
 (“We were able to know the errors, and then correct them.”)
- .....

(Appendix 2: Number 16)

- .....
- R : *“Menurutmu pemberian kode-kode dari guru seperti itu membantu meningkatkan kemampuan menulis nggak?”*  
 (“Was giving error correction codes from the teacher help you to improve your writing skill?”)
- S : *“Membantu.”*  
 (“Yes, it was.”)
- R : *“Kenapa?”*  
 (“Why?”)
- S : *“Kita jadi tahu kesalahan penulisannya dimana, seperti ejaan, tanda baca, dan lain-lain.”*  
 (“We were able to know the errors, such as spelling errors, punctuation errors, and so on.”)
- R : *“Bisa membenarkan?”*  
 (“Could you correct the errors?”)
- S : *“Bisa.”*  
 (“Yes, I could.”)
- .....

(Appendix 2: Number 22)

### h) Asking the Students to Correct Their Writings and Rewrite Them

When correcting the writings, the students were helped by the list of the error correction codes, which were given in Cycle 1. The scaffolding activity of correcting errors made easier for them to correct their works as well. In the rewriting process each student was given a piece of paper to rewrite the correct writing.

Some students said that the number of error codes of their writing drafts in Cycle 2 were fewer than those in Cycle 1. It indicates that there was an improvement in students writing skills in Cycle 2. This could be shown in the following interview transcripts and the student works.

.....  
 R : *“Pada tugas menulis Prambanan Temple banyak kesalahan nggak kalau dibandingkan dengan tugas yang dulu, tentang animal?”*  
 (“Did you find more errors in Prambanan Temple text when it was compared with the animal text?”)  
 S : *“Tidak, lebih sedikit.”*  
 (“No, it did not. It was fewer.”)  
 .....

(Appendix 2: Number 15)

.....  
 R : *“Pada tugas menulis Prambanan Temple banyak kesalahan nggak kalau dibandingkan dengan tugas yang dulu, tentang animal?”*  
 (“Did you find more errors in Prambanan Temple text when it was compared with the animal text?”)  
 S : *“Lebih sedikit.”*  
 (“No, it did not.”)  
 .....

(Appendix 2: Number 17)

Moh. Ivan Prayoga H  
Sc/23.

Appendix 3

Write an essay describing Prambanan temple. Use this picture to help you.



Prambanan Temple

Prambanan is a great Hindu's temple. It is located in Yogyakarta, Indonesia. [In] Prambanan Temple has 1000 temple<sup>s/p</sup>.

Prambanan Temple is [a] big tall and big. The walls adorned with Hindu's ~~sculpture~~<sup>s</sup> sculpture in bas-relief. There are many tourists in Prambanan temple. There is a Ramayana Ballet in Prambanan temple.

Prambanan temple has a beautiful park. There are many children[s] in the park. Prambanan temple is constructed in the edge of Opak River.

Moh. Ivan Prayoga H.

8/23.

**Rewrite your essay describing Prambanan temple.**

## Prambanan Temples

Prambanan is a great Hindu temple. It is located in Yogyakarta, Indonesia. Prambanan Temple has 100 temples.

Prambanan Temple is tall and big. The walls are adorned with Hindu sculptures in bas-relief. There are many tourists in Prambanan Temple. There is a Ramayana Ballet in Prambanan Temple.

Prambanan Temple has a beautiful park. There are many children in the park. Prambanan Temple is constructed on the edge of Opak River.

Prambanan Temple is built in the 9th century. Don't forget to visit

Prambanan Temple if you go to Yogyakarta City.

### **3. Reflection**

After the action and observation phase had been done, the researcher and the English teacher analyzed the data obtained to evaluate the action conducted in Cycle 2. The following were the results of the reflection:

#### **a) Giving an Input Text**

Since in Cycle 2 the students were exposed to the different topic, the teacher gave an input text related to the given topic. The given new text aimed to improve the students' vocabularies. The new words which were found by the students were written on their vocabulary books, so their vocabulary increased. The researcher also explained more about the generic structure of the text by showing the description, identification, and conclusion which were found in the input text. So, the students understood more about the parts of the descriptive text.

#### **b) Giving a Scaffolding Activity in the Form of Arranging Jumbled Words**

Since many students had problems in language use that was word order problem, the researcher gave an arranging jumbled words exercise before writing. This activity helped the students to write a descriptive text individually.

#### **c) Providing Clues before Writing**

The students had problem to start writing in Cycle 1. Thus, the researcher and collaborator decided to provide clues in Cycle 2. The students became easier to start writing in Cycle 2.

**d) Asking the Students to Write and Collecting the Works**

The students wrote a simple essay about Prambanan Temple easier because of the previous activity. The arranging jumbled words exercise helped them to build a sentence. Besides, the given clues helped them to write their ideas.

**e) Giving Indirect Feedback in the Form of Error Correction Codes to the Students' Writings**

In Cycle 2 the researcher gave indirect feedback to the students' works without any obstacle. All the students' writings were given error correction codes.

**f) Providing a Scaffolding Activity in the Form of Correcting Error Sentences**

The correcting exercise helped the students in the process of correcting their writings. They could comprehend the codes. Besides, they could correct the errors based on the given codes. However, there were still few students, who could not correct the errors which were given ?M code.

**g) Giving Back the Students' Writings Completed with Indirect Feedback**

The indirect feedbacks which were given to the students' works were effective because the students' writing skills improved after the teacher's indirect feedback employed. The students became understand the errors and could correct the errors by themselves because of the given indirect feedback.

#### **h) Asking to correct the students' writings and rewrite**

The correction process in Cycle 2 was done well. The list of error correction codes and the previous correcting exercise made them easier to correct their writings. Besides, the errors made by the students in Cycle 2 were fewer than those in Cycle 1.

### **D. The Result of the Research**

This section consists of the results of Cycle 1 and Cycle 2. There is also the summary of the research results of both cycles. These results will be reported as follows.

#### **1. The Result of Cycle 1**

In this Cycle there were some improvements and weaknesses obtained by the researcher and the collaborator in teaching writing. They are presented below.

##### **a. The Improvements of Cycle 1**

The improvements found in Cycle 1 are reported below.

- 1) The students' vocabulary improved. Three examples of descriptive texts were exposed to them. They were motivated to look for the meaning of difficult words found in those texts.
- 2) The list of error correction codes helped the students to correct their writings.
- 3) The students' interests in the writing class improved. It could be seen from their efforts to make their writings better.

- 4) The mean scores of the writing aspects, i.e. the content, organization, vocabulary, language use, and mechanics improved. It is shown in the following table.

Table 3  
The Mean Scores before the Actions and Cycle 1

Mean Scores		
Writing Aspects	Before the actions	Cycle 1
Content	17.07	21.50
Organization	11.32	14.57
Vocabulary	10.42	14.94
Language Use	11.38	16.97
Mechanics	2.66	3.53

#### **b. The Weaknesses of Cycle 1**

The weaknesses found in Cycle 1 are reported below.

- 1) The students lacked ideas to write.
- 2) The students had difficulty to make good sentences.
- 3) There were many errors of vocabulary, language use, and mechanics found in the students' writings.
- 4) The students still got problems in understanding some error correction codes and how to correct the errors.

## **2. The Result of Cycle 2**

In this Cycle the researcher did actions in order to minimize the weaknesses obtained in Cycle 1. The results of Cycle 2 are presented below.

### **a. The Improvements in Cycle 2**

The improvements found in Cycle 2 are reported below.

- 1) The students' vocabulary improved. The students were exposed to the new topic of a descriptive text.
- 2) It was easier for the students to generate ideas because of the given clues.
- 3) The students could compose good sentences because they had performed the arranging jumbled words activity before.
- 4) The errors of vocabulary, language use, and mechanics decreased after the teacher's indirect feedback employed.
- 5) The students' understanding of the error correction codes and how to correct the errors improved because they had performed the correcting exercise before.
- 6) The errors made by the students in Cycle 2 were fewer than those in Cycle 1.
- 7) The students' writing skills improved after the teacher's indirect feedback was employed.
- 8) The students' interests in the writing class improved. It could be seen from their efforts to make their writings better.
- 9) The students felt satisfied of their works.

10) The mean scores of the writing aspects, i.e. the content, organization, vocabulary, language use, and mechanics improved. It is shown in the following table.

Table 4  
The Mean Scores before the Actions, Cycle 1 and Cycle 2

Mean Scores			
Writing Aspects	Before the actions	Cycle 1	Cycle 2
Content	17.07	21.50	27.57
Organization	11.32	14.57	17.33
Vocabulary	10.42	14.94	17.63
Language Use	11.38	16.97	21.06
Mechanics	2.66	3.53	4.40

#### **b. The Weakness of Cycle 2**

The weakness found in Cycle 2 is that there were still few students who could not correct the errors which were given ?M code. This code means that the meaning is not clear. It was difficult for the teacher to get the idea from the wrong sentences which were given ?M code and the students could not correct by themselves.

### **3. The Summary of the Research Results in Cycle 1 and Cycle 2**

The summary of the research results in Cycle 1 and Cycle 2 will be presented in the form of table below.

Table 5  
The Description of the Students Writing Ability

No.	Aspects of teaching writing	Before the actions were implemented	Cycle 1	Cycle 2
1.	Input texts	The teacher did not give input texts.	The teacher gave more input texts, so the students' vocabulary increased.	The teacher added a different theme as an input text, so the students' vocabulary improved.
2.	Scaffolding activities	The teacher did not give scaffolding activities before writing.	The teacher gave scaffolding activities and the students were able to do the activities. However, these activities did not influence much to the students' ability to write a descriptive text.	The teacher gave scaffolding activities to eliminate the weaknesses found in Cycle 1, i.e. arranging jumbled words and correcting exercise. These activities improved the students' ability to write a descriptive text.
3.	Idea	The students lacked idea to write and their writings were not enough to evaluate because many of them consisted only a few sentences.	The students still got difficulty to generate idea, but their writings consisted of more sentences.	The students had idea to write and their writings consisted of more sentences.

(continued)

(continued)

No.	Aspects of teaching writing	Before the actions were implemented	Cycle 1	Cycle 2
4.	Teacher's feedback	The teacher did not give feedback to the students' writings.	The teacher gave indirect feedback in the form of error correction codes to all the students' writings, but some of them still got problems in understanding some error correction codes.	The teacher gave indirect feedback in the form of error correction codes to all the students' writings and they were able to understand all the codes meaning.
5.	The process of correction	There was no correction of the students' writings.	The students corrected the errors by themselves based on the given indirect feedback though they still had difficulty to correct the errors.	The students corrected the errors by themselves based on the given indirect feedback and their abilities to correct the errors improved though there were still few students, who could not correct the errors which were given ?M code.
6.	The errors of vocabulary, language use, and mechanics	There were many errors of vocabulary, language use, and mechanics in the students' writings.	There were still many errors of vocabulary, language use, and mechanics which were found in the students' writings.	The errors of vocabulary, language use, and mechanics in the students' writings decreased.

(continued)

(continued)

No.	Aspects of teaching writing	Before the actions were implemented	Cycle 1	Cycle 2
7.	The students' interests in writing	The students did not interest in the writing class.	The students' interests in the writing class improved.	The students' interests in the writing class improved.
8.	The students' satisfactions			The students felt satisfied of their works
9.	The students' writing skills			The students' writing skills improved.

The implementation of the indirect feedback to the students' works improved their abilities in writing. The improvement happened from cycle 1 to cycle 2. It corresponded with Harmer's statement (2001: 110) that feedback, in a number of devices, is used to help the students to perform more successfully in the future. In this research before the teacher's indirect feedback implemented, the students' works consisted many errors. After conducting the teacher's indirect feedback, the errors found in their works decreased. It means the students' performances in writing improved.

The teacher's assistance in the form of the implementation of the indirect feedback that aimed to improve the students' writing ability also corresponded with Harmer's statement (2001: 112). He said that feedback is designed to give an assessment of the students' works, to help and teach. The assistance was in the form of codes as the teacher's instrument to produce better written assignment. In this research the students' writing assignment improved because of the assistance.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

The research findings in Chapter IV showed that the writing ability of the eighth grade students of SMP Negeri I Mlati improved through the implementation of the indirect feedback from the teacher. In Cycle 1 the actions were giving more input texts, providing scaffolding activities, asking the students to write, collecting students' writings, giving indirect feedback in the form of error correction codes on the students' writings, giving back the students' writings completed with indirect feedback, explaining error correction codes, and asking the students to correct their writings and rewrite them.

Meanwhile, in Cycle 2 the actions were giving an input text, giving a scaffolding activity in the form of arranging jumbled words, providing clues before writing, asking the students to write and collecting the works, giving indirect feedback in the form of error correction codes on the students' writings, providing a scaffolding activity in the form of correcting error sentences, giving back the students' writings completed with indirect feedback, and asking the students to correct the students' writings and rewrite them.

As the result of the actions there were changes. The changes were related to the following:

1. The changes happening to the students

By the end of the action research, the first change was that the students could generate ideas to write and their vocabulary, language use, and mechanic errors

decreased. It was different from their former conditions that the students lacked ideas to write and there were many errors found in their writings. The second change was that the students could know the errors found in their writings, so that they could correct them in order to make their writing quality better. There was no any correction from the students before the action research was done. The third change was that the students' interests and satisfactions in writing improved, which didn't felt by the students before.

#### 2. The changes happening to the English teacher

As the action implemented, the English teacher earned knowledge about the process of teaching writing. Moreover, she understood that the teacher's indirect feedback was important to improve the students' writings. After the action research was done, she should apply the way to teach writing in order to improve the teaching writing quality and help the students to make their writing quality better.

#### 3. The changes happening to the researcher

As involved in the research directly, the researcher got more knowledge about teaching English in the classroom especially how to teach writing.

#### 4. The changes in the English teaching process of writing

During the implementation of the research, the English teaching and learning process of writing became more structured. It was different from their former conditions that were no input texts, scaffolding activities, and the teacher's feedback. Thus, the way to teach writing helped the students to improve their writing ability.

## **B. Implications**

Based on the results of the research, it is implied that the teacher's indirect feedback was effective to improve the students writing ability. The implications of the teacher's indirect feedback are presented below.

1. The implementation of the teacher's indirect feedback to the students' writings could improve the students writing skill in five aspects of writing, i.e. content, organization, vocabulary, language use, and mechanic. It implies that the English teacher needs to implement the teacher's indirect feedback in the teaching and learning process of writing.
2. The involvement of the students in the process of correction could encourage them to do self-correcting in their writings. It implies that the English teacher needs to provide more time to the students to correct their writings based on the given feedback.

## **C. Suggestions**

Some suggestions would be directed toward the English teacher, other researchers and the students of English Education Department.

1. To the English teacher

The English teacher needs to try the teacher's indirect feedback toward the students' writings because it can improve the students writing ability. She also needs to give more input texts, scaffolding activities, and idea stimulation before asking them to write a text.

## 2. To other researchers

The researchers who will conduct similar research should have better preparation before conducting the research. They have to make good lesson plans and a good preparation to manage the class. Moreover, they have to have much knowledge related to their research study.

## 3. To the students of English Education Department

As the teachers-to-be, they should consider models to improve students writing ability. This research can be used as a model of improving students writing ability through a teacher's indirect feedback.

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**Nomor** : FN 1  
**Tanggal** : 31 Juli 2012  
**Waktu** : 11.00 – 11.15 WIB  
**Tempat** : Ruang Kepala Sekolah dan Ruang Guru  
**Kegiatan** : Meminta Izin Observasi dan Penelitian Kepada Kepala Sekolah  
**Keterangan** : P= Peneliti, KS= Kepala Sekolah, GBI= Guru Bahasa Inggris

1.	P tiba di sekolah, lalu bertanya ruang KS kepada guru piket yang sedang bertugas.
2.	P menuju ruang KS, mengucapkan salam, lalu KS menjawab dan mempersilakan P masuk.
3.	P mengutarakan maksud kedatangannya, yaitu minta izin melaksanakan observasi dan penelitian skripsi di kelas Bahasa Inggris sambil menyerahkan surat izin observasi.
4.	KS memberikan izin dan mengajak P ke ruang guru untuk mempertemukan P dengan Guru Bahasa Inggris (GBI).
5.	KS memperkenalkan P dengan GBI dan memberitahu bahwa P akan melaksanakan observasi dan penelitian pembelajaran Bahasa Inggris untuk kepentingan penyusunan skripsi. KS meminta P agar langsung menemui GBI untuk kepentingan observasi dan penelitian skripsi selanjutnya. Setelah itu, KS meninggalkan P dan GBI di ruang guru.

**Nomor** : FN 2  
**Tanggal** : 31 Juli 2012  
**Waktu** : 11.15 – 11.30 WIB  
**Tempat** : Ruang Guru  
**Kegiatan** : Konsultasi dengan GBI

1.	P mengutarakan maksud kedatangannya kepada GBI untuk melaksanakan <i>action research</i> untuk keperluan penyusunan skripsi di kelas GBI.
2.	GBI mengizinkan P melaksanakan <i>action research</i> di kelasnya, yaitu kelas VIII C.
3.	P minta izin untuk melaksanakan observasi awal di kelas VIII C untuk menemukan permasalahan yang dialami siswa dan guru dalam pembelajaran Bahasa Inggris, khususnya dalam skill <i>writing</i> .
4.	GBI mengizinkan dan meminta P untuk langsung melaksanakan observasi awal hari itu juga karena kebetulan GBI akan mengajar pada jam ketujuh dan kedelapan. GBI memberitahu jadwal Bahasa Inggris kelas VIII C, yaitu hari Selasa jam ke-7 dan ke-8, Rabu jam ke-5 dan ke-6 dan Sabtu jam ke-6 dan ke-7.
5.	P bersedia untuk melaksanakan observasi di kelas VIII C hari ini.
6.	GBI mengajak P masuk kelas VIII C karena istirahat telah selesai.

**Nomor** : FN 3  
**Tanggal** : 31 Juli 2012  
**Waktu** : 11.30 – 13.30 WIB  
**Tempat** : Ruang Kelas VIII C dan Ruang Guru  
**Kegiatan** : Observasi Pembelajaran Bahasa Inggris dan Interview dengan S dan GBI tentang permasalahan yang dihadapi dalam *writing*  
**Keterangan** : S = Siswa

1.	P dan GBI menuju ruang kelas VIII C. Setelah sampai di kelas, P mengambil tempat duduk di kursi paling belakang. Suasana kelas yang sebelumnya gaduh menjadi tenang.
2.	S bersama-sama menyapa GBI dengan mengatakan, “ <i>Good Morning, Ma’am.</i> ” “ <i>How are you today?</i> ” GBI menjawab, “ <i>I’m fine, thank you, and you?</i> ”, lalu S menjawab, “ <i>I’m fine</i> ”.
3.	Di ruang kelas ada 18 meja dan 36 kursi dan 1 meja dan 2 kursi kosong ada di belakang yang tidak diduduki oleh S. Ada 36 S, yaitu 20 perempuan dan 16 laki-laki.
4.	GBI bertanya tentang PR penerjemahan kalimat ke dalam bahasa Inggris. Suasana kelas berubah menjadi gaduh. Beberapa S yang duduk di deretan paling belakang terlihat belum selesai mengerjakan lalu berusaha mencontoh pekerjaan teman di dekatnya.
5.	GBI memberi kesempatan kepada S untuk menuliskan jawaban di <i>white board</i> , tetapi tidak ada S yang ke depan, lalu GBI menunjuk beberapa S untuk menuliskan jawaban di <i>white board</i> .
6.	Beberapa S yang ditunjuk oleh GBI menuliskan jawaban di <i>white board</i> dan terlihat mereka malu untuk menuliskan jawabannya karena khawatir kalau jawabannya salah. S lainnya yang tidak maju terlihat ada yang memperhatikan jawaban yang ditulis temannya di <i>white board</i> sambil mencocokkan jawabannya, ada yang mengobrol, dan ada yang sedang mengerjakan. Suasana kelas menjadi semakin gaduh.
7.	Setelah semua jawaban ditulis di <i>white board</i> , GBI mengecek sambil menerangkan <i>simple present tense</i> , Misalnya S menulis kalimat <i>She wear glas</i> , lalu GBI bertanya kepada S, “Kalau subjeknya <i>He/She/It</i> , <i>verb</i> -nya ditambah <i>s/es</i> , nggak?” Ada S yang menjawab, “ditambah”, ada S yang menjawab, “tidak”, banyak S yang diam, dan banyak yang tidak memperhatikan. Setelah itu, GBI memberitahu jawaban yang benar dengan menuliskan huruf ‘s’ di belakang kata ‘ <i>wear</i> ’. Setelah itu, GBI bertanya kepada S, “Kalau <i>glas</i> itu tunggal apa jamak?” Ada S yang menjawab, “tunggal”, ada S yang menjawab, “jamak”, banyak S yang diam, dan banyak yang tidak memperhatikan. Setelah itu GBI memberitahu jawaban yang benar dengan menambahkan ‘ <i>ses</i> ’ di belakang kata ‘ <i>glas</i> ’. GBI mengecek semua jawaban yang ditulis di <i>white board</i> sambil memberitahu jawaban yang benar, tetapi banyak S yang tidak memperhatikan penjelasan GBI.
8.	Setelah selesai membahas, S disuruh menulis jawaban yang benar di buku

	tulis masing-masing. GBI duduk menunggu S selesai menulis di kursi guru depan.
9.	Saat jam pelajaran sudah 30 menit berlalu, GBI beralih ke topik lainnya, yaitu tentang cara mendeskripsikan seseorang. GBI bertanya kepada S, “ <i>How to describe someone?</i> ”, Bagaimana kalau kalian mau mendeskripsikan seseorang?” Terlihat ada satu atau dua S yang menjawab menggunakan bahasa Indonesia, seperti “tinggi”, “gemuk”, sebagian besar S tampak bingung mau menjawab apa, banyak yang diam saja, dan ada beberapa S yang tidak memperhatikan.
10.	GBI memberikan contoh daftar kata yang berhubungan dengan tema ‘ <i>Describing People</i> ’ dengan menuliskannya di <i>white board</i> , sambil mengajak S untuk menyebutkan kata-kata yang tepat, Misalnya: GBI bertanya, “Apa yang bisa kita deskripsikan dari orang, Misalnya ibu kita, bapak kita, atau adik kita?” Beberapa S menjawab menggunakan bahasa Indonesia, “Tinggi, rambut”. GBI lalu bertanya lagi, “Ya, ‘tinggi’ bahasa Inggrisnya apa? S tampak bingung sehingga tidak menjawab, lalu GBI menuliskan di <i>white board</i> ‘ <i>height</i> ’. GBI melanjutkan, “ <i>Height</i> itu ada yang <i>tall</i> , <i>short</i> , sambil menuliskannya di <i>white board</i> . Setelah itu, GBI melanjutkan dengan kata ‘ <i>build</i> ’ dan ‘ <i>hair</i> ’, dan seterusnya.
11.	Setelah selesai membahas, S disuruh menulis daftar kata tersebut di buku <i>vocabulary</i> masing-masing. GBI duduk menunggu S selesai menulis di kursi guru depan.
12.	Setelah itu, GBI bertanya, “Kalian masih ingat dengan <i>general characteristics</i> dari <i>descriptive text</i> ?” S diam saja, lalu GBI menerangkan bahwa <i>descriptive text</i> itu terdiri dari <i>identification</i> dan <i>description</i> dan menjelaskannya sebentar. GBI melanjutkan, “Lalu kalimat yang digunakan adalah <i>simple present tense</i> .”
13.	GBI meminta S untuk mendeskripsikan salah satu anggota keluarganya dengan bantuan dari daftar kata yang sudah ditulis tadi dalam selembur kertas dan dikumpulkan hari itu juga.
14.	Suasana kelas menjadi gaduh. Terlihat banyak S yang enggan mengerjakan. Banyak S yang menanyakan terjemahan kata dan kalimat dalam bahasa Inggris kepada GBI atau temannya walaupun membawa kamus. Banyak S yang tidak membawa kamus.
15.	Terlihat S menemui kesulitan dalam memulai menulis terbukti pada 20 menit setelah GBI meminta S menulis <i>descriptive text</i> , belum ada yang bisa membuat kalimat.
16.	GBI berkeliling kelas sambil mengecek pekerjaan S. Terlihat beberapa S mondar-mandir untuk meminjam kamus atau melihat pekerjaan temannya.
17.	Jam pelajaran telah selesai, tetapi banyak S yang tidak selesai mengerjakan. GBI meminta semua pekerjaan dikumpulkan. Terlihat banyak S kecewa karena belum selesai menulis.
18.	Setelah semua S menyerahkan hasil tulisannya, salah satu S memimpin berdoa.
19.	Setelah pelajaran selesai, P meng- <i>interview</i> beberapa S dan GBI tentang permasalahan yang dihadapi dalam <i>writing</i> .

**Nomor** : FN 4  
**Tanggal** : 31 Juli 2012  
**Waktu** : 13.30 – 14.00 WIB  
**Tempat** : Ruang Guru  
**Kegiatan** : Konsultasi dengan GBI tentang *action* yang akan diberikan

1.	Setelah selesai interview, P dan GBI mendiskusikan <i>action</i> yang akan diberikan pada siswa kelas VIII C.
2.	Dari hasil observasi, interview dengan S dan GBI, dan hasil menulis S, P dan GBI mendiskusikan permasalahan yang ditemukan, khususnya dalam hal writing, yaitu kurangnya <i>input text</i> dan kurang optimalnya <i>scaffolding activity</i> dan <i>feedback</i> dari guru.
3.	GBI meminta saran dari P mengenai <i>action</i> yang tepat untuk memperbaiki cara pembelajaran <i>writing</i> agar S dapat menulis dengan lebih baik.
4.	P mengusulkan penggunaan <i>indirect feedback</i> untuk meningkatkan kualitas pembelajaran <i>writing</i> . P menjelaskan bahwa <i>indirect feedback</i> adalah pemberian kode-kode kesalahan pada hasil tulisan siswa. Tujuan pemberian kode ini adalah untuk menunjukkan bagian yang salah dalam tulisan S dan meminta S untuk mengoreksi sendiri kesalahan tersebut berdasarkan dengan kode yang telah diberikan.
5.	GBI terlihat sudah mengetahui maksud dari penjelasan P, tetapi GBI ragu apakah S nanti paham maksud dari kode-kode tersebut. P menjelaskan kembali bahwa sebelum S mengoreksi, P akan menjelaskan maksud dari kode-kode yang akan diberikan kepada S.
6.	GBI menyetujui usul dari P, lalu meminta P untuk segera membuat <i>course grid</i> dan <i>lesson plan</i> . GBI memberi waktu penelitian sebanyak 5 kali pertemuan sebelum mid semester supaya GBI masih mempunyai waktu 1 kali pertemuan untuk <i>review</i> pembelajaran sebelum ujian mid semester. Waktu yang disepakati adalah tanggal 25, 26, 29 September dan 2, 3 Oktober.
7.	P menyanggupi, lalu menanyakan buku yang digunakan di kelas VIII. GBI memberitahu bahwa GBI menggunakan Buku Sekolah Elektronik 'English in Focus' dan LKS. P merencanakan akan membuat materi pembelajaran dengan mengambil dari beberapa sumber, baik dari buku, LKS, maupun internet dan GBI menyetujui.
8.	Saat pelaksanaan <i>action</i> tersebut P dan GBI sepakat bahwa P menggantikan GBI untuk mengajar dan GBI sebagai kolaborator.
9.	Setelah selesai berdiskusi, P pamit kepada GBI.

**Nomor** : FN 5  
**Tanggal** : 15 September 2012  
**Waktu** : 12.15 – 12.45 WIB  
**Tempat** : Ruang Guru  
**Kegiatan** : Konsultasi dengan GBI tentang *Course Grid, Lesson Plans, dan Observation Checklists* yang digunakan pada Cycle I

1.	P menyerahkan <i>Course Grid, Lesson Plans, dan Observation Checklists</i> kepada GBI, lalu GBI memeriksanya. Cycle I terdiri dari 3 kali pertemuan. Pertemuan pertama adalah pengenalan model <i>descriptive text</i> dengan tema 'My Favorite Animal' dan <i>scaffolding activities</i> sebelum S diminta untuk menulis teks. Pada pertemuan kedua S baru diminta untuk menulis dan pertemuan ketiga S diberikan daftar <i>error correction codes</i> dan diminta untuk mengoreksi hasil tulisan yang sudah diberi kode kesalahan oleh P dan <i>rewriting</i> .
2.	Karena latihan menjawab pertanyaan dalam teks 'A Sea Eagle' sudah pernah dikerjakan oleh S, GBI menyarankan untuk mengganti dengan latihan 'true false' yang ada di LKS dengan teks yang sama. P menyanggupi untuk mengganti materi tersebut.
3.	P meminta GBI untuk memberikan <i>score</i> juga pada hasil pekerjaan menulis S. GBI menyanggupi.
4.	GBI menyarankan untuk membuat <i>handout</i> untuk S karena LCD sekolah jumlahnya terbatas dan banyak guru yang menggunakan. P menyetujui saran GBI itu.
5.	P meminta GBI untuk menjadi <i>observer</i> saat P mengajar. P minta izin untuk mengajak satu teman untuk membantu P dalam mendokumentasikan kegiatan di kelas dan GBI menyetujui.
6.	Setelah selesai berdiskusi, P mohon pamit untuk memperbaiki <i>Course Grid</i> dan <i>Lesson Plans</i> .

**Nomor** : FN 6  
**Tanggal** : 22 September 2012  
**Waktu** : 10.50 – 12.45 WIB  
**Tempat** : Ruang Kelas VIII C dan Ruang Guru  
**Kegiatan** : Pelaksanaan Cycle I Pertemuan I dan interview dengan S dan GBI

1.	P sampai di sekolah saat jam istirahat kedua berlangsung, lalu menuju ke ruang guru dan menemui GBI. P memberikan <i>course grid, lesson plans, dan observation checklists</i> kepada GBI dan GBI membacanya sebentar. P mengingatkan GBI untuk mengisi <i>observation checklists</i> saat kegiatan pembelajaran sedang berlangsung nanti.
2.	Bel tanda masuk kelas berbunyi, lalu P dan GBI menuju ke kelas 8C. Saat P

	dan GBI masuk kelas, S mengucapkan, “ <i>Good Morning, Miss?</i> ” secara bersama-sama. P menjawab, “ <i>Good Morning, everybody. How are you today?</i> ” Tidak semua S menjawab, “ <i>I’m fine and You?</i> ” P menjawab, “ <i>I’m very well, thank you</i> ”.
3.	Salah satu S memimpin doa dan semua S dan P menundukkan kepala untuk berdoa.
4.	P memperkenalkan nama, studi, dan menjelaskan bahwa P untuk sementara menggantikan GBI untuk mengajar di kelas 8C selama 5 kali pertemuan berkaitan dengan penelitian skripsi P. Setelah itu P memanggil S satu persatu untuk mengenal S. S yang dipanggil menunjukkan tangan. S yang duduk di belakang tidak memperhatikan karena suara P tidak terdengar sampai ke belakang, sehingga S saling mengobrol sendiri.
5.	P memulai pembelajaran dengan menunjukkan gambar berwarna burung elang di depan kelas. Ada S yang bilang, “ <i>Eagle</i> ” dan ada beberapa S yang bilang, “ <i>Elang</i> ”. Suasana kelas menjadi ramai.
6.	P bertanya, “ <i>Do you know what’s the name of this animal?</i> ” Ada satu S yang menjawab, “ <i>Eagle</i> ”, tetapi yang lain tidak menjawab, lalu P melanjutkan, “ <i>What are the physical characteristics of this animal?</i> ”, tetapi tidak ada jawaban karena S tidak mengerti maksud pertanyaan P. Beberapa S bertanya, “ <i>Artinya apa, Miss?</i> ”
7.	P membagikan <i>handout</i> kepada semua S. Satu <i>handout</i> untuk satu S. <i>Handout</i> berisi tiga <i>descriptive text</i> dan latihan-latihan soal untuk <i>scaffolding activities</i> .
8.	P meminta S untuk membaca teks pertama tentang ‘ <i>The Sea Eagle</i> ’ dan menjawab latihan <i>True False</i> di bawahnya. Banyak S yang bertanya tentang arti kata-kata yang sulit kepada P. Ada S yang mencari arti kata di dalam kamus. Ada yang bertanya kepada temannya. Suasana menjadi agak gaduh.
9.	Setelah S selesai mengerjakan, P mengajak S untuk mendiskusikan jawaban dari latihan <i>True False</i> dengan menunjuk beberapa S untuk membacakan atau menjawab latihan tersebut, tetapi tidak semua jawaban benar, sehingga P meminta S lain untuk menjawab lagi sampai jawabannya benar. Setelah semua dijawab, banyak S yang menanyakan kembali jawaban dari latihan <i>True False</i> yang benar kepada P dan teman S yang lain karena jawaban yang benar tadi tidak ditulis di <i>white board</i> . Saat diskusi berlangsung sebagian S tidak memperhatikan karena suara P kurang keras.
10.	Setelah pembahasan selesai, P meminta S untuk menyebutkan bagian-bagian dari tubuh elang yang disebutkan dalam teks dan beberapa S ikut serta menyebutkannya.
11.	Setelah itu, P menjelaskan tentang <i>generic structure</i> dari <i>descriptive text</i> tanpa penjelasan lebih detail, kemudian P bertanya kepada S, “ <i>Any question about the characteristics of descriptive text?</i> ”. Tidak ada respon dari S, lalu P bertanya menggunakan bahasa Indonesia, “Ada pertanyaan tentang ciri-ciri <i>descriptive text</i> ?” Beberapa S meminta penjelasan lebih detail tentang <i>generic structure</i> dari <i>descriptive text</i> , yaitu tentang <i>identification</i> dan <i>description</i> . P menjelaskannya dengan menggunakan bahasa Indonesia.
12.	P melanjutkan dengan meminta S untuk mengisi bagian-bagian yang

	rumpang dari teks, "The Cheetah". Banyak S yang bertanya tentang arti kata-kata yang sulit kepada P. Sebagian S juga mencari arti kata di dalam kamus dan ada juga yang bertanya kepada temannya.
13.	Setelah S selesai mengerjakan, P mengajak S untuk bersama-sama mendiskusikan jawaban dari latihan mengisi bagian rumpang dengan menunjuk beberapa S untuk membacakan atau menjawab soal latihan tersebut, tetapi tidak semua jawaban benar, sehingga P meminta S lain untuk menjawab lagi sampai jawabannya benar. Setelah semua dijawab, suasana menjadi agak ramai karena banyak S yang bingung dan menanyakan kembali jawaban yang benar kepada P dan teman S yang lain karena jawabannya tadi tidak ditulis di <i>white board</i> . Saat diskusi berlangsung sebagian S tidak memperhatikan karena suara P kurang keras dan beberapa S ramai sendiri.
14.	P memberikan contoh beberapa kalimat dari teks 'The Cheetah' untuk menjelaskan <i>simple present tense</i> dengan menuliskannya di <i>white board</i> . Setelah itu, P memberitahu ciri-ciri <i>simple present tense</i> atau semacam rumus berdasarkan kalimat-kalimat tersebut. S memperhatikan penjelasan P dan setelah selesai menjelaskan, P meminta S untuk menuliskannya di buku S.
15.	P melanjutkan dengan meminta S untuk mengerjakan latihan penggunaan verb dalam <i>simple present tense</i> dengan memilih jawaban yang tepat dari kalimat-kalimat yang terdapat dalam teks 'The Butterflies'. Banyak S yang bertanya tentang arti kata-kata yang sulit dari teks itu kepada P. Sebagian S juga mencari arti kata di dalam kamus dan ada juga yang bertanya kepada temannya.
16.	Setelah S selesai mengerjakan, P mengajak S kembali untuk mendiskusikan jawabannya dengan menunjuk beberapa S untuk membacakan atau menjawab latihan tersebut, tetapi tidak semua jawaban benar, sehingga P meminta S lain untuk menjawab lagi sampai jawabannya benar.
17.	Bel tanda pelajaran selesai berbunyi, tetapi pembahasan belum selesai, masih kurang dua nomor.
18.	Suasana kelas menjadi gaduh dan S buru-buru memasukkan buku-buku mereka ke dalam tas, lalu semua S sudah bersiap untuk berdoa. Salah satu S memimpin doa.
19.	P menutup pembelajaran.
20.	P melakukan interview dengan beberapa S dan GBI.

**Nomor** : FN 7  
**Tanggal** : 25 September 2012  
**Waktu** : 11.30 – 13.15 WIB  
**Tempat** : Ruang Kelas VIII C  
**Kegiatan** : Pelaksanaan Cycle I Pertemuan II dan interview dengan S

1.	P menuju ke kelas 8C. Saat P masuk kelas, S mengucapkan, "Good
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	<i>Morning, Miss?</i> ” bersama-sama. P menjawab, “ <i>Good Morning, everyone. How are you today?</i> ” Tidak semua S menjawab, “ <i>I’m fine and You?</i> ” P menjawab, “ <i>I’m fine, too, thank you</i> ”.
2.	Salah satu S memimpin doa dan semua S dan P menundukkan kepala untuk berdoa.
3.	P mengecek kehadiran S di papan kehadiran di samping meja guru dan ada satu S tidak masuk, sehingga P tidak menanyakan lagi kepada S .
4.	P memberitahu S bahwa hari itu S akan menulis <i>descriptive text</i> tentang binatang favorit S. Ada S yang mengusulkan bahwa jenis binatang yang ditulis sama untuk semua S, tetapi setelah disepakati jenis binatangnya bebas sesuai dengan kesukaan setiap S.
5.	P me-review materi pembelajaran dengan menanyakan <i>function, generic structure</i> dan <i>tense</i> dari <i>descriptive text</i> kepada S, tetapi tidak semua S menjawab, lalu P memberi kesempatan kepada S untuk bertanya apabila masih ada kesulitan tentang karakteristik dari <i>descriptive text</i> . S diam saja.
6.	P memberi dua latihan untuk <i>scaffolding activities</i> sebelum praktik menulis teks.
7.	P meminta S untuk menata <i>jumbled sentences</i> menjadi satu <i>descriptive text</i> yang benar <i>in pairs</i> .
8.	Beberapa S bertanya tentang arti kata-kata yang sulit kepada P dan ada sebagian S yang mencari arti kata di dalam kamus.
9.	Setelah S selesai mengerjakan, P mengajak semua S untuk mendiskusikan jawaban dari latihan <i>jumbled sentences</i> dengan menanyakan urutan kalimat yang benar, tetapi ada sedikit S yang tidak memperhatikan atau diam saja.
10.	P melanjutkan dengan meminta S untuk mengisi bagian-bagian yang rumpang dari teks pendek tidak lengkap dan berdasarkan dengan gambar yang diberikan. Beberapa S bertanya tentang arti kata-kata yang sulit kepada P. Ada juga S yang mencari arti kata di dalam kamus dan ada juga yang bertanya kepada temannya. Terlihat S berdiskusi dengan teman-teman didekatnya meskipun tugas ini adalah tugas individu.
11.	Setelah S selesai mengerjakan, P mengajak semua S untuk mendiskusikan jawaban dari latihan melengkapi kalimat rumpang tersebut, tetapi ada sedikit S yang tidak memperhatikan. P menuliskan jawaban di <i>white board</i> .
12.	P meminta S untuk menulis <i>descriptive text</i> tentang binatang kesayangan mereka masing-masing dalam selembar kertas yang telah dibagikan oleh P. Suasana kelas menjadi ramai. Banyak S yang kesulitan untuk memulai menulis karena tidak ada ide. P berkeliling kelas untuk mengecek hasil tulisan S. Banyak S yang bertanya kepada P tentang arti kata dalam bahasa Inggris dan cara menyusun kalimat. Beberapa S menggunakan kamus untuk membantu menemukan arti kata dalam bahasa Inggris, ada yang bertanya kepada S yang lain, ada yang melihat hasil tulisan S lainnya dan ada yang meminjam kamus milik S yang lain.
13.	Bel tanda pelajaran selesai berbunyi dan P meminta semua S untuk mengumpulkan tulisannya. Semua S mengumpulkan tulisannya kepada P.
14.	S buru-buru memasukkan buku-buku mereka ke dalam tas dan P memberitahu S bahwa tulisannya akan dikembalikan pada pertemuan

	berikutnya untuk dikoreksi S sendiri berdasarkan <i>feedback</i> yang telah diberikan oleh P, lalu salah satu S memimpin doa.
15.	P menutup pembelajaran.
16.	P melakukan interview dengan beberapa S di ruang kelas VIII.C.

**Nomor** : FN 8  
**Tanggal** : 26 September 2012  
**Waktu** : 09.55 – 11.45 WIB  
**Tempat** : Ruang Kelas VIII C dan Ruang Guru  
**Kegiatan** : Pelaksanaan cycle I Pertemuan III, interview dengan S dan GBI, evaluasi cycle I dengan GBI dan konsultasi cycle II dengan GBI

1.	P dan GBI menuju ke kelas 8C. Saat P masuk kelas, S mengucapkan, “ <i>Good Morning, Miss?</i> ” bersama-sama. P menjawab, “ <i>Good Morning, everybody. How are you today?</i> ” Tidak semua S menjawab, “ <i>I’m fine and You?</i> ” P menjawab, “ <i>I’m fine, too, thank you</i> ”.
2.	Salah satu S memimpin doa dan semua S dan P menundukkan kepala untuk berdoa.
3.	P mengecek kehadiran S di papan kehadiran di samping meja guru dan semua S masuk, sehingga P tidak menanyakan lagi kepada S .
4.	P memberitahu S bahwa hari itu S akan mengoreksi tulisan S yang sudah diberi <i>indirect feedback</i> berupa kode-kode kesalahan untuk diperbaiki dan ditulis kembali oleh S sendiri.
5.	P bertanya (menggunakan bahasa Indonesia) kepada S tentang kesulitan yang ditemui S saat menulis <i>descriptive text</i> tentang binatang kesayangan pada pertemuan sebelumnya. Banyak S yang sulit dalam menyusun kalimat dan menggunakan kata.
6.	P mengembalikan tulisan S yang sudah diberi <i>indirect feedback</i> oleh P beserta daftar <i>error correction codes</i> dan lembar kosong untuk <i>rewriting</i> kepada semua S.
7.	P menjelaskan jenis, maksud, contoh dari setiap kode yang ada dalam daftar <i>error correction codes</i> tersebut secara lisan. Setelah selesai menjelaskan, beberapa S bertanya tentang maksud dari kode-kode tersebut, lalu P menjelaskan kembali.
8.	P meminta S untuk mengoreksi tulisan mereka sendiri berpedoman pada daftar <i>error correction codes</i> dan menulis kembali di lembar kosong yang sudah diberikan oleh P. Suasana kelas menjadi agak ramai. P berkeliling kelas untuk mengecek tulisan S dan membantu S apabila menemui kesulitan saat proses koreksi dan <i>rewriting</i> . Banyak S yang bertanya kepada P tentang bentuk yang betul dari bagian yang diberi kode kesalahan, lalu P membantu S dengan memberi penjelasan yang bisa dimengerti S, sehingga S bisa membetulkan kesalahan itu sendiri. S mengoreksi tulisan dengan melihat daftar <i>error correction codes</i> atau bertanya kepada P dan temannya. S

	menulis kembali teks di lembar kosong yang telah diberikan oleh P.
9.	Bel tanda pelajaran selesai berbunyi dan P meminta semua S untuk mengumpulkan <i>draft</i> pertama dan hasil <i>rewriting</i> S. Semua S mengumpulkan kepada P.
10.	S buru-buru memasukkan buku-buku mereka ke dalam tas, lalu semua S sudah bersiap untuk berdoa. Sebelum berdoa, P memberitahu S bahwa pada pertemuan berikutnya akan diberikan tema baru tetapi masih berkaitan dengan <i>descriptive text</i> . Salah satu S memimpin doa.
11.	P menutup pembelajaran.
12.	P melakukan <i>interview</i> dengan beberapa S di ruang kelas 8C dan <i>interview</i> , evaluasi cycle I dan konsultasi cycle II dengan GBI di ruang guru.

**Nomor** : FN 9  
**Tanggal** : 1 Oktober 2012  
**Waktu** : 13.15 – 13.30 WIB  
**Tempat** : Ruang Guru  
**Kegiatan** : Konsultasi dengan GBI tentang *Course Grid*, *Lesson Plans*, dan *Observation Checklists* yang digunakan pada Cycle II

1.	P menyerahkan <i>Course Grid</i> , <i>Lesson Plans</i> , dan <i>Observation Checklists</i> kepada GBI, lalu GBI memeriksanya. Cycle II terdiri dari 2 kali pertemuan. Pertemuan pertama adalah memberi contoh dan latihan memahami <i>descriptive text</i> dengan tema yang berbeda dengan tema sebelumnya, yaitu tentang <i>Interesting Places</i> , latihan menyusun kalimat dengan menata <i>jumbled words</i> menjadi kalimat yang benar sebagai hasil dari refleksi cycle I, dan menulis teks. Pertemuan kedua adalah latihan mengoreksi kesalahan menulis sebagai refleksi cycle I dan S diminta untuk mengoreksi hasil tulisan yang sudah diberi kode kesalahan oleh P dan <i>rewriting</i> .
2.	GBI memeriksa <i>Course Grid</i> , <i>Lesson Plans</i> , dan <i>Observation Checklists</i> dan menyetujuinya.
3.	Setelah selesai, P mohon pamit kepada GBI.

**Nomor** : FN 10  
**Tanggal** : 2 Oktober 2012  
**Waktu** : 11.30 – 13.05 WIB  
**Tempat** : Ruang Kelas VIII C  
**Kegiatan** : Pelaksanaan Cycle II Pertemuan IV dan *interview* dengan S

1.	P menuju ke kelas 8C. Saat P masuk kelas, S mengucapkan, “ <i>Good Morning, Miss?</i> ” bersama-sama. P menjawab, “ <i>Good Morning, everybody. How are you today?</i> ” S menjawab, “ <i>I’m fine and You?</i> ” P menjawab, “ <i>I’m</i>
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	<i>very well, thank you</i> ”.
2.	Salah satu S memimpin doa dan semua S dan P menundukkan kepala untuk berdoa.
3.	P mengecek kehadiran S dengan bertanya, “ <i>Is everybody here?</i> ”, tetapi semua S tidak menjawab, lalu P mengganti pertanyaan dengan, “ <i>Who is absent today?</i> ” dan beberapa S menjawab, “Nihil.”
4.	P memberitahu S bahwa S masih akan belajar tentang <i>descriptive text</i> dengan tema <i>Interesting Places</i> . Setelah itu, S akan diminta juga untuk menulis <i>descriptive text</i> tentang an <i>interesting place</i> yang ada di Yogyakarta.
5.	P memulai pembelajaran dengan bertanya, “ <i>Have you ever been to Borobudur Temple?</i> ” dan “ <i>Could you tell me about Borobudur Temple?</i> ”. Tidak semua S merespon karena S tidak mengerti maksud pertanyaan P. Beberapa S bertanya, “Artinya apa, <i>Miss?</i> ”, sehingga P bertanya menggunakan bahasa Indoensia dan S menjawab menggunakan bahasa Indonesia juga.
6.	P membagikan <i>handout</i> kepada semua S. Satu <i>handout</i> untuk satu S. <i>Handout</i> berisi satu buah <i>descriptive text</i> yang berjudul <i>Borobudur Temple</i> dan latihan-latihan soal untuk <i>scaffolding activities</i> , yaitu menata <i>jumbled words</i> dan latihan mengoreksi tulisan yang salah.
7.	P meminta S untuk membaca teks tersebut dan menjawab pertanyaan di bawahnya dengan berkelompok (1 kelompok terdiri dari 4 S). Beberapa S yang bertanya tentang arti kata-kata yang sulit kepada P. Beberapa S mencari arti kata di dalam kamus dan bertanya kepada temannya.
8.	Setelah selesai, P dan S mendiskusikan jawaban satu persatu. S menunjuk satu wakil kelompok untuk menuliskan jawaban dari pertanyaan di <i>white board</i> , lalu menanyakan kepada S lainnya apakah jawaban itu benar atau salah. Semua S ikut berpartisipasi dalam diskusi tersebut. Jika masih salah P meminta S lain untuk memperbaikinya.
9.	P melanjutkan dengan meminta S menata <i>jumbled words</i> menjadi kalimat yang benar secara berkelompok (1 kelompok terdiri dari 4 S). P berkeliling kelas untuk mengecek dan membantu S kalau menemui kesulitan.
10.	Setelah selesai, P dan S mendiskusikan jawaban satu persatu. S menunjuk satu wakil kelompok untuk menuliskan jawaban di <i>white board</i> , lalu menanyakan kepada S lainnya apakah jawaban itu benar atau salah. Semua S ikut berpartisipasi dalam diskusi tersebut. Jika masih salah P meminta S lain untuk memperbaikinya.
11.	P melanjutkan dengan menanyakan kepada S tentang apa yang S ketahui tentang Candi Prambanan, lalu menuliskan hasil diskusi tersebut di <i>white board</i> , seperti Yogyakarta, <i>1000 temples</i> , <i>Ramayana Ballet</i> , <i>beautiful park</i> , dan <i>many tourists</i> .
12.	P meminta S untuk menulis <i>descriptive text</i> tentang <i>Prambanan Temple</i> berdasarkan <i>clues</i> yang sudah ditulis P di <i>white board</i> pada selembar kertas yang telah dibagikan oleh P.
13.	P berkeliling kelas untuk mengecek hasil tulisan S. Beberapa S bertanya kepada P tentang cara menyusun kalimat, misalnya ada S yang sulit

	menyusun kalimat ‘Ada banyak turis di sana’, lalu P meminta semua S untuk memperhatikan penjelasan P di depan kelas dengan menuliskan bentuk bahasa Inggrisnya di <i>white board</i> . S yang tidak membawa kamus meminjam kepada temannya.
14.	Bel tanda pelajaran selesai berbunyi dan P meminta semua S untuk mengumpulkan tulisannya. Semua S mengumpulkan tulisannya kepada P.
15.	S buru-buru memasukkan buku-buku mereka ke dalam tas, lalu semua S sudah bersiap untuk berdoa. Sebelum berdoa, P memberitahu S bahwa tulisannya akan dikembalikan pada pertemuan berikutnya untuk dikoreksi S sendiri berdasarkan <i>feedback</i> yang telah diberikan oleh P, tetapi banyak dari S yang tidak memperhatikan penjelasan P. Salah satu S memimpin doa.
16.	P menutup pembelajaran.
17.	P melakukan interview dengan beberapa S di ruang kelas VIII.C.

**Nomor** : FN 11  
**Tanggal** : 3 Oktober 2012  
**Waktu** : 09.55 – 11.45 WIB  
**Tempat** : Ruang Kelas VIII C  
**Kegiatan** : Pelaksanaan cycle II Pertemuan V, interview dengan S dan GBI

1.	P dan GBI menuju ke kelas 8C. Saat P dan GBI masuk kelas, S mengucapkan, “ <i>Good Morning, Miss?</i> ” bersama-sama. P menjawab, “ <i>Good Morning, everybody. How are you today?</i> ” S menjawab, “ <i>I’m fine and You?</i> ” P menjawab, “ <i>I’m very well, thank you</i> ”.
2.	Salah satu S memimpin doa dan semua S dan P menundukkan kepala untuk berdoa.
3.	P mengecek kehadiran S dengan bertanya, “ <i>Is everybody here?</i> ”, dan S menjawab, “ <i>Yes.</i> ”
4.	P memberitahu S bahwa hari itu S akan mengoreksi tulisan S yang sudah diberi <i>indirect feedback</i> berupa kode-kode kesalahan untuk diperbaiki dan ditulis kembali oleh S sendiri.
5.	P bertanya dengan menggunakan bahasa Inggris kepada S tentang kesulitan yang ditemui S saat menulis <i>descriptive text</i> tentang ‘Prambanan Temple’ pada pertemuan sebelumnya, tetapi tidak ada S yang merespon, lalu S bertanya lagi menggunakan bahasa Indonesia. Banyak S yang masih menemui kesulitan dalam menyusun kalimat.
6.	P melanjutkan dengan meminta S untuk latihan mengoreksi kalimat-kalimat yang telah diberi <i>indirect feedback</i> secara berkelompok (1 kelompok terdiri dari 4 S). P berkeliling kelas untuk mengecek dan membantu S kalau menemui kesulitan.
7.	Setelah selesai, P dan S mendiskusikan jawaban satu persatu. S menunjuk satu wakil kelompok untuk menuliskan jawaban di <i>white board</i> , lalu menanyakan kepada S lainnya apakah jawaban itu benar atau salah. Semua

	S ikut berpartisipasi dalam diskusi tersebut. Jika masih salah P meminta S lain untuk memperbaikinya.
8.	P mengembalikan tulisan S yang sudah diberi <i>indirect feedback</i> oleh P dan lembar kosong untuk <i>rewriting</i> kepada semua S dengan dibantu oleh salah satu S. P juga meminta semua S untuk mengeluarkan daftar <i>error correction codes</i> untuk membantu S mengoreksi tulisan.
9.	P meminta S untuk mengoreksi tulisan mereka sendiri berpedoman pada daftar <i>error correction codes</i> dan menulis kembali di lembar kosong yang sudah diberikan oleh P. P berkeliling kelas untuk mengecek tulisan S dan membantu S apabila menemui kesulitan saat proses koreksi dan <i>rewriting</i> . S mengoreksi tulisan dengan melihat daftar <i>error correction codes</i> . S menulis kembali teks di lembar kosong yang telah diberikan oleh P.
10.	Setelah semua S selesai mengoreksi dan <i>rewriting</i> , semua S mengumpulkan <i>draft</i> tulisan pertama dan hasil <i>rewriting</i> kepada P.
11.	P dan S menyimpulkan pembelajaran yang telah dilaksanakan, yaitu mengenai karakteristik <i>descriptive text</i> . P menjelaskan juga kepada S bahwa S telah melakukan proses menulis mulai dari persiapan sebelum menulis, membuat <i>draft</i> tulisan, mengedit tulisan yang dalam hal ini dilakukan oleh P dengan cara memberikan kode-kode kesalahan pada tulisan S untuk dikoreksi sendiri oleh S, sampai pada menulis kembali teks. P juga menyarankan untuk melakukan proses menulis tersebut jika S akan menulis teks yang lain.
12.	P memberitahu S bahwa kemampuan S dalam menyusun kalimat harus lebih ditingkatkan lagi dan memberi pencerahan kepada S bahwa <i>indirect feedback</i> yang telah diberikan pada tulisan S adalah untuk memotivasi S untuk melakukan koreksi sendiri terhadap tulisan-tulisan S yang lainnya.
13.	P menutup pembelajaran.
14.	P melakukan interview dengan beberapa S dan GBI.

D: Date                      T: Time              P: Place  
 R: Researcher              S: Student              C: Collaborator

NO	D/T/P	INTERVIEW TRANSCRIPTS
1.	D: July 31 <sup>st</sup> 2012 T: 12.50 – 13.15 P: 8.C's Classroom	R : “Namanya siapa, Dik?” S : “Willy.” R : “Punya kesulitan nggak dalam pelajaran bahasa Inggris?” S : “Iya.” R : “Apa kesulitannya?” S : “Tulisannya.” R : “Tulisannya susah?” S : “Iya.” R : “Terus tadi menulis <i>descriptive text</i> ya?” “Selesai nggak?” S : “Nggak.” R : “Saat menulis kalimat, sering terbalik nggak susunan subjek dan predikatnya?” S : “Iya.” R : “Selama ini kalau ada tugas menulis ada koreksi dari guru nggak? atau cuma dikumpulkan saja?” S : “Dikumpulkan tok.” R : “Pingin dikoreksi nggak hasil menulisnya itu?” S : “Iya.” R : “Kenapa?” S : “Biar tahu salahnya.” R : “Kalau dikoreksi, pingin langsung dibenarkan atau diberi kode kesalahan terus siswa membenarkan sendiri berdasarkan kode tersebut?” S : “Diberi kode.” R : “Biar bisa mengoreksi sendiri ya?” S : “Iya.” R : “Makasih ya, Willy.” S : “Ya.”

2.	D: July 31 <sup>st</sup> 2012 T: 12.50 – 13.15 P: 8.C's Classroom	R : “Namanya siapa, Dik?” S : “Emil.” R : “Emil dalam pelajaran bahasa Inggris ada kesulitan nggak?” S : “Iya, menyusun kata.” R : “Terus apalagi?” S : “Suka kebalik-balik katanya.” R : “Emil pingin dapat koreksi pada tulisan Emil nggak?” S : “Pingin.” R : “Kalau misalnya hasil tulisan Emil diberi kode koreksi kesalahan, terus Emil disuruh membenarkan sendiri berdasarkan kode yang telah diberikan tersebut mau nggak?” S : “Mau.” R : “Biar apa?” S : “Biar tahu kesalahannya dan membenarkan sendiri.” R : “Oke. Terimakasih ya, Emil.” S : “Ya.”
3.	D: July 31 <sup>st</sup> 2012 T: 12.50 – 13.15 P: 8.C's Classroom	R : “Namanya siapa, Dik?” S : “Andi.” R : “Kesulitan yang dihadapi dalam pelajaran bahasa Inggris apa, Dik?” S : “Mengartikan.” R : “Kalau kesulitan dalam menulis teks, seperti tadi saat menulis <i>descriptive text</i> tadi apa, Dik?” S : “Suka terbolak-balik kalimatnya.” R : “Kalau penggunaan <i>tense</i> -nya, seperti penggunaan <i>simple present tense</i> tadi, masih ada kesulitan nggak?” S : “Masih.” R : “Kalau pemilihan kata ada kesulitan nggak?” S : “Ada.” R : “Dalam menulis teks, koreksi seperti apa yang diinginkan, langsung membenarkan yang salah atau diberi kode kesalahan lalu siswa yang membetulkan sendiri?”

		<p>S : “Diberi kode.”</p> <p>R : “Biar apa?”</p> <p>S : “Biar bisa mengingat dan membenarkan sendiri.”</p> <p>R : “Terimakasih ya.”</p> <p>S : “Ya.”</p>
4.	<p>D: July 31<sup>st</sup> 2012</p> <p>T: 12.50 – 13.15</p> <p>P: 8.C’s</p> <p>Classroom</p>	<p>R : “Namanya siapa, Dik?”</p> <p>S : “Meylinda.”</p> <p>R : “Dalam menulis teks tadi ada kesulitan nggak?”</p> <p>S : “Ada.”</p> <p>R : “Kesulitannya apa?”</p> <p>S : “Dalam menyusun kata menjadi kalimat yang benar.”</p> <p>R : “Terus apalagi?”</p> <p>S : “Itu aja.”</p> <p>R : “Kalau menulis <i>descriptive text</i> kan pakai <i>simple present tense</i>, masih sulit nggak tentang <i>tense</i> ini?”</p> <p>S : “Iya masih sulit.”</p> <p>R : “Terus pingin dikoreksi nggak hasil tulisan Meylinda?”</p> <p>S : “Pingin.”</p> <p>R : “Koreksi seperti apa yang diinginkan?”</p> <p>S : “Pingin dikoreksi biar tahu salahnya.”</p> <p>R : “Kalau misalnya koreksinya itu diberi kode pada hasil tulisan siswa, lalu siswa disuruh membetulkan sendiri dan biar tahu kesalahannya mau nggak?”</p> <p>S : “Mau.”</p> <p>R : “Ya, Terimakasih ya.”</p>
5.	<p>D: July 31<sup>st</sup> 2012</p> <p>T: 13.15 – 13.30</p> <p>P: Teacher’s Room</p>	<p>R : “Gimana Bu siswa dalam menulis teks ada kesulitan nggak?”</p> <p>C : “Kesulitannya, pertama, <i>vocab</i>, terus <i>grammar</i>, terus kadang mereka itu nggak teliti kalau menulis, misalnya nggak ada kata kerjanya atau sudah pakai <i>is</i> atau <i>auxiliary verb</i> tapi masih pakai kata kerja yang lain,</p>

		<p>R : jadi dobel <i>verb</i>.”  “Selama ini sebelum menulis siswa diberi  C : latihan dulu nggak, Bu?”  “Hem em, contohnya kalau <i>descriptive text</i>,  anak-anak diberi latihan <i>translation</i> untuk  mengingatn materi tentang <i>descriptive text</i>  R : yang telah diajarkan saat kelas 7.  “Jadi materi tentang <i>descriptive text</i> tidak  C : diulangi lagi di kelas 8 ini ya, Bu?”  R : “Nggak.” “Sama kok.”  C : “Selama ini bagaimana pembelajaran <i>writing</i>,  Bu?”  “Ya, diajari pelan-pelan, diberitahu bahwa  kalimat itu pakai subjek, predikat, objek,  terus anak-anak disuruh bawa kamus, terus  dikasih tahu yang salah lalu diberitahu  bagaimana benarnya.”  R : “Jadi langsung diberitahu yang benar, ya Bu?”  C : “Kalau dikumpulkan iya, kalau ada  pertanyaan satu atau dua kalimat ya langsung  saya beritahu benarnya  R : “Kesulitan yang ditemui Bu Ajeng saat  pembelajaran bahasa Inggris, khususnya skill  <i>writing</i> apa, Bu?”  C : “Mereka itu <i>stuck</i> sama idenya, waktunya  sudah berlalu lama tapi baru dapat satu dua  kalimat dan mereka itu harus diberi contoh  dulu, terus <i>grammarnya</i> itu acak-acakan, jadi  idenya itu nggak bisa ditangkap maksudnya  apa, gitu.”  R : “Dari hasil <i>interview</i> dengan beberapa anak  tadi mereka memerlukan <i>feedback</i> dari guru  saat menulis, Bu. “<i>Feedback</i> ini bagus  diterapkan, Bu, karena selain untuk  meningkatkan hasil menulis siswa,  diharapkan nantinya siswa bisa membetulkan  sendiri kesalahan dalam <i>draft</i> menulis  mereka. “Bagaimana kalau <i>feedback</i> yang  diberikan itu dalam bentuk <i>indirect feedback</i>,  Bu?” <i>Indirect feedback</i> itu menandai</p>
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		<p>kesalahan dengan mencantumkan kode-kode tertentu untuk dibenarkan sendiri oleh siswa, misalnya ada kesalahan dalam penggunaan tense diberi kode 'v' artinya siswa harus membenarkan kalimat itu menggunakan tense yang tepat.”</p> <p>C : “Jadi nanti hasil menulis siswa dikumpulkan ke <i>mbake</i>, terus nanti <i>feedback</i>-nya setelah beberapa pertemuan gitu?” Itu sudah dibenerin atau cuma dikasih kode?”</p> <p>R : “Jadi gini, Bu, <i>draft</i> tulisan siswa dikumpulkan, lalu guru memberi kode-kode pada bagian yang salah, lalu dikembalikan lagi ke siswa untuk dibenarkan?”</p> <p>C : “O...jadi, siswa biar mikir sendiri, O...ini yang ditandai salah berarti harus dibenarkan menjadi apa, gitu, ya?”</p> <p>R : “Iya, Bu, tapi sebelum itu mereka diberi penjelasan dulu tentang daftar kode yang akan digunakan dalam <i>correcting</i>.”</p> <p>C : “O...ya, nggak apa-apa.” ”Terus nanti setelah dibetulkan, nanti dicek lagi?”</p> <p>R : “Dicek lagi, Bu.”</p> <p>C : “O...sudah bener apa belum, gitu ya?”</p> <p>R : “Iya, terus nanti kalau sudah benar, bisa ganti topik yang lain, gitu.”</p> <p>C : “O...gitu to, <i>indirect feedback</i>.”</p> <p>R : “Iya, Bu.”</p> <p>C : “Oke.”</p>
6.	<p>D: Sept. 22<sup>nd</sup> 2012 T: 12.10 – 12.30 P: 8.C's Classroom</p>	<p>R : “Namanya siapa?”</p> <p>S : “Salim Hartati.”</p> <p>R : “Sudah paham tentang <i>descriptive text</i>?”</p> <p>S : “Sedikit.”</p> <p>R : “Ciri-cirinya apa?”</p> <p>S : “Hmmm....”</p> <p>R : “<i>Generic structure</i>-nya apa?”</p> <p>S : “<i>Description, identification</i>.”</p> <p>R : “<i>Tense</i> yang dipakai apa?”</p> <p>S : “Hmmm..., lupa e, <i>Miss</i>?”</p>

		<p>R : “Tadi lho, yang diterangkan di depan.” “<i>Simple present tense</i>, ya.”</p> <p>S : “O iya.”</p> <p>R : “Saat mengerjakan tugas-tugas tadi kesulitannya dimana?”</p> <p>S : “Waktu nyari di kamus itu nggak ada yang dicari, gitu lho, <i>Miss</i>.”</p> <p>R : “Terus tentang <i>simple present tense</i> sudah <i>dong</i> belum?”</p> <p>S : “Sedikit.”</p> <p>R : “Yang belum <i>dong</i> yang mana?”</p> <p>S : “Yang pakai ‘s’ sama yang enggak, itu lho?”</p> <p>R : “Maksudnya <i>verb</i>-nya?”</p> <p>S : “Iya.”</p> <p>R : “Masih bingung?”</p> <p>S : “Iya.”</p> <p>R : “Perlu latihan lagi?”</p> <p>S : “Perlu.”</p> <p>R : “Terus selain itu apa lagi?”</p> <p>S : “Udah, nggak ada.”</p> <p>R : “Makasih ya.”</p> <p>S : “Ya.”</p>
7.	<p>D: Sept. 22<sup>nd</sup> 2012 T: 12.30 – 12.45 P: 8.C’s Classroom</p>	<p>R : “Menurut Ibu, langkah mengajar saya tadi gimana?”</p> <p>C : “Intinya itu harus menangkap perhatian dari anak-anak. Kalau <i>jenengan</i> itu <i>dereng</i> semuanya, apalagi yang di belakang. Besok <i>jenengan</i> kalau pas menjelaskan itu berdirinya di tengah kelas aja, jangan di depan kelas. Terus anak-anak yang ramai itu di-<i>cekel disik</i>, kadang <i>jenengan</i> itu masih <i>nyuekin</i>, mending didekati, sering didekati, gitu. Terus instruksinya itu nggak jelas karena mungkin suaranya terlalu kecil. Terus kalau menganalisis kalimat perlu diberitahu</p> <p>R : juga arti dari setiap katanya.”</p> <p>C : “Di-<i>translate</i> ya, Bu?”</p> <p>R : “Iya, biar mereka lebih <i>dong</i>.”</p> <p>C : “Jadi untuk <i>simple present tense</i> masih perlu</p>

		<p>R : dijelaskan lagi ya, Bu?” “Iya, terus manajemen kelas dan waktu.”</p> <p>C : “Iya tadi memang masih kurang pembahasan dua kalimat terakhir.” “Anak-anak itu kalau diajak <i>cepat-cepet</i> malah males mengerjakan, terus <i>njagakke</i>, nanti <i>yo</i> dibahas, <i>gitu</i>. Dikasih waktunya agak lama <i>dikit, gitu</i> lho, yang penting untuk mereka itu prosesnya untuk mencari : jawabannya dan untuk mencari kata-kata susahnyanya. Kadang mereka itu butuh diskusi : juga dengan teman-temannya. Terus jawaban-jawaban dari latihan-latihan itu, <i>kan</i>, R : dibahas <i>to?</i> Kalau pembahasan secara lisan : itu mereka bingung, apa <i>to</i> tadi jawabannya, C : <i>gitu</i> mending ditulis aja biar jelas.” “Ya, Bu. Kalau pemberian contoh <i>descriptive text</i> tadi gimana, Bu?”</p> <p>R : “Ya udah <i>apik</i> kok. Tadi itu, <i>kan</i>, C : menjelaskan <i>generic structure, to</i>, bagian-bagian dari <i>generic structure</i> itu perlu dijelaskan lebih dalam lagi. “Oh iya terimakasih, Bu.” “Ya.”</p>
8.	<p>D: Sept. 25<sup>th</sup> 2012 T: 12.50 – 13.15 P: 8.C’s Classroom</p>	<p>R : “Namamu siapa?” S : “Meylinda.” R : “Gimana tadi nulisnya?” S : “Agak sulit.” R : “Sulitnya dimana?” S : “Menyusun kalimat.” R : “Terus apalagi?” S : “Kata-katanya, mengartikan ke dalam bahasa Inggrisnya.” R : “Bawa kamus, <i>to?</i>” S : “Bawa alfalink.” R : “Kan udah bawa alfalink, kenapa masih sulit?” S : “Menyusunnya itu masih sulit. Tadi juga kebanyakan dipinjem alfalink-nya.” R : “Selain itu kesulitan yang lain apa lagi?”</p>

		<p>S : “Udah.”</p> <p>R : “Selesai nggak nulisnya?”</p> <p>S : “Selesai.”</p> <p>R : “Oke, terimakasih ya.”</p> <p>S : “Ya.”</p>
9.	<p>D: Sept. 25<sup>th</sup> 2012</p> <p>T: 12.50 – 13.15</p> <p>P: 8.C’s Classroom</p>	<p>R : “Namamu siapa?”</p> <p>S : “Yudha.”</p> <p>R : “Tadi selesai nggak nulisnya?”</p> <p>S : “Selesai.”</p> <p>R : “Kesulitannya apa?”</p> <p>S : “Kan, kalau bahasa Indonesia itu Diterangkan-Menerangkan, DM itu, lho <i>Miss</i>, tapi kalau bahasa Inggris kebalikannya, pusingnya disitu.”</p> <p>R : “Jadi susunan katanya?”</p> <p>S : “He eh, susunan katanya.”</p> <p>R : “Kesulitannya apa lagi?”</p> <p>S : “Cuman itu aja kok.”</p> <p>R : “Kalau menyusun kalimat gimana?”</p> <p>S : “Ya, sudah lumayan bisa.”</p> <p>R : “Terus besok biar kamu bisa menulis lebih baik lagi, saya harus ngasih latihan seperti apa?”</p> <p>S : “Latihan mengartikan dari bahasa Indonesia ke bahasa Inggris, gitu lho.”</p> <p>R : “O, jadi latihan menerjemahkan ya?”</p> <p>S : “Iya.” Cuma itu aja.”</p> <p>R : “Oke , makasih ya.”</p> <p>S : “Ya.”</p>
10.	<p>D: Sept. 26<sup>th</sup> 2012</p> <p>T: 11.15 – 11.30</p> <p>P: 8.C’s Classroom</p>	<p>R : “Namanya siapa?”</p> <p>S : “Fatah.”</p> <p>R : “Tadi paham nggak dengan penggunaan kode koreksi?”</p> <p>S : “Sedikit.”</p> <p>R : “Kode apa yang masih belum dipahami?”</p> <p>S : “S/P, λ, WO, C.”</p> <p>R : “Banyak kesalahan nggak tadi di tulisan Fatah?”</p>

		<p>S : “Iya.”  R : “Yang paling banyak kode apa?”  S : “C.”  R : “Bisa membenarkan nggak?”  S : “Nggak.”  R : “Oke.”</p>
11.	<p>D: Sept. 26<sup>th</sup>  2012  T: 11.15 – 11.30  P: 8.C’s  Classroom</p>	<p>R : “Namanya siapa?”  S : “Teguh Widiyanto.”  R : “Tadi paham dengan penggunaan kode-kode koreksi tadi nggak?”  S : “Paham.”  R : “Tulisannya banyak kesalahan nggak?”  S : “Banyak.”  R : “Kode terbanyak apa tadi?”  S : “C.”  R : “Jadi Subjek sama <i>Verb</i>-nya tidak sesuai ya?”  S : “Ya.”  R : “Terus bisa membenarkan tidak?”  S : “Bisa.”  R : “Bagus.”  “Merasa kesulitan dalam memahami kode-kode tadi?”  S : “Nggak, kan ada penjelasannya?”  R : “Ada <i>handout</i>-nya ya.”  S : “Iya.”  R : “Jangan sampai hilang ya, besok dipakai lagi.” Makasih.”  S : “Ya.”</p>
12.	<p>D: Oct. 2<sup>nd</sup> 2012  T: 12.50 – 13.05  P: 8.C’s  Classroom</p>	<p>R : “Namanya siapa?”  S : “Yashinta.”  R : “Tadi bisa mengerjakan <i>jumbled words</i>-nya?”  S : “Ya, lumayan, tapi yang ini lebih sulit dari pada yang <i>animal</i> dulu.”  R : “Kalau menurut Adik latihan <i>jumbled words</i> tadi membantu Adik dalam menulis teks nggak?”</p>

		<p>S : “Iya, menulisnya jadi lebih mudah, jadi tahu urutan-urutan katanya.”</p> <p>R : “Oke, terimakasih ya.”</p> <p>S : “Ya.”</p>
13.	<p>D: Oct. 2<sup>nd</sup> 2012 T: 12.50 – 13.05 P: 8.C’s Classroom</p>	<p>R : “Namanya?”</p> <p>S : “Aurelia.”</p> <p>R : “Tadi bisa mengerjakan <i>jumbled words</i>-nya?”</p> <p>S : “Sedikit.”</p> <p>R : “Sulitnya dimana?”</p> <p>S : “Penyusunan kata.”</p> <p>R : “Terus, latihan <i>jumbled words</i> tadi membantu Adik dalam menulis teks nggak?”</p> <p>S : “Membantu dan tadi ada pemberian kata-kata sebelum menulis tadi juga bisa lebih mudah.”</p> <p>R : “<i>Clue</i> maksudnya?”</p> <p>S : “Iya.”</p> <p>R : “Makasih ya.”</p> <p>S : “Ya.”</p>
14.	<p>D: Oct. 2<sup>nd</sup> 2012 T: 12.50 – 13.05 P: 8.C’s Classroom</p>	<p>R : “Namanya siapa?”</p> <p>S : “Septri.”</p> <p>R : “Tadi bisa mengerjakan <i>jumbled words</i>-nya?”</p> <p>S : “Lumayan bisa.”</p> <p>R : “Terus untuk latihannya itu membantu Adik dalam menulis teks nggak?”</p> <p>S : “Ya, bisa sebagai contoh dalam membuat kalimat.”</p> <p>R : “Ya, Makasih.”</p> <p>S : “Ya.”</p>
15.	<p>D: Oct. 3<sup>rd</sup> 2012 T: 11.15 – 11.30 P: 8.C’s Classroom</p>	<p>R : “Namanya siapa?”</p> <p>S : “Ivan.”</p> <p>R : “Bagaimana menurutmu latihan mengoreksi tadi?”</p> <p>S : “Ya, gampang-gampang susah.”</p> <p>R : “Susahnya dimana?”</p> <p>S : “Yang kode S.”</p>

		<p>R : “Susah ya, bawa kamus nggak?”</p> <p>S : “Bawa, tapi <i>males</i> mencari.”</p> <p>R : “Nah...itu.”</p> <p>“Terus paham nggak dengan koreksi yang diberikan pada tulisan Adik?”</p> <p>S : “Paham.”</p> <p>R : “Bagaimana kamu membenarkan kesalahannya?”</p> <p>S : “Melihat di panduan.”</p> <p>R : “Merasa terbantu nggak dengan adanya kode-kode dalam tulisan tadi?”</p> <p>S : “Iya.”</p> <p>R : “Menurut Ivan pemberian kode kesalahan tadi penting nggak?”</p> <p>S : “Penting, untuk mengetahui kalau ada kesalahan.”</p> <p>R : “dan bisa membenarkan, to?”</p> <p>S : “Iya.”</p> <p>R : “Pada tugas menulis <i>Prambanan Temple</i> banyak kesalahan nggak kalau dibandingkan dengan tugas yang dulu, tentang <i>animal</i>?”</p> <p>S : “Tidak, lebih sedikit.”</p> <p>R : “Menurut Adik kemampuan menulismu meningkat nggak setelah diberi kode-kode tadi?”</p> <p>S : “Ya, meningkat.”</p> <p>R : “Makasih ya.”</p> <p>S : “Ya.”</p>
16.	<p>D: Oct. 3<sup>rd</sup> 2012</p> <p>T: 11.15 – 11.30</p> <p>P: 8.C’s</p> <p>Classroom</p>	<p>R : “Namanya Fatah ya?”</p> <p>S : “Iya.”</p> <p>R : “Bisa nggak dengan latihan mengoreksi di depan tadi?”</p> <p>S : “Sedikit bisa.”</p> <p>R : “Yang nggak bisa di bagian apa?”</p> <p>S : “Yang ?M itu lho?”</p> <p>R : “Dengan kode koreksi yang diberikan paham maksudnya nggak?”</p> <p>S : “Paham.”</p> <p>R : “Saat mengoreksi tulisan melihat di</p>

		<p>panduannya itu nggak?”</p> <p>S : “Iya.”</p> <p>R : “Merasa terbantu nggak dengan adanya kode-kode dalam tulisanmu?”</p> <p>S : “Iya.”</p> <p>R : “Kenapa?”</p> <p>S : “Bisa membenarkan yang salah, bisa mengerti kode-kodenya tadi.”</p> <p>R : “Menurutmu pemberian kode kesalahan di tulisanmu tadi penting nggak?”</p> <p>S : “Penting.”</p> <p>R : “Kenapa?”</p> <p>S : “Kita bisa mengerti yang salah, terus bisa membetulkan.”</p> <p>R : “Pada tugas menulis <i>Prambanan Temple</i> banyak kesalahan nggak kalau dibandingkan dengan tugas yang dulu, tentang <i>animal</i>?”</p> <p>S : “Lebih sedikit.”</p> <p>R : “Menurut Adik kemampuan menulismu meningkat nggak setelah diberi kode-kode tadi?”</p> <p>S : “Meningkat.”</p> <p>R : “Makasih ya.”</p> <p>S : “Ya.”</p>
17.	<p>D: Oct. 3<sup>rd</sup> 2012</p> <p>T: 11.15 – 11.30</p> <p>P: 8.C’s</p> <p>Classroom</p>	<p>R : “Namanya siapa?”</p> <p>S : “Emil.”</p> <p>R : “Bisa nggak dengan latihan mengoreksi di depan tadi?”</p> <p>S : “Bisa lumayan sedikit.”</p> <p>R : “Susahnya dimana?”</p> <p>S : “Susahnya mencari kata yang cocok buat kalimat.”</p> <p>R : “Pada tugas menulis <i>Prambanan Temple</i> banyak kesalahan nggak kalau dibandingkan dengan tugas yang dulu, tentang <i>animal</i>?”</p> <p>S : “Lebih sedikit.”</p> <p>R : “Merasa terbantu nggak dengan adanya kode-kode dalam tulisanmu?”</p> <p>S : “Membantu.”</p>

		<p>R : “Kenapa?”</p> <p>S : “Jadi bisa dibetulin.”</p> <p>R : “Penting nggak pemberian kode seperti itu?”</p> <p>S : “Penting.”</p> <p>R : “Kenapa?”</p> <p>S : “Jadi bisa membantu memilih kata-kata yang tepat.”</p> <p>R : “Menurut Emil kemampuan menulismu meningkat nggak setelah diberi kode-kode tadi?”</p> <p>S : “Sedikit.”</p> <p>R : “Cuma sedikit?”</p> <p>S : “Soalnya masih ada yang belum paham banget kode-kodenya.”</p> <p>R : “O..., ya makasih.”</p> <p>S : “Ya.”</p>
18.	<p>D: Oct. 3<sup>rd</sup> 2012</p> <p>T: 11.15 – 11.30</p> <p>P: 8.C’s</p> <p>Classroom</p>	<p>R : “Kardi <i>to</i>?”</p> <p>S : “Ya.”</p> <p>R : “Tadi bisa nggak latihan mengoreksi di depan tadi?”</p> <p>S : “Alhamdulillah bisa, <i>Miss</i>.”</p> <p>R : “Pada tugas menulis <i>Prambanan Temple</i> jika dibandingkan dengan tugas yang dulu tentang <i>animal</i> lebih banyak atau lebih sedikit kesalahannya?”</p> <p>S : “Lebih sedikit.”</p> <p>R : “Menurut Kardi pemberian kode-kode koreksi dalam tulisan itu membantu dalam menulis nggak?”</p> <p>S : “Membantu.”</p> <p>R : “Kenapa?”</p> <p>S : “Lebih bisa memahami kesalahan.”</p> <p>R : “Terus bisa membenarkan nggak?”</p> <p>S : “Bisa.”</p> <p>R : “Menurutmu penting nggak <i>feedback</i> atau pemberian kode kesalahan dari guru kayak gitu?”</p> <p>S : “Penting.”</p> <p>R : “Kenapa?”</p>

		<p>S : “Jadi tahu kesalahannya.”</p> <p>R : “Menurut Adik kemampuan menulismu meningkat nggak setelah diberi kode-kode tadi?”</p> <p>S : “Meningkat.”</p> <p>R : “Bagus-bagus, terimakasih ya.”</p> <p>S : “Ya.”</p>
19.	<p>D: Oct. 3<sup>rd</sup> 2012</p> <p>T: 11.15 – 11.30</p> <p>P: 8.C’s</p> <p>Classroom</p>	<p>R : “Namanya siapa?”</p> <p>S : “Maghfiroh.”</p> <p>R : “Tadi bisa nggak latihan mengoreksi di depan tadi?”</p> <p>S : “Bisa.”</p> <p>R : “Hasil tulisanmu gimana, yang <i>Prambanan Temple</i> jika dibandingkan dengan yang <i>Animal</i>, lebih bagus apa nggak?”</p> <p>S : “Lebih bagus.”</p> <p>R : “Menurutmu pemberian kode-kode koreksi dalam tulisan itu membantu dalam menulis nggak?”</p> <p>S : “Iya.”</p> <p>R : “Kenapa?”</p> <p>S : “Lebih bisa tahu kesalahannya.”</p> <p>R : “Kalau sudah tahu kesalahannya terus?”</p> <p>S : “Bisa membenarkan.”</p> <p>R : “Menurutmu kemampuan menulismu meningkat nggak setelah diberi kode-kode tadi?”</p> <p>S : “Meningkat.”</p> <p>R : “Ya makasih.”</p> <p>S : “Ya.”</p>
20.	<p>D: Oct. 3<sup>rd</sup> 2012</p> <p>T: 11.15 – 11.30</p> <p>P: 8.C’s</p> <p>Classroom</p>	<p>R : “Namamu siapa?”</p> <p>S : “Meylinda.”</p> <p>R : “Gimana latihan <i>jumbled words</i> kemarin sama latihan mengoreksi tadi bisa nggak?”</p> <p>S : “Bisa.”</p> <p>R : “Apakah latihan-latihan itu bisa membantu dalam menulis Adik?”</p> <p>S : “Iya, bisa lebih mudah dalam menyusun</p>

		<p>kata.”</p> <p>R : “Menurut Meylinda pemberian kode kesalahan tadi penting nggak?”</p> <p>S : “Penting.”</p> <p>R : “Menurutmu kemampuan menulismu meningkat nggak setelah diberi kode-kode koreksi tadi?”</p> <p>S : “Meningkat.”</p> <p>R : “Terimakasih ya.”</p> <p>S : “Ya.”</p>
21.	<p>D: Oct. 3<sup>rd</sup> 2012</p> <p>T: 11.15 – 11.30</p> <p>P: 8.C’s</p> <p>Classroom</p>	<p>R : “Willy, tadi latihan mengoreksinya bisa nggak?”</p> <p>S : “Bisa.”</p> <p>R : “Pada tugas menulis <i>Prambanan Temple</i> jika dibandingkan dengan tugas yang dulu tentang <i>animal</i> lebih banyak atau lebih sedikit kesalahannya?”</p> <p>S : “Lebih sedikit.”</p> <p>R : “Menurut Willy pemberian kode kesalahan tadi penting nggak?”</p> <p>S : “Penting.”</p> <p>R : “Kenapa?”</p> <p>S : “Karena lebih mudah untuk mengetahui salahnya.”</p> <p>R : “Tapi bisa membenarkan nggak?”</p> <p>S : “Bisa.”</p> <p>R : “Membantu dalam menulis nggak pemberian kode-kode itu?”</p> <p>S : “Membantu.”</p> <p>R : “Menurutmu kemampuan menulismu meningkat nggak setelah diberi kode-kode koreksi tadi?”</p> <p>S : “Meningkat.”</p> <p>R : “Tadi di tulisanmu yang <i>Prambanan Temple</i> nggak ada kode koreksiannya ya?”</p> <p>S : “Ada, cuma sedikit.”</p> <p>R : “Bagus.”</p> <p>“Terus, pemberian kode-kode dari guru seperti itu membantu meningkatkan</p>

		<p>kemampuan menulismu nggak?”</p> <p>S : “Iya.”</p> <p>R : “Kenapa?”</p> <p>S : “Karena bisa lebih mudah menulis kalimat yang salah.”</p> <p>R : “Membetulkan kalimat yang salah?”</p> <p>S : “Iya.”</p> <p>R : “Makasih ya.”</p> <p>S : “Nggih, <i>saestu</i>.”</p>
22.	<p>D: Oct. 3<sup>rd</sup> 2012</p> <p>T: 11.15 – 11.30</p> <p>P: 8.C’s</p> <p>Classroom</p>	<p>R : “Namanya?”</p> <p>S : “Yudha.”</p> <p>R : “Tadi bisa mengerjakan latihan mengoreksi nggak?”</p> <p>S : “Bisa.”</p> <p>R : “Pada tugas menulis <i>Prambanan Temple</i> jika dibandingkan dengan tugas yang dulu tentang <i>animal</i> lebih banyak atau lebih sedikit kesalahannya?”</p> <p>S : “Lebih sedikit.”</p> <p>R : “Menurutmu pemberian kode-kode dari guru seperti itu membantu meningkatkan kemampuan menulis nggak?”</p> <p>S : “Membantu.”</p> <p>R : “Kenapa?”</p> <p>S : “Kita jadi tahu kesalahan penulisannya dimana, seperti ejaan, tanda baca, dan lain-lain.”</p> <p>R : “Bisa membenarkan?”</p> <p>S : “Bisa.”</p> <p>R : “Menurut Yudha meningkat nggak kemampuan menulismu setelah diberi <i>feedback</i> dari guru?”</p> <p>S : “Meningkat.”</p> <p>R : “Oke, makasih ya.”</p> <p>S : “Ya.”</p>
23.	<p>D: Oct. 3<sup>rd</sup> 2012</p> <p>T: 11.30 – 11.45</p> <p>P: 8.C’s</p>	<p>R : “Menurut Ibu latihan <i>jumbled words</i> sama latihan mengoreksi gimana, Bu?”</p> <p>C : “Dua-duanya sama bagusnya, kan makin</p>

	Classroom	<p>banyak latihan, drill, anak-anak makin tahu salahnya.”</p> <p>R : “Menurut Ibu mereka itu sudah paham belum?”</p> <p>C : “Sebagian besar sudah paham, terbantu.”</p> <p>R : “Metode pemberian <i>indirect feedback</i> atau kode-kode koreksi terhadap tulisan siswa bagaimana menurut Ibu?”</p> <p>C : “Menurut saya bagus ya, <i>Mbak</i>, dari pada diberitahu kesalahannya langsung dan dibenarkan langsung, ini lebih efektif untuk mengembangkan kemampuan <i>writing</i> siswa.”</p> <p>R : “Oke, makasih ya Bu.”</p> <p>C : “Sama-sama.”</p>
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Rater 1: The Researcher							
Table I : Students' writing scores before the action							
No	Student	Writing Aspects					
	Names	Content	Organization	Vocabulary	Language Use	Mechanics	Total Score
1	Aan Setyawan	17	10	8	7	2	44
2	Andhi Wijayanto	17	10	8	7	2	44
3	Anindya Sabila Maghriza	20	14	18	11	2	65
4	Annisa Kusumawati	18	14	10	17	3	62
5	Aryantika Putri	20	14	18	22	2	76
6	Aurellia Lubapepita T.	18	14	10	21	4	67
7	Citra Diah Ayu S.	20	14	18	11	2	65
8	Dhino Widyatmoko	13	7	7	5	2	34
9	Diah Budi Partiningsih	17	14	14	17	5	67
10	Dwi Rahmad Susilo	13	7	7	5	2	34
11	Dwiky Redha Kardiyan	17	14	9	11	2	53
12	Emilly Resta Alam	17	14	10	17	4	62
13	Felix Yuniarto	13	7	7	5	2	34
14	Ferdian Kurniadi	17	10	8	8	2	45
15	Fisa Prasetyawati	20	14	14	18	3	69
16	Herdin Setiabudi	13	7	7	5	2	34
17	Ilham Robibi Pangestu	13	7	7	5	2	34
18	Iqbal Bin Said	17	8	10	12	3	50
19	Kardi	13	7	7	5	2	34
20	Khoirul Fatah	13	7	7	5	2	34
21	Maghfiroh Wachidah R.	27	18	16	21	4	86
22	Mey Linda Rachmalia A.	22	14	10	17	3	66
23	Moh. Ivan Prayoga H.	13	7	7	5	2	34
24	Nadia Ananda Indah P.	13	7	7	5	3	35
25	Nirma Setiyaningsih	22	14	10	17	3	66
26	Oka Isa Bella	16	9	10	10	2	47

27	Putri Ayuning Widya	22	14	15	19	4	74
28	Salim Hartati	17	12	10	11	3	53
29	Sofiatul Barzah	17	13	13	17	3	63
30	Teguh Widiyanto	13	7	7	5	2	34
31	Vita Putriani	16	10	10	10	3	49
32	Willy Dimas Saputra	14	8	9	8	2	41
33	Yasinta Febriyana	22	14	13	17	2	68
34	Yudha Sakti	13	7	7	5	2	34
35	Septri Sri Lestari	18	13	10	13	2	56
36	Tasya Vidita Khoir L.	16	18	10	10	3	57
	Mean	16,86	11,06	10,22	11,22	2,58	51,94

Rater 2: The Collaborator

Table I : Students' writing scores before the action

No.	Student Names	Writing Aspects					
		Content	Organization	Vocabulary	Language Use	Mechanics	Total Score
1	Aan Setyawan	17	12	9	8	2,5	48,5
2	Andhi Wijayanto	17	12	9	8	2,5	48,5
3	Anindya Sabila Maghriza	21	15	18	12	2,5	68,5
4	Annisa Kusumawati	20	15	11	17	3	66
5	Aryantika Putri	21	15	18	22	2	78
6	Aurellia Lubapepita T.	19	15	11	21	4	70
7	Citra Diah Ayu S.	20	15	18	12	2	67
8	Dhino Widyatmoko	13	7	7	5	2,5	34,5
9	Diah Budi Partiningsih	18	15	15	17	5	70
10	Dwi Rahmad Susilo	13	7	7	5	2	34
11	Dwiky Redha Kardiyan	18	15	9	12	2,5	56,5
12	Emilly Resta Alam	18	15	11	17	4	65
13	Felix Yuniarto	13	7	7	5	2	34
14	Ferdian Kurniadi	17	11	8	9	2,5	47,5
15	Fisa Prasetyawati	21	14	15	19	3	72

16	Herdin Setiabudi	13	7	7	5	2	34
17	Ilham Robibi Pangestu	13	7	7	5	2	34
18	Iqbal Bin Said	18	8	11	13	3	53
19	Kardi	13	7	7	5	2,5	34,5
20	Khoirul Fatah	13	7	7	5	2	34
21	Maghfiroh Wachidah R.	28	18	16	21	4	87
22	Mey Linda Rachmalia A.	23	15	11	17	3	69
23	Moh. Ivan Prayoga H.	13	7	7	5	2,5	34,5
24	Nadia Ananda Indah P.	13	7	7	5	3	35
25	Nirma Setiyaningsih	23	15	11	17	3	69
26	Oka Isa Bella	16	9	11	10	2	48
27	Putri Ayuning Widya	22	14	15	19	4	74
28	Salim Hartati	17	13	10	12	3	55
29	Sofiatul Barzah	17	13	13	17	3	63
30	Teguh Widiyanto	13	7	7	5	2,5	34,5
31	Vita Putriani	16	12	10	10	3	51
32	Willy Dimas Saputra	15	9	9	9	2	44
33	Yasinta Febriyana	22	14	13	17	2,5	68,5
34	Yudha Sakti	13	7	7	5	2	34
35	Septri Sri Lestari	19	13	12	14	2,5	60,5
36	Tasya Vidita Khoir L.	16	18	11	10	3	58
	Mean	17,28	11,58	10,61	11,53	2,74	53,74

Rater 1: The Researcher							
Table II : Students' writing scores in cycle I							
No	Student	Writing Aspects					
	Names	Content	Organization	Vocabulary	Language Use	Mechanics	Total Score
1	Aan Setyawan	22,5	14	14	11	4	65,5
2	Andhi Wijayanto	22,5	14	14	11	4	65,5
3	Anindya Sabila Maghriza	24	16	18,5	11,5	4	74
4	Annisa Kusumawati	24	16	19	21	3	83
5	Aryantika Putri	17	13	17	21	3	71
6	Aurellia Lubapepita T.	17	13	13	18	3	64
7	Citra Diah Ayu S.	20	14	14	11	3	62
8	Dhino Widyatmoko	17	14	13	17	3	64
9	Diah Budi Partiningsih	17	13	14	18	5	67
10	Dwi Rahmad Susilo	17	14	14	18	3	66
11	Dwiky Redha Kardiyan	17	14	17	18	3	69
12	Emilly Resta Alam	15	10	10	18	4	57
13	Felix Yuniarto	17	10	10	11	3	51
14	Ferdian Kurniadi	24	15	17	18	3	77
15	Fisa Prasetyawati	17	14	14	14	3	62
16	Herdin Setiabudi	22	14	13	17	4	70
17	Ilham Robibi Pangestu	22	14	13	17	4	70
18	Iqbal Bin Said	22	14	15	14	3	68
19	Kardi	25	14	17	20	3	79
20	Khoirul Fatah	24	16	16	19	3	78
21	Maghfiroh Wachidah R.	28	18,5	17	21	5	89,5
22	Mey Linda Rachmalia A.	27	17	17	20	5	86
23	Moh. Ivan Prayoga H.	28	18	18	22	4	90
24	Nadia Ananda Indah P.	26	17	17	20	4	84
25	Nirma Setiyaningsih	26	16	14	20	3	79
26	Oka Isa Bella	17	10	11	11	3	52
27	Putri Ayuning	22	15	16	18	4	75

	Widya						
28	Salim Hartati	22	16	17	17	4	76
29	Sofiatul Barzah	22	14	15	18	4	73
30	Teguh Widiyanto	17	14	13	17	2	63
31	Vita Putriani	17	14	13	11	4	59
32	Willy Dimas Saputra	22	14	14	18	4	72
33	Yasinta Febriyana	28	18	17	21	3	87
34	Yudha Sakti	20	14	15	17	3	69
35	Septri Sri Lestari	22	17	13	16	3	71
36	Tasya Vidita Khoir L.	17	10	11	11	4	53
	Mean	21,22	14,40	14,74	16,71	3,53	70,60

Rater 2: The Collaborator

Table II : Students' writing scores in cycle I

No	Student Names	Writing Aspects					
		Content	Organization	Vocabulary	Language Use	Mechanics	Total Score
1	Aan Setyawan	23	15	15	12	4	69
2	Andhi Wijayanto	23	15	15	12	4	69
3	Anindya Sabila Maghriza	26	16	18,5	12	4	76,5
4	Annisa Kusumawati	24	16	19	21	3	83
5	Aryantika Putri	18	13	17	21	3	72
6	Aurellia Lubapepita T.	18	13	13	19	3	66
7	Citra Diah Ayu S.	20	15	15	12	3	65
8	Dhino Widyatmoko	17	15	13	17	3	65
9	Diah Budi Partiningsih	18	13	15	19	5	70
10	Dwi Rahmad Susilo	17	14	15	18	3	67
11	Dwiky Redha Kardiyan	17	14	17	18	3	69
12	Emilly Resta Alam	15	11	11	18	4	59
13	Felix Yuniarto	17	11	11	12	3	54
14	Ferdian Kurniadi	25	15	17	18	3	78
15	Fisa Prasetyawati	18	15	15	15	3	66
16	Herdin Setiabudi	23	14	13	17	4	71

17	Ilham Robibi Pangestu	23	14	13	17	4	71
18	Iqbal Bin Said	23	14	16	15	3	71
19	Kardi	25	14	17	20	3	79
20	Khoirul Fatah	24	16	16	20	3	79
21	Maghfiroh Wachidah R.	28	19	17	21	5	90
22	Mey Linda Rachmalia A.	28	17	17	21	5	88
23	Moh. Ivan Prayoga H.	28	18,5	19	22	4	91,5
24	Nadia Ananda Indah P.	26	17	17	21	4	85
25	Nirma Setiyaningsih	26	16	15	21	3	81
26	Oka Isa Bella	18	11	12	12	3	56
27	Putri Ayuning Widya	23	15	16	19	4	77
28	Salim Hartati	23	16	17	17	4	77
29	Sofiatul Barzah	23	15	16	19	4	77
30	Teguh Widiyanto	17	14	13	17	2	63
31	Vita Putriani	17	15	13	12	4	61
32	Willy Dimas Saputra	23	14	15	19	4	75
33	Yasinta Febriyana	28	18	17	21	3	87
34	Yudha Sakti	21	14	15	17	3	70
35	Septri Sri Lestari	23	17	13	16	3	72
36	Tasya Vidita Khoir L.	18	11	12	12	4	57
	Mean	21,78	14,74	15,15	17,22	3,53	72,42

Rater 1: The Researcher							
Table III : Students' writing scores in cycle II							
No	Student Names	Writing Aspects					
		Content	Organization	Vocabulary	Language Use	Mechanics	Total Score
1	Aan Setyawan	27	15	18	22	5	87
2	Andhi Wijayanto	27	15	17,5	22	4,5	86
3	Anindya Sabila Maghriza	29	18	19	23	5	94
4	Annisa Kusumawati	29	18	19,5	23	5	94,5
5	Aryantika Putri	29	18	19	22	5	93
6	Aurellia Lubapepita T.	29	17	19	20	5	90
7	Citra Diah Ayu S.	29	18	19	18,5	4	88,5
8	Dhino Widyatmoko	27	17	18	18	4	84
9	Diah Budi Partiningsih	29	18	19	23	5	94
10	Dwi Rahmad Susilo	29	18	19,5	23	5	94,5
11	Dwiky Redha Kardiyan	29	18	19,5	23	5	94,5
12	Emilly Resta Alam	29	18	19,5	23	5	94,5
13	Felix Yuniarto	25	17	17	18	4	81
14	Ferdian Kurniadi	27	18	18	23	5	91
15	Fisa Prasetyawati	29	19	19	18	3	88
16	Herdin Setiabudi	27	17	17	21	5	87
17	Ilham Robibi Pangestu	27	17	17	21	5	87
18	Iqbal Bin Said	22	14	15	14	4	69
19	Kardi	27	17	17	21	3	85
20	Khoirul Fatah	27	17	18	22	4	88
21	Maghfiroh Wachidah R.	29	19	18	23	5	94
22	Mey Linda Rachmalia A.	29	18	18	22	5	92
23	Moh. Ivan Prayoga H.	29	19	19	24	5	96
24	Nadia Ananda Indah P.	29	18	17	22	5	91
25	Nirma Setiyaningsih	29	19	14	20	4	86
26	Oka Isa Bella	18	11	14	17	4	64
27	Putri Ayuning Widya	27	17	17	21	5	87
28	Salim Hartati	27	17	18	21	4	87

29	Sofiatul Barzah	27	15	17	19	4	82
30	Teguh Widiyanto	26	15	14	18	3	76
31	Vita Putriani	24	14	17	16	4	75
32	Willy Dimas Saputra	27	18	18	22	4	89
33	Yasinta Febriyana	28	17	16	19	3	83
34	Yudha Sakti	29	19	19	24	5	96
35	Septri Sri Lestari	25	17	14	18	4	78
36	Tasya Vidita Khoir L.	27	17	15	20	4	83
	Mean	27,31	17,06	17,49	20,68	4,40	86,93

Rater 1: The Collaborator

Table III : Students' writing scores in cycle II

No	Student Names	Writing Aspects					
		Content	Organization	Vocabulary	Language Use	Mechanics	Total Score
1	Aan Setyawan	28	16	19	23	5	91
2	Andhi Wijayanto	28	16	18	23	4,5	89,5
3	Anindya Sabila Maghriza	29	19	19	24	5	96
4	Annisa Kusumawati	29	19	19,5	24	5	96,5
5	Aryantika Putri	29	19	19	23	5	95
6	Aurellia Lubapepita T.	29	17	19	21	5	91
7	Citra Diah Ayu S.	29	19	19	19	4	90
8	Dhino Widyatmoko	28	17	18	19	4	86
9	Diah Budi Partiningsih	29	19	19	24	5	96
10	Dwi Rahmad Susilo	29	19	19,5	24	5	96,5
11	Dwiky Redha Kardiyan	29	19	19,5	24	5	96,5
12	Emilly Resta Alam	29	19	19,5	24	5	96,5
13	Felix Yuniarto	26	18	17	19	4	84
14	Ferdian Kurniadi	28	19	18	24	5	94
15	Fisa Prasetyawati	29	19	19	19	3	89
16	Herdin Setiabudi	28	17	17	21	5	88
17	Ilham Robibi Pangestu	28	17	17	21	5	88
18	Iqbal Bin Said	23	15	16	15	4	73
19	Kardi	28	17	17	21	3	86
20	Khoirul Fatah	28	17	18	23	4	90

21	Maghfiroh Wachidah R.	29	19	18	24	5	95
22	Mey Linda Rachmalia A.	29	19	19	23	5	95
23	Moh. Ivan Prayoga H.	29	19	19	24	5	96
24	Nadia Ananda Indah P.	29	19	17	23	5	93
25	Nirma Setiyaningsih	29	19	15	21	4	88
26	Oka Isa Bella	19	12	15	17	4	67
27	Putri Ayuning Widya	28	17	17	21	5	88
28	Salim Hartati	28	17	19	21	4	89
29	Sofiatul Barzah	28	16	17	20	4	85
30	Teguh Widiyanto	26	16	15	19	3	79
31	Vita Putriani	25	15	17	17	4	78
32	Willy Dimas Saputra	28	19	18	23	4	92
33	Yasinta Febriyana	29	17	17	20	3	86
34	Yudha Sakti	29	19	19	24	5	96
35	Septri Sri Lestari	26	17	15	19	4	81
36	Tasya Vidita Khoir L.	28	17	16	21	4	86
	Mean	27,83	17,61	17,78	21,44	4,40	89,07

## Total Score

No.	Students	Content	Organization	Vocabulary	Language Use	Mechanics
1	Aan Setyawan	17	11	8,5	7,5	2,25
2	Andhi Wijayanto	17	11	8,5	7,5	2,25
3	Anindya Sabila Maghriza	20,5	14,5	18	11,5	2,25
4	Annisa Kusumawati	19	14,5	10,5	17	3
5	Aryantika Putri	20,5	14,5	18	22	2
6	Aurellia Lubapepita T.	18,5	14,5	10,5	21	4
7	Citra Diah Ayu S.	20	14,5	18	11,5	2
8	Dhino Widyatmoko	13	7	7	5	2,25
9	Diah Budi Partiningsih	17,5	14,5	14,5	17	5
10	Dwi Rahmad Susilo	13	7	7	5	2
11	Dwiky Redha Kardiyan	17,5	14,5	9	11,5	2,25
12	Emilly Resta Alam	17,5	14,5	10,5	17	4
13	Felix Yuniarto	13	7	7	5	2
14	Ferdian Kurniadi	17	10,5	8	8,5	2,25
15	Fisa Prasetyawati	20,5	14	14,5	18,5	3
16	Herdin Setiabudi	13	7	7	5	2
17	Ilham Robibi Pangestu	13	7	7	5	2
18	Iqbal Bin Said	17,5	8	10,5	12,5	3
19	Kardi	13	7	7	5	2,25
20	Khoirul Fatah	13	7	7	5	2
21	Maghfiroh Wachidah R.	27,5	18	16	21	4
22	Mey Linda Rachmalia A.	22,5	14,5	10,5	17	3
23	Moh. Ivan Prayoga H.	13	7	7	5	2,25
24	Nadia Ananda Indah P.	13	7	7	5	3
25	Nirma Setiyaningsih	22,5	14,5	10,5	17	3
26	Oka Isa Bella	16	9	10,5	10	2
27	Putri Ayuning Widya	22	14	15	19	4
28	Salim Hartati	17	12,5	10	11,5	3
29	Sofiatul Barzah	17	13	13	17	3
30	Teguh Widiyanto	13	7	7	5	2,25
31	Vita Putriani	16	11	10	10	3
32	Willy Dimas Saputra	14,5	8,5	9	8,5	2
33	Yasinta Febriyana	22	14	13	17	2,25
34	Yudha Sakti	13	7	7	5	2
35	Septri Sri Lestari	18,5	13	11	13,5	2,25
36	Tasya Vidita Khoir L.	16	18	10,5	10	3

Mean	17,07	11,32	10,42	11,38	2,66
Minimum	13	7	7	5	2
Maximum	27,5	18	18	22	5

Total Score

No.	Students	Content	Organization	Vocabulary	Language Use	Mechanics
1	Aan Setyawan	22,75	14,5	14,5	11,5	4
2	Andhi Wijayanto	22,75	14,5	14,5	11,5	4
3	Anindya Sabila Maghriza	25	16	18,5	11,75	4
4	Annisa Kusumawati	24	16	19	21	3
5	Aryantika Putri	17,5	13	17	21	3
6	Aurellia Lubapepita T.	17,5	13	13	18,5	3
7	Citra Diah Ayu S.	20	14,5	14,5	11,5	3
8	Dhino Widyatmoko	17	14,5	13	17	3
9	Diah Budi Partiningsih	17,5	13	14,5	18,5	5
10	Dwi Rahmad Susilo	17	14	14,5	18	3
11	Dwiky Redha Kardiyana	17	14	17	18	3
12	Emilly Resta Alam	15	10,5	10,5	18	4
13	Felix Yuniarto	17	10,5	10,5	11,5	3
14	Ferdian Kurniadi	24,5	15	17	18	3
15	Fisa Prasetyawati	17,5	14,5	14,5	14,5	3
16	Herdin Setiabudi	22,5	14	13	17	4
17	Ilham Robibi Pangestu	22,5	14	13	17	4
18	Iqbal Bin Said	22,5	14	15,5	14,5	3
19	Kardi	25	14	17	20	3
20	Khoirul Fatah	24	16	16	19,5	3
21	Maghfiroh Wachidah R.	28	18,75	17	21	5
22	Mey Linda Rachmalia A.	27,5	17	17	20,5	5
23	Moh. Ivan Prayoga H.	28	18,25	18,5	22	4
24	Nadia Ananda Indah P.	26	17	17	20,5	4
25	Nirma Setiyaningsih	26	16	14,5	20,5	3
26	Oka Isa Bella	17,5	10,5	11,5	11,5	3
27	Putri Ayuning Widya	22,5	15	16	18,5	4
28	Salim Hartati	22,5	16	17	17	4
29	Sofiatul Barzah	22,5	14,5	15,5	18,5	4
30	Teguh Widiyanto	17	14	13	17	2
31	Vita Putriani	17	14,5	13	11,5	4

32	Willy Dimas Saputra	22,5	14	14,5	18,5	4
33	Yasinta Febriyana	28	18	17	21	3
34	Yudha Sakti	20,5	14	15	17	3
35	Septri Sri Lestari	22,5	17	13	16	3
36	Tasya Vidita Khoir L.	17,5	10,5	11,5	11,5	4
	Mean	21,50	14,57	14,94	16,97	3,53
	Minimum	15	10,5	10,5	11,5	2
	Maximum	28	18,75	19	22	5

Total Score

No.	Students	Content	Organization	Vocabulary	Language Use	Mechanics
1	Aan Setyawan	27,5	15,5	18,5	22,5	5
2	Andhi Wijayanto	27,5	15,5	17,75	22,5	4,5
3	Anindya Sabila Maghriza	29	18,5	19	23,5	5
4	Annisa Kusumawati	29	18,5	19,5	23,5	5
5	Aryantika Putri	29	18,5	19	22,5	5
6	Aurellia Lubapepita T.	29	17	19	20,5	5
7	Citra Diah Ayu S.	29	18,5	19	18,75	4
8	Dhino Widyatmoko	27,5	17	18	18,5	4
9	Diah Budi Partiningsih	29	18,5	19	23,5	5
10	Dwi Rahmad Susilo	29	18,5	19,5	23,5	5
11	Dwiky Redha Kardiyan	29	18,5	19,5	23,5	5
12	Emilly Resta Alam	29	18,5	19,5	23,5	5
13	Felix Yuniarto	25,5	17,5	17	18,5	4
14	Ferdian Kurniadi	27,5	18,5	18	23,5	5
15	Fisa Prasetyawati	29	19	19	18,5	3
16	Herdin Setiabudi	27,5	17	17	21	5
17	Ilham Robibi Pangestu	27,5	17	17	21	5
18	Iqbal Bin Said	22,5	14,5	15,5	14,5	4
19	Kardi	27,5	17	17	21	3
20	Khoirul Fatah	27,5	17	18	22,5	4
21	Maghfiroh Wachidah R.	29	19	18	23,5	5
22	Mey Linda Rachmalia A.	29	18,5	18,5	22,5	5
23	Moh. Ivan Prayoga H.	29	19	19	24	5
24	Nadia Ananda Indah P.	29	18,5	17	22,5	5
25	Nirma Setiyaningsih	29	19	14,5	20,5	4
26	Oka Isa Bella	18,5	11,5	14,5	17	4

27	Putri Ayuning Widya	27,5	17	17	21	5
28	Salim Hartati	27,5	17	18,5	21	4
29	Sofiatul Barzah	27,5	15,5	17	19,5	4
30	Teguh Widiyanto	26	15,5	14,5	18,5	3
31	Vita Putriani	24,5	14,5	17	16,5	4
32	Willy Dimas Saputra	27,5	18,5	18	22,5	4
33	Yasinta Febriyana	28,5	17	16,5	19,5	3
34	Yudha Sakti	29	19	19	24	5
35	Septri Sri Lestari	25,5	17	14,5	18,5	4
36	Tasya Vidita Khoir L.	27,5	17	15,5	20,5	4
	Mean	27,57	17,33	17,63	21,06	4,40
	Minimum	18,5	11,5	14,5	14,5	3
	Maximum	29	19	19,5	24	5

#### Total Score Rater 1 & Rater 2

No.	Students	Table I	Table II	Table III
1	Aan Setyawan	46,25	67,25	89
2	Andhi Wijayanto	46,25	67,25	87,75
3	Anindya Sabila Maghriza	66,75	75,25	95
4	Annisa Kusumawati	64	83	95,5
5	Aryantika Putri	77	71,5	94
6	Aurellia Lubapepita T.	68,5	65	90,5
7	Citra Diah Ayu S.	66	63,5	89,25
8	Dhino Widyatmoko	34,25	64,5	85
9	Diah Budi Partiningsih	68,5	68,5	95
10	Dwi Rahmad Susilo	34	66,5	95,5
11	Dwiky Redha Kardiyan	54,75	69	95,5
12	Emilly Resta Alam	63,5	58	95,5
13	Felix Yuniarto	34	52,5	82,5
14	Ferdian Kurniadi	46,25	77,5	92,5
15	Fisa Prasetyawati	70,5	64	88,5
16	Herdin Setiabudi	34	70,5	87,5
17	Ilham Robibi Pangestu	34	70,5	87,5
18	Iqbal Bin Said	51,5	69,5	71
19	Kardi	34,25	79	85,5
20	Khoirul Fatah	34	78,5	89
21	Maghfiroh Wachidah R.	86,5	89,75	94,5
22	Mey Linda Rachmalia A.	67,5	87	93,5
23	Moh. Ivan Prayoga H.	34,25	90,75	96
24	Nadia Ananda Indah P.	35	84,5	92

25	Nirma Setiyaningsih	67,5	80	87
26	Oka Isa Bella	47,5	54	65,5
27	Putri Ayuning Widya	74	76	87,5
28	Salim Hartati	54	76,5	88
29	Sofiatul Barzah	63	75	83,5
30	Teguh Widiyanto	34,25	63	77,5
31	Vita Putriani	50	60	76,5
32	Willy Dimas Saputra	42,5	73,5	90,5
33	Yasinta Febriyana	68,25	87	84,5
34	Yudha Sakti	34	69,5	96
35	Septri Sri Lestari	58,25	71,5	79,5
36	Tasya Vidita Khoir L.	57,5	55	84,5
	Mean	52,84	71,51	88,00
	Minimum	34	52,5	65,5
	Maximum	86,5	90,75	96

Mean score before the actions, cycle I, and cycle II

Mean Scores			
Writing Aspects	Table I	Table II	Table III
Content	17,07	21,50	27,57
Organization	11,32	14,57	17,33
Vocabulary	10,42	14,94	17,63
Language Use	11,38	16,97	21,06
Mechanics	2,66	3,53	4,40

### Course Grid (Cycle I)

Standard of Competence:

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar

Basic of Competence	Theme	Learning Objectives	Indicators	Learning Materials	Teaching & Learning Activities	Assessment			Time	Learning Sources
						Technique	Instrument	Instrument Example		
6.2. <i>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 descriptive dan recount</i>	My Favorite Animals	At the end of the lesson, the students are able to: <ul style="list-style-type: none"> <li>identify the characteristics of descriptive text</li> <li>use appropriate words to describe things</li> <li>use correct tense in writing descriptive text</li> <li>arrange jumbled sentences into a good paragraph</li> </ul>	Students are able to: <ul style="list-style-type: none"> <li>identify the characteristics of descriptive text</li> <li>use appropriate words to describe things</li> <li>use simple present tense in writing descriptive text</li> <li>arrange jumbled sentences into a good paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive texts: The Sea Eagle The Cheetah Butterflies</li> <li>The characteristics of descriptive text</li> <li>Vocabulary: Adjectives (examples: long, powerful, sharp, beautiful)</li> <li>Grammar point: simple present tense</li> <li>Error correction codes</li> </ul>	<ul style="list-style-type: none"> <li><b>The First Meeting</b> Exploration:               <ol style="list-style-type: none"> <li>The teacher shows a picture of eagle.</li> <li>The teacher addresses some brainstorming questions to the students based on the given picture, such as, "What is the name of the animal? and What are the physical features of the animal?"</li> </ol> </li> <li>Elaboration:               <ol style="list-style-type: none"> <li>The students comprehend a descriptive text about The Sea Eagle.</li> <li>The teacher and students discuss the characteristics of descriptive text.</li> <li>The students fill in the missing parts of a descriptive text with the provided words in pairs.</li> <li>The students fill in the blanks with the</li> </ol> </li> </ul>	Written test	Essay	Write an essay describing your own favorite animal.	6x40 minutes	<ul style="list-style-type: none"> <li>Text book of <i>English in Focus for Grade VIII Junior High School (SMP/MTs)</i>; Artono Wardiman, Masduki B. Jahur, M. Sukirman Djusma</li> <li>Students worksheet of <i>Mandiri for SMP/MTs</i>, Nur Zaida</li> </ul>

		<ul style="list-style-type: none"> <li>• write short paragraphs based on clues</li> <li>• write a descriptive text</li> <li>• correct students' mistakes based on the given indirect feedback</li> </ul>	<ul style="list-style-type: none"> <li>• write short paragraphs based on clues</li> <li>• write a descriptive text correctly</li> <li>• correct students' mistakes based on the given indirect feedback</li> </ul>		<p>appropriate verb used in simple present tense in pairs.</p> <p>Confirmation:</p> <ol style="list-style-type: none"> <li>1. The teacher helps the students if they find difficulties when doing the tasks.</li> </ol> <ul style="list-style-type: none"> <li>• <b>The Second Meeting</b></li> </ul> <p>Exploration:</p> <ol style="list-style-type: none"> <li>1. The teacher reviews the previous meeting.</li> </ol> <p>Elaboration:</p> <ol style="list-style-type: none"> <li>1. The students arrange jumbled sentences in pairs.</li> <li>2. The students write short paragraphs based on clues.</li> <li>3. The students write a descriptive text about favorite animals.</li> <li>4. The teacher gives indirect feedback to the students works.</li> </ol> <p>Confirmation:</p> <ol style="list-style-type: none"> <li>1. The teacher helps the students if they find difficulties during the process of writing.</li> </ol> <ul style="list-style-type: none"> <li>• <b>The Third Meeting</b></li> </ul> <p>Exploration:</p> <ol style="list-style-type: none"> <li>1. The teacher asks</li> </ol>				<ul style="list-style-type: none"> <li>• Student worksheet of <i>Inovatif Bahasa Inggris</i>, Rusmini</li> <li>• Internet</li> </ul>
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					<p>students difficulties in the process of writing in the second meeting.</p> <p>Elaboration:</p> <ol style="list-style-type: none"><li>1. The teacher and students discuss error correction codes which are used to provide indirect feedback from the teacher to the students writing.</li><li>2. The teacher gives chance to the students to ask questions about error correction codes.</li><li>3. The teacher asks the students to correct their mistakes referring to the given codes.</li><li>4. The teacher asks the students to rewrite the students writing.</li><li>5. The students rewrite a descriptive text</li></ol> <p>Confirmation:</p> <ol style="list-style-type: none"><li>1. The teacher helps the students if they find difficulties during the process of rewriting.</li></ol>					
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## Course Grid (Cycle II)

Standard of Competence:

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar

Basic of Competence	Theme	Learning Objectives	Indicators	Learning Materials	Teaching & Learning Activities	Assessment			Time	Learning Sources
						Technique	Instrument	Instrument Example		
6.2. <i>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 descriptive dan recount</i>	Interesting Places	At the end of the lesson, the students are able to: <ul style="list-style-type: none"> <li>• arrange jumbled words into good sentences</li> <li>• correct sentences</li> <li>• write a descriptive text</li> <li>• correct students' mistakes based on the given indirect feedback</li> </ul>	Students are able to: <ul style="list-style-type: none"> <li>• arrange jumbled words into good sentences</li> <li>• correct sentences based on the given error correction codes</li> <li>• write a descriptive text correctly</li> <li>• correct students' mistakes based on the given indirect feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Noun phrase (examples: the longest river, a beautiful park, five square terraces)</li> <li>• Grammar point: simple present tense</li> <li>• Error correction codes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The First Meeting</b> Exploration: 3. The teacher addresses some brainstorming questions to the students about a famous site in Yogyakarta, such as, "Have you ever been to Borobudur Temple?" and "Could you tell me about Borobudur Temple?"</li> <li>Elaboration: 5. The students comprehend a descriptive text about Borobudur Temple. 6. The students arrange jumbled words in a group of four. 7. The students correct wrong sentences in a group of four. 8. The students write a short essay about an interesting place based on the given picture. 9. The teacher gives indirect feedback to</li> </ul>	Written test	Essay	Write an essay describing Prambanan temple.	4x40 minutes	<ul style="list-style-type: none"> <li>• Internet</li> </ul>

					<p>the students' works.</p> <p>Confirmation:</p> <ol style="list-style-type: none"><li>2. The teacher helps the students if they find difficulties during the process of writing.</li></ol> <p>• <b>The Second Meeting</b></p> <p>Exploration:</p> <ol style="list-style-type: none"><li>2. The teacher asks students difficulties in the process of writing in the first meeting.</li></ol> <p>Elaboration:</p> <ol style="list-style-type: none"><li>6. The teacher asks the students to correct their mistakes referring to the given codes.</li><li>7. The teacher asks the students to rewrite the students writing.</li><li>8. The students rewrite a descriptive text</li></ol> <p>Confirmation:</p> <ol style="list-style-type: none"><li>2. The teacher helps the students if they find difficulties during the process of rewriting.</li></ol>					
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## LESSON PLAN OF THE FIRST MEETING IN CYCLE I

Subject : English  
Grade/Semester : VIII/1  
Skill : Writing  
Text Type : Descriptive  
Time Allocation : 2x40 Minutes

### A. Standard of Competence

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

### B. Basic of Competence

6.2. *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 descriptive dan recount*

### C. Learning Objectives

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

1. identify social function, generic structure & language feature of descriptive text,
2. use appropriate words to describe things, and
3. use correct tense in writing descriptive text.

### D. Indicators

Students are able to:

1. identify social function, generic structure & language feature of descriptive text,
2. use appropriate words to describe things, and
3. use simple present tense in writing descriptive text.

### E. Learning Materials

1. Descriptive texts: The Sea Eagle, The Cheetah, Butterflies (Appendix 1, 3, 5)
2. The characteristics of descriptive text (Appendix 2)
3. Vocabulary: adjectives (examples: long, powerful, sharp, beautiful)
4. Grammar point: simple present tense (Appendix 4)

## **F. Method**

Communicative language teaching

## **G. Teaching & Learning Activities**

### **1. Pre-teaching**

- a. The teacher greets the students.
- b. The teacher leads the prayer.
- c. The teacher checks the students' attendance.
- d. The teacher outlines the objective of the learning process.

### **2. Whilst-teaching**

- a. Exploration
  - 1) The teacher shows a picture of eagle.



- 2) The teacher addresses some brainstorming questions to the students based on the given picture, such as, "What is the name of the animal? and What are the physical features of the animal?"
- 3) The students are expected to answer the teacher's questions orally.

- b. Elaboration

- 1) The teacher gives a descriptive text about The Sea Eagle to the students.
- 2) The students are asked to read the text.
- 3) The students are asked to answer the questions.
- 4) The teacher and students discuss the answers.
- 5) The teacher and students discuss the parts of the sea eagle body explained in the text to enrich the students' vocabulary.
- 6) The teacher explains the characteristics of descriptive text.
- 7) The teacher gives a text about The Cheetah.
- 8) The students are asked to fill in the missing parts of the descriptive text with the provided words in pairs.
- 9) The teacher and students discuss the answers.

- 10) The teacher and students discuss the characteristics of the cheetah explained in the text to enrich the students' vocabulary.
- 11) The teacher explains the sentences used in a descriptive text.
- 12) The students are asked to fill in the blanks with the appropriate verb used in simple present tense in pairs.
- 13) The teacher and students discuss the answers.
- 14) The teacher and students discuss the characteristics of butterflies explained in the text to enrich the students' vocabulary.

c. Confirmation

- 1) The teacher helps the students if they find difficulties when doing the tasks.

### 3. Post-teaching

- a. The teacher summarizes the lesson.
- b. The teacher and students reflect the teaching and learning process.
- c. The teacher ends the lesson.

## H. Learning Sources

1. Wardiman, Artono, et.al. 2008. *English in Focus for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional. Page: 16.
2. Zaida, Nur. *Mandiri Mengasah Kemampuan Diri*. Erlangga. Page: 9.
3. A picture of eagle, taken from internet in Google, retrieved on September 2, 2012
4. A text of The Cheetah, taken from internet in <http://www.education-english.com/2012/01/descriptive-text-cheetah.html> , retrieved on September 2, 2012
5. A text of Butterflies, taken from internet in <http://nurey-nurey.blogspot.com/2012/02/binggris-contoh-descriptive-text.html> , retrieved on September 2, 2012

## Appendix 1

**Read the text carefully.**

### **The Sea Eagle**

There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle.

The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.

Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognize because it has a strong sharp beak and a stream-line body.

Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers and for many other jobs that non-flying animals do with paws, claws, or hands on their forelimbs.

**State "T" if the statement is true and "F" if the statement is false.**

		T	F
1	The sea eagle lives near the sea.		
2	It nests on the top of a tree in the writer's grandparents.		
3	The color of its feathers is yellowish.		
4	It belongs to carnivore.		
5	Sea eagles have various sizes, shapes and colors.		
6	Its forelimbs have very limited function, i.e. just for flying.		
7	It handles food by using its forelimbs.		
8	It cleans its feather by using its strong beak.		
9	It flies by its two legs.		
10	It has a very flexible neck.		

## Appendix 2

### The Characteristics of Descriptive Text

A descriptive text is a text describing a particular person, place, or thing.

A descriptive text consists of:

- Identification  
This part introduces the person, place or thing described.
- Description  
This part gives the details of the person, place or thing described. It may describe parts, qualities, and/or characteristics.
- Conclusion (optional)

Simple present tense is mostly used in a descriptive text.

## Appendix 3

Fill in the missing parts of this text with the provided words in pairs.



### The cheetah

The cheetah is ..... animal on land. It can ..... 100 kilometers an hour. It is now ..... and is one of the animals, which is in danger of .....

The cheetah ..... a small head and ears. It has ..... and ..... legs. It ..... prey on open ground. This is a different way of hunting from the other "big cats." They like to stay in and near trees to catch their ..... The cheetah is also different from other cats because it cannot draw in its .....

has    hunts    run    prey    the fastest  
rare    claws    extinction    long  
powerful

## Appendix 4

Study this following explanation.

In the text above you find the following sentences:

- The cheetah is the fastest animal on land.
- It hunts prey on open ground.
- The cheetah has a small head and ears.

These three sentences use simple present tense. The simple present tense is used to describe regular actions or things that are generally true.

- S + BE(is,am,are) + Complement
- S + V<sub>1</sub> s/es + O

## Appendix 5

Fill in the blanks with the correct verb. You may discuss with your friend next to you.



### Butterflies

Butterflies ... (am/is/are) beautiful. They are insects with large scaly wings. They ... (have/has) six legs, three body parts, a pair of antennae, and compound eyes.

The three body parts ... (am/is/are) the head, thorax, and abdomen. The four wings and the six legs are connected to the thorax. The thorax ... (contain/contains) the muscles that make the legs and wings move.

Butterflies are very good fliers. They ... (have/has) two pairs of large wings covered with colorful scales. The wings are connected to the butterfly's thorax. Butterflies can only fly if their body temperature is above 27 degrees Centigrade. Butterflies ... (sun/suns) themselves to warm up in cool weather. As butterflies get older, the color of the wings ... (fade/fades) and the wings ... (become/becomes) ragged.

The speed ... (vary/varies) among butterfly species. The fastest butterflies can fly at about 50 kilometers per hour (kph) or faster. Slow flying butterflies ... (fly/flies) about 8 kph.

## LESSON PLAN OF THE SECOND MEETING IN CYCLE I

Subject : English  
Grade/Semester : VIII/1  
Skill : Writing  
Text Type : Descriptive  
Time Allocation : 2x40 Minutes

### A. Standard of Competence

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

### B. Basic of Competence

6.2. *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 descriptive dan recount*

### C. Learning Objective

At the end of the lesson, the students are able to write a descriptive text.

### D. Indicator

Students are able to:

1. arrange jumbled sentences into a good paragraph,
2. write short paragraphs based on clues,
3. write a descriptive text correctly.

### E. Learning Materials

1. Short texts about animals (Appendix 1)

### F. Method

Communicative language teaching

## **G. Teaching & Learning Activities**

### **1. Pre-teaching**

- a. The teacher greets the students.
- b. The teacher leads the prayer.
- c. The teacher checks the students' attendance.
- d. The teacher outlines the objective of the learning process.

### **2. Whilst-teaching**

#### **a. Exploration**

- 1) The teacher and students reviews the previous meeting about the characteristics of a descriptive text orally.
- 2) The teacher gives chance to the students to ask questions if they find difficulty in understanding the characteristics of a descriptive text.

#### **b. Elaboration**

- 1) The students are asked to arrange jumbled sentences in pairs.
- 2) The students are asked to write short paragraphs based on clues.
- 3) The students are asked to write a first draft of descriptive text about favorite animals.
- 4) The teacher collects the students' works.
- 5) The teacher gives indirect feedback to all the students' works.
- 6) The teacher gives indirect feedback by employing error correction codes in the body of the students' writings, as in the following process:
  - a) The teacher checks the content and gives code Ct if there is an error about content.
  - b) The teacher checks the organization and gives code Or if there is an error about organization.
  - c) The teacher checks the vocabulary and gives code WF, ?M, and NA if there are errors about word form, usage, and choice of words.
  - d) The teacher checks the language use and gives code W.O., T, C, S/P, A, and PREP if there are errors about word order, tense, subject and verb agreement, singular and plural form, article, and preposition. If something has been left out, the teacher gives code λ. If there is something that is not necessary, the teacher gives code [ ].
  - e) The teacher checks the mechanics and gives code S, P, and C if there are errors about spelling, punctuation, and capital letter.

- 7) The teacher gives scores to the students' works based on the aspects of writing namely content, organization, vocabulary, language use, and mechanic.

c. Confirmation

- 1) The teacher helps the students if they find difficulties during the process of writing.

**3. Post-teaching**

- 1) The teacher summarizes the lesson.
- 2) The teacher and students reflect the teaching and learning process.
- 3) The teacher ends the lesson.

**H. Learning Sources**

Rusmini. *Pendamping Belajar Siswa Inovatif Bahasa Inggris untuk SMP/MTs Kelas VIII Semester Gasal*. Klaten: Kurniawan Jaya Mandiri. Page: 13, 38.

**I. Writing Assessment**

1. Technique : written test
2. Instrument : essay
3. Scoring rubric

## Appendix 1

A. Arrange the following sentences to make a good paragraph in pairs.

1. It is a gold fish.
2. I have a pet.
3. It has red bright color.
4. I feed it with some healthy food.
5. I call it "Beauty" because it looks so beautiful.
6. I love it very much.

B. Write short paragraphs about animals based on clues below.



A ... is a tame animal. It ... in desert. It ... leaves. It ... four legs.



... belong to wild animals. They ... ivory, long ..., ... ears, and four big .... They like to eat ....

C. Write an essay describing your own favorite animal.

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## LESSON PLAN OF THE THIRD MEETING IN CYCLE I

Subject : English  
Grade/Semester : VIII/1  
Skill : Writing  
Text Type : Descriptive  
Time Allocation : 2x40 Minutes

### A. Standard of Competence

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

### B. Basic of Competence

6.2. *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 descriptive dan recount*

### C. Learning Objective

At the end of the lesson, the students are able to correct students' mistakes based on the given indirect feedback.

### D. Indicator

Students are able to:

1. correct students' mistakes based on the given indirect feedback,
2. write a descriptive text correctly.

### E. Learning Material

1. Error correction codes (Appendix 1)

### F. Method

Communicative language teaching

## **G. Teaching & Learning Activities**

### **1. Pre-teaching**

- a. The teacher greets the students.
- b. The teacher leads the prayer.
- c. The teacher checks the students' attendance.
- d. The teacher outlines the objective of the learning process.

### **2. Whilst-teaching**

#### a. Exploration

- 1) The teacher asks the students difficulties in the process of writing in the second meeting.

#### b. Elaboration

- 1) The teacher gives a list of error correction codes and the students' first drafts to all the students.
- 2) The teacher asks the students to look at their first drafts.
- 3) The teacher and students discuss error correction codes which are used to give indirect feedback from the teacher to the students writing.
- 4) The teacher gives chance to the students to ask questions about error correction codes.
- 5) The teacher asks the students to correct their mistakes referring to the given indirect feedback.
- 6) The teacher asks the students to rewrite the students writing.
- 7) The students rewrite a text.
- 8) The teacher collects the students' works.
- 9) The teacher gives indirect feedback by employing error correction codes in the body of the students' writings, as in the following process:
  - a) The teacher checks the content and gives code Ct if there is an error about content.
  - b) The teacher checks the organization and gives code Or if there is an error about organization.
  - c) The teacher checks the vocabulary and gives code WF, ?M, and NA if there are errors about word form, usage, and choice of words.
  - d) The teacher checks the language use and gives code W.O., T, C, S/P, A, and PREP if there are errors about word order, tense, subject and verb agreement, singular and plural form, article, and preposition. If something has been left out, the teacher gives code λ. If there is something that is not necessary, the teacher gives code [ ].

e) The teacher checks the mechanics and gives code S, P, and C if there are errors about spelling, punctuation, and capital letter.

10) The teacher gives scores to the students' works based on the aspects of writing namely content, organization, vocabulary, language use, and mechanic.

c. Confirmation

1) The teacher helps the students if they find difficulties during the process of correcting and rewriting.

### **3. Post-teaching**

1. The teacher summarizes the lesson.
2. The teacher and students reflect the teaching and learning process.
3. The teacher ends the lesson.

## **H. Writing Assessment**

1. Technique : written test
2. Instrument : essay
3. Scoring rubric

## ANSWER KEYS

### The Sea Eagle

1. Various answers.
2. Because it has strong and sharp beak and stream-line body
3. Various answers.
4. They serve as wings.
5. The neck is flexible and the beak is strong.

### The cheetah

The cheetah is the fastest animal on land. It can run 100 kilometers an hour. It is now rare and is one of the animals, which is in danger of extinction.

The cheetah has a small head and ears. It has long and powerful legs. It hunts prey on open ground. This is a different way of hunting from the other "big cats." They like to stay in and near trees to catch their prey. The cheetah is also different from other cats because it cannot draw in its claws.

### Butterflies

Butterflies are beautiful. They are insects with large scaly wings. They have six legs, three body parts, a pair of antennae, and compound eyes.

The three body parts are the head, thorax, and abdomen. The four wings and the six legs are connected to the thorax. The thorax contains the muscles that make the legs and wings move.

Butterflies are very good fliers. They have two pairs of large wings covered with colorful scales. The wings are connected to the butterfly's thorax. Butterflies can only fly if their body temperature is above 27 degrees Centigrade. Butterflies sun themselves to warm up in cool weather. As butterflies get older, the color of the wings fades and the wings become ragged. The speed varies among butterfly species. The fastest butterflies can fly at about 50 kilometers per hour (kph) or faster. Slow flying butterflies fly about 8 kph.

2 – 1 – 3 – 5 – 4 – 6

A camel is a tame animal. It lives in desert. It eats leaves. It has four legs.

Elephants belong to wild animals. They have ivory, long nose/trunk, wide ears, and four big legs. They like to eat grass.

## LESSON PLAN OF THE FOURTH MEETING IN CYCLE II

Subject : English  
Grade/Semester : VIII/1  
Skill : Writing  
Text Type : Descriptive  
Time Allocation : 2x40 Minutes

### A. Standard of Competence

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

### B. Basic of Competence

6.2. *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 descriptive dan recount*

### C. Learning Objectives

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

4. arrange jumbled words into good sentences,
5. correct sentences, and
6. write a descriptive text.

### D. Indicators

Students are able to:

1. arrange jumbled words into good sentences,
2. correct sentences based on the given error correction codes, and
3. write a descriptive text.

### E. Learning Materials

5. Descriptive text: Borobudur temple
6. Noun phrases (examples: the longest river, a beautiful park, five square terraces)
7. Grammar point: simple present tense
8. Error correction codes

## **F. Method**

Communicative language teaching

## **G. Teaching & Learning Activities**

### **1. Pre-teaching**

- a. The teacher greets the students.
- b. The teacher leads the prayer.
- c. The teacher checks the students' attendance.
- d. The teacher outlines the objective of the learning process.

### **2. Whilst-teaching**

#### a. Exploration

- 1) The teacher addresses some brainstorming questions to the students about an interesting place in Yogyakarta, such as, ““Have you ever been to Borobudur Temple? and “ Could you tell me about Borobudur Temple?”
- 2) The students are expected to answer the teacher's questions orally.

#### b. Elaboration

- 15) The teacher gives a descriptive text about Borobudur temple to the students.
- 16) The students are asked to read the text.
- 17) The students are asked to answer the questions.
- 18) The teacher and students discuss the answers.
- 19) The students are asked to arrange jumbled words in a group of four.
- 20) The teacher and students discuss the answers.
- 21) The students are asked to correct wrong sentences in a group of four.
- 22) The teacher and students discuss the answers.
- 23) The students are asked to write a short essay about an interesting place in Yogyakarta based on the given picture.
- 24) The teacher collects the students' works.
- 25) The teacher gives indirect feedback to all the students' works.
- 26) The teacher gives indirect feedback by employing error correction codes in the body of the students' writings, as in the following process:
  - f) The teacher checks the content and gives code Ct if there is an error about content.
  - g) The teacher checks the organization and gives code Or if there is an error about organization.
  - h) The teacher checks the vocabulary and gives code WF, ?M, and NA if there are errors about word form, usage, and choice of words.

- i) The teacher checks the language use and gives code W.O., T, C, S/P, A, and PREP if there are errors about word order, tense, subject and verb agreement, singular and plural form, article, and preposition. If something has been left out, the teacher gives code λ. If there is something that is not necessary, the teacher gives code [ ].
  - j) The teacher checks the mechanics and gives code S, P, and C if there are errors about spelling, punctuation, and capital letter.
- 27) The teacher gives scores to the students' works based on the aspects of writing namely content, organization, vocabulary, language use, and mechanic.

c. Confirmation

- 2) The teacher helps the students if they find difficulties during the process of writing.

**3. Post-teaching**

- a. The teacher summarizes the lesson.
- b. The teacher and students reflect the teaching and learning process.
- c. The teacher ends the lesson.

**H. Learning Sources**

- 6. A text of Borobudur and a picture of Prambanan, taken from internet in Google, retrieved on September 30, 2012

**I. Writing Assessment**

- 4. Technique : written test
- 5. Instrument : essay
- 6. Scoring rubric

## LESSON PLAN OF THE FIFTH MEETING IN CYCLE II

Subject : English  
Grade/Semester : VIII/1  
Skill : Writing  
Text Type : Descriptive  
Time Allocation : 2x40 Minutes

### A. Standard of Competence

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

### B. Basic of Competence

6.2. *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 descriptive dan recount*

### C. Learning Objective

At the end of the lesson, the students are able to correct students' mistakes based on the given indirect feedback.

### D. Indicator

Students are able to:

1. correct students' mistakes based on the given indirect feedback,
2. write a descriptive text correctly.

### E. Learning Materials

Error correction codes

### F. Method

Communicative language teaching

## **G. Teaching & Learning Activities**

### **1. Pre-teaching**

- a. The teacher greets the students.
- b. The teacher leads the prayer.
- c. The teacher checks the students' attendance.
- d. The teacher outlines the objective of the learning process.

### **2. Whilst-teaching**

- a. Exploration
  - 2) The teacher asks the students difficulties in the process of writing in the fourth meeting.
- b. Elaboration
  - 11) The teacher gives the students' first drafts to all the students.
  - 12) The teacher asks the students to look at their first drafts.
  - 13) The teacher asks the students to correct their mistakes referring to the given indirect feedback.
  - 14) The teacher asks the students to rewrite the students writing.
  - 15) The students rewrite a text.
  - 16) The teacher collects the students' works.
  - 17) The teacher gives indirect feedback by employing error correction codes in the body of the students' writings, as in the following process:
    - f) The teacher checks the content and gives code Ct if there is an error about content.
    - g) The teacher checks the organization and gives code Or if there is an error about organization.
    - h) The teacher checks the vocabulary and gives code WF, ?M, and NA if there are errors about word form, usage, and choice of words.
    - i) The teacher checks the language use and gives code W.O., T, C, S/P, A, and PREP if there are errors about word order, tense, subject and verb agreement, singular and plural form, article, and preposition. If something has been left out, the teacher gives code λ. If there is something that is not necessary, the teacher gives code [ ].
    - j) The teacher checks the mechanics and gives code S, P, and C if there are errors about spelling, punctuation, and capital letter.
  - 18) The teacher gives scores to the students' works based on the aspects of writing namely content, organization, vocabulary, language use, and mechanic.

c. Confirmation

- 2) The teacher helps the students if they find difficulties during the process of correcting and rewriting.

**3. Post-teaching**

4. The teacher summarizes the lesson.
5. The teacher and students reflect the teaching and learning process.
6. The teacher ends the lesson.

**H. Writing Assessment**

4. Technique : written test
5. Instrument : essay



### ERROR CORRECTION CODES

N O	SYM BOL	KIND OF ERROR	MEANING	EXAMPLE	CORRECT SENTENCE
1	S	Incorrect spelling	Ejaan salah	S S I recie <u>ve</u> d jour letter.	I received your letter.
2	W.O.	Wrong word order	Susunan kata terbalik	W.O. We know <u>well</u> this city. W.O. <u>Always</u> I am happy here.	We know this city well. I am always happy here.
3	T	Wrong tense	Tense tidak tepat	T He <u>comes</u> tomorrow.	He will come tomorrow.
4	C	Concord. Subject and verb do not agree	Tidak ada kesesuaian antara subjek dan predikat	C Two policemen <u>has</u> come. C The <u>news are</u> bad today.	Two policemen have come. The news is bad today.
5	WF	Wrong form	Pemilihan jenis kata salah	WF She works <u>slow</u> . WF That table is <u>our</u> .	She works slowly. That table is ours.
6	S/P	Singular or plural form wrong	Bentuk tunggal dan jamak tidak tepat	S/P We need more <u>informations</u> .	We need more information.
7	λ	Something has been left out	Ada kata yang hilang	They said λ was wrong. He hit me on λ shoulder.	They said it was wrong. He hit me on my shoulder.
8	[ ]	Something is not necessary	Ada kata yang tidak perlu digunakan.	[ ] It was too much difficult.	It was too difficult.
9	?M	Meaning is not clear	Maksudnya tidak jelas.	?M Come and <u>rest</u> with us for a week.	

10	NA	The usage is not appropriate	Penggunaan kata tidak tepat	NA He <u>requested</u> me to sit down.	He asked me to sit down.
11	P	Punctuation wrong	Tanda baca tidak tepat.	P P Whats <u>y</u> our name <u>e</u> P He asked me what I wanted <u>?</u>	What's your name? He asked me what I want?
12	A	Article	Kesalahan penggunaan article (a, an, the)	A I have <u>a</u> apple.	I have an apple.
13	PREP	Preposition	Kesalahan penggunaan preposisi (of, at, in, on, dll.)	PREP Don't laugh <u>of</u> me.	Don't laugh at me.
14	C	Capital letter	Kesalahan karena tidak menggunakan huruf besar	C C <u>a</u> nto lives in <u>y</u> ogyakarta.	Anto lives in Yogyakarta.
15	Ct	Content	Isi dari teks tidak mendeskripsikan sesuatu		
16	Or	Organization	Organisasi tidak sesuai dengan generic structure dari teks descriptive		

## SCORING RUBRIC

ASPECTS OF WRITING	LEVEL	SCORE	CRITERIA
Content	Excellent to very good	30 – 27	<ul style="list-style-type: none"> <li>● Relevant to assigned topic and give detail information</li> <li>● Match to the purpose of a text</li> </ul>
	Good to average	26 - 22	<ul style="list-style-type: none"> <li>● Mostly relevant to topic, but lacks detail information</li> <li>● Match to the purpose of a text</li> </ul>
	Fair to poor	21 – 17	<ul style="list-style-type: none"> <li>● Inadequate development of topic</li> <li>● Almost match to the purpose of a text</li> </ul>
	Very poor	16 - 13	<ul style="list-style-type: none"> <li>● Does not related to the topic or not enough to evaluate</li> <li>● Does not match to the purpose of a text</li> </ul>
Organization	Excellent to very good	20 – 18	Well organized of a text
	Good to average	17 - 14	Loosely organized of a text, but main ideas stand out
	Fair to poor	13 – 10	Ideas confused or disconnected
	Very poor	9 - 7	No organization or not enough to evaluate
Vocabulary	Excellent to very good	20 – 18	<ul style="list-style-type: none"> <li>● Use effective word form, choice and usage</li> <li>● Word form mastery</li> </ul>
	Good to average	17 - 14	<ul style="list-style-type: none"> <li>● Occasional errors of word form, choice, usage</li> <li>● Meaning not obscured</li> </ul>
	Fair to poor	13 – 10	<ul style="list-style-type: none"> <li>● Frequent errors of word form, choice, usage</li> <li>● Meaning confused or obscured</li> </ul>
	Very poor	9 - 7	<ul style="list-style-type: none"> <li>● Little knowledge of English vocabulary, word form or not enough to evaluate</li> </ul>
Language Use	Excellent to very good	25 – 22	<ul style="list-style-type: none"> <li>● Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions</li> </ul>
	Good to average	21 – 18	<ul style="list-style-type: none"> <li>● Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions</li> </ul>

			<ul style="list-style-type: none"> <li>• Meaning seldom obscured</li> </ul>
	Fair to poor	17 – 11	<ul style="list-style-type: none"> <li>• Frequent errors of agreement, tense, number, word order/function, articles, pronouns, prepositions</li> <li>• Meaning confused or obscured</li> </ul>
	Very poor	10 – 5	<ul style="list-style-type: none"> <li>• Dominated by errors</li> <li>• Does not communicate or not enough to evaluate</li> </ul>
Mechanics	Excellent to very good	5	Few errors of spelling, punctuation, capitalization, paragraphing
	Good to average	4	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair to poor	3	Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	Very poor	2	Dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate

**OBSERVATION CHECKLIST (CYCLE I THE FIRST MEETING)**

**The Teacher = P, The Student = S, The Collaborator = GBI**

<b>N O</b>	<b>OBSERVATION ITEMS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
<b>A</b>	<b>PRE-TEACHING</b>			
	1. The teacher greets the students and the students respond to the greeting.	✓		While P and GBI entered the classroom, Ss greeted by saying, “Good Morning, Miss?” P answered, “Good Morning, everybody. How are you today?” Not all Ss replied, “I’m fine and You?” P answered, “I’m very well, thank you”.
	2. The teacher leads the prayer.		✓	One S led the prayer.
	3. The teacher introduces herself.	✓		P introduced her name and study, and explained research to Ss.
	4. The teacher checks the students’ attendance.	✓		P called Ss names one by one to know them.
	5. The teacher outlines the objective of the learning process.		✓	Not really clear, say aloud.
<b>B</b>	<b>WHILST-TEACHING</b>			
	1. The teacher shows a picture of eagle.	✓		P showed a colorful picture of flying eagle in front of the class. A few Ss said, “Eagle”. Some Ss said, “ <i>Elang</i> ”. Then, the class became noisy.
	2. The teacher gives lead-in questions.	✓		P asked, “Do you know what’s the name of this animal?” and “What are the physical characteristics of this animal?”
	3. The students answer the teacher’s	✓		Not all Ss took a part. Many of them didn’t know the meaning of

	questions orally.			those questions because many Ss said, “ <i>Artinya apa, Miss?</i> ”
4.	The teacher passes a handout to all the students.	✓		Each S got one handout consisting texts of The Sea Eagle, The Cheetah, Butterflies, and the scaffolding activities. (See: Appendix 1, 3, 5 in Lesson Plan of the First Meeting in Cycle 1)
5.	The students read a descriptive text about The Sea Eagle.	✓		Many Ss asked the meaning of some difficult words in the text to P.
6.	The students are able to answer the questions in a group of four.	✓		P invited some Ss to answer the questions orally, but not all the answers are true, so P asked the other S to give the true answer. After all the questions were answered, many Ss still asked the true answers to P because the true answers weren’t written on the white board.
7.	The students participate in the discussion of the sea eagle body parts explained in the text.		✓	P’s voice was not clear from the back. Some Ss who sat in the back ignored P.
8.	The teacher explains the characteristics of descriptive text.		✓	P only told the generic structure of a descriptive text without explaining deeply.
9.	The teacher gives chances to the students to ask questions about the characteristics of descriptive text.	✓		P asked to Ss, “Any question about the characteristics of descriptive text?”, but there was no answer, so P changed the question into Indonesian, “ <i>Ada pertanyaan tentang ciri-ciri descriptive text?</i> ”
10.	The students deliver questions to the teacher.	✓		Some Ss asked about the meaning of generic structure, identification and description in Indonesian and P explained them in Indonesian, too.
11.	The students are able to fill in the	✓		Many Ss asked the meaning of some difficult words in the text to

	missing parts of a descriptive text about The Cheetah.			P. P asked some Ss to answer the questions orally, but not all the answers are true, so P asked the other S to give the true answer.
	12. The students participate in the discussion of the answers of the missing parts of the text.		✓	Many students got confused.
	13. The students participate in the discussion of the characteristics of The Cheetah explained in the text.		✓	Many students got confused, so please write the answers on the white board.
	14. The teacher explains the sentences used in a descriptive text.	✓		P wrote three examples of sentences using simple present tense from the Cheetah text on the white board and then explained the formula of simple present tense.
	15. The students are able to fill in the blanks with the appropriate verbs used in simple present tense. (The Butterflies)	✓		Many Ss asked the meaning of some difficult words in the text to P. P asked some Ss to answer the questions orally, but not all the answers are true, so P asked the other S to give the true answer.
	16. The students participate in the discussion of the answers of the blank parts of the text.		✓	Many students got confused.
	17. The students participate in the discussion of the characteristics of The Butterflies explained in the text.		✓	Many students got confused, so please write the answers on the white board.
	18. The teacher helps the students if they find difficulties when doing the scaffolding activities.	✓		Many Ss asked the meaning of difficult words of texts to P, so P helped them by answering the meaning of difficult words in Indonesian.

	19. The students do the scaffolding activities in pairs.	✓		Many Ss did the tasks in pairs and in groups.
	20. The students use dictionary to help them in doing the scaffolding activities.		✓	Not all Ss used dictionary.
C	POST-TEACHING			
	1. The teacher summarizes the lesson.		✓	The time was not appropriate.
	2. The teacher and students reflect the teaching and learning process.		✓	The time was not appropriate.
	3. The teacher previews the upcoming lesson		✓	The time was not appropriate.
	4. The teacher ends the class.	✓		P said, "That's all for today, thank you and see you". Ss wanted to go home impatiently, so they didn't care with what P said.
D	CLASS SITUATION			
	1. The students take part actively in each activity.		✓	All Ss did the tasks, but they didn't participate in the discussions. Few of them used Indonesian to response to P' questions in the discussions but many of them kept silent because they didn't understand the words said by P.
	2. The students have enthusiasms during the learning process.		✓	Many Ss got confused.
	3. The teacher's instructions and explanations are clear.		✓	The P's voice was too soft, so that many Ss didn't understand what P explained.
	4. The students understand the teacher's		✓	Many Ss didn't understand what P explained because the P's

	instructions and explanations.			voice was too soft and Ss didn't know the meaning in Indonesian, so P had to change her explanation and instruction into Indonesian.
5	The time allocation is appropriate.		✓	The discussion of the last text didn't finish yet.

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**OBSERVATION CHECKLIST (CYCLE I THE SECOND MEETING)**

**The Teacher = P, The Student = S, The Collaborator = GBI**

<b>N O</b>	<b>OBSERVATION ITEMS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
<b>A</b>	<b>PRE-TEACHING</b>			
	1. The teacher greets the students and the students respond to the greeting.	✓		While P entered the classroom, Ss greeted by saying, "Good Morning, Miss?" P answered, "Good Morning, everyone. How are you today?" Not all Ss replied, "I'm fine and You?" P answered, "I'm fine, too, thank you".
	2. The teacher leads the prayer.		✓	One S led the prayer.
	3. The teacher checks the students' attendance.		✓	P looked at the attendance board and there was one student who was absent at that day, so P didn't ask to Ss.
	4. The teacher outlines the objective of the learning process.	✓		P explained that at that meeting Ss would write a text describing students' favorite animals.
<b>B</b>	<b>WHILST-TEACHING</b>			
	1. The teacher and students reviews the previous meeting about the characteristics of a descriptive text orally.	✓		P asked to Ss about the function, generic structure and tense of descriptive text orally, but not all Ss answered.
	2. The teacher gives chance to the students to ask questions if they find difficulty in understanding the characteristics of a descriptive text.	✓		P asked to Ss, "Is there any question about descriptive text?" There was no answer and P asked again using Indonesian, but Ss didn't answer.
	3. The students ask questions to the teacher.		✓	The Ss kept silent.

4.	The students are able to arrange jumbled sentences into a good descriptive text in pairs. (LKS)	✓		Many Ss asked the meaning of some difficult words in the sentences to P although they brought dictionary.
5.	The students and teacher discuss the answer.	✓		P asked to Ss about the sequence of the sentences.
6.	The students participate in the discussion.		✓	Not all Ss gave attention.
7.	The students are able to fill in the missing parts of incomplete sentences and based on the given picture. (LKS)	✓		Many Ss asked the meaning of some difficult words in the sentences to P although they brought dictionary. Ss discussed the answers with their friends next to them.
8.	The students and teacher discuss the answer.	✓		P asked to Ss about the answers and then P wrote them in the white board.
9.	The students participate in the discussion.		✓	Not all Ss gave attention.
10.	The teacher asks the students to write a descriptive text.	✓		P gave each S a paper to write their favorite animals.
11.	The students write a descriptive text individually.	✓		The class became noisy because many Ss asked P about words in English and how to write sentences. It was difficult for many Ss to start writing because there was no idea. There were Ss who cheated their friends' works. Some Ss walked around to borrow dictionary.
12.	The teacher helps the students when they find difficulties during the process of writing.	✓		P answered what Ss asked about the English words and how to build a sentence. P walked around the classroom to check the students' works.
13.	The students use dictionary to help them in writing.	✓		The Ss used dictionary in turn because not all Ss brought dictionary.

	14. The students finish their works.	✓		All Ss finished the works.
	15. The teacher collects the students' writing.	✓		All students' works were collected by P.
	16. The teacher tells the students that their works will be given back to them in the next meeting with the indirect feedback on those works.		✓	The bell had rung, so the Ss wanted to go home impatiently.
C	POST-TEACHING			
	1. The teacher summarizes the lesson.		✓	The time was not appropriate.
	2. The teacher and students reflect the teaching and learning process.		✓	The time was not appropriate.
	3. The teacher previews the upcoming lesson		✓	The time was not appropriate.
	4. The teacher ends the class.	✓		P said, "That's all for today, thank you and see you".
D	CLASS SITUATION			
	1. The students write a text enthusiastically.		✓	All Ss got difficulty in arranging sentences and using words.
	2. The time allocation is appropriate.		✓	The Ss needed much time.

**OBSERVATION CHECKLIST (CYCLE I THE THIRD MEETING)****The Teacher = P, The Student = S, The Collaborator = GBI**

<b>N O</b>	<b>OBSERVATION ITEMS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
<b>A</b>	<b>PRE-TEACHING</b>			
	1. The teacher greets the students and the students respond to the greeting.	✓		While P and GBI entered the classroom, Ss greeted by saying, “Good Morning, Miss?” P answered, “Good Morning, everybody. How are you today?” Not all Ss replied, “I’m fine and You?” P answered, “I’m fine, too, thank you”.
	2. The teacher leads the prayer.		✓	One S led the prayer.
	3. The teacher checks the students’ attendance.		✓	P looked at the attendance board that there was no one absent at that day, so P didn’t ask to Ss.
	4. The teacher outlines the objective of the learning process.	✓		P explained that at that meeting Ss would correct and rewrite their works which had been given indirect feedback by P.
<b>B</b>	<b>WHILST-TEACHING</b>			
	1. The teacher asks students difficulties in the process of writing in the second meeting.	✓		Many Ss said that they found difficulty in using words and building sentences.
	2. The teacher gives back the student works to the students.	✓		P was helped by one S to give back students’ works and rewriting papers to all Ss.
	3. The teacher gives error correction codes to the students.	✓		P was helped by one S to give a list of error correction codes to all Ss.

	4.	The teacher explains error correction codes.	✓		P explained the kind of error, meaning, example, and correct sentence of each symbol orally.
	5.	The teacher gives time to the students to deliver the questions about error correction codes.	✓		After giving explanation about the codes, P confirmed to Ss whether they understand the explanation or not.
	6.	The students ask to the teacher about error correction codes.	✓		Some students asked the meaning of some codes.
	7.	The teacher asks the students to correct their mistakes referring to the given codes and rewrite the work.	✓		P walked around the classroom. Many Ss asked about the meaning of codes in their writings to P and the correct forms.
	8.	The students correct the mistakes referring to the given codes.	✓		Ss corrected the mistakes by looking at the codes and asking the correct forms to their friends or P.
	9.	The students rewrite a text.	✓		Ss rewrite the correct forms in the given rewriting papers.
	10.	The teacher helps the students if they find difficulties during the process of correcting and rewriting.	✓		Many Ss asked the meaning of codes in their writings and the correct forms to P, so P helped them by explaining the codes referring to the list of error correction codes.
	11.	The students finish their correcting and rewriting.	✓		All Ss finished the correcting and rewriting.
	12.	The teacher collects the student works.	✓		P collected the first draft and the last draft of students writing.
C	POST-TEACHING				
	1.	The teacher summarizes the lesson.		✓	The time was not appropriate.
	2.	The teacher and students reflect the teaching and learning process.		✓	The time was not appropriate.

	3. The teacher previews the upcoming lesson	✓		P would give a different topic of descriptive text in the next meeting.
	4. The teacher ends the class.	✓		P said, "That's all for today and see you".
D	CLASS SITUATION			
	1. The students understand the meaning and use of the error correction codes.	✓		Not all codes were understood by Ss.
	2. The students rewrite a text enthusiastically.	✓		Ss got difficulty in understanding the codes and building the correct sentences.
	3. The time allocation is appropriate.		✓	The Ss needed much time.

**OBSERVATION CHECKLIST (CYCLE II THE FOURTH MEETING)**

**The Teacher = P, The Student = S, The Collaborator = GBI**

N O	OBSERVATION ITEMS	YES	NO	COMMENTS
A	PRE-TEACHING			
	1. The teacher greets the students and the students respond to the greeting.	✓		While P entered the classroom, Ss greeted by saying, “Good Morning, Miss?” P answered, “Good Morning, everybody. How are you today?” Ss replied, “I’m fine and You?” P answered, “I’m very well, thank you”.
	2. The teacher leads the prayer.		✓	One S led the prayer.
	3. The teacher checks the students’ attendance.	✓		P checked the students’ attendance by saying, “Is everybody here?”, but Ss didn’t respond, then P changed the question into, “Who is absent today?”, and then some Ss said, “ <i>Nihil</i> ”.
	4. The teacher outlines the objective of the learning process.	✓		P explained that at that meeting the Ss would study about different theme of descriptive text, i.e. the interesting place. After that, the Ss would be asked to write a text describing interesting place in Yogyakarta.
B	WHILST-TEACHING			
	1. The teacher gives lead-in questions.	✓		P asked, “Have you ever been to Borobudur Temple?” and “Could you tell me about Borobudur Temple?”
	2. The students answer the teacher’s questions orally.	✓		Not all Ss answered. Many of them didn’t know the meaning of those questions in Indonesian because many Ss said, “ <i>Artinya</i>

				<i>apa, Miss?</i> ”, and then P changed the questions into Indonesian, “Adik-adik pernah pergi ke Candi Borobudur belum?”. Ss answered, “Pernah.” P continued, “Seperti apa Candi Borobudur itu?”. Ss answered, “Besar, Ada Stupanya, etc.”
	3. The students read a descriptive text about Borobudur Temple.	✓		P gave each S a descriptive text about Borobudur Temple. Some Ss asked the meaning of some difficult words in the text to P. Some Ss checked the meaning in a dictionary and asked to their friends.
	4. The students are able to answer the questions.		✓	The answers were written on a white board. Not all Ss were able to answer the questions because the answers were wrong.
	5. The students participate in the discussion of the answers.	✓		P and Ss discussed the answer one by one. After one S wrote an answer on the white board, P asked to the other Ss whether the answer was right or wrong and all of Ss took part in the discussion. If the answer was wrong, P asked other Ss to correct the answer.
	6. The students are able to arrange jumbled words into good sentences in a group of four.	✓		Ss worked together to arrange the jumbled words in a group of four.
	7. The students participate in the discussion of the answers of the jumbled words assignment.	✓		P and Ss discussed the answer one by one. After one S wrote an answer on the white board, P asked to the other Ss whether the answer was right or wrong and all of Ss took part in the discussion. If the answer was wrong, P asked other Ss to correct the answer.
	8. The teacher gives clues of the topic	✓		P asked to S about what S know about Prambanan Temple, then

	will be written.			wrote some words on the white board as a result of the discussion, such as Yogyakarta, 1000 temples, Ramayana Ballet, beautiful park, and many tourists.
	9. The students write a descriptive text.	✓		All Ss wrote a descriptive text in a paper given by P based on the clues written on the white board.
	10. The teacher helps the students if they find difficulties during the process of writing.	✓		P walked around in the classroom to check and help Ss. P helped Ss in building sentences by giving examples in the white board, for example, there was S who asked the English form of ' <i>Ada banyak turis di sana</i> ', then P asked all Ss to pay attention on P's explanation of how to build that sentence in English by writing it on the white board.
	11. The students use dictionary to help them in writing.	✓		There were some Ss who did not bring a dictionary, so they borrowed a dictionary to their friends.
	12. The students finish their works.		✓	Not all Ss finished the works.
	13. The teacher collects the students' writing.	✓		All students' works were collected by P.
	14. The teacher tells the students that their works will be given back to them in the next meeting with the indirect feedback on those works.	✓		Many Ss did not pay attention to what P said because the bell had rung.
C	POST-TEACHING			
	1. The teacher summarizes the lesson.		✓	The time was not appropriate.
	2. The teacher and students reflect the teaching and learning process.		✓	The time was not appropriate.

	3. The teacher previews the upcoming lesson	✓		P told to Ss that their works would be given back to Ss in the next meeting with the indirect feedback on them and reminded Ss to bring the list of error correction code in the next meeting.
	4. The teacher ends the class.	✓		P said, "That's all for today and see you".
D	CLASS SITUATION			
	1. The students take part actively in each activity.	✓		Ss did the assignments, tried to participate in a discussion of the correct answers, and wrote a text about Prambanan Temple.
	2. The students have enthusiasms during the learning process.	✓		In writing a text of Prambanan Temple Ss were helped by given clues, so Ss did not confused anymore to express the idea.
	3. The teacher's instructions and explanations are clear.	✓		P spoke louder than before.
	4. The students understand the teacher's instructions and explanations.	✓		When Ss did not understand about what P said, P changed into Indonesian.
	5. The time allocation is appropriate.		✓	The Ss needed much time to finish their works.

**OBSERVATION CHECKLIST (CYCLE II THE FIFTH MEETING)**

**The Teacher = P, The Student = S, The Collaborator = GBI**

<b>N O</b>	<b>OBSERVATION ITEMS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
<b>A</b>	<b>PRE-TEACHING</b>			
	1. The teacher greets the students and the students respond to the greeting.	✓		While P and GBI entered the classroom, Ss greeted by saying, “Good Morning, Miss?” P answered, “Good Morning, everybody. How are you today?” Ss replied, “I’m fine and You?” P answered, “I’m very well, thank you”.
	2. The teacher leads the prayer.		✓	One S led the prayer.
	3. The teacher checks the students’ attendance.	✓		P checked the students’ attendance by saying, “Is everybody here?”, and then Ss answered, “Yes”.
	4. The teacher outlines the objective of the learning process.	✓		P said that Ss would correct and rewrite their works of Prambanan Temple.
<b>B</b>	<b>WHILST-TEACHING</b>			
	1. The teacher asks students difficulties in the process of writing in the fourth meeting.	✓		P asked the difficulty using English, but there was no response, so P changed the answer into Indonesian, then many Ss answered that they found difficulty in building sentences using Indonesian, too.
	2. The students are able to correct wrong sentences in a group of four. (A scaffolding activity)	✓		Ss worked together to correct wrong sentences that had been given indirect feedback in a group of four.
	3. The students participate in the discussion of the wrong sentences	✓		P and Ss discussed the answer one by one. After one S wrote an answer on the white board, P asked to the other Ss whether the

	correction.			answer was right or wrong and all of Ss took part in the discussion. If the answer was wrong, P asked other Ss to correct the answer.
	4. The teacher gives back the student works to the students	✓		P was helped by one S to give back students' works and rewriting papers to all Ss.
	5. The teacher asks the students to correct their mistakes referring to the given codes and rewrite the work.	✓		P asked Ss to use the list of error correction code. When Ss did the tasks P walked around in the classroom to check students' works.
	6. The students correct the mistakes referring to the given codes.	✓		Some Ss asked to P about the correct forms, and then P gave clues.
	7. The students rewrite a text.	✓		Ss rewrite a text on the given rewriting paper.
	8. The teacher helps the students if they find difficulties during the process of correcting and rewriting.	✓		When Ss did the tasks P walked around in the classroom to check students' works and to help them.
	9. The students finish their correcting and rewriting.	✓		All Ss finished the work.
	10. The teacher collects the student works.	✓		All Ss gave the first draft and the final result of rewriting to P.
C	POST-TEACHING			
	1. The teacher summarizes the lesson.	✓		P and Ss reviewed the characteristics of descriptive text and P said that Ss had done the process of writing descriptive texts, i.e. prewriting, drafting, editing and revising. P also suggested to do the process of writing when Ss would write a text.
	2. The teacher and students reflect the teaching and learning process.	✓		P explained to Ss that their abilities to build sentences need to be improved and enlightened Ss that the indirect feedback

				given by the teacher was needed to motivate Ss to do self-correcting on their writing.
	3. The teacher ends the class.	✓		Because that day is the last meeting for P in VIII.C. class, P said thanks to Ss and apologized to Ss.
D	CLASS SITUATION			
	1. The students rewrite a text enthusiastically.	✓		In rewriting a text of Prambanan Temple Ss were enthusiastic because Ss could correct based on the given codes. Ss seemed not to be confused anymore because Ss had practiced how to correct wrong sentences before, so Ss became glad to do the rewriting assignment.
	2. The time allocation is appropriate.	✓		The bell rung, after P ended the class.

Name : WILLY DIMAS SAPUTRA

KLS : Bc

NO : 32

### My Friend

I have <sup>P</sup> best Friend <sup>P</sup> his name <sup>P</sup> Yudha Sakti.

He is <sup>P</sup> [a] short and <sup>P</sup> [build] thin. He has <sup>P</sup> [a hair]  
Short hair and <sup>P</sup> [has] Eyes slanted  
WO

WILLY DIMAS SAPUTRA

32

VIII C

Write an essay describing your own favorite animal.

Bird is My Pet

I have a <sup>Cp</sup> Bird. People call <sup>WF</sup> her Angel. <sup>C</sup> It <sup>?M</sup> live in bird chase.

<sup>Cp</sup> It has beautiful sound. It has a color <sup>S</sup> Full Fur and beautiful

eyes. <sup>Cp</sup> It is herbivore. <sup>C</sup> Angel like seeds. <sup>C</sup> I <sup>WF</sup> Feeds them

twice a day.

<sup>Cp</sup> Its forelimbs (or arms) serve as wings. It has strong beak.

THE END

WILLY DIMAS SAPUTRA

32. / 4/11/20

Rewrite your essay about your own favorite animal.

### Bird is My Pet

I have a bird. People call it ~~Angel~~ Angel. It lives in the bird cage. It has beautiful sound. It has a colorful fur and beautiful eyes. It is herbivore. Angel likes seeds. I feed it twice a day.

Its forelimbs (or arms) serve as wings. It has a strong beat.

Write an essay describing Prambanan temple. Use this picture to help you.



Prambanan Temple

Prambanan is a great Hindu's temple. It is located in Yogyakarta, Indonesia. [It] Prambanan temple has 1000 temple. <sup>s/p</sup>

Prambanan Temple is [a] tall and big. The walls ~~are~~ adorned with Hindu's sculpture in bas-relief. There are many tourists ~~at~~ Prambanan temple.

Rewrite your essay describing Prambanan temple.

## Prambanan Temple

Prambanan is a great Hindu's Temple. It is located in Yogyakarta, Indonesia. Prambanan Temple has 1000 <sup>of</sup> Temples.

Prambanan Temple is tall and big. The walls are adorned with Hindu's sculpture in bas-relief. There are many tourists in Prambanan Temple. There is a Ramayana Ballet in Prambanan Temple. Prambanan Temple has a beautiful ~~park~~ Park. There are many souvenirs in Prambanan temple.

Yulha Sakti  
80  
31

No. \_\_\_\_\_  
Date. \_\_\_\_\_

My Best friend

I have a Best friend He is Dwi Rahmad Susilo He

Jama = Yudha Sakti  
Kelas = 0C  
Absen = 3A

Write an essay describing your own favorite animal.

Jhony is my Rabbit

~~I have a Rabbit. The Rabbit is a Herbivour animal, it eats carrot  
it has long ear, and it has white and soft fur, it has a four legs.~~

~~I feed them twice a day.~~

I have a <sup>Cp</sup>Rabbit, <sup>WF</sup>he's name is Jhony. <sup>Cp</sup>he usually <sup>C</sup>play with me  
on <sup>Cp</sup>house' yard.

The <sup>Cp</sup>Rabbit is a Herbivour <sup>S</sup>animals <sup>Sp</sup>. It eats carrot.  
It has long ears, big eyes, white <sup>an</sup> soft fur, and has four legs  
I feed <sup>WF</sup>them twice a day, he

Nama: Yudha Sakti  
Kelas: 8C  
Absen: 34

Rewrite your essay about your own favorite animal.

### Johnny is My Rabbit

I have a rabbit. His name is Johnny. He usually plays with me on  
House yard.

The rabbit is a Herbivor <sup>s</sup> animals <sup>s/p</sup>. It eats carrot.

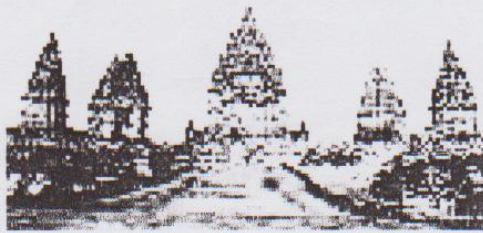
It has long ears, big eyes. Whaite <sup>s</sup> and soft fur, and has four legs.

I feed it twice a ~~day~~ day.

Name : Yudha Sakti  
Absen : 34  
Class : 8C

Appendix 3

Write an essay describing Prambanan temple. Use this picture to help you.



Prambanan Temple

~~The Prambanan~~ Prambanan is a Hindu's temple. It is located in Yogyakarta.

Indonesia, Prambanan ~~consists of 1000~~ temples.

Prambanan is constructed in the edge of Opak river.

It is consists of 1000 temple<sup>S/P</sup>. It is very tall and big.

~~There are~~ Many tourist<sup>S/P</sup> visit Prambanan temple<sup>P</sup>.

Nama : Yudha Satri  
8c  
29.

Rewrite your essay describing Prambanan temple.

### Prambanan Temple

Prambanan is a Hindu's temple. It is located in Yogyakarta, Indonesia.

Prambanan is constructed in the edge of Opak river.

It consists of 1000 temples. It is very tall and big.

Many tourists visit Prambanan temple. The dancers perform

Ramayana ballet in Prambanan temple. Prambanan has Roro Jonggrang's sculpture.

No. Senin

Date: 31-7-12

Nama : Mey Linda Rachtmalia Andini

No. : 22

Kelas : VIII C

### \* My Brother \*

I have a <sup>Sp</sup> Brother. He <sup>is</sup> Alfian Fabri Hidayat.  
He is a tall person. <sup>[Build]</sup> my brother is thin. My  
brother has short hair. He <sup>is</sup> a <sup>Sp</sup> slehted eyes. He <sup>is</sup> <sup>WF</sup>  
a baby - faced. My brother has flat nose. My brother  
has mole <sup>[special characteristic]</sup> in the head. He has  
dark skin. He is <sup>[a]</sup> young <sup>[Age]</sup>

Nama : Mey Linca R.A.  
No. : 22  
Kelas : VIII C

Write an essay describing your own favorite animal.

\* My Rabbit Is My Favorite Animal \*

I have a pet. My pet is a Rabbit. <sup>WF</sup> It name is Barry.

Barry fur is very soft. <sup>WF</sup> It fur color is white.

It has long <sup>S/P</sup> ear. Barry Foot is short and long <sup>?M</sup> sole Foot.

<sup>WF</sup> It hobby is [to] <sup>WF</sup> jump. Barry to <sup>WF</sup> get to <sup>?M</sup> jump over Hedge high 50 cm.

Barry Food [like] is carrot. It can [to] consume 10 carrot <sup>S/P</sup> For oneday.

Barry <sup>C</sup> like a carrot [that good carrot]. It not <sup>WF</sup> like [that] <sup>W.O</sup> carrot rotten.

<sup>C</sup> It have two long <sup>S/P</sup> tooth. It can [to] run quickly.

Nama : Mey Linda R. A.  
Kelas : VIII C  
No. : 22

**Rewrite your essay about your own favorite animal.**

\* My Rabbit Is My Favorite Animal \*

I have a pet. My pet is a rabbit. Its name is Barney. Barney fur is very soft. Its fur color is white.

It has long ears. Barney foot is short and strong. Its hobby is jumping. Barney <sup>C</sup>like to jump over 50 cm. Barney food is carrot. It can consume 10 carrots for one day. Barney likes a carrot. It <sup>WF</sup>no like <sup>W.O</sup>carrot rotten. It has two long teeth. It can run quickly.

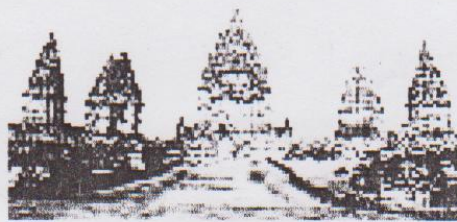
Name : Mey Linda Rachmalia

Numb : 22

Class : VIII C

Appendix 3

Write an essay describing Prambanan temple. Use this picture to help you.



\* Prambanan Temple \*

Prambanan is great Hindu's temple. It is located in Yogyakarta. Prambanan temple consist of 1000 temple. Prambanan is tall and big temple. There are many tourist in Prambanan temple. [The] Prambanan temple walls adorned with sculpture in bas-relief. The dancers perform Ramayana ballet in Prambanan temple. There are many [a] beautiful park. Prambanan temple in the edge of Opak river. There are many souvenir seller.

Name : Mey Linda Rachmalia Andini

Numb : 22

Class : VIII C

**Rewrite your essay describing Prambanan temple.**

\* Prambanan Temple \*

Prambanan is great Hindu's temple. It is located  
in Yogyakarta. Prambanan temple consists of 1000 temples.

Prambanan is tall and big temple. There are many tourists in

Prambanan temple. Prambanan temple walls are adorned with

sculpture in bas-relief. The dancers perform Ramayana

ballet in Prambanan temple. There are many beautiful parks.

Prambanan temple is in the edge of opak river. There

are many souvenir sellers.

## PHOTOGRAPHS



The Students are performing a scaffolding activity in Cycle 1.



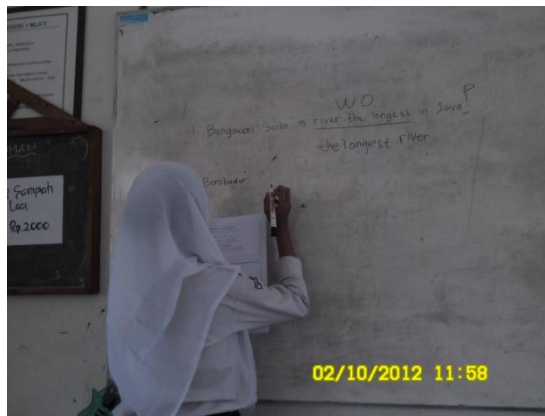
The students are writing a descriptive text in Cycle 1.



The student is rewriting a descriptive text based on the error correction codes and her first draft which had been given indirect feedback by the teacher.



The students are performing a scaffolding activity in a group of four in Cycle 2.



One of the group representatives was answering the jumbled words assignment by writing a sentence in the white board.



The teacher was writing some words related to Prambanan Temple as a clue for the students to write a descriptive text in Cycle 2.



The student is writing a descriptive text about Prambanan Temple in Cycle 2.



The students are rewriting a descriptive text about Prambanan Temple based on the error correction codes and her first draft which had been given indirect feedback by the teacher.



The teacher is helping one of the students who, finds a difficulty during the rewriting process.



**PEMERINTAH KABUPATEN SLEMAN**  
**DINAS PENDIDIKAN, PEMUDA, DAN OLAH RAGA**  
**SEKOLAH MENENGAH PERTAMA NEGERI 1 MLATI**  
 Tirtoadi, Mlati, Sleman, Kode Pos 55287 Telp. (0274) 7491682

**SURAT KETERANGAN**  
**Nomor: 070 / 16**

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Mlati Sleman, menerangkan bahwa.

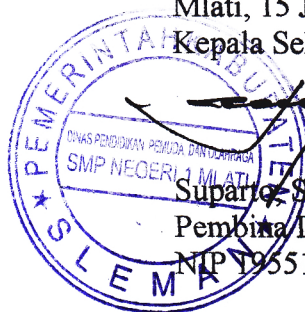
Nama : Nunik Pujiyati  
 NIM : 05202244162  
 Jurusan : Pendidikan Bahasa Inggris  
 Fakultas : Bahasa dan Seni UNY

adalah benar bahwa yang bersangkutan telah melaksanakan penelitian di SMP Negeri 1 Mlati Sleman, mulai tanggal 31 Juli 2012 sampai dengan 3 Oktober 2012.

Demikian surat keterangan ini agar dapat dipergunakan sebagaimana mestinya.

Mlati, 15 Januari 2013

Kepala Sekolah,



Suparto, S.Pd.

Pembina IV/a

NIP 19551107 198103 1 011