

Field note 1

Date : Friday, August 4th 2011
 R : Researcher
 S : Satpam
 GP : Guru piket
 Place : School

No	Kegiatan
1.	R datang ke sekolah pukul 09.00 WIB untuk menyerahkan surat izin penelitian.
2.	R kemudian melapor kepada S. R menyampaikan maksud kedatanganya yaitu untuk menyampaikan surat izin penelitian kepada kepala sekolah. S kemudian meminta R untuk menemui GP. R mengucapkan terima kasih kepada S dan kemudian menemui GP.
3.	R kemudian menemui GP di ruang piket. R menyalami GP dan menyampaikan maksud kedatanganya. GP kemudian mengatakan kepada R bahwa kepala sekolah dan Wakasek sedang mengikuti rapat koordinasi akreditasi sekolah. Kemudian, GP meminta R untuk datang lagi hari berikutnya.
4.	Setelah itu, R mengucapkan terima kasih kepada GP dan berpamitan.

Field note 2

Date : Friday, August 5th 2011
 R : Researcher
 WK : Wakasek
 GBI : Guru Bahasa Inggris
 Place : Vice office and Teacher office

No	Kegiatan
1.	R datang ke sekolah jam 8.10 untuk menyerahkan surat izin penelitian kepada kepala sekolah . Dikarenakan kepala sekolah tidak ada ditempat, R diminta untuk menemui wakil kepala sekolah, Bu Isnaini.
2.	Karena WK sedang mengajar, R dipersilahkan guru piket untuk menunggu di ruang tunggu kantor wakasek. Pukul 8.15 bu Isnaini menemui R.
3.	R menjelaskan maksud kedatanganya kesekolah yaitu untuk menyerahkan surat izin penelitian. R menjelaskan pula tentang rencana pelaksanaan penelitian, yaitu dari bulan Agustus-Oktober dengan kelas X sebagai peserta penelitian.

4.	Setelah mendengar penjelasan yang disampaikan, bu Isnaini memperbolehkan R untuk melaksanakan penelitian di kelas X. Beliau juga mengarahkan R untuk langsung berkoordinasi dengan guru bahasa Inggris kelas X yaitu Bu Yuli Rusmiyanti.
5.	WK kemudian mengantar R untuk menemui Bu Yuli di ruang guru. Beliau menjelaskan maksud R kepada Bu Yuli dan meminta nya untuk mendampingi R dalam melakukan penelitiannya.
6.	Setelah itu, WK meminta R dan bu Yuli untuk berkoordinasi membahas hal-hal terkait dengan penelitian. R kemudian kembali menjelaskan tentang rencana penelitian kepada Bu Yuli. Setelah itu, Peneliti meminta jadwal mengajar guru untuk melakukan observasi. GBI memberikan jadwal mengajar beliau untuk kelas X dan meminta R untuk melakukan observasi dan interview pada hari sabtu. Hal itu dikarenakan beliau mengajar 3 kelas pada hari Sabtu, yaitu jam Ke 3-4, 5-6, dan 7-8.
7.	R dan GBI setuju untuk bertemu jam 08.00 pada hari sabtu.
8.	Setelah selesai berdiskusi dengan GBI, R kemudian mengucapkan terima kasih dan berpamitan kepada GBI.
9.	R meninggalkan sekolah pada pukul 09. 00.

Field Note 3

Date : Saturday, August 6th 2011

R : Researcher

GBI : Guru Bahasa Inggris

Place : Teacher office and XG

Interview and Observation

No	Kegiatan
1.	R datang ke sekolah jam 8.00 dan langsung menuju keruang guru untuk menemui GBI, sesuai dengan jam yang sudah disepakati sebelumnya.
2.	Setelah jam 8.15, GBI menemui peneliti dan meminta maaf karena datang terlambat. R kemudian menyampaikan maksud kedatangannya yaitu untuk melakukan interview dan class observation.
3.	R melakukan wawancara dan berdiskusi dengan GBI. Pertanyaan yang diajukan peneliti berkaitan dengan kemampuan berbahasa Inggris siswa SMA N 1 Prambanan, kemampuan menulis mereka, kesulitan dalam mengajar bahasa Inggris dll.
4.	Jam 8.30, bel pergantian jam ke-3 berbunyi. R dan GBI kemudian masuk kelas XG. R masuk ke kelas untuk melihat dan mengamati proses pembelajaran bahasa Inggris.
5.	Di dalam kelas, GBI mempersilahkan R untuk duduk dibangku belakang. Setelah itu, GBI membuka pelajaran dengan mengucapkan salam “ <i>Good morning, How are you today?</i> ”, sebagian murid menjawab salam guru

	dengan ucapan “ <i>fine and you?</i> ” tetapi sebagian siswa hanya diam. Oleh karena itu, GBI kembali mengucapkan salam dengan bahasa Indonesia, “ <i>Apa kabar hari ini?</i> ”, murid kemudian dengan serempak menjawab “ <i>Baik buk</i> ”. Setelah itu, guru mengenalkan R kepada siswa dan menyampaikan tujuan R berada dikelas mereka yaitu untuk melakukan observasi pembelajaran.
6.	GBI meminta R untuk memperkenalkan diri di depan kelas. R kemudian memperkenalkan diri kepada siswa. R pertama-tama mengucapkan salam “ <i>How are you today?</i> ” dan siswa menjawab dengan serentak “ <i>Fine miss.</i> ”. Setelah itu, R memperkenalkan diri dan menjelaskan maksud keberadaanya dikelas. R kemudian kembali duduk dibangku belakang dan kembali mengamati kegiatan pembelajaran.
7.	Setelah itu, GBI meminta siswa untuk mengerjakan tugas yang ada dibuku paket. Siswa mengerjakan tugas yang diberikan guru. Banyak siswa yang tidak membawa kamus, sehingga banyak siswayang bertanya kepada R tentang kosa-kata bahasa Inggris.
8.	Pukul 09.40 GBI meminta siswa untuk mengumpulkan tugas mereka dan meminta siswa untuk mempelajari lagi tentang text narrative dirumah.
9.	Setelah itu, GBI mempersilahkan R untuk mewawancarai siswa. GBI meninggalkan kelas sedangkan R tetap berada diruang kelas. R kemudian meminta bantuan siswa untuk melakukan wawancara.
10.	R wewawancarai 3 orang siswa. R kemudian menanyakan beberapa pertanyaan terkait dengan pendapat mereka bahasa Inggris dll.
11.	Setelah mendapat cukup informasi dari para siswa. R menghentikan wawancara dengan para siswa dan mengucapkan terima kasih kepada mereka. Setelah itu, R kembali menemui GBI diruang guru untuk melanjutkan diskusi terkait dengan pelaksanaan observasi berikutnya.

Field Note 4

Date : Saturday, August 6th 2011

R : Researcher

GBI : Guru Bahasa Inggris

Place : Teacher office and XE

Interview and Observation

No	Kegiatan
1.	Pukul 10.15 bel pergantian jam ke 5 berbunyi, R dan GBI masuk ke kelas XE. Guru kemudian mempersilahkan R untuk duduk dikursi belakang untuk mengamati kegiatan belajar mengajar.
2.	GBI kemudian membuka pelajaran dengan mengucapkan salam kepada siswa. GBI membuka salam dengan mengucapkan “ <i>Good morning, students. How are you today?</i> ”. Sebagian siswa menjawab salam guru

	dengan mengucapkan " <i>Fine, miss</i> " sedangkan sebagian siswa yang duduk dibelakang ngobrol. Guru kemudian menegur siswa " <i>Sudah mbak ceritanya, kalau belum sini dilanjutkan didepan</i> ". Siswa kemudian diam. Setelah situasi kelas tenang, GBI kembali mengucapkan salam " <i>How are you today?</i> " dan serentak siswa menjawab " <i>Fine, miss</i> ".
3.	Setelah itu, GBI memperkenalkan R kepada siswa dan meminta R untuk memperkenalkan diri di depan kelas. R maju ke depan dan memperkenalkan diri serta menyampaikan maksud kehadirannya di kelas yaitu untuk melakukan observasi.
4.	GBI memulai pelajaran dengan meminta siswa untuk mengerjakan tugas menulis di buku paket, yaitu English Zone. Siswa memulai mengerjakan tugas. Selama mengerjakan tugas, banyak siswa yang tidak membawa kamus sehingga mereka harus saling meminjam. Hal ini membuat kelas menjadi gaduh. Selain itu, banyak siswa yang ngobrol saat mengerjakan tugas.
5.	Saat guru berkeliling kelas untuk mengecek pekerjaan siswa, beberapa siswa putri yang duduk dibangku belakang ramai. GBI kemudian menegur mereka. Pukul 11.40 GBI meminta siswa untuk mengumpulkan tugas. Siswa mengumpulkan tugas mereka meskipun ada beberapa siswa yang belum selesai mengerjakannya.
6.	Guru menutup pelajaran dengan mengucapkan salam. R dan GBI kemudian meninggalkan kelas menuju ke ruang guru. Diruang guru, R mewawancarai dan berdiskusi dengan GBI tentang hasil observasi secara keseluruhan. R kemudian menyampaikan kepada guru bahwa fokus dari penelitian yang akan dilaksanakan adalah tentang writing. Guru menyetujui gagasan dari R dan menyarankan untuk melaksanakan penelitian di kelas XG berdasarkan kepada keterbatasan mereka dalam menulis serta keberagaman kemampuan bahasa Inggrisnya. Selain itu, R dan GBI merencanakan akan mengadakan Pre-test di pertemuan selanjutnya untuk menilai kemampuan menulis siswa kelas XG.
7.	Setelah selesai berdiskusi dengan GBI, R berpamitan kepada GBI. GBI kemudian mengingatkan R untuk datang ke sekolah Sabtu depan guna mengadakan Pre-test. R mengucapkan terima kasih kepada GBI.
8.	R meninggalkan sekolah pukul 12.15 WIB.

Field Note 5

Date : Saturday, August 13th 2011

R : Researcher

GBI : Guru Bahasa Inggris

Place : Teacher office and XG

Pre-test

No	Kegiatan
1.	R datang ke sekolah pukul 8.10 dan langsung menuju keruang guru untuk menemui GBI yang bersangkutan sesuai dengan jam yang sudah disepakati.
2.	GBI datang ke sekolah pukul 8.20 dan langsung menyalami R serta meminta R untuk menunggu sebentar karena GBI harus menemui Guru Bimbingan Konseling. Setelah menunggu beberapa menit, GBI dan R berbincang-bincang. R menyampaikan kembali tujuan pertemuan dengan para siswa yaitu untuk mengadakan pre-test. GBI mempersilahkan R untuk melakukan pre-test dan juga minta maaf karena beliau tidak bisa mendampingi R di dalam kelas dikarenakan urusan dinas.
3.	Pukul 8.30. R mohon izin kepada GBI untuk masuk kelas. Pada saat R masuk kelas, situasi kelas masih belum kondusif karena banyak siswa yang ngobrol. Setelah siswa diam, R kemudian membuka kelas dengan mengucapkan salam “ <i>Hello, everybody, How are you today?</i> ”, dengan semangat siswa menjawab “ <i>fine miss.</i> ”
4.	Setelah itu, R mengecek kehadiran siswa dan meminta salah satu siswa untuk membuka kelas. Seorang siswa bernama Nurul memimpin doa “ <i>Ready class, Pray do</i> ” dan ditutup dengan ucapan “ <i>Finish</i> ”.
5.	Selesai berdoa, R menyampaikan maksud kehadirannya yaitu untuk mengadakan pre-test. R menyampaikan pula bahwa bu Yuli tidak bisa mendampingi dikarenakan ada urusan dinas di kecamatan. Siswa dengan serius mendengarkan penjelasan R.
6.	R kemudian meminta siswa untuk menyiapkan kamus. Setelah itu, R menulis instruksi dipapan tulis dan menjelaskan bahwa siswa harus menulis cerita narrative dengan tema bebas. R memberikan kesempatan kepada siswa untuk bertanya jika mereka belum paham apa yang R sampaikan, “ <i>Any question class?</i> ”, siswa menjawab “ <i>No, miss</i> ”.
7.	Setelah itu, R membagikan kertas untuk menulis kepada siswa. Pukul 8.50, siswa mulai mengerjakan tugas yang diberikan R. Saat siswa mengerjakan tugas menulis mereka, R berkeliling kelas untuk mengecek pekerjaan para siswa.
8.	Pukul 09.50, R mulai meminta ssiwa untuk mengumpulkan tugas mereka. Secara keseluruhan, sebagian besar siswa sudah selesai mengerjakan tugas menulis mereka.
9.	Pukul 09.55, R menutup pelajaran dan menyampaikan terima kasih kepada siswa. Siswa mengucapkan “ <i>See you miss</i> ”.
10.	R meninggalkan sekolah pukul 10.15 WIB.

Field Note 6

Date : Saturday, September 10th 2011

R : Researcher

GBI : Guru Bahasa Inggris

Place : Teacher office and XG

1st meeting of cycle 1

No	Kegiatan
1.	R datang kesekolah pukul 08.20 dan langsung menemui GBI di ruang guru. R kemudian memberikan lesson plan dan observation checklist kepada GBI digunakan untuk mengamati proses pembelajaran.
2.	Pukul 08.30 bel pergantian jam ke-3 berbunyi, GBI dan R masuk ke kelas. GBI langsung mempersilahkan R untuk handle kelas. Disaat R berperan sebagai guru, GBI duduk dibangku belakang melakukan pengamatan terhadap proses pembelajaran yang dilakukan R.
3.	R kembali memperkenalkan diri. Perkenalan yang disampaikan oleh R meliputi nama, umur dan alamat. R menyampaikan kepada para siswa bahwa untuk beberapa pertemuan berikutnya, dia lah yang akan mengajar.
4.	Pukul 08.37, R membuka kelas dengan mengucapkan greeting. R mengucapkan “ <i>Assalamualaikum wr wb</i> ”, dengan serentak siswa menjawab “ <i>Walaikumsalam wr wb</i> ”. Kemudian R melanjutkan dengan ucapan, “ <i>Good Morning, How’s everything today</i> ”. Mendengar salam yang disampaikan R, hanya beberapa siswa menjawab “ <i>Good morning miss, we are fine</i> ” dan sebagian siswa hanya diam. Kemudian R kembali menyampaikan salam “ <i>How are you today, everyone?</i> ” dan siswa serentak menjawab “ <i>Fine, miss and you?</i> ”. R kemudian merespons dengan ucapan “ <i>Im fine too</i> ”. Kemudian, R melanjutkan dengan mengecek daftar hadir siswa dan saat itu siswa menyebutkan bahwa ada seorang murid bernama Zain Sukroni tidak masuk kelas. R kemudian bertanya kenapa dia tidak masuk, siswa menjawab “ <i>He is sick miss</i> ”.
5.	Setelah itu, sebelum pelajaran benar-benar dimulai R meminta seorang siswa memimpin doa dan menjelaskan objective dari pelajaran hari itu yaitu belajar narrative.
6.	R menunjukan gambar tentang cerita narrative, yaitu gambar Cinderella dan Snow White kepada siswa untuk menstimulasi background knowledge mereka. R kemudian memberikan brain-storming questions kepada para siswa berkaitan dengan gambar-gambar tersebut. Pertama-tama, R menunjukan gambar Snow White dan bertanya “ <i>What do you know about this picture?</i> ”. Siswa dengan semangat menjawab “ <i>Snow White</i> ”. “ <i>Yes, this is Snow White. Have you read this story before?</i> ”. Siswa dengan kompak menjawab “ <i>Yes, miss</i> ”. Setelah itu, R memberikan pertanyaan selanjutnya kepada siswa, “ <i>What is the story about?</i> ”. Siswa tidak menjawab pertanyaan ini karena mereka tidak paham maksud

	pertanyaanya. Oleh karena itu R, kembali bertanya menggunakan bahasa Indonesia “ <i>Ceritanya Snow White itu tentang apa?</i>”. Serentak siswa menjawab “ <i>Itu tentang putri dan kurcaci miss</i>”. “ <i>Terus apa lagi?</i>”, R melanjutkan pertanyaan dan seorang siswa menjawab “ <i>Ibu tiri itu lo miss yang mengusir si putri karena takut ada orang lain yang menandingi kecantikanya</i>”. R kemudian menyampaikan ya bahwa jawaban para siswa tentang Snow White benar dan R kemudian melanjutkan dengan Gambar Cinderella, “ <i>What about this picture, do you know about it?</i>”. Seorang siswa menjawab “ <i>Cinderella miss</i>”. Setelah itu, R kembali menyampaikan bahwa para siswa akan belajar tentang teks narrative.
7.	Setelah itu, R memberikan cerita narrative berjudul Cinderella kepada siswa dilanjutkan dengan pembahasan tentang ciri-ciri text narrative. R bertanya “ <i>Can you mention the characteristics of Narrative story?</i>”. Siswa menjawab dengan antusias “ <i>menggunakan past tense miss</i>”. “ <i>Yes, past tense is used in narrative. What about the generic structure?</i>”. Seorang siswa menjawab “ <i>Orientation, complication and resolution miss</i>”. R kemudian menjelaskan tentang ciri-ciri text narrative berdasarkan teks Cinderella yang mereka miliki.
8.	Setelah selesai membahas ciri-ciri narrative, R memberikan jumbled-pictures dari cerita Snow White and The Seven Dwarfts untuk di tata berdasarkan jalan ceritanya. Saat R membagikan gambar beserta lembar kerja lainnya kepada siswa, seorang siswa bertanya kepada R “ <i>Miss, nanti kita disuruh ngapain?</i>”. R menjawab bahwa dia akan menjelaskan apa yang harus mereka lakukan nanti setelah ia selesai membagikan handout tersebut dan siswa itu mengangukan kepalanya. Setelah selesai, R kemudian menjelaskan bahwa mereka harus menyusun gambar-gambar tersebut berdasarkan jalan ceritanya. Saat R menjelaskan, beberapa siswa dibarisan belakang ngobrol dan GBI langsung menegur mereka dan meminta mereka untuk memperhatikan penjelasan R.
9.	Kemudian, R dan siswa membahas urutan gambar yang tepat. R bertanya “ <i>Which picture is the first event of the story?</i>”. Siswa serentak menjawab “ <i>Picture nomer 1</i>”. Setelah itu siswa secara bergiliran menyebutkan urutan gambar sesuai dengan jalan cerita dari cerita Snow White. Pada saat membahas urutan gambar, siswa terlihat sangat bersemangat dalam mengikuti proses pembelajaran. Hampir semua siswa menjawab pertanyaan yang R berikan terkait dengan urutan gambar yang tepat.
10.	Kemudian, R meminta siswa untuk mengerjakan soal latihan yang ada dihandout mereka. Saat diminta R untuk mengerjakan latihan tersebut, siswa mulai membuka kamus untuk membantu mereka dalam mengerjakan tetapi ada 10 orang anak yang tidak membawa kamus. Oleh karena itu, R meminta mereka untuk membawa kamus dipertemuan berikutnya. Meskipun mereka membawa kamus, banya siswa yang menanyakan arti kata yang mereka tidak ketahui kepada R. Seorang murid bertanya “ <i>Miss, bahasa indonesianya poisoned apa?</i>” dan beberapa diantaranya bertanya bahasa Indonesia dari kata order, disguised dll.
11.	Setelah siswa selesai mengerjakan soal tentang filling in the blanks with the

	provided words, R dan siswa mendiskusikan jawabannya. Siswa secara bergiliran membaca soal beserta jawabannya dan R selalu mengkonfirmasi jawaban yang mereka sampaikan dengan jawaban siswa lainnya. Disaat kegiatan ini berlangsung, dua orang siswa menyandarkan badanya di atas meja. R langsung meminta mereka untuk cuci muka.
12.	R memberikan kesempatan bagi siswa untuk bertanya “ <i>Any question, class?</i> ”. Siswa menjawab “ <i>Tidak ada miss</i> ”. Setelah itu, R meminta siswa untuk mempelajari latihan soal berikutnya di rumah karena jam sudah menunjukkan pukul 09.55.
13.	Sebelum menutup kelas, R mereview apa yang sudah dipelajari dan menjelaskan apa yang harus siswa kerjakan di rumah dan dilanjutkan dengan doa. R menutup kelas dengan ucapan “ <i>Thank you much for today see you next week and have a great day guys</i> ”. Kemudian, GBI meninggalkan kelas menuju ruang guru, sementara R tetap di dalam kelas untuk melakukan interview.
14.	R menginterview dua orang siswa terkait dengan proses pembelajaran yang dilakukan olehnya. Kemudian, jam 10.07, R menemui GBI di ruang guru untuk melakukan interview dan berdiskusi tentang apa yang harus R perbaiki dan siapkan untuk pertemuan berikutnya. Setelah selesai melakukan interview, R mengucapkan terima kasih kepada GBI atas bantuannya dan kemudian berpamitan untuk pulang.
15.	R meninggalkan sekolah pukul 10.20 WIB.

Field Note 7

Date : Saturday, September 17th 2011

R : Researcher

GBI : Guru Bahasa Inggris

Place : Teacher office and XE

2nd meeting of cycle 1

No	Kegiatan
1.	R sampai di sekolah pukul 8.20. R kemudian menemui GBI di ruang guru. Disana, GBI memberi feedback terhadap lesson plan yang telah dibuat R, khususnya bagian teaching and learning activities. Learning activities yang sebelumnya dikembangkan dengan four phase-techniques (BKOF) diminta diubah dalam bentuk Exploration, Elaboration and Confirmation. Hal itu berdasarkan keputusan sekolah bahwa RPP yang dikembangkan harus memakai teknik pembelajaran itu.
2.	Pukul 08.30, R dan GBI masuk kelas. GBI langsung duduk dibelakang untuk mengamati jalannya proses KBM, sedangkan R berperan sebagai guru.
3.	R membuka pembelajaran hari itu, dengan menyapa para siswa “ <i>Hello</i> ”

	<i>class, How are you today?</i> ”. Siswa dengan antusias menjawab “ <i>We are fine miss</i> ”. Setelah itu, R meminta salah seorang siswa untuk memimpin doa. Aktivitas kemudian dilanjutkan dengan presensi. R bertanya “ <i>Who is absent today?</i> ” dan seorang siswa menjawab “ <i>Zain , miss. Dia sakit</i> ”.
4.	Pukul 08.35, R meriew materi yang disampaikan sebelumnya dengan memberikan pertanyaan-pertanyaan kepada para siswa. R bertanya “ <i>What did we learn last Saturday , masih ingat?</i> “. Serentak siswa menjawab “ <i>Narrative, Miss</i> ”. R melanjutkan dengan memberikan pertanyaan “ <i>Text nya judulnya apa?</i> “ dan para siswa menjawab “ <i>Cinderella</i> ”. Setelah itu, R kembali meriew tentang ciri-ciri narrrtive dll.
5.	R kemudian bertanya kepada siswa tentang tugas menulis mereka. Siswa menjawab jika mereka sudah mengerjakan nya tapi masih menemukan kesulitan. R kemudian memutuskan untuk melanjutkan membahas tugas sebelumnya.
6.	R meminta siswa untuk menulis potongan cerita “ <i>Snow White and The Seven Dwarfts</i> ” berdasarkan gambar berseri yang diberikan R. Karena ada 8 gambar seri, R meminta 8 sukarelawan untuk mengerjakan. Dengan antusias, satu persatu siswa menulis pekerjaan mereka di papan tulis.
7.	Setelah 8 potongan cerita ditulis siswa, R memberikan feedback dan membenaran terhadap tulisan-tulisan itu. Setelah itu, R memberikan waktu kepada siswa untuk menyalin cerita yang sudah diberi feedback oleh R.
8.	R memberikan kesempatan kepada siswa untuk bertanya dan seorang siswa meminta R untuk kembali menjelaskan tentang penggunaan past tense. R kemudian menjelaskan dan menuliskan beberapa contoh kalimat didalamnya mengunkan past tense. Selain itu, R juga meminta beberapa siswa untuk membuat kalimat past tense.
9.	Pukul 09.27 setelah meriew dan memberikan feedback terhadap pekerjaan siswa, R kemudian melanjutkan pelajaran dengan materi narrative yang baru, yaitu cerita King Midas. Pertama-tama, R memberikan lead-in questions kepada siswa terkait dengan materi.
10.	Setelah itu, R membagikan handout kepada siswa yang didalamnya terdiri dari cerita King Midas dan latian soal. Pertemuan kedua ini, difokuskan agar siswa bisa meningkatkan pemahaman mereka tentang generic structure dari teks narrative dan past tense. Siswa kemudian diberi waktu untuk memahami cerita dan mengerjakan latian pertama yaitu menjawab comprehension questions.
11.	Selesai mengerjakan, R dan siswa bersama-sama membahas jawaban dari soal-soal yang sudah dikerjakan para siswa. Guru meminta siswa secara bergiliran menjawab pertanyaan dan memberikan kesempatan kepada siswa lainnya untuk memberikan jawaban yang berbeda dengan teman mereka. Beberapa siswa bilang kepada R bahwa jawaban mereka salah dan R meminta mereka untuk membetulkanya. Saat R dan siswa sedang membahas jawaban, 4 orang siswa yang duduk dibaris k-2 dari belakang ngobrol. Mereka membahas hal lain yang tidak terkait dengan materi, sehingga R memperingatkan mereka untuk berhenti ngobrol dan kembali fokus pada materi. Selain itu, ada seorang siswa bernama Yuwono yang

	terlihat oleh R menguap beberapa kali. R meminta nya untuk cuci muka. Dalam mengerjakan latian ini, semua siswa membawa kamus berbeda dengan pertemuan pertama karena tidak semua membawa kamus.
12.	Pukul 09.40, kegiatan dilanjutkan dengan mengerjakan soal latian ke-2, yaitu filling in the missing parts of sentences with the correct tenses. R tidak memberikan waktu banyak kepada siswa untuk mengerjakanya karena hanya ada 5 soal. Sekitar 5 menit, R dan siswa kemudian membahas jawaban dari soal latihan itu. Setelah itu, R menanyakan apakah ada kesulitan dalam mengerjakan soal latihan tersebut. R mengatakan “ <i>Any questions class?</i> ” dan siswa serentak menjawab “ <i>No, miss</i> ”.
13.	Pukul 09.55, guru mengakhiri pelajaran dengan mereview apa yang sudah dipelajari dan dilanjutkan dengan doa. GBI kemudian meninggalkan sementara R tetap berada di kelas untuk mewawancarai siswa.
14.	R mewawancarai dua orang siswa. Pertanyaan yang diajukan R berkaitan dengan pelaksanaan action serta perasaan mereka terhadap action yang dilaksanakan oleh R. Setelah mendapatkan cukup informasi, R mengucapkan terima kasih kepada ke dua siswa itu. R kemudian ke ruang guru untuk menemui guru.
15.	Di ruang guru, R dan GBI mendiskusikan tentang pelaksanaan action. R juga melakukan interview dengan GBI. Setelah selesai berdiskusi dan wawancara, R mengucapkan terima kasih kepada GBI. R kemudian berpamitan untuk pulang.
16.	R meninggalkan sekolah pukul 10.25.

Field Note 8

Date : Saturday, September 24th 2011

R : Researcher

GBI : Guru Bahasa Inggris

Place : Teacher office and XE

3rd meeting of cycle 1

No	Kegiatan
1.	R datang ke sekolah jam 8.25 dan langsung menuju keruang guru untuk menemui GBI yang bersangkutan.
2.	Pukul 08.30, GBI dan R masuk kelas. Seperti biasanya GBI langsung duduk dibelakang untuk mengamati proses KBM.
3.	R membuka pelajaran dengan mengucapkan salam, doa dan mengecek kehadiran siswa. Setelah itu, R mereview materi yang telah dipelajari dipertemuan sebelumnya dan dilanjutkan dengan penyampaian objective pembelajaran oleh R. Semua kegiatan itu berlangsung sekitar 5 menit.
4.	Pukul 08.35, R mulai mengajarkan teks baru. R memulai pelajaran dengan menunjukan sebuah gambar narrative kepada siswa. R melanjutkan dengan memberikan brain-storming questions berkaitan dengan gambar yang telah

	ditunjukkan oleh R. R bertanya “ <i>What do you know about this pictures?</i> ”. Beberapa siswa menjawab bahwa gambar itu adalah gambar orang menjual sapi yang ditukar dengan biji kacang ajaib. Seorang siswa kemudian menjawab “ <i>Itu gambarnya si Jack miss</i> “. Setelah mendengar jawaban siswa, R membenarkan bahwa gambar yang ditunjukkan tadi adalah gambar Jack and The Magical Bean. R kemudian melanjutkan dengan bertanya “ <i>Have you ever heard the story of Jack and The Magical beans?</i> ”. Beberapa siswa menjawab pertanyaan R sedangkan sisanya hanya mendengarkan jawaban teman mereka. R kemudian bertanya “ <i>Pernah dengar cerita ini belum, kalau sudah ceritanya tentang apa ya?</i> ”. Serentak siswa menjawab pertanyaan guru. Jawaban mereka bervariasi tapi mempunyai inti yang hampir sama.
5.	Setelah itu, R membagikan potongan picture series dari cerita Jack and The Magical Bean. Siswa dan R kemudian berdiskusi tentang alur cerita berdasarkan gambar yang diberikan oleh R.
6.	R kemudian meminta siswa bekerja berpasangan untuk mengembangkan cerita berdasarkan potongan gambar seri Jack and The Magical Bean. Setelah selesai mengerjakan, R meminta untuk memasang pekerjaan mereka dipapan tulis. Siswa berebut untuk memasang gambar mereka. Hal itu membuat kelas gaduh sehingga R meminta siswa memasangnya secara bergiliran. Siswa yang berada di depan kelas kembali ketempat duduk mereka.
7.	Setelah semua bagian gambar beserta ceritanya sudah terpasang dipapan tulis, R memberikan feedback dan pembetulan terhadap pekerjaan mereka. Selain itu, R memberikan kesempatan kepada siswa untuk bertanya dan ada dua orang siswa bertanya kepada R.
8.	Pukul 09.30, R meminta siswa secara individu menulis cerita Jack and The Magical Bean di lembar kerja yang sudah dibagikan guru sebelumnya.
9.	Pukul 09.55, guru menutup pelajaran hari itu dan meminta siswa untuk melanjutkan menulis mereka di rumah. GBI meninggalkan kelas dan R tetap berada dikelas untuk melakukan wawancara dengan siswa.
10.	Pukul 10.05, R menemui GBI dikantor guru untuk melakukan wawancara. Setelah mendapat informasi yang cukup, R berpamitan kepada GBI untuk pulang.
11.	Pukul 10.20, R meninggalkan sekolah.

Field Note 9

Date : Saturday, October 1st 2011

R : Researcher

GBI : Guru Bahasa Inggris

Place : Teacher office and XE

1st meeting of cycle 2

No	Kegiatan
1.	R datang ke sekolah jam 8.20. R langsung menemui GBI di ruang guru. GBI dan R berbincang-bincang tentang pelaksanaan action yang dilakukan oleh R.
2.	Pukul 08.33, R dan GBI masuk kelas. GBI duduk dibangku belakang untuk mengamati proses KBM.
3.	R membuka pelajaran dengan mengucapkan salam “ <i>Good morning everyone, how are you today?</i> ”. Serentak siswa menjawab “ <i>Good morning, miss. Fine, thanks. And you?</i> ”. R kemudian merespon pertanyaan siswa dengan mengucapkan <i>very well, thanks</i> .
4.	R kemudian meminta seorang siswa untuk memimpin doa. Siswa tersebut menggunakan bahasa Inggris dalam memimpin doa. R kemudian mengucapkan terima kasih kepada siswa tersebut. R kemudian mengecek presensi siswa. Ada seorang siswa bernama Citra Mutiara Pagi yang tidak berangkat dikarenakan sakit.
5.	R kemudian meriview materi yang dipelajari sebelumnya. R bertanya “ <i>Can anyone tell me what we have studied last meeting?</i> ”. Beberapa siswa menjawab kalau pertemuan sebelumnya mereka belajar menulis text narrative berjudul Jack and The Magical Bean. Kemudian R menanyakan apa masih ada kesulitan dalam menulis teks itu dan siswa menjawab bahwa tidak ada kesulitan.
6.	R kemudian meminta mereka untuk mengumpulkan hasil tulisan mereka. Ketua kelas berkeliling untuk mengambil tugas dan kemudian mengumpulkannya dimeja. Setelah itu, R menyampaikan objective pembelajaran yaitu mereka akan belajar menulis teks narrative.
7.	R kemudian mengajukan <i>brainstorming questions</i> kepada siswa berkaitan dengan topik pelajaran. R bertanya “ <i>Have you ever seen a monkey before?</i> ”. Siswa menjawab “ <i>Yes</i> ”. Setelah itu R memberikan pertanyaan lainya “ <i>Where do you usually see it ?</i> ”. Kebanyakan siswa menjawab mereka sering melihat monyet di kebun binatang tapi ada seorang siswa yang menjawab “ <i>We can see a monkey in a jungle miss</i> ”. R kemudian memberikan pertanyaan terakhir “ <i>So class, what do you think about monkey?</i> ”. Saat R memberikan pertanyaan itu, siswa hanya diam. Mereka terlihat bingung. Karena itu R kembali bertanya dengan bahasa Indonesia “ <i>Menurut kalian monyet itu gimana?</i> ”. Menanggapi pertanyaan R, siswa menjawab bahwa monyet adalah binatang yang liar dan nakal. Setelah itu, R memberikan kesimpulan tentang apa yang akan dipelajari siswa dengan memberikan pertanyaan kepada mereka “ <i>Do you have any idea on what we are going to learn today?, Kira-kira kita akan belajar apa ya hari ini?</i> ” . Siswa serentak menjawab bahwa mereka akan belajar tentang teks narrative yang berkaitan dengan monyet. R kemudian berkata “ <i>Yes, you are right. Today we are going to learn a narrative text entitled The Hat Seller and Five Naughty Monkeys</i> ”.
8.	R kemudian membagikan materi kepada para siswa yang terdiri dari <i>picture</i>

	<i>series of The Hat Seller and Five Naughty Monkeys, List of vocabulary, task on developing story dan students' worksheet for composing story.</i>
9.	Setelah itu, R dan siswa berdiskusi tentang jalan cerita dari gambar seri yang telah diberikan oleh R sebelumnya. R kemudian memberikan penjelasan kepada siswa tentang bagaimana mengembangkan ide yang telah mereka punyai dan bagaimana menyusun nya menjadi paragraf yang unity dan dilanjutkan dengan memberikan contoh pengembangan paragraf <i>orientation</i> dari cerita The Hat Seller and Five naughty Monkeys. Saat R menjelaskan, siswa dengan seksama memperhatikan penjelasan R. Beberapa siswa mencatat penjelasan R.
10.	Setelah itu, R meminta siswa untuk mencari arti kata dari vocabulary yang sudah disediakan oleh R didalam handout. Siswa dengan semangat langsung membuka kamus untuk menemuka arti katanya. Saat R berkeliling, seorang siswa bertanya apakah dia bisa mencari arti katanya menggunakan hp. R kemudian memperbolehkan siswa untuk menggunakan HP untuk mencari arti katanya.
11.	Setelah siswa selesai mencari arti kata, R kemudian meminta siswa untuk mulai mengerjakan tugas mereka yaitu mengembangkan cerita dari gambar seri yang diberikan oleh R di lembar kerja mereka.
12.	Pukul 09.15, siswa mulai menulis <i>draft</i> cerita mereka di lembar kerja yang sudah diberikan oleh R. Lembar kerja itu terdiri dari <i>title, orientation, major complication, complication</i> dan yang terakhir <i>resolution</i> .
13.	Siswa mengerjakan tugas dengan seksama. Ketika mereka kesulitan untuk mencari kosa-kata dalam bahasa Inggris, mereka bertanya kepada R dan GBI.
14.	Setelah menyusun draft cerita, R berkeliling untuk memberikan feedback pada tulisan beberapa siswa. Siswa senang saat R memberikan feedback kepada mereka.
15.	Setelah itu, R meminta siswa untuk mengembangkan draft yang telah mereka buat menjadi sebuah cerita yang utuh. Mereka mengerjakannya dilembar kerja yang sudah dikerjakan oleh R.
16.	Pukul 09.52, R meminta mereka untuk melanjutkan pekerjaan mereka di rumah dan mengumpulkannya dipertemuan berikutnya. R kemudian bertanya kepada siswa “ <i>Do you have any questions before we end the class?</i> ”. Siswa menjawab “ <i>No, miss</i> ”.
17.	R kemudian, merefleksi apa yang sudah mereka pelajari dengan bertanya “ <i>So, what we have learnt today?</i> ”. Siswa menjawab <i>Writing Narrative text</i> . Kemudian R bertanya lagi “ <i>What is the title of the text?</i> ” dan siswa secara bersamaan menjawab “ <i>The Hat Seller and Five naughty Monkeys</i> ”.
18.	Setelah itu, R menutup pelajaran dengan doa. GBI meninggalkan kelas dan R tetap berada dikelas untuk wewawancara murid.
19.	R kemudian menemui GBI diruang guru untuk melakukan interview. Setelah selesai R berpamitan untuk pulang dan mengucapkan terima kasih kepada GBI. R meninggalkan sekolah pukul 10.18.

Field Note 10

Date : Wednesday, 5th 2011

R : Researcher

GBI : Guru Bahasa Inggris

Place : Teacher office and XE

2nd meeting of cycle 2

No	Kegiatan
1.	R datang kesekolah pukul 08.25 dan langsung menemui GBI di ruang guru. Setelah bel pergantian jam berbunyi, R dan GBI masuk kelas.
2.	Seperti biasa GBI duduk dibangku belakang untuk mengamati proses KBM sedangkan R yang berperan sebagai guru.
3.	R membuka pelajaran dengan mengucapkan “ <i>Assalamualaikum, wr wb</i> ”. Siswa serentak menjawab “ <i>Walaikumsalam</i> ”. Setelah itu, R kembali mengucapkan salam dalam bahasa Inggris “ Good Morning everyone” dan siswa menjawab “ Good Morning, miss”. R kemudian menanyakan kabar mereka. Serentak siswa menjawab “ Fine, thank you”.
4.	R kemudian meminta seorang siswa untuk memimpin doa sebelum mereka mulai belajar. Setelah berdoa, R kemudian bertanya apa ada siswa yang tidak masuk kelas. Siswa menyebutkan bahwa Nuri tidak berangkat karena sakit.
5.	Setelah itu, R mereview materi yang sudah dipelajari sebelumnya dan menyampaikan objective dari pembelajaran hari itu. Setelah itu, siswa mengumpulkan tugas yang mereka kerjakan di rumah.
6.	Sebelum memulai pelajaran, R mengeksplor pengetahuan siswa. Pertama-tama, R menunjukan sebuah gambar. Setelah itu, R mengajukan brain-storming questions kepada para siswa terkait dengan gambar yang telah mereka lihat. R bertanya “ <i>Have you read the story of Robin Hood before?</i> ”. Beberapa murid menjawab “ <i>Yes, miss</i> ” dan beberapa siswa lainnya hanya diam dan mendengarkan jawaban teman-teman mereka. R kembali bertanya “ <i>What do you know about the story?</i> ”. Siswa menjawab jika itu adalah cerita tentang perampok. R kemudian kembali menggali pengetahuan mereka dengan memberikan pertanyaan lanjutan “ <i>Yes, it’s the story of perampok but tentang pencuri yang seperti apa?</i> ”. Seorang siswa bernama Icha menjawab “ <i>Pencuri yang membagikan hasil rampokanya kepada orang miskin.</i> ” R kemudian membenarkan jawaban Icha “ <i>Icha, you are right. Thank you</i> ”.
7.	Setelah itu, R mengeksplor pengetahuan siswa terkait dengan cerita King Arthur. R bertanya “ <i>Have you read the story of King Arthur?</i> ”. Hanya beberapa murid yang menjawab sudah. Oleh karena itu R kemudian menunjukan potongan gambar dari cerita King Arthur. Siswa kemudian berkata kepada R bahwa mereka sudah pernah mendengar cerita itu.

8.	Setelah itu, R dibantu dua orang siswa membagikan materi kepada para siswa. Ada 2 jenis materi yang dibagikan pada siswa, yaitu materi berkaitan dengan Robin Hood dan King Arthur. Kumpulan materi Robin Hood terdiri dari 1) <i>A set of picture series of Robin Hood</i> 2) <i>vocabulary task</i> 3) <i>task on sequencing story based on its logical ideas</i> dan 4) <i>students' worksheet for composing the story</i> . Sedangkan materi cerita King Arthur terdiri dari 1) <i>A set of picture series of King Arthur</i> , 2) <i>vocabulary task</i> , 3) <i>task on sequencing story based on its logical ideas</i> dan 4) <i>students' worksheet for composing the story</i>
9.	R dan para siswa membahas alur cerita dari Robin Hood berdasarkan gambar seri Robin Hood. R pertama-tama bertanya “What can you say about picture no 1, gambar no 1 bercerita tentang apa?”. Siswa menjawab jika gambar no 1 merupakan gambar yang menceritakan tentang Robin Hood dengan teman-temanya di hutan. R kemudian melanjutkan bertanya “What are they doing in the Jungle?”. Siswa menjawab jika mereka melakukan kegiatan berburu dan juga latihan perang.
10.	R melanjutkan berdiskusi tentang alur cerita dari gambar ke 2. “ <i>What happen in the picture number 2</i> ”, R bertanya kepada para siswa. Siswa menjawab jika mereka bersembunyi dan disana ada pula kereta kuda yang mengangkut orang. R kembali bertanya “ <i>Kenapa mereka bersembunyi?</i> ”. Seorang siswa bernama tomi dengan lantang menjawab “ <i>kan mereka mau ngerampok jadi mereka sembunyi dulu.</i> ” R merespon dengan berkata “ <i>Yes, you're right.</i> ”
11.	Setelah itu, R melanjutkan dengan bertanya berkaitan dengan gambar ke-3. R bertanya “ <i>What happen in the picture number 3?</i> ”. Siswa menjawab jika digambar nomer 3 Robin Hood dan tema-temanya berhasil merampok orang kaya itu. R memuji jawaban siswa dengan ucapan “ <i>That's right. You're so brilliant</i> ”. R dan siswamelanjutkan diskusi tentang gambar no 4. R bertanya tentang cerita apa yang bisa mereka dapat dari nomer gambar ke- 4. Seorang siswa menjawab partanyaan R “ <i>Gambar empat bercerita tentang Robin Hood mengadakan pesta dan membagikan barang rampokan kepada rakyat miskin</i> ”. Setelah itu R mengarahkan siswa menentukan gambar mana yang sesuai dengan urutan jalan ceritanya dan sesuai dengan generic structure dari teks <i>narrative</i> .
12.	Setelah selesai dengan cerita Robin Hood, R dan siswa lainnya membahasa alur cerita King Arthur.
13.	R dan para siswa membahas alur cerita dari King Arthur berdasarkan gambar seri yang sudah mereka dapat dari R. Gambar seri dari cerita King Arthur terdiri dari 6 gambar. Pertama-tama R bertanya “ <i>What can you say about picture no 1 and 2?</i> ”. Siswa menjawab jika gambar no 1 dan 2 merupakan gambar tentang dua orang yang salah satunya mempunyai ilmu <i>magic</i> . R bertanya mana diantara mereka yang bernama Arthur. Siswa serentak menjawab “yang kecil miss”. Siswa kemudian bertanya tentang nama dari orang tua yang bisa mengubah

	katak menjadi Kucing. R kemudian menjawab “ <i>He is Merlin. He is the best friend of Arthur</i> ”.
14.	R melanjutkan berdiskusi tentang alur cerita dari gambar ke 3. “ <i>What happen in the picture number 3</i> ”, R bertanya kepada para siswa. Siswa menjawab jika ada seorang raja yang jahat kepada rakyatnya.
15.	Setelah itu, R melanjutkan dengan bertanya berkaitan dengan gambar ke-4. R bertanya “ <i>What can you say in picture no 4?</i> ”. Siswa menjawab jika digambar nomer 4 ada sayembara untuk menjadi seorang raja. R melanjutkan dengan gambar no 5 dan no 6.
16.	R kemudian membantu siswa dalam menentukan gambar mana yang bisa dijadikan orientasi, mana yang bisa dijadikan komplikasi dan resolusi.
17.	R bertanya kepada siswa apa mereka masih mempunyai kesulitan dan siswa menjawab jika mereka sudah paham. Setelah itu, R meminta siswa untuk mengerjakan vocabulary task sebelum mereka menulis draft cerita Robin Hood dan King Arthur. Vocabulary task ini dibuat R untuk membantu siswa dalam menemukan kosa-kata sehingga mereka tidak kesulitan dalam <i>vocabulary</i> saat menulis. Siswa mencari arti kata dengan bantuan kamus. Kamus yang digunakan pun beragam, yaitu kamus dalam bentuk <i>hard-file</i> , kamus elektronik ataupun kamus dalam HP. Saat sedang mengerjakan, ada dua orang yang menguap dan menyandarkan kepala mereka dibangku. Guru meminta mereka untuk cuci muka. Selain itu, ada beberapa siswa putri yang ngobrol didalam kelas. R kemudian menegur mereka.
18.	Setelah itu, R bertanya kepada siswa apa ada vocabulary yang sulit. Seorang siswa bertanya “ <i>Miss, bahasa Indonesianya disguise apa ya?</i> ”. R kemudian meminta siswa lainya untuk mengartikannya. Seorang siswa menjawab “ <i>disguise itu artinya menyamar</i> ”. R mengucapkan terima kasih kepada Erna dan menanyakan lagi apa masih ada kata yang mereka belum tahu artinya. Siswa menjawab “ <i>No, miss</i> ”.
19.	Setelah itu, R meminta siswa untuk mulai menulis draft dari cerita Robin Hood dan King Arthur berdasarkan urutan cerita yang sudah dibahas di awal pelajaran. Siswa dengan antusias mulai mengerjakannya di lembar kerja yang sudah disediakan oleh R. Siswa menulis dengan bantuan Kamus.
20.	Pukul 09.55, R meminta mereka untuk melanjutkan kegiatan menulis mereka dirumah. Selain itu, R menanyakan kesulitan-kesulitan yang siswa temui.
21.	R kemudian mereview apa yang sudah mereka pelajari. Kelas diakhiri dengan doa.
22.	GBI kemudian meninggalkan kelas sementara R tetap berada di kelas untuk mewawancarai siswa. Ada dua orang siswa yang diwawancarai guru saat itu. Setelah itu, R mengucapkan terima kasih kepada siswa-siswa itu. R kemudian meninggalkan kelas dan menemui GBI di ruang guru.
23.	R mewawancarai GBI. Setelah mewawancarai dan mendapatkan informasi yang cukup, R berpamitan dan mengucapkan terima kasih kepada GBI. R meninggalkan sekolah pukul 10.20.

Field Note 11

Date : Saturday, October 8th 2011

R : Researcher

GBI : Guru Bahasa Inggris

Place : Teacher office and XE

3rd meeting of cycle 2

No	Kegiatan
1.	R datang kesekolah pukul 08.20 dan langsung menemui GBI diruang guru. Disana, GBI dan R saling berdiskusi terkait pelaksanaan <i>action</i> yang sudah dilakukan oleh R. Setelah bel bergantian jam berbunyi, R dan GBI masuk kelas.
2.	Seperti biasa GBI duduk dibangku belakang untuk mengamati proses KBM sedangkan R yang berperan sebagai guru. R pertama-tama, membuka pelajaran dengan mengucapkan “ <i>Good Morning</i> ” dan siswa menjawab “ <i>Good Morning, miss</i> ”. R kemudian menanyakan kabar mereka “ <i>How are you today?</i> ”. Serentak siswa menjawab “ <i>Fine, thank you. And you?</i> ”. R menjawab “ <i>I’m doing great</i> ”.
3.	R kemudian meminta seorang siswa untuk memimpin doa sebelum mereka mulai belajar. Setelah berdoa, R kemudian bertanya apa ada siswa yang tidak masuk kelas. Siswa menyebutkan bahwa Septi izin tidak berangkat dikarenakan neneknya sakit.
4.	Setelah itu, R mereview materi yang sudah dipelajari sebelumnya dan menyampaikan objective dari pembelajaran hari itu. Setelah itu, R menanyakan tentang tugas menulis mereka. R bertanya “ <i>Have you done writig the story of Robin Hood</i> , sudah selesai nulis cerita Robin Hoodnya and King Arthurnya?”. Siswa menjawab bahwa mereka belum selesai. R melanjutkan “Ada kesulitan dalam mengerjakannya?”. Siswa menjawab jika tidak ada kesulitan. Setelah itu, R meminta siswa melanjutkan menulis drafts. Dalam proses penulisan draft, R selalu memonitor kegiatan siswa. R berkeliling kelas untuk mengecek pekerjaan siswa serta memberikan feedback terhadap tulisan mereka.
5.	Setelah siswa selesai menulis drafts, R meminta siswa untuk mengembangkan draft tersebut menjadi cerita yang utuh. Pukul 09.50, R meminta siswa untuk mengumpulkan pekerjaan mereka. Siswa mulai mengumpulkan tetapi ada 3 orang siswa yang belum selesai. Oleh karena itu, R memberi waktu tambahan kepada mereka.
6.	Setelah semuanya selesai, R kemudian mereview apa yang sudah mereka pelajari. Setelah itu R menyampaikan jika minggu depan akan diadakan post-test. R meminta siswa untuk mempersiapkan diri. Kelas diakhiri dengan doa.

7.	GBI kemudian meninggalkan kelas sementara R tetap berada di kelas untuk mewawancarai siswa. Ada dua orang siswa yang diwawancarai guru saat itu. Setelah itu, R mengucapkan terima kasih kepada siswa-siswa itu. R kemudian meninggalkan kelas dan menemui GBI di ruang guru.
8.	R mewawancarai GBI. Setelah mewawancarai dan mendapatkan informasi yang cukup, R berpamitan dan mengucapkan terima kasih kepada GBI. R meninggalkan sekolah pukul 10.20.

Field Note 12 (post-test)

Date : Saturday, October 15th 2011

R : Researcher

GBI : Guru Bahasa Inggris

Place : Teacher office and XE

1.	Pukul 08.25, R datang ke sekolah dan langsung menemui GBI di ruang guru. GBI menyalami R. Setelah itu, GBI meminta maaf karena tidak bisa mendampingi R. GBI kemudian mempersilahkan R untuk masuk ke kelas.
2.	08.30, bel pergantian jam ke-3 berbunyi, R masuk ke kelas. R membuka pelajaran dengan mengucapkan “ Assalamualikum Wr.Wb dan siswa menjawab dengan ucapan “ <i>Walaikumsalam Wr Wb</i> ”.
3.	Kemudian, R mengucapkan salam “ <i>Good Morning, everyone. How are you today?</i> ”. Serentak siswa menjawab “ <i>Fine, miss and what about you?</i> ”. Setelah mengucapkan salam, R kemudian melanjutkan dengan mengecek kehadiran siswa.
4.	Pukul 8.35 , R kemudian menyampaikan objective pertemuan saat itu yaitu adanya post-test. Kemudian R, menuliskan soal di papan tulis. Diikuti dengan penjelasan tentang apa yang akan mereka kerjakan. Setelah memberikan penjelasan, R kemudian membagikan lembar kerja kepada siswa.
5.	Pukul 08.40, Siswa mulai menulis sementara R mengamati berjalanya post-test.
6.	Siswa memakai kamus untuk mencari kosa-kata. Kamus yang mereka gunakan beragam yaitu kamus dalam bentuk hard-copy maupun dalam bentuk elektronik.
7.	09.00, R mulai mengecek pekerjaan siswa dengan cara berkeliling. Saat R berkeliling, beberapa siswa ngobrol. R kemudian menegur mereka dan meminta mereka untuk melanjutkan mengerjakan writing mereka.
8.	Pukul 09.45, R meminta siswa untuk mengumpulkan tugas mereka. 6 siswa belum selesai mengerjakan jadi R memberi tambahan waktu 5 menit.
9.	Pukul 09.50, Siswa mengumpulkan pekerjaan mereka. Setelah itu, R menutup kelas dengan doa.
10.	R meninggalkan kelas pukul 09.55.

Teacher's Interview Transcripts

Interview Transcript 1

Interviewer : Researcher (R)
 Interviewee : Mrs. Yuli Rusmiyati, S.Pd. (T)
 Day/date : Saturday, August 6th 2011
 Time : 8.30
 Place : Teachers' office

R: "Selamat pagi"

T: "Selamat pagi"

R: "Apa pendapat Ibu tentang pembelajaran bahasa Inggris secara keseluruhan di SMA Negeri 1 Prambanan ini?"

T: "Ehmm, pembelajaran bahasa Inggris di SMA N Prambanan mulai dari kelas X, XI sampai XII saya rasa sudah cukup baik. Guru-gurunya nya juga sudah maksimal ya dalam memberikan ilmu dan kemampuan yang ada tapi untuk input dari murid sendiri itulah yang masih kurang,, kemudian, apa lagi ya.."

R: "Berarti secara keseluruhan untuk staf pengajarnya sudah baik ya buk,, tapi memang pada dasarnya permasalahanya terletak pada input ya buk."

T: "Hiya mbak."

R: "Nah berkaitan dengan input, bagaimana dengan kemampuan bahasa Inggris siswa kelas 1 buk?"

T: "Sangat lemah sekali, mereka masih terpatok pada saat mereka masih di SMP jadi English nya masih Inggris Indonesia. Mereka belum bisa memahami oh ini penggunaan sesuatu yang benar untuk ini,, hanya sebagian anak yang bisa, katakalah hanya 26 % perkelas."

R: "Ooh, berarti kemampuan mereka hampir sama dengan ketika mereka masih SMP, mungkin masih seperti waktu mereka kelas 3 ya buk?"

T: "Hiya,, masih terbawa waktu SMP mbak."

R: "Ehm, bagaimana dengan kemampuan bahasa Inggrisnya dilihat dari 4 skill buk?"

T: "Ok, dari speaking dulu ya,,"

R: "Hiya.."

T: "Permasalahanya biasanya pada vocab,, ehmm, pokoknya semua lemah"

R: "Hampir semuanya lemah ya buk? Bagaimana dengan writing?"

T: "Writing juga lemah,, mereka belum bisa menulis dengan banyak kata mbak. Kata-kata yang mereka tulis masih sangat terbatas. Selain itu mereka masih kesulitan dalam *vocabulary* mbak. Saat nulis juga tenses yang dipakai masih berantakan."

R: "Terus dalam mengajar writing, apa masalah yang sering timbul saat pembelajaran writing di kelas 1?"

T: "Anak itu males, sangat males sekali, misalnya saya berikan tugas, coba kamu tulis narrative seperti itu, saya beri contoh saya putarkan film terus kamu tulis ulang. Anak itu paling males, paling pol paragraph mereka hanya berisi 2-3 kalimat,, untuk apa ya,,hem, ya itu tadi,,"

R: " Berarti masalah yang dominan, ada 3 ya buk, yaitu pemunculan ide, vocabulary dan structure ya buk?"

- T: "Hiya,, betul."
- R: "Oh ya, bagaimana dengan penggunaan media pembelajaran buk?, Apakah selama ini sudah menggunakan media?"
- T: "Sudah mbak,, "
- R: "Bisa disebutkan buk?"
- T: "Misal untuk writing, saya menggunakan film kaya tadi yang sudah saya sebutkan sebelumnya"
- R: "Terima kasih buk"
- T: " Sama-sama mbak."

Interview Transcript 2

Interviewer : Researcher (R)
 Interviewee : Mrs. Yuli Rusmiyanti, S.Pd. (T)
 Day/date : Saturday, August 13th 2011
 Time : 12.00
 Place : Teachers' office

- R: "Oh ya buk, saya sudah melihat proses pembelajaran di kelas XG dan XE dan saya akan fokus untuk skill writing dalam penelitian saya."
- T: "Hiya mbak bagus itu karena memang kemampuan writing mereka masih di bawah rata-rata."
- R: "Kemarin kan saya sempat mewawancarai ibu dan saya menangkap ada tiga masalah pokok terkait dengan writing siswa yaitu ide, vocabulary dan grammar. Jadi untuk penelitian ini saya akan fokus pada media dalam pembelajaran writing dan media yang akan saya gunakan adalah picture series. Bagaimana pendapat ibuk?"
- T: "Ya, bagus itu mbak. Lewat picture series nanti siswa dapat lebih bisa terbantu dalam menuangkan ide-idenya. Mereka juga bisa menggali dan mengembangkan ide mereka, misalnya ketika mbak siti memberikan gambar seri tentang cerita Cinderella. Mereka nanti bias berimajinasi misalnya siapa tokoh-tokohnya, dimana terjadinya, dll."
- R: "Jadi nanti dengan picture series siswa akan lebih terbantu untuk mengeksplor dan menggali ide-ide mereka ya buk?"
- T: "Hiya mbak, bagus sekali teknik yang mbak siti akan terapkan."
- R: "Berarti saya akan melakukan penelitian yang fokus untuk meningkatkan kemampuan menulis siswa dengan media picture series ya buk?"
- T: "Hiya mbak, Bagus. Nanti silahkan mbak masuk kelas untuk mengobservasi siswa dalam berwriting."
- R: "Terima kasih banyak buk."
- T: "Hiya, sama-sama."

Interview Transcript 3

Interviewer : Researcher (R)
 Interviewee : Mrs.Yuli Rusmiyanti, S.Pd. (T)
 Day/date : Saturday, September 10th 2011
 Time : 10.5
 Place : Teacher's office

R: "Morning Ma'am."

T: "Morning mbak siti."

R: "Buk, dikesempatan hari ini saya ada beberapa pertanyaan yang akan saya sampaikan kepada ibuk berkaitan dengan proses pembelajaran yang saya lakukan hari ini. Yang pertama, bagaimana pendapat ibuk tentang action saya hari ini?"

T: "Tadi action mbak siti dikelas saya nilai bagus tapi belum maksimal. Belum maksimalnya seperti ini, tadikan waktu nya terbatas sekali jadi untuk penyampaian penjelasan tentang,, apa ya tadi,,hem kaya *generic structure* diberikan secara sendiri. Gini ya mbak, tadi kan penjelasanya hanya 45an menit dan menurut saya masih kurang. Terus tadi latihan-lahitan untuk skill writing nya kalau bisa pertemuan berikutnya. Jadi apa ya, anak jadi tidak merasa boring. Jadi candaanya mbak siti lebih diperbanyak biar lebih rileks belajarnya."

R: "Perlu banyak dibuat cair juga ya buk belajarnya?"

T: "Hiya mbak.Terus apa lagi mbak?"

R: "Ini buk berkaitan dengan pelaksanaan pembelajaranya. Bagaimana penggunaan picture seriesnya dalam aktifitas menulis?"

T: "Penggunaan picture seriesnya tepat sekali mbak dalam arti kata bisa menggali ide-ide anak, misalnya gini coba kalau mbak siti tadi hanya menggunakan text saja tanpa menggunakan media picture series mungkin ide-ide anak itu tidak keluar dengan sendirinya."

R: "Jadi tadi sudah terlihat ya buk kalau ide-ide para siswa sudah ada?"

T: "Hiya mbak."

R: "Oh ya buk, pertanyaan terakhir saya apakah tadi task-task yang sudah saya berikan pada siswa masih perlu ditingkatkan? Apakah sudah sesuai atau masih ada kekuranganya?"

T: "Menurut saya, so far so good mbak cuman tadi tentang timing nya saja. Pembagian materinya belum pas mbak dalam arti kata memilah waktunya belum tepat tapi sejauh ini sudah bagus mbak."

R: "Terima kasih buk"

T: "Sama-sama mbak"

Interview transcript 4

Interviewer : Researcher (R)
 Interviewee : Mrs.Yuli Rusmiyanti, S.Pd. (T)
 Day/date : Saturday, September 17th 2011
 Time : 10.5
 Place : Classroom

- R: “Bagaimana pembelajaran saya hari ini buk?”
 T: “Bagus mbak, tadi saya perhatikan cara mbak siti berinteraksi dengan siswa sudah baik. Penggunaan pola pembelajaran mbak siti yaitu menggunakan picture series untuk writing sudah tepat sasaran.”
 R: “Sudah tepat sasaran dan interaksi saya dengan siswa sudah cukup baik ya. Jadi penggunaan media dalam pelaksanaan writing nya sudah tepat ya buk?”
 T: “Hiya mbak, media nya sudah bagus untuk taraf kemampuan murid dari SMA Prambanan ini. Misalnya pakai sesuatu yang lebih tinggi, nanti malah kurang sesuai. Mbak siti sudah tahu sendiri bukan kemampuan bahasa Inggris anak-anak sini. Jadi untuk penggunaan medianya menurut saya sudah bagus dan tepat. Gak perlu ditambah hal-hal yang neko-neko mbak.”
 R: “Oh ya buk, apa saran ibuk untuk pertemuan selanjutnya setelah melihat performance writing siswa dipertemuan ini tadi?”
 T: “Oh ya, untuk besok mbak siti gini hal pertama untuk proses pembelajaran nya lebih banyak guyonan biar siswanya lebih senang. Hal lain berkaitan dengan writing, secara keseluruhan 80% saya bilang sudah bagus, hanya saja murid-murid sini kan lemah nya digrammar , khususnya simple past tense jadi coba untuk pertemuan berikutnya anda gali lagi tentang itu agar anak mudah paham.”
 R: “Terima kasih buk”
 T: “Hiya, sama-sama mbak siti”

Interview transcript 5

Interviewer : Researcher (R)
 Interviewee : Mrs.Yuli Rusmiyanti,S.Pd. (T)
 Day/date : Saturday, September 24th 2011
 Time : 10.5
 Place : Teacher’s office

- R: “Selamat pagi buk.”
 T: “Pagi mbak siti.”
 R: “ Bagaimana dengan implementasi action saya di cycle 1 ini buk, yang fokusnya pada upaya untuk meningkatkan kemampuan mereka dalam memunculkan ide untuk menulis, meningkatkan pembendaharaan vocabulary, grammar dan juga meningkatkan motivasi siswa untuk menulis.”

- T: “Untuk cycle 1 ini menurut saya so far so good ya, karna mbak siti sudah bisa menjalankan peranan nya sebagai guru pengganti saya dengan baik. Mbak siti sudah bisa menyampaikan materi dengan baik, ya kalau masih ada kekurangan itu masalah yang biasa.”
- R: “Bagaimana dengan penggunaan picture series buk? Apakah sudah bisa menunjang para siswa untuk meningkatkan kemampuan-kemampuan yang tadi sudah saya sampaikan?”
- T: “Bagus sih kan karna anak-anak bisa menulis dengan baik lewat media gambar-gambar tadi. Mereka jadi punya ide untuk menulis. Tapi beberapa pertemuan ini saya amati, anak-anak masih sering bertanya sama saya, “Buk, ini artinya apa?”, “Buk, ini maksudnya apa ya?” tapi overall baik. Saya tanya mereka tentang pembelajarannya mbk siti dan mereka bilang enjoy dengan pembelajaran yang mbak lakukan.”
- R: “Jadi siswa nya sudah bisa enjoy untuk menulis ya buk?”
- T: “So far saya perhatikanya begitu mbak.”
- R: “Lalu bagaimana dengan hal-hal yang masih kurang di cycle 1 ini ? Mungkin ibuk bisa memberikan saran untuk dilakukan di cycle 2?”
- T: “Seperti yang saya sampaikan tadi, yang pertama mbak siti harus bisa membuat pembelajaran lebih efektif dengan cara pendekatan siswa yang lebih baik”

Interview transcript 6

Interviewer : Researcher (R)
 Interviewee : Mrs.Yuli Rusmiyanti,S.Pd. (T)
 Day/date : Saturday, Oktober 1st 2011
 Time : 10.15
 Place : teachers' office

- R: “Buk, bagaimana pembejaran hari ini?”
- T: “Pembelajaranya hari ini is very good ya. Tadi miss siti cara mengajarnya bagus sekali. Tadi saya liat anak-anak bisa menerima dan mengerjakan writingnya dengan baik.”
- R: “Terima kasih ibuk. Oya mungkin, ada saran dari ibuk untuk pembejaran yang akan datang?”
- T: “Gini mbak, tadi ada homework ya?”
- R: “Hiya buk, melanjutkan menulis ceritanya buk?”
- T: “Jadi mungkin untuk besok itu dulu dilanjutkan terus nanti kalau masih ada anak-anak yang belum dong tentang vocabnya coba kamu flashback lagi.”
- R: “Oh ya buk, terima kasih.”
- T: “Hiya sama-sama”

Interview transcript 7

Interviewer : Researcher (R)
 Interviewee : Mrs. Yuli Rusmiyanti, S.Pd. (T)
 Day/date : Saturday, Oktober 8th 2011
 Time : 10.15
 Place : Classroom

R: "Assalamualaikum."
 T: "Walaikumsalam."
 R: "Selamat pagi buk."
 T: "Pagi mbak siti."
 R: "Buk berdasarkan pengamatan ibuk selama ini, bagaimana pendapat ibu tentang action saya secara keseluruhan?"
 T: "Menurut saya so far so good ya. Dari pertemuan pertama sampai hari ini, saya melihat sudah banyak peningkatan yang diperoleh siswa. Jadi menurut saya, sudah berhasil action yang mbak siti laksanakan. Kan dulu tujuan nya mbak siti meningkatkan kemampuan menulis siswa focusing on ideas, vocabulary, organization, dan language use dengan media picture series, ya kan?"
 R: "Hiya buk."
 T: "Dan menurut saya sudah hampir tercapai semuanya."
 R: "Jadi menurut bu yuli action yang saya lakukan dari cycle pertama sampai kedua ini sudah cukup berhasil meningkatkan kemampuan siswa menulis. Jadi penelitian saya bisa saya cukupkan sampai cycle ke dua ini ya buk?"
 T: "Hiya Mbak, sudah cukup saya rasa karena sudah bisa dilihat peningkatannya dari hasil taks-tasks atau aktifitas yang sudah diberikan oleh mbak siti."
 R: "Terima kasih buk."
 T: "Sama-sama mbak siti."

Students's Interview Transcripts

Interview transcript 8

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Saturday, August 6th 2011
 Time : 8.30
 Place : Classroom

R: "Selamat pagi dik."
 S: "Pagi."

- R: "Ini dik siapa ya?"
 S: "Ana"
 R: "Oh ya, de kana suka gak bahasa inggris?"
 S: "Asik menarik untuk dipelajari."
 R: "Ehm, berarti suka bahasa Inggris karna asik, menarik , terus gimana dengan menulis atau writing?"
 S: "Kurang terlalu suka."
 R: "Kurang suka ya,, kenapa dik?"
 S: "Ehh, agak terlalu rumit,,"
 R: "Jadi Ana menganggap writing sulit ya,, apa saja kesulitannya dek?"
 S: "Sulitnya menulis kalimatnya.."
 R: "Gimana dengan vocab dan structure nya?"
 S: "Suka ,menarik, sedikit bisa,,"
 R: "Ohhh jadi bisa,, Ehmm, jadi sulitnya pas apa dik?"
 S: "Menulis nya mbak.."
 R: "Oh ya, ok."
 S: " Dibuat lebih asik mbak?"
 R: "Asik, misalnya apa dek?"
 S: "Asik itu mungkin dengan nonton film dulu atau menyediakan gambar jadi nanti kegiatan writing nya menarik gitu mbak.."
 R: "Ehm, berarti dibuat lebih menarik dan gak monoton gitu ya dek?"
 S: " Hiya mbk.."
 R: "Makasih dek?"
 S: "Sama-sama mbak."

Interview transcript 9

Interviewer : Researcher (R)
 Interviewee : Student (S2)
 Day/date : Saturday, August 6th 2011
 Time : 8.30
 Place : Classroom

- R : "Selamat pagi.."
 S2: "Pagi.."
 R : "Ini dengan siapa ya?"
 S2: "Ina,,"
 R : "Dik ina, suka gak dengan bahasa inggris.."
 S2: "Suka.."
 R: "Kenapa suka?"
 S2: " Karena suka bahasa asing,,"
 R : "Bagaimana dengan kegiatan menulis dalam bahasa inggris?"
 S2: "Enggak begitu seneng.."
 R : "Kenapa dik?"
 S2: "Kesulitan dalam menulis mbak?"

R : “Kesulitan dalam hal apa saja dik?”
 S2: “Ada banyak yang belum diketahui?”
 R : “Apa dek?”
 S2: “ Kosakatanya mbk..”
 R : “Oh ya dek, gimana dengan kegiatan menulis selama ini yang adik pernah alami?”
 S2: “Ya,, Cuma menulis saja kaya”
 R : “Ohh,, ok terus pengenya apa untuk besok dalam kegiatan menulisnya?”
 S2: “Pokonya yang bisa membantu saya menulis.”
 R : “Ok dik, terima kasih banyak ya,”
 S2: “Sama-sama mbak,,”

Interview transcript 10

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Saturday, September 10th 2011
 Time : 10.5
 Place : Classroom

R: “Pagi,,”
 S: “Pagi,miss.”
 R: “Ini dengan dik siapa ya?”
 S: “Anisa,.”
 R: “Dik nisa, bagaimana pelajaran hari ini?”
 S: “Menyenangkan mbak, menulis dengan gambar, asik gitu mbak”
 R: “Asik ya, ehmm, kenapa asik dek?”
 S: “ Ya karena nisa jadi tau apa yang mau nisa tulis karna pake gambar miss,”
 R: “Dik nisa jadi punya ide untuk menulis ya?”
 S: “Iya miss.”
 R: “Kegiatan yang mana tadi yang paling disukai dik?”
 S: “Yang menyusun gambar tadi lo miss, terus nulis ceritanya berdasarkan itu.”
 R: “Jumbled picture series ya dik?.”
 S: “*Hiya, Miss.*”
 R: “Terima kasih dik”
 S: “Sama-sama miss”

Interview transcript 11

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Saturday, September 17th 2011
 Time : 10.5
 Place : Classroom

R: "Morning dik,,"
 S: "Morning miss."
 R: "Gimana dik tadi pembelajaranya?"
 S: "Asik terus apaya,, menyenangkan lah pokoknya."
 R: "Terus menulis dengan picture nya tadi gimana?"
 S: "Bagus sih mbak karna saya jadi punya ide untuk menulis terus vocabnya tadi tambah juga. Tapi tetap saja miss, saya tadi masih sulit untuk vocabnya."
 R: "Jadi vocabnya masih kurang ya?"
 S: "Hiya mbk,"
 R: "Ada lagi gak dik yang masih sulit?"
 S: "Ada mbak."
 R: "Yang mana ya dik?"
 S: "Past tensenya, Miss. Tadi saya kesulitan nyari bentuk kedua nya dari kata feel dan know."
 R: "Jadi untuk bagian past tense masih sulit ya dik."
 S: "*Hiya, Miss.*"
 R: "Terus saran untuk pertemuan berikutnya ada gak dek?"
 S: "Ada miss.."
 R: "Apa dek?"
 S: "Pokoknya kegiatan menulisnya dibuat asik ya miss."

Interview transcript 12

Interviewer : Researcher (R)
 Interviewee : Student 2 (S2)
 Day/date : Saturday, September 17th 2011
 Time : 10.5
 Place : Classroom

R : "Pelajaran bahasa inggris hari ini gimana dik?"
 S2 : "Menyenangkan Miss."
 R : "Kenapa menyenangkan dik?"
 S2 : "Tadi ada pictures nya miss jadi bisa membuat saya lebih gampang untuk menulisnya."
 R : "Memudahkan untuk menulisnya dik, terus saran untu pertemuan berikutnya apa dik?"
 S2 : "Tidak ada sih miss, sudah bagus kok."

R : “Makasih ya dek.”
 S2 : “Sama-sama miss.”

Interview transcript 13

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Saturday, September 24th 2011
 Time : 10.5
 Place : Classroom

R: “Pagi.”
 S: “Pagi miss.”
 R: “Gimana tadi pelajaranya?”
 S: “Lumayan asik dan seru miss.”
 R: “Apa nya yang seru dan asik dek?”
 S: “Ya tadi kegiatan menulisnya tidak terlalu sulit dan cara mengajarnya juga enak.”
 R: “Terus, materinya gimana?”
 S: “Lumayan bisa lah miss.”
 R: “Jadi tadi bisa mengerjakanya ya?”
 S: “Alhamdulillah bisa miss.”
 R: “Terima kasih dek.”
 S: “Sama-sama miss.”

Interview transcript 14

Interviewer : Researcher (R)
 Interviewee : Student 2 (S2)
 Day/date : Saturday, September 24th 2011
 Time : 10.5
 Place : Classroom

R : “Selamat pagi dik.”
 S2 : “Pagi.”
 R : “Pelajarannya hari gimana?”
 S2 : “Enak, mudah dimengerti dan gurunya baik.”
 R : “Kok bisa pelajarannya menyenangkan dik?”
 S2 : “Ya tadi karna gurunya bisa menerangkan dengan baik dan jelas jadi ya aku mudah mengerti gitu.”
 R : “Materi untuk writing nya gimana?”
 S2 : “Ehm,, gimana ya miss tadi lumayan bisa tapi tadi sulitnya pas nyari kosakata gitu miss.”
 R : “Ya jadi kesulitan adik berkaitan dengan kosakata ya?”
 S2 : “Hiya, Miss.”
 R : “Selain kosa kata, ada lagi kesulitan lainnya gak?”

- S2 : “Ada Miss, tentang nyusun kalimat-kalimatnya.”
 R : “Kosa kata sama penyusunan kata dan kalimat ya dik? Ada yang lainya?”
 S2 : “Tidak ada mbk,”
 R : “Sudah gak ada lagi ya dek. Terus ada saran untuk pertemuan yang berikutnya?”
 S2 : “Cara mengajarnya yang seperti ini tetap dipertahankan miss.”
 R : “Hiya dik. Terima kasih ya.”
 S2 : “Sama-sama miss.”

Interview transcript 15

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Saturday, Oktober 1st 2011
 Time : 10.5
 Place : Classroom

- R : “Pagi dik.”
 S : “Pagi miss.”
 R : “Gimana dik pembelajaran bahasa Inggrisnya hari ini?”
 S : “Sangat Bagus.”
 R : “Kenapa bagus dik?”
 S : “Karna bisa mudeng waktu belajar tadi miss.”
 R : “Ohh, mudeng ya. Tadi kan kita menulis menggunakan media picture series. Terus menurut adik, gambar-gambar nya tadi gimana?”
 S : “Gambarnya bagus mbak, membantu waktu menulis tapi tadi gambar yang dipasang dipapan tulis kurang besar.”
 R : “Yang dipasang kurang besar ya dik?”
 S : “(Mengangguk), besok gambar nya dibuat besar ya miss.”
 R : “Hiya dik, terus gimana tadi dengan gambar berwarna yang dibagikan tadi?”
 S : “Bagus mbk, membuat kita paham dengan ceritanya dan menarik.”
 R : “Terus gimana dik dengan pekerjaan menulisnya?”
 S : “Tadi sih aku dah ngerjain tapi ada yang masih kesulitan miss terus tadi sempat tanya-tanya sama bu guru.”
 R : “Yang gak bisa bagian mana dik?”
 S : “Tadi gak bisanya waktu ngubah jadi verb dua sama mencari vocabulary buat nulis ceritanya miss.”
 R : “O gitu ya, terima kasih dik.”
 S : “Sama-sama miss.”

Interview transcript 16

Interviewer : Researcher (R)
 Interviewee : Student 2 (S2)
 Day/date : Saturday, Oktober 1st 2011
 Time : 10.5
 Place : Classroom

R : “Pagi dik.”
 S2 : “Pagi.”
 R : “Gimana dik tadi pembelajaranya?”
 S2 : “Menyengkan miss, tadi bisa belajar menulis dan bisa nambah vocabulary nya cuman tadi gambar yang ditempel kurang besar, jadi yang belakang tidak kelihatan.”
 R : “Terus gambar yang dibagikan tadi gimana?”
 S2 : “Menarik miss, terus bisa bantu saya dapet ide juga.”
 R : “Jadi, gambar yang dibagikan lebih menarik ya dek?”
 S2 : “Hiya miss.”
 R : “Oh ya dek, gimana dengan penjelasan tentang cara membuat paragraf orientasi dan daftar vocabulary nya ? Apakah sudah bisa membantu saat menulis?”
 S2 : “Sudah kok miss tapi tetap ada yang belum mudeng.”
 R : “Bagian yang mana dek?”
 S2 : “Apa ya,,,pokonya ada miss yang belum mudeng,,”
 R : “O gitu ya, adek punya saran tidak untuk pembejaraan berikutnya?”
 S2 : “Ehm.... kaya gini aja miss tapi besok gambarnya satu meja beda-beda biar gak saling nyontek gitu.”
 R : “Terima kasih dek.”
 S2 : “Sama-sama.”

Interview transcript 17

Interviewer : Researcher (R)
 Interviewee : Students (S)
 Day/date : Wednesday, October 5th 2011
 Time : 10.15
 Place : Classroom

R : “Tommy, gimana pendapatnya tentang aktifitas tadi?”
 S : “Seperti biasanya miss, senang.”
 R : “Terus ada kesulitan gak tadi?”
 S : “Ada kesulitan saat ngerjain tadi.”
 R : “Kesulitanya apa tom?”
 S : “Bagian pas Robin Hood tadi miss, aku gak tahu bahasa Inggris nya pengemis.”

- R : "Oh, jadi kesulitan dalam vocabulary ya tom."
 S : "(Menganguk), hiya."
 R : "Terus, dek tommy sudah merasa ada peningkatan dalam writingnya belum nih?"
 S : "Sudah, sedikit-sedikitlah (tersenyum)."
 R : "Makasih tommy."
 S : "Your welcome miss."

Interview transcript 18

Interviewer : Researcher (R)
 Interviewee : Student 2 (S2)
 Day/date : Wednesday, Oktober 5th 2011
 Time : 10.15
 Place : Classroom

- R : "Pagi ana."
 S2 : "Pagi miss."
 R : "Ana, gimana tadi aktifitasnya?"
 S2 : "Seru."
 R : "Gimana kok bisa seru dek Ana?"
 S2 : "Gambaranya sama cara menjelaskan materinya seru miss."
 R : "Ok, dek. Tadi saat ngerjain, ana nemuin kesulitan gak?"
 S2 : "Gak, Cuma nyari artinya yang gak bisa."
 R : " Vocabulary nya ya dek. Hemm, terus sekarang Ana sudah merasa ada peningkatan belum dalam writingnya?"
 S2 : "Sudah miss."
 R : "Oke dek, makasih ya."
 S2 : "Sama-sama."

Interview transcript 19

Interviewer : Researcher (R)
 Interviewee : Student (S)
 Day/date : Saturday, Oktober 8th 2011
 Time : 10.15
 Place : Classroom

- R : "Selamat pagi Ana."
 S : "Pagi."
 R : "Gimana tadi kegiatan menulisnya?"
 S : "Sedikit sulit tadi miss."
 R : " Bagian mana yang sulit dek?"
 S : "Pas menulis sampai complication."

- R : “Apa nya yang sulit dek?”
 S : “Waktu mau nyusun kata-kata nya miss.”
 R : “Itu saja ya?”
 S : “Hiya miss.”
 R : “Terus sejauh ini dek ana ngerasa sudah ada perkembangan belum dalam kemampuannya menulis dari awal ketemu sampai saat ini?”
 S : “Sudah, lumayan banyak.”
 R : “Dalam hal apa dek meningkatnya, idenya kah, atau vocabulary nya kah atau apa dek yang kamu rasakan?”
 S : “Yang pertama vocabulary nya miss, terus idenya. Aku jadi punya banyak ide untuk ditulis. Terus apa lagi ya?”
 R : “Apa dek?”
 S : “Penggunaan tenses past tensenya miss. Banyak lah miss, sudah banyak peningkatan pokoknya (tersenyum)”
 R : “Ok,dek. Alhamdulillah kalau sudah ada peningkatan. Terima kasih ya dek.”
 S : “Sama-sama miss.”

Interview transcript 20

- Interviewer : Researcher (R)
 Interviewee : Student 2 (S2)
 Day/date : Saturday, Oktober 8th 2011
 Time : 10.15
 Place : Classroom

- R : “Cindy, selamat pagi.”
 S : “Selamat pagi.”
 R : “Gimana tadi aktifitas menulisnya?”
 S : “Enak, tidak sulit dan mudah untuk dimengerti.”
 R : “Berarti dah bisa ya jadinya nulis narrative?”
 S : “Hiya.”
 R : “Terus gimana perkembanganya Cindy dalam menulis. Dari pertemuan pertama sampai sekarang sudah merasa ada peningkatan belum nich?”
 S : “Sudah miss. Sekarang Cindy sudah bisa menulis lebih baik dari dulu.”
 R : “Ok dek, terima kasih ya.”
 S : “Sama-sama miss.”

Observation Checklist

Date : Saturday, September 10th, 2011

Meeting : 1

Observer : Mrs. Yuli Rusmiyanti, S.Pd.

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No	Observation Items	Yes	No	Comments
A	Pre-teaching			
	1. The teacher greets the students.	V		
	2. The students respond to the greeting addressed by the teacher.	V		very good
	3. The teacher asks the students' condition.	V		
	4. The students tell their condition to the teacher.	V		
	5. The teacher leads the prayer.	V		
	6. The teacher explains the goal of the teaching and learning.	V		
	7. The teacher gives lead-in questions.	V		
B	Whilst-teaching			
	1. The students are ready to learn the materials	V		
	2. The teacher introduces a model of narrative text by giving them input text.	V		
	3. The students read the text.	V		
	4. The teacher and the students discuss the generic structure and language features of the text.	V		very good
	5. The teacher gives chances to the students to ask questions.	V		good
	6. The students deliver the questions to the teacher.		V	
	7. The students are motivated in doing the writing tasks given by the teacher.	V		
	8. In pairs, the students cooperate well in writing sentences based on picture series given by the teacher.	V		
	9. The teacher guides the students in every stage in the process of composing text.	V		
	10. The students use dictionary to help them in finding vocabulary.	V		
C	Post-Teaching			
	1. The teacher summarize and reflects the lesson	V		
	2. The students reflect their learning	V		
	3. The teacher previews on the upcoming materials	V		
	4. The teacher ends the class by praying.	V		
D	Class situation			
	1. The students have enthusiasms/motivation during the teaching process.	V		
	2. The students actively take parts in each class activity.	V		
	3. The time allocation is appropriate.			V
	4. The media used by the teacher are sufficient in the teaching process.	V		
	5. The teacher's instructions are clear.	V		

Observation Checklist

Date : Saturday, September 17th, 2011

Meeting : 2

Observer : Mrs. Yuli Rusmiyanti, S.Pd.

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No	Observation Items	Yes	No	Comments
A	Pre-teaching			
	1. The teacher greets the students.	V		
	2. The students respond to the greeting addressed by the teacher.	V		
	3. The teacher asks the students' condition.	V		
	4. The students tell their condition to the teacher.	V		
	5. The teacher leads the prayer.	V		
	6. The teacher explains the goal of the teaching and learning.	V		
	7. The teacher gives lead-in questions to the students.	V		
B	Whilst-teaching			
	1. The students are ready to learn the materials.	V		
	2. The teacher gives a narrative text to the students.	V		
	3. The students actively participate in answering the tasks given by the teacher.	V		
	4. The teacher gives chances to the students to ask questions.	V		
	5. The students deliver the questions to the teacher.	V		
	6. The students are motivated in doing the writing tasks given by the teacher.	V		
	7. In pairs, the students cooperate well in writing sentences based on picture series given by the teacher.	V		
	8. The teacher guides the students in every stage in the process of composing text.	V		
	9. The students use dictionary to help them in finding vocabulary.	V		
C	Post-Teaching			
	1. The teacher summarize and reflects the lesson	V		
	2. The students reflect their learning	V		
	3. The teacher previews on the upcoming materials	V		
	4. The teacher ends the class by praying.	V		
D	Class situation			
	1. The students have enthusiasms/motivation during the teaching process.	V		
	2. The students actively take parts in each class activity.	V		
	3. The time allocation is appropriate.	V		
	4. The media used by the teacher are sufficient in the teaching process.	V		
	5. The teacher's instructions are clear.	V		

Observation Checklist

Date : Saturday, September 24th, 2011

Meeting : 3

Observer : Mrs. Yuli Rusmiyanti, S.Pd.

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No	Observation Items	Yes	No	Comments
A	Pre-teaching			
	1. The teacher greets the students.	V		
	2. The students respond to the greeting addressed by the teacher.	V		
	3. The teacher asks the students' condition.	V		
	4. The students tell their condition to the teacher.	V		
	5. The teacher leads the prayer.	V		
	6. The teacher explains the goal of the teaching and learning.	V		
	7. The teacher gives lead-in questions to the students.	V		
B	Whilst-teaching			
	1. The students are ready to learn the materials.	V		
	2. The students actively participate in answering the tasks given by the teacher.	V		
	3. The teacher gives chances to the students to ask questions.	V		
	4. The students deliver the questions to the teacher.	V		
	5. The students are motivated in doing the writing tasks given by the teacher.	V		
	6. In pairs, the students cooperate well in writing sentences based on picture series given by the teacher.	V		
	7. The teacher guides the students in every stage in the process of composing text.	V		
	8. The students use dictionary to help them in finding vocabulary.	V		
C	Post-Teaching			
	1. The teacher summarize and reflects the lesson	V		
	2. The students reflect their learning	V		
	3. The teacher previews on the upcoming materials	V		
	4. The teacher ends the class by praying.	V		
D	Class situation			
	1. The students have enthusiasms/motivation during the teaching process.	V		
	2. The students actively take parts in each class activity.	V		
	3. The time allocation is appropriate.	V		
	4. The media used by the teacher are sufficient in the teaching process.	V		
	5. The teacher's instructions are clear.	V		

Observation Checklist

Date : Saturday, October 1st, 2011

Meeting : 4

Observer : Mrs. Yuli Rusmiyanti, S.Pd.

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No	Observation Items	Yes	No	Comments
A	Pre-teaching			
	1. The teacher greets the students.	V		
	2. The students respond to the greeting addressed by the teacher.	V		
	3. The teacher asks the students' condition.	V		
	4. The students tell their condition to the teacher.	V		
	5. The teacher leads the prayer.	V		
	6. The teacher explains the goal of the teaching and learning.	V		
	7. The teacher gives lead-in questions.	V		
B	Whilst-teaching			
	1. The students are ready to learn the materials	V		
	2. The teacher gives the students a model of narrative text in the form of picture series. .	V		
	3. The teacher and the students discuss the order of story.	V		
	4. The teacher gives chances to the students to ask questions.	V		
	5. The students deliver the questions to the teacher.	V		
	6. The students are motivated in doing the writing tasks given by the teacher.	V		
	7. Individually, the students compose sentences based on picture series given by the teacher.	V		
	8. The students write a narrative text.	V		
	9. The teacher guides the students in every stage in the process of composing text.	V		
	10. The students use dictionary to help them in finding vocabulary.	V		
C	Post-Teaching			
	1. The teacher summarize and reflects the lesson	V		
	2. The students reflect their learning	V		
	3. The teacher previews on the upcoming materials	V		
	4. The teacher ends the class by praying.	V		
D	Class situation			
	1. The students have enthusiasms/motivation during the teaching process.	V		
	2. The students actively take parts in each class activity.	V		
	3. The time allocation is appropriate.	V		
	4. The media used by the teacher are sufficient in the teaching process.	V		
	5. The teacher's instructions are clear.	V		

Observation Checklist

Date : Wednesday, October 5th 2011

Meeting : 5

Observer : Mrs. Yuli Rusmiyanti, S.Pd.

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No	Observation Items	Yes	No	Comments
A	Pre-teaching			
	1. The teacher greets the students.	V		
	2. The students respond to the greeting addressed by the teacher.	V		
	3. The teacher asks the students' condition.	V		
	4. The students tell their condition to the teacher.	V		
	5. The teacher leads the prayer.	V		
	6. The teacher explains the goal of the teaching and learning.	V		
	7. The teacher gives lead-in questions.	V		
B	Whilst-teaching			
	1. The students are ready to learn the materials.	V		
	2. The teacher gives the students a model of text narrative text in the form of picture series.	V		
	3. The teacher and the students discuss the order of story based on the given picture series.	V		
	4. The teacher gives chances to the students to ask questions.	V		
	5. The students deliver the questions to the teacher.	V		
	6. The students are motivated in doing the writing tasks given by the teacher.	V		
	7. Individually, the students work on vocabulary task before composing the story.	V		
	8. The students answer questions on sequencing story based on its logical ideas.	V		
	9. The students write narrative text.			
	10. The teacher guides the students in every stage in the process of composing text.	V		
	11. The students use dictionary to help them in finding vocabulary.	V		
C	Post-Teaching			
	1. The teacher summarizes and reflects the lesson	V		
	2. The students reflect their learning	V		
	3. The teacher previews on the upcoming materials	V		
	4. The teacher ends the class by praying.	V		
D	Class situation			
	1. The students have enthusiasms/motivation during the teaching process.	V		
	2. The students actively take parts in each class activity.	V		
	3. The time allocation is appropriate.	V		
	4. The media used by the teacher are sufficient in the teaching process.	V		
	5. The teacher's instructions are clear.	V		

Observation Checklist

Date : Saturday, October 8th, 2011

Meeting : 6

Observer : Mrs. Yuli Rusmiyanti, S.Pd.

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

No	Observation Items	Yes	No	Comments
A	Pre-teaching			
	1. The teacher greets the students.	V		
	2. The students respond to the greeting addressed by the teacher.	V		
	3. The teacher asks the students' condition.	V		
	4. The students tell their condition to the teacher.	V		
	5. The teacher leads the prayer.	V		
	6. The teacher explains the goal of the teaching and learning.	V		
	7. The teacher gives lead-in questions.	V		
B	Whilst-teaching			
	1. The students are ready to learn the materials.	V		
	2. The teacher gives the students a model of text narrative text in the form of picture series.	V		
	3. The teacher and the students discuss the order of story based on the given picture series.	V		
	4. The teacher gives chances to the students to ask questions.	V		
	5. The students deliver the questions to the teacher.	V		
	6. The students are motivated in doing the writing tasks given by the teacher.	V		
	7. Individually, the students work on vocabulary task before composing the story.	V		
	8. The students answer questions on sequencing story based on its logical ideas.	V		
	9. The students write narrative text.			
	10. The teacher guides the students in every stage in the process of composing text.	V		
	11. The students use dictionary to help them in finding vocabulary.	V		
C	Post-Teaching			
	1. The teacher summarizes and reflects the lesson	V		
	2. The students reflect their learning	V		
	3. The teacher previews on the upcoming materials	V		
	4. The teacher ends the class by praying.	V		
D	Class situation			
	1. The students have enthusiasms/motivation during the teaching process.	V		
	2. The students actively take parts in each class activity.	V		
	3. The time allocation is appropriate.	V		
	4. The media used by the teacher are sufficient in the teaching process.	V		
	5. The teacher's instructions are clear.	V		

Attandance List

Subject : English
Grade :X
Class : G

Semester :I
Researcher :Siti Nurjanah
Teacher :Yuli Rusmiyanti,S.Pd

No	Name	13-Aug	10-Sep	17-Sep	24-Sep	01-Oct	05-Oct	08-Oct	15-Oct
1	Agus Riyadi	√	√	√	√	√	√	√	√
2	Ana Fatimatuz Zahra	√	√	√	√	√	√	√	√
3	Anisa Dwi K	√	√	√	√	√	√	√	√
4	Aprilia D.R	√	√	√	√	√	√	√	√
5	Arum Asti Utami	√	√	√	√	√	√	√	√
6	Citra Mutiara Pagi	√	√	√	√	S	√	√	√
7	Daniel Aryo W	√	√	√	√	√	√	√	√
8	Daning Sindu Septi W	√	√	√	√	√	√	√	√
9	Desya Dwi A.P	√	√	√	√	√	√	√	√
10	D.Sekar Dwi A	√	√	√	√	√	√	√	√
11	Erna Setyaningsih	√	√	√	√	√	√	√	√
12	Febry Ana K	√	√	√	√	√	√	√	√
13	Galih Frebarani	√	√	√	√	√	√	√	√
14	Handang Cahya Ismail	√	√	√	√	√	√	√	√
15	Ina Nur Amin	√	√	√	√	√	√	√	√
16	Indah Ratna Ningtyas	√	√	√	√	√	√	√	√
17	Ira Yuliyani	√	√	√	√	√	√	√	√
18	Mintarno	√	√	√	√	√	√	√	√
19	Nadia Maulida F	√	√	√	√	√	√	√	√
20	Nesya Rahmayani	√	√	√	√	√	√	√	√
21	Nuri Megawati	√	√	√	S	√	S	√	√
22	Nurul Fathonah	√	√	√	√	√	√	√	√
23	Oktavia Purwanti	√	√	√	√	√	√	√	√
24	Rika Mutiara Novitasari	√	√	√	√	√	√	√	√
25	Ristian Cahyaningrum	√	√	√	S	√	√	√	√
26	Septiana Ningsih	√	√	√	S	√	√	S	√
27	Shindy Agustina	√	√	√	√	√	√	√	√
28	Suryo Aji S	√	√	√	√	√	√	√	√
29	Tomi Tri Prasetyo	√	√	√	√	√	√	√	√
30	Wahyu Indratria Artanto	√	√	√	√	√	√	√	√
31	Yuwono Hadi	√	√	√	√	√	√	√	√
32	Zain Sukroni	√	S	S	√	√	√	√	√

LESSON PLAN 1

Subject	: English
Grade/semester	: X/1
Skill	: Writing
Text Type	: Narrative
Time allocation	: 1 meeting (2 X 45 minutes)

A. Standard of Competence:

11. Expressing the meaning within short functional texts and essays in the form of *recount*, *narrative* and *procedure* in daily life contexts

B. Basic Competence:

- 11.2. Expressing the meaning and rhetorical steps in essays accurately, fluently, and appropriately in daily life contexts in the form of *narrative*

C. Indicators:

The students are able to:

1. identify social function, generic structure and language function of narrative text
2. use past tense in composing narrative texts
3. compose sentences into good narrative texts based on picture series given by the teacher

D. Learning Objectives:

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

1. write narrative texts

E. Learning Materials

1. Pictures for brainstorming activities (appendix 1)
2. Narrative texts entitled Cinderella (*appendix 2*)

3. An explanation of the social function and generic structure of narrative text (*appendix 3*)
4. An explanation of tenses and related vocabulary of narrative text (*appendix 4*)
5. A set of jumbled picture series of Snow white and Seven Dwarfts (*appendix 5*)
6. Task on filling in the blanks with the simple past tense (*appendix 6*)
7. Task on developing story based on the picture series (*appendix 7*)

F. Method/ Technique

Communicative Language Teaching/ Genre-based technique

G. Teaching and Learning Activities:

1. Pre-teaching
 - a. The teacher greets the students.
 - b. The teacher leads the prayer.
 - c. The teacher checks the students' attendance.
 - d. The teacher outlines the objectives of the learning process.
2. Whilst-teaching
 - a. Exploration
 - 1) The students are shown pictures of Cinderella and Snow White stories to recall their background knowledge on narrative text and lead them to the discussion of narrative story.
 - 2) The teacher addresses some brainstorming questions to the students based on the given pictures, such as *What do you know about these pictures? Have you ever read the story before? What is the story about?*
 - b. Elaboration
 - 1) The teacher gives students a narrative text entitled Cinderella.
 - 2) The students are given time to *comprehend* the text given by the teacher.

- 3) The teacher and students discuss the social function, generic structure, language features, vocabulary, and tenses of narrative texts.
- 4) The students are given jumbled picture series of Snow White and The Seven Dwarfts.
- 5) The students *rearrange* the pictures into correct order.
- 6) The students *fill in* the missing parts of the sentences based on the picture series given by the teacher.
- 7) In pairs, the students *work cooperatively* in writing as many sentences based on the picture series.
- 8) The students *write* the sentences based on the order of the pictures in the black board.

c. Confirmation

- 1) The students *develop* a story based on the given picture series.
- 2) The teacher asks the students' difficulties in developing the narrative text and gives more explanation about it.

3. Post-teaching

- a. The teacher and students summarize the teaching.
- b. The teacher and students make reflection toward the teaching done.
- c. The teacher ends the class by saying a prayer.

H. Writing Assessment

1. Written test

Write a narrative text containing at least 100 words on a certain narrative story which is most appealing for you.

I. Scoring Rubrics for Writing

Aspects	Level	Score	Criteria
Content	Excellent to very good	30-27	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	Good to average	26-22	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	Fair to poor	21-17	Limited knowledge of the subject, little substance, inadequate development of topic
	Very poor	16-13	Does not show knowledge of subject, non-substantive, not enough to evaluate
Organization	Excellent to very good	20-18	Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive
	Good to average	17-14	Loosely organized, limited support, logical but incomplete sequencing
	Fair to poor	13-10	Non-fluent, ideas confused or disconnected, lacks logical development and sequencing
	Very poor	9-7	Does not communicate, no organization, no enough to evaluate

Vocabulary	Excellent to very good	25-22	Sophisticated range, effective word usage, word form mastery,
	Good to average	21-18	Adequate range, occasional errors of word usage but meaning not obscured
	Fair to poor	17-11	Limited range, frequent errors of word usage, meaning confused
	Very poor	15-10	Essentially translation, little knowledge of English
Language use	Excellent to very good	25-22	Effective constructions, few errors of agreement, tense, number, word order, article, pronouns, preposition
	Good to average	21-18	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, article, pronouns, preposition
	Fair to poor	17-11	Major problem in simple construction, frequent errors of negation, tense, number, word order, article, pronouns, preposition
	Very poor	15-10	No mastery of sentence construction rules, dominated by errors, does

			not communicate or not enough to evaluate
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J. Learning Sources

Anderson, mark and Kathy Anderson. *Text type in English* 2:1997:
Macmillan Education Australia PTY LTD

<http://dongeng/indonesiafolktales.com>

<http://www.shemrock.com/Cinderella.htm>

Klaten, August 25th 2011

The English teacher ,

The researcher,

Yuli Rusmiyanti,S.Pd.

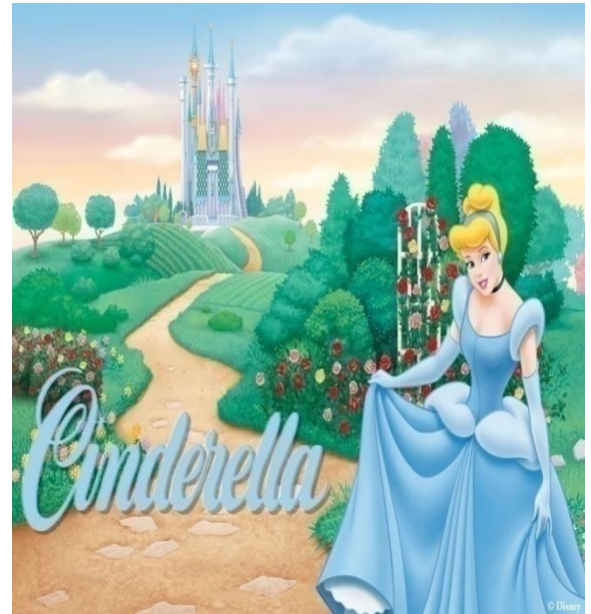
Siti Nurjanah

NIP. 19800715 200312 2 007

NIM.07202244033

Appendixes

Appendix 1 (Pictures for brainstorming activity)



Appendix 2 (A narrative story entitled Cinderella)

Cinderella

Once upon a time there lived a young pretty girl named Cinderella. Her mother was dead and her father had married a widow with two daughters. Her stepmother didn't like her and always treated her badly. She only loved and cared for her own daughters. Her step mother never gave her good clothes to wear and good food to eat. Her life was very miserable.

One fine morning, an announcement was made in the town. It was about the ball dance to be held in the palace. The step mother and her daughters became very excited for the ball dance. They purchased new gowns, new shoes and new jewelries for the function. When Cinderella heard about it she also wanted to go there but she didn't have the guts to ask her stepmother. She went back to her room and started crying on her destiny. She was missing her mother very much when suddenly a fairy appeared in front of her. "Don't worry Cinderella," said the fairy. I know you want to go to the ball dance. "But how can I?" asked Cinderella. The fairy smiled. With a flick of her magic stick Cinderella found herself wearing the most beautiful dress she

had ever seen with lovely shoes and jewelries. The fairy also brought a sparkling coach for Cinderella to reach the palace. Cinderella could hardly believe her eyes. She was very happy. Cinderella thanked the fairy and went towards the palace.

When she entered the palace she was very surprised with its beautiful decoration. She met people around, danced and enjoyed a lot at the ball. Soon the prince and the king entered the hall. Everyone stopped dancing. They wanted to meet the prince but the prince was finding someone else in the huge crowd. He saw Cinderella standing far off near the stairs. Then the prince went towards Cinderella and offered her to dance with him. Both of them danced together for a long time. It seemed as if the prince was in love with Cinderella.

It was half night; Cinderella had to return back home before her stepmother and sisters returned. She remembered what the fairy had said and without a word of goodbye she slipped from the Prince's arms and ran down the steps. As she ran she lost one of her shoes. The Prince then picked up the shoes and asked his ministers to go and search for the girl.

In the morning, the ministers tried the slipper on the foot of every girl in the town but were not successful. When they reached Cinderella's home, her sisters too tried to wear the shoes but unluckily they failed. The shoes didn't fit anyone of them. Cinderella was standing nearby, the ministers asked her to try the shoe as well. Her sisters laughed at this. When Cinderella wore the shoe, it fitted perfectly. Everyone was surprised to see that. The prince also reached there, he was happy to find her dream girl. He took Cinderella to his palace and soon they got married.

Sources: <http://www.shemrock.com/Cinderella.htm>

Appendix 3 (An explanation of social function and generic structure of narrative texts)

Narrative text is aimed at entertaining the readers. It entertains because it deals with the unusual and unexpected development of events.

There are three important points in a narrative text. They are:

1. How the story begins: It consists of the characters and the settings of the story
2. The sequence of events: It deals with the events development in the story.
3. The ending of the story: It tells the readers how the story finally ends.

Appendix 4 (An explanation of simple past tense and related vocabulary of narrative text)

A. Simple past tense

In the text in task 2 you find the following sentences:

"She only loved and cared for her own daughters"

"Cinderella thanked the fairy and went towards the palace "

" She was happy"

The previous three sentences are called past tense.

S+V2+O

S+was/were+complement

B. Related vocabulary of narrative text

Once upon a time, palace, prince, ball, fairy, surprise and etc

Appendix 5 (Jumbled picture series of Snow White and the Seven Dwarfs)

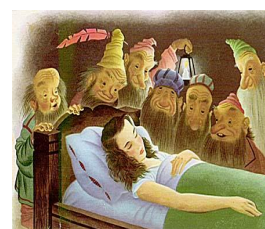
1.



2.



3.



4.



5.



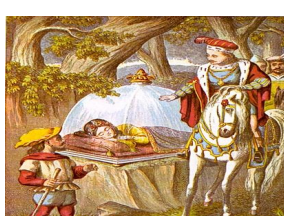
6.



7.



8.



Appendix 6 (Task on filling the missing parts of the sentences based on the picture series)

Task 6

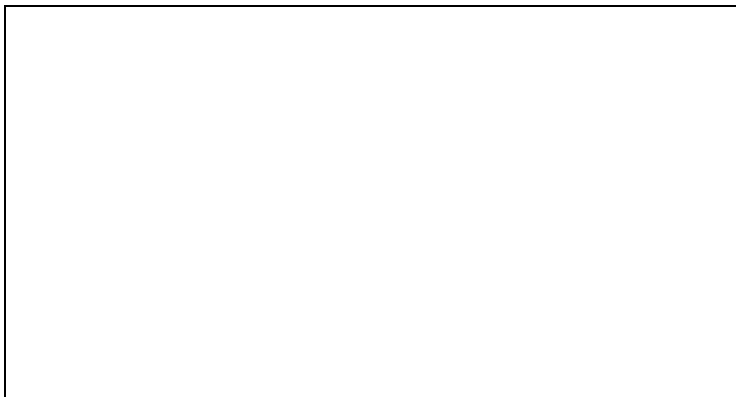
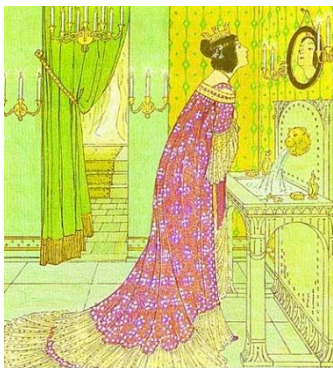
Instruction: Fill in the missing parts of the sentences with the provided words in the box.

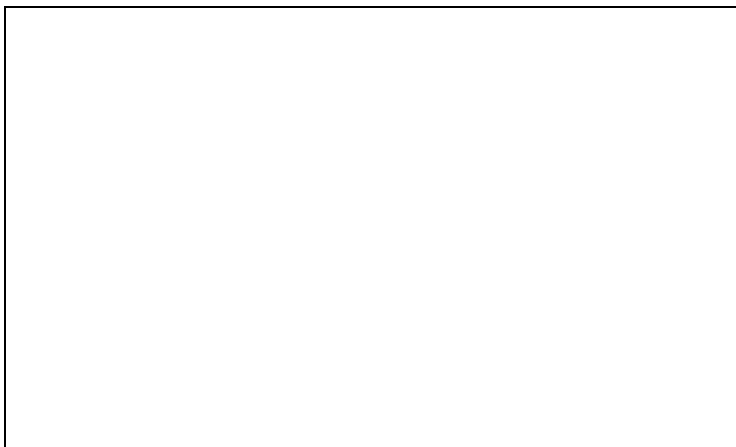
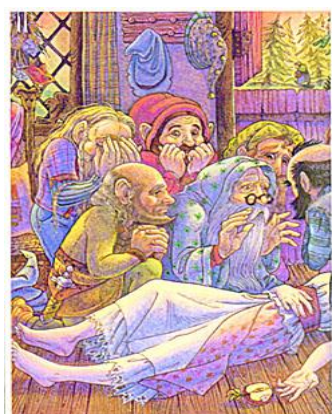
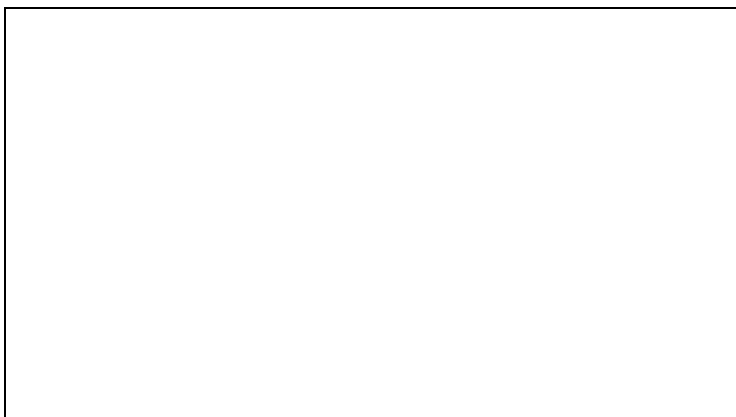
disguised, released, found, poisoned, looked, lived, felt,
watched, came, stay

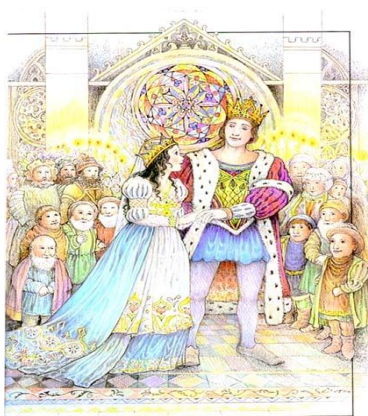
1. The step mother always at the mirror and asked the mirror who was the prettiest lady in the kingdom.
2. The queen ordered a man to kill Snow White but he could not do it. He then ... Snow White.
3. Snow White a small house. She went inside the house and wanted to know whether she could
4. Snow white felt asleep in the house. The dwarfts over while she was sleeping.
5. The queen..... into an old woman offering a ... apple to Snow White.
6. Snow White ate the apple and then she...asleep.
7. The dwarfs kept her body in a glass-coffin. A prince ... to see her and then felt in love with Snow White.
8. The prince and Snow White then ... happily ever after.

Appendix 7 (Task on developing story based on the pictures)

Write as many sentences as possible based on the picture series below and then develop the sentences into good paragraphs.







LESSON PLAN 2

Subject	: English
Grade/semester	: X/1
Skill	: Writing
Text Type	: Narrative
Time allocation	: 1 meeting (2 X 45 minutes)

A. Standard of Competence:

11. Expressing the meaning within short functional texts and essays in the form of *recount*, *narrative* and *procedure* in daily life contexts

B. Basic Competence:

- 11.2. Expressing the meaning and rhetorical steps in essays accurately, fluently, and appropriately in daily life contexts in the form of *narrative*

C. Indicators:

The students are able to:

1. identify social function, generic structure and language function of narrative text
2. use past tense in composing narrative texts
3. compose sentences into a good narrative text

D. Learning Objectives:

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

1. write narrative texts

E. Learning Materials

1. Narrative texts entitled King Midas (appendix 1)
2. Comprehension questions focusing on the generic structures of the text (appendix 2)

3. Task on filling in the blanks with correct tenses (appendix 3)

F. Method/ Technique

Communicative Language Teaching/ Genre-based technique

G. Teaching and Learning Activities:

1. Pre-teaching

- 1) The teacher greets the students.
- 2) The teacher leads the prayer.
- 3) The teacher checks the students' attendance.
- 4) The teacher reviews the previous lesson.
- 5) The teacher outlines the objectives of the learning process.

2. Whilst-teaching

- 1) Exploration
 - a. The teacher addresses some brainstorming questions to the students that relate to the topic of the discussion, such as *Have you ever heard the story of King Midas? What do you know about the story? What is the story about?*
- 2) Elaboration
 - a. The teacher gives students a narrative text entitled King Midas.
 - b. The students *answer the comprehension questions* of the text focusing on the generic structure of narrative text?
 - c. The students *fill in* the missing parts of the sentences with the correct tenses.
 - d. The students are given picture series of Jack and The Magical Bean
 - e. In pairs, the students work cooperatively in writing as many sentences based on the picture series.

3) Confirmation

- a. The students *develop* a story based on the given picture series.
- b. The teacher asks the students' difficulties in developing the narrative text and gives more explanation about it.
- c. The teacher and students summarize the teaching.

3. Post-teaching

- 1) The teacher and students make reflection toward the teaching done.
- 2) The teacher ends the class by saying a prayer.

H. Writing Assessment

1. Technique: written performance
2. Assesment: Writing scoring rubrics

I. Learning Sources

Anderson,mark and Kathy Anderson. *Text type in English 2*:1997: Macmillan
Education Australia PTY LTD

<http://dongeng/indonesiafolktales.com>

Klaten, September 12th 2011

The English teacher ,

The researcher,

Yuli Rusmiyanti,S.Pd.

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Appendixes

Appendix 1 (A narrative text of King Midas)

King Midas

Once upon a time there lived a king who was the richest man in the world. His name was Midas. However, he was not happy.

He was a greedy king who wanted to be richer than all the kings in the world put together. One day, when Midas sat on his throne, his servants came to him with an old man. The old man was the friend of god Bacchus. Midas then welcomed him and let him stay at the castle. At the end of the tenth days, Midas took the old man to Bacchus. Bacchus was so happy to see his lost friend. Then, he promised to grant any wish he made.

Midas was so happy. He wanted to be richer than all kings in the world and asked the god to make everything that he touched turn into gold. "Your wish is granted" said the god. On his return to his castle, he tried out his new power. He picked up a stone and it turned out into gold.

At the castle, Midas sat down and called for some food and drink. His chair turned into gold. A servant brought him a bowl of water. When he put his hands into the bowl, the water turned into gold. When he wanted to eat bread, it also turned into gold. Miserable, Midas went for a walk in his garden. His children ran up to him and without thinking he put his arm around them. They instantly turned into gold statues.

Midas hurried to see Bacchus and begged him to take away his golden touch. Bacchus felt sorry for Midas and told how to cure the golden touch. Bacchus said that he had to go to the River Pactolus. Its water was the cure of the golden touch. He did as the god said to him. After those events, Midas realized that all the gold in the world does not bring happiness.

Adapted from text types In English 2

Appendix 2 (questions of the text)

1. Who were the characters of the story?
2. When did the story happen?
3. What was the problem of King Midas?
4. What did King Midas do when his servants brought him an old man?
5. What did he ask for to Baccus?
6. What did happen when King Midas touched something?
7. What did he feel about the golden touch?
8. How did the story end?

Appendix 3 (Task on filling in the blanks with correct tenses)

1. King Midas (be) a greedy king. He always... (want) to be the richest king in the world and he (will) do everything to achieve his ambition.
2. He (be) so happy when he (can) make gold only with one single touch.
3. People.... (be) surprised when they (know) that everything touched by the King turned into gold.
4. His son also(turn) into gold when Midas touched him.
5. King Midas.... (feel) sorry for what he did. He....(don't) want to have the golden touch anymore.

LESSON PLAN 3

Subject	: English
Grade/semester	: X/1
Skill	: Writing
Text Type	: Narrative
Time allocation	: 1 meeting (2X 45 minutes)

A. Standard of Competence:

11. Expressing the meaning within short functional texts and essays in the form of *recount*, *narrative* and *procedure* in daily life contexts

B. Basic Competence:

- 11.2. Expressing the meaning and rhetorical steps in essays accurately, fluently, and appropriately in daily life contexts in the form of *narrative*

C. Indicators:

The students are able to:

1. identify social function, generic structure and language function of narrative text
2. use past tense in composing narrative texts
3. compose sentences into a good narrative text

D. Learning Objectives:

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

1. write narrative texts

E. Learning Materials

1. A set of picture series of Jack and The Magic Bean (Appendix 1)
2. Task on developing story based on the picture series (Appendix 2)
3. Students' worksheet for composing the story (Appendix 3)

F. Method/ Technique

Communicative Language Teaching/ Genre-based technique

G. Teaching and Learning Activities:

1. Pre-teaching

- 1) The teacher greets the students.
- 2) The teacher leads the prayer.
- 3) The teacher checks the students' attendance.
- 4) The teacher reviews the previous lesson.
- 5) The teacher outlines the objectives of the learning process.

2. Whilst-teaching

- 1) Exploration
 - a. The students are shown pictures of Jack and The Magical Bean.
 - b. The teacher addresses some brainstorming questions to the students that relate to the topic of the discussion, such as *Have you ever heard the story of Jack and The Magical Bean? What is the story about?*
- 2) Elaboration
 - a. The teacher and the students *discuss* the sequence of the story based on the the picture series of Jack and The Magical Bean.
 - b. In pair, the students *work collaboratively* in developing the story based on the picture series given by the teacher.
 - c. The students display their works by writing them in the blackboard.
- 3) Confirmation
 - a. Individually, the students *develop* the story based on the given picture series.

- b. The teacher confirms the students understanding by asking the students' difficulties in developing the narrative text and giving them more explanation about it.

3. Post-teaching

- 1) The students and the teacher summarize the lesson.
- 2) The teacher and students make reflection toward the teaching done.
- 3) The teacher ends the class by saying a prayer.

H. Writing Assessment

1. Written test

Write a narrative text containing at least 100 words on the story of Jack and the Magical Bean.

Scoring Rubrics for Writing

Aspects	Level	Score	Criteria
Content	Excellent to very good	30-27	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	Good to average	26-22	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	Fair to poor	21-17	Limited knowledge of the subject, little substance, inadequate development of topic
	Very poor	16-13	Does not show knowledge of subject, non-substantive, not enough to evaluate

Organization	Excellent to very good	20-18	Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive
	Good to average	17-14	Loosely organized, limited support, logical but incomplete sequencing
	Fair to poor	13-10	Non-fluent, ideas confused or disconnected, lacks logical development and sequencing
	Very poor	9-7	Does not communicate, no organization, no enough to evaluate
Vocabulary	Excellent to very good	25-22	Sophisticated range, effective word usage, word form mastery,
	Good to average	21-18	Adequate range, occasional errors of word usage but meaning not obscured
	Fair to poor	17-11	Limited range, frequent errors of word usage, meaning confused
	Very poor	15-10	Essentially translation, little knowledge of English
Language use	Excellent to very good	25-22	Effective constructions, few errors of agreement, tense, number, word order, article, pronouns, preposition
	Good to	21-18	Effective but simple constructions, minor

	average		problems in complex constructions, several errors of agreement, tense, number, word order, article, pronouns, preposition
	Fair to poor	17-11	Major problem in simple construction, frequent errors of negation, tense, number, word order, article, pronouns, preposition
	Very poor	15-10	No mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate

I. Learning Sources

Anderson, mark and Kathy Anderson. *Text type in English 2*:1997: Macmillan Education Australia PTY LTD

<http://dongeng/indonesiafolktales.com>

Klaten, September 19th 2011

The English teacher ,

The researcher,

Yuli Rusmiyati,S.Pd.

Siti Nurjanah

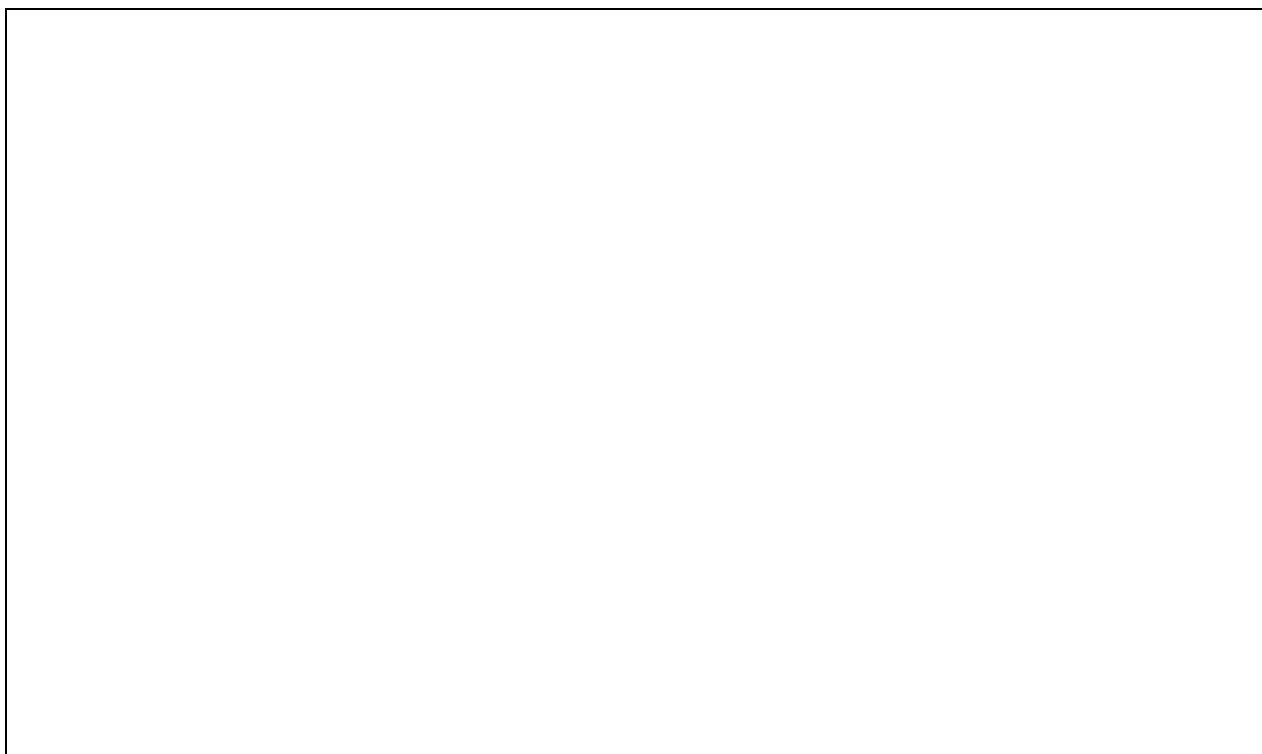
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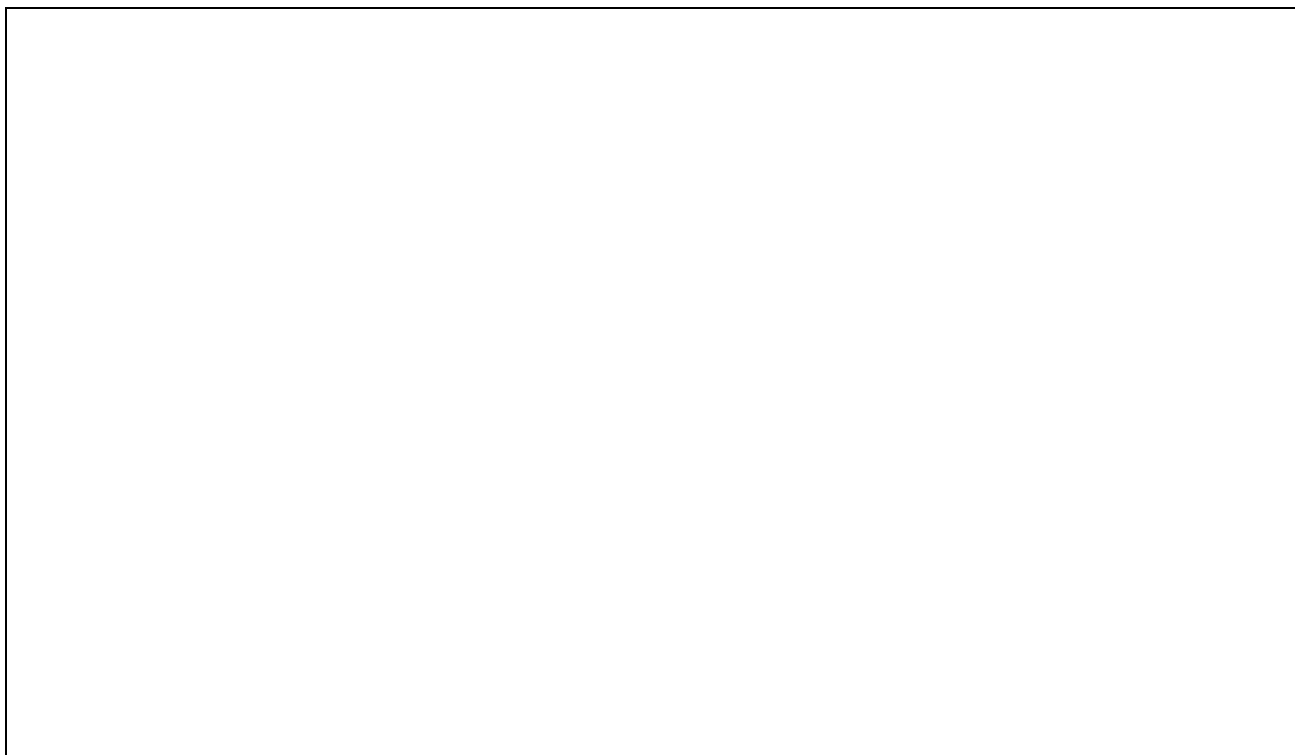
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Appendix 1 (A set of picture series of Jack and The Magical Bean)



Appendix 2 (Task on developing story based on picture series)









Name :

Number :

Class :

Once Upon a time, there lived a widow and her son. Her son was Jack. They were so poor. They lived in a very modest way and sometime had no enough food to eat.

LESSON PLAN 4

Subject	: English
Grade/semester	: X/1
Skill	: Writing
Text Type	: Narrative
Time allocation	: 1 meeting (2X 45 minutes)

A. Standard of Competence:

11. Expressing the meaning within short functional texts and essays in the form of *recount*, *narrative* and *procedure* in daily life contexts

B. Basic Competence:

- 11.2. Expressing the meaning and rhetorical steps in essays accurately, fluently, and appropriately in daily life contexts in the form of *narrative*

C. Indicators:

The students are able to:

1. identify social function, generic structure and language function of narrative text
2. use past tense in composing narrative texts
3. compose sentences into a good narrative text

D. Learning Objectives:

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

1. write narrative texts

E. Learning Materials

1. A set of picture series of The hat seller and five Naughty Monkeys (Appendix 1)
2. List of vocabulary (Appendix 2)

3. Task on developing story based on its logical sequence (*Appendix 3*)
4. Students' worksheet for composing the story (Appendix 4)

F. Method/ Technique

Communicative Language Teaching/ Genre-based technique

G. Teaching and Learning Activities:

1. Pre-teaching

- 1) The teacher greets the students.
- 2) The teacher leads the prayer.
- 3) The teacher checks the students' attendance.
- 4) The teacher reviews the previous lesson.
- 5) The teacher outlines the objectives of the learning process.

2. Whilst-teaching

1) Exploration

- a. The teacher writes down a word " Monkey" in the blackboard.
- b. Then, the teacher addresses some brainstorming questions to the students that relate to the topic of the discussion, such as *Have you seen a monkey before?*
Where do you see it? What do you think about monkey?and etc
- c. The students are then shown series pictures of The Hat Seller and Five naughty Monkeys

2) Elaboration

- a. The teacher and the students *discuss* the sequence of the story based on the the given picture series.
- b. The teacher then gives an explanation to the students on how to develop their ideas in order by giving them an example of orientation paragraph.
- c. The students then *work on* the writing task that is developing stories based on the guidelines given by the teacher

3) Confirmation

- a. Individually, the students *develop* the story.
- b. The teacher confirms the students understanding by asking the students' difficulties in developing the narrative text and giving them more explanation about it.

3. Post-teaching

- 1) The students and the teacher summarize the lesson.
- 2) The teacher and students make reflection toward the teaching done.
- 3) The teacher ends the class by saying a prayer.

H. Writing Assessment

1. Technique : Written performance

2. Assesment : The writing will be scored by using scoring rubrics.

Scoring Rubrics for Writing

Aspects	Level	Score	Criteria
Content	Excellent to very good	30-27	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	Good to average	26-22	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	Fair to poor	21-17	Limited knowledge of the subject, little substance, inadequate development of topic
	Very poor	16-13	Does not show knowledge of subject, non-substantive, not enough to

			evaluate
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	Good to average	17-14	Loosely organized, limited support, logical but incomplete sequencing
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	Very poor	9-7	Does not communicate, no organization, no enough to evaluate
Vocabulary	Excellent to very good	25-22	Sophisticated range, effective word usage, word form mastery,
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	Fair to poor	17-11	Limited range, frequent errors of word usage, meaning confused
	Very poor	15-10	Essentially translation, little knowledge of English
Language use	Excellent to very good	25-22	Effective constructions, few errors of agreement, tense, number, word order, article, pronouns, preposition

	Good to average	21-18	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, article, pronouns, preposition
	Fair to poor	17-11	Major problem in simple construction, frequent errors of negation, tense, number, word order, article, pronouns, preposition
	Very poor	15-10	No mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate

I. Learning Sources

Anderson, mark and Kathy Anderson. *Text type in English 2*:1997: Macmillan Education Australia PTY LTD

<http://dongeng/indonesiafolktales.com>

<http://www.shemrock.com/Cinderella.htm>

Klaten, September 26th 2011

The English teacher ,

The researcher,

Yuli Rusmiyanti,S.Pd.

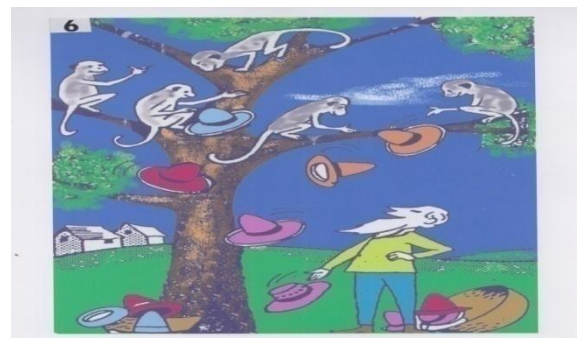
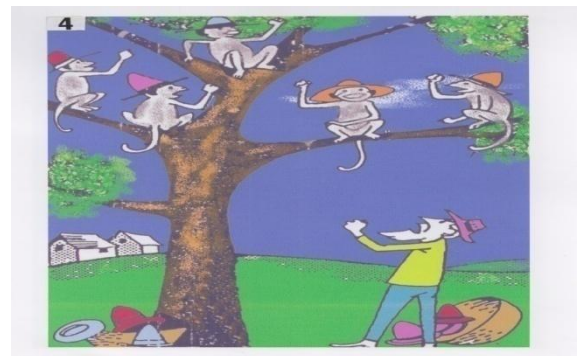
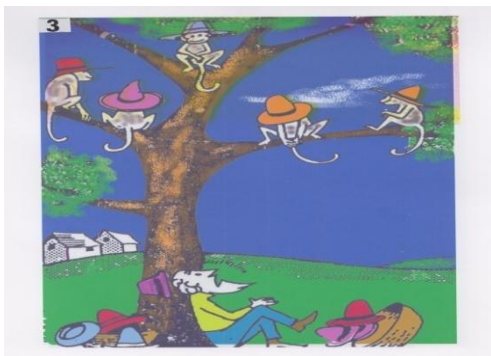
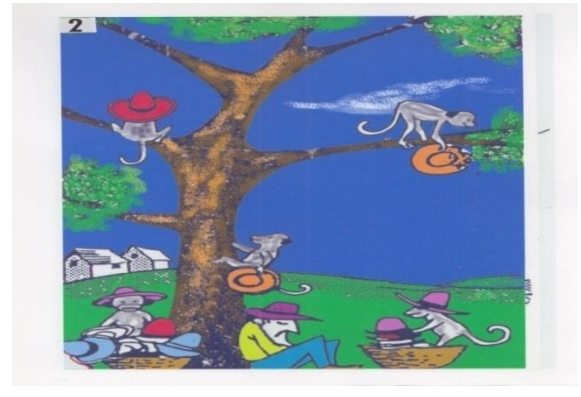
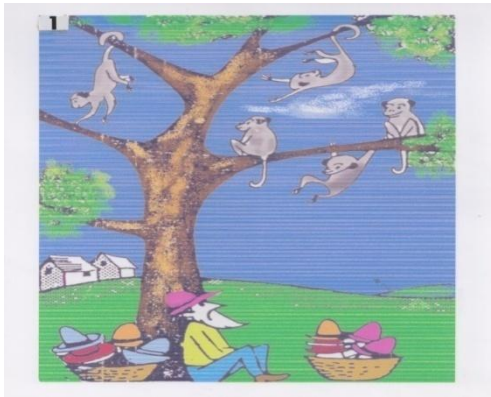
Siti Nurjanah

NIP. 19800715 200312 2 007

NIM.07202244033

Appendixes:

Appendix 1 (A set of picture series of The Hat and Five Naughty Monkeys)



Appendix 2 (List of Vocabulary)

Open your dictionary to find out the meaning of words below.

hat	yell	bear
under the tree	shout	sell
climb	think	imitate
bring	wear	

Apendix 3 (Task on developing story based on its logical sequence)

Title :

Orientation :

Major Complication :

Complication :

Resolution :

Appendix 4 (Students' worksheet for composing the story)

Name :

No :

Class :

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are three distinct sections of lines, separated by small gaps. The first section has four lines, the second has ten lines, and the third has five lines. The lines are thin and black.

LESSON PLAN 5

Subject	: English
Grade/semester	: X/1
Skill	: Writing
Text Type	: Narrative
Time allocation	: 1 meeting (2 X 45 minutes)

A. Standard Competence:

11. Expressing the meaning within short functional texts and essays in the form of *recount*, *narrative* and *procedure* in daily life contexts

B. Basic Competence:

- 11.2. Expressing the meaning and rhetorical steps in essays accurately, fluently, and appropriately in daily life contexts in the form of *narrative*

C. Indicators:

The students are able to:

1. identify social function, generic structure and language function of narrative text
2. use past tense in composing narrative texts
3. compose sentences into a good narrative text

D. Learning Objectives:

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

1. write narrative texts with the use of correct tense and vocabulary

E. Learning Materials

1. A set of picture series of Robin Hood (Appendix 1a)
2. A set of King Arthur (Appendix 2a)
3. Vocabulary and grammar tasks (Appendix 1b and 2b)

4. Task on answering the sequence of the story (Appendix 1c and 2c)
5. Tasks on composing story based on its logical ideas (*Appendix 1d and 2d*)

F. Method/ Technique

Communicative Language Teaching/ Genre-based technique

G. Teaching and Learning Activities:

1. Pre-teaching

- 1) The teacher greets the students.
- 2) The teacher leads the prayer.
- 3) The teacher checks the students' attendance.
- 4) The teacher reviews the previous lesson.
- 5) The teacher outlines the objectives of the learning process.

2. Whilst-teaching

1) Exploration

- a. The students are shown series pictures of Robin Hood and King Arthur.
- b. Then, the teacher addresses some brainstorming questions to the students that relate to the topic of the discussion, such as *Have you read the story of Robin Hood before? What do you know about it?*

2) Elaboration

- a. The teacher and the students *discuss* the sequence of the story based on the the given picture series.
- b. The students find the meaning of the vocabulary in the dictionary.
- c. The students work on the grammar task.
- d.**The students then *answer* the task focusing on sequencing the story based on its logical ideas

3) Confirmation

- a. Individually, the students *write* the drafts of story of Robin Hood and King Arthur based on the picture series given by the teacher.
- b. The teacher confirms the students understanding by asking the students' difficulties in developing the narrative text and giving them more explanation about it.

3. Post-teaching

- 1) The students and the teacher summarize the lesson.
- 2) The teacher and students make reflection toward the teaching done.
- 3) The teacher ends the class by saying a prayer.

H. Writing Assessment

1. Techique : Written performance

2. Assesment : The writing will be scored by using scoring rubrics.

I. Learning Sources

Anderson,mark and Kathy Anderson. *Text type in English 2*:1997: Macmillan Education Australia PTY LTD

Stephens, Mary. *Picture Book 2*: 1995: Essex.Longman

<http://dongeng/indonesiafolktales.com>

<http://www.shemrock.com/Cinderella.htm>

Klaten, October 2th 2011

The English teacher ,

The researcher,

Yuli Rusmiyanti,S.Pd.

Siti Nurjanah

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Appendix 1 (The story of Robin Hood)

a.picture series of Robin Hood



b.(Task on finding the meaning of the words)

These words will be used in a story that you are going to write. Find the meaning of these words in the dictionary. Remember to change the verb into past form.

hunt	force
take	serve
shoot	rob
hide	draw.....
disguise	give
stop	dance.....
robber	bush
jungle	jewel
arrow.....	gold
bow	poor
deer	party
cart	village
rich	sword

c. Questions leading to writing compositions

1. Who was the character in the story?
2. Where did the story take place?
3. What did Robin Hood and his friends do in the jungle?
4. Why did they hide in the bushes?
5. What did they do to the people in the cart?
6. What did he take from the rich people?
7. What did they do with the jewels and the money they?

d. (Task on developing story based on its logical sequence)

Instruction : Write the story of Robin Hood in the following worksheet.

Name:

No :

Class :

GOOD LUCK ^_^

Appendix 2 (The story of King Arthur)

a. Picture series of King Arthur

b. (Task on finding the meaning of the words)

These words will be used in a story that you are going to write. Find the meaning of these words in the dictionary. Remember to change the verb into past form.

magician	.....	armour	.....
king	.....	cruel	.....
crown	.....	castle	.....
sword	.....	stone	.....
shield	.....	horse	.....
magic	.....	brave	.....
change	.....	lift	.....
ride	.....	become	.....
gather	.....	live	.....

c.(Task on answering comprehension questions)

Questions leading to writing compositions

1. Who was the main character in the story?
2. Where did the story take place?
3. Who was Arthur's friend when he was young?
4. What he could do
5. What kind of person the king was?
6. What he did to his people?
7. What did writing on the stone say?
8. What did people gather around the stone?
9. What happened when Arthur took the sword?
10. What happened to Arthur then?

d. (Task on developing story)

Instruction: Write the story of King Arthur in the following worksheet.

Name:

No :

Class :

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

LESSON PLAN 6

Subject	: English
Grade/semester	: X/1
Skill	: Writing
Text Type	: Narrative
Time allocation	: 1 meeting (2 X 45 minutes)

A. Standard of Competence:

11. Expressing the meaning within short functional texts and essays in the form of *recount*, *narrative* and *procedure* in daily life contexts

B. Basic Competence:

- 11.2. Expressing the meaning and rhetorical steps in essays accurately, fluently, and appropriately in daily life contexts in the form of *narrative*

C. Indicators:

The students are able to:

1. identify social function, generic structure and language function of narrative text
2. use past tense in composing narrative texts
3. compose sentences into a good narrative text

D. Learning Objectives:

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

1. write narrative texts

E. Learning Materials

1. A set of picture series of King Arthur (Appendix 1)
2. Vocabulary Task (appendix 2)
3. Task on sequencing story based on its logical ideas (Appendix 3)

4. Students' worksheet for composing the story (Appendix 4)

F. Method/ Technique

Communicative Language Teaching/ Genre-based technique

G. Teaching and Learning Activities:

1. Pre-teaching

- 1) The teacher greets the students.
- 2) The teacher leads the prayer.
- 3) The teacher checks the students' attendance.
- 4) The teacher reviews the previous lesson.
- 5) The teacher outlines the objectives of the learning process.

2. Whilst-teaching

1) Exploration

- a. The students are shown series pictures of King Arthur.
- b. Then, the teacher addresses some brainstorming questions to the students that relate to the topic of the discussion, such as *Have you read the story of King Arthur before? What do you know about it?*

2) Elaboration

- a. The students continue writing the drafts of the story Robin Hood and King Arthur.

3) Confirmation

- a. Individually, the students *write* the story of Robin Hood based on the picture series given by the teacher.
- b. The teacher confirms the students understanding by asking the students' difficulties in developing the narrative text and giving them more explanation about it.

3. Post-teaching

- 1) The students and the teacher summarize the lesson.
- 2) The teacher and students make reflection toward the teaching done.
- 3) The teacher ends the class by saying a prayer.

H. Writing Assessment

1. Technique : Written performance

2. Assesment : The writing will be scored by using scoring rubrics.

Scoring Rubricsc for Writing

Aspects	Level	Score	Criteria
Content	Excellent to very good	30-27	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	Good to average	26-22	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	Fair to poor	21-17	Limited knowledge of the subject, little substance, inadequate development of topic
	Very poor	16-13	Does not show knowledge of subject, non-substantive, not enough to evaluate
Organization	Excellent to very good	20-18	Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive
	Good to	17-14	Loosely organized, limited support, logical but

	average		incomplete sequencing
	Fair to poor	13-10	Non-fluent, ideas confused or disconnected, lacks logical development and sequencing
	Very poor	9-7	Does not communicate, no organization, no enough to evaluate
Vocabulary	Excellent to very good	25-22	Sophisticated range, effective word usage, word form mastery,
	Good to average	21-18	Adequate range, occasional errors of word usage but meaning not obscured
	Fair to poor	17-11	Limited range, frequent errors of word usage, meaning confused
	Very poor	15-10	Essentially translation, little knowledge of English
Language use	Excellent to very good	25-22	Effective constructions, few errors of agreement, tense, number, word order, article, pronouns, preposition
	Good to average	21-18	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, article, pronouns, preposition

	Fair to poor	17-11	Major problem in simple construction, frequent errors of negation, tense, number, word order, article, pronouns, preposition
	Very poor	15-10	No mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate

I. Learning Sources

Anderson, Mark and Kathy Anderson. *Text type in English 2*: 1997: Macmillan Education Australia PTY LTD

Stephens, Mary. *Picture Book 2*: 1995: Essex. Longman

<http://dongeng/indonesiafolktales.com>

Klaten, October 6th 2011

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Yuli Rusmiyanti, S.Pd.

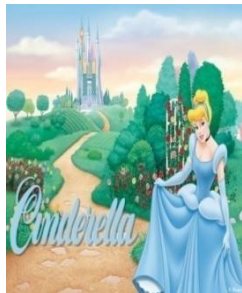
Siti Nurjanah

NIP. 19800715 200312 2 007

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COURSE GRID

School : SMA Negeri 1 Prambanan
Subject : Bahasa Inggris
Class : XG
Meeting : 1

Standard Competence	Basic Competence	Objectives	Indicators	Learning Materials and Tasks	Learning Activities	Assessment	Time Allocation	Sources and Media
11. Expressing the meaning within short functional texts and essays in the form of recount, narrative and procedure in daily life contexts	11.2. Expressing the meaning and rhetorical steps in essays accurately, fluently and appropriately in daily life contexts in the form of <i>narrative</i>	At the end of the lesson, the students are able to: identify social function, generic structure and language function of narrative text.	The students are able to identify social function, generic structure, and language function of narrative text.	- Pictures for brainstorming activities   - Narrative text	Exploration - The students are shown pictures of Cinderella and Snow White stories to recall their background knowledge on narrative text and lead them to the discussion of narrative story. - The teacher addresses some brainstorming questions to the students based on the given pictures, such as <i>What do you know about these pictures? Have you ever read the story before? What is the story about?</i> Elaboration	Written Test: Writing a narrative text containing at least 100 words.	2 X 45 minutes	Sources: <i>Text type in English 2</i> Internet

				entitled Cinderella Cinderella Once upon a time there lived a young pretty girl named Cinderella. Her mother was dead and her father had married a widow with two daughters. Her stepmother didn't like her and always treated her badly. She only loved and cared for her own daughters. Her step mother never gave her good clothes to wear and good food to eat. Her life was very miserable. One fine morning, an announcement was made in the town. It was about the ball dance to be held in the palace. The step mother and her daughters became very excited for the ball dance. They purchased new gowns, new shoes and new jewelries for the function. When Cinderella heard about it she also wanted to go there but she didn't have the guts to ask her	• The teacher gives students a narrative text entitled Cinderella. • The students are given time to <i>comprehend</i> the text given by the teacher.			
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				stepmother. She went back to her room and started crying on her destiny. She was missing her mother very much when suddenly a fairy appeared in front of her. "Don't worry Cinderella," said the fairy. I know you want to go to the ball dance. "But how can I?" asked Cinderella. The fairy smiled. With a flick of her magic stick Cinderella found herself wearing the most beautiful dress she had ever seen with lovely shoes and jewelries. The fairy also brought a sparkling coach for Cinderella to reach the palace. Cinderella could hardly believe her eyes. She was very happy. Cinderella thanked the fairy and went towards the palace. When she entered the palace she was very surprised with its beautiful decoration. She met people around, danced and enjoyed a lot at the ball. Soon the prince and the king entered the hall. Everyone stopped dancing. They wanted to meet the				
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				prince but the prince was finding someone else in the huge crowd. He saw Cinderella standing far off near the stairs. Then the prince went towards Cinderella and offered her to dance with him. Both of them danced together for a long time. It seemed as if the prince was in love with Cinderella. It was half night; Cinderella had to return back home before her stepmother and sisters returned. She remembered what the fairy had said and without a word of goodbye she slipped from the Prince's arms and ran down the steps. As she ran she lost one of her shoes. The Prince then picked up the shoes and asked his ministers to go and search for the girl. In the morning, the ministers tried the slipper on the foot of every girl in the town but were not successful. When they reached Cinderella's				
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				home, her sisters too tried to wear the shoes but unluckily they failed. The shoes didn't fit anyone of them. Cinderella was standing nearby, the ministers asked her to try the shoe as well. Her sisters laughed at this. When Cinderella wore the shoe, it fitted perfectly. Everyone was surprised to see that. The prince also reached there, he was happy to find her dream girl. He took Cinderella to his palace and soon they got married. • An explanation of the social function and generic structure of narrative text Narrative text is aimed at entertaining the readers. It entertains because it deals with the unusual and unexpected development of events. There are three important points in a narrative text. They are: 1. How the story begins:				
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- The teacher and students discuss the social function, generic structure, language features, vocabulary, and tenses of narrative texts.

		• use correct tenses in writing narrative story	• use past tense in composing narrative text	It consists of the characters and the settings of the story 2. The sequence of events: It deals with the events development in the story. 3. The ending of the story: It tells the readers how the story finally ends. • An explanation of tenses and related vocabulary of narrative text 1.Tenses S+V2+O S+was/were+complement Example: <i>"She only loved and cared for her own daughters"</i> 2.Vocabulary Once upon a time, palace, prince, ball, fairy, surprise and etc				
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				• A set of jumbled picture series of Snow white and Seven Dwarfts • Task on filling in the blanks with the simple past tense <i>Fill in the missing parts of the sentences with the provided words in the box.</i>	• The students are given jumbled picture series of Snow White and The Seven Dwarfts. • The students rearrange the pictures into correct order. • The students <i>fill in</i> the missing parts of the sentences based on the picture series given by the teacher.			
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		• write narrative texts based on the picture series given by the teacher	• Compose sentences into good narrative texts based on the picture series given by the teacher	• Task on developing story based on the picture series <i>Write as many sentences as possible based on the picture series below and then develop the sentences into good paragraphs.</i>	• In pairs, the students <i>work cooperatively</i> in writing as many sentences based on the picture series. • The students <i>write</i> the sentences based on the order of the pictures in the black board. Confirmation • The students <i>develop</i> a story based on the given picture series. • The teacher asks the students' difficulties in developing the narrative text and gives more explanation about it.			
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COURSE GRID

School : SMA Negeri 1 Prambanan
Subject : Bahasa Inggris
Class : X
Meeting : 2

Standard Competence	Basic Competence	Objectives	Indicators	Learning Materials and Tasks	Learning Activities	Assessment	Time Allocation	Sources and Media
11. Expressing the meaning within short functional texts and essays in the form of recount, narrative and procedure in daily life contexts	11.2. Expressing the meaning and rhetorical steps in essays accurately, fluently and appropriately in daily life contexts in the form of <i>narrative</i>	The students are able to: write narrative texts	The students are able to: - identify social function, generic structure and language function of narrative text - use past tense in composing narrative texts - compose sentences into a good narrative text	Narrative texts entitled King Midas King Midas Once upon a time there lived a king who was the richest man in the world. His name was Midas. However, he was not happy. He was a greedy king who wanted to be richer than all the kings in the world put together. One day, when Midas sat on his throne, his servants come to him with an old man. The old man was the friend of god Bacchus. Midas then welcomed him and let him stay at the castle. At the end of the tenth days, Midas took the old man to Bacchus. Bacchus was so happy to see his lost friend. Then, he	Exploration - The teacher addresses some brainstorming questions to the students that relate to the topic of the discussion, such as <i>Have you ever heard the story of King Midas? What do you know about the story? What is the story about?</i> Elaboration - The teacher gives students a narrative text entitled King Midas.	- Technique: written performance - Assesment: Writing scoring rubrics	2x45 minutes	<i>Text type in English</i> <u>Internet</u>

				promised to grant any wish he make. Midas was so happy. He wanted to be richer than all kings in the world and asked to the god to make everything that he touch turned into gold. “Your wish is granted” said the god. On his return to his castle, he tried out his new power. He picked up a stone and it turned out into gold. At the castle, Midas sat down and called for some food and drink. His chair turned into gold. A servant brought him a bowl of water. When he put his hands into the bowl, the water turned into gold. When he wanted to eat bread, it also turned into gold. Miserable, Midas went for walk in his garden. His children ran up on him and without thinking he put his arm around them. They instantly turned into gold statues. Midas hurried to see Bacchus and begged him to take away his golden				
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				touch. Bacchus felt sorry for Midas and told how to cure the golden touch. Bacchus said that he had to go to the River Pactolus. Its water was the cure of the golden touch. He did as the god said to him. After those events, Midas realized that all the gold in the world does not bring happiness. <i>Adapted from text types In English 2</i> • Comprehension questions focusing on the generic structures of the text 1. Who were the characters of the story? 2. When did the story happen? 3. What was the problem of King Midas? 4. What did King Midas do when his servants brought him an old man?	• The students <i>answer the comprehension questions</i> of the text focusing on the generic structure of narrative text?			
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				5. What did he ask for to Baccus? 6. What did happen when King Midas touched something? 7. What did he feel about the golden touch? 8. How did the story end? Task on filling in the blanks with correct tenses 1. King Midas (be) a greedy king. He always... (want) to be the richest king in the world and he (will) do everything to achieve his ambition. 2. He (be) so happy when he (can) make gold only with one single touch. 3. People.... (be) surprised when they (know) that everything touched by the King turned into gold. 4. His son also(	The students <i>fill in</i> the missing parts of the sentences with the correct tenses.			
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				turn) into gold when Midas touched him. 5. King Midas.... (feel) sorry for what he did. He....(don't) want to have the golden touch anymore.	Confirmation • The teacher asks the students' difficulties in developing the narrative text and gives more explanation about it.			
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COURSE GRID

School : SMA Negeri 1 Prambanan
Subject : Bahasa Inggris
Class : XG
Meeting : 3

Standard Competence	Basic Competence	Objectives	Indicators	Learning Materials and Tasks	Learning Activities	Assessment	Time Allocation	Sources and Media
11. Expressing the meaning within short functional texts and essays in the form of recount, narrative and procedure in daily life contexts	11.2. Expressing the meaning and rhetorical steps in essays accurately, fluently and appropriately in daily life contexts in the form of <i>narrative</i>	The students are able to: write narrative texts	The students are able to: - identify social function, generic structure and language function of narrative text - use past tense in composing narrative texts - compose sentences into a good narrative text	A set of picture series of Jack and The Magic Bean 	Exploration - The students are shown pictures of Jack and The Magical Bean. - The teacher addresses some brainstorming questions to the students that relate to the topic of the discussion, such as <i>Have you ever heard the story of Jack and The Magical Bean? What is the story about?</i> Elaboration - The teacher and the students <i>discuss</i> the sequence of the story based on the the picture series of Jack and The Magical Bean.	Written test: <i>Write a narrative text containing at least 100 words on the story of Jack and the Magical Bean.</i>	2X45 minutes	Text type 2 Internet

				Task on developing story based on the picture series Sample of the task:	- In pair, the students <i>work collaboratively</i> in developing the story based on the picture series given by the teacher. - The students display their works by writing them in the blackboard.			
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				Students' worksheet for composing the story Name : Number : Class : <u>Once Upon a time,</u> <u>there lived a widow and her</u> <u>son. Her son was Jack. They</u> <u>were so poor. They lived in a</u> <u>very modest way and</u> <u>sometime had no enough food</u> <u>to eat.</u> _____ _____ _____ _____ _____ _____ _____	Confirmation - Individually, the students <i>develop</i> the story based on the given picture series. - The teacher confirms the students understanding by asking the students' difficulties in developing the narrative text and giving them more explanation about it.		
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COURSE GRID

School : SMA Negeri 1 Prambanan
Subject : Bahasa Inggris
Class : XG
Meeting : 4

Standard Competence	Basic Competence	Objectives	Indicators	Learning Materials and Tasks	Learning Activities	Assessment	Time Allocation	Sources and Media
11. Expressing the meaning within short functional texts and essays in the form of recount, narrative and procedure in daily life contexts	11.2. Expressing the meaning and rhetorical steps in essays accurately, fluently and appropriately in daily life contexts in the form of <i>narrative</i>	The students are able to: write narrative texts	The students are able to: - identify function, generic structure and language function of narrative text - use past tense in composing narrative texts - compose sentences into good narrative text	A set of picture series of The hat seller and five Naughty Monkeys	Exploration - The teacher writes down a word “Monkey” in the blackboard. - Then, the teacher addresses some brainstorming questions to the students that relate to the topic of the discussion, such as <i>Have you seen a monkey before? Where do you see it? What do you think about monkey?and etc</i> - The students are then shown series pictures of The Hat Seller and Five naughty Monkeys Elaboration - The teacher and the students <i>discuss</i> the sequence of the story based on the the given picture series. - The teacher then gives an explanation to the students on how to develop their ideas in order by giving them an example of orientation paragraph.	- Technique : Written performance - Assesment :The writing will be scored by using scoring rubrics.	2X45 minutes	Text type 2 Internet

				•Vocabulary task Open your dictionary to find out the meaning of words below. hat under the tree climb bring yell shout think wear bear sell imitate •Task on developing story based on its logical sequence •Students' worksheet for composing the story	• The students do the vocabulary task. • The students then <i>work on</i> the writing task that is developing stories based on the guidelines given by the teacher Confirmation • Individually, the students <i>develop</i> the story. • The teacher confirms the students' understanding by asking the students' difficulties in developing the narrative text and giving them more explanation about it.			
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COURSE GRID

School : SMA Negeri 1 Prambanan
Subject : Bahasa Inggris
Class : XG
Meeting : 5

Standard Competence	Basic Competence	Objectives	Indicators	Learning Materials and Tasks	Learning Activities	Assessment	Time Allocation	Sources and Media
11. Expressing the meaning within short functional texts and essays in the form of recount, narrative and procedure in daily life contexts	11.2. Expressing the meaning and rhetorical steps in essays accurately, fluently and appropriately in daily life contexts in the form of <i>narrative</i>	The students are able to: write narrative texts	The students are able to: - identify social function, generic structure and language function of narrative text - use past tense in composing narrative texts - compose sentences into a good narrative text	- A set of picture series of Robin Hood - A set of picture series of King Arthur - Vocabulary and grammar tasks <i>“These words will be used in a story that you are going to write. Find the meaning of these words in the dictionary. Remember to change the verb into past form.”</i> <i>Sample of the vocabulary and tenses tasks:</i> hunt force take serve shoot rob hide draw disguise give	Exploration - The students are shown series pictures of Robin Hood and King Arthur. - Then, the teacher addresses some brainstorming questions to the students that relate to the topic of the discussion, such as <i>Have you read the story of Robin Hood before? What do you know about it?</i> Elaboration - The teacher and the students <i>discuss</i> the sequence of the story based on the the given picture series. - The students find the meaning of the vocabulary in the dictionary. - The students work on the grammar task. - The students then <i>answer</i> the task focusing on sequencing the story based on its logical ideas	Written test	2X45 minutes	Text type 2 Picture Books Internet

				stop dance - Task on answering the sequence of the story - Who was the character in the story? - Where did the story take place? - What did Robin Hood and his friends do in the jungle? - Why did they hide in the bushes? - What did they do to the people in the cart? - What did he take from the rich people? - What did they do with the jewels and the money they? - Tasks on composing story based on its logical ideas <i>“Write the story of Robin Hood in the following worksheet.”</i>	Confirmation - Individually, the students <i>write</i> the drafts of story of Robin Hood and King Arthur based on the picture series given by the teacher. - The teacher confirms the students’ understanding by asking the students’ difficulties in developing the narrative text and giving them more explanation about it.			
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COURSE GRID

School : SMA Negeri 1 Prambanan
Subject : Bahasa Inggris
Class : XG
Meeting : 6

Standard Competence	Basic Competence	Objectives	Indicators	Learning Materials and Tasks	Learning Activities	Assessment	Time Allocation	Sources and Media
11. Expressing the meaning within short functional texts and essays in the form of recount, narrative and procedure in daily life contexts	11.2. Expressing the meaning and rhetorical steps in essays accurately, fluently and appropriately in daily life contexts in the form of <i>narrative</i>	The students are able to: • write narrative texts	The students are able to: • identify social function, generic structure and language function of narrative text • use past tense in composing narrative texts • compose sentences into a good narrative text	Students' worksheet for composing the story	Exploration • The teacher and the students had discussion on the students' writings of the story of King Arthur and Robin Hood done at home. Elaboration • The students continue writing the drafts of the story Robin Hood and King Arthur. Confirmation • Individually, the students <i>write</i> the story of Robin Hood and King Arthur based on the picture series given by the teacher. • The teacher confirms the students understanding by asking the students' difficulties in developing the narrative text and giving them more explanation about it.	Written test	2X45 minutes	Picture Book 2 Text type 2 Internet

Rater 1: The researcher

Table 1: Students' writing scores before the action

No	Student's code	Aspects being assessed				Total Score
		Content	Organization	Vocabulary	Language use	
1	St 1	15	12	10	10	47
2	St 2	19	15	18	13	65
3	St 3	15	13	14	13	55
4	St 4	14	15	15	13	57
5	St 5	22	17	17	15	71
6	St 6	14	13	15	13	55
7	St 7	14	16	12	12	54
8	St 8	13	13	15	10	51
9	St 9	14	16	13	10	53
10	St 10	16	14	13	10	53
11	St 11	13	13	15	13	54
12	St 12	15	10	12	10	47
13	St 13	16	17	15	16	64
14	St 14	15	10	14	15	54
15	St 15	15	13	13	10	51
16	St 16	14	16	12	11	53
17	St 17	14	9	12	10	45
18	St 18	12	13	15	13	53
19	St 19	20	17	16	17	70
20	St 20	20	13	15	13	61
21	St 21	13	10	13	10	46
22	St 22	15	15	18	16	64
23	St 23	20	17	18	17	72
24	St 24	20	19	18	20	77
25	St 25	15	9	15	10	49
26	St 26	19	15	17	16	67
27	St 27	20	18	18	17	73
28	St 28	13	15	12	13	53
29	St 29	13	11	15	13	52
30	St 30	13	13	13	12	51
31	St 31	13	13	14	13	53
32	St 32	15	14	16	15	60
	mean	15,59	13,88	14,63	13,09	57,19

Table 2: Students' writing scores in cycle 1

No	Student's code	Aspects being assessed				Total Score
		Content	Organization	Vocabulary	Language use	
1	St 1	20	15	15	13	63
2	St 2	20	15	19	13	67
3	St 3	21	16	18	15	70
4	St 4	18	16	16	15	65
5	St 5	24	17	20	18	79
6	St 6	20	16	16	15	67
7	St 7	17	15	14	13	59
8	St 8	22	15	20	13	70
9	St 9	18	16	14	10	58
10	St 10	19	15	14	11	59
11	St 11	17	15	15	13	60
12	St 12	18	13	13	11	55
13	St 13	20	17	17	16	70
14	St 14	17	12	14	15	58
15	St 15	17	14	13	12	56
16	St 16	17	16	12	11	56
17	St 17	17	10	14	10	51
18	St 18	18	13	15	13	59
19	St 19	21	17	18	17	73
20	St 20	20	15	17	14	66
21	St 21	14	10	15	13	52
22	St 22	18	15	18	16	67
23	St 23	23	17	20	17	77
24	St 24	23	19	20	18	80
25	St 25	17	13	15	11	56
26	St 26	20	16	17	16	69
27	St 27	20	18	18	17	73
28	St 28	15	15	12	13	55
29	St 29	18	14	15	13	60
30	St 30	18	15	14	13	60
31	St 31	18	13	14	13	58
32	St 32	19	14	16	15	64
	mean	18,88	14,91	15,88	13,84	63,50

Table 3: Students' writing scores in cycle 2

No	Student's code	Aspects being assessed				Total Score
		Content	Organization	Vocabulary	Language use	
1	St 1	20	18	18	15	71
2	St 2	21	20	20	18	79
3	St 3	23	18	21	21	83
4	St 4	20	17	18	16	71
5	St 5	20	18	20	17	75
6	St 6	20	16	16	16	68
7	St 7	17	17	14	13	61
8	St 8	22	15	20	18	75
9	St 9	18	14	14	11	57
10	St 10	20	17	18	16	71
11	St 11	20	17	19	14	70
12	St 12	18	16	13	11	58
13	St 13	22	17	17	17	73
14	St 14	17	13	14	15	59
15	St 15	17	16	13	12	58
16	St 16	20	17	18	15	70
17	St 17	18	12	17	10	57
18	St 18	20	16	17	18	71
19	St 19	20	16	17	18	71
20	St 20	21	17	18	16	72
21	St 21	18	15	18	11	62
22	St 22	21	17	18	17	73
23	St 23	17	18	18	19	72
24	St 24	25	20	20	20	85
25	St 25	20	17	18	17	72
26	St 26	20	17	19	18	74
27	St 27	20	18	18	17	73
28	St 28	16	15	15	14	60
29	St 29	19	14	15	15	63
30	St 30	19	17	17	16	69
31	St 31	19	16	17	16	68
32	St 32	19	17	16	15	67
	mean	19,59	16,50	17,22	15,69	69,00

Table 4: Students' writing scores after the action

No	Student's code	Aspects being assessed				Total Score
		Content	Organization	Vocabulary	Language use	
1	St 1	20	18	18	16	72
2	St 2	21	20	20	19	80
3	St 3	24	19	21	21	85
4	St 4	21	19	21	21	82
5	St 5	25	19	18	16	78
6	St 6	17	14	17	14	62
7	St 7	20	19	20	21	80
8	St 8	22	20	18	19	79
9	St 9	18	14	15	16	63
10	St 10	20	17	18	16	71
11	St 11	20	18	18	14	70
12	St 12	18	12	15	11	56
13	St 13	21	16	17	18	72
14	St 14	17	15	14	15	61
15	St 15	18	17	13	12	60
16	St 16	20	17	18	15	70
17	St 17	19	12	17	12	60
18	St 18	21	16	17	18	72
19	St 19	20	16	17	20	73
20	St 20	22	18	18	18	76
21	St 21	19	15	18	13	65
22	St 22	21	18	18	18	75
23	St 23	17	18	18	19	72
24	St 24	24	20	21	22	87
25	St 25	20	17	18	18	73
26	St 26	20	18	20	18	76
27	St 27	20	18	20	19	77
28	St 28	14	15	15	14	58
29	St 29	19	15	15	15	64
30	St 30	19	17	17	17	70
31	St 31	17	15	15	15	62
32	St 32	19	17	16	15	67
	mean	19,78	16,84	17,53	16,72	70,88

Rater 2: The collaborator**Table 1: Students' writing scores before the action**

No	Student's code	Aspects being assessed				Total Score
		Content	Organization	Vocabulary	Language use	
1	St 1	16	15	12	15	58
2	St 2	22	15	20	15	72
3	St 3	13	7	10	10	40
4	St 4	16	15	20	15	66
5	St 5	25	17	17	17	76
6	St 6	15	15	15	15	60
7	St 7	13	7	10	10	40
8	St 8	13	13	15	10	51
9	St 9	13	7	10	10	40
10	St 10	15	13	12	10	50
11	St 11	17	12	10	10	49
12	St 12	15	10	12	10	47
13	St 13	16	16	20	18	70
14	St 14	13	7	10	10	40
15	St 15	13	7	10	10	40
16	St 16	13	7	10	10	40
17	St 17	14	10	15	10	49
18	St 18	16	15	12	15	58
19	St 19	16	16	17	17	66
20	St 20	15	13	15	13	56
21	St 21	13	10	12	12	47
22	St 22	19	15	15	15	64
23	St 23	15	12	18	15	60
24	St 24	19	15	19	15	68
25	St 25	16	10	16	20	62
26	St 26	20	15	19	12	66
27	St 27	20	15	19	15	69
28	St 28	15	16	17	15	63
29	St 29	16	16	16	16	64
30	St 30	15	15	14	14	58
31	St 31	15	16	17	15	63
32	St 32	16	16	16	16	64
	mean	15,88	12,75	14,69	13,44	56,75

Table 2: Students' writing scores in cycle 1

No	Student's code	Aspects being assessed				Total Score
		Content	Organization	Vocabulary	Language use	
1	St 1	20	15	16	14	65
2	St 2	18	15	18	13	64
3	St 3	21	17	19	15	72
4	St 4	18	16	18	15	67
5	St 5	24	18	20	19	81
6	St 6	19	16	17	15	67
7	St 7	16	15	14	13	58
8	St 8	20	15	20	13	68
9	St 9	18	16	14	10	58
10	St 10	19	16	15	11	61
11	St 11	17	15	15	13	60
12	St 12	17	13	13	11	54
13	St 13	20	16	17	16	69
14	St 14	16	13	13	14	56
15	St 15	17	15	13	12	57
16	St 16	18	16	13	12	59
17	St 17	18	10	14	10	52
18	St 18	17	13	14	13	57
19	St 19	20	17	18	15	70
20	St 20	18	15	17	15	65
21	St 21	16	10	12	13	51
22	St 22	17	14	17	16	64
23	St 23	23	18	20	17	78
24	St 24	20	18	19	17	74
25	St 25	18	11	16	15	60
26	St 26	20	15	19	15	69
27	St 27	18	18	18	17	71
28	St 28	15	15	12	15	57
29	St 29	17	14	15	13	59
30	St 30	18	15	14	13	60
31	St 31	15	13	14	13	55
32	St 32	18	14	15	15	62
	mean	18,31	14,91	15,91	14,00	63,13

Table 3: Students' writing scores in cycle 2

No	Student's code	Aspects being assessed				Total Score
		Content	Organization	Vocabulary	Language use	
1	St 1	19	17	18	16	70
2	St 2	19	16	19	18	72
3	St 3	20	17	21	20	78
4	St 4	20	17	18	16	71
5	St 5	20	17	19	17	73
6	St 6	19	16	17	17	69
7	St 7	16	17	14	13	60
8	St 8	22	17	20	20	79
9	St 9	15	10	15	12	52
10	St 10	20	17	18	17	72
11	St 11	20	17	18	13	68
12	St 12	18	18	13	11	60
13	St 13	22	18	18	18	76
14	St 14	15	14	14	14	57
15	St 15	17	16	13	12	58
16	St 16	20	18	18	15	71
17	St 17	18	15	16	14	63
18	St 18	20	17	17	18	72
19	St 19	22	17	18	18	75
20	St 20	21	17	19	16	73
21	St 21	20	18	18	14	70
22	St 22	22	19	18	17	76
23	St 23	17	16	16	19	68
24	St 24	26	21	21	21	89
25	St 25	20	17	18	17	72
26	St 26	20	17	18	17	72
27	St 27	20	18	18	16	72
28	St 28	15	15	12	15	57
29	St 29	19	14	15	13	61
30	St 30	19	17	17	16	69
31	St 31	20	17	17	16	70
32	St 32	19	16	16	16	67
	mean	19,38	16,66	17,09	16,00	69,13

Table 4: Students' writing scores after the action

No	Student's code	Aspects being assessed				Total Score
		Content	Organization	Vocabulary	Language use	
1	St 1	22	19	18	17	76
2	St 2	23	19	21	20	83
3	St 3	24	19	21	20	84
4	St 4	21	19	21	21	82
5	St 5	25	19	18	16	78
6	St 6	19	19	17	14	69
7	St 7	20	14	20	21	75
8	St 8	23	19	18	19	79
9	St 9	18	15	15	16	64
10	St 10	20	17	18	17	72
11	St 11	21	18	18	14	71
12	St 12	17	13	15	11	56
13	St 13	21	16	17	18	72
14	St 14	15	14	14	15	58
15	St 15	18	17	13	13	61
16	St 16	19	18	18	16	71
17	St 17	20	13	17	12	62
18	St 18	22	17	17	18	74
19	St 19	20	16	17	20	73
20	St 20	22	18	18	18	76
21	St 21	19	16	18	14	67
22	St 22	21	18	18	18	75
23	St 23	28	18	18	19	83
24	St 24	28	20	21	22	91
25	St 25	20	17	18	18	73
26	St 26	21	18	20	18	77
27	St 27	23	18	20	19	80
28	St 28	17	16	16	15	64
29	St 29	19	16	15	15	65
30	St 30	20	17	17	17	71
31	St 31	18	16	15	15	64
32	St 32	19	16	16	16	67
	mean	20,72	17,03	17,59	16,94	72,28

Total score

Table 1					
Total Aspects Rater 1 and 2					
No.	Student	Content	Organization	Vocabulary	Language use
1	St 1	15,5	13,5	11	12,5
2	St 2	20,5	15	19	14
3	St 3	14	10	12	11,5
4	St 4	15	15	17,5	14
5	St 5	23,5	17	17	16
6	St 6	14,5	14	15	14
7	St 7	13,5	11,5	11	11
8	St 8	13	13	15	10
9	St 9	13,5	11,5	11,5	10
10	St 10	15,5	13,5	12,5	10
11	St 11	15	12,5	12,5	11,5
12	St 12	15	10	12	10
13	St 13	16	16,5	17,5	17
14	St 14	14	8,5	12	12,5
15	St 15	14	10	11,5	10
16	St 16	13,5	11,5	11	10,5
17	St 17	14	9,5	13,5	10
18	St 18	14	14	13,5	14
19	St 19	18	16,5	16,5	17
20	St 20	17,5	13	15	13
21	St 21	13	10	12,5	11
22	St 22	17	15	16,5	15,5
23	St 23	17,5	14,5	18	16
24	St 24	19,5	17	18,5	17,5
25	St 25	15,5	9,5	15,5	15
26	St 26	19,5	15	18	14
27	St 27	20	16,5	18,5	16
28	St 28	14	15,5	14,5	14
29	St 29	14,5	13,5	15,5	14,5
30	St 30	14	14	13,5	13
31	St 31	14	14,5	15,5	14
32	St 32	15,5	15	16	15,5
	mean	15,73	13,31	14,66	13,27
	max	23,50	17,00	19,00	17,50
	min	13,00	8,50	11,00	10,00

Table 2					
Total Aspects Rater 1 n 2					
No.	Student	Content	Organization	Vocabulary	Language use
1	St 1	20	15	15,5	13,5
2	St 2	19	15	18,5	13
3	St 3	21	16,5	18,5	15
4	St 4	18	16	17	15
5	St 5	24	17,5	20	18,5
6	St 6	19,5	16	16,5	15
7	St 7	16,5	15	14	13
8	St 8	21	15	20	13
9	St 9	18	16	14	10
10	St 10	19	15,5	14,5	11
11	St 11	17	15	15	13
12	St 12	17,5	13	13	11
13	St 13	20	16,5	17	16
14	St 14	16,5	12,5	13,5	14,5
15	St 15	17	14,5	13	12
16	St 16	17,5	16	12,5	11,5
17	St 17	17,5	10	14	10
18	St 18	17,5	13	14,5	13
19	St 19	20,5	17	18	16
20	St 20	19	15	17	14,5
21	St 21	15	10	13,5	13
22	St 22	17,5	14,5	17,5	16
23	St 23	23	17,5	20	17
24	St 24	21,5	18,5	19,5	17,5
25	St 25	17,5	12	15,5	13
26	St 26	20	15,5	18	15,5
27	St 27	19	18	18	17
28	St 28	15	15	12	14
29	St 29	17,5	14	15	13
30	St 30	18	15	14	13
31	St 31	16,5	13	14	13
32	St 32	18,5	14	15,5	15
	mean	18,59	14,91	15,89	13,92
	max	24,00	18,50	20,00	18,50
	min	15,00	10,00	12,00	10,00

Table 3					
Total Aspects Rater 1 and 2					
No.	Student	Content	Organization	Vocabulary	Language use
1	St 1	19,5	17,5	18	15,5
2	St 2	20	18	19,5	18
3	St 3	21,5	17,5	21	20,5
4	St 4	20	17	18	16
5	St 5	20	17,5	19,5	17
6	St 6	19,5	16	16,5	16,5
7	St 7	16,5	17	14	13
8	St 8	22	16	20	19
9	St 9	16,5	12	14,5	11,5
10	St 10	20	17	18	16,5
11	St 11	20	17	18,5	13,5
12	St 12	18	17	13	11
13	St 13	22	17,5	17,5	17,5
14	St 14	16	13,5	14	14,5
15	St 15	17	16	13	12
16	St 16	20	17,5	18	15
17	St 17	18	13,5	16,5	12
18	St 18	20	16,5	17	18
19	St 19	21	16,5	17,5	18
20	St 20	21	17	18,5	16
21	St 21	19	16,5	18	12,5
22	St 22	21,5	18	18	17
23	St 23	17	17	17	19
24	St 24	25,5	20,5	20,5	20,5
25	St 25	20	17	18	17
26	St 26	20	17	18,5	17,5
27	St 27	20	18	18	16,5
28	St 28	15,5	15	13,5	14,5
29	St 29	19	14	15	14
30	St 30	19	17	17	16
31	St 31	19,5	16,5	17	16
32	St 32	19	16,5	16	15,5
	mean	19,48	16,58	17,16	15,84
	max	25,50	20,50	21,00	20,50
	min	15,50	12,00	13,00	11,00

Table 4					
Total Aspects Rater 1 and 2					
No.	Student	Content	Organization	Vocabulary	Language use
1	St 1	21	18,5	18	16,5
2	St 2	22	19,5	20,5	19,5
3	St 3	24	19	21	20,5
4	St 4	21	19	21	21
5	St 5	25	19	18	16
6	St 6	18	16,5	17	14
7	St 7	20	16,5	20	21
8	St 8	22,5	19,5	18	19
9	St 9	18	14,5	15	16
10	St 10	20	17	18	16,5
11	St 11	20,5	18	18	14
12	St 12	17,5	12,5	15	11
13	St 13	21	16	17	18
14	St 14	16	14,5	14	15
15	St 15	18	17	13	12,5
16	St 16	19,5	17,5	18	15,5
17	St 17	19,5	12,5	17	12
18	St 18	21,5	16,5	17	18
19	St 19	20	16	17	20
20	St 20	22	18	18	18
21	St 21	19	15,5	18	13,5
22	St 22	21	18	18	18
23	St 23	22,5	18	18	19
24	St 24	26	20	21	22
25	St 25	20	17	18	18
26	St 26	20,5	18	20	18
27	St 27	21,5	18	20	19
28	St 28	15,5	15,5	15,5	14,5
29	St 29	19	15,5	15	15
30	St 30	19,5	17	17	17
31	St 31	17,5	15,5	15	15
32	St 32	19	16,5	16	15,5
	mean	20,25	16,94	17,56	16,83
	max	26,00	20,00	21,00	22,00
	min	15,50	12,50	13,00	11,00

Total Score Rater 1 and Rater 2					
No.	Student	Table 1	Table 2	Table 3	Table 4
1	St 1	52,50	64,00	70,50	74,00
2	St 2	68,50	65,50	75,50	81,50
3	St 3	47,50	71,00	80,50	84,50
4	St 4	61,50	66,00	71,00	82,00
5	St 5	73,50	80,00	74,00	78,00
6	St 6	57,50	67,00	68,50	65,50
7	St 7	47,00	58,50	60,50	77,50
8	St 8	51,00	69,00	77,00	79,00
9	St 9	46,50	58,00	54,50	63,50
10	St 10	51,50	60,00	71,50	71,50
11	St 11	51,50	60,00	69,00	70,50
12	St 12	47,00	54,50	59,00	56,00
13	St 13	67,00	69,50	74,50	72,00
14	St 14	47,00	57,00	58,00	59,50
15	St 15	45,50	56,50	58,00	60,50
16	St 16	46,50	57,50	70,50	70,50
17	St 17	47,00	51,50	60,00	61,00
18	St 18	55,50	58,00	71,50	73,00
19	St 19	68,00	71,50	73,00	73,00
20	St 20	58,50	65,50	72,50	76,00
21	St 21	46,50	51,50	66,00	66,00
22	St 22	64,00	65,50	74,50	75,00
23	St 23	66,00	77,50	70,00	77,50
24	St 24	72,50	77,00	87,00	89,00
25	St 25	55,50	58,00	72,00	73,00
26	St 26	66,50	69,00	73,00	76,50
27	St 27	71,00	72,00	72,50	78,50
28	St 28	58,00	56,00	58,50	61,00
29	St 29	58,00	59,50	62,00	64,50
30	St 30	54,50	60,00	69,00	70,50
31	St 31	58,00	56,50	69,00	63,00
32	St 32	62,00	63,00	67,00	67,00
	mean	56,97	63,31	69,06	71,58
	Max	73,50	80,00	87,00	89,00
	Min	45,50	51,50	54,50	56,00

Mean Scores of Pre-test,Cycle 1,Cycle 2, Post-test

Mean Scores				
Aspects	Table 1	Table 2	Table 3	Table 4
Content	15,73	18,59	19,48	20,25
Organization	13,31	14,91	16,58	16,94
Vocabulary	14,66	15,89	17,16	17,56
Language Use	13,27	13,92	15,84	16,83

1. The highest mean score +selisih of content aspect is in the table 4 (20,25)
2. The highest mean score+selisih of organization aspect is in the table 4 (16,94)
3. The highest mean score+selisih of vocabulary aspect is in the table 4(17,56)
4. The highest mean score+selisih of language use aspect is in the table 4 (16,83)

Mean Differences

Aspects	1 to 2	2 to 3	3 to 4	1 to 4
Content	2,86	0,89	0,77	4,52
Organization	1,59	1,67	0,36	3,63
Vocabulary	1,23	1,27	0,41	2,91
Language Use	0,66	1,92	0,98	3,56

Pre-test

Name : Rika Mutiara Novitasari

Number: 24

Class : X^G

Write a short narrative story in three paragraphs containing at least 100 words.

Prambanan Temple

Once upon a time live a greedy king, named is Prabu Boko. he governed in prambanan kingdom. one day he fight with price of pengging Kingdom name Bandung Bondowoso. and prabu Boko killed in this fight.

After that Bandung Bondowoso dominate prambanan kingdom. one day Bandung meet a beautiful women. he didn't suppose Prabu boko have a beautiful daughter. After that Bandung Bondowoso falling in Love with her. Named a beautiful women is Roro jonggrang. Bandung Bondowoso Propose to her wife. however Roro jonggrang To refuse because her know Bandung was killed her father. Bandung Bondowoso not yet he to ask for Roro jonggrang. and finished Roro jonggrang accept to mery with one condition. him have to make a 1000 tampe In one night. and Bandung agree to one condition.

In ~~the~~ night bandung to star make 1000 tampe. he help to genis and evil spirit to make that, pay morning Respect to roro jonggrang panic because this tampe near finised. Roro jonggrang seek ~~trick~~ trick to stopped to activity. She build farmer for to speak for lesung and Chiken Record. Bandung Bondowoso verry agry because he to fail make a 1000 ~~1000~~ tampe. to Count this tampe only egg and Bandung bondowoso ask to Roro jonggrang "you Can complement his tampe" however Roro jonggrang to Change a tampe. and bandung bondowoso to regret for him speech.

After that the tampe name is Prambanan temple.

Cycle 1

Name : Rika Mutiara Novitasari

Number : 24

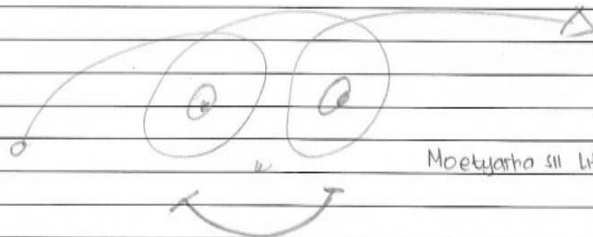
Class : X⁴

Jack and The Magical Bean

Once Upon a time, there lived a widow and her son. Her son was Jack. They were so poor. They lived in a very modest way and sometime had no enough food to eat.

One day she asked Jack for sell the cow at the market in neighbour village. at the street Jack meet a old man. the old man wish have the cow. the man will exchange the cow with bean. In the first Jack disagree with wished the man, however the man persuade with Jack, after that Jack talked into agree with wished the man and Jack back to home with the bean. Now Jack back to home not carry a money however carry a bean. the mother is very angry with Jack because the cow is a one of one wealth they have it.

On than of evening Jack planted the bean at front his home, than Jack sleeping in the morning is very surprise to Jack ~~very~~ looked a big tree, he not believe with them, and after than Jack climbing the tree and the tree in the he meet old man the give a magical bean of the street. the old man to ~~take~~ Jack money is very many. and Jack back to home and give to the mother, and they are very happy with money, the money.



Moetyasha siii Little Angel

Cycle 2



Name: Rika Mutiara N

No : 29

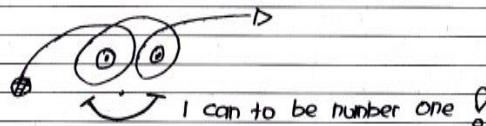
Class : X⁶

Robin Hood

Once upon a time lived group robber. The captain named was Robin Hood. They were in the forest. In the forest they was prepared for robber and hunted the animal especially deer for eat a meal. In one night the group engage in discussion and conversation a bouth a rich princess from Kingdom riched in the world. They ware thingred the princess bringed sawel and many gold. and Robin hood and friend was Robbed the princess.

At the Morning the was walked for cart princess have in the edge Village. than the cart thought. They ware disguised the poor begger with the pricess. Point the time the prince thought in the edge Village. Robin hood and friends Stopped the cart and hided in the bush and shooted sword in the Coachman and the princess was Very surprise ; than they ware Robbed and drew the property princess have. Because screat the princess gave the property for they.

finally at the night robbin hood hold party with friend and poor people. They ware dancing and very happy. than they ware gave the sawel and gold with the poor people.



Moetyarra sll little Angel

GOOD LUCK ^_^

Post-test

15 - October - 2011

Name : Rika Mutiara Novitasari

No : 24

Class : X^GRobbin Hood

once upon a time, there lived group robber. The captain named was Robin hood. They ware lived in the forest. did not a person to know about the robber. In the forest they ware preapared for robbed and hunted the animal especially deer for eat a meal. Robin hood and friend robbed because they was not bringed for poor people in the village. The poor people ware is very suffer from poverty. Crop the robbed They ware make aus of helped the poor people.

One day they ware heared about the princess will visited the populace in the kingdom. The princess was very riched however she was very stingy. and robin and his friend engage in discusion and conervation about Mean for robbed the princess.

At the Morning, Robin hood and friend preapared for robbed. they ware disguised the poor begger. They ware waited for cart princess have in the edge vilage and they ware hitted in the bush. point in the time the cart princess have trought in the edge vilage, quickly robbin hood stooped the cart and prented the poor begger. at that moment the princess discanded the cart's robin hood and friend quickly robbed the princess. they ware shooted swords in the coachman and the princess too. the princess was very surprice and she was very screat. quickly robin hood force the princess for gave the property jowel and gold. Because she was very sceart she was gave the properti jowel and many gold. an than the princess and coachman Cort to tie pass robin hood and friend went to hided home in the forest.

fanally at the night . robin hood and friend to invitted for poor people for hold party in the home. the poor people Comend in the robbin hood and friend party. they all ware saw Verry happy. they ware dancing, singing and gaskind do togerter. and the last party Robbin hood gave the jowel and many goodd with poop people and the lookeded very happy.



I can to be number one ?

Moetyartha sri little Angel



The students were writing the story in the black board enthusiastically.



The students were displaying their works actively.



The researcher was monitoring the students.



The Students were doing vocabulary and grammar tasks



The students were writing the story of The Hat seller and Five Naughty Monkeys.



The Students were writing the story of Robin Hood and King Arthur.



The teacher was participating in the teaching and learning process.



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
 10 Jan 2011

Nomor : 1524/H.34.12/PP/VII/2011
 Lampiran : --
 Hal : **Permohonan Izin Penelitian**

22 Juli 2011

Kepada Yth.

Bupati Kepala Daerah TK.II Klaten
 c.q. Ka. Bappeda Kabupaten Klaten
 Jl. Pemuda No. 294 Gedung Pemda Lt. 2 Klaten 57424

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS) Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Students' Writing Skill by Using Pictures Series in The First Grade Of SMA N 1 Prambanan in The Academic Year of 2010/2011

Mahasiswa dimaksud adalah :

Nama : SITI NURJANAH
 NIM : 07202244033
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Tanggal Pelaksanaan : Bulan Agustus s.d. Oktober 2011

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan
 Kasubag Pendidikan FBS,

 Indun Probo Utami, S.E.
 NIP 19670704 199312 2 001



PEMERINTAH KABUPATEN KLATEN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Jln Pemuda No. 294 Gedung Pemda II Lt. 2 Telp. (0272)321046 Psw 314-318 Faks 328730
 KLATEN 57424

Nomor : 072/683/VII/09
 Lampiran : -
 Perihal : Permohonan ijin Penelitian

Klaten, 25 Juli 2011
 Kepada Yth.
 Ka. SMA N 1 Prambanan
 Di -

KLATEN

Menunjuk Surat dari Dekan Fak. Bahasa Dan Seni UNY No. 1524/H.34.12/PP/VII/2011 Tanggal 22 Juli 2011
 Perihal Ijin Penelitian, dengan hormat kami beritahukan bahwa di Wilayah/Instansi Saudara akan dilaksanakan Penelitian

Nama : Siti Nurjanah
 Alamat : Karangmalang, Yogyakarta
 Pekerjaan/Mahasiswa : Mahasiswa Universitas Negeri Yogyakarta
 Penanggungjawab : Indun Probo Utami, S.E.
 Jenis Penelitian : Survey
 Judul/ topik : Improving Students' Writing Skill by Using Pictures Series in The Grade of
 SMA N 1 Prambanan in The Academic Year of 2011/2012
 Jangka Waktu : 3 Bulan (mulai Agustus s/d 25 Oktober 2011)
 Catatan : *Menyerahkan Hasil Penelitian berupa hard copy dan soft copy ke Bidang
 PEPP/Litbang BAPPEDA Kabupaten Klaten*

Besar harapan kami, agar Saudara berkenan memberikan bantuan seperlunya

An. BUPATI KLATEN
 Kepala BAPPEDA Kabupaten Klaten
 Ub. Sekretaris



- Tembusan disampaikan Kepada Yth :
1. Ka. Kesbangpollinmas Kab. Klaten
 2. Ka. Dinas Pendidikan Kab. Klaten
 3. Dekan Fak. Bahasa Dan Seni UNY
 4. Yang Bersangkutan
 5. Arsip



PEMERINTAH KABUPATEN KLATEN
DINAS PENDIDIKAN
SMA NEGERI 1 PRAMBANAN

Jl. Manisrenggo - Prambanan - Klaten
Kode Pos 57454 Telp. (0274) 497549 Website: www.smanegeri1prambanan.sch.id

SURAT KETERANGAN

Nomor : 421.3/574 /014 / 12

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Prambanan Klaten menerangkan bahwa :

Nama : **SITI NURJANAH**

Tempat, Tgl Lahir : Klaten, 24 September 1989

Alamat : Bangsan, Joho, Prambanan, Klaten

Nomor Mahasiswa : 07202244033

Prodi/Jurusan : Pendidikan Bahasa Inggris

Fakultas : FBS

Dosen Pengampu : 1. Jamilah, M.Pd
2. Sudiyono, S.Pd. MA

Telah melaksanakan penelitian di SMA Negeri 1 Prambanan Klaten pada bulan Agustus s/d 25 Oktober 2011. Hasil penelitian tersebut akan dipergunakan untuk menyusun skripsi / makalah guna melengkapi tugas-tugas studi tingkat Sarjana. Dengan judul : “ **IMPROVING STUDENTS’ WRITING SKILLS BY USING PICTURE SERIES IN THE FIRST GRADE OF SMA NEGERI 1 PRAMBANAN IN THE ACADEMIC YEAR OF 2011/2012**”.

Demikian keterangan ini dibuat agar dapat dipergunakan semestinya.

Prambanan, 24 April 2012
Kepala Sekolah

Drs. SUWITO
NIP. 19600828 198803 1 003