

APPENDIX I

Rencana Pelaksanaan Pembelajaran Mata Pelajaran Bahasa Inggris

- | | | |
|--------------------------|---|--|
| 1. Nama Sekolah | : | MA Al-Ishlah Sendangagung Lamongan |
| 2. Alamat Sekolah | : | Jl. Raya No.223 Sendangagung Paciran-Lamongan |
| 3. Jenjang Sekolah | : | SMA |
| 4. Kelas/Semester | : | X/I |
| 5. Jenis Teks | : | <i>Recount Text</i> |
| 6. Kompetensi | : | Menulis (<i>Writing</i>) |
| 7. Alokasi Waktu | : | 2 x 45 |
| 8. Pertemuan | : | 1 |
| 9. Standart Kompetensi | : |
6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esai sederhana berbentuk <i>recount, narrative, dan procedure</i> dalam konteks kehidupan sehari-hari. |
| 10. Kompetensi Dasar | : |
6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>recount, narrative, dan procedure</i> . |
| 11. Sub-Kompetensi Dasar | : |
6.2.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>recount</i> . |
| 12. Indikator | : |
1. Menjawab pertanyaan <i>what, who, when, dan where</i> berdasarkan tema yang dipilih.
2. Menyusun teks recount berdasarkan jawaban dari pertanyaan yang diberikan. |
| 13. Tujuan Pembelajaran | : | |

1. Diberikan contoh teks recount, siswa diminta untuk menganalisis dengan menjawab pertanyaan *what*, *who*, *when*, dan *where* dengan tepat berdasarkan teks.
2. Secara berpasangan, siswa menyusun text recount berdasarkan tema yang dipilih dengan menjawab pertanyaan *what*, *who*, *when*, and *where*.

14. Teknik Mengajar : SWELL (Social-Interactive Writing for English Language Learners).

15. Mata Pelajaran : Teks recount berjudul “*Unforgettable Camping*”

16. Karakter yang ingin dicapai :

- Percaya diri
- Kerjasama
- Komunikatif

17. Langkah-langkah Pembelajaran :

Kegiatan Awal (10 menit)	
1. Guru memberi salam	
2. Guru memeriksa kehadiran siswa	
3. Guru memberi <i>brainstorming</i> dan motivasi kepada siswa	
4. Guru memberitahu siswa tentang materi yang akan dipelajari	
5. Guru menjelaskan teknik SWELL	
Kegiatan Inti (75 menit)	
Guru	Siswa
Preparation <ul style="list-style-type: none"> • Guru mengenalkan topic teks <i>recount</i> beserta <i>generic structure</i>-nya. • Guru menghubungkan topic dengan kehidupan siswa sehari-hari untuk membangun keingintahuan siswa. • Guru meminta siswa untuk memberikan contoh. 	Preparation <ul style="list-style-type: none"> • Siswa memperhatikan penjelasan guru. • Siswa memberi tanggapan terhadap penjelasan dan pertanyaan yang diberikan oleh guru. • Siswa memberikan contoh.
SWELL (Social Interactive Writing for	SWELL (Social-Interactive Writing for

<p>English Language Learners)</p> <p>Preparation</p> <ul style="list-style-type: none"> • Guru mengelompokkan siswa terdiri dari 2 siswa satu kelompok berdasarkan <i>proficiency</i>, yang kurang dengan yang lebih profisien. • Guru meminta siswa untuk memilih topic yang disediakan atau memilih sendiri. <p>Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk menentukan ide dari tulisan yang dibuat. • Guru meminta siswa membuat draft dari ide yang telah ditentukan. • Guru meminta siswa untuk membaca draft yang telah dibuat. • Guru meminta siswa untuk meng-edit draft yang telah dibuat jika dirasa masih kurang sempurna. • Guru meminta siswa untuk menyalin teks yang telah dikoreksi. • Guru meminta siswa mengumpulkan hasil tulisan yang telah selesai. 	<p>English Language Learners)</p> <p>Preparation</p> <ul style="list-style-type: none"> • Siswa berkelompok berdasarkan intruksi yang diberikan guru. • Guru memilih topic yang telah disediakan oleh guru atau memilih sendiri. <p>Kegiatan Inti</p> <ul style="list-style-type: none"> • Siswa menentukan ide dari tulisan yang dibuat. • Siswa membuat draft dari ide yang telah ditentukan. • Siswa membaca draft yang telah ditulis. • Siswa meng-edit draft yang telah dibuat jika dirasa masih kurang sempurna. • Siswa menyalin teks yang telah dikoreksi. • Siswa mengumpulkan teks yang telah selesai disalin.
<p>Analysis and Correction</p> <ul style="list-style-type: none"> • Guru meminta setiap pasangan untuk maju. • Guru membahas isi teks recount hasil kerjasama pasangan dengan fokus kepada <i>meaning/idea, order, style, spelling, and punctuation</i>. • Guru meminta setiap pasangan 	<p>Analysis and Correction</p> <ul style="list-style-type: none"> • Setiap pasangan maju secara bergantian. • Pasangan mendengarkan pembahasan dari guru mengenai hasil tulisan mereka. • Siswa bersama pasangan melakukan

memperbaiki hasil rekonstruksi teks hasil koreksi guru.	perbaikan terhadap hasil koreksi.
Kegiatan Akhir (5)	<ol style="list-style-type: none"> 1. Guru menyimpulkan inti dari pembelajaran saat itu. 2. Guru menanyakan kesulitan siswa dalam proses belajar mengajar. 3. Guru memberi salam penutup.

18. Sumber Belajar : Buku BSE, Teks Recount

19. Penilaian :

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrument/Soal
1. Menggunakan contoh teks recount yang diberikan dan menjawab pertanyaan what, who, where, dan when sebagai acuan untuk menyusun teks recount.	Tes tertulis	Rubrik penilaian	<p>1. <i>Answer the questions of what, who, where, and when from the text you got?</i></p>
2. Menyusun teks recount berdasarkan jawaban what, who, where, dan when terhadap tema yang dipilih.	Tes tertulis	Rubrik Penilaian	<p>2. <i>Reconstruct the text in pair based on the answer of what, who, where, and when based on the themes you got?</i></p>

Rubrik Penilaian

No	Name	C (15)	O (25)	LU (25)	V (25)	M (25)	Total	Note

Notes: C: Content, O: Organization, LU: Language Use, M: Mechanic.

Lamongan, 12 Juni 2015

Mengetahui

Kepala Sekolah

MA Al-Ishlah Lamongan

Guru Bahasa Inggris

Drs. KH.Agus Salim,M.pd

Dr.Rosydina Robiah Qolbi

LEARNING SHEET (First Meeting)

Take a look to the following example!

Reconstruct a recount the text based on the theme you chose through answering questions what, who, when, and where, as mentioned after the text below!

Unforgettable Camping

Last weekend, my friend and I went to camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

The next day, we spent our time observing plantation and insect while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we picked our bags and got ready to go home. We felt satisfied with the camp.

Adapted from: Developing English Competencies for Senior High School (SMA/MA)

Answer these questions based on the passage above!

1. What did we do last weekend?
2. How long did we reach the camping ground?
3. When did we build the camp?
4. What did we do on the next day?
5. What did we do in the afternoon?
6. What activities did we do at the night of a fire camp night?
7. When did we go home?

Rencana Pelaksanaan Pembelajaran
Mata Pelajaran Bahasa Inggris

1. Nama Sekolah : MA Al-Ishlah Sendangagung Lamongan
2. Alamat Sekolah : Jl.Raya No. 223 Sendangagung Paciran Lamongan
3. Jenjang Sekolah : SMA
4. Kelas/Semester : X/1
5. Jenis Teks : *Recount Text*
6. Kompetensi : **Menulis (*Writing*)**
7. Alokasi Waktu : 2 x 45
8. Pertemuan : 2
9. Standar Kompetensi :
 6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esai sederhana berbentuk *recount, narrative, dan procedure* dalam konteks kehidupan sehari-hari.
10. Kompetensi Dasar :
 - 6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *recount, narrative, dan procedure*.
11. Sub-Kompetensi Dasar :
 - 6.2.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *recount*.
12. Indikator :
 3. Menjawab pertanyaan *what, who, when, dan where* berdasarkan tema yang dipilih.
 4. Menyusun teks recount berdasarkan jawaban dari pertanyaan yang diberikan.
13. Tujuan pembelajaran :
 3. Diberikan contoh teks recount, siswa diminta untuk menganalisis dengan menjawab pertanyaan *what, who, when, and where* dengan tepat berdasarkan teks.

4. Secara berpasangan, siswa menyusun teks recount berdasarkan tema yang dipilih dengan menjawab pertanyaan *what, who, when, and where*.

14. Teknik Mengajar : SWELL
15. Mata Pelajaran : Teks recount berjudul “*A Marriage Proposal*”
16. Karakter yang ingin dicapai :
- Percaya diri
 - Kerjasama
 - Komunikatif
17. Langkah-langkah Pembelajaran

Kegiatan Awal (10 menit)	
6. Guru memberi salam	
7. Guru memeriksa kehadiran siswa	
8. Guru memberi <i>brainstorming</i> dan motivasi kepada siswa	
9. Guru memberitahu siswa tentang materi yang akan dipelajari	
10. Guru Menjelaskan teknik SWELL	
Kegiatan Inti (75 menit)	
Guru	Siswa
Preparation	Preparation
<ul style="list-style-type: none">• Guru mengenalkan topic teks <i>recount</i> beserta <i>generic structure</i>-nya.• Guru menghubungkan topic dengan kehidupan siswa sehari-hari untuk membangun keingintahuan siswa.• Guru meminta siswa untuk memberikan contoh.	<ul style="list-style-type: none">• Siswa memperhatikan penjelasan guru.• Siswa memberi tanggapan terhadap penjelasan dan pertanyaan yang diberikan oleh guru.• Siswa memberikan contoh.

<p>SWELL (Social-Interactive Writing for English Language Learners).</p> <p>Preparation</p> <ul style="list-style-type: none"> • Guru mengelompokkan siswa terdiri dari 2 siswa satu kelompok berdasarkan <i>proficiency</i> yang kurang dengan yang lebih profisien. • Guru meminta siswa untuk memilih topic yang disediakan atau memilih sendiri. <p>Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk menentukan ide dari tulisan yang dibuat. • Guru meminta siswa membuat draft dari ide yang telah ditentukan. • Guru meminta siswa untuk membaca draft yang telah dibuat. • Guru meminta siswa untuk meng-edit draft yang telah dibuat jika dirasa masih kurang sempurna. • Guru meminta siswa untuk menyalin teks yang telah dikoreksi. • Guru meminta siswa mengumpulkan hasil tulisan yang telah selesai. 	<p>SWELL (Social-Interactive Writing for English Language Learners).</p> <p>Preparation</p> <ul style="list-style-type: none"> • Siswa berkelompok berdasarkan instruksi yang diberikan guru. • Guru memilih topic yang telah disediakan oleh guru atau memilih sendiri. <p>Kegiatan Inti</p> <ul style="list-style-type: none"> • Siswa menentukan ide dari tulisan yang dibuat. • Siswa membuat draft dari ide yang telah ditentukan. • Siswa membaca draft yang telah ditulis. • Siswa meng-edit draft yang telah dibuat jika dirasa masih kurang sempurna. • Siswa menyalin teks yang telah dikoreksi. • Siswa mengumpulkan teks yang telah selesai disalin.
<p>Analysis and Correction</p> <ul style="list-style-type: none"> • Guru meminta setiap pasangan untuk maju. 	<p>Analysis and Correction</p> <ul style="list-style-type: none"> • Setiap pasangan maju secara bergantian.

<ul style="list-style-type: none"> • Guru membahas isi teks recount hasil kerjasama pasangan dengan fokus kepada <i>meaning/idea, order, style, spelling, and punctuation</i>. • Guru meminta setiap pasangan memperbaiki hasil rekonstruksi teks hasil koreksi guru. 	<ul style="list-style-type: none"> • Pasangan mendengarkan pembahasan dari guru mengenai hasil tulisan mereka. • Siswa bersama pasangan melakukan perbaikan terhadap hasil koreksi.
Kegiatan Akhir (5)	
4. Guru menyimpulkan inti dari pembelajaran saat itu. 5. Guru menanyakan kesulitan siswa dalam proses belajar mengajar. 6. Guru memberi salam penutup.	

18. Sumber Belajar : Buku BSE, Teks Recount

19. Penilaian :

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument/Soal
1. Menggunakan contoh teks recount yang diberikan dan menjawab pertanyaan what, who, where, and when sebagai acuan untuk menyusun teks recount.	Tes tertulis	Rubrik penilaian	1. <i>Answer the questions of what, who, where, and when from the text you got?</i>
2. Menyusun teks recount berdasarkan jawaban what, who, where, dan	Tes tertulis	Rubrik penilaian	2. <i>Reconstruct the text in pair based on the answer of what, who, where, and</i>

when terhadap tema yang di pilih			<i>when based on the themes you got?</i>
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Rubrik Penilaian

No	Name	C (15)	O (25)	LU (25)	V (25)	M (25)	Total	Note

Notes: C: Content, O: Organization, LU: Language Use, M: Mechanic.

Lamongan, 13 Juni 2015

Mengetahui

Kepala Sekolah

MA Al-Ishlah Lamongan

Guru Bahasa Inggris

Drs. KH. Agus Salim,M.pd

Dr. Rosydina Robiah Qolbi

LEARNING SHEET (Second Meeting)

Read the following example!

Reconstruct a recount the text based on the theme you chose through answering questions what, who, when, and where, as mentioned after the text below!

A Marriage Proposal

I woke up at about five o'clock yesterday. It wasn't a regular day because I was about to propose a girl.

After praying and taking a bath, I had my early breakfast. At about nine o'clock. I was in my office but my soul wasn't there. I was thinking about the lines that I had to say to her. At one o'clock, I had my lunch but I wasn't enjoying it either. So, I practiced the lines to almost all girls I meet at my lunch. I seemed a little bit crazy at that time. Finally, it was three o'clock I remembered all my lines. I wrapped my works and got ready to pick her up and of course proposed her.

I met her at four o'clock, took a little walk and went to a movie. At seven, we had romantic dinner. I thought it was the perfect time to ask her to be my wife. Then I said the lines that I practiced the whole afternoon. She smiled. I reached my pocket to get a ring and put it around her finger. Then she said "yes". After driven her home, I went back to my house.

Adapted from New Horizon in English, 2002

Answer these questions based on the passage above!

1. What time did the writer wake up yesterday?
2. Who would propose a girl?
3. What did the writer do after praying and taking a bath?
4. When did the writer have lunch?
5. What did the writer do at four o'clock?
6. What did she say after she got a ring from the writer?

Rencana Pelaksanaan Pembelajaran
Mata Pelajaran Bahasa Inggris

1. Nama Sekolah : MA Al-Ishlah Sendangagung Paciran Lamongan
2. Alamat Sekolah : Jl. Raya No.223 Sendangagung Paciran Lamongan
3. Jenjang sekolah : SMA
4. Kelas/Semester : X/1
5. Jenis Teks : *Recount Text*
6. Kompetensi : **Menulis (*Writing*)**
7. Alokasi Waktu : 2 x 45
8. Pertemuan : 3
9. Standar Kompetensi :
6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esai sederhana berbentuk *recount, narrative, dan procedure* dalam konteks kehidupan sehari-hari.
10. Kompetensi Dasar :
6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *recount, narrative, dan procedure*.
11. Sub-Kompetensi :
6.2.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar, dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *recount*.
12. Indikator :
 5. Menjawab pertanyaan *what, who, when, dan where* berdasarkan tema yang dipilih.
 6. Menyusun teks recount berdasarkan jawaban dari pertanyaan yang diberikan.
13. Tujuan Pembelajaran :
 5. Diberikan contoh teks recount, siswa diminta untuk menganalisis dengan menjawab pertanyaan *what, who, when, and where* dengan tepat berdasarkan teks.
 6. Secara berpasangan, siswa menyusun teks recount berdasarkan tema yang dipilih dengan menjawab pertanyaan *what, who, when, and where*.
14. Teknik Mengajar : SWELL
15. Materi Pelajaran : Teks recount berjudul “*My first Trip to Borobudur*”
16. Karakter yang ingin dicapai :
 - Percaya diri
 - Kerjasama

→ Komunikatif

17. Langkah-langkah Pembelajaran :

Kegiatan Awal (10 menit)	
11. Guru Memberi Salam 12. Guru memeriksa kehadiran siswa 13. Guru member <i>brainstorming</i> dan motivasi kepada siswa 14. Guru memberitahu siswa tentang materi yang akan dipelajari 15. Guru menjelasakan teknik <i>SWELL</i>	
Kegiatan Inti (75 menit)	
Guru	Siswa
<p>Preparation</p> <ul style="list-style-type: none"> • Guru mengenalkan topic teks <i>recount</i> beserta <i>generic structure</i>-nya. • Guru menghubungkan topic dengan kehidupan siswa sehari-hari untuk membangun keingintahuan siswa. • Guru meminta siswa untuk memberikan contoh. 	<p>Preparation</p> <ul style="list-style-type: none"> • Siswa memperhatikan penjelasan guru. • Siswa memberi tanggapan terhadap penjelasan dan pertanyaan yang diberikan oleh guru. • Siswa memberikan contoh.
SWELL (Social-Interactive Writing for English Language Learners)	SWELL (Social-Interactive Writing for English Language Learners)
<p>Preparation</p> <ul style="list-style-type: none"> • Guru mengelompokkan siswa terdiri dari 2 siswa satu kelompok berdasarkan <i>proficiency</i> yang kurang dengan yang lebih profisien. • Guru meminta siswa untuk memilih topic yang disediakan atau memilih sendiri. <p>Kegiatan Inti</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk menentukan ide dari tulisan yang dibuat. • Guru meminta siswa membuat draft dari ide yang telah 	<p>Preparation</p> <ul style="list-style-type: none"> • Siswa berkelompok berdasarkan instruksi yang diberikan guru. • Guru memilih topic yang telah disediakan oleh guru atau memilih sendiri. <p>Kegiatan Inti</p> <ul style="list-style-type: none"> • Siswa menentukan ide dari tulisan yang dibuat. • Siswa membuat draft dari ide yang telah ditentukan.

<p>ditentukan.</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membaca draft yang telah dibuat. • Guru meminta siswa untuk meng-edit draft yang telah dibuat jika dirasa masih kurang sempurna. • Guru meminta siswa untuk menyalin teks yang telah dikoreksi. • Guru meminta siswa mengumpulkan hasil tulisan yang telah selesai. 	<ul style="list-style-type: none"> • Siswa membaca draft yang telah ditulis. • Siswa meng-edit draft yang telah dibuat jika dirasa masih kurang sempurna. • Siswa menyalin teks yang telah dikoreksi. • Siswa mengumpulkan teks yang telah selesai disalin.
<p><i>Analysis and Correction</i></p> <ul style="list-style-type: none"> • Guru meminta setiap pasangan untuk maju. • Guru membahas isi teks recount hasil kerjasama pasangan dengan fokus kepada <i>meaning/idea, order, style, spelling, and punctuation</i>. • Guru meminta setiap pasangan memperbaiki hasil rekonstruksi teks hasil koreksi guru. 	<p><i>Analysis and Correction</i></p> <ul style="list-style-type: none"> • Setiap pasangan maju secara bergantian. • Pasangan mendengarkan pembahasan dari guru mengenai hasil tulisan mereka. • Siswa bersama pasangan melakukan perbaikan terhadap hasil koreksi.
<p>Kegiatan Akhir (5)</p> <ol style="list-style-type: none"> 7. Guru menyimpulkan inti dari pembelajaran saat itu. 8. Guru menanyakan kesulitan siswa dalam proses belajar mengajar. 9. Guru memberi salam penutup. 	

18. Sumber Belajar : Buku BSE, Teks Recount

19. Penilaian :

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument/Soal
1. Menggunakan	Tes tertulis	Rubrik penulisan	<i>I. Answer the questions of</i>

<p>contoh teks recount yang diberikan dan menjawab pertanyaan <i>what</i>, <i>who</i>, <i>where</i>, dan <i>when</i> sebagai acuan untuk menyusun teks recount.</p>	<p>2. Menyusun text recount berdasarkan jawaban <i>what</i>, <i>who</i>, <i>where</i>, dan <i>when</i> terhadap tema yang dipilih.</p>	Tes tertulis	Rubrik penulisan	<p><i>what, who, where, dan when from the text you got?</i></p> <p>2. <i>Reconstruct the text in pair based on the answer of what, who, where, dan when based on the themes you got?</i></p>
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Rubrik Penilaian

No	Name	C (15)	O (25)	LU (25)	V (25)	M (25)	Total	Note

Notes: C: Content, O: Organization, LU: Language Use, M: Mechanic.

Lamongan, 15 Juni 2015

Mengetahui

Kepala Sekolah

MA Al-Ishlah Lamongan

Guru Bahasa Inggris

Drs. KH. Agus Salim,M.pd

Dr.Rosydina Robiah Qolbi

LEARNING SHEET (Third Meeting)

Read the following example!

Reconstruct a recount the text based on the theme you chose through answering questions what, who, when, and where, as mentioned after the text below!

My First Trip to Borobudur

Last month, I spent my vacation with my family in Central Java. I visited to Borobudur temple, one of seven wonders located in Magelang, Central Java. My family and I went to Borobudur in the early morning by private car. Everything was clearly prepared. We were ready to go. We left our home at 05.00 am. My elder brother drove the car. While driving, we could see some beautiful scenery such as mountains, forests, and waterfalls as well as cars pass by.

My family and I arrived at Borobudur temple at 15.30 pm. At that time, Borobudur temple was crowded because it was on a holiday vacation. I saw a lot of tourist. This is my chance to learn and practice English with them directly. I asked to my family to split with them. I met and spoke to the foreign tourist bravely. They could understand me although my English accent was not clear. They were good and friendly. This was the first time I spoke English with foreign tourist.

We returned at 07.00 pm. We are all tired but happy. It was a very interesting holiday for me and my family.

Answer the following questions based on the passage above!

1. Who spent their vocation in Borobudur?
2. Where is Borobudur temple located?
3. What time did we leave our home?
4. Who drove the car?
5. When did we arrive at Borobudur temple?
6. Who were good and friendly?
7. What time did they return home?

APPENDIX II

Guideline for SWELL (Social-Interactive Writing for English Language Learners)

H = Helper, W = Writer

Step 1: IDEAS

H asks W Questions:

Who did what?

What happened?

Where did it happen?

When did it happen?

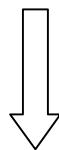
Who are the main characters in the story?

Why did he/she/they do that?

What were the events?

What did he/she/they fell at the end?

(Ask any questions you can think of).....?

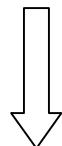


W answers and takes notes

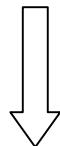
W can add things that not in H's questions

Step 2: DRAFT

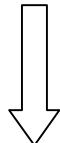
Teacher will give and explain to you ONE of the following



STAGE 1: H writes it all W copies it all	STAGE 2: H writes hard words for W	STAGE 3 : H writes hard words in rough, W copies in	STAGE 4 : H tells how to spell hard words	STAGE 5 : W writes it all
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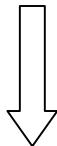
Use the notes; begin writing DON'T WORRY about spelling



Step 3: READ

W reads drafts out loud and makes it sound good

H corrects words read wrong if he / she can



Step 4: EDIT

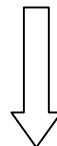
H and W both look at the draft

W asks himself/herself :

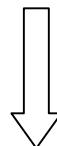
1. Does H understand what I want to say in my writing? (meaning)
2. Did my writing have a clear beginning, middle, and ending? (order)
3. Did I use all the words and write all the sentences correctly? (style)
4. Did I spell all the words correctly? (spelling)
5. Did I put all the punctuation (.,?!”.....”) in the right places? (punctuation)

H asks himself/herself:

1. Do I understand what W wants to say in his/her writing? (meaning)
2. Did the writing have a clear beginning, middle, and ending? (order)
3. Did W use all the words and write all the sentences correctly? (style)
4. Did W spell all the words correctly? (spelling)
5. Did W put all the punctuation (.,?!”.....”) in the right places (punctuation)

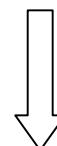


W makes chance \longleftrightarrow H suggests changes
Use a dictionary when necessary



Step 5: BEST COPY

W copies the ‘best’ writing from step 4. H may help if necessary.
Turn in the completed copy to teacher.



Teacher comment on meaning, order, style, spelling, and punctuation.
H and W read the teacher’s comments together, then discuss and.

APPENDIX III

Observation Checklist on the Use of SWELL (Social-Interactive Writing for English Language Learners) in Teaching Writing at the First Grade of MA Al-Ishlah Lamongan.

OBSERVATION CHECKLIST

Day : Friday, June 12 2015

Period : 07.00 – 08.30

Meeting : First Meeting

Time Allocation : 2 x 45

No	Criteria	Indicators	Yes	No	Field-Notes
1.	Teacher's Activities	Opening Activities			
		a) The teacher greeted the students.	✓		
		b) The teacher checked the students' attendance list.	✓		
		c) The teacher reviewed the previous lesson.	✓		

	d) The teacher asked some questions to the students related to the previous lesson.	✓		Some of the students seemed a little bit confused.
	Main Activities			
	a) The teacher explained the objectives of the lesson that they would learn.	✓		The objective of the lesson is in the end of the lesson the students are able to write recount text.
	b) The teacher explained the technique used.	✓		The teacher passed the guidelines of the technique.
	c) The teacher explained the procedure of the technique used in detail.	✓		The teacher asked the students to pay attention to the guidelines they have got. She also asked the students paid attention to the material given.

		d) The teacher controlled the students' interaction in teaching and learning process.	✓		The teacher went around the class.
		e) The teacher helped the students who had problem with their activities.	✓		One in while, the teacher helped the students to decide the appropriate vocabulary.
		f) The teacher gave feedback.		✓	Time was up. Feedback would be given in the next meeting.
		Closing Activities			
		a) The teacher asked the students' difficulties in learning the material.	✓		
		b) The teacher summarized the material.	✓		
		c) The teacher did reflection.	✓		
		d) The teacher greeted the students.	✓		

2.	Students' Activities	Opening Activities			
		a) The students responded the teacher's greeting.	✓		
		b) The students told to the teacher about the students' attendance.	✓		There was no student absent.
		c) The students paid attention to the teacher.	✓		
		d) The students answered the question actively.		✓	They looked silent. The teacher then went on the main activities.
		Main Activities			
		a) The students paid attention to the teacher's explanation about the objective of the lesson.	✓		The objective was at the end of the lesson the students would be able to write writing recount text.
		b) The students paid attention to the teacher.	✓		
		c) The students listened to the teacher's explanation.	✓		

	d) The students made groups based on the teacher's instruction.	✓		There were 13 groups.
	e) The students followed the teacher's instruction.	✓		
	f) The students paid attention to the teacher's help and noticed it if it is important.	✓		
	g) The students paid attention to the teacher's explanation.	✓		
	Closing Activities			
	a) The students did not ask any questions because they had understood.	✓		
	b) The students listened to the teacher,	✓		
	c) The students listened to the teacher.	✓		
	d) The students replied the teacher's greeting.	✓		

3.	Learning Materials	<p>a) The learning materials are relevant with the topic. (recount text)</p>	<input checked="" type="checkbox"/>		<p>It was about fire camp. It was interesting because every year that school conducts fire camp.</p>
4.	SWELL (Social-Interactive Writing for English Language Learners). 1. Preparation				
		<p>a) Teacher's activities</p>	<p>a) The teacher explained the procedure of the technique.</p>	<input checked="" type="checkbox"/>	<p>To ensure the students' understanding about the procedure, the teacher</p>

					spent much time to explain it.
		b) The teacher divided the students into several groups based on the students' proficient, less proficient paired with more proficient.	✓		There were 13 groups. Less proficient paired with more proficient one in the same sex.
		c) The teacher gave some optional topics, the students could choose.	✓		Some topics written by the teacher in the whiteboard.
	b) Students ' Activities	a) The students listened to the teacher's explanation.	✓		They really paid attention to make sure that they'd understood.
		b) The students made groups as the teachers' instruction.	✓		They as soon as possible made group based on the students' interaction.
		c) The students chose one of the topics provided by the teacher.	✓		Before they wrote, they had discussed with their pair to decide the topic.

	2. SWELL			
	a) Teacher's Activities	a) The teacher asked the students to make a draft of their writing based on the topic they choose.	✓	Most of the students did not understand. The teacher once in while helped them.
		b) The teacher asked the students to read and edit their draft.	✓	
		c) The teacher asked the students to submit their final copy.	✓	Most of them did not finished yet, the teacher gave additional time to complete it.
	b) Students' Activities	a) The students made a draft based on the topic they chose.	✓	
		b) The students read and edited their draft.	✓	
		c) The students submitted their final copy.	✓	
	3. Teacher's Feedback			
	a) Teachers' Activities	a) The teacher asked pairs to	✓	Time was up. It was

		come forward.			because the teacher spent much her time explaining the procedure the technique. As a result, the feedback would be given in the following meeting.
		b) The teacher commented on the students' writing content, organization, language use, vocabulary, and mechanics.		✓	
	b) Students Activities	a) The students come forward with their pair.		✓	
		b) The students listened to the teacher's comment.		✓	

Observation Checklist on the Use of SWELL (Social-Interactive Writing for English Language Learners) in Teaching Writing at the First Grade of MA Al-Ishlah Lamongan.

OBSERVATION CHECKLIST

Day : Saturday, 13 June 2015

Period : 07.00 – 08.30

Meeting : Second Meeting

Time allocation : 2 x 45

No	Criteria	Indicators	Yes	No	Field-Notes
1.	Teacher's Activities	Opening Activities			
		a) The teacher greeted the students.	✓		
		b) The teacher checked the students' attendance list.	✓		The teacher just asked to the class secretary. There were no students absent.
		c) The teacher reviewed the previous lesson.	✓		
		d) The teacher asked some questions to the students	✓		

		related to the previous lesson.			
		Main Activities			
		a) The teacher explained the objective of the lesson that they would learn.	✓		The objective was the same as the previous meeting.
		b) The teacher explained the technique used.	✓		The technique was the same as before, it was SWELL (Social-Interaction Writing for English Language Learners). The teacher also passed the guidelines of the technique to avoid misunderstanding and also materials.
		c) The teacher explained the procedure of the technique used in detail.	✓		The teacher did not explain as the previous meeting. She just reminded the part which considered as the important part.
		d) The teacher controlled the	✓		The teacher went around the

		students' interaction in teaching and learning process.			class.
		e) The teacher helped the students who had problem with their activities.	✓		The teacher helped the students who got trouble in choosing vocabulary once in a while.
		f) The teacher gave feedback.	✓		There were two feedbacks. The first feedback was given when the students did writing as the first meeting feedback. The second feedback was given in the end of the lesson when the students had completed their writing.
		Closing Activities			
		a) The teacher asked the students' difficulties in learning the material.	✓		
		b) The teacher summarized the material.	✓		

		c) The teacher did reflection.	✓		
		d) The teacher greeted the students.	✓		
2.	Students' Activities	Opening Activities			
		a) The students responded the teacher's greeting.	✓		
		b) The students told to the teacher about the students' attendance.	✓		The teacher directly asked to the secretary.
		c) The students paid attention to the teacher.	✓		
		d) The students answered the questions actively.		✓	Most of them were silent. The frequent questions were about vocabulary.
		Main Activities			
		a) The students paid attention to the teacher's explanation about the objective of the lesson.	✓		
		b) The students paid attention to the teacher.	✓		

	c) The students listened to the teacher's explanation.	✓		
	d) The students made groups based on the teacher's instruction.	✓		There were 13 groups the same as the previous meeting. To ensure that they had sat appropriately, the teacher checked their seat.
	e) The students followed the teacher's instruction.	✓		
	f) The students paid attention to the teacher's help and noticed it if it is important.	✓		Most of them asked about vocabulary.
	g) The students paid attention to the teacher's explanation.	✓		
	Closing Activities			
	a) The students did not ask any questions because they had understood.		✓	It was because the time was over.
	b) The students listened to the teacher.	✓		

		c) The students replied the teacher's greeting.	✓		
3.	Learning Materials	a) The learning materials are relevant with the topic. (recount text)	✓		In the second meeting, the material was about marriage proposal. It was interesting for them.
		b) The learning materials are understandable.	✓		
		c) The learning material fits with the students' competence.	✓		
		d) The learning materials can lead the students to be enthusiastic to reconstruct the text.	✓		
4.	SWELL (Social-Interactive Writing for English Language Learners).				
	1. Preparation				
	a) Teacher's Activities	a) The teacher explained the procedure of the	✓		It was not as the previous meeting. At that time, the

		technique.			teacher only explained part considered as the crucial one.
		b) The teacher divided the students into several groups based on the students' proficient, less proficient paired with more proficient.	✓		There were 13 groups. It was under the teacher's guidance.
		c) The teacher gave some optional topics the students could choose.	✓		Some optional topic written in the whiteboard in front of the class.
	b) Students' Activities	a) The students listened to the teacher's explanation.	✓		
		b) The students made groups as the teacher's instruction.	✓		
		c) The students choose one of the topics provided by the teacher.	✓		Any of them who did not choose the topic provided by the teacher. They preferred to choose their own. It was allowed as far as it could

					make them easy to construct the text.
	2. SWELL (Social-Interactive Writing for English Language Learners)				
	a) Teacher's Activities	a) The teacher asked the students to make a draft of their writing, based on the topic they chosen.	✓		They looked more enthusiastic because they had understood. At this time, the teacher gave feedback by calling one group to come forward.
		b) The teacher asked the students to read and edit their draft.	✓		
		c) The teacher asked the students to submit their final copy.	✓		
	b) Students' Activities	a) The students made a draft based on the topic they chose.	✓		Most of them wrote based on their own experience.

	b) The students read and edited their draft.	✓		
	c) The students submitted their final copy.	✓		
3. Teacher's Feedback				
a) Teacher's Activities	<p>a) The teacher asked pairs to come forward.</p> <p>b) The teacher commented on the students' writing; content, organization, language use, vocabulary, and mechanic.</p>	✓		The feedback in this second meeting was given twice.
b) Student's Activities	<p>a) The students came forward with their pair.</p> <p>b) The students listened to the teacher's comments.</p>	✓		

Observation Checklist on the Use of SWELL (Social-Interactive Writing for English Language Learners) in Teaching Writing at the First Grade of MA Al-Ishlah Lamongan.

OBSERVATION CHECKLIST

Day : Saturday, 13 June 2015

Period : 07.00 – 08.30

Meeting : Third Meeting

Time allocation : 2 x 45

No	Criteria	Indicators	Yes	No	Field-Notes
1.	Teacher's Activities	Opening Activities			
		a) The teacher greeted the students.	✓		
		b) The teacher checked the students' attendance list.	✓		The same as in the second meeting, there were 1 student absent.
		c) The teacher reviewed the previous lesson.	✓		The teacher reminded that it was the last time they used SWELL to write recount text.

	d) The teacher asked some questions to the students related to the previous lesson.	✓		Most of the students responded well.
	Main Activities			
	a) The teacher explained the objective of the lesson that they would learn.	✓		The same as the previous meetings.
	b) The teacher explained the technique used.	✓		The teacher explained at a glance.
	c) The teacher explained the procedure of the technique used in detail.	✓		The teacher spread the guidelines and explained shortly.
	d) The teacher controlled the students' interaction in teaching and learning process.	✓		The teacher went around the class.
	e) The teacher helped the students who had problem with their activities.	✓		Not the same as the previous meetings, most of them had understood what they had to do.

		f) The teacher gave feedback.	✓		The students who had finished first, the teacher directly asked them to submit their writing. It made the time more effective.
		Closing Activities			
		a) The teacher asked the students' difficulties in learning the materials.	✓		
		b) The teacher summarized the materials.	✓		
		c) The teacher did reflection.	✓		
		d) The teacher greeted the students.	✓		
2.	Students' Activities	Opening Activities			
		a) The students responded the teacher's greeting.	✓		
		b) The student told to the teacher about the student who was absents.	✓		The secretary told the teacher.

	c) The students paid attention to the teacher.	✓		
	d) The students answered the questions actively.		✓	Most of them preferred to keep silent than answer the teacher's questions.
	Main Activities			
	a) The students paid attention to the teacher's explanation about the objective of the lesson.	✓		
	b) The students paid attention to the teacher.	✓		
	c) The students listened to the teacher's explanation.	✓		
	d) The students made groups based on the teacher's instruction.	✓		The teacher also checked the students' group based on the data she had.
	e) The students followed the teacher's instruction.	✓		
	f) The students paid attention	✓		

		to the teacher's help and noticed it if it is important.			
		g) The students paid attention to the teacher's explanation.	✓		
3.	Learning Materials	a) The learning materials are relevant with the topic. (recount text)	✓		It was interesting because it was about going to Borobudur temple, a tourism which most of people ever visited.
		b) The learning materials are understandable.	✓		
		c) The learning materials fit with the students' competence.	✓		
		d) The learning materials can lead the students to be enthusiastic to reconstruct the text.	✓		
4.	SWELL (Social-Interactive Writing for English Language				

	Learners).				
	1. Preparation.				
a) Teacher's Activities	a) The teacher explained the procedure of the technique.	✓		At a glance because the teacher assumed that they had understood.	
	b) The teacher divided the students into several groups based on the students' proficient, less proficient paired with more proficient.	✓		There were 13 groups. The changes occurred based on the teacher's consideration.	
	c) The teacher gave some optional topics the students could choose.		✓	The teacher did not give the optional topics, it was because the students had known what they had to write.	
b) Students' Activities	a) The students listened to the teacher's explanation.	✓			
	b) The students made groups as the teacher's instruction.	✓			
	c) The students chose one of the topics provided by the		✓	The topic was only explained, not written in	

		teacher.			the whiteboard as the previous meetings.
	2. SWELL (Social-Interactive Writing for English Language Learners).				
	a) Teacher's Activities	a) The teacher asked the students to make a draft of their writing based on the topic they've chosen.	✓		
		b) The teacher asked the students to read and edit their draft.	✓		
		c) The teacher asked the students to submit their final copy.	✓		The students who finished first directly asked by teacher to submit their work to make the time more effective.
	b) Students' Activities	a) The students made a draft based on the topic they	✓		

		chose.			
		b) The students read and edited their draft.	✓		
		c) The students submitted their final copy.	✓		
	3. Teacher's Feedback				
	a) Teacher's Activities	a) The teacher asked pairs to come forward.	✓		
		b) The teacher commented on the students' writing content, organization, language use, vocabulary, and mechanics.	✓		
	b) Students' Activities	a) The students came forward with their pair.	✓		
		b) The students listened to the teacher's comments.	✓		

APPENDIX IV

Observational Sheet Form

Cycle/ meeting : 1
Time : 2 x 45 minutes
Topic : Unforgettable Camping

1. The more explanation the better students understanding toward SWELL's application especially in writing stage.
2. The teacher must obligate students to bring their own dictionary without borrowing others in class.
3. The teacher's voice must be louder. Nice try . . .

Observational Sheet Form

Cycle/ meeting : 2
Time : 2 x 45 minutes
Topic : A Marriage Proposal

1. It is suggested to give additional time for unfinished students.
2. What about changing the member of students' pairs? I think it is to avoid students'
If it is impossible according to your technique, so just ignore it.

Observational Sheet Form

Cycle/ meeting : 3
Time : 2 x 45 minutes
Topic : My First Trip to Borobudur

3. The teacher must always motivate the students to use English because some students still use their mother tongue.

APPENDIX V

QUESIONER

Peneliti mengharapkan bantuan anda dengan menjawab semua pertanyaan pada kuesioner ini. Kuesioner ini bertujuan bukan untuk menguji kemampuan anda tetapi untuk menggali informasi/keterangan tentang penggunaan teknik pembelajaran yang selama ini digunakan peneliti di dalam pengajaran kelas writing, yakni ; « SWELL ». Berilah tanda silang (x) pada jawaban yang anda anggap tepat. Terimakasih atas kerjasamanya yang baik selama ini.

1. Apakah anda senang dengan pelajaran Bahasa Inggris?
a. Sangat senang
b. Senang
c. Kurang senang
d. Tidak senang

2. Apakah anda pernah mengalami kesulitan dalam mengikuti pelajaran menulis di dalam pelajaran bahasa inggris?
a. Sangat sering
b. Sering
c. Jarang
d. Tidak pernah

3. Apakah selama proses pembelajaran anda lebih termotivasi dalam belajar writing?
a. Sangat termotivasi
b. Termotivasi
c. Kurang termotivasi
d. Tidak termotivasi

4. Apakah anda merasa lebih mudah menulis karangan secara berpasangan?
a. Sangat Mudah
b. Mudah
c. Kurang mudah
d. Tidak mudah

5. Apakah anda mearasa terbantu dengan kehadiran partner/pasangan menulis anda?
a. Sangat terbantu
b. Terbantu
c. Kurang terbantu
d. Tidak terbantu

6. Apakah dengan mengajukan beberapa pertanyaan (raising questions) dapat menstimulasi anda dalam mendapatkan ide?(**idea step**)
a. Sangat menstimulasi
b. Menstimulasi
c. Kurang menstimulasi
d. Tidak menstimulasi

7. Apakah setelah menjawab daftar pertanyaan tersebut dapat membantu memberikan gambaran mengenai apa yang akan anda tulis ? (**idea step**)
a. Sangat membantu
b. Membantu
c. Kurang membantu
d. Tidak membantu

8. Apakah pada saat menuangkan pertanyaan (the raising questions) dalam karangan/draft dapat mempermudah anda untuk memulai mengarang? (**drafting step**)
a. Sangat membantu
c. Kurang membantu

- b. Membantu d. Tidak membantu
9. Apakah setelah menuliskan draft/hardwords memudahkan anda dalam merangkainya menjadi sebuah karangan? (**drafting step**)
a. Sangat memudahkan c. Kurang memudahkan
b. Memudahkan d. Tidak memudahkan
10. Apakah dengan membaca keras karangan sambil memfilter kesalahannya dapat membantu anda mengoreksi/mencari letak kesalahan pada karangan anda? (**reading step**)
a. Sangat membantu c. Kurang membantu
b. Membantu d. Tidak membantu
11. Apakah dengan memberikan feedback pada karangan dapat membantu memperdalam pemahaman anda dalam menulis? (**editing step**)
a. Sangat membantu c. Kurang membantu
b. Membantu d. Tidak membantu
12. Apakah dengan sesi memprofread/mengoreksi dapat membantu menyempurnakan karangan anda dari kesalahan ? (**editing step**)
a. Sangat membantu c. Kurang membantu
b. Membantu d. Tidak membantu
13. Apakah pada saat menyalin karangan setelah diberi feedback anda menjumpai sejumlah kesalahan? (**bestcopying step**)
a. Sangat sedikit c. Banyak
b. Sedikit d. Banyak sekali
14. Apakah saat guru memberikan koreksi pada karangan dapat membantu anda mengetahui letak kesalahan yang luput dari pengoreksian anda? (**teacher's evaluation**)
a. Sangat membantu c. Kurang membantu
b. Membantu d. Tidak membantu
15. Apakah setelah guru memberitahu letak kesalahan pada karangan anda dan memberi solusinya dapat membantu anda dalam meminimalisir untuk mengulangi kesalahan yang sama pada pertemuan selanjutnya? (**teacher's evaluation**)
a. Sangat membantu c. Kurang membantu
b. Membantu d. Tidak membantu
16. Apakah keseluruhan step-step selama proses pembelajaran mempermudah anda dalam belajar writing skill?
a. Sangat memudahkan c. Kurang memudahkan
b. Memudahkan d. Tidak memudahkan

17. Apakah guru memberikan topik-topik yang menarik selama proses pembelajaran?
- a. Sangat menarik
 - b. Menarik
 - c. Kurang menarik
 - d. Tidak menarik
18. Apakah media-media yang digunakan sangat membantu proses pembelajaran?
- a. Sangat membantu
 - b. Membantu
 - c. Kurang membantu
 - d. Tidak membantu
19. Apakah selama proses pembelajaran writing guru selalu memberi instruksi?
- a. Sangat sering
 - b. Sering
 - c. Kurang sering
 - d. Tidak sering
20. Apakah selama proses pembelajaran metode ini tepat untuk diterapkan?
- a. Sangat tepat
 - b. Tepat
 - c. Kurang tepat
 - d. Tidak tepat

APPENDIX VI: The Result of Questionnaire

No	Option				Total
	A	B	C	D	
1.	0	1	10	14	25
2.	7	17	1	0	25
3.	12	11	0	2	25
4.	10	13	2	0	25
5.	5	18	2	0	25
6.	9	12	4	0	25
7.	7	14	2	2	25
8.	9	15	0	1	25
9.	10	12	2	1	25
10.	4	10	10	1	25
11.	8	15	2	0	25
12.	10	12	2	1	25
13.	15	7	2	1	25
14.	12	11	2	0	25
15.	10	13	2	0	25
16.	10	11	2	2	25
17.	10	13	1	1	25
18.	9	11	3	2	25
19.	8	17	0	0	25
20.	9	15	1	0	25

No	Option				Total
	A	B	C	D	
1.	0%	4%	40%	56%	100%
2.	28%	68%	4%	0%	100%
3.	48%	44%	0%	8%	100%
4.	40%	52%	8%	0%	100%
5.	20%	72%	8%	0%	100%
6.	36%	48%	16%	0%	100%
7.	28%	56%	8%	8%	100%
8.	36%	60%	0%	4%	100%
9.	40%	48%	8%	4%	100%
10.	16%	40%	40%	4%	100%
11.	32%	60%	8%	0%	100%
12.	40%	48%	8%	4%	100%
13.	60%	28%	8%	4%	100%
14.	48%	44%	8%	0%	100%
15.	40%	52%	8%	0%	100%
16.	40%	44%	8%	8%	100%
17.	40%	52%	4%	4%	100%
18.	36%	44%	12%	8%	100%
19.	32%	68%	0%	0%	100%
20.	36%	60%	4%	0%	100%

APPENDIX VII

STUDENTS' PAIRS AND THEIR LEVEL'S PROFICIENCY

NO	NAME	STUDENT'S LEVEL	ROLE
1	Abdullah Hannan	High	Helper
2	Muhammad Ali	Low	Writer
3	Ach. Roisul Mubarok	High	Helper
4	Fahrur Rosi	Low	Writer
5	Aisyah Khumaira	High	Helper
6	Syafi'ah	Average	Writer
7	Fendi Halim	High	Helper
8	Jauharul Maknun	Average	Writer
9	Habiburrohman	High	Helper
10	Achmad Zehrowi	Low	Writer
11	Hafizd Muslimin	High	Helper
12	Abdullah Ni'am	Low	Writer
13	I'is Istianah	High	Helper
14	Muslimah	Average	Writer
15	Khodijah	High	Helper
16	Jamlatuz Zehroh	Low	Writer
17	Siti Fadilah	High	Helper
18	Azizah Nur Khoiriyah	Average	Writer
19	Masyithoh	High	Helper
20	Risalatud Diniyah	Low	Writer
21	Nining Susanti	High	Helper
22	Siti Maimunah	Low	Writer
23	Siti Salamah	High	Helper
24	Ifa Nadhifa	Low	Writer
25	Ayu Suganda	High	Helper
26	Wiwik purwitasari	Average	Writer

APPENDIX VIII

Interview Results

- R : “Selamat siang Ibu Dina.”
- T : “Selamat siang.”
- R : “Saya bisa mintak waktunya sebentar bu untuk tanyak-tanyak sesuatu?”
- T : “Iya tentu saja bisa.”
- R : “Begini bu, saya ingin menanyakan pendapat anda tentang metode SWELL dalam pembelajaran writing yang diajarkan di kelas ibu, apakah metode ini dapat membantu memudahkan anda dalam mengajar writing?”
- T : “Tentu saja, metode ini sangat membantu saya. Bukan hanya untuk saya tetapi juga untuk murid-murid saya, karena metode SWELL ini dilakukan secara berpasangan yaitu menulis secara berpasangan antara less proficient student dengan more proficient student, dan itu membuat murid-murid saya lebih semangat untuk menulis.”
- R : “Terus bagaimana hasil pembelajaran siswa dalam writing setelah menggunakan metode SWELL ini?”
- T : “Alhamdulilah hasil pembelajaran siswa dengan menggunakan metode SWELL ini menurut saya jauh lebih bagus. Mereka yang sebelumnya tidak bisa untuk membuat suatu karangan kini dengan mengikuti setiap step dari metode SWELL ini akhirnya mereka dapat merangkainya menjadi sebuah karangan yang bagus.”
- R : “Seberapa efektifkah pembelajaran writing dengan menggunakan metode SWELL ini dengan metode sebelumnya?”
- T : “Menurut saya menggunakan metode SWELL ini dalam proses pembelajaran writing jauh lebih efektif, disini murid yang belum mengerti atau kesulitan dalam membuat karangan dapat bertanya langsung kepada teman yang menjadi patnernya. Nah dari sinilah bisa dibilang efektif karena murid-murid dalam proses pembelajaran akan jauh lebih aktif dari gurunya.”
- R : “Oh seperti itu, terus ada tidak kesulitan atau kendala yang anda temui selama proses belajar mengajar writing dengan metode SWELL ini?”
- T : “Untuk kesulitan atau kendala itu pasti ada. Contohnya waktu di awal pertemuan mengajar dengan metode SWELL ini, saya harus berkali-kali menjelaskan tentang apa itu SWELL dan juga bagaimana memulai step-stepnya. Akhirnya itu yang banyak menghabiskan waktu saya sehingga saya tidak dapat melakukan semua step yang ada pada metode SWELL ini, yaitu Teaching Evaluation. Dan akhirnya saya harus memberikan Teaching Evaluation in the next meeting.”
- R : “Ada lagi tidak bu kesulitan yang lain.”

T : “Kalau kesulitan yang lain mungkin dari murid-murid, mereka kurang begitu mengerti dengan vocabulary karena mereka akan mengarang tanpa menggunakan dictionary, Sehingga mereka akan bertanya kepada guru dan itu juga memakan waktu. Intinya kesulitan atau kendala dalam proses mengajar writing dengan metode SWELL ini adalah tentang time management nya.”

R : “Ok!”. Terus apakah anda tertarik untuk menggunakan metode SWELL ini dalam proses pembelajaran writing pada pertemuan berikutnya?”

T : “Setelah di lihat dari hasil nilai pembelajaran siswa, saya tertarik sekali untuk menggunakan metode ini pada pertemuan berikutnya. Karna metode ini benar-benar membantu sekali bagi siswa yang kurang bisa untuk membuat karangan atau untuk menulis, dan juga siswa akan lebih aktif dalam proses belajar mengajar di dalam kelas.”

R : “Ok!” Terima kasih banyak bu atas waktunya, saya rasa pertanyaan saya cukup dan terima kasih juga bu atas bantuannya. Selamat siang bu!”

T :” Iy sama-sama,selamat siang!”