IMPROVING THE EIGHTH GRADE STUDENTS' WRITING ABILITY IN SMP NEGERI 3 TEMPEL IN THE ACADEMIC YEAR OF 2013/2014 THROUGH THE USE OF THEMATIC PROGRESION

A Thesis

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

Written by

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Herida Panji Olivia Azhar

MOTTOS

In the name of Allah, the most gracious, most merciful. (Al-Qur'an 1:1)

The more potency a person has the more responsibility he/she will take.
(Prof.Suwarsih Madya, Ph.D)

Either I am smart or foolish; it is up to you. (Herida Panji)

DEDICATIONS

I dedicate this thesis to:

My beloved father, mother, little brother and sister

For their support, love, and prayer

My dearest students in TPA Al-Ikhlas, helpful staff in Al-Ikhlas, employees in

Visualista, charitable neighbors in Sanggrahan, and knowledgeable *Asatidz* in

LPDQ Qiraati Krapyak

For every moment we shared.

PERNYATAAN

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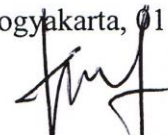
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Yogyakarta, 01 April 2014

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ABSTRACT

This is an action research study which aimed to improve the eighth grade students' writing ability of SMP Negeri 3 Tempel in the academic year of 2013/2014 through the use of thematic progression. To my limited observation, the students' writing skill was relatively low. This situation was even worse since the teaching and learning processes were mostly focused on translating texts and memorizing grammar patterns and the available media in the school like the projector and the internet connection were not used. In fact, the third year students of junior secondary schools are to have possessed the elementary skills of both spoken and written language. Therefore, the team members agreed to improve the eight grade students' writing ability.

This was collaborative action research which involved the principal, the English teacher of grade eight, the students of grade eight and a student from English Education department, Yogyakarta State University. The research was conducted in two cycles. In this research, the data were collected through observation, interview and discussion. The observation was aimed to collect the data about classroom actions and the instrument was paper notes. The interview and discussion were conducted to collect the data on the members' view about the research. The instruments were paper notes and an audio recorder. The data were in the form of interview transcripts, field notes and audio records. The validity was obtained by applying democratic validity, dialogic validity, catalytic validity, process validity, and outcome validity.

The result showed that the students' writing ability could be improved using thematic progression. Thematic progression was a useful skeleton of the text that the students could copy to help them organize their passage. The students implement three types of thematic progression, namely, reiteration pattern, zigzag pattern and hierarchical pattern. Although at the first time the students found difficulties in doing that, they eventually could be able to write a descriptive text conforming to the generic structures.

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CHAPTER I

INTRODUCTION

A. Background to the Problems

In Indonesia, English is a foreign language which is a compulsory subject in junior secondary schools and higher education. Meanwhile, English is a local content in elementary schools. The focus of this study is English teaching in junior secondary schools. The teaching of English in junior secondary schools has several aims: develop students' communicative competence at the functional level in both spoken and written, make the students aware of the nature of English in global competition, and develop students' understanding on the relationship between language and culture. With these aims, teachers should develop students' communicative competence in both spoken and written forms.

The second year students of junior secondary schools are to have possessed the spoken and written skills at the functional level. However, to my limited observation, students have not achieved these yet, especially in the written form. Most of the students' writing skill is relatively low. Writing is regarded as the most difficult skill to learn. Students have difficulties in organizing their idea into a good passage. The students have already had the idea in their mind but they have difficulties in organizing them. This situation is worse since, when teaching writing, most of English teachers tend to teach grammar patterns and translation only. Teachers do not teach how to write coherently and cohesively. In fact, good writing should be coherent and cohesive.

Such situation really happens in writing class of grade Eight in SMP Negeri 3 Tempel. Based on the discussion with the English teacher on October 13

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and October 18, 2012, the teacher said that teaching writing is difficult for her and she had few interesting technique to teach writing. Classroom observation on October 17, 2012 also revealed that her teaching focused on translating texts. The teacher did not tell the students how to write a coherent and cohesive paragraph and how to develop the idea in writing.

Concerning to the aims of the curriculum, students are to be able to communicate through their writing at functional level. Without neglecting other skills, writing is important to learn since having a good writing skill means having a good communication skill. The more they write, the more the students broaden their vocabulary and are able to articulate their idea accurately and effectively to others. This will help them become better students. In addition, students need to know the convention in writing like punctuation, spelling, paragraph construction which enables them to communicate in the written form. A good writing skill also gives more opportunities to get a job since many jobs or professions need writing skills. Therefore, the English teacher and I agreed that it is necessary to improve students' writing skill.

B. Identification of the Problems

The teacher and I realized that in attempts to improve students' writing ability, we need to identify the problems. Therefore, I conducted discussion with the English teacher on October 17, 2012 in order to identify the problems. The result of the classroom observation will be presented in vignette 1.

From the vignette, the teacher and I found some source of weaknesses that cause problems in teaching writing. They are the English teacher, the students, the

materials, and the process. The description of each problem will be presented below.

1. The English teacher

    The vignette shows that the teacher tends to explain grammatical patterns and to translate texts most of the time. When I clarified these to the teacher, she said that she believed she can control the students by doing these activities. Besides, she did these because she had few interesting techniques to teach writing.

2. The Students

    There are thirty five students with different language proficiency level in the class. They also have different motivation in learning English. Some of them actively participate in the classroom, while the others show the opposite. Moreover, some students sometimes are busy talking to each other during the lesson. According to the teacher, the students are not independent learners. They will not independently study if the teacher does not ask them.

3. The media and the Material

    There is only LKS as a source of learning and the teacher does not modify the materials in the LKS. The teacher teaches the students according to the LKS page by page. Although, the classroom is equipped with the LCD projector, the teacher did not make use of it. The teacher does not use any pictures, videos or any media to make the teaching more colourful.

4. The Process

    The interaction in the classroom is a kind of teacher-centred. Thus, the teacher dominates the talk. The teacher explains one thing then moves to another thing. The students only respond when they are asked to respond.

Vignette 1
Date: October 17, 2012
07.15-8.35 a.m

When the English teacher came into the classroom, the students were still noisy. On Wednesday and Friday, Muslim students are to recite the Holly Qur'an for about fifteen minutes, from 07.00- 07.15 a.m

Realizing the presence of the teacher, one by one, they turned silent. After the class was quiet, one of the students led his friends to pray.

The teacher then greeted the students, "Good morning". The students replied, "Good morning ma'am". The teacher continued, "How are you today?". "I am fine, and you?", replied the students. The teacher kept quiet for a few second and then said, "Students, do you still remember last week topic?". For a moment, alsmost no response. The students were busy putting their book out. "Masih ingat nggak minggu lalu topiknya apa?", the teacher restated. Some of them spoke softly, "Recount", and then another student repeated louder, "iya, recount".

"Nah, kalau kita berbicara recount text, kalian ingat apa saja generic structurnya?" asked the teacher to the whole students. One student seemed still talking and annoyed his friend. "Mimin, do you remember the generic structure?", the teacher asked the talking students. The whole students looked at mimin, and mimin just scratched his head and nudged his friend, but he didn't answer the teacher's question. The teacher turned to the whole students "masih ada yang ingat?". A girl replied, "Title, orientation, event, and reorientation". "Ok good", said the teacher. "Nah sekarang kita akan melanjutkan tentang recount text, Mimin, coba tadi diulang apa saja generic structurenya?", the teacher, then, moved to the whiteboard and wrote the generic structure down. "Now, open your LKS on page thirty six", the teacher walked to check if the students had opened page thirty six. "Halaman piro kui", a student from the back seat nudged his friend. "Telung puluh enem", replied his friend and the whole students laughed. "Ngunu ae ra dong", another student yelled.

"Nah, generic structurenya yang belum nyatet, dicatet ya," the teacher instructed. "Bukunya dikumpulkan bu," replied the students. "Kalau begitu salah satu ambil di meja saya". Then, two students went to the office to get the books. The rest of the students started talking to each other. The teacher sat behind her desk. A few moments later, the teacher wrote down twenty five words in the board. The words were taken from a text in the LKS. The students were still talking and became creakier when two students who brought the books came in. After every student had got their book, the students began taking note from the board. The situation was almost silent.

Soon after the students had finished taking note, the teacher asked, "Recount text itu fungsinya untuk menceritakan pengalaman dimasa lalu, jadi tense yang dipakai adalah past tense, kemarin masih ingat ya rumusnya." "Iya," some answered clearly, some other reluctantly, and one of the back-most students whispered to his friend, "Jane opo toh kae ki, tambah ra dong aku".

The students, with the help of the teacher, mentioned the pattern of declarative, negative and interrogative of simple past in chorus. After that, the teacher wrote the pattern down in the board.

Having done writing the pattern, the teacher told the students, "Students, now, find the meaning of the words. You may open your dictionary". As the process of meaning searching went by, the teacher offered, "Yang sudah dapat artinya, ayo, langsung maju saja". It didn't take time to make three students came to the front of the class and write down the meaning in the board. Then, three others followed and so on until all the words translated. The teacher checked the attendance list while the students translating the words in the board. However, there were two words that hadn't been translated. The words were public holiday and luxurious.

As the entire words had been translated, the teacher read the first word loudly and asked the students to repeat after her. Then she told the students to memorize the translation. This was done until all the words pronounced.

After that, the teacher asked some students to read a text in the LKS aloud. Then the activity was translating. "Nah, sekarang, ayo diterjemahkan textnya, kalian boleh diskusi dengan teman", said the teacher. Some moment later, the teacher said, "Sudah selesai, ayo dibaca, kalimat pertama bareng-bareng". Students read it aloud, all at once, "Last Saturday was a public holiday". The teacher continued, "Langsung terjemahanya". "Sabtu lalu adalah libur umum". The teacher noticed that two students had a conversation and said "Ayo yang bicara sendiri, awas nanti kalau tidak bisa". In the middle of translating the text, the teacher recalled the students' memory about the words she wrote in the board, "Nah, took artinya apa?". Students replied, "Naik". "Public holiday?" the teacher continued. "Libur umum". "Side" she asked the students again. "Sisi" replied the students. "Very good", praised the teacher. "Now, continue on the next paragraph" she added. Next, the activity was reading aloud the English text in the LKS and translated the whole text. This lasted until the bell rang.

Finally, the bell rang. "Well, any questions?" she asked. "No" replied the students firmly. "Sisanya buat PR dirumah ya. Dilanjutkan besok lagi. Sekian dulu and Assalamualaikm Wr. Wb"

C. Limitation of the Problems

Since the problems are too broad, the English teacher and I limit the problems into feasible attempts to improve the eighth grade students' writing ability in SMP N 3 Tempel in the academic year of 2013/2014.

The English teacher and I choose writing since writing is regarded as a difficult skill to learn. The students are unable to write coherently and cohesively.

In fact, the aims of the curriculum mention that the students should be able to communicate in spoken and written forms. In addition, writing is also an important skill to learn. Having a good writing skill means having a good communication skill. Writing also enables the students to practice grammar points being learnt and enables the students to broaden their vocabulary.

D. Formulation of the Problems

Of all the problems identified, the formulation of the problems will be: How can I improve the eighth grade students' writing ability in SMP N 3 Tempel in the academic year of 2013/2014?

E. The objective of the Research

This research study aims to improve the eighth grade students' writing ability in SMP Negeri 3 Tempel in the academic year of 2013/2014.

F. Significance of the Research

The research will, at least, give advantages for several parties. They are the researcher, the students of grade eight in SMP N 3 Tempel, and the English teacher of grade eight in SMP N 3 Tempel. Each will be described as follow.

1. The Researcher

This research, in the researcher's point of view, will be really challenging at one time and annoyingly frustrating at the same time. This research is a requirement to graduate from Yogyakarta State University. However, this

research really encourages the researcher to do something useful to English language teaching.

2. The Students of Grade Eight in SMP N 3 Tempel

The research will give a benefit to the students of grade eight in SMP N 3 Tempel. This research will be an effort to improve their writing skill.

3. The English Teacher of Grade Eight in SMP N 3 Tempel

This research will be an opportunity to improve her quality of teaching. Conducting action research in SMP N 3 Tempel may also inspire the English teacher to conduct research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

As it has been presented previously, this study aims to improve the eighth grade students' writing ability of SMP N 3 Tempel in the academic year of 2013/2014. This chapter provides a review of related literature on writing and describes important issues related to thematic progression.

A. Literature Review

1. Defining Writing

For years, many experts in TEFL are concerned with the definition of writing. Patel and Jain (2008: 125) define writing as "linguistic behaviour" which is reflected by representing sounds with visual symbols. Bussman (1996: 1294) notes that writing is a way to record spoken language into graphic signs. On the other hand, Malmkjær (1996: 559) mentions that writing is understood as the use of overall "written marks" and their conventions.

Sakolik (2003: 88) argues that writing involves "a physical act" and "a mental act". Writing is a physical act since it is simply an act of putting down words or idea to some media. The media can be paper, text message in a mobile phone or a computer. Writing as a mental act refers to the act of producing ideas, thinking about how to state the ideas and organizing the ideas into a good text. Nevertheless, Hyland (2004: 27) adds that writing is not simply a matter of looking for ideas and organizing the ideas. Writing, he says, is also social and interactional. It means that writing is aimed to achieving certain purposes. The purposes should be recognized or understood by the readers. If the purpose in writing is achieved, there will be an interaction between the writer and the reader.

Based on the various definition quoted above, it can be inferred that writing is a kind of purposeful linguistic behaviour which embodies physical, mental, social and interactional acts to put down ideas in the form of graphic symbols to some media.

2. Micro and Macro Skills of Writing

There are six micro skills and macro skills of writing. As quoted from Brown (2004: 221), the following are the micro skills and the macro skills.

Micro skills
    a. Produce graphemes and orthographic patterns of English.
    b. Produce writing at an efficient rate of speed to suit the purpose
    c. Produce an acceptable core of words and use appropriate word order patterns
    d. Use acceptable grammatical systems (e.g. tense, agreement, and pluralisation), patterns and rules.
    e. Express a particular meaning in different grammatical forms.
    f. Use cohesive devices in written discourse.

Macro skills
    a. Use rhetorical forms and conventions of written discourse.
    b. Appropriately accomplish the communicative functions of written texts according to form and purpose.
    c. Convey links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization and exemplification.
    d. Distinguish between literal and implied meaning.
    e. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peers and instructor feedback and using feedback for revising and editing.

According to Brown (2004: 220), there are four categories of writing performance: imitative, intensive, responsive and extensive. Imitative is the ability to write letters, words, punctuation, spelling, and sentences. Intensive is the skills to produce acceptable vocabulary within a context, collocations and standard grammatical forms up to the length of a sentence. Responsive refers to the ability

to perform at a limited discourse level, to connect sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Extensive is the ability to achieve a purpose, to organize and to develop ideas logically, to use supporting details, and to use grammatical and lexical variety.

Micro skills and macro skills of writing are the basis to define the criterion of an assessment. The micro skills apply more appropriately to the imitative and intensive category, while macro skills are essential for successful mastery of the responsive and extensive category.

3. What Makes Writing Difficult

Nunan (1998: 271) points out that writing is the most difficult skill to learn among other skills. Writing is difficult even for the native speakers. Brown (2002: 341) mentions some difficulties in writing. They are concerned with permanence, time limitation, distance, complexity, vocabulary and formality. Each will be described below.

a. Permanence

When the students have submitted their works, the students are no longer able to revise, clarify and modify them. This situation makes students feel intimidated. Therefore the help from the teacher to revise and to modify the students' writing before the final submission will reduce students' anxiety.

b. Time Limitation

The time spent in composing a piece of writing will influence the result of the writing. The longer the time spent the more chance for the students to improve

their works. However, in a writing class, the time is limited. The students are demanded to be able to write in a certain time limit. Thus, the teacher should help the students deal with this problem.

c. Distance

In writing, students are one step removed from the audience. Students can only predict how the audience will interpret their writing. In predicting this, the students need to be able to read their own writing from the readers' perspective. Therefore, the students should be able to predict the readers' general knowledge, cultural background and the knowledge on what the students' write.

d. Complexity

In writing, students will deal with longer clauses and more subordination. Students must learn how to combine sentences, how to make lexical and grammatical variations, how to make references to another element in a text and so on.

e. Vocabulary

Written language requires a broader range of vocabulary. The students should have more vocabulary then they need in spoken language. This is because writing gives more processing time than speech does. In addition, writing also requires the students to be clear about what they want to write and stick on certain writing convention. Therefore, a greater range of rarely used vocabulary may occur as a result of these demands. Consequently, a good writing skill gives the students broader vocabulary mastery.

f. Formality

As Kern (2000: 177) states, writing is complex because of its norms and rhetorical conventions. Writing is usually more formal than speech. Formality means that there are some conventions in writing that the students must follow. For example, people can recognize a menu just because the menu is written following certain conventions. The menu is organized in such a way that will be recognized as a menu so that not to confuse the readers (the customer).

4. Communicative Language Teaching

Richards (2006: 2) says that communicative language teaching (CLT) is a term which refers to principles about the goal of language teaching and the process of language teaching. The goal of language teaching is to achieve communicative competence. Freeman (2000: 121) says that communicative competence is defined as the ability to use language for meaningful communication. It means that students know "what to say, when and to whom". Meanwhile, the process of language teaching includes how students learn a language, what activities best facilitating in their learning, and what roles of the teacher and students have during the teaching learning process.

There are ten core assumptions of communicative language teaching according to Richards (2006: 22). They are as follow.

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication
2. Effective classroom learning task and exercises provide opportunities for students to negotiate meaning, expand their language resources, noticed how language is used and take part in meaningful interpersonal exchange.

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3. Meaningful communication result from students' processing content that is relevant, purposeful, interesting and engaging.
4. Communication is a holistic process that often calls upon the use of several language skills or modalities.
5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.
6. Language learning is a gradual process that involves creative use of language and trial and error. Although errors are normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.
7. Learners develop their own routes to language learning, progress at different rates and have different needs and motivations for language learning.
8. Successful language learning involves the use of effective learning and communication strategies.
9. The role of the teacher in the language classroom is that of a facilitator who creates a classroom climate conductive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
10. The classroom is a community where learners learn through collaboration and sharing.

Richards (2006: 23) also mentions five characteristics of communicative language teaching activities. They are:

1. The activities are aimed to develop students' communicative competence by linking grammatical development to the ability to communicate. Therefore, grammar is taught in integration with communicative task. The grammar is not taught in isolation. The grammar is often derived from the task being performed.

2. There are the need of communication and interaction in the activities. These are reflected in activities like problem solving, information sharing and role play.

3. The activities provide opportunity to learn grammar both inductively and deductively.

4. The content of the activities connects with students' life and interest.

5. The activities use authentic material to create interest and to provide authentic model of language.

However, Jacob and Farrel in Richards (2006: 25) note some changes in communicative language teaching. The changes are:

1. **Learner autonomy:** Giving learner greater choice over their own learning, both in terms of the content of learning as well as processes they might employ. The use of small groups is one example of this, as well as the use of self assessment.
2. **The social nature of learning:** Learning is not an individual, private activity, but a social one that depends upon interaction with others. The movement known as cooperative learning reflects this viewpoint.
3. **Curricular integration:** The connection between different strands of the curriculum is emphasized, so that English is not seen as a stand-alone subject but is linked to other subjects in the curriculum. Text-based learning reflects this approach and seeks to develop fluency in text types that can be used across the curriculum. Project work in language teaching also requires students to explore issues outside of the language classroom.
4. **Focus on meaning:** Meaning is viewed as the driving force of learning. Content-based teaching reflects this view and seeks to make the exploration of meaning through content the core of language learning activities.
5. **Diversity:** Learners learn in different ways and have different strengths. Teaching needs to take these differences into account rather than try to force students into a single mold. In language teaching, this has led to an emphasis on developing students' use and awareness of learning strategies.
6. **Thinking skills:** Language should serve as a means of developing higher-order thinking skills, also known as critical and creative thinking. In language teaching, this means that students do not learn language for its own sake but in order to develop and apply their thinking skills in situation that go beyond the language classroom.
7. **Alternative assessment:** New forms of assessment are needed to replace traditional and multiple choice and other items that test low-order skills. Multiple forms of assessment (e.g. observation, interviews, journals, portfolios) can be used to build a comprehensive picture of what students can do in a second language.
8. **Teachers as co-learners:** The teacher is viewed as a facilitator who is constantly trying out different alternatives, i.e. learning through doing. In language teaching, this has led to an interest in action research and other forms of classroom investigation.

Under the umbrella of communicative language teaching, there are two approaches. They are process-based CLT approaches and product-based CLT

approaches. Process-based CLT approaches focus on the classroom process to achieve the communicative competence. The approaches are content-based instruction and task-based instruction. Product-based CLT approaches focus on the outcome of teaching learning processes. The approaches are text-based instruction and competency-based instruction. Text-based instruction is commonly known as genre-based approach.

5. Genre-based Approach

Hyland (2003: 19) notes that genre-based approach is based on theory of systemic functional linguistics. The theory states that there is a relationship between language and its social functions. Language is a system that people use language to express meaning.

Feez and Joyce (1998: 24) say that in genre-based approach, there are three assumptions about language learning. They are:

a. Learning language is a social activity

This means that learning a language is a "social activity". It is a process of interaction among students or students with the teacher. Therefore, in language learning, the interaction makes students learn how to use language for meaningful communication, how to use language as a tool to interpret and organize reality and how language works.

b. Learning occurs more effectively if teachers are explicit about what is expected of students

Students should understand what should be learnt and what will be assessed. The students should be clear about what the teacher expect of them. The teacher, then, should provide them explicit knowledge about language.

c. The process of learning language is a series of scaffold developmental steps which address different aspects of language.

In the genre-based approach, it is assumed that students have two levels of development. The first one is a "level of independent performance". This is the present students' ability or simply, it is what the students can do about language without assistance. The second one is a "level of potential performance". This is potential students' ability or the level beyond their current level. It is possible for students to traverse level of potential performance when they interact with others who have more capability.

The gap between students' present ability and students' potential ability is called "zone of proximal development". Therefore, language learning is assumed that if a teacher gives the students what they already know, students will not develop. The teacher should help the students go through their zone of proximal development by "scaffolding". Scaffolding is understood as gradual support from the teacher during language learning.

Based on those assumptions, it can be inferred that genre-based approach sees language learning as a social activity in which both the learners and the teacher are clear about what the goal and as a gradual process to achieve the goal.

6. Stages in Genre-based Approach

Hyland (2003: 21) mentions that the learning cycle in genre-based approach includes five stages. They are building knowledge of the field, modelling of the text, joint construction of the text, independent construction of text and linking related text. Teacher may enter from any stage. If the text being learned is new for students it will be appropriate to start from building knowledge of the field. However, when the students are already familiar to the text, the teacher may start from modelling of the text. It is also possible to go back to the previous stage if it is necessary. Feez and Joyce (1998: 28-31) describe each stage as follow.

a. Building Knowledge of the field

The first stage is building knowledge of the field. The main idea of this stage is to equip the students with knowledge and vocabulary related to the topic being taught. These can be done by asking some leading questions or by engaging students in a brainstorming activity which activate their background knowledge. Both activities encourage the students to think about what they have already know and help them to discover new information related to the field. In activating students' background knowledge, the teacher should reinforce the students to share something about the topic so that the students can actively participate in writing classroom.

b. Modelling of the Text

This stage focuses on introducing particular genre through a model of text which the field has been explored in the previous stage. At this stage, the teacher encourages the students to analyze the text type, the text structure and the language features. Butt et al. (2006: 9) and Hyland (2003: 20) say that, generally, text types can be categorized into:

Genre	Social Function
Recount	To tell what happened, to document a sequence of events and evaluate their significance in some ways.
Procedure	To tell how to do something
Description	To give an account of imagined or factual events and phenomena
Report	To present information about something
Explanation	To tell how and why things occurs.

Those text types can be found in letters, articles, magazines, newspapers, novels, songs, advertisements, menus, manuals, etc.

In the classroom, the teacher provides a sample text. To help the students investigate the text, the teacher gives certain outlining and explanations. Then, the teacher asks some questions like, what is the text about? What is the purpose of the text? Where can you find such a text?

After that, the teacher asks the students to investigate the generic structure of the text. This activity aims to inform the students with the text organization. They should be introduced to the organization of the text because they are going to write. Then, the teacher asks the students to look over the language features. The language features can be tenses, conjunctions and grammar.

Finally, the students, together with the teacher, discuss the result of their investigation on the text. This discussion is to share what the students know about

text structure and the language features of the text. In the discussion, the teacher explains about the text features. In brief, this stage gives the students input on the purpose, the organization and the grammar of the text.

c. Joint Construction of the Text

Self-confidence is an important aspect in developing language skills. Therefore, in this stage, students' confidence is build. For this purpose, the teacher gives opportunity to students to cooperate in pairs or in groups, so that they can work together with their friends.

In this stage, students do exercises on genre they are learning. Before the students are to write independently, the students and the teacher work together to construct a complete text. Students carry out an exercise to write a text with the assist of the teacher.

The thing that the teacher might do in this stage is grouping the students. According to Brewster et al. (2004: 224) there are two options for forming groups. The first one depends on the teacher's decision. Groups can be formed on the basis of proficiency (high-achievers and low-achievers in different groups) or just simply ask the students to make a group with their friends who sit nearby. The second option is for the students to choose their groups. Here, the teacher tries to provide an opportunity for students to choose that they are comfortable working with.

After the students are grouped, the teacher gives the students a topic to write. Then they brainstorm ideas through any sources. The sources can be from discussion within the group, information sharing, survey, or their own experience.

Before the students note what they have in mind, the teacher asks them to outline their ideas in their books. If students have difficulty in generating ideas, the teacher can help guiding them in developing an outline or the students can help each other within the group. The teacher also reinforces the use of generic structures and grammatical features so that the students can develop their outline into a good paragraph. In other words, the students can learn how to write from the teacher as a more competent person. More importantly, the teacher encourages the students to write with the teacher's help so that they are well prepared for the next stage.

d. Independent Construction of the Text

In this stage, students are ready to work independently to write their text. Teachers can let students working on their own. The teacher should minimize their support, scaffolding and interference on students' writing.

After getting all the required exposures in the previous stages, now students are to choose what they are going to write. Ideally, this is carried out only after the students have successfully produced a text in joint construction of the text. This stage is stressed on producing text. In addition, this stage is aimed at knowing how far the students master the lesson individually.

e. Linking Related Text

In this stage, students are given the opportunity to investigate on how the genre that they have learned is related to another genre. This can be successfully

conducted if the students have learned and understood the target genre because their understanding is important as a basis of making comparation.

The activities in this stage can be: comparing the text being learnt with another text, finding out another text types that can be used in the same context, and investigating what if the language feature of a genre is used in another text types.

7. Principles for Designing Writing Activities

As Brown (2002: 346) states, there are some principles in designing writing activities. They involve:

a. Incorporating how a good writer practices

Students are ideally well-informed to numerous things that a good writer does. When the students have understood these, they can apply the knowledge to their writing. Dunlap and Weisman (2007: 107) agree that paying attention to others is important to make the students more aware of how more competent person practice writing. Brown (2002: 346) mentions some characteristics of a good writer. They are:

1) able to focus on the goal of writing

2) able to predict to whom the writing is addressed

3) able to plan the writing

4) able to run the idea smoothly

5) able to stick on planning which has been made

6) able to use feedback to improve the writing

7) able to focus on meaning

8) able to revise the work in effective ways

9) able to revise as many as it is necessary

Students may copy how good writers practices. Then, with the help of the teacher, they employ the practices to their own practices. The teacher encorages students to do this in joint construction of the text since in this stage, the students are practicing to write.

b. Providing Literacy Scaffold

Literacy scaffold is a kind of strategies to help language learners. Gordon (2007: 100) defines it as follows.

> Literacy scaffolds are text models and patterns provided by the teacher or by more proficient learners, or designed collaboratively by the teacher and students to enable language learners read and write texts beyond their current proficiency level.

Nunan (2004: 35) states that students will not learn instantly. They need a step by step process before they arrive at the goals of learning. The step is needed for it is almost impossible for the students to produce language beyond their competence. Therefore, the teacher guides the students step by step when the students have met the goals of learning, the teacher may let them develop by themselves. Giving literacy scaffold is ideally done in modelling of the text stage where the teacher presents a model of text to the students. Then the teacher outlined the purpose, generic structure and the language features.

c. Accounting for Cultural and Literacy Background

The differences of writing convention between students' first language and the target language may raise difficulties. It is the teacher's task to help the students to be accustomed to the English writing convention. Therefore, this principle is applied in the stage of building knowledge of the field. The students must be given sufficient knowledge on the field of the text. This is aimed so that the students have something to put on their writing. More importantly, the teacher gives the students vocabulary and expressions related to the field being learnt so that the students not only have the knowledge but also they have the words to express their knowledge.

d. Connecting Reading with Writing

Reading is the input for writing. As Nation (2009: 1) states, reading input that focuses on students to understand the message of the text is called meaning-focused input. Meaning-focused input involves reading activities where the language features are mostly on the students' current proficiency level. The output from that is meaning-focused output. It aims to produce writing so that others understand the message. The activities involve writing diaries, letters, e-mails, etc. This principle can be applied in modelling of the text stage where the teacher gives students input from reading. This principle is also applied in individual construction stage where learners do their independent works.

e. Giving the Students Clear Instruction on the Rhetorical and Formal Convention of Writing

Brown (2002: 356) states that a piece of writing has its own characteristics and features. They should be introduced to the students. These features and characteristics of text should be explicitly taught in a writing classroom. Therefore, this principle is applied on the modelling of the text stage and joint construction of the text stage.

Dunlap and Weisman (2007: 106) also assume that productive language skills are more challenging for students. Thus they need a clear instruction from the teacher. Hyland (2002: 80) adds that, besides introducing the features of texts, there are cognitive and motivational factors to bear in mind when giving instructions to the students. The example of cognitive factors is by providing the students with topics which are relevant to the students. On the other hand, motivational factors can be encouraging the students to discuss their work or conducting a mini project in groups.

8. Classroom Writing Performance

There are five kinds of classroom writing performance (Brown: 2002). They will be presented below.

a. Imitative writing

In the initial level of learning, writing down English letters, words or sentences helps to introduce the students to the writing convention of English. The activity of imitative writing is simply copying letters, words or sentences.

b. Intensive or controlled writing

Intensive writing usually appears in grammar practice exercises. In such activity, there is less creativity for the students. One of the examples of controlled writing is controlled written grammar exercises. The activity can be changing present verbs in a paragraph into past verbs.

Another kind of intensive writing is guided writing. The common activity of guided writing is that the teacher asks the students to write a story based on a video they watched. The teacher, then, scaffolds the students by giving several questions like who are in the story or where the story takes place.

A dicto-comp is also a kind of intensive writing activity. The activity will be the teacher reads a story aloud at normal speed, then repeat it several times. After that, the students rewrite the story with their own language.

c. Self Writing

The most common example of self writing is note taking during a lesson. Self writing is defined as writing for our self. The purpose of the writing is for the writer himself. In the example of note taking, the writing is addressed to the writer, so that later, it allows the writer recalls the materials in the lesson.

d. Display Writing

Display writing is a writing activity where the students present the result of their writing to their friends or to the teacher. The example of display writing activities can be writing a mini project report or short answer exercises.

e. Real writing

In real writing, writing is designed for communicative purposes. The writing product has real audience who, later, will read the result of the writing. In the classroom, the example of real writing can be writing letters, post cards, diaries, personal letters, etc.

9. Roles of the Teacher

A teacher has a number of roles in a writing classroom. As it is proposed by Harmer (2007: 41), the tasks are presented below.

a. Demonstrating

As it is stated in modelling of the text stage, the teacher has to be able to demonstrate writing conventions and features of specific types of genre in writing. When the teacher exposes the students to those features, the students will be gradually familiar. Then, the teacher has built the awareness of the features of certain genres upon the students.

b. Motivating

There will be a time in which the students run out of idea. They do not know what to write and they are confused of what to do. If the time has come, the teacher should be a motivator. The teacher should be able to ignite the students' idea and cheer them up. This can be done by the teacher when the students are to do the independent writing. In independent construction of the text, the teacher role is to help the students who find difficulties and motivating them.

c. Supporting

Supporting the students means that the teacher gives reassurance to the students while they are writing in the classroom. The teacher is available whenever the students need him/her in the classroom. The teacher is always ready to help the students when the students find difficulties in writing. This role can be done in joint construction of the text where the students are dealing with practices.

d. Responding

In responding students' writing, it is time for the teacher to give suggestions. It is not time for judging and grading the students writing. The teacher merely passes comments on students' writing. The comments are aimed to tell the students of how well they have done with their writing. The suggestion can be given during joint construction of the text stage in which the students are doing guided writing.

e. Evaluating

Acting as an evaluator, the teacher may grade students writing. The teacher shows which part of their work that need to be improved. The teacher marks the mistakes in students writing. The mistakes are not always grammatical. Therefore, the teacher can do this in independent construction of the text stage.

10. Assessing Students' Writing

Hyland (2003: 213) defines assessment as a method of understanding students' language ability. It is a general term which embodies variety of ways to collect information or to measure students' language ability. One of the ways is by using portfolio.

Weigle (2009: 198) states that portfolio is a purposefully collected students' works in certain period of time. However, it is not a pile of students' work which is collected over a semester or a year. It contains students' works which are chosen based on the purpose of the portfolio. Gottlieb, in Brown (2004: 256), summarizes the nature and the purposes of portfolio assessment into CRADLE (collecting, reflecting, assessing, documenting, linking and evaluating). The explanation will be as follows.

a. Collecting means that portfolio is the collection of the students work over a period of time.

b. Reflecting means that in portfolio assessment, students will reflect on what they have learnt so far. It can be done through self-assessment checklist and journals.

c. Assessing means the teacher assesses the progress and development of the students. The students will also do the assessing role so that they can notice their progress.

d. Documenting means that a portfolio should be seen as an important document that shows the students' improvement. Portfolio is not just an unimportant compiled works.

e. Portfolio links the students, the teacher, parents, community and peers. Portfolio also shows students' uniqueness.

f. The last one is evaluating. Portfolio serves as a tool to evaluate students' achievement.

However, portfolio can be a very busy work which perhaps burdening for both teachers and students if it is not well-designed. Therefore, Brown (2004: 257-259) offers some principles for designing portfolio assessment.

a. State the objective clearly

As mentioned above, before designing the portfolio and before the students composing their portfolio task, the teacher and the students need to be clear about the objective of the portfolio assessment. The objective is derived from CRADLE. Take one or more point(s). Tell the students how the portfolio will be meaningful in their learning. The objective of using portfolio assessment in this study is to note the students' improvement. Therefore, taking the objectives from CRADLE, the portfolio assessment will be used as a tool for assessing and reflecting.

b. Give guidelines on what materials to include

What to include depends on the objectives. After determining the objectives, the teacher should tell the students what types of works to include. There is no limit on what to include on portfolio. Realistically, the teacher has to decide what type of works to include. However, the teacher may discuss this with the students. The most common type of works to include is, of course, students'

writing products. In addition, Weigle (2009: 215) mentions reflective essays as additional documents. Reflective essays contain students' self-assessment of their writing strategies, their strengths and weaknesses in writing. These essays will tell the teacher about what the students have learnt.

c. Communicate assessment criteria to students

The students must be clear about what the teacher expects of them. It means that students' self-assessment should be incorporated with the criteria of the teacher's assessment. The criteria of the teacher's assessment may derive from students' self-assessment. The teacher should make the self-assessment as simple as possible for the students.

Such kind of assessment provides feed-back from the teacher to students. The teacher should be able to make sure that every student receives equal attention from the teacher. Besides from the teacher, valuable feed-back can be from peers.

I also design a teacher assessment rubric. A rubric is a tool which provides some clarity and consistency to the evaluation of the portfolio. The rubric is on page 30.

d. Designate time within the curriculum for portfolio development

Make sure that students have time to do the portfolio works. If the students do not have time then the portfolio will lose its effectiveness.

e. Establish periodic review and conferencing

This is important so that the students do not think that their portfolio is just an unimportant pile of works.

f. Designate an accessible place to keep portfolio

One possible solution for keeping the portfolio is by letting the teacher keeping it. Students might only keep the working folders while the teacher manages the portfolio folders.

g. Provide positive wash back giving final assessment

In the end of a term, it is the time for students to submit their portfolio. The teacher may give grade and score to their works. Portfolio is graded with a rubric.

N o	Criteria	Tingkat Kualitas				Score
		4	3	2	1	
1	Content	Isi dan susunannya sangat jelas	Isi jelas tapi susunannya kurang lengkap	Isi dan susunannya kurang lengkap	Isi dan susunanya tidak jelas	
2	Organization	Kalimat satu dan yang lainya saling berhubungan dab runtut	Kalimat satu dan yang lainya sudah berhubungan tapi ada beberapa yang belum runtut	Kalimat satu dan yang lainya saling berhubungan tapi banyak yang tidak runtut	Kalimat satu dan yang lainya tidak saling berhubungan dan tidak runtut	
3	Grammar	Hampir tidak ada kesalahan	Ada sedikit kesalahan	Banyak kesalahan	Hampir semua salah	
4	Vocabulary	Banyak jenis kata dan hampir semua benar	Ada beberapa jenis kata dan hampir semua benar	Hanya ada sedikit kata dan banyak kesalahan	Tidak ada variasi kata dan hampir semua salah	
5	Mechanic	Hampir tidak ada kesalahan dalam ejaan, tanda baca dan huruf besar	Ada sedikit kesalahan dalam ejaan, tanda baca dan huruf besar	Ada banyak kesalahan dalam ejaan, tanda baca dan huruf besar	Hampir semua ejaan, tanda baca dan huruf besa salah penulisanya	

11. Thematic progression

The initial step to define thematic progression is by defining the concept of theme and rheme. Malmkjær (1996: 532) says that in English, a clause consists of a theme and a rheme. Halliday and Matthiessen (2004: 64) define theme as a "point of departure" of a message, and the rheme is the rest of the message which follows the theme. Theme commonly caries new information and rheme talks what the information is about. There are three kinds of theme. They are topical

theme, interpersonal theme and textual theme. Topical theme refers to the information carried in the clause. Interpersonal theme is defined as the reflection of the writers' attitude, while textual theme is the theme which links a clause within the text. Nunan (1993: 46-47) illustrates the example of them.

Frankly	*the movie*	*was a waste of money*
Interpersonal theme	**Topical theme**	**Rheme**

However	*You*	*should see it*
Textual theme	**Topical theme**	**Rheme**

Based on the explanation above, theme is regarded as the starting point of a message within a clause, while rheme contains what the theme is about. Similarly, in a paragraph, there should be a starting point of the message. The starting point in a paragraph is usually in the form of topic sentence. Therefore, the following clauses which come after the topic sentence should be something related to the topic sentence or related to the previous clause. This relationship can be built by carefully selecting the theme for each clause in a paragraph. This is what, later, will be called as thematic progression.

Paltridge (2006: 148) states that thematic progression refers to a way of how to develop information in a text. It concerns with the choice of themes and rhemes in the text and how the themes and rhemes relate to each other. Butt et al. (2006: 142) adds that thematic progression is a way to keep a text focus by picking theme from information on a clause not too far before. In this way, the development of information in a text will be predictable to readers since the information in the clauses relates to each other. A text which carries too many

unrelated information will confuse the readers. Therefore, the information displayed in the text should be clear so that the text communicative to the readers. Eggins (2004: 324) classifies the progression into three patterns. They are reiteration pattern, zigzag pattern, and hierarchical patterns. The illustration of each type will be presented below.

a. Reiteration Pattern

In order to achieve cohesion in a text, writer can reiterate the theme within the text. Reiterating theme means repeating theme where the theme for most clauses in the text is the same. Here is the example of reiteration pattern taken from Butt et al. (2006: 142-143).

Theme	Rheme
A good teacher	need to be understanding to all children
He or she	must also be fair and reasonable
The teacher	must work at a sensible pace and not one thing after another
The teacher	also needs to speak with a clear voice

In the example, *a good teacher* and *the teacher* are predominant themes. They appear in clause 1, 2, 3 and 4. Thus, the thematic progression will be:

Theme 1
A good teacher ⟶ **Rheme 1** *need to ...*
↓
Theme 2
He or she ⟶ **Rheme 2** *must also ....*
↓
Theme 3
The teacher ⟶ **Rheme 3** *must work ...*
↓
Theme 4
The teacher ⟶ **Rheme 4** *also needs ....*
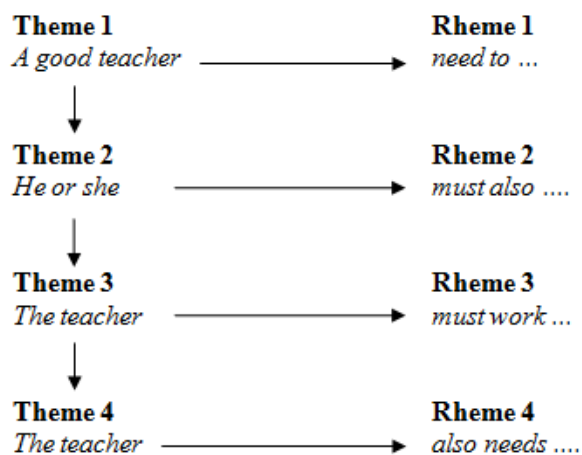
Figure 1. An example of the reiteration pattern

b. Zigzag pattern

In zigzag pattern, new theme is introduced in each clause. The theme for each clause is taken from the rheme of the preceding clause. The realization of zigzag pattern is presented below.

Theme	Rheme
I	am sitting here
Outside my window	is a big lawn
In the middle of the lawn, there	is a flower bed
This bed	was full of daffodils

In the example McCharty (2000: 55) proposed above, the thematic progression is presented below.
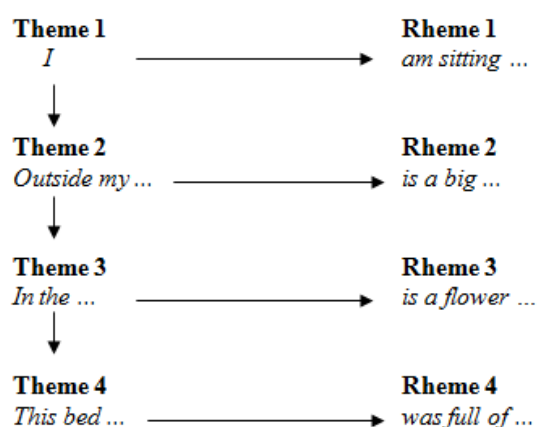
Figure 2. An example of the zigzag pattern

c. Hierarchical pattern

The last one is hierarchical pattern. In this pattern, the rheme of the first clause carries several piece of information. Each piece of information is explained one by one in the clause afterwards. Here is the example taken from McCharty (2000: 56).

The club	is called 'Monomanor' and there is an unusual fee of £ 5
The money	goes toward replacing equipment worn out by use ...
Monomanor	runs an anual competition with prizes..

Theme	Rheme

The thematic progression is:
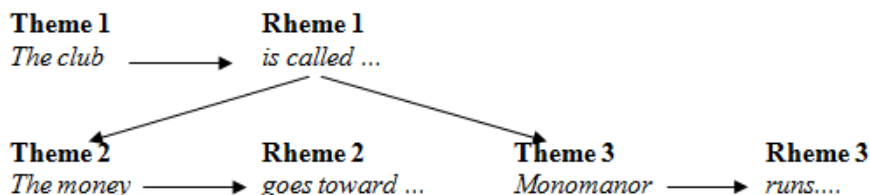
Figure 3. An example of the hierarchical pattern

12. An Example of Thematic progression

Here is the example of thematic progression analysis on a descriptive text.

The text is taken from *http://www.shvoong.com/writing-and-speaking/speech*.

My Best Friend

I am going to tell you about my best friend. She is Liza. Liza is fourteen years old and she comes from Sidney, the same home town as mine.

Liza is slim and very tall – about 175cm. She is the tallest of all my friends I think. She has got black straight hair down to her waist and pretty brown eyes. She is very pretty, in fact and I believe that many boys like her. She has fair skin that makes her looks shiny and photogenic. She always looks good in the camera.

Liza has an open personality and is a lot of fun. She is caring and kind and loves animals. She also enjoys talking to people and sharing good moments with them. Well, I think that's a little description about Liza.

The thematic progression of the first paragraph is presented below.
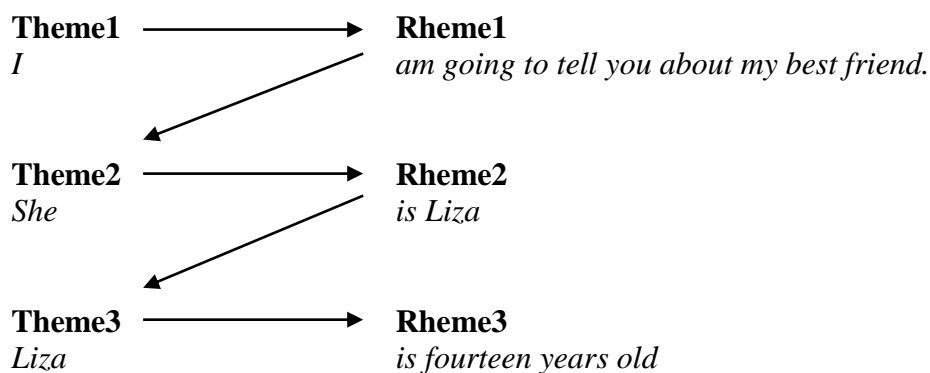
Thematic progression of the second paragraph.

Theme1 ⟶ **Rheme2**
Liza *is slim and very tall – about 175cm.*

Theme2 ⟶ **Rheme2**
She *is the tallest of all my friends I think.*

Theme3 ⟶ **Rheme3**
She *has got black straight hair down to….*

Theme4 ⟶ **Rheme4**
She *is very pretty …*

Theme 5 ⟶ **Rheme5**
She *has fair skin that makes her looks shiny …*

Theme6 ⟶ **Rheme6**
She *always looks good in the camera.*
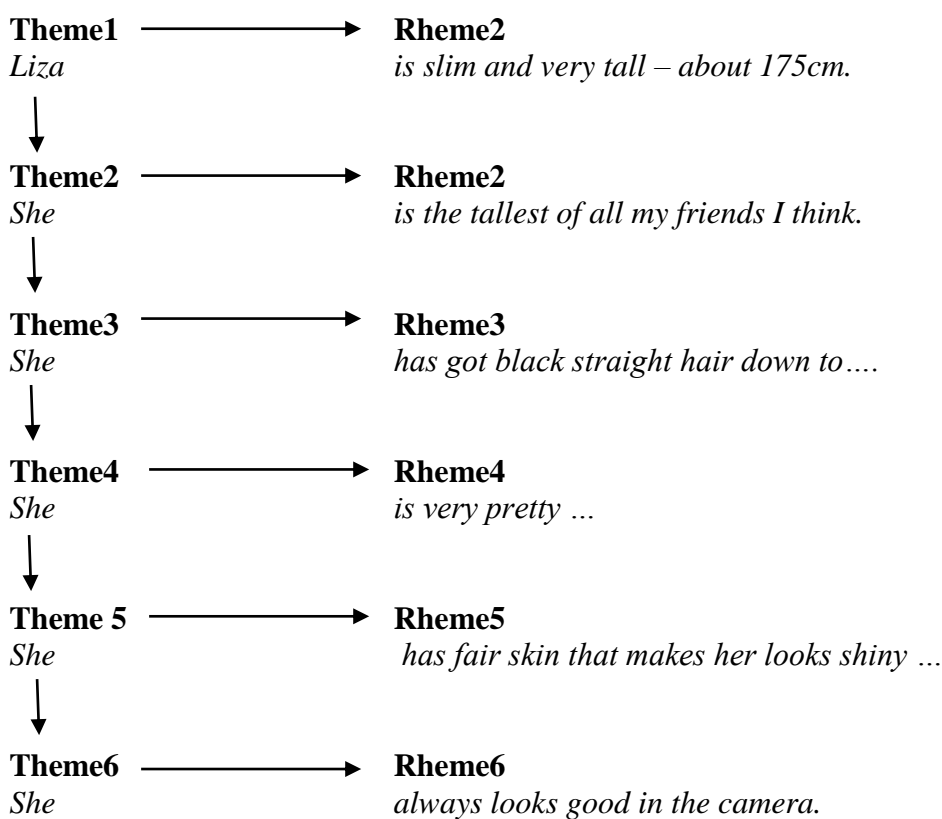
Thematic progression for the third paragraph.

Theme1 ⟶ **Rheme1**
Liza *has an open personality and is a lot of fun*

Theme2 ⟶ **Rheme2**
She *is caring and kind and loves animals*

Theme3 ⟶ **Rheme3**
She *also enjoys talking to people and sharing…*

Theme4 ———————→ **Rheme4**
Well, I   *think that's a little description about Liza*
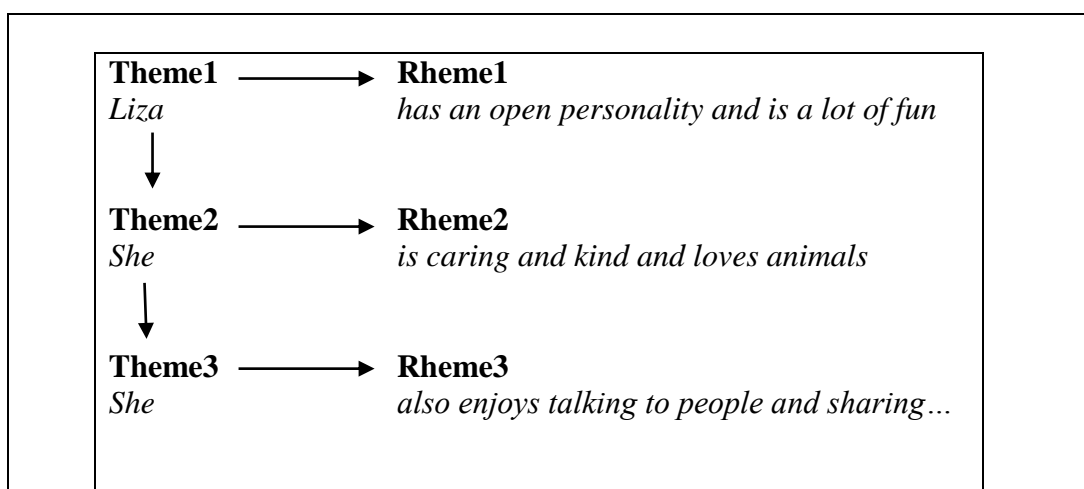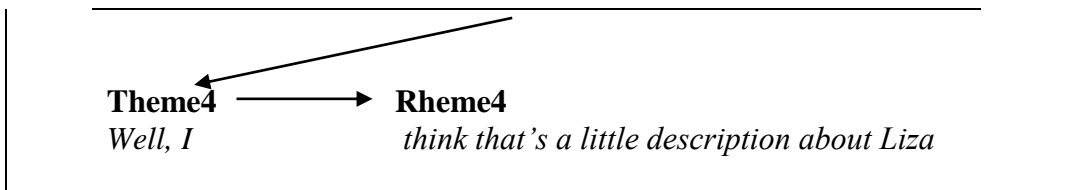
13. The role of thematic progression in teaching writing

Wang (2007: 173) finds out that controlling the information flow through thematic progression enables students to state their idea effectively. Thematic progression also enhances the connectivity among ideas within the text. This makes the audience understand the text easily. Therefore, the knowledge of thematic progression can be applied in joint construction of the text where the students are practicing their writing. The teacher guides the students in developing their idea using the patterns so that the students can enhance the connectivity among idea within their writing.

B. Conceptual Framework

Writing skill is regarded as the most difficult skill to learn, especially for foreign language learners. Writing requires students to translate their native language to the target language, inventing idea, and organizing the idea coherently and cohesively. Based on the classroom observation, the main problem which the students in SMP N 3 Tempel faced is about how to state their idea effectively. The students have already had the idea in their mind, but they find difficulties in articulating the idea into good writing. Therefore, the English teacher and I agreed to improve the students' writing ability.

Based on the literature review, thematic progression is assumed to be an alternative solution to the problem. Thematic progression is understood as the

development of theme in a text. Thematic progression has several patterns, namely, reiteration, zigzag and hierarchical pattern. These can be used to help controlling and guiding the development of theme so that a text can focus on the topic it describes. Therefore, by doing this, the English teacher and I hope that the students' writing ability can be improved.

In applying thematic progression, the teacher and I start by breaking the model text down to illustrate the pattern of thematic progression. Then, we explain the language feature of the text. After the students understand this, the teacher may ask the students to apply this to their writing.

C. Restatement of the Problem

After I read literatures, I found the theory of thematic progression that offered a way to write effectively. Therefore, the formulation of the problem will be:

How can I improve the eighth grade students' writing ability in SMP N 3 Tempel in the academic year of 2013/2014 through the use of thematic progression?

CHAPTER III

RESEARCH METHOD

Based on the previous chapters, this research was to improve the eighth grade students' writing ability in SMP Negeri 3 Tempel using thematic progression. This chapter would highlight the research setting, the type of research, data collection technique, validity, and data analysis.

A. Research Setting

The research was carried out in SMP Negeri 3 Tempel in 2013. The school is located on Pondokrejo, Sleman. The school has nine classrooms (three classrooms for each grade), a library, a computer laboratory, a science laboratory, a multi-purpose room, an OSIS room, a counselling room, a health care room, a teacher room, a head master room, a canteen, a mosque, a ceremony field, a basketball field, a badminton field, and a garden. There are also two parking lots (one for the teachers and one for the students) and a security post.

There are twenty five teachers in the school and three of them teach English. Each teacher taught three classes. Grade Eight students were taught by Mrs. Woro Julijanti. She was graduated from IKIP Yogyakarta.

There are thirty five students in class VIII C. The class consists of 17 males and 18 females. Most of them are from low-middle economy class. Most of their parents work as private employees.

The VIII C classroom is big enough for thirty five students to study. The students were seated in pairs. There are a whiteboard, an LCD projector, a flag, a picture of president and a picture of vice president. In the classroom, there are also a fan and pictures of heroes and heroines.

B. Type of the Research

The research of improving the eighth grade students' writing ability in SMP Negeri 3 Tempel in the academic year of 2013/2014 through the use of thematic progression was action research. This was collaborative action research. It embodied the principal, the English teacher, and the students of grade VIII. The team worked together in planning, implementing, and reflecting the actions. In this research, the researcher also invited a friend from UNY as a team.

C. Research Data Collection

The data collected were qualitative in nature. Data about classroom interactions, classroom actions, and classroom comments made by the teacher or students were collected through observation. The instrument for collecting the data was paper notes. In addition, to collect the data about physical context, the instrument was a digital camera.

Meanwhile, data about students' view on certain aspects of the learning process was collected through interviews. The instruments for collecting the data were an audio recorder and interview guideline.

Next, the data about the members' view on the plans, actions and the result of the actions was gained through conducting discussion. The instrument to collect the data was paper notes to note the result of the discussion. The last one was that the data on students' writing were collected in portfolio.

D. Validity

Assessing the validity of the data, five criteria proposed by Burns (1999: 161) were employed. They were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

1. Democratic validity refers to the degree of collaborativeness. It reflects how far all members are allowed to give their opinion and suggestion. The validity was achieved through conducting discussion with the principal, the English teacher, and the students. They were given opportunities to give their idea, suggestions and comments on this research. The first discussion was conducted in October 13, 2012 with the principal and in October 18, 2012 with the English teacher. Other discussions were conducted with the member of the research in planning, implementing and reflecting the action. In planning the actions, the team members discussed the actions that would be done. In cycle one, it was conducted in October 03, 2013, while in cycle two, it was conducted in November 01, 2013. During the research, we conducted a discussion at the end of every meeting to reflect on the action that day. In this discussion, the students were also invited to give their comment. At the end of every cycle, we conducted discussion to reflect on the actions that had been carried out.

2. Outcome validity is related to the actions which lead to the successful outcomes. To meet outcome validity, I formulated some indicators of improvement on writing ability. The indicators are:

   a. The students are able to write in standard writing convention and punctuation.

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b. The students are able to write in appropriate word order patterns.

c. The students are able to use standard grammatical systems (e.g tense, pluralisation and agreement)

d. Students are able to write descriptive texts conforming to the generic structure.

3. Process validity refers to the idea that the research should be done properly. It is about how to make the action research believable. Process validity was achieved by reflecting on the data collection and modifying strategies to answer the questions that rise during the process of the research. This was to make sure that the participants were able to go on learning. The examples of the modification in Cycle 1 were as follow.

- There were some students who kept talking with their friends during the lesson. I finally re-arranged their seats. I separated the talkers and asked them to sit in the front chairs. This action was not planned before.

- The students made mistake when leading the prayer. He said "pray begin" instead of "prayer begins". Students also spoke in Bahasa Indonesia when they asked for permission to go to the bathroom. Therefore, I also taught a little bit about classroom English to them.

The example of the modification in Cycle 2 was as follow.

- In cycle one, I changed some students' seats since they kept having conversation during the lesson. At the end of the first meeting in cycle two, I finally let them back to their previous seats.

4. Catalytic validity means how the participants respond to their own internal changes during the research. I deepened the understanding towards factors which could possibly impede and facilitate the teaching and learning process. In this research, the factor that impeded the teaching and learning process was the students' anxiety during the lesson. They were afraid of asking the teacher's help when they met difficulties. Therefore, I tried to show good respect to them and support them using positive language to create non-threatening atmosphere.

5. Dialogic validity is a peer review process. This validity was acquired through discussing the research report with the collaborator and some students from English Department. They gave their critics and suggestions towards the research report. The discussion was held in January 20, 2014.

E. Research Data Analysis

The data were analyzed from field notes and interview transcripts. They were analyzed in the following steps of research.

1. Reconnaissance

The first step in conducting this research was determining the concern. I conducted discussion with the English teacher and the principal on September 13 and 18, 2012 and observed the teaching and learning process in class VIII C on September 17, 2012 to find out the real situation in the school. Then I discussed the existing problems with the English teacher.

Based on the classroom observation and the discussion, we classified the problems. The problem in this study was that the students' writing ability is low. However, this cannot be separated from other existing problems. They are:

- Problems related to the teaching technique the teacher used.

- Problems related to the use of materials and media.

2. Planning

In improving students' writing ability, the English teacher, the principal and I made some plans. The plans were as follow.

a. Implementing the knowledge of thematic progression in teaching writing.

b. Using media like: pictures, projector, worksheets, and real objects.

c. Showing good respect to students.

3. Action and observation

The action plans which were agreed by the research member were implemented. They were implemented in two cycles. Each cycle was done in three meetings. The meetings were conducted every Monday and Wednesday. On Monday, it was done at 07.45 – 09.05 a.m. On Wednesday, it was done at 07.15 – 08.35 a.m. While I was implementing the actions, the English teacher and the collaborator observed the teaching and learning processes. We also conducted an interview to the students at the end of the lesson. Based on the observations, the interviews and the field notes, we discussed the implemented actions and analyzed the result. The result was used as an evaluation that would be used to improve the next action.

4. Reflection

Reflection was done at the end of every cycle. This was to review the actions implemented. It evaluated the process, problems and effects of the actions. It also measured whether or not an action was successful. In reflection, each participant in the research contributed their ideas, opinion and suggestion. After that, the team designed a plan for the next action and changed the unsuccessful action with more suitable one.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS AND INTERPRETATION

This chapter will describe the process, findings and interpretation of the research. The research was conducted in two cycles. The description of each cycle will be presented below. The first part of this chapter will present the reconnaissance. It is the process of sharpening and determining the problems in the classroom. The second part will discuss the report of cycle one and the third part will be the report of cycle two.

A. Reconnaissance

In attempts to understand the problems in SMP N 3 Tempel, I conducted a classroom observation in October 17, 2012. The classroom observation revealed that the teacher tended to translate texts most of the time. Moreover, the source of material was mostly from LKS and the teacher did not modify the materials in the LKS. The teacher taught the students according to the LKS page by page.

The students also said that most of their activities were translating text from LKS and did multiple choice exercises. Notice the following interview.

> *Interview 4*
> *Interview with Fian (The student of 8c)*
> *14 October 2013*
> Panji   : *Dek kalo pelajaran bahasa Inggris bisasanya ngapain aja yah dek aktivitasnya?* (What are the activities conducted during the English lesson so far?)
> Fian   : *Ya gitu kak, terjemahin text-text yang ada di LKS. Terus habis itu latihan soal ABCDan. Kadang juga suruh ngafalin kosa-kata. Ngafalin rumus-rumus juga kak.* (We usually translate the texts in the LKS and do the multiple choice exercises. Sometimes, we are asked to memorize the vocabulary and grammar patterns)

Interview 5
Interview with Aji (The student of 8C)
14 October 2013

Aji   : *Seringnya sih nerjemahin text di LKS atau buku paket. Habis itu latihan soal. Kadang juga disuruh ngapalin kosa kata ntar di tes maju satu-satu.* (We usually translate texts in the LKS or course book and then do the exercises. Sometimes, we should memorize vocabulary and then we are tested one by one in the front of the class)

When I confirmed this to the English teacher, she said that she could control the students by doing these activities. She added that the students were quiet when they were translating texts and did multiple choice exercises in the LKS. Look at the following interview with the English teacher.

Interview 3
Interview with Ibu Woro
Day/date: 17 October 2012

Panji   : *memang biasanya nerjemahin text kayak gitu ya bu?* (Do you usually ask your students to translate texts?)

E.Teacher : *Iya mas, sama latihan-latihan soal. Kalau ada kegiatan seperti itu kan mereka jadi anteng gitu mas. Ngerjain.* (Yes, I do. In addition to that, I ask them to do the exercises. When they do such activities, they will be quiet doing the tasks.

Panji   : *kalo ndak ngerjain soal ndak anteng ya bu anak-anak? Kayak disuruh menulis atau apa misalnya?* (Are they noisy if they are to do another activity? Say for example, writing activities or?)

E. teacher : *Pernah saya suruh menulis tentang pengalaman pribadi, yang recount itu mas. Saya kasih contoh terus saya tungguin ketika lagi nulis, welah, ada yang jalan-jalan, pinjem tipe-x, pinjem ini itu, tanya artinya, tanya ini, tanya itu, pindah kebangku teman. Kelasnya jadi rame mas. Kasihan kelas sebelah.* (I had ever asked them to write a recount text. I gave them the example and then I waited them during writing. Surprisingly, the students wandered around the class, borrowed a correction pen, borrowed this and that, asked this and that to their friends, and moved to their friend's seat. The class became so noisy. I was afraid it would disturb the class nearby)

The teacher also said that translating texts were important since the students, later, would face national examination which required them to comprehend texts. She believed that if the students were good at translation, the

students would be good at both reading and writing. Here is the quotation of the interview.

Interview 3
Interview with Ibu Woro
Day/date: 17 October 2012
E. Teacher: *ya dengan latihan-latihan dan menterjemahkan kayak itu tadi mas. saya biasakan anak-anak untuk latihan-latihan soal dan menterjemahkan teks-teks. Kalau mereka biasa menterjemahkan kan penguasaan kosa katanya jadi banyak, nanti kan readingnya juga baik dan menulisnya juga kemungkinan jadi ikut baik.* (I asked the students to get used to do exercises and to translate text. The better their vocabulary mastery, the better their reading and writing ability)

Another problem was related to the use of media. Although, the classroom is equipped with the LCD projector, the teacher did not make use of it. As a matter of fact, the LCD projector can be a useful media if it is maximally used. It can be used to show pictures, videos and colourful presentation.

Eventually, a discussion among the team members was conducted on August 23, 2013 to formulate the problems. The problems formulated were as follow.

1. The limited use of material source

2. The activities focused on translating texts

3. The limited use of media

4. The English teaching and learning process was monotonous

5. The teacher did not provide practices that help the students to produce an English text.

B. Report of Cycle 1

1. Planning

One of the problems mentioned in the previous part was that the students' writing ability was low since the teaching focused on translation that made the students lacked opportunities to practice writing English texts. Based on the problems, the first cycle was designed for several aims. They were:

a. There would be more opportunities for the students to practice writing.

b. The students would be able to produce a descriptive text.

c. The teaching of English would be more lively and interesting.

Based on the result of the discussion with the team members in a democratic and dialogic situation on October 03, 2013 the action plans of the first cycle that would be done were as follow.

a. Implementing thematic progression in the teaching of writing.

b. Using media.

c. Showing good respect to the students

Those actions were designed so that the students could improve their writing skill and were motivated in learning English. In addition, thematic progression was implemented to help the students writing a descriptive text. In the first cycle, the students were taught writing a descriptive text (describing people physical appearance). The summary of the lesson plan was the following.

Lesson Plan

School   : SMP Negeri 3 Tempel
Subject   : English Language
Skill   : Writing (Describing People)
Grade   : VIII (Eight)
Time   : 3x80 minutes

A. Standard of competence

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

B. Basic Competence

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

C. The Objective

- At the end of the lesson, the students are expected to be able to write a good descriptive text (describing people physical appearance)

D. Indicators

- Each student is able to produce acceptable sentences in simple present tense.
- Each student is able to use the adjectives to describe people physical appearance in their writing.
- Each student is able to write a descriptive text in standard writing conventions (punctuation, spelling and capitalization).
- Each student is able to write a descriptive text conforming to the generic structure.

E. Media

- Projector, pictures, worksheets.

F. Activities

  BKOF

- At first, the teacher presents the pictures of Christian Ronaldo and then asking some questions which elicit the vocabulary to describe people appearance.
- The teacher presents short descriptive texts about Christian Ronaldo.
- After that, the teacher underlined the descriptive words to describe people appearance.
- The teacher classifies the adjective into hair, body, skin, etc.

MOT (Modelling of the text)

- The teacher tells the students what they are going to learn.
- The teacher explains the generic structure.
- The teacher explains the grammar (Simple present tense, personal pronoun, and the order of the adjectives).
- The teacher explains the thematic progression patterns in the example texts.

JCOT (Joint Construction of the Text)
- The students do an exercise of arranging jumbled words into a good sentence.
- The students describe pictures with the adjectives provided.
- The teacher asked the students to make groups of four.
- In group, the students write a descriptive text about a missing person with the adjectives provided in the advertisement the teacher brought.

ICOT (Individual Construction of the text)
- The teacher asked the students to describe one of their classmates.
- The students write a descriptive text about their classmates.

2. Action and Observation of Cycle 1

The implementation of the actions in the first cycle was done in three meeting. The first meeting was conducted on Monday, 21 October 2013. The second meeting was on Wednesday, 23 October 2013 and the third one was on Monday 28 October 2013. The lesson in the first cycle was writing a descriptive text (describing people). The description covered describing physical appearance. I wrote the lesson plan and the English teacher helped me preparing the material. I implemented the action and I invited a friend from UNY to observe the actions and took notes from the back side of the class. The complete description was provided below.

a. Implementing thematic progression in the teaching of writing

1) BKOF (Building the knowledge of the field)

This stage was aimed to prepare the students to write a descriptive text by giving them knowledge and vocabulary related to describing people physical appearance. This stage was started by the question and answer session. I showed some pictures of Christian Ronaldo through the projector. Then I asked the students some questions which elicited the vocabulary to describe people, like:

Who is he? What does he look like? Is he handsome? Is he tall? What about his hair? Etc. After that, I presented them the examples of descriptive texts about Christian Ronaldo. I asked them to find the words which described physical appearance of Christian Ronaldo. The activity was done orally. At first, none of them mentioned the descriptive words. I decided to give an example. I mentioned a descriptive word from the text and then wrote it in the white board. After that, I asked the students to do the same. They did it with my help. They mentioned the descriptive words and I wrote them in the white board.

After that, I asked the students to classify the words into appearance, body, height, skin, hair, eyes and other features. I drew a table to classify the descriptive words. After they had finished classifying the words, I added more descriptive words to enrich their vocabulary.

This stage was carried out in the first meeting. In this stage, the students learned about the vocabulary to describe people and learned to classify which adjective that described height, eyes, age, hair, etc. There was an interesting finding. Some students protested me that they did not believe in my explanation about eye colours. I said that there were several eye colours like dark, brown, blue, hazel, etc. However, the student thought that the colour of eyes must be dark. I finally downloaded them some pictures of different eye colours.

 2) MOT (Modelling of the Text)

Modelling of the text was conducted after BKOF stage in the first meeting. This stage was aimed to explain the language features of the text. At first, I explained the generic structure of descriptive texts. The generic structure for

descriptive texts is general classification and description. I showed them the slide through the projector. I labelled the text about Christian Ronaldo with its the generic structure. I named the first paragraph as general classification and the second paragraph as description. I explained to them that general classification contained information like, name of the person, his/her job, and where he/she comes from. The second one was description. I said that description contained information like general appearance, bodies, height, hair, skin, eyes, and other features.

After I explained the generic structure, I explained simple present tense and subject-verb agreement. I explained how "has" and "have" were different and personal pronoun he, she, it, him, her, etc. I also reminded them about writing convention like punctuation and capitalization. I also explained the order of the adjective.

The last one was I explained about thematic progression used in the example texts. I showed the thematic progression patterns in the text. I explained that there were some patterns they could use to write a descriptive text. By following the patterns, I said, the sentences in the paragraph they write would be connected. I did not say to the students that the patterns were called "thematic progression" since I was afraid they would be confused. I just used the term "thematic progression" as a technical term to communicate with the English teacher. This is the example I showed to the students.
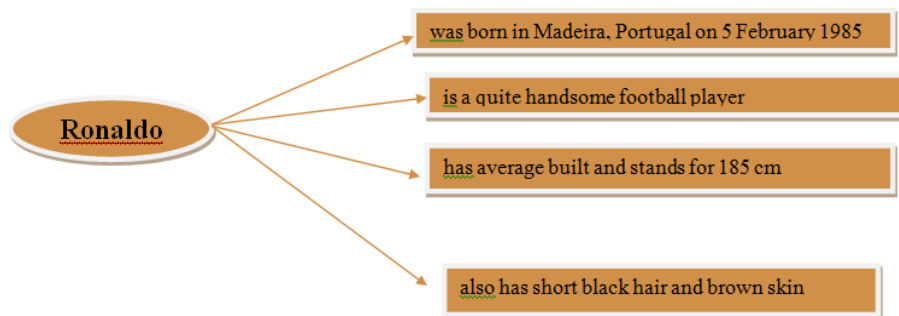
Figure1. Reiteration pattern
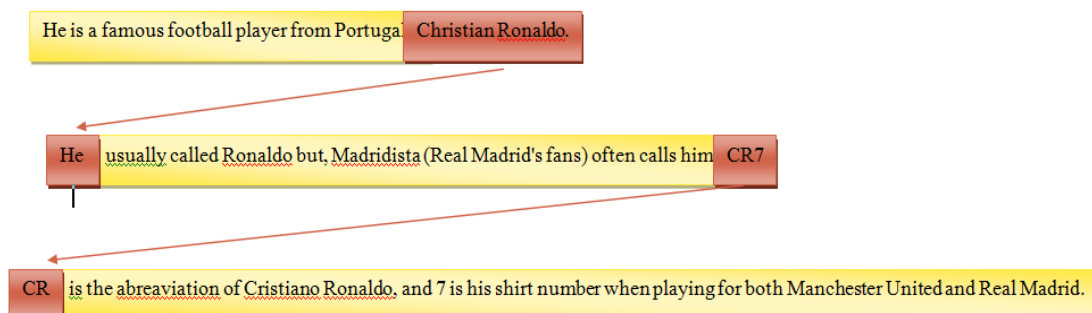
Figure 2. Zigzag pattern

In this stage, the students were, at least, taught three concepts. The first one was the concept of the generic structure of a descriptive text which later would help them determine what information that should be included in their writing. The second one was the concept of simple present tense, personal pronoun, and the order of adjectives. This would help them to write in acceptable grammar patterns. The last but not least was the concept of thematic progression. They were taught the organization of information in a descriptive text and how to do so. This would help them in managing the content of their writing so that they could write a good descriptive text.

3) JCOT (Joint Construction of the text)

Some activities in this stage were done in the first meeting. They were done after modelling of the text stage. This stage was aimed to provide the students with practices. The practices were to bring the concept they learned in the previous stage into application so that the students were able to produce a descriptive text conforming to the generic structure.

The first practice was to arrange jumbled words into a good sentence. In this practice, the students practiced the word order pattern. When the works were checked, the result showed that there were some students who put the order of the adjectives incorrectly although they could arrange the subject-verb and object/complement correctly. For example they arranged the words in this way "*She has curly long black hair*" instead of "*She has long curly black hair*".

The second practice was describing pictures. The pictures were the photos of their school mates. I asked them to describe the pictures with the adjectives provided. This activity was to practice writing sentences in simple present tense using the adjective to describe people. I asked them to submit this work so that I could check the result at home.

After finishing the activity, I asked the students to make groups of four. In groups, they were to write a descriptive text describing a missing person in the advertisement I brought. The information of what to include in their description had been provided in the advertisement. Since the time was up after I told them what to do in this exercise, the exercise was continued in the next meeting.

In the second meeting, I had checked the work of describing pictures. The result showed that there were some students who made mistakes in spelling, the

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subject-verb agreement and in the use of article. Some of them who made mistakes in grammar, mostly still confused on when to use *have* and *has* and when to use article *a, an* and *the*. In terms of spelling, the words that the students made mistakes were "*straight, bright, and height*". Most of the mistakes were on the order of the last three alphabets of the words. They wrote, for example, "*straihgt*" "*brigt*" and "*heihgt*". I gave them feedback on the spelling of those three words, on the subject-verb agreement and on the use of article. I explained how to correct them. For example, in the use of articles, I said that they should put an "*a*" in "*He is a handsome boy*" or else they could leave out the "*a*" but the word "*boy*" should be discarded too. The construction became "*He is handsome*".

After that, I continued the group work exercise. I told the students to sit in their group and continued the work of describing a missing person. The result of the works showed that there were no more mistakes on the spelling. In addition to that, most of the works showed the appropriate use the subject-verb agreement and the use of article. Only few of them still left an article out of a singular countable noun.

 4) ICOT (Individual Construction of the text)

Individual construction of the text was done in the second meeting. In this stage, the students were doing their independent writing. The students were to describe one of their friends. To make sure that they knew what to write, I designed a writing frame. The frame was also helped them employ the thematic progression patterns in their writing. Here is the illustration of the frame.
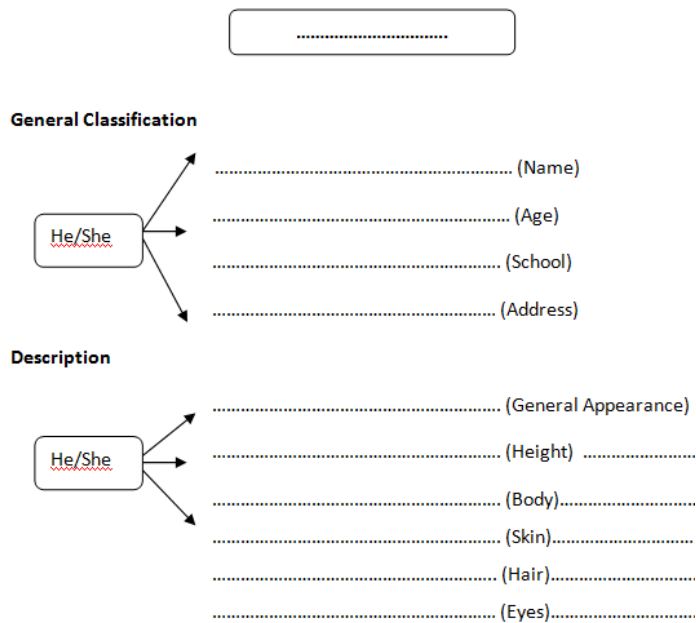
Figure 3. Descriptive writing frame.

At the end of the second meeting, they were to submit the work. I checked the result of the work and then I gave written feedback and corrections on the works. Surprisingly, I found that there were some works which were not punctuate and capitalize appropriately. As far as I observed, the previous works showed that the students could use punctuation and capitalization well. However, these problems suddenly appeared in the individual work. Some of them did not put a full stop at the end of a sentence, and they capitalized randomly. In the use of capital letters, for instance, they wrote, "*She is a good friend*" by capitalising "*G*" in "*good*", instead of "*S*" in "*She*".

In addition to that, there were some students who wrote "*black eyes*" instead of "*dark eyes*", and "*fat*" instead of "*a bit overweight*" although I had explained them about this in the building the knowledge of the field stage. The former was understood as an incorrect description when the students meant they wanted to say certain eye colour. The later was a matter of politeness. Describing

someone as "*fat*" could be impolite to some people, especially for Indonesian. "*A bit overweight*" sounded more neutral. Hence, I asked the students to revise those words.

In the aspect of organization, I gave the correction on the theme choice. I underlined the sentences which contained a new theme. It meant that the theme which did not relate to the theme or rheme from the previous sentence. The new themes lessen the unity of the text. Therefore, I suggested the students to change the new theme with more appropriate theme.

One example of the students' works could be seen below. This is the work which was submitted at the end of the second meeting.
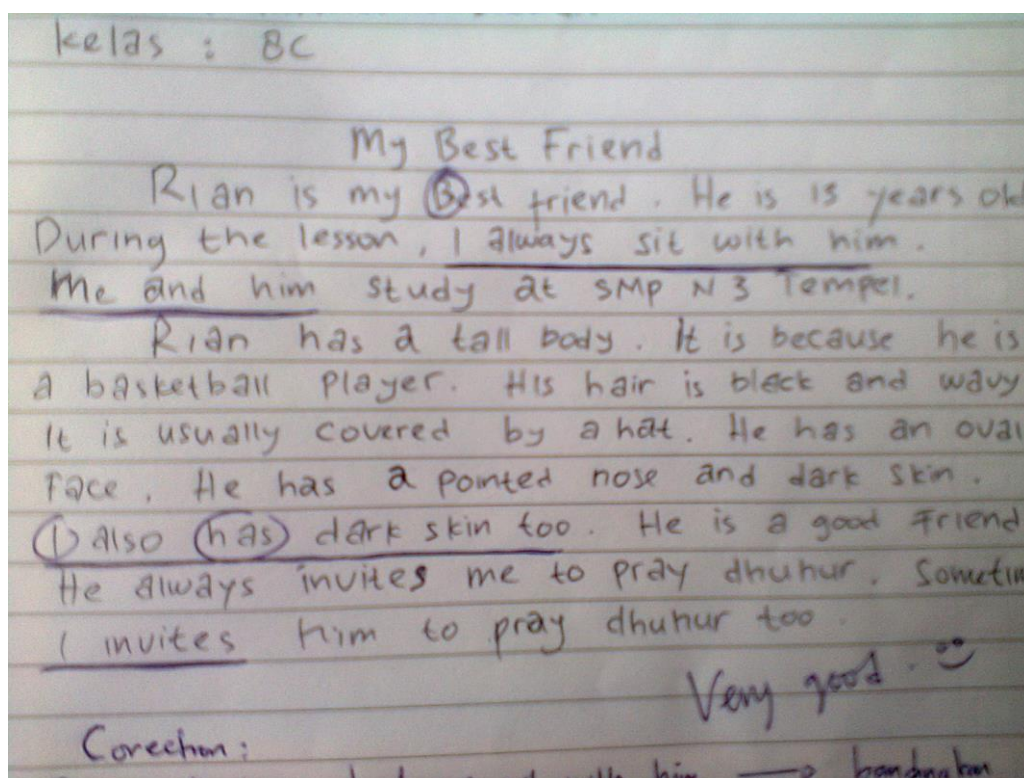
There were some corrections I gave to the work. The first one was related to the capitalisation. In line one, it could be seen that the student capitalised incorrectly

in the word "best". The students also wrote incorrect pronoun in line three, "me and him". It could be replaced by "We". In line eight and line ten, the correction was on the subject verb agreement. The correction on the theme choice was the theme "*I*", in line two and line eight are new themes. They did not relate to any of the previous theme or rheme in the paragraph. Therefore, I suggested the students to change the construction of the sentence in line two and line eight.

In the third meeting, I gave their works back so that the students could employ the written feedback from me to revise their works. The text below is one of the examples of the students' works.
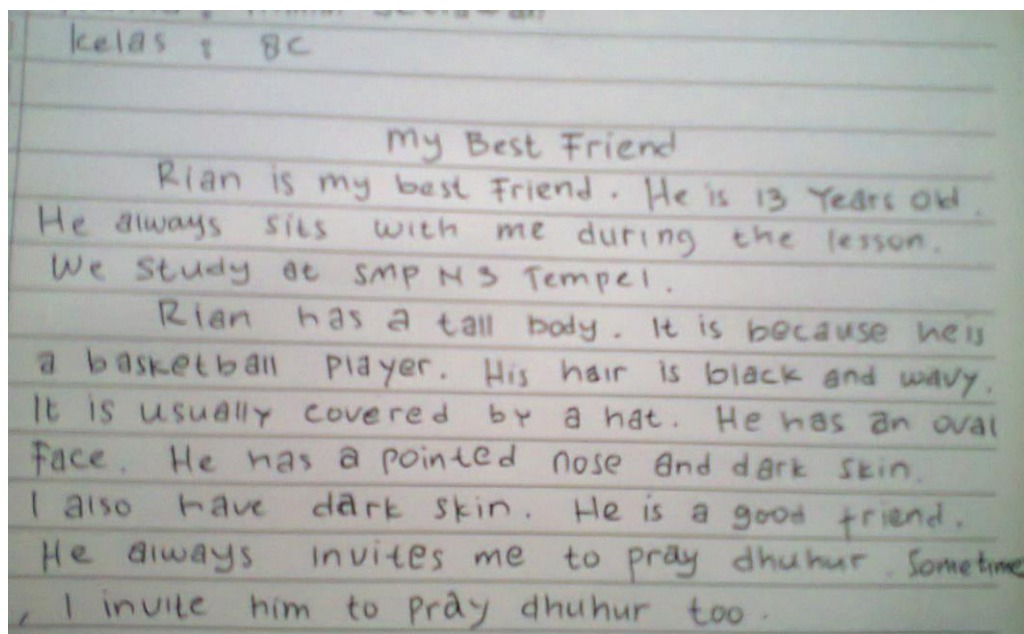
From the organization aspect, the student could change the new theme in line two. This made text above consisted only one theme which is not following the thematic progression pattern. It was the theme in line eight. "*I*", is a new theme in the text. Grammatically, the previous mistakes had been revised and the incorrect use of capital letters had been corrected.

Generally, the result of the revision showed that the students made an improvement which made the goals of the teaching and learning processes were achieved. Some students could revise the construction of the sentences which contained unrelated theme that made the organization of the idea better. From the grammatical aspect, most students could revise the previous mistakes and they could also revise the incorrect capitalisation and punctuation.

b. Using media

1) The LCD Projector and Pictures

I displayed some pictures through the projector. The students liked the pictures I presented so most of them participated in the building knowledge activities. They looked enthusiastic in answering the questions from me. In the second meeting, the projector was very useful to show pictures of different eye colours because some students protested that the colour of eyes must be dark. They did not believe me when I explained that there were eye colours other than dark. Shortly, the use of these media made the teaching and learning process more interesting. This can be seen from the following interview.

> *Interview 7*
> *Interview with Fajar (The student of 8C)*
> *21 October 2013*
> Panji   : *Tadi menurut Fajar gimana pas kakak neranginya pake proyektor, fajar suka gak?*(Fajar, what do you think about the use of the projector in the lesson? Do you like it?)
> Fajar   : *Suka Mas, rame.* (I liked that. It was fun)
> Panji   : *Rame gimana maksudnya?* (What do you mean?)
> Fajar   : *Itu loh, kan pake gambar-gambar sama pake proyektor, jadi gak gampang bosen.* (The use of the projector and the pictures could avoid boredom)

Interview 8
Interview with Alun (The student of 8C)
21 October 2013

Panji : *Waktu pelajaran tadi, Alun suka ndak kalo pas neranginya pake proyektor plus ada gambar-gambarnya kayak tadi?* (When I used the projector and pictures in the lesson, what do you think?)

Alun : *Heem kak, lebih jelas. Sebelumnya gak pernah e kak. Cuma pake LKS ato buku paket.* (I like them. It had never been done before. Previously, I only used LKS or course books)

Interview 6
Interview With Ibu Woro
21 October 2013

Panji   : *Iya bu. Mengajar pake proyektor serta menampilkan gambar-gambar kayak tadi, menurut ibu gimana?* (What do you think about the use of projector and pictures in the lesson?)

E. Teacher : *Oh iya yang itu, itu bagus mas, buat pembukaan, kayaknya siswa lumayan tertarik* (The use of pictures and the LCD projector were good to open the lesson. I think the students liked them.)

2) Worksheets

I gave the students worksheets for the entire practices. Previously, the teacher used LKS in the teaching and learning processes. I did not use the LKS since the practices in the LKS were mostly multiple choices. Multiple choice exercises did not suitable with the aims of the actions in cycle one. Therefore I preferred designing worksheets. The English teacher helped me designing the worksheets. As long as I observed, the students could have more appropriate practices which helped them to improve their writing with the worksheets. In addition, the students preferred the worksheets to the LKS. This can be seen from the following interview.

Interview 9
Interview with Rustom (The student of 8C)
28 October 2013

Panji : *Kalau tentang materi sama latihannya, enakan pake LKS apa pake lembar kerja yang tak kasih to dek?* (Which one do you prefer the LKS or worksheet?)

Rustom : *Kalau itu sih mending yang tadi kak. Kalau LKS itu textnya banyak.* (I prefer the worksheets from you to the LKS. The LKS has too many texts.)

Interview 10
Interview with Ibu Woro (the English Teacher)
23 October 2013

Panji : *tolong dong bu, kasih komentar dan masukan buat action tadi.* (Could you give comments and suggestions to the action?)

E.Teacher : *mulai dari mana ya, secara keseluruhan sih bagus mas, masnya sudah PeDe dihadapan siswa. Juga, worksheetnya itu bagus mas buat latihan menulis, kreatif juga. Saya biasanya kalo latihan ngambil dari LKS atau buku paket. Nek bikin sendiri gitu kadang ndak sempet mas.* (Where should I start, you had done a good teaching. You were confident in your teaching. Moreover, the worksheets were good to practice writing and the worksheets were creative. I usually take the exercises from the LKS and the course book. I don't have much time to design my own worksheets.)

Interview 11
Interview with Dela (The student of 8c)
28 October 2013

Dela : *Enakan yang dari kakak. Bisa latihan bikin kalimat sama nulis text.* (I prefer the worksheets from you. I could practice writing sentences and writing a text.)

3) Dictionaries

  When I introduced the words to describe people appearance, there were some words that the students did not know. They were *slanted eyes*, *fair skin*, *brunette* and *blonde*. I asked them to look at their dictionary what those words mean. Unfortunately the students did not bring the dictionaries, only a few of them who brought dictionaries. I asked them to borrow dictionaries from the

library. I told them that they should bring the dictionary in the next meeting. In the second and third meeting the students had the dictionaries with them. However, they borrowed from the library during the teaching and learning process. They did not borrow the dictionary before the class begun.

c. Showing good respect to the students

In the first meeting, there were some students who kept talking with their friends during the lesson. From the discussion with the English teacher before doing the action and from the classroom observation, I thought that this situation would happen in the class. When the students talked while I was explaining, I stopped my teaching and stared at those who were talking. When I did this, the talkers would stop their conversation. However, they started talking again not long after I continued my teaching. When this happened, I called out their names and told them "*I need you to be quiet, please"* and showed the gesture of asking someone to be quiet (putting the point finger in the front of the lips).

Unfortunately, the class talkers continued their conversation. I finally moved the talkers to the front chairs so that I could give them a quick look and signal when they tried to have conversation during the lesson. By moving their seat, the talkers were quieter during the lesson in the second meeting. I praised them for becoming good students during the lesson. At the end of the third meeting, I told them that they could back to their previous seats if they could promise me they would not cause any trouble in the back seat and if they could finish their work well in this meeting. They did both. They did the individual

work and behaved well in the whole lesson. In the next cycle, I would let them be on their previous seats.

In addition to that, I praised the students who tried to answer a question and finished their works. For example, I said, "*Very good*", "*Excellent*", "*You have done well with the work*". I also used positive language to motivate the students who had difficulties with their task. I offered them some helps by saying, "*May I help you?*", "*Do you need some help?*", instead of complaining "*Why aren't you working*" or "*do you work*". By doing this, some students became eager to ask the teacher when they found difficulties in dong the task.

d. Using classroom English

In the first meeting, I noticed that the students used an incorrect expression to lead the prayer. I corrected it. At first the student who led the prayer said "*Ready on your seat, pray begin*". Then I corrected it into "*Be ready on your seat. Prayer begins*". In the following meeting, the student was able to lead the prayer correctly.

I noticed that they often asked the meaning of a word to their friends. However, they asked in Bahasa Indonesia. In the second meeting, I told them how to ask the meaning of a word in English. They were taught "*What is …. in English? / what is …. in Indonesian?/ what does …. mean?*". However, at the end of the cycle, they still asked their friends in bahasa Indonesia. They spoke in English only when asking the question to me. Not only I taught them how to ask the meaning of certain words, but also I taught them what they should say when they wanted me to repeat an explanation or an instruction. I told them to raise

their hand first and say "*Could you say that again, please? / I am sorry I didn't understand*." The students were able to use the expression for asking me repeating the instruction. Here is the quotation of the vignette when the students asked me to repeat the instruction.

Vignette 3
Monday 28 October 2013
07.45-09.05 a.m

Then he continued, "I want you to describe this person". "Describe the person, based on this information", He pointed to the slide. One student raised her hand and said, "I am sorry, I didn't understand". "Oke, jadi, adik-adik nulis descriptive text tentang orang ini, berdasarkan informasi yang tersedia di kotak sebelahnya itu. Gimana, ada lagi yang masih belum paham?", explained the teacher. "Gak adaa", the students said.

Sometimes, in the middle of the lesson some students asked for permission to go to the bathroom. However they did not speak in English when they asked for permission. I taught them to say "*Excuse me, may I wash my hand?*". Starting from the third meeting, they used the expression.

In the opening and closing of the lesson, I used classroom English. Some of the expressions had been familiar for the students. They were "*Good morning. How are you?*", "*see you next week*", etc. However, there were some expressions which were new for the students. For example, "*who is absent today?/ what's happened with him/her?*" to check the attendance. They responded to this question mostly in Bahasa Indonesia.

From the description, the goal of the teaching and learning was achieved. Generally, it was achieved since the students were given sufficient practices and activities so that they could improve their writing skill. They were able to implement thematic progression in their writing. They used reiteration pattern by

repeating the previous theme and they applied zigzag pattern by picking up the rheme of one clause to be put as the theme of the next clause. However, the students' writing still contained new themes even though they had given an opportunity to revise the works. Grammatically, most students made mistakes on the use of article, on subject-verb agreement and on pronoun. Nevertheless, they could revise their mistakes after I gave the feedback and time to revise the works. Some students also punctuated and capitalised their writing incorrectly in some sentences but they could correct them after I gave some feedback.

Finally, this was the end of cycle one. From the goal of improving students' writing skill through the use of thematic progression, there were some corrections needed. It was related to the punctuation and the capitalisation. I wonder why the students capitalized and punctuate incorrectly in the individual construction of the text. In fact, they could use capital letters and punctuation correctly in the previous work. I finally interviewed them. They said that they actually knew about capitalisation and punctuation. They just needed to be more careful. They said that they often wrote in the internet and SMS in which standard punctuation and capitalisation were not required. Ultimately, they brought this writing habit to the classroom. Notice the following quotation of the interview with the students.

> *Interview 12*
> *Interview with Nanda (The student of 8C)*
> *28 October 2013*
> *Panji: Katanya Nanda udah tau penggunaan huruf capital dan non-kapital,terus penggunaan tanda baca juga. Tapi kemaren kakak lihat kok hasil tulisan punya Nanda ada beberapa huruf capital yang tidak pada tempatnya?* (You said that you know how to capitalize and punctuate appropriately. However I found inappropriate capitalization and punctuation in your writing. Why?)

Nanda: Hehehe, gimana ya kak. Kebiasaan sih kak, kalo sms, ato nulis di facebook kan gak ada aturan musti pake huruf besar, kecil ato apalah. Jadi kadang kelupaan kak. (Hehehe, I just sometimes forget about the capitalization and the like because I accustomed to write in SMS and facebook that I don't have to stick on such rules.)

Interview 13
Interview with Ivan (The student of 8C)
28 October 2013
Panji: Irvan hasil tulisanya kok kemaren banyak akhir kalimat yang tidak dikasih titik ya? Sama huruf besar kecilnya juga kurang diperhatikan. (Irvan, I found that, in your writing, you did not put a full stop at the end of a sentence in some sentences. You also did not pay attention to the capitalization. Why?)
Irvan: Hehehe, anu kak. (Hehehe.)
Panji: Irvan belum paham tho tentang tanda baca dan pemakaian huruf capital? (Do you still confuse on the use of capitalization and punctuation?)
Irvan: Udah si kak, cuma kadang lupa aja. (I don't, but I just forget about them sometimes)
Panji : Lupa? (How come?)
Irvan: Iya kak, seringnya kan kalo SMS atau nulis apa gitu kak di facebook atau di twitter, gak ada aturan penulisan. Huruf a diganti pake angka 4 juga boleh kak. Jadi kadang kebawa-bawa kesekolah deh kak. (I often write something through SMS, facebook or twitter in which I don't have to obey the writing convention. Changing letter "A" with "4" is also allowed there. I sometimes do the same when I write in school.)

The actions could improve the condition of the English teaching and learning processes in SMP Negeri 3 Tempel. The English teaching and learning processes were more interesting and livelier. Below is an example of the teaching and learning process in cycle one. It describes the situation in implementing the action of cycle one.

Vignette 2
Action 1 cycle 1
21 October 2013
07.45 – 09.05

The lesson began after the students finished reciting the Qur'an in chorus. It was 15 minutes.

The teacher greeted the students and asked one of them to lead the prayer. One of them led the prayer, "Ready on your seat, pray begin". The teacher greeted them, "Hello, Good morning everybody". They replied, "Good morning". "How are you today?". "I am fine and you". "I am fine thank you". "Who is absent today?". Some students replied "gak ada".

The teacher showed some pictures through the projector. Then, he moved from the teacher desk to the middle of the class and said "Everyone, what do you see in the picture?" . The students replied together, "Cristian Ronaldo" there were some boys said "CR 7 (Red: Si ar seven)" and some other students from the back seat also said, "Wah, tonggoku kui". The teacher said, "yes, you are right, this is the picture of Christian Ronaldo, what do you think about him? Is he handsome?". Some girls answered "Atletis". " Your friends said he is athletic, do you agree with them?". They replied "yeeeeees". "Well, he is handsome and athletic. What about the hair? What color of his hair?", the teacher pointed the hair. "Blaaaack". "Ok, he has black hair, is the hair short or long? It is…." he waited the answer. "Short". Again, some boys from back seat answered, "Rambute Njabrig". "Well, jabrig, what is jabrig in English?" He approached the boys. They grumbled and suddenly kept silent. "Anyone knows what jabrig in English is? Ada yang tahu gak?". Then the teacher told them, that jabrig meant spiky. He wrote the word in the white board.

After the question and answer, the teacher showed the example of the descriptive text. "Nah, everyone, please look at the slide and now, let's study the text". When the students studied the text, the teacher drew a table in the white board. The table was to classify the descriptive words into skin, hair, eyes, height, build, etc.

After he had finished drawing the table, he asked the students, "What is the text about?" the students were still quiet. "Textnya tentang apa toh?". "Christian Ronaldo" some of them replied. He helped the students to classify the description of Cristian Ronaldo into the table he made. The classification started from, name, occupation, origin, appearance (beautiful, handsome, good-looking, cute, attractive, etc), height, body, skin, hair, and eyes. After the students did the activity, the teacher showed them words to describe people. Then he asked them to classify the words into the table. After that, he asked them whether they had any questions or not. "Well, any questions so far?" ."Nooo" they replied. "Ok, good students have no question". Some of them laughed. Some others kept silent and looked at the friends laughing.

"Today, we are going to learn writing descriptive text". "aaaaa…. " almost all of them protested. "Loo kok gitu", he stared at them. "Susah kak", Nina said. "Iya susah, nggak bisa", another student complained. "Kan belom dicoba", I said. "Kan nanti diajarin biar gak susah lagi".

The students seemed reluctant to write. He said to students"Well, everyone, listen to me. Bahasa inggris itu sebenere gampang loh." "aaaaaaa….. "

again, some of them complained. "Trust me, English is easy, tinggal nambahin 'the' aja kok". They looked curious and started paying attention to his explanation. "For example, Lampu bahasa inggrisnya apa?", He waited for the answer. Riko said "lamp". "Yes, the lamp. Kalo pulpen?. Now, more students replied, "the pen". "loo kan semuanya bisa", he said. "kalo pohon pisang?". They looked at each other. There was no answer. The teacher said, "Pohon pisang itu 'the bog'". He continued, "kalau melihat?". 'The lok" some boys said. The students started laughing. " Kalau memegang?" he asked again. "The mok", a girl answered. "Dan lain-lain" he said. The whole class laughed, including the English teacher who observed the teaching. "Nah, gampang kan?", He stared at them. "Aneh ii… ono-ono wae" One of them complained but still smiled.

"Let's back to the lesson", he said. The teacher explained to them the language features of the descriptive text. At first, he explained the generic structure of the descriptive text. He told them that the generic structure for descriptive text were general classification and description. He showed them the slides through the projector. He labelled the text about Christian Ronaldo with the generic structure of the descriptive text. He named the first paragraph as general classification and the second paragraph as description. During his explanation, there were some students from back seats talked with their friends. He stopped the teaching. "Ehmmm, Hello" he pointed one of them. "Yes, you two. What is your name?". "Soni". "And you?". "Rustom". "Well, Soni and Rustom, please be quiet." He continued the teaching. He explained to them that general classification contained information like, name of the person, his/her job, and where he/she comes from. However, not long after he continued the teaching, Soni and Rustom started talking again. He stared at them and showed the gestures of asking somebody to be quiet (putting the point finger in the front of the lips). Then, he continued explaining the generic structures. He explained to them that description contained information like the appearance, the body, the height, the hair, the skin, the eyes, and other features.

After explaining the generic structure, the explained the tense. He underlined the verbs. He explained simple present tense and subject-verb agreement. He explained how has and have are different and personal pronoun he, she, it, him, her, etc. He also reminded the students about punctuation and capitalization. After that, he explained about the order of the adjectives.

The last one was he explained the thematic progression pattern used in the example texts to the students. He showed the pattern in each paragraph of the descriptive text (Christian Ronaldo). He told them that in the text, there were two pattern found (reiteration pattern and zigzag pattern). He told the students that, later, they could use the same pattern when they were to write a descriptive text.

After that, the teacher gave the students an exercise to arrange jumbled words into a good sentence. He distributed worksheets to the students. "Have you got the sheets?" he said. They did not reply. The students who sat in the back rows started disturbing each other. "Well, sudah dapat semua?", he replied his instruction. "Yes", they answered. The students in the back rows were still noisy. "Well Sony and friends. Be quiet please," he warned them. He walked to Sony. He touched Soni's shoulder, and said, "Well sony, Rustom, and you, what is your name?". "Adib", replied the student. "Naah, monggo, duduknya gentian sama temen-temen yang didepan. Soni kesana, Rustom dibaris sebelahnya dan Adib

didepan meja guru. Yang didepan gentian sebentar yaa", said the teacher. Some students laughed at them.

After finishing the exercise, the students did the next exercise of giving description to pictures. "Now, open page two on the worksheets. Page two". There were four pictures on the exercises. The students were to write three sentences to describe each picture using adjective provided. "I want you to do the exercise like in number one", he explained. The students did the exercises.

Then, the teacher asked them to make groups of four. "Sekarang bikin kelompok, 1 kelompok maksimal 4 orang". They were busy making groups. After few minutes, "Look at the picture", he said. It was a picture of an advertisement of a missing person. The students were to describe the missing person. "Wong ilang, dulurmu yo Tek", Ruston mocked his friend. "Hahahaha" suddenly the class laughed. The teacher stared at Rustom. He waited until the class was quiet. Then he continued, "I want you to describe this person". "Describe the person, based on this information", He pointed to the slide. One student raised her hand and said, "I am sorry sir, I didn't understand". "Oke, jadi, adik-adik nulis descriptive text tentang orang ini, berdasarkan informasi yang tersedia di kotak sebelahnya itu. Gimana, ada lagi yang masih belum paham?", explained the teacher. "Gak adaa", the students said.

The bell rang when they started doing this exercise. "Well, I think that's all for today. Before I leave, do you have any questions?". "No"they replied together. "Are you sure?", I said. "Yes", the students replied enthusiastically. "Ok, See you again on Wednesday. Good bye everyone".

3. Reflection

After implementing the actions, the team members did some reflection. It was done based on the observation in the teaching and learning processes, the students' opinion, and the collaborator's opinion. Everybody had an equal opportunity to express their ideas, opinions, and feelings. From the implementation of the actions, the main findings would be described as follow.

a. By implementing thematic progression, the students could generate their idea and carried on writing sentences by taking the element from the previous sentence. It means they could take the theme or the rheme of the previous sentence to be the theme of the following sentences. However, in this cycle, new themes which were not related to the previous themes or rhemes still

appeared in most students' writing. In the next cycle, I would still implement thematic progression to improve the students' writing. Grammatically, the students could correct the grammar after I gave written feedback on their writing. Some students did not capitalize and punctuate appropriately though they knew how to do them correctly. I just needed to circle where they write incorrect punctuation and capitalization and the students would readily understand how to correct them.

b. The use of media like pictures and projector made the teaching and learning livelier. Moreover, the use of pictures in the worksheet made the layout of the worksheet different from LKS. In addition to that, the limited number of the students who brought dictionaries disturbed the teaching and learning process because they would ask for permission to borrow dictionaries from the library in middle of the lesson. In the next cycle, the English teacher I would borrow the dictionary before the lesson began.

c. Moving the seats worked to settle the class talkers. They became quieter when they sat in the front seats. This made them involved in the teaching and learning processes that ultimately could benefit them in the process of improving their writing.

d. The use of classroom English improved the students in some points. First, the captain of the class could lead the prayer correctly. Secondly, the students were able to use the expression to ask for repeating the instruction and permission to go to the bathroom. However, when explaining some concepts using English, the students often confused. When this happened, I would repeat the explanation in bahasa Indonesia. I would keep doing this in the

next cycle so that the students became more familiar to the use of classroom English.

C. Report of Cycle Two

1. Planning

Based on the discussion with the member of the research, cycle two would focus on the same problems as the cycle one. The planning in the cycle two was based on the results of the reflection on the cycle one. The successful actions were continued and the unsuccessful actions were revised. I planned cycle two in dialogic and democratic atmosphere with the members of the research. The action plans were as follow.

    a.   Implementing thematic progression in teaching writing.

    b.   Using media.

    c.   Showing good respect to the students.

2. Actions and Observation

The actions of the cycle two was done on November 4, November 6 and November 11, 2013. The lesson was describing things. The lesson plan is in the following page and bellow is the complete description of the findings.

Lesson Plan

School   : SMP Negeri 3 Tempel
Subject   : English Language
Skill   : Writing (Describing things)
Grade   : VIII (Eight)

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

B. Basic Competence
6.2.   Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. The Objective
- At the end of the lesson, the students are expected to be able to write a good descriptive text (describing things)

D. Indicators
- Each student is able to produce acceptable sentences to describe things in simple present tense.
- Each student is able to use the adjectives to describe things in their writing.
- Each student is able to write a descriptive text in standard writing conventions (punctuation, spelling and capitalization).
- Each student is able to write a descriptive text conforming to the generic structure.

E. Media
- Projector.
- Pictures
- Real Objects.

F. Materials
- See appendix.

G. Activities

BKOF
- The teacher brings a bag which contains books, text books, a ruler, a hat, and pencil cases.
- The teacher asks the students leading questions that elicit the adjective to describe things.
- The teacher presents an example of a descriptive text.
- The students study the text and together with the teacher, the students mention the things described in the text.

MOT
- The teacher explains the generic structure.

> - The teacher explains the language features (conjunction, Simple present tense, article).
> - The teacher shows the thematic progression in the text.
>
> **JCOT**
> - The students arrange jumbled words into a good sentence.
> - The students arrange jumbled sentences into a good paragraph.
> - The students described the things in their friends' bag.
> - The students describe their findings (the size, colour, and the material)
>
> **ICOT**
> - The students write a descriptive text about the things in their classroom.

a. Implementing thematic progression in the teaching of writing

1) BKOF (Building knowledge of the field)

The focus of the activities in BKOF was giving the students vocabulary and knowledge of the topic they were going to write, describing things. Therefore, the vocabulary was the adjectives to describe things and the name of the things.

I started the activities by showing the students an old bag. I used real objects as the media. The students looked curious about the things in the bag. I showed the things to the students and asked them questions which elicited the adjective to describe things like the colour, the size, the material, the shape, and the age. The students answered the questions orally. Some of them still answered in Bahasa Indonesia like "Tasnya Jelek", "Buku", and "Biru", so I corrected them by telling the correct names in English.

After showing the objects, I presented an example of a descriptive text. I asked the students to study the text for a while and then, with my help, they mentioned the things described in the text. The text described things in a school bag.

This stage was carried out in meeting one. In this stage, the students learned the vocabulary of school things and the adjectives to describe them.

2) MOT (Modelling of the text)

The activities in MOT were to explain the language features of the text. I explained the generic structure through the projector and labelled the first paragraph of the text as general classification and the second paragraph as description. I told them the information that could be included in general classification and description.

After that, I reminded them the pattern of the phrase to describe things. This was the order of the adjectives. I also reminded the students the use of transition words. The transition words were, for example, *first, second, third, also, etc*. I showed how these transition words were used in the example text.

After that, I reminded the students about the tense used in the text, more importantly, the subject-verb agreement. The tense was still the same as in the previous cycle, simple present tense. Therefore, the students had already known about this.

Then, I explained the thematic progression in the text. There were three patterns of the thematic progression I explained, namely, reiteration pattern, zigzag pattern and hierarchical pattern. The students were already familiar with the reiteration pattern and zigzag pattern as they had been taught both patterns in the first cycle. I only reviewed the patterns. On the other hand, hierarchical pattern was new for them. In this cycle, I added one more pattern, namely, hierarchical pattern. Hierarchical pattern was the first sentence of the paragraph carried some pieces of information in which each piece of the information would be the theme of the next sentences. Here is the example of the material I gave to the students.
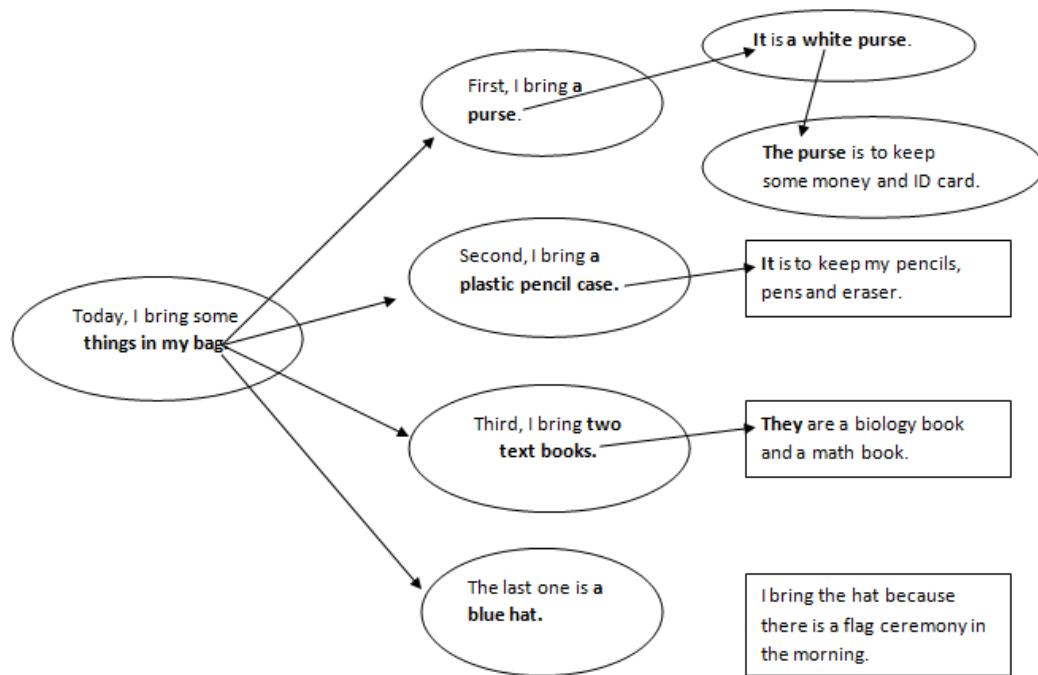
At this point, the students had learned about the language features of the descriptive text and three patterns of thematic progression. They were also reminded to pay attention to the capitalisation and punctuation.

3) JCOT (Joint construction of the text)

In this stage, the students were to practice their writing. The first practice was arranging jumbled words into good sentences. Because in the previous cycle some students still unable to put the order of the adjective properly, in this cycle I gave them another practice to make sure that they understand the order of the adjectives. Unlike in the cycle one, almost all of them could arrange the order of the adjectives correctly.

The next activity was arranging jumbled sentences into a good paragraph. Most students could do this activity well. Then, I asked the students to survey the things their friends brought that day. Then, they were to describe their findings. At the end of the first meeting, they submitted this works. This works was to practice

writing sentences. The result showed that the students had made an improvement. Most students put an article before singular countable noun. I also did not found mistakes on spelling in their works.

4) ICOT (Individual construction of the text)

This stage was for independent practice. It was conducted on the second meeting and the third meeting. I asked the students to describe the things in their classroom. To support them in organizing their writing, I gave them a frame.

Observe your classroom and then write the name of the object you find in your classroom.
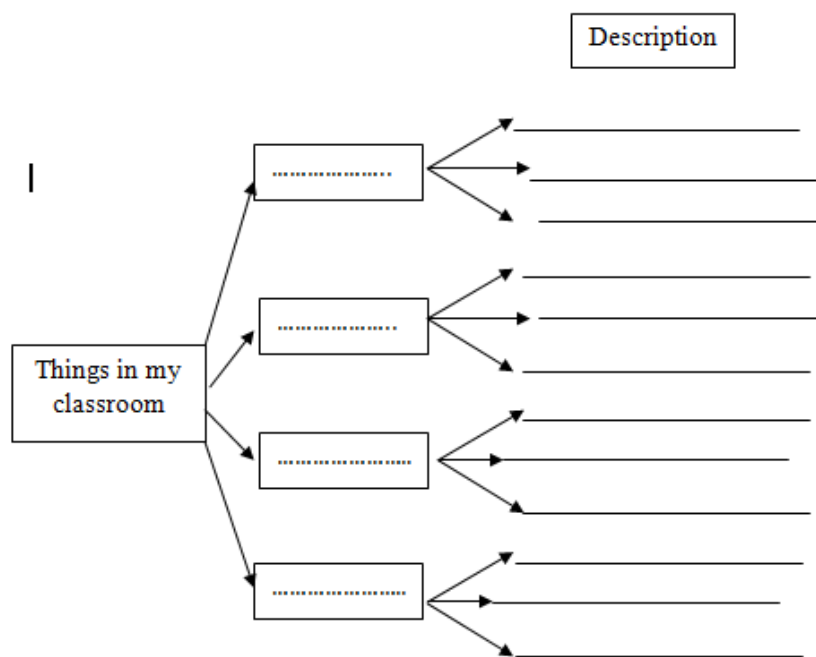
At the end of the second meeting, the students submitted their works so that I could give them some feedback. The result showed that, unlike the cycle one, there were no more mistakes on capitalisation and punctuation though I had not given any feedback yet. Grammatically, the students also improved. Most of them put an article before a singular countable noun and could write in correct

subject verb agreement though I had not given any feedback yet. The students also could use thematic progression in writing. In the previous cycle, there were some themes which were unrelated to the previous themes or rhemes in the students' writing. In this cycle, I found that there were some students whose writing did not have any unrelated theme. In addition to that, the students could also use the transition words like first, second, third, etc. Look at the example of the student's writing below.
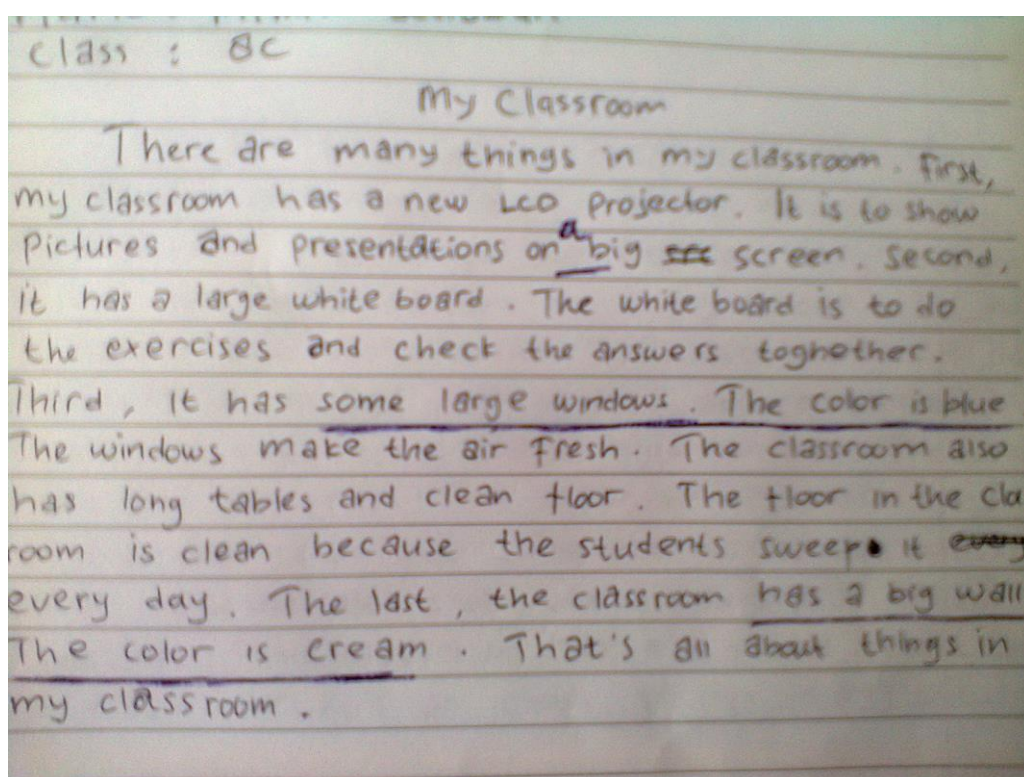
This work was the example of student's writing at the end of meeting two. The writing showed that there were no more correction on punctuation and capitalisation. The student also could be able to write in acceptable subject-verb agreement. Furthermore, there were no more new themes in the text.

The correction was on the use of article. The student still missed an article in the third sentence of the text. The second correction was related to the use of

the order of the adjectives. I asked the student to combine the underlined sentences because they actually described the same things, a window and a wall. The last correction was that I asked the student to change the title of the text. I thought that the appropriate title was not like that. After I gave some corrections, here is the result of the student's writing.
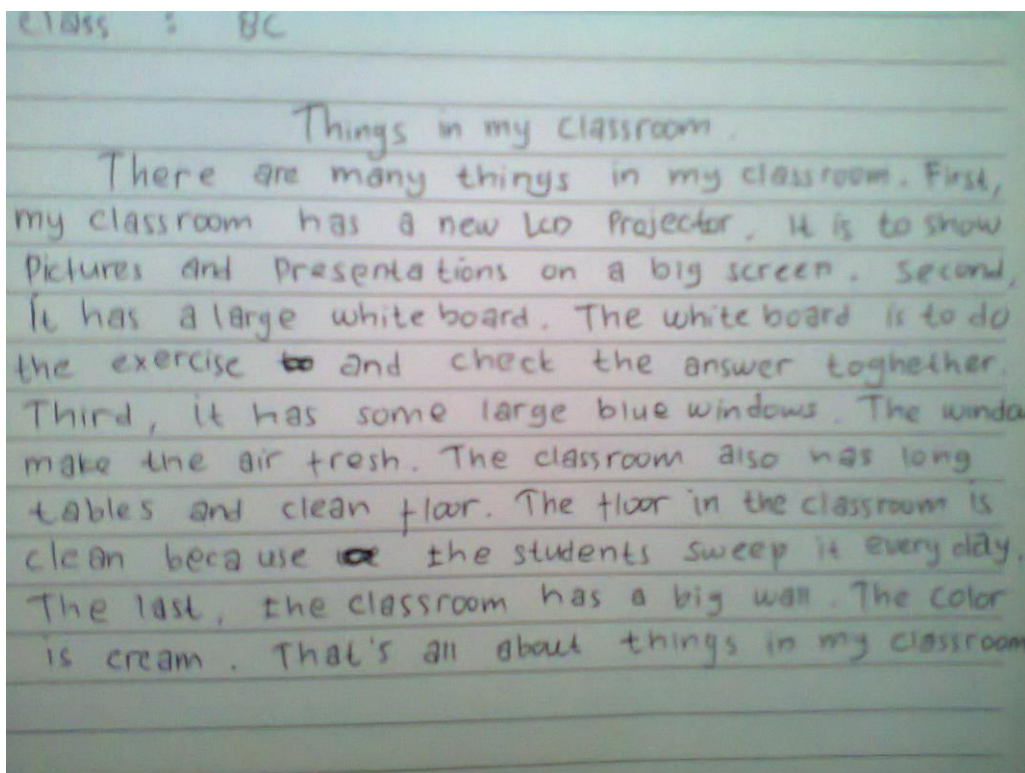
Generally, at the end of the third meeting, the students' writing ability had improved. All students could punctuate and capitalise well in their writing. Grammatically, though some students still made mistakes, they could revise the mistakes after I gave some feedback. In addition to that, most students writing did not have unrelated themes/ new themes anymore after I gave them some feedback.

By implementing thematic progression in writing, the students thought that thematic progression helped them in writing the descriptive text. The students said

that they could organize the content of their writing. Here is the quotation of the interview.

> *Interview 14*
> *Interview with Arnita (a student from 8C)*
> *6 November 2013*
> *Panji : Apa aja sih yang bisa Nita pelajari selama nulis descriptive text bareng kakak?* (What can you learn from the lesson with me?)
> *Nita   : Hmmm, sekarang aku tau kak, caranya merangkai ide-ide biar jadi satu text.* (Hmmm... I learn how to organize my idea into a good text)

> *Interview 15*
> *Interview with Endi (a partner from UNY)*
> *11 November 2013*
> *Panji : "Gimana bang, dalam pandanganmu, tentang thematic progression yang tak pake buat meningkatkan kemampuan menulis, kasih pendapat lah*? (What do you think about the use of thematic progression to improve the students' writing ability?)
> *Endi   : thematic progression yang kamu pakai itu bagus Njol. Anak-anak bisa nurun gimana caranya nulis, mulai dari mencari informasi, apa saja sih yang perlu dimasukkan kedalam tulisan, kemudian kamu ajari gimana cara mengorganisasikan informasi itu agar jadi satu paragraph yang baik pake thematic progression.* (The thematic progression you used was good. The students could learn how to write starting from searching for the information to include, and how to organize the information into a good paragraph)

b. Using media

In the actions, I still used media in the teaching and learning processes. The use of media was proven to be helpful in some ways. One of them was that the media made the teaching and learning more lively, interesting and colourful. The media that I used were:

1) Real objects

Unlike in the cycle one in which I opened the lesson using pictures, in this cycle, I used real objects in building knowledge activities. The objects were a

bag, a book, a pencil, a pen, a pencil case, and a hat. Since I used this media, the students were enthusiastic in the lesson. They did not shy involving in discussion in building the knowledge stage even they answered incorrectly. Before the action research, they would be silent when the teacher asked questions and they were not sure about the answer. This can be seen in the following quotation of the vignette from the pre-cycle activity.

> Vignette 1
> Date: October 17, 2012
> 07.15-8.35 a.m
>
> "Nah, kalau kita berbicara recount text, kalian ingat apa saja generic structurnya?" asked the teacher to the whole students. One student seemed still talking and annoyed his friend. "Mimin, do you remember the generic structure?", the teacher asked the talking students. The whole students looked at mimin, and mimin just scratched his head and nudged his friend, but he didn't answer the teacher's question.

However, in meeting one of cycle 2, the students showed they were eager to answer my questions and to get involved in the discussion. Look at the following quotations of the vignette 5.

> "What is this?", the teacher showed the book. "Buku", the students replied. "What about this?" he asked them again. "Penggaris", they said. "Ehhmmm, you are right, but, what is buku and penggaris in English, Lina?". "Books, kalau penggaris ruler", Erlina answered. "Very good Lina" he praised. "What do you think about the book? Is that new?", he said. "No", some students answered. "Udah jelek". "Well, this is an old book", he explained. Some students nodded. "What color is it, Adit?" he asked Adit. "Blue", Adit spoke from the back side. The whole students laughed. Of course, it was brown, not blue. "Koyo ngunu wae ra dong", mocked one of his friends. "White kui udu blue", the other student mocked him too. "Attention please, yea Adit, kamu hampir benar. So, what color is it? Everyone?" . "Brown", most students answered clearly. "Yes, it is an old brown book. Sudah tau ya Adit?". Adit nodded. Then the teacher continued this activities until all things in the bag were described.

It could be concluded that bringing real objects into the classroom made the students more enthusiastic during the lesson. When giving vocabulary to describe things, it could be much more interesting for students if they could touch and see the objects at the same time.

2) The LCD Projector

I still used the projector as the media. The projector was to show presentation. Rather than writing in the whiteboard, I could make use of PowerPoint presentations through the projector.

I thought that the projector was a useful media. It was useful in some ways. The first one was that it enabled me to create PowerPoint presentations for the class. With the use of projectors in the classroom, students could take better notes because the information displayed was the most useful for them. Additionally, students could ask me to repeat a slide if they missed some information. The second one was it saved time. Previously, the English teacher did not use the projector in the classroom. She had to spend time writing notes on the board, as well as erasing information as the board filled up. Projectors required a simple click of a mouse that saved a lot of time compared to writing in the board. I found that I spent less time repeating information that was accessible with a simple click.

3) Worksheets

As it was mentioned in the reflection of the cycle one, I still designed worksheets for the students to support the exercises. In the previous meeting, there

were pictures in the worksheets but the worksheets were printed in black and white. This made the layout of the pictures less colorful. Making the worksheets printed in color was also too expensive for me. Therefore, I did not inserted pictures in the worksheets. Instead of using pictures for the exercises, the students were to describe real objects, things in school bags and classroom things, so the worksheets were only to for the exercises of arranging jumbled words, jumbled sentences and for presenting the frame.

4) Dictionary

In the previous cycle, not all students brought dictionaries with them. They would borrow the dictionaries from library in the middle of the lesson. Though I had reminded them to borrow the dictionaries before the lesson began, the students kept borrowing the dictionary in the middle of the lesson. Therefore in every meeting of this cycle, the English teacher and I borrowed the dictionaries from the library before the class begun. We asked some students to help bringing the dictionaries from the library to the class.

The English teacher and I observed that the dictionary was important in the lesson. When one table had one dictionary, this made the students concentrate more because they did not need to walk around for borrowing their friend's dictionary or asking the meaning of certain words to their friends. The following quotations showed that bringing a dictionary benefited them.

> *Interview 16*
> *Interview with Salwa (The student of 8C)*
> *11 November 2013*
> Panji   :*"Setelah kakak siapin kamus, ada tidak sih manfaatnya buat kalian?".* (Did the dictionaries I prepared during the lesson benefit you?)

Salwa   : *"ada kak, kita terbantu ketika kita kesulitan mencari kata-katanya"*. ("Yes they did. The dictionary helped me to find the meaning of difficult words".)

Interview 17
Interview with Ibu Woro (The English teacher)
11 November 2013
Bu Woro : Ya itu tadi mas, sewaktu saya memonitor dari belakang tadi mereka itu sekarang sudah ada kamus semua, tidak ada lagi siswa yang minjam kamus dengan teman lainya jadi mereka lebih konsentrasi. ("Well, when I observed from the back side of the class, I found that all of them had a dictionary. There were no students who borrowed a dictionary to their friends so they could concentrate more on the task you gave".)

c. **Showing good respect to the students**

In the previous cycle, there were some students who were moved to the front seats because they kept having conversation in the middle of the lesson. In this cycle, the talkers were paying attention when I was explaining the materials. This was, perhaps, because I moved their seats. At the end of the first meeting, I finally let them back to their previous seats but they should maintain their positive behaviour. As far as I observed, in the second and third meeting, the students could maintain their positive behaviour, meaning that they did not have private conversation anymore even though they sat in the back rows again.

Sometimes, there were some students who were in difficulties when did an exercise. I would come to the students and said "Can I help you?", or "May I help you?" etc. I also went around checking the students' work progress and praised the students who finished their work. By showing good respect to students, they would be eager to ask for help when they found difficulties in doing the exercises.

In summary, at the end of this cycle, the goal of the actions to improve students writing ability was achieved. The result showed that the students'

writing had improved. They could punctuate and capitalise well in their writing though I had not given any feedback and corrections. Most students also could write in correct spelling. Though some of them still made mistakes on grammar like not putting an article before a singular countable noun, they could revise the mistakes after I gave corrections. More importantly, the students could implement the thematic progression in their writing and most students' writing did not contain themes which were unrelated to the previous themes or rhemes.

Generally, the goal was achieved since the students did a lot of practices and followed the teacher instructions. Furthermore, they were more motivated to participate in the activities when the teacher used the media and showing good respect to them made them eager to ask for help when they found difficulties.

Finally, this was the end of cycle two. Here is the example of the actions in the cycle two. This describes the process of the teaching and learning conducted in cycle two.

Vignette 5
Monday 26 october 2013
07,45-09.05 a.m

When the teacher came to the class, the students were preparing their books. The teacher asked three students distribute the dictionaries. After that, the teacher greeted them. Then he checked the attendance list.

"Everyone, I have something for you?", the teacher started the teaching. The students looked at the bag he brought curiously. "Do you know what is it?" he said. "Bag", they said. "He'em, what color is it?", "Black" Rina said. "Very good, kira-kira ada apa aja ya didalamnya?" He took out one by one the items in the bag. They are books, text books, a ruler, a purse, pencil cases and a hat.

"What is this?", the teacher showed the book. "Buku", the students replied. "What about this?" he asked them again. "Penggaris", they said. "Ehhmmm,you are right, but, what is buku and penggaris in English, Lina?". "Books, kalau penggaris ruler", Erlina answered. "Very good Lina" he praised. "What do you think about the book? Is that new?", he said. "No", some students answered. "Udah jelek". "Well, this is an old book", he explained. Some students

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nodded. "What color is it, Adit?" he asked Adit. "Blue", Adit spoke from the back side. The whole students laughed. Of course, it was brown, not blue. "Koyo ngunu wae ra dong", mocked one of his friends. "White kui udu blue", the other student mocked him too. "Attention please, yea Adit, kamu hampir benar. So, what color is it? Everyone?" . "Brown", most students answered clearly. "Yes, it is an old brown book. Sudah tau ya Adit?". Adit nodded. Then the teacher continued this activities until all things in the bag were described.

The teacher showed them the example text. He asked them to study the text. After that, he drew a table to explain the phrases to describe things. "This is how we say when describing things", he pointed at the white board. "We say 'an old brown book' not 'a brown old book', he said. The students nodded their heads. When he gave another example, Yoga and Galih were having conversation. Then, Arifin and Sony did it too. Realizing this, the teacher spoke quieter and quieter. Then, some students were likely could not hear the teacher's voice so they warned the talker to be quiet "Huusssssshhh" and stared at the talker. Realizing that their friends warned them, the talker softly grumbled and became quiet.

After explaining the order of the adjectives, he continued the lesson by explaining the generic structure of the text. He told the students the information that should be included in the general classification and in the description. Then, the teacher explained about the tense, and reminded the students about the capitalization and punctuation. The next explanation was about transition words or transition signals. The teacher explained about it for some minutes. Then, he showed the thematic progression pattern in the example text. He explained the pattern one by one.

The teacher gave the students exercises. It was about arranging jumbled words into a good sentence. It took about fifteen minutes. This was to check whether they were able to put the adjective in the correct order. The next exercise was arranging jumbled sentences into a good paragraph. It took about fifteen minutes.

The teacher asked the students to describe the school things their friends' brought. Then he asked them to name the things they found. After that, the students describe the things they found. The bell rang when they did this. The teacher checked the work progress, "Have you finished the work?". The students replied "not yet, sir". "Well, you can continue it in your home", he said. "Yeeee", the students replied enthusiastically. "Before I leave, do you have any questions?", he asked. "No", the students replied. "Ok, have a nice Monday and see you". "See you".

3. Reflection

After the implementation of the actions, the English teacher, the collaborator and I did some reflection in democratic and dialogic atmosphere. It was done based on the observation in the teaching and learning processes, the students' opinion, and the comments from each of us. There were some findings based on the actions of the cycle two. They would be described as follow.

a. Implementing thematic progression pattern in teaching writing means that the students were taught the thematic progression patterns so that they could apply the patterns to their writing. There were three patterns of thematic progression I taught, namely, reiteration pattern, zigzag pattern and hierarchical pattern. At the end of cycle two, the students' writing ability had improved. This could be seen that most of the themes they used in their text were derived from the previous theme or rheme. Unlike the previous cycle in which new themes often found in their writing. Their grammar was also improved. Most of them did not make mistake on subject-verb agreement anymore and on the use of article. Furthermore, the students could use punctuation and capitalisation well in their writing.

b. In cycle one, many students asked for permission to borrow the dictionaries during the lesson. It disturbed the teaching and learning process. By preparing the dictionary before the class began, in this cycle, no more students asked for permission to go to the library to borrow dictionaries and no more students who borrowed their friends' dictionary. It made them concentrate more on their writing since they did not need to walk around borrowing a dictionary or asked the meaning of certain words to their friends.

c. The use of media in teaching and learning process attracted students' attention and made the teaching and learning activities more interesting. This made the teaching and learning activities livelier. In the first meeting, the media used were real objects, a projector and worksheets. When I bought the real objects to the class, the students looked curious so they involved in the discussion in building the knowledge of the field stage.

d. Showing good respect to the students could create settings that motivate students. This was because the teacher tried to make the students feel accepted and supported in the classroom. When they felt safe, the students were eager to ask when they met difficulties. This situation would help them to improve their writing. In the first meeting, the students who, in the cycle one, were moved to the front seats had their seats back. I let them back to their previous seats since they had promised not to cause any troubles and they had shown this in the last two meeting of cycle one. In the second and third meeting, they kept their promise. Furthermore, they, as other students did, asked for help to me when they met difficulties in doing the task.

D. General Findings

The action has been implemented in two cycles. Based on the reflections of each cycle, some points could be concluded as follows.

1. Thematic progression could be used to improve the students writing ability. By implementing the thematic progression the students were aware of the organization of the idea within the text. They could continue writing

sentences by taking the information from the previous sentence as the theme for the next sentence.

2. Allowing the students to revise their works made the result of their writing better.

3. The use of media could help the students get better understanding on the subject. The pictures, for example, could be used as a visual support to illustrate the meaning certain words.

4. Showing good respect to students was very effective to create non-threatening situation, and to improve the students' self-confidence to share their problems in doing the task.

5. Using dictionaries in the learning process could help the students learn new vocabulary.

6. Moving the students' seats was effective to settle the class talkers.

7. The group work was not effective since some students tended to be disruptive within the group and there were only one or two students within the groups who did the task.

The following table shows the progress of the teaching and learning process from pre-cycle, cycle one, and cycle two. This table also describes the successful and unsuccessful actions.

Before the actions	Cycle one	Cycle two
The teacher did not give enough opportunities to practice writing. The practices mostly focused on translating text and memorizing vocabulary and grammar patterns.	There were more opportunities for the students to practice writing an English text. The practices were, arranging jumbled words, arranging jumbled	There were more opportunities for the students to practice writing an English text. The practices were, arranging jumbled words, arranging

	sentences, describing pictures and writing a text in groups.	jumbled sentences, describing things in the classroom.
It was difficult for the students to write a text.	Some students could generate their ideas and apply thematic progression to write a descriptive text. However, most of their writing still contained new themes or unrelated themes which lessen the unity of their writing.	Most students were able to write a descriptive text and most of their writing did not contains new themes or unrelated themes.
The available media in the school were minimally used.	The projector was used to present the material.	The use of the projector, dictionaries and real objects as the media.
The material was only from LKS and sometimes from the Course book.	I adopted the material from some sources like the internet and the course book.	I adopted the material from some sources like the internet and the course book.
The students were busy talking to each other during the lesson. The students also bothered their friends during the lesson when the teacher explaining the lesson. However, the teacher just reminded the students without taking further actions.	I warned the students who talked and bothered their friends during the lesson. Moreover, I moved the students who kept talking and bothering their friends to the front seat and seating them separately. They showed good attitude and participate well during the lesson since I promised to give their seats back if they could maintain such behaviour.	The class-talkers did not cause any troubles anymore and I let them back to their previous seats. They were also eager to ask for helped when they met difficulties in doing the task.
Only few students brought the dictionary to the class and the teacher did not do something about it.	I asked them to bring the dictionary to the class. However, they borrowed from the library in the middle of the lesson or else they would borrow from their friends. There were also some students who did not know how to use the dictionary.	All students brought the dictionary because the English teacher and I prepared the dictionary before the lesson started. Moreover, all of them knew how to use the dictionary.

CHAPTER V

CONCLUSION, IMPLICATION, LIMITATION OF THE RESEARCH AND SUGGESTION

A. Conclusion

The findings in Chapter IV shows that grade VIII students' writing skills improved through the use of thematic progression. Thematic progression facilitated the students in understanding how to organize the content of their writing. They implemented three thematic progression patterns namely, reiteration, zigzag and hierarchical pattern. By implementing these patterns, the students could develop the next clause or clause complexes based on the previous theme or rheme. In addition to that, the media like the projector, pictures, and real objects made the teaching and learning process more colourful and interesting. The media were really helpful both for the teacher and the students.

Eventually, after conducting the research, there were some changes both in the way of thinking and in the behaviour of the involved members. The changes would be described below.

1. Changes in the researcher's behaviour

During the research, I could improve my teaching knowledge on how to teach writing and how to create writing activities. I also learnt that students will involve in the teaching and learning process if they like the activities.

2. The changes in the teaching and learning process

The condition of the teaching and learning processes also changed after conducting the research. Previously, the teaching and learning processes were based on the LKS that made the students' activities were only related to the tasks in the LKS. The activities were translating the texts in the LKS, memorizing words, memorizing grammar patterns, and doing the exercises in the LKS. After the research was conducted, the activities in the teaching and learning processes were various and were not based on the LKS anymore. The activities in the teaching and learning processes enabled the students to practice writing in English. They learned the language features of a descriptive text, the generic structure and the organization of information in the text.

3. The changes in the students' behaviour

Previously, the students did not ask to the teacher when they met difficulties in the lesson. They were afraid. However, after the actions, they were eager to ask when they met difficulties in the lesson. Moreover, the improvement on students' writing skill could be seen.

4. Changes in the English teacher's behaviour

The English teacher was more familiar with the technology. The English teacher, formerly, did not know websites which provide materials to teach English that made her take the material only from the LKS. From now on, she started trying to search material in the websites from school

laboratory which is equipped with the internet. I helped her how to download the materials until she could do it by herself. She also realized that translating texts and memorizing words were not the only ways to teach writing.

5. Changes in the principal's behaviour

   The principal realized that there were school facilities that were not used maximally. Therefore, she would encourage the teachers to make use of the school facilities.

6. Changes in collaborator's behaviour

   Because he was conducting research in the same field, writing, he learnt much about how to teach writing, how to deal with students, and the websites which provide the material for teaching English. He recently made use of the websites to download some materials since he has been teaching in a junior high school.

B. Implication

The research findings showed that the students' writing ability was improved compared to the previous condition before the action research was conducted. This was because of the actions carried out like, implementing thematic progression in the teaching of writing, sequencing the teaching and learning into BKOF-MOT-JCOT-ICOT stage, using various media and materials,

preparing the dictionaries, and showing good respect to students. Those actions have implications. The implications are described below.

1. Implementing thematic progression in teaching writing could improve students' writing skill. Thematic progression was a useful skeleton of the text that the students could copy to their writing. The students could manage their idea by applying thematic progression patterns. The patterns were reiteration, zigzag and hierarchical pattern. The patterns emphasized on the connection among sentences. Therefore the teacher, when teaching writing, should not only teach the grammar patterns but they should also teach the students how to manage the content so as to produce a good text which conforms to the generic structures.

2. Sequencing the teaching and learning in BOKF-MOT-JCOT-ICOT stage provides the students with practices to help them writing an English text. At the first stage (BKOF), they were introduced to the topic and the vocabulary being learnt. On the next stage the teacher explained the language features of the text. After that, this was the time for students to practice. They did some practices in JCOT until they were able to produce a descriptive text. In the last stage, the students were to produce a descriptive text individually. Thus, teachers should provide the students with practices before asking them to write a text.

3. Group work helped the students completing the task since they could help each other. However, some students became disruptive within the groups. They did not participate in their groups. This made only one or two students within the group who were working while the others copying the work. Therefore in the cycle two, based on the discussion with the English teacher, I did not use group work anymore. This implies that teachers should be able to choose either group work or individual work which is more appropriate for their students.

4. The use of various media made the teaching and learning livelier. The students were interested to the use of media. Especially when I used the projector, they looked enthusiastic during the lesson. Therefore, teachers should optimize the use of media available in the school.

5. The students needed the dictionary during the writing class. The dictionary was helpful to find out the meaning of difficult words. This means that teachers should make sure that the students had the dictionary with them during the class.

6. Showing good respect to the students made the students showing good respect to me as well. The use of positive language to show my respect on them reduced their anxiety during the lesson. This implies that teachers should respect their students and communicate their respect through positive language.

C. Limitation of the Research

The limitation of the research was related to time and the academic schedule. I also realized that my understanding toward English teaching and thematic progression was still limited. Therefore, I, perhaps, made mistakes in conducting the research, interpreting the data and displaying the finding.

D. Suggestion

Based on the conclusion, implication and limitation above, there are some suggestion addressed to the principal, the English teacher, and the other researcher.

1. To the Principal

There are some school facilities in the school which are left abandoned. Facilities like projector, books in the library, dictionaries, and internet connection are great advantages to support the teaching and learning process. The principal should make sure that all teachers in the school are skilled to use them. The principal can conduct a kind of short-course for the teachers who are still unable to operate computers and the internet.

2. To the English teacher of Grade VIII in SMP N 3 Tempel

The result of the study could improve the students' writing ability. Therefore the teacher can do the same to improve the students' ability. In

addition, colourful presentation, using various media, and modifying materials made the teaching and learning more colourful.

Showing good respect through positive language to the students was to build friendly, encouraging, and non-threatening atmosphere in the classroom. If the students feel that the teacher cares about them, they will be less anxious when they want to ask questions when they met difficulties. Therefore, the teacher should be able to build such setting in the classroom.

3. To the Other researcher

This research was still limited to writing descriptive texts. There are still many other text types like procedure texts, narrative texts, recount texts and so on. Therefore, try to implement the thematic progression to improve students' writing ability on those text types. This research was also focused on writing skill only. Conducting research on other skills may give broader insight how to use thematic progression to improve students' skills.

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APPENDICES

Vignettes

Vignette 1
Date: October 17, 2012
07.15-8.35 a.m

When the English teacher came into the classroom, the students were still noisy. On Wednesday and Friday, Muslim students are to recite the Holly Qur'an for about fifteen minutes, from 07.00- 07.15 a.m

Realizing the presence of the teacher, one by one, they turned silent. After the class was quiet, one of the students led his friends to pray.

The teacher then greeted the students, "Good morning". The students replied, "Good morning ma'am". The teacher continued, "How are you today?". "I am fine, and you?" , replied the students. The teacher kept quiet for a few second and then said, "Students, do you still remember last week topic?". For a moment, alsmost no response. The students were busy putting their book out. "Masih ingat nggak minggu lalu topiknya apa?", the teacher restated. Some of them spoke softly, "Recount", and then another student repeated louder, "iya, recount".

"Nah, kalau kita berbicara recount text, kalian ingat apa saja generic structurnya?" asked the teacher to the whole students. One student seemed still talking and annoyed his friend. "Mimin, do you remember the generic structure?", the teacher asked the talking students. The whole students looked at mimin, and mimin just scratched his head and nudged his friend, but he didn't answer the teacher's question. The teacher turned to the whole students "masih ada yang ingat?". A girl replied, "Title, orientation, event, and reorientation". "Ok good", said the teacher. "Nah sekarang kita akan melanjutkan tentang recount text, Mimin, coba tadi diulang apa saja generic structurenya?", the teacher, then, moved to the whiteboard and wrote the generic structure down. "Now, open your LKS on page thirty six", the teacher walked to check if the students had opened page thirty six. "Halaman piro kui", a student from the back-most seat nudged his friend. "Telung puluh enem", replied his friend and the whole students laughed. "Ngunu ae ra dong", another student yelled.

"Nah, generic structurenya yang belum nyatet, dicatet ya," the teacher instructed. "Bukunya dikumpulkan bu," replied the students. "Kalau begitu salah satu ambil di meja saya". Then, two students went to the office to get the books. The rest of the students started talking to each other. The teacher sat behind her desk. A few moments later, the teacher wrote down twenty five words in the board. The words were taken from a text in the LKS. The students were still talking and become creakier when two students who brought the books came in. After every student had got their book, the students began taking note from the board. The situation was almost silent.
Soon after the students had finished taking note, the teacher asked, "Recount text itu fungsinya untuk menceritakan pengalaman dimasa lalu, jadi tense yang dipakai adalah past tense, kemarin masih ingat ya rumusnya." "Iya," some answered clearly, some other reluctantly, and one of the back-most students whispered to his friend, "Jane opo toh kae ki, tambah ra dong aku".

Having done writing the pattern, the teacher told the students, "Students, now, find the meaning of the words. You may open your dictionary". As the

process of meaning searching went by, the teacher offered. "Yang sudah dapat artinya, ayo, langsung maju saja". It didn't take time to make three students came to the front of the class and write down the meaning in the board. Then, three others followed and so on until all the words translated. The teacher checked the attendance list while the students translating the words in the board. However, there are two words that hadn't been translated. The words were public holiday and luxurious.

As the entire words had been translated, the teacher read the first word loudly and asked the students to repeat after her. Then she told the students to memorize the translation. This was done until all the words pronounced.

After that, the teacher asked some students to read a text in the LKS aloud. Then the activity was translating. "Nah, sekarang, ayo diterjemahkan textnya, kalian boleh diskusi dengan teman", said the teacher. Some moment later, the teacher said, "Sudah selesai, ayo dibaca, kalimat pertama bareng-bareng". Students read it aloud, all at once, "Last Saturday was a public holiday". The teacher continued, "Langsung terjemahanya". "Sabtu lalu adalah libur umum". The teacher noticed that two students had a conversation and said "Ayo yang bicara sendiri, awas nanti kalau tidak bisa". In the middle of translating the text, the teacher recall the students' memory about the words she wrote in the board, "Nah, took artinya apa?". Students replied, "Naik". "Public holiday?" the teacher continued. "Libur umum". "Side" she asked the students again. "Sisi" replied the students. "Very good", praised the teacher. "Now, continue on the next paragraph" she added. Next, the activity is reading aloud the English text in the LKS and translating the whole text. This lasted until the bell rang.

Finally, the bell rang. "Well, any questions?" she asked. "No" replied the students firmly. "Sisanya buat PR dirumah ya. Dilanjutkan besok lagi. Sekian dulu and Assalamualaikm Wr. Wb"

Vignette 2
Action 1 cycle 1
21 October 2013
07.15 – 08.35

The lesson began after the students finished reciting the Qur'an in chorus. It was 15 minutes. The teacher greeted the students and asked one of them to lead the prayer. One of them led the prayer, "Ready on your seat, pray begin". The teacher greeted them, "Hello, Good morning everybody". They replied, "Good morning". "How are you today?". "I am fine and you". "I am fine thank you". "Who is absent today?". Some students replied "gak ada".

The teacher showed some pictures through the projector. Then, he moved from the teacher desk to the middle of the class and said "Everyone, what do you see in the picture?" . The students replied together, "Cristian Ronaldo" there were some boys said "CR 7 (Red: Si ar seven)" and some other students from the back seat also said, "Wah, tonggoku kui". The teacher said, "yes, you are right, this is

the picture of Christian Ronaldo, what do you think about him? Is he handsome?". Some girls answered "Atletis". " Your friends said he is athletic, do you agree with them?". They replied "yeeeeees". "Well, he is handsome and athletic. What about the hair? What color of his hair?", the teacher pointed the hair. "Blaaaack". "Ok, he has black hair, is the hair short or long? It is…." he waited the answer. "Short". Again, some boys from back seat answered, "Rambute Njabrig". "Well, jabrig, what is jabrig in English?" He approached the boys. They grumbled and suddenly kept silent. "Anyone knows what jabrig in English is? Ada yang tahu gak?". Then the teacher told them, that jabrig meant spiky. He wrote the word in the white board.

After the question and answer, the teacher showed the example of the descriptive text. "Nah, everyone, please look at the slide and now, let's study the text". When the students studied the text, the teacher drew a table in the white board. The table was to classify the descriptive words into skin, hair, eyes, height, build, etc.

After he had finished drawing the table, he asked the students, "What is the text about?" the students were still quiet. "Textnya tentang apa toh?". "Christian Ronaldo" some of them replied. He helped the students to classify the description of Cristian Ronaldo into the table he made. The classification started from, name, occupation, origin, appearance (beautiful, handsome, good-looking, cute, attractive, etc), height, body, skin, hair, and eyes. After the students did the activity, the teacher showed them words to describe people. Then he asked them to classify the words into the table. After that, he asked them whether they had any questions or not. "Well, any questions so far?" ."Nooo" they replied. "Ok, good students have no question". Some of them laughed. Some others kept silent and looked at the friends laughing.

"Today, we are going to learn writing descriptive text". "aaaaa…. " almost all of them protested. "Loo kok gitu", he stared at them. "Susah kak", Nina said. "Iya susah, nggak bisa", another student complained. "Kan belom dicoba", I said. "Kan nanti diajarin biar gak susah lagi".

The students seemed reluctant to write. He said to students"Well, everyone, listen to me. Bahasa inggris itu sebenere gampang loh." "aaaaaaa….. " again, some of them complained. "Trust me, English is easy, tinggal nambahin 'the' aja kok". They looked curious and started paying attention to his explanation. "For example, Lampu bahasa inggrisnya apa?", He waited for the answer. Riko said "lamp". "Yes, the lamp. Kalo pulpen?. Now, more students replied, "the pen". "loo kan semuanya bisa", he said. "kalo pohon pisang?". They looked at each other. There was no answer. The teacher said, "Pohon pisang itu 'the bog'". He continued, "kalau melihat?". 'The lok" some boys said. The students started laughing. " Kalau memegang?" he asked again. "The mok", a girl answered. "Dan lain-lain" he said. The whole class laughed, including the English teacher who observed the teaching. "Nah, gampang kan?", He stared at them. "Aneh ii… ono-ono wae" One of them complained but still smiled.

"Let's back to the lesson", he said. The teacher explained to them the language features of the descriptive text. At first, he explained the generic structure of the descriptive text. He told them that the generic structure for descriptive text were general classification and description. He showed them the slides through the projector. He labelled the text about Christian Ronaldo with the

generic structure of the descriptive text. He named the first paragraph as general classification and the second paragraph as description. During his explanation, there were some students from back seats talked with their friends. He stopped the teaching. "Ehmmm, Hello" he pointed one of them. "Yes, you two. What is your name?". "Soni". "And you?". "Rustom". "Well, Soni and Rustom, please be quiet." He continued the teaching. He explained to them that general classification contained information like, name of the person, his/her job, and where he/she comes from. However, not long after he continued the teaching, Soni and Rustom started talking again. He stared at them and showed the gestures of asking somebody to be quiet (putting the point finger in the front of the lips). Then, he continued explaining the generic structures. He explained to them that description contained information like the appearance, the body, the height, the hair, the skin, the eyes, and other features.

After explaining the generic structure, the explained the tense. He underlined the verbs. He explained simple present tense and subject-verb agreement. He explained how has and have are different and personal pronoun he, she, it, him, her, etc. He also reminded the students about punctuation and capitalization. After that, he explained about the order of the adjectives.

The last one was he explained the thematic progression pattern used in the example texts to the students. He showed the pattern in each paragraph of the descriptive text (Christian Ronaldo). He told them that in the text, there were two pattern found (reiteration pattern and zigzag pattern). He told the students that, later, they could use the same pattern when they were to write a descriptive text.

After that, the teacher gave the students an exercise to arrange jumbled words into a good sentence. He distributed worksheets to the students. "Have you got the sheets?" he said. They did not reply. The students who sat in the back rows started disturbing each other. "Well, sudah dapat semua?", he replied his instruction. "Yes", they answered. The students in the back rows were still noisy. "Well Sony and friends. Be quiet please," he warned them. He walked to Sony. He touched Soni's shoulder, and said, "Well sony, Rustom, and you, what is your name?". "Adib", replied the student. "Naah, monggo, duduknya gentian sama temen-temen yang didepan. Soni kesana, Rustom dibaris sebelahnya dan Adib didepan meja guru. Yang didepan gentian sebentar yaa", said the teacher. Some students laughed at them.

After finishing the exercise, the students did the next exercise of giving description to pictures. "Now, open page two on the worksheets. Page two". There were four pictures on the exercises. The students were to write three sentences to describe each picture using adjective provided. "I want you to do the exercise like in number one", he explained. The students did the exercises.

Then, the teacher asked them to make groups of four. "Sekarang bikin kelompok, 1 kelompok maksimal 4 orang". They were busy making groups. After few minutes, "Look at the picture", he said. It was a picture of an advertisement of a missing person. The students were to describe the missing person. "Wong ilang, dulurmu yo Tek", Ruston mocked his friend. "Hahahaha" suddenly the class laughed. The teacher stared at Rustom. He waited until the class was quiet. Then he continued, "I want you to describe this person". "Describe the person, based on this information", He pointed to the slide. One student raised her hand and said, "I am sorry sir, I didn't understand". "Oke, jadi, adik-adik nulis descriptive text

tentang orang ini, berdasarkan informasi yang tersedia di kotak sebelahnya itu. Gimana, ada lagi yang masih belum paham?", explained the teacher. "Gak adaa", the students said.

The bell rang when they started doing this exercise. "Well, I think that's all for today. Before I leave, do you have any questions?". "No"they replied together. "Are you sure?", I said. "Yes", the students replied enthusiastically. "Ok, See you again on Wednesday. Good bye everyone".

Vignette 3
Action 2 Cycle 1
Wednesday, 16 October 2013
11.30 a.m – 12.50 p.m

When the teacher came to the class, many students, especially boys, were still outside. He waited for about two minutes. After the entire students came to class, he greeted them and checked the attendance list. Before he started the lesson, he corrected the way the students led a prayer. In the previous meeting, one of them led the prayer by saying "Ready on your seat, pray begin". Then he corrected into "Be ready on your seat. Prayer begins".

The teacher gave back the works that were submitted in the previous meeting. He gave feedback on the mistakes the students made. The mistakes were mostly on the use of article. He explained that the students had to put an article before a singular countable noun. He said, "everyone, listen to me". "Look at this sentence", he wrote a sentence in the board. "What's wrong with this?", he added. Nobody answered. "Look, kalimat ini kurang "a", seharusnya "He is a handsome boy", kalau ndak pake "a" cukup, "He is handsome". Gitu ya, paham?" he said. The students nodded. "Contoh yang lain, "She is a beautiful girl", kalau mau dibuang 'a' nya, jadi?" he asked the students. "She is beautiful", replied a boy. "Yup, very good. Masih ada yang bingung?". "Tidaakk", the students replied. "Ok, now, I want you to continue the group work. Lanjutkan tugas kelompok yang kemaren ya, masih inget kan anggota kelompoknya siapa saja?". "Masih", they replied. "Nah, sekarang duduk berdasarkan kelompoknya masing-masing, yo, silahkan".

The teacher monitored the students who were doing the task. After the students finished the task, the teacher asked them to submit the works. "Have you finished?". "Yeess" they said. "Ok, yang sudah selesai, dikumpulkan dimeja depan, silahkan".

"Let me see your writing. Hmmm you have done well with the task. Let's move on to the other excercise". The teacher told the students that they should describe one of their friends in the class. The teacher said that he would give mark

on this exercise. He reminded the students what information they need to include in their writing. "Nah, as I told you before, tulisanya paling tidak terdiri dari 2? Dua apa?" I tried to invite them to discussion. "Paragraf" said some girls from the front rows. "Very good. Paling tidak terdiri dari 2 paragraf. Yang pertama itu isinya tentang apa aja? Iya pinter, yang pertama itu bisa Name, Job/Occupation, Origins, and age. Itu namanya General Classification. The second paragraph? The second paragraph isinya tentang descriptionya. Biar mudah mulai aja dari penampilanya, kemudian height, built,skin, hair, and then eyes. Tidak harus urut seperti ini ya."

Then he asked them to start their writing. He displayed again the example of descriptive text about Christian Ronaldo using projector. There were some students who played mobile phones. He warned them, "Ehmmm, looo kok mainan HP". "Buat kamus kok kak, gak mainan", They argued. "Semuanya, yang tidak bawa kamus, pinjem diperpustakaan ya, HPnya disimpen saja", the teacher said. Many students went to the library to borrow the dictionaries.

The teacher wandered around the class to monitor the students' work progress. Some students sometimes called him to ask something. The teacher would come and help the students who needed him. He also stayed and waited the students who had conversation instead of doing the work and help them doing the work. The time was up. The teacher asked the students to submit the work. "I am afraid the time is up. Now, please submit the works", he said. "Belum selesai kak", some of them protested. "Well, selesai ndak selesai dikumpulkan saja, saya koreksi dulu, dipertemuan selanjutnya diteruskan lagi". The students submitted the works. "Well, any questions so far?". "Noo", the students replied. "Ok then, I think this is the end of the lesson, see you next week and have a nice day".

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Vignette 4
Wednesday 23 October 2013
07.15 a.m – 08.35 a.m

The teacher entered the class waiting the students reciting the Quran. After they had finished, they were a bit noisy and putting their book out from the bag. He greeted them and asked one of them to lead the prayer. The students had been able to lead the prayer correctly then he checked the attendance list.

The teacher gave the works back to them with some correction. He also wrote suggestions and comment to their writing. "These are your works". He asked Nana and Lisa to give them back to the students. When all students had got their works back, he explained the most common mistakes from their writing.

He said that there were students who made mistake in the use of capital letters and punctuation. He explained to the students the importance of punctuation in writing. "Nah, seperti yang saya bilang tadi, penggunaan tanda baca itu penting. Tanda baca itu bukan atribut atau sekedar embel-embel di dalam tulisan. Dalam suatu tulisan, tanda baca itu mempengaruhi arti", he said. "Look at this example", he wrote in the white board "Let's eat, grandpa" and "Let's eat grandpa". "Do you see the difference between those two sentences?, the teacher asked. The students were quiet and slowly they started laughing. "Hahahahaha iya Kak, beda" some of them replied. "Apa bedanya?" he asked. The students answered. "Raise your hand please", the teacher said. "Yap, Lina, silahkan". "Emmm kalau yang pertama itu artinya, ayo makan, kakek. Itu ngajak makan kakeknya. Terus yang kedua, ayo makan kakek. Itu artinya ngajak makan kakek. Yang dimakan kakeknya" Lina said. "Excelent, yah kurang lebih seperti itu ya". "Sudah tau kan pentingnya tanda baca?" he asked. "Iyaa", the students replied. "See, punctuation saves life", he added. The students laughed.

After that, he asked the students to revise their works based on the feedback. "Nah, sekarang tulisanya direvisi lagi baru nanti ditulis yang rapi kemudian dikumpulkan sama saya". In the process of revising the writing, he monitor the students. He would came to any of the students who asked for help. This lasted until the bell rang. Finally, all students submitted the works.

Vignette 5
Monday 26 october 2013

When the teacher came to the class, the students were preparing their books. The librarians and three students also came to the class bringing dictionaries from the library. After the dictionaries were distributed to the students, the teacher greeted them. Then he checked the attendance list.

"Everyone, I have something for you?", the teacher started the teaching. The students looked at the bag he brought curiously. "Do you know what is it?" he said. "Bag", they said. "He'em, what color is it?", "Black" Rina said. "Very good, kira-kira ada apa aja ya didalamnya?" He took out one by one the items in the bag. They are books, text books, a ruler, a purse, pencil cases and a hat.

"What is this?", the teacher showed the book. "Buku", the students replied. "What about this?" he asked them again. "Penggaris", they said. "Ehhmmm,You are right, but, What is buku and penggaris in English, Lina?". "Books, kalau penggaris ruler", Erlina answered. "Very good Lina" he praised. "What do you think about the book? Is that new?", he said. "No", some students answered. "Udah jelek". "Well, this is an old book", he explained. Some students

nodded. "What color is it, Adit?" he asked Adit. "Blue", Adit spoke from the back side. The whole students laughed. Of course, it was brown, not blue. "Koyo ngunu wae ra dong", mocked one of his friends. "White kui udu blue", the other student mocked him too. "Attention please, yea Adit, you are almost correct, but I think this book is darker. So, what color is it? Everyone?" . "Brown", most students answered clearly. "Yes, it is an old brown book". Then the teacher continued this activities until all things in the bag were described.

The teacher showed them the example text. He asked them to study the text. After that, he drew a table to explain the phrases to describe things. "This is how we say when describing things", he pointed at the white board. "We say 'an old brown book' not 'a brown old book', he said. The students nodded their heads. When he gave another example, Yoga and Galih were having conversation. Then, Arifin and Sony did it too. Realizing this, the teacher spoke softer than before. Then, some students asked the talker to be quiet "Huussssshhh" and stared at the talker. They could not hear the teacher's voice. Therefore they asked the talkers to be quiet.

After explaining the order of the adjectives, he continued the lesson by explaining the generic structure of the text. He labeled each paragraph of the example text with general classification and description. He told the students what information in the general classification and in the description was. Then, the teacher explained about the tense, and reminded the students about the capitalization and punctuation. The next explanation was about transition words or transition signals. The teacher explained about it for some minutes. Then, he showed the thematic progression pattern in the example text. He explained the pattern one by one.

The teacher gave the students exercises. It was about arranging jumbled words into a good sentence. It took about fifteen minutes. This was to check whether they were able to put the adjective in the correct order. The next exercise was arranging jumbled sentences into a good paragraph. It took about fifteen minutes.

The teacher asked the students to observe their classroom. Then he asked them to name the things in the classroom. After that, the students describe the things they found and then, based on the description, they wrote a descriptive text about things in the classroom. The bell rang when they did this. The teacher checked the work progress, "Have you finished the work?". The students replied "not yet, sir". "Well, you can continue it in your home", he said. "Yeeee", the students replied enthusiastically. "Before I leave, do you have any questions?", he asked. "No", the students replied. "Ok, have a nice Monday and see you". "See you".

Interview Transcripts

INTERVIEW TRANSCRIPTS

Interview before the Cycle

Interview 1
Interview with Ibu Woro, the English Teacher of grade 8 SMP N 3 Tempel.
Day/ date : Monday 18 November 2012

Panji   : Assalammualaikum Wr Wb.

Bu Woro   : walaikumsalam wr wb

Panji   : Maaf Bu, saya Panji. Saya yang mengirim sms kemarin.

Bu Woro   : oh iya. Silakan kita duduk disana saja.

Panji   : Begini Bu. Saya dapat informasi tentang sekolah ini dari Mas Endi. Kemarin kan mas Endi KKN/PPL disini.

Bu Woro   : Iya saya ingat. Mas Endi memang tahun lalu KKN/PPL disini.

Panji   : Begini bu, saya berencana hendak mengadakan penelitian disekolah ini. Sebenarnya tadi saya disuruh bertemu ibu kepala lebih dulu, tetapi berhubung beliau sedang berada disemarang, tadi bapak yang di TU bilang suruh langsung menemui ibu saja.

Bu Woro   : ndak papa mas. Masnya mau mengadakan penelitian tentang apa?

Panji   : Rencananya sih PTK Bu.

Bu Woro   : Hmmm PTK ya, itu temanya tentang apa mas?

Panji   : Meningkatkan kemampuan menulis dengan menggunakan Thematic Progression bu.

Bu Woro   : ooo Thematic Progression itu bagaimana ya mas, saya belum pernah mendengar sebelumnya. Sebelum ini sih ada beberapa mahasiswa juga yang mengadakan penelitian disekolah ini, tapi semuanya tentang reading. Bagus kalau masnya mengadakan tentang writing. Saya bisa ikut belajar juga. Soalnya mengajarkan writing itu memang saya akui agak susah. Saya sendiri tidak cukup banyak tau kegiatan pembelajaran writing kaya apa saja yang menarik.

Panji   : Hehehehehe sama-sama belajar ya bu. Jadi kesimpulanya gimana nih bu, saya diijinkan ya bu penelitian disini? Hehehehe

Bu Woro   : Saya sih oke-oke saja mas. Kapan Masnya mulai penelitian?

Panji   : Nah itu dia bu, saya musti observasi kelas dulu buat merumuskan masalah, kemudian paling beberapa bulan lagi saya baru bisa datang lagi buat penelitian. Kira-kira saya boleh penelitian dikelas berapa bu?

Bu Woro   : kelas 8 saja mas. Saya ngajarnya kan dikelas 8. Lagipula nek kelas 3 itu ndak boleh buat penelitian. La kan meh ujian tho mas.

Panji   : Iya bu. Kalau minggu depan saya observasi bisa bu?

Bu Woro   : Bisa mas. Kalau saya itu ada jadwalnya, senin ada, rabu, kamis, sama jum'at, sabtu. Itu ada. Masnya observasi dikelas 8C saja ya?

Panji   : Nggih bu, saya mah manut saja. Kalau gitu 8C hari apa saja jadwalnya bu?

Bu Woro   : Itu hari senin sama Rabu mas. Senin jam 11.30- 12.50, nek rabu jam 7.15 − 8.35.

Panji   : Iya bu, saya datang lagi insyaAllah hari senin ya bu. Jam 11.30

Bu Woro   : Iya mas.

Panji : sementara itu dulu bu. Maaf bu sudah menggangu waktunya. Oh iya bu, untuk surat ijinya nanti menyusul ya bu.

Bu Woro : Iya mas ndak papa.

Interview 2
Interview with Ibu kepala sekolah SMP N 3 Tempel
Day/Date: Tuesday 19 November 2012

Panji: Selamat Pagi Ibu.

K.sekolah: Selamat pagi, Silakan duduk mbak.

Panji: Maaf Bu, mengganggu sebentar. Saya mahasiswa dari Pendidikan bahasa ingggris UNY. Saya yang kemarin menghubungi ibu, maksud kedatangan saya kesini seperti yang sudah saya katakn kemarin, saya bermaksud untuk melakukan penelitian disekolah ini. Ini surat permohonan izinnya.
H: jadi njenengan akan melakukan penelitian untuk skripsi. Kira-kira berapa lama mas?

K.Sekolah: Ya bu. Klo penelitianya masih kurang lebih satu dua bulan bulan lagi. Sekarang saya masih mau melakukan observasi dulu dikelas VIII. Apakah saya diizinkan untuk masuk kelas dan melakukan observasi?
H: silahkan mas. Untuk kelas VII itu sama bu Woro ya. Sudah kepanggih sama bu Woro belum?

Panji: kalau itu sudah bu. Kemarin itu dah sempet ngobrol-ngobrol malah. Waktu itu mau minta ijin sama Ibu tapi ibu katanya sedang di Semarang.

K.sekolah: Oh iya, saya memang lagi di semarang. Kalau memang ibu woro juga mengijinkan, saya sih boleh-boleh saja. Yang penting nanti komunikasi saja sama ibu Woro. Saya doakan mudah-mudahan sukses penelitianya.

Panji: Iya bu, terimakasih. Itu saja bu, saya permisi dulu.

Interview 3
Interview with Ibu Woro
Day/date: 17 October 2012

Panji : Selamat pagi bu, saya bisa minta waktunya sebentar gak bu untuk ngobrol-ngobrol tentang pembelajaran B.Inggris, khususnya di 8C?

Bu Woro: Iya mas bisa, tapi paling 15 menit saja ya?

Panji: Nggih bu, insyaAllah cukup. Eee... tentang ini bu, tadi, kan saya sudah observasi toh, nah, apa toh bu, kendala-kendala yang dihadapi ibu selama mengajar bahasa inggris disekolah ini? Khususnya 8C.

Bu Woro: Nek kendala ya banyak mas.

Panji: hmmmm apa saja itu bu?

Bu Woro : salah satunya ya dari inputnya mas. Sebagian besar anak-anak sini kan sisa-sisa dari yang ndak ketrima di negeri 1 situ mas.

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Panji: hmmm gitu ya bu. Terus kendala yang lain apa bu?

Bu Woro: Meskipun begitu ya ada lah mas yang memang memiliki kemampuan diatas rata-rata. Kendalanya ya itu tadi, karena memang inputnya, bisa dibilang, agak rendah, dampaknya ya jadi ke kemampuan siswanya mas.

Panji : Mmmm memang kemampuanya bagaimana bu?

Bu Woro: Ya seperti itu mas, harus bener-bener telaten kita sebagai guru.

Panji : Apa guru-guru yang lain juga merasakan hal yang sama kaya ibu? Maksud saya tentang kendala tadi dalam mengajar?

Bu woro: meskipun belum pernah bertanya secara langsung, tapi saya yakin sih iya.

Panji : hmmmm yakin ya.

Bu Woro: ya kan kalo dikantor itu kan suka cerita-cerita tentang anak-anak didiknya to mas. Ada yang curhat begini, begitu.

Panji: jadi tahu karena obrolan-obrolan dikantor ya

Bu woro: iya.

Panji: kalau kendala yang lain bu, fasilitas misalnya, atau apa gitu bu?

Bu woro: dari segi fasilitas sih sudah memadai ya mas, kayak misalnya ada proyektor, kamus, buku paket, eee... kelasnya juga kondusif, kan satu kelas cuman 36 siswa mas.

Panji: kalau dalam memngajar writing sendiri, ada kendala kah bu?

Bu woro: Writing itu gimana ya mas, agak jarang juga. Saya sendiri tidak terlalu banyak hal yang saya tahu untuk membuat pelajaran writing jadi menarik. Seringnya ya reading, kan buat menghadapi test semesteran sama UN kelak itu loh mas. Kan kudu dipersiapkan dari sekrang.

Panji: kalau untuk pembelajaranya, memang biasanya nerjemahin text kayak gitu ya bu?

Bu woro : Iya mas, sama latihan-latihan soal. Kalau ada kegiatan seperti itu kan mereka jadi anteng gitu mas. Ngerjain.

Panji: kalo ndak ngerjain soal ndak anteng ya bu anak-anak?

Bu Woro: Khusus kelas C ini memang special mas. Pernah saya suruh menulis tentang pengalaman pribadi, yang recount itu mas, terus saya tungguin ketika lagi nulis, welah, ada yang jalan-jalan, pinjem tipe-x, tanya artinya, tanya ini, tanya itu sama temen. Kelasnya jadi rame mas.

Panji: Hmmm jadi dengan latihan soal itu anak-anak jadi tenang dan mengerjakan dibangkunya masing-masing ya bu.

Bu Woro : Iya mas

Panji: tadi kan ibu bilang anak kelas C itu special? Itu gimana bu maksudnya?

Bu Woro: ya special mas, agak bandel-bandel dan huuhh, kalau diajar itu suka ribut sendri.

Panji: Kalau anak-anak susah diatur kayak gitu, langkah apa yang biasanya ibu ambil?

Bu Woro : "Kalau yang bandel-bandel itu ya gimana ya mas. Kadang saya juga ndak tega mau bersikap keras dan kasih hukuman, tapi mereka kadang itu loh, susah banget."

Panji : Ada langkah lain gak bu, maksudnya, selain hukuman gitu?

Bu Woro : " ya ada mas, kadang saya kasih reward juga. Kalau misal kegiatan dikelas menuntut performa atau tampil satu-satu, Ya yang sudah tampil boleh

tidur. Kalau ndak nanti mengganggu yang lain. Perhatian saya kan terpusat sama yang sedang maju. Lha nanti yang sisanya gimana?

Panji: ok, pertanyaan selanjutnya nih bu, kalau dalam pandangan ibu sendiri, kemampuan siswa itu gimana toh bu? Khususnya writing, apa bagus, apa bagus banget, atau gimana bu?

Bu woro: kalau bagus banget ya enggak lah mas. Ya gitu lah mas. Saya tahu kalau disuruh menulis mereka mesti banyak ide. Tapi kan menyusunnya dalam kalimat-kalimat itu kan susah mas. Masih harus menterjemahkan, belum lagi grammarnya dan lain-lain.

Panji: hmmm jadi lebih kepada susah mengartikulasikan ide kedalam bentuk tulisan gitu kan maksudnya bu. Hehehehe,

Bu woro: kurang lebih seperti itu mas.

Panji: kalau keadaan siswanya seperti itu, usaha apa sih yang ibu lakukan agar siswa, ya itu tadi, mampu mengartikulasikan ide kedalam tulisan. Heheheh gampanganya, apa sih yang ibu lakukan untuk meningkatkan kemampuan menulis siswa?

Bu Woro: ya dengan latihan-latihan dan menterjemahkan kayak itu tadi mas. saya biasakan anak-anak untuk latihan-latihan soal dan menterjemahkan teks-teks. Kalau penguasaan kosa katanya baik, nanti kan readingnya juga baik dan menulisnya juga jadi ikut baik.

Panji: hmmm gitu ya bu. Kayaknya sudah hamper lima belas menit nih bu. Pertanyaan terakhir, ya bu, bias ibu ceritakan tentang latar belakang pendidikan ibu?

Bu woro: saya dulu kuliah dijurusan pendidikan bahasa inggris UNY.

Panji : hmmm. Untuk sementara ini dulu bu yang bisa saya tanyakan. Terimaksaih ibu atas waktunya. Semoga apa yang kita bicarakan hari ini dapat membawa manfaat dikemudian hari.

Bu woro: amin

Interview 4
Interview with Fian (The student of 8c)
14 October 2013

Panji : Seperti yang sudah kakak bilang tadi, kakak pengin ngadain penelitian dikelas 8C. Tujuanya buat meningkatkan kemampuan menulis anak-anak kelas 8C. Minta waktunya sebentar ya dek Fian.

Fian : Iya kak.

Panji : Dek kalo pelajaran bahasa Inggris bisasanya ngapain aja yah dek aktivitasnya?

Fian : Ya gitu kak, terjemahin text-text yang ada di LKS. Terus habis itu latihan soal. Kadang juga suruh ngafalin kosa-kata. Ngafalin rumus-rumus juga kak.

Panji : yang lainya, gak ada?

Fian : Ya kadang suruh ngerjain soal ABCan di LKS.

Panji : Suka pakai media gak ngajarnya?

Fian : Maksudnya?

Panji : Kan ada proyektor tuh dikelas, nah, suka dipake gak? Atau mungkin Ibunya kalo pelajaran suka bawa gambar, nonton video, bawa apa gitu?

Fian   : Enggak sih kak, gak pernah kayak gitu tuh.
Panji : Menurut Fian nulis bahasa Inggris susah gak sih?
Fian   : Ya susah kak.
Panji : Susahnya dimana?
Fian   : Ya bikin kalimatnya itu kak.
Panji : Hmmm gitu ya…
Fian   : sama kadang ndak tau artinya kak.
Panji : Kalau tau artinya berarti bias ya.
Fian   : Ya mungkin kak.
Panji : Berarti mengarang dalam bahasa Indonesia mudah ya?
Fian   : Yaa gak juga sih kak.
Panji : kan tau artinya?
Fian   : kan merangkai katanya itu loh kak.
Panji : Hahahahaha tadi katanya kalau tau artinya bias, sekarang nambah lagi, merangkai kata.
Fian   : hehehehe
Panji : "Kan sama ibu guru diajarai cara merangkai kata-katanya juga kan kalau misalnya pelajaran menulis. Maksud kakak, diajari caranya nyusun ide-ide biar bias bagus tulisanya?
Fian   : Kayak apa yah kak, belum kayaknya.
Panji : Belum apa belum…
Fian   : "hehehe kayaknya belum kak".
Panji : "Ok, Fian, makasih ya atas waktunya. Mudah-mudahan pembicaraan kita bisa bermanfaat dikemudian hari."
Fian   : "Iya kak, sama-sama. Amiin kak".

Interview 5
Interview with Aji (The student of 8C)
14 October 2013
Panji : "Dek Aji seperti yang sudah kakak jelaskan tadi, kakak akan ngadain penelitian dikelas 8C. Tujuanya buat meningkatkan kemampuan menulis anak-anak kelas 8C. Minta waktunya sebentar ya dek".
Aji   : "Siap kak. Hehehehe".
Panji : "Oke, pertanyaan pertama ya dek, kalau pelajaran bahasa inggris selama ini aktivitasnya ngapain toh dek?"
Aji   : aktivitas gimana ya kak?
Panji : Biasanya ibunya dikelas nyuruh apa aja kalo pelajaran? Baca, nerjemahin, ngerjain soal ato apa gitu?
Aji   : Seringnya sih nerjemahin text di LKS atau buku paket. Habis itu latihan soal. Kadang juga disuruh ngapalin kosa kata ntar di tes maju satu-satu.
Panji : Maju satu-satu?
Aji   : Iya kak, suruh ngapalin kata-kata. Kalau yang udah maju dan apal nanti boleh ngaso dibelakang. Yang penting gak berisik kalau berisik dijewer kak. Kadang juga ada yang dijambak kalo berisik.
Panji : Dikelas kana da proyektor tuh dek, itu sok dipakai ndak buat ngajar.

Aji   : Ndak kak.

Panji : Kalau misalnya lagi ngajar tuh ya dek, suka pake media kaya gambar, nonton video, bawa poster atau apa gitu dek?

Aji   : "Enggak kak."

Panji : Menurut Aji pelajaran Bahasa Inggris itu mudah atau susah sih? Terutama menulis?

Aji   : Ya, gimana yah kak. Susah sih kak. Nulis kan kudu mikir mau nulis apa.

Panji : Berarti kalau reading atau membaca itu mudah ya dek, kan udah ada bacaanya. Tinggal nyari… hehehe

Aji   : Nah itu dia kak, susahnya itu ndak tau artinya itu loh kak.

Panji : Berarti kalau tau artinya menulis itu mudah lah ya?"

Aji   : Ya gak juga sih kak, tetep kudu mikir mau nulis apa.

Panji : hehehe… kan diajari dek apa yang kudu ditulis.

Aji   : yaa, gak tau lah kak. Gelap. Hehehe…

Panji : Okeh, kayaknya itu saja yang ingin kakak, tanyakan. Terimakasih ya dek atas wakunya. Mudah-mudahan jawaban dari dek Aji bias bermanfaat dikemudian hari.

Aji   : sama-sama kak. Amiin. Eh kak, berarti pas penelitian nanti kakak yang ngajar b. inggris dong?

Panji : Iya. Sampai ketemu lagi dikelas B. Inggris ya.

Interview in cycle 1

Interview 6
Interview With Ibu Woro
21 October 2013

Guru : Silahkan duduk mas. Santai saja

Panji : Terima kasih bu, begini bu,kan sudah selesai nih pertemuan pertama. Saya minta kritik dan saran dari Ibu ya untuk action 1 tadi.

Guru : Mulai dari mana yah mas.

Panji : Dari penggunaan media saja dulu bu.

Guru : Ehhmmm yang pake gambar sama powerpoint tadi ya mas.

Panji : Iya bu. Pas pake gambar tadi buat menjelaskan, menurut ibu gimana?

Guru : Oh iya yang itu, itu bagus mas, buat pembukaan, kayaknya siswa lumayan tertarik. Siswa mau terlibat diskusi dalam pembukaan tadi mas. Biasanya kan mereka diam saja mas dikelas, tadi sudah lumayan, saya perhatikan b e b e r a p a anak mulai berani untuk berbicara dan menjawab pertanyaan dari mas Panji.

Panji : Hmmmm… Terus, materi yang saya berikan tadi pripun nggih bu. Penyampaianya sudah runtut kan?

Guru : Iya mas sudah. Mulai dari memberikan wawasan dan kosa-kata, terus juga tadi masnya menjelaskan language features nya. Tapi saya punya saran buat masnya.

Panji : Nggih, dos pundi nggih bu?

Guru : Kalau ada anak yang ngobrol sendiri kaya tadi lebih ditegur saja mas. Anak-anak itu kalau dibiarkan nanti malah menyepelekan.

Panji : Oh, yang belakang itu memang langganan ya bu?

Guru : Ya agak diberi perhatian saja. Nanti kan kasihan teman-teman yang lainya yang serius.

Panji : kalau masalah thematic progression yang saya ajarkan mungkin masih baru ya bu buat anak-anak.

Guru : Iya, saya belum pernah mengajarkan yang seperti itu Mas. Kayak yang pola itu, eee apa namanya mas, yang subjectnya diulang itu loh,

Panji : Reiteration pattern.

Guru : Iya itu. Itu kayaknya mudah buat anak. Ditambah lagi itu cocok untuk menulis descriptive text. Saran saya mungkin lebih ditekankan saja mas pada latihan-latihan yang menunjang penerapanya.

Panji : nggih bu, Insya Allah. Besok dipertemuan ke 2 dilanjut lagi. Kan tinggal latihan-latihan.

Guru : Iya mas.

Panji : Saya kira itu dulu Bu yang bias saya tanyakan. Terimakasih Bu atas waktunya. Semoga apa yang kita bicarakan ini bias membawa manfaat.

Guru : Amiinn…

Interview 7

Interview with Fajar (The student of 8C)
21 October 2013

Panji   : Nah Fajar, seperti yang kakak bilang tadi, kakak butuh pendapat Fajar tentang pembelajaran B.inggris bareng kakak. Pertanyaan pertama nih, apa sih yang bias Fajar pelajari dari kegiatan belajar kita tadi?

Fajar   : Apa yah kak. Ya tadi belajar kata-kata buat mendeskripsikan orang. Ada tall, spiky hair, brown eyes, ada gambarnya juga.

Panji   : Tadi menurut Fajar gimana pas kakak neranginya pake gambar-gambar, fajar suka gak

Fajar   : Suka Mas, rame.

Panji   : Rame gimana maksudnya?

Fajar   : Itu loh, kan pake gambar-gambar sama pake proyektor, jadi gampang memahami artinya.

Panji   : Tapi tadi kok Fajar ribut sendiri pas waktu diterangin pake gambar-gambar?

Fajar   : Habisnya, digangguin sama Rustom sih mas.

Panji   : Terus, fajar paham kan tentang pola yang kakak ajarkan buat menulis deskriptif teks?

Fajar   : Iya kak, lebih detail. Aku paham. Aku kalo nulis tu suka bingung je. Tapi tadi udah jelas kok kak, gimana nglanjutin nulis kalimat berikutnya yang nyambung sama kalimat sebelumnya. Tapi kadang ada yang gak tau artinya kak.

Panji   : Kan bias dicari dikamus, tadi gak bawa kamus yaa? Kakak tau kok.

Fajar   : Ndak punya e kak.

Panji   : Ya udah, besok pinjem diperpus ya.

Fajar   : Iya kak.

Panji   : Terus, yang latihan-latihanya, gak terlalu sulit kan?

Fajar   : Enggak kak.

Panji   : Enakan pake worksheet yang kakak bawa gitu apa LKS Jar?

Fajar   : Ya mending itu kak. Tiap hari pake LKS kak, bosen. Teksnya juga banyak banget kak kalo di LKS.

Panji   : Ooh.. besok tak kasih text yang banyak ah… hehehehe bercanda. Makasih ya Fajar atas waktunya. Semoga apa yang kita bicarakan bias bermanfaat kelak.

Fajar   : Amiinn.

Interview 8
Interview with Alun (The student of 8C)
21 October 2013

Panji   : Nah, seperti yang kakak bilang tadi, kakak butuh pendapat Alun tentang pembelajaran B.inggris bareng kakak. Pertanyaan pertama nih, apa sih yang bisa Alun pelajari dari kegiatan belajar kita tadi?

Alun   : Descriptive texts kak.

Panji   : Iya, terus, alun masih inget nggak descriptive wordsnya tadi.

Alun   : Masih kak. Ada fair skin, dark eyes, tall, straight hair, dll.

Panji   : Hehehehe bagus. Pinter ya Alun.

Alun   : Ah, biasa kali kak. Temen-temen juga pada bisa kok.

Panji   : Termasuk Alun kan. Hehehehe… oh iya, Waktu pelajaran tadi, Alun suka ndak kalo pas neranginya pake gambar-gambar kayak tadi?

Alun   : Heem kak, lebih jelas. Sebelumnya gak pernah e kak. Cuma pake LKS ato buku paket.

Panji   : Jelas gimana ya?

Alun   : Ya kan menunjukkan kata sekaligus gambarnya, jadi lebih mudah kak ngingetnya. Kalau cuman diterangin gampang lupa kak.

Panji   : Ngomong-ngomong, Alun paham kan tentang pola-pola yang kakak ajarkan buat menulis deskirptive texts tadi?

Alun   : Paham kak. Ternyata gitu doing ya kak caranya buat bikin tulisan.

Panji   : Iyaa, itu salah satu cara, eh salah dua ding. Kan ada 2 pola tadi. Hehehehe… masih banyak cara-cara yang lain Lun.

Alun   : kapan-kapan diajarin ya kak.

Panji   : Hmmmm… gak janji deeeh.. hahahahaha. Terus, untuk latihanya gak terlalu susah kan?

Alun   : Ya, biasa lah kak. Ada yang susah ada yang enggak. Tapi kan tadi udah dijelasin sama kakak cara ngerjainya.

Panji   : Okeh, kalau soal worksheetnya, Alun suka pake lembar kerja yang dari kakak apa LKS?

Alun   : Yang dari kakak lah. LKS itu ABC-an mulu. Mbosenin tau kak.

Panji   : Sementara ini itu dulu yang akan kakak tanyakan. Terimakasih ya Alun atas waktunya. Semoga apa yang kita perbincangkan bisa bermanfaat dikemudian hari.

Alun   : Iya kak. Amiin. Eh besok Rabu sama kakak lagi kan B.inggrisnya?

Panji   : Iya. Insya Allah dalam beberapa Minggu kedepan kakak yang ngajar B.inggris dikelas Alun.

Alun   : hehehehe…

Interview 9
Interview with Rustom (The student of 8C)
28 October 2013

Panji   : Nah, seperti yang kakak bilang tadi, kakak butuh pendapat Dek Rustom tentang pembelajaran B.inggris bareng kakak. Pertanyaan pertama nih, apa sih yang bisa Rustom pelajari dari kegiatan belajar bareng Kakak?

Rustom : Belajar nulis kak. Mendeskripsikan orang lain.

Panji   : Yap, dari nulis itu, kamu masih inget nggak, misalnya mau ngomong, rambutnya keriting. Gimana ngomongnya?

Rustom : "His hair, pake his apa her kak?

Panji   : His saja. Anggap aja cowok.

Rustom : His hair is curly.

Panji   : He'eh pinter. Eh, menurut Rustom, pas kakak ngajar pakek media kayak gambar, proyektor gitu, Rustom suka gak?

Rustom : He'eh kak. Rame. Biasanya ndak pernah sih kak. Ada gambar Cristian Ronaldo juga. Aku suka bola loh kak.

Panji   : Hmmmm jadi lebih jelas kan arti kata-kata yang sulit?

Rustom : Iya kak. Kayak misalnya bedanya fair skin sama white skin, aku jadi lebih jelas karna ada gambarnya.

Panji   : Oke, pertanyaan berikutnya, kalau tentang latihannya, enakan pake LKS apa peke lembar kerja yang tak kasih tadi?

Rustom : Kalau itu sih mending yang tadi kak. Kalau LKS itu textnya banyak. Bikin pusing.

Panji   : kok pusing?

Rustom : ya ndak tau artinya.

Panji   : Emang yang dari kakak tau artinya?

Rustom : Ya sebagian udah tau kak, kan udah dijelasin duluan.

Panji   : Ngomong-ngomong, kamu paham ndak dek sama pola untuk menulis descriptive text yang kakak jelaskan.

Rustom : He'em kak. Bisa jalan idenya. Ternyata gitu yah kak caranya nyambung-nyambungin kalimat dalam text.

Panji   : Yaaa gitu deeehh. Hehehehe… oke dek, sementara ini dulu ya yang kakak tanyakan. Terimakasih atas waktunya. Semoga percakapan kita bisa bermanfaat kelak dikemudian hari.

Rustom : Amiin..

Interview 10
Interview with Ibu Woro (the English Teacher)
23 October 2013

Panji   : "Langsung mawon nggih bu. Kita bahas tentang cycle 1 yang sudah dilaksanakan. Tolong dong bu, kasih komentar dan masukan buat cycle 1.

Guru   : mulai dari mana ya, secara keseluruhan sih bagus mas, masnya sudah PeDe dihadapan siswa. Juga, worksheetnya itu bagus mas, kreatif. Saya biasanya kalo latihan ngambil dari LKS atau buku paket. Nek bikin sendiri gitu kadang ndak sempet mas.

Panji   : Masalah anak-anak yang tak pindah tempat duduknya itu ndak papa toh bu?

Guru   : Ooh itu, ndak papa mas. Dari pada dibelakang berisik sendiri seperti itu. Kelihatanya pada lebih anteng kalo didepan. Pisah sih sama CS-nya.

Panji : Kelihatanya iya bu. Paling kalau dipertemuan besok sudah anteng, mereka tak suruh balik ke tempat duduk semula.

Guru : Bikin kesepakatan dulu mas. Ya semcam memberi kesempatan kedua gitu. Kalau dibalikin dibelakang bisa parsitipatif terus, ya berarti boleh duduk dibelakang lagi. Tapi kalau baru suruh balik saja sudah berisik lagi, ya terpaksa suruh duduk didepan saja mas.

Panji : iya, saya juga berpikiran sepert itu. Sudah tiga pertemuan, tapi anak-anak masih ndak mau minjem kamus sebelum pelajaran ya bu.

Guru : Iya ini.

Panji : Apa di cycle berikutnya kita yang inisiatif meminjamkan saja nggih bu? Soalnya mengganggu e bu kalau ditengah-tengah pelajaran gitu pada keluar minjem kamus. Kalau ndak diijinin nanti kalau ada kata yang sulit pada nanya temenya. Kan kasihan yang ditanya. Belum lagi saling pnjem kamus itu juga ngganggu teman yang lagi pakai kamus kayaknya kalau menurut saya.

Guru : Boleh itu mas idenya. Oh iya mas, saya punya masukan soal kerja kelompok kayak kemarin itu loh. Mungkin ada baiknya mereka suruh kerja individu saja. Kalau kelompok itu ada yang cuman ndompleng temenya, terus kalau saya perhatikan juga ada yang malah Cuma gaduh dikelompoknya.

Panji : Hmmmm… boleh dicoba itu bu. Memang agak susah kalau memonitor anak-anak yang bekerja dalam kelompok. Sama ini loh bu, yang jadi persoalan. Pas dilatihan kan anak-anak sudah tidak membuat kesalahan lagi dalam penulisan huruf capital dan tanda baca. Tapi kok dihasil akhir tugas yang dikumpulkan mereka malah banyak melakukan kesalahan di penggunaan tanda baca dan huruf capital.

Guru : Coba masnya langsung ditanyakan saja sama anak-anak. Kalau soal itu mungkin mereka kurang hati-hati saja. Saya yakin mereka sudah paham penggunaan tanda baca dan huruf capital. Tapi nek masalah grammar, ditambah saja latihanya di cycle berikutnya mas. Anak-anak kan perlu pembiasaan.

Panji : Ya mudah-mudahan ya Bu, cuman karena kurang hati-hati saja. Sepertinya ini dulu Bu yang bisa saya tanyakan.

Guru : Iya mas. Semoga bisa bermanfaat ya mas percakapan kita. Hehehehe

Panji : Looh, kan harusnya saya bu yang bilang gitu. Hehehehehe… Amiin.

Interview 11
Interview with Dela (The student of 8c)
28 October 2013

Panji : Nah, gini dek, kakak butuh pendapat adek tentang pembelajaran yang selama ini bareng kakak. Pertanyaan pertama ya dek. Apa sih yang bisa adek pelajari dari pelajaran yang sudah dijalankan beberapa pertemuan ini?

Dela : Ya belajar nulis descriptive text kak.

Panji   : Hmmm… dela masih inget caranya mendeskripsikan orang. Kasih contoh dong, 1 kalimat aja.

Dela   : hmmmmm…. She is tall and slim.

Panji   : Very good… Ngomong-ngomong nih Del, kamu suka gak sih kalau pelajaranya pakai media gambar dan proyekto kaya kemaren?

Dela   : He'eh kak. Asik. Yah, sekali-kali gak cuman dari LKS terus lah.

Panji   : Gitu ya Del. Ngomong-ngomong, untuk latihanya adik suka pakai LKS apa lembar kerja dari kakak kaya tadi?

Dela   : Enakan yang dari kakak. Bosen pake LKS. Tiap hari pake itu terus je.

Panji   : Dela paham kan tentang pola buat nulis descriptive text yang kakak ajarkan kemarin?

Dela   : He'eh kak. Paham. Simple yah kak nulis itu. Cuma kadang ndak tau artinya kak.

Panji   : Kan ada kamus. Hayoo dela ndak bawa kamus kan? Masa belajarnya ndak pake kamus. Kakak juga masih pake kamus looh.

Dela   : Iya kak, biasanya ndak pake sih kak kalo sam Ibu Woro.

Panji   : Sama kakak pakai ya. Kan udah tau tuh caranya merangkai ide, udah tau apa yang kudu ditulis, tinggal nulis doang sama nyari arti kata yang sulit. Yah…

Dela   : Iya kak…

Panji   : Ok Dela. Kayaknya itu dulu yang bisa kakak tanyakan. Terimakasih atas waktunya. Semoga pebincangan ini bisa bermanfaat ya dek.

Dela   : Iya kak, amiin.

Interview 12
Interview with Nanda
The student of 8C

Panji   : Nah langsung ke intinya saja ya Dek. Hehehehe… hanya satu kok yang ingin kakak tanyakan. Tentang hasil tulisan yang dikumpulkan ke kakak. Nanda masih bingung tentang penggunaan tanda baca kayak titik, koma, dan penggunaan huruf capital?

Nanda : Ndak kak. Udah tau kok.

Panji   : Katanya Nanda udah tau penggunaan huruf capital dan non-kapital,terus penggunaan tanda baca juga. Tapi kemaren kakak lihat kok hasil tulisan punya Nanda ada beberapa huruf capital yang tidak pada tempatnya?

Nanda : Hehehe, gimana ya kak. Kebiasaan sih kak, kalo sms, ato nulis di facebook kan gak ada aturan musti pake huruf besar, kecil ato apalah. Jadi kadang kelupaan kak.

Panji   : Kalau gitu lain kali, dibiasakan yang bener ya dek. Soalnya kalau salah tanda bacanya mempengaruhi arti loh.

Nanda : Masa sih kak?

Panji   : Hmmm ndak percaya toh. Liat deh dua tulisan ini. (Menunjukan dua kalimat. Yang pertama "Let's eat grandpa" yang kedua " Let's eat, granpa). Gimana, tau ndak bedanya?

Nanda : hahahahaha iya kak. Tau aku, lucu kak.

Panji   : Nah, makanya. Lain kali yang hati-hati ya nulisnya.

Nanda : Siap kak.
Panji : Okeh, mudah-mudahan percakapan kita bermanfaat.
Nanda : amiin..

Interview 13
Interview with Ivan
The student of 8C

Panji : Ada yang ingin kakak tanyakan nih dek. Cuman satu pertanyaan saja. Menyangkut hasil tulisan yang adek kumpulkan kemaren.
Irvan : Kenapa kak?
Panji : Irvan masih bingung ya tentang penggunaan tanda baca kayak totok, koma, dan penggunaan huruf capital?
Irvan : Enggak kak.
Panji : Tapi Irvan hasil tulisanya kok kemaren banyak akhir kalimat yang tidak dikasih titik ya? Sama huruf besar kecilnya juga kurang diperhatikan.
Irvan : Hehehehe, anu kak.
Panji : Irvan belum paham tho tentang tanda baca dan pemakaian huruf capital?
Irvan : Udah si kak, cuma kadang lupa aja.
Panji : Lupa?
Irvan : Iya kak, seringnya kan kalo SMS atau nulis apa gitu kak di facebook atau di twitter, gak ada aturan penulisan. Huruf a diganti pake angka 4 juga boleh kak. Jadi kadang kebawa-bawa kesekolah deh kak.
Panji : Kalau gitu lain kali hati-hati ya dengan penggunaan tanda bacanya dan huruf besar kecilnya. Ini dulu yang kakak tanyakan. Makasih ya atas waktunya. Semoga bias bermanfaat.
Irvan : Iya kak. Amiin.

Interviews in cycle 2

Interview 14
Interview with Arnita (a student from 8C)
6 November 2013

Panji : Nah, jadi gini dek. Ada beberapa pertanyaan yang ingin kakak tanyakan sama Nita. Yang pertama, apa aja sih yang bisa Nita pelajari selama nulis descriptive text bareng kakak?
Nita : Hmmm, sekarang aku tau kak, caranya merangkai ide-ide biar jadi satu text.
Panji : Selain itu?
Nita : Ya tau hal apa aja yang kudu ditulis dalam descriptive text.

Panji   : Terus nih Nit, kalau penggunaan media kayak gambar, terus benda-benda yang kakak bawa, sama proyektor, itu Nita suka ndak.

Nita   : Lumayan kak. Jadi ndak Cuma ngapalin rumus-rumus terus pelajaranya.

Panji   : Gitu yaa.. ngaruh gak sih, maksudnya, ada bedanya gak diajar pakek media sama nggak pake.

Nita   : Ya ada kak.

Panji   : Bedanya apa?

Nita   : Ya jadi tau gitu kak. Ooo kita lagi ngomongin ini toh. Gitu kak. Apa yang dibahas ada didepan mata gitu.

Panji   : Hmmmm… nah sekarang kan semua anak udah bawa kamus tuh. Ada manfaatnya gak sih buat Nita?

Nita   : Ya ada kak. Hehehehe… kalo nyari kata sulit itu loh kak.

Panji   : Hmmmm… okeh. Sementara itu dulu ya dek yang kakak tanyakan.Semoga apa yang kita perbincangkan bisa bermanfaat.

Nita   : Amiin. Habis ini kakak gak ngajar lagi dong?

Panji   : hehehehe kan kakak ijinya Cuma 1 bulan dek. Udah gak boleh dong kalo ngajar lagi. Besok-besok sama ibu Woro lagi.

Nita   : yaaaa…

Interview 15
Interview with Endi (a partner from UNY)
11 November 2013

Panji   : Okeh bang Lnagsung saja ke intinya"Gimana bang, dalam pandanganmu, tentang thematic progression yang tak pake buat meningkatkan kemampuan menulis, kasih pendapat lah?

Endi   : thematic progression yang kamu pakai itu bagus Njol. Anak-anak bisa nurun gimana caranya nulis, mulai dari mencari informasi, apa saja sih yang perlu dimasukkan kedalam tulisan, kemudian kamu ajari gimana cara mengorganisasikan informasi itu agar jadi satu paragraph yang baik pake thematic progression.

Panji   : terimakasih bang. Singkat, padat, jelas. Ada kritik atau saran?

Endi   : Gak ada Njol. Lanjut.

Panji   : Siap. Mudah-mudahan informasi ini manfaat bang.

Endi   : Amiin.

Interview 16
Interview with Salwa (The student of 8C)
11 November 2013

Panji   : Gini Salwa, ada beberapa hal yang ingin kakak tanyakan. Mengenai pembelajaran yang sudah kita lakukan selama beberapa pertemuan terakhir ya. Oke, pertanyaan yang pertama, apa sih yang bisa Salwa pelajari dari pelajaran bahasa Inggris bareng kakak?

Salwa   : Nulis kak. Nulis descriptive text.

Panji : Dari nulis itu, kamu belajar apa saja?

Salwa : Order of adjective kak, sama itu loh kak, pattern yang buat nulis descriptive text. Jadi tau kak gimana nyusun kalimat-kalimat.

Panji : Hmmmm gitu ya, terus, tentang media yang kakak pakai, kayak benda-benda yang tak bawa, gambar sama proyekor itu, gimana menurut salwa?

Salwa : Bagus kak.

Panji : Ngaruh gak sih, maksudnya, membantu gak sih media itu dalam proses belajarnya Salwa?

Salwa : Membantu kak. Objeknya jelas kak.

Panji : Jelas gimana tuh?

Salwa : Gak cuman sekedar membayangkan arti suatu kata loh kak. Langsung bisa lihat, oh kata ini artinya ini to. Gitu kak.

Panji : Oke, pertanyaan selanjutnya, setelah kakak siapin kamus, ada tidak sih manfaatnya buat kalian"

Salwa : "ada kak, kita terbantu ketika kita kesulitan mencari kata katanya".

Panji : Makanya, besok-besok kalau pelajaran bahasa Inggris bawa kamus ya. Ya kalau ndak punya pinjem ke perpus. Tapi sebelum pelajaran mulai.

Salwa : Iya kak.

Panji : Oke, itu saja yang ingin kakak tanyakan. Semoga bermanfaat,

Salwa : Amiin kak.

Interview 17

Interview with Ibu Woro (The English teacher)

11 November 2013

Panji   : Nah, akhirnya, sudah sampai dipenghujung penelitian ini bu. Seperti biasa bu, saya minta pendapat, masukan dan komentarnya dong bu. Mulai dari media bu, monggo.

Guru   : Saya lihat sih anak-anak jadi lebih terlibat dalam diskusi ketika njenengan pakai real object sebagai medianya mas. Selain itu penggunaan power pin juga bisa menghemat waktu. Daripada menulis dipapan tulis, kalau penuh mesti menghapus. Power pin kan ndak. Meskipun memang ada hal-hal yang tetep perlu.

Panji   : Ya bu, papan tulis tetap diperlukan. Misal buat ngecek jawaban bersama. Buat kasih catatan tambahan.

Guru   : Yah, itu mas, anak-anak kalau tidak disuruh nyatet ndak nyatet mereka.

Panji   : Kalau soal thematic progression sendiri?

Guru   : Sangat membantu mas. Saya juga bisa belajar dari Mas tentang cara menulis menggunakan Thematic progression itu. Saya baru tahu tentang konsep itu malah mas.

Panji   : Wah, saya juga mesti banyak belajar dari Ibu. Yang pengalamanya lebih banyak.

Guru   : Paling tidak anak-anak bisa menemukan apa yang harus ditulis, dan bagaimana cara menulisnya.

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Panji   : Setuju deeh sama ibu. Hehehehehe…

Guru   : Seperti yang saya bilang waktu itu kan mas, kerja individu untuk anak-anak lebih baik ketimbang kelompok.

Panji   : Iya bu, saya lihat juga demikian.

Guru   : Terus itu mas, masalah penulisan tanda baca dan huruf capital, sudah tidak ada masalah kan?

Panji   : Beres itu Bu. Cuman beberapa anak masih suka lupa ngasih artikel sebelum singular countable noun.

Guru   : Itu masalah jam terbang saja mas. Semakin banyak berlatih, nanti juga hilang sendiri.

Panji   : Terus ini bu, kamus yang kita siapkan sepertnya bermanfaat. Menurut ibu?

Guru   : Ya itu tadi mas, sewaktu saya memonitor dari belakang tadi mereka itu sekarang sudah ada kamus semua, tidak ada lagi siswa yang minjam kamus dengan teman lainya jadi mereka lebih konsentrasi.

Panji   : Alhamdulilah Bu, tujuanya sudah tercapai. Terimakasih loh bu, sudah dibantu selama saya disini.

Guru   : Iya mas. Saya juga dulu mahasiswa, jadi ya, gitu lah rasanya kalau penelitian. Saya tidak akan mempersulit kok. Toh semua juga atas usaha Mas. Saya sifatnya cuma membantu.

Panji   : sekali lagi saya ucapkan terimaksih bu. Bantuan ibu benar-benar berarti untuk penelitian ini. Semoga apa yang kita kerjakan selama beberapa pecan terakhir ini bisa bermanfaat.

Guru   : Amiin…

Lesson Plans

Lesson Plan

School   : SMP Negeri 3 Tempel
Subject   : English Language
Skill   : Writing (Describing People)
Grade   : VIII (Eight)
Time   : 3x80 minutes

G. Standard of competence

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

H. Basic Competence

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

I. The Objective

- At the end of the lesson, the students are expected to be able to write a good descriptive text (describing people physical appearance)

J. Indicators

- Each student is able to produce acceptable sentences in simple present tense.
- Each student is able to use the adjectives to describe people physical appearance in their writing.
- Each student is able to write a descriptive text in standard writing conventions (punctuation, spelling and capitalization).
- Each student is able to write a descriptive text conforming to the generic structure.

K. Media

- Projector, pictures, worksheets.

L. Activities

  BKOF

- At first, the teacher presents the pictures of Christian Ronaldo and then asking some questions which elicit the vocabulary to describe people appearance.
- The teacher presents short descriptive texts about Christian Ronaldo.
- After that, the teacher underlined the descriptive words to describe people appearance.
- The teacher classifies the adjective into hair, body, skin, etc.

MOT (Modelling of the text)

- The teacher tells the students what they are going to learn.
- The teacher explains the generic structure.
- The teacher explains the grammar (Simple present tense, personal pronoun, and the order of the adjectives).

- The teacher explains the thematic progression patterns in the example texts.

JCOT (Joint Construction of the Text)
- The students do an exercise of arranging jumbled words into a good sentence.
- The students describe pictures with the adjectives provided.
- The teacher asked the students to make groups of four.
- In group, the students write a descriptive text about a missing person with the adjectives provided in the advertisement the teacher brought.

ICOT (Individual Construction of the text)
- The teacher asked the students to describe one of their classmates.
- The students write a descriptive text about their classmates.

M. Assessment

No	Criteria	Tingkat Kualitas				Score
		4	3	2	1	
1	Content	Isi dan susunannya sangat jelas	Isi jelas tapi susunannya kurang lengkap	Isi dan susunannya kurang lengkap	Isi dan susunanya tidak jelas	
2	Organization	Kalimat satu dan yang lainya saling berhubungan dab runtut	Kalimat satu dan yang lainya sudah berhubungan tapi ada beberapa yang belum runtut	Kalimat satu dan yang lainya saling berhubungan tapi banyak yang tidak runtut	Kalimat satu dan yang lainya tidak saling berhubungan dan tidak runtut	
3	Grammar	Hampir tidak ada kesalahan	Ada sedikit kesalahan	Banyak kesalahan	Hampir semua salah	
4	Vocabulary	Banyak jenis kata dan hampir semua benar	Ada beberapa jenis kata dan hampir semua benar	Hanya ada sedikit kata dan banyak kesalahan	Tidak ada variasi kata dan hampir semua salah	
5	Mechanic	Hampir tidak ada kesalahan dalam ejaan, tanda baca dan huruf besar	Ada sedikit kesalahan dalam ejaan, tanda baca dan huruf besar	Ada banyak kesalahan dalam ejaan, tanda baca dan huruf besar	Hampir semua ejaan, tanda baca dan huruf besa salah penulisanya	

Lesson Plan 2

School   : SMP Negeri 3 Tempel
Subject   : English Language
Skill   : Writing (Describing things)
Grade   : VIII (Eight)

N. Standard of competence

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

O. Basic Competence

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

P. The Objective

- At the end of the lesson, the students are expected to be able to write a good descriptive text

Q. Indicators

- Each student is able to produce acceptable sentences to describe things in simple present tense.
- Each student is able to use the adjectives to describe things in their writing.
- Each student is able to write a descriptive text in standard writing conventions (punctuation, spelling and capitalization).
- Each student is able to write a descriptive text conforming to the generic structure.

R. Media

- Projector.

S. Materials

- See appendix.

T. Activities

1. **Opening**
   - Praying
   - Greeting
   - Checking attendance

BKOF

- The teacher brings a bag which contains books, text books, a ruler, a hat, and pencil cases.
- The teacher asks the students leading questions that elicit the adjective to describe things.
- The teacher presents an example of a descriptive text.
- The students study the text and together with the teacher, the students find the things described in the text.

MOT

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- The teacher explains the pattern of the phrase to describe things.
- The teacher explains the use of conjunction (Co-ordinate conjunction and sub-ordinate conjunction).
- The teacher reminds the students about s-v agreement
- The teacher explains about the generic structure of the text.
- The teacher shows the thematic progression in the text.

JCOT
- The students write complete sentences to describe pictures with the adjective provided.
- The students put the correct conjunction to combine sentences.
- The students observe their classroom and then describe the things they see in the classroom using worksheet the teacher gives.
- Based on the information, the students write a descriptive text.
- The students submit their works
- The teacher gives written feedback to their works.

ICOT
- The teacher gives the works back.
- The students revise the work based on the teacher feedback from the teacher.
- The students submit the work.

Materials

Name   : _____

Student's Number   : _____

Describing people

I.   Rearrange these jumbled words into good sentences.

1. Lina- straight- long- has- hair

    …………………………………………………………………………………
    ….

2. Young-she-girl-is

    …………………………………………………………………………………
    …..

3. A - he-student-is

    …………………………………………………………………………………
    ….

4. Round- Rina- eyes- has- black

    …………………………………………………………………………………
    ….

5. Dedi- a- has- nose- flat

    …………………………………………………………………………………
    ….

6. Dark- has- he-skin

    …………………………………………………………………………………
    ….

7. Rudi- tall- is- and- mascular

    …………………………………………………………………………………
    …

8. Short- has- black- Vina- hair

……………………………………………………………………………………
…

9. Beautiful-she-girl-is- a

……………………………………………………………………………………
..

10. Skin- her- is- fair

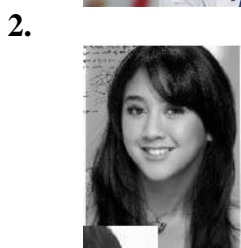……………………………………………………………………………………
..

II.   Describe the pictures based on the adjectives provided. Number one has been done for you.
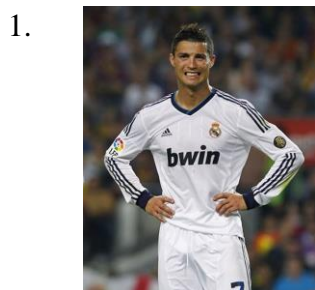
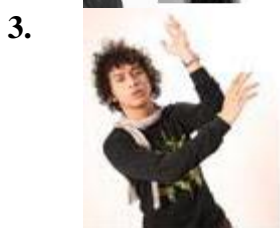1.   Tall, muscular, short spiky hair.

   1. He is tall.
   2. He is muscular.
   3. He has short spiky hair.

2.   Beautiful, long black hair, oval face.

   1. ……………………………
   2. ……………………………
   3. ……………………………

3.   Curly black hair, fair skin, flat nose

   1. ………………………
   2. ………………………
   3. ………………………

4. Tall, thin, straight hair.

1. …………………………
2. …………………………
3. …………………………

5. Round face, medium height, brown skin.

1. ……………………………..
2. ……………………………..
3. ……………………………..

III. Describe one of your classmates. Use this frame to write the information you need.

General Classification

(Name)

He/She

……………………………………………………………

…………………………………………………… (Age)

……………………………………………………. (School)

……………………………………………………

(Address)

Description

Appearance)

He/She

……………………………………………………. (General

……………………………………………………. (Height)

……………………………………………………. (Body)

……………………………………………………. (Skin)

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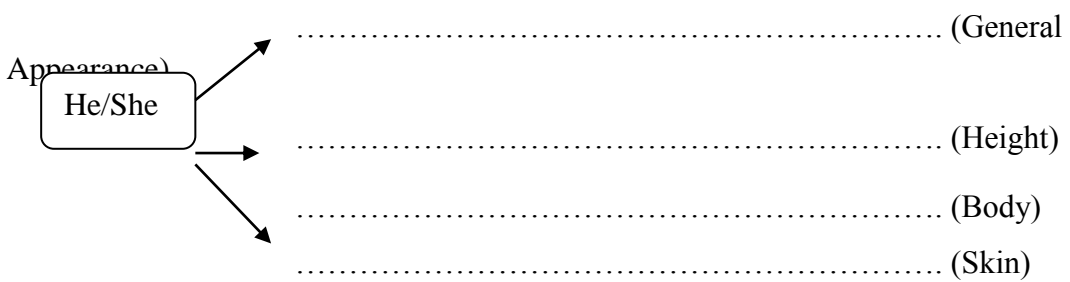
……………………………………………….….. (Hair)

……………………………………………………… (Eyes)

Describing Things

I. **Rearrange these jumbled words into good sentences.**

1. Has- Rina- Pink- a- pencil- case- plastic.

    ……………………………………………………………………………….

2. New-a-I-bag-have-red.

    ....

3. Small- an-is-handbag-expensive-it.

    ……………………………………………………………………………

4. Old-ruler-an-my-wooden-friend-has.

    …………………………………………………………………………

5. Teacher-brings-the-two-pens-funny-black.

    …………………………………………………………………………

II. **Rearrange these jumbled sentences into good paragraphs.**

Text 1
- First, I bring two textbooks.
- I wear the hat to protect me from the sunlight.
- In the pencil case, I have some pencils, pens, erasers and rulers.
- Second, I bring a plastic pencil case.
- They are a mathematic textbook and a science textbook.
- They are not expensive stationeries but they look so cute.
- Third, I bring a blue hat.
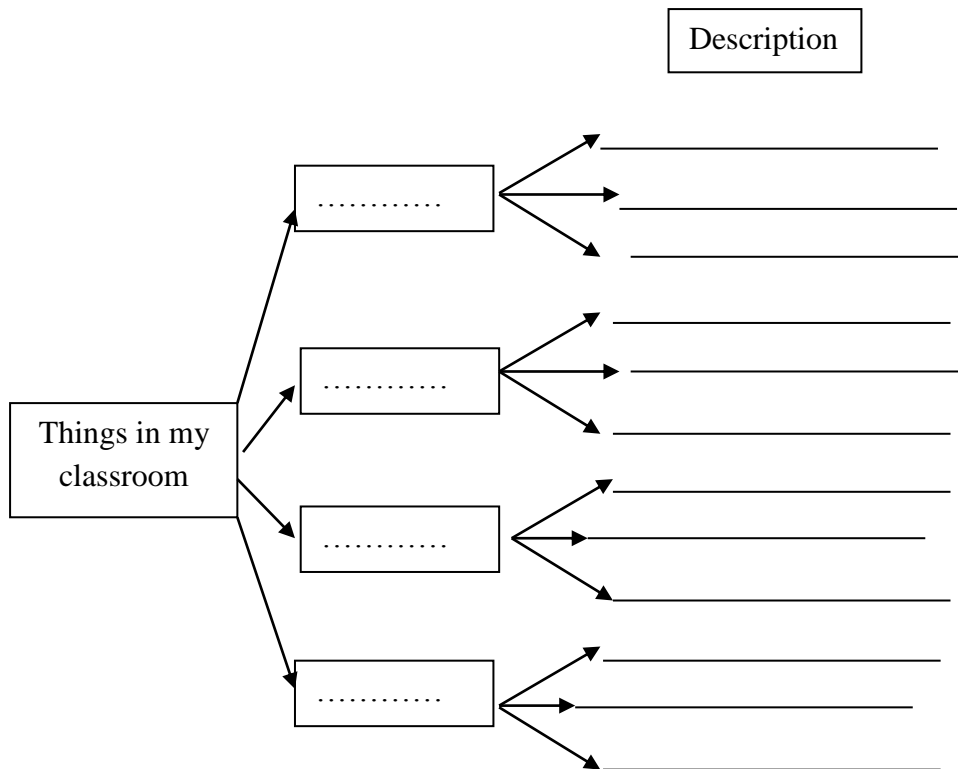- Today I bring a lot of things in my bag.

Text 2

- Here is a picture of my classroom.
- This room is great for many reasons.
- First, it is a big new classroom.
- Second, the classroom has four big windows that let in a lot of light.
- The windows makes the class stay fresh.
- Third, it has long wooden tables.
- Each table fits two students comfortably.
- The last one is the unique ceramic vase in the teacher's table.

- There are beautiful plastic flowers in the vase.

III. **Ask your friends about the school things they bring in the bag and then describe your findings.**

No	Things in my friend's bag	Description

IV. **Write a descriptive text about your classroom things. Use this frame to help you organize your writing.**

Description

Things in my classroom

The Course Grid

Cycle	theme	Basic competence	Key vocabulary	Language features	Input text	Activities	Media
Cycle I	Describing people (Physical appearance and traits)		Adjective to describe people's physical appearance and traits like: tall, short, slim, overweight, smart, diligent, talkative, etc ….	Simple present tense. Personal pronoun	A descriptive text	**BKOF** ➢ Showing pictures and then asking some questions which elicit the vocabulary ➢ Showing an example of descriptive text. ➢ Classifying the adjective into hair, body, skin, etc. **MOT** ➢ Explaining the generic structure. ➢ Explaining the	➢ A projector ➢ Worksheets ➢ pictures

						grammar (Simple present tense, personal pronoun, and the order of the adjectives).	
						➢ Explaining the thematic progression patterns in the example texts.	
						JCOT	
						➢ Arranging jumbled words into a good sentence.	
						➢ Describe pictures with the adjectives provided.	
						➢ Writin	

						g a descriptive text about a missing person in the advertisement the teacher brought. **ICOT** ➢ Writing a descriptive text about their classmates.	
Cycle II	Describing things		Adjectives to describe things like big, round, wooden, old, new… etc. Classroom things, like table, windows, bag, etc	Simple present tense, article a, an and the		**BKOF** ➢ Showing real objects like books, text books, a ruler, a hat, and pencil cases. ➢ Asking the students leading questions	➢ Real objects ➢ Projector ➢ Worksheets

						that elicit the adjective to describe things. ➢ Presenting an example text. ➢ Studying the text. **MOT** ➢ Explaining the generic structure. ➢ Explaining the language features (conjunction, Simple present tense, article). ➢ Explaining the thematic progression in the text. **JCOT**	

							➢ Arrang ing jumble d words into a good senten ce.	
							➢ Arrang ing jumble d senten ces into a good paragr aph.	
							➢ The studen ts descri bed the things in their friends ' bag.	
							➢ The studen ts descri be their findin gs (the size, colour, and the materi al)	
							ICOT	
							➢ The studen ts	

						write a descriptive text about the things in their classroom.	

STUDENTS' WORKS

CYCLE ONE

My Friend

Lina is my best friend. She is a Junior High School student. She is in the second grade now and she is a smart student. Her school is on Jln. Nawar. The school has twenty classrooms and one library. It also has a wide school yard. Lina and her friends like to play in the school yard. It is fun to play there. She likes English lesson very much. She thinks English is fun and challenging.

MY FRIEND

I have a good friend. She is Alun. Alun is 13 years old. She studies in SMP N3 Tempel. She is not beautiful but cute. Alun is tall and has curly hair. She does not wear veil in school. Her skin is br... she has a pair of dark eyes. She likes to go to the zoo. She likes the animals.

My Friend, Lala.

Lala is my friend. She in my class in grade eight.
Me and my friend is close. Lala always wears ...... She
is a good person, funny and likes to entertain. She likes to
..... Sommay and fried meatballs. She has ...... not
She also has Black hair and brown skin. Then she
..... has red lips. She is good at math. ...... A ....
is a religious girl. She always makes me to pray
and worship God.

My Best Friend

Rian is my best friend. He is 13 Years Old. He always sits with me during the lesson. We study at SMP N 3 Tempel.

Rian has a tall body. It is because he is a basketball player. His hair is black and wavy. It is usually covered by a hat. He has an oval face. He has a pointed nose and dark skin. I also have dark skin. He is a good friend. He always invites me to pray dhuhur. Sometimes I invite him to pray dhuhur too.

My Best Friend

My best Friend is a handsome and friendly boy. His name is Angga. He was born on 21 March 2001 in Sleman. He lives in Tempel. She is thirteen years old. He is tall. His weight is 45 kg. He has an oval Face. His hair is short. His skin is fair. He is very kind to anyone. He always speaks politely. Everyone likes him because is his behaviour.

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My friend

I have a good friend. His full name is Gadang Piqun Khalis. His nick name is Gadang. He is student of junior high school. He was born on on 17 November 2000, so he is 14 years old. He lives in Tempel.

Gadang is a handsome boy. He has tall and slim body. He has an oval vace. He has short and straigh black hair. His nose is pointed. He has dark skin. He also has black eyes. He does not wear glasoses.

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My Friend

Dea is my friend. She is in grade eight to SMP Negeri 3 Tempel. Now, she is thirteen years old. She is not very tall but not short too. She is slim. She has brown skin and dark eyes. She is cute when she smiles. Her hair is black and wavy. In school, she wears veil so we cannot see her hair. Her teacher is very proud of her because she is very good at mathematics, English, and science. She is also very helpful to her friend. She likes reading stories and playing badminton.

My Frind

I have a friend. Her name is Tius Nurzaidah. She is my classmate. She is thirteen years ol. She was born on Jombang, 27 September 1997. She lives in Tempel.

She is thin, slim, and short. Her dance is round. Her hair is short and straight. Her nose is sharp. Her skin is linght. Her eyes are black and white. She don't wear glass.

My Friend

I have a friend. She is a girl. Her name is Maulia. She was born in Siemen at September 26, 2001. She studies in Junior High School 7 Ferrari at 8C. Her hobbie is singing and photograph.

I know her well. She is a tall girl. She has long hair but it always covered by veil. She has fair skin and chara evic. She is a good girl and friendly so much. I choose her as my best friend because I usually sharring with her. Only she can understand me. I hope we can be a good friend as long as our live.

Brian

I have a friend. His name is Brian. He lives in Tempel. He is thirteen years old. He is tall and fat. He is tall because he likes playing basketball. It makes him healthy. He has pointed nose. He also has white skin, dark eyes and black hair.

My Friend

Kiki is my friend. She is thirteen years old and she is in grade eight. In some ways Kiki her look like me. Kiki has little brown eyes, sharp nose, small lips, and chubby cheeks. It makes her round face looks cute. Her straight black hair is short and very smooth. She has fair skin that makes her looks ~~that~~ shiny. Kiki is also very photogenic. She loves to pose and always looks good on the camera.

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My best Friend ever

I would like to talk about my best Friend. I am so lucky to have her. Without her I would not be as happy as I am now. I have known her for my whole life. We are neighbors so I see her often.

She is slim and tall body. She has oval face with brown eyes and long black hair. She has wear glasses since. Mean while, she often wears skirt. She looks beautiful. I hope our Friendship will be long and won't ever end.

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CYCLE TWO

My Classroom

My Classroom is located in front of teacher office. It is not far from the laboratory.

My Classroom has twenty tables and Fourty chairs. We sit on them. There is a big Whiteboard. It is in the front of the class. There is also a small whiteboard behind the students. We always write announcement on it. There is a teacher desk near the big whiteboard. We put a vase on it. There are some flowers on the vase. They are very beautiful. There are a clock and some pictures in the wall.

My Classroom

Hello, friends! My name is Sukrau. I am 14 years old. I am a junior high school student. One of the reasons I love to go school is because I have a nice classroom.

My classroom is large enough. There are many windows and a pair of doors, so the sun rays can come freely. It makes my classroom brigh. The wall is green. That's my favorite color. There is also ECD to help teaching learning process. My friends and I always keep our classroom clean. The white board is always clean and there are no dust on the windows and the floor.

THINGS IN MY CLASS

I want to describe things in my class.

My classroom has a whiteboard, tables, and chairs. It also has a dustbin. Like other classes, it has white ceramic. There is also a new LCD in the class. It is used to show presentation. In the front of the class, there is a garden with several trees.

My Classroom

My classroom is long and clean. It is a new class. My class has a door and six brown windows. It has a nice wall and there are pictures on them. There are twenty tables and twenty wooden chairs. My friends and I love our classroom very much.

My Classroom

Hello! My name is Naoki. I am 8th grade student of SMP 3 Tempel. I want to tell you about my classroom.

My classroom is next to the school library. It is a big and clean classroom. It has a white door and six blue windows. The walls are green and three are some pictures on them. There are twenty tables and fourty chairs.

Class : 8C

Things in my classroom

There are many things in my classroom. First, my classroom has a new LCD projector. It is to show pictures and presentations on a big screen. Second, it has a large white board. The white board is to do the exercise and check the answer together. Third, it has some large blue windows. The window make the air fresh. The classroom also has long tables and clean floor. The floor in the classroom is clean because the students sweep it every day. The last, the classroom has a big wall. The color is cream. That's all about things in my classroom.

My classroom

Now, I am a grade eight in Junior Highschool 3 TomPel. This is my class room. My class room so large. In the classroom multimedia there are several things or objects. So much given to my classroom multimedia. Such as LCD, and tables. There are 36 students in my classroom, including me. May classroom wall color in green.

There are some ornaments to beautify the class room sisatuation. The decoration is not just the image. Which we attach or paste the image there are our heroes who play a role in the independence of Indonesia.

My classroom In Junior High School

This is my classroom. The building is not really big. I think it is too small for some school building. The classroom was surrounded by the shady trees.

There my time things in my classroom. First, then are the teacher's table and the chairs. Second, there is cabinet in the right beside the white board. Actually, it's the old Year calender. Also there is a broom and a trash can without cover under the calender. Third, there is a big white board and there are some pictures above the white board. They are the picture of Mr. President and Mr. Vice President

My classroom

My classroom is large and always clean. We sweep it every morning. It is located in front of the teachers office. It is beside the science laboratory. It has twenty tables. There are forty chairs. There is a big white board in front of the class. There is a teacher desk near the white board. We put a vase on it. There is a clock on the wall.

My Classroom

My classroom is big and clean. It is a two class
My class has a door and six brown windows.
It has a nice wall and there are pictures on them.
There are twenty tables and fourty wooden chairs.
My friends and I love our classroom very much.

My Classroom

This is my classroom. My classroom is so large.

In the classroom, there are several objects. On the wall, there is an LCD multimedia provided by the school.

On the right, there is also a board of student data.

Beside these there are also our National Flag and images of our heroes who play a role in the Independence of Indonesia.

Besides that, there is the white board to write the materials.

Above the whiteboard, there is also a photo of President and Vice President of Indonesia and there is also a picture of Pancasila eagle.

My Classroom

My classroom is clean and tidy, and it is also airy. My classroom has a door. It has a clean and tidy floor. My class has a big whiteboard with a marker. It also has a cupboard. The cupboard of our class has a small lock. There is a fan in the class. The fan in the class gives us air. The class has many tables and they are very valuable.

My classroom things

This is my classroom. My classroom is clean and comfortable. My friends and I always clean it everyday. There is a team work everyday. The teamwork sweeps the floor and clean the tables, and chairs.

My classroom has a white board, a ruler, two erasers, and blaboard marker. There are the picture of the president siglo Bambang Yudhoyono and the vice President Budiyono above the white board. There are a map, and clock on the wall. The cupboard is in the corner. The brooms and dusters are beside the cupboard. There are also three picture of Indonesia hero Jenderal Sudirman, Cut Nya Dien, and Dr. Soekarno.

My Classroom

I want to tell you about my classroom. My classroom is next to the library. It is a big and clean classroom. It has a white door and six brown windows. The walls is new too and there are pictures on it too.

There are twenty wooden tables and forty chairs. My friend and I like the classroom very much.

Photographs

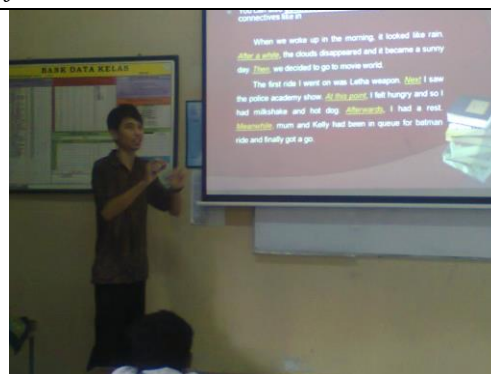|	
Picture 1. The teacher was monitoring the students	*Picture 2. The students were doing the group work. One of them did not participate to the work.*
Picture 3. Individual works made all students focus to their own works.	*Picture 4. The teacher was giving feedback to the students' works.*
Picture 5. The student was borrowing a dictionary since he did not bring it.	*Picture 6. The teacher was explaining the thematic progression patterns.*