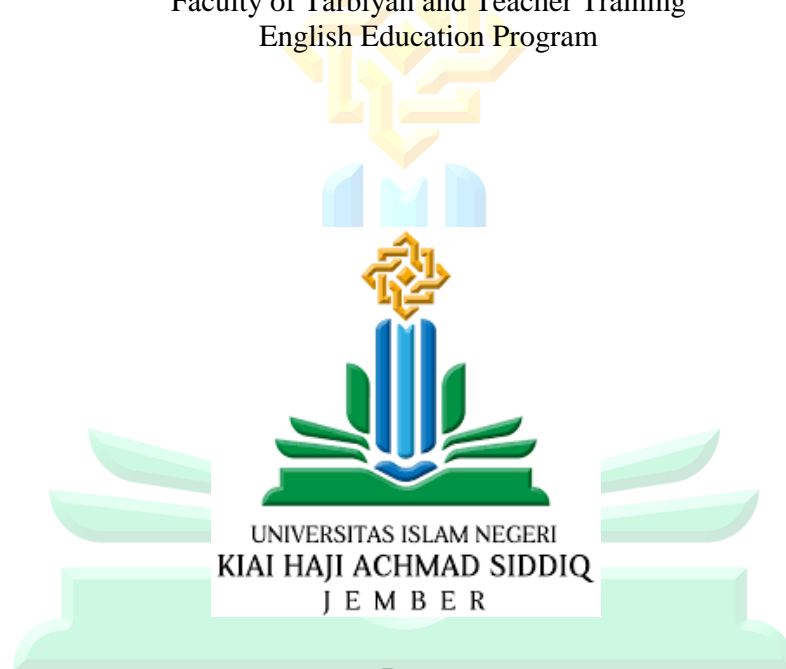


**ENACTING READ FOR CREATING AND TALK  
TO REVISING (RCTR) TASKS FOR VOCATIONAL  
HIGH SCHOOL STUDENTS TO WRITE  
COHESIVE PARAGRAPH**

**THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember  
In partial fulfillment of the requirements  
For bachelor's degree of *Sarjana Pendidikan* (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Program



By:

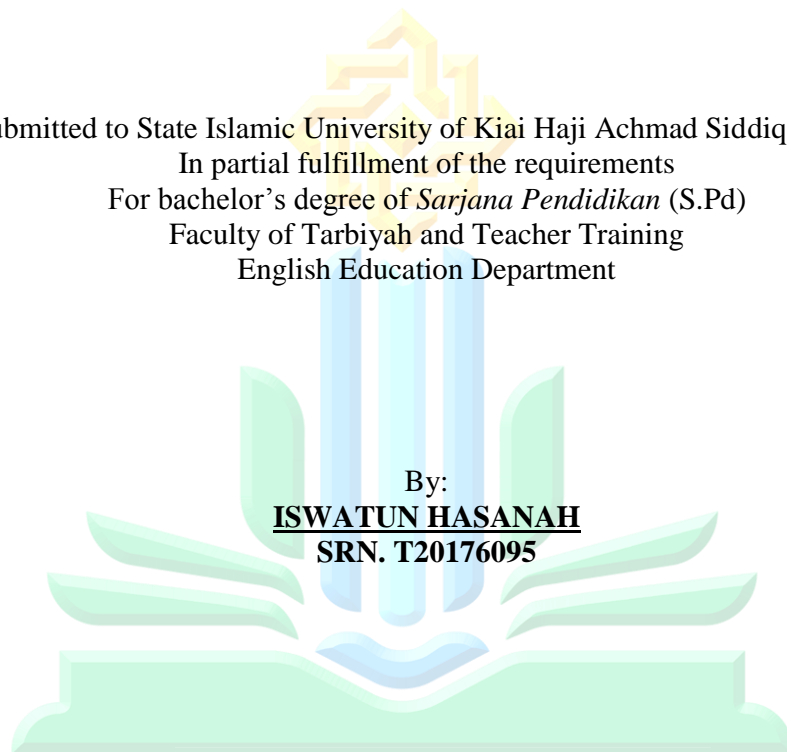
**UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER**  
**ISWATUN HASANAH  
SRN T20176095**

**ENGLISH EDUCATION PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ JEMBER  
JANUARY 2023**

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**ISWATUN HASANAH**  
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Approved By Advisor

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## APPROVAL FROM BOARD EXAMINERS

It has been examined and approved by the board of examiners in fulfillment of  
The requirements for the bachelor degree of *Sarjana Pendidikan* (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Program

Day: Monday  
Date: 03<sup>th</sup> January 2023

The Board of Examiners

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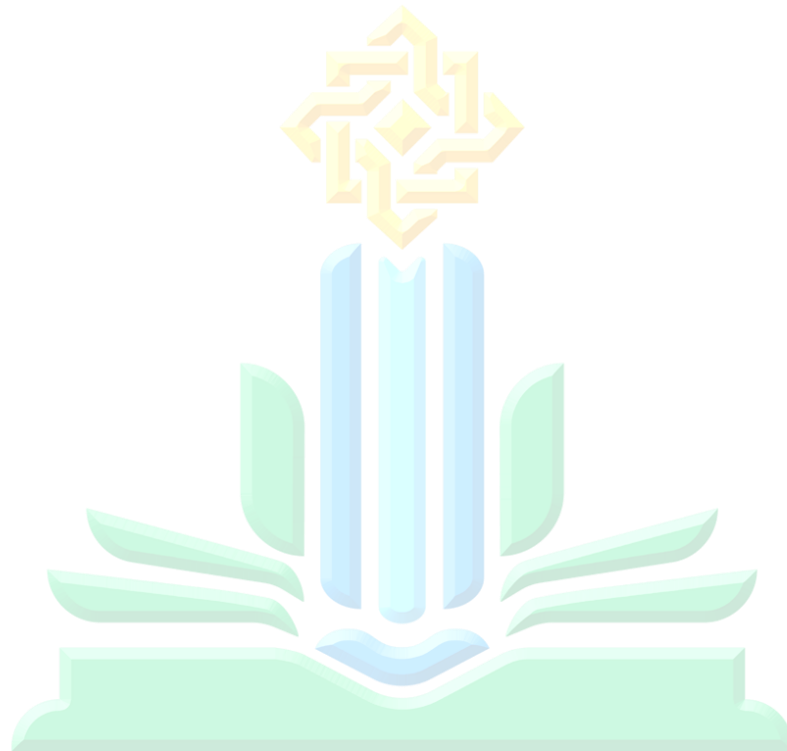


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## MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch)], has taught man that which he knew not. (Q.S. Al-‘Alaq 4-5)<sup>1</sup>



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<sup>1</sup> Al-qur'an, surat Al-‘Alaq. PT. Tiga Serangkai Pustaka Mandiri, Solo. (2019): 4-5. English Translation.

## DEDICATION

I am glad and wholeheartedly dedicated this thesis to:

1. Allah SWT the creator of the universe who has given life and his blessings and sustenance to his creatures.
2. My beloved parents, my father (Alm. H. M. Nasaruddin) and my mother (Hj. Sarti) who always pray for what the best for me, give me full support, motivation, and everything for my life.
3. My beloved sister (Winda Listyaningsih) and my brother (Ervan Adi Prayitno) who always give me motivation to accomplish this thesis. And my dearest cousin (Halima) who always cheer me up and encourage me.
4. All friends and relative of teachers who have known me during my undergraduate education. Thank you for the passion and unforgettable experience.



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## ACKNOWLEDGEMENT

First, the writer would like to express her gratitude to Allah SWT, the Almighty, for giving her every blessing, compassion, and support she needed to complete her thesis as her final project. Without Him, she would not have been able to write this final project from the first to the last page with patience and control. Therefore, she would like to express her gratitude and send gratitude to:

1. Prof. Babun Suharto, S.E, M.M as the rector of State Islamic University of KH. Achmad Shiddiq Jember who has facilitated the writer during this undergraduate study.
2. Prof. Dr. Hj. Mukni'ah as the dean of Tarbiyah and Teacher Training Faculty who has permitted to have this research.
3. Dr. Rif'an Humaidi, M.Pd.I who had supported and facilitated the writer in every matters.
4. As'ari, M.Pd.I as the chief of English education department who has permitted the writer to have this research.
5. Sandi Ferdiansyah, M.Pd as the inspirational advisor of the writer who patiently guides the writer and was never tired in giving her advices, suggestions, and motivation during the writing process of the final project.
6. All the lecturers of English Education Department who have transferred their knowledge to the writer.
7. And all of people who participated in this process of this research.

May Allah offer mercy to all who have helped this process along. Finally, the author acknowledges that this thesis is far from perfect but yet believes that readers and future study can benefit from it.

Jember, 02 January 2023  
The Writer



Iswatun Hasanah  
SRN T20176095



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## ABSTRACT

**Iswatun Hasanah, 2023:** Enacting Read for Creating and Talk to Revising (RCTR) Tasks for Vocational High School Students to Write Cohesive Paragraph

**Keywords:** *Cohesive Paragraph, Read for Creating and Talk to Revising (RCTR).*

Writing is a cognitive activity that involves students to spend time and effort in order to express their ideas. Cohesion is an important aspect in writing because it ties together ideas between sentences and paragraphs. Cohesion has been studied in the past using a variety of theoretical frameworks. Although studies on maintaining paragraph cohesion of EFL students are widely documented, a study situated in vocational school context is rare. Thus, the present study aims to investigate how Creating and Talk to Revising (RCTR) can help students write descriptive paragraph cohesion.

The formulation of research question of this study was “How can Read for RCTR tasks engage students in writing class?” The research objective of this study was to figure out the ways RCTR tasks can engage students in writing class.

The researcher utilized qualitative approach with case study design in implement read for creating and talk to revising (RCTR) tasks to write cohesive paragraph. Observation, interview, and document analysis were used in this study. The selected data in this study were only focus on writing tasks. This research applied supporting picture as the method to build the trustworthiness of the study. After analyzing the data, the research findings found three emerging themes: 1) students’ engagement in writing through text modeling; 2) peer-reviewing as immediate constructive feedback; 3) RCTR mediating writing cohesive paragraph.

To conclude, RCTR was helpful for students to maintain their paragraph writing cohesion. The pedagogical implication of this study is that employing Read for Creating and Talk to Revising (RCTR) to mediate writing encourages students to take an active role in improving their work and becoming better writers.



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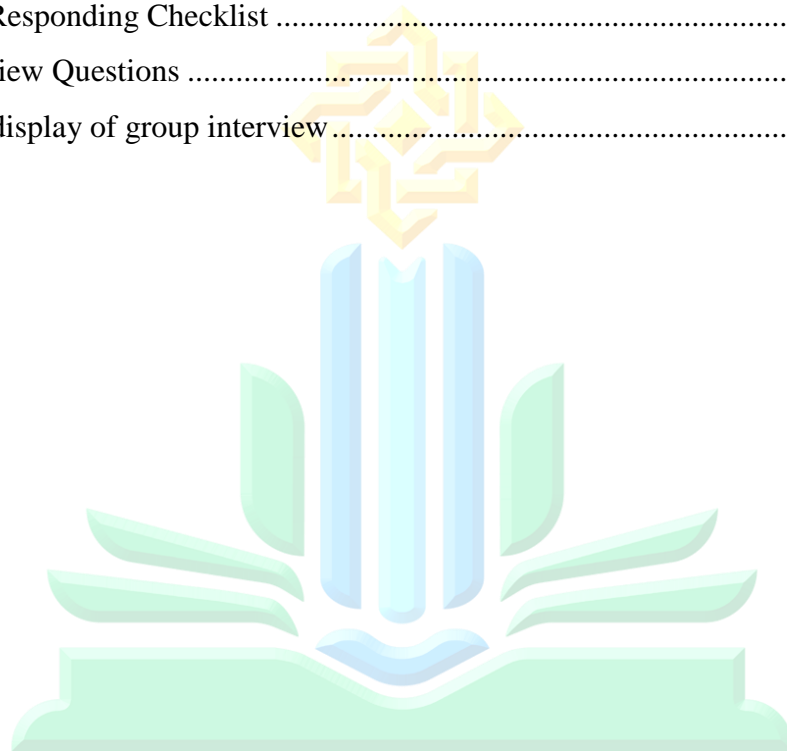
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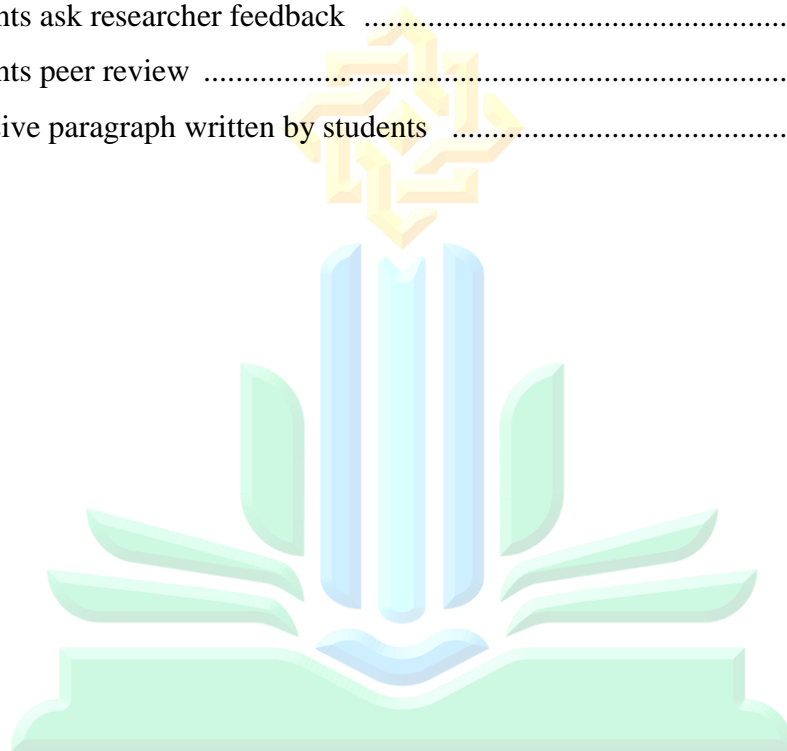
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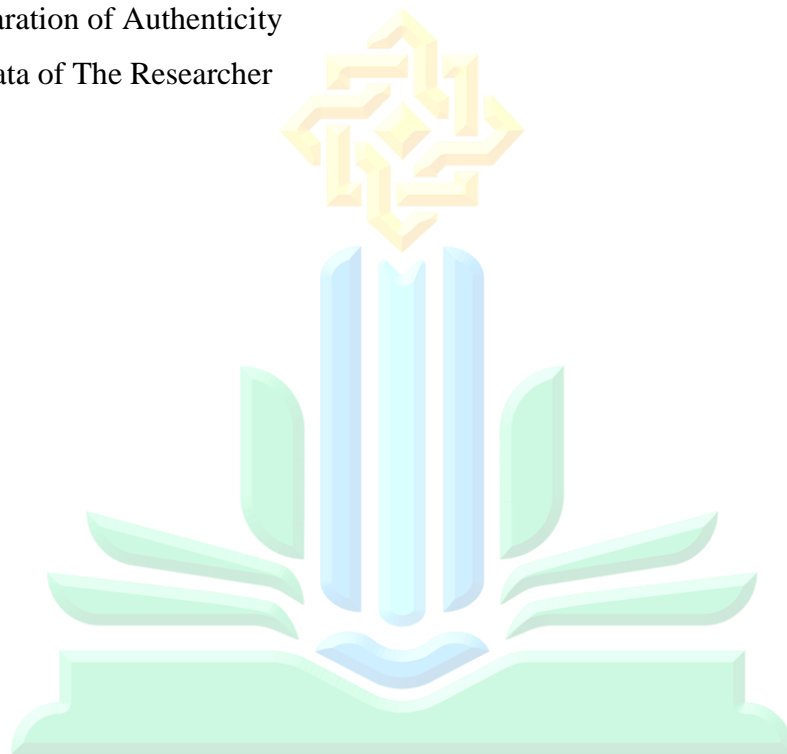
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# CHAPTER I

## INTRODUCTION

This chapter presented the research's introduction and covered a variety of topics, including the background of the research, which included the research's introduction, research question, research objectives, research significances, definition of key term. The following sections go into more detail on each of the previously mentioned points.

### A. Research Background

Cohesion is an important aspect in writing because it ties together ideas between sentences and paragraphs. In writing classroom, students need to be taught how to maintain cohesive paragraph. Furthermore, cohesion can make it easier for readers to comprehend the content and topics in the writing. However, it can be difficult to write a paragraph in English as a foreign language, yet it is necessary to succeed in a range of settings and occupation especially for secondary school students.<sup>2</sup> Paragraph writing certainly has its own challenges for the writer. As well as, the challenge of how to make attractive writing and how to use proper writing structure. Writing is a cognitive activity that involves students to spend time and effort in order to express their ideas. It is also an activity in which a person expresses an idea or a viewpoint with in form of a sentence Writing is complex and requires a

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<sup>2</sup> Danielle S. McNamara, Scott A. Crossley, and Philip M. McCarthy, "Linguistic Features of Writing Quality", *Written Communication*, vol. 27 No. 1, (2009): 58, DOI: 10.1177/0741088309351547

variety of skills that differ with level, such as word level, sentence level, paragraph level, and text level.<sup>3</sup>

Theoretically speaking, cohesion is usually characterized by certain linguistic markers (i.e. repetition, alternation, and transition markers). Halliday and Hasan (2014), highlight that cohesion occurs when one interpretation of a discourse element is depends on another's interpretation.<sup>4</sup> In addition, Graham (2018) explains that cohesion is important to think about how information is connected within each paragraph.<sup>5</sup> Cohesion and coherence have a different term. Cohesion is the connection of forms, whereas coherence is the connection of meaning. However, Struthers, Lapadat, and MacMillan (2013), point out that cohesion, on the other hand, since writings with better cohesion are more coherent and of higher quality than texts with less cohesion, it may be a sign of coherence and quality in children's writing.<sup>6</sup> It means that cohesion is the important part of writing and can be used as a measure of assessment in a writing to determine the quality of the text. Cohesion examination by educators is indispensable and beneficial for both educators and students. Examination of cohesion may be carried out by educators to help pinpoint some children who may have difficulty composing well-constructed unified texts.<sup>7</sup>

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<sup>3</sup> Wan-Chen Chang, Chang-Yen Liao, and Tak-Wai Chan, "Improving children's textual cohesion and writing attitude in a game-based writing environment", *Computer assisted language learning*, vol. 34 No. 1-2, (2019):2, DOI: 10.1080/09588221.2019.1671459

<sup>4</sup> M. A. K Halliday and Ruqaiya Hasan, "Cohesion in English", *Routledge*, (2014): sa4.

<sup>5</sup> Andrew Graham, "English for academic purposes: A handbook for students", *Critical publishing Ltd*, (2018): 57.

<sup>6</sup> Lynda Struthers, Judith C. Lapadat, and Peter D. MacMillan, "Assesing cohesion in children's writing: Development of a checklist", *Assesing writing*, vol. 18 No. 3, (2013):189, DOI: 10.1016/j.asw.2013.05.001

<sup>7</sup> Struthers: 189

Previous studies showcased that there was no evidence that essays with higher scores were more cohesive, that essays with high and low proficiency were different, or that cohesion was related to essay rank. This research indicates that more accomplished writers employ more sophisticated vocabulary.<sup>8</sup> Highly proficient L2 writers do not seem to create texts that reflect greater linguistic sophistication. Furthermore, highly skilled writers provide readers with less temporal cohesion and word overlap.<sup>9</sup> Another study found that text cohesiveness varies little by grade level, with a slight drop in referential cohesion and slight rise in causal cohesion within most text genres.

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Innovation in teaching writing cohesion has been of interest of many writing teachers and practitioners to formulate strategies in writing classroom. For example, Chang, Liao, & Chan (2019) design Read to Creating and Talk to Revising (RCTR) tasks in teaching students to write cohesive paragraphs.<sup>11</sup> RCTR is a model in writing text which consists of two processes: Read for Creating and Talk to Revising. Contextually speaking, students would have a hard time writing anything beyond what they had before. Someone of course must have enough information before sharing it with others. Lack of stock

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<sup>8</sup> Danielle S. McNamara, Scott A. Crossley, and Philip M. McCarthy, "Linguistic Features of Writing Quality", *Written Communication*, vol. 27 No. 1 (2009): 64, DOI: 10.1177/0741088309351547

<sup>9</sup> Scott A. Crossley, and Danielle S. McNamara, "Predicting second language writing proficiency: the roles of cohesion and linguistic sophistication", *Journal of research in reading*, vol. 35, (2010):131, DOI: 10.1111/J.1467-9817.2010.01449.x

<sup>10</sup> Arthur C. Graesser, Danielle S. McNamara, and Jonna M. Kulikowich, "Coh-Matrix: Providing multilevel analyses of text characteristics", *Educational Researcher*, vol. 40 No. 5, (2011):231, DOI: 10.3102/0013189X11413260

<sup>11</sup> Wan-Chen Chang, Chang-Yen Liao, and Tak Wai Chan, "Improving children's textual cohesion and writing attitude in a game-based writing environment", *Computer assisted language learning*, vol. 34 No. 1-2, (2019): 4, DOI: 10.1080/09588221.2019.1671459



information and experience can be one of the barrier in writing. Another obstacle that breeds anxiety, lack of confidence, and fear is a lack of experience in scientific writing.<sup>12</sup> Information from a combination of different sources can help plan better to produce an effective written text.<sup>13</sup> Therefore, what a writer has to do before creating a paragraph is read (Read for Creating). After writing, writers review their own writing or need someone else to review it. It will help the writer identify mistakes in their writing. Then, the reviewer submits to the author to revise their writing (Talk to Revising). Feedback can be in the form of one another corrections, opinions, suggestions, or ideas. In addition, students reviewers are asked to provide reasonable explanations and easy to understand and provide solutions to their peers' writing.<sup>14</sup> Revision is a way of how to learn the art of writing. It will provide opportunities for students to ponder what they wrote.

Several researches have been conducted related to Read for Creating and Talk to Revising (RCTR) and related to increased cohesion. In a research conducted by Chang, Liao, & Chan (2019) indicated that the group using game-based writing environment (GWE) with Read to Creating and Talk to Revising (RCTR) model performed better referential cohesion than the group

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<sup>12</sup> Franco A. Maiorana and Horacio F. Mayer, "How to Avoid Common Errors in Writing Scientific Manuscripts", *European Journal of Plastic Surgery*, vol. 41 No. 5, (2018):2, DOI: 10.1007/S00238-018-1418-z

<sup>13</sup> Mounika Reddy Ragula, "Self-Efficacy: A Key element in writing your best papers with minimal guidance", *Teach Trends*, vol. 61 No. 1, (2016):1, DOI: 10.1007/s11528-016-0150-4

<sup>14</sup> Juhwa Park and Kwangsu Cho, "Towards the integration of peer reviewing and computational linguistics approaches", *Journal of Educational Computing Research*, vol. 55 No. 1, (2016):4, DOI:10.1177/0735633116656454

using the conventional writing environment.<sup>15</sup> Another study by Kurihara (2016) indicates that peer review can improve students' writing ability even the increase still continues after the peer review practice ended.<sup>16</sup> Research conducted by Money Penny, Evans, & Kraha (2018) indicates that students' perception related to peers review is useful, effective, help to learn, improve communication, participation, increase interaction and the feel of cooperation.<sup>17</sup> As previous research indicate that Reading for Creating and Talk to Revising (RCTR) Model helped to improved students' paragraph cohesion. Therefore, the purpose of this research is to apply Read for Creating and Talk to Revising (RCTR) model to maintain students' paragraph cohesion.

### **B. Research Question**

The following research question is formulated to guide the study: How can Read for Creating and Talk to Revising (RCTR) tasks engage students in writing class?

### **C. Research Objective**

Based on the aforementioned research question, the objective of the study is: To figure out the ways Read for Creating and Talk to Revising (RCTR) tasks can engage students in writing class.

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<sup>15</sup> Wan-Chen Chang, Chang-Yen Liao, and Tak Wai Chan, "Improving children's textual cohesion and writing attitude in a game-based writing environment", *Computer assisted language learning*, vol. 34 No. 1-2, (2019): 18, DOI: 10.1080/09588221.2019.1671459

<sup>16</sup> Noriko Kurihara, "Do Peer Reviews Help Improve Student Writing Abilities in an EFL High School Classroom?" *TESOL International Association*, vol. 8. (2016): 15, DOI: 10.1002/tesj.282

<sup>17</sup> Dianne B. Money Penny, Margaret Evans and Amanda Kraha, "Students Perception of and Attitudes toward Peer Review", *American Journal of Distance Education*, vol. 32 No. 4, (2018):246, DOI: 10.1080/08923647.2018.1509425

#### **D. Research Significances**

The result of this study is expected to be beneficial both theoretically and practically elaborated in this following section.

##### 1. Theoretically

The result of this research is expected to support preexisting theories and provide knowledge about writing paragraphs with cohesion.

##### 2. Practically

The result of this research is expected to provide readers with information about paragraph cohesion and identifying the element of cohesion. The result of this study is expected to be a reference for further research that examines a relevant research.

#### **E. Definition of Key terms**

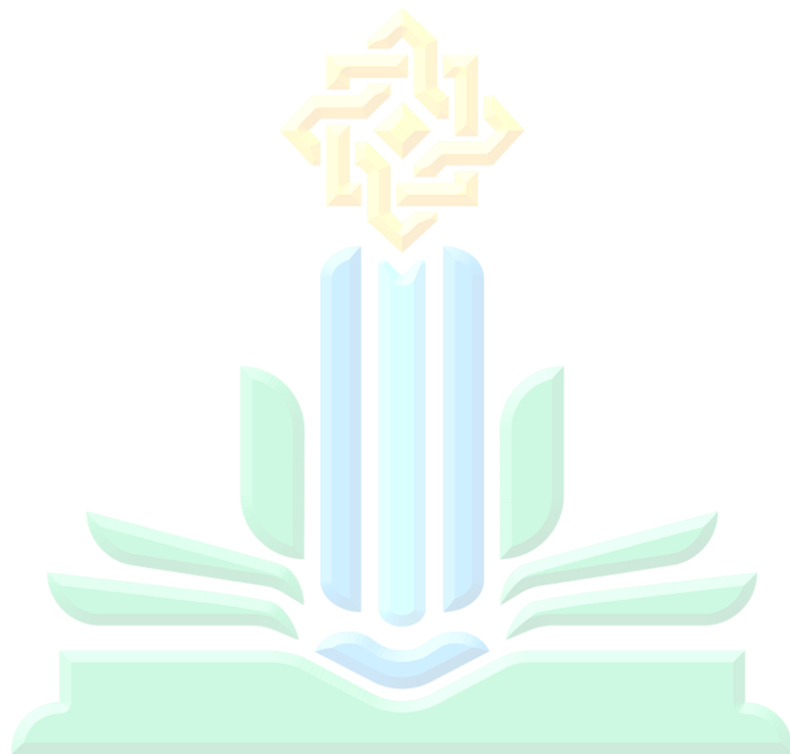
##### 1. Read for Creating and Talk to Revising (RCTR) Model

Read for Creating and Talk to Revising (RCTR) Tasks is a framework that separates two writing processes into two elaboration elements. To generate writing ideas and inspire them to write, students refine their drafts utilizing theme-based readings. Students revise the draft in light of their peers' comments and provide feedback on their peers' drafts.

##### 2. Paragraph Cohesion

Cohesion is the attachment or continuity between one sentence and other sentences. The function of cohesion in a paragraph is as the adhesive between one sentence and another. Paragraph cohesion can be maintained

by using linguistics devices such as and, or, but, after, before, then, since, before, since, although, until, however, meanwhile, and therefore.



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## CHAPTER II

### LITERATURE REVIEW

This chapter covered the earlier research as well as the theories underpinning the present research. This chapter covered two topics. The first topic gives details on earlier studies that are pertinent to the current study. The second topic is broken down into a number of subheadings that go through the theories related to this study. The parts that follow will go into more depth on each point.

#### **A. Previous research**

The first research conducted by Chang, Liao, and Chan (2019) “*Improving children’s textual cohesion and writing attitude in game-based writing environment*” indicate that the students in the game-based writing environment (GWE) could use pronouns and personal pronouns to improve textual cohesiveness.<sup>18</sup> Game-based writing environment (GWE) delivers game-based feedback in the form of peer feedback and students revise their drafts in response to it. The previous research and this research have a similarity. Both research analyze about cohesion or textual cohesion and use Read for Creating and Talk to Revising (RCTR) Model. Meanwhile, the differences between their research and this research are the object, learning process and the research design. Their study is focused on an elementary school in a middle-class neighborhood in Taoyuan, Taiwan. The object of this research is a vocational high school student in Lumajang, Indonesia. Online

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<sup>18</sup> Wan-Chen Chang, Chang-Yen Liao, and Tak Wai Chan, “Improving children’s textual cohesion and writing attitude in a game-based writing environment”, *Computer assisted language learning*, vol. 34 No. 1-2, (2019): 19, DOI: 10.1080/09588221.2019.1671459

learning platforms and typing were used in their research and offline learning process use in this research. In their research the quasi-experimental design was used but the present research use qualitative research design.

The second research conducted by Rod and Nubdal (2021) “*Double-blind Multiple Peer Reviews To Change Students’ Reading Behaviour and Help Them Develop Their Writing Skills*” indicate that a survey revealed that students still question their capacity to write authoritative reviews and that of their peers, but qualitative research verified that most students regarded the peer-review process to be beneficial for improving their reading habits and writing abilities.<sup>19</sup> The similarity of previous research and this research is use peer review. Meanwhile, the difference of both researchs is the objects. The object of their research is a student of a bachelor geography programme. The object of this research is a vocational high school student in Lumajang, Indonesia.

The third research conducted by Moneypenny, Evans, and Kraha (2018) “*Student Perceptions of and Attitudes toward Peer Review*” indicate that participants said students concur peer review is beneficial to learning. Enhances communication skills, contributes to a stronger written product, and can boost participation, interaction, and sense of community.<sup>20</sup> The previous research analyzes students’ perspectives on peer review while present

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<sup>19</sup> Jan Ketil Rød & Marte Nubdal, “Double-blind multiple peer reviews to change students’ reading behaviour and help them develop their writing skills”, *Journal of Geography in Higher Education*, (2021): 14, DOI: 10.1080/03098265.2021.1901265

<sup>20</sup> Dianne B. Moneypenny, Margaret Evans and Amanda Kraha, “Students Perception of and Attitudes toward Peer Review”, *American Journal of Distance Education*, vol. 32 No. 4, (2018):244, DOI: 10.1080/08923647.2018.1509425

research analyzes student paragraph cohesion. An undergraduate college student who has enrolled in or had completed an OL course requiring peer editing at a small regional campus in the United States Midwest is the subject of their study. The object of this research is a vocational high school student in Lumajang, Indonesia.

The fourth research conducted by Huisman, et.al (2018) "*Peer feedback on academic writing: undergraduate students' peer feedback role, peer feedback perceptions and essay performance*" indicate that improving writing skill was a result of both giving and receiving feedback.<sup>21</sup> Explanatory comments were positively correlated with students' perceptions of how appropriate the peer criticism was as well as their readiness to improve as a result of it. These impressions of peer evaluation, however, did not directly correlate with students' improvement in writing skill. Participants were students of a research-intensive university in The Netherlands who participated in an introductory course on education and child development studies. The object of this research is a vocational high school student in Lumajang, Indonesia.

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<sup>21</sup> Bart Huisman, Nadira Saab, Jan van Driel & Paul van den Broek, "Peer feedback on academic writing: undergraduate students' peer feedback role, peer feedback perceptions and essay performance, *Assessment & Evaluation in Higher Education*", (2018): 11, DOI: 10.1080/02602938.2018.1424318

**Table 2.1**  
**The Similarities and Differences Between**  
**Previous Research and the Researcher's Study**

No	Researcher's Name and Title	Similarities	Differences
1	A journal by Chang, Liao, and Chan (2019) "Improving children's textual cohesion and writing attitude in game-based writing environment"	<ul style="list-style-type: none"> <li>• Both research analyze about textual cohesion</li> <li>• Both research used Read for Creating and Talk to Revising (RCTR) Model</li> </ul>	<ul style="list-style-type: none"> <li>• The current research uses offline learning, whereas the earlier research utilized online learning systems.</li> <li>• Research participants of previous research were elementary school students in Taoyuan, Taiwan's middle-class neighborhood.</li> </ul>
2	A journal by Rod and Nubdal (2021) "Double-blind Multiple Peer Reviews To Change Students' Reading Behaviour and Help Them Develop Their Writing Skills"	<ul style="list-style-type: none"> <li>• Both use peer review</li> </ul>	<ul style="list-style-type: none"> <li>• Research participants of previous research were student of a bachelor geography programme</li> </ul>
3	A journal by Money Penny, Evans, and Kraha (2018) "Student Perceptions of and Attitudes toward Peer Review"	<ul style="list-style-type: none"> <li>• Both use peer review</li> </ul>	<ul style="list-style-type: none"> <li>• The previous research analyze students' perspectives on peer review while present research analyze students' paragraph cohesion</li> <li>• Research participants of previous research is an undergraduate college students'</li> </ul>
4	A journal by Huisman, et.al (2018) "Peer feedback on academic"	<ul style="list-style-type: none"> <li>• Both research analyze about peer feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Research participants students of a research-</li> </ul>



	<i>writing: undergraduate students' peer feedback role, peer feedback perceptions and essay performance"</i>		intensive university in The Netherlands who participated in an introductory course on education and child development studies
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It was clear from the discussion above that every research study had a unique method for analyzing its subject. The results of all previous research are Read for Creating (RCTR) Tasks, peer review or peer feedback can improve students' textual cohesion. It will be helpful when using the right instructions. This study differs from past studies in that it does not employ an online writing environment (i.e. Game-based Writing Environment); instead, the researcher employs an offline writing environment based on a genre-based approach (GBA).

## **B. Theoretical Framework**

### **1. Paragraph writing**

Paragraph is a series of sentence that is interconnected and discuss about a new topic. In one paragraph, there is only one topic sentence. The sentences are arranged according to certain rules so that the meaning contained therein can be limited, developed, and clarified. Paragraphs can also be said to be sentences consisting of main ideas and explanatory ideas. There are three elements that must be considered in making a paragraph (i.e. the topic sentence, supporting sentences, and concluding sentences). The topic sentence introduces the paragraph's primary theme in the first sentence of each paragraph. The topic sentence is supported by

the supporting sentence. It provides information to strengthen and reinforce the paragraph's core theme. Meanwhile, the concluding sentence is the last sentence of the paragraph. It uses diverse terms to reiterate the paragraph's key theme.<sup>22</sup> There are several kinds of paragraphs taught by schools, for example descriptive paragraphs. Descriptive paragraphs is a paragraph that defines or describe an object, place, or person in detail through the state, color, and taste or impression.<sup>23</sup>

L2 paragraph writing has been of a great interest in English language teaching across the globe. For example, In Korea, at the middle school level, students are taught to write in English for the first time. In primary school, some teaches on how to write the alphabet and language. Students write on a regular basis, with quality feedback and engagement built into the curriculum.<sup>24</sup> In China, Chinese students welcome the opportunity to create or recreate alternative English fantasies. In fact, their ability to understand the concept of fiction and write short fiction in English exceeds the expectations of their own teachers.<sup>25</sup> In India, English as the third language (L3) may be introduced either Class V or Class

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<sup>22</sup> Stephen E. Dew, "Learn English Paragraph Writing Skills", *ESL Paragraph Writing Skills Handbook for International Students*, (2019): 25. Brenda Vance Rollins, "How to write the paragraph", *Classroom complete press*, (2009): 8.

<sup>23</sup> Dew, S. E. (2019). Learn English paragraph writing skills.

<sup>24</sup> Jungok Bae and Yae-Sheik Lee, "Evaluating the development of children's writing ability in an EFL context", *Languange Assessment Quarterly*, vol. 9 No. 4, (2012):350, DOI: 10.1080/15434303.2012.721424

<sup>25</sup> Gang Sui, "Short fiction writing in English by Chinese university students: An integrated F-A-I-T-H approach: How do Chinese university students use English in creative ways to 'write truly' while describing something fictional or 'untrue'?" *English today*, vol. 37 No. 2, (2019):2, DOI: 10.1017/S0266078419000476

VIII.<sup>26</sup> Paragraph writing can express ideas or share experiences and knowledge with readers, train creativity, and improve memory through the method of learning to understand while writing lesson. In Indonesia, In Indonesia, the policy of teaching English as a foreign language evolves with time and is driven mostly by economic and political factors.

## 2. Teaching paragraph writing

Teaching paragraph writing is carried out as the first step in writing classrooms which aims to improve students' writing skills. Teachers in teaching paragraph writing can use various approaches, for example, Genre based approach (GBA). Genre based approach (GBA) is text based instruction and approaches that help students become more language competent and support K-12 English learners' (ELs) content area written communication.<sup>27</sup> Genre based approach is a writing learning model that emphasizes understanding how to produce text and the capacity to differentiate text kinds, and it gives writing teachers another option for improving students' summarizing skills.<sup>28</sup> Genres are abstract representations of how writers commonly respond to repeated situations with language.<sup>29</sup> Recount of events is an example of a well-known genre.

<sup>26</sup> N R. Choudhury, "Teaching English in Indian Schools", APH Publishing, (1998): 5,

<sup>27</sup> Myriam A. Malek, "Writing recounts of habitual events: Investigating a genre-based approach", *Foreign language annals*, vol. 52 No. 2, (2019):3, DOI: 10.1111/flan.12383

<sup>28</sup> Yuan-Shan Chen and Shao-When Su, "A genre based approach to teaching EFL summary writing", *ELT journal*, vol. 66 No. 2, (2011):185, DOI: 10.1093/elt/ccr061

<sup>29</sup> Hyland, K., & Hyland, F. (2019). *Feedback in second language writing: Context and issues*. Cambridge University Press

Recount can be about the events of own life or events of other people.<sup>30</sup>

Genres are more often described in terms such as descriptions, procedures, recounts, or expositions.<sup>31</sup> The purpose of genre is to equip students with the skills necessary to utilize discourse markers successfully and efficiently.<sup>32</sup>

Genre-based learning activities consist of: building knowledge of the field, modeling and text analysis, joint text production, and independent text construction.<sup>33</sup> At the building knowledge of the field stage, directing thoughts into the subject matter to be discussed. For example, the teacher gives an example of a recounts text about a personal experience such as “Holiday at home”, “Going to Papuma beach”, “Visiting uncle’s house”, “Came late to school”, “Fishing on the beach”, “Swimming in the river” and “My first experience”. At the stage of studying the modeling of the text/deconstruction text, students’ thinking abilities are developed through text discussion activities. For example, students are asked to answer questions whose answers are not in the text such as to whose the text is given or whether every statement in the text is relevant to the student’s life. Students practice using everything they have learned during the joint construction stage and going through the processes of brainstorming,

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<sup>30</sup> John Wrigglesworth and Mary McKeever, “Writing history: A genre-based, interdisciplinary approach linking disciplines, language and academic skills”, *Arts and humanities in higher education*, vol. 9 No. 1, (2010):115, DOI: 10.1177/1474022209349987

<sup>31</sup> Brian Paltridge, “Genre and second-language academic writing”, *Language teaching*, vol. 47 No. 3, (2014):303, DOI: 10.1017/S0261444814000068

<sup>32</sup> Peter Knapp and Megan Watkins, “Genre, text, grammar: Technologies for teaching and assessing writing”, *UNSW Press*, (2005):17

<sup>33</sup> Kemdikbud, “Model-model pembelajaran”, *Direktorat Pembinaan SMA. Direktorat Jenderal Pendidikan Dasar dan Menengah*, (2017): 8

drafting, revising, editing, proofreading, and publishing. In the independent construction stage, students write independently, reflect on what they have learned or compare with their friends' texts, and retell their texts.

### 3. Cohesion in paragraph writing

Cohesive devices are tools that can help writers to create and analyze cohesion within a paragraph. With these cohesive devices, students can create a cohesive paragraph and make the argument well developed and clear so as to give the reader the right affirmation.<sup>34</sup> There are five different types of cohesion devices (i.e. reference, substitution, ellipsis, conjunction, and lexical cohesion) which can be used to maintain paragraph cohesion.<sup>35</sup>

- a. Reference is the relationship between a word and its reference, or the ultimate referent for the terms entering the relationship. Reference is not pure repetition of words, but repetition of meaning.<sup>36</sup> The examples

of reference include the use of pronoun (Sandi and Ferdiansyah → they); (Santi → she); (Adam → he); (homework → it).

- b. Substitution is a way to reduce repetition in a text that refers to replacing words or eliminating words through the use of substitute

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<sup>34</sup> Aprida Irmayana and Lollo R. Lubis, "Analisa penyebab mahasiswa menggunakan cohesive devices dalam menulis teks analitikal eksposisi", *Jurnal education and development*, vol. 7. No. 1, (2019): 39.

<sup>35</sup> M. A. K Halliday and Ruqaiya Hasan, "Cohesion in English, (Longman, London: 1976): 6.

<sup>36</sup> Holger Koch, "A functional perspective of cohesion in English, (2007): 2.

term.<sup>37</sup> The examples of Substitution (Roni really loves that **girl**. The **woman** is from Bali); (My **pen** is too blunt. I must get a sharper **one**).

- c. Ellipsis is a deleting material that can be easily recoverable from the sentence or text.<sup>38</sup> The example of Ellipsis (I was going to go but [I] did not [go]. Would you like a cup of coffe? Yes, I would.<sup>39</sup>
- d. Conjunction is a word that connects a word, phrase, or clause, that has the function to connect two same or different meanings into one complete sentence but not structurally connected (e.g. for, and, nor, but, or, yet, so, before, after, because, if, as, so that, while, since). The examples of conjunction (**and** → Angelina is leaving for Korea **and** she is so excited; **but** → I really want to sleep **but** I still have many jobs to do; **or** → There are four **or** six girls in the room; **yet** → I try to contact her, **yet** she did not want to talk me; **so** → Saskia wants to live in England, **so** she is learning English).
- e. Lexical cohesion is created by relations between various lexical units of the text.<sup>40</sup> Lexical cohesion consist of reiteration; repetition of the same word (KPK stipulates Sumardi as a **suspect** in the criminal action of corruption. The **suspect** is currently be arrested in the Salemba prison house), collocation collocation is the pairing of words that

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<sup>37</sup> Maria T. Taboada, "Building coherence and cohesion: task-oriented dialogue in English and Spanish", *Johns Benjamins B.V.*, (2004): 162.

<sup>38</sup> Ralph W. Fasold, "An introduction to language and linguistics", Cambridge University Press, (2006): 285.

<sup>39</sup> Sachiko Yasuda, "Children's meaning-making choices in EFL writing: the use of cohesive devices and interpersonal resources", (2019):2, DOI: 10.1016/j.system. 2019. 102108

<sup>40</sup> Krisztina Karoly, "Aspects of cohesion and coherence in translation: The case of Hungarian-English news translation", *John Benjamins publishing company*, (2017): 61.

frequently occur together, such as climb/ascent, order/obey, laugh/joke, garden/dig, day/night, beach/waves/sand/swim/life-guard), synonymy (Thing = product/item/unit, sad/unhappy), hyponymy; general-specific relations (Grape → Fruit), metonymy (part-whole relations; house/door, room) and antonymy, for example, fast/slow, bou/girl, big/small.<sup>41</sup>

The sentences in the paragraph are arranged according to certain rules so that the meaning they contain can be expanded and clarified. One of the rules that must be met in order for a paragraph to be good and effective is that the sentences in a paragraph have a close relationship and a strong combination. A paragraph can be coherence if all the supporting sentences in the paragraph only support one topic or main idea. The challenges that occur to L2 learners are lack of confidence due to fear and difficulties on how to develop ideas about what to.<sup>42</sup> Motivating ourselves and believing in ourselves is important to do our best.<sup>43</sup>

#### 4. Writing paragraph cohesion through RCTR

RCTR is a combination of four types of activities: read, create, speak, and revise. However, according to Chang, RCTR is a combination of two processes. First of all, read for creating refers to learning tasks that encourage students to produce ideas during the writing process through

<sup>41</sup> Sachiko Yasuda, "Children's meaning-making choices in EFL writing: the use of cohesive devices and interpersonal resources", (2019)., DOI: 10.1016/j.system. 2019. 102108

<sup>42</sup> Calvin C. Y. Liao, Wan-Cheng Chang, and Tak-Wai Chan, "The effects of participation, performance", *game-based writing environment*, (2018): 1karfasold, DOI: 10.1111/jcal.12233

<sup>43</sup> Mounika Reddy Ragula, "Self-Efficacy: A Key element in writing your best papers with minimal guidance", *Teach Trends*, vol. 61 No. 1, (2016):1, DOI: 10.1007/s11528-016-0150-4



intensive reading. Intensive reading is a traditional way of teaching language where students are not required to focus on content but focus on language.<sup>44</sup> According to the constructivist approach to literacy development, reading and writing are intrinsically linked since they both call for the active construction of meaning and utilize similar cognitive processes.<sup>45</sup> Meanwhile, in talk to revising stage, students discuss and provide peer feedback to motivate them to revise their text during the rewriting phase.<sup>46</sup>

Talk to revising is another term for peer interaction which has benefits seen from both a theoretical and pedagogical perspective. Therefore, peer interaction has an important place in the second language (L2) classroom. Due to learners' propensity to produce a lot of language, peer interaction offers beneficial opportunities for L2 learning.<sup>47</sup> Children acquire language and words during interactions with others and learn about themselves during interactions with another. In L2 classroom, peer interaction has been pedagogically integrated for a variety of purposes, ranging from as a primary vehicle for language development such as task-

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<sup>44</sup> Ahmet Yildirim, "The benefits of extensive reading for foreign language acquisition", GRIN Verlag, (2014): 4.

<sup>45</sup> James L. Collins, et.al, "Bringing together reading and writing: an experimental study of writing intensive reading comprehension in low-performing urban elementary schools", *International literacy association*, (2017): 2, DOI: 10.1002/rrq.175

<sup>46</sup> Wan-Chen Chang, Chang-Yen Liao, and Tak Wai Chan, "Improving children's textual cohesion and writing attitude in a game-based writing environment", *Computer assisted language learning*, vol. 34 No. 1-2, (2019): 11, DOI: 10.1080/09588221.2019.1671459

<sup>47</sup> Masatoshi Sato and Roy Lyster, "Peer interaction and corrective feedback for accuracy and fluency development: Monitoring, practice, and proceduralization", *Studies in second language acquisition*, vol. 34 No, 4, (2012): 597, DOI: 10.1017/S0272263112000356



based English teaching.<sup>48</sup> Peer review is defined as a comment from peers in the class to the author regarding the weakness and strengths of a document.<sup>49</sup> Peer review gives authors the chance to discuss their works and learn how others have interpreted them.<sup>50</sup> There are many strategies that can be used to analyze paragraph cohesion as game-based writing environment (i.e. Read for Creating and Talk to Revising (RCTR) model, peer reviewing, peer feedback, peer response).

Pedagogically speaking, RCTR can be designed through the following learning scenarios. First, students make a draft based on a theme that creates writing ideas and motivate them to write. Second, students read their classmates' drafts and provide feedback. Students revise their drafts according to their peers' responses or peers' feedback.<sup>51</sup> Students can visualize each piece by reading peer texts that provide as examples of effective or ineffective writing techniques.<sup>52</sup> Students can improve their writing according to other students' feedback and other suggestion. It means that feedback can provide opportunities for students to learn from others.

<sup>48</sup> Kim McDonough, Jindarat D. Vleeschauer, and William J. Crauford, "Exploring the benefits of collaborative prewriting in a Thai EFL context", *Language teaching research*, vol. 23 No. 6, (2018): 2wu, DOI: 10.1177/1362168818773525

<sup>49</sup> Yong Wu and Christian D. Schunn, "From feedback to revisions: Effects of feedback perceptions author", *Contemporary educational psychology*, vol. 60, (2020): 3, DOI: 10.1016/j.cedpsych.2019101826

<sup>50</sup> Ken Hyland and Fiona Hyland, "Feedback in second language writing: Context and issues", *Cambridge University Press*, (2019): 7.

<sup>51</sup> Wan-Chen Chang, Chang-Yen Liao, and Tak Wai Chan, "Improving children's textual cohesion and writing attitude in a game-based writing environment", *Computer assisted language learning*, vol. 34 No. 1-2, (2019): 11, DOI: 10.1080/09588221.2019.1671459

<sup>52</sup> Melissa M. Patchan and Christian D. Schunn, "Understanding the Benefits of Providing Peer Feedback: How Students Respond to Peers' texts of Varying Quality" *Instructional Science*, VOL. 43 No. 5. (2015): , DOI: 10.1007/S11251-015-9353-x

## CHAPTER III

### RESEARCH METHOD

This research presents the methods related to the research conducted. This chapter consists of several parts, namely research design, research setting and participant, instructional procedures, data collection, data analysis, and ethical consideration. The points will be covered in more detail in the sections that follow.

#### **A. Research Design**

A qualitative case study approach was used in this research. Case studies are used in a number of settings to help us better understand people, groups and organizations, social, political, and other phenomena.<sup>53</sup> The aim of this study is to investigate the use of the Read for Creating and Talk to Revising (RCTR) to help students write the cohesiveness of paragraphs. This study is prominent because one of the most significant aspects of composing paragraphs is cohesion. It is expected that by employing the Read for Creating and Talk to Revising (RCTR), students will find it easier to write well paragraph with the appropriate cohesion markers.

In this study, first, research procedures were designed to suit the context and participants' learning needs. In fact, many of them had not learnt much on how to write cohesive paragraphs. Second, the researcher negotiated with the principal by asking the principal for permission to conduct research at

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<sup>53</sup> Robert K. Yin, "Case Study Research: Design and Methods". Volume 5 of Applied Social Research Methods. *SAGE Publications*, (2003): 1.

the school by explaining the purpose of this research. The researcher also assures students that this research is voluntary, in the sense that the researcher does not force students to be willing to be involved in this research and students can quit this research if students are unable to continue. Third, learning activities are designed using the Read for Creating and Talk to Revising (RCTR) model. The use of the Read for Creating and Talk to Revising (RCTR) model is chosen to help students maintain cohesiveness in paragraphs. Fourth, data collecting interview observations, and document studies were employed in this study. Fifth, the researcher analyzes data and reports their findings.

#### **B. Research setting and participants**

This research was conducted in one Indonesian vocational high school located in Lumajang, East Java. Additionally, this vocational school was situated in an Islamic boarding school (pesantren). The location was relatively close to researcher's house so that it is easier to access or examine more deeply the problems being studied. The researcher obtained permission from the school principal and made an offer to students who took part in the study. When I was at the school for two month field observation, I saw that students had problem with their English writing. To carry out the problem, I try to apply the Read for Creating and Talk to Revising (RCTR) Tasks to write paragraphs and share knowledge about cohesion. The school has three classes: tenth, eleventh, and twelfth grades. The researcher was assigned to teach the tenth grade. The school under study followed the vocational high school 2013

Curriculum. The students participating in this study majored in Computer and Network Engineering. According to the 2013 curriculum, English learning uses a variety of texts, including extensive functional texts in the form of descriptive, narrative and discussions, as well as writings with varied themes. In this study, the selected text genre is descriptive text. These English lessons met once in a week in which each of the class periods lasted for 90 minutes.

There were twenty students in class; twelve females and eight males. The students ranged between 16 and 18 years old in the first grade. The tenth grade is the first year of school, so that it is an opportunity for the researcher to help students to become familiar in employing cohesion in paragraphs before moving on to the following grade. In this study the researcher used purposive sampling to obtain the sample. Purposive sampling is a sampling technique of data sources with certain considerations, for example the person is considered to know best about what we expect.<sup>54</sup> Purposive sampling is where a researcher selects a sample based on the needs about the study. The participants are selected based on the purpose of the sample. Participants are selected according to the needs of the study. In this study, the researcher took three students from tenth-grade students in order to make the data more valid. Ethical consideration of this study is explained in the next sub-section.

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<sup>54</sup> Sugiyono. "Metode Penelitian Kuantitatif, Kualitatif, dan R&D", Bandung: Alfabeta, CV, (2017): 124

### C. Instructional Procedures

In this study, the researcher designed the writing tasks following Anthony Seow writing process; Planning, Drafting, Revising, and Editing.<sup>55</sup> The class begins with pre-writing activities, while writing activities, and post writing activities. In pre-writing activities, the teacher begins with explaining what cohesion is and how to write a cohesiveness-rich paragraph. Following that, students are introduced to the Read for Creating and Talk to Revising (RCTR) tasks and how to use it. In while-writing activities; the read for creating process is the first step in the Read for Creating and Talk to Revising (RCTR) tasks. Students are required to read descriptive texts and comprehend them before making drafts or writing. As a result, students learn how to produce descriptive text and generate writing ideas. Students were instructed to choose a theme for a draft after reading and generating ideas for writing. Next, they create a draft based on the topic they have chosen. Students give their drafts to their classmates to read and provide feedback in the second phase, Talk to Revising. Thus, students revise their drafts based on feedback from their peers. In post-writing activities; students offer their writing to the teacher as an editor after rewriting according to peer comments or peer feedback to double-check whether their writing is correct or still needs to be improved. The detail of learning tasks can be seen in Table 2.

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<sup>55</sup> Anthony Seow, "Methodology in Language Teaching (An Anthology of Current Practice", Cambridge University Press, (2002): 317-319.

**Table 3.1.**  
**Read for Creating and Talk to Revising (RCTR) Model Stage**

Writing Stage	Goals	Teacher Activities	Student Activities
Pre-writing activities <ul style="list-style-type: none"> <li>• Planning</li> </ul>	Build student's understanding about the concepts of paragraph writing, cohesion, and RCTR	<ul style="list-style-type: none"> <li>• Teacher explains about cohesion and Read for Creating and Talk to Revising (RCTR) model</li> <li>• The teacher gives an example of cohesive paragraph</li> <li>• The teacher gives a topic that will be chosen by students</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to the teacher's explanation regarding cohesion and Read for Creating and Talk to Revising (RCTR) models</li> <li>• Students observe examples of cohesive paragraphs</li> <li>• Students choose a topic that will be used as an idea to write a paragraph</li> </ul>
While-writing activities; <ul style="list-style-type: none"> <li>• Drafting</li> </ul>	<ul style="list-style-type: none"> <li>• Allows students to write cohesive paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher give directions to the students to make a draft</li> </ul>	<ul style="list-style-type: none"> <li>• Students write draft paragraphs with cohesion according to the topic they have chosen</li> </ul>
<ul style="list-style-type: none"> <li>• Responding</li> </ul>	<ul style="list-style-type: none"> <li>• Allows students to negotiate their ideas, comment on and correct errors in their peers' writings, and provide suggestions for the development of their peers' drafts.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher give peer response sheets to the students</li> </ul>	<ul style="list-style-type: none"> <li>• Students respond / provide feedback to peers in the form of comments or suggestions.</li> </ul>

<ul style="list-style-type: none"> <li>Revising</li> </ul>	<ul style="list-style-type: none"> <li>Correcting errors</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provide students to read feedback and revise their draft</li> </ul>	<ul style="list-style-type: none"> <li>Students review or revise their written drafts based on the feedback given in the responding phase.</li> </ul>
<ul style="list-style-type: none"> <li>Editing</li> </ul>		<ul style="list-style-type: none"> <li>Teacher make sure students have tidy up their drafts</li> </ul>	<ul style="list-style-type: none"> <li>Students tidy up their texts as they prepare the final draft for teacher evaluation.</li> </ul>
Post-writing activities <ul style="list-style-type: none"> <li>Evaluating</li> </ul>	To make sure there are no mistakes in student writing	<ul style="list-style-type: none"> <li>The teacher evaluates the final draft of the students whether there are still things that need to be improved or not.</li> </ul>	<ul style="list-style-type: none"> <li>Students revise their drafts especially for students who still have errors in their drafts.</li> </ul>

Adapted from Anthony Seow (2002)

**Table 3.2.**  
**Peer Responding Checklist**

When responding to your peer's draft, ask yourself these questions!	Yes	No	Example
Does your peers' paragraph match the chosen topic?			
Does your peer use references in their paragraphs?			
Does your peer use conjunctions in their paragraphs?			
Does your peer use ellipsis in their paragraphs?			
Does your peer use substitution in their paragraphs?			

Adapted from Anthony Seow (2002)

#### D. Data Collection

Data were collected through three techniques; interview, observation, and document analysis. Interviews can be conducted face-to-face or over the telephone. Interviews were designed to collect data about memorable experiences before and after creating cohesive paragraphs using the Read for Creating and Talk to Revising (RCTR) tasks. Interviews with selected vocational high school students are being conducted in order to learn more about the cognitive aspects of language that they discovered while using the Read for Creating and Talk to Revising (RCTR) tasks to make paragraph cohesion. In this study, the researcher used in-depth interviews with semi-guided questions. The question is asked formulated but the interviewer may change the format or questions during interview process.<sup>56</sup>

**Table 3.3.**  
**Interview Questions**

1	Have you studied cohesion before?
2	Have you ever learned to use the Read for Creating and Talk to Revising (RCTR) model?
3	What are your difficulties in creating cohesive paragraphs?
4	What do you think about Read for Creating and Talk to Revising? Is this helpful or not?
5	Do you always pay attention to your teacher when your teacher explains the subject matter?
6	How do you feel after learning to use the Read for Creating and Talk to Revising (RCTR) model?
7	What do you gain after studying cohesion?
8	What do you know after learning cohesion? Do you think it is important to learn cohesion?

<sup>56</sup> Donald Ary, Lucy C. Jacobs and Chris Sorensen, "Introduction to Research in Education Eight Edition, Wadsworth, Cengage Learning, (2010): 438.



The second data collection technique is observation. According to Machfudi (2017) as a researcher, I was able to observe classroom practice and concentrate on how students participated in the learning process.<sup>57</sup> During my observations in class, I used a digital camera or a cellphone camera, captured a selected class practice. At the same time I also used the observation sheet to keep track of my findings. I was in the classroom as a participant observer, telling students that I was there to study with them. When I offered students explanations or writing works, I kept an eye on them and watch what they were doing. This is one of the reasons for adopting participant observation, which allows researchers to describe data immediately in the field. Another purpose for participant observation is to make describing participant perspective easier for me. As a result, this observation provides qualitative data in the form of field notes that describe classroom activities.

The last technique of collecting data is documentation (document analysis). Document analysis in this study involves analyzing the content of written documents to make certain deductions. The data that the researcher wants to obtain with documentation techniques are: students writing works, peer comment, observation checklist or field note.

#### **E. Data Analysis**

In this section, the researcher explores strategies to comprehend, characterize, explain, and interpret the things or events to which the data refers. As a result, data analysis was critical in every study to elicit the real

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<sup>57</sup> Muhammad Imam Machfudi, "The Long Term Impact of an English Language Teacher Training Program on Teachers' Practices in Madrasah Tsanawiyah in Indonesia", University of Southern Queensland Australia, (2017): 58.

and structural information needed to answer the research question. The researcher analyzed the data garnered from observations, interviews, and documents. Gibson and Brown (2009) suggest four phases for qualitative data analysis; Transcribing, Identifying Themes (Coding), Categorizing, and Interpreting.

### 1. Transcribing

The process of converting the data into a new format is known as transcription. The researcher represents or, better yet, restates the data gathered through transcription. According to Gibson and Brown (2009), there are three general types of transcription; indexical transcription, unfocused transcription, and focus transcription.<sup>58</sup>

### 2. Identifying Themes (Coding)

After transcribing the data, the next stage is identifying some themes in the transcript. In this phase, the researcher analyzes the data according to similarities, relationships, and differences across the data set.

### 3. Categorizing

The next step is to categorize all of the data into groups in order after identifying the data's themes. The amount of data that is not relevant to the study will be decreased. The major theme and sub-themes of the full themes related to the study will be categorized by the researcher. The case will be summarized after the theme has been classified.

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<sup>58</sup> William J. Gibson and Andre Brown, "Working with qualitative data", SAGE Publications, (2009): 114.

#### 4. Interpreting & Translating

After categorizing the theme, the data must be interpreted. The researcher will begin to interpret the data based on the categorized group of themes in order to get the study's conclusion. Moreover, the results of interviews conducted in Indonesian and regional languages such as Javanese and Madurese were translated into English without affecting the interview's authenticity or key points.

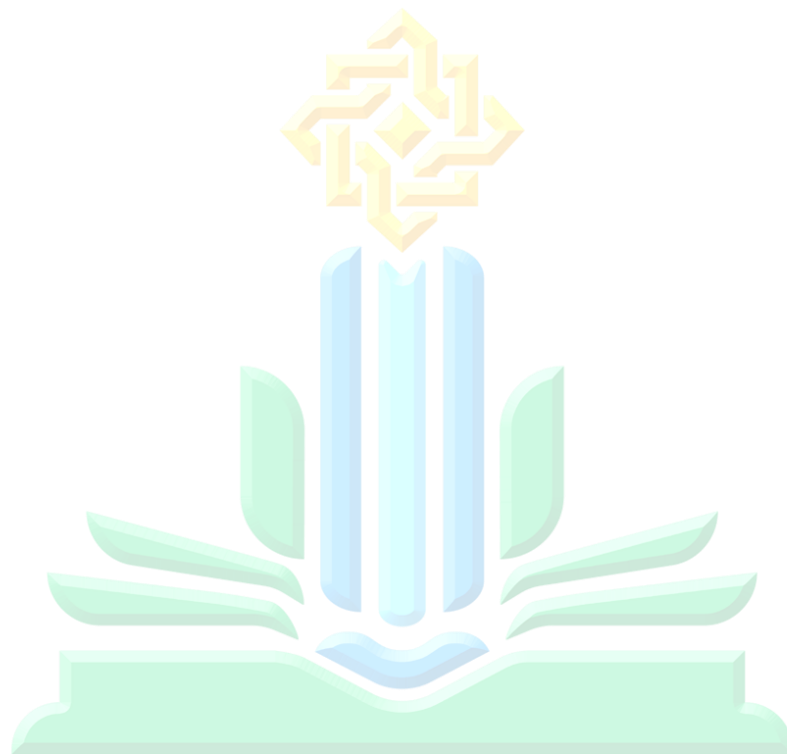
#### F. Ethical-Considerations

One of the most crucial components of research might be described as ethical consideration. As an “insider researcher”, Fleming (2018) emphasizes certain ethical dilemmas that frequently arise from the power gap and ongoing connections with participants.<sup>59</sup> But it's crucial to take into account the principles of morally-sound research that uses human subjects. Before the fieldwork, the researcher requested a letter from the faculty for conducting the research. After the letter was issued, the researcher went to school and gave the letter to the principal. I will inform the principal and students that this is a non-coercive study. As a result, anyone can participate or not engage in this study. Because the value of students in school will not be affected by this research. If a student decides at any point throughout the study that he does not wish to continue, he is free to do so. Then, in order to ensure the safety and comfort of students, their identities must be protected. The students' identities will then be changed to pseudonyms and their faces will be blurred

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<sup>59</sup> Fleming, J, “Recognizing and resolving the challenges of being an insider researcher in work-integrated learning [special issue]. *International Journal of Work-Integrated Learning*, 19(3), (2018): 311-320

to ensure their safety and comfort. Researchers keep data in the form of documents (student writing), recordings, and images on the researcher's laptop and backup on the hard disk after acquiring data or information from students.



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## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter shows the research outcomes after outlining the research context, the ideas that have confirmed the research, and the research methodologies used. Interviews, observations, and documentation will be used to produce the study's findings. The outcomes of data gathering through documentation, observation, interviews with participants needed in the research, and discussions that focus on the problems researched are used to create the discussion in this chapter.

#### **A. Research Findings**

The data analysis would be presented based on the following research objective as follow to figure out how the Read for Creating and Talk to Revising (RCTR) tasks can engage students in writing cohesive paragraph.

##### **1. Students' engagement in writing through text modeling**

In this research, the process of read for creating and talk to revising task begins by building knowledge about descriptive text and cohesion. To achieve this goal, the researcher invites students to comprehend what descriptive writing is and how it is organized before they begin to write.

The researcher shows them picture of historical places (Borobudur Temple and Peak B29) and invites them to be able to describe the place (See Figure 1). The example picture can be a visual aid for students what the descriptive text actually is.

The goal of showing the picture to students is to give students ideas of what and how the descriptive text is. The researcher asked them to pay attention to two pictures of historical places. After that, the teacher invites them to describe the picture such as location, shape, and color. In addition, the use of pictures can attract and direct their attention to concentrate on the content of the lesson and make them pay more attention to the teacher. Thus, interaction between teachers and students will also be established.



Figure 4.1.

Students observed picture shown by the researcher, March 19<sup>th</sup>, 2022

The use of text as a model helps them to understand what a descriptive story is, how it is written and what the linguistic structure of the descriptive text is like. To achieve the goal of outstanding them to read examples of descriptive text (see figure 2). These examples can be an illustration for them to understand the organizational structure in descriptive texts. It is also intended that they can generate descriptive writing ideas.



Figure 4.2.

Students read an example of descriptive text, March 19<sup>th</sup>, 2022

The figure 2 shows that students in pairs are reading an example of a descriptive paragraph. The researcher invites them to determine the linguistic structure in the texts they read. It is intended that they not only understand what is meant by descriptive text and its linguistic structure, with the example of the text they can find out concrete examples or how the form of descriptive text is. So, they have an idea or idea to write a descriptive paragraph.

Table 4.1.  
Data display of group interview, March 19<sup>th</sup>, 2022

Turn	Actors	Contribution	Mood
1	T	What did you learn today?	Asking for confirmation
2	S1	Today I learned English about descriptive text and cohesive paragraphs about tourism places and historical places.	Statement
3	S2	<u>We also learned about pronouns like I, You and others used to improve paragraph cohesion.</u>	Statement

4	T	Do you find reading text helps you write? And the pronouns improve the cohesion of your paragraph?	Asking for confirmation
5	S1	It helps. Because <u>if I don't read the example descriptive text maybe I can't get an idea to write a good paragraph and have trouble starting a paragraph.</u>	Statement

From those excerpts, students can immediately realize descriptive text and cohesiveness by using pronouns as a tool. Reading samples of descriptive texts and instances of cohesive paragraphs can thus assist them better comprehend and know descriptive texts. The outcomes of this study show that employing pictures or examples of descriptive text and cohesive paragraphs to aid student learning development helps them understand social functions, text structures, and linguistic aspects (cohesion) in short descriptive written texts.

The aforementioned explanation leads to the conclusion that the classroom learning process can reveal whether or not student learning results are positive. Students will comprehend the information offered by the teacher more rapidly while engaging in educational engagement activities with teachers using a variety of learning models. Before beginning to teach, a teacher must be well-versed on the material to be taught, different learning styles, and the use of aids or tools to best express the material.



## 2. Peer reviewing as immediate constructive feedback

As previous discussed, students might gain ideas and inspiration for writing by reading example texts before they start writing. In this part, after reading the example descriptive text, they continue to develop the paragraph outline. They write down their ideas according to a predetermined theme. Writing paragraph outlines has the goal of making it easy for them to produce a paragraph on a regular basis. In addition, making paragraph outlines can avoid writers block.

This picture represents students working on their paragraph summaries. They outline their conversation in paragraph form. They begin by choosing a title that matches with the theme. Then, they arrange the main points or facts in a logical order in accordance with the flow of paragraph development that will be generated. The topics that will be covered in the identification and description sections are decided by them. They create an introduction or general explanation of the thing to be described. As they do in the identification part, such as the location of objects. They provide a detailed description of the thing in the description section.



Figure 4.3.  
Students write a paragraph outline, April 4<sup>th</sup>, 2022

After creating the paragraph outline, they presented to the researcher the paragraph outline they had written and asked for feedback on whether it was appropriate or not (Figure 3). The goal of receiving feedback from researchers is to provide confirmation or more information about their writing process. If the outline of the paragraph they have created corresponds to the topic to be discussed, they are free to expand the shape of the paragraph. If the framework is insufficient or there are still flaws, the researchers offer guidance until their paragraph structure is adequate for the topic at hand.

After the outline of the section they wrote fits the topic they will discuss, they will continue to develop it into short paragraphs. They structure their essays according to the framework they have worked on. With the existing framework, they just expanded it by providing some supporting phrases.

T: What are your difficulties in writing a cohesive paragraph or a descriptive paragraph?

S1: My difficulty in making paragraphs is arranging the words and punctuation. It is sometimes difficult for me what to continue to write after completing my first sentence. (In-depth interview, April, 2022)



Figure 4.4.

Student ask researcher feedback, April 9<sup>th</sup>, 2022

Apart from the fact that the language they use is not their native tongue, they claimed that putting together words is what makes it challenging for them to write paragraphs in English. They struggle to finish phrases they want to write or translate from Indonesian to English due to their limited command of vocabulary and grammar. Additionally, they struggle with utilizing the appropriate punctuation. They still occasionally forget to use punctuation. It can be seen from the following interview excerpt.

T: Do you think that outlining paragraphs before writing can help you put your words together?

S2: yes. In my opinion, making a paragraph outline first can help me determine the idea or section that I will write. Then I just develop it into paragraphs. Additionally, reading sample text helps me build background knowledge of the topic I wrote about.

Previously, they had trouble identifying the main topic or ideas in their writing. What will be covered next is still unclear to them. They are unaware that there can only be one main idea in a paragraph. They struggle to create a paragraph that makes sense. They are unable to understand how to turn the main statement into a series of supporting sentences. They contend that creating an outline before writing can assist them avoid paragraph incoherence. Although, they found it difficult to develop their paragraphs, reading sample text helps them develop their ideas.

These examples demonstrate how much simpler it is for students to create descriptive paragraphs when they plan them out beforehand. They can better understand what to write by outlining the section before beginning the description. They only write down the idea or topic, then expand upon it in a paragraph. Additionally, reading before writing helps students prevent writer's block.

Furthermore, receiving input from researchers, they were also asked to give their opinion on their friends' paragraph. This activity is meant to encourage them to help each other. In addition, peer feedback can be used as a tool to learn about their shortcomings or progress and their level of understanding of the material they have learned.

T: how do you feel after using the RCTR model?

S3: I feel happy. Because I can make paragraphs easier and I have new experience using RCTR and can find out my mistakes from peer reviews. My partner sometimes helped me with pronouns change in sentence.

They say that peer review helps them in writing. After giving their paragraphs to their friends, each of them gave feedback on their friends' writings. Then, they immediately saw the feedback given by their peers. They corrected their mistakes from the notes given by their friends. It aids them in identifying mistakes and missed details in their paragraphs.

T: how do you find this peer-review practice?

S1: I feel that it helped me a lot. I directly checked my note, and corrected the mistakes.

They claimed that they had never actually learnt how to use Read for Creating and Talk to Revising (RCTR). They initially had trouble understanding how to use Read for Creating and Talk to Revising (RCTR). They do not understand it, but they nevertheless proceed step by step. Considering that they wish to understand what Read for Creating and Talk to Revising (RCTR) is. They claim that discovering how to use Read for Creating and Talk to Revising (RCTR) is a totally new experience. They are pleased with the new experience they have. Peer reviews also allow them to learn about their errors or flaws.

Peer Responding Checklist			
When responding to your peer's draft, ask yourself these questions!	Yes	No	Example
Does your peers' paragraph match the chosen topic? (apakah paragraf temanmu sesuai dengan topik yang dipilih)	✓		Berkaitan dengan
Does your peer use references/pronoun in their paragraphs? (apakah temanmu menggunakan references/kata ganti dalam paragrafnya?)		✓	
Does your peer use conjunctions in their paragraphs? (apakah temanmu menggunakan kata hubung dalam paragrafnya?)	✓		And, from
Does your peer use ellipsis in their paragraphs? (apakah temanmu menggunakan ellipsis dalam paragrafnya?)		✓	
Does your peer use substitution in their paragraphs? (apakah temanmu menggunakan substitution dalam paragrafnya?)	✓		
Does your peer use adjective in their paragraphs? (apakah temanmu menggunakan kata sifat dalam paragrafnya?)	✓		Seamless -Very clear
Does your peer use simple present in their paragraphs? (apakah temanmu menggunakan simple present dalam paragrafnya?)	✓		The writer present is better and correct in the number usage

Figure 4.5. Students Peer Review

It concludes from the foregoing that developing a paragraph outline before writing a paragraph can aid in the generation of ideas for writing. They are able to comprehend the arrangement of the paragraphs they write because to the paragraph structure. Peer review also alerts them to the flaws and mistakes in their paragraphs.

### 3. RCTR mediating writing cohesive paragraph

As was previously mentioned, writing paragraphs for students is challenging. They struggle with writing paragraphs. However, because to their commitment to learning, they are gradually developing the ability to write in paragraphs. At first, they were not really sure what they wanted to write about. Then, they study examples of descriptive texts as a guide to help them comprehend the structure of descriptive texts. As a result, they receive an idea for their writing.

T: How do you write a cohesive paragraph??

S2: I write down the main points or ideas that I want to discuss. I arrange them according to the descriptive structure of the text. Then I develop it with supporting sentences.

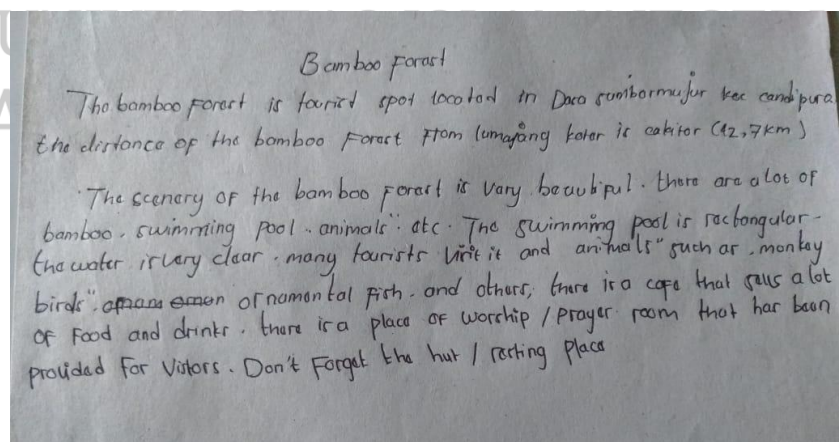


Figure 4.6. Cohesive paragraph written by students

The topic is chosen by the students first. They talk about the places of interest (Historical or Tourism Place) close to where they live. The next stage after choosing the topic for discussion is to choose the main idea or explanation sentence. They look for thoughts and information about the topic. They start organizing their thoughts by writing them down to create a paragraph framework once they have a clear idea of what they want to say in the paragraph. Only a few keywords are recorded. Once all the ideas and information have been presented clearly, students start to consider how to arrange the paragraph. They create an acceptable sentence structure by expanding the explanatory sentences. Therefore, the order in which these sentences are placed might create a paragraph that includes the core theme. The supporting sentences develop the main concept. Supporting sentence are the main part of supporting paragraphs. Supporting sentences expand on and clarify the topic being discussed. They organize the paragraphs in accordance with the text's descriptive linguistic structure.

The most crucial information is presented first. They begin by presenting the subject of their discussion and giving a general description of it. They then give a detailed description of the object.

It is clear from the explanation above that RCTR is a technique for writing paragraphs that flow naturally. Before beginning to create paragraphs, students find it helpful to read examples of descriptive writing to acquire ideas. They can learn how to improve their paragraphs by



giving feedback on the writings of their friends or by peer reviewing their own work.

## **B. Discussion**

The result show that Reading for Creating and Talk to Revising (RCTR) was an effective method for teaching students to write cohesive paragraphs. A learning process that places emphasis on students' learning experiences while using teaching strategies such Read for Creating and Talk to Revising (RCTR) aims to determine the extent to which students' learning experiences help them enhance their ability to write using Read for Creating and Talk to Revising (RCTR) as well as their ability to maintain cohesive paragraphs.

Further findings reveal that read for creating and talk to revising (RCTR) was introduced to achieve better results in language teaching especially in writing. This happened because there were three selected thematic analyzes found by the researcher. 1) Students' engagement in writing through text modeling, 2) Peer reviewing as immediate constructive feedback, 3) RCTR mediating writing cohesive paragraph. First, a more effective learning opportunity in the process of building students' awareness of the material is to invite students to know in advance what is meant by descriptive text and its linguistic structure. They are also introduced to what is meant by cohesion. The use of sample texts in the learning process is carried out to help students know what descriptive text looks like and how it's linguistic structure is. Clarke, Snowling, Truelove, and Hulme (2010) pinpoint that the goal of reading is to



extract meaning from text.<sup>60</sup> Thus, they do not only know the meaning and structure of the language. However, they can analyze the sample text. Teachers then select texts with which the students can be successful in their reading, with some guidance or scaffolding. The teacher introduces the text to students by sharing information that will be useful for them to know about the text, such as information about structure and cohesion in paragraphs. So, the teacher's explanation is more concrete than just described in words. Students who have a restricted number of thoughts will find it challenging to write, especially in paragraphs. Students often struggle with coming up with original ideas, connecting words together, and bringing ideas to life in written form. Finding ideas is the first step in creating an paragraph. Therefore, a suitable strategy or way is required so that they can acquire ideas. Before beginning to create paragraphs, they can have a better understanding of descriptive writing by reading samples of it. Reading the text with the guidance of the teacher makes it easier for students to understand the text they are reading. A preliminary paragraph plan can help them come up with writing ideas. A work's development can be recounted in an paragraph. They can build a story by outlining it in a paragraph. Thus, when writing, they are not confused. Because they have already outlined and arranged the points they intend to cover in their paragraphs, they don't get lost when creating them. The framework can also help students when they run into a writing block, which is typically caused by running out of ideas on how to continue the story. The storyline can be

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<sup>60</sup> Paula J. Clarke, Margaret J. Snowling, Emma Truelove, and Charles Hulme, "Meliorating Children's Reading-Comprehension Difficulties: A Randomized Controlled Trial", *Psychological science*, Vol.21 No. 8, (2010): 1106, DOI: 10.1177/0956797610375449

developed by figuring out the work's fundamental themes. So that the choice of the story's climax would be more interesting and compelling.

Second, Peer review as immediate constructive feedback. Peer review is an activity that aims to increase students' motivation by providing feedback on their friends' writings. Providing peer feedback is considered beneficial to students' writing as it stimulates them to actively consider the task-specific processes and criteria.<sup>61</sup> The purpose of this peer review is to provide an opportunity for students to exchange opinions about their writing. Peer review or peer feedback develops students to improve their knowledge through providing opportunities for critical thinking. Furthermore, in writing, peer review is a common practice to improve text quality.<sup>62</sup> Not all students may be able to provide very good and elaborated reviews to their peers, systematic use of peer assessment can provide students with more and quicker feedback.<sup>63</sup> Therefore, it is necessary to have a good learning plan to anticipate or minimize problems that will later arise, so that learning runs normally and learning success is achieved. Because mistakes can't be isolated from what we write when we write, this process is crucial. Starting with minor mistakes (writing methods) and moving on to significant (content). Giving pupils

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<sup>61</sup> Bart Huisman, Nadira Saab, Jan Van Driel & Paul Van Den Broek, "Peer feedback on academic writing: undergraduate students' peer feedback role, peer feedback perceptions and essay performance", *Assessment and evaluation in higher education*, Vol.43 No. 6, (2018): 2, DOI: 10.1080/02602938.2018.1424318

<sup>62</sup> Hendrien Duijnhouwer, Frans J. Prins and M. Stokking, "Feedback providing improvement strategies and reflection on feedback use: Effects on students' writing motivation, process, and performance", *Learning and instruction*, Vol.22 No. 3, (2011): 172, DOI: 10.1016/j.learninstruc.2011.10.003

<sup>63</sup> Jan K. Rød and Marte Nubdal, "Double-blind multiple peer reviews to change students' reading behaviour and help them them develop their writing skills", *Journal of geography in higher education*, Vol.46 No. 2, (2021): 5, DOI: 10.1080/03098265.2021.1901265

comments from their peers can encourage them to actively think. Each student will have the chance to remark on and rate the learning outcomes of other students throughout the learning process. Peer feedback enables students to discuss their ideas, offer criticism and corrections on the work of their peers, and offer recommendations for the improvement of their drafts. Peer feedback is a substitute approach for writing instruction that can be used to enhance students' writing abilities.

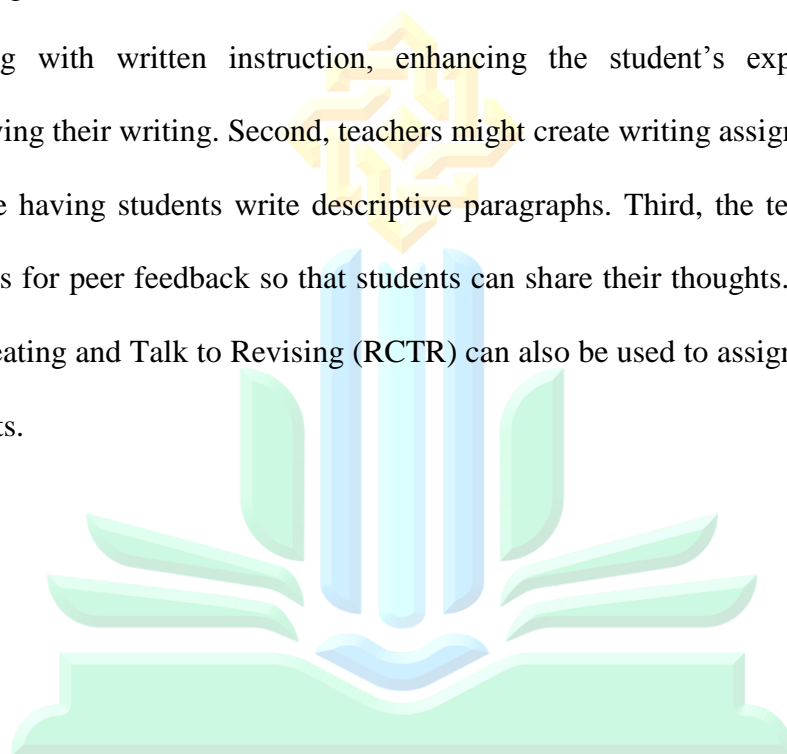
Third, Read for Creating and Talk to Revising mediating writing cohesive paragraph. Writing is the process of developing ideas into notes, facts, or fictional narratives. Teaching writing skills can provide benefits to train and encourage students to express themselves freely in writing. Writing also refers to the process of expressing creativity or ideas through written language, most commonly in the form of a paragraph. Because the author uses his writing to convey the contents of his thoughts, ideas, opinions, or desires. The ability of the students to supply the visuals with different effects and transitions reflects the creativity development.<sup>64</sup> One of the conditions for the formation of a good paragraph is the existence of cohesion in the paragraph. Cohesion serves a purpose by maintaining the connections between sentences, which helps the conversations become cohesive rather than just being a collection of sentences with varying discussion topics. Writing cohesive paragraphs can be improved by using Read for Creating and Talk to Revising (RCTR). Read for Creating and Talk to Revising (RCTR) is an effective learning model for writing

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<sup>64</sup> Sandi Ferdiansyah, "Collaborative narrative writing: A digital photography task in an Indonesian Islamic secondary school". *Indonesian Journal of Applied Linguistics*, Vol.8 No. 2, (2018):311. Doi: 10.17509/ijal.v8i2.13277

cohesive paragraphs. Building comprehension of text description and cohesiveness is the primary goal of the read for create process.

Based on the findings and discussion above, this study presents practical implications for learning to write with Read for Creating and Talk to Revising (RCTR). First, the teacher can create exercises that combine offline learning with written instruction, enhancing the student's experience in improving their writing. Second, teachers might create writing assignments that involve having students write descriptive paragraphs. Third, the teacher offer chances for peer feedback so that students can share their thoughts. This Read for Creating and Talk to Revising (RCTR) can also be used to assign writing to students.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

The conclusions and suggestions are presented in this chapter. The conclusion section describes the overall results of the study. The suggestions for other researchers so that they can do research that is much better than this research.

#### A. Conclusion

Based on the findings of the study, it can be concluded that RCTR tasks can be employed to mediate students' writing cohesion. The use of sample text can assist students more easily understand descriptive texts and their linguistic structures. Read for creating activities with guidance from the teacher can make it easier for them to understand a text. In addition, reading sample text before starting to write can provide an overview and can generate ideas before they start to write. Creating a paragraph outline can also help students in writing. It can help them to avoid writer's block. The benefit of this learning is that students can easily learn to write cohesive paragraphs mediated by Read for Creating and Talk to Revising (RCTR). Students also acquire new insights into how they learn to write using Read for Creating and Talk to Revising in addition to quickly learning to produce cohesive paragraphs.

## B. Suggestion

Based on the foregoing finding, the researcher offer the following suggestions for the teaching writing:

### 1. for English Teacher

Teachers can use the Read for Creating and Talk to Revising (RCTR) tasks in learning to write in teaching students how to write cohesive paragraphs. The study demonstrates that this method can improve students' writing skills. This method can make it easier for them to understand how to write cohesive paragraphs.

### 2. for Future Researchers

The researcher hopes that this study may serve as a source for further researchers to carry out learning by using a better Read for Creating and Talk to Revising (RCTR) for learning to write.



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Appendix 1

Matrix of research

TITLE	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH PROBLEM
Enacting Read for Creating and Talk To Revising (RCTR) Tasks for Vocational High School Students To Maintain Paragraph Cohesion	1. Maintain Paragraph Cohesion 2. Read for Creating and Talk to Revising (RCTR)	<ul style="list-style-type: none"> <li>- Reference</li> <li>- Substitution</li> <li>- Conjunction</li>   <li>- Descriptive Text</li> </ul>	1. Interview Data 2. Observation Data	<b>1. Research Approach :</b> Qualitative Approach  <b>2. Types of research</b> Case Study  <b>3. Technique of Data Collection:</b> <ul style="list-style-type: none"> <li>- Observation</li> <li>- Interview</li> <li>- Document analysis</li> </ul> <b>4. Data Analysis:</b> <ul style="list-style-type: none"> <li>- Transcribing</li> <li>- Identify theme (Coding)</li> <li>- Categorizing</li> <li>- Interpreting &amp; Translating</li> </ul>	1. How can Read for Creating and Talk to Revising (RCTR) tasks engage students in writing classroom?

## Appendix 2

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1)

Nama Sekolah	: SMK Ulil Albab Lumajang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/ Genap
Materi Pokok	: Descriptive Text Writing
Sub Materi	: Paragraph cohesion
Alokasi Waktu	: 4 x 45 menit

#### A. Kompetensi Inti (KI)

- KI 1: Menerima dan menjalankan ajaran agama yang dianutnya.
- KI 2: Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi secara efektif dengan teman di kelas, guru, dan lingkungan sosial.
- KI 3: Memahami, menerapkan, menganalisis pengetahuan factual dan procedural, berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Indikator Pembelajaran
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana lisan dan tulis tentang tempat wisata dan bangunan bersejarah terkenal sesuai dengan penggunaan. 3.4.2 Mengidentifikasi unsur kebahasaan <i>cohesion</i> dalam teks deskriptif

<p>4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.4.1 Menyusun paragraph deskriptif singkat (100 kata) menggunakan unsur kebahasaan cohesion.</p>
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## B. Tujuan Pembelajaran

- 3.7 Setelah melaksanakan kegiatan pembelajaran melalui model Read for Creating and Talk to Revising (RCTR), peserta didik dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan (*cohesion*) dalam teks tulis pendek berbentuk deskriptif dengan memberi dan meminta informasi terkait dengan konteks penggunaannya dengan benar dan dengan sikap kreatif, kemandirian, santun, ketelitian, dan tanggung jawab.
- 4.7 Setelah melaksanakan kegiatan pembelajaran melalui Read for Creating and Talk to Revising (RCTR), peserta didik dapat menangkap makna juga memahami materi *cohesion*, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dengan sikap kreatif, kemandirian, santun, ketelitian, dan tanggung jawab.

## C. Media Pembelajaran & Metode Pembelajaran

- Media : Gambar, Worksheet
- Pendekatan : Genre Based Approach (GBA)
- Teknik : Read for Creating and Talk to Revising (RCTR)
- Alat Bahan : Spidol, Papan Tulis

## D. Kegiatan Pembelajaran

Stage	Goal	Teacher's activity	Students' activity
Focused form instruction (10') - Pre-input	- Membangun pemahaman siswa tentang konsep menulis	- Mengajak siswa mengamati (unsur	- Siswa mengamati (unsur kebahasaan)

	<p>paragraph, kohesi, dan Read for Creating and talk to revising (RCTR).</p>	<p>kebahasaan, misalnya alur paragraph, kosakata, dan tata bahasa)</p> <p>sebuah paragraf</p> <ul style="list-style-type: none"> <li>- Mengajak siswa untuk mendekonstruksi paragraph berdasarkan struktur organisasinya</li> </ul>	<p>sebuah paragraph</p> <ul style="list-style-type: none"> <li>- Siswa membaca mendekonstruksi paragraph berdasarkan struktur organisasinya.</li> </ul>
<ul style="list-style-type: none"> <li>- Task (25') oriented input</li> </ul>	<ul style="list-style-type: none"> <li>- Melatih siswa untuk berpikir kritis</li> </ul>	<ul style="list-style-type: none"> <li>- Guru mengajak siswa untuk menganalisis kohesi sebuah paragraph melalui penggunaan kata hubung dan pronoun.</li> <li>- Guru meminta siswa untuk membuat kerangka paragraf deskriptif dengan tema tempat wisata dan tempat bersejarah di lingkungan sekitar</li> <li>- Guru memberikan umpan balik tulisan siswa</li> <li>- Guru meminta siswa untuk mengembangkan paragraf pendek 50-100</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa menemukan kata hubung dan pronoun dalam paragraph untuk membangun kohesi</li> </ul>

		kata	
- Post input (10')	<ul style="list-style-type: none"> <li>- Mengukur tingkat keberhasilan penerapan strategi, model, metode, pendekatan, dan teknik pembelajaran yang dilakukan oleh guru.</li> <li>- Mengukur tingkat pemahaman siswa</li> </ul>	<ul style="list-style-type: none"> <li>- Guru mengajak siswa untuk merefleksi apa yang sudah mereka pahami tentang cohesi.</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa merefleksi apa yang sudah dipelajari terkait dengan cohesi.</li> </ul>

#### **Mengorganisasikan peserta didik untuk belajar**

- Peserta didik diminta untuk memilih topik yang akan digunakan dalam menulis paragraf

#### **Membimbing penyelidikan individu maupun kelompok**

- Peserta didik diminta untuk mencari paragraph dan menganalisis paragraf tersebut
- Peserta didik diminta untuk membuat paragraf yang terdiri dari unsur kebahasaan cohesi

#### **Menganalisis dan mengevaluasi proses pemecahan masalah**

- Peserta didik diminta untuk mencari cohesi dalam paragraf dan menyimpulkan materi.

#### **Kegiatan Penutup**

- Guru melakukan tanya-jawab dengan peserta didik, evaluasi, dan penguatan pemahaman terhadap proses aktivitas yang berkenaan dengan materi aktivitas yang telah diberikan.
- Guru membimbing peserta didik untuk melakukan refleksi.
- Kegiatan pembelajaran ditutup dengan doa, kemudian guru memberi salam kepada peserta didik



## E. Penilaian

### Teknik Penilaian:

1. Penilaian Sikap : kreatif, mandiri, santun, teliti, tanggung jawab
2. Penilaian Pengetahuan : siswa telah menggunakan pronoun dengan tepat (1/2/3/4/5)  
: siswa telah menggunakan kata hubung dengan tepat (1/2/3/4/5)
3. Penilaian Keterampilan : menilai tulisan cukup kohesi

Kepala SMK Ulil Albab

Lumajang,  
Guru Mata Pelajaran

(.....)

(.....)



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## LAMPIRAN 1 FIRST DAY: MATERIAL DEVELOPMENT

### Activity 1 (Planning):

In this session, the teacher explains about cohesion and Read for Creating and Talk to Revising (RCTR) model.

"My favorite color [theme] is blue [rheme]. Blue [theme] represents my personality as a calm and peace person. Driving in this way is dangerous and can cause many car crashes. I had a car accident once and broke my leg. I was very sad because I had to miss a holiday in Europe because of the injury."

"Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also was known as the Asian Tiger economy, based on external trade and its workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport. Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard Road (description)."

1. Reference: The examples of reference include the use of pronoun (Sandi and Ferdiansyah → they); (Santi → she); (Adam → he); (homework → it).
2. Substitution: The examples of Substitution (Roni really loves that **girl**. The **woman** is from Bali); (My pen is too blunt. I must get a sharper one).
3. Ellipsis: The example of Ellipsis (I was going to go but [I] did not [go]. Would you like a cup of coffe? Yes, I would
4. Conjunction: The examples of conjunction (and → Angelina is leaving for Korea and she is so excited; but → I really want to sleep but I still have many jobs to do; or → There are four or six girls in the room; yet → I try to contact her, yet she did not want to talk me; so → Saskia wants to live in England, so she is learning English).

## LAMPIRAN 2 SECOND DAY:

In this session, students are given some examples of paragraphs and try to observe the paragraphs

Example of cohesive text:

"My favorite color is blue. Blue sports cars go very fast. Driving in this way is dangerous and can cause many car crashes. I had a car accident once and broke

my leg. I was very sad because I had to miss a holiday in Europe because of the injury."

**LAMPIRAN 3 THIRD DAY:**

**Activity 1: Please choose the topic!**

In this section, students are given several topics and choose one topic to use as a writing idea.

**Activity 2 (Drafting): Please write a cohesive paragraph!**

In this section, students make a draft according to the topics that have been obtained.



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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP 2)

Nama Sekolah : SMK Ulil Albab Lumajang  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/ Genap  
Materi Pokok : Writing (Cohesion)  
Sub Materi : Descriptive Text  
Alokasi Waktu : 4 x 45 menit

### A. Kompetensi Inti (KI)

- KI 1: Menerima dan menjalankan ajaran agama yang dianutnya.
- KI 2: Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi secara efektif dengan teman di kelas, guru, dan lingkungan social.
- KI 3: Memahami, menerapkan, menganalisis pengetahuan factual, Procedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode esuai kaidah keilmuan.

Kompetensi Dasar	Indikator Pembelajaran
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana lisan dan tulis tentang tempat wisata dan bangunan bersejarah terkenal sesuai dengan penggunaan. 3.4.2 Mengidentifikasi unsur kebahasaan cohesion dalam teks deskriptif

<p>4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.4.1 menyusun paragraph deskriptif singkat (100 kata) menggunakan unsur kebahasaan cohesion.</p>
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## B. Tujuan Pembelajaran

- 3.7 Setelah melaksanakan kegiatan pembelajaran melalui model Read for Creating and Talk to Revising (RCTR), peserta didik dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan *cohesion* dalam teks tulis pendek berbentuk deskriptif dengan memberi dan meminta informasi terkait dengan konteks penggunaannya dengan benar dan dengan sikap kreatif, kemandirian, santun, ketelitian, dan tanggung jawab.
- 4.7 Setelah melaksanakan kegiatan pembelajaran melalui Read for Creating and Talk to Revising (RCTR), peserta didik dapat menangkap makna juga memahami materi cohesion, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dengan sikap kreatif, kemandirian, santun, ketelitian, dan tanggung jawab.

## C. Media Pembelajaran & Metode Pembelajaran

- Media : Gambar, Worksheet
- Pendekatan : Genre Based Approach (GBA)
- Teknik : Read for Creating and Talk to Revising (RCTR)
- Alat Bahan : Spidol, Papan Tulis

## D. Kegiatan Pembelajaran

Stage	Goal	Teacher's activity	Students' activity
Focused form instruction (10') - Pre-input	- Membangun pemahaman siswa tentang konsep menulis	- Mengajak siswa mengamati (unsur	- Siswa mengamati (unsur kebahasaan)

	<p>paragraph, koheisi, dan Read for Creating and talk to revising (RCTR).</p>	<p>kebahasaan, misalnya alur paragraph, kosakata, dan tata bahasa)</p> <p>sebuah paragraf</p> <ul style="list-style-type: none"> <li>- Mengajak siswa untuk mendekonstruksi paragraph berdasarkan struktur organisasinya</li> </ul>	<p>sebuah paragraph</p> <ul style="list-style-type: none"> <li>- Siswa membaca mendekonstruksi paragraph berdasarkan struktur organisasinya.</li> </ul>
<ul style="list-style-type: none"> <li>- Task (25') oriented input</li> </ul>	<ul style="list-style-type: none"> <li>- Melatih siswa untuk berpikir kritis</li> </ul>	<ul style="list-style-type: none"> <li>- Guru mengajak siswa untuk menganalisis koheisi sebuah paragraph melalui penggunaan kata hubung dan pronoun.</li> <li>- Guru meminta siswa untuk membuat kerangka paragraf deskriptif dengan tema tempat wisata dan tempat bersejarah di lingkungan sekitar</li> <li>- Guru meminta siswa memberikan umpan balik tulisan</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa menemukan kata hubung dan pronoun dalam paragraph untuk membangun koheisi</li> <li>- Siswa memberikan umpan balik terhadap tulisan temannya</li> </ul>

		temannya – Guru meminta siswa untuk mengembangkan paragraf pendek 50-100 kata	
- Post input (10')	– Mengukur tingkat keberhasilan penerapan strategi, model, metode, pendekatan, dan teknik pembelajaran yang dilakukan oleh guru. – Mengukur tingkat pemahaman siswa	– Guru mengajak siswa untuk merefleksi apa yang sudah mereka pahami tentang cohesi.	– Siswa merefleksikan apa yang sudah dipelajari terkait dengan cohesi.

#### **Mengorganisasikan peserta didik untuk belajar**

- Peserta didik diminta untuk memilih topik yang akan digunakan dalam menulis paragraf

#### **Membimbing penyelidikan individu maupun kelompok**

- Peserta didik diminta untuk mencari paragraph dan menganalisis paragraph tersebut
- Peserta didik diminta untuk membuat paragraf yang terdiri dari unsur kebahasaan cohesi

#### **Menganalisis dan mengevaluasi proses pemecahan masalah**

- Peserta didik diminta untuk mencari cohesi dalam paragraf dan menyimpulkan materi.
- Peserta didik diminta untuk menganalisis tulisan temannya dan memberikan tanggapan.

### Kegiatan Penutup

- Guru melakukan tanya-jawab dengan peserta didik, evaluasi, dan penguatan pemahaman terhadap proses aktivitas yang berkenaan dengan materi aktivitas yang telah diberikan.
- Guru membimbing peserta didik untuk melakukan refleksi.
- Kegiatan pembelajaran ditutup dengan doa, kemudian guru memberi salam kepada peserta didik

### E. Penilaian

#### Teknik Penilain:

1. Penilaian Sikap: kreatif, mandiri, santun, teliti, tanggung jawab
2. Penilaian Pengetahuan: - Siswa telah menggunakan pronoun dengan tepat (1/2/3/4)  
- Siswa telah menggunakan kata hubung dengan tepat (1/2/3/4)
3. Penilaian Keterampilan: Menilai tulisan cukup dengan kohesi
4. Panduan talk to revise

Description	1	2	3	4	5
My friend's writing discusses about tourism object/historical place					
My friend's writing using pronoun					
My friend's writing using conjunction					

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(.....)

(.....)



**Activity 3 (Responding): Please give a response or feedback!**

In this section, students provide responses or feedback for their peer's draft.

**Peer Responding Checklist**

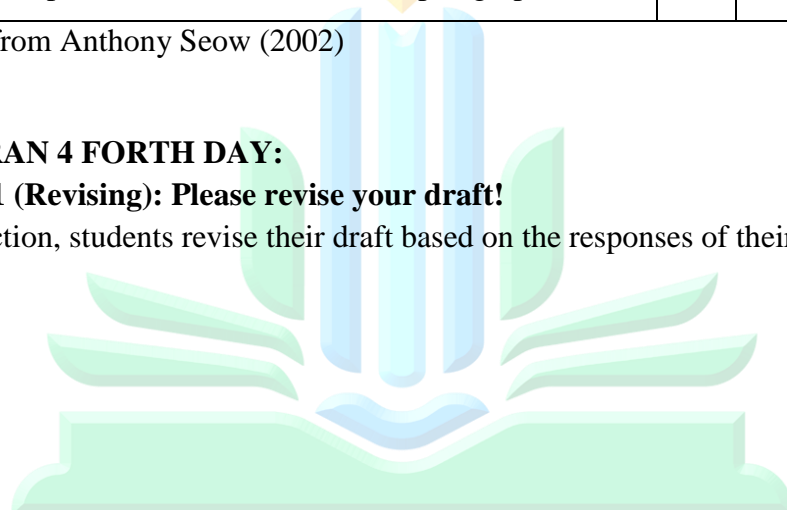
When responding to your peer's draft, ask yourself these questions!	Yes	No	Example
Does your peers' paragraph match the chosen topic?			
Does your peer use references in their paragraphs?			
Does your peer use conjunctions in their paragraphs?			
Does your peer use ellipsis in their paragraphs?			
Does your peer use substitution in their paragraphs?			

Adapted from Anthony Seow (2002)

**LAMPIRAN 4 FORTH DAY:**

**Activity 1 (Revising): Please revise your draft!**

In this section, students revise their draft based on the responses of their peers.



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### RENCANA PELAKSANAAN PEMBELAJARAN (RPP 3)

Nama Sekolah : SMK Ulil Albab Lumajang  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/ Genap  
Materi Pokok : Writing (Cohesion)  
Sub Materi : Descriptive Text  
Alokasi Waktu : 4 x 45 menit

#### A. Kompetensi Inti (KI)

- KI 1: Menerima dan menjalankan ajaran agama yang dianutnya.
- KI 2: Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi secara efektif dengan teman di kelas, guru, dan lingkungan social.
- KI 3: Memahami, menerapkan, menganalisis pengetahuan factual, Procedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode esuai kaidah keilmuan.

Kompetensi Dasar	Indikator Pembelajaran
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana lisan dan tulis tentang tempat wisata dan bangunan bersejarah terkenal sesuai dengan penggunaan. 3.4.2 Mengidentifikasi unsur kebahasaan cohesion dalam teks deskriptif

<p>4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.4.1 menyusun paragraph deskriptif singkat (100 kata) menggunakan unsur kebahasaan cohesion.</p>
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## B. Tujuan Pembelajaran

- 3.7 Setelah melaksanakan kegiatan pembelajaran melalui model Read for Creating and Talk to Revising (RCTR), peserta didik dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan *cohesion* dalam teks tulis pendek berbentuk deskriptif dengan memberi dan meminta informasi terkait dengan konteks penggunaannya dengan benar dan dengan sikap kreatif, kemandirian, santun, ketelitian, dan tanggung jawab.
- 4.7 Setelah melaksanakan kegiatan pembelajaran melalui Read for Creating and Talk to Revising (RCTR), peserta didik dapat menangkap makna juga memahami materi cohesion, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dengan sikap kreatif, kemandirian, santun, ketelitian, dan tanggung jawab.

## C. Media Pembelajaran & Metode Pembelajaran

- Media : Gambar, Worksheet
- Pendekatan : Genre Based Approach (GBA)
- Teknik : Read for Creating and Talk to Revising (RCTR)
- Alat Bahan : Spidol, Papan Tulis

## D. Kegiatan Pembelajaran

Stage	Goal	Teacher's activity	Students' activity
Focused form instruction (10') - Pre-input	- Membangun pemahaman siswa tentang konsep menulis	- Mengajak siswa mengamati (unsur	- Siswa mengamati (unsur kebahasaan

	<p>paragraph, kohehi, dan Read for Creating and talk to revising (RCTR).</p>	<p>kebahasaan, misalnya alur paragraph, kosakata, dan tata bahasa) sebuah paragraf</p> <ul style="list-style-type: none"> <li>- Mengajak siswa untuk mendekonstruksi paragraph berdasarkan struktur organisasinya</li> </ul>	<p>n) sebuah paragraph</p> <ul style="list-style-type: none"> <li>- Siswa membaca mendekonstruksi paragraph berdasarkan struktur organisasinya.</li> </ul>
<ul style="list-style-type: none"> <li>- Task (25') oriented input</li> </ul>	<ul style="list-style-type: none"> <li>- Melatih siswa untuk berpikir kritis</li> </ul>	<ul style="list-style-type: none"> <li>- Guru mengajak siswa untuk menganalisis kohehi sebuah paragraph melalui penggunaan kata hubung dan pronoun.</li> <li>- Guru meminta siswa untuk membuat kerangka paragraf deskriptif dengan tema tempat wisata dan tempat bersejarah di</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa menemukan kata hubung dan pronoun dalam paragraph untuk membangun kohehi</li> <li>- Siswa membuat kerangka paragraf deskriptif dengan tema tempat wisata dan tempat</li> </ul>

		lingkungan sekitar	bersejarah di lingkungan sekitar
		<ul style="list-style-type: none"> <li>- Guru meminta siswa merevisi draft yang sudah di beri umpan balik oleh temannya</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa merevisi draft yang sudah di beri umpan balik oleh temannya</li> </ul>
<ul style="list-style-type: none"> <li>- Post input (10')</li> </ul>	<ul style="list-style-type: none"> <li>- Mengukur tingkat keberhasilan penerapan strategi, model, metode, pendekatan, dan teknik pembelajaran yang dilakukan oleh guru.</li> <li>- Mengukur tingkat pemahaman siswa</li> </ul>	<ul style="list-style-type: none"> <li>- Guru mengajak siswa untuk merefleksi apa yang sudah mereka pahami tentang cohesi.</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa merefleksikan apa yang sudah dipelajari terkait dengan cohesi.</li> </ul>

#### **Mengorganisasikan peserta didik untuk belajar**

- Peserta didik diminta untuk memilih topik yang akan digunakan dalam menulis paragraf

#### **Membimbing penyelidikan individu maupun kelompok**

- Peserta didik diminta untuk mencari paragraf dan menganalisis paragraf tersebut
- Peserta didik diminta untuk membuat paragraf yang terdiri dari unsur kebahasaan cohesi

#### **Menganalisis dan mengevaluasi proses pemecahan masalah**

- Peserta didik diminta untuk mencari cohesi dalam paragraf dan menyimpulkan materi.

### 1. Kegiatan Penutup

- Guru melakukan tanya-jawab dengan peserta didik, evaluasi, dan penguatan pemahaman terhadap proses aktivitas yang berkenaan dengan materi aktivitas yang telah diberikan.
- Guru membimbing peserta didik untuk melakukan refleksi.
- Kegiatan pembelajaran ditutup dengan doa, kemudian guru memberi salam kepada peserta didik

### E. Penilaian

#### Teknik Penilaian:

1. Penilaian Sikap: kreatif, mandiri, santun, teliti, tanggung jawab
2. Penilaian Pengetahuan: - siswa dapat menggunakan pronoun dengan tepat (1/2/3/4/5)  
- Siswa dapat menggunakan kata hubung dengan tepat (1/2/3/4/5)
3. Penilaian Keterampilan: menilai cukup dengan kohesi

Kepala SMK Ulil Albab

Lumajang,  
Guru Mata Pelajaran

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(.....) (.....)  
J E M B E R

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP 4)

Nama Sekolah : SMK Ulil Albab Lumajang  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/ Genap  
Materi Pokok : Writing (Cohesion)  
Sub Materi : Descriptive Text  
Alokasi Waktu : 4 x 45 menit

### A. Kompetensi Inti (KI)

- KI 1: Menerima dan menjalankan ajaran agama yang dianutnya.
- KI 2: Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi secara efektif dengan teman di kelas, guru, dan lingkungan social.
- KI 3: Memahami, menerapkan, menganalisis pengetahuan factual, Procedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode esuai kaidah keilmuan.

Kompetensi Dasar	Indikator Pembelajaran
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi makna, fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana lisan dan tulis tentang tempat wisata dan bangunan bersejarah terkenal sesuai dengan penggunaan. 3.4.2 Mengidentifikasi unsur kebahasaan cohesion dalam teks deskriptif

<p>4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.4.1 menyusun paragraph deskriptif singkat (100 kata) menggunakan unsur kebahasaan cohesion.</p>
---	--

## B. Tujuan Pembelajaran

3.7 Setelah melaksanakan kegiatan pembelajaran melalui model Read for Creating and Talk to Revising (RCTR), peserta didik dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan *cohesion* dalam teks tulis pendek berbentuk deskriptif dengan memberi dan meminta informasi terkait dengan konteks penggunaannya dengan benar dan dengan sikap kreatif, kemandirian, santun, ketelitian, dan tanggung jawab.

4.7 Setelah melaksanakan kegiatan pembelajaran melalui Read for Creating and Talk to Revising (RCTR), peserta didik dapat menangkap makna juga memahami materi cohesion, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dengan sikap kreatif, kemandirian, santun, ketelitian, dan tanggung jawab.

## C. Media Pembelajaran & Metode Pembelajaran

- Media : Gambar, Worksheet
- Pendekatan : Genre Based Approach (GBA)
- Teknik : Read for Creating and Talk to Revising (RCTR)
- Alat Bahan : Spidol, Papan Tulis

## D. Kegiatan Pembelajaran

Stage	Goal	Teacher's activity	Students' activity
Focused form instruction (10') - Pre-input	- Membangun pemahaman siswa tentang konsep menulis	- Mengajak siswa mengamati (unsur	- Siswa mengamati (unsur kebahasaan



	<p>paragraph, kohehi, dan Read for Creating and talk to revising (RCTR).</p>	<p>kebahasaan, misalnya alur paragraph, kosakata, dan tata bahasa) sebuah paragraf</p> <ul style="list-style-type: none"> <li>- Mengajak siswa untuk mendekonstruksi paragraph berdasarkan struktur organisasinya</li> </ul>	<p>n) sebuah paragraph</p> <ul style="list-style-type: none"> <li>- Siswa membaca mendekonstruksi paragraph berdasarkan strukturnya.</li> </ul>
<ul style="list-style-type: none"> <li>- Task (25') oriented input</li> </ul>	<ul style="list-style-type: none"> <li>- Melatih siswa untuk berpikir kritis</li> </ul>	<ul style="list-style-type: none"> <li>- Guru mengajak siswa untuk menganalisis kohehi sebuah paragraph melalui penggunaan kata hubung dan pronoun.</li> <li>- Guru meminta siswa untuk membuat kerangka paragraf deskriptif dengan tema tempat wisata dan tempat bersejarah di</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa menemukan kata hubung dan pronoun dalam paragraph untuk membangun kohehi</li> <li>- Siswa memberikan umpan balik terhadap tulisan temannya</li> <li>- Siswa mengedit draft yang sudah direvisi sebelum</li> </ul>

		<p>lingkungan sekitar</p> <ul style="list-style-type: none"> <li>- Guru meminta siswa mengedit draft yang sudah di revisi sebelum diserahkan ke guru</li> <li>- Guru mengevaluasi draft siswa untuk memastikan draft yang mereka buat tidak ada yang harus di revisi</li> </ul>	<p>diserahkan ke guru</p> <ul style="list-style-type: none"> <li>- Siswa menyerahkan draft akhir kepada guru</li> </ul>
<ul style="list-style-type: none"> <li>- Post input (10')</li> </ul>	<ul style="list-style-type: none"> <li>- Mengukur tingkat keberhasilan penerapan strategi, model, metode, pendekatan, dan teknik pembelajaran yang dilakukan oleh guru.</li> <li>- Mengukur tingkat pemahaman siswa</li> </ul>	<ul style="list-style-type: none"> <li>- Guru mengajak siswa untuk merefleksi apa yang sudah mereka pahami tentang cohesi.</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa merefleksi apa yang sudah dipelajari terkait dengan cohesi.</li> </ul>

### **Mengorganisasikan peserta didik untuk belajar**

- Peserta didik diminta untuk memilih topik yang akan digunakan dalam menulis paragraf

### **Membimbing penyelidikan individu maupun kelompok**

- Peserta didik diminta untuk mencari paragraph dan menganalisis paragraf tersebut
- Peserta didik diminta untuk membuat paragraf yang terdiri dari unsur kebahasaan cohesion

### **Menganalisis dan mengevaluasi proses pemecahan masalah**

- Peserta didik diminta untuk mencari cohesion dalam paragraf dan menyimpulkan materi.

## **2. Kegiatan Penutup**

- Guru melakukan tanya-jawab dengan peserta didik, evaluasi, dan penguatan pemahaman terhadap proses aktivitas yang berkenaan dengan materi aktivitas yang telah diberikan.
- Guru membimbing peserta didik untuk melakukan refleksi.
- Kegiatan pembelajaran ditutup dengan doa, kemudian guru memberi salam kepada peserta didik

## **E. Penilaian**

### **Teknik Penilaian:**

1. Penilaian Sikap : kreatif, mandiri, santun, teliti, tanggung jawab
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- Siswa dapat menggunakan kata hubung dengan tepat (1/2/3/4/5)
3. Penilaian Keterampilan : menilai cukup dengan kohesi

Kepala SMK Ulil Albab

(.....)

Lumajang,  
Guru Mata Pelajaran

(.....)

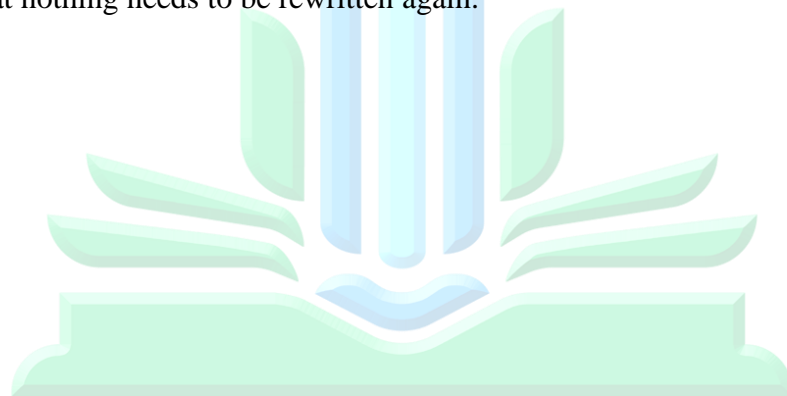
**Activity 2 (Editing): Please edit your draft!**

In this section, students are tidying up their texts and preparing the final document before submitting it to the teacher.

	YES	NO
Have you written on a topic that has been selected before?		
Have you used conjunctions correctly?		
Have you used the correct prepositions?		
Have you used all your pronouns correctly?		
Have you written in complete sentences?		

**Activity 3 (Evaluating): Please submit your draft to the teacher!**

In this section, students submit their drafts to the teacher, who evaluates them to ensure that nothing needs to be rewritten again.



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### Appendix 3

#### Interview Instrument

No	Pertanyaan	Jawaban
1	Apakah saya boleh mengetahui nama lengkap anda?	
2	Apakah sebelumnya kamu sudah pernah belajar cohesion?	
3	Setelah belajar cohesion apa yang kamu ketahui?	
4	Apakah menurutmu cohesion itu penting?	
5	Apakah sebelumnya kamu sudah pernah belajar menggunakan rctr?	
6	Apa yang kamu rasakan setelah belajar menggunakan rctr?	
7	Apakah menurutmu RCTR itu membantu kamu dalam menulis paragraf?	
8	Apakah kamu selalu memperhatikan gurumu dalam menjelaskan materi?	
9	Apa yang menjadi kesulitanmu dalam menulis sebuah paragraph yang kohesif atau paragraph deskriptif?	
10	Apakah membuat kerangka paragraph terlebih dahulu dapat membantu merangkai kata-kata?	
11	apakah menurutmu membaca teks membantumu dalam menulis? Dan kata ganti meningkatkan kohesi dalam paragrafmu?	

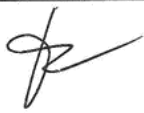
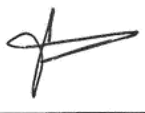
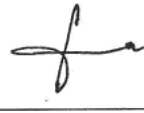



## Appendix 4

### RESEARCH OF JOURNAL ACTIVITIES

Nama : Iswatun Hasanah

NIM : T20176095

Title : Enacting Read for Creating and Talk to Revising (RCTR) Tasks for Vocational High School Students to Maintain Paragraph Cohesion

No	Date	Activity	Initial
1	5 <sup>th</sup> March 2022	The researcher was giving research permission letter	
2	12 <sup>th</sup> March 2022	The researcher was observing the class	
3	19 <sup>th</sup> March 2022	1 <sup>th</sup> Meeting (Descriptive Text and Cohesion)	
4	4 <sup>th</sup> April 2022	2 <sup>th</sup> Meeting (Reading Sample Text and Writing Paragraph Outline)	
5	9 <sup>th</sup> April 2022	3 <sup>th</sup> Meeting (Writing Paragraph Cohesion)	
6	16 <sup>th</sup> April 2022	4 <sup>th</sup> Meeting (Peer Review & Interviewing the students)	

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JEMBER

Lumajang, April 2022  
The headmaster



Lukman Wagiyanto, S.Pd.I

## Appendix 5

### DECLARATION OF AUTHENTICITY

The undersigned bellow:


Name : Iswatun Hasanah  
Place, Date of Birth : Lumajang, 25 Juni 1999  
Address : Dusun Krajan Desa Wotgalih RT/RW  
009/002, Kec. Yosowilangun, Kab. Lumajang  
Faculty : Education and Teacher Training  
Program : English Education

State that thesis entitled “**Enacting Read for Creating and Talk to Revising (RCTR) Tasks for Vocational High School Students to Maintain Paragraph Cohesion**” is truly my original work, gathered and utilized especially to fulfill the purpose and objectives of this study. It does not incorporate any material previously written or published by another person expect those indicated in quotation a bibliography. And if anyone objected, I’m the only person who will be responsible.

Jember, 13 Desember 2022

Writer

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KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



Iswatun Hasanah  
SRN T20176095

## Biodata of The Researcher



### Personal information

- Full name : Iswatun Hasanah
- NIM : T20176095
- Gender : Female
- Place, date of birth : Lumajang, 25 Juni 1999
- Address : Dsn. Krajan Desa Wotgalih Yosowilangun  
Lumajang
- Religion : Islam
- Departement/Major Courses : FTIK/English Department
- Email Address : [iskha.nasida@gmail.com](mailto:iskha.nasida@gmail.com)

### Educational Background

- 2004-2005 : TK Muslimat Nu 05
- 2005-2011 : SDN Wotgalih 01
- 2011-2014 : SMP Ma'arif Nu Riyadlus Sholihin
- 2014-2017 : MA Syarifuddin