

APPENDIX 1



PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLARHAGA
SMP NEGERI 4 SUKASADA
Dusun pancoran, Desa Panji Anom, Kec Sukasada Telp 081338655622



SURAT KETERANGAN

Nomor : 423.1/7/A/SMPN 4/SKSD/ 2019

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 4 Sukasada dengan ini menerangkan bahwa :

1. Nama : Putu Novira Widiastuti
2. NIM : 1512021059
3. Jurusan : Pendidikan Bahasa Inggris
4. Fakultas : Bahasa dan Seni UNDIKSHA
5. Perguruan Tinggi : Universitas Pendidikan Ganesha

Bahwa memang benar yang bersangkutan telah melakukan penelitian dari tanggal 27 April sampai dengan 29 Mei 2019, sesuai judul skripsi yaitu *The Implementation of process – based approach and its impact on writing competency of grade 7 of Junior High School* pada *SMP Negeri 4 Sukasada Tahun Pelajaran 2018/2019*.

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat di penggunaan sebagai mana mestinya.





**PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLAAHRAGA
SMP NEGERI 4 SUKASADA**

Alamat : Dusun Pancoran ,Desa Panji Anom, Telp. 081338655622



SURAT IJIN PENELITIAN

Nomor : 424/13.#/SMPN4/SKSD/2019

Yang Bertanda Tangan di bawah ini, Kepala SMP Negeri 4 Sukasada :

Nama : Putu Astabawa, S.Pd, M.Pd
NIP : 19720212 199802 1 009
Pangkat/Gol : Pembina Tk1/ IVb
Unit Kerja : SMP Negeri 4 Sukasada

Dengan Ini memberikan ijin kepada yang namanya tersebut dibawah ini :

Nama : Putu Novira Widiastuti
NIM : 1512021059
Tahun Akademik : 2018/2019
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa Dan Seni
Jenjang : Stara I (S1)

Untuk melakukan Penelitian dalam rangka pengumpulan data untuk menyelesaikan Skripsi / Tugas

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Panji Anom, 10 April 2019
Kepala SMP Negeri 4 Sukasada

Putu Astabawa, S.Pd, M.Pd
Pembina Tk1, IV/b
NIP. 19720212 199802 1 009



APPENDIX 2

Expert Judgement

Title : The Implementation of Process Based Approach and Its Impact on 7th Grade Students' Writing Competency at SMP N 4 Sukasada

Researcher : Putu Novira Widiastuti

Expert : Prof. Dr. Ni Nyoman Padmadewi, M.A.

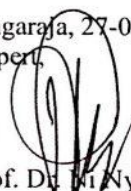
1. Expert judgement of the instrument for assessing the implementation of process based approach

Instruments	Total	Relevant	Not Relevant	Suggestion
Observation sheet	1	✓		
Teaching Scenario	2	✓		-
Interview Guide	1	✓		

2. Expert judgement of the instrument for assessing the impact of process based approach toward students achievement

Instruments	Total	Relevant	Not Relevant	Suggestion
Questionnaire	1	✓		
Essay Writing Test	2	✓		

Singaraja, 27-07-2019
Expert


Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP 196202021988032001

Expert Judgement

Title : The Implementation of Process Based Approach and Its Impact on 7th Grade Students' Writing Competency at SMP N 4 Sukasada

Researcher : Putu Novira Widiastuti

Expert : Dewa Ayu Eka Agustini, S. Pd., M.S.

1. Expert judgement of the instrument for assessing the implementation of process based approach

Instruments	Total	Relevant	Not Relevant	Suggestion
Observation sheet	1	✓		
Teaching Scenario	2	✓		-
Interview Guide	1	✓		

2. Expert judgement of the instrument for assessing the impact of process based approach toward students achievement

Instruments	Total	Relevant	Not Relevant	Suggestion
Questionnaire	1	✓		
Essay Writing Test	2	✓		

Singaraja, 27-07-2019

Expert,



Dewa Ayu Eka Agustini, S. Pd., M.S.

NIP 198108142009122002

APPENDIX 3

Instrument Realibility

Title : The Implementation of Process Based Approach and Its Impact on 7th Grade Students' Writing Competency at SMPN 4 Sukasada

Researcher : Putu Novira Widiastuti

Experts : Prof. Dr. Ni Nyoman Padmadewi, M.A. & Dewa Ayu Eka Agustini, S. Pd., M.S.

Instruction: Please give the instrument score within range 1-10.

Instruments	Expert 1	Expert 2	Match
Observation sheet	9	9	1
Teaching Scenario	8	9	0
Interview Guide	9	9	1
Essay Writing Test	9	9	1
Questionnaire	9	9	1

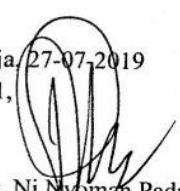
Match : 4

Total : 5

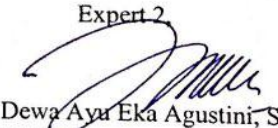
IRR : 80% (0,80)

Singaraja, 27-07-2019

Expert 1,


Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP. 196202021988032001

Expert 2


Dewa Ayu Eka Agustini, S. Pd., M.S.,
NIP. 198108142009122002

APPENDIX 4

LESSON PLAN

SCHOOL : SMP N 4 SUKASADA
SUBJECT : ENGLISH
CLASS/SEMESTER : VII (SEVEN)/ GENAP
TIME ALLOTMENT : 6 X 40 minutes
THEME : DESCRIPTIVE TEXT (PEOPLE)

A. Core Competence:

C.1 : Appreciating and practicing the religious values that students are professed.

C.2 : Respecting and putting into practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.

C.3 : Understanding the knowledge (factual conceptual and procedural) based on curiosity about science, technology, art, culture and events related to the visible phenomenon.

C.4 : Try, process and present in the realm of the concrete (use, parse, compose, modify and make) and the realm of the abstract (writing, reading, counting, drawing and writing) in accordance with the learned in schools and other resources together in point of view or theory

B. Basic Competences

3.7 Comparing social function, text structure and language feature of a spoken and written descriptive text by giving and asking information related to very short and simple description of people, animals and things based on the context used.

4.7 Descriptive Text

4.7.1 Catching the meaning contextually related to social function, text structure and language feature of a spoken and written descriptive text by giving and asking information related to very short and simple description of people, animals and things.

4.7.2 Writing very short and simple descriptive text related with of people, animals and things, concerning with social function, text structure and language feature correctly and context-based.

C. Indicator of Writing Skill:

1. Comparing social function of written descriptive text
2. Comparing text structure of written descriptive text
3. Comparing language feature of written descriptive text
4. Writing a very short and simple descriptive text

D. Objectives of Writing Skill:

1. Students are be able to compare social function of written descriptive text
2. Students are be able to compare text structure of written descriptive text
3. Students are be able to compare language feature of written descriptive text
4. Students are be able to write a very short and simple descriptive text

E. Learning Material

A written and spoken descriptive text related to people, animal and things which is very short and simple.

1). *Social function*

Describe, introduce, appreciate, identify, criticize

2). *Text structure*

Covers:

- a. Identification
- b. Characteristics
- c. Function, attitude, benefit, action, habit of people, animal and things.

3). *Language features*

- a. Declarative sentence (positive & negative), interrogative (Yes/No question; Wh-questions), in simple present tense.
- b. Singular nominal & plural with or without a, the, this, those, my, their, etc.
- c. Utterance, word stress, intonation, punctuation, and handwriting.

4). *Topic*

People, animal, things at home, school, environment around students, including particular building

F. Learning Method

- a. Approach : Process Based Approach
- b. Method : Mind Mapping
- c. Strategy : Prewriting, Drafting, Revising, Editing, Publishing.
- d. Learning Media
 - 1). Media : Picture, drawing, whiteboard.
 - 2). Tools : Boardmarker
- e. Learning source: English book: "When English Rings a bell" SMP/MTs Kelas VII revisi 2017

G. Learning Activities

Steps	Description
Prewriting	<ul style="list-style-type: none"> - Teacher gives student lotteries as much as the amount of student in the class - Each student should take one of the lottery randomly - There are six lotteries which contain suspects - Teacher asks the student to open the lottery and raise their hand if they got the suspect - Teacher activates student knowledge through brainstorming by delivering them a story about robber - Teacher prepares students to write and develop their ideas
Drafting	<ul style="list-style-type: none"> - There will be five suspects which act as the robber - After the students decide whose person is the robber, the teacher asks the students to prepare their book. - Teacher guides the students to deliver their idea through mind mapping technique - Teacher gives the example of how to chronologize ideas from general to specify using mind mapping on the white board. - Teacher and student to develop ideas through sentences. - The sentences must describe the suspect of robber itself.
Revising	<ul style="list-style-type: none"> - Teacher explains the purpose of revise and the steps included. - Teacher asks the students to exchange their sentence draft to deskmates. - Teacher asks student to do peer assessment to assess their friends' work - Teacher gives each students a guideline to assess their friends' work. - Teacher gives the student direction to assess their friends' draft and assess them based on the guideline that have been given. - Teacher asks students to return their friends' draft as well as the assessment sheet to their desk mate. - Teacher asks students to re-check their own draft as well as the draft. - Teacher asks the students to write down the revise version on a piece of paper.
Editing	<ul style="list-style-type: none"> - Teacher explains the purpose of the activity and the direction to do. - Teacher distributes and explain the guideline for assessing the writing to each student. - Teacher asks the students to review their own writing and re-check again. - If there still any mistakes/errors, the student should fixed it up.
Publishing	<ul style="list-style-type: none"> - After the teacher asks their student to revise their own work, teacher asks the student to get ready for the next stage. - Teacher asks the student to prepare the tools for publishing - Teacher asks the student to publish their writing on a class magazine

H. Assessment

Aspects	Criteria	Score
Structure	The sentences are very good and appropriate	5
	The sentences is appropriate but found few gramatical mistakes	4
	The sentences have moderate gramatical mistakes	3
	The sentences have many gramatical mistakes	2
	The sentences have very lot of gramatical mistakes	1
Vocabulary	The selection of vocabulary is very good and appropriate	5
	The selection of vocabulary is good and appropriate with few mistakes	4
	The selection of vocabulary has moderate mistakes	3
	The selection of vocabulary has lot of mistakes	2
	The selection of vocabulary has very lot mistakes	1
Punctualization	The punctuation is excelent	5
	The punctuation is good but has few mistakes	4
	The punctuation has moderate mistakes	3
	The punctuation has many mistakes	2
	The punctuation has very lot mistakes	1
Coherency	The paragraph is developed very coherently	5
	The paragraph is developed well coherently	4
	The paragraph rather coherent	3
	The paragraph is not coherently distributed	2
	The paragraph is very not coherently distributed	1

Final score: *Total score x 5*

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 - 2). Tools : Boardmarker
- e. Learning source: English book: "When English Rings a bell" SMP/MTs Kelas VII revisi 2017

G. Learning Activities

Steps	Description
Prewriting	<ul style="list-style-type: none"> - Teacher asks student “do you ever met a dog?” , “what is it look like?” - Teacher draws a simple realia about frog in the whiteboard - Teacher gives short information about generating the characteristics of frog - The teacher asks the student to write down a simple description of animal based on their own
Drafting	<ul style="list-style-type: none"> - Students were ask to generate the characteristics that belong to a topic of animal - Teacher guides the students to deliver their idea through mind mapping technique - Teacher gives the example of how to chronologize ideas from general to specify using mind mapping on the white board. - Teacher and student to develop ideas through sentences. - The sentences must describe the characteristic about the animal
Revising	<ul style="list-style-type: none"> - Teacher explains the purpose of revise and the steps included. - Teacher asks the students to exchange their sentence draft to deskmates. - Teacher asks student to do peer assessment to assess their friends’ work - Teacher gives each student a guideline to assess their friends’ work. - Teacher gives the student direction to assess their friends’ draft and assess them based on the guideline that have been given. - Teacher asks students to return their friends’ draft as well as the assessment sheet to their desk mate. - Teacher asks students to re-check their own draft as well as the draft. - Teacher asks the students to write down the revise version on a piece of paper.
Editing	<ul style="list-style-type: none"> - Teacher explains the purpose of the activity and the direction to do. - Teacher distributes and explain the guideline for assessing the writing to each student. - Teacher asks the students to review their own writing and re-check again. - If there still any mistakes/errors, the student should fixed it up.

Publishing	<ul style="list-style-type: none"> - After the teacher asks their student to revise their own work, teacher asks the student to get ready for the next stage. - Teacher asks the student to prepare the tools for publishing - Teacher asks the student to publish their writing on a class magazine
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Final score: *Total score x 5*

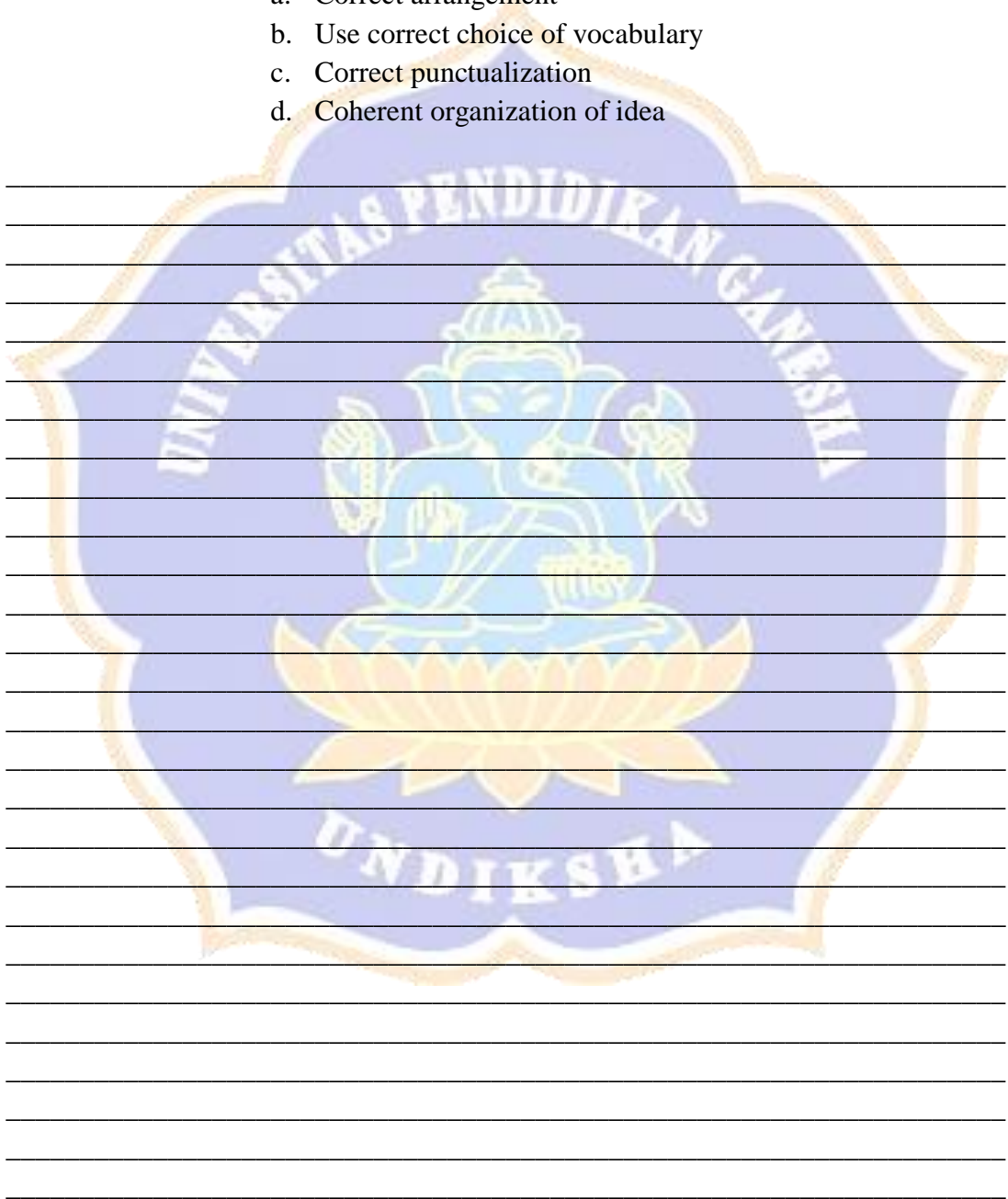
Name	:
Class/Number	:
School /Smt/A.Years	:

PRE TEST OF WRITING SKILL

Please describe your deskmate in about 10 sentences!

Your writing must have:

- a. Correct arrangement
- b. Use correct choice of vocabulary
- c. Correct punctualization
- d. Coherent organization of idea



A large watermark of the Universitas Pendidikan Indonesia (UPI) logo is centered on the page. The logo is a blue shield-shaped emblem with a yellow border. Inside the shield, there is a blue figure of Ganesha, the elephant-headed deity, seated on a yellow lotus flower. The text 'UNIVERSITAS PENDIDIKAN GANESHA' is written in white, uppercase letters along the top inner edge of the shield, and 'UNDIKSHA' is written in white, uppercase letters along the bottom inner edge. The background of the page is white with horizontal lines for writing, which are partially obscured by the watermark.

NO	SISWA KELAS VII E	PRETEST	POSTEST	POINT DIFFERENCES
1	Gede Edy Putrawan	45	65	20
2	Gusti Nyoman Wira Premana	60	80	20
3	I Gede Yoga Pratama	50	75	25
4	Ketut Sastrawan	45	60	15
5	I Putu Gede Jastin Saputra	45	65	20
6	I Putu Yuda Aditya	45	65	20
7	Kadek Aditya Wira	20	30	10
8	Kadek Agus Mustiawan	30	40	-10
9	Kadek Widi Ariama	35	60	25
10	Ketut Sukerti Dewi Dahliyani	35	40	5
11	Komang Agus Eka Jaya	35	60	25
12	Komang Agus Putrawan	25	30	5
13	Komang Ardi Swarsana	25	45	20
14	Komang Ayu Oktariani	35	55	20
15	Komang Dewi Lestari	40	70	30
16	Komang Dewi Suryani	40	45	5
17	Komang Kertiani	40	40	0
18	I Komang Meta Budiana	30	50	20
19	Komang Yoko Kusuma Wardana	45	55	10
20	Luh Dewi Asrini	35	50	15
21	Luh Muli Senja Pratiwi	30	50	20
22	Luh Putu Sri Wahyuni	35	65	30
23	Made Adi Saputra	20	30	10
24	Ni Ketut Lia Meliani	60	90	30
25	Ni Made Dwi Arti S.	30	50	20

26	Ni Putu Vika Candra Olivia	55	75	20
27	Putu Desi Ratna Sari	45	65	20
28	Putu Eka Setiawan	30	50	20
29	Putu Lusi Widiartini	50	75	25
30	Putu Rista Widiantari	40	70	30
31	Putu Sentana Budiasa	20	30	10
32	Putu Vina Dwipayani	50	45	-5
33	Putu Vionita Alistiani	35	60	25
34	Putu Widiassa	20	30	10
35	Putu Wijaya	25	40	15



APPENDIX 5

OBSERVATION SHEET

School :
 Name of Teacher :
 Class/ Semester :
 Date :
 Topic of the study :

No	Activities	Teacher Activities	Observation Result
1.	Whilst-Activity	<p>1. Pre-writing</p> <ul style="list-style-type: none"> - Teacher shows students a picture, video, or material related to the topic - Teacher activates student knowledge through brainstorming - Teacher prepares students to write and develop their ideas - Teacher ask students to develop their subtopic based on the topic given <p>2. Drafting</p> <ul style="list-style-type: none"> - After all the students choose the topic, the teacher asks the students to prepare their book to write. - Teacher guides the students to generate the idea based on the topic they had by <i>Mind Mapping</i> - Teacher gives the example of generating idea using <i>Mind Mapping</i> on the white board. - Teacher and student develop ideas based on the subtopic - Teacher guides the students to write sentences to describe each subtopic - Teacher walks around the class to see the students' <i>Mind Mapping</i> and asks students' problems. <p>3. Revising</p> <ul style="list-style-type: none"> - Teacher explains the aims and steps in conducting the revision - Teacher asks the students to exchange the 	

	<p>draft that have been made with their chair mate</p> <ul style="list-style-type: none">- Teacher gives each student guideline for assessing their friends' draft. In this case, teacher asks students to do Peer Assessment to assess their friends' draft/writing.- Teacher asks students to read their friends' draft/writing and assess them based on the guideline that have been given.- Teacher asks students to return the draft and the assessment sheet to their chair mate.- Teacher asks students to reread their draft and the assessment sheet which is the result of the Peer Assessment.- Teacher gives students another guideline for assessing their own draft/writing. In this case, students will do self-assessment- Teacher asks the students to assess their own draft/writing based on the guideline that has been given before. <p>4. Editing</p> <ul style="list-style-type: none">- Teacher explains the objectives and the procedure of the activities- Teacher shares and explains the editing guideline for assessing the writing to each student- Teacher asks the students to review their writing based on the editing guideline given- Teacher asks the students to look at the result re-read their writing- Teacher asks the students to fix the error of their writing based on the result <p>5. Publisng</p> <ul style="list-style-type: none">- After the teacher asks their student to revise their writing, teacher ask student to re-check again the writing- Teacher asks the student to publish their writing	
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APPENDIX 7

Angket Respon Siswa terhadap Implementasi Process Based Approach dalam Pembelajaran Menulis di Bahasa Inggris

Petunjuk Pengisian:

A. Jawablah pertanyaan-pertanyaan dibawah ini dengan memilih pada pilihan jawaban yang Anda anggap sesuai!

Keterangan pilihan jawaban:

- 5 = Sangat setuju
- 4 = Setuju
- 3 = Ragu-ragu
- 2 = Tidak Setuju
- 1 = Sangat Tidak Setuju

Anda diharapkan menjawab semua pertanyaan dibawah ini. Jawaban Anda tidak akan mempengaruhi nilai raport dan terjamin kerahasiannya.

* Wajib

1. Nama Lengkap *

2. Kelas: *

Tandai satu oval saja.

VII E

3. Nomor Absen: *

Centang semua yang sesuai.

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4. Sekolah: *

Tandai satu oval saja.

- SMP NEGERI 4 SUKASADA

A. Jawablah pertanyaan-pertanyaan dibawah ini dengan memilih pada pilihan jawaban yang Anda anggap sesuai!

Kognitif

5. 1. Pembelajaran Bahasa Inggris (khususnya writing) dengan menerapkan 5 tahap dalam menulis (pre-writing, drafting, revising, editing, dan publishing) sangat efektif bagi saya. *

Tandai satu oval saja.

	1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

6. 2. Dengan menerapkan 5 tahap dalam menulis (pre-writing, drafting, revising, editing, dan publishing), saya merasa sangat nyaman selama mengikuti pembelajaran. *

Tandai satu oval saja.

	1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

7. 3. Saya merasa kegiatan pembelajaran menjadi lebih menyenangkan ketika diminta membuat Mind Mapping oleh guru sebelum menulis *

Tandai satu oval saja.

	1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

8. 4. Saya merasa lebih termotivasi untuk belajar Bahasa Inggris khususnya menulis. *

Tandai satu oval saja.

	1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

9. 5. Kegiatan pada awal pembelajaran yang dilakukan oleh guru sebelum menulis terasa menarik. *

Tandai satu oval saja.

	1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

10. 6. Melalui penerapan 5 tahap dalam menulis (pre-writing, drafting, revising, editing, dan publishing), saya merasa percaya diri untuk menggunakan kemampuan saya menulis dalam Bahasa Inggris. *

Tandai satu oval saja.

	1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

11. 7. Melalui penerapan 5 tahap dalam menulis (pre-writing, drafting, revising, editing, dan publishing), saya merasa bersemangat dalam menyelesaikan tugas yang diberikan guru. *

Tandai satu oval saja.

	1	2	3	4	5	
Sangat Tidak Setuju	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sangat Setuju

Afektif

12. 8. Melalui penerapan 5 tahap dalam menulis (pre-writing, drafting, revising, editing, dan publishing), saya merasa lebih mudah dalam menuangkan ide untuk menulis. *

Tandai satu oval saja.

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

13. 9. Kegiatan awal pembelajaran yang dilakukan sebelum menulis membantu saya mendapatkan ide untuk menulis. *

Tandai satu oval saja.

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

14. 10. Mind Mapping memudahkan saya untuk mengembangkan ide untuk menulis. *

Tandai satu oval saja.

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

15. 11. Kegiatan Revisi (Peer Assessment) membantu saya untuk mengevaluasi isi tulisan saya. *

Tandai satu oval saja.

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

16. 12. Mengedit tulisan dengan arahan guru memudahkan saya dalam mengoreksi tanda baca. *

Tandai satu oval saja.

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

17. 13. Saya merasa termotivasi ketika saya mempublikasikan tulisan saya pada mading kelas. *

Tandai satu oval saja.

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

18. 14. Setelah mengikuti pembelajaran ini, saya merasa kemampuan saya dalam menulis menjadi lebih baik/meningkat. *

Tandai satu oval saja.

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

Psikomotor

19. 15. Saya menjadi lebih aktif selama proses pembelajaran Bahasa Inggris di kelas dengan menerapkan 5 tahap dalam menulis (pre-writing, drafting, revising, editing, dan publishing) *

Tandai satu oval saja.

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

20. 16. Saya menjadi lebih antusias selama proses pembelajaran Bahasa Inggris di kelas dengan menerapkan 5 tahap dalam menulis (pre-writing, drafting, revising, editing, dan publishing) *
Tandai satu oval saja.

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

B. Jawablah pertanyaan-pertanyaan berikut ini!

21. 1. Jelaskan bagaimana 5 tahap dalam menulis (pre-writing, drafting, revising, editing, dan publishing) memberikan dampak positif terhadap: a. Pemahaman anda dalam menulis *

22. b. Motivasi dan sikap *

23. 2. Apakah ada dampak negatif yang Anda rasakan ketika menerapkan 5 tahap dalam menulis (pre-writing, drafting, revising, editing, dan publishing)? Jelaskan secara singkat! *

Diberdasarkan oleh


APPENDIX 8

Interview Guide

No	Pertanyaan	Jawaban
1	Menurut anda apakah Process Based Approach relevan untuk diterapkan dalam proses mengajar siswa?	Process Based Approach sangat bagus diterapkan, karena siswa sangat terbantu dalam menulis.
2	Bagaimana kemampuan siswa dalam menulis setelah implementasi Process Based Approach?	Terdapat peningkatan grammar dan mampu menulis paragraf deskriptif.
3	Apakah setelah implementasi Process-Based Approach siswa menjadi termotivasi untuk belajar menulis?	Ya, siswa menjadi lebih termotivasi karena teknik Mind Mapping sangat membantu siswa untuk tidak takut dalam menulis.
4	Apakah Process-Based Approach efektif diterapkan dalam kegiatan menulis?	Ya sangat efektif, grammar siswa terlihat semakin baik pada hasil mading.
5	Apakah ada perbedaan terhadap prestasi menulis siswa setelah Process Based Approach diimplementasikan?	Ada, terdapat peningkatan pada hasil posttest.
6	Apakah menurut anda, ada masalah yang dihadapi siswa ketika Process Based-Approach diimplementasikan?	Tidak ada, hanya saja menurut Bapak tahapannya terlalu panjang.

Transcription of Interview

R: Om Swastyastu Bapak, bapak sibuk nggih?

Om Swastyastu Sir, are you busy, sir?

T: Nggih, ten sibuk dik, tiang kari jumah dik, ada apa niki dik?

No, I am not. I am at home. What can I do for you?

R: Niki pak sesuai yg sudah saya hubungi di wa barusan, saya ingin mewawancarai bapak terkait dengan data untuk skripsi saya, tentang pengimplementasian Process-Based Approach niki. Bapak bersedia nggih?

Sir, as what I have told to you in WhatsApp just now, if you don't mind, I want to have an interview with you related with my thesis data, about the implementation of Process-Based Approach, may I, sir?

T: Oh nggih tiang bersedia. Apa niki pertanyaanya dik? Kanggeang niki ribut, wenten motor.

Yes, sure. What is the question? But sorry there's a lot of motorcycle right here and very noisy.

R: Nggih pak ten kenapi, langsung saja ke pertanyaan pak nggih?

No problem, Sir. May I go straight forward to the question, Sir?

T: Nggih,

Yes.

R: Menurut bapak, apakah Process Based Approach relevan untuk diterapkan dalam proses mengajar siswa?

In your point of view, was the Process-Based Approach relevant to be applied in the process of teaching?

T: Oh kalau menurut bapak sih, Process-Based Approach sane adik terapkan dikelas niki, menurut bapak niki sangat bagus diterapkan pada siswa, karena

tekniknya niki adik menerapkan banyak tahapan dalam menulis, terus saya melihat siswanya jadi terbantu dalam menulis.

In my point of view, the Process-Based Approach that you applied in the class was very good. It was very good to be applied for students, because it involved lot of technique in writing, moreover, I could see that the student was helped in writing.

R: Untuk pertanyaan kedua niki pak, bagaimana kemampuan siswa dalam menulis setelah implementasi Process Based Approach?

For the second question Sir, how is the students' competence after the implementation of the Process-Based Approach?

T: Oh kemampuannya. Setelah adik selesai mengajar, bapak sempat melihat di mading-mading niki tulisan anak-anak bagus dari yang awalnya tidak bisa grammar jadi bisa grammar, bisa menulis deskriptif dengan bagus, menulis paragrafnya juga.

Oh the competence. After you finished teach them, I could see there were lot of good writing on the wall magazines. From those who didn't know grammar, but now they know. They could also write a good descriptive text, as well as the paragraph.

R: Lalu untuk pertanyaan ketiga niki pak, apakah setelah implementasi Process-Based Approach siswa menjadi termotivasi untuk belajar menulis?

Then, for the third question, did the student become motivated in writing, after the implementation of Process-Based Approach?

T: Oh, ada niki motivasi siswa untuk menulis mungkin karena tekniknya yang diterapkan bagus, jadi anak tidak takut lagi, adik kemarin memakai mind mapping niki?

Yes, they do. They were motivated to write and maybe it was because the good technique. It made them not afraid anymore. You were applied mind mapping, don't you?

R: Nggih pak mind mapping di papan tulis

Yes sir, mind mapping on the white board.

T: Itu sangat membantu siswa, jadi siswanya tidak takut menulis bahasa inggris, terutama di desa niki

Yes, it was very helpful for the students, they did not afraid to start to write English, especially in in this village.

R: Nggih pak, lalu untuk yang keempat niki pak, apakah Process-Based Approach efektif diterapkan dalam kegiatan menulis?

Yes Sir. Then, for the question number four, was the Process-Based Approach effective to be applied in writing?

T: Oh sangat-sangat efektif saya kira, siswa niki jadi dari tidak bias grammar jadi ampun bisa, dari tidak bisa menulis jadi bisa menulis. Saya kira sangat efektif saya lihat dari hasil-hasil tulisan di mading niki

Yes, it was very effective. From those who didn't know about grammar, but now they know. From those who couldn't write, now they can write. I think it was very effective in accordance with the results on the wall magazines.

R: Lalu untuk pertanyaan kelima, Apakah ada perbedaan terhadap prestasi menulis siswa setelah Process Based Approach diimplementasikan?

Then, for the fifth question, is there any differences of students' achievement after Process-Based Approach implemented?

T: Oh ada ada, sesuai hasil posttest niki, hasil ulangan yang kedua niki kan tentang deskriptif.

Yes sure, based on the posttest. The result of the second test about descriptive text.

R: Nggih deskriptif tentang animal niki pak

Yes Sir, descriptive text about animal.

T: Nggih, hasilnya sangat bagus-bagus sekali, ada peningkatan dari sebelumnya. Saya kira bagus ya, dari segi prestasi anak-anak disekolah.

Yes, the result was very good, it was increased than before. I think it was good, in term of students' achievement.

R: Lalu niki pertanyaa terakhir niki pak, apakah menurut anda, ada masalah yang dihadapi siswa ketika Process Based-Approach diimplementasikan?

Then, this is the last question, Sir. In your point of view, did the student encounter any problem during the implementation of Process-Based Approach?

T: Oh sejauh ini siswa, belum ada yang complain sih, tapi bapak kira belum ada, saya kira anak-anak enjoy belajar dengan adik. Meskipun tahapannya agak banyak tapi sudah diatasi karena kegiatannya menarik.

Oh so far, there was no complained from the students. But I think there is no. I think they were enjoy the time when you were teach them. Although the stages were pretty much but it was handled interestingly.

R: Baik bapak, segitu saja pertanyaanya, maaf sudah direpotkan pak nggih.

Ok Sir, that are all the question, I am very sorry to bother you.

T: Nggih ten kenapa, bapak dirumah ngempu.

No problem, I am just baby-sitting my kids.

R: Nggih terimakasih pak

Ok, thank you very much, Sir.

T: Nggih..

Yes, you are welcome

