

**SIGNIFICANCE OF PEER RESPONSES IN IMPROVING THE WRITING
SKILLS OF THE EIGHTH GRADE STUDENTS OF SMP N 15
YOGYAKARTA**

A Thesis

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



**By
Teti Mufrikhatun
05202241053**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2013**

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APPROVAL SHEET

**SIGNIFICANCE OF PEER RESPONSES IN IMPROVING THE WRITING SKILLS
OF THE EIGHTH GRADE STUDENTS OF SMP N 15 YOGYAKARTA**

A THESIS

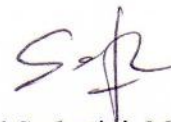


First Consultant



Drs. Gregorius Suharto, MPd.
NIP. 19481016 197204 1 001

Second Consultant



Siti Sudartini, M.A
NIP. 19760311 200501 2 001

RATIFICATION

SIGNIFICANCE OF PEER RESPONSES IN IMPROVING THE WRITING SKILLS OF THE EIGHTH GRADE STUDENTS OF SMP N 15 YOGYAKARTA

A Thesis



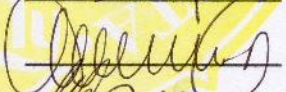
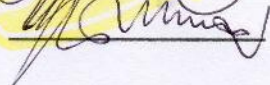
By

Teti Mufrikhatun

05202241053

Accepted by the board of Examiners of Language and Arts Faculty, State University of Yogyakarta, on June 21st, 2013 and declared to have fulfilled the requirement of the attainment of the degree of *Sarjana Pendidikan* in English Language Education

Board of Examiners

Position	Name	Signature	Date
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Examiner 2	Drs. Gregorius Suharto, M.Pd.		<u>27-06-2013</u>

Yogyakarta, June 2013
Faculty of Languages and Arts
State University of Yogyakarta
Dean,




Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

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Yang bertanda tangan di bawah ini, saya:

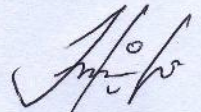
Nama : Teti Mufrikhatun
NIM : 05202241053
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Thesis : SIGNIFICANCE OF PEER RESPONSES IN
IMPROVING THE WRITING SKILLS OF THE
EIGHTH GRADE STUDENTS OF SMP N 15
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri, dan sepanjang pengetahuan saya tidak berisi materi yang telah dipublikasikan atau ditulis oleh orang lain, kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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

Yogyakarta, Juni 2013

Penulis,



Teti Mufrikhatun
NIM: 05202241053

DEDICATIONS

This thesis is fully dedicated to:

My beloved Mom and Dad,
My brother, my little sister,
My big family,
My friends
--)I(--

MOTTOS

Say: Truly, my prayer, my service of sacrifice, my life, my death are all for Allah, the Cherisher of the World. (Al- An'aam: 162)

On no soul doth Allah place a burden greater than it can bear, it gets every goods that it earns, and it suffers every ill that it earns; (Al-Baqarah: 286)

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2. The big family of SMPN 15 Yogyakarta, particularly Miss Pritaningrum S.Pd. and the students of VIIIIC who have assisted me and been involved in the research,
3. My parents, who have never stopped loving me, praying and supporting for my success,
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Finally, no matter how small and imperfect it is, it is hoped that this thesis would have some contributions and be useful.

Yogyakarta, June 2013

Teti Mufrikhatun

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05202241053

ABSTRACT

This study is action research that aims at improving students' writing skills through peer responses in SMP N 15 Yogyakarta. Based on the reconnaissance step, there were four problems of students' writing skills which were related to language features, organization of the text, vocabulary, and mechanism. Those were influenced by materials, motivation, and the writing activities.

This research consisted of three cycles. It was conducted collaboratively with the English teacher. The subjects of this research were 33 students of class VIIIIC in SMP N 15 Yogyakarta. The data in this research were collected through observations, documentations, interviews, and students' writing performances. The instruments for collecting the data were observation checklists, interview guidelines, and writing tasks. The data were in the form of field notes, interview transcripts, photographs, and students' writing scores. In analyzing the data, the researcher used two methods, the qualitative method and the quantitative method.

The results of this research show that the use of peer responses in combination with some interesting activities was able to improve students' writing skills. Based on the qualitative data sources, the students got significant improvements in the aspect of language features, organization of the text, vocabulary and mechanism. Moreover, through peer response activities, they were motivated in joining the writing teaching and learning process. Based on the quantitative data sources, students' writing scores increased. In Cycle 3, 0% of the students gained poor score since Cycle 1, 12% of the students gained poor score. From the data above, it can be concluded that the writing skills of Class VIIIIC students of SMP N 15 Yogyakarta are improved.

CHAPTER I INTRODUCTION

A. Background to the Study

Nowadays, English is as an international language that is used by most people in the world. In Indonesia, it gets a greater attention especially in education program. It is taught from the elementary level up to the university as a foreign language. It is aimed to develop language skills in order that the learners are able to communicate.

Related to English skill, there are four language skills including listening, speaking, reading and writing which the language learners should master. Writing is placed on the last choice among the four skills. The learners have to be familiar with the first three skills before learning writing.

There are some reasons why writing skills are needed to be learnt by Indonesian learners, especially young learners. Firstly, writing skills are important media of communication. Nowadays, most people cannot gain some information by face to face from the resources. It may be due to they have no much time or they have long distances among them so that they cannot meet each other. People need written forms which are different from the spoken forms to gain and give some information to each other. To give some written information, people need good writing skill to make the readers understand what the writers mean.

Secondly, many modern communication tools need writing skills. Recently, people prefer using modern communication tools including hand

phones, face book, twitters, magazines, blogs, etc to using old ones such letters, fax, etc. To use these tools, people should have good writing skills in order that the readers have no different perception and are able to understand what the writers mean.

Considering these reasons, it is important for students to have good writing skills. It means that it is necessary to teach writing, even to junior high school students. However, it is realized that studying English is not easy for Indonesian students because English and Indonesian are very different in terms of spelling, sounds and pronunciation, vocabulary and grammar. As a result, most students have problems in having good writing skills, even junior high school students. This leads the students to lose their interest in English learning-teaching process and fail to achieve school curriculum requirement as stated in the Basic Competence and Standards of Competence of School Based Curriculum (*KTSP*).

Unfortunately, the problem above was also found by the researcher at the eighth grade students of SMP N 15 Yogyakarta. It was based on preliminary observation through attending a class and interviewing some students and an English teacher, the researcher concluded that the writing skill of the students at SMP N 15 Yogyakarta was still low. The students did some mistakes in writing simple sentences. They got confused in identifying words which function as the subjects, verbs, and objects or adverbs. It became one of the causes that made their examination score low, especially when the instruction was about arranging sentences. They often forgot to use punctuation in each sentence they made. They sometimes lost their idea. Moreover, they did not know how to organize the

sentences to make good paragraphs and paragraphs to a piece of good writing from the topics or theme given by the teachers.

However, this particular study is intended to propose a way of improving students' writing skills that is through the use of peer responses. The researcher hoped that students' writing skill of SMP N 15 Yogyakarta will support the improvement of students' English learning achievement. One of the reasons why this technique is used in the study is because it can provide the learners a strong sense of group unity and also develop values of caring and sharing among the students. The students enjoy giving comments and responses for everything, especially when they address to another one. Moreover, they will feel free and comfortable if they do something with their peer group.

B. Identification of the Problem

The reality in SMPN 15 Yogyakarta shows that many students dislike writing. When they are faced with a writing task, most of them will react with negative comments. A teacher who does not try to see the real message behind these comments can easily become discouraged. They will say that teaching writing is difficult.

Related to the background of this research, there are some sources of problem in English teaching-learning process. The problems come from the teachers, students, media, facilities, and materials.

The first problem is related to the teacher. Not all teachers do various techniques in teaching writing. They still do lecturing the lesson which makes the students bored. They do not give much time to the students for writing practices.

As facilitators, not all teachers apply appropriate feedbacks or responses to students who have different characteristics. The students are asked to write down in their own ability.

The second problem is related to the students. As the researcher interviewed some students, they had low motivation to learn English especially for parts which are difficult to learn. They were not aware that learning English writing skills is useful for their future. More, they cannot find their own strategy in learning based on their own level in English proficiency. In the classroom, when the English teaching-learning process was conducted, they looked uninterested and had low involvement, only some of them enjoyed the lesson. They still forgot to bring a dictionary so that the teaching-learning process in the classroom was inhibited. The media in teaching-learning process should be interesting. By using interesting media such audio-visuals, the students will be interested and not bored. Besides interesting, the media should be motivating so that the students will have high motivation in learning. Interesting media also can motivate the students to compete with others soundly. Practically, the media which are used there were still not appropriate at all.

The next problem is related to facilities of the school. The facilities of the school are important thing to support English teaching-learning process. The facilities include a library, a language laboratory, an English corner, magazines, newspapers, English clubs, etc. In fact, there were no clubs or extra activities such as writing clubs or the English wall magazine or the English corner provided for the students who like writing.

The materials given become the last problem in the English teaching-learning process. The materials were limited. Most of the materials were taken from only one handbook so that the students were not interested in following the class. In the other hands, the materials were not appropriate to the students' level, needs and capacity.

C. Limitation of the Problem

From the identification of the problems explained above, the researcher focused on one of the problems. The problem was the teaching techniques of writing skills. The teachers' techniques of teaching writing skills in SMP N 15 Yogyakarta were not varied yet. They still did lecturing the lesson which will make the students bored and unmotivated to learn English. In this case, the researcher proposed peer responses as the technique to teach writing.

There were some reasons why the researcher focused on applying peer responses technique. First, this technique is the new and an easy technique in teaching writing. Due to the techniques of the teaching writing skills that were not quite appropriate, by applying this technique, the students are hoped to be interested in writing English. Second, peer responses would give more knowledge to the students about how to write well and how the writing can be called good. By giving and receiving responses to friends' writing, the students would be able to criticize their own writing compositions and know how they improve their paragraphs.

D. Formulation of the Problem

Based on the identification and the limitation of the problem, the researcher formulated the problem as follows.

1. How could peer responses be implemented in teaching writing of the eighth grade students at SMP N 15 Yogyakarta?
2. Does peer responses technique significantly improve writing skills of the eighth grade students at SMP N 15 Yogyakarta?

E. Objective of the Study

This study was aimed

1. To describe how peer responses can be implemented in teaching writing of the eighth year students at SMP N 15 Yogyakarta.
2. To describe the significances of using peer responses technique in improving writing skills of the eighth year students at SMP N 15 Yogyakarta.

F. Significance of the Study

The researcher hoped that this study will give benefits and contribution for some components.

1. Theoretically, the research can enrich literatures on development of the technique of teaching.
2. Practically, the research is supposed to give benefits and contributions to:
 - a. The students

This research was supposed to be able to make the students motivated in improving their writing skills because of being given a different activity. More, the students would be interested in learning writing.

b. English teachers and students of English Education Department

This research was hoped to give new input for English teachers and students of English Education Department in improving students' writing skills in English teaching-learning process. Further, they would apply it in teaching writing.

c. Other researchers

This research was expected to motivate other researchers to conduct a study related to the teaching of English.

CHAPTER II LITERATURE REVIEW

This chapter presents a review of theories concerning the research topics and conceptual framework underlying the study. This is presented in three parts: theoretical review and conceptual framework. The writer is trying to explore some related theories that support the study like writing skills, teaching writing, and peer responses.

A. Theoretical Review

1. Writing

a. The Nature of Writing

Writing is an example of human information processing in action. It is a highly complex task that requires the orchestration of a number of different activities simultaneously and thereby places great demands on the cognitive system (Flynn and Stainthorp, 2006: 54). They add that in writing, there are some assumptions that affect an understanding of the demands of writing such limited capacity and control mechanism.

Brown (2007: 391) states writing is simply the graphic representation of spoken language. It means that written products are often the results of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develop naturally. Then, he adds that the upshot of compositional nature of writing has produced writing pedagogy that focuses students on-how to

generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

Furthermore, writing is perhaps the most difficult of all skills to acquire because its development involves the effective coordination of many different cognitive, linguistic and psycho-motor processes (Westwood, 2008: 56). Sturm and Koppenhaver (2000) in Westwood (2008: 56) state composing for writing involves complex thinking that must integrate multiple components including the topic or theme, choice of words, organization, purpose, audience, clarity, sequence, cohesion and transcription. Competence in writing in different genres and for different purposes relies heavily on possession of adequate vocabulary, knowledge of syntactical structures, and appropriate strategies for planning, composing, reviewing and revising written language.

The definitions above show that writing refers to a human's way to communicate and integrate thinking or ideas in written forms, which has purposes to inform or to express something. In writing, the writer needs more to focus on the process beside the product of writing.

b. The Process of Writing

Ron White and Valerie Arndt (1991) as quoted by Harmer (2007: 326) are keen to stress that 'writing is re-writing; that revision – seeing with new eyes – has a central role to play in the act of creating text'. They add that the process of writing is as a kind of process 'wheel' in where writers move around the

circumference of the wheel and across the spoke. When they have written what they think is the final version of their work, they may still go back, re-plan or re-visit stages they had thought they had completed.

According to Linse (2006: 105-109), there are five stages in process of writing. The first stage is pre-writing. In pre-writing, the students are given an opportunity to prepare the title and to brainstorm their ideas into drawings. The second is writing. In this stage, the students get thoughts and ideas down on paper. The third is revising. In this stage, the students get feedback or comments from teachers or peer especially on content to make them know what organization and ideas they should keep as well as what they should change. The fourth is editing. After revising, the students are helped in correcting their writing to make them know how to write using standard conventions of spelling, grammar, and punctuation. The last stage is publishing where the students should put the writing in a final finished formal where it can be shared with the others.

Moreover, Brown (2007: 407-409) divides the process of writing into two: the first draft and the second draft. The first draft includes (1) choosing a topic, (2) generating ideas, (3) writing the first draft, (4) peer-editing, and (5) revising. The second draft includes (1) writing the second draft and proof reading, (2) using the teacher's feedback, and (3) keeping a journal.

In addition, Nation (2009: 114) states one possible division of the writing process contains seven sub-processes include (1) considering the goal of the writer, (2) having model of the reader, (3) gathering ideas, (4) organizing ideas,

(5) turning ideas into written texts, (6) reviewing what has been written, and (7) editing.

In short, writing is not only writing something on paper. Many processes are involved in writing which determined the success of writing itself. Those processes above can be guidance to be a good writer.

c. Characteristics of Written Language

Written language is structured into paragraphs unlike general speech which is hardly thought about before being said and is flowing naturally. There is also syntax used in writing as sentences are structured as more time and thought is put into writing. In written language there are many different punctuation symbols which are used to identify certain things for instance: pauses, lists, a signal for speech and also many other symbols, this creates a certain effect which allows a reader to have different meaning.

Brown (2007: 397-398) states there are some characteristics of written language. The first is permanence. It means that the writers already set in their mind have to finish in one session and abdicated a certain power to emend, to clarify, to withdraw when they write something. The second is production time. To make a writer can indeed become a good writer, giving appropriate stretches of time is suggested.

The third characteristic is distance. The distance factor requires that before the writers start to write they have to know who will be read with different perspective. The fourth is orthography. The writers need to mastery the letters and other written symbols based on the audience's background and to consider

whether all appearances connect to the topic and the theme or not. The fifth is complexity. The writers need to learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety and others.

Then, vocabulary is the sixth characteristic. It means that a good writer needs to have the richness of English vocabulary to extend to all audience from various backgrounds of knowledge. The last is formality. This is complex conventions for academic writing (describe, explain, compare, criticize, argue, etc). If the writers create academic writing, it means the product have to formal.

d. Micro-and Macro-Skills of Writing

With regard to writing, some experts identify two skills, micro and macro skills. The micro skills are more related to the smaller chunks of language while the macro ones deal with the larger elements. According to Brown (2004: 221), micro- and macro-skills of writing include the following issues.

Micro-skills

- 1) The students should be able to produce graphemes and orthographic patterns of English.
- 2) The students should be able to create writing at an efficient rate of speed to suit the purpose.
- 3) The students should be able to produce an acceptable core of words and use appropriate word order patterns.
- 4) The students should be able to use acceptable grammatical systems (e.g. tense, agreement, pluralization), patterns, and rules.

- 5) The students should be able to express a particular meaning in different grammatical forms.
- 6) The students should be able to use cohesive devices in written discourses.

Macro-skills

- 1) The students should be able to use the rhetorical forms and conventions of written discourse.
- 2) The students should be able to accomplish the communicative functions of written texts according to form of purpose appropriately.
- 3) The students should be able to convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) The students should be able to differentiate between literal and implied meanings when writing.
- 5) The students should be able to correctly and culturally convey specific references in the context of written test.
- 6) The students should be able to develop and use a sequence of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases, and synonyms, soliciting peer and instructor feedback and using feedback for revising and editing.

By mastering the micro and macro skills of writing above, it helps the writers to meet the success in the writing. To be more specific, knowing the micro and macro skills can assist the students in determining what they need in

writing based on their purposes.

2. Teaching Writing in Junior High School

a. Principles of Teaching Writing

There are eight specific principles in teaching writing according to Brown (2007: 402-412). The principles are below.

1. Incorporate practice of good writer

As good writers, the students are asked to focus on a goal or main idea in writing, perceptively gauge their audience, spend some time (but not too much) planning to write, easily let their first ideas flow onto the paper, follow a general organizational plan as they write, solicit and utilize feedback on their writing, not wedded to certain surface structures, revise their work willingly and efficiently, and patiently make as many revisions as needed.

2. Balance process and product

The teacher should make sure that the students are carefully led through appropriate stages in the process of writing. Besides, the teacher should make sure students see that everything leading up to this final creation was worth the effort.

3. Account for cultural/literacy backgrounds

The teacher should make sure that the techniques do not assume that the students know English rhetorical conventions.

4. Connect reading and writing

The teacher should facilitate the students to read a variety of relevant types of text that the students can gain important insight both about how they should write and about subject matter that may become the topic of their writing.

5. Provide as much authentic writing as possible

The teacher should provide the students to share each others to add authenticity. They can be asked to publish a newsletter, to write a script for a skit or dramatic presentation, a resume, and advertisements.

6. Frame your techniques in terms of prewriting, drafting, and revising stages

The prewriting stage encourages the generation of ideas, which can happen in numerous ways include reading (extensively) a passage, skimming and/or scanning a passage, conducting some outside research, brainstorming, listing (in writing _individually), clustering (begin with a key word, then add other words, using free association), discussing a topic or question, instructor-initiated questions and probes, and free-writing.

The drafting and revising stage is the core of process writing. There are several strategies and skills to apply to the drafting and revising process in writing: (1) getting started (adapting the free-writing technique), (2) 'optimal' monitoring of one's writing (without premature editing and diverted attention to wording, grammar, etc), (3) peer-reviewing for content (accepting/using classmates' comments), (4) using the instructor's feedback, (5) editing for grammatical errors, (6) 'read aloud' technique (in small groups or pairs, students read their almost final drafts to each other for a final check on errors, flow of ideas, etc) and (7) proofreading.

7. Strive to offer techniques that are as interactive as possible

A process-oriented approach to writing instruction is interactive (as students work in pairs and groups to generate ideas and to peer-edit), as well as learner-

centered (with ample opportunities for students to initiate activity and exchange ideas). Writing techniques that focus on purposes other than compositions (such as letters, forms, memos, directions, short reports) are also subject to the principles of interactive classrooms.

8. Sensitively apply methods of responding to and correcting your students' writing

There are some guidelines for responding to the first draft:

- a. Resist the temptation to treat minor (local) grammatical errors; major (global) errors within relevant paragraphs can at this stage be indicated either directly (say, by underlining) or indirectly (for example, by a check next to the line in which an error occurs).
 - b. Generally resist the temptation to rewrite a student's sentences.
 - c. Comment holistically, in terms of the clarity of the overall thesis and general structural organization.
 - d. Comment on the introductory paragraph.
 - e. Comment on features that appear to be irrelevant to the topic.
 - f. Question clearly inadequate word choices and awkward expression within those paragraphs/sentences that are relevant to the topic.
9. Clearly instruct students on the rhetorical, formal conventions of writing
For academic writing, for example, some of the features of English rhetorical discourse that writers use to explain, propose solutions, debate and argue are as follows: (1) clear statement of the thesis or topic or purposes, (2) use of main ideas to develop or clarify the thesis, (3) use of supporting ideas, (4)

supporting by “telling”: describing, (5) supporting by “showing”: giving evidence, facts, statistics, etc, (6) supporting by linking cause and effect, and (7) supporting by using comparison and/or contrast.

In reference to the explanation above, a learning process that is related with the method and techniques used in the classroom activity contributes to students’ writing skill. An appropriate choice of teaching method, techniques, and activities affects the students’ writing skill in the teaching and learning process.

b. Types of Writing Activities

There are five major categories of classroom writing performances according to Brown (2007: 399-342). The first is imitative or writing down. At the beginning level of learning to write, students will simply write down English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. The second is intensive or controlled. A common form of this activity is to present a paragraph to the students in which they have to change a given structure throughout. The third is self-writing. The most salient instance of this category in classrooms is note-taking, where students take notes during a lecture for the purpose of later recall. The fourth is display writing. For all language students, short answer exercises, essay examinations, and even research reports will involve an element of display. The last category is real writing. There are three subcategories which illustrate how reality can be injected, include academic, vocational/technical, and personal.

While, Linse (2006: 110-114) proposes several techniques and activities in teaching writing. They are writing models (providing the students some reading

materials that model the types of writing the students will produce); group writing (organizing the students to work collaboratively in one writing project); talking and writing box (pre-writing activity in and of itself containing prompts and suggestions about what to write); writing center (providing a center/corner to publish the students' writing); writing conference (giving the students a chance to revise their writing and to give comments and critics to other); inventive spelling (giving the students a chance to attempt at spelling words based on their developing cognitive and literacy skills); and word wall (providing the lists of words that the students can encounter in their reading

Based on explanation above, it can be concluded that while there are various genres of written text around, classroom writing activities are limited. These all activities are still included to the beginner stage in which the students are more expected to learn to write not to write in reality. Therefore, to conduct these activities exactly needs the role of teachers.

c. Characteristics of Junior High School Students

Junior high school students are adolescents whose ages are between 12-15 years. They are characterized by their diversity as they move through the puberty growth cycle at varying times and rates. Yet as a group they reflect important developmental characteristics that have major implications for those agencies that seek to serve them. From the physical development, they may be concerned with bodily changes that accompany sexual maturation and change resulting in an increase in weight, nose size, protruding ears, long arms, and awkward posture.

While from intellectuality and social development, Harmer (2007: 83-84) states that adolescence is bound up, after all, with a pronounced search for identity and a need for self-esteem; adolescents need to feel good about themselves and valued. Moreover, peer approval may be considerably more important for them than the attention of the teacher. They have a strong need to belong to a group, with peer approval and may be easily to be encouraged. In the class, they may be disruptive. Beside they need self-esteem and peer approval to provoke from being disruptive, the boredom they feel may also make them cause discipline problems.

In addition, they are some characteristics of adolescents from Brown (2007: 106-107) that can be considerations in teaching them; (1) intellectual capacity that adds abstract operational thoughts around the age of 12, (2) attention spans are lengthening as a result of intellectual maturation, (3) varieties of sensory input are still important, (4) factor surrounding ego, self-image, and self esteem are at their pinnacle, and (5) becoming increasingly adult-like in their ability to make those occasional diversions from 'here and now' nature of immediate communicative contexts to dwell on grammar point or vocabulary item.

In conclusion, adolescents are an age of transition from children to adults. They have different characteristics whether physical, intellectual, or developmental, those need special attentions. However, that if they are engaged, they have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them.

d. Teaching Writing in Junior High School

Teaching of writing in English as second language is not surprisingly coincided with those of the teaching of other skills, especially listening and speaking. In teaching communicative language, the teachers learn more and more about how to teach fluency, not just accuracy, how to use authentic texts and contexts in the classroom, how to focus on the purposes of linguistic communication, and how to capitalize on learners' intrinsic motives to learn (Brown, 2007: 390).

Hyland (2002: 76) states that 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 the students, their writing purposes, and the 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.

In this case, the teachers have some roles to support the students in the writing process. According to Harmer (2007: 330-331), there are some important roles of teacher such a motivator, a resource, and a feedback provider. As a motivator, the teacher motivates the students by creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much efforts as possible for maximum benefits. As a resource, the teacher should be ready to supply information and language where necessary. Then, the teacher should give responses positively and encouragingly to the content of what the students have written, as a feedback provider.

In Indonesia, English in Junior High School is targeted to make the students reach the functional level which is to communicate in oral or written language to solve the daily problem. In addition, based on the standard of competence of English lesson in KTSP 2006, teaching writing in junior high school is focused on expressing meanings (interpersonal, ideational textual) in many kind of interactional written texts and monolog especially in the form of descriptive, narrative, spoof/recount, procedure, report, and anecdote to interact with the surrounding. Whereas, according to the basic competency of writing, the eighth grade students of junior high school are expected to be able to express meanings by using steps of right rhetoric development in written texts especially in the form of narrative, descriptive, recount, and anecdote. In particular, the standard of competence of writing skills for the eighth grade students of Junior High School is to express the meaning of written functional texts and simple short essays in the form of descriptive, narrative, and recount to interact with the surroundings. The description is presented in the following table.

Table 1. Standard of Competence and Basic Competences of English for the Eighth Grade of Junior High School

Semester	Standard of Competence	Basic Competency
1	Expressing the meaning of written functional texts and simple short essays in the forms of descriptive and recount to interact with surroundings.	1. Expressing the meaning of simple short written functional accurately, fluently and acceptable to interact with surroundings.
		2. Expressing the meaning of rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surrounding in the form of descriptive and recount.
2	Expressing the meaning of written functional texts and simple short essays in the forms of narrative and recount to interact with surroundings.	1. Expressing the meaning of simple short written functional accurately, fluently and acceptable to interact with surroundings.
		2. Expressing the meaning of rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surrounding in the form of narrative and recount.

In conclusion, the students of Junior High School are expected to be able to communicate in English well in both oral and written language. They are expected to be able to comprehend and express the meaning of simple transactional and interpersonal conversations, short functional and monolog texts, simple functional texts and short essays in the form of descriptive, procedure, narrative, recount and report. While the second year students are expected to be able to comprehend and express the meaning of simple transactional and interpersonal conversations, short functional and monolog texts, simple functional texts and short essays in the form of descriptive, narrative and recount. The further

description of each type is presented as follows.

1) Descriptive

According to Langan (2008: 176), a description is a verbal picture of a person, place, or thing. When a writer describes someone or something, he gives his readers a picture in words. To make the word picture as vivid and real as possible, he must observe and record specific details that appeal to his readers' senses (sight, hearing, taste, smell, and touch). More than any other type of essay, a descriptive paper needs sharp, colorful details. The main purpose of a descriptive essay is to make readers see—or hear, taste, smell, or feel—what you are writing about (Langan, 2008: 183).

Meanwhile, Anderson (2000: 86) states a descriptive text is a kind of information reports. An information report is a piece of text that presents information about a subject. Anderson added that the language features of the information report are technical language is related to the subject, generalized terms, and use of the timeless present tense.

2) Narrative

Narration is storytelling, whether it is related a single story or several related ones (Langan, 2008: 203). Through narration, a statement will be clear by relating in detail something that has happened to the writers. Langan adds (2008: 206) that the main purpose of a narrative essay is to make a point by telling the audience a story. Colorful details and interesting events that build up to a point of some kind make narrative essays enjoyable for readers and writers alike. Moreover, the language features of the narrative are specific characters, time words that connect

events to tell when they occur, verbs to show the actions that occur in the story, descriptive words to portray the character and settings (Anderson, 2000: 6).

3) Recount

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. Board of Studies (1998b: 287) as quoted by Hyland (2002: 99) state recounts 'tell what happened'. The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of literary or story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by the narrator about the events.

The structure of recount that is outlined by Board of Studies (1998b) includes:

- a) an orientation providing information about 'who', 'where' and 'when';
- b) a record of events usually recounted in chronological order;
- c) personal comments and/or evaluate remarks, which are interspersed throughout the record of events;
- d) a reorientation, which 'rounds off' the sequence of events.

Common grammatical patterns of a recount include:

- a) use of nouns and pronouns to identify people, animals or things involved;
- b) use of action verbs to refer to events;
- c) use of past tense to locate events in relation to speaker's or writer's time;
- d) use of conjunctions and time connectives to sequence the events;
- e) use of adverbs and adverbial phrases to include place and time;
- f) use of adjectives to describe nouns.

(p. 287)

3. Peer Responses

a. The Nature of Peer Responses

Celce-Murcia (2001: 228) defines peer response as "...the idea of having students read and/or listen to teach others' papers for the purpose of providing

feedback and input to each other as well as helping each other gain a sense of audience.”

Meanwhile, According to Liu and Hansen in Kitchakarn (2009) state:

“Peer response is the way of interaction between students to share or exchange information with each other. Peer response plays an important role in process of writing. Peer comments can lead to meaningful source of information in revising stage. Peer comments from revision can be used to develop vocabulary, organization and content of writing. Writing teachers used peer response to encourage students to revise their writings”.

(p. 71)

The definitions above show that peer responses is a way of collaborative learning in which students respond to one another’s work of writing. The responses can be a comment and a critic to help another students get a better development in writing process.

b. Importance of Peer Responses

Peer response, in Indonesia, is one of new methods in teaching-learning English in which is still rarely to apply. Yet, it actually is important to improve students’ capability in English, more in writing because it gives many benefits.

James (1981: 48-50) and Grimm (1986: 91-94) as quoted by Reid (1993: 207) state that one of the greatest benefits of peer response groups is the immediate presence of the real-world readers. Researcher of both NES and ESL writing have demonstrated that, with carefully designed and implemented peer response groups, the concept of audience provided by peer response allows writers to think not just about readers as readers but also to actually read the text through the eyes of potential readers, trying to judge the meaning these readers would make. As a result, students begin to adopt the perspectives of their

audiences and to comprehend their text.

Moreover, Lui and Hansen in Kitchakarn (2009, p.74) supported the peer review for several reasons. First, the students have another reader for their written work, not only the teacher. Secondly, when students make errors they do not detect in their own work, they can avoid penalty. Thirdly, while evaluating other the students' papers, they can improve their ability to judge their own writing.

In addition, Kitchakarn (2009, p.75) states that in the revising stage of writing process, it requires various types of activities responding to students' written work including peer feedback or peer response. Feedback from the readers plays an important role for improving writing. Any suggestions got from the readers can reflect on the writers' performance, leading to writing improvement.

In brief, peer response technique gives many benefits for teaching-learning of writing. Beside to make the students think as the real writers, it also makes the students think as the potential readers. The students can measure their capability in writing and describe the mental processes when they write.

c. Implementation of Peer Responses in teaching writing

The implementation of peer responses in teaching writing needs more preparations. Those preparations, however, should be understood by the teacher and the students as the main elements who involve directly in the classroom.

Celce-Murcia (2001: 228) states that one way to guide peer response is the teacher should provide a short list of directed questions that students address as they read their own or other students' paper. A first exercise can involve giving students a short checklist of attribution to look for in their own papers, such as

checking for a particular rhetorical feature such topic sentences or checking no irrelevancies. Then, the checklist is submitted to assume responsibility for reading over. Next, students can be trained to read and respond to other students' paper by reviewing on essay written by a student in a previous class and working through, as a class, a peer response sheet that ask a few specific questions to elicit both general reaction to the paper and suggestion to improvement.

Flash (2008) proposes a simple guide of implementing peer responses in the writing class. First step is writing the draft. The students are asked to write the draft 1 and to distribute to their peer. The second step is peer workshop. It means that the students give comments or critics to their peer's first draft with a guideline sheet (a sample). The last step is revising. The students write the final draft from the draft 1 based on the memo or comments from their peer.

Below is a structured worksheet listed by Reid (1993:211) that teachers can give students for peer responses.

<p>WORKSHEET: READER-WRITER RESPONSE</p> <p>Writer: What one question would you like your reader to answer, or what one problem did you need a second opinion about?</p> <p>Reader: Answer the question. Be specific. Then complete the following statements:</p> <p>a. The best part of this paper was</p> <p>b. When I finished the essay I thought/felt</p> <p>c. One place I disagreed was where you said</p> <p>d. One experience or idea I had that was similar to this was</p> <p>e. When you said, I thought about</p> <p>f. One suggestion I want to make improve the paper is</p>
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Figure 1. An Example of Response Worksheet

In brief, conducting peer responses in teaching writing is quite difficult because this method is quite new for the students. Thus, the teachers should have

more preparation first. The teacher should lead naturally by providing guidelines for the students to give responses for another's work. At the end of class, the students are expected to revise and rewrite their writing as suggested by their friends.

B. Relevant Studies

Review of the previous study is made in order to avoid replication. This study is intended to improve the students' writing skills by using peer responses. Another study has been conducted to find the use of peer responses to improve students' writing skill. The first is a study that was conducted by Widiati (2002). In the findings of her study suggests that significant changes were obtained in all questionnaire items regarding attitudes toward peer response. The students indicated that classmates' oral and written comments helped them enrich the content of their writing, improve the organization of their writing, and improve the language (including grammar and vocabulary) of their writing.

The second is a study that was conducted by Al-Jamal (2009). She investigated the use of peer responses as a technique in improving student's writing skill. The result of her study showed that peer response technique affected the participants' attitudes positively in a way that enhanced the development of their writing skill.

The last one is Hamed (2012). He conducted a research on the effect of peer reviewing on writing apprehension and essay writing ability of prospective

EFL teachers. The result shows that peer reviewing had a positive effect on developing participants' essay writing ability.

C. Conceptual Framework

Writing is a complex and a long time-consuming process which consists of pre-writing or planning, drafting or translating, sharing the draft, and revising or editing. A teacher should have certain steps or plans to make the teaching-learning process of writing more effective.

Writers of all ages included junior high school students tend to feel a sense of accomplishment when they complete their first draft, but they also tend to yearn for opportunities to continue developing their drafts. In this time, they need sharing and receiving feedback whether from teachers, classmates, parents, or friends. Yet, actually, they will be more comfortable and supportable when they share with peers.

Peer response is a type of feedback from students to other students in process of writing which focuses on the content. Having students engage in peer response can motivate the students to learn writing in the classroom. Peer response with clear guidelines can be effective in teaching-learning process of writing especially in the revising stage, although it can be implemented from the first stage. Peer responses allow students' opportunities to take active roles in their own learning; re-conceptualize their ideas, gain confidence, and reduce anxiety by seeing peers' strength and weakness in writing; and build critical skills needed for revision by responding to peers.

Based on the preliminary observation, the researcher found some problems in writing teaching-learning process of the eighth grade students in SMP N 15 Yogyakarta. The ability of students is still low in writing. It is due to the fact that the techniques of teaching are monotonous so that the students have low motivation to write. Moreover, there is no clubs or groups to dig up and develop their writing skill out of classrooms. So, the use of peer responses can be a new alternative technique that can rise the students' motivation up to learn to write and also improve their writing skills especially on recount texts.

CHAPTER III RESEARCH METHOD

A. Type of Research

This research was an action research study. It attempted to identify and investigate problems within a specific situation, which was small-scaled and localized. Action research was chosen in this study because it provides a method that can be done by the researcher and the teachers to improve the practice of education by studying issues of problem they face, especially in writing. Two important factors that could influence the success of the research were discussion and collaboration among all of the research members. The action research was conducted through the process below.

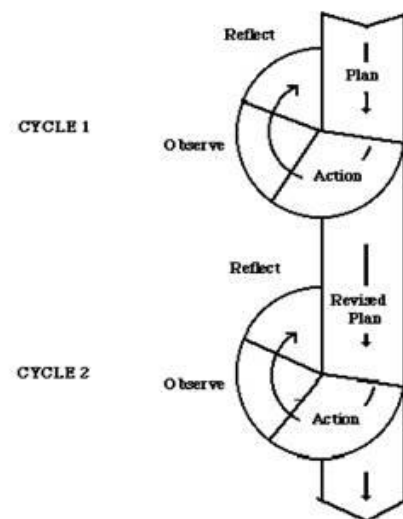


Figure 2. The Action Research Cycles of Kemmis & McTaggart' Model (1988) in Burns (2010: 9)

B. Setting of the Research

This research was conducted at SMP N 15 Yogyakarta. It was located at Lempuyangan Street, Number 61, Yogyakarta. All of the teachers are S1 graduates, even two of them are S2 graduates. In English teaching learning process, the teachers use School-Based Curriculum 2006 to develop the syllabus. The design of the lesson plan is based on the standards of competence, the basic competence, and indicators as covered in the syllabus. The lesson plan also includes learning objectives, learning materials, learning methods, steps of the learning activity, learning sources, and evaluation. English subject is taught twice a week, 90 minutes for one meeting. However, in Yogyakarta regency, this school is not included as the most favorite schools. Moreover, the students' achievement in English was still low, especially for not bilingual classes' students.

C. Subject of the Research

The research involved the headmaster, the English teacher, the students from class VIII C in the academic year of 2011/2012 and the researcher. The headmaster asked the researcher to keep in touch with one of the second grade English teachers concerning the research. The students of class VIII C were chosen because in teaching reading process, they did not have many opportunities to be actively engaged and enjoyed writing in the foreign language.

D. Time of the Research

The researcher conducted this action research in the second semester of academic year of 2011/2012. The research took place at SMPN 15 Yogyakarta, focusing on class VIII C. Observation began in February. The actions were conducted from March until June. In conducting the actions, the researcher followed the school calendar in which the English subject was taught twice a week.

E. Research Procedure

1) Determining the thematic Concern - Reconnaissance

The researcher did the reconnaissance step to find out information concerning the writing ability of the students. Based on the interview and the observation in the field, the researcher identified the existing problems. Then, she determined the thematic concern.

The problems were obtained from the information of the research members i.e. the English teacher, and the students. Having been identified, those problems were grouped based on the possibilities to overcome. In grouping them, the researcher members considered the scale of priorities and the feasibility to solve the problems. From the result of the survey, it was found that there were many problems in the field related to the writing ability of the students.

2) Planning

After identifying the problems, the researcher made some plans to choose the actions that were feasible to be implemented. In planning some actions, the

researcher cooperated with the English teacher. They discussed the possibility and the scale of priorities of the implementation in the field. This research involved the English teacher, the students and the researcher.

Cycle 1

- a) The researcher taught the students about generic structure of recount texts.
- b) The researcher taught the students about language features of recount texts and how to organize them in good order.
- c) The teacher taught the students to be familiar with simple past tense.
- d) The researcher asked the students to write a recount text (performance test 1) in the form of a letter with a topic "My happy experience"
- e) The researcher explained the students about peer responses and how to give responses.
- f) The researcher asked the students to give responses to their friends' writing.
- g) The researcher asked the students to correct and re-write their writing as their friends' responses.
- h) The English teacher prepared observation sheets and field notes to observe and record the English teaching and learning process.

Cycle 2

- a) The researcher introduced another form of recount texts.

- b) The reseacher explained more about simple past tense (the form and the patterns)
- c) The reseacher gave more excersices about past verb forms and simple past tense patterns
- d) The reseacher asked the students to write a recount text (performance test 2) with a topic "My sad experiences"
- e) The reseacher asked the students to give responses to their friends' writing with peer responses guide sheets.
- f) The reseacher asked the students to correct and re-write their writing.
- g) The reseacher gave the students chance to ask some questions if they got difficulties.
- h) The English teacher observed and recorded the English teaching and learning process.

Cycle 3

- a) The reseacher showed some recount texts that have been learnt before and introduced a new form of recount text.
- b) The reseacher introduced how to use brainstorming graphic in identifying the structures of a recount text.
- c) The reseacher and applied groups of discussion to make a brainstorming graphic of a recount text with a free topic.

- d) The researcher asked the students to write a recount text individually (performance test 3) based on their group's brainstorming graphic.
- e) The researcher asked the students to give responses to others writing with peer responses guide sheets.
- f) The researcher and asked the students to correct and re-write their writing as their friends' responses.
- g) The researcher gave the students chance to ask some questions if they got difficulties.
- h) The English teacher observed and recorded the English teaching and learning process.

3) Action and Observation

When the planning has been agreed together, the actions were implemented in the class. It was the researcher who performed the actions. The teacher observed and recorded the reactions of students during the activities. Based on the observations, notes, and records of the students' responses in the actions, the research members discussed the implementation and its changes. They evaluated the implementation of the actions to improve the next actions.

4) Reflection

Every time after each cycle of action was completed, the reflection was done. All members of the research discussed circumstances concerning the actions. It was done to find out whether the actions were successful or not. If the actions were successful, the researcher continued implementing it. If the actions were a

failure, the researcher tried to find suitable actions by discussing with the English teacher so that the condition would be better.

F. Data Collecting Technique

The data were qualitative in nature which were supported by the quantitative data. The data collected were aimed at describing the change after the action. They were obtained by interview, observation, and performance test. The instruments for collecting data were a MP3 flash, observation guidelines, etc.

1. Data Validity

To assess the validity of the data, the researcher applied five criteria proposed by Anderson in Burns (1999: 161) namely democratic validity, catalytic validity, process validity, outcome validity, and dialogic validity. In this research, the researcher used four criteria of validity. They were democratic validity, process validity, outcome validity, and dialogic validity.

In identifying the problem and determining the thematic concern before implementing the actions, the researcher used observation and interview. She observed the English teaching-learning process in the classroom and interviewed the students, the English teacher and also the headmaster to obtain information about the problem. In this case, the results of both techniques were reported in the form of fieldnotes and interview transcripts. These were used to get the process validity in this research.

To get ideas, suggestions, and comments from the students and the English teacher in planning and implementing the actions, the researcher also interviewed

and had a dialogue with them. The result of these techniques were used to get democratic validity and process validity so that the researcher could gather accounts of writing teaching-learning process in the classroom from two quite different points of view: the teacher and the students.

When the actions were implemented, the researcher observed the process of English teaching-learning by using peer responses in the classroom to get information about the actions done. The results of observation were used to get outcome validity and dialogic validity of the research. It meant that the results were used to determine the success and the failure in the actions. Then, the success and the failure of the actions were considered to improve the next action.

To get information about students' writing skill before and after the actions, the researcher gave writing tests. Pre-test was conducted before implementing the actions and performance tests were conducted after implementing the actions in each cycles. The result of the writing tests was used to determine the success and the failure in the actions.

2. Reliability

In order to ensure the reliability, the different methods were used to get the same data of teaching-learning process writing by peer responses, such observation, interview, and writing test and also photographs. Then, the data from observation were compared with the data from interview, test, and photographs.

The researcher also used two triangulations types to avoid the subjectivity of data analysis. They are explained as follow.

1) Time Triangulation

In time triangulation, data were collected at one point in time or over a period of time to get a sense of what factors were involved in change processes. In this research, the data were collected from the reconnaissance and the actions.

2) Researcher Triangulation

The data during the action process were collected by more than one researcher. They were the researcher and English teacher.

G. Data Analysis Technique

There were two forms of data: qualitative and quantitative. The qualitative data were gained from observations, interviews, and dialogues. The quantitative data were gained from performance tests.

After conducting the research, the researcher analyzed the qualitative data from the fieldnotes of observations, interview transcripts, and dialogues. The researcher analyzed each step in this research by conducting observation, interview, and dialogue with the English teacher to get the significances of process.

Meanwhile, quantitative data from writing test were analyzed by using descriptive statistics. The descriptive statistics were aimed at providing answers about the students' learning achievement before and after applying peer responses. The statistics used in the computation are the mean which is the average score attained by the subjects of the research. From the result of the writing test, the students' writing skills improvement was identified.

1. Scoring System

Classroom evaluation is best served though analytic scoring, in which organization of ideas, grammar, mechanics, vocabulary, and style and quality of expression is scored (Brown, 2004: 234).

The scoring of the students' writing test was done by the researcher as the first rater and the English teacher as the second rater. The two raters used a scoring rubric for writing test. Scoring rubric in this study is based on the following table (Anderson in Hughes, 2003: 94-102).

Table 2. Writing Rubric

No.	Aspect	Score	Criteria	Level
1.	Grammar	1	Errors of grammar/word order so severe as to make comprehension virtually impossible	Very poor
		2	Errors of grammar/word order very frequent; reader often has to rely on own interpretation	Poor
		3	Errors of grammar/word order frequent, efforts of interpretation sometimes required on reader's part	Fair
		4	Errors of grammar/word order fairly frequent; occasional re-reading necessary for full comprehension	Good
		5	Some errors of grammar/word order which do not, however interfere with comprehension	Very good
		6	Few noticeable errors of grammar/word order	Excellent
2.	Vocabulary	1	Vocabulary limitations so extreme as to make comprehension virtually impossible	Very poor
		2	Vocabulary so limited and so frequently miss-used that reader must often rely on own interpretation	Poor
		3	Limited vocabulary and frequent errors clearly hinder expression of ideas	Fair

		4	Uses wrong/inappropriate words fairly frequent: expression of ideas may be limited because of inadequate vocabulary	Good
		5	Occasionally uses of inappropriate terms/relies on circumlocutions; expression of ideas hardly impaired	Very good
		6	Uses vocabulary and idiom rarely distinguishable from that of educated native writer	Excellent
3.	Mechanics	1	Errors in spelling/punctuation so severe as to make. Comprehension virtually impossible	Very poor
		2	Errors in spelling/punctuation so frequent that reader must often rely on own interpretation	Poor
		3	Frequent errors in spelling/punctuation; lead something to obscurity	Fair
		4	Errors in spelling/punctuation fairly frequent; occasional re-reading necessary for full comprehension	Good
		5	Occasional lapses in spelling/punctuation which does not, however, interfere with comprehension	Very good
		6	Few noticeable lapses in punctuation/spelling	Excellent
4.	Organization	1	Lack of organization so severe that communication is seriously impaired	Very poor
		2	Individual ideas may be clear, but very difficult to deduce connection between them	Poor
		3	Little or no attempt at connectivity though reader can deduce some organization	Fair
		4	Some lack of organization: re-reading required for clarification of ideas	Good
		5	Material well organized; links could occasionally be clearer but communication not impaired	Very good
		6	Highly organized; clear progression of ideas well linked; like educated native writer	Excellent

2. Categorization of Writing Skill Level

After scoring, the results of writing tests were categorized. The total score of the grammar score, vocabulary score, mechanics score and organization score is 24. The minimum score is 4. By knowing the highest and the lowest score then the ideal mean (X_i) can be calculated by using the following formulation.

$$\begin{aligned} X_h &: 24 \\ X_l &: 4 \\ X_i &: (X_h + X_l) / 2 \\ &: (24 + 4) / 2 \\ &: 14 \end{aligned}$$

After that, the ideal standard deviation () is calculated by using the formulation below:

$$\begin{aligned} &: (X_h - X_i) / 3 \\ &: (24 - 14) / 3 \\ &: 3.4 \end{aligned}$$

Then, the value of the ideal standard deviation is used to make a conversion table to score the students' writing skills. There are six class intervals: excellent, very good, good, fair, poor, and very poor. The table is presented as follows.

Table 3. Categorization of Writing Score

No.	Class Interval	Interpretation
1.	21.8 – 25.0	Excellent
2.	17.4 – 21.7	Very Good
3.	14.0 – 17.3	Good
4.	10.6 – 13.9	Fair
5.	7.2 – 10.5	Poor
6.	3.9 – 7.1	Very Poor

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Identification of the Problem

To identify problems emerging in the field, the researcher did some activities. The activities were conducting class observation, giving pre-test of writing, distributing questionnaires, and interviewing the English teacher and students. The class observation and interviewing the English teacher were done on March, 1st 2012 in the VIII C class. Meanwhile, giving a pre-test and interviewing students were done on March 6th 2012.

Based on the classroom observation, the researcher presents a vignette which explains the process of English teaching and learning:

Place : Class VIII C
Date : March 1st, 2012

The bell rang at 11.30 a.m. The students were still outside the classroom. The English teacher also was still preparing the materials that would be given in the class. At 11.37 a.m., the English teacher came to the class, while the students were still outside the class. The English teacher stood in front of the class and was ready to begin but the students seemed to be noisy. The teacher waited for some minutes until the students kept silent.

Then, the teacher said greeting and told the lesson. The teacher offered “*sekarang mau belajar dulu atau mengoreksi remidi?*” and the students answered “*belajar dulu...*” **The noise came again and the teacher gave some short motivation.** Shortly, the learning process was stopped because of the announcement from the headmaster. At the same time, the teacher wrote the material about preference on the white board. **The teacher asked the students to take note the material** and to submit their homework who they could not join the remedial test. The students made noise. Again, the teacher tried to make the class calm. The teacher knocked the table and reminded the students to take note. The teacher motivated “*kalian boleh saja bermain, Ibu tidak akan melarang. Tapi, kalau waktunya belajar ya harus belajar.*” While the students were taking notes, the teacher corrected the students’ homework and called the students to ask about their work. Then, the teacher walked around to the students’ seats and checked their notes.

Some students asked for clearness “*Itu pake ‘t’ to Bu?*” **The teacher explained what she has written on the white board and began to discuss the topic** “What is preference? Open your dictionary, please!” Some students seemed to open their dictionary and answered “*lebih dari...*”. The teacher agreed and gave some examples which were related to some students’ cases. The students competitively answered the questions given. Then, the teacher explained the patterns of preferences one by one and checked the students’ understanding “Do you understand?” No answers. The students made a noise again.

Finally, the teacher asked the students to make a sentence of preferences orally. The students were busy in asking to each other and borrowing the dictionary. A student asked the observer about some vocabularies which could be found in his small and un-complete dictionary. **More, some of the students’ dictionaries were not completed by pronunciation.** After that, the teacher asked the students to do the exercise orally. One female student raised her hand and answered. Then, the teacher asked another student to answer the next question. The student was silent, thought and finally answered. **In another way, some students were confused and asked “Bu, ‘look after’ itu apa to?”** The teacher answered and explained other vocabularies that were followed by the word ‘look’. **The students made a noise.** Again, the teacher motivated the students that there was relation between age’s and concentration’s people. “*Kata penelitian itu, anak kecil ketika belajar hanya bisa berkonsentrasi penuh sekitar 5 menit karena umur mereka juga segitu. Nah, umur kalian berapa sekarang? Kalau kalian konsentrasinya hanya 5 menit, berarti kalian...?*” The students laughed and finished their works.

Five minutes later, the teacher asked “Any questions so far?” The students kept silent. The teacher asked one student, known as the trouble maker in the class, to distribute the students’ remedial test. The teacher dictated the correct answer and the students corrected their friends’ works. After finishing in writing the score of multiple choice tests, the students submitted again to the teacher. Then, the teacher explained a part of the test which almost of the students did mistakes on it. It was about re-arranging words to be a correct sentence: Mother was cutting vegetables when she cut her finger. The bell rang. The students were enthusiastic to go home as soon as possible and made a noise again. The teacher asked one student to lead praying in front of the class. Shortly, each student greeted by doing handshakes to the teacher competitively.

The vignette above implies that the process of English teaching and learning did not run very well. The teacher’s method of delivering the material was not interesting. It was only in the writing on the whiteboard without pictures or another media. Meanwhile, students were noisy with less attention to the lesson during the English teaching and learning.

Pre-test was also conducted in order to get the early description of students’ writing skill before the implementation of the action. The result of the pre-test showed that students’ scores varied. The highest score is 18, the lowest is

10 and the average score of the class is 12.9. It indicates that students' writing skills in this class were different. Therefore, those scores were used as one of the indicators to monitor the progress of students' writing skill before and after the research.

Besides the classroom observation and the pre-test, the problem can be identified from the interview with the English teacher. The following is an interview transcript which shows students' difficulties in learning English.

Interview 1

R : *“Kira-kira, masalah apa yang sering muncul dalam proses pengajaran di kelas? Khususnya writing...”*

(Probably, what are the problems that often happen on teaching – learning process in the classroom? Especially writing...)

ET : *“Karena kondisi siswa yang demikian pasif, maka seringkali saya ajarkan skill yang lain, listening dan reading. Kalo writing waktunya masih sedikit. Di sela-sela skill yang lain. Yang bener-bener bisa ya ada, dan mengerjakan sendiri. Terus yang bandel-bandel itu nanti sukanya lihat punya temannya. Jadi, saya ngajarnya asal anak-anak diam memperhatikan saja mbak. Yang penting mereka pada mau mengerjakan. Itu sudah syukur. Kalo writing paling ya re-arrange atau organizing kalimat. Tapi beda dengan yang kelas A dan B, lebih mudah diatur”.*

(Because the students' condition was passive in the class, I chose to teach other skills more such listening and reading than writing. The time for writing was still limited. It was taught in a little part of the other skills. About the students, there were students who had a good capability in English and could do their works by themselves well. Then, **the naughty students liked to look at their friends' work**. So, I decided to teach them in order **to make them keeping silent and not being noisy in the class**. The important thing is that they want to do the works. That is enough. For writing, I preferred to give them some works such re-arranging or organizing sentences that were different in level from class A and B”

R : *“Jadi untuk membuat essay gitu belum bisa ya bu?”*

(So, in writing such an essay, they still could not do. Could they?)

ET : *“Iya, kalo yang kelas bilingual mungkin sudah lebih bisa karna semester kemarin juga sudah jadi objek penelitian writing sama mahasiswa UNY juga mbak...”*

(Yes. The bilingual classes may be able to do it since they were as the writing research objects of a student from UNY, last semester....miss”

- R : “*Oh iya ya? Terus, selama ini metode Ibu dalam mengajar writing bagaimana?*”
(Oh, really? So far, what are kinds of method that you have applied recently in teaching writing?)
- ET : “*Ya itu tadi mbak, baru menyuruh anak re-arrange atau organizing kalimat aja dan diselipkan ke skill lainnya.*”
(As I said before, **I have only asked the students to re-arrange or organizing sentences and inserted this skill in other skills.**)
- R : “*Nah, kalo dari siswa sendiri, kira-kira bagaimana tanggapan mereka kalo writing?*”
(Form the students themselves, how they think about writing in class?)
- ET : “*Ya, kalo kelas bilingual lumayan pada bisa tapi kalo yang kelas biasa kebanyakan tidak tertarik karena menurut mereka susah. Perhatiannya susah difokuskan. Ini yang saya ajar kelas C, yang kelas D dan seterusnya apalagi mbak... tambah susah dan ramai*”.
(For bilingual class, they seemed to be able to do it. While for the regular class, **most of them were not interested in writing since they have thought that writing was difficult to learn. It was difficult to make them focused on the lesson.** It was class C, while class D and other classes were more difficult to be handled and became noisier)
- R : “*Biasanya, kesalahan apa saja yang sering dilakukan siswa ketika writing bu?*”
(What are mistakes that they usually do in writing?)
- ET : “*Masih banyak mbak. Kadang bingung membedakan mana subjek dan obyek, kosa kata sedikit, kadang masih memakai bahasa Indonesia*”.
(It is still many, miss. Sometimes, they are confused to differ which the subjects and the objects are. **They have lack of vocabularies.** Sometimes, they still speak Indonesian.)
- R : “*Mungkin punctuationnya juga ya bu?*”
(Also may they forget the punctuation, mom?)
- ET : “*Iya, masih sering lupa*”.
(Yes, that is right. **They still forget it**)
- R : “*Di SMP N 15 ini ada wadah atau klub yang bisa menampung ketrampilan menulis ndak Bu?*”
(Is there any organizations or clubs from the school which can accommodate and develop the students’ writing skill?)
- ET : “*Sejauh ini belum ada sih mbak, hanya lewat kelas bilingual saja paling*”.
(So far, **it is not already yet.** It is still by providing bilingual class.)

3.	Content/Organization	Students had difficulties in generating ideas. Students had difficulties in constructing sentences.
4.	Vocabulary	Students had difficulties in using vocabulary. Some students did not bring a complete dictionary.
5.	Mechanism	Students made mistakes in mechanism such forgetting to put colon, semicolon, comma, etc.
6.	Materials	The materials given were still from a course book and LKS.
7.	Techniques	The teacher found difficulties in handling the students in teaching writing and the activities were not interesting.

Based on those problems, the students needed activities that could improve their writing skills. Thus, the researcher and English teacher decided to use peer responses activities to solve the problems in writing dealing with ideas, grammatical features, and organization. In addition, these problems were said to be valid because it was done in line with the concept of dialogic validity in which the researcher worked collaboratively with the English teacher as a collaborator to determine the problems and find the solution.

2. Implementation of the Actions

a. Report of Cycle 1

1) Planning of Cycle 1

The implementation of Cycle 1 was decided by the researcher and the English teacher. This cycle was conducted in three meetings. In the teaching and learning process, the researcher acted as the teacher and the English teacher acted as the observer. Then, the activities of teaching and learning process were determined. The implementation of peer responses was conducted in the last meeting of each cycle, supported by the other activities which were applied during the teaching and learning process. In all cycles, the researcher focused on the

recount text. Here, the researcher made lesson plans based on the syllabus for junior high school students.

In Cycle 1, the researcher planned to do some actions.

- 1) To give students a motivation to write.
- 2) To apply classroom English as a routine.
- 3) To teach about the definition, the generic structures and, and the language features of recount texts.
- 4) To give a task to help students to check students' understanding.
- 5) To give a writing task to make a draft of recount texts.
- 6) To explain about the definition of peer responses.
- 7) To give peer response forms to the students.
- 8) To apply peer responses as the main action.
- 9) To give a writing performance task in which students revise their draft.

2) Actions and Observations

The actions of Cycle 1 were implemented on 16th, 29th of March and 5th of April 2012. The topic was focused on the recount text. The topic was about fun or happy experiences. The implementation of the action is described as follows:

a) First Meeting

The first meeting was conducted on 16th of March 2012. The theme was fun or happy holiday. This meeting was focused on what the purposes of recount texts are and the generic structures of recount texts. Before the researcher began

to teach, the English teacher introduced the researcher and her purposes coming to class to the students.

First activity, before explaining the materials, the researcher said a greeting in English again to make a good routine. Then, she asked the students about some titles of Indonesian novels such as ‘Catatan Si Boy’, ‘Sok Hok Gie’, ‘Laskar Pelangi’, and ‘Negeri Lima Menara’ to build the students’ motivation in writing. Most students said that they did not know the answers when she asked about the two first titles. However, they enthusiastically said ‘yes’ when she asked the two last title of novels. Then, she explained about the relationship between those novels and the students themselves, that the students would be such novels’ writers by writing their experiences in the past. The situations can be seen with the note below:

*P memulai topik pembahasan dengan sebuah pertanyaan motivasi "Siapa yang pernah membaca buku Catatan Si Boy atau Song Hok Gie?" Siswa tampak diam dan menggelengkan kepala. "Baiklah, kalau Negeri Lima Menara atau Laskar Pelangi?" Siswa riuh dan menjawab "Ya, miss. Tahu". P menjelaskan kaitan antara novel dengan materi yang akan diajarkan yaitu recount text. P mengatakan bahwa novel-novel tersebut adalah pengalaman atau cerita yang dituangkan dalam bentuk tulisan dan dibukukan. (The Researcher began to explain the topic of the lesson with a **motivation question** "Who ever read a book with titled *Catatan Si Boy* or *Song Hok Gie*?" **The students seemed to be silent and shaken their head.** "It's alright. How about *Negeri Lima Menara* or *Laskar Pelangi*? Almost the students became noisy and answered "Yes, miss. We know". The researcher explained the relationship between novels and the materials which were explained later, that is recount texts. The researcher said that those novels are experiences or stories which are written and put into book forms.)*

(Field Notes 2)

After that, the researcher asked the students to tell about their experiences in front of the class. The students did not seem to be brave and there was only one student who told her experience while sitting on her seat, not standing in front of the class.

P meminta beberapa siswa untuk menceritakan pengalamannya di depan kelas namun tidak ada yang mau. Hanya ada satu atau dua siswa yang mau bercerita tetapi di tempat duduk dan memakai bahasa Indonesia. (The researcher asked some of students to tell their experiences in front of the class, but no one wanted to come. There was only one student who wanted to tell her experience but still sitting on her seat and speaking in Indonesian).

(Field Notes 2)

Then, the teacher asked the students the meaning of recount text. The researcher distributed hand-out for students about the materials and explained the purposes of the text. She continued giving explanations about the generic structures of recount texts. The hand out provided an example of recount text about a fun experience, its purposes, and its generic structures.

Second activity, the researcher gave a task by giving two kinds of texts and asked the students to identify which one is the recount text and to describe the purpose and the generic structures of the text. Then, each student did their work. There was a recount text and they should identify the topic, the orientation, the list of events, the re-orientation and the verbs which were used in the text.

While the students were doing the works, the researcher went around the class and answered the questions which were asked by the students. Some students did well but some of them did not do their works exactly. They seemed to be noisy and only looked their friends' works. The following notes describe the situation:

Sebagian siswa serius mengerjakan tugasnya sendiri tetapi sebagian yang lain memilih bermain dan melihat pekerjaan temannya. P memandu siswa dan berkeliling dari satu bangku ke bangku lainnya serta menjawab pertanyaan-pertanyaan yang diajukan siswa. (Some of the students seriously did their works by themselves but some of them chose to play and looked their friends' works. The researcher guided the students and went around from one seat to another seat and also answered the questions which were asked by the students).

(Field Notes 2)

Finally, the researcher asked the students to submit their works and asked about the difficulties with “Any questions?” as a routine. No students asked for questions. The bell rang. One of the students came to front of the class to lead a prayer and the class was ended.

b) Second Meeting

The second meeting was conducted on 29th of March 2012. The topic was still about fun or happy experiences. This meeting was focused on the language features of recount texts. In this meeting, the English teacher opened the teaching learning process in the class. The English teacher greeted the students and checked the attendance lists.

Before explaining the material, the researcher reminded the students about recount text's definition, its purposes, and its generic structures. The researcher checked the students' understanding about recount texts. The students seemed to answer but it was a wrong answer. The situation can be seen from the notes below.

P memulai topik pembahasan dengan bertanya tentang materi pertemuan sebelumnya yaitu recount text dan strukturnya. Tampak beberapa siswa menjawab “menceritakan pengalaman yang sudah lalu” dan ada siswa yang bersemangat menjawab walaupun jawabannya salah, yaitu dengan menyebutkan

struktur bentuk teks yang lain (descriptive texts). (The researcher began to explain the topic with a question about the previous material that is a recount text and its structures. Some students seemed to answer “telling about past experiences...” and there was a student answering enthusiastically though her answer was incorrect, she mentioned structures of another text (descriptive texts).

(Field Notes 3)

Second activity, the researcher wrote an example of another recount text on the white board and re-explained the structures of a recount text. The researcher introduced the language features of a recount text. The students paid attention to the researcher's explanation. There was no question from the students when the researcher asked them for difficulties.

Third activity, the researcher distributed hand outs. The hands out contained some jumbled sentences. The students were asked to re-arrange the jumbled sentences to make a correct paragraph of recount text. Few minutes later, the researcher pointed some students to write their works on the white board. The students who got the turn came to the front part of the class and wrote their work. Other students were asked to identify the language features of the text by circling for connectors and underlying for past verbs. The researcher checked the students' works by going around the class from one table to the others. The researcher gave an explanation and a correction to the students' works especially on the language features of a recount text.

Fourth activity, the researcher distributed a paper and asked the students to make a writing draft about a fun or happy holiday that the students did. Some students did seriously. On the other hand, some other students seemed to complain about their job and some students chose to play with their friends and cheated

their friends' works. The researcher gave a motivation to write while she was going around the class and answered the questions that came from the students.

The situation could be seen from the following note.

*P meminta siswa untuk mengerjakan task production yaitu membuat sebuah cerita lucu atau menyenangkan berdasarkan pengalaman sendiri. Sebagian siswa serius mengerjakan tugasnya sendiri, sebagian yang lain mengeluh "Ah miss, aku nggak punya pengalaman lucu adanya yang sedih-sedih", tetapi sebagian yang lain memilih bermain dan melihat pekerjaan temannya. P memberi mengingatkan agar cerita yang dibuat tidak sama persis meski pengalaman yang diceritakan adalah pengalaman yang sama. P memandu siswa dan berkeliling dari satu bangku ke bangku lainnya serta menjawab pertanyaan-pertanyaan yang diajukan siswa, yang kebanyakan berupa kosa kata. (The researcher asked the students **to do a production task that is making a fun or happy story based on their own experiences. Some students did their work seriously**, some students complained "Ah miss, I don't have any fun experiences, I only have any sad ones", but some other students chose to play and cheated their friends' works. The researcher reminded the students to make a different story though the experience that they wanted to tell was same. The researcher guided the students and went around from one bench to other benches, to answer questions that came from the students, these were mostly about vocabulary.)*

(Field Notes 3)

After the students finished their drafts, the researcher asked them to submit their drafts and gave a conclusion about the lesson. The researcher asked about the difficulties that the students found on that day. There were no answers from the students. The bell almost rang. A student came to the front part of the class and led to pray. The researcher ended the class and thanked for the students' cooperation.

c) Third Meeting

The third meeting was conducted on 5th of April 2012. This meeting was focused on explaining about the definition of peer responses, giving peer

response forms to the students, applying peer responses as the main action and giving a writing performance task in which students revise their draft.

Before starting the teaching learning process, the researcher called a student who did not attend to the class in the last meeting and asked her to do her draft that is a recount text. The researcher, then, greeted the students in the class to begin the teaching learning process, while the English teacher sat down and observed the situation.

First activity, the researcher began to explain the topic of teaching by checking the students' understanding about previous lesson. The researcher re-wrote an example of recount texts on the white board and asked the students to identify the generic structures and language features such as connectors, etc.

After that, the researcher gave a question about the definition of responses. Some students seemed to try answering the question and another student asked about the differences between responses and comments. The situation can be seen in the following note.

P memberi pertanyaan "Do you know what response is?" Beberapa siswa mencoba menjawab "ya...respon". Ada seorang siswa yang bertanya "Apa bedanya dengan komentar?" P menjawab "Ya, response bisa dikatakan komentar atau tanggapan atau pendapat". (The researcher gave a question "Do you know what response is?" Some students tried to answer "Yes...it is a response". A student asked "What is the difference between it and a comment?" The researcher answered "Yes, a response can be said as a comment or an idea or an opinion").

(Field Notes 4)

Second activity, the researcher explained about peer responses by giving an example of recount texts in which there are many mistakes in it. The researcher distributed the students' draft that they did in the previous meeting

and also the forms of responses. The contents of the responses form were about the students' opinion after they read other friends' draft, which parts they like and dislike, whether it uses the generic structures of recount texts or not, and their comments or suggestions to make the draft better. The students' job was correcting their friends' draft and writing down their responses on the sheet that the researcher provided. The clear description of peer responses guide sheet can be seen in the following.

Name of Corrector: Name of Writing's Owner:
--

The Guide Sheet of Peer Response for Students

1. Read the draft twice (Bacalah tulisan milik temanmu sebanyak dua kali)
2. Write one sentence about your opinion after you reading the draft.
(Tulis pendapatmu setelah membaca tulisan tersebut dalam satu kalimat)

3. Describe which parts that you liked best.
(Gambarkan bagian dari tulisan tersebut yang paling kamu sukai)

4. Describe which parts that make you confused.
(Gambarkan bagian dari tulisan tersebut yang membuatmu bingung)

5. Does it use the generic structure such orientation, list of events, and re-orientation properly? (Apakah tulisan tersebut menggunakan struktur seperti orientation, list of events, dan re-orientation dengan benar?)

6. Give your comments or suggestions to correct the draft properly.
(Berikan komentar atau saranmu to memperbaiki tulisan tersebut)
 - a. Orientation :

 - b. List of Events

 - c. Re-orientation

7. Does it use language features of recount text properly?
(Apakah tulisan tersebut menggunakan tata aturan bahasa dengan benar?)

8. Give your comment or suggestions to correct the draft properly.
(Berikan komentar atau saranmu untuk memperbaiki tulisan tersebut)
 - a. Past Tenses :

 - b. Connectors :

 - c. Noun/pronouns :

 - d. Punctuation

Figure 3. The Guide Sheet of Peer Response for Students

Third activity, the students were asked to give back the draft to the owners. After finishing in giving responses, the students gave the drafts to the owners. As receiving their responded drafts, they read and analyzed the responses. Then, they revised and re-wrote on a new sheet that the teacher distributed. They asked to each other to clarify the correctness of their responses and to make the new drafts as well as the partners meant. They also asked the teacher about the same problem.

The teacher asked the students to submit their previous draft, responses sheets, and their new drafts, as well as asked about difficulties they found. Realizing no questions there, the teacher asked one of the students to lead a prayer. The teacher thanked to the students for the time and said greeting.

3). Reflection of Cycle 1

Based on the results of the observation which done through writing in the form of field notes and collecting the students' work and comments, in the reflection stage, the researcher classified the results of the action and the observation into two main points, i.e. improvements and weaknesses. The first improvement is about motivation. By giving motivation through mentioning some titles of novel and writers, the students were motivated to start writing. It can be seen in the following note.

“P memulai topik pembahasan dengan sebuah pertanyaan ”Siapa yang pernah membaca buku Catatan Si Boy atau Song Hok Gie?” Siswa tampak diam dan menggelengkan kepala. ”Baiklah, kalau Negeri Lima Menara atau Laskar Pelangi?” Siswa riuh dan menjawab ”Ya, miss. Tahu”. P menjelaskan kaitan antara novel dengan materi yang akan diajarkan yaitu recount text. P mengatakan bahwa novel-novel tersebut adalah pengalaman atau cerita yang dituangkan dalam bentuk tulisan dan dibukukan. P memotivasi siswa bahwa mereka juga bisa seperti para penulis novel itu dengan menceritakan kisah

hidup mereka sendiri dalam bentuk buku. Kemudian P bertanya "Apakah kalian ingin seperti mereka?" Beberapa siswa tampak menjawab "iya" dengan malu-malu. Tampak yang lain, memilih dengan hanya menganggukan kepala, tanda setuju dan beberapa siswa juga tampak berbisik satu sama lain." (The researcher started the topic of lesson by giving a question "Who ever read *Catatan Si Boy* or *Song Hok Gie*?" **The students seemed to be silent and shook their head.** "Alright, how about *Negeri Lima Menara* or *Laskar Pelangi*?" The students became noisy and answered "Yes, miss. We know". The researcher explained the relationship between those novels and the lesson that would be learnt i.e. recount texts. The researcher added that those novels are experiences or stories that are written and put into book form. The researcher motivated the students that they could be as those writers by writing their life story and putting it into book form. Then, the researcher asked "Do you want to be like them?" **Some students seemed to answer "yes" with ashamed. Another students chose to nod their head, as an agreement and some of them also seemed to whisper to each other"**).

(Field Notes 2)

The second improvement is students' writing skill especially in generating idea and accomplishing the communicative function of a written text according to the form of purposes. By providing a task of identifying the recount texts' generic structures and arranging the sentences to be a good paragraph, the students could understand how to generate their idea into a written form correctly. It could be seen on the following interview transcript and the students' works.

P : "Iya Bu, ndak apa-apa. Di siklus pertama kemarin kan, kita fokus pada definisi, fungsi atau tujuan, dan ciri-ciri recount texts. Jadi, siswa baru mendapat pengetahuan tentang gambaran recount texts secara umum. Menurut Ibu, bagaimana?"

GBI : "Iya, mbak. Sepertinya mereka sudah cukup mengerti tentang recount text secara umum. Mereka juga sudah bisa membedakan mana teks yang recount mana yang bukan. Terus, pas menyusun kalimat menjadi paragraph juga sedikit-sedikit mereka sudah bisa menyusun dengan susunan yang tepat."

(Researcher : "Yes Mam, no problem. In the last cycle 1, we focused on the definition, the function or the purpose and the structures of recount texts. So, the students only got the general knowledge of recount texts. What is your opinion about this?")

English Teacher : “Yes, miss. It seemed that **they quite understood about the general knowledge of recount texts**. They could differ which one is a recount text and which one is not. More, **little by little they also could arrange some sentences to be a paragraph exactly.**”

(Interview 5)

Name : <u>Alfan Deka P.</u>
St. Number : <u>1</u>

Production: (Students' Sheet)

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Smith Beach, which is only five kilometres from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy.

After we bought some hot chips at the take away store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind.

When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

(<http://whywine.wordpress.com/2010/05/05/contoh-recount-text/> taken on September, 24th, 2011)

Answer the questions below.

1. What is the topic of the text?
Last week my friend and I ~~then~~ went to Smith Beach.
2. The orientation:
 - a. Who went to Smith Beach? The writer and his friend
 - b. When did they go to Smith Beach? Last week
3. Events:
What did the writer do?
Rode our bikes to Smith Beach, we bought some hot chips, we paddle our feet in the water for a while, we sit down for a rest, we sitting on the beach, just chatting, we riding back
4. How did the writer close the story?
Finally they back to home
5. Write the action verbs.
Bought, rode, paddle, sit, chat

Figure 4. A Sample of Students' Work in Identifying the Structures of a Recount Text

Practice:

Arrange the sentences below become a good recount text and circle the connectors.

- 5 1) Finally, they decided to end fishing and stopped at the market. They bought some fish.
- 3 2) Then, they sat and threw the bait into the river. They waited for hours.
- 1 3) It was a clear day. Iga and his father went to go fishing. They walked together to the river.
- 4 4) After a long time, the bait was felt heavy. So, they pulled the bait quickly and they got a shoe not a fish.
- 2 5) Arriving at the river, they chose the right place.
- 6 6) They went to home happily.

(Taken from *English on Sky 2 for Junior High School Students Year VIII*. Mukarto et al)

It was a clear day. Iga and his father went to go fishing. They walked together to the river.

Arriving at the river, they chose the right place. Then, they sat and threw the bait into the river. They waited for hours. After a long time the bait was felt heavy. So, they pulled the bait quickly and they got a shoe not a fish.

Finally, they decided to end fishing and stopped at the market. They bought some fish. They went to home happily.

Figure 5. A Sample of Students' Work in Arranging Sentences

However, there were weaknesses that found in cycle 1, i.e. grammatical features and vocabulary. For grammatical features, the students still did some errors in applying simple past tense as well as the word order. The error can be seen from the students' writing below.

Production: (Students' Sheet)

Name	: Wahyu N.17
St. Number	: 22

corrector: M. H. Ridho (19)

Re-write your letter based on your friend's responses.

Orientation :

It was a clear day. I and my friend went to Kwaru beach.

List of events:

In road, saw beautiful river. After long time I and my friend get to locet. In locet we must pay Rp. 10.000 for get in Kwaru beach. I and my friend swim in Kwaru. We very funny. After that, buy some fish. I buy 2kg. We very tired, we go to back home.

Re-orientation:

In road I saw demonstreu. Finally I back home with happy and eat fish food.

**Figure 6. A Sample of Students' Writing After being Given Responses
in Cycle 1**

From the sample of students' writing above, the students still found difficulties in using past verbs. They still chose to use present verbs that may be due to their lack of understanding the past verbs. They also still forgot to add auxiliary verbs such to be in making a simple sentence. Moreover, they were still confused in putting words into good order.

While about vocabulary mastery, the students still did mistakes in choosing words whereas they opened their mini dictionary. They could not use the dictionary exactly so they sometimes still used inappropriate words in making sentences.

Furthermore, the description of the students' writing performance in Cycle 1 can be seen in the following chart which presents the mean score of four aspects in writing.

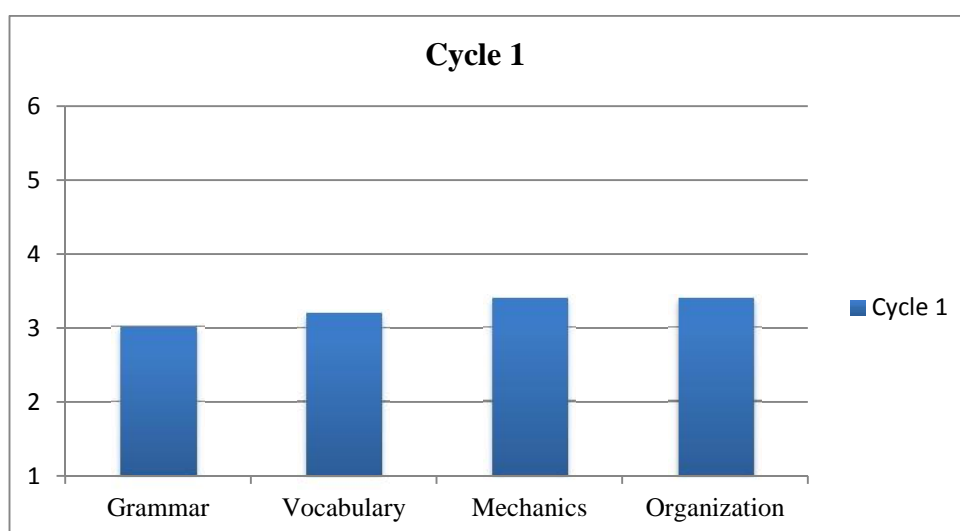


Figure 7. The Mean Score of Four Aspects of Students' Writing in Cycle 1

The chart above shows that the mean score of each aspect is 3.0 for grammar, 3.2 for vocabulary, 3.4 for mechanics, and 3.4 for organization. Based on the writing rubric, it means that for the mean score of grammar, vocabulary and mechanics are fair. While, for the mean score of organization is good.

The reflection above shows that the results of Cycle 1 are said to be valid because it is appropriate with democratic, process, dialogic, catalytic, and outcome validity. The democratic validity was achieved by including the voice of the English teacher and the students. The process validity was achieved by asking

the teacher to observe the actions and also using some data sources such as field notes, interview transcripts, and sample of students' work. The dialogic validity was achieved by having a dialogue with the English teacher. Catalytic validity was achieved by giving opportunities to the students and the collaborator to give responses dealing with the action implementation. While, for outcome validity, the researcher and the English teacher formulated a new problem and found a solution in the next cycle.

Furthermore, the result of cycle 1 was reliable because there were more than one observer, the researcher and the English teacher, in gathering data. It is in line with the concept of research triangulation.

b. Report of Cycle 2

Based on the reflection of Cycle 1, it was found that some activities in using peer responses were not successful yet to improve students' writing skills. It was found that there were still some students who did not bring a complete dictionary, that was a reason of why they made mistakes in choosing the suitable words and also they found difficulties to understand how to use past verbs in writing a recount text.

1) Planning of Cycle 2

English Teacher and the researcher planned some efforts as the treatments to solve the problems. In order to solve the problems identified above, the researcher and English teacher would still use the similar main activities like in Cycle 1, i.e. using peer responses as a main activity and revising recount texts

that the students write as the final activity. In Cycle 2, the researcher planned to do some actions.

- 1) To explain more about simple past tenses (the form and the patterns).
- 2) To ask the students to bring a complete dictionary to make them easy to find appropriate words.
- 3) To give a task to help students to check students' understanding.
- 4) To give a writing task to make a draft of recount texts.
- 5) To give peer response forms to the students.
- 6) To apply peer responses as the main action.
- 7) To give a writing performance task in which students revise their draft.

2) Actions and Observations

The actions of Cycle 2 were implemented on 12th, 19th of April and 3th of May 2012. The research was still focused on the recount text. The topic was sad experiences. The implementation of the action is described as follows.

a) First Meeting

The first meeting was conducted on 12th of April 2012. The theme was sad experiences. This meeting was focused on the form of past verbs.

Opening the meeting, the researcher greeted the students to make a routine. Then, the researcher checked the attendance list and there were two students who were absent. The researcher checked the students' understanding about recount texts by asking some questions about the structures and the

language features of recount texts and did evaluation of Cycle 1 with the students.

While explaining about recount texts, for the first activity, the researcher distributed a hand out of a recount text with a topic, sad experiences. The hand out was contained of a new sample of recount texts of bad experiences, forms of past verb, practice sheet and also the production sheet. A student came to the researcher and helped her to distribute the hand out while the researcher wrote down the text on the white board. Then, the researcher asked the students to identify its structures and its language features to check their understanding. Almost students answered correctly.

After that, the researcher began to guide in identifying past verbs in the text. Only some students could follow the activity. The researcher pointed a student to come to the front of the class to identify the past verbs in the text. Another student helped him to answer from their desk. Having all verbs done, the researcher asked the students to check the correctness. Then, the researcher explained forms of past verbs; regular and irregular and gave a list of irregular verbs that are common to be used in writing for the second action.

Third activity, looking no questions from the students for difficulties, the researcher asked the students to do practice; circling the past verbs of the new recount text. The students seemed to be noisy when they did the practice task. Some students called and asked the researcher about some difficulties that they found. However, some students chose to play by their classmates and did not do their job. The situation can be seen as the following note.

“P menjelaskan tentang pola simple past verbs baik regular maupun irregular. Tidak ada siswa yang bertanya saat P menanyakan kesulitan yang ditemui. Mereka tampak antusias untuk segera mencoba mengerjakan. Namun, begitu siswa diminta mengerjakan latihan berupa melingkari past verbs yang ada pada teks baru, satu persatu siswa memanggil dan bertanya pada P. “Miss, yang did ini termasuk nggak, sama yang was?”. “Hayo, masuk nggak coba, kata did sama was itu masuk regular atau irregular?”. “nggak ada imbuhan –ed miss, tapi yang did itu dari do, berarti past verb ya?. P berkeliling menuruti panggilan siswa yang hendak bertanya. “Alvian and Ichsan, where are your works? Ayo dikerjakan lah...”. “Iya miss, sebentar, ini lho punya di bawa dia tuh...”. Dua siswa tampak beralasan demi menghindari tugas yang diberikan P. Akhirnya, P meminta beberapa siswa untuk menyebutkan past verbs yang ada pada teks secara langsung.”

(The researcher explained the forms of simple past verb; regular as well as irregular. No students asked when the researcher asked the difficulties that they might find. They seemed to be enthusiastic to try doing it. However, as **the students were asked to do a practice that is circling the past verbs on the new text, one by one called and asked the researcher** “Miss, do did include in it and also was or not?”. “Are they past verbs? The word ‘did’ and ‘was’, are they regular or irregular?” “There was no –ed miss, but the word ‘did’ was form the word ‘do’, so, it was past verb, wasn’t it?” The researcher went around the class and came as the students’ demands for some questions.”Alvian and Ichsan, where are your works? Please do that...” “Yes, miss. Wait a moment! My work was taken by him...” Two students seemed to make excuses to avoid the works given. Finally, the researcher asked some students to mention past verbs on the text directly.”)

(Field Note 5)

In the main activity, the researcher asked the students to do the production sheet that was completing sentences with past verbs to be a good recount text. There were fifteen verbs to be filled in the blank sentences which were provided in the box. Some students chose to do individually and others chose to do in groups. They opened their dictionary and sometimes asked to the researcher to ensure their answer. Yet, there were still some students who played by himself and chose to look his friend’s work.

At the end of the lesson, the researcher asked the students to submit their sheets on the teacher’s desk; the practice and the production sheets. While

summarizing the whole lesson briefly, the researcher gave some minutes for some students who looked enthusiastic in doing their work to finish it. Then, as usual, a student came to the front of the class and led to pray. The researcher closed the meeting by saying a greeting and thank.

b) Second Meeting

The second meeting was conducted on 19th of April 2012. The theme was sad experiences. This meeting was focused on the patterns of simple past tenses.

The researcher opened the meeting by greeting and checking the attendance list. All students were present. Then, the researcher wrote a sample of recount text on the white board and checked the students' understanding about previous lesson that was about forms of past verbs. The researcher asked the students one by one to mention which words past verbs were in the text. Some students seemed to be able to answer it.

First activity, the researcher distributed the hand out with a student's help and tried to explain the patterns of simple past tense. The hand out was consisted of the patterns of simple past tense, a practice sheet, and a sheet for production that was writing a recount text. Almost students paid attention the explanation. There was no question when the researcher asked the difficulties.

Second activity, the researcher asked the students to do a practice sheet. The practice sheet contained five numbers of jumbled words. The students' job was to arrange the words to be correct sentences as the patterns had explained. The students seemed to make mistakes in arranging the words. Then, the researcher asked some students to re-write their work on the white board while

the others change their work with their friends' work. They evaluated friends' work. No questions from the students, the researcher asked the students to submit their evaluated work.

Third activity, the researcher asked the students to make a recount text with a topic, sad experiences. The students came to be noisy. The situation can be seen in the following note:

P meminta para siswa untuk membuat sebuah recount text dengan topik sad experiences berdasarkan pengalaman siswa sendiri. Riuhan sebagian siswa mulai terdengar "Miss, aku nggak punya pengalaman sedih." Seorang siswa perempuan mengeluh "Aku nggak mau nulis, nanti jadi teringat lagi e...., janji ya miss, jangan dikasih tahu siapa-siapa". Siswa lain berkata "Miss, ceritanya boleh sama? Kan kita bareng-bareng pas kejadian..." P tampak sibuk menjawab pertanyaan dan keluhan siswa. P berjalan mengelilingi kelas dan memandu siswa dalam mengerjakan tugas sambil mengingatkan siswa untuk tidak lupa dengan connectors, past verbs, dan structures dari recount text. Beberapa siswa sibuk bertanya kosa kata kepada P dan ada yang memilih membuka kamus meski harus antri meminjam dari teman. Namun, ada beberapa yang memilih melihat pekerjaan siswa lain meski P sudah memperingatkan bahwa mereka harus membuat cerita yang tidak sama persis. (The researcher asked the students to make a recount text with a topic, sad experiences based on their own experience. A noise of some students began to be heard "Miss, I don't have any sad experiences". A female student seemed to complain "I don't want to write about it. It will remind me about that... can you promise not to tell it to others?" Another student asked "Miss, can we write the same story? We went together when it happened...". The researcher seemed to be busy to respond the students' questions and complaints. She walked around the class and guided the students in doing the work while reminded them not to forget with the connectors, past verbs, and the structures of recount text. Some students were busy in asking some vocabulary to her and some of them chose to open their dictionary although they should wait for some turns to borrow friends' dictionary. However, there were some students who chose to cheat their friends' work although the researcher had reminded them that they must make a different story.)

(Field Notes 6)

Since the time was almost up, the researcher asked the students to submit their writing and reminded them not to forget to write their name and their

students' number on their sheet. Then, the researcher summarized the lessons that they had learnt while waiting for the students who looked writing enthusiastically but they did not finish yet. In another side, the students who finished early seemed to be noisy and busy with themselves since the bell rang immediately. The researcher, finally, ended the meeting by praying and greeting.

c) Third Meeting

The third meeting was conducted on 3rd of May 2012. This meeting was focused on explaining about the definition of peer responses, giving peer response forms to the students, applying peer responses as the main action and giving a writing performance task in which students revise their draft.

Before starting the teaching learning process, the researcher greeted to the students in the class to begin the teaching learning process. The students replied the greeting together. Then, the researcher checked the attendance list. All students were present.

First activity, the researcher began to explain the aim of teaching. Then, the researcher checked the students' understanding about the previous lesson by writing a recount text on the whiteboard. After that, the researcher asked the students identify the structures, the language features of the text, and also the past verbs in it. The students seemed to answer.

After that, as the second activity, the researcher reminded the students about the definition of responses. Some students seemed to try answering. The situation can be seen in the following note.

P menanyakan kembali tentang pengertian peer responses. Beberapa siswa tampak masih mampu menjawab. “Iya miss, yang kayak kemarin itu ya? Kita ngasih tanggapan?” Namun, beberapa siswa yang lain tampak bingung. “Apa sih miss? Lupa”. P menjelaskan kembali maksud dari peer responses dengan memberikan contoh sebuah recount text yang terdapat kesalahan. (The researcher asked about the definition of peer responses. Some students seemed to be able to answer “Yes, miss. Is it like the previous? We give comments?” However, some other students seemed to be confused “What is that, miss? I forget”. The researcher re-explained the definition and how to apply it by giving a sample of a recount text with mistakes).

(Field Notes 7)

Then, the researcher distributed the students' writing that they did in the previous meeting and also the forms of responses. The contents of the responses form were same as Cycle 1, those were about the students' opinion after they read other friends' draft, which parts they like and dislike, whether it use the generic structures of recount texts or not, and their comments or suggestions to make the draft better. The students' job was correcting their friends' draft and writing down their responses on the sheet that the researcher provided. The students red friends' draft and gave responses as they could. Some students complained about the unclarity of the drafts and how to give responses for those such drafts. The researcher guided in giving responses and answered for any questions delivered by the students.

For the third activity, the researcher asked the students who had finished giving responses to give back to the owners and distributed a new sheet for revising their drafts. The classroom became noisy since the students complained the unclarity of the responses given by the corrector. Some students asked the researcher about the responses given. The researcher explained and helped the students in re-writing their responded writing on a new sheet.

Since the time was almost up, the researcher asked the students to submit their revised writing. Then, she checked the difficulties that the students found in giving responses and summarized the lesson. A student came to the front part of the class and led a prayer. Finally, the researcher gave some presents the students for their cooperation.

3) Reflection of Cycle 2

Based on the results of the observation which was done through writing in the form of field notes and collecting the students' work and comments, in the reflection stage, the researcher classified the results of the action and the observation into two main points, i.e. improvements and weaknesses. The first improvement is about the students' awareness to friends' work. By giving responses to other's writing, the students could give more attention to others since they did not want to evaluate other' work. It can be seen in the following interview transcript with the English Teacher.

GBI : “Lumayan Mbak, hasil setelah diberi respon juga lebih baik dari sebelum diberi. Ini berarti kan, mereka paling tidak memperbaiki tulisannya setelah diberi respon meski responnya tidak maksimal. Tapi, yang penting mereka tahu apa yang mesti perbaiki dan bagaimana mereka memberi respon kepada tulisan teman sendiri. Ya, paling tidak mereka jadi care dengan yang lain. Lalu, bagaimana mbak tadi?”

P : “Tadi agak terhambat, Bu. Kata beberapa siswa, kalau temanya tentang pengalaman sedih lebih susah untuk dibuat, begitu. Jadi, mungkin ini nilainya tidak lebih baik dari siklus pertama dengan tema tentang pengalaman yang menyenangkan atau lucu. Oh ya, maksudnya care itu bagaimana ya Bu?”

GBI : “Oh, gitu ya mbak. Aware-nya gini mbak, biasanya itu siswa pada nggak mau tahu urusan temannya, intinya tidak mau ngoreksi punya teman, khawatir disalah-salahkan gitu”

English Teacher : “It was not bad. The result after being responded was better than before. It meant that at least they would revise their writing after being responded although the responses were not maximal.

However, the most important was they know what they must revise and how to give responses to friends' writing. Yes, **at least they were care about the others**. Then, how was about the meeting?"

Researcher : "It was quite hampered, Mom. Some students said that if the topic was sad experiences, it became more difficult to write. So, the result of this cycle might be not better than the first cycle with happy or fun experiences. Ah, what did you mean for the word care, Mom?"

English Teacher : "Oh, I see. **Aware meant that the students usually did not want to know their friends' matter; they did not want evaluate the others' work due to be afraid of being mistake in correcting.**"

(Interview 6)

The second improvement is students' understanding about past verbs form. By providing a task of identifying past verbs in a sample of recount text and a task of arranging the words to be good sentences, the students could understand how to apply past verbs in a sentence correctly. It could be seen on the following students' work.

B. Practice

Read the text below and list the past verbs!

Last week I went to my sisters's school to see her performance in a drama. First, I looked for the best seat in the school hall. Then, I sat and waited patiently for the drama.

As soon as the drama started, I tried to concentrate on the performance. The drama was good but I did not enjoy it. Two children were sitting behind me and they were talking loudly. I got very angry because I could not hear the conversations. So, I turned my head and looked at them angrily. They did not pay any attention and kept on talking. Finally, I turned round again and said angrily that I couldn't hear a word.

To my suprise they told me that it was none of your bussiness. I thought they did not understand. What I was trying to say was that I couldn't hear the drama not their conversation.

(Taken from English on Sky 2 for Junior High School Students Year VIII. Mukarto et al)

Figure 8. A Sample of Students' Work in Identifying Past Verbs

However, some weaknesses were still found in Cycle 2, i.e. grammatical features and organization. For grammatical features, the students still did some mistakes in applying 'to be'. The error can be seen from the students' writing below.

Production: (Students' Sheet)

Name	: Silma FN
St. Number	: 31

Corrector: Septian Arif (29)

Re-write your text based on your friend's responses.

Orientation :

Last month, in the morning, I hearded a news
expire from the mosque. But, I did not understand.

List of events:

That moment, I went to school. My feeling
spoke there something. Since came at school, I
directly get up to my routine. Since off school,
I did not collection, because my father went
to house my teacher grade school. Prove, my teacher
is dead. I very amazed. I also got message from
my friend. I disappointed couldn't went to
home my teacher. I very sad.

Re-orientation:

Finally, I only can prayed to my teacher:
May she calm over there.

**Figure 9. A Sample of Students' Writing After Being Given Responses
in Cycle 2**

From the sample of students' writing, the students still found difficulties in using 'to be'. They still chose to not add 'to be' to make simple sentences.

While about organization, the students were still confused of generating their idea due to they did not like the topic that was about sad experiences. It was such in the following interview transcript.

- P* : “Terus nih, hasil writing kalian lebih bagus mana yang pertama apa yang kedua? Banyak salah yang mana?”
- S6* : “Punya cukup miss. Tapi yang kedua aku lebih faham jadi mungkin yang kedua lebih bagus. Eh miss, topiknya mbok jangan sedih miss, jadi lebih susah”
- S5* : “Aku juga. Mendingan yang kedua, tapi aku kurang suka sama topiknya miss, jadi mungkin aku nggak banyak nulis”
- P* : “Oh gitu ya? Bukannya kalau topiknya yang sedih-sedih, kalian suka? Kan kalian sering galau gitu? Hehe”

Researcher : “Then, how were about your writing results? Which one was better, the first or the second? In which one you did more mistakes?”

Student 6 : “Mine was quite good, miss. But, in the cycle 2, I understood more so that it might be better. **I hoped that the topic was not sad, it became more difficult**”.

Student 5 : “Me too. It was better in Cycle 2. But, **I did not like the topic so that I did not write more sentences.**”

Researcher : “Oh, really? You liked sad ones, didn’t you? You were such confusion girls, weren’t you? Hehe”

(Interview 7)

Furthermore, the description of the students’ writing performance in Cycle 2 can be seen in the following chart which presents the mean score of four aspects in writing.

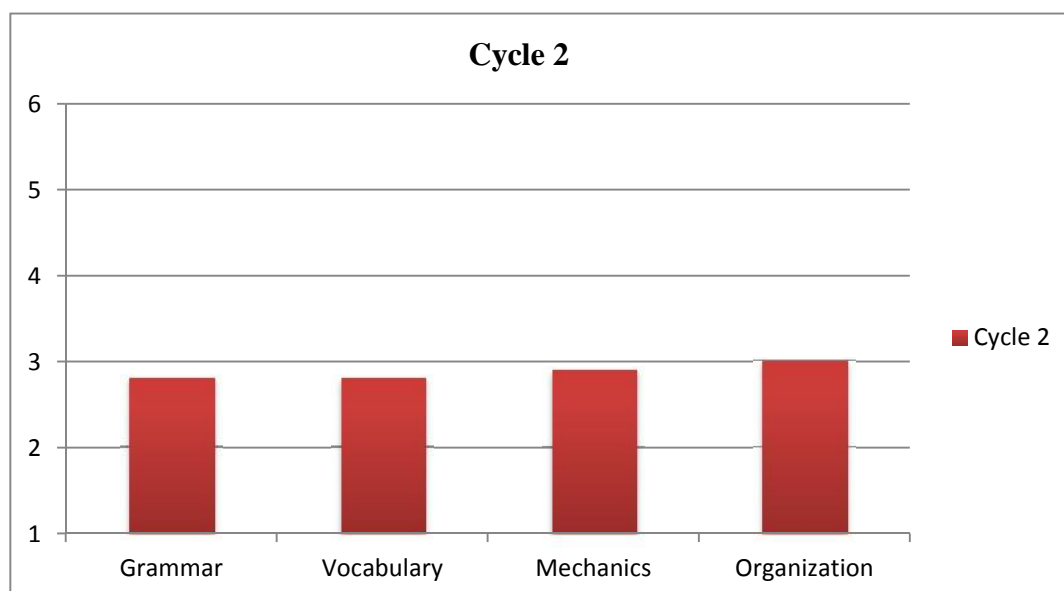


Figure 10. The Mean Score of Four Aspects of Students’ Writing in Cycle 2

The chart above showed that the mean score of each aspect is 2.8 for grammar, 2.8 for vocabulary, 2.9 for mechanics, and 3.0 for organization. Based on the writing rubric, it means that for the mean score of grammar, vocabulary, mechanics, and organization are fair. Those score showed that the result of Cycle 2 was decreased since there were some improvements in other sides of writing skills. This was the reason, then, the researcher and the English teacher planned to continue the research with Cycle 3.

Yet, from the reflection above, it can be concluded that the results of Cycle 2 are said to be valid because it is appropriate with democratic, process, dialogic, catalytic, and outcome validity. The democratic validity was achieved by including the voice of the English teacher and the students. The process validity was achieved by asking the teacher to observe the actions and also using some data sources such as field notes, interview transcripts, and sample of students' work. The dialogic validity was achieved by having a dialogue with the English teacher. Catalytic validity was achieved by giving opportunities to the students and the collaborator to give responses dealing with the action implementation. While, for outcome validity, the researcher and the English teacher formulated a new problem and found solution of it in the next cycle.

Furthermore, the result of Cycle 2 was reliable because there were more than one observer, the researcher and the English teacher, in gathering data. It is in line with the concept of research triangulation.

c. Report of cycle 3

Based on the reflection of Cycle 2, it was found that some activities in using peer responses were not successful yet to improve students' writing skills. It was found that there were still some students who got difficulties in organizing in certain topics and made mistakes to apply 'to be' in writing a simple sentence. Beside, the students also still seemed to make noisy in the classroom when the teaching-learning process was being conducted.

1) Planning of Cycle 3

English Teacher and the researcher planned some efforts as the treatments to solve the problems which were related to the problems identified above. In order to solve the problems identified above, the researcher and English teacher would still use the similar activities like in Cycle 1 and 2, i.e. using peer responses as a main activity and revising recount texts that the students write as the final activity. In Cycle 3, the researcher planned to do some actions:

- 1) To apply a brainstorming graphic to guide the students in organizing their idea.
- 2) To apply group working.
- 3) To give a task to help students to check students' understanding.
- 4) To give a writing task to make a draft of recount texts.
- 5) To give peer response forms to the students.
- 6) To apply peer responses as the main action.
- 7) To give a writing performance task in which students revise their draft.

2) **Actions and Observations**

The actions of Cycle 3 were implemented in two meetings; they were on 5th and 7th of June 2012. The research was still focused on free writing of recount texts. It meant that the topic was free, whether it was happy or sad. The implementation of the action is described as follows.

a) First Meeting

The first meeting was conducted on 5th of June 2012. This meeting was focused on how to organize the idea to be a good paragraph of recount texts by applying group working and a brainstorming graphic.

Opening the meeting, the researcher greeted the students to make a routine and also re-introduced to each other that was due to a holiday of the ninth year students' final examination. Then, the researcher checked the attendance list by calling the students' name one by one to remind them. The researcher checked the students' understanding about recount texts by showing a sample of recount texts and asking some questions about the structures and the language features of recount texts. The students looked understood by answering the question given. However, there were some students looked doubtful and spent much time to think. Then, the researcher re-explained about the structures and the language features of a recount text.

First activity, the researcher divided the students into some groups of four to five students. Each group got a hand out of a recount text and a form of brainstorming graphic that consisted of what, when, who, where, and how. Each group had a job to identify the information from the text and fill it into the graphic

that was provided in the hand out. More description can be seen from the following notes.

*"P membagi siswa menjadi beberapa kelompok yang terdiri dari empat atau lima siswa. Beberapa siswa tampak mengeluhkan berkelompok dengan siswa yang tidak sesuai dengan keinginan, karena menurut mereka siswa tersebut jarang mau mengerjakan tugas bersama. "Ah miss, kami nggak mau sama dia. Nanti dia nggak mau ngerjain...". Kemudian P mengganti siswa tersebut dengan siswa dari kelompok lain. Kebanyakan siswa memilih berkelompok putri dengan putri dan putra dengan putra. Setiap kelompok mendapatkan hand out berisi recount text dan grafik yang memuat pertanyaan what, who, when, where, dan how. Tugas siswa adalah mengidentifikasi info sesuai dengan 5 pertanyaan tersebut. Latihan pun selesai."***(The researcher divided the students into some groups of four to five students. Some students complained about the composition that was not as they wanted because those students were considered to be hesitated in doing a work together."Miss, we don't want to do with him, he will not do...". Then, the researcher change the student to another student from other groups. Most students chose having a group that consisted of female students with female ones and male studens with male ones. Each group got a hand out which contained of a recount text and a graphic with some questions: what, who, when, where, and how. The students' job was to identify the information based on those questions. The work was finished.)**

(Field Notes 8)

For second activity, the researcher gave a task for each group to make a brainstorming graphic of a past experience that they had. The topic was free; happy or sad. The students seemed to be enthusiastic in doing the task. Then, after finishing in making the graphic, the students were asked to write down the story based on the graphic they made on a new sheet individually. The class situation still looked noisy but they did their work even though they must wait for borrowing a dictionary or ask some vocabularies to the researcher frequently. The researcher guided the students in finishing their writing. The sample of the students' brainstorming graphic can be seen below.

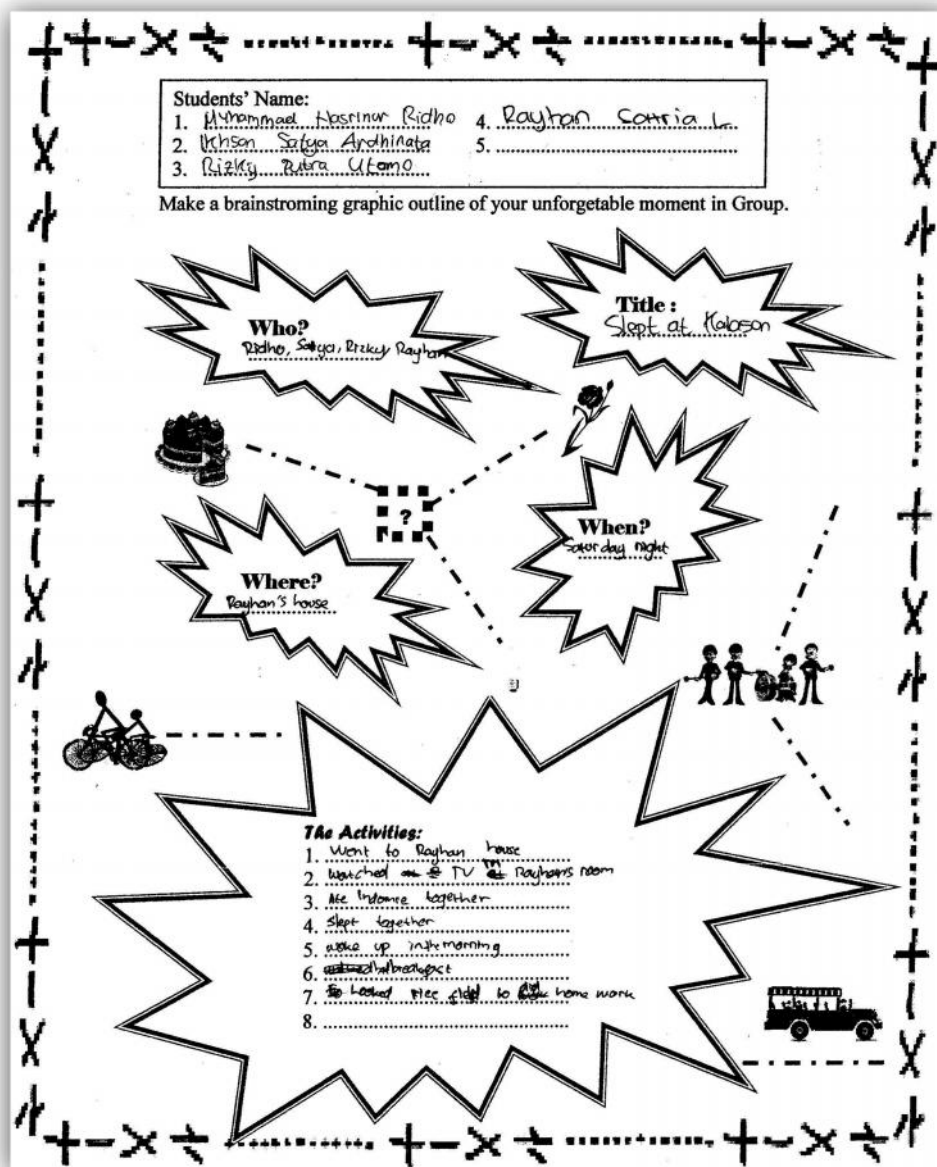


Figure 11: A Sample of the Students' Brainstorming Graphic

The time was up while the students were on writing the text step. The researcher asked the students to submit their writing on the teacher's table and decided to continue in the next meeting. Then, the researcher asked for difficulties that the students found. There were no questions from the students. Finally, the

researcher closed the meeting by greeting and informing that next meeting would be the last meeting.

b) Second Meeting

The second meeting was implemented on 7th of June 2012. This meeting was focused on continuing the previous lesson that were applying peer responses as the main action and giving a writing performance task in which students revise their draft.

The teacher opened the meeting by greeting and delivering the aims of teaching-learning process. For the first part, it would be used for continuing the research and the last part was for learning the English lesson from the English teacher since the final examination would be done.

The researcher greeted and checked the attendance lists of the students. Then, she distributed the students' writing that was done in the previous meeting and also peer responses sheets for the first action. As the students knew about the rule, they did their job. The researcher re-explained about how to give responses for their friends' writing and answered some questions from the students. However, some students still seemed to complain about their partner and asked the researcher to change their partner.

Ten minutes later, the students finished their job. The second step should be done. The researcher asked them to give back their friends' writing. The students who understood their job re-wrote their writing as their partner responded as soon as possible. Then, the researcher re-explained about how to give responses and what the responses meant to the students who did not understand about it yet. The

researcher guided the students in all activities and answered all questions from the students. The classroom still looked noisy. The detail situation can be seen from the following note.

"10 menit kemudian, siswa selesai memberi responses untuk tulisan temannya dan memberikan langsung pada pemilik tulisan tersebut. Beberapa siswa yang sudah paham tugasnya langsung menulis kembali tulisan yang sudah diberi responses oleh temannya. Sedangkan untuk siswa yang belum paham, P menjelaskan kembali dan membantu mengembalikan tulisan kepada pemiliknya. P berkeliling dan memandu siswa dalam menulis kembali. Seringkali terlihat P menjadi rebutan, sebentar dipanggil ke sana, sebentar lagi dipanggil ke meja yang lain sehingga ada beberapa siswa yang merajuk karena P datang terlambat menuju mejanya. Selain itu, beberapa siswa juga menanyakan maksud dari responses teman atas tulisan mereka yang masih saja berisi kata-kata sederhana seperti kurang, good, bad, dan lain-lain meskipun P sudah memberikan instruksi untuk mengoreksi tulisan teman mereka dan memberikan responses dengan sungguh-sungguh bukan asal-asalan." (Ten minutes later, the students finished in giving responses to their friends' writing and gave it to the owner directly. **Some understood students re-wrote their responded writing on a new sheet.** While for the students who did not understand it yet, **the researcher re-explained and helped them to give back the writing to the owners.** The researcher went around the class and guided them in re-writing. It seemed that the students competed for getting the researcher's help till some students pouted because the researcher came late to help them. Besides, some students also asked about the meanings of their friends' responses for their writing such less, good, bad, etc since the researcher asked the students to give responses seriously not perfunctorily.)

(Field Notes 9)

Not more than 15 minutes, the students finished their revised writing. One by one submitted their writing on the teacher's table. Then, the researcher thanked to the students for their cooperation and gave all the time to the English teacher.

c) Reflection of Cycle 3

Based on the results of the observation which done through writing in the form of field notes and collecting the students' work and comments, in the reflection stage, the researcher classified the results of the action and the

observation into two main points, i.e. improvements and weaknesses. The first improvement is about the students' motivation in teaching-learning process and also in writing. By applying group works in teaching-learning process, the students seemed to be more enthusiastic in joining the class activities. The students would feel free in learning since they could ask to each other directly if they found difficulties. Moreover, applying peer responses also made the students more motivated than if the responses came from the English teacher. As the students got responses for their writing from their friends, they would write seriously because they would be ashamed of making any mistakes. It can be seen in the following interview transcript with some students and also with the English teacher:

P	: “ <i>Kalo yang dua pertemuan terakhir, yang buat cerita bareng berkelompok, gimana?</i> ”
S4	: “ <i>Aku suka miss, bisa bareng-bareng ngerjainnya dari pada sendiri. Bingung.</i> ”
S7	: “ <i>Iya miss, betul. Kalo kerja kelompok kan lebih enak, bisa share gitu dari pada sendiri-sendiri.</i> ”
The Researcher	: “For the two last meetings, that was about making a story in group, what is your opinion about it?”
Student 4	: “ I liked it, miss. We could do the work together than individually. It was confusing when we write individually.”
Student 7	: “Yes, miss. It’s right. It would be more interesting to do something in group work; we could share any difficulties than if we did individually.”
(Interview 9)	
P	: “Apakah dengan teknik ini bisa memotivasi siswa dalam menulis?”
GBI	: “Menurut saya, bisa mbak. Dengan tulisan mereka dikoreksi oleh temannya, ini bisa memotivasi mereka untuk menulis lebih baik lagi, ada rasa malu atau gengsi lah mbak kalau salahnya banyak”
P	: “Oh, iya sih, Bu.
The researcher	: “Can the technique (peer responses) motivate the students in writing?”
The English Teacher	: “In my opinion, it can motivate , miss. As their writing

	was being corrected by their friends, it can motivate them to write better. They will be ashamed or think of their prestige if they did many mistakes.
The researcher	: “Oh, I see, mom.”
	(Interview 8)

The second improvement is students' ability in generating ideas. By applying a brainstorming graphic, it could make the students more easily in generating their idea into paragraphs. The 5W + H questions which were provided in the graphic would guide the students to find the subject, the place, the time and also list of events of the story. This improvement can be seen from the interview transcript below.

<i>P</i>	: “ <i>Lalu, dengan grafik itu gimana?</i> ”
<i>S4</i>	: “ <i>Asyik juga. Jadi lebih mudah pas mau nulis. Jadi, kalo biasanya bingung dari mana dulu mulainya, pas pakai grafik itu jadi lebih mudah</i> ”.
<i>S7</i>	. “ <i>Iya, yang grafik juga asyik, ada gambar sama poin-poin gitu jadi lebih mudah. Apalagi aku miss, yang masih suka bingung kalo bahasa Inggris</i> ”.
The researcher	: “Then, how about the graphic outline?”
Student 4	: “It was attractive too. It would become easier to write. So, if I usually got confused to start writing, by using that graphic I felt more easily to do. ”
Student 7	: “Yes. Using graphic was also interesting with some pictures and points that make us writing a story more easily. Moreover for me who was often confused to use English”.
	(Interview 9)

The last improvement is students' writing skill in grammar, vocabulary and mechanics. Since the students got some kinds of activities in the research, their writing skill was improved. Their score in writing a recount text was

increased significantly. As the sample, the following students' writing in Cycle 3 is presented.

Production: (Students' Sheet) Corrector: Risma Novella (26)

Name	: Muh. H. Detho
St. Number	: 19

Re-write your letter based on your friend's responses.

Title : Slept at Kabsan

Orientation :
At Saturday night, we wanted to Rayhan's house.

List of events:
1. Rayhan, Setya, and Rizky went to Rayhan's house. After we arrived, we watched TV in Rayhan's bedroom. We felt hungry, we ate Indomie together at Diningroom. (am) full, we had to Rayhan's room and (go) sleep. In the morning, we got up. We had breakfast to make our stomach full. Afterward, we looked rice field to do home work.

Re-orientation:
Finally, we (back) to our home at after noon. It was a tired day.

Figure 12: A Sample of Students' Writing After being Given Responses in Cycle 3

The sample of students' writing above shows that there was improvement on all aspects of skills. The errors which the students did were decreased.

Furthermore, the description of the students' writing performance in Cycle 3 can be seen in the following chart which presents the mean score of four aspects in writing:

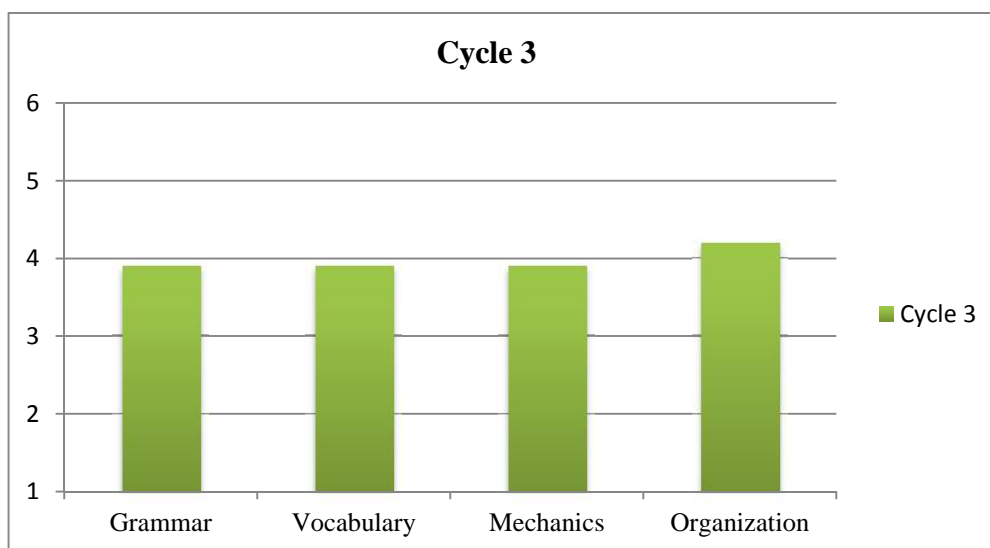


Figure 13. The Mean Score of Four Aspects of Students' Writing in Cycle 3

The chart above shows that the mean score of each aspect is 3.9 for grammar, 3.9 for vocabulary, 3.9 for mechanics, and 4.2 for organization. Based on the writing rubric, it means that for the mean score of grammar, vocabulary, mechanics, and organization are good. Those score showed that the result of Cycle 3 was increased. This was the reason, then, the researcher and the English teacher planned to end the research.

From the reflection above, it can be concluded that the results of Cycle 3 are said to be valid because it is appropriate with democratic, process, dialogic, catalytic, and outcome validity. The democratic validity was achieved by including the voice of the English teacher and the students. The process validity was achieved by asking the teacher to observe the actions and also using some data sources such as field notes, interview transcripts, and sample of students' work. The dialogic validity was achieved by having a dialogue with the English teacher. Catalytic validity was achieved by giving opportunities to the students

and the collaborator to give responses dealing with the action implementation. While, for outcome validity, the researcher and the English teacher formulated a new problem and found solution of it in the next cycle.

Furthermore, the result of Cycle 3 was reliable because there were more than one observer, the researcher and the English teacher, in gathering data. It is in line with the concept of research triangulation.

3. General Findings

In general findings, the researcher presents a chart which shows the mean scores of the four writing aspects in each cycle. The chart is below.

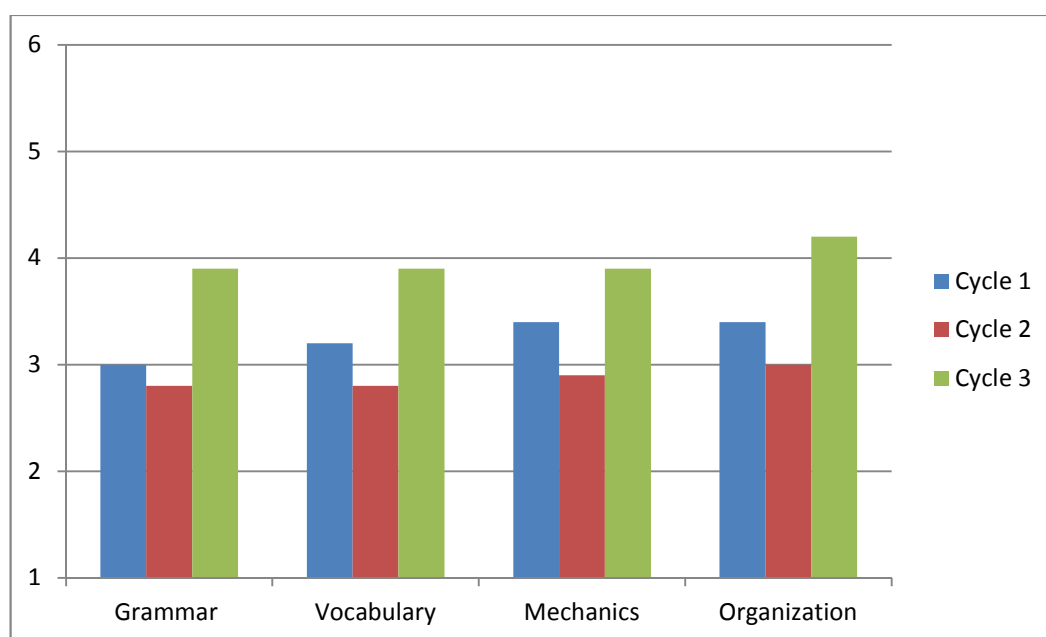


Figure 14. The Mean Score of Four Aspects of Students' Writing in 3 Cycles

From the mean scores on the chart above, it can be interpreted that there are improvements of each aspect in two cycles. In Cycle 1, the mean score of grammar was 3.0, vocabulary 3.2, mechanics 3.4, and organization 3.4. In Cycle 2, the mean score of grammar was 2.8, vocabulary 2.8, mechanics 2.9, and organization 3.0. In Cycle 3, the mean score of grammar was 3.9, vocabulary 3.9, mechanics 3.9, and organization 4.2.

organization 4.2. The significant decline was in all aspects which happened in Cycle 2. The decline is from 3.0 to 2.8 for grammar, 3.2 to 2.8 for vocabulary, 3.4 to 2.9, and 3.4 to 3.0 for organization. As the result, Cycle 2 cannot improve all aspects of writing. Then, those all aspects should be improved in the next cycle.

B. Research Discussion

As the final reflection, the researcher and the English teacher concluded that using peer responses in teaching writing was an effective technique to improve students' writing skills. Thus, the researcher and the English teacher decided to stop the cycle since the result of the last cycle had shown a good improvement of students' writing skills. It can be seen from the qualitative data and quantitative data which are elaborated below:

1. Qualitative Data

In reference to the implementations and the reflections of the actions in Cycle 1, 2 and 3, there were found that:

- a. The implementation of peer responses activities within this cycle is effective to improve students' motivation in the writing teaching learning process. Through the implementation of peer responses, the students maximize their performances in writing because they are going to be ashamed to have many mistakes on their writing hence their writing' skills are improved. Moreover, each student is also able to be more care of their friends' writing since they are assigned to read, to pay attention and then, to give responses to their friends' writing.

- b. Working in cooperative group gives some benefits for both students and teacher. For students, working in cooperative group is effective to improve their motivation and interest to join the writing teaching learning process. Through discussion and sharing idea in working group, the students are assigned to think together and be more focused in writing. Meanwhile, by working in cooperative group, the teacher is also able to control the classroom and engage students' attention during writing process.
- c. The various activities and tasks in related to the structures of the language features of a recount text give a chance for students in learning writing. The activities which are presented in an interesting way help the students to get motivated in joining the writing learning process. The activities include identifying a text, blank sentences, arranging words and sentences, as well as the outline brainstorming graphics. Throughout all the activities, the students join the writing process in motivated atmosphere because the activities have the structures of learning which maximize student's involvement and responsibility in writing both individually and group. As a result, the activities can increase students' interest to join the writing activities and solve their difficulties in writing.

The conclusion is said to be valid and reliable because the process was done in line with the concept of process validity, dialogic validity, outcome validity, time triangulation, and investigator triangulation. It means that there are some improvements which are supported by the data sources. Besides, there is

more than one observer that involved in the research. Then, the data sources show the same results and give the sense of the actions from time to time.

2. Quantitative Data

The quantitative data were acquired from the gain score of four aspects which are grammar, vocabulary, mechanics, and organization. The four aspects are converted into six ranges that are excellent, very good, good, fair, poor, and very poor. The conversion is presented on the table below.

Table 5. The Conversion of Students' Writing Score in All Cycles

No.	Class Interval	Categorization	Frequency		
			Cycle 1	Cycle 2	Cycle 3
1.	21.8 – 25.0	Excellent	0	0	1
2.	17.4 – 21.7	Very Good	2	2	15
3.	14.0 – 17.3	Good	7	3	6
4.	10.6 – 13.9	Fair	20	16	11
5.	7.2 – 10.5	Poor	4	12	0
6.	3.9 – 7.1	Very Poor	0	0	0

From the conversion table, it can be interpreted that in the Cycle 1 there was no students in the excellent categorization. Most of the students were in the fair categorization and four students were still in the poor categorization. In the Cycle 3, there were no students in the poor categorization. Most of the students were in the very good categorization and one student in the excellent categorization. It means that there is an improvement of students' writing skill which is supported by students' writing score.

The research team agreed that the implementation of peer responses was successful to improve students' writing skills. The researcher and the English teacher agreed to stop the research in Cycle 3 because the objective of the

research has been achieved. Here, it can be concluded that applying the peer responses technique can improve the students' writing skills.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

Chapter V deals with three issues. They are conclusions, implications, and suggestions of the research. Each is presented below.

A. Conclusions

1. The reconnaissance step was conducted by interviewing the students and the English teacher, and observing English teaching learning process in the class. From the activities, the researcher found that there were some problems in writing. The problems included the lack of motivation that the students had in learning English, incomplete dictionaries that the student had, and the difficulties that the English teacher found in handling the writing class. Those problems gave influences on their writing skills in which they had difficulties in generating ideas, using grammatical features, and constructing sentences.
2. The planning steps were done by the researcher and the English teacher by making strategic plans in order to solve the problems with implementing peer responses by combining with interesting activities such arranging sentences, blank sentences, group working, and outline brainstorming graphic.
3. The researcher and the English teacher implemented the strategic actions into three cycles in which each cycle consisted of three meetings in Cycle 1 and 2,

and two meetings in Cycle 3. They applied peer responses individually in teaching writing.

4. After the implementation, the researcher and the English teacher did the reflection. They discussed circumstances concerning the actions. To evaluate students' writing performance, the researcher used inter-rater: the researcher and the English teacher. The evaluation was done based on writing rubric adapted from Anderson in Hughes (2003: 94-102).
5. The results of reflection were some improvements which the students reached. Those are the students' motivations in learning English especially writing and the students' writing skills. The students were motivated in joining the teaching learning process of writing in the classroom. The use of peer responses could improve the students' motivation. Peer responses made the students write better since they did not want to make many mistakes in their writing in front of their friends. Besides, the choosing of the text topic also gave a contribution in improving their motivation in writing. The students were more interested in making a story of happy or fun experiences than the sad ones. Moreover, the students' writing skills were also improved. By getting responses from their friends, the students could revise their writing based on their friends' responses. The students could gain their skills such in grammar, organizing ideas, mastering vocabulary, and mechanics better than what they gained before the actions. The improvement of the students' writing

skills can be seen from the increasing score of students' writing performances. The mean scores of the students' writing performance from cycle 1, 2 and 3 were 13, 11, and 16.

B. Implications

1. The use of peer responses could improve the students' motivation in writing teaching learning process. Since the students' writings were corrected and given some responses by their friends, they were motivated to maximize their writing to get better. The students, with their characteristics as adolescents, would be ashamed to make many mistakes in their writing in front of their friends. Moreover, the use of peer responses could decrease the boredom in which the students got in the writing teaching learning process. Therefore, it implies that the English teacher needs to use peer responses in order to improve the students' motivation in writing.
2. The use of peer responses could improve the students' writing skills. The guide sheet of peer responses that was provided to the students included parts of the writing drafts that the partners like and dislike and their comments for structures and grammatical features of the writing drafts. Hence, by getting responses from their friends, the students could revise their writing based on their friends' responses. The students could gain their skills such in grammar, organizing ideas, mastering vocabulary, and

mechanics better than before the actions. It implies that the English needs to use peer responses in order to improve the students' writing skills.

3. The activity of peer responses could increase interaction between students and students, between students and the English teacher. Through peer responses, the students were demanded to interact with others. They should read, analyze, and give responses to their friends' writing and finally give back the writing to the owners. Thus, the students were demanded to be more careful and responsible to each other. Meanwhile, the English teacher was a controller who ensured the English teaching learning process in the class could run well. It implies that the use of peer responses is needed to increase the students' interaction to each other in the classroom.

C. Suggestions

1. For English Teachers

English teachers need to create enjoyable atmosphere in the classroom to improve students' writing skills. Writing skills include some aspects, i.e. grammar, vocabulary, mechanics and organization. Peer responses can be used in the practice or production stage as one of the solutions to improve students' writing skills in every aspect. However, it is necessary to provide the students with an adequate model and explanation before they do the peer responses. To maintain the students' interest on the activity,

peer responses in group may be used though it will be spend more time to conduct.

2. The Students

The students need to be more active and careful in practicing peer responses. Before doing peer responses, the students should ensure that they understood about the materials and also the guide of how to give responses. Asking more questions to the owner of the writing is suggested to get the most appropriate responses and asking to the corrector, to get the best revised writing.

3. The Other Researchers

The findings of the study may be used as references for other researchers who are interested in conducting research related to writing skills as well as the use of peer responses. The study was only focused on improving the eighth grade students' writing skills of Junior High School through peer responses. However, as peer responses are adaptable, they can also be used for other levels of language learners.

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APPENDIX A
RESEARCH INSTRUMENTS

INTERVIEW GUIDELINES

a. Pre-observation

Siswa dan Peneliti

1. Apa kalian menemukan kesulitan dalam menulis dengan bahasa Inggris?
2. Apa kalian menemukan kesulitan dalam menggunakan tenses?
3. Jika menulis dalam bahasa Inggris, apa kalian sering terbalik misalnya dalam menyusun subyek, predikat, dan obyeknya?
4. Jika menulis dalam bahasa Inggris, apa kalian sering kesulitan dalam menggunakan kosa kata?
5. Jika menulis dalam bahasa Inggris, apa kalian sering melupakan tanda baca (punctuation)?
6. Apakah kalian menemukan kesulitan dalam membuat recount text?
7. Apakah kalian ingin mendapatkan komentar dari teman-teman pada tulisan kalian?
8. Jika jawaban no. 5 adalah iya, mengapa?
9. Jika jawaban no. 5 adalah iya, komentar seperti apa yang kalian inginkan, langsung disampaikan atau tertulis?

Guru Bahasa Inggris dan Peneliti

1. Bagaimana kondisi pengajaran Bahasa Inggris di kelas?
2. Bagaimana dengan kurikulum Bahasa Inggris, apakah sudah mencukupi kebutuhan siswa dalam belajar?
3. Apakah masalah yang sering muncul dalam proses belajar mengajar Bahasa Inggris khususnya untuk ketrampilan writing?
4. Apakah metode yang Ibu gunakan dalam mengajar kelas writing?

5. Bagaimana tanggapan siswa dalam ketrampilan menulis? Atau kemampuan siswa dalam menulis?
6. Kesalahan apa yang sering dilakukan siswa dalam menulis?
7. Adakah media atau wadah yang dapat menampung bakat menulis siswa khususnya Bahasa Inggris?

b. After Actions

Siswa dan Peneliti

1. Bagaimana kegiatan belajar mengajar menulis selama beberapa pertemuan yang lalu? Apakah menyenangkan?
2. Apakah kalian lebih memahami recount text?
3. Apakah kalian masih menemukan kesalahan dalam menulis?
4. Jika masih, apa saja kesalahan yang sering kalian lakukan?
5. Bagaimana perbandingan kesalahan pada latihan pertama dengan latihan kedua?
6. Bagaimana kegiatan di dua pertemuan terakhir? Apakah kalian suka dengan kegiatan yang dikerjakan dengan berkelompok?
7. Menurut kalian, pemberian koreksi dengan peer responses itu penting atau tidak? Mengapa?
8. Apakah kemampuan menulis bahasa Inggris kalian meningkat setelah mendapat respon dari teman?

Guru Bahasa Inggris dan Peneliti

1. Bagaimana pendapat Ibu mengenai action tadi?
2. Bagaimana pendapat Ibu mengenai penjelasan tentang recount text?
3. Bagaimana pendapat Ibu mengenai pelaksanaan peer responses?
4. Menurut Ibu, adakah hal yang perlu diperbaiki ke depannya?

OBSERVATION CHECKLIST

A. Pre-Observation:

No.	ACTIVITIES	YES	NO
I. Preparation			
1.	The teacher is well-prepared and well organized in class.		
2.	The lesson reviewed material and looked ahead to new material.		
3.	The prepared goals/objectives were apparent.		
II. Presentation			
4.	The class material was explained in an understandable way.		
5.	The lesson was smooth, sequenced, and logical.		
6.	The lesson was well-paced.		
7.	Directions were clear and concise and students were able to carry them out.		
8.	Material was presented at the students' level of comprehension.		
9.	An appropriate percentage of the class was student production of the language.		
10.	The teacher answered questions carefully and satisfactorily.		
11.	The method(s) was (were) appropriate to the age and ability of student.		
12.	The teacher knew when the students were having trouble understanding.		
13.	The teacher showed an interest in, and enthusiasm for the subject taught.		
III. Execution/methods			
14.	There were balance and variety in activities during the lesson.		
15.	The teacher was able to adapt to unanticipated situations.		
16.	The material was reinforced.		
17.	The teacher moved around the class and made eye contact.		
18.	The teacher knew students' name.		

19.	The teacher positively reinforced the students.		
20.	Students responses were effectively elicited (i.e. the order in which the students were called on)		
21.	Examples and illustrations were used effectively.		
22.	Instructional aids or resource material was used effectively.		
23.	Drills were used and presented effectively.		
24.	Structures were taken out of artificial drill contexts and applied to real contexts of the students' culture and personal experiences.		
25.	Appropriate error correction.		
IV. Teacher/Student Interaction			
26.	The teacher encouraged and assured full student participation in class.		
27.	The class felt free to ask questions, to disagree, or to express their own ideas.		
28.	The teacher was able to control and direct the class.		
29.	The students were attentive and involved.		
30.	The students were comfortable and relaxed, even during intense intellectual activity.		
31.	The students were treated fairly, impartially, and with respect.		
32.	The students were encouraged to do their best.		
33.	The teacher was relaxed and matter-of-fact in voice and manner.		
34.	The teacher was aware of individual and group needs.		
35.	Digressions were used positively and not overused.		

B. Observation (Cycle I, 1st Meeting)

Teacher : Miss Teti Mufrikhatun (Researcher)

Observer : Ms. Pritaningrum, SPd.

No.	ACTIVITIES	YES	NO
I. Teacher			
1.	The teacher opens the class by greeting and prayer.		
2.	The teacher checks the attendance list.		
3.	The teacher introduces herself.		
4.	The teacher introduces the topic to the students.		
5.	The teacher identifies students' understanding about a recount text.		
6.	The teacher asks some students to tell their past experiences orally.		
7.	The teacher introduces a model of recount text.		
8.	The teacher explains the generic structure and the purpose of a recount text.		
9.	The teacher distributes some texts to the students.		
10.	The teacher asks the students to identify the generic structure from another text.		
11.	The teacher distributes students' sheet for each student.		
12.	The teacher guides the students to do their task.		
13.	The teacher asks to the students to submit their task.		
14.	The teacher asks about difficulties.		
15.	The teacher answers the students' questions.		
16.	The teacher concludes the material that is given.		
17.	The teacher informs about the next meeting.		
18.	The teacher closes the class by greeting and prayer.		
II. Students			
19.	The students answer the greeting and do prayer.		
20.	The students pay attention to the teacher's explanation.		
21.	The students are relaxed to tell their experiences orally.		
22.	The students are involved actively in the class.		

23.	The students understand the explanation about recount texts.		
24.	The students identify some texts that are given.		
25.	The students do the task (production).		
26.	The students ask about the difficulties they find.		
27.	The students bring a dictionary.		
28.	The students submit their work to the teacher.		
29.	The students answer the greeting and do prayer.		

C. Observation (Cycle I, 2nd Meeting)

Teacher : Miss Teti Mufrikhatun (Researcher)

Observer : Ms. Pritaningrum, SPd

No.	ACTIVITIES	YES	NO
I. Teacher			
1.	The teacher opens the class by greeting and prayer.		
2.	The teacher checks the attendance list.		
3.	The teacher asks the students' understanding on the last meeting.		
4.	The teacher introduces the topic to the students.		
5.	The teacher distributes hand out		
6.	The teacher introduces another recount text.		
7.	The teacher explains the language features of recount text.		
8.	The teacher explains how to organize a recount text in good order.		
9.	The teacher distributes students' sheet		
10.	The teacher asks the students to identify the language features of a recount text.		
11.	The teacher asks the students do writing performance 1 (Task 1)		
12.	The teacher guides and controls the students in making a recount text with a topic 'my happy or funny experience in spending holiday'		
13.	The teacher asks the students to submit their writing.		
14.	The teacher asks about difficulties.		
15.	The teacher answers the students' questions.		

16.	The teacher concludes the material that is given.		
17.	The teacher informs about the next meeting.		
18.	The teacher closes the class by prayer and greeting.		
II. The Students			
19.	The students answer the greeting and do prayer.		
20.	The students answer the teacher's questions.		
21.	The students pay attention to the teacher's explanation.		
22.	The students do the practice task.		
23.	The students are involved in the class.		
24.	The students are encouraged to do their task (task 1).		
25.	The students ask about difficulties to the teacher.		
26.	The students bring and use a dictionary.		
27.	The students submit their writing to the teacher.		
28.	The students answer the greeting and do prayer.		

D. Observation (Cycle I, 3rd Meeting)

Teacher : Miss Teti Mufrikhatun (Researcher)

Observer : Mrs. Pritaningrum S.Pd.

No.	ACTIVITIES	YES	NO
I. Teacher			
1.	The teacher opens the class by greeting and prayer.		
2.	The teacher checks the attendance list.		
3.	The teacher asks the students' understanding on the last meeting.		
4.	The teacher introduces the topic to the students.		
5.	The teacher identifies students' understanding about peer responses		
6.	The teacher asks students to tell some examples of responses.		
7.	The teacher introduces the model of peer responses.		
8.	The teacher explains the guide of peer responses.		
9.	The teacher gives a chance for the students to ask the difficulties.		
10.	The teacher distributes the students' first task.		
11.	The teacher distributes student sheets of peer responses.		
12.	The teacher guides the students to give some responses to their friends' task based on the guide lists.		
13.	The teacher asks the students to give the task back to the owner with their responses.		
14.	The teacher guides the students to revise their writing after getting responses.		
15.	The teacher asks the students to submit again their revised writing.		
16.	The teacher asks about difficulties.		
17.	The teacher answers the students' questions.		
18.	The teacher concludes the material that is given.		
19.	The teacher informs about the next meeting.		
20.	The teacher closes the class by greeting and prayer.		
II. Students			
21.	The students answer the greeting and do prayer.		

22.	The students mention some examples of responses orally.		
23.	The students pay attention to the teacher's explanation.		
24.	The students ask about the difficulties they find.		
25.	The students understand how to give responses and the meaning of their friends' responses on their own writing.		
26.	The students give responses to friend's writing.		
27.	The students are involved in the class.		
28.	The students give friend's writing back to the owner.		
29.	The students rewrite their writing based on their friend's responses		
30.	The students submit their revised writing to the teacher.		
31.	The students answer the greeting and do prayer.		

E. Observation (Cycle 2, 1st Meeting)

Teacher : Miss Teti Mufrikhatun (Researcher)

Observer : Ms. Pritaningrum, SPd.

No.	ACTIVITIES	YES	NO
I. Teacher			
1.	The teacher opens the class by greeting and prayer.		
2.	The teacher checks the attendance list.		
3.	The teacher tell the topic to the students		
4.	The teacher identifies students' understanding about a recount text and its language features.		
5.	The teacher introduces a new example of recount text.		
6.	The teacher asks the students to identify the V2 used in the text		
7.	The teacher explains about simple past verbs (regular and irregular verbs)		
8.	The teacher distributes students' sheets to the students.		
9.	The teacher asks the students to read a text and list the past verbs		
10.	The teacher guides the students to do their task.		
11.	The teacher asks to the students to submit their task.		

12.	The teacher asks about difficulties.		
13.	The teacher answers the students' questions.		
14.	The teacher concludes the material that is given.		
15.	The teacher informs about the next meeting.		
16.	The teacher closes the class by greeting and prayer.		
II. Students			
17.	The students answer the greeting and do prayer.		
18.	The students pay attention to the teacher's explanation.		
19.	The students are involved actively in the class.		
20.	The students understand the explanation about simple past verbs.		
21.	The students identify some verbs in the text.		
22.	The students do the task (production).		
23.	The students ask about the difficulties they find.		
24.	The students bring a dictionary.		
25.	The students submit their work to the teacher.		
26.	The students answer the greeting and do prayer.		

F. Observation (Cycle 2, 2nd Meeting)

Teacher : Miss Teti Mufrikhatun (Researcher)

Observer : Ms. Pritaningrum, SPd.

No.	ACTIVITIES	YES	NO
I. Teacher			
1.	The teacher opens the class by greeting.		
2.	The teacher checks the attendance list.		
3.	The teacher asks the students' understanding about last meeting.		
4.	The teacher tells the topic to the students.		
5.	The teacher asks some students to mention past verbs.		
6.	The teacher shows some recount texts that have learnt before.		
7.	The teacher distributes the students' sheet.		
8.	The teacher explains the patterns of simple pas tense to students.		

9.	The teacher asks the students to practice applying simple past tenses.		
10.	The teacher gives the students a chance to answer the task in front of the class.		
11.	The teacher asks and guides the students to make a recount text (Task 2).		
12.	The teacher asks about difficulties.		
13.	The teacher answers the students' questions.		
14.	The teacher concludes the material that is given.		
15.	The teacher informs about the next meeting.		
16.	The teacher closes the class by greeting and prayer.		
	II. Students		
17.	The students answer the greeting and do prayer.		
18.	The students are relaxed to tell about their understanding on the last meeting.		
19.	The students are involved actively in the class.		
20.	The students help the teacher in distributing their sheets.		
21.	The students pay attention to the teacher' explanation.		
22.	The students do the practice.		
23.	The students ask some difficulties that they find.		
24.	The students do task 2 (production) seriously.		
25.	The students bring a dictionary.		
26.	The students submit their writing to the teacher.		
27.	The students answer the greeting and do prayer.		

G. Observation (Cycle 2, 3rd Meeting

Teacher : Miss Teti Mufrikhatun (Researcher)

Observer : Mrs. Pritaningrum S.Pd.

No.	ACTIVITIES	YES	NO
I. Teacher			
1.	The teacher opens the class by greeting and prayer.		
2.	The teacher checks the attendance list.		
3.	The teacher asks the students' understanding on the last meeting.		
4.	The teacher introduces the topic to the students.		
5.	The teacher identifies students' understanding about peer responses		
6.	The teacher explains the guide of peer responses.		
7.	The teacher gives an example of un-well organized recount texts.		
8.	The teacher asks the students to give responses to the text.		
9.	The teacher gives a chance for the students to ask the difficulties.		
10.	The teacher distributes the students' writing performance 2 (task 2 on bad experiences).		
11.	The teacher distributes student sheets of peer responses.		
12.	The teacher guides the students to give some responses to their friends' task based on the guide lists.		
13.	The teacher asks the students to give the task back to the owner with their responses.		
14.	The teacher guides the students to revise their writing after getting responses.		
15.	The teacher distributes the first task (happy experiences) and asks the students to compare between the first and the second task.		
16.	The teacher asks the students to submit again their revised writing.		
17.	The teacher asks about difficulties.		
18.	The teacher answers the students' questions.		
19.	The teacher concludes the material that is given.		
20.	The teacher informs about the next meeting.		

21.	The teacher closes the class by greeting and prayer.		
II. Students			
22.	The students answer the greeting and do prayer.		
23.	The students pay attention to the teacher's explanation.		
24.	The students ask about the difficulties they find.		
25.	The students are enthusiastic in giving responses for the un-well organized recount text.		
26.	The students understand how to give responses and the meaning of their friends' responses on their own writing.		
27.	The students give responses to friend's writing.		
28.	The students are involved in the class.		
29.	The students give friend's writing back to the owner.		
30.	The students rewrite their writing based on their friend's responses		
31.	The students compare their two writing.		
32.	The students submit their revised writing to the teacher.		
33.	The students answer the greeting and do prayer.		

H. Observation (Cycle 3, 1st Meeting)

Teacher : Miss Teti Mufrikhatun (Researcher)

Observer : Mrs. Pritaningrum S.Pd.

No.	ACTIVITIES	YES	NO
I. Teacher			
1.	The teacher opens the class by greeting and prayer.		
2.	The teacher checks the attendance list.		
3.	The teacher asks the students' understanding on the previous meeting.		
4.	The teacher introduces the topic to the students.		
5.	The teacher introduces a new example of recount texts.		
6.	The teacher asks the students to identify the structures and the language features of the text.		
7.	The teacher gives a chance for the students to ask the difficulties.		
8.	The teacher divides the students into some groups of four or five.		
9.	The teacher asks the students to make a brainstorming graphic outline of their experiences.		
10.	The teacher guides the students in writing.		
11.	The teacher asks the students to write a recount text based on their brainstorming graphic outlines individually.		
12.	The teacher asks the students to give responses to their friends' writing on the guide sheet of peer responses.		
13.	The teacher asks the students to submit their friends' writing after being given responses.		
14.	The teacher asks about difficulties.		
15.	The teacher answers the students' questions.		
16.	The teacher concludes the material that is given.		
17.	The teacher informs about the next meeting.		
18.	The teacher closes the class by greeting and prayer.		
II. Students			

19.	The students answer the greeting and do prayer.		
20.	The students mention some examples of responses orally.		
21.	The students pay attention to the teacher's explanation.		
22.	The students ask about the difficulties they find.		
23.	The students understand how to give responses and the meaning of their friends' responses on their own writing.		
24.	The students give responses to friend's writing.		
25.	The students are involved in the class.		
26.	The students give friend's writing back to the owner.		
27.	The students rewrite their writing based on their friend's responses		
28.	The students submit their revised writing to the teacher.		
29.	The students answer the greeting and do prayer.		

I. Observation (Cycle 3, 2nd Meeting)

Teacher : Miss Teti Mufrikhatun (Researcher)

Observer : Mrs. Pritaningrum S.Pd.

No.	ACTIVITIES	YES	NO
I. Teacher			
1.	The teacher opens the class by greeting and prayer.		
2.	The teacher checks the attendance list.		
3.	The teacher asks the students' problems and difficulties in the previous meeting		
5.	The teacher distributes the students' writing with its responses.		
6.	The teacher re-explains about the definition of peer responses and how to conduct it.		
7.	The teacher asks about the difficulties.		
8.	The teacher asks the students to revise their writing based on the responses that are given from their friends.		
9.	The teacher guides and monitors the students in revising their writing.		

10.	The teacher asks the students to submit their revised writing.		
11.	The teacher concludes the material that is given.		
12.	The teacher says thank to the students for the cooperation.		
13.	The teacher closes the class by greeting and prayer.		
II. Students			
14.	The students answer the greeting and do prayer.		
15.	The students are relaxed to tell about problems and difficulties.		
19.	The students pay attention to the teacher' explanation.		
20.	The students help the teacher in distributing their friends' writing.		
21.	The students ask about the difficulties they find.		
22.	The students are involved actively in the class.		
23.	The students revise their writing.		
24.	The students bring a dictionary.		
25.	The students submit their writing to the teacher.		
26.	The students answer the greeting and do prayer.		

APPENDIX B
COURSE GRID

Course Grid for Cycle 1

Competence Standard	Basic Competence	Indicator	Teaching Material	Teaching Activities	Time	Media / Teaching Sources
10. to express meanings in functional and simple short essay texts in the form of descriptive and recount to interact with the closest surroundings	10.2 to express meanings and rhetoric steps in simple short essays texts by using written language accurately and fluently to interact with the closest surroundings in the form of descriptive and recount texts	<ul style="list-style-type: none"> • The students are able to identify the meaning and the purpose of recount texts. • The students are able to identify the generic structures of recount texts. 	<ul style="list-style-type: none"> • A recount text about fun and happy experiences • Generic structures: -Orientation -Events -Reorientation • Simple past tense 	<ul style="list-style-type: none"> • identifying the generic structures of some recount texts • identifying past verbs 	2x40	<ul style="list-style-type: none"> • Worksheet • Mukarto, et all. 2007. <i>English on Sky 2 for Junior High School Students</i> Year VIII. Jakarta: Erlangga. • http://whywine.wordpress.com/2010/05/05/contoh-recount-text/ taken on September, 24th, 2011
10. to express meanings in functional and simple short essay texts in the form of descriptive and recount to interact with the closest surroundings	10.2 to express meanings and rhetoric steps in simple short essays texts by using written language accurately and fluently to interact with the closest surroundings in the form of descriptive and recount texts	<ul style="list-style-type: none"> • The students are able to identify the language features of recount texts. • The students are able to organize a recount text in good order • The students are able to write an essay of recount text using appropriate language features and generic structure 	<ul style="list-style-type: none"> • A recount text about fun and happy experiences • The language feature of recount texts: past verbs, connectors, etc 	<ul style="list-style-type: none"> • Arranging the sentences to be a good recount text • Identifying the connectors in the text. • Writing a recount text with a topic of fun and happy experiences 	2x40	<ul style="list-style-type: none"> • Worksheet • Mukarto, et all. 2007. <i>English on Sky 2 for Junior High School Students</i> Year VIII. Jakarta: Erlangga. • Hughes, Arthur. 2003. <i>Testing for Language Teachers</i>. Cambridge: Cambridge Press

<p>10. to express meanings in functional and simple short essay texts in the form of descriptive and recount to interact with the closest surroundings</p>	<p>10.2 to express meanings and rhetoric steps in simple short essays texts by using written language accurately and fluently to interact with the closest surroundings in the form of descriptive and recount texts</p>	<ul style="list-style-type: none"> • Students are able to understand the meaning, generic structure, and language features of recount texts • The students are able to write an essay of recount text using appropriate language features and generic structure • The students are able to give responses to friends' writing 	<ul style="list-style-type: none"> • Generic structures: <ul style="list-style-type: none"> -Orientation -Events -Reorientation • The language feature of recount texts: past verbs, connectors, etc 	<ul style="list-style-type: none"> • Reading friends' writing • Giving responses to friends' writing on the guide sheet • Revising the writing that is given responses by friends 	<p>2x40</p>	<ul style="list-style-type: none"> • Worksheet of peer responses guide • Reid, Joy M. 1993. <i>Teaching ESL Writing</i>. USA : Prentice hall regents.
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Course Grid for Cycle 2

Competence Standard	Basic Competence	Indicator	Teaching Material	Teaching Activities	Time	Media / Teaching Sources
10. to express meanings in functional and simple short essay texts in the form of descriptive and recount to interact with the closest surroundings	10.2 to express meanings and rhetoric steps in simple short essays texts by using written language accurately and fluently to interact with the closest surroundings in the form of descriptive and recount texts	<ul style="list-style-type: none"> The students are able to identify past verbs in a recount text The students are able to apply simple past verbs in making a recount text 	<ul style="list-style-type: none"> A recount text about sad experiences Lists of past verbs: regular and irregular Task of completing sentences 	<ul style="list-style-type: none"> identifying past verbs in a recount text completing sentences with past verbs 	2x40	<ul style="list-style-type: none"> Worksheet Mukarto, et all. 2007. <i>English on Sky 2 for Junior High School Students Year VIII</i>. Jakarta: Erlangga. http://whywine.wordpress.com/2010/05/05/contoh-recount-text/ taken on September, 24th, 2011 Azar, Betty Schramper. 1989. <i>Understanding and Using English Grammar</i>. New Jersey: Prentice Hall Regents
10. to express meanings in functional and simple short essay texts in the form of descriptive and recount to interact with the closest surroundings	10.2 to express meanings and rhetoric steps in simple short essays texts by using written language accurately and fluently to interact with the closest surroundings in the form of	<ul style="list-style-type: none"> The students are able to identify simple past tenses The students are able to apply and organize the pattern of simple past tenses in making a sentence 	<ul style="list-style-type: none"> A recount text about sad experiences The patterns of simple past tenses Time expression 	<ul style="list-style-type: none"> Arranging words to be a correct sentence Writing a recount text with a topic of sad experiences 	2x40	<ul style="list-style-type: none"> Worksheet Mukarto, et all. 2007. <i>English on Sky 2 for Junior High School Students Year VIII</i>. Jakarta: Erlangga. Azar, Betty Schramper. 1989. <i>Understanding and Using English</i>

	descriptive and recount texts	<ul style="list-style-type: none"> • The students are able to write an essay of recount text using appropriate language features and generic structure. 				<p><i>Grammar</i>. New Jersey: Prentice Hall Regents</p> <ul style="list-style-type: none"> • Hughes, Arthur. 2003. <i>Testing for Language Teachers</i>. Cambridge: Cambridge Press
10. to express meanings in functional and simple short essay texts in the form of descriptive and recount to interact with the closest surroundings	10.2 to express meanings and rhetoric steps in simple short essays texts by using written language accurately and fluently to interact with the closest surroundings in the form of descriptive and recount texts	<ul style="list-style-type: none"> • Students are able to understand • The students are able to write an essay of recount text using appropriate language features and generic structure • The students are able to give responses to friends' writing 	<ul style="list-style-type: none"> • An un-well organized recount text • Generic structures: <ul style="list-style-type: none"> -Orientation -Events -Reorientation • The language feature of recount texts: past verbs, connectors, etc 	<ul style="list-style-type: none"> • Analyzing the mistakes of an un-well organized text • Reading friends' writing • Giving responses to friends' writing on the guide sheet • Revising the writing that is given responses by friends 	2x40	<ul style="list-style-type: none"> • Worksheet of peer responses guide • Mukarto, et all. 2007. <i>English on Sky 2 for Junior High School Students Year VIII</i>. Jakarta: Erlangga. • Reid, Joy M. 1993. <i>Teaching ESL Writing</i>. USA : Prentice hall regents.

Course Grid for Cycle 3

Competence Standard	Basic Competence	Indicator	Teaching Material	Teaching Activities	Time	Media / Teaching Sources
10. to express meanings in functional and simple short essay texts in the form of descriptive and recount to interact with the closest surroundings	10.2 to express meanings and rhetoric steps in simple short essays texts by using written language accurately and fluently to interact with the closest surroundings in the form of descriptive and recount texts	<ul style="list-style-type: none"> • The students are able to identify the generic structures of a recount text • The students are able to identify the language features of a recount text • The students are able to write a recount text by using the generic structure and the language features • The students are able to give responses to friends' writing 	<ul style="list-style-type: none"> • A recount text about happy experiences • Task of making brainstorming graphic outline • Guide sheet of peer responses 	<ul style="list-style-type: none"> • Brainstorming a graphic outline from a recount text • Making brainstorming graphic outline of the students' experiences in groups • Writing a recount text based on the students' brainstorming graphic outline that they made individually • Reading friends' writing • Giving responses to friends' writing on the guide sheet • Revising the writing that is given responses by friends 	2x40	<ul style="list-style-type: none"> • Worksheet • Anderson, Mark and Kathy. 2000. <i>Text Types in English 1</i>. Australia: MacMillan Education Australia. • Hughes, Arthur. 2003. <i>Testing for Language Teachers</i>. Cambridge: Cambridge Press • Reid, Joy M. 1993. <i>Teaching ESL Writing</i>. USA : Prentice hall regents

APPENDIX C
LESSON PLANS

LESSON PLAN

Cycle I (First Meeting)

Class Identification:

1. Grade/Semester : VIII/2
2. School : SMPN 15 Yogyakarta
3. Duration : 2 x 40 minutes
4. Skill : Writing

Standard of Competence:

10. to express meanings in functional and simple short essay texts in the form of descriptive and recount to interact with the closest surroundings

Basic competence:

- 10.2. to express meanings and rhetoric steps in simple short essays texts by using written language accurately and fluently to interact with the closest surroundings in the form of descriptive and recount texts

Indicators :

The students are able to:

1. identify the meaning and the purpose of recount texts.
2. identify the generic structure of recount texts.

Learning Objectives :

In the end of learning, the students are expected to be able to

1. identify the meaning and the purpose of recount texts.
2. identify the generic structures of recount texts

Teaching Material:

1. A recount text
2. The generic structure of recount texts
3. Grammar : simple past tenses

Teaching Method : Three Phase Techniques

Media : power point hand out

References : - Mukarto, et all. 2007. *English on Sky 2 for Junior High School Students Year VIII*. Jakarta: Erlangga.

- <http://whywine.wordpress.com/2010/05/05/contoh-recount-text/> taken on September, 24th, 2011

Procedure :

1.	Pre-Teaching	<ul style="list-style-type: none"> - open the class by greeting and prayer - checking the attendance list - introducing the topic and asking one/two students to deliver their experiences
2.	Main Teaching	<p>Presentation:</p> <ul style="list-style-type: none"> - introducing a model of recount texts - explaining the generic structure and the purpose of recount text <p>Practice:</p> <ul style="list-style-type: none"> - asking the students to identify the generic structure of another texts <p>Production:</p> <ul style="list-style-type: none"> - asking the students to identify the meaning and the generic structure of a recount text
3.	Post teaching	<ul style="list-style-type: none"> - discussing the difficulties - concluding the material that is given - informing the next meeting - closing the class by prayer and greeting

Instrument :

a. Technique : Individual written test

b. Form : Essay

c. Scoring system :

- every correct answer scored : 5

- maximal score : 25

Assessment :

Students' Mark =
$$\frac{\text{Achievement Score}}{\text{Maximum Score}} \times 100$$

TEACHING MATERIAL

Presentation

1. A recount text

Orientation:

{ Last month, my family and I spent one night at your country. But, forgive me for not visiting you. We just visited my grandmother for one night. It was a small house in a hill with lots of colorful flowers.

List of Events:

{ First, we made a fire in front of the house. Then, we sat around the fire and sang lots of songs together. After that, we came into the house and had dinner. Next, we sat in the living room and shared each other. Finally, everybody fell asleep there.

Re-orientation:

{ We woke up late in the morning and had breakfast. In the afternoon we went home. It was a short trip but we were very happy.

2. The generic structure of recount texts

a. Organization Text

Part 1: Setting or orientation

It provides the background information. It answers the questions: who? When? Why? What?

Part 2: List of events

It presents events: what people do? It tells the events chronologically. It uses conjunctions or connectives like: first, next, then, finally, and so on. They show sequence of events.

Part 3: Re-orientation

It presents the concluding comments. It expresses the writer's opinion regarding the events described.

- b. The purpose of a recount is to inform the audience by retelling a past experience chronologically.

Grammar : simple past tense

Practice:

Which one is a recount text?

a.

One day, in my holiday, my brother and I were playing badminton behind our house when I saw a cat on our mango tree. It looked scared and we thought it couldn't get down. So, we decided to do something.

First, I helped my brother to climb the tree and helped it. He reached the cat and passed it to me. It was difficult because the tree was so high. When my brother began to come down, a branch broke. He couldn't move up or down. I went inside the house and asked dad to help my brother. Then, he borrowed a ladder from our neighbor and helped my brother down. As soon as my father left, the cat climbed the tree again.

This time we didn't try to help it.

(Taken from *English on Sky 2 for Junior High School Students Year VIII*. Mukarto et al)

b.

I have a best friend in the school. She has a very tight schedule.

She gets up at 5 and she has rice and a boiled egg for breakfast. At 6 she leaves home for school. After school, she works. She presents School Profile program in EOS. She works for two hours. After work, she plays games or chats on the internet. Surfing on the internet and playing games are her hobbies. In the evening, she studies. She goes to bed at 9.30 p.m.

Every day is useful for her.

(Taken from *English on Sky 2 for Junior High School Students Year VIII*. Mukarto et al)

Answer the questions below orally.

1. The orientation:
 - a. Who :
 - b. When :
 - c. Where :
 - d. What :
2. Events:
 - a. Event 1 :
 - b. Event 2 :
 - c. Event 3 :
 - d. Event 4 :
 - e. Event 5 :
3. Reorientation :
.....

English Teacher,

Pritaningrum, S.Pd.

Yogyakarta, March 15th, 2012

Reseacher,

Teti Mufrikhatun

Name	:	.....
St. Number	:	.....

Production: (Students' Worksheet)

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Smith Beach, which is only five kilometres from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy.

After we bought some hot chips at the take away store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind.

When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

(<http://whywine.wordpress.com/2010/05/05/contoh-recount-text/> taken on September, 24th, 2011)

Answer the questions below.

1. What is the topic of the text?

2. The orientation:

- a. Who went to Smith Beach? _____

- b. When did they go to Smith Beach? _____

3. Events:

What did the writer do?

4. How did the writer close the story?

5. Write the action verbs.

LESSON PLAN

Cycle I (Second Meeting)

Class Identification:

1. Grade/Semester : VIII/2
2. School : SMPN 15 Yogyakarta
3. Duration : 2 x 40 minutes
4. Skill : Writing

Standard of Competence:

10. to express meanings in functional and simple short essay texts in the form of descriptive and recount to interact with the closest surroundings

Basic Competence:

- 10.2. to express meanings and rhetoric steps in simple short essays texts by using written language accurately and fluently to interact with the closest surroundings in the form of descriptive and recount texts

Indicators :

The students are able to:

3. identify the language features of recount texts.
4. organize a recount text in good order
5. write an essay of recount text using appropriate language features and generic structure

Learning Objectives :

The students are expected to able to:

1. identify the language features of recount texts.
2. organize a recount text in good order.
3. write an essay of recount text using appropriate language features and generic structure.

Teaching Material:

1. A recount text
2. Language Features of recount text

Teaching Method : Three Phase Techniques

Media : power point hand out

References : - Mukarto, et all. 2007. *English on Sky 2 for Junior High School Students Year VIII*. Jakarta: Erlangga.
 - Hughes, Arthur. 2003. *Testing for Language Teachers*. Cambridge: Cambridge Press

Procedure :

1.	Pre-Teaching	<ul style="list-style-type: none"> - open the class by greeting and prayer - checking the attendance list - introducing the topic and asking one/two students to tell about last meeting
2.	Main Teaching	<p>Presentation:</p> <ul style="list-style-type: none"> - introducing another recount text - explaining about language features of recount text - explaining how to organize a recount text in good order <p>Practice:</p> <ul style="list-style-type: none"> - asking the students to rearrange some sentences to be a good recount text - asking the students to identify the language features of the text <p>Production:</p> <ul style="list-style-type: none"> - guiding students to make a recount text with a topic 'my happy or funny experience in spending holiday' (task 1)
3.	Post teaching	<ul style="list-style-type: none"> - discussing about the difficulties - concluding the material that is given - informing about the next meeting - closing the class by prayer and greeting

Instruments :

a. Technique : Individual written test

b. Form : Essay

c. Scoring system : (based on scoring system of Hughes, 2003: 94-102)

No.	Aspect	Score	Criteria
1.	Grammar	1	Errors of grammar / word order so severe as to make comprehension virtually impossible
		2	Errors of grammar / word order very frequent; reader often has to rely on own interpretation
		3	Errors of grammar / word order frequent, efforts of interpretation sometimes required on reader's part
		4	Errors of grammar / word order fairly frequent; occasional re-reading necessary for full comprehension
		5	Some errors of grammar / word order which do not, however interfere with comprehension
		6	Few noticeable errors of grammar / word order
2.	Vocabulary	1	Vocabulary limitations so extreme as to make comprehension virtually impossible
		2	Vocabulary so limited and so frequently miss-used that reader must often rely on own interpretation
		3	Limited vocabulary and frequent errors clearly hinder expression of ideas
		4	Uses wrong / inappropriate words fairly frequent: expression of ideas may be limited because of inadequate vocabulary
		5	Occasionally uses of inappropriate terms / relies on circumlocutions; expression of ideas hardly impaired
		6	Uses vocabulary and idiom rarely distinguishable from that of educated native writer
3.	Mechanics	1	Errors in spelling / punctuation so severe as to make. Comprehension virtually impossible
		2	Errors in spelling / punctuation so frequent that reader must often rely on own interpretation
		3	Frequent errors in spelling / punctuation; lead something to obscurity
		4	Errors in spelling / punctuation fairly frequent; occasional re-reading necessary for full comprehension
		5	Occasional lapses in spelling / punctuation which does not, however, interfere with comprehension
		6	Few noticeable lapses in punctuation / spelling

4.	Organization	1	Lack of organization so severe that communication is seriously impaired
		2	Individual ideas may be clear, but very difficult to deduce connection between them
		3	Little or no attempt at connectivity though reader can deduce some organization
		4	Some lack of organization: re-reading required for clarification of ideas
		5	Material well organized; links could occasionally be clearer but communication not impaired
		6	Highly organized; clear progression of ideas well linked; like educated native writer

Yogyakarta, March 29th, 2012

English Teacher,

Reseacher,

Pritaningrum, S.Pd.

Teti Mufrikhatun

TEACHING MATERIALS

Presentation:

1. A Recount Text

Last Sunday, I was reading a novel in the living room while my little brother was doing his English homework. He was still in elementary school. The homework was about simple present tense. His teacher asked him to write some sentences and draw some pictures about activities on Sundays.

First, he spent some minutes working by himself. Then, he gave me his book. He wrote 'on Sundays play football' with a drawing of a ball next to it. It was of course not a complete sentence. So, I told him that the subject was missing and gave him the book. After a while, he gave me the book again. I could not stop laughing. Finally, he did not write anything. He just drew a picture of a boy next to the ball.

(Taken from *English on Sky 2 for Junior High School Students Year VIII*. Mukarto et al)

2. Language Features of Recount Text

- A recount uses past tenses
- A recount uses connectors to put the events in order (e.g. first, then, finally)
- A recount describes events
- A recount uses nouns (or pronouns) to name people, places, and things
- Details are selected to help the reader reconstruct the activity or incident
- The ending may describe the outcome of the activity
- Details of time, place, and incident need to be clearly stated

Practice:

Arrange the sentences below become a good recount text and circle the connectors.

- 1) Finally, they decided to end fishing and stopped at the market. They bought some fish.
- 2) Then, they sat and threw the bait into the river. They waited for hours.
- 3) It was a clear day. Iga and his father went to go fishing. They walked together to the river.
- 4) After a long time, the bait was felt heavy. So, they pulled the bait quickly and they got a shoe not a fish.
- 5) Arriving at the river, they chose the right place.
- 6) They went to home happily.

(Taken from *English on Sky 2 for Junior High School Students Year VIII*. Mukarto et al)

Name	:	.....
St. Number	:	.....

Production (Students' Sheet)

Write a recount text that tells about your happy or funny experiences in spending last holiday. Your writing should consist of 3 paragraphs (at least 70 words).

Orientation :

List of events:

Re-orientation:

LESSON PLAN

Cycle I (Third Meeting)

Class Identification:

1. Grade/Semester : VIII/2
2. School : SMPN 15 Yogyakarta
3. Duration : 2 x 40 minutes
4. Skill : Writing

Standard of Competence:

10. to express meanings in functional and simple short essay texts in the form of descriptive and recount to interact with the closest surroundings

Basic competency:

- 10.2. to express meanings and rhetoric steps in simple short essays texts by using written language accurately and fluently to interact with the closest surroundings in the form of descriptive and recount texts

Indicators :

The students are able to

6. understand the meaning, generic structure, and language features of recount texts
7. write an essay of recount text using appropriate language features and generic structure
8. give responses to friends' writing

Learning Objectives :

In the end of learning, the students are expected to be able to

1. understand the meaning, generic structure, and language features of recount texts
2. write an essay of recount text using appropriate language features and generic structure
3. give responses to friends' writing

Teaching Material:

1. Students' Writing (Task I)
2. Guide Sheets of Peer Response

Teaching Method : Three Phase Techniques

Media : Power point hand out

References : Reid, Joy M. 1993. *Teaching ESL Writing*. USA : Prentice hall regents.

Procedure :

1.	Pre-Teaching	<ul style="list-style-type: none"> - open the class by greeting and prayer - checking the attendance list - introducing the topic and asking about students' understanding on the previous meeting
2.	Main Teaching	<p>Presentation:</p> <ul style="list-style-type: none"> - reviewing about recount texts - explaining the guide of peer responses <p>Practice:</p> <ul style="list-style-type: none"> - distributing students' first task to another - asking the students to give responses to friends' writing by looking the guide list <p>Production:</p> <ul style="list-style-type: none"> - giving the students chance to correct their mistakes based on their friends' responses
3.	Post teaching	<ul style="list-style-type: none"> - discussing about the difficulties in writing a recount text and in giving responses - concluding the material that is given - informing about the next meeting - closing the class by prayer and greeting

Instrument :

a. Technique : Individual written test

b. Form : Essay

c. Scoring System and Assessment: (based on scoring system of Hughes, 2003: 94-102)

No.	Aspect	Score	Criteria
1.	Grammar	1	Errors of grammar / word order so severe as to make comprehension virtually impossible
		2	Errors of grammar / word order very frequent; reader often has to rely on own interpretation
		3	Errors of grammar / word order frequent, efforts of interpretation sometimes required on reader's part
		4	Errors of grammar / word order fairly frequent; occasional re-reading necessary for full comprehension
		5	Some errors of grammar / word order which do not, however interfere with comprehension
		6	Few noticeable errors of grammar / word order
2.	Vocabulary	1	Vocabulary limitations so extreme as to make comprehension virtually impossible
		2	Vocabulary so limited and so frequently miss-used that reader must often rely on own interpretation
		3	Limited vocabulary and frequent errors clearly hinder expression of ideas
		4	Uses wrong / inappropriate words fairly frequent: expression of ideas may be limited because of inadequate vocabulary
		5	Occasionally uses of inappropriate terms / relies on circumlocutions; expression of ideas hardly impaired
		6	Uses vocabulary and idiom rarely distinguishable from that of educated native writer
3.	Mechanics	1	Errors in spelling / punctuation so severe as to make. Comprehension virtually impossible
		2	Errors in spelling / punctuation so frequent that reader must often rely on own interpretation
		3	Frequent errors in spelling / punctuation; lead something to obscurity
		4	Errors in spelling / punctuation fairly frequent; occasional re-reading necessary for full comprehension
		5	Occasional lapses in spelling / punctuation which does not, however, interfere with comprehension
		6	Few noticeable lapses in punctuation / spelling

4.	Organization	1	Lack of organization so severe that communication is seriously impaired
		2	Individual ideas may be clear, but very difficult to deduce connection between them
		3	Little or no attempt at connectivity though reader can deduce some organization
		4	Some lack of organization: re-reading required for clarification of ideas
		5	Material well organized; links could occasionally be clearer but communication not impaired
		6	Highly organized; clear progression of ideas well linked; like educated native writer
Total Score		24	

Categorization of Writing Score

No.	Class Interval	Interpretation
1.	21.8 – 25.0	Excellent
2.	17.4 – 21.7	Very Good
3.	14.0 – 17.3	Good
4.	10.6 – 13.9	Fair
5.	7.2 – 10.5	Poor
6.	3.9 – 7.1	Very Poor

Yogyakarta, April 4th, 2012

English Teacher,

Reseacher,

Pritaningrum, S.Pd.

Teti Mufrikhatun

TEACHING MATERIALS

The Guidesheet of Peer Response for Students

1. Read the draft twice
2. Write one sentence about your opinion after you reading the draft.

3. Describe which parts that you liked best

4. Describe which parts that make you confused

5. Does it use the generic structure such orientation, list of events, and re-orientation properly? _____
6. Give your comments or suggestions to correct the draft properly.
 - a. Orientation :

 - b. List of Events

 - c. Re-orientation

7. Does it use language features of recount text properly?

8. Give your comment or suggestions to correct the draft properly.
 - a. Past Tenses :

 - b. Connectors :

 - c. Noun/pronouns :

 - d. Punctuation

Name of Corrector: Name of Writing's Owner :

Production: (Students' Sheet)

Name	:	.....
St. Number	:	.....

Re-write your letter based on your friend's responses.

Orientation :

List of events:

Re-orientation:

LESSON PLAN

Cycle 2 (First Meeting)

Class Identification:

1. Grade/Semester : VIII/2
2. School : SMPN 15 Yogyakarta
3. Duration : 2 x 40 minutes
4. Skill : Writing

Standard of Competence:

10. to express meanings in functional and simple short essay texts in the form of recount and narrative to interact with the closest surroundings

Basic competency:

- 10.2. to express meanings and rhetoric steps in simple short essays texts by using written language accurately and fluently to interact with the closest surroundings in the form of recount and narrative texts

Indicators :

The students are able to

1. identify past verbs in a recount text
2. apply simple past verbs in making a recount text

Learning Objectives :

In the end of learning, the students are expected to be able to

9. identify past verbs in a recount text
10. apply simple past verbs in making a recount text

Teaching Material:

1. A recount text
2. Simple past verb lists
3. Task of completing the sentences

Teaching Method : Three Phase Techniques

Media : power point hand out

- References :
- Mukarto, et all. 2007. *English on Sky 2 for Junior High School Students Year VIII*. Jakarta: Erlangga.
 - Azar, Betty Schramper. 1989. *Understanding and Using English Grammar*. New Jersey: Prentice Hall Regents.
 - <http://whywine.wordpress.com/2010/05/05/contoh-recount-text/> taken on September, 24th, 2011

Procedure :

1.	Pre-Teaching	<ul style="list-style-type: none"> - open the class by greeting and prayer - checking the attendance list - telling the topic and asking the students about the last meeting
2.	Main Teaching	<p>Presentation:</p> <ul style="list-style-type: none"> - introducing a new example of recount texts - asking the students to identify the V2 used in the text - explaining about simple past verbs (regular and irregular verbs) <p>Practice:</p> <ul style="list-style-type: none"> - asking the students to read a text and list the past verbs <p>Production:</p> <ul style="list-style-type: none"> - asking the students to complete the blank sentences
3.	Post teaching	<ul style="list-style-type: none"> - discussing about the difficulties - concluding the material that is given - informing about the next meeting - closing the class by prayer and greeting

Instrument :

a. Technique : Individual written test

b. Form : Essay

c. Scoring system :

- every correct answer scored : 1

- maximal score : 15

Assessment :

$$\text{Students' Mark} = \frac{\text{Achievement Score}}{\text{Maximum Score}} \times 100$$

Yogyakarta, April 12th, 2012

English Teacher,

Reseacher,

Pritaningrum, S.Pd.

Teti Mufrikhatun

TEACHING MATERIAL

A. Material

1.

When the earthquake happened, I was on my car. I was driving home from my vocation to Bali.

Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

(<http://whywine.wordpress.com/2010/05/05/contoh-recount-text/> taken on September, 24th, 2011)

2. Regular Verbs

1.	Most reguler verbs: add -ed	work > worked help > helped start > started	Bekerja Menolong Memulai
2.	Verbs ending in -e : add -d	Hope > hoped Like > liked	Berharap Suka

		Decide > decided	Memutuskan
3.	Short verbs ending in consonant + vowel + consonant : double the consonant and add -ed	Stop > stopped Plan > planned Regret > regretted	Berhenti Merencanakan Menyesali
4.	Verbs ending in consonant + y: change y to i and add -ed	Cry > cried Study > studied Hurry > hurried	Menangis Belajar Bergegas

3. Irregular Verbs

Simple Form	Simple Past	Past Participle	Simple Form	Simple Past	Past Participle
Become	Became	Become	Know	Knew	Known
Begin	Begun	Began	Loose	Lost	Lost
Break	Broke	Broken	Leave	Left	Left
Bring	Brought	Brought	Make	Made	Made
Buy	Bought	Bought	Meet	Met	Met
Choose	Chose	Chosen	Run	Ran	Run
Cut	Cut	Cut	Say	Said	Said
Do	Did	Done	See	Saw	Seen
Eat	Ate	Eaten	Send	Sent	Sent
Feel	Felt	Felt	Sing	Sang	Sung
Find	Found	Found	Speak	Spoke	Spoken
Get	Got	Gotten	Sit	Sat	Sat
Give	Gave	Given	Stand	Stood	Stood
Go	Went	Gone	Take	Took	Taken
Have	Had	Had	Write	Wrote	Written

B. Practice

Read the text below and list the past verbs!

Last week I went to my sisters's school to see her performance in a drama. First, I looked for the best seat in the school hall. Then, I sat and waited patiently for the drama.

As soon as the drama started, I tried to concentrate on the performance. The drama was good but I did not enjoy it. Two children were sitting behind me and they were talking loudly. I got very angry because I could not hear the conversations. So, I turned my head and looked at them angrily. They did not pay any attention and kept on talking. Finally, I turned round again and said angrily that I couldn't hear a word.

To my suprise they told me that it was none of your bussiness. I thought they did not understand. What I was trying to say was that I couldn't hear the drama not their conversation.

(Taken from *English on Sky 2 for Junior High School Students Year VIII*. Mukarto et al)

C. Production

Complete the sentences with the correct verbs in the box!

Yesterday I(1) my dog for a walk. We(2) to the park near my house. It (3) still very early in the morning, so I (4) not see many people there.

My dog and I(5) 'throw and catch it'. First, I (6) the stick nearby and my dog (7) it easily. Then, I (8) it passing the bushes at bit far from us. Suddenly, I (9) someone screaming. Then a man (10) out from the bushes with one hand on his head. It was my dad. I(11) not know that he was jogging in the park when I accidentally(12) the stick to him.

I(13) not say anything but I(14) that I (15) pass some days without pocket money.

(Taken from *English on Sky 2 for Junior High School Students Year VIII*. Mukarto et al)

Could	did	played	took	went	was	threw	heard
hit	threw	caught	walked	would	knew	did	

LESSON PLAN

Cycle 2 (Second Meeting)

Class Identification:

1. Grade/Semester : VIII/2
2. School : SMPN 15 Yogyakarta
3. Duration : 2 x 40 minutes
4. Skill : Writing

Standard of Competence:

10. to express meanings in functional and simple short essay texts in the form of recount and narrative to interact with the closest surroundings

Basic competency:

- 10.2. to express meanings and rhetoric steps in simple short essays texts by using written language accurately and fluently to interact with the closest surroundings in the form of recount and narrative texts

Indicators :

The students are able to

11. identify simple past tenses
12. apply and organize the pattern of simple past tenses in making a sentence
13. write an essay of recount text using appropriate language features and generic structure and also the pattern of simple past tense

Learning Objectives :

In the end of learning, the students are expected to be able to

1. identify simple past tenses
2. apply and organize the pattern of simple past tenses in making a sentence
3. write an essay of recount text using appropriate language features and generic structure and also the pattern of simple past tenses

Teaching Material:

1. The patterns of simple past tenses
2. Time Expression

Teaching Method : Three Phase Techniques

Media : power point hand out

Reference :

- Azar, Betty Schramper. 1989. *Understanding and Using English Grammar*. New Jersey: Prentice Hall Regents.
- Mukarto, et all. 2007. *English on Sky 2 for Junior High School Students Year VIII*. Jakarta: Erlangga.
- Hughes, Arthur. 2003. *Testing for Language Teachers*. Cambridge: Cambridge Press.

Procedure :

1.	Pre-Teaching	<ul style="list-style-type: none"> - open the class by greeting and prayer - checking the attendance list - introducing the topic
2.	Main Teaching	<p>Presentation:</p> <ul style="list-style-type: none"> - showing some recount texts that learnt before - introducing the patterns of simple past tense and time expression - asking the students about the difficulties <p>Practice:</p> <ul style="list-style-type: none"> - asking the students to practice applying simple past tenses <p>Production:</p> <ul style="list-style-type: none"> - guiding students to make a recount text (task 2) - helping the students' difficulties during the process of writing
3.	Post teaching	<ul style="list-style-type: none"> - discussing about the difficulties - concluding the material that is given - rendering thanks for the help - closing the class by prayer and greeting

Instrument :

a. Technique : Individual written test

b. Form : Essay

c. Scoring system : (based on scoring system of Hughes, 2003: 94-102)

No.	Aspect	Score	Criteria
1.	Grammar	1	Errors of grammar / word order so severe as to make comprehension virtually impossible
		2	Errors of grammar / word order very frequent; reader often has to rely on own interpretation
		3	Errors of grammar / word order frequent, efforts of interpretation sometimes required on reader's part
		4	Errors of grammar / word order fairly frequent; occasional re-reading necessary for full comprehension
		5	Some errors of grammar / word order which do not, however interfere with comprehension
		6	Few noticeable errors of grammar / word order
2.	Vocabulary	1	Vocabulary limitations so extreme as to make comprehension virtually impossible
		2	Vocabulary so limited and so frequently miss-used that reader must often rely on own interpretation
		3	Limited vocabulary and frequent errors clearly hinder expression of ideas
		4	Uses wrong / inappropriate words fairly frequent: expression of ideas may be limited because of inadequate vocabulary
		5	Occasionally uses of inappropriate terms / relies on circumlocutions; expression of ideas hardly impaired
		6	Uses vocabulary and idiom rarely distinguishable from that of educated native writer
3.	Mechanics	1	Errors in spelling / punctuation so severe as to make. Comprehension virtually impossible
		2	Errors in spelling / punctuation so frequent that reader must often rely on own interpretation
		3	Frequent errors in spelling / punctuation; lead something to obscurity

		4	Errors in spelling / punctuation fairly frequent; occasional re-reading necessary for full comprehension
		5	Occasional lapses in spelling / punctuation which does not, however, interfere with comprehension
		6	Few noticeable lapses in punctuation / spelling
4.	Organization	1	Lack of organization so severe that communication is seriously impaired
		2	Individual ideas may be clear, but very difficult to deduce connection between them
		3	Little or no attempt at connectivity though reader can deduce some organization
		4	Some lack of organization: re-reading required for clarification of ideas
		5	Material well organized; links could occasionally be clearer but communication not impaired
		6	Highly organized; clear progression of ideas well linked; like educated native writer
Total Score		24	Comments:

Yogyakarta, April 19th, 2012

English Teacher,

Reseacher,

Pritaningrum, S.Pd.

Teti Mufrikhatun

TEACHING MATERIAL

Presentation:

The Pattern of Simple Past tenses

Nominal Sentence	Verbal Sentence	Time Expression
Subject + To Be (was/were)	Subject + V2 (V1-ed/irregular V2)	Yesterday
(+) S + was/were Ex. He was a child. You were in the classroom.	(+) S + V2 Ex. They called me. She wrote a letter.	Last night two days ago one year ago
(-) S + was/were + not Ex. He was not a child. You were not in the classroom.	(-) S + did + not + V1 Ex. They did not call me. She did not write a letter.	Last week a long time ago
(?) Was/were + S + C Ex. Was he a child? Were you in the classroom?	(?) Did + S + V1? Ex. Did they call me? Did she write a letter?	

Practice :

Arrange the following phrases or words to make good sentences.

1. talk – to the students – did – the teacher – ? – this morning

.....

2. She – an apple – did – give – to me – not – last night.

.....

3. yesterday – saw – I – your parents – at the market.

.....

4. was – two days ago – not – My brother – at my home.

.....

5. you – yesterday – angry – with me – ? – were

.....

Name	:	.....
St. Number	:	.....

Production (Students' Sheet)

Write a recount text that tells about your sad experiences. Your writing should consist of 3 paragraphs (at least 70 words).

Orientation :

List of events:

Re-orientation:

LESSON PLAN

Cycle 2 (Third Meeting)

Class Identification:

1. Grade/Semester : VIII/2
2. School : SMPN 15 Yogyakarta
3. Duration : 2 x 40 minutes
4. Skill : Writing

Standard of Competence:

10. to express meanings in functional and simple short essay texts in the form of descriptive and recount to interact with the closest surroundings

Basic competency:

- 10.2. to express meanings and rhetoric steps in simple short essays texts by using written language accurately and fluently to interact with the closest surroundings in the form of descriptive and recount texts

Indicators :

The students are able to

14. understand the meaning, generic structure, and language features of recount texts
15. write an essay of recount text using appropriate language features and generic structure
16. give responses to friends' writing

Learning Objectives :

In the end of learning, the students are expected to be able to

1. understand the meaning, generic structure, and language features of recount texts
2. write an essay of recount text using appropriate language features and generic structure and also simple pas tense patterns
3. give responses to friends' writing

Teaching Material:

1. Students' writing (Task 2)
2. Guide lists of peer response

Teaching Method : Three Phase Techniques

Media : Power point hand out

References :

- Reid, Joy M. 1993. *Teaching ESL Writing*. USA : Prentice hall regents.

- Mukarto, et all. 2007. *English on Sky 2 for Junior High School Students Year VIII*. Jakarta: Erlangga.

Procedure :

1.	Pre-Teaching	<ul style="list-style-type: none"> - open the class by greeting and prayer - checking the attendance list - introducing the topic and asking about students' understanding on the previous meeting
2.	Main Teaching	<p>Presentation:</p> <ul style="list-style-type: none"> - explaining the guide of peer responses - giving an example of un-well organized recount text to be responded <p>Practice:</p> <ul style="list-style-type: none"> - distributing students' second task to another - asking the students to give responses to their friends' writing by filling in the guide sheets <p>Production:</p> <ul style="list-style-type: none"> - giving the students chance to correct their mistakes based on their friends' responses
3.	Post teaching	<ul style="list-style-type: none"> - discussing about the difficulties in writing a recount text and in giving responses - concluding the material that is given - informing about the next meeting - closing the class by prayer and greeting

Instrument :

a. Technique : Individual written test

b. Form : Essay

c. Scoring system & Assessment: (based on scoring system of Hughes, 2003: 94-102)

No.	Aspect	Score	Criteria
1.	Grammar	1	Errors of grammar / word order so severe as to make comprehension virtually impossible
		2	Errors of grammar / word order very frequent; reader often has to rely on own interpretation
		3	Errors of grammar / word order frequent, efforts of interpretation sometimes required on reader's part
		4	Errors of grammar / word order fairly frequent; occasional re-reading necessary for full comprehension
		5	Some errors of grammar / word order which do not, however interfere with comprehension
		6	Few noticeable errors of grammar / word order
2.	Vocabulary	1	Vocabulary limitations so extreme as to make comprehension virtually impossible
		2	Vocabulary so limited and so frequently miss-used that reader must often rely on own interpretation
		3	Limited vocabulary and frequent errors clearly hinder expression of ideas
		4	Uses wrong / inappropriate words fairly frequent: expression of ideas may be limited because of inadequate vocabulary
		5	Occasionally uses of inappropriate terms / relies on circumlocutions; expression of ideas hardly impaired
		6	Uses vocabulary and idiom rarely distinguishable from that of educated native writer
3.	Mechanics	1	Errors in spelling / punctuation so severe as to make. Comprehension virtually impossible
		2	Errors in spelling / punctuation so frequent that reader must often rely on own interpretation
		3	Frequent errors in spelling / punctuation; lead something to obscurity
		4	Errors in spelling / punctuation fairly frequent; occasional re-reading necessary for full comprehension
		5	Occasional lapses in spelling / punctuation which does not, however, interfere with comprehension
		6	Few noticeable lapses in punctuation / spelling
4.	Organization	1	Lack of organization so severe that communication is seriously impaired
		2	Individual ideas may be clear, but very difficult to deduce connection between them

		3	Little or no attempt at connectivity though reader can deduce some organization
		4	Some lack of organization: re-reading required for clarification of ideas
		5	Material well organized; links could occasionally be clearer but communication not impaired
		6	Highly organized; clear progression of ideas well linked; like educated native writer
Total Score		24	Comments:

Categorization of Writing Score

No.	Class Interval	Interpretation
1.	21.8 – 25.0	Excellent
2.	17.4 – 21.7	Very Good
3.	14.0 – 17.3	Good
4.	10.6 – 13.9	Fair
5.	7.2 – 10.5	Poor
6.	3.9 – 7.1	Very Poor

Yogyakarta, Mei 3rd, 2012

English Teacher,

Researcher,

Pritaningrum, S.Pd.

Teti Mufrikhatun

TEACHING MATERIAL

Compare the two texts below and Give your responses!

1. Last week I went to my sisters's school to see her performance in a drama. First, I looked for the best seat in the school hall. Then, I sat and waited patiently for the drama.

As soon as the drama started, I tried to concentrate on the performance. The drama was good but I did not enjoy it. Two children were sitting behind me and they were talking loudly. I got very angry because I could not hear the conversations. So, I turned my head and looked at them angrily. They did not pay any attention and kept on talking. Finally, I turned round again and said angrily that I couldn't hear a word.

To my suprise they told me that it was none of your bussiness. I thought they did not understand. What I was trying to say was that I couldn't hear the drama not their conversation.

2. Last week I go to my sisters's school to see she performance in a drama. First, I looked for the best seat in the school hall. Then, I sit and waited patiently for the drama

As soon as the drama started, I tried to concentrate on the performance. The drama is good but I did not enjoy it. Two children were sitting behind me and they were talking loudly. I got very angry because I could not hear the conversations. So I turned my head and looked at they angrily. They did not pay any attention and kept on talking. I turned round again and said angrily that I couldn't hear a word.

e. Past Tenses : f. Connectors : g. Noun/pronouns : h. Punctuation:	i. Orientation : j. List of Events: k. Re-orientation :
--	---

Name of Corrector: Name of Writing's Owner :

The Guidesheet of Peer Response for Students

1. Read the draft twice
2. Write one sentence about your opinion after you reading the draft.

3. Describe which parts that you liked best

4. Describe which parts that make you confused

5. Does it use the generic structure such orientation, list of events, and re-orientation properly?

6. Give your comments or suggestions to correct the draft properly.
 - a. Orientation :

 - b. List of Events

 - c. Re-orientation

7. Does it use language features of recount text properly?

8. Give your comment or suggestions to correct the draft properly.
 - a. Past Tenses :

 - b. Connectors :

 - c. Noun/pronouns :

 - d. Punctuation:

Production: (Students' Sheet)

Name	:
St. Number	:

Re-write your text based on your friend's responses.

Orientation :

List of events:

Re-orientation:

LESSON PLAN

Cycle 3 (First Meeting and Second Meeting)

Class Identification:

1. Grade/Semester : VIII/2
2. School : SMPN 15 Yogyakarta
3. Duration : 3 x 40 minutes
4. Skill : Writing

Standard of Competence:

10. to express meanings in functional and simple short essay texts in the form of recount and narrative to interact with the closest surroundings

Basic competency:

- 10.2. to express meanings and rhetoric steps in simple short essays texts by using written language accurately and fluently to interact with the closest surroundings in the form of recount and narrative texts

Indicators :

The students are able to

3. identify the generic structures of a recount text
4. identify the language features of a recount text
5. write a recount text by using the generic structure and the language features

Learning Objectives :

In the end of learning, the students are expected to be able to

1. identify the generic structures of a recount text
2. identify the language features of a recount text
3. write a recount text by using the generic structure and the language features.

Teaching Material:

3. A recount text
4. Task of Brainstorming Graphic Outlines
5. The guidesheet of giving responses to other' writing

Teaching Method : Three Phase Techniques

Media : power point hand out

References :

- Anderson, Mark and Kathy. 2000. *Text Types in English 1*. Australia: MacMillan Education Australia.
- Reid, Joy M. 1993. *Teaching ESL Writing*. USA : Prentice hall regents

Procedure :

1.	Pre-Teaching	<ul style="list-style-type: none"> - open the class by greeting - checking the attendance list - telling the topic and asking the students about what have learnt before.
2.	Main Teaching	<p>Presentation:</p> <ul style="list-style-type: none"> - introducing a new example of recount texts - asking the students to identify the generic structure and the language features in the text <p>Practice:</p> <ul style="list-style-type: none"> - asking the students to make some groups of four or five students - asking the students to make a brainstorming graphic of a recount text based on their experience <p>Production:</p> <ul style="list-style-type: none"> - asking the students to write a recount text based on their brainstorming graphic outlines individually - asking the students to give responses to their friends' writing - asking the students to re-write their writing based on their friends responses
3.	Post teaching	<ul style="list-style-type: none"> - discussing about the difficulties - concluding the material that is given - closing the class by prayer and greeting

Instrument :

a. Technique : Individual written test

b. Form : Essay

c. Scoring system & Assessment: (based on scoring system of Hughes, 2003: 94-102)

No.	Aspect	Score	Criteria
1.	Grammar	1	Errors of grammar / word order so severe as to make comprehension virtually impossible
		2	Errors of grammar / word order very frequent; reader often has to rely on own interpretation
		3	Errors of grammar / word order frequent, efforts of interpretation sometimes required on reader's part
		4	Errors of grammar / word order fairly frequent; occasional re-reading necessary for full comprehension
		5	Some errors of grammar / word order which do not, however interfere with comprehension
		6	Few noticeable errors of grammar / word order
2.	Vocabulary	1	Vocabulary limitations so extreme as to make comprehension virtually impossible
		2	Vocabulary so limited and so frequently miss-used that reader must often rely on own interpretation
		3	Limited vocabulary and frequent errors clearly hinder expression of ideas
		4	Uses wrong / inappropriate words fairly frequent: expression of ideas may be limited because of inadequate vocabulary
		5	Occasionally uses of inappropriate terms / relies on circumlocutions; expression of ideas hardly impaired
		6	Uses vocabulary and idiom rarely distinguishable from that of educated native writer
3.	Mechanics	1	Errors in spelling / punctuation so severe as to make. Comprehension virtually impossible
		2	Errors in spelling / punctuation so frequent that reader must often rely on own interpretation
		3	Frequent errors in spelling / punctuation; lead something to obscurity
		4	Errors in spelling / punctuation fairly frequent; occasional re-reading necessary for full comprehension
		5	Occasional lapses in spelling / punctuation which does not, however, interfere with comprehension
		6	Few noticeable lapses in punctuation / spelling
4.	Organization	1	Lack of organization so severe that communication is seriously impaired
		2	Individual ideas may be clear, but very difficult to deduce connection between them

	3	Little or no attempt at connectivity though reader can deduce some organization
	4	Some lack of organization: re-reading required for clarification of ideas
	5	Material well organized; links could occasionally be clearer but communication not impaired
	6	Highly organized; clear progression of ideas well linked; like educated native writer
Total Score	24	Comments:

Yogyakarta, May 29th, 2012

English Teacher,

Reseacher,

Pritaningrum, S.Pd.

Teti Mufrikhatun

TEACHING MATERIAL

1. A Wonderful Holiday

When we got up in the morning, it looked like rain. After a while, the clouds disappeared and it became a sunny day. We then decided to go to Movie World.

The first ride I went on was Lethal weapon. Next, I saw the Police Academy Show. At this point I felt hungry and so I had a milkshake and hot dog. Afterwards, I had a rest. Meanwhile, Mum and Kelly had been in the queue for the Batman ride and finally got a go.

It rained about lunchtime but soon after it was fiine again. We went on all the other rides and lastly did the studio tour. It was fun.

(Taken from *Text Types in English 1*. Mark and Kathy Anderson)

2. Brainstorming Graphic Outline

Where?
.....

When?
.....

Title :
.....

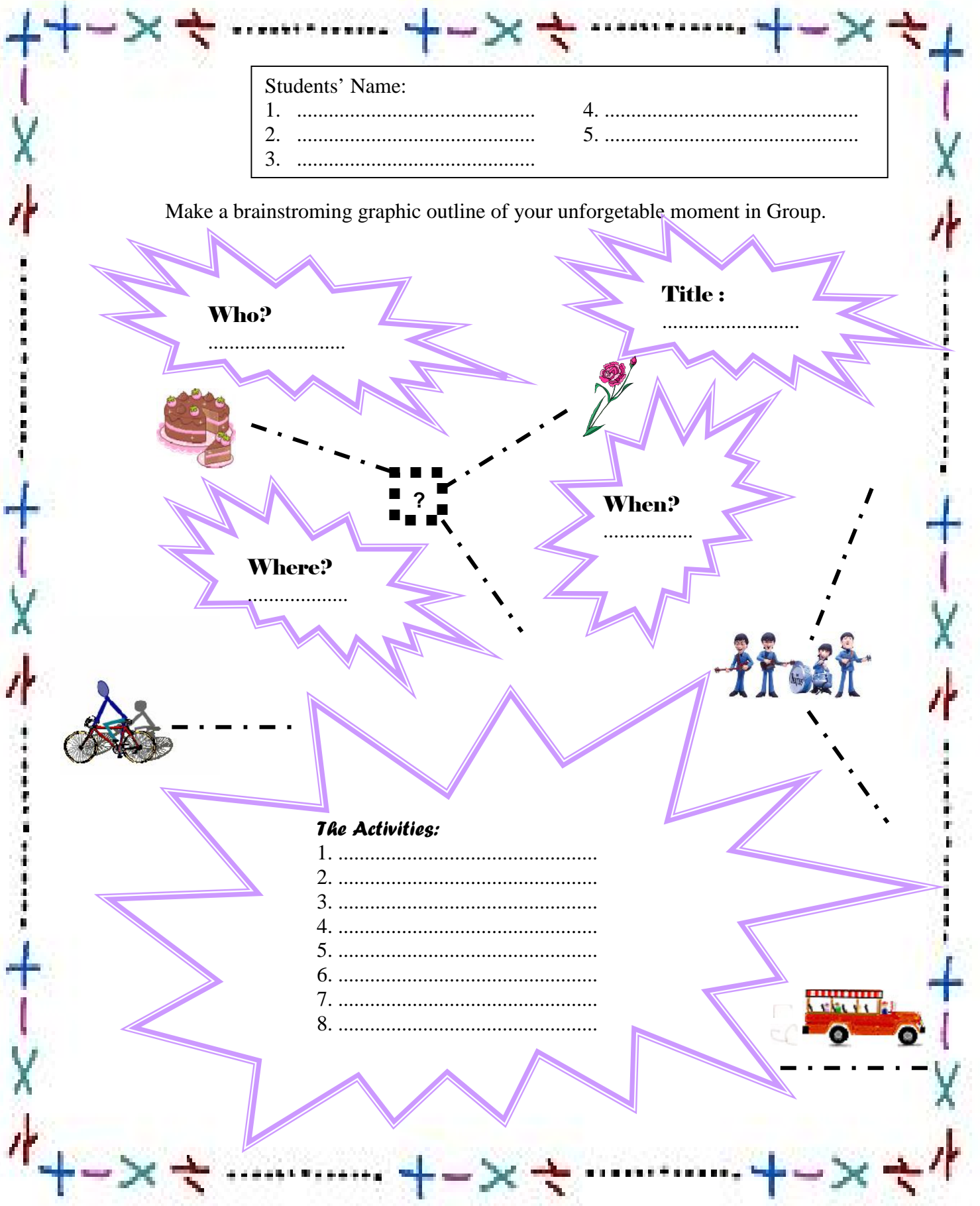
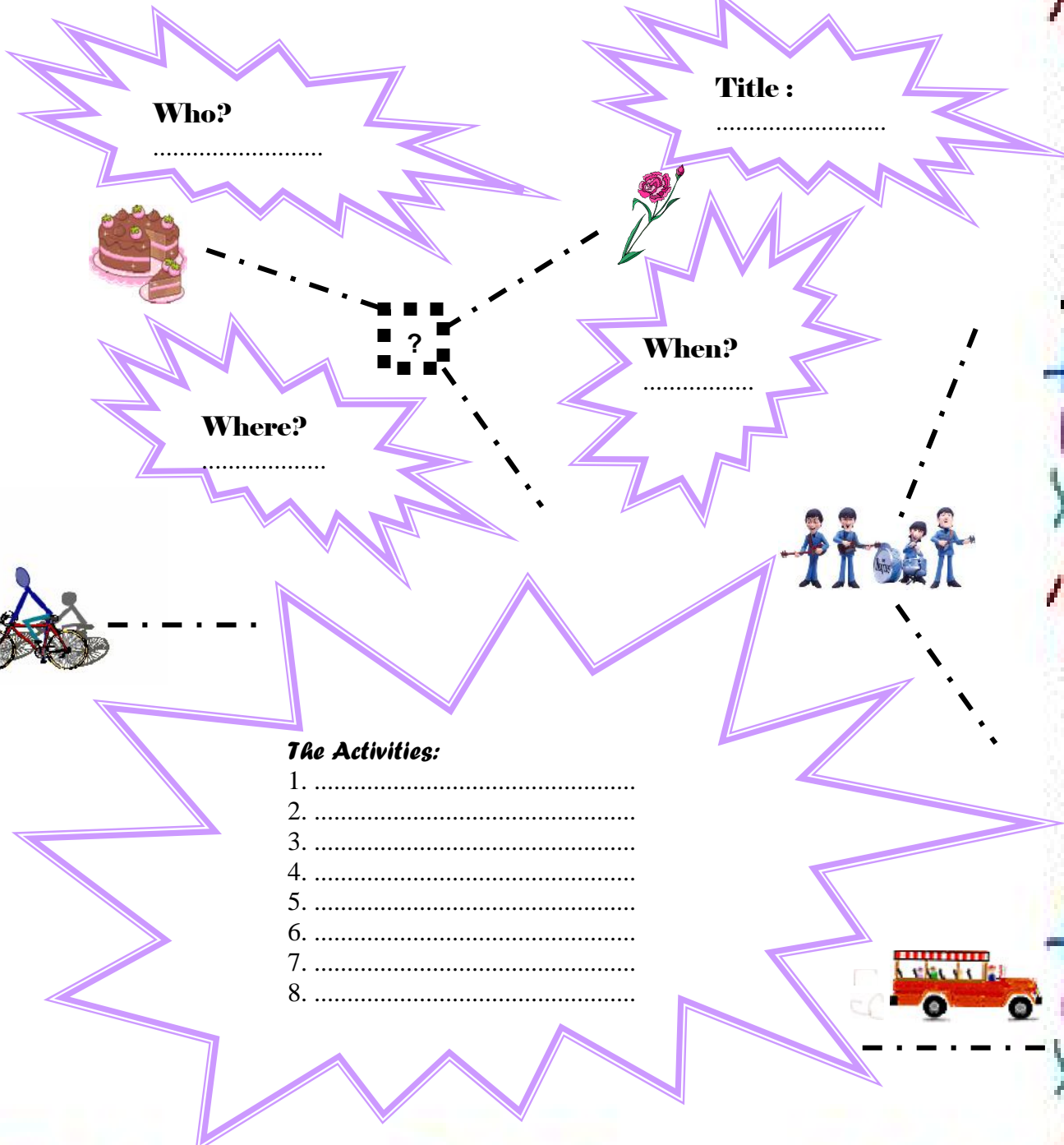
Who?
.....

The Activities:
1.
2.
3.
4.
5.

Students' Name:

1.	4.
2.	5.
3.	

Make a brainstorming graphic outline of your unforgettable moment in Group.



Name	:	.....
St. Number	:	.....

Production (Students' Sheet)

Write a recount text individually based on the brainstorming graphic outline that you make.

Title :

Orientation :

List of events:

Re-orientation:

Name of Corrector: Name of Writing's Owner :

Give responses to your friend's writing by answering the questions below.

1. Read the draft twice
2. Write one sentence about your opinion after you reading the draft.

3. Describe which parts that you liked best

4. Describe which parts that make you confused

5. Does it use the generic structure such orientation, list of events, and re-orientation properly?

6. Give your comments or suggestions to correct the draft properly.
 - a. Orientation :

 - b. List of Events

 - c. Re-orientation

7. Does it use language features of recount text properly?

8. Give your comment or suggestions to correct the draft properly.
 - a. Past Tenses :

 - b. Connectors :

 - c. Noun/pronouns :

 - d. Punctuation

Production: (Students' Sheet)

Name	:
St. Number	:

Re-write your letter based on your friend's responses.

Title :

Orientation :

List of events:

Re-orientation:

APPENDIX D
FIELD NOTES

FIELD NOTES

Field Note 1

Class Observation

Hari, Tanggal : Kamis, 01 Maret 2012
 Tempat : Ruang kelas VIII C, SMP N 15 Yogyakarta
 P : Peneliti
 GBI : Guru Bahasa Inggris

P datang bersama GBI ke kelas VIII C. Sebelum kegiatan belajar mengajar dimulai, GBI memperkenalkan P dan menyampaikan maksud kedatangan P. GBI menyuruh P duduk di kursi belakang. P mengadakan observasi kelas untuk mengetahui proses pembelajaran Bahasa Inggris dengan rincian sebagai berikut:

1. GBI menunggu beberapa waktu hingga siswa diam dan rapi lalu mengucapkan salam dan mengutarakan maksud pembelajaran. GBI menawarkan kepada siswa “Sekarang mau belajar dulu atau mengoreksi remidi?” dan siswa serentak menjawab “belajar dulu”. Keriuhan suara siswa mulai terdengar kembali dan guru memberikan nasehat.
2. GBI memberikan instruksi kepada siswa untuk mencatat materi yang GBI tuliskan ketika pembelajaran terhenti dikarenakan ada pengumuman dari kepala sekolah melalui *speaker* serta mengumpulkan Pekerjaan Rumah (PR) bagi yang tidak mengikuti remidi.
3. GBI mengoreksi PR dan sesekali memanggil siswa untuk meminta penjelasan. Lalu, GBI berkeliling dari satu bangku siswa ke bangku lainnya mengecek pekerjaan siswa.
4. GBI menjelaskan dan mulai membahas materi “What is preference?” Open your dictionary, please!” Beberapa siswa yang membawa kamus segera membuka dan menjawab “lebih dari”. Guru mengiyakan jawaban siswa dan memberikan contoh dengan melibatkan salah seorang siswa. Para siswa berlomba menjawab dan mengikuti apa yang diucapkan guru.
5. Kemudian, GBI menjelaskan *patterns of preferences* satu persatu dan mengecek keahaman siswa terkait materi. GBI meminta siswa memberikan satu contoh kalimat *preference*.
6. GBI meminta siswa mengerjakan latihan tentang *preference* secara langsung. Beberapa siswa merasa kebingungan dengan kata tertentu “Bu, *look after* itu apa ya?” GBI menjelaskan dan memberikan contoh kata-kata yang didahului dengan *look* beserta artinya. Siswa ramai. Guru kembali memberikan motivasi.
7. GBI menanyakan kesulitan yang dialami siswa dan meminta salah satu siswa yang dikenal sering berulah di kelas untuk membagikan pekerjaan temanya. GBI mendikte jawaban pilihan ganda dan meminta siswa untuk menuliskan

jumlah soal yang benar dan salahnya lalu mengumpulkan kembali kepada guru.

8. GBI sedikit menguraikan salah satu jawaban essay remedi berupa *re-arrange words to be a sentence: Mother is cutting vegetables when she cuts herself*.
9. Bel berbunyi. GBI meminta salah seorang siswa untuk memimpin doa di depan kelas dan siswa pulang.

Field Note 2

Meeting 1

Cycle 1

Hari, Tanggal : Kamis, 16 Maret 2012
 Tempat : Ruang kelas VIII C, SMP N 15 Yogyakarta
 P : Peneliti
 GBI : Guru Bahasa Inggris

P dan GBI memasuki kelas VIII C bersama. GBI membuka kelas, memperkenalkan P kepada siswa dan mempersilahkan P melanjutkan pelajaran.

1. P membuka kelas dengan *greeting* "Good Afternoon, class!" Para siswa tampak ramai dan sedikit yang menjawab dengan ragu. P kembali mengulang *greeting* dan para siswa serempak menjawab. P mengecek kehadiran siswa.
2. P memperkenalkan diri dan mengemukakan tujuan pembelajaran.
3. P memulai topik pembahasan dengan sebuah pertanyaan motivasi "Siapa yang pernah membaca buku Catatan Si Boy atau Song Hok Gie?" Siswa tampak diam dan menggelengkan kepala. "Baiklah, kalau Negeri Lima Menara atau Laskar Pelangi?" Siswa riuh dan menjawab "Ya, miss. Tahu". P menjelaskan kaitan antara novel dengan materi yang akan diajarkan yaitu *recount text*. P mengatakan bahwa novel-novel tersebut adalah pengalaman atau cerita yang dituangkan dalam bentuk tulisan dan dibukukan. P memotivasi siswa bahwa mereka juga bisa seperti para penulis novel itu dengan menceritakan kisah hidup mereka sendiri dalam bentuk buku. Kemudian P bertanya kepada siswa "Apakah kalian ingin seperti mereka?" Beberapa siswa tampak menjawab "iya" dengan malu-malu. Tampak yang lain, memilih dengan hanya menganggukan kepala, tanda setuju dan beberapa siswa juga tampak berbisik satu sama lain.
4. P meminta beberapa siswa untuk menceritakan pengalamannya di depan kelas namun tidak ada yang mau. Hanya ada satu atau dua siswa yang mau bercerita tetapi di tempat duduk dan memakai bahasa Indonesia.
5. P bertanya apakah siswa tahu apa itu *recount text* dan para siswa tidak menjawab, sibuk dengan diri mereka sendiri. P membagikan hand out kepada siswa dan menjelaskan tentang *recount text* dan struktur-nya.
6. P meminta siswa bersama-sama untuk mengidentifikasi beberapa teks yang termasuk *recount* dan menyebutkan ciri-ciri serta strukturnya. Masih ada

beberapa siswa yang keliru dalam mengidentifikasi. P menjelaskan kembali tentang *recount text*.

7. P meminta siswa untuk mengerjakan task production yaitu sebuah teks *recount* baru beserta daftar pertanyaan yang membantu dalam pengidentifikasian struktur *recount text* seperti judul/topik teks, *orientation*, *lists of events*, *re-orientation* serta *action verbs*. Sebagian siswa serius mengerjakan tugasnya sendiri tetapi sebagian yang lain memilih bermain dan melihat pekerjaan temannya. P memandu siswa dan berkeliling dari satu bangku ke bangku lainnya serta menjawab pertanyaan-pertanyaan yang diajukan siswa. Para siswa sedikit demi sedikit mulai memahami struktur *recount text*. Namun, masih ditemukan kesalahan dalam mengidentifikasi *action verbs*-nya.
8. P meminta siswa untuk mengumpulkan pekerjaan mereka dan bertanya tentang kesulitan yang ditemui dalam mengerjakan teks.
9. P menyimpulkan kembali materi yang sudah diajarkan dan meminta salah satu siswa memimpin doa. P menutup kelas dan berterima kasih atas pertemuannya hari ini.

Field Note 3

Meeting 2

Cycle 1

Hari, Tanggal : Kamis, 29 Maret 2012
 Tempat : Ruang kelas VIII C, SMP N 15 Yogyakarta
 P : Peneliti
 GBI : Guru Bahasa Inggris

P dan GBI menuju kelas VIII C. Para siswa masih tampak bermain di dalam maupun di luar kelas. P dan GBI menunggu hingga para siswa memasuki kelas.

1. GBI membuka kelas dan mempersilahkan P melanjutkan pelajaran. P membuka kelas dengan *greeting* “Good afternoon, Class”. Para siswa sedikit diam dan menjawab *greeting* dengan pelan. P mengecek kehadiran siswa. Ada satu siswa yang tidak hadir.
2. P memulai topik pembahasan dengan bertanya tentang materi pertemuan sebelumnya yaitu *recount text* dan strukturnya. Tampak beberapa siswa menjawab “menceritakan pengalaman yang sudah lalu” dan ada siswa yang bersemangat menjawab walaupun jawabannya salah, yaitu dengan menyebutkan struktur bentuk teks yang lain (*descriptive texts*).
3. P menuliskan contoh *recount text* sembari menjelaskan kembali tentang *recount text* dan strukturnya serta mengenalkan tentang *language features* dari *recount text*.

4. P membagikan hand out kepada siswa. P meminta siswa untuk menyusun kalimat menjadi cerita yang benar. P menunjuk beberapa siswa untuk menuliskan hasil pekerjaan siswa di papan tulis. P menunjuk beberapa siswa untuk mengidentifikasi *language feature* dari teks tersebut dengan memberi tanda lingkaran untuk *connector* dan garis bawah untuk *past verbs*. Para siswa sibuk dengan tugasnya masing-masing tetapi ada juga yang masih tampak malas maju ke depan karena belum selesai mengerjakan tugasnya.
5. P menjelaskan kembali dan membetulkan susunan kalimat yang belum tepat. Kemudian, P mengecek siswa apakah ada kesulitan atau ada yang belum jelas. Para siswa tampak diam.
6. P meminta siswa untuk mengerjakan *task production* yaitu membuat sebuah cerita lucu atau menyenangkan berdasarkan pengalaman sendiri. Sebagian siswa serius mengerjakan tugasnya sendiri, sebagian yang lain mengeluh “Ah miss, aku nggak punya pengalaman lucu adanya yang sedih-sedih”, tetapi sebagian yang lain memilih bermain dan melihat pekerjaan temannya. P memberi mengingatkan agar cerita yang dibuat tidak sama persis meski pengalaman yang diceritakan adalah pengalaman yang sama. P memandu siswa dan berkeliling dari satu bangku ke bangku lainnya serta menjawab pertanyaan-pertanyaan yang diajukan siswa, yang kebanyakan berupa kosa kata.
7. P meminta siswa untuk mengumpulkan pekerjaan mereka dan bertanya tentang kesulitan yang ditemui dalam mengerjakan teks.
8. P akhirnya menyimpulkan kembali materi yang sudah diajarkan. Lalu, tanpa diminta, seorang siswa maju ke depan untuk memimpin doa. P menutup kelas dan berterima kasih atas pertemuannya hari ini.

Field Note 4
Meeting 3
Cycle 1

Hari, Tanggal : Kamis, 04 April 2012
 Tempat : Ruang kelas VIII C, SMP N 15 Yogyakarta
 P : Peneliti
 GBI : Guru Bahasa Inggris

P menuju ke kelas VIII C tanpa GBI. GBI menyusul kemudian. Tampak beberapa siswa masih bermain di luar kelas dan berkeluh dengan kedatangan P yang dirasa masih terlalu awal.

1. P memanggil seorang siswa yang absen pada pertemuan sebelumnya untuk mengerjakan ketertinggalannya di luar kelas. Kemudian P masuk kelas dan membuka pelajaran dengan *greeting*. P mengecek kehadiran siswa. Ada dua siswa tidak hadir.

2. P memulai topik pembahasan dengan mengecek pemahaman siswa akan materi sebelumnya dengan menuliskan kembali contoh teks *recount* di papan tulis dan meminta siswa untuk mengidentifikasi struktur, serta *language feature*-nya seperti *connector*, *past verbs*-nya dan lain-lain.
3. P memberi pertanyaan “Do you know what response is?” Beberapa siswa mencoba menjawab “ya...respon”. Ada seorang siswa yang bertanya “Apa bedanya dengan komentar?” P menjawab “Ya, *response* bisa dikatakan komentar atau tanggapan atau pendapat”.
4. P menjelaskan maksud dari peer responses dengan memberikan contoh sebuah *recount text* yang terdapat kesalahan. P membagikan hasil tulisan siswa beserta format *response*-nya dan meminta siswa untuk mengoreksi tulisan siswa lain. P mengingatkan siswa agar tidak lupa menuliskan nama corrector di kolom yang sudah disediakan. Tampak beberapa siswa bingung dengan instruksi yang diberikan dan memilih untuk bermain atau memberi responses seadanya. Beberapa siswa lain tampak bingung juga karena ketidakjelasan tulisan teman yang dikoreksi sehingga hanya memberi responses secukupnya. Para siswa terlihat belum bisa menerima teknik baru dalam belajar bahasa Inggris.
5. Setelah selesai memberi responses, para siswa mengembalikan tulisan teman yang sudah diberi responses pada pemiliknya. Kemudian, para siswa memperbaiki tulisan yang sudah diberi responses dan menuliskannya kembali di kertas yang sudah disediakan. Seorang siswa bertanya kepada P “Miss, ini maksudnya apa? Aku nggak dong sama responses-nya. Cuma good dan kurang begini....” Beberapa siswa yang lain menyusul dengan pertanyaan yang hampir sama dengan pertanyaan sebelumnya. P menjawab “maksud dari responses-nya itu adalah kata kurang dapat diartikan ada kata yang perlu diperbaiki atau ditambah sedangkan untuk kata good dapat diartikan sudah bagus jadi tidak perlu diperbaiki, hanya ditulis kembali saja. Tapi, kalau kalian ingin memperbaiki lagi ya tidak apa-apa, malah bagus nantinya”.
6. P meminta siswa untuk mengumpulkan pekerjaan mereka dan bertanya tentang kesulitan yang ditemui dalam mengerjakan teks.
7. P akhirnya menyimpulkan kembali materi yang sudah diajarkan dan meminta salah satu siswa memimpin doa. P menutup kelas dan berterima kasih atas waktu yang diberikan.

Field Note 5
Meeting 1
Cycle 2

Hari, Tanggal : Kamis, 12 April 2012
 Tempat : Ruang kelas VIII C, SMP N 15 Yogyakarta
 P : Peneliti
 GBI : Guru Bahasa Inggris
 C : Collaborator

P menuju ke kelas VIII C tanpa GBI. P ditemani seorang teman sebagai pengganti sementara GBI. GBI berhalangan hadir karena sakit. P dan C menunggu semua siswa masuk ke dalam kelas dan siap mengikuti pelajaran.

1. P membuka pelajaran dengan *greeting* dan mengecek kehadiran siswa. Dua siswa tidak hadir karena sakit. P memperkenalkan C sebentar kepada siswa dan langsung menuju ke belakang kelas untuk melakukan observasi.
2. P memulai topik pembahasan dengan mengecek pemahaman siswa akan materi *recount text* pada siklus pertama dan mengevaluasi sedikit tentang hasil siklus pertama. Siswa tampak menjawab dengan benar dan sedikit mengeluh dikarenakan bingung dengan format *peer responses*-nya. Namun, hari ini tampak lebih diam karena ada C, yang termasuk orang baru.
3. P membagikan *hand out* tentang *recount text* yang menceritakan *bad experiences*. Salah satu siswa berkata “Ah *miss*, mbok jangan nulis terus, nge-*game* dong *miss*...”. P tersenyum sambil menuliskan contoh teks di papan tulis lalu menunjuk siswa mencari *past verbs* dari teks tersebut. Satu siswa maju dan siswa yang lain membantu dari belakang. P mengajak siswa untuk mengoreksi bersama.
4. P menjelaskan tentang pola *simple past verbs* baik *regular* maupun *irregular*. Tidak ada siswa yang bertanya saat P menanyakan kesulitan yang ditemui. Mereka tampak antusias segera mencoba mengerjakan. Namun, begitu siswa diminta mengerjakan latihan berupa melingkari *past verbs* yang ada pada teks baru, satu persatu siswa memanggil dan bertanya pada P. “*Miss*, yang *did* ini termasuk nggak, sama yang *was*?”. “Hayo, masuk nggak coba, kata *did* sama *was* itu masuk *regular* atau *irregular*?”. “nggak ada imbuhan *-ed* *miss*, tapi yang *did* itu dari *do*, berarti *past verb* ya?”. P berkeliling menuruti panggilan siswa yang hendak bertanya. “Alvian and Ichsan, *where are your works*? Ayo dikerjakan lah...”. “Iya *miss*, sebentar, ini lho punya ku di bawa dia tuh...”. Dua siswa tampak beralasan demi menghindari tugas yang diberikan P. Akhirnya, P meminta beberapa siswa untuk menyebutkan *past verbs* yang ada pada teks secara langsung.
5. P meminta siswa mengerjakan latihan kedua yaitu mengisi *blank sentences* dengan *past verbs* yang tersedia di dalam kolom. Beberapa siswa memilih mengerjakan sendiri dengan sesekali bertanya pada P dan membuka kamus. Siswa yang lain lebih memilih untuk bekerja sama, berkelompok. Namun, ada

juga yang bermain dan pada akhirnya hanya melihat pekerjaan temannya. “Ridho, jangan biarkan temanmu melihat pekerjaanmu, pindah tempat saja di depan sana, *and you, do your work by yourself, ok?*”

6. P meminta siswa untuk mengumpulkan pekerjaan mereka dan bertanya tentang kesulitan yang ditemui dalam mengerjakan teks. P memberikan waktu beberapa menit kepada siswa yang belum selesai dalam mengerjakan tetapi terlihat sangat bersemangat.
7. P akhirnya menyimpulkan kembali materi yang sudah diajarkan secara sangat singkat karena waktu sudah mendekati bel pulang. Tanpa diminta, seorang siswa maju ke depan kelas memimpin doa. P menutup kelas dan berterima kasih kepada para siswa.

Field Note 6
Cycle 2
Meeting 2

Hari, Tanggal : Kamis, 19 April 2012
 Tempat : Ruang kelas VIII C, SMP N 15 Yogyakarta
 P : Peneliti
 GBI : Guru Bahasa Inggris

P bersama GBI memasuki kelas VIII C. GBI langsung menuju ke bagian belakang kelas dan duduk mengisi observation list.

1. P langsung membuka pelajaran dengan greeting. Kemudian P mengecek kehadiran siswa.
2. P memulai topik pembahasan dengan menunjukkan kembali contoh-contoh recount texts yang sudah dipelajari pada pertemuan sebelumnya. P meminta siswa untuk kembali memperhatikan past verbs yang ada di dalam teks.
3. P membagikan hand out dibantu oleh siswa dan menuliskan kembali di papan tulis. Setelah memastikan siswa mendapatkan hand out, P menjelaskan tentang patterns of simple past tense baik dalam bentuk nominal maupun verbal sentences serta time expression yang sering digunakan dalam simple past tenses.
4. Para siswa tampak diam saat P menanyakan apakah ada kesulitan yang dihadapi atau tidak. Kemudian, P meminta siswa mengerjakan latihan berupa menyusun kata acak menjadi kalimat yang benar sesuai dengan pola yang sudah dijelaskan. Ada lima kalimat sederhana berbentuk positive, negative dan interrogative sentences yang harus disusun oleh siswa.
5. Beberapa siswa tampak masih membuat kesalahan dalam menyusun kalimat. P meminta para siswa untuk menukar pekerjaan mereka dan mengoreksi pekerjaan temannya. Satu persatu siswa ditunjuk P maju ke depan kelas dan

menuliskan hasil pekerjaan siswa. P menanyakan kesulitan yang dihadapi oleh para siswa. Para siswa tampak diam.

6. P meminta para siswa untuk membuat sebuah recount text dengan topik sad experiences berdasarkan pengalaman siswa sendiri. Riuh sebagian siswa mulai terdengar "Miss, aku nggak punya pengalaman sedih." Seorang siswa perempuan mengeluh "Aku nggak mau nulis, nanti jadi teringat lagi e...., janji ya miss, jangan dikasih tahu siapa-siapa". Siswa lain berkata "Miss, ceritanya boleh sama? Kan kita bareng-bareng pas kejadian..." P tampak sibuk menjawab pertanyaan dan keluhan siswa. P berjalan mengelilingi kelas dan memandu siswa dalam mengerjakan tugas sambil mengingatkan siswa untuk tidak lupa dengan connectors, past verbs, dan structures dari recount text. Beberapa siswa sibuk bertanya kosa kata kepada P dan ada yang memilih membuka kamus meski harus antri meminjam dari teman. Namun, ada beberapa yang memilih melihat pekerjaan siswa lain meski P sudah memperingatkan bahwa mereka harus membuat cerita yang tidak sama persis.
7. Waktu pelajaran hampir habis, P meminta siswa agar segera mengumpulkan pekerjaan mereka dan mengingatkan mereka untuk tidak lupa menuliskan nama dan nomor siswa mereka di kolom yang sudah disediakan. P memberi keluangan waktu untuk siswa yang terlihat sangat antusias dan pendiam tetapi belum selesai mengerjakan hingga jam pelajaran habis.
8. P memberi kesimpulan singkat tentang materi hari ini dan menanyakan kesulitan yang dihadapi siswa. Siswa tampak sibuk dengan diri mereka sendiri demi menunggu bel berbunyi, sebagai tanda mereka diperbolehkan pulang.
9. P langsung menutup kelas dengan doa dan greeting.

Field Notes 7

Cycle 2

Meeting 3

Hari, Tanggal : Kamis, 03 Mei 2012

Tempat : Ruang kelas VIII C, SMP N 15 Yogyakarta

P : Peneliti

GBI : Guru Bahasa Inggris

K : Kolaborator

GBI tidak bisa kebersamai P karena harus menggantikan guru lain mengajar di kelas VII. GBI membawa teman sebagai kolaborator. Kemudian mereka menuju kelas VIII C beriringan. K menuju ke belakang kelas untuk melakukan observasi dan P menuju ke depan kelas melakukan pengajaran.

1. P membuka pelajaran dengan greeting dalam bahasa Inggris. Para siswa menjawab serempak dengan bahasa Inggris pula. P mengecek kehadiran siswa.
2. P memulai topik pembahasan dengan mengecek pemahaman siswa akan materi sebelumnya dengan menuliskan kembali contoh teks *recount* di papan tulis dan meminta siswa untuk mengidentifikasi struktur, serta *language feature*-nya seperti *connector*, *past verbs*-nya dan lain-lain. Beberapa siswa mampu menjawab setiap pertanyaan meskipun ada yang dengan ragu-ragu.
3. P menanyakan kembali tentang pengertian responses. Beberapa siswa tampak masih mampu menjawab. “Iya miss, yang kayak kemarin itu ya? Kita ngasih tanggapan?” Namun, beberapa siswa yang lain tampak bingung. “Apa sih miss? Lupa”. P menjelaskan kembali maksud dari peer responses dengan memberikan contoh sebuah *recount text* yang terdapat kesalahan.
4. P membagikan hasil tulisan siswa pada pertemuan sebelumnya beserta format *response*-nya dan meminta siswa untuk mengoreksi tulisan siswa lain dan kemudian memperbaiki hasil tulisan setelah diberi respon oleh siswa lain. Ada seorang siswa yang masih bertanya tentang tugas mereka “Ini disuruh ngapain tho, miss?”. P menjelaskan kembali tugas yang harus dikerjakan oleh setiap siswa dengan sheet yang ada di depan mereka. Kemudian, P berkeliling serta mengingatkan siswa agar tidak lupa menuliskan nama corrector di kolom yang sudah disediakan.
5. P meminta siswa untuk mengumpulkan pekerjaan mereka jika sudah selesai dan bertanya tentang kesulitan yang ditemui dalam memberi responses untuk tulisan teman mereka.
6. P akhirnya menyimpulkan kembali materi yang sudah diajarkan dan meminta salah satu siswa memimpin doa. P menutup kelas dan memberikan hadiah sebagai ungkapan terima kasih atas kerja sama para siswa.

Field Notes 8

Cycle 3

Meeting 1

Hari, Tanggal : Selasa, 05 Juni 2012

Tempat : Ruang kelas VIII C, SMP N 15 Yogyakarta

P : Peneliti

GBI : Guru Bahasa Inggris

Setelah diskusi sebentar dengan GBI, P menuju ke kelas bersama GBI. GBI membuka pelajaran dan meminta siswa untuk bisa bekerja sama kembali dengan P setelah terhenti beberapa waktu oleh libur karena kelas dipakai untuk ujian kelas IX.

1. P kembali membuka dengan greeting dan perkenalan. Para siswa menjawab greeting dengan serempak. P memanggil setiap nama siswa untuk mengecek kehadiran dan memanggil kembali ingatannya terhadap nama-nama siswa.
2. P memberikan satu contoh recount text baru dan menunjuk siswa untuk mengidentifikasi purposes, structures, language features dari recount text tersebut. Beberapa siswa masih mengingatnya dan menjawab pertanyaan dengan sempurna. Namun, beberapa siswa tampak masih berfikir lama dan ragu-ragu dalam menjawab. P menjelaskan kembali tentang recount text.
3. P membagi siswa menjadi beberapa kelompok yang terdiri dari empat atau lima siswa. Beberapa siswa tampak mengeluhkan berkelompok dengan siswa yang tidak sesuai dengan keinginan, karena menurut mereka siswa tersebut jarang mau mengerjakan tugas bersama. "Ah miss, kami nggak mau sama dia. Nanti dia nggak mau ngerjain...". Kemudian P mengganti siswa tersebut dengan siswa dari kelompok lain. Kebanyakan siswa memilih berkelompok putri dengan putri dan putra dengan putra. Setiap kelompok mendapatkan hand out berisi recount text dan grafik yang memuat pertanyaan what, who, when, where, dan how. Tugas siswa adalah mengidentifikasi info sesuai dengan 5 pertanyaan tersebut. Latihan pun selesai.
4. P meminta siswa untuk membuat a brainstorming graphic atau sejenis grafik outline yang berisi what, when, where, dan how untuk mempermudah siswa dalam menuangkan ide dan menjadikannya cerita yang bagus dan benar sesuai dengan structure. Setelah dibuat grafik secara berkelompok, para siswa membuat cerita berdasarkan grafik tersebut secara individu. Hal ini dimaksudkan agar siswa tetap mampu membuat tulisan yang berbeda sesuai dengan tingkat kemampuan mereka walaupun dengan cerita yang sama. Tampak para siswa mengerjakan dengan lebih senang karena dikerjakan berkelompok. Namun, ada juga kelompok yang tetap ramai karena memang isinya adalah siswa yang seringkali hanya bermain di kelas dan melihat pekerjaan temannya. Pun, pada akhirnya mereka mau tidak mau mengerjakan bersama walaupun sering bertanya pada P dan kelompok lain tentang kosa kata. Tampak beberapa kali mereka antri meminjam kamus demi mendapatkan kata dalam bahasa Inggris yang dibutuhkan untuk menyusun tulisannya.
5. P memandu dari kelompok satu ke kelompok lain dan memenuhi panggilan setiap kelompok yang ingin bertanya tentang pemilihan kosa kata, benar atau tidaknya susunan kalimat dan menarik atau tidaknya cerita yang mereka buat.
6. Jam pelajaran hampir habis, sedangkan para siswa baru dalam tahap penulisan teks. P memutuskan untuk meminta siswa untuk mengumpulkan hasil pekerjaan mereka ke depan kelas dan melanjutkan ke pertemuan berikutnya.
7. P menanyakan kesulitan yang dihadapi siswa dan menyampaikan bahwa pertemuan berikutnya adalah pertemuan terakhir bersama P. P meminta kerja sama siswa dan menutup kelas dengan doa dan greeting.

Field Notes 9
Meeting 2
Cycle 3

Hari, Tanggal : Kamis, 07 Juni 2012
Tempat : Ruang kelas VIII C, SMP N 15 Yogyakarta
P : Peneliti
GBI : Guru Bahasa Inggris

P dan GBI masuk ke kelas VIII C bersama. Beberapa siswa tampak masih berdiri dan bermain dengan teman lain. GBI meminta siswa untuk duduk di bangku masing-masing.

1. GBI membuka pelajaran dengan greeting dan menyampaikan tujuan pengajaran hari ini. Satu jam pelajaran pertama untuk keperluan penelitian bersama dengan P yaitu melanjutkan membuat responses dan menulis teks kembali setelah diberi respon oleh teman. Satu jam sisanya untuk melanjutkan pelajaran dari GBI karena waktu Ujian Semester hampir tiba.
2. P menyapa siswa dengan greeting dan mengecek kehadiran siswa. Semua siswa hadir.
3. P langsung membagikan hasil tulisan siswa satu kepada siswa lainnya dan meminta beberapa siswa untuk membagikan sheet berupa format responses dan sheet untuk menulis kembali tulisan yang sudah diberi responses sembari menjelaskan kembali tentang pengertian responses dan bagaimana membuatnya. Beberapa siswa langsung mengerjakan tugasnya, namun beberapa siswa yang lain masih saja bermain dan beberapa yang lain meminta tulisannya ditukar dengan korektor lain karena menurut mereka, siswa tersebut tidak bisa dipercaya.
4. 10 menit kemudian, siswa selesai memberi responses untuk tulisan temannya dan memberikan langsung pada pemilik tulisan tersebut. Beberapa siswa yang sudah paham tugasnya langsung menulis kembali tulisan yang sudah diberi responses oleh temannya. Sedangkan untuk siswa yang belum paham, P menjelaskan kembali dan membantu mengembalikan tulisan kepada pemiliknya. P berkeliling dan memandu siswa dalam menulis kembali. Seringkali terlihat P menjadi rebutan, sebentar dipanggil ke sana, sebentar lagi dipanggil ke meja yang lain sehingga ada beberapa siswa yang merajuk karena P datang terlambat menuju mejanya. Selain itu, beberapa siswa juga menanyakan maksud dari responses teman atas tulisan mereka yang masih saja berisi kata-kata sederhana seperti kurang, good, bad, dan lain-lain meskipun P sudah memberikan instruksi untuk mengoreksi tulisan teman

mereka dan memberikan responses dengan sungguh-sungguh bukan asal-asalan.

5. Kurang dari 15 menit, para siswa sudah menyelesaikan tulisannya. Satu persatu dari mereka maju ke depan dan mengumpulkan tulisan mereka di meja guru. P menyampaikan bahwa pertemuan itu adalah pertemuan terakhir dan berterima kasih kepada siswa atas kerja sama mereka. Beberapa siswa tampak melambaikan tangan dan ada yang berkata "Yah miss, kok sudah sih? Kan jadi nggak bisa main-main lagi...."
6. P memberikan waktu sepenuhnya kepada GBI untuk melanjutkan dengan materi untuk persiapan ujian semester. P mengucapkan terima kasih dan meninggalkan kelas.

APPENDIX E
INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

Interview 1

Hari, tanggal : Kamis, 01 Maret 2012
 Tempat : Ruang Guru
 Narasumber : Guru Bahasa Inggris

Peneliti (P) datang ke sekolah untuk menemui Guru Bahasa Inggris (GBI) berdasarkan rekomendasi Kepala Sekolah guna wawancara terkait pengajaran Bahasa Inggris dan menyampaikan rencana penelitian di kelas VIII.

- P : “Selamat pagi Bu”.
- GBI : “Selamat pagi. Oh iya, nggak apa-apa, jam terakhir masih lama. Pukul 11.30 kok”.
- P : “Ehm, ini bu. Terkait pengajaran di kelas, khususnya bahasa inggris nih, kondisinya bagaimana bu?”
- GBI : “Tergantung sih mbak. Saya kebetulan memegang 3 kelas, untuk kelas VIII. Kelas A dan B itu kelas bilingual, jadi ngajarnya enak karna secara pemahaman mereka di atas kelas lainnya. Kalo yang kelas C ini yang agak kerepotan. Kelas rame dan susah diatur. Kalo mau mendengarkan saja sudah cukup mbak”.
- P : “Oh, jadi maksudnya kelas bilingual itu semacam kelas special gitu ya bu?”
- GBI : “Iya, kalo masuk kelas bilingual itu harus memenuhi syarat tertentu seperti nilai beberapa mata pelajarannya 9 begitu. Salah satunya bahasa inggris”.
- P : “Terkait kurikulum bahasa inggris bu, apakah sudah mencukupi kebutuhan siswa?”
- GBI : “Iya, sudah mbak. Tidak ada masalah”.
- P : “Kira-kira, masalah apa yang sering muncul dalam proses pengajaran di kelas? Khususnya writing...”
- GBI : “Karena kondisi siswa yang demikian pasif, maka seringnya saya ajarkan skill yang lain, listening dan reading. Kalo writing waktunya masih sedikit. Di sela-sela skill yang lain. Yang bener-bener bisa ya ada, dan mengerjakan sendiri. Terus yang bandel-bandel itu nanti sukanya lihat punya temannya. Jadi, saya ngajarnya asal anak-anak diam memperhatikan saja mbak. Yang penting mereka pada mau mengerjakan. Itu sudah syukur. Kalo writing paling ya re-arrange atau organizing kalimat. Tapi beda dengan yang kelas A dan B, lebih mudah diatur”.
- P : “Jadi untuk membuat essay gitu belum bisa ya bu?”
- GBI : “Iya, kalo yang kelas bilingual mungkin sudah lebih bisa karna semester kemarin juga sudah jadi objek penelitian writing sama mahasiswa UNY juga mbak...”

- P : “Oh iya ya? Terus, selama ini metode Ibu dalam mengajar writing bagaimana?”
- GBI : “Ya itu tadi mbak, baru menyuruh anak re-arrange atau organizing kalimat aja dan diselipkan ke skill lainnya. Paling yang bilingual, beberapa siswa ada ikut yang klub English”.
- P : “Nah, kalo dari siswa sendiri, kira-kira bagaimana tanggapan mereka kalo writing?”
- GBI : “Ya, kalo kelas bilingual lumayan pada bisa tapi kalo yang kelas biasa kebanyakan tidak tertarik karena menurut mereka susah. Perhatiannya susah difokuskan. Ini yang saya ajar kelas C, yang kelas D dan seterusnya apalagi mbak... tambah susah dan ramai”.
- P : “Biasanya, kesalahan apa saja yang sering dilakukan siswa ketika writing bu?”
- GBI : “Masih banyak mbak. Kadang bingung membedakan mana subjek dan obyek, kosa kata sedikit, kadang masih memakai bahasa Indonesia”.
- P : “Mungkin punctuationnya juga ya bu?”
- GBI : “Iya, masih sering lupa”.
- P : “Di SMP N 15 ini ada wadah atau klub yang bisa menampung ketrampilan menulis ndak Bu?”
- GBI : “Sejauh ini belum ada sih mbak, hanya lewat kelas bilingual saja paling”.
- P : “Oh gitu ya Bu. Ehm, saya rasa cukup sekian dulu, terima kasih Bu. Silahkan kalau Ibu mau melanjutkan aktivitas yang lain”.
- GBI : “Ya mbak, saya tinggal dulu. Jadi masuk ke kelas saya kan? Kelas C kebetulan bahasa Inggrisnya jatuh di jam pelajaran terakhir terus. Jadi nanti pukul 11.30 kita ke kelas C bareng”.
- P : “Nggih Bu”.

Interview 2

Hari, tanggal : Selasa, 06 Maret 2012

Tempat : Ruang Kelas VIII C

Narasumber : Siswa kelas VIII C

Peneliti (P) melakukan wawancara kepada beberapa siswa kelas setelah mereka mengerjakan pre-test writing.

S1 : Putri

S2 : Risma

P : “Halo mbak... boleh tanya-tanya sedikit tentang bahasa Inggris?”

S1 : “Wah, nggak ah mbak. Aku nggak bisa bahasa Inggris. Itu aja, tuh!”

P : “Oh, tenang. Bukan pake bahasa Inggris kok, pake bahasa Indonesia aja. Bisa ya?”

S1 : “Oh...ya deh. Sama ini juga ya mbak?”

- P : “Ya. Berdua nggak apa-apa. Oh ya, namanya siapa mbak?”
- S1 : “Putri”.
- P : “Yang ini siapa?”
- S2 : “Risma”.
- P : “Baiklah, Putri dan Risma ya.... Hmm, kalian berdua suka bahasa Inggris nggak?”
- S1 : “Lumayan”
- S2 : “Suka”.
- P : “Suka writing nggak?”
- S1 : “Writing sih apa?”
- S2 : “Menulis, kayak tadi itu lo...”
- S1 : “Oh...nggak begitu e mbak...susah”.
- P : “Susahnya kenapa?”
- S2 : “Emm... Apa ya mb?”
- P : “Susah di tenses?” (Kedua siswa tampak diam, berfikir)
- P : “Kayak past tenses yang tadi itu lho... yang ada verb 1 terus karena past jadinya verb 2 ...”
- S1 : “Aku nggak tahu bahasa Inggris e”
- S2 : “Oh, iya ya...tahu”.
- P : “Terus pas nulis, kalian bisa membedakan mana yang subjek, mana yang predikat gitu nggak?”
- S1 : “Bingung e mbak.”
- S2 : “Iya, kadang kebalik-balik”.
- P : “Kalo soal vocabulary gimana? Ehm, kosa kata gitu...”
- S2 : “Ya ya susah. Lupa-lupa”.
- P : “Suka bawa kamus enggak?”
- S1 : “Nih, aku selalu bawa”.
- S2 : “Kalo aku enggak mesti bawa mbak hehe”
- P : “Tanda baca atau punctuation suka lupa nggak?”
- P : “Itu lho, kayak titik, koma dan lain-lain...”
- S2 : “Oooh, kalo itu nggak mbak. Kan gampang mbak....”
- P : “Oya, kalo misal tulisan kamu diteliti atau dikoreksi sama teman kamu mau enggak?”
- S1 : “Wah, ogah mb, nanti enggak bener ngoreksinya. Sekarepe dewe...”
- S2 : “Malu juga...”
- P : “Lho, memang kenapa mesti malu? Kan kalian juga jadi tahu yang bener itu gimana. Kalian juga bisa ngoreksi punya teman yang lain kok. Kan asyik tuh?”
- S1 : “Iya sih mb...”
- S2 : “Maaf mb, aku sudah ditunggu nih, aku duluan ya...”
- P : “Oke, udah kok. Terima kasih ya waktunya”.
- S3 : Junanto
- S4 : Ridho

- P : “Permisi mas-mas, bisa wawancara sebentar?”
- S3 : “Ya mbak. Tapi Cuma sebentar ya? Keburu dijemput di bawah.”
- P : “Ya, bentar kok. Namanya siapa mas?”
- S3 : “Saya Junanto, mbak.”
- P : “Kalo yang ini?”
- S4 : “Saya Ridho”
- P : “Oke mas Junanto, ehm, Junan aja ya lebih enak... Sama mas Ridho. Kalian bisa bahasa Inggris nggak? Maksudnya pinter gitu...”
- S3 : “Nggak, tapi saya ingin belajar bahasa Inggris.”
- S4 : “Kalo saya lumayan tapi tidak sepenuhnya.”
- P : “Oh gitu, terus, kalian mampu menulis pake bahasa Inggris dengan baik nggak?”
- S3 : “Bisa.”
- S4 : “Lumayan.”
- P : “Hmm, sering menemukan kesulitan dalam menulis bahasa Inggris? Kalo iya, apa saja?”
- S3 : “Ada, kalo membingungkan.”
- S4 : “Ada mbak, sulit merangkai kata.”
- P : “Oke2. Kalian kan semester ini ada materi tentang recount text tuh, kalian tahu nggak? Apa saja ciri-cirinya?”
- S4 : “Ya, tahu mbak.”
- P : “Kalo Junan?”
- S3 : “Hmm, kalo saya nggak terlalu tahu.”
- P : “Soal belajar mengajar di kelas nih, menurut kalian, bagaimana kegiatan menulis bahasa Inggris di kelas?”
- S3 : “Sangat bagus.”
- S4 : “Berjalan agak lancar sih...”
- P : “Kalian senang dengan metode guru bahasa Inggris dalam mengajar skill menulis di kelas?”
- S3 : “Lumayan lah...”
- S4 : “Tidak terlalu mbak.”
- P : “Biasanya, kalian suka Tanya teman nggak kalo menemukan kesulitan dalam menulis?”
- S4 : “Ohh, sering sekali mbak. Jarang bawa kamus soalnya hehehe”
- S3 : “Ya, sering sekali mbak.”
- P : “Nah, misal tulisan kalian dikoreksi sama teman kalian gimana? Kalian suka nggak?”
- S3 : “Sangat senang mbak, tapi kayaknya nggak ada teman yang baik yang bisa ngoreksi dengan benar.”
- S4 : “Wah, nggak terlalu suka mbak, kalo saya.”
- P : “Oke, trima kasih ya mas atas waktunya.”

Interview 3

Hari, tanggal : Jum'at, 16 Maret 2012

Tempat : Ruang Guru

Narasumber : Guru Bahasa Inggris

Peneliti (P) melakukan evaluasi bersama Guru Bahasa Inggris (GBI) setelah actions cycle 1

P : "Selamat pagi Bu".

GBI : "Iya, selamat pagi. Maaf mbak, kemarin saya tinggal sholat dulu terus balik ke kantor lagi kok jenengan nggak ada, jadi saya pulang mau jemput anak".

P : "Oh ya, tidak apa-apa Bu. Ya, kemarin saya di kelas agak lama, terus ke ruang guru, kata salah satu ibu guru Ibu sudah kondur jadi saya juga pulang. Bagaimana Bu, action pertama kemarin?"

GBI : "Ya, RPP-nya bagus mbak, bisa saya terapkan di kelas lainnya besok. Ada bagian untuk memotivasi siswa untuk menulis lebih dari sekedar di kelas saja, ya, seperti dengan member contoh nama-nama penulis novel serta judul-judul novel. Itu menarik mbak. Hmm, mungkin ini saja sih mbak, anak-anaknya memang ada yang bener-bener memperhatikan tapi ada yang sama sekali tidak".

P : "Iya Bu, ramai jadi susah ditenangkan. Suara saya juga pelan jadi tidak bisa menjangkau ke seluruh kelas".

GBI : "Ya, dulu saya juga begitu. Tapi lama kelamaan bisa kok mbak. Ditunggu sampai anak-anak diam dulu baru mbak menjelaskan. Kalau tidak begitu, ya susah, jadi sia-sia mbak".

P : "Nggih Bu. Tapi, susahnya itu membuat mereka diam itu lho Bu".

GBI : "Begini saja mbak. Kemarin kan anak-anaknya banyak yang belum faham dan bertanya-tanya ke saya jadi Besok sambil ditulis saja di papan tulis walaupun sudah ada hand out-nya".

P : "Oh begitu ya Bu? Ya, besok akan saya coba. Berarti adanya hand out belum juga bisa membantu gitu ya bu?"

GBI : "Ya membantu sih mbak, daripada mereka nggak punya pegangan, atau mereka males buka catatan dan buku panduan. Cuma, mungkin karena pakai bahasa Inggris semua hand out-nya jadi anak-anak nggak begitu paham".

P : "Inginnya membiasakan dengan bahasa Inggris Bu, jadi saya pikir mulai dari hand out. Ya berarti mungkin besok saya akan coba translate juga. Ada lagi Bu?"

GBI : "Saya rasa cukup. Untuk pekan depan libur dulu ya mbak, mau dipakai kelas 9 untuk ujian".

P : "Oh, iya Bu. Berarti Kamis pekan depan lagi ya Bu?"

Interview 4

Hari, tanggal : Kamis, 29 Maret 2012

Tempat : Ruang Guru

Narasumber : Guru Bahasa Inggris

Peneliti (P) melakukan evaluasi bersama Guru Bahasa Inggris (GBI) setelah actions Cycle 1

: “Permisi Bu”.

GBI : “Ya, gimana tadi di kelas mbak?”

P : “Alhamdulillah Bu, lumayan terkendali. Tadi saya coba saran Ibu, saya terangkan materinya sambil nulis di papan tulis. Anak-anak jadi cukup memperhatikan ke depan”.

GBI : “Iya, memang seperti itu tipe anak-anaknya”.

P : “Terus, tadi juga meminta mereka maju ke depan untuk mengerjakan practice satu per satu secara acak. Anak-anak pun jadi pada diam dan mau mengerjakan walaupun harus bertanya ke teman lainnya”.

GBI : “Ya, untuk besok lagi berarti sebelum diberikan materinya, ditanyakan ke anak-anak dulu, kata-kata apa saja yang belum mereka pahami”.

P : “Oh ya Bu, mungkin nanti saya terangkan sama artinya sekalian jadi anak-anak faham dengan apa yang diperintahkan”.

GBI : “Ya, malah bagus”.

P : “Kalau begitu sudah dulu mungkin Bu. Trima kasih, saya pamit”.

Interview 5

Hari, tanggal : Kamis, 05 April 2012

Tempat : Ruang Guru

Narasumber : Guru Bahasa Inggris

Peneliti (P) melakukan evaluasi bersama Guru Bahasa Inggris (GBI) setelah actions cycle 1

P : “Permisi Bu”.

GBI : “Ya Mbak, gimana?”

P : “Tadi agak sulit dikendalikan Bu, banyak yang mungkin belum terlalu paham bagaimana memberi respon walaupun sudah saya jelaskan. Ada yang sama sekali tidak diperbaiki setelah diberi respon, tapi banyak juga yang memperbaiki sih walaupun respon yang diberikan temannya kurang jelas kadang-kadang”.

GBI : “Ya, mungkin karena ini baru juga mbak. Sambil diterangkan saja artinya dan apa yang mereka harus kerjakan”.

P : “Kalau menurut Ibu, gimana?”

- GBI : “Ya, hampir sama mbak. Karena ini baru, jadi mereka mungkin masih butuh adaptasi, tapi lumayan menarik mbak, membuat penasaran mereka.”
- P : “Maksudnya Bu?”
- GBI : “Iya, mereka butuh sesuatu yang berbeda, nah, mungkin ini bagi mereka ada bedanya dari pelajaran yang biasanya. Dikoreksi teman. Biasanya kan tugas yang dikoreksi teman hanya bagian soal pilihan ganda bukan menulis.”
- P : “Oya Bu, tadi ada yang tidak masuk juga, dua anak. Ehm, ini hasilnya, yang sebelum treatment saya bendel jadi satu namanya before treatment dan ini yang setelah treatment atau after treatment. Monggo Ibu duluan yang menilai, nanti saya terakhir. Dan ini juga draft hasil response dari anak-anak barangkali Ibu juga mau lihat-lihat”.
- GBI : “Oh ya Mbak nanti saya akan koreksi. Maaf, tadi saya harus menggantikan kelasnya Pak Muji, kelas VII karena mendadak jadi saya tidak bisa full menemani. Terus, untuk siklus kedua nanti bagaimana? Fokusnya apa mbak?”
- P : “Iya Bu, ndak apa-apa. Di siklus pertama kemarin kan, kita fokus pada definisi, fungsi atau tujuan, dan ciri-ciri recount texts. Jadi, siswa baru mendapat pengetahuan tentang gambaran recount texts secara umum. Menurut Ibu, bagaimana?”
- GBI : “Iya, mbak. Sepertinya mereka sudah cukup mengerti tentang recount text secara umum. Mereka juga sudah bisa membedakan mana teks yang recount mana yang bukan. Terus, pas menyusun kalimat menjadi paragraph juga sedikit-sedikit mereka sudah bisa menyusun dengan susunan yang tepat.”
- P : “Tapi Bu, kayaknya mereka masih pada bingung dengan penggunaan past verbs ya bu?”
- GBI : “Iya sih mbak. Mereka masih suka menulis verbs 1-nya apapun time expression-nya. Mungkin di siklus kedua nanti ditekankan pada past verb aja mbak...”
- P : “Oh iya Bu. Besok RPP-nya saya tunjukkan pada Ibu dulu. Lalu, ada lagi Bu? Soal semangat siswa dalam menulis mungkin setelah menggunakan peer responses?”
- GBI : “Ya mungkin, mereka agak semangat, karena mau dikoreksi temannya jadi kan mereka juga malu, gengsi kalau banyak yang salah trus dilihat temannya gitu...”
- P : “Hehe..iya sih Bu. Itu bisa membantu memotivasi mereka.”

Interview 6

Hari, tanggal : Kamis, 03 Mei 2012

Tempat : Ruang Guru

Narasumber : Guru Bahasa Inggris

Peneliti (P) melakukan evaluasi bersama Guru Bahasa Inggris (GBI) setelah *actions Cycle 2*

P : “Siang, Bu. Bagaimana hasil siklus 1 nilainya?”

GBI : “Lumayan Mbak, hasil setelah diberi respon juga lebih baik dari sebelum diberi. Ini berarti kan, mereka paling tidak memperbaiki tulisannya setelah diberi respon meski responnya tidak maksimal. Tapi, yang penting mereka tahu apa yang mesti perbaiki dan bagaimana mereka memberi respon kepada tulisan teman sendiri. Ya, paling tidak mereka jadi *care* dengan yang lain. Lalu, bagaimana mbak tadi?”

P : “Tadi agak terhambat, Bu. Kata beberapa siswa, kalau temanya tentang pengalaman sedih lebih susah untuk dibuat, begitu. Jadi, mungkin ini nilainya tidak lebih baik dari siklus pertama dengan tema tentang pengalaman yang menyenangkan atau lucu. Oh ya, maksudnya *care* itu bagaimana ya Bu?”

GBI : “Oh, gitu ya mbak. *Aware-nya* gini mbak, biasanya itu siswa pada nggak mau tahu urusan temannya, intinya tidak mau ngoreksi punya teman, takut disalah-salahkan gitu”

P : “Iya, Bu. Menurut Ibu, siklus kedua ini bagaimana?”

GBI : “Secara keseluruhan bagus dan lancar”.

P : “Soal practice atau production tentang past verb-nya bagaimana Bu?”

GBI : “Bagus. Mereka lebih banyak latihan dan menghadapi soal-soal past verbs, jadi mereka bisa membedakan mana yang present mana yang past.”

P : “Iya sih Bu. Tapi, kayaknya mereka masih bingung juga pas giliran menuangkan ide ke paragraf, padahal mereka sebenarnya punya ide.”

GBI : “Mungkin kita lanjutkan dengan siklus ketiga. Nanti kita fokus di bagaimana mereka lebih tertarik dan suka dengan menulis?”

P : “Apa dibuat kelompok ya Bu? Jadi nanti mereka ceritanya sama tapi dengan gaya tulisan berbeda sesuai dengan gaya anak-anaknya.”

GBI : “Ya boleh mbak. Tinggal dipastikan, mereka tidak hanya mencontek punya temannya. Pekerjaannya jangan sampai sama persis gitu. Nanti enak yang malas nulis, mbak”.

P : “Oh ya Bu. Nanti dikasih peraturan aja, tidak boleh sama persis. Terus, mereka kan susah menuangkan ide ya Bu, gimana kalau nanti kita permudah dengan brainstorming graphic?”

GBI : “Gimana itu mbak?”

P : “Kita kasih gambaran dengan pertanyaan 5WH questions Bu. What, where, who, when, why, dan how. Terus mereka isi baru dirangkai

menjadi paragraf. Sepertinya ini bisa membantu mereka, paling nggak tiap anak bisa urun rembug ide”

GBI : “Ya, bisa mbak. Bagus malah. Bisa dicoba”

Interview 7

Hari, tanggal : Kamis, 03 Mei 2012

Tempat : Ruang Kelas VIII C

Narasumber : Siswa kelas VIII C

Peneliti (P) melakukan interview dengan beberapa siswa setelah actions cycle 2.

S5 : Dwi Indah

S6 : Orida

P : “Hai mbak. Boleh tanya-tanya sebentar?”

S5 : “Iya, mbak. Pake bahasa Indonesia kan?”

P : “Iya. Mbak Indah dan mbak Orida, menurut kalian gimana kegiatan belajar mengajar kemarin?”

S5 : “Lumayan baik, miss”

S6 : “Cukup menyenangkan miss.”

P : “Kenapa?”

S6 : “Ya, bisa melatih untuk menulis bahasa Inggris miss”.

P : “Setelah belajar kemarin, kalian jadi lebih paham sama recount texts nggak?”

S5 : “Lumayan, miss.”

S6 : “Iya, lumayan juga”.

P : “Lumayannya gimana? Kalian jadi tahu definisi, strukturnya, language features-nya begitu?”

S5 : “Iya. Meski ada yang masih bingung kadang-kadang.”

S6 : “Ho’oh miss. Apalagi kalo harus ganti-ganti jadi bentuk lampau itu, belum hafal miss, kosa katanya juga dikit masih, hehe”

P : “Berarti kalian masih suka menemui kesulitan ya, pas menulis?”

S6 : “Iya lah miss. Ya itu tadi, tentang itu tadi.”

S5 : “Kadang juga suka lupa kasih titik atau koma gitu, ya untung dikoreksi sama teman, kita jadi tahu oh ini kurang titik dsb, tapi kalau dapet pengoreksi yang pinter sih miss... Oh, iya miss. Suka lupa kata bantu miss, kayak is, am, are terus apa itulah?”

P : “Itu berarti kalian semua harus pinter dan teliti jadi biar sama-sama untung to?”

S5 : “Hehe...iya ya miss? Aku sendiri aja nggak tahu”

P : “Terus nih, hasil writing kalian lebih bagus mana yang pertama apa yang kedua? Banyak salah yang mana?”

- S6 : “Punyaku cukup miss. Tapi yang kedua aku lebih faham jadi mungkin yang kedua lebih bagus. Topiknya mbok jangan sedih miss, jadi lebih susah”
- S5 : “Aku juga. Mendingan yang kedua, tapi aku kurang suka sama topiknya miss, jadi mungkin aku nggak banyak nulis”
- P : “Oh gitu ya? Bukannya kalau topiknya yang sedih-sedih, kalian suka? Kan kalian sering galau gitu? Hehe”
- S5 : “Ah, miss-nya bisa aja. Tapi, iya sih miss.”
- S6 : “Iya miss, Indah tuh suka galau. Hehe ”
- P : “Terus, soal peer responses nih, menurut kalian penting nggak sih?”
- S5 : “Kalo penting ya penting miss, jelas. Kan jadi tahu tempat yang salah gitu”
- S6 : “Iya miss, penting.”
- P : “Menarik nggak, menurut kalian? Atau kalian suka nggak?”
- S6 : “Ya, lumayan miss.”
- P : “Cuma lumayan aja? Bosan nggak?”
- S6 : “Ya, lumayan miss, buat refreshing juga dari pada belajar serius terus, kalo sama miss kan enak bisa main-main di sela-sela belajar hehe”
- S5 : “Aku juga miss. Apalagi kalo pas dapet yang pinter yang ngoreksi tulisanku, aku jadi tahu terus ku perbaiki dan jadi tambah deh nilaiku hehe. Tapi, kalo kita yang ngoreksi tulisan teman dan tulisannya jelek, nah ini miss yang males, mau kasih respon apa ya?”
- P : “Jadi, menurut kalian, kemampuan menulis kalian meningkat setelah tulisannya dikoreksi teman?”
- S5 : “Iya, lumayan meningkat miss”
- S6 : “Meningkat miss, meski sedikit, kalo memang koreksiannya sedikit”
- P : “Oke, mbak Indah dan mbak Orida, thank you very much. Semoga bisa ketemu lagi di lain waktu ya...”
- S5 : “Iya miss. Wah, jadi nggak bisa main-main lagi nih miss.”
- S6 : “Iya nih. Besok-besok main lagi ya miss”.

Interview 8

Hari, tanggal : Kamis, 07 Juni 2012

Tempat : Ruang Guru

Narasumber : Guru Bahasa Inggris

Peneliti (P) melakukan evaluasi bersama Guru Bahasa Inggris (GBI) setelah actions Cycle 3

P : “Siang Bu”

GBI : “Ya, siang mbak. Gimana?”

P : “Alhamdulillah bu, lancar hari ini. Meski waktunya terbatas, tapi anak-anak bisa diajak kerjasama. Mereka mengerjakan dengan senang hati kayaknya.”

- GBI : “Iya, untuk yang siklus ketiga ini kelihatannya mereka antusias, mbak. Mungkin karena berkelompok jadi mereka lebih senang, rame-rame.”
- P : “Menurut Ibu, gimana tentang penggunaan grafik untuk memantik siswa dalam menuangkan idenya?”
- GBI : “Iya, bagus. Mereka cukup terbantu, paling tidak jadi lebih tertata dalam menyusun cerita.”
- P : “Ini hasil writing siswa, sebelum dan sesudah cycle 3 Bu. Monggo, Ibu dulu yang menilai. Hmm, soal kemampuan siswa dalam menggunakan past verbs gimana Bu? Apakah menurut Ibu sudah mengalami kemajuan?”
- GBI : “Iya mbak, lumayan. Hasil writing-nya lumayan ini. Vocab-nya juga kelihatannya nambah, ya meskipun masih tanya guru...tapi ya mending mbak, dari pada lihat pekerjaan teman”
- P : “Oh, iya Bu. Mereka juga jadi lebih sering buka kamus meski harus antri pinjam punya teman. Lalu, untuk keseluruhan siklus gimana sejauh ini yang Ibu lihat? terutama tentang peer responses itu sendiri ”
- GBI : “Menurut saya, sudah bagus mbak. Teknik baru untuk mengajar writing yang cukup menarik, bisa diterapkan lagi nanti di kelas lain. Cukup membantu siswa dalam menulis bahasa Inggris supaya lebih teliti dan peka terhadap kesalahan yang mungkin mereka kerjakan.”
- P : “Apakah dengan teknik ini bisa memotivasi siswa dalam menulis?”
- GBI : “Menurut saya, bisa mbak. Dengan tulisan mereka dikoreksi oleh temannya, ini bisa memotivasi mereka untuk menulis lebih baik lagi, ada rasa malu atau gengsi lah mbak”
- P : “Oh, iya sih, Bu.

Interview 9

Hari, tanggal : Kamis, 07 Juni 2012
 Tempat : Ruang Kelas VIII C
 Narasumber : Siswa kelas VIII C

Peneliti (P) melakukan interview dengan beberapa siswa setelah actions cycle 3.

- S4 : Ridho
- S7 : Rayhan
- P : “Siang, mas. Minta waktunya sebentar ya?”
- S4 : “Ya, miss”.
- P : “Mas Rayhan juga sini sekalian. Bisa kan minta waktunya sebentar buat wawancara?”
- S7 : “Iya miss, nggak apa-apa. Bisa kok, sambil nunggu jemputan. Hehe”
- P : “Oke. Menurut kalian kegiatan belajar mengajar yang baru aja kita lakukan gimana? Dari awal miss Teti di sini, begitu?”
- S7 : “Seru miss”.
- S4 : “Ya, cukup baik miss”.
- P : “Serunya gimana mas?”

- S7 : “Ya, itu miss. Biasanya kan jarang bisa main-main tapi pas sama miss jadi bisa sambil main gitu hehe...”
- P : “Lho, kok begitu?”
- S7 : “Iya miss, agak nyantai begitu”.
- P : “Kalo yang dua pertemuan terakhir, yang buat cerita bareng berkelompok, gimana?”
- S4 : “Aku suka miss, bisa bareng-bareng ngerjainnya dari pada sendiri. Bingung.”
- S7 : “Iya miss, betul. Kalo kerja kelompok kan lebih enak, bisa share gitu dari pada sendiri-sendiri”.
- P : “Lalu, dengan grafik itu gimana?”
- S4 : “Asyik juga. Jadi lebih mudah pas mau nulis. Jadi, kalo biasanya bingung dari mana dulu mulainya, pas pakai grafik itu jadi lebih mudah”.
- S7 : “Iya, yang grafik juga asyik, ada gambar sama poin-poin gitu jadi lebih mudah. Apalagi aku miss, yang masih suka bingung kalo bahasa Inggris”.
- P : “Terus, setelah belajar beberapa hari tentang recount text, kalian jadi lebih faham nggak nih dari sebelumnya?”
- S4 : “Ya, saya lebih faham”.
- S7 : “Kalo aku lumayan miss, soalnya memang susah miss bahasa Inggris itu”.
- P : “Berarti kalian masih ada kesulitan dong?”
- S4 : “Ya, masih miss. Kadang masih lupa dengan bentuk verb-nya, lupa menulis verb 1 padahal seharusnya verb 2”.
- S7 : “Itu benar miss. Aku malah sering lupa kasih titik dan koma juga, apalagi kalo udah keburu-buru”.
- P : “Kalo dilihat nilainya nih, tulisan kalian lebih bagus yang mana? Yang pertama, kedua atau yang terakhir?”
- S4 : “Yang terakhir lebih baik miss, soalnya ada grafik-grafik itu miss jadi cukup membantu dan kerja bareng teman juga jadi bisa saling tanya gitu”
- S7 : “Iya miss, bener. Lebih bagus yang terakhir, soalnya mungkin udah terbiasa kali ya? Terus miss, kalo berkelompok kan enak miss, nggarap bareng-bareng apalagi sama yang pintar, kayak Ridho ini hehe”
- P : “Tapi, terus Cuma nyontek kan?”
- S7 : “Hehe ya nggak lah miss, nulis sendiri dulu, terus dicocokin gitu”
- P : “Soal peer responses nih, menurutku kalian penting nggak sih?”
- S4 : “Penting miss, kan bisa untuk membenahi kesalahan, sebelum dinilai guru”.
- S7 : “Lumayan penting”.
- P : “Kira-kira meningkat nggak nilai kalian kalo dibandingkan pas belum diberi respon sama sesudah diberi respon?”
- S4 : “Iya, sedikit meningkat miss. Tergantung yang mengoreksi juga miss, kadang ngoreksinya nggak beneran jadi ujung-ujungnya mengoreksi sendiri dan memperbaiki sendiri miss”.
- S7 : “Ya miss, meningkat lah kan dikoreksi meski kadang akunya yang nggak dong hehe”
- P : “Oh ya ya. Trima kasih ya, mas”.

- S2 : Risma
- P : “Mbak Risma, belum pulang? Miss Teti tanya-tanya sebentar ya?”
- S2 : “Ya, miss bisa kok, sambil nunggu jemputan nih”.
- P : “Menurut mbak Risma, kegiatan belajar mengajar kemarin dengan miss Teti gimana?”
- S2 : “Lumayan bagus miss, tapi sempat agak membingungkan juga”.
- P : “Bagusnya yang mana? Dan yang membingungkan yang mana?”
- S2 : “Yang kegiatan pake grafik, terus berkelompok, terus ada lagi yang mengisi kata kerja lampau gitu miss. Yang bikin bingung itu pas yang ngasih respon itu lho... Pas disuruh respon tulisan teman dan yang ku koreksi tulisannya nggak jelas, jadi mau ngasih respon juga bingung”.
- P : “Oh, tapi mbak Risma sudah faham tentang recount texts itu sendiri kan?”
- S2 : “Ya, lumayan sih miss. Tapi, kalo disuruh kasih respon kan tetep aja tulisan yang mau direspon harus jelas, bisa dibaca lah. Kadang kan ada yang kalo nulis asal bunyinya padahal tulisannya harusnya nggak kayak gitu”.
- P : “Oh, ya ya. Menurut mbak Risma sendiri, masih ada kesulitan nggak pas nulis recount texts?”
- S2 : “Iya, miss, masih. Masih suka lupa kata bantu dan bentuk kata kerja keduanya, jadi harus buka catatan lagi miss”.
- P : “Soal hasil nih mbak, kira-kira lebih bagus tulisan yang pertama, kedua atau ketiga ya?”
- S2 : “Hmm, kayaknya ketiga deh miss, soalnya kan kita udah dikasih pelajaran dari yang awal sampai akhir itu, terus juga kemarin ada grafik-grafik apa itu miss, jadi bisa lebih mudah ngerjainnya. Terus, ngerjainnya berkelompok juga jadi lebih enak, bisa bareng-bareng. Kalo ada yang salah bisa tanya sama bisa lihat punya teman yang bener”.
- P : “Terus, tentang peer responses, menurutmu penting nggak?”
- S2 : “Penting miss, kita jadi bisa melihat kesalahan kita terus kita bisa memperbaikinya juga”.
- P : “Kemampuan mbak Risma dalam menulis kira-kira meningkat nggak ya dari awal sampe akhir ini?”
- S2 : “Lumayan miss, jadi lebih tahu tentang recount texts juga”.
- P : “Oke, trima kasih ya mbak. Sampai ketemu lagi”.
- S2 : “Kok cepet ya miss? Kapan-kapan ngajar lagi miss, hehe”
- P : “Lha, kalian kan mau ujian semester, jadi waktunya buat kalian belajar dong”.
- S2 : “Hehe iya ya miss? Doain ya miss, nilai bahasa Inggrisku bagus”.
- P : “Ya, amin”.

APPENDIX F
OBSERVATION CHECKLISTS

OBSERVATION CHECKLIST

A. Pre-Observation:

No.	ACTIVITIES	YES	NO
I. Preparation			
1.	The teacher is well-prepared and well organized in class.		
2.	The lesson reviewed material and looked ahead to new material.		
3.	The prepared goals/objectives were apparent.		
II. Presentation			
4.	The class material was explained in an understandable way.		
5.	The lesson was smooth, sequenced, and logical.		
6.	The lesson was well-paced.		
7.	Directions were clear and concise and students were able to carry them out.		
8.	Material was presented at the students' level of comprehension.		
9.	An appropriate percentage of the class was student production of the language.		
10.	The teacher answered questions carefully and satisfactorily.		
11.	The method(s) was (were) appropriate to the age and ability of student.		
12.	The teacher knew when the students were having trouble understanding.		
13.	The teacher showed an interest in, and enthusiasm for the subject taught.		
III. Execution/methods			
14.	There were balance and variety in activities during the lesson.		
15.	The teacher was able to adapt to unanticipated situations.		
16.	The material was reinforced.		
17.	The teacher moved around the class and made eye contact.		
18.	The teacher knew students' name.		

19.	The teacher positively reinforced the students.		
20.	Students responses were effectively elicited (i.e. the order in which the students were called on)		
21.	Examples and illustrations were used effectively.		
22.	Instructional aids or resource material was used effectively.		
23.	Drills were used and presented effectively.		
24.	Structures were taken out of artificial drill contexts and applied to real contexts of the students' culture and personal experiences.		
25.	Appropriate error correction.		
IV. Teacher/Student Interaction			
26.	The teacher encouraged and assured full student participation in class.		
27.	The class felt free to ask questions, to disagree, or to express their own ideas.		
28.	The teacher was able to control and direct the class.		
29.	The students were attentive and involved.		
30.	The students were comfortable and relaxed, even during intense intellectual activity.		
31.	The students were treated fairly, impartially, and with respect.		
32.	The students were encouraged to do their best.		
33.	The teacher was relaxed and matter-of-fact in voice and manner.		
34.	The teacher was aware of individual and group needs.		
35.	Digressions were used positively and not overused.		

B. Observation (Cycle I, 1st Meeting)Date : March, 16th, 2012

Teacher : Miss Teti Mufrikhatun (Researcher)

Observer : Ms. Pritaningrum, SPd.

No.	ACTIVITIES	YES	NO
I. Teacher			
1.	The teacher opens the class by greeting and prayer.		
2.	The teacher checks the attendance list.		
3.	The teacher introduces herself.		
4.	The teacher introduces the topic to the students.		
5.	The teacher identifies students' understanding about a recount text.		
6.	The teacher asks some students to tell their past experiences orally.		
7.	The teacher introduces a model of recount text.		
8.	The teacher explains the generic structure and the purpose of a recount text.		
9.	The teacher distributes some texts to the students.		
10.	The teacher asks the students to identify the generic structure from another text.		
11.	The teacher distributes students' sheet for each student.		
12.	The teacher guides the students to do their task.		
13.	The teacher asks to the students to submit their task.		
14.	The teacher asks about difficulties.		
15.	The teacher answers the students' questions.		
16.	The teacher concludes the material that is given.		
17.	The teacher informs about the next meeting.		
18.	The teacher closes the class by greeting and prayer.		
II. Students			
19.	The students answer the greeting and do prayer.		
20.	The students pay attention to the teacher's explanation.		
21.	The students are relaxed to tell their experiences orally.		

22.	The students are involved actively in the class.		
23.	The students understand the explanation about recount texts.		
24.	The students identify some texts that are given.		
25.	The students do the task (production).		
26.	The students ask about the difficulties they find.		
27.	The students bring a dictionary.		
28.	The students submit their work to the teacher.		
29.	The students answer the greeting and do prayer.		

C. Observation (Cycle I, 2nd Meeting)

Date : March, 29th, 2012

Teacher : Miss Teti Mufrikhatun (Researcher)

Observer : Ms. Pritaningrum, SPd

No.	ACTIVITIES	YES	NO
I. Teacher			
1.	The teacher opens the class by greeting and prayer.		
2.	The teacher checks the attendance list.		
3.	The teacher asks the students' understanding on the last meeting.		
4.	The teacher introduces the topic to the students.		
5.	The teacher distributes hand out		
6.	The teacher introduces another recount text.		
7.	The teacher explains the language features of recount text.		
8.	The teacher explains how to organize a recount text in good order.		
9.	The teacher distributes students' sheet		
10.	The teacher asks the students to identify the language features of a recount text.		
11.	The teacher asks the students do writing performance 1 (Task 1)		
12.	The teacher guides and controls the students in making a recount text with a topic 'my happy or funny experience in spending holiday'		
13.	The teacher asks the students to submit their writing.		
14.	The teacher asks about difficulties.		
15.	The teacher answers the students' questions.		
16.	The teacher concludes the material that is given.		
17.	The teacher informs about the next meeting.		
18.	The teacher closes the class by prayer and greeting.		
II. The Students			
19.	The students answer the greeting and do prayer.		
20.	The students answer the teacher's questions.		
21.	The students pay attention to the teacher's explanation.		

22.	The students do the practice task.		
23.	The students are involved in the class.		
24.	The students are encouraged to do their task (task 1).		
25.	The students ask about difficulties to the teacher.		
26.	The students bring and use a dictionary.		
27.	The students submit their writing to the teacher.		
28.	The students answer the greeting and do prayer.		

D. Observation (Cycle I, 3rd Meeting)Date : April, 4th, 2012

Teacher : Miss Teti Mufrikhatun (Researcher)

Observer : Mrs. Pritaningrum S.Pd.

No.	ACTIVITIES	YES	NO
I. Teacher			
1.	The teacher opens the class by greeting and prayer.		
2.	The teacher checks the attendance list.		
3.	The teacher asks the students' understanding on the last meeting.		
4.	The teacher introduces the topic to the students.		
5.	The teacher identifies students' understanding about peer responses		
6.	The teacher asks students to tell some examples of responses.		
7.	The teacher introduces the model of peer responses.		
8.	The teacher explains the guide of peer responses.		
9.	The teacher gives a chance for the students to ask the difficulties.		
10.	The teacher distributes the students' first task.		
11.	The teacher distributes student sheets of peer responses.		
12.	The teacher guides the students to give some responses to their friends' task based on the guide lists.		
13.	The teacher asks the students to give the task back to the owner with their responses.		
14.	The teacher guides the students to revise their writing after getting responses.		
15.	The teacher asks the students to submit again their revised writing.		
16.	The teacher asks about difficulties.		
17.	The teacher answers the students' questions.		
18.	The teacher concludes the material that is given.		
19.	The teacher informs about the next meeting.		
20.	The teacher closes the class by greeting and prayer.		
II. Students			

21.	The students answer the greeting and do prayer.		
22.	The students mention some examples of responses orally.		
23.	The students pay attention to the teacher's explanation.		
24.	The students ask about the difficulties they find.		
25.	The students understand how to give responses and the meaning of their friends' responses on their own writing.		
26.	The students give responses to friend's writing.		
27.	The students are involved in the class.		
28.	The students give friend's writing back to the owner.		
29.	The students rewrite their writing based on their friend's responses		
30.	The students submit their revised writing to the teacher.		
31.	The students answer the greeting and do prayer.		

E. Observation (Cycle 2, 1st Meeting)Date : April, 12th, 2012

Teacher : Miss Teti Mufrikhatun (Researcher)

Observer : Ms. Pritaningrum, SPd.

No.	ACTIVITIES	YES	NO
I. Teacher			
1.	The teacher opens the class by greeting and prayer.		
2.	The teacher checks the attendance list.		
3.	The teacher tell the topic to the students		
4.	The teacher identifies students' understanding about a recount text and its language features.		
5.	The teacher introduces a new example of recount text.		
6.	The teacher asks the students to identify the V2 used in the text		
7.	The teacher explains about simple past verbs (regular and irregular verbs)		
8.	The teacher distributes students' sheets to the students.		
9.	The teacher asks the students to read a text and list the past verbs		
10.	The teacher guides the students to do their task.		
11.	The teacher asks to the students to submit their task.		
12.	The teacher asks about difficulties.		
13.	The teacher answers the students' questions.		
14.	The teacher concludes the material that is given.		
15.	The teacher informs about the next meeting.		
16.	The teacher closes the class by greeting and prayer.		
II. Students			
17.	The students answer the greeting and do prayer.		
18.	The students pay attention to the teacher's explanation.		
19.	The students are involved actively in the class.		
20.	The students understand the explanation about simple past verbs.		
21.	The students identify some verbs in the text.		

22.	The students do the task (production).		
23.	The students ask about the difficulties they find.		
24.	The students bring a dictionary.		
25.	The students submit their work to the teacher.		
26.	The students answer the greeting and do prayer.		

F. Observation (Cycle 2, 2nd Meeting)Date : April, 19th, 2012

Teacher : Miss Teti Mufrikhatun (Researcher)

Observer : Ms. Pritaningrum, SPd.

No.	ACTIVITIES	YES	NO
I. Teacher			
1.	The teacher opens the class by greeting.		
2.	The teacher checks the attendance list.		
3.	The teacher asks the students' understanding about last meeting.		
4.	The teacher tells the topic to the students.		
5.	The teacher asks some students to mention past verbs.		
6.	The teacher shows some recount texts that have learnt before.		
7.	The teacher distributes the students' sheet.		
8.	The teacher explains the patterns of simple pas tense to students.		
9.	The teacher asks the students to practice applying simple past tenses.		
10.	The teacher gives the students a chance to answer the task in front of the class.		
11.	The teacher asks and guides the students to make a recount text (Task 2).		
12.	The teacher asks about difficulties.		
13.	The teacher answers the students' questions.		
14.	The teacher concludes the material that is given.		
15.	The teacher informs about the next meeting.		
16.	The teacher closes the class by greeting and prayer.		
II. Students			
17.	The students answer the greeting and do prayer.		
18.	The students are relaxed to tell about their understanding on the last meeting.		
19.	The students are involved actively in the class.		
20.	The students help the teacher in distributing their sheets.		

21.	The students pay attention to the teacher' explanation.		
22.	The students do the practice.		
23.	The students ask some difficulties that they find.		
24.	The students do task 2 (production) seriously.		
25.	The students bring a dictionary.		
26.	The students submit their writing to the teacher.		
27.	The students answer the greeting and do prayer.		

G. Observation (Cycle 2, 3rd Meeting)Date : May, 3rd, 2012

Teacher : Miss Teti Mufrikhatun (Researcher)

Observer : Mrs. Pritaningrum S.Pd.

No.	ACTIVITIES	YES	NO
I. Teacher			
1.	The teacher opens the class by greeting and prayer.		
2.	The teacher checks the attendance list.		
3.	The teacher asks the students' understanding on the last meeting.		
4.	The teacher introduces the topic to the students.		
5.	The teacher identifies students' understanding about peer responses		
6.	The teacher explains the guide of peer responses.		
7.	The teacher gives an example of un-well organized recount texts.		
8.	The teacher asks the students to give responses to the text.		
9.	The teacher gives a chance for the students to ask the difficulties.		
10.	The teacher distributes the students' writing performance 2 (task 2 on bad experiences).		
11.	The teacher distributes student sheets of peer responses.		
12.	The teacher guides the students to give some responses to their friends' task based on the guide lists.		
13.	The teacher asks the students to give the task back to the owner with their responses.		
14.	The teacher guides the students to revise their writing after getting responses.		
15.	The teacher distributes the first task (happy experiences) and asks the students to compare between the first and the second task.		
16.	The teacher asks the students to submit again their revised writing.		
17.	The teacher asks about difficulties.		
18.	The teacher answers the students' questions.		
19.	The teacher concludes the material that is given.		

20.	The teacher informs about the next meeting.		
21.	The teacher closes the class by greeting and prayer.		
II. Students			
22.	The students answer the greeting and do prayer.		
23.	The students pay attention to the teacher's explanation.		
24.	The students ask about the difficulties they find.		
25.	The students are enthusiastic in giving responses for the un-well organized recount text.		
26.	The students understand how to give responses and the meaning of their friends' responses on their own writing.		
27.	The students give responses to friend's writing.		
28.	The students are involved in the class.		
29.	The students give friend's writing back to the owner.		
30.	The students rewrite their writing based on their friend's responses		
31.	The students compare their two writing.		
32.	The students submit their revised writing to the teacher.		
33.	The students answer the greeting and do prayer.		

H. Observation (Cycle 3, 1st Meeting)

Date : June 5th, 2012
 Teacher : Miss Teti Mufrikhatun (Researcher)
 Observer : Mrs. Pritaningrum S.Pd.

No.	ACTIVITIES	YES	NO
I. Teacher			
1.	The teacher opens the class by greeting and prayer.		
2.	The teacher checks the attendance list.		
3.	The teacher asks the students' understanding on the previous meeting.		
4.	The teacher introduces the topic to the students.		
5.	The teacher introduces a new example of recount texts.		
6.	The teacher asks the students to identify the structures and the language features of the text.		
7.	The teacher gives a chance for the students to ask the difficulties.		
8.	The teacher divides the students into some groups of four or five.		
9.	The teacher asks the students to make a brainstorming graphic outline of their experiences.		
10.	The teacher guides the students in writing.		
11.	The teacher asks the students to write a recount text based on their brainstorming graphic outlines individually.		
12.	The teacher asks the students to give responses to their friends' writing on the guide sheet of peer responses.		
13.	The teacher asks the students to submit their friends' writing after being given responses.		
14.	The teacher asks about difficulties.		
15.	The teacher answers the students' questions.		
16.	The teacher concludes the material that is given.		
17.	The teacher informs about the next meeting.		
18.	The teacher closes the class by greeting and prayer.		

II. Students			
19.	The students answer the greeting and do prayer.		
20.	The students mention some examples of responses orally.		
21.	The students pay attention to the teacher's explanation.		
22.	The students ask about the difficulties they find.		
23.	The students understand how to give responses and the meaning of their friends' responses on their own writing.		
24.	The students give responses to friend's writing.		
25.	The students are involved in the class.		
26.	The students give friend's writing back to the owner.		
27.	The students rewrite their writing based on their friend's responses		
28.	The students submit their revised writing to the teacher.		
29.	The students answer the greeting and do prayer.		

I. Observation (Cycle 3, 2nd Meeting)

Date : June 7th, 2012
 Teacher : Miss Teti Mufrikhatun (Researcher)
 Observer : Mrs. Pritaningrum S.Pd.

No.	ACTIVITIES	YES	NO
I. Teacher			
1.	The teacher opens the class by greeting and prayer.		
2.	The teacher checks the attendance list.		
3.	The teacher asks the students' problems and difficulties in the previous meeting		
5.	The teacher distributes the students' writing with its responses.		
6.	The teacher re-explains about the definition of peer responses and how to conduct it.		
7.	The teacher asks about the difficulties.		
8.	The teacher asks the students to revise their writing based on the		

	responses that are given from their friends.		
9.	The teacher guides and monitors the students in revising their writing.		
10.	The teacher asks the students to submit their revised writing.		
11.	The teacher concludes the material that is given.		
12.	The teacher says thank to the students for the cooperation.		
13.	The teacher closes the class by greeting and prayer.		
	II. Students		
14.	The students answer the greeting and do prayer.		
15.	The students are relaxed to tell about problems and difficulties.		
19.	The students pay attention to the teacher' explanation.		
20.	The students help the teacher in distributing their friends' writing.		
21.	The students ask about the difficulties they find.		
22.	The students are involved actively in the class.		
23.	The students revise their writing.		
24.	The students bring a dictionary.		
25.	The students submit their writing to the teacher.		
26.	The students answer the greeting and do prayer.		

APPENDIX G
SAMPLES OF STUDENTS'
WRITING

Cycle 1

Production: (Students' Sheet)

Name	: Silma FN
St. Number	: 31

Corrector: Ria Puspita (25)

Re-write your letter based on your friend's responses.

Orientation :

Last week, we were family holiday in Solo. We went to Solo got up at wedding party my sister.

List of events:

I and my family went to Solo ridden car. We were happened. Trip from house more or less 9 p.m 6'clock. We journey only 2 hour. There are many beautiful view. We were Spend the night in the house my aunt. So, we came on the house my aunt at 8 p.m, beacuse street in holiday very guarantee. I direct breather and sleeping. I really tired. Tomorrow, we direct all set went to wedding party.

Re-orientation:

Finally, the wedding ducts excellently. We so happy.

Production: (Students' Sheet)

Name	: Maulidya.....
St. Number	: 18.....

Corrector: Junanto (17)

Re-write your letter based on your friend's responses.

Orientation :

in January 22, 2012 we celebrated father's birthday in Batu Beach

List of events:

we played sand there the air was so fresh, there were also many casuarina trees. we ordered baked fish, squid and drank coconut water. there were many people went to holiday. Brothers also celebrated father's birthday. our father was happy because he could come together with family. when we walked aside the store we got wet waves on trousers. we spent there until 3 P.M.

Re-orientation:

After that we went home and dropped in Kuaru Beach in the same direction with Kuaru Beach

Production: (Students' Sheet)

Name	: ..Andron..Dwi..I
St. Number	: ..03/B.C.....

Corrector: Rizky P.U (17)

Re-write your letter based on your friend's responses.

Orientation :

Last, Sunday, I went to swimming in the ikep, I went with seven my friends

List of events:

After we arrive in the ikep, we buy ticket. But pool prime use to contest, so we swimming in seven meter pool & one meter. But I can't swim, so I went in one meter and in seven meter, I only in edge pool.

Re-orientation:

But, I so very happy and we went to home

Production: (Students' Sheet)

Name	: Rizky P. U
St. Number	: 27

Corrector: Pasca Prima (22)

Re-write your letter based on your friend's responses.

Orientation :

For last Monday I and my family won to Depok beach.

List of events:

We was still in beach at 6 o'clock. We saw so many tourists. Even morning in beach was very good to healthy. There were market fish. I bought kite and flyed with my sister. After satisfied playing and swimming. I took bathe, after that we ate in fish restaurant.

Re-orientation:

We back go home at 1 o'clock, we ~~felt~~ feel happy play in the beach.

Production: (Students' Sheet)

Name	: Rofiqunabi
St. Number	: 23. Km C

Corrector: Sera Adhe (30)

Re-write your letter based on your friend's responses.

Orientation :

This experience elementary school. I would, do homework with my friend Kasih

List of events:

First, when I would do homework together my friend, Kasih, before I did homework, I went to shop to buy something, moment at road, I met my friend Dian, Dian invited I played to go home ~~with~~ played with Dian. I recalled when already to leave Kasih in my house.

Re-orientation:

Finally, I also had angry with my mother because abandon Kasih.

Cycle 2

Production: (Students' Sheet)

Name	: ...Bagas.wahyu
St. Number	: ...26.....

Corrector: Ria Puspita (25)

Re-write your text based on your friend's responses.

Orientation :

Three days ago, I was sick, I bring to the doctor

List of events:

One day, I and my friend played in the yard in front of my house. After it I went to my house, in the morning I was sick at five o'clock I was caught and censure. I'm not went to my school. I'm bring to the doctor. After that I drinked a drugs

Re-orientation:

After there I'm recover

Production: (Students' Sheet)

Name	: Moh. Haerini Rida
St. Number	: 19/111 C

Corrector: Arif N (01)

Re-write your text based on your friend's responses.

Orientation:

Has a dog. The name is Baron. I love Baron
so much.

List of events:

One day, I and My dog played in the road in front of
my house. We played "catch the stick" I started the game with
threw the stick. My dog caught it greatly. Afterward, I threw the stick
again and fell at the center of road. My dog ran to put the
stick. Afterward there a car has come and hit my dog.

Re-orientation:

I came to my dog. I brought my dog and grooved my dog
in my back yard.

Production: (Students' Sheet)

Name	: Harita S
St. Number	: 12

Re-write your text based on your friend's responses.

Orientation :

I had my adolescence when I was thirteen.

List of events:

It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, My Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

Re-orientation:

That was my bad experience with adolescence, though there were still lots of good experience too.

Corrector: Ikhsan Setya (15)

Production: (Students' Sheet)

Name	: Dhotirinda.....
St. Number	: 23/411C.....

Re-write your text based on your friend's responses.

Orientation :

It was a clear day. I and my sister went to shopping at Maliboro.

List of events:

First, I and my sister went to go Maliboro, in there I saw a bag very beautiful, when I saw this bag, my sister invited me to go home, because my grand mother to die, I and my sister cry, because I and my sister not to endure tear.

Re-orientation:

Finally, I and my sister to go home, we very sad.

Corrector: Dwi Indah P (9)

Production: (Students' Sheet)

Name	: Anderson D.i
St. Number	: 86/03

Corrector: Rizky PU (27)

Re-write your text based on your friend's responses.

Orientation :

Last week, I went to buy Hamster. I buy two hamster.

List of events:

But, I don't area for buy, after that I went to home, at home I went to buy for ice and food, at time three I looked TV, I look Foot ball.

Re-orientation:

But, I happy ending, because I went to home with case.

Cycle 3

Production: (Students' Sheet)

Name	: Ichwan Agus H
St. Number	: 13

Corrector: Ferry A (11)

Re-write your letter based on your friend's responses.

Title :

wonderful holiday

Orientation :

when we got up in the morning it looked like rain
 after ~~that~~ a while, the clouds disappeared and it became
 a sunny day. We then decided to go to Marine World.

List of events:

The first ride I went on was lethal weapon. Next
 I saw the Police Academy. Afterwards, I had a rest.
 meanwhile, Mum and Kelly had been in the queue
 for the Batman ride. and finally go to go.

Re-orientation:

We went on all the other rides and lastly
 did the studio tour. It was fun.

Production: (Students' Sheet)

Name	: ...Junanto Nugroho S
St. Number	: ...17.1.01.....

Corrector: Arfan Febrian (04)

Re-write your letter based on your friend's responses.

Title :

Went to my brother house with my friends

Orientation :

I went to my brother house yesterday I went there
with my family

List of events:

On the road, I met with timeer. he was buying fruit in
store for sick mother. then we went on his journey.
once to place my syster. greeted warntly. our food was
grven (by) athon the taste, the food was very selty

Re-orientation:

but we do not want to desapoint him so keep us
eating.

Production: (Students' Sheet)

Name	: Yuniar N. Putri
St. Number	: 33

Corrector: Diandra (08)

Re-write your letter based on your friend's responses.

Title :

Playing in the field

Orientation :

Last month, in the afternoon, I played on the rice field with my friend, Risma, Indah and Silma.

List of events:

We went to a rice field to look condition a rice field, playing, and photos a rice field. All are a Javanese work. We were very excited. Suddenly when we walked Indah felt and her shoes was very dirty. And we helped her to clean.

Re-orientation:

We very tired and we went on to go back home.

Production: (Students' Sheet)

Name	: Diandra Ika P.
St. Number	: 8.

Corrector: Maulidya Akbar (18)

Re-write your letter based on your friend's responses.

Title :

Camping In the Filed.

Orientation :

Last year, I and my friends am camping in the filed.

List of events:

We got there by truck. Rive there we make the acamp by ourself. After wards, I had a rest and lunch.

Re-orientation:

finally, I and my friends played to join fine.

Production: (Students' Sheet)

Name	: Vensan P.P
St. Number	: 02/19

Corrector: Ichwan Agus (13)

Re-write your letter based on your friend's responses.

Title :

a) Have discussions

Orientation :

I went to Wahyu house yesterday to do home work.

List of events:

I went there with Dadi. After finishing the home work
 Wahyu made ~~me~~ ~~me~~ Wahyu likes spicy food,
 I ate it too much.

Re-orientation:

The next morning I got stomachache and I could not
 go to school.

APPENDIX H
STUDENTS' WRITING SCORE

The Students' Score of Cycle 1

No.	Students' Number	Aspects												Total A	
		Grammar			Vocabulary			Mechanics			Organization				
		ET	R	A	E T	R	A	ET	R	A	ET	R	A		
1.	5959	3	3	3	3	3	3	3	3	3	3	3	3	3	12
2.	5960	3	2	2.5	3	3	3	3	3	3	3	3	3	3	11.5
3.	5961	3	2	2.5	3	3	3	3	2	2.5	3	4	3.5	11.5	
4.	5962	3	2	2.5	3	2	2.5	3	2	2.5	3	3	3	10.5	
5.	5963	3	3	3	3	3	3	3	4	3.5	3	4	3.5	13	
6.	5964	4	4	4	4	4	4	4	3	3.5	4	4	4	15.5	
7.	5965	3	2	2.5	3	2	2.5	3	2	2.5	3	3	3	10.5	
8.	5966	3	2	2.5	3	3	3	3	4	3.5	3	4	3.5	12.5	
9.	5967	4	3	3.5	4	4	4	4	5	4.5	4	4	4	16	
10.	5968	3	3	3	3	3	3	3	3	3	3	3	3	12	
11.	6238	3	2	2.5	3	2	2.5	3	3	3	3	3	3	11	
12.	5970	2	2	2	2	3	2.5	4	3	3.5	4	2	3	11	
13.	5971	3	3	3	3	3	3	3	3	3	3	4	3.5	12.5	
14.	5972	2	3	2.5	2	3	2.5	4	3	3.5	4	4	4	12.5	
15.	5973	2	3	2.5	2	3	2.5	4	4	4	4	4	4	13	
16.	5974	3	3	3	3	3	3	3	4	3.5	3	3	3	12.5	
17.	5975	3	3	3	3	3	3	3	4	3.5	3	3	3	12.5	
18.	5976	5	5	5	5	5	5	4	5	4.5	4	5	4.5	19	
19.	5977	5	5	5	5	5	5	5	5	5	5	5	5	20	
20.	5979	4	3	3.5	4	4	4	4	4	4	4	4	4	15.5	
21.	5980	2	2	2	2	2	2	2	2	2	2	3	2.5	8.5	
22.	5981	4	4	4	4	4	4	4	4	4	4	5	4.5	16.5	
23.	5982	3	3	3	3	4	3.5	3	3	3	3	4	3.5	13	
24.	6237	2	2	2	3	3	3	3	2	2.5	3	2	2.5	10	
25.	5983	3	3	3	3	3	3	3	3	3	3	3	3	12	
26.	5984	3	5	3.5	3	4	3.5	3	4	3.5	3	4	3.5	14	
27.	5986	5	4	4.5	5	5	5	3	4	4	3	4	3.5	16	
28.	5987	3	3	3	3	3	3	3	4	4	3	3	3	13	
29.	5988	3	2	2.5	3	3	3	3	3	3	3	3	3	11.5	
30.	5989	3	4	3.5	3	4	3.5	3	4	3.5	3	4	3.5	14	
31.	5990	2	3	2.5	2	3	2.5	3	4	3.5	3	4	3.5	12	
32.	5991	3	3	3	3	3	3	3	3	3	3	3	3	12	
33.	5992	3	3	3	3	3	3	3	3	3	3	2	2.5	11.5	
Mean Score				3.0			3.2			3.4			3.4	13	

ET : English Teacher

R : Researcher

A : Average

The Students' Score of Cycle 2

No.	Students' Number	Aspects												Total A
		Grammar			Vocabulary			Mechanics			Organization			
		ET	R	A	ET	R	A	ET	R	A	ET	R	A	
1.	5959	3	2	2.5	3	2	2.5	3	3	3	3	3	3	11
2.	5960	2	2	2	2	2	2	2	2	2	2	3	2.5	8.5
3.	5961	3	3	3	3	2	2.5	3	3	3	3	3	3	11.5
4.	5962	3	3	3	3	3	3	3	3	3	3	3	3	12
5.	5963	3	2	2.5	3	3	3	3	2	2.5	3	3	3	11
6.	5964	4	4	4	4	3	3.5	4	4	4	4	4	4	15.5
7.	5965	2	2	2	2	2	2	2	2	2	2	3	2.5	8.5
8.	5966	2	2	2	2	2	2	2	2	2	2	2	2	8
9.	5967	2	2	2	2	2	2	2	3	2.5	2	3	2.5	9
10.	5968	2	2	2	2	2	2	2	2	2	2	3	2.5	8.5
11.	6238	3	2	2.5	3	2	2.5	3	3	3	3	3	3	11
12.	5970	5	5	5	5	5	5	5	5	5	5	4	4.5	19.5
13.	5971	2	2	2	2	2	2	2	2	2	2	3	2.5	8.5
14.	5972	3	2	2.5	3	2	2.5	3	2	2.5	3	3	3	10.5
15.	5973	2	2	2	2	2	2	2	3	2.5	2	3	2.5	9
16.	5974	2	2	2	2	2	2	2	2	2	2	2	2	8
17.	5975	3	3	3	3	3	3	3	3	3	3	3	3	12
18.	5976	3	3	3	3	3	3	3	3	3	3	3	3	12
19.	5977	3	4	3.5	3	5	4	3	4	3.5	3	5	4	13
20.	5979	3	3	3	3	2	2.5	3	3	3	3	3	3	11.5
21.	5980	2	2	2	2	2	2	2	2	2	2	2	2	8
22.	5981	3	2	2.5	3	3	3	3	2	2.5	3	3	3	11
23.	5982	4	4	4	4	3	3.5	4	3	3.5	4	3	3.5	14.5
24.	6237	3	3	3	3	2	2.5	3	3	3	3	3	3	11.5
25.	5983	3	3	3	3	3	3	3	3	3	3	3	3	12
26.	5984	3	3	3	3	3	3	3	3	3	3	3	3	12
27.	5986	3	3	3	3	2	2.5	3	3	3	3	3	3	11.5
28.	5987	2	2	2	2	2	2	2	2	2	2	2	2	8
29.	5988	3	2	2.5	3	2	2.5	3	2	2.5	3	3	3	11
30.	5989	5	4	4.5	5	3	4	5	3	4	5	3	4	16.5
31.	5990	5	4	4.5	5	4	4.5	5	4	4.5	5	4	4.5	18
32.	5991	3	3	3	3	2	2.5	3	2	2.5	3	3	3	11
33.	5992	3	3	3	3	3	3	3	3	3	3	3	3	12
Mean Score				2.8			2.8			2.9			3.0	11

ET : English Teacher

R : Researcher

A : Average

The Students' Score of Cycle 3

No.	Students' Number	Aspects												Total A
		Grammar			Vocabulary			Mechanics			Organization			
		ET	R	A	ET	R	A	ET	R	A	ET	R	A	
1.	5959	3	3	3	3	3	3	3	3	3	3	3	3	12
2.	5960	5	5	5	5	5	5	5	4	4.5	5	5	5	19.5
3.	5961	5	5	5	5	5	5	5	6	5.5	5	5	5	20.5
4.	5962	5	5	5	5	4	4.5	5	6	5.5	5	5	5	20
5.	5963	4	3	3.5	4	4	4	4	5	4.5	4	5	4.5	16.5
6.	5964	3	3	3	3	3	3	3	3	3	3	3	3	12
7.	5965	2	2	2	3	3	3	3	3	3	3	3	3	11
8.	5966	3	4	3.5	3	4	3.5	3	5	4	3	4	3.5	14.5
9.	5967	5	5	5	5	4	4.5	5	5	5	5	6	5.5	20
10.	5968	3	2	2.5	3	2	2.5	3	3	3	3	3	3	11
11.	6238	3	3	3	4	4	4	4	3	3.5	4	4	4	14.5
12.	5970	2	3	2.5	2	3	2.5	2	4	3	3	3	3	11
13.	5971	5	5	5	5	5	5	5	5	5	5	6	5.5	21.5
14.	5972	6	6	6	6	6	6	6	5	5.5	6	6	6	23.5
15.	5973	5	5	5	5	5	5	5	4	4.5	5	6	5.5	20
16.	5974	2	2	2	3	3	3	3	3	3	3	3	3	11
17.	5975	5	4	4.5	5	5	5	5	5	5	5	4	4.5	19
18.	5976	4	4	4	4	3	3.5	4	4	4	4	4	4	15.5
19.	5977	5	5	5	5	5	5	5	5	5	5	6	5.5	20.5
20.	5979	4	3	3.5	4	3	3.5	4	3	3.5	4	4	4	14.5
21.	5980	4	3	3.5	5	3	4	5	3	4	5	4	4.5	18
22.	5981	3	3	3	3	3	3	3	3	3	3	4	3.5	12.5
23.	5982	4	3	3.5	4	3	3.5	4	4	4	4	4	4	15
24.	6237	5	5	5	5	5	5	5	3	4	5	5	5	19
25.	5983	2	3	2.5	2	3	2.5	3	3	3	3	3	3	11
26.	5984	5	5	5	4	4	4	4	4	4	4	5	4.5	17.5
27.	5986	5	5	5	5	5	5	5	3	4	5	5	5	19
28.	5987	2	3	2.5	2	4	3	2	4	3	2	3	2.5	11
29.	5988	3	3	3	3	3	3	3	4	3.5	3	4	3.5	13
30.	5989	5	4	4.5	5	5	5	5	5	5	5	5	5	19.5
31.	5990	5	4	4.5	5	4	4.5	5	4	4.5	5	5	5	18.5
32.	5991	2	2	2	2	3	2.5	3	3	3	3	4	3.5	11
33.	5992	5	5	5	5	4	4.5	5	4	4.5	5	5	5	19
Mean Score				3.9			3.9			3.9			4.2	16

ET : English Teacher

R : Researcher

A : Average

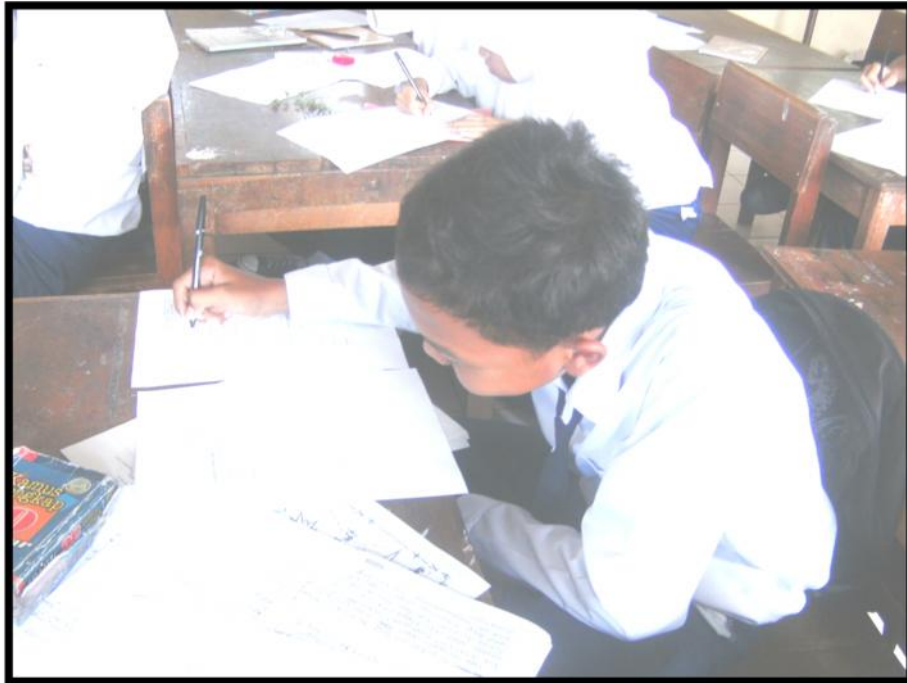
APPENDIX I
PHOTOGRAPHS



The Students made a recount text.



The researcher went around the class and answered the students' questions.



The students gave responses to their friends' writing.



The students revised their writing.



The students made the brainstorming graphic in groups.



The students made a recount text based on their graphic.

APPENDIX J
LETTERS



PEMERINTAH KOTA YOGYAKARTA
DINAS PENDIDIKAN
SMP NEGERI 15 YOGYAKARTA
Jalan Tegal Lempuyangan Nomor 61 Telepon 512912 Yogyakarta
Website : <http://www.smpn15yogya.com>
Email : smpn15_yk@yahoo.co.id
Fax : (0274) 544903

SURAT KETERANGAN PENELITIAN

Nomor : 070/529/2012

Yang bertanda tangan di bawah ini Kepala SMP Negeri 15 Yogyakarta :

Nama : Drs. Sukirno, SH
NIP : 19580403 198003 1 011
Pangkat / Golongan : Pembina / IV/a

Menerangkan dengan sesungguhnya bahwa :

Nama : Teti Mufrikhatun
NIM : 05202241053
Pekerjaan : Mahasiswa Universitas Negeri Yogyakarta
Fakultas/Prodi : Bahasa dan Seni / Pendidikan Bahasa Inggris
Judul Penelitian : **Significances of Peer Responses in Improving The Writing Skills of The Second year Students of SMP N 15 Yogyakarta.**

Telah melakukan penelitian di SMP Negeri 15 Yogyakarta pada tanggal 14 Februari – 14 Juni 2012.

Demikian Surat Keterangan penelitian ini kami buat untuk dipergunakan sebagaimana mestinya.

Yogyakarta, 20 Juni 2012
Kepala Sekolah



Drs. Sukirno, SH
NIP. 19580403 198003 1 011