



CURRICULUM VITAE

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PEMERINTAH KABUPATEN BANGLI
DINAS PENDIDIKAN PEMUDA DAN OLAAHRAGA
SMP NEGERI 1 TEMBUKU
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No : 890/ 093 / SMPN.1 / Temb.
Lampiran : -
Perihal : Pemberian Ijin Penelitian

Kepada Yth,
Direktur Pascasarjana
Unipersitas Pendidikan Ganesha
Di
Denpasar

Dengan hormat,

Berdasarkan surat permohonan ijin penelitian No. 094/UN48.13/LT/DPS/2020, Direktur Pascasarjana Universitas Pendidikan Ganesha, kami Kepala SMP Negeri 1 Tembuku memberikan rekomendasi dan ijin kepada Mahasiswa :

Nama : Ni Komang Sri Wardani
Nim : 1829081025
Program Studi : Bahasa Inggris
Judul Proposal : Project-Baed Learning In Teaching EFL Writing In SMP Negeri 1
Tembuku : An Analysis of the Effect on the 5 Dimensions of writing

Untuk mengadakan penelitian di SMP Negeri 1 Tembuku dalam rangka menunjang tugas perkuliahan mahasiswa semester akhir Program Pascasarjana Universitas Pendidikan Ganesha Singaraja.

Demikian surat ini dibuat agar dapat dipergunakan sebagaimana mestinya, Trimakasih..



Tembuku, 19 Agustus 2020
PLT Kepala SMP Negeri 1 Tembuku

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APPENDICES

APPENDIX 1

Instrument for Writing Test

Satuan Pendidikan : SMP Negeri 1 Tembuku
Kelas/ semester : 9/1
Mata Pelajaran : Bahasa Inggris
Tema : Descriptive Text
Alokasi Waktu : 1x pertemuan (1x40 menit)

Standar Kompetensi

Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *descriptive* untuk berinteraksi dalam kehidupan sehari-hari

Kompetensi Dasar

6.2 Mengungkapkan makna dan makna retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *procedure* dan *descriptive*.

Indikator Pencapaian

1. Membuat teks *descriptive* singkat sesuai dengan konteks penggunaannya.

Instrument Writing

Material : Descriptive Text

Test Type : Performance

Instruction : Please choose one topic below and develop your idea into a paragraph of approximately 12 sentences within 30 minutes!

- a. People
- b. Animals
- c. Place or things

APPENDIX 2

I. Open-ended Questionnaire

ANGKET PEMBELAJARAN

Pemberian angket ini bertujuan untuk mengetahui tanggapan maupun kesan-kesan anda terhadap pembelajaran bahasa Inggris. Anda diharapkan untuk memberikan tanggapan anda terhadap pertanyaan-pertanyaan yang sudah disediakan dengan penjelasan yang detail.

Mohon tanggapi pertanyaan-pertanyaan berikut ini dengan penjelasan yang detail

Mohon tanggapi pertanyaan-pertanyaan berikut ini dengan penjelasan yang detail.

1. Nama:
2. Jenis kelamin:
3. Tempat/Tanggal lahir:
4. Nomor telepon/WhatsApp:
5. Selama kegiatan belajar mengajar saya merasa
6. Setelah kegiatan belajar mengajar saya merasa
7. Tanggapan saya tentang kegiatan belajar mengajar tadi adalah
8. kesan saya terhadap metode pembelajarn dengan menggunakan project-based learning adalah

APPENDIX 3

Classroom Observation Checklist for Preliminary Research

Instrument : Classroom Observation Checklist

Date of Observation :

Time :

Grade :

This is classroom observation checklist. Please put thick (V) to Yes if the criteria are found during the observation. Please put cross (x) if the criteria are not found during the observation. Describe on how the teacher do the criteria on the description column.

No.	Criteria	Yes	No	Description
1	Students learn the concept through the project done.			
2	Students frequently work on self-directed actively.			
3	At any moment, different students are engaged in different meaningful task.			
4	Student respond to one another in elaborated communication and feedback.			
5	Students display evidence of goal setting, organization, and self-management in completing project work.			
6	Students frequently work within group.			
7	Students are required to contribute in giving ideas.			
8	Students are actively participate in the learning activity.			
9	Students work or assignments reveal real word connections and application.			

APPENDIX 4

Interview Guide

Research Problems	Questions	Item	Informant
1. The effect of Project-Based Learning on students' writing skill of Grade 9 in SMP Negeri 1 Tembuku	1. What strategies do you use in teaching English?	1	English Teacher
	2. What do you consider to be the most effective strategy in teaching English of Grade 7?	2	
	3. Why do you choose that strategy in your class?	3	
	4. Do you use Project-Based Learning as the approach in teaching English?	4	
	5. In your opinion, what are the advantages of Project-Based Learning?	5	
	6. What do you think about the weaknessess of implementing Project-Based Learning?	6	
	7. In general, do you think that the 9th grade students have achieved the English competencies which are	7	

APPENDIX 5

Teaching Scenario for Meeting 1 and 2

School : SMPN 1 Tembuku
Subject : English
Class/Semester : IX/I
Meeting : 1st-2nd meeting
Time Allotment : 4x40 minutes
Topic : Command and Prohibition

I. Standard Competence : Expressing meaning in transactional and interpersonal conversation and simple short monologue in form of narrative and report to interact in the context of daily life.

II. Basic Competence : Expressing meaning in simple short transactional (to get things done) and interpersonal (to socialize) conversation by using various spoken language accurately, fluently, and acceptably to interact in the context of daily life which involve speech act expressing politeness.

III. Indicator :
Students are able to construct written text to express about command/prohibition of certain action.

IV. Learning Objectives :

1. Knowledge

- a. Students are able to identify the text structure and linguistic elements to do the social functions about command/prohibition to keep the area clean, no smoking at schools, close the doors, stop bullying at school, tighten the seat belt, and so on.
- b. Students are able to understand the structure of the text and linguistics elements to do the social function about command/prohibition to keep the area clean, no smoking at

schools, close the doors, stop bullying at school, tighten the seat belt, and so on.

2. Skills

- a. Students are able to apply the structure of the text and linguistics elements to do the social function about command/prohibition to keep the area clean, no smoking at schools, close the doors, stop bullying at school, tighten the seat belt, and so on.
- b. Students are able to construct written text about command/prohibition to keep the area clean, no smoking at schools, close the doors, stop bullying at school, tighten the seat belt, and so on.
- c. The students are competent in using written text to express command/prohibition to keep the area clean, no smoking at schools, close the doors, stop bullying at school, tighten the seat belt, and so on.

V. Learning Material:

Theme	Topic	Social Function	Language Features
Mengikuti Aturan/Mematuhi Larangan/Perintah (Title of Unit : Follow the Rules!)	Larangan (Prohibition)/ Perintah (Command)/ Suruhan (Order)	<ul style="list-style-type: none"> - Larangan (Prohibition): Warning someone to not doing something or to forbid someone to not doing something - Perintah (Command): Asking someone to do 	1. Verbal Prohibition yang lebih sopan dengan menambahkan kata "Please" -Please don't talk too much! -Please don't leave me alone! -Please don't make any noise! 2. Nominal

		<p>something or to command someone to do something.</p> <p>- Suruhan (Order): Directing someone to do something or to order someone to do something.</p>	<p>Prohibition dengan pola “Don’t +be+Non Verb”</p> <p>- Don’t be late</p> <p>-Don’t be lazy</p> <p>-Don’t be trouble</p> <p>3. Prohibition dengan pola “No+V-ing”</p> <p>- No smoking!</p> <p>-No parking here!</p> <p>-No eating in the class!</p> <p>4. Kalimat perintah dengan “Bare Invinitive”</p> <p>-Stand up!</p> <p>-Sit down!</p> <p>-Keep silent!</p> <p>-Speal a;ou!</p> <p>5. Kalimat Perintah dengan pola “Be+Non Verb”</p> <p>-Be careful!</p> <p>-Be smart!</p> <p>-Be on time!</p> <p>-Be serious!</p>
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Examples of Command and Prohibition



Teaching Scenario
(First Meeting)

Teacher's Activity	Student's Activity	Duration
<p>Pre-Activities</p> <ul style="list-style-type: none"> -Greeting the students through Google classroom -Telling objectives of the lesson -Giving information about the learning process that are going to do -Teacher gives some examples of the text in command/prohibition 	<ul style="list-style-type: none"> -Greeting the teacher -listening to the teacher -Listening to the teacher - Looking at the examples given by the teacher 	10 minutes
<p>Whilst Activities</p> <p><u>Exploration</u></p> <ul style="list-style-type: none"> -The teacher presents a learning video about command and prohibition that has been uploaded on Google Classroom. <p><u>Elaboration</u></p> <ul style="list-style-type: none"> -The teacher divided the students into some groups and choosing the leader of each group -The teacher asks each group to discuss about: <ul style="list-style-type: none"> ✓ Design of the project 	<ul style="list-style-type: none"> -watching the learning video given by the teacher -Choosing the leader of the group -Discuss in the group 	65 minutes

<ul style="list-style-type: none"> ✓ Materials ✓ Tools needed ✓ The activities that will be done in doing the project <p><u>Confirmation</u></p> <p>-Asking the students if they have any difficulties in arranging the project plan. Students can ask the teacher via WhatsApp or google classroom</p> <p>-Giving solution when needed</p>	<p>-Telling the teacher if there are any difficulties</p>	
<p>Post Activities</p> <p>-Teacher asks the students to prepare to project for the next online meeting</p> <p>-Saying good bye</p>	<ul style="list-style-type: none"> - Listening to the teacher - Saying good bye 	<p>5 minutes</p>

Teaching Scenario
(Second Meeting)

Teacher's Activity	Student's Activity	Duration
<p>Pre-Activities</p> <ul style="list-style-type: none"> -Greeting the students through Google classroom -Giving information about the learning process that are going to do 	<ul style="list-style-type: none"> -Greeting the teacher -listening to the teacher 	10 minutes
<p>Whilst Activities</p> <p><u>Exploration</u></p> <ul style="list-style-type: none"> -Reviewing latest material about command and prohibition that has been uploaded on Google Classroom. <p><u>Elaboration</u></p> <ul style="list-style-type: none"> -Asking the students about the progress of the project - observing the progress of the groups' project -Asking the leader of the group to present their group project via google classroom -giving the suggestion toward students project when needed 	<ul style="list-style-type: none"> -Responding the questions (discussing about command and prohibition) -with their group responding to the teacher's questions - finishing the project with their group -sending the group's project via google classroom -listening to the teacher 	65 minutes

<p><u>Confirmation</u></p> <ul style="list-style-type: none"> -Asking the students' difficulties in understanding command and prohibition -Giving suggestion when needed -Asking the students to fill in the self-reflection form 	<ul style="list-style-type: none"> -Telling their problem to understand better about command/prohibition -paying attention to the teacher -doing self-reflection 	
<p>Post Activities</p> <ul style="list-style-type: none"> -Making the conclusion of that day's material -Saying good bye 	<ul style="list-style-type: none"> - Concluding briefly the lesson - Saying good bye 	<p>5 minutes</p>



Teaching Scenario for Meeting 3 and 4

School : SMPN 1 Tembuku
Subject : English
Class/Semester : IX/I
Meeting : 3rd-4th meeting
Time Allotment : 4x40 minutes
Topic : Procedure Text

I. Standard Competence : Expressing meaning in written functional text and simple short essay in form of procedure and report text to interact in the context of daily life

II. Basic Competence : Expressing meaning and rhetoric steps in simple short essay by using various written language accurately, fluently, and acceptably to interact in the context of daily life in form of procedure and report text.

III. Indicator : Students are able to construct written text to express and ask about short, simple, and manual prescription

IV. Learning Objectives :

1. Knowledge

a. Students are able to show motivation in learning English, responsibility, caring, cooperation, and love peace in doing students' functional communication.

b. Students are able to understand the text structure and linguistic elements to do the social functions of procedure text by stating and asking about short and simple prescription and manual

2. Skills

a. Students are able to apply the text structure and linguistic elements to do the social functions of procedure text by stating and asking about short and simple prescription and manual

- b. Students are able to construct written text of procedure text by stating and asking about short and simple prescription and manual
- c. Students are competent in using written text in form of procedure text by stating and asking about short and simple prescription and manual

V. Learning Material:

1. Procedure Text

What is Procedure ?

1. Definition Of Procedure

Procedure is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series.

2. Generic Structure of Procedure

- a. Goal : showing the purpose
- b. Material : telling the needed materials
- c. Step 1-end : describing the steps to achieve the purpose.

3. Language Feature of Procedure

- a. Using temporal conjunction
- b. Using action verb
- c. Using imperative sentence
- d. Using Simple Present Tense



Procedure

A procedure tells how to do something.



Title	Tells what is being explained.
Goal	Tells what the procedure aims to produce.
Needs	Describes or lists what is needed to complete the procedure.
Steps	Describes step-by-step how to complete the procedure.
Check	How to check if the procedure worked.

Making Lemonade

If you follow these steps you will make a jug of lemonade.

To make lemonade you will need:

- a litre jug
- three lemons
- a wooden spoon
- a cup of sugar
- a lemon squeezer
- water

1. Carefully cut the lemons in half and squeeze them on the lemon squeezer.
2. Pour the lemon juice into the jug.
3. Fill the jug with water.
4. Add the sugar.
5. Stir until sugar is mixed completely.

Taste your lemonade. If it is not sweet enough, add more sugar to the jug and stir.



Teaching Scenario
(Third Meeting)

Teacher's Activity	Student's Activity	Duration
<p>Pre-Activities</p> <ul style="list-style-type: none"> -Greeting the students through Google classroom -Telling objectives of the lesson -Giving information about the learning process that are going to do -Teacher gives some examples of procedure text 	<ul style="list-style-type: none"> -Greeting the teacher -listening to the teacher -Listening to the teacher -Looking at the examples given by the teacher 	10 minutes
<p>Whilst Activities</p> <p><u>Exploration</u></p> <ul style="list-style-type: none"> -The teacher presents a learning video about procedure text that has been uploaded on Google Classroom. <p><u>Elaboration</u></p> <ul style="list-style-type: none"> -The teacher divided the students into some groups and choosing the leader of each group -The teacher asks each group to discuss about: <ul style="list-style-type: none"> ✓ Design of the project ✓ Materials 	<ul style="list-style-type: none"> -watching the learning video given by the teacher -Choosing the leader of the group -Discuss in the group 	65 minutes

<ul style="list-style-type: none"> ✓ Tools needed ✓ The activities that will be done in doing the project <p><u>Confirmation</u></p> <p>-Asking the students if they have any difficulties in arranging the project plan. Students can ask the teacher via WhatsApp or google classroom</p> <p>-Giving solution when needed</p>	<p>-Telling the teacher if there are any difficulties</p>	
<p>Post Activities</p> <p>-Teacher asks the students to prepare to project for the next online meeting</p> <p>-Saying good bye</p>	<ul style="list-style-type: none"> - Listening to the teacher - Saying good bye 	<p>5 minutes</p>

Teaching Scenario
(Forth Meeting)

Teacher's Activity	Student's Activity	Duration
<p>Pre-Activities</p> <ul style="list-style-type: none"> -Greeting the students through Google classroom -Giving information about the learning process that are going to do 	<ul style="list-style-type: none"> -Greeting the teacher -listening to the teacher 	10 minutes
<p>Whilst Activities</p> <p><u>Exploration</u></p> <ul style="list-style-type: none"> -Reviewing latest material about procedure text that has been uploaded on Google Classroom. <p><u>Elaboration</u></p> <ul style="list-style-type: none"> -Asking the students about the progress of the project - observing the progress of the groups' project -Asking the leader of the group to present their group project via google classroom -giving the suggestion toward students project when needed 	<ul style="list-style-type: none"> -Responding the questions (discussing about procedure text) -with their group responding to the teacher's questions - finishing the project with their group -sending the group's project via google classroom -listening to the teacher 	65 minutes

<p><u>Confirmation</u></p> <ul style="list-style-type: none"> -Asking the students' difficulties in understanding procedure text -Giving suggestion when needed -Asking the students to fill in the self-reflection form 	<ul style="list-style-type: none"> -Telling their problem to understand better about procedure text -paying attention to the teacher -doing self-reflection 	
<p>Post Activities</p> <ul style="list-style-type: none"> -Making the conclusion of that day's material -Saying good bye 	<ul style="list-style-type: none"> - Concluding briefly the lesson - Saying good bye 	<p>5 minutes</p>

Teaching Scenario for Meeting 5 and 6

School : SMPN 1 Tembuku
Subject : English
Class/Semester : IX/I
Meeting : 5th-6th meeting
Time Allotment : 4x40 minutes
Topic : Descriptive Text

I. Standard Competence : Expressing meaning in written functional text and simple short essay in form of procedure and descriptive text to interact in the context of daily life

II. Basic Competence : Expressing meaning and rhetoric steps in simple short essay by using various written language accurately, fluently, and acceptably to interact in the context of daily life in form of procedure and descriptive text.

III. Indicator : Students are able to construct short and simple descriptive text about people, animals, and place or things.

IV. Learning Objectives :

1. Knowledge

- a. Students are able to identify the text structure and linguistic elements to do the social functions of short and simple descriptive
- b. Students are able to understand the text structure and linguistic elements to do the social functions of short and simple descriptive

2. Skills

- a. Students are able to apply the text structure and linguistic elements to do the social functions of short and simple descriptive
- b. Students are able to construct factual report text by stating and asking about people, animals, and place or things.

c. Students are competent in using written text in form of factual report text by stating and asking about people, animals, and place or things.

V. Learning Material:

Definition of Descriptive Text

Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Generic Structure of Descriptive Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

Identification: (contains about the introduction of a person, place, animal or object will be described.)

Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

Purpose of Descriptive text

- To describe person, thing or place in specific
- To describe a particular person, thing or place.

Language Feature of Descriptive Text

- Specific participant : has a certain object, is not common and unique (only one).
for example: Bandengan beach, my house, Borobudur temple, uncle Jim
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....

Example of Descriptive Text – My Cat

My cat



I have a cat in my house, the cat is male. I like call him “Papay”. He is an adorable cat, my cat is cute. His body is fat. He has black and white fur.

I really love to cuddle him because his fur feels soft. Every morning my mother gives a fish, sometime he usually scratches out my arm when I play with him. He is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table.

“Papay” often goes out to find for food at night. And sometime he brings a mouse on his mouth. Then he eats the mouse in the back of my house for himself.

Teaching Scenario
(Fifth Meeting)

Teacher's Activity	Student's Activity	Duration
<p>Pre-Activities</p> <ul style="list-style-type: none"> -Greeting the students through Google classroom -Telling objectives of the lesson -Giving information about the learning process that are going to do -Teacher gives some examples of descriptive text 	<ul style="list-style-type: none"> -Greeting the teacher -listening to the teacher -Listening to the teacher -Looking at the examples given by the teacher 	10 minutes
<p>Whilst Activities</p> <p><u>Exploration</u></p> <ul style="list-style-type: none"> -The teacher presents a learning video about descriptive text that has been uploaded on Google Classroom. <p><u>Elaboration</u></p> <ul style="list-style-type: none"> -The teacher divided the students into some groups and choosing the leader of each group -The teacher asks each group to discuss about: <ul style="list-style-type: none"> ✓ Design of the project 	<ul style="list-style-type: none"> -watching the learning video given by the teacher -Choosing the leader of the group -Discuss in the group 	65 minutes

<ul style="list-style-type: none"> ✓ Materials ✓ Tools needed ✓ The activities that will be done in doing the project <p><u>Confirmation</u></p> <p>-Asking the students if they have any difficulties in arranging the project plan. Students can ask the teacher via WhatsApp or google classroom</p> <p>-Giving solution when needed</p>	<p>-Telling the teacher if there are any difficulties</p>	
<p>Post Activities</p> <p>-Teacher asks the students to prepare to project for the next online meeting</p> <p>-Saying good bye</p>	<ul style="list-style-type: none"> - Listening to the teacher - Saying good bye 	<p>5 minutes</p>

Teaching Scenario
(Sixth Meeting)

Teacher's Activity	Student's Activity	Duration
<p>Pre-Activities</p> <ul style="list-style-type: none"> -Greeting the students through Google classroom -Giving information about the learning process that are going to do 	<ul style="list-style-type: none"> -Greeting the teacher -listening to the teacher 	10 minutes
<p>Whilst Activities</p> <p><u>Exploration</u></p> <ul style="list-style-type: none"> -Reviewing latest material about descriptive text that has been uploaded on Google Classroom. <p><u>Elaboration</u></p> <ul style="list-style-type: none"> -Asking the students about the progress of the project - observing the progress of the groups' project -Asking the leader of the group to present their group project via google classroom -giving the suggestion toward students project when needed 	<ul style="list-style-type: none"> -Responding the questions (discussing about descriptive text) -with their group responding to the teacher's questions - finishing the project with their group -sending the group's project via google classroom -listening to the teacher 	65 minutes

<p><u>Confirmation</u></p> <ul style="list-style-type: none"> -Asking the students' difficulties in understanding descriptive text -Giving suggestion when needed -Asking the students to fill in the self-reflection form 	<ul style="list-style-type: none"> -Telling their problem to understand better about descriptive text -paying attention to the teacher -doing self-reflection 	
<p>Post Activities</p> <ul style="list-style-type: none"> -Making the conclusion of that day's material -Saying good bye 	<ul style="list-style-type: none"> - Concluding briefly the lesson - Saying good bye 	<p>5 minutes</p>



APPENDIX 6

The Result of Writing Pre-Test

C: Content

O: Organization

V: Vocabulary

G: Grammar

M: Mechanic

No.	Name	Scor per criteria					Score
		C	O	V	G	M	
1	I Dewa Gede Apta Setyawadi	4	3	4	4	4	76
2	I Dewa Gede Wibhu Meranggi	4	3	4	3	3	68
3	I Gede Candrayana	3	3	3	3	3	60
4	I Kadek Arya Aditia Wiratama	4	3	4	3	4	72
5	I Kadek Darma Putra Agastiya	4	3	3	3	3	64
6	I Kadek Rio Pradipta	4	3	4	3	3	68
7	I Ketut Juliantara	3	4	4	3	3	68
8	I Komang Sugiarta Saputra	4	4	4	3	4	76
9	I Putu Arinata Widnyana	4	4	4	3	3	72
10	I Putu Yoga Antara	5	4	4	4	4	84
11	I Putu Yoga Sastrawan	3	3	3	3	4	64
12	I Wayan Oskar Surya Laksana	5	3	4	3	5	80
13	I Wayan Raditya Suardiputra	4	4	3	3	3	68

14	I Wayan Satya Pradnyana	3	3	3	3	3	60
15	Kadek Krisna Dwi Andhika	5	4	4	3	4	80
16	Kadek Prnantika Albymesha	4	3	3	3	3	64
17	Ni Kadek Ita Purnamasari	4	3	3	3	5	72
18	Ni Komang Mentari	4	3	4	3	3	68
19	Ni Luh Widiyanti	4	3	3	3	3	64
20	Ni Putu Eka Januari	4	4	4	3	4	76
21	Ni Putu Tantri Yunandari	4	3	3	2	3	60
22	Ni Wayan Aripiani	4	2	3	4	4	68
23	Ni Wayan Dwipayani	3	3	3	3	3	60
24	Ni Wayan Septiari Dewi	4	3	4	3	3	68
25	Ni Wayan Trisna Pertiwi	4	3	3	2	3	60
26	Ni Wayan Vera Sulistia Dewi	4	3	3	4	3	68
27	Pande Kadek Wahyu Diatmika	2	3	3	4	3	60
28	Putu Dian Nugrahadewi	4	3	4	3	3	68
29	Puu Pande Martha Yoga	4	3	3	2	4	64
30	Sang Putu Adi Darma Trisna	4	3	3	3	3	64

APPENDIX 7

The Result of Writing Post-Test


C: Content

O: Organization

V: Vocabulary

G: Grammar

M: Mechanic



No.	Name	Scor per criteria					Score
		C	O	V	G	M	
1	I Dewa Gede Apta Setyawadi	5	5	4	4	4	88
2	I Dewa Gede Wibhu Meranggi	4	4	5	3	5	84
3	I Gede Candrayana	3	4	4	3	4	72
4	I Kadek Arya Aditia Wiratama	5	4	5	5	4	92
5	I Kadek Darma Putra Agastiya	3	4	3	4	4	72
6	I Kadek Rio Pradipta	4	4	5	4	5	88
7	I Ketut Juliantara	5	4	4	4	5	88
8	I Komang Sugiarta Saputra	5	5	5	3	4	88
9	I Putu Arinata Widnyana	4	4	3	4	5	80
10	I Putu Yoga Antara	5	4	5	5	4	92
11	I Putu Yoga Sastrawan	4	4	3	4	4	76
12	I Wayan Oskar Surya Laksana	5	5	5	5	4	96

13	I Wayan Raditya Suardiputra	2	4	5	4	4	76
14	I Wayan Satya Pradnyana	3	3	4	4	4	72
15	Kadek Krisna Dwi Andhika	5	5	5	4	4	92
16	Kadek Pranantika Albymesha	3	4	4	4	3	72
17	Ni Kadek Ita Purnamasari	4	3	5	5	3	80
18	Ni Komang Mentari	4	4	4	4	4	80
19	Ni Luh Widiyanti	2	4	5	4	3	72
20	Ni Putu Eka Januari	2	4	4	5	5	80
21	Ni Putu Tantri Yunandari	3	4	5	5	3	80
22	Ni Wayan Aripiani	5	4	5	5	4	92
23	Ni Wayan Dwipayani	3	4	4	3	4	72
24	Ni Wayan Septiari Dewi	2	4	4	4	4	72
25	Ni Wayan Trisna Pertiwi	4	5	5	5	3	88
26	Ni Wayan Vera Sulistia Dewi	3	4	4	3	4	72
27	Pande Kadek Wahyu Diatmika	3	4	4	3	4	72
28	Putu Dian Nugrahadewi	4	4	4	4	3	76
29	Puu Pande Martha Yoga	4	4	4	4	5	84
30	Sang Putu Adi Darma Trisna	4	3	3	4	5	76

APPENDIX 8

Interview Transcription

Object : English Teacher of Grade 9

Baik, langsung saja saya mulai bincang-bincangnya ya ibu. Strategi mengajar yang biasanya ibu terapkan dalam mengajar bahasa Inggris?

Saya sih kebanyakan menerapkan strategi pembelajaran konvensional, maksudnya saya tidak menggunakan strategi pembelajaran tertentu secara spesifik. Biasanya saya lebih sering memberikan mereka latihan-latihan soal beserta contoh-contohnya. Ya intinya kita memberikan latihan-latihan soal tujuannya agar mereka mendapat nilai yang baik pas ujian nanti.

Apakah menurut ibu strategi pembelajaran seperti itu efektif untuk diterapkan dalam pembelajaran bahasa Inggris?

Cukup sih, tapi ya begitu, kelas masih di dominasi sama siswa yang itu-itu saja. Maksudnya setiap dikasi soal selalu saja murid yang itu-itu saja yang menjawab, yang lainnya diam. Apalagi kalau sudah ditunjuk untuk menulis ke depan, pasti mereka kebanyakan diam.

Jadi kalau saya simpulkan berarti salah satu kelemahan siswa itu terdapat pada skill menulis ya bu?

Iya bisa dibilang begitu, ya nggak salah juga sih kan kebanyakan waktu SD tidak mendapat pelajaran bahasa Inggris. Apalagi SD di Desa kan? Beda sama yang bersekolah di kota-kota, yang bahasa Inggrisnya memang sudah di pupuk sejak dini.

Lalu apa saja biasanya yang menjadi kendala siswa dalam menulis bu?

Banyak sih ya seperti vocabulary, jadi karena mereka kosa kata yang mereka ketahui sangat sedikit ya jadi susah untuk mengembangkan kalimat. Grammar juga mereka sangat lemah, susunan kata-katanya ya sering asal-asalan gitu. Selain itu Organization, mechanic, dan content jg menjadi kelemahan mereka. Kalau begitu, menurut ibu apa solusi yang tepat untuk meningkatkan kemampuan bahasa Inggris siswa, terutama dalam skill menulis?

mmm..saya rasa selain kemauan belajar dari siswa itu sendiri sih harusnya strategi pembelajaran yang tepat dan menyenangkan mungkin dapat membantu untuk meningkatkan kemampuan mereka

Apakah ibu pernah menerapkan strategi pembelajaran berbasis proyek?

Project-based learning ya maksudnya? Kalau mendengarnya sih saya sering, membaca-baca juga sempet. Cuma untuk menerapkannya belum. Pngen sih sekali-sekali menerapkannya, tapi ya saya takutnya kejar-kejaran saya waktunya, saya takut waktunya tidak mencukupi. Namanya juga berbasis proyek kan nggak bisa di selesaikan dalam sekali pertemuan. Tapi menurut saya kelebihanannya lumayan banyak, jadi kan siswa bisa mendapat pengalaman langsung, mereka bisa praktek bahasa inggris sesuai tugas yang di berikan. Biasanya siswa pasti senang kalau yang berhubungan dengan praktek-praktek seperti itu karena mereka bisa menuangkan ide-ide dan kreativitas mereka kan?

Betul ibu, menurut saya project-based learning itu selain membuat siswa lebih kreatif jg dapat melatih critical thinking dan sikap kolaboratif mereka.

Ya mungkin nanti bisa coba untuk diterapkan.