



**IMPROVING WRITING ACHIEVEMENT OF GRADE X-9 STUDENTS
AND THEIR ACTIVE PARTICIPATION THROUGH CONTROLLED
WRITING TECHNIQUE AT SMA MUHAMMADIYAH 3 JEMBER**

THESIS

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THESIS

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved father and mother, Imam Syafe'i and Yuliani Rahmawati.
2. My beloved brothers, As'ad Daroini and Muhammad Bagus Sa'ad.

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I believe that this thesis might have some weaknesses. Therefore, I really hope that there will be some criticisms and suggestion from the readers to make this thesis better improved. I also hope that this thesis will be useful for the readers.

Jember, September 2011

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and observation. Writing test was used to measure the students' writing achievement, while observation was used to monitor the students' active participation in the teaching learning process of writing by using controlled writing technique. In the first cycle, the result of the action could not reach the target requirement of the research which was only 66% of the research subjects achieved the targeted score requirement that was 70. Moreover, the students showed improvement on their active participation in the teaching learning process of writing using controlled writing technique. It could be seen from the results of observation which showed that the students' participation in the teaching and learning process of writing increased from 66.7% (meeting one) and 71.4% (meeting two) in the first cycle to 71.4% (meeting one) and 78.5% (meeting two) in the second cycle.

Then, the new version of teaching writing by using controlled writing technique was implemented in the second cycle to improve the students' writing achievement. The result showed improvement that was 76% of the research subjects achieved the targeted score 70 or higher. Moreover, the result of observation showed the improvement of the students' active participation in joining writing class. It was found that 71.4% of the students in meeting one and 78.5% in meeting two were actively involved in the teaching learning process of writing by using controlled writing technique.

Based on the above results, it could be concluded that the use of controlled writing technique could improve the students' active participation in the teaching learning process of writing and it could also improve the students' writing achievement at SMA Muhammadiyah 3 Jember in the 2010/2011 academic year. Therefore, it is suggested to the English teacher to apply controlled writing technique in the teaching learning process of writing in order to help students who still have difficulties in writing.

competence in writing. It means that writing competence could reflect overall achievement of the students in English. Moreover, according to Fairbairn and Winch (1996:32) writing is about conveying meaning by selecting words and putting them together in a written or printed form. Yet, Ardhana (2009) states that writing skill is taught in order that the students can express their ideas, thoughts, experiences, and opinions well. In other words, writing is a skill which the writer can put his or her idea, thought, experience, and opinion in written or printed form. It can be concluded that writing is a productive and expressive skill.

Learning writing in English is considered to be the most difficult one by most of the Indonesian students who learn English as a foreign language. It is because a writer must be able to communicate with the reader without face to face interaction. It means that he or she is required to write on his or her own, without having the possibility to do interaction with the reader directly. Sometimes, students might be good in speaking but they are not good in writing. Lyon and Heasley in Sudarsono (2001 : 65) state that writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired. Even though writing, as a productive skill, is considered to be the last skill in the order of the four language skills, it does not mean that it is the easiest and less important compared to the other skills. (Fadloely, 1986:1.1). It means that writing is a difficult skill to be acquired but how complex and difficult it is, writing is important to be taught to the students integrated with the other skills. White and Arndt (1991:3) add that writing is not simply a matter of transcribing language or utterances into linguistic symbols, but it needs thinking process and intellectual effort. In writing, students should think about words and sentences used to express their intention and ideas in the best way so that the readers comprehend what they meant. Moreover, it is not an easy work because students should also consider about the writing aspects such as ; grammar, vocabulary, mechanics, organization, and content. Therefore, Ardhana (2009) says that writing skill cannot be mastered automatically, but through exercise and practice continuously. It is supported by Langan (2003:13) who states that writing is not an

the Indonesian pattern which does not have the verb “to be”. They still lack of knowledge about subject - verb agreement. Then, the lack of vocabulary makes the students tend to use only certain words they have already known. As a result, they just apply some words from dictionary without considering the context of their sentences so their composition still does not make sense. For example, “I school at SMA Muhammadiyah 3 Jember” instead of “I study at SMA Muhammadiyah 3 Jember”. Further, inappropriate use of mechanics such as spelling and punctuation is also a problem for students. For example, “I always get bed score in English” instead of “I always get bad score in English”. It means the students still get difficulty in memorizing the spelling of English words which have almost similar spelling. In addition, the researcher also found that many students still face difficulty in generating and developing their ideas, when they were asked to write, they did not know what to begin. They took a long time before starting to write. The students’ lack of knowledge about grammar, vocabulary, mechanics, and organization made them feel that English writing is really difficult. Many of them are reluctant to write in English because they are afraid of making mistakes in their writing. These problems made the students have low interest in writing class.

One factor might cause the happening of these problems is dealing with the English teacher’s technique in teaching writing. The technique used by the English teacher of grade X-9 of SMA Muhammadiyah 3 Jember is free writing technique. In this technique the students are merely assigned a task in the form of a topic to write about, such as: *My Family*, or *My Holiday* and they are expected to produce a free composition without any further assistance. The instruction is done by asking the students to make a paragraph dealing with the topic given. This kind of task makes most of the students get difficulty to do the required task. Consequently, they tend to produce a large number of errors in their written work. In addition, the students of grade X-9 lack of practice of writing activity. In general, writing needs a lot of practice but the teaching of English in this class which is integratively with the other skills only twice a month and the students practice writing a paragraph just twice in a

Muhammadiyah 3 Jember. Therefore, a classroom action research entitled “Improving Writing Achievement of Grade X-9 Students and Their Active Participation Through Controlled Writing Technique at SMA Muhammadiyah 3 Jember” was conducted. This research was done collaboratively with the English teacher of class X-9 in order to run this research efficiently and effectively.

1.2 Research Problems

Based on the research background, the research problems of this study were formulated as follows:

1. How can the use of controlled writing technique improve the students’ writing achievement of the grade X-9 students at SMA Muhammadiyah 3 Jember in the 2010/2011 academic year?
2. How can the use of controlled writing technique improve the students’ active participation of the grade X-9 students’ at SMA Muhammadiyah 3 Jember in the 2010/2011 academic year?

1.3 Research Objectives

Based on the background and the research problems, the objectives of this research were formulated as follows:

1. To improve the grade X-9 students’ writing achievement by using controlled writing technique at SMA Muhammadiyah 3 Jember in the 2010/2011 academic year
2. To improve the grade X-9 students’ active participation in writing class by using controlled writing technique at SMA Muhammadiyah 3 Jember in the 2010/2011 academic year

1.4 Operational Definitions of the Terms

This classroom action research conducted in the second semester of 2010/2011 academic year for grade X-9 students at SMA Muhammadiyah 3 Jember. In this

1.5.1 The English Teacher

The finding of this research could hopefully be used by the English teacher as an input to create a creative controlled writing exercises that are appropriate with the students' need and as a consideration to use controlled writing an alternative technique to improve the students' writing skill.

1.5.2 The Students of Grade X-9

It was expected that the use of controlled writing technique can improve the students' mastery in grammar, vocabulary, mechanics, organization, and content as used to write descriptive paragraph.

1.5.3 The Future Researchers

The results of this research hopefully would be useful for other researchers as information or reference to do a further research dealing with other writing techniques or the same technique but with different types of controlled writing technique. For example the other researchers can explore the other types of controlled writing technique and create the more creative tasks in order to make the students to be more interested in writing.

3. Good writing reflects the writer's ability to write clearly and unambiguously. It means that the writer should afford to give information to readers clearly. The readers should not have to struggle to understand what is written.
4. Good writing reflects the writer's ability to criticize the first draft and revise it. It means that in good writing, the writer should afford to criticize his or her lacks in writing and then he or she afford to revise it.
5. Good writing reflects the writer's pride in manuscript. It means that poor grammar or typographical errors destroy the writer credibility. So, the writer should concern with his or her punctuation, spelling, capitalization, grammar, or other conventions in writing.

Besides those characteristics of good writing, students also have to concern with some steps of a writing process. To produce a good writing, the process of writing must be done well. According to Harmer (2004:4) writing process is the stages a writer goes through in order to produce something in its final written form. In other words, there are some steps needed in the writing process. Furthermore, Harmer (2004:5) suggests four main elements in the writing process; they are planning, drafting, editing (reflecting and revising), and writing final version.

In planning, a writer notes directly any ideas that occur in his or her mind after thinking about the object. He or she does not think whether the ideas relevant or irrelevant to the object and just find as many ideas as possible. After the gathering of ideas is considered enough, he or she starts to sort out the irrelevant ideas and rewrites the relevant ideas. It is used in finding a topic sentence and supporting sentences. Next, the writer can write the ideas through draft. Then, the writer can revise his or her writing. Revising is important to do because it can make the writer finds and corrects his or her errors in writing. The last steps is writing final version. After revising the writing, the writer can write the final result of his or her writing. It can be inferred that writing is a complex because it needs some steps to get a good writing in order to make the readers understand well with the information given. Besides that the writer should also concern to the aspects of writing such as grammar, vocabulary, organisation, content, and the use of mechanics.

subject-verb agreement, so he decides to compose controlled writing that make the students focus on this point. Therefore, the teachers usually use the technique to make the teaching activity effective to the students' writing skill.

In sum, writing is a difficult skill to be learned because it is an activity of expressing our thought, feeling, and ideas in the written form by considering the aspects of writing and it needs some steps to make a good writing in order to make the reader understand well with the information given. Therefore, we should teach writing step by step, from simple to complex or from controlled to free expression.

2.2 The Teaching of Writing at SMA Based on the 2006 Institutional Curriculum

The teaching of writing at SMA based on the 2006 Institutional Curriculum, including for grade X students, has a set of teaching writing activities. Those activities are stated as follows:

1. Making an advertisement of certain product
2. Writing an announcement about meeting in the school
3. Writing a composition on recount form
4. Writing a composition on procedure form
5. Writing a personal letter
6. Writing a composition on descriptive form
7. Writing a composition on narrative form
8. Writing a composition on news item form

From those listed activities, this research only focused on descriptive writing especially writing a descriptive paragraph because it was taught to the tenth grade students. Besides, descriptive paragraph is also used in other kinds of paragraph, such as narrative, procedure, recount, or comparison (Wong, 1999:373). The next subchapters will describe about paragraph writing especially descriptive paragraph writing in detail.

2.3.1. Descriptive Paragraph Writing

Stanley et al.(1992:152) point out that description present the appearance of things that occupy space, whether they are objects, people, buildings, or cities. In addition, Wong (1999:373) defines a descriptive paragraph as a paragraph which describes a person, a place, or an object so precisely that the reader sees the item clearly in his or her imagination. In other words, a descriptive paragraph should contain the detail of the object being described clearly. To describe an object clearly in writing, we need to create the senses of seeing, smelling, hearing, tasting, and touching so that it comes alive for the reader. From the explanation above, it can be concluded that a descriptive paragraph is a group of sentences, which contains relevant information that is used to describe a person, a place, or an object so precisely that the reader can imagine the item clearly.

Furthermore, Nordquist (2009) points out that a descriptive paragraph entails two features namely; identification which identifies the phenomenon to be described, and description which describes the phenomenon in parts, qualities, or/and characteristics. The following is an example of descriptive paragraph.

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung river. Jakarta dominates Indonesian's administrative, economy, cultural activities, and a major commercial and transportation within Asia-with a population of about 9 million, Jakarta has more people than any other cities in Indonesia. The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. To average annual precipitation in Jakarta is 1,790 mm. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.

(Adopted from Grace and Sudarwati, 2007:160)

The first sentence of the paragraph is the identification of *Jakarta* which is called a topic sentence, and the second until the last sentences are the description of *Jakarta* called as supporting sentences. Furthermore, according to the national

2.4 Techniques in Teaching Writing

Byrne (1984:23) states that various approaches to teaching writing have been developed and the variety of techniques and procedures in terms of the materials have been generated, but the most significant of these terms is teaching the various difficulties involved in writing gradually from controlled to free expression. Supporting this idea, Raimes (1983:93) proposes two techniques in teaching writing, namely controlled and free writing. Controlled writing technique is a technique used by the teacher for teaching writing in which a great deal of the content or form is supplied to his students. On the other hand, free writing technique is the opposite of controlled writing technique where the students generate, organize, and express their ideas in their own sentences.

Since this research deals with the application of controlled writing technique in the students' descriptive paragraph writing, the following subchapters will discuss about the details of controlled writing technique.

2.5 Controlled Writing Technique

Some experts define controlled writing technique in various ways, but most of them are still in the same ideas or purpose. According to Raimes (1983:95), controlled writing technique is a technique used by the teacher for teaching writing in which a great deal of the content or form is supplied to his students. For example, teacher gives an outline to complete, a paragraph to manipulate, or a passage to continue. Then, Heaton (1991:154) defines controlled writing as a technique of teaching writing by controlling the students' freedom of expression in his written work.

Meanwhile, Fadloely (1986:31) states that controlled writing technique is writing exercise with some provided keywords and structure models, so that the students can produce new sentences and composition. In addition, Byrne (1984:24) says that controlled writing technique deals with writing exercise given to the students. In this case, words that can be used to generate the topic are given as an

Task II

Write down the second version, by changing *a young man* in the second sentence to *two young men*! Bold the changes!

From the example above, students have to think more than simply changing man to men but they have to deal with the change of:

- a. Verb forms: is-are; buys-buy; takes-take; sits-sit; reads-read; runs-run;
- b. Noun plural: man-men; newspaper-newspapers; dog-dogs;
- c. Pronoun: he-they; him-them;
- d. Possesive adjective: his-their;
- e. Reflexive pronoun: himself-themselves;
- f. Determiners: a newspaper-newspapers.

In addition, while they are writing a complete text, they have to pay attention to indentation, capitalization, punctuation and spelling, so eventhough the task is controlled, the students still have to do a lot of thinking.

- 2) Some controlled composition tasks ask students to fill in vocabulary words in a passage as in the following example:

I went to a (1) to buy (2) presents for my (3). I have two (4), William and Walter, and two (5), Joyce and Joan. There were a lot of (6) on the shelves and I began by choosing (7) for both the boys. I know that both of them like (8). The girls are younger. After looking at several (9) I finally bought them both(10).

- (1) Bookshop, toyshop
- (2) Birthday, Christmas
- (3) Nephews and nieces, grandchildren
- (4) Grandsons, nephews
- (5) Nieces, granddaughters
- (6) Children's books, toys
- (7) Books, model cars
- (8) Automobiles, adventure stories
- (9) Picture books, toys for girls
- (10) Dolls, books of nursery rhymes

(Adopted from Spencer in Raimes, 1983:98-99)

3. The students can practice to compose their sentences into good organization
4. The students can practice the convention of written language such as; punctuations and spellings.

2.6 The Procedures of Teaching Writing Using Controlled Writing

There are many kinds of approaches to teaching writing. Raimes (1983:11) says that there is no one way to teach writing, but many ways. It is hard to decide which one is “right” or “best” way to teach writing will because the best practice in any situation will depend on the type of student, the text type being studied, the school system and many other factors. Since this research investigate the students writing achievement covering the aspects of grammar, vocabulary, mechanics, organization and content in writing descriptive paragraph by using some exercises in controlled writing technique, the researcher choose the genre based approach as the appropriate approach in teaching writing in the classroom. There are four stages in genre based approach for teaching writing (Paltridge, 2001 in Lana, 2009);

1. Building Knowledge of the Field
This stage focuses on building up a shared experience and cultural context about the topic of text. The interactions mostly happen between teacher and class, and students and students. The focus is on the content information and the language of the genre of the text that is going to be used. It particularly focuses on controlling relevant vocabularies and grammatical patterns of the particular genre
2. Modelling of the Text
This stage focuses on introducing particular genre through a model of text that deals with the field that the students have already explored in the stage of building knowledge of the field. Through the model text, teacher and class work together exploring the cultural context, social function, schematic structure, and linguistic features of the text.
3. Joint Construction of the Text
In this stage, when students are already familiar with all of the features of a particular genre, teacher and students work together to construct texts that are similar to the text that have already being learnt in the previous stage. In constructing the text, attention should be paid to the schematic structure, linguistic features and knowledge of the field of the text.

2.7 Writing Achievement

Achievement is any result of what have been taught and learnt by individual or class (Heaton, 1990:5). Further, McMillan (1992:117) says it is students' knowledge, understanding, and skill acquired as a result of specific educational experience. In this research, writing achievement deals with the ten year students' performance at SMA Muhammadiyah 3 Jember in writing a short descriptive paragraph after being taught with the two types of controlled writing technique, they are controlled composition and guided composition. In measuring the students' writing achievement, an evaluation is needed. Relating to this case, scoring system can be used as an indicator to measure the students' writing achievement.

In line with the scoring system in writing, Hughes (2003:94) generates two basic approaches to score writing, they are holistic and analytic. Holistic scoring involves the assignment of a single score to a piece of writing on the basis of an overall impression on it. While analytic scoring is method of scoring which require a separate score for each of a number of aspects of a task. Further, Hughey, et.al. (1981:90) propose that if analytic method is conducted for composition test, there are five aspects in relation to writing skill that should be scored. They are grammar, vocabulary, mechanics, organization, and content.

In this research, the researcher focused on those five aspects (grammar, vocabulary, organization, content, and mechanical skills) as the indicators of students' writing achievement. Therefore, the following parts discuss about each aspect in detail.

A. Grammar

Grammatical skill is necessary in creating a good writing. Fairbairn and Winch (1996:108) state that grammar is a set of rules to help the writer to construct sentences that make sense and acceptable in English. It means grammar is essential in constructing sentences in order to make it understandable. In fact, writing grammatically correct sentences are not easy. The lack of constructing grammatically correct sentence makes most beginning writers whose mother tongue are not English,

words must be used appropriately. The words choice used in writing will influence the success of the transformation message to the reader. The readers will not be able to understand the content of writing if the writer can not choose the words appropriately.

In addition, Hornby (1995:959) defines vocabulary as a list of words with their meaning for understanding and communication. Whenever the readers have lack of vocabulary, they will get difficulties to understand the content of writing. Communication may break down since the writer doesn't use the right words. Fairbairn and Winch (1996:140-147) explain the ways for choosing the right words. They are:

1. *Use words appropriately.* It means that the students should ensure that they use words appropriately. A writer should avoid using words and phrase whose meanings they are unclear about and never use a word that he or she does not really understand.
2. *Choose words that are appropriate to their purpose.* It means that the writer should be careful to choose words that are appropriate for the audience for whom he or she is writing.
3. *Avoid confusing the readers.* It means that the writer should not confuse or frustrate the reader by the use of words that they may not understand.
4. *Avoid jargon.* Jargon is used to refer to the specialized vocabulary of a specific field of work or study, for example sociology or law. It means that the writer should concern with the readers' background before he or she uses jargon. Yet, if the writer want to use jargon word, make sure that the readers are understand or be prepared to explain it to them.

Further, Wingersky et.al (1999:58) classify eightclasses of English vocabulary, namely nouns, adjectives, verbs, adverbs, pronouns, conjunctions, articles, and preposition. In this research, vocabulary skill will be focused on the choice of verb, noun, and adjective since the X-9 students had been taught about those vocabularies and they had been familiar to those vocabularies.

topic sentence. If a sentence is not relevance with the main idea in the topic sentence, this sentence should be omitted.

b. Coherence

Coherence means parts of the paragraph are logically connected. It plays an important role in making paragraphs. Carino (1991:160) says that coherence occurs when each sentence is logical and clear from one sentence to the following sentences. Wong (1999:369) adds that coherence means the ideas and sentences flow together smoothly in a logical, organized manner. It can be concluded that every sentence in a paragraph should connect to each other logically.

To achieve coherence, the writer needs to use transitions. Bram (1995:22) believes that it is difficult to achieve a coherence paragraph without the transitions. According to Oshima and Hogue (1991:29), transitions signals are words and phrases that connect the idea in one sentence with the idea in another sentence. It means that using appropriate transitions are needed to create a coherence paragraph, makes the ideas flow smoothly one after the others.

E. Content

Content is something that is to be expressed through some medium, as speech, writing, or any of various arts. In this case, content means something that is to be expressed through writing. According to Hughey,et.al (1981:92) the content of writing deals with knowledgeable and understandable of the subject, substansive information which supporting the main point, development method of the thesis, and the relevance of the paragraph development to the assigned topic. From this statement, it can be inferred that content is the ability to use knowledgeable and understandable subject, developing information to support the main idea in conveying a sense of completeness, and building the relevance of paragraph development to the assigned topic.

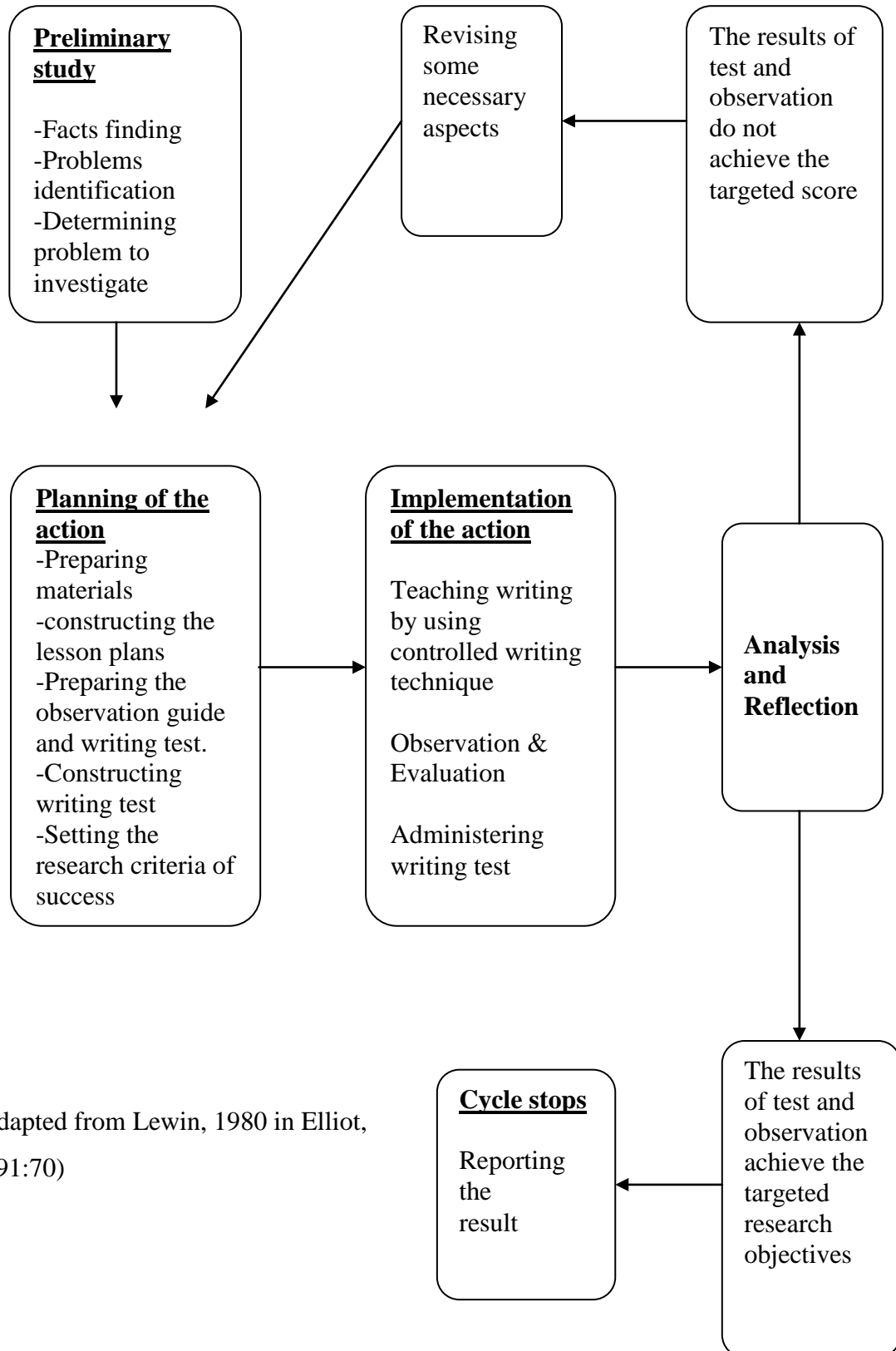
paragraph in easy way. Moreover, Alexander (1990:ix) explains that controlled writing will enable students to master the difficulties of constructing sentence form and bring them to a point where they will be capable of writing composition with minimum of errors. By making just a few errors, students will be motivated to practice writing more because they will have an assumption that writing is not really difficult.

From the ideas above, it can be concluded that controlled writing has some advantages. Firstly, it is easy to mark and it does not spend much time. Secondly, it can give practice the correct form of composition as well as fit into any level of students. Thirdly, by applying controlled writing students can practice and apply language pattern in easy way, so that the teacher shouldn't give complicated explanation about the language pattern used. Fourthly, it might be able to reduce the students' errors at least if they want to practice it frequently for a long time. This is because controlled writing can be designed from the simplest to complex one and based on the students' need. It is going to be very helpful when they come to free composition. Fifthly, it enables students to solve the difficulties of constructing sentence form, so they could make grammatically correct sentences easily after being practiced writing continuously by using controlled writing.

Meanwhile, the disadvantages of controlled writing are; a) The students cannot express their ideas freely; b) Sometimes, it makes the students get bored because the topics given; c) It is bad for advanced students because there will be little challenge to make a writing task more vivid.

From the explanation above, it can be concluded that in teaching writing, the level of difficulties of the task should be differentiated based on the level of the students. It is suggested for the English teacher to apply controlled writing technique for the beginner students since it reduces the students' mistake in writing English sentence because the tasks in controlled writing technique are designed to lead the students to write grammatical correct sentences. Therefore, controlled writing is acceptable to be applied in the teaching of writing for the beginner students.

The Research Design of the Classroom Action Research



(Adapted from Lewin, 1980 in Elliot, 1991:70)

14. Drawing a conclusion to answer the research problems since the results of observation and writing test in the second cycle achieved the targeted score

3.2 Area Determination Method

The research area was determined by using purposive method. Purposive method is a method used based on certain purposes and reasons (Arikunto, 2006:70). In this research, SMA Muhammadiyah 3 Jember was determined as the research area because of some considerations. Firstly, the students of class X-9 at SMA Muhammadiyah 3 Jember still had difficulties in writing paragraph, especially in writing descriptive paragraph. Secondly, the students at this school had the low score of writing (62,09), so it needed to be improved by applying controlled writing technique. Thirdly, controlled writing technique with the types of controlled composition and guided composition were actually available in the students' English handbook, but the English teacher never used this technique in teaching writing. The last, the Principal and the English teacher gave permission to the researcher to conduct this classroom action research in this school.

3.3 Research Subject Determination Method

Research participants are the persons who give some responds or answers to the researcher's questions either in the oral or in the written form (Mc Millan, 1992:217). Purposive method was used to determine the research subjects in this research. The subjects of this research were the students of grade X-9 of SMA Muhammadiyah 3 Jember in the academic year of 2010/2011. This class was chosen based on the preliminary study that the students in this class still had problems in writing a short paragraph, especially in descriptive paragraph writing. Moreover, from the data of English writing test given by the English teacher, it was known that the scores of the students were various with the average score was 60 and only 57% of students got ≥ 70 as the standard score at this school. Therefore, this class was chosen as the subjects of this research.

are constructed based on the 2006 Institutional Level Curriculum and are consulted first to the English teacher and the consultants.

Meanwhile, McMillan (1992:104) defines reliability as a consistency of scores or the extent to which measures are free from errors. If measurement has high reliability, it has relatively little errors. To ensure that the result of the test is reliable, inter-rater reliability was applied in this research, which means the writing produced by the students in the test was fotocopied. Then, the researcher and the English teacher scored the result of the writing test separately.

In this research, the scoring method applied to score the students' writing was analytical scoring method. Hughes (2003:100) defines analytic scoring method as a method of scoring which requires a separate score for each of aspects of a task. In this case, there were five aspects that were scored analytically, they were; grammar, vocabulary, mechanics, organization, and content. In controlled composition test, the focus of scoring was on the aspect of grammar, while in guided composition test the focus of scoring was on the aspects of grammar, vocabulary, mechanics, organization, and content.

The following table is the scoring criteria to score the students' paragraph writing.

COMPOSITION PROFILE		
ASPECT OF WRITING	SCORE	CRITERIA
CONTENT	16-14	EXCELLENT TO VERY GOOD: *Knowledgeable *Substantive *Thorough development *Relevant to assigned topic
	13-10	GOOD TO AVERAGE: *Some knowledge of subject *adequate range *limited development thesis *Mostly relevant to topic but lack of details
	9-7	FAIR TO POOR: *Limited knowledge of Subject *little substance *inadequate development of topic
	6-5	VERY POOR: *does not show knowledge of subject *little substance *not pertinent *OR not enough to evaluate
ORGANIZATION	16-14	EXCELLENT TO VERY GOOD: *fluent expression *ideas clearly stated supported *succinct *well organized *logical sequencing
	13-10	GOOD TO AVERAGE: *somewhat choppy *loosely organized but main ideas stand out *limited support *logical but incomplete sequencing
	9-7	FAIR TO POOR: *non fluent *ideas confused or disconnected *lack logical sequencing and development

instrument. The checklist contains some items of events that might appear in the classroom. In this case, the observer noted the students' activities whether they are active or passive. They covered;

- (1) Asking questions for further explanation to the teacher about the composition exercises given related to controlled composition and guided composition techniques
- (2) Paying much attention to the teacher's explanation about the composition exercises given which are related to controlled composition and guided composition
- (3) Doing the exercises given by the teacher that is writing using controlled writing and guided composition techniques
- (4) Discussing the topic with the class actively

The students are classified into active if they fulfill at least three indicators. Whereas, if they perform fewer than three indicators, the students are classified into passive.

3.5 Research Procedures

This classroom action research was intended to improve the students' writing achievement by using controlled writing technique. It was conducted in cycle model in which each cycle covers four activities as follows:

- a. The planning of the action
- b. The implementation of the action
- c. Class observation and evaluation
- d. Data analysis and reflection of the action

Those four steps will be discussed in detail as follows:

3.5.1 The Planning of the Action

Before the action was conducted, the following activities were done as the preparation of the action;

- a. Choosing the topics for writing a short paragraph based on the genre

teaching and learning process done by the English teacher especially the students' writing problems.

3.5.4 Evaluation and Reflection

After collecting the data, evaluation was carried out to know whether the use of controlled writing technique could improve the students' writing achievement covering five aspects, namely; grammar, vocabulary, mechanics, organization and content. This action research applied process evaluation and product evaluation. The process evaluation was done in every meeting in each cycle during the teaching and learning process of writing by using observation guide. Meanwhile, the product evaluation was done at the end of each cycle by applying writing test. The actions in this research were considered to be successful if 70% of the whole research subjects got the minimum score of writing test 70 and 70% of the students were actively involved in the teaching learning process through controlled writing technique.

Reflection was done after analyzing the data of the students' writing test and observation result in every meeting. Reflecting the result of the data analysis of cycle 1 and cycle 2 were done to answer the research problem. The result of the reflection in the first cycle was used as a guide to revise some aspects which hinder the implementation of the action given in the first cycle.

CHAPTER IV

RESEARCH RESULT, DATA ANALYSIS, AND DISCUSSION

This chapter presents the result of both actions in cycle I and cycle II. Each cycle consisted of the results of observation, the results of writing test, the results of reflection, and the discussion of the research results.

4.1 The Actions in Cycle I

The actions in the first cycle were conducted in three meetings including the test. The first meeting was done on May 16th 2011 by the researcher, the second meeting was done on May 18th 2011 by the English teacher, and the third, writing test was done on May 23rd. The implementation of the actions was done based on the lesson plans made by the researcher which had been consulted to the English teacher. The stages of activities done in the first cycle covered planning of the action, implementation of the action, observation and evaluation of the action, and reflection of the action.

Process evaluation through observation was done in each cycle to evaluate the students' participation during the teaching learning process of writing through the application of controlled writing technique. The observation guide in the form of checklist was used to evaluate the students' participation. Besides, product evaluation was applied in this action. The product evaluation focused on the students' writing achievement test by using controlled writing technique.

4.1.1 The Implementation of the Action in Cycle 1

The implementation of the action in the first cycle was done based on the first and the second lesson plan. They are enclosed in Appendices 4 and 5.

The materials in the first cycle were about describing people. The sub theme in the first meeting was "Famous Singers". In this meeting, the researcher asked some questions and gave some pictures of their favourite singers and asked them to identify

Based on the classroom observation done in the first meeting and the second meeting in cycle I, it could be seen that there were 28 students or 66,7% of 42 students in the first meeting who were actively involved in the teaching learning process of writing by using controlled writing technique as they fulfilled the indicators were being observed. In the second meeting, there were 30 students or 71,4% of 42 students who were actively involved in the teaching learning process of writing as they fulfilled at least three indicators were being observed.

From the above explanation, it could be concluded that the students' participation in the first cycle had achieved the target as the result of the observation achieved the criteria of success that was 70% of the students do at least three indicators were being observed.

4.1.3 The Result of Students' Writing Achievement Test in Cycle 1

The writing achievement test was administered at the end of the cycle as product evaluation. It was done on May 23rd 2011. In the writing test, the topic was "Artist". Here, the students were given two tasks. The first task was controlled composition test which was asked the students to change the subject of the paragraph. In task two, the students were given guided composition test where the students were asked to write a descriptive paragraph consisting in \pm 100 words based on a set of instruction and some information given.

The results showed that many students still made errors mainly in singular and plural, writing simple present tense, and verb agreement in their writing. The score of the students writing achievement in cycle one is presented in the following table.

The percentage of students who got score ≥ 70 in writing are as follows;

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{28}{42} \times 100\%$$

$$E = 66.6\%$$

Notes: $E =$ the percentage of students who got score ≥ 70

$n =$ the number of students who got score ≥ 70

$N =$ the total number of students

Based on the table above, it was found that there were 28 students or 66,6% of 42 students who got the score of 70 or more. Meanwhile, the action in the research was considered to be successful if 70 % of the total students achieved the targeted score 70 or more. It means the targeted percentage of the students who got the score of 70 or more had not been achieved.

In conclusion, the actions in the first cycle were not successful yet. Therefore, it was necessary to continue the actions to the next cycle by revising some aspects related to the application of controlled writing technique in the learning process of writing.

4.1.4 The Result of Reflection in Cycle I

The reflection was done after the results of observation and the results of writing test were known. The result of observation showed that there were 28 students or 66.7% of 42 students in meeting one were actively involved during the teaching learning process of writing by using controlled writing technique, and there were 30 students or 71.4% of 42 students in meeting two who were actively involved during the teaching learning process of writing. This fact showed that the result of students' active participation in the first cycle improved from 66.7% in meeting one to 71.4% in meeting two. In other words, the success criteria of students' active

4.2 The Actions in Cycle II

The actions in the second cycle was conducted by the researcher and the English teacher. It was also conducted in three meetings including the test. The first meeting was done on May 30 2011 by the English teacher, the second meeting was done on June 1st 2011 by the researcher, and the writing test was done on June 4th 2011. The stages of activities done were the same as the ones in the first cycle, namely; planning of the action, implementation of the action, observation and evaluation of the action, and reflection of the action.

4.2.1 The Implementation of the Action in Cycle II

In the second cycle, the lesson plans for the implementation of the actions were made by the researcher by revising lesson plans in the first cycle and discussing them with the English teacher. It was expected that by revising some aspects in cycle 1, the students could do the exercises given in cycle 2 better than in cycle 1 and the students could improve their writing ability with the application of controlled writing technique. After discussing with the English teacher, the researcher made lesson plan three and lesson plan four. The topic for lesson plan three was “Nurse” and “Pilot” for lesson plan four.

4.2.2 The Results of Observation in Cycle II

The process evaluation in the second cycle was the same as the ones in the first cycle. The observation guide in the form of checklist was used to evaluate the teaching learning process of writing descriptive paragraph by using controlled writing technique. The results of observations were described as follows.

In the first meeting, the teacher opened the lesson by discussing the students' mistakes in the first test. Most of the students made mistakes in changing the verb into plural or singular, they tended to use the ing-verb and forgot 'to be' when they wrote simple present sentences. The teacher explained about the changed verb in

students or 78.5% of the research subjects were actively involved in the teaching learning process of writing descriptive paragraph by using controlled writing technique.

4.2.3 The Results of the Students Writing Achievement Test in Cycle II

The product evaluation in the form of writing achievement test was done at the end of the second cycle on June 4th 2011. The test was provided in two tasks. In the first task, the students were asked to change the subject of the paragraph given while in task two they were asked to write a descriptive paragraph based on the picture consisting in \pm 100 words. Here, the students were asked to write a description about Justin Bieber. A set of instruction and some information were given as a guide for the students to write easily. The results of the test are presented in the following table.

The following calculation was done to know the percentage of the students gaining the score ≥ 70 :

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{32}{42} \times 100\%$$

$$E = 76.19\%$$

Notes: $E =$ the percentage of students who got score ≥ 70

$n =$ the number of students who got score ≥ 70

$N =$ the total number of students

Based on the table above, it was found that the students who got score from 70 up to 100 were 32 students. The percentage of the students who got 70 or more was 76.19%. In brief, the action in cycle two could improve the students' writing ability. Thus, the action was stopped.

4.2.4 The Results of Reflection in Cycle II

The reflection was done after getting the results of observation and writing test in cycle two. The results of observation in cycle two showed significant improvement about the students' active participation in writing class. In the first meeting, 71.4% of 42 students were actively involved in teaching learning process of writing by using controlled writing technique. In the second meeting, there were 78.5% of 42 students were actively involved. It means that most of the students had already known what should do in teaching learning process of writing by using controlled writing technique and understood about the pattern of simple present tense and descriptive paragraph.

Furthermore, the results of product evaluation showed the same results as that one in the observation that was the students who had achieved the targeted score 70

Moreover, based on the result of the writing achievement test, it was found that 32 students or 76% of 42 students could reach the targeted score 70 or more. This fact showed that the application of controlled writing technique gave some improvement to the students' writing. The improvement can be seen in the following table.

Table 4.3 The Improvement of the Students' Writing Achievement Score in Cycle One and Cycle Two

The Improvement	Cycle 1	Cycle 2
The percentage of the students having writing achievement score ≥ 70	66.7%	76%
The students who were active in the teaching learning process of writing by using controlled writing technique	66.7% and 71.4%	71.4% and 78.5%

The results above proved the theories of the strengths of controlled writing technique. for example it supports Raimes' theory (1983:97) which says that controlled writing is a good technique to reinforce grammar, vocabulary, organization, mechanics, and syntax in context. Furthermore, Alexander (1984:IX) proposes that controlled writing will enable the students to master the difficulties of constructing sentence form and bring them to a point where they will be capable of writing composition with minimum of errors.

Based on the results of the research, it could be said that controlled writing technique could improve the students' writing achievement. Therefore, the results of this action research which was done in two cycles proved the action hypothesis which say that "The use of controlled writing technique can improve the grade X-9 students' writing achievement and active participation at SMA Muhammadiyah 3 Jember", it was because the guidance and the clear instruction given make the students can write paragraph in easy way and they were able to follow the writing class actively because they did not think anymore that writing in English is really difficult.

1. The English teachers

It is suggested that the English teachers use controlled writing technique more frequently as an alternative technique in teaching writing to improve the students' writing achievement. Furthermore, it is also necessary for the English teacher to know his or her students' level of language proficiency in order that the teacher can choose the appropriate type of controlled writing technique that will be applied to improve the students' writing achievement maximally.

2. The students

It is suggested to the students to do the exercises in controlled writing technique in their study. They can use controlled writing technique to improve their writing achievement. Furthermore, by knowing the use of controlled writing technique such as reinforce their grammar, vocabulary, and mechanics, the students can improve the quality of their writing.

3. The future researchers

Considering the research results, the future researchers or other English teachers who have the same problem in teaching writing are suggested to use this research result as a reference and source of information to conduct a further research within similar areas of study with the same or different research design in other schools to develop the quality of the teaching learning process of writing on different type of text, such as improving students' writing achievement on the recount text through another appropriate technique.

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RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA SOURCES	RESEARCH METHODS	HYPOTHESIS
<p>“Improving Writing Achievement of Grade X-9 Students and Their Active Participation Through Controlled Writing Technique at SMA Muhammadiyah 3 Jember”</p>	<p>a. How can the use of controlled writing technique improve the writing achievement of grade X.10 students at SMA Muhammadiyah 3 Jember in the 2010/2011 academic year?</p> <p>b. How can the use of controlled writing technique improve the active participation of grade X-9 students in the writing class at SMA Muhammadiyah 3 Jember in the 2010/2011 academic year?</p>	<p>Independent Variable: Teaching writing through controlled writing technique</p> <p>Dependent variable: a. Students’ writing achievement b. Students’ active participation</p>	<p>1. a. Controlled composition b. Parallel Writing</p> <p>The aspects of writing : a. Grammar b. Vocabulary c. Mechanics d. Organization e. Content</p> <p>2. a. Asking questions for further explanation to the teacher about some specified changes needed in the composition exercises given related</p>	<p>Research Subject: The grade X-10 students of SMA Muhammadiyah 3 Jember in the academic year 2010/2011</p> <p>Informants: The English teacher of grade X-10 of SMA Muhammadiyah 3 Jember</p> <p>Documents:</p> <ul style="list-style-type: none"> The names of the respondents The students’ scores of writing obtained from the writing short paragraph test given by the English teacher in the classroom observation session in pre-eliminary study 	<p>1. Research Design: Classroom Action Research with the cycle model. The stages of each cycle are: a. Planning of the action b. Implementation of the action c. Classroom observation and evaluation d. Reflection of the action (<i>Lewin in Elliot, 1991:70</i>)</p> <p>2. Area Determination Method: Purposive Method</p> <p>3. Respondent Determination Method: Purposive Method</p> <p>4. Data Analysis Method: The data collected from observation will be analyzed by using the following formula: $E = \frac{n}{N} \times 100\%$ Where:</p>	<p>- The use of controlled writing technique can improve grade X.10 students’ writing achievement on descriptive paragraph at SMA Muhammadiyah 3 Jember in the 2010/2011 academic year</p> <p>- The use of controlled writing technique can increase the students’ active participation in the teaching and learning process in writing class of grade X.10 students at SMA Muhammadiyah 3 Jember in the 2010/2011 academic year</p>

Appendix 2

The Guideline of Instruments

A. The Interview Guide

No	Questions	Data Resources
1	What curriculum do you use in teaching English?	The English Teacher
2	What kinds of technique do you apply in teaching writing?	The English Teacher
3	How many times do you teach writing in a month?	The English Teacher
4	What problem do you have in teaching writing?	The English Teacher
5	What do you do to overcome the problem?	The English Teacher
6	What is the students' response when they are asked to write?	The English Teacher
7	What kind of book do you use in teaching English for the tenth grade?	The English Teacher
8	How is the students' participation on writing?	The English Teacher
9	What problems do your students have in writing?	The English Teacher

B. Documentation Guide

No	Documentation	Data Resources
1	The total names of the respondent	The English Teacher
2	Students' previous writing score	The English Teacher

C. Observation Guide

The Observation Checklist of Students' Active Participation

No	Name of the students	Indicators					Active	Passive
		1	2	3	4	5		

Note:

1. Asking questions for further explanation to the teacher about the composition exercises given related to controlled composition and guided composition techniques

Appendix 3**The Students' Previous Writing Score**

Class: X.9

No	Name of Students	English Subject			
		Writing			
		1	2	3	4
1	ADHADI PRANOTO	50			
2	AGIL BASKORO	70			
3	AHMAD NURWAHYUDI	50			
4	AKBAR DWI OKTANDIO	70			
5	ANDRIANINGSIH	72			
6	ANGGER FERDINAND	55			
7	BELLA HUSNUL AYU FITRIANA	60			
8	DANANG WAHYU TRIMANTO	70			
9	DEDDY RACHMANSYAH DEWA	70			
10	DEVI KURNIAWATI	45			
11	DIMAS DWI PAMUNGKAS	43			
12	DITAROSA FLORENTINA	60			
13	DWI CAHYA SAFITRA	70			
14	EKI RETNO PALUPI	46			
15	ELLA NURMA YULIAR	45			
16	FAJAR KRISBIAN ALIF NUGRAHA	70			
17	FIQRI SINATRYA JAYADI	50			
18	GABRIELLA BETTY ARUTSYA	50			
19	HAMID TRI MAJUDIN	40			
20	HUSNUL HATIMAH	58			
21	ICHA ERIA TITIAN NURJANAH	72			
22	INES KURNIA SANDY	68			
23	KIKI WAHYUNING TYAS	50			
24	LARIS LARASATI	70			
25	LENNY KRISTIANA WATI	70			
26	MELDA RISDAWATI	72			
27	M. LUTFI NURUSSYAMSI	52			
28	M. ALFIAN RAMADHANI	70			
29	NENENG CATUR PUJI RAHAYU	70			
30	NIKA NUR	70			
31	NUR FAJAR HANAFI	67			
32	PUTRI AYU SULISHARIANI	60			
33	PUTRI RATNA FAUZIYAH	40			
34	RADITYA DANNISWARA	56			
35	REZA RAHARDIAN MAHDY	80			
36	RIZKI TRI LAKSONO	70			
37	RYAN AGI FRANS J	78			
38	SHINTA KARUNIA	70			
39	TAQWARIL IKHSAN HARTADI	65			
40	TITIK MASRUROH	63			

LESSON PLAN

(Cycle 1, Meeting 1)

Subject	: English
Skill	: Writing
Level/Semester	: X / II
Theme	: Describing people
Sub theme	: Describing famous singers
Time	: 2 x 40'

I. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive*, dan *news item* dalam konteks kehidupan sehari-hari.

II. Basic Competence

- 12.2. Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*, *descriptive*, dan *news item*.

III. Indicators

- Matching the pictures with the appropriate description
- Completing a short descriptive paragraph given by using the appropriate words.
- Rewriting the descriptive paragraph given into a new version by changing certain parts of the paragraph
- Composing a short descriptive paragraph based on the picture and some information given

IV. Material : enclosed

VIII. Media and Sources

Media : Pictures, students worksheet, text.

Sources : - Sudarwati, Th. M and Grace, E,2007. *Look Ahead an English Course for Senior High School Students Year X*. Jakarta: Erlangga.

- <http://www.google.co.id/image.hp/wb.2010/12.jpg>

IX. Evaluation

9.2 Process evaluation : Conducted during teaching learning process of writing
by using controlled writing.

9.3 Product evaluation : Writing exercise

Jember, May 16th 2011

The Researcher

Ajeng Nurisa

NIM. 060210491286



(a)



(b)



(c)



(d)



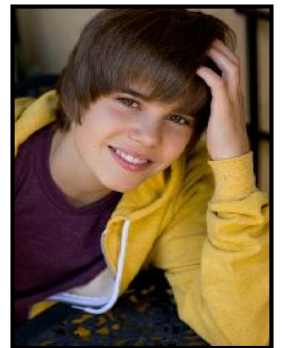
(e)



(f)



(g)



(h)

Task 2

Read the text carefully!

My new idol Gita Gutawa is a Senior High School Student

Identification

She is a young talented singer of Indonesia. Her voice is very beautiful. Almost every teenager in this country knows her. She has long, straight, black hair with fair skin. She also has a pair of round black eyes, a pointed nose, and the thin lips. Her smile is very cute. She always dresses beautifully in her performance. Everybody likes her because she is a humorous and friendly girl. Moreover, she has many hobbies. She likes playing music and corresponding with her fans. She loves making new friends and always replies the letters she receives. She also likes collecting barbie dolls and keyholders. In her spare time she goes to the movies or shopping with her best friends.

Description

Adapted from: Look Ahead Grade X

III. Joint Construction of the Text

Task 1

Read the text above carefully. Then write the second version of the text by changing “Gita

Gutawa” into “Gita Gutawa and Mikha Tambayong”. Underlined the changes !



Answer Key

(Cycle 1, Meeting 1)

I. Building Knowledge of the Field

- | | |
|------|------|
| 1. D | 5. F |
| 2. C | 6. H |
| 3. A | 7. G |
| 4. E | 8. B |

II. Modeling of the Text

My new idol Gita Gutawa is a Senior High School (1)student. She is a (2)young talented singer of Indonesia. Her (3)voice is very beautiful. Almost everyone in this country knows her. She has (4)long, straight, black hair with (5)fair skin. She also has a pair of (6)round black eyes, a (7)pointed nose, and the (8)thin lips. Her smile is very cute. She always dresses beautifully in her (9)performance. Everybody likes her because she is a humorous and (10)friendly girl. Moreover, she has many (11)hobbies. She likes playing music and corresponding with her fans. She loves making new friends and always replies the letters she receives. She also likes collecting barbie dolls and keyholders. In her spare time she goes to the movies or shopping with her bestfriends.

The Model Answer for Part 3 and Part 4

III. Joint Construction of the Text

Task 1

My new idols Gita Gutawa and Mikha Tambayong are Senior High School students. They are young talented singers of Indonesia. Their voice are very beautiful. Almost everyone in this country knows them. They have long straight black hair with fair skin. They also have a pair of round black eyes, pointed noses, and the thin lips. Their smiles are very cute. They always dress beautifully in their performances.

Appendix 6

The Result of Observation Checklist in Cycle 1, Meeting 1

No	Name of Students	Indicators				Active	Passive
		1	2	3	4		
1	ADHADI PRANOTO	√	√	√		√	
2	AGIL BASKORO	√	√	√		√	
3	AHMAD NURWAHYUDI		√	√	√	√	
4	AKBAR DWI OKTANDIO	√	√	√	√	√	
5	ANDRIANINGSIH		√	√	√	√	
6	ANGGER FERDINAND		√	√			√
7	BELLA HUSNUL AYU FITRIANA		√	√			√
8	DANANG WAHYU TRIMANTO	√	√	√		√	
9	DEDDY RACHMANSYAH DEWA		√	√	√	√	
10	DEVI KURNIAWATI	√	√	√		√	
11	DIMAS DWI PAMUNGKAS		√	√	√	√	
12	DITAROSA FLORENTINA		√	√	√	√	
13	DWI CAHYA SAFITRA			√			√
14	EKI RETNO PALUPI		√	√			√
15	ELLA NURMA YULIAR			√			√
16	FAJAR KRISBIAN ALIF NUGRAHA	√	√	√		√	
17	FIQRI SINATRYA JAYADI			√			√
18	GABRIELLA BETTY ARUTSYA		√	√			√
19	HAMID TRI MAJUDIN	√	√	√		√	
20	HUSNUL HATIMAH	√	√	√		√	
21	ICHA ERIA TITIAN NURJANAH	√	√	√	√	√	
22	INES KURNIA SANDY	√	√	√		√	
23	KIKI WAHYUNING TYAS			√			√
24	LARIS LARASATI		√	√	√	√	
25	LENNY KRISTIANA WATI		√	√			√
26	MELDA RISDAWATI	√	√	√	√	√	
27	M. LUTFI NURUSSYAMSI	√	√	√		√	
28	M. ALFIAN RAMADHANI	√	√	√		√	
29	NENENG CATUR PUJI RAHAYU		√	√			√
30	NIKA NUR	√	√	√	√	√	
31	NUR FAJAR HANAFI		√	√			√
32	PUTRI AYU SULISHARIANI		√	√			√
33	PUTRI RATNA FAUZIYAH		√	√			√
34	RADITYA DANNISWARA	√	√	√		√	
35	REZA RAHARDIAN MAHDY	√	√	√		√	
36	RIZKI TRI LAKSONO	√	√	√		√	
37	RYAN AGI FRANS J	√	√	√	√	√	
38	SHINTA KARUNIA		√	√			√
39	TAQWARIL IKHSAN HARTADI	√	√	√		√	
40	TITIK MASRUOH		√	√	√	√	
41	YENI YUSRIDANOVA	√	√	√	√	√	
42	YOSI NAVY FIRDAUS	√	√	√	√	√	

LESSON PLAN

(Cycle 1, Meeting 2)

Subject	: English
Skill	: Writing
Level/Semester	: X / II
Theme	: Describing people
Sub theme	: Describing Movie star
Time	: 2 x 40'

I. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive*, dan *news item* dalam konteks kehidupan sehari-hari.

II. Basic Competence

12.2. Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*, *descriptive*, dan *news item*.

III. Indicators

- Completing a descriptive paragraph given by using the appropriate words
- Identifying the element of the paragraph
- Writing a short descriptive paragraph about their favourite movie star by adapting the paragraph given
- Composing a short descriptive paragraph based on the picture and some information given

IV. Material : Enclosed

IX. Evaluation

- 8.1 Process evaluation : Conducted during teaching learning process of writing by using controlled writing.
- 8.2 Product evaluation : Writing exercises

Jember, May 18th 2011
The Researcher

Ajeng Nurisa
NIM. 060210491286

II. Modeling of the Text

Task 1

Complete the paragraph below by choosing the best answers in the brackets!



This is Dian Sastro. She is a popular (1)..... of Indonesia. She is very (2)..... when she started her (3)..... in “Ada Apa Dengan Cinta” as a main role. She is a (4)..... and charming woman. Many people think that she has a perfect physical (5)..... She is of medium height and slim. Further, she has long (6)..... black hair and an (7)..... face. Then she has a pair of (8)..... eyes which are neither too big nor small. Moreover, she has a (9) nose and (10)..... lips. The most fabulous one is her wonderful smile which makes her looks more beautiful.

1. (actress, actor)
2. (popular, famous)
3. (acting, career)
4. (ugly, beautiful)
5. (performance, appearance)
6. (straight, wavy)
7. (oval, round)
8. (black, blue)
9. (pointed, flat)
10. (thick, thin)

Task 2

Read the text carefully!

This is Dian Sastro.	} Identification
She is a popular actress of Indonesia. She is very famous when she started her acting in “Ada Apa Dengan Cinta” as a main role. Dian Sastro is a beautiful and charming woman. Many people think that she has a perfect physical appearance. She is of medium height and slim. Further, she has long straight black hair and an oval face. Then she has a pair of black eyes which are neither too big nor small. Moreover, she has a pointed nose and thin lips. The most fabulous one is her wonderful smile which makes her looks more beautiful.	} Description

Answer Key

Building Knowledge of the Field

Part 1

- | | | | |
|------|------|------|------|
| 1. C | 3. E | 5. G | 7. H |
| 2. A | 4. B | 6. F | 8. D |

Modeling of the Text

Part 2

This is Dian Sastro. She is a popular (1)actress of Indonesia. She is very (2)famous when she started her (3)acting in “Ada Apa Dengan Cinta” as a main role. She is a (4)beautiful and charming woman. Many people think that she has a perfect physical (5)appearance. She is of medium height and ideal. Further, she has long (6)straight black hair and an (7)oval face. Then she has a pair of (8)black eyes which are neither too big nor small. Moreover, she has a (9)pointed nose and the (10)thin lips. The most fabulous one is her wonderful smile which makes her looks more beautiful.

The answer model for part 3 and part 4

Joint Construction of the Text

Part 3

My favourite actor is Nicholas Saputra. He is a popular actor of Indonesia. He is very famous when he started his acting in “Ada Apa Dengan Cinta” as the main role. He is a cute and cool man. Many people think that he has a perfect physical appearance. He is tall and muscular. Further, he has short wavy hair and an oval face.

Appendix 9

The Result of Observation Checklist in Cycle 1, Meeting 2

No	Name of Students	Indicators				Active	Passive
		1	2	3	4		
1	ADHADI PRANOTO	√	√	√		√	
2	AGIL BASKORO		√	√	√	√	
3	AHMAD NURWAHYUDI	√	√	√		√	
4	AKBAR DWI OKTANDIO		√	√	√	√	
5	ANDRIANINGSIH	√	√	√	√	√	
6	ANGGER FERDINAND		√	√			√
7	BELLA HUSNUL AYU FITRIANA		√	√			√
8	DANANG WAHYU TRIMANTO	√	√	√		√	
9	DEDDY RACHMANSYAH DEWA	√	√	√		√	
10	DEVI KURNIAWATI	√	√	√		√	
11	DIMAS DWI PAMUNGKAS	√	√	√		√	
12	DITAROSA FLORENTINA		√	√			√
13	DWI CAHYA SAFITRA		√	√			√
14	EKI RETNO PALUPI		√	√			√
15	ELLA NURMA YULIAR			√			√
16	FAJAR KRISBIAN ALIF NUGRAHA	√	√	√		√	
17	FIQRI SINATRYA JAYADI			√			√
18	GABRIELLA BETTY ARUTSYA		√	√			√
19	HAMID TRI MAJUDIN	√	√	√		√	
20	HUSNUL HATIMAH	√	√	√		√	
21	ICHA ERIA TITIAN NURJANAH	√	√	√	√	√	
22	INES KURNIA SANDY	√	√	√	√	√	
23	KIKI WAHYUNING TYAS			√			√
24	LARIS LARASATI		√	√	√	√	
25	LENNY KRISTIANA WATI		√	√			√
26	MELDA RISDAWATI	√	√	√	√	√	
27	M. LUTFI NURUSSYAMSI	√	√	√		√	
28	M. ALFIAN RAMADHANI	√	√	√		√	
29	NENENG CATUR PUJI RAHAYU		√	√			√
30	NIKA NUR	√	√	√		√	
31	NUR FAJAR HANAFI	√	√	√		√	
32	PUTRI AYU SULISHARIANI	√	√	√		√	
33	PUTRI RATNA FAUZIYAH	√	√	√		√	
34	RADITYA DANNISWARA		√	√	√	√	
35	REZA RAHARDIAN MAHDY		√	√	√	√	
36	RIZKI TRI LAKSONO	√	√	√		√	
37	RYAN AGI FRANS J		√	√	√	√	
38	SHINTA KARUNIA		√	√			√
39	TAQWARIL IKHSAN HARTADI	√	√	√		√	
40	TITIK MASRUOH	√	√	√		√	
41	YENI YUSRIDANOVA	√	√	√	√	√	
42	YOSI NAVY FIRDAUS		√	√	√	√	

WRITING TEST

Task 1

Read the following text carefully. Then write the second version of the text by changing “**Tom Welling**” into “**Tom Welling and Henry Cavill**”. Underlined the changes!



Tom Welling is my favourite American actor. I like him because of his role as Clark Kent also known as Superman and his physical appearance. He stands about 190 cm. Besides, he has a square face and muscular body that can really figure a super hero. Then, he has short black hair and green eyes. Moreover, he also has a pointed nose and a very cute smile that makes him loveable.

The Model Answer of Writing Test

Task 1

Tom Welling and Henry Cavill are my favourite American actors. I like them because of their roles as Clark Kent also known as Superman and their physical appearances. They stand about 190 cm. Besides, they have square faces and muscular bodies that can really figure a super hero. Then, they have short black hair and blue eyes. Moreover, they also have pointed noses and very cute smiles that make them loveable.

Task 2

Justin Bieber is my favourite American singer. He is a young talented singer of America. He was born on March 1st 1994 in Canada. Now he is seventeen years old. He is very famous around the world. Almost every teenager in the world knows him. He is very cute and handsome. Further, he has short straight brown hair with fair skin. He also has a pair of beautiful brown eyes, a pointed nose, and thin lips. His smile is very cute. Everybody likes him because he is a charming and friendly boy. Moreover, he has many hobbies. He likes collecting hats and playing guitar. He always wears his hats and bring his guitar anywhere. He also likes collecting hats and toycars. In his spare time, he goes to the gym or plays soccer.

V. Approach

Genre – Based Approach

VI. Technique

Controlled Writing Technique

VII. Teaching Learning Activities

No	Teacher Activities	Students Activities	Time
I	Building Knowledge of the Field		
	1.1 Greeting the students	- Greeting teacher	1'
	1.2 Apperception Asking leading questions	- Answering the questions	2,5'
	1.3 Motivation: showing a picture of a nurse and ask some questions related to their experiences	- Paying attention and answering questions	4'
	1.4 Starting the objective	- Paying attention	1'
II	Modeling of the Text		
	2.1 Giving a model of descriptive paragraph	- Receiving the paragraph	2,5'
	2.2 Asking students to complete the paragraph given	- Completing the paragraph	10'
	2.3 Checking with the class	- Checking the answer	6'
	2.4 Explaining the element of descriptive paragraph	- Paying attention	10'
III	Join Construction of Text		
	3.1 Asking students to rewrite the paragraph given by changing certain parts of the paragraph	- Rewriting the paragraph	15'
IV	Independent Construction of Text		
	4.1 Giving a picture to the students	- Receiving the picture	1'
	4.2 Asking the students to write a short descriptive paragraph about the picture based on some information given	- Writing a short descriptive paragraph	20'
V	Closing		
	5.1 Asking students to make conclusion	- Making conclusion	5'
	5.2 Parting students	- Parting teacher	2'

Material

I. Building knowledge of the field

Answer the following questions orally!

1. Have you ever been sick?
2. Have you ever hospitalized?

Look at the picture!



- What is she?
- Where can you meet her?

II. Modeling of the Text

Task 1

Complete the paragraph below by choosing one of the appropriate word in the brackets!



III. Joint Construction of the Text

Task 1

Read the text above carefully. Then write the second version of the text by changing “Putri, Risma, and Hera” into “Lidya”. Underlined the changes!



IV. Independent Construction of the Text

Task 1

Look at the picture and read the instruction carefully!

Answer Key

II. Modeling of the Text

1. Nurses
2. Hospital
3. Occupation
4. Treatment
5. Problems
6. Talk
7. Like

III. Joint Construction of the Text

Lidya is a nurse. She works in a hospital in Surabaya. She is very proud of her occupation because she can do many good things. First, she can help the doctors and looks after the patients. Then, she gives treatment to the patients and often talks to them. She always listens to the patients' problems and gives them support. Sometimes, she talks to the patients' families. She is very friendly to them. Moreover, she always enjoys her works because she likes to help people who need her help.

The Answer Model for part IV

IV. Independent Construction of the Text

Ryan Wijaya is a male nurse. He is 24 years old. He was graduated from Hang Tuah Nursing Academy Surabaya. Now he works in Citra Husada hospital Jakarta. He is very proud of his occupation because he can do many good things. He can help other people and takes care of the patients. Almost every patient in Citra Husada hospital likes him because he is a great looking and gentle young man. Many

Appendix 15

The Result of Observation Checklist in Cycle 2, Meeting 1

No	Name of Students	Indicators				Active	Passive
		1	2	3	4		
1	ADHADI PRANOTO	√	√	√		√	
2	AGIL BASKORO	-	-	-	-	-	-
3	AHMAD NURWAHYUDI	√	√	√		√	
4	AKBAR DWI OKTANDIO		√	√	√	√	
5	ANDRIANINGSIH	√	√	√	√	√	
6	ANGGER FERDINAND		√	√			√
7	BELLA HUSNUL AYU FITRIANA		√	√	√	√	
8	DANANG WAHYU TRIMANTO	√	√	√		√	
9	DEDDY RACHMANSYAH DEWA	√	√	√	√	√	
10	DEVI KURNIAWATI	√	√	√		√	
11	DIMAS DWI PAMUNGKAS	√	√	√		√	
12	DITAROSA FLORENTINA		√	√			√
13	DWI CAHYA SAFITRA		√	√			√
14	EKI RETNO PALUPI		√	√			√
15	ELLA NURMA YULIAR			√			√
16	FAJAR KRISBIAN ALIF NUGRAHA	√	√	√		√	
17	FIQRI SINATRYA JAYADI	√	√	√		√	
18	GABRIELLA BETTY ARUTSYA		√	√			√
19	HAMID TRI MAUJUDIN	√	√	√		√	
20	HUSNUL HATIMAH	√	√	√		√	
21	ICHA ERIA TITIAN NURJANAH	√	√	√	√	√	
22	INES KURNIA SANDY	√	√	√	√	√	
23	KIKI WAHYUNING TYAS			√			√
24	LARIS LARASATI		√	√	√	√	
25	LENNY KRISTIANA WATI		√	√			√
26	MELDA RISDAWATI	√	√	√	√	√	
27	M. LUTFI NURUSSYAMSI	√	√	√		√	
28	M. ALFIAN RAMADHANI	√	√	√		√	
29	NENENG CATUR PUJI RAHAYU		√	√			√
30	NIKA NUR	-	-	-	-	-	-
31	NUR FAJAR HANAFI	√	√	√		√	
32	PUTRI AYU SULISHARIANI	√	√	√		√	
33	PUTRI RATNA FAUZIYAH	√	√	√		√	
34	RADITYA DANNISWARA		√	√	√	√	
35	REZA RAHARDIAN MAHDY		√	√	√	√	
36	RIZKI TRI LAKSONO	√	√	√		√	
37	RYAN AGI FRANS J		√	√	√	√	
38	SHINTA KARUNIA		√	√			√
39	TAQWARIL IKHSAN HARTADI	√	√	√		√	
40	TITIK MASRUOH	√	√	√		√	
41	YENI YUSRIDANOVA	√	√	√	√	√	
42	YOSI NAVY FIRDAUS		√	√	√	√	

LESSON PLAN
(Cycle 2, Meeting 2)

Subject	: English
Skill	: Writing
Level/Semester	: X / II
Theme	: Describing people
Sub theme	: Pilot
Time	: 2 x 40'

I. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, *descriptive*, dan *news item* dalam konteks kehidupan sehari-hari.

II. Basic Competence

12.2. Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*, *descriptive*, dan *news item*.

III. Indicators

- Completing a descriptive paragraph given by using the appropriate words
- Identifying the element of the paragraph
- Writing a descriptive paragraph about the students' father
- Composing a short descriptive paragraph based on the picture and some information given

IV. Material : Enclosed

VIII. Media and Sources

- Media : Pictures, students worksheet, text.
- Sources : - Kistono, Andayani, E dan Tupan, A. 2006. *The Bridge English Competence for SMA X*. Surabaya: Yudhistira.
- Sudarwati, Th. M and Grace, E,2007. *Look Ahead an English Course for Senior High School Students Year X*. Jakarta: Erlangga.
- <http://www.google.co.id/image.hp/wb.2010/12.jpg>

IX. Evaluation

- 9.1 Process evaluation : Conducted during teaching learning process of writing by using controlled writing.
- 9.2 Product evaluation : Writing exercises

Jember, June 1st 2011
The Researcher

Ajeng Nurisa
NIM. 060210491286

Mrs. Ida fiqriah and Mrs. Agatha Asri are Indonesian (1)..... pilots. They work for Garuda International Airline. They really enjoy to (2)..... a plane because they are very (3)..... women. Moreover, They like to be a pilot because they want it since they were in elementary (4)..... Besides, they can (5)..... many countries all over the world and experience many things in their life. Therefore, they look very (6)..... of themselves when they wear their (7).....

1. (male/ female/ woman)
2. (ride/ sail/ fly)
3. (coward/ strong/ brave)
4. (level/ school/ class)
5. (go/ come/ visit)
6. (confident/ proud/ arrogant)
7. (clothes/ dresses/ uniforms)

Task 2

Read the text carefully!

Mrs. Ida fiqriah and Mrs. Agatha Asri are Indonesian female pilots.

Identification

They work for Garuda International Airline. They really enjoy to fly a plane because they are very brave women. Moreover, they like to be a pilot because they want it since they were in elementary school. Besides, they can visit many countries all over the world and experience many things in their life. Therefore, they look very proud of themselves when they wear their uniforms.

Description

- Gentle
- Friendly
- Cool
- Charming
- Tall
- Straight and muscular body
- Pointed nose
- Short black hair
- Brown skin

short black hair, and brown skin. Moreover, he is very proud of his occupation because it is very hard to be a pilot but he can be a professional pilot now. Besides, he can visit many countries all over the world and experiences many things from his journeys.

- Notes:
1. Asking questions for further explanation to the teacher about the composition exercises given related to controlled composition and guided composition techniques
 2. Paying much attention to the teacher explanation about the composition exercises given which are related with controlled composition and guided composition techniques
 3. Doing the exercises given by the teacher that is writing using controlled writing and guided composition techniques
 4. Discussing the exercises with the class actively

The criteria of observation: 70% of the students do at least three of the indicators being observed

Mr. Edwin Lau and Mrs. Theodora are chefs. They really like cooking since their childhoods. Therefore, they studied at London Culinary Institute after graduating their senior high schools. Now they work for a famous international hotel in Jakarta. They are very proud of being chef because they can create delicious meals for other people. Further, they like to cook many kinds of food from many different countries. Moreover, they will be very glad if someone else loves their cooks.

Task 2

Look at the picture and read the instruction carefully!



Write a descriptive paragraph about Farah Quinn (consisting in ± 100 words). Begin your paragraph by stating Farah Quinn is a famous female chef of Indonesia. Then describe her (her physical appearance, career, hobbies and so on). End your paragraph by saying your impression about Farah Quinn. You can use the following information in your paragraph.

The Answer Model of Writing Test

Task 1

Mr. Rama is a chef. He really likes cooking since his childhood. Therefore, he studied at London Culinary Institute after graduating his senior high school. Now he works for a famous international hotel in Jakarta. He is very proud of being chef because he can create delicious meals for other people. Further, he likes to cook many kinds of food from many different countries. Moreover, he will be very glad if someone else loves his cook.

Task 2

Farah quinn is a famous female chef of Indonesia. She is also known as the sexy chef. She is very popular because of her cooking show “Ala Chef”. Many people like her because of her unique personality and knack for style. Further, she is a beautiful and charming woman. She has long straight hair, a pointed nose, and an oval face. She also has a pair of beautiful eyes, thin lips, and nice brown skin. Many people think that she has a perfect physical appearance. She is tall and slim. Further, she likes to be a chef because she has been a fan of the culinary arts since her childhood. Therefore, after finishing her senior high school she attended Pittsburgh Culinary Institute where she studied all the culinary manners. Moreover, she is very proud of her occupation because she can create amazing meals and share her knowledge about culinary arts tho other people. Then she will be very happy if someone says that her cook is delicious. Besides cooking, she also has many hobbies. She loves travelling and enjoys hanging out with her family in her spare time.

