

OBSERVATION SHEET

Day/Date :

Place :

Meeting :

Aspect of Observation	Questions
1. Engagement in doing the task	What do the students do with the texts? <ul style="list-style-type: none">• What problems appeared during the activities?
2. Engagement in collaborating with peers	What do the students do to collaborate with peers?
	<ul style="list-style-type: none">• What do the students discuss?• What problems appeared during the collaboration?
3. Teacher Guidance	What do the students do to ask for guidance?
	<ul style="list-style-type: none">• What does the teacher do to guide the students?• Does the guidance help students during the learning process?• How is the students' attitude in accomplishing the task under the teacher guidance?

Observation 1

Date : May 9th, 2011

Time: 13.00 – 14. 30

Place: Class 8. 2 SMP Negeri 71 Jakarta

Objective:

1. Students get used to share their ideas to other friends among the group.
2. Students manage their own learning materials by deciding the texts used during the learning process based on their interest.
3. Students read the text carefully to understand the structure and the content of the texts.

Activities:

1. Students form and name a group used during the learning process.
2. Students choose 3 of 15 texts given by the teacher.
3. Students rewrite the texts under the teacher guideline.

What do the students do?

Activity 1

- Students form their permanent group during the learning process which consists of 5 students. This is the first time the students form a group with other students from different classes. The observer may see that some students are still shy with their group members. But, when the teacher asks them to name the group, the students start giving the ideas.
- Students discuss with the group member to name the group based on their preference. The ideas of group name beforehand come from their favorite movies, idols, etc. Some students have different ideas so that they decide to vote the idea. However, it can be seen from the beginning of the discussion that there are only two students (S1 & S2) who are actively manage the group and ask for their friends' ideas as the others only share the ideas they have but put the decision on them, they just follow the

decision. Finally, the group has decided their group name, Phoenix which is derived from one of the character in their favorite movie Harry Potter.

- Students write their group name on the folder given by the teacher as the place for keeping their works during the learning process.

Group 1: GGMU (Go Go Manchester United)

Group 2: Garfield

Group 3: Revolution

Group 4: BFF (Best Friends Forever)

Group 5: Ronfausisda

Group 6: Phoenix

Activity 2

- Students preview about 15 descriptive texts given by the teacher to decide three texts they want to learn based on their preference and group decision. As this is the first reading activities during the program, students are provided with short descriptive texts. The titles of the texts given cover the pets, favorite room or place, and idols.
- Students discuss among the group member about the texts will be chosen. Some groups depend on the capable peers in their group to choose the texts while they just give the idea to choose the shortest ones. However, the observer also finds there are groups who really discuss each other to decide the texts. They ask each other's agreement toward the texts. If there are different opinions, they will hold voting.
- Students decide and take the texts chosen. Each student has the same three texts they have chosen.

Activity 3

- Students rewrite the texts gradually in order to comprehend the content and the structure of the descriptive texts under the teacher guidance. The students write the texts one by one while listening to the teacher guidance. In the first text rewritten, the students are reminded to pay attention to the mechanics of the writing, such as the capital letters in the title and the beginning of the sentences and spelling.
- Most of the students do not do well in the first writing so that they repeat their writing for two or three times although the text is not long enough. If the students have

finished their rewriting, they may ask their friends' or teacher's feedback. There is one group who really pay attention to the others' writing, they remind and check each other's writing, but some students still work individually and do not pay much attention to others' work.

- After they finished with the first text, they move to the second text. In this time, the students are reminded to pay attention to the new vocabularies they may find in the text. The students start write properly with the second text, but the problem arise in the sense of the text content as they are not familiar with most of the vocabularies in the text. The presence of peers is really helpful as they can ask each other or work together to find the meaning of the difficult words in the dictionaries. If they still cannot find the words, they come to the teacher.
- Most of the students cannot finish rewriting the last texts, so they will continue it in the next meeting. Their works are put in the group folder so that it will not be lost.

What do the Students do to collaborate with peers?

- Students monitor their own writing and their friends' writing in the group by reminding them with the mechanics.
- Students discuss the difficult words together and find them in the dictionaries.
- Students share their ideas toward the texts or hold voting if there is too much different ideas.
- Students remind their member about the mechanics and the spelling.
- Students exchanger their understanding about the text together with the group members.

What does the teacher do to give the guidance?

- Students are guided to pay attention to the elements of the text. Ex: the title, the identification and the characteristics of the text.
- Students are monitored while rewriting the text about the mechanic and the content of the text.
- The warning: space, capital letter, spelling, etc.
- The metacognitive strategies also given by the teacher, such as use the dictionary, ask friend or teacher if they find difficulty, not be afraid to make mistake, and be confident with them.

Observation 2

Date : May 12th, 2011
Time : 13.00 – 14.30
Place : Class 8. 2 SMP 71 Jakarta
Observed Group : Phoenix

Objectives:

Students understand the elements of descriptive text.

Activities:

Students continue rewriting the descriptive text from the previous meeting while being introduced to the elements of the descriptive texts.

What do the students do?

- Before the students continue rewriting the text chosen in the previous meeting, they pay attention to the teacher recalling about the previous meeting. For examples, What text do you write in the last meeting? What texts did they chose? Etc.
- The students elicit their experience with the descriptive text with the teacher. Then, they are introduced for further about the elements of the genre by the teacher through question and answer. However, to make it clear, the teacher writes the gist of the discussion and the example on the whiteboard.
- During this process, one of the students (S1) was reading the text while listening to the teacher. In the middle of the explanation, S1 asked about something strange in the text he read. Without hesitation, he directly criticized the differentiation between the title of the text and the content of the paragraph. When the teacher gave example about the structure of a descriptive text, S2 & S3 looked the same text in their folder. S4 & S5 just focused on listening to the teacher and S1 still read his own text.
- In rewriting the text, three students in the group looked very excited to do it. But, while the others rewriting, S1 had not started to rewrite. This student is considered has good English competency, but the problem might relate to the student's opinion toward the activity, whether it is too slow of boring for him. Another problem of this student as the researcher observes, he has lack ability to work together in a group as he often perform something individually than asking for each other feedback and

opinion. This is happened when the student doing rewriting in the 1st meeting. He just wrote the texts individually without contributing to the group while the other fellow member asks others' feedback and correction.

What do the students do to collaborate with their peers?

- The collaboration mostly showed when the students rewrote the text. S2 & S4 discussed about something when they started to rewrite the text. After finishing the text, they discussed together to check each other's work.
- In this meeting, S1 & S3 did not give a lot of contribution in the peer collaboration. S1 focused on his work. S3 focused on understanding the text after rewriting. He reread his work and looked up the dictionary.

How does the teacher give guidance?

- Students are given more or less the same guidance as in the previous meeting, but they are asked to pay attention to the elements of the descriptive text as being described in the beginning of the meeting.
- Students are reminded with metacognitive strategies while doing the task:
 - Use dictionary
 - Collaborate with partner
 - Ask the teacher

How do the students respond to the teacher guidance?

- Students are not reluctant in asking for the teacher guidance while doing the task. They may ask about the meaning of difficult words, the mechanics, etc.
- The problem mostly occurred in this meeting was related to the text. First, there was problem with the inconsistency between the title and the content of the text.
- Second, there was mistype word. The students were not reluctant to ask about these matters. They called the teacher and directly asked the teacher about the problem. The group asked, "Miss, what is the meaning of what?", "Miss, is this with or what?". So, it can be seen that the students firstly discussed with the members of the group about this matter and clarified the result with the teacher guidance.

Observation 3

Date : May 19th, 2011

Time : 13.00 – 14.30

Place : Library

Activity:

Students retell a descriptive text read by the teacher

What do the students do?

- Students hear a simple descriptive text about Emma Watson, a popular actress from the movie Harry Potter.
- The descriptive text will be read three times. First, the text will be read sentence by sentence that will be also followed by some questions related to the sentences being read so that the students can understand the content clearly. For example,
T: Emma was born in So when was she born?
Ss: (Mention the date)
Secondly, the text will be read again by also eliciting the difficult words. The students will find the meaning of the words together and discuss it with friends and the teacher. Finally, the text will be read as a whole paragraph without giving questions.
- Students, then, rewrite again the text by using their own words. The order of the information may not be the same with the original text as long as they can write the right information as mentioned in the text.
- In doing this activity, some students are still afraid in writing the text, so they discuss first with the other members and consult with the teacher.

How do the students collaborate with peers?

- They recall and discuss again the information of the text including the physical characteristics and the personality of Emma Watson.
- They try to make sentences, but some of them still do it together.
- They ask their friends when they get difficult words.

How do the students give guidance?

- In order to help the students comprehend with the text being read, the teacher ask questions in each sentence being read.
- The teacher helps and monitors the students.

How do the students respond to the teacher feedback?

- Students ask the teacher to help them construct sentences by checking the grammar and the spelling.
- Students ask for the meaning of the difficult words.

Observation 4

Date : May 23rd, 2011
Time : 13.00 – 14.30
Place : Class 7. 2 SMP Negeri 71 Jakarta
Observed Group : Phoenix

Objectives:

1. Students get involved in their learning by deciding the texts to be used and using the effective strategies for their own learning.
2. Students are familiar new texts to find more problems in the authentic texts and get involved to solve the problems in groups.
3. Students share their understanding about the texts with the group members.

Activities:

1. In group, students choose 3 texts to be used during the learning process.
2. Students rewrite the texts carefully.
3. Students share their understanding about the texts with the group members by asking and answering.

What do the students do?

Opening:

- Students are explained again about the descriptive texts and given real example by the teacher. The teacher uses the classroom as the example to be described.
- Three students (Adam, Nita and Sulis) pay attention and give teacher good responses while the other student is busy writing the text which has not finished because she did not attend the last meeting.

Activity 1:

- Students are given 22 new text and asked to chose 3 texts based on their preference. In this time, the texts given are longer than the previous set of texts. Adam and Nita

took major part to decide the texts by discussing whether the titles are familiar to them or they know most of the vocabularies in the texts.

- Before the two students decide the texts, they ask the other two. Their discussion of the texts involve the following reasons of choosing the texts:

Harry Potter : This is Sulis's favorite character.

Emma Watson : Most of the students agree as this character has been used before.

My Grandma : Sulis likes the texts, and the others also consider that the vocabulary is not really difficult.

Activity 2:

- Students then chose one of the three texts to be re-written by paying attention to the structure, the mechanics and the content of the text.
- In the first attempt to rewrite the texts, they look relaxed but serious. They chat each other and discuss the text together. When the teacher monitor them, she remind the students about the space used after writing the title. The students realize it and directly correct their writing. One student (Adam) is still a little bit confused about the revision, then, Sehroh and Sulis help him to correct his work until he understand.
- Students discuss what the text is about among the group members and find the meaning of the difficult words together.
- After finishing the first text, students write the second text, and continuously.

Activity 3:

- After they finished rewriting, they are asked to share with their group member about the content of the text.
- In this activity, the students ask for clarification about some sentences. They help each other even open the dictionary together to find the meaning of words and they are back to the sentences being asked again and solve them together.

How the students collaborate among the group members?

- They remind the group members to pay attention to their writing. For example, Sulis reminds Adam that he has to put space after the title and help him together with Sehroh to revise it.

- Students discuss the subject described in the text. They translate each sentence together while looking for the meaning of the difficult words in the dictionaries.

How does the teacher give the guidance?

- Students are guided to pay attention to the elements of the text. Ex: the title, the identification and the characteristics of the text. For example:

What is the title of the text?

What are the characteristics of Harry Potter? Look at your text?

- Students are monitored while rewriting the text about the mechanic and the content of the text.

T: Don't forget to give space after the title! (teacher points the student's writing)
nah ini harus dikasih space, apa itu space?

S: Jarak

T: ok

S: punya saya gimana miss?

T: masih salah

S: Kalau saya miss

T: Ok, kasih tiga baris setelah title ya

S: nah punya kamu salah itu.

T: Ok, check your friends' writing.

- The problem might be the use of English instruction by the teacher. She has to translate the instructions as the students are not used to with full English instruction during the learning process.

Finding in Group observed:

- Some students are still not familiar with full English instruction
- Students become calm while rewriting
- The use of dictionary is still lack
- The decision making is still lack of contribution of all the members, only two of the group members take charge
- The students still get difficulty in understanding the text.

Observation 5

Date : May 30th, 2011
Time : 13.00 – 14.30
Place : Class 7.1 SMP Negeri 71 Jakarta

Activities:

1. Students choose one of the three texts to be used during the learning process.
2. Students read a descriptive text carefully.
3. Students share their understanding about the text with the group members then share it again to other group members.

What do the students do?

Activity 1:

- Students are given three texts with the same length and asked to choose one text to be used. Students in this group discuss each text.
- The discussion goes well and comes to the text with the title “Best Friend Forever”. The reason of choosing this text because the ideas of the subject being describe is acceptable.

Activity 2:

- Students read the text carefully to comprehend the content of the text. They discuss the difficult words together.
- One students (Nita) look up the dictionary every time she finds difficult words. Sometimes she also asks her friends for clarification.
- Another student (Syaiful) reads aloud the text by himself while trying to understand the text.
- Students are very serious in reading the text.

Activity 3:

- Students are distributed to other groups so that each group has different members from their groups.

- Students from each group should retell their own text to the other students and are responsible to report the texts they hear from other groups to their own group members.
- Students are very excited to practice their reading comprehension and also their speaking skill. They learn to pronounce the words properly and retell the text carefully to make the other students understand. However, there are some students who do not feel confident in retelling their text because of their English competency. Thus, the teacher help them by giving clues while their retelling or ask them to take note the important points so that they can read them while they are retelling.

How do the students collaborate with peers?

- Students work together to understand the text. They take note and practice together.
- Students ask for clarification about some sentences and the difficult words.

How does the teacher give guidance?

- Students are given strategies in retelling the text. For example:
 1. Use your own word while retelling.
 2. Use simple word.
 3. Take note the important points of the text.
 4. Use questioning strategy.
- Students are given written direction and focus questions to lead them.

How do the students respond to the teacher guidance?

- Most students take note the important points of the texts or simplify the sentences by using their own words. They ask for the teacher feedback of their sentences and performance.
- Many students ask for the words they are going to use while retelling.

Observation 6

Date : June 6th, 2011

Time : 13.00 – 14.30

Place : Class 7.2 SMP Negeri 71 Jakarta

Activities:

1. In group, students write a simple descriptive text.
2. Students read the text constructed to the class.

What do the students do?

- Students recall their background knowledge about the descriptive text by answering the teacher questions. The questions relate to the element of the descriptive text.
- Students are exposed to one topic of descriptive text, Idol as the example of how to make a descriptive text. Then, the students are asked about their favorite idol, such as Justin Bieber, Daniel Radcliffe, Avril Lavigne and Wayne Rooney. Finally the decision comes to a singer, Avril Lavigne.
- Students brainstorm the characteristics of Avril Lavigne while the teacher writing them on the whiteboard. The points being written by the teacher involve the following:

My favorite singer, Avril Lavigne.

- Hair :
- Eyes :
- Face :
- Nose :
- Height :
- Skin :

Activity 1

- After getting the information about the physical appearance and the personality of Avril Lavigne, students, under the teacher guidance, construct those information into sentences. Students get involved in making sentences together.
- Students follow the teacher guidance step by step. After making the sentences. They are guided to put them together in a good paragraph.

- Students copy the paragraph on the paper.
- Students are asked to make simple descriptive texts in group by following the previous steps. The title of the text is My President. The group initiates to accomplish the text by writing one sentence each. For example, S1 makes a sentence about hair and S2 makes a sentence about nose, etc. Actually the decision is made by S1 so that all members contribute their ideas. They ask each other if they find difficulty.

Activity 2

- After they finish combining the sentences. They exchange their work to the other groups so to be evaluated. In evaluation the other group's work, they decide to ask one person read the text while the others listen and evaluate.
- Students from this group are optimistic that their writing will have least mistake. One of the student complain to the teacher as he find that his group's writing is considered wrong while he believes that it is correct.
- Finally, they are asked to make another descriptive text based on they preferred topic. They make a descriptive text about their teacher, so they feel really excited.
- After they finished writing, the read it to the class.

How do the students collaborate with peers?

- Students collaborate in making a descriptive text by contributing ideas to the construction of the text.
- They evaluate the text together.
- They make and arrange the sentence together.

How does the teacher give guidance?

- Teacher writes the steps of writing a descriptive text on a whiteboard before the students can produce the text independently.
- Teacher elicits the words in describing physical characteristics of person.

How do the students respond the teacher guidance?

- Students look at the whiteboard while writing the text in group as the guidance.
- They ask for teacher help in constructing the sentences.

Observation 7

Date : June 8th, 2011

Time : 13. 00 – 14. 30

Place : SMP Negeri 71 Jakarta

Activity:

Students write their own descriptive text with their preferred topic.

What do the students do?

- Students are reminded about steps in making descriptive text by the teacher. Then, the teacher give another example of descriptive text about animal and place orally.
- After the students make a descriptive text in group in the previous meeting, in this activity, they are asked to create their own descriptive text with their preferred topic.
- In creating their own text, most of the students are excited although there are about three students who feel bored as they are tired. However, they start following the task as they see the other students are working. One student (S1 Dhaffa) does not hesitate to consult his work even S2 (Irfan) consults his work as soon as he has done creating the text.

How do the students collaborate with peers?

- Some students do not directly ask the teacher to consult their writing, but they ask the friends first. They may ask about some appropriate words and the grammar.
- They share their ideas about the text.

How does the teacher give guidance?

- Students are given other examples of descriptive texts.
- Students are reminded that they can consult their work to the teacher.
- Students are motivated to not being afraid in making mistakes.
- Teacher gives verbal persuasion, such as “Kamu bisa ya?”, “Bisa ya, harus bisa ya?”

How do the students respond to the guidance?

- They ask the teacher about the vocabulary, spelling and the grammar.
- Students consult their work to the teacher after finishing their work

Observation 8

Date : June 9th, 2011

Time : 13. 00 – 14. 30

Place : SMP Negeri 71 Jakarta

What do the students do?

- Construct their own text individually.
- Start deciding the subject they want to describe.
- List the characteristics of the subject being described.
- Make the first draft.
- Compare the draft.
- Revise the draft.
- Design the text to be published on the wall magazine.

What do the students do to collaborate with peers?

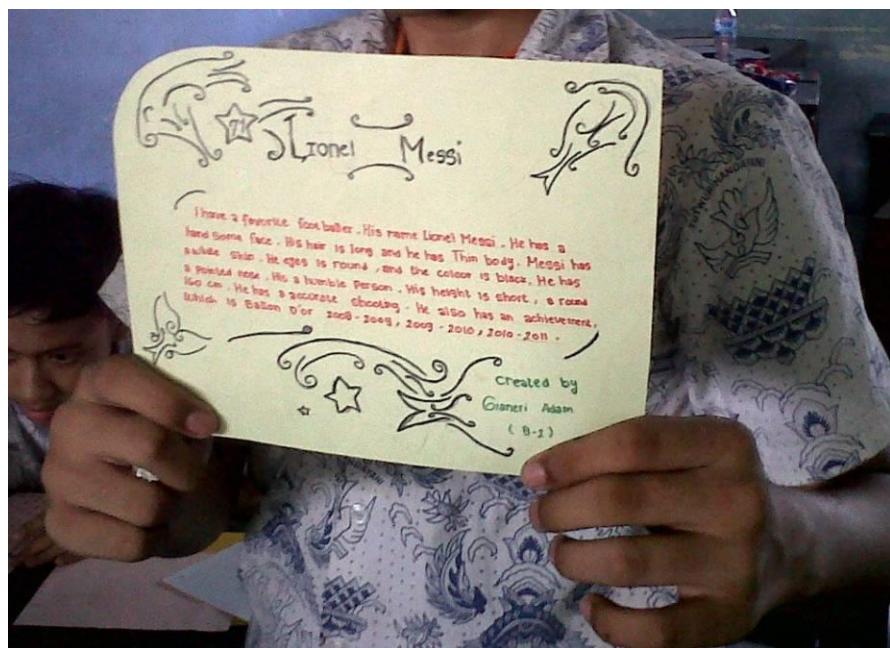
- Share ideas toward the subject being described.
- Check their writing.
- Give opinion and feedback.

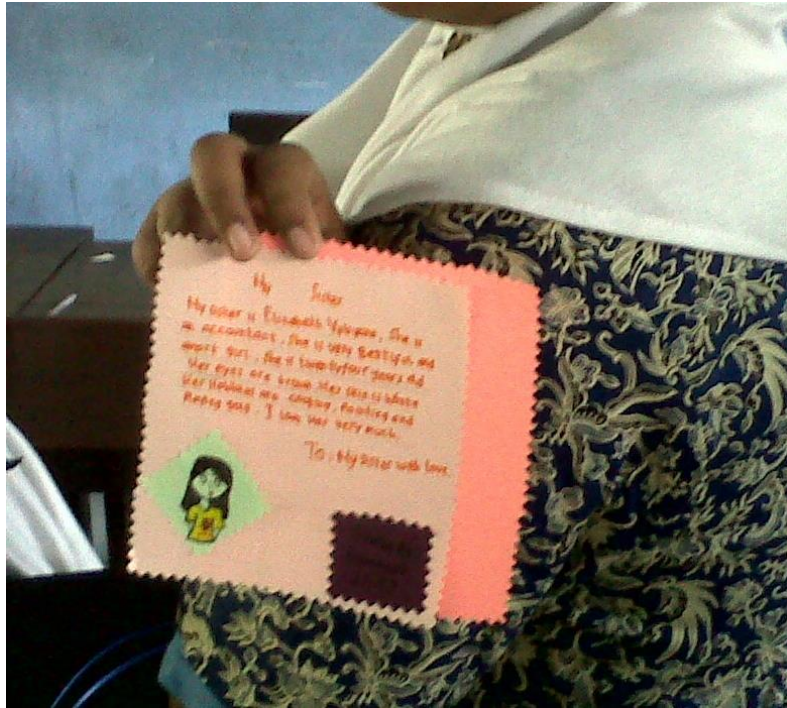
How does the teacher give guidance?

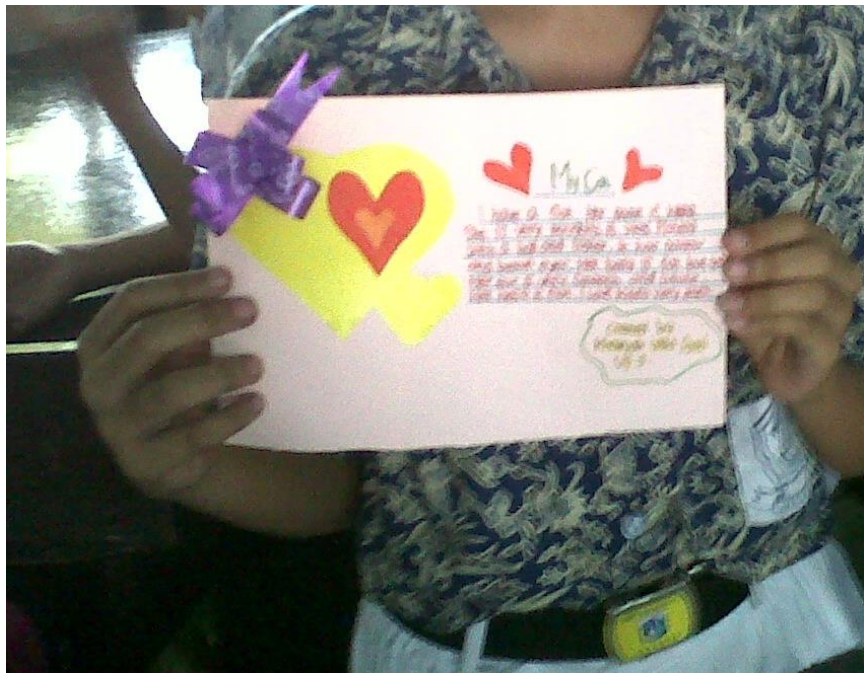
- Checks the students' works
- Gives feedback

How do the students respond to the guidance?

- Consult their writing.
- Ask for feedback.
- Clarify their understanding.









Wall Magazine

-Majseh
-Rondang
-Nuraini
-Wila
-Surma

The girls

English club
71

My Cat

I have a cat. Her name is Mitsun. She is very beautiful. She has brown and white spots. Her body is very soft. I love her very much.

Created by
Majseh
V-3

My Cat

I have a cat. Its name is Mitsun. It is very cute. She likes playing ball and scratching a sofa. Her eyes is round and brown. It's fur is very smooth black and white clean. Her body is fat. It likes to eat fish. I love Mitsun forever.

Created by
Rondang
V-2

My Sister

My sister is Nurhasah. She is very beautiful and smart. She is four years old. She likes to play with dolls and books. I love her very much.

To: My Sister with love.

My Sister

I have a little sister. Her name is Nurhasah Maharani. My sister is very cute. She likes playing dog and cat. She has pointed nose. She has white teeth.

My sister likes eating pizza, chicken and candy very much. She has brown eyes. She is 2 years old.

I Love Maharani
Very much!!!

Created by
ASuraini
V-3

INTERVIEW PROTOCOL FOR STUDENTS

1. Bagaimana pendapatmu tentang kegiatan pembelajaran bahasa Inggris dalam English Club? Jelaskan!
2. Apa pendapatmu tentang teks yang digunakan selama kegiatan pembelajaran?
3. Apakah kegiatan pembelajaran dalam English club membantu Anda dalam memahami teks deskripsi dalam segi memahami tujuan, struktur teks, dan penggunaan bahasa?
4. Apakah guru membimbing kamu selama kegiatan pembelajaran?
5. Bagaimana pendapatmu tentang bimbingan yang diberikan guru selama kegiatan pembelajaran?
6. Apakah belajar secara berkelompok lebih efektif dari pada belajar secara individu? Jelaskan!
7. Menurut kamu, apa manfaat belajar secara kelompok?
8. Apa kontribusi kamu dalam kelompok selama mengerjakan tugas yang diberikan?
9. Apa manfaat yang kamu peroleh dari kegiatan penulisan teks deskriptifmu sendiri?
10. Apa pendapatmu tentang dipajangnyanya hasil karya kamu di majalah dinding di area sekolah?
11. Bagaimana kamu memilih teks yang akan digunakan dalam kegiatan pembelajaran?
12. Bagaimana caramu agar dapat memahami isi teks bacaan yang diberikan?
13. Kesulitan apa saja yang ditemukan dalam memahami isi teks yang diberikan? Bagaimana kamu mengatasinya?
14. Bagaimana kamu mengetahui adanya kesalahan pada tulisan Anda?
15. Bagaimana kemampuan membaca dan menulis kamu saat ini setelah mengikuti kegiatan pembelajaran dalam English Club?

Date : June 10th, 2011

I: Interviewer

S: Student 3

I: Miss mau tanya-tanya nih tentang English Club. Menurut kamu, gimana sih kegiatan pembelajaran di English Club?

S: Menurut saya, kegiatan di English Club sih bagus tapi kurang sayangnya. Kegiatannya masih agak-agak kayak main-main gitu. Agak sedikit serius gitu.

I: Ooo.. sedikit serius. Kurang mainnya?

S: He eh. Jadi anak-anak kan pada kabur karena males. Kegiatannya sih sebenarnya bagus miss. Gitu aja miss.

I: Terus, pendapat kamu tentang teks yang digunakan dalam kegiatan pembelajaran gimana sih?

S: Beragam tapi agak sulit.

I: Kalo yang sulit merasa tertantang gak untuk ngerti?

S: Tertantang.

I: Pernah coba?

S: Pernah. Ada tapi saya lupa. Saya cari tau dikamus, susah. Terus saya tanya missnya, dia bilang gak tau juga. Pulangnya saya catet dibuku terus saya cari dirumah. Dapet tuh. Saya tertantang dah tuh.

I: Terus, berhasil gak tuh ngerti?

S: Berhasil.

I: Bagus-bagus. Terus, setelah kegiatan pembelajaran di English Club, bantu kamu untuk memahami teks deskripsi gak? Bisa sekarang mengidentifikasi teks deskripsi? Tentang apa?

S: Bisa.

I: Ok. Apakah guru membimbing kamu selama kegiatan pembelajaran?

S: Pertama kan kalo bahasa Inggris kan pasti si siswa dibimbing, kalo gak dibimbing gak bisa kan.

I: Gimana sih cara guru membimbing kamu?

S: Pertama, memberikan petunjuk dalam bahasa Inggris. Kedua, tentang kaya permainan juga. Jadi, santai tapi serius. Jadi, bisa bahasa Inggris.

I: Tentang belajar kelompok nih. Menurut Ada gimana tentang belajar kelompok?

S: Wah.. kalo belajar kelompok tuh jadi kayak main-main. Jadi susah. Kan ada yang serius ada yang main-main. Jadi, yang main-main merusak konsentrasi.

- I: Nah, kalo dikelompok kamu ada yang main-main terus, apa yang kamu lakukan?
- S: Dinasehatin. Kalo gak bisa, nah itu masalahna miss. Pernah tuh kaya Dafa. “Fa, diem Fa. Berisik. Orang pada serius semua.” Yang lain kan pada serius, jadi saya nasehati aja.
- I: Jadi, kamu sendiri merasakan kerja kelompok gimana? Apa efektif apa tidak, apa kurang, apa gimana?
- S: Kurang.
- I: Harusnya agar belajar kelompok efektif tuh gimana sih?
- S: Menurut saya, belajar kelompok supaya efektif tuh, santay tapi serius dan berkomitmen. Misalnya, guru harus memperhatikan tiap kelompok. Kalo gurunya liat disatu kelompok, yang lainnya jadi pada main-main.
- I: Tapi kalo menurut kamu sendiri, belajar kelompok itu bermanfaat atau tidak?
- S: Bermanfaat miss.
- I: Bermanfaatnya gimana?
- S: Belajar kelompok bisa sambil main-main. Bisa lebih gampang menghapalnya, lebih gampang masuk keotak. Kalo belajar serius banget gak bisa masuk ke otak. Kalo kita gak ngerti, bisa tanya temen.
- I: Ok. Kontribusi kamu dikelompok tuh seperti apa sih?
- S: Saya Cuma mengingatkan doank miss.
- I: Kalo dalam pengambilan keputusan kamu gimana? Misalnya, “ayodeh kita pilih tiga teks.”
- S: Pastinya kalo pilih teks tuh harus dapet persetujuan juga dari anak-anak. Kalo gak mau juga percuma juga. Jadi salah-salahan. Asal-asalan deh.
- I: Jadi, gimana cara kamu dan kelompok kamu memilih teks saat itu?
- S: Tanya pendapat masing-masing dulu. Apa ini setuju apa enggak. Kalo setuju diambil, kalo enggak setuju, ya udah. Jadi, kalo udah dapet teks yang diinginkan, jadi gampang ngafalnya.
- I: Menurut kamu, apa sih manfaat dari menulis teks deskripsi kamu sendiri?
- S: Mengeluarkan inspirasi atau imajinasi tentang idola. Jadi, saya bisa mengeluarkan kreatifitas saya dari menulis deskripsi tersebut.
- I: Gimana perasaan kamu saat teksnya dipajang?
- S: Seneng aja seneng. Jadi, anak-anak bisa tau kreatifitas saya jadi bangga aja.
- I: Ok. Terus, cara kamu untuk memahami teks bacaan gimana?
- S: Memahaminya pertama, kalo saya gak ngerti saya cari kamus. Kalo udah, saya tulis dan saya kasih garis bawah.
- I: Kesulitan apa aja sih yang kamu temui saat memahami teks itu?

S: Kalimat dan kata-katanya miss. Kalimanya tuh yang gak ngerti banyak.

I: Kalo udah sulit begitu gimana tuh?

S: Cari dikamus dan tanya temen.

I: kalo ada temen yang mengalami kesulitan, kamu gimana?

S: Kalo gak ada dikamus, tanya miss-missnya.

I: Kamu sendiri membantu temen?

S: Enggak. Kadang-kadang.

I: Gimana cara kamu mengetahui, “oh, tulisan aku ada yang salah”?

S: Ada yang mengingatkan. Temen-temen saya kan dikelompok ada yang mengingatkan. “Coba periksa” Pas diperiksa ada yang salah.

I: Terus setelah mengetahui kesalahan apa yang kamu lakukan?

S: Memperbaiki dan dipahami lagi.

I: Ok. Selama pembelajaran di English Club, gimana caranya supaya kamu percaya diri dalam menulis teks?

S: Bertanya sama yang lebih bisa.

I: Kamu lebih merasa percaya diri gak sekarang kalo membaca teks deskripsi?

S: Dah, udah mulai bisa.

I: Apa sih yang membuat kamu yakin saat mengerjakan tugas kamu bisa mengerjakannya? “Ah, aku pasti bisa nih ngerjain ini.”

S: Saya kan pengen belajar bahasa Inggris, makanya kan dari semester satu saya gabung di English Club. Percuma juga kalo saya gak bisa bahasa Inggris. Jadi, percaya diri aja.

I: Terus, pertimbangan Kamu dalam memilih teks yang digunakan?

S: Pertimbangannya yang pertama, dari yang paling gampang. Terus, sama yang menantang aja.

I: Terakhir, gimana sih kemampuan membaca dan menulis kamu setelah mengikuti kegiatan English Club?

S: Membacanya lumayan bagus. Menulisnya juga lumayan.

I: udah sering menulis dan membaca?

S: Udah?

I: Ok. Terima Kasih yah.

S: Sama-sama miss.

Date : June 10th, 2011

I: Interviewer S: Student 4

I: Ok, Miss mau nanya beberapa pertanyaan nih

S: iya miss

I: ok, yang pertama, menurut kamu gimana sih pendapat kamu tentang kegiatan yang udah kita lakuin kemarin di EC, menurut kamu gimana?

S: bagus... bikin apa.. bikin belajar bahasa Inggrisnya lebih gampang.

I: oh gitu, terus apa lagi, kira-kira?

S: uda miss

I: kemarin kan kita belajarnya sam teks-teks gitu, teks-teks descriptive ka, menurut kamu gimana, teks-teksnya itu bermanfaat ga buat kamu?

S: bermanfaat, jadi lebih gampang membuat deskripsi, bikin kalimat jadi paragraf.

I: oh, gitu. Jadi dengan teks itu, kamu jadi bisa mendeskripsikan temen kamu ga?

S: bisa

I: kalau dibandingkan dengan belajar di sekolah, lebih gampang yang mana belajar teks deskriptifnya sama yang di EC?

S: lebih gampang yang di EC

I: kenapa?

S: karena mudah dimengerti

I: oh, gitu. Jadi kamu bisa mengidentifikasi tujuan teks deskriptif, strukturnya, masih inget ga?

S: hair...

I: Identifikasi sama..

S: deskripsi

I: kalau dari miss-missnya sendiri, kemarin miss-missnya ngebantuin kamu?

S: ngebantuin..

I: contohnya kaya gimana?

S: ada kesalahan dikasih tau, suruh dibenerin

I: terus apa lagi?

S: uda miss, gitu doang

I: terus kamu suka nanya-nanya ga sama missnya itu?

S: suka

I: apa aja sih yang kamu tanyain?

S: bahasa inggrisnya ini, terus carra ditulisnya...

I: terus, kalo misalkan bantuan miss-missnya kemarin itu menurut kamu bermanfaat ga?

S: bermanfaat

I: seperti apa sih contohnya?

S: hmm...

I: ya kan kemarin miss-miss itu ngabsntuin kamu, kaya bahasa inggrisnya ini tu apa, gitu kan? Terus menurut kamu itu bermanfaat ga?

S: bermanfaat, jadi suka keinget di otak

I: ok, kemarin kita belajar kelompok kan . menurut kamu enak ga sih kalau belajarnya itu secara berkelompok? Enak ga?

S: enak

I: kenapa sih enaknya?

S: ada apanya ya? Ya gitu deh miss

I: kamu suka nanya sam temen kan?

S: iya, suka

I: jadi lebih..

S: lebih apa sih.. ada interaaksinya..

I: jadi menurut kamu lebih efektif yang mana, belajar kelomok atau sendirian?

S: berkelompok

I: karenakan kalau sendiri, gimana?

S: susah, nanya-nanya, mesti nyari di kamus

I: oh ggitu, terus tadi nama kelompoknya Garfield ya? Nah selama di kelompok itu, kamu suka ngapain aja?

S: marah-marah

I: marah-marah gimana?

S: kadang susah diiniinnya, suka males nulis

I: jadi kamu suka nyuruh temennya buat cepetan nulis gitu ya? Terus ngapain lagi?

S: uda Miss, gitu aja

I: kemarin kan tulisan kamu itu kan dipajang di wall magazine, menurut kamu gimana?

S: bagus, jadi anak-anak yang ga ikut EC tu tau, kalo anak2 Ec uh kreatif

I: trus apa lagi?

S: udah miss

I: dengan tau bahwa karya kamu akan dipajang di wall magazine gitu, kamu ngerasa tertantang ga sih?

S: iya miss

I: terus kan kemarin juga kit abaca-baca kan, suka ada yang ga dimnegerti kan?

S: ya

I: terus cara kaamu biar negrti gimana?

S: nanya ama miss-miss yang dii situ

I: selain itu apa lagi?

S: beruaha dimengerti, kalo emang udah bener-bener ga ngerti baru nanya

I: oh gitu..jadi berusaha dimengerti sendiri yah?

S: iya

I: berusaha dimengerti sendirinya itu gimana caranya?

S: kalo kalimatnya ga bener, diitu aja, jadi biar kalimatnya nyambung.

I: terus suka buka-buka kamus juga?

S: iya

I: ok.. oia, kalo kesulitannya? Kemarin kan dalam memahami isi teks itu aa kesulitannya ga sih?

S: ga ada miss

I: katanya ini, suka nemuin kaata-kata yang ga dinmengerti?

S: oia

I: terus gimana caranya supaya kamu ngerti

S: liat di kamus terus kalo banyak artinya, yang pasti yang mana Miss? Gitu..

I: nanyanya ma siapa?

S: miss-missnya kalo engga sama temen..

I: kamu ngebantuin temen kamu yang nemuin kesulitan juga ga?

S: ngebantuin miss

I: contohnya apaan?

S: kata-katanya susah

I: mereke nanya gitu? Kamu bantuin ga?

S: bantuin, suruh nyari di kamus

I: oh gitu...oia, kan teks buatan kamu kan dibaca ya, terus cara kamu tahu ada kesalahan gimana?

S: kesalahannya dikasih liat ke missnya

I: terus?

S: kalo ada yang salah tulisannya dibenerin

I: nanya juga ke temen sekelompok ga?

S: iya

I: crosscheck gitu kan kerjaannya?

S: iya

I: ok, oia, selama belajar di EC kemaren, kamu ngerasa percaya diri ga sih?

S: engga

I: terus cara kamu meningkatkan rasa percaya diri kamu gimana?

S: ya harus berani, kalo misalkan disuruh maju ke depan, anggep aja ga ada orang

I: terus suka minta bantuan miss-missnya juga?

S: iya

I: ok... kalo uda dapet bantuan dari miss-missnya atau dari temen, merasa percaya diri?

S: Insya Allah...

I: kamu yakin ga sih, kalo kamu bisa mengerjakan tugas-tugas yang diberikan selama di EC kemarin?

S: yakin

I: kenapa koq ngerasa yakin bisa?

S: ya keliatannya mudah

I: terus apa lagi?

S: ya gampang lah ininya, bahasa inggris ke bahasa inggrinya

I: suka dikasih semangat ga sama miss-missnya? Kalian pasti bisa!

S: suka miss

I: kan kemarin juga kita disuruh milih-milih teks gitu kan? Nah, alas an kamu apa kenapa milih teks-teks itu?

- S: karena suka dan juga agak tau isinya dari itu. Dan juga tau orangnya yang dideskripsikan itu.
- I: kemarin kan kita udah membaca teks, udah menulis teks. Nah setelah mengikuti kegiatan pembelajaran di EC, kemampuan kamu dalam membaca dan menulis teks dalam bahasa inggris gimana?
- S: tulisannya yang dari berantakan dan nulisnya yang ga bener gitu , jadi bener...
- I: terus kemampuan membaca dan menulisnya meningkat ga?
- S: meningkat. Membacanya jadi lebih bener, kalo bacanya salah suka dibenerin sama missnya.
- I: apa lagi?
- S: uda miss
- I: ok deh, makasih ya, sayang...

Date : June 10th, 2011

I: Interviewer S: Student 5

I: Hello,! Miss mau tanya sebentar seputar kegiatan pembelajaran di English Club nih, boleh ya?

S: Iya, Miss.

I: OK, bagaimana sih pendapatmu tentang kegiatan pembelajaran bahasa Inggris yang diberikan di English Club?

S: Enak, bisa belajar teks deskripsi, bisa lebih mandiri, percaya diri, dsb.

I: Percaya diri dalam hal apa?

S: Percaya diri dalam membaca, menulis dan membuat teks deskripsi.

I: Nah, selama kegiatan di English Club kan kita baca banyak teks ya?

S: Iya

I: Pendapatmu tentang teks yang digunakan bagaimana?

S: Agak sulit.

I: Lalu apa yang kamu lakukan kalau menemukan kesulitan dalam teks?

S: Kalau saya merasa sulit, saya bertanya sama miss dan teman sekelompok.

I: Menurutmu, kegiatan membaca yang diberikan membantu kamu dalam memahami teks deskripsi enggak?

S: Iya, saya lebih memahami teks deskripsi.

I: Bagaimana contohnya?

S: Iya, saya lebih memahami teks deskripsi.

I: Nah, apakah guru membimbingmu selama kegiatan pembelajaran?

S: Iya

I: Bagaimana caranya?

S: Kalau saya kesulitan, saya bertanya ke Miss lalu diberitahu, kalau ada yang salah diperbaiki dan diingatkan.

I: Pendapatmu tentang bimbingan yang diberikan guru bagaimana?

S: Lebih bisa mengerti dari pada sendiri karena kesulitannya tidak dipikirkan sendiri dan bisa bertukar pendapat juga.

- I: Selama di English Club kan kamu bekerja dalam kelompok nih. Menurutmu, apakah belajar berkelompok lebih effective dari pada belajar secara individu?
- S: Iya. Bisa lebih mengerti dan berteman, merasa lebih percaya diri juga
- I: Apa sih manfaat belajar kelompok bagi kamu?
- S: Bisa lebih mengerti pelajaran dan berteman.
- I: partisipasi kamu dalam kelompok bagaimana? Contohnya, Apakah kamu yang lebih sering memberikan koreksi ke pada yang lain atau bagaimana?
- S: Kalau ada yang salah saya ingatkan dan lebih memberikan ide-ide.
- I: Manfaat apa sih yang kamu dapat dari kegiatan penulisan teks deskripsi yang kamu buat sendiri?
- S: Jadi bisa mengerti baha Inggris, bisa membuat teks deskripsi, bisa memberitahu tentang orang, benda dll.
- I: bagaimana perasaanmu tentang dipajangny tulisanmu di majalah dinding?
- S: Senang, karena bisa dilihat teman yang lain dan bisa membuat yang lain bisa ikut English Club nantinya
- I: Bagaimana caramu memilih teks yang akan digunakan selama kegiatan pembelajaran?
- S: Yang lebih saya suka dan mengerti. Saya ikuti kemauan teman yang lain.
- I: Apa yang kamu lakukan untuk bisa memahami isi teks yang kamu pilih?
- S: Lihat kamus, kalau tidak tahu tanya teman.
- I: Kesulitan apa saja yang kamu temukan dalam memahami teks yang diberikan?
- S: Ada, kata-kata yang sulit, yang tidak saya mengerti, saya juga bisa lihat kamus, jadi sering membuka kamus.
- I: Kalau ada teman yang mengalami kesulitan, kamu bantunya gimana?
- S: Memberitahu kalau saya tidak tahu tanya Miss.
- I: Bagaimana kemampuan membaca dan menulismu saat ini setelah mengikuti kegiatan pembelajaran di English Club?
- S: Udah lebih baik, lebih berani untuk membaca teks berbahasa Inggris karena sudah terbiasa.
- I: Ok! Sudah, terima kasih ya sayang.
- S: Ya Miss, sama-sama.

Date : June 10th, 2011

I: Interviewer

S: Student 2

- I: Ok.. Miss mau tanya-tanya tentang pendapat kamu selama melakukan English Club ini. Pertama, gimana sih pendapat kamu tentang kegiatan pembelajaran di English Club?
- S: Enak aja miss.
- I: Enaknya kenapa tuh?
- S: Kalo dikelas kan biasanya kaku, ngebosenin, enggak gampang ngerti. Kalo di English Club kan rame-rame, belajarnya kelompokan. Trus, kegiatannya seru-seru miss.
- I: Seru-seru? Jadinya seneng?
- S: Iyah. Gampang masuk ke otak.
- I: Kedua, kan kemarin kan kamu banyak baca teks kan. Nah, menurut kamu teks-teks yang digunakan selama kegiatan pembelajaran tuh bagaimana?
- S: Teksnya mudah-mudah. Gak terlalu berat. Kalo dikelas kan langsung bacaan yang banyak tuh, banyak teks. Tapi, kalo di English Club kan bacanya satu-satu. Enak belajarnya, rame-rame, dikelompokin. Jadi, kalo gak ngerti bisa nanya ke temen sebelah.
- I: Jadi, teksnya bisa dimengerti?
- S: He eh. Gampang.
- I: Terus, menurut kamu, kegiatan pembelajaran di English Club membantu kamu memahami teks deskriptif gak?
- S: Banget.
- I: Kamu tau tujuan dari teks deskripsi apa?
- S: Itu.. Untuk mendeskripsikan atau mengidentifikasi sesuatu. Dan, pokoknya membuat kita lebih memahami sesuatu deh.
- I: Trus, struktur teksnya masih inget gak?
- S: Masih.
- I: Apa?
- S: Identification sama description.
- I: Ok. Terus, inget gak penggunaan bahasanya? Misalnya, tensesnya?
- S: Masih. Misalnya, huruf kapitalnya. Terus, kalo ada judulnya dilongkap.
- I: Nah, menurut kamu guru membimbing kamu selama pelajaran enggak?

- S: Banget. Kalo gak ngerti tuh, misalnya ini gimana nulisnya? Eh, missnya langsung a da disamping. Kalo dikelaskan gurunya didepaan mulu. Gak pernah keliling-keliling.
- I: Terus, menurut kamu, bimbingan yang diberikan guru selama kegiatan pembelajaran tuh gimana?
- S: Membantu . Kalo gak ngerti, ini kayak gimana miss? Misalnya kayak gitu. Trus, langsung dikasih tau petunjuknya kayak gimana.
- I: Menurut kamu, belajar secara kelompok lebih efektif daripada belajar sendiri apa enggak?
- S: iyah.
- I: Kenapa tuh?
- S: Soalnya rame-rame. Kalo belajar sendiri dirumah ga ada yang nemenin. Bosen. Kadang-kadang saya bisa ketiduran.
- I: kalo belajar kelompok gimana?
- S: Enak miss. Kan bisa nanya, bisa becanda-becanda kalo udah selesai. Bisa liat punya teman. Kalo disekolah mana ada. Saya duduknya paling pojok. Malah duduknya ga ada temennya lagi.
- I: Emang kalo disekolah gak pernah kerja kelompok?
- S: Pernah sih. Kadang-kadang. Itu juga kaga pada mau kerja.
- I: Emang kalo di English Club gimana? Pada mau kerja gak?
- S: Pada mau. Pada mau bertanggung jawab sendiri-sendiri. Kadang-kadang dibantuin.
- I: Menurut kamu, manfaat belajar kelompok apa?
- S: Belajarnya jadi gampang masuk ke otak. Trus, kreatifitas dan inovasi kita bisa tertuang semua bareng-bareng sama temen-temen kan. Trus, yang paling penting nih miss, gak bikin ngantuk miss.
- I: Apa sih kontribusi kamu selama belajar kelompok?
- S: Kayak saran. Hal-hal yang saya tau. Saran-saran gitu. Kalo nulis init uh harusnya kayak gimana.
- I: Ooo. Jadi, saran-saran. Kalo lagi bikin teks, apa sih kontribusi kamu?
- S: Saya paling bisa nyari kata dalam kamus. Misalnya ada yang nanya nih, bahasa inggrisnya ini apa sih? Trus, saya kasih tau, itu tuh itu tuh. Temen kan kadang-kadang kurang ngerti. Kalo disuruh bikin teks sendiri kan pada gelagapan kemarin.
- I: Ok. Manfaat yang kamu peroleh dari bikin teks deskriptif apa?
- S: Saya jadi lebih ngerti teks deskriptif itu apa. Saya bisa nentuin tujuan- tujuannya apa. Saya jadi bisa bikin teks deskriptif saya sendiri. Saya udah punya wall magazine dikamar saya sendiri.

- I: Wih..keren. Nah, pendapat kamu tentang dipublikasikannya karya kamu dimajalah dinding diarea sekolah tuh apa
- S: Jadi, semua anak-anak, gak cuma anak EC doank yang bisa ngeliat kan wall magazinena. Jadi, pada tertarik untuk masuk EC.
- I: Oh.. gitu. Emang ada yang bilang kaya gitu?
- S: “Bagus yaah. Pengen buat ini deh.”
- I: Trus, perasaan kamu saat majalah dinding yang kamu buat bakal ditempel gimana?
- S: Seneng. Bangga. Enak aja jadi anak EC.
- I: Nah, kemarin kan awal-awal kamu diberikan banyak teks. Gimana sih cara-cara kamu memilih teks yang akan digunakan dikegiatan pembelajaran?
- S: Tergantung. Temen-temen maunya apa. Nanti yang paling banyak suara dipilih.
- I: Udah, gitu aja? Ada alasan lain?
- S: Paling saya lihat teksnya. Susunan katanya gampang apa susah.
- I: Cara kamu untuk bisa memahami teks yang diberikan gimana?
- S: Baca. Trus, saya garisin yang ada kata-kata susahna. Baru dicari artinya. Saya tulis dibuku tengah saya. Baru deh saya bisa ngerti artinya.
- I: Apa aja kesulitan yang kamu temukan dalam memahami isi teks yang diberikan?
- S: Misalnya, kata-kata susah yang gak pernah ada. Misalnya itu, kata-kata yang pake tambahan kata yang -es sama -ing. Kadang-kadang mana nih dikamus enggak ada??? Akhirnya nanya sama missnya. Missnya kasih tau, cari kata dasarnya dulu baru cari tambahannya.
- I: Terus, bagaimana cara kamu membantu teman yang mengalami kesulitan dalam mengerjakan tugas?
- S: Bantuinya kadang-kadang saat mereka gak tau cara ngerjainnya gimana, saya tunjukin, saya kasih pinjem punya saya, yang penting saya udah selesai. Kalo sayanya gak tau pasti saya juga nanya miss. Jadi saling membantu. Jadi pinternya gak sendiri-sendiri. Pinter buat sama-sama. Terus, pernah rondang kehilangan kertas. Saya bantu pilihin kertas yang masih bagus yang bisa dipake. Jadi, saling membantu.
- I: Lalu, bagaimana kamu mengetahui kesalahan yang ada pada tulisan kamu?
- S: Tuker-tukeran sama temen. Nanti, kalo ada yang salah digaris bawah. Jadi, saya sama temen-temen saya tuh tukeran kertas. “tolong periksain donk kalo ada yang salah”. Terus, tanya missnya. “Miss, ini salah semua apa apa yang Cuma digaris-garisin doank?” Kalo Cuma yang digaris-garisin doank, ya saya cari dikamus lagi.
- I: Ok. Apa yang kamu lakukan setelah mengetahui adanya kesalahan pada tulisan kamu?
- S: Kadang-kadang saya ganti kertas kalo udah terlalu banyak coretan. Ya udah saya tulis ulang lagi. Biar bersih.
- I: Nah, miss mau tanya dulu nih. Kamu udah cukup percaya diri belum dalam membuat teks deskriptif? Kalo disuruh sama guru nanti, “ayo kalian harus membuat teks deskriptif.”

- S: Udah.
- I: Nah, apa yang kamu lakukan selama kegiatan pembelajaran di EC untuk meningkatkan kepercayaan diri kamu dalam menulis teks deskripsi? Dulu kamu sepercaya diri ini enggak?
- S: Enggah. Dulu mah takut kalo disuruh kedepan tuh. “Ah, jangan saya bu.”
- I: Lalu, gimana cara kamu untuk meningkatkan kepercayaan diri kamu untuk menulis?
- S: Saya banyak coba-coba dirumah. Belajar disini. Jadinya kan bisa lebih tahu sekarang. Jadinya gak takut-takut lagi kalo harus maju kedepan bahasa Inggris.
- I: Terus, sekarang kalo disuruh bikin teks deskriptif, kamu yakin gak bisa mengerjakannya?
- S: Yakin.
- I: Apa yang membuat kamu yakin?
- S: Karena saya sudah banyak latihan, sudah banyak belajar.
- I: Saat kamu belajar di English Club, yang bikin kamu percaya diri apa?
- S: Ada miss, terus ada kamus, ada temen-temen yang bantuin.
- I: Sekarang, sebutkan alasan kamu memilih teks yang akan digunakan dalam kegiatan pembelajaran.
- S: Teks yang kata-katanya gampang, voting sama temen-temen. Dan yang paling penting tuh yang teksnya sedikit.
- I: Woo.. yang paling sedikit ya. Dasar. Kenapa gak yang panjang? Kan menantang tuh.
- S: Saya pengennya yang panjang tapi temen-temennya gak pada mau. “Udah yang dikit aja biar gak susah-susah banget.”
- I: Tapi sebenarnya kamu pengen yang panjang?
- S: Ya gak panjang-panjang banget sih. Yang sedeng lah. Yang 4 baris.
- I: Ok. Last question. Sekarang miss mau kamu menilai kemampuan menulis kamu sendiri setelah mengikuti EC. Bagaimana kemampuan membaca dan menulis kamu setelah mengikuti EC?
- S: Kalo buat nulis, saya tahu kata-kata dasar gimana harus dicari misalna harus dipilihnya kayak gimana. Misalnya kata dasarnya dari sweep jadi sweeping atau ditambahin -es, -as, apa -s doank. Saya jadi tau kapan makenya, jadi gampang, jadi lebih enak. Kalo untuk membaca, saya lebih lancar bacanya. Kalo dulu kan tersendat-sendat. Sekarang bisa.
- I: Jadi, kesimpulannya kemampuan menulis dan membaca kamu jadi berkembang yah? Jadi meningkat, gitu?
- S: iya miss.
- I: Oke deh. Terima kasih yah.

Date: June 10th, 2011

I: Interviewer

S: Student 1

I: Apa kesan-kesan kamu selama pembelajaran English Club?

S: Saya lebih bisa membaca teks berbahasa Inggris dan bisa menulis teks berbahasa Inggris.

I: English Club ini seru atau tidak?

S: Seru banget soalnya kalau saya tidak tahu bisa tanya ke guru atau ke kelompok saya.

I: Bedanya dengan di kelas, apa?

S: Kalau di kelas belajar sendiri, buka kamus sendiri. Kalau disini bareng-bareng dan bisa Tanya ke teman atau guru.

I: Manfaat belajar menggunakan teks itu apa?

S: Kita bisa lebih mengerti arti dan bahasanya.

I: Bagaimana kesulitan teks-teks yang digunakan?

S: Lumayan sulit. Kadang kata-kata yang digunakan saya belum mengerti artinya.

I: Lalu apa lagi kesulitannya?

S: Kadang menulisnya suka susah.

I: Apakah kegiatan pembelajaran membantu kamu untuk mengerti teksnya?

S: Iya, Miss. Sangat bermanfaat.

I: Selama kegiatan pembelajaran apakah guru membimbing kamu?

S: Ya, guru membimbing saya.

I: Membimbingnya seperti apa?

S: Kadang kalau misalnya saya tidak bisa, dikasih tahu.

I: Bedakah dengan bimbingan yang kamu dapatkan di kelas?

S: Beda.

I: Lebih suka yang mana?

S: Di English Club.

I: Menurut kamu bimbingan guru itu perlu atau tidak?

S: Perlu. Kalau kita kurang paham dikasih tau.

I: Menurut kamu guru harus selalu terus membimbing siswa atau membiarkan siswa berusaha dulu baru membimbing jika diminta?

S: Kita kerjakan dulu sendiri. Kalau tidak tahu, baru tanya ke guru.

i: Apa pendapat kamu tentang belajar kelompok?

S: Bisa membuat saya lebih mengerti.

I: Manfaatnya apa buat kamu?

S: Bisa lebih percaya diri.

I: Percaya diri? Seperti apa?

S: Karena bisa bertanya.

I: Kesulitan apa yang kamu hadapai selama belajar di dalam kelompok?

S: Dalam membaca.

I: Membaca? Kesulitannya seperti apa?

S: Membacanya masih terbata-bata.

I: Lalu kalau ada kesulitan apakah teman-teman sekelompok kamu saling membantu?

S: Iya.

I: Apa saja hal-hal yang kamu lakukan selama belajar kelompok?

S: Saya harus bisa membaca dan menulis teks-teks deskriptif berbahasa Inggris.

I: Apa saja peranan kamu di dalam kelompok?

S: Saya ikut membantu jika ada kesulitan.

I: Dalam memilih teks, apa saja pertimbangan kamu dan kelompok?

S: Dalam memilih teks, keputusan kelompok. Kalau semua setuju ya dipilih, kalau tidak ya tidak dipilih.

I: Apa manfaat setelah menulis teks tersebut?

S: Bisa membaca dan menulis teks berbahasa Inggris. Saya jadi lebih mandiri dan kreatif.

I: Apakah ini pertama kalinya kamu menulis teks berbahasa Inggris dan dipajang di majalah dinding?

S: Ya, pertama kali soalnya belum pernah.

I: Rasanya seperti apa?

S: Senang karena bisa menulis dan dilihat sama semua orang tulisannya.

I: Bagaimana cara kamu memahami teks?

S: Belajar terus dan mencari artinya.

I: Biasanya supaya tahu artinya apa saja yang kamu lakukan?

S: Buka kamus.

I: Kalau sulit ditemukan di kamus?

S: Tanya sama teman.

I: Kalau teman kamu tidak tahu?

S: Tanya sama guru.

I: Kesulitan apa saja yang kamu hadapi dalam memahami teks?

S: Kadang arti katanya.

I: Kalau ada teman yang kesulitan, apa yang kamu lakukan?

S: Membantunya dengan memberi tahu yang saya ketahui.

I: Lalu apakah teman kamu melakukan hal yang sama?

S: Ya.

I: Bagaimana cara kamu untuk tahu kesalahan yang kamu buat?

S: Bertanya ke teman, menukar pekerjaan.

I: Setelah tahu kesalahan kamu, apa yang kamu lakukan?

S: Revisi, menulis ulang kembali.

I: Bagaimana cara kamu supaya percaya diri dalam menulis?

S: Mencoba mengerjakan sendiri.

I: Apakah kamu yakin setiap kali mengerjakan tugas?

S: Tidak begitu yakin.

I: Supaya yakin dan supaya selesai, apa yang kamu lakukan?

S: Dengan bertanya kepada teman atau guru.

I: Apa alasan kamu dalam memilih teks?

S: Memilih yang bagus.

I: Bagusnya seperti apa?

S: Tidak terlalu pendek dan bisa dimengerti.

I: Kalau kamu disuruh menilai kemampuan menulis dan membaca kamu sekarang, berapa nilai yang kamu berikan untuk diri kamu?

S: 80.

I: Artinya apa?

S: Kemampuan membaca dan menulis saya lebih baik dari sebelumnya.

I: Lebih baiknya seperti apa?

- S: Kalau dulu banyak tidak tahunya, sekarang lumayan tahu.
- I: Kalau kemampuan menulis kamu bagaimana sekarang?
- S: Kalau dulu banyak salahnya, huruf-hurufnya, titik komanya.
- I: Sekarang sudah merasa lebih baik?
- S: Iya.
- I: Terus nanti kalau English Clubnya diadakan lagi, mau ikut?
- S: Mau, Miss.

KUISIONER

Kuisisioner ini dimaksudkan untuk mengumpulkan data berupa pendapat siswa mengenai perkembangan kemandirian belajar siswa melalui kegiatan membaca dalam kegiatan pembelajaran di English Club.

Berikan jawaban yang singkat dan jelas pada pertanyaan-pertanyaan di bawah ini!

- 1. Bagaimana keterlibatan kamu dalam kegiatan membaca teks berbahasa Inggris selama mengikuti kegiatan pembelajaran di English Club?*

- 2. Bagaimana kemandirian belajar kamu setelah mengikuti kegiatan pembelajaran di English Club?*

3. Menurut kamu kegiatan apa saja yang menarik selama kamu mengikuti *English Club*? Berikan Alasan!

4. Bagaimana pendapat kamu mengenai penggunaan majalah dinding sebagai media pembelajaran Bahasa Inggris?

MEETING 2

Day/Date : Thursday, May 12th , 2011
Time : 13.00 – 14.30 WIB

T: OK.. Dengarkan!
S2: Ditulis tuh yang punya buku. Adam.. Adam..!
T: OK. Jangan dibuka dulu! Ini contohnya. This is the example. This is the example of group name. Contohnya, Zathura.
S: Harry Potter, miss!
T: Ditulis didepan.
S2: Harry Potter.
S3: Phoenix aja Phoenix kan slamet gara-gara phoenix.
T: Everybody.. Everybody Listen to me. Listen to me! Now you write your group's name on the folder. Write your group name and the members of the group on the folder.
T: Yeah. Like this. Write your group name. Write your group name on the folder like this. Misalnya, Zathura. Dibawahnya You tulis group members, namanya siapa saja.
S: Dimana miss?
T: Dimananya yah? Kalo gak cukup, dibawahnya aja. Misalnya nama grupnya disini, nama grup membernya dibawahnya.
T: Ok. Sekarang kamu tulis nama group membernya. Dimulai dari sekarang yah.
S2: Siapa yang tulisannya bagus?
S1: I am.
S: Ada berapa sih semuanya? Ada lima yah. Nama grupnya baru nama ininya. ROFAUSISDA.
S: Daus dulu dodol.
S: Udahlah ga usah. Zathura bukannya nama film?
T: ROFAUSIDA?
T + Ss: Rondang. Dafa. Daus. Wilda.
S: Aneh
Ss: (tertawa)
S: Terbalik nih.
S: Wilda terakhir.
S: Mau diganti nih. Gimana miss?
T: Dihapus saja.
S: Eh, ada yang punya label gak? Ada label. Oya ada label.
S: Ayo loh.
S: Tulisannya aku tanya gimana Garfield?
S: Dia yang nulis kenapa jadi aku yang disalahkan?
S: Tau gimana. Miss Garfield tulisannya kaya gimana? Gar-Fi-El
S: G-A-R
Ss: G-A-R-F-I-E-L-D. Garfield.
T: Pernah liat tulisannya gak?
S: Pernah.
T: Do you all agree with Garfield?
Ss: Yes.
T: Do you want to name your group Garfield?
Ss: Yeah.
T: All of you?
Ss: Yeah.
T: Ok. Now, So, Have you watch Garfield?
Ss: Yes.
T: So, you know how Garfield is written. Gimana tulisannya?
S: G-A-R. F atau V sih?

S: Garfield.
S: Gini miss yah?
S: Qo salah?
S: Tulisannya gimana miss?
T: Kamu tidak tahu tulisannya?
S: Enggak miss.
T: How do you spell that?
S: G-A-R-F-I-E-L-D. Field.
T: OK. Now, Sudah selesai yah. Finish. Finish. One Two Three Four Five Quite! Sit. Good. You all finish naming your group. Now, we come to the activities. Oya, satu lagi yang perlu di tulis at the top, English Club.
S4: Pake C?
S: Disini kan English Club?
S: Sudaah.
T: Helloo. You there? Ok. Listen to me. Pertama miss minta, satu orang pegang mapnya. Yah. Miss minta satu orang pegang mapnya. Dalam hitungan ketiga kita buka sama-sama. Make sure masing-masing meja ada dictionary. Masing-masing meja ada satu dictionary kan?
S: Miss, English Club tulis disini yah?
T: Iyah. Sudah? Sudah yah.
S: Ya Allah, English Club doank.
T: Ok. Langsung. Satu orang pegang. Dalam hitungan ketiga sama-sama dibuka. Satu Dua. Tiga. Tadaa.
S: Tadaaa..
S: Coba liat.
S2: Miss, Banyak amat?
S: ooo.. Jangan dibuka semua.
S: Ya udah gak papa.
T: Sekarang semuanya berkumpul. Coba, group work yang bagus tuh gimana? Mungkin mapnya ditaro ditengah. Sekarang tugas kalian adalah memilih Choose three texts. Only three texts.
S: Banyak banget.
S: ini ni nih.
S: Yang ini nih
S: ini nih nih.
T5: Ok. You choose only three texts.
S: Ayo pilih yang mana?
S2: Ini aja nih. Kayaknya kecil. Dikit-dikit nih.
S: Ini ini tau.
S2: Coba liat.
S: Pilih satu ya kan miss?
T: Iyah. Pokoknya pilih tiga tek berarti teks-teks yang ada disitus. Setelah itu. kalian checklist dipinggirnya.
T: Ini kan banyak teks yah. Kalian pilih teks yang menurut kalian paling menarik.
S4: Pilih tiga? Berarti Satu. Dua..
S2: Bukan. Maksudnya disini.
Udah satu.
S: Nih. Nih.
S2: Dua.
S4: Nih. Nih. Our Crabby Pet. Our Crabby Pet.
S: Bawah bawah.
S: Kan tiga.
S4: Our Crabby Pet.
S2: Itu anak kecil. Yang dikit donk yang dikit.
S4: Ayam juga dikit. Yaelah. Ini aja dua baris.

S5: Iya nih.
S4: Satu lembar 3?
S2: Gak tau.
S4: Miss miss.. Cuma tiga?
T: Only three. Have you got the three texts?
S: Ya udah ni. Jeremy. Mr. Bowo. Tukang bakso ya?
T: Kenapa kamu milih yang ini?
Ss: Karena pendek.
T: Kok karena pendek sih? Yang paling menarik dong.
S4: Makanya dibaca dulu.
S2: Ini aja. My classroom. Ni yang penting yah yang tau aja gitu loh.
S: My cat my cat.
S2: Iya itu sama my classroom aja my classroom aja.
S4: Our crabby Pet. Our Crabby Pet.
S3: Anak kepiting. Hehe. Crabby is small.
T: Kamu pilih apa?
S3: Anak kepiting. Hehehe.
T: Ohh. Our Crabby Pet.
S4: Our Crabby Pet Aja.
S: My classroom aja.
S: Nita Nita yang ini aja. Yang ini ni apus.
S2: Hapusan donk.
S: Donny jangan.
S: Dani.
S: Satu aja. Ini kenapa dihapus?
S: Jeremy Ok. Yang ini my Classroom.
S3: Ini apaan nih? Masa topeng monyet disekolah? Hehe
S2: Jeremy OK yah?
T: Semua siap yah dengan tiga teksnya?
S3: Udah kan?
T: Ini sudah siap belum?
S3: Sudah.
T: Sekarang mulai tentukan mau teks yang mana dulu!
S3: Teks yang mana dulu nih?
S: Yang ini aja yah?
S: Dani.
S: Itu pendek banget.
S2: Itu loe tau gak maksudnya apa?
S3: 155 cm.
Ss: He has short straight hair and flat nose.
T: The first text for you is about?
Ss: Deni
T: Ok. Dani.
S4: Emang loe tau itu artinya apa? Maksudnya apa?
S2: Itu cirri-ciri dia.
Nanti kalo ada yang disuruh baca kedepan loe yah.
S4: Nita aja lah.
S3: Idungnya itu apaan? Hehehe.
S4: Flat.
S5: Pokoknya loe tau artiin dulu. Artinya tuh apa.
S3: Flat apaan sih?
S4: Flat itu kan..
S4: Genduuut.
S2: he eh. Iya bener gendut.
S5: Chubby.

S4: Tembem.
S3: Dia panjangnya 155 sentimeter.
S2: Dia rambutnya pendek.
S4: Salaah.
S: Iyaa.
T: Kalian pilih teks apa aja?
Ss: Dani, Jeremy, sama My Classroom.
S3: Dani badannya gendut, pipinya tembem, ia badannya 155 cm. Ia memiliki rambut pendek. Flat nose apa?
S2: Ia memiliki rambut...
S3: Hidungnya pesek apa idungnya mancung?
S2: Baca disini flat apa..
S5: Nih.. Berhidung panjang.
S3: Yak kan bener kan. Kalo gak pesek berhidung mancung.
S2: Dani adalah..
S3: Dani adalah laki-laki yang ber...
S4: Alah loe ngomongnya susah banget sih.
S2: Iya terus apa?
S4: Dani adalah bocah gendut dengan pipi yang tembam. Dia hanya 155 cm. Dan dia punya rambut pendek dan lurus dan dia juga hidungnya pesek.
S2: hahaha.. hidungnya pesek.
S4: Lurus
S5: Haha.. yang idungnya pesek siapa?
S2: Saya.
S2: Sekarang Jeremi.
S5: Jeremy Tetty.
S4: Buset deh susah banget.
S2: Yang milih Jeremy siapa? Bukan aku.
S5: Eh, tadi kan gue dah ngomong qo Jeremy qo Jeremy bukan diganti.
S4: Kan tadi gue dah milih My Crabby Pet.
S5: Eh, ganti aja.
S5: Miss, boleh ganti gak miss?
T: Ok. Jadi dah ditentukan kan yang pertama teks yang mana?
S4: Dani.
T: Mau yang mana? Pilih samaan.
Ss: Dani.
T: Ok. So, now, you determine, tentukan mana. You pick one text. Oke. Pilih salah satu teks dari yang tiga tadi. Nah, sekarang pegang satu teks yang sudah dipilih based on your group decision. You tentang apa tadi?
Ss: Dani.
T: Ok. All Dani. Sekarang tulis.
S5: Eh, jadi yang dipilih Cuma dani doank?
S2: Ini kan yang pertama.
T: Ok all. Now, listen to me. Now, one of you in each group bagikan, distribute the paper. Nah, ada paper disini kalian bagikan kesemua anggota grup. Semua harus kebagian. satu-satu.
S5: Terima kasih.
T: Prepare your pencil and pen. Keluarkan pensil dan pulpenya.
S2: keluarin juga pensilnya.
T: Ok. Udah siap pensil dan pulpenya? Well. Semuanya dah siap. Papers? Pensil? Pulpen? Now, I want you to focus on the title. Now, look at the text and read the title. Ok. Then, now after it, start to write it. Ok, now all write the title of the text.
S: Trus apa lagi?
T: Just wait for my instruction.
S3: Pake bahasa inggris?

S4: Pake nama gak?
T: Kalian kan tadi sudah baca titlenya kan? Otomatis kalian harus apa?
S2 &
S4: Harus hapal?
T: Harus hapal apa?
S4: Hapal apa?
T: Artinya kan? Kalian harus ngerti dulu donk yah artinya. Nah, baru tulis titlenya.
S5: Miss, pake pulpen apa pensil?
T: It's ok. Gak papa pake apa aja.
S4: Eh, ditulis semuanya ini Ta?
T: OK. Kalian copy the text. Rewrite the text. Kalian bisa bantu saya yah. Masing-masing anggota kelompok coba dicek. Saling mengingatkan jika ada kesalahan. Jadi itulah, cara kerja group worknya ada disitu. Ayo saling ngingetin. Coba dicek temennya sudah menulis title atau belum.
S4: Udah. Udah. Udah. Udah. Belum.
T: Jadi, disini kita saling mengingatkan.
S4: udah belum?
S5: belum.
T: Now, stop writing. Kalo sudah semua, sekarang kita lanjutkan menulis teksnya. Kita tulis teksnya dengan tulisan yang bagus dengan punctuation, you know?
S4: enggak.
T: titik koma itu diperhatikan. Kemudian, saying, dengarkan saya. Listen to me. Sambil kalian nulis, otomatis kan kalian baca. Ya gak? Sambil difikirkan. Apa ya artinya? Kemudian, ooo begini yah cara nulisnya? Gitu loh. Yah. Nah, coba sekarang ditulis.
S4: Ooo begini cara nulisnya. Apa maksudnya?
S2: Ini kan udah ada.
T: Coba kalian nulisnya per sentence. Kalimat per kalimat.
T: Kenapa ini begini?
S3: Lah?
T: Ini titlenya mana?
S4: Dani. Ini kan Dani.
T: Titlenya mana?
S4: Dikotakin miss? Dikotakin.
T: Ga udah. Ini kan Dani tulisannya begini. Kamu tulis juga seperti ini. Coba semuanya liat sini. Ini bener gak?
S4: Salah.
T: Apa yang salah?
S3: Titlenya diatas.
T: Ini bener apa salah?
S4: Bener. Bener.
T: Yang ini bener apa salah?
Ss: Gak tau.
S2: Gak ada title.
T: Ok. Pertama gak ada title. Kedua apa?
S4: Kedua, gak tau.
T: Coba dibandingkan sama ini.
S4: Aku jadi bingung miss.
T: Sama kan sama ini? Sama gak? Jadi, dalam menulis paragraf, judul harus seperti ini. Harus ada ditengah. Coba liat yang lain
S4: Salah salah miss.
S5: Aku bener.
S3: Enggak enggak.
T: oke. Sekarang liat sini. Bener gak?
S2: Salah.
T: Salahnya dimana?

Ss: Gak ada paragrafnya.
T: Iya.
S5: Kalo ini bener gak miss?
T: Yup.
T: Ok. Jadi inget yah. Kalian disini group work. Ok. Ini kan per kelompok jadi saling mengingatkan kalo ada teman yang salah kamu dulu ngecek sendiri.
S2: Kalo udah diapain?
S4: Pake pulpen yuk?
S5: Pake pulpen yuk?
S4: Pake pulpen yuk apus yuk.
S3: Nita ada tipe ex gak?
S2: Ga ada.
S5: Eh, apusan donk.
T: Coba cek punya temennya. Bener apa enggak.
S2: udah bener miss. Hehehe
T: Cari teksnya yang panjangan dikit kek.
S2: Ah, males ah.
S4: Ah. Okelah.
T: Siapa yang milih?
S5: Dia yang milih miss.
T: Lalu, kata-katanya yang susah.
S4: Saya milih tadi miss yang Our Crabby Pet. Tadi malah mili Jeremy.
S5: Siapa yang milih. Dia.
T: Terus, kenapa pilih Dani?
S3: Ah, Tanya yang ini.
T: Kenapa akhirnya kalian milih yang ini?
S2: Dia yang milih tuh.
T: Jadi bukan kesepakatan bersama nih? Mana teamworknya?
Yang ini kan pendek nih. Coba Nita baca. Adam artinya.
S3: Artinya?
S2: Dani is a fat boy with chubby cheeks. He is only 155 cm tall. He has short straight hair and a flat nose.
T: Artinya.
S3: Dani adalah bocah laki-laki yang gendut. Ia mempunyai pipi yang tembam. Dia mempunyai badan 155 cm.
S2: Tinggi.
S4: Salah. Tinggi.
S3: Oh. Tinggi 155 cm. Dan dia mempunyai rambut yang pendek dan lurus dan hidungnya pesek.
T: Apa gunanya groupwork?
S3: Grup work. Untuk kerja sama. Hehe. Apa ya?
T: Coba cari teks yang menurut kalian Challenging bgt.
S3&
S4: Apaan?
T: Yang menurut paling Challenging. Yang kalo sendiri aja gak tau.
S4: Oh, Jeremy miss.
S3: Oh, ga tau miss. Jeremy ancur.
T: Tulis Jeremy.
S5: Semuanya?
S3: udah miss.
T: Masa?
T: Jeremy. Ini yang paling susah kan?
T: Yang Dani mana?
S4: Udah. Udah semua.
S2: Yang ini gak ditulis kan?

T: Tulis.
S3: oh, ditulis juga.
T: Tulis sourceny. Source itu apa sih?
S2: Sumber.
S3: Sumber miss.
T: Iya. Jadi, kalo kita nulis, kita ngambil dari suatu sumber kita harus menulis dari mana sumber itu berasal.
S4: Sour-ce ya? Ya Allah susah banget.
S2: Ya udah miss.
T: Ok. Lanjut Jeremy.
S4: Yah, jerami. Saya gak tau artinya miss.
S2: Satu lagi mana Jeremynya?
T: Udah? Nah coba. Kalian sudah belajar tenses kan? Tenses apa kira-kira yang ada di teks kalian? Coba diteliti tensesnya apa.
S5: longkap berapa baris?
T: kira-kira tenses yang ada kebanyakan disini apa? Tau gak sayang?
S2: Tenses?
T: Iyah. Kira-kira tensesnya apa tuh? Udah belajar kan tenses? Kalo misalkan *she is*. Kalo gitu-gitu. Tensesnya apa?
S2: simple present?
T: Simple present? Present tense. Iya.
T: Ini ganti?
Ss: Ganti miss.
T: Ok. It's too short yah.
S2: Yaah.. ininya gak muat. Gimana nih?
T: Oke. Kalo bisa yah, miss minta kalo kalian salah, jangan dihapus, jangan ditipe ex. Dicoret aja. Ganti lagi. Gpp. It's Ok.
S3: Tadi kan ada dua. Ini gak papa?
T: Enggak. Misalnya, kalian lagi nulis, ada kata yang salah. Misalnya, tadi is jadi are. Nah, arenya dicoret ganti sama is. Giru aja. Jadi ga usah pake penghapus ga usah pake tipe ex atau yang lainnya. Jadi mendingan dicoret aja. Jadi nanti bisa ketauan kalian dulu salahnya dimana. Gimana itu? Udah selesai? Big boy, who is your name?
S4: My name is Syaiful.
T: Nah, jangan lupa cek punya teman.
T: Sudah?
S5: belum miss.
S4: Gak tau artinya assembling miss.
T: Punya kamus gak? Ayo cari dikamus dulu yang gak tau artinya.
S5: oiya.
S5: artinya dari dani yah?
S3: Jangan. Jeremy yang gak tau artinya.
S5: Kok Jeremy?
S2: Kan Jeremy yang susah.

MEETING 3

Day/Date : Thursday, May 19th, 2011

Time : 13.00 – 14.30 WIB

- T: Good afternoon, students!
- Ss: Good afternoon, Miss!
- T: How are you today?
- Ss: I'm fine.
- T: Kemarin masih ingat belajar apa?
- Ss: Nulis-nulis di folio
- T: Berapa teks yang kalian pilih kemarin?
- Ss: Tiga
- T: Siapa yang sudah selesai semuanya?
- S2: Eh tadi gue 2 udah belum?
- S5: Belum, belum. Baru dua semua.
- S1: Oh iya.
- S5: Ya Allah, tulisan siapa ini?
- S2: Ini enggak dikasih nama?
- T: Before that, Miss mau ngejelasin sedikit aja. Teks yang ada di kalian semua itu kira-kira teks apa sih namanya? Apakah itu recount atau procedure? Anybody knows?
- S3: Recount.
- T: Recount? Yang lain apa coba?
- Ss: Description
- T: Ada lagi yang lain tau?
- S4: Saya engga mau jawab karena takut salah.
- T: Jadi menurut kalian ada yang bilang recount ada yang description. Jadi apa yang benar?
- S4: Saya engga mau jawab salah satu karena takut salah.
- Ss: Descriptive texts.
- T: Kenapa disebut descriptive texts?
- S: Karena menggambarkan
- T: Buku catetannya dikeluarin. Kalau ada yang perlu boleh dicatet.
- S5: Sulis, minta kertas satu lembar dong.
- T: Tau engga kalau setiap teks itu punya tujuan?

S3: Tau, Miss. Kalau recount menceritakan kembali.

T: Ya, kalau recount itu menceritakan kembali. Apa lagi jenis teks yang kalian tau?

S: Narrative.

T: Ya, Kalau narrative tujuannya apa?

S: Engga tau.

T: Menghibur, ya. Kalau yang ini, descriptive tujuannya apa?

S: Menceritakan suatu topik

T: Iya, menceritakan suatu topik. Jadi dia menggambarkan. Menggambarkan apa Bahasa Inggrisnya?

S4: Describe

T: Ya, describe. Menggambarkan apa?

S2: Sesuatu.

T: Ya, menggambarkan sesuatu. Sesuatunya itu boleh apa aja? Orang bisa engga?

S: Orang

T: Ya, people. Tempat bisa enggak?

SS: Bisa, binatang, Miss.

S3: Animal.

T: Apalagi?

SS: Ruangan.

T: Ok, sekarang Miss mau tanya. Sekarang coba kalian cari purpose dari masing-masing teks yang sudah kalian tulis kemarin. For example, Dani.

S3: Eh, liat yang Dani.

T: Jadi tujuan dari teks Dani ini adalah. Bagaimana membuatnya? *To describe*. Siapa di sini?

SS: Dani

T: Jadi tujuannya gimana? *To describe Dani*. Ngerti ya? Sekarang dari masing-masing kelompok.

(masing-masing kelompok mulai berdiskusi tentang tujuan dari teks)

T: Kalau kelompok ini?

S1: Jadi *to describe my hamster*

T: *To describe my hamster*.

(guru meneruskan bertanya kepada kelompok lain)

T: Baik, sekarang kita lanjutkan ke struktur teksnya. Ada yang tau engga strukturnya teks deskriptif itu seperti apa?

S3: Udah, Miss, tapi lupa.

T: Kalau descriptive texts ada *identification*, dan apa? Cuma dua. *Identification* sama *description*.

S3: Identification dan description.

T: Identification itu seperti apa sih? Sekarang kita coba dari teks my hamster kita mau cari identifikasinya. Identification itu identitas dari yang mau dideskripsikan.

S1: Kalau ini my hamster berarti ya.

S2: Kalau my boyfriend berarti my boyfriend ya?

S4: My boyfriend

T: Hold on, everybody. Jadi yang terakhir itu description. Description itu penggambaran. Contoh teks nya itu my classroom. Jadi yang dimaksud adalah penggambaran dari kelas itu. Misalnya kelasnya itu seperti apa, di dalamnya ada apa saja. Nah kalo kelas kita sekarang ini ada apa saja?

SS: Windows.

S2: Itu namanya?

S5: President picture

T: Okay, sekarang kita pilih teks lagi.

S2: My classroom.

S1: Panjang tulisannya engga kelihatan. Ini aja nih.

S2: Dani. Dani.

S5: Yaaah..

T: Ok. Sekarang kalian menulis lagi seperti kemarin ya.

S2: Boleh pake pensil engga, Miss?

T: Boleh. Asalkan keliatan.
(siswa mulai memilih teks dan memulai menulis)

T: Kalau misalkan salah, dicoret saja jangan di tipe-ex.

S4: Asik.

S5/S2: Biar tau kesalahannya dimana.

T: Ya, betul sekali.

S5: Pilih nih apa aja.

S4: Dani.

S1&S5: Dani, Jeremy, My Classroom.

T: Jangan lupa perhatikan huruf besar, tanda koma tanda titik.

S2: Yang belom apa? Ya udah lanjutin aja. Ko kamu pake pulpen sih, kan jelek.

S5: Engga bawa pensil.

S4: Di tas males ngeluarin.

S5: Lis, punya pulpen engga?

S1: Apa lagi penggambaran my calssroomnya?

S3: Ntar dulu. Belom

S2: Ih, saiful engga nulis-nulis nih.

S4: Iya.

T: Sambil menulis dengerin dulu ya, jadi ciri-ciri teks deskriptif itu bagus harus ada objek yang dideskripsikan dan harus ada deskripsinya seperti apa. Oya, ada yang tau lagunya Bruno Mars engga? Itu deskriptif bukan?

Ss: Iya, Miss.

T: Kemarin udah sampe mana aja?

S5: My classroom

T: Sini Miss lihat.

S4: Ah jangan Miss, di bawah standard.

T: Ya udah teruskan.
(siswa lanjut menuliskan menulis)

T: Kalau ada kata-kata yang sulit bisa diskusi sama temannya atau lihat kamus ya.

S3: Bookshelf apaan sih? Bookshelf?
*kurang jelas

S4: Sebelah pintu itu kalo di kamus

N2: Eh ini apa?

S4: Tie.

S2: Tulisannya.

S3: Masa make tie?

S4: Aduh, panjang banget.

T: Sambil ditulis, sambil dibaca, sambil dilihat itu teksnya tentang apa.

S4: Miss, mau tanya, immortal apa artinya?

T: Udah lihat di kamus?

S4: Masalahnya ini engga ada di kamus.

T: Immortal?

S4: Bukan immortal, kalau immortal saya udah tau, ini immorta.

T: Penulisannya gimana?

S4: Makanya itu saya juga engga tau.

T: Nah, ini J kecil atau J besar, sayang?

S1: J besar.

T: J besar ada titiknya?
S1: Ada.
T: Yakin? Harusnya J besar kan ya. Ingat ya, nama orang hurufnya besar.
(siswa masih meneruskan menulis)
T: Sudah selesai belum?
S3: Saya belum.
S4: Saya belum.
T: (mengecek) Ini benar atau salah?
S4: Salah.
Ss: (berpikir) Salah.
T: Salah apanya?
S4: Saya salah semua.
T: Coba dilihat punya Saiful.
S3: Ah ininya, huruf m nya kecil.
T: Kalau kayak gini m nya besar atau kecil.
S3: M yang besar gini (sambil membentuk huruf M besar di udara)
T: Nah sip.
S4: Ampun, sampe berkali-kali salah.
T: Kalau misalkan sudah selesai, lihat pekerjaan temannya.
S5: Aduh ini tulisan (mengecek pekerjaan kawan)
S3: Bagus itu tulisannya.
S4: Classroom tuh ada R nya kan?
S3: Ada.
S2: Oya, kurang S nya.
S4: Apaan?
S2: Ini.
S1: (mengecek pekerjaan teman) Kurang titik sama koma.
T: Coba lihat. Nah ini apa?
S1: O iya..Miss, diganti?
S4: Miss, desk itu apa?
S3: Meja.
T: Iya.
S2: Adam, ini apa?

S3: What.
S2: Ih, mestinya with tau.
S3: Oooo iya.
S5: Yang bener siapa nih?
S3: Miss ini what apa with, Miss?
T: Di teksnya apa?
S2: With, Miss.
T: Nah, iya berarti.
S3: Jadi diganti, Miss?
T: Iya.
S1: Nah Dani sama yang ini udah. Itu yang Jeremy mana Jeremy?
S4: Nih.
T: Ayo, saling dicek ya pekerjaan temannya.
S4: Yang ini udah tapi yang ini belum, Miss. Gimana, Miss?
T: Coba dilihat lagi tulisannya.
S5: Nih grandmother harusnya engga pake spasi.
S4: Oiyaaa...
T: Have you finished?
Ss: Sudah..

MEETING 1

Day/Date : Monday, May 9TH, 2011
Time : 13.00 – 14. 30 WIB

T: Hari ini what you will do adalah listening baru kalian menulis. Miss akan membacakan sebanyak tiga kali. Baru kalian menulis dengan bahasa kalian sendiri. Apa yang kamu lakukan kalo engga tau artinya?

SS: Liat kamus, tanya teman.

T: Ya, boleh juga tanya teman dulu baru liat kamus.

S: Boleh kerja sama, Miss?

T: Pada saat mendengarkan. Saat menulis kalian sendiri-sendiri.

S: Okay.

T: Kita mulai ya. Is anybody here familiar with Harry Potter?

SS: Yes.

T: Which one of the characters that you like the most?

S2: Harry Potternya.

T: Kalau kamu?

S: Hermione.

T: Kalau kamu?

S3: Voldemort.

T: Sekarang Miss akan membacakan teks deskriptif tentang Hermione Granger. Bukan Hermione nya, tapi the cast of Hermione. Ada yang tau, siapa yang berperan jadi hermione?

S: Emma Watson lahir tanggalnya 19 April.

T: Emma Watson itu siapa sih?

S: Yang main jadi Hermione. Orangnya pintar tapi sebenarnya engga.

T: So, the title of the text is Emma Watson.
Emma Watson was born in Paris, France, on April 19, 1990.
So, where was she born?

SS: Paris

T: When was she born?

SS: April 19

T: Ok. Semuanya ngerti ya kalimat pertama?
Her nickname is Emma.
So, what is her nickname?

SS: Emma.

T: *She is the daughter of Chris Watson and Jacqueline Lusvig.*
So, who is her father?

S: Chris Watson.

T: And who is her mother?

S: Jacqueline ...

T: *She lived in Paris until the age of 5 before she move with her mother and younger brother, Alexander, to Oxford, England.*
So, who is her brother?

S: Alexander.

T: How many houses does she have?

S: Two.

S: One.

T: Diulang ya.. (mengulang kalimat)..
So, how many houses does she have?

S: Two.

T: Yang pertama dimana?

S: Engga tau, Miss.

T: (mengulang membaca kalimat) So, where did she live until the age of 5?

S: Paris.

T: Right. So Paris was her first house.

S: Ya.

T: So, where is her second house?

S3: London

S: England

T: Sekali lagi ya (mengulang membaca).
So.

S: England.

T: *Emma has wavy brown hair.*
What is her hair like?
Rambutnya gimana?

S: Wavy, brown.

T: Ok. Sekali lagi.
Emma has wavy brown hair.
What is Emma's hair like?

S3: Brown.

S1: Wavy.

- T: Ok.
Her height is 165 cm.
How about her height?
- S3: Wah, tingginya 165.
- T: Ya, tingginya 165.
She's generous and friendly.
Generous itu apa sih? Coba lihat di kamus.

(siswa mencari di kamus)
- T: Ketemu?
- Ss: Murah hati
- T: Ya. Murah hati atau?
- S1: Dermawan.
- T: Ya.
She also said she is a little bit stubborn.
Apa artinya *stubborn*?

(siswa mencari di kamus)
- S1: Cari dari st...u...double b.
- S3: B nya double.
- S2: Tadi apaan sih?
- S3 & S1: Keras kepala
- T: So, what is Emma's negative personality?
- Ss: Stubborn.
- T: This is the last sentence.
Emma loves dancing, singing, playing tennis, and art.
What is her hobby?
- Ss: Dancing, singing, playing tennis, and...
- T: And what? Art...Seni. Ok, dari yang sudah Miss baca, ada yang bisa mengulang?
- S3: Ah, belum bisa.
- T: Ok. Sekali lagi? Sekali lagi ya. Tapi a little bit cepet.
(mengulang sekali lagi)
- S3: Apa 19 april?
- S1: 19 April 1990
- T: (selesai membaca) Gampang kan? Pertama tentang kelahiran, tentang tempat dan kapan dia lahir. Kedua tentang *nickname*. Ketiga tentang orang tuanya. Keempat tentang tempat tinggal.
- S3: Tentang sodaranya.
- T: Kelima tentang rambut. Setelah itu?

S3 & S2: Tinggi.

T: Terus personality. Abis itu?

S3: Hobby.

T: Bisa?

SS: InsyaAllah.

T: Apa kalian sudah bisa menulis sendiri? Mau sekali lagi atau langsung menulis? Ok.
This is the last time ya.
(mengulang membaca)
(selesai membaca mengecek pengetahuan siswa akan ejaan dari beberapa kata yang baru bagi siswa)

T: Ok, sekarang your task is rewriting the text I've told you about Emma Watson in your own words.

S3: Emma Watson atau Emma Wudson?

T: Jangan lupa tulis nama dan tanggal di kertasnya.

S1: Sekarang tanggal berapa?

S3: 16.

T: Ingat kalau penulisan teks harus gimana?

S5: Eh sekarang bulan apa?

S3: Monday.

S5: Bulan.

S3: May.

T: Ingat title.

S5: Hei, 16 terus th.

S3: Tadi Emma Watson atau Emma Wudson? Nit, tadi Watson atau Wudson?

S2: Watson. W-a-t-s-o-n.

S3: Titlenya Emma Watson.

T: No, cheating.

S3: Yang pertama apaan?

S5: Pertama itu lahir.

S2: Born ya?

S5: Iya. Lahir.

S5: Emma Watson born in Paris, in France.

S3: In France.

S5: Kalau tanggal?

S3: Aku tau. 15 April....

S1: Pada apaan pada?
S3: Cari. Cari.
S1: Ada.
S3: Ada kan? Apaan?
S1: At.
S2: Ini tulisannya di sebelahnya apa di bawahnya?
S1: Ya udah titik terus at. 15 April tulisannya gimana?
S5: April dulu kan?
S2: April terus.
S5: Tulisannya kan April...at April 15th 1990.
S3: Terus apalagi?
S2: Ayo, nanti kita kebalap.
S3: Miss, terus apalagi?
T: Terus apa hayo?
S3: Alexander siapa, Miss?
T: Ayo, siapa tadi?
S1: Miss, kalau ibunya Jacqueline siapa Miss?
T: Jacqueline Lusvig. Udah, ko malah didikte? Ini kan kerja sendiri.
S1: Tadi nulis jacqueline gimana?
S5: J-a-c-q- Lubis. Tapi engga tau deh.
S3: Bener? Takutnya salah.
S2: My mother Jacqueline..
S5: Emma Watson mother Jacqueline Lubis
T: Eh, kerjain sendiri-sendiri.
S5: Miss, kalau father gimana Miss?
T: Gimana?
S5: Emma father
S2: Eh tadi jacqueline itu bapaknya?
T: Tadi nama nya siapa?
S3: Emma Watson.
T: Kalau gitu nama bapaknya siapa?
S1: Chris Watson.
S2: Terus rambutnya ya?

S1: Blonde

S3: Coklat

S1: Brown hair

S2: Wavy. Nih kayak gini tulisannya. Kalau engga salah bergelombang-bergelombang gitu.

S3: Coklat yang bergelombang.

T: Kamu fokus ke sini jangan kemana-mana. Tadi ada berapa poin yang musti ditulis?

S3: Ada 10. Tapi ingetnya Cuma 3.

T: It's okay.
Mau diulang sekali lagi?
Tapi janji, no cheating anymore.
(mengulang membaca)
(selesai membaca)

S1: Eh, nickname nya beloman.

T: Be confident. Tulis aja.

Ss: (mulai menulis)

T: Have you finished?

Ss: Belum..

S3: Baru empat nih.

S5: Baru enam.

T: No problem. Namanya juga rewriting.

S2: Eh tinggi apaan tinggi?

S1 & S5: Tall
(masih mengerjakan)

S5: Seni itu Art ya?

S2: Iya

S1: Keras kepala itu stubborn ya?

S5: Tadi sifat buruknya apa aja? Stubborn..
(menyerahkan ke guru)

This group discussed apa yang sudah mereka tulis.

MEETING 4

Day/Date : Monday, May 23rd, 2011
Time : 13.00 – 14.30 WIB

T: How are you, students?
Ss: Fine
T: Let's sing our yell-yell. Are you ready?
Ss: Yes
All: English Club Fun // English Club Ok // English Club Funtastic // Gooooo EC//
T: English Club?
Ss: Bang!
T: what have you learnt on the last meeting?
Ss: Descriptive text
T: Ok, now look! For example, what book is this? (holding a dictionary)
Ss: Dictionary
T: Ok, terus, what color is it?
S2: Red
S3: Black
S1: Purple purple, orange, purple
T: Oke, and then?
S3: Black
T: How about Adam? Can you describe Adam? Siapa yang bisa mendeskripsikan Adam? For, example. He is Adam. He has a round face. Is it round? Round or oval?
S1: oval miss,
T: Ok, this is oval. What about his hair?
S: Keriting
T: What is keriting in English? His hair is wavy. Now kevin, what about kevin?
Dhaffa, what does he look like?
S: black
T: Black?
S: Bad
T: Black? What is black?
Ss: buruk
S: bad bad
T: Bad?
Ss: Jahat miss jahat
T: How about his hair?
S3: short
T: ok, what is the color of his hair?
Ss: black
T: Now, remember this one. Listen, I will call your group name, one of your group member should take the folder. First group, GGMU, oke come here! ext, Best Friend Forever, Don't open the folder first, Don't cheat! Next, Revolution, Phonex, the last is Raufasista.
S2: jangan dibuka!
T: Listen first! What you have to do with this one? Masih sama ya dengan pertemuan sebelumnya,
S5: Bismillah hey, Bismilahirrahmanirahim..
T: oke now open the folder.
Ss: (pay attention to the texts in the folder)
T: (managing the class) Good. GGMU, Raufasista, listen first! Now choose three texts from all the texts in the folder.
S5: Hey, pilih tiga teks.

T: sudah dipilih?
 S3: hey ,pilih tiga,
 S2: yang mana nih?
 S1: Harry Potter.
 S2: ok?
 S5: ok!
 S3: ada Emma Watson
 S1: oke
 S2: jangan kita berdua aja yang pilih. Harry Potter setuju gak?
 S3: iya.. Harry Potter setuju, eh maen hp aj nih orang. Emma Watson, Trus apa lagi?
 S1: Emma Watson mau gak?
 S3: Emma Watson mau gak hey? Emma watson..
 S5: satu lagi!
 S2: Brad Pit? Eh jangan deh gak kenal..
 S5: harus sepakat dlu, kalo gak sepakat ntar salah-salahan lagi.
 Ss: (students reading a text)

.....
 S2: Apa nih?
 T: after that, rewrite the text you have chosen like in the previous meeting.
 S2: Miss, saya sudah,
 T: ok, apa yang kalian pilih?
 Ss: Harry Potter, Emma Watson, dan My Grandma
 T: Yang sudah, bisa langsung menulis ulang teksnya. Apa yang pertama harus ditulis? Write your name first! Don't forget to write your name!
 (teacher give the texts choosen to each member of the group so that each member hand in the text chosen)

S2: Ini Harry potter,
 S3: Emma Watson, Emma watson
 S1: Siapa yang belum dapat?
 S5: sudah
 S2: itu liat dlu yang kemarin.
 S3: Miss, boleh berdo'a dlu gak miss?
 T : ya? Berdo'a? Oh iya lupa..
 S3: oh iya lupa...
 T: ok, before we start working, who wants to lead the pray?
 S: before we study, let's pray together?
 T: Ok, yang sudah boleh lanjutkan menulis.
 S3: sekarang hari kamis ya?
 S2: iya, Thursday?
 S2
 & 3: Sunday, Monday, Tuesday, Wednesday, Thursday
 T: Then, choose one text to be rewritten. Pilih teks pertama untuk di tulis ulang di kertas yang telah disediakan!
 S2: Pilih salah satu.
 S3: Tuesday
 S1: Thursday
 S2: Sini ada kamus, coba dicari.
 S3: Teksnya Emma Watson saja dulu ya?
 Ss: oke,,
 S3: hey pinjem tipe x dong?
 S2: enggak boleh pake tipe x,
 S3: Saya mau hapus tanggalnya saja miss
 T: Oke, setelah nulis nama dan tanggal tidak boleh pakai tipe x ya?
 S3: Ya miss.

T: Remember, when you write, what do you have to write first?
S: nama
S: Tanggal
S: Title
T: Ok, the first thing you write is.. the first
S: Title,
T: Ok. Apa lagi?
Ss: huruf besar
T: OK, Capital?
Ss: Capital Letters
..... (While doing rewriting the first text)
.....
S5: kalau nickname pakai spasi kan ya?
S1: miss, kalau nickname pakai spasi gak?
T: gimana, coba lihat dictionary? Di teks pakai spasi tidak?
S5: Tidak
T: Coba kita cek di kamus?
S1: Tidak dipisah miss
T: So, nickname tidak pakai spasi. Nah kalau salah harus diulang lagi ya, jangan dihabus.
S2: Benar kan, betul Jacqueline tulisan aku yang kemarin, JACQUALINE (while writing the text)
T: Have you finished?
S: Not yet
T: If you have finished, I will ask about the texts. Bagi yang sudah, tukar dengan temannya, exchange your work with your friend. How about this group? Have you finished?
Ss: Not yet, Miss.
T: Ok, for example this one, I will try to give you guidelines. when you write, what should you write first in the text?
S: Title
T: Penulisannya benar tidak, kapital letternya.. Is that right? How about sulis? How about you, Adam?
S2: Bener Miss, huruf depan besar kan?
S3: Punya saya benar miss
T: OK! After the title you have to put.. dilongkap.. so in English berarti space. Jadi harus diberi space. Oke check your friends' writing.
S2: Nah kamu tidak ada spasinya. Coba saya lihat?
S1: Ini kan harusnya kosong, dipisahin satu baris. Dikasih spasi
S5: Yah, saya juga tidak dikasih spasi.
S2: Seharusnya dikosongi satu baris, liat contoh dong nih!
S3: Oh yes yes yes, ok.
T: Now, who have finished with the first teks? Siapa yang sudah selesai menulis teks pertama? This group?ok
Ss: Yes
T: How about this group? Have you finished?
Ss: Yes
T: If you have finished with the first text, you can write the second text. Choose the text first. But, pay attention to your writing. After writing the title, you have to give space.
S3: yang mana?
S5: My Grandma saja
S3: ok
T: Jangan lupa beri spasi setelah title. Don't forget to give space, minimal three spaces. After all groups have finished, we will discuss.

S5: Miss, salah nih miss?
T: It's ok, tidak apa-apa, it's learning
S5: (while writing the second text) Jangan lupa di kasih spasi. Tuh kan lupa
S1: Nah gantian kan salahnya
S2: Begini miss. Benar tidak?
S1: Miss, saya longkap tiga sepertinya kebanyakan. Sepertinya tidak enak dilihatnya miss.
T: Wait, longkap tiganya maksudnya dari teks ke sini. S: saya salah juga
S2: Begini miss?
T: Nah seperti ini. You have to check each other. Makanya coba discuss dengan teman.
S1: Hah, jadi sama-sama salah deh.
S5: Kamu sih ikutan
S2: Kamu judulnya dulu ditaruh disini
S1: Miss dihapus ini?
S2: Boleh pake hapusan.
T: Now stop writing first. Pen and pencil down.
S5: Tunggu, Miss! Tunggu sampai titik dlu.
T: Stop writing first, look at your first writing. And look at your friends' work. For example, Dhaffa, what is your teks?
S: Emma Watson
S2: Sama dong sama kita.
T: Kelompok mana yanag memilih teks yang sama?
S2: Saya
T: Look at your teks ya, and then, you identify your text. Perhatikan! First, Look at the title of the text. This one is Emma Watson. How about the other groups?
Ss: My Grandma ,, Daniel Jacob Radcliff , Brad Pit (students mentioning their text title)
T: Then, look at the characteristics in the paragraph.
Ss: (students elicit the characteristic of the person of object being described) dia tinggal sendiri. Jadi dia membuat sarapannya sendiri. Dia membersihkan rumahnya sendiri. Kalau karakteristiknya kemarin Emma Watson seperti apa?
T: OK. How about Emma Watson?
S3: Emma Watson, Emma Watson,, gimana karakteristikya?
S2: Sifat baiknya dia, generous, friendly,

T: Do you find any difficult word?
Ss: No
T: Gampang ya?
S2: Lumayan miss
T: Kalau teks yang lain?how about the other texts?
S3: Kata-katanya sulit miss.
T: Ok, you may ask your friends, and discuss with the others. Look up the dictionary.
S2: Emma Watson itu lahirnya di Paris.
S1: Lalu?
S5: Dia hidup di Paris kan?
S2: Iya
T: Who has finished?
S2: Sudah ketemu blum?
S5: Sudah
S3: Ini tingginya berapa?
S1: 175 cm
S5: (While exchanging the work among the members) ini combs artinya apa sih?
S1: Di kamus?
S2: Di kamus gak ada. Coba tanya miss.
S1: Kemarin friendly apa?
S2: Ramah

S3: Berarti sifatnya dia, dermawan, ramah dan tekun
 S5: Rajin
 S1: Stubborn apa kemarin Dam?
 S2: Keras kepala
 S3: Hobbinya suka bernyanyi menari dan seni
 S1: Art
 S2: Art itu seni
 S5: Hey itu ada kamus dibaca dong
 T: Have you finished?
 Ss: Yes, Miss.
 T: Ok, I want to ask about the text? What is the text about?
 Ss: My Grandma
 T: Look at the first sentence.
 S3: Tidy old woman apa miss?
 T: Coba lihat kamus .
 S5: Tidy disini artinya rapih miss. Tapi kalau rapih kan neat?
 Ss: (searching the word)
 S2: Rapih rapih
 S5: Berarti dia orang yang rapih
 S3: Dia berumur 80 tahun
 S2: Dia berambut panjang dan rapih.
 T: Ok Good. Lanjutkan
 S5: Miss, combs artinya apa miss? Lagi mencari tapi tidak ketemu Miss.
 T: Kalau rambut biasanya diapakan?
 S1: Dikepang
 S5: Dipakaikan pita-pita.
 T: Coba cari di kamus.
 S1: cari cari
 S5: Tidak ada
 S2: Ini ada nih. Sisir, menyikat, menyisir
 S1: Dia menyikat rambutnya setiap hari
 S3: Masa menyikat, menyisir dong
 S2: Menyisir
 S3: Dia,, always apa?
 S2: Selalu
 S5: Dia selalu menyisir rambutnya setiap hari.
 S5: Disisir comb kan? /kam/
 S2: Coba lihat kamus bahasa inggris – Indonesia sisir apa?
 S5: Put /pat/ menaruh.
 S1: Dia selalu menaruh benda di atas kiri, kiri right kan?
 S2: right kanan.. Place apa?
 S1: place itu tempat
 S3: tempat sebelah kanan itu. berarti dia selalu menaruh sesuatu di atas sebelah kanan.
 S5: clothes apa?
 S1: Pakaian
 S2: mana sih clothes?
 S1: Ini. Neat apa ?
 S2: Rapih
 S1: Clean?
 S2: Bersih
 S1: Berarti bajunya selalu rapih dan bersih.
 S5: Bed apa bed?
 S2: Tempat tidur?
 S1: Bukan ini?
 S2: Itu bet sekolah, beda. Dia membersihkan tempat tidurnya.

MEETING 5

Day/Date : Monday, May 30th, 2011
Time : 13.00 – 14.30 WIB

T: Good Afternoon Students!
Ss: Good Afternoon!
T: How are you?
Ss: Fine
T: Good. But before you start our activities today, I want to hear our yel yel. Are you ready?
Ss: Yes
T: English Club – Fun // English Club – Ok // English Club – Fantastic // Go EC //
T: English Club?
Ss: BANG!!
T: Good. Now look! I have six envelopes in my hands. There are six groups right? Apa ya isinya?
Ss: Money
T: Are you sure? Now I want each representative from each group to pick one envelope. Ok, Nita, Sukma, Aziz, Maiseh, and Dhaffa. Choose one!
S4: Yang tengah (students choosing the envelope)
T: Ok, Let's open the envelope. What do you find in the envelope?
S: Text
T: How many texts?
S2: One
T: One?
S4: Many
Ss: Many many
T: OK. Now, each group has different texts. Setiap grup punya teks yang berbeda ya. Then, look at this paper! Have you? Do you find this paper?
Ss: (look for the paper)
T: Di paper ini terdapat tulisan Directions. What is direction?
S: Petunjuk
T: OK. Petunjuk. Jadi, di kertas ini berisi petunjuk tentang apa yang harus kalian lakukan dengan teks tersebut. These directions show you what you should do with the texts. No. 1 Look at the three texts given. Read the title first.
S2: Mau pilih yang mana?
S: ini saja.
T: Kalau contohnya Junko's Room berarti teksnya mendeskripsikan apa?
Ss: Place
T: Ok. Dorry the Cheerer?
Ss: Person miss
T: Person?
Ss: Animal
T: Yes, that's animal. After you look at the texts, discuss with your friends to choose only one text.
S2: Pilih yang mana?
T: jPilih dari segi vocabulary, apa kata-katanya kamu kuasai atau kalian merasa tertantang untuk mencoba teks dengan kata-kata baru.
S2: Jadi pilih yang mana?
S3: Pilih yang ini saja deh?
S2: Yang ini?
S3: OK
T: Ok. I want to hear Revolution team. which one do you choose? Pilih teks yang mana?
Ss: Rupert Grint

T: GGMU?
Ss: My Cat
T: This Group?
Ss: Daniel Jacob Radcliff
T: How about your group?
Ss: Bestfriend Forever
T: Good. And how about the last group?
Ss: My grandma
T: Ok, all the groups have chosed the texts, now go to the third direction. Read direction no. 3
S3: Read the text carefully.
T: Setiap kalian sudah mendapat teks masing-masing kan? Sekarang baca teks tersebut dengan teliti. Saling bertanya dengan teman kalian.
S3: As artinya apa?
S2: Bacanya As kan. As secara atau As sebagai?
S3: Bukan Khas tpi As?
S2: Iya as, coba apa artinya?
S3: Sebagai
S2: Tuh kan sebagai. Sebagai seorang anak yang berumur dua tahun. Kakak saya dan saya dari kecil memotret bersama. Kakak saya dan saya beda sepuluh bulan dan tiga hari, dan tiga minggu. Dan dalam foto, kami terlihat identif, baju biru, bermata biru,
T: Kenapa pilih Bestfriend Forever?
S2: Karena lebih masuk akal, biar tidak bingung – bingung bayanginnya miss
T: OK, sudah?
Ss: Sudah
T: OK, everyone, now read direction no. 4! Share your understanding with your group members. Forexample. Teks ini tentang kucing yang bulunya lembut, matanya biru, dll. Sharing your understanding supaya semua anggota kelompok memiliki pemahaman yang sama. Setelah itu, kalian akan ditugaskan untuk datang ke kelompok lain untuk menceritakan teks yang kalian baca ke teman-teman dari kelompok lain. Kalian boleh buat catatan tentang karakteristik orang atau tempat yang digambarkan agar kalian Ingat. Kalian harus ungkapkan apa yang dideskripsikan, contohnya : I want to tell about Rupert grint. This text is about my grandma. Lalu, yang kedua, kalian deskripsikan karakteristiknya. For example, is our classroom big or small?
Ss: Big
T: OK, our classroom is big. Another example, Justin bieber is tall or this cat has soft fur. Jadi dalam satu meja ini ada 5 orang dari kelompok yang berbeda-beda untuk nantinya menceritakan teks yang dibaca masing-masing supaya kalian bisa belajar mendengarkan teks deskripsi yang dibaca teman lainnya. Kalian boleh membawa catatan saat mendeskripsikan ke teman lainnya. Kita mulai ya. Silahkan mempersiapkan catatan atau berlatih terlebih dahulu.
S2: Aku pinjam pensilnya ya
..... (teacher distribute the group members to come to the other groups).....
S4: Bagaimana? Aku saja yang ngapalin. Jadi, aku yang jelasin ke yang lain.
S2: Enggak mau
S4: Kamu gak bisa jelasin? kalau mau disini harus jelasin ke teman dari kelompok lain.
S2: Ya sudah
S4: Benar ya? Kamu yang jelasin. Jangan salah ya?
S2: Iya
..... (students continue practicing)
.....
T: Bagaimana? Bisa?
S4: Dia masih bingung Miss.
T: Bingung?

S4: Iya kan kamu yang mau jelasin jadi kamu harus mengerti isi teksnya.
T: OK, teks kalian tentang apa?
Ss: Bestfriend Forever.
T: OK, this text is about Bestfriend Forever. Siapa saja mereka?
S2: My sister and I
T: The writer and her sister. What are they so closed?
S4: Because they are similar
T: Sama dalam hal apa?
S4: Big face, big eyes, same clothes.
T: Nah begitu saja. Gunakan kata-kata kalian sendiri.
S4: Iya memang begitu Miss.
T: lalu apa lagi samanya?
S2: Same hair and hobbies.
T: OK, begitu saja. Yang penting siala yang dideskripsikan dan apa karakteristiknya. Syaeful sudah hafal?
S4: Sudah
.....(*Students Continue practicing*)
.....
T: OK, Stop! Sekarang saatnya kalian menyebar ke grup lainnya.
.....(*Students come to other groups*)
.....
T: Sekarang begini, siapa dari kelompok 1?
S3: Saya
T: Ayo mulai dari kamu. Bila sudah. Kamu kembali ke kelompok kamu untuk menceritakan semua teks yang kamu dengar dengan teman sekelompokmu.
S3: The text is about Rupert Grint. Rupert Alexander Grint is was born in Rivershire, England , August 24th 1988. His nickname is Rupert. His parents is Migual grint and Joel partsel. He has a bright red hair. His height is 180 cm. He is an activity and famous person. He is ... of the three Harry Potter Stars.
S: It is about Bomby the Cat. It is always playful. It has soft fur. It is small but fat. Its eyes are brown. It is always near me.
T: Tentang apa teks dari dia?
S2: Kucing
T: Siapa namanya?
S: Bomby
T: Seperti apa dia?
S4: Bulunya halus.
T: In English?
S2: Soft
T: It has soft hair
Ss: It has soft fur.
T: Ok, Nita ulangi yang dijelaskan oleh Irfan. What is the text about?
S2: Cat
T: What are the characteristics of the cat?
S2: Clever
T: Itu sifatnya. Apa saja sifatnya?
S2: Clever, playful, naughty
T: Sekarang bagaimana fisiknya? Can you describe its characteristics?
S2: Bulunya halus, it has soft fur.
S5: It has long tail
S: Matanya coklat
T: Ok good. Sekarang siapa?
S: Blum hafal miss?
T: Tidak perlu dihafalkan. Ayo Miss bantu.
S5: My grandma. My grandma is tidy old woman. She is now 80 years old.

T: Tidy
S5: Tidy - /tidi/
T: Tidy
S5: Tidy
T: Good. Lanjutkan
S: Her hair is long and tidy. She combs it everyday.
T: She combs her hair everyday. Combs? Apa artinya?
S: Menyisir
T: Good
S: she always put things on the right place.
T: Dia selalu menaruh benda-benda..
S: Di tempat yang benar
T: Berarti dia orang yang bagaimana?
Ss: Tidy
T: Good. Continue!
S5: Her clothes are always clean and neat.
T: Clothes. Apa artinya?
Ss: Pakaian
T: Clean and neat?
Ss: Bersih dan rapih
T: OK
S5: She leaves alone so she makes up her own bed. She cleans up the house. She also cooks her own meals alone. Meals apa miss?
T: Makanan. Because she is alone so she makes her meals alone. Now, repeat what did yana say? What is the text about?
S: My Grandma
T: How does she look like?
S: Tidy
T: Yana bilang she leaves alone. What does she do?
S2: She cooks alone.
S: Cleans up the room
S: Makes her own meal.
T: Great. Sekarang Nita
S2: Bestfriend Forever. The sister and the writer's sister. The sisters look similar. They always do something together. When the sister take a picture, they always use green dress. They has long straight hair.
T: Tentang apa teks ini?
S2: The sister and the writer's sister
T: Ada apa dengan mereka?
S2: Mereka sangat dekat.
T: Bagaimana ciri-ciri fisik mereka?
S: Long straight hair.
S2: Rambutnya lurus.
S4: Mereka terlihat kembar.
S5: Mereka selalu melakukan segala sesuatu bersama-sama
T: OK. they always do anything together. Do they look similar?
Ss: Yes
T: Apa saja yang terlihat sama?
S2: Matanya sama besar
T: They have big hair. What else?
S3: Rambutnyan lurus.
S: straight
T: They have straight hair.

..... After Groups Sharing is ended
.....

T: After you share to the other groups. Do you feel easier to understand the text?

Ss: Yes

T: You share your difficulty, right?

Ss: Yes

T: Latihan ini juga melatih keberanian dan kemampuan mendengarkan kalian. Ok. Sekarang I give ten minute to go back to your own group and share ypur experience. How many stories do you hear? What are the texts about? Etc.

Ss:(share their experience).....

T: How many texts do you hear?

S: Three

T: How about you?

S: Three

T: Everybody, pay attention! Sudah tahu kan teks tentang Bomby?

Ss: Yes

T: Now listen to Dhaffa telling you once again. Karena semuanya telah mendengar deskripsi tentang Bomby, tolong di cek juga ya.

S: Bomby is a cat

T: And then? What is the color of the cat?

S: Black fur

T: Betul?

Ss: Betul

T: How about the eyes

Ss: It has round eyes.

T: And then?

Ss: It's body is small but fat.

T: Good. Siapa lagi yang mau share disini? Ok aziz

S: He is daniel jacob radcliff. He was born on July 23, 1988. His nickname is Dan

T: What is his hobby?

S: Football and Gymnastic

T: Thank you aziz. The last one, Syaeful?

S: It's about Grandma, she leaves alone. She makes her own meals. She is 80 years old. She likes to comb her hair.

T: ok, kalian sudah berani untuk bercerita ke teman kalian tentang sebuah teks deskripsi. Now, put the text back in the abvelope and give it to me.

MEETING 6

Day/Date : Monday, June 6th, 2011
Time : 13.00 – 14.30 WIB

- T: Good afternoon everybody!
Ss: Good afternoon Miss...
T: How are today?
Ss: I'm fine miss...
T: Are you hungry?
Ss: Yeah
T: Me too... so... sekarang kita mau ngapain?
Ss: Hmm...
T: Kemarin kan kita udah... Rewriting...uda copy.. uda nulis teks. Terus apalagi? Permainan apa kemarin?
Ss: Ga tau, banyak deh..
T: Main... Who am I, terus apalagi kemarin?
Ss: Ga tau...hahaaaa
T: Sekarang kita akan belajar tentang... today we are still learning descriptive text
T: Nah sekarang kita akan mencoba untuk membuat satu teks descriptive. Jadi nanti setiap grup, grup 1 dan grup 2, you are going to make atau to write a descriptive text. Jadi kalian setiap grup akan membuat teks deskriptif. Gimana caranya? I will guide you. Untuk itu kita ingatin dulu. Pernah ini enggak? Have I told you eh... struktur descriptive text apa aja? Masih inget ga? Ada apa aja?
S: Ada.... eh... ga ada apa-apa...heheee
T: The first is i...i...?? identification...
S: Description!
S: Orientation!
T: Bukan... itu untuk recount. Ga ada ya... Cuma ada dua... strukturnya ada identification, sama?? De...? description...
Coba grup ini, identification itu yang mana? Yang objek yang dideskripsikannya atau part fisiknya?
S: Objeknya..
T: Ya..objeknya ya.. jadi misalkan "My favourite singer is Justin Bieber". Kalau description, itu contohnya yang kaya gimana coba grup ini? Gimana S1? Ayo S1...inget ga?
Ayo loo..
Misalkan dia sangat cantik. She is...
S1: Eh... she is very.. so...
T: She is so beautiful... nah itu namanya..description. Coba Miss Tanya, kalau mendeskripsikan orang itu dari mana?
S: Emm.. dari ..
T: Rambut?
S1: Hair...
T: Terus ke bawah lagi apa?
S1: Eyes...
S: Eyes...
S: Nose..
T: Terus face...
S: Tooth.. hihiii
S: Neck...
T: Terus apa lagi? Warna kulit...Kulit apa?
S5: Skin...
T: Hair... kalau misalkan ini, what kind of hair? Long or short?
S: Short...

T: Selain short?
 S: Long..
 T: How do you spell long?
 Ss: L-O-N-G
 T: Terus apa lagi?
 S: Lurus..
 T: Apa lurus?
 S: Straight..
 Ss: S-T-R-A-I-G-H-T straight...
 T: Kalau rambutnya keriting gimana? Apa bahasa inggrisnya? What do call keriting in English?
 S: Curly...
 T: Yeah, curly, how do you spell it?
 C-U-R-L-Y.. good...
 Pinter-pinter ya... anak EC... pinter dong..
 Eye gimana? Ada warna apa aja?
 S: Blue...
 T: Hijau ada tidak?
 S: Masa mata ada yang ijo?
 S: Brown...
 T: Kalau untuk face?
 S4: Round...
 T: Yeah, round face... oval.. atau...beautiful..
 S1: Bola..bola...
 S4: Square...
 S: Haha..kepala kotak..
 T: Kalau idungnya mancung..
 S4: Pinokio...
 S2: Pesek-pesek..hehee
 T: Apa mancung?
 S: Ga tau...
 T: Apa S3?
 S3: Ga tau...
 T: p..pp..po... pointed... Kalau pesek apa?
 Ss: Emm....
 T: Sekali lagi kalo mancung apa?
 Ss: Pointed.. (teacher clarify)
 T: Kalau mancung ke dalam?? Flat...
 S4: Mancung ke dalam dempek..dempek...hhahaa
 T: Kalau tinggi badan?
 S1: Thirty centimeters...
 S: Tinggi... tall...
 T: Apalagi? Medium...
 S4: Giant..giant..
 T: Medium high. Kalau kulit?
 Ss: Black...
 S1: Brown..brown..brown... coklat...
 S4: Silver..silver...
 S2: White...
 S1: Bright apaan Miss?
 T: Bright skin... yang bening-bening...
 S1: Oh bening-bening...hehee
 T: Now... sekarang kita akan membuat teks deskriptif . who knows Avril Lavigne?
 Ss: Yes..
 T: Gimana dia? Penampakannya gimana?

S2: Cewek ya dia
 S4: Laki-laki...hahaaa
 S2: Emang aku ga tau...cewek!
 S4: Laki yeee...
 S2: Justin Bieber...
 T: Sekarang..now I want every member from each group come forward to mention one adjective!
 Ss: Hah?
 T: Pilih satu adjective yang menggambarkan Avril. For example, hair dia seperti apa? Long.. nah... sekarang ngerti ya? Grup mana dulu? Grup ini ya...
 S4: S1!
 S3: S2, kan tempatnya di S2..
 S4: Gini-gini... puterin pulpen aja.. yah...hahaaa S1... abis S1, S4...
 T: Sekarang S4! Ayo! Nanti semua maju semua...
 S4: S1 aja Miss, tadi dia bilang "tar gue aja yang maju.."
 T: Ayo...matanya gimana?
 S4: Matanya bullet...
 S2: Coklat..
 S3: Matanya jereng..
 S4: Blue dong blue... harusnya...
 T: Ok, thank you, sekarang now this grup!
 S2: Ahhh S4!
 S2: Anda siapa?
 Ss: Yee...
 T: Ayo S4!
 S1: Miss terkenal ga Miss c Avril itu? (the example is not quite familiar)
 S5: Kan pernah datang ke Indonesia ihhh...hadoohh..
 S1: Ayooo sekarang diputer lagi... giliran siapa nih??
 S3: Ayo, liatin aja ya...yang ini kaga diulang...
 S4: Ga ada siaran ulang...jiahhh... S4 lagi... yeee..
 S1; Ga..tadi udah..tadi udah...
 T: Sini Miss aja... siap ya...
 Ss: Aaaahhhh... S5!!! Nih tinggal berdua nih... siap-siap kau... tepar-tepar kau...
 T: Sekarang kita coba.. you have mentioned the adjective of Avril. Now, to make a descriptive text... step pertamanya adalah kalian menyebutkan dari atas sampai bawah, dari rambut sampai kulit. Kemudian kita buat the complete sentence. Dia mempunyai rambut yang panjang. Gimana bahasa Inggrisnya? Kita tambahin, panjang dan lurus. Dia perempuan apa?
 Ss: He..
 Ss: She...
 T: Yep! She.. mempunyai have atau has?
 Ss: Have...
 Ss: Has...
 T: Ok has... she has...
 S: Long straight
 T: Iya pinter... she has long and straight hair... dia mempunyai..
 Ss: Rambut panjang dan lurus...
 T: Sekarang berarti udah bikin satu kalimat... terus, we are going to make the next sentence. Dia mempunyai mata yang coklat.
 Ss: She...has... eemmm...
 Ss: Brown... brown...
 S1: Brown eyes...
 T: Good... tapi ini bisa divariasikan. Tadi kan dia mempunyai, sekarang bisa memakai "rambutnya coklat"
 S4: She has a brown hair

T: Berarti rambutnya itu his hair atau her hair?
 S4: Hiss..
 S: Her hair..
 T: Her hair...kenapa her hair?
 S: Karena rambutnya Avril.. cewek
 T: Because menggambarkan perempuan.. jadi "Her hair..." sekarang eyes..
 S: Her eyes ya Miss..
 T: Her eyes... is atau are? Mata ada berapa? How many eyes do you have?
 S: Dua..
 S: Two..
 T: Berarti is or are?
 S: Are
 T: Are.. jadi, "Her eyes are round" jadi boleh begini atau begini... sama aja..
 Any question? Ok, sekarang maju ke depan lagi...
 S1: S4 Miss...
 T: Ok S4, come on...
 S4: Sebentar Miss, saya mau tanya. Kenapa sih saya mulu?
 S3: Silahkan...
 S4: enjeh..enjeehh...
 T: Oke, sekarang S4 mau buat kalimat apa nih? Dia mempunyai apa ya..
 Ini apa ini? Mukanya bulet. Bahasa Inggrisnya apa berarti? Her...
 Ss: Face...
 T: Is atau are?
 S4: Is...
 T: Kenapa is?
 S1: Karma muka cuma satu
 T: Jadi, "Her face is round"
 Thank you S4... sekarang kamu tunjuk teman kamu siapa yang akan maju! Ok, S5...
 sekarang hidungnya.. Hidungnya maju ke depan...
 S1: She has atau have?
 S4: Her..
 T: She ... has... pointed... nose...
 Kalau diubah jadi her gimana? Hidungnya mancung..
 T: Her..
 Ss: Nose..
 Ss: Is..is...
 S3: Pointed
 T: Pinter.. nah ini, karena hidungnya Cuma ada satu jadi dikasih "a" jadi, " She has a
 pointed nose"
 S5: Miss nanya miss...tadi yang face gimana?
 T: She has a round face... ada lagi?

 Sekarang kita ke kalimat berikutnya. "Dia tinggi" berarti gimana?
 Ss: She...has...
 T: Kalau has itu mempunyai.... kalau misalkan dia cantik gimana?
 Ss: She is beautiful..
 T: Dia cantik "she is beautiful" , dia tinggi?
 S: She is...
 Ss: She is tall...
 S4: Ugly...
 S1: No..
 T: Sekarang kulitnya cerah. Atau kulitnya terang, apa bahasa inggrisnya?
 S4: Her skin is so shiny
 S: She...
 S: Has..

S: Shiny skin!
T: Ko shiny skin?
S4: Tadi kan kulitnya kan terang... terang kan shiny Miss..
S1: S4...S4.... Hahaa
S4: Bener dong... bahasa inggrisnya terang kan shiny...bener dong gua...
T: Hahaa... white skin
S4: Oh.. lamp skin hahaaa kulit lampu..hahaa
T: Ayo yang bener apa? She... has..
S4: a... a...
T: a bright skin...
jadi..."She has a bright skin"... model keduanya gimana?
S1: Her skin...her skin...is
Kulitnya terang jadi apa?
Her skin..
S4: Her skin is so sunny
T: Her skin is bright, good...
S4: Sunny..sunny...
S1: Panas dong...
S4: Kaya lagu "Sunny..kalau udah gede mau jadi apa?.." hahahaha
T: Now pay attention.. from now on, we udah bisa bikin descriptive text. Yang kedua kita bikin complete sentence-nya seperti ini. Nah yang terakhir, kita susun kalimat-kalimat tadi jadi sebuah descriptive text. Any question? Jadi ingat, bias dua kemungkinan, yang pertama bisa "She has brown eyes" atau
Ss: "Her eyes are brown".
T: Alright, now I want you to practice, make a descriptive text seperti yang telah kita buat sama-sama tadi. Jadi, satu grup satu karya. The theme is...temanya adalah... Anybody knows Mr. SBY?
Ss: Know...
T: Nah ini ada gambarnya. Judulnya, "My President"
Ok, sebelum mulai, kita ingat-ingat lagi... step pertama apa?
S1: Hair...
T: Sebutin dulu adjectivenya ya... hairnya apa...
S: Eyes...
eyes-nya apa...
S: face...
T: face-nya apa... (1)
ok, what about the second step? We have to make sentence. Dari adjective ini, kita buat sentence seperti ini. We make complete sentence. Step yang ketiga baru digabungkan menjadi sebuah teks. Ok, let's start right now!
S4: My president
S3: Rambutnya gimane?
S1: Rambutnya...
S4: Short
S1: Short and curly
S3: Kan ada ubannya...
S4: Ih namanya juga short lah...
S: Miss, rambutnya putih...
T: Apanya putih?
S: Rambutnya hahahaha (1)
S4: Oh..dalemnya darah, ada urat syaraf, ada retina mata,
S5: Ada upil...
T: Ingat... kalau menulis judul dimana? Di tengah, terus hurufnya giman?
Ss: Kapital
S: Kapital semuanya? Atau awalnya aja?
Ss: Awalnya aja...

T: Ayo, udah dikerjakan? rambutnya gimana?
S1: Short..
T: Oke, ayo ditulis...
S4: Panjang Miss...
Ss: Hahahaaa...
S3: Tar calon presiden rambutnya panjang...
S1: Kebalik tuh!!
S4: Maklum, otak gua rada-rada kebalik
S: Ini gimana Miss?
T: Satu grup satu teks aja
S1: Jadi ini ga usah?
T: Ya ga usahlah..
Ayo waktunya 15 menit lagi...
S5: Eh ayo nulis... kita diem aja lo (4)
S3: Siapa yang pinter nulis?
S2: Eh, biarin aja mereka berdua, tadi aja belom pada maju.(4)
S5: Yang bagus dong, S4! Itu miring
S1: Ayo, nanti gantia-gantian...
S4: Ya ganti-gantianlah...masa satu-satu sih?
S5: Ehmmm.. kemaren gue abis sama dia... sekarang gue abis sama dia lagi
S1: Nih, giliran lo.. (4)
S3: Eyes itu apa sih? Rambut ya?
S1: Eyes itu.. ini apa... face tu muka..
S3: Eh, mukanya lonjong, apa sih lonjong?
S: Oval..
S: Matanya bulet...
S1: Miss... Miss... muka presiden itu bullet apa lonjong? Oval ya?
S4: Cyrle, round
S4: Kalau oval begini, oval tuh kaya si Arnold... (***)
S1: Ah salah kau...
S3: Type-x!
S4: Coret aja napa sih?
S4: Coret kan seni.. sreeeeeeeett..
S4: Miss nanti saya curi miss...
S2: Eh, presiden tinggi apa sedeng?
S1: Short..
S: Tengil..
S: Pendek..
S: Ko pendek??
S4: Tiny..tiny..
S5: Eh, idungnya pesek kan?
S1: Idungnya mancung apa?
S4: Udah mancung..
S1: Mancung ke dalam.. hahahaaa
S1: Miss,, dia mancung ke dalem atau ke depan? (3)
T: Ke depan..
S1: Oh ya, ke depan..
T: Berarti kalau mancung ke depan apa?
S3: Pointed
S4: Enjeh..enjehh..enjehh.
T: Kalau pesek?
S: Ituu...
S: Flot...
S: Flat...
S1: Skin gimana?

S: Skin?
 S: Black
 S4: Gampang...Blue!
 S: Skin apa?
 S4: White
 S2: Eh, dia pendek apa tinggi??
 S3: Satu lagi siapa tuh...alamaak..
 S4: Ko oval sih mukanya?
 S1: Emang oval masa round?
 S4: Kesini dong..
 S1: Kalo kesini cacat...
 S4: Enjeh..enjejeeehh..enjejeeehh
 S3: Kotak apa kotak?
 S4: Mukanya kotak..
 S4: Enjeeh..enjeeh...
 S1: Yah, sekarang bikin lagi
 S1: Miss, ini gimana miss?
 T: Ini kan baru step pertama, step kedua bikin complete sentences.
 S1: Yang kaya 'she has' gitu?
 T: Iya...
 S1: Oh..
 S3: Ayo bikin steps!!
 S1: Miss, sekarang boleh bikin?
 T: Boleh he boleh her...
 S4: Kalo her presidennya cowo apa cewe? Cewe...
 S1: Miss presiden her?? Bukannya his? Hahahaaa masa banci miss?
 Ss: He... he...
 S1: Rambutnya gimana nih?
 S1: Oia, ni rambutnya panjang item
 S1: Item short, item black tuh..(**)
 S2: Eh S4, kalo kebalikannya his sama she itu apaan?
 S4: Ya jadi gini... he...nah dibalik jadi gini... heheheeee
 S2: Bukan itu maksudnya... amit-amit deh... hihihii
 S1: Ketawa itu adalah ibadah
 S4: Iya kan dia nanya, kalo he dibalik ya jadi gini lah
 S2: Ihhh...kan katanya kalo misalnya she kan kebalikannya kan he... nah kalo S: he kebalikannya she.
 S4: Ya..ya..
 S2: Berarti kalo she ma he kebalikannya apaan?
 S4: Willa.. hahahaa
 S: His...he... his...he... his ... he...
 S: Huh?
 S2: Kan apa tadi her?? Ahh sama aja deh...
 S: He maksudnya gmn sih?
 S5: Tau, kaga jelas..
 S4: Lagian nanya kaga jelas..
 S3: Yaudah, tar aja buat pr..
 S1: Nih kerjain kau...
 S3: Miss sini dulu... cewe dulu miss...
 S4: Yah...nanti diborong dong sama cewe..
 S3: Ih S1 yang bawah, aku yang ini yang oval...
 S2: Terserah!
 S3: Eh ini kebalik tau...
 S2: ini liat nih..udah tuh..
 T: Ayo dikerjain dulu jangan makan dulu...

S1: Eh, ayo cepetan S5.. 10 menit lagi..
 S5: Eh, S1, rambutnya ga lurus...liat tuh...keriting kaya kamu...
 S4: Kalo S1 rambutnya jenis domba...
 S1: Yang terakhir bikin yang ketiga ya...
 S2: masyaAlloh...
 S3: yang sabar S5...yang sabar..
 S2: ko nama presidennya jadi nama S4 ya??
 S5: Haha presiden S4...hahahaaa
 T: In what step? Sampe step yang mana?
 S2: Step kedua...
 S3: Ih lama bgt ih...cepatan!
 S2: Ini kan belum..
 S4: Udah yee.. yang eyes...
 S1: Yang terakhir bikin step kedua sam step ketiga!(1)
 S4: S2 lelet...tiga tahun...
 S5: Eh selesain sama paragrafnya ya..
 T: Lo ko ini he semua?? Ada yang his nya dong...masa he semua...???
 S1: Miss sekali-sekali miss heuheu..
 S4: Ok..his!
 S1: Kalo her gimana?hehehe

S3: Yee udah selesai... nih..
 S4: Kenapa dikasih ke gua??
 T: Nah sekarang kalian lanjutkan ke step ketiga!
 Ss: Yang kaya gimana miss?
 T: Dijadiin paragraf...
 T: Ok, everybody... in making descriptive txt...strukturnya harus ada berapa?
 S: Identification..
 T: Yang kdeua apa?
 S: Description...
 T: Yang ini yang kalian buat...sssssttt...dengarkan!
 Yang kalian buat ini adalah description ya.. jdi kita bikin kalimat pembukanya dulu.
 Kalian bikin satu kalimat dulu..
 Apa kira-kira??
 Presiden saya...adalah bapak Susilo Bambang Yudhoyono...
 My president is name bapak Susilo Bambang Yudhoyono...
 Presiden saya apa?
 S: My president...
 T: Adalah?
 S1: Is...
 T: Bapak?
 S: Mister... Susilo Bambang Yudhoyono...
 T: Nah ini kalimat pertamanya...kalimat berikutnya yang tadi kalian buat...
 S: Nah disni nulisnya...tengah-tengah...
 T: Inget tulisan Pak Presiden..M-nya??
 Ss: Besar...
 T: P-nya besar apa kecil?
 T: Kalau nulis kalimat pertama gimana?
 S3: Di tengah-tengah miss...
 S2: My president...is... Susilo Bambang yudhoyono...
 S3: Aye yang kedua ya...
 S2: Miss kalo yang keduanya gini miss?
 T: Hmm..dia laki-laki atau perempuan?
 Ss: Laki-laki..
 T: Berarti he...mempunyai? Dia mempunyai apa?

S1: Dia mempunyai rambut yang pendek dan lurus
 T: Nah tadi kan uda...he has..
 S3: Has atau have sih??
 S4: Has..has..
 S1: Ayo siapa yang bikin?
 S4: Yang bikin kaya gitu dangkal banget ye otaknye..
 T: Grup ini udah selesai?
 S: Belum.
 T: Ayo dong grup yang lain udah selesai..
 S2: Nah lu..
 S5: Berantakan miss..
 S4: Miss... tuisannya pada jelek-jelek..
 S1: Miss... kalo s, kalo salah boleh dibikin garis-garis? Kaya ini miss??
 S4: Miss kalo bentuk bahasa Inggrisnya apa?
 S1: Bentuk?
 T: Liat kamus dong...
 S4: Males..males..
 S5: Males miss.. ga ada pacarnya disini...
 T: Bentuk apa?
 S4: Sharp?
 S4: Eh... shape..
 T: Nanya-nanya jadi shape, kenapa emang?
 S3: Dia nanya bentuk muka kaya gimana miss?
 S4: Ini like...bentuk seperti...
 S5: Gini aja...
 S3: Ini dikesiniin doang gitu miss?
 T: Ini aja dikebawahin..
 S3: Ganti...ganti... bikin lagi...
 T: Gapapa sayang ini aja deh..
 S2: Tuh kan gapapa..
 S2: Ini bener kan?
 S: Gatau miss...
 S5: Ini have atau has?
 T: Kalo he, have atau has?
 S1: Has..
 S5: Ayo cepet... 1... 2... 3...
 S5: Tau tuh... siapa coba yang ngajakin bercanda mulu... udah gittu tadi ttuh yang dangkal bgt..
 S4: Lg mukul c S2, dangkal bgt otaknya..
 T: Everybody...ssssttttt...ssssttttttt...ssssttttttttt..
 Miss lupa. Ini kan dari kenampakan luarnya aja.. nah kalian bikin lagi satu kalimat yang menyatakan sifatnya. Ok, misalkan, Avril.. dia ramah...
 S4: Evil...evil..
 T: She.... ramah itu apa?
 S4: Friendly...
 T: Kalau "dia cantik " apa? She is..
 Ss: Beautiful...
 T: Berarti kalau dia ramah gimana? She... is... friendly..
 S2: Udah selesai miss..
 S3: Miss gini miss?
 T: Apa aja terserah sifatnya...mau baik mau pintar..
 S3: He is apaan?
 S5: He is...friendly..
 T: Menurut kalian bapak presiden itu apa?
 S4: Manusia bu..

T: hh... sifatnya..
 S4: apa ya?
 S1: Friendly..
 T: Nah udah..
 S1: Gitu doang miss? Sifat caranya gitu doing?
 T: Iya.
 S2: Mau ditambahin smart..
 T: Finished ya... sekarang crosscheck punya grup lain
 S5: Nih salah nih semuanya nih...
 S2: Parah bgt..
 T: Now, listen to S6!
 S6: My president...
 T: Louder please...
 S6: "My President"
 S6: "My president is Mr. Susilo Bambang Yudhoyono. He has short and straight. He has black eyes. He has oval face. His nose is pointed. He is tall. He is friendly and smart.
 S: Ok, thank you. Now this group, please..
 S3: "My President"
 "My president is Mr. Susilo Bambang Yudhoyono. He has short and straight hair. He has brown eyes. His face is round. His nose is flat. He is tall. He has white skin. He is friendly.

 T: Ok, sekarang now... you, please check the writing. Bener ga tulisannya..
 Kalau salah dibuletkan.
 S5: Nah, flatnya f-nya gede..nah f-nya jd gini..
 S4: iya f-nya gede tuh..
 S5: nah harusnya f-nya gini...dia begini..

 S4: Ini jg dong my president-nye...
 S4: Ih ga pake name...
 S1: Is..
 S3: Langsung is..
 S1: Ga pake name...
 S5: D he tug a ada
 S: Ih masa my president is, berarti kan..
 S: Iya ga ada name-nya...
 S3: Nah ini kurang nih,, 'sTraight'
 S1: Oiya bener..
 S4: Nah t-nya bulletin... harusnya t kecil...
 S1: Makudnya diginiin nih...diulang..jadinya begini... gimana sih? Ahh... kurang t kn? Diginiin langsung...
 S4: Yee sok bener..
 S2: Ko dicoret? Ngapain dioret?
 S5: Nih flat, f-nya gede...
 S3: Ini face-nya engga?
 S5: Iya, ini dilingkarin sayang... ini juga nih..
 S5: I-nya nih ga ada titiknya
 S5: Udah miss...
 T: Ok, now... you see? Ini hasil koreksian dari this group!
 S4: Pa nih?
 S3: Ko hair sih?
 S5: Straight hair...
 S1: Miss...interupsi miss... ko ini hair? Kan his nose.
 S3: Ini...nyambungnya ini...

S1: Oh..oh..
T: Short and straight... yang pendek sama lurus apanya?
S1: Rambut
S2: Rambutnya kan?
S5: Udah, Cuma itu doing kan?? Alhamdulillah...
T: Ni salah.... ini harusnya apa?
S5: His..
T: Ya..
S1: Udah-udah... Cuma satu doing miss
S4: Dua..dua..
T: Finished?
T: Ok, now, you already made a descriptive text. Kalian sudah membuat teks deskriptif yang singkat dan pendek. Jadi kalimat pertama "my president is Susilo Bambang Yudhoyono" disebut? Identification... kalau yang sisanya disebut?
Ss: Description...
T: Ok, sudah bias ya sekarang?
Kalau tadi kan kalian buatnya teksnya sama, "my president". Now, i'll let you to make free title..
S4: Oh, bebas..
T: Dan temanya adalah..."my idol"
S4: Pasti yang cewe-cewe maunya ini deh, "Justin Bieber"
T: It can be your dad, your friend, whatever..
You discuss with your group what will be the title. Bikinnya satu grup satu. One group one text.
Inget, ada berapa step?
Ss: 3..
T: Yang pertama apa?
S1: Diskusikan apa yang ini... hair, eyes,...
T: Semuanya, pake step dulu, jangan langsung mulis paragraf.
S1: Boleh ga miss yang udah meninggal,
3: Michael jackson?
S2: Ga mau...
S3: Justin beiber aja..
S4: Apaan sih, JB mulu, kaya kakanya aja..
S2: SM*SH...?
S3: Bisma..bisma...
S2: Bisma aja ya..
S: Miss boleh grup ga?
T: Kan idola kamu, grup boleh...
S: Apa ya?
S1: Gimana kalo guru aja?
S5: Miss siapa?
S2: Miss Zii,,
S1: Jgn ah, miss imas aja...
S4: Ok, ssstttt... miss imas ya?
Ss: Yeaaaaahhh...
T: Kalian tentang siapa?
S4: Ada pulusnya miss... top secret! Hahaaa
S4: Miss, kalo pake jilbab apa?
T: Ok, kalau dia memakai jilbab gimana? Dia laki-laki atau perempuan?
S4: Masa laki-laki miss, hahahaaa
T: She... memakai?
S4: Use miss.. use...
T: She wears veil

S5: Dia gimana? Mukanya lonjong?
 S4: Beautiful aja...
 S3: Ko gitu sih nulisnya? Bukannya langsung kalimat ye?
 S4: Iya bawel!
 S3: Eh gimana tulisannya? B-e..
 S2: a- u- tiful
 S2: beautiful...
 S5: rambutnya?
 S1: Dia kan pake jilbab, ga tau rambutnya gimana?
 S2: Rambutnya hair long...
 S3: Rambutnya suka dikuncir.
 S4: Headcover. H-e-a-d
 S3: Tulisannya gimana?
 S4: h-e-a-d head kepala, cover.. pake v. bukan bedcover, headcover.
 S5: Matanya?
 S3: Matanya item
 S2: Biru tau.
 S4: Coklat...coklat...
 S1: Brown...brown...
 S5: b-r-o-w-n
 S3: height-nya?
 S4: Tingginya?
 S2: Tell...
 S4: Tall... tall..
 S3: Skin-nya?
 Ss: White..
 S2: She hair...
 S1: She has...
 S5: Menggunakan...
 S1: She wears...
 S4: Miss, where atau wears? Where dimana gitu..
 S1: Wear apaan?
 S5: Pake he atau..eh..
 S3: She has..
 S2: Brown eyes..
 S3: Eh his sekali-kali ya..eh. her..her...
 S2: Her eyes...
 S5: Her nose..
 S5: Is..
 S3: Pointed
 S3: Her lagi sekarang...
 S2: Her height..
 S5: She is tall..
 S3: Her height...
 S5: He height is tall.
 S2: She has..
 S5: She has white skin
 T: Ingat ya, sampai 3 step..
 S1: Iya miss..tapi ini masih rahasia..
 S4: Private misss..heehee
 S5: Ini Mrs sayang.. m-r-s...
 S2: Kan miss...
 S3: Mrs.. tulis cepet...
 S: ini salah ...M-r-s..
 S1: My teacher...

S1: Teacher is bla-bla-bla-bla...
 S5: She has brown eyes
 S3: Paan?
 S5: e-ye-s
 S2: she has...
 S5: hmm. She has beautiful face...
 S3: huh?
 S5: Face..
 S5: His brown..eh... her nose...
 S2: Her nose is...
 S2: Her nose apaan?
 S5: Her nose is...pointed
 S3: mm..her height..
 S5: she has...
 S4: ini titik...
 S5: white skin.
 S2: Ko ini titik sih?
 S5: Engga, ni hapusin dulu...
 S5: Jadi, she has white skin.
 S3: Eh sifatnya?
 S5: She is friendly...and..
 S5: Baik apa?
 S4: Good...
 S1: Friendly, oh iya bener...
 S5: Udeh.
 Ss: Finished...
 S4: Cek tulisannya...
 T: Remember that...harus ada identificationnya..
 S: Maksudnya ini apa?
 T: This group, have you checked again your work?
 Ss: Yes...
 T: Periksa lagi, takutnya masih ada salah lo..
 S: Ud miss..
 T: Yakin?
 S: Yakin seyakin-yakinnya...
 T: Siapa tau, miss-nya punya hobi...
 S1: Hobinya maen...
 T: Ok, now everybody, every group has finished...now.. this group please listen to S7!
 T: S7, please stand up!
 S: "My Girlfriend"
 T: Louder!
 S: "My girlfriend is Siti Khaerunnisa. She has long and straight hair. She has black eyes. Her face is round. She is medium height. She is kind and friendly. She is very beautiful and smart."
 T: That's all? Ok, give applause...
 T: Now, this group.
 S2: "My teacher is Miss Imas. She wears head cover. She has brown eyes. She has beautiful. Her nose is pointed. Her height is tall. She has white skin. She is friendly and smart."
 T: Good job!
 Any question so far before we end this lesson today?
 Alright, ok everybody, thank for coming today. Who will lead to pray?
 Ss: S1, Ketua OSIS.
 S1: Before we go to home, let's pray together, start...

MEETING 7

Day/Date : June 8th, 2011
Time : 13.00-14.30

T: What did you learn in the previous meeting? How to describe the ...
S2: The character
T: Oke
T: You have read many descriptive texts. What other objects to be described beside people?
S5: Thing
T: What else?
S3 : Animal
T: Good, what else?
S4: Classroom.
T: That's right. Today we are going to learn composing a descriptive text describing place.

.....
T: Now, as you have learned before, what is described in the text?
S: Room
T: Oke, now let see the structure, what do you call 'the room'? Identification or description?
S: Identification.
T: Oke, what about the next sentences?
Ss: (reading the next sentences)
S: (reading slowly) next to the door is a bookshelf.....
T: Oke, what do you call it?
S: Description
T: When you look into the text, what are described in the room?
S: The thing
T: That's right. What about the thing in this class room? What can you find?

.....
S5: Map of the world.
T: Oke, so in describing a place you have to mention what are the things there, how many, and where is it?
T: So, where is the bookshelf (look into the text)
S: It is next to the bookshelf.
T: Now, how do you make it into different form using there is or there are?
S: There is
T: So, there is a bookshelf next to the door (together with the students)

.....
T: Oke, when you read the title what is it about?
S: Animal.
T: Alright, when you want to describe your pet, for example, what will you describe?
S: Eyes
S: Long tail
S: Fur (1)

.....
T: Oke now, you will compose a descriptive text based on your choice, person, thing, or place.
S: Miss, is it ok? (Showing his work)
T: That's right.
S4: Can I describe my dog, ucit?
T: Of course.
T: You can create for example 'my lovely room'. So you will describe the color for example.
S5: What is 'kasar' in English?
S4: 'Kasar' I don't know

S5: (consulting dictionary) aaahh, here it is.. 'kasar'
S5: What is 'mangsa; in English? (Asking himself)
S5: (consulting dictionary) aaahh, here it is.. 'mangsa' prey
S5: 'sedang' is medium right? (Asking his friend)
S: yes

S4: Miss, my dog likes playing alone rolling his body on the floor. (Talking to teacher)
T: Oke, so you can also say that she has a unique hobby. (3)

S4: What is 'menggonggong' in English? (Asking teacher)
T: Have you consulted to your dictionary?
S4: yes I have. But I cannot find it.
T: Try to look from the stem 'gonggong'.
S4: (searching the word in the dictionary) Barking..
T: That's right

D5: (speaking while writing his work)Except my, except I.. emmm.. Miss is it correct?
T: Hmm, when 'I' is the object so what is it?
S5: My
T: No, it is 'me'. So, 'except me'.
S5: oke, thanks miss.

MEETING 8

Day/Date : June 9th, 2011
Time : 13.00-14.30 WIB

S1: My apa ya?
S2: my cat
S1: my ke-tek... hahaha
S1: udah, my cat aja deh
S2: I have a cat
S3: I have a pet
S2: masa I have a cat
S3: bingung nih nulis apaan, coba lo punya lagi ga?
S1: my..my...my...
S1: my sister, I have a...
S2: a sister
S3: my? Kalo my kan berarti elo. Yang bikin kan bukan elo, orang lain.
S1: kalo cewe her ya?
S2: she
S3: masa my brother? Kan ga enak...
S4: my....
S3: miss, miss... kalo dia tinggal berarti he was born in ya miss?
T: he was born itu berarti dia lahir di..
S3: kalo dia tinggal gimana?
T: saya tinggal di Jakarta. I...
S2: live
S1: I live in
T: I live in Jakarta...
S3: oh, berarti, he.. live..
T: lives in
S3: busan, dimana, Korea ya?
S4: miss, gimana? lupa miss...
S2: miss... kalao misalkan

T: kamu mau pake she atau it? kalau it berarti its name
S5: it-nya pake s ya miss?
T: iya, jangan pake apostrof ya
S5: ya
S1: miss...ni benere ga miss?
T: I have a sister. Hmmm... koq "she name" lagi? Kalo kita pake 'name' pake she atau her?
S1: tuuhhh...yeeee... bener kan gue...
T: nah...jadi?
S1: her name is... tuh kan her sayang...S2 gimana sih??
Her name is Maharani. Terus apa lagi?
S2: gat au.. gue ingetnya ini doang.. sama bawahnya doang
S3: tengah-tengahnya kaga inget?
S5: miss, ajarin miss...
T: nah, muter-muter kan? Nah muter-muter itu kata kerjanya apa?
S5: yah..miss...
S1: miss... kalo seandainya miss...! Yah...
S1: miss..miss... saya mau Tanya miss.. kalau misalnya kan kita nyeritain adik kita miss, terus kalo misalnya kita mau tulis itu, e..., my sister-nya atau gimananya miss, buat kacakikannya misalnya? Cirri-cirinya? Pake her?
T: bisa... kan kemarin kan diajarin bisa pake her atau she. Misalnya 'my sister is very beautiful'

S1: my sister apa tadi?
 T: my sister is very beautiful
 S3: my grandma aja deh..hihi..
 S1: hei, S5, kalau misalnya saya mempunyai adik bernama gini-gini-gini.... I have a...
 S3: apa my sister aja apa? Hhhhhff...
 S1: bermain boneka itu apaan?
 S5: playing doll
 S1: gimana tulisannya? D-o-o-l?
 S2: oia, yang naughty-naughty itu apaan ya?
 S4: eh lo koq my sister? Gw juga my sister...
 S3: iya, emang kenapa? Ga boleh? Ga boleh?Arrgghh... siapa dong? Bete deh...
 T: hello girls... udah sampai mana?
 S1: miss kalo mialnya dia suka... bermaaaaaa.... (dicuekin)
 S1: miss, ni kan gini... dia suka main ...
 T: tuh kan kamu kebalik melulu.. ini 'her name' boleh, betul ya, karena menghadapi kata benda, jadi 'her name'. Tapi kalo ini, 'likes' itu kata benda apa kata kerja?
 S1: kata kerja
 T: berarti jangan pake 'her'. Jadi kita pakenya...?
 S1: she...
 T: nah...gitu betul... jadi caranya begitu kalo mau menyebutkan kata benda nya. Tas siapa nih? Jadi 'her bag'. kalo tasnya punya saya berarti 'm bag'. Kalo punya dia cowok?
 S1: his bag (with S2, S5)
 S1: ini 'her name' miss?
 T: iya betul... nah kalu ini pake is engga? She likes playing ball and...
 S1: oh iya...
 T: nah jadi? She likes playing doll and?
 S1: playing ball. Yeee aku pinter kan?
 S2: waktuku kebuang Cuma buat mikir kaya gini...
 S1: kalo misalnya doll gimana?
 S1: he is?
 S3: miss kalo profesi, hurufnya gede kan?
 T: misalnya 'I am a teacher', t-nya ga gede.
 S1: miss..miss... saya mau Tanya miss... miss, 'suka bermain bersama kucing'
 T: siapa?
 S1: adik saya suka
 T: my brother... my sister likes to play with a cat
 S1: ini miss udah nih, 'she likes playing ball and playing cat
 T: 'and cat' aja langsung
 S1: and cat? Kucing dong miss
 T: iya, 'dia suka bermain bola sam kucing'
 S2: nakal apa miss?
 T: he is naughty
 S2: miss, kalo kata gantinya she untuk binatang apa?
 T: it
 S2: pake s ga miss? Kalo misalnya 'dia sangat lucu'
 T: he is cute
 S1: miss kalo ngasih ciri-ciri gimana? Hidungnya mancung?
 T: 'he has pointed nose'
 S1: 'he has...'
 T: ayo tulisannya gimana?
 S1: 'he has pointed...nose.
 S2: nih, ciri-cirinya udah...
 S1: miss kalo cewe juga sama 'he' kan?
 S2: he gue cowo kemarin. Her sayang her... pake r
 S5: he has sama aja ya her has?

S2: terus he has a...
 S2: kalo berumur itu apa?
 S1: berumur? Cari aja di kamus
 S2: matanya gimana?
 S1: kalo depannya has... ..
 S1: miss, kalo misalnya cewe he juga?
 S2: 'her' kalo kata gue, hehe
 S2: pointed apaan?
 S3: mancung
 S1: kulitnya berwarna putih
 S3: she has skin white. Eh white skin. She has white skin.
 S2: she has black skin. Lo dua paragraph ya? Kalo gua langsung aja.
 S2: live itu tinggal ya?
 S4: suka... suka...
 S2: my Justin Bieber...
 S4: kalo dia tu kurus gimana sih?
 S3: tinggi apa tinggi? Small?
 S2: tinggi banget? Apa tu kemaren ya?
 S3: small?
 S2: tall..
 S3: tall.. bener!
 S2: very tall kalau sangat tinggi
 S2: he is naughty..he is naughty..
 S4: his is naughty
 S2: koq 'his is' sih?
 T: 'I have a brother'. Namanya, kan kalo 'her' perempuan, kalo ini?
 S4: his...
 S1: miss... gini kan miss?
 T: nah... kalo 'very' itu biasanya ditaro di belakang. Sukanya makan apa?
 S4: ayam goreng.
 T: 'eating'apa?
 S4: fried chicken
 T: iya... bisa ga nulisnya?
 S4: ga bisa
 S2: miss, kalo misalnya badannya gemuk itu pake kata ganti it atau its?
 T: it is
 S4: gini miss?
 T: nah kurang.. 'c' nya mana? Sebelum 'k' itu 'c'
 S4: oh 'c' dulu?
 T: iya. Jadi 'very' nya nanti. 'it likes eating fried chicken very much'
 T: nah... his name is Ahmad'. Ini maksudnya 'dia nakal' kan? Keunyaannya his... kalau 'dia nakal' berarti 'he is..' coba liat sama temennya.
 S3: he is naughty
 T: he is naughty
 T: nah sama aja ini juga harus kaya gini. Ini koma aja. Ini kan 'he is naughty' koma 'funny' koma 'and cute'
 S4: gimana miss?
 T: 'he is naughty' koma 'funny'
 S3: ga pake 'is'?
 T: iya, koma 'and cute'
 S2: miss ini kaya gini kan?
 T: he has pointed nose. Kasih 'a' ! kan hidungnya Cuma ada satu, jadi kasih 'a'.
 S1: miss, he has brown eyes?
 T: iyaa betul...
 S1: yee...

S3: badannya kurus miss?
T: kurus ya? She atau he?
S3: he
T: he is thin. T-h-i-n
S5: apalagi ya? Kan karakternya nakal.. hobbynya... oia hobby...hobby.... Hobby sama katanya the body udah. Body-nya kan?
S2: eh kalau mau ngasih nama tubuhna dia tu gaimana?
S5: tubuhnya kurus
S1: kalo umur?
S5: berapa umurnya ... years old.
S2: eh...tubuhnya itu gimana ya??? Tubuhnya.. itu kurus... aduh gue lupa lagi...
S3: nih...
S2: she is thin. Berarti aku pakai 'He' ya??
S2: hei, hobby kemarin apaan?
S5: miss kalo kalimat penutupnya gimana miss?
T: yo, coba diliat dulu. Sini yo.
"I have a pet. The pet is Rabbit."
Nah ini 'R'nya jangan gede, emang ini nama petnya? Bukan kan? Jadi 'The pet is a....
S5: rabbit.
T: her name is... nah gini, kalo her itu buat cowo apa cewe?
S5: cewe
T: nah kalo nyebut kelinci cewe, eh kelinci betina, apa? Bla-bla-bla rabbit
S5: she
T: maa 'she'? jenis kelamin?
S2: women
T: women? girl? Girl rabbit?
Bukan... kalo rabbitnya itu cewe, jadi 'the rabbit is female.' Nah begitu kalo ngebedain cewe sama cowo, female and male. Kaya kita mau daftar akun Facebook kan ada male or female ya?? Udah pernah kan?
S2: wahh jangan-jangan male... hehee
T: jadi disini boleh langsung aja, 'the pet is a female rabbit' nah begitu, singkat kan?
'her name is Bitty. She is very naughty but she is also cuddle"
Nah ini boleh dicoret ga? Jadi 'she is very naughty but...'
S5: she is nya ga usah ya miss?
T: nah iya, kan she is nya udah ada di depan. Eits... ini naughty-nya udah bener belum ya?
Kayaknya t sama h nya kebalik deh. Ya kan? Begini nih, n-a-u-g-h-t-y. tuuuuh...
Jadi 'she is very naughty but...?'
S2: also..
T: but also cuddle... boleh pake also boleh engga ya.
Oia, koq 'cuddle' sih?
S1: cuddly miss?
T: iya cuddly... 'sometimes, apa?
Kalau cuddle itu menggendong anak, cuddle a baby, ya..
'... She likes playing mirro' titik.... Terus? 'and sometimes...' nih apa ini maksudnya? 'and sometimes, she breaks it.' ya? It-nya itu apa?
S5: mirror...
T: 'her body is fat but tall' tuh sama aja kan?
'.. She fur...' koq 'she fur' ?? ayo harusnya apa? S1, S6...?
S2: her fur...
T: nah...itu tau... 'her fur is very smooth, thick, and...' pa itu? Maksudya apa?
S5: white..putih...
T: ko putih begitu?? Dibenerin ya..
"she has eye are..." no no no no no.... jangan begitu! Cukup dengan kata " her eyes are narrow and ..." nah ga pa-pa... atau begini (menulis) 'she has narrow brown eyes'
"she has ear tall' nah lo... telinga itu panjang apa tinggi??

S3: panjang..
 S1: tinggi...
 T: eh, tinggi apa panjang??
 S3: panjang...
 T: tinggi kaya pohon kelapa dong... panjang ya. Kalo panjang apa bahasa Inggrisnya?
 S2: long
 T: nah... kemaren kan udah ya? Jadi 'she has long...'?
 S5: tail
 T: ears... nah punya buntut ga?
 S5: iya miss
 T: buntutnya gimana?
 S2: pendek
 T: iya. "her tail is short" atau "she has a short tail". Dipilih mau yang mana?
 "Bitty is very cute. I love Bitty so much"
 Nah... ini contoh penutup.
 S1: apa artinya itu miss, yang paling bawah?
 T: saya sangat sayang sama Bet..eh Bitty...
 S5: Betty muluu..
 T: iya Bettytty mulu missnya?? Inget sama Betty, Betty Lafea...hihihi
 T: Gimana yang ini?
 "I have a brother. His name is Ahmad. He is naughty, funny, and cute. He has a flat nose'
 Good! " he has black skin. He has black eyes and he is thin.'
 Nahhh... ini bagus! Terus kamu sayang ga sama dia?
 S4: iya miss, nanti
 S3: dool? Apa ini?
 S1: maen boneka.
 T: boneka masa begini? Are you sure? Cari lagi...
 S1: ini betul miss 'dool'
 T: masa 'dool'?
 Nah ini " my sister likes eating fried chicken" nah iya betul, makanan kesukaannya juga
 ya... boleh ditambahin ya..
 "she has brown eyes. She is two years old." Oh, she is your little sister, then... so"I have a
 little sister"
 "I love Maharani so much". Very much atau so much boleh ya..
 S1: berarti judulnya "My Little Sister' dong miss..
 T: iya...
 S2: miss merusak apa?
 T: coba dicari.... Ad apa aja?
 S2: ruin... harm...
 T: maksud kamu merusak apa?
 S2: merusak sofa miss
 S3: merobek-robek aja...
 T: iya tuh, merobek-robek atau mencakar-cakar sofa... coba dicari lagi ya
 S6: miss ini gimana?
 T: iya .. dia kerjanya dimana, boleh... she works... at...
 S6: toko baju
 S2: claw atau scratch, miss?
 S2: sofa apa miss?
 T: sofa

QUESTIONNAIRE FINDINGS

No.	Questions	Answers
1.	Bagaimana keterlibatanmu dalam membaca teks berbahasa Inggris selama kegiatan pembelajaran di English Club	<p>Bisa bertanya kepada Miss atau kepada kelompok dalam kegiatan membaca teks bahasa Inggris lebih mudah dan mudah dipahami di English Club.</p> <p>Keterlibatannya saya menjadi tahu cara penulisan bahasa Inggris. Saya lebih aktif dalam mengerjakan bahasa Inggris.</p> <p>Saya lebih aktif belajar di English Club, lebih percaya diri mengungkapkan pendapat yang saya ingin sampaikan dan lebih membuat saya kreatif.</p> <p>Saya aktif dalam EC dari pembacaan berbahasa Inggris yang salah menjadi pembacaan yang benar. Menjadi lebih tahu isi atau inti dari semua pelajaran english club atau kegiatan yang ada pada English Club.</p> <p>Ya, soalnya kita berbahasa Inggris dengan lisan tanpa disadari bisa mengucapkan kata-kata sedikit-sedikit.</p> <p>Saya merasa lebih bisa berbahasa Inggris dalam menulis dan membaca teks bahasa Inggris.</p> <p>Keterlibatan saya dalam membaca teks selama mengikuti English Club, ketika saya membaca teks merasa berbeda dan menambah kepercayaan diri saya dalam membaca teks berbahasa Inggris.</p> <p>Dalam membaca teks bahasa Inggris, saya lebih mengerti dalam penulisan, saya bisa lebih membaca teksnya dan sebagainya, pokoknya saya senang belajar bahasa Inggris.</p> <p>Dalam membaca teks berbahasa Inggris lebih bisa dan mengerti penulisannya juga bisa dimengerti artinya. Bisa mengerti cara membacanya juga bisa dimengerti.</p> <p>Tidak ada keterlibatan dalam belajar EC, tapi kata saya, saya lebih senang belajar di EC karena lebih mengerti.</p> <p>Saya merasa lebih bisa membaca teks berbahasa Inggris dengan baik. Biasanya di kelas, saya takut membaca teks berbahasa Inggris karena takut salah.</p> <p>Saya merasa lebih tahu saat baca bahasa Inggris dan saya merasa lebih percaya diri dalam membaca teks.</p> <p>Siswa-siswi sangat terlibat dalam kegiatan membaca teks bahasa Inggris, jadi lebih bisa membaca teks bahasa Inggris.</p> <p>Keterlibatan saya dalam kegiatan ini adalah membaca teks selama mengikuti English Club.</p>

		Setelah mengikuti English Club, ada perubahan positif yang membuat saya lebih fasih dalam membaca.
2.	Bagaimana kemandirianmu dalam belajar dan membaca selama mengikuti kegiatan pembelajaran di English Club?	Jadi kemandirian belajar dan membaca teks bahasa Inggris menjadi bisa dan dimengerti
		Saya bisa mengerjakan bahasa Inggris dengan bisa.
		Saya bisa mandiri menyelesaikan masalah saya sendiri atau jika saya benar-benar tidak tahu, saya baru bertanya kepada teman atau guru.
		Berusaha untuk mencari arti dari kata-kata yang berbahasa Inggris. Lebih mengerti dalam pelajaran bahasa Inggris karena selalu diterangkan maksud dari kegiatan yang dilakukan.
		Mandirilah, soalnya saya di English Club dilatih untuk membaca descriptive text dan diceritakan kembali dengan orang lain.
		Saya merasa lebih mandiri dibandingkan hari-hari kemarin dalam membaca teks bahasa Inggris dan saya sudah tidak gugup lagi.
		Selama saya mengikuti English Club, saya lebih mandiri dari sebelumnya selama belum mengikuti English Club dalam membaca teks bahasa Inggris
		Saya lebih merasa mandiri dalam membaca teks bahasa Inggris dan saya lebih tidak gugup dan takut dalam membaca teks bahasa Inggris.
		Bisa lebih pada membacanya juga tidak terlalu tegang dalam membaca teks. Kadang membacanya suka terbata-bata dan suka salah, tapi saya lebih giat lagi membaca teks bahasa Inggris akan lebih bisa dalam membaca teks bahasa Inggris.
		Saya belajar dan membaca teks bahasa Inggris lebih jelas dan lebih memahami bila saya menulis (belajar bahasa Inggris dan berbicara kepada guru)
		Saya lebih mandiri untuk belajar dan membaca teks berbahasa Inggris.
		Saya lebih bisa dan paham terhadap teks bacaan.
		Saya merasa lebih mandiri dalam belajar dan membaca bahasa Inggris.
		Saya menjadi lebih mandiri selama mengikuti kegiatan ini dari pada belajar bahasa Inggris di kelas, malas aya kalau belajar dengan guru di kelas. Saya lebih suka belajar dengan metode seperti ini.

		Bisa memilih dan lebih percaya diri.
3.	Menurut kamu, kegiatan apa saja yang menarik selama kamu mengikuti English Clun? Berikan alasan!	Mendeskripsikan orang dan membuat wall megazine. Kegiatan belajar English Club bisa melatih bahasa Inggris saya dan saya bisa mengerti tentang mendeskripsikan, dll.
		Kegiatan majalah dindin, karena belajar sambil berinspirasi. Menulis teks dengan menggunakan bahasa Inggris karena dapat menulis dengan bahasa Inggris yang baik dan benar.
		Saat membuat teks deskriptif dan menghiasnya dengan berbagai alat yang bisa saya gunakan atau saat saya menghias Wall Megazine, karena membuat saya senang bisa melihat karya saya nanti akan dilihat orang lain.
		Membuat Wall Magazine, karena membuat anak-anak EC dari yang tidak kreatif menjadi kreatif dan dari yang kreatif lebih kreatif lagi. Membuat/membaca teks deskripsi karena pengucapan dalam membaca teks deskripsi dari yang salah menjadi benar dan menjadi lebih banyak pengetahuan bahasa Inggris.
		Wall Magazine, soalnya karya saya bisa dipajang walaupun jelek.
		Menurut saya kegiatan yang paling menarik adalah saat membuat Wall magazine. Alasan saya karena bisa di mengerti dan ada mewarna, mengguntu=ing dan membentuk.
		Kegiatan dalam membaca teks, itu yang menarik buat saya selama mengikuti English Club.
		Membuat Wall Magazine karena saya bisa lebih kreasi, bisa membuat gambar yang saya sukai dan bisa mewarnai, dan membuat deskripsi tentang pribadi saya.
		Kegiatan Wall magazine, karena bisa kreasi sebagus mungkin dan bisa belajar giat lagi.
		Mengikuti EC dapat mandiri dan menariknya di games dan magazinanya.
		Membuat Wall Magazine karena sebelumnya belum pernah sekarang saya bisa membuat wall magazine.
		Tanya jawab, setelah tebak-tebakan, jawab pertanyaan mencari tahu sesuatu yang belum diketahui.
		Kegiatan "Who am I?" karena yang tidak tahu menjadi tahu, dan kegiatan Wall

		magazine karena bisa menulis hal-hal bahasa Inggris dengan variasi sendiri.
		Seperti kegiatan menderkripsikan, alasannya adalah boleh digambar dan juga tebak-tebakan dengan bahasa Inggris, alasannya adalah kegiatan itu membuat saya berpikir keras.
		Wall Magazine, bisa mengembangkan kreatifitas.
4.	Bagaimana pendapatmu mengenai penggunaan majalah dinding sebagai media pembelajaran bahasa Inggris?	Bagus, baik, dan kreatif
		Sangat bagus, karena dapat mudah untuk belajar bahasa Inggris
		Sangat kreatif. Menggunakan majalah dinding atau wall magazine akan membuat saya tidak akan pernah merasa bosan untuk terus belajar bahasa Inggris.
		Bagus, karena orang lain atau anak-anak yang tidak mengikuti English Club tahu bahwa anak-anak English Club kreatif, rajin, dan asik. Jadi, yang memandang English Club hanya permainan, tapi walaupun sering sekalai, permainan adalah EC dalam memberi pelajaran dan supaya mengingat kata-kata yang benar agar masuk ke dalam otak.
		Lebih mudah dan mudah dipahami.
		Saya sangat suka mengenai Wall Magazine karena sebagai media pembelajaran bahasa Inggris.
		Pendapat saya, sangat setuju. Alasannya karena bisa melatih kreativitas dalam menulis teks bahasa Inggris.
		Bagus, baik, lebih kreatif, dan sebagainya.
		Setuju, agar kita bisa mengerti pelajaran bahasa Inggris dan lebih paham dalam membaca dan menulisnya.
		Lebih kreatif dan lebih memahami.
		Itu menyenangkan, menambah kreativitas anak murid dan gerak motorik tangan, inovasi segar dan imajinasi bisa tertuang semua. Sangat menyenangkan.
		Janga lagi deh.

		Pendapat saya, saya bisa menulis majalah dinding dengan kreativitas saya sendiri sebagai peserta English Club.
		Bagus, tetapi kalau oleh sebaiknya semuanya ditempelkan di perpustakaan agar tulisan tidak hilang dan awet, aman.
		Sangat kreatif, mendorong seseorang untuk berkreasi.

STUDENTS' WORK IN REWRITING

Dani

Dani is a fat boy with chubby cheeks. He is only 155 cm tall. He has short straight hair and a flat nose.

Source: C'n S Junior. Magazine for kids. Edition 52 Vol. V January 2008. P. 27.

Jeremy

Jeremy is large for his age, like his father and Nell, too - big-boned, muscular, and tall. Two years younger Emma was small and delicate, resembling Ruth, her grandmother.

Source: Nell's Cowboy

My Classroom

Hi! My name's Jonathan. Welcome to room 898. Next to the door is a bookshelf with books on it. In front of the windows are the desks. There are fifteen desks and chairs. On the wall behind the desk is a map of the world.

Source: Frazier, M., Julie Deferville and May Tai. Step Out 1A. Prentice Hall Asia ELT. P. 17.

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Emma Watson

Emma Charlotte Duerre Watson was born in Paris, France, 15 April 1990. Her nickname is Emma. She is the daughter of Chris Watson and Jacqueline Luerby. She lived in Paris until the age of five before she moved with her mother and younger brother Alexander to Oxford, England. Emma has wavy brown hair. Her height is 165 cm. She is generous, friendly, and determined person. She also said that she is a little bit stubborn. Emma loves dancing, singing, tennis and art.

My Grandma

My grandma is a tidy old woman. She is now 80 years old. Her hair is long and tidy. She combs it every day. She always puts things on the right place. Her clothes are always clean and neat. She lives alone. ~~She~~ So she makes up her own bed. She cleans up the house. She also cooks her own meal every day.

Harry Potter

Harry looks nothing like the rest of the family. Uncle Vernon is large and neckless, with an enormous ~~black~~ black moustache. Aunt Petunia is horse-faced and bony. Dudley is blond, pink and portly. Harry, on the other hand, is small and skinny, with brilliant green eyes and jet-black hair that is always untidy. He wore round glasses, and on his forehead is a thin, lightning-shaped scar. - Harry ~~pot~~ Potter and the Chamber of Secret.

Dani

Dani is a fat boy with chubby cheeks. He is only 155 cm tall. He has short straight hair and a flat nose.

Source : C's Junior Magazine for Kids. Edition 52 vol. V January 2008. p. 27

Jeremy

Jeremy is large for his age, like his father and Nell, too - big-boned, muscular and tall. Two years younger Emma was small and delicate, resembling Ruth, her grandmother.

Source : Nell's cowboy

My classroom

Hi! My name's Jonathan. Welcome to room 898. Next to the door is bookshelf with books on it. In front of the windows are the desks. There are fifteen desks and chairs. On the wall behind the desk is a map of the world.

Source : Frazier, M., Julie Deferville and May Tai. Step Out 1A. Prentice Hall Asia ELT. p. 17.

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Source : Nell's cowboy

Grandmother

My ~~Class~~ Classroom

Hi! My name's Jonathan. Welcome to room 898. Next to the door is a book shelf with books on it. In front of the windows are the desks. There are fifteen desks and chairs. On the wall behind the desks, ~~There is~~ is a map of the world.

Source : Frazier, M., Julie DeFerville and May Tai. Step Out 1A. Prentice Hall Asia ELT. p. 17.

Dani

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Source: C's Junior Magazine for Kids. Edition 52 Vol. V January 2000. P. 27.

Jeremy

Jeremy is large for his age, like his father and Neil, too-big-boned, muscular, and tall. Two years younger Emma was small and delicate, resembling Ruth, her grandmother.

Source: Neil's Cowboy

My Classroom

Hi! My name's Jonathan. Welcome to room 890. Next to the door is a bookshelf with books on it. In front of the windows are the desks. There are fifteen desks and chairs. On the wall behind the desk is a map of the world.

Source: Frazier, M., Julie Deverville and May Lai. Step Out 1A. Prentice Hall Asia ELT. P. 17.

Emma Watson

Emma Char Duerre Watson was born in Paris, France, 15 April 1990. Her nickname is Emma. She is the daughter of Chris Watson and Jacqueline Luesby. She lived in Paris until the age of five before she moved with her mother and younger brother Alexander to Oxford, England. Emma has wavy brown hair. Her height is 165 cm. She is generous, friendly, and determined person. She also said that she is a little bit stubborn. Emma loves dancing, singing, tennis and art.

~~My Grandma~~

~~My grandma is a tidy old woman. She is now 80 years old. Her~~

My Grandma

My grandma is a tidy old woman. She is now 80 years old. Her hair is long and tidy. She combs it very day. She always puts things on the right place. Her clothes are always clean and neat. She lives alone. So she makes up her own bed. She cleans up the house. She also cooks her own meal every day.

Harry Potter

Harry looks nothing like the rest of the family. Uncle Vernon is large and neckless, with an enormous black moustache. Aunt Petunia is horse-faced and bald. Dudley is blond, pink and porky. Harry, on the other hand, is small and skinny, with brilliant green eyes and jet-black hair that is always untidy. He wore round glasses, and on his forehead is a thin, lightning-shaped scar. Harry Potter and the Chamber of Secret.

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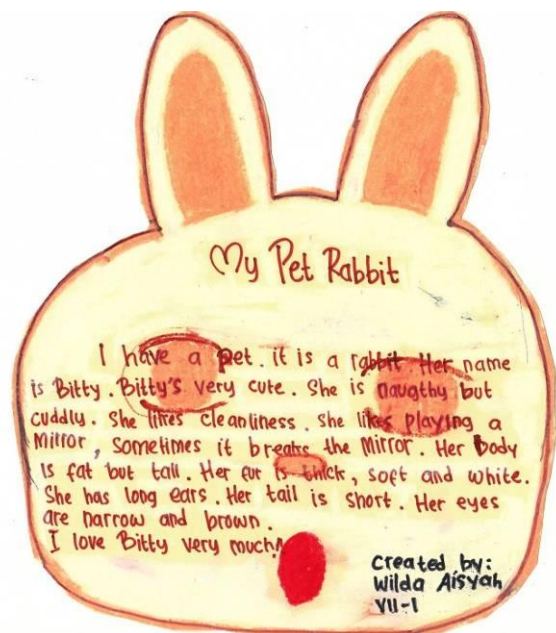
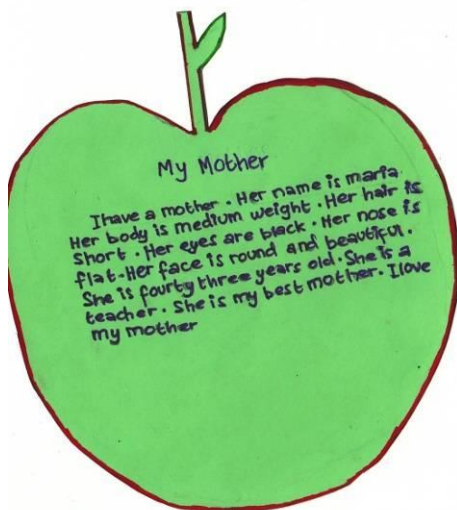
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STUDENTS' WORKS OFOR PUBLICATION

Justin Bieber

Justin Bieber is my favorite idol. His face is oval. His hair is short and blonde. He has fair complexion skin. His body is well-built. His upper lip is thick but his lower lip is thin. His eyes are round and blue. He has pointed nose. He likes wearing purple clothes and he also likes wearing hat. He is very friendly, humble, and cheerful. My favorite Justin Bieber's song is "That Should Be Me". I ♥ Justin Bieber.





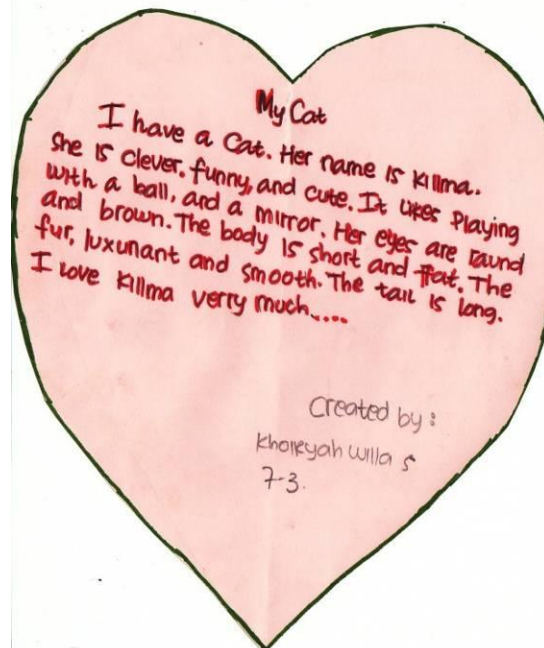
My Brother



I have a brother. His name is Ahmad.
He is naughty, funny and cute. His hobby are playing
ball and swimming. His hair is black & short. His
body is thin. the eyes are black. He is my best
brother.

My Brother

Created by:
Maiseh
7-2



STUDENTS' WORK ON JOINT-CONSTRUCTION

My Room

~~Bed = one~~

My Favorite idol / Avril Lavigne

Face = oval

hair = long blonde

body = tall

eye = round

nose = pointed

Lips = thin

body = sexy

skin = fair complexion

favorit colour = ~~tan~~ black

~~she likes~~ wearing black clothes

she likes

Sifat = she is very friendly, humble, cheerful.

Avril Lavigne

Avril Lavigne is my favorite idol. her face is oval. her hair is long blonde. her body is ~~sexy~~. her eyes are round. her nose is pointed. her lips is thin. her skin is fair complexion. she likes wearing black clothes. She is very friendly, humble, cheerful. my favorite ~~song~~ Avril Lavigne's Song is what the hell. I ~~love~~ like listening ~~voice~~ Avril Lavigne voice. She is very beautiful

STUDENTS' INDIVIDUAL CONSTRUCTION

My Brother

Identification:

- The character :- He is Naughtly
:- He is funny and the cute
- The hobby :- Playing ball
- Swimming
- Physical appearance :- the Hair = black, short
- the Body = thin
- the eyes = black
- the nose = flat

I } am
You }
We } are
They }

He }
she } is
It }

Description: My Brother

I have a brother. His name is Ahmad. He is naughty, funny and cute. His hobby playing ball and swimming. His hair is black, short. His body is thin. The eyes are black. He is my best brother.

My Brother

I have a brother. His name is Ahmad. He is naughty, funny and cute. His hobby are playing ball and swimming. His hair is black & short. His body is thin, the eyes are black. He is my best brother.

My Cat

The character = it is a very funny!
it is a very cute!

The hobby = She likes playing ball
She likes stealing fish from neighbour

Physical Appearance =
The body = fat & small
The fur = Luxurious and Smooth, white
The tail = long
The eyes = brown

My Cat

I have a cat. Her name is Kitchell. It likes playing ball and stealing fish from neighbour's house. She is very funny and cute.

My Kitchell is fat and small. It has luxurious and smooth fur. The fur is white. It has a long tail. Its eyes are brown. It looks cute. It sleeps with me.

My Ucic

Ucic is my cheer full dog.
his colour is brown. ~~he has~~ he has big black eyes, small body, and medium
ears, he has unique hobby, he friendly with cat, but hate stran
ger

He always bark at almost every stranger he meet
and he always accompany me if I go to stall and
play badminton at my yard

My Ucic

Ucic is my cheer full dog.
his colour is brown, he has big black eyes, small body, and me
dium ears, he has unique hobby, he's friendly with cat, but
hate stranger

He always accompany me if I go to stall and
play badminton at my yard

"My brother"

* Physical Appearance

- The body = fat
- The hair = short
- The eyes = black
- The nose = flat
- The face = round

* The Character: ~~that~~ he is cute

- he is smart

"My Brother"

I have a brother. his name is farell. his body is fat.
his hair is short. his eyes are black. his nose is flat.
his face is round.

He is cute and smart. He is my best brother.

Wayne Rooney

I have a favourite footballer. His name is Wayne Mark Rooney. He has an oval face. His hair is bald and he has pretty fat body. Rooney has a white skin. His eyes is round and the colour is brown. He has a nose pointed. He is a temperamental person. His height is ideal, around 160 cm. ~~But~~, he has an accurate shooting and maneuver with the foot. He also has an achievement, which ~~are~~ is Best Player of the year 2009. (English Premier ~~Verstett~~).

~~Justin Bieber~~

Justin ~~Bieber~~ Bieber.

Justin Bieber is my favorite idol. His face is oval. He has hair ~~is short~~ ^{short} blonde. He has a medium body. He has white complexion ~~skin~~, his eyes ^{are} round and blue. His nose is pointed. His upper lip is thick but his lower lip is thin. He is very friendly, humble, and cheerful. He likes wearing purple clothes and he likes wearing that. I like Justin Bieber's song ^{which} is "That should be me". I like ^{enjoy} ~~Justin Bieber~~ ~~been~~ listening to Justin Bieber voice. I ♥ Justin Bieber."

My Cat

^{cat's name}
My ~~name's cat~~ is Sarah. Its eyes are narrow.
Its hobby is playing ball and doll. Its character is
good, clever, and good. Its body is small, the tail
is long. It likes eating fish. Its color black and white.
I love my cat so much.

My Cat

My-Cat's name is Sarah. Its eyes are narrow.
Its hobby is playing ball and doll. Its character is
good, clever, and ~~is~~ cute. Its body is small, the tail
is long. Its color black and white. It likes eating fish.
I love my cat so much.

Mr. Weasley

Mr Weasley is slumped in a kitchen chair with his glasses off and his eyes closed. He is a thin man, going bald, but the little hair he has is as red as any of his children's. He is wearing long green robes which are dusty and travel-worn.

The Reddleman

The man comes slowly nearer. He is young and good-looking, but his face, clothes and hands are completely red. This strange traveller is reddleman. He sells a red dye called reddle to the farmers who use it to mark their sheep. The reddleman is marked by the red

My Cat

This is Sylvie. She's my hamster. She's about ten months which is about teenager for a hamster. Right now I think she seems quite restless. She lives in the cage behind me. This is her wheel here. She's got her water bottle. You know.. she's got a little mirror. She likes to preen herself.

My Classroom

Hi! My name's Jonathan. Welcome to room 898. Next to the door is a bookshelf with books on it. In front of the windows are the desks. There are fifteen desks and chairs. On the wall behind the desk is a map of the world.

Source: Frazier, M., Julie Deferville and may tai. Step Out 1A.

Jeremy

Jeremy is large for his age, like his father and Nell, too – big-boned, muscular, and tall. Two years younger Emma was small and delicate, resembling Ruth, her grand mother.

Source: Nell's Cowboy

Junko's Room

Junko's room has some good points and some bad points. She lives in her parents' house, in Machida.

There are two good points of her room: it has a balcony and there is a view of Mount Fuji. There are two bad points: the traffic is noisy and the room is small. The size of the room is six tatami mats. There is a bed, a sofa and a desk in Junko's room. She also has a television and a DVD player.

Mr. Bowo

Mr Bowo is a tall and handsome man. He is about 170 cm tall. He has a pointed nose and a mole on his right cheek. He wears glasses. He is a cheerful and funny person.

Source: C' n S Junior. Magazine for Kids. Edition 52 Vol. V January 2008. P. 27.

Dani

Dani is a fat boy with chubby cheeks. He is only 155 cm tall. He has short straight hair and a flat nose.

Source: C' n S Junior. Magazine for Kids. Edition 52 Vol. V January 2008. P. 27.

Mark's School

This is Mark's school. It's break time now. There are many cars in the parking lot. The teachers are resting in the teacher's room. Mark is playing football on the school field. Alan and Ben are sitting under the tree. Jenny and May are standing in front of Alan and Ben. The bell is ringing. It's time for class again!

Ms. Tika

Ms. Tika is a beautiful English teacher. She is about 165 cm tall. She has beautiful thick black hair. Her eyes are bright and almost shaped. She has a pointed nose and nice smile.

Source: C'n S Junior. Magazine for Kids. Edition 52 Vol. V January 2008. P. 27.

Harry Potter

Harry looks nothing like the rest of the family. Uncle Vernon is large and neckless, with an enormous black moustache. Aunt Petunia is horse-faced and bony. Dudley is blond, pink and porky. Harry, on the other hand, is small and skinny, with brilliant green eyes and jet-black hair that is always untidy. He wore round glasses, and on his forehead is a thin, lightning-shaped scar. – Harry Potter and the Chamber of Secret

Mr. Ahmad

Mr. Ahmad is from Middle East. He is tall and has a fair complexion. He looks slim. He has a trim beard. He smiles a lot.

Source: C'n S Junior. Magazine for Kids. Edition 52 Vol. V January

Ms. Sarah

Ms. Sarah is from England. She is about 25 years old and around 160 cm tall. She is slim. She has blonde hair. Her skin is fair complexion. She has a pointed nose.

Source: C'n S Junior. Magazine for Kids. Edition 52 Vol. V Januarv

My House

My house is very spacious and comfortable. It consists of many rooms. There are five bedrooms. They are big, but there is not enough space for clothes. The living room is huge and bright. There are four bathrooms and three parking areas. The kitchen is not big enough. The garden is too small, but beautiful. The public service is efficient, though the garbage is a serious problem. For safety, my father sets up the alarm system and keeps two dogs in the house.

My Room

My room is next to the living room. In my room, there are two beds and a desk near the window. There are a computer and some of my favorite books on the desk. My closet is very well-organized and is placed next to the desk. On the wall, I hang pictures of my favorite idols.

Next to my room is my sister's room. Her room is very neat

The Cute Mike

Michael Prabawa Mohede was born on November 7, 1983. He is better known as Mike. He has a beautiful voice. He is the winner of the second of Indonesian Idol. He also represented Indonesia in Asian idol.

Mike has a beautiful smile. His body is plump. His chubby cheeks make him cute. Mike is a nice person. He is very friendly to everyone. Some of his fans call him “Teddy Bear” because of his plump body and cheerful character.

Daniel Jacob Radcliffe

Daniel Jacob Radcliffe was born in Fulham, London, 23rd of July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham. Dan has dark brown hair and blue eyes. His height is about 168 cm. he is also intelligent and somewhat mysterious. He loves football, Formula One racing, and gymnastics.

Emma Watson

Emma Charlotte Duerre Watson was born in Paris, France, 15 April 1990. Her nickname is Emma. She is the daughter of Chris Watson and Jacqueline Luesby. She lived in Paris until the age of five before she moved with her mother and younger brother Alexander to Oxford, England. Emma has wavy brown hair. Her height is 165 cm. She is generous, friendly, and determined person. She also said that she is a little bit stubborn. Emma loves dancing, singing, tennis and art.

Brad Pitt

This is Brad Pitt. He is one of my favorite movie actors. He has short blonde hairs. He also has blue eyes. He is very handsome. Brad is in his early 40s. He is in middle age. Brad has medium height. He has an average build. In this picture he is wearing a white shirt and a black sport jacket. The most people think he is the most handsome man alive today.

My Bombi

by Dea

Bombi is my playful black cat. This cat is always playful. It likes playing with anything. It sometimes plays with me. It likes playing with a ball very much. It is very clever. Sometimes it is very naughty.

My Bombi is small but fat. It has soft fur. The fur is black. It has a long tail. Its eyes are round. It looks cute. It is always near me.

My Grandma

My grandma is a tidy old woman. She is now 80 years old. Her hair is long and tidy. She combs it every day. She always puts things on the right place. Her clothes are always clean and neat. She lives alone. So she makes up her own bed. She cleans up the house. She also cooks her own meal every day.

My Grandma's House

My Grandma's house is really beautiful and comfortable. It is far from my house. It is in a small village in Pati, Central Java. It is far from the city. The yard is wide and full of plants. It is very quiet, especially at night. The air in the village is clean and the trees are green.

My Brother and I

My brother and I look very different. I have brown eyes and he has black eyes. We both have black hair, but I have long and straight hair, and he has short and curly hair. I'm tall and thin, he's short and fat.

Source: The Bridge English Competence for SMP Grade VII, page 12

Kimono

Kimono is the traditional clothes of Japanese people. This very beautiful costume is made of silk and usually very expensive. But now, not many people are wearing it in everyday life. Kimono is only worn at formal or traditional occasions such as funerals, weddings, or tea ceremonies. There are many kinds of style and color of kimono. These styles and colors depend on the occasion, the age, and the marital status of the person who wears it.

Source: The Bridge English Competence for SMP Grade VII, page 91

Miss Yulia

My teacher is Miss Yulia. She is a kind and patient teacher. She looks after her students well. Most of her lessons are very interesting. She loves to help slow students to improve in their work. She often tells us jokes when we have done our work. I hope she will be my teacher again next year.

Source: The Bridge English Competence for SMP Grade VII, page 20, adapted from My Second Book.

Rupert Grint

Rupert Alexander Grint was born in Hertfordshire, England, August 24th, 1988. His nickname is Rupert. He is the oldest son of Nigel Grint and Jo Parsons. Rupert has bright red hair. His height is 180 cm. He is an active and humorous person. He's also very humble. However, he is the shyest of the three Harry Potter co-stars. Rupert is arachnophobia. It means that he is afraid of spiders. He likes all kinds of music, but his favorite is classic rock and roll. His favorite school subject is chemistry.

Joko Kendil

A long time ago, there lived a woman and her son, Joko Kendil. Joko had a weird figure. He was fat and very small. His body looked like a rice cooking pot. That's why people call him Joko Kendil.

Joko grew up to be a happy but naughty child. He often went to the market. He would sit beside a seller and cover his face. The seller thought that he was a rice cooking pot, so he put food on Joko's body. Joko also liked to sneak into parties. People would think that he was a rice cooking pot, so they put food on his body. Then, quietly Joko would leave the party with the food.

Source: C' n S Junior. Magazine for Kids. Edition 26 Vol. III September 2005. P. 44.

A Friendly Clown

I have a clown toy. It is a gift I received last Christmas from a close friend. The clown has short yellow hair, made of yarn, which covers its ears but is parted above the eyes. The blue eyes are outlined in black with thin, dark lashes flowing from the brows. It has cherry-red cheeks, nose, and lips, and its broad grin disappears into the wide, white ruffle around its neck. The clown wears a fluffy, two-tone nylon costume. The left side of the outfit is light blue, and the right side is red. I like to play with my clown toy.

Adapted from: www.grammar.about.com

Watch Factory

Frau Hedli works in a watch factory. The rooms are bright and very clean. Men and women in white coats sit at long tables. This is called the assembly line. Each worker does

little bit on each watch. Some of the workers use magnifying glasses and tweezers. They put each watch together piece by piece. Frau Hedli sits near the end of the line. Her job is to put in the last part of the watch, which is called the balance wheel unit. She taps the wheel with her tweezers, and the watch begins to tick.

Source: The Bridge English Competence for SMP Grade VII, page 59, adapted from Childcraft: People and Places

THE AMAZING TAJ MAHAL IN INDIA

Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra.

Taj Mahal is a Mausoleum that houses the grave of Queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and symmetry of architectural elements.

Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna River.

My Cat Gregory

Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat.

He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands.

Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.

After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

Source: file:///D:/descriptive%20texts/best-example-of-descriptive-text-about.html

Borobudur Temple

Borobudur is Hindu – Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre at the centre of the top circle.

The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

EVIDENCE TRANSCRIPTION

Aspect of Engagment	Indicators	Evidences
	Selecting Texts	<p>S3 : tadaaa.. S1 : Let me see! S2 : Miss, it's too many.. ----- S2: So many texts. S1: This, this.. S: This one.. T: Ok, You choose only three texts. S4: Come on, which one should we choose? S2: This one, it seems short. These ones are short. ----- S3: Which text should be rewrote first? S1: How about this? S4: Dani. S3: That's too short. S4: Do you understand the meaning of the text? S3: 155 cm SS: He has short straigh hair and flat nose. S2: That's his characteristics. ----- T: Who do ypu choose the short ones? Why don't you choose the interesting or challenging ones. S4: I've told you. Read it first. S2: How about this? My classroom. ----- T: Have you decided? S2: Hey, choose three. S1: Which ones? S3: Harry Potter S1: Ok? S4: Ok. S2: Here is Emma Watson. S3: Ok ----- S1: Miss, I'm finished. T: Ok, Which ones do you choose? Ss: Harry Potter, Emma Watson, and My Grandma. ----- T: Who do you choose this text? Ss: because it is short.</p>
	Reading the texts	<p>T: Emma Watson was born in Paris, France, on April 19, 1990. So, where was she born? Ss: Paris T: When was she born? Ss: April 19. ----- T: She is the daughter of chris Watson and Jacqualine Lusvig. So, Who is her father's name?</p>

		<p>Ss: Chris Watson. T: and who is her mother? Ss: Jacqueline ...</p> <p>-----</p> <p>S1: Emma Watson was born in Paris Paris. S3: So? S4: She lives in paris, doesn't she? S1: Yes</p>
	<p>Finding new vocabulary</p>	<p>S3: What is 'friendly' yesterday? S2: 'Ramah' S3: So, her personalites are 'dermawan, ramah dan tekun'. S1: 'Rajin' S2: What is 'stubborn' yesterday? S1: 'Keras Kepala' S4: Art S2: Art is 'seni'. S1: Hey there is a dictionary! Find it!</p> <p>-----</p> <p>S1: What is 'clothes'? S3: 'Pakaian' S2: Where is 'clothes'? S1: Here! What is 'neat'? S2: 'Rapih' S1: 'Clean'? S2: 'Bersih'</p> <p>-----</p> <p>S5: What is 'kasar' in English? S4: 'Kasar'? I don't know. S5: (look to the dictionary) aaa,, here it is.. 'kasar'. What is 'mangsa' in English? S5: (look to the dictionary again) aaa, here it is.. 'mangsa' prey S5: 'sedang' is medium right? S4: yes</p> <p>S1: What is 'tinggi'? Small? S3: 'Sangat tinggi'? What is it yesterday? S1: Small? S3: Tall S1: Tall, right! S3: Very tall if it is 'sangat tinggi'.</p> <p>-----</p> <p>T: What is the meaning of 'stubborn'? S1: Find it from st- .. u.. double b.. S3: There are two 'B's. S2: What is it? S1&S3: 'Keras kepala'</p>
	<p>Translating the text</p>	<p>S1: 'Dia selalu menaruh benda di atas kiri, kiri right kan?' S2: Right is 'kanan'. What is the meaning of place?' S1: Place is 'tempat'. S3: So, it means 'tempat sebelah kanan'. So, 'dia selalu menaruh sesuatu di atas sebelah kanan.'</p>

		<p>-----</p> <p>S2: Dani is a fat boy with chubby cheeks. He is only 155 cm tall. He has short straight hair and a flat nose.</p> <p>T: Meaning?</p> <p>S3: <i>Dani adalah bocah laki-laki yang gendut. Ia mempunyai pipi yang tembem. Dia mempunyai badan 155 cm.</i></p> <p>S2: <i>"Tinggi"</i></p> <p>S4: That's wrong, <i>"tinggi"</i></p> <p>S3: <i>Oh! Tinggi 155 cm. Dan Ia mempunya rambut yang pendek dan lurus. Dan, hidungnya pesek.</i></p> <p>-----</p> <p>S2: <i>'Kulinya berwarna putih'.</i></p> <p>S1: <i>She has skin white. Eh white skin. She has white skin.</i></p> <p>-----</p> <p>S4: <i>Miss, what is the meaning of 'combs'? I'm looking for it but I can't find it.</i></p> <p>T: <i>(teacher refers to a word next to it, 'hair') relate it with your hair. What do you usually with your hair?</i></p> <p>S1: braided</p> <p>S4: put ribbons</p> <p>S3: Try to find it in the dictionary.</p> <p>S1: Find it! Find it!</p> <p>S4: Nothing</p> <p>S2: <i>here it is, 'sisir', 'menyikat', 'menyisir'.</i></p> <p>S1: <i>'Dia menyikat rambutnya setiap har'</i></p> <p>S2: <i>Is it 'menyikat', I think 'menyisir' is the right one!</i></p> <p>S1: <i>'Menyisir'</i></p> <p>S3: <i>'Dia' what is 'always'?</i></p> <p>S3: <i>'Selalu'</i></p> <p>S4: <i>'Dia selalu menyisir rambutnya setiap hari.'</i></p>
	<p>Finding spelling correct</p>	<p>S5: How is her face? Is it oval?</p> <p>S4: Just write beautiful.</p> <p>S3: Eh, How is the spelling? B-E</p> <p>S2: A-U-TIFUL. Beautiful.</p> <p>S5: She wears 'jilbab'. What is it in English?</p> <p>S4: Headcover. H-E-A-D</p> <p>S3: Tulisannya bagaimana?</p> <p>S4: H-E-A-D head 'kepala', cover, use 'V', not bedcover, headcover.</p> <p>S5: Eyes?</p> <p>S3: Her eyes are black.</p> <p>S2: No. Blue.</p> <p>S4: Brown.. Brown</p> <p>S1: B-R-O-W-N</p>
	<p>Use mechanics</p>	<p>T: Have you finished?</p> <p>S3: Not yet.</p> <p>S4: Not yet.</p> <p>T: (checking) is it right or wrong?</p> <p>S4: Wrong!</p> <p>All: Wrong!</p>

		<p>T: What is wrong with this? S4: My work is all wrong. T: Look at S4's work! S3: Ah, here, this 'm' is in small letter. T: Is it big 'm' or small 'm'? S3: Big 'M' is just like this. T: Ah. That's right! S4: Oh My! I've done the mistake again and again.</p>
	Identifying correct pronunciation	<p>S5: My grandma. My grandma is tidy old woman. She is now 80 years old. T: Tidy / 'taɪdi/ S5: Tidy /tidɪ/ T: Tidy / 'taɪdi/ S5: Tidy / 'taɪdi/ T: Good. Lanjutkan!</p>
Engagement in Collaborating with Peers	Making decision	<p>S4: How many members we have? Five, right How about ROFAUSISDA? T: ROFAUSISDA? Ss: Rondang, Dafa, Daus, Wilda. ----- S2: Harry Potter T: Ok. S3: Phoenix, Phoenix, because he is saved by the Phoenix. ----- S2: Do not rely on both of us in choosing the texts! Harry Potter, do you agree? S3: Yes, I agree with Harry Potter. Hey, don't play with your HP! Emma Watson, what else? S2: Do you agree with Emma Watson? S3: Hey, how about Emma Watson? Emma Watson.. S4: One more! S2: Brad Pitt? Eh no. I don't know him.. S1: We should agree first if we don't want to blame each other later. ----- S1: Let's translate from Dani! S3: No! Jeremy, we do not know the meaning of this text.. S1: Why Jeremy? S2: Because Jeremy is the difficult one.</p>
	Discussing problems	<p>S3: What is "fat"? S1: 'Fat' is... S4: 'Gendut'. S3: That's right 'gendut'. S5: Chubby? S4: 'Tembem'. ----- S3: How about her skin? Ss: White S2: She hair..</p>

		<p>S1: She has.. S5: 'menggunakan'? S1: She wears.. S5: With 'He' or... eh S3: She has.. S2: brown eyes.. S3: eh use 'his' for once, ok? Eh, her.. her.. S2 : Her eyes.. S5: is.. S3: pointed. Use 'her' again now. S2: Her height.. S5: She is tall S3: Her height.. S5: Her height is tall S2: She has S5: She has white skin.</p>
	Asking and answering questions	<p>S4: How about girl? It is similar with 'he', isn't it? S3: I used it for boy yesterday. 'Her' darling 'Her, with 'R'. ----- S4: There is 'R' in 'Classroom', right? S3: Yes, there is. S2: Ah, you also forget to put 'S'.</p>
	Share ideas to write	<p>S3: What is the first one? S1: First is about birthday. S2: Born ya? S5: Yes, 'lahir'. S1: Emma Watson was born in Paris, in France. S3: in France. S5: What about the date? S3: I know, April 15th.. S1: What is 'pada' in English? S3: Find it! Find it! S1: Here S3: What is it? S1: at S2: Where should I write it? S1: hmm, write full stop first, then 'at'. How should I write '15 April'? S5: April first, right? S2: April, then? S1: The spelling is 'April'.. at April 15th, 1990. S3: What's next? S2: Hurry! We can be left by other groups.</p>
	Check others	<p>S5: There is not a space in 'Grandmother'. S4: Ah you're right.. ----- T: have you finished? Ss: not yet S3: I've done four. S5: I've got six.</p>
	Practice pronunciation	<p>"Yes, because we use English orally, we do not realize that we can pronounce the words little by little." "I'm active in EC, learn from the false English pronunciation to the correct pronunciation."</p>

		<p>“In reading English texts, I can understand the texts, the writing, and the meaning more. I can understand the pronunciation also.”</p>
Engagement in learning with teacher guidance	Use the intrauction as guidance	<p>T: Ok. Are you ready with your pencil or pen? Well, is everyone ready? paper? Pencil? Pen? Now, I want you to focus on the title. Now, look at the text and read the title! Ok! Then, start to write it. Ok, now all students write the title of the text.</p> <p>Ss: Then? T: Wait! S3: In bahasa Inggris, Miss? ----- T: In what step are we now? S2: Second step.. S3: Ih why does it take too long?.. Hurry! S2: We haven't finished yet with this. S4: We have finished with eyes S1: Now, let's make the 3rd step! ----- S1: Dool? What is it? S2: 'Boneka' T: 'Boneka' in English is not like this? Are you sure? Check again! S1: It's correct, Miss, 'DOOL' T: No, it isn't. DOOL? Nah ini "My sister likes eating fried chicken" Nah that's correc. You can add her favorite food. "She has brown eyes. She is two years old". Oh, She is your little sister then. So, "I have a little sister", "I love Maharani so much", you can use 'very much or 'so much' S1: So the tittle is "My Little Sister", isn't it? T: Yes.</p>
	Clarify understanding	<p>S3: What is it? S3: What? S2: Ih, it is supposed to use 'with'. S3: Oh you're right. S5: Which one is right? S3: Miss, is it 'what' or 'with'? T: What is stated in the text? S2: 'With', Miss. T: Nah, that's it. S3: So, we revise it, Miss? T: Yes. ----- S3: Miss, is it like this, isn't it? T: 'He has pointed nose', add 'a' because he just has one nose. S2: Miss, how about 'He has brown eyes'? T: Thst's alright. S1: yeayyy...</p>
	Revise the works	<p>S5: My grandma. My grandma is tidy old woman. She is now 80 years old. T: Tidy /taidi/ S5: Tidy /tidi/</p>

		<p>T: Tidy /taidi/ S5: Tidy /taidi/ T: Good. Continue! ----- S5: Except my, except i emmm... Miss, is it correct? T: Hmm, when 'I' is the object, so what is it? S5: My T: No. It is 'me'. So, it is 'except me' S5: Ok! Thank you, Miss!</p>
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