



**THE USE OF PERSONAL EXPERIENCE
TO ENHANCE STUDENTS' WRITING SKILL IN RECOUNT TEXT
THROUGH TEAM PAIR SOLO**

A Final Project

Submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English

by

Susilawati
I2B011010

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF FOREIGN LANGUAGE AND CULTURE
MUHAMMADIYAH UNIVERSITY OF SEMARANG**

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APPROVAL

This final project entitled The Use of Personal Experience to Enhance Students' Writing Skill in Recount Text through Team Pair Solo, has been approved by a board of examiners and officially verified by the Dean of the Faculty of Foreign Language and Culture on May, 2016

Board of Examiners

Chairman



Siti Aimah, S.Pd., M.Pd.

NIK. 28.6.1026.183

First Examiner,

Dodi Mulyadi, S.Pd., M.Pd.

NIK. 28.6.1026.203

Second Examiner,

Siti Aimah, S.Pd., M.Pd.

NIK. 28.6.1026.183

Third Examiner,

Muhimatul Ifadah, S.Pd., M.Pd.

NIK. 28.6.1026.182

Dean of the Faculty of Foreign Language and Culture



Yesika Maya Ocktarani, S.S., M.Hum.

NIK. 28.6.026.218

STATEMENT OF ORIGINALITY

I am Susilawati declare that this final project entitled The Use of Personal Experience to Enhance Students' Writing Skill in Recount Text through Team Pair Solo is my own work and has not been submitted in any form for another degree or diploma at university of tertiary education. Information derived from the published and unpublished work of other has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, May 2016

Writer,

Susilawati



MOTTO

- Life must go on.
- Don't say it's hard, if you never try.
- You can if you think you can.

(George Reeves)



DEDICATION



Allah the Almighty.

My beloved parents (Mr. Gunari and Mrs. Siti Aminah)

My beloved old sister and young brother (Mukinah and Agus Anwari)

Everyone who always support me.

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Finally, she hopes that it will be useful for everyone especially who are in the field of education.

The Writer

ABSTRACT

Susilawati. 2016 *The Use of Personal Experience to Enhance Students' Writing Skill Through Team Pair Solo. Final Project*. English Education Department, Faculty of Foreign Language and Culture, Universitas Muhammadiyah Semarang. Advisor I: Muhimatul Ifadah, S.P, M.Pd, Advisor II: Siti Aimah, S.Pd, M.Pd

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The aim of this research was to know the implementation of teaching recount text, to find out the improvement of students' writing skill of recount text, and know the students' response in writing recount text by using personal experience. The research design use was classroom action research. The methods of collecting data were observation, questionnaire, written test, and interview. The researcher conducted three cycles included cycle I, cycle II, and cycle III. Pre-cycle was done before implementing action research by giving lecturing without strategy to get pre test score. Each cycle of the research consisted of planning, action, observing, and reflecting. Planning in the each cycle was used to prepare learning material and research instrument. In action, each cycle was conducted using the same strategies. In observing phase, it was recorded from the students' participation. Reflecting was a phase to analyze the entire data collected. The result of writing test showed that the students' mean score in the pre test was 46.92, post test I was 62.49, post test II was 73.94, and post test III was 80.21. Meanwhile, the result of percentage for students who passed KKM in the pre test was 0%, post test I was 24.32%, post test II was 70.72%, and post test III was 89.47%. The result of observation checklist showed cycle I was 57%, cycle II was 73%, and cycle III was 82%. The result of questionnaire was 80% which could be concluded that in good category. Based on explanation above, the result of observation, questionnaire and the written test showed significant improvement. It could be concluded that the implementation of personal experience and team pair solo strategy could improve the students' writing performance in recount text.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In modern era as right now, writing plays an important role in real life, for example when people communicate with other by using letter, messages, or even e-mail for sharing information. Writing is one of important skills in English, and it helps students in learning and developing their English by expressing their experiences and knowledge. It can be expressed in the form of essay, paragraph, letter, and short story. However, the ability to write involves specific skills, such as the use of punctuation, structure of sentence, vocabulary, and organization of paragraph.

According to Harmer (2007:112) there are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more 'thinking time' to think what they want to express rather than they get in spontaneous conversation. This allows the students to have more opportunity to use language, so the students will be comfortable to think about grammar and vocabulary that will be used, because they have more time to think. In writing process, learners or students will be concerned with the process of putting ideas into words, words into sentences and then sentences into paragraphs until they can create a piece of good writing. Writing is a language skill that needs to be improved the quality of learning with the mastery of skills in writing itself. It is expected that students can express their ideas, thoughts, and feeling which they had in various types of writing, both fiction and nonfiction.

As an international language in Indonesia, English is taught to students from elementary school, junior and senior high school level, and it is still taught in higher

education institution / university level. According to KTSP (*Kurikulum Tingkat Satuan Pendidikan*) 2006 for senior high school, students should be able to use English to overcome their problems in daily life with their language skills in spoken and written forms. The focus of this study is writing recount text, because recount text is one of materials that should be learned in senior high school at the eleventh grade. It is based on Educational Unit Curriculum (*Kurikulum Tingkat Satuan Pendidikan: KTSP*) 2006 of Senior High School.

To know the problems that were faced by students of the eleventh grade of MAN 2 Semarang, the researcher gave questionnaire as the pre-observation to know the need analysis. The result showed that students' problem in writing was to write recount text. They had difficulties in determining the generic structure and language features, using simple past tense form, choosing the appropriate vocabularies, and composing the idea used in writing form. This condition made them confused when they had to write in English.

From the reason above, the researcher was interested to offer the strategy in teaching writing recount text. The strategy that was used in this research was to improve students' achievement in writing recount text and help the students to understand the material using team pair solo strategy. This strategy is one of cooperative learning that provides structure of teaching in the classroom. Students solve problems in a team, partner, and finally on their own. It is designed to motivate students to tackle and success at problems which basically have purpose to increase their ability.

To teach writing recount text, the theme used here was personal experience. Personal experience is an experience in someone's life that happened in the past. The teacher can ask them to write recount text, because someone has many personal

experiences and through personal experience, students can imagine what they want to write. The students have to think about their past experiences then make it in the written form. To teach writing and recount, the teacher needs media to make students interest in it. Through their past experiences, students can imagine and write in a time. By using personal experience, it can make the students get motivation in writing. Motivation is also influenced by learners' sense and feelings of mastery and control over the learning activity and their interest in it.

Based on the explanation above, she took a research study entitled "The Use of Personal Experience to Enhance Students' Writing Skill in Recount Text through Team Pair Solo. By using students' personal experience and team pair solo, she wanted the students to improve their skill through their experiences and share it to their group and pairs before they working on their own as part of cooperative learning.

1.2 Reason for Choosing the Topic

The reasons for choosing the topic are students have to master writing text especially about recount text that mainly discusses about past experience. They should understand how to write it into a text. Here, teachers' role is really important to help them in improving their writing skill. Learning is a process of transferring knowledge and how the teacher teaches their students with clear explanation by making the students comprehend the material.

She uses personal experience and team pair solo for teaching recount text for the students at eleventh grade of MAN 2 Semarang. The students write a recount by using their personal experience and discuss it in group and pairs. Usually all of students are interested with the topic which related to their own past. However, the students always

want to express their feelings. It can help them to enjoy for studying recount text by using personal experience. She also wants to give the students new experience in learning English by writing their personal story. It is the reason why she chooses personal experience in enhancing students' writing skill.

1.3 Statement of the Problem

The problems discussed in this research are:

- 1) How is the application of personal experience in team pair solo strategy to enhance students' writing skill in recount text at eleventh grade of MAN 2 Semarang?
- 2) To what extent does the personal experience enhance the students' writing skill in recount text at eleventh grade of MAN 2 Semarang?

1.4 The Objective of the Study

In this research, the objectives of the study are:

- 1) To describe the application of personal experience in team pair solo strategy to enhance students' writing skill in recount text at eleventh grade of MAN 2 Semarang.
- 2) To find out the significance of personal experience to enhance the students' writing skill in recount text at eleventh grade of MAN 2 Semarang.

1.5 Significance of the Study

The result of the research hopefully will be useful for teachers and students that is described as follows:

- 1) Theoretical significance

It may improve the teachers' knowledge about English teaching strategy in writing recount text using students' personal experience.

2) Practical significance

a. For the teachers

It may can help the teachers to find out an alternative way in English teaching especially in writing. Besides that, the English teacher can also understand their students' responses during the learning process. The students will get an improvement of teaching recount text by using personal experience and team pair solo. Hopefully, it also can improves and develops the quality of teaching and learning process in the classroom.

b. For the students

Hopefully, it helps the students to write recount text by using personal experience that they get during their holidays and from their life, because personal experience is one of interesting things in students' life that they need to share. Besides that, it has many topics that can be used as a theme in their writing.

c. For the writer

Hopefully, the result of this research will give new experience in teaching recount text and it can be applied when she becomes a teacher in the future.

1.6 The Scope of the Study

The researcher only limits the research on teaching recount text by using students' personal experience and team pair solo at eleventh grade of MAN 2 Semarang in the academic year of 2015/2016. This research is conducted to know the students'

ability in writing recount text through team pair solo strategy by using students' personal experience.

1.7 Outline of the Study

This research is organized into the following five chapters:

Chapter I presents the introduction. In this proposal the writer explains about background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significances of the study, scope of the study, and outline of the study.

Chapter II presents the review of the related literature. It consist of definition of writing, the process of writing skill, personal experience, team pair solo, and recount text.

Chapter III presents the research methodology. It discusses research design, object of the study, method and instrument of data collection, data analysis, and research procedure.

Chapter IV is related to the initial condition of Classroom Action Research, the implementation of the Classroom Action Research, and the interpretation of the result.

Chapter V consists of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

Here, she gave some theories dealing with writing, personal experience, team pair solo, and recount text to make this proposal have clear statements and explanation.

2.1 WRITING

2.1.1 The Definition of Writing Skill

People should have skills to master the writing skill especially to do a communication in writing form, for example if someone needs some information from people in different area so they can communicate in writing form such as e-mail or message. According to Harmer (2004:31) writing is one of the four skills of listening, speaking, reading, and writing. It has always formed as part of syllabus in teaching English.

Through writing we can give information to others, take a note, make convincing, and tell what we think. In the other hand, for the students who learn English as foreign language, writing is one of the most difficult aspects difficult to do. They should think about what theme they will use, about grammar, and vocabulary. The points about writing are it helps to reinforce the grammatical structure, enhance the students' vocabulary, and assist other language skills such as reading, listening and speaking (Kellogg, 2008: 30). Here, English teacher needs to make students feel enjoy when writing in English to make the students get the enjoyable atmosphere.

According to Boardman (2008:18-25) There are three characteristics in writing a good text or paragraph, namely:

1. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily. The principles for ordering depend on the types of paragraph you are writing. Coherence means stick together. Coherence is basically a matter of having the part of a piece of writing in the right with the clear process.

2. Cohesion

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

3. Unity

The final characteristic of a well-written paragraph is unity. All supporting sentences should relate to the topic sentence.

From the definition above, it means that when we want to make a good writing, we should fulfill three of the characteristics above in order to make the essay will be well organized and coherence from one paragraph to another, so the reader will be easy to understand the content and the purpose of the text.

2.1.2 The Process of Writing

When we want to write something, we should consider the steps in writing. The process can make our writing readable and connect from one paragraph to the next paragraph. We have to teach this process to the students in order to make them understand how to write in a good way. Harmer (2004:4-5) stated that process of writing has four main elements. Those are planning, drafting, editing, and final version.

1. Planning

In writing, planning is an important aspect. In planning, the writer tries to decide what they are going to write. When planning, the writers have to think about three main issues. First, writers have to consider about:

- a) The purpose of their writing since this will influence (among other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include.
- b) The audience they are writing for, since this will influence not only the shape of writing (how it is laid out, how the paragraph are structured, etc), but also the choice of language, for example it is formal or informal in tone.
- c) The content structure of the writing that is, how best the sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

We can refer to the first version of a piece of writing as a draft. In the writing process, drafting is necessary for helping the writer to write ideas and decide what should come first, second, and so on, until the last. It can make the content of text readable.

3. Editing (reflecting and revising)

Once writers have produced a draft, and then usually read what they have written down to see where it works and does not. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make an appropriate revision.

4. Final Revision

Once writers have edited their draft, made the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in editing processes. However, the writer is now ready to send the written text to intended audience.

Those are the four elements of writing process. As a teacher, it is important to help the students when they get the difficulties in writing by guiding them to do planning before they start to write, drafting to refer the first version, editing to see where their writing works or not, and the last final revision. If they have understood these elements, they will be able to write.

2.2 PERSONAL EXPERIENCE

Personal experience is something that happened for someone life. It gives her/him the new experience. It can be a good experience or bad experiences. When we want to ask the students to make an essay about their personal experience, we should ask them to do some steps (Hyland, 2004:3) they are:

1. Pre-Writing

Choose one experience from their life that is interesting to be written in their writing assignment.

2. Introduction

Write the introduction that will make the reader eager to know more about the experience.

3. Body

Use simple past or past continuous tense. If an event happens in the past, you can use past perfect. Write down some note about the experience, remember every detail and try to imagine it through:

- 1) Their feelings
- 2) Their thoughts
- 3) Objects around them (their shape, color, size, ...)
- 4) The smell and taste
- 5) Actions
- 6) Include the setting: place, time. (Give specific details about the place and the time.)

Tell the events:

- 1) In chronological order
- 2) Using a flash back technique

4. Conclusion

In this step, the students make conclusion about what they have learned from their experience.

The steps above can help the students to start their writing recount. It will also make the writing become coherence, so the students will be confident in writing process.

2.3 TEAM PAIR SOLO

1. Definition of Team Pair Solo

In this strategy, the teacher should know how to organize the students and classroom topics to encourage classroom participation and assist the students in developing a conceptual understanding of a topic through the use of team pair solo strategy. This learning strategy promotes classroom participation by encouraging of pupil response. Additionally, this strategy provides an opportunity for all students to share their thinking with the group and then divide it into a pair and the last they will work individually.

From the explanation above, there are three steps of doing this technique. They are team, pair and finally solo. This strategy builds the students' confidence when attempting more difficult the material. It has also been recently advocated when teacher teaches students about the writing skill, they should try it first as a team, again in pairs and finally on their own (Spring, 2007: 28).

2. Procedures of Team Pair Solo

Here, the researcher explained about the procedure in team pair solo strategy to help the teacher in managing the students in the classroom. In order not to make the students confused about new strategy that the teacher gives in teaching learning process.

The students were divided into some groups, and then the groups were given a treatment. The treatment here used was Team Pair Solo strategy. The procedures of this strategy were (Slavin, 2009:7):

- 1) The students worked as a team to solve a problem. The team consisted of 4 or 6 students.
- 2) The teacher explained what to do in group.

- 3) The topic was given by the teacher to the students in team.
- 4) Each group started to discuss after having the topic.
- 5) The students were engaged, through the use of quick discussion about the topic based on the instruction, and then the students presented a result of discussion.
- 6) The teams broke into pairs and the students work on either the same problem.
- 7) They discussed in pair, developed and selected the controlling ideas, and presented the result of the discussion.
- 8) The pairs broke up and the students worked individually and performed the result of discussion.
- 9) The students informed the result of discussion and conclusion in front of the class.

The teacher could apply it in writing class by asking the students to make some groups consists of four students. Then the members of groups shared their personal experience, and then they decided whose experience they made in a recount text. After that, they continued to make a recount together. The last, the pairs broke up and worked individually until they finished their work.

The purpose of the steps above was to make the teaching and learning process well organized, so the students understand easily with the use of new strategy. It also helped the teacher to explain what the students did in a series.

2.4 RECOUNT TEXT

2.4.1 Definition of Recount

According to Knapp (2005: 224), recount text is basically written out to make a report about an experience of a series of related event. Recount is written out to inform

an event or to entertain people. Recount text is a text that has function to tell an incident in the past.

Recount is to tell “what happened”, and this text has a social function. According to Siahaan and Shinoda (2008: 9) the purpose of a recount text is to retell an event with a purpose to inform or entertain the readers. Recount text tells a series of events and evaluate what the students get the events. It also gives audience information about the events. Hartono (2005:6) says that “Recount text is to retell events for the purpose of informing or entertaining the reader”. Based on the explanation above the purpose of recount text is to tell the readers what happened in the past through a sequence of events. It can be told by person that has the story or someone who tells the story from other people.

From some explanations above, she concluded that recount text was a text that retell about some incidents that happened in the past, when and where it happened, and the feelings of the writer.

2.4.2 Types of Recount

There were some types of recount that can be used when someone wants to make a recount text. The types of recount text was explained bellow (Hyland, 2004:27):

1) Personal recount

Retelling of an activity that the writer/speaker has been personally involved “I” (e.g. oral anecdote, diary entry)

2) Factual recount

Recording the particular of an incident (e.g. report of a science experiment, police report, news report, historical account)

3) Imaginative recount

Taking on an imaginary role and giving details of events (e.g. a day in the life of a Roman slave, how I invented....)

This research used one of the types above the type of recount text that was used in this research was personal recount. She chose this type because this research was used theme of personal experience, where the students made recount text based on their experiences. Automatically they wrote about their personality, so she used the type of personal recount.

2.4.3 Constructing Written Recount Text

Previously, the researcher had already explained that the students in foreign language will get difficulties when they write something in English. So an English teacher must gave material about how to construct a recount text in order to make the students know what they should do first when they want to write. It helped them get easier to form a good writing.

Boardman (2008:287) stated that the steps for constructing of written recount text are:

- a. The first paragraph that gives background information about who, what, where and when, is called orientation.
- b. The event of recount text is made in chronological order, named; events
- c. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
- d. A reorientation which “rounds off “the sequences of events or retell about what happened in the end.

Boardman (2008:287) stated that the language features which are usually found in a recount:

- a. Use of nouns and pronouns to identify people, animals or things involved.
- b. Use of past action verbs to refer the events.
- c. Use of past tense to located events in relation to speaker`s or researcher`s time.
- d. Use conjunctions and time connectives to sequence the event.
- e. Use of adverb and adverbial phrases to indicate place and time.
- f. Use of adjectives to describe nouns.

According to Boardman (2008: 287) in making functional grammar, the significant common grammatical patterns of recount includes:

- a. Focus on specific participant.
- b. Use of material process or action verb.
- c. Circumstance of time and place.
- d. Use past tense and focus on temporal sequences.

All of the constructing above should be taught to the students. It is about how to make a recount text. If the students understand about all the construction, they will enjoy to write recount text. They could imagine about the theme and start to write in enjoyable way.

Below is an example of recount text:

Generic

My Basketball Experience

structure

- a. Orientation When I was in Junior High School, I really love basketball.
- b. Event 1 Every Saturday afternoon I practiced in school field with

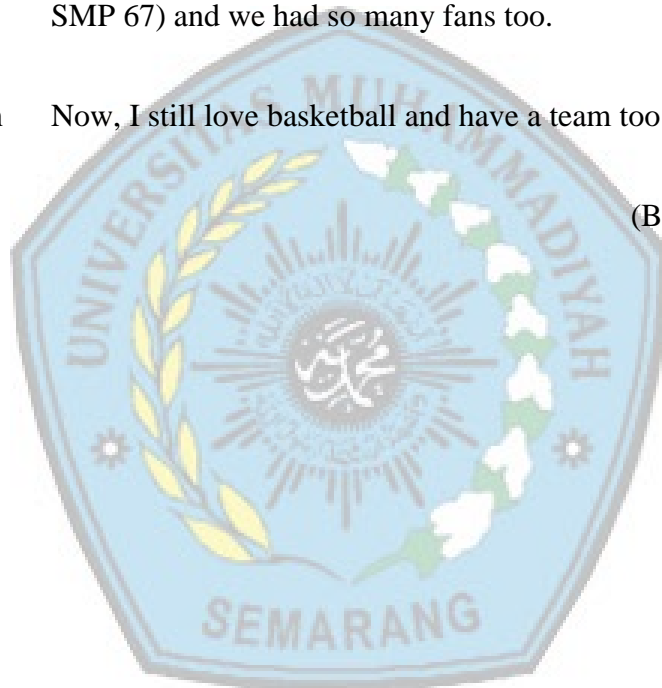
my team and my coach. They were strong and smart players. My coach, Mr. Santana was a kind person. But, while he was coaching us, he was very discipline. He would grounded anyone who came late and not obeyed the team's rules.

With Mr. Santana, our team won may tournaments in many big cities. Our team named after school, 67 Team (from SMP 67) and we had so many fans too.

c. Event 2

d. Re-orientation Now, I still love basketball and have a team too.

(Boardman, 2008:58)



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher will present the detail of method that will be used in this research to make it clear and acceptable. They are research design, subject of the study, method and instrument of collecting data, data analysis, and research procedure.

3.1 Research Design

Research design contains steps that purpose to get information from the students. In this study, the researcher used a classroom action research (CAR). According to Arikunto (2008:3), a classroom action research is an activity in the classroom, observation of teaching and learning activities in the classroom to obtain information about teachers, students and learning process.

Based on the explanation above, the action research is a research that was managed by researcher which takes direct connection with the teachers, students, and learning process.

There are four steps in action research: planning, action, observing, and reflecting. The explanation of each step is as follows (Arikunto2010: 138-140):

a. Planning

Planning is the beginning process of research to conduct the treatment or after making sure about the problem of the research. The researcher needs to make a preparation before doing an action research. The researcher prepares some materials that will be used in research process, such as lesson plan based on the teaching material,

choose the theme, prepare the materials that are needed in the learning process, and prepare checklist for observation and paper test.

b. Action

This section discusses about the steps and activities that will be taken by the researcher. She tries to measure students' abilities in writing recount text. Then give students treatment ways to remember every word in spelling and writing, give students assignments in group, evaluate students' activeness in teaching learning process and give them summary about materials.

c. Observing

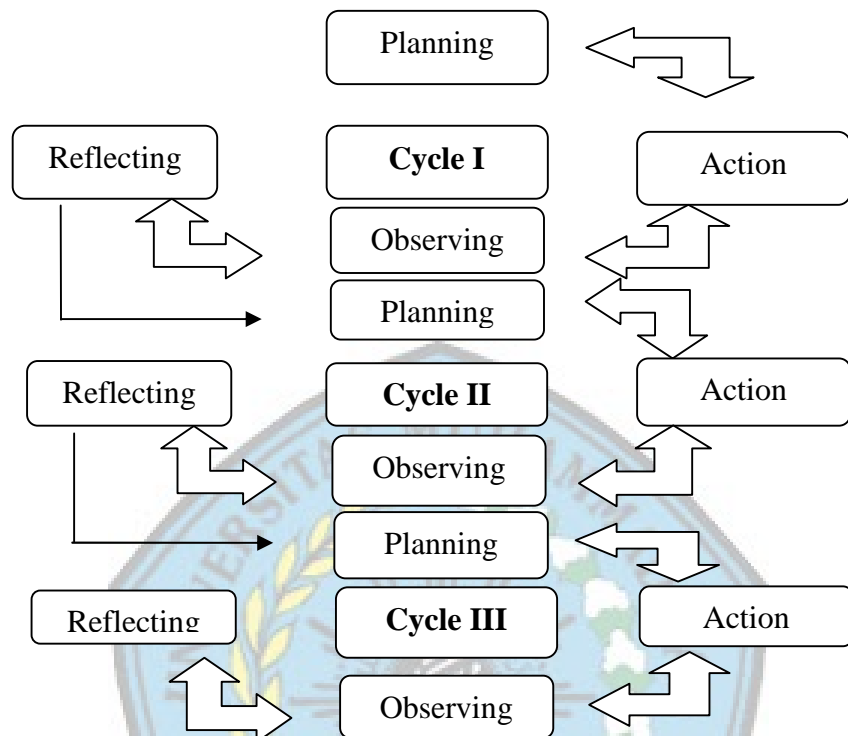
In this step, a researcher has to observe all events or activities during the research. The researcher observes the situation happened during the class, students' responses and attitudes when they are given explanation, task, and after getting students' difficulties in writing recount text.

d. Reflecting

Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.

The four steps above are important in an action research. They are principle to form a cycle, and it is circle arrangement activities from the stage of planning to reflection then evaluation. Actually there are some models can be used in a classroom action research, but here she will use model created by Kemmis & Mc Taggart cited in Arikunto (2010:137). The four steps are done repeatedly, and it is drawn in figure below:

Figure 3.1 Cycle of Action Research



(Arikunto (2010:137))

3.2 Subject of the Study

The subject of this study was the eleventh grade students of MAN 2 Semarang in 2015/2016 academic year. She just took one class as a sample for the research where the students were taught writing recount text through team pair solo strategy and personal experience as the theme.

The sample class was XI IPA 3 that has 38 students. Students in XI IPA have a good enthusiastic in English. It made her want to give them new experience in teaching to enhance their interest in English writing. She used purposive cluster sampling as the

technique to take the sample. This technique was used by the researcher based on the problem of this research.

3.3 Method and Instrument of Data Collection

Arikunto (2010:203) stated that method is the way which is used by researcher in collecting all data. Variations of method were interview, questionnaire, observation, test, and documentation. Variations of instrument were questionnaire, observation check-list, direct of interview. Instrument is a tool that is used by researcher in collecting the data in order to help her/his get good result.

Arikunto (2010:193) explains that there are two instruments that are used by researcher, those are: test and non-test. In this study, the researcher used some ways for collecting the data. She used test and also non-test. For the test, there was pretest and post test. For non test, she used questionnaire, interview, and observation. The explanation was discussed as follows:

3.3.1 Test

Test is an important part in every teaching and learning process. According to Arikunto (2010:193) Test is a set of questions that is used to measure the skill, knowledge, intelligence and talent of an individual of a group.

The researcher used written test for collecting the data. It is very useful to know the students' achievement in understanding material which was given before. In this section, the researcher got the data by giving pre-test and post-test.

a. Pre-test

In this research, she gave the students pre-test for checking the students' basic ability in writing. A pre test was given before the students got a treatment from the researcher.

b. Post-test

A post test will be given after the students get some activities of writing recount text using personal experience through team pair solo strategy. It used to measure the students' achievement after being taught. In order to know the improvement of student's achievement, the researcher will analyze the data result of pre test and post test by using statistical measurements.

3.3.2 Interview

The researcher interviewed students to get information about students' understand of recount text and students' problem of writing text. She copies the interview result in the written form.

3.3.3 Observation

Observation was an activity which was done by researcher for gathering the data that need to complete the research. Arikunto (2010:201) stated that observation is an activity to get attention toward an object by using all the senses, it means direct observation. Here, observation was used to monitor the students' activities during the teaching learning process.

She observed the situation in the class during the lesson and students' response attitude when they were given an explanation, task, and their difficulties about the material. In this research, an observation checklist used to observe the subject of the

study in some aspects. The aspects that observed were students' attendance, students' activeness in asking question, answering question, doing assignment, students' attention during the lesson, students' response about the material, and their cooperative attitude during the lesson.

3.3.4 Questionnaire

According to Arikunto (2010:194) questionnaire is a set of questions to get information from participant, here means from students. The researcher prepared a list of questionnaire which was given to the respondents. They answered the questions according to what they knew.

After being given the questionnaire, she analyzed the result of problems that were faced by the students when being taught recount text using personal experience.

3.4 Data Analysis

The aim of this research was to find out whether personal experience could improve the students' writing skill or not. There were writing test and questionnaire that were given to measure the students' progress in mastering writing skill. In detail, this procedure of analyzing data consisted of method of scoring and classifying the result of questionnaire.

3.4.1 The Analysis of Qualitative Data

The analysis of qualitative data used in this research was the observation of event happened in the class during teaching learning process, the interview with students after classroom action research, and questionnaires that were analyzed to know the students' responses on teaching learning process.

In this study, all the data were collected by the researcher. The questionnaires were analyzed by giving score on each questionnaires sheet that were arranged in negative and positive question and followed by five responses that showed level assessment in which the response was written in Indonesia in order to make the students easy to answer and understand the questions. Each answer was given the score as follows:

Table 3.1 Level assessment of students' responses

| Level assessment of students' responses | Score of students' answer | |
|--|---------------------------|--------------------|
| | Positive sentences | Negative sentences |
| Strongly agree | 5 | 1 |
| Agree | 4 | 2 |
| Doubtful | 3 | 3 |
| Disagree | 2 | 4 |
| Strongly disagree | 1 | 5 |
| The total questions | 15 | 5 |

(Sugiyono, 2009:184)

Skor maximum: $20 \times 5 : 100$

From the table above, the result of students' questionnaires were analyze through the step below:

1. For classifying the result of questionnaire, the researcher used the formula from Sugiyono (2010:137) that described as below:

$$\text{Percentage (S)} = \frac{\text{Total score}}{\text{Maximum score}} \times 100\%$$

2. For qualifying the data result in form of percentage based on questionnaire scoring, the average percentage score of the questionnaire which is designed by Arikunto (2010:44) used the following percentage:

Table 3.2 Interpretation of Students' Activity

| Percentage Obtained | Category |
|-----------------------|-----------|
| $81\% \leq S < 100\%$ | Very good |
| $61\% \leq S < 81\%$ | Good |
| $41\% \leq S < 61\%$ | Fair |
| $21\% \leq S < 41\%$ | Poor |
| $0 \leq S < 21\%$ | Very poor |

3.4.2 The Analysis of Quantitative Data

In order to know the students' ability in understanding the material, the researcher gave score for the test. She used the coring guidance taken from Heaton cited in Wibowo (2013: 3-4) in five areas. They were fluency, grammar, diction, content, and spelling. The scoring was rated 1 until 5, with measurement as follows:

Table 3.3 The Criteria of Scoring

| Criteria | Score | Description |
|----------|-------|--|
| Fluency | 5 | Excellent: flowstyle, very easy to understand, both complex and simple sentences. |
| | 4 | Good: quite flowing style, mostly easy to understand, and few complex sentences. |

| | | |
|---------|---|---|
| | 3 | Fair: reasonable style, easy to understand (but not all), simple sentences. |
| | 2 | Inadequate: bad style, hard to understand, mostly simple sentences or compound sentences (confusing). |
| | 1 | Unacceptable: very bad style, too hard to understand, almost all simple sentences confusing. |
| Grammar | 5 | Excellent: only 15% mistakes, mastery of grammar. |
| | 4 | Good: 25% mistake only (prepositions). |
| | 3 | Fair: only 30% mistake, but there 3-4 minor. |
| | 2 | Inadequate: 50% mistake in grammar. |
| | 1 | Unacceptable: more 50% mistake in grammar. |
| Diction | 5 | Excellent: only one mistake word, the use of extensive range word. |
| | 4 | Good: there 2-3 mistakes words, the use of new word that have gotten (appropriate synonyms and circumlocutions). |
| | 3 | Fair: the use word acquired appropriate word on whole but there are 4 mistakes words. |
| | 2 | Inadequate: the use of limited word, the use of synonyms (but inappropriate), 5 mistakes words. |
| | 1 | Unacceptable: the use very limited word, use inappropriate synonyms and confusing word, more 5 mistakes words. |
| Content | 5 | Excellent: clear progression of ideas, all sentences support the topic, highly organized, and well linked. |
| | 4 | Good: ideas well organized, communication of the |

sentences is not impaired.

3 **Fair:** there are deficiency organization, reading required for classification of ideas.

2 **Inadequate:** the ideas difficult to deduce connection with sentences, little connectivity.

1 **Unacceptable:** deficiency of organization to serve that communication is seriously impaired.

Spelling 5 **Excellent:** 15% error spelling.

4 **Good:** 25% errors spelling.

3 **Fair:** 40% errors spelling.

2 **Inadequate:** 60% errors spelling.

1 **Unacceptable:** 80% errors spelling.

(Wibowo, 2013: 3-4)

From the table above, there were five criteria of scoring. The minimum score was 5 then the maximum score was 25. To get the numerical data, it was necessary to multiply them by 4. It was found the rating scale from 1-100.

The formula is:

$$\text{Total score} = \text{score} \times 4$$

The multiply above gave numerical score. For example if the students got score 20, it meant she/he got 80 because 20 x 4 was 80. For the students who get score 15, then the score was multiply by 4 and she/he got 60 and so on. To get the mean of all students in the class, this is the formula used to manage all the data:

$$\chi = \frac{\sum x}{n}$$

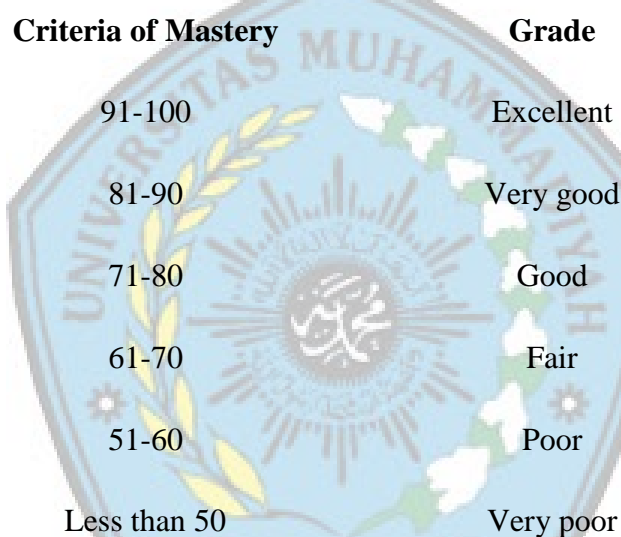
χ = Mean of the students score

$\Sigma\chi$ = Total score of the students

n = Total students in the class

To make the score easy to be arranged, it was changed into numerical data, with scale between 0 to 100. Then, the scale of scoring was used to make the decisions, whether the highest indicated that the students understand the material well or the lowest score which indicated the students needed other treatment. It can be drawn in the following table:

Table 3.4 Level Assessment of Students' Responses



| Criteria of Mastery | Grade |
|---------------------|-----------|
| 91-100 | Excellent |
| 81-90 | Very good |
| 71-80 | Good |
| 61-70 | Fair |
| 51-60 | Poor |
| Less than 50 | Very poor |

After getting the total of mean score, the researcher tried to get a class percentage the pass of the KKM of English subject. The KKM depended on school regulation. To know the percentage of the students' achievement scores, she used the following formula:

$$P = \frac{F}{n} \times 100\%$$

P = The class percentage

F = The total of percentage score

N = The total number of students

3.5 Research Procedure

In this classroom action research, the researcher planned to conduct three cycles through personal experience in teaching recount text, each cycle consisted of four stages, there were: planning, action, observing, and reflecting.

3.5.1 Cycle I

Planning The first step was planning. The researcher planned about what she did in her research. It was about making lesson plan and instrument of the research.

Action In this stage, she conducted directly teaching learning process in the class. The teaching learning process was done in four meetings, the procedures were:

1st Meeting:

- a. The first time, the researcher gave greeting and motivation to the students.
- b. She gave stimulus for students by giving some questions about their holiday or their personal experience and example of recount text.
- c. She explained the material of recount text (definition, generic structure, and simple past tense).
- d. The next step, she gave instruction to the students to make

- group and asked them to sit based on their group. Every group got the papers and the teacher asked them to share about their personal experience especially about their holiday in last year.
- e. Before they made a recount text, they shared about their personal experience to their member group and then they decided whose experience that they used.
 - f. After they decided about the experience, they started to write recount text appropriate with the experience they chose before. They made part of orientation on their paper.
 - g. Later, she divided the group become pairs, and then she asked the pairs to continue their work to make part of events of their story.
 - h. After the pairs did their work in the part of events, she divided the pairs into solo, and asked them to make re-orientation of their story by themselves.
 - i. After the activities were done, she asked the students to submit their worksheet and give evaluation.

2nd Meeting:

- a. The researcher asked some questions to the students about recount text in order to know how far they remember the material.

- b. She reviewed the social function, generic structure, and language features of recount text. She also reviewed about the steps to write recount text.
- c. After that, she gave post test I to write recount text.

Observation In the process of learning, the researcher observed the teaching and learning by using observation checklist. In the observation checklist she observed the students' activeness, activity, participation, and attention during the teaching learning process.

Reflection After the researcher gave the post test I, she analyzed the students' score of post test I and the result of observation. The purpose of reflecting was to evaluate the criteria of success which had been achieved and analyzed the target which was not achieved yet. The result of reflecting was used to decide the part that needed improvement.

3.5.2 Cycle II

Planning In this stage, the researcher prepared the research instrument such as lesson plan, pictures and materials.

Action In cycle II, the researcher used media in teaching recount text, the medium used in this cycle was pictures contained good or bad experience. The list of the activities were:

1st Meeting:

- a. The researcher checked the attendance list, gave greeting and motivation to the students.
- b. Then, she gave stimulus for the students by giving question about example of recount text and reviewed about the material in the previous meeting. She also explained a little about generic structure and language features of recount text.
- c. Afterwards, she showed the pictures about someone's bad experience, and gave an example of recount text about the picture.
- d. She continued to the next step, in this stage she used team pair solo strategy. She asked them to join with other friends and made group. Every group got the papers and the teacher asked them to share about their bad experience and then they decided whose experience that they used.
- e. After that, they started to write recount text that was appropriate with the experience they chose before. They made part of orientation on their paper.
- f. Later, she divided the group become pairs, and then she asked the pairs to continue their work to make part of events of their story.
- g. After the pairs did their work in the part of events, she divided the pairs into solo, and asked them to make re-orientation of

their story by themselves.

- h. In this cycle, the students gave mark which was orientation, events, and re-orientation.
- i. After the activities were done, she asked the students to submit their worksheet and the teacher gave evaluation.

2nd Meeting:

- a. The researcher reviewed about recount text. The review had purpose to remind the students about the material.
- b. She reviewed the social function, generic structure, and language features of recount text. She also reviewed about the steps to write recount text.
- c. After that, she gave post test II for measuring the students' improvements in writing recount text.

Observation The researcher made an observation in observation checklist about the students' activities and participation during the teaching learning process. The observation was done to know the students' responses about teaching recount text.

Reflecting The researcher analyzed the result of the observation. It was continued by making reflection which one should be maintained and repaired in the next cycle.

3.5.3 Cycle III

| | |
|----------|---|
| Planning | Re-arranged lesson plan, material and instrument. |
| Action | In this cycle, the teaching learning process was done in two meeting. The activities were described as follows: |

1st Meeting:

- a. The researcher asked the students to remind the material of recount text.
- b. She reviewed the material about recount text by giving some questions. It was aim to know the comprehension about the material.
- c. After that, she explained to the students about simple past tense. It was done because the students' difficulties in cycle II was about the grammar. So she explained more about it.
- d. After that, she asked the students for making group in which every group consisted of four or six students.
- e. Then, she showed a text through power point to the group, and asked them to look for the generic structure and language features of the text.
- f. After the groups finished it, they submitted their worksheet and then continued the next activity. And then the group split and became pairs.

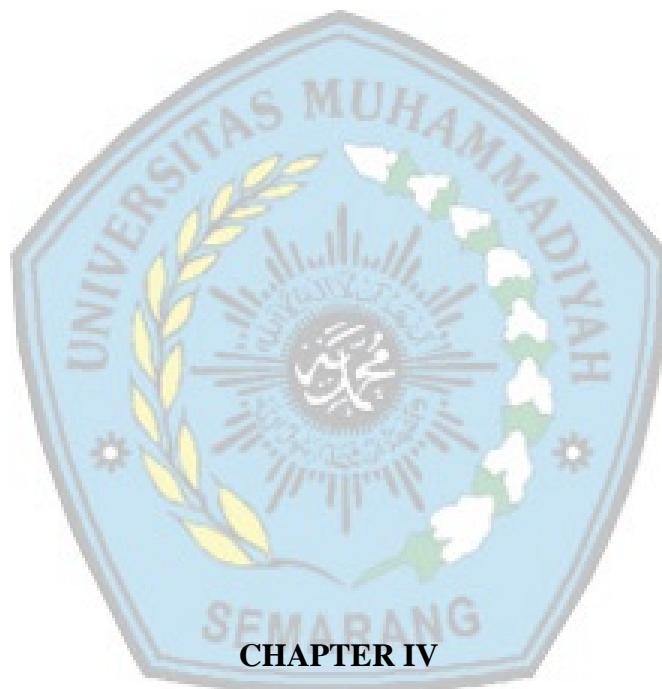
g. In pairs, they made sentences by using simple past tense but the sentences about their personal experience. It was done in order to make students easy in understanding about simple past tense and the theme of personal experience.

2nd Meeting:

- a. She gave feedback about students' writing in the last meeting.
- b. She gave the students post test III to make recount text. But in post test III, students made recount text in group, in pairs, and the last they made it individually.

Observation In this step, she analyzed and evaluated the actions that had been done in this cycle. She also gave questionnaire to know students' responses of learning writing recount text by using personal experience and team pair solo strategy.

Reflection In this step she analyzed the data which had been gotten from teaching learning process. The result of cycle III determined whether the classroom action research was successful or not.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Research Findings

Before conducting the research, the researcher did pre-observation to know the problems that are faced by students. The observation result found that the students' problem in writing recount text were they had difficulties in determining the generic structure and language features, using simple past tense form, choosing the appropriate

vocabularies, and composing the idea in writing form. The research was conducted for four times that consisted of pre-cycle, cycle I, cycle II, and cycle III.

4.1.1 The Result of Initial Condition (Pre-cycle)

This pre-cycle was the first meeting in the research which was conducted by researcher without implementing team pair solo strategy, where teacher gave explanation about material and the students asked and discussed about the material before conducting the research at eleventh grade of MAN 2 Semarang in academic year of 2015/2016. This cycle was done on January 15th, 2016. In the pre-cycle, she taught writing recount text without theme personal experience and the use of team pair solo strategy. It aimed to know the students' ability in writing recount text before they were given treatment by the teacher. The teacher explained the material of recount text to the students such as the definition, generic structure, and language features of recount text. After that, the teacher gave an example of recount text with the theme of holiday and for the last stage the teacher gave a test for the students to write recount based on their personal experience.

However, the result of the students' task could be interpreted that the students were still have difficulty to write recount text. The students paid less attention to the teacher when she explained about recount text. The other problem found was the students got difficulties in writing process such as they were confused about the theme, vocabulary, and tenses. The researcher also found mistakes on their vocabularies, tenses, grammar, pronunciation, and in their writing mechanic such as punctuation, paragraphing capitalization that were often ignored by students.

Based on the test result, the mean score of students in the pre-test was 46.92. All of students achieved the score under the KKM. The lowest score was 28 and the highest score was 60. From the result, it could be seen that all of students' writing comprehension in class XI IPA 3 was very low. To improve the students' writing ability, the treatment was necessary to be implemented for the next teaching and learning process.

From the result of the pre-test, the mean of students score was 46.92 and the class percentage who passed the KKM 0%, it meant that there was no students could pass KKM in the pre-test. From the result of students' score and the class percentage, it could be concluded that the students' ability in writing recount text was in poor category. It could be said that the students did not understand about recount text so that they could not write well. In addition, they could not express and organize their idea in writing product.

4.1.2 The Implementation of Classroom Action Research

4.1.2.1 The Result of Cycle I

In the cycle I, she started conducting action research by arranging the lesson plan, preparing test instrument, and observation checklist. The lesson plan was based on the students' problem in writing recount text. The problem that was faced in pre-cycle was the students have difficulties in determining vocabulary and lack of knowledge of writing process. The technique used in cycle I was team pair solo strategy and the theme used was personal experience. She also prepared worksheet as the instrument for post test I to get the students' score in understanding the material during the learning process in the classroom. She went on to the next step, she gave the students treatment through team pair solo strategy and the use of personal experience in the writing.

4.1.2.2 Written Test (Post test I)

In this cycle I, the researcher gave the written test to get score of post test I. After implementing the test, she assessed the result of the test. From the result, she could calculate the mean of the students' score by using following formula:

$$\text{The average of students score (m)} = \frac{\sum x}{n}$$

$$\text{The average of students score (m)} = \frac{2312}{37}$$

$$\text{The average of students score (m)} = 62.49$$

Based on the calculation above, the students' mean score after implementing personal experience and team pair solo strategy from cycle I was 62.49. The researcher also calculated the class percentage that passed KKM and she used the formula to analyze this score as follow:

$$\text{The class percentage (P)} = \frac{F}{n} \times 100\%$$

$$\text{The class percentage (P)} = \frac{9}{37} \times 100\%$$

$$\text{The class percentage (P)} = 24.32\%$$

There were 9 students who passed the KKM and from the result of the mean score and the class percentage in writing recount text, it could be concluded that the students were still in poor category for their writing. Although in this cycle showed an improvement, it was still found difficulty in writing generic structure and the use of simple past tense was not satisfying. She conducted the cycle II in order to improve students' achievement in writing recount text. She still used team pair solo strategy and personal experience but here she added picture to help the students understanding the material.

4.1.2.3 Observation Checklist

In this phase, the researcher did observation toward the teaching learning process to know the students' participation. She observed the students' activeness during the learning process, such as their activeness in asking questions, their cooperation in learning process by using observation checklist. During the learning process, the students paid attention to the teacher whenever she explained the material. The other hand, when the researcher gave the material about recount text, there were several students who did not pay attention to her explanation and several students were just passive when she asked them some questions. Moreover, when the teacher asked students to answer the question, most of them were just silent and did not give much attention to the teachers' explanation.

The researcher also observed to the students' responses when she asked them to work in group. In this stage, most students were enthusiastic because this strategy was new for them. The description of students' participation in teaching and learning process could be explained in the table below:

Table 4.1 The Students' Participation Result in Cycle I

| No | Aspect | Percentage |
|----|-------------------------|------------|
| 1 | Students' activeness | 27% |
| 2 | Students' understanding | 22% |
| 3 | Students' participation | 81% |
| 4 | Students' attention | 78% |
| 5 | Students' cooperation | 76% |

Average

57%

According to the result of observation checklist above, the researcher counted the average percentage of students' participation by using formula:

$$\text{Percentage (S)} = \frac{\text{Tota Score}}{\text{Maximum score}} \times 100\%$$

$$\text{Percentage (S)} = \frac{284}{500} \times 100\%$$

$$\text{Percentage (S)} = 56.8\% = 57\%$$

Based on the table above, it could be concluded that from 37 students in the classroom, there were 27% students who asked actively to the teacher about their difficulties in understanding the material. The students also convey the idea to the others based on the teacher's questions. It was proven from the result of students' understanding that was 22%. The students' attitude also good in the learning process, they did the task well. It was known from the result of students' participation that was 81%. In the teaching and learning process, some students gave their attention to the teacher such as listening, viewing, writing, and giving opinion. It could be seen from the result of students' attention that was 78%. The students' cooperation in the classroom were not bad, some of them did not make noisy in the class. They paid attention to the teacher's explanation, it known from the result of students' cooperation that was 76%. The average from the students' participation in cycle I was 57%. However, it needs more improvement in teaching learning process to enhance the students' participation.

4.1.2.4 The Result of Cycle II

The cycle II was done based on the reflection of cycle I. In this cycle, the activities were done as the previous meeting, the researcher still implemented team pair solo strategy and the use of personal experience. In this case, she gave different example of recount text. If in the previous cycle she used personal experience about students' holiday, in this cycle she used students' bad or good experience. It had purpose to make students become active in exploring their writing skill. The result of cycle II, it could be seen from the written test result and observation checklist.

4.1.2.5 Written Test (Post Test II)

In this cycle, the researcher gave post test II to the students. Its purpose was to know the result of students' improvement from cycle I to cycle II. She assessed the students' writing. Then, she counted the mean score that passed KKM used the following formula:

$$\text{The average of students score (m)} = \frac{\sum x}{n}$$

$$\text{The average of students score (m)} = \frac{2736}{37}$$

$$\text{The average of students score (m)} = 73.94$$

Based on cycle II above, she also analyzed the class percentages that passed the KKM by this formula:

$$\text{The class percentage (P)} = \frac{F}{n} \times 100\%$$

$$\text{The class percentage (P)} = \frac{26}{37} \times 100\%$$

$$\text{The class percentage (P)} = 70.27\%$$

From the result of score in the second cycle, the mean of the students was 73.94 and the class percentage the students who passed that KKM was 70.27%. From the result of the students' score and the class percentages, it could be concluded that the

students' ability in writing recount text had been improving. However, it was because there were still lot of students who did not passed the KKM, so she would give more explanation about writing recount text. The researcher analyzed that there were still several students that still got difficulties to understand and write recount text. Therefore, she conducted the cycle III in order to improve students' achievement in writing recount text.

4.1.2.6 Observation Checklist

In this phase, the class condition in teaching and learning process was better than the previous cycle. It was described from the students' responses that were enthusiastic in learning recount text. When she reviewed and gave some questions about the material, most of them answered although their answered were incorrectly. There were some students who bravely asked about the material that they thought difficult. She asked the students to come forward and write an example about simple past tense they were interested to do it. She explained about the material, there were still some students who made noisy and disturbed the others until one of the students asked her friends to pay attention to the teacher.

In addition, in the discussion the students were more active than the previous cycle. They cooperated with each other although there were some students who were not active in the learning process. The interpretation of students' activities in cycle II could be seen on the table below:

Table 4.2 The Students' Participation Result in Cycle II

| No | Aspect | Percentage |
|----|--------|------------|
|----|--------|------------|

| | | |
|---------|-------------------------|-----|
| 1 | Students' activeness | 41% |
| 2 | Students' understanding | 49% |
| 3 | Students' participation | 92% |
| 4 | Students' attention | 95% |
| 5 | Students' cooperation | 89% |
| Average | | 73% |

Based on the result of observation checklist above, the researcher counted the average percentage of students' participation by using formula:

$$\text{Percentage (S)} = \frac{\text{Tota Score}}{\text{Maximum score}} \times 100\%$$

$$\text{Percentage (S)} = \frac{366}{500} \times 100\%$$

$$\text{Percentage (S)} = 73\%$$

The result of the students' participation was 73%. The percentage in good categorized. For the result of students' activeness was 41% and belong to fair category. That could be seen from the students' focus on the teachers' explanation so they not doing the other work. The students also answered the questions and gave the idea actively when the teacher asked something about the material. It was proven from the result of students' understanding that was 49%. The result of students' participation showed a good categorized, there were 92% students did the task well. They could manage their time and submitted the task to the teacher. Next, there were 95% students who paid attention to the teacher well, that could be marked by the students' understanding to the teacher' explanation about the material. On the other hand, the

students also did not make noisy in the class. That could be analyzed when the students paid attention and did not doing another activity during the teaching and learning process. Nevertheless, the students' participation in doing the process of teaching in the classroom was still unsatisfying, because there were few students who gave opinion when teacher choosing one of them to share their idea. So, she decided to make the class situation become more interesting for the students in the next cycle.

4.1.2.7 The Result of Cycle III

From the result of cycle II showed that students' understanding in recount text was still low, they still got difficulties in determining language features and generic structure. Therefore, the researcher explained again about recount text especially about language features and the generic structure. In this cycle, there was not significant different in conducting action step. She still used team pair solo strategy and personal experience and she conducted the same activities as previous meeting.

4.1.2.8 Written Test (Post Test III)

In third cycle, the researcher still gave post test to be the students. This test was given to measure the students' improvement in writing ability after the implementation of the teaching and learning process. From the students' result of post test III, she counted the mean score and class percentage of students b using formula as follow:

The average of students score (m) = $\frac{\sum x}{n}$

The average of students score (m) = $\frac{3048}{38}$

The average of students score (m) = 80.21

Based on the result of cycle III above, she also calculated the class percentages who passed KKM and used the formula to analyze this score as follow:

The class percentage (P) = $\frac{F}{n} \times 100\%$

The class percentage (P) = $\frac{34}{38} \times 100\%$

The class percentage (P) = 89.47%

From the result score of third cycle, the mean of the students as 80.21 and the class percentage that passed the KKM was 89.47%. There were 38 students who passed the KKM. From the result of students' score and the class percentage, it could be concluded that the students' ability in writing recount text had improved and as better than cycle II. It was in good category and she felt satisfied about it. In each of the students' result of writing in post test I, post test II, and post test III was increasing and indicated that the students' ability in creating a text each cycle was improved. It could be concluded that cycle III was successful because there were improvement from cycle II to cycle III and it was better than all cycles previously. She concluded that the problems of this study had been solved through the implementation of team pair solo strategy and personal experience to enhance the students' ability in writing recount text.

4.1.2.9 Observation Checklist

In this phase, generally the class condition in teaching and learning process was better than the previous cycle. It could be seen from the students who were ready to join the lesson. The students looked enthusiastic in doing the class activities. It could be seen when they did writing task, they enjoyed it. Most students have done the class activities well. They paid fully attention to her, or to their friends. They were responded the researcher' questions. They were more confident to ask if they did not understand. The students actively compared and shared their opinion to each other about their personal experiences. When the teacher asked them to submit the task, they finished it on time.

For knowing the percentage of students' learning activities in the third cycle, it could be analyzed as follow:

Table 4.3 The Students' Participation Result in Cycle III

| No | The aspects observed | Percentage |
|---------|-------------------------|------------|
| 1 | Students' activeness | 66% |
| 2 | Students' understanding | 61% |
| 3 | Students' participation | 97% |
| 4 | Students' attention | 95% |
| 5 | Students' cooperation | 89% |
| Average | | 82% |

According to the result of observation checklist above, the researcher counted the average percentage of students' participation by using formula:

$$\text{Percentage (S)} = \frac{\text{Total Score}}{\text{Maximum score}} \times 100\%$$

$$\text{Percentage (S)} = \frac{408}{500} \times 100\%$$

$$\text{Percentage (S)} = 82\%$$

The researcher can conclude that from 38 students in the classroom, there were 61% students who asked actively to the teacher about the material and they also active in the group discussion. The students also answered and gave opinion directly, they communicate and interaction to each other in the classroom when they told about their difficulties. It was known from the result of students' understanding that was 61%. In

the learning process there were 97% students who did the task well, they always doing the assignment that given by the teacher and submit it on time. The last was about the students' attention, there were 95% students who paid attention well in the learning process. That could be seen from students' interaction between teacher and students, students and students. From five aspects above, the average students' participation was 82% and it was very good category.

From the table above, it could be concluded that the students' participation in the third cycle was very good. There was increasing in the students' activities in the teaching and learning process. Cycle III was the last cycle because the researcher had been succeed to improve students' writing performance by using theme personal experience and team pair solo strategy so she did not continue to the next cycle.

4.1.3 The Result after Classroom Action Research

4.1.3.1 The Improvement of Students' Mean Score Result from Pre-Test, Post Test I, Post Test II, and Post Test III.

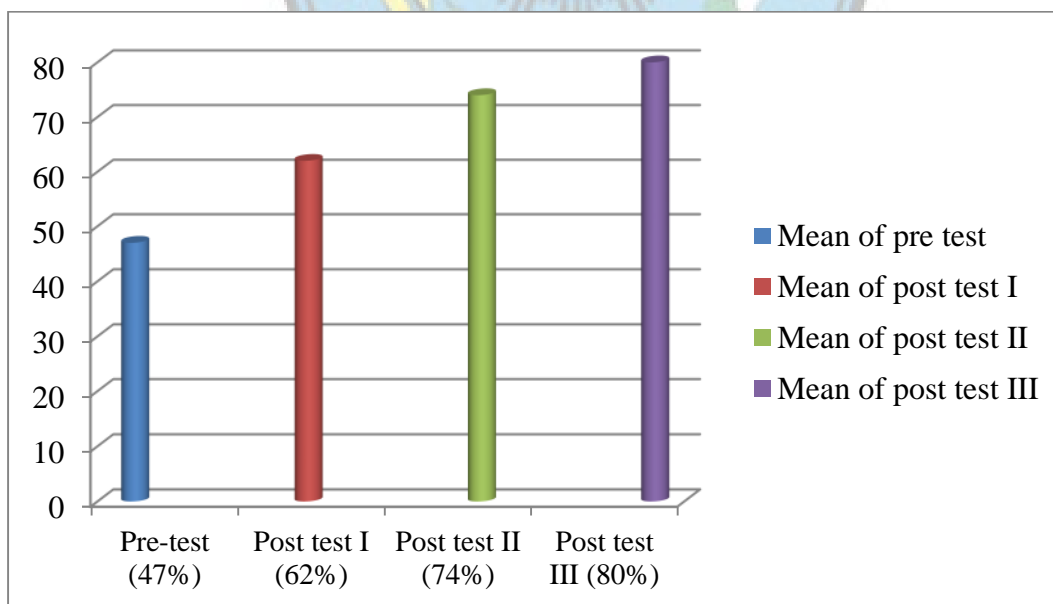


Figure 4.2. The Students' Mean Score

Based on the chart above, it could be explained that there were improvements from pre test, post test I, post test II, and post test III.

The students' mean score of pre-test before implementing classroom action research was 46.92. She used the formula to calculate the students' score to get the students' mean as follow:

$$\text{The average of students' score (m)} = \frac{\sum x}{n}$$

$$\text{The average of students' score (m)} = \frac{1736}{37}$$

$$\text{The average of students' score (m)} = 47.92$$

Meanwhile, the students' percentage who reached KKM was 0% from total 36 students. She used the formula to calculate the students' score to get the students' percentage as follow:

$$\text{The class percentages (P)} = \frac{F}{n} \times 100\%$$

$$\text{The class percentages (P)} = \frac{0}{38} \times 100\%$$

$$\text{The class percentages (P)} = 0 \%$$

Based on the students' assignment in this phase, the students' writing was not fulfilled the writing category. It was because the students faced the difficulties in arranging good writing which included the five elements of writing which consisted of content, fluency, grammar, diction, and spelling of recount text. Usually, they did not master the proper vocabulary, so they feel hard to arrange the word based on the characteristic of each part in recount text.

After getting the calculation of pre-test score, the researcher got the mean score of post test I that was implementation of personal experience and team pair solo strategy in teaching recount text for cycle I. The students' mean score of post test I was 62.49. To calculate the mean of students score, she used the formula as followed:

$$\text{The average of students score (m)} = \frac{\sum x}{n}$$

$$\text{The average of students score (m)} = \frac{2312}{37}$$

$$\text{The average of students score (m)} = 62.49$$

The students' percentage who reached KKM was 24%. There were 8 students from 37 students in class who reached KKM. The researcher also calculated the class percentage that passed KKM and she used the formula to analyze this score as follow:

$$\text{The class percentage (P)} = \frac{F}{n} \times 100\%$$

$$\text{The class percentage (P)} = \frac{9}{37} \times 100\%$$

$$\text{The class percentage (P)} = 24.32\%$$

The students who did not passed KKM were caused the less of motivation influenced the students' enthusiasm to take a part of learning recount text. The researcher also found there was incorrect position of generic structure of its text. Nevertheless, the students' ability began to appear but the result was in poor category, so she continued the second cycle to get the result maximally.

In cycle II, she got satisfaction from the students' mean score of post test II. She still used theme personal experience and team pair solo strategy but she added the media by using picture in teaching and learning process. The students' mean score of post test II was 74. She counted the mean score who passed KKM used this following formula:

The average of students score (m) = $\frac{\sum x}{n}$

The average of students score (m) = $\frac{2736}{37}$

The average of students score (m) = 73.94

The students' percentage who reached KKM was 70%. The students who passed the KKM were 26 students from 37 students in the class. She analyzed the class percentages that passed KKM. She used the formula to analyze the score as follow:

The class percentage (P) = $\frac{F}{n} \times 100\%$

The class percentage (P) = $\frac{26}{37} \times 100\%$

The class percentage (P) = 70.27%

Based on the result of cycle II, personal experience could help the students for using their own concept to think about the topic of recount text. They were aware that group could be really useful in learning recount text when the face the difficulties. Although there was significant improvement of post test II, the result still did not maximal. She had to continue to the next cycle for getting the best result of students' writing performance.

In cycle III, there was improvement of the students' mean score. The students' mean of post test III was 80. She counted the mean score and class percentage of students by using formula as follow:

The average of students score (m) = $\frac{\sum x}{n}$

The average of students score (m) = $\frac{3048}{38}$

The average of students score (m) = 80.21

The class percentage for students who passed the KKM was 89%. There were 34 students who passed the KKM. She calculated the class percentages who passed KKM and used the formula to analyze this score as follow:

$$\text{The class percentage (P)} = \frac{F}{n} \times 100\%$$

$$\text{The class percentage (P)} = \frac{34}{38} \times 100\%$$

$$\text{The class percentage (P)} = 89.47\%$$

Most of students enjoyed the learning activity and it made their writing developed because they could share their experience and their ideas. A good environment of teaching and learning process could help them in increasing their motivation and enthusiasm. It could be concluded that post test III could achieve the target of classroom action research and it showed good category because more than 75% students could reach KKM.

Based on the result above, it could be concluded that the application of team pair solo strategy and theme of personal experience could enhance students' writing skill in recount text. It could be seen from the whole result of formative test through the improvement of mean score in each cycle.

4.1.3.2 The Observation Checklist Result from Cycle I, Cycle II, Cycle III.

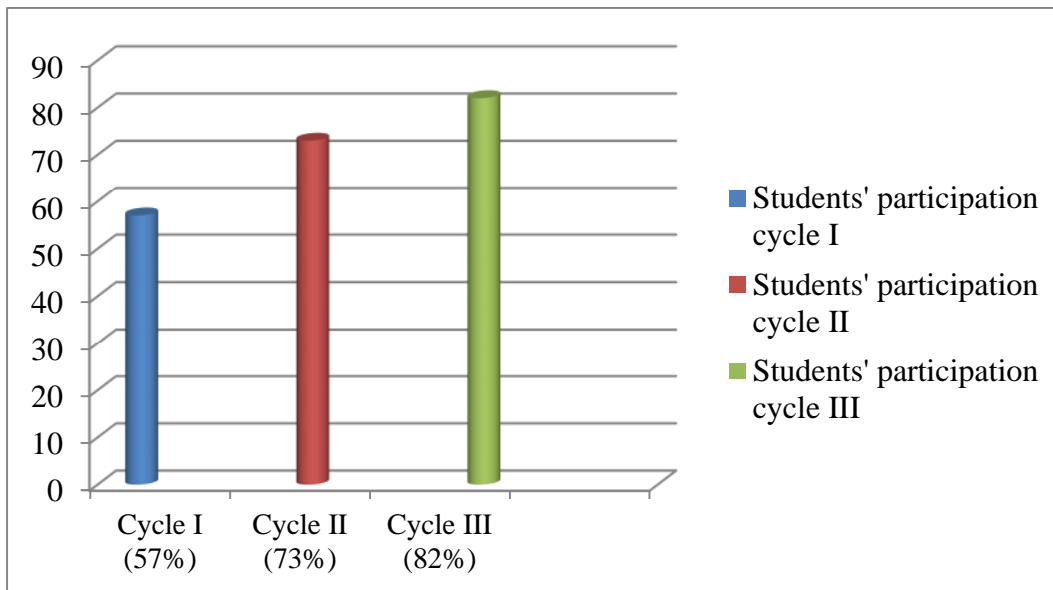


Figure 4.3 Students' Participation in Three Cycles.

From the result above, it mentioned that the observation checklist had significant improvement in each cycle. It was proved from the result of cycle I that had total percentage 57% which could be said that the result was not good enough. Meanwhile, from the result of observation checklist in cycle II 73% which showed that students' participation in cycle II was better than cycle I and it had good category. The last, the observation checklist in cycle III showed that the students' participation was better than cycle I and cycle II. That could be seen from the result was 82% which proved in good result.

Based on the result above, it could be concluded that the students' participation in writing recount text through the application of team pair solo strategy and theme of personal experience made the students more active in teaching learning process. It could be seen from the whole result of observation checklist through total percentage of students' participation aspects.

4.1.3.3 The Result of Questionnaire

The researcher gave the questionnaire sheet to the students on Friday, February 05th 2016. The questionnaire had purpose to get the students' responses in teaching and learning process of writing recount text using personal experience and team pair solo strategy.

The researcher prepared 20 questions in the questionnaire sheet. It consisted of 13 positive questions and 7 negative questions that related to the material and technique during the classroom action research. The negative sentences in the questionnaire sheet were showed in questions' number 2, 5, 8, 13, 17, and 18.

To know the students' response in teaching writing recount text by using theme personal experience and team pair solo strategy, the researcher used formula to count the result of questionnaire. According to Sugiyono (2009:84) the students' answer in each question will be given score based on score of questions from students' responses.

Based on the result of questionnaire, most students agreed that personal experience could help them in writing recount text. They also gave their agreement in the statement that cooperative learning could help them understand the material and force them share their ideas with their friends confidently. The students also enjoyed the teaching and learning process so it could improve their writing performance especially in recount text.

The questionnaire sheet showed that the highest total score of the students' responses was 94% and the lowest total score of the students' responses was 71%. The average of the total responses was 80%. It could be concluded that the result of questionnaire sheet was good. According to Arikunto (2010:44) the category of the

questionnaire result average percentage was good if the average percentage of the total score of students' responses was more than 61% up to 81%. The researcher could give conclusion that many students were enthusiastic to follow the implementation of theme personal experience and team pair solo strategy.

4.1.3.4. The Result of Interview after CAR

The researcher conducted the interview after classroom action research done. The interview was done on Friday, February 05th 2016. The interview had a purpose to know students' responses directly on the implementation of theme personal experience and team pair solo strategy in learning writing recount text.

For the first question, she asked the students about their feeling in writing recount text using definite theme. They agreed that they could focus in one theme and they could write the text easily. For the second question, she asked students about their difficulties when they carried out the learning process of writing recount text using theme personal experience and team pair solo strategy. Their difficulties were to understand how to make sentences that appropriate with the formula. One of them also said that they needed more explanation about it to make them understand clearly. For the third question, the teacher asked the students whether they learned easily in group or not. All of them answered that they preferred to learn in group. The next question was about advantages when writing recount text using team pair solo strategy. All of them answered that they could get different ideas working in a team, and they could improve their writing when they write recount text individually.

From the result of interview, it could be concluded that the students' responses in writing recount text using personal experience and team pair solo strategy was very

good. They can write the text using theme personal experience and team pair solo strategy easily.

4.2 Research Discussion

In this sub chapter, the researcher described and discussed the findings of the research. This discussion is presented in the framework of answering the research problem.

4.2.1 The Application of Personal Experience and Team Pair Solo Strategy in Teaching Recount Text.

The application of personal experience and team pair solo strategy to enhance students' writing skill in recount text had a goal to provide the students with instructional material as helped to the effectiveness teaching writing.

The application of personal experience and team pair solo strategy also had a goal to stimulate the students' thought, feeling, and attention in writing recount text. It was applied to make teaching learning process more exciting. The application of personal experience and team pair solo strategy was expected to give the students new experience in classroom activities.

In the application of personal experience in team pair solo strategy, the researcher had adjusted the material based on students' experience. It was used to make students enjoyable and easy to understand the material. She used theme of personal holidays, by asking their destination, time holiday, people who are join, and the activities during the holiday. Some students answered the question enthusiastically and they make group and implement team pair solo strategy to write recount text based on their experiences.

The students were enthusiastic in doing those activities. It could be concluded that the application of personal experience in team pair solo strategy was success. Almost all of the students could write recount text well when they did in team, pair, and solo. They were very active to write recount text using their personal experience and done team pair solo strategy.

In conclusion, the application of personal experience in team pair solo strategy enhanced students' writing skill. The students used the real experience in their life that was unforgettable that made them enjoy to make it in a recount text.

4.2.2 The Impact of Using Personal Experience and Team Pair Solo Strategy in Teaching Recount Text.

Compatible with the material were the reasons of the use of personal experience in teaching recount text. The use of students' personal experience made the lesson easily to be understood and more interesting for the students. The students were very interested to tell about their personal experiences. It was also the characteristic of successful writing activity when they got interested in their writing process. It could be seen when the researcher did observation in the class. Almost all of the students were interested to tell about their personal experience and write a recount text.

By using personal experience, the students were more enthusiastic in the writing process, because when they started to write recount text they could imagine what they want to write.

Based on the explanation above, it could be concluded that the application of team pair solo strategy and theme personal experience could enhance students' writing skill in recount text. It could be seen from the whole result of formative test through the mean score and class percentage. Furthermore, the students' participation in writing

recount text through the application of team pair solo and theme personal experience stimulate the students to become more active in the teaching learning process. It was also supported by students' responses toward teaching learning process that was conducted by the teacher. Therefore, the application of team pair solo and theme personal experience was helpful in teaching learning process especially in writing recount text.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the result of the study, the researcher took some conclusions as follows:

1. The use of personal experience and team pair solo could enhance students' writing skill. It could be seen from the data such as; observation checklist, pre test and post test, interview, and questionnaire. The result of writing test showed that the students' mean score in the pre test was 46.92, post test I was 62.49, post test II was 73.94, and post test III was 80.21. Meanwhile, the result of percentage for students who passed KKM in the pre test was 0%, post test I was 24.32%, post test II was 70.72%, and post test III was 89.47%. The result of observation checklist showed cycle I was 57%, cycle II was 73%, and cycle III was 82%. The result of questionnaire was 80% which could be concluded in good category.
2. Based on the explanation above, the result of observation, questionnaire and the written test showed a significant improvement. The result of students' responses on the questionnaire showed that they were enjoyed to learn English by using the method that the teacher used. They excited to write their experience and share it with their friends. They were not afraid if they had fault in their writing because they can asked to their group or the teacher. It could be concluded that the implementation of personal experience and team pair solo strategy could improve the students' writing performance in recount text.

5.2 Suggestion

From the conclusion above, there were some suggestions that are proposed by the writer:

1. For the English teachers

The use of personal experience and team pair solo strategy can be used as an alternative way to teach English especially recount text because it can help the students to write recount text easily. The teacher should be act as the facilitator and motivator in the teaching and learning process to make students being active in the teaching process.

2. For the students

For the students who do not like English subject, they should keep their motivation in learning English. It is expected to give them new experiences and help them in understanding the material.

3. For the School

In every class in MAN 2 Semarang, there is no LCD projector to support the teaching learning process. Better if the school give media and also complete the facility in the school in order to support the quality of teaching and learning.

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APPENDICES

APPENDIX 1



The Research Schedule

Appendix 1

RESEARCH SCHEDULE IN CLASSROOM ACTION RESEARCH AT MAN 2 SEMARANG IN THE ACADEMIC YEAR 2015/2016

Teacher : Drs. Ali

Researcher : Susilawati

Class : XI IPA 3

| Activity | January | | | | | February | | |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|------------------|-----------------|-----------------|
| | 14 th | 15 th | 20 th | 22 nd | 27 th | 29 th | 3 rd | 5 th |
| | '16 | '16 | '16 | '16 | '16 | '16 | '16 | '16 |
| Ask Permission | √ | | | | | | | |
| Contact the English Teacher | | √ | | | | | | |
| Doing pre-cycle | | √ | | | | | | |
| Doing cycle I | | | √ | √ | | | | |
| Doing cycle II | | | | | √ | √ | | |
| Doing cycle III | | | | | | | √ | √ |

The logo of Universitas Muhammadiyah Semarang is a blue shield-shaped emblem. It features a central sunburst with a crescent and star, surrounded by a wreath of yellow and green leaves. The text "UNIVERSITAS MUHAMMADIYAH" is written in a semi-circle at the top, and "SEMARANG" is at the bottom.

APPENDIX 2

The Students' Attendance List

**THE STUDENTS' ATTENDENCE LIST
AT XI IPA 3 OF MAN 2 SEMARANG**

| N O | STUDENTS' NAME | DAY/DATE | | | | | | |
|--------|---------------------|------------------------|-----------------|--------------------|-----------------|------------------------|-----------------|------------------------|
| | | FRIDA Y 15.01.16 | WED 20.01.16 | FRIDAY 22.01.16 | WED 27.01.16 | FRIDA Y 29.01.16 | WED 03.02.16 | FRIDA Y 05.02.16 |
| 1 | ABDUL HALIM ZAINAL | √ | √ | √ | √ | √ | √ | √ |
| 2 | ABDULLAH AZZAM | √ | √ | √ | √ | √ | √ | √ |
| 3 | AHMAD NURUL KHAKIM | √ | √ | √ | √ | √ | √ | √ |
| 4 | ALI IMRON AL AMIN | √ | √ | √ | √ | √ | √ | √ |
| 5 | ANDIKA RACHMANA P | √ | √ | √ | √ | √ | √ | √ |
| 6 | AUNUR ROFIQ | √ | √ | √ | √ | √ | √ | √ |
| 7 | CORDA LEBDA P | √ | √ | √ | √ | √ | √ | √ |
| 8 | DEVANIA OKTAVIRA | √ | √ | √ | √ | i | √ | √ |
| 9 | FAISAL WAHYU R | √ | √ | √ | √ | √ | √ | √ |
| 10 | LANATUN NURROHMAH | √ | √ | √ | √ | √ | √ | √ |
| 11 | IDA AINUR ROHMAH | √ | √ | √ | √ | √ | √ | √ |
| 12 | IRNA FITRIYANI | √ | √ | √ | √ | √ | √ | √ |
| 13 | ISNAENI YUNINGSIH | √ | √ | √ | √ | √ | √ | √ |
| 14 | LULUK CHADIROH | √ | √ | √ | √ | √ | √ | √ |
| 15 | MASRUROH | √ | √ | √ | √ | √ | √ | √ |
| 16 | MAULADINA MASITOH | √ | √ | √ | √ | √ | √ | √ |
| 17 | M. AMMAR | √ | √ | √ | √ | √ | √ | √ |
| 18 | M. ISA ALI MAHENDRA | S | √ | √ | √ | √ | √ | √ |
| 19 | M. ILHAM NAIF | √ | √ | √ | √ | √ | √ | √ |
| 20 | NIAM SEPTIA AKROMA | √ | √ | √ | √ | √ | √ | √ |
| 21 | NINIK INDAH R | √ | √ | √ | √ | √ | √ | √ |
| 22 | NURUL HIDAYAH | √ | √ | √ | √ | √ | √ | √ |
| 23 | OKI ANDIKA DWI W | √ | √ | √ | √ | √ | √ | √ |
| 24 | RIRIN MUTIARA K | √ | √ | √ | √ | √ | √ | √ |
| 25 | RISMA WINDAYANI | √ | √ | S | √ | √ | √ | √ |
| 26 | RIZAL FADLULLAH | √ | √ | √ | √ | √ | √ | √ |
| 27 | SHALSABIELA DESTIKA | √ | √ | √ | √ | √ | √ | √ |

| | | | | | | | | |
|----|----------------------|---|---|---|---|---|---|---|
| 28 | SITI KHOIRIYAH | √ | √ | √ | √ | √ | √ | √ |
| 29 | SITI MUSYAROFAH | √ | √ | √ | √ | √ | √ | √ |
| 30 | SITI NUR AINI | √ | √ | √ | √ | √ | √ | √ |
| 31 | SITI WULAN SARI | √ | √ | √ | √ | √ | √ | √ |
| 32 | SITI YULIANA | √ | √ | √ | √ | √ | √ | √ |
| 33 | SUKMA AYU W | √ | √ | √ | √ | √ | √ | √ |
| 34 | SYAMSUL ANWAR | √ | √ | √ | √ | √ | √ | √ |
| 35 | TISQA RIZKI QUNA | √ | √ | √ | √ | √ | √ | √ |
| 36 | TRI AMBARWATI | √ | √ | √ | √ | √ | √ | √ |
| 37 | TUTIK ALAWIYAH | √ | √ | √ | √ | √ | √ | √ |
| 38 | VIRA RATNA AYUDYA | √ | √ | √ | A | √ | √ | √ |



APPENDIX 3



Syllabus

SYLLABUS

School : MAN 2 Semarang

Class : XI (Eleven)

Subject : English

Standard Competence : Understanding the meaning of short functional text and essay form recount, narrative, and procedure in the context of daily live and to access knowledge.

| Basic Competence | Material | Indicator | Learning Activities | | | Evaluation | Time | Learning Source |
|--|--|--|---|---|--|--|---------|---|
| | | | Face to Face | Tasks | Independent Activities | | | |
| Writing 1.4 Responding the meaning and rhetorical steps in essay writing using a variety of | Generic Texts | Students can be expected: | Opening Activities | Listen to an oral procedure/ recount/ narrative text also make and answer the questions that related to the text. | Watching an English movie on tv, and then write a summary of the movie in English. | Technique: Test | 9 X 45' | http://najibbl.org2010.blogspot.com/2010/03/content-text-recount.html |
| | 1. Recount Contoh: Last week was a very hard time for me. The first day I came late at school so my teacher was angry to me. The next day, | 1. Understanding a recount text and its function 2. Identification on the generic structure and language feature that used in recount text 3. Creating a | 1. The teacher gave greeting and motivation to the students. 2. The teacher check the students' attendance list Main Activities <u>Exploration</u> 1. The teacher explained the purpose of the learning. 2. She gave stimulus for | | | Form: Written test Instrument: The students' worksheet Criteria of scoring: An assessment | | |

language accurately, fluently, and acceptably in the context of everyday life and to access knowledge in the text form: recount, narrative, and procedure.

my best friend had to move to another town. On Wednesday, I got flu. The next two days, my grandma passed away. Lastly, yesterday, my bus got a little accident.

recount text independently, discipline, and creative the communicative purpose and details of the recount text.

students by giving some questions about their holiday or their personal experience.

Elaboration

1. She explained the material of recount text (definition, generic structure, and simple past tense).
2. She explained about various of recount text, but here she explained more detail about personal recount because this type that used in the learning recount this section.
3. She showed example about recount text and read aloud and asked the students to follow after her together.
4. Next step, she gave pre-test to the students and asked them to make recount text.
5. After the activities were finished, she asked the students to submit the task ahead.

the rubric that includes five aspects, they are fluency, grammar, diction, content, and spelling.

Confirmation

1. The teacher gave motivation to the students.

Closing Activities:

1. The teacher reviewed about the

- activities that
already done.
2. She explained the
lesson plan at the
next meeting.



APPENDIX 4

The Lesson Plan of Pre Cycle

THE LESSON PLAN

| | |
|-----------------------|----------------------------|
| School | : MAN 2 Semarang |
| Class/semester | : XI (Eleventh) / I |
| Material | : Recount Text |
| Meeting | : 1 (Pre-cycle) |

A. Standard Competence

2. Understanding the meaning of short functional text and essay form recount, narrative, and procedure in the context of daily live and to access knowledge.

B. Basic Competence

Writing

- 1.4. Responding the meaning and rhetorical steps in essay writing using a variety of language accurately, fluently, and acceptable in the context of everyday life and to access knowledge in the text form: recount, narrative, and procedure.

C. Indicators

Students can be expected:

5. Understanding a recount text and its function
6. Identification the generic structure and language feature that used in recount text
7. Creating a recount text independently, discipline, and creative
8. Mention the communicative purpose and details of the recount text

D. Learning Purpose

1. During and after the learning process the students are expected to understand and analyze a recount text
2. The students are expected to understand simple past tense and its use
3. After discuss and practicing, the students can create and analyze a recount text
4. After doing the learning process the students are expected to identify the events of recount text.

E. Material

1. Recount Text

Recount text is a text to tell about an event in the past, for the purpose interesting and entertaining.

2. Generic structure of recount text

a. Orientation

It provides the background information. It answers the questions of Who? What? Where? Why? What experience?

b. Events

It presents events. What people do? It tells the events chronologically. It uses conjunctions like: first, next, then, finally, and so on. They show the sequences of events.

c. Reorientation

It presents the concluding comments. It expresses the author personal opinion regarding the events described.

3. Language feature of recount text

a. Using simple past tense

Example: I went to Bali last year, I was very happy.

b. Using action verb

Example: Went, bought, tried, slept, walked, etc.

c. Using adverbs and adverbs of phrases

Example: yesterday, last month, at field, suddenly, quickly and etc.

d. Using time conjunctions

Example: but, and, after that, then, next, and finally.

e. Using adjective

Example: beautiful, angry, happy, and etc.

f. Using pronouns

Example: I, my friend, we and etc.

4. Types of Recount

There are three types of recount:

- a. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).
- b. Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).
- c. Imaginative recount: taking on an imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).

5. The example of recount text:

My Basketball Experience

When I was in Junior High School, I really loved basketball. Every Saturday afternoon I practiced in school field with my team and my coach. They were strong and smart players. My coach, Mr. Sentana was a kind person. But, while he was coaching us, he was very discipline. He would grounded anyone who came late and not obeyed the team's rules.

With Mr.Sentana, our team won many tournaments in many big cities. Our team named after school, 67 Team (From SMP 67) and we had so many fans too. Now, I still love basketball and have a team too.

(Boardman, 2008:58)

F. Learning Method

“Ceramah dan Tanya Jawab”

G. Learning steps

The first meeting:

| Activities | List of Activities | Time |
|------------|--|------|
| Opening | 3. The teacher gave greeting and motivation to the students. | 10' |
| Activities | 4. The teacher check the students' attendance list | |

| | | |
|--------------------|--|-----|
| Main Activities | <p><u>Exploration</u></p> <p>3. The teacher explained the purpose of the learning.</p> <p>4. She gave stimulus for students by giving some questions about their holiday or their personal experience.</p> <p><u>Elaboration</u></p> <p>6. She explained the material of recount text (definition, generic structure, and simple past tense).</p> <p>7. She explained about various of recount text, but here she explained more detail about personal recount because this type that used in the learning recount this section.</p> <p>8. She showed example about recount text and read aloud and asked the students to follow after her together.</p> <p>9. Next step, she gave pre-test to the students and asked them to make recount text.</p> <p>10. After the activities were finished, she asked the students to submit the task ahead.</p> <p><u>Confirmation</u></p> <p>1. The teacher gave motivation to the students.</p> | 70' |
| Closing Activities | <p>3. The teacher reviewed about the activities that already done.</p> <p>4. She explained the lesson plan at the next meeting.</p> | 10' |

H. Learning Sources

- <http://najibblog2010.blogspot.com/2010/03/contoh-text-recount.html>

I. Evaluation

Test form: Written test

- Write a text that tells about your holiday based on generic structure of it!
- An assessment rubric that includes five aspects, they are fluency, grammar, diction, content, and spelling.

- **The Criteria of Scoring:**

| Criteria | Score | Description |
|----------|-------|---|
| Fluency | 5 | Excellent: flowstyle, very easy to understand, both complex and simple sentences. |
| | 4 | Good: quite flowing style, mostly easy to understand, and few complex sentences. |
| | 3 | Fair: reasonable style, easy to understand (but not all), simple sentences. |
| | 2 | Inadequate: bad style, hard to understand, mostly simple sentences or compound sentences (confusing). |
| | 1 | Unacceptable: very bad style, too hard to understand, almost all simple sentences confusing. |
| Grammar | 5 | Excellent: only 15% mistakes, mastery of grammar. |
| | 4 | Good: 25% mistake only (prepositions). |
| | 3 | Fair: only 30% mistake, but there 3-4 minor. |
| | 2 | Inadequate: 50% mistake in grammar. |
| | 1 | Unacceptable: more 50% mistake in grammar. |
| Diction | 5 | Excellent: only one mistake word, the use of extensive range word. |
| | 4 | Good: there 2-3 mistakes words, the use of new word that have gotten (appropriate synonyms and circumlocutions). |
| | 3 | Fair: the use word acquired appropriate word on whole but there are 4 mistakes words. |
| | 2 | Inadequate: the use of limited word, the use of synonyms (but inappropriate), 5 mistakes words. |
| | 1 | Unacceptable: the use very limited word, use inappropriate synonyms and confusing word, more 5 mistakes words. |
| Content | 5 | Excellent: clear progression of ideas, all sentences support the topic, highly organized, and well linked. |
| | 4 | Good: ideas well organized, communication of the sentences is not impaired. |
| | 3 | Fair: there are deficiency organization, reading required for classification of ideas. |

| | | |
|----------|---|--|
| | 2 | Inadequate: the ideas difficult to deduce connection with sentences, little connectivity. |
| | 1 | Unacceptable: deficiency of organization to serve that communication is seriously impaired. |
| Spelling | 5 | Excellent: 15% error spelling. |
| | 4 | Good: 25% errors spelling. |
| | 3 | Fair: 40% errors spelling. |
| | 2 | Inadequate: 60% errors spelling. |
| | 1 | Unacceptable: 80% errors spelling. |

From the table above, there were five criteria of scoring. The minimum score was 5 then the maximum score was 25. To get the numerical data, it was necessary to multiply them by 4. It was found the rating scale from 1-100.

The formula is:

$$\text{Total score} = \text{score} \times 4$$

English Teacher

Drs. Ali Said

Semarang,

Januari 2016

Researcher

Susilawati

APPENDIX 5

The Lesson Plan of Cycle I



THE LESSON PLAN

| | |
|-----------------------|------------------------------|
| School | : MAN 2 Semarang |
| Class/semester | : XI (Eleventh) / I |
| Material | : Recount Text |
| Meeting | : 2 & 3 (Cycle I) |

A. Standard Competence

3. Understanding the meaning of short functional text and essay form recount, narrative, and procedure in the context of daily live and to access knowledge.

B. Basic Competence

Writing

- 1.5. Responding the meaning and rhetorical steps in essay writing using a variety of language accurately, fluently, and acceptable in the context of everyday life and to access knowledge in the text form: recount, narrative, and procedure.

C. Indicators

Students can be expected:

9. Understanding a recount text and its function
10. Identification the generic structure and language feature that used in recount text
11. Creating a recount text independently, discipline, and creative
12. Mention the communicative purpose and details of the recount text

D. Learning Purpose

5. During and after the learning process the students are expected to understand and analyze a recount text
6. The students are expected to understand simple past tense and its use
7. After discuss and practicing, the students can create and analyze a recount text
8. After doing the learning process the students are expected to identify the events of recount text.

E. Material

6. Recount Text

Recount text is a text to tell about an event in the past, for the purpose interesting and entertaining.

7. Generic structure of recount text

d. Orientation

It provides the background information. It answers the questions of Who? What? Where? Why? What experience?

e. Events

It presents events. What people do? It tells the events chronologically. It uses conjunctions like: first, next, then, finally, and so on. They show the sequences of events.

f. Reorientation

It presents the concluding comments. It expresses the author personal opinion regarding the events described.

8. Language feature of recount text

g. Using simple past tense

Example: I went to Bali last year, I was very happy.

h. Using action verb

Example: Went, bought, tried, slept, walked, etc.

i. Using adverbs and adverbs of phrases

Example: yesterday, last month, at field, suddenly, quickly and etc.

j. Using time conjunctions

Example: but, and, after that, then, next, and finally.

k. Using adjective

Example: beautiful, angry, happy, and etc.

l. Using pronouns

Example: I, my friend, we and etc.

9. Types of Recount

There are three types of recount:

- a. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

- b. Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).
- c. Imaginative recount: taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).

10. The example of recount text:

My Basketball Experience

When I was in Junior High School, I really loved basketball. Every Saturday afternoon I practiced in school field with my team and my coach. They were strong and smart players. My coach, Mr. Sentana was a kind person. But, while he was coaching us, he was very discipline. He would grounded anyone who came late and not obeyed the team's rules.

With Mr. Sentana, our team won many tournaments in many big cities. Our team named after school, 67 Team (From SMP 67) and we had so many fans too. Now, I still love basketball and have a team too.

(Boardman, 2008:58)

F. Learning Method

Cooperative learning: Team Pair Solo

G. Steps of Learning

Second meeting:

| Activities | List of Activities | Time |
|--------------------|--|------|
| Opening Activities | 1. The teacher gave greeting. 2. The teacher checked the students' attendance list. | 10' |
| Main Activities | <u>Elaboration</u> 1. The teacher asked to the students about material that had been learnt in the previous meeting. 2. She gave stimulus for students by giving some questions about their holiday or their personal experience and example of recount text. <u>Exploration</u> 1. She explained the material of recount text (definition, generic structure, and simple past tense). | 70' |

| | | |
|--------------------|---|-----|
| | <p>2. The next step, she gave instruction to the students to make group and asked them to sit based on their group. Every group got the papers and the teacher asked them to share about their personal experience especially about their holiday in last year.</p> <p>3. Before they made a recount text, they shared about their personal experience to their member group and then they decided whose experience that they used.</p> <p>4. After they decided about the experience, they started to write recount text appropriate with the experience they chose before. They made part of orientation on their paper.</p> <p>5. Later, she divided the group become pairs, and then she asked the pairs to continue their work to make part of events of their story.</p> <p>6. After the pairs did their work in the part of events, she divided the pairs into solo, and asked them to make re-orientation of their story by themselves.</p> <p>7. After the activities were done, she asked the students to submit their worksheet and give evaluation.</p> <p><u>Confirmation</u></p> <p>1. The teacher gave motivation to the students.</p> | |
| Closing Activities | <p>5. The teacher reviewed about the activities that already done.</p> <p>6. She explained the lesson plan at the next meeting.</p> | 10' |

Third meeting:

| Activities | List of Activities | Time |
|--------------------|--|------|
| Opening Activities | <p>1. Greeting.</p> <p>2. The teacher checked the students attendance list.</p> | 10' |
| Main Activities | <p><u>Exploration</u></p> <p>1. The researcher asked some questions to the students about recount text in order to know how far they remember the material.</p> <p>2. She reviewed the social function, generic structure, and language features of recount text. She also reviewed about the steps to write recount text.</p> <p><u>Elaboration</u></p> | 70' |

| | | |
|--------------------|--|-----|
| | 1. After that, she gave post test I to write recount text. <u>Confirmation</u> 1. The teacher gave feedback an evaluation to the students about their worked. 2. She gave motivation to the students. | |
| Closing Activities | 1. The teacher reviewed about the activities that already done. 2. She explained the lesson plan at the next meeting. | 10' |

H. Learning Source

- <http://najibblog2010.blogspot.com/2010/03/contoh-text-recount.html>

I. Evaluation

Test form: Written test

- b. Write a text that tells about your holiday based on generic structure of it!
- An assessment rubric that includes five aspects, they are fluency, grammar, diction, content, and spelling.
 - **The Criteria of Scoring:**

| Criteria | Score | Description |
|----------|-------|--|
| Fluency | 5 | Excellent: flowstyle, very easy to understand, both complex and simple sentences. |
| | 4 | Good: quite flowing style, mostly easy to understand, and few complex sentences. |
| | 3 | Fair: reasonable style, easy to understand (but not all), simple sentences. |
| | 2 | Inadequate: bad style, hard to understand, mostly simple sentences or compound sentences (confusing). |
| | 1 | Unacceptable: very bad style, too hard to understand, almost all simple sentences confusing. |
| Grammar | 5 | Excellent: only 15% mistakes, mastery of grammar. |
| | 4 | Good: 25% mistake only (prepositions). |
| | 3 | Fair: only 30% mistake, but there 3-4 minor. |
| | 2 | Inadequate: 50% mistake in grammar. |

| | | |
|----------|---|---|
| | 1 | Unacceptable: more 50% mistake in grammar. |
| Diction | 5 | Excellent: only one mistake word, the use of extensive range word. |
| | 4 | Good: there 2-3 mistakes words, the use of new word that have gotten (appropriate synonyms and circumlocutions). |
| | 3 | Fair: the use word acquired appropriate word on whole but there are 4 mistakes words. |
| | 2 | Inadequate: the use of limited word, the use of synonyms (but inappropriate), 5 mistakes words. |
| | 1 | Unacceptable: the use very limited word, use inappropriate synonyms and confusing word, more 5 mistakes words. |
| Content | 5 | Excellent: clear progression of ideas, all sentences support the topic, highly organized, and well linked. |
| | 4 | Good: ideas well organized, communication of the sentences is not impaired. |
| | 3 | Fair: There are deficiency organization, reading required for classification of ideas. |
| | 2 | Inadequate: the ideas difficult to deduce connection with sentences, little connectivity. |
| | 1 | Unacceptable: deficiency of organization to serve that communication is seriously impaired. |
| Spelling | 5 | Excellent: 15% error spelling. |
| | 4 | Good: 25% errors spelling. |
| | 3 | Fair: 40% errors spelling. |
| | 2 | Inadequate: 60% errors spelling. |
| | 1 | Unacceptable: 80% errors spelling. |

From the table above, there were five criteria of scoring. The minimum score was 5 then the maximum score was 25. To get the numerical data, it was necessary to multiply them by 4. It was found the rating scale from 1-100.

The formula is:

$$\text{Total score} = \text{score} \times 4$$

Semarang, Januari 2016

English Teacher

Researcher

Drs. Ali Said

Susilawati



APPENDIX 6

The Lesson Plan of Cycle II



THE LESSON PLAN

| | |
|-----------------------|-------------------------------|
| School | : MAN 2 Semarang |
| Class/semester | : XI (Eleventh) / I |
| Material | : Recount Text |
| Meeting | : 4 & 5 (Cycle II) |

A. Standard Competence

4. Understanding the meaning of short functional text and essay form recount, narrative, and procedure in the context of daily live and to access knowledge.

B. Basic Competence

Writing

- 1.6. Responding the meaning and rhetorical steps in essay writing using a variety of language accurately, fluently, and acceptable in the context of everyday life and to access knowledge in the text form: recount, narrative, and procedure.

C. Indicators

Students can be expected:

1. Understanding a recount text and its function
2. Identification the generic structure and language feature that used in recount text
3. Creating a recount text independently, discipline, and creative
4. Mention the communicative purpose and details of the recount text

D. Learning Purpose

9. During and after the learning process the students are expected to understand and analyze a recount text
10. The students are expected to understand simple past tense and its use
11. After discuss and practicing, the students can create and analyze a recount text
12. After doing the learning process the students are expected to identify the events of recount text.

E. Material

Recount Text

Recount text is a text to tell about an event in the past, for the purpose interesting and entertaining.

F. Generic structure of recount text

g. Orientation

It provides the background information. It answers the questions of Who? What? Where? Why? What experience?

h. Events

It presents events. What people do? It tells the events chronologically. It uses conjunctions like: first, next, then, finally, and so on. They show the sequences of events.

i. Reorientation

It presents the concluding comments. It expresses the author personal opinion regarding the events described.

G. Language feature of recount text

m. Using simple past tense

Example: I went to Bali last year, I was very happy.

n. Using action verb

Example: Went, bought, tried, slept, walked, etc.

o. Using adverbs and adverbs of phrases

Example: yesterday, last month, at field, suddenly, quickly and etc.

p. Using time conjunctions

Example: but, and, after that, then, next, and finally.

q. Using adjective

Example: beautiful, angry, happy, and etc.

r. Using pronouns

Example: I, my friend, we and etc.

H. GambarTerlampir.

F. Learning Method

Cooperative learning: Team Pair Solo

G. Steps of Learning

Fourth meeting:

| Activities | List of Activities | Time |
|-----------------------|---|------|
| Opening Activities | 1. The teacher checked the students' attendance list, gave greeting and motivation to the students. | 10' |

| | | |
|--------------------|--|-----|
| Main Activities | <p><u>Elaboration</u></p> <ol style="list-style-type: none"> 1. The teacher gave stimulus for the students by giving question about example of recount text and reviewed about the material in the previous meeting. She also explained a little about generic structure and language features of recount text. <p><u>Eksploration</u></p> <ol style="list-style-type: none"> 1. The teacher showed the pictures about someone's bad experience, and gave an example of recount text about the picture. 2. She continued to the next step, in this stage she used team pair solo strategy. She asked them to join with other friends and made group. Every group got the papers and the teacher asked them to share about their bad experience and then they decided whose experience that they used. 3. After that, they started to write recount text that was appropriate with the experience they chose before. They made part of orientation on their paper. 4. Later, she divided the group become pairs, and then she asked the pairs to continue their work to make part of events of their story. 5. After the pairs did their work in the part of events, she divided the pairs into solo, and asked them to make re-orientation of their story by themselves. 6. In this cycle, the students gave mark which was orientation, events, and re-orientation. 7. After the activities were done, she asked the students to submit their worksheet and the teacher gave evaluation. <p><u>Confirmation</u></p> <ol style="list-style-type: none"> 1. The teacher gave evaluation to the students. | 70' |
| Closing Activities | <ol style="list-style-type: none"> 3. The teacher reviewed about the activities that already done. 4. She explained the lesson plan at the next meeting. | 10' |

Fifth meeting:

| Activities | List of Activities | Time |
|--------------------|--|------|
| Opening Activities | <ol style="list-style-type: none"> 3. Greeting. 4. The teacher checked the students attendance list. | 10' |
| Main Activities | <p><u>Elaboration</u></p> <ol style="list-style-type: none"> 1. The researcher reviewed about recount text. The review had purpose to remind the students about the material. | 70' |

| | | |
|--------------------|---|-----|
| | <p>2. She reviewed the social function, generic structure, and language features of recount text. She also reviewed about the steps to write recount text.</p> <p><u>Exploration</u></p> <p>2. The teacher gave post test II for measuring the students' improvements in writing recount text.</p> <p><u>Confirmation</u></p> <p>3. The teacher gave evaluation and motivation to the students.</p> | |
| Closing Activities | <p>1. The teacher reviewed about the activities that already done.</p> <p>2. She explained the lesson plan at the next meeting.</p> | 10' |

H. Learning Source

- <http://najibblog2010.blogspot.com/2010/03/contoh-text-recount.html>

I. Evaluation

Test Form: Written test

- c. Write a text that tells about your holiday based on generic structure of it!
- An assessment rubric that includes five aspects, they are fluency, grammar, diction, content, spelling.

The criteria f scoring:

| Criteria | Score | Description |
|----------|-------|--|
| Fluency | 5 | Excellent: flow style, very easy to understand, both complex and simple sentences. |
| | 4 | Good: quite flowing style, mostly easy to understand, and few complex sentences. |
| | 3 | Fair: reasonable style, easy to understand (but not all), simple sentences. |
| | 2 | Inadequate: bad style, hard to understand, mostly simple sentences or compound sentences (confusing). |
| | 1 | Unacceptable: very bad style, too hard to understand, almost all simple sentences confusing. |
| Grammar | 5 | Excellent: only 15% mistakes, mastery of grammar. |
| | 4 | Good: 25% mistake only (prepositions). |
| | 3 | Fair: only 30% mistake, but there 3-4 minor. |
| | 2 | Inadequate: 50% mistake in grammar. |
| | 1 | Unacceptable: more 50% mistake in grammar. |

| | | |
|----------|---|---|
| Diction | 5 | Excellent: only one mistake word, the use of extensive range word. |
| | 4 | Good: there 2-3 mistakes words, the use of new word that have gotten (appropriate synonyms and circumlocutions). |
| | 3 | Fair: the use word acquired appropriate word on whole but there are 4 mistakes words. |
| | 2 | Inadequate: the use of limited word, the use of synonyms (but inappropriate), 5 mistakes words. |
| | 1 | Unacceptable: the use very limited word, use inappropriate synonyms and confusing word, more 5 mistakes words. |
| Content | 5 | Excellent: clear progression of ideas, all sentences support the topic, highly organized, and well linked. |
| | 4 | Good: ideas well organized, communication of the sentences is not impaired. |
| | 3 | Fair: there are deficiency organization, reading required for classification of ideas. |
| | 2 | Inadequate: the ideas difficult to deduce connection with sentences, little connectivity. |
| | 1 | Unacceptable: deficiency of organization to serve that communication is seriously impaired. |
| Spelling | 5 | Excellent: 15% error spelling. |
| | 4 | Good: 25% errors spelling. |
| | 3 | Fair: 40% errors spelling. |
| | 2 | Inadequate: 60% errors spelling. |
| | 1 | Unacceptable: 80% errors spelling. |

From the table above, there were five criteria of scoring. The minimum score was 5 then the maximum score was 25. To get the numerical data, it was necessary to multiply them by 4. It was found the rating scale from 1-100.

The formula is:

| |
|--|
| $\text{Total score} = \text{score} \times 4$ |
|--|

English Teacher

Drs. Ali Said

Semarang, Januari 2016

Researcher

Susilawati

APPENDIX 7



The Lesson Plan of Cycle III

THE LESSON PLAN

| | |
|-----------------------|--------------------------------|
| School | : MAN 2 Semarang |
| Class/semester | : XI (Eleventh) / I |
| Material | : Recount Text |
| Meeting | : 6 & 7 (Cycle III) |

A. Standard Competence

5. Understanding the meaning of short functional text and essay form recount, narrative, and procedure in the context of daily live and to access knowledge.

B. Basic Competence

Writing

- 1.7. Responding the meaning and rhetorical steps in essay writing using a variety of language accurately, fluently, and acceptable in the context of everyday life and to access knowledge in the text form: recount, narrative, and procedure.

C. Indicators

Students can be expected:

1. Understanding a recount text and its function
2. Identification the generic structure and language feature that used in recount text
3. Creating a recount text independently, discipline, and creative
4. Mention the communicative purpose and details of the recount text

D. Learning Purpose

13. During and after the learning process the students are expected to understand and analyze a recount text
14. The students are expected to understand simple past tense and its use
15. After discuss and practicing, the students can create and analyze a recount text
16. After doing the learning process the students are expected to identify the events of recount text.

E. Material

11. Recount Text

Recount text is a text to tell about an event in the past, for the purpose interesting and entertaining.

12. Generic structure of recount text

j. Orientation

It provides the background information. It answers the questions of Who? What? Where? Why? What experience?

k. Events

It presents events. What people do? It tells the events chronologically. It uses conjunctions like: first, next, then, finally, and so on. They show the sequences of events.

l. Reorientation

It presents the concluding comments. It expresses the author personal opinion regarding the events described.

13. Language feature of recount text

s. Using simple past tense

Example: I went to Bali last year, I was very happy.

t. Using action verb

Example: Went, bought, tried, slept, walked, etc.

u. Using adverbs and adverbs of phrases

Example: yesterday, last month, at field, suddenly, quickly and etc.

v. Using time conjunctions

Example: but, and, after that, then, next, and finally.

w. Using adjective

Example: beautiful, angry, happy, and etc.

x. Using pronouns

Example: I, my friend, we and etc.

F. Learning Method

Cooperative learning: Team Pair Solo

G. Steps of Learning

Sixth meeting:

| Activities | List of Activities | Time |
|--------------------|--|------|
| Opening Activities | 5. Greeting 6. The teacher checked the students' attendance list | 10' |
| Main Activities | <p><u>Exploration</u></p> <ol style="list-style-type: none">1. The researcher asked the students to remind the material of recount text.2. She reviewed the material about recount text by giving some questions. It was aim to know the comprehension about the material. <p><u>Elaboration</u></p> <ol style="list-style-type: none">1. The teacher explained to the students about simple past tense. It was done because the students' difficulties in cycle II was about the grammar. So she explained more about it.2. After that, she asked the students for making group in which every group consisted of four or six students.3. Then, she showed a text through power point to the group, and asked them to look for the generic structure and language features of the text.4. After the groups finished it, they submitted their worksheet and then continued the next activity. And then the group split and became pairs.5. In pairs, they made sentences by using simple past tense but the sentences about their personal experience. It was done in order to make students easy in understanding about simple past tense and the theme of personal experience. <p><u>Confirmation</u></p> <ol style="list-style-type: none">1. The teacher evaluation and motivation to the students. | 70' |
| Closing Activities | 7. The teacher reviewed about the activities that already done. 8. She explained the lesson plan at the next meeting. | 10' |

Seventh meeting:

| Activities | List of Activities | Time |
|--------------------|---|------|
| Opening Activities | 3. Greeting 4. The teacher checked the students' attendance list. | 10' |
| Main Activities | <p><u>Elaboration</u></p> <p>3. She gave feedback about students' writing in the last meeting.</p> <p><u>Exploration</u></p> <p>4. She gave the students post test III to make recount text. But in post test III, students made recount text in group, in pairs, and the last they made it individually.</p> <p><u>Confirmation</u></p> <p>1. The teacher gave evaluation about students' activities of that date.</p> | 70' |
| Closing Activities | 3. The teacher reviewed about the activities that already done. 4. She explained the lesson plan at the next meeting. | 10' |

H. Learning Source

- <http://najibblog2010.blogspot.com/2010/03/contoh-text-recount.html>

I. Evaluation

Test form: Written test

- d. Write a text that tells about your holiday based on generic structure of it!
- An assessment rubric that includes five aspects, they are fluency, grammar, diction, content, and spelling.
 - **The Criteria of Scoring:**

| Criteria | Score | Description |
|----------|-------|--|
| Fluency | 5 | Excellent: flowstyle, very easy to understand, both complex and simple sentences. |
| | 4 | Good: quite flowing style, mostly easy to understand, and few complex sentences. |
| | 3 | Fair: reasonable style, easy to understand (but not all), simple sentences. |

| | | |
|----------|---|---|
| | 2 | Inadequate: bad style, hard to understand, mostly simple sentences or compound sentences (confusing). |
| | 1 | Unacceptable: very bad style, too hard to understand, almost all simple sentences confusing. |
| Grammar | 5 | Excellent: only 15% mistakes, mastery of grammar. |
| | 4 | Good: 25% mistake only (prepositions). |
| | 3 | Fair: only 30% mistake, but there 3-4 minor. |
| | 2 | Inadequate: 50% mistake in grammar. |
| | 1 | Unacceptable: more 50% mistake in grammar. |
| Diction | 5 | Excellent: only one mistake word, the use of extensive range word. |
| | 4 | Good: there 2-3 mistakes words, the use of new word that have gotten (appropriate synonyms and circumlocutions). |
| | 3 | Fair: the use word acquired appropriate word on whole but there are 4 mistakes words. |
| | 2 | Inadequate: the use of limited word, the use of synonyms (but inappropriate), 5 mistakes words. |
| | 1 | Unacceptable: the use very limited word, use inappropriate synonyms and confusing word, more 5 mistakes words. |
| Content | 5 | Excellent: clear progression of ideas, all sentences support the topic, highly organized, and well linked. |
| | 4 | Good: ideas well organized, communication of the sentences is not impaired. |
| | 3 | Fair: there are deficiency organization, reading required for classification of ideas. |
| | 2 | Inadequate: the ideas difficult to deduce connection with sentences, little connectivity. |
| | 1 | Unacceptable: deficiency of organization to serve that communication is seriously impaired. |
| Spelling | 5 | Excellent: 15% error spelling. |
| | 4 | Good: 25% errors spelling. |
| | 3 | Fair: 40% errors spelling. |

| | | |
|--|---|---|
| | 2 | Inadequate: 60% errors spelling. |
| | 1 | Unacceptable: 80% errors spelling. |

From the table above, there were five criteria of scoring. The minimum score was 5 then the maximum score was 25. To get the numerical data, it was necessary to multiply them by 4. It was found the rating scale from 1-100.

The formula is:

| |
|--|
| $\text{Total score} = \text{score} \times 4$ |
|--|

English Teacher

Drs. Ali Said

Semarang, Januari 2016

Researcher

Susilawati



APPENDIX 8



The Sheet of Test Instruction

Number :

Date :

Instruction:

1. Write down your name first.
2. Write about your holiday's experience based on the principles of writing text that already discussed!
3. Write in this answer sheet.
4. Do individually!

Answer:

The logo of Universitas Muhammadiyah Semarang is a blue shield-shaped emblem. It features a central sunburst design with a crescent and star, surrounded by a wreath of yellow and green leaves. The text "UNIVERSITAS MUHAMMADIYAH" is written in a semi-circle at the top, and "SEMARANG" is written at the bottom.

Good luck and be honest!

Score:

APPENDIX 9



The Questionnaire I

Questionnaire for Students

I. Students Identity

Name :

Class :

School :

II. Instructions

1. Read the question carefully
2. Answer the questions honestly and sincerely
3. Give a checklist mark (✓) in the column according to the appropriate answer
4. Check your answer before submit it.

III. Question A

| NO | QUESTIONS | YESS | NO |
|----|--|------|----|
| 1 | I like English subject especially Recount Text | | |
| 2 | I did not find some difficulties when learning Recount Text | | |
| 3 | I found some difficulties when learning Recount Text. | | |
| 4 | I asked to the teacher if I get a difficult in learning Recount Text | | |
| 5 | I prefer to ask with my friend if I get a difficult in learning English. | | |
| 6 | The difficult in learning Recount Text is when identify the generic structure of the text. | | |
| 7 | I found the difficult was determining the idea that I am trying to use. | | |
| 8 | I get hard when use the Tenses | | |
| 9 | I really hard when determining the language features in Recount Text. | | |
| 10 | I still confused about Recount Text. | | |
| 11 | I prefer write with theme that teacher give because it makes me focus. | | |
| 12 | I prefer write with free theme than definite theme. | | |
| 13 | I like to work by myself than in group. | | |

| | | | |
|----|--|--|--|
| 14 | I am really confident when present in the class with my friends. | | |
| 15 | I did not find some difficulties when learning Recount Text | | |

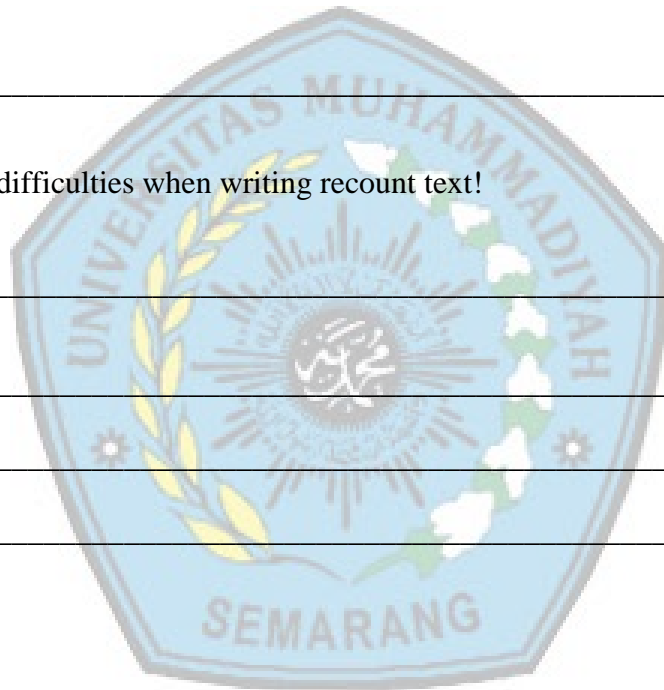
IV. Questions B

1. What you know about Recount Text?

Answer: _____

2. Mention some difficulties when writing recount text!

Answer: _____



APPENDIX 10



The Questionnaire II

Questionnaire

I. Students' Identity

Name :

Class :

School :

II. Instruction

1. Read the question carefully
2. Answer the questions honestly and sincerely
3. Give a checklist mark (\checkmark) in the column according to the appropriate answer

STS : Strongly Disagree

S : Agree

R : Doubtful

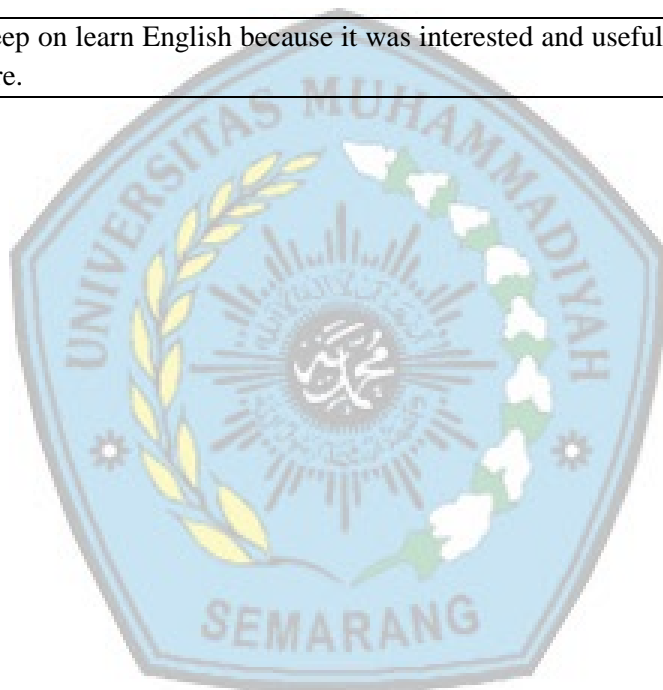
TS : Disagree

SS : Strongly Agree

4. Check your answer before submit it.

| No | Statement | STS | TS | R | S | SS |
|----|--|-----|----|---|---|----|
| 1 | English teacher teach well and responsibly. | | | | | |
| 2 | English teacher while teaching very stressful and made me bored. | | | | | |
| 3 | Learning model that applied by the teacher is very enjoy and easy to understand. | | | | | |
| 4 | Learning model with group that the teacher applied make me more understand the material. | | | | | |
| 5 | I didn't like when studying in group and then divided into individually. | | | | | |
| 6 | Learning in group allowed me to exchange ideas with my friends. | | | | | |
| 7 | Learning in group made me confidently to express my opinion. | | | | | |
| 8 | Learning English in group made the atmosphere less conducive to distraction. | | | | | |
| 9 | Using theme in writing recount text made me focus on create the idea. | | | | | |
| 10 | I prefer to write a recount text without having made in team, because it made me enjoy to write without putting other ideas in it. | | | | | |
| 11 | The application of Team Pair Solo and Personal Experience made me excited in writing Recount text. | | | | | |
| 12 | I was very excited when working in group and then separated into individual. | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 13 | Many opinions within study in group were made me confused. | | | | | |
| 14 | Learning mode of Team Pair Solo and Personal Experience made better understanding of learning because it was discus about the past. | | | | | |
| 15 | My confidence increased when writing recount independently. | | | | | |
| 16 | Team teaching model made me more appreciative with my friend opinion. | | | | | |
| 17 | I still did not understand the use of team pair solo and personal experience. | | | | | |
| 18 | I did not like when writing on the theme specified. | | | | | |
| 19 | The used of Personal Experience made me easier to write recount text. | | | | | |
| 20 | I want to keep on learn English because it was interested and useful for the future. | | | | | |



APPENDIX 11



The Transcript of Pre-Test

THE TRANSCRIPT OF STUDENTS' PRETEST

| NO | NAMA | KRITERIA | | | | | TOTAL | NILAI | KKM | TUNTAS |
|--------------|---------------------|----------|---------|---------|---------|----------|-------------|-------|-----|--------|
| | | Fluency | Grammar | Diction | Content | Spelling | | | | |
| 1 | ABDUL HALIM ZAINAL | 3 | 2 | 2 | 2 | 2 | 11 | 44 | 75 | TIDAK |
| 2 | ABDULLAH AZZAM | 1 | 2 | 2 | 2 | 2 | 9 | 36 | 75 | TIDAK |
| 3 | AHMAD NURUL KHAKIM | 2 | 1 | 2 | 2 | 1 | 8 | 32 | 75 | TIDAK |
| 4 | ALI IMRON AL AMIN | 2 | 1 | 3 | 2 | 2 | 10 | 40 | 75 | TIDAK |
| 5 | ANDIKA RACHMANA P | 2 | 1 | 2 | 2 | 1 | 8 | 32 | 75 | TIDAK |
| 6 | AUNUR ROFIQ | 2 | 2 | 2 | 1 | 1 | 8 | 32 | 75 | TIDAK |
| 7 | CORDA LEBDA P | 2 | 2 | 2 | 1 | 2 | 9 | 36 | 75 | TIDAK |
| 8 | DEVANIA OKTAVIRA | 3 | 3 | 3 | 3 | 2 | 14 | 56 | 75 | TIDAK |
| 9 | FAISAL WAHYU R | 2 | 3 | 2 | 1 | 2 | 10 | 40 | 75 | TIDAK |
| 10 | I'ANATUN NURROHMAH | 3 | 2 | 3 | 3 | 2 | 13 | 52 | 75 | TIDAK |
| 11 | IDA AINUR ROHMAH | 3 | 2 | 2 | 3 | 2 | 12 | 48 | 75 | TIDAK |
| 12 | IRNA FITRIYANI | 3 | 3 | 2 | 2 | 2 | 12 | 48 | 75 | TIDAK |
| 13 | ISNAENI YUNINGSIH | 2 | 2 | 2 | 2 | 2 | 10 | 40 | 75 | TIDAK |
| 14 | LULUK CHADIROH | 3 | 2 | 2 | 2 | 2 | 11 | 44 | 75 | TIDAK |
| 15 | MASRUROH | 2 | 2 | 3 | 3 | 2 | 12 | 48 | 75 | TIDAK |
| 16 | MAULADINA MASITOH | 3 | 3 | 3 | 3 | 2 | 14 | 56 | 75 | TIDAK |
| 17 | M. AMMAR | 3 | 2 | 2 | 3 | 2 | 12 | 48 | 75 | TIDAK |
| 18 | M. ISA ALI MAHENDRA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 | TIDAK |
| 19 | M. ILHAM NAIF | 3 | 2 | 2 | 3 | 2 | 12 | 48 | 75 | TIDAK |
| 20 | NIAM SEPTIA AKROMA | 3 | 3 | 3 | 3 | 3 | 15 | 60 | 75 | TIDAK |
| 21 | NINIK INDAH R | 3 | 3 | 2 | 3 | 2 | 13 | 52 | 75 | TIDAK |
| 22 | NURUL HIDAYAH | 3 | 3 | 3 | 3 | 3 | 15 | 60 | 75 | TIDAK |
| 23 | OKI ANDIKA DWI W | 3 | 2 | 2 | 2 | 2 | 11 | 44 | 75 | TIDAK |
| 24 | RIRIN MUTIARA K | 2 | 2 | 3 | 2 | 3 | 12 | 48 | 75 | TIDAK |
| 25 | RISMA WINDAYANI | 3 | 3 | 2 | 3 | 2 | 13 | 52 | 75 | TIDAK |
| 26 | RIZAL FADLULLAH | 2 | 2 | 2 | 2 | 2 | 10 | 40 | 75 | TIDAK |
| 27 | SHALSABIELA DESTIKA | 3 | 3 | 3 | 3 | 2 | 14 | 56 | 75 | TIDAK |
| 28 | SITI KHOIRIYAH | 3 | 3 | 2 | 2 | 2 | 12 | 48 | 75 | TIDAK |
| 29 | SITI MUSYAROFAH | 3 | 3 | 3 | 3 | 3 | 15 | 60 | 75 | TIDAK |
| 30 | SITI NUR AINI | 3 | 3 | 2 | 3 | 2 | 13 | 52 | 75 | TIDAK |
| 31 | SITI WULAN SARI | 3 | 3 | 3 | 3 | 3 | 15 | 60 | 75 | TIDAK |
| 32 | SITI YULIANA | 2 | 1 | 2 | 2 | 3 | 10 | 40 | 75 | TIDAK |
| 33 | SUKMA AYU W | 3 | 3 | 3 | 3 | 3 | 15 | 60 | 75 | TIDAK |
| 34 | SYAMSUL ANWAR | 2 | 1 | 1 | 2 | 1 | 7 | 28 | 75 | TIDAK |
| 35 | TISQA RIZKI QUNA | 3 | 2 | 2 | 3 | 3 | 13 | 52 | 75 | TIDAK |
| 36 | TRI AMBARWATI | 3 | 2 | 2 | 3 | 2 | 12 | 48 | 75 | TIDAK |
| 37 | TUTIK ALAWIYAH | 3 | 3 | 2 | 2 | 2 | 12 | 48 | 75 | TIDAK |
| 38 | VIRA RATNA AYUDYA | 3 | 3 | 3 | 3 | 2 | 14 | 56 | 75 | TIDAK |
| TOTAL | | | | | | | 1736 | | | |

| | | |
|------------------|---|--------------|
| MEAN : | M = $\frac{\sum x}{\sum n}$ = $\frac{1736}{37}$ | 46,92 |
|------------------|---|--------------|

APPENDIX 12



The Transcript of Post Test I

THE TRANSCRIPT OF POST TEST I

| NO | NAMA | KRITERIA | | | | | TOTAL | NILAI | KKM | TUNTAS |
|----|-----------------------------------|----------|---------|---------|---------|----------|-------|-------|-----|--------|
| | | Fluency | Grammar | Diction | Content | Spelling | | | | |
| 1 | ABDUL HALIM ZAINAL | 2 | 2 | 2 | 2 | 2 | 10 | 40 | 75 | TIDAK |
| 2 | ABDULLAH AZZAM AHMAD NURUL KHAKIM | 2 | 2 | 2 | 2 | 3 | 11 | 44 | 75 | TIDAK |
| 3 | ALI IMRON AL AMIN | 3 | 2 | 2 | 2 | 3 | 12 | 48 | 75 | TIDAK |
| 4 | ANDIKA RACHMANA P | 3 | 2 | 3 | 3 | 3 | 14 | 56 | 75 | TIDAK |
| 5 | AUNUR ROFIQ | 3 | 2 | 3 | 3 | 3 | 14 | 56 | 75 | TIDAK |
| 6 | CORDA LEBDA P | 3 | 2 | 3 | 3 | 3 | 14 | 56 | 75 | TIDAK |
| 7 | DEVANIA OKTAVIRA | 4 | 3 | 4 | 4 | 4 | 19 | 76 | 75 | TUNTAS |
| 8 | FAISAL WAHYU R | 3 | 3 | 4 | 4 | 3 | 17 | 68 | 75 | TIDAK |
| 9 | FANATUN NURROHMAH | 4 | 4 | 3 | 4 | 4 | 19 | 76 | 75 | TUNTAS |
| 10 | IDA AINUR ROHMAH | 4 | 3 | 3 | 3 | 3 | 16 | 64 | 75 | TIDAK |
| 11 | IRNA FITRIYANI | 4 | 4 | 3 | 3 | 4 | 18 | 72 | 75 | TIDAK |
| 12 | ISNAENI YUNINGSIH | 4 | 3 | 4 | 4 | 4 | 19 | 76 | 75 | TUNTAS |
| 13 | LULUK CHADIROH | 3 | 3 | 4 | 4 | 3 | 17 | 68 | 75 | TIDAK |
| 14 | MASRUROH | 3 | 4 | 3 | 4 | 3 | 17 | 68 | 75 | TIDAK |
| 15 | MAULADINA MASITOH | 4 | 4 | 3 | 4 | 4 | 19 | 76 | 75 | TUNTAS |
| 16 | M. AMMAR | 2 | 3 | 2 | 2 | 3 | 12 | 48 | 75 | TIDAK |
| 17 | M. ISA ALI MAHENDRA | 3 | 2 | 3 | 3 | 3 | 14 | 56 | 75 | TIDAK |
| 18 | M. ILHAM NAIF | 4 | 3 | 3 | 3 | 3 | 16 | 64 | 75 | TIDAK |
| 19 | NIAM SEPTIA AKROMA | 3 | 3 | 4 | 4 | 3 | 17 | 68 | 75 | TIDAK |
| 20 | NINIK INDAH R | 4 | 3 | 3 | 4 | 4 | 18 | 72 | 75 | TIDAK |
| 21 | NURUL HIDAYAH | 4 | 3 | 3 | 4 | 4 | 18 | 72 | 75 | TIDAK |
| 22 | OKI ANDIKA DWI W | 3 | 3 | 2 | 2 | 3 | 13 | 52 | 75 | TIDAK |
| 23 | RIRIN MUTIARA K | 4 | 3 | 4 | 4 | 4 | 19 | 76 | 75 | TUNTAS |
| 24 | RISMA WINDAYANI | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 | TIDAK |
| 25 | RIZAL FADLULLAH | 2 | 2 | 2 | 3 | 2 | 11 | 44 | 75 | TIDAK |
| 26 | SHALSABIELA DESTIKA | 4 | 4 | 4 | 4 | 3 | 19 | 76 | 75 | TUNTAS |
| 27 | SITI KHOIRIYAH | 4 | 3 | 3 | 4 | 4 | 18 | 72 | 75 | TIDAK |
| 28 | SITI MUSYAROFAH | 3 | 2 | 4 | 4 | 3 | 16 | 64 | 75 | TIDAK |
| 29 | SITI NUR AINI | 4 | 3 | 3 | 4 | 4 | 18 | 72 | 75 | TIDAK |
| 30 | SITI WULAN SARI | 4 | 4 | 3 | 3 | 4 | 18 | 72 | 75 | TIDAK |
| 31 | SITI YULIANA | 4 | 3 | 3 | 4 | 4 | 18 | 72 | 75 | TIDAK |
| 32 | SUKMA AYU W | 4 | 3 | 4 | 4 | 4 | 19 | 76 | 75 | TUNTAS |
| 33 | SYAMSUL ANWAR | 2 | 2 | 2 | 3 | 3 | 12 | 48 | 75 | TIDAK |
| 34 | TISQA RIZKI QUNA | 4 | 4 | 3 | 4 | 4 | 19 | 76 | 75 | TUNTAS |
| 35 | TRI AMBARWATI | 4 | 3 | 3 | 4 | 4 | 18 | 72 | 75 | TIDAK |

| | | | | | | | | | | |
|------------|-------------------|---|---|---|---|---|----|----|------|--------|
| 37 | TUTIK ALAWIYAH | 3 | 3 | 4 | 4 | 3 | 17 | 68 | 75 | TIDAK |
| 38 | VIRA RATNA AYUDYA | 4 | 3 | 4 | 4 | 4 | 19 | 76 | 75 | TUNTAS |
| TOTAL = | | | | | | | | | 2312 | |

| | | | |
|-----------|-----|---|-------|
| MEAN : | M = | $\frac{\sum x}{\sum n} = \frac{2312}{37}$ | 62,49 |
|-----------|-----|---|-------|



APPENDIX 13



The Transcript of Post Test II

THE TRANSCRIPT OF POST TEST II

| NO | NAMA | KRITERIA | | | | | TOTAL | NILAI | KKM | TUNTAS |
|----|---------------------|----------|---------|---------|---------|----------|-------|-------|-----|--------|
| | | Fluency | Grammar | Diction | Content | Spelling | | | | |
| 1 | ABDUL HALIM ZAINAL | 4 | 3 | 3 | 3 | 4 | 17 | 68 | 75 | TIDAK |
| 2 | ABDULLAH AZZAM | 3 | 3 | 3 | 3 | 4 | 16 | 64 | 75 | TIDAK |
| 3 | AHMAD NURUL KHAKIM | 4 | 4 | 4 | 4 | 4 | 20 | 80 | 75 | TUNTAS |
| 4 | ALI IMRON AL AMIN | 3 | 3 | 4 | 4 | 4 | 18 | 72 | 75 | TIDAK |
| 5 | ANDIKA RACHMANA P | 4 | 3 | 3 | 4 | 5 | 19 | 76 | 75 | TUNTAS |
| 6 | AUNUR ROFIQ | 2 | 2 | 2 | 2 | 4 | 12 | 48 | 75 | TIDAK |
| 7 | CORDA LEBDA P | 2 | 2 | 2 | 2 | 4 | 12 | 48 | 75 | TIDAK |
| 8 | DEVANIA OKTAVIRA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 | TIDAK |
| 9 | FAISAL WAHYU R | 4 | 4 | 4 | 4 | 5 | 21 | 84 | 75 | TUNTAS |
| 10 | FANATUN NURROHMAH | 5 | 4 | 4 | 4 | 5 | 22 | 88 | 75 | TUNTAS |
| 11 | IDA AINUR ROHMAH | 4 | 4 | 3 | 3 | 4 | 18 | 72 | 75 | TIDAK |
| 12 | IRNA FITRIYANI | 4 | 4 | 4 | 4 | 4 | 20 | 80 | 75 | TUNTAS |
| 13 | ISNAENI YUNINGSIH | 4 | 3 | 4 | 4 | 4 | 19 | 76 | 75 | TUNTAS |
| 14 | LULUK CHADIROH | 4 | 4 | 4 | 3 | 4 | 19 | 76 | 75 | TUNTAS |
| 15 | MASRUROH | 4 | 3 | 4 | 4 | 4 | 19 | 76 | 75 | TUNTAS |
| 16 | MAULADINA MASITOH | 3 | 3 | 3 | 4 | 4 | 17 | 68 | 75 | TIDAK |
| 17 | M. AMMAR | 4 | 3 | 3 | 4 | 4 | 18 | 72 | 75 | TIDAK |
| 18 | M. ISA ALI MAHENDRA | 3 | 3 | 3 | 3 | 4 | 16 | 64 | 75 | TIDAK |
| 19 | M. ILHAM NAIF | 4 | 4 | 4 | 4 | 4 | 20 | 80 | 75 | TUNTAS |
| 20 | NIAM SEPTIA AKROMA | 4 | 3 | 4 | 4 | 4 | 19 | 76 | 75 | TUNTAS |
| 21 | NINIK INDAH R | 4 | 4 | 4 | 5 | 4 | 21 | 84 | 75 | TUNTAS |
| 22 | NURUL HIDAYAH | 4 | 4 | 4 | 5 | 4 | 21 | 84 | 75 | TUNTAS |
| 23 | OKI ANDIKA DWI W | 4 | 3 | 4 | 4 | 4 | 19 | 76 | 75 | TUNTAS |
| 24 | RIRIN MUTIARA K | 4 | 4 | 4 | 3 | 5 | 20 | 80 | 75 | TUNTAS |
| 25 | RISMA WINDAYANI | 4 | 3 | 4 | 4 | 4 | 19 | 76 | 75 | TUNTAS |
| 26 | RIZAL FADLULLAH | 3 | 3 | 4 | 4 | 4 | 18 | 72 | 75 | TIDAK |
| 27 | SHALSABIELA DESTIKA | 5 | 4 | 4 | 4 | 5 | 22 | 88 | 75 | TUNTAS |
| 28 | SITI KHOIRIYAH | 4 | 4 | 3 | 4 | 5 | 20 | 80 | 75 | TUNTAS |
| 29 | SITI MUSYAROFAH | 4 | 3 | 4 | 4 | 4 | 19 | 76 | 75 | TUNTAS |
| 30 | SITI NUR AINI | 4 | 3 | 4 | 4 | 5 | 20 | 80 | 75 | TUNTAS |
| 31 | SITI WULAN SARI | 4 | 3 | 4 | 4 | 4 | 19 | 76 | 75 | TUNTAS |
| 32 | SITI YULIANA | 4 | 4 | 4 | 4 | 5 | 21 | 84 | 75 | TUNTAS |
| 33 | SUKMA AYU W | 4 | 4 | 4 | 4 | 5 | 21 | 84 | 75 | TUNTAS |
| 34 | SYAMSUL ANWAR | 4 | 3 | 4 | 4 | 4 | 19 | 76 | 75 | TUNTAS |
| 35 | TISQA RIZKI QUNA | 4 | 4 | 4 | 4 | 5 | 21 | 84 | 75 | TUNTAS |
| 36 | TRI AMBARWATI | 4 | 4 | 4 | 4 | 5 | 21 | 84 | 75 | TUNTAS |

| | | | | | | | | | | |
|-------------------------|-------------------|---|---|---|---|---|----|----|-------|--------|
| 37 | TUTIK ALAWIYAH | 4 | 4 | 4 | 4 | 5 | 21 | 84 | 75 | TUNTAS |
| 38 | VIRA RATNA AYUDYA | 4 | 4 | 4 | 4 | 5 | 21 | 84 | 75 | TUNTAS |
| TOTAL | | | | | | | | | 2736 | |
| = | | | | | | | | | | |
| MEAN | | | | | | | | | 73,94 | |
| : | | | | | | | | | | |
| M = | | | | | | | | | | |
| $\frac{\sum x}{\sum n}$ | | | | | | | | | | |
| $\frac{2736}{37}$ | | | | | | | | | | |



APPENDIX 14



The Transcript of Post Test III

THE TRANSCRIPT OF POST TEST III

| NO | NAMA | KRITERIA | | | | | TOTAL | NILAI | KKM | TUNTAS |
|----|---------------------|----------|---------|---------|---------|----------|-------|-------|-----|--------|
| | | Fluency | Grammar | Diction | Content | Spelling | | | | |
| 1 | ABDUL HALIM ZAINAL | 5 | 4 | 4 | 4 | 4 | 21 | 84 | 75 | TUNTAS |
| 2 | ABDULLAH AZZAM | 3 | 3 | 3 | 3 | 4 | 16 | 64 | 75 | TIDAK |
| 3 | AHMAD NURUL KHAKIM | 5 | 4 | 4 | 4 | 4 | 21 | 84 | 75 | TUNTAS |
| 4 | ALI IMRON AL AMIN | 3 | 3 | 4 | 4 | 5 | 19 | 76 | 75 | TUNTAS |
| 5 | ANDIKA RACHMANA P | 4 | 3 | 3 | 4 | 5 | 19 | 76 | 75 | TUNTAS |
| 6 | AUNUR ROFIQ | 2 | 2 | 2 | 2 | 4 | 12 | 48 | 75 | TIDAK |
| 7 | CORDA LEBDA P | 2 | 2 | 2 | 2 | 4 | 12 | 48 | 75 | TIDAK |
| 8 | DEVANIA OKTAVIRA | 4 | 4 | 5 | 5 | 5 | 23 | 92 | 75 | TUNTAS |
| 9 | FAISAL WAHYU R | 5 | 4 | 4 | 4 | 5 | 22 | 88 | 75 | TUNTAS |
| 10 | FANATUN NURROHMAH | 5 | 4 | 4 | 5 | 5 | 23 | 92 | 75 | TUNTAS |
| 11 | IDA AINUR ROHMAH | 5 | 4 | 3 | 3 | 4 | 19 | 76 | 75 | TUNTAS |
| 12 | IRNA FITRIYANI | 4 | 4 | 5 | 5 | 4 | 22 | 88 | 75 | TUNTAS |
| 13 | ISNAENI YUNINGSIH | 4 | 3 | 4 | 3 | 5 | 19 | 76 | 75 | TUNTAS |
| 14 | LULUK CHADIROH | 4 | 4 | 4 | 5 | 5 | 22 | 88 | 75 | TUNTAS |
| 15 | MASRUROH | 4 | 4 | 4 | 4 | 5 | 21 | 84 | 75 | TUNTAS |
| 16 | MAULADINA MASITOH | 4 | 4 | 4 | 4 | 5 | 21 | 84 | 75 | TUNTAS |
| 17 | M. AMMAR | 4 | 4 | 4 | 4 | 4 | 20 | 80 | 75 | TUNTAS |
| 18 | M. ISA ALI MAHENDRA | 3 | 3 | 3 | 3 | 4 | 16 | 64 | 75 | TIDAK |
| 19 | M. ILHAM NAIF | 4 | 4 | 4 | 4 | 4 | 20 | 80 | 75 | TUNTAS |
| 20 | NIAM SEPTIA AKROMA | 4 | 3 | 4 | 4 | 5 | 20 | 80 | 75 | TUNTAS |
| 21 | NINIK INDAH R | 4 | 4 | 5 | 5 | 4 | 22 | 88 | 75 | TUNTAS |
| 22 | NURUL HIDAYAH | 4 | 4 | 5 | 5 | 4 | 22 | 88 | 75 | TUNTAS |
| 23 | OKI ANDIKA DWI W | 5 | 4 | 4 | 4 | 5 | 22 | 88 | 75 | TUNTAS |
| 24 | RIRIN MUTIARA K | 5 | 4 | 4 | 5 | 5 | 23 | 92 | 75 | TUNTAS |
| 25 | RISMA WINDAYANI | 4 | 4 | 4 | 5 | 5 | 22 | 88 | 75 | TUNTAS |
| 26 | RIZAL FADLULLAH | 3 | 3 | 4 | 4 | 5 | 19 | 76 | 75 | TUNTAS |
| 27 | SHALSABIELA DESTIKA | 5 | 4 | 4 | 5 | 5 | 23 | 92 | 75 | TUNTAS |
| 28 | SITI KHOIRIYAH | 4 | 4 | 5 | 4 | 5 | 22 | 88 | 75 | TUNTAS |
| 29 | SITI MUSYAROFAH | 4 | 4 | 4 | 5 | 5 | 22 | 88 | 75 | TUNTAS |
| 30 | SITI NUR AINI | 4 | 4 | 5 | 4 | 5 | 22 | 88 | 75 | TUNTAS |
| 31 | SITI WULAN SARI | 4 | 4 | 5 | 5 | 4 | 22 | 88 | 75 | TUNTAS |
| 32 | SITI YULIANA | 4 | 4 | 5 | 4 | 5 | 22 | 88 | 75 | TUNTAS |
| 33 | SUKMA AYU W | 4 | 4 | 5 | 4 | 5 | 22 | 88 | 75 | TUNTAS |
| 34 | SYAMSUL ANWAR | 5 | 4 | 4 | 4 | 4 | 21 | 84 | 75 | TUNTAS |
| 35 | TISQA RIZKI QUNA | 5 | 4 | 4 | 5 | 5 | 23 | 92 | 75 | TUNTAS |

| | | | | | | | | | | |
|-------------------|-------------------|---|---|---|---|---|----|-------------|----|--------|
| 36 | TRI AMBARWATI | 5 | 4 | 4 | 5 | 5 | 23 | 92 | 75 | TUNTAS |
| 37 | TUTIK ALAWIYAH | 4 | 4 | 4 | 5 | 5 | 22 | 88 | 75 | TUNTAS |
| 38 | VIRA RATNA AYUDYA | 5 | 4 | 4 | 4 | 5 | 22 | 88 | 75 | TUNTAS |
| TOTAL = | | | | | | | | 3048 | | |

| | | | | |
|------------------|-----|-------------------------|---------------------|-------------|
| MEAN : | M = | $\frac{\sum x}{\sum n}$ | $\frac{3048}{38} =$ | 80,2 |
|------------------|-----|-------------------------|---------------------|-------------|



APPENDIX 15



The Result of Questionnaire I

KUESIONER UNTUK SISWA

I. identitas Siswa

Nama : Vira Ratna Ayudya
Kelas : XI IPA 3
Sekolah : MAN 2 Semarang

II. Petunjuk Pengisian

1. Bacalah setiap pertanyaan angket ini dengan cermat dan teliti
2. Jawablah pertanyaan angket ini secara jujur dan sungguh-sungguh
3. Berilah tanda check (✓) pada kolom yang tersedia menurut pernyataan yang jawabannya paling sesuai dengan anda
4. Periksalah kembali jawaban sebelum dikembalikan

III. Pertanyaan A

| NO | PERTANYAAN | YA | TIDAK |
|----|---|----|-------|
| 1 | Saya menyukai pembelajaran genre Bahasa Inggris Recount Text | ✓ | |
| 2 | Saya tidak menemui kesulitan ketika mempelajari Recount Text | | ✓ |
| 3 | Saya menemui kesulitan ketika mempelajari Recount text | ✓ | |
| 4 | Saya bertanya pada guru jika mengalami kesulitan dalam pembelajaran Recount text | | ✓ |
| 5 | Saya lebih suka bertanya kepada teman jika mengalami kesulitan dalam pelajaran Bahasa Inggris | ✓ | |
| 6 | Kesulitan saya dalam mempelajari Recount text adalah dalam menentukan generic structure | ✓ | |
| 7 | Kesulitan yang saya hadapi adalah menentukan ide yang hendak saya gunakan | ✓ | |
| 8 | Saya kesulitan dalam menggunakan Tenses | ✓ | |
| 9 | Saya sangat kesulitan menentukan language features dalam Recount text | | ✓ |
| 10 | Saya masih belum memahami apa itu Recount text | | ✓ |

| | | | |
|----|--|---|---|
| 11 | Saya lebih suka menulis dengan tema yang ditentukan karena saya lebih focus | | √ |
| 12 | Saya lebih suka menulis bebas daripada menggunakan tema yang ditentukan | √ | |
| 13 | Saya lebih suka mengerjakan tugas sendiri daripada berkelompok atau grup | √ | |
| 14 | Saya sangat percaya diri ketika mempresentasikan hasil tulisan saya didepan kelas bersama teman saya | √ | |
| 15 | Saya tidak menemui kesulitan sama sekali ketika mempelajari recount | | √ |

IV. Pertanyaan B

1. Apa yang anda ketahui mengenai Recount text?

Jawaban : Yang saya ketahui mengenai recount text adalah sebuah text yang menceritakan masa lalu seseorang yang menggunakan rumus simple past tense (V2).

2. Sebutkan beberapa kesulitan anda dalam menulis Recount text yang anda hadapi selama ini!

Jawaban : - Menentukan ide yang hendak saya gunakan

- Kesulitan dalam menggunakan tenses

- Menentukan generic structure

APPENDIX 16



The Result of Questionnaire II

The Analysis of Questionnaire

| No. | Students' Name | Question Number | | | | | | | | | | | | | | | | | | | | Total Score | Percentage Obtained |
|-----|---------------------|-----------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|-------------|---------------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | |
| 1 | ABDUL HALIM ZAINAL | 4 | 5 | 3 | 3 | 3 | 4 | 3 | 5 | 5 | 4 | 4 | 5 | 5 | 3 | 5 | 4 | 3 | 4 | 4 | 4 | 80 | 80% |
| 2 | ABDULLAH AZZAM | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 2 | 5 | 4 | 73 | 73% |
| 3 | AHMAD NURUL KHAKIM | 4 | 4 | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 5 | 80 | 80% |
| 4 | ALI IMRON AL AMIN | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 5 | 4 | 3 | 2 | 4 | 4 | 77 | 77% |
| 5 | ANDIKA RACHMANA P | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 3 | 5 | 3 | 2 | 4 | 4 | 5 | 3 | 4 | 4 | 5 | 83 | 83% |
| 6 | AUNUR ROFIQ | 4 | 5 | 3 | 3 | 3 | 4 | 3 | 5 | 5 | 4 | 4 | 5 | 5 | 3 | 5 | 4 | 3 | 4 | 4 | 4 | 80 | 80% |
| 7 | CORDA LEBDA P | 5 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 5 | 71 | 71% |
| 8 | DEVANIA OKTAVIRA | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 1 | 1 | 5 | 5 | 5 | 5 | 5 | 5 | 92 | 92% |
| 9 | FAISAL WAHYU R | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 2 | 4 | 3 | 4 | 69 | 69% |
| 10 | FANATUN NURROHMAH | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 2 | 4 | 3 | 73 | 73% |
| 11 | IDA AINUR ROHMAH | 5 | 4 | 4 | 4 | 3 | 5 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 3 | 4 | 4 | 80 | 80% |
| 12 | IRNA FITRIYANI | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 2 | 4 | 5 | 87 | 87% |
| 13 | ISNAENI YUNINGSIH | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 1 | 3 | 5 | 80 | 80% |
| 14 | LULUK CHADIROH | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 78 | 78% |
| 15 | MASRUROH | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 91 | 91% |
| 16 | MAULADINA MASITOH | 4 | 3 | 3 | 5 | 2 | 3 | 5 | 4 | 5 | 5 | 4 | 4 | 3 | 3 | 5 | 4 | 3 | 5 | 3 | 4 | 77 | 77% |
| 17 | M. AMMAR | 5 | 4 | 4 | 5 | 2 | 4 | 4 | 1 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 1 | 1 | 4 | 5 | 76 | 76% |
| 18 | M. ISA ALI MAHENDRA | 5 | 4 | 4 | 4 | 3 | 5 | 5 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 3 | 4 | 4 | 81 | 81% |
| 19 | M. ILHAM NAIF | 4 | 5 | 3 | 4 | 4 | 3 | 5 | 2 | 4 | 5 | 3 | 5 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 78 | 78% |
| 20 | NIAM SEPTIA AKROMA | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 5 | 5 | 4 | 4 | 3 | 2 | 3 | 5 | 77 | 77% |
| 21 | NINIK INDAH R | 5 | 4 | 4 | 4 | 3 | 5 | 5 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 3 | 4 | 4 | 81 | 81% |
| 22 | NURUL HIDAYAH | 5 | 4 | 4 | 4 | 3 | 5 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 3 | 4 | 4 | 80 | 80% |
| 23 | OKI ANDIKA DWI W | 3 | 4 | 4 | 3 | 1 | 5 | 5 | 5 | 5 | 2 | 5 | 3 | 5 | 3 | 3 | 5 | 2 | 2 | 5 | 5 | 75 | 75% |
| 24 | RIRIN MUTIARA K | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 2 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 2 | 4 | 5 | 89 | 89% |
| 25 | RISMA WINDAYANI | 5 | 4 | 5 | 2 | 4 | 4 | 4 | 2 | 4 | 2 | 5 | 5 | 1 | 1 | 5 | 5 | 5 | 5 | 5 | 1 | 74 | 74% |
| 26 | RIZAL FADLULLAH | 5 | 5 | 5 | 5 | 5 | 1 | 5 | 5 | 5 | 1 | 5 | 1 | 1 | 5 | 5 | 5 | 3 | 3 | 3 | 3 | 76 | 76% |
| 27 | SHALSABIELA DESTIKA | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 2 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 2 | 5 | 5 | 90 | 90% |
| 28 | SITI KHOIRIYAH | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 76 | 76% |
| 29 | SITI MUSYAROFAH | 4 | 4 | 3 | 2 | 3 | 5 | 5 | 4 | 5 | 3 | 4 | 4 | 5 | 5 | 4 | 4 | 3 | 2 | 3 | 5 | 77 | 77% |
| 30 | SITI NUR AINI | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 82 | 82% |
| 31 | SITI WULAN SARI | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 2 | 5 | 4 | 5 | 5 | 5 | 4 | 2 | 5 | 5 | 4 | 90 | 90% |
| 32 | SITI YULIANA | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 2 | 4 | 2 | 4 | 4 | 4 | 2 | 4 | 4 | 70 | 70% |
| 33 | SUKMA AYU W | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 94 | 94% |
| 34 | SYAMSUL ANWAR | 4 | 4 | 3 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 5 | 80 | 80% |
| 35 | TISQA RIZKI QUNA | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 78 | 78% |
| 36 | TRI AMBARWATI | 5 | 4 | 4 | 4 | 3 | 5 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 3 | 4 | 4 | 80 | 80% |
| 37 | TUTIK ALAWIYAH | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 77 | 77% |
| 38 | VIRA RATNA AYUDYA | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 2 | 5 | 4 | 5 | 5 | 5 | 4 | 2 | 5 | 5 | 4 | 90 | 90% |

APPENDIX 17



The Observation Sheet of Cycle I

Lembar Observasi untuk Siswa
Siklus I

| NO | NAMA SISWA | Keaktifan Siswa | | | | | |
|----|---------------------|-----------------|---|---|---|---|---|
| | | A | B | C | D | E | F |
| 1 | ABDUL HALIM ZAINAL | √ | | √ | √ | | |
| 2 | ABDULLAH AZZAM | √ | | | √ | √ | √ |
| 3 | AHMAD NURUL KHAKIM | √ | | | | | √ |
| 4 | ALI IMRON AL AMIN | √ | | | √ | √ | √ |
| 5 | ANDIKA RACHMANA P | √ | | | √ | √ | |
| 6 | AUNUR ROFIQ | √ | | | | | √ |
| 7 | CORDA LEBDA P | √ | | | | | |
| 8 | DEVANIA OKTAVIRA | √ | √ | √ | √ | √ | √ |
| 9 | FAISAL WAHYU R | √ | | | √ | | √ |
| 10 | FANATUN NURROHMAH | √ | √ | | √ | √ | √ |
| 11 | IDA AINUR ROHMAH | √ | | √ | √ | √ | √ |
| 12 | IRNA FITRIYANI | √ | | | √ | √ | √ |
| 13 | ISNAENI YUNINGSIH | √ | √ | | √ | √ | √ |
| 14 | LULUK CHADIROH | √ | | | | √ | √ |
| 15 | MASRUROH | √ | √ | | √ | √ | |
| 16 | MAULADINA MASITOH | √ | √ | √ | √ | √ | |
| 17 | M. AMMAR | √ | | | √ | √ | |
| 18 | M. ISA ALI MAHENDRA | √ | √ | √ | √ | √ | |
| 19 | M. ILHAM NAIF | √ | | | | √ | √ |
| 20 | NIAM SEPTIA AKROMA | √ | | | √ | √ | √ |
| 21 | NINIK INDAH R | √ | | | √ | √ | √ |
| 22 | NURUL HIDAYAH | √ | | | √ | √ | √ |
| 23 | OKI ANDIKA DWI W | √ | √ | | √ | | |
| 24 | RIRIN MUTIARA K | √ | | | √ | | √ |
| 25 | RISMA WINDAYANI | S | | | | √ | √ |
| 26 | RIZAL FADLULLAH | √ | | | | √ | √ |
| 27 | SHALSABIELA DESTIKA | √ | √ | √ | √ | √ | √ |
| 28 | SITI KHOIRIYAH | √ | | | √ | √ | √ |
| 29 | SITI MUSYAROFAH | √ | | | √ | | √ |
| 30 | SITI NUR AINI | √ | | | √ | √ | √ |
| 31 | SITI WULAN SARI | √ | | | √ | √ | √ |
| 32 | SITI YULIANA | √ | | √ | √ | √ | √ |
| 33 | SUKMA AYU W | √ | √ | √ | √ | √ | √ |
| 34 | SYAMSUL ANWAR | √ | | | | √ | |
| 35 | TISQA RIZKI QUNA | √ | | | √ | √ | √ |
| 36 | TRI AMBARWATI | √ | | | √ | √ | |
| 37 | TUTIK ALAWIYAH | √ | √ | | √ | √ | √ |
| 38 | VIRA RATNA AYUDYA | √ | | | √ | | √ |

Indikator

A = Kehadiran siswa
 B = Siswa aktif bertanya
 C = Siswa aktif menjawab pertanyaan
 dan memberikan pendapat
 D = Siswa melaksanakan tugas dari guru dengan baik dan tepat waktu
 E = Siswa memperhatikan guru dengan
 Baik
 F = Siswa tidak membuat kegaduhan di Kelas

APPENDIX 18



The Observation Sheet of Cycle II

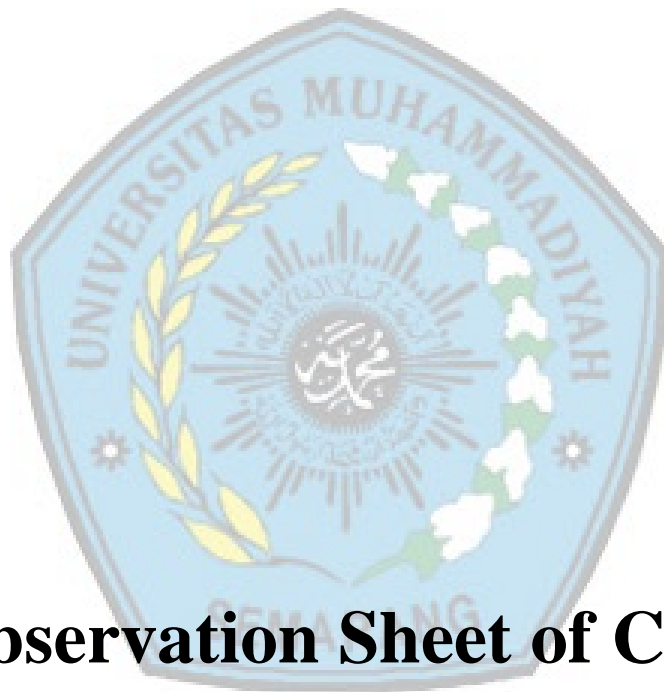
Lembar Observasi untuk Siswa
Siklus II

| NO | NAMA SISWA | Keaktifan Siswa | | | | | |
|----|---------------------|-----------------|---|---|---|---|---|
| | | A | B | C | D | E | F |
| 1 | ABDUL HALIM ZAINAL | √ | √ | √ | √ | √ | √ |
| 2 | ABDULLAH AZZAM | √ | | | √ | √ | |
| 3 | AHMAD NURUL KHAKIM | √ | | | √ | √ | |
| 4 | ALI IMRON AL AMIN | √ | √ | √ | √ | √ | √ |
| 5 | ANDIKA RACHMANA P | √ | √ | √ | √ | √ | |
| 6 | AUNUR ROFIQ | √ | √ | | √ | √ | √ |
| 7 | CORDA LEBDA P | √ | | | | | √ |
| 8 | DEVANIA OKTAVIRA | i | | | | | |
| 9 | FAISAL WAHYU R | √ | √ | √ | √ | √ | √ |
| 10 | LANATUN NURROHMAH | √ | √ | | √ | √ | √ |
| 11 | IDA AINUR ROHMAH | √ | √ | | √ | √ | √ |
| 12 | IRNA FITRIYANI | √ | | √ | √ | √ | √ |
| 13 | ISNAENI YUNINGSIH | √ | √ | √ | √ | √ | √ |
| 14 | LULUK CHADIROH | √ | √ | | √ | √ | √ |
| 15 | MASRUROH | √ | √ | √ | √ | √ | √ |
| 16 | MAULADINA MASITOH | √ | √ | | √ | √ | √ |
| 17 | M. AMMAR | √ | | √ | √ | √ | √ |
| 18 | M. ISA ALI MAHENDRA | √ | √ | | √ | √ | √ |
| 19 | M. ILHAM NAIF | √ | | √ | √ | √ | √ |
| 20 | NIAM SEPTIA AKROMA | √ | | √ | √ | √ | √ |
| 21 | NINIK INDAH R | √ | | | √ | √ | √ |
| 22 | NURUL HIDAYAH | √ | | √ | √ | √ | √ |
| 23 | OKI ANDIKA DWI W | √ | √ | | √ | √ | √ |
| 24 | RIRIN MUTIARA K | √ | | √ | √ | √ | √ |
| 25 | RISMA WINDAYANI | √ | | | √ | √ | √ |
| 26 | RIZAL FADLULLAH | √ | | | √ | √ | √ |
| 27 | SHALSABIELA DESTIKA | √ | √ | √ | √ | √ | √ |
| 28 | SITI KHOIRIYAH | √ | | | √ | √ | √ |
| 29 | SITI MUSYAROFAH | √ | | √ | √ | √ | √ |
| 30 | SITI NUR AINI | √ | | | √ | √ | √ |
| 31 | SITI WULAN SARI | √ | √ | √ | √ | √ | √ |
| 32 | SITI YULIANA | √ | | √ | √ | √ | √ |
| 33 | SUKMA AYU W | √ | √ | √ | √ | √ | √ |
| 34 | SYAMSUL ANWAR | √ | √ | | | √ | √ |
| 35 | TISQA RIZKI QUNA | √ | | | √ | √ | √ |
| 36 | TRI AMBARWATI | √ | | | √ | √ | √ |
| 37 | TUTIK ALAWIYAH | √ | | √ | √ | √ | √ |
| 38 | VIRA RATNA AYUDYA | A | | | | | |

Indikator

A = Kehadiran siswa
 B = Siswa aktif bertanya
 C = Siswa aktif menjawab pertanyaan dan memberikan pendapat
 D = Siswa melaksanakan tugas dari guru dengan baik dan tepat waktu
 E = Siswa memperhatikan guru dengan baik
 F = Siswa tidak membuat kegaduhan di kelas

APPENDIX 19



The Observation Sheet of Cycle III

Lembar Observasi untuk Siswa
Siklus III

<http://lib.unimus.ac.id>

| NO | NAMA SISWA | Keaktifan Siswa | | | | | |
|----|---------------------|-----------------|---|---|---|---|---|
| | | A | B | C | D | E | F |
| 1 | ABDUL HALIM ZAINAL | √ | | √ | √ | √ | √ |
| 2 | ABDULLAH AZZAM | √ | | √ | √ | √ | |
| 3 | AHMAD NURUL KHAKIM | √ | √ | √ | | √ | √ |
| 4 | ALI IMRON AL AMIN | √ | | | √ | √ | √ |
| 5 | ANDIKA RACHMANA P | √ | √ | √ | √ | √ | √ |
| 6 | AUNUR ROFIQ | √ | | | √ | √ | √ |
| 7 | CORDA LEBDA P | √ | | √ | √ | √ | |
| 8 | DEVANIA OKTAVIRA | √ | √ | √ | √ | √ | √ |
| 9 | FAISAL WAHYU R | √ | | √ | √ | √ | √ |
| 10 | I'ANATUN NURROHMAH | √ | √ | √ | √ | √ | √ |
| 11 | IDA AINUR ROHMAH | √ | | | √ | √ | √ |
| 12 | IRNA FITRIYANI | √ | √ | | √ | √ | √ |
| 13 | ISNAENI YUNINGSIH | √ | | | √ | √ | √ |
| 14 | LULUK CHADIROH | √ | √ | √ | √ | √ | √ |
| 15 | MASRUROH | √ | √ | √ | √ | √ | √ |
| 16 | MAULADINA MASITOH | √ | √ | √ | √ | √ | √ |
| 17 | M. AMMAR | √ | √ | | √ | | |
| 18 | M. ISA ALI MAHENDRA | √ | √ | | √ | √ | √ |
| 19 | M. ILHAM NAIF | √ | | √ | √ | √ | √ |
| 20 | NIAM SEPTIA AKROMA | √ | | √ | √ | √ | √ |
| 21 | NINIK INDAH R | √ | √ | √ | √ | √ | √ |
| 22 | NURUL HIDAYAH | √ | | | √ | √ | √ |
| 23 | OKI ANDIKA DWI W | √ | | √ | √ | | |
| 24 | RIRIN MUTIARA K | √ | √ | | √ | √ | √ |
| 25 | RISMA WINDAYANI | √ | | √ | √ | √ | √ |
| 26 | RIZAL FADLULLAH | √ | √ | √ | √ | √ | √ |
| 27 | SHALSABIELA DESTIKA | √ | √ | √ | √ | √ | √ |
| 28 | SITI KHOIRIYAH | √ | | √ | √ | √ | √ |
| 29 | SITI MUSYAROFAH | √ | √ | | √ | √ | √ |
| 30 | SITI NUR AINI | √ | | √ | √ | √ | √ |
| 31 | SITI WULAN SARI | √ | √ | √ | √ | √ | √ |
| 32 | SITI YULIANA | √ | √ | | √ | √ | √ |
| 33 | SUKMA AYU W | √ | √ | √ | √ | √ | √ |
| 34 | SYAMSUL ANWAR | √ | | | | √ | √ |
| 35 | TISQA RIZKI QUNA | √ | | | √ | √ | √ |
| 36 | TRI AMBARWATI | √ | √ | √ | √ | √ | √ |
| 37 | TUTIK ALAWIYAH | √ | | | √ | √ | √ |
| 38 | VIRA RATNA AYUDYA | √ | √ | | √ | √ | √ |

Indikator

A = Kehadiran siswa
 B = Siswa aktif bertanya
 C = Siswa aktif menjawab pertanyaan
 dan memberikan pendapat
 D = Siswa melaksanakan tugas dari guru dengan baik dan tepat waktu
 E = Siswa memperhatikan guru dengan baik
 F = Siswa tidak membuat kegaduhan di kelas

APPENDIX 20



The Result Observation Sheet of All Cycles

THE RESULT OF OBSERVATION CHECKLIST
CYCLE I, CYCLE II, CYCLE III

Cycle I

| No | The Aspects Observed | Total Number | Percentage |
|----------------|-------------------------|--------------|------------|
| 1 | Students' activeness | 10 | 27% |
| 2 | Students' understanding | 8 | 22% |
| 3 | Students' participation | 30 | 81% |
| 4 | Students' attention | 29 | 78% |
| 5 | Students' cooperative | 28 | 76% |
| Average | | | 57% |

Cycle II

| No | The Aspects Observed | Total Number | Percentage |
|----------------|-------------------------|--------------|------------|
| 1 | Students' activeness | 15 | 41% |
| 2 | Students' understanding | 18 | 49% |
| 3 | Students' participation | 34 | 92% |
| 4 | Students' attention | 35 | 95% |
| 5 | Students' cooperative | 33 | 89% |
| Average | | | 73% |

Cycle III

| No | The Aspects Observed | Total Number | Percentage |
|----------------|-------------------------|--------------|------------|
| 1 | Students' activeness | 25 | 66% |
| 2 | Students' understanding | 23 | 61% |
| 3 | Students' participation | 37 | 97% |
| 4 | Students' attention | 36 | 95% |
| 5 | Students' cooperative | 34 | 89% |
| Average | | | 82% |

APPENDIX 21



The Documentation of Teaching Learning Process

The Documentation of Pictures







APPENDIX 22



The Research Letter Permission

The Research Letter Permission



**KEMENTERIAN AGAMA
MADRASAH ALIYAH NEGERI (MAN) 2 SEMARANG**

Jl. Bangetayu Raya No. Telp. (024) 6595440 Genuk
e-mail : man2smrg@gmail.com

SURAT KETERANGAN

Nomor : Ma.11.60/TL.00/133 /2016

Yang bertanda tangan di bawah ini

Nama : Drs. H. Suprpto, MPd
NIP : 196404081992031002
Pangkat / Golongan : Pembina (IV/a)
Jabatan : Kepala Madrasah

Menerangkan bahwa :

Nama : Susilowati
NIM : 12B011010
Fakultas : Fakultas Bahasa dan Budaya Asing Unimus Semarang
Prodi : S1 Pendidikan Bahasa Inggris

Yang bersangkutan benar- benar telah melakukan penelitian di MAN 2 Semarang pada tanggal 15 Januari-5 Februari 2016 dengan judul " The Use of Personal Experience to Enhance Students' Writing Skill in Recount Text Through Team Pair Solo Strategy at the Eleventh Grade of MAN 2 Semarang in the Academic Year of 2015/2016 "

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 2 Februari 2016



Kepala,

[Signature]
Drs. H. Suprpto, M.Pd
NIP. 196404081992031002

APPENDIX 23



Autobiography

AUTOBIOGRAPHY



1. PERSONAL DETAILS

Name : SUSILAWATI
Address : Desa Pulau Kerakap, Rt 07/ Rw 04. Kec Bathin II
Pelayang,
Jambi
Place, date of Birth : Salatiga, 02 Februari 1992
Nationality : Indonesia
Sex : Female
Religion : Islam
Phone : 082324100189
Email : Moyomomoku@gmail.com

2. Education Details :

1. Formal

- 1998 – 2004 : SD Negeri 2 Grogol-Truko, Salatiga
- 2004 – 2007 : SMP Negeri 2 Muara Bungo, Jambi
- 2007 – 2010 : SMK Negeri 1 Muara Bungo, Jambi
- 2011 – 2016 : Muhammadiyah University of Semarang

2. Non Formal

- 2010 – 2011 : Kursus Komputer di LBCA Internasional Muara Bungo, Jambi