IMPROVING THE WRITING ABILITY OF GRADE VIII THROUGH CONTEXTUALIZATION AT SMP NEGERI 2 MOYUDAN IN THE ACADEMIC YEAR OF 2012/2013

A Thesis

Presented as Fulfillment of the Requirements to Attain
A *Sarjana Pendidikan* Degree in English Education

By:

Humaera Silvia Maristy

08202244037

ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

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APPROVAL SHEET

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08202244037

Approved on April 4th, 2013

First Consultant   Second Consultant

Samsul Maarif, M.A.   Tri Wahyuni Floriati, S.Pd, M.Hum.

NIP. 19530423 197903 1 004   NIP. 19780430 200812 2 001

RATIFICATION

IMPROVING THE WRITING ABILITY OF GRADE VIII THROUGH CONTEXTUALIZATION AT SMP NEGERI 2 MOYUDAN IN THE ACADEMIC YEAR OF 2012/2013

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Written by:

Humaera Silvia Maristy

08202244037

Accepted by the board examiners of Faculty of Languages and Arts of Yogyakarta State University on April 18th, 2013 and declared to have fulfilled the requirement for the attainment of the Degree of *Sarjana Pendidikan* in English Language Education.

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Yogyakarta, April, 18th, 2013
Faculty of Languages and Arts
Yogyakarta State University
Dean,

Prof. Dr. Zamzani
NIP.19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Humaera Silvia Maristy

NIM : 08202244037

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

Judul Skripsi : *Improving the Writing Ability of Grade VIII through Contextualization at SMP Negeri 2 Moyudan in the Academic Year of 2012/2013*

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

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

Yogyakarta, 4 April 2013

Penulis,

Humaera Silvia M.

MOTTOS

"Aja Rumangsa Bisa, Nanging Bisa Rumangsa"
(A Javanese Proverb)

"Freedom is not the right to do what we want, but what we ought.."
(Abraham Lincoln).

"Let he who believes in God and the Last Day either speak good

or keep silent".

(Saheeh Muslim)

DEDICATIONS

In the name of Alloh SWT, I dedicate my thesis to my dearly loved mother and father (Mardiyono, S.I.P and Dra. Istiqomah, M.Pd.I).

Thank you for all the continuous prayers, support, and endless love.

And

I also dedicate it to my brother and my sister (Akhwan and Afiqa). Thanks for your support and happiness that are important to motivate me.

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Finally, I realize that my thesis is still far from being perfect. Therefore, any criticism, ideas, and suggestions for the improvement of this thesis are highly appreciated. I also hope that this thesis can give contribution for readers and be useful for the English teaching and learning process.

Yogyakarta,   April 2013

The writer,

Humaera Silvia M.

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LIST OF ABBREVIATIONS

Depdiknas   : *Departemen Pendidikan Nasional*
KTSP   : *Kurikulum Tingkat Satuan Pendidikan*
BKOF   : Building Knowledge of the Field
MOT   : Modeling of the Text
JCOT   : Joint Construction of the Text
ICOT   : Independent Construction of the Text
LRT   : Linking to Related Texts
LKS   : *Lembar Kerja Siswa*
R   : Researcher
S   : Student
ET   : English Teacher

IMPROVING THE WRITING ABILITY OF GRADE VIII THROUGH CONTEXTUALIZATION AT SMP NEGERI 2 MOYUDAN IN THE ACADEMIC YEAR OF 2012/2013

By:

Humaera Silvia Maristy

08202244037

ABSTRACT

The objective of this research is to improve the writing ability of grade VIII through contextualization at SMP N 2 Moyudan. Contextualization means to teach language in a context or to provide a context for language teaching to the language teaching and learning process connected with real life.

This research was action research that consisted of two cycles. Each cycle consisted of two meetings. The main subjects of this research were the students of VIII B, the researcher herself, and the English teacher as the collaborator. The data were acquired through classroom observations, interviews, and documentations. The data were in the form of field notes, interview transcripts, and documentations. The qualitative data were analyzed through data reduction, data display, and conclusion drawing/verification. The quantitative data which were in the form of students' writing performance task scores were analyzed by descriptive quantitative analysis.

The results show some improvements in the students' writing skills. First, students felt that their learning was meaningful and purposeful. Second, students were motivated in writing. Third, students could express their ideas and develop into paragraphs. Fourth, students' grammatical mistakes became minimal. The result of quantitative data showed that in cycle 1, the average between meetings 1 and 2 was 3.1 for the content, 3.09 for the organization, 3.12 for the vocabulary, 3.11 for the language use, and 2.35 for the mechanics. In cycle 2, the mean improved. The average between meeting 3 and 4 was 3.52 for the content, 3.09 for the organization, 3.12 for the vocabulary, 3.11 for the language use, and 2.85 for the mechanics.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is basically a means of communication in which people express their feeling, ideas, opinions, and desires. It functions as a communication means in which people from different nations interact. English language is still considered as one of the most important school subjects and therefore, beginning teachers can find the responsibility of teaching it both exciting and challenging. Everyone agrees that the English subject is vitally and typically important. It is described as the most important of all school subjects, principally because reading, writing, speaking and listening are needed to a greater or lesser degree in every school's subject.

Writing is one of the most often used skills by the teachers in teaching English at all levels of education. It is undeniable that writing is probably one of the most familiar things in our life. Every day people get and write written announcements, advertisements, letters, information, even warning in the form of written discourse. Consequently, writing plays an important role and becomes daily necessity for every person who wants to express whatever information she/he wants to communicate. For students, having a high ability in writing skill can contribute to a high English achievement.

In this research, the researcher focuses on writing skill because it is the most difficult skill for students to obtain. It is supported by the following reasons. First, in the theory of second language acquisition, listening becomes the earliest

skill and writing becomes the latest skill. Second, based on SK/KD of English, the writing skill is placed in the last part after three skills namely listening, speaking, and reading. Third, the standard of graduate ability of language subject emphasizes on speaking and writing skill according to education level. Fourth, writing is important for junior high school students to communicate in their daily life such as writing e-mail, story, letter, short message service (SMS), etc. but these contexts are not taught intensively in the junior high school level.

Consequently, the teaching of writing skill is a complex activity. Teachers of English are required to have a great interest and strategies in writing activities. However, based on the researcher's observation at class VIII B of SMP Negeri 2 Moyudan, the teacher did not apply effective and contextual activities of teaching writing so that the activities were not meaningful. Besides, the lack of media as the teaching and learning aids made the students feel bored. Students' interest became less and less so that students began to create negative stimuli about learning to write.

As a result, students did not make progress in their writing. Many students still make errors and mistakes and, then, they are fossilized. They still faced problems of generating ideas systematically. They tended to be stuck in generating ideas before they really developed sentences into paragraphs. Besides, most students made many grammatical mistakes in writing. It was going to be more serious because there was no control and guidance from the teacher. It was not surprising that they often translated word by word based on their dictionary. Moreover, most students had difficulties in organizing the paragraphs well. They could not put the main ideas together with the supporting details. Therefore, the

organization of the paragraphs was not good and confusing. Besides, the students'
intention could not be delivered well. Furthermore, those problems became more
serious when the other problems related to activities, media, and materials
appeared. Hence, the way of solving the problems should be taken into account in
improving students writing ability in order that they can show communicative
purposes.

Since the problems were categorized as the urgent one, the researcher
along with the English teacher agreed to do some efforts to solve the problems
emerging. The decision made was intended to improve students' writing ability
through contextualization. Contextualization is providing contexts of situation as
information of a text. Contextualization was expected to be able to solve those
writing problems and finally improve students' writing skills.

B. Identification of the Problem

In the section about the background of the problem above, it is already
stated that the researcher found that the students' ability in writing is still low.
Based on the preliminary observation at class VIII B of SMP Negeri 2 Moyudan,
the researcher found some problems in the process of writing. They dealt with
some factors namely students, activities, materials, and media. Each of those
factors has important roles in the teaching and learning process of English.

The first factor was related to the students themselves. Many students in
this school tended to assume that English, especially writing, was a difficult
subject to learn. Besides they were unmotivated to join the lesson, they also had
difficulties in writing sub-skills including grammar and using the appropriate

vocabulary, punctuation, and capitalization. In addition, they had difficulties in generating ideas and organizing them into good paragraphs which can fit communicative purposes.

The second problem comes from the teaching and learning activity of writing. The teacher did not apply effective and contextual activities of teaching writing. Based on the observation, the activities of writing lacked of contexts. Moreover, relevant context of situation of the text was not provided in every task given. The activities of writing applied in the classroom forced students to simply produce pieces of writing without giving them meaningful writing activities (writing with a context) which helped them to relate their experience of writing to their real life. Consequently, the activity was not meaningful for students' daily life.

Thirdly, the teaching materials became another problem. In fact, materials are the core of the knowledge which is transferred to the students. Most of teaching materials were not authentic and essential. Moreover, most of the materials being taught were not attractive. Therefore, the students were not attracted to get involved with the material. The impact was that they will not have a good writing mastery.

Moreover, teaching media was the other problem. Through media, the materials taught can be delivered well. Besides, media can improve students' enthusiasm in doing the writing activities. However, bacause of limited facilities, the teaching and learning process lacked the use of learning media.

One of the ways which is appropriate to teach writing is contextualization. Contextualization refers to providing contexts of situation of a text. Teachers of

English language mostly use communicative language teaching which fits the curriculum. As recent curriculum is text based syllabus design, it is important to add social context in the text as a reflection of real life.

In reference to the explanations above and the strong desire of finding the solutions of these problems, the researcher has motivation to do this research in improving students' ability of writing at class VIII B of SMP Negeri 2 Moyudan by the use of contextualization. It is expected that the teacher can improve students' writing ability.

C. Delimitation of the Problem

The researcher along with the English teacher as the collaborator decided to conduct research which focuses on improving grade VIII students' writing ability through contextualization at SMP Negeri 2 Moyudan in the academic year of 2012/2013. This delimitation is based on the findings that the writing skills of VIII B students of SMPN 2 Moyudan were relatively low. The researcher and the collaborator decided to overcome this problem through the application of contextualization. Contextualization refers to providing contexts of situation of a text. From the explanation mentioned above, there are five problems of writing ability at SMP Negeri 2 Moyudan. Due to the limit of time, finance, and ability; the researcher only focuses to overcome the writing problems related to motivation, ideas generation, grammatical mastery, and paragraph organization. Moreover, contextualization is expected to be able to improve students' writing skills so that the students' can communicate effectively.

D. Problem Formulation

On the basis of what has been limited above, the problem is formulated as follows: "How can the writing ability of grade VIII at SMP Negeri 2 Moyudan be improved through contextualization?"

E. Objective of the Research

Based on the formulation of the problems, this research is aimed to find how grade VIII students' writing ability at SMP Negeri 2 Moyudan can be improved through contextualization. At the end of the study it is expected that contextualization can help students in improving writing ability.

F. Significance of the Research

This research study hopes to make the following contributions:

1. Theoretically

This study can give contribution to the English Education Department of State University of Yogyakarta and help the future researchers to continue this research or guiding the new researcher to understand the topic.

2. Practically

a. For SMP Negeri 2 Moyudan, the result of the research will be useful to improve the quality of teaching learning process and improve students' learning achievement.

b. For the English Teacher, the result of the research findings will be an ample opportunity to improve the students' writing ability. It is expected that

contextualization in teaching writing selected can be used by the English teacher in the classroom to improve the teaching of writing.

c. For the Researcher Herself, the result of the research will be useful for showing her ways to find and evaluate problems, plan the actions, and implement the actions related to the teaching-learning process.

d. For other Researchers, this research tends to be useful of giving a stimulus to make new and deeper research on the topic.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents theories which underlie this research. The discussion of this chapter is divided into two main parts. Those are a theoretical review and conceptual framework. In the theoretical review, the researcher discusses some theories and the research studies which are relevant with the topic. In the conceptual framework, the researcher relates the theory to the study.

A. Theoretical Review

This sub-chapter discusses some relevant theories which are related to the study. Those are divided into two parts. They are writing and contextualization. The discussion of each part will be presented below.

1. Writing

a. The Nature of writing

Writing is one of the productive skills which need to be learned by language learners. They learn writing as a component not only for their academic practice but also later in their professional life. According to Richards and Renandya (2002:303), writing is the most difficult skill for second language learners. The difficulty not only lies in generating and organizing ideas but also in translating these ideas into a readable text.

Based on Brown (2000:335), writing is a written product of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to generate them coherently, how to use discourse markers and rhetorical

convention to put them cohesively into a written text for appropriate grammar, and how to produce a final product.

In addition, Harmer (2004:88) defines writing as the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The writing purpose is both to *express* and *impress.* Moreover, it is both a *process* and a *product.*

It is important to view writing not only as the product of an individual, but also as a social act. Writing is not only writing a sentence but it is an activity of producing a text in a context. This idea also supported by Lyons and Kroll (Weigle, 2002: 19) who define writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience.

The definitions mentioned above show that writing is a productive language skill of thinking, drafting, and revising or using appropriate rhetorical forms of discourse to communicate a message by making signs on a page which take place into a context.

b. The process of Writing

Richards and Renandya (2002:316) define the process of editing as a classroom activity incorporates the four basic writing stages, those are planning, revising, and editing and three other stages externally imposed on students by the teacher, namely responding, evaluation and post-writing. Writing process in the classroom is highly structured, teacher often plan appropriate classroom activities that support learning of specific writing skills at every stage. The stages are

planning, drafting, revising, and editing. The planned learning experiences for students may describe as follows:

1) Planning

Planning or prewriting is an activity in the classroom that encourages students to write. It stimulates thought for getting started. In fact, it moves students away from having to face blank page toward generating tentative ideas and gathering information for writing.

2) Drafting

The drafting stage focuses on the fluency of writing and is not preoccupied with grammatical accuracy of neatness of the draft.

3) Revising

Revising writing can be stated by making decisions about how you want to improve, looking at your writing from a different point of view, and picking places where your writing should be clearer, more interesting, more informative and more concise to the reader. The students re-examine what they write to see how effective they communicate their ideas to the reader.

4) Editing

In this stage, the students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers.

The stages of writing are planning, drafting, revising, and editing. Every stage of writing influences the next stages. The first stage, that is, planning is the most influencing stage for it is the beginning of the writing. In this stage, students start to generate tentative ideas and gathering information for writing. Hence,

improving students writing ability can be improved by helping students at this early stage by contextualization to facilitate students.

c. Types of Writing Performance

Brown (2004:220) divides a written performance into four categories that capture the range of written production. The categories are as follows.

1) Imitative

In this category, a learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and brief sentences.

2) Intensive (controlled)

This category captures the writing skill in producing appropriate vocabulary within a context, collocation, and idioms, and correct grammatical features up to length of a sentence.

3) Responsive

In this writing category, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Genres of writing include brief narrative and descriptions, short reports, summaries, brief responses to reading, and interpretations of charts or graphs.

4) Extensive

This extensive writing implies successful management of all the processes and strategies for all purposes, up to the length of an essay, a term paper, a major research project report, or a thesis.

Some English learners in the beginning level from young children to adults need basic training and assessment of imitative writing. The writing activities in imitative level include making letters, words, and simple sentences. The next level is extensive writing which focuses on grammar, vocabulary, or sentence formation, not necessarily to convey meaning. In the responsive and extensive writing, the activity is more complex because they allow students to do open-ended task. In this case, students of junior high school are supposed to master responsive writing.

d. Teaching English in the Junior High School

In the school setting, writing plays two distincts but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter (Keys, 2000; Shanahan, 2004; Sperling & Freedman, 2001 as cited in Graham and Perin, 2007).

The essence of teaching writing is guiding and facilitating students to work. This is supported by Brown (2000:7) who proposes that "teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning".

It implies that teaching cannot be separated from learning. In teaching writing to students, the teachers do not only need to teach how to develop ideas, but they also need to give serious attention on how to write English sentences

grammatically and systematically correct. Therefore, teaching writing depends on the teachers' ability to teach writing effectively which can improve students' ability of writing.

Kimole and Garmezy in Brown (2000:7) claim that learning is a relatively permanent change in behavioral tendency and learning is the result of reinforced practice. It means that when teachers teach writing, the teachers have to reinforce and help students to learn how to write in the process. The teachers need to give appropriate instructions and always provide guidance for students in order that they can be able to write effectively.

In the language teaching, age is a major factor in making decision about how and what to teach (Hammer, 2001:31). Teacher should know whether the students are young children who learn by doing and can imitate the teacher easily and prefer to learn language through media (games, songs, pictures, and so on), or the adult students who have superior cognitive abilities and more handle abstract rules and concepts (Brown, 2001:90). In addition, Harmer (1998:80) states that Students writing ability depends on their age, interest and language level. Therefore, it is important for the teacher to know whether the students are young children, teenagers, or adults in order to make decision about what to teach and how she teaches the students which fit their needs and interest.

For students of junior high school, their age range are between 12 to 18 years old who can be said as teenagers. Brown (2001:92) states young adults and teenagers are in transition from young adults to adulthood. The terrible teens are on age of transition, confusion, self-consciousness, growing, and changing bodies and minds.

Moreover, learning around this age can cause discipline problems. First, apart from need for self-esteem and the peer approval, the learners may provoke from being disruptive. Second, the boredom they feel in the teaching and learning process also may provoke them to be disruptive too (Hammer, 2001:39).

Therefore, the teacher must encourage students' engagement in the classroom activity to handle such problems. At the same time, the teacher should use appropriate teaching techniques and create students activity that encourages the students involvement.

d. Teaching Writing in the Junior High School

Teaching writing for junior high school students is one of the important things that has to do well since English is one of the compulsory subjects that has to be taught for the level of junior high school. English language in junior high school is targeted to make students reach the functional level, that is, to communicate written and spoken language in solving daily problems. The target is that students can understand and produce short functional texts and short essays in the form of procedure, descriptive, narrative, and recount (*Depdiknas 2006*).

Therefore, in teaching writing in junior high school level, students are expected to be able to write short functional texts in the forms of four text types. This research focused on one of writing competencies in the school English curriculum. The expected writing competency which is taken from the grade eighth curriculum of junior high school in first semester is displayed in the following table.

Table 1: Standard of Competence and Basic Competency of Writing for the Eighth Grade Students of Junior High Schools (2006) in the First Semester

Standard of Competence	Basic Competency
6. Expressing meaning in a short written functional text in the form of descriptive and procedure in the context of everyday life.	6.1. Expressing meaning in the form of written functional texts using written language fluently and acceptably in the context of everyday life. 6.2. Expressing meaning of rhetoric steps accuratly, fluently and acceptably by using written language in the context of everyday life in the form of narrative and procedure.

From the above theories, writing can be one of important subjects for junior high school students. Hence, teachers of English language need to give effective instruction in order to help them reach their goal in learning English, that is, communicate with written language in the forms of various text types which fit standard of competence and basic competency.

Moreover, teaching writing is not only based on standard of competence and basic competency, students is intended to master micro-skills of writing in order to master good writing. Based on Brown (2004:221), students are expected to achieve the micro-skills and macro-skills of writing as follows.

Table 2: Micro-skills and macro-skills for Writing

Micro-skills and macro-skills for Writing
Micro-skills 1. Produce graphemes and orthographic patterns of English 2. Produce writing at an efficient rate of speed to suit the purpose. 3. Produce an acceptable core of words and use appropriate word order patterns. 4. Use acceptable grammatical system (e.g., tense, pluralization), patterns, and rules. 5. Express a particular meaning in different grammatical forms. 6. Use cohesive devices in written discourse. **Macro-skills** 7. Use the rhetorical forms and conventions of written discourse. 8. Appropriately accomplish the communicative functions of written texts according to form and purpose. 9. Convey links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. 10. Distinguish between literal and implied meanings when writing. 11. Correctly convey culturally specific references in the context of the written text. 12. Develop and use a battery of writing strategies, such a accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

(Brown, 2004:221)

After linking the writing micro and macro skills to the standard of competence and the basic competency, they can be generated as follows.

1. Produce graphemes and orthographic patterns of English. Students need to write with English structure correctly such as spelling, punctuations (comas and full stops) and so on.

2. Produce writing at an efficient rate of speed to suit the purpose. The students are supposed to write efficiently to suit the purpose of a descriptive text.

3. Produce an acceptable core of words and use appropriate word order patterns. The students are supposed to write using suitable word choice. For example, congratulation, sorry, thank you, and so on.

4. Use acceptable grammatical system (e.g., tense and pluralization), patterns, and rules. The students are supposed to write using grammar correctly. In descriptive text, they need to be able to use simple present tense.

5. Express a particular meaning in different grammatical forms. The students are supposed to write using different grammatical forms correctly.

6. Use cohesive devices in written discourse. The students are supposed to write using cohesive devices such as firstly, secondly, then, after that and so on.

7. Use the rhetorical forms and conventions of written discourse. The students are supposed to follow rhetorical forms of greeting cards and descriptive text including the sender, date, and content as well as grammatical features of descriptive text.

8. Appropriately accomplish the communicative functions of written texts according to form and purpose. The students are supposed to write in the correct form of text and fulfill the communicative function of writing that is to describe people and places.

9. Convey links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

10. Distinguish between literal and implied meanings when writing.

11. Correctly convey culturally specific references in the context of the written text. It is expected that students' experience of writing can reflect their cultural context.

12. Develop and use a battery of writing strategies, such a accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

From the statements above, it is concluded that students have to achieve micro-skills of writing in order to have good writing achievement and fulfill the communicative function of writing. Therefore, teacher should consider the micro-skills in teaching writing.

g. Teaching Writing by Using Genre-Based Technique

The latest school curriculum of Indonesia namely *KTSP (Kurikulum Satuan Pendidikan)* is developed in the beginning of 2006/2007 academic year. This developed curriculum is used as the guide or the implementation of teaching and learning process in all levels of educational institution including junior high

school level. It is believed as the more effective curriculum than the previous.

Based on the *KTSP,* teacher can freely select the appropriate teaching methods according to the students characteristics and materials being taught. There are any methods that can be used to teach. However, a good teacher can consider the most appropriate teaching method which is going to be used in delivering teaching materials.

In the teaching learning process, teacher follows some stages of teaching and learning cycle. The most effecting methods for implementing genre based approches is proposed by Feez. Based on Feez and Joyce (1998:27), there are five stages of teaching cycles. They are Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), Independent Construction of the Text (ICOT), and Linking to related Texts (LRT). The more explanation is as follows:

1) Building Knowledge of the Field (BKOF)

In this first stage, the students are introduced to the social context of an authentic model of the text which is being studied, explore features of the general cultural context in which the text type is used and the social purpose achieves, and explore the immediate context of situation of the model text which is on the basis of the course objectives and learners' need.

There are some activities that can be done in this stage. They are presenting the context through pictures, audio-visual material, realia, field-trips, etc.; establishing the social purpose through discussion; cross cultural activities; related research activities; and comparing the model text with other texts.

We can conclude that Building Knowledge of the Field (BKOF) is a stage of teaching and learning cycle which builds students' knowledge of the text related to the social context. The context-building can be done though some activities to present the context and the social purpose.

2)   Modelling of the Text (MOT)

In this stage, teacher present the modeling text based on the text-type being taught. Then, what the students do is investigating the structural pattern and language features of the model and comparing the model with other examples of the text-type.

Modeling activities are undertaken the whole text, clause, and expressions levels. The activities of modeling are presented in relation to the text-type, the social purpose, and the meaning.

3)   Joint Construction of the Text (JCOT)

Joint Construction of the Text (JCOT) stage allows students to construct the text with others. They begin to contribute to the construction of whole examples of the text type. Meanwhile, the teacher's role is reducing the contribution to the text construction in order to make students move closer to being able to control the text-type independently.

In this stage, the teacher can set some activities. For example, teacher questioning, discussing and editing whole class construction, then scribing onto board, doing skeleton texts, jigsaw and information gap activities, small group construction texts, dictogloss, and also self-assessment and peer-assessment activites.

In conclusion, this stage allows students to construct the text with others. The students' role is to contribute to the construction of whole examples of the text type while the teacher's role is reducing the contribution to the text construction in order to make students move closer to being able to control the text-type independently.

4)   Independent Construction of the Text (ICOT)

This stage allows students to work independently with the text. Their performances are used for achievement assessment. The teacher can set writing task which demand that students' draft and present the whole text.

In brief, Independent Construction of the Text (ICOT) is a stage which sets a role of students to construct the text individually.

5)   Linking to Related Texts (LRT)

This stage is the time for students to investigate how they have learnt in this teaching and learning cycle can be related to texts in the same or similar context and to future or past teaching and learning cycles.

The activities that can be done in this stage such as comparing the use of across different field text type, researching text types in the same field, role-playing with different roles, comparing spoken and written models of the same text-type, and researching how a key language can be used in other text type. In brief, this last stage of teaching-learning cycle is a stage of relating this cycle to other texts and the past or future cycle of teaching and learning.

After explaining all the stages of teaching-learning cycle, it is concluded that it is the most effective method for teaching-learning process. This cycle allows five steps such as Knowledge of the Field (BKOF), Modelling of the Text

(MOT), Joint Construction of the Text (JCOT), Independent Construction of the Text (ICOT), and Linking to related Texts (LRT). However, this research only follows four main stages of the teaching-learning cycle because of the efficiency. These are Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT).

2. Contextualization

a. The nature of contextualization

Contextualization is derived from the word "context". Based on Cambridge Learner's Dictionary, context is the situation within which something exists or happens, and that can help explain it. Context can also refer to the text or speech that comes immediately before and after a particular phrase or piece of text and helps to explain its meaning.

The word "context" here refers to context of situation. Context of situation is the linguistic and situational context in which a word, utterance or text occurs. The meaning of utterances is determined not only by the literal meaning of the words used but by the context or situation in which they occur (Richards and Schimdt, 2002:117).

Based on Hymes (1974) in Wardhaugh (2006), context is important to make the text meaningful. Hymes uses the word SPEAKING as an acronym for the various of context.

1) The *Setting* and *Scene* (S) of text are important. Setting refers to the time and place in which text takes place. Scene refers to the abstract psychological setting, or the cultural definition of the occasion.

2) The *Participants* (P) include various combinations of writer–reader. They generally fill certain socially specified roles.

3) *Ends* (E) refers to the conventionally recognized and expected outcomes of an exchange as well as to the personal goals that participants seek to accomplish on particular occasions.

4) *Act sequence* (A) refers to the actual form and content of what is written: the precise words used, how they are used, and the relationship of what is written to the actual topic at hand.

5) *Key* (K) refers to the tone, manner, or spirit in which a particular message is conveyed: light-hearted, serious, precise, pedantic, mocking, sarcastic, pompous, and so on.

6) *Instrumentalities* (I) refers to the choice of channel, e.g., oral, written, or telegraphic, and to the actual forms of speech employed, such as the language, dialect, code, or register that is chosen. Formal, written, legal language is one instrumentality.

7) *Norms of interaction and interpretation* (N) refers to the specific behaviors and properties that attach to writing and also to how these may be viewed by someone who does not share them.

8) *Genre* (G) refers to clearly demarcated types of text; such things as poems, proverbs, riddles, sermons, prayers, lectures, and editorials.

In addition, related to providing contexts of situation in the teaching and learning process, there is a term of contextualization. Mazzeo, Rab, and Alssid (2003) in Perin (2011) proposed that contextualization is defined as follows:

> A diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student.

In teaching English, teachers need contextualization as a clue to give clear instruction. Based on Richards and Schimdt (2002:116), contextualization clue is information from the immediate setting which surrounds an item in a text and which provides information that can be used to understand the meaning of an item. Such clues may be lexical or grammatical.

From theories mentioned above, context is important to make the text meaningful. In teaching, teachers need to provide context of situations (contextualization) to set meaningful writing activities.

b.   Contextualization in the Teaching-Learning Process

Contextualization is one of the effective teaching and learning tools in writing. Contextualization is beneficial in helping students to communicate with written discourse. There are some benefits of contextualization dealing with writing skills. They are elaborated as follows.

1)   Contextualization arouse students motivation

By providing contexts of situation, students can feel that the teaching-learning process of writing is meaningful so that they can be motivated in learning. Based on Berns and Erickson (2011) students will be more engaged in the learning process if they perceive it to be useful and meaningful.

In addition, Baker and Wigfield (1999) and Ryan and Deci (2000) as cited in Perin (2011) state that the possible benefits of contextualization may be explained by the affective mechanism of intrinsic motivation, where a learner is drawn to engage in a task because it is perceived as interesting, enjoyable, and/or useful.

Moreover, Allwright (1998) also affirms that contextualization can help motivate, create interest, and combat boredom during the writing process Therefore, it is concluded that the meaningfulness of the activity can make students motivated in learning, especially learning writing.

2)   Contextualization helps to generate ideas

Contextualization helps students who get stuck during the ideas generation. Contextualization aids students to deliver ideas and develop the topic to start structuring writing. According to Cambridge Learner's Dictionary, context is the situation within which something exists or happens, and that can help explain it. Context can also refer to the text or speech that comes immediately before and after a particular phrase or piece of text and helps to explain its meaning. Therefore, contextualization is able to give information about the text which the students have to write. Consequently, it helps them to generate ideas. Based on Richards and Schimdt (2002:116), the contextualization clue is information from

the immediate setting which surrounds an item in a text and which provides information that can be used to understand the meaning of an item.

Moreover, Allwright (1998:123) also argued that contextualization provides related information which is useful for them to generate ideas. Through the use of contextualization, students can structure and organize their writing in a way that fits its purpose. Thus, after understanding the information of the text, students are helped to get ideas. Furthermore, they can organize their ideas into a structural text.

3)   Contextualization makes teaching-learning activity meaningful

As recent curriculum is text based syllabus design, it is important to add context in the text (Feez and Joyce, 1998). Teachers of English language mostly use communicative language teaching. According to Allwright (1998:123), the communicative language teaching stresses the reproduction of the target language social context within the language classroom; therefore it promotes classroom interaction as rehearsal for "real life". Allwright (1998:120) also states that in the teaching and learning, there is contextual factors influencing the process. He says that the language classroom is a social setting. It is a setting where people have to take account, in some way or other, and for good or ill, of the fact that they are not entirely alone there.

Moreover, Alwright (1998) also states that Classrooms are necessarily embedded in students' wider social settings. It implies that language classroom is one of students' social settings as a reflection of their wider social life. Students are required to learn English language meaningfully by relating their activities with their daily social settings. Thus, contextualization makes their activity in the

classroom meaningful so that they can practice their experience of writing in their real life. The theory is supported by Berns & Erickson (2001) that teaching skills with direct reference to real world events and practices is needed to make the teaching meaningful.

4)   Contextualization has three beneficial principles

There are at principles of context (Eggins, 2004:85). First, text has continuity to its context within which they take place. Consequently, aspecs of situations affect the use of language so that students can develop using appropriate words. Second, context allows us to interpret meaningful exchange of communication. Hence, providing context in teaching can help students to know the exchange of communication. Third, students can reduce communication indeterminacies by referring to context of situation so that students can develop ideas and avoid grammatical mistakes.

It is concluded that the language classroom is a social setting as other social setting that is why in the teaching learning process, teacher needs to show the context of situation cover the communication. As recent curriculum is genre-based language teaching, it is important to add context in the text.

B. Relevant Studies

There are some studies related to the application of contextualization that has proven to be beneficial in the teaching and learning process, particularly in writing. The results of those relevant studies are presented below:

The first study by Perin (2011) was aimed to facilitate students' learning through contextualization and explores the nature and effectiveness of

contextualization as a way to improve outcomes for academically underprepared college students. Perin (2011), in his research on the use of contextualization, found that using contextualization aid students in maintaining motivation since the teaching and learning process became meaningful. Moreover, students were facilitated to learn across subjects without distracting each other.

In support of the above research, Rine (2006) conducted a study focusing on facilitating contextualization in teaching and learning process though active learning. It resulted a better understanding of the cultural context of a narrative enables students to identify more closely with its characters and sympathize with its situations, which in turn can improve their interest in and retention of the storyline. Finally, encouraging active participation in Roman culture increases students' motivation to read authentic Latin texts.

In the same spirit, Johnson (2008) studied the effectiveness of contextualization on second language acquisition using the situational discourse semantic model. This study compared the traditional teaching approach to a scaffolded teaching approach, consisting of words taught within a narrative context. Results showed that print was an important support used by participants in the traditional

condition. However across time, vocabulary learning and sentence length increased significantly more in the scaffolded condition. Therefore, it is more effective to provide contextualization in teaching and learning process.

In referent to the above studies, contextualization is regarded as the effective way to improve the students' ability, especially on the writing one. Many studies give positive result of the use of contextualization. All the same, the

studies give a big support for the application of contextualization. That is why the following research may make a reference of those studies.

C. Conceptual Framework

The teaching of writing skill is a complex activity. Based on the preliminary class VIII B of SMP Negeri 2 Moyudan, the researcher found some problems in the process of writing. That problem dealt with generating ideas, paragraph organization, and grammatical mastery. Besides problems related to the elements of writing, there was also a problem related to students' motivation. Therefore, a strategic action was needed in order to overcome those problems.

Based on the consideration above, the researcher tried to solve those problems by giving contexts of situation. There are several reasons why contextualization was used to improve students' writing skills. First, contextualization arouses students' motivation. Secondly, contextualization helps students to generate ideas and then organize them. Furthermore, contextualization makes the activity meaningful. Lastly, contextualization minimizes grammatical mistakes.

Therefore, in reference to the elaboration above, the researcher involved the English teacher as the collaborator, and the VIII B students of SMPN 2 Moyudan in conducting the research. Then, the procedures done in this research consisted of thematic concern-reconnaissance, plan of action, action and observation, and reflection. In this research, the students were given contexts of situation. It was expected that there would be some improvement on writing

achievement of the VIII B students of SMPN 2 Moyudan after the strategy was applied.

CHAPTER III

RESEARCH METHOD

This chapter presents the method which has been used in this research. The chapter consists of type of the research, setting of the research, subjects of the research, the schedule of the research, instruments of the research, data and the technique of collecting data, the technique of the data analysis, validity and reliability of the data, procedure of the research and scoring scheme for writing. Each of them will be presented in the following discussion.

A. Type of the Research

This research was action research. Action research is part of a broad movement that has been going on in education generally for some time. This kind of research tends to solve problematic situation in order to bring about changes and even better improvements in practice (Burns, 2010:2). Burns (1999:30) also states that action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action in it, involving collaboration and cooperation of the researchers, practitioners and laymen.

There are some different models of action research. This research used the Kemmis and Taggart model with some modification. The process of the action research can be shown in the schema below:
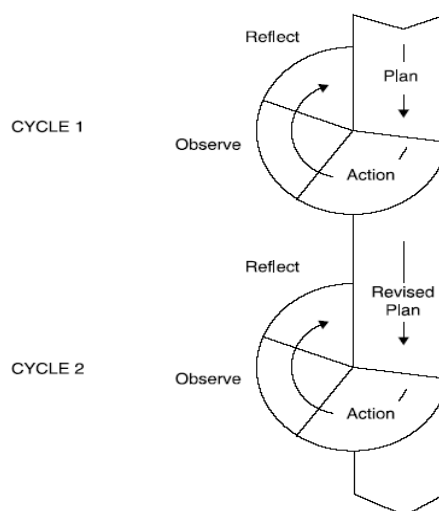
Figure 1. Action Research model based on Kemmis and Taggart
(1988) from Burns (2010:9)

Figure 1 shows that this research consists of four stages such as planning, action, observation, and reflection.

This research was action research in which it was collaborative in nature since the researcher collaborated with the English teacher to conduct the research. This research was focused on improving the teaching-learning process of writing. The researcher and the collaborative tried to improve students' writing ability by using contextualization.

In conducting this research, the researcher and the English teacher as the collaborator identified the problems occurred in the fields, formulated a planning of actions to solve the problems, implemented the actions, and reflected on the outcome of the actions. Employing observations, interviews, and revisable cycles, this research tried to improve the seventh grade students' writing skills in the teaching and learning process. The collected data which were used as the sources for the evaluation and reflection so that the researcher could revise her plan to be the more effective one.

B. Setting of the Research

This part consists of three issues. The first issue is the place of the research, the second is the schedule of the research and the third is the learning setting. Each issue is presented below.

1. Place of the Research

This research was carried out at SMP Negeri 2 Moyudan which is located in Setran, Sumberarum, Moyudan, Sleman, Yogyakarta. The location is about 28 km and 42 minutes from Yogyakarta city. Although it is located in the sub-dictrict, it is easy to reach this location. Moreover, based on the preliminary observation, there were found some problems related to writing which were found in the field. The problems were in terms of students' motivation and their low ability of writing including generating ideas, organizing paragraphs and grammar. Therefore, the researcher had strong desire to solve the problems emerged in the field by using contextualization and the accompanying activities.

2. Schedule of the Research

This research was implemented in the first semester of the academic year of 2011/2012. The observation was done on March,15th and 16th, 2012, whereas the action was conducted in four meetings on September, 20th to October, 10th, 2012. The action was carried out based on the school schedule.

3. Learning Setting

The target of this research was class VIII B of SMP N 2 Moyudan. The class consists of 24 students. The teaching-learning process in the class was

carried three times a week with 6 total hours in the duration of 40 minutes per class hour (6x40 minutes).

C. Subjects of the Research

The research was conducted collaboratively by all research members. The main members were the students of VIII B. Meanwhile, the other subjects are the English teacher of SMPN 2 Moyudan as the collaborator and the researcher herself.

D. Indicators of Research Success

There are three indicators that can indicate the success of the research as follows.

1. Students can generate ideas well.
2. Students can use the correct grammatical features.
3. Students can organize the paragraph well.

The research must fulfill the indicators to be success. However, if the actions were unsuccessful, the researcher and the collaborator tried to find the suitable action to use contextualization in teaching writing. To fulfill the dialogic validity, the researcher collaborated with the English teacher as the collaborator to review the value of the research which had been done.

E. Data Collection Techniques

The data were acquired through classroom observations, interviews, and documentations. The data from observations was transformed into field notes. Meanwhile, the recorded data from interviews was transformed into transcripts.

Therefore, the data were in the form of field notes, interview transcripts, and documentations. The data gathered were used as the source for formulating the selected problems. Then, the researcher with the collaborator planned, implemented, and evaluated the actions.

In reconnaissance stage, the researcher conducted a classroom observation and interviewed the English teacher and students to gather information about their difficulties in the teaching and learning process. In planning stage, the researcher interviewed the English teacher to discuss the problems which would be solved and decided the actions to be implemented. In action stage, classroom observation and interview were done. The researcher interviewed the English teacher and the collaborator to find their opinion about the implementation. Besides, she gave students a writing performance task to find whether there is any improvement in their writing, and recorded students' activities through documentation.

Eventually, the collected data were used as the sources to evaluate and reflect the research cycles implemented. Those descriptions are presented in the table below:

Table 3. Data Collection Technique and Instruments

No.	Data	Instruments	Techniques
1.	Classroom teaching and learning process	Observation guideline Interview guideline	Observation Interview
2.	Problem selection and action that will be implemented	Interview guideline	Interview
3.	Implementation of contextualization		Observation Interview
4.	Improvement in students' writing performance	Writing rubric Documentation	Writing performance test Documentation

F. Data Analysis Technique

In analyzing the data, the research used some techniques. In analyzing the qualitative data, the researcher did three steps namely data reduction, data display, and conclusion drawing/verification (Miles and Huberman, 1994: 10-12). Firstly, the researcher selected, focused, simplified, abstracted, and transformed the data which were in the form of observation checklist forms, interview transcripts, field notes, and samples of students' writing. The researcher, then, sorted, sharpened, focused, and organized the data to get the final conclusion. Furthermore, the data were organized in order to come to the conclusion drawing and action. Finally, she drew conclusion from the data display to know the progress of the implementation and verified it.

In addition, the quantitative data were taken from assessing students' writing performance by using a writing rubric adapted from Jacobs et al. in Weigle (2002: 116). The rubric provides five aspects of writing namely content,

organization, vocabulary, language use, and mechanics in which each of them is scaled from 1 to 4. Hence, the maximum score is 20, while the minimum score is 5. To analyze the quantitative data which were in the form of students' writing performance task scores, the researcher used descriptive qualitative analysis.

Moreover, by looking to the highest score (Xh) and the lowest score (Xl), a conversion table to score students' writing skills could be made. There are six categorizations namely excellent, very good, good, fair, poor, and very poor. The conversion table is shown below:

Table 4: The Conversion table of students' writing scores

No.	Class Interval	Categorization
1.	17.5 – 19.9	Excellent
2.	15.0 – 17.4	Very good
3.	12.5 – 14.9	Good
4.	10.0 – 12.4	Fair
5.	7.5 – 9.9	Poor
6.	5.0 – 7.4	Very poor

G. Validity and Reliability of the Data

Based on Brown (2004:22), the validity is used to assure that the data is valid or testing what is being tested. In this research the researcher test the validity including some aspects of validity. Anderson in Burns (1999: 161-163) states that validity covers five aspect. They are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

In this research, to get the democratic validity the researcher did a collaboration with the English teacher and the students as the data resources who have a right to give their opinion, ideas, criticism and suggestion about the implementation of the actions. Their opinions, ideas, criticism and suggestion

were used to improve the next actions. The outcome validity in this research was obtained by looking at the result of the actions which have been done. The researcher and the collaborators analyzed the success and the failure of the actions.

The process validity was obtained by doing a triangulation technique that is gathering accounts of a teaching situation from three quite different points of view. They are the teacher, the students, and the observer. This was done to avoid the bias that may happen. To get the last criteria of validity, the dialogic validity, the researcher did reflection with the teacher and the students in order to get suggestions to improve the next action.

In addition, reliability is applied by using and giving genuine data, such as the field notes, interview transcript and other records To test the trustworthiness of the data, the researcher used triangulation.. Burns (2010: 95-97) states that applying triangulation to data collection means that a combination of angles on the data will help give us more objectivity. It will prove that the researcher's reflections and conclusions are supported by the data and not just by her own presuppositions or biases. There are four different ways of triangulating. They are stated as follows:

1. Time triangulation; collecting data at different points in time.

2. Space triangulation; collecting data with different subgroups of people.

3. Researcher triangulation; collecting data by more than one researcher.

4. Theory triangulation; analyzing data from more than one theoretical perspective.

H. Procedure of the Research

1. Determining the Thematic Concern (Reconnaissance)

    The researcher conducted the reconnaissance by interviewing and observing, this step was aimed to find out information concerning students' ability.

2. Planning

    After the researcher and the collaborator identified the problem, they made plans related to the actions to be implemented. They worked together to solve the problem, prepared the materials, and prepared the instrument to collect the data.

3. Action and Observation

    After the planning was agreed on, the actions were done in the class. The actions were implemented in two cycles. Each cycle was conducted in two meetings. In this stage, the plan of action was implemented in the teaching and learning process. During the implementation, the researcher observed the students in the teaching and learning process in order to know the success of the implementation. In addition, the researcher interviewed the students and the English teacher to find out their opinion of the implementation of brainstorming techniques.

4. Reflection

    The reflection was done every time after each cycle had been implemented. The researcher and the collaborator looked for the circumstances concerning the actions. It was done to find whether the actions were successful classified as a successful action when the students fulfill the indicators of research success. If the actions which had been carried out were not successful, the researcher and the

collaborator continued to implement the actions. However, if the actions were not successful, the researcher and the collaborator would try to find the effective actions so that students' ability of writing improved.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the process of the research conducted in Cycle I and Cycle II, the result of the research, and the interpretation of the findings. Each cycle in this research consists of planning, action and observation, and reflection. This chapter also presents the quantitative data obtained during the research to support the qualitative data. The details of the processes are presented below.

A. Research Findings

1. Identification of the Field Problems

To identify problems emerging in the field, preliminary classroom observation and interview were done. The English teacher and the students of VIII B were interviewed and the teaching and learning process of VIII B was also observed. The interview with the students and the English teacher who became the collaborator were done on August 23th, 2012. Meanwhile, the classroom observation was done on August 25rd, 2012. Based on the classroom observation that was done by the researcher, a vignette which explains the process of English teaching and learning was presented below.

At 11.30, the researcher and the English teacher went to VIII B classroom. The researcher sat in the back of the classroom while the English teacher taught students. Firstly, the English teacher checked the students. In fact, some of them were used to absent for many times with no reason because they knew that there would be no punishment. In the beginning, most of all students gave their attention to the teacher's greeting but when the lesson started; many of them were busy with themselves. When the teacher gave the instruction, some of them did not do it even there were some that laid to their tables as if they were

asleep. However, the teacher gave them advice patiently. The materials used in the teaching learning process were mostly from a LKS. They did the tasks in the LKS then the students write the answer on the whiteboard voluntarily. Most of all the materials in the LKS were not completed with contexts of situation while the teacher did not explain the contexts. Based on the students' works written on the whiteboard, they still made mistakes in vocabulary usage, agreement, and punctuation. Besides, they also could not develop ideas well. They had difficulties to write a simple good paragraph even their sentences were messy. At 12.50, the teacher closed the lesson by reviewing the materials and then saying a prayer.

According to the vignette, it can be implied that the English teaching and learning process did not run very well. The students were noisy during the lesson as they were not interested to the English lesson. In addition, they had difficulties in mastering English too, especially writing. The problems can also be seen from the result of the interview done. The following are some interview transcripts which show students' difficulties:

(4:01) R : *Menurut kamu menulis Bahasa Inggris itu gimana, Dik? Susah atau gampang*
('What do you think about writing English? Is it difficult or easy?')
Ss : *Mm… lumayan susah.*(S17)
('Mm… little bit **difficul**t.')
R : *Apa kesulitanmu?Kata-katanya atau apa?*
('What are your difficulties? **Vocabulary** or what?')
Ss : *Iya ,Mbak. Sama kadang nggak dhong.* (S19)(S16)
('Yes, Miss. And sometimes **I feel confused**.')
R : *Nggak Dhong apanya dik?*
('What did make you confused?')
Ss : *Mm … bingung mau nulis apa gitu. Gimana mulainya.*"(S19)
('Mm ... I was confused about **what to write and how to start**.')
Iya, mau mulai itu bingung. (S10)
('Yes, it is confusing to start writing')
R : *Kenapa bingungnya? Cari ide?*
('Why are you confused? **Getting ideas**?')
Ss : *Iya, Mbak, susah banget. Apalagi nulis Bahasa Inggrisnya, beda sama Bahasa Indonesia.* (S10)
('Yes, Miss. It is so difficult. Moreover, writing English is different from Bahasa Indonesia.')

R   : *Bagaimana dengan kamu, Dik?*
('What about you?')

Ss : *Sama kayak temen-temen, Mbak.* (S23)
('The same as my friends, Miss.')

R   : *Oh, gitu. Emang kalo pelajaran Bahasa Inggris terutama menulis kegiatannya apa?*
('Oh, I see. What about the activities of English lesson especially writing?')

Ss : *Opo yo. Biasanya individu ngerjain LKS.*"' (S4)
('What's it? Usually doing task in the *LKS* .')

R   : *Apa kalian senang?*
('Are you happy with that?')

Ss : *Sebenernya bosen sih mbak, tp mau gimana lagi.* (S4)
('In fact, **we were bored** but we cannot do anything')

R   : *Oh, lalu kalian sering dikasih tau tentang konteks situasi misal buat apa dan kapan teks itu dipakai nggak?*
('Oh, then did your teacher show you contexts of situation such as what and when the text was used?')

Ss : *Cuma kadang-kadang, jadi bingung'*(S23)
("**Only sometimes, Miss so it made me confused**.")

R: Researcher   Ss: Students   (Interview 2, August 23rd, 2012)

(4:02) R : *Lha terus tadi kan kalian disuruh nulis sama Bu Yus. Kalian bisa tidak?*
('Then you were just asked to write by Mrs. Yus. Can you do or not?')

Ss : *Nggak, bingung nulise piye. (Tertawa)* (S17)
('No, I was **confused on how to write**.') *(Laughing)*
Iya, Mbak. Bingung le nginggriske. (S1)
('Right, Miss. I was confused **on how to translate into English**.')
Iya, karang dudu wong Inggris. (Tertawa) (S6)
('Yes, because we were not Englishmen') (Laughing)
Aku ngawur kok, Mbak (S16)
('I did randomly, Miss')

R   : *Kalau ide tulisan sama susunannya gitu bingung gak?*
('Mm… you are **confused on the ideas and organization**, aren't you?')

Ss : *Ho'o, itu juga Mbak* (S1)
('Yup, that's also, Miss.')
Bingunge banget. (S17)
('My confusion was bad.')

R   : *Mm..Terus tadi kalian seneng nggak sama pelajarannya?*
("Mm..Then, did you enjoy the previous meeting?")

Ss : "*Nggak, ngantuk, Mbak.*" (S16)
('No, **sleepy**,Miss.")
"*Ra Dhong Blas*" (S17)

("Ununderstand anything.")
"*Ah, sangat membosankan.*" (S1)
("Ah, so **boring**.")

R: Researcher   Ss: Students   (Interview 3, August 25rd, 2012)

Eventually, the result of the preliminary classroom observation and interview indicated that there were some problems emerging in the field dealing with the English teaching and learning process, especially writing. The problems are presented in the table below:

Table 5: Field problems found in the English teaching and learning process of VIII B

No.	Problems	Codes
1.	Most students were lowly motivated.	S
2.	Most students considered that writing English was difficult.	S
3.	The teaching and learning process lacked the use of learning media.	Med
4.	The techniques applied were less attractive and interactive.	Tec
5.	Mostly students had difficulties in using appropriate vocabulary.	S
6.	Mostly students had difficulties in generating ideas.	S
7.	Mostly students made mistakes of grammar.	S
8.	Most students did not pay attention to spelling, punctuation, and capitalization.	S
9.	Most students had difficulties in organizing the paragraph.	S
10.	Most of teaching materials were not authentic, essential, and attractive.	Mat
10.	Contexts of situation were not provided in every task.	Act

Mat: materials   Med: media   S: students   Act: activity

After determining the problems emerged in the field, the researcher and the English teacher discussed problems related to students' writing skills which were feasible to be solved. Those problems are elaborated as follows:

Table 6: Field problems which were feasible to be solved in the writing activity

Problems		Indicators	Sources
Media	The teaching and learning process lacked the use of learning media.	The teaching and learning process was not attractive because it lacked the use of learning media as the teaching aids helping students to improve their English mastery, especially writing.	Observation
Vocabulary	Most students had difficulties to use the appropriate vocabulary.	Most students wrote in Indonesian or in inappropriate English vocabulary or in Indonesian structure.	Observation Interview
Content	Most students had difficulties in generating ideas.	Most students cannot develop ideas well. It could be seen from their writings that they were stuck in developing the topic or supporting sentences.	Observation Interview
Language use	Most students made many mistakes in grammar.	Most students wrote many mistakes related to negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons and deletions.	Observation Interview
Mechanics	Most students made many mistakes related to mechanics aspect.	Most of the students made mistakes on spelling, punctuation, and capitalization.	Observation
Organization	Most students had difficulties in organizing the paragraph.	Most students had difficulties in organizing sentences into a good paragraph. Their paraghraphs were not cohesive, not organized well and even did not communicate. Their ideas were disconnected.	Observation

	The activities of writing lacked of contexts	The activities of writing applied in the classroom forced students to simply produce pieces of writing without giving them meaningful writing activities (writing with a context) which helped them to relate their experience of writing to their real life.	Observation Interview
Activity			

Since the problems were categorized as writing skills problems, such appropriate activities were needed to improve students' writing ability. They needed useful writing activities to solve the writing problems related to ideas, grammar, and organization. Moreover, giving contexts of situation (contextualization) was chosen by the researcher and the English teacher to be the tool to solve those problems.

2. Implementation of the Actions

a. Report of Cycle 1

The teaching and learning process in Cycle 1 was conducted in two meetings. In this cycle, the researcher and the collaborator tried to overcome the writing problem focusing on motivation and ideas generating in students' writing skills by giving contexts. In this cycle, three steps were administered as discussed in the following sections.

1) Planning

In this stage, some actions to be implemented were planned to improve students' writing skills related to the elements of writing. They are elaborated as follows:

In first meeting, the researcher and the English teacher planned to:

(a) use an audio aid, related pictures as media.

A related audio aid and pictures used were needed to grab students' attention to go to the topic presented in the BKOF (Building Knowledge of the Field) stage.

(i) First Meeting

An audio aid which was used in the first meeting is a "happy birthday" song. The researcher presented the aid in the BKOF (Building Knowledge of the Field) stage to grab students' attention. Meanwhile, the pictures were related to present and greeting cards. They were presented after listening to the audio aid. The example of pictures can be seen in figure 2.

(a)   (b)   c)
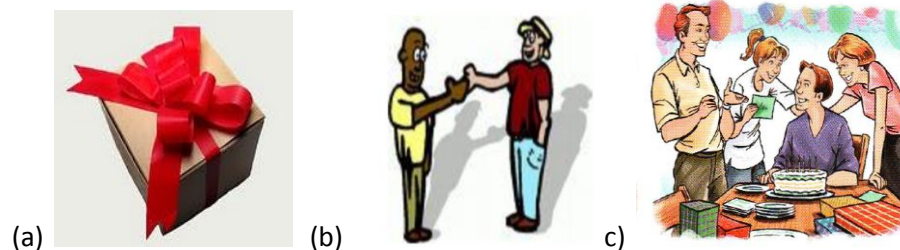
Figure 2. The example of pictures to attract the students' intention

(ii) Second meeting

Because related pictures were effective to grab students' attention in the first meeting, a picture was used in the second meeting as a teaching media. However, as students just continued the same topic in the first meeting, an audio aid was not applied again because students had recognized the topic before. Meanwhile, the presentation of the picture was the same as that of the first meeting. An example of picture can be seen in figure 3.

Figure 3. An example of picture in a second meeting

(b) apply group work

(i) First Meeting

Group work was needed to encourage students to work with their partners cooperatively so that they could give peer feedback and work maximally. The group work was applied in the stage of JCOT (Joint Construction of the Text). The groups consisted of three to four students based on the sitting position to make it easy and avoid noise. In the first meeting, students were asked to attach pieces of word in the "secret envelope" on a piece of paper as a greeting card.

Diana wants to give a greeting card for her friend. Work in group to arrange this jumbled paragraph into a good text.
 Do it by sticking the pieces of word on a piece of paper. Present in front of the class.

Dear Justin	Love,	Diana	sorry	You
soon!	Bed	the	in	hear
Stuck	better	that	to	feeling
You	Are	hope	I am	I

(ii) Second meeting

In the first meeting, the group work was applied in the stage of JCOT (Joint Construction of the Text). The students were grouped again into three to four

students based on the sitting position to make it easy and avoid noise. In the second meeting, students were asked to construct jumbled phrases on a piece of paper as a greeting card.

Adit was admitted to SMPN 1 Makasar. His uncle in Hong Kong sent him a set of picture dictionaries. He wrote a short letter to thank him.
Please arrange the words to make a short letter to thank him. Work with your friends next to you.

Thank you	October 1, 2007	Dear Uncle Sam,
for the dictionaries	very much	which you sent me.
Useful	They are	for my hobby.
They	give me	ideas
Yours,	Adit	for what to paint.

(c) Apply contextualization in every task

(i) First meeting

Contextualization is intermediate setting which surrounds an item in a text and which provides information that can be used to understand the meaning of a text. In this research, contexts of situation being applied were adapted from the topic, the purpose of the activity, and students' real life in order that they could apply their experience of writing in their everyday life. Moreover, the application of contexts in the teaching learning process was that before doing every task, students would find a relevant context of situation and pictures leading to the topic being used to do the task. The researcher always gave explanation and guidance for them. The contexts aimed to give particular related information including setting, participants, ends, aims, and so on according to the kind of task

and the need. The contexts were distributed in the forms of cards. Here are the examples:

1.	You heard that your friend, Robert, who lives in Sydney, has got a very bad fever. You want to make a greeting card saying your hope for him to be healthy.
2.	Today is a christmas day. Your friend, Christina, who lives in Chicago, is celebrating this special day. You want to write a greeting card for her.
3.	Today is an Idul Fitri day. You are going to share your happiness with your friend of a social network who lives in Egypt. You want to write a greeting card for him.
4.	You have a friend from a student exchange program of Canada. Today is her birthday. You are going to give her a gift with a greeting card.
5.	You heard that your friend, Anthony, who is an Australian, has won a speech competition. You want to give him a greeting card.
6.	You heard that your friend, Robert, who lives in Sydney, has got a very bad fever. You want to make a greeting card saying your hope for him to be healthy.

(ii) Second Meeting

As contextualization provides information about the text that students tended to write, it was very useful. The contexts used were adapted to the students' life and the school curriculum. The contexts were distributed in the forms of cards. The example is as follows.

Individually, write a short letter to thank your close friend, Alicia. *She moved to her country and left you her story books. Send her a letter. Tell her that the books will always make you remember her.*

(d) give writing performance tasks in the form of "secret envelopes"

(i) First meeting

A "secret envelopes" was a term used by the researcher to mention some cards containing a task with a context of situation and the worksheet. The envelopes were distributed randomly so that every student did not know which envelope they would get. By using the envelopes, students were helped to get ideas and keywords and experienced a different form of writing performance tasks. The envelopes were distributed in the ICOT (Independent Constructing of the Text) stage as an individual task. The example is as follows.

Write a greeting card based on the following situation. Your teacher will give you a card randomly.
You heard that your friend, Robert, who lives in Sydney, has got a very bad fever. You want to make a greeting card saying your hope for him to be healthy.
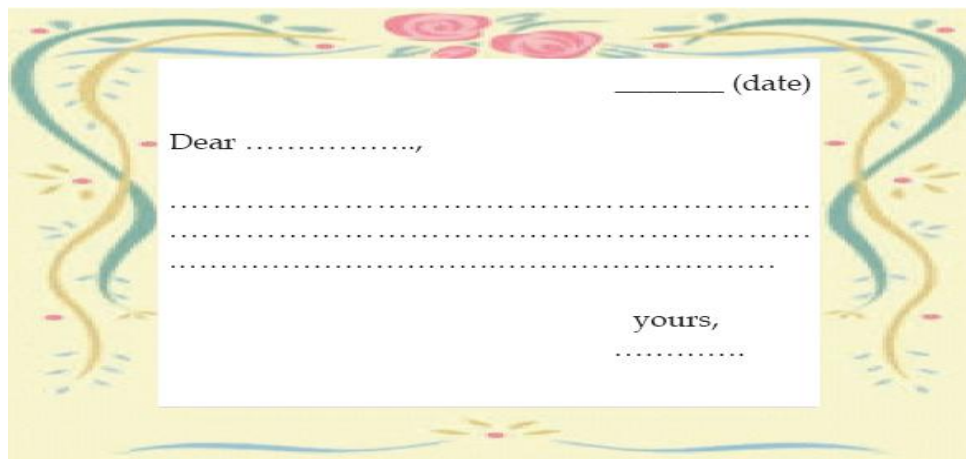
Figure 4. An example of the content of "secret envelope" in the first meeting

(ii) Second Meeting

Again, students got cards containing a task with a context of situation and the worksheet. The envelopes were distributed randomly so that every student did not know which envelope they would get. The envelopes were distributed in the ICOT (Independent Constructing of the Text) stage as an individual task. Students were helped to get ideas and keywords and experienced a different form of writing performance tasks. The "Secret envelopes" were used again to give performance task as they were effective in the first meeting. The example is as follows.

Individually, write a short letter to thank your close friend, Alicia. *She moved to her country and left you her story books. Send her a letter. Tell her that the books will always make you remember her.*

```
                                                  _____ (date)

Dear ……………,

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

                                              Yours,
                                              …………..
```

Figure 5. An example of the content of "secret envelope" in the second meeting

2) Action and Observation

(a) Action

The teaching and learning process in Cycle 1 was carried out twice, they were on October 24th and 25th, 2012. The schedule of Cycle 1 can be seen in the table below:

Table 7: The schedule of Cycle 1

Meeting	Date	Time	Material
1	October 24th, 2012	2x40 minutes	Greeting cards – "Congratulations"
2	October 25th, 2012	2x40 minutes	Greeting cards – "Thank you"

The teaching and learning process in Cycle 1 is elaborated as follows:

(i) First Meeting

The first meeting was held on October 24th, 2012. It was carried from 09.55 to 11.15 a.m. The researcher acted as a teacher, while the English teacher became an observer.

The lesson was opened by greeting. Then, the researcher asked about who were absent that day and introduced herself. Furthermore, in the BKOF (Building Knowledge of the Field) stage, an audio aid related to a birthday song was presented to grab students' attention. After that, some pictures dealing with presents and greetings were then presented and the researcher asked students' some questions related to the topic. The students were enthusiastic and answered the researcher's questions. It can be seen from the following field note and figure:

R: Researcher S: Students

S terlihat antusias dengan materi itu, mereka berceloteh "Wah, apik yo. Warna – warni, okeh gambare". S juga sangat antusias karena ada guru yang berbeda yang akan mengajar, namun beberapa dari mereka terlihat tidak tertarik dengan pelajaran Bahasa Inggris. Pertama, R mencoba menarik pehatian S dengan memperdengarkan audio lagu ulang tahun. Pada awalnya mereka sangat tenang karena ingin mendengar audio itu dengan jelas. "Oh, lagu ulang tahun kui", mereka bergumam. Selanjutnya mereka bahkan ikut menyanyikan lagu itu. Semua S terlihat tertarik dan merespon pertanyaan R terkait audio itu. "What is the audio about?", R bertanya. Mereka menjawab "Birthday, Miss". Setelah itu, R menunjukkan gambar sehingga S terlihat lebih antusias. Beberapa dari mereka bergumam "Wah, apik" sehingga mereka mau menjawab pertanyaan R.

(Ss looked enthusiastic with the materials. They said, "That's great, colorful and there are many pictures." S were also enthusiastic because they would be taught by a different teacher, however some of them looked uninterested to learn English. First, R tried to grab their attention by presenting an audio of a birthday song. In the beginning, they were very quite because they wanted to listen to the audio clearly. "That's a birthday song", they said. Then, they even followed to sing the song. All S were interested to answer the questions related to the audio aid. *"What is the audio about?"* R asked. They anwered *"Birthday, Miss"*.

After that, R showed pictures so that S looked more enthusiastic. Some of them said "Wow, great". As a result, they wanted to answer R's questions.

(Field Note 13, October 24th, 2012)

Before going to the text, the researcher and the students discussed some vocabularies and expressions related to greeting cards. Afterwards, the context of situation of the text was explained first. The context was "Today is Ratna's 12th birthday. Jenny who is an Australian sends a birthday card for Ratna". The aim of

the context attached was to help students to get the idea, know the goal of the text and get keywords.

In the MOT (Modelling of the Text) stage, the students were asked to study a greeting card of birthday then the card was discussed together. The discussion was on the topic, the generic structure, and the grammatical pattern used in the text. Rules of the simple present tense were also explained. The students paid attention to her explanation.

Furthermore, in the JCOT (Joint Construction of the Text) stage, the researcher asked the students to work in pairs to make a text of greeting card. The context of situation was explained first. Then, the researcher distributed worksheets, glues and envelopes containing pieces of words. Every group was asked to attach pieces of words on the worksheet by using glue. Their works were then presented in front of the class. All groups struggled to be the fastest even they ran fast to attach their works on the whiteboard. The fastest and the best group received a reward from the researcher. In this first meeting, the group which got the reward was a group of three boys. In the first task, they were asked to brainstorm ideas about a greeting card and develop their ideas to organize the text. They were enthusiastic to work together while the researcher gave guidance for those who asked questions. It can be seen from the following field note and figure:

R: Researcher S: Students

Setelah R menjelaskan konteks dan membagikan worksheet dan amplop berisi kata-kata yang harus disusun, S sudah mengerti apa yang harus dilakukan dan jenis kartu ucapan apa yang harus dibuat. S terlihat antusias mengerjakan tugas secara berkelompok. Mereka berdiskusi dengan kompak dan sesekali menanyakan kesulitan kepada R. Mereka membagi tugas, ada yang menyusun di atas kertas dan sebagian lagi menempelkannya.

After R explained about contexts of situation and shared the worksheets and envelopes containing vocabularies to arrange. Ss have understood what have to do and what kind of card to do. Ss were enthusiastic to do the task in group. They had cooperative discussion and sometimes asked their difficulties to R. They divided their work, some of them arranged the words on the paper while some others attached the words.

(Field Note 13, October 24th, 2012)

After that, they went to ICOT (Independent Construction of the Text) stage. They were asked to work individually to organize text by making the right order of some phrases to be a good card. Students were given time to have peer feedback and then they discussed together with the researcher. Then, they went on to the last task in which they were asked to write a greeting card individually based on the given context of situation. The contexts were distributed randomly with the worksheet. After that, they were asked to submit the works.

Before closing the lesson, the researcher asked students about their difficulties then reviewed what they had been studied. The students were then asked to study the next lesson that would be greeting cards to reply the previous kind of greeting cards. Finally, the lesson was closed.

(ii) Second Meeting

The second meeting was done on October 25th, 2012. It was done from 08.20 to 09.00 a.m. and then continued at 09.15 to 09.42 a.m. because there was fifteen minutes break. Again, the researcher acted as a teacher and the English teacher became an observer.

To open the lesson, the researcher reviewed what students had learned in the previous meeting and checked their attendance. After that, they went to BKOF (Building Knowledge of the Field) stage. Handouts were distributed to the students. The researcher showed a picture of two people that were shaking hands and then asked some questions. The students were enthusiastic and answered the researcher's questions. It can be seen in the following field note:

R: Researcher Ss: Students

Setelah R menjelaskan konteks situasi dari gambar itu yaitu "For Example, you, vicki, your friend from Canada gave you a gift on your Birthday. What will you say?". *Ss tampak antusias dan berceloteh, "Weh,Vicki nggaya"(tertawa). Sementara itu, sebagian besar dari mereka menjawab,* "Thank you, Miss". *Ada juga yang menjawab "Matur nuwun".*

(After R explained about contexts of situation of the picture was "For Example, you, Vicki, your friend from Canada gave you a gift on your Birthday. What will you say?". Ss looked enthusiastic and said, "Wow, Vicki is cool" (laughing). Meanwhile, most of them answered, *"Thank you, Miss".* There was also an answer of *"Matur nuwun".*

(Field Note 15, October 25th, 2012)

Furthermore, vocabularies and expressions which would be used were discussed before going to the input text. Then, they went to MOT (Modelling of the Text) stage. Students read an example of greeting card which aimed to reply a

greeting card following a gift. After reading the text, the topic, the generic structure, and the grammatical pattern used were discussed. The researcher did not forget to explain the context of situation in every activity. The rules of simple present tense and adjectives were also explained. The students paid attention to her explanation.

Then, in the JCOT (Joint Construction of the Text) the students were given a group activity to fill in blanks using some appropriate vocabularies. They looked busy and sometimes checked their dictionary. Next, they were invited to write their work on the white board voluntarily. Some group members raised their hand to be chosen by the researcher. They were enthusiastic and struggle to show their work. The uninterested student in the beginning became one of students who wrote the group work on the whiteboard. It can be seen in the following data:

R: Researcher Ss: Students

Setelah itu, R menjelaskan konteks situasi dari kartu itu. Setelah R mempersilakan mengerjakan, mereka mulai berdiskusi dan mengecek di kamus. Setelah sekitar lima menit, mereka berebut untuk menulis jawaban di depan. Bahkan, salah satu S yang selalu membuat ramai dan pada awalnya tidak antusias adalah yang pertama kali maju.

(After that, R explained about the context of situation of the card. After R let them work, they strated discussing and checking their dictionary. After about five minutes, they struggled to write their answer in front of the class. Eventually, one of the S who always made noisy and looked uninterested from the beginning was the first volunteer.

(Field Note 9, October$^{t\ 25h}$ 2012)

Afterwards, the students were asked to work in group of four or three and then each was received a task completed with contexts of situations, a worksheet and a marker. In this task, the students were asked to brainstorm and develop

ideas into a simple greeting card. Subsequently, most all groups struggled to be the best group. They ran to attach their work in front of the class. As the previous, the best group got a prize.

At 09.00 the lesson was stopped for a break. After fifteen minutes, the bell rang but the students did not go into class quickly. The researcher and the collaborator needed five to ten minutes extra to wait them all ready to study again.

After the break, the students are asked to work individually in the ICOT (Independent Construction of the Text). The first individual task was writing a simple greeting card based on the given context then they did peer-feedback. The second was the similar activity with different context of situation. The researcher always explained the context behind the text. After five minutes, their works were collected.

Next, the researcher asked the students' whether there were any difficulties during the lesson and reviewed the lesson which had been studied. Subsequently, she asked the students to study the next lesson that would be describing people. Finally, the lesson was closed.

The teaching and learning process of the two meetings can be said to be valid because it was done in line with the concept of process and catalytic validity. The process validity was fulfilled by data which were gathered through observation, interview, and discussion with the collaborator. It was supported by some data sources, such as field notes, interview transcripts, and samples of students' works that showed the process was valid. In addition, the catalytic validity was fulfilled by the chance given to the students and collaborator to give

their response dealing with the action implemented. Besides, the result of the action is reliable because it is in line with the concept of time triangulation.

(b) Observation

Based on the observation done in cycle 1, the researcher had done all activities based on the observation checklist. The researcher did opening activities, core activities, and closing activities. However, the explanation still lack of grammar.

In addition, students found some problems in the teaching learning process of writing. They cannot apply grammar and organize paragraph well. They also did not ask questions to the researcher when they had difficulties in writing.

3) Reflection

Based on the observation that had been done during the teaching learning process in Cycle I, the actions implemented in Cycle 1 were evaluated in the form of reflection. According to the results of observations which were done through writing in the form of field notes, interview transcripts, and samples of students' works, the improvements and weaknesses of Cycle 1 were elaborated.

The first improvement laid on students' motivation in writing. By applying group works with contextualization, the students were enthusiastic in learning the materials and doing the writing tasks. It can be proven from these following data:

(4:03) R : *Terus..em.. dengan pakai konteks situasi kalian suka nggak menulisnya?*
('Then..em..by using contexs of situatuations, did you like the writing activity?')

Ss : *Suka, Mbak.* (S11)
('**We liked it**, Miss.')

R : *Kenapa,dik?*
('Why?')

Ss : *Asyik. Nggak cuma langsung disuruh nulis tok* .(S11)
('**It was fun, we were not only asked to write directly.**)
Seru (S20) (S19)
('**It was interesting**.')

R: Researcher   Ss: Students   (Interview 6, October 25th, 2012)

(4:04) R : *Em, terus kalian suka nggak sama pelajaran Bahasa Inggris hari ini?*
('Em, then, did you the English lesson today?')

Ss : *Suka, Mbak.* (S1)
('Yes, we liked it Miss.')

R : *Kenapa kok suka?*
('Why do you like it?')

Ss : *Nggak bikin bosen soalnya kelompokan juga.*(S1)
('**It did not make me bored because we did it in group too**.')
Asyik. (S4)
('**It was fun**.')

R: Researcher   Ss: Students   (Interview 7, October 25th, 2012)

Furthermore, the improvement of Cycle 1 also laid on students' writing skills. By applying contextualization and group work, the students were assisted in generating ideas. It can be seen from these following data:

(4: 05) R : *Terus, tadi kan kalian kan disediakan konteks situasi dan kerja kelompok to, ya kan? Nah, itu membantu kalian nggak?*
('Then, you have been given contexts of situation and group work, haven't you? Did they help you?')

Ss : *Iya.* (S17)
('Yes')
Iya, tapi masih bingung sedikit. (S17)
('**Yes, but I was still little bit confused**.')
Bantu kok Mbak, asyik juga. (S5)

(It **helped** me Miss, it was **fun** too.)
Mm..Lumayan (S10)
('Mm.. **Pretty fair**.')

R : *Bantunya gimana?*
('How could they help you?')

Ss : *Ya bantu aja, kerjaan jadi ringan.* (S17)
('It just help. **The work became easier**.')
Bisa bantu dapat kata-kata kunci dan ide nulis jadi nggak bingung mau nulisnya. (S17)
('It could **help to get keywords and idea so that I did not feel confuse in writing**.')
Ya bisa tahu buat apa nulisnya itu terus garapnya bareng jadi bisa tanya-tany" (S10)
('**I could know how for the writing then we did it together so that we could ask each other**.')
Apa ya? Kalau sendiri kan bingung, kalau bareng kan jadi gampang apalagi dijelasin konteks ceritanya itu. (S20)
('What is it called? If I did it myself I would be confused, **if I did it together it will be easy especially when the story contexts were explained**.')

R: Researcher   Ss: Students   (Interview 6, October 25th, 2012)

(4:06) R : *O ya, tadi Miss Era kan udah nyediakan dan njelaskan konteks situasi sebelum kegiatan. Bagaimana menurut kalian? Bantu nggak?*
('Well, Miss Era have presented and explained about contexts of situasion before each activity. What do you think? Did they help you?')

Ss : *Iya, bantu.* (S1)
('**Yes, it did**.')
Sithik, Mbak. Aku ra pinter Bahasa Inggris e. (Tertawa bersama) (22)
('**Little bit**, Miss. I was not master in English.') (Laughing together)
Lumayan. (S23)
('**Pretty fair**.')
Bantu banget, Miss.(S4)
('**They were very helpful**, Miss.')

R : *Membantunya gimana?*
('How could they help you?)

Ss : *Jadi lumayan dhong, Mbak.* (S23)
('It became easier, Miss.')
Kalau pas nggak ada ide kan bisa lihat cerita sebelumnya, nek ra yo takon-takon. (S1)
(**When I did not have ideas, I can see the explanation above. If I couldn't do that I could ask to others**.

Bisa lebih asyik, nggak bikin ngantuk' (S4)
('**It became more attractive, it didn't make me sleepy**.')

R: Researcher   Ss: Students   (Interview 7, October 25th, 2012)

However, there were still some weaknesses related to the students'

mastery of grammar because there was only a little explanation about grammar.

The weakness dealing with the researcher's explanation can be seen in the

following interview transcripts:

(4:07) R   : *Yang masih kurang jelas yang mana bagian apa, Dik?*
        ('Which one did you still feel confused?')
    Ss : *Urutan-urutan kalimatnya itu lho.* (S5)
        ('**The order of sentence**.')
        Kalau buat kalimat apalagi paragraf masih acak-acakan gitu. (S10)
        ('When I was writing a sentence or a paragraph, it was **disordered**.')
        Iya, Mbak. Masih bingung dikit bagian ngingriske. (S20)
        ('Yes, Miss. I was still confused in translating into English')
    R   : *Apa tadi Miss Era njelasin grammarnya kecepetan ya?*
        ('Did I explain the grammar too fast?')
    Ss : *Iya, kecepetan dikit.* (S10)
        ('Yes, **little bit fast**.')
        Kurang contoh kalimatnya, Mbak. (S16)
        ('**It was poor of sentence examples**, Miss.')
    R   : *Oh gitu. Oke, besok Miss Era jelaskan lebih lanjut.*
        ('Oh I see. Okay, tomorrow I will explain further.)

        R: Researcher   Ss: Students   (Interview 6, October 25th, 2012)

(4:08) R   : *Tadi yang masih bingung bagian apa?*
        ('Which part did you still feel confused?')
    Ss : *Ngingriske, Mbak.* (S9)
        ('**Translating** into English, Miss.')
        Nulis kalimate masih bingung. (S112)
        ('**Writing sentences** were still confusing.')
        Ho'o, urutane kalimat. Contohnya baru sedikit tadi. (S4)
        ('Yup, **the order of sentences. The examples were just a few**')

    R: Researcher Ss: Students   (Interview 8, October 25th, 2012)

Furthermore, the weakness dealing with the low students' mastery of grammar can be seen in the interview transcripts below:

(4:09) R : *Terus, kesulitan apa yang kalian temui?*
('Then, did you find any difficulties?')
Ss : *Artinya, Mbak.* (S11)(S16)
('The meaning, Miss.')
Yang paling sulit ya bikin urutan kalimat yang bener. (S17)
('**The most difficult was ordering into a good sentence**.')
Iya, kalau buat kalimat sering acak-acakan. (S16) *(tertawa bersama)*
('Yes, **When I was writing a sentence. It was disordered**.')
R : *Oh, jadi masih bingung grammarnya ya?*
('Oh, **so you were still confused on grammar**, right?')
Ss : *Iyo, Mbak.* (S6)(S20)
('Yes, Miss.')

R: Researcher   Ss: Students   (Interview 7, October 25ᵗʰ, 2012)

(4:10) R : *Bagaimana pendapat ibu mengenai pembelajaran tadi, Bu?*
('What do you think about the lesson, Ma'am?')
ET : *Sudah bagus, tadi mengajarnya sudah sip pokoknya. Cuma memang anak-anak kita memang special, istimewa (tertawa) jadi ya maklum. Untuk media juga sudah bagus. Tapi tadi saya lihat anak-anak masih banyak salah grammarnya."*
('It was good, your teaching was good. However, the students here are special, extraordinary (laughing) so you have to know. The media was also good. However, **I saw that the students still made many mistakes in grammar.**')
R : *Terimakasih, Bu. Kira-kira ibu ada masukan apa?*
('Thank you, Ma'am. Would you like to give sugggesstions.')
ET : *Sepertinya nggak ada masukan. Oh iya, tadi Miss Era belum menjelaskan grammar pola-pola kalimat ya?"*
('I think no. Oh, you haven't explained about grammar and sentence pattern, right?')
R : *Sudah, Bu tapi ya memang cuma sepintas"*
('I did, but I just did it for a while.')
ET : *Untuk besok ditambah saja Mbak.*
('For the next, you have explain more.')
R : *Nggih, Bu. Nuwun.*
('Yes, Ma'am. Thank you.')

R: Researcher ET: English Teacher   (Interview 8, October 31ᵗʰ, 2012)

In brief, the result of students' writing in Cycle 1 can be seen from the sample of student's writing presented below:
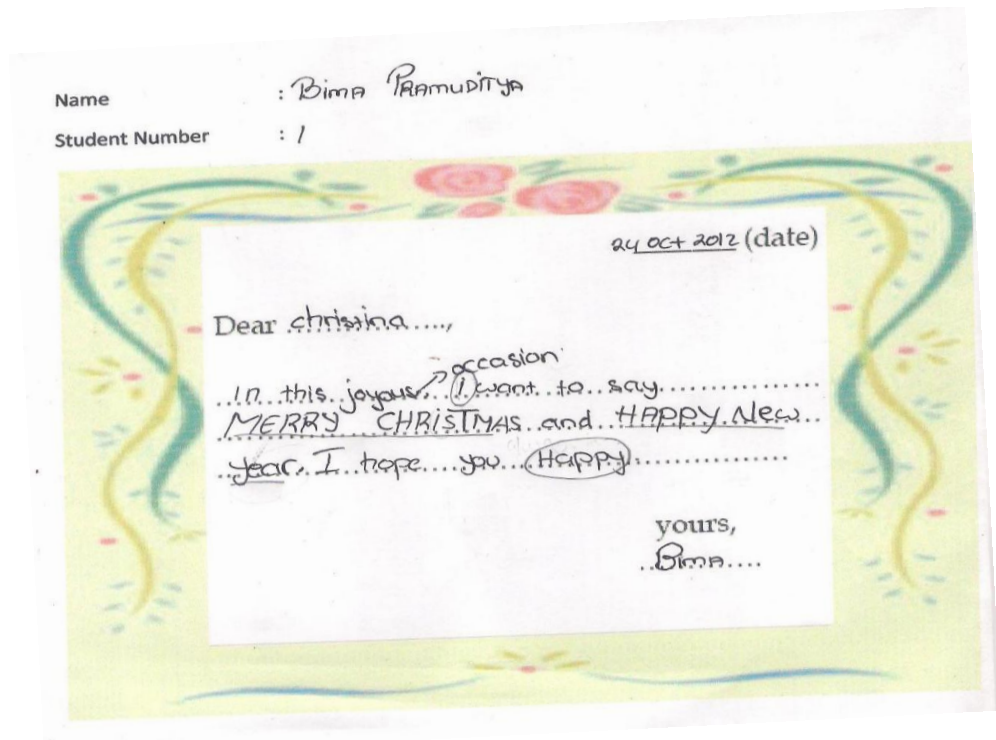
Figure 6. Student's Writing of Task 6 in the First Meeting
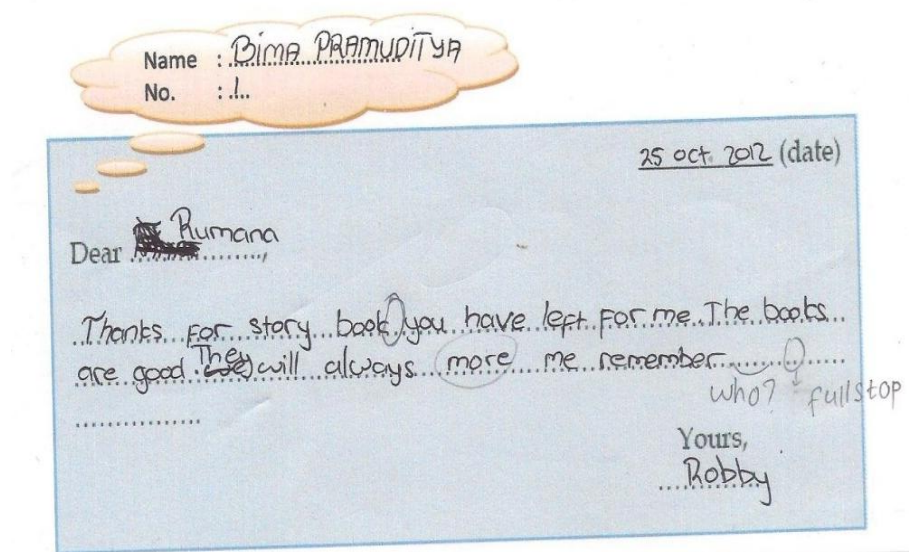
Figure 7. Student's Writing of Task 6 in the Second Meeting

Based on the sample of student's writing above, it can be implied that the student could generate ideas by stating the topic and supporting it with details. However, the student's grammatical mastery was still low. The student made some mistakes in terms of language use aspect, such as agreement, preposition, and punctuation. Besides, some mistakes in terms of mechanics aspect, especially the capitalization were also made. This could also be seen from the chart below:

Mean Scores of Cycle 1
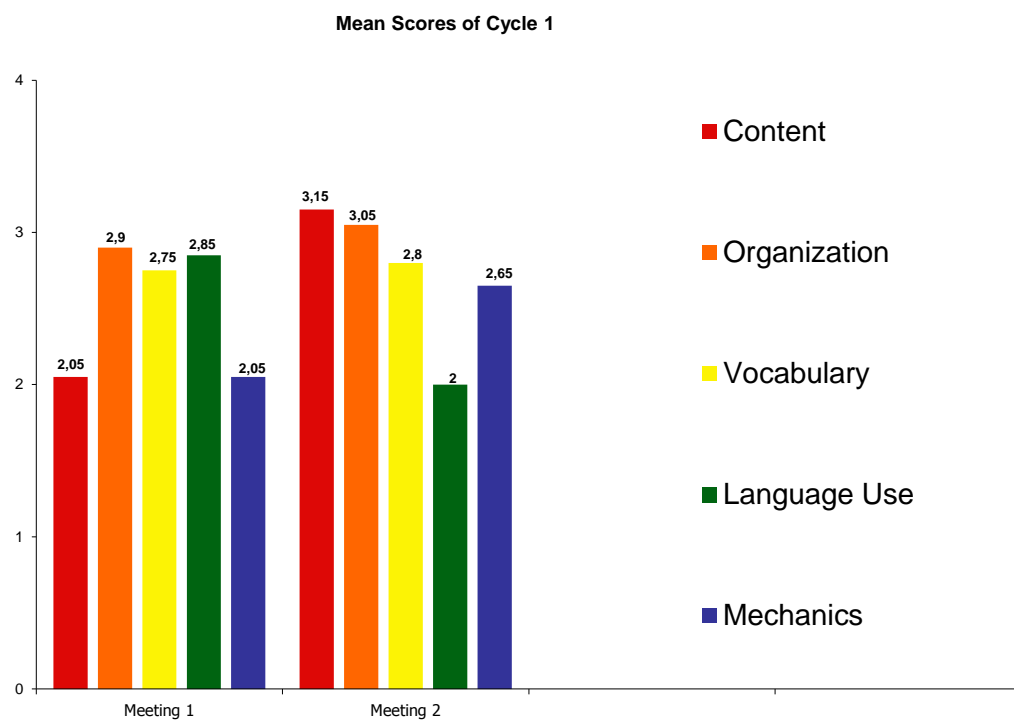
The following is the summary of Cycle 1 for Cycle 2 resulting from the discussion between the English teacher and the researcher.

Table 8: The summary of Cycle 1

Actions	Successful	Unsuccessful
Using an audio aid, related pictures as teaching medias to grab students' attention.	The teaching media was effective to grab students' attention so that they responded to the researcher's instruction.	
Applying group works.	The group work was effective that the students worked cooperatively and when they found difficulties they were confident to ask the researcher.	Some students made noise when they asked each other and wasted time.
Apply contextualization in every task.	The students knew what the text for in the daily life so that it helped them in generating ideas and they also got keywords to write.	Some students did not know the meaning of the contexts attached so that the researcher need more time to explain.
Giving writing performance tasks based on relevant contexts of situation in the form of "secret envelopes".	The students helped to get ideas and keywords and they were interested to do a different form of writing performance tasks.	Some students did not know the meaning of the contexts attached so that the researcher need more time to explain.

In conclusion, there were some improvements dealing with students' motivation and students' writing skills. However, there were still some problems emerged in terms of grammar because there was only little explanation about grammar. Thus, the researcher and the English teacher decided to continue the cycle to solve the problems that occurred and improve students' writing skills.

a. Report of Cycle 2

The teaching and learning process in Cycle 2 was conducted in two meetings. In this cycle, the researcher and the English teacher as the collaborator tried to overcome the writing problem focused on grammatical mastery in students' writing skills by contextualization. In this cycle, three steps were administered as discussed in the following sections.

1) Planning

In this stage, some actions to be implemented were planned to improve students' writing skills related to the elements of writing. They are elaborated as follows:

In third meeting, the researcher and the English teacher planned to:

(a) use related pictures as teaching media to grab students' attention

(i) Third Meeting

Related pictures used were showed again to grab students' attention and lead into the topic presented in the BKOF (Building Knowledge of the Field) stage. In the third meeting, the pictures that were showed included pictures of familiar figures. The example of pictures can be seen in figure 8.

Figure 8. An example of pictures in the third meeting

(ii) Fourth Meeting

Related pictures used were showed again to grab students' attention to go to the topic presented in the BKOF (Building Knowledge of the Field) stage. In the fourth meeting, the researcher showed pictures of familiar tourism objects all around the world. The example of pictures can be seen in figure 13.
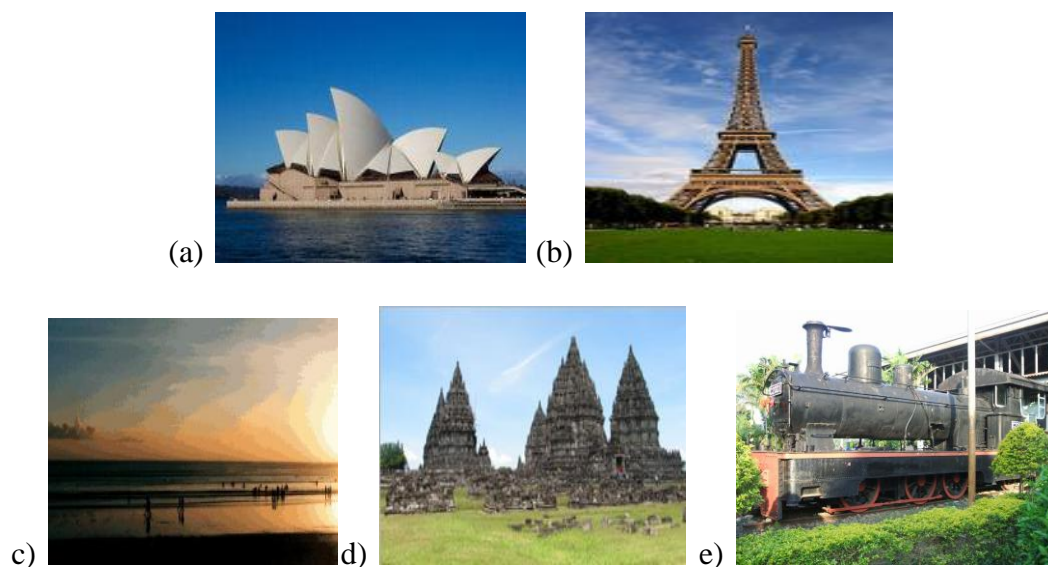
Figure 9. An example of pictures in the fourth meeting

(b)   give more explanation about grammar

(i)   Third Meeting

As grammatical problem was a problem emerged in the first cycle, the researcher tried to overcome by giving more explanation of grammar that would

be used. In the third meeting, the researcher and the students discussed about characteristics of people description, common grammatical features of the text, and some adjectives to describe physical appearance (height, body, age, hair, face, eyes). The grammar was explained after MOT (Modelling of the Text) stage. By explaining students further about grammar, it was expected that it could solve the problem of students' lack of grammar. The example is as follows.

The text in Activity 2 is a descriptive text. A descriptive text focuses on the characteristic features of a particular thing, e.g. a person, an animal, a thing.

Descriptions are usually organized to include:
- ❖ an introduction to the subject of the description;
- ❖ characteristic features of the subject, e.g. physical appearance, qualities, habitual behaviour, significant attributes.

The common grammatical patterns of a description include:
- ❖ use of particular nouns, e.g. *an actor*
- ❖ use of detailed noun groups to provide information about the subject, e.g. *He has big round eyes and black straight hair*
- ❖ use of a variety of types of adjectives, e.g. *describing, numbering, classifying*
- ❖ use of relating verbs to provide information about the subject, e.g. *He stands about 172 cm*
- ❖ use of action verbs to describe the subject's behavior, e.g. *Moreover, he is very friendly that makes him loveable.*

(ii) Fourth Meeting

In the fourth meeting, the grammar was related to describing places including characteristics, common grammatical features of the text, some adjectives, and the rules of simple present tense. The explanation about grammar was still explained in the MOT (Modelling of the Text) stage. By explaining students further about grammar, it was expected that it could solve the problem of students' grammar. The example is as follows.

As discussed in Activity 3, the text is a descriptive text. The text uses SIMPLE PRESENT TENSE.
Look at the examples below.
A. It's a nice place.
B. Does Hawaii have good beaches?
C. The beaches are excellent.
D. The weather is nice there. It's not very hot
E. They are very interesting.
The above sentences show us how to talk about places. Notice that we use the Simple Present Tense.
The simple present expresses general statements of fact, as shown in the above examples.

Adapted from: Contextual Teaching and Learning (Kumalarini, et.al:2008)

(c) Apply group work

(i) Third Meeting

The group work was applied to do discussion in the JCOT (Joint Construction of the Text) stage. In the third meeting, students were asked to do two kinds of group work. Firstly, a photograph was given to every group and then they were asked to make three sentences based on the given figure. Every group got different figure. Furthermore, they connected the sentences into a good paragraph. Secondly, a picture showing some people with different characteristics was distributed. Students were then asked to make description of a figure randomly. An example of the picture can be seen.

There is a school reunion at Mrs. Lilian's house.
In groups, describe each person of the picture below.
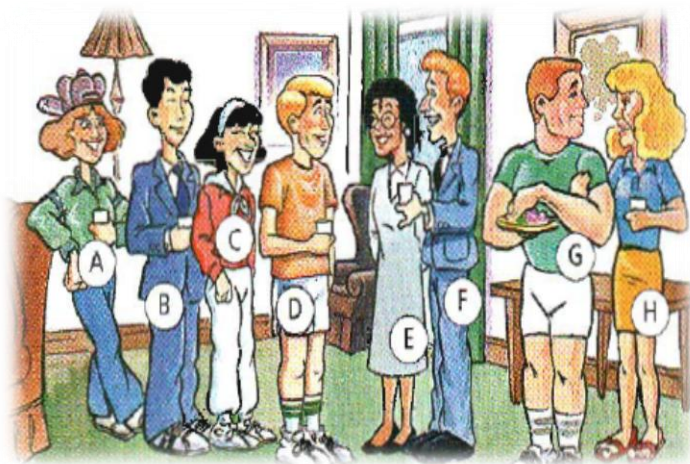
Figure 10. An example group work in the third meeting

(ii) Fourth Meeting

The group works were still applied to do discussion. In the fourth meeting, students were asked to do two kinds of group works. Their first work was finding and discussing some adjectives related to describing places in the puzzle. Furthermore, their second meeting was attaching some pictures beside the correct description.

Mickey wants to tell his friend, Rona some tourist attractions.
Work in pairs. Match the tourist attractions in Task 1 with the descriptions below by sticking. Look at the example.

No.	Description	Picture
1.	**Sydney Opera House** is located in Sydney, New South Wales. The Opera House covers 1.8 hectares of land. It is 183 m long and about 120 m wide.	
2.	**Eiffel Tower** is the tallest structure in Paris. It is 348 m high. It weighs 7,300 tons.	
3.	**Kuta Beach** is located in Bali. It is very famous in the world. It is because the sunset is very wonderful.	
4.	**Prambanan Temples** are ancient Hindu temples in Central Java. They are called Thousand Temples. They were built in the mid-9th century during the Syailendra Dynasty.	

Figure 11. An example of group work in the fourth meeting

(d) Apply contextualization in every task

(i) Third Meeting

As provided information that can be used to understand the meaning of an item, contextualization is useful to make tasks meaningful to students. As in the first cycle, students would find a relevant context of situation which was attached in every task and get explanation for this. However, the contexts that were given in the third meeting tended to be students' idols or some familiar figures in students; daily life because the topic that they learnt was describing people. The example is as follows.

Do you have someone that you adore and he/she becomes your idol?
Most of us admire someone who is known as a public figure. He/she could be a singer, an actor or an actress. How do you tell others about your idol?
Can you tell others about his/her physical appearance?

(ii) Fourth Meeting

Contextualization refers giving contexts of situation. Context of situation is the linguistic and situational context in which a text occurs. As the third meeting, students would find a relevant context of situation attached in every task and get explanation for this. However, the contexts given in the fourth meeting tended to be students' village or some familiar tourism object all around the world. The example is as follows.

Ardi finds a brochure of a tourism object.
Do you know what tourism object is it?
Have you visited this place?
Can you describe the place?

(e) Give writing performance tasks in the form of contextual cards.

(i) Third Meeting

Contextual cards were cards prepared by the researcher to write contexts of situations including setting, participants, ends, and so on, based on the need. The contexts of situation were distributed randomly and used by students to do the individual writing performance task. Before doing the task, the explanation of every context was always given. The contextual cards aimed to help students to generate ideas and get keywords to write. The example is as follows.

> *You must have an idol.*
> Make a text to describe your idol.

(ii) Fourth Meeting

As mentioned before**,** contextual cards were cards prepared by the researcher to provide contexts of situations. The contexts of situation were distributed randomly and used by students to do the writing performance task. Before doing the task, the explanation of every context was always given. The contextual cards aimed to help students to generate ideas and get keywords to write. The example is as follows.

Now you can work individually to describe your hometown or your favourite place to a foreigner. Use the following questions as guidelines to prepare your description. The example is as follows.

1.   Where do you live?
2.   Where do you usually go on holidays?
3.   Where is your favourite place located?
4.   How is the place?
5.   What is the weather like there?
6.   What's interesting about the place?
7.   What is it famous for?

Answer:
1.   I live in ……….
2.   I usually go to ………. on holidays.
3.   It is located in ……….
4.   It is ……….
5.   The wheather is ……….
6.   It is interesting because ……….
7.   It is famous for ……….

2) Action and Observation

(a) Action

      The teaching and learning process in Cycle 1 was carried out twice, they were on October 31rd and November 1st, 2012. The schedule of Cycle 1 can be seen in the table below:

Table 9: The schedule of Cycle 2

Meeting	Date	Time	Material
3	October 31th, 2012	2x40 minutes	Descriptive text – Describing people: "Good Appearance"
4	November 1st, 2012	2x40 minutes	Descriptive text – Describing certain places: "The Must-see Ambarawa Railway Museum"

      The teaching and learning process in Cycle 2 which was conducted in two meetings is elaborated as follows:

(i) Third Meeting

      The third meeting was held on October 31th, 2012 in VIII B's classroom. It was carried out from 9.55 to 11.15 a.m. The researcher acted as a teacher, while the English teacher became an observer.

      The lesson was opened by greeting and checking students' attendance. After opening the lesson, the teaching and learning activity went on to BKOF (Building Knowledge of the Field) stage. Some pictures dealing with familiar idols were presented, and then some questions related to the pictures were asked.

There was a good interaction between the researcher and the students which can be seen in the following field note:

R: Researcher Ss: Students

Pertama, R mencoba menarik pehatian Ss dengan menunjukkan gambar empat orang yang sudah familier dengan kehidupan sehari-hari Ss sehingga Ss terlihat lebih antusias. R bertanya, *"Can you tell me who the people are*?*"*. Mereka berceloteh, "Sherina…Michael Jackson…Annisa Cherrybelle…Bambang pamungkas." R bertanya lagi, *"Do you like them?"* Hampir semua Ss menjawab, *"Yes, Miss"*. Pada pertemuan kali ini para *trouble makers* sudah terlihat antusias, mereka aktif merespon pertanyaan R dan mengerjakan tugas yang diberikan. R menjelaskan bahwa di kehidupan sehari-hari kita pasti mempunyai idola dan sering diminta mendeskripsikannya dalam bahasa Inggris.

(Firstly, R tried to grab students' attention by showing pictures of four familiar with Ss' daily life so that Ss looked more enthusiastic. R asked, "Can you tell me who the people are?". They shouted, "Sherina…Michael Jackson…Annisa Cherrybelle…Bambang pamungkas." R asked again, "Do you like them?" Most all students answered, "Yes, Miss". In this meeting, the "trouble makers" looked enthusiastic and had a will to answer the tasks given. R explained that in the daily life, we had idols and sometimes we were asked to describe them in English.

(Field Note 17, October 31st, 2012)

Before going to the text, the researcher and the students discussed about some vocabularies that were related to describing people. Afterward, the researcher leaded to MOT (Modelling of the Text) stage by distributing handouts of an input text which was entitled 'Tobey Maguire or Spider-Man". Before reading the text, the context of situation of the text was explained first. The context was "Anne reads a description of an actor in an English magazine. Help her to study the text." The aim of the context attached was to help students to get the idea, know the goal of the text and get keywords. After that, the students were asked to read the descriptive text before starting discussion. The discussion was on the topic, the generic structure, and the grammatical pattern used in the text.

Besides, the rules of simple present tense and the sentence patterns to describe people were also expained by the researcher. The students paid attention to her explanation.

Furthermore, in the JCOT (Joint Construction of the Text) stage, the researcher asked the students to work in groups of three. Then, she distributed the worksheet which consisted of two tasks. In the first task, students were asked to practice in making descriptive sentences. They had to explain some familiar figures with a context, i.e. "Mike wants to tell about his idols to his friend from Australia. Help him to describe their physical appearance." They were enthusiastic to work in group and some students asked the researcher about vocabulary or rules of the tense. The researcher gave assistance to them. After that, the researcher explained about some kinds of conjunctions to connect their sentences. After connecting their sentences into a paragraph, their works were then presented in front of the class.

After completing the first task, the students went on to the second task in which they were asked to develop a paragraph. They had to describe a particular person in the picture. Their works were then presented in front of the class again. The fastest and the best group received a reward from the researcher. In this third meeting, the group which got the reward was a group of "trouble makers". It was implied that they have been enthusiastic to write. Next, they were asked to write individually based on the given context of situation but they could choose one of the given pictures.

After doing a peer feedback for the first individual task, they went to the last main activity namely ICOT (Independent construction of the Text). They were asked to describe their idol in the worksheet. Then, they were asked to submit the work.

Before closing the lesson, the researcher asked students about their diffiiculties in writing descriptive text then reviewed what had been studied. After that, the students were asked to study the next lesson that was describing places. Finally, the lesson was closed.

(ii) Fourth Meeting

The fourth meeting was implemented on November 1st, 2012 in VIII B classroom. It was carried out from 9.55 to 11.15 a.m. The researcher acted as a teacher, while the English teacher became an observer.

The lesson was opened by greeting and checking students' attendance After opening the lesson, the researcher started the first core activity namely BKOF (Building Knowledge of the Field). Some pictures dealing with famous places in the world were presented, and then the researcher explained that as human beings we were always go to some places and sometimes we wanted to describe the place. Afterwards, some questions related to them were asked. There was a better interaction between the researcher and the students which can be seen in the following field note:

R: Researcher Ss: Students

Sebelum mulai pelajaran inti, R membagikan materi kepada Ss. Pertama, R mencoba menarik pehatian Ss dengan menunjukkan gambar sehingga Ss terlihat lebih antusias. Ss yang sering ramai terlihat antusias, mereka masih aktif merespon pertanyaan R dan mereka mengerjakan tugas.

(Before starting the main lesson, R shared the material for Ss. First, R tried to grab Ss' attention by showing pictures so that Ss looked enthusiastic. Ss that usually made noise looked enthusiastic, they were active in responding R's questions and they liked to do their works.)

(Field Note 17, October 31st, 2012)

Furthermore, the stage of MOT (Modelling of the Text) was started. The students were asked to find, list and translate some related adjectives in a puzzle. Then, some questions related Ambarawa railway station were asked to them. Afterwards, handouts of an input text which was entitled "The Must-see Ambarawa Railway Museum" was shared. The researcher asked the students to study the text. Hereafter, the researcher and the students discussed the text including the topic, the generic structure, and the grammatical pattern used in the text. Then, she explained the rules of simple present tense and adjectives. The students paid attention to the researcher's explanation.

Hereafter, in the JCOT (Joint Construction of the Text) stage, they were asked to work in groups of four after distributing the worksheets in the form of pictures and the descriptions. The aim of this group work was practicing ideas generating. The rule of the task that was to match the pictures to the right

description was explained first by the researcher. The researcher gave assistance and guided them during the activity.

Afterwards, the teaching and learning activity was continued to ICOT (Independent Construction of the Text) stage. The students went on to the individual task in which they were asked to develop the ideas into a simple descriptive text with a given context, "Now you can work individually to describe a tourism object in your hometown. Suppose you have to describe it to your friend which is a foreigner." They were guided with some questions related to the topic to help them write. After finished the task, the researcher asked them to exchange the work to their partner. She asked each to find any mistakes in the text and write a response. Furthermore, they were asked again to write a descriptive text in the topic of "my hometown or my favorite place." When the work was finished, they submitted their writing to the researcher.

Before closing the lesson, the researcher asked about students' difficulties then reviewed what had been studied. After that, the students were asked to study the next lesson that was describing places. Finally, the lesson was closed.

b) Observation

Based on the observation done in cycle 2, the researcher had done all activities based on the observation checklist. The researcher did opening activities, core activities, and closing activities. In addition, students also showed some improvements that they were more enthusiastic, their grammatical mistakes became minimal, they can generate ideas well, and they were not afraid to ask the researcher about their difficulties in writing.

3) Reflection

Based on the observation done during the teaching learning process in Cycle 2, the actions implemented in Cycle 2 were evaluated in the form of reflection. According to the results of observations which were done through writing in the form of field notes, interview transcripts, and samples of students' works, the improvements and weaknesses of Cycle 2 were elaborated. Those improvements laid on students' writing skills, such as generating ideas, grammatical mastery, and paragraph organization.

By applying pictures, contextualization, and group work, the students were enthusiastic to do writing activities which affected their writing ability in terms of ideas generation and paragraph organization concurrently. It can be seen from these following data:

As indicated in Cycle 1, the application of pictures, group work and contextualizaton could arouse students' motivation in learning materials being taught. It could lead the students to focus and pay attention to the materials presented. Besides, it could also arouse their enthusiasm in doing writing tasks.

By applying pictures, contextualization, and group work, the students were enthusiastic to do writing activities which affected their writing ability in terms of ideas generation and paragraph organization concurrently. It can be seen from these following data:

(4:11) R : *Bantunya gimana?*
('How did it help you?')
Ss : *Ya bisa dapat ide. Bisa ngira-kira kalau kita pas jadi orangnya yang suruh nulis gitu, Mbak.* (S16)
(**'I could get idea. I could think when I was the person who had to write the text in the reality.'**)

Jadi nggak bingung nulis tentang apa terus bisa nyambungin. (S19)
('**I did not become confused in what to write and connected.**')
Jadi lebih gampang nulisnya. (S20)
('**It made easier to write.**')

R   : *Terus peningkatan apa yang kalian rasakan dalam menulis?*
       ('What improvement did you you got?')
Ss : *Sekarang sudah bisa buat kalimat yang betul terus nyambungin.*
       (S20)
       ('Now, **I can make sentences correctly then connect them**.')
       Udah tahu gunanya nulis buat apa dari contoh. (S18)
       ('**I have known the aim of the writing based on the example**.')

       R: Researcher   Ss: Students   (Interview 9, October 1th, 2012)

(4:12) R   : *Bantunya gimana?*
                 ('How did it help you?')
         Ss : *Ya bantu aja.* (S12)
                 ('It's just help me.')
                 Bantu cari ide buat apa dan siapa tulisannya. (S1)(S4)
                 ('It helped to show me for what and for whom the writing was.')
                 Bisa dapat contoh vocab. (S23)
                 ('I could get examples of vocabulary.')
         R   : *Terus peningkatan apa yang kalian rasakan dalam menulis?*
                 ('What improvement did you think you've got?')
         Ss : *Ya bisa nulis bener dan sesuai situasi dan kondisi.* (tertawa bersama)
                 (S23)
                 ('**I have could write correctly and based on the appropriate situation and condition.**') (laughing)
                 Udah tahu gunanya nulis buat apa dari contoh. (S4)
                 ('**I have known the aim of the writing from the example.**')
                 Jadi kalau nulis berkurang salahnya. (S1)
                 ('**My writing became less of mistakes.**)
                 Yang pasti nggak acak-acakan lagi, Mbak. (S4)
                 ('Something which was clear was that **my writing was not messy again.**'

                 R: Researcher   Ss: Students   (Interview 10, October 1th, 2012)

The improvements of students' writing skills related to ideas generation, grammatical features mastery, and paragraph organization can be seen below:
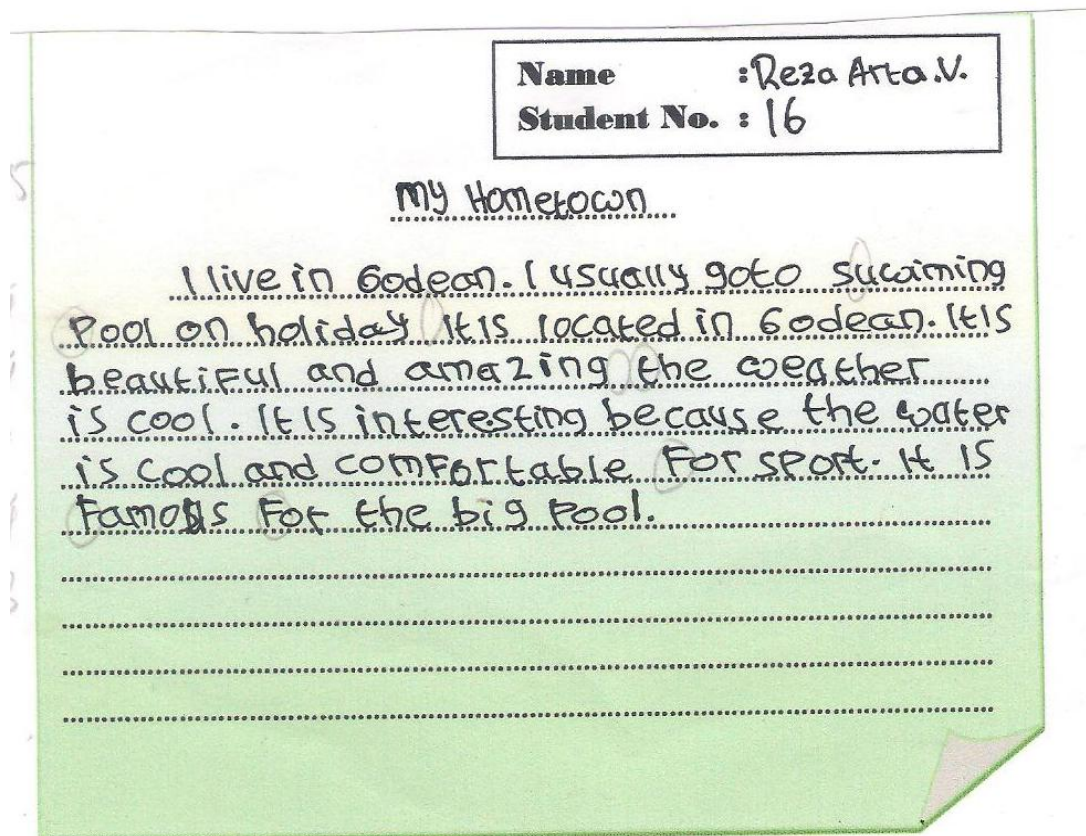
Figure 12. Students' Writing of Task 6 in the Third Meeting

Figure 13. Students' Writing of Task 6 in the Fourth Meeting

In addition, the results of this cycle related to the five writing aspects can also be seen from the chart below:

Mean Scores of Cycle 2

From the elaboration above, it can be inferred that the results of Cycle 2 could improve students' writing skills. By looking at the results showed in this cycle which had shown good improvements in students' writing skills, the researcher and the collaborator decided to stop the cycle.

3. General Findings

There were some differences between the condition before the actions and after the actions were conducted. The following is the summary of the changes which happened before and after the implementation of the contextualization which provided contexts of situation.

Table 10: The changes (before and after the implementation)

Before actions were conducted	After actions were conducted	
	Cycle 1	Cycle 2
The teaching and learning process was not attractive because it lacked the use of learning media as the teaching aids helping students' English mastery.	Some medias are used, such as "happy birthday song" audio, related pictures, a big card and "secret envelopes".	More pictures were used.
Mostly students wrote in inappropriate structure.	Mostly students made many mistakes of grammatical mistakes.	Mostly students' grammatical mistakes were decreased.
Most students could not develop ideas well. It could be seen from their writings that they were stuck in developing the topic or supporting sentences.	Students could express their ideas most relevant to the topic and seemed trying to develop the ideas into supporting sentences but lacked detail.	Students could express their ideas relevant to the topic and supporting sentences.
Most students wrote many mistakes related to negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons and deletions.	Some students made several errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions.	Only few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions were made.

Before actions were conducted	After actions were conducted	
	Cycle 1	Cycle 2
Most students wrote many mistakes related to negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons and deletions.	Some students made several errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions.	Only few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions were made.
Most of the students made mistakes on spelling, punctuation, and capitalization.	Some students made occasional errors of spelling, punctuation, and capitalization.	Some students only made few errors of spelling, punctuation, capitalization, and paragraphing.
Most students had difficulties in organizing sentences into a good paragraph.	Students' writing was loosely organized but main ideas stand out with limited supporting sentences, and incomplete sequencing.	Students showed fluent expression, stated ideas or supporting sentence clearly and succinctly. Their paragraphs are well-organized with logical sequencing, and cohesive.
The activities of writing applied in the classroom forced students to simply produce pieces of writing without giving them activities which helped them to relate their experience of writing to their daily life.	The students were given relevant contexts of situation that were relevant to their daily life so that they found that their activity of writing was useful.	The contexts of situation were presented more detail so that they considered that they could apply their writing activity in the classroom in their daily life.

In brief, the result of this study can be seen in the following chart which shows the mean scores of the five writing aspects in each cycle:
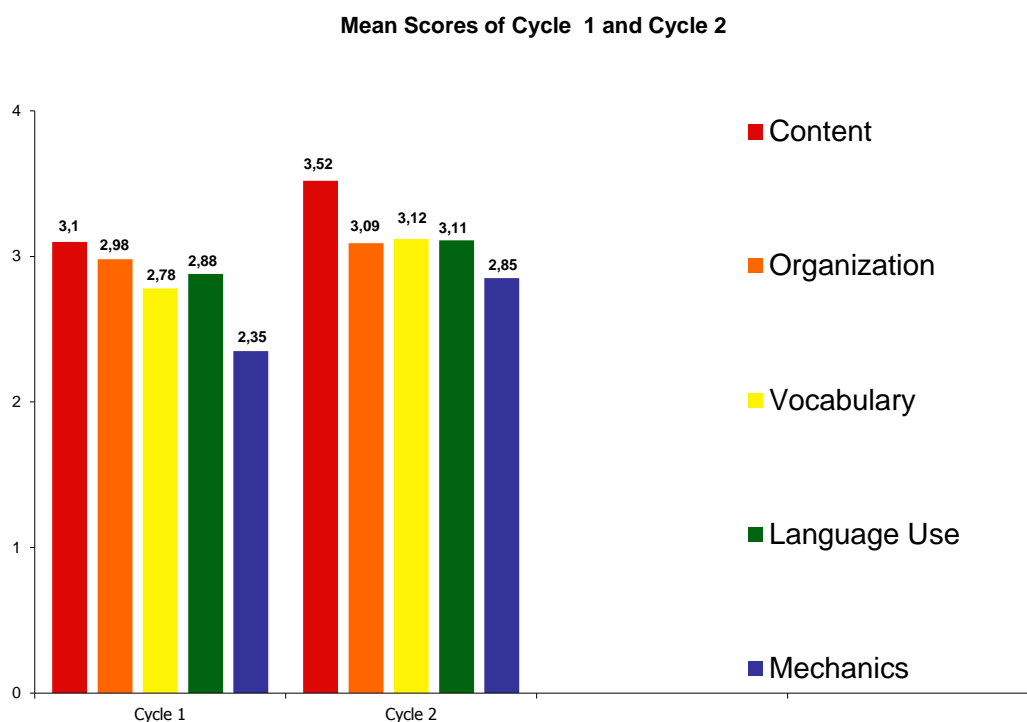
Mean Scores of Cycle 1 and Cycle 2

In Cycle 1, the average between meetings 1 and 2 was 3.1 for the content, 3.09 for the organization, 3.12 for the vocabulary, 3.11 for the language use, and 2.35 for the mechanics. It can be implied that the actions implemented in Cycle 1 were successful to improve students' motivation and students' writing skills in term of ideas generation. However, there were still some problems occurred dealing with the teaching-learning process and the students' grammatical features mastery. Consequently, the researcher and the collaborator continued the cycle.

In Cycle 2, the average between meeting 3 and 4 was 3.52 for the content, 3.09 for the organization, 3.12 for the vocabulary, 3.11 for the language use, and 2.85 for the mechanics. It can be implied that the actions implemented in Cycle 2 were successful to improve students' motivation and students' writing skills in terms of generating ideas, grammatical features mastery, and paragraph organization.

In brief, by applying contextualization, students have experienced writing with a purpose. They can apply the communicative purpose in their real life. In addition, contextualization improved the effectiveness of writing so that students' task achievement of writing improved. Therefore, the researcher and the collaborator decided to stop the cycle.

B. Research Discussion

As the final reflection, the result of this research was discussed by the researcher and the English teacher as the collaborator. Furthermore, they drew a conclusion that contextualization can be the effective tool to help students in doing the writing. In other words, contextualization can improve students' writing skills. Therefore, after the result of the last cycle had shown a good improvement in students' writing skills, the researcher and the collaborator decided to stop the cycle. It can be seen from these data:

1. Qualitative Data

The sources of the qualitative data were acquired from the observation in the form of field notes, interview transcripts, photographs, and samples of students' works. Those data gave the significant result of this research.

From the observation and interview at the reconnaissance stage, it can be implied that students assumed English, especially writing, as a difficult and unuseful subject because seldom used English in everyday life. Since those problems occurred, the researcher and the English teacher decided to solve the problems by applying some strategic solutions. The solutions were by giving contextualization in every task. The aim of this solution is to show students that they need English, especially writing English, in many aspects of their life. Furthermore, they could getting their ideas and change their assumption that writing was not useful in their life.

Besides, the students had difficulties in using appropriate vocabulary, punctuation, and capitalization. They also had difficulties in generating ideas and organizing them into good paragraphs. Moreover, they had low grammatical mastery. Therefore, the researcher and the English teacher agreed to use contextualization combined with group work and peer response. The aim of this solution is to solve the writing problems in terms of ideas, grammatical features, and organization.

2. Quantitative Data

The quantitative data were acquired from the gain scores of the five writing aspects. However, to ease the interpretation, the researcher presents a conversion table consisting of six categories namely "very poor", "poor", "fair", "good", "very good", and "excellent". The table is presented as follows:

Table 11: Conversion table of students' writing scores

No.	Class Interval	Categorization	Frequency			
			Cycle 1		Cycle 2	
			1	2	1	2
1.	17.5 – 20	Excellent	1	1	2	7
2.	15.0 – 17.4	Very good	6	10	4	5
3.	12.5 – 14.9	Good	5	5	6	6
4.	10.0 – 12.4	Fair	8	4	0	0
5.	7.5 – 9.9	Poor	0	0	0	0
6.	5.0 – 7.4	Very poor	0	0	0	0

The convertion table above showed that students' scores of writing improved every meeting. Based on the table, it can be interpreted that in the first meeting, there were still some students who were in the "fair" and "good" categories, however in the second meeting, the numbers of "fair" category decreased while the number of "good" category were the same. In the third meeting, there were no students in the "fair" category. Most of them were in the

"good category". Finally in the fourth meeting, most students were in the "excellent category" and some others were included into "good" and "very good" category.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of three sections namely conclusions, implications, and suggestions. The discussion of each part is presented below.

A. Conclusions

The research is about improving students' writing ability through contextualization. Contextualization is providing intermediate setting which surrounds a text and which provides information that can be used to understand the meaning. It is useful to make tasks meaningful to students. In reference to the discussion in the previous chapter, it can be concluded that the application of contextualization is believed to be effective to improve students' writing ability. To support this result, there are two kinds of data presented in this research. The first data are qualitative data; while another data are quantitative data.

The contexts used to improve students' writing ability were contexts which were familiar and relevant to students' real life and based on the school's goal. Since contextualization was used in the teaching writing combined with group work, the students were enthusiastic in the class. Moreover, by applying contextualization, students and teacher considered that teaching and learning process had to be meaningful. In addition, students' writing ability improved. The students could

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express their ideas and develop them to be relevant to the topic and supporting sentences. Their grammatical mistakes also minimized. The students' improvement in writing ability could be seen from the mean scores of each cycle.

In Cycle 1, the average between meetings 1 and 2 was 3.1 for the content, 3.09 for the organization, 3.12 for the vocabulary, 3.11 for the language use, and 2.35 for the mechanics. It can be implied that the actions implemented in Cycle 1 were successful to improve students' motivation and students' writing skills in term of ideas generation. However, there were still some problems occurred dealing with the teaching-learning process and the students' grammatical mastery. Consequently, the researcher and the collaborator continued the cycle.

In Cycle 2, the average between meeting 3 and 4 was 3.52 for the content, 3.09 for the organization, 3.12 for the vocabulary, 3.11 for the language use, and 2.85 for the mechanics. It can be implied that the actions implemented in Cycle 2 were successful to improve students' motivation and students' writing skills in terms of ideas generation, grammatical mastery, and paragraph organization.The mean of cycle one was 7.25 and the mean of cycle two was 8.85. It means that the students' writing skills improved.

B. Implications

The results of the research give some implications to the research members. The implications of the actions were as follows.

1. The application of contextualization combined with accompanying activity such as pictures and group work, could improve students' motivation in writing activities. It is because the use of contextualization in the teaching-learning activities could increase students' consideration that English writing were used in many aspects of their life. It implies that the English teacher can use contextualization which provides contexts of situation of text combined with group work in order to improve students' motivation and promote students' interraction. The advantage can be used to support the teaching of all skills, including listening and speaking.

2. The application of contextualization could improve students' writing ability.

   By applying contextualization, some writing sub-skills improve. Based on the result of this research, students' writing skills in terms of ideas generation, grammatical features mastery, and paragraph organization improve. As contextualization is providing information about the text to students, it helps them to find their ideas and keywords for doing the writing activity. It implies that the English teacher can provide contexts in order to promote them to increase their writing skills and gain the communicative purpose.

3. The application of contextualization makes students experience writing with a purpose. They can apply the communicative purpose in their real life. In addition, contextualization can improve the effectiveness of writing so that students' task achievement of writing improves also. It can encourage students to consider that

their activity in the classroom could be applied also in their real life. Learning without relevant contexts of situation meant that they learned nothing. Therefore, teaching has to adapt relevant contexts based on students' need and the teaching purpose in order that the teaching learning process is meaningful. It implies that the English teacher can apply contextualization in order to make the teaching and learning process meaningful and reach the communicative purpose.

C. Suggestions

After conducting this research, the researcher offers several recommendations for the English teacher, the students, and other researchers. The recommendations are presented below.

1. For the English teachers of SMPN 2 Moyudan

It is essential for teachers especially the English teachers in SMPN 2 Moyudan to improve students' writing ability. The teacher needs to use appropriate media and activities which fit the students' needs, the students' background, and the meaningfulness in teaching writing. Therefore, as contextualization involves relevant contexts of situation which make the activity meaningful, it is very useful for them to apply contextualization in teaching writing.

2. For the students

      The students need to consider that English writing is important in their life. To make a good writing, students need to know that there are many aspects of writing sub-skills. However, mostly students find problems on some aspects. Therefore, the aspects of writing sub-skills which occur need to be solved in order to improve students' writing. The way to solve the problems is explaining and revising unclear aspects so that students can gain communicative purpose.

3. For the School Principal

      The result of the research is expected to be a reference for the school principal in applying the school-based curriculum, writing subject in particular. It is expected that principal pay attention to the development of the teaching of writing, and for the sake of students' needs as well.

4. For other researchers

      The results of this research are expected to encourage other researchers to conduct further study dealing with writing skills or contextualization for other skills.

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APPENDIX A

INSTRUMENT

WRITING RUBRIC

	SCORE	LEVEL	CRITERIA
CONTENT	4	excellent to very good	Knowledgeable • relevant to assigned topic
	3	good to average	Some knowledge of subject •mostly relevant to topic, but lacks detail
	2	fair to poor	Limited knowledge of subject • Inadequate development of topic
	1	very poor	Does not show knowledge of subject
ORGANIZATION	4	excellent to very good	Fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive
	3	good to average	Loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	2	fair to poor	Non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	1	very poor	Does not communicate • no organization • OR not enough to evaluate
VOCABULARY	4	excellent to very good	Effective word/idiom choice and usage • word from mastery • appropriate register
	3	good to average	Occasional errors of word/idiom form, choice, usage *but meaning not obscured*.
	2	fair to poor	Limited range • frequent errors of world/idiom form, choice, usage • *meaning confused or obscured*
	1	very poor	Essentially translation • little knowledge of English vocabulary, idioms word form • OR not enough to evaluate

LANGUAGE USE	4	excellent to very good	Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	good to average	Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	2	fair to poor	Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions
	1	very poor	dominated by errors ● does not communicate ● OR not enough to evaluate
MECHANICS	4	excellent to very good	Few errors of spelling, punctuation, capitalization, paragraphing
	3	good to average	Occasional errors of spelling, punctuation capitalization
	2	fair to poor	Frequent errors of spelling, punctuation capitalization, paragraphing ● poor handwriting
	1	very poor	dominated by errors of spelling, punctuation, capitalization, paragraphing ● handwriting illegible

Adapted from: Weigle, C. S. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

INTERVIEW GUIDELINE

Before the Action

1. For the Teacher

   a. Apa pendapat Ibu mengenai pembelajaran BahasaInggris di SMP Negeri 2 Moyudan?

   b. Bagaimana kemampuan *writing* siswa kelas VIII?

   c. Apakahselama KBM siswa memahami konteks situasi dari aktivitas yang dilakukan? Menurut Ibu mengapa?

   d. Apakah selama KBM siswa memahami tujuan komunikasi dalam menulis? Menurut Ibu mengapa?

   e. Kesulitanapa yang IbutemuiselamamengajarBahasaInggriskhususnya*writing*?

2. For the Students

   a. Bagaimana menurut Anda pelajaran Bahasa Inggris itu?

   b. Apakah Anda suka pelajaran BahasaInggris? Mengapa?

   c. Apakah Anda suka menulis BahasaInggris? Mengapa?

   d. Apakah kesulitan yang Anda temui ketika menulis menggunakan BahasaInggris?

   e. Kegiatan apa yang biasa dilakukan saat pembelajaran menulis?

   f. Apakah Anda kesulitan mendapatkan ide saat menulis? Mengapa?

   g. Ketika pembelajaran menulis, apakah Anda tahu konteks yang digunakan?

   h. Ketika pembelajaran menulis, apakah Anda tahu tujuannya?

After the Action

1. For the Teacher

   a. Bagaimana pendapat ibu mengenai pembelajaran yang baru saja berlangsung?

b. Menurutibu, apakah aktivitas-aktivitas yang telah dilakukan sudah mempermudah siswa dalam menulis?

c. Apakah konteks situasi yang diberikan bisa membantu dalam mengajar dan membantu siswa mencari ide dalam penerapannya sehari -hari?

d. Apakah konteks situasi dan kata-kata kunci yang diberikan dapat membantu siswa dalam menulis?

e. Apakah terdapat kendala dalam menggunakan aktivitas dalam kegiatan belajar mengajar?

f. Bagaimana sebaiknya, apakah aktivitas tetap dilanjutkan atau perlu adanya penggantianaktivitas?

g. Apa saran ibu untuk pembelajaran selanjutnya?

2. For the students

a. Bagaimana pembelajaran tadi? Menyenangkan atau tidak?

b. Apakah aktivitas dapat dipahami? Mengapa?

c. Apakah situasi yang disediakan bisa membantu kamu memahami perintah?

d. Dengan situasi dan kata kunci, apakah kamu terbantu dalam mencari ide dalam menulis?

e. Dengan situasi dan kata kunci, apakah kamu mudah mengungkapkan ide dalam menulis?

f. Menurutkamu, apakah ada yang kurang dengan aktivitas tadi?

g. Apakah dengan pemberian konteks situasi bisa membantu kalian dalam belajar writing?

APPENDIX B
COURSE GRID

COURSE GRID

School   : SMP N 2 Moyudan

Class/Semester   : VIII / 1

Text Type   : Short Functional Text (Greeting Card) and Short Descriptive Text

Time Allocation   : 4 x 40 minutes

Standard of Competence : Writing

                          6. Expressing meaning in a short written functional text in the form of descriptive and recount in the context of everyday life.

| Basic Competency | Indicators | Language Focus | Teaching-Learning Activities | Evaluation | | | Time | Media | Sources | Character building |
				Techniques	Instruments	Example of Instruments				
6.1. Expressing meaning in the form of written functional texts using written language fluently and acceptably in the context of everyday life.	1) Identifying rhetorical steps and grammatical structures of a simple short functional text in the form of greeting card. 2) Identifying some expressions used in the greeting card. 3) Writing a short	**a. Procedure texts** **b. Vocabulary:** Congratulation, birthday, happy, etc. **c. Expressions:** Congratulation on your birthday, happy anniversary, happy birthday, get well soon, wish you all	**1) Opening** 1. Praying and greeting students 2. Checking students' attendance **2) Core** **1. Building Knowledge of the Field (BKOF)** *Activity 1* a) Listening to a "happy birthday" audio aid b) Question and answer about related pictures	Written test	a. *Write a greeting card based on the situation.* b. **Write a short letter to thank your close friend, Alicia.** *She moved to her country and left you her story books. Send her a letter. Tell her that the books will always make you*	Attached	**4 x 40"**	"happy birthday" song audio Related pictures A large greeting card	Priyana, Joko, et.al. *Scaffolding English for Junior High School Students Grade VIII.* Pusat Perbukuan,Departemen Pendidikan Nasional.Jakarta:2008.	Trust-worthines Dili-gence Respon-sibility Respect

| | | functional text with the correct steps and structures. | the best, thank you for giving me a gift, etc. | *Activity 2*
c) Question and answer about related vocabulary and expressions to write greeting cards
2. Modelling of the Text (MOT)
Activity 3
a) Teacher gives a short functional text in the form of greeting card.
b) Students read a short greeting card
c) Students discuss and identify the greeting card
d) Question and answer about the content of the text
3. Joint Construction of the Text (JCOT)
Activity 4
a) Students do the task to arrange a jumbled text with their partners | | *remember her.* | | | | Kumalarini,et.al.*Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4/Th*.Pusat Perbukuan,Departemen Pendidikan Nasional,Jakarta:2008. | |

			b) Students present the result of group discussion in front of the class c) Teacher and students discuss about the students' works **4. Independent Construction of the Text (ICOT)** *Activity 5* a) Students write a greeting card according to given contexts of situation individually b) Students discuss their works with their partners *Activity 6* c) Students write a greeting card according to given contexts of situation individually d) Students submit their works to the							

			teacher **3) Closing** 1. Teacher and students review the materials that have been discussed before. 2. Teacher makes an assessment and reflection of the meeting 3. Teacher closes the meeting and greets the students.							
6.2. Expressing meaning and rhetoric steps of a short simple essay by using written language accurately, fluently and acceptably	1) Identifying rhetorical steps and grammatical structures of a descriptive text. 2) Identifying some expressions used in descriptive text. 3) Writing a descriptive text with the	a. Information **SIMPLE PRESENT TENSE.** Look at the examples below. A. It's a nice place. B. Does Hawaii have good beaches? C. The beaches are excellent. D. The weather is nice there. It's not very hot	**1) Opening** 1. Praying and greeting students 2. Checking students' attendance **2) Core Building Knowledge of the Field (BKOF)** *Activity 1* a) Students label some pictures b) Question and answer about related pictures	Written test	*a. You must have an idol.* Make a paragraph to describe your idol. *b. Now you can work individually to describe your hometown or your favourite place to a foreigner.*	Attached	**4 x 40"**	Pictures	Priyana, Joko, et.al. *Scaffolding English for Junior High School Students Grade VIII*. Pusat Perbukuan,Departemen Pendidikan Nasional.Jakarta:2008.	Trust-worthines Diligence Respect

in the context of everyday life in the form of narrative and recount.	correct steps and structures.	E. They are very interesting. Descriptions are usually organized to include: ❖ An introduction to the subject of the description; ❖ characteristc features of the subject, e.g. physical appearance qualities, habitual behaviour, significant attributes. The common grammatical patterns of a description include: ❖ use of particular nouns, e.g.	*Activity 2* Question and answer about related vocabulary **Modelling of the Text (MOT)** *Activity 3* a) Students find related vocabulary b) Teacher gives a short descriptive text c) Students read a short descriptive text Students discuss and identify the greeting card d) Question and answer about the content of the text *Activity 4* Students study the explanation about a short descriptive text and sentence structure **Joint Construction of the Text (JCOT)** *Activity 5* a) Students practice sentence structure		Use the following questions as guidelines to prepare your description.				Kumalarini,e t.al.*Contextu al Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Ma drasah Tsanawiyah Kelas VIII Edisi 4/Th*.Pusat Perbukuan,D epartemen Pendidikan Nasional,Jak arta:2008.	

			an actor ❖ use of detailed noun groups to provide information about the subject, e.g. *He has big round eyes and black straight hair* ❖ use of a variety of types of adjectives, e.g. *describing, numbering, classifying* ❖ use of relating verbs to provide information about the subject, e.g. *He stands about 172 cm* ❖ use of action	b) Teacher and students discuss students' work *Activity 6* a) Students do the task to write short descriptive texts b) Students present the result of group discussion in front of the class c) Teacher and students discuss about the students' works **Independent Construction of the Text (ICOT)** *Activity 5* a) Students write a short descriptive text according to given contexts of situation individually b) Students submit their works to the teacher *Activity 6* a) Students write a short descriptive text according to given contexts of situation						

			verbs to describe the subject's behavior, e.g. *Moreover, he is very friendly that makes him loveable.*	individually b) Students submit their works to the teacher **Closing** 1. Teacher and students review the materials that have been discussed before. 2. Teacher makes an assessment and reflection of the meeting 3. Teacher closes the meeting and greets the students.						

APPENDIX C

LESSON PLANS

LESSON PLAN

School   : SMP N 2 Moyudan

Class/Semester   : VIII / 1

Text Type   : Short Functional Text (Greeting Card)

Skill   : Writing

Time Allocation   : 4 x 40 minutes

a.   Standard of Competeny

12. Expressing meaning in a short written functional text in the form of descriptive and procedure in the context of everyday life.

b.   Basic Competency

12.2. Expressing meaning in the form of written functional texts using written language fluently and acceptable in the context of everyday life.

c.   Indicators

1. Identifying rhetorical steps and grammatical structures of a simple short functional text in the form

2. Identifying some expressions used in the greeting card..

3. Writing a short functional text with the correct steps and structures.

d.   Learning Objectives

Students can write a simple short functional text in the form of greeting cardbased on given contexts of situation.

Characters   : Trustworthines

Diligence

Responsibility

Respect

e.   Learning Materials

1.   An audio aid of "Happy Birthday" song

2.   Related pictures
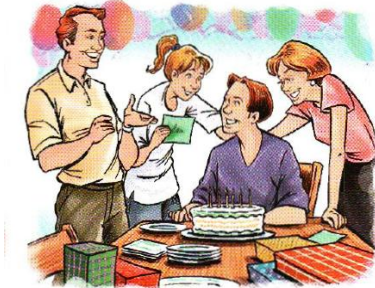
3.   Input texts

Today is Ratna's 12th birthday. Jenny who is an Australian sends a birhday card for her.

Dear Ratna,

On this happy day I want to say "Happy Birthday" to you. I wish you will always be happy and healthy forever. I hope your dreams come true.

Love,

Jenny

On her birthday, Ella got a school bag from her aunt in California. Here is a short note she sent to her aunt to thank her for the gift.

> 6/8/2006
>
> Dear Aunty,
>
> Thank you very much for the bag. It's very cute. I like the model. And I love the colours, too.
>
> With love, Ella
>
> *Adapted from: Contextual Teaching and Learning (Kumalarini, et.al:2008)*
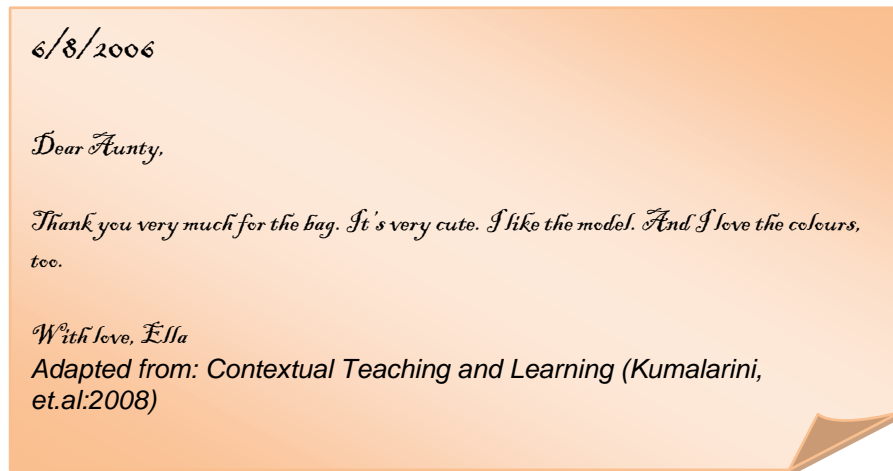
4. Vocabulary:

    Congratulations   anniversary   birthday   happy hope
                Good   health   winner better
            wish   Thank you   present   give
                sent

5. Expressions:

    1. Congratulations on your birthday
    2. Happy anniversary
    3. Happy birthday
    4. Happy IdulFitri
    5. Congratulation on winning the English Speech Contest
    6. I wish you all the best
    7. Get well soon
    8. Thank you for giving me a present

f. **Teaching Method** : Four stages technique

g. **Teaching Stages**

    The teaching-learning process uses the text-based approach. The sequences of the activityare:

    a. Building Knowledge of the Field (BKOF)
    b. Modelling of the Text (MOT)

    c.   Joint Construction of the Text (JCOT)

    d.   Independent Construction of the Text (ICOT)

Steps of learning activity:

1. Opening

   1. Praying and greeting students

   2. Checking students' attendance

2. Core

   a.   Building Knowledge of the Field (BKOF)

    1.   Listening "happy birthday" song

    2.   Question and answer about related pictures

   Activity 2

   Question and answer about related vocabulary and expressions to write greeting cards

   b.   Modelling of the Text (MOT)

   Activity 3

    1.   Teacher gives a short functional text in the form of greeting card.

    2.   Students read a simple greeting card

    3.   Students discuss and identify the greeting card

    4.   Question and answer about the content of the text

   c.   Joint Construction of the Text (JCOT)

   Activity 4

    1.   Students do the task to arrange a jumbled text with their partners

    2.   Students present the result of group discussion in front of the class

    3.   Teacher and students discuss about the students works

   Activity 6

    1.   Students do the task to arrange a jumbled text with their partners

    2.   Students present the result of group discussion in front of the class

    3.   Teacher and students discuss about the students' works

d. **Independent Construction of the Text (ICOT)**

Activity 5

1. Students write a greeting card according to given contexts of situation individually

2. Students submit their works to the teacher

3. Closing

a. Teacher and students review the materials that have been discussed before.

b. Teacher makes an assessment and reflection of the meeting

c. Teacher closes the meeting and greets the students.

H. Teaching Resource :

1. Priyana, Joko, et.al. *Scaffolding English for Junior High School StudentsGrade VII*. Pusat Perbukuan, Departemen Pendidikan Nasional. Jakarta:2008.

2. Kumalarini, et.al.*Contextual Teaching and Learning Bahasa Inggris: Sekolah MenengahPertama/Madrasah Tsanawiyah Kelas VII Edisi 4/Th*. Pusat Perbukuan, Departemen Pendidikan Nasional, Jakarta:2008.

I. Evaluation

a. Technique : *written test*

b. Instrument :

1. Diana wants to give a greeting card for her friend. Work in group to arrange this jumbled paragraph into a good text. Do it by sticking the pieces of word on a piece of paper.

Dear Justin	**Love,**	**Diana**	**sorry**	**you**	**soon!**
bed	**the**	**in**	**stuck**	**hear**	
better	**that**	**to**	**feeling**	**you**	**are**
hope	**I am**	**I**			

2. Write a greeting card based on the situation.

1. You heard that your friend, Robert, who lives in Sydney, has got a very bad fever. You want to make a greeting card saying your hope for him to be healthy.
2. Today is a christmas day. Your friend, Christina, who lives in Chicago, is celebrating this special day. You want to write a greeting card for her.
3. Today is an Idul Fitri day. You are going to share your happiness with your friend of a social network who lives in Egypt. You want to write a greeting card for him.
4. You have a friend from a student exchange program of Canada. Today is her birthday. You are going to give her a gift with a greeting card.
5. You heard that your friend, Anthony, who is an Australian, has won a speech competition. You want to give him a greeting card.

Individually, write a short letter to thank your close friend, Alicia. *She moved to her country and left you her story books. Send hera letter.Tell her that the books will always make you remember her.*

Example:

Thanks for story books you have left for me.

_____ (date)
Dear …………….,
……………………………………………………………………………….
……………………………………………………………………………….
………………
Yours,
………….

d. Scoring

a. Maximal score : 20

b. Student score : gained score x 5

: 20 x 5

: 100

e. Scoring Rubric

Scoring rubric is based on ESL Composition Profile proposed by Jacobs, et.al. (1981) in Weigle (2002:116)

Yogyakarta, September 25th, 2012

Approved by,

Collaborator,   Researcher,

Yustina Widiyati, S.Pd.   Humaera Silvia Maristy

NIP: 19660317 199003 2 003   NIM:08202244037

LESSON PLAN

School   : SMP N 2 Moyudan

Class/Semester   : VIII / 1

Text Type   : Descriptive

Skill   : Writing

Time Allocation   : 4 x 40 minutes

A. Standard of Competence

6. Expressing meaning in a short written functional text in the form of descriptive and recount in the context of everyday life.

B. Basic Competence

6.2. Expressing meaning and rhetoric steps of a short simple essay by using written language accurately, fluently and acceptably in the context of everyday life in the form of descriptive and recount.

C. Indicators

1) Identifying rhetorical steps and grammatical structures of a simple descriptive text.
2) Identifying some expressions used in the descriptive text.
3) Writing a descriptive text with the correct steps and structures.

D. Learning Objectives

Students can write a descriptive text based on given contexts of situation.

Characters   : Trustworthines

Diligence

Respect

E. Learning Materials

1) Related pictures

2) Input Texts

Tobey Maguire

Tobey Maguire is an American 1) *actor*. His 2) … name is Tobias Vincent Maguire. He is known for his 3) … as Peter Parker/Spider-Man in the Spider-Man film series. He stands about 172 cm. Besides, he has a 4) … body that can really figure a super hero. He has big round 5) … and black 6) … hair. His physical 7) … really supports his role as a super hero. Moreover, he is very 8) … that makes him loveable.
Adapted from: Scaffolding Grade VIII (Joko Priyana, et.al:2008)

(http://www.panoramio.com)
The Must-see Ambarawa Railway Museum

You can easily be accused of committing a tourism sin if you're in Semarang and failed to visit the Ambarawa Railway Museum.

This museum is situated less than an hour's drive from the capital of Central Java. During the Dutch colonial days, Ambarawa was a military zone and the railway station was used to transport troops to Semarang through Kedungjati. It is at 474m above sea level, giving you unpolluted fresh air to breathe.

The Ambarawa Railway Museum is well-maintained. It is a medium-sized building. The railway route is offered to visitors. You can enjoy the beautiful panorama during the route. All in all, this is a truly exciting treasure to visit.

(Source:Dit. PSMP, 2006)
Adapted from Contextual Teaching and Learning (Kumalarini, et.al..2008)

3) Related information:

As discussed in Activity 3, the text is a procedural text. The text uses **SIMPLE PRESENT TENSE.**
Look at the examples below.
A. It's a nice place.
B. Does Hawaii have good beaches?
C. The beaches are excellent.
D. The weather is nice there. It's not very hot
E. They are very interesting.
The above sentences show us how to talk about places. Notice that we use the Simple Present Tense. The simple present expresses general statements of fact, as shown in the above examples.
Adapted from: Contextual Teaching and Learning (Kumalarini, et al:2008)

The text in Activity 2 is a describtive text. A descriptive text focuses on the characteristic features of a particular thing, e.g. a person, an animal, a thing.
Descriptions are usually organized to include:
  ❖ an introduction to the subject of the description;
  ❖ characteristic features of the subject, e.g. physical appearance, qualities, habitual behaviour, significant attributes.
The common grammatical patterns of a description include:
  ❖ use of particular nouns, e.g. *an actor*
  ❖ use of detailed noun groups to provide information about the subject, e.g. *He has big round eyes and black straight hair*
  ❖ use of a variety of types of adjectives, e.g. *describing, numbering, classifying*
  ❖ use of relating verbs to provide information about the subject, e.g. *He stands about 172 cm*
  ❖ use of action verbs to describe the subject's behavior, e.g. *Moreover, he is very friendly that makes him loveable.*

Height	Body	Age	Hair	Face	Eyes
tall	slim	young	long	round	big
short	thin	old	short	oval	round
	fat	teenager	bald	square	blue
	muscular		straight	wrinkles	brown
			curly	pale	green
			wavy	bearded	hazel
			black	shaved	bright
			red		slanting
			brown		

F. Teaching Method : Four stages technique

G. Teaching Stages

The teaching-learning process uses the text-based approach. The sequences of the activity are:

1. Building Knowledge of the Field (BKOF)
2. Modelling of the Text (MOT)
3. Joint Construction of the Text (JCOT)
4. Independent Construction of the Text (ICOT)

Steps of learning activity:

1) Opening

1. Praying and greeting students
2. Checking students' attendance

2) Core

1. **Building Knowledge of the Field (BKOF)**

   Activity 1

   a) Students give labels on some pictures
   b) Questions and answer about related pictures

Activity 2

Question and answer about related vocabulary

2. **Modelling of the Text (MOT)**

   Activity 3

   a) Students find related vocabulary

   b) Teacher gives a short functional text in the form of a descriptive text.

   c) Students read a short descriptive text

   d) Students discuss and identify descriptive text

   e) Question and answer about the content of the text

   Activity 4

   f) Students study the explanation about descriptive text and the structure

3. **Joint Construction of the Text (JCOT)**

   Activity 5

   a) Students practice the structure of descriptive sentences

   b) Teacher and students discuss students' work

   Activity 6

   c) Students do the task to make simple texts with their partners

   d) Students present the result of group discussion in front of the class

   e) Teacher and students discuss about the students' works

4. **Independent Construction of the Text (ICOT)**

   Activity 7

   a) Students write a descriptive text according to given contexts of situation individually

   b) Students discuss their works with their partners

   Activity 8

   a) Students write a descriptive text according to given contexts of situation individually

      b)   Students submit their works to the teacher

3) Closing

1. Teacher and students review the materials that have been discussed before.
2. Teacher makes an assessment and reflection of the meeting
3. Teacher closes the meeting and greets the students.

H. Teaching Resource   :

1. Priyana, Joko, et.al. *Scaffolding English for Junior High School Students Grade VIII*. Pusat Perbukuan, Departemen Pendidikan Nasional. Jakarta:2008.

2. Kumalarini, et.al. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4/Th*. Pusat Perbukuan, Departemen Pendidikan Nasional, Jakarta:2008.

I. Evaluation

   a. Technique   **:** *written test*

   b. Instrument   **:**

1. *You must have an idol.* Make a paragraph to describe your idol.

2. *Now you can work individually to describe your hometown or your favourite place to a foreigner.* Use the following questions as guidelines to prepare your description.

    1.   Where do you live?
    2.   Where do you usually go on holidays?
    3.   Where is your favourite place located?
    4.   How is the place?
    5.   What is the weather like there?
    6.   What's interesting about the place?
    7.   What is it famous for?

   Answer:
    1.   I live in ……….
    2.   I usually go to ………. on holidays.

3. It is located in ……….
4. It is ……….
5. The wheather is ……….
6. It is interesting because ……….
7. It is famous for ……….

Adapted from: Contextual Teaching and Learning (Kumalarini, et.al:2008)

d. Scoring

1. Maximal score   : 20

2. Student score   : gained score x 5

                          : 20 x 5

                          : 100

e. Scoring Rubric

Scoring rubric is based on ESL Composition Profile proposed by Jacobs, et.al. (1981) in Weigle (2002:116)

Yogyakarta, September 25th, 2012

Approved by,

Collaborator,   Researcher,

Yustina Widiyati, S.Pd.   Humaera Silvia Maristy
NIP: 19660317 199003 2 003   NIM: 08202244037

CONGRATULATIONS

Standard of Competence :

6. Expressing meaning in a short written functional text in the form of descriptive and recount in the context of everyday life.

Basic Competence :

6.1. Expressing meaning in the form of written functional texts using written language fluently and acceptably in the context of everyday life.

SECTION 1

A. Getting Started

Indicator : *Identifying some expressions used in the greeting card.*

Activity 1

Listen to an audio which is given by your teacher.
What is the audio about?

Picture 1.1   Picture 1.2   Picture 1.3

What are the pictures about?

Activity 2

Jennifer is learning vocabularies and expressions related to greeting cards. Learn the following vocabulary and expressions. Repeat after your teacher.
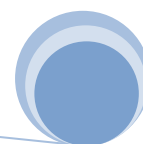
Vocabulary:

Congratulations	Good
Anniversary	Health
Birthday	Winner
Happy	Better

Expressions:

Congratulations on your birthday.

Happy anniversary.

Happy birthday.

Happy Idul Fitri.

Congratulations on winning the English Speech Contest.

I wish you all the best.

Indicator :

Identifying rhetorical steps and grammatical structures of a simple short functional text in the form of greeting card.

Activity 3

Today is Ratna's 12th birthday. Jenny who is an Australian sends a birthday card for Ratna.

Study the following card.

Dear Ratna,

On this happy day I want to say "Happy Birthday" to you. I wish you will always be happy and healthy forever. I hope your dreams come true.

Love,

Jenny

B. DISCUSSION TIME

🔶 Indicator : *Writing a short functional text with the correct steps and structures.*

🦉 Activity 4 🍂🍂🍂🍂🍂🍂🍂🍂🍂🍂🍂🍂🍂🍂

Diana wants to give a greeting card for her friend. Work in group to arrange this jumbled paragraph into a good text. **Do it by sticking the pieces of word on a piece of paper. Present in front of the class.**

Dear Justin	**Love,**	**Diana**	**sorry**	**you**
soon!	**bed**	**the**	**in**	**hear**
stuck	**better**	**that**	**to**	**feeling**
you	**are**	**hope**	**I am**	**I**

Group members :

C. Do It by Yourself

+ Indicator : *Writing a short functional text with the correct steps and structures.*

Activity 5

Mirza sends an Idul Fitri card for his friend in Marocco. Arrange the words into a correct card.

may ALLAH bless you with happiness.

From:

Mirza

Idul Fitri 14.... Hijriah,

Dear Rashid

In this joyous occasion,

🦉 Activity 6 🍁🍁🍁🍁🍁🍁🍁🍁🍁🍁🍁🍁🍁🍁🍁

Write a greeting card based on the following situation. Your teacher will give you a card randomly.

Example: *Today is a christmas day. Supposed you send a letter for your friend.*

Source : 2dayblog.com

1. You heard that your friend, Robert, who lives in Sydney, has got a very bad fever. You want to make a greeting card saying your hope for him to be healthy.

2. Today is a christmas day. Your friend, Christina, who lives in Chicago, is celebrating this special day. You want to write a greeting card for her.

3. Today is an Idul Fitri day. You are going to share your happiness with your friend of a social network who lives in Egypt. You want to write a greeting card for him.

4. You have a friend from a student exchange program of Canada. Today is her birthday. You are going to give her a gift with a greeting card.

5. You heard that your friend, Anthony, who is an Australian, has won a speech competition. You want to give him a greeting card.

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

ANSWER SHEET

Card no.: ....

_____ (date)

Dear ....,

....

....

....

yours,

....

SECTION 2

A. Getting Started

Indicator : *Identifying some expressions used in the greeting card.*

Activity 1

Picture 1.4

1. What is this picture about?
2. What will you say if someone gives you a gift?

Study the following information with your friend.

On special occasions we often get some presents from our family, relatives or friends.To appreciate it we may write a greeting card to:
- thank them.
- say something good about the presents.

Here are some expressions we might use:
- Thank you/thanks (very much, a lot) for the...
- It's so.... (beautiful, cute, etc.)
- I like it (very much).
- I like the....(model, colour, etc.)

Adapted from: Contextual Teaching and Learning (Kumalarini,

🔸 Indicator   :

Identifying rhetorical steps and grammatical structures of a simple short functional text in the form of greeting card.

Activity 2 ✣✣✣✣✣✣✣✣✣✣✣✣✣✣✣✣✣

Find the meaning of the vocabulary. Then, study the following text.

On her birthday, Ella got a school bag from her aunt in California. Here is a short note she sent to her aunt to thank her for the gift.

6/8/2006

Dear Aunty,

Thank you very much for the bag. It's very cute. I like the model. And I love the colours, too.

With love, Ella

Adapted from: Contextual Teaching and Learning (Kumalarini.

B. Discussion Time

🔸 Indicator   : *Writing a short functional text with the correct steps and structures.*

Activity 3 ✣✣✣✣✣✣✣✣✣✣✣✣✣✣✣✣✣

Work in pairs.
You have just passed your final exams. And your friend in Singapore sent you a gift for helping you to study in grade 8th.

Please write a short note or letter to thank her. Tell her how you will use the thing. Work with your friend next to you. Number 3 has been done for you.

> 1)_____
> (date)
>
> Dear ……………..., 2)
>
> Thank you very much for the 3)……*gift*….you have sent to me. It is really 4)………….. for me and will surely be very useful in my study. I will use it for 5)…………………………
>
> Love,
> Adit

Activity 4

Work in pairs.

Adit was admitted to SMPN 1 Makasar. His uncle in Hong Kong sent him a set of picture dictionaries. He wrote a short letter to thank him.

Please arrange the words to make a short letter to thank him. Work with your friends next to you.

Thank you	October 1, 2007	Dear Uncle Sam,
for the dictionaries	very much	which you sent me.
useful	They are	for my hobby.
They	give me	Ideas
Yours,	Adit	for what to paint.

Worksheet:

Members: …………………………………

C. **Do It by Yourself**

🔶 Indicator : *Writing a short functional text with the correct steps and structures.*

🦉 **Activity 5**

In your birthday, your friend from Philippine sends you an encyclopedia. Send him a card to thank him.

_____ (date)

Dear ……………..,

……

……

………………

Yours,

………….

Activity 6

Individually, write a short letter to thank your close friend, Alicia. *She moved to her country and left you her story books. Send her a letter.Tell her that the books will always make you remember her.*

Example:

Thanks for story books you have left for me.

_____ (date)

Dear ……………,

………………………………………………………………………………

………………………………………………………………………………

……………….

Yours,

………….

GOOD APPEARANCE

Standard Competence :

6. Expressing meaning in a short written functional text in the form of descriptive and recount in the context of everyday life.

Basic Competence :

6.2. Expressing meaning and rhetoric steps of a short simple essay by using written language accurately, fluently and acceptably in the context of everyday life in the form of descriptive and recount.

SECTION 1

A. Getting Started

➕ Indicator :

Identifying rhetorical steps and grammatical structures of a simple descriptive text.

Activity 1

Do you have someone that you adore and he/she becomes your idol?
Most of us admire someone who is known as a public figure. He/she could be a singer, an actor or an actress. How do you tell others about your idol?
Can you tell others about his/her physical appearance?

Look at the following celebrities. Do you know them? Who and what are they?

Picture 2.1

Picture 2.2
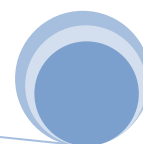
Picture 2.3

Picture 2.4

Activity 2

Anne reads a description of an actor. Help her to study the text.

In pairs, find the meanings of the words. Practise pronouncing the words. Then, read the following recipe below. Use the words to fill in the blanks. Number 1 has been done for you.

actor	(V)	: _____
appearance	(N)	: _____
eye	(N)	: _____
friendly	(Adj.)	: _____
full	(Adj.)	: _____
muscular	(Adj.)	: _____
role	(N)	: _____
straight	(Adj.) (N):	_____
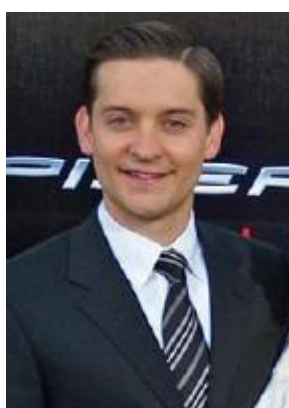
Picture 2.5

Tobey Maguire

Tobey Maguire is an American 1) *actor*. His 2) … name is Tobias Vincent Maguire. He is known for his 3) … as Peter Parker/Spider-Man in the Spider-Man film series. He stands about 172 cm. Besides, he has a 4) … body that can really figure a super hero. He has big round 5) … and black 6) … hair. His physical 7) … really supports his role as a super hero. Moreover, he is very 8) … that makes him loveable.

Adapted from: Scaffolding Grade VIII (Joko Priyana, et.al:2008)

What does the text tell you?
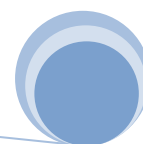
✛ Indicator　　　: *Identifying some expressions used in the descriptive text.*

Activity 3

Study the following explanation in pairs.

> The text in Activity 2 is a describtive text. A descriptive text focuses on the characteristic features of a particular thing, e.g. a person, an animal, a thing.
>
> Descriptions are usually organized to include:
> ❖ an introduction to the subject of the description;
> ❖ characteristic features of the subject, e.g. physical appearance, qualities, habitual behaviour, significant attributes.
>
> The common grammatical patterns of a description include:
> ❖ use of particular nouns, e.g. *an actor*
> ❖ use of detailed noun groups to provide information about the subject, e.g. *He has big round eyes and black straight hair*
> ❖ use of a variety of types of adjectives, e.g. *describing, numbering, classifying*
> ❖ use of relating verbs to provide information about the subject, e.g. *He stands about 172 cm*
> ❖ use of action verbs to describe the subject's behavior, e.g. *Moreover, he is very friendly that makes him loveable.*

You can use the following words to describe a person's physical appearance.

Height	Body	Age	Hair	Face	Eyes
tall	slim	young	long	round	big
short	thin	old	short	oval	round
	fat	teenager	bald	square	blue
	muscular		straight	wrinkles	brown
			curly	pale	green
			wavy	bearded	hazel
			black	shaved	bright
			red		slanting
			brown		

Adapted from: Scaffolding Grade VIII (Joko Priyana, et.al:2008)

B. Discussion Time

Indicator : *Writing a descriptive text with the correct steps and structures.*

Activity 5

Mike wants to tell about his idols. Help him to describe their physical appearance.
Look at the following celebrities. Work in groups of three and describe their physical appearances. Number 1 has been done for you.

No.	Celebrities	Descriptions
1.	Picture 2.6 **Rain**	✦ He has slanted eyes. ✦ He has straight black hair. ✦ Has an oval face.
2.	Picture 2.7 **Titi Kamal**	
3.	Picture 2.8 **David Beckam**	
4.	Picture 2.9 **Shahrukh Khan**	
5.	Picture 2.10 **Beyonce Kowles**	
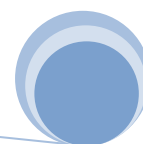
6.	Picture 2.11 **Ade Rai**	
7.	Picture 2.12 **Rafi Ahmad**	
8.	Picture 2.13 **Michael Jackson**	

Activity 6

There is a school reunion at Mrs. Lilian's house.

In groups, describe each person of the picture below.
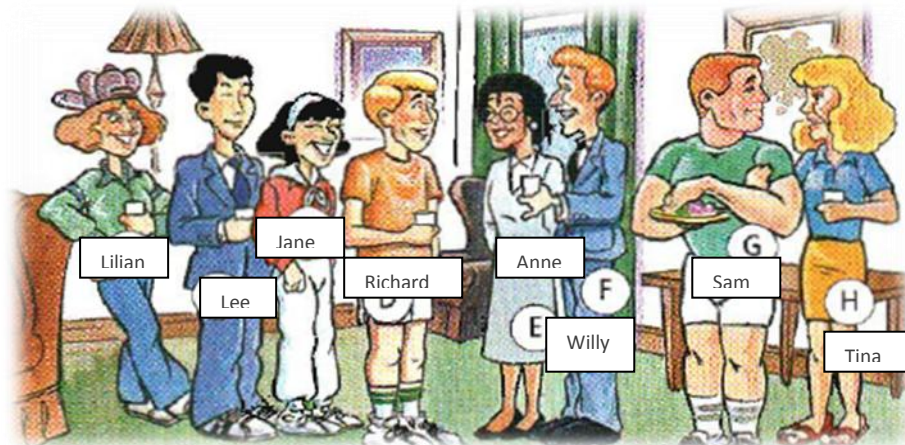
Picture 2.14

Adapted from: Contextual Teaching and Learning (Kumalarini, et.al:2008)

Picture	Description
A	*She is short and slim. She has short wavy hair. She has round face. She has big eyes.*
B	
C	
D	
E	
F	
G	
H	

C. Do It by Yourself

Indicator : *Writing a descriptive text with the correct steps and structures.*

Activity 7

You have a friend in a social media. You want to tell him about your classmate.
Please, describe one of your classmates.

Activity 8

You must have an idol. Make a paragraph to describe your idol.

Name : ……..

Student No. : ……..

……………………………..

……………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

A. *Getting Started*

Activity 1

There are so many tourist spots all around the world. You find some pictures of the tourist objecst. **Study the pictures. Write the names of the following places.**

Picture 2.15

Sydney Opera House

Picture 2.16

_____

Picture 2.17

_____

Picture 2.18

_____

Adapted from: Scaffolding Grade VIII (Joko Priyana, et.al:2008)

Activity 2

(http://www.panoramio.com)
Picture 2.19

Study the picture and answer the questions.

Do you know what tourism object is it?
Have you visited this place?
Can you describe the place?

Activity 3

Ardi finds a brochure of a tourism object.
Find the meanings of the words based on the context. Do it in pairs. Then read the following text.

Vocabulary
Railway station :
Situated   :
Accused   :
Visitor   :
Panorama   :
Exciting   :
Treasure   :
Visit   :
Capital   :
Troops   :

(http://www.panoramio.com)

The Must-see Ambarawa Railway Museum

You can easily be accused of committing a tourism sin if you're in Semarang and failed to visit the Ambarawa Railway Museum.

This museum is situated less than an hour's drive from the capital of Central Java. During the Dutch colonial days, Ambarawa was a military zone and the railway station was used to transport troops to Semarang through Kedungjati. It is at 474m above sea level, giving you unpolluted fresh air to breathe.

The Ambarawa Railway Museum is well-maintained. It is a medium-sized building. The railway route is offered to visitors. You can enjoy the beautiful panorama during the route. All in all, this is a truly exciting treasure to visit.

(Source:Dit. PSMP, 2006)

Adapted from Contextual Teaching and Learning (Kumalarini, et al. 2008)

Questions:
1. What is the text mainly about?
2. Where is it located?
3. How did the Dutch use the Ambarawa railway station?
4. Why can we breathe fresh air there?
5. Why is it a must for us to visit this place?

Activity 4 🍂🍂🍂🍂🍂🍂🍂🍂🍂🍂🍂🍂🍂🍂

As discussed in Activity 3, the text is a procedural text. The text uses **SIMPLE PRESENT TENSE.**

Look at the examples below.

A. It's a nice place.

B. Does Hawaii have good beaches?

C. The beaches are excellent.

D. The weather is nice there. It's not very hot

E. They are very interesting.

The above sentences show us how to talk about places. Notice that we use the Simple Present Tense. The simple present expresses general statements of fact, as shown in the above examples.

Adapted from: Contextual Teaching and Learning (Kumalarini, et.al:2008)

B. # Discussion Time

Activity5 🍂🍂🍂🍂🍂🍂🍂🍂🍂🍂🍂🍂🍂🍂

Mickey wants to tell his friend, Rona some tourist attractions.

Work in pairs. Match the tourist attractions in Task 1 with the descriptions below by sticking. Look at the example.

No.	Description	Picture
1.	**Sydney Opera House** is located in Sydney, New South Wales. The Opera House covers 1.8 hectares of land. It is 183 m long and about 120 m wide.	
2.	**Eiffel Tower** is the tallest structure in Paris. It is 348 m high. It weighs 7,300 tons.	
3.	**Kuta Beach** is located in Bali. It is very famous in the world. It is because the sunset is very wonderful.	
4.	**Prambanan Temples** are ancient Hindu temples in Central Java. They are called Thousand Temples. They were built in the mid-9th century during the Syailendra Dynasty.	

Adapted from: Scaffolding Grade VIII (Joko Priyana, et.al:2008)
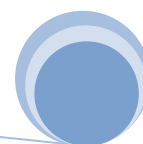
Activity 6

Find adjectives in the following puzzle, and list your findings.

R	C	O	M	M	O	N	B	I	G	K
O	G	H	D	C	L	J	E	F	L	A
L	R	Y	I	G	D	W	A	B	N	M
S	E	A	N	T	I	Q	U	E	R	A
M	A	X	A	D	E	E	T	O	K	Z
A	T	T	R	A	C	T	I	V	E	I
L	W	O	N	D	E	R	F	U	L	N
L	V	Z	D	K	V	B	U	P	N	G
S	F	A	M	O	U	S	L	A	M	J
I	P	U	N	I	Q	U	E	N	H	O

```
1.  Common : ...............
2.  . ...
3.  . ...
4.  . ...
5.  . ...
6.  . ...
7.  . ...
8.  . ...
9.  . ...
10. . ...
11. . ...
12. . ...
```

Adapted from: Scaffolding Grade VIII (Joko Priyana, et.al:2008)

C. Do It by Yourself

Activity 6

Now you can work individually to describe your hometown or your favourite place. Use the following questions as guidelines to prepare your description.

- Where do you come from/Where do you live?
- Where do you usually go on holidays?
- Where is your hometown/your favourite place located?
- How big is your hometown/the place?
- What is the weather like there?
- What's interesting about your hometown?
- What is it famous for?
- *Adapted from: Contextual Teaching and Learning (Kumalarini, et.al:2008)*

WORKSHEET

| Name : |
| Student No.: |

Activity 7

Now you can work individually to describe your hometown or your favourite place. Use the following questions as guidelines to prepare your description.

- Where do you come from/Where do you live?
- Where do you usually go on holidays?
- Where is your hometown/your favourite place located?
- How big is your hometown/the place?
- What is the weather like there?
- What's interesting about your hometown?
- What is it famous for?

Adapted from: Contextual Teaching and Learning (Kumalarini, et.al:2008)

WORKSHEET

| Name   : |
| Student No.: |

APPENDIX D

FIELD NOTES

FIELD NOTES

No.   : FN.01
Hari,tanggal   : Sabtu, 23 Juni 2012
Jam   : 08.30 – 11.00
Tempat   : Ruang guru
Kegiatan   : Diskusi dengan guru
Responden   : P   = Peneliti
               GBI = Guru Bahasa Inggris
               G   = Guru
               KP = Kepala Sekolah

P sampai di sekolah pukul 08.30. Pertama – tama P meminta ijin ke pegawai piket penerima tamu. Setelah P mengisi buku tamu, P menemui KP dan GBI. P tidak perlu memperkenalkan diri karena telah melakukan KKN-PPL di sekolah ini. P menemui KP dan GBI untuk mengungkapkan kembali niat mengadakan penelitian di kelas VIII karena sebelumnya P telah menelepon GBI. P berdiskusi dengan GBI permasalahan apa yang sering dialami siswa dalam pembelajaran Bahasa Inggris dan teknik apa yang bisa diterapkan untuk meningkatkan kemampuan mereka. Akhirnya P dan GBI sepakat untuk menerapkan contextualization untuk meningkatkan kemampuan writing siswa kelas VII. Setelah pamit dengan GBI, G dan KP, P pulang pukul 11.00.

No.   : FN.02
Hari,tanggal   : Kamis, 23 Agustus 2012
Jam   : 08.30 – 11.30
Tempat   : Ruang guru
Kegiatan   : Wawancara
Responden   : P   = Peneliti
               GBI = Guru Bahasa Inggris
               S   = Siswa

P sampai di sekolah pukul 08.30. Setelah P mengisi buku tamu, P menemui PTU di ruang TU kemudian menuju ruang guru untuk menemui G. P masuk kembali ke ruang guru pukul 9.15 (waktu istirahat) untuk menemui GBI. P mewawancarai GBI terkait pembelajaran Bahasa Inggris di kelas VIII. Pada pukul 10.00 P menuju ruang kelas untuk mewawancarai S kelas VIII B. Pada waktu itu S sedang tidak ada jam pelajaran karena mereka baru saja selesai kerja bakti. P bertanya kepada beberapa S terkait kesulitan dalam pembelajaran bahasa Inggris. Pukul 11.30, P meninggalkan sekolah.

No.   : FN.03
Hari,tanggal   : Sabtu, 25 Agustus 2012
Jam   : 06.45 – 08.20
Tempat   : Ruang guru
Kegiatan   : Diskusi materi
Responden   : P   = Peneliti
                GBI = Guru Bahasa Inggris
                S   = Siswa

P sampai di sekolah pukul 06.45. Setelah P mengisi buku tamu, P langsung menuju ruang guru untuk menemui GBI. Sebelum mengadakan observasi, P menunjukkan rancangan materi yang akan digunakan. GBI memberikan beberapa komentar dan masukan pada P. GBI mengatakan bahwa materi sudah bagus dan cocok dengan rencana pembelajaran GBI yaitu *Greeting cards* dan teks *procedure*. Selanjutnya GBI harus keluar untuk mengajar pada pukul 08.20. Sambil menunggu, P mengembangkan proposal dan materi.

No.   : FN.04
Hari,tanggal   : Sabtu, 25 Agustus 2012
Jam   : 11.30 – 13.00
Tempat   : Ruang kelas VIII B
Kegiatan   : Observasi
Responden   : P   = Peneliti
                GBI = Guru Bahasa Inggris
                S   = Siswa

Pada pukul 11.30, P dan GBI menuju ruang kelas VIII B untuk mengadakan observasi pembelajaran. P duduk di baris paling belakang, sementara GBI mengajar S. Pertama-tama GBI menyapa S dan menanyakan siapa yang tidak hadir. Ternyata, beberapa diantara mereka terbiasa sering tidak masuk dengan alasan yang tidak jelas karena mereka tahu bahwa tidak aka nada hukuman. Pada awalnya hampir semua S memperhatikan sapaan GBI tetapi setelah pembelajaran berlangsung, banyak S sibuk dengan urusannya sendiri. S terlihat tidak ada motivasi untuk belajar bahasa inggris karena sehari-hari mereka merasa tidak akan pernah menggunakannya. Beberapa dari S tidak mau melaksanakan instruksi GBI untuk mengerjakan tugas, bahkan ada beberapa yang meletakkan kepala di meja seolah-olah tidur. Tetapi GBI menasihati mereka dengan sabar. Materi yang digunakan dalam pembelajaran sebagian besar dari LKS kemudian siswa menulis jawabannya di papan tulis secara sukarela. Hampir tugas di dalam LKS yang tidak mencantumkan konteks situasi sementara GBI tidak menjelaskannya. Berdasarkan hasil kerja siswa yang ditulis di papan tulis, mereka masih membuat kesalahan pada *vocabulary usage, agreement,* dan *punctuation.* Selain itu, mereka juga tidak dapat mengembangkan ide dengan baik. Mereka kesulitan menulis paragraph

sederhana yang baik bahkan kalimat-kalimat mereka berantakan. Pukul 12.50 GBI mengakhiri pelajaran dengan mengulas materi dan kemudian berdoa.

No.   : FN.05
Hari,tanggal   : Selasa, 25 September 2012
Jam   : 10.00 – 03.00
Tempat   : FBS
Kegiatan   : Pengesahan proposal dam mengurus surat ijin penelitian
Responden   : P   = Peneliti
                 K   = Kaprodi PBI
                 PTD = Petugas kantor Dekanat

Proposal penelitian P disahkan oleh pembimbing I dan pembimbing II. Pembimbing I adalah selaku K sehingga P meminta pengesahan proposal beserta pengesahan surat ijin penelitian ditujukan kepada wakil dekan II FBS.

No.   : FN.06
Hari,tanggal   : Rabu, 26 September 2012
Jam   : 11.30 – 13.00
Tempat   : Kantor dekanat FBS
Kegiatan   : Pengesahan proposal dam mengurus surat ijin penelitian
Responden   : P   = Peneliti
                 K   = Kaprodi PBI
                 PTD = Petugas kantor Dekanat
                 WD I = Wakil Dekan I

Pukul 09.00 P mengantar surat dan proposal penelitian yang sudah disahkan kaprodi ke bagian dekanat FBS. PTD meminta semua blanko ditinggal di meja resepsionis untuk dimintakan pengesahan WD I jika WD I datang ke kantor.

No.   : FN.07
Hari,tanggal   : Kamis, 27 September 2012
Jam   : 09.00 – 09.30
Tempat   : Kantor dekanat FBS
Kegiatan   : Mengurus surat ijin penelitian
Responden   : P   = Peneliti
                 PTD = Petugas kantor Dekanat
                 WD I = Wakil Dekan I
                 PSD = Pegawai Subdik

Pukul 09.00 P mengambil surat ijin penelitian yang sudah disahkan oleh WD I di meja resepsionis. Kemudian, P mengantar surat tersebut ke subdik PLA beserta

proposal penelitian dan diterima oleh PSD. PSD mengurus surat yang ditujukan ke Sekretariat Daerah DIY.

No.   : FN.08
Hari,tanggal   : Jumat, 28 September 2012
Jam   : 09.00 – 13.00
Tempat   : Kantor dekanat FBS, Kantor Setda, Kemendiknas DIY dan Kantor Bappeda
Kegiatan   : Mengurus surat ijin penelitian
Responden   : P   = Peneliti
                    PTD = Petugas kantor Dekanat
                    WD I = Wakil Dekan I
                    PSD = Pegawai Subdik

Pukul 09.00 P mengambil surat ijin penelitian yang sudah disusun oleh PSD yang ditujukan ke Sekretariat Daerah DIY. P langsung menuju ke kantor Sekretariat Daerah di Kompleks Kepatihan. P mengurus surat selama kurang lebih 30 menit. Selanjutnya, P mengantar tembusan ke Gubernur DIY, Ka. Dinas Pendidikan Pemuda dan Olahraga Prop. DIY
,Dekan FBS dan selanjutnya menuju Bappeda Sleman. Namun ternyata Bappeda Sleman hanya melayani sampai pukul 11.00.

No.   : FN.09
Hari,tanggal   : Senin, 1 Oktober 2012
Jam   : 11.00 – 15.00
Tempat   : Kantor Bappeda Sleman dan kompleks Kabupaten Sleman
Kegiatan   : Mengurus surat ijin penelitian
Responden   : P   = Peneliti
                    PBS = Pegawai Bappeda Sleman
Pukul 11.00 P mengantar surat tembusan dari Sekretariat Daerah DIY. P menunggu istirahat kantor dari pukul 12.00 sampai pukul 13.00. P mendapat surat ijin penelitian pada pukul 13.30 beserta beberapa tembusan. Selanjutnya, P mengantar tembusan ke kantor Kemendiknas Sleman, Kantor Bupati serta Kantor Kesatuan Bangsa

 No.   : FN.10
Hari,tanggal   : Rabu, 3 Oktober 2012
Jam   : 6.45 – 10.00
Tempat   : Ruang TU
Kegiatan   : Mengantar surat ijin penelitian dan diskusi
Responden   : P   = Peneliti
                    PTU = Pegawai TU

GBI   = Guru Bahasa Inggris

P sampai di sekolah pukul 06.45. Setelah P mengisi buku tamu, P langsung menuju ruang TU untuk memohon ijin menemui KS. Namun, menurut PTU KS dan WKS sedang mengikuti diklat selama satu minggu sehingga P dianjurkan datang kembali minggu depan. Selanjutnya P menemui GBI untuk mendiskusikan materi pembelajaran. P lalu pulang pukul 10.00 dan tidak lupa mengantar surat ijin penelitian ke kantor kecamatan Moyudan.

No.   : FN.11
Hari,tanggal   : Rabu, 3 Oktober 2012
Jam   : 6.45 – 08.00
Tempat   : Ruang TU
Kegiatan   : Mengantar surat ijin penelitian dan diskusi
Responden   : P   = Peneliti
                       PTU = Pegawai TU
                       GBI   = Guru Bahasa Inggris

P sampai di sekolah pukul 06.45. Setelah P mengisi buku tamu, P langsung menuju ruang TU untuk memohon ijin menemui KTU dan WKS untuk dapat melaksanakan penelitian. Karena KS sedang mengikuti diklat selama satu minggu sehingga WKS menganjurkan datang kembali minggu depan agar dapat mendapat persetujuan KS. Jadi P memutuskan untuk meminta daftar nama siswa kelas VIII B pada PTU. P pulang pukul 08.00.

No.   : FN.12
Hari,tanggal   : Rabu, 3 Oktober 2012
Jam   : 08.00 – 09.00
Tempat   : Ruang TU
Kegiatan   : Mengantar surat ijin penelitian dan diskusi
Responden   : P   = Peneliti
                       PTU = Pegawai TU
                       GBI   = Guru Bahasa Inggris

P sampai di sekolah pukul 06.45. Setelah P mengisi buku tamu, P langsung menuju ruang KS untuk mengantarkan surat ijin serta proposal penelitian. Setelah P menunggu selama 30 menit, P bertemu KS. P mengungkapkan secara singkat tentang rencana penelitian yang akan dilaksanakan. KS memberi ijin untuk dapat mulai melaksanakan penelitian dengan beberapa ketentuan. Setelah berpamitan, P meninggalkan sekolah pukul 09.00.

No.   : FN.13

Hari,tanggal   : Rabu, 24 Oktober 2012
Jam   : 09.00 – 11.15
Tempat   : Ruang kelas VIII B
Kegiatan   : Observasi (pertemuan pertama)
Responden   : P   = Peneliti
                 GBI   = Guru Bahasa Inggris
                 S   = Siswa
                 T   = Teman peneliti

P dan R sampai di sekolah pukul 09.00. Setelah P mengisi buku tamu, P menunggu waktu masuk di kursi jaga piket sambil mempersiapkan materi pembelajaran hari ini. Setelah pukul 09.55, P menemui GBI untuk masuk ke ruang kelas VIII B. Pertama GBI menyapa S dan mengungkapkan bahwa hari ini P akan mengajar. GBI duduk di baris paling belakang dan T mengambil foto suasana pembelajaran. Setelah dipersilakan, P membuka pelajaran dengan salam dan menanyakan kehadiran siswa. Sebelum mulai pelajaran, P memperkenalkan diri kepada S. P membagikan materi kepada S. S terlihat antusias dengan materi itu, mereka berceloteh *"Wah, apik yo. Warna – warni, okeh gambare"*. S juga sangat antusias karena ada guru yang berbeda yang akan mengajar, namun beberapa dari mereka terlihat tidak tertarik dengan pelajaran Bahasa Inggris. Pertama, P mencoba menarik pehatian S dengan memperdengarkan audio lagu ulang tahun. Pada awalnya mereka sangat tenang karena ingin mendengar audio itu dengan jelas. *"Oh, lagu ulang tahun kui"*, mereka bergumam. Selanjutnya mereka bahkan ikut menyanyikan lagu itu. Semua S terlihat tertarik dan merespon pertanyaan P terkait audio itu. *"What is the audio about?"*, P bertanya. Mereka menjawab *"Birthday, Miss"*. Setelah itu, P menunjukkan gambar sehingga S terlihat lebih antusias. Beberapa dari mereka bergumam *"Wah, apik."* Sehingga mereka mau menjawab pertanyaan P. P menjelaskan bahwa si kehidupan sehari-hari kita selalu masih sering menyertakan kartu ucapan untuk mengungkapkan sesuatu kepada orang lain. Lalu P menempelkan contoh greeting card di papan tulis. P menjelaskan konteks dari teks itu. Pandangan semua S tertuju pada teks tersebut. Mereka penasaran dengan teks itu walaupun sebenarnya mengaku sering melihat teks semacam itu. Setelah membahas teks itu, S berdiskusi mengerjakan tugas kelompok yang P telah persiapkan di dalam amplop. Sebelumnya P menjelaskan konteks dari tugas itu. S terlihat antusias mencari urutan yang benar kemudian menempelkan di kertas warna. Setelah 10 menit, semua hasil kerja S ditempelkan di depan kelas dan dibahas bersama-sama. P memberikan hadiah bagi kelompok yang terbaik. Kemudian P memberikan tugas individu untuk menyusun kalimat kartu ucapan yang benar kemudian dibahas bersama-sama. Tugas terakhir adalah tuga menyusun kartu ucapan dengan beberapa konteks yang diberikan oleh P. Konteks dituliskan di kartu dengan pembagian acak. P mengumpulkan hasil kerja

setiap S. P mengulas pelajaran hari itu dan menanyakan kesulitan S. Akhirnya P menutup pelajaran. Setelah selesai, P menanyai beberapa siswa tentang pelajaran hari ini. S mengaku senang karena pembelajaran hari ini menarik dan memudahkan mereka menulis.

No.   : FN.14
Hari,tanggal   : Rabu, 24 Oktober 2012
Jam   : 09.55 – 10.00
Tempat   : Depan Ruang kelas VIII B
Kegiatan   : wawancara guru
Responden   : P   = Peneliti
                 GBI = Guru Bahasa Inggris

P bersama R menuju ruang guru untuk menemui GBI. P mewawancarai GBI tentang pembelajaran hari ini. Menurut GBI, P sudah mengajar dengan baik. Materi serta media juga sangat baik. Untuk pertemuan selanjutnya GBI tidak memberikan masukan, GBI hanya berharap supaya P bisa memahami beberapa dari S yang merupakan trouble makers. P pamit pada GBI dan G lainnya untuk pulang

No.   : FN.15
Hari,tanggal   : Kamis, 25 Oktober 2012
Jam   : 07.15 – 09.55
Tempat   : Ruang kelas VIII B
Kegiatan   : Observasi (pertemuan kedua)
Responden   : P   = Peneliti
                 GBI = Guru Bahasa Inggris
                 S   = Siswa
                 T   = Teman peneliti

P dan R sampai di sekolah pukul 07.15. Setelah P mengisi buku tamu, P menunggu waktu masuk di kursi jaga piket sambil mempersiapkan materi pembelajaran hari ini. Setelah pukul 08.20, P dan T menemui GBI untuk masuk ke ruang kelas VIII B. Pertama GBI menyapa S lalu P membuka pelajaran dengan salam dan menanyakan kehadiran siswa. Sebelum mulai pelajaran, P membagikan materi kepada S. Pertama, P mencoba menarik pehatian S dengan menunjukkan gambar sehingga S terlihat lebih antusias. Walaupun S trouble makes masih terlihat kurang antusias, mereka masih aktif merespon pertanyaan P dan mengerjakan tugas walaupun masih perlu penjelasan konteks. P menjelaskan bahwa di kehidupan sehari-hari kita selalu mengucapkan terimakasih atas kado atau pemberian seseorang dan membalas kartu ucapan untuk mengungkapkan kesenangannya. Lalu P menempelkan contoh greeting card di papan tulis. P

menjelaskan konteks dari teks itu. Setelah membahas teks itu, S berdiskusi mengerjakan tugas kelompok yang P telah persiapkan. Sebelumnya P menjelaskan konteks dari tugas itu. S terlihat antusias mencari kosa kata yang tepat di kamus. Setelah 10 menit, hasil kerja S dituliskan di depan kelas dan dibahas bersama-sama. P memberikan hadiah bagi kelompok yang terbaik. Pelajaran dihentikan terlebih dahulu untuk istirahat.

Setelah bel masuk berbunyi, P, R, dan GBI sudah siap di kelas. Namun hanya beberapa S yang sudah masuk kelas. Sebagian besar S masih santai istirahat. Ternyata menurut GBI tidak tepat waktu masuk kelas setelah istirahat sudah menjadi kebiasaan S sehingga banyak waktu yang terbuang. Baru setelah sekitar 10 menit semua S masuk kelas. Kemudian P memberikan tugas individu untuk menyusun kalimat kartu ucapan yang benar yang akan dibahas bersama-sama. Tugas terakhir adalah tugas menyusun kartu ucapan dengan sebuah konteks yang diberikan oleh P. Konteks dituliskan di kartu dengan pembagian acak. P mengumpulkan hasil kerja setiap S. P mengulas pelajaran hari itu dan menanyakan kesulitan S. Akhirnya P menutup pelajaran. Setelah selesai, P langsung pulang karena GBI akan langsung mengajar kelas VIII.

No.   : FN.16
Hari,tanggal   : Kamis, 25 Oktober 2012
Jam   : 09.55 – 10.00
Tempat   : Depan Ruang kelas VIII B
Kegiatan   : Wawancara siswa
Responden   : P   = Peneliti
                  S   = Siswa

Waktu istirahat digunakan P untuk menanyai beberapa S tentang pelajaran tadi. S mengaku senang dan antusias dengan kegiatan pembelajaran tadi. Mereka mengaku paham dengan dijelaskannya konteks situasi dari teks sehingga mereka lebih bisa mencari ide di dalam kehidupan sehari – hari.

No.   : FN.17
Hari,tanggal   : Rabu, 31 Oktober 2012
Jam   : 09.00 – 11.20
Tempat   : Ruang kelas VIII B
Kegiatan   : Observasi (pertemuan ketiga)
Responden   : P   = Peneliti
                  GBI   = Guru Bahasa Inggris
                  S   = Siswa
                  T   = Teman peneliti

P dan R sampai di sekolah pukul 09.00. Setelah P mengisi buku tamu, P menunggu waktu masuk di kursi jaga piket sambil mempersiapkan materi pembelajaran hari ini. Setelah pukul 09.55, P menemui GBI untuk masuk ke ruang kelas VIII B. Pertama GBI menyapa S lalu P membuka pelajaran dengan salam dan menanyakan kehadiran siswa. Sebelum mulai pelajaran, P membagikan materi kepada S serta mengulas pelajaran pada pertemuan sebelumnya. Pertama, P mencoba menarik pehatian S dengan menunjukkan gambar beberapa orang yang sudah familier dengan kehidupan sehari-hari S sehingga S terlihat lebih antusias. P bertanya, ""Mereka berceloteh, ""Pada pertemuan kali ini para *trouble makers* sudah terlihat antusias, mereka aktif merespon pertanyaan P dan mengerjakan tugas. P menjelaskan bahwa di kehidupan sehari-hari kita pasti mempunyai idola dan sering diminta mendeskripsikannya.

Lalu P menempelkan contoh teks descriptive di papan tulis. P menjelaskan konteks dari teks itu. Setelah membahas teks itu dan kosa kata yang terkait, S berdiskusi mengerjakan tugas kelompok yang P telah persiapkan yaitu mendeskripsikan beberapa idola dengan tiga kalimat sesuai dengan gambar. Sebelumnya P menjelaskan konteks dari tugas itu. S terlihat antusias mencari kosa kata yang tepat di kamus. Setelah 10 menit, hasil kerja S dibahas bersama-sama. Setiap kelompok membacakan hasil kerjanya. Setelah itu, P memberikan tugas kelompok yang kedua yaitu menyusun teks sesuai gambar. Hasil kerja siswa ditempel di papan tulis. P memberikan hadiah bagi kelompok yang terbaik. Pada pertemuan kali ini, grup trouble makers yang terbaik. Ini menunjukkan bahwa mereka sudah antusias belajar.

Kemudian P memberikan tugas individu untuk menyusun teks descriptive sesuai gambar idola yang disediakan. Setelah dibahas bersama, tugas terakhir adalah menyusun kartu ucapan dengan sebuah konteks yang diberikan oleh P. P mengumpulkan hasil kerja setiap S. P mengulas pelajaran hari itu dan menanyakan kesulitan S. Akhirnya P memberitahu S materi untuk pertemuan minggu depan lalu menutup pelajaran. Setelah selesai, P mewawancarai beberapa S di dalam kelas tentang pembelajaran tadi. Lalu P beralih bertanya ke S yang ada di luar kelas.

No.   : FN.18
Hari,tanggal : Rabu, 31 Oktober 2012
Jam   : 09.55 – 10.00
Tempat   : Depan Ruang kelas VIII B
Kegiatan   : Wawancara guru
Responden   : P   = Peneliti
                S   = Siswa

G = Guru

P bersama R menuju ruang guru untuk menemui GBI. P mewawancarai GBI tentang pembelajaran hari ini dan pertemuan sebelumnya. Menurut GBI, P sudah mengajar dengan baik. Materi serta media juga sangat baik. Namun, GBI mengaku bahwa para S di sekolah ini memang di bawah rata-rata sehingga P harus memaklumi. Tetapi pada pertemuan tadi S trouble makers sudah antusias terbukti dengan hasil kerja kelompok mereka sangat baik. Selain itu, untuk pertemuan selanjutnya GBI memberikan masukan agar P meningkatkan tingkat kesulitan teks descriptive yang tadi digunakan untuk tugas. P pamit pada GBI dan G lainnya untuk pulang

No. : FN.19
Hari,tanggal : Kamis, 1 November 2012
Jam : 07.15 – 11.20
Tempat : Ruang kelas VIII B
Kegiatan : Observasi (pertemuan keempat)
Responden : P = Peneliti
GBI = Guru Bahasa Inggris
S = Siswa
T = Teman peneliti

P dan R sampai di sekolah pukul 07.15. Setelah P mengisi buku tamu, P menunggu waktu masuk di kursi jaga piket sambil mempersiapkan materi pembelajaran hari ini. Setelah pukul 08.20, P dan T menemui GBI untuk masuk ke ruang kelas VIII B. Pertama GBI menyapa S lalu P membuka pelajaran dengan salam dan menanyakan kehadiran siswa. Sebelum mulai pelajaran, P membagikan materi kepada S. Pertama, P mencoba menarik pehatian S dengan menunjukkan gambar sehingga S terlihat lebih antusias. S trouble makers terlihat antusias, mereka masih aktif merespon pertanyaan P dan mengerjakan tugas walaupun masih perlu penjelasan konteks. P menjelaskan bahwa di kehidupan sehari-hari kita selalu datang ke beberapa tempat. Lalu P menempelkan contoh greeting card di papan tulis. P menjelaskan konteks dari teks itu. Setelah membahas teks itu, S berdiskusi mengerjakan tugas kelompok yang P telah persiapkan. Sebelumnya P menjelaskan konteks dari tugas itu. S terlihat antusias mencari kosa kata yang tepat di kamus. Setelah 10 menit, hasil kerja S dituliskan di depan kelas dan dibahas bersama-sama. P memberikan hadiah bagi kelompok yang terbaik. Pelajaran dihentikan terlebih dahulu untuk istirahat.

Setelah bel masuk berbunyi, P, R, dan GBI sudah siap di kelas. Namun seperti pertemuan hari Kamis sebelumnya, hanya beberapa S yang sudah masuk kelas. Sebagian besar S masih santai istirahat sehingga banyak waktu yang terbuang.

Baru setelah sekitar 10 menit semua S masuk kelas. Kemudian P memberikan tugas individu untuk menyusun teks. Tugas terakhir adalah tugas menyusun teks descriptive dengan sebuah konteks yang diberikan oleh P. P mengumpulkan hasil kerja setiap S. P mengulas pelajaran hari itu dan menanyakan kesulitan S. Akhirnya P menutup pelajaran.

No.   : FN.20
Hari,tanggal   : Kamis, 1 November 2012
Jam   : 09.55 – 10.00
Tempat   : Depan Ruang kelas VIII B
Kegiatan   : Wawancara siswa
Responden   : P   = Peneliti
               S   = Siswa

Waktu istirahat digunakan P untuk menanyai S tentang pelajaran tadi. S mengaku tetap senang dan antusias dengan kegiatan pembelajaran tadi. Mereka mengaku paham dengan dijelaskannya konteks situasi dari teks sehingga mereka lebih bisa mencari ide di dalam kehidupan sehari – hari.

No.   : FN.21
Hari,tanggal   : Kamis, 1 November 2012
Jam   : 11.20 – 11.30
Tempat   : Depan Ruang kelas VIII B
Kegiatan   : Wawancara siswa
Responden   : P   = Peneliti
               S   = Siswa

P menunggu istirahat kedua untuk mewawancarai GBI. P bertanya tentang observasi yang telah dilaksanakan P dalam beberapa pertemuan. GBI mengatakan bahwa P sudah melaksanakan dengan baik. S juga sudah menunjukkan peningkatan pada kemampuan menulis. Menurut GBI, observasi sudah tidak perlu ditambah pertemuan lagi karena permasalahan sudah bisa diatasi.

APPENDIX E

INTERVIEW TRANSCRIPT

Interview 1

Date : August 23th, 2012   R   : Researcher
Time : 09.15 – 09.30 a.m.   ET   : English Teacher
Place : Teacher room

R	"Menurut Ibu bagaimana pembelajaran bahasa Inggris di sekolah ini? Apakah Ibu masih merasa kurang?"
ET	"Ya… (tersenyum) masih. Karena anak-anak kurang motivasi. Selain itu ya... vocab. Vocab itu, Mbak"
R	"Vocabnya bagaimana, Bu?"
ET	"Ya masih kurang. *Lha wong* disuruh bawa kamus aja nggak mau. Padahal udah ada denda tapi banyak yang bilang "Berat, Bu. Mending bayar denda aja."
R	"Lalu kaitannya dengan menulis apakah ada kendala, Bu?"
ET	"Pasti ada, terutama grammar. Padahal ya sudah diajari tapi ya *dibaleni terus.* Apalagi buat kalimat dan paragraf yang betul"
R	"Lalu apa kiat-kiat ibu?"
ET	"Ya cuma sering-sering mengingatkan supaya tidak diulangi lagi. Tapi ya anak di sini memang luar biasa jadi perlu kesabaran ekstra."
R	"Lalu apakah ibu selalu memberikan konteks situation dari teks?"
ET	"Oh, iya."

Interview 2

Date : August 23th, 2012   R   : Researcher
Time : 10.00 – 10.30 a.m.   S   : Student
Place : Classroom

R	"Bagaimana pelajaran Bahasa Inggris menurut kalian? Sulit apa mudah?"
S	"Sulit, Mbak." "sulit"
R	"Bagaimana dengan kamu, Dik?"
S	"Sama kayak temen-temen, Mbak." (S23)
R	"Oh, gitu. Emang kalo pelajaran Bahasa Inggris terutama menulis kegiatannya apa?"
S	"Opo yo. Biasanya individu ngerjain LKS." (S4)
R	"Apa kalian senang?"
S	"Sebenernya bosen sih mbak, tp mau gimana lagi." (S4)
R	"Oh, lalu kalian sering dikasih tau tentang konteks situasi misal buat apa dan kapan teks itu dipakai nggak?"
S	"Cuma kadang-kadang, jadi bingung"(S23)
R	"Jadi menurut kalian biar gampang nulis gimana? Apa perlu ditambah konteksnya dan dijelasin sebelum menulis?"
S	"Perlu itu Mbak, biar dhong." (S4) (S24)

Interview 3

Date : August 25th, 2012   R : Researcher
Time : 12.50 – 13.00 a.m.   S : Student
Place : Classroom

R	"Gimana tadi pelajarannya, Dik? Asyik nggak?"
S	"Asyik, tapi bosen" (tertawa) (S1)
R	"Lha terus tadi kan kalian disuruh nulis sama Bu Yus. Kalian bisa tidak?"
S	"Nggak, bingung nulise piye." (Tertawa) (S17) *Iya, Mbak. Bingung le ninggriske.* (S1) *Iya, karang dudu wong Inggris.* *(Tertawa)* (S6) "Aku ngawur kok, Mbak" (S16)
R	"Kalau ide tulisan sama susunannya gitu bingung gak?"
S	"Ho'o, itu juga Mbak" (S1) "Bingunge banget." (S17)
R	"Mm..Terus tadi kalian seneng nggak sama pelajarannya?"
S	Nggak, ngantuk, Mbak." (S16) *"Ra Dhong Blas"* (S17) "Ah, sangat membosankan." (S1)

Interview 4

Date : August 24 th, 2012   R : Researcher
Time : 12.50 – 13.00 a.m.   S : Student
Place : Classroom

R	"Gimana menurut kalian tentang pelajaran tadi, Dik? Asyik nggak?"
S	"Asyik" (S17) "Menyenangkan." (S6)
R	"Oke, menyenangkan tapi jelas nggak?"
S	Jelas kok, Mbak." (Tertawa) (S17) *"Jelas."* (S1) *"Lumayan."* (S6) "Aku ngawur kok, Mbak" (S16)
R	"Lumayan bisa atau lumayan nggak?"
S	"lumayan bisa" (S6)
R	"Tadi Miss era menjelaskan konteks situasi sebelum nulis. Bantu nggak, Dik?"
S	"Iya, Mbak" (S1) "Lumayan." (S17)

Interview 5

Date   : October 24th, 2012   R   : Researcher

Time   : 09.55 – 10.00 a.m.   ET   : English Teacher

Place : in front of the classroom

R	"Bagaimana pendapat Ibu mengenai pembelajaran tadi, Bu?"
ET	"Oh, sudah bagus. Tadi Miss Era sudah mengajar sangat baik dan media juga baik. Anak-anak terlihat tertarik"
R	"terimakasih, Bu. Lalu apakah ada masukan untuk selanjutnya, Bu?"
ET	"Nggak, udah bagus. Cuma ya sabar saja dengan anak-anak yang membuat rame."
R	"Ya, Bu. Terimakasih."

Interview 6

Date   : October 25th, 2012   R   : Researcher

Time   : 09.55 – 10.00 a.m.   S   : Student

Place : Classroom

R	"Terus jelas belum tentang pelajaran tadi?"
S	"Kalau aku sudah." (S19) "Sedikit." (S10) "Sudah, Mbak." (S5) "Masih bingung dikit sih, Mbak." (S20)
R	"Yang masih kurang jelas yang mana bagian apa, Dik?"
S	"Urutan-urutan kalimatnya itu lho." (S5) "Iya, Mbak. Masih bingung dikit bagian ngingriske." (S20) "Kalau buat kalimat apalagi paragraf masih acak-acakan gitu." (S10)
R	"Apa tadi Miss Era njelasin grammarnya kecepetan ya?"
S	"Iya, kecepetan dikit." (S10) "Kurang contoh kalimatnya, Mbak." (S16)
R	"Oh gitu. Oke, besok Miss Era jelaskan lebih lanjut. Terus, tadi kan kalian kan disediakan konteks situasi dan kerja kelompok to, ya kan? Nah, itu membantu kalian nggak?"
S	"Iya" (S20) "Iya, tapi masih bingung sedikit." (S17) "Bantu kok Mbak, asyik juga." (S5) "Mm..Lumayan" (S10)
R	"Bantunya gimana?"
S	"Ya bantu aja, kerjaan jadi ringan." (S17) "Bisa bantu dapat kata-kata kunci jadi nggak bingung mau nulisnya." (S17) "Ya bisa tahu buat apa nulisnya itu terus garapnya bareng jadi bisa tanya-tanya" (S10) "Apa ya? Kalau sendiri kan bingung, kalau bareng kan jadi gampang apalagi dijelasin konteks ceritanya itu." (S20)

Interview 7

Date : October 25th, 2012   R : Researcher

Time : 09.55 – 10.05 a.m.   S : Student

Place : In front of classroom

R	"Em, terus kalian suka nggak sama pelajaran Bahasa Inggris hari ini?" "Kenapa kok suka?"
S	"Suka, Mbak." (S17) "Nggak bikin bosen soalnya kelompokan juga." (S1) "Asyik." (S4)
R	"Terus, kesulitan apa yang kalian temui?"
S	"Artinya, Mbak." (S11)(S16) "Yang paling sulit ya bikin urutan kalimat yang bener." (S17) "Iya, kalau buat kalimat sering acak-acakan." (S16) (tertawa bersama)
R	"Oh, jadi masih bingung grammarnya ya?"
S	"Iyo, Mbak." (S6)(S20)
R	"O ya, tadi Miss Era kan udah nyediakan dan njelaskan konteks situasi sebelum kegiatan. Bagaimana menurut kalian? Bantu nggak?"
S	"Iya, bantu." (S1) "*Sithik, Mbak. Aku ra pinter Bahasa Inggris e.*" (Tertawa bersama) (22) "Lumayan." (S23) "Bantu *banget*, Miss." (S4)
R	"Membantunya gimana?"
S	"Jadi lumayan *dhong*, Mbak." (S23) "Kalau pas nggak ada ide kan bisa lihat cerita sebelumnya, *nek ra yo takon-takon.*" (S1) "Bisa lebih asyik, nggak bikin ngantuk" (S4)
R	"Emang biasanya nggak pernah kerja kelompokan?"
S	"Kadang-kadang, Mbak." (S1) "*Ah, ra tau, Mbak.*" (S12) "*Gur kadang-kadang.*" (S22)

Interview 8

Date   : October 26th, 2012   R   : Researcher
Time   : 09.55 – 10.00 a.m.   ET   : English Teacher
Place : in front of the classroom

R	"Bagaimana pendapat ibu mengenai pembelajaran tadi, Bu?"
ET	"Sudah bagus, tadi mengajarnya sudah sip pokoknya. Cuma memang anak-anak kita memang special, istimewa (tertawa) jadi ya maklum. Untuk media juga sudah bagus. Tapi tadi saya lihat anak-anak masih banyak salah grammarnya."
R	"Terimakasih, Bu. Kira-kira ibu ada masukan apa?"
ET	"Sepertinya nggak ada masukan. Oh iya, tadi Miss Era belum menjelaskan grammar pola-pola kalimat ya?"
R	"Sudah, Bu tapi ya memang cuma sepintas"
ET	"Untuk besok ditambah saja Mbak."
R	"*Nggih*, Bu. *Nuwun*."
ET	"Ya, sama-sama, Mbak"

Interview 9

Date   : November 1st, 2012   R   : Researcher
Time   : 09.55 – 10.00 a.m.   S   : Student
Place : In front of classroom

R	"Ada kurang apa dari pembelajaran tadi, Dik"
S	"Tambah aja hadiahnya, Mbak" (S20)
R	"Oh ya. Miss Era usahakan ya. Terus apakah sekarang masih ada kesulitan dalam menulis?"
S	"Nggak, Miss." (S19)
R	"Mm..oke, terus pemberian konteks yang dijelaskan sama Miss Era tadi bantu nggak dik?"
S	"Bantu." (S19)(20) "Banget, Miss. (S16)" "Bantunya gimana?" "Ya bisa dapat ide. Bisa ngira-ngira kalau kita pas jadi orangnya yang suruh nulis gitu, Mbak." (S16) "Jadi nggak bingung nulis tentang apa terus bisa nyambungin." (S19) "Jadi lebih gampang nulisnya." (S20)
R	"Terus peningkatan apa yang kalian rasakan dalam menulis?"
S	"Sekarang sudah bisa buat kalimat yang betul terus nyambungin." (S20) "Udah tahu gunanya nulis buat apa dari contoh." (S18)

Interview 10

Date : November 1st, 2012   R : Researcher
Time : 10.00 – 10.05 a.m.   S : Student
Place : In front of classroom

R	"Tadi ada kesulitan nggak nulisnya, dik?"
S	"Nggak, Miss." (S2) "Udah dhong kok." (S4) (S23)
R	"Mm..oke, terus pemberian konteks yang dijelaskan sama Miss Era tadi bantu nggak dik?"
S	"Bantu, Mbak" (S23) "Lumayan" (S2) "Iya." (S12)
R	"Bantunya gimana?"
S	"Ya bantu aja." (S12) "Bantu cari ide buat apa dan siapa tulisannya." (S1)(S4) "It helped to show me for what and for whom the writing was.") "Bisa dapat contoh *vocab*." (S23)
R	"Terus peningkatan apa yang kalian rasakan dalam menulis?"
S	"Ya bisa nulis bener dan sesuai situasi dan kondisi." (tertawa bersama) (S23) "Udah tahu gunanya nulis buat apa dari contoh." (S4) "Jadi kalau nulis berkurang salahnya." (S1) "Yang pasti nggak acak-acakan lagi, Mbak." (S4)

Interview 8

Date : October 26th, 2012   R : Researcher
Time : 11.20 – 11.30 a.m.   ET : English Teacher
Place : in front of the classroom

R	"Bagaimana pendapat ibu mengenai pembelajaran yang telah saya lakukan dalam beberapa pertemuan ini, Bu?"
ET	"Miss Era Sudah bagus, media, semuanya sudah bagus.
R	"Menurut ibu apakah motivasi siswa dan kemampuannya meningkat, Bu?"
ET	"Jela ada. *Grammar*nya sudah mulai lumayan. Anak-anak kelihatannya antusias. Nulisnya juga sudah bagus.
R	"Lalu apakah saya perlu menambah pertemuan atau dirasa suah cukup, Bu?"
ET	"Sudah saja, Mbak. Toh waktu yang diijinkan Ibu Kepala sudah terbatas."
R	*"Nggih, Bu. Nuwun nggih, Bu.*"
ET	"Sama-sama, Mbak"

APPENDIX F

OBSERVATION CHECKLIST

CLASSROOM OBSERVATION DURING THE IMPLEMENTATION
(OBSERVATION SHEET)

Cycle   : 1
Meeting   : 1
Date   : October 24ᵗʰ, 2012

No.	Researcher's Activities	Yes	No
1.	The researcher opens the class by greeting and asking students' condition	√	
2.	The researcher checks students' attendance	√	
3.	The researcher introduces the topic to the students	√	
4.	The researcher introduces an example of the text	√	
5.	The researcher asks students to study the text	√	
6.	The researcher explains the generic structure and language features of the text	√	
7.	The researcher guides the students to develop the text	√	
8.	The researcher collects students' works	√	
9.	The researcher asks students' difficulties during the teaching and learning process	√	
10.	The researcher concludes the materials	√	
11.	The researcher reviews the next materials	√	
12.	The researcher closes the lesson	√	

No.	Students' Activities	Yes	No
1.	The students pays attention to the researcher's explanation	√	
2.	The students are active during the teaching and learning process	√	
3.	The students understand the researcher's explanation	√	
4.	The students can generate ideas well	√	
5.	The students can apply the grammatical features well		√
6.	The students can organize the paragraph well		√
7.	The students ask the researcher when they have questions about the materials		√

Cycle   : 1
Meeting   : 2
Date   : October 25th, 2012

No.	Researcher's Activities	Yes	No
1.	The researcher opens the class by greeting and asking students' condition	√	
2.	The researcher checks students' attendance	√	
3.	The researcher introduces the topic to the students	√	
4.	The researcher introduces an example of the text	√	
5.	The researcher asks students to study the text	√	
6.	The researcher explains the generic structure and language features of the text	√	
7.	The researcher guides the students to develop the text	√	
8.	The researcher collects students' works	√	
9.	The researcher asks students' difficulties during the teaching and learning process	√	
10.	The researcher concludes the materials	√	
11.	The researcher reviews the next materials	√	
12.	The researcher closes the lesson	√	

No.	Students' Activities	Yes	No
1.	The students pays attention to the researcher's explanation	√	
2.	The students are active during the teaching and learning process	√	
3.	The students understand the researcher's explanation	√	
4.	The students can generate ideas well	√	
5.	The students can apply the grammatical features well		√
6.	The students can organize the paragraph well	√	
7.	The students ask the researcher when they have questions about the materials		√

Cycle   : 2
Meeting   : 3
Date   : October 31ᵗʰ, 2012

No.	Researcher's Activities	Yes	No
1.	The researcher opens the class by greeting and asking students' condition	√	
2.	The researcher checks students' attendance	√	
3.	The researcher introduces the topic to the students	√	
4.	The researcher introduces an example of the text	√	
5.	The researcher asks students to study the text	√	
6.	The researcher explains the generic structure and language features of the text	√	
7.	The researcher guides the students to develop the text	√	
8.	The researcher collects students' works	√	
9.	The researcher asks students' difficulties during the teaching and learning process	√	
10.	The researcher concludes the materials	√	
11.	The researcher reviews the next materials	√	
12.	The researcher closes the lesson	√	

No.	Students' Activities	Yes	No
1.	The students pays attention to the researcher's explanation	√	
2.	The students are active during the teaching and learning process	√	
3.	The students understand the researcher's explanation	√	
4.	The students can generate ideas well	√	
5.	The students can apply the grammatical features well	√	
6.	The students can organize the paragraph well	√	
7.	The students ask the researcher when they have questions about the materials	√	

Cycle : 2
Meeting : 4
Date : November 1st, 2012

No.	Researcher's Activities	Yes	No
1.	The researcher opens the class by greeting and asking students' condition	√	
2.	The researcher checks students' attendance	√	
3.	The researcher introduces the topic to the students	√	
4.	The researcher introduces an example of the text	√	
5.	The researcher asks students to study the text	√	
6.	The researcher explains the generic structure and language features of the text	√	
7.	The researcher guides the students to develop the text	√	
8.	The researcher collects students' works	√	
9.	The researcher asks students' difficulties during the teaching and learning process	√	
10.	The researcher concludes the materials	√	
11.	The researcher reviews the next materials	√	
12.	The researcher closes the lesson	√	

No.	Students' Activities	Yes	No
1.	The students pays attention to the researcher's explanation	√	
2.	The students are active during the teaching and learning process	√	
3.	The students understand the researcher's explanation	√	
4.	The students can generate ideas well	√	
5.	The students can apply the grammatical features well	√	
6.	The students can organize the paragraph well	√	
7.	The students ask the researcher when they have questions about the materials	√	

APPENDIX G

STUDENTS' WRITING SCORES

Average Students' Writing Performance Task Score
Meeting 1

No.	Ss	Aspects					Scores
		Content	Organization	Vocabulary	Language use	Mechanics	
1.	S1	4	4	3	1	1	13
2.	S2	2	3	3	3	1	12
3.	S3	2	2	3	4	3	14
4.	S4	4	3	3	3	2	15
5.	S5	4	4	4	3	2	17
6.	S6	3	4	1	3	2	13
7.	S7	2	2	3	3	2	12
8.	S8						
9.	S9	3	3	2	2	1	11
10.	S10	2	2	3	3	3	13
11.	S11	4	3	4	4	2	17
12.	S12	3	3	3	2	1	12
13.	S13						
14.	S14						
15.	S15	3	2	2	2	2	11
16.	S16	4	4	3	2	2	15
17.	S17	4	4	4	4	3	19
18.	S18	2	2	3	3	2	12
19.	S19	3	3	2	4	3	15
20.	S20	3	3	2	3	2	13
21.	S21	2	2	2	2	2	10
22.	S22	3	2	2	3	2	12
23.	S23	4	3	3	3	3	16
Total		61	58	55	57	41	272
Mean		3,05	2,9	2,75	2,85	2,05	13,6

Average Students' Writing Performance Task Score
Meeting 2

No.	Ss	Aspects					Scores
		Content	Organization	Vocabulary	Language use	Mechanics	
1.	S1	3	4	3	2	3	15
2.	S2						
3.	S3	4	3	3	3	3	16
4.	S4	4	4	3	3	2	16
5.	S5	4	4	3	3	3	17
6.	S6	2	3	3	2	3	13
7.	S7	2	2	2	3	3	12
8.	S8	2	2	2	3	3	12
9.	S9	3	3	2	3	2	13
10.	S10	3	2	3	3	2	13
11.	S11	3	4	3	3	3	16
12.	S12	3	2	3	3	2	13
13.	S13						
14.	S14	3	2	2	2	3	12
15.	S15						
16.	S16	4	4	3	2	2	15
17.	S17	3	3	3	4	3	16
18.	S18	4	3	3	3	3	16
19.	S19	4	4	3	4	3	18
20.	S20	3	4	3	3	3	16
21.	S21	3	2	2	3	3	13
22.	S22	2	2	3	3	2	12
23.	S23	4	4	4	3	2	17
Total		63	61	56	58	53	291
Mean		3,15	3,05	2,8	2,9	2,65	14,55

Average Students' Writing Performance Task Score
Meeting 3

No.	Ss	Aspects					Scores
		Content	Organization	Vocabulary	Language use	Mechanics	
1.	S1	3	4	3	2	2	14
2.	S2	3	2	3	3	1	12
3.	S3	4	4	3	4	3	18
4.	S4	4	3	3	4	4	18
5.	S5	4	3	2	4	3	16
6.	S6	3	2	2	3	2	12
7.	S7	3	2	3	3	2	13
8.	S8						
9.	S9						
10.	S10	4	2	3	4	2	15
11.	S11	4	3	4	3	3	17
12.	S12	3	2	3	2	2	12
13.	S13	2	2	3	2	3	12
14.	S14						
15.	S15	3	3	2	2	2	12
16.	S16	4	4	3	4	3	18
17.	S17	4	3	3	3	3	16
18.	S18	4	4	3	3	3	17
19.	S19	4	4	4	3	4	19
20.	S20	3	4	3	3	3	16
21.	S21	3	3	2	3	2	13
22.	S22	3	2	2	3	2	12
23.	S23						
Total		65	56	54	58	49	282
Mean		3,42	2,947	2,84	3,052	2,579	14,842

Average Students' Writing Performance Task Score
Meeting 4

No.	Ss	Aspects					Scores
		Content	Organization	Vocabulary	Language use	Mechanics	
1.	S1	3	4	3	3	2	15
2.	S2	3	3	3	3	2	14
3.	S3	4	4	4	4	4	20
4.	S4	4	4	4	4	3	19
5.	S5	4	4	4	3	4	19
6.	S6						
7.	S7	3	3	3	2	3	14
8.	S8						
9.	S9						
10.	S10	4	2	3	3	3	15
11.	S11	4	4	4	4	4	20
12.	S12	3	2	3	2	3	13
13.	S13						
14.	S14	3	2	3	3	3	14
15.	S15						
16.	S16	4	4	4	4	3	19
17.	S17	4	4	4	4	3	19
18.	S18	4	4	3	3	3	17
19.	S19	4	4	4	3	4	19
20.	S20	4	3	3	3	3	16
21.	S21	3	2	3	3	3	14
22.	S22	3	2	2	3	3	13
23.	S23	4	3	4	3	3	17
Total		65	58	61	57	56	297
Mean		3,611	3,222	3,389	3,167	3,111	16,5

APPENDIX H

SAMPLES OF STUDENTS WRITING

Dear Justin.

I am sorry to hear that you stuck in the bed. I hope that you are feeling better soon.

Love,
Diana

Name : Bima Pramuditya

Student Number : 1

24 Oct 2012 (date)

Dear christina....,

occasion
In this joyous, I want to say.................
MERRY CHRISTMAS and HAPPY New
Year. I hope you (Happy).................

yours,
Bima....

Name : BIMA PRAMUDITYA
No. : 1.

25 oct 2012 (date)

Dear Rumana

Thanks for story book you have left for me. The books
are good. They will always more me remember
who? fullstop

Yours,
Robby

Name : Reza Arta .V.
Student No. : 16

MY Hometown

I live in Godean. I usually goto swimming
Pool on holiday. It is located in Godean. It is
beautiful and amazing the weather
is cool. It is interesting because the water
is cool and comfortable For sport. It is
Famous For the big Pool.

Name   : Reza A.V.

Student No.   : 16

Syahrini

She is a singer After that, She is a beautiful. Next, She has long hair. Next, She has white skin. Next, She has big eyes. Besides, she has slim body. Then, She has round Face.

APPENDIX I

PHOTOGRAPHS

1. Students were paying attention to the picture

2. Students were listening to the audio aid

3. Students were paying attention to the researcher's explanation seriously

4. Students were doing a task in pair

5. Students were doing a task in group

6. Students were doing an individual task seriously

7. Presenting students' group wotk in front of the class

8. The students and the researcher were discussing students' work

APPENDIX J

PERMIT LETTERS

Nomor : 1172k/UN.34.12/PP/IX2012   27 September 2012
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Grade VIII Students' Writing Ability through Contextualization at SMP Negeri 2 Moyudan in the Academic Year of 2012/2012

Mahasiswa dimaksud adalah :

Nama : HUMAERA SILVIA MARISTY
NIM : 08202244037
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Oktober – Desember 2012
Lokasi Penelitian : SMP Negeri 2 Moyudan

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

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Dr. Widyastuti Purbani, M.A.
NIP 19610524 199001 2 001

Tembusan:
Kepala SMP Negeri 2 Moyudan

SURAT KETERANGAN / IJIN
070/7975/V/9/2012

Membaca Surat	:	Dekan Fakultas Bahasa dan Seni UNY	Nomor	:	1172k/UN.34.12/PP/IX/2012
Tanggal	:	27 September 2012	Perihal	:	Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegitan Penelitian dan Pengembangan di Indonesia;

2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;

3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.

4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama	:	HUMAERA SILVIA MARISTY	NIP/NIM	:	08202244037
Alamat	:	Karangmalang Yogyakarta			
Judul	:	IMPROVING GRADE VIII STUDENTS' WRITING ABILITY THROUGH CONTEXTUALIZATION AT SMP NEGERI 2 MOYUDAN IN THE ACADEMIC YEAR OF 2012/2013			
Lokasi	:	- Kec. MOYUDAN, Kota/Kab. SLEMAN			
Waktu	:	28 September 2012 s/d 28 Desember 2012			

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
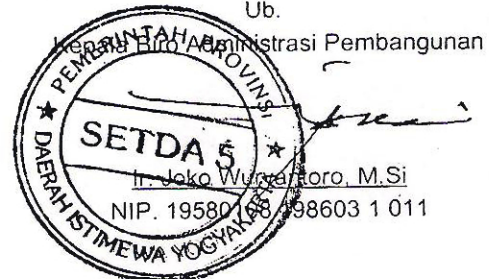5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 28 September 2012
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan

Ir. Joko Wuryantoro, M.Si
NIP. 19580168 198603 1 011

Tembusan :
1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman c/q Ka. Bappeda
3. Ka. Dinas Pendidikan, Pemuda dan Olahraga Provinsi DIY
4. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta.
5. Yang Bersangkutan
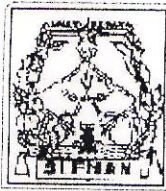
S U R A T   I Z I N
Nomor : 070 / Bappeda / 2694 / 2012

TENTANG
PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.

Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta

Nomor : 070/7975/V9/2012   Tanggal : 28 September 2012

Hal : Izin Penelitian

MENGIZINKAN :

Kepada	:	
Nama	:	HUMAERA SILVIA MARISTY
No.Mhs/NIM/NIP/NIK	:	08202244037
Program/Tingkat	:	S1
Instansi/Perguruan Tinggi	:	Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi	:	Karangmalang Yogyakarta
Alamat Rumah	:	Parakan Wetan Sendangsari Minggir Sleman
No. Telp / HP	:	085729485836
Untuk	:	Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul

IMPROVING GRADE VIII STUDENTS ' WRITINGABILITY THROUGH CONTEXTUALIZATION AT SMP NEGERI 2 MOYUDAN IN THE ACADEMIC YEAR OF 2012/2013

Lokasi : SMP N 2 Moyudan

Waktu : Selama 3 bulan mulai tanggal: 28 September 2012 s/d 28 Desember 2012

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.

2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.

3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.

4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.

5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

       Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

       Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman
Pada Tanggal : 1 Oktober 2012
a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris
u.b.
Kepala Bidang Pengendalian dan Evaluasi

Tembusan :
1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Moyudan
6. Kepala SMP N'2 Moyudan
7. Dekan Fak. Bahasa dan Seni Budaya UNY
8. Yang Bersangkutan

Dra. SUCI IRIANI SINURAYA, M.Si, M.M
Pembina, IV/a
NIP 19630112 198903 2 003