



**THE IMPLEMENTATION OF *FIELDTRIP* TO RONGGOWARSITO
MUSEUM AS A MEDIUM IN INTEGRATING CHARACTER BUILDING
EDUCATION IN TEACHING WRITING RECOUNT TEXT
(An Action Research at the Eight Grade Students of SMP 1 Semarang in the
Academic Year of 2010 / 2011)**

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

by

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THE IMPLEMENTATION OF FIELDTRIP TO RONGGOWARSITO MUSEUM AS A MEDIUM IN INTEGRATING CHARACTER BUILDING EDUCATION IN TEACHING WRITING RECOUNT TEXT (An Action Research at the Eight Grade of SMP 1 Semarang in the Academic Year of 2010 / 2011)

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar – benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas atau final project ini membubuhkan tandatangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab sendiri.

Jika kemudian ditemukan ketidaksesuaian kaidah dan tata tulis dalam penulisan skripsi ini, saya bersedia menerima akibatnya. Demikian, harap pernyataan ini digunakan seperlunya.

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“Everything’s going to be wonderful”



*This Violet Book is dedicated to:
My Lovely Fathers:
Sudirman (Alm) & Muikro
And My Mother:
Tunipah
My beloved family and friends*

I Love you

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ABSTRACT

Martiana, Nia. 2011. *The Implementation of Fieldtrip to Ronggowarsito Museum as a Medium in Character Building Education in Teaching Writing Recount Text (An Action Research of the Eight Grade of SMP 1 Semarang in the Academic Year of 2010 / 2011)*. Final Project. English Department. Semarang State University. Advisor: I. Dra. Dwi Anggani L.B, M. Pd. II. Dra. Dwi Rukmini, M. Pd.

Keywords: Writing, Recount, Character Education, Fieldtrip and Ronggowarsito Museum.

This final project is a qualitative study used an action research which deals with the integration of character building education in English subject, especially in teaching writing recount text through fieldtrip in Ronggowarsito Museum. The value that becomes the concern is cultural awareness. The purposes of the research are to explain how field trip to Ronggowarsito Museum was conducted as the integration of character building education and to analyze students' achievement and the cultural awareness reflected in the recount text made by them.

The action class was class 8E of SMP 1 Semarang in the academic year of 2010/2011. There were some steps in doing the research. First, I did pre observation stage in the school and the museum. After that, cycle 1 was conducted with some treatments, such as discussion about recount texts and preserving culture. At the end of the meeting, students were asked to make recount text about visiting museum (cycle 1 test). Cycle 2 was hold in two meetings. The first meeting was aimed to sharpen students' ability in writing, engaged with the discussion of preserving culture, to sharpen students' cultural awareness, whereas, the second meeting was the D-day of fieldtrip in Ronggowarsito Museum.

Based on their experiences in the fieldtrip, they were asked to make recount texts as the cycle 2 test. The mean of both tests showed that there were significant improvements from 71.58 to 83.30 for the linguistic competence. Moreover, in term of cultural awareness, in cycle 1 test, most students' got Poor (25 students), and Average (9 students), Good (2 students), and none of them got excellent. Whereas in cycle 2, most of students achieved Average level (18 students), and Good (9 students), Excellent (2 students) whereas Poor (7 students). It was considered significantly improved from the result of cycle 2.

It can be concluded that fieldtrip in Ronggowarsito Museum is an effective and an alternative way of teaching recount text; in addition, it is also a way to sharpen students awareness of culture, as the integration of character building education. Therefore, I suggest that the school has to conduct this kind of activity to integrate character building education in English subject, especially in writing recount texts.

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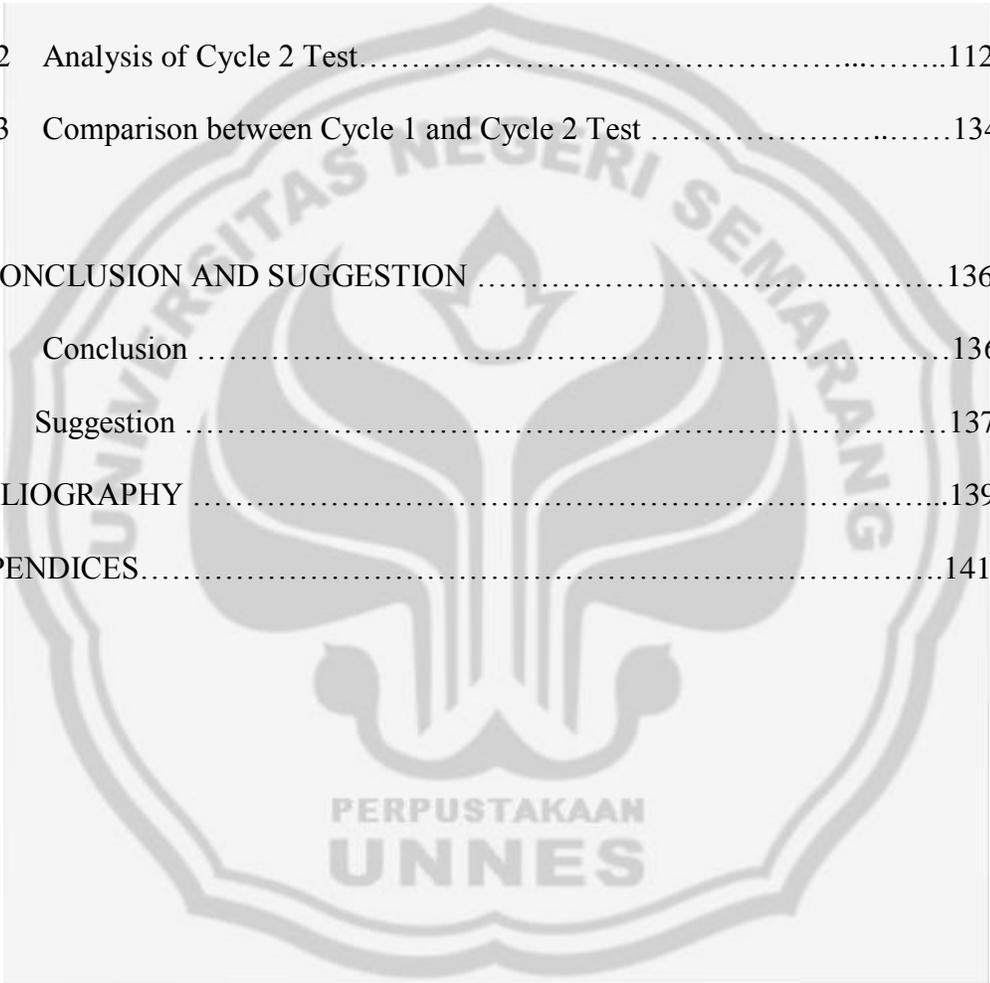
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CHAPTER I

INTRODUCTION

In this chapter, I would like to present background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, limitation of the study and the last, the outline of the study.

1.1 Background of the Study

It cannot be denied that learning English requires all the four language skills; listening, speaking, reading and writing. The implication of this statement is that teacher should be able to manage those skills equally as proportion, covering several genres of text with several kind of evaluation along with the aim of study which should be done full of responsibility (Mukminatien, 2009:76).

Genre; that being realized into text, nowadays becomes the concern of English curriculum since the official launching of Competence Based Curriculum (CBC) or Curriculum 2004. Through the development, CBC was shifted into School Based Curriculum (SBC) or Kurikulum Tingkat Satuan Pendidikan (KTSP). Those curricula actually have the same perspective that the focus of language learning has been shifted from sentence isolation to a text (Rukmini, 2010:1). Text, either written or spoken, as the focus of language learning enables students to use language in context, to achieve the purpose of communication.

English curriculum, for more specific, uses Text Based Curriculum which concerns more in the use of genre as the model texts. Each model text has its own purposes to achieve the goal of communication through the use of it. There are numerous genres that being taught in high school level; they are: *procedure, descriptive, recount, narrative, report, news-item, analytical exposition, and hortatory exposition*. The texts can be in a form of written or spoken regarding to the skill that intended to be taught; listening, reading, speaking or writing.

From those four skills, writing is considered as the last skill to be mastered. Writing skill often be put in the higher level in the process of language acquisition, and be considered as the hardest level. This problem arises since Indonesian education has not proportionally built writing culture to the students. Alwasiyah (2010:137) states that one of the reasons is the lack of basic literacy education form elementary school to high school.

I personally believe that this problem not only occur in the writing of Bahasa as the first language, but also in English as the foreign language of the students. Regarding to what I had observed in the recount texts wrote by 8th grader of Junior High School, SMP 1 Semarang and through some discussion with the teachers proved that when the students were asked to create recount texts, the results showed that they had problems in developing idea in the content of writing. It could be seen from the vocabulary used and the idea of the content.

It is the teachers' duty to choose and evaluate the appropriate examples of model texts, considering whether the content is suitable for the students or not. Through good examples, the students will learn the good ones in terms of the elements that construct the texts, the realization of lexico-grammatical features, and the most important is the content of the texts. Moreover, they will lead students to write good texts in terms of the content as well.

According to Rukmini (2010:6), educational laws of republic of Indonesia number 20/2003 of which some chapters, especially 1, 2, and 4, are crucially related to the content evaluation of the text. Based on the law, she interprets some points of appropriate standard content of text. Some that I am interested in are; the content does not only develop students' potencies responsibilities, democracy but forms their characters as well as their nation's dignity in order to help self personalities to become good Indonesian nations; it does not discriminate and give highest appreciation of human right, religious values and national diversities; the application of all those to a text are among others in: presenting various places, cultures, happening, events, religions etc. in Indonesia; the text does not only contain imported stories from abroad but from Indonesia too. The latter is the priority with the purpose of maintaining students' nationalism in this global era.

It is along with the concern of Ministry of National Education to emphasis character building education and nationalism to be integrated in every subject of learning, not only in the subject which require affective consciousness

such as religious, civic, history, social science and so on, but also in the other subject such as art, math, sciences, and not to mention, languages: including English.

From those brilliant thought, I came to an idea to conduct a research of writing recount texts by using fieldtrip to Ronggowarsito Museum and in the same time, integrating character building education and nationalism, more specifically in the concern of cultural awareness. I chose recount text since it was the genre that suitable to be matched with fieldtrip to the museum since I planned to ask the students to make their journey in the form of recount. The consideration of taking Ronggowarsito Museum as the destination of fieldtrip was that it is located not a way far from the school I conducted the research, SMP 1 Semarang, for practical benefit. Moreover, Ronggowarsito Museum as one of the tourism destination in Semarang is an educative and a suitable place to enclose students with the diversity of Indonesian culture. I considered this is the right path to integrate learning English with character building education as to improve student ability in writing recount.

Even though previously there were many research conducted about writing recount text, such as the one conducted by Sutirah (2009) entitled *Diary as a Medium in Recount Writing (The Case of the Eighth Year Students of SMPN 1 Kedungreja Cilacap in the Academic Year of 2008/2009)*. Another one was conducted by Pratiwi (2010) entitled *Writing a Letter as a Medium to Improve Writing Recount Ability (In the Case of Eight Grader of SMP N 36 Semarang in*

the Academic Year of 2009/2010. Both researches were deal with writing recount texts using various media, the first was using diary and the last one was using letter as the medium to improve students' achievement in writing recount. However, they tended to consider only the linguistic competence of the students and a little bit neglected the content of the students works, whether they reflected some values mentioned in educational law number 20/2003 or not. Therefore, I strongly believed this research was feasible and brought a new idea of teaching recount texts and of course, it deserved to be carried on.

1.2 Reasons of Choosing the Topic

There are several reasons that bring me to conduct this research. They are:

- (1) school Based Curriculum sees language learning focused in the realization of texts, not in a form of sentences like the previous did. Therefore, I decided to conduct a research in the concern of recount as the model text; and the skill to be emphasized is writing.
- (2) model text should not be freely given regarding the content whether it is appropriate to the students or not. Therefore, teacher should be careful to choose the content of the text through evaluating them referring to education law number 20/2003.

(3) students' achievements in writing recount texts were not satisfying enough.

It was according to some discussion with teachers and class observation in SMP 1 Semarang.

(4) fieldtrip to Ronggowarsito Museum enables students to get closer to the context in which their writing product will be about. Using fieldtrip to the museum can be as the stimulus to drag students to be aware of their culture and nationalism, in addition, to respect the diversity of our nations.

1.3 Statement of the Problems

From the elaboration of the background of the study and the reasons of choosing the topic, I would like to define the problems as follow:

- (1) how does field trip to Ronggowarsito museum be conducted as the integration of character building education?
- (2) how do the recount texts made by the students show improvement after doing fieldtrip in Ronggowarsito Museum?
- (3) how does the content of their recount texts reflect their cultural awareness?

1.4 The Objectives of the Study

The general objective of this research is to show how to integrate teaching writing recount text with character building education in English subject. The above objective and then, be specified into the following:

- (1) to explain how field trip in Ronggowarsito Museum is conducted as the integration of character building education.
- (2) to show the improvement of students' recount texts after doing fieldtrip to the museum.
- (3) to show that the content of their recount texts reflect their cultural awareness.

1.5 Significance of the Study

Hopefully, this research will give much benefit to the education world of Indonesia. For more detail, the advantages of this research are as follows:

This research can be as the reference to increase the quality of teaching writing recount texts in the aim of improving students' achievement in this skill. It also can be the reference to conduct teaching learning process which integrates language learning with character building and nationalism education.

For the students, this research gives the inspiration to write recount texts and more information and knowledge about their culture by doing fieldtrip in Ronggowarsito Museum. For the teacher, it gives experience in integrating

character building education in English subject. It gives inspiration to make a writing class more live and enjoyable as well. For me, as the researcher, by conducting this research, I could apply what I believe that teaching language not only teach merely the language, but also some values of character building education and nationalism. It also enables me to enhance my experience in teaching and conducting an enjoyable teaching learning process. For Ronggowarsito Museum, this kind of research will help the Museum to promote itself as one of the tourism icon in Central Java.

1.6 Limitation of the Study

I conducted the research at SMP 1 Semarang. The class that became my observation and action class was 8th grade, in this case specifically in 8E class. The consideration of taking the 8th grade as the action class referred to the content standard of English subject for junior high school which states that recount text belongs to the material of teaching for the 8th grade for the second semester. Actually, this research was conducted in the period of second semester so that it was easier to cope with the material taught. 8E class itself consisted of 36 students, 14 males and 22 females.

1.7 Outline of the Study

This final project is divided into five chapters. Each of them can be explained as follows:

Chapter I is the introduction, which consists of the background of the research, the statement of the problems, reason for choosing the topic, the statements of the problem, the objectives of the study, the significance of the study, the limitation of the study and the last, the outline of the study.

Chapter II deals with Review of Related Literature consists of result of previous study, general concept of writing and recount text, the concept of fieldtrip, the profile of Ronggowarsito Museum, general concept of character building education, and the last, general concept of action research.

Chapter III is Research Method which consists of research approach, data and sources, roles of researcher, procedure of the research, instruments, and method of analyzing the data.

Chapter IV is the analysis of the research which explains the results of the research, and the last, Chapter V is the conclusion and suggestion.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter deals with the theoretical background of this research. In this chapter, I would like to explain some theories related to this research. The information about the case under study will be deeply reviewed regarding to the theory come from the library research. The main notion of this chapter deals with the theory of writing and teaching it, genre and recount text, character building education and nationalism in curriculum, fieldtrip and Ronggowarsito Museum, and the last, action research.

2.1 Review of Previous Studies

There are many researches which were conducted in the field of writing English texts. They were various in the genre, in the media they used and also varied in the methods used to conduct the research. Here, I provide some results of previous study that considered in line with this research.

Firstly, the research conducted by Sutirah (2009), as had been stated in the previous chapter, entitled *Diary as a Medium in Recount Writing (The Case of the Eighth Year Students of SMPN 1 Kedungreja Cilacap in the Academic Year of 2008/2009)*. This research concluded that after the eighth grades students of SMP Negeri 1 Kedungreja Cilacap had been taught by using diary as a teaching medium, the students' ability in recount writing was improve. It was proved by the students'

test results before using diary as a teaching medium in recount writing was 60.76. It was low than the students' test results after using diary as a teaching medium was 73.33. However, the students faced some difficulties in mastering the tenses used and the vocabularies.

Another one was conducted by Pratiwi (2010) entitled *Writing a Letter as a Medium to Improve Writing Recount Ability (In the Case of Eight Grader of SMP N 36 Semarang in the Academic Year of 2009/2010)*. She indicated the same problem with what Sutirah said that students had some difficulties in writing a recount text especially in using past tense and using proper vocabulary that related to the topic. However, she concluded that after the eighth graders of SMP Negeri 36 Semarang joined the teaching learning process by writing a letter, they could improve their writing recount text ability. It was proved by the students test result before using writing a letter as teaching medium in recount writing is 67.8, it was lower than the students result after using it which reached 75.2. She suggested the teacher especially English teachers; they should find other interesting techniques to improve the student's ability in writing recount text since there are many techniques to teach writing. Writing a letter is one of the techniques that improved students writing ability.

Referring to those researches, I noticed that they tended to view learning writing recount text in the framework of vocabulary and the tense used. More than that, I found they were missing one essential point; the content of the recount texts

their students made. However, I believed that they had used the appropriate criteria in assessing the texts.

2.2 English Curriculum for Junior High School

In Indonesian education system, English is considered as the first foreign language taught mainly in the level of high school, though the implementation; there are so many elementary schools and even kindergartens which have put English in the curriculum. However, it is not the compulsory subject for those levels. On the other hand, English is a compulsory subject for junior and senior high school level which is put into the main subject of national examination.

2.2.1 Text-Based Curriculum

School Based Curriculum (SBC) or in Indonesian Education system we call it Kurikulum Tingkat Satuan Pendidikan (KTSP) more specifically applies Text-Based Curriculum (TBC) as the guidance in teaching languages, including in teaching English.

Rukmini (2010:1) states that in CBC (nowadays it is shifted to SBC) it is suggested that the competence to achieve when someone learns language is discourse competence; the competence which is comprised of the linguistic, socio-cultural, actional, and strategic competencies. It is in line with Murcia states that the concrete form of discourse is text. Therefore, the curriculum further defines that the English learners, are supposed to be involved in learning with texts.

From those elaborations, we come up to the essential question; what is a text actually? According to Halliday and R. Hasan (1985: 6) text is language that is functional, means languages that is doing job in some context. Another definition comes from Butt, et al. (1995:11); a text is a collection of meanings appropriate to its context. Both definitions emphasize meaning as the core of language as a mean of communication. What people intend to exchange by using language is meaning in the context of which the language is used either in spoken or written form.

Curriculum views this paradigm as a link to integrate the purpose of using language with language learning, since people learn language in purpose to be able to communicate using it; and through text meaning are realized. Therefore, Text Based Curriculum nowadays is considered as the appropriate way of teaching language.

2.2.2 English Subject in KTSP

According to Suraya (2010: 14), Learning English in junior high schools is targeted to foster the learners to achieve the functional level of spoken and written communication which relates to daily life matters. Referring to the content standard (Depdiknas, 2006) said that the aim of learning English is in order to be able to communicate, either spoken or written in several language circumstances manifested in some genres or model texts. The role of model text can be clearly seen through the scope of English subject, as stated in the school based curriculum (2007), which covers:

- (1) discourse competence, that is the competence to understand and/or produce texts, both speaking and written, which is realized in the four language skills to achieve the informational literacy.
- (2) interpreting and producing various short functional texts and monologues of various genres: *procedure, descriptive, recount, narrative, report, news-item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking.*
- (3) supporting competencies: linguistic competence, socio-cultural competence, and strategic competence (School Based Curriculum, 2007:308).

From that elaboration, we can conclude that genre or model text plays essential role in the developing of students' mastery of language. It enables students to use language in context, to achieve the purpose of communication. Therefore, English curriculum in KTSP is specified into Text-Based Curriculum (TBC) which focused in the text as the orientation of learning language, not only in isolated sentences.

2.3 General Concept of Genre and Recount

Learning a language is not only a matter of mastering the formula of constructing the sentence. More in depth, learning a language means learning how to communicate using the language for some social purposes. Communication occurs when the participants want to convey meaning to the others that have some purposes. Genre as coherent, a socially meaningful text, are used to express the purpose and idea. Text

itself can be in a form of both spoken and written. In line with Gerot and Wignell (1994:17) said that a genre can be defined as a culturally specific text-type which result from using language (written and spoken) to help accomplish something.

There are two kinds of genre; story genre and factual genre. Story genre is deal with how text giving some entertaining and imaginative information. It consists of narrative, news story, exemplum, anecdote, spoof, and recount. Factual genre, on the other hand, is deal with some factual information. It consists of procedure, explanation, report, exposition, discussion, description, review, news item, and commentary.

2.3.1 Recount

From those kinds of genre, I will discuss recount as it is one of genre that being taught in almost every grade of junior and senior high school curriculum, and as text-type which is used in this research.

2.3.1.1 Definition of Recount

Recount is a form of text which has social function to retell events for the purpose of informing or entertaining. Derewianka (1990:14) said that a recount is the unfolding of sequence of events over time. The events are arranged based on the temporal sequence. It retells the past experience of someone as in accounts of science excursion, vacation, or everyday life in another time and culture.

2.3.1.2 Social Function

According to Gerrot and Wignell (1994:194) the social function of a recount text is to retell the events for the purpose of informing, or entertaining the readers. To achieve its purpose, the text will move through a different set of stages.

2.3.1.3 Generic Structure

Gerrot and Wignell explain that the generic structure of recount generally begins with orientation that provides the reader or the listener the background knowledge of the information involved in the text (i.e. who was involved, where and when it happened). The next stage is the series of events that being the focus of recount. It contains information about what happened in what sequence an event occurs. At various states there maybe some personal comment on the incident (e.g. We had a wonderful journey). As the end, there is a re-orientation that concludes optional-closure of events.

2.3.1.4 Significant Lexico-grammatical Features

Recount focuses on specific participants (for example: I, Mr. Matt, the Robber). It uses past tense since the event had already existed in the past (She went, I saw, he said). The use of past tense is aimed to keep the past alive and the use of action verbs (e.g. climbed, ate, went) to help interpreting the experience in the past. To show the circumstances of time and place (e.g. on holiday, then, finally, next, before), in recount text, linking items are used. To focus on temporal sequence, details irrelevant to the purpose of the text should be avoided.

2.3.1.5 Types of Recount

According to Derewianka (1990:15) there are three types of recount. They are the personal recount, factual recount and imaginative recount. The difference from those three types is just on the content of information. Personal recount retells the writer's or the speaker's activity that he or she had personally involved in (e.g. Oral anecdote, diary entry, and fieldtrip journal). It uses first personal pronoun (I, We). The personal feeling, comment, or response can be included particularly at the end as the closure. The content is merely about the personal experience. On the other hand, the content of factual recount is merely about recording the particulars of an incident (e.g. report of a science experiment, police report, news report, historical account). Whereas an imaginative recount takes on imaginary role and giving details of event (e.g. a day in the life of a Roman slaves; how I invented.....)

2.3.1.6 Example of Recount

Here, I provide an example of recount text which had been evaluated in terms of content and the realization of elements that construct the text, such as the lexicogrammatical features. The text was taken from *Evaluating Text for a Model* by Rukmini (2010: 12).

Visiting Bali

Orientation:

There were so many places in Bali that my friends Tomo decided to spend his holiday in Bali to see as much as possible.

Events:

He **stayed** in Kuta on arrival. He **spent** the *first* three days there swimming and surfing at Kuta beach.

On the fourth day he and his group **drove** on through mountains of Singaraja. It is a city of about 90 thousand people, a busy but quite town. Its streets are lined with trees and old Dutch houses.

The next day they enjoyed *Ubud*. It **was not to see** the scenery but to see the art and the craft of the island. The *first* stop was at *Batubulan*, a centre of stone sculpture. There, my friend **watched** young boy carving big blocks of stone. The next stop was *Celuk*, a center for silversmiths and goldsmiths. After that, he **stopped** a little while for lunch in Sokawati. Tomo **spent** most of his time in Bali at beach. He went sailing or surfboarding.

Reorientation:

He was quite satisfied.

Lexico-grammatical feature

- focus on specific participants
- use of material process or action verbs
- *circumstances of time and place*
- *focus on temporal sequence*
- **use of past tense**

2.4 General Concept of Writing

From the fourth language skills writing is considered as the last skill to be mastered. Writing skill as the encoding process leads students to convey their ideas through sentences. It is somewhat different from speaking though both are the encoding process as a means of conveying ideas.

In speaking, grammatical rule is not strongly emphasized as in writing. People do not tend to pay more attention of the grammatical rules of spoken language. On the other hand, in term of the message contained, people do not intentionally care about the reason why someone produced an utterance, but in writing, people tend to ask the responsibility and the reason why someone comes up to the idea.

2.4.1 Writing as a Skill

Many people believe that writing is a 'natural gift' rather than considering it as a learned skill. It brainwashed their self into thinking that writing is difficult because they don't have 'natural talent' to write. This paradigm leads people tend to reluctant shaping their skill in writing. Moreover, this problem arises since Indonesian education has not build writing culture to the students proportionally. Alwasiyah (2010:137) states that one of the reasons is the lack of basic literacy education form elementary school to high school.

This way of thinking would not cross to someone's mind if they believe that writing possibly can be learnt through process. From the process people will see the progress of their writing. What they need is determination to write. According to Langan (2001: 12), determination to learn how to write will stimulate the skill of writing. Therefore, writing is not a matter of natural gift, yet it is a skill that can be sharpened through process.

2.4.2 Writing as a Process

Doing writing is not only just writing sentences in correct grammatical rule. The message that the writer intends to deliver becomes the main point so that the product of writing is considered meaningful. That is why writing needs process to convey meaning by wording.

Oshima (1993:3) says, "It is important to note that writing is a process, not a product. This means that a piece of writing whether is a composition for your chemistry class is never complete; that is it is always possible to review and revise, and review and revise again". From the statement writing can be imagined as a cyclic process that needs some steps before coming to the final product.

Along with Oshima, Calderonello and Edwards (1997:5) consider writing as a recursive process. Writer behaves recursively that is a writer must often double block while writing-altering content, making changes, making changes in organization and wording, rethinking a text at every level in order to communicate their thesis and intention to the reader.

Meyers (2005:2) states that writing is an action, a process of discovering and organizing ideas, putting them on paper, reshaping, and revising them. It means that in order to create a quality work of writing, the writers need to use all their thoughts and knowledge. In other words, the writers have to be creative in generating and organizing their ideas into meaningful written text.

Harmer (2004: 86) in *How to Teach Writing* states that writing is a process that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities. Therefore, in the curriculum of English subject genre takes an important role in the development of students' linguistic competence.

2.4.2.1 Steps of Writing

Calderonello and Edwards (1997:5) elaborates five components of writing processes; inventing, planning, drafting, revising and editing.

- (1) Inventing: it is any activity that involves the writer in discovering and generating what he wants to say.
- (2) Planning: it is the activity by which a writer tries to determine how to say what he wants to say and how to produce a text.
- (3) Drafting: it is the activity of doing enough preliminary inventing and planning to have a fairly detailed conception of what a writer wants to say.
- (4) Revising: it is the activity of evaluating and rewriting.
- (5) Editing: it means polishing a piece of writing by making word-level changes.

2.4.2.2 Components of Writing

According to Harvey (2010:1), claims that although writing process has been analyzed, in recognizing at least the following five general components:

- (1) content
- (2) organization
- (3) vocabulary
- (4) language use
- (5) mechanics

Those four elements further become the instrument to assess students writing in the form of rating scale which constrains some criteria of assessment.

2.5 Teaching Writing Recount Text in Junior High School

Referring to the content standard of Junior High School curriculum, recount text is considered as one prior genre taught in Junior High School, besides descriptive, narrative, procedure, and short functional text. Recount text as the other texts work on all four language skills; listening, reading, speaking and writing. However, they are all divided into different standard competence and basic competence. Here is the content standard of seventh grade of Junior High School which containing the standard competence of writing recount text.

Table 2.1 Standard Competence of Writing

Standard competence	Basic competence
<p>12. Writing Conveying meaning in the form of written short functional text and short simple essay in the form of recount and narrative to interact with surrounding</p>	<p>Conveying meaning in the form of written simple short and functional text using written language accurately, fluently and acceptable to interact with surrounding environment.</p> <p>Conveying meaning and rhetorical step on simple short essay using written language accurately, fluently and acceptable to interact with surrounding environment in the form of recount and narrative.</p>

In the implementation, those standard competence and basic competence further be elaborated in the syllabus and lesson plan as the concrete realization. In constructing and planning the lesson, teachers may use various technique and media to teach writing recount as an aim to improve students' writing skill.

2.5.1 Technique and Media in Teaching Writing Recount

There are various techniques and media can be applied in teaching writing recount. Many researchers develop and combine them into new sets of language learning in purpose to improve students' achievement. Those technique and media are such as writing diary, writing letter, using picture, applying literacy approach, and the most popular recently, and cooperative learning stages as recommended by Kagan.

Judith A. Langer (2000:3) as quoted by Suraya (2011:12) mentions six features of effective instruction in teaching middle and high school students to read and write well, they are: (1) students learn skill and knowledge in multiple lesson

types; (2) teachers integrate test preparation into instruction; (3) teachers make connections across instruction, curriculum, and life; (4) students learn strategies for doing the work, (5) students are expected to be generative thinkers; (6) classrooms foster cognitive collaboration.

Coming after contemplating and referring to those and many considerations, I was interested in conducting fieldtrip as the medium to teach writing recount text. Those things can be the consideration for me as a researcher to develop a set of activity in teaching writing recount text by using fieldtrip as the media to enliven students to the context in which their writing will be about. And of course, doing fieldtrip enables students to learn by experiencing. Therefore, here I briefly present more about fieldtrip.

2.5.2 Definition of Fieldtrip

Fieldtrip in broad sense means journey or excursion conducted as a medium of learning. According to Hornby (1995:432) on *Oxford Advance Learner's Dictionary*, fieldtrip means a journey made by a group of people in order to study something in a practical way.

Roestiyah (2001:85), emphasizes that fieldtrip is not merely a recreation, but it is an activity to learn and dig deeper a subject through the real world. The same opinion also comes from Sagala (2006:214), fieldtrip is an excursion conducted by students to completing the particular learning experience as the integrated part of curriculum. From those above definitions, a conclusion can be wrapped up is that the main aim of conducting fieldtrip is learning by experiencing.

2.5.3 Fieldtrip as a Medium of Teaching

Fieldtrip has closely relation to contextual learning which focused on the real world of the students. Therefore, this approach is also appropriate to implementing character building education since it can build students understanding and comprehension not only in the cognitive domain, but also in the other two domains, affective and psychomotor.

According to Roestiyah (2001:87), fieldtrip as a medium of teaching, and as part of the contextual approach, have several benefits such as:

- (1) Students can fully comprehend the real world more closely.
- (2) Students can fully comprehend new experiences by trying to take participation in an activity.
- (3) Students can answer the question by seeing, hearing, trying to prove directly.
- (4) Students can get more information from on the spot interview.
- (5) Students can learn several values of life internally and comprehensively.

From those five benefits, it can be seen that fieldtrip is one way suitable for conducting character education in the stage of co-curricular activities, by integrating subject with the values (in this research, the value is cultural awareness) that intended to be taught.

2.5.4 Choosing Fieldtrip Destination

There are some points to be taken into account when we want to conduct fieldtrip in writing class. In my opinion for practical consideration, fieldtrip should be held in an

interesting place which is not a way far from the school. It is because it will not spend much money, and it will not disturb the other subject class as well.

The consideration of choosing the fieldtrip destination is whether the place can give contribution to the development of students' knowledge and values of life which intended to be taught or not. Therefore, in this research, I conducted the fieldtrip in Ronggowarsito Museum referring to those considerations.

2.6 Ronggowarsito Museum

Ronggowarsito Museum is the main museum of Central Java Province. It is located on Jl. Abdurrahman Saleh No. 1 Semarang, near Ahmad Yani Airport, on the complex of Kalibanteng Roundabouts. It is managed under the organization of Tourism Office of Central Java Province. Therefore, the tourism activities and the sense of culture preservatin are very high in this place.

2.6.1 Profile of Ronggowarsito Museum

Ronggowarsito was derived from the name of Javanese poet on the era of Mataram Kingdom, Raden Ronggowarsito. He was familiar of his poetry entitled "Kalatindha" which meant uncertain era, displayed on the front gate of this museum. Ranggawarsito himself was a person who concerned in the culture preservation on the era. Therefore, as the honor of his success, his name becomes the name of Central Java Museum.

According to *Buku Panduan Museum Ronggowarsito*, the pioneer of establishing this museum had begun since 1975 by rehabilitation project of Central Java Museum. Finally, on the early 1981, the physical building had worked as the office and display room. It had been legitimated officially on Saturday, 2nd April 1983 by Central Java Governor, Suparjo Rustam.

As the biggest museum in Central Java, Ronggowarsito Museum is supported by more than 59,814 collections, and equipped with several supporting facilities, such as:

- a. 4 permanent buildings with two stairs
- b. 1 room of gold collection
- c. audiovisual room with the capacity of 40 persons
- d. public library
- e. auditorium
- f. children play ground
- g. parking area with the capacity of 125 cars
- h. coin box to listen to folklore by inserting coins
- i. appreciation building to conduct cultural events
- j. laboratory
- k. mosque
- l. toilet and canteen
- m. giving writing guidance and learning in museum.

2.6.2 Purposes of Ronggowarsito Museum

Referring to the Governor Regulation number 48 years 2008, Ronggowarsito Central Java Province Museum is under the coordinating line of the Cultural and Tourism Office. It also stated the purposes of Ronggowarsito Museum as follows:

- (1) conducting data collection and documentation of the collections
- (2) conducting collection research, and publishing the results
- (3) conducting conservation of cultural remains preventively and curatively
- (4) conducting restoration and reconstruction of cultural remain things
- (5) conducting renovation of the exhibition order
- (6) conducting reproduction and prevention of cultural things
- (7) conducting cultural educative service towards society.

2.7 General Concept of Character Building Education

Since this research is aimed to implement the integration of writing recount text by fieldtrip in Ronggowarsito Museum, and in the same time to teach students about character education, let me present brief review of character education.

Before starting the discussion about character building education, some elements should be taken into account; the definitions, the concept, and also the implementation on the curriculum. To come up into more deep understanding, the review of some theories taken from philosophical ground of education and language will be discussed as follow.

2.7.1 Education

The world education is derived from Latin language as the root, which is *educare*. The meaning is to train and making the character of someone (Khan, 2010:1). According to Hornby (1995:368) taken from Oxford Advance Learner's Dictionary education means a process of training and instruction; especially for children and young people in school, colleges, etc, which is designed to give knowledge and develop skills. Here, the emphasis is that education is a long life process to enrich students to grow; not only to prepare students facing the adultery phase.

In the *Dictionary of Education* mentions that the definition of education is process of developing the ability of attitude, and all form of behavior in the society we live, and a social process where people faced by the environment they choose and controlled, so that they can get or experience the developing of social competence and individual competence.

Moreover, Kneller (1986: 29) states that education is widely regarded as a moral enterprise. It is concerned with imparting moral values and improving individual and social behavior of the students. This is considered as the essence of education to encourage the growth of certain character and not only focus in the cognitive domain of the students.

An expert of education comes from Holland; Langeveld defines education as a long life process. Education is guidance gave by adult to the children to achieve the goal, which is maturity. In line with Langeveld, GBHN 1973, as the guidance of operating the nation states that education in nature is considered as a conscious effort

to develop character and human ability hold in and outside class as a long life process. It means that education is not limited only in the place called school, however, as a long life process; education can be done even outside the class as if the purpose is in line with the aim of education.

The emphasis of building students' character actually is the core of education for it is meant to achieve the betterment. In line with that statement, Munib (2009:29) defines education in the broad sense as process to develop all aspects of human personality. It covers the knowledge, the values, the attitude, and not to mention, the skills (pedagogic). Education is never meant to destruct students' personality (demagogic).

Education in nature covers the activity of teaching, educating, and training. Those activities are the bridge to transform values which in practice they should be integrated, continued and compatible with the growth of students and their environment. The values which would be transformed here are the value of religious, the value of culture, and the value of knowledge, skill and technology.

From the above definitions, education can be reviewed as follow:

- (1) a process of growing up regarding to the environment
- (2) an instruction and guidance gave to children in their growth period
- (3) a conscious effort to create a condition or a circumstance which is intended by the society
- (4) an effort of shaping character, personality and ability of children to achieve maturity.

2.7.2 Definition of Character Building Education

The father of Indonesian education, Ki Hajar Dewantara with his Taman Siswa Education, stated that education in general is all the efforts to enable the growth of character, intellectual and the body of the students. Crow and Crow as quoted by Munib (2009:32) states that education is process with consists of variety of suitable activities for individual to the social life and help to continue culture and custom and social organization from generation to generation.

According to the long term planning of national development, as the basis of the operational of cultural education and national character and the priority program of the Ministry of Education 2010-2011 which is reflected in the Action Planning of National Character Education (2010), the definition of character building education can be seen as follow:

“Character building education is mentioned as the education of values, mores, etiquette, and the education of character which is purposed to developing the ability of the learners to give the good-bad decision, and maintaining the good and reflecting the goodness sincerely in the daily life.”

(Ministry of National Education, 2011. *Pedoman Pelaksanaan Pendidikan Karakter*. Jakarta. BP3KP.p.1)

Mulyana (2011:1), in the seminar and national workshop of character building education stated the quotation came from Bohin which is related to character building education as follow.

“Character education, however, is not simply a movement or an educational fad; it is central to good teaching and learning. It is, in fact,

the schools' oldest mission and crucial to both moral and intellectual development.

(Bohin, EK, 2001)

From this statement, school actually plays very crucial role on the implementation of character education since school is the place where students can access formal education, and enables teachers to develop the habituation of good character.

2.7.3 Character Building Education and Multicultural Education

It has been reviewed in the previous pages that character building education cannot be separated from values. One of them is cultural value. Cultural value that is essential is multiculturalism value since Indonesia belongs to a nation that has many cultures and customs united under one republic of Indonesia,

Considering that it has thousands of islands separated by sea, multiculturalism value becomes important in the life of the nation. Fundamentally, the awareness of multiculturalism is a way to overcome cultural conflict and the issue of separation. Therefore, character building education implemented in Indonesian curriculum should insert cultural value and multiculturalism to achieve the consciousness of *Bhineka Tunggal Ika* (unity in diversity) as the motto of Republic Indonesia.

2.7.3.1 Multicultural Education

The reality shows that Indonesia has diversity of language, social, culture, religion, politic aspiration and economic ability as well. This diversity is very conducive to the

appearance of conflict in every life dimension. It is along with Mahfud (2009:7), who said that it is the time when multiculturalism should be getting on earth in the national education. The concept of multiculturalism is very important, especially to gaining the sense of national unity as the spirit of Independence Day as the basic history of the establishment of United Nation of Republic Indonesia.

According to Sistem Pendidikan Nasional (Sisdiknas) 2003, Chapter 4 point 1 stated that “national education is hold democratically and fair, non discriminative with upholding human rights, the value of religious, the value of culture, and national diversity”. The main core of those values is tolerance. In this case, building students’ tolerance becomes important to make students to be conscious in appreciating culture.

Multicultural education can be formulated as the manifestation of the consciousness of cultural diversity, human right and the deletion of all kinds of prejudice to form a prosperous and fair social life. Mughini said on Mulyana (2009:viii) emphasized that multicultural education can be defined as the strategy to develop the consciousness of the pride in one’s home nation.

2.7.3.2 Cultural Awareness

In the concept of character building education and multiculturalism, cultural awareness is the value which should be developed through the understanding of the concept of multiculturalism. Cultural awareness is the value of being aware that local culture and national culture are integrated into one unity that should be maintained well and preserved. However, it does not mean that students are expected to upholding merely the local culture, but on the other hand, students should respect and

appraise other culture as the appreciation of Indonesian diversity of culture. The realization of cultural awareness is in the consciousness of appreciating and respecting theirs and others' culture.

By comprehending cultural awareness, hopefully students are able to take actions of respecting local culture and the other cultures, to achieve tolerance between one another. And the most important is to make students realize that preserving local and national culture is the duty of all citizens of Indonesia.

2.8 Character Building Education in Curriculum

Talking about the concept of character education cannot be separated from the concept of education. According to Mulyana (2011:3), in relation to the character education, the term of education itself is the accumulation process of the belonging of comprehension, attitude, and good behavior or character.

The concept that should be implemented in the character education is as follow (1) Character is not being taught but habit; the realization can be done by four corridors of character education; values internalization, selecting good values, self habituation, and being model. (2) Educating character should insert all the components in relation to the students all together. (3) In the process of building the character should pay attention to the learning atmosphere, learning process, learning material, and evaluation (4) character education is a never ending process.

According to *Pedoman Pelaksanaan Pendidikan Karakter*, the core aim of character building education is to achieve a great nation which has the sense of competitive, good character and morality, toleration, cooperation, patriotic, dynamic development, orientation of science and technology and the faith to the God.

Character education has closely relation to values. According to Kneller (1971: 26), values bound everywhere in education. It involves in every aspect of school practice; they are the basic of all matters of choice and decision making. In the effort to tightening the implementation of character education and to make decision of what educators should do, there are 18 values had been identified come from the source of religious, Pancasila, culture, and the aim of Indonesian education. Those values are (1) religious, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creativity, (7) self- independence, (8) democratic, (9) anxiety, (10) spirit of togetherness, (11) nationality, (12) appreciating achievement, (13) friendly and communicative, (14) loving peace, (15) loving reading, (16) caring environment, (17) social awareness, (18) responsibility. (Pusat Kurikulum. *Pengembangan dan Pendidikan Budaya dan Karakter Bangsa: Pedoman Sekolah*. 2009:9-10)

From those 18 values, in the real implementation, they become the consideration of taking what actually more needed by the school or regency so that the decision making can be real to the presence condition. This is the benefit for implementing *Kurikulum Tingkat Satuan Pendidikan* (KTSP) where school has its privilege to develop and decide the policy of character education referring to the need

and the lack of each school. Therefore, the priority values can be determined previously through some consideration of what should be improve referring to the need of each unit of education. It is based on the interest and the condition of each school.

2.8.1 Character Building Education in English Subject

Integrating character building education in all subjects is considered as the best way of implementing character education in the class. Teachers have responsibility to attaching and connecting the material of study to the value which intended to be shaped. Of course, the method of teaching also should be well prepared to stimulating students' consciousness toward the values.

The form of integration is inserted in the syllabus, lesson plan and material of study. In English subject, teacher is expected to be able to create those documents by inserting the value of character building education. In relation with the purpose of teaching learning activity, Mulyana (2011:8) suggested to stimulate students to have and implement wisdom they have learned, therefore, the selection and the presentation in teaching language and literature become a very crucial things. For example, in teaching English, teachers provide material of learning about Indonesian folklore to teach local wisdom, and the other values such as honesty, braveness and responsibility, etc.

Since English curriculum uses Text-Based Curriculum like what I had elaborated previously, that the focus of language learning is manifested in a form of text. Therefore, model texts have a very crucial role in the development of students

linguistic and literacy competence and their character. As a consequence, in providing material, teacher should be able to evaluate which text is suitable for students in term of the organization and the content.

As I referred to Rukmini (2010:7-8), she states that the instruments which can help teacher evaluate the text are the educational laws of the republic of Indonesia. They are the educational laws number 20/2003 of which some chapters are crucially related to the content evaluation of the text; chapter 1, 2, and 4.

Based on the laws, she interprets that the content of the text is appropriate if:

- (1) it can developed students' potencies in terms of their spiritual belief and/ religion, self control, personality, intelligence character, skill needed by themselves, their society, their nation and country (Indonesia).
- (2) it causes students to positively respond to any changes throughout any area.
- (3) It does not only developed students' potencies, responsibilities, democracy but form their characters as well as their nations' dignity in order to have self personalities to become a good Indonesian nation.
- (4) it does not discriminates and give the highest appreciation of human rights, religious values, cultural values, and nation diversities.
- (5) it makes students aware that learning is a process of civilizing and benefiting learners, and long life education. The application of all those to a text are among others in: presenting various places, cultures, happenings, events, religions, etc. in Indonesia.

- (6) the text does not only contain imported stories from abroad; but from Indonesia too. The letter is the priority with the purpose of maintaining students' nationalism in this global era.
- (7) the last consideration related to the content is the students' interests.

Besides the selection of learning material of learning that manifested in the form of text, the use of learning method is also considered as an important thing in implementing character education. The process of learning activity should enable to stimulating students' anxiety and at the same time, creating enjoyable and conducive atmosphere of teaching learning process. Co-creative strategy can be an alternative to let students finding wisdom values from the learning process, having them, and implemented in their daily life.

2.9 Action Research

In this research, I use action research as the approach of which I consider suitable in this study. Therefore, I would like to give brief review of action research and the elements of conducting it.

2.9.1 Definition of Action Research

Action research is a qualitative approach study that aimed to explores a practical problem with an aim toward developing a solution to the problem. Action research is conducted by people who want to do something to improve *their own situation*. When other people read about their work, notice it, or make use of it. Action researchers

undertake a study because they want to know whether they can do something in a better way (Sagor, 1993:7).

According to Hartoyo (2010: 71), the purpose of action research is to develop new skill or new approaches and to solve problem with direct application to the classroom or other applied setting.

A more philosophical stance on action research that I regard it is suitable with this research is the definition comes from Kemmis and Mc. Taggart which define action research concerns with improving social conditions of existence. They suggest that:

“Action research is concerned equally with changing individuals, on the one hand and on the other the culture of the groups, institutions, and societies to which they belongs. The culture of a group can be defined as the characteristic substance and forms of the language and discourses activities and practices and social relationship and organization in which constitute the interactions of the group”.

In line with those definitions, I consider that this is suitable by using action research. It is due to the concerns; this research would like to improve the writing of students, specifically recount text, by implementing character building education, as an aim to shape students’ cultural awareness and nationalism.

As should be taken into account, there are two kinds of action research; individual and collaborative action research. In this research, I take collaborative action research since in the realization; I am helped by a collaborator.

2.9.2 Procedure of Action Research

Action research is well known with four steps of conducting action research; planning, acting, observing and reflecting. Mills (2000) as quotes by Cresswell (2005:550) states that action research develops through self reflective spiral: a spiral of cycle of planning, acting (implementing plans), observing (systematically), reflecting and then re-planning, further implementation, observing and reflecting.

The procedure can be displayed into a figure as developed by Kemmis; a simple model of the cyclical nature of the typical action research process, this model is also known as the Reflective Spiral (Rory O' Brien 2001:3) as shown in figure 1:

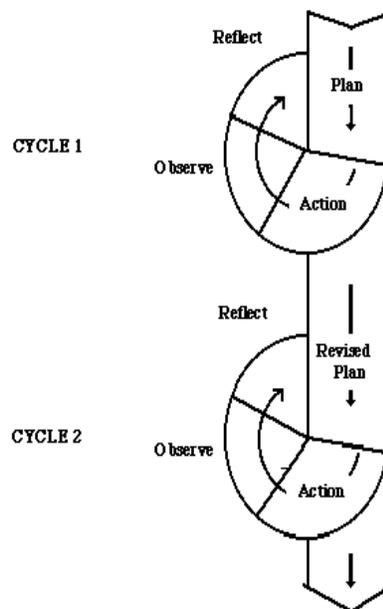


Figure1. Cycle of Action Research

CHAPTER III

METHOD OF INVESTIGATION

Method of investigation in a research is one of the essential points since it is considered as the map of conducting a research. This chapter discusses the research approach, data and sources, roles of the researcher, procedure of the research, instruments, and methods of analyzing the data.

3.1. Research Approach

This research is a qualitative that uses action research procedure as the guidance of conducting the research. It means that I use classroom action research along with the four basic steps of action research.

In this research, I tried to explain the process of the implementation of character building education using fieldtrip in Ronggowarsito Museum to teach writing recount text. The data is in a form of the explanation of the process and also the results of students' tests. It is due to the emphasis of this research was not only in the linguistic competence of the students, but also the process of obtaining cultural awareness of them.

3.2 Data and Sources

The subject of this research was the students of eighth grade of SMP I Semarang in the academic year of 2010/2011. There was seven classes of the grade eight; however, I decided to take only one class as the action class; 8E class which consisted of 36 students, 14 males and 22 females. Besides that, I added Ronggowarsito Museum as the source of data of this research since I also conducted some observation there to know the condition of conducting fieldtrip.

Due to the concern of this research were the cultural awareness of the students and also their achievements of writing recount text, the data of the study were obtained from the writing product of them. From their writing products, I analyzed the content of them to find their opinion of cultural awareness and also their linguistic competence

3.3 Roles of Researcher

In conducting this research, I played some roles:

(1) As an observer, I observed the teaching learning process of writing recount text in SMP 1 Semarang. In addition I observed the process of fieldtrip in Ronggowarsito Museum by the students.

(2) As the conductor of teaching learning process (teacher), I did some treatments to the students such as conducting teaching learning process, and fieldtrip in Ronggowarsito Museum.

(3) As the data collector, I collected the data about the phenomenon under study. In this case, the affective domain of the students towards cultural awareness could be seen from the content of writing of the students.

(4) As the data analyzer, I analyzed the data that had been obtained from the observation session and acting session.

3.4 Procedure of the Research

In conducting the research, I scheduled the procedure in order to construct the steps of activities.

Table 3.1 Research Schedule

Stages	Planning	Acting	Observing	Reflecting
Pre	April 10 th 2011	-	April 12 th 2011	April 13 th 2011
Observation	April 27 th 2011	-	Mei 9 th 2011	Mei 10 th 2011
Cycle 1	Mei 16 th 2011	Mei 18 th 2011	Mei 18 th 2011	Mei 19 th 2011
Cycle 2	Mei 22 nd 2011	Mei 23 th 2011 June 12 th 2011	Mei 23 th 2011 June 12 th 2011	June 14 th 2011

3.4.1 Pre Observation

Pre observation stage; I considered it as the fundamental stage of conducting this research. It was the initial effort to determine the problem arose in the subject matter of this research. Therefore, I initially conducted the observation in SMP 1 Semarang

and Ronggowarsito Museum. Here is the elaboration of each observation stage that considered as the pre observation stage.

3.4.1.1 First Pre Observation

The first pre observation was conducted as an aim to observe the teaching learning process of writing recount in SMP 1 Semarang and also the practice of character building education as a habitual process. To get better understanding of the problem, my collaborator and I, followed by the English teachers were involved in a discussion and observation about the teaching learning process. From the discussion, I found some points to be taken into account:

- the achievement of students writing did not reach the Standar Ketuntasan Belajar Minimal (SKBM) of English subject which is 72.
- actually the school has equipped the class with LCD to help the teaching learning in delivering the lesson.
- teacher as the one who has responsibility in giving the appropriate model to the students tends not to consider student' writing in term of their content.
- Most of the students in 8E class previously had ever visited Ronggowarsito Museum as the agenda of SMP 1 Semarang. However, there was not any specific assignment on the English class.
- SMP 1 Semarang actually has been implementing character building education in the culture of the school.

3.4.1.2 Second Pre Observation

The main purpose of the second pre observation was to find out the usual activity of field trip in Ronggowarsito Museum. I conducted an investigation to collect the data about the museum and observing the way of students and other visitors appreciating the collections. It was useful to obtain data about the students' behavior towards museum which related to the cultural awareness of them. Moreover, the observation result could be as the practical reference to conduct the fieldtrip. Therefore, in this stage, I interviewed some visitors about Ronggowarstito Museum and its effects towards the students' awareness of culture.

From the observation and the interview with the visitor, I noticed some points:

- (1) most of the visitors of Ronggowarsito Museum are students followed by their teachers. They visited the museum as one of the agenda of their school to have an excursion or fieldtrip to see the remains of Indonesian ancient history.
- (2) from the interview toward a student who visited the museum, I found that there was no integrated assignment as the followed up of the activity given to them. Therefore, they tended to ignore the information given by the museum guide and spent most of their time to take pictures and sometimes made jokes from the object displayed.
- (3) that condition reflected that the students' curiosity of culture and history were still lack. Therefore, I planned to conduct fieldtrip integrated with some basic information to stimulate students' curiosity of cultural awareness.
- (4) there were some errors of the English translation of the objects displayed.

3.4.2 Cycle 1

As the pre observation had been conducted, I got the enough information as the consideration of planning the activities in cycle one. From the indication found, I move to the next stage that is planning the cycle 1 activities.

3.4.2.1 Planning

The result of the previous pre observation became the consideration of planning the treatments of cycle 1. In this stage, I referred the result of pre observation to indicate the treatments would be given to the students by arranging lesson plan and material of study.

Before constructing the treatments and activities, firstly I indicated the standard and basic competence of the learning that I would like to carry out. Furthermore I indicated also the value that would be emphasized in this learning, on the indicators of the lesson, and also the purpose of the lesson. The elaboration can be seen as the following:

(1) Standard competence

Expressing meaning in a short functional text and simple essay of recount text in the daily life context

(2) Basic competence

Expressing meaning and the rhetoric steps in an essay by using language accurately, fluently, and accepted in the daily life context (in a recount form)

(3) Indicators

- students are able to recognize recount text
- students are able to identify the generic structure, function, and language features of recount text
- students are able to express the importance of learning our culture through making a recount text independently

(4) Purposes of learning

In the end of learning, 75% of students are expected to be able:

- understand social function and schematic structure of recount text.
- analyze and identify recount text.
- express the importance of learning our culture through making recount text independently.

After indicating those elements, I considered those points to decide what methods and steps of writing which suitable as a mean to achieve indicators. I chose group discussion collaborate with group mind mapping as the methods of the lesson. The next agenda was determining the learning strategies. I planed to conduct the treatment of cycle 1 as the following:

(1) Opening

- greeting and asking students' condition
- checking students' attendance
- giving motivation to the students by explaining the importance of writing

(2) Main activities

- Exploration stage: introducing the topic by giving an analogy and some questions about recount text and exploring the features of it.
- Elaboration stage: explaining and giving an example of recount text entitled “Visiting Bali”, discussing the text in terms of the meaning and the value of visiting Bali as the media of learning culture.
- Confirmation stage: pair discussion about generic structure of the recount text given. Students analyze the cultural value based on the text, after that they are asked to think about things happen when they have a visit to Ronggowarsito Museum.

(3) Closing

- asking the students’ difficulties
- concluding / summarizing the materials
- giving take home assignments to write recount text

The complete form of the planning stage can be seen in the lesson plan attached in the appendices part.

3.4.2.2 Acting

In this stage, I would do the treatment that was planned before to the action class by referring to the lesson plan. At the end of the stage, I would conduct a writing test to measure the linguistic competence of the students. Students’ cultural awareness was

being measured as well. During the action, the collaborator and I would keep recording the point of teaching learning process through field note.

3.4.2.3 Observing

I would observe the result of the acting stage by analyzing the teaching learning process, the result of field note, and the result of student's test. The behavior of the students during the teaching learning process would also be the essential point of the observation.

3.4.2.4 Reflecting

From the observing stage, I would reflect the result of the stage to see the weakness and strength of the treatment given. This stage was absolutely important to be the reference of planning the next cycle.

3.4.3 Cycle 2

The result of the previous cycle became the consideration of planning the treatments of cycle 2. In this stage, I referred the result of cycle 1 to arrange the treatments as the improvement of the previous treatment. The elaboration of this cycle can be seen as follow:

3.4.3.1 Re-planning

In planning the treatments, the previous result of the cycle became the reference to develop the improved one, so that this stage was considered as the re-planning stage. Here, the lesson plan was made referring to the previous by revising some activities

and content of learning. However, since the basic and the standard competence were still the same, I decided that the purpose of study and the indicators of learning were mostly the same as the previous cycle to avoid bias in monitoring the result of students' achievement.

I planned to conduct cycle 2 into two meeting. The method I would like to use were group discussion and fieldtrip to Ronggowarsito Museum. The first meeting was to enhance students' ability in writing recount, and the last was to hold the fieldtrip to the museum.

Table 3.2 Step of Learning in Cycle 2

Stages	Meeting 1	Meeting 2 (fieldtrip)
Opening	<ul style="list-style-type: none"> • greeting • checking students' attendance • giving motivation 	<ul style="list-style-type: none"> • greeting • checking students' attendance • giving motivation • preparing the fieldtrip

Exploration	<ul style="list-style-type: none"> • introducing the topic by giving an analogy and some questions • asking an interesting experience or an exciting trip to museum • reviewing recount • Students analyze their own recount text about visiting museum (previous assignment) • Students revise their second draft (10 minutes) 	<ul style="list-style-type: none"> • asking students to pay attention to the rule of visiting museum • students work in group learning about the objects displayed in the museum • students pay attention to the English translation of the object explanation
Elaboration	<ul style="list-style-type: none"> • explaining and giving an example of recount text entitled “Visiting Museum” • finding out the difficult words and gives the meanings • discussing the text in terms of the meaning and the value of visiting museum as the media of learning culture 	<ul style="list-style-type: none"> • students discuss the value of visiting museum during the fieldtrip

Confirmation	<ul style="list-style-type: none"> • making groups in six • the students think about: what they will do when having a trip to Ronggowarsito Museum, the benefit of learning culture through visiting museum • The teacher and the students discuss the planning to visit Ronggowarsito Museum. 	<ul style="list-style-type: none"> • students are asked to make a recount text of visiting museum independently by giving some comment of learning culture (cycle 2 test) • students are asked to fill the questionnaire
Closing	<ul style="list-style-type: none"> • asking the students' difficulties • concluding / summarizing the materials • asking students to revise the recount text 	<ul style="list-style-type: none"> • asking the students' opinion after having fieldtrip • concluding / summarizing the materials • asking students to revise their final product • taking photograph together

3.4.3.2 Acting

In this stage, I would do the treatment which was planned in the planning stage. The main activity of this cycle was fieldtrip in Ronggowarsito Museum. At the end of the stage, I would give the students a cycle 2 test. This test was also considered as the post test.

3.4.3.3 Observing

I would observe the result of the acting stage by analyzing the teaching learning process; either in meeting 1 and meeting 2 or the fieldtrip. The result of field notes and the result of students' test were also being observed.

3.4.3.4 Reflecting

After observing, I would make the reflection to see the overall stages of cycle 2. From the result, I could wrap the conclusion of the research to see whether this research considered success or not.

3.5 Instruments

According to Arikunto (2002: 136), research instrument is a device used by researcher while collecting data to make the work become easier and the result is better, complete, and systematic in order to make the data easy to be processed. Saleh (2003: 31) states "the word instrument refers to research tools for data collecting". An instrument could be in form of questionnaire, observation list, interview, and test. In this study, the researcher used test, interview, and field notes to collect the data.

3.5.1 Test

Test is the instrument to measure the students' progress in every step during the research. As stated by Brown (2004: 3), a test is method of measuring a person's ability, knowledge, or performance in a given domain. According to Harris (1969: 69), there are two kinds of writing test: composition tests and objective tests. In this

study, I used composition test of writing. The choice of this type of test is based on the following consideration:

- 1) composition test requires students to organize their own answer, expressed in their own words
- 2) composition test motivates students to improve their writing
- 3) composition test enables students to state their opinion about their awareness of (in this case) preserving culture

3.5.2 Field Notes (Observation Sheet)

In this study, I was helped by a collaborator made field notes in order to get information about the situation of the classroom activities. The field notes contained observation result about students' participation, behavior, interest, improvement and difficulties. And so, I made the field note to observe the manner of the students due to evaluate the character building stage of the students. The field notes were obtained during the teaching learning process or immediately afterwards.

Teacher's way of teaching also became the notion of taking information for the field notes. This information was useful to be the consideration of making the teaching strategy of the next meeting.

3.5.3 Interview

Interview became the alternative way to collect the data about the implementation of character building education in SMP I Semarang. The interviewees were the English teacher of SMP I Semarang and the headmaster. The data about conducting fieldtrip

in Ronggowarsito Museum were also obtained by interviewing the visitor of the museum and the officers.

3.6 Method of Analyzing Data

I used some method in order to analyze the data obtained. Since the concerns of this research were the linguistic competence of the students and their cultural awareness, I use different rating scale to measure both of them. The elaboration can be seen below.

3.6.1 Analyzing the Test

To assess the students' test result in term of the mastery of the linguistic competence of recount texts, I would classify the test items into some categories. Those elements were:

- a. content,
- b. organization,
- c. vocabulary,
- d. language use, and
- e. mechanics

To analyze the students' written texts, the analytical scale for rating composition tasks used is:

Table 3.3 Students' Rating Scale of Writing

Area	Criteria	Level	Score	Comment
Content	EXCELLENT TO VERY GOOD: Knowledgeable; very closely follows assigned topic.	30-27		

	GOOD TO AVERAGE: some knowledge of subject; limited development of topic; lack depth of detail.	26-22		
	FAIR TO POOR: limited subject knowledge; not enough development of topic.	21-17		
	VERY POOR: shows little knowledge of subject,; not related to topic; not enough to evaluate	16-13		
Organization	EXCELENT TO VERY GOOD: follow the generic structure of recount text; ideas clearly stated and supported; well organized and sequence	20-18		
	GOOD TO AVERAGE: follow the generic structure of recount text; loosely organized with main ideas clear; logical order but not complete	17-14		
	FAIR TO POOR: does not follow the generic structure of recount text; ideas confused or disconnected; lack logical order to writing	13-10		
	VERY POOR: does not communicate; unorganized; not enough to evaluate	9-7		
Vocabulary	EXCELLENT TO VERY GOOD: high range of words; use a lot of adjectives and verbs, good word choice and usage	20-18		
	GOOD TO AVERAGE: enough range of words, use some adjective and verbs; occasional errors in words choice or usage, but meaning is clear	17-12		
	FAIR TO POOR: limited range; frequent errors in words choice or usage, meaning is confused	11-7		
Language Use	EXCELLENT TO VERY GOOD: complex sentence construction; few errors of agreement, tense ,etc	25-22		

	GOOD TO AVERAGE: effective but simple construction; several errors in agreement, tense, etc	21-18		
	FAIR TO POOR: major problem in construction; frequent errors; meaning often confused	17-12		
Mechanics	EXCELLENT TO VERY GOOD: very few or zero mistakes	5-4		
	GOOD TO AVERAGE: minor mistakes in mechanic	3-2		
	FAIR TO POOR: numerous mistakes that make sentences choppy	1		

(Harvey, 2010:1)

After getting the students' score, then I used the classification of students' achievement according to Harris (1969: 134). The classification was as follow:

Table 3.4 Students' Classification Level

Test Score	Level of Achievement
80-100	Good to excellent
60-79	Average to good
50-59	Poor to average
0-49	Poor

3.7.1.1 The Cultural Awareness of the Students

To assess the cultural awareness of the students, I analyzed the students' work of writing recount texts according to the indicators I had defined before. Referring from those compositions I saw that the students reflected their cultural awareness on the content of the writing. The indicators of the quality can be seen as follow.

Table 3.5 Indicators of Cultural Awareness

No.	Indicators
A.	Aware the importance of visiting museum
B.	Aware that Indonesia consists of multicultural
C.	Aware to preserve culture
D.	Aware to be tolerant to others' culture
E.	Honesty (no plagiarism detected)

From those indicators, the next step was analyzing students' writing according to the indicators to see the quality of their cultural awareness reflected on their texts. Therefore, I used this table below as the mechanism of assessing students' quality of cultural awareness.

Table 3.6 Rubric of Assessing Cultural Awareness

No.	Students	Indicators	Comment of Students' works	Quality
1	S-1	A		
		B		
		C		
		D		
		E		

As the guidance to classifying the level of quality of students' cultural awareness, I used the rating scale as shown by table below.

Table 3.7 Rating Scale of Students' Cultural Awareness

No.	Level	Criteria
1.	Excellent	<ul style="list-style-type: none"> • Student reflected those all five indicators in their writing followed by logical reasoning related to each indicator. • Student had good affection toward the activity.
2.	Good	<ul style="list-style-type: none"> • Student reflected at least four from those five indicators followed by logical reasoning related to each indicator. • Student had good affection toward the activity.
3.	Average	<ul style="list-style-type: none"> • Student reflected at least three from those five indicators, followed by some logical reasoning related to each indicator. • Student had good affection toward the activity.
4.	Poor	<ul style="list-style-type: none"> • Student reflected at least one or two from those five indicators followed by some logical reasoning related to the indicator. • Student had less affection toward the activity.

3.6.2 Interview and Field Note Interpretation

The data I got from interview then further interpreted as the analysis of the condition in the field of my study. In addition, interpretation also became the method in

analyzing the field note that I took together with my collaborator. In interpreting the field note, I discussed and compared the result obtained by the collaborator.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, I would present the explanation of the research followed by the interpretation and the elaboration of each stages of the research.

4.1 Analyses of Pre Observation

Before conducting the action research in 8E class of SMP 1 Semarang, I initially held two pre observation stages. As previously had been discussed in Chapter III, the result of each pre observations are elaborated in the following explanation.

4.1.1 First Pre Observation

The second pre observation was conducted on Mei 9th 2011 in SMP 1 Semarang. The aim was to observe the teaching learning process of recount text in SMP 1 Semarang and also the practice of character building education as a habitual process. In this stage, I and the collaborator obtained the data through field note report and interview.

4.1.1.1 English Class

In this observation stage, I was helped by my colleague as the collaborator. We had a chance to see the teaching learning process of English class specifically in 8E class of SMP 1 Semarang. From the observation, I found that the class had been managed well, and the students were active and cooperative during the lesson.

The material of study at that time was recount text, but unfortunately, the skill which was discussed was reading skill, not writing skill like what I expected before. Although it was reading section, to say the least, I had a chance to see the real

condition of the action class to get acquaintance with the students, and the most important was to know the general characteristic of the students.

In the teaching learning process, students were expected to present their group recount text from the source of internet then discussed with the other students in the class using LCD projector. I noticed that it was the previous assignment given by the teacher. From the content of the recount text read by them, I found that the teacher did not give enough guidance to evaluate in choosing the recount text. Therefore, I considered the context was not reflecting what Rukmini (2010:7) suggests in evaluating the content of model text. I wondered whether this condition probably happen in the writing of them.

Everything run well. Almost half of the students in the class were eager to deliver a question toward the recount text read by the other groups. However, there were some students made noises during the class. As a consequence, the teacher took action by giving them sudden advice to respect the other students who conducted the presentation. The class was ended by some conclusion statements from the teacher. Before leaving the class, the students shook and kissed the teacher's hand, not to mention, mine and the collaborators'.

After the class ended up, I cross checked to the English teacher, Mr. Santoso, about the achievement of students recount writing and the content of their works. He told me and my collaborator that frankly, their writing achievements were considered in the criterion of average, and not all students had achieved the SKBM which was at

72 point. In term of the content, he indicated that they still had problem in conveying their idea of what they intended to write.

4.1.2.1 Character Building Education in SMP 1 Semarang

From the field note report and the interview with the principal and the English teachers of SMP 1 Semarang, I found some information related to the policy of character building education held in SMP 1 Semarang and the teaching learning process of English subject.

SMP 1 Semarang actually has implemented character building education on the daily life of the school. However, it is not stated formally in the document of the school; though in the implementation, character building education is one of the main concerns of the school. The evidences are, the culture of greeting and respecting the teachers, being polite toward others, including me and my collaborator, and the habit of shaking and kissing teacher's hand after class. From the observation, I found the school has declaration of ten working cultures and ten shame cultures. Here are the ten shame cultures:

- (1) able to create work planning
- (2) able to create a new idea (innovation)
- (3) able to create creativity
- (4) able to be responsible
- (5) equality
- (6) responsible Freedom
- (7) open minded of any critic for betterment

- (8) having high persistent and discipline
- (9) atmosphere of togetherness, respecting each other
- (10) readiness to change

And the following are the declaration of ten shame cultures of SMP 1

Semarang:

- (1) shame for not praying
- (2) shame for not being honest
- (3) shame for not being discipline
- (4) shame for not up holding order
- (5) shame for not being polite
- (6) shame for not being responsible
- (7) shame for not having achievement
- (8) shame for coming late
- (9) shame for saying inappropriate words
- (10) shame for littering anywhere

Character building education in SMP 1 Semarang is not only taught in the co-curricular, but also in the extra-curricular activity, such as in the Youth Red Cross, Scout and sport activity such as basketball. From those activities, the school has chance to transferring value of life and good character outside class. Moreover, this school has a continuous program for the seventh graders that is visiting Ronggowarsito Museum at the end of the semester. According to the teacher, this program is aimed to enable the students getting closer to Indonesian culture generally

and Javanese culture specifically. However, there is not any integrated assignment as the followed up of the activity. Therefore, I planed to conduct a set of learning activity by having fieldtrip in the museum ended by a writing assessment.

4.1.2 Second Pre Observation

The second pre observation was conducted in Ronggowarsito Museum on April 12th 2011. The main purpose of the second pre observation was to find out the usual activity of fieldtrip there. I conducted an investigation to collect the data about Ronggowarsito Museum and observing the way of students and other visitors in appreciating the collections. It was useful to obtain data about the students' behavior towards Museum which related to the cultural awareness of them. In this stage, I interviewed some visitors about Ronggowarstito Museum and its effects towards the students' awareness of culture.

From this observation stage, I found that most of the visitors of Ronggowarsito Museum were students followed by their teachers. They visited the museum as one of the agenda of their school to have an excursion or fieldtrip to see the remains of Indonesian ancient history. From the interview toward a student who visited the museum, I noticed that there was no integrated assignment as the followed up of the activity given to them. Therefore, they tended to ignore the information given by the museum guide and spent most of their time to take pictures and sometimes made jokes from the object displayed.

That condition reflected that the students' curiosity of culture and history were still lack. Therefore, I planned to conduct fieldtrip integrated with some basic

information to stimulate students' curiosity of cultural awareness. As the followed up activity, I planned to give the students an assignment of writing recount text based on their fieldtrip experience in Ronggowarsito Museum.

However, after observing the museum and the English written information of the objects displayed, I found there were some errors in the use of past tense there. I considered this as the problem in teaching the students about writing recount since its purpose is to retell event, which of course, using past tense as the time dimension.

4.2 Analysis of Cycle 1

Before conducting the first cycle, I referred to the result of the first and the second pre observation stages as the consideration of deciding what kind of treatment would be given to the students. From the result, I constructed sets of activity of teaching learning process in a form of lesson plan.

4.2.1 Planning

The planning stages and the activities I arranged to construct the lesson plan can be seen in the previous chapter, as I had elaborated in advance. However, the lesson plan can be seen in the appendices part.

4.2.2 Acting

Acting can be said as the main core activity in this research since in this stage, I conducted the real treatment in the class. Here, I implemented the lesson plan of cycle I treatment in this stage. Here is the result of the acting stage.

4.2.2.1 Opening

I opened the class by greeting the students attractively to gather the attention of them. As the routine activity, I started to check the students' attendance to make sure that no one left behind, and check the readiness of the students to follow the next learning activities.

One thing that I always emphasized in the opening stage was motivating the students. Since the class was writing class, I motivated them to be conscious that writing skill is very much important for their life by giving some examples such as being a journalist and even being a merchant. By connecting the importance and the benefit of what they would study with their real life, hopefully they could be more excited in learning the next material.

4.2.2.2 Exploration

In the exploration stage, I stimulated the students by giving some recalling questions to brush up their memories about recount text. Initially, I orally gave a short story of my experience during having a trip to historical place around Semarang with my former students of PPL. The students begun to listen and paid attention to what I said. After telling the story, I asked them what kind of genre that the story belonged to. The class started to get noisy since almost all students guessed and tried to answer.

Most of them could correctly answer that the genre was recount text. After that, I pointed two lucky students to tell their experience simply to the class. Both of them were good at conveying the story though firstly they denied using the chance to show up their ability.

The discussion was dragged into deeper exploration of recount text. From the discussion, I found that most of the students fortunately had understood about the purpose of recount text; that is to tell past events. Therefore, they also had realized that recount text uses past tense as the way to retell past events.

Discussing about the schematic features of recount text, most of the students were still confused about the concluding sentence as the end part of recount text. Some students asked questions whether concluding sentence was an optional or a must in a recount text. I reinforced them that the main structures of recount text are orientation and sequence of events and reorientation. Concluding sentence is important, the same as the reorientation. However, I emphasized that in their own recount text students were expected to give their concluding sentence as the comment of the experience they had made.

4.2.2.3 Elaboration

I, as the researcher, who acted as the English teacher, gave the students an example of recount text entitled “Visiting Bali”. Students read the text by heart then they were asked to determine the difficult words of the text. Fortunately, they did not find major difficulties in understanding the text.

The discussion started to be more alive when I threw a question to the students about the content of the text in terms of respecting and appreciating culture. Though the text given did not give brief explanation or imaginative description about respecting culture, some of the students could give their opinion of respecting other culture by giving some example such as visiting cultural places to see the heritage of culture. There was a student realized that Bali consists of multicultural society where most of Hindus live together with the other religion happily and peacefully.

4.2.2.4 Confirmation

Confirmation stage was aimed to evaluate the extent of students' understanding toward the material given that day. The way I did to see the student's mastery on recount text was by dividing them into six groups. Each student had their own worksheet then work with the group to answer some questions given there. The questions were still related to the recount text. In this group discussion the students were asked to analyze the schematic features of the given recount text. As the preparation of having the cycle 1 test, they were asked to think and imagine about having fieldtrip in Ronggowarsito Museum.

During the discussion, I guided them and moved from one group to the other group to make sure that the discussion run well and every one gave contribution to the group. Generally, the students asked me about imagining the activity when having fieldtrip in Ronggowarsito Museum. They were also still confused when I asked them about the importance and the benefit of visiting the museum.

At the end of the discussion, I led the discussion of confirming the result of group work; the representative of each group confirmed the answers and compared with the result of other groups. The table below presents the result of the group discussion:

Table 4.1 Result of Group Discussion

No.	Group	Recount text	Cultural awareness	Score
1.	Group I	50	40	90
2.	Group II	40	50	90
3.	Group III	50	30	80
4.	Group IV	40	30	70
5.	Group V	40	30	70
6.	Group VI	40	40	80
	Mean	43.33	36,66	80

4.2.2.4 Closing

In the closing stage, I guided the students to wrap conclusion of what had been studied. The students read once again the result of the discussion. Before ending up the class, I gave the students a home task to write their own recount text by imagining that they had already had a fieldtrip in Ronggowarsito Museum. This writing assignment was considered both as the cycle 1 test.

4.2.3 Observing

The next step after having the acting stage was observing the result and looking back to field note obtained from the collaborator. In the first cycle I taught about the feature of recount text, in terms of the schematic features and also the language features. The collaborator observed the students and teacher's (my) activities and jotted down the result into the observation sheets. The result of the observation was elaborated here.

4.2.3.1 Students' Attitude

From the field note obtained by the collaborator and compared with my own observation, we found that:

- (1) 36 students were present (100%)
- (2) 8 students actively asked questions (22%)
- (3) 4 students actively answered teacher's questions (11%)
- (4) 32 students did the activities given by the teacher well (88%)
- (5) 32 students paid attention to the teacher (88%)
- (6) 33 students did not make some trouble (noise) (91%)
- (7) 30 students were active in the group discussion (83%)

4.2.3.1 Teachers' Attitude

For the observation of the teaching learning activities, the collaborator noticed some points regarding to my way in conducting the teaching learning process are elaborated as the following:

- (1) The teacher was good at opening the lesson and motivating the students.
- (2) The teacher was good also in explaining the material to the students.
- (3) The teacher had a very loud but a little bit unclear voice and intonation that sometimes confusing the students.
- (4) The teacher was not ignorant to the students by giving the students chances to actively engage in the lesson.
- (5) The teacher often neglected the students in the group discussion which created a little noise in the classroom.
- (6) The teacher tried to create the English speaking atmosphere in the classroom by not using too many 'Bahasa Indonesia' in delivering the lesson.
- (7) The teacher was good at leading the discussion about preserving culture integrated with the model recount text.
- (8) The teacher was good at stimulating students' awareness of culture by giving some reflective cases.

Besides analyzing the observation list of teacher and students, the collaborator and I also considered the result of the first score of writing test (cycle 1 test). It was found out that the result was not yet satisfying. For the analysis of the cycle 1 test can be seen in the further explanation.

4.2.4 Reflecting

From the result of the stages conducted in cycle 1, I concluded that the treatments for the next cycle should be improved since the result of this cycle was not yet satisfying. The evidence showed that the writing of the students in terms of the linguistic

competence and the mastery of recount text did not achieve 75 % of the total students with the mean 71.48. It meant that the teaching method applied was not so optimal. Because one of the main objectives of this research was teaching students about cultural awareness as the integration of character building education, I assessed students' work in term of the quality of their content of the composition, whether it reflected the indicators of cultural awareness or not. The result showed that they had not comprehended well, most of them got poor level, and only a few of them got average and good level. Moreover, none of them got excellent in term of the cultural awareness value. Therefore, they still needed some guidance and further explanation. Therefore, I realized that some elements of teaching should be improved in cycle 2; they are:

- providing suitable model text which containing value of appreciating culture (cultural awareness) and nationalism
- giving more attention to enhance students' writing skill
- giving more attention to the students attitude toward the lesson

4.3 Analysis of Cycle 2

Cycle 2 was conducted as the improvement of the previous cycle. In this research, cycle 2 was conducted into two meetings. The first meeting was aimed to sharpen students' ability in writing, engaged with the discussion of preserving culture, to sharpen students' cultural awareness, whereas, the second meeting was the D-day of

fieldtrip in Ronggowarsito Museum. Still in this cycle, I used four stages of conducting action research, those are planning, acting observing and reflecting.

4.3.1 Re-planning

In planning the treatments, the previous result of the cycle became the reference to develop the improved ones. Here, the lesson plan was made referring to the previous by revising some activities and content of learning. However, since the basic and the standard competence were still the same, I decided that the purpose of study and the indicators of learning were mostly the same as the previous cycle to avoid bias in monitoring the result of the study. Even though of course, the treatments would not exactly be the same.

4.3.2 Acting (Treatment I)

The acting stage of cycle 2 was the second meeting of the teaching learning process held in this research. Referring to the lesson plan I had made before (see Chapter III), the description of the acting stage is elaborated here.

4.3.2.1 Opening

As usual, I opened the class by greeting and checking the students' attendance. In this meeting, I motivated the students to keep on improving their writing skill as one way to sharpen their critical thinking. By thinking critically, it enabled them to recognize the issues arouse in their country, such as the problem of culture in Indonesia. I initially talked about this issue as a means of stimulating students' awareness of culture.

As the encouragement, I told the students to improve their writing since their results in the previous stage almost achieved the SKBM but still they should be able to reach the standard.

4.3.2.2 Exploration

In the main activity, I stated that the material of learning in this meeting was still about writing recount text. Therefore, I gave the result of students' work on writing along with the feedback given to each of them. As the model text, I provided a text entitled "Visiting Museum" which reflected good construction of recount text and good example of writing ideas of culture and art.

The students read the text by heart. Nevertheless, I was open to any kind of question about the text and the difficult words. After all the students finished reading the text, the discussion of difficult words was begun. Fortunately, there were only a few words that came to questions. Afterwards the discussion was dragged into the exploration of the schematic feature of the text. Most of the students had mastered in identifying the schematic feature. As the consequence, the whole students were enthusiastic in giving their answer, and so, it led the class into a bit chaotic atmosphere.

The discussion was continued by the topic of the cultural awareness reflected in the content of the text, majority found in the reorientation part and some in the events written in the text. The students were asked to determine which sentence was the reflection of the writer's awareness of culture in the text, as the evidence. I asked the students to work in pair with the friend next to them, and looked for the answer of

the task. After three minutes, some of the students were randomly asked to tell the class. Mostly the students had understood and could prove the evidence by the text.

4.3.2.3 Elaboration

I emphasized on the result of students' writing on the previous take-home assignment. The answer sheets were already given along with the feedback. The students then analyzed their writing and tried to find the errors. The class became noisy since the students tried to compare their work with others.

To get the attention of the students, I made a yield "Hallo hallo?" and immediately the students then answered, "hi hi", and the lesson worked on its' way again.

Referring to the model text given and the results of their work, I asked the students to compare their work in consideration of those two texts. Afterwards the students were asked to make their second draft of revision to the text of their own. Ten minutes was given to them to revise the writing.

During those minutes, I reminded the students to realize the use of past tense since some students still made errors in term of it. To make sure that students knew and recalled their memory, I finally gave a slight explanation of past tense.

4.3.2.4 Confirmation

In the confirmation stage, I begun with some imaginative visualization of what students would do in museum. The students firstly got surprised when I announced that the next meeting they would visit the museum and learn English through

experiencing. They became excited and looked forward to visiting the real museum, though actually they had had conducting the same agenda when they were in the seventh grade.

The rest of this session was spent to decide when the visit would be held. After considering many things for the sake of both I and the students, finally 10th June was chosen as the D-day. The consideration was that it was the end of final semester test so that it would be great to have a visit as to improve their knowledge and to refresh their mind after examination.

4.3.2.4 Closing

I ended up the class by letting the students to write sentences about what they had learned in the meeting, and then asked two students to read to the whole class. Afterwards I asked the students to improve and revise their writing, and so, contemplate to think what their contribution of saving Indonesian culture. The class was ended, and the students went back to the other class by shaking and kissing my hand as to show honor and respect.

4.3.3 Acting (Treatment II / Fieldtrip)

This treatment was divided into two main parts, the briefing stage and the fieldtrip stage. The elaboration of those two stages can be seen as described here.

4.3.3.1 Briefing

The second meeting of cycle two was aimed to prepare the fieldtrip to Ronggowarsito Museum. Actually, this meeting was not a formal meeting in English class, but it was a kind of class gathering in preparing for the fieldtrip. I gave a briefing of what they

would and should do in the museum, and what they were supposed to do during the trip and their obligation after conducting it.

This briefing was conducted right before the fieldtrip was held, exactly on 10th June 2011 at 9 a.m. In general, the content of the briefing were as follow.

- (1) The students were divided into six groups as in the cycle I (see appendices)
- (2) The group task was to get information of the explanation given by the researcher, and the guide of the museum.
- (3) As it was an English subject, the students had to pay attention to the English transcription to each object displayed.
- (4) The individual task was to write what they had done in the museum into a kind of journal.
- (5) From the information and the journal of the trip, the students were expected to write their recount text. Then, the recount text must be submitted in Mr. Santoso desk three days after.
- (6) During the trip they were not allowed to make any noise and they should obey the regulation of the museum.
- (7) Taking notes and pictures were allowed as they still paid attention to the rule and the guide.

4.3.3.2 Fieldtrip in Ronggowarsito Museum

The students and I went to Ronggowarsito Museum by a public transportation car that had been rented before. The first departing group was contained all boys and some girls, and the second group was contained the rest of the students and one of the

teacher of SMP I Semarang. The trip to get Ronggowarsito Museum from SMP I Semarang only took not more than ten minutes since the distance is approximately 2 kilometers far.

After all the students had all arrived in the museum, they were warmly welcomed by the collaborators and the museum guide, Mr. Sugeng. I gave a welcoming speech to encourage and motivate students to learn more about culture and English engaged together. The students were also asked to pay attention to the English transcription of the information on every single object as to improve their English, especially the vocabulary.

The next speech was delivered by Mr. Sugeng as the official guide of the museum. He firstly explained about the regulation of visiting museum and a brief history about Raden Ronggowarsito.

Moving to the inside of the museum, I as the researcher, the collaborators, and the museum guide accompanied the students in seeing the object displayed. The journey in the museum was conducted by following the order which had been arranged by the museum officer. As the organization of the fieldtrip, each group of students was arranged to see different objects to avoiding chaos and noise. Thus, every two groups were accompanied by collaborators and me. Here, the collaborators and I had double job, as the researcher and as the fieldtrip guide. The museum guide generally gave the explanation and answered the students' questions related to the object displayed which could not be exactly answered by me and the collaborators.

The first building which was visited was A building that shows the object in the area of geology and geography. Inside this building, the students could see some objects of rocks, mine and soil. Many kinds of rocks were displayed such as meteorite rocks, and some magnificent stones of diamond and crystal which have high value of art and material. From the information stated on the object, it was surprisingly astonished the students that those beautiful rocks were mostly found in Central Java Province, moreover, in Semarang Regency. From this evidence, the students could get a point regarding to the potential of their regency, and the rich of natural resources it has.

The most attractive object in this building was the artificial cave completed with stalagmite and stalactite hanging over the top. Students were excited in taking photograph inside the artificial cave. Their curiosity made the atmosphere of the room became a little bit noisy; however, it could be managed by conditioning the students to move to the upper floor, still in the A building.

The second floor displayed the remains of paleontology era. In this area, the students could see some fossils of ancient human's skull, and some remains of gigantic prehistoric animals such as prehistoric buffalos and elephants which called *stegodon*. Almost all the fossils displayed there were discovered in Central Java Province, especially in Purwodadi, Sragen, and Blora Regency.

The most fascinating object in this room was the whole reconstructed fossil of giant ancient elephants found in Tinjomoyo, Semarang City. Students were attracted

by the fossil and most of them were likely to take picture beside it, though the rule was, the visitor are not allowed to touch the fossil.

Unfortunately, the students were being confused by the English translation of information of the object. Many grammatical errors were found, especially in term of the use of past tense. Here is the example of the error taken from the English translation of the object displayed.

In this period human live very **depend** on the nature and their way of life **is** still **limited** in killing animal and gathering some foods. They never **have** a permanent place to stay and always keep moving from place to place depend on the source of their means of life hood. This style of life **is showed** by some evidence of the early cultural result, in **the from** of stone devices, such as handful axes. Blade, shard equipment, raw head, sharp point of spear **wich are used** to kill animal, prepare food haunted animals and all kind of plants. Stone device tradition from this period **are found** at prehistory site in Indonesia, especially in Java (Punung, Gombong, Sangiran, Nganding, dan Jampangkulon).

(taken from Ronggowarsito museum A Building 2nd floor)

To cope with this condition, I and the collaborators initially warned the students to pay attention, and asked them to find the errors as the group findings. By finding the errors, the students learnt the concept of past tense that used in recount text by involving their own self in experiencing the real contextual world.

Moving to the next building, in B building the students saw many kinds of ancient ceramics collection came from China and Europe. Those beautiful ceramics were various in shape, motive, and function. In this building, students were more likely to see the evocative collection of making ceramics, and treading them. As the evocative collection was impressive for the background of taking photograph, many

students were interested to involve their self on it. After taking the picture, I asked some students about the feeling after experiencing the life of our ancestors visualized in the evocative collection. A student answered that it might be very hard to live without any electricity, so that they should be grateful to be able to live in modern era. From the answer, it shows that by enclosing themselves to such kind of condition, they learnt how to appreciate nowadays knowledge and science as one of the purpose of Indonesian education law number 20/2003 chapter 2.

The next objects were all about batik and the work. Batik is an art of drawing pattern or motive using hot candle, depicted in a piece of fabric, which presenting the symbol, meaning and custom of a region.

Still in the same building, the trip was continued to the remains of the Hindus and Buddha civilization era, approximately eight centuries ago. In this room the collections were all about the remains of religious things used by the ancestors at that time. The collections were mostly in a form of statues of worship and the artificial of ancient inscription.

In this building, students paid attention to the explanation of the guide, and as usual, took pictures. This building showed the students about the glory of Indonesian ancestor in developing art work and architecture technology as proved by the existence of Borobudur Temple. The museum guide asked the students to think how great our nation was at that time.

After learning about Hindu and Buddha, the journey moved on to the remains of Islamic century and colonization era. The objects displayed in the room reflected

how Islam affected on every elements of life at that time. The students, who are mostly Muslim, were attracted by the Holy Ancient Handwriting Qur'an displayed in the room. By learning this history, the students were expected to increase their faith to the God and being a good character of religious personality.

The next building, exactly in C building, it is the right choice of the effort in increasing students' nationalism, since the object displayed is about the struggle of Indonesia in grabbing the independency from Dutch and Japan colonials. Here, the student saw some dioramas of important moments in our history against colonialism. The dioramas presented are such as the diorama of guerilla wars, five days fought in Semarang, and Palagan Ambarawa.

From the explanation of the museum guide, the students were asked to imagine how hard the struggle of achieving independency. This question hopefully could increase students' nationalism as the value that would be sharpened in this research.

Ethnographic areal, in the second floor of C building presents the richness and diversity of Indonesian culture. It displays the collections of traditional craft and technology, industrial and transportation, and various kinds of traditional houses.

This ethnographic areal proves to the students that Indonesia contains of many cultures engaged together in a republic. Here was the emphasis of this research to tell the students about multiculturalism to enhance their understanding of cultural awareness. As a consequence, it enables to shape the character of young generation to live peacefully in difference and to respect other culture.

To show the students about the richness and diversities of Indonesian culture, D building presents the collection of artwork which divided into performance art, and traditional music. Here, various kinds of *wayang* (puppet) were displayed together with the evocative visualization of *wayang orang*, one of the famous performance art from Java.

In this building, students had chances to play traditional music instruments from various province in Indonesia, such as Javanese and Balinese Gamelan, Kolintang from Celebes, and Angklung from West Java. Here, the students could experience the feel of multiculturalism in Indonesia through playing those music instruments.

At last, the trip was continued to the room of ancient golden jewelry collections and the donation collections from those who concerned in preserving the remains of traditional culture. Those persons character can be the example of good character of citizen that had effort and contribution to save the heritage of the nations.

4.3.4.3 Closing

After conducting the fieldtrip along the museum, the students, the collaborators and one teacher of SMP I Semarang, and not to mention, the museum guide and I gathered in the front hall of Ronggowarsito Museum to check the students' discoveries and notes.

In this closing stage, I reminded the students to do their work of writing recount texts based on the experience they had. And also their contemplation result of the benefit of visiting museum that engaged in the writing of them. I was helped by

the collaborators and distributed the answer sheets of the cycle 2 test. After all, I thanked the students and also the museum guide as appreciating their participation in this research. The fieldtrip was ended by this.

4.3.4. Observing

As the second cycle was conducted in two meetings, the result of the observing stage would be presented into two parts.

4.3.4.1 Analysis of meeting 1

The material of study in this meeting was still the same with the previous, which was about writing recount text.

The data of the observing stage was obtained through the field note made by the collaborator who observed the teaching learning process. Those data was also being compared with the data obtained by the researcher (me). The collaborator observed the students and teacher's activities and jotted down the result into the observation sheets. The result of the observation was as follow:

Observation of the students' activities:

- (1) 36 students were present (100%)
- (2) 10 students actively asked questions (27%)
- (3) 8 students actively answered teacher's questions (22%)
- (4) 32 students did the activities given by the teacher well (88%)
- (5) 30 students paid attention to the teacher (83%)
- (6) 33 students did not make some trouble (noise) (91%)
- (7) 32 students were active in the group discussion (88%)

The data of the observation of the teacher's activities show that:

- (1) The teacher was good at opening the lesson and motivating the students.
- (2) The teacher good also in explaining the material to the students.
- (3) The teacher had a very loud and clear voice and intonation that could be heard by the whole students. However, sometimes she spoke too fast.
- (4) The teacher was not ignorant to the students by giving her students chances to actively engage in the lesson.
- (5) The teacher could not manage the situation of the class after giving the result of students' work.
- (6) The teacher tried to create the English speaking atmosphere in the classroom by not using too many 'Bahasa Indonesia' in delivering the lesson.
- (7) The teacher was good at leading the discussion about determining the cultural awareness of the model text.
- (8) The teacher was good on stimulating students' awareness of culture by giving some reflective cases.
- (9) The teacher was good on ending up the class by giving the students' chances to wrap up the conclusion.

4.3.4.2 Analysis of Treatment II (Fieldtrip)

The field trip was conducted not more than ninety minutes considering the concentration span of the students were not last for more than it. Moreover, the students already had had end of semester test, so that I decided not to take extended time.

During the fieldtrip, I and two collaborators took some field note to observe the activity. After the fieldtrip had finished, the data obtained were compared and evaluated by discussion. The elaboration of the observation can be seen as described here.

Observation of the students' activities:

- (1) 36 students were present (100%)
- (2) 20 students actively asked questions (55%)
- (3) 8 students actively answered teacher's questions (22%)
- (4) 32 students did the activities given by the teacher well (88%)
- (5) 28 students paid attention to the teacher (77%)
- (6) 33 students did not make some trouble (noise) (91%)
- (7) 30 students were active in the group discussion (83%)

The data of the observation of the teacher's (researcher) and the museum guide's activities show that:

- (1) The teacher was good at opening the fieldtrip and motivating the students.
- (2) The guide was good also in explaining the material to the students.
- (3) The guide had a very loud and clear voice and intonation that could be heard by the whole students. However, sometimes he spoke too fast.
- (4) Sometimes the teacher was ignorant to the students by letting them to take pictures and made some noise.
- (5) The guide could not manage the situation of the fieldtrip when

(6) The teacher tried to create the English speaking atmosphere in the museum by not using too many 'Bahasa Indonesia' in delivering the lesson. However, since the museum guide still used Bahasa, then it was difficult to create fully English atmosphere.

(7) The teacher and the guide were good at giving feedback to the students' questions.

(8) The teacher and the guide were good on stimulating students' awareness of culture by giving some reflective cases after showing every room in the museum.

(9) The teacher was good on ending up the class by giving the students' some reinforcements and assignments.

4.3.5 Reflecting

From the result of the stages conducted in cycle 2, I concluded that the fieldtrip in Ronggowarsito Museum was successfully done. Students could learn many things and get more knowledge about Indonesian culture. Students' achievement in writing recount text also significantly improved. It can be clearly seen in the elaboration below.

4.4 Analysis of Cycle 1 Test and Cycle 2 Test

To see students' achievement in writing recount text after some treatments given in both cycle 1 and cycle 2, I elaborate the result as described here.

4.4.1 Analysis of Cycle 1 Test

Cycle 1 test was taken to find out the achievement of the students after taking the first treatment given. The table below shows the result of the students' achievement in cycle 1 test.

Table 4.2 Result of Cycle 1 Test

No	Name	Score					
		C	O	V	LU	M	T
1.	S-1	17	15	16	18	1	67
2.	S-2	22	16	18	20	3	79
3.	S-3	17	16	17	21	1	72
4.	S-4	17	14	15	18	1	65
5.	S-5	19	17	18	19	1	74
6.	S-6	20	16	16	18	3	73
7.	S-7	20	16	17	17	3	73
8.	S-8	24	17	20	23	2	86
9.	S-9	19	14	14	17	2	66
10.	S-10	20	17	17	18	2	74
11.	S-11	17	15	17	17	1	71
12.	S-12	17	17	17	18	3	72
13.	S-13	20	17	18	20	3	78
14.	S-14	17	17	17	16	1	70
15.	S-15	16	16	17	16	1	68
16.	S-16	19	17	18	20	3	77
17.	S-17	16	14	14	17	1	62
18.	S-18	17	14	14	16	1	62
19.	S-19	19	16	16	17	2	70
20.	S-20	22	18	20	22	2	84
21.	S-21	17	16	17	17	2	69
22.	S-22	16	16	16	17	1	68
23.	S-23	20	17	17	17	2	73
24.	S-24	16	17	17	17	2	69
25.	S-25	18	17	16	16	1	68
26.	S-26	17	16	17	17	2	69
27.	S-27	18	17	16	17	2	70
28.	S-28	17	17	17	17	1	69
29.	S-29	19	18	20	20	3	80
30.	S-30	18	17	17	16	2	70

31.	S-31	17	17	17	17	2	70
32.	S-32	19	17	17	16	2	71
33.	S-33	18	17	18	18	3	74
34.	S-34	17	17	16	18	1	69
35.	S-35	20	17	18	18	2	75
36.	S-36	19	17	18	18	2	70
Total		665	589	610	644	67	2575
Average		18.47	16.36	16.94	17.88	1.86	71.52

From the result of the first cycle test, I got 71.52 as the average point of students' achievement. Referring to the rating scale, it belonged to the criteria of good to average, which range from 79 to 60. It means that their achievement was not quite bad, since recount text actually had ever been studied in the previous meeting before the research had been conducted toward their class. However, as the SKBM of English subject was 72, those results actually had not passed the standard yet.

Since the concerned of this research was not only teaching students about writing recount text, but also teaching character building education in the concerned of cultural awareness, I analyzed their writing in term of the content. From the content of their composition, their awareness of culture was reflected through their comment or feeling toward museum.

Beside the criteria of content standard created by Harvey, I had my own indicators and rating scale to measure students' awareness of culture. Here are the indicators and the rating scale.

Table 3.5 Indicators of Cultural Awareness

No.	Indicators
A.	Aware the importance of visiting museum
B.	Aware that Indonesia consists of multicultural
C.	Aware to preserve culture
D.	Aware to be tolerant to others' culture
E.	Honesty (no plagiarism detected)

Referring to those indicators, I analyzed students' content of writing in terms of their awareness of culture. The complete analysis can be seen in the table below

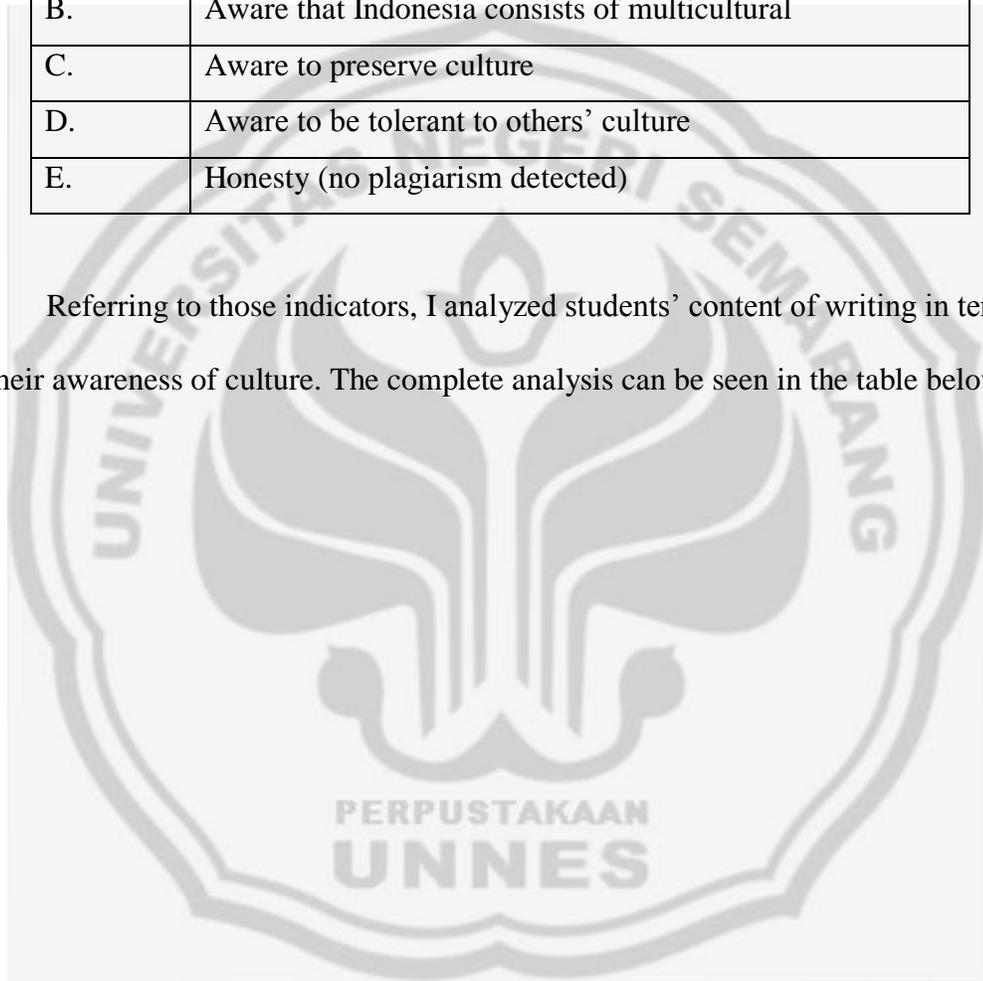


Table 4.3 Result of Students' Awareness of Culture in Cycle 1 Test

No.	S	Indicators	Comment of Students' Works	Quality
1	S-1	A	He did not mention the importance of visiting museum. However, he wrote; " <i>I am very pleased because my school had learning outside the classroom.....</i> " It indicates that he had good affection of visiting museum.	Poor
		B	He did not state about multiculturalism in Indonesia and the diversity of culture.	
		C	He did not mention about the importance of preserving culture.	
		D	He did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed he did the task by himself.	
2.	S-2	A	She did not mention the importance of visiting museum. However, she wrote; " <i>Museum Ronggowarsito give so much knowledge.....</i> " It indicates that she realized the benefit of visiting museum is to add knowledge.	Average
		B	She did not state about multiculturalism in Indonesia and the diversity of culture.	
		C	It seems that actually she realized to preserve culture as stated in " <i>...we must watch over eternal culture nation in Indonesia.</i> " though the use of diction is not appropriate yet.	
		D	She did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	

3.	S-3	A	She did not mention the importance of visiting museum. However, she wrote; <i>“My knowledge and my perception are growing”</i> It indicates that she realized the benefit of visiting museum is to add knowledge.	Poor
		B	She did not state about multiculturalism in Indonesia and the diversity of culture.	
		C	She did not mention about the importance of preserving culture.	
		D	She did not state anything related to tolerance to others’ culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
4.	S-4	A	She did not mention the importance of visiting museum. However, he wrote; <i>“I felt tired but I felt very happy.”</i> It indicates that he had good affection of visiting museum though physically he felt tired.	Poor
		B	She did not state about multiculturalism in Indonesia and the diversity of culture.	
		C	She did not mention about the importance of preserving culture.	
		D	She did not state anything related to tolerance to others’ culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
5.	S-5	A	He did not mention the benefit or the importance of visiting museum in his writing. However, he had good affection toward museum as he wrote, <i>“My opini this place very good and clean. This trip is happy”</i>	Average
		B	He was considered as aware that Indonesia consists of various culture as he stated, <i>“There we saw ancient money, ancient animals’ statue, traditional</i>	

			<i>costume, statue from various region, etc....”</i>	
		C	He did not mention the importance of preserving culture.	
		D	He did not mention about tolerance to other culture.	
		E	There was not any plagiarism detected. It seemed he did the task by himself.	
6.	S-6	A	She did not mention the importance of visiting museum. Moreover, she wrote; <i>“I felt bored but I was very happy.”</i>	Poor
		B	She did not state about multiculturalism in Indonesia and the diversity of culture.	
		C	She did not mention the importance of preserving culture.	
		D	She did not mention about tolerance and any kind of information related to others’ culture.	
		E	Some sentences were considered the same as the other friends, such as; <i>“this museum holds more <u>then</u> 50.000 collection....such as wayang, Reog ponorogo,..”</i>	
7.	S-7	A	She realized that visiting museum was not a false decision. She stated, <i>“ We can refreshing, we also get knowledge.”</i>	Poor
		B	She did not mention any kind of things related to multiculturalism in Indonesia.	
		C	She did not mention about the importance of preserving culture.	
		D	She did not state anything related to tolerance to others’ culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
8.	S-8	A	She mentioned the importance of visiting museum by stating; <i>“Museum is</i>	Average

			<i>important for us, the museum it's place or conservation for historic things</i> ".	
		B	She did not mention any kind of things related to multiculturalism in Indonesia.	
		C	As she had stated in the indicator A, it shows that she was aware of preserving culture.	
		D	She did not state anything related to tolerance to others' culture.	
		E	She had her own style of writing recount, and her idea was conveyed in different way. Therefore, there was not any plagiarism found in her writing.	
9.	S-9	A	He mentioned the importance of visiting museum by stating; " <i>visiting museum is important to add our knowledge</i> ".	Poor
		B	He did not mention any kind of things related to multiculturalism in Indonesia.	
		C	He did not mention about the importance of preserving culture.	
		D	He did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed he did the task by himself.	
10.	S-10	A	She mentioned the importance of visiting museum by stating; " <i>in the museum I get much knowledge</i> ".	Poor
		B	She did not mention any kind of things related to multiculturalism in Indonesia.	
		C	She did not mention about the importance of preserving culture.	
		D	She did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	

11	S-11	A	He realized that visiting museum could add knowledge by stating “ <i>The benefit of visiting museum is add knowledge.</i> ”	Poor
		B	He did not mention any kind of things related to multiculturalism in Indonesia.	
		C	He did not mention about the importance of preserving culture.	
		D	He did not state anything related to tolerance to others’ culture.	
		E	Some sentences were considered the same as the other friends, such as; “ <i>this museum holds more than 50.000 collection....such as Reog ponorogo,.....</i> ”	
12	S-12	A	She realized that visiting museum could add knowledge by stating “ <i>visiting museum was important to get knowledge. However,.....</i> ”	Poor
		B	She did not mention any kind of things related to multiculturalism in Indonesia.	
		C	She did not mention about the importance of preserving culture.	
		D	She did not state anything related to tolerance to others’ culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
13.	S-13	A	She did not stated explicitly about the benefit of visiting museum. However, she enjoyed visiting it as she wrote; “ <i>We enjoyed visit the museum.</i> ”	Poor
		B	She did not mention any kind of things related to multiculturalism in Indonesia.	
		C	She did not mention about the importance of preserving culture.	
		D	She did not state anything related to tolerance to others’ culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	

14.	S-14	A	She did not stated explicitly about the benefit of visiting museum. However, she enjoyed visiting it as she wrote; <i>"I was very enjoyed"</i>	Poor
		B	She did not mention any kind of things related to multiculturalism in Indonesia.	
		C	She did not mention about the importance of preserving culture.	
		D	She did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
15.	S-15	A	He did not explicitly mention the importance or the benefit of visiting museum. However, he stated; <i>"I admit Ronggowarsito very interesting museum."</i> it shows he had good affection of the museum.	Poor
		B	He did not mention explicitly about multiculturalism, but he stated about diversity of Indonesian culture as he wrote; <i>"....many historical relics of Indonesia,traditional weapons, traditional dresses and much more."</i>	
		C	He did not mention about the importance of preserving culture.	
		D	He did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed he did the task by himself.	
16.	S-16	A	She did not explicitly state about the benefit of visiting museum. However, she wrote; <i>"we were proposed to add our knowledge about history."</i>	Average
		B	She knew that Indonesia consists of multicultural by stating; <i>"....history, nature, archeology, culture and insight of Indonesian archipelago."</i>	

		C	Her awareness of preserving culture was reflected from her suggestion to add more collections as she wrote; <i>“It will be more interesting if the government adds more collection in Ronggowarsito Museum.”</i>	
		D	She did not state anything related to tolerance to others’ culture.	
		E	There were some ideas of adding collections which considered the same as the other, but she wrote in different way. No further plagiarism was found.	
17	S-17	A	He realized that visiting museum was very important. It can be shown from his writing; <i>“.....we know about history and many more. I love my museum.”</i>	Poor
		B	He did not mention any kind of things related to multiculturalism in Indonesia.	
		C	He did not mention about the importance of preserving culture.	
		D	He did not state anything related to tolerance to others’ culture.	
		E	There was not any plagiarism detected. It seemed he did the task by himself.	
18.	S-18	A	He did not stated explicitly about the benefit of visiting museum. However, he stated his feeling toward museum by writing; <i>“in there very amazing and a lot of commodity history.”</i>	Poor
		B	He did not mention any kind of things related to multiculturalism in Indonesia.	
		C	He did not mention about the importance of preserving culture.	
		D	He did not state anything related to tolerance to others’ culture.	
		E	There was not any plagiarism detected. It seemed he did the task by himself.	

19.	S-19	A	She realized that visiting museum was so much beneficial by writing; <i>“we can watched about culture, history, etc.....”</i>	Good
		B	She also realized that Indonesia consists of multiculturalism by stating; <i>“we watched culture in the museum many clothes territory from many territory.....”</i>	
		C	She gave some suggestion to preserve culture by stating; <i>“.....if the government adds more collection in Ronggowarsito Museum.”</i>	
		D	She did not state anything related to tolerance to others’ culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
20.	S-20	A	She wrote about <i>Museum Dirgantara Mandala Yogyakarta</i> . From her recount, she realized that visiting museum is beneficial as she wrote; <i>“After seeing the collections,.....my knowledge and my perceptions are growing.”</i>	Good
		B	She did not mention explicitly about multiculturalism in Indonesia, but she tended to emphasis on the diversity of historical object displayed especially related to the struggle of Indonesian military.	
		C	She did not mention about the importance of preserving culture.	
		D	She did not state anything related to tolerance to others’ culture.	
		E	She had different topic of the recount text. She was the only one who did not write about Ronggowarsito Museum. Therefore, there was not any plagiarism found in her writing.	

21.	S-21	A	She did not mention explicitly about the importance or the benefit of visiting museum. However, she stated; <i>“I think Museum Ronggowarsito is so amazing.”</i>	Average
		B	She knew that Indonesia consists of many cultures as she wrote, <i>“many traditional costumes and traditional dance specimen all there.”</i>	
		C	She realized that museum is a place to preserve culture by stating, <i>“.....to save up historical things from previously.”</i>	
		D	She did not state anything related to tolerance to others’ culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
22.	S-22	A	She mentioned implicitly the importance or benefit of visiting museum by stating, <i>“after I visited to Museum, I know Central Java history.”</i>	Poor
		B	She did not mention any kind of things related to multiculturalism in Indonesia.	
		C	She did not mention about the importance of preserving culture.	
		D	She did not state anything related to tolerance to others’ culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
23.	S-23	A	She mentioned implicitly the importance or benefit of visiting museum by stating, <i>“it was amazing trip because we can know about history of our country Indonesia.”</i>	Poor
		B	She did not mention any kind of things related to multiculturalism in Indonesia.	
		C	She did not mention about the importance of preserving culture.	

		D	She did not state anything related to tolerance to others' culture.	
		E	Her last sentence was considered the same as students' no. 24.	
24.	S-24	A	She did not state explicitly about the benefit of visiting museum. However, from her writing; " <i>.....we saw many historical objects</i> ", it implicates that she can learn history by visiting museum.	Poor
		B	She did not mention any kind of things related to multiculturalism in Indonesia.	
		C	She did not mention about the importance of preserving culture.	
		D	She did not state anything related to tolerance to others' culture.	
		E	Her last sentence was considered the same as students' no. 23.	
25.	S-25	A	He did not explicitly mention the benefit of visiting muuseum. But he felt happy during the trip.	
		B	He did not mention any kind of things related to multiculturalism in Indonesia.	
		C	He did not mention about the importance of preserving culture.	
		D	He did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed he did the task by himself.	
26.	S-26	A	She mentioned implicitly the importance or benefit of visiting museum by stating, " <i>finally we felt happy because we get a lot of science.</i> "	Poor
		B	She did not mention any kind of things related to multiculturalism in Indonesia.	
		C	She did not mention about the importance of preserving culture.	

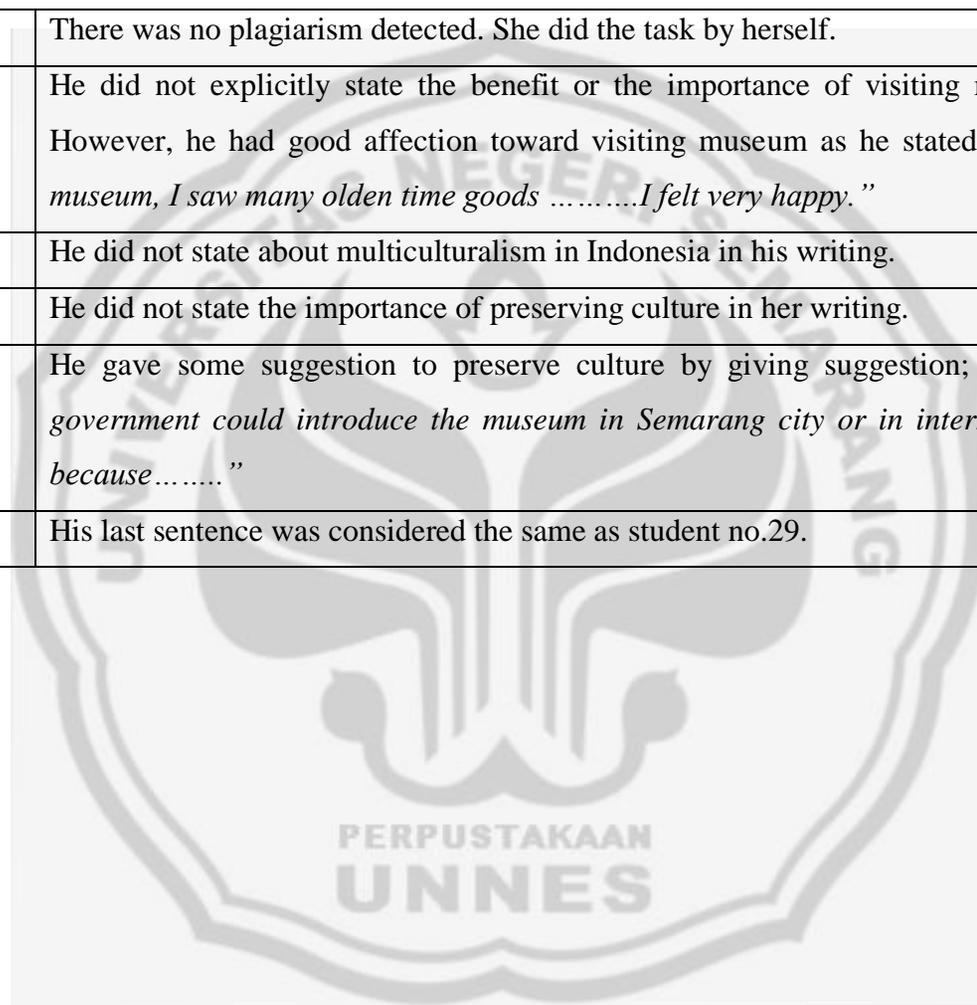
		D	Se did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed he did the task by himself.	
27.	S-27	A	He realized that visiting museum was important as shown in this clause; "...to see the heritage objects specifically in Central Java, such as the statues,..."	Poor
		B	He did not state about multiculturalism in Indonesia in his writing.	
		C	He did not mention the importance of preserving culture.	
		D	He did not state something related to tolerance and other culture.	
		E	There was not any kind of plagiarism detected. He was considered honest in doing the task.	
28.	S-28	A	He mentioned implicitly the importance or benefit of visiting museum by stating, "I like the museum because museum is a good study by student an people."	Poor
		B	He did not state about multiculturalism in Indonesia in his writing.	
		C	He did not mention the importance of preserving culture.	
		D	He did not state something related to tolerance and other culture.	
		E	There was not any kind of plagiarism detected. He was considered honest in doing the task.	
29.	S-29	A	He did not explicitly mention the benefit or the importance of visiting muuseum. However, he realized that museum is an educative place as he wrote; "in the museum I learned histories thing from Indonesian in particular Central Java."	Average

		B	He did not state about multiculturalism in Indonesia in his writing.	
		C	He gave some suggestion to preserve culture by giving suggestion; <i>“I hope government could introduce the museum in Semarang city or in international, because.....”</i>	
		D	He did not state something related to tolerance and other culture.	
		E	Some sentences were considered the same as the other friends, such as; <i>“this museum holds more than 50.000 collection....such as Reog ponorogo,.....”</i>	
30.	S-30	A	She did not explicitly state the benefit or the importance of visiting museum. However, she had good affection toward visiting museum as she stated, <i>“I was very happy because I can vacation with my friends.”</i>	Poor
		B	She did not state about multiculturalism in Indonesia in her writing.	
		C	She did not mention the importance of preserving culture.	
		D	She did not state something related to tolerance and other culture.	
		E	There was not any kind of plagiarism detected. She was considered honest in doing the task.	
31.	S-31	A	She did not mention the importance of the visit, but she likes and enjoys the museum.	Average
		B	She realized that Indonesia consists of many territories and different culture by writing, <i>“...when we watched culture in the museum, many clothes from different</i>	

			territory.....”	
		C	She did not state the importance of preserving culture in her writing.	
		D	She did not state clearly about being tolerance. However, she mentioned about the diversity of culture as stated in indicator B.	
		E	There was no plagiarism detected. She did the task by herself.	
32.	S-32	A	He mentioned the benefit of visiting museum is to gain knowledge about history and culture. He also stated, “ <i>Museum is window information, history, art, culture,.....</i> ”.	Average
		B	He did not state about multiculturalism in Indonesia in his writing.	
		C	He was aware about preserving culture, as proved by his statement, “ <i>attraction that are expressed more in touch with the preservation of cultural values, such as...</i> ”	
		D	He did not state something related to tolerance and other culture.	
		E	There was no plagiarism detected. He did the task by himself.	
33.	S-33	A	She did not mention the importance of the visit. Moreover, she stated that visiting museum was a boring activity as shown in the clause; “ <i>Although I bored with museum because I often went to the museum,.....</i> ”	Poor
		B	She did not state about multiculturalism in Indonesia in his writing.	
		C	She did not state the importance of preserving culture in her writing.	

		D	She did not state something related to tolerance and other culture.	
		E	There was no plagiarism detected. She did the task by herself.	
34.	S-34	A	She did not mention the importance of the visit. However, she stated that she liked visiting museum. In the other hand she considered it as boring activity. It is proved as shown in the clause; <i>“but a lot of people don’t like went to museum because there were boring.”</i>	Poor
		B	She did not state about multiculturalism in Indonesia in his writing.	
		C	She did not state the importance of preserving culture in her writing.	
		D	She did not state something related to tolerance and other culture.	
		E	There was no plagiarism detected. She did the task by herself.	
35.	S-35	A	She did not explicitly state the benefit or the importance of visiting museum. However, she had good affection toward visiting museum as she stated, <i>“I think museum was very amazing and big.”</i>	Average
		B	She did not explicitly stated about multiculturalism in Indonesia, however, as shown in her writing; <i>“There were many statue from many region,animals, traditional costume, music instrument, and ancient money....”</i> , it seems that she realize that Indonesia consists of many culture and has diversities.	
		C	She did not state the importance of preserving culture in her writing.	
		D	She did not state something related to tolerance and other culture.	

		E	There was no plagiarism detected. She did the task by herself.	
36.	S-36	A	He did not explicitly state the benefit or the importance of visiting museum. However, he had good affection toward visiting museum as he stated, <i>“in the museum, I saw many olden time goodsI felt very happy.”</i>	Poor
		B	He did not state about multiculturalism in Indonesia in his writing.	
		C	He did not state the importance of preserving culture in her writing.	
		D	He gave some suggestion to preserve culture by giving suggestion; <i>“I hope government could introduce the museum in Semarang city or in international, because.....”</i>	
		E	His last sentence was considered the same as student no.29.	



From the table above, I found that students' awareness of culture reflected in the results of cycle 1 test were not yet satisfying, since most of the students only obtained Poor level (25 students) and Average (9 students), whereas Good level is only obtained by 2 students. Moreover, there was no students could obtain Excellent level (none of the students).

In terms of the indicators, most students had understood the importance of visiting museum since there were many students both explicitly and implicitly stating the benefit or the importance of visiting museum (indicator A). They gave various reasons, such as visiting museum increased their knowledge, science and perceptions. Some students stated that visiting museum enabled them to studying and in the same time to refreshing. Moreover, there were students stating that through visiting museum they could learn history and the culture of Indonesia. On the other hand, there were also students thought that visiting museum was a boring activity.

The next indicator is aware that Indonesia consists of multicultural (indicator B). Most of the students did not state about multiculturalism of Indonesia or opinion about the diversities in their writing. On the other hand, there were also some students had understood that Indonesia consists of many different territories which has traditional houses, traditional dances, traditional costumes, etc. Another student stated that Indonesia is an archipelago. It means that she realized Indonesia is a multicultural country. However, I considered that this indicator had not been successfully internalized by the students.

Indicator C is about the awareness of preserving culture. Same as the previous indicator, students had not comprehended well about the importance of preserving culture. Referring to the results of the analysis, still most of them did not mention this issue. However, there were some students had realized, and stated the importance of preserving culture through giving some suggestion to care Indonesian culture, and adding the collection of the museum as to preserve the culture.

Indicator D is the only indicator that totally did not being reflected on students' writing. In this cycle 1 test, there were no students stated about being tolerant to other cultures, or respecting other cultures. It means that the value of tolerance had not been internalized well by the students.

The last indicator, that is about the honesty of the students in doing the recount texts. If there is no plagiarism detected, it could be said that their works were considered original and vice versa. However, in this cycle 1 test, some plagiarism was still found, though each text had its own characteristic, and still different among others. The plagiarism mostly found in some sentences and ideas, but not in a whole text.

From the overall analysis of cycle 1 test, we can wrap the conclusion that in term of linguistic competence and cultural awareness, students' achievement was not satisfying yet. Therefore, cycle 2 should be conducted to improve their writing.

4.4.1 Analysis of Cycle 2 Test

The purpose of giving cycle two test was to measure students' achievement after given the treatments, especially the fieldtrip in Ronggowarsito Museum. The result of students' writing on the cycle two test can be seen in the table below.

Table 4.4 Result of Cycle 2 Test

No	Name	Score					
		C	O	V	LU	M	T
1.	S-1	22	17	18	18	2	77
2.	S-2	24	18	18	20	3	83
3.	S-3	23	18	18	21	2	82
4.	S-4	24	18	18	20	3	83
5.	S-5	25	18	18	21	3	85
6.	S-6	24	17	16	20	3	80
7.	S-7	23	16	17	20	2	78
8.	S-8	28	19	20	23	3	93
9.	S-9	25	18	19	20	3	85
10.	S-10	22	17	17	18	2	76
11.	S-11	22	17	17	18	3	77
12.	S-12	29	19	20	19	3	90
13.	S-13	24	18	18	20	3	83
14.	S-14	24	18	18	18	3	81
15.	S-15	22	18	18	21	3	82
16.	S-16	27	18	18	22	3	88
17.	S-17	22	17	17	19	2	77
18.	S-18	23	17	17	19	3	79
19.	S-19	28	18	19	22	3	90
20.	S-20	26	18	18	22	3	87
21.	S-21	22	18	18	20	3	82
22.	S-22	22	18	18	19	2	80
23.	S-23	25	18	18	18	3	82
24.	S-24	22	18	18	19	3	80
25.	S-25	22	18	19	20	2	83
26.	S-26	25	18	18	21	2	85
27.	S-27	24	18	18	21	3	84
28.	S-28	22	18	18	21	2	81
29.	S-29	24	18	20	22	3	87

30.	S-30	23	18	18	19	3	81
31.	S-31	23	18	18	19	2	80
32.	S-32	24	18	18	20	3	83
33.	S-33	27	17	19	22	3	88
34.	S-34	22	18	18	20	2	81
35.	S-35	28	18	19	23	3	88
36.	S-36	24	18	18	21	2	83
Total		866	659	652	726	96	2999
Average		24.05	18.30	18.11	20.19	2.66	83.30

As can be seen in the table, the average achievement of the second cycle was 83.30. This achievement was improved from the first cycle which only obtained 71.52. This means that the activity conducted in cycle 2 was considered successful since the result of students' achievement significantly increased and had passed the SKBM of English subject in SMP 1 Semarang.

I noticed that the essential factors that affect the improvement of students' achievement in writing recount texts are:

- the use of the model text as the example
- group discussion about recount text and culture
- the revising process of cycle 1 test
- fieldtrip to Ronggowarsito Museum

It can be said that fieldtrip in Ronggowarsito museum as the medium of learning English through experiencing is good to teach students' in writing recount text. Moreover, fieldtrip in such kind of place is beneficial to stimulate student's awareness of culture, as a means of shaping their character and increasing their

nationalism. Therefore, here I present the analysis of students' awareness of culture in cycle 2 test. From the below analysis we can see significant improvement from the results of previous test.



Table 4.5 Result of Students' Awareness of Culture in Cycle 2 Test

No.	S	Indicators	Comment of Students' Works	Quality
1	S-1	A	He did not mention the importance of visiting museum. However, he wrote; <i>"I am very pleased because my school had learning outside the classroom in Museum Ronggowarsito....."</i> It indicates that he had good affection of visiting museum.	Average
B	He did not state about multiculturalism in Indonesia and the diversity of culture.			
C	He stated his awareness of preserving culture by giving comment, <i>"Museum also a place to protect culture...."</i>			
D	He did not state anything related to tolerance to others' culture.			
E	There was not any plagiarism detected. It seemed he did the task by himself.			
2.	S-2	A	She did not mention the importance of visiting museum. However, she wrote; <i>"Museum Ronggowarsito give so much knowledge and I can know history from past time.....a place for conservation....."</i> It indicates that she realized the benefit of visiting museum is to add knowledge.	Good
B	She knew that Indonesia consists of different culture by stating, <i>"It is custom clothing..."</i>			
C	It seems that actually she realized to preserve culture as stated in <i>"...we must watch over eternal culture nation in Indonesia."</i> though the use of diction is not			

			appropriate yet.	
		D	She did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
3.	S-3	A	She mention explicitly the importance of visiting museum in this sentence, <i>"Importance visited museum is we can know history about historical things of Indonesian,my knowledge and my perception are growing."</i>	Average
		B	She did not state about multiculturalism in Indonesia and the diversity of culture.	
		C	She mentioned the importance of preserving culture as she wrote, <i>"I message for we guard historical things of Indonesian so that our children and grandchildren also can see"</i>	
		D	She did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
4.	S-4	A	She did not mention the importance of visiting museum. However, she wrote; <i>"I got knowledge about history of my country....."</i>	
		B	She did not state about multiculturalism in Indonesia and the diversity of culture.	
		C	She did not mention about the importance of preserving culture.	
		D	She did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
5.	S-5	A	He did not mention the benefit or the importance of visiting museum in his	Good

			writing. However, he had good affection toward museum as he wrote, <i>“My opini this place very good and clean. I can study history there”</i>	
		B	He was considered as aware that Indonesia consists of various culture as he stated, <i>“There we saw ancient money, ancient animals’ statue, traditional costume, statue from various region, etc....”</i>	
		C	He mentioned the importance of preserving culture by stating, <i>“Museum is good to preserve culture and historical things”</i> .	
		D	He did not mention about tolerance to other culture.	
		E	There was not any plagiarism detected. It seemed he did the task by himself.	
6.	S-6	A	She did not mention the importance of visiting museum. However, she wrote, <i>“In museum we can study, and we enjoyed learning outside class”</i> .	Avarege
		B	She stated about traditional houses, dresses, arts from various region exist in the museum. It indicates she realized that Indonesia consists of different culture.	
		C	She did not mention the importance of preserving culture.	
		D	She did not mention about tolerance and any kind of information related to others’ culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
7.	S-7	A	She realized that visiting museum was not a false decision. She stated, <i>“ We can refreshing, we also get knowledge.”</i>	Average

		B	She did not mention any kind of things related to multiculturalism in Indonesia. However, she knew that regions in Indonesia are differ in term of the traditional clothes.	
		C	She did not mention about the importance of preserving culture.	
		D	She did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
8.	S-8	A	She mentioned the importance of visiting museum by stating; " <i>Museum is important for us, the museum it's place or conservation for historic things</i> ".	Average
		B	She did not mention any kind of things related to multiculturalism in Indonesia.	
		C	As she stated in the sentence mentioned in Indicator A, it is considered that she was aware of preserving culture	
		D	She did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
9.	S-9	A	He mentioned the importance of visiting museum by stating; " <i>visiting museum is important to add our knowledge</i> ".	Average
		B	He did not mention any kind of things related to multiculturalism in Indonesia.	
		C	He mentioned his opinion of preserving culture through this sentence, " <i>we should preserve culture for not take over by other country</i> "	
		D	He did not state anything related to tolerance to others' culture.	

		E	There was not any plagiarism detected. It seemed he did the task by himself.	
10.	S-10	A	She mentioned the importance of visiting museum by stating; “ <i>in the museum I get much knowledge</i> ”.	Average
		B	She did not mention any kind of things related to multiculturalism in Indonesia. However, she knew that regions in Indonesia are differ in term of the traditional clothes, traditional weapon, etc.	
		C	She did not mention about the importance of preserving culture.	
		D	She did not state anything related to tolerance to others’ culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
11	S-11	A	He realized that visiting museum could add knowledge by stating “ <i>The benefit of visiting museum is add knowledge.</i> ”	Average
		B	He did not mention any kind of things related to multiculturalism in Indonesia.	
		C	He mentioned the importance of preserving culture by writing, “ <i>preserving culture is important to protect culture from extinction.</i> ”	
		D	He did not state anything related to tolerance to others’ culture.	
		E	There was not any plagiarism detected. It seemed he did the task by himself.	
12	S-12	A	She realized that visiting museum could add knowledge by stating “ <i>the benefit we got from visiting museum are get knowledge, get perception, get information, etc. the importance of visiting museum is increase knowledge, preserve culture,</i>	Good

			<i>etc.</i>	
		B	She realized that Indonesia consists of multicultural, as she explain in her sentence; <i>“There are characteristics of different regions. There are also a variety of doll dressed their respective region, there are various typical”</i>	
		C	She stated that museum is a place to preserve culture from extinction.	
		D	She did not state anything related to tolerance to others’ culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
13.	S-13	A	She did not stated explicitly about the benefit of visiting museum. However, she enjoyed visiting it as she wrote; <i>“Go to museum is nice experience.”</i>	Good
		B	She did not mention explicitly about multiculturalism in Indonesia, however, she realized that Indonesia is an archipelago.	
		C	She stated that museum is a place to preserve culture from extinction.	
		D	She did not state anything related to tolerance to others’ culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
14.	S-14	A	She did not stated explicitly about the benefit of visiting museum. However, she enjoyed visiting it as she wrote; <i>“I was very enjoyed”</i>	Average
		B	She did not mention explicitly about multiculturalism in Indonesia. However as shown in her writing, she realized that Indonesia consist of different culture.	
		C	She did not mention about the importance of preserving culture.	

		D	She did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
15.	S-15	A	He did not explicitly mention the importance or the benefit of visiting museum. However, he stated; <i>"I admit Ronggowarsito very interesting museum, we can get knowledge about history there."</i>	Average
		B	He did not mention explicitly about multiculturalism, but he stated about diversity of Indonesian culture as he wrote; <i>"....many historical relics of Indonesia,traditional weapons, traditional dresses and much more."</i>	
		C	He did not mention about the importance of preserving culture.	
		D	He did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed he did the task by himself.	
16.	S-16	A	She explicitly stated the importance of visiting museum as proved by her sentence; <i>"We realized that museum is an important place. From this place, we will learn how to appreciate historical things."</i>	Good
		B	She knew that Indonesia consists of multicultural by stating; <i>"....history, nature, archeology, culture and insight of Indonesian archipelago."</i>	
		C	Her awareness of preserving culture was reflected from her opinion, <i>"it had better for us preserve our culture, because not only teenager or children know their culture and history....."</i>	

		D	She did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed he did the task by himself.	
17	S-17	A	He realized that visiting museum was very important. It can be shown from his writing; " <i>.....we know about history and many more. I got knowledge there.</i> "	Poor
		B	He did not mention any kind of things related to multiculturalism in Indonesia.	
		C	He did not mention about the importance of preserving culture.	
		D	He did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed he did the task by himself.	
18.	S-18	A	He did not stated explicitly about the benefit of visiting museum. However, he stated his feeling toward museum by writing; " <i>in there very amazing and a lot of commodity history.</i> "	Average
		B	He did not mention any kind of things related to multiculturalism in Indonesia.	
		C	He mentioned his opinion of preserving culture through this sentence, " <i>we should protect culture, it is important.</i> "	
		D	He did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed he did the task by himself.	
19.	S-19	A	She realized that visiting museum was so much beneficial by writing; " <i>The benefit, I got from visiting museum were increase perception, increase knowledge, and make our keep culture.</i> "	Good

		B	She also realized that Indonesia consists of multiculturalism by stating; <i>“we watched culture in the museum many clothes territory from many territory.....”</i>	
		C	She gave explanation of preserving culture by stating; <i>We should preserve our culture, because so that our culture persistent everlasting and don't take over by other nation.</i> This statement shows that she understand well about the importance of preserving culture.	
		D	She did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
20.	S-20	A	She realized that visiting museum can add knowledge, as she wrote; <i>“.....we can add knowledge and perception, as well as more familiar with Indonesian culture.”</i>	Good
		B	She did not mention explicitly about multiculturalism in Indonesia, but she tended to emphasis on the diversity of historical object displayed such as Great Mosque of Demak, punden terraces, etc.”	
		C	She mentioned explicitly that we should preserve our culture, as shown here, <i>“We must guard and preserve (the culture). For all time immortal”</i> .	
		D	She did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
21.	S-21	A	She mentioned explicitly about the importance or the benefit of visiting museum	Excellent

			by stating; <i>"I think Museum Ronggowarsito gives me much knowledge."</i>	
		B	She knew that Indonesia consists of many cultures as she wrote, <i>"many traditional costumes and traditional dance specimen all there."</i>	
		C	She realized that museum is a place to preserve culture by stating, <i>".....to save up historical things from previously."</i>	
		D	She gave opinion to respect other culture, <i>"I think some traditional costumes from other culture were weird, but we should respect them."</i> It indicates she aware of being tolerant to other culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
22.	S-22	A	She mentioned implicitly the importance or benefit of visiting museum by stating, <i>"after I visited to Museum, I know Central Java history."</i>	Poor
		B	She did not mention any kind of things related to multiculturalism in Indonesia.	
		C	She did not mention about the importance of preserving culture.	
		D	She did not state anything related to tolerance to others' culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
23.	S-23	A	She mentioned implicitly the importance or benefit of visiting museum by stating, <i>"it was amazing trip because we can know about history of our country Indonesia, and it add our knowledge."</i>	Average
		B	She did not mention any kind of things related to multiculturalism in Indonesia.	

		C	She knew that preserving culture is important, as she wrote; “..... <i>we can add knowledge, insight and preserve culture that is not extinct.</i> ”	
		D	She did not state anything related to tolerance to others’ culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
24.	S-24	A	She did not state explicitly about the benefit of visiting museum. However, from her writing; “..... <i>we saw many historical objects</i> ”, it implicates that she can learn history by visiting museum.	Average
		B	She stated in her writing about traditional clothes, houses, weapons, etc. it indicates she realized that Indonesia consists of different cultures.	
		C	She did not mention about the importance of preserving culture.	
		D	She did not state anything related to tolerance to others’ culture.	
		E	There was not any plagiarism detected. It seemed she did the task by herself.	
25.	S-25	A	He explicitly mentioned the benefit of visiting muuseum, as he wrote, “ <i>from visiting museum, I got knowledge of history of Indonesian and culture</i> ”	Average
		B	He mentioned implicitly the diversity of Indonesia through mentioning traditional houses, traditional dances, clothes, etc.	
		C	He did not mention about the importance of preserving culture.	
		D	He did not state anything related to tolerance to others’ culture.	
		E	There was not any plagiarism detected. It seemed he did the task by himself.	

26.	S-26	A	She mentioned implicitly the importance or benefit of visiting museum by stating, <i>“I’m so glad because I can know to be a freedom country it’s so difficult.”</i> From this statement she became realize and internalize about the value of nationalism.	Poor
		B	She did not mention any kind of things related to multiculturalism in Indonesia.	
		C	She did not mention about the importance of preserving culture.	
		D	Se did not state anything related to tolerance to others’ culture.	
		E	There was not any plagiarism detected. It seemed he did the task by himself.	
27.	S-27	A	He realized that visiting museum was important as shown in this clause; <i>“...to see the heritage objects specifically in Central Java, such as the statues, ...”</i>	Poor
		B	He did not state about multiculturalism in Indonesia in his writing.	
		C	He did not mention the importance of preserving culture.	
		D	He did not state something related to tolerance and other culture.	
		E	There was not any kind of plagiarism detected. He was considered honest in doing the task.	
28.	S-28	A	He mentioned implicitly the importance or benefit of visiting museum by stating, <i>“I like the museum because museum is a good study by student an people.”</i>	Poor
		B	He did not state about multiculturalism in Indonesia in his writing.	
		C	He did not mention the importance of preserving culture.	

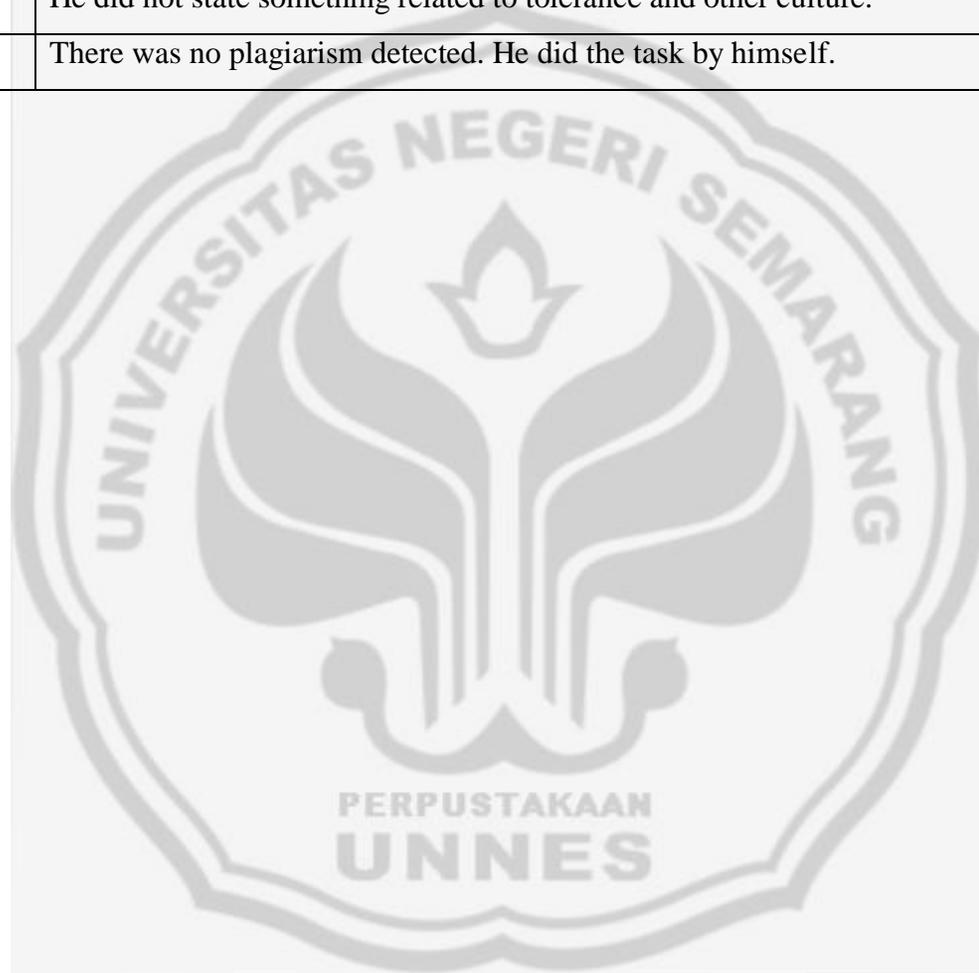
		D	He did not state something related to tolerance and other culture.	
		E	There was not any kind of plagiarism detected. He was considered honest in doing the task.	
29.	S-29	A	He did not explicitly mention the benefit or the importance of visiting muuseum. However, he realized that museum is an educative place as he wrote; <i>“in the museum I learned histories thing from my country.”</i>	Excellent.
		B	He stated about different regions in Indonesia as he wrote, <i>“.....I saw traditional music instrument from Java, it is gamelan, and angklung from West java, and Kolintang.”</i>	
		C	He gave some suggestion to preserve culture by giving suggestion; <i>“I hope government could introduce the museum in Semarang city or in international, because.....”</i>	
		D	He gave his opinion of being tolerant and respect to other culture by stating, <i>“I played music instruments Angklung from west java, it sounds interesting.”</i> It indicates he showed his respect and appreciation to other culture.	
		E	There was not any kind of plagiarism detected. He was considered honest in doing the task	
30.	S-30	A	She did not explicitly state the benefit or the importance of visiting museum. However, she had good affection toward visiting museum as she stated, <i>“I was</i>	Average

			<i>very happy because I can vacation with my friends.”</i>	
		B	She did not state about multiculturalism in Indonesia in his writing.	
		C	She gave opinion to preserve culture, <i>“Museum Ronggowarsito should add more collection to preserve culture from extinction.”</i>	
		D	She did not state something related to tolerance and other culture.	
		E	There was not any kind of plagiarism detected. She was considered honest in doing the task.	
31.	S-31	A	She mentioned that she got much knowledge by visiting Ronggowarsito Museum.	Good
		B	She realized that Indonesia consists of many territories and different culture by writing, <i>“...when we watched culture in the museum, many clothes from different territory.....”</i>	
		C	She did not state the importance of preserving culture in her writing.	
		D	She did not state clearly about being tolerance. However, she mentioned about the diversity of culture as stated in indicator B.	
		E	There was no plagiarism detected. She did the task by herself.	
32.	S-32	A	He mentioned the benefit of visiting museum is to gain knowledge about history and culture. He also stated, <i>“Museum is window information, history, art, culture,.....”</i> .	Average

		B	He did not state about multiculturalism in Indonesia in his writing.	
		C	He was aware about preserving culture, as proved by his statement, <i>“attraction that are expressed more in touch with the preservation of cultural values, such as...”</i>	
		D	He did not state something related to tolerance and other culture.	
		E	There was no plagiarism detected. He did the task by himself.	
33.	S-33	A	She mentioned the importance of the visit explicitly. It is shown from the sentence, <i>“My important of visiting museum for refreshing,.....,and for enlarge value.”</i>	Average
		B	She did not state about multiculturalism in Indonesia in his writing.	
		C	She gave her opinion of preserving culture by stating; <i>“We should preserve our culture so that our generation can see and understanding of history.”</i>	
		D	She did not state something related to tolerance and other culture.	
		E	There was no plagiarism detected. She did the task by herself.	
34.	S-34	A	She mentioned that she liked visiting the museum as she wrote, <i>“I enjoyed visiting museum because I could study and refreshing in the same time.”</i>	Poor
		B	She did not state about multiculturalism in Indonesia in his writing.	
		C	She did not state the importance of preserving culture in her writing.	
		D	She did not state something related to tolerance and other culture.	

		E	There was no plagiarism detected. She did the task by herself.	
35.	S-35	A	She did not explicitly state the benefit or the importance of visiting museum. However, she had good affection toward visiting museum as she stated, <i>“I was tired but happy. Because I got many knowledge from Ronggowarsito Museum.”</i>	Good
		B	She did not explicitly stated about multiculturalism in Indonesia, however, as shown in her writing; <i>“We also saw some traditional costume from various region as Central Java, East Java.....There are also traditional assets of various region....There are some traditional houses...”</i> , it seems that she realize that Indonesia consists of many culture and has diversities.	
		C	She stated her awareness of preserving culture in this sentence, <i>“And I proud with the culture of my country. We must to kept with introduce it to our generation so that it didn’t extinct.”</i>	
		D	She did not state something related to tolerance and other culture.	
		E	There was no plagiarism detected. She did the task by herself.	
		36.	S-36	
B	He did not state about multiculturalism in Indonesia in his writing.			
C	He stated his idea of preserving culture in this sentence, <i>“and we must protect the culture because culture was a wealth of Indonesia.”</i>			

	D	He did not state something related to tolerance and other culture.	
	E	There was no plagiarism detected. He did the task by himself.	



From the table above, we can conclude that the students obtained poor level (7 students), half of them achieved average level (18 students) and good level (9 students). And students who got excellent level is only 2 students.

In terms of the indicators, most students had understood the importance of visiting museum, and had positive affection toward the activity, since all students stated the benefit or the importance of visiting museum (indicator A). Their reasons were various and more complex than the previous cycle test, though mostly they found that visiting museum increased their knowledge about history and culture of Indonesia. They became realize many things, such as; the hardship of the struggle in grabbing Indonesian independent, the diversities of Indonesian cultures and so on. Therefore, I considered that 100% students had understood the benefit or the importance of visiting museum, and they did get much knowledge and new perception there.

The next indicator is aware that Indonesia consists of multicultural (indicator B). Many students had comprehended the multiculturalism in Indonesia since more students stated the examples of Indonesian diversity of cultures in their writing. They can give the examples such as, the diversity of traditional clothes, traditional music instruments, and traditional arts and so on. There were students clearly stated the diversity of various regions and territories. However, there were 11 students did not reflected their understanding of multiculturalism in their writing.

Indicator C is about the awareness of preserving culture. In cycle 2 tests, referring to the results of the analysis, there were more students expressing their

idea of preserving culture. They had realized that preserving cultures is important to protect them from extinction. Some of them suggested adding more collection of the museum, and some of them suggested introducing Indonesian cultures to international stage. On the other hand, there were some students did not stated the importance in their writing. However, I found that in cycle 2 test, students' awareness of preserving culture was considered improved from the previous.

Indicator D is the only indicator that totally did not being reflected on students' writing in this cycle 1 test. However, in cycle 2 test, there were two students reflected their tolerance and respect of other cultures in their recount texts. I found that the value of tolerance had not been realized and internalized well. However, referring there were 2 students had reflected, this indicator was considered insignificantly improved.

The last indicator, that is about the honesty of the students in doing the recount texts. If there is no plagiarism detected, it could be said that their works were considered original and vice versa. In this test, there was no plagiarism found in students' writing. Therefore, their recount text was considered original.

From the overall analysis of cycle 1 test, we can wrap the conclusion that in term of linguistic competence and cultural awareness, students' achievement was significantly improved.

4.4.3 Comparison between Cycle 1 Test and Cycle 2 Test

To be clearer in seeing the difference and the success of the treatments given to the students, I compared the result of both cycles. To prove the improvement, gained scores were calculated by subtracting students' score on the cycle 1 test by

their scores on the cycle 2 test. From the subtraction, we can see point of difference of the comparisons. It can be seen in the table below.

Table 4.6 Comparison of Cycle 1 Test and Cycle 2 Test

Activity	Cycle 1 Test	Cycle 2 Test	Difference
Content	18.47	24.05	5.58
Organization	16.36	18.30	1.94
Vocabulary	16.94	18.11	1.17
Language Use	17.8	20.19	2.39
Mechanics	1.86	2.66	0.8
Total	71.58	83.30	11.72

In terms of the cultural awareness, students' writing also improved as their content getting better from the previous. Here, I consider that their writing reflect their consciousness of being aware to the importance of preserving culture and so on. It is regarding to the nature of writing as one of the way to express someone's idea that comes up from recursive process that initially do through contemplation.

To see the clear progress of students' cultural awareness, we may refer to this following table which shows the comparison between the mean of the cultural awareness reflected in students' writing on both cycle 1 and cycle 2.

Table 4.7 Comparison of Students' Cultural Awareness

No.	Level	Cycle 1	Cycle 2	Category
1.	Excellent	0	2	Improved
2.	Good	2	9	Improved

3.	Average	9	18	Significantly Improved
4.	Poor	25	7	Significantly Improved



CHAPTER V

CONCLUSION AND SUGGESTION

In the end of this research report, I would like to draw conclusion and suggestions as follow:

5.1 Conclusion

After conducting this research, I concluded that fieldtrip in Ronggowarsito Museum could be an alternative teaching activities to teach writing recount text by implementing character building education and nationalism, especially in shaping students' awareness of culture. Moreover, this fieldtrip let the students to have learning by experiencing.

The result proves that students' writing achievements were improved after having the treatments as the preparation of conducting the fieldtrip. It could be drawn from the result of both cycle 1 and cycle 2 test, that showed improvement from 71.58 to 83.30. Furthermore, in terms of their awareness of culture reflected on their writing showed significant improvement as well. In cycle 1 test, most students' got Poor (25 students), and Average (9 students), Good (2 students), and none of them got excellent. Whereas in cycle 2, most of students achieved Average level (18 students), and Good (9 students), Excellent (2 students) whereas Poor (7 students). It was considered significantly improved from the result of cycle 2.

It was because during the treatments students had discussion about visiting museum and the effort of preserving culture, and then followed up by the real fieldtrip.

It can be concluded that that conducting fieldtrip in Ronggowarsito Museum for the students is one of the medium to engaging English subject with character building education and nationalism, as recently have been triggered by Indonesian Ministry of Education.

5.2 Suggestion

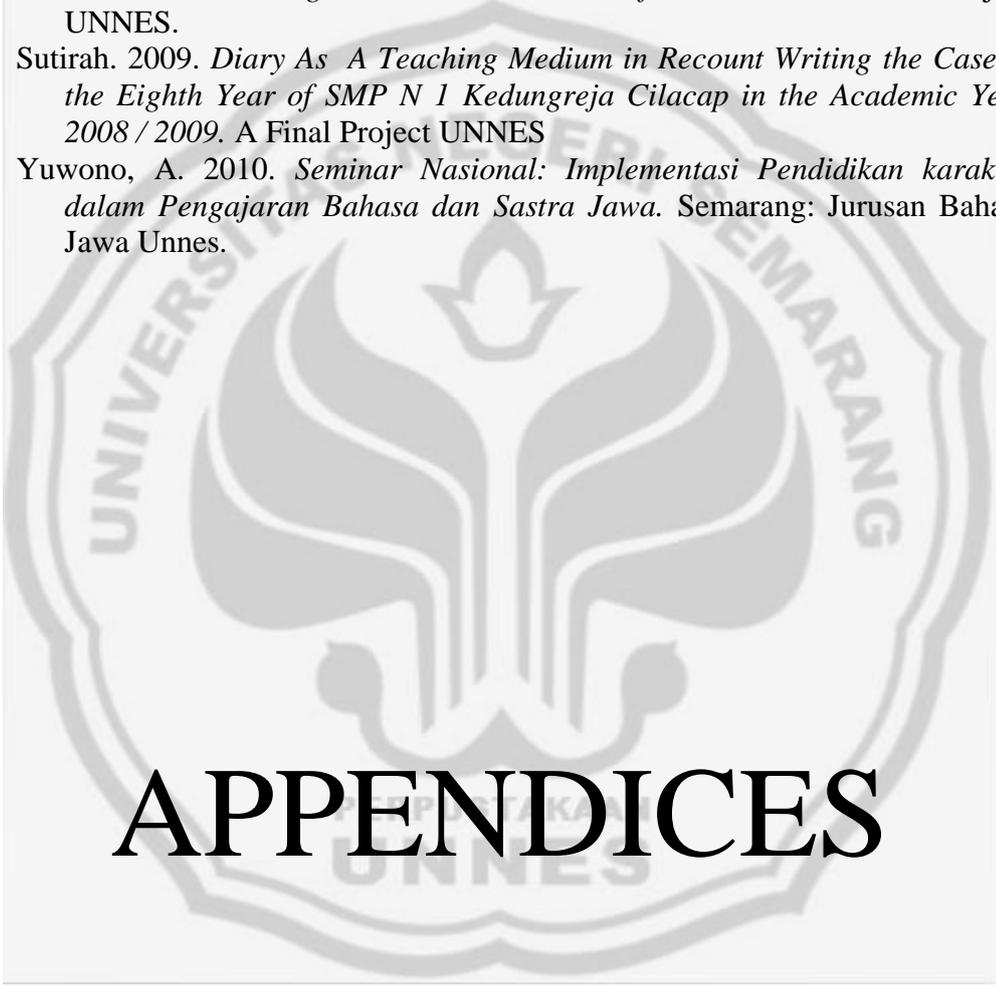
Fieldtrip in Ronggowarsito Museum is one of the alternative media in teaching writing recount text by implementing character building education and nationalism in the teaching learning process. Since after conducting fieldtrip students writing showed significant improvement in terms of their competence in writing and their awareness as well, I would like to presents the following suggestions:

- 1) Before conducting the fieldtrip, I suggest to prepare the students with some discussion about the value and benefit that can be obtained after doing the fieldtrip. Also, as the follow up activity, the teacher should ask the students to write the trip as the reflective session. Especially for English teacher, this fieldtrip is a brilliant chance to let students to write a recount text based on their journey.
- 2) Visiting museum is an educative activity. It is also as the effort to implement character building education and nationalism. Therefore, I suggest school to have this kind of activity at least as the annual activity.
- 3) For Ronggowarsito Museum, I suggest to update the English translation of the information of the objects displayed since some of them contains errors.

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APPENDICES

LESSON PLAN

CYCLE I

School	: SMP N I Semarang
Subject	: English
Class/ semester	: VIII/ II
Text Type	: RECOUNT
Aspect/ Skill	: Writing
Time allotment	: 2 X 45 minutes

Standard Competence : Express meaning in a short functional text and simple essay of Recount Text in the daily life context.

Basic Competence : Express meaning and the rhetoric steps in an essay by using language accurately, fluently, and accepted in the daily life context (in a Recount form).

Indicator : 1. Recognize the Recount Text
 2. Identify the generic structure, function, and language features of Recount text
 3. Able to express the importance of learning our culture through making a recount text independently

1. Purpose of Learning

In the end of learning, 75% of students are expected to be able:

1. The students are able to understand social function and schematic structure of Recount text.
2. The students are able to analyze and identify Recount text.
3. The students are able to express the importance of learning our culture through making a recount text independently

2. Method

➤ Mind Mapping Method

3. Learning Strategies

a. Opening

1. Greeting (OK class, Good morning!)
2. Ask and answer about the students' condition (*How are you students?*)
2. Teacher gives motivation to the students by explaining the importance of writing

b. Main activities:

1. Exploration

(Teacher introduces the topic by giving an analogy and some questions).

- We learn about Recount, the topic that we will learn today.
 - Well, students, do you have an interesting experience or an exciting trip on holiday? Where and when?
 - Would you please one of you tell the class about the experience?
 - What do you call that story? What genre it is?
 - Well, do you know Recount?
 - OK, Recount is an event for the purpose of informing or entertaining.
- Do you know?:
- What is the purpose of Recount?
(Apa tujuan dari Recount?)
 - What are the schematic structures of Recount?
(Teks Recount terdiri dari apa saja?)
 - What are the language features of Recount?
(Apa ciri- ciri kebahasaan dari Recount?)

2. Elaboration

- Teacher explains and gives an example of Recount Text entitled "Visiting Bali"
- The teacher finds out the difficult words and gives the meanings.
- Discuss the text in terms of the meaning and the value of visiting Bali as the media of learning culture.

3. Confirmation

- The teacher asks the students to make a group in pairs.
- The students have to analyze the generic structure of the Recount text.

- The students have to analyze the cultural value of the text.
- The teacher asked students to think about things happen when they have a visit to Ronggowarsito Museum.

c. Closing

1. Asking the students' difficulties
2. Concluding / summarizing the materials
3. Giving take home assignments (pre test)

4. Material of Learning

❖ Social Function of Recount Text

- To retell events for the purpose of informing or entertaining

❖ Schematic structure of Recount Text

- Orientation (who were involved in the story, when, and where)
- Events (tell happened in chronological order)
- Re-orientation (what happened in the end)

❖ Language Features of Recount Text

- Focus on individual participants
- Use of past tense
- Focus on a temporal sequences of events
- Use of material or action clauses

❖ Content of writing

- The importance of preserving culture
- The importance of visiting museum

5. Sources

- a. Text book
- b. Workbook's students (Selektif)
- c. Text Book (Genre Based Writing)
- d. Relevant pictures

6. Assessment:

- a. Technique : Writing
- b. Form : Writing Text
- c. instruction : Write a paragraph recount text about visiting Ronggowarsito Museum

Indicators of assessing students writing

Grade	C	O	V	LU	M
1. Excellent					
2. Very good					
3. good					
4. fair					
5. poor					
6. very poor					

$$\text{Test result: } \frac{\text{totalscore}}{20} \times 100\% =$$

Indicators of analyzing the cultural awareness of the students

No.	Indicators	Yes	No
1.	Aware the importance of visiting museum		
2.	Aware that Indonesia is a multicultural country		
3.	Aware to preserve culture		
4.	Aware to be tolerant to others' culture		
5.	Honesty / independency		

Semarang, Mei 2011

Teacher

Nia Martiana

NIM.2201407025

LESSON PLAN CYCLE II

School	: SMP N I Semarang
Subject	: English
Class/ semester	: VIII/ II
Text-type	: RECOUNT
Aspect/ Skill	: Writing
Time allotment	: 4 X 45 minutes

Standard Competence : Express meaning in a short functional text and simple essay of Recount Text in the daily life context.

Basic Competence : Express meaning and the rhetoric steps in an essay by using language accurately, fluently, and accepted in the daily life context (in a Recount form).

Indicator : 1. Recognize the Recount Text
4. Identify the generic structure, function, and language features of Recount text
5. Able to express the importance of learning our culture through making a recount text independently

1. Purpose of Learning

In the end of learning, 75% of students are expected to be able:

4. The students are able to understand social function and schematic structure of Recount text.
5. The students are able to analyze and identify Recount text.
6. The students are able to express the importance of learning our culture through making a recount text independently.

2. Method

➤ Field trip method

3. Learning Strategies

a. Opening

1. Greeting *(OK class, Good morning!)*
2. Ask and answer about the students' condition *(How are you students?)*

2. Teacher gives motivation to the students

b. Main activities:

1. Exploration

(Teacher introduces the topic by giving an analogy and some questions).

- We learn about Recount, the topic that we will learn today.
- Well, students, do you have an interesting experience or an exciting trip on museum? Where and when?
- Reviewing about recount text
- Students analyze their own recount text about visiting museum (previous assignment)
- Students revise their second draft (10 minutes)
- Don't forget the schematic feature and the tenses.

2. Elaboration

- Teacher explains and gives an example of Recount Text entitled "Visiting Museum"
- The teacher finds out the difficult words and gives the meanings.
- Discuss the text in terms of the meaning and the value of visiting museum as the media of learning culture.

3. Confirmation

- The teacher asks the students to make a group in four.
- The students have to think about what they will do when having a trip to Ronggowarsito Museum.
- The students have to think about the benefit of learning culture through visiting museum.

- The teacher and the students discuss the planning to visit Ronggowarsito Museum.

4. Field trip preparation (second meeting)

- The teacher asks students to pay attention to the rule of visiting museum

- The teacher asks the students to work in group learning about the objects displayed in the museum.
- The students discuss the value of visiting museum.
- The students are asked to make a recount text of visiting museum independently by giving some comment of learning culture.

c. Closing

1. Ask the students' difficulties
2. Conclude/ summarize the materials
3. Give some assignments (cycle 2 test)

4. Material of Learning

- ❖ **New vocabulary**
- ❖ **Past tense**
- ❖ **Steps of writing**
- ❖ **The importance of learning culture**
- ❖ **Schematic structure of recount text**
 - Orientation (who were involved in the story, when, and where)
 - Events (tell happened in chronological order)
 - Re- orientation (what happened in the end)
- ❖ **Language Features of Recount Text**
 - Focus on individual participants
 - Use of past tense
 - Focus on a temporal sequences of events
 - Use of material or action clauses

5. Sources

- a. Text book
- b. Workbook's students (Selektif)
- c. Text Book (Genre Based Writing)
- d. Relevant pictures

6. Assessment:

- a. Technique : Writing
- b. Form : Writing Text
- c. instruction : Write a paragraph recount text visiting Ronggowarsito Museum

Grade	O	C	V	LU	M
7. Excellent					
8. Very good					
9. good					
10. fair					
11. poor					
12. very poor					

$$\text{Test result: } \frac{\text{totalscore}}{20} \times 100\% =$$

Indicators of analyzing the cultural awareness of the students

No.	Indicators	Yes	No
1.	Aware the importance of visiting museum		
2.	Aware that Indonesia consists of multicultural		
3.	Aware to preserve culture		
4.	Aware to be tolerant to others' culture		
5.	Honesty		

Semarang, Mei 2011

Teacher

Nia Martiana

NIM.2201407025

Learning Material

Visiting Bali

Orientation:

There were so many places in Bali that my friends Tomo decided to spend his holiday in Bali to see as much as possible.

Events:

He stayed in Kuta on arrival. He spent the *first* three days there swimming and surfing at Kuta beach.

On the fourth day he and his group drove on through mountains of Singaraja. It is a city of about 90 thousand people, a busy but quite town. Its streets are lined with trees and old Dutch houses.

The next day they enjoyed *Ubud*. It was not to see the scenery but to see the art and the craft of the island. The *first* stop was at *Batubulan*, a centre of stone sculpture. There, my friend watched young boy carving big blocks of stone. The next stop was *Celuk*, a center for silversmiths and goldsmiths. After that, he stopped a little while for lunch in Sokawati. Tomo spent most of his time in Bali at beach. He went sailing or surfboarding.

Reorientation:

He was quite satisfied.

Lexico-grammatical feature

- focus on specific participants
- use of material process or action verbs
- *circumstances of time and place*

- *focus on temporal sequence*

use of past tense

Visiting Bali

Last week, my colleagues and I went to Bali for three days. We left for Bali by plane. It took one hour and fourty minutes by Merpaty Airline.

On the first day, we dropprd by at SMP I Denpasar for a visit. We spent about two hours there until lunch time. After lunch, we went by bus to thr legian beach. There we had a boat ride visiting the Penyu Bay. We saw some big, green turtles and some other animals. In the afternoon, we visited Garuda Wisnu Kencana complex in Jimbaran. We enjoyed the giant statue of Wisnu, one of the gods in Hinduism, and the giant bird statue of Garuda. The statue is supposed to be taller than the Liberty Satatue in the US. Our first day ended with dinner in Jimbaran beach when we were watching the sunset. We spent the night at the Fourteen Roses Hotel in Legian.

On the second day, we had some shoping at the Sokawati traditional market. There are many kinds of souvenirs in this place. We bought some. We also visited the Kedaton forest in Tabanan and enjoyed the sunset in the Tanah Lot. On the last day of our visit in Bali, we enjoyed the morning walk at Kuta beach. The visit to Bali was really hard to forget

+_@

Group Discussion:

1. What is the genre of the text?
2. What is the purpose of the text?
3. What is the tense used in he text?
4. What are the schematic features of the text?
5. What are the language features of the text?

Journey Preparation

Discuss with your group

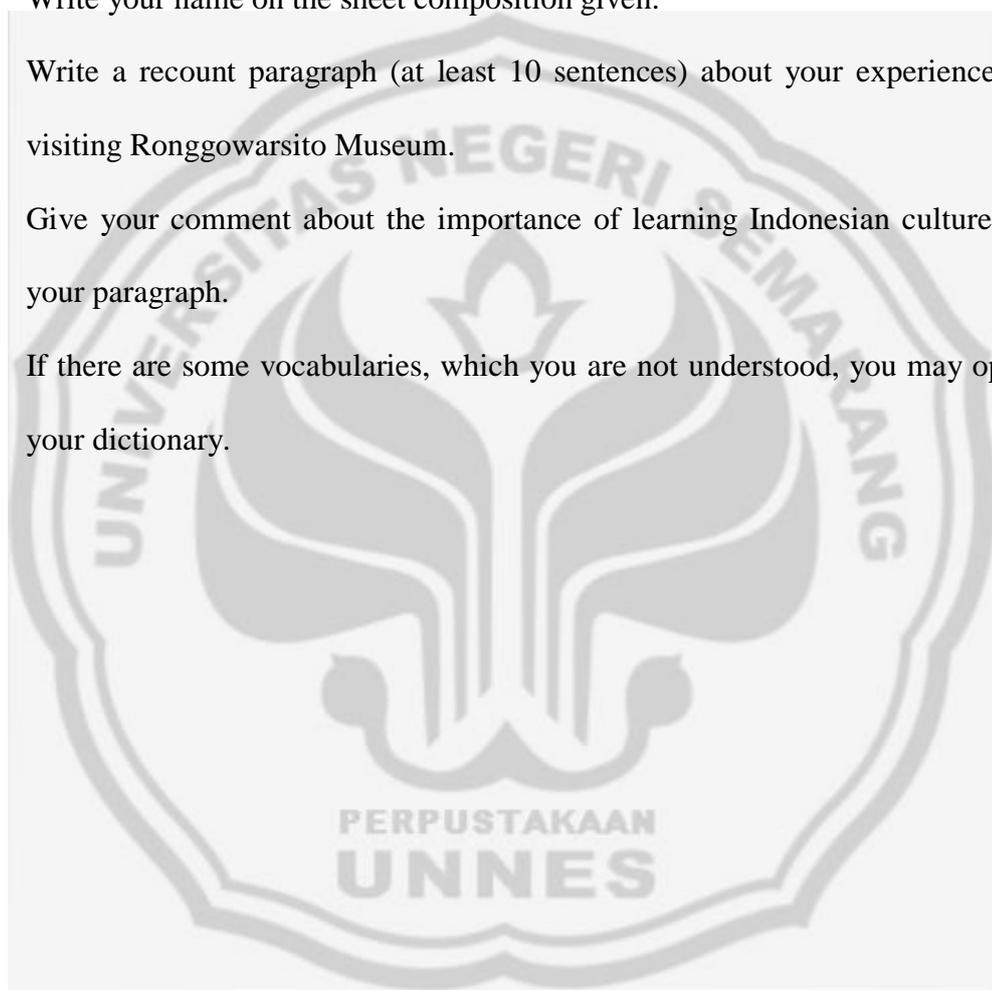
- The activities you will do when visiting Ronggowarsito Museum
- The benefits you will get from visiting Ronggowarsito Museum
- The importance of visiting Ronggowarsito Museum

INSTRUMENT FOR COLLECTING THE DATA

CYCLE 1 TEST

Instruction:

1. Write your name on the sheet composition given.
2. Write a recount paragraph (at least 10 sentences) about your experience of visiting Ronggowarsito Museum.
3. Give your comment about the importance of learning Indonesian culture on your paragraph.
4. If there are some vocabularies, which you are not understood, you may open your dictionary.

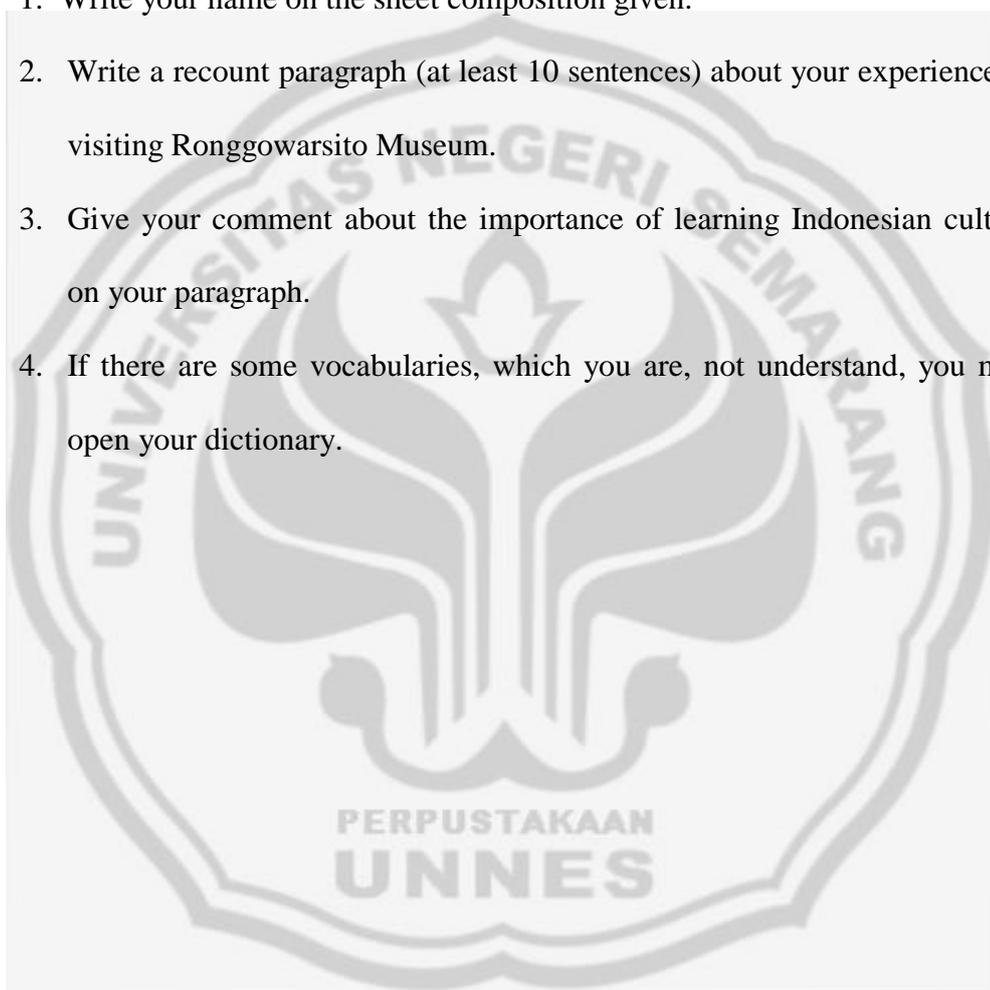


INSTRUMENT FOR COLLECTING THE DATA

CYCLE 2 TEST

Instruction:

1. Write your name on the sheet composition given.
2. Write a recount paragraph (at least 10 sentences) about your experience of visiting Ronggowarsito Museum.
3. Give your comment about the importance of learning Indonesian culture on your paragraph.
4. If there are some vocabularies, which you are, not understand, you may open your dictionary.



Interview Checklist for English Teacher of SMP 1 Semarang

Interviewer : Nia Martiana

Interviewee : Mr. Santoso

Occupation : English teacher of SMP 1 Semarang

Variable : Pembelajaran Bahasa Inggris

Indicator

1. Pengajaran Bahasa Inggris untuk siswa SMP

- Selama ini apakah ada hambatan yang berarti dalam pengajaran bahasa Inggris?

J: Sejauh ini lancar. Fasilitas disini cukup mendukung proses belajar mengajarnya.

2. Pendidikan karakter bangsa

- Bagaimana mengimplementasikan pendidikan karakter bangsa melalui pengajaran bahasa Inggris?

J: Dengan pengintegrasian pada materi pelajaran.

- Melalui kegiatan apa saja pendidikan karakter bangsa mungkin untuk dilakukan?

J: pemberian contoh yang baik, budaya sekolah, dan kegiatan-kegiatan ekstrakurkuler.

- Apakah menurut Anda kunjungan ke museum Ronggowarsito dapat dijadikan sebagai alternative pendidikan karakter bangsa?

J: ya, bisa tentu saja.

3. Fieldtrip di Museum Ronggowarsito

- Apakah sebelumnya sudah pernah mengadakan fieldtrip di museum Ronggowarsito?

Pernah, biasanya diakhir semester ganjil untuk anak kelas 7.

- Bagaimana tanggapan siswa (jika pernah)?

J: Respon mereka bagus.

- Apakah Anda memberikan tugas terstruktur setelah mengadakan kunjungan?

J: tugas terstruktur memang tidak ada, namun siswa tetap diwajibkan membuat laporan.

Observation Checklist of Fieldtrip

in Ronggowarsito Museum

Observer : Nia Martiana
Time and date : April 10th 2011
Variable : Fieldtrip conducted in Ronggowarsito Museum

No	Indicators	Observation		Description
		Yes	No	
1.	Statistic of the visitor <ul style="list-style-type: none"> • Students • Foreigner • General 	✓		Most of the visitors were students accompanied by the teachers. Only few visitors came from common people. In time of the observation there were not foreign visitor there.
2.	Visitors' attitude towards the objects <ul style="list-style-type: none"> • Taking notes • Taking photograph • Reading the information • Joking • Listening the tour guide • Etc 			Some visitors were taking notes and photograph. They tend to slightly read the information. Some of them were likely to pay more attention to the objects, and then making jokes. Only few of them intensively listened to the museum guide.
3.	Visitors' anthusiasm: <ul style="list-style-type: none"> • Comments • Discussion • Taking photogtaph • Reading the information • Etc 			The researcher found the visitors that mostly students tended to have chat with the others. This indicated that during the visit they made informal discussion to share idea and give comment to the object displayed. However, this condition enabled them to create noises. It seemed that most of them neglect the

				English translation so that they even did not realize some errors occur.
4.	The condition of the objects display <ul style="list-style-type: none"> • Good • Bad 			Most of the objects displayed are in good condition since they are well kept in the display boxes. However, the care toward them should be increased.
5.	The information board <ul style="list-style-type: none"> • Written in Indonesia • Written in English 			The information have clearly described the objects, though the English ones, the researcher found some errors on them.

Researcher

Nia Martiana

Semarang, 13th April 2011

Collaborator

Dwi Roro Handayani



Interview Checklist for Teachers

Interviewer : Nia Martiana

Interviewee : Novik Nur Fitriana, S.Pd

Occupation : Teacher

Variable : Conducting Fieldtrip in Ronggowarsito Museum

Indicator

1. Persiapan sebelum fieldtrip

- **Apakah ada persiapan khusus sebelum melaksanakan fieldtrip?**

Ya, persiapan berupa penjelasan mengenai peraturan selama perjalanan dan sebagainya.

- **Apakah anak-anak sudah tau sebelumnya mengenai museum Ronggowarsito?**

Belum begitu tahu.

- **Apakah dari pihak sekolah sebelumnya telah memberikan pengarahan kepada siswa mengenai kunjungan ke museum, misalnya tentang peraturan, dsb?**

Tentunya ya, siswa diharapkan untuk tertib selama kegiatan berlangsung.

2. Tujuan mengadakan kunjungan

- **Mengapa sekolah Anda tertarik untuk melakukan kunjungan ke Museum?**

Karena museum adalah sarana rekreasi yang edukatif dan dapat menambah wawasan siswa.

- **Apakah tujuan sekolah Anda mengadakan kunjungan ke Museum?**

Untuk lebih mengenalkan siswa pada budaya Indonesia dan sejarahnya.

3. Tugas terstruktur

- **Apakah guru memberikan tugas terstruktur kepada siswa sebagai tindak lanjut kunjungan ke Museum?**

Ini tergantung dari guru matapelajarannya. Biasanya yang memberikan tugas adalah guru sejarah atau bahasa Indonesia.

- **Menurut anda kira-kira tugas seperti apa yang dapat diberikan sebagai tindak lanjut dari kunjungan?**

Membuat laporan, atau semacam refleksi diri.

- **Apakah ada penilaian pada siswa setelah kunjungan?**

Kalau dari pihak sekolah sendiri memang tidak ada penilaian secara formal, namun penilaian afektif siswa langsung diserahkan pada wali kelas.

4. Nilai-nilai yang dapat dipetik dari mengunjungi museum?

- **Nilai apasajakah yang dapat dipetik dari kunjungan ke museum?**

Kebangsaan :Ya

Nasionalisme : Ya

Kedaerahan : Ya

- **Apakah kunjungan ke museum dapat mengembangkan kepekaan anak terhadap budaya?**

Harapannya sih iya,

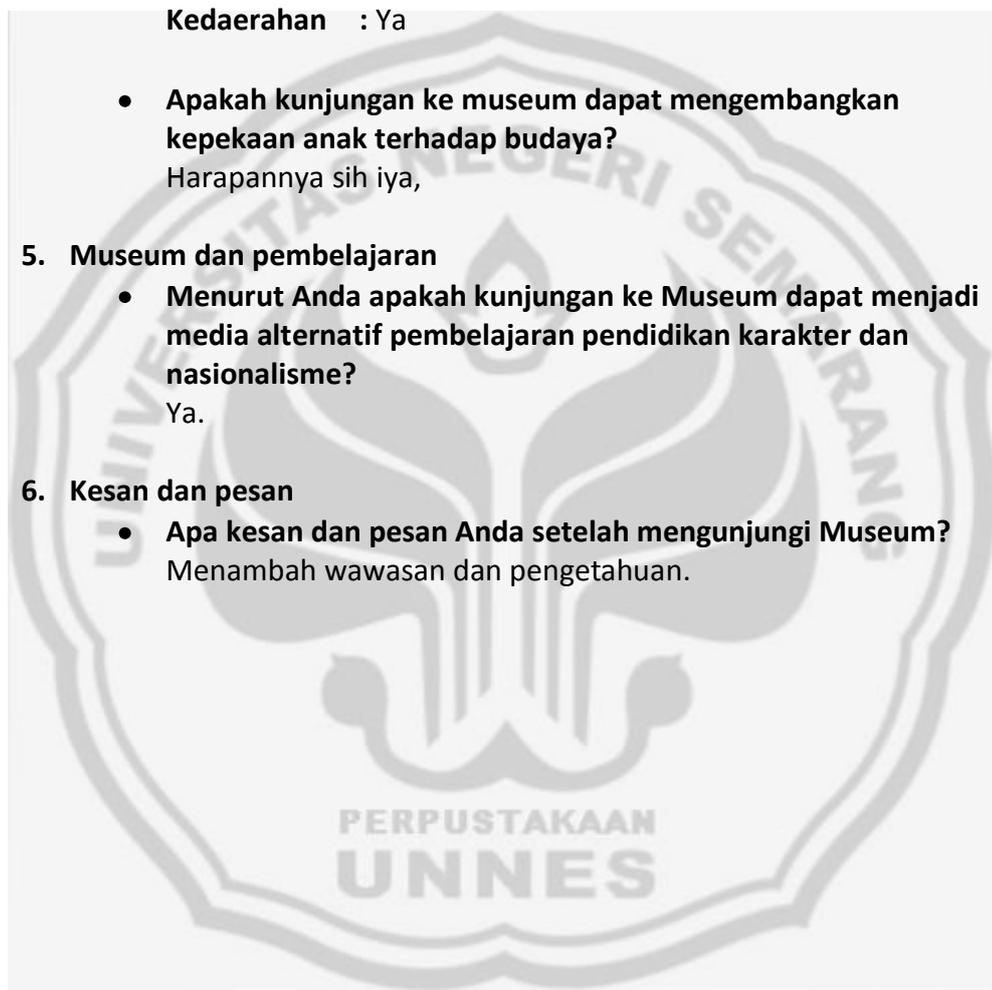
5. Museum dan pembelajaran

- **Menurut Anda apakah kunjungan ke Museum dapat menjadi media alternatif pembelajaran pendidikan karakter dan nasionalisme?**

Ya.

6. Kesan dan pesan

- **Apa kesan dan pesan Anda setelah mengunjungi Museum?**
Menambah wawasan dan pengetahuan.



Interview Checklist for Students

Interviewer : Nia Martiana

Interviewee : Dini

Occupation : Students

Variable : Conducting Fieldtrip in Ronggowarsito Museum

Indicator

1. Persiapan sebelum fieldtrip

- **Apakah ada persiapan khusus sebelum melaksanakan fieldtrip?**

Ya, ada.

- **Apakah anak-anak sudah tau sebelumnya mengenai museum Ronggowarsito?**

Belum tahu. Baru tahu Museum Ronggowarsito ya sekarang ini.

- **Apakah dari pihak sekolah sebelumnya telah memberikan pengarahan kepada siswa mengenai kunjungan ke museum, misalnya tentang peraturan, dsb?**

Ya, disekolah sudah dijelaskan. Tapi mash kurang mudeng.

2. Tujuan mengadakan kunjungan

- **Mengapa sekolah Anda tertarik untuk melakukan kunjungan ke Museum?**

Tidak tahu

- **Apakah tujuan sekolah Anda mengadakan kunjungan ke Museum?**

Tidak tahu

3. Tugas terstruktur

- **Apakah guru memberikan tugas terstruktur kepada siswa sebagai tindak lanjut kunjungan ke Museum?**

Ada tugas dar guru Sejarah untuk membuat laporan.

- **Menurut anda kira-kira tugas seperti apa yang dapat diberikan sebagai tindak lanjut dari kunjungan?**

Ya semacam membuat laporan.

- **Apakan ada penilaian siswa setelah kunjungan?**

Tidak tahu.

4. Nilai-nilai yang dapat dipetik dari mengunjungi museum?

- **Nilai apasajakah yang dapat dipetik dari kunjungan ke museum?**

Kebangsaan : ya

Nasionalisme : ya

Kedaerahan : ya

- **Apakah kunjungan ke museum dapat mengembangkan kepekaan Anda terhadap budaya?**
Kurang tahu. Mungkin bisa.

5. Kesan dan pesan

- **Apa kesan dan pesan Anda setelah mengunjungi Museum?**
Asyik, senang karena bisa belajar bareng teman-teman diluar sekolah.



Field Note Report of Cycle 1

1. Students' Attitude:

- 36 students were present (100%)
- 8 students actively asked questions (22%)
- 4 students actively answered teacher's questions (11%)
- 32 students did the activities given by the teacher well (88%)
- 32 students paid attention to the teacher (88%)
- 33 students did not make some trouble (noise) (91%)
- 30 students were active in the group discussion (83%)

2. Teachers' Attitude

For the observation of the teaching learning activities, the collaborator noticed some points regarding to the way in conducting the teaching learning process.

- The teacher was good at opening the lesson and motivating the students.
- The teacher was good also in explaining the material to the students.
- The teacher had a very loud but a little bit unclear voice and intonation that sometimes confusing the students.
- The teacher was not ignorant to the students by giving the students chances to actively engage in the lesson.
- The teacher often neglected the students in the group discussion which created a little noise in the classroom.

- The teacher tried to create the English speaking atmosphere in the classroom by not use too many 'Bahasa Indonesia' in delivering the lesson.
- The teacher was good at leading the discussion about preserving culture integrated with the model recount text.
- The teacher was good at stimulating students' awareness of culture by giving some reflective cases.

Semarang, 18th Mei 2011

Teacher

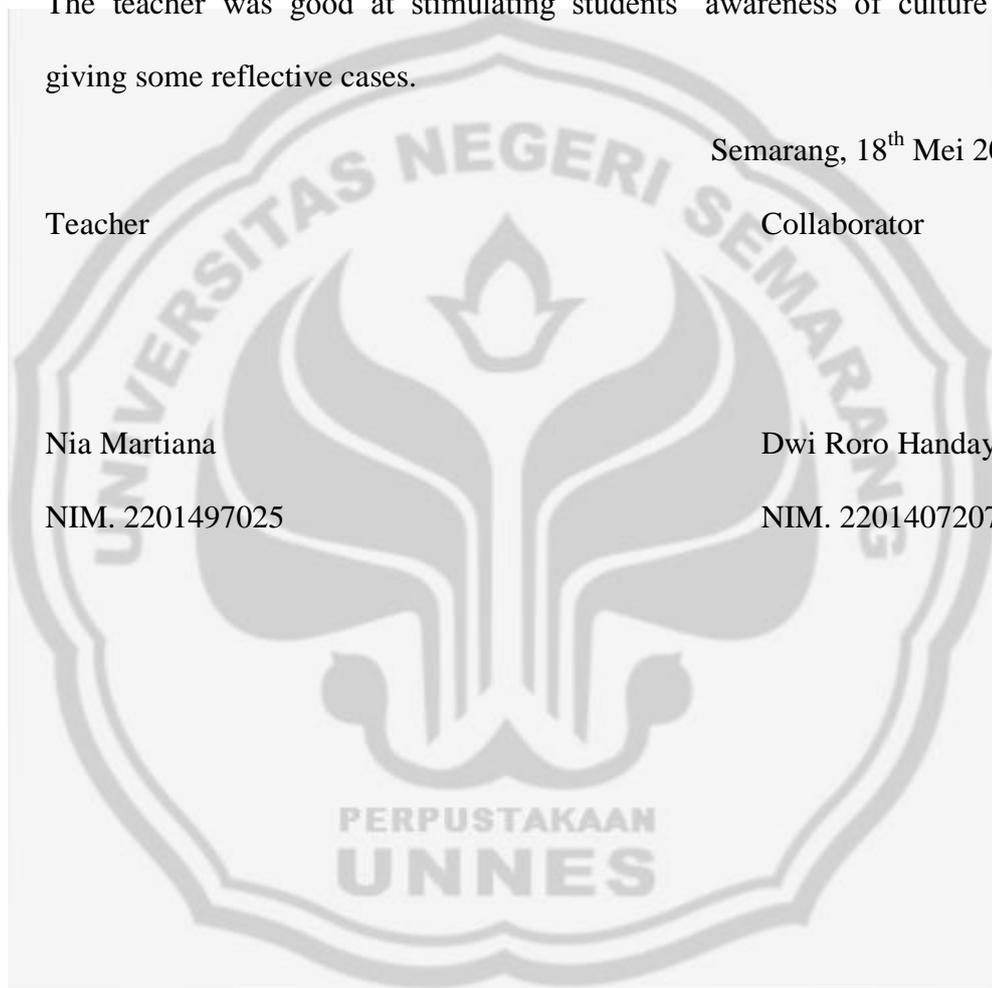
Collaborator

Nia Martiana

Dwi Roro Handayani

NIM. 2201497025

NIM. 2201407207



Field Note Report of Cycle 2

Meeting 1 (23th Mei 2011)

1. Students' Attitude

Observation of the students' activities:

- 36 students were present (100%)
- 10 students actively asked questions (27%)
- 8 students actively answered teacher's questions (22%)
- 32 students did the activities given by the teacher well (88%)
- 30 students paid attention to the teacher (83%)
- 33 students did not make some trouble (noise) (91%)
- 32 students were active in the group discussion (88%)

2. Teachers' attitude

- The teacher was good at opening the lesson and motivating the students.
- The teacher was good also in explaining the material to the students.
- The teacher had a very loud and clear voice and intonation that could be heard by the whole students. However, sometimes she spoke too fast.
- The teacher was not ignorant to the students by giving her students chances to actively engage in the lesson.
- The teacher could not manage the situation of the class after giving the result of students' work.
- The teacher tried to create the English speaking atmosphere in the classroom by not use too many 'Bahasa Indonesia' in delivering the lesson.

- The teacher was good at leading the discussion about determining the cultural awareness of the model text.
- The teacher was good on stimulating students' awareness of culture by giving some reflective cases.
- The teacher was good on ending up the class by giving the students' chances to wrap up the conclusion.

Meeting 2 / Treatment II (Fieldtrip)

1. Students' Attitude

Observation of the students' activities:

- 36 students were present (100%)
- 20 students actively asked questions (55%)
- 8 students actively answered teacher's questions (22%)
- 32 students did the activities given by the teacher well (88%)
- 28 students paid attention to the teacher (77%)
- 33 students did not make some trouble (noise) (91%)
- 30 students were active in the group discussion (83%)

2. Teacher's and Museum Guide's attitude

- The teacher was good at opening the fieldtrip and motivating the students.
- The guide was good also in explaining the material to the students.

- The guide had a very loud and clear voice and intonation that could be heard by the whole students. However, sometimes she spoke too fast.
- The teacher sometimes was ignorant to the students by letting them to take pictures and made some noise.
- The guide could not manage the situation of the fieldtrip when
- The teacher tried to create the English speaking atmosphere in the museum by not using too many 'Bahasa Indonesia' in delivering the lesson. However, since the museum guide still used bahasa, then it was difficult to create fully English atmosphere.
- The teacher and the guide were good at giving feedback to the students' questions.
- The teacher and the guide were good on stimulating students' awareness of culture by giving some reflective cases after showing every room in the museum.
- The teacher was good on ending up the class by giving the students' some reinforcements and assignments.