IMPROVING STUDENTS' WRITING SKILLS ON RECOUNT TEXTS THROUGH COLLABORATIVE WRITING TECHNIQUE

(Classroom Action Research on Grade Eight of SMP N 2 Sentolo in the Academic Year of 2011/2012)

A Thesis

**Presented as partial fulfillment of the requirements
for the attainment of the Sarjana Pendidikan Degree
on the English Language Education**

**by
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**ENGLISH EDUCATION DEPARTMENT
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APPROVAL

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iii

PERNYATAAN

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

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

Yogyakarta, 27 Maret 2012
Penulis

Amrih Bekti Utami

iv

DEDICATION SHEET

I greatly dedicate this thesis to my dearly loved parents. I'm such the luckiest person because of being your only daughter. Thank you for all your support, love, and prayers on every little step of mine. I love you more than anything.

MOTTOS

"Sesungguhnya sesudah kesulitan itu ada kemudahan."
(Q.S. Al Insyirah 94:6)

"Kuberi tahu rahasia padamu, kawan... buah paling manis dari berani bermimpi adalah kejadian-kejadian menakjubkan dalam perjalanan menggapainya." (Andrea Hirata-Penulis)

"I HAVE A DREAM..." (WESTLIFE)

"You may say I'm a dreamer, but I'm not the only one." (John Lennon)

"If you lose today,

you'll be the best in the world.

But if you win today, you'll be eternal."

(Pep Guardiola)

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At last, I consider that my thesis is still far from being perfect. Thus, 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, 27 Maret 2012

Amrih Bekti Utami

viii

TABLE OF CONTENTS

APPENDICES

LIST OF TABLES

ABSTRACT

IMPROVING STUDENTS' WRITING SKILLS ON RECOUNT TEXTS THROUGH COLLABORATIVE WRITING TECHNIQUE
(Classroom Action Research on Grade Eight of SMP N 2 Sentolo in the Academic Year of 2011/2012)

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The objective of this research is to describe the actions conducted to improve the students' writing skills on recount texts through collaborative writing at grade eight of SMPN 2 Sentolo. This research applied the principles of classroom action research. The use collaborative writing in this research is expected to improve students' writing skills on recount texts.

The research consisted of two cycles. On each cycle, the researcher collaboratively involved the research members namely, the English teacher, the students, and the researcher herself. It was divided into two main steps, namely reconnaissance which is the step of identifying the field problems and the action which is the step of planning, implementing, evaluating, and reflecting the actions. The data were obtained from the observation during the implementation of the actions, interview transcripts, and the students' tasks. The data were presented into qualitative and quantitative data. The qualitative data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' writing skills through the pretest and posttest.

The result of this study shows that the use of collaborative writing is effective to improve students' writing skills. From the data obtained, it can be said that the students were more enthusiastic to attend the lesson. They had motivation to write. They were also able to create positive relationship when they worked collaboratively in groups. It was because they had multiple pairs of eyes to proofread the writing. Besides, the students were offered the opportunity to give and receive immediate feedback on language used on their writings.Therefore, the teaching-learning process became more interesting and the students enjoyed the writing process. The improvement was also found in the writing aspects namely, content, organization, vocabulary, language use, and mechanics. As a result, the students could perform better writing on recount texts.

CHAPTER I

INTRODUCTION

This study is aimed at improving students' writing skills through collaborative writing on recount texts. This chapter consists of five sections: Background of the Study, Identification of the Problem, Limitation of the Problem, Formulation of the Problem, and Significance of the study.

A. Background of the Study

In the area of education with English as a foreign language, the students especially junior high school students are required to be able to communicate in both spoken and written language. Written language is one of language products as well as the means of communication. The written language can be expressed through written products which need specialized skills. The written products can be measured as the students' achievement in a process of learning the language. As a result, writing skills become an important part in students' English learning process. However, the teaching learning English in the schools does not give adequate proportion of writing skills. Writing skills are less taken into consideration in the teaching process than the other skills. For example, teachers often ask students to read certain texts and answer the following question instead of asking them to produce a text. It makes the students feel that writing skills seem not very important. Consequently, the problems aroused become an obstacle for the students to gain a good result on their writings.

The imbalance proportion of teaching writing to students makes the students find some difficulties in writing, likewise the students in SMP N 2 Sentolo. The result of students' writing skills especially the students of the second grade in SMPN 2 Sentolo was still far from being satisfactory. Based on the observation at 20th October 2011, the researcher found that most of the students of class VIII B could not achieve the basic competence of writing skills. It was reflected in the large number of errors they made concerning punctuation, grammatical errors, word choice, and cohesive device. In other words, the students could not meet the minimum requirements in writing.

Moreover, the students of second grade in SMP N 2 Sentolo seemed not to be able to use the orthography correctly, including the script, and spelling. They found it difficult to spell the foreign language because they hardly ever knew the words used on their composition of writings. This inability made them write the forms of word incorrectly. Further, the students who did not recognize the form of words failed to express the right tense, case, or gender.

Another fact, which shows the students' low writing skills, was that the composition they made was not coherently correct. It could be seen when they put jumbled sentences in wrong orders. The students still could not distinguish whether the sentence was the main idea of a text or the supporting details. The inability to create the distinction of the sentences made them fail to write the text coherently. Thus, other people who read their compositions, especially the teacher, could not follow the development of the ideas from the text. These facts

mentioned, apparently, give an idea about how much background knowledge of the students have on their writing skills.

Furthermore, the teacher did not use various methods in teaching English. It seemed that he was too often explaining the materials taught through the same method. The lesson became teacher-centred that the students were far from being excited in following the teaching-learning process. Their involvement during the class was also limited. It made them looked so bored to follow the lesson. Besides, the students were also asked to work individually when they came to an activity. There was no active involvement that encouraged them to finish the task given by the teacher.

The method used by the teacher, finally, could not stimulate students' motivation to write. It could be observed from the students' involvement during the lesson. Some of them simply sat on their chair, talked to their friends, and did nothing when the teacher asked them to do exercises on the text book. Only few students followed the lesson thoroughly. It was clearly seen that their motivation was various and mostly they had low motivation to follow the class.

For that reason, there must be an appropriate technique to develop the writing skills of the students. Collaborative writing, as one of the techniques in improving students' writing skills may become one of the alternative ways. Some studies showed that Collaborative writing enhances and stimulates students' motivation in improving the writing skills. A study by Storch (1999), which compared individual and pair performance on short composition, found that exercises completed in pairs were generally more accurate than when completed

individually. It was because the students found the feedback from their pairs that were useful for the betterment of developing the writing skills.

Collaborative writing then becomes the process in which the students are offered the opportunity to give and receive immediate feedback on language used on their writings that may be missing when they work individually. It needs the students to work in groups which can promote friendly competition among them. This often motivates students to work harder. The students can create positive relationship when they work in groups and this may change their attitude toward learning. They will have multiple pairs of eyes to proofread the writing. Creativity can be achieved when multiple writers brainstorm with each other. It increases the amount of combined knowledge of the writers on the group.

Collaborative writing, especially on a recount text, also suggests imaginative tasks to the students which may increase their enthusiasm toward developing their writing skills. It means that this process can afford students the enjoyment of writing a creative task as a form of writing that relates to their personal experiences. The personal experiences are interpreted in a form of texts in which the students can explore and discover the language that sounds familiar to them. It eases them in starting to write the texts because the language and the topic used are based on their surroundings that are very common and easy to find. The experiences are stated through three phases to make a meaningful process.

Based on the paragraphs above, the researcher believes that Collaborative writing can improve the students' writing skills. It is based on the

assumption that the method used provides the students the joyful of doing the task. It is also because of the unique characteristics of the process, the stimulation of students' grammatical development, and the availability of immediate feedback that give them positive contribution to the development of their writing skills. Therefore, through the phases in collaborative writing of a recount text: planning, drafting, editing, and final drafting phase, the students' writings skills can be effectively improved.

B. Identification of the Problem

Based on the background of the study, the problems related to this research come from different factors. The problems are identified as follows:

1. Students could not meet the minimum requirements in writing. The minimum requirements such as writing correct spelling and punctuation were still difficult for them. The students also could not distinguish the word forms. The students were often confused when it came to where to begin and how to convey the idea into written products. They did not even know how to arrange the jumbled sentences into a good order. They finally found it difficult to write a short text correctly.

2. The students' motivation in mastering the writing skill was varied among others. Both external and internal motivation of the students seemed to be less equal with their needs in mastering the writing skills. Students who were highly motivated had a high effort and spirit to learn the skills so that the teacher was only to facilitate them in leaning writing. Meanwhile, the students

with low motivation needed to be encouraged and given stimulus by the teacher in learning writing. Their interest in learning the writing skills was low because they could not link the importance of the skills to their daily life.

3. The teacher did not use various techniques in the teaching learning process. He made a rigid atmosphere so the whole class is passively involved during the lesson. The teacher seemed not to be able to facilitate students' learning process by creating such an interesting activity. Instead of making the students interested in the material taught, the technique used made the students become unexcited.

4. The teacher did not help himself by using suitable media. He did not use such pictures, flash cards or other kinds of teaching aids to ease his explaining the materials. This needs to be taken into consideration in relation with the selection of writing material. Generally, the students are pleased when given writing materials that conform to their interest. However, the teacher did not avail himself with the teaching aids to support the students with proper materials.

5. The teacher only used one text book to teach. These limited exposures made the teaching-learning process do not meet the main importance. The students got very minimum source of the foreign language. Therefore, their vocabulary mastery was also poor.

C. Limitation of the Problem

Based on the problem identification, the researcher limited the problems mentioned in this research in order to achieve of the goal of the research. The writer only focused on the use of Collaborative Writing as a technique to improve students' writing skills at the second grade student of SMP N 2 Sentolo in academic year of 2011-2012.

D. Formulation of the Problem

Based on the background and the limitation of the problem, the researcher formulated the problem of this research in the following question:

How is the Collaborative Writing Technique implemented to improve the writing skills of second grade students of SMP N 2 Sentolo?

E. Objectives of the Study

The objectives of the study are:

1. General Objective

   It is to improve the students' writing skills through Collaborative Writing Technique.

2. Specific Objective

   It is to:

   a. describe the implementation of Collaborative Writing Technique in improving students' writing skills.

b. describe the students' response to the technique implemented that is through Collaborative Writing Technique.

F. Significance of the Study

The writer hopes that this research has some benefits in the English teaching learning process, especially in improving writing skills. There are two kinds of significances in this research: theoretical significance and practical significance.

1. Theoretical Significance

    a. The result of the research can be useful to other researcher who wants to conduct the research that is related to the same theme that is improving writing skills.

    b. The result of the research will give clear description on the implementation of Collaborative Writing Technique in improving students' writing skills.

2. Practical Significance

    a. The result of improving students' writing skills through Collaborative Writing Technique can be used as a reference for English teacher in order to improve students' writing skills.

    b. The result of learning through Collaborative Writing Technique can be useful for the students in improving their writing skills.

    c. The writer will get clear description of the implementation of improving students' writing skills through Creative Writing Task and apply this technique in real teaching.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical review and the conceptual framework. In the theoretical review, the researcher examines some theories that become the working frame of thoughts of the study. In the conceptual framework, the researcher relates the theories to the study.

A. Theoretical Review

The theoretical review presents the relevant theories of the study. It is presented in four subheadings. The first part discusses the writing. The second part discusses the teaching of writing, the third part discusses the collaborative writing, and the last one is recount text.

1. Writing

a. Definition of Writing

There are many experts who define what writing is. According to Pulverness, Spratt, and Williams (2005: 26), writing is one of the four language skills: listening, speaking, reading, and writing. Writing is also one of productive skills which involves communicating a message in the form of letters and symbols. Communicating means sending certain information to others, so, a message must have a purpose. In other words, writing skills produce a written product which has certain information. Brown (2000: 335) also states that a written product is product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse

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

From the definitions above, it can be inferred that writing is a productive skill which communicates a message to others by thinking, drafting, and revising the written products.

b. Writing Process

According to Rumisek and Zemach (2005: 3) writing process goes through several steps to produce a good written product. It means that there are some parts to be taken in producing the text. It is more than just putting words together to make sentences. It needs some steps to make sure that what has been written follows the right development of writing process. Another view also comes from Nation (2009: 114). He states that one way of focusing on different aspects of writing is to look at writing as a process. It means that writing process contains several subprocesses which are imperatively united as an outline for students to begin and finish their writing.

Writing process, further, incorporates some stages structurally. According to Harmer (2004: 4), the stages on writing process are planning, drafting, revising, and final drafting. Writing process as a classroom activity that incorporates those four basic writing stages is seen as a recursive process. This means that it has a cycle which integrates among stages. It can be seen as a process wheel in which it clearly shows the directions that the writers may take during their process in writing.

| PLANNING | ←→ | DRAFTING |

(diagram: boxes for PLANNING, DRAFTING, FINAL VERSION, REVISING, and a separate FINAL VERSION box, connected by double-headed arrows)
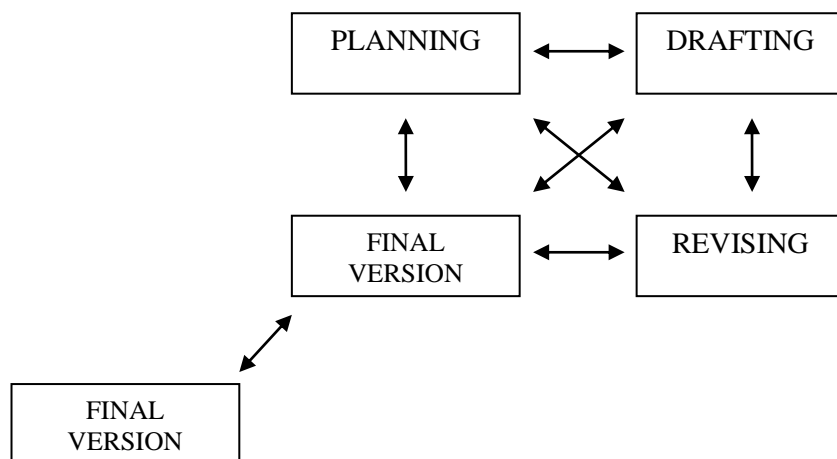
Scheme 1. The wheel process of writing taken from Harmer (2004: 4).

This process wheel is done recursively. It means that writers may loop backwards and move forwards between these various stages. Thus, at editing stage, the writers may feel the need to go back to a pre-writing phase and think again. They may also edit their writing as they draft it.

1) Planning

Planning or pre-writing is an activity in the classroom in which the students may consider their writing goals. It can also arouse students' encouragement to write because it stimulates students' thought to get started. It affects students' purposes to write in terms of the language they use, the text they wish to produce, and also the information they choose to include. Besides, in the planning stage, the students also have to consider their audience. It does not only influence how the paragraphs are structured, but also the choice of the language whether it is formal or informal language. Another point that is

worth considering in this stage is the content structure of the piece. It is how best to order the facts, ideas, or arguments which they have decided to include.

2) Drafting

It is a process of writing down ideas, organizing them into a sequence, and providing the reader with a frame for understanding these ideas. The result from this process is a composition or "first draft" of the ideas.

3) Revising

It is the stage which refers to the process of reflecting and revising based on an evaluation of the writing. It gets the students to go back over their writing and make changes to its organisation, style, grammatical and lexical correctness, and appropriateness. When students have produced their draft, they usually read their works to make sure whether what they have written is appropriate or not.

4) Final Drafting

Final draft is the stage when the students have edited their draft. It might be seen differently from the original plan and the first draft because there might be so many changes in the process of editing.

Through the stages of the wheel process, students can move around the one part to another part of the wheel. Therefore, when the students have written what they think is the final version of their writing, they may still, go back and re-plan or re-visit earlier stages. In conclusion, it is better to see writing as a process, especially, as a process wheel which provides the students to work flexibly as they find ways to improve their writing.

2. Teaching Writing

a. The Role of the Teacher

Teachers have significant roles in the process of teaching and learning. It is also needed in the process of writing. According to Harmer (2007: 330), there are three roles of English teachers in teaching writing.

1) Motivator

As a motivator, an English teacher has to be able to motivate the students in writing tasks by creating the right situation for generating the ideas, persuading them of the usefulness of the activity, and encouraging them to make as much as effort as possible for maximum benefit.

2) Resource

The teacher needs to be ready to provide information and language where necessary to the students. He or she must be available and well prepared to look at the students' progresses, offer advice and suggestions in a constructive and tactful way.

3) Feedback provider

As a feedback provider, an English teacher should give positive and encouraging responses to the students' writing. When offering correction, the teacher should choose what and how much to focus on based on what the students need at this particular stage of their studies, and on the tasks they have undertaken.

It can be inferred that helping students become self-sufficient, competent, and confident writers is not an easy task, but it is easier to accomplish by recognizing

the key roles as a teacher in the teaching and learning process. The three important roles are the key point of the teachers to succeed the teaching process especially in teaching writing. The success of teaching writing then depends on how the teachers can play their three functions effectively. Therefore, it is very worth considering for the teachers to combine these significances when they are teaching.

b. Types of Classroom Writing Performance

There are many types of writing performances in the classroom. Brown (2001:343) divides a written performance into five kinds. The writing performances are as follows.

1) Imitative or writing down

Students can attain fundamental skills in writing process through a simple task. This basic task of writing letters, words, punctuation, and brief sentences can be done when they are producing a text. The activity that may be involved in this type of writing performances is that the students simply write down a written product on their own. They imitate the written product as a form of task to go over their basic skills in writing.

2) Intensive or controlled

It is a kind of performances in which students must produce proper vocabulary in a certain context, collocations and idioms, and correct grammatical features in the sentences. Although their creativity is not allowed much, the students working on this type of performance can do another

stimulating creative activity by rewriting the paragraph of their recollection of reading.

3) Self-writing

This category gets the students to write the things on their own mind. Kinds of activities of this category are note-taking, diary, and journal writing.

4) Display writing

Display writing is very useful for academic purposes. Written exercises, short answer essays and other forms of writing in test situations are instances of display writing. They are kinds of activities when students are asked to write for the sake of their teacher's assignment or fulfilling their duty in the class.

5) Real writing

Real writing is one of writing performances in which the reader does not know the answer and genuinely wants the information from the writer. For example, writing letters, filling a form and writing a simple message all belong to real writing.

Every beginner writer starts to write from the basic activity such as the imitative writing. This kind of activity gets the students to make letters, words, and simple sentences. The next level of writing is intensive or controlled writing. This activity focuses on grammar, vocabulary, or sentence formation, and not necessarily to convey meaning. The activity in the next stages is more complex because it allows students to produce their written products in the form of paragraphs or texts of several pages which require better skills than the previous ones.

c. Feedback

According to Nation (2009: 115) feedback is an important way of encouraging students to keep their goals in mind. It means that it is important to provide them with feedback about the effectiveness of their writing so that the students can carry on the idea of their writing. Feedback is widely seen as crucial for encouraging and consolidating learning and it is also regarded as an essential factor in the writing context. Therefore, it is used as a way to respond to students' writing to help them enhance their writing skills.

1) Feedback on written work

Harmer (2007: 148) states that there are techniques used in giving feedback on students' writing.

- Responding

Responding to students' works can be considered as one of giving feedback on their writing. The response on the students' works can be used as means of feedback which motivates them when it is done constructively. The feedback given can be seen as responding to students work rather than assessing or evaluating what they have done. It can further stabilize their confidence and motivation.

- Correcting

Some teachers use codes, and then put these codes either in the body of the writing itself, or in a corresponding margin. This makes correction much neater, less threatening, and considerably more helpful than random marks or comment. Frequently, the uses of symbols as indirect feedback on students'

writing refer to students' errors, such as in word order, spelling, or verb tense.

The symbols are presented in the following table:

Table 1: Symbols of written feedback

SYMBOL	MEANING	EXAMPLE
S	Spelling	The <u>asnwer</u> is obvious.
W.O	An error in word order	I <u>like very much</u> it.
G	A grammar error	I am going to buy some furniture<u>s</u>.
T	Wrong verb tense	I <u>have seen him</u> yesterday.
C	Concord error	People <u>is</u> angry
λ	Something has been left out	He told λ that he was sorry.
WW	Wrong word	I am interested <u>on</u> jazz music.
( )	Something is not necessary.	He was not (too) strong enough.
?M	The meaning is not clear.	That is <u>a very excited photograph.</u>
P	A punctuation error	Do you like <u>l</u>ondon.
F/I	Too formal or informal	<u>Hi</u> Mr Franklin, Thank you for your letter.

Taken from The Practice of English Language Teaching by Jeremy Harmer. 2007: 149.

- Involving students

Feedback on written work does not only come from teachers. The teachers can also encourage students to give feedback to each other. It has positive effect on group cohesion. Muncie, as it is cited by Harmer (2007: 150) states that students are much more likely to be provoked into thinking about what they are writing if the feedback comes from one of their peers. Thus, when

responding to students work in the drafting stage, peer feedback is potentially extremely valuable.

The techniques above are required to give students reflection on the progress of their writings. Responding students writing, as the first form of feedback, may cause a positive attitude of students toward their works. It is done constructively to create students' motivation in which it can arouse their interest to keep improving their writing skills. The next is coding. It shows the students all errors they have done, so the correction given can be used by the students to make a better result on the next writing activity. The last one is involving students. This technique can be very valuable because it gives positive effects among their works. Students who accept feedback from peers tend to have a bigger chance to make self-correction. Therefore, the more the teachers encourage students to be involved in giving feedback to each other, or to evaluate their works, the better they are be able to develop as successful writers.

2) Source of feedback.

Students can be encouraged to edit their works through the feedback that they get from their classmates, teacher and other readers.

- Teacher feedback

Teacher written feedback is regarded as the most practical and commonest form of response to student writing. In the EFL writing class, teacher feedback is often employed. As it is stated earlier, one of teachers' roles in teaching writing is as a feedback provider. Here teachers' job is to give comments and responses toward students' writing.

- Peer feedback

   Peer feedback, also referred to as peer response, peer editing and peer review, is another type of feedback. It can force students to develop their thinking and help them enhance their skills in responding and commenting on others' works. Through peer review, students can get valuable opportunities to improve their reading and writing ability as they discuss some aspects such as writing contents, organizational patterns, grammatical structures and appropriate word choices.

- Self-feedback

   Self-feedback encourages students to look critically and analytically at their writings and helps improve their learning autonomy. It means that the students write marginal annotations about problems in their evolving compositions, to which the teacher responds. Here, students are asked to make notes on their text with any uncertainties they have during the writing process.

   In conclusion, feedback of students' writing comes from different sources. It can be from the teachers, peers, and the students themselves. Feedback given by the teachers is a common one because teachers have a role in commenting and responding to their works. The next feedback comes from their peer. It generally occurs when they are doing collaborative writing which requires students' involvement in a writing process. The last one comes from the students themselves. They create their autonomy to make self-correction of their writings.

These feedback sources may generate the students' positive attitude toward their works and help them to improve their skills on writing.

d. Approaches to teaching writing

There are numbers of different approach to the practice of writing skills. According to Harmer (2007: 325), teachers need to choose what aspect that the students have to focus on. It means that the teachers must decide whether they want the students to be creative on their writings either individually or cooperatively.

1. Creative writing

The term creative writing suggests imaginative tasks such as writing poetry, stories, and play. In the line with this, Gaffield-Vile in Harmer (2007: 328) defines creative writing as a journey of self-discovery that promotes effective learning. The activities include students write a simple poem about someone they care about, they try to construct a narrative, tell stories of their childhood, for example, they are tapping into their own experiences. This provides motivation to find out the right words to express such experiences.

2. Collaborative writing

Collaborative writing is a technique which involves students to work cooperatively with their peer. Through sharing information with their peers, writing turns into a social activity and real communication. When students have been provided a peer rather than a task by their teacher, writing can become enjoyable and practical. Meanwhile, getting immediate feedback from the peers gives a good reason to go on students' writing. There are many advantages to

having students write cooperatively. At the drafting stage, multiple perspectives help students explore the topic more extensively. Students working together with peers often create higher quality drafts with a tighter focus on the topic. The immediate response provided by their partner during the composing stage helps students develop their ideas in a coherent way. The further explanation about collaborative writing will be discussed in the next part.

e. Teaching Writing in Junior High School

Teaching writing for students of junior high school is one of the important things that has to be done well. It is because English is one of the compulsory subjects that has to be taught for students of junior high school level. English learning in Junior High school is aimed at making the students gain the functional level that is to communicate written and orally in solving daily problems. One scope of English learning at junior high school is that students can understand and produce a short functional text and short essay in the form of procedure, descriptive, narrative and recount (*Depdiknas 2006*). These three genres are taught in the second year of junior high schools. Especially for recount texts, it is included in the standard of competences of writing skills both in the first and second semester. It means that recount texts have more weight of attention to be taught in junior high schools.

3. Collaborative Writing

a. Definition

Collaborative writing goes beyond the theory of social development by Vygotsky (1978). The theory helps to explain the potential of collaborative

writing when it is applied in the teaching learning process. Learning process is a social activity and is thus enhanced through social interactions. Through their social contacts, students learn new ideas and processes that stimulate their development.

According to Graham and Perin (2007: 4) collaborative writing is a technique where students work together to plan, draft, reflect, and revise their compositions. It needs students' involvement when they are working as a team. It also allows students to learn from each other. It values the social nature of the writing process. It is in line with Harmer (2004: 12) who says that collaborative writing is a way of planning, drafting, reflection, and revision by having students involved together in a process of writing.

As it is stated by Urquhart and McIver (2005: 106) writing is generally regarded as an independent project, it is, in fact, a social endeavour. It is because the activities involved in the writing process are done by more than one author and require effective communication between members of the writing group.

Dale (1997: 11) also suggests that collaborative writing involves meaningful interaction and shared decision between group members in the writing of a shared document. It seems that collaborative writing can ease students' writing process by providing suitable environment while they are working together with their partners. From definitions above it can be concluded that collaborative writing is a social process that encourages students because it involves students' social interaction when they work together in a group.

b. Organizing Collaborative Writing

When teachers try to put collaborative writing as a technique in teaching writing to students, it is better to consider how to organize the students into groups and the writing activities. The students need some more direction to go with the activities and the teachers as a facilitator will provide it. According to Dale (1997: 46) there are five points to be taken into consideration when teachers organize collaborative writing in a classroom.

1) Forming groups

   Forming groups is done when teachers put students in a diverse group. It is a teachers' task to arrange them into different groups because if students form their own groups, they tend to make homogeneous ones. One consideration to form diverse groups is that it creates a positive group that enhances each member to interact with partners and assert their individual view.

2) Providing time

   Since collaborative writing a bit takes time, that time must be provided for students. Students will have chance to assign their works and make their own discussion.

3) Primary-writer system

   This activity is when teachers need to set certain tasks which make students contribute to their works.

4) Assignments

   There is not one kind of assignment that works best for a collaborative writing. A set of assignment for an entire class is no longer the main

importance because it may be different among the groups of students. Each group could write different works within the same or different genres. For that reason, having each group decide on its own topic is certainly appropriate.

5) Focus on process

Since attention to writing process is a weakness to students who are early writers, collaborative writing with its emphasis on process, can be an effective means of teaching writing process. It offers the students to learn strategies from each other.

The above important points transform the needs of the teachers to effectively organize collaborative writing in a classroom. It can be inferred that through the activities in collaborative writing, the teachers help students to keep a writing process moving forward. Therefore, to support the students to make connection between the process and the product of writing, it is necessary for the teachers to apply those activities in the classroom.

c. Advantages of Collaborative Writing

The advantage of collaborative writing is that it increases the amount of combined knowledge of the students when they are working together. In areas of intelligence where one person is weak and others are strong, the collective intelligence of a group of students can be a powerful resource. Students who have better knowledge can help others to do the work.

Another advantage of the collaborative process is having more students to read the writing. Having different perspective is important in commenting the

result, so the more people looking at the writing, the higher the likelihood that mistakes will be identified and improvements will be made.

It can be concluded that collaborative writing is a highly effective way for students to learn not only effective writing skills, but also social skills. It incorporates students' knowledge, and problem solving abilities into the process of writing. Through the use of specific strategies, guidelines and facilitative activities, students are able to improve upon the steps of the writing process: planning, drafting, editing and final drafting in a collaborative manner that encourages interpersonal communication, cooperation and management.

Furthermore, the suggested evaluation of collaborative writing is not just the end product, but also the collaboration itself which permits the students to engage in a higher level thinking if they are involved in the evaluation process. Finally, related to explanations above the researcher believes that collaborative writing can improve students' writing skills.

4. Recount texts

a. Definition

According to Anderson (1997: 49) a recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred. Knapp and Watkins (2005: 223) also say that a recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of narrative genre. A recount is different from a narrative text in terms of the problems in the sequence of events. Another view comes from Recount can be in the form of

letters, newspaper reports, conversations, speeches, television interviews and eyewitness account.

b. Structure of Recount Texts

It is a point when writers try to create a piece of a recount text. Anderson (1997: 53) states that a recount text has three main parts:

- Orientation.

  It gives background information about who, what, where, and when.

- A series of paragraphs

  It consists of paragraphs which retell the events in the order in which they happened.

- Conclusion (optional)

  It is a paragraph that contains a personal comment.

In conclusion, a recount text tells the reader what happened in a past. It begins with an orientation which tells the reader who was involved, what happened, where this event took place and when it happened. Then, the sequences of events are described in some sort of order e.g. time. Last, it may be a reorientation at the end which summarizes the event.

c. How to Teach Recount Texts

Teaching recount to students of junior high schools is not different with teaching writing to students in common. The topic chosen can be based on the students' activity because a recount text tells a certain event which emphasizes on the sequences. Through collaborative writing, the teaching of recount texts can be

easier because it provides some steps which are the wheel process of writing and the activities based on the nature of collaborative writing technique.

According to Storch (2005: 164) the first phase is a planning phase. It is spent on generating some preliminary ideas, reading, and clarifying instructions. In the planning phase, students describe a theme of a recount text that they are planning to write to their pairs. Pairs who are listen carefully, probe with a set of questions and outline the idea of their friends. It helps the students to complete their ideas because their pairs give the useful materials for them. Besides, the students are encouraged to think in terms of positive collaboration between partners, which means that they are not thinking competitively and individualistically but rather cooperatively in terms of group. The students are also autonomous or even independent in their choice of what to write about (topic) and how to write it. They apply imaginative ideas to create their compositions based on familiar experiences and settings. It helps them to have a clear goal for their independent writing on the next phase.

Second, in drafting phase, the students work together to write their first paragraph of the text. They write each composition to ensure that they both have a clear start on their composition. Then, they write their idea individually. It provides them the responsibility in improving their writing skills when they elaborate they idea through their writings. This phase also stimulates the development of the grammatical components of the students when they write their compositions in a form of recount texts.

Third, in editing phase, the students have completed their writings and revised the compositions by making correction in capitalization, punctuation, spelling, language usage, and other aspects of writing. They can also give suggestions for revision and ensure that each composition is error-free. This phase gives a good contribution to students' writing products because the feedback given in this stage is very useful. They immediately know the mistakes found on their compositions and it can help them to generate positive attitude toward their writing process. Besides, they are able to assess their own progress in achieving goals of writing and evaluate the effectiveness of their own written products. Therefore, they can make self-improvement for better writing skills.

Last, in the final draft, the students re-write their writing by taking into accounts any correction given by their peers. In this last phase, students are also given the idea that writing a text is determined by the process and it is not merely about the final product they have written. Therefore, based on the combination of the nature of writing process and collaborative writing, it is expected that the students' writing skills on recount texts can be effectively improve.

B. Conceptual Framework

Writing as one of productive skills has a process which consists of planning, drafting, editing, and final drafting. In those phases, students' writing collaboration often eases them when they produce the work. That is why, collaborative writing can be employed during teaching-leaning process to help them writing their works.

From the early observation in SMPN 2 Sentolo, the researcher found problems in the process of writing a recount text. One of the problems was that students did not know how to begin writing because the components of recount texts such as the language features, the generic structure and the purpose were not familiar with them. Besides, their minimum requirement in writing skills namely writing correct spelling and punctuation was still low. These problems became worse when they worked individually. It made them bored and unexcited to produce the recount text.

By looking at the facts that students need to be encouraged to write the text, the researcher employed collaborative writing as an activity to improve their writing skills. Collaborative writing was a process in which the students were offered the opportunity to give and receive immediate feedback on language used on their writings that might be missing when they work individually and it suggested valuable opportunity in improving reading and writing skills to the students. It was also considered as a process that enhanced and stimulated students' motivation in improving the writing skills because they found the feedback from their pairs that was useful for the betterment of developing the writing skills. It also provided the enjoyment of writing a text as a form of planning in process of writing that relates to their personal experiences. The personal experiences were interpreted in a form of recount text where the students explored and discovered the language that sounded familiar to them. It eased them to start writing the texts because the language and the topic used were based on their surroundings that were very common and easy to find. The collaborative

writing process was implemented through four distinct phases of writing: planning, drafting, editing and final drafting phases in which the students helped each other to improve their writing skills effectively.

Seeing the facts that the students need a certain technique to improve their writing skills, the researcher employs collaborative writing technique which has four phases: planning, drafting, revising, and final-drafting phase.

C. Research Hypothesis

According to the literature review and the conceptual framework, the use of collaborative writing will improve the students' writing skills on recount texts.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents the methodology which was used in this research. The methodology of this research consists of research type, setting of the research, subjects of the research, data and technique of data collection, data analysis, validity and reliability of the research, and procedure of the research. Each of the items above will be presented in the discussion below.

A. Research Type

This research was conducted by using the principles of classroom action research. It is a form of self reflective investigation undertaken by participants in social situations in order to improve the rationality and justice of their own social and educational practice. The aim of this research was to describe the process of the improvement of students' writing skills on recount texts. The researcher and the English teacher as a team research worked collaboratively in conducting the research. The researcher and the English teacher as a collaborator tried to improve students' writing skills on recount text by using the values of collaborative writing. Therefore, to meet the aim of this research, there were some steps taken namely planning, action, observation, and reflection (Kemmis and McTaggart in Burns 1999: 32).

B. Setting of the Research

In this point, there were two sub-points: the place of the research and the schedule of the research.

1. Place of the research

    The research was conducted at SMPN 2 Sentolo. It is located in Sentolo, Kulon Progo, Yogyakarta. There were two main buildings and some different rooms on its surroundings. The first building was divided into some rooms. The rooms were a teachers' room, a principal room, and 6 classrooms. Each class was equipped with desk and chairs which were suitable for students to sit in pairs. In another building, there were a school library and 6 other classrooms. The library had one official room for the librarian and a reading space for students to read the book. It had about 5 bookshelves consisting books, magazines, and other readable sources, but the availability of English books was still less than adequate. Although the source of English books was far from enough, the library had computers to check the online books to ease the students who want to browse and search materials from the internet since the room was on the hotspot area. Instead of those two main buildings, there were also a room for guidance and counseling, an administration room, a school health unit, a school laboratory, a recreation room, a mosque, a kitchen, and toilets.

2. Schedule of the research

    The schedule of the research was based on the school calendar. The research was carried out in the first semester of the academic year 2011/2012. The research was conducted from October to November 2011. It followed the school calendar in which the English subject was taught. The researcher

carried out the action research in VIII B grade, so the schedule of action research was based on this class as follows.

No.	STEP	MONTH							
		OCTOBER				NOVEMBER			
		Week				Week			
		2	3	4	5	1	2	3	4
1.	Observation	■	■						
2.	Planning			■					
3.	Action 1 (Implementation, Observation, Reflection)			■	■				
4.	Planning for Cycle 2					■			
5.	Action 2 (Implementation, Observation, Reflection)					■	■		
6.	Analyzing Data and Reporting								

C. Subjects of the Research

The main subjects of this research were the researcher in collaboration with the English teacher and the students of grade VIII, especially the students of VIII B class of SMPN 2 Sentolo, Yogyakarta in the academic year of 2011/2012.

D. Research Instruments

1. Field notes

The field note supported the data from the research. It was aimed at recording the process of teaching and learning. The field note consisted of some notes on students' behavior during the teaching learning process and the

weaknesses and obstacles founded in this research. Therefore, the researcher was able to see the students' progress on their writing skills.

2. Observation checklist

Observations of the teaching and learning process gave the researcher any kind of information needed. It was used to check the application of collaborative writing technique in teaching and learning process. Observation checklist referred by putting a mark/tick to statements of writing processes which had been done by the teacher.

3. Interview guideline

Interviewing guideline was used as a guide when the researcher conducted interview with the students and collaborator during the research. Therefore, the interview would be in the right procedure.

4. Writing task

Students' writing task helped the researcher to get information about students' writing skills after the technique of collaborative writing was applied on students' writing. It showed whether there would be improvement of students' writing skills or not during the action of the research.

E. Data and Technique of Collecting Data

The data in this research attained from the instruments in this research. In collecting the data, the researcher used three techniques as discussed below.

1. Interview

The researcher carried out some interviews to the English teacher as the collaborator and the students of class VIII B during the research. The

interview was conducted on each cycle of the research. It was done in order to see some important points in which the researcher need to make plan for the next action.

2. Classroom Observation

The English teacher as the collaborator and the researcher observed the teaching and learning process in class VIII B and students' progress in writing. For the collaborator, observation sheets were also used on this process.

3. Testing and Evaluating student writing

The researcher gave two tasks in this research which were the result of students' collaboration on writing. Then, the researcher evaluated their writing tasks from the first task to the last task. Each task was used to see whether there was students' improvement on their writing skills.

F. Data Analysis

The data in this research were qualitative in nature and were also be supported by the quantitative data. To obtain the qualitative data, the researcher described the process during the action, interview transcripts, observation checklist, and students' writing. Firstly, the researcher looked up the findings as genuine data such as field notes, interview transcripts, and other notes on students activity. It was done to meet the process validity. Then, the researcher analyzed the description of opinions, performances and the result of research. Secondly, from the interview with the students and the English teacher as a collaborator, the transcripts were also written. It showed the progress of the implementation given.

Additionally, the researcher and the teacher shared their own opinions, ideas, and comments about the implication of the action research. It was useful to avoid subjectivity in analyzing data and getting trustworthiness. To attain the quantitative data, the researcher applied a writing test on recount texts. The scores from the test would be used to acquire the data by comparing the mean scores of students writing.

G. Validity and Reliability of the Research

To make the data valid, the researcher used four kinds of validity. They were democratic validity, outcome validity, process validity, and dialogic validity as proposed by Burns (1997: 161). Each of the criteria was presented in the following discussion.

1. Democratic validity

   Democratic validity has something to do with the involved subjects' chances to give their opinion, idea, and comment about the implication of the action research. In order to get democratic validity, the researcher did interview with the English teacher and the students to find out their ideas, comments and opinions about the actions which had been done.

2. Outcome validity

   Outcome validity is related to the actions during the research. The actions can be successful if it was within the context of the research. In this research, the processes were related to the improvement of students' writing skills through the use of collaborative writing technique.

3. Process validity

    Process validity means that the actions were believable. To get the process validity, the researcher collected the data by doing observation, and note during the research. In this research, the process was done in two cycles and each cycle consisted of planning, actions and observation, and reflection steps. The process involved some different data sources and was followed by some evidence that showed the believable process.

4. Dialogic validity

    Dialogic validity means that stakeholders who involved could take part in the process of the research. This research involved the teacher as the collaborator who could observe the research process.

    The researcher also used the triangulation to meet the reliability of the research as well. The reliability of the research was obtained by giving genuine data, such as the field notes, questionnaires, and interview transcripts. The triangulation (Burns, 1999: 163-164) mentioned kinds of triangulation namely time triangulation, space triangulation, investigator triangulation and theoretical triangulation. However, the researcher used two of them which were as follows.

1. Investigator triangulation

    There was more than one observer in this research in the same setting. This avoided the observer's bias and provided checks on the reliability of the observation.

2. Theoretical triangulation

    The data were analyzed from many perspectives. The researcher analyzed the data based on more than one theoretical review in interpreting the data.

H. Procedure of the Research

1. Determining the Thematic Concern-Reconnaissance

The researcher carried out the reconnaissance step to get the information related to students' writing skills in writing a recount text. The researcher did the observation about the teaching and learning process in SMP N 2 Sentolo. It was to identify problems in students' writing skills and to develop a plan of action in order to bring about improvements in students' writing skills. Besides, the researcher interviewed the students and the classroom teacher related to the problem faced during teaching and learning process.

Based on the interview and observation in SMPN 2 Sentolo, the researcher found and identified some problems. It was discovered during the process of teaching and learning English in class VIII B of SMPN 2 Sentolo. There were four problems in students' writing skills namely, content, organization, vocabulary, and language use. From the interview conducted with the students, the researcher obtained the information that the students had problems in writing a recount text. They mostly did not understand what aspects they should know to write a recount text i.e. the generic structure, the purpose, and the language features. These observation and interview were aimed at finding out the strategic plan to solve problems. In this case, the researcher applied collaborative writing to

overcome the problem found. Therefore, the data gathered was based on the observations and interviews which would show obstacles and weaknesses in students' writing.

2. Planning

After the researcher identified the problems related to the students' writing skills on recount texts, she made some plans to decide what actions that were feasible to be applied in the field. In planning the actions, the researcher worked together with the English teacher of Class VIII B of SMPN 2 Sentolo. Before the plans were implemented, the researcher and the English teacher arranged the schedule of the action. The researcher and collaborator also prepared the technique to solve the problems they face. The materials and other sources of all about writing were also collected based on related references and experience. Then, all plans were discussed with the collaborator.

3. Actions and Observation

The action was conducted by the researcher whereas the English teacher observed during the teaching and learning process. The researcher used the collaborative writing technique to improve students' writing skills on recount texts. It was employed in two cycles. Then, the researcher and the English teacher analyzed the changes during the implementation on each cycle. Responses and suggestions were also given by the English teacher in this evaluation process. The influences of the implementation on the students' involvement were identified. The results of the identification determined whether there was improvement on

students' writing skills on recount texts or not. The results of this evaluation were considered for the reflection in the next step.

4. Reflection

After the researcher applied the actions completely, the researcher and the collaborator tried to identify the relation between the action and the problems based on the evaluation. The researcher asked help to the English teacher as the collaborator to observe and record the class activities. The researcher also observed and took a note of anything happened in the class. Based on the observations, notes, and records of the students' responses in the actions, the researcher and the collaborator discussed the implementation of the actions. The researcher and the collaborator did reflection in order to find the way to improve the use of collaborative writing in improving students' writing skills.

To determine the score of students' task, the researcher and the collaborator used the ESL composition profile proposed by Jacobs et al.'s (1981) from Weigle (2002). The composition of the writing profile was intended to be used as a guide in making the writing scoring scheme which suitable to be applied to score students writing. According to Jacobs (1981), a scoring system of writing consists of five components. It is in line with the standard of competency and basic competence of second grade junior high school students. Thus, the researcher and the collaborator focused on the components of writing for the purpose of this study, namely content, organization, vocabulary, language use, and mechanics. As text type which was used in this research was a recount text, therefore the criteria to score students' writing were based on the characteristics of

a recount text. The following table presents the scoring scheme of writing which
was used in this research.

Table 2: Scoring Scheme of Writing in five components

Aspects of Writing	Level	Score	Criteria
Content	Excellent to Very Good	30-27	- Knowledgeable - Substantive - Thorough development of thesis - Relevant to assigned topic
	Good to Average	26-22	- Some knowledge of subject - Adequate range - Limited development of thesis - Mostly relevant to topic, but lacks detail
	Fair to Poor	21-17	- Limited knowledge of subject - Little substance - Inadequate development of topic
	Very Poor	16-13	- Does not show knowledge of subject - Non-substantive - Not pertinent - Not enough to evaluate
Organization	Excellent to Very Good	20-18	- Fluent expressions - Ideas clearly stated/supported - Succinct - Well-organized - Logical sequencing - Cohesive
	Good to Average	17-14	- Somewhat choppy - Loosely organized but main ideas stand out - Limited support - Logical but incomplete sequencing
	Fair to Poor	13-10	- Ideas confused or disconnected - Lacks logical sequencing and development
	Very Poor	9-7	- Does not communicate - No organization - Not enough to evaluate
Vocabulary	Excellent to Very Good	20-18	- Sophisticated range - Effective words/idiom choice and usage - Word form mastery - Appropriate register

	Good to Average	17-14	- Adequate range - Occasional errors of words/idiom form, choice, usage - But meaning not obscured
	Fair to Poor	13-10	- Limited range - Frequent errors of words/idiom form, choice, usage - Meaning confused or obscured
	Very Poor	9-7	- Essentially translation - Little knowledge of English vocabulary, idioms, word form - Not enough to evaluate
Language use	Excellent to Very Good	25-22	- Effective complex construction - Few error of agreement, tense, number, word order/function, articles, pronouns, preposition pronoun, preposition
	Good to Average	21-18	- Effective but simple construction - Minor problem in complex construction - Several errors of agreement, tense, number, word, order/function, articles, pronouns, preposition - But meaning seldom obscured
	Fair to Poor	17-11	- Major problems in simple/complex construction - Frequent error of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions - Meaning confused or obscured
	Very Poor	10-5	- Virtually no mastery of sentence construction rules - Dominated by errors does not communicate - Not enough to evaluate
Mechanics	Excellent to Very Good	5	- Demonstrates mastery of convention - Few errors of spelling, punctuation, capitalization, paragraphing
	Good to Average	4	- Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair to Poor	3	- Occasional errors of spelling, punctuation, capitalization,

			paragraphing - Poor hand writing - Meaning confused or obscured
	Very Poor	2	- No mastery of convention - Dominated by errors of spelling, punctuation, capitalization, paragraphing - Hand writing illegible

In assessing students' writing, there were two different independent raters. The first rater was the researcher herself and the second rater was the English teacher in class VIII B who qualified for assessing students' writing.

CHAPTER IV

RESEARCH FINDINGS

Chapter IV presents the process of the research conducted in Cycle I and Cycle II. Each cycle in this research consists of planning, actions and observation, and reflection. This chapter also presents the quantitative data obtained during the research to support the qualitative data. The details of the research processes are presented in the following results.

A. Identification of the Problem

In identifying the problems of the process of teaching and learning writing in VIII B class, the researcher interviewed the English teacher, the students, and also conducted a classroom observation. The vignette below was one of the results of the researcher's observation during the teaching and learning process. It described how the process went through and the activity conducted by the teacher during the lesson. The condition also showed the students attitude toward the process of teaching and learning as well.

No	: FN. 05
Day/ Date	: Thursday/ October 20th 2011
Time	: 07.40 – 09.00
Place	: classroom of VIII B
Activity	: Observation

When the teacher started the class, some students seemed not to realize that the teacher was there. **There were also students who talked to their friend, did not sit on their seat, did something with their pencil case, or copied their friends' homework for the next subject.** Then, the teacher started the lesson on that day by doing apperception. He asked whether the students still remember about the material given on the previous day which was about a recount text. **There was almost no one answering the teacher's question. Some students still talked and joked with their friend sitting next to them**. Then the teacher did the explanation about recount text as well as what he did in the last meeting. The method used to present materials to

students seemed not too interesting for the students. It could be seen from the students' response**. The teacher only wrote the generic structure of the recount text without showing the model of the text. There were also students who looked sleepy and tired and some were just did an activity that paid no attention to the teacher. However, the teacher did nothing to catch their interest.** Only few students who sat in the front line who keep their attention to the teacher.

Then, the teacher invited the some students to come forward and bring their notes which consisted of a model of recount texts. **The students were asked to read the text one by one. When the student read the text, other students who were sitting o their seat did not pay attention and were just busy with their own activity.** After the students finished reading the text, the teacher wrote down a model of recount text in the board. He asked the students to copy it into their books. On this activity, the students had to find 10 irregular verbs from the text individually and they had to change them into past participles in 30 minutes. **It seemed that the students found difficulties to do the exercise. Most of them could not identify the verb. They who could find the verbs had a problem to change the verbs into past forms. It was getting worse when the students did not bring a dictionary during the English class and they had to work individually to finish the task.** Finally, after 35 minutes doing the task, there was no one who could totally complete it. Then, the teacher said to stop working and he discussed the right answers by writing them down on the board. Right after he wrote down the answers, **he told the students to write a recount text in about a paragraph, but the students seemed confused with the task**.

(Appendix A/ FN.05/5-15/ 20-10-2011)

The vignette showed that the activity during the process of teaching and learning was not quite successful to get students' interest. They almost have no motivation to follow the lesson. It was implied by the actions they did when the teacher explained the materials taught. Some of them often talked to their friends. The rests also paid no attention when the teacher asked their friends to read. This situation brought them into a passive condition. The students' involvement during the teaching and learning process was needed to be improved.

The early condition of the teaching-learning process in the VIII B class above was also supported by interviewing the English teacher. The following interview transcript shows the same condition of students' involvement during the lesson.

R	: *Biasanya kesulitan apa saja yang Bapak temui kalau sedang mengajar di kelas?* (What problems do you usually find when you teach the class?)
Teacher	: *Kalau itu pasti ada Mbak. Salah satunya kalau udah ngobrol kayak tadi itu…Mereka udah terlanjur takut sama Bahasa Inggris. Tapi yang agak sulit diatasi itu kalau mereka sama sekali nggak mau fokus. Padahal tugas sudah disiapkan di papan tulis.* (There must be problems. For instance, the students who are joking during the lesson…like what we have just seen. They have been troubled with English. But the thing that is quite not easy to solve is when they do not focus on the lesson, whereas in fact I have provided them a task on the board.)
	(Appendix B/ Interview Transcripts 1/ 20-10-2011)

From the identification above, there were many problems occurring during the process of teaching and learning in the classroom. The following table presents the identified problems.

Table 3: The Field Problems in the Class VIII B SMPN 2 Sentolo.

No.	Problems
1	When the teacher got into the class, the students were not yet ready for a lesson.
2	The students paid no attention to the teacher. It was seen when they talked to their friends and did homework in the classroom.
3	The students could not remember the last material given by the teacher.
4	Some students talked and joked when the teacher explained the materials.
5	The students were not enthusiastic when the teacher gave a question.
6	When the teacher asked the students about the last materials, most students did not answer the question.
7	The teacher explained the generic structure of recount texts but did not show the students the model of the texts.
8	The teacher invited some students to come forward and read the recount text, but the rest did nothing.
9	When their friend read the text, the students did not pay attention.
10	The teacher focused on reading than writing.
11	The students could not find all irregular verbs on the text given by the teacher when they work individually.
12	The students were afraid to ask questions to the teacher.

13	The students did not get the teacher's consideration when they found difficulties.
14	Most students did not finish the work.
15	The students did not bring dictionary.
16	The students considered English as a difficult lesson.
17	The teaching and learning process lacked the students' involvement.

According to the problems related to the process of writing teaching learning in table 3 above, it can be identified that the problems were as follows.

1. Teaching style of the teacher

The way of the teacher delivers the materials in the classroom is very essential in the process of teaching and learning. It takes important part and gives positive effect to students' understanding about materials given. However, during the observation done by the researcher, she found that the teacher did not use interesting techniques to engage students' interest. The teacher took bigger proportion on the activities done during the lesson. He presented the materials by directly telling the students all the answers without capturing students' involvement. The students' participation during the lesson seemed not to be taken into accounts by the teacher. It made the classroom atmosphere not alive. He also failed to show the model of the text in his presentation. The students, then, became confused and could not get the thought of the materials. Besides, the entire activities were done individually. It made them become harder to start to generate the idea how to write. Subsequently, this created the students to be low motivated.

2. Students' interest toward writing

Students' motivation to learn how to write is important to help them focus on the purpose of the lesson. In fact, the students were low motivated and not interested in doing the writing task since the writing activities were not interesting for them. They felt bored and could not get the main purpose of the teaching learning process in the classroom, which was written in the learning objective.

3. Students' writing skills

The students' writing skills was needed to be improved. Most of them did not even know how to start to write. They did not succeed to generate the idea, identifying the generic structure of the texts and also the language features used. Their knowledge on writing aspects had to be improved as well.

In addition, the teacher as the collaborator asked the researcher to suggest some action plans to overcome the problems found during the teaching and learning process of writing. Then, he said that the action plans should be based on the class schedule and reflected the ability of the researcher and the teacher himself in carrying out the research. Finally, both researcher and the English teacher as the collaborator determined the actions to overcome those problems.

B. Determining the Actions to Overcome the Problems

The implementation of collaborative writing was intended to improve students' involvement during the teaching and learning process. Students who liked to talk with each other were very potential to make a class alive, so providing them a constructive means of doing the same thing in writing helped

engage the students with an opportunity to share ideas with their friends. They made interaction with their peers. This helped them to get immediate feedback where the language used by their peers sounded friendlier the students. The students also created positive relationship when they worked in groups and it had changed their attitude toward teaching and learning process.

To overcome the field problem, the researcher proposed some action plans. The actions plans were as follows.

1. Improving classroom management by using classroom English during the teaching learning process to motivate the students.

2. Using collaborative writing technique to employ the stages of English teaching learning in writing recount texts.

3. Making use of media and enriching the materials to catch their attention in the activities included on the collaborative writing.

The team teaching during the process was employed by the researcher to manage the students who often made noise, talked to their friends, and could not focus on the lesson given. By having the team teaching, the teaching and learning process ran well and the situation brought the students to understand better the materials given.

C. Research Process

In this part, the researcher describes the process of the research. It is divided into two cycles. The report of each cycle is discussed below.

1. **Report of cycle I**

The teaching and learning process in Cycle I was divided into three meetings. In the first cycle, the researcher and collaborator managed three steps as presented in the following discussions.

a. Planning

1) First meeting

a) The researcher and collaborator planned to teach the students how to write a recount text in a good order by using the language features and generic structure of a recount text which includes orientation, event(s) and re-orientation.

b) The researcher and collaborator planned to apply the collaborative writing technique in the teaching learning process. The activities were as follows.

- The researcher divided the students into groups. The groups were diverse ones so that different perspectives could be delivered.

- The researcher and collaborator planned to give them some exercises done in groups in order to introduce them work collaboratively.

- The researcher provided times for them to work together with their group members.

c) The researcher prepared observation sheets and field notes to observe and record the teaching and learning process.

2) Second meeting

    a) The researcher and collaborator planned to give a task to the students and ask them to write a recount text with their collaborative group. The topic used was students' past experience.

    b) The researcher and collaborator planned to apply the collaborative writing technique in the teaching learning process. The activities were as follows.

        - In class, the groups brainstormed ideas about the topic chosen and organized all supporting information for their writing.

        - Students were asked to do planning and drafting on their first draft.

        - The researcher and collaborator planned to ask the students to give feedback on other group's work.

    c) The researcher and collaborator planned to see whether the students understood the correction on their writing or not.

    d) The researcher prepared observation sheets and field notes to observe and record the teaching and learning process.

3) Third Meeting

    a) The researcher and collaborator planned to give written feedback to students writing.

b) The researcher and collaborator planned to return the tasks to each group including the correction used to evaluate their writing in the next phase.

c) The researcher and collaborator planned to ask them to write a final draft on their group writing.

d) The researcher and collaborator planned to ask each student to write a recount text right after they had discussions with their group members.

b. Action and Observation

In the Cycle I, the action was conducted in three meetings. In the first meeting, the researcher held some activities such as teaching the students about the purpose, the generic structure and language features of a recount text and giving them some exercises to enrich their understanding about recount texts. The second meeting was the activity where the researcher focused on the students' activity on the group writing and found their writing problems. The researcher also gave time for them to work in group. After that, the students were asked to give a peer-feedback on other group's writing. In the end of the cycle, the students were asked to do final writing to see whether the technique used gave them better knowledge or not. The detail of the actions in each meeting was discussed as follows.

1) First meeting

The first meeting was held on October 27th, 2011. The researcher here acted as the classroom teacher and the English teacher became the observer. To start the lesson of the day, the researcher asked the students preliminary questions related to their past experience. One of the questions was quite simple such as *"what did you do last week?"*. There were only few students answered the questions and the rest were just listening to their friends. Though the students tried to answer the question in English, they also answered in Indonesian even in Javanese. Then, the researcher repeated the question related to their past experience and asked one of them to answer orally, but the student did not answer the question correctly. He answered it in the form of present tense and the structure was not correct. He answered, *"at home. I at home"*. Then the researcher asked another student and she also answered the question by using simple present tense. The researcher did not correct the students' mistake directly after they answered the question, instead of making plans to tell the right pattern in answering the question in the next meeting.

Then, the researcher shared out an example of a recount text to the students. The researcher asked three of them to read the text. Each of the students read one paragraph aloud while the other listened to them. The researcher discussed the content and the meaning of the text

with the students. Then, to make the students understand easily, the researcher explained the students about the purpose, the generic structure and the language features of a recount text

Firstly, the researcher asked the students about recount texts. The purpose was to observe their preliminary knowledge about the texts. One of them told that a recount text was about a story. The researcher presented the additional information that a recount text was a text which has a social function to retell past events for the purpose of giving the audience a description of what occurred and when it occurred. The researcher explained the generic structure of a recount text which consisted of orientation, event(s) and re-orientation. In the orientation, the students found the actors, the place, and the time of the event (s). The event(s) consisted of series of event(s) that happened. In the re-orientation, they found the feeling or the opinion of the writer about the writers' experience. To help the students understand better the recount text, the researcher gave them another example of the text which was taken from "*Scaffolding English for Junior High School Students Grade VIII*". The title of the text was "*My Holiday*" which told about the writer past experience when he had a vacation. Again, the researcher asked one of the students to read the text aloud and the others listened to him. After that, the researcher asked them about the generic structure of the text. They answered researcher's question by mentioning the generic structure provided in

the text consisted of orientation, event(s) and re-orientation. Some of them correctly answered the questions while the rests were listening to their friends' answer. Then the researcher asked about orientation, events, re-orientation of the text respectively. The students answered the orientation was in the first paragraph of the text. Then, they identified the events and the re-orientation of the text. Mostly, the students did not find difficulties to identify the generic structure of a recount text. It quite showed that they understood and could answer the generic structure of the text.

The researcher continued to explain the characteristics of a recount text. Then, the researcher asked the students to identify and show what tense used in the text, the researcher asked "Can you tell me what tense used in the text?", some of them responded to researcher question by answering "Simple present tense", "Simple continuous tense" and only few said "Simple past tense". After that, the researcher explained the right answer by showing the sentence from the text. The researcher took a sentence from the part of orientation, "Last week, I went to mount Bromo." The students were asked to identify the tense used in the sentence. Some of them still answered "Simple present tense" but only few who answered "Simple past tense". There was a student who asked, *"Kenapa to Miss kalimatnya dibilang Past Tense?"*. Then, the researcher explained the structure of the simple past tense and the verb used there. It was done

to make them understand that the sentence used in the recount text was in the past form because it happened in the previous time.

The researcher also gave other examples of the sentences such as "I stayed in my friend's house in Probolinggo", "The scenery was beautiful", "We rode on horseback" etc. Then, the researcher explained that there were regular and irregular verbs. By showing them the flashcards of some verbs, the students could analyze themselves the difference between regular and irregular verbs which both were used in the simple past tense. The researcher also presented the other language features of recount texts which was the connecting word. On each paragraph of the text, the researcher underlined the words and gave other examples of the connecting words which could be useful for the students to write a recount text such as firstly, next, then, after that, finally, etc.

After discussing two examples of recount texts, the researcher made a conclusion what should be written in a recount text. Then, the researcher asked them to make a group which consisted of 3-4 students on each and asked them to work in groups to do some exercises related to the language features used in a recount text.

The number of students on class VIII B was 32, but there was one student who absent that day, and two students had moved to other schools. Thus, there were about 8 groups in the class consisting 6 groups which had 4 students, one group had 3 students, and one group

had 2 students. Each group had to work collaboratively on the exercise in the worksheet given by the researcher. The first activity was about filling the table of word forms. The team member had to complete the table and find the meaning of the words. It was aimed to enrich their vocabulary and helped them to practice word change. The second activity was asking the students to arrange the jumbled sentences. This exercise got them to write the simple past tense which was always used in writing a recount text. It also allowed the students to learn from each other, as confident students would model successful practice for struggling students.

Then the researcher told the students to submit their work 10 minutes before the class was ended, but some of them spoke simultaneously that their work had not been done. Although they could not entirely finish the task, they seemed to be cooperative with their team member. One student looked for the meaning of words in the dictionary or delivered a question to the researcher, while the others tried to fill the correct answers. Then, the researcher and the students finally discussed the answers and wrapped up the lesson by concluding the generic structure and language features of recount texts before the class was over.

2) Second meeting

The second meeting was held on October 31st 2011. The class was opened by the researcher and she checked the students' attendance list. In this second meeting, the researcher started the class by recalling their previous materials. The researcher asked them about the generic structure and the language features used in a recount text. They answered the question respectively. After that, the researcher showed an input text as a model of a recount text entitled "Yogyakarta Tour". By showing this text, the students were expected to get more understanding in identifying the generic structures and language features used in the text.

As in the previous meeting, in the second meeting the researcher also had focused on giving multiple tasks to the students. There were guided and semi-guided practices for the students. They worked on group to change the verb forms, fill the missing words, and re-arrange the jumbled paragraph to be a good recount text. These activities were done to enrich the students' vocabulary and recall their understanding about language features and generic structure of recount texts. The researcher provided time for them to finish the exercises and discussed the answers together.

The implementation in this meeting ran well. The students which were still on their group did the last exercise on that day. They had been asked to write a recount text consisting of 8-10 sentences

with their group members. They discussed the title and the whole arrangement of the text. All members of the group were responsible of their group writing. Hence, they discussed the topic carefully and followed the pattern explained by the researcher before.

During the implementation, the students often asked the researcher by using Indonesian language i.e, *"Miss kalau V2 nya melihat itu apa?"* or *"Miss bahasa Inggrisnya datang apa ya?".* Though there were still some students who did not contribute to the group exercise, most students in the group were discussing and arranging the text. They did communication with the group members. At glance the researcher saw they did correction when their friend incorrectly wrote down the words on the paper. In other words, there was immediate response from their peers.

Right after they finished their work, they had to exchange their work to other group to get some correction from other group members. Each group got one recount text which was the result of their friends' work. When they made some corrections, they asked the researcher whether the writing was right or wrong. The students ask the researcher in Indonesian sentences such as*, "Miss, kalau go itu jadi went kan?", "Ini gak pake titik salah enggak, Miss?",* or *"Kalau nama orang pakai huruf besar apa kecil Miss?".* They also got suggestion from other members in their own group when they tried to correct the text. After they made correction, they gave them back the

work to the owner. Each group who had got their text re-wrote the final text based on the correction given by their friends. During this drafting process the researcher noted the interaction among their team members. Finally, when the time was up, their writings were submitted.

The implementation of this session ran well. Even though there were a lot mistakes made by the students, other group recognized it and made correction on the wrong aspects of writing.

3) Third meeting

The third meeting was held on November, 3rd 2011. As usual, to start the lesson on that day, the researcher opened the class by greeting the students and checking the roll in about 5 minutes. In this meeting, the researcher and collaborator tried to concern on students' interaction during the process of writing the recount texts.

First, the researcher gave their work which had been done on the last meeting, including the correction given by the researcher. The researcher and the students discussed the materials about recount texts by showing one of their works in the front of the class. The researcher showed the wrong parts of the text and explained why there were wrong. Then, the researcher gave back their works to each group. After that, the researcher asked the students whether they understood or not. Mostly they said that they understand about the correction made. Right after they got their own work, they re-wrote the final

version of their writing. The researcher noted the students' interaction and activity during this step. 25 minutes later the researcher got their works and the students were prepared to work for the next activity.

Then, the researcher asked them to write another recount text which was based on their personal experience in about 40 minutes. The topic they wrote was still about "Holiday". The students were allowed to see their own group draft whether they wanted to compare their own writing with group writing which was done before. They were also asked to discuss the draft with peer. The researcher found that the students did not find any significant problems when they tried to arrange and brainstorm their idea. They got enough information from the previous activity, such as the punctuation matters, the generic structures, the use of simple past tense, and also other language features of the recount texts which had been made the correction on their writing before. Therefore, the students could easily put their ideas to write their own recount text in the end of the cycle.

c. Reflection

In this step the researcher and collaborator found that students in cycle I attained some improvements when they wrote the final result of a recount text. There was also different students' behavior toward the teaching and learning process after they did collaborative writing with their group. The following field note presents the condition of the students in the classroom.

> *Selama proses belajar mengajar mereka merasa senang ketika bekerja dalam grup. Peneliti kemudian menanyakan kepada salah satu siswa apakah ia merasa terbantu dengan aktifitas yang diberikan atau tidak. Lalu S24 berkata bahwa kegiatan yang dilakukan selama proses belajar mengajar membantunya karena ia bisa menanyakan langsung kepada temannya ketika memiliki pertanyaan tentang apa yang tidak ia ketahui. Beberapa siswa bekerja dengan baik ketika mendapatkan feedback langsung dari temannya, sementara beberapa yang lainnya masih terlihat kesulitan. Walaupun tidak terlalu signifikan, peningkatan kemampuan menulis siswa dalam hal mechanics dapat dicapai. Hal ini dapat dilihat ketika salah satu dari mereka menyampaikan koreksi secara verbal saat salah satu temannya tidak melangkapi kalimat dengan tanda baca yang benar ketika proses drafting berlangsung.*
>
> During the teaching learning process they felt happy when they worked in groups. The researcher asked one of them whether it helped her or not. Then, the student said that the activity done during the lesson helped her because her friends could assist when she had something to ask. Some students worked well when they got immediate feedback from their peers, but only few who were just getting confused. The improvement of students writing skills in especially in terms of mechanics aspect could be achieved. It could be seen from the oral correction said by their friend when the writer wrote incorrect punctuation during drafting process.
>
> (Appendix A/ FN. 13B/ 4-7/ 03-11-2011)

The condition was quite different before the implementation of collaborative writing. There were frequent error of word form, spelling, word order, and grammar. On the aspect of mechanics, the students often missed the *full stop* (.) in the end of a sentence. They sometimes failed to write a capital letter for name of person or a place. On the language use aspect, especially the use of simple past tense got the students confused when they wrote a recount text. The following presents students' statements showing their difficulties in using the simple past tense when they wrote the text.

R	: Susahnya waktu nulis recount text itu sebelah mana, Dik? (Which part that makes it difficult to write a recount text?)
S17	**: Pas harus pakai past tense, Miss. Suka Bingung. (When I have to write the simple past tense. It sometimes makes me confused.)**
R	: Oh iya. Yang simple past tense, ya? (Ah, I see. The use of the simple past tense, right?)
S23	: Iya Miss. Yang itu. (Yes, it is.)

(Appendix B/ Interview transcript 4/3-11-2011)

However, Based on the observation was done in the Cycle I, the researcher did not get any difficulties to transfer the materials about a recount text. In the first meeting, the students were focused on generic structures of a recount text, and the language features of the texts especially the use of simple past tense. At first, during the practices done by the students, they still could not differentiate the regular and irregular verbs. It showed when they were asked to fill the verb forms which needed the complete forms of present participle, past participle and the meaning of the words. Although only few of them who knew the change of present participle to past participle, they tried to correct their work during the practice by giving immediate feedback to their peers and wrote down the right answers on the worksheet. This guided practice was aimed to enhance their vocabulary and the grammar focus which are used in a recount text. The following interview transcript presents students involvement to improve writing skills on the aspect of vocabulary and language use.

P : Nah, waktu nulis dalam kelompok biasanya dikasih komentar apa sama temennya? (What kind of comments did you usually get when you wrote a text in group?)

S5 : **Banyak. (a lot of comments)**

S2 : **Past tense. (past tense)**

P : Past tense? Apanya yang dikomentari? (past tense? Which part?)

S5 : **Itu…** *verb* **2 nya. Pas kalo nulis kalimat past tense. (the use of verb 2 when I wrote a sentence in the simple past tense.)**

S2 : **Arti katanya. Bisa tanya sama temennya kalau ada yang nggak tau. (the meaning of words. I could ask my friend when I did know the meaning of the words.)**

(Appendix B/ Interview Transcript 4.B/ 03-11-2011)

In the second meeting, the students practiced how to write a text based on the topic sentences given in the exercise as the semi-guided activity. They wrote the text with their group members and each member was responsible to contribute to the result. They worked with their collaborative groups and each group has a primary writer to write a text while the other members shared the ideas during the process of writing. During the process of writing and giving feedback to other group writing, they underlined the aspects of organization and language use. This activity helped them when they organized a text into good orders.

P mengamati kegiatan siswa di dalam kelompok sambil sesekali bertanya apakah mereka menemukan kesulitan atau tidak. Siswa berkata bahwa mereka tidak begitu menemui kesulitan dalam menyusun paragraph acak tersebut. Selain itu mereka mampu mengidentifikasi generic structure dan language features pada teks tersebut dengan cara melingkari signaling words dan menggaris bawahi setiap kata kerja bentuk lampau yang mereka temukan. 25 menit kemudian, setelah waktu yang diberikan selesai, P dan siswa membahas satu persatu jawaban dari latihan soal yang mereka

kerjakan bersama kelompok.
(The researcher observed the students activity when they worked in groups and frequently asked them whether they found difficulties or not. Yet, they said that they did not find difficulties in arranging the jumbled paragraph. They were also able to identify the generic structure and language features of the text by making a circle on each signaling words and underlining the past participles they found. 25 minutes later, the researcher and the students analyzed each answer from the interdependence task they did with their collaborative group.)

(Appendix A/ FN. 11/ 14/ 31-10-2011)

In the third meeting they produced a text. It was the last meeting of the first cycle. The result of this individual work showed the improvement on their writing skills especially in terms of content and organization aspect of writings, but the improvement on the language use and vocabulary was not more significant than the other writing aspects.

However, after conducted all the activities from first meeting into third meeting, the researcher found that the students' behavior toward teaching and learning process had changed. Although there were still few students who were not able to follow the lesson well, some of them had shown the improvement especially on their behavior toward the teaching and learning process. It can be seen from the comparison between implementation of cycle I and after the implementation of cycle I as follows.

Before implementation	After implementation
Ketika GBS akan memulai pelajaran, beberapa siswa terlihat tidak memperhatikan bahwa GBS sudah berada di kelas. Bahkan ada beberapa siswa yang hanya saling mengobrol dengan temannya, tidak duduk di kursi masing-masing, memainkan tempat pensil mereka, atau bahkan ada yang sedang menyalin pekerjaan rumah temannya untuk mata pelajaran berikutnya. (When the teacher started the class, some students seemed not to realize that the teacher was there. There were also students who talked to their friend, did not sit on their seat, did something with their pencil case, or copied their friends' homework for the next subject.) (Appendix A/ FN.05/ 5/ 20-10-11	*Selama proses belajar mengajar mereka merasa senang ketika bekerja dalam grup. Peneliti kemudian menanyakan kepada salah satu siswa apakah ia merasa terbantu dengan aktifitas yang diberikan atau tidak. Lalu S24 berkata bahwa kegiatan yang dilakukan selama proses belajar mengajar membantunya karena ia bisa menanyakan langsung kepada temannya ketika memiliki pertanyaan tentang apa yang tidak ia ketahui. Beberapa siswa bekerja dengan baik ketika mendapatkan feedback langsung dari temannya, sementara beberapa yang lainnya masih terlihat kesulitan.* (During the teaching and learning process, the students felt happy when they worked in group. The researcher then asked one of them whether the activities during the implementation helped the student or not. Then, the student said that the activities done during the teaching and learning process helped her because she could directly ask her friend whenever she found some difficulties. Some students also worked well when they received immediate feedback from their peers, while few of them seemed to find the difficulty.) (Appendix A/ FN.13B/ 4-6/ 3-11-11)

To fulfill the democratic validity, the researcher also did an interview with the students. The interview was written in the following transcript.

R	: Seneng nggak waktu nulis teksnya di dalam grup? Are you happy when you wrote the text in group?
S24	: Seneng. (Happy)
S17	: Seneng. (Happy)
S3	: Iya, seneng. (Yes. I'm happy.)
R	: Kenapa seneng? (Why?)
S3	: Bisa ada yang bantuin. (Because there's someone who can help me.)
	(Appendix B/ Interview Transcript 4A/ 3-11-11)

2. Report of cycle II

The second cycle was proposed in three meetings. To achieve the use of collaborative writing in this cycle, the researcher and collaborator developed the lesson plans and the activities during the teaching learning process. Observation sheets and field notes were also prepared well to attain the data which capture the simultaneous process of collaborative writing.

a. Planning

The following shows the specific planning of Cycle II.

1) Fourth meeting

   a) The researcher and the collaborator planned to control the class more effectual and conducive.

   b) The researcher and collaborator planned to give more explanation on generic structure, language features, and cohesive device of recount texts.

c) The researcher and collaborator, planned to give detail information on students' mistakes in language use.

d) The researcher and collaborator planned to provide the students with the practice of language features on recount text.

e) The researcher and collaborator asked the students to bring a dictionary to help them when needed.

f) The researcher and collaborator planned to divide the students into groups of four.

g) The researcher and collaborator planned to ask the students to write a text in groups and guided them to follow the steps of collaborative writing.

h) The researcher and collaborator prepared field notes and observation sheets to records the process of teaching and learning.

2) Fifth meeting

a) The researcher planned to ask the students to correct another student's writing in the whole aspects of writing.

b) The researcher and collaborator planned to ask the students to return back their friend's work.

c) The researcher and collaborator planned to ask the students to correct their mistakes and give chance to them to ask questions when they got difficulties.

   d) The researcher planned to ask the students to rewrite the final draft of recount text.

   e) The researcher and collaborator planned to record the students' interaction during the process of writing.

  3) Sixth meeting

   a) In this meeting, the researcher planned to have a discussion with the students about the difficulties found during the process of writing a recount text.

   b) The researcher planned to ask the students to write the third task of a recount text based on the topic they wanted in the paper which had been provided by the researcher.

   c) The researcher planned to collect students' 3rd text and saw whether collaborative writing done during the teaching learning process improved their writing skills or not.

b. Action and Observation

In the Cycle II, there were three meetings (fourth meeting, fifth meeting, and sixth meeting). In this cycle, the researcher and collaborator still provided the practices which had been done in the cycle I and monitored their activities during the activities.

1) Fourth meeting

  The fourth meeting was held on November 4th 2011. The researcher opened the class by greeting the students and checking their attendance list. After that, the researcher began to create an

activity which aimed to attract their attention and recall their memory about the generic structures and language features of recount texts. The researcher showed the students a text written by one of the groups in front of the class. The researcher and the students discussed and corrected the wrong parts of the recount text. The corrections were mostly in the aspect of language use and mechanics. Then the activities related to the language features of recount text were given. In this meeting the students would play a game of a recount text. First, they were divided into groups of three and four. Each group took three flash cards. The cards had to be attached on the text which had not been complete. On the group, the student had to attach the card in the paper availed by the researcher. After all cards were completed, they got score for the correct answers. The winner was the group who could get the highest score in the shorter duration.

The students then were asked to follow certain steps on collaborative writing, such as: discussing topics appropriate for a writing assignment, brainstorming the topic they had already chosen. The process was done recursively where the students feel free to edit and write the idea of their own text. The researcher gave an instruction that asked the students to write a recount text on their group. Each group still had a primary writer who received ideas from other members. The writing process started when they

made a plan to choose the title of the text they would write. The topic given on the early meeting helped them to decide the title and the structure of the text they made. The researcher provided them a worksheet and they were asked to write supporting details on each topic sentence.

The step was drafting process where the communication among the group members was very important and crucial for their group result. Here, students' interaction affected the way writing process went through. Some students often used oral feedback on their work. There were also suggestions for each aspect of writing which might help their peers understand better the knowledge of recount texts. Although not all participants on a certain group agreed with friends' suggestion, the interaction among them gave a bridge from individual perspective to other perspective. They shared their ideas, comments and arguments on this drafting process. Later the students exchanged their works and got some corrections. The editing process followed right after they got back their writing and the final drafting process was done on the last. It took 30 minutes to go and finish their work.

2) Fifth meeting

The fifth meeting was held on November 7th, 2011. To start the class, the researcher greeted the students and checked the roll. In this meeting they were asked whether the correction on the

previous meeting helped or not. Mostly they revealed that their friends correction and suggestions helped them much to understand better how to write a recount text. The activity that would be done in this meeting was arranging the class on their group but the researcher divided the students into groups which consisted of 2 students. Individually, they wrote any necessary new pieces of a recount text, revised it, and produced the final draft. Together, they gave some feedback and suggestions in response to their writing. The dialogue between the students provided immediate response on the student's piece of writing. Members read their writing to each other, gave and received individual responses from each other, and influenced each others' writing.

3) Sixth meeting

This was the last meeting of cycle II and also the last meeting of the research. It was held on November 10th, 2011. As usual, the researcher started the lesson on that day by greeting and checking students' attendance list. The objective of the sixth meeting was to obtain the last result of students writing skills on recount texts. The researcher then prepared to give the final task to the students. The students themselves were ready to do the final task as well. It was showed when the researcher asked whether they could follow the test or not in the following field notes.

> *P bertanya apakah siswa sudah siap atau masih menemui kesulitan dalam menulis teks recount. Siswa menjawab bahwa mereka sudah siap untuk mengikuti tes terakhir. Lalu P sedikit mengulas materi tentang teks recount dengan membahas generic structure dan language features. P bertanya apakah siswa memiliki pertanyaan atau tidak. Setelah siswa merasa siap untuk mengerjakan tugas yang P berikan, P membagikan lembar kerja untuk para siswa.*
>
> (The researcher asked whether the students were ready or still found difficulties on writing the recount texts. They said that they were prepared to follow the final test. Then, the researcher explained the generic structure and the language features of the texts. She repeated again and asked if the students had questions or not. When the students were ready to do the final task given by the researcher, next, she gave the worksheet to each of them.
>
> (Appendix A/ FN. 17/ 6-9/ 10-11-11)

c. **Reflection**

In cycle II, there was not any kind of considerable problems found by the researcher. The students could work cooperatively with other members. They gave immediate feedback and oral responses during the process of writing that enhanced their skills of writing. The students also had immediate chance to correct their mistakes during the collaborative writing phase. This was found when they made interaction with their peer. Hence, the researcher covered that the students' interaction and peer response during the writing process had given positive effect to students' knowledge in the aspects of language use and mechanics. The following field note showed the condition right after the fourth meeting in the second cycle had been implemented.

P memperhatikan kegiatan yang dilakukan oleh setiap kelompok. Semua terlihat bekerja sama dengan baik. Ada yang berdiskusi tentang isi cerita yang akan ditulis di dalam teks, mempertimbangkan alur serta tokoh, hingga mencari arti kata di dalam kamus. Di dalam salah satu kelompok, P melihat salah seorang siswa sedang menerangkan bahwa kalimat yang baru saja dituliskan temannya salah. P menghampiri dan menanyakan kepada kelompok tersebut kegiatan apa yang sedang berlangsung. Siswa tersebut kemudian menjawab, "Miss, kalau habis kalimat itu harus ada titiknya kan? Terus V2-nya ride itu rode bukan rided. Jadi barusan tak betulin."

(Researcher observed the students' activities when they wrote a text collaboratively. All participants in a group seemed to work cooperatively. There were students discussing the content of the text, considering the story plot, and also looking for some words meaning on the dictionary. In a student group, the researcher saw a student who was explaining that the sentence written by her friend was wrong. Then the researcher came closer to the group and asked about the activity they had done. The student responded the researcher by answering, "When we write a sentence, we must attach a full stop in the end of the sentence, right?" and the past form of "ride" is "rode" instead of "rided". So I just corrected it.")

(Appendix A/ FN. 15/ 20/ 04-11-11)

The activities needed every student to come into a class with a set of experiences and learning. Sharing the knowledge and individual point of view through the activities provided enrichment for others and helped the students expert clarify his/her own knowledge when they wrote recount texts. Besides, reflection during the process of writing collaboratively helped the students to enrich the information when they exchange their own ideas among members. They revealed that practicing writing with peers could ease them to get the idea when they write the recount text. This made their motivation toward learning English improve. The interview between

researcher and students showing their behavior toward writing a recount text through collaborative writing were presented as follows.

R	: Gini de… kan kita udah belajar nulis recount text nih, latihannya sambil kolaborasi sama temennya. Gimana rasanya? (We have learned to write a recount text by doing some collaborative writing exercises with friends, how do you feel?)
S28	: **Rasanya ya seneng Miss. (I'm happy, Miss)**
S1	: **Ya seneng, ada yang bantuin mikir gitu lho Miss. (Yes, I'm happy. There's someone helping me to get the idea)**
	(Appendix B/ Interview transcript 6/10-11-2011)

R	: Hmm… gitu… kalau menurut Siva gimana? Wah pendiem nih Siva… (hmm… I see. What about you Siva?)
S24	: Ya..sama Miss. (Me either, Miss.)
R	: Sama gimana de? (what do you mean?)
S24	: **Ada yang ngasih tau kalau salah. (My friend corrected my mistakes)**
R	: Oh… iya… Nah, Febri sama Dewi gimana? (oh…okay. What about you, Febri and Dewi?)
S9	: **Kalau pas kerja kelompoknya sih suka ada yang bantuin Miss… (when we worked with the team, my friend helped me.)**
	(Appendix B/ Interview transcript 6/10-11-2011)

R	: Oh gitu ya… Nah, Febri sendiri kalau nulis bareng sama kelompoknya gimana? (Oh I see… so, what did you get when you wrote with your friends, Febri?
S7	: **Yang kerjasama bikin teks itu ya? jadi tau salahnya kok Miss. (when we made a text collaboratively? It made me know my mistake)**
	(Appendix B/ Interview transcript 6/10-11-2011)

The researcher also did not find any significant problems of students writing skills in terms of language use and mechanics which

were mostly done by the students in previous meetings. This activity promoted active learning when students understood the exercise. The following interview transcript shows their enthusiasm toward this collaborative activity.

R	: Oh gitu ya. Kalau waktu main game yang nempelin kartu di kertas itu seneng gak?
	(How do you feel when you played the game attaching flash cards on the paper?)
S7	: **Seneng Miss. Bisa cepet-cepetan.**
	(I was happy. It could make faster moves than others)
S9	: **Iya, kayak lomba.**
	(Yes. It's like a competition.)
R	: Kenapa kok seneng? Kan itu rame banget.
	(Why were you happy? It was so noisy, right?)
S9	: **Kan kita jadi gak ngantuk Miss...**
	(it made us don't feel asleep, Miss…)

<div align="right">(Appendix B, Interview Transcript 6/ 10-11-2011)</div>

The game itself attracted student attention and it made them work collaboratively well. It showed in the result of the students' answer on the paper. All answers were correct. They could put the right cards on the text.
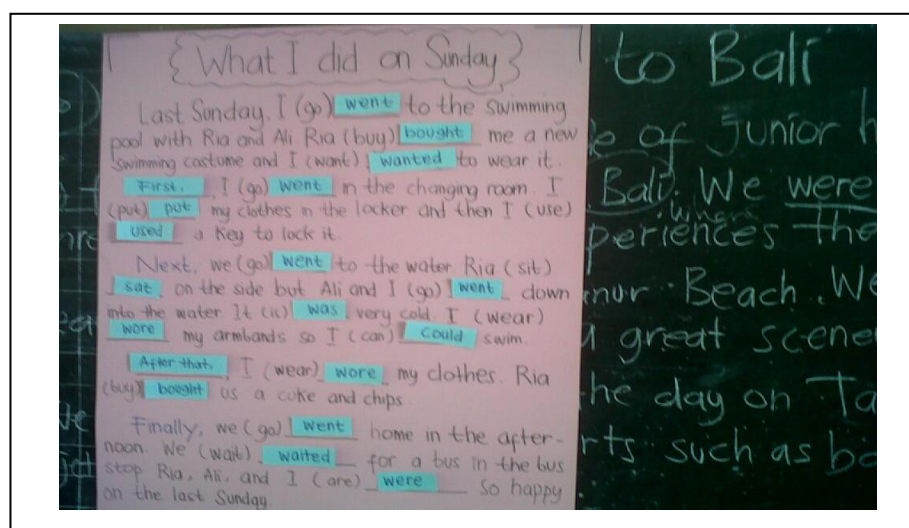
Based on the picture above, there were 19 missing words. Each group had to attach the cards to the paper. The result showed that they could answer the right words on the text. The activities done during the lesson helped them to improve their performance on identifying language features, especially the simple past tense which is used on recount texts.

The students' interaction during the teaching and learning process also provided them the immediate feedback from peers. This helped them to recognize the errors on their writing performance. Thus, the shared knowledge among students could enrich their understanding on writing the recount texts. The field note below showed students' interaction in one group during the activities applied. The researcher took note on their interaction when they did drafting process. The dialogue among them was transcribed as follows.

Kelompok 8
……
S16 : iki bener koyo ngene? (ini benar begini?)
S14 : takon Rony. Ron… (tanya Rony. Ron…)
S29 : bener kok kuwi. (benar kok itu)
S20 : endi? iyo bener, sik… kene… (mana? iya benar, sebentar… sini…) (sambil menulis)
P   : yang ditanyakan tadi apa Dik? (bertanya ke S16)
S16 : ini Miss… (menunjukkan kata "although")
P   : oh… although ya?
S16 : iya.
S20 : nggak pakai "T" kan Miss?
P   : gimana, yang lain? Pakai "T" nggak ini?
S14 : enggak (sambil membuka kamus)
S29 : enggak Miss...
….

S16 : is it true? Like this?
S14 : Ask Rony. Ron…
S29 : Yes. That's right.
S20 : Which one? Yes. That's correct. Wait…let me see… (while writing)
R   : What did you ask him? (asking to S16)
S16 : This one , Miss. (pointing to the word "although")
R   : oh…I see. Althought?
S20 : It doesn't need to put the "T" right?
R   : What about the others? Do we need to write "T" here?
S14 : No. (opening a dictionary)
S29 : No. It doesn't.
….

(Appendix A/ FN. 15/ 21.line 6-18 / 04-11-11)

The implementation of cycle II also brought the improvement on the aspects of writing. The students could produce better recount text than before the implementation done. The following table shows the student's improvement in producing the texts.

The results of Achid Fauzi's writing on Pre-Test	The results of Achid Fauzi's writing on Post-test
"Fishing with Friend"	*"My Experience in Baron beach"*
Last Holidey, I went to fishing. There many fishes in the river. Then, my friend brough a pail for fishes.	*Two week ago, my friends and I visited Baron beach. It was located in Gunung Kidul Yogyakarta. We went there by motorcycle.*
After that, we were home and very tired. But we were happy.	*I had many experiences there. Baron beach was a beautiful beach.*
	There we saw a Baron beach, we played water, sand, or walked around the Baron beach.
	After that we took a rest and had lunch under a big tree. Before we bought some souvenir.
	We went home in the afternoon. We were very tired. It was unforgettable experience for me.

After the collaborative writing applied in the classroom, the students did not feel anxious as what they felt early before the implementation of the research. It shows that the activities implemented in the cycle 2 also gave positive effect to students' attitude toward the process of teaching and learning. They could respond to researcher's question. It can be described in the following field notes.

Cycle I	Cycle II
Sebelum jam pelajaran berakhir, P menutup pelajaran dengan menyimpulkan materi tentang teks recount antara lain: generic structure dan language features yang terdapat dalam teks recount. P bertanya apakah siswa mengerti atau ada yang ingin bertanya tentang materi yang baru saja P berikan. Namun belum ada siswa yang mau bertanya.	*Setelah setiap kelompok melakukan proses planning, drafting, revising, dan final drafting P bertanya kepada siswa apakah mereka menemukan kesulitan atau tidak. Para siswa menjawab "tidak" lalu P kembali menyimpulkan materi dan kegiatan yang dilakukan pada pertemuan kali itu.*
(Before the class was end, the researcher wrapped up the lesson on that day by concluding the materials about recount texts covering generic structure and language features. Then, the researcher asked whether the students understood or wanted to deliver questions related to the materials. However, no students wanted to deliver the questions.)	(When every group did the process of planning, drafting, revising, and final drafting, the researcher asked the students whether the found difficulties or not. They answered, "No." and the researcher finally concluded the materials done on that day.)
(Appendix A/ FN. 09/ 31-32/ 27-10-11)	(Appendix A/ FN. 15/ 22/ 4-11-11)

It can be concluded that the students had a set of experiences and learning. Sharing the knowledge and individual point of view through the activities in collaborative writing technique provided enrichment for the students and helped them to improve their

writing skills. Besides, the improvement of their motivation on each cycle gave the positive effect on their writing skills as well.

D. Research findings

In this part there are qualitative and quantitative data. The qualitative data has something to do with the general findings of the research on each cycle, whereas the quantitative data shows the students' results on their 1st, 2nd, and 3rd task. The next parts are the findings found by the researcher in a series of the use of collaborative writing:

1. Cycle I

a. In terms of content aspect, some students got the point of the component and the purpose of recount texts.

b. In terms of organization aspect, some students could find and identify the generic structure of recount texts.

c. In terms of vocabulary aspect, students' vocabulary mastery nearly improved. Some of them could use right words on the sentences they made during the process of writing.

d. In terms of language use, some students were able to write sentences by using the simple past tense, though the other still found difficulties in writing sentences using the simple past tense.

e. In terms of mechanic, the students did it well but there were still some of the students who still failed to put full stop and capital letters.

2. **Cycle II**

   a. In terms of content aspect, all students got the point of the component and the purpose of recount texts and had good knowledge of purpose and the language features of recount texts.

   b. In terms of organization aspect, all students could find and identify the generic structure of recount texts.

   c. In terms of vocabulary aspect, students' vocabulary mastery showed a good improvement. Almost all students could use appropriate words when they wrote the sentences of simple past tense.

   d. In terms of language use, all students were able to write sentences by using the simple past tense. They no longer found difficulties in writing sentences using the simple past tense. They also made a good order of writing the sentences.

   e. In terms of mechanic, the students writing showed the improvement. There were only few of them who missed the wrong punctuation. There was no great amount on students' mistake in terms of mechanic aspect.

There were also some other findings found by the researcher and collaborator during the research. The additional findings are explained as follows.

   a. The use of collaborative writing made the students' motivation improved because they could share the knowledge and there was no tense during the process of writing if they wanted to deliver questions to their friends.

b. The use of collaborative writing increased the students' enthusiasm because it had multiple pairs of eyes to proofread the writing. The different perspective helped them when proofreading, so the more students looking at the writing they made, the higher mistakes would be identified and improvements would be made.

3. **Summary of Cycle I and II**

The result of this action research can be summarized in the following table:

Table 4: Research Results

Aspects of Writing	Pre-Condition	Cycle I	Cycle II
Content	The students had no knowledge and did not understand the components, the purpose and the language features of a recount text.	Some students could get the point of the components and the purpose of a recount text	All students had greater knowledge of the components, the purpose and the language features of a recount text.
Organization	The students could not identify parts (generic structure) of a recount text whether it was the orientation, events, or re-orientation.	Some students were able to identify the generic structure of a recount text.	All students could identify and recognize each part of generic structure on a recount text.
Vocabulary	Vocabulary mastery of the students was still low. They had limited vocabulary to be used in the sentences and it was still inappropriate.	Students' vocabulary mastery increase. Some of the students could use appropriate words when they wrote sentences.	Students' vocabulary mastery increase. Almost all of them could write the appropriate words when they made sentences.
Language Use	The students found	Some students	All students

	it difficult to write a sentence in simple past tense and to make use the English grammar.	could produce sentences in the simple past tense and wrote the sentences in a right structure.	were able to produce sentences using the simple past tense and make the sentence in a good structure.
Mechanic	Students hand writing did not meet the rule of punctuation. Most of them failed to put full stops, commas, and capital letter on their writing.	Some students could reduce the amount of punctuation mistakes.	Most students could use correct punctuation when they wrote sentences.

4. **Students' Score**

In this section, the researcher presents the students' writing score: 1st task on pre-condition stage, 2nd task in cycle I, and 3rd task in cycle II. The explanation has something to do with the students' mean score in five aspects of writing, which are: content, organization, vocabulary, language use, and mechanics. The tables below show the mean score of each aspects of writing.

Table 5: Students' mean score in the content aspect

Component	Task I	Task II	Task III
Content	16.8	19.4	21

Table 5 presents the mean score in the content aspect attained by the students. It shows that the students' mean score in this aspect increased as the tasks given in each cycle. In Task I, the students' mean score in the content aspect is 16.8; the mean score in Task II is 19.4; and in Task III the mean

score is 21. The gain score is obtained by comparing the mean score of task I and task III, which is 4.2.

Table 6: Students' mean score in the organization aspect

Component	Task I	Task II	Task III
Organization	13.5	15.8	17.1

Table 6 above shows the students' mean score in terms of organization aspect. On each task, the students' main score increased as shown in task I, Task II, Task III. In Task I the mean score is 13.5; the main score in Task II is 15.8; and main score in the Task III is 17.1. The gain score attained from Task I to Task III is 3.6.

Table 7: Students' mean score in the vocabulary aspect

Component	Task I	Task II	Task III
Vocabulary	13.3	15.3	16.4

Table 7 above shows the students' mean score in terms of vocabulary aspect. In Task I the students' mean score is 13.3; the main score in Task II is 15.3; and main score in the Task III is 16.4. The gain score which is obtained by comparing Task I with Task III is 3.1.

Table 8: Students' mean score in the language use aspect

Component	Task I	Task II	Task III
Language Use	15	17.7	18.7

Table 8 above shows the students' mean score in the aspect of language use. On each task, the students' main score increased as shown in task I, Task II, Task III. In Task I the mean score is 15; the main score in

Task II is 17.7; and main score in the Task III is 18.7. The gain score attained from Task I to Task III is 3.7.

Table 9: Students' mean score in the mechanics aspects

Component	Task I	Task II	Task III
Mechanics	3.1	3.4	3.9

Table 9 above presents the mean score in mechanics aspect obtained by the students. It shows that the students' mean score in this aspect increased as the tasks given in each cycle. In Task I, the students' mean score is 3.1; the mean score in Task II is 3.4; and in Task III the mean score is 3.9. The gain score is obtained by comparing the mean score of task I and task III, which is 0.8.

According to discussion above, students' writing skills 5 aspects of writing, which are content, organization, vocabulary, language use, and mechanics increased after the actions during the research were implemented. The students' gain score compared from Task I to Task III in content aspect is 4.2; in organization aspect is 3.6; in vocabulary aspect is 3.1; in language use aspect is 3.7; and in mechanics aspect is 0.8.

The general finding of students' score of five writing aspects which was obtained in Task I, Task II, and Task III can be summarized as follows.

Table 10: General finding of students' score from Task I, Task II, and Task III

Score	Task I	Task II	Task III
Mean score	62.14	71.55	77.09

Table 8 above gives the information of the value of the students' mean score in the five aspects of writing. It was obtained from Task I, Task II, and

Task III respectively. In the Task I students' mean score is 62.14. It increased in Task II which reached into 71.55 and in the end of the research the students' mean score increased up to 77.09. The highest and the lowest score of students' mean score in five aspects also rose from the first task to the latest task. It can be wrapped up that the application of collaborative writing can improve students' writing skills.

E. Interpretation of the Finding

In this part, the researcher provides the analysis of the finding attained in Cycle I and Cycle II of the research. The purpose is to present the result of the process during the research whether the collaborative writing improves the students writing skills or not. The early observation had been done before the research was started. The observation was aimed to get preliminary information of students' problem on writing a text especially writing a recount text. To overcome the problems found on during the class observation, the researcher applied two cycles in this research.

It was discovered that the implementation of the actions which were done in two cycles brought the improvement on students' writing skills on recount text. The students produce better writing after did the steps on collaborative writing: planning, drafting, editing, and final drafting which were done with in group. Their individual works which were held in the end of each cycle also showed the improvement in five aspects of writing namely content, organization, vocabulary, language use, and mechanics. The gain scores for each writing aspect were obtained from Task I to Task III. In

content aspect, the gain score reached 4.2; in organization aspect 3.6; in vocabulary aspect 3.1; in language use aspect 3.7; and in mechanics aspect 0.8. The value of mean score of those five aspects of writing also increased from Task I, Task II, and Task III. The result of the students score analysis showed that the mean score in Task I was 62.14, in Task II 71.55, and it reached into 77.09 in Task III.

The improvement in students' writing skills was also considered as the effect of the process of peer writing and editing included on collaborative writing technique. It became effective in raising students' awareness of important organizational and syntactical elements that they might not notice on their own. It was also because the students got more productive feedback during the writing process which helped them more independent when they worked individually.

Based on the explanation above, it can be concluded that the improvement of students' writing skills on recount texts in class VIII B of SMPN 2 Sentolo was achieved by the application of collaborative writing. The activities done during the writing process provided them a classroom interaction which lively helped them to work better. It also motivated them that writing a text especially a recount text was not quite difficult since they knew how to deal with generic structure and language features of the text. Besides, the adequate knowledge of the students on recount texts is in line with their writing skills improvement in terms of organization, language use, content, vocabulary, and mechanic.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter the researcher presents three different points. They are conclusions, implications, and suggestions. Each point is described as follows.

A. Conclusions

This research belongs to action research. The actions of the research were implemented in English class at SMP Negeri 2 Sentolo. It started from October to November 2011. The involved participants of this research were the researcher, the English teacher, and the students of VIII B class of SMP Negeri 2 Sentolo.

This research had attained some data that were related to the use of collaborative writing technique in improving students' writing skills on recount texts. According to the data analysis conducted in this research, the application of collaborative writing is believed to be helpful to improve students' writing skills.

In cycle I, the students showed the improvement on their writing skills especially in terms of content and organization aspects. The use of collaborative writing helped them to generate and share ideas among peers during the process of writing. Some of them also showed different attitude toward the teaching and learning process. Their motivation toward learning also increased.

In cycle II, the activities conducted had also created students' involvement. Their collaboration supported them to get more knowledge on the aspects of writing. They could produce a better text as well. Besides, they also showed greater motivation to follow the teaching and learning process.

Moreover, the different kinds of data were also gained to support the result of this research. The data consisted of qualitative and quantitative data.

In terms of qualitative data, the researcher found the result as follows.

1. The students have better attitude toward writing recount texts.

2. The students have better social interaction with their peers when they worked collaboratively.

3. The students get better understanding on the process of writing recount texts.

4. The students' performance on identifying the elements of recount texts is better that the former performance before collaborative writing is implemented.

5. The students have better performance on writing skills and they can reduce the mistake made during the process of writing.

In terms of quantitative data, the improvement of students' writing skills can be seen from the result of students' writing score. Based on the result shown in this research, the mean score of students' writing skills increases in each cycle.

B. Implications

According to the research finding, the implementation of collaborative writing brought some improvements to the writing skills of the students of SMP Negeri 2 Sentolo, especially the students of VIII B class. By implementing collaborative writing in the classroom activities, the students were   offered the

opportunity   to give and receive immediate feedback on language used on their writings that might be missing when they work individually. Likewise, collaborative writing also enhanced and stimulated students' motivation in improving the writing skills because they revealed that the feedback from their pairs was useful. Therefore, it showed that collaborative writing was also good for the betterment of developing the writing skills of the students.

Moreover, the activities during implementing collaborative writing helped the students to involve actively in the classroom. It made the teaching-learning process became far from being teacher-centred because collaborative writing provided the students with a set of actions that needed them to work with the group members. During this process, the students exchanged their ideas and knowledge. They also got immediate feedback from their peers whenever they made mistakes on their writing. Therefore, it can be concluded that collaborative writing was also good for the betterment of developing the writing skills of the students.

C. Suggestions

After conducting this action research, the researcher proposes the suggestions for English teacher and other researcher as presented below:

1. For the English teacher

   It is quite important for the English teacher especially the English teacher in SMPN 2 Sentolo to improve students writing skills. The teacher needs to arrange certain activities that make the students work actively and will not get

them bored during the teaching and learning process. It is better for them to employ collaborative writing when they teach writing to the students.

2. For other researcher

It is considered that this research only gives an emphasis on students' writing on recount texts. Therefore, the other researchers may conduct research on other genre of texts which can improve their writing skills and also enrich their knowledge in different kind of both factual and literary texts.

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APPENDIXES

A. FIELDNOTES

FIELD NOTES

No	**: FN. 01**
Hari, Tanggal	**: Senin, 26 September 2011**
Jam	**: 08.30 – 10.00**
Tempat	**: Ruang tamu sekolah**
Kegiatan	**: Meminta Ijin penelitian**
Responden	**: P : Peneliti**
	** KS : Kepala Sekolah**
	** PTU : Pegawai Tata Usaha**

1	P datang ke sekolah pada pukul 08.30. P lalu bertanya kepada salah satu guru yang ada di pintu masuk sekolah dan beliau langsung mempersilahkan P untuk masuk ke dalam sekolah.
2	P kemudian bertemu dengan salah seorang PTU. P kemudian bertanya apakah P dapat bertemu dengan KS pada kesempatan itu. Namun karena KS sedang mengadakan rapat bersama semua guru-guru pengajar, maka PTU meminta R untuk menunggu di ruang tamu sekolah.
3	Setelah rapat selesai akhirnya P bertemu KS. Karena sebelumnya P melaksanakan KKN-PPL di sekolah tersebut maka KS langsung mengenali P dan menerima kedatangan P dengan baik.
4	P mengutarakan maksud kedatangannya ke SMP N 2 Sentolo dan meminta ijin kepada KS untuk melaksanakan penelitian.
5	KS kemudian mengijinkan P untuk mengadakan penelitian di sekolah tersebut dan langsung memberikan arahan tentang perijinan serta persyaratan untuk melaksanakan penelitian.
6	KS memberikan beberapa informasi tentang mendapatkan syarat-syarat serta kelengkapan yang harus dipersiapkan saat akan mengadakan penelitian. Serta alur untuk pengurusan surat iin penelitian di Kabupaten Kulon Progo.
7	KS kemudian menjelaskan siapa saja guru yang mengampu mata pelajaran Bahasa Inggris untuk kemudian menjadi kolaborator P dalam melaksanakan penelitian.
8	P kemudian meminta ijin untuk bertemu dengan Guru Bahasa Inggris yang mengajar bahasa Inggris kelas VIII.
9	KS meminta PTU untuk mengantar P menemui Bapak Pagiono, guru yang mengampu pelajaran Bahasa Inggris kelas VIII.
	P kemudian mohon undur diri kepada KS dan ditemani PTU untuk menemui Bapak Pagiono.

No	**: FN. 02**
Hari, Tanggal	**: Senin, 26 September 2011**
Jam	**: 10.00 – 10.20**
Tempat	**: Ruang kelas VIII C**

Kegiatan   **: Bertemu Guru Bahasa Inggris**
Responden   **: P**   **: Peneliti**
                GBS   **: Guru Bahasa Inggris**

1	P menuju ke ruang kelas VIII C dimana GBS sedang mengajar.
2	P mengetuk pintu kelas dan memohon ijin kepada GBS untuk meminta waktu mengajarnya sebentar. P kemudian memperkenalkan diri dan mengutarakan maksud kedatangan P ke sekolah.
3	GBS menerima P dengan baik dan bersedia membantu P untuk melakukan penelitian.
4	GBS bertanya kepada P tentang penelitian apa yang akan P lakukan di SMP N 2 Sentolo.
	P lalu menjelaskan kepada GBS bahwa P akan melakukan penelitian *action research* tentang meningkatkan kemampuan siswa dalam menulis teks recount dengan menggunakan teknik *collaborative writing*.
5	GBS kemudian menyampaikan bahwa kelas VIII baru saja melaksanakan *mid-term test* dan materi pembelajaran masih tentang teks deskriptif sehingga materi tentang teks recount belum diajarkan.
6	P kemudian meminta jadwal mengajar GBS dan meminta ijin untuk melaksanakan observasi di kelas salah satu kelas VIII yang diajar oleh GBS.
7	GBS menyarankan P untuk mencatat jadwal yang ada di ruang guru untuk bisa menyesuaikan tanggal pelaksanaan observasi.
8	GBS mengijinkan P dan memberi waktu luang untuk melaksanakan observasi setelah P mendapat ijin dari Kepala Sekolah dengan menyerahkan kelangkapan persyaratan penelitian.
9	P menerima saran dari GBS kemudian mencatat jadwal mengajar GBS.
10	P kembali ke ruang kelas dimana GBS mengajar, lalu berterima kasih dan ijin untuk pamit pulang.

No   **: FN. 03**
Hari, Tanggal   **: Senin, 17 Oktober 2011**
Jam   **: 08.00 – 08.10**
Tempat   **: Ruang Kepala Sekolah**
Kegiatan   **: Menyerahkan surat permohonan ijin penelitian**
Responden   **: P**   **: Peneliti**
                KS   **: Kepala Sekolah**

1	Pukul 09.00 pagi P sudah berada di sekolah dan langsung menuju ruang tamu sekolah.
2	P bertemu dengan Ibu Karyawan Tata Usaha dan mengutarakan maksud kedatangannya ke sekolah untuk bertemu dengan Bapak Kepela Sekolah. Karena KS sedang menerima tamu, maka P dipersilahkan untuk menunggu dikursi tamu.
3	Tidak lama setelah P menunggu di ruang tamu, KS menerima P di ruang

	KS.
4	P menyerahkan surat permohonan ijin penelitian dan proposal skripsi penelitian yang akan dilaksanakan di sekolah
5	KS kemudian menerima surat ijin dan proposal penelitian dan memberikan kewenangan kepada P dan Guru Bahasa Inggris untuk melaksanakan penelitian di SMPN 2 Sentolo.
6	P lalu meminta ijin untuk bertemu dengan guru Bahasa Inggris yang akan menjadi kolaborator P dalam pemelitian ini.
7	KS mengijinkan P bertemu Bapak Pagianto yang mengampu pelajaran bahasa Inggris kelas VIII.
8	Setelah itu P mohon undur diri dan menemui Bapak Pagianto.

No   **: FN. 04**
Hari, Tanggal **: Senin, 17 Oktober 2011**
Jam   **: 08.10 – 08.15**
Tempat   **: Halaman Kelas VIII B**
Kegiatan   **: Bertemu Guru Bahasa Inggris**
Responden   **: P   : Peneliti**
                  GBS   : Guru Bahasa Inggris

1	P menuju ke ruang Guru namun tidak bertemu GBS. Lalu Ibu Guru yang ada di ruang guru menyarankan P menuju ke ruang kelas VIII B untuk bertemu GBS.
2	GBS yang sedang mengajar keluar kelas menemui P.
3	P meminta ijin kepada GBS untuk meminta waktu sebentar dan mengatakan bahwa telah menyerahkan surat ijin penelitian ke Bapak Kepala Sekolah.
4	GBS kemudian mempersilahkan P untuk menyiapkan kelengkapan selama akan melakukan penelitian.
5	P meminta izin GBS untuk meminta waktu melaksanakan observasi. Karena pada hari itu jam pelajaran sudah berlangsung, maka GBS meminta P untuk melakukan observasi pada kesempatan berikutnya.
6	P dan GBS akhirnya menyepakati jadwal observasi akan dilaksanakan pada tanggal 20 Oktober di kelas VIII B.

No   **: FN. 05**
Hari, Tanggal **: Kamis, 20 Oktober 2011**
Jam   **: 07.40 – 09.00**
Tempat   **: Kelas VIII B**
Kegiatan   **: Observasi**
Responden   **: Siswa kelas VIII B**
                  P   : Peneliti
                  GBS   : Guru Bahasa Inggris

1	Pada Pukul 07.40 P dan GBS menuju ruang kelas VIII B.
2	GBS memperkenalkan P kepada siswa-siswa bahwa P adalah mahasiswa UNY yang akan mengadakan penelitian.
3	GBS mempersilahkan P untuk duduk di kursi kosong yang ada di bagian belakang kelas.
4	GBS memulai pelajaran bahasa Inggris.
5	Ketika GBS akan memulai pelajaran, beberapa siswa terlihat tidak memperhatikan bahwa GBS sudah berada di kelas. Bahkan ada beberapa siswa yang hanya saling mengobrol dengan temannya, tidak duduk di kursi masing-masing, memainkan tempat pensil mereka, atau bahkan ada yang sedang menyalin pekerjaan rumah temannya untuk mata pelajaran berikutnya.
6	Kemudian GBS memulai pelajaran pada hari itu dengan melakukan apersepsi tentang materi recount text sebelumnya. GBS bertanya kepada para siswaapakah mereka masih ingat apa saja yang ada dalam *recount texts*. Hampir seluruh isi kelas tidak mejawab pertanyaan dari GBS, bahkan ada beberapa yang masih bersenda gurau dengan teman sebangkunya. Lalu GBS menerangkan kembali tentang recount texts kepada seluruh siswa.
7	Metode yang digunakan GBS untuk menerangkan kembali materi yang diajarkan sebelumnya terlihat tidak menarik bagi siswa karena GBS hanya menuliskan *generic sturucture* dari recount texts tanpa menunjukkan model dari teks itu sendiri. Hal itu terlihat dari beberapa siswa yang terlihat mengantuk dan beberapa masih tidak memperhatikan penjelasan dari GBS. Namun GBS tidak melakukan apa-apa dan meneruskan menerangkan materinya tentang recount teks. Hanya ada sedikit siswa yang duduk di jajaran depan yang memperhatikan GBS saat menerangkan.
8	Kemudian beberapa siswa diminta maju satu per satu ke depan untuk membaca teks yang sudah ditulis oleh siswa dipertemuan sebelumnya. Ketika salah satu siswa yang dipanggil maju ke depan dan mebacakan teks, siswa-siswa yang lain terlihat tidak memperhatikan dan hanya sibuk dengan urusan masing-masing.
9	Setelah siswa tersebut selesai membacakan teks recount, GBS menuliskan sebuah model teks di papan tulis dan seluruh siswa diminta untuk menyalinnya ke buku tulis. Siswa diminta untuk mencari seluruh kata kerja yang terdapat pada teks tersebut (terdapat 10 buah kata kerja tak beraturan bentuk pertama) dan mengubahnya ke dalam bentuk lampau. Siswa diberi waktu 30 menit untuk mencari dan mengubah 10 buah *irregular verbs* yang ada pada teks. Namun tampaknya siswa menemukan kesulitan.
10	Kebanyakan siswa tidak bisa mengidentifikasi kata kerja dan beberapa yang menemukan kata kerja pun kesulitan untuk mengubahnya ke bentuk lampau. Terlebih siswa-siswa tersebut tidak membawa kamus saat pelajaran bahasa Inggris berlangsung. Latihan soal yang diberikan

	oleh GBS harus dikerjakan secara individual, sehingga mempersulit siswa yang benar-benar tidak mampu mengidentifikasi irregular verbs dan mengubahnya ke dalam bentuk lampau. Akhirnya setelah 35 menit waktu berlalu, belum ada satupun siswa yang bisa menyelesaikan latihan soal tersebut.
11	Lalu GBS meminta siswa untuk berhenti mengerjakan tugas dan GBS menerangkan jawaban benar dengan menuliskannya menuliskan di papan tulis.
12	Setelah itu GBS meminta siswa untuk menulis sebuah paragraph recount berdasarkan apa yang sudah diterangkan dan boleh menggunakan kata kerja yang baru saja dipelajari. Namun tampaknya siswa kesulitan dalam mengawali tugas yang diberikan oleh GBS
13	Setelah jam hampir berakhir, siswa masih belum menyelesaikan tugas yang diberikan GBS.
14	GBS lalu bertanya apakah siswa sudah selesai mengerjakan tugas yang diberikan, tetapi siswa masih belum dapat menulis sebuah texs recont.
15	Akhirnya GBS meminta siswa untuk mengerjakannya dirumah dan menutup pelajaran pada kesempatan tersebut.

No   : FN. 06
Hari, Tanggal : Kamis, 20 Oktober 2011
Jam   : 09.00-09-15
Tempat   : Ruang tamu sekolah
Kegiatan   : Wawancara dengan Guru Bahasa Inggris
                dan merencanakan pre-test untuk siswa.
Responden   : P   : Peneliti
                GBS   : Guru Bahasa Inggris

1	P dan GBS menuju ke ruang tamu sekolah setelah sebelumnya mengikuti pelajaran di kelas VIII B.
2	P bertanya kepada GBS seputar kegiatan belajar mengajar di kelas VIII B yang baru saja diikuti P.
3	GBS menjelaskan kepada P bahwa kegitan belajar siswa di kelas saat pelajaran bahasa Inggris memang seperti yang baru saja P lihat.
4	P menanyakan beberapa pertanyaan lanjutan tentang kebiasaan serta aktifitas yang dilakukan saat pelajaran bahasa Inggris berlangsung.
5	GBS menjawab semua pertayaan yang ditanyakan oleh P dan menyampaikan juga kesulitan-kesulitan yang dihadapi saat mengajar bahasa Inggris terutama dalam ketrampilan menulis.
6	P menanyakan perihal pre-test yang akan dilaksanakan di kelas VIII B dan jadwal yang disediakan oleh pihak sekolah.
7	GBS mempersilahkan P untuk melaksanakan pre-test pada pertemuan berikutnya dengan mengikuti jadwal mengajar guru yang ada di papan jadwal.
8	P memperlihatkan lembar kerja siswa yang akan diberikan saat

	melakukan pre-test untuk dikoreksi oleh GBS.
9	GBS menyetujui lembar kerja siswa yang diserahkan oleh P untuk kemudian bisa diperbanyak
10	GBS kembali mengajar karena jam istirahat sudah selesai dan P menuju ke ruang guru untuk mencatat jadwal pelajaran kelas VIII B serta mempersiapkan lembar kerja siswa yang akan digunakan untuk melaksanakan pre-test pada kesempatan berikutnya.

No   : **FN.07**
Hari, Tanggal : **Senin, 24 Oktober 2011**
Jam   : **08.00-09.00**
Tempat   : **Ruang Kelas VIII B**
Kegiatan   : **Melaksanakan Pre-test**
Responden : **Siswa kelas VIII B**
      P   : **Peneliti**
      GBS : **Guru Bahasa Inggris**

1	P datang ke sekolah pada pukul 07.30 sebelum jam masuk pelajaran pertama setelah sebelumnya membuat jadwal pertemuan dengan GBS.
2	P bertemu Ibu karyawan Tata Usaha di ruang tamu sekolah dan dipersilahkan untuk menunggu.
3	Setelah jam masuk berbunyi, P menuju ke ruang guru untuk menemui GBS.
4	P bertemu GBS.
5	P mengutarakan maksud kedatangan hari itu untuk mempersiakan dan membahas materi-materi yang akan disampaikan kepada siswa pada cycle I dan juga melaksanakan pre-test untuk siswa.
6	GBS dan P menuju ke ruang kelas VIII B.
7	GBS dan P masuk ruang kelas dan GBS langsung menjelaskan kepada seluruh siswa bahwa hari ini P akan melaksanakan pre-test untuk menulis teks recount.
8	P membuka pelajaran dengan memperkenalkan diri kembali kepada siswa dan menerangkan maksud kedatangan P saat itu untuk memberikan semacam test awal bagi siswa.
9	P menjelaskan kepada siswa bahwa menulis teks ini dilaksanakan secara individu dan sesuai dengan materi yang telah diajarkan GBS pada pertemuan sebelumnya. P juga menyampaikan bahwa apa yang akan dilaksanakan pada kegiatan hari itu tidak akan mempengaruhi nilai bahasa Inggris siswa pada raport yang akan diberikan oleh GBS.
10	P meminta salah satu siswa untuk membantu membagikan lembar kerja yang telah dipersiapkan sebelumnya.
11	Setelah semua siswa mendapatkan masing-masing selembar worksheet, P kemudian membacakan instruksi seperti yang tertulis dalam worksheet dan menanyakan apakah siswa mengerti dengan instruksi yang diberikan.

12	Lalu P menjelaskan kembali instruksi yang ada dan memberikan waktu selama 40 menit kepada siswa.
13	Siswa kemudian mencoba menulis sebuah teks recount sesuai dengan petunjuk yang teerdapat dalam worksheet.
14	P memberikan waktu 1 jam pelajaran atau sekitar 40 menit kepada siswa kelas VIII B untuk menyelesaikan sebuah teks recount, namun beberapa siswa tampak mengeluh karena tidak tahu harus menulis apa. Kemudian beberapa siswa membuka catatan yang dicatat sebelumnya dan mulai menyalin tulisan yang ada di catatan mereka.
15	Karena waktu yang diberikan sudah habis, maka P meminta seluruh siswa mengumpulkan hasil pekerjaan mereka.
16	Kemudian P meminta tolong 4 orang siswa yang duduk paling belakang untuk menarik lembar kerja yang sudah dikerjakan oleh masing-masing siswa
17	P menjelaskan kembali kepada seluruh siswa bahwa kegiatan ini tidak akan mempengaruhi nilai bahasa Inggris yang akan diberikan oleh GBS pada raport mereka di akhir semester nanti.
18	Setelah semua hasil kerja siswa terkumpul, P mengucapkan terimakasih kepada GBS dan siswa kelas VIII B atas kerjasamanya yang telah meluangkan waktu untuk P melaksanakan penelitian.
19	P menutup kegiatan pada kesempatan itu untuk selanjutnya dilanjutkan oleh GBS.

No   : **FN.08**
Hari, Tanggal   : **Senin, 24 Oktober 2011**
Jam   : **09.00**
Tempat   : **Ruang Guru**
Kegiatan   : **Mempersiapkan Cycle I**
Responden   : **P**   : **Peneliti**
                 GBS   : **Guru Bahasa Inggris**

1	Setelah jam pelajaran berakhir, P dan GBS menuju ke ruang guru.
2	P menyerahkan RPP serta bahan ajar kepada GBS.
3	Setelah GBS membaca RPP yang diserahkan oleh P, GBS memberikan saran untuk mengurangi aktifitas pada pertemuan pertama yang terdiri dari tiga macam latihan menjadi dua latihan. Kemudian GBS menanyakan langkah-langkah yang terdapat dalam kegiatan inti dengan menggunakan teknik *Collaborative Writing* dan sepakat untuk melaksanakan pertemuan pertama pada tanggal 27 Oktober 2011.
4	Pembahasan tentang persiapan mengajar untuk cycle I selesai dan P ijin pamit untuk pulang.

No   : **FN.09**
Hari, Tanggal   : **Kamis, 27 Oktober 2011**

Jam   **: 07.40-09.00**
Tempat   **: Ruang Kelas VIII B**
Kegiatan   **: Pelaksanaan Cycle I (Pertemuan ke-1)**
Responden   **: P**   **: Peneliti**
                         GBS   **: Guru Bahasa Inggris**
                         S3   **: Agatha Trisna (siswa)**
                         S4   **: Alifah Wulan Riski (siswa)**
                         S9   **: Dwi Martanti Cahya (siswa)**
                         S25   **: Slamet Widodo (siswa)**

1	Kurang lebih pada pukul 07.30 P sudah tiba di sekolah.
2	P langsung menuju ke ruang perpustakaan dan memperiapkan media serta materi yang akan diajarkan pada hari itu.
3	Setelah jam menunjukkan pukul 7.40 dan pergantian jam pelajaran, P langsung menuju ke ruang keals VIII B didampingi oleh GBS.
4	GBS memberitahu siswa bahwa pelajaran kali ini akan disampaikan oleh P.
5	Siswa kemudian terlihat saling berbisik dan tersenyum dengan rencana pertemuan pada pelajaran kali ini.
6	P lalu membuka pelajaran dan kembali memperkenalkan diri kepada seluruh kelas VIII B.
7	Dalam mengawali menyampaikan materi tentang recount teks, P menanyakan terlebih dahulu kegiatan yang telah siswa lakukan di waktu lampau.
8	Beberapa siswa menjawab pertanyaan yang P berikan namun yang lain terlihat hanya mendengarkan apa yang dikatakan temannya.
9	P lalu bertanya dengan menggunakan bahasa bilingual, *"Oke. Sekarang Miss mau bertanya, what did you do last week? Yang kalian lakukan minggu kemarin apa?"* dan *"Kalau tadi pagi? What have you done this morning?"*
10	Hanya ada beberapa anak yang mencoba menjawab menggunakan bahasa Inggris. Sisanya ada yang menggunakan bahasa Indonesia bahkan bahasa Jawa.
11	Kemudian P mengulang pertanyaan yang sama dengan memanggil beberapa nama yang ada di daftar presensi. Namun tidak ada seorang pun yang bisa menjawab dengan menggunakan kalimat lengkap. Salah satu siswa yang menjawab hanya mampu mengatakan aktifitas lampaunya dalam kalimat *simple present tense* yang tidak lengkap. Murid tersebut menjawab, *"At home. I at home."* Beberapa siswa yang lain juga cenderung menjawab hal yang sama.
12	P kemudian tidak langsung membenarkan jawaban dari para siswa tersebut melainkan menuliskan jawaban dari para siswa tersebut di papan tulis dan menunjukkan bahwa kalimat tersebut merupakan simple present tense. Sementara untuk menjawab sebuah kegiatan yang berlangsung waktu lampau, sesorang harus menggunakan kalimat simple past tense.

13	P menunjukkan sebuah teks yang menggunakan simple past tense. P kemudian menyampaikan kepada siswa bahwa pertemuan kali ini akan membahas tentang teks recount yang salah satu cirinya menggunakan kalimat dalam bentuk past tense.
14	Siswa lalu diminta untuk membacakan sebuah model teks recount yang sudah diberikan berjudul *"My Last Holiday"*. Salah satu siswa membaca sebuah paragraf kemudian yang lain mendengarkan. Hal ini untuk membantu mereka fokus kedalam pelajaran dan mengikuti alur aktifitas yang sedang berlangsung.
15	Setelah membaca teks tersebut dua kali, P bersama siswa membahas isi dari teks yang berjudul "My Last Holiday". Kemudian P menerangkan bagian-bagian yang terdapat dalam teks recount *(generic structure)*. Tujuan dari teks tersebut, dan juga language features apa saja yang terdapat dalam sebuah teks recount.
16	P kemudian menunjukkan contoh teks recount yang kedua berjudul "My Holiday" untuk memperjelas pemahaman siswa *tentang generic structure* dan *language features*.
17	P meminta salah satu siswa yaitu S4 untuk membaca paragraf pertama teks tersebut. Diikuti S9 di paragraf berikutnya dan S25 di paragraf yang terakhir.
18	Siswa bersama-sama dengan P mengidentifikasi struktur umum dari teks recount yang ditampilkan oleh P. kebanyakan dari siswa sudah mulai bisa mengidentifikasi 3 bagian yang terdapat dalam teks recount yaitu: *orientation, events,* dan *re-orientation*.
19	Selama proses belajar mengajar mereka terlihat memperhatikan dan merasa senang. P kemudiaan kembali membantu siswa mengidentifikasi generic structure teks tersebut dan kebanyakan dari mereka mampu menganalisa masing-masing bagian dari teks recount.
20	P melanjutkan pelajaran dengan menjelaskan *language features* dari recount yang berjudul "My Holiday" tersebut.
21	P bertanya kepada siswa, tenses apa yang digunakan di dalam sebuah teks recount. Kebanyakan siswa menjawab "simple present tense" dan hanya beberapa yang menjawab "simple past tense".
22	P menunjukkan beberapa kalimat dalam teks tersebut dan mengajak siswa untuk menganalisa tenses yang digunakan. Dari beberapa contoh kalimat yang ditampilkan, bersama-sama siswa P menyimpulkan bahwa tenses yang digunakan dalam teks recount adalah "simple past tense".
23	Salah satu siswa, yaitu S3 kemudian bertanya kenapa teks recount harus menggunakan kalimat berbentuk "past tense". Lalu P menjelaskan bahwa penggunaan simple past tense dalam teks recount karena fungsi dari teks recount sendiri yang menceritakan kegiatan di waktu lampau, sehingga memerlukan bentuk kalimat lampau pula untuk menceritakan semua kejadian-kejadian yang diceritakan dalam sebuah teks recount.
24	Setelah menjelaskan kedua contoh teks recount, P membagi siswa kedalam kelompok yang terdiri dari 2-4 orang. Awalnya, P akan membagi mereka sesuai dengan hasil penilaian saat dilaksanakan pre-

	test, namun mereka lebih memilih untuk membentuk kelompoknya sendiri.
25	P lalu menginstruksikan seluruh siswa untuk membentuk kelompok sesuai dengan yang mereka inginkan. Hal ini dilakukan agar komunikasi antar anggota kelompok berjalan dengan baik ketika mereka memiliki kelompok yang sesuai dengan kehendak masing-masing.
26	P kemudian memberikan lembar kerja kepada setiap kelompok. Tugas yang diberikan adalah melengkapi tabel yang berisi bentuk-bentuk kata kerja.
27	Aktifitas yang diberikan selanjutnya yaitu menyusun kalimat-kalimat acak sehingga menjadi kelimat past tense dengan susunan yang benar.
28	Selama kegiatan berlangsung P mencatat aktifitas dan interaksi antar siswa di dalam setiap kelompok. **Kelompok 1** Annisa Makrifah (S6) Dela Kusumayani (S8) Dwi Martanti Cahya (S9) Siva Kurniasari (24) Kelompok yang terdiri dari 4 orang siswa putri. Saat mengerjakan latihan soal yang diberikan, mereka dapat mengerjakan soal latihan dengan baik. Pada latihan 1 tentang melengkapi tabel bentuk kata kerja, mereja juga menguasai kata kerja yang terdapat dalam lembar kerja. Selain salah satua nggotanya yang memberikan jawaban dengan benar, salah satu anggota yang lain membawa kamus. Sehingga, mereka tidak begitu menemukan kesulitan dalam mengubah V1 ke V2 serta relatif mampu menemukan arti dari dari kata-kata tersebut. **Kelompok 2** Achid Fauzi (S1) Slamet Widodo (S25) Umar Zaid Ismail (S27) Kelompok 2 terdiri dari 3 orang siswa putra. Mampu berinteraksi dengan baik antar anggota kelompok dan tidak begitu menemukan kesulitan saat mengerjakan latihan. Salah satu anggota kelompok 2 pun aktif bertanya kepada temannya maupun kepada P saat menemukan kesulitan dalam mencari arti kata. **Kelompok 3** Alifah Wulan Riski (S4) Eny Rahayu (S10) Itsnaini Mufti Azizah (S12) Kholifah Anita Putri (S13) Kelompok 3 terdiri dari 4 orang siswa putri. Dari pengamatan yang P lakukan, siswa-siswa yang ada di kelompok 3 saling berinteraksi satu sama lain. Namun hanya ada 1 orang siswa yang terlihat tidak berperan

aktif dalam mengerjakan latihan yang seharusnya dikerjakan berkelompok.

Kelompok 4
Nur Ikhsan (S15)
Satriya Fendy Irawan (S21)
Sidiq Anang Nur R. (S23)
Yogi Darwawan (S32)
Kelompok 4 terdiri dari 4 siswa putra. Kelompok ini merupakan kelompok yang paling sering mengobrol saat tugas diberikan. Selain tidak membawa kamus, anggota dari kelompok ini tidak mau bertanya ketika menemukan kesulitan dalam mengerjakan tugas.

Kelompok 5
Aditia Galih Purnama (S2)
Anggi Tamyis Prabowo (S5)
Ridho Muhammad S. (S19)
Wahyu Hidayat (S28)
Kelompok 5 memiliki 4 orang anggota yang terdiri dari 4 orang siswa putra. Cukup mampu mengerjakan tugas kelompok dengan baik. Beberapa diantaranya saling memberikan jawaban dan argumen serta mau bertanya ketika menemukan kata-kata sulit. Kelompok ini banyak melakukan tanya jawab dengan masing-masing anggota saat akan menuliskan jawaban dalam lembar kerja.

Kelompok 6
Agatha Trisna Puspitasari (S3)
Etrifin Ibnah Isyawa (S11)
Retno Sunaring Tyas (S17)
Yesi Astaningrum (S31)
Ada sebanyak 4 orang siswa putri di kelompok 6. Walaupun terkesan ribut saat mengerjakan, mereka mampu mengerjakan latihan dengan baik. Salah satu anggotanya membawa kamus elektronik sehingga tidak menemukan kesulitan. Beberapa siswa membantu mencari arti kata di dalam kamus dan yang lain menuliskannya dalam lembar jawab.

Kelompok 7
Cholifah Febriani (S7)
Widi Aning Pangesti (S30)
Kelompok ini terdiri dari 2 orang siswa putri. Namun selama mengerjakan latihan yang terdapat dalam lembar kerja, kelompok ini mampu mengerjakan dengan baik. Tidak banyak mengobrol tapi tetap membicarakan soal yang harus dikerjakan dalam kelompok.

	Kelompok 8 Muhammad Bagus S. (S14) Qori Nurdiyanto (S16) Rony Wijaya (S20) Wiam Mahiadi (S29) Kelompok terahkir yang terdiri dari 4 orang siswa putra ini banyak berinteraksi satu sama lain. Tetapi hal yang dibicarakan bukan seputar latihan yang P berikan. Ketika P mendatangi kelompok ini, beberapa anak langsung terdiam dan mulai mengerjakan di lembar jawab. Sementara yang lain membuka-buka catatan. P lalu memperingatkan mereka untuk mengerjakan tugas yang diberikan dan jika ada kesulitan, siswa-siswa tersebut diperbolehkan untuk bertanya.
29	Setelah itu P meminta seluruh siswa untuk berhenti mengerjakan tugas mereka. P bersama-sama dengan siswa membahas satu per satu jawaban benar dari latihan yang baru saja mereka kerjakan. Baik melengkapi tabel kata kerja maupun menyusun kalimat *"simple past tense"* yang acak menjadi kalimat –kalimat yang tepat. Kemudian kalimat-kalimat tersebut tersusun menjadi sebuah paragrraf recount yang terdiri dari *orientation, events,* dan *re-orientation.*
30	P bertanya kepada seluruh kelas seberapa banyak kesalahan yang ada masing-masing kelompok. Kebanyakan kelompok cenderung melakukan kesalahan pada bagian menyusun kalimat acak. Namun di kelompok 1 dan 3 sudah dapat menyusun kalimat past tense dengan tepat.
31	Sebelum jam pelajaran berakhir, P menutup pelajaran dengan menyimpulkan materi tentang teks recount antara lain: *generic structure* dan *language features* yang terdapat dalam teks recount.
32	P bertanya apakah siswa mengerti atau ada yang ingin bertanya tentang materi yang baru saja P berikan. Namun belum ada siswa yang mau bertanya.
33	Setelah bel berbunyi, P menutup pelajaran dan mengucapkan salam.

No.   **: FN.10**
Hari, Tanggal   **: Senin, 31 Oktober 2011**
Jam   **: 07.30-08.00**
Tempat   **: Ruang Tamu Sekolah**
Kegiatan   **: Persiapan mengajar**
Responden   **: P**   **: Peneliti**
                      GBS   **: Guru Bahasa Inggris**

1	P tiba di sekolah pada pukul 7.30 saat seluruh siswa dan guru sedang melaksanakan upacara bendera. Tidak lama kemudian upacara selesai dan P menunggu di ruang tamu sekolah.
2	P datang ke ruang guru untuk menemui GBS namun karena sedang diadakan rapat guru maka P kembali menunggu di ruang tamu sekolah.
3	P mempersiapkan materi dan media untuk mengajar.

4	Rapat guru berlangsung kurang lebih selama 20 menit, kemudian GBS menemui P di ruang tamu.
5	GBS menanyakan kesiapan dan kelangkapan mengajar P pada pertemuan ke-2.
6	P menyerahkan lembar observasi yang harus diisi oleh GBS.
7	P dan GBS langsung menuju ke ruang kelas VIII B.

No   **: FN.11**
Hari, Tanggal   **: Senin, 31 Oktober 2011**
Jam   **: 08.00-09.00**
Tempat   **: Ruang Kelas VIII B**
Kegiatan   **: Pelaksanaan Cycle I (Pertemuan ke-2)**
Responden   **: P**   **: Peneliti**
                      GBS   **: Guru Bahasa Inggris**

1	P dan GBS masuk kelas setelah bel tanda masuk berbunyi.
2	P membuka pelajaran seperti biasanya, memulai dengan doa, menyapa siswa, dan memeriksa daftar hadir siswa.
3	P bertanya kepada seluruh kelas tentang materi yang sebelumnya diajarkan oleh P.
4	Siswa menjawab secara serentak bahwa materi yang diberikan pada pertemuan sebelumnya mengenai teks recount. Lalu P bersama-sama dengan siswa mengulang kembali materi tentang *generic structure* dan *language features* dari teks recount.
5	P kemudian memberikan contoh sebuah input text kepada siswa berjudul *"Yogyakata Tour"* yang ditulis P di papan tulis.
6	Siswa diminta untuk mengidentifikasi kembali bagian-bagian dari teks tersebut.
7	Bersama-sama dengan P siswa mengidentifikasi *orientation, events,* dan *re-orientation* dari teks recount tersebut.
8	Pada pertemuan ke-2 ini P masih memberikan aktifitas yang fokus kepada struktur umum serta ragam kebahasaan yang terdapat dalam teks recount. Namun semua latihan yang diberikan akan dikerjakan dalam kelompok yang nantinya diharapkan mampu membantu siswa satu sama lain dalam memperoleh pengetahuan tentang teks recount yang kemudian akan mempermudah mereka dalam menulis sebuah teks recount.
9	P membagi siswa dalam kelompok seperti pada pertemuan sebelumnya.
10	P memberikan lembar kerja siswa kepada masing masing kelompok.
11	Setiap kelompok berdiskusi bersama-sama mengerjakan latihan yang diberikan oleh P.
12	Dalam mengerjakan latihan 1 yang P berikan, siswa diminta menemukan dan mengubah kata kerja yang tidak tepat yang terdapat dalam sebuah teks recount.

13	Pada latihan 2 siswa diminta memilih salah satu paragraph acak. Kemudian siswa menyusunnya menjadi sebuah paragraph recount yang benar.
14	P berkeliling dan mengamati kegiatan siswa di dalam kelompok sambil sesekali bertanya apakah mereka menemukan kesulitan atau tidak. Siswa berkata bahwa mereka tidak begitu menemui kesulitan dalam menyusun paragraph acak tersebut. Selain itu mereka mampu mengidentifikasi *generic structure* dan *language features* pada teks tersebut dengan cara melingkari *signaling words* dan menggaris bawahi setiap kata kerja bentuk lampau yang mereka temukan. 25 menit kemudian, setelah waktu yang diberikan selesai, P dan siswa membahas satu persatu jawaban dari latihan soal yang mereka kerjakan bersama kelompok.
15	P meminta siswa menuliskan sebuah teks recount yang singkat yang terdiri dari 8-10 kalimat. Tugas tersebut dikerjakan oleh setiap kelompok. P memberi waktu 15 menit bagi setiap kelompok untuk dapat bekerja sama menuliskan sebuah teks recount tersebut.
16	Siswa mulai menulis sebuah teks recount dalam selembar kertas.
17	Selama kegiatan *planning* dan *drafting* berlangsung P berkeliling dan mengamati kegiatan di masing-masing kelompok.
18	Disetiap kelompok terdapat beragam aktifitas yang dilakukan oleh masing-masing anggotanya. Namun secara umum siswa mau bekerja sama dengan baik antar anggotanya dengan membagi tugas serta berperan dalam menyusun setiap kalimat yang akan ditulis di dalam teks recount.
19	Salah satu hasil pengamatan P di setiap kelompok adalah mereka mampu berinteraksi satu sama lain. Menanyakan tentang arti kata dalam bahasa Inggris kepada kepada temannya atau kepada P saat menemui kesulitan seperti, *"Miss kalau V2 nya melihat itu apa?", "Miss bahasa Inggrisnya datang apa ya?"* atau mengklarifikasi jawaban temannya apakah jawaban yang diperoleh tersebut benar atau salah seperti, *"V2 nya come itu came kan Miss?".*
20	Setelah 15 menit waktu yang diberikan, P meminta setiap kelompok untuk mengumpulkan hasil pekerjaan mereka.
21	P menukarkan pekerjaan siswa pada kelompok yang berbeda dan meminta setiap siswa untuk memberikan koreksi pada setiap kesalahan yang terdapat pada tulisan kelompok lain.
22	Siswa memberikan koreksi pada tulisan kelompok lain.
23	Setelah jam pelajaran hampir berkahir, P meminta siswa untuk mengumpulkan pekerjaan mereka dan memberi tahu bahwa pekerjaan kelompok mereka akan diberikan pada pertemuan berikutnya.
24	P mengulas kembali materi pada pertemuan ke-2 ini dan saat jam usai P menutup pelajaran dengan berdoa.

No.   : **FN.12**
Hari, Tanggal   : **Kamis, 03 November 2011**
Jam   : **07.40-09.00**
Tempat   : **Kelas VIII B**
Kegiatan   : **Pelaksanaan Cycle I (Pertemuan ke-3)**
Responden   : **Siswa kelas VIII B**
                 P   : **Peneliti**
                 GBS   : **Guru Bahasa Inggris**

1	P masuk kelas pada pukul 07.40 tepat setelah bel tanda masuk berbunyi ditemani oleh GBS yang akan mengobservasi seluruh kegiatan kelas.
2	P membuka kelas dengan mengucapkan salam dan menyapa siswa sambil berkata, "how are you students?"
3	Kemudian siswa nmerespon dengan menjawab *"I'm fine. Thank you. And you?"* P menjawab, *"I'm feeling great, too"*
4	P memeriksa daftar hadir siswa dan menanyakan siapa saja yang tidak hadir pada peremuan saat itu. Dan masih ada 1 orang siswa yang masih sakit, sehingga tidak dapat mengikuti pelajaran.
5	P lalu memberikan tugas yang dikerjakan pada pertemuan sebelumnya kepada masing-masing kelompok yang telah dikoreksi P.
6	P menunjukkkan teks recount yang dikerjakan oleh salah satu kelompok
7	Teks recount dari kelompok 4 yang berjudul "My Trip" itu kemudian P tulis di papan tulis.
8	P bersama-sama dengan siswa mengidentifikasi kesalahan yang ada pada teks tersebut.
9	P kemudian meminta setiap kelompok untuk menuliskan final draft dari teks yang sudah diberi catatan dan feedback baik dari kelompok lain Maupun dari P.
10	P mencatat kegiatan yang dilakukan masing-masing kelompok dalam proses menulis *final-draft* ini. **<u>Kelompok 1</u>** Hasil pekerjaan di kelompok 1 tidak banyak mendapatkan koreksi dari kelompok lain karena ketika proses drafting, kelompok ini tidak banyak melakukan kesalahan dalam penulisan. Namun dalam koreksi yang P berikan, kelompok ini masih harus memperhatikan kesesuaian subjek dan kata kerja, seperti dalam kalimat *"My friend and I was happy yesterday."* yang kemudian P beri koreksi. Secara umum kelompok 1 tidak menemukan banyak kendala dalam menulis final draft. masing-masing anggota memberikan idenya dalam perbaikan pekerjaan mereka. **<u>Kelompok 2</u>** Pada proses *final drafting*, masing-masing anggota di kelompok membagi tugas mereka. Ada yang menanyakan arti kata, ada yang mencarikannya dalam kamus, menuliskan tiap kalimat dan

membenarkan setiap koreksi yang di dapat. Komunikasi antar anggota kelompo berjalan dengan baik.

Kelompok 3

Sama seperti pada kelompok 1 dan 2, kelompok 3 juga tidak begitu menemukan kesulitan dalam menulis teks recount mereka. Interaksi antar anggota terjalin dengan baik satu sama lain. Walaupun cenderung lebih "rame" tapi kelompok ini lebih terlihat hidup dengan komunikasi yang mereka jalankan saat proses menulis teks recount. Salah satu anggotanya berkata dalam bahasa jawa *"yo iki kan salahe ora nganggo was"(Ya ini salahnya tidak menggunakan "was".)* saat mengoreksi pekerjaan kelompoknya. Kemudian interaksi berlanjut dengan sesekali diselingi tawa dari anggota-anggotanya.

Kelompok 4

Dari hasil pekerjaan yang kelompok ini tulis, P menemukan ada lebih banyak kesalahan yang mereka buat dibandingkan dengan kelompo-kelompok yang lain. Mlai dari tanda baca, penggunaan "simple past tense" yang masih belum tepat, dan kesesuain antar paragraph yang masih belum baik. Saat melakukan perbaikan untuk final draft pun mereka masih menemukan kesulitan dalam memperbaiki kesalahan yang telah dikoreksi kelompok lain sebelumnya. P lalu menanyakan apa kesulitannya dan menyarankan mereka untuk membuka catatan dan mencari arti kata di kamus. Salah satu anggota dari kelompok ini lalu menjadi aktif bertanya pada P dan teman-teman dalam kelompokknya kemudian berinisiatif membenarkan kesalahan yang mereka tulis sebelumnya.

Kelompok 5

Kelompok yang terdiri dari siswa putra ini tergolong rajin berkomunikasi dengan masing-masing anggotanya. Secara umum dapat mengerjakan tugas yang P berikan dengan baik. Kesalahan umumnya terletak pada penyusunan kalimat simple past tense yang masih tersusun terbalik. Namun setelah mendapat koreksi dari kelompok lain dan P, kelompok ini saling membetulkan kesalahan yang mereka buat.

Kelompok 6

Seperti pada kelompok 3 anggota di kelompok ini selalu terdengar riuh. Tetapi interaksi yang terjadi antar anggotanya masih membahas seputar *final-drafting* dari teks recount yang mereka buat. Perbaikan mereka lakukan pada proses ini. Masing-masing anggota membahas setiap kesalahan yang mereka buat setelah mendapatkan feedback dari teman kelompok lain dan dari P.

Kelompok 7

Dari hasil pekerjaannya, kelompok ini tidak banyak membuat kesalahan

	bahkan cenderung lebih baik dari kelompok yang lain. Kelompok ini tergolong kelompok yang tidak banyak membuat kegaduhan. Namun masing-masing anggotanya berinteraksi dengan baik sehingga tulisan yang mereka hasilkan tidak banyak terletak kesalahan. Mereka mampu menyusun kalimat simple past tense dengan baik dan hubungan antar-gagasan dalam teks recount yang mereka tulis dapet dimengerti oleh pembaca.
	Kelompok 8
	Kelompok ini tidak lagi banyak mengobrol sendiri saat mengerjakan tugas yang P berikan. Mereka membetulkan setiap koreksi yang terdapat dalam tulisan yang emreka buat. Dari segi motivasi, kelompok ini menunjukkan perubahan sikap yang cukup baik. Namun dilihat dari hasil pekerjaan yang mereka tulis, anggota dari kelompok ini belum memperlihatkan perbaikan yang berarti. Mereka masih banyak melakukan kesalahan dalam penulisan tanda baca, peletakkan preposisi yang kurang tepat, dan menulis kalimat past tense yang belum tersusun dengan baik. Saat P mendekati kelompok ini, P bertanya apakah mereka menemukan kesulitan dan mereka merespon dengan baik dengan bertanya tulisan yang tepat dari kesalahan yang mereka tulis pada teks mereka.
10	Setelah 25 waktu yang diberikan, P meminta setiap kelompok untuk mengumpulkan hasil pekerjaannya.
11	Lalu P menyampaikan bahwa hari ini masing-masing siswa menuliskan sebuah teks recount di akhir kegiatan.
12	P menyebarkan selembar worksheet untuk setiap siswa.
13	Dalam worksheet tersebut siswa diminta untuk menuliskan sebuah teks recount yang terdiri dari *orientation, events,* dan *re-orientation.*
14	P memberikan waktu selama 40 menit bagi siswa untuk menyelesaikan tugas mereka.
15	P mengingatkan siswa bahwa waktu yang tersisa tinggal 10 menit. Beberpa siswa meresponnya dengan mengatakan bahwa mereka belum selesai menyelesaikan tulisan mereka.
16	Waktu hampir habis dan P menyuruh siswa mengumpulkan pekerjaan mereka. Walaupun beberapa orang siswa mengatakan bahwa tulisannya bekum selesai, P tetap meminta mereka untuk mengumpulkan apapun hasilnya.

No	: **FN.13A**	
Hari, Tanggal	: **Kamis, 03 November 2011**	
Jam	: **09.00-09.15**	
Tempat	: **Ruang Guru**	
Kegiatan	: **Wawancara dengan GBS dan membahas kegiatan**	
	di Cycle I *(Reflection)*	

Responden   **: P**   **: Peneliti**
                        GBS   **: Guru Bahasa Inggris**

1	Setelah jam pelajaran selesai, P menuju ke perpustakaan.
2	P menilai hasil kerja siswa pada cycle I dengan mengacu pada penilaian *"writing aspects"* yaitu *content, organization, vocabulary, language use,* dan *mechanics.*
3	GBS datang dan meminta P untuk berdiskusi di ruang guru.
4	P dan GBS menuju ke ruang guru.
5	P menanyakan beberapa pertanyaan terkait dengan pembelajaran menggunakan teknik Collaborative writing yang diterapkan oleh P.
6	GBS menjawab setiap pertanyaan yang P berikan.
7	P menunjukkan RPP untuk pertemuan berikutnya.
8	GBS memberikan komentar dan saran terhadap RPP yang akan ditampilkan pada Cycle ke-2.
9	Wawancara selesai P pamit kembali ke perpustakaan untuk mengoreksi hasil kerja siswa.

No   **: FN.13B**
Hari, Tanggal   **: Kamis, 03 November 2011**
Jam   **: 11.15**
Tempat   **: Halaman Kelas VIII B**
Kegiatan   **: Wawancara dengan siswa**
Responden   **: P**   **: Peneliti**
                        S3   **: Agatha Trisna Puspitasari**
                        S17   **: Retno Sunaring Tyas**
                        S24   **: Siva Kurniasari**

1	Pada jam istirahat P menemui beberapa siswa yang duduk di halaman kelas VIII B.
2	P meminta siswa-siswa tersebut untuk meluangkan waktu sedikit untuk wawncara singkat.
3	P memberikan beberapa pertanyaan terkait dengan kegiatan yang dilakukan di dalam kelas selama 3 pertemuan terakhir dan S3, S17, dan S24 menjawab pertanyaan yang P berikan.
4	Selama proses belajar mengajar mereka merasa senang ketika bekerja dalam grup. Peneliti kemudian menanyakan kepada salah satu siswa apakah ia merasa terbantu dengan aktifitas yang diberikan atau tidak.
5	Lalu S24 berkata bahwa kegiatan yang dilakukan selama proses belajar mengajar membantunya karena ia bisa menanyakan langsung kepada temannya ketika memiliki pertanyaan tentang apa yang tidak ia ketahui.
6	Beberapa siswa bekerja dengan baik ketika mendapatkan feedback langsung dari temannya, sementara beberapa yang lainnya masih terlihat kesulitan.

7	Walaupun tidak terlalu signifikan, peningkatan kemampuan menulis siswa dalam hal mechanics dapat dicapai. Hal ini dapat dilihat ketika salah satu dari mereka menyampaikan koreksi secara verbal saat salah satu temannya tidak melangkapi kalimat dengan tanda baca yang benar ketika proses drafting berlangsung.

No   : **FN.13C**
Hari, Tanggal   : **Kamis, 03 November 2011**
Jam   : **12.50-13.00**
Tempat   : **Ruang Guru**
Kegiatan   : **Menyerahkan hasil pekerjaan siswa**
Responden   : **P**   : **Peneliti**
                      GBS   : **Guru Bahasa Inggris**

1	P menyerahkan hasil kerja siswa kepada GBS.
2	P menyertakan scoring sheet yang telah P isi sesuai dengan hasil kerja siswa dan writing rubrics kepada GBS.
3	GBS menerima pekerjaan siswa yang telah dikoreksi P
4	GBS dan P memeriksa salah satu hasil pekerjaan siswa dan membahasnya sesuai dengan lima aspek menulis
5	Lalu GBS menjelaskan penilaian yang akan ia berikan.
6	GBS dan P kemudian membahas rencana kegiatan selanjutnya seperti yang telah didiskusikan sebelumnya.
7	GBS memberikan beberapa saran pada RPP yang ditulis oleh P untuk diperbaiki.
8	Pembahasan mengenai akrifitas selanjutnya telah selesai dan P pamit pulang.

No.   : **FN.14**
Hari, Tanggal   : **Jumat, 04 November 2011**
Jam   : **08.45-09.15**
Tempat   : **Ruang kelas VIII B**
Kegiatan   : **Persiapan Mengajar**
Responden   : **P**   : **Peneliti**
                      GBS   : **Guru Bahasa Inggris**

1	P datang ke sekolah pada pukul 08.45.
2	P bertemu dengan Ibu dengan ibu karyawan TU dan dipersilahkan untuk menunggu di ruang tunggu sekolah.
3	Karena sebelumnya sudah menyesuaikan jadwal dengan Bapak Guru Bahasa Inggris, P tidak lama menuju ke perpustakaan untuk menunggu kelas berikutnya setelah jam istirahat.
4	Di ruang perpustakaan P membaca beberapa koleksi buku dan majalah berbahasa Inggris yang umumny tidak terlalu terawat dan jarang dibaca

	oleh para siswa.
5	Pada saat bel istirahat, perpustakaan dikunjungi oleh siswa yang ingin mengakses internet.
6	Kemudian GBS datang ke perpustakaan dan membahas hasil kerja siswa pada Task I.
7	GBS menyerahkan koreksi hasil kerja siswa pada Task I dan menanyakan kesiapan P mengajar pada pertemuan ke-4 hari itu.
8	P kemudian menerima tabel nilai kerja siswa yang telah diisi oleh GBS.
9	P menanyakan hasil kerja siswa namun GBS lupa tidak membawa dan akan dikembalikman pada pertemuan selanjutnya.
10	Kemudian P menyerahkan lembar observasi kepada GBS untuk diisi saat pelajaran berlangsung
11	Setelah bel masuk berbunyi, P dan GBS menuju ke kelas VIII B untuk melaksanakan pertemuan ke-4.

No : **FN.15**
Hari, Tanggal : **Jumat, 04 November 2011**
Jam : **09.15-10.35**
Tempat : **Ruang kelas VIII B**
Kegiatan : **Pelaksanaan Cycle II (Pertemuan ke-4)**
Responden : **Siswa kelas VIII B**
      P : **Peneliti**
      GBS : **Guru Bahasa Inggris**

1	P masuk dan GBS masuk kelas pada pukul 09.15 setelah bel masuk berbunyi.
2	P memulai pelajaran pada hari itu dengan memeriksa daftar kehadiran siswa dan 1 orang siswa yang bernama Septiawan masih tidak bisa hadir dikarenakan sakit.
3	P kemudian bertanya kepada siswa tentang kegiatan apa yang dilakukan oleh siswa pada pagi hari sebelum bernagkat ke sekolah dalam bahasa Inggris, *"Well, students. What did you do before you go to scholl this morning?"*
4	Beberapa siswa menjawab dalam bahasa Indonesia dan ada beberapa yang merespon dengan bahasa Inggris. Salah satu siswa menjawab dalam kalimat yang tidak lengkap seperti, *"I take a bath, Miss."* Lalu ada pula yang menjawab, *"breakfast"* dan *"pray"*. Semuanya aktif menjawab walaupun dengan kalimat yang tidak lengkap dan tidak tepat secara grammatikal karena masih menggunakan bentuk *"simple present tense"*.
5	Lalu P menanyakan kembali kepada siswa, apakah kegiatan-kegiatan yang dilakukan tersebut terjadi pada waktu lampau atau saaat ini. Setelah mendapatkan pertanyaaan tersebut, siswa-siswa kemudian menjawab bahwa kalimat yang seharusnya diutarakan harus berbentuk lampau. Maka P menuliskan di papan tulis jawaban siswa tersebut

	seperti, *"I take a bath", "I have my breakfast", "I go to pray this morning."* P meminta siswa untuk mencari letak kata kerja di dalam kalimat-kalimat tersebut dan meminta mereka untuk mengubahnya ke bentuk past participle dari kata kerja yang ada. Dan bersama-sama dengan siswa mengubahnya kedalam bentuk lampau. Sehingga kalimat-kalimat tersebut menjadi *"I took a bath", "I had my breakfast", dan "I went to pray this morning."*
6	P lalu menggaris bawahi setiap kata kerja *V1* dan *V2* yang ada sehingga siswa paham terhadap perubahan yang terjadi dalam kalimat-kalimat tersebut. P menjelaskan kembali bahwa kata-kata kerja tersebut merupakan *irregular verbs* dan menerangkan juga bahwa kegiatan yang dilakukan di waktu lampau selalu mengguanakan kata kerja berbentuk *past*.
7	P mengaitkan penjelasan di awal tersebut dengan materi teks recount yang sudah diajarkan kepada siswa.
8	Karena GBS belum membawa hasil kerja individu siswa, maka P meminjam salah satu hasil kerja kelompok siswa yang ditulis pada pertemuan sebelumnya yang berjudul *"My Holiday in Gembira Loka"*.
9	P menuliskan teks tersbut di papan tulis dan membaginbya ke dalam tiga bagian. P mengajak siswa untuk bersama-sama memperhatikan kesalahan di setiap penulisan teks tersebut.
10	Sebelum diminta untuk mencari letak kesalahan, beberapa siswa langsung memberikan komentar bahwa "titik" tidak dipakai setelah penulisan judul. Ada pula yang menambahkan bahwa nama orang ditulis dengan huruf kapital. Hamper semua siswa dapat mengidentifikasi kesalahan tanda baca pada bagian awal dari teks tersebut.
11	Setelah hampir semua kesalahan pada teks tersebut dijelaskan dan dikoreksi bersama-sama, P menanyakan kembali apa saja kesulitan yang siswa temui saat menulikan teks recount. Lalu siswa pada umumnya menjawab kesulitan ada saat mereka harus menggunakan dan mencari bentuk *V2* dari kata kerja dalam kalimat *simple past tense*.
12	P lalu kembali menerangkan struktur dari kalimat *simple past tense* dengan menunjukkan kalimat yang ada dalam input text dan siswa memperhatikan apa yang dijelaskan oleh P.
13	Untuk membantu siswa kembali mengingat bentuk-bentuk kata kerja serta struktur kalimat dalam simple past tense. Maka P membuat game yang mengajak siswa untuk menempelkan kartu kata kerja ke dalam sebuah teks recount yang belum lengkap.
14	Siswa dibagi ke dalam 8 kelompok yang terdiri dari 3-4 orang. Setiap kelompok diberi dua buah kartu yang harus dipasang ke dalam teks tersebut. Namun sebelum mereka menerima kartu-kartu yang berisikan kata kerja, mereka terlebih dahulu diminta untuk membaca teks yang telah ditempe di papan tulis dan mengidentifikasi *generic structure* dari teks tersebut. Hampir seluruh siswa mampu menjawab bagian orientation, events, dan re-orientation dari teks yang ada di papan tulis, mereka juga mulai mengidentifikasi kemungkinan kata yang harus diisi

	di bagian kalimat-kalimat yang tidak lengkap.
15	P membagikan masing-masing 2-3 kartu kepada setiap kelompok dan diwaktu yang bersamaan mereka baru diperbolehkan untuk membuka dan menempelkan kartu-kartu tersebut kedepan.
16	Setiap kelompok hanya mewakilkan satu anggotanya untuk maju kedepan.
17	Suasana saat aktifitas tersebut sangat riuh. Setiap anggota kelompok mendiskusikan jawaban yang tepat dalam waktu sesingkat mungkin. Setelah itu P bersama dengan siswa mengoreksi tiap jawaban yang mereka jawab. Dari hasil kegiatan ini setiap kelompo memberikan jawaban yang tepat tanpa satupun kesalahan.
18	P lalu memberikan aktifitas yang meminta siswa untuk menuliskan sebuah teks recount dalam grup yang sama di sebuah lembar kerja yang diberikan P sebelumnya.
19	Siswa yang terdiri dari 3-4 orang di dalam kelompok diminta untuk melengkapi *supporting details* disetiap paragraph yang telah memiliki *topic sentence*. Mereka mengerjakan di dalam kelompok dengan salah seorang yang menjadi penulis, sementara yang lain menyumbangkan ide cerita dan setiap anak bertanggung jawab dalam penulisan teks tersebut.
20	P memperhatikan kegiatan yang dilakukan oleh setiap kelompok. Semua terlihat bekerja sama dengan baik. Ada yang berdiskusi tentang isi cerita yang akan ditulis di dalam teks, mempertimbangkan alur serta tokoh, hingga mencari arti kata di dalam kamus. Di dalam salah satu kelompok, P melihat salah seorang siswa sedang menerangkan bahwa kalimat yang baru saja dituliskan temannya salah. P menghampiri dan menanyakan kepada kelompok tersebut kegiatan apa yang sedang berlangsung. Siswa tersebut kemudian menjawab, "Miss, kalau habis kalimat itu harus ada titiknya kan? Terus V2-nya *ride* itu *rode* bukan *rided*. Jadi barusan *tak betulin*."

21	Berikut beberapa catatan khusus pada aktifitas yang dilakukan oleh setiap kelompok siswa.
	
	Kelompok 1
	    Secara umum kelompok 1 tidak menemukan banyak kendala dalam menulis teks recount. Di kelompok ini terjadi komunikasi yang cukup baik antar siswa saat proses menulis berlangsung. Berikut merupakan petikan dialog yang terjadi saat mereka sedang melakukan aktifitas menulis bersama kelompoknya.
	S9 : *iki ketoke salah tulisane ora ngene. Buy ki dadi bought ora nanggo "r"* (ini sepertinya salah tulisannya bukan begini. *Buy* itu jadi *bought* tidak pakai "r")
	S23 : (membetulkan penulisan kata "brought" menjadi "bought") *ngene?* (begini?)
	    Dalam kelompok ini anggota-anggotanya mampu berinteraksi dengan baik. Setiap anggota yang menemukan kesulitan dalam mengubah V1 menjadi V2 selalu bertanya kepada salah satu temannya.

Sedangkan siswa yang dianggap lebih pandai dikelompok ini (S9) banyak memberikan masukan yang sifatnya tidak memaksakan. S9 banyak menyampaikan pendapat dan ide kepada temannya namun dalam bentuk pertanyaan. Jika teman-temannya setuju, maka ide tersebut akan dituliskan oleh anggota lain yang bertugas sebagai *writer*. Koreksi yang diberikan oleh kelompok lain pada kelompok ini juga tidak banyak sehingga pada saat final drafting, mereka tidak memerlukan banyak waktu karena minim kesalahan.

Kelompok 2

Kelompok yang terdiri dari 3 orang siswa putra ini mencoba memberikan idenya saat menulis. Tiap anggotanya saling bertanya saat memulai menuliskan cerita. Awalnya terlihat diam namun saat proses menulis berlangsung, interaksi antar anggotanya terjadi. Ada yang mencarikan arti kata, membetulkan kata sambung, dan juga tanda baca. Kemudian pada saat *final drafting*, mereka membaca membaca hasil pekerjaan dan memperbaiki kesalahan penulisan V2 pada salah satu kalimat dalam teks recount yang mereka tulis.

Kelompok 3

Komunikasi di kelompok ini semakin baik di tiap pertemuannya. Hampir semua anggotanya aktif bertanya dan saling membenarkan satu sama lain ketika akan menuangkan idenya ke dalam tulisan mereka. Selain itu anggota kelompok 3 tidak sungkan bertanya kepada P bila tidak yakin dengan jawaban yang teman mereka berikan. Salah satu siswa di kelompok ini (S13) bertanya, "Miss, kalau habis kalimat itu harus ada titiknya kan? Terus V2-nya *ride* itu *rode* bukan *rided*. Jadi barusan *tak* betulin." Demikian pula anggota yang lain tidak malu untuk bertanya saat proses penulisan teks recount berlangsung.

Kelompok 4

Pada pertemuan kali ini kelompok 4 masing-masing anggota di kelompok membagi tugas mereka. Salah seorang siswa mencari tahu arti kata, dan temannya membantu mencarikannya dalam kamus. Tidak seperti pada cycle sebelumnya, anggota-anggota di kelompok 4 saling membantu satu sama lain. Ada yang menuliskan tiap kalimat dan membenarkan setiap koreksi yang di dapat. Tidak lagi terdapat banyak kesalahan tanda baca dan penggunaan simple past tense karena sudah mendapatkan perbaikan baik dan *feedback* kelompok lain maupun penjelasan yang sudah P sampaikan. Sehingga, mereka sudah mampu untuk saling mengoreksi satu sama lain.

Kelompok 5

Kelompok 5 yang beranggotakan siswa putra ini tergolong salah satu kelompok yang aktif menyampaikan masing-masing idenya saat proses menulis berlangsung. Saat mendapatkan feedback dari kelompok lain

pun dapat langsung memahami dan membenarkan keslahan yang mereka buat. Tidak lagi ada kesalahan penyusunan kalimat simple past tense. Dari segi pemilihan kata pun mereka dapat melakukannya dengan baik.

Kelompok 6
Seperti pada cycle sebelumnya, para anggota di kelompok 6 ini selalu riuh saat membahas ide cerita yang akan mereka tuliskan. Perbaikan juga mereka lakukan pada proses final-drafting. Namun kesalahannya pun tidak terlalu banyak mendapatkan koreksi. Masing-masing anggota membahas setiap kesalahan yang mereka buat setelah mendapatkan feedback dari kelompok lain.

Kelompok 7
Kelompok ini masih tergolong kelompok yang tidak banyak membuat kegaduhan. Namun masing-masing anggotanya termotivasi untuk memberikan ide ceritan pada teks yang mereka buat. Interaksi yang baik antar anggotanya membuat tulisan yang mereka hasilkan tidak banyak ditemui kesalahan.

Kelompok 8
Kelompok ini banyak mengalami kemajuan dari segi kerjasama yang dilakukan antar anggotanya. Mereka membetulkan setiap koreksi yang terdapat dalam tulisan yang mereka buat dan tidak lagi banyak mengobrol sendiri saat mengerjakan tugas. Berikut kutipan pembicaraan yang terjadi di kelompok 8.
S16 : *iki bener koyo ngene?* (ini benar begini?)
S14 : *takon Rony. Ron…* (tanya Rony. Ron…)
S29 : *bener kok kuwi.* (benar kok itu)
S20 : *endi? iyo bener, sik… kene…* (mana? iya benar, sebentar… sini…) (sambil menulis)
P   : yang ditanyakan tadi apa Dik? (bertanya ke S16)
S16 : ini Miss… (menunjukkan kata sambung "although")
P   : oh… although ya?
S16 : iya.
S20 : nggak pakai "T" kan Miss?
P   : gimana, yang lain? Pakai "T" nggak ini?
S14 : enggak (sambil membuka kamus)
S29 : enggak Miss...
Dari segi motivasi, kelompok ini menunjukkan perubahan sikap yang cukup baik. Dari hasil pekerjaan yang mereka tulis, anggota kelompok ini juga sudah memperlihatkan perbaikan. Mereka dapat meminimalisir kesalahan dalam penulisan tanda baca, pemakaian kata sambung dan penulisan kalimat past tense.

22	Setelah setiap kelompok melakukan proses *planning, drafting, revising,* dan *final drafting*. P bertanya kepada setiap siswa apakah mereka

	menemukan kesulitan atau tidak. Para siswa menjawab "tidak" lalu P kembali menyimpulkan materi dan kegiatan yang dilakukan pada pertemuan kali itu.
23	P menutup pelajaran dengan berdoa.

No   : **FN. 16**
Hari, Tanggal : **Senin, 07 November 2011**
Jam   : **07.40-09.00**
Tempat   : **Ruang Kelas VIII B**
Kegiatan   : **Pelaksanaan Cycle II (Pertemuan ke-5)**
Responden : **Siswa kelas VIII B**
       P   **: Peneliti**
       GBS **: Guru Bahasa Inggris**

1	P menuju ke ruang kelas ditemani oleh GBS.
2	P membuka pelajaran dengan mengucapkan salam dan menyapa siswa dengan berkata, *"How are you doing today students?"* seperti biasa siswa merespon dengan menjawab, *"I'm fine. Thank you. And you?"* dan P merespon kembali dengan mengucapkan, *"Im very well. Thank you."*
3	P lalu memeriksa daftar hadir siswa dan salah satu siswa yang bernama Septiawan masih belum masuk sekolah karena sakit.
4	P memulai apersepsi dengan menanyakan koreksi yang diberikan pada pertemuan sebelumnya membantu siswa atau tidak. Siswa menjawab bahwa feedback yang diberikan oleh temannya cukup dimengerti dan membantu siswa untuk memeperbaiki penulisan teks recount.
5	P menunujukkan sebuah teks recount yang masih harus diperbaiki berjudul "The Earthquake".
6	Bersama-sama dengan P seluruh siswa mengidentifikasi kesalahan yang terdapat dalam teks tersebut secara lisan.
7	P kemudian meminta siswa untuk membuat kelompok yang terdiri dari 2 orang.
8	Siswa membentuk kelompok dengan teman sebangku. Karena jumlah siswa ganjil, maka satu kelompok ada yang terdiri dari 3 orang siswa.
9	Dibantu oleh salah satu siswa, P menyebarkan selembar lembar kerja pada masing-masing kelompok. Dalam lembar kerja tersebut siswa diminta untuk melingkari dan memperbaiki bagian yang salah dari sebuah teks recount.
10	Setelah 10 menit, P bersama-sama dengan siswa menganalisis jawaban benar dari teks tersebut.
11	Masih di dalam kelompok yang sama, kali ini siswa diminta untuk menulis sebuah teks recount. Dalam satu kelompok yan terdiri dari 2 orang, mereka diminta untuk mendiskusikan topik serta isi cerita yang akan mereka tulis. Setiap siswa kali ini menulis sebuah teks recount.
12	Waktu yang P berikan adalah sekitar 40 menit.

13	P meminta setiap kelompok untuk membaca dan memberi feedback pada pekerjaan teman satu kelompoknya.
14	Setelah melalui proses *planning* dan *drafting*, mereka kemudian melakukan *revising* dan akhirnya menulis *final draft* dari koreksi yang sudah teman mereka berikan.
15	Setelah seluruh tahapan selesai, P kemudian menyimpulkan kembali materi-materi yang selama ini dajarkan dan menanyakan apakah siswa masih menemukan kesulitan atau tidak.
16	P memberi tahu siswa bahwa pertemuan selanjutnya siswa akan diinta untuk menuliskan sebuah teks recount secara individu, hampir sama dengan aktifitas yang baru saja dilakukan.
17	Jam pelajaran usai, P meutup pelajaran dan mengucapkan salam.

No   **: FN. 17**
Hari, Tanggal   **: Kamis, 10 November 2011**
Jam   **: 07.40-09.00**
Tempat   **: Ruang Kelas VIII B**
Kegiatan   **: Pelaksanaan Cycle II (Pertemuan ke-6)**
Responden   **: Siswa kelas VIII B**
                    P   **: Peneliti**
                    GBS   **: Guru Bahasa Inggris**

1	P dan GBS masuk kelas VIII B tepat setelah bel berbunyi pada jam ke-2 pelajaran sekolah.
2	P membuka pelajaran dengan dengan mengucapkan salam dan menyapa siswa.
3	P kemudian memeriksa daftar hadir siswa dengan bertanya, *"Who's absent today?"* lalu siswa menjawab, *"Septiawan Miss…"* salah satu siswa di kelas VIII B ini tidak hadir karena masih sakit.
4	P lalu memberi tahu siswa rencana kegiatan yang akan dilaksanakan pada pertemuan terkahir ini.
5	Siswa terlihat mempersiapkan diri untuk menulis.
6	P bertanya apakah siswa sudah siap atau masih menemui kesulitan dalam menulis teks recount. Siswa menjawab bahwa mereka sudah siap untuk mengikuti tes terakhir.
7	Lalu P sedikit mengulas materi tentang teks recount dengan membahas *generic structure* dan *language features*.
8	P bertanya apakah siswa memiliki pertanyaan atau tidak.
9	Setelah siswa merasa siap untuk mengerjakan tugas yang P berikan, P membagikan lembar kerja untuk para siswa.
10	Salah satu siswa membantu P membagikan lembar kerja.
11	Siswa diminta untuk menulis sebuah teks recount yang terdiri dari 3 paragraf.

12	P memberi waktu sekitar 45 menit untuk siswa.
13	Setiap siswa menulis teks secara individu di dalam kelomok yang terdiri dari 2 orang.
14	Selama proses menulis berlangsung mereka berbagi ide, menanyakan pendapat, memperbaiki tulisan temannya dan memberi komentar pada tulisan yang teman mereka tulis.
15	P berkeliling untuk memperhatikan interaksi antar siswa selama proses menulis berlangsung.
16	Setelah waktu yang diberikan hampir berakhir, P meminta siswa untuk membaca kembali hasil tulisan temannya dan memberikan respond an komentar jika masih terdapat kesalahan atau hal yang perlu ditambahkan.
17	P memberi waktu 10 menit untuk para siswa membaca kembali dan memperbaiki tulisannya.
18	Setelah 10 menit berlalu, P meminta seluruh siswa mengumpulkan pekerjaan yang mereka baru saja mereka tulis.
19	Sebelum menutup kelas, P berterimakasih kepada GBS dan seluruh siswa kelas VIII B atas kerjasamanya selama P melakukan penelitian di sekolah dan meminta maaf jika selama pelaksanaan penelitian banyak mengganggu aktifitas belajar mengajar di sekolah khususnya kelas VIII B.
20	GBS juga menyampaikan terimakasih karena P melaksanakan penelitian di SMPN 2 Sentolo khususnya di kelas VIII B.
21	Jam pelajaran usai, P menutup pelajaran dengan mengucapkan salam.

B.
INTERVIEW GUIDELINES & TRANSCRIPTS

Blueprint of Interview Guideline
(Before Implementation)

No.	Content	Sub-content	Theory	Question Items	
				For students	For the English teacher
1.	Teaching writing	Types of classroom writing performance	Brown (2001: 343)	Apakah adik memiliki kesulitan dalam menulis dengan menggunakan bahasa Inggris?	What kind of activities do you usually implement in the teaching learning process?
				Kegiatan apa yang biasa dilakaukan saat menulis dalam bahasa Inggris?	
				Biasanya aktifitas apa yang menyenangkan dalam menulis bahas Inggris?	
				Apakah adik pernah menulis bahasa Inggris dalam grup?	
				Apakah adik lebih senang menulis secara individu atau dalam grup?	
		The role of the teacher	Harmer (2007: 330)	Bagaimana cara guru menyampaikan materi saat pembelajaran bahasa Inggris berlangung?	What difficulties do you usually find in teaching writing?
					Do you think that the students are motivated and confident in writing? Why?
					What do you think about a

					teacher's feedback on students' writing?
		Feedback	Nation (2009: 115)	Jika diberi koreksi, lebih baik diberi koreksi dari teman/ guru?	What do you think about peer feedback on students' writing?
2.	Approaches	Collaborative Writing	Dale (1997: 46)	Bagaimana menurut kalian tentang menulis recount dalam grup kolaboratif?	Have you ever applied collaborative writing technique in the teaching-learning process?
				Apakah kalian senang dengan aktifitas yang ada dalam menulis secara kolaboratif?	
				Apakah adik kesulitan menentukan tema jika menulis secara individu?	
3.	Recount texts	Structure of recount texts	Anderson (1997: 53)	Apakah adik memiliki kesulitan dalam menulis teks recount?	What are students' difficulties in writing recount texts?
				Jika ia, kesulitan apa saja yang adik temui saat menulis teks recount?	
				Bagaimana dengan tenses, apakah kalian menemui kesulitan dan menggunakan tenses?	
				Jika dalam menulis kalimat bahasa Inggris, apakah kalian sering terbalik, misalnya dalam menulis S, P, O?	

Blueprint of Interview Guideline
(After Implementation)

No.	Content	Sub-content	Theory	Question Items	
				For students	For the English teacher
1.	Teaching writing	Types of classroom writing performance	Brown (2001: 343)	Apakah adik masih memiliki kesulitan dalam menulis dengan menggunakan bahasa Inggris?	What do you think about the activities implemented during the research?
				Bagaimana menurut adik tentang kegiatan yang dilakukan selama proses belajar menulis recount?	
				Apakah aktifitas yang dilakukan menyenangkan dalam menulis bahasa Inggris?	
		The role of the teacher	Harmer (2007: 330)	Bagaimana cara guru menyampaikan materi saat pembelajaran bahasa Inggris berlangung?	What do you think about the teacher role during the implementation?
				Apakah adik termotivasi untuk belajar menulis dalam bahasa Inggris dengan metode tersebut?	Do you think that the students are motivated and confident in writing? Why?
		Feedback	Nation (2009: 115)	Apakah adik menerima/memberi koreksi saat menulis teks recount?	What do you think about the feedback given during the implementation of collaborative writing?
				Feedback apa saja yang adik berikan/terima saat kegiaran	

				berlangsung?	
				Apakah adik mengerti dengan koreksi yang teman adik berikan?	
2.	Approaches	Collaborative Writing	Dale (1997: 46)	Bagaimana menurut kalian tentang menulis recount dalam grup kolaboratif?	What's your opinion about the implementation of collaborative writing technique?
				Apakah kalian senang dengan aktifitas yang ada dalam menulis secara kolaboratif?	
				Apakah adik kesulitan menentukan tema jika menulis secara individu?	
3.	Recount texts	Structure of recount texts	Anderson (1997: 53)	Apakah adik masih memiliki kesulitan dalam menulis teks recount?	What are students' difficulties in writing recount texts after the implementation?
				Jika ia, kesulitan apa saja yang adik temui saat menulis teks recount?	

Nomor	**: Interview 1**
Hari, tanggal	**: Kamis, 20 Oktober 2011**
Jam	**: 09.00 WIB**
Tempat	**: Ruang Tamu Sekolah**
Responden	**: Peneliti (P)**
	Bapak Pagianto (Guru Bahasa Inggris)

P : Selamat pagi Bapak? Mohon maaf Pak, boleh saya mengganggu sebentar?

Guru : Oh ya silahkan, Mbak. Gimana?

P : Ini Pak, maaf, saya minta waktunya sebentar ya. Mau tanya-tanya sedikit tentang pelajaran Bahasa Inggris disini.

Guru : Oh, *monggo-monggo*. Mau disini (perpustakaan) atau ke ruang tamu saja? Ini baru jam istirahat biasanya anak-anak pada ke Perpus.

P : Saya ikut Bapak saja Pak. Cuma sedikit aja Pak. Tapi takutnya malah mengganggu siswa yang mau baca buku ini ya.

Guru : Di depan saja Mbak. Nanti biar nggak terlalu dengar suaranya anak-anak. Maklum biasanya biar di perpus juga suka pada ribut.

P : Iya, Bapak. Nggak apa-apa. Itu pak, biasanya kalau kelas yang tadi itu murid-muridnya bagaimana ya, Pak? Apa biasanya kondisinya seperti itu?

Guru : Ya.. memang seperti itulah Mbak. Apalagi kalau sudah pelajaran Bahasa Inggris. Pasti dianggapnya selalu susah. Tadi juga lihat sendiri, cuma beberapa anak aja yang mau memperhatikan.

P : Oh. Begitu ya, Pak? Nah, kalau untuk aktifitas di kelas bagaimana Pak? Biasanya kegiatan yang seperti apa yang biasanya Bapak sampaikan ke siswa?

Guru : ; Kurang lebih seperti itu tadi, Mbak. Anak-anak harus dibiasakan baca dulu. Baru disuruh cari arti kata yang nggak dimengerti. Soalnya mereka itu kelemahannya di kosakata. Buat cari kata kerja kayak tadi aja kan agak kesulitan.

P : Biasanya kesulitan apa saja yang Bapak temui kalau sedang mengajar di kelas?'

Guru : Kalau itu pasti ada Mbak. Salah satunya kalau udah ngobrol kayak tadi itu…Mereka udah terlanjur takut sama Bahasa Inggris. Tapi yang agak sulit diatasi itu kalau mereka sama sekali nggak mau fokus. Padahal tugas sudah disiapkan di papan tulis.

P : Iya, Pak. Tadi juga saya sempat lihat. Mungkin cuma beberapa siswa yang ikut memperhatikan pelajaran ya. Yang lainnya belum siap mengikuti.

Guru : Ya memang kita itu dituntut untuk sabar. Apalagi ini anak-

	anak SMP. Masih suka keliatan sifat anak-anaknya.
P	: Iya, Pak. Nah kalau menurut Bapak sendiri, siswa kelas VIII B itu termotivasi untuk bisa menulis *recount texts* nggak ya Pak?
Guru	: Memang sepertinya agak susah Mbak. *Lha* disuruh ngerjain soal kayak tadi aja masih butuh waktu banyak.
P	: Kira-kira penyebabnya apa saja ya Pak?
Guru	: Kesadaran mereka masih kurang. Kalau disuruh ngerejakan PR juga belum mesti ngerjakan semua. Tapi ada beberapa anak yang memang kelihatannya tertarik sama Bahasa Inggris. Biasanya yang di duduk di depan itu memperhatikan.
P	: Oh begitu ya Pak. Kalau untuk menegerjakan atau aktifitas di kelas biasanya sendiri-sendiri atau dalam grup?
Guru	:Oh kalau di kelas tergantung aktifitasnya. Kadang suka *tak* suruh sendiri tapi juga pernah ngerjakan soalnya sama teman sebangku.
P	: Baik Pak. Kalau untuk jadwal pre-test kapan ya Pak saya bisa laksanakan?
Guru	: Pre-test menulis maksudnya?
P	: Iya Pak.
Guru	: Kalau pertemuan berikutnya bagaimana?
P	:Oh baik Pak. Saya kebetulan sudah mempersiapkan worksheetnya kurang lebih seperti ini bagaimana Pak? (menunjukkan lembar kerja siswa)
Guru	: Begini sudah baik Mbak. Pertemuan selanjutnya bisa dicoba. Kurang lebih ini seperti yang tadi… jadwalnya sudah dapat *tho*?
P	: oh iya nanti saya catat Pak. Ini sudah bisa saya *copy* ya Pak?
Guru	: Bisa... bisa… jumlah siswanya sekelas ada 32 anak.
P	: Baik Pak. Setelah ini mau saya perbanyak. Saya mau catat jadwal kelas VIII B dulu kalau begitu.
Guru	: Ada di papan jadwal. Papannya di ruang guru kalau mau mencatat. Kalau ada yang ditanyakan lagi silahkan Mbak, sebisa kami membantu.
P	: Iya pak, terimakasih. Mungkin ini dulu yang mau saya tanyakan. Lain waktu saya pasti banayk merepotkan Pak.
Guru	:Nggak apa-apa Mbak. Sama-sama, *sharing* aja. Saya juga butuh masukan mengajar nanti. Siapa tahu anak-anaknya ada peningkatan kalau Mbak penelitian disini.
P	: Iya, Pak. Terimakasih. Mudah-mudahan nanti bisa bekerja sama. Mohon bimbingannya juga Pak. Ini Bapak ada jadwal mengajar lagi?
Guru	: Habis ini dikelas VIII D. Mau masuk lagi? Boleh kalau mau ikut observasi.
P	: Oh, nggak Pak. Cukup di VIII B saja. Saya mau ambil yang kelas barusan aja. Kalau begitu saya nanti catat jadwal kelas VIII B barusan ya Pak.

Guru	: Silahkan. Silahkan. Nanti saya sampaikan juga ke anak-anak kalau Mbak mau ngajar mereka.
P	: Iya. Terimakasih ya, Pak.
Guru	: Iya Mbak, sama-sama.

Nomor	**: Interview 2**
Hari, Tanggal	**: Kamis, 20 Oktober 2011**
Jam	**: 11.15 WIB**
Tempat	**: Halaman kelas VIII B**
Responden	**: Peneliti (P)**
	Alifah Wulan Riski (S4)
	Itsnaini Mufti Azizah (S12)

P	: Halo adik-adik. Lagi apa nih? Ngobrol sebentar disini gak apa-apa ya?
S12	: Iya Miss, gak apa-apa kok Miss.
P	: Oke. Ade namanya siapa sih?
S12	: Isna.
P	: Nah. Kalo ade yang ini?
S4	: Wulan Miss.
P	: Oh iya, Isna sama Wulan ya? Mm.. Gini de, mau tanya nih sebelumnya. Suka pelajaran Bahasa Inggris nggak?
S4, S12	: (Saling bertatapan lalu tersenyum)
S12	: Ya kadang-kadang Miss.
S4	: Kadang-kadang Miss. Hehe..
P	: Loh kenapa? Kan belajar bahasa asing…
S4	: *Lha*… soalnya tuh suka nggak ngerti artinya e Miss.
S12	: Iya susah cari artinya itu lho Miss.
P	: Oh gitu ya… Nah, kalau pelajaran dikelas sendiri gimana? Menyenangkan nggak?
S12	: Ya gitu, anak-anaknya *sok* pada ribut *e* Miss.
P	: Kalo Wulan gimana? Menyenangkan nggak?
S4	: Ya lumayan. Kalo pas bisa ngerjain soalnya.
P	: Lho emang Pak Gurunya kalo ngajar gimana?
S4	: Suka disuruh nyatet, terus dibaca. Abis itu disuruh nyari arti kata yang nggak ngerti.
P	: Oh gitu ya… Nah, menurut Isna gimana?
S12	: Sama kok Miss. Kalo udah pada ribut jadi nggak konsen.
P	: Suka dikasih tugas kelompok gitu nggak? Atau disuruh nulis bareng temennya?
S4	: Belum sih Miss. *Yo* Na? (sambil bertanya kepada temannya)
S12	: kayaknya belum pernah Miss disuruh nulis bareng temennya.
P	: Oh gitu ya. Oia, kalau menulis dalam bahasa Inggris itu susahna apa

	De?
S12	: Susahnya ya banyak. Suka kebalik-kebalik nulis kalimatnya.
P	: Wulan?
S4	: Artinya Miss. Sama nggak tau disuruh ngerubah-rubah kata itu Miss.
P	: Kata kerja bukan? Verb 2?
S4	: Iya Miss, yang itu.
P	: Hmm… gitu ya. Oke. Itu aja deh yang mau Miss tanyain. Terimakasih ya.
S4, S12	: Iya Miss. Sama-sama.

Nomor	**: Interview 3**
Hari, Tanggal	**: Kamis, 3 November 2011**
Jam	**: 09.00 WIB**
Tempat	**: Ruang Guru**
Responden	**: Peneliti (P)**
	Bapak Pagianto (Guru Bahasa Inggris)

P	: Permisi Bapak, saya mau mengganggu waktunya sebentar Pak. Boleh?
Guru	: Iya, silahkan Mbak. Sambil ambil minum disitu nggak apa-apa.
P	: Iya, Pak terimakasih. Begini Pak, saya mau tanya pendapat Bapak setelah pertemuan-pertemuan terakhir ini. Kira-kira yang saya sampaikan sudah betul belum ya Pak?
Guru	: Saya kira tadi Mbak Bekti sudah menyampaikan semuanya. Yang ada di observation checklist ini juga sepertinya nggak ada yang kelewat.
P	: Alhamdulillah. Kalau begitu, menurut Bapak gimana Pak? Siswanya sendiri tadi, termotivasi tidak ya?
Guru	: Saya lihat kebanyakan siswa cukup mengikuti aktifitasnya. Apalagi kalau ada yang semacam worksheet yang dibagikan. Mungkin besok perlu diperbanyak aktifitas yang semacam itu Mbak.
P	: Oh iya Pak. Kalau dengan membagi siswa dalam kelompok sendiri? Menurut Bapak bagaimana?
Guru	: Biasanya justru bisa *mbantu* siswa yang tadinya nggak tau jadi tau. Soalnya anak-anak itu pada nggak mau bertanya walaupun belum paham sama materinya.
P	: Iya. Saya takutnya anak-anak malah jadi ribut juga Pak, tapi ternyata mau ngerjakan tugasnya. Kalau metode yang saya gunakan tadi menurut bapak bagaimana?
Guru	: Mengatur siswa di dalam kelompok itu memang agak sulit, tapi semua jadi interaktif. Pembagian kelompok itu juga. Saya

	takut tadinya mereka *ndak* mau.
P	: Iya, Pak. Sempat gitu juga tadi. Tapi mereka bisa bekerja dalam kelompok saja sudah ada perubahan perilaku ya Pak?
Guru	: Oh iya. *Lha* biasanya itu rame sendiri, ramenya bukan seperti tadi.
P	: Hmm… gitu ya Pak. Iya, ini nanti kalau saya mau wawancara dengan siswa boleh Pak?
Guru	: Silahkan, *ndak* apa-apa. Bisa nanti jam istirahat.
P	: Maaf kalau ini Pak, sudah betul tidak ya? (sambil menunjukkan softfile RPP untuk pertemuan selanjutnya.)
Guru	: (membaca sekilas)….oh ya ini nanti biar saya pelajari dulu. Kalau dari aktifitasnya nanti bisa ditambahkan yang cara menulis past tense-nya Mbak.
P	: Terimakasih Pak. Mungkin itu dulu yang mau saya tanyakan. Masih minta saran Bapak untuk pertemuan berikutnya.
Guru	: Silahkan. Nanti saya masih ada kelas setelah ini kalau masih ada yang ditanyakan.
P	: Iya Pak terimaksih. Saya kembali ke perpus saja. Mau sekalian koreksi tulisan siswa yang barusan. Permisi Bapak…

Nomor	**: Interview 4.A**
Hari, Tanggal	**: Kamis, 3 November 2011**
Jam	**: 11.15 WIB**
Tempat	**: Halaman kelas VIII B**
Responden	**: Peneliti (P)**
	Agatha Trisna Puspitasari (S3)
	Retno Sunaring Tyas (S17)
	Siva Kurniasari (S24)

P	: Hai adik-adik minta waktunya sebentar ya, boleh kan?
S3	: Iya Miss, nggak apa-apa.
S24	: Nggak apa-apa Miss.
S17	: Baru istirahat juga kok Miss.
P	: Oh iya, adik-adik namanya siapa ya?
S24	: Siva, yang ini..Gatha (menunjuk salah satu temannya)
S3	: Agatha Miss.
P	: *Lah* kalau yang satunya, Dik siapa namanya?
S17	: Tyas.
P	: Ini kenapa nggak pada istirahat? Nggak apa-apa ya sebentar kok.
S3	: Mau latihan tonti sebentar lagi buat lomba besok jadi sebentar lagi mau kumpul Miss.
P	: Oh gitu ya. Eh gini, kan kita udah belajar buat text recount. Kira-kira gimana. Susah nggak?

S3	: Gampang kok Miss.
S17	: Lumayan
P	: Emang kalau sebelumnya gimana?
S17	: Wah *susah e* Miss. *Yo?* (bertanya kepada S3 dan S24)
S3	: Kalo aku tuh nggak gitu susah soalnya mirip sama yang di buku.
S24	: Agak susah sih, Miss. kadang-kadang suka bingung *tu lho*.
P	: Oh. Gitu ya.
S24	: He em. Lumayan lah.
P	: Susahnya waktu nulis recount text itu sebelah mana, Dik?
S17	: Pas harus pakai past tense, Miss. Suka Bingung.
P	: Oh iya. Yang simple past tense, ya?
S24	: Iya Miss. Yang itu.
P	: Nah kalau sekarang gimana? Masih suka nemuin kesulitan nggak?
S24	: Sedikit sih, Miss.
S3	: Nggak begitu.
S17	: Nggak Miss, kadang-kadang.
P	: Waktu nerangin di depan jelas nggak?
S3,S17	: Iya. Jelas.
P	: Seneng nggak waktu nulis teksnya di dalam grup?
S24	: Seneng.
S17	: Seneng.
S3	: Iya, seneng.
P	: Kenapa seneng?
S3	: Bisa ada yng bantuin.
S17	: Ada yang ngasih tau kalau pas nggak tau.
P	: Oh gitu ya.. Terus waktu hasilnya ditukar gimana? Dapet koreksi?
S3	: Ada sedikit.
S17	: Iya, ada.
S24	: Ada juga, Miss.
P	: Paham nggak nih sama koreksiannya?
S3	: Paham.
S24	: Iya paham.
S17	: Iya, Miss. Paham.
P	: Beneran nih?
S17	: Iya, Miss. Hehe…
P	: Okedeh. Segitu dulu. Makasih ya udah mau diwawancara.
S17, S3	: Sama-sama…

Nomor	: Interview 4.B
Hari, Tanggal	: Kamis, 3 November 2011
Jam	: 11.15 WIB
Tempat	: Halaman kelas VIII B
Responden	: Peneliti (P)
	Aditia Galih Purnama (S2)
	Anggi Tamyis Prabowo (S5)

P	: Permisi, Dik minta waktunya sebentar ya?
S2, S5	: (mengangguk lalu ikut duduk di kursi panjang depan kelas)
P	: Namanya...Adit sama Anggi ya?
S5	: Bowo Miss.
P	: Oh iya. Gini, kita kan udah belajar recount text nih, gimana ada yang susah nggak?
S5	: Ya gitu. Ngartiin katanya suka susah.
S2	: Bisa lihat kamus *ding*, Miss.
P	: Kalau ngerjainnya bareng-bareng secara *collaborative* gitu, masih susah?
S2	: Nggak, Miss.
P	: Beneran nih?
S2	: Iya.
P	: Kalian satu kelompok?
S5	: Iya, satu kelompok.
P	: Nah, waktu nulis teksnya dalam kelompok biasanya dikasih komentar apa sama temennya?
S5	: Banyak.
S2	: Past tense.
P	: Past tense? Apanya yang dikomentari?
S5	: Itu… *verb* 2 nya. Pas kalo nulis kalimat past tense.
S2	: Arti katanya. Bisa tanya sama temennya kalau ada yang nggak tau.
P	: Oh… gitu. Kalian terbantu nggak kalau menulis recount teks secara collaborative?
S5	: Iya
P	: Adit?
S2	: Iya.
P	: Gimana kok bisa membantu?
S2	: *Lha* kalau sendiri kan lama nulisnya. Kalau ada temennya bisa kerja sama.
S5	: Tukeran idenya.
P	: Oh… gitu… iya-iya. Ok. Makasih lho adik-adik udah mau diwawancara.
S5	: Iya Miss. Sama-sama…

Nomor	**: Interview 5**
Hari, Tanggal	**: Kamis, 10 November 2011**
Jam	**: 09.00 WIB**
Tempat	**: Ruang Guru**
Responden	**: Peneliti (P)**
	Bapak Pagianto (Guru Bahasa Inggris)

P : Terimakasih ya Pak sudah banyak dibantu.

Guru : Sama-sama Mbak. Mungkin harusnya kami yang terimakasih Mbak Bekti mau penelitian disini.

P : Enggak Pak. Saya yang sudah banyak merepotkan. Maaf Pak, kalau menurut Bapak aktifitas-aktifitas yang saya berikan itu meningkatkan motivasi siswa tidak ya?

Guru : Dilihat dari cara belajar mereka… ya, ada perubahan Mbak.

P : Kalau dengan peran gurunya sendiri? Bagaimana menurut Bapak?

Guru : Dari lembar observasi ini sih saya enggak nemukan langkah-langkah yang kelewat. Cuma mungkin pengawasan ke siswanya jangan terlalu dekat. Bisa dikasih jarak, supaya mereka lebih mandiri.

P : Begitu ya Pak… hmm maaf soalnya saya sekalian mencatat aktifitas siswa dalam kelompok. Kalau feedback yang siswa berikan ke temannya itu…menurut Bapak bagaimana?

Guru : Kalau untuk kelompok yang mau bekerja sama dengan baik itu sangat membantu. Tapi mereka yang sama-sama tidak mengerti ya akan terus seperti itu Mbak.

P : Iya Pak. Sudah mau saya pisahkan tapi sekelas waktu itu pada nolak semua. Gimana ya Pak?

Guru : Ya nggak apa-apa. Mereka dapat koreksi dari kelompok lain juga kan?

P : Iya Pak. Setelah itu tulisannya langsung dibetulin lagi kok waktu *final-drafting*.

Guru : Waktu tes yang terkahir ini tadi bagaimana hasilnya?

P : Ini Pak kira-kira seperti ini (sambil menunjukkan pekerjaan siswa). Saya coba periksa dulu Pak nanti biar tau hasilnya. Blanko penilaiannya saya serahkan ke Bapak besok tidak apa-apa Pak?

Guru : Sekalian dengan hasil yang ini ya? Boleh. Saya pakai untuk nilai harian kalau begitu.

P : Kalau dilihat sepintas, kayaknya sudah pada bisa bedakan generic structure-nya ya Pak?

Guru : Kelihatannya begitu Mbak. Dari tugas yang sebelumnya ini mereka sudah bisa nyusun paragraf yang betul kok. Masih ada kegiatan lagi habis ini?

P : Oh enggak Pak. Saya cuma mau nunggu samapi jam istirahat nanti yang kedua. Mau wawancara siswanya boleh Pak?

Guru : Silahkan…nanti bisa tunggu di perpus sambil baca-baca.

P : Iya. Terimakasih Bapak. Kalau begitu saya ke perpus dulu, mungkin sambil koreksi hasil yang barusan…Terimakasih Pak…

Nomor : **Interview 6**
Hari, Tanggal : **Kamis, 10 November 2011**
Jam : **11.15 WIB**
Tempat : **Halaman kelas VIII B**
Responden : **Peneliti (P)**
  Achid Fauzi (S1)
  Cholifah Febriani (S7)
  Dewi Martanti Cahya (S9)
  Siva Kurniasari (S24)
  Wahyu Hidayat (S28)

P : Hi ade-ade… Tanya-tanya sebentar boleh ya?
S7 : Iya, Miss.
P : Kalau nggak salah, ini Febri ya?
S7 : Iya.
P : Nah, ini Dewi, sama Siva ya?
S9 : Iya miss kok hafal?
P : Lho kan udah sering ketemu… Oh, itu yang cowok-cowok boleh ikut gabung kok. Dik, sini-sini…
S1 : Ada apa Miss?
P : Ini mau tanya aja sebentar. Namanya…
S1 : Achid.
P : Oh… iya Achid. Kalau yang satunya Wahyu bukan?
S28 : Iya Miss.
P : Gini de… kan kita udah belajar nulis recount text nih, latihannya sambil kolaborasi sama temennya. Gimana rasanya?
S28 : Rasanya ya seneng Miss.
S1 : Ya seneng, ada yang bantuin mikir gitu lho Miss.
P : Hmm… gitu… kalau menurut Siva gimana? Wah pendiem nih Siva…
S24 : Ya..sama Miss.
P : Sama gimana de?
S24 : Ada yang ngasih tau kalau salah.
P : Oh… iya… Nah, Febri sama Dewi gimana?
S9 : Kalau pas kerja kelompoknya sih suka ada yang bantuin Miss…
P : Oh gitu ya… Nah, Febri sendiri kalau nulis bareng sama kelompoknya gimana?
S7 : Yang kerjasama bikin teks itu ya? jadi tau salahnya kok Miss.
P : Dikoreksi gitu ya?
S7 : Iya.
P : Yang lain juga, dapet koreksi?

S1, S28 : Iya.
S28   : Ngasih koreksi *ding* Miss.
P   : Oh ya? Apa yang dibetulin waktu itu?
S28   : kalau habis kalimat itu dikasih titik. Terus ngerubah V2nya.
P   : Oh… yang lain?
S9   : Dapet Miss.
S7   : dapet juga Miss.
P   : Dikasih tau langsung apa dikoreksi di tulisannya?
S7   : dua-duanya. Kadang suka tanya dulu *ndak* salah nulis.
P   : Tapi ngerti nggak sama yang dijelasin temennya?
S7   : Ngerti.
P   : Kalau Achid ngerti juga sama penjelasan temennya?
S1   : Ngerti kok Miss.
P   : Yang lain, gimana? Paham nggak kalau dijelasin sama temen sendiri?
S9, S28 : Paham Miss.
P   : Kenapa kok bisa paham?
S9   : Ya..kan gak usah malu tanya temennya *to* Miss.
P   : Lho… emang kalau tanya ke Pak Guru kenapa?
S9   : kadang-kadang tu suka malu Miss. Jadi milih tanya ke temen.
P   : Hmm… gitu ya. Kalau kegiatan dikelas sendiri, menyenangkan nggak? Mm… Siva?
S24   : Iya Miss, seneng.
S1, S28 : Iya.
P   : Oh gitu ya. Kalau waktu main game yang nempelin kartu di kertas itu seneng gak?
S7   : Seneng Miss. Bisa cepet-cepetan.
S9   : Iya, kayak lomba.
P   : Kenapa kok seneng? Kan itu rame banget.
S9   : Kan kita jadi gak ngantuk Miss…
P   : Oh.. gitu. Jadi mending ngerjain bareng apa sendiri-sendiri?
S9   : Ya bareng-bareng Miss. Soalnya kan ada yang bantuin.
P   : Bantuin kasih ide ya?
S9, S7   : Iya.
P   : Emang waktu nulis recount teks pakai *collaborative writing* itu kalian merasa ada peningkatan nggak?
S1   : Ada Miss.
S28   : Ada.
P   : Apanya yang meningkat?
S28   : Ya cara nulisnya. Terus kalau bikin ceritanya jadi bisa tukeran ide.
S1   : Iya, Miss. Sama.
P   : Oh gitu… hmm.. cara nulis gimana ya maksudnya?
S28   : Yang salah Miss.
P   : Lho emang yang sering salah apanya?
S28   : Kalimat lampau sama nulis huruf Kapital.
P   : Nah… kalau yang lain gimana nih? Siva? Dewi? Febri? Ada yang meningkat nggak?

S28	: Kosakatanya Miss. Kalau nulis kan harus tau banyak kata. Kalo nggak tau bisa tanya temennya.
S7	: Iya Miss. Sama…
P	: Oh.. oke ade-ade. Makasih ya. Maaf lho sambil istirahat malah keganggu.
Students	: Iya, Miss. Sama-sama…

C.
COURSE GRIDS

COURSE GRID OF TEACHING AND LEARNING PROCESS OF WRIITNG SKILLS
FOR THE SECOND GRADE STUDENTS OF SMP N 2 SENTOLO, VIII B CLASS IN THE ACADEMIC YEAR OF 2011/2012

CYCLE	Standard of Competence	Basic Competence	Language Focus	Materials	Input Text	Activities	Indicators	Time
I Meeting 1	Students express meaning of short functional written texts in the forms of descriptive and recount texts to interact with others in daily life context.	Students express meaning in a short essay using written languages accurately in the forms of descriptive and recount texts to interact with others in daily life contexts.	• Generic Structure of recount texts • Past Tense • Signal words	• Generic Structure (Orientation, Events, and re-orientation) • Simple Past Tense pattern: S+V2 • Signal word Conjunctions (Firstly, Then, Next, After that, etc) • A recount text **My Last Holiday** On Friday, we went to the Blue Mountain. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and tennis court. On Saturday, we saw the Three Sisters and we went on the scenic railway. It was scary. Then, Mom and I went	Recount Texts	**Presentation** • Introducing a model of recount texts • Analyzing the features and generic structures of the text with the students. **Practice** • Finding out the generic structure of a recount text in group. • Finding out the irregular verbs of the input text. • Filling the verb forms table in group.	• Identifying the generic structure of recount texts correctly. • Identifying the language features of recount texts correctly.	2 x 40'

				shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday, we went on the scenic Skyway and it rocked. We saw cockatoos having shower. In the afternoon, we went home.		**Production** • Arranging jumbled sentences into good orders. • Identifying jumbled paragraph of recount texts into good orders.		
I Meeting 2	Students express meaning of short functional written texts in the forms of descriptive and recount texts to interact with others in daily life context.	Students express meaning in a short essay using written languages accurately in the forms of descriptive and recount texts to interact with others in daily life contexts	• Generic Structure of recount texts • Past Tense • Signal words	• A recount text **Yogyakarta Tour** On Wednesday, my students and I went to Jogjakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. Then, on Thursday, we visited the temples in Prambanan. There were three big temples, the Brahmana, Syiwa, and Wisnu temples. They were really amazing. We visited only Brahma and Syiwa temples, because Wisnu temple was being renovated. On Friday morning, we went	Recount texts	**Presentation** • Introducing a model of recount texts. • Analyzing the features and generic structures of the text with the students. **Practice** • Finding out the generic structure of a recount text in group. • Finding the signal words from the	• Identifying the generic structure of recount texts. • Identifying the language features of recount texts. • Using cohesive devices (signal words) correctly. • Writing a recount text.	2 x 40'

				to Jogja Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard announcement that Borobudur gate would be closed. Finally, in the evening we left for Jakarta by Wisata bus.		input text. **Production** • In group, write a recount text which includes generic structures, language features and cohesive device. - Planning/Pre-writing - Drafting - Editing/revising - Final writing		
I Meeting 3	Students express meaning of short functional written texts in the forms of descriptive and recount texts to	Students express meaning in a short essay using written languages accurately in the forms of descriptive and recount	• Generic Structure of recount texts • Past Tense • Signal words	• Generic Structure (Orientation, Events, and re-orientation) • Simple Past Tense pattern: S+V2 • Signal word Conjunctions (Firstly, Then, Next, After that, etc) • Students previous work.	Recount Texts	• The students arrange their seat based on their previous group. • The students give feedback to other groups' work. • The students re-write and revise their group	• Identifying the generic structure of recount texts. • Identifying the language features of recount texts. • Using cohesive	2 x 40'

	interact with others in daily life context.	texts to interact with others in daily life contexts.					writing. • Students write a recount text as their independent task.	devices (signal words) correctly. • Writing a recount text.	
II Meeting 4	Students express meaning of short functional written texts in the forms of descriptive and recount texts to interact with others in daily life context.	Students express meaning in a short essay using written languages accurately in the forms of descriptive and recount texts to interact with others in daily life contexts.	• Generic Structure of recount texts • Past Tense • Signal words	**My Trip to Bali** When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many experiences during the vacation. First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise. It was a great scenery. Then, we checked in to the hotel. We met so many tourists there. They were not only domestic but also foreign tourists. Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, and speedboat. We also went to Penyu island to see many	Recount Texts	• Students are divided into their writing group. • The groups fill the missing words of a recount text by using flash cards. • The group plans and outlines the task, then each writer prepares his/her part on the group. (planning/pre-writing) • The group plans and outlines the writing task, then one member prepares a draft,	• Identifying the generic structure of recount texts. • Identifying the language features of recount texts. • Using cohesive devices	2 x 40'

| | | | | unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green forest. There were so many monkies. They were so tame but sometimes they could be naughty. After that, we went to Sukowati market for shopping. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home. The trip to Bali was our unforgettable moment.

What I did on Sunday

Last Sunday I (go) ___ to the swimming pool with Ria and Ali. Ria (buy) ___ me a new swimming costume and I (want) ___ to wear it.
___, I (go) ___ to the | | the group edits and revises the draft. | (signal words) correctly.
• Writing a recount text. | |

				changing room. I (put)___ my clothes in the locker and then I (use)___ a key to lock it.
				
				    Next, we (go) ___ to the water. Ria (sit) ___ on the side but Ali and I (go) ___ down into the water. It (is) ___ very cold. I (wear) ___ my armbands so I (can) ___ swim.
				
				    Finally, we went home in the afternoon. We (wait) ___ for a bus in the bus stop. Ria, Ali, and I (are) ___ so happy on the last Sunday.				

II
Meeting 5
	Students express meaning of short functional written texts in the forms of descriptive and recount texts to interact with others in daily life	Students express meaning in a short essay using written languages accurately in the forms of descriptive and recount texts to interact with others in	• Generic Structure of recount texts
			• Past Tense
			• Signal words
				Find and change the wrong verbs on the recount text.
				
				    The Earthquake
				
				    It is last month that the earthquake happened. I am on my car. I was going home from my vacation in Bali.
				    Suddenly my car move to the left and right. I do not know that it was an earthquake. I know it was an
					Recount Texts	**Practice**
						• Students are divided into group of two.
						• Finding and changing the wrong verbs on the text given.
						• The students revise the recount text with their peer.
							• Identifying the generic structure of recount texts.
							• Identifying the language features of recount texts.
							• Using cohesive devices (signal words)
								2 x 40'

				earthquake when I see some telephone and electricity poles falling down to the ground. Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There are rocks everywhere. There was nothing I can do but left the car and walked along way to my house, in the town.　　Finally, when I reach my town, I am so surprised that there was almost nothing left. The earthquake make a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.		**Production** • Students are divided into group of two. • The students prepare themselves with pairs. • The students share their idea with peers when they do planning and drafting. • The students correct their peer's writing. • The students exchange their works and revise their own writing.	correctly. • Writing a recount text.	
context.	daily life contexts.							
II Meeting 6	Students express meaning of short functional	Students express meaning in a short essay using written	• Generic Structure of recount texts • Past		Recount Texts	**Post test** The students write an independent task of a recount text.	• Identifying the generic structure of recount texts. • Identifying	2 x 40'

| | written texts in the forms of descriptive and recount texts to interact with others in daily life context. | languages accurately in the forms of descriptive and recount texts to interact with others in daily life contexts. | Tense
 • Signal words | | | | the language features of recount texts.
 • Using cohesive devices (signal words) correctly.
 • Writing a recount text. | |

D.
LESSON PLANS

LESSON PLAN
SMP NEGERI 2 SENTOLO

CYCLE 1 (1st meeting)

School	: SMP Negeri 2 Sentolo
Subject	: English
Grade/ Semester	: VIII/ I
Skills	: Writing
Time Allocation	: 2 x 40'
Standard of Competence	: 6. Students express meaning of short functional written texts in the forms of descriptive and recount texts to interact with others in daily life context.
Basic Competency	: 6.2 Students express meaning in a short essay using written languages accurately in the forms of descriptive and recount texts to interact with others in daily life contexts.
Objective	: At the end of the class, students are able to identify the generic structure of recount texts.
Indicators	:

- Identifying the generic structure of recount texts.
- Identifying the language features of recount texts.

Material :

- Materials for Presentation

My Last Holiday

On Friday, we went to the Blue Mountain. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and tennis court.

On Saturday, we saw the Three Sisters and we went on the scenic railway. It was scary. Then, Mom and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday, we went on the scenic Skyway and it rocked. We saw cockatoos having shower.

In the afternoon, we went home.

Taken from: http://whywine.wordpress.com/2010/05/05/contoh-recount-text/

Orientation

Sequence of Events

Re-orientation

My Holiday

Last week I went to Mount Bromo. I stayed at my friend's house in Probolingggo, East Java. The house had a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Sources: Priyana, Joko. 2008. *Scaffolding English for Junior High School StudentsGrade VIII*. Jakarta: BSE Depdiknas.

ORIENTATION

SEQUENCE OF EVENTS

RE-ORIENTATION

A recount is a piece of text that retells past events, usually in the order in which they occurred.

a. Generic structures:
   - *Orientation*: Information about what, who, where, or when written in a text.
   - *Events*: Events that happened in the past. They are conveyed in a sequential pattern.
   - *Closing*: a conclusion on the events.
b. Social function:
   - to give the audience a description of what occurred and when it occurred.
   - to retell events for the purpose of informing or entertaining.
c. Language features:
   - Proper nouns to identify those involved in the text.
   - The use of past tense to retell the events.
   - Words that show the order of the events (first, next, then).

The use of language features.
Simple Past Tense   : Positive: S + V2
                      Negative: S + did not + V1
                      Interrogative: Did + S + V1

- **Materials for Practice**

ENGLISH VERB FORMS

Look at the examples.

Regular Verbs

Present (V1)	Past (V2)	Meaning
study	studied	belajar
	arrived	tiba
listen		
	looked	
cook		
honk		mengklakson
	moved	
erase		
	saved	
play		
	wanted	

Irregular verbs

Present (V1)	Past (V2)	Meaning
go	went	pergi
	drove	menyetir
eat		
have		
	got	Sampai/ mendapat
drink		
put		Menyimpan
	read	
see		
	bought	Membeli
	said	

- **Material for Production**

SIMPLE PAST TENSE
Arrange these sentences into good orders.

1. Beautiful – we – (see) – pictures – the museum - in
   We *saw* beautiful pictures in the museum.
2. (buy) – we – tickets – first – from – the ticket box
3. 2 hours – (spend) – we – to watch – everything - there
4. museum of art – (visit) – Rio and I - Sunday - last
5. Then – (enter) – Rio and I – the museum
6. After that – (go) – we – home – and – we – happy – (are)

Method : Presentation, Practice, Production.

Teaching Procedure :

I. Pre-Teaching

No.	Teacher's activity
1.	Greeting the students.
2.	Checking the students' attendance
3.	Asking questions related to the materials.

II. Main Teaching-Learning Activity

a) Presentation

No.	Teacher's roles	Students' roles
1.	Introducing a model of recount texts to students and the topic of the text.	
2.	Showing recount texts to the students and asking them to read.	The students read the text.
3.	Asking the students to analyze the features of the text.	Together with the teacher, the students try to answer the question.
4.	Telling the students the common features and the generic structure of the texts.	The students may deliver questions related to the materials given.

b) Practice

No.	Teacher's roles	Students' roles
1.	Forming students' groups by dividing them into 3-4 students in a group.	The students work in groups.
2.	Assigning primary writer for each group.	
3.	Asking the students to do a guided exercise.	Together with their friends, the students do the exercise.

4.	Discussing the answer with the students.	The students answer the questions.

c) Production

No.	Teacher's roles	Students' roles
1.	Asking students to arrange jumbled sentences into good orders.	Students do the exercise in group.
2.	Asking the students to identify jumbled paragraph into good orders.	

III. Post-Teaching (4')

No.	Teacher's activity	Students' activity
1.	Checking for the students' understanding.	The students are expected to ask to the teacher.
2.	Together with the students concluding the topic discussed.	The students are expected to conclude the materials. (Together with the teacher).
3.	Leading the prayer and saying goodbye	Students say a prayer and say goodbye.

Media   **:** Print out of passages

Sources   **:** Priyana, Joko. 2008.*Scaffolding English for Grade VIII Junior High School (SMP/MTs)*. Bandung: BSE.

Anderson, K. and Anderson, M. 1998. *Text Type in English 3*. Australia: Macmill

http://whywine.wordpress.com/2010/05/05/contoh-recount-text/

Yogyakarta, 27 Oktober 2011

Researcher,

Amrih Bekti Utami

NIM: 07202244062

LESSON PLAN
SMP NEGERI 2 SENTOLO

CYCLE 1 (2nd meeting)

School	: SMP Negeri 2 Sentolo
Subject	: English
Grade/ Semester	: VIII/ I
Skills	: Writing
Time Allocation	: 2 x 40'
Standard of Competence	: 6. Students express meaning of short functional written texts in the forms of descriptive and recount texts to interact with others in daily life context.
Basic Competency	: 6. Students express meaning in a short essay using written languages accurately in the forms of descriptive and recount texts to interact with others in daily life contexts.
Objective	: At the end of the class, students are able to identify the generic structure of recount texts and write recount texts.

Indicators :

- Identifying the generic structure of recount texts.
- Identifying the language features of recount texts.
- Using cohesive devices (signal words) correctly.
- Writing a recount text.

Material :

- Material for Presentation

Yogyakarta Tour

On Wednesday, my students and I went to Jogjakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

Then, on Thursday, we visited the temples in Prambanan. There were three big temples, the Brahmana, Syiwa, and Wisnu temples. They were really amazing. We visited only Brahma and Syiwa temples, because Wisnu temple was being renovated. On Friday morning, we went to Jogja Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard announcement that Borobudur gate would be closed.

Finally, in the evening we left for Jakarta by Wisata bus.

- Materials for Practice
  - (Find and change the wrong verbs on the text)

> The Earthquake
>
> It **is** last month that the earthquake happened. I **am** on my car. I was going home from my vacation in Bali.
> Suddenly my car **move** to the left and right. I **do** not know that it was an earthquake. I **know** it was an earthquake when I **see** some telephone and electricity poles falling down to the ground. Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There **are** rocks everywhere. There was nothing I **can** do but left the car and walked along way to my house, in the town.
> Finally, when I **reach** my town, I **am** so surprised that there was almost nothing left. The earthquake **make** a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

- Re-arrange the jumbled paragraph

> TEXT I
> - Finally we went back home.
> - The dentist asked me to sit in his chair.
> - Next, I got to the dentist with Mom.
> - He looked in my mouth and said I was fine
> - I could not go for my Holiday because I had toothache.
> - First, I got in my Mom's car
> - I decided to go to the dentist.
>
> TEXT II
> - Finally I got on the Bus and went home
> - Then, we drove about an hour on the highway
> - Next, we arrived at the zoo.
> - I wanted to see the monkey first.
> - After looking at the monkeys, I saw a large python. It was cool.

Method   : Presentation, Practice, Production.

Teaching Procedure :

I.   Pre-Teaching

No.	Teacher's activity
1.	Greeting the students.
2.	Checking the students' attendance.
3.	Asking questions related to the previous materials.

II. **Main Teaching Activity**

a. **Presentation**

No.	Teacher's roles	Students' roles
1.	Explaining a recount text based on the input text.	
2.	Showing recount texts to the students and asking them to read.	The students read the text.
3.	Asking the students to identify the generic structure and language features used in the recount text.	Together with the teacher, the students try to answer the question.

b. **Practice**

No.	Teacher's Role	Students' Role
1.	Asking the students to make a group.	The students arrange their seat based on their previous group**.**
2.	Giving students a task on a worksheet.	The students do the task in group.
3.	Observing and taking notes on students' activity.	
4.	Asking the students whether they find difficulties or not.	
5.	Together with the students discussing the answers.	Discussing the answers with the teacher.

c. **Production**

No.	Teacher's Role	Students' Role
1.	Giving students a task to write a recount text in groups.	The students brainstorm their ideas with their own group
2.		Students write their draft.
3.	Exchanging students' writing.	The students correct other group's writing.
4.		The students submit other groups' results and revise their own work in group.

III. **Post Teaching**

No.	Teacher's activity	Students' activity
1.	Checking for the students' understanding.	The students are expected to ask to the teacher.
2.	Together with the students concluding the topic discussed.	The students are expected to conclude the materials. (Together with the teacher).
3.	Leading the prayer and saying goodbye	Students say a prayer and say goodbye.

Media : Print out of passages and student worksheets

Sources : http://www.google.co.id/search?q=family+trip+to+zoo&hl=id

Assesments : Based on ESL composition profile proposed by Jacobs et al.'s (1981) from Weigle (2002). Assesing Writing. Cambridge: Cambridge University Press.

Yogyakarta, 27 Oktober 2011
Researcher,

Amrih Bekti Utami
NIM: 07202244062

LESSON PLAN
SMP NEGERI 2 SENTOLO

CYCLE 1 (3rd meeting)

School	: SMP Negeri 2 Sentolo
Subject	: English
Grade/ Semester	: VIII/ I
Skills	: Writing
Time Allocation	: 2 x 40'

Standard of Competence : 6. Students express meaning of short functional written texts in the forms of descriptive and recount texts to interact with others in daily life context.

Basic Competency : 6. Students express meaning in a short essay using written languages accurately in the forms of descriptive and recount texts to interact with others in daily life contexts.

Objective : At the end of the class, students are able to identify the generic structure of recount texts and write a recount text.

Indicators :
- Identifying the generic structure of recount texts.
- Using cohesive devices (signal words) correctly.
- Identifying the language features of recount texts.
- Writing a recount text.

Method : Presentation, Practice, Production.

Teaching Procedure :
    I. Pre-Teaching

No.	Teacher's activity
1.	Greeting the students.
2.	Checking the students' attendance.
3.	Asking questions related to the previous materials.

II. Main Teaching Activity

a. Presentation

No.	Teacher's roles	Students' roles
1.	Showing a previous recount text to the students as the input text.	
2.	Explaining a recount text based on the input text.	The students read the text.
3.	Asking the students to identify the generic structure, language features and mistakes if there are mistakes on the text.	Together with the teacher, the students try to answer the question.

b. Practice

No.	Teacher's Role	Students' Role
1.	Asking the students to make a group.	The students arrange their seat based on their previous group.
2.	Giving back students' writing	The students submit other group's writing.
3.	Asking the students to writing their final draft.	The students re-write and revise their group writing.
4.	Observing and taking notes on the activities done by the students.	Discussing the final draft on their writing.

c. Production

No.	Teacher's roles	Students' roles
1.	Asking students to make a text based on their experience.	Students write a recount text individually.
2.	Giving time to students to write the text.	
3.	Asking the students to submit their work when time is almost up.	Students submit their work to the teacher.

III.   Post Teaching

No.	Teacher's activity	Students' activity
1.	Checking for the students' understanding on the material given.	The students are expected to ask to the teacher.
2.	Together with the students concluding the topic discussed.	The students are expected to conclude the materials. (Together with the teacher).
3.	Leading the prayer and saying goodbye	Students say a prayer and say goodbye.

Sources   **:** Students' writing

Assesments   **:** Based on ESL composition profile proposed by Jacobs et al.'s (1981) from Weigle (2002). Assesing Writing. Cambridge: Cambridge University Press.

Yogyakarta, 3 November 2011
Researcher,

Amrih Bekti Utami
NIM: 07202244062

LESSON PLAN
SMP NEGERI 2 SENTOLO

CYCLE 2 (4ᵗʰ meeting)

School	: SMP Negeri 2 Sentolo
Subject	: English
Grade/ Semester	: VIII/ I
Skills	: Writing
Time Allocation	: 2 x 40'
Standard of Competence	: 6. Students express meaning of short functional written texts in the forms of descriptive and recount texts to interact with others in daily life context.
Basic Competency	: 6.2 Students express meaning in a short essay using written languages accurately in the forms of descriptive and recount texts to interact with others in daily life contexts.
Objective	: At the end of the class, students are able to identify the generic structure of recount texts and write a recount text.

Indicators :

- Identifying the generic structure of recount texts.
- Using cohesive devices (signal words) correctly.
- Identifying the language features of recount texts.
- Writing a recount text.

Material   :

- Materials for Presentation

<table>
<tr><td>

My Trip to Bali

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise. It was a great scenery. Then, we checked in to the hotel. We met so many tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, and speedboat. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green forest. There were so many monkies. They were so tame but sometimes they could be naughty. After that, we went to Sukowati market for shopping. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home. The trip to Bali was our unforgettable moment.
</td><td>

ORIENTATION

SEQUENCE OF EVENTS

RE-ORIENTATION
</td></tr>
</table>

- Materials for Practice

What I did on Sunday

Last Sunday I (go) ___ to the swimming pool with Ria and Ali. Ria (buy) ___ me a new swimming costume and I (want) ___ to wear it.

___, I (go) ___ to the changing room. I (put)___ my clothes in the locker and then I (use)___ a key to lock it.

Next, we (go) ___ to the water. Ria (sit) ___ on the side but Ali and I (go) ___ down into the water. It (is) ___ very cold. I (wear) ___ my armbands so I (can) ___ swim.

Finally, we went home in the afternoon. We (wait) ___ for a bus in the bus stop. Ria, Ali, and I (are) ___ so happy on the last Sunday.

Method   : Presentation, Practice, Production.

Teaching Procedure :

I. Pre-Teaching

No.	Teacher's activity
1.	Greeting the students.
2.	Checking the students' attendance
3.	Asking questions related to the materials.

II. Main Teaching-Learning Activity

a) Presentation

No.	Teacher's roles	Students' roles
1.	Showing a recount text to the students and asking them to read.	The students read the text.
2.	Asking the students to analyze the features of the text.	Together with the teacher, the students try to answer the question.
3.	Together with the students identifying the parts of recount text.	The students may deliver questions related to the materials given.

b) Practice

No.	Teacher's roles	Students' roles
1.	Forming students' groups by dividing them into 3-4 students in a group.	The students arrange their own group.
2.	Attaching a paper in the board which contains a missing words recount text.	The students prepare to start the game.
3.	Providing the student some cards of word.	The students pick the cards randomly
4.	Asking the students to attach the correct cards on the blank space.	Discussing the answer with their group and attaching the card on the board.

5.	Discussing the answers with the students.	The students may deliver question related to the answer.
6.	Giving a worksheet to each group. The exercise on the worksheet is about finding the mistakes on the recount text and the students are asked to revise it into the correct one.	The students work in groups.
7.	Asking the students to do the guided exercise.	Together with their friends, the students do the exercise.
8.	Taking notes and observing on students activity.	The students find the correct mistakes on the worksheet and revise it with the right answers.
9.	Discussing the answer with the students.	The students answer the questions.

c) Production

No.	Teacher's roles	Students' roles
1.	Asking students to write a text in group.	Students write their draft of a recount text in group.
2.	Observing and taking notes on students' interaction during the writing process.	

III. Post-Teaching (4')

No.	Teacher's activity	Students' activity
1.	Checking for the students' understanding.	The students are expected to ask to the teacher related to the material given.
2.	Telling the students to	The students are expected

	prepare for the next step on collaborative writing (revising and final drafting)	to conclude the materials. (Together with the teacher).
3.	Leading the prayer and saying goodbye	Students say a prayer and say goodbye.

Media   **:** Paper board, flashcards, worksheets.

Sources   **:** writingassignmentspot.blogspot.com

Assesments   **:** Based on ESL composition profile proposed by Jacobs et al.'s (1981) from Weigle (2002). Assesing Writing. Cambridge: Cambridge University Press.

Yogyakarta, 4 November 2011

Researcher,

Amrih Bekti Utami

NIM: 07202244062

LESSON PLAN
SMP NEGERI 2 SENTOLO

CYCLE 2 (5th meeting)

School	: SMP Negeri 2 Sentolo
Subject	: English
Grade/ Semester	: VIII/ I
Skills	: Writing
Time Allocation	: 2 x 40'
Standard of Competence	: 6. Students express meaning of short functional written texts in the forms of descriptive and recount texts to interact with others in daily life context.
Basic Competency	: 6. Students express meaning in a short essay using written languages accurately in the forms of descriptive and recount texts to interact with others in daily life contexts.
Objective	: At the end of the class, students are able to identify the generic structure of recount texts and write recount texts.

Indicators :

- Identifying the generic structure of recount texts.
- Using cohesive devices (signal words) correctly.
- Identifying the language features of recount texts.
- Writing a recount text.

Material :

In pairs, make a circle and correct some mistakes on this recount text.

<u>My Holiday</u>

(last) week, (I go) to Mount Bromo. i stayed at my friend's house in Probolingggo, East Java. The house had a big garden with colorful flowers and a small pool.

In the morning, my friend and I see Mount Batok. The scenery was very beautiful. We rode on horseback. It is scary, but it was fun. Then. we go to get closer look at the mountain. We took pictures of the beautiful scenery there. After that. we took a rest and had lunch under a big tree. Before we get home, we go to the zoo at Wonokromo. We went home in the afternoon

We are very tired. however, I think it was really fun to have a holiday like this. It was very interesting.

Correction box

---

1. ***Last*** week, I ***went*** to Mount Bromo.

Find and change the wrong verbs on the text below.

The Earthquake

It is last month that the earthquake happened. I am on my car. I was going home from my vacation in Bali.

Suddenly my car move to the left and right. I do not know that it was an earthquake. I know it was an earthquake when I see some telephone and electricity poles falling down to the ground. Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There are rocks everywhere. There was nothing I can do but left the car and walked along way to my house, in the town.

Finally, when I reach my town, I am so surprised that there was almost nothing left. The earthquake make a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

Method　　　　　: Presentation, Practice, Production.

Teaching Procedure :

　I.　Pre-Teaching

No.	Teacher's activity
1.	Greeting the students.
2.	Checking the students' attendance.
3.	Asking questions related to the previous materials.

II. Main Teaching Activity

a. Presentation

No.	Teacher's roles	Students' roles
1.	Explaining a recount text based on the input text.	
2.	Showing an example of a recount text to the students that still contain several mistakes.	The students read the text.
3.	Asking the students to identify the mistakes on the takes	Together with the teacher, the students try to identify and correct the mistakes on the text.

b. Practice

No.	Teacher's Role	Students' Role
1.	Asking the students to make a group of two.	The students prepare themselves in pairs.
2.	Giving students a task to do an exercise on the worksheet. The students are asked to find and correct the mistakes of a recount text given.	The students analyze the mistakes on a recount text.
3.	Observing and taking notes on students' activities during the writing process.	The students revise the recount text with their peer.

c. **Production**

No.	Teacher's Role	Students' Role
1.	Asking the students to make a group of two.	The students prepare themselves with pairs.
2.	Giving students a task to write a recount text.	The students do a drafting process of a recount text.
		The students can share their idea with peers when they do planning and drafting.
3	Asking the students to exchange their writing.	The students correct their peer's writing.
4	Asking the students to get back their writing and do final-drafting based on the feedback given by their peer.	The students submit other groups' results and revise their own writing.
5	Taking notes on students activity with their peer during the process of collaborative writing.	

III. **Post Teaching**

No.	Teacher's activity	Students' activity
1.	Checking for the students' understanding.	The students are expected to ask to the teacher.
2.	Together with the students concluding the topic discussed.	The students are expected to conclude the materials. (Together with the teacher).

3.	Leading the prayer and saying goodbye	Students say a prayer and say goodbye.

Media   **:** students' writing and worksheet.

Assesments   **:** Based on ESL composition profile proposed by Jacobs et al.'s (1981) from Hughes (2003: 104) Testing for Language teacher. Cambridge: Cambridge University Press.

Yogyakarta, 7 November 2011

Researcher,

Amrih Bekti Utami

NIM: 07202244062

LESSON PLAN
SMP NEGERI 2 SENTOLO

CYCLE 2 (6th meeting)

School	: SMP Negeri 2 Sentolo
Subject	: English
Grade/ Semester	: VIII/ I
Skills	: Writing
Time Allocation	: 2 x 40'

Standard of Competence : 6. Students express meaning of short functional written texts in the forms of descriptive and recount texts to interact with others in daily life context.

Basic Competency : 6. Students express meaning in a short essay using written languages accurately in the forms of descriptive and recount texts to interact with others in daily life contexts.

Objective : At the end of the class, students are able to identify the generic structure of recount texts and write a recount text.

Indicators :

- Identifying the generic structure of recount texts.
- Using cohesive devices (signal words) correctly.
- Identifying the language features of recount texts.
- Writing a recount text.

Method : Presentation, Practice, Production.

Teaching Procedure :

I. Pre-Teaching

No.	Teacher's activity
1.	Greeting the students.
2.	Checking the students' attendance.
3.	Asking questions related to the previous materials.

II. Main Teaching Activity

  a. Production

No.	Teacher's roles	Students' roles
1.	Asking students to make a text based on their experience.	Each student writes a recount text.
2.	Spreading the worksheets and giving time to students to write the text.	
4.	Asking the students to write a recount text with peer.	Each student does planning, drafting, revising, and final-drafting.
5.	Observing and taking notes on the activities done by the students.	
6.	Telling the students that the time is up.	The students submit their writing.

III.   Post Teaching

No.	Teacher's activity	Students' activity
1.	Concluding the topic discussed.	Together with the teacher, students are expected to conclude the materials.
2.	Telling that the meeting will be the last meeting.	
3.	Leading the prayer and saying goodbye.	Students say a prayer and say goodbye.

Sources   **:** Students' writing

Assesments   **:** Based on ESL composition profile proposed by Jacobs et al.'s (1981) from Weigle (2002). Assesing Writing. Cambridge: Cambridge University Press.

Yogyakarta, 10 November 2011

Researcher,

Amrih Bekti Utami

NIM: 07202244062

E.
OBSERVATION SHEETS

OBSERVATION SHEET

No.   **: Observation Sheet 1**
Cycle   **: I**
Meeting   **: 1**
Object   **: Researcher**
Day/Date   **: Thursday/ October 27th 2011**

No	Researcher' Activities	Yes	No	Description*
1	The researcher opens the class by greeting and checking students' attendance lists.	√		
2	The researcher introduces the topic to the students.	√		
3	The researcher identifies students' major understanding about recount texts.	√		
4	The researcher asks some students to tell their past experience orally.	√		
5	The researcher introduces a model of a recount text to the students.	√		
6	The researcher explains the generic structures and language features of recount texts to the students.	√		
7	The researcher gives examples of recount texts to the students.	√		The researcher gave the copy of recount texts to students.
8	The researcher applies the collaborative writing technique in the teaching learning process.	√		
	The researcher divides students into groups.	√		
	The researcher provides time for students to work together.	√		
	The researcher gives an assignment as a collaborative exercise.	√		
9	The researcher gives time to the students to deliver their questions related to recount texts.	√		
10	The researcher concludes the materials.	√		
11	The researcher closes the class.	√		

No. : **Observation Sheet 2**
Cycle : **I**
Meeting : **1**
Object : **Students**
Day/Date : **Thursday/ October 27th 2011**

No	Students' Activities	Yes	No	Description*
1	The students pay attention to the researcher explanation.	√		
2	The students are active in the class.	√		
3	The students concentrate to the researcher explanation.	√		
4	The students understand the explanation about recount texts.	√		
5	The students ask the researcher when they have questions about materials.	√		
6	The students do the exercise in groups.	√		
7	The students ask the researcher or their friends if they find difficulties.	√		
8	All students bring dictionary.		√	
9	The students submit their tasks.		√	The students were not asked to submit their tasks on filling the worksheets and re-writing jumbled sentences.

No. : **Observation Sheet 3**
Cycle : **I**
Meeting : **2**
Object : **Researcher**
Day/Date : **Thursday/ October 31st 2011**

No	Researcher' Activities	Yes	No	Description*
1	The researcher opens the class, greets the students and checks students' presence.	√		
2	The researcher presents a model of a recount text to the students.	√		
3	The researcher helps the students to identify the generic structure and	√		

		√		
	language features of a recount text.			
4	The researcher applies the collaborative writing technique in the teaching learning process.	√		
5	The researcher divides students into groups.	√		
6	The researcher provides time for students to work together.	√		
7	The researcher gives an assignment as a collaborative exercise.	√		
8	The researcher asks the students whether they find difficulties or not.	√		
9	The researcher asks the students to exchange their writing.	√		
10	The researcher checks students' understanding.	√		
11	Together with the students, the researcher concludes the material discussed.	√		
12	The researcher closes the class and leads the prayer.	√		

No.   **: Observation Sheet 4**
Cycle   **: I**
Meeting   **: 2**
Object   **: Students**
Day/Date   **: Thursday/ October 31st 2011**

No	Students' Activities	Yes	No	Description*
1	The students pay attention to the researcher	√		
2	The students arrange their seat based on their previous group**.**	√		
3	The students do the task in group.	√		
4	The students brainstorm their ideas with their own group	√		
5	Students write their draft.	√		
6	The students correct other group's writing.	√		
7	The students submit other groups' writing and revise their own work in group.	√		
8	Students say a prayer	√		

No.   **: Observation Sheet 5**
Cycle   **: I**
Meeting   **: 3**
Object   **: Researcher**
Day/Date   **: Thursday/ November 3ʳᵈ 2011**

No	Researcher' Activities	Yes	No	Description*
1	The researcher opens the class by greeting the students.	√		
2	The researcher checks students' attendance.	√		
	The researcher returns the task to students.			
3	The researcher shows one of students' recount texts as the input text.	√		
4	The researcher explains a recount text based on the input text.	√		
5	The researcher asks the students to identify the generic structure, language features.	√		
6	The researcher asks the students to write a final draft with their group.	√		
7	The researcher asks each student to write their own text after they have discussions with group.	√		
8	The researcher close the lesson and leads the prayer.	√		

No.   **: Observation Sheet 6**
Cycle   **: I**
Meeting   **: 3**
Object   **: Students**
Day/Date   **: Thursday/ November 3ʳᵈ 2011**

No	Students' Activities	Yes	No	Description*
1	The students arrange their seat based on their previous group**.**	√		
2	The students submit other group's writing.	√		
3	The students re-write and revise their group writing.	√		
4	The students discuss the final draft on their writing.	√		

5	Students write a recount text individually based on their experience.	√		
6	Students submit their work to the researcher.	√		

No.   **: Observation Sheet 7**
Cycle   **: II**
Meeting   **: 4**
Object   **: Researcher**
Day/Date   **: Friday/ November 4th 2011**

No	Researcher' Activities	Yes	No	Description*
1	Showing a recount text to the students and asking them to read.	√		
2	Asking the students to analyze the features of the text.	√		
3	Identifying the parts of recount text with the students.	√		
4	Forming students' groups by dividing them into 3-4 students in a group.	√		
5	Attaching a paper in the board which contains a missing words recount text.	√		
6	Providing the student some cards of word.	√		
7	Asking the students to attach the correct cards on the blank space.	√		
8	Discussing the answers with the students.	√		
9	Giving a worksheet to each group.	√		
10	Asking the students to do the guided exercise.	√		
11	Discussing the answer with the students.	√		
12	Taking notes and observing on students activity.	√		
13	Checking for the students' understanding.	√		
14	Telling the students to prepare for the next step on collaborative writing (revising and final drafting)	√		
15	Closing the lesson.	√		

No. : Observation Sheet 8
Cycle : II
Meeting : 4
Object : Students
Day/Date : Friday/ November 4th 2011

No	Students' Activities	Yes	No	Description*
1	The students listen and pay attention to the researcher explanation.	√		
2	The students are active in the class.	√		
3	The students deliver a question to the researcher elated to the materials.	√		
4	The students play the game with their group.	√		
5	The students attach the cards on the paper board.	√		
	The students join the collaborative activity.	√		
	Discussing the answer with their group and attaching the card on the board.	√		
	The students deliver question related to the answer.	√		
	The students work in groups.	√		
	Together with their friends, the students do the exercise.	√		
	The students find the correct mistakes on the worksheet and revise it with the right answers.	√		
	The students answer the questions.	√		
6	All groups bring dictionary	√		
7	Students write their draft of a recount text in groups.	√		

No. : Observation Sheet 9
Cycle : II
Meeting : 5
Object : Researcher
Day/Date : Monday/ 7th November 2011

No	Researcher' Activities	Yes	No	Description*
1	The researcher opens the class by greeting and checking students' attendance lists.	√		

2	Asking the students to make a group of two.	√		
3	Giving students a task to write a recount text.	√		
4	Asking the students to exchange their writing.	√		
5	Asking the students to get back their writing and do final-drafting based on the feedback given by their peer.	√		
6	Taking notes on students activity with their peer during the process of collaborative writing.	√		

No. : **Observation Sheet 10**
Cycle : **II**
Meeting : **5**
Object : **Students**
Day/Date : **Monday/ 7th November 2011**

No	Students' Activities	Yes	No	Description*
1	The students pay attention to the researcher explanation.	√		
2	The students follow the researcher instruction.	√		
3	The students make a group.	√		
4	The students do planning with peers.	√		
5	The students do a drafting process of a recount text.	√		
6	The students share their idea with peers when they do planning and drafting.	√		
7	The students correct their peer's writing.	√		
8	The students submit other groups' results and revise their own writing.	√		

No. : **Observation Sheet 11**
Cycle : **II**
Meeting : **6**
Object : **Researcher**
Day/Date : **Thursday/ 10th November 2011**

No	Researcher' Activities	Yes	No	Description*
1	Opening the class.	√		
2	Greeting the students.	√		
3	Checking the students' attendance.	√		
4	Asking questions related to the previous materials.	√		
5	Having discussion with the students about difficulties on writing a recount text.			
6	Asking students to make a recount text based on their experience.	√		
7	Spreading the worksheets and giving time to students to write the text.	√		
8	Asking the students to write a recount text with peer.	√		
9	Observing and taking notes on the activities done by the students.	√		
10	Telling the students that the time is up.	√		
11	Telling that the meeting will be the last meeting.	√		
12	Leading the prayer and saying goodbye.	√		

No. : **Observation Sheet 12**
Cycle : **II**
Meeting : **6**
Object : **Students**
Day/Date : **Thursday/ 10th November 2011**

No	Students' Activities	Yes	No	Description*
1	The students follow the researcher instructions.	√		
2	Each student writes a recount text.	√		
3	Each student does planning, drafting, editing, and final-drafting.	√		
4	The students submit their writing.	√		

F.
STUDENTS'
WORKSHEETS

PRE-TEST WORKSHEET

Students' Worksheets

Name : _____

Write down at least 8 sentences telling your past experience, for example, your last holiday.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

English Verb Forms

Name: _____   Date:_____

I. Look at the examples.

Regular Verbs

Present (V1)	Past (V2)	Meaning
study	studied	belajar
	arrived	tiba
listen		
	looked	
cook		
honk		mengklakson
	moved	
erase		
	saved	
play		
	wanted	

Irregular verbs

Present (V1)	Past (V2)	Meaning
feel	felt	merasakan
	drove	menyetir
eat		
have		
	got	Sampai/ mendapat
drink		
put		Menyimpan
	read	
see		
	bought	Membeli
	said	

II. Change the words on this recount text.

What I did on Saturday

Last Saturday, I (go) _____ to the swimming pool with my grandma and granddad. Grandma (buy) _____ me a new swimming costume and I (want) _____ to wear it.

First, I (go) _____ in the changing rooms with grandma. I (have) _____ to put my clothes in a little locker and then I (use) _____ a key in so I could lock it. I (have) _____ to put the key on a band round my ankle.

Next, we (go) _____ into the water. Granddad (sit) ____ on the side to watch us but grandma and I (go) _____ down into the water. It (is) _____ very cold and grandma (make) _____ me jump up and down to get warm. I (wear) _____ my armbands so I (can) _____ swim.

Then I (wear) _____ my dress. Grandma and Granddad (buy) _____ me a coke and a bag of chips. It (is) _____ nice because you (can) _____ sit, eat and watch the swimmers at the same time.

In the afternoon, we (go) _____ home and Granddad (drive) _____ the car. I (am) _____ so happy on the last Saturday.

SIMPLE PAST TENSE

Look at the example. Arrange this sentences into good orders.

1. Beautiful – we – (see) – pictures – the museum - in

   We ***saw*** beautiful pictures in the museum. _____

2. (buy) – we – tickets – first – from – the ticket box

   _____

3. 2 hours – (spend) – we – to watch – everything - there

   _____

4. museum of art – (visit) – Rio and I - Sunday - last

   _____

5. Then – (enter) – Rio and I – the museum

   _____

6. After that – (go) – we – home – and – we – happy – (are)

   _____

In pairs, make a circle and correct some mistakes on this recount text.

<u>**My Holiday**</u>

(last) week, (I go) to Mount Bromo. i stayed at my friend's house in Probolingggo, East Java. The house had a big garden with colorful flowers and a small pool.

In the morning, my friend and I see Mount Batok. The scenery was very beautiful. We rode on horseback. It is scary, but it was fun. Then. we go to get closer look at the mountain. We took pictures of the beautiful scenery there. After that. we took a rest and had lunch under a big tree. Before we get home, we go to the zoo at Wonokromo. We went home in the afternoon

We are very tired. however, I think it was really fun to have a holiday like this. It was very interesting.

Correction box

1. *Last* week, I *went* to Mount Bromo.

Find and change the wrong verbs on the text below.

The Earthquake

It is last month that the earthquake happened. I am on my car. I was going home from my vacation in Bali.

Suddenly my car move to the left and right. I do not know that it was an earthquake. I know it was an earthquake when I see some telephone and electricity poles falling down to the ground. Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There are rocks everywhere. There was nothing I can do but left the car and walked along way to my house, in the town.

Finally, when I reach my town, I am so surprised that there was almost nothing left. The earthquake make a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

Recount Worksheets

Name : _____

Date : _____

Write down a recount text consisting at least 3 paragraphs, telling your personal experiences.

G.
MODEL OF
RECOUNT TEXTS

1. Model Text I

My Last Holiday	Generic Structure
On Friday, we went to the Blue Mountain. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and tennis court.	ORIENTATION
On Saturday, we saw the Three Sisters and we went on the scenic railway. It was scary. Then, Mom and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday, we went on the scenic Skyway and it rocked. We saw cockatoos having shower.	EVENTS
In the afternoon, we went home.	RE-ORIENTATION

Taken from: *http://whywine.wordpress.com/2010/05/05/contoh-recount-text/*

2. Model Text II

My Holiday   **Generic Structure**

Last week I went to Mount Bromo. I stayed at my friend's house in Probolingggo, East Java. The house had a big garden with colorful flowers and a small pool.

(Orientation)

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

Sequence of Events

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Re-orientation

Sources: Priyana, Joko. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: BSE Depdiknas.

3. Model Text III

<table>
<tr><th style="text-align:center">Yogyakarta Tour</th><th style="text-align:center">Generic Structure</th></tr>
</table>

On Wednesday, my students and I went to Jogjakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

Orientation

Then, on Thursday, we visited the temples in Prambanan. There were three big temples, the Brahmana, Syiwa, and Wisnu temples. They were really amazing. We visited only Brahma and Syiwa temples, because Wisnu temple was being renovated. On Friday morning, we went to Jogja Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard announcement that Borobudur gate would be closed.

Sequence of Events

Finally, in the evening we left for Jakarta by Wisata bus.

Re-orientation

4. Model Text IV

My Trip to Bali

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise. It was a great scenery. Then, we checked in to the hotel. We met so many tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, and speedboat. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green forest. There were so many monkies. They were so tame but sometimes they could be naughty. After that, we went to Sukowati market for shopping. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home. The trip to Bali was our unforgettable moment.

http://www.writingassignmentblogspot.com/2010/06/08/recount-text

H. STUDENTS' SCORE

TASK III

NO	NAME	CODE	CONTENT			ORGANIZATION			VOCABULARY			LANG. USE			MECHANICS			TOTAL
			R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1	Achid Fauzi	S1	25	25	25	20	20	20	18	18	18	19	20	19.5	4	5	4.5	87
2	Aditia Galih Purnama	S2	20	20	20	17	17	17	17	17	17	20	20	20	4	4	4	78
3	Agatha Trisna Puspitasari	S3	23	23	23	19	19	19	17	18	17.5	21	21	21	4	4	4	84.5
4	Alifah Wulan Riski	S4	23	24	23.5	18	18	18	18	18	18	21	21	21	4	4	4	84.5
5	Anggi Tamyis Prabowo	S5	19	19	19	16	16	16	16	16	16	19	19	19	4	4	4	74
6	Anisah Makrifah	S6	21	21	21	16	17	16.5	16	16	16	17	17	17	4	4	4	74.5
7	Cholifah Febriani	S7	21	21	21	16	16	16	16	16	16	18	18	18	4	4	4	75
8	Dela Kusumayani	S8	22	22	22	18	18	18	16	17	16.5	21	21	21	4	4	4	81.5
9	Dwi Martanti Cahya	S9	27	27	27	20	20	20	20	20	20	23	23	23	4	5	4.5	94.5
10	Eny Rahayu	S10	18	19	19	17	17	17	16	16	16	18	18	18	3	4	3.5	73.5
11	Etrifin Ibnah Isyawa	S11	23	24	23.5	18	19	18.5	16	17	16.5	22	22	22	4	4	4	84.5
12	Itsnaini Mufti Azizah	S12	24	24	24	17	18	17.5	17	18	17.5	21	22	21.5	4	4	4	84.5
13	Kholifah Anita Putri	S13	23	23	23	18	19	18.5	17	17	17	22	22	22	4	4	4	84.5
14	Muhammad Bagus S.	S14	18	18	18	14	14	14	14	14	14	17	17	17	3	4	3.5	66.5
15	Nur Ikhsan	S15	18	18	18	16	16	16	15	15	15	14	15	14.5	3	3	3	66.5
16	Qori Nurdiyanto	S16	23	23	23	17	18	17.5	16	17	16.5	17	18	17.5	4	4	4	78.5
17	Retno Sunaring Tyas	S17	21	21	21	17	17	17	16	16	16	17	18	17.5	4	4	4	75.5
18	Rico Kurnianto	S18																
19	Ridho Muhammad S	S19	20	21	20.5	15	16	15.5	16	16	16	18	18	18	4	4	4	74
20	Rony Wijaya	S20	20	20	20	16	17	16.5	16	16	16	18	18	18	4	4	4	74.5
21	Satriya Fendy Irawan	S21	18	18	18	15	15	15	13	13	13	15	15	15	3	4	3.5	64.5
22	Septiawan	S22																
23	Sidiq Anang Nur R.	S23	19	19	19	15	15	15	14	14	14	17	17	17	3	4	3.5	68.5
24	Siva Kurniasari	S24	24	24	24	20	20	20	18	19	18.5	18	18	18	4	4	4	84.5
25	Slamet Widodo	S25	20	20	20	16	16	16	16	16	16	18	18	18	4	4	4	74
26	Steven Dimas D.A	S26																
27	Umar Zaid Ismail	S27	19	20	19.5	16	17	16.5	16	16	16	18	18	18	3	4	3.5	73.5
28	Wahyu Hidayat	S28	22	23	22.5	20	20	20	19	19	19	20	20	20	4	5	4.5	86
29	Wiam Mahiadi	S29	19	19	19	16	16	16	16	16	16	19	19	19	3	4	3.5	73.5
30	Widi Aning Pangesti	S30	19	19	19	16	17	16.5	17	18	17.5	18	18	18	4	4	4	75
31	Yesi Astaningrum	S31	20	21	20.5	17	17	17	15	16	15.5	20	20	20	4	4	4	77
32	Yogi Darwawan	S32	17	17	17	14	14	14	14	14	14	15	15	15	3	3	3	63
	MEAN				21.034			17.0517			16.379			18.741			3.879	77.086
	HIGHEST				27			20			20			23			4.5	94.5
	LOWEST				17			14			13			14.5			3	63

I.
STUDENTS'
WRITINGS

Pre-Test

Students' Worksheets

Name : Achid Fauzi

Write down at least 8 sentences telling your past experience, for example, your last holiday.
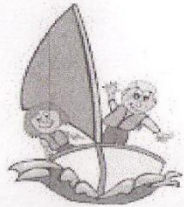
"Fishing with Friend"

Last holidey, I ~~is so~~ went to Fishing. There many Fishes in the river. Then, my Friend brough a pail For Fishes. After that, we ~~are~~ were home and very tired. But we were happy.

BACK TO SCHOOL

Students' Worksheets

Name : Agatha Trisna Puspitasari

Write down at least 8 sentences telling your past experience, for example, your last holiday.
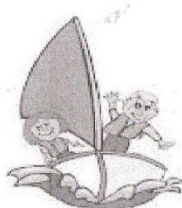
My Holiday.

Yesterday I am holiday. I went to monjali. I see beautiful place. I am very happy.

Then, I went to Beach. We saw beautiful wave and scenery. I went with my friends. And family also was went with I.

BACK TO SCHOOL

Students' Worksheets

Name : Itsnaini Mufti A

Write down at least 8 sentences telling your past experience, for example, your last holiday.

Holiday in the beach

I went to the beach yesterday.
I went with my friends. Then, we saw the beach.
I borrow camera. I take a picture. We are
happy because we played with wave.
After that, we went to home.
Althought we felt tired. We still be
happy.

Post-test

Recount Worksheets

Name : Achid Fauzi

Date : 10 NOV 2011

Write down a recount text consisting at least 3 paragraphs, telling your personal experiences.

My experiences in Baron beach

Two weeks a go, my friend's and I visited Baron beach. It was located in Gunung Kidul, Yogyakarta. We went there by motorcycle.

I had many experiences there. Baron beach was a beautifull beach.

There we saw a Baron beach, we played water or sand or walked around the Baron beach.

After that we took a rest and had lunch under a big tree. Before we bought some souvenir.

We went home in the afternoon. We were very tired. It was unforgettable experience for me.

Recount Worksheets

Name : Agatha Trisna Puspitasari
Date : 10 November 2011

Write down a recount text consisting at least 3 paragraphs, telling your personal experiences.

My experiences in the Madura

Last holiday, my family's and I visitled to Madura. We went the by private car. We pass by Suramadu bridge.

First day, we visitled Camplong Beach. We saw beautiful wave and scenery.

Second day, we went to my aunt house, We played my family's together.

The last day, we get ready for to home. We very tired.

Although, we very happy. It was the most unforgetable experiences.

Recount Worksheets

Name : Itsnaini Mufti Azizah
Date : 10 November 2011

Write down a recount text consisting at least 3 paragraphs, telling your personal experiences.

My Holiday in the Owabong

Last holiday, my friends and I went to Owabong. We were went to Owabong with two bus.

First, we went to vanderwijk fortress. My and I take a picture. We next to owabong, the located Purbalingga. We swimming, but the water is very co

Second, we went to the Fish therapy. I very happy. For that, we must buy ticket.

After that, we went to home. We very tired but we very happy. We arrive in the school 21.00 pm. It was unforgettable experience. :)

J.
ATTENDANCE LIST

DAFTAR PRESENSI KELAS VIII B

SMP NEGERI 2 SENTOLO

No	Nama Siswa	KODE	1	2	3	4	5	6	7	8
1	Achid Fauzi	S1	√	√	√	√	√	√	√	√
2	Aditia Galih Purnama	S2	√	√	√	√	√	√	√	√
3	Agatha Trisna Puspitasari	S3	√	√	√	√	√	√	√	√
4	Alifah Wulan Riski	S4	√	√	√	√	√	√	√	√
5	Anggi Tamyis Prabowo	S5	√	√	√	√	√	√	√	√
6	Anisah Makrifah	S6	√	√	√	√	√	√	√	√
7	Cholifah Febriani	S7	√	√	√	√	√	√	√	√
8	Dela Kusumayani	S8	√	√	√	√	√	√	√	√
9	Dwi Martanti Cahya	S9	√	√	√	√	√	√	√	√
10	Eny Rahayu	S10	√	√	√	√	√	√	√	√
11	Etrifin Ibnah Isyawa	S11	√	√	√	√	√	√	√	√
12	Itsnaini Mufti Azizah	S12	√	√	√	√	√	√	√	√
13	Kholifah Anita Putri	S13	√	√	√	√	√	√	√	√
14	Muhammad Bagus S.	S14	√	√	√	√	√	√	√	√
15	Nur Ikhsan	S15	√	√	√	√	√	√	√	√
16	Qori Nurdiyanto	S16	√	√	√	√	√	√	√	√
17	Retno Sunaring Tyas	S17	√	√	√	√	√	√	√	√
18	Rico Kurnianto	S18	*	*	*	*	*	*	*	*
19	Ridho Muhammad S	S19	√	√	√	√	√	√	√	√
20	Rony Wijaya	S20	√	√	√	√	√	√	√	√
21	Satriya Fendy Irawan	S21	√	√	√	√	√	√	√	√

22	Septiawan	**S22**	√	s	s	s	s	s	s	s
23	Sidiq Anang Nur R.	**S23**	√	√	√	√	√	√	√	√
24	Siva Kurniasari	**S24**	√	√	√	√	√	√	√	√
25	Slamet Widodo	**S25**	√	√	√	√	√	√	√	√
26	Steven Dimas D.A	**S26**	*	*	*	*	*	*	*	*
27	Umar Zaid Ismail	**S27**	√	√	√	√	√	√	√	√
28	Wahyu Hidayat	**S28**	√	√	√	√	√	√	√	√
29	Wiam Mahiadi	**S29**	√	√	√	√	√	√	√	√
30	Widi Aning Pangesti	**S30**	√	√	√	√	√	√	√	√
31	Yesi Astaningrum	**S31**	√	√	√	√	√	√	√	√
32	Yogi Darwawan	**S32**	√	√	√	√	√	√	√	√

1 : **Classroom Observation. Thursday, Oct 20th 2011**
2 : **Students' writing Pretest. Monday, Oct 24th 2011**
3 : **Cycle I (1st meeting). Thursday, Oct 27th 2011**
4 : **Cycle I (2nd meeting). Monday, Oct 31st 2011**
5 : **Cycle I (3rd meeting). Thursday, Nov 3rd 2011**
6 : **Cycle II (4th meeting). Friday, Nov 4th 2011**
7 : **Cycle II (5th meeting). Monday, Nov 7th 2011**
8 : **Cycle II (6th meeting). Thursday, Nov 10th 2011**
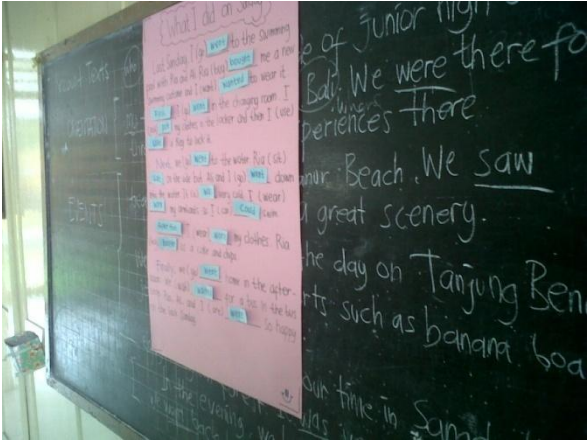**S** : **The student who was absent because he/she was sick**
* : **The students who moved to other schools**
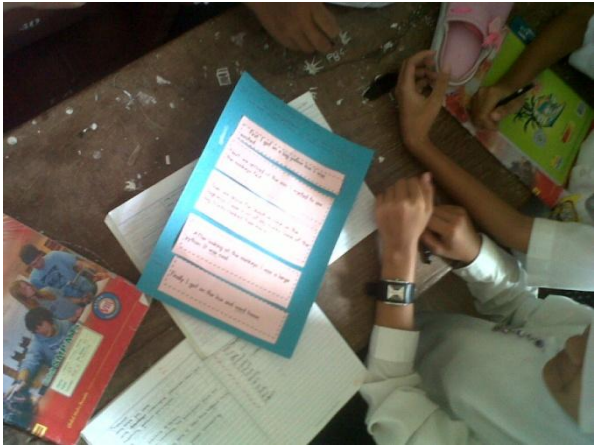
K.
PHOTOGRAPHS

| | The researcher's presentation

The researcher was presenting the regular and irregular verbs from a recount text by showing the flash cards. |
| | The students' sitting arrangement during the presentation |
| | Students working with their collaborative group

They did a guided exercise as their interdependence task of collaborative writing. |

	Students work It was the result when the students attached the right words into the black space of a recount text.
	During the writing process Students re-arranged a jumbled text, identified the language features of the text, and wrote the supporting details on each paragraph.
	During the writing process Students wrote their final draft with collaborative group.

L.
PERMIT LETTERS

KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

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

	FRM/FBS/33-01
	10 Jan 2011

Nomor	: 1917/H.34.12/PP/IX/2011	28 September 2011
Lampiran	: --	
Hal	: **Permohonan Izin Penelitian**	

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Propinsi DIY
Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS)Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :
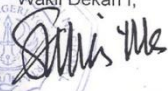
Improving Students' Writing Skills on Recount Texts Through Collaborative Writing Technique

Mahasiswa dimaksud adalah :

Nama	: AMRIH BEKTI UTAMI
NIM	: 07202244062
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: Bulan Oktober 2011

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

Atas izin dan kerjasamannya disampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Drs. Suhaini M. Saleh, M.A.
NIP 19540120 197903 1 002

PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA

SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/7067/V/2011

Membaca Surat : Dekan Fak Bahasa dan Seni UNY. Nomor : 1917/H34.12/PP/IX/2011.

Tanggal Surat : 28 SEPTEMBER 2011. 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 Kegiatan 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 Pemerintahan 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 Perijinan, 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 : AMRIH BEKTI UTAMI. NIP/NIM : 07202244062.

Alamat : Karangmalang Yogyakarta.

Judul : IMPROVING STUDENTS WRITING SKILLS ON RECOUNT TEXTS THROUGH COLLABORATIVE WRITING TECHNIQUE.

Lokasi : Kabupaten Kulon Progo.

Waktu : 3 (tiga) Bulan Mulai tanggal : 06 Oktober s/d 06 Januari 2011

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 **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** 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 dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta
Pada tanggal : 06 Oktober 2011
An. Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub. Kepala Biro Administrasi Pembangunan

Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);

2. Bupati Kulonprogo, Cq. KPT
3. Ka. Dinas Pendidikan Pemuda dan Olah Raga Provinsi DIY
4. Dekan Fak Bahasa dan Seni UNY.
5. Yang Bersangkutan

J. SURATIDJUMADAL
NIP. : 19560403 198209 1 001

PEMERINTAH KABUPATEN KULON PROGO
KANTOR PELAYANAN TERPADU
Alamat : Jl. KHA Dahlan, Wates, Kulon Progo Telp.(0274) 774402 Kode Pos 55611

SURAT KETERANGAN / IZIN
Nomor : 070.2 /00657/X/2011

Memperhatikan	:	Surat dari Sekretariat Daerah Provinsi DIY Nomor: 070/7067/V/2011

Mengingat :

1. Keputusan Menteri Dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri;
2. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;
3. Peraturan Daerah Kabupaten Kulon Progo Nomor : 15 Tahun 2007 tentang perubahan atas Peraturan Daerah Kabupaten Kulon Progo Nomor : 12 Tahun 2000 tentang Pembentukan Organisasi dan Tata Kerja Dinas Daerah;
4. Peraturan Bupati Kulon Progo Nomor : 56 Tahun 2007 tentang Pedoman Pelayanan pada Kantor Pelayanan Terpadu Kabupaten Kulon Progo.

Diizinkan kepada	:	**AMRIH BEKTI UTAMI**
NIM / NIP	:	07202244062
PT/Instansi	:	UNY
Keperluan	:	Ijin Penelitian
Judul/Tema	:	**Improving Students' Writing Skills on Recount Texts Through Collaborative Writing Technique**
Lokasi	:	SMPN 2 Sentolo
Waktu	:	06 Oktober 2011 s/d 06 Januari 2012

Dengan ketentuan :

1. Terlebih dahulu menemui/melaporkan diri kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku.
3. Wajib menyerahkan hasil Penelitian/Riset kepada Bupati Kulon Progo c.q. Kepala Kantor Pelayanan Terpadu Kabupaten Kulon Progo.
4. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk kepentingan ilmiah.
5. Surat izin ini dapat diajukan untuk mendapat perpanjangan bila diperlukan.
6. Surat izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas.

Kemudian diharap kepada para Pejabat Pemerintah setempat untuk dapat membantu seperlunya.

Ditetapkan di Wates
Pada tanggal 06 Oktober 2011
KEPALA KANTOR PELAYANAN TERPADU

SRI UDYRI,SH
Pembina Tk.I; IV/b
NIP. 19551110. 198903 2 001

Tembusan kepada Yth. :
1. Bupati Kulon Progo (Sebagai Laporan)
2. Kepala Bappeda Kabupaten Kulon Progo
3. Kepala Kantor Kesbanglinmas Kabupaten Kulon Progo
4. Kepala Dinas Pendidikan Kabupaten Kulon Progo
5. Kepala UPTD Dikdas dan PAUD Kecamatan Sentolo
6. Kepala SMP N 2 Sentolo
7. Yang bersangkutan
8. Arsip

PEMERINTAH KABUPATEN KULON PROGO

DINAS PENDIDIKAN

UPTD PAUD DAN DIKDAS KECAMATAN SENTOLO

SMP NEGERI 2 SENTOLO

Alamat : Malangan, Sentolo, Kab. Kulon Progo Kode Pos 55664 telp 7103605

SURAT KETERANGAN

Nomor : 420/065/2012

Yang bertandatangan di bawah ini Guru Bahasa Inggris kelas VIII B menerangkan dengan sesungguhnya bahwa:

Nama	: AMRIH BEKTI UTAMI
NIM	: 07202244062
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Bahasa dan Seni
Perguruan Tinggi	: Universitas Negeri Yogyakarta

Telah melaksanakan trianggulasi data dengan guru yang bersangkutan selama melakukan penelitian di SMP 2 Sentolo dengan judul skripsi **IMPROVING STUDENTS' WRITING SKILLS ON RECOUNT TEXTS THROUGH COLLABORATIVE WRITING TECHNIQUE** (A Classroom Action Research at Grade Two Students of SMP N 2 Sentolo in the Academic Year of 2011/2012) dari tanggal 20 Oktober s.d. 18 November 2011.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Mengetahui
Kepala Sekolah,

Drs. WAZIM
NIP. 19580626 198903 1 003

Sentolo, 26 November 2011
Guru Pelajaran
Bahasa Inggris

PAGIANTO, S. Pd
NIP. 19630628 198812 1 001