



**THE USE OF RUNNING DICTATION TECHNIQUE TO IMPROVE
STUDENTS' WRITING IN DESCRIPTIVE TEXT**
**(An Action Research of the Tenth Graders of SMAN 1 Bawang
Banjarnegara in the Academic Year 2014-2015)**

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in English

by:
Aldila Arin Aini
2201410097

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF SEMARANG
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APPROVAL

This final project entitled *The Use of Running Dictation Technique to Improve Students' Writing in Descriptive Text (An Action Research of the Tenth Graders of SMA Negeri 1 Bawang Banjarnegara in the Academic Year of 2014/2015)* was approved by Board of Examination of English Department of Faculty of Languages and Arts of State University of Semarang on May 12, 2015.

Board of Examination:

1. **Chairperson**

Drs Syahrul Syah Sinaga, M.Hum
NIP. 196408041991021001

2. **Secretary**

Dr. Rudi Hartono, S.S., M.Pd.
NIP. 196909072002121001

3. **First Examiner**

Frimadhona Syafri, S.S, M.Hum
NIP. 197210172002122002

4. **Second Examiner / Second Advisor**

Fatma Hetami, S.S., M.Hum.
NIP. 197708272008122002

5. **Third Examiner / First Advisor**

Intan Permata Hapsari, S.Pd., M.Pd
NIP. 197402242005012001

Approved by
The Dean of the Faculty of Languages and Arts

Prof. Dr. Agus Nuryatin, M. Hum.
NIP. 196008031989011001

PERNYATAAN

Dengan ini saya,

Nama : Aldila Arin Aini

NIM : 2201410097

Prodi / Jurusan : Pendidikan Bahasa Inggris / Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa Skripsi / Tugas Akhir / Final Project yang berjudul:

THE USE OF RUNNING DICTATION TECHNIQUE TO IMPROVE STUDENTS' WRITING IN DESCRIPTIVE TEXT

(An Action Research of the Tenth Graders of

SMAN 1 Bawang Banjarnegara in the Academic Year 2014/2015)

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya, yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi, dan pemaparan atau semua ujian. Kutipan, baik langsung maupun tidak langsung, baik yang diperoleh dari sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana lazimnya dalam penulisan karya ilmiah. Dengan demikian walaupun tim pengujи dan pembimbing skripsi/tugas akhir/final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Semarang, 12 Mei. 2015



Aldila Arin Aini

MOTTO AND DEDICATION

No matter how slow you are, as long as you do not stop

To:

♥ My beloved parents Bapak Drs. Jamhari and my mother Ibu Risti Ariyani for their never ending support and pray for me,

♥ My beloved grandparents

♥ My younger sister Adlina Alin Aulia,

♥ My younger brother Aryan Alfa Arindra

♥ All of my relatives

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Finally, I realize that this final project is still far from being perfect. Hence, critics and suggestions are expected in making this final project better. I have a great expectation that my study will be beneficial and give contribution for English Department and others.

Semarang, April 23, 2015

Aldila Arin Aini

ABSTRACT

Aini, Aldila Arin. 2015. *The Use of Running Dictation Technique to Improve Students' Writing Ability in Descriptive Text (An Action Research of the Tenth Graders of SMAN 1 Bawang Banjarnegara in the Academic Year 2014-2015)*. A Final Project. English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Intan Permata Hapsari, S.Pd., M.Pd.

Key Words: *action research, descriptive, running dictation technique, writing.*

Writing tends to be a difficult subject for most of Indonesian students. This problem was also faced by XI Social 1 students of SMAN 1 Bawang-Banjarnegara as the subject of this study. The students' writing achievement was categorized as poor.

The objectives of this study are to find out students' responses in writing descriptive text using running dictation technique and to find out how running dictation technique improve the students' writing ability of descriptive text. The technique used in this study was task-based teaching that referred to running dictation technique to teach written descriptive text, whereas I divided into two cycles. During the activities, I observed the students in the form of teacher's interview sheets and students' observation sheet, pre-assessment, and individual test in the end of both cycles. For the teaching procedure of running dictation technique, it was conducted in six writing steps namely assessing the assignment, generating ideas, exploring ideas, organizing ideas, writing a first draft, rewriting and writing the final draft.

The observation results show that most of the students are witnessed to improve their writing ability. There are four tests that are divided into pre-assessment, cycle 1, cycle 2 and post-test. The mean of pre-assessment's score is 70.96 of the maximum score 100. After being treated by using running dictation technique in cycle 1, the mean of the score goes up to 78.41. After reflecting and conducting the cycle 2, the students' average score improve again into 81.27. Finally, the students get the best score in post-test. It is 86.20. The comparison between the average scores indicate the improvement of students' writing ability of descriptive text. In teacher interview sheet 2 shows that the running dictation technique motivates the students to encourage the students to write as before in the teacher interview sheet 1 shows that the students get difficulty to write. It also supported by the result of the questionnaire that the students are being helped by applying running dictation in writing descriptive text. The conclusion drawn from the study is that running dictation technique gives good contribution to improve the writing ability of X Social 1 students of SMAN 1 Bawang-Banjarnegara in academic year 2014/2015.

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CHAPTER I

INTRODUCTION

This chapter presents introduction which contains of background of the study, reasons for choosing topic, research questions, objectives of the study, and significance of the study.

1.1 Background of the Study

Writing is one of four English skills besides listening, speaking, and reading. Writing is about expressing our ideas into sentence or paragraph. However, it needs ability to express those ideas. In writing our ideas, we need sentence patterns, such as, simple present tense, simple past tense, passive voice, and we also must use correct punctuation, such as using capital letter in the first sentence then using full stop in the end of sentence, using commas when we mention much kind of things, etc.

Broadman and Frydenberg (2002: 11) state, “Good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied”. They also add that writing is a continuous process of thinking and organizing, rethinking and reorganizing. Good writers go through six basic steps. Each step can be repeated as many times as necessary. The six steps are assessing the assignment, generating ideas, organizing ideas, writing the first draft, rewriting, and writing the final draft.

That is why writing might be considered as the most difficult skill for the students in every grade because there are many steps in writing process and students have to find their ideas to start their product; think about what to write, how to elaborate it, then arrange those ideas into some phrases to become a good writing project.

Cimcoz (1999: 1) states, “Students have not been taught to make their ideas flow on paper. They do not know how to write, feel stupid when they cannot find the right words, fear criticism and want to avoid the emotional turmoil experienced when faced with a topic and a blank piece of paper.”

If the students always write what they want to write without the teacher asks them, their writing skill will improve well. So writing is also about a habit. We can differentiate between students who love writing and they do not. The students who love writing can make some paragraphs of a text well. Their sentences are grammatical, their ideas are meaningful, and every sentence in each paragraphs are quite creative. But, the students who do not love writing that much will get lack of ideas when they try to write in a blank of a paper. That is why, they have grammatical error, their sentences are not accurate, and they just can make at least one or two paragraphs.

However, in teaching writing to students, teachers must be optimistic that students can improve their writing ability if each student has a will to study and try to write and it must be continuously. Therefore, teachers have to do an interesting teaching learning process in class to get attention from their students and give motivation to write.

Brown (2001: 334) states that learning writing is just like learning to swim. Learning to swim can only be practiced if there is a body of water available and usually only if someone teaches too. People learn writing if they are member of a literate society and usually only if someone teaches too. If someone wants to be able to swim, he cannot just master the theories to swim, but he has to get into the water to practice and apply the theories on ourselves. Same in writing, if someone wants to make a good writing, he cannot just focus on the theories, but instead he must plunge into the real writing world where he would practically involved in writing.

From the statement above, in the context of educational level, we can see the importance of teaching writing. Since writing is such a must in education, a form of communication and a necessary in teaching and learning process, so I try to use an interesting technique to improve students' writing skill. The technique is called "Running Dictation".

Running Dictation is a fun technique that can be adapted in a number of ways and it is fairly easy to prepare, explain, set up, plus it is very adaptable. This technique can be one way to teach students in writing descriptive text. Meanwhile, descriptive text is a text which tells particular persons, things, or places. To create the descriptive text, our imagination and visualization must work because we need to describe particular persons, things, or places in specific ways. Therefore, running dictation can be used to help students to create descriptive texts.

Creating descriptive text as one of the genres can help students to develop their ability in writing, especially in transferring their minds, ideas, or opinions into a written form that will make the students become accustomed to developing sentences into a good paragraph. However, the most difficult problem faced by the students of SMAN 1 Bawang is getting lack of ideas when they try to write paragraphs. The English teacher of that school states that actually the students' ability to get ideas or opinions and to develop paragraphs is low. It also means that they get difficulty in developing their own ideas into written language. Therefore, if she gives them a writing assignment, they just do it in groups and their writing results are same one and another. Their grammar and punctuation are also incorrect.

Because of the difficulty faced by the students at grade ten of SMAN 1 Bawang in writing English, I focus my research on the use of running dictation in improving the students' ability in writing, especially in writing descriptive text. Descriptive text writing is writing that describes a person, a place, an idea, an organization, or an activity. I think descriptive text is an interesting text because it describes particular things or persons using our own ideas. We use our imagination to create a descriptive text. To avoid students' boredom in teaching and learning process of writing and to help students generating their ideas, especially in writing descriptive text, running dictation technique can be the simplest one to get students' intention of creating their ideas into paragraph as this technique is done by dictating some words,

sentences, or paragraphs to students and the teacher will then ask them to rewrite or retell what they have heard by their own words.

1.2 Reasons for Choosing the Topic

Some reasons why I choose “The Use of Running Dictation Technique to Improve Students’ Writing in Descriptive Text” are as the following:

- (1) There are many difficulties in writing faced by students, such as having trouble when they have to start writing, lacking the ideas or examples when writing, and having not enough time to finish the essay.
- (2) Writing skill is useful not only for learning English but also for writing in other languages. However, in writing the students often get difficulties in what they are going to write.
- (3) Writing is the most difficult skill to master because it involves three other skills such as listening, speaking, and reading, all knowledge of the writers, a lot of practices, and a good motivation to be able to write well.
- (4) Descriptive text is an interesting text because it describes particular things, persons, places, organizations, or activities that need students’ ability to use their brainstorming to express their ideas and descriptions of their particular things. Therefore, by creating a descriptive text, students can improve their ability in writing. Without realizing, they have applied six steps of writing, such as assessing the assignment, generating ideas, organizing ideas, writing the first draft, rewriting, and

writing the final draft. Each step can help students to develop paragraphs.

(5) Running Dictation is a fun technique to improve students' writing ability. This technique is also done of six writing steps from assessing the assignment, generating ideas, organizing ideas, writing the first draft, rewriting, and writing the final draft. Those six steps will be more interesting and easily to practice with this technique.

1.3 Research Questions

Based on the background presented above, I want to find out how running dictation improves students' writing skill in descriptive text. Due to that reason, this study attempts to provide the answers of the following questions:

- (1) How does running dictation technique improve students' writing ability of descriptive text?
- (2) How is the students' response in writing descriptive text using running dictation technique?

1.4 Objectives of the Study

The objectives of the study are:

- (1) to find out how running dictation technique improves the students' writing ability of descriptive text, and
- (2) to find out students' responses in writing descriptive text using running dictation technique.

1.5 Significance of the Study

The results of the study are expected to give the following benefits:

- (1) For the students, writing descriptive text using running dictation technique will hopefully influence their responses toward English lesson especially in writing descriptive text.
- (2) For the teachers, it will hopefully give them a better way in teaching writing descriptive text for their students by using running dictation technique.
- (3) For the writer, by conducting this study, I can practice using running dictation to teach writing descriptive text.
- (4) For the readers, it will be good reference for readers who concern about modern technique in teaching writing, especially descriptive text.

1.6 Outline of the Study

This study is divided into five chapters and systemized as follows:

Chapter I shows the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study, and outline of the study.

Chapter II provides the review of related literature. It describes the theories used in developing the study. It involves review of previous studies and review of theoretical background which contains writing, teaching writing, the teacher in teaching writing, integrated-skill approach, English

text type, and narrative text. The last part of Chapter II is the framework of analysis.

Chapter III concerns in the method of investigation. It gives the description of the research design, the detail of the research, the subject of the study, the role of the researcher, instruments of the study, procedure of collecting the data, procedure of data analysis, and scoring criteria.

Chapter IV shows the data analysis and discussion.

Chapter V provides conclusion of the study. It consists of conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into previous of the studies, writing, steps of writing, teaching writing, running dictation technique, descriptive text, classroom action research, and framework of the study. This chapter mainly discusses some information related to the topic of the study quoted or explained from many sources.

2.1 Review of Previous Studies

Review of the previous studies consists of some researches which have similar topic. They can be used as references in this study. There are some previous studies related with the application of Running Dictation technique in the area of language learning. The descriptions of the previous research findings are as the following:

Rahayu (2009) conducted a research entitle “Dictogloss in Teaching Writing Descriptive Text to the Tenth Graders.” This study shows that students get better in creating descriptive text writing after dictogloss, the similar technique to running dictation, has been applied, as before they get lack of ideas and vocabulary.

The other research was conducted by Wati (2013) entitled “*Efektivitas Pendekatan Content and Language Integrated Learning (CLIL) melalui Running Dictation untuk Meningkatkan Hasil Belajar dan Ketrampilan Berkommunikasi*

Lisan Siswa Sekolah Bilingual.” This study shows that running dictation can improve students’ speaking ability in communicating during teaching and learning process because running dictation is such a fun activity so the students can avoid their boredom during class.

The next previous study that has been done is entitled *Mengembangkan Listening Skill melalui Running Dictation* by Widayanto (2005). This study shows that running dictation can improve students’ soft skill such as cooperating, discipline, responsibility, leadership, integrity, etc. Beside that, running dictation also can improve students’ skill in listening because running dictation is done by dictating some sentences from one student to other students.

Based on previous studies above, it can be concluded that running dictation is such a fun activity that makes students enjoy during teaching learning process. Because there has been not a study about running dictation technique to teach writing in descriptive text yet, I try to conduct it since descriptive text is an interesting text to improve students’ ability in writing and running dictation technique will help them in generating ideas.

2.2 Review of Theoretical Background

The following will discuss writing including its definition and steps; teaching writing; Descriptive Text; and Running Dictation technique.

2.2.1 Writing

There are various definitions of writing as the most difficult skill from all English language skills. Beside that, there are some steps in writing that teachers have to master to teach the students.

2.2.1.1 Writing Definition

There are various definitions of writing are presented by some experts. According to Martin (1985: 1), “Writing is process to translate experience and thought into arbitrary system. It means that, to write well, we must have experience and we must be able to express our ideas into sentences or paragraphs.”

The definition above is also supported by another expert. According to Meyers (2005:2), “Writing is speaking to others on paper or on a computer screen. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. It is the skill of writer to communicate information to a reader or group of readers. As a process, writing is an action of discovering and organizing ideas, transferring them into words, putting them on paper, reshaping and revising them.”

Based on all statements above, I can conclude that writing is an activity to tell our ideas and thought about something in written form by our productive skill in writing. In other words, writing has to be coherent and cohesive where the ideas in the writing should make sense and be connected logically.

Moreover, writing nowadays becomes an important skill to face the global era. It conveys that writing is used widely in every aspect of life, particularly for interacting and communicating with people, whether formal or informal writing.

2.2.1.2 Steps of Writing

According to Boardman and Frydenberg (2002: 11-30), good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied. Writing is a continuous process of thinking and organizing, rethinking and reorganizing. Good writers go through six basic steps. Each step can be repeated as many times as necessary. The six steps are:

2.2.1.2.1 Assessing the Assignment

Every college or university class is going to have writing assignments with different purposes, so the first step in the writing process is to understand exactly what the professor wants on a particular assignments. Another important is to know the source of information. The source of information should be ideas, knowledge, and thoughts.

2.2.1.2.2 Generating Ideas

The purpose of this step is to think a certain topic and generate as many ideas as possible. There are many ways to do this; two of the most effective are brainstorming and freewriting.

➤ Brainstorming

The purpose of brainstorming is to think about and write down a lot of ideas. It can be done individually or in groups. And it is important to note all the ideas. This is not the time to evaluate how good or bad they are.

➤ Freewriting

Freewriting is similar to brainstorming. It is started with a word or a phrase and writes down anything that is related to the topic. The most important aspect of freewriting is not to allow stopping writing.

2.2.1.2.3 Organizing Ideas

Two methods to organize are topic outline and tree diagrams.

➤ Topic Outline

One way to organize ideas is to outline the points. To write a topic online, we first have to decide what the main idea of the paragraph is. We should write that ideas as a sentence or just a few words on the top of paper. All we need are a few words that will help us remember what is going to write. Like brainstorming and freewriting, an outline is just for us, not for anybody else.

➤ Tree Diagram

Some people prefer a more visual kind of outline format called tree diagram. We start with the main idea and then make branches to points that support the ideas.

2.2.1.2.4 Writing a First Draft

Once we have our ideas generated and an organizational pattern to follow, we can write our first draft. Good writers should make sure to read their writing carefully in order to make changes and corrections before they consider it finished.

2.2.1.2.5 Rewriting

Rewriting is the one of the steps in writing process that is very crucial because it has been constructed by all aspects of writing such as ideas, vocabulary,

punctuation, grammar, style, and quality of expression in a completing paragraph.

Rewriting consists of two separate processes: revising and editing

➤ **Revising**

Revising is of the first part of the rewriting. We may start revising as soon as we finish writing, or, better yet, set our paragraph aside for a while and go back to it later.

➤ **Editing**

The other aspect of rewriting is editing. When we edit, we check to make sure the spelling, capitalization, punctuation, vocabulary, and grammar are correct. Editing is somewhat mechanical because we are basically following rules. Becoming a better writer is a process of combining these two aspects of rewriting in order to best communicate what we want the readers to understand.

2.2.1.2.6 Writing the Final Draft

Writing the final draft is the last step in writing process. Keep in mind that any of the steps can be repeated at any time. Do not forget to write our final draft using paragraph format. Be sure to add a title.

Students have to apply the six steps of writing to get a better product in writing. The six steps of writing above help students and the other writers to write well because those steps are started from collecting ideas to create the ideas become paragraphs. Therefore, the emphasis is on the process of writing rather than the finished product. If the students can collect their ideas or what they have thought and move those ideas into a piece of paper, it means that they are able to

finish their writing project. It goes without saying that their writing skill has been improved well because writing is not only about high skill, but it is also about a lot practices.

Each writing step above help students to improve their writing skill especially in writing descriptive text, as the definition of descriptive text is a text which describes particular persons, things, or places in specific ways.

In assessing the assignment, students have to collect their ideas or their thought to transform in written form when they try to create a descriptive text. They have to understand well about the given topic in order to make the appropriate ideas.

If the students have had their ideas in their mind, they have to generate their ideas as many as possible they can. To make it easier, the students can use free writing or brainstorming based on their favourite. The students should not think if their writing is correct or false. As long as they can generate their ideas, it means that their writing ability has improved step by step.

After generating ideas, the students have to organize the ideas in order to decide which the main idea is. The students can use topic outline or tree diagram. But, many students choose to use tree diagram because for them it is easier.

In writing a first draft, all the ideas which have been generated and organized transform into written form. The students should do correction in order to make sure that their writing is good enough. They can change their writing project if they think there are some mistakes.

The students have to revise and edit their writing project. After writing a first draft, they know the mistakes they have made. The students revise the paragraph in order to make the paragraph is better and edit the punctuation, vocabulary, grammar, spelling and capitalization.

The last step that the students have to apply is writing a final draft. The students have tried to improve their writing skill by applying the steps. Without they realize, their writing project become better if they apply those steps continuously. In writing a final draft, there should not be mistake. Therefore, the students have to revise and edit correctly.

2.2.2 Teaching Writing

The psycholinguist Lenneberg (1967) once noted on a discussion of “species specific” human behavior, that human being universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviors. We learn to write if we are members of a literacy society and usually only if someone teaches us. Just as there are non-swimmers, poor swimmers, and excellent swimmers, so it is for writers.

If we give levels for many writers, so there will be low level, medium level, and high level. Those who have lack of ideas and a lot of grammatical error are low level. Then, the medium level is those who can create paragraph well and the content is logical. Their grammatical and sentences structures are good enough.

Trends in the teaching of writing in ESL and other foreign language have, not surprisingly, coincided with those of the teaching of other skills. We will recall from earlier chapters that as communicative language teaching gathered momentum in the 1980s, teachers learned more and more about how to teach fluency, not just accuracy, how to use authentic texts and contexts in the classroom, how to focus on the purpose of linguistics communication, and how to capitalize on learners' intrinsic motives to learn. Those same trends and the principles that undergirded them also applied to advances in the teaching of writing in second language contexts. Over the past few decades of research on teaching writing to second language learners, a number of issues have appeared, some of which remain controversial in spite of reams of data second language writing. (Brown, 2000: 334)

When the teachers give materials about writing, the teachers at least create a brainstorming to students in order to help them organizing and generating ideas. Therefore the students have no difficulty when they create a text. The teachers have to give them about the topic which is related to the materials that day. Beside that, the teachers have to explain about grammar, such as simple present tense, conditional sentence, passive voice, command, etc in order to avoid mistakes of students' writing. It is also better to remind the students in using correct punctuation, capital letter, and vocabulary.

2.3 Descriptive Text

Descriptive text is a text which describes something such as persons, places, or thing. The purpose of this text is to describe something looks like. It has two parts of generic structure; they are identification and description. There must be participants and must use present tense, action verbs, and adjectives.

2.3.1 General Concept of Descriptive Text

Descriptive text is a text which describes particular persons, things, or places in specific way. Therefore, our visualization is needed. To create this text, our imagination must flow on a paper.

Kane (2000: 352) states, “Descriptive text is description about sensory experience –how something looks, sounds, tastes. Mostly, it is about visual experience, but description also deals with other kinds of perception. The purpose of descriptive text is to describe and reveal a particular person, place, or thing in detail or specific to make the readers be able to visualize the description”. It can be concluded that descriptive text is used to describe everything which is seen by writer in detail.

According to Emilia (2010: 103), “Descriptive text is a text which is intended to describe a particular person, place or thing”. The schematic structure of Descriptive text is divided into two: Identification and Description. Besides schematic structure, descriptive text also has its own linguistic features. Linguistic features of descriptive text are: use specific participant, written in present tense, use linking verbs, use adjectives, use relational and material processes.

Therefore, the most important thing to create a descriptive text is on how we transfer our ideas in my mind into a piece of paper. Our ability to develop sentences by sentences become paragraphs is needed and we have to have high potential in developing the paragraphs so that the content of the paragraph is logical. It also has benefit to avoid misunderstanding for readers. A good descriptive text can make the readers also imagine what particular things, persons, or places that are being described to the writer.

2.3.2 Generic Structure of Descriptive Text

When we are creating a descriptive text, there is generic structure which makes our writing is true. Identification and description are the generic structure of descriptive text.

According to Pardiyono (2007: 34), “Descriptive text has generic structure as follows:

- (1) Identification: a part of paragraph of description text which tells a topic and characters that would be described.
- (2) Description: a part of paragraph of description text which tells the content of describing the particular persons, places or things.

2.3.3 Language Features of Descriptive Text

Gerot and Wignell (1994: 28) state, “Descriptive text has language features consist of identifying process, classical nominal groups, using simple present tense, using specific nouns, using detail noun phrase to give information about the

subject, various adjectives functioning to describe, relating verbs to give information about the subject, action verbs, adverbial to give additional information, and figurative language skill.”

Language feature of descriptive text is focused on what type on sentence is used. From all kinds of sentences in English language such as simple present tense, simple future tense, simple past tense, simple past future, etc, the simple present is one that is being used in descriptive text. Language feature in this text type is also about what kind of verb that is being used. From all kinds of verbs such as mental verb, behavior verb, mental verb, action verb, etc, action verb is the one that is being used in descriptive text. Adjectives and specific participants are also taken part in this descriptive text.

(1) Using Simple Present

It is used to describe an action that is regular, true or normal. Tense which is often used is Simple Present Tense. However, some times it uses Past tense if the things are described does not exist anymore.

For example;

- (1) Paris is one of the beautiful cities in the world.
- (2) I and my friends usually go to school at seven o'clock in the morning by bus.
- (3) The hotel provides 320 rooms and a swimming pool. etc.

(2) Using Adjectives

An adjective is a word that describes, identifies, modifies, or quantifies something (a noun or a pronoun). It can be a single word, a phrase, or a clause. It is to make clearer nouns.

For example; a beautiful kind lady, the famous places in Semarang, those ancient books, etc.

(3) Using Action Verbs

Action verbs are verbs that specifically describe what the subject of the sentence is doing. This type of verb tells about information in a sentence and can convey emotion and a sense of purpose that extends beyond the literal meanings of the words.

For examples; run, eat, write, drink, draw, etc.

(4) Specific participant

Specific participant tells about object in specific details that is going to be described. It can be particular persons, things or places that are being described in detail and specific ways.

For examples; my college, his father, Marina Beach, Prambanan Temple, Uncle Sam, etc

2.3.4 General Purpose of Descriptive Text

The purpose of writing description is to describe a person, place, or thing in such vivid detail that the reader can easily form a precise mental picture of what is

being written about, or can feel that they are part of the experience (Kang Guru 2005).

Stanley (1988: 124) asserts that the aim of description is to convey to the reader what something looks like. Furthermore, Johnston & Morrow (1981: 59) state that the purpose of descriptive text is to describe objects or persons in which the writer is interested.

Therefore, we have to know well what is being described because descriptive text aims to make the readers imagine what the content of the text without being affected by the writers' personal opinion. By reading a descriptive text, readers feel that they see the description just like they see pictures.

2.4 Running Dictation

Running Dictation is an amazing technique which involves all of English skill from listening, speaking, reading and writing. Running dictation is the one of technique besides dictogloss and both of them are including dictation method. Although dictation method is seen as an old technique by other people, but both techniques are quite amazing to apply in class.

Running Dictation is a multi-skill task involving listening, speaking, reading, and writing. It is easily to prepare and practice.

Below are the pictures of steps of doing running dictation.

- (1) Putting some copies of text on the wall, whiteboard or blackboard which are available in the classroom.



Picture 2.1 The Students read the text on the whiteboard (Picture 2.1

The Students are Divided into Groups

[\(http://teachingrecipes.com/tag/activity\)](http://teachingrecipes.com/tag/activity)

(2) Students are divided into some groups. It depends on how many students in the classroom are. For example, if the students are about 40, so there will be eight groups which each group consists of five persons. But, if the students are less than 40, there should be less than eight groups which each group still consists of five persons. It will be interesting too if each group consists of more or less five persons. Therefore, the sum of groups and members of each group depend on how many students are in the class.

(3) Each student in a group will be a writer and the others will be runners.



Picture 2.2 Giving Roles to Each Group
[\(http://paulread.net/demand-high-2/\)](http://paulread.net/demand-high-2/)

- (4) First runner has to run and read the copy of the text on the wall. He has to remember what he has read. If he has remembered what he has read, he comes back to his group and tells to the writer about what he read. The writer must write it correctly.
- (5) The second takes turn to do the same activity that first runner has done before. The other runners also do it. After all of groups have finished, each student of groups takes the original text and do correction about their working.



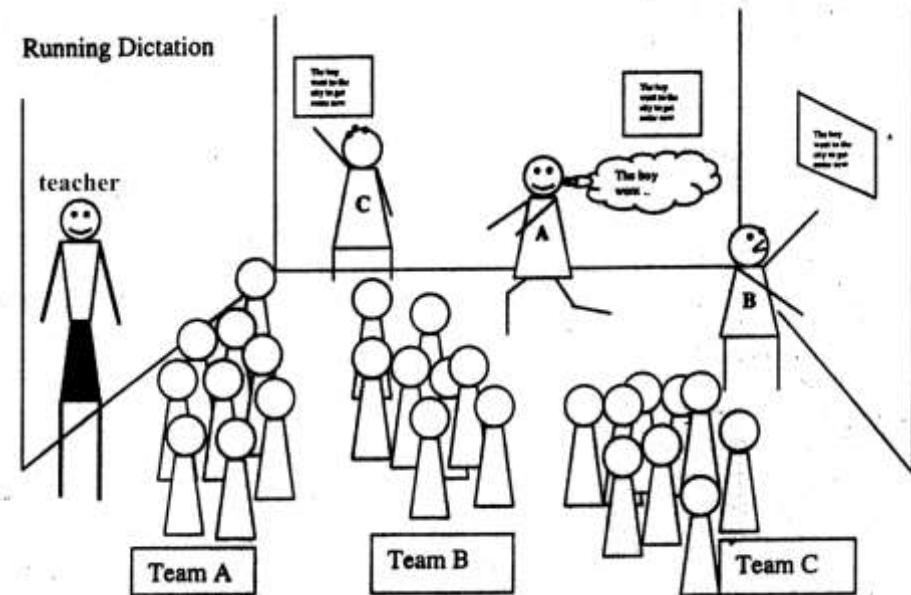
Picture 2.3 The Runners in Each Group Read the Text on the Wall

(<http://paulread.net/demand-high-2/>)



Picture 2.4 The Runners Come back to their group to Tell to the Writer about the Sentences

(<http://paulread.net/demand-high-2/>)



Picture 2.5 The Scheme of Procedure of Running Dictation Technique

(<https://aphrogranger.wordpress.com/2014/01/>)

2.4.1 Running Dictation to Teach Written Descriptive Text

Running Dictation is a technique of dictation method that can be used for teaching writing cooperatively. From the teacher's point of view, dictations can be done with any level, depending on the text used, graded for multi-level class, and usually require very little preparation and photocopying.

Instead of the standard formula of the teacher dictating the text, there are a number of ways of taking the focus off the teacher and onto the students themselves. Using running dictation to teach written descriptive text can avoid boredom for students because the technique help the students to brainstorm, elaborate paragraphs, and finish final draft.

As usual, running dictation is done just in particular ways. The students are divided into some groups in which each group has a writer and some runners. Some runners have to read some sentences of text on the wall in turn and tell what they read to the writer. After all runners have done their job and the writer also finishes in writing the text which have been dictated by some runners, each student has to rewrite the text by their own words.

2.4.2 The Characteristics of Running Dictation Technique

Running Dictation is an easy and fun technique which is suitable for any levels where there must be a writer and runner. Therefore, at least this is simply done in pairs. The runner has to dictate what he has read to the writer and the writer has to write correctly what he heard from the runner. If the content of the text is long enough, this technique can be simply done in groups.

Running dictation is such a technique that has been applied in many teaching learning processes and it has been successful to prove that the interesting technique can improve students' ability in materials skill which is given by teachers or educators.

Therefore running dictation has a lot of benefits, such as:

- (1) Improving students' skill in memorizing.
- (2) Improving students' skill in writing.
- (3) Improving students' skill in cooperating with their group.
- (4) Improving students' skill in listening.

- (5) Improving students' skill in speaking, especially in spelling some sentences.
- (6) Improving students' skill in communicating.
- (7) Improving students' skill in reading comprehension.
- (8) Improving students' creativity during teaching learning process.

2.4.3 Procedure of Running Dictation Technique

Running dictation can be done in various ways. But, in general, it can be done by the following steps;

- (1) Prepare some copies of text based on the groups in the class. For example, if there are five groups, do prepare five copies of text.
- (2) Put the copies of the text on the wall.
- (3) Give a role to students as a writer and the others are runners in every group.
- (4) First runner has to run to the wall and read some sentences on the text. He has to remember what they have read before comes back to his group and tell to the writer about what they have read.
- (5) After the first runner tells about some sentences he has read to the writer, then the second runner takes turn. Third runner and next runners also do same activity.
- (6) In the end of doing this technique, every group must do correction between their writing and the original text.
- (7) Students are asked to create their own text based on their version.

2.5 Classroom Action Research

Elliot (1991: 69) states that Action Research is a process through which teachers collaborate in evaluating their practice, try out new strategies, and record their work in a form that is understandable by other teachers.

According to Burns (2003: 32), there are four steps in conducting an action research. Those four steps are (1) planning, (2) acting, (3) observing, and (4) reflecting. All the steps are applied in the research with the arrangement as shown by the following figure.

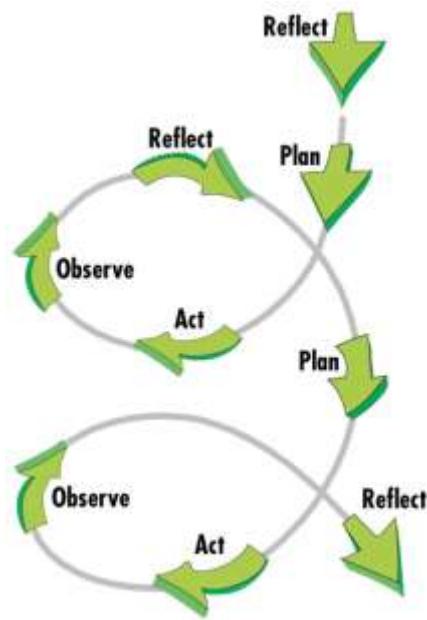


Figure 2.1 Action Research Process

(Elliott, 1991: 25)

2.5.1 The Procedure of Cycle 1

- Planning

Planning phase learns establish clear goals and objectives. Interview is doing before teaching leaning process. Therefore, it is involved the process of interview and designing lesson plan using running dictation technique as the learning technique in order to improve students' writing ability, especially in writing descriptive text.

- Acting

In this phase, the treatment of implementing running dictation technique in writing descriptive text is given to the students. The researcher chooses a descriptive text to be taught as the example.

- Observing

This phase is done during the acting phase. When the students have completed their job, the researcher observes the students' work.

- Reflecting

Cycle 1 reflection is done outside the learning process. It is based on the writer's notes, students' work and from some documentation. The reflection result will be used to improve learning activity of Cycle 2.

2.5.2 The Procedure of Cycle 2

Cycle 2 is the continuation and evaluation of Cycle 1. The main purpose is to correct the mistakes that may have happened in the previous cycle in order to

achieve the objectives of this study. The procedure of this cycle is similar to the previous cycle.

- Planning

The planning in Cycle 2 is still the same with the one in Cycle 1 with an emphasis on any correction made during Cycle 1 reflection phase.

- Acting

The action phase of Cycle 2 is implemented almost the same as procedure in Cycle 1. The difference is on the way the writer treats the students with lower mark. Those students are given more attention than others. It is aimed to find out their personal difficulty or the reasons why they cannot be as the other students who have achieved higher score.

- Observing

The observation process is to see whether students' achievement will get better after using running dictation or just in average or even can be down before they practice running dictation technique.

- Reflecting

All notes, instruments, students' work, and documentation are analyzed together in the reflection phase of Cycle 2. The correction in this cycle is only noted for further research at another time and for the English teacher to improve the technique in the next learning activities.

It can be concluded that classroom action research is a cyclical process including planning, acting, observing, and reflecting. The cyclical of action

research provides teachers with ongoing opportunities to reflect on and refine their own teaching practices.

2.6 Framework of the Study

Below is the research design plan diagram for the study of running dictation technique to improve students' writing in descriptive text.

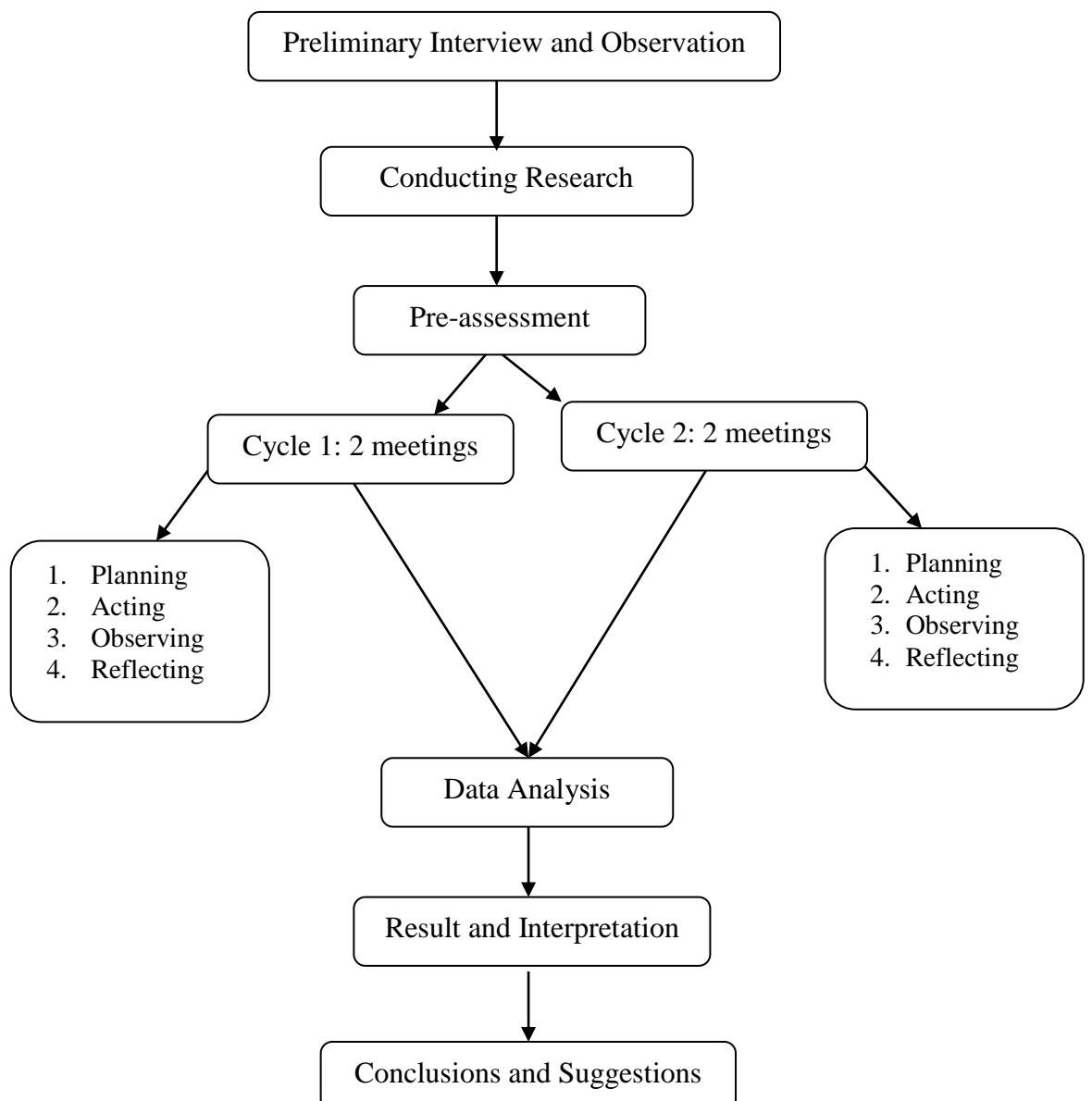


Figure 2.2 Framework of the Study

The first phase of the diagram shows the step of preliminary interview and observation that is conducted to see how the problem exists. The next step is conducting the research. It includes collecting data from pre-assessment and both two cycles. Four steps of action research are conducted in cycle 1 and cycle 2 where the treatment of using running dictation technique in the learning process is implemented. The data collected from the previous step is analyzed in data analysis phase to get the result and its interpretation. Both result and the interpretation are used to draw conclusions and make suggestions.

CHAPTER III

METHODS OF INVESTIGATION

To carry out this study, I use an Action Research as a part of Qualitative Research. This point presents research design, population and sample, variables, instruments for collecting data, procedures of collecting data, and procedures of analyzing data.

3.1 Research Design

In this study, Classroom Action Research is used. It is conducted to see the improvement of students' writing ability of descriptive text using running dictation in the learning process. A qualitative "approach" is a general way of thinking about conducting qualitative research. Classroom Action Research illustrates the sequence of teaching and learning process. One 'action' or one 'cycle' indicates a group of events needed to be conducted before managing another 'action' or 'cycle'. The previous study reflection is needed as the correction to prepare the next action.

Conducting action research provides educators with an avenue to reflect on one's own teaching practices and engage in self-directed learning, with the ultimate goal of improving student learning. In order to reach optimal learning, teachers must continuously build upon their knowledge of student learning and intentionally study the instructional practices they are implementing in the classroom (Rawlinson & Little, 2004: 24). Therefore, classroom action research is applied to get students' motivation process become well to get the best result

while they are studying and also in the end of study, they get good manner in studying.

By using classroom action research in this study, I intend to determine what and how this research is conducted. It aims to see the result and to explain in detail way how running dictation technique improves students' writing skill in descriptive text.

In classroom action research there are four steps in each cycle. Those four steps are planning, acting, observing and reflecting. In this research, there are two cycles which is conducted after pre-assessment test and before post-cycle test.

Planning is the first step in classroom action research which is conducted to prepare all the things in the research. I have to know the condition of the class, the given materials, and the students' behavior before I conduct the research. I have to know what the instruments which is used to conduct the planning step in this classroom action research.

After that, there is acting step after planning has finished conducting. In acting step, I complete the instruments in order to conduct this acting step. Therefore, acting is about doing action to conduct research by completing the given instruments.

Meanwhile, observing is the step which is conducted after planning and acting. It aims to see the students' improvement in each cycle, students positive behavior during teaching learning process in the classroom, and how the students' responses about the given materials.

The last step in classroom action research is reflecting. Reflecting is doing correction after those three steps above have been done in order to make the better result in the next cycle. Therefore, the improvement of the students can be seen.

3.2 Population and Sample

Population is a group of phenomena that has something in common. It is member of defined group which is used to collect data and information. Meanwhile, sample consists only of observation drawn from the population. It is a smaller group of population selected to represent the population.

3.2.1 Population

According to Fraenkel and Wallen (2009: 91), in educational research, the population of interest is usually a group of persons (students, teachers, or other individuals) who possess certain characteristics. In some cases, however, the population may be defined as a group of classrooms, school, or even facilities.

The population in this study is the students of SMAN 1 Bawang Banjarnegara at grade ten in academic year of 2014/2015.

3.2.2 Sample

In conducting my research, I used purposive sampling. According to Fraenkel and Wallen (2009: 99), “Purposive sampling is different from convenience sampling in that researchers do not simply study whoever is

available but rather use their judgment to select that they believe, based on prior information, will provide the data they need.”

In this study, because purposive sampling was used, I was helped by the English teacher of tenth-grade in SMAN 1 Bawang to decide which classes to be my subjects. Based on our discussion, X Social 1 was chosen. X Social 1 is a large class with diligent students, but they have low ability in English especially in writing. That is why we chose the class to conduct my research.

3.3 Instruments of the Study

Instruments of the study were used to help and find out students' improvement. The instruments were teacher's interview sheet 1, observation sheet, rubric of assessment, pre-assessment test, lesson plan, post-cycle test, questionnaire, and teacher's interview sheet 2.

3.3.1 Teacher's Interview Sheet 1

Teacher's interview sheet is the result of interview with the teacher. There were two types of teacher's interview sheets. The first type was Teacher's Interview Sheet 1. It was used before conducting the research to see if the problem existed or not. (see appendix 12, page 139)

There were fourteen questions in teacher's interview sheet 1. Those questions were about descriptive text, students' ability and responses in writing descriptive text by using running dictation technique. This interview

was done before conducting pre-assessment test, cycle 1, cycle 2 and post-cycle test. The purpose of doing interview with the teacher was to know about students' ability especially in writing skill. Therefore, I could analyze how to conduct the research based on the interview.

3.3.2 Observation Sheet

Observation sheet contains of the result of observation during the teaching learning process in classroom. (see appendix 7-11, page 133-137)

This instrument was used to observe how each individual contribute in the teaching and learning activity. The indicators observed were the students':

- (1) attention during the learning activity,
- (2) response to the material,
- (3) activeness in the learning activity,
- (4) enthusiasm in doing the assignments and classroom tasks.

Each indicator has 1-5 score, whereas 5 is the highest score and 1 is the lowest score.

3.3.3 Pre-assessment Test

Pre-assessment test is a test that is conducted before the students are given the materials. Pre-assessment was given to the students before the treatment. Its purpose is to measure the initial students' ability in writing descriptive text.

Below is the example of the pre-assessment.

PRE-ASSESSMENT TEST**MY BEST FRIEND**

I have a best friend called Dinda. She is a good-looking girl.

.....
.....

Dinda is always cheerful. She is also very friendly and likes to make friends with anyone

.....
.....

She loves drawing manga characters. She always has a sketchbook with her everywhere.

.....
.....

Dinda has been my best friend since junior high school.

.....
.....

Figure 3.1 Pre-assessment Test

3.3.4 Post-cycle Test

Post-cycle test is a test that is conducted after the students are given the materials.

The post-cycle test was used to measure the students' writing ability of narrative text after the given treatment. The instruction was given in the beginning of the lesson since the writing process was started as the lesson began. There are two types of assignments. First, it is a group work and the rest is an individual work. In group work, the students had to make groups and did the given task based on the instructions. It is similar with the cycle 1 and cycle 2 assessments. The difference is just about the text.

3.3.5 Lesson Plan

Lesson plan is a form to prepare what the material is being learned in classroom. It was made before the teacher gave materials to the students. Therefore, the teacher had to make lesson plans to get interesting teaching learning process. (see appendix 1-2, page 76-103)

There are two lesson plans for each cycle and both lesson plans are the same. The difference is on the main activity. In cycle 1, the students did the task immediately. Meanwhile, in cycle 2, I explained the materials before the students did the tasks in order to improve students' understanding in writing descriptive text. Therefore, the results in cycle 2 and post-cycle test could be increased from the results of cycle 1 and pre-assessment test.

3.3.6 Questionnaire

The questionnaire consists of some questions that should be answered by respondents (the tenth graders of SMAN 1 Bawang-Banjarnegara) to gain information about the subject. There are eight questions which consist of two options in each number. The students could choose option “Ya” or “Tidak” based on their opinion about those questions. The students' answers are crucial to declare if running dictation technique could improve students' ability in writing descriptive text. (see samples students of questionnaire on page 248)

3.3.7 Rubric of Assessment

Rubric of assessment is a form to check students' ability in teaching learning process by indicating some points of view below.

Writing Component	Score	Description
Title, Introduction, Body, and Conclusion	1-20	Appropriate title and effective paragraphs.
Logical development of ideas and Content	1-20	The ideas are concrete and thoroughly developed.
Grammar	1-20	Correct grammar to avoid miss communication between writer and readers.
Punctuation and Spelling	1-20	Correct in using English writing convention; correct punctuation, correct margins, and correct spelling.
Style and Quality of Expression	1-20	Good vocabulary, attempts variety, precise expression of ideas.

**Table 3.1 Analytic Scale for Rating Composition Task
(Brown and Bailey (1984) in Brown, 2004: 244-5)**

The highest score of each component is 20 and the lowest is 1. As it is composed from five criteria, the maximum writing score is 100. The analytic scale above is appropriate for students in Senior High School because they still learn about developing paragraphs using their own quality style expression besides using correct grammatical, punctuation and spelling to avoid misunderstanding to readers.

If the students get score 1-5, it means that their ability in each writing component based on the table above are very low. They have to learn much more about writing. They have to learn about how to use correct punctuation, vocabulary, grammar, capital letter, etc in order to avoid mistakes while they create or write a text. They also have difficulty when they elaborate their ideas become a good paragraph in creating a text.

Meanwhile, if the students get score 6-10, it means that their ability in each writing component based on the table above are low. They know about the using of grammar, punctuation, capital letter, vocabulary and how to elaborate paragraph about their ideas became a good text but they still have difficulty to practice it. Therefore, they need much practice in order to make their writing become better.

Then, if the students get score 11-15, it means that their ability in writing is good enough but they need a lot practice to improve their ability in writing become well. Sometimes, they make mistakes in using punctuation, vocabulary and grammar. Although they can elaborate their ideas become a good paragraph,

but sometimes their ideas are not accurate and appropriate based on the given topic.

If the students score 16-20, their writing ability is very good. They can write well from elaborate their ideas become good paragraph in creating a text to use correct punctuation, grammar and vocabulary. Their ideas are also accurate and appropriate with the given topic. They just do some little mistakes just because they are not too carefully in using punctuation or vocabulary.

3.3.8 Teacher Interview Sheet 2

The second teacher's interview sheet was used to find out how the English teacher's responses about the students that had been taught by using running dictation technique for improving their written descriptive text. (see appendix 14, page 144)

There are nine questions about teacher's opinion after running dictation had applied in teaching writing descriptive text such as such as students' responses toward this technique, the effectiveness running dictation technique to teach other subjects, the differences teaching writing descriptive text by using running dictation technique and conventional method.

3.4 Procedures of Collecting Data

The data collection is conducted through the following instruments:

(1) Interview

The interview is addressed to the English teacher and the students. The purpose of this interview is to gain information about teaching and learning process by using teacher interview sheets in English classroom.

(2) Questionnaire

Questionnaire is a form containing a set of questions and submitted to people to gain statistical information. The purpose of the questionnaire is to collect information from this study.

(3) Observation

Observation aims to analyze each student's behavior in classroom during teaching learning process.

(4) Test

The test was conducted four times. The first was the pre-assessment. The other two tests were conducted while the running dictation was applying in the class and the last was conducted to check students' understanding in writing descriptive text by using running dictation. The entire test is in the form of writing performance.

a. Pre-test

Pre-test is done before the students are given the materials.

b. Post-test

Post-test is done after the students are given the materials.

3.5 Procedures of Data Analysis

Since there were four instruments of collecting the data, there were also four steps of data analysis. The analysis of each instrument is described as follows:

3.5.1 Interview

The data from interviewing the English teacher and the students was converted into written form. This data was paraphrased to make it easier to be understood.

At the first interview, before running dictation technique was applied in teaching writing descriptive text, the teacher said that in the odd term descriptive text had not been taught yet; the students still learned simple present tense and past tense. It was all about introduction materials. The students' ability in writing was actually good enough, but sometimes when the teacher tried to dictate them some sentences, they did few mistakes while they rewrite it. Their mistakes are such as error in grammatical, punctuation, auxiliary, pronunciation, and vocabulary. The students were also easy to get bored when the teacher gave them assignments. That is why there should be another technique to motivate the students in writing.

Then, at the second interview, after running dictation technique had been applied in teaching writing descriptive text, the teacher said that although it was the first time for the students to apply running dictation in teaching writing descriptive text, they were enthusiast because this technique was done in group work before they did individual assignments. Therefore, the teacher would try to use running dictation technique to teach her students in some subjects.

3.5.2 Questionnaire

The data was collected from the students' opinion about running dictation technique in teaching writing descriptive text. They had to answer "yes or no" to the given questions.

3.5.3 Classroom Observation

The main purpose of the classroom observation was to see whether or not the problem existed and monitor students' improvement in responding the material given in the learning activities. As stated in the explanation above, the first classroom observation was held before conducting the treatment. The data from this observation was in form of notes that would be analyzed to decide whether or not the class was proper enough to conduct teaching and learning writing descriptive text by using running dictation technique.

The second classroom observation data in the previous cycle which was in the form of checklist data and some notes would also be analyzed to see if the action phase of the cycle conducted lack of something then later to decide better treatment in the next cycle.

3.5.4 Test

The test was used to see the students' result of the learning process. Students' work would be evaluated using scoring criteria offered by Brown and Bailey (1984) then would be counted to find the average grade for each test. The differences between average grade of pre-assessment, cycle 1, cycle 2 and post test were then used to determine students' improvement on writing descriptive text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter briefly discusses the conclusions and the suggestions about the result of the study which has been reported in the previous chapter.

5.1 Conclusions

Based on the data analysis in the previous chapter, the conclusions of the study can be drawn as follows:

(1) The descriptive writing achievement of the tenth year students of SMAN I Bawang-Banjarnegara in the academic year of 2014/2015 improves after they have been taught by using running dictation technique. It was proven by the data shown. The mean or the average score of students' writing achievement in the pre-assessment was 70.96. It improved to 78.41 in the first cycle and 81.27 in the second cycle. The students also got better result in post-cycle test. It was 86.20.

The running dictation technique motivates the students to have wider ideas to write their descriptive text. By asking the students to do the task in groups, they enjoyed to finish the given tasks together. They also did better in individual task when they tried to develop their paragraph. Although their writing components were still not good enough, their writing's result increased from pre-assessment test to post cycle test. Their antusiasam when they apply running dictation technique in classroom activity during teaching

learning process are also quite good based on the results of the students' observation sheet that showed mostly the students got point 3-5 which means they had high enthusiasm. It was also supported by the results of the teacher interview sheet 1 and teacher interview sheet 2. As mentioned in teacher interview sheet 1 that the students got difficulty in writing especially when they try to make a paragraph, but then in teacher interview sheet 2 showed that the students got a lot of motivation during classroom activity and it could improve their writing ability, especially in writing descriptive text. In the result of the questionnaire also showed that running dictation technique could help them in writing and they enjoy to apply that technique in writing descriptive text.

(2) The students got positive behaviour in writing descriptive text after applying running dictation technique. They could cooperate with their group and be more confident and active while they did group task and individual task during teaching learning process. Beside that, running dictation technique can avoid boredom and it is not monotonous instead of helping the students generate their ideas.

5.2 Suggestions

Referring to the analysis and the conclusions above, some suggestions offered are as follows:

- (1) The English teachers should be well prepared and have a good time management to get better result in using running dictation technique to teach writing.
- (2) The English teachers should pay their attentions to the whole class to make sure that all students understand the materials well.
- (3) Review is an important session that should be conducted by the English teachers by the end of the teaching and learning activities in order to see the students' understanding of the given materials.

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Appendix 1

LESSON PLAN CYCLE 1

Satuan Pendidikan	: SMA Negeri 1 Bawang
Kelas/Semester	: X/1
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Descriptive Text
Pertemuan ke-	: 2
Alokasi Waktu	: 1 JP (90 menit)

A. Kompetensi Inti (KI)

K1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

K2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahuanya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

K4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri

serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 1.1.2 Menunjukkan semangat belajar yang tinggi dalam mempelajari bahasa Inggris.
2	2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam berkomunikasi. 2.2.2 Menghargai sesama dengan mendeskripsikan teman dengan sopan.
3	3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal,	3.7.1 Mengidentifikasi fungsi sosial pada teks untuk memahami makna bacaan yang terkandung dalam teks deskriptif tersebut sehingga siswa mampu menuliskan kembali teks tersebut dengan kalimat

	<p>sesuai dengan konteks penggunaannya.</p>	<p>mereka masing-masing.</p> <p>3.7.2 Mengidentifikasi struktur pada teks deskriptif untuk memahami makna bacaan yang terkandung dalam teks deskriptif tersebut sehingga siswa mampu menuliskan kembali teks tersebut dengan kalimat mereka masing-masing</p> <p>3.7.3 Mengidentifikasi unsur kebahasaan pada teks deskriptif untuk memahami makna bacaan yang terkandung dalam teks deskriptif tersebut sehingga siswa mampu menuliskan kembali teks tersebut dengan kalimat mereka masing-masing</p>
4	<p>4.8 Menyunting teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.9 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan</p>	<p>4.8.1 Menyunting teks deskriptif tulis sederhana dari paragraph yang belum lengkap menjadi paragraph yang lengkap.</p> <p>4.8.2 Mengembangkan teks deskriptif tulis dari topik yang telah diberikan dengan beberapa kalimat yang sudah disediakan untuk dikembangkan menjadi paragraph yang runtut.</p> <p>4.9.1 Menyusun kalimat-kalimat yang masih</p>

	<p>bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>acak untuk diurutkan menjadi paragraph sederhana.</p> <p>4.9.2 Mengembangkan kalimat-kalimat yang sudah diurutkan tersebut dengan ide kreatif sehingga menghasilkan teks deskriptif tulis yang bermakna akurat.</p>
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C. Tujuan Pembelajaran

1. Setelah mengetahui dan memahami tentang teks deskriptif yang telah diajarkan, siswa mampu mengerjakan soal-soal yang diberikan guru tentang teks deskriptif dengan menggunakan teknik running dictation.
2. Siswa mampu bekerja sama dalam kelompok mereka masing-masing.
3. Siswa mampu menjalankan peran pribadinya dalam tiap kelompok.
4. Siswa mampu mengerjakan soal atau tugas yang diberikan guru secara individu.

D. Materi Pembelajaran

1. Mengurutkan kalimat yang acak menjadi paragraf sederhana dalam teks deskriptif yang memiliki satu kesatuan yang untuk.
2. Mengembangkan paragraf sederhana dari kalimat acak yang telah diurutkan.

E. Metode Pembelajaran

1. Pembelajaran Saintifik (Scientific Approach)
2. Penugasan
3. Running Dictation Technique

F. Alat dan Sumber Belajar

Alat	: Beberapa lembar fotokopi teks deskriptif dan pembahasannya
Sumber belajar	: Bahasa Inggris X Sem 1. Kemendikbud Rep. Indonesia. 2014.

G. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan (15 menit)

- a. Salam, doa, dan memeriksa kehadiran peserta didik.
- b. Memberi stimulan dengan cara menyampaikan materi yang akan disampaikan dan bertanya kepada peserta didik sejauh mana telah mempelajari materi tersebut.

Konteks peserta didik :

Memahami kondisi peserta didik dengan menanyakan

- a) Perasaan peserta didik ketika akan mengikuti pembelajaran
- b) Keadaan peserta didik

Konteks pemahaman peserta didik :

- a) Pemahaman awal tentang materi yang akan diberikan
- b) Menarik minat peserta didik dengan menggali pertanyaan terkait dengan materi
- c) Mengexplor pemahaman awal peserta didik.

c. Apersepsi:

Guru menyampaikan pengantar tentang teks deskriptif.

Guru menyampaikan tujuan pembelajaran.

- d. Guru menyampaikan nilai-nilai yang akan diolah dalam pembelajaran yang diterapkan dalam kehidupan sehari-hari.

2.Kegiatan Inti (60 menit)

Kegiatan Peserta Didik	Kegiatan Guru	Alokasi

		Waktu
PENGALAMAN		
Mengamati (Observing)		10
1. Peserta didik dengan tekun, cermat dan penuh perhatian berkelompok dan membagi peran masing-masing kepada setiap anggota dan berdiskusi tentang teks deskriptif.	Guru mengamati dengan ketekunan, kecermatan, dan penuh perhatian peserta didik saat berkelompok.	
2. Peserta didik dengan sungguh-sungguh dan penuh perhatian mengidentifikasi pengertian teks deskriptif, fungsi sosial teks deskriptif, struktur teks deskriptif, dan unsur kebahasan teks deskriptif.	Guru mengamati dan membimbing dengan kesungguhan dan penuh perhatian peserta didik saat mengidentifikasi pengertian teks deskriptif, fungsi sosial teks deskriptif, struktur teks deskriptif, dan unsur kebahasan teks deskriptif.	
3. Peserta didik secara berkelompok dengan sungguh-sungguh mendiskusikan tentang bagaimana menyusun, melengkapi dan membuat teks deskriptif dengan baik dan benar.	Guru mengamati dengan kesungguhan peserta didik saat berdiskusi dalam kelompok tentang bagaimana menyusun, melengkapi dan membuat teks deskriptif dengan baik dan benar.	
REFLEKSI		
Menanya (Questioning)		5
Peserta didik masih dalam kelompok secara	Guru mengamati, membimbing dan	

kritis dan aktif menanyakan materi teks deskriptif yang diberikan guru.	mengarahkan sikap kritis dan keaktifan peserta didik dalam menanyakan materi teks deskriptif yang diberikan guru.	
Menalar (Exploring)		10
1. Peserta didik dalam kelompok dengan sungguh-sungguh mengurutkan kalimat yang acak menjadi paragraf sederhana dengan menggunakan teknik running dictation.	Guru mengamati dengan kesungguhan peserta didik dalam mengurutkan kalimat yang acak menjadi paragraf sederhana yang dilaksanakan melalui teknik running dictation.	
2. Peserta didik dengan sungguh-sungguh dan percaya diri mengembangkan paragraf dari kalimat acak yang telah disusun ke dalam paragraf sederhana menjadi sebuah teks deskriptif yang memiliki kesatuan yang utuh secara individu.		
Mengasosiasi (Associating)		10

1. Peserta didik dalam kelompoknya berdiskusi kembali untuk memastikan bahwa pekerjaan mereka sudah benar.	Guru mengamati dan merespon siswa selama diskusi berlangsung.	
Mengkomunikasikan (Communicating)		20
Perwakilan dari masing-masing kelompok dengan sungguh-sungguh dan percaya diri mengungkapkan hasil pekerjaanya di depan kelas dan peserta didik lainnya mendengarkan.	<p>a. Mengamati dan menilai presentasi peserta didik dari aspek ketrampilan.</p> <p>b. Memberikan umpan balik atas kegiatan dan hasil pekerjaan peserta didik.</p>	

3. Penutup (15 menit)

- a. Guru bersama dengan peserta didik menyimpulkan pembelajaran hari itu.
- b. Guru memberikan tugas untuk pertemuan berikutnya.
- c. Guru memberikan motivasi agar peserta didik tetap bersemangat pada pertemuan berikutnya.

H. Penilaian

1. Penilaian Paradigma Pedagogi Reflektif (PPR)

a. **Nilai yang dikembangkan :**

- 1) Bersumber pada materi pembelajaran:
 - a) Kesadaran untuk bersyukur atas kesempatan belajar bahasa Inggris sebagai bahasa pengantar komunikasi.
 - b) Kesadaran untuk penuh tanggung jawab mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi.
 - c) Kesadaran untuk bekerja sama dalam berdiskusi dan berkelompok saat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi.
 - d) Kesadaran untuk terlibat secara konkret dalam berdiskusi dan berkelompok.

b. Bersumber pada metode pembelajaran :

- a) Mengembangkan kerja sama dan persaudaraan dalam teknik running dictation.
- b) Menanamkan kejujuran dalam mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi.
- c) Menanamkan kecermatan dalam mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi.
- d) Menanamkan kepercayaan diri dalam melaksanakan tugas individu.

b. Pertanyaan Refleksi :

- 1) Bersumber pada materi pembelajaran:
 - a) Apakah aku sudah mensyukuri anugrah Allah SWT yang berupa kesempatan mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi ?

- b) Apakah aku sudah terlibat aktif dalam setiap proses berdiskusi dan berkelompok dalam pembelajaran bahasa Inggris sebagai bahasa pengantar komunikasi?
- c) Usaha konkret apa yang akan kulakukan untuk meningkatkan kecermatan dan kesungguhan dalam pembelajaran bahasa Inggris sebagai bahasa pengantar komunikasi?

2) Bersumber pada metode pembelajaran :

- a) Saat berdiskusi dan mengerjakan tugas secara berkelompok sudahkah aku terlibat secara aktif? Jika sudah/ belum hal apa yang membuatku bersikap demikian?
- b) Saat membuat tugas sudahkah aku berusaha mengerjakan secara mandiri?
Berilah alasanmu!
- c) Saat bertanya jawab dengan guru sudahkah aku terlibat secara aktif ?
Berilah alasan!
- d) Saat berdiskusi dan mengerjakan tugas secara berkelompok sudahkah aku mendukung dan kerjasama bersama teman dengan sungguh-sungguh ?

c. Pertanyaan Aksi :

- 1) Bersumber pada materi pembelajaran:
 - a) Buatlah deskripsi tentang tempat favoritmu!
 - b) Lakukan kegiatan / aksi mendeskripsikan tempat favorit dengan teman sekelas !
- 2) Bersumber pada metode pembelajaran:
 - a) Dalam kegiatan running dictation aku belum terlibat secara aktif, dalam kegiatan running dictation berikutnya aku akan terlibat aktif.

Tuliskan komitmenmu dengan diketahui teman satu kelompok.

- b) Dalam membuat tugas aku belum mengerjakan secara mandiri, tugas berikutnya aku akan lebih mandiri!

Buat komitmenmu!

2. Penilaian Sikap, Tertulis, dan Unjuk Kerja

No	Teknik	Bentuk	Intrumen
1	Pengamatan Sikap	Lembar Pengamatan Sikap dan Rubrik Penilaian	Terlampir 1
2	Tes Tertulis	Tes Uraian dan Rubrik Penilaian	Terlampir 2
3	Tes Unjuk Kerja	Tes Uji Praktik dan Rubrik Penilaian	Terlampir 3

LAMPIRAN 1

No	Students' Code Number	Indicators and Score																			
		Indicator 1					Indicator 2					Indicator 3					Indicator 4				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1																					
2																					
3																					
4																					
5																					
6																					

No	The Observed Indicators of the Students:	Score
1	Responsibility during the learning activity	1-5
2	Response to the given materials by using running dictation technique	1-5
3	Activeness in the learning activity	1-5
4	Honesty in doing the assignment and classroom tasks	1-5

1. Responsibility during the learning activity

Rubric	Score
Peserta didik sama sekali tidak menunjukkan sikap bertanggung jawab dalam melakukan kegiatan selama proses pembelajaran berlangsung.	1
Peserta didik sudah berusaha bertanggung jawab dalam melakukan kegiatan selama proses pembelajaran berlangsung tetapi belum konsisten.	2
Peserta didik sudah berusaha bertanggung jawab dalam melakukan kegiatan selama proses pembelajaran berlangsung dan cukup konsisten.	3
Peserta didik sudah berusaha bertanggung jawab dalam melakukan kegiatan selama proses pembelajaran berlangsung dan konsisten.	4
Peserta didik sudah berusaha bertanggung jawab dalam melakukan kegiatan selama proses pembelajaran berlangsung dan sangat konsisten.	5

2. Response to the given material by using running dictation technique

Rubric	Score
Peserta didik sama sekali tidak berusaha memperhatikan dan memahami tentang materi yang diberikan oleh guru.	1
Peserta didik sudah berusaha memperhatikan tentang materi yang diberikan oleh guru namun mereka masih merasa kesulitan untuk memahami materi tersebut.	2
Peserta didik sudah berusaha memperhatikan dan memahami materi yang diberikan oleh guru.	3
Peserta didik sudah berusaha memperhatikan dan memahami materi yang diberikan oleh guru serta berani bertanya tentang materi yang belum jelas.	4

Peserta didik sudah berusaha memperhatikan dan memahami materi yang diberikan oleh guru serta berani bertanya tentang materi yang belum jelas dan juga memberi komentar atau membenarkan materi dari guru yang kurang tepat.	5
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3. Activeness in the learning activity

Rubric	Score
Peserta didik hanya diam di kelas dan tidak menunjukkan semangat untuk mengikuti kegiatan di kelas.	1
Peserta didik sudah cukup memperhatikan materi yang disampaikan guru dan berusaha mengikuti kegiatan di kelas dengan semangat yang cukup.	2
Peserta didik dengan antusias memperhatikan materi yang disampaikan guru dan mengikuti kegiatan di kelas dengan semangat.	3
Peserta didik dengan antusias memperhatikan materi yang disampaikan guru dan berani bertanya tentang materi yang belum jelas serta mampu mengikuti kegiatan di kelas dengan semangat yang tinggi	4
Peserta didik dengan antusias memperhatikan materi yang disampaikan guru dan berani bertanya tentang materi yang belum jelas juga menyanggah atau membenarkan materi yang kurang tepat ketika guru menyampaikan serta mampu mengikuti kegiatan di kelas dengan semangat yang tinggi.	5

4. Honesty in doing the assignments and classroom tasks.

Rubric	Score
Peserta didik tidak jujur dalam mengerjakan tugas di kelas dan tidak ada kesungguhan untuk mengerjakan tugas yang diberikan serta tidak percaya diri akan hasil tugasnya.	1
Peserta didik tidak jujur dalam mengerjakan tugas di kelas namun sudah ada kesungguhan untuk mengerjakan tugas yang diberikan walaupun masih dengan cara yang kurang tepat karena Ia merasa kurang percaya diri dengan hasil kerjanya, misalnya mencontek pekerjaan teman.	2
Peserta didik jujur dalam mengerjakan tugas di kelas dan sudah ada kesungguhan untuk mengerjakan tugas yang diberikan namun kurang merasa percaya diri akan hasil tugasnya.	3
Peserta didik jujur dalam mengerjakan tugas di kelas dan sudah ada kesungguhan untuk mengerjakan tugas yang diberikan dan yakin serta merasa percaya diri akan hasil tugasnya.	4
Peserta didik jujur dalam mengerjakan tugas di kelas dan sudah ada kesungguhan untuk mengerjakan tugas yang diberikan dan yakin serta merasa percaya diri akan hasil tugasnya sehingga dia berani untuk menjelaskan tugas yang diberikan kepada peserta didik lain	5

yang belum memahami dan berani membacakan hasil tugasnya di depan kelas atau mendiskusikan hasil tugasnya di kelas bersama-sama.	
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LAMPIRAN II

SECOND MEETING

CYCLE I

Lembar Kerja Kelompok

TIME ALLOTMENT: 1X90 menit

Group:

Nama Anggota & NIS : 1 (.....)
 2 (.....)
 3 (.....)
 4 (.....)
 5 (.....)

Kelas:

Petunjuk pengeraan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Urutkan kalimat acak di bawah ini sehingga menjadi runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Letakkan kalimat acak tersebut di lembar kerja yang telah disediakan.

6. Diskusikan kembali dengan kelompok anda untuk memastikan bahwa hasil kerja anda sudah benar.

MY FAVOURITE PLACE

1. I also love to read books. (paragraph 4)
2. I like to do all of those things in my room (paragraph 7)
3. One of my favorite place to relax is my room (paragraph 1)
4. I like thinking about things (paragraph 5)
5. When I am in my room, I feel most relaxed (paragraph 1)
6. I like take a nap, but usually I don't have enough time, so I have a nap rarely. (paragraph 6)
7. When I get a letter from them, I go to my room and read it. (paragraph 3)
8. My apartment has three rooms. (paragraph 2)
9. When I have free time, I read my books. (paragraph 4)
10. Sometimes, I lie down on my bed and just think. (paragraph 6)
11. I have some books both Japanese and English. (paragraph 4)
12. My room is a shared room, but just three people live in my apartment, so I use one room only for me. (paragraph 2)
13. In my room, I love to read letters from my family. (paragraph 3)

Paragraph 1

Sentence 1:

.....

Sentence 2:

.....

Paragraph 2

Sentence 1:

.....

Sentence 2:

.....

Paragraph 3

Sentence 1:

.....

Sentence 2:

.....

Paragraph 4

Sentence 1:

.....

Sentence 2:

.....

Sentence 3:

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Paragraph 5

Sentence 1:

.....

Paragraph 6

Sentence 1:

.....

Paragraph 7

Sentence 1:

.....

RUBRIC OF ASSESSMENT (LAMPIRAN II)

Writing Component	Score	Description
Title, Introduction, Body, and Conclusion	1-20	Appropriate title and effective paragraphs.
Logical development of ideas and	1-20	The ideas are concrete and thoroughly developed.

Content		
Grammar	1-20	Correct grammar to avoid miss communication between writer and readers.
Punctuation and Spelling	1-20	Correct in using English writing convention; correct punctuation, correct margins, and correct spelling.
Style and Quality of Expression	1-20	Good vocabulary, attempts variety, precise expression of ideas.

(Brown and Bailey (1984) in Brown, 2004: 244-5)

In this content, if the groups have done their job well, they will get a perfect score. Perfect score is got by rewriting what runners in each group told to the writer. Therefore, the writers had to rewrite down well. Grammar, punctuation and spelling are crucial here because if there is grammatical error, incorrect punctuation and spelling, that will be misunderstanding to the readers. Every student can get score 100 if they have completed their task well in developing paragraph. Therefore, the students had to writes their ideas to develop paragraph which have been arranged from jumbled words. Introduction, body, conclusion, logical development of ideas and content, style and quality of expression are crucial here because writing descriptive text is about generating the students' ideas.

LAMPIRAN III**SECOND MEETING****CYCLE 1****Lembar Kerja Individu****TIME ALLOTMENT: 1X90 menit****Name:****NIS:****Group:****Kelas:****Petunjuk penggerjaan**

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Kembangkan kalimat yang telah diurutkan di atas tadi dengan kalimatmu sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Teliti kembali pekerjaan anda sebelum dikumpulkan kepada Bapak/Ibu guru.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Paragraph 6

Paragraph 7

RUBRIC OF ASSESSMENT (LAMPIRAN III)

Writing Component	Score	Description
Title, Introduction, Body, and Conclusion	1-20	Appropriate title and effective paragraphs.
Logical development of ideas and Content	1-20	The ideas are concrete and thoroughly developed.
Grammar	1-20	Correct grammar to avoid miss communication between writer and readers.
Punctuation and Spelling	1-20	Correct in using English writing convention; correct punctuation, correct margins, and correct spelling.

Style and Quality of Expression	1-20	Good vocabulary, attempts variety, precise expression of ideas.
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(Brown and Bailey (1984) in Brown, 2004: 244-5)

In this content, if each student has done their job well, they will get a perfect score. It means they will have got 100. Perfect score is got by developing ideas in correct sentences. Grammar, punctuation and spelling are crucial here because if there is grammatical error, incorrect punctuation and spelling, that will be misunderstanding to the readers. Every student can get score 100 if they have completed their task well in developing paragraph. Therefore, the students had to writes their ideas to develop paragraph which have been arranged from jumbled words. Introduction, body, conclusion, logical development of ideas and content, style and quality of expression are crucial here because writing descriptive text is about generating the students' ideas. Every student can get score 100 if they have completed their task well in the

Dinda is always cheerful. She is also very friendly and likes to make friends with anyone. She is clever and diligent girl. She likes math and science. She always submits her homework on-time. She is always honest to anyone, and she is always optimistic.

She loves drawing manga characters. She always has a sketchbook with her everywhere. She loves to read manga and watching anime. In her room, she collects many manga books. Beside that, she likes reading encyclopedia. She has many favourite manga characters from One Piece, Fairy Tail and many more.

Dinda has been my best friend since junior high school. Every morning I and Dinda always go to school together. And after school I and Dinda always do homework together.

assignment before.

Appendix 2

LESSON PLAN CYCLE 2

Satuan Pendidikan	: SMA Negeri 1 Bawang
Kelas/Semester	: X/1
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Descriptive Text
Pertemuan ke-	: 3
Alokasi Waktu	: 1 JP (90 menit)

I. Kompetensi Inti (KI)

- K1** : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- K2** : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- K3** : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

K4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

J. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 1.1.4 Menunjukkan semangat belajar yang tinggi dalam mempelajari bahasa Inggris.
2	2.3. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam berkomunikasi. 2.2.2 Menghargai sesama dengan mendeskripsikan teman dengan sopan.
3	3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana	3.7.1 Mengidentifikasi fungsi sosial pada teks untuk memahami makna bacaan yang terkandung dalam teks deskriptif tersebut sehingga siswa mampu menuliskan kembali

	<p>tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p>	<p>teks tersebut dengan kalimat mereka masing-masing.</p> <p>3.7.2 Mengidentifikasi struktur pada pada teks deskripif untuk memahami makna bacaan yang terkandung dalam teks deskripif tersebut sehingga siswa mampu menuliskan kembali teks tersebut dengan kalimat mereka masing-masing</p> <p>3.7.3 Mengidentifikasi unsur kebahasaan pada teks deskripif untuk memahami makna bacaan yang terkandung dalam teks deskripif tersebut sehingga siswa mampu menuliskan kembali teks tersebut dengan kalimat mereka masing-masing</p>
4	<p>4.10 Menyunting teks deskripif lisan dan tulis sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.11 Menyusun teks deskripif lisan dan tulis sederhana tentang orang, tempat wisata, dan</p>	<p>4.8.1 Menyunting teks deskripif tulis sederhana dari paragraph yang belum lengkap menjadi paragraph yang lengkap.</p> <p>4.8.2 Mengembangkan teks deskripif tulis dari topik yang telah diberikan dengan beberapa kalimat yang sudah disediakan untuk dikembangkan menjadi paragraph yang runtut.</p> <p>4.11.1 Menyusun kalimat-kalimat yang masih acak untuk diurutkan menjadi paragraph sederhana.</p>

	<p>bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>4.11.2 Mengembangkan kalimat-kalimat yang sudah diurutkan tersebut dengan ide kreatif sehingga menghasilkan teks deskriptif tulis yang bermakna akurat.</p>
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K. Tujuan Pembelajaran

1. Siswa mampu mengaplikasikan teknik running dictation dalam memahami teks deskriptif.
2. Siswa mampu mengaplikasikan teknik running dictation untuk mengembangkan teks deskriptif yang masih belum lengkap menjadi teks deskriptif yang jelas, runtut, dan bermakna.
3. Siswa mampu bekerja sama dalam kelompok mereka masing-masing.
4. Siswa mampu menjalankan peran pribadinya dalam tiap kelompok.
5. Siswa mampu mengerjakan soal atau tugas yang diberikan guru secara individu.

L. Materi Pembelajaran

1. Mengurutkan kalimat yang acak menjadi paragraf sederhana dalam teks deskriptif yang memiliki satu kesatuan yang utuh.
2. Mengembangkan paragraf sederhana dari kalimat acak yang telah diurutkan.

M. Metode Pembelajaran

4. Pembelajaran Saintifik (Scientific Approach)
5. Penugasan
6. Running Dictation Technique

N. Alat dan Sumber Belajar

- Alat : Beberapa lembar fotokopi teks deskriptif dan pembahasannya
 Sumber belajar : Bahasa Inggris X Sem 1. Kemendikbud Rep. Indonesia. 2014.

O. Langkah-langkah Kegiatan Pembelajaran

PERTEMUAN 1

1. Pendahuluan (15 menit)

- e. Salam, doa, dan memeriksa kehadiran peserta didik.
- f. Memberi stimulan dengan cara menanyakan materi di pertemuan sebelumnya dan membahas materi yang akan disampaikan hari ini.

Konteks peserta didik :

Memahami kondisi peserta didik dengan menanyakan

- c) Perasaan peserta didik ketika akan mengikuti pembelajaran
- d) Keadaan peserta didik

Konteks pemahaman peserta didik :

- d) Pemahaman awal tentang materi yang akan diberikan
- e) Menarik minat peserta didik dengan menggali pertanyaan terkait dengan materi
- f) Mengexplor pemahaman awal peserta didik.

g. Apersepsi:

Guru bertanya tentang teks deskriptif.

Guru menyampaikan tujuan pembelajaran.

- h. Guru menyampaikan nilai-nilai yang akan diolah dalam pembelajaran yang diterapkan dalam kehidupan sehari-hari.

Kegiatan Inti (60 menit)

Kegiatan Peserta Didik	Kegiatan Guru	Alokasi Waktu
PENGALAMAN		
Mengamati (Observing)	10	
<p>4. Peserta didik dengan tekun, cermat dan penuh perhatian berkelompok dan membagi peran masing-masing kepada setiap anggota dan berdiskusi tentang pemahaman teks deskriptif lebih lanjut.</p>	<p>Guru mengamati dengan ketekunan, kecermatan, dan penuh perhatian peserta didik saat berkelompok.</p>	
<p>5. Peserta didik dengan sungguh-sungguh dan penuh perhatian mendiskusikan kembali pengertian teks deskriptif, fungsi sosial teks deskriptif, struktur teks deskriptif, dan unsur kebahasaan teks deskriptif.</p>	<p>Guru mengamati dan membimbing dengan kesungguhan dan penuh perhatian peserta didik saat mengidentifikasi pengertian teks deskriptif, fungsi sosial teks deskriptif, struktur teks deskriptif, dan unsur kebahasaan teks deskriptif.</p>	
<p>6. Peserta didik secara berkelompok dengan sungguh-sungguh mendiskusikan tentang bagaimana menyusun, melengkapi dan membuat teks deskriptif dengan baik dan benar.</p>	<p>Guru mengamati dengan kesungguhan peserta didik saat berdiskusi dalam kelompok tentang bagaimana menyusun, melengkapi dan membuat teks deskriptif dengan baik dan benar.</p>	
REFLEKSI		

Menanya (Quetioning)		5
Peserta didik masih dalam kelompok secara kritis dan aktif menanyakan materi teks deskriptif yang diberikan guru.	Guru mengamati, membimbing dan mengarahkan sikap kritis dan keaktifan peserta didik dalam menanyakan materi teks deskriptif yang diberikan guru.	
Menalar (Eksploring)		10
3. Peserta didik dalam kelompok dengan sungguh-sungguh mengurutkan kalimat yang acak menjadi paragraf sederhana dengan menggunakan teknik running dictation. 4. Peserta didik dengan sungguh-sungguh dan percaya diri mengembangkan paragraf dari kalimat acak yang telah disusun ke dalam paragraf sederhana menjadi sebuah teks deskriptif yang memiliki kesatuan yang utuh secara individu.	Guru mengamati dengan kesungguhan peserta didik dalam mengurutkan kalimat yang acak menjadi paragraf sederhana yang dilaksanakan melalui teknik running dictation. Guru mengamati kesungguhan dan kepercayaan diri peserta didik dalam mengembangkan paragraf dari kalimat acak yang telah disusun ke dalam paragraf sederhana menjadi sebuah teks deskriptif yang memiliki kesatuan yang utuh secara individu.	
Mengasosiasi (Associating)		10
1. Peserta didik dalam kelompoknya berdiskusi kembali untuk memastikan bahwa pekerjaan mereka sudah benar.	Guru mengamati dan merespon siswa selama diskusi berlangsung.	

Mengkomunikasikan (Communicating)	20	
Perwakilan dari masing-masing kelompok dengan sungguh-sungguh dan percaya diri mengungkapkan hasil pekerjaanya di depan kelas dan peserta didik lainnya mendengarkan.	c. Mengamati dan menilai presentasi peserta didik dari aspek ketrampilan. d. Memberikan umpan balik atas kegiatan dan hasil pekerjaan peserta didik.	

3. Penutup (15 menit)

- d. Guru bersama dengan peserta didik menyimpulkan pembelajaran hari itu.
- e. Guru memberikan tugas untuk pertemuan berikutnya.
- f. Guru memberikan motivasi agar peserta didik tetap bersemangat pada pertemuan berikutnya.

P. Penilaian

1. Penilaian Paradigma Pedagogi Reflektif (PPR)

a. Nilai yang dikembangkan :

- 2) Bersumber pada materi pembelajaran:
 - e) Kesadaran untuk bersyukur atas kesempatan belajar bahasa Inggris sebagai bahasa pengantar komunikasi.

- f) Kesadaran untuk penuh tanggung jawab mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi.
 - g) Kesadaran untuk bekerja sama dalam berdiskusi dan berkelompok saat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi.
 - h) Kesadaran untuk terlibat secara konkret dalam berdiskusi dan berkelompok.
- b. Bersumber pada metode pembelajaran :
- e) Mengembangkan kerja sama dan persaudaraan dalam teknik running dictation.
 - f) Menanamkan kejujuran dalam mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi.
 - g) Menanamkan kecermatan dalam mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi.
 - h) Menanamkan kepercayaan diri dalam melaksanakan tugas individu.
- b. Pertanyaan Refleksi :
- 1) Bersumber pada materi pembelajaran:
 - d) Apakah aku sudah mensyukuri anugrah Allah SWT yang berupa kesempatan mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi ?
 - e) Apakah aku sudah terlibat aktif dalam setiap proses berdiskusi dan berkelompok dalam pembelajaran bahasa Inggris sebagai bahasa pengantar komunikasi?
 - f) Usaha konkret apa yang akan kulakukan untuk meningkatkan kecermatan dan kesungguhan dalam pembelajaran bahasa Inggris sebagai bahasa pengantar komunikasi?
 - 2) Bersumber pada metode pembelajaran :
 - e) Saat berdiskusi dan mengerjakan tugas secara berkelompok sudahkah aku terlibat secara aktif? Jika sudah/ belum hal apa yang membuatku bersikap demikian?
 - f) Saat membuat tugas sudahkah aku berusaha mengerjakan secara mandiri?
Berilah alasanmu!

- g) Saat bertanya jawab dengan guru sudahkah aku terlibat secara aktif ? Berilah alasan!
- h) Saat berdiskusi dan mengerjakan tugas secara berkelompok sudahkah aku mendukung dan kerjasama bersama teman dengan sungguh-sungguh ?
- c. Pertanyaan Aksi :
- 1) Bersumber pada materi pembelajaran:
 - c) Buatlah deskripsi tentang idola atau orang terdekatmu!
 - d) Lakukan kegiatan / aksi mendeskripsikan idola atau orang terdekat dengan teman sekelas !
 - 2) Bersumber pada metode pembelajaran:
 - c) Dalam kegiatan running dictation aku belum terlibat secara aktif, dalam kegiatan running dictation berikutnya aku akan terlibat aktif.
Tuliskan komitmenmu dengan diketahui teman satu kelompok.
 - d) Dalam membuat tugas aku belum mengerjakan secara mandiri, tugas berikutnya aku akan lebih mandiri!
Buat komitmenmu!

2. Penilaian Sikap, Tertulis, dan Unjuk Kerja

No	Teknik	Bentuk	Intrumen
1	Pengamatan Sikap	Lembar Pengamatan Sikap dan Rubrik Penilaian	Terlampir 1
2	Tes Tertulis	Tes Uraian dan Rubrik Penilaian	Terlampir 2
3	Tes Unjuk Kerja	Tes Uji Praktik dan Rubrik Penilaian	Terlampir 3

LAMPIRAN 1

No	Students' Code Number	Indicators and Score																			
		Indicator 1					Indicator 2					Indicator 3					Indicator 4				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1																					
2																					
3																					
4																					
5																					
6																					

No	The Observed Indicators of the Students:	Score
1	Responsibility during the learning activity	1-5
2	Response to the given materials by using running dictation technique	1-5
3	Activeness in the learning activity	1-5
4	Honesty in doing the assignment and classroom tasks	1-5

1. Responsibility during the learning activity

Rubric	Score
Peserta didik sama sekali tidak menunjukkan sikap bertanggung jawab dalam melakukan kegiatan selama proses pembelajaran berlangsung.	1
Peserta didik sudah berusaha bertanggung jawab dalam melakukan kegiatan selama proses pembelajaran berlangsung tetapi belum konsisten.	2
Peserta didik sudah berusaha bertanggung jawab dalam melakukan kegiatan selama proses pembelajaran berlangsung dan cukup konsisten.	3
Peserta didik sudah berusaha bertanggung jawab dalam melakukan kegiatan selama proses pembelajaran berlangsung dan konsisten.	4
Peserta didik sudah berusaha bertanggung jawab dalam melakukan kegiatan selama proses pembelajaran berlangsung dan sangat konsisten.	5

2. Response to the given material by using running dictation technique

Rubric	Score
Peserta didik sama sekali tidak berusaha memperhatikan dan memahami tentang materi yang diberikan oleh guru.	1
Peserta didik sudah berusaha memperhatikan tentang materi yang diberikan oleh guru namun mereka masih merasa kesulitan untuk memahami materi tersebut.	2
Peserta didik sudah berusaha memperhatikan dan memahami materi yang diberikan oleh guru.	3
Peserta didik sudah berusaha memperhatikan dan memahami materi yang diberikan oleh guru serta berani bertanya tentang materi yang belum jelas.	4
Peserta didik sudah berusaha memperhatikan dan memahami materi yang diberikan oleh guru serta berani bertanya tentang materi yang belum jelas dan juga memberi komentar atau membenarkan materi dari guru yang kurang tepat.	5

3. Activeness in the learning activity

Rubric	Score
Peserta didik hanya diam di kelas dan tidak menunjukkan semangat untuk mengikuti kegiatan di kelas.	1
Peserat didik sudah cukup memperhatikan materi yang disampaikan	2

guru dan berusaha mengikuti kegiatan di kelas dengan semangat yang cukup.	
Peserta didik dengan antusias memperhatikan materi yang disampaikan guru dan mengikuti kegiatan di kelas dengan semangat.	3
Peserta didik dengan antusias memperhatikan materi yang disampaikan guru dan berani bertanya tentang materi yang belum jelas serta mampu mengikuti kegiatan di kelas dengan semangat yang tinggi	4
Peserta didik dengan antusias memperhatikan materi yang disampaikan guru dan berani bertanya tentang materi yang belum jelas juga menyanggah atau membenarkan materi yang kurang tepat ketika guru menyampaikan serta mampu mengikuti kegiatan di kelas dengan semangat yang tinggi.	5

4. Honesty in doing the assignments and classroom tasks.

Rubric	Score
Peserta didik tidak jujur dalam mengerjakan tugas di kelas dan tidak ada kesungguhan untuk mengerjakan tugas yang diberikan serta tidak percaya diri akan hasil tugasnya.	1
Peserta didik tidak jujur dalam mengerjakan tugas di kelas namun sudah ada kesungguhan untuk mengerjakan tugas yang diberikan	2

walaupun masih dengan cara yang kurang tepat karena Ia merasa kurang percaya diri dengan hasil kerjanya, misalnya mencontek pekerjaan teman.	
Peserta didik jujur dalam mengerjakan tugas di kelas dan sudah ada kesungguhan untuk mengerjakan tugas yang diberikan namun kurang merasa percaya diri akan hasil tugasnya.	3
Peserta didik jujur dalam mengerjakan tugas di kelas dan sudah ada kesungguhan untuk mengerjakan tugas yang diberikan dan yakin serta merasa percaya diri akan hasil tugasnya.	4
Peserta didik jujur dalam mengerjakan tugas di kelas dan sudah ada kesungguhan untuk mengerjakan tugas yang diberikan dan yakin serta merasa percaya diri akan hasil tugasnya sehingga dia berani untuk menjelaskan tugas yang diberikan kepada peserta didik lain yang belum memahami dan berani membacakan hasil tugasnya di depan kelas atau mendiskusikan hasil tugasnya di kelas bersama-sama.	5

LAMPIRAN II

THIRD MEETING

CYCLE II

Lembar Kerja Kelompok

TIME ALLOTMENT: 1X90 menit

Group:

Nama Anggota & NIS : 1.....(.....)

2.....(.....)

3.....(.....)

4.....(.....)

5.....(.....)

Kelas:

Petunjuk pengerajan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Urutkan kalimat acak di bawah ini sehingga menjadi runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Letakkan kalimat acak tersebut di lembar kerja yang telah disediakan.
6. Diskusikan kembali dengan kelompok anda untuk memastikan bahwa hasil kerja anda sudah benar.

Mr. Mahendra

1. Oh, Mr. Mahendra is perfect. (paragraph 6)
2. Mr. Mahendra is a modest English teacher. (paragraph 1)
3. When chatting with teachers in the office, he became a humorous person. (paragraph 5)
4. He has a small family which lives happily. (paragraph 1)
5. His life with the other teachers is also very good. (paragraph 5)
6. Everyday, he gets up at 5 AM for doing morning prayers and cleaning the house, while his wife cooks (paragraph 2)
7. Almost all students really like the time when Mr. Mahendra teaches. (paragraph 4)

8. At 7:00 AM, he accompanies his wife and child to the kindergarten. (paragraph 4)
9. At school, he is a popular teacher. (paragraph 3)
10. In the class, he turns to be a perfect teacher, handsome and genius (paragraph 4)

Paragraph 1

Sentence 1:

.....

Sentence 2:

.....

Paragraph 2

Sentence 1:

.....

Sentence 2:

.....

Paragraph 3:

Sentence 1:

.....

Paragraph 4:

Sentence 1:

.....

Sentence 2:

.....

Sentence 3:

.....

Paragraph 5:

Sentence 1:

.....

Sentence 2:

.....

Paragraph 6:

.....

Sentence 1:

.....

RUBRIC OF ASSESSMENT (LAMPIRAN II)

Writing Component	Score	Description
Title, Introduction, Body, and Conclusion	1-20	Appropriate title and effective paragraphs.
Logical development of ideas and Content	1-20	The ideas are concrete and thoroughly developed.
Grammar	1-20	Correct grammar to avoid miss communication between writer and readers.

Punctuation and Spelling	1-20	Correct in using English writing convention; correct punctuation, correct margins, and correct spelling.
Style and Quality of Expression	1-20	Good vocabulary, attempts variety, precise expression of ideas.

(Brown and Bailey (1984) in Brown, 2004: 244-5)

In this content, if the groups have done their job well, they will get a perfect score. Perfect score is got by rewriting what runners in each group told to the writer. Therefore, the writers had to rewrite down well. Grammar, punctuation and spelling are crucial here because if there is grammatical error, incorrect punctuation and spelling, that will be misunderstanding to the readers. Every student can get score 100 if they have completed their task well in developing paragraph. Therefore, the students had to writes their ideas to develop paragraph which have been arranged from jumbled words. Introduction, body, conclusion, logical development of ideas and content, style and quality of expression are crucial here because writing descriptive text is about generating the students' ideas.

LAMPIRAN III**THIRD MEETING****CYCLE 2****Lembar Kerja Individu****TIME ALLOTMENT: 1X90 menit**

Name:

NIS:

Group:

Kelas:

Petunjuk pengerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Kembangkan kalimat yang telah diurutkan di atas tadi dengan kalimatmu sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Teliti kembali pekerjaan anda sebelum dikumpulkan kepada Bapak/Ibu guru.

Paragraph 1

.....

.....

.....

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Paragraph 6

RUBRIC OF ASSESSMENT (LAMPIRAN III)

Writing Component	Score	Description
-------------------	-------	-------------

Title, Introduction, Body, and Conclusion	1-20	Appropriate title and effective paragraphs.
Logical development of ideas and Content	1-20	The ideas are concrete and thoroughly developed.
Grammar	1-20	Correct grammar to avoid miss communication between writer and readers.
Punctuation and Spelling	1-20	Correct in using English writing convention; correct punctuation, correct margins, and correct spelling.
Style and Quality of Expression	1-20	Good vocabulary, attempts variety, precise expression of ideas.

(Brown and Bailey (1984) in Brown, 2004: 244-5)

In this content, if each student has done their job well, they will get a perfect score. It means they will have got 100. Perfect score is got by developing ideas in correct sentences. Grammar, punctuation and spelling are crucial here because if there is grammatical error, incorrect punctuation and spelling, that will be misunderstanding

to the readers. Every student can get score 100 if they have completed their task well in developing paragraph. Therefore, the students had to writes their ideas to develop paragraph which have been arranged from jumbled words. Introduction, body, conclusion, logical development of ideas and content, style and quality of expression are crucial here because writing descriptive text is about generating the students' ideas. Every student can get score 100 if they have completed their task well in the assignment before.

NO		STUDENTS' CODE	WRITING COMPONENTS SCORING					TOTAL SCORE
No	St.Number		1	2	3	4	5	
1	7781	S-01	14	13	10	11	12	60
2	7782	S-02	14	13	13	10	13	63
3	7783	S-03	13	12	9	10	11	55
4	7784	S-04	17	16	12	12	15	72
5	7785	S-05	17	16	12	13	18	76
6	7786	S-06	20	19	18	17	20	94
7	7787	S-07	18	17	14	13	16	78
8	7788	S-08	14	12	10	10	13	59
9	7789	S-09	18	17	10	11	18	74
10	7790	S-10	15	15	14	14	15	73
11	7791	S-11	12	13	12	12	11	60
12	7792	S-12	15	14	11	12	13	65
13	7793	S-13	17	16	14	13	15	75
14	7794	S-14	18	20	15	14	20	87
15	7795	S-15	0	0	0	0	0	0
16	7796	S-16	13	12	10	11	10	56
17	7797	S-17	20	20	13	14	20	87
18	7798	S-18	0	0	0	0	0	0
19	7799	S-19	0	0	0	0	0	0

				10	12	10	11	13	56
20	7800	S-20							
21	7801	S-21	15	16	18	17	14		80
22	NO 7509	STUDENTS'	14	12	11	10	13		TOTAL 60
23	St.Number	CODE	15	14	2	3	4	5	SCORE 63
24	7802	S-23	15	14	2	10	11	13	
25	7803	S-24	0	14	0	13	0	12	62
26	7804	S-25	14	20	13	20	14	16	91
27	7805	S-26	14	10	0	10	8	12	56
28	7806	S-27	15	17	16	16	15	14	77
29	7807	S-28	13	18	2	17	14	13	79
30	7808	S-29	19	20	17	20	16	19	97
31	7809	S-30	0	19	0	18	0	15	80
32	7810	S-31	18	17	9	16	16	15	85
33	7811	S-32	16	19	5	18	12	15	84
34	7812	S-33	18	20	8	20	14	18	96
35	7813	S-34	19	16	18	15	15	15	80
12	TOTAL	S-12	455	15	437	14	370	12	14
13	AVERAGE	S-13	15.69	17	15.07	16	12.76	15	14.83
14	7794	S-14		20	20	18	18	20	96

Appendix 3 “The Result of Pre-assessment Test”

15	7795	S-15	0	0	0	0	0	0
16	7796	S-16	13	13	11	11	11	59
17	NO 797	STUDENTS'	WRITING	COMPONENTS	SCORING	0	88	TOTAL
N8	St.Number	CODIS	10	02	03	4	5	SCORE
19	7789	SS019	16	04	02	03	10	87
20	7880	SS020	20	120	117	10	24	94
21	7881	SS021	147	183	170	15	16	60
22	7582	SS022	115	146	137	12	14	68
23	7883	SS023	185	158	125	12	14	68
24	7886	SS024	20	00	09	09	20	98
25	7884	SS025	194	149	145	13	18	66
26	7888	SS026	118	176	145	16	20	84
27	7886	SS027	197	159	176	13	18	85
28	7890	SS028	203	120	148	19	28	97
29	7898	SS029	130	187	176	15	18	85
30	7892	SS030	16	04	05	05	10	74
31	7890	SS031	188	177	185	18	16	87
32	7894	SS032	206	120	138	13	24	95
33	7893	SS033	09	18	15	13	08	86
34	7896	SS034	149	193	161	12	18	82
17	7797 TOTAL	S-17	486	420	423	415	408	2370
AVERAGE			16.76	16.28	14.59	14.38	16.48	78.41

Appendix 4 "The Result of Cycle 1 Test"

18	7798	S-18	0	0	0	0	0	0
19	7799	S-19	0	0	0	0	0	0
20	NO800	S-20	WRITING COMPONENTS SCORING					
21	St. Number	STUDENTS CODE	1	19 2	18 3	14 4	15 5	TOTAL SCORE
22	r 7509	S-22	14	13	14	13	14	84
23	7801	S-01 S-23	16 15 15	15 13	13 13	12 12	15 73	68
24	7802	S-02 S-24	20 0 20	17 0	19 0	20 0	96	70
25	7803	S-03 S-25	16 14 15	14 11	15 15	16 16	13 67	72
26	7804	S-04 S-26	18 19 17	18 17	17 16	17 17	20 86	87
27	7805	S-05 S-27	19 19 18	20 16	15 15	13 13	20 89	89
28	7806	S-06 S-28	20 15 20	19 15	19 15	19 19	99	77
29	7807	S-07 S-29	19 20 19	19 18	18 18	19 19	95	91
30	7808	S-08 S-30	18 0 17	17 0	18 0	18 0	0 87	0
31	7809	S-09 S-31	17 19 17	19 19	19 19	16 16	18 89	87
32	7810	S-10 S-32	20 17 20	19 16	19 19	19 19	98	74
33	7811	S-11 S-33	19 19 17	18 18	18 18	19 19	18 86	83
34	7812	S-12 S-34	16 19 15	19 19	17 17	16 16	19 77	91
13	7793	TOTAL S-13	19 505 18	490	15 436	19 435	494 86	2357
14	7794	AVERAGE S-14	16 17.41 15	16.9	17 15.03	15 15	17.03 79	81.26

Appendix 5 “The Result of Cycle 2 Test”

Appendix 6 “The Result of Post-cycle Test”

15	7795	S-15	0	0	0	0	0	0
16	7796	S-16	15	14	12	13	14	68
17	7797	NO S-1 STUDENTS	20	INDICATORS	20			93
18	7798	INDUKS	18 CODE 0	10	2	0 3	0 4	0
19	7799	7781 S-19	S-01 0	40	3	0 4	0 3	0
20	7800	7782 S-20	S-02 14	54	14	13 5	13 5	65
21	7801	7783 S-21	S-03 19	30	19	19 5	20 3	97
22	7802	7784 S-22	S-04 16	47	15	14 4	17 5	79
23	7803	7785 S-23	S-05 17	46	15	15 4	18 4	81
24	7804	7786 S-24	S-06 0	50	5	0 5	0 4	0
25	7805	7787 S-25	S-07 18	38	14	17 3	18 4	88
26	7806	7788 S-26	S-08 19	39	18	18 4	20 4	94
27	7807	7789 S-27	S-09 20	40	18	16 5	20 4	94
28	7808	7790 S-28	S-10 16	34	17	17 4	18 4	82
29	7809	7791 S-29	S-11 20	49	18	16 4	20 4	93
30	7810	7792 S-30	S-12 0	50	3	0 5	0 4	0
31	7811	7793 S-31	S-13 20	30	13	18 5	20 3	95
32	7812	7794 S-32	S-14 18	47	15	13 5	19 4	80
33	7813	7795 S-33	S-15 20	20	16	16 0	19 0	91
34	7814	7796 S-34	S-16 19	59	18	18 4	19 4	93
TOTAL			524	510	474	473	518	2500
AVERAGE			18.06	17.59	16.34	16.31	17.86	86.2

Appendix 7 “The Students Observation Result of Cycle 1 by the First Observer”

17	7797	S-17	3	5	5	4
18	7798	S-18	0	0	0	0
19	7799	S-19	0	0	0	0
20	7800	S-20	4	3	3	4
21	7801	S-21	5	4	5	4
22	7802	S-22	5	5	3	4
23	7803	S-23	4	4	4	3
24	7804	S-24	0	0	0	0
25	7805	S-25	5	5	4	3
26	7806	S-26	5	3	4	4
27	7807	S-27	5	5	5	4
28	7808	S-28	5	4	4	3
29	7809	S-29	5	4	5	5
30	7810	S-30	2	2	3	4
31	7811	S-31	0	0	0	0
32	7812	S-32	5	3	4	4
33	7813	S-33	5	4	4	4
34	7814	S-34	3	4	5	4
TOTAL			122	114	124	113
AVERAGE			3.58824	3.35294	3.64706	3.32353

Appendix 8 “The Students Observation Result of Cycle 1 by the Second Observer”

NO		STUDENTS' CODE	INDICATORS			
UR	INDUK		1	2	3	4
1	7781	S-01	3	3	3	4
2	7782	S-02	4	5	4	3
3	7783	S-03	5	4	3	4
4	7784	S-04	5	4	5	4
5	7785	S-05	3	3	5	4
6	7786	S-06	5	5	4	3
7	7787	S-07	4	3	5	5
8	7788	S-08	4	3	5	4
9	7789	S-09	3	4	4	4
10	7790	S-10	4	3	3	4
11	7791	S-11	4	4	5	3
12	7792	S-12	3	3	3	4
13	7793	S-13	2	2	2	4
14	7794	S-14	5	5	3	5
15	7795	S-15	0	0	0	0
16	7796	S-16	4	3	4	3
17	7797	S-17	4	3	5	3
18	7798	S-18	0	0	0	0
19	7799	S-19	0	0	0	0
20	7800	S-20	4	4	3	4
21	7801	S-21	3	3	4	4
22	7802	S-22	3	4	4	4
23	7803	S-23	4	4	4	4
24	7804	S-24	0	0	0	0
25	7805	S-25	5	3	3	4
26	7806	S-26	4	3	4	2
27	7807	S-27	2	3	3	4
28	7808	S-28	4	4	3	5
29	7809	S-29	4	3	2	3
30	7810	S-30	3	3	4	3
31	7811	S-31	0	0	0	0
32	7812	S-32	3	4	5	3
33	7813	S-33	5	5	4	4
34	7814	S-34	3	4	2	3
TOTAL			109	104	108	108
AVERAGE			3.20588	3.05882	3.17647	3.17647

Appendix 9 “The Students Observation Result of Cycle 2 by the First Observer”

No.	No.	STUDENTS' CODE	INDICATORS			
			1	2	3	4
1 1	7781	S 01	4	5	4	5 4
2 2	7782	S 02	5	5	5	5 5
3 3	7783	S 03	4	5	5 4	5 5
4 4	7784	S 04	5	5	5 5	5 5
5 5	7785	S 05	4	3	3 4	5 5
6 6	7786	S 06	3	5	5 5	5 5
7 7	7787	S 07	3	5	5 5	5 4
8 8	7788	S 08	4	4	4 5	2 5
9 9	7789	S 09	3	5	5 5	5 5
10 10	7790	S 10	5	4	5 3	5 3
11 11	7791	S 11	3	4	5 3	5 3
12 12	7792	S 12	3	5	5 3	5 3
13 13	7793	S 13	4	5	5 5	5 5
14 14	7794	S 14	3	3	4 5	5 5
15 15	7795	S 15	0	0	0 0	0 0
16 16	7796	S 16	5	3	5 3	5 4
17 17	7797	S 17	3	4	3 5	5 5
18 18	7798	S 18	0	0	0 0	0 0
19 19	7799	S 19	0	0	0 0	0 0
20 20	7800	S 20	3	5	5 5	5 5
21 21	7801	S 21	3	4	5 5	5 5
22 22	7802	S 22	3	4	5 5	5 5
23 23	7803	S 23	3	5	5 4	5 5
24 24	7804	S 24	0	0	0 0	0 0
25 25	7805	S 25	3	4	4 5	5 5
26 26	7806	S 26	3	4	4 4	5 5
27 27	7807	S 27	3	4	5 5	5 5
28 28	7808	S 28	3	4	4 5	5 5
29 29	7809	S 29	4	3	4 5	5 5
30 30	7810	S 30	3	4	2 5	4 5
31 31	7811	S 31	0	4	0 4	0 0
32 32	7812	S 32	4	5	5 3	5 5
33 33	7813	S 33	3	4	4 2	5 5
34 34	7814	S 34	3	5	4 4	4 5
TOTAL			128	125	130	136
AVERAGE			3.76471	3.76471	3.82353	4.11765

Appendix 10 “The Students Observation Result of Cycle 2 by the Second Observer”

Appendix 11 “The Result of Students Observation 1 and Students Observation Sheet 2”

- 1 = Responsibility during the learning activity
- 2 = Response to the material
- 3 = Activeness in the learning activity
- 4 = Honesty in doing the assignment and classroom tasks

Appendix 13 “Teacher Interview Sheet 2”

TEACHER’S INTERVIEW’S SHEET

Name: Tien Eskananti, S. Pd.

NIP: 197511272003122004

Place of Interview: SMAN 1 Bawang, Banjarnegara

Date and Time: December 13, 2015 at 1.30 p.m

1. Question: “Did the students feel happy and enjoy when they were studying writing descriptive text using running dictation technique?”

Answer: “Yes, they did. The students feel so much happy when they were applying running dictation technique in writing descriptive text. They really enjoyed the class.”

2. Question: “Was there any difficulty when the students were applying this technique?”

Answer: “Yes, there was some students had difficulty in applying running dictation technique because they had not been usually practice this fun technique. But after they applied this technique, they had positive behavior in classroom activity such as could cooperate with their groups and discipline in doing task individually.

3. Question: “What is your opinion about running dictation?”

Answer: “I think running dictation is a fun technique to apply in classroom activity because it can avoid boredom in teaching learning process. I also think that it can be applied in other subjects after see that the students got better result in writing descriptive text by applying running dictation technique.

4. Question: “Give your comment about using running dictation in teaching writing descriptive text.”

Answer: "I think running dictation technique is good enough to teach students about writing descriptive text since the technique can help students to avoid boredom, get brainstorm, elaborate paragraphs, and finish final draft. Beside that, running dictation technique can improve students' confident and cooperation.

5. Question: "Is there any differences between teaching descriptive text using running dictation technique and conventional method?"

Answer: "Yes, there is. When I taught students by using usual method, seems like most of the students got sleepy and the rest were talking each other. But, after I observed students to apply running dictation technique in writing descriptive text, the students got more confident and enthusiast of teaching learning process that day. They really enjoyed classroom activity when they applied this fun technique. That is why I can conclude that running dictation technique can be used in other subjects.

6. Question: "Is this technique effective to teach other subjects?"

Answer: "As I mentioned before, running dictation could be used in other subjects because students got more confident and enthusiast so they could avoid boredom in classroom activity.

7. Question: "What do you think about students' responses of this technique?"

Answer: "The students' responses were quite interesting while they wrote descriptive text by using this technique. They became more confident, enthusiast and really enjoyed classroom activity that days. Therefore, the teaching learning process could have done well and the students also could have done the tasks very well by understanding the given materials.

8. Question: "Do you think the students become more motivated in learning after applying running dictation technique? How do you know?"

Answer: "Yes, I do. I think the students become more motivated in teaching learning process after applying running dictation technique because basically, running dictation technique is fun technique that the students must move their seats to run so they do not have to sit all the time. That is why the students become more motivated in teaching learning process after applying running dictation technique."

9. Question: "Will you use running dictation technique to teach your students after this?"

Answer: "Yes, I will. I will use running dictation technique after this but not all the time when I teach students. Just in some meetings because this technique needs extra time."

Banjarnegara, December 13, 2014

Tien Ekasanti, S.Pd

NIP 197511272003122004

Appendix 14 “Documentation”

The students were applying running dictation technique in creating a descriptive text.



Miss Lusi, the first observer in cycle 1 was observing students during teaching learning process



Miss Fika, the first observer in cycle 2 Was observing students during teaching learning process



Miss Tien,
The second observer
In cycle 1 and cycle 2
Was observing students
during teaching learning process



I was explaining the material to
the students



I was
explaining the material to the students
who asked about the material she
did not understand

**DAFTAR HADIR PENELITIAN TANGGAL 10 s.d 13 DESEMBER 2014
PADA SISWA KELAS X IIS 1 SMA NEGERI 1 BAWANG
TAHUN PELAJARAN 2014/2015**

NOMOR UR. INDUK	NAMA PESERTA DIDIK	JK	10 Des.2014	11 Des.2014	12 Des.2014	13 Des.2014
1 7781	ADRIAN TRI LAKSANA	L	✓	✓	✓	✓
2 7782	ANDIAS TIARANI SEPTIANA	P	✓	✓	✓	✓
3 7783	ANISTIYA DWI NOFIANA SARI	P	✓	✓	✓	✓
4 7784	ANNISA KRIS DAYANTI	P	✓	✓	✓	✓
5 7785	ANTONI	L	✓	✓	✓	✓
6 7786	AURAWINA RISKA SYAHPUTRI	P	✓	✓	✓	✓
7 7787	BAGAS SATRIANDY	L	✓	✓	✓	✓
8 7788	BAGAS WIAM SUKMA	L	✓	✓	✓	✓
9 7789	CARRISA WIDYA ESTI FITRIA	P	✓	✓	✓	✓
10 7790	CORRY LEA TARYONO	P	✓	✓	✓	✓
11 7791	DEKA ALAM KURNIAWAN	L	✓	✓	✓	✓
12 7792	DHEA APRILIANNA	P	✓	✓	✓	✓
13 7793	DWIRANTO GILAR SAPUTRA	L	✓	✓	✓	✓
14 7794	EGA PUTRIYANI	P	✓	✓	✓	✓
15 7795	EGGAR SYAHRELLA IRIANTO	L	✓	✓	✓	✓
16 7796	FARAH PUSPITANINGRUM	P	✓	✓	✓	✓
17 7797	HELMI ADAM MAHENDRA	L	✓	✓	✓	✓
18 7798	HERVINDA LIA ARISTI	P	✓	✓	✓	✓
19 7799	ISNA DIARA CATRIN	P	✓	✓	✓	✓
20 7800	JIHAN FAIRUS ZALFA	P	✓	✓	✓	✓
21 7801	LIANA UTAMI PUTRI	P	✓	✓	✓	✓
22 7509	MUHAMAD RAHMANDA P.	L	✓	✓	✓	✓
23 7802	MUHAMMAD RAIS PRADANA	L	✓	✓	✓	✓
24 7803	PUTRA RAGIL BUDI WIBOWO	L	✓	✓	✓	✓
25 7804	RACHMI KRIS NURANI	P	✓	✓	✓	✓
26 7805	RESTIANA KARIMA WATI	P	✓	✓	✓	✓
27 7806	RISA ANINDITA PUTRI	P	✓	✓	✓	✓
28 7807	SITI KHOTIJAH	P	✓	✓	✓	✓
29 7808	SURYAWATI RIMA PRATIWI	P	✓	✓	✓	✓
30 7809	TEGUH ALIP FITRIANTO	L	✓	✓	✓	✓
31 7810	TORICK JUNANTYA SYAIFUDIN	L	✓	✓	✓	✓
32 7811	TRIAWAN ANUGRAH	L	✓	✓	✓	✓
33 7812	ZAMIRA JATI PRANANINGTYAS	P	✓	✓	✓	✓
34 7813	ZULFIKRI PRASESA RAFIY	L	✓	✓	✓	✓

Bawang, 13 Desember 2014

Guru Bahasa Inggris / Pengamat 1

Eskanti
TIEN ESKANTANTI, S.Pd

NIP. 19751127 2000312 2 004

Peneliti

Alidila Arin Aini
ALIDILA ARIN AINI
NIM. 2201410097

Mengetahui

Kepala SMAN 1 Bawang



Drs. ED SETYAWAN, M.M

NIP. 19680622 198803 1 006

**DAFTAR HADIR PENELITIAN TANGGAL 10 s.d 13 DESEMBER 2014
PADA SISWA KELAS X IIS 1 SMA NEGERI 1 BAWANG
TAHUN PELAJARAN 2014/2015**

NOMOR UR. INDUK	NAMA PESERTA DIDIK	JK	10 Des.2014	11 Des.2014	12 Des.2014	13 Des.2014
1 7781	ADRIAN TRI LAKSANA	L	✓	✓	✓	✓
2 7782	ANDIAS TIARANI SEPTIANA	P	✓	✓	✓	✓
3 7783	ANISTIYA DWI NOFIANA SARI	P	✓	✓	✓	✓
4 7784	ANNISA KRIS DAYANTI	P	✓	✓	✓	✓
5 7785	ANTONI	L	✓	✓	✓	✓
6 7786	AURAWINA RISKA SYAHPUTRI	P	✓	✓	✓	✓
7 7787	BAGAS SATRIANDY	L	✓	✓	✓	✓
8 7788	BAGAS WIAM SUKMA	L	✓	✓	✓	✓
9 7789	CARRISA WIDYA ESTI FITRIA	P	✓	✓	✓	✓
10 7790	CORRY LEA TARYONO	P	✓	✓	✓	✓
11 7791	DEKA ALAM KURNIAWAN	L	✓	✓	✓	✓
12 7792	DHEA APRILIANNA	P	✓	✓	✓	✓
13 7793	DWIRANTO GILAR SAPUTRA	L	✓	✓	✓	✓
14 7794	EGA PUTRIYANI	P	✓	✓	✓	✓
15 7795	EGGAR SYAHRELLA IRIANTO	L	✓	✓	✓	✓
16 7796	FARAH PUSPITANINGRUM	P	✓	✓	✓	✓
17 7797	HELMI ADAM MAHENDRA	L	✓	✓	✓	✓
18 7798	HERVINDA LIA ARISTI	P	✓	✓	✓	✓
19 7799	ISNA DIARA CATRIN	P	✓	✓	✓	✓
20 7800	JIHAN FAIRUS ZALFA	P	✓	✓	✓	✓
21 7801	LIANA UTAMI PUTRI	P	✓	✓	✓	✓
22 7509	MUHAMAD RAHMANDA P.	L	✓	✓	✓	✓
23 7802	MUHAMMAD RAIS PRADANA	L	✓	✓	✓	✓
24 7803	PUTRA RAGIL BUDI WIBOWO	L	✓	✓	✓	✓
25 7804	RACHMI KRIS NURANI	P	✓	✓	✓	✓
26 7805	RESTIANA KARIMA WATI	P	✓	✓	✓	✓
27 7806	RISA ANINDITA PUTRI	P	✓	✓	✓	✓
28 7807	SITI KHOTIJAH	P	✓	✓	✓	✓
29 7808	SURYAWATI RIMA PRATIWI	P	✓	✓	✓	✓
30 7809	TEGUH ALIP FITRIANTO	L	✓	✓	✓	✓
31 7810	TORICK JUNANTYA SYAIFUDIN	L	✓	✓	✓	✓
32 7811	TRIAWAN ANUGRAH	L	✓	✓	✓	✓
33 7812	ZAMIRA JATI PRANANINGTYAS	P	✓	✓	✓	✓
34 7813	ZULFIKRI PRASESA RAFIY	L	✓	✓	✓	✓

Bawang, 13 Desember 2014

Guru Bahasa Inggris / Pengamat 1

Eskanti

TIEN ESKANTINI, S.Pd

NIP. 19751127 2000312 2 004

Peneliti

Aldila Arin Aini

NIM. 2201410097



PRE ASSESSMENT TEST

TIME ALLOTMENT: 1X90 menit

Name: Aurawina Riska Syahputri

NIS: 7706

Kelas: X - IIS 1

94

Petunjuk pengerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Lengkapilah paragraph berikut sehingga menjadi teks yang runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Tinggalkan pekerjaanmu jika telah selesai dikerjakan.

MY BEST FRIEND

I have a best friend called Dinda. She is a good-looking girl.

She is 15 years old. She has straight and long hair.

She has dark eyes. She has thin lips. She has oval face. She has a nice nose and her nose is turned up nose shape.

Dinda is always cheerful. She is also very friendly and likes to make friends with anyone. She is clever and diligent girl. She likes math and science. She always submits her homework on-time. She is always honest to anyone, and she is always optimistic.

She loves drawing manga characters. She always has a sketchbook with her everywhere. She loves to read manga and watching anime. In her room, she collects many manga books. Beside that, she likes reading encyclopedia. She has many favourite manga characters from One Piece, Fairy Tail and many more.

Dinda has been my best friend since junior high school. Every morning I and Dinda always go to school together. And after school I and Dinda always do homework together.

Windi
XIIIPA2

Lembar Kerja Kelompok

SECOND MEETING

CYCLE I

97

TIME ALLOTMENT: 1X90 menit

Group:

- Nama Anggota & NIS : 1. Antoni (7785)
 2. Helmi adam mahendra, (7797)
 3. Triawan anugrah (7811)
 4. Aurawina Riska (7786)
 5. (.....)

Kelas:

Petunjuk penggerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Urutkan kalimat acak di bawah ini sehingga menjadi runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Tbu guru yang mengawasi.

4. Bekerjalah dengan sebaik-baiknya.
5. Letakkan kalimat acak tersebut di lembar kerja yang telah disediakan.
6. Diskusikan kembali dengan kelompok anda untuk memastikan bahwa hasil kerja anda sudah benar.

Paragraph 1

Sentence 1: One of my favorite place to relax is my room.

Sentence 2: when I am in my room, I feel most relaxed.

Paragraph 2

Sentence 1: My apartment has three rooms.

Sentence 2: my room is a shared room, but just three people live in my apartment, so I use one room only for me.

Paragraph 3

Sentence 1: when I get a letter from them, I go to my room and read it.

Sentence 2: In my room, I love to read letters from my family.

Paragraph 4

Sentence 1: I also love to read books.

Sentence 2: when I have free time, I read my books.

Sentence 3: I have some books both Japanese and English.

Paragraph 5

Sentence 1: I like thinking about things.

Paragraph 6

Sentence 1: Sometime I lie down on my bed and just think.

Sentence 2: I like take a nap, but usually I don't have enough time so I have a nap rarely.

Paragraph 7

Sentence 1: I like to do all of those things in my room.

Lembar Kerja Individu

SECOND MEETING

CYCLE 1

TIME ALLOTMENT: 1X90 menit

Name:

NIS:

Group:

Kelas:

Petunjuk pekerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Kembangkan kalimat yang telah diurutkan di atas tadi dengan kalimatmu sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Teliti kembali pekerjaan anda sebelum dikumpulkan kepada Bapak/Ibu guru.

Paragraph 1

One of my favorite place to relax is my room. In my room there are 3 bedroom, 1 bathroom, 1 dining room. When I am in my room, I feel most relaxed.

Paragraph 2

My apartment has three rooms. My apartment is in Jln. Darmawangsa no 346 Bandung. My room is a shared room, but just three people live in my apartment.

Paragraph 3

When I get a letter from them, I go to my room and read it. I usually get letter from my friend, my family, ~~and~~, my school. Today, I get letter from my family so I go to the room in my room. I have to read letters from my family.

Paragraph 4

I also love to read books. When I have free time I read my books. I have some books both Japanese and English. My favorite book's are novel and comic. I'm very happy when I reading books.

Paragraph 5

I like thinking about things. I like thinking about my future. My ambition is ~~being a~~ apoteker. I think I want to be successfull and happy. My parents ~~are~~ happy ~~more~~

Paragraph 6

I like take a nap, but usually I don't have enough time, so I have a nap rarely. Sometimes, I lie down my bed and just think. I had to do various tasks in my office to complete my work on time.

Paragraph 7

I like todo all of those things in my room. I can do things at my rooms, sometime I can playing guitar, reading some books, watch TV, gather with my friends and everything all. etc.

Windi
XII IPA 2

II

Lembar Kerja Kelompok

THIRD MEETING

CYCLE 2



TIME ALLOTMENT: 1X90 menit

Group:

- Nama Anggota & NIS :
1. Antoni (785)
 2. Helmi adam mahendra (7797)
 3. Trawan anugrah (7811)
 4. Aurawina Riska S (7786)
 5. Bagas Setriandi (7787)

Kelas:

Petunjuk penggerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Urutkan kalimat acak di bawah ini sehingga menjadi runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Tbu guru yang mengawasi.

4. Bekerjalah dengan sebaik-baiknya.
5. Letakkan kalimat acak tersebut di lembar kerja yang telah disediakan.
6. Diskusikan kembali dengan kelompok anda untuk memastikan bahwa hasil kerja anda sudah benar.

Paragraph 1

Sentence 1: Mr. Mahendra is a modest English teacher.

Sentence 2: He has a small family which lives happily.

Paragraph 2

Sentence 1: Everyday he gets up ~~to~~^{at} 5 AM for doing morning prayers.

Sentence 2: and cleaning the house, while his wife cooks.

Paragraph 3:

Sentence 1: At school, he is a popular teacher.

Paragraph 4:

Sentence 1: At 7:00 AM, he accompanies his wife and child to the kindergarten.

Sentence 2: In the class, he turns to be a perfect teacher, handsome and genius.

Sentence 3: Almost all the students really like the time when Mr. Mahendra teaches.

Paragraph 5:

Sentence 1: His life with the other teacher is also very good.

Sentence 2: When... Chatting... with... teachers... in... the... office,... he... become... a
humorous person.

Paragraph 6:

Sentence 1: Oh, Mr. Mahendra is perfect.....

Lembar Kerja Individu

THIRD MEETING

CYCLE 2

TIME ALLOTMENT: 1X90 menit

Name: Aurawina Riska Syahputri

NIS: 7766

Group:

Kelas: X. IPS - 1

Petunjuk pengerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Kembangkan kalimat yang telah diurutkan di atas tadi dengan kalimatmu sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Teliti kembali pekerjaan anda sebelum dikumpulkan kepada Bapak/Ibu guru.

Paragraph 1

Mr. Mahendra is a modest English teacher. He has a small family which lives happily. He has a child, she is Charlie Cecar Bramida, she now studies in SDN 3 Bandung. ~~she is a~~ she is a beautiful girl and smart student.

Paragraph 2

Everyday he gets up at 6AM for doing morning prayers and cleaning the house while his wife cooks. He always ~~has~~^{has} breakfast with her wife and ~~child~~^{his} before he ~~go~~^{es} to school.

Paragraph 3

At school, he is a popular teacher. He is a handsome teacher, good teacher, and never ~~be~~^{is} angry if his students make some mistakes.

Paragraph 4

At 7:00 AM, he accompanies his wife and child to the kindergarten. In the class, he turns to be a perfect teacher, handsome and genius. At school he is a popular teacher. Almost students really like him.

Paragraph 5

When chatting with teacher in the office, he became a humorous person. His life with the other teachers is also very good. He is very perfect teacher, so all people love him.

Paragraph 6

Oh, Mr Mahendra is perfect. All people love them. His family is very proud of Mr Mahendra. He always loves his family, his students and Mr Mahendra have lives happily.

Lembar Kerja Kelompok

POST TEST



TIME ALLOTMENT: 1X90 menit

Group: 3

Nama Anggota & NIS :	1. Annisa Krisdayani (.....04.....) . 7784
	2. Aurawina Riska S. (.....06.....) - 7786
	3. Anistyia Dwi N. (.....02.....) . 7783
	4. Isna Dioro C. (.....19.....) . 7799
	5. Zamira Jati P. (.....34.....) . 7812

Kelas:

Petunjuk penggerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Urutkan kalimat acak di bawah ini sehingga menjadi runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.

4. Bekerjalah dengan sebaik-baiknya.
5. Letakkan kalimat acak tersebut di lembar kerja yang telah disediakan.
6. Diskusikan kembali dengan kelompok anda untuk memastikan bahwa hasil kerja anda sudah benar.

Paragraph 1

Sentence 1: I have ^a best friend called Dinda.

Sentence 2: She is a good looking girl.

Paragraph 2

Sentence 1: Dinda ^{is} always cheerful.

Sentence 2: She is also very friendly and likes ^{to} make friends with anyone.

Paragraph 3

Sentence 1: She loves drawing manga characters.

Sentence 2: She always has a sketchbook with her everywhere.

Paragraph 4

Sentence 1: Dinda has been my best friend since junior High school.

Lembar Kerja Individu

POST TEST

TIME ALLOTMENT: 1X90 menit

Name: Aurawinda Riska Syahputri

NIS: 7786

Group: 8

Kelas: X - IIS 1

Petunjuk penggerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Kembangkan kalimat yang telah diurutkan di atas tadi dengan kalimatmu sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Teliti kembali pekerjaan anda sebelum dikumpulkan kepada Bapak/Ibu guru.

Paragraph 1

I have ⁰ best friend called Dinda. She is a good-looking girl. She has beautiful round eyes with dark colours. She has short and straight hair. She always wears hairpin in her hair.

Paragraph 2

Dinda ^{is} always cheerful. She is also friendly and likes ^{to} make friends ^{with} anyone. She is hard working and very honest. Because that, everyone likes to become her friends ~~with~~ ^{her}.

Paragraph 3

She loves drawing manga characters. She always has a sketchbook with her everywhere. Her favourite manga character ~~is~~ from One Piece's manga, it's Luffy. Beside that, she loves watching anime. She collects many manga and anime in her room.

Paragraph 4

Dinda has been my best friend since Junior Highschool. And ~~she~~ ^{is} Dinda ^{is} always be my best friend ^{too}. I'm very happy and very proud ~~have~~ ^a friend like Dinda.

PRE ASSESSMENT TEST

TIME ALLOTMENT: 1X90 menit

Name: Corry Lea Taryono

NIS: 7790

Kelas: X. IPS 1

73

Petunjuk pengeraaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Lengkapih paragraph berikut sehingga menjadi teks yang runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Tinggalkan pekerjaanmu jika telah selesai dikerjakan.

MY BEST FRIEND

I have a best friend called Dinda. She is a good-looking girl.

She is ~~a~~ beautiful girl. She has long hair and straight hair.
 She has slim body and tall body. She is also clever girl.
 She is nice. She is medium in weight. She is Sixteen
 Years old. She has oval face. She has black eyes.
 She has ~~flame~~ pointed nose. She has white skin
 pure

Dinda is always cheerful. She is also very friendly and likes to make friends with anyone. She is diligent. She is polite. Because of that, she has many friends in the school. She is very honest and humble. She is active in the class.

She loves drawing manga characters. She always has a sketchbook with her everywhere. Because of that she has many beautiful drawings. She is very skillful and creative girl.

She likes drawing. She likes cooking for our friends and family, and she likes singing, pop music. She likes drawing Doraemon and cartoon.

Dinda has been my best friend since junior high school. She is active in the class. She is helpful with anyone. She is always reading a book in the library. She is a very cute girl. She didn't arrogant of our friends. She is her good friend. Is not to her.

Lembar Kerja Kelompok 4

SECOND MEETING

CYCLE I

TIME ALLOTMENT: 1X90 menit

Group:

Nama Anggota & NIS :
 1. CORRY LEA TARYONO 7190
 2. ANDUS TIARANI S 7782
 3. BAGAS SATRIANDY 7787
 4. DWIRANTO GILAR S 7793
 5. EGA TRIYANI 7191

Kelas:

Petunjuk penggerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Urutkan kalimat acak di bawah ini sehingga menjadi runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.

4. Bekerjalah dengan sebaik-baiknya.
5. Letakkan kalimat acak tersebut di lembar kerja yang telah disediakan.
6. Diskusikan kembali dengan kelompok anda untuk memastikan bahwa hasil kerja anda sudah benar.

Paragraph 1

Sentence 1: One of my favorite place to relax is my room.....

Sentence 2: When I am in my room, I feel most relaxed.....

Paragraph 2

Sentence 1: My apartment has three rooms.....

Sentence 2: My room is a shared room, but just three people live in my apartment, so I use one room only for me.

Paragraph 3

Sentence 1: When I get a letter from them, I go to my room and read it.

Sentence 2: In my room, I love to read letters from my family. ✓

Paragraph 4

Sentence 1: I also love to read books.

Sentence 2: When I have free time, I read my books.

Sentence 3: I have some books both Japanese and English.

Paragraph 5

Sentence 1: I like thinking about things.

Paragraph 6

Sentence 1: Sometimes I lie down on my bed and just think.
Sentence 2: I like take a nap, but usually I don't have enough time, so I have a nap rarely.

Paragraph 7

Sentence 1: I like to do all of those things in my room.

Lembar Kerja Individu

SECOND MEETING

CYCLE 1

TIME ALLOTMENT: 1X90 menit

Name: Dipranto Bilar Corry Ida Taryono.

NIS: 7790

Group: 4

Kelas: X IPS 1.

Petunjuk penggeraan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Kembangkan kalimat yang telah diurutkan di atas tadi dengan kalimatmu sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Teliti kembali pekerjaan anda sebelum dikumpulkan kepada Bapak/Ibu guru.

Paragraph 1

One of my favorite to relax is my room. When I am in my room, I feel most relaxed. My room is very comfortable. Because my room makes me happy and ⁺ enjoy to do anything.

Paragraph 2

My apartment has three rooms. My room is a shared room, but just three people live in my apartment, so I use one room only for me. So I am always lonely.

Paragraph 3

In my room, I love to read letters from my family. When I get a letter from them, I go to my room and read it. I read this letter in my bed room. I am very happy to read a letter from my family, because I really miss them.

Paragraph 4

I also love to read books. When I have free time, I read my books. I have some books both Japanese and English. But, I prefer the English book. And I also have a novel and comic books.

Paragraph 5

Sometimes.

I like thinking about things. I also sometimes like to imagine the dreams that I want to achieve. I want to be successful and ^{more} happy. My parents ^{are} happy. I also want everyone around me happy.

Paragraph 6

I like take a nap, but usually I don't have enough time, so I have a nap rarely. Sometimes, I lie down on my bed and just think. I had to do various tasks in order to complete my work on time.

Paragraph 7

I like to do all of those things in my room. I can do things at my room. Sometimes I can work out, can paint, can read, Watch TV, and also can gather with family and friends who want to get together.

4. Bekerjalah dengan sebaik-baiknya.
5. Letakkan kalimat acak tersebut di lembar kerja yang telah disediakan.
6. Diskusikan kembali dengan kelompok anda untuk memastikan bahwa hasil kerja anda sudah benar.

Paragraph 1

Sentence 1: Mr. Mahendra is ^a madest English teacher.

Sentence 2: He has a small family which live happily.

Paragraph 2

Sentence 1: Everyday he gets up at 5 AM for doing morning
prayers and cleaning the house, while his wife cooks.

Paragraph 3:

Sentence 1: At school, he is a popular teacher.

Paragraph 4:

Sentence 1: At 07.00 AM, he accompanier his wife and child to the kindergarten.

Sentence 2: In the class, he turns to be a perfect teacher, handsome and genius.

Sentence 3: Almost all students really like the time when Mr. Mahendra teacher.

Paragraph 5:

Sentence 1: When chatting with teachers in the office, he became a humorous ⁴ person

Sentence 2: His life with the other teachers is also very good.

Paragraph 6:

Sentence 1: Oh, Mr. Mahendra is perfect.

Lembar Kerja Individu

THIRD MEETING

CYCLE 2

TIME ALLOTMENT: 1X90 menit

Name: Eza Triyani Garry Lea TaryonoNIS: 7739Group: 4Kelas: X IPS 1

Petunjuk pengeraaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Kembangkan kalimat yang telah diurutkan di atas tadi dengan kalimatmu sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Teliti kembali pekerjaan anda sebelum dikumpulkan kepada Bapak/Ibu guru.

Paragraph 1

Mr. Mahendra is a modest English teacher. He has a small family which lives happily. He has two children. The first male child, ^{is} named Reza Nafrani Mahendra. Her second child girl named Rani Nafrani Mahendra.

Paragraph 2

Everyday, he gets up at 5 AM for doing morning prayers and cleaning the house while his wife cooks. After that, Mr. Mahendra wakes the children, ^{up} then he will take a bath, then preparing to go to work and their children go to school.

Paragraph 3

At school, he is a popular teacher. Because Mr. Mahendra handsome, Mr. Mahendra is a good teacher. Mr. Mahendra is very friendly. So, that he has always been an idol among students, especially student's daughter-female students.

Paragraph 4

At 07:00 AM, he accompanies his wife and child to the kindergarten. In the class, he turns to be a perfect teacher, handsome and genius. Almost all students really like the time when Mr. Mahendra teacher. All ^{the} students love Mr. Mahendra.

Paragraph 5

When chatting with teachers in the office, he became a humorous person. His life with the other teacher is also very good. He is a very perfect teacher. So all people love Mr. Mahendra.

Paragraph 6

Oh, Mr. Mahendra is perfect. His family is very proud of Mr. Mahendra.

Lembar Kerja Kelompok

POST TEST



TIME ALLOTMENT: 1X90 menit

Group: 4

Nama Anggota & NIS : 1. ANDIAS TARANI S (..... 7782)
 2. BAGAS SATMANDY (..... 7787)
 3. CORRY LEA TARYONO (..... 7790)
 4. PINIRANTO GILAR S (..... 7793)
 5. EGA TRIYANI (..... 7794)

Kelas:

Petunjuk pengerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Urutkan kalimat acak di bawah ini sehingga menjadi runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.

4. Bekerjalah dengan sebaik-baiknya.
5. Letakkan kalimat acak tersebut di lembar kerja yang telah disediakan.
6. Diskusikan kembali dengan kelompok anda untuk memastikan bahwa hasil kerja anda sudah benar.

Paragraph 1

Sentence 1: *I have a best friend called Dinda.*

Sentence 2: *She is a good-looking girl.*

Paragraph 2

Sentence 1: *Dinda always cheerfull.*

Sentence 2: *She is also very friendly and likes make friends anyone.*

Paragraph 3

Sentence 1: *She loves drawing manga characters.*

Sentence 2: *She always has sketchbook with her everywhere.*

Paragraph 4

Sentence 1: Dinda has been my friend since junior high school.

Lembar Kerja Individu

POST TEST

TIME ALLOTMENT: 1X90 menit

Name: *Cerry Lea Taryono*NIS: *7790*Group: *4*Kelas: *X IPS 1.*

Petunjuk pengerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Kembangkan kalimat yang telah diurutkan di atas tadi dengan kalimatmu sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Teliti kembali pekerjaan anda sebelum dikumpulkan kepada Bapak/Ibu guru.

Paragraph 1

I have a best friend called Dinda. She is a good looking girl. She is smart. She has a long hair. She is diligent. She has about 165 cm long of her body and her weight is 70 kg.

Paragraph 2

Dinda always cheerful. She is also very friendly and likes to make friends with anyone. Everyone likes her. Dinda is always honest. Dinda is not arrogant.

Paragraph 3

She loves drawing manga characters. She always has sketchbook with her everywhere. She also likes watching drama and like reading books.

Paragraph 4

Dinda has been my friend since Junior High school. I always play with her when we had been study at school. I feel lucky having a friend like her.

PRE ASSESSMENT TEST

75

TIME ALLOTMENT: 1X90 menit

Name: Dwiranto Bilar Saputra

NIS: 7793

Kelas: X IPS 1

Petunjuk pengerojan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Lengkapilah paragraph berikut sehingga menjadi teks yang runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Tinggalkan pekerjaanmu jika telah selesai dikerjakan.

MY BEST FRIEND

I have a best friend called Dinda. She is a good-looking girl.

She is ~~very~~ beautiful. She has brown ^{hair} hair. She has white skin. She has a height of 175 cm. She has a ~~her~~ weight of 65 kg. She has a long hair. She looks like westerner. She is a diligent and smart ^{girl} girl.

Dinda is always cheerful. She is also very friendly and likes to make friends with anyone. She also likes to help everyone. She likes smiling. She is always cheerful in her day. She has lots of friends because she is sociable and easy to discuss and can provide solutions.

She loves drawing manga characters. She always has a sketchbook with her everywhere. She also has many anime films in her laptop. She joined a drawing manga characters competition and she got first rank. She is the winner. She has favorite manga characters. It is Naruto.

Dinda has been my best friend since junior high school. I spend my time with her every day. We like hanging out together. Our favorite place is in park near our house. We have favorite snack. It is chocolate ice cream. I really love her. She likes my sister.

Lembar Kerja Kelompok

SECOND MEETING

CYCLE I

TIME ALLOTMENT: 1X90 menit

Group: 4

Nama Anggota & NIS :
 1. DWI RANTO SIALAR (7793)
 2. EGA RUTI YANI (7794)
 3. BAGAS SAMBANDY (7787)
 4. ANDIAS T (7782)
 5. COPPY LEA T (7790)

Kelas:

Petunjuk pengerajan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Urutkan kalimat acak di bawah ini sehingga menjadi runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.

Paragraph 1

Sentence 1: One of my favorite place to relax is my room.

Sentence 2: When I am in my room, I feel most relaxed.

Paragraph 2

Sentence 1: My apartment has three rooms.

Sentence 2: My room is a shared room, but just three people live in my apartment, so I use one room only for me.

Paragraph 3

Sentence 1: I also love to read books.

Sentence 2: When I got a letter from them, I go to my room and read it.

Paragraph 4

Sentence 3 ↗ Sentence 1: I have some books both Japanese and English.

Sentence 2 ↗ Sentence 2: When I have free time I read my books.

Sentence 1 ↗ Sentence 3: I also love to read books.

Paragraph 5

Sentence 1: I like thinking about things.

Paragraph 6

Sentence 1: I like taking a nap, but usually I don't have enough time, so I have a nap rarely.

Sent. 1: Sometimes, I lie down on my bed and just ~~think~~ think

Paragraph 7

Sentence 1: I like to do all of those things in my room.

Lembar Kerja Individu

SECOND MEETING

CYCLE I

TIME ALLOTMENT: 1X90 menit

Name: DWI RANTO Gilang SAPUTRA

NIS:

Group: 4

Kelas:

Petunjuk pengerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Kembangkan kalimat yang telah diurutkan di atas tadi dengan kalimatmu sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Teliti kembali pekerjaan anda sebelum dikumpulkan kepada Bapak/Ibu guru.

Paragraph 1

One of my favorite place to relax is my room.
 When I am in my room, I feel most relaxed, because
 the condition is magically to move to relax ~~in it.~~
 Making me

Paragraph 2

My apartment has three rooms. My room
 is a shared room, but just three people live in
 my apartment, so I use one room only for me.
 Because many places ~~are~~ so full, so I think it must be quiet
 steadily

Paragraph 3

I also love to read books. When I get a letter
 from them, I go to my room and read it. I have
 one favorite book named Al Quran, that I always
 read it everyday.

Paragraph 4

I have some books, both Japanese and English.
 When I have free time I read my books. I also love
 to read books. I like to read about culture because
 it is interesting.
 I also love to read books. When I have free time, I read my books. I have some books
 both Japanese and English.

Paragraph 5

I like thinking about things. I like thinking about my ambition ~~in~~ in my mind because my ambition must be planned perfectly.

Paragraph 6

I like take a nap but usually, I don't have enough time, so I have a nap rarely. Sometimes, I lie down on my bed and just think.

Paragraph 7

I like to do all of those things in my room because my room is very comfortable, clean, enjoyable and makes me happy.

Lembar Kerja Kelompok

THIRD MEETING

CYCLE 2

81

TIME ALLOTMENT: 1X90 menit

Group: 4,

- Nama Anggota & NIS :
1. DWA RANTO BILARS (7793....)
 2. EGA PURVIYANI (7794....)
 3. BAGAS SATRIANDY (7787....)
 4. EGO PANDIEST (7782....)
 5. COPRY LIA T. (7790....)

Kelas:

Petunjuk penggerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Urutkan kalimat acak di bawah ini sehingga menjadi runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.

4. Bekerjalah dengan sebaik-baiknya.
5. Letakkan kalimat acak tersebut di lembar kerja yang telah disediakan.
6. Diskusikan kembali dengan kelompok anda untuk memastikan bahwa hasil kerja anda sudah benar.

Paragraph 1

Sentence 1: Mr Mahendra is a modern English teacher.

Sentence 2: He has a small family which lives happily.

Paragraph 2

Sentence 1: Every day he gets up at 5 AM for doing morning prayers and cleaning the house while

Sentence 2: His wife cooks.

Paragraph 3:

Sentence 1: At school he is a popular teacher.

Paragraph 4:

Sentence 1: At 7:00 AM he accompanies his wife and child to the kindergarten.

Sentence 2: In school the class he turns to be a perfect teacher, handsome and genius.

Sentence 3: Almost all students really like the time when Mr. Mahendra teaches.

Paragraph 5:

Sentence 1: When chatting with teachers in the office
he became a humorous person.

Sentence 2: His life with the other teachers is also
very good.

Paragraph 6:

Sentence 1: Oh Mr Manders is perfect.

Lembar Kerja Individu

THIRD MEETING

CYCLE 2

TIME ALLOTMENT: 1X90 menit

Name: DWIRANTO SILAH

NIS:

Group:

Kelas:

Petunjuk pengerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Kembangkan kalimat yang telah diurutkan di atas tadi dengan kalimatmu sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Teliti kembali pekerjaan anda sebelum dikumpulkan kepada Bapak/Ibu guru.

Paragraph 1

Mr Mahendra is a modest English teacher. He has a small family which lives happily. He has a daughter named Melmi and Satya Mahendra. She is in 7TH Junior High School.

Paragraph 2

Every day, he gets up at 5 AM for doing morning prayers and cleaning the house while his wife cooks. He helps his wife sweep the floor. After that, he drives to school.

Paragraph 3

At school he is a popular teacher. In my class I am very happy if he teaches me about conversation. Mr. Mahendra is very kind, patient and diligent.

Paragraph 4

At 7:00 AM he accompanies his wife and child to the kindergarten. In the class, he turns to be a perfect teacher handsome and genius. All students is very like him, no one hates him. Almost all students really like the time when Mr. Mahendra teacher.

Paragraph 5

When chatting with teachers in the office, he ⁴
became a humorous person. His life with the other
teachers is also very good. All people in our school
~~we~~ have a good relationship with him.

Paragraph 6

Oh, Mr. Mathendra is perfect. do you know?
Mr Mathendra is ^a very special person in our school

Lembar Kerja Kelompok

POST TEST

TIME ALLOTMENT: 1X90 menit

Group: 1

Nama Anggota & NIS : 1. Dwiratno Silar (.....)

2..... (.....)

3..... (.....)

4..... (.....)

5..... (.....)

Kelas:

Petunjuk pengerajan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Urutkan kalimat acak di bawah ini sehingga menjadi runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.

4. Bekerjalah dengan sebaik-baiknya.
5. Letakkan kalimat acak tersebut di lembar kerja yang telah disediakan.
6. Diskusikan kembali dengan kelompok anda untuk memastikan bahwa hasil kerja anda sudah benar.

Paragraph 1

Sentence 1: I have a best friend called Dinda.....

Sentence 2: She is a good looking girl.....

Paragraph 2

Sentence 1: Dinda is always cheerful.....

Sentence 2: She is also very friendly and likes to make friend with anyone.....

Paragraph 3

Sentence 1: She loves drawing many characters.....

Sentence 2: She always has a smiley face with her everywhere.....

Paragraph 4

Sentence 1: Linda has been my best friend since junior high school

Lembar Kerja Individu

POST TEST

TIME ALLOTMENT: 1X90 menit

Name: Dwi Ratna Gilar Saputra

NIS: 7795

Group:

Kelas: X - 1V - 1

Petunjuk penggerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Kembangkan kalimat yang telah diurutkan di atas tadi dengan kalimatmu sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Teliti kembali pekerjaan anda sebelum dikumpulkan kepada Bapak/Ibu guru.

Paragraph 1

I have a best friend called Dinda. She is looking a good looking girl. She likes to drink orange juice and likes to eat ~~French~~. Her hobby is playing tennis.

Paragraph 2

Dinda is always cheerful. She is also very friendly and likes to make friends with anyone. She has no enemy in school because she's a beautiful girl.

Paragraph 3

She loves drawing manga characters. She always has a sketchbook with her everywhere. She often followed the drawing competition in her city and her winning the competition and she is another ~~her~~ got first rank in her

Paragraph 4

Dinda has been my best friend since junior high school. She always goes home from school with me. I and Dinda are the best friend in senior high school.

PRE ASSESSMENT TEST

TIME ALLOTMENT: 1X90 menit

Name: Risa Anindita Putri

NIS: 7806

Kelas: X IPS 1

RA

Petunjuk pengerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Lengkapilah paragraph berikut sehingga menjadi teks yang runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Tinggalkan pekerjaanmu jika telah selesai dikerjakan.

MY BEST FRIEND

I have a best friend called Dinda. She is a good-looking girl.

She is very cute, smart and diligent. Many boy's like
 Dinda. She has white skin. She has a long hair. She
 looks like a ^{pure} ~~western~~ girl. Her height is ^{Her weight is} 180 cm. She
 has a weight of 60 kg.

Dinda is always cheerful. She is also very friendly and likes to make friends with anyone. She also likes help everyone. She likes smiling. She is always cheerful in her day. She has many friends because she is a kind person and she is easy to share about all things in her life.

She loves drawing manga characters. She always has a sketchbook with her everywhere. She also has many anime films in her laptop. She ever joined a drawing manga characters competition and she got first rank. She was the winner. She has favorite manga characters. It is Naruto.

Dinda has been my best friend since junior high school. I spend my time with her everyday. We like hanging out together. Our favorite place is Impark near our house. We have favorite snack. It is chocolate ice cream. I really love her. She likes my sister.

Lembar Kerja Kelompok |

SECOND MEETING

CYCLE I



TIME ALLOTMENT: 1X90 menit

Group:

- Nama Anggota & NIS : 1. Risa Anindita Putri (7806)
2.....(.....)
3.....(.....)
4.....(.....)
5.....(.....)

Kelas:

Petunjuk penggerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Urutkan kalimat acak di bawah ini sehingga menjadi runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.

4. Bekerjalah dengan sebaik-baiknya.
5. Letakkan kalimat acak tersebut di lembar kerja yang telah disediakan.
6. Diskusikan kembali dengan kelompok anda untuk memastikan bahwa hasil kerja anda sudah benar.

Paragraph 1

Sentence 1: One of my favorite place to relax is my room.

Sentence 2: When I am in my room, I feel most relaxed.

Paragraph 2

Sentence 1: My apartment has three rooms.

Sentence 2: My room is a shared room, but just three people live in my apartment, so I use one room only for me.

Paragraph 3

Sentence 1: When I get a letter from them, I go to my room and read it.

Sentence 2: In my room, I love to read letters from my family.

Paragraph 4

Sentence 1: I also love to read books.

Sentence 2: When I have free time, I read my books.

Sentence 3: I have some books both Japanese and English.

Paragraph 5

Sentence 1: I like thinking about things.

Paragraph 6

Sentence 1: Sometimes I lie down on my bed and just think.

Sentence 2: I like take a nap, but usually I don't have enough time.
so I have a nap rarely.

Paragraph 7

Sentence 1: I like to do all of those things in my room.

Lembar Kerja Individu

SECOND MEETING

CYCLE 1

TIME ALLOTMENT: IX90 menit

Name: Risa Anindita Putri

NIS: 7006

Group: 1

Kelas: X IIS 1

Petunjuk pengeraan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Kembangkan kalimat yang telah diurutkan di atas tadi dengan kalimatmu sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Teliti kembali pekerjaan anda sebelum dikumpulkan kepada Bapak/Ibu guru.

Paragraph 1

One of my favorite place to relax is my room.
 When I am in my room, I feel most relaxed. In
 my room I ^{am} very happy because my room is very
 comfortable for me.

Paragraph 2

My apartment has three rooms. My room is a shared
 room, but just three people live in my apartment, so I
 use one room only for me, so I am always alone.

Paragraph 3

In my room, I love to read letters from my family.
 When I get a letter from them, I go to my room and read
 it. I read this letter with happily because I love my
 parent.

Paragraph 4

I also love to read books. When I have free
 time, I read my books. I like read novel because reading
 novel is very ~~exciting~~^{happily}. I ever read Ketika Enta Bertemu,
Remember When, and Anigato Nippon. I have some books both
 Japanese and English.

Paragraph 5

I like thinking about things. I like thinking about my future. My ambition is ~~to be an entrepreneur~~. I think I want to be a successful person and make my parents happy. I also want everyone around me happy.

Paragraph 6

I like take a nap. [↑] but usually I don't have enough time so I have a nap rarely. Sometimes I lie down on my bed and just think. I had to do various tasks in order to complete my work on time.

Paragraph 7

I like to do all of those things in my room. I can do things at my rooms. sometimes I can work out, can paint, can read, watch TV, and also can gather with family and friends who want together.

Lembar Kerja Kelompok /

THIRD MEETING

CYCLE 2



TIME ALLOTMENT: 1X90 menit

Group:

Nama Anggota & NIS : 1. Risa Anindita Putri (... 7806 ...)

2.....(.....)

3.....(.....)

4.....(.....)

5.....(.....)

Kelas:

Petunjuk pengeraaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Urutkan kalimat acak di bawah ini sehingga menjadi runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.

4. Bekerjalah dengan sebaik-baiknya.
5. Letakkan kalimat acak tersebut di lembar kerja yang telah disediakan.
6. Diskusikan kembali dengan kelompok anda untuk memastikan bahwa hasil kerja anda sudah benar.

Paragraph 1

Sentence 1: Mr. Mahendra is a modest English teacher.

Sentence 2: He has a small family which lives happily.

Paragraph 2

Sentence 1: Everyday he gets up at 5 AM for doing morning prayers

Sentence 2: and cleaning the house while his wife cooks.

Paragraph 3:

Sentence 1: At school, he is a popular teacher.

Paragraph 4:

Sentence 1: At 7:00 AM he accompanies his wife and child to the kindergarten.

Sentence 2: In the class he returns to be a perfect teacher, handsome and genius.

Sentence 3: Almost all students really like the time when Mr. Mahendra teaches /

Paragraph 5:

Sentence 1: When chatting with teachers in the office, he become a humorous person.

Sentence 2: His life with the other teachers is also very good.

Paragraph 6:

Sentence 1: Oh, Mr. Mahendra is perfect.

Lembar Kerja Individu

THIRD MEETING

CYCLE 2

TIME ALLOTMENT: IX90 menit

Name: Risa Anindita Putri

NIS: 7806

Group: |

Kelas: X IPS.1

Petunjuk penggerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Kembangkan kalimat yang telah diurutkan di atas tadi dengan kalimatmu sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Teliti kembali pekerjaan anda sebelum dikumpulkan kepada Bapak/Ibu guru.

Paragraph 1

Mr. Mahendra is a modest English teacher. He has a small family which lives happily. He has two child^{ren}. The first male child, he named^{is a} is Salomon Mahendra and he is ⁱⁿ still elementary school. Her second child was named Katrina Kaire and he still High School ⁱⁿ

Paragraph 2

Everyday, he gets up at 5 AM for doing morning prayers and cleaning the house while his wife cooks. After that Mr. Mahendra have breakfast with her beloved children. After that Mr. Mahendra go to work and drives their children to school.

Paragraph 3

At school, he is a popular teacher. Because Mr. Mahendra is handsome, a good teacher and never gets angry if his students make mistakes. No student even hate Mr. Mahendra.

Paragraph 4

At 7:00 AM, he accompanies his wife and child to the kindergarten. In the class, he turns to be a perfect teacher. handsome and genius. Almost all students really like the time when Mr. Mahendra teacher. All like Mr. Mahendra

Students

Paragraph 5

When chatting with teachers in the office he became a humorous person. His life with the other teachers is also very good. He is a very perfect teacher. So all people love Mr Mahendra.

Paragraph 6

Oh. Mr. Mahendra is perfect. All people love them. His family is very proud of Mr. Mahendra.

Lembar Kerja Kelompok

POST TEST

94

TIME ALLOTMENT: 1X90 menit

Group: 1

Nama Anggota & NIS : 1. Risa Annalita Putri : (7806)

2. (.....)

3. (.....)

4. (.....)

5. (.....)

Kelas:

Petunjuk penggerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Urutkan kalimat acak di bawah ini sehingga menjadi runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Tbu guru yang mengawasi.

4. Bekerjalah dengan sebaik-baiknya.
5. Letakkan kalimat acak tersebut di lembar kerja yang telah disediakan.
6. Diskusikan kembali dengan kelompok anda untuk memastikan bahwa hasil kerja anda sudah benar.

Paragraph 1

Sentence 1: I have a best friend called Dinda.

Sentence 2: She is a good looking girl.

Paragraph 2

Sentence 1: Dinda is always cheerful.

Sentence 2: She is also very friendly and likes to make friends with anyone.

Paragraph 3

Sentence 1: She loves drawing manga characters.

Sentence 2: She always has a sketchbook with her everywhere.

Paragraph 4

Sentence 1: Dinda has been my best friend since junior
high school.

Paragraph 1

I have a best friend called Dinda. She is a good looking girl, she is also a beautiful girl, her skin is white, her hair is long and black, many boys are love to her.

Paragraph 2

Dinda is always cheerful, she is also very friendly and likes to make friends with anyone. It's because of her style to be our friends, she is very comfortable to chat.

Paragraph 3

She loves drawing manga characters. She always has a sketchbook with her everywhere. Her favorite manga character is her own manga creation. She usually won many manga contests.

Paragraph 4

Dinda has been my best friend since junior high school. I will keep my relationship with Dinda forever. I usually go to school together with her and I usually talking with her in the park near of our house.
play

PRE ASSESSMENT TEST

TIME ALLOTMENT: 1X90 menit

Name: Zulfikri Prasara Rafiq

85

NIS:

Kelas:

Petunjuk penggerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Lengkapilah paragraph berikut sehingga menjadi teks yang runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Tinggalkan pekerjaanmu jika telah selesai dikerjakan.

MY BEST FRIEND

I have a best friend called Dinda. She is a good-looking girl.

Do you know? She always be my bestfriend since I was
at junior high school until now and forever. ○

Dinda is always cheerful. She is also very friendly and likes to make friends with anyone. She is also enjoyable and humorous to other friends. It makes our relationship is very comfortable.

She loves drawing manga characters. She always has a sketchbook with her everywhere. Her favorite manga character is her own characters named Beaz. Her sketchbook is very-very awesome with her drawing inside it.

Dinda has been my best friend since junior high school. Because of her style to be my friends is very perfectly and comfortably, I love her to be my best friend forever.

Lembar Kerja Kelompok

SECOND MEETING

CYCLE I

TIME ALLOTMENT: 1X90 menit

Group:

Nama Anggota & NIS : 1. Zulfikri Prajosa Rofiy (.....)

2. (.....)

3. (.....)

4. (.....)

5. (.....)

Kelas:

Petunjuk penggerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Urutkan kalimat acak di bawah ini sehingga menjadi runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.

4. Bekerjalah dengan sebaik-baiknya.
5. Letakkan kalimat acak tersebut di lembar kerja yang telah disediakan.
6. Diskusikan kembali dengan kelompok anda untuk memastikan bahwa hasil kerja anda sudah benar.

Paragraph 1

Sentence 1: One of my favorite place to relax is my room.

Sentence 2: When I am in my room, I feel most relaxed.

Paragraph 2

Sentence 1: My apartment has three rooms.

Sentence 2: My room is a shared room, but just three people live in my apartment, so I use one room only for me.

Paragraph 3

Sentence 1: In my room, I love to read letters from my family.

Sentence 2: When I get a letter from them, I go to my room and read.

Paragraph 4

Sentence 1: I also love to read books.

Sentence 2: I have some books both Japanese and English.⁴

Sentence 3: When I have free time, I read my books.

Paragraph 5

Sentence 1: I like thinking about things.

Paragraph 6

Sentence 1: I like take a nap, but usually I don't have enough time so I have a nap rarely.

Sentence 2: Sometimes, I lie down on my bed and just think.

Paragraph 7

Sentence 1: I like to do all of those things in my room.

Lembar Kerja Individu

SECOND MEETING

CYCLE 1

TIME ALLOTMENT: 1X90 menit

Name:

NIS:

Group:

Kelas:

Petunjuk pengeraan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Kembangkan kalimat yang telah diurutkan di atas tadi dengan kalimatmu sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Teliti kembali pekerjaan anda sebelum dikumpulkan kepada Bapak/Ibu guru.

Paragraph 1

One of my favorite place to relax is my room. When I am in my room, I feel most relaxed. I also feel happy when I am there.

Paragraph 2

My apartment has three rooms, my room is a shared room, but just three people live in my apartment, so I use one room only for me. My room is very clean and presentable.

Paragraph 3

In my room, I love to read letters from my family. When I get a letter from them, I go to my room and read it. There is a place for my activity.

Paragraph 4

I also love to read books. I have some books both Japanese and English. When I have free time I read my books. Because with reading books make our life go happy.

Paragraph 5

I like thinking about things, especially, all things for my room.

Paragraph 6

I like take a nap, but usually I don't have enough time. So I have a nap rarely, sometimes. I lie down on my bed and just think and I choose to read a book.

Paragraph 7

I like to do all of those things in my room. My room is the best room.

L
Lembar Kerja Kelompok

THIRD MEETING

CYCLE 2

91

TIME ALLOTMENT: 1X90 menit

Group:

Nama Anggota & NIS : 1. Zulfikri Prakosa Rafiq, (.....)

2.....(.....)

3.....(.....)

4.....(.....)

5.....(.....)

Kelas:

Petunjuk pengeraaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Urutkan kalimat acak di bawah ini sehingga menjadi runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.

4. Bekerjalah dengan sebaik-baiknya.
5. Letakkan kalimat acak tersebut di lembar kerja yang telah disediakan.
6. Diskusikan kembali dengan kelompok anda untuk memastikan bahwa hasil kerja anda sudah benar.

Paragraph 1

Sentence 1: Mr. Mahendra is a modest English teacher.

Sentence 2: He has a small family which lives happily.

Paragraph 2

Sentence 1: Every day, he gets up at 5 AM for doing morning prayers and cleaning the house, while his wife cooks.

Sentence 2:

Paragraph 3:

Sentence 1: At school, he is a popular teacher.

Paragraph 4:

Sentence 1: At 07:00 AM, he accompanies his wife and child to the kindergarten.

Sentence 2: In the class, he turns to be perfect teacher, handsome and genius.

Sentence 3: Almost all student really like the time when Mr. Mahendra teaches.

Paragraph 5:

Sentence 1: His life with the other teacher is also very good.

Sentence 2: When chatting with teachers in the office, he became a
humorous person.

Paragraph 6:

Sentence 1: Oh, Mr. Maher dra is perfect.

Lembar Kerja Individu

THIRD MEETING

CYCLE 2

TIME ALLOTMENT: 1X90 menit

Name:

NIS:

Group:

Kelas:

Petunjuk pengeroaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Kembangkan kalimat yang telah diurutkan di atas tadi dengan kalimatmu sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Teliti kembali pekerjaan anda sebelum dikumpulkan kepada Bapak/Ibu guru.

Paragraph 1

Mr Mahendra is a modest English teacher. He has a smart family which lives happily. He has a beautiful wife and a funny child.

Paragraph 2

Every day, he gets up at 5 AM for doing morning prayers and cleaning the house, while his wife cooks preparing breakfast for Mr. Mahendra who will go to school.

Paragraph 3

At school, he is a popular teacher so all students and teachers ~~are~~ ^{know} Mr. Mahendra.

Paragraph 4

At 7:00 AM, he accompanies his wife and child to the kindergarten. In the class, he turns to be perfect teacher, handman and genius. Almost all students really like the time when Mr. Mahendra teaches. All students happy when Mr. Mahendra teaches them.

Paragraph 5

His life with the other teacher is also very good. When chatting with teachers in the office, he become a humorous person. Not surprised if all teachers very happy with him ^{are}

Paragraph 6

Dh, Mr Mahendra ^{he is} ~~is~~ perfect to be a teacher

Lembar Kerja Kelompok

POST TEST



TIME ALLOTMENT: 1X90 menit

Group:

Nama Anggota & NIS : 1. Zulfitri Prayoga Rofiy (.....)

2.....(.....)

3.....(.....)

4.....(.....)

5.....(.....)

Kelas:

Petunjuk penggerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Urutkan kalimat acak di bawah ini sehingga menjadi runtut.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.

4. Bekerjalah dengan sebaik-baiknya.
5. Letakkan kalimat acak tersebut di lembar kerja yang telah disediakan.
6. Diskusikan kembali dengan kelompok anda untuk memastikan bahwa hasil kerja anda sudah benar.

MY BEST FRIEND

1. Dinda has been my best friend since junior high school. (paragraph 4)
2. I have a best friend called Dinda. (paragraph 1)
3. She loves drawing manga characters. (paragraph 3)
4. She is a good-looking girl. (paragraph 1)
5. She always has a sketchbook with her everywhere. (paragraph 3)
6. Dinda is always cheerful. (paragraph 2)
7. She is also very friendly and likes to make friends with anyone. (paragraph 2)

Paragraph 1

Sentence 1: I have a best friend called Dinda

Sentence 2: She is a good - looking girl.

Paragraph 2

Sentence 1: Linda is always cheerful.

Sentence 2: She is also very friendly and likes to make friends with anyone.

Paragraph 3

Sentence 1: She loves drawing manga characters.

Sentence 2: She always has a sketchbook with her everywhere.

Paragraph 4

Sentence 1: Linda has been my best friend since junior high school.

Lembar Kerja Individu

POST TEST

TIME ALLOTMENT: 1X90 menit

Name: Zulfikri Prasesa Rafiq

NIS:

Group:

Kelas:

Petunjuk penggerjaan

1. Tulislah nama, NIS, dan kelas anda pada tempat yang disediakan.
2. Kembangkan kalimat yang telah diurutkan di atas tadi dengan kalimatmu sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan pada Bapak/Ibu guru yang mengawasi.
4. Bekerjalah dengan sebaik-baiknya.
5. Teliti kembali pekerjaan anda sebelum dikumpulkan kepada Bapak/Ibu guru.

Paragraph 1

I have a best friend called Dinda. She is a good looking girl and she is also ^a beautiful girl.

Paragraph 2

Dinda is always cheerful. She is also very friendly and likes to make friends with anyone. It's because of her style to be our friends.

Paragraph 3

She loves drawing manga characters. She always has a sketchbook with her everywhere. Her favorite manga character is her own manga ~~man~~ creation.

Paragraph 4

Dinda has been my best friend since junior high school. I will keep my relationship with Dinda forever.

QUESTIONNAIRE

Name: Annisa Kris Dayanti

NIS:

Kelas: X-Social-One -

Petunjuk pengerajan

1. Tulislah nama, NIS (Nomor Induk Siswa), dan kelas anda pada tempat yang telah disediakan.
2. Jawablah pertanyaan-pertanyaan berikut dengan cara melingkari salah satu huruf a atau b sesuai dengan pernyataan anda sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan kepada Bapak/Ibu guru yang mengawasi.
4. Jawaban yang anda berikan tidak berpengaruh terhadap nilai mata pelajaran Bahasa Inggris anda.
5. Bekerjalah dengan sebaik-baiknya.
6. Tinggalkan pekerjaanmu jika telah selesai dikerjakan.

Pertanyaan:

1. Apakah belajar bahasa Inggris sangat penting untuk kehidupan Anda?
 a. Ya
b. Tidak

2. Apakah Anda mengalami kesulitan dalam menulis teks berbahasa Inggris?
 a. Ya
 b. Tidak

3. Apakah Anda mengalami kesulitan dalam membuat teks deskriptif berbahasa Inggris?
 a. Ya
b. Tidak

4. Apakah Anda merasa terbantu dalam menulis teks deskriptif Bahasa Inggris dengan teknik running dictation?
 a. Ya
b. Tidak

5. Perlukah teknik running dictation digunakan untuk pengajaran menulis selanjutnya?
 a. Ya
b. Tidak

6. Apakah teknik running dictation terasa menyenangkan bagi Anda?
- a. Ya
b. Tidak
7. Apakah Anda terbantu dalam mengembangkan ide ketika menulis teks deskriptif dengan menggunakan teknik running dictation?
- a. Ya
b. Tidak
8. Apakah kegiatan running dictation dapat membantu anda lebih aktif selama proses pembelajaran?
- a. Ya
b. Tidak

QUESTIONNAIRE

Name: DHEA APRILLIANA

NIS: 12

Kelas: X- IPS.1

Petunjuk pengeraaan

1. Tulislah nama, NIS (Nomor Induk Siswa), dan kelas anda pada tempat yang telah disediakan.
2. Jawablah pertanyaan-pertanyaan berikut dengan cara melingkari salah satu huruf a atau b sesuai dengan pernyataan anda sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan kepada Bapak/Ibu guru yang mengawasi.
4. Jawaban yang anda berikan tidak berpengaruh terhadap nilai mata pelajaran Bahasa Inggris anda.
5. Bekerjalah dengan sebaik-baiknya.
6. Tinggalkan pekerjaanmu jika telah selesai dikerjakan.

Pertanyaan:

1. Apakah belajar bahasa Inggris sangat penting untuk kehidupan Anda?

a. Ya

b. Tidak

2. Apakah Anda mengalami kesulitan dalam menulis teks berbahasa Inggris?

a. Ya

b. Tidak

3. Apakah Anda mengalami kesulitan dalam membuat teks deskriptif berbahasa Inggris?

a. Ya

b. Tidak

4. Apakah Anda merasa terbantu dalam menulis teks deskriptif Bahasa Inggris dengan teknik running dictation?

a. Ya

b. Tidak

5. Perlukah teknik running dictation digunakan untuk pengajaran menulis selanjutnya?

a. Ya

b. Tidak

6. Apakah teknik running dictation terasa menyenangkan bagi Anda?
- a. Ya
b. Tidak
7. Apakah Anda terbantu dalam mengembangkan ide ketika menulis teks deskriptif dengan menggunakan teknik running dictation?
- a. Ya
b. Tidak
8. Apakah kegiatan running dictation dapat membantu anda lebih aktif selama proses pembelajaran?
- a. Ya
b. Tidak

QUESTIONNAIRE

Name: Muhammad Rafe P.

NIS: 7802

Kelas: ~~7~~ 11S 1

Petunjuk pengeraaan

1. Tulislah nama, NIS (Nomor Induk Siswa), dan kelas anda pada tempat yang telah disediakan.
2. Jawablah pertanyaan-pertanyaan berikut dengan cara melingkari salah satu huruf a atau b sesuai dengan pernyataan anda sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan kepada Bapak/Ibu guru yang mengawasi.
4. Jawaban yang anda berikan tidak berpengaruh terhadap nilai mata pelajaran Bahasa Inggris anda.
5. Bekerjalah dengan sebaik-baiknya.
6. Tinggalkan pekerjaanmu jika telah selesai dikerjakan.

Pertanyaan:

1. Apakah belajar bahasa Inggris sangat penting untuk kehidupan Anda?
 a. Ya
b. Tidak

2. Apakah Anda mengalami kesulitan dalam menulis teks berbahasa Inggris?
 a. Ya
b. Tidak

3. Apakah Anda mengalami kesulitan dalam membuat teks deskriptif berbahasa Inggris?
 a. Ya
b. Tidak

4. Apakah Anda merasa terbantu dalam menulis teks deskriptif Bahasa Inggris dengan teknik running dictation?
 a. Ya
b. Tidak

5. Perlukah teknik running dictation digunakan untuk pengajaran menulis selanjutnya?
 a. Ya
b. Tidak

6. Apakah teknik running dictation terasa menyenangkan bagi Anda?

- a. Ya
b. Tidak

7. Apakah Anda terbantu dalam mengembangkan ide ketika menulis teks deskriptif dengan menggunakan teknik running dictation?

- a. Ya
b. Tidak

8. Apakah kegiatan running dictation dapat membantu anda lebih aktif selama proses pembelajaran?

- a. Ya
b. Tidak

QUESTIONAIRE

Name: Rachmi Kris Nuralni

NIS: 25

Kelas: X IPS 1

Petunjuk pengeraian

1. Tulislah nama, NIS (Nomor Induk Siswa), dan kelas anda pada tempat yang telah disediakan.
2. Jawablah pertanyaan-pertanyaan berikut dengan cara melingkari salah satu huruf a atau b sesuai dengan pernyataan anda sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan kepada Bapak/Tbu guru yang mengawasi.
4. Jawaban yang anda berikan tidak berpengaruh terhadap nilai mata pelajaran Bahasa Inggris anda.
5. Bekerjalah dengan sebaik-baiknya.
6. Tinggalkan pekerjaanmu jika telah selesai dikerjakan.

6. Apakah teknik running dictation terasa menyenangkan bagi Anda?
 - a. Ya
 - b. Tidak

7. Apakah Anda terbantu dalam mengembangkan ide ketika menulis teks deskriptif dengan menggunakan teknik running dictation?
 - a. Ya
 - b. Tidak

8. Apakah kegiatan running dictation dapat membantu anda lebih aktif selama proses pembelajaran?
 - a. Ya
 - b. Tidak

QUESTIONNAIRE

Name: Siti Kholtijah

NIS:

Kelas: X IPS 1

Petunjuk pengeraian

1. Tulislah nama, NIS (Nomor Induk Siswa), dan kelas anda pada tempat yang telah disediakan.
2. Jawablah pertanyaan-pertanyaan berikut dengan cara melingkari salah satu huruf a atau b sesuai dengan pernyataan anda sendiri.
3. Jika ada kalimat yang kurang jelas mintalah penjelasan kepada Bapak/Ibu guru yang mengawasi.
4. Jawaban yang anda berikan tidak berpengaruh terhadap nilai mata pelajaran Bahasa Inggris anda.
5. Bekerjalah dengan sebaik-baiknya.
6. Tinggalkan pekerjaanmu jika telah selesai dikerjakan.

Pertanyaan:

1. Apakah belajar bahasa Inggris sangat penting untuk kehidupan Anda?
 a. Ya
b. Tidak

2. Apakah Anda mengalami kesulitan dalam menulis teks berbahasa Inggris?
 a. Ya
b. Tidak

3. Apakah Anda mengalami kesulitan dalam membuat teks deskriptif berbahasa Inggris?
 a. Ya
b. Tidak

4. Apakah Anda merasa terbantu dalam menulis teks deskriptif Bahasa Inggris dengan teknik running dictation?
 a. Ya
b. Tidak

5. Perlukah teknik running dictation digunakan untuk pengajaran menulis selanjutnya?
 a. Ya
b. Tidak

6. Apakah teknik running dictation terasa menyenangkan bagi Anda?
 a. Ya
b. Tidak

7. Apakah Anda terbantu dalam mengembangkan ide ketika menulis teks deskriptif dengan menggunakan teknik running dictation?
 a. Ya
b. Tidak

8. Apakah kegiatan running dictation dapat membantu anda lebih aktif selama proses pembelajaran?
 a. Ya
b. Tidak