



**DIAGRAM-LABELING TO ENHANCE STUDENTS' WRITING
SKILL IN REPORT TEXT**

(An Action Research of Eleventh Grade Students of SMA N 1 Juwana in Academic
Year 2014/2015)

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

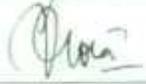
by
Alrina Raras Tacazely
2201411098

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY
2015**

APPROVAL

This final project entitled Diagram-Labeling to Enhance Students' Writing Skill in Report Text (An Action Research of Eleventh Grade Students of SMA N 1 Juwana in Academic Year 2014/2015) has been approved by a board of examination and officially verified by the Dean of Faculty of Language and Arts of Semarang State University on August 2015.

Board of Examination

- | | |
|--|--|
| 1. Chairman
Prof. Dr. Agus Nuryatin, M.Hum.
NIP. 196008031989011001 |  |
| 2. Secretary
Rini Susanti W., S.S., M.Hum.
NIP. 197406252000032001 |  |
| 3. First Examiner
Drs. L. Elyas Nugraha, M.A.
NIP. 195207231980031004 |  |
| 4. Second Examiner
Seful Bahri, S.Pd., M.Pd.
NIP. 197411112008121001 |  |
| 5. First Advisor as Third Examiner
Novia Trisanti, S.Pd., M.Pd.
NIP. 197611062005012002 |  |



MOTTO AND DEDICATION

“They plan, and Allah plans. Surely, Allah is the best of planner.”

(The Qur’an 08:30 Surah an-Anfal)

*For my beloved family, especially for my
parents, my grandmothers, my brother, and for
all my best friends.*

ACKNOWLEDGMENTS

First of all, I would like to praise Allah SWT the Almighty, the Gracious, for His blessing upon me in the form of inspiration, spirit, strength, and hopes during the accomplishment of this final project, so that I could finish this final project.

I extend my gratitude to the Dean of Languages and Arts Faculty of Semarang State University (UNNES). I also extend my gratitude to the Head of English Department of Semarang State University (UNNES).

I would like to express my sincere gratitude to Novia Trisanti, S.Pd., M.Pd., as the advisor who has led and provided invaluable and continuous guidance, advice, as well as encouragement in making and completing this final project. My sincere appreciation and gratitude are addressed to Drs. L. Elyas Nugraha, M.A. as the first examiner, and Seful Bahri, S.Pd., M.Pd. as the second examiner.

Moreover, I give my special thanks to all my lecturers at the English Department of Semarang State University (UNNES) who have been teaching and guiding me patiently during my study at the English Department since 2011. I also give my special thanks to the librarian and staff of administration of English Department.

My warmest thanks addressed to the Headmaster of SMA Negeri 1 Juwana who has given me a permission to conduct a research in SMA Negeri 1 Juwana and the teachers of SMA Negeri 1 Juwana who have helped me in conducting the research, especially for the

English teachers Mr. Masturi, S.Pd. I also thank to the eleventh grade students of SMA Negeri 1 Juwana for the cooperation during teaching and learning process.

I also would like to give my deepest gratitude to my lovely mother and father, also grandmas for their sincere love and prayer for my success and for giving everything for me. I also want to say my great thanks to my brother who always takes care and cheers me up.

My thanks to my best friends Nunung Susilowati, Sita Oktabriyanti, Febriana Eka, and Nur Intan Kurnia for their guidance and togetherness, and work kost community who always share their laughter, also Yogyastuti for being my proof reader. I also say my thanks to Novita Kus Irawati and Inawa for always supporting me.

For all of my friends at UNNES, especially for my best friends at the English Department rombel 4, my English Department 2011's friends, my KKN friends and PPL friends who might not be mentioned individually here.

Finally, my special thanks go to everyone who has helped me in completing my final project, but I fail to mention because of space limitation. I realize that this final project is still far from being perfect. I would welcome any suggestions for the improvement.

Alrina Raras Tacazely

ABSTRACT

Tacazely, Alrina Raras. 2015. DIAGRAM-LABELING TO ENHANCE STUDENTS' WRITING SKILL IN REPORT TEXT (A Classroom Action Research of Eleventh Grade Students of SMA N 1 Juwana in Academic Year 2014/2015). Final Project. English Department. Faculty of Languages and Arts. Semarang State University. Advisor: Novia Trisanti, S.Pd., M.Pd.

Key words: *diagram-labeling, writing skill, report text, action research*

Writing skill is considered a difficult skill to be mastered, especially for Senior High School students who should be able to write in more complicated words and structure. Most students have a fear of making mistakes in their writing. Report text is one of the scientific texts which is taught in the eleventh grade of Senior High School. Moreover, teachers should provide media in order to motivate their students in writing a report text. One of the media which can be used is diagram-labeling. Diagram-labeling provides not only a model, but also clues which can help the students in writing activity. The aim of this study was to find out how diagram-labeling can be implemented in enhancing students' writing skill in report text. In order to achieve the objectives, an action research was designed and carried out in this study.

The participants of this study were 32 students of class XI IPS 4 of SMA Negeri 1 Juwana in the academic year 2014/2015. Action research was used as the method in this research. The research was divided into two cycles. Questionnaires, observation checklist, field note and formative assessments of writing were used as the instruments for collecting the data.

The analysis results of the questionnaires and field note showed that diagram-labeling was very useful to most of students of SMA Negeri 1 Juwana to improve their learning motivation and interest in writing a report text. It is also helpful for most of the students in arranging their ideas. Their perception was changed positively after having the treatment. It meant that the diagram-labeling could ease their problems in writing English especially report text. The results of the study showed significant improvement of the students' achievement in writing a report text. It is proven by the average results in every test; initial formative assessment (63.1), cycle 1 formative assessment (76.72), and cycle 2 formative assessment (80.47). Moreover, the result of the observation checklist showed that diagram-labeling was effective to improve students' motivation in writing a report text.

TABLE OF CONTENTS

	Page
APPROVAL	ii
DECLARATION OF ORIGINALITY	iii
MOTTO AND DEDICATION	iv
ACKNOWLEDGMENTS	v
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF CHARTS	xiv
LIST OF APPENDICES	xv
 CHAPTERS	
1 INTRODUCTION	1
1.1 Background of the Study	1

1.2	Reasons for Choosing the Topic	4
1.3	Research Questions	6
1.4	Objectives of the Study	6
1.5	Significance of the Study.....	7
2	REVIEW OF RELATED LITERATURE	8
2.1	Review of Previous Study	8
2.2	Related Literature	9
2.2.1	Writing.....	9
2.2.2	Teaching Writing.....	10
2.2.3	Teaching Writing Factual Report (Report Text)	12
2.2.4	Report Text.....	13
2.2.5	Diagram-Labeling as Media.....	15
2.2.6	Teaching Writing Report Text Using Diagram-Labeling.....	17
2.3	Theoretical Framework.....	18
3	METHODS OF INVESTIGATION	21
3.1	Research Design	21
3.2	Subject of the Study.....	24

3.2.1	The Class Environment	24
3.2.2	The School Environment	25
3.3	Instrument of the Study	25
3.3.1	Field Note	26
3.3.2	Observation Checklist	26
3.3.3	Questionnaire.....	26
3.3.4	Formative Assessments	27
3.4	Procedure of Collecting Data	28
3.5	Procedures of Analyzing Data.....	30
3.5.1	Observation Checklist	31
3.5.2	Field Note	32
3.5.3	Questionnaire.....	33
3.5.4	Formative Assessment.....	33
3.6	Procedures of Interpreting Data	37
4	RESULT OF THE STUDY	38
4.1	General Finding of the Study	38

4.1.1	Initial Formative Assessment	39
4.1.2	Cycle 1	40
4.1.3	Cycle 2.....	40
4.2	The Application of Diagram-Labeling in SMA Negeri 1 Juwana	41
4.2.1	Cycle 1	41
4.2.2	Cycle 2.....	42
4.3	Data Analysis of Observation.....	43
4.3.1	Description of Motivation and Achievement Improvement.....	43
4.3.1.1	Description of First Observation Checklist	43
4.3.1.2	Description of First Field Note.....	44
4.3.1.3	Description of First Questionnaire Result	45
4.3.1.4	Description of Initial Formative Assessment Result	46
4.3.2	Description of Cycle 1	48
4.3.2.1	Description of Cycle 1 Observation Checklist Result	49
4.3.2.2	Description of Cycle 1 Field Note Result.....	52
4.3.2.3	Description of Cycle 1 Questionnaire Result	53

4.3.2.4	Description of Cycle 1 Formative Assessment Result	53
4.3.3	Description of Cycle 2.....	55
4.3.3.1	Description of Cycle 1 Observation Checklist Result	56
4.3.3.2	Description of Cycle 2 Field Note Result.....	59
4.3.3.3	Description of Cycle 2 Questionnaire Result	60
4.3.3.4	Description of Cycle 2 Formative Assessment Result	61
4.4	Comparison of Students' Motivation	62
4.5	Comparison of Initial Formative Assessment, Cycle 1 Formative Assessment, and Cycle 2 Formative Assessment	66
5	CONCLUSION AND SUGGESTIONS	68
5.1	Conclusions	68
5.2	Suggestions	71
	BIBLIOGRAPHY	73
	APPENDICES	

LIST OF TABLES

Table		Page
Table 3.1	Students' Observation Checklist Grade	31
Table 3.2	Writing Scoring System	34
Table 3.3	Students' Formative Assessment Grade.....	36
Table 4.1	List of Students' First Observation Checklist Grade.....	44
Table 4.2	List of Students' Grade of Initial Formative Assessment	47
Table 4.3	List of Students' Grade of Cycle 1 Observation Checklist	51
Table 4.4	List of Students' Grade of Cycle 1 Formative Assessment	54
Table 4.5	List of Students' Grade of Cycle 2 Observation Checklist	58
Table 4.6	List of Students' Grade of Cycle 2 Formative Assessment	61

LIST OF FIGURES

Figure	Page
Figure 2.1 Action Research Plan of the Study.....	19
Figure 2.2 Action Research Cycle	20
Figure 3.1 Design of Classroom Action Research by Kemmis and McTaggart	23

LIST OF CHARTS

Chart	Page
Chart 4.1 First Questionnaire Result.....	63
Chart 4.2 Cycle 2 Questionnaire Result.....	64
Chart 4.3 Observation Checklist Result.....	65
Chart 4.4 Comparison of Formative Assessments Result	66

LIST OF APPENDICES

Appendices	Page
1. Students' Name	76
2. Questionnaires	78
3. Surat Ijin Penelitian	84
4. Surat Keterangan Penelitian.....	85
5. Questionnaire Analysis	86
6. Lesson Plan	90
7. First Field Note	117
8. Cycle 1 Field Note	118
9. Cycle 2 Field Note	119
10. First Observation Checklist Result.....	120
11. Cycle 1 Observation Checklist Result.....	122
12. Cycle 2 Observation Checklist Result.....	124
13. Initial Formative Assessment Result	126
14. Cycle 1 Formative Assessment Result	129
15. Cycle 2 Formative Assessment Result.....	130
16. Students' Initial Formative Assessment Draft	132

17. Cycle 1 Diagram-Labeling.....	133
18. Students' Writing in Cycle 1 Formative Assessment	136
19. Cycle 2 Diagram-Labeling.....	139
20. Students' Writing in Cycle 2 Formative Assessment	140
21. Documentation	141

CHAPTER I

INTRODUCTION

This chapter consists of five sub-chapters. There are background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, and outline of the study.

1.1 Background of the Study

Writing is one of the important aspects in mastering language; yet it is considered as the most complicated skill to be done. In one hand, writing is a productive skill which means students have to produce text. On the other hand, the conception of writing leads to complication. An English teacher should provide facility for the students in developing writing skill. For a country applied English as a foreign language, a teacher should find an appropriate method to improve students' writing skill. However, the teacher often neglects writing skill in teaching English. Ramelan (1992:2) said that writing is important as a part of man's culture because it can be used to preserve thought, ideas, and also speech sounds. In addition, Hyland (2004:5) states that writing is a way of getting things done. From these statements, it implies that writing is a way to deliver ideas through composition so that the reader

can understand the intention of the writer. Teaching writing for students is not an easy task for the teacher. Often times, teachers have difficulties in finding a way to motivate their students in writing. Writing components and systems are the biggest problems in writing a good text which makes students have less motivation in writing. Moreover, the interruption of the first language will impact students' writing. In order to solve the problems, the teacher should provide a good method to engage the students in teaching learning process. A teacher has many options of method in teaching writing. In addition, a teacher must be aware that the students learn in many ways.

Writing is considered as the most complicated competence in studying a language. Many students think that writing is difficult. Mistakes in writing can cause misinterpretation from the reader. In writing, the students should be able to manage the structure, diction and punctuation at once. Students need a lot of practice to write a good text. Besides, vocabulary mastery is also the main reason why the students find that writing is difficult. Deciding the appropriate words for the text is not an easy task for them, especially in scientific text. The students have to know many difficult vocabularies in describing an object.

The difficulties in writing make the students afraid of making a text. In this case, the teacher should find innovative methods to motivate the students in writing. One of the methods that can be done by the teacher in the classroom is giving appropriate media. There are many media that can be used in the class. Giving visual

aids or picture is a very common and interactive media to create an enjoyable atmosphere in teaching writing. Visual aids or picture can help students to see the concrete image of an object.

There are many visual aids which could be used, one of them is picture cued task. Picture cued task is the most enjoyable visual aids because the students learn in an enjoyable situation. Some scientists state that playing is studying. As cited in Raharja (2009:2), Dydren and Vos (2002) say that playing is the most effective way of study. This statement is strengthened by Kline and Drydren and Vos (2002) in Raharja (2009:2), which argues that studying will be more effective if it is fun and attractive. Picture-cued task has many enjoyable activities. Diagram-labeling is classified as a picture cued task. In diagram-labeling, the students have many clues about the parts of an object. Diagram-labeling has similar features with mind-mapping. The difference between them is diagram-labeling consists of clues stated in a sentence or some words rather than the name of the parts.

The topic of this final project is to improve writing skill in report text. Report text is a scientific text which consists of phenomenon and facts. Thus, in writing report text, the writer should consider about the way they deliver it. Additionally, report text should be written in a scientific way, especially the diction. The formality and organized structure of the text are also the most important aspects in writing report text. Based on what the writer had observed in SMAN 1 Juwana, the writer found that report text was the most difficult skill faced by the student. Based on the teacher in SMA N 1 Juwana, the students had less motivation in writing than the

other skills. The writer observed one class of eleventh grade and found that the students have difficulties in delivering their ideas in writing, especially in writing report text. Eleventh grade was chosen because report text is taught in eleventh grade of senior high school.

Based on the preliminary research, the writer found that the students thought that writing was very difficult. The students had difficulties in arranging their sentences. Moreover, the lack of vocabulary mastery leads to the difficulties in finding appropriate words in describing an object.

After knowing this kind of aspect, the writer found some gaps in teaching English, especially in developing their writing skill. Based on this problem, the writer decided to make a research about the media for teaching writing report text. The writer chose diagram-labeling for teaching writing because diagram-labeling can increase students' motivation and writing skill. Diagram-labeling is one of the picture-cued tasks which contains clues about an object. Therefore, it will help the students to improve their writing ability.

1.2 Reasons of Choosing the Topic

The topic was chosen because of some considerations. First, most of the students think that writing is so boring and difficult. They do not know how to write a good text. They also have difficulties in organizing their writing. A teacher should find a technique by using interesting media to explain the system and elements of writing. In addition, language pattern is also considered as the most important aspects

in writing. Kreidler (1965) stated that the ultimate aim of writing is to give the students opportunity to express their own ideas facilely; using the language pattern they have learned. Therefore, the teachers do not provide the usage of language pattern.

Second, the teachers also do not provide models. Most of the students still confuse to arrange their ideas. The students may have an object to be described, but they have difficulties in imagining the exact shape of the object. As stated before, most of the students write report text in jumbled order. This problem arises because the students write what they can remember. In this case, visual aids are very helpful. One of the visual aids which can be provided is diagram-labeling. By giving diagram-labeling, the students can arrange the features of an object for their writing in sequence.

Third, the difficulties in finding appropriate diction in report text. Report text is one of scientific texts that using facts in delivering the information. In this case, students have to find the appropriate diction in delivering the information in report text. Diagram-labeling provides clues in a sentence or some words rather than the name of the parts, so the students can find an appropriate word based on the clues. The clues will help the students in describing the features of an object. By using visual aids, such as diagram-labeling, the class will be more attractive. Diagram-labeling is not only as media, but it also provides data needed in writing a report text. On the article entitled “Engaging in and Exploring Report Text” which is published by the Government of South Australia (2011), it is stated that in writing a report text,

students need to know about how the language is used to structure factual text and language features used in a report to achieve its purpose. Diagram-labeling helps the students to arrange their ideas, so they can describe the object in sequence.

Therefore, it will be interesting to do classroom research to prove that diagram-labeling is useful for teaching writing especially report text.

1.3 Research Questions

The problems of this study can be stated as the following:

1. How is the application of diagram-labeling as media in teaching writing a report text for the eleventh grade students of SMA N 1 Juwana?
2. How does the use of diagram-labeling in teaching writing report text enhance the eleventh grade students of SMA N 1 Juwana in terms of:
 - a. students' motivation in writing report text,
 - b. students' achievement in writing report text?

1.4 Objectives of the Study

Based on those problems stated, the objectives of the study are:

1. To describe the application of diagram-labeling as media in teaching writing report text for the eleventh grade students in SMA N 1 Juwana.
2. To find out the use of diagram-labeling in teaching writing report text to enhance students' writing skill in terms of motivation and achievement.

1.5 Significance of the Study

This research will hopefully be able to offer some significant information dealing with potential factors that may affect the effectiveness of the diagram-labeling in learning activity. After the research is done, the writer hopes that the result will give some advantages.

Theoretically, the writer hopes that the result can give information to the teacher about a visual aid called diagram-labeling which is very important in language learning. This is very important for the students in mastering the language communicatively, especially writing skill, including writing report text.

Practically, the writer hopes that the result will be more useful for English teachers, students, and the other researchers. First, is for the English teacher, the writer hopes that the result can stimulate and motivate the teacher to be more creative in giving appropriate and innovative media as guidelines in teaching writing, especially report text. Second, the result can also motivate the students to improve their writing skill by seeing the concrete shape of the object. Third, for the other researchers, this study can be useful as a reference for the one who has an interest in the same topic.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the literature review related to the topic of the study, namely general concept of writing, teaching writing, teaching writing a report text, report text, diagram-labeling as media, and teaching writing using diagram-labeling as media for eleventh graders.

2.1 Review of the Previous Study

In teaching and learning process, teachers should apply innovative method to engage the students, which can increase their motivation in the learning process. The teacher should create a media to support the students in arranging their thoughts and ideas.

Firdaus and Sunaryo (2013) states that the teacher should use various kinds of media which can make the students interested in learning especially writing.

Another research in this area was conducted by Ningsih and Rosa (2013) which focused on research based writing in teaching report text. In this study, they suggested research based which includes observation and analysis in teaching a report text by using pictures and questions for senior high school students. The goal of the

study was to increase students' motivation and interest in writing, especially writing a report text.

Ahn (2012) also conducted a research in teaching writing, through her study entitled *Teaching Writing skill based on a Genre Approach to L2 Primary School Students: An Action Research*. The result of the study showed that Genre Approach is effective in improving writing ability of L2 primary school students. She used learning cycle, which included scaffolding (observing), joint construction, and individual construction. Scaffolding can be done by giving pictures or diagrams.

The similarity between the studies above and this study is the use of picture as media. Meanwhile, the difference of them is the picture used in the research. The writer uses diagram-labeling as a picture-cued task, while the studies above uses picture in general.

2.2 Related Literature

2.2.1 Writing

Writing is one of the important aspects of mastering language. Wikipedia, the free encyclopedia states that writing is a medium of communication that represents language through the inscription of signs and symbols. Within language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols,

usually in the form of a formal alphabet. In addition, writing includes all language systems, as Donald Hall said in his book that writing is pretentious and wordy. Writing is the way the writers share their thinking. Robert Scholes and Nancy R. Comley (1985) said that writing is a way of thinking as well as a means of communication. Furthermore, Fred D. White (1986) said that writing is more than public communication; it is way of thinking. Writing is an individual task which is done by collecting the way of thinking, like Jo McDonough and Christopher Shaw (1993) said that writing, like reading, is in many ways an individual, solitary activity.

It shows that by writing, someone can conclude the writer's way of thinking. Writing is a way to deliver the idea.

2.2.2 Teaching Writing

Writing is one of the most important skills in mastering language. The purpose of teaching English is to make the students be able to communicate in English through speaking or writing. In teaching language, writing can be considered as an assessment in teaching and learning process. "Most contexts of life (school, the workplace, and the community) call for some level of writing skill, and each context makes overlapping, but not identical demands" (Murray, 2004 in Sara Maughan Presentation of *Writing Next*). However, though writing is an outgrowth of communication processes, its productive demands make it a difficult skill for students to grasp (Fitzgerald & Shanahan, 2000; Hidi & Buscolo, 2006 in Muhammad Bagus Nawawi, 2011). This statement was strengthened by Huot (2002) who said that

writing is difficult for teachers to teach and assess. In this case, teachers should find a teaching method to solve the problem. Therefore, it is important that students have access to instruction and assessment that better prepares them to be writers (Graham & Perin, 2007; McCarthy, 2008). Despite emphasis on the importance of teaching and assessing writing, Kiuahara, Graham and Hawken (2009) found that secondary teachers across content areas often feel that they are poorly prepared to teach and assess writing. Teachers in the country which applied English as Foreign language are usually unskilled in teaching writing.

One of the reasons why writing is a difficult task to do either by the teacher or the students is that writing needs skill. “Writing is a deeply contextual act that requires numerous and varied skills applied to differing situations and considerations of audience” (Graham & Perin, 2007; McCarthy, 2008; Newell, 2006; Pritchard & Honeycutt, 2006; Shanahan, 2006; Tolchinsky, 2006 in Y. Nirmala. 2013).

Situated cognition theory (Wilson, 2002; Greeno, 1998; Brown, Collins, & Duguid, 1989) is useful in describing how writing instruction and assessment that is sensitive to the differing demands of the act of writing can be beneficial in improving students’ ability to write. Situated cognition takes into consideration the cultural background, societal context, and individual situations that permeate learning (D’Andrade, 1981). This theory is grounded in the belief that learning is recursive, situated in authentic learning environments that are as dynamic and evolving as the act of learning itself (Brown, Collins, & Duguid, 1989). This theory acknowledges the dynamic nature of learning and points toward a view of learning in which

“cognitive activity is distributed across individuals and situations” (Robbins & Aydede, 2009).

Writing is a difficult skill for students of English Foreign Language. In teaching writing, especially writing a report text, the teacher should apply interesting media in order to engage the students. The teacher should create an enjoyable situation where both the students and the teacher can enjoy the teaching and learning process.

2.2.3 Teaching Writing Factual Report (Report Text)

Teaching writing a factual report (report text) is a challenge for the teachers since writing a factual report needs more knowledge in field. The teacher needs to brainstorm the students in order to give enough information to the students about an object. Based on the handbook published by New South Wales Department of School Education Curriculum Directorate (1997), in teaching report text, teachers have to give brainstorming to activate and record information about current knowledge, range of vocabulary, and perception of giving topic. A teacher needs to prepare pictures, mind mapping, post-it notes, or cards. This statement was strengthened by a guidance book published by Government of South Australia (2011) which said that in setting the context, students can do such activities:

1. Examine the photos of an object
2. Brainstorm and discuss the parts and photos of an object
3. Students work in groups to label a diagram

4. Work in group to extend topic related vocabulary and background knowledge
5. Assessment for learning

Teachers need to give knowledge building in pre-writing activities for the students to have the overview of an object. In genre-based approach, teaching writing a factual report (report text) divided into some steps:

1. Scaffolding
2. Modeling and Deconstruction
3. Joint Construction
4. Independent Construction

In teaching writing, the teacher should do it step by step. Pre-writing activities are really helpful in guiding the students to write. Moreover, the teacher should include the students in pre-writing activities.

2.2.4 Report Text

Report text is a text which provides information about an object (something or someone). Linda Gerot and Peter Wignell (1994) said that report text has social function to describe the way things are, with reference to arrange natural, man-made, and social phenomena in our environment. Ivony Septia Ningsih and Rusdi Noor

Rosa said that report text is an activity to improve students' capability to explore their knowledge, conduct a research, and analyze information.

Report can be straightforward recount of events, but many of them are more than this. They may contain accounts and descriptions, but they often do more than describe a thing, event, or situation. Some report state a problem and suggest a solution. Some argue a case for or against a particular option, supporting their case with evidence, and making recommendation. (The Learner as Reader, Learning Media NZ:P 129)

Similar with the other genres, report text has generic (schematic) structure. Linda Gerot and Peter Wignell (1994) stated that the generic structures of report text are:

1. General Classification: tells what the phenomenon under discussion *is*.
2. Description: tells what the phenomenon under discussion *is like* in terms of:
 - a. parts (and their function)
 - b. qualities
 - c. habits or behaviors, if living; uses, if non-natural

They also stated that report text has significant lexicogrammatical features:

1. Focus on **generic participants** (in bold)
2. Use a *relational processes* (in italic) to state what is and that which it is
3. Use simple present tense (unless extinct)
4. No temporal sequence

Similar with another text types, report text has specific generic structure and language features. The students should understand about the characteristic of report text in order to write a good text.

2.2.5 Diagram-Labeling as Media

The use of media as a tool in teaching language is essential. Many teachers still use conventional method in teaching students; they do not provide models to stimulate students in writing. Department of Education and Child Development in South Australia in Professional Learning Module stated that teachers need to provide models of successful texts, model the thinking that a writer uses and provide opportunities for students to gain mastery of the skill.

According to Kimtafsirah (1998:4) in Dewi Puji Tri Utami (2012), instructional media for teaching language can be classified into:

1. Games and simulation, for example: words, puzzle, and role playing.
2. Visual media. It is media that can be seen. Some of the examples are an OHP (Overhead Projector), a blackboard, and pictures.
3. Audio media. What is meant by audio media here is media that is useful because of its sound. The examples are radios which are turning on and then producing sound and recording in cassettes which is being played.
4. Audio-visual media. Audio visual media is media which is useful because of their sound and pictures. The example is TV which is being turned on then producing sound and pictures as well.

The model can be a visual aid that can stimulate students in writing. In this case, students can see the concrete shape of an object. Daves as quoted by Hapsari

(2008:17) states that there are some aids suggested in teaching learning process as follows:

1. Real things and toys. They have some similarities in size and colors. It is very useful to draw students' interest.
2. Chalkboard and blackboard. It has advantages of providing points of attention for the class and it can be used for many purposes
3. Pictures. Simple and big enough to be seen clearly by every student in the class
4. Wall Chart and Wall Pictures. They are big papers with some pictures and words, useful presenting vocabulary to the class. To hang the wall chart or wall picture, simply fix them on the board with rope or hang them on nail over the blackboard

Diagram-labeling is one of picture-cued task which contains some descriptions about a part of an object. Diagram-labeling can be developed into a game or assessment. Douglas Brown (2004) stated that pictures and photographs may be equally well utilized for examining ability at the selective level. He also said that in diagram-labeling students read a series of sentences or definitions, each describing a labeled part of a picture or diagram.

2.2.6 Teaching Writing Report Text Using Diagram-Labeling

Diagram-labeling fosters a number relationship skill, including reading.

1. The Application of Diagram-Labeling

There are some points that the teacher has to master for applying diagram-labeling in the class, those points are:

- a. Group Discussion
- b. Material
- c. Clues
- d. Individual writing

2. The example of Applying Diagram-Labeling in Writing Activity:

- a. The teacher asks the students to make a group of six.
- b. The teacher gives a picture of an object and the clues in some pieces of paper.
- c. The teacher asks the students to read the clues and analyze which part of an object the clues belong to.
- d. After all the students have finished discussing, the teacher asked the students to match the part and the clues in a given time.
- e. Then, the students and the teacher discuss the work and find the correct match.

- f. The teacher asked the students to make a report text based on the work they have done individually.

From the steps above, diagram-labeling is easy to be applied for senior high school students. It said so because the diagram-labeling steps are so clear and easy to do. Additionally, diagram-labeling gives a chance to the students to improve their reading skill and vocabulary mastery.

2.3 Theoretical Framework

Teaching writing is not an easy job for the teacher. The teacher should consider about rules, elements, and system of writing. When doing the job, the teacher should provide media as a model to stimulate the students to write. In teaching writing a report text, the teacher should provide media as a model; it can be a picture or a diagram. The students probably have difficulties in writing report text because report text is a scientific writing in which they have to write the fact, features, and function of the part of an object.

Diagram-labeling has great influence in improving students' writing skill in report text because it contains not only the name of the parts, but also the description of an object. Seeing this potential, the writer decides to conduct a classroom action research to use diagram-labeling to improve students' writing in report text. The purpose is to improve teaching learning process, especially in writing a report text.

In this research, the action research is done by planning, observation, action, and reflection. First, the writer does a preliminary research which includes interview, questionnaire, and survey. The students' writing ability will be checked by giving initial assessment. After giving initial assessment, the treatment is given. The treatment here is diagram-labeling. The treatment consists of two cycles. In cycle one, the students are given a formative assessment. In cycle two, the students are given a post formative assessment. As for action research, the writer uses the theory of Kemmis and Mc Taggard (1988, 22 – 25)

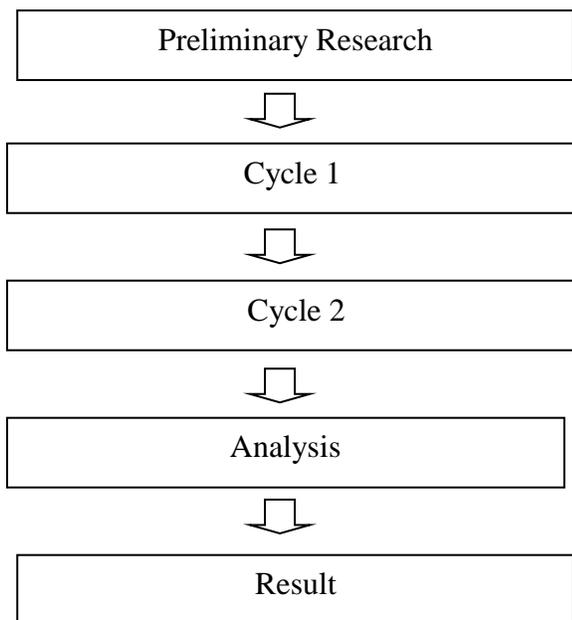


Figure 2.1 *Action Research Plan of the Study*

The figure above shows the plan of this study, which is begun by doing preliminary research, followed by cycle 1 and cycle 2. Cycle 1 is done in two meetings and cycle 2 is done in one meeting. The data are analyzed after the treatment was done and the result of the study is got by comparing initial formative assessment, cycle 1 formative assessment and post formative assessment.

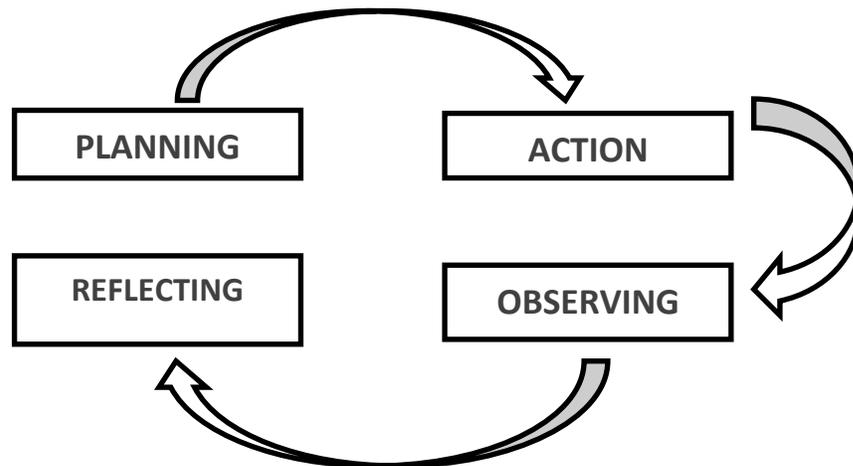


Figure 2.2. *Action Research Cycle*

In this research, each cycle has some steps; there are planning, action, observing, and reflecting.

The writer is going to observe the improvement of the students and how useful diagram-labeling to improve students' writing ability in report text.

CHAPTER III

METHOD OF INVESTIGATION

To pursue the objectives of the study, the writer applies the following methodology which is divided into eight sections, they are research design, setting of the study, subject of the study, procedure of collecting data, instrument of the study, scoring technique, and procedure of analyzing data.

3.1 Research Design

In this study, action research was used because this study focused on the improvement of students' motivation and achievement in writing a report text. Besides, action research was the most compatible with the topic. Kemmis and McTaggart defined action research as a systematic and collaborative effort aimed at solving classroom problem (Kemmis and McTaggart, 1988). Aileen Ferrace says that action research is a collaborative activity among colleagues, searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase students' achievement (Aileen Ferrace, 2000). The goal of action research is the students' improvement. Action research means the writer conducts his or her research by directly teaching the students, using his or her

solution of a problem occurs in the class. Meyer stated that action research's strength lies in its focus on generating solutions to practical problems and its ability to empower practitioners, by getting them to engage with research and the subsequent development of implementation activities (Meyer, 2000 in Koshy et al, 2010). Action research model in figure 3.1 shows the process as cyclical in nature involving multiple cycles. The first cycle moves through the major steps of planning, action, observation and reflection, which are used to revise the process in the next cycle (Kemmis and McTaggart, 1988). The action research cycle started with students deciding on the focus of the inquiry and creating a plan to observe and record their classroom activity (Plan). The classroom activities were implanted (Action) and pertinent observation were recorded (Observe) which were then individually and collaboratively critically reflected upon (Reflect) leading to revising classroom activities based on what has been learned (Revised Plan) (Winter and Munn-Giddings, 2001 in Mark Young et al, 2009). Cycle 2 must be done if the goal was not achieved in cycle 1.

In this research, the four components of action research based on Kemmis and McTaggart were applied; they were planning, acting, observing, and reflecting in each cycle. Therefore, this research was conducted in two cycles.

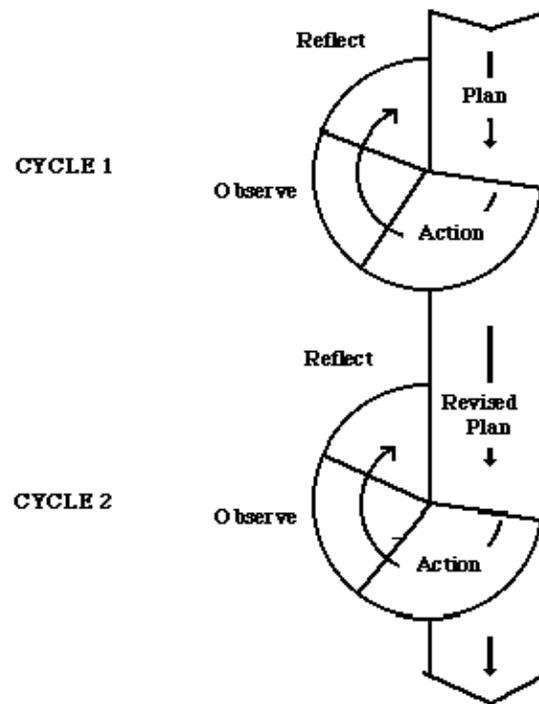


Figure 3.1. *Design of Classroom Action Research from Kemmis and McTaggart*

Based on the figure above, the research was conducted in four steps. The steps are:

1. Planning

In this step, the researcher should identify the issue or the problem, and developed a plan in order to bring the improvement in a particular area of the research context.

2. Acting

The researcher should execute the plan he/she made before. This was the implementation of the previous step.

3. Observing

Here, the researcher observed the data collection during the action step. The step was used to find out the improvement through the action.

4. Reflecting.

The researcher evaluated the treatment's implementation. The result of the reflection was the way, whether the research was going to be repeated or not.

3.2 Subject of the Study

The subject of the study was the students of SMA N 1 Juwana. The class that was chosen for the research was XI IPS 4. The class was chosen because of the following considerations

3.2.1 The Class Environment

The classroom was located on the second floor. The class was quite big and there was an LCD Projector. The condition of the class was suitable to conduct the research. The students are taught by Mr. Masturi. He is a cheerful person. He always makes jokes when the students feel bored. However, Mr. Masturi still applies conventional method in teaching the students. He rarely uses the media and LCD projector to support the learning process.

English lesson was taught one meeting in a week based on Curriculum 2013. XI IPS 4 was taught on Wednesday, from 10.15 until 11. The time of the learning process is quite good because the lesson begins after the break.

3.2.2 The School Environment

SMA N 1 Juwana is located on Jl. Ki Hajar Dewantoro 54. The location of the school is strategic because it is located near the main street. The noise from the main street does not give too much impact towards students' concentration in the learning process. Besides, the learning process could go well because the teachers are very friendly. They could communicate with their students well.

3.3 Instrument of the Study

In this action research, the writer used four instruments in collecting the data. There were field note, observation checklist, questionnaire, and formative assessment. The instruments were given in preliminary research, cycle 1, and cycle 2. Observation checklist, field note, and questionnaire were used to measure students' motivation. Meanwhile, formative assessment was used to measure students' writing skill in report text.

3.3.1 Field Note

Field note was used as one of the instruments in this action research. The field note filled in during preliminary research, cycle 1, and cycle 2. The field note was filled in by the writer. The first field note had a purpose to identify the character of the students, the class environment, students' background, and behavior in class. Meanwhile, field note used in cycle 1 and cycle 2 was to know students' behavior and motivation during treatment.

3.3.2 Observation Checklist

The second instrument was observation checklist. There were two kinds of observation checklist used in this research. The first observation checklist was filled in by the writer and the second observation checklist was filled in by the observer. The observer in this research was Mr. Masturi as the subject teacher of XI IPS 4. Both observation checklists were given during the treatment/cycle. The purpose of the first observation checklist was to know the students' behavior during teaching and learning process. The second observation checklist had the purpose to know the writer's performance and success rate of the research.

3.4.3 Questionnaire

The third instrument was questionnaire. The questionnaire in this study was aimed to identify the students' interest, difficulties and the use of media in the classroom. In this study, the writer used closed question type. The writer wrote

questionnaire in Bahasa to make it easier for the students to understand the questions. There were two questionnaires given by the writer. The first questionnaire was given to the teacher, while the second questionnaire was distributed to the students.

The questionnaire was also used for reflecting the research. The questionnaire in this study was presented to know whether the research had any effect on teaching and learning process. The questionnaire was used to find out the students' difficulties, students' interest in learning English and the improvement of the students before and after treatment. The questionnaire was given in each step; there were first questionnaire, cycle 1 questionnaire, and cycle 2 questionnaire.

3.3.4 Formative Assessments

The word assessment comes from Latin '*ad sedere*', which means to sit down beside. Assessment is primarily concerned with providing guidance and feedback to the learner (Brown, *et.al.* 1997). The assessment needs to be fit-to-purpose, that is it should be enable evaluation of the extent to which learners have learned and the extent to which they can demonstrate that learning (Brown & Smith, 1997 in Brown, 2004). In this study, the formative assessment was used to measure students' ability in writing a report text. According to Wikipedia free encyclopedia, formative assessment is including a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. It means that formative assessment has a purpose to measure students' improvement in a subject or subject material.

There were three formative assessments conducted during research; they were initial formative assessment, cycle 1 formative assessment, and cycle 2/post formative assessment. In the initial formative assessment, the students were given some writing tests in which writing components will be measured. Then, the writer conducted cycle 1. After cycle 1 was done, the students were given a formative assessment which had the similar form with initial formative assessment. The students were asked to write a report text based on the diagram-labeling. The post formative assessment was given after cycle 2 and the form was similar with the previous formative assessment.

3.4 Procedure of Collecting Data

This action research was carried out through four meetings of teaching and learning process, including preliminary research, cycle 1 and cycle 2.

In preliminary research, three kinds of instruments were given to the students; there were initial formative assessment, questionnaire, field note, and observation checklist. Observation checklist and field note were filled in during teaching and learning process before treatment. Then, initial formative assessment was given to the students. Initial formative assessment was conducted before the treatments. The purpose of the initial assessment was to measure the students' ability in writing report text. The topic of initial formative assessment was 'Shark'. After the students finished

their initial formative assessment, the writer handed out questionnaire to know the students' perspective, difficulties, and motivation.

In this study, two cycles were conducted; cycle 1 and cycle 2. Cycle 1 was done in two meetings. In the first meeting, an example of report text was given to the students and they were asked to analyze the generic structure of the text in a group of 5. After they finished their works, the writer and the students discussed the answer. Then, the students made list of difficult words found in the text.

In the second meeting, the treatment was given. The treatment was diagram-labeling. Before they practiced diagram-labeling, the writer explained about the material. Then, the students were divided into five groups and they had to do diagram-labeling in a given time. After they finished their work, the diagram-labeling was submitted and then discussed the answer. Then, cycle 1 formative assessment was given. The questionnaire was given after they submitted cycle 1 formative assessment.

After cycle 1 was done, the writer conducted cycle 2. The implementation of cycle two was similar with cycle 1. However, cycle 2 was done in one meeting. At first, an example of a report text was given. Before treatment, the writer explained the material to the students. Then, the students did diagram-labeling in a group discussion. After the students submitted their work, cycle 2 formative assessment (post formative assessment) and questionnaire were given.

In this study, the data were collected during action step in each cycle. The data were the result of questionnaire, observation checklist, field note, and formative assessment. The first questionnaire was used to know students' perspective, difficulties, and motivation, while questionnaire in cycle 1 and cycle 2 were used to know whether the research was successful or not. Field note and observation checklist was used to analyze students' behavior towards the lesson, and the teaching learning process. The improvement of the students' writing skill in report text was analyzed based on the result of formative assessments.

The students' behavior in cycle one and cycle two were compared to find out the improvement during the teaching and learning process. The result of initial formative assessment, cycle one formative assessment, and cycle two formative assessment were also compared to find out the improvement of the students' writing skill in report text. Then, the writer analyzed the results of the questionnaire to support the research data.

3.5 Procedures of Analyzing Data

In analyzing the data, the writer used some procedures. There were comparing the result, drawing a diagram, and calculating the percentage.

3.5.1 Observation Checklist

Observation checklist for students' behavior was analyzed by adding the score in responsibility, activeness, attention, and enthusiasm. The formula could be seen as follows:

$$\text{Students' observation score} = \frac{\text{sum of students' aspects' score}}{4}$$

The category of students' score could be seen as follow:

Table 3.2 Students' Observation Checklist Grade

Grade	Score	Level
A	≥ 3.71	Excellent
A-	3.4-3.7	Very Good
B+	3-3.3	
B	2.6-2.9	Good
B-	2.1-2.5	

C+	1.7-2	Fair
C	1.3-1.6	Poor
C-	≤ 1.2	Very Poor

Each students' score was compared based on the result of initial research, cycle 1, and cycle 2.

The observation checklist for the writer's teaching was analyzed by comparing the teachers' behavior in cycle 1 and cycle 2. The formula could be seen as follows:

$$\text{Teacher observation score} = \frac{\text{sum of performance score}}{4}$$

3.5.2 Field Note

The field note was reported descriptively. The filed note was used as the analysis of students' behavior, class environment, and teaching and learning process before conducting the research. The field note was analyzed by comparing field note in preliminary research, cycle 1, and cycle 2.

3.5.3 Questionnaire

There were two forms of questionnaire given in this research. The questionnaires for the students were given three times; during initial formative assessment, cycle 1, and cycle 2. Meanwhile, questionnaire for the teacher was given one time; it was during preliminary research. Questionnaires for the students were reported by taking percentage in every question in each questionnaire, comparing each questionnaire, and concluding the result of questionnaire. Questionnaire for the teacher was reported descriptively.

3.5.4 Formative Assessment

In analyzing the data of formative assessment, the writer used a scoring system of writing. The scoring system in the study was based on curriculum 2013. The range was 1 to 4. The scoring system included students' skill in writing a report text. In scoring students' behavior and motivation before and after treatment, the writer used observation checklist, field note, and questionnaire, while in measuring students' skill and knowledge, the writer used formative assessment. The writing skill and knowledge aspects were focused on this study; there were grammar, diction, spelling, punctuation, and content.

Table 3.1 The scoring system

Aspects	Score	Description
Grammar	4	Making some grammatical order errors that occasionally obscure meaning.
	3	Grammar leads to difficulty in understanding, lack of mastery of sentence construction.
	2	Mistakes in grammar (too severe as to) that make the text virtually unintelligible.
	1	Very lack of grammatical mastery and cannot be understood easily.
Diction	4	Sometimes uses inappropriate terms because of lexical inadequacies.
	3	Frequently uses the wrong words in delivering the idea.
	2	Restricted vocabulary use and mistakes of words make comprehension quite difficult.
	1	Very lack of vocabulary and difficult to be understood.
Spelling	4	One or two minor errors only.
	3	Making several errors and few words that very hard to recognize.
	2	Numerous errors, many words that hard to recognize.

	1	Too many errors and almost all of the words are hard to recognize and understand.
Punctuation	4	One or two minor errors only.
	3	Making several errors and few words that very hard to recognize.
	2	Numerous errors, many words that hard to recognize.
	1	Too many errors and almost all of the words are hard to recognize and understand.
Content	4	Ideas well organized, almost all of the sentences support the topic.
	3	Ideas less organized, cover only main element of ideas with some descriptions.
	2	Ideas less organized, only giving the main idea without any further descriptions.
	1	Ideas unorganized, lack of supporting sentences.

The students' score was calculated with the following formula:

$$\text{Students score} = \frac{\text{sum of students' aspects scores}}{5} \times 25$$

The maximum score of the students' writing skill was 100.

The average score of students' writing skill was calculated by the following formula:

$$\text{Average score} = \frac{\text{sum of students' scores}}{\text{number of students}}$$

The students' score was graded as follows:

Table 3.2 Students' Formative Assessment Grade

Grade	Criteria of Mastery	Level
A	≥ 86	Excellent
B	76-85	Good
C	66-75	Fair
D	51-65	Poor
E	≤ 50	Very Poor

3.6 Procedures of Interpreting the Data

In this study, the writer used some ways in interpreting the data. The writer calculated the average scores in each cycle formative assessment. Then, a diagram which showed the improvement of students' writing skill in writing report text was drawn. The similar method was used in interpreting the data of observation checklist. The average score of students' behavior in each cycle was calculated. After calculating the score, the diagram was drawn in which showed the improvement of students' behavior.

In interpreting questionnaire data, the percentage of each statement was taken. Then, the writer described the conclusion of the questionnaire. Describing was also used in interpreting field note. The writer took and described the conclusion.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections. The first is about the conclusions of the study.

The second tells about the suggestions.

5.1 Conclusion

The study about applying diagram-labeling to enhance students' writing skill in report text (A Classroom Action Research of the Eleventh Grade Students of SMA N 1 Juwana in the Academic Year of 2014/2015) was concluded based on the result of the data stated in the previous chapter. The conclusions could be summarized as follows:

The application of diagram-labeling could be done in many ways. The teachers could apply diagram-labeling in a game or group discussion. In curriculum 2013, the teachers should conduct classroom activities in which the students can be active. Considering about this reason, cooperative learning was effective to be used in applying diagram-labeling. Cooperative learning consists of many interesting activities in which the students could do a group discussion without getting bored.

Based on the result of the classroom observation checklist, field notes, and questionnaire, the application of diagram-labeling was very helpful in improving students' motivation in writing a report text. The students cooperatively worked together in their group. They actively did the assignments given by the teacher, both group and individual assignments. They could manage their time well. Moreover, they seemed comfortable, having fun, and enjoying the class. The students' responses and perception of diagram-labeling were good enough. Additionally, the students' thought that diagram-labeling was effective to improve their writing skill. Moreover, they also thought that the activities given during the treatment were fun and enjoyable.

Based on the formative assessment result, it could be concluded that the application of diagram-labeling as media was effective to improve students' writing skill in report text. The improvement could be seen from the result of formative assessment in preliminary research, cycle 1, and cycle 2. From the result in the previous chapter, the students' achievement in writing a report text increased. The improvement of the achievement could be seen from the writing aspects measured; those were grammar, diction, content, punctuation, and spelling.

5.2 Suggestions

Based on the conclusions above, the researcher would like to offer some suggestions as follows:

1. For the English teachers

It would be better if the English teachers use media in teaching and learning process to engage the students and improve their achievement, especially in teaching writing. Teaching writing using diagram-labeling is recommended for English teachers because it can be used as a model to prompt writing. In addition, diagram-labeling is also effective in improving students' motivation and achievement in writing a report text.

2. For the students

The students are suggested to be accustomed to learning writing using diagram-labeling as media because they can get a lot of advantages. By using diagram-labeling, the students are easier to decide appropriate diction in describing an object. They can also do diagram-labeling task in different learning technique.

3. For the next researchers

It would be better if the next researchers use a new media in teaching and learning writing. Visual aids are very effective to be used in teaching writing because it can engage the students. There are many activities which can be used, one of them is diagram-labeling. Diagram-labeling is one of a good choice to improve students

writing skill in report text because it can help them to decide appropriate diction. They also know the parts of an object easily, so they can write in a correct structure.

BIBLIOGRAPHY

- Ahn, Hyejeong. 2012. *Teaching Writing Skills Based on a Genre Approach to L2 Primary School Students: An Action Research* accessed from <http://e-resources.perpusnas.go.id/>
- Amaliana, Ilmatun. 2009. *The Use of Wall Magazines as a Medium in Motivating Students' Writing Skill*. Semarang: UNNES
- Anderzejczak, Nancy, Trainin, Guy and Poldberg, Monique. 2005. *From Image to Text*. in <http://e-resources.perpusnas.go.id/> (accessed on 12 December 2014 at 2.30PM)
- Brown, H. Douglas. 2012. *Language Assessment: Principles and Classroom Practices*. San Francisco: Longman
- Firdaus, Richa and Sunaryo. *Teaching Writing Report Text Through Studnets' Field Experience at Junior High School*. Accessed from <http://ejournal.unp.ac.id>
- Ellis, Rod. 1997. *Second language acquisition*. Oxford: University Press.
- Ferrace, Aileen. 2012. *Action Research*. Brown University
- Gerot, Lina and Wignell, Peter. 1994. *Making Sense of Functional Grammar*. Sidney: Antipodean Educational Enterprises (AEE)
- Goode, Kevin, etc. 2010. *Assessment for Learning*. <http://e-resources.perpusnas.go.id/> (accessed on 10 December 2014 at 11 AM)
- Hewitt, R. and Little, M. 2005. *Leading Action Research in Schools*. Florida: University of Central Florida.
- Kemmis, Stephen and Robin McTaggart (eds.). 1998. *The Action Research Planner*. Australia: Deakin University Press
- Larsen-Freeman, Dianne and Michael Long. 1991. *An Introduction to Second Language Acquisition Research*. London: Longman
- Mujiyanto, Yan. 2011. *Petunjuk Penulisan Skripsi*. Semarang: UNNES Press
- Engaging in and Exploring Report Text accessed from <http://www.decd.sa.gov.au/>

- Nawawi, Muhammad Bagus. 2011. *Improving Students' Writing of Descriptive Text Through Guided Questions*. in <http://e-resources.perpusnas.go.id/> (accessed on 12 December 2014 at 2.40PM)
- Ningsih, Ivony Septia and Rosa, Rusdi Noor. 2010. *Research Based Writing as a Technique in Writing a Report Text to Senior High School*. in <http://e-resources.perpusnas.go.id/> (accessed on 25 January 2015 at 7PM)
- Nirmala, Y. 2013. *Teaching Writing Using Picture Stories as Tools at the High School Level: the Movement of Other Regulation to Self-Regulation*. I in <http://e-resources.perpusnas.go.id/> (accessed on 5 December 2014 at 4PM)
- Nunan, David. 1992. *Research Methods in Language Learning*. United States of America: Cambridge University Press.
- Rafiana, Nafiah Nur. 2014. *The Effectiveness of Make a Match Technique in Teaching Writing of Descriptive Text*. Semarang: UNNES
- Ramelan. 1992. *An Introduction to Linguistics*. accessed from <http://www.bestbooklibrary.com/>
- Rust, Frances and Clark, Christopher. 2009. *How to Do Action Reseach in Your Classroom*. In <http://e-resources.perpusnas.go.id/> (accessed on 5 December 2014 at 4.15PM)
- Sara Maughan. *Writing and Reading Next*. accessed from <http://docslide.us/documents/>
- Slattery, Marry and Willis, Jane. 2001. *English for Primary Teacher: A handbook of activities and classroom language*. New York: Oxford University Press
- Tuan, Luu Tong. 2011. *Teaching Writing Through Genre Based Approach*. in <http://e-resources.perpusnas.go.id/> (accessed on 5 December 2014 at 4.10PM)
- Utami, Deni Puji Tri. 2012. *Macromedia Flash as Visual Aids in Writing Descriptive Text*. Semarang: UNNES
- Wood, Katrina. 2000. *Targeting Text*. in <http://e-resources.perpusnas.go.id/> (accessed on 12 December 2014 at 2.55PM)

APPENDICES

Appendix 1

List of the Students of XI IPS 4

Academic Year 2014/2015

No	Students' code	Students' Name	Gender
1.	S-1	Anita Dwi Wahyuningsih	P
2.	S-2	Aprilia Dwi Ayuningsih	P
3.	S-3	Ayu Puji Astuti	P
4.	S-4	Bachruddin Mustofa	L
5.	S-5	Bela Surasiya Putri	P
6.	S-6	Danti Adilia Pratiwi	P
7.	S-7	Desi Tri Wiyarti	P
8.	S-8	Dewi Yulianti	P
9.	S-9	Diny Rustina	P
10.	S-10	Edy Prastyo	L
11.	S-11	Handhany Caesar Dwinanda	L
12.	S-12	Ika Munfaati	P
13.	S-13	Intan Surya Febriana	P
14.	S-14	Jenifer Gianina	P
15.	S-15	Kharis Wijaya	L
16.	S-16	Kiki Maharani	P
17.	S-17	Kuyunlian Kurianti Kurnia	P
18.	S-18	Leoni Tia Tera	P
19.	S-19	Meita Wulansari	P
20.	S-20	Muhamad Rizqi Asy Syifa	L
21.	S-21	Mohammad Teguh Widodo	L

22.	S-22	Mujiati	P
23.	S-23	Nur Fitri A	P
24.	S-24	Rizal Prihantono	L
25.	S-25	Safitri Wijayani	P
26.	S-26	Saurandri Rizki Febrianti	P
27.	S-27	Siti Nurjanah	P
28.	S-28	Sri Indah Mustika	P
29.	S-29	Suimah	P
30.	S-30	Trisna Septi	P
31.	S-31	Untari Jumiarsih	P
32.	S-32	Yuyun Aprianti	P

Appendix 2

Questionnaires

First Questionnaire

Name / Number :

Berikut adalah daftar untuk mengukur motivasi dan kemampuan menulis dalam bahasa inggris terutama report text. Berilah tanda checklist atau centang (√) sesuai dengan kemampuanmu.

Statements	Setuju	Cukup Setuju	Kurang Setuju	Tidak Setuju
1. Saya sangat suka pelajaran bahasa inggris				
2. Saya senang menulis report text				
3. Saya sering kesulitan ketika saya menulis dalam bahasa inggris, terutama teks ilmiah seperti report text.				
4. Ketika saya menulis report text, saya kesulitan dalam menentukan kata yang cocok untuk menggambarkan suatu benda.				
5. Guru saya selalu memberikan media (gambar, diagram, atau video) dalam pembelajaran bahasa inggris.				
6. Guru saya sering menggunakan LCD projector dalam pelajaran bahasa inggris.				

7. Saya akan sangat senang jika guru saya member media berupa gambar, diagram, atau video dalam pelajaran bahasa inggris.				
8. Saya senang belajar bahasa inggris diselingi dengan permainan yang berkaitan dengan materi yang diajarkan				
9. Saya akan sangat senang jika saya dapat menulis report text dengan mudah.				
10. Saya berpikir bahwa saya dapat menulis dengan lebih baik ketika guru memberikan gambar, diagram, ataupun video.				
11. Tulisan saya sangat mudah untuk dipahami.				
12. Saya memahami tentang report text secara jelas.				
13. Saya dapat menulis report text dengan struktur yang benar.				
14. Saya dapat menulis dengan lebih baik ketika saya mendapatkan banyak kegiatan yang berkaitan dengan menulis.				
15. Saya ingin mengetahui lebih lanjut tentang menulis report text.				

Cycle 1 Questionnaire

Name / Number : _____

Berikut adalah daftar untuk mengukur motivasi dan kemampuan menulis dalam bahasa inggris terutama report text. Berilah tanda checklist atau centang (√) sesuai dengan kemampuanmu.

Statements	Setuju	Cukup Setuju	Kurang Setuju	Tidak Setuju
1. Diagram-labeling membuat pelajaran bahasa inggris menjadi lebih menyenangkan.				
2. Saya senang menulis report text setelah guru memberikan diagram-labeling.				
3. Saya telah memahami secara jelas tentang report text.				
4. Saya suka pelajaran bahasa inggris yang diselingi permainan.				
5. Saya dapat menulis report text dengan mudah setelah menggunakan diagram-labeling.				
6. Saya dapat memilih kata-kata yang tepat untuk menggambarkan suatu benda setelah guru memberikan diagram-labeling.				
7. Tulisan saya lebih mudah untuk dipahami setelah guru memberikan diagram-labeling.				
8. Saya dapat menulis report text dalam struktur				

yang benar.				
9. Saya dapat menulis dengan lebih baik setelah guru memberikan diagram-labeling.				
10. Kemampuan menulis saya berkembang setelah guru memberikan diagram-labeling.				

Cycle 2 Questionnaire

Name / Number :

Berikut adalah daftar untuk mengukur motivasi dan kemampuan menulis dalam bahasa inggris terutama report text. Berilah tanda checklist atau centang (√) sesuai dengan kemampuanmu.

Statements	Setuju	Cukup Setuju	Kurang Setuju	Tidak Setuju
1. Diagram-labeling membuat pelajaran bahasa inggris menjadi lebih menyenangkan.				
2. Saya senang menulis report text setelah guru memberikan diagram-labeling.				
3. Saya telah memahami secara jelas tentang report text.				
4. Saya suka pelajaran bahasa inggris yang diselingi permainan.				
5. Saya dapat menulis report text dengan mudah setelah menggunakan diagram-labeling.				
6. Saya dapat memilih kata-kata yang tepat untuk menggambarkan suatu benda setelah guru memberikan diagram-labeling.				
7. Tulisan saya lebih mudah untuk dipahami setelah guru memberikan diagram-labeling.				
8. Saya dapat menulis report text dalam struktur yang benar.				
9. Saya dapat menulis dengan lebih baik setelah				

guru memberikan diagram-labeling.				
10. Kemampuan menulis saya berkembang setelah guru memberikan diagram-labeling.				

Appendix 3

Surat Ijin Penelitian


KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
 Gedung B0, Kampus Sekaran, Gunungpati, Semarang 50229
 Telp./Fax (024) 8508010, Email: fbs@unnes.ac.id
 Laman: http://fbs.unnes.ac.id

Nomor : 1183/UN37.1.2/LT/2015
 Lamp. : -
 Hal. : Permohonan Ijin Penelitian

Yth. Kepala SMA Negeri 1 Juwana
 di tempat

Dengan hormat kami beritahukan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama : **Airina Raras Tacazely**
 nim : 2201411098
 jurusan : Bahasa dan Sastra Inggris
 program studi : Pendidikan Bahasa Inggris
 jenjang : S1
 tahun akademik : 2014/2015
 judul : **DIAGRAM LABELING TO ENHANCE STUDENTS WRITING SKILL IN REPORT TEXT.**

akan mengadakan penelitian di **SMA Negeri 1 Juwana**, waktu pelaksanaan **Maret 2015 s.d. Mei/2015**. Untuk itu kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan tersebut.

Atas perhatian dan kerja sama Saudara, kami sampaikan terima kasih.


 12 Maret 2015

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

Tembusan:
 1. Pembantu Dekan Bidang Akademik
 2. Ketua Jurusan
 3. Peringgal

FM-05-AKD-24

Appendix 4

Surat Keterangan Penelitian


DINAS PENDIDIKAN KABUPATEN PATI
SMA NEGERI 1 JUWANA
 Jl. Ki Hajar Dewantara 54 Juwana Kode Pos 59185
 Telp. (0295) 471339 e-mail : smanegeri1_juwana@comcast.net
 Faksimile : - website : www.smanju.com

SURAT KETERANGAN
Nomor: 421.3 / 1102 / 2015

Yang bertanda tangan di bawah ini :

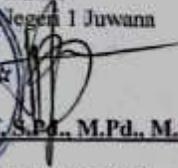
Nama : **Budi Santosa, S.Pd., M.Pd., M.Si**
 NIP : 19700727 199512 1 003
 Pangkat / Golongan : Pembina / IV a
 Jabatan : Kepala Sekolah
 Unit Kerja : SMA Negeri 1 Juwana

menerangkan bahwa :

Nama : Alrina Raras Tacazely
 NIM : 2201411098
 Fak/Program Studi : FBS/ Pendidikan Bahasa Inggris
 Universitas : Universitas Negeri Semarang

Mahasiswa tersebut di atas telah selesai mengadakan penelitian di SMA Negeri 1 Juwana dengan judul **"Diagram-Labeling to Enhance Students' Writing Skill in Report Text (A Classroom Action Research in SMA N 1 Juwana Year 2014/2015)"**.

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat digunakan sebagaimana mestinya.

Juwana, 12 Mei 2015
 Kepala SMA Negeri 1 Juwana

Budi Santosa, S.Pd., M.Pd., M.Si
 NIP. 19700727 199512 1 003



Appendix 5

Questionnaire Analysis (Percentage)

Preliminary Research Questionnaire Result

Statements	Agree	Just enough	Not quite	Disagree
1. I really like English	0%	65.6%	28.15%	6.25%
2. I like writing report text	0%	75%	18.75%	6.25%
3. I have many difficulties in writing English text especially scientific text	53.1%	37.5%	9.4%	0%
4. My teacher always uses media (picture, diagram, or video)	0%	3.1%	18.8%	78.1%
5. Teacher often uses LCD Projector in teaching and learning process	0%	3.1%	18.8%	78.1%
6. I like learning English while playing games which is appropriate with the lesson.	59.4%	37.5%	3.1%	0%
7. I will be very excited if I can write a report text easily.	87.4%	15.6%	0%	0%
8. I will be very excited if the teacher gives media (pictures, diagram, or video) in teaching and learning process.	90.7%	9.3%	0%	0%
9. I think that I can write better with pictures, diagram, or video.	40.6%	50.4%	0%	0%
10. When I wrote a report text, I have difficulties in choosing appropriate word to describe the parts of an object.	9.4%	56.25%	18.75%	15.6%

11. My writing is easy to understand.	0%	18.75%	21.9%	59.35%
12. I understand about report text clearly.	0%	43.75%	21.9%	34.35%
13. I can write a report text in a correct generic structure.	3.2%	28.1%	28.1%	40.7%
14. I can write better if I get many writing activities.	40.7%	34.3%	25%	0%
15. I want to know more detailed how to write a good report text.	50%	25%	25%	0%

Cycle 1 Questionnaire Result

Statements	Agree	Just enough	Not quite	Not agree
1. Diagram-labeling made English lesson enjoyable.	78.1%	15.7%	6.2%	0%
2. I liked writing a report text after the teacher applying diagram-labeling.	50%	30%	17.5%	2.5%
3. I had known about report text clearly.	75%	15%	5%	5%
4. I liked learning English with games.	80%	20%	0%	0%
5. I could write a report text easily using diagram-labeling.	90.7%	5.3%	4%	0%
6. I could find appropriate words to describe an object in report text by using diagram-labeling.	78.1%	14.2%	7.7%	0%
7. My writing was easier to understand after the teacher applying diagram-labeling.	52.5%	25%	20%	2.5%
8. I could write a report text in a correct structure.	63.7%	33.3%	0%	0%
9. I could write better after the teacher applying diagram-labeling.	80%	15.7%	4.3%	0%
10. My writing skill had improved after the teacher applying diagram-labeling.	90.7%	9.3%	0%	0%

Cycle 2 Questionnaire Result

Statements	Agree	Just enough	Not quite	Not agree
1. Diagram-labeling made English lesson enjoyable.	80.1%	19.7%	0%	0%
2. I liked a report text after the teacher applying diagram-labeling.	87%	11%	2%	0%
3. I had known about report text clearly.	85%	10%	5%	0%
4. I liked learning English with games.	81.7%	18.3%	0%	0%
5. I could write a report text easily using diagram-labeling.	95.3%	4.7%	0%	0%
6. I could find appropriate words to describe an object in report text by using diagram-labeling.	78.1%	14.2%	7.7%	0%
7. My writing was easier to understand after the teacher applying diagram-labeling.	72.5%	22.5%	5%	0%
8. I could write a report text in a correct structure.	73.7%	23.3%	0%	0%
9. I could write better after the teacher applying diagram-labeling.	80%	15.7%	4.3%	0%
10. My writing skill had improved after the teacher applying diagram-labeling.	98.7%	1.3%	0%	0%

Appendix 6

Lesson Plan

Cycle 1

Lesson Plan

Sekolah : SMA N I Juwana
Matapelajaran : Bahasa Inggris
Kelas/Semester : XI/2 (IPS)
Materi Pokok : Teks Ilmiah (factual report) tulis sederhana tentang benda, binatang, dan gejala/peristiwa alam
Alokasi Waktu : 4 X 40 Menit (2x pertemuan)

A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	Sebagai bukti bahwa peserta didik mensyukuri mendapat kesempatan belajar bahasa Inggris: Siswa berpartisipasi aktif dalam mempelajari materi teks ilmiah (factual report)
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Siswa mengumpulkan tugas yang diberikan oleh guru secara tepat waktu. 2.3.2 Siswa bekerjasama dengan teman satu kelompok dalam menyelesaikan tugas kelompok yang diberikan oleh guru.
3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang	3.9.1 Siswa mampu menjelaskan fungsi sosial teks ilmiah (factual report). 3.9.2 Siswa mampu mengurutkan struktur teks ilmiah (factual report) sesuai urutan yang benar. 3.9.3 Siswa mampu menentukan unsur kebahasaan yang digunakan dalam berbagai macam teks

<p>orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.</p>	<p>ilmiah (factual report). 3.9.4 Siswa mampu membuat teks ilmiah (factual report) tulis sederhana tentang orang, binatang, gejala dan peristiwa alam dan social.</p>
<p>4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p>	<p>4.13.1 Siswa mampu menemukan gagasan utama dalam berbagai macam surat pribadi sederhana. 4.13.2 Siswa mampu membuat teks ilmiah (factual report) tulis sederhana yang berkaitan dengan mata pelajaran lain.</p>

C. Tujuan Pembelajaran

Kompetensi Sikap Spiritual dan Sikap Sosial

1. Sebagai bukti bahwa peserta didik mensyukuri mendapat kesempatan belajar bahasa Inggris, siswa berpartisipasi aktif dalam mempelajari materi surat pribadi sederhana
2. Menerapkan kedisiplinan dan tanggung jawab dengan mengerjakan tugas individu dan kelompok yang diberikan oleh guru secara tepat waktu.

Kompetensi Pengetahuan dan Keterampilan

Setelah melakukan serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Menjelaskan fungsi sosial teks ilmiah (factual report) sederhana.
2. Mengurutkan struktur teks ilmiah (factual report) sederhana sesuai urutan yang baik dan benar.

3. Mengidentifikasi unsur kebahasaan yang digunakan dalam teks ilmiah (factual text) sederhana.
4. Menemukan gagasan utama dalam berbagai contoh teks ilmiah (factual teks) sederhana.
5. Menulis teks ilmiah (factual text) sesuai struktur teks dan unsur kebahasaan yang baik dan benar.

D. Materi Pembelajaran

Berbagai macam contoh report text sederhana dari berbagai sumber.

OBSERVATION

- Siswa memperhatikan berbagai contoh teks ilmiah (factual report) yang digunakan guru dari berbagai sumber (a.l. media massa, internet).

QUESTIONING

Siswa menanyakan fungsi sosial, struktur teks, dan unsur kebahasaan yang terdapat dalam teks ilmiah (factual report) sederhana.

Fungsi sosial:

- To give information of an object.

An information report can cover information of various kinds and in different fields of knowledge:

- Classifications - different types/species/sets of; differences/similarities between...
- Components - parts which make up the whole or bits/elements which are taken out of the whole

- Aspects - size and/or shape and/or directions and/or positions and/or textures and/or functions and/or behaviours and/or systems (eg political)

Structural features

- This genre commences with a **general statement** (a statement of classification, a definition, a clarification of what type of report this is)
- Then there is a **sequence of facts** on the topic, grouped in a logical order and **arranged by topic paragraphs and/or subheadings**
- **Labelled illustrations, diagrams, graphs, tables** may accompany and support the written text.

Language features

- Present tense
Simple present
Simple Present

S + V infinitive (s/es) + O/Adverb

Example:

- a. Slow loris is a mammal
- b. It is a nocturnal animal

- Technical vocabulary (*environment, succulent, inner core, mantle*) used considerably
- Expanded noun groups to describe (*damp undergrowth near fresh water*)
- Some nominalisation (*threat, responsibility, pollution*)
- Relational verbs to define, categorise, name and describe (*are, have, are called*)
- Some use of passive voice (*...are controlled by, ...is known as*)

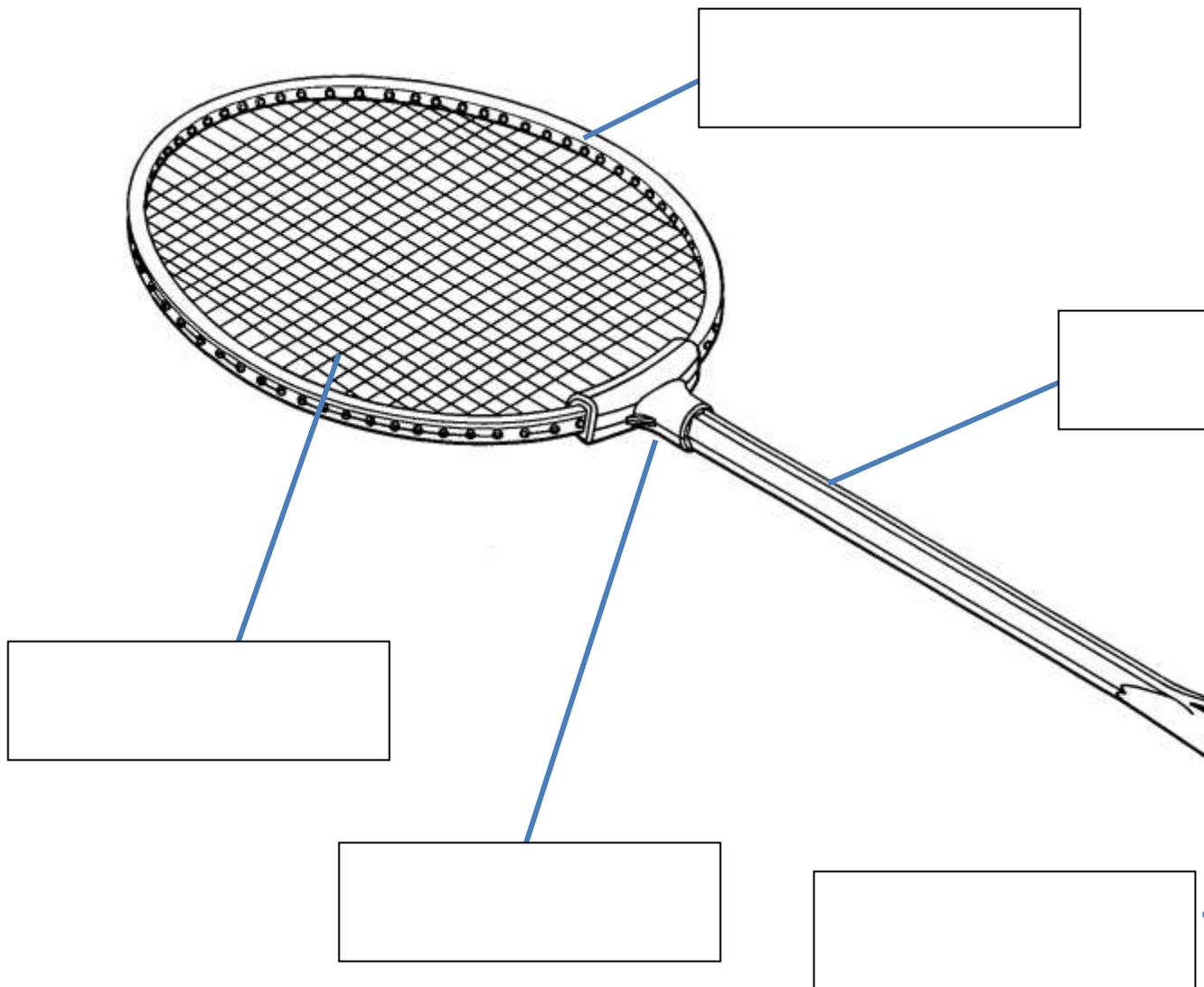
- The topic or aspects of it are generally theme (*Frogs, They, The State Government, Other services*)

EXPERIMENTING

- Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu
- Siswa berdiskusi dan memasang petunjuk-petunjuk yang diberikan oleh guru dengan bagian-bagian object yang terdapat gambar yang kemudian dapat digunakan untuk membuat kalimat-kalimat sederhana.
- Siswa membuat kalimat-kalimat sederhana yang dapat disusun menjadi teks ilmiah (factual report).

Exercise

Look at the picture and read the clues below it, then match the part of the object with the clues!



1. used to hold the racket
2. connects the head to the shaft
3. made up of nylon or carbon fiber

4. the long rod, of a composite material such as graphite, can be stiffer or more flexible
5. Oval or rounded, the ring of material that holds the strings in place, has holes in its perimeter

ASSOCIATING

Siswa melakukan peer correction dari exercise 1

COMMUNICATING

Cycle 1 Formative Assessment

Siswa membuat teks ilmiah (factual report) sederhana berdasarkan diagram-labeling yang telah mereka lakukan

Make a report text based on diagram-labeling that you have done.

E. Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : Discovery Learning, Cooperative learning

F. Media, Alat, dan Sumber Pembelajaran

Media

Buku materi, Power point

Alat/Bahan

Laptop, LCD, white board, buku tulis, spidol

Sumber Belajar

- CD/ Audio/ VCD
- Koran/ majalah berbahasa Inggris
- Sumber dari internet:

- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Pertama

Kegiatan	Langkah-Langkah Pembelajaran	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam kepada peserta didik menggunakan bahasa Inggris supaya tercipta <i>English environment</i>. 2. Peserta didik merespon salam yang diberikan guru. 3. Guru memeriksa kehadiran peserta didik. 4. Peserta didik mendengarkan penjelasan guru tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 	10 menit
Inti	<p style="text-align: center;">OBSERVING</p> <ol style="list-style-type: none"> 1. Guru membagi siswa menjadi beberapa kelompok. 2. Guru membagi kertas yang berisi paragraf yang akan disusun menjadi report teks. 3. Guru memberi instruksi kepada siswa untuk menyusun paragraf-paragraf tersebut sehingga menjadi report teks ke dalam urutan yang benar (tanpa melihat sumber yang lain). 4. Guru menjelaskan bahwa peserta didik harus menyelesaikan kegiatan tersebut dalam waktu yang telah ditentukan. 5. Setelah menyelesaikan kegiatan kelompok, guru meminta peserta didik untuk mengamati contoh report teks yang telah tersusun dengan benar dan menganalisa struktur teks tersebut. <p style="text-align: center;">QUESTIONING</p> <ol style="list-style-type: none"> 1. Guru membimbing dan memberi kesempatan kepada peserta didik untuk bertanya mengenai 	60 menit

	<p>report teks yang mereka temukan dalam teks yang telah diberikan sebelumnya.</p> <p>2. Guru memberi kesempatan kepada peserta didik untuk bertanya mengenai kosa kata yang mereka temukan di dalam report text yang telah diberikan.</p> <p style="text-align: center;">EXPLORING</p> <p>1. Guru bersama peserta didik mengoreksi tugas kelompok yang telah dikerjakan oleh peserta didik sebelumnya.</p> <p>2. Peserta didik berlatih menggunakan berbagai kata yang dapat digunakan dalam mendeskripsikan suatu benda dalam bahasa Inggris.</p> <p>3. Dalam kerja kelompok terstruktur, peserta didik mengerjakan tugas-tugas yang telah disediakan oleh guru dalam waktu yang telah ditentukan.</p> <p>4. Dalam kerja kelompok, peserta didik melakukan diagram-labeling.</p>	
Penutup	<p>1. Guru dan peserta didik bersama-sama membuat kesimpulan dari materi pembelajaran.</p> <p>2. Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya.</p> <p>3. Guru menutup kegiatan pembelajaran.</p>	10 menit

Pertemuan Kedua

Kegiatan	Langkah-Langkah Pembelajaran	Waktu
Pendahuluan	<p>1. Guru memberi salam kepada peserta didik menggunakan bahasa Inggris supaya tercipta <i>English environment</i>.</p> <p>2. Peserta didik merespon salam yang diberikan guru.</p> <p>3. Guru memeriksa kehadiran peserta didik.</p>	10 menit

	4. Peserta didik mendengarkan penjelasan guru tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.	
Inti	<p style="text-align: center;">COMMUNICATING</p> <p>1. Guru memberikan tugas yang belum dapat diselesaikan pada pertemuan sebelumnya.</p> <p style="text-align: center;">ASSOCIATING</p> <p>1. Peserta didik dibagi menjadi beberapa kelompok.</p> <p>2. Guru menjelaskan kepada peserta didik bahwa mereka akan melakukan peer correction dari kegiatan sebelumnya</p> <p>3. Guru membimbing peserta didik</p> <p>4. Guru memberi penilaian kepada siswa.</p> <p style="text-align: center;">COMMUNICATING</p> <p>1. Peserta didik membuat report text berdasarkan diagram-labeling yang telah dilakukan sebelumnya.</p> <p>2. Guru memberikan instruksi kepada untuk mengumpulkan teks yang telah dibuat.</p>	60 menit
Penutup	<p>1. Guru dan peserta didik bersama-sama membuat kesimpulan dari materi pembelajaran.</p> <p>2. Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya.</p> <p>3. Guru memberikan tugas individu atau kelompok kepada peserta didik yang berhubungan dengan materi pembelajaran.</p> <p>4. Guru menutup kegiatan pembelajaran.</p>	10 menit

H. Penilaian

No	Students	Aspects			
		Responsibilities	Activeness	Attention	Enthusiasm
1				
2				

$$\text{Students' observation score} = \frac{\text{sum of students' aspects' score}}{4}$$

Attitude competence conversion

Grade	Score	Level
A	≥ 3.71	Excellent
A-	3.4-3.7	Very Good
B+	3-3.3	
B	2.6-2.9	Good
B-	2.1-2.5	
C+	1.7-2	Fair
C	1.3-1.6	Poor
C-	≤ 1.2	Very Poor

1. Pengetahuan

Jenis/Teknik Penilaian	: tes tertulis
Bentuk Instrumen dan Instrumen kelompok	: isian pendek, kegiatan individu maupun kelompok
Pedoman Penskoran	:

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

2. Keterampilan

Jenis/Teknik Penilaian	: unjuk kerja
Bentuk Instrumen dan Instrumen	: tes keterampilan menulis

Penilaian dari Aspek Keterampilan (Skills)			
Kemampuan Menulis (Writing Skill)			
No	Aspek yang Dinilai	Kriteria	Score
1.	Isi	Isi sesuai dengan judul	4
		Isi cukup sesuai dengan judul	3
		Isi kurang sesuai dengan judul	2

		Isi tidak sesuai dengan judul	1
2.	Pilihan Kosa Kata	Pilihan kosa kata tepat	4
		Pilihan kosa kata cukup tepat	3
		Pilihan kosa kata kurang tepat	2
		Pilihan kosa kata tidak tepat	1
3	Penulisan Kosa Kata	Penulisan kosa kata tepat	4
		Penulisan kosa kata cukup tepat	3
		Penulisan kosa kata kurang tepat	2
		Penulisan kosa kata tidak tepat	1
4	Grammar	Grammar semua tepat	4
		Terdapat beberapa kesalahan	3
		Sering melakukan kesalahan	2
		Banyak terdapat kesalahan	1
		Semua tepat	4
5	Punctuation	Terdapat beberapa kesalahan	3
		Sering melakukan kesalahan	2
		Banyak terdapat kesalahan	1

Pedoman Penskoran :

Skor maksimal = 100

$$\text{Students score} = \frac{\text{sum of students' aspects scores}}{5} \times 2$$

Table 3.2 Students' Formative Assessment Grade

Grade	Criteria of Mastery	Level

A	≥ 86	Excellent
B	76-85	Good
C	66-75	Fair
D	51-65	Poor
E	≤ 50	Very Poor

Cycle 2

Lesson Plan

Sekolah : SMA N I Juwana

Matapelajaran : Bahasa Inggris

Kelas/Semester : XI/2 (IPS)

Materi Pokok : Teks Ilmiah (factual report) tulis sederhana tentang benda, binatang, dan gejala/peristiwa alam

Alokasi Waktu : 2 X 40 Menit (1x pertemuan)

E. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya 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.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

F. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa	Sebagai bukti bahwa peserta didik mensyukuri mendapat kesempatan belajar bahasa Inggris: Siswa berpartisipasi aktif dalam mempelajari materi

<p>pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p>	<p>teks ilmiah (factual report)</p>
<p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>	<p>2.3.1 Siswa mengumpulkan tugas yang diberikan oleh guru secara tepat waktu. 2.3.2 Siswa bekerjasama dengan teman satu kelompok dalam menyelesaikan tugas kelompok yang diberikan oleh guru.</p>
<p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.</p>	<p>3.9.1 Siswa mampu menjelaskan fungsi sosial teks ilmiah (factual report). 3.9.2 Siswa mampu mengurutkan struktur teks ilmiah (factual report) sesuai urutan yang benar. 3.9.3 Siswa mampu menentukan unsur kebahasaan yang digunakan dalam berbagai macam teks ilmiah (factual report). 3.9.4 Siswa mampu membuat teks ilmiah (factual report) tulis sederhana tentang orang, binatang, gejala dan peristiwa alam dan social.</p>
<p>4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan</p>	<p>4.13.1 Siswa mampu menemukan gagasan utama dalam berbagai macam surat pribadi sederhana. 4.13.2 Siswa mampu membuat teks ilmiah (factual report) tulis sederhana yang berkaitan dengan mata pelajaran lain.</p>

peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	
--	--

G. Tujuan Pembelajaran

Kompetensi Sikap Spiritual dan Sikap Sosial

3. Sebagai bukti bahwa peserta didik mensyukuri mendapat kesempatan belajar bahasa Inggris, siswa berpartisipasi aktif dalam mempelajari materi surat pribadi sederhana
4. Menerapkan kedisiplinan dan tanggung jawab dengan mengerjakan tugas individu dan kelompok yang diberikan oleh guru secara tepat waktu.

Kompetensi Pengetahuan dan Keterampilan

Setelah melakukan serangkaian kegiatan pembelajaran, peserta didik dapat:

6. Menjelaskan fungsi sosial teks ilmiah (factual report) sederhana.
7. Mengurutkan struktur teks ilmiah (factual report) sederhana sesuai urutan yang baik dan benar.
8. Mengidentifikasi unsur kebahasaan yang digunakan dalam teks ilmiah (factual text) sederhana.
9. Menemukan gagasan utama dalam berbagai contoh teks ilmiah (factual teks) sederhana.
10. Menulis teks ilmiah (factual text) sesuai struktur teks dan unsur kebahasaan yang baik dan benar.

H. Materi Pembelajaran

Berbagai macam contoh report text sederhana dari berbagai sumber.

OBSERVATION

- Siswa memperhatikan berbagai contoh teks ilmiah (factual report) yang digunakan guru dari berbagai sumber (a.l. media massa, internet).

QUESTIONING

Siswa menanyakan fungsi sosial, struktur teks, dan unsur kebahasaan yang terdapat dalam teks ilmiah (factual report) sederhana.

Fungsi sosial:

- To give information of an object.

An information report can cover information of various kinds and in different fields of knowledge:

- Classifications - different types/species/sets of; differences/similarities between...
- Components - parts which make up the whole or bits/elements which are taken out of the whole
- Aspects - size and/or shape and/or directions and/or positions and/or textures and/or functions and/or behaviours and/or systems (eg political)

Structural features

- This genres commences with a **general statement** (a statement of classification, a definition, a clarification of what type of report this is)
- Then there is a **sequence of facts** on the topic, grouped in a logical order and **arranged by topic paragraphs and/or subheadings**
- **Labelled illustrations, diagrams, graphs, tables** may accompany and support the written text.

Language features

- Present tense

Simple present

Simple Present

S + V infinitive (s/es) + O/Adverb

Example:

- c. Slow loris is a mammal
- d. It is a nocturnal animal

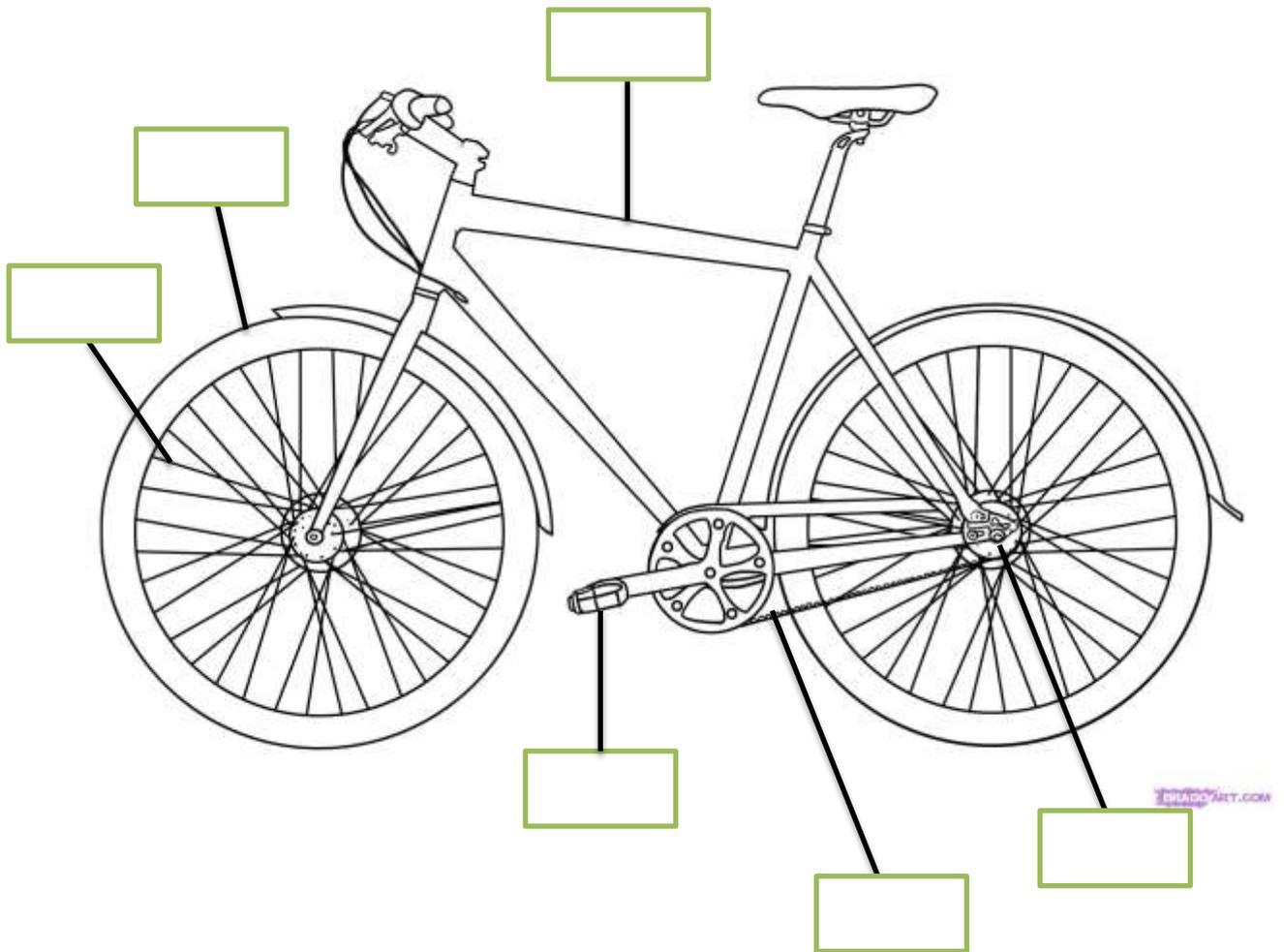
- Technical vocabulary (*environment, succulent, inner core, mantle*) used considerably
- Expanded noun groups to describe (*damp undergrowth near fresh water*)
- Some nominalisation (*threat, responsibility, pollution*)
- Relational verbs to define, categorise, name and describe (*are, have, are called*)
- Some use of passive voice (*...are controlled by, ...is known as*)
- The topic or aspects of it are generally theme (*Frogs, They, The State Government, Other services*)

EXPERIMENTING

- Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu
- Siswa berdiskusi dan memasang petunjuk-petunjuk yang diberikan oleh guru dengan bagian-bagian object yang terdapat gambar yang kemudian dapat digunakan untuk membuat kalimat-kalimat sederhana.
- Siswa membuat kalimat-kalimat sederhana yang dapat disusun menjadi teks ilmiah (factual report).

Exercise 1

Look at the picture and read the clues below it, then match the part of the object with the clues!



1. Wire support extending from the hub of a wheel to its perimeter
2. A long, narrow support pole between the seat and the handlebars
3. A small, geared wheel concentric with the rear wheel
4. A long, linked, flexible metal device that propels the vehicle
5. A small rectangular level operated by the foot to propels the vehicle

6. A tough but somewhat flexible rubber item that circles each wheel

ASSOCIATING

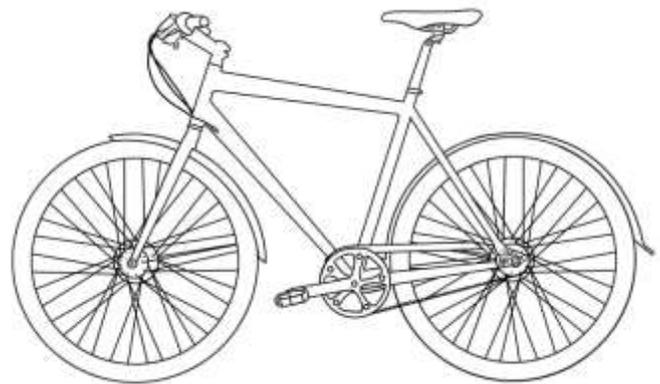
Siswa melakukan peer correction dari exercise 1

COMMUNICATING

Cycle 1 Formative Assessment

Siswa membuat teks ilmiah (factual report) sederhana berdasarkan diagram-labeling yang telah mereka lakukan

Make a report text based on diagram-labeling that you have done.



.....

.....

.....

.....

.....

.....

I. Metode Pembelajaran

Pendekatan : Scientific Approach

Metode : Discovery Learning, Cooperative learning

J. Media, Alat, dan Sumber Pembelajaran

Media

Buku materi, Power point

Alat/Bahan

Laptop, LCD, white board, buku tulis, spidol

Sumber Belajar

- CD/ Audio/ VCD
- Koran/ majalah berbahasa Inggris
- Sumber dari internet:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

K. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Pertama

Kegiatan	Langkah-Langkah Pembelajaran	Waktu
Pendahuluan	1. Guru memberi salam kepada peserta didik menggunakan bahasa Inggris supaya tercipta <i>English environment</i> .	10 menit

	<p>2. Peserta didik merespon salam yang diberikan guru.</p> <p>3. Guru memeriksa kehadiran peserta didik.</p> <p>4. Peserta didik mendengarkan penjelasan guru tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p>	
Inti	<p>COMMUNICATING</p> <p>5. Guru memberikan tugas yang belum dapat diselesaikan pada pertemuan sebelumnya.</p> <p>ASSOCIATING</p> <p>6. Peserta didik dibagi menjadi beberapa kelompok.</p> <p>7. Guru menjelaskan kepada peserta didik bahwa mereka akan melakukan peer correction dari kegiatan sebelumnya</p> <p>8. Guru membimbing peserta didik</p> <p>9. Guru memberi penilaian kepada siswa.</p> <p>COMMUNICATING</p> <p>10. Peserta didik membuat report text berdasarkan diagram-labeling yang telah dilakukan sebelumnya.</p> <p>11. Guru memberikan instruksi kepada untuk mengumpulkan teks yang telah dibuat.</p>	60 menit
Penutup	<p>12. Guru dan peserta didik bersama-sama membuat kesimpulan dari materi pembelajaran.</p> <p>13. Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya.</p> <p>14. Guru memberikan tugas individu atau kelompok kepada peserta didik yang berhubungan dengan materi pembelajaran.</p> <p>15. Guru menutup kegiatan pembelajaran.</p>	10 menit

L. Penilaian

M. Penilaian

No	Students	Aspects			
		Responsibilities	Activeness	Attention	Enthusiasm
1				
2				

$$\text{Students' observation score} = \frac{\text{sum of students' aspects' score}}{4}$$

Attitude competence conversion

Grade	Score	Level
A	≥ 3.71	Excellent
A-	3.4-3.7	Very Good
B+	3-3.3	
B	2.6-2.9	Good
B-	2.1-2.5	
C+	1.7-2	Fair
C	1.3-1.6	Poor
C-	≤ 1.2	Very Poor

3. Pengetahuan

Jenis/Teknik Penilaian	: tes tertulis
Bentuk Instrumen dan Instrumen	: isian pendek, kegiatan individu maupun kelompok
Pedoman Penskoran	:

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 4$$

4. Keterampilan

Jenis/Teknik Penilaian	: unjuk kerja
Bentuk Instrumen dan Instrumen	: tes keterampilan menulis

Penilaian dari Aspek Keterampilan (Skills)			
Kemampuan Menulis (Writing Skill)			
No	Aspek yang Dinilai	Kriteria	Score
1.	Isi	Isi sesuai dengan judul	4

		Isi cukup sesuai dengan judul	3
		Isi kurang sesuai dengan judul	2
		Isi tidak sesuai dengan judul	1
2.	Pilihan Kosa Kata	Pilihan kosa kata tepat	4
		Pilihan kosa kata cukup tepat	3
		Pilihan kosa kata kurang tepat	2
		Pilihan kosa kata tidak tepat	1
3	Penulisan Kosa Kata	Penulisan kosa kata tepat	4
		Penulisan kosa kata cukup tepat	3
		Penulisan kosa kata kurang tepat	2
		Penulisan kosa kata tidak tepat	1
4	Grammar	Grammar semua tepat	4
		Terdapat beberapa kesalahan	3
		Sering melakukan kesalahan	2
		Banyak terdapat kesalahan	1
		Semua tepat	4
5	Punctuation	Terdapat beberapa kesalahan	3
		Sering melakukan kesalahan	2
		Banyak terdapat kesalahan	1

Pedoman Penskoran :

Skor maksimal = 100

$$\text{Students score} = \frac{\text{sum of students' aspects scores}}{5} \times 2$$

Table 3.2 Students' Formative Assessment Grade

Grade	Criteria of Mastery	Level
A	≥ 86	Excellent
B	76-85	Good
C	66-75	Fair
D	51-65	Poor
E	≤ 50	Very Poor

Appendix 7

First Field Note

Class : XI IPS 4

Number of Students : 32

Male : 7

Female: 25

Class environment : The class in the second floor, the first class after the stairs. The class is large with a fan in the right side of the class and one LCD monitor. The

Appendix 8**Cycle 1 Field Note**

Class : XI IPS 4

Number of Students : 32

Male : 7

Female: 25

Students' behavior and characters: The students' behavior was better than preliminary research.
The students did the diagram-labeling in 15 minutes. Most of

Appendix 9**Cycle 2 Field Note**

Class : XI IPS 4

Number of Students : 32

Male : 7

Female: 25

Students' behavior and characters: The students' behavior was improved. All of them was well

Appendix 10

The Result of First Observation Checklist

No	Students' code	Aspects				Total Score	Score	Category
		Active ness	Attent ion	Respons ibility	Interes t			
1.	S-1	2	2	2	1	7	1.75	C+
2.	S-2	2	2	2	1	7	1.75	C+
3.	S-3	3	2	2	1	8	2	C+
4.	S-4	4	2	2	1	9	2.25	B-
5.	S-5	3	2	3	1	9	2.25	B-
6.	S-6	2	2	2	1	7	1.75	C+
7.	S-7	4	2	3	1	10	2.5	B
8.	S-8	4	2	3	1	10	2.5	B
9.	S-9	3	2	3	1	9	2.25	B-
10.	S-10	4	2	2	1	9	2.25	B-
11.	S-11	2	2	2	1	7	1.75	C+
12.	S-12	4	1	3	1	9	2.25	B-
13.	S-13	4	2	2	1	9	2.25	B-
14.	S-14	4	1	2	2	8	2	C+
15.	S-15	4	2	3	1	10	2.5	B
16.	S-16	3	1	2	1	7	1.75	C+
17.	S-17	3	2	2	2	8	2	C+
18.	S-18	4	3	3	2	11	2.75	B
19.	S-19	3	2	2	2	8	2	C+
20.	S-20	3	1	2	1	7	1.75	C+
21.	S-21	4	3	3	1	11	2.75	B
22.	S-22	3	1	3	2	8	2	C+
23.	S-23	3	1	2	1	7	1.75	C+
24.	S-24	4	1	2	1	8	2	C+

25.	S-25	3	2	2	1	8	2	C+
26.	S-26	3	2	2	1	8	2	C+
27.	S-27	3	2	2	1	8	2	C+
28.	S-28	2	2	2	1	7	1.75	C+
29.	S-29	3	2	2	1	8	2	C+
30.	S-30	3	2	2	1	8	2	C+
31.	S-31	4	3	3	2	11	2.75	B
32.	S-32	4	2	3	1	10	2.5	B

Appendix 11

The Result of Cycle 1 Observation Checklist

No	Students' code	Aspects				Total Score	Score	Category
		Active ness	Attent ion	Respons ibility	Interes t			
1.	S-1	3	3	2	3	11	2.75	B
2.	S-2	2	3	2	3	10	2.5	B
3.	S-3	3	3	2	3	11	2.75	B
4.	S-4	4	3	2	3	12	3	B+
5.	S-5	3	3	3	3	12	3	B+
6.	S-6	3	3	2	3	11	2.75	B
7.	S-7	4	3	3	3	13	3.25	A-
8.	S-8	4	3	3	3	13	3.25	A-
9.	S-9	3	3	3	3	12	3	B+
10.	S-10	4	3	2	3	12	3	B+
11.	S-11	2	3	2	3	10	2.5	B
12.	S-12	4	2	3	3	12	3	B+
13.	S-13	4	3	2	3	12	3	B+
14.	S-14	4	2	2	4	12	3	B+
15.	S-15	4	3	3	3	13	3.25	A-
16.	S-16	3	2	2	3	10	2.5	B
17.	S-17	3	2	2	3	10	2.5	B
18.	S-18	4	3	3	3	13	3.25	B+
19.	S-19	3	2	2	3	10	2.5	B
20.	S-20	3	2	2	3	10	2.5	B
21.	S-21	4	3	3	3	12	3	B+
22.	S-22	3	2	3	3	11	2.75	B
23.	S-23	3	2	2	3	10	2.5	B
24.	S-24	4	2	2	3	11	2.75	B

25.	S-25	3	2	2	3	10	2.5	B
26.	S-26	3	2	2	3	10	2.5	B
27.	S-27	3	2	2	3	10	2.5	B
28.	S-28	2	2	2	3	10	2.5	B
29.	S-29	3	2	2	3	10	2.5	B
30.	S-30	3	2	2	3	10	2.5	B
31.	S-31	4	3	3	4	14	3.5	A-
32.	S-32	4	2	3	3	12	3	B+

Appendix 12

The Result of Cycle 2 Observation Checklist

No	Students' code	Aspects				Total Score	Score	Category
		Active ness	Attent ion	Respons ibility	Interes t			
1.	S-1	3	3	4	4	14	3.5	A-
2.	S-2	3	3	3	3	12	3	B+
3.	S-3	3	3	3	4	13	3.25	A-
4.	S-4	4	3	3	4	14	3.5	A-
5.	S-5	3	3	3	3	12	3	B+
6.	S-6	3	3	2	3	11	2.75	B
7.	S-7	4	3	3	3	13	3.25	A-
8.	S-8	4	3	3	3	13	3.25	A-
9.	S-9	3	3	3	3	12	3	B+
10.	S-10	4	3	3	3	13	3.25	A-
11.	S-11	3	3	3	4	13	3.25	A-
12.	S-12	4	3	3	4	14	3.5	A-
13.	S-13	4	3	3	3	13	3.25	B+
14.	S-14	4	2	2	4	12	3	B
15.	S-15	4	3	3	4	14	3.5	A-
16.	S-16	3	2	2	4	12	3	B
17.	S-17	3	2	2	4	12	3	B
18.	S-18	4	3	3	4	14	3.5	A-
19.	S-19	3	3	3	3	12	3	B+
20.	S-20	3	3	3	3	12	3	B+
21.	S-21	4	3	3	3	13	3.25	A-
22.	S-22	3	3	3	3	12	3	B+
23.	S-23	3	3	2	3	11	2.75	B

24.	S-24	4	3	2	3	12	3	B+
25.	S-25	3	3	2	3	11	2.75	B
26.	S-26	3	3	2	3	11	2.75	B
27.	S-27	3	3	2	3	11	2.75	B
28.	S-28	3	3	2	3	11	2.75	B
29.	S-29	3	3	2	3	11	2.75	B
30.	S-30	3	3	2	3	11	2.75	B
31.	S-31	4	4	3	4	15	3.75	A
32.	S-32	4	3	3	3	13	3.25	A-

Appendix 13**Initial Formative Assessment Result****Writing Score**

No	Students' code	Aspects					Score	Total Score
		Grammar	Diction	Content	Punctuation	Spelling		
1.	S-1	3	2	2	3	1	11	55
2.	S-2	4	2	1	3	4	14	70
3.	S-3	1	2	2	3	4	12	60
4.	S-4	1	2	3	2	4	12	60
5.	S-5	1	2	2	4	4	13	65
6.	S-6	1	1	2	3	4	11	55
7.	S-7	2	2	2	3	4	13	65
8.	S-8	1	2	2	3	1	9	45
9.	S-9	2	2	2	4	3	13	65
10.	S-10	1	2	2	2	4	12	60
11.	S-11	3	2	2	3	4	14	70
12.	S-12	1	1	2	4	4	12	60
13.	S-13	1	2	2	2	2	9	45
14.	S-14	4	3	2	3	3	15	75
15.	S-15	2	3	2	4	4	15	75
16.	S-16	4	2	2	3	4	15	75
17.	S-17	1	1	2	4	4	12	60
18.	S-18	4	2	2	3	4	15	75
19.	S-19	4	3	2	3	4	16	80
20.	S-20	4	3	2	3	3	15	75
21.	S-21	1	3	2	3	4	13	65
22.	S-22	4	2	2	3	3	14	70
23.	S-23	1	2	1	4	4	12	60
24.	S-24	1	1	2	2	4	10	50
25.	S-25	1	2	2	3	4	12	60

26.	S-26	2	2	2	3	3	12	60
27.	S-27	4	2	2	3	1	12	60
28.	S-28	1	2	2	3	3	11	55
29.	S-29	1	2	2	2	4	11	55
30.	S-30	2	2	2	4	4	14	70
31.	S-31	1	2	2	4	3	12	60
32.	S-32	2	2	2	4	3	13	65
Total Score								2020
Mean								63.125

Appendix 14

The Result of Cycle 1 Formative Assessment

Writing Score

No	Students' code	Aspects					Score	Total Score
		Grammar	Diction	Content	Punctuation	Spelling		
1.	S-1	2	3	4	3	3	15	75
2.	S-2	3	3	3	3	3	15	75
3.	S-3	2	2	1	3	4	12	60
4.	S-4	3	3	3	3	3	15	75
5.	S-5	2	3	4	3	4	16	80
6.	S-6	3	3	4	3	4	16	80
7.	S-7	3	3	4	4	3	15	75
8.	S-8	2	4	4	3	2	15	75
9.	S-9	2	3	4	3	4	16	80
10.	S-10	3	4	3	3	3	16	80
11.	S-11	1	3	4	2	4	14	70
12.	S-12	3	3	3	3	4	16	80
13.	S-13	3	3	1	4	4	15	70
14.	S-14	4	2	4	2	2	16	80
15.	S-15	3	3	4	3	4	17	85
16.	S-16	3	3	4	3	2	15	75
17.	S-17	2	3	3	1	4	13	65
18.	S-18	2	2	3	4	4	15	75
19.	S-19	2	3	3	2	4	14	70
20.	S-20	2	3	4	3	4	16	80
21.	S-21	2	4	4	4	3	17	85
22.	S-22	4	3	4	1	4	16	80
23.	S-23	3	3	4	3	4	17	85
24.	S-24	3	3	3	3	3	15	75
25.	S-25	1	2	2	4	4	13	65

26.	S-26	3	3	4	2	3	15	75
27.	S-27	3	3	4	3	3	16	80
28.	S-28	3	3	4	4	3	17	85
29.	S-29	2	3	4	4	3	16	80
30.	S-30	2	3	4	4	4	15	75
31.	S-31	3	3	4	3	4	17	85
32.	S-32	3	3	4	4	4	16	80
Total Score								2455
Mean								76.72

Appendix 15

The Result of Cycle 2 Formative Assessment

Writing Score

No	Students' code	Aspects					Score	Total Score
		Grammar	Diction	Content	Punctuation	Spelling		
1.	S-1	3	3	3	3	3	15	75
2.	S-2	3	3	3	2	4	15	75
3.	S-3	3	3	2	3	3	14	70
4.	S-4	3	3	3	3	3	15	75
5.	S-5	3	3	4	3	4	17	85
6.	S-6	3	3	4	3	4	17	85
7.	S-7	3	3	4	3	3	16	80
8.	S-8	2	3	4	3	3	15	75
9.	S-9	3	3	3	3	4	16	80
10.	S-10	3	3	4	3	3	16	80
11.	S-11	4	3	3	3	4	17	85
12.	S-12	3	3	4	3	4	17	85
13.	S-13	3	3	4	3	2	16	80
14.	S-14	2	3	3	4	4	16	80
15.	S-15	3	3	4	3	4	17	85
16.	S-16	3	3	4	3	4	17	85
17.	S-17	2	3	3	3	3	14	70
18.	S-18	3	4	4	3	3	17	85
19.	S-19	3	3	3	3	3	15	75
20.	S-20	3	4	4	2	4	17	85
21.	S-21	2	4	4	3	4	17	85
22.	S-22	3	3	4	3	3	16	80
23.	S-23	3	4	4	3	3	17	85
24.	S-24	3	3	4	3	3	16	80
25.	S-25	3	3	4	2	4	16	80

Initial Formative Assessment Draft

Text : Report Text

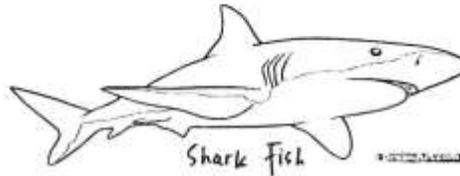
Grade : Eleventh Grade

Date : 8/04/2015

Type : Free Writing

Name/Number: Untari jumiasih / 31

Look carefully at the picture below and make a report text based on the picture!



• Shark is a sea animal. Shark eat a small fish. Shark is predator fish. Shark is type fish live in the sea. Shark is very big. The skin is dark colour. It has thick skin. It has one back. Shark is the animal of the sea such as monsters, these fish eat fish small fish. The sharks have pointy teeth and sharp. Shark is a fish that very greedy and savage. The shark have extremely sharp teeth. The shark had the form of aircraft and if foraging really fast.

• Shark have two eye. Shark have a very wide mouth. Shark are found in all oceans the world. Shark have the three fins. The sharks rarely appear on the surface of the water.

Text : Report Text

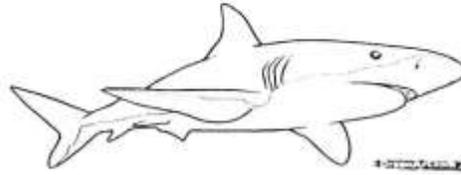
Grade : Eleventh Grade

Date : 8 - April 2015

Type : Free Writing

Name/Number: Sapin Wijayani

Look carefully at the picture below and make a report text based on the picture!



SHARK FISH

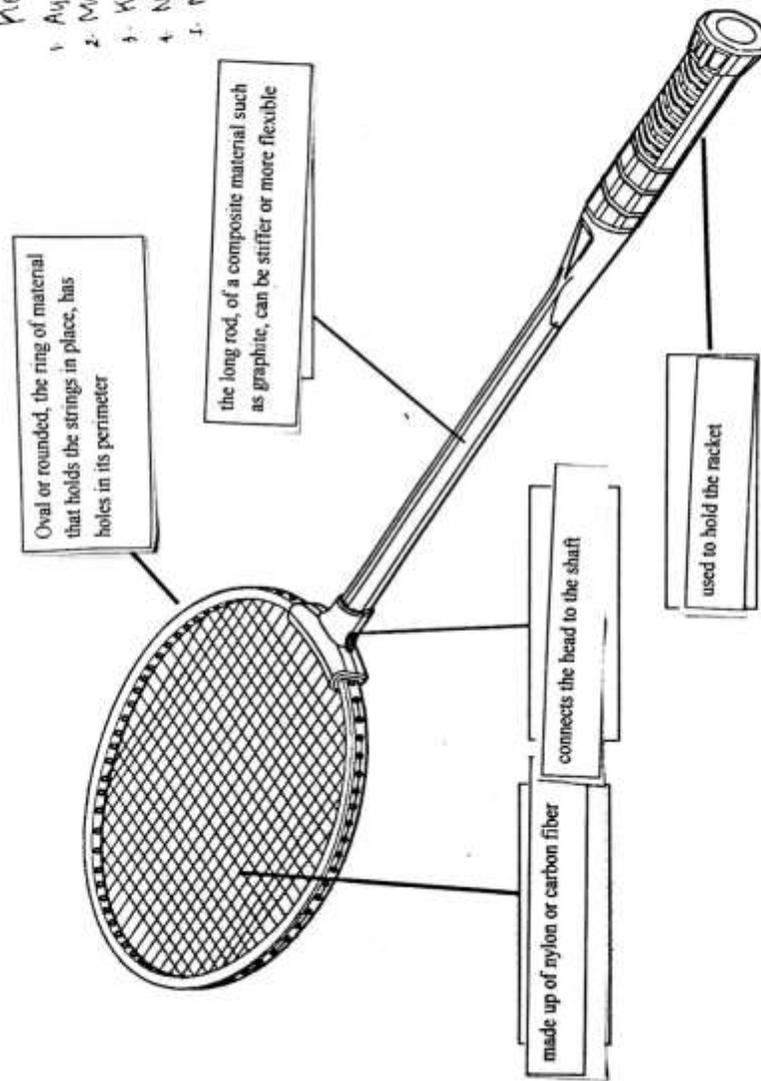
Shark is a monster fish. It lives in the sea. Sharks eat small fish. Usually, shark fish has gray skin. Shark is a very big fish. It has sharp teeth. Shark is very powerful and very fast. Shark fish is a scarce animal. The shark has pointy teeth and sharp. It can grow up to eight meters. Shark walks very slowly. It has a long tail, and ~~has~~ has ~~the~~ three fish fins.

Shark is a greedy animal. Shark has two eyes. Shark fish is very wild when there is blood around it.

Appendix 17

Cycle 1 Diagram-Labeling

- XI USA
 Kelompok 1,
 1. Ayu Puji Astuti (07)
 2. Meita Wulansari (19)
 3. Kuyyirivan Kurianti K. (17)
 4. Nur Fitri Andriani (23)
 5. M. Teguh Widodo (41)



Appendix 18

Students' Writing in Cycle 1 Formative Assessment

Cycle 1 Formative Assessment

Name : Sri Nurjanah
 Number : 27
 Type : Writing
 Date : 29-05-2019

Racket

- * Racket is tool used to play badminton. Racket typically used by small children to adults. Racket strung from several series, namely head, string, throat, shaft, grip.
- * The top of the racket is head. It is oval or rounded, the ring of material that holds the strings in place, has holes in its perimeter. The second of the racket is string. It is made up of nylon or carbon fiber.
- * The third is throat, it connects the head ~~to~~ to the shaft. The fourth part is shaft. Shaft is the long rod, of a composite material such as graphite, can be stiffer or more flexible. ~~The fifth used to hold the racket~~
- * The fifth part is grip. The grip used to hold the racket. Use of racket is refuse the shuttle cock in game of badminton. Most people use the racket for badminton, so racket is popular in people

Cycle 1 Formative Assessment

Name : Kharis Wijaya
 Number : 15
 Type : Writing
 Date : 29 April 2015

Badminton Racket

Racket is a tool used to play badminton. Rackets typically used by small children to adults. Racket string from several series, namely head, string, throat, shaft and grip.

The top of the racket is head. It is oval or rounded, the ring of material that holds the string in place, has holes in its perimeter. The second part made up of nylon or carbon fiber. It is called string. The third part connects the head to the shaft it is called throat. Shaft is the long rod, of a composite material such as graphite, can be stiffer or more flexible. And grip is used to hold the racket.

Racket played by a shuttlecock. Racket sports equipment including small ball. Racket has many colors. And racket various kinds price, there are cheap and some are expensive.

Cycle 1 Formative Assessment

Name : Untari jumiarsih
 Number : 31
 Type : Writing
 Date : 29-09-2015

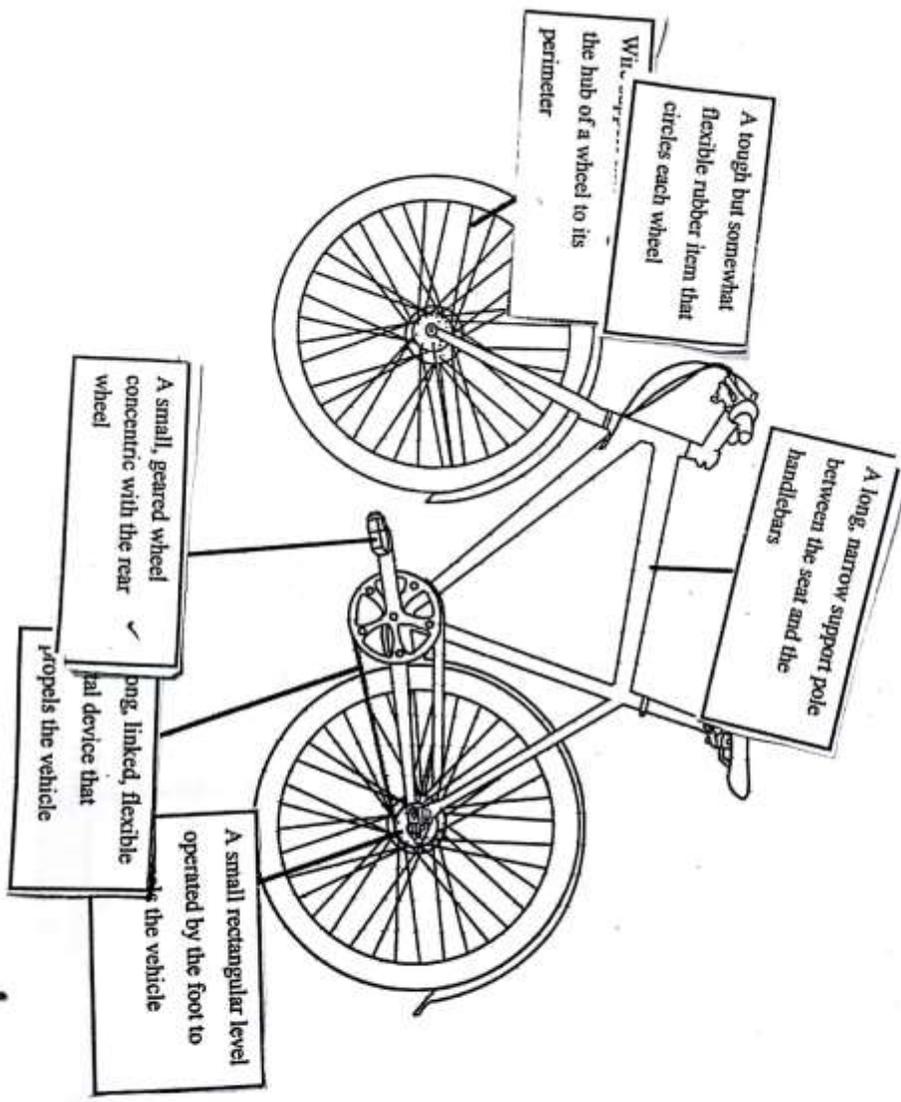
Racket

Racket is a tool to playing badminton. Racket consist of head, string, throat, shaft, grip.
 Firstly is head. Head oval or rounded, the ring of material that holds the strings in place, has holes in its perimeter.
 Secondly is string. String made up of nylon or carbon fiber.
 The third part is throat which connects the head to the shaft.
 The fourth part is shaft. Shaft is the long rod of a composite material such as graphite, can be stiffer or more flexible.
 The fifth part is grip. Grip is used to hold the racket.
 Racket use for refuse the shuttlecock in game of badminton. Racket is a populer in people.

Appendix 19

Cycle 2 Diagram-Labeling

Look at the picture and read the clues below it, then match the part of the object with the clues!



K3

Appendix 20

Students' Writing in Cycle 2 Formative Assessment

Cycle 2 Formative Assessment

Text : Report Text

Grade : Eleventh Grade

Date : 06-05-2015

Type : Free Writing

Name/Number: Bela Surasiya Putri / 05

Bicycle :

Bicycle is one of the ground transportation that is often used. Bicycle consist of tire, spokes, top tube, pedal, chain and cassette.

The first is Tire, tire is a tough but somewhat flexible rubber item that circles each wheel. The second is spokes, spokes is a long, linked, flexible metal device that propels the vehicle.

The Third is Top tube, top tube is a long, narrow support pole between the seat and the handlebars.

Pedal is a small rectangular level operated by foot to propel the vehicle.

Next to pedal there is chain. Chain is wire support extending from the hub of a wheel to its perimeter.

The last part is cassette, cassette is a small, geared wheel concentric with the rear wheel.

Cycle 2 Formative Assessment

Text : Report Text

Grade : Eleventh Grade

Date : 6 May 2015

Type : Free Writing

Name/Number: Ika Muntooti/12/XI-IPS 4

Bicycle

Bicycle is the most common transportation in Indonesia. Bicycle also popular in the world. Bicycle is unuse refined fuel. Bicycle can make us move easily from one place to another.

Bicycle move by swinging the pedal. Bicycle has some part: Tire is a tough but somewhat flexible rubber item that circles each wheel.

Below the tire, there is Spokes. Spokes is a long, linked, flexible metal device that propels the vehicle. The next part is Top tube. Top tube is a long, narrow support pole between the seat and the handlebars.

Below the ^{top tube} ~~top tube~~, there is pedal. Pedal a small rectangular level operated by the foot to people the vehicle. Beside the pedal, there is Chain.

Chain is wire support extending from the hub of a wheel to its perimeter. The last part is Cassette. Cassette is a small, geared wheel concentric with the rear wheel.

Appendix 21

Documentation







