



**IMPROVING THE EIGHTH GRADE STUDENTS' RECOUNT  
TEXT WRITING ACHIEVEMENT BY USING PERSONAL  
PHOTOGRAPHS AT SMP NEGERI 1 JELBUK JEMBER  
IN THE 2016/2017 ACADEMIC YEAR**

**THESIS**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2017**



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**THESIS**

Presented as One of the Requirement to Obtain S1 Degree of the English  
Education Program of the Language and Arts Education Department of  
The Faculty of Teacher Training and Education  
Jember University

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**2017**

**STATEMENT OF THESIS AUTHENTICITY**

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Jember, 17<sup>th</sup> May 2017

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## DEDICATION

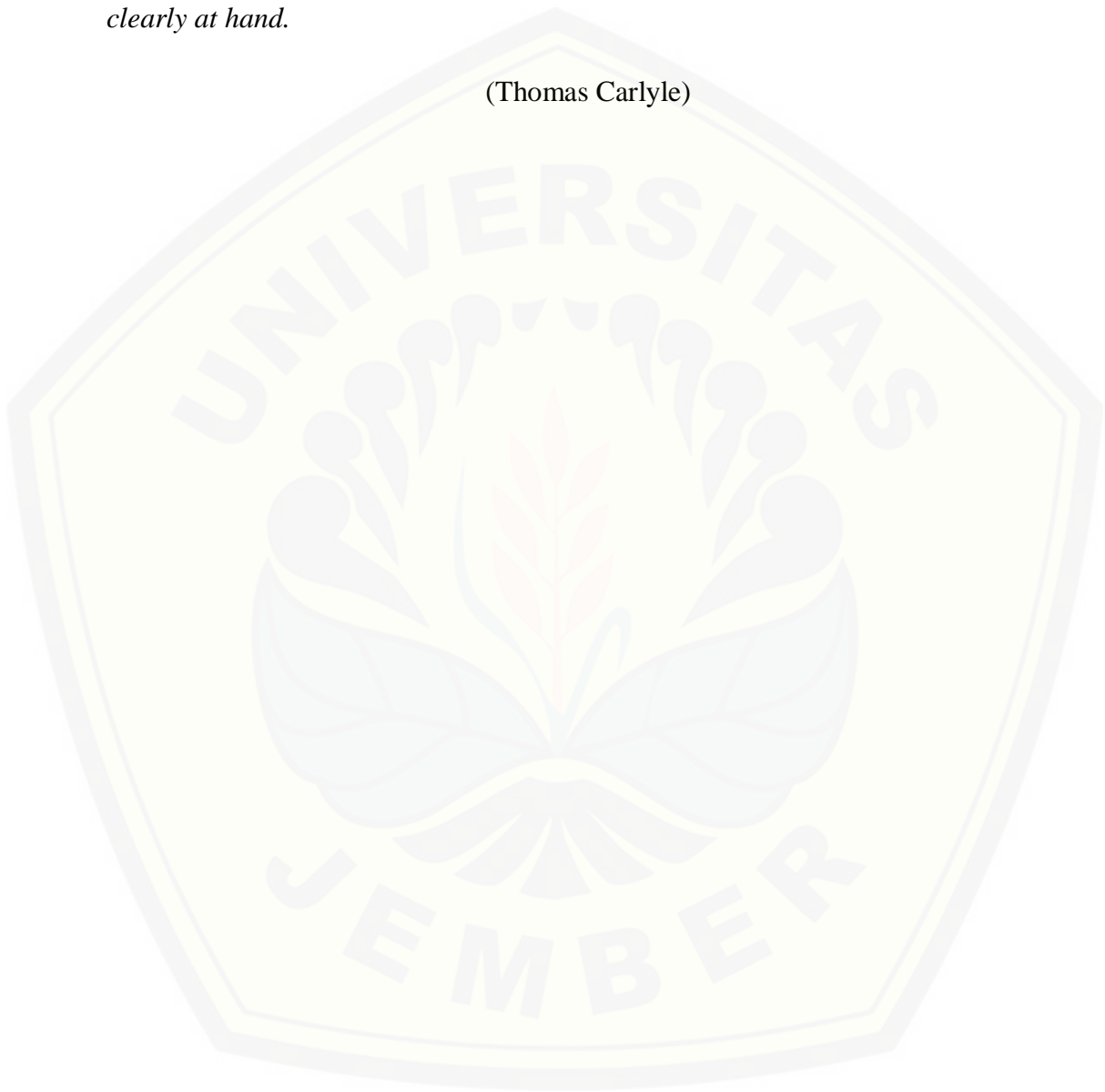
This thesis is proudly dedicated to:

1. My aunt, Yulia Maria Anna. Thank you so much for your pray, support, and help. Thank you for taking care of me all this time;
2. My cousins, Yustina Ira Lestari and Victoria Dyah Mardhani. Thank you for your support, advice, and suggestions;
3. My lovely mother, Sumarti. Thank you so much for the sweetest memories. Although you are far away, you always be there in my heart;
4. My beloved father, Vincentius Kayubi. Thank you so much for your pray, support, and suggestions;
5. My lovely elder sister, Fransisca Devi Puspitasari. Thank you so much for your support;
6. My close friends from Van Getdje. Thank you for being my best friends.

**MOTTO**

*Our main business is not to see what lies dimly at a distance, but to do what lies clearly at hand.*

(Thomas Carlyle)



**CONSULTANTS' APPROVAL**

**IMPROVING THE EIGHTH GRADE STUDENTS' RECOUNT TEXT  
WRITING ACHIEVEMENT BY USING PERSONAL PHOTOGRAPHS  
AT SMP NEGERI 1 JELBUK IN THE 2016/2017 ACADEMIC YEAR**

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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be appreciated.

Jember, 17<sup>th</sup> May 2017

The Writer



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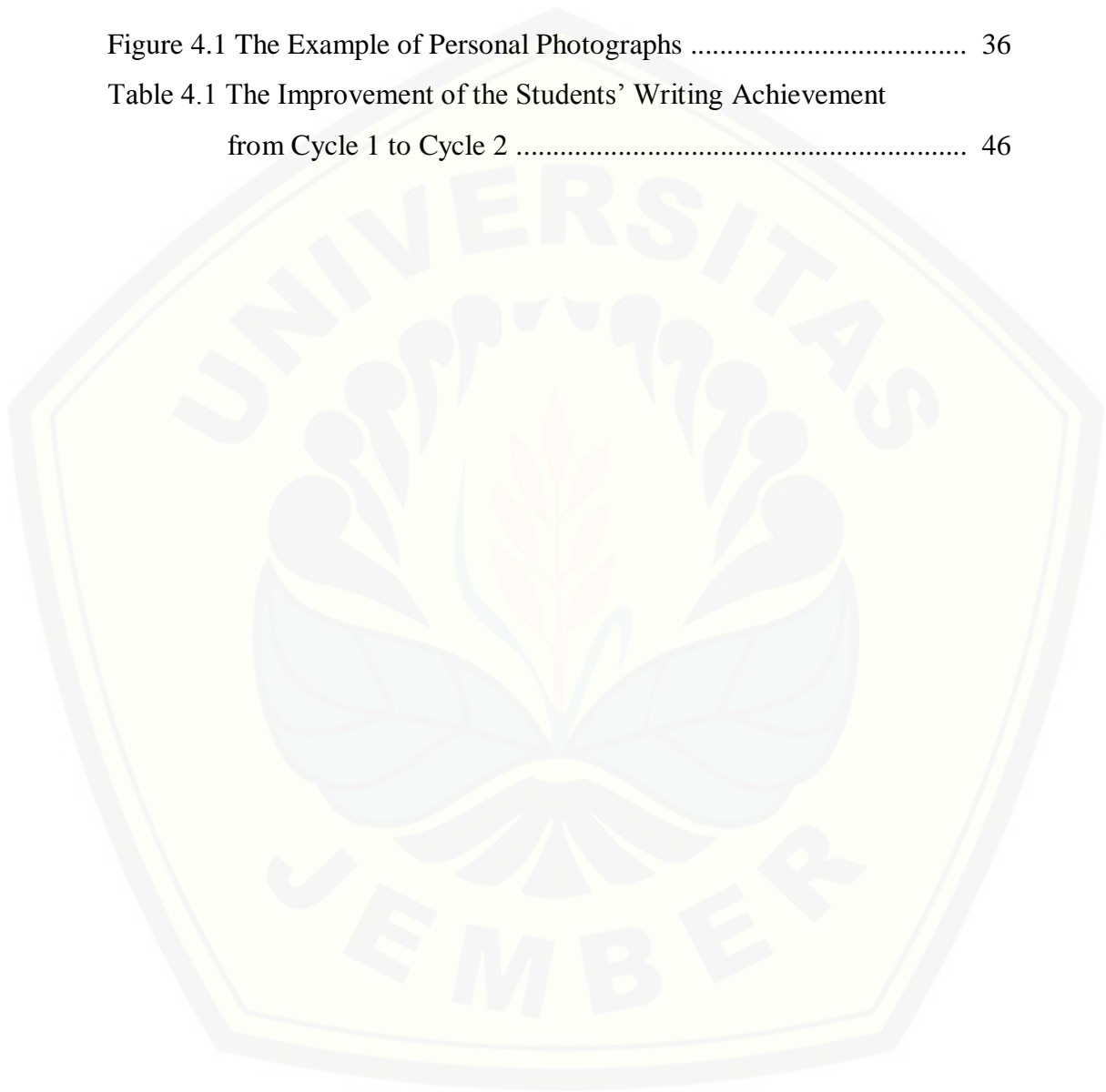
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## SUMMARY

**Improving the Eighth Grade Students' Recount Text Writing Achievement by Using Personal Photographs at SMP Negeri 1 Jelbuk, Jember in the 2016/2017 Academic Year;** Fransiskus Xaverius David, 100210401061; 2017; 48 pages; English Language Education Study Program Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

English has been regarded as the main subject of learning in language study in Junior High School. The main objective of teaching English as stated in *Kurikulum Tingkat Satuan Pendidikan 2006* or 2006 Institutional Based Curriculum for junior high school is developing the ability of communication in the target language (English) in the spoken and written forms. Based on the objective stated above, 2006 Institutional Based Curriculum has determined a set of general provisions as teachers' guide in teaching, commonly known as *Standar Kompetensi* (Standard Competence) and *Kompetensi Dasar* (Basic Competence). It is expected that English teacher can implement the practice of teaching according to that principle so that students can learn what they are supposed to learn.

The learning of foreign language is considered as an important thing in language study. It becomes the basic need for students in order they can improve their linguistics ability. English become an international language and it is widely used by many people around the world. In Indonesia, English is regarded as foreign language and it is taught from elementary up to secondary level. There are some aspects or problem that students usually encounter when they learn English in school especially in writing. First, the students fail to organize and generate ideas. Second, the students also lack of vocabulary in English words. Third, the students still find difficulties in grammar aspect. In this case, personal photographs are chosen to help the students to improve their writing achievement since personal photographs provide visual clues that make the students are able to memorize the event when the photographs were taken. It can also improve the students' interest during teaching learning process. It is expected that personal photographs can help the students to generate and organize ideas in writing.



This research was classroom action research. It was intended to improve the eighth grade students' recount text writing achievement and to know how personal photographs help the students to write recount text. This research subjects were the students of class VIII C at SMP Negeri 1 Jelbuk in the 2016/2017 academic year. This class was chosen because it had the lowest percentage of standard score of writing achievement test among the other year eighth classes as informed by the English teacher. The improvement of the students' recount text writing achievement was analyzed quantitatively. Meanwhile, to know how personal photographs help the students to write recount text, it was analyzed qualitatively. In this research, the observation and writing achievement test were used to get the primary data, while interview guide and documentation were used to get the supporting data.

This research was carried out in two cycles and each cycle covered two meetings and writing achievement test. Each cycle covered the four stages that include planning, action, classroom observation, data analysis and reflection.

Based on the writing achievement test, the percentage results of this research showed that the improvement of the students writing achievement test in cycle 1 that got scores 75 was 34.48% or only 10 students of 29 students. It had not achieved the target of success in this research yet that was 75%; so, the actions were continued to the cycle 2. In cycle 2, the percentage result of the students' writing achievement test was 79.31% or 23 students of 29 students in cycle 2. It means that the percentage result of the students' writing achievement test improved from 34.48% in cycle 1 to 79.31% in cycle 2. Therefore, the criteria of success of this research, that was 75%, had been achieved and it proved that the use of personal photographs in teaching writing was helpful to improve the students' writing achievement of recount text.



## CHAPTER 1. INTRODUCTION

This chapter presents some aspects dealing with the background of the research, the research question, the research objectives, and the significance of the research.

### 1.1 Background of the Research

English has become the main subject of learning in language study in junior high school. The main objective of teaching English as stated in *Kurikulum Tingkat Satuan Pendidikan 2006* or 2006 Institutional Based Curriculum for junior high school is developing the ability of communication in the target language (English) in the spoken and written forms. Based on the objective stated above, 2006 Institutional Based Curriculum has determined a set of general provisions as teachers' guide in teaching, commonly known as *Standar Kompetensi* (Standard Competence) and *Kompetensi Dasar* (Basic Competence). English is separated into four skills, they are listening, speaking, reading and writing, but when teaching, teacher often integrates them along with other language components such as grammar, vocabulary, pronunciation, etc. Every skill has standard competence and basic competence that should be included by English teachers when design syllabus or lesson plan for teaching.

Based on the standard competence and basic competence, especially for writing skill for junior high school students, students should fulfil the objectives that have been set in the 2006 Institutional Based Curriculum. In standard competence, it is stated that students are able to express meaning in functional written text and short simple essay in form of recount text to interact with surroundings. In basic competence it is stated that students are able to express meaning and rhetoric step in short simple essay by using kind of written language accurately, fluently, and acceptably to interact with surroundings in form of recount text.

Before conducting the research, a preliminary study in the form of observation and interview to the English teacher of SMP Negeri 1 Jelbuk was done on 17<sup>th</sup> February 2016 (see Appendix B). The researcher chose SMP Negeri 1 Jelbuk as the research setting because the researcher had ever conducted teaching practice in there before. The purpose of the interview was to get and collect basic information about teaching learning process, especially when the teacher taught English in class VIII C. Based on the observation, it seemed that most of the students experienced difficulties in learning English, especially in writing skill. The students often failed to generate an idea when they start writing. It was really a big struggle for them to find an idea. Besides, they also found problems in writing a piece of text. The first problem concerned with sentence structure. It was a common problem among the students to write a sentence with incorrect structure. The second problem related to vocabulary. The students lack of vocabulary in English words. The English teacher said that some students sometimes did not bring dictionary with them when they had English class. So, when they found difficult words or unfamiliar words in a text, they just did nothing or they just asked their friends about the meaning of the words. The third problem was about grammar. The students often experienced this during doing their writing. They still did not have enough knowledge about how to form the correct words or how to make the correct sentences based on the rule of grammar. This condition was proven by the percentage of students who achieved  $\geq 75$  as the standard score. Based on the result of the students' score in the writing test, there were only 8 students of 29 students (27.58%) who got 75 or higher (see appendix E). The result still had not fulfilled the requirement of the standard score yet.

Due to the learning problems which the students have during learning activities in the class, the researcher found that those problems were not only caused by the students' weaknesses in learning English, but also the learning experiences they got in the class. Unlike other schools which accustomed to use more advanced teaching media, SMP Negeri 1 Jelbuk still has not optimized the facilities for teaching learning yet, even it has not got language laboratory. There is an overhead projector (OHP) in there, but it is rarely used by the teachers. They

are still confused how to operate that media and find it complicated. So they more often teach their students with lecturing method or just use nontechnical media such as whiteboard or pictures. Those are the obstacles that the teachers have related with the way of teaching by using teaching media.

Based on the problems above, the researcher suggests using teaching media in teaching language skill especially writing. The teaching media that the researcher suggests to use in this case is personal photograph. During teaching writing, the English teacher can use personal photographs to facilitate the students in learning writing. The teacher is expected to make the students understand how to generate and organize ideas to start their writing through personal photographs as the media.

Photograph is picture made by using camera that has film sensitive to light inside it (Oxford University Press: 329). According to Bethell *et al.* (in Goodwyn, 1992:30), there has been great deal of work using photography in a media education context both in primary and secondary schools. In addition, Goodwyn (1992: 30) states that photography provides the potential for many kinds of work from the particular study and analysis of genres or individual photographers to the development of practical skills in pupils. From statement above, photographs have been applied as media in education and it can be used to improve students' skill in language study, especially in writing.

The use of personal photographs as visual media might be appropriate to be applied in the classroom in order to create better understanding during teaching learning process which involves the activities of writing. In writing process students need imagination. It can be found from a lot of ways, one of them is by looking at the photographs. Photographs give visual clues about important moment in daily life. The students surely have photographic memories in their mind when they are being asked to tell their past experience. Further photograph can help them to remember little details about people, place, and event. It can be a media of storytelling and make it easier for students to write the contents of photographs. The students will be much easier to remember the story behind the

photo. Further the personal photograph can help the students to improve their ability in writing.

In this study the researcher focuses on writing skill. Sokolik (in Linse, 2005:98) states, “writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.” According to the statement above, it is said that writing involves the combination of process and product. In the process, we generate and organize ideas and when we have already got enough ideas in our mind, we can start writing. Finally, when the writing has been completed, it is ready to be presented to the readers as the final product. According to Harmer (2004: 4), process in writing may be affected by the content (subject matter) of the writing, type of writing (shopping lists, letters, essays, reports or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc. ).

Based on the statements above, it is obvious that writing is really important for students because writing is combination of process and product which cannot be separated in its practice. A writer also should consider about writing aspect that affects the writing process. So, it is very important for a writer to follow the procedure of good writing in order the final piece of writing or product can be comprehensible to the readers.

In this study, the researcher focuses in teaching recount text writing to improve the eighth grade students’ writing achievement. According to Wardiman *et al.* (2008: 61), a recount text is a text that tells the reader about one story, action or activity in the past. Its goal is to entertain or inform the reader. Hopefully, this type of text will help and improve the students’ writing skill in accordance with their difficulties in learning writing.

There were lots of researchers who had done such a research by using photographs. One of them was Cecianessari (2014) who conducted classroom action research in class 8-C of SMP Negeri 9 Jember in the 2014/2015 academic year. Another study was done by Wahyuni (2015) who conducted classroom



action research in class X SMA Muhammadiyah (Plus) Salatiga in the 2014/2015 academic year.

Based on the previous research conducted by Cecianessari, the use of photographs in teaching writing gave significant result toward the students' score percentage that got score 74 or more in writing test. It increased from 66.7 % in Cycle 1 became 81 % in Cycle 2. The result showed that photographs were effective to overcome the students' problem in writing. It concluded that the use of photographs in teaching writing could enhance the eighth grade students' recount paragraph writing achievement at SMP Negeri 9 Jember in the 2014/2015 academic year. Another previous research conducted by Wahyuni proved that personal photographs could improve the students' ability in writing recount text. The result showed that the mean score of pre-test and post-test experienced improvement in each cycle. In cycle 2, the students' mean score was improving, from 61.3 in pre-test to 72.67 in post-test. The result showed that the mean score in cycle 2 was higher than the standardized score (*kriteria ketuntasan minimal/KKM*) of SMA Muhammadiyah (Plus) Salatiga in score 70 in the academic year 2014/2105.

Based on the explanation above, the researcher was interested in conducting a classroom action research entitled "Improving the Eighth Grade Students' Recount Text Writing Achievement by Using Personal Photographs at SMP Negeri 1 Jelbuk in the 2016/2017 Academic Year".

## 1.2 Problems of the Research

Based on the background of the research above, the problems of the research were formulated in the following:

1. Can the use of personal photographs improve the eighth grade students' recount text writing achievement at SMP Negeri 1 Jelbuk, Jember in the 2016/2017 academic year?

2. How can the use of personal photographs help the eighth grade students to organize ideas in writing recount text at SMP Negeri 1 Jelbuk, Jember in the 2016/2017 academic year?

### **1.3 Objectives of the Research**

Based on the problems above, the objectives of the research were:

1. To improve the eight grade students' recount text writing achievement at SMP Negeri 1 Jelbuk, Jember in the 2016/2017 academic year.
2. To describe how personal photographs help the eighth grade students to organize ideas in writing recount text at SMP Negeri 1 Jelbuk, Jember in the 2016/2017 academic year.

### **1.4 Significances of the Research**

The results of this research were expected to be useful and gave some contributions to these following people:

#### **a. The Students**

The results of this research are expected to be useful to improve the students' recount text writing achievement. Moreover, the use of personal photographs as the media in teaching writing can help the students in writing the English text easier since it provides visual clues that make the students have better understanding in generating ideas to start their writing.

#### **b. The English Teacher**

Hopefully, the results of this research can be useful for the English teacher as the information and input in using personal photographs for teaching writing. It could be very helpful because it could enrich variety of teaching technique and it could improve her teaching performance.

**c. The Future Researcher**

Hopefully, the result of this research will be useful for future researchers as a reference and source of information to conduct their research concerning with the contribution of personal photographs in education.





## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter is about the theory underpinning the topic being investigated. The theory is needed in a research since it gives the researcher a framework to explain, describe, and clarify the problem well. The theories of this research are presented in the following section.

### 2.1 The Definition of Writing Skill

Writing is the productive skill that should be learned by anyone who wants to master English well because writing takes an important role in English as one of the skills which enables us to deliver our message in the form of language to the reader. We can express our thoughts, ideas and feeling through writing. Through writing we also can share the experiences of our life.

Gray (in Olson, 1987:2) states that writing itself is a process, in this case the act of transforming thought into print involves a nonlinear sequence of creative acts or stages. In addition, Fairbairn and Winch (1996:32) say that writing is about conveying meaning by selecting words and putting them together in a written or printed form. Furthermore, Dorn and Soffos (in Linse, 2001:98) say that when teaching writing to young children, we must recognize the complexity of the process. Young learners need to know that the final piece of writing or the product such as book, has grown out of many steps which make up the process. Based on the explanation above, writing is regarded as a process which consists of steps in such a way in which we change our thought or ideas into language in the written form as the final product.

### 2.2 The Characteristics of Well-Organized Text or Paragraph Writing

To make a well-organized text or paragraph writing, there are some elements or aspects that we should consider as the writer to make our writing is

comprehensible by the reader. Oshima and Hogue (1998:18) state that a well-organized text or paragraph writing has 2 elements; unity and coherence.

a. Unity

Unity means that we discuss only one main idea in a paragraph. The main idea is stated in the topic sentence, and then each and every supporting sentence develops that idea. If, for example, we announce in our topic sentence that we are going to discuss two important characteristics of gold, we only discuss those. We do not discuss any other ideas, such as the price of gold or gold mining.

b. Coherence

Coherence means that our paragraph is easy to read and understand because (1) our supporting sentences are in some kind of logical order and (2) our ideas are connected by the use of appropriate transition signals. For example, in the paragraph about gold, there are two supporting ideas: Gold is beautiful, and gold is useful. Each of these supporting ideas is discussed, one after the other, and an example is given for each one. This is one kind of logical order. Furthermore, the relationship between the ideas is clearly shown by using appropriate transition words and phrases such as *first of all*, *for example*, *another important characteristic*, and *in conclusion*.

### 2.3 Competency of Writing in Junior High School

In the Indonesian context of English language teaching, competence in writing is considered as important as competence in other language skills. This is evident from the inclusion of writing in the English curriculum for secondary school.

At Junior High School, writing is taught along with the three other language skills, listening, speaking, and reading. It is taught because it is the basic skill needed for students to learn English language. Competency of writing in Junior High School has been set in form of standard competence and basic competence in 2006 Institutional Based Curriculum. In this study, the researcher

focuses on teaching recount text writing to the eighth grade students. Standard competence and basic competence are divided based on the period of study which consists of two semesters. Recount text is taught in the first and second semester. Based on 2006 Institutional Based Curriculum, recount text is one of the short simple essays and kind of written language that is taught to develop the competency of communication to achieve functional literacy level.

## **2.4 Text**

### **2.4.1 The Definition of Text**

Feez and Joyce (2002:4) states that a text is any stretch of language which is held together cohesively through meaning. It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts.

In addition, Halliday and Hasan (1984:10) explain that a text is any instance of living language that is playing some part in a context of situation, either spoken or written or indeed in any other medium of expression that we like to think of. Context of situation here means the environment of the text including verbal environment and the situation in which the text is uttered. So, the meaning of a sentence may have different meaning according to the context. It can be said that a text has different interpretation.

Based on the explanations above, text is considered as the important part of language in both written and spoken language which is used to interpret the meaning of language itself. The use of text here depends on the context that can be different in its interpretation that is influenced by the environment of the text.

There are many type of texts, they are: descriptive, narrative, recount, procedure, spoof, report and many more. In this study the researcher focuses on recount text because based on the preliminary study in SMP Negeri 1 Jelbuk, the researcher found that the students still had many difficulties in writing such a text.

## 2.4.2 Text Types Taught in Junior High School

Based on *Kurikulum Tingkat Satuan Pendidikan 2006* or 2006 Institutional Based Curriculum, there are many text types taught in Junior High School. They are descriptive, procedure, recount, narrative, report, and functional text. Those types of text are taught based on the provisions that have been set on Institutional Based Curriculum/*KTSP2006* concerning with English language teaching. Gerrot and Wignel (in Khajati, 2013:152-171) further explain the definition of each text type.

1. Descriptive, is a text which has social function to describe a particular person, place or thing.
2. Procedure, is a text which has social function to describe how something is accomplished through a sequence of actions or steps.
3. Recount, is a text which has social function to retell event for the purpose of informing or entertaining.
4. Narrative, is a text which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.
5. Report, is a text which has social function to describe the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.

## 2.5 Recount Text and Its Characteristics

### 2.5.1 The Definition of Recount Text

According to Wardiman *et al.* (2008: 61), a recount text is a text that tells the reader about one story, action or activity in the past. Social function of recount text is to retell events for the purpose of informing or entertaining. In addition, Priyana *et al.* (2008:69) state that recount text is a text which tells 'what happened'. It means that recount text tells story or experience in the past. The purpose of the text is to document a series of events and evaluate their

significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling, usually made by the writer about the events.

### 2.5.2 The Characteristics of Recount Text

#### 1. Structure

Recount text is constructed based on certain text organization called with 'generic structures'. To make a good recount text, we should make sure that our text is well-organized. According to Wardiman *et al.* (2008:61), the generic structures of recount text are the following:

- a. *Orientation* tells who was involved, what happened, where the events took place, and when it happened.

Example: *Last night, I read an article about adolescence in a magazine.*

- b. *Events (event 1 and 2)* tell what happened and in what sequence.

Example: *After I finished reading the article, I remembered my own adolescence; To divert my emotions, I took many extracurricular activities.*

- c. *Reorientation* consists of optional-closure of events/ending.

Example: *I was able to control my emotions and to have a place where I could express my creativity in positive ways.*

#### 2. Lexicogrammatical

According to Board of Studies (1998:287), common grammatical patterns of a recount include:

1. Use of nouns, for examples: *mount, beach, house, holiday, etc.*, and pronouns for examples: *I, he, she, they, we, it, etc.* to identify people, animals or things involved.
2. Use of past action verbs to refer the events, for examples: *went, took, left, enjoyed, etc.*



3. Use of past tense to locate events in relation to speaker`s or writer`s time, for examples: *I was born in Malang in 1991.*
4. Use conjunctions, for examples: *and, but, so, or, etc.* and time connectives to sequence the event, for examples: *first, then, after that, finally, etc.*
5. Use of adverb and adverbial phrases to indicate place and time, for examples: *last week, yesterday, two days ago, in the evening, at the mountain, etc.*
6. Use of adjectives to describe nouns, for examples: *big, beautiful, happy, interesting, etc.*

In addition, Gerrot and Wignel (in Khajati, 2013:154) states that there are 5 lexicogrammatical features found in a recount text.

- a. Focus on specific participants, for example: *I, my friend, the car, etc.*
- b. Use of material processes or action verb, for examples: *ran, wrote, ate, took, etc.*
- c. Circumstances of time and place, for examples: *on Saturday, at the restaurant, across the road, to town, etc.*
- d. Use of past tense, for examples: *bought, went, arrived, was, were, etc.*
- e. Focus on temporal sequences, for examples: *first, then, after that, finally, etc.*

Based on explanations above, recount text has some characteristics which differs it with other type of texts. The first, the generic structure of recount text includes three parts, they are: orientation, events, and reorientation. The second, recount text has grammatical patterns, known as lexicogrammatical features of recount text, they include: the use of specific participants, the use of past action verbs, the use of adverbs of time and place, the use of past tense, and the use of time connectives or temporal sequences.

## 2.6 Types of Recount Text

Board of Studies (1998:105) states that there are two types of recount text.

They are:

1. Factual recount is a recount that has function to document a series of events and evaluate their significance in some way.
2. Literary or story recount is a recount that has function to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by the narrator about the events.

On the other hand, Mukarto and Sujatmiko (2007: 62) state that there are three types of recount. They are:

### a. Personal Recount

Personal Recount is one of the recount texts which retells an experience in which the writer was personally involved. The purpose of personal recount are to inform, entertain the audience (listeners or readers), or both.

### b. Factual Recount

Factual recount is a list or record of certain event, such as news story, eye witness, news report, and historical events.

### c. Procedural Recount

Procedural recount records events such as science experiment or a cooking experience. It presents the events chronologically (in the order in which they happened). The purpose of procedural recount is to inform listeners or readers.

The researcher is interested in using personal recount on his study because he believes that students tend to enjoy the writing process when they are able to write about topics relating directly to their lives.

## 2.7 The Examples of Good Recount Text

To make a good recount text, we should understand the characteristics of recount text and its features. Eventhough, it is difficult for most of students in junior high school to write such a text because they are still not good to write



English text. For Junior High School level, it is suggested that the text taught to the students is short and simple as stated in *Kurikulum Tingkat Satuan Pendidikan 2006* or 2006 Institutional Based Curriculum

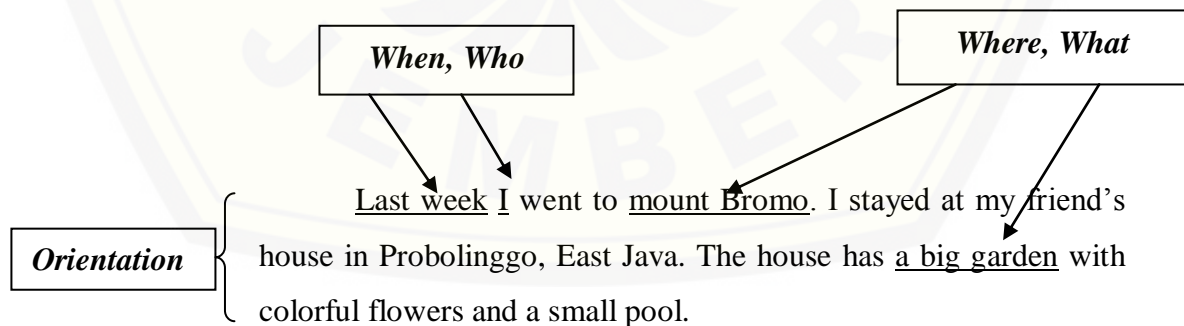
Here are some examples of good recount text (with schematic structure):

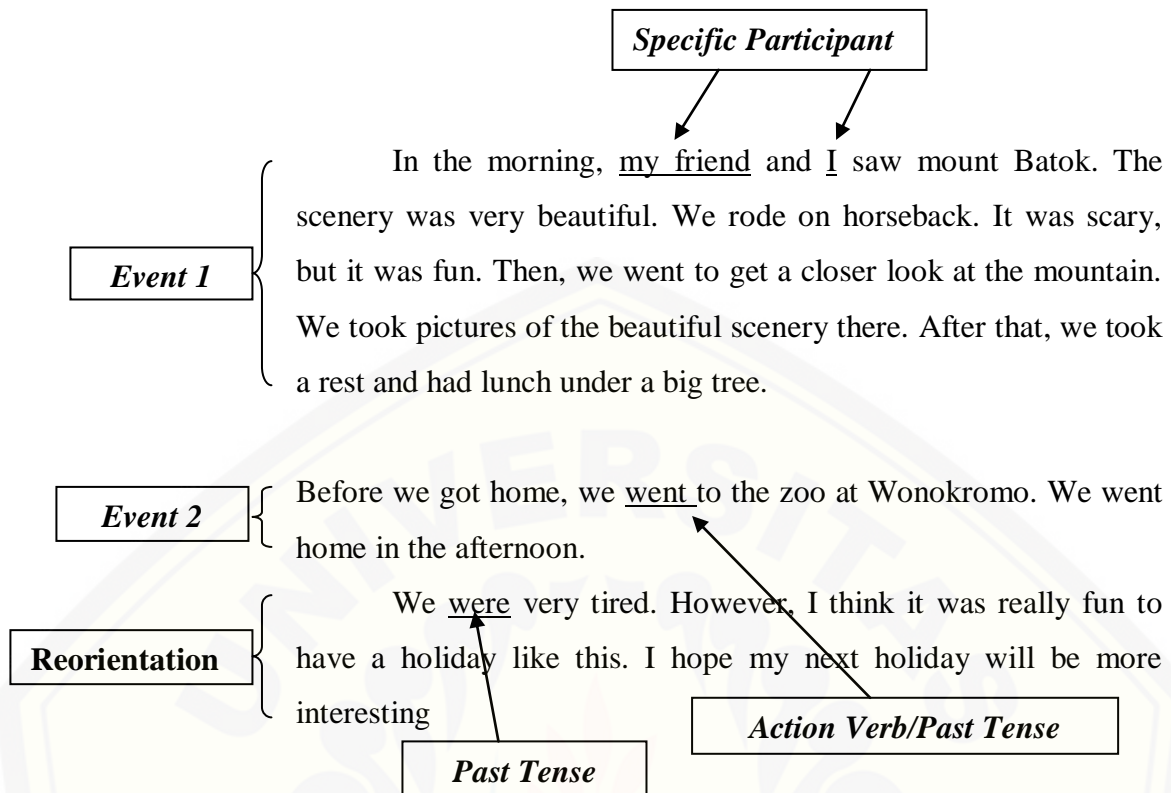
### Example 1



Source: *Improving Students' Writing Ability in Recount Text Using Personal Photograph* by Sri Wahyuni, 2014

### My Holiday



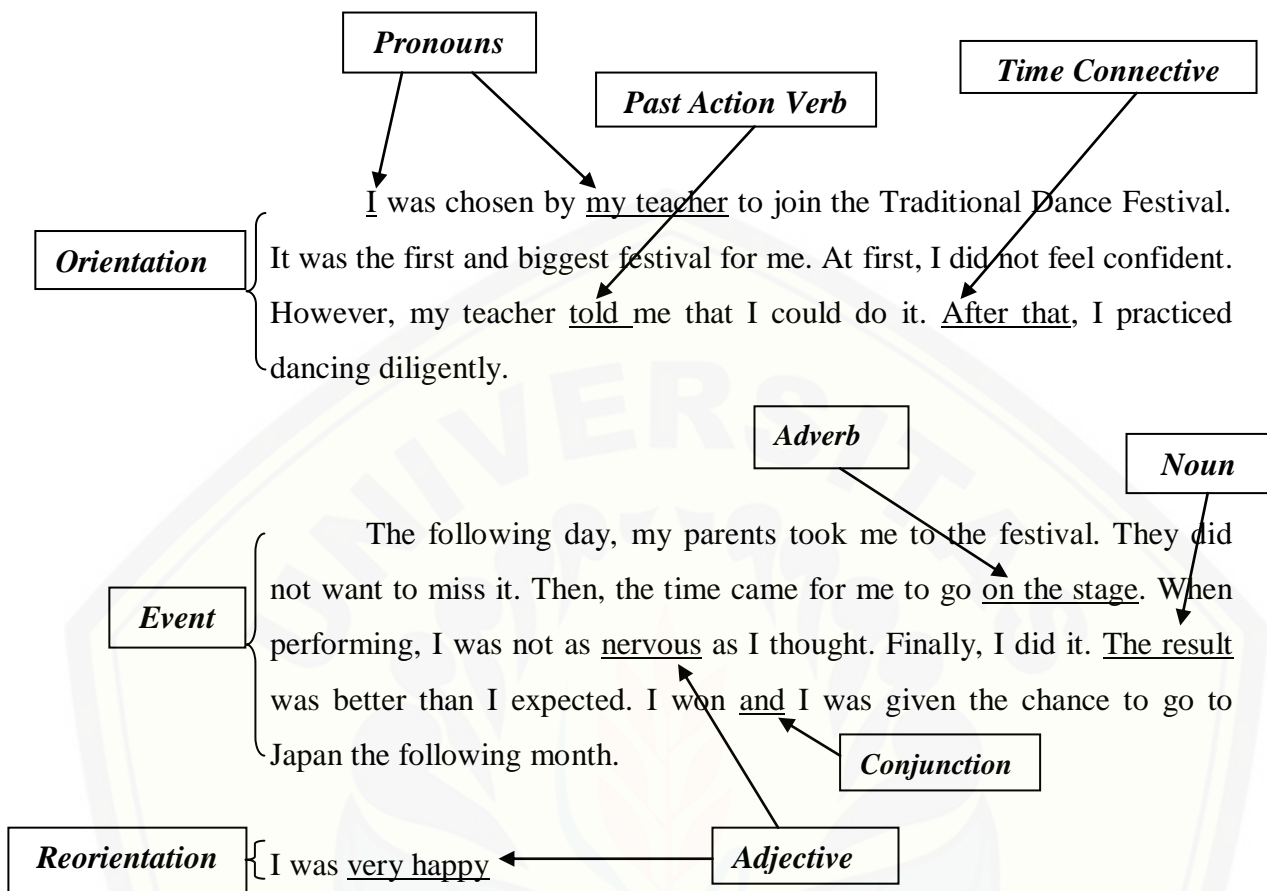


Source: *Scaffolding; English for Junior High School Students Grade VIII*, 2008

Example 2



Joining Traditional Dance Festival



Source: *Scaffolding, English for Junior High School Students Grade VIII*, 2008

## 2.8 Aspects Assessed in Recount Text

Heaton (1988:135) states that there are five components or aspects considered important in assessing the students' writing. In this study, the researcher uses recount text to teach writing.

1. Content, is the ability to think and develop thoughts and information. In this case, the content here refers to how good the students developing their idea into a good recount text writing.
2. Organization, is the ability to organize the writing in appropriate manner. It means that the students should be able to organize their recount text writing in a good way based on the structure of recount.

3. Vocabulary, is the ability to choose the appropriate vocabularies and use them effectively. It means that the students should know the meaning of every single word they are going to write. Thus, the use of dictionary is really necessary for them to find the right meaning of the words and their use in sentences.
4. Grammar, is the ability to write correct and appropriate sentences. It means that the students should make sure that their sentences are grammatically correct according to the rule of English grammar.
5. Mechanics, is the ability to use the conventions of written language, they are pronunciation, spelling, and capitalization. Pronunciation related with the way in which a language or particular word or sound is spoken. Spelling has to do with the act of forming words correctly from individual letters. Capitalization concerned with the act of writing a letter of the alphabet as a capital.

## **2.9 Media in Teaching Writing**

### **2.9.1 The Definition of Media**

The word *media* is derived from Latin *medius* which means ‘between’, ‘mediator’, or ‘messenger’(Arsyad, 2006:3). According to Gerlach and Ely (in Arsyad, 2006:3), media if understood broadly, can be human, material, or event which establishes a condition that enables the students to acquire knowledge, skill and behavior. In this definition, teacher, text book, and school environment are the media. Furthermore, Hamalik (1994:12) explains the definition of media in education as tools, methods, and techniques that are used to more streamline communication and interaction between teacher and students in the process of education and teaching in school. Based on the explanations above, it can be concluded that media in education takes an important role for teaching learning because it helps teacher to deliver lessons or materials to students effectively. Moreover, media make the situation a class become more alive because there is good interaction and two-way communication between teacher and students.

## 2.9.2 The Classification of Media

According to Arsyad (1997:3), media can be classified into three categories: visual, audio and audio visual media.

### a. Visual Media

They are media that can be seen. Arsyad stated that, “Visual media would captivate visual sense eyes mostly. It can be in form of picture, photograph, moving picture or animation and flashcard, and many more”.

### b. Audio Media

They are media that can be listened to. It means that audio media has sound which is listened by us. The contents of audiotape can stimulate thought feeling and idea of students that happen in teaching and learning process.

### c. Audio visual media

They are media that have both sound and picture. Video is an example from audio visual media in teaching and it has a sound because it is produced to get to appear the reality picture in the original form it describes science theory and animated.

## 2.10 Personal Photographs as Effective Media in Teaching Recount Text

### 2.10.1 The Definition of Photograph

Ingledeew (2013:6) states that ‘photo’ comes from the Greek word *phos*. The ancient Greeks named the brightest star Phosphorus; *phos* meant ‘created by light’. The combining form ‘-graph’ comes from the word graphic, meaning sharply defined. Photographs are clear images created by light. Photograph and picture in general are different. A photograph is a picture made by using a camera that has film sensitive to light inside it. Meanwhile, a picture is painting, drawing, etc, that shows a scene, a person or thing (Oxford University Press, 2008:329-330). In this study, the researcher uses personal photographs to teach recount text writing. Personal photographs are kind of photographs belonged to the researcher or the students which are taken by a camera or other gadgets which support the use of camera, such as cellphone. Photograph or picture is worth a thousand words



because a picture can tell students something, even it has sequences of story behind it. Furthermore, Aam Amitto (2008) said that with photograph, someone can tell about an event, activity, expression, memory, nostalgia, even share idea or concept more accurately. It is appropriate with writing recount text because recount text is used to reconstruct past experiences by retelling events and incident in order in which they have occurred. So, the researcher expects that by applying personal photographs in teaching and learning process, it can improve the students' ability in learning English, especially in recount text writing achievement.

#### 2.10.2 Characteristics of Photograph

Szarkowski (in Barrett, 2000:54) states that there are five characteristics of photograph, they are:

1. The thing itself: photography deals with actual.
2. The detail: photography is tied to the facts of things.
3. The frame: the photograph is selected, not conceived.
4. Time: photographs are time exposures and describe discrete parcels of time.
5. Vantage point: photographs provide us new views of the world.

#### 2.10.3 Some Roles of the Picture or Photograph in Writing

According to Andrew Wright (1989:17), there are some roles of picture or photograph in writing. The roles are as follows:

- a. picture or photograph can motivate the student and make him or her want to pay attention and want to take a part in the learning process.
- b. picture or photograph contribute to the context in which the language is being used. They bring the world into the classroom like a street scene or a particular object. For example, atrain, a motorcycle and a building.

- c. picture or photograph can be described in an objective way (this is train) or interpreted (it is probably a local a train) or responded to subjectively (I like traveling by train).
- d. picture or photograph can cue responses to question or cue substitutions through controlled practice.
- e. picture or photograph can stimulate and provide information to be referred to in conversation, discussion and storytelling.

#### 2.10.4 The Advantages of Using Personal Photograph

According to (Raimes, 2002: 27-28) a picture or a photograph is available resource as it provides:

- a. a shared experience in the classroom;
- b. a need common language forms to use in the classroom;
- c. a variety of tasks;
- d. a focus of interest for students.

Gerlach and Ely (1980:277) add some other advantages of using pictures or photographs in language teaching and learning.

- a. Pictures/photographs are inexpensive and widely available.
- b. They provide common experiences for an entire group.
- c. The visual details make it possible to study subject which would otherwise be impossible.
- d. Pictures/photographs offer stimulus to further study, reading, and research.
- e. They help to focus attention and develop critical judgment.

From explanations above, it is obvious that photographs, in this case personal photographs have an important role and advantages in teaching language skills especially writing, as visual media which help the students to make simple and good recount text writing and to make them to be more enthusiastic in teaching learning activities.



### 2.10.5 How to Teach Recount Text Via Personal Photographs

According to Kev (2009), the procedure of teaching recount text by using personal photographs will be divided into 3 stages. They are *pre-writing activities*, *while-writing activities*, and *post-writing activities*.

#### 1. Pre-writing activities

These are the activities that the students need to do before start writing. They are important as it helps them to plan their ideas well. In this stage, the teacher should help the students to generate ideas by doing the following steps:

- a. in the modeling stage, the researcher showed the example of personal photographs and recount text and then explain the way how to organize ideas in writing recount text by using personal photographs.
- b. dividing the students into groups to do the assignment related to recount text and personal photographs.
- c. still asking the students to stay in groups and observe the photographs they have brought
- d. in free writing section, the researcher asked the students to individually brainstorm ideas based on visual clues on the photographs, for example with the help of 5W1H questions; who, when, where, what, why, and how
- e. asking the students to make an outline on a piece of paper. In this case, the students can make a list of all the events for the day when the photographs was taken.
- f. allow the students to prewrite for 10-15 minutes.

#### 2. While-writing activities

When the students have an outline of what they want to write, they are ready to draft their writing. In this stage, the teacher should do the following:

- a. asking the students to begin writing based on certain theme or topic given.
  - b. asking the students to focus on writing using personal photographs.
  - c. if they have not finished their work based on the time given, give students a week to draft and complete their papers before turning them in for evaluation (conditional).
3. Post-writing activities

These are activities that the students need to do after completing the draft. It ensures that the students check their writing and edit it before they hand in their writing. It is the final stage of the activities as the teacher asks the students to do the following activities:

- a. revising (going through the writing and change if necessary)
- b. editing (checking the flow of ideas, grammar, spelling, punctuation).The students can consult their work with their friends or group to give correction each other if they find mistakes related with the aspects of writing.

### **2.11 Action Hypothesis**

Based on the literature review explained previously, the action hypothesis is formulated as follow, “The use of personal photographs can improve eight grade students’ recount text writing achievement at SMP Negeri 1 Jelbuk, Jember in the 2016/2017 academic year”

## CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents about the research methods applied in this research. It covers research design, research procedures, research area, research subject, data collection method and data analysis method. Each section is explained in the following part respectively.

### 3.1 Research Design

Classroom action research was used in this research because this research was intended to improve the students' recount text writing achievement by using personal photographs on the eighth grade students at SMP Negeri 1 Jelbuk in the 2016/2017 academic year. According to Eliot (in Sumadayo, 2013:20), action research is knowledge about social situation intended to increase the quality of the practice. In addition, Fraenkel *et al.* (2009:589) state that action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. In this case, the action research here was conducted in class VIII C which intended to help the students in solving their problem, especially in writing achievement.

The researcher implemented classroom action research with cycle model. According to Kemmis and McTaggart (in Burns, 2010: 7-8), cycle in classroom action research consisted of 4 stages; planning, action, observation, and reflection. The design of the classroom action research was described and explained with cyclical model (see Appendix D). The action of each cycle covered four activities, namely: (1) planning, (2) action, (3) classroom observation, and (4) reflection. If the students' scores in the first cycle did not achieve the standard score required, the actions would be continued to the second cycle to obtain the target score. However, if the students' scores of writing achievement test in Cycle 1 met the target score required, the actions would be continued as well to see the

consistence of the students' scores in recount writing achievement by using personal photographs as reinforcement.

### **3.2 Research Procedures**

This classroom action research was done in a cycle model proposed by Kemmis and McTaggart. There were four phases in each cycle; they were planning, action, the class observation, and reflection. The details activities in each phase are as follow.

#### **3.2.1 The phase of planning**

In this research, there were some activities to plan and prepare before implementing the action. They were as follows:

- 1) Choosing the material that will be used in the implementation of the action
- 2) Constructing the lesson plan for the first cycle (lesson plan 1 and lesson plan 2).
- 3) Preparing personal photographs as media in teaching writing
- 4) Constructing the writing test.
- 5) Preparing the observation guide in the form of field note.
- 6) Constructing and evaluating the instrument.

According to the activities in the planning of the action phase above, those activities needed to be prepared before conducting the research in order to make easy in doing the research.

#### **3.2.2 The phase of action**

In this research, implementation of the action was done by the researcher during the school hours based on the schedule of the English lesson. The researcher did the action in form of teaching recount text writing by using

personal photographs. The actions in each cycle were set in two meetings and it was followed by administering a test of writing in the third meeting.

### 3.2.3 The phase of observation

In this phase, the researcher did the observation while implementing the action of the research. The researcher cooperated with the English teacher to observe the effect of the action. The effect of the action in here referred to how the use of personal photographs helped the students' to organize ideas in writing recount text. It was data collection phase where the researcher used observation guide to analyze and collect information needed about how personal photographs helped the students to organize ideas in writing recount text.

### 3.2.4 The phase of reflection

After doing the action, it was followed by giving a test of recount text writing in the third meeting. The second cycle was conducted if the result of the first cycle did not meet the objectives of achievement score that was 75. It was conducted by revising some aspects which cause the failure of the first cycle.

Further, in this research, the classroom observation and evaluation needed to be done to know the students' progress in teaching and learning process by using personal photographs. Evaluation was done to know whether the use of personal photographs could improve the students' writing achievement in teaching learning process or not. The evaluations are classified as process and product evaluation.

The process evaluation was done by giving evaluation towards the students' recount text writing. In this phase, the researcher gave correction to the results of the students' writing which intended to show the students about their mistakes in writing recount text. The students' mistakes or weaknesses in writing such a text mainly concerned with the aspects of writing such as grammar, vocabulary, mechanic, content, and organization. It was done in order to know



what the most difficult aspect that the students faced. Meanwhile, the product evaluation was done by giving writing test in order to get the students' scores that were used to find out the students' writing achievement.

Criteria were used to determine whether the action was successful or not. This research was considered successful if it fulfilled the following criteria.

- a) The students achieved score at least 75
- b) It could be reached at least 75% of the research subjects.

### **3.3 Research Area**

The research area was determined by using purposive method. Fraenkel and Wallen (2006:100) state that a purposive method is a method in choosing a research based on a certain purpose or reason. This research was conducted at SMP Negeri 1 Jelbuk. This school was chosen by considering some following reasons:

- a. Personal photographs had never been used as teaching media in the school.
- b. The Headmaster gave permission to the researcher to conduct this classroom action research.

### **3.4 Research Subject**

The subjects of this research were the students of class VIII-C in SMP Negeri 1 Jelbuk in the 2016/2017 academic year. This class was chosen because it had the lowest mean score of writing achievement among the other classes as informed by the English teacher. Moreover, the standard passing grade of the school was 75, but the students who could reach this score level were only 8 students of 29 students (27.58%).

### **3.5 Operational Definitions of Key Terms**

#### **3.5.1 Recount Text**

Recount text is a text which retells the reader about one story, action or activity, events or experiences in the past. Its purpose is either to inform or to entertain the reader. The topic of recount paragraph is personal experience.

#### **3.5.2 Writing Achievement**

In this research, the students' writing achievement refers to the students' achievement in recount writing after being taught about recount text by using personal photographs. In the product evaluation, some personal photographs of recount text with a topic that is personal experience is prepared for the students as a bridge in writing recount text. Meanwhile, some aspects related to the assessment of this skill are grammar, vocabulary, mechanics, content, and organization.

#### **3.5.3 Personal Photographs**

Personal photographs are kind of photographs that are used by the researcher in teaching writing. The photographs are not taken from magazines, newspapers, tabloids, or other printed media, but they are taken from camera or other devices which have feature to support the use of camera, such as cellphone. Per meeting, the researcher provides some personal photographs as the example and the students also bring their photographs from home as media to help their recount writing exercise.

### **3.6 Data Collection Method**

There were two kinds of data that were used in this research; they were primary data and supporting data. Test on the writing test and classroom observation in form of field note were administered to collect the primary data,

meanwhile interview and documentation were applied to collect the supporting data.

### 3.6.1 Writing Test

Writing test in this research was used to acquire the primary data. The test was conducted in third meeting in each cycle. The researcher used subjective test in which the students had to write recount text based on the certain topic or theme given.

A good test has characteristics of being valid and reliable. The tests which are intended to measure the eighth grade students' recount writing achievement is valid instrument. According to Heaton (1991:159), a validity of a test measures what it is supposed to measure and nothing else. The content validity was applied in the test to measure the students' writing achievement based on the Institutional Based Curriculum (*KTSP*). Some aspects that are measured are grammar, vocabulary, mechanics, organization, and content.

The reliability of scoring is determined as the quality of assessment. According to Fraenkel *et al.* (2012:154), reliability refers to the consistency of the scores obtained; how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. Based on the reliability of the test, this research used inter-rater reliability. The consistency scores were produced by different raters. They were the researcher (Rater 1) and the English teacher (Rater 2) who kept the consistency of the writing test score. The scoring criteria were used by the researcher and the teacher in scoring.

Meanwhile, students' writing were scored by using analytic scoring method. Analytic scoring method gives many advantages in scoring students' work. Hughes (2003:102) states that one of the advantages of using analytic scoring is the very fact that the scorer has to give a number of scores will tend to make the scoring more reliable. The test result of the recount text writing was measured based on the scoring criteria for writing introduced by Hughes. The

scoring criteria were adapted in term of the scores stipulation and the criteria. In this research, the score stipulation of each aspect was from 1 to 5. Meanwhile, the criteria were simplified and adjusted with the score stipulation. The criteria considered five aspects. They are grammar, vocabulary, mechanics, content, and organization (see Appendix C).

### 3.6.2 Observation

Observation was used to monitor the students' activity during teaching and learning process. According to Raco (2010:112), observation means collecting data from the field directly. The researcher observed the situation and monitors all the activities during teaching learning process. It was included to respond the students when they get some explanations and some assignments. In conducting this classroom action research, the researcher decides to use field note. Field note was used to observe the students activities during the process of teaching and learning of recount text by using personal photographs. The use of field note would help the researcher in getting evidence to explain how personal photographs helped students to organize ideas in writing recount text.

## 3.7 The Data Analysis Method

Data analysis and observation were needed to do in order the researcher could analyze the obtained data and to know about the students' improvement in writing achievement after being taught by using personal photographs. The data analysis and reflection are discussed in the following part.

### a. The Data Analysis Method

The data analysis method is an important thing in a research to analyze the obtained data. The data gained in this research are primary data that covers the students' score of writing test and the result of the observation data in learning process.

### 1) Test

To find the percentage of the students who get the writing test score of 75 or more, the score is analyzed by using the following formula:

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

Notes:

E = the percentages of the students who achieve  $\geq 75$  as the minimum score.

n = the total number of the students who achieve  $\geq 75$  as the minimum score.

N = the total number of the students

(Ali, 1993: 186)

### 2) Observation

The results of observation were analyzed descriptively to explain how personal photographs help students to write recount text.



## CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and some suggestions for the English teacher, the students, and the future researchers.

### 5.1 Conclusion

Based on the result of the data analysis of the writing achievement test and observation after conducting the action in Cycle 1 and Cycle 2, it can be concluded that the use of personal photographs could improve the eighth grade students' recount text writing achievement and help the students to write recount text during the teaching learning process at SMP Negeri 1 Jelbuk in the 2016/2017 academic year. In this case, the use of personal photographs could help the students to find and organize ideas; to find related vocabularies; and to write sentences.

The improvement of the students' recount text writing achievement could be seen from the percentage that increased from 34.48% in cycle 1 to 79.31% in cycle 2 of students who got scores  $\geq 75$ . The percentage improvement convinced that the use of personal photographs could help the students to improve their score in writing achievement test.

From the observation, it was found that the use of personal photographs in the learning process could help the students to organize ideas in writing recount text concerning with their personal experiences. It can be seen from the report of field notes which explain descriptively how personal photographs help the students to write well-organized recount text. Therefore, it can be concluded that the use of personal photograph as teaching media could help the students in the learning process, in this case recount text writing

## 5.2 Suggestions

Considering the results of this research, some suggestions are given in order that they are expected to be useful and gave some contributions to these following people:

### a. The English teacher

Based on the research results, it is suggested to the English teacher to use personal photographs in teaching writing because personal photograph provides the information clearly in the visual clues which help the students to generate and organize ideas easier. As a result, it could help the students to improve their writing achievement, especially recount text writing.

### b. The students

The students of SMP Negeri 1 Jelbuk, Jember are suggested using personal photographs in order to help them in generate and organize ideaseasier since photographs present the information in the visual clues. In addition, by using the personal photographs, the students could learn how to connect the series of events, so that it could help them in generating ideas.

### c. The future researchers

The future researchers who had problem in teaching writing are suggested using personal photographs, because dealing with the research result in this research, it could help the students not only having better understanding about how to relate recount text with the use of personal photographs, but also having better writing achievement.

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APPENDIX A

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
Improving the Eighth Grade Students' Recount Text Writing Achievement by Using Personal Photographs at SMP Negeri 1 Jelbuk in the 2016/2017 Academic Year	<ol style="list-style-type: none"> <li>How can the use of personal photographs improve the eighth grade students' recount text writing achievement at SMP Negeri 1 Jelbuk in the 2016/2017 academic year?</li> <li>How can the use of personal photographs help the eighth grade students to organize ideas in</li> </ol>	<ol style="list-style-type: none"> <li><b>Independent Variable:</b> The use of personal photographs</li> <li><b>Dependent Variable:</b> The eighth grade students' recount text writing achievement</li> </ol>	<p>The procedures of using personal photographs in teaching writing of recount text:</p> <ol style="list-style-type: none"> <li>Pre-writing</li> <li>Writing</li> <li>Post-writing</li> </ol> <p><b>2.1 The teacher indicators of teaching recount text writing by using photographs:</b></p> <ol style="list-style-type: none"> <li>Helping students to find and organize ideas</li> <li>Helping students to find related vocabulary</li> <li>Helping students to write sentences</li> </ol> <p><b>2.2 The students' score of writing test as follows:</b></p> <ol style="list-style-type: none"> <li>Content</li> <li>Organization</li> <li>Vocabulary</li> <li>Grammar</li> <li>Mechanics</li> </ol>	<ol style="list-style-type: none"> <li><b>Respondents:</b> One class that has the lowest mean score or standard score requirement in recount text writing achievement in the eighth grade of SMP Negeri 1 Jelbuk in the 2016/2017</li> <li><b>Informant :</b> The english teacher of the eighth grade students of SMP Negeri 1 Jelbuk in the 2016/2017 academic year (Mrs. Anie Herawati)</li> <li><b>Document :</b> <ol style="list-style-type: none"> <li>The names of the respondents</li> <li>The students' previous score</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li><b>Research Design :</b> Classroom Action Research (CAR) with the cycle model (two cycles) adapted from Kemmis and McTaggart (in Burns, 2010: 7-8)  The stages of each cycle are:                     <ol style="list-style-type: none"> <li>Planning</li> <li>Action</li> <li>Observation</li> <li>Reflection</li> </ol> </li> <li><b>Area Determination Method</b> Purposive Method</li> <li><b>Research Subject Determination Method</b> Purposive Method</li> <li><b>Data Collection Methods</b> <ol style="list-style-type: none"> <li>Primary Data :                             <ul style="list-style-type: none"> <li>- Writing test</li> <li>- Observation</li> </ul> </li> <li>Supporting Data:                             <ul style="list-style-type: none"> <li>- Interview</li> <li>- Documentation</li> </ul> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>The use of personal photographs as teaching media can improve the eighth grade students' recount text writing at SMP Negeri 1 Jelbuk in the 2016/2017 academic year</li> <li>The use of personal photographs as teaching media can help the eighth grade students to organize ideas in</li> </ol>

	<p>writing recount text at SMP Negeri 1 Jelbuk in the 2016/2017 academic year?</p>				<p><b>5. Data Analysis Method</b></p> <p>The main data collected from writing test in each cycle was analyzed by using the following formula:</p> $E = \frac{n}{N} \times 100\%$ <p>Note:                  E : The percentage of the total number of the students whose score is <math>\geq 75</math>                  n : The total number of the students whose score <math>\geq 75</math>                  N : The total number of the students</p> <p>(Ali, 1998:189)</p> <p>The data from the observation are analyzed quantitatively by using the following formula:</p> $E = \frac{n}{N} \times 100\%$	<p>writing recount text at SMP Negeri 1 Jelbuk in the 2016/2017 academic year</p>
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**APPENDIX B**

**The Result of Preliminary Study**

No.	The Research's Question	The Teacher's Answers
1.	How often do you teach English in a week?	Two times meeting for each class in a week
2.	What curriculum do you use in teaching English?	KTSP
3.	What books do you usually use in teaching English?	LKS and Effective English
4.	How often do you teach writing to students?	Sometimes, but I more emphasize my teaching on speaking instead of writing
5.	What are students' difficulties in writing?	Students often have the following problems in writing: a. Incorrect sentence structures b. Lack of vocabulary c. Incorrect grammar
6.	Have you ever used media when teaching English? What kind of media?	Yes, I sometimes use audio and visual media
7.	Have you ever used personal photographs in teaching writing?	No

**APPENDIX C**

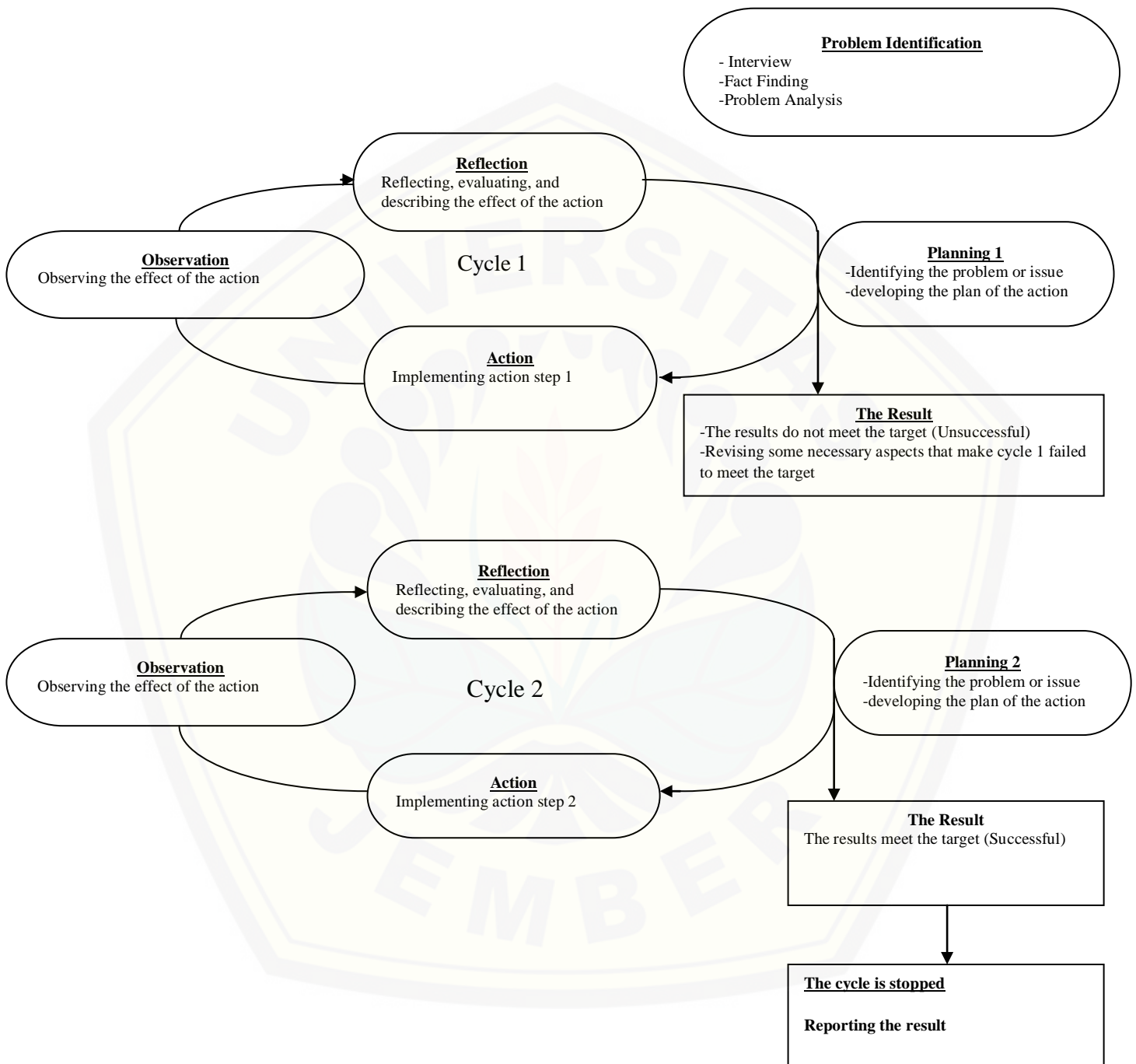
**The Scoring Criteria of the Students' Writing**

No.	Scores	Criteria
<b>1.</b>	5	<b>Grammar</b> Few (if any) errors of grammar or word order
	4	Some errors of grammar or word order but do not interfere comprehension
	3	Errors of grammar or word order frequent
	2	Errors of grammar or word order very frequent
	1	Errors of grammar or word order so severe as so to make comprehension impossible
<b>2.</b>	5	<b>Vocabulary</b> Use few (if any) inappropriate words
	4	Use some inappropriate words but do not interfere comprehension
	3	Use inappropriate words frequent, expressing ideas limited
	2	Use inappropriate words very frequent, readers own interpretation is needed
	1	Vocabulary so limited as to make comprehension impossible
<b>3.</b>	5	<b>Mechanics</b> Few (if any) misspelling wrong punctuation and capitalization
	4	Some misspelling wrong punctuation and capitalization but do not interfere comprehension
	3	Misspelling, wrong punctuation and capitalization frequent, re-reading is necessary for full comprehension
	2	Misspelling, wrong punctuation and capitalization very frequent, readers own interpretation is needed
	1	Misspelling, wrong punctuation and capitalization so severe as to make comprehension impossible
<b>4.</b>	5	<b>Content</b> Relevant to assigned topic
	4	Mostly relevant to topic, detail is sufficiently described
	3	Mostly relevant to topic, but lacks detail
	2	Inadequate development of topic
	1	Very inadequate development of topic
<b>5.</b>	5	<b>Organization</b> Few (if any) lack of organization
	4	Some lack of organization but do not impair communication
	3	Lack of organization frequent
	2	Lack of organization very frequent
	1	Lack of organization so severe as to make communication impaired
		<b>Score =</b> $\frac{\text{Grammar} + \text{Vocabulary} + \text{Mechanics} + \text{Content} + \text{Organization}}{25} \times 100$

(Adapted from: Anderson in Hughes, 2003:101-102)

APPENDIX D

The Design of Classroom Action Research



(Adapted from : Kemmis & McTaggart in Burns, 2010:9)



**APPENDIX E**

**The Class VIII-C's Previous Writing Score of SMP Negeri 1 Jelbuk  
in the 2016/2017 Academic Year**

No	Name	Gender	Score
1.	APP	Female	76
2.	AAP	Female	76
3.	ANM	Male	Drop Out
4.	APC	Female	56
5.	AHF	Female	80
6.	AM	Male	40
7.	AAW	Female	64
8.	FDA	Female	50
9.	FR	Male	38
10.	FSS	Female	Drop Out
11.	HS	Male	50
12.	HEF	Male	30
13.	KK	Female	68
14.	LS	Female	60
15.	LNJ	Female	76
16.	MR	Male	80
17.	MWMHP	Male	60
18.	MS	Male	40
19.	MZG	Male	40
20.	MG	Male	42
21.	MIR	Male	30
22.	MSA	Male	84
23.	N	Female	68
24.	PA	Male	50
25.	PA	Female	76
26.	SDT	Female	78
27.	SJ	Male	40
28.	SA	Female	42
29.	TANM	Male	38
30.	WAP	Female	32
31.	YAS	Female	58
	The percentage of students who achieve $\geq 75$		27.58%

*(Taken from English teacher's documentation)*

**APPENDIX F**

**LESSON PLAN**

(Cycle 1 meeting 1)

School	: Junior High School
Subject	: English
Class/Semester	: VIII/1
Language skill	: Writing
Genre	: Recount text ( personal experience )
Time allocation	: 2 x 40 minutes

A. Standard of competence

**Menulis**

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

B. Basic competence

- 6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

C. Indicators

Cognitive

a. Product

1. Rewriting the jumbled sentences into a good recount text

b. Process

1. Identifying the language features of recount text by completing the recount text with words provided in the box correctly
2. Rearranging the jumbled words into good sentences
3. Rearranging the jumbled sentences and rewriting it into a good recount text through visual clues of personal photographs

Affective

1. Paying attention to the teacher's explanation
2. Answering the teacher's questions enthusiastically
3. Sharing ideas with one another

D. Learning objectives

Cognitive

a. Product

1. Students are able to rewrite jumbled sentences into a good recount text

b. Process

1. Students are able to identify the language features of recount text by completing the recount text with words provided in the box correctly
2. Students are able to rearrange the jumbled words into good sentences
3. Students are able to rearrange the jumbled sentences and rewrite it into a good recount text through visual clues of personal photographs

Affective

1. Students are able to pay attention to the teacher's explanation
2. Students are enthusiastic to answer the teacher's questions
3. Students are willing to share ideas with one another

## E. Approach/ Method

Approach : CTL

Method : Question - Answer, Group Discussion

## F. Learning Activities

No	Teacher's Activities	Learners' Activities	Technique	Time
1.	<p>Set Induction</p> <ol style="list-style-type: none"> <li>1. Greeting the students</li> <li>2. Checking students' attendance</li> <li>3. Asking leading questions</li> <li>4. Stating the learning objectives</li> </ol>	<ol style="list-style-type: none"> <li>1. Responding the greeting</li> <li>2. Getting ready for learning</li> <li>3. Answering the question</li> <li>4. Paying attention</li> </ol>	Question-answer	<p>5'</p> <p>1'</p> <p>1'</p> <p>2'</p> <p>1'</p>
2.	<p>Main Activities</p> <ol style="list-style-type: none"> <li>1. Explaining about what recount text is and the generic structure and language features of recount text</li> <li>2. Showing an example of recount text by using personal photographs</li> <li>3. Distributing the task 1 to the students and asking the students to work individually in doing task 1</li> <li>4. Distributing the task 2 to the students and asking the students to do the task 2 in group of 5</li> <li>5. Distributing the task 3 to</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying the generic structure and the language features of recount text and asking questions to the teacher relating with recount text.</li> <li>2. Analyzing the relationship between recount text and personal photographs dealing with personal experience.</li> <li>3. Doing task 1 individually by completing the recount text with correct words provided in the box</li> <li>4. Doing group discussion to accomplish task 2 by rearranging the jumbled words into good sentences</li> <li>5. Doing the group discussion</li> </ol>		<p>70'</p> <p>15'</p> <p>5'</p> <p>10'</p> <p>20'</p> <p>10'</p>

	the students and still asking the students to do task 3 in group of 5	to accomplish the task 3 by rearranging the jumbled sentences and then rewrite it into a good recount text.		
	6. Discussing the answers together	6. Performing the result of the work		10'
3.	Closure			5'
	1. Leading students to draw conclusion	1. Drawing conclusion		2'
	2. Reflecting the teaching learning process done	2. Responding the teacher's reflection		2'
	3. Saying goodbye	3. Responding		1'

#### G. Media and Sources

Media :

1. Personal photographs
2. White board
3. Board marker
4. Work sheet

Sources : 1. Priyana, J., Irjayanti, A. R., dan Renitasari, V. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Jember, 21<sup>st</sup> September 2016

English teacher

Researcher

Anie Herawati, S.Pd  
NIP. 19800615 2014122 003

Fransiskus X.D  
NIM.100210401061



## Materials

### 1. Set Induction

Leading questions:

1. Please take a look at this photograph (showing the photographs of the researcher having a holiday)
2. Do you know where it is? Have you ever been there?
3. Do you go somewhere when you have a holiday?
4. What kind of activities do you usually do during your holiday?
5. Do you take some pictures whenever you have any moment during your holiday?

### 2. Main Activities

Explanation

A recount text is a text that tells the reader about one story, action or activity. Its goal is to entertain or inform the reader.

Generic structure of recount text:

- *Orientation* tells who was involved, what happened, where the events took place, and when it happened.
- *Events (event 1 and 2)* tell what happened and in what sequence.
- *Reorientation* consists of optional-closure of events/ending.

Common grammatical patterns of a recount include:

1. Use of nouns and pronouns to identify people, animals, or things involved
2. Use of action verbs to refer to events
3. Use of past tense to locate events in relation to writer's time
4. Use of conjunctions and time connectives to sequence the events
5. Use of adverbs and adverbial phrases to indicate place and time
6. Use of adjectives to describe nouns

Example of recount text by using personal photograph(s):

### **Holiday in the Public Swimming Pool**

On Sunday, July 3<sup>rd</sup> 2016, I accompanied my nephews and niece to go swimming in a public swimming pool. My little nephew, Dylan, really liked swimming.

Before leaving, we prepared everything we wanted to bring, such as, swimsuits, snack, drinks, etc. First, we stopped at Emilia and Yohanna's house on the way to there because they would join us. They are my cousins. When we arrived in there, I paid for the tickets in the tickets booth near the entrance. After that, we changed our clothes and went to the swimming pool immediately. When we were tired, we were having a break while enjoying the snacks and drinks. We went home when it was cloudy and it seemed like it was going to rain. I really enjoyed the moment of togetherness with them.

**Task 1**

**Complete the following recount text with the correct words provided in the box!**

was	visit	arrived	went	have
had	left	were	continued	took

Last week I 1) ..... a holiday with my friends in Banyuwangi. We would 2) ..... Teluk Ijo and Pulau Merah.



We 3) ..... at about 5 o'clock in the morning. We 4) ..... there by car. We dropped in Linda's home first to 5) ..... a little break. Linda's mother welcomed us nicely and invited us to have lunch. After that, we 6) ..... our journey. Teluk Ijo 7) ..... our first destination. We really enjoyed the moment in Teluk Ijo. We also 8) ..... some pictures in there. Then, our next destination was Pulau Merah. In Pulau Merah, we enjoyed the sunset. When the day was getting dark, we went home. During the way home, we shared story one another. Finally, we 9) ..... home safely. We 10) ..... very tired, but that was fun.

**Task 2**

**Rearrange the following jumbled words into a good sentence! The word in bold comes first in the sentence.**

1. Sandri's – took – get - about – thirty – **It** – to – home – to – minutes – only

.....

2. my – 20<sup>th</sup> – and – May – were – invited – friends – come – **On** – Friday – to – I  
– to – 2016 – party – Sandri's – wedding

.....

.....

3. Septia's – morning – early – gathered – **We** – at – home – the – in

.....

4. **Before** – we – packing – were – we – left

.....

5. we – **When** – arrived – we – who - looked – by – so – beautiful - welcomed –  
were – Sandri – wedding – her – gown – with

.....

.....

6. **Then** – to – take – she – invited – and – enjoy – the – dish – that - was – served  
– us – a – seat

.....

7. home – about - 02.30 – p.m – **We** – went – and – goodbye – said - at – to – her

.....

8. were – **We** – so – happy

.....

9. Sandri – invited – pictures – together – some – us – to – take – **After** – that

.....

10. souvenirs – a – lot – **We** – brought – of – home – the – on – way

.....

**Task 3**

Rearrange the jumbled sentences you have done in Task 2 and then rewrite them into a good recount text! Don't forget to add the punctuations if necessary! The series of photographs below will give you visual clues about the whole story.

<b>1. at Septia's home</b> 	<b>2. packing</b> 	<b>3. prepared to leave</b> 
<b>4. arrived at Sandri's home</b> 	<b>5. having lunch</b> 	<b>6. taking pictures with bride &amp; bridegroom</b> 
<b>7. on the way home</b> 		





**Answer key****Task 1**

- |          |              |
|----------|--------------|
| 1. had   | 6. continued |
| 2. visit | 7. was       |
| 3. left  | 8. took      |
| 4. went  | 9. arrived   |
| 5. have  | 10. were     |

**Task 2**

1. It took about thirty minutes to get to Sandri's home
2. On Friday, 20<sup>th</sup> May 2016, my friends and I were invited to come to Sandri's wedding party
3. We gathered at Septia's home early in the morning
4. Before we left, we were packing
5. When we arrived, we were welcomed by Sandri who looked so beautiful with her wedding gown
6. Then, she invited us to take a seat and enjoy the dish that was served
7. We went home at about 02.30 p.m and said goodbye to her
8. We were so happy
9. After that, Sandri invited us to take some pictures together
10. We brought a lot of souvenirs on the way home.

**Task 3****Going to My Friend's Wedding Party**

On Friday, 20<sup>th</sup> May 2016, my friends and I were invited to come to Sandri's wedding party. We gathered at Septia's early in the morning.

Before we left, we were packing. It took about thirty minutes to get to Sandri's home. When we arrived, we were welcomed by Sandri who looked so

beautiful with her wedding gown. Then, she invited us to take a seat and enjoy the dish that was served. After that, Sandri invited us to take some pictures together. We went home at about 02.30 p.m and said goodbye to her. We brought a lot of souvenirs on the way home. We were so happy.



**APPENDIX G**

**LESSON PLAN**

(Cycle 1 Meeting 2)

School	: Junior High School
Subject	: English
Class/Semester	: VIII/1
Language skill	: Writing
Genre	: Recount text ( personal experience )
Time allocation	: 2 x 40 minutes

A. Standard of competence

**Menulis**

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

B. Basic competence

- 6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

C. Indicators

Cognitive

a. Product

1. Writing recount text based on the personal experience

b. Process

1. Rearranging the jumbled words into good sentences

2. Rearranging the jumbled sentences and rewriting it into a good recount text through visual clues of personal photographs
3. Writing recount text based on the personal experience with personal photographs as the media

#### Affective

1. Paying attention to the teacher's explanation
2. Answering the teacher's questions enthusiastically
3. Sharing ideas with one another

#### D. Learning objectives

##### Cognitive

###### Product

1. Students are able to write recount text based on the personal experience

###### Process

1. Students are able to rearrange the jumbled words into good sentences
2. Students are able to rearrange the jumbled sentences and rewriting it into a good recount text through visual clues of personal photographs
3. Students are able to write recount text based on the personal experience with personal photographs as the media

##### Affective

1. Students are able to pay attention to the teacher's explanation
2. Students are enthusiastic to answer the teacher's questions
3. Students are willing to share ideas with one another

#### E. Approach/ Method

Approach : CTL

Method : Question - Answer, Group Discussion



## F. Learning Activities

No	Teacher's Activities	Learners' Activities	Technique	Time
1.	<p>Set Induction</p> <ol style="list-style-type: none"> <li>1. Greeting the students</li> <li>2. Checking students' attendance</li> <li>3. Asking leading questions</li> <li>4. Stating the learning objectives</li> </ol>	<ol style="list-style-type: none"> <li>1. Responding the greeting</li> <li>2. Getting ready for learning</li> <li>3. Answering the question</li> <li>4. Paying attention</li> </ol>	Question-answer	<p>5'</p> <p>1'</p> <p>1'</p> <p>2'</p> <p>1'</p>
2.	<p>Main Activities</p> <ol style="list-style-type: none"> <li>1. Explaining about what recount text is and the generic structure and language features of recount text</li> <li>2. Showing an example of recount text by using personal photographs</li> <li>3. Distributing the task 1 to the students and asking the students to work in group of 5 in doing task 1</li> <li>4. Distributing the task 2 to the students and still asking the students to work in group of 5 in doing the task 2</li> <li>5. Distributing the task 3 to the students and asking the students to do the task 3 individually.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying the generic structure and the language features of recount text and asking questions to the teacher relating with recount text.</li> <li>2. Analyzing the relationship between recount text and personal photographs dealing with personal experience.</li> <li>3. Doing group discussion to accomplish task 1 by rearranging the jumbled words into good sentences</li> <li>4. Doing group discussion to accomplish task 2 by rearranging the jumbled sentences and rewriting it into a good recount text</li> <li>5. Doing the task 3 individually by writing a short recount text based on the students' own personal experience with the help of personal</li> </ol>		<p>70'</p> <p>10'</p> <p>5'</p> <p>15'</p> <p>10'</p> <p>20'</p>

	6. Discussing the answers together	6. Performing the result of the work		10'
3.	Closure			5'
	1. Leading students to draw conclusion	1. Drawing conclusion		2'
	2. Reflecting the teaching learning process done	2. Responding the teacher's reflection		2'
	3. Saying goodbye	3. Responding		1'

#### G. Media and Sources

Media :

1. Personal photographs
2. White board
3. Board marker
4. Work sheet

Sources : Priyana, J., Irjayanti, A. R., dan Renitasari, V. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Jember, 22<sup>nd</sup> September 2016

English teacher

Researcher

Anie Herawati, S. Pd.  
NIP. 19800615 2014122 003

Fransiskus X. D  
NIM. 100210401061

## Materials

### 1. Set induction

Leading questions:

1. Please take a look at this photograph (showing the photographs of the researcher having a holiday)
2. Do you know where it is? Have you ever been there?
3. Do you go somewhere when you have a holiday?
4. What kind of activities do you usually do during your holiday?
5. Do you take some pictures whenever you have any moment during your holiday?

### 2. Main Activities

Explanation

A recount text is a text that tells the reader about one story, action or activity. Its goal is to entertain or inform the reader.

Generic structure of recount text:

- *Orientation* tells who was involved, what happened, where the events took place, and when it happened.
- *Events (event 1 and 2)* tell what happened and in what sequence.
- *Reorientation* consists of optional-closure of events/ending.

Common grammatical patterns of a recount include:

1. Use of nouns and pronouns to identify people, animals, or things involved
2. Use of action verbs to refer to events
3. Use of past tense to locate events in relation to writer's time
4. Use of conjunctions and time connectives to sequence the events
5. Use of adverbs and adverbial phrases to indicate place and time
6. Use of adjectives to describe nouns

Example of recount text by using personal photograph(s):

### **Going to My Friend's Wedding Party**

On Friday, 20<sup>th</sup> May 2016, my friends and I were invited to come to Sandri's wedding party. We gathered at Septia's early in the morning.

Before we left, we were packing. It took about thirty minutes to get to Sandri's home. When we arrived, we were welcomed by Sandri who looked so beautiful with her wedding gown. Then, she invited us to take a seat and enjoy the dish that was served. After that, Sandri invited us to take some pictures together. We went home at about 02.30 p.m and said goodbye to her. We brought a lot of souvenirs on the way home. We were so happy.

**Task 1 (Group Work)**

Rearrange the following jumbled words into a good sentence! The word in bold comes first in the sentence.

1. at – **We** – gathered – Bela’s – house

.....

2. fun – **That** – was – them – hang – out – with – to

.....

3. my – I – went – friends – **Last** – Sunday – because – town – square – Jember – and – to – it – free – car – day – was

.....

.....

4. prepared – go – to – myself – to – **I** – place – the – meeting

.....

5. at – **We** – left – a.m – 06.30

.....

6. we – a – park – we – visited – of – corner – in – the – square – the – went – **Before** – home – pictures – took – and – some

.....

.....

7. were – way – on – the – foot – to – square – the – town – **We** – on

.....

8. tired – we – were – break- **When** – a – having – break – were – we

.....

9. drinks – and – near – field- the – were – **We** – a – break – snacks – having – football – while – enjoying

.....

10. arrived – we – **When** – we – walking – just - were – around – with – activities – many – people – the – watching - square – and – their

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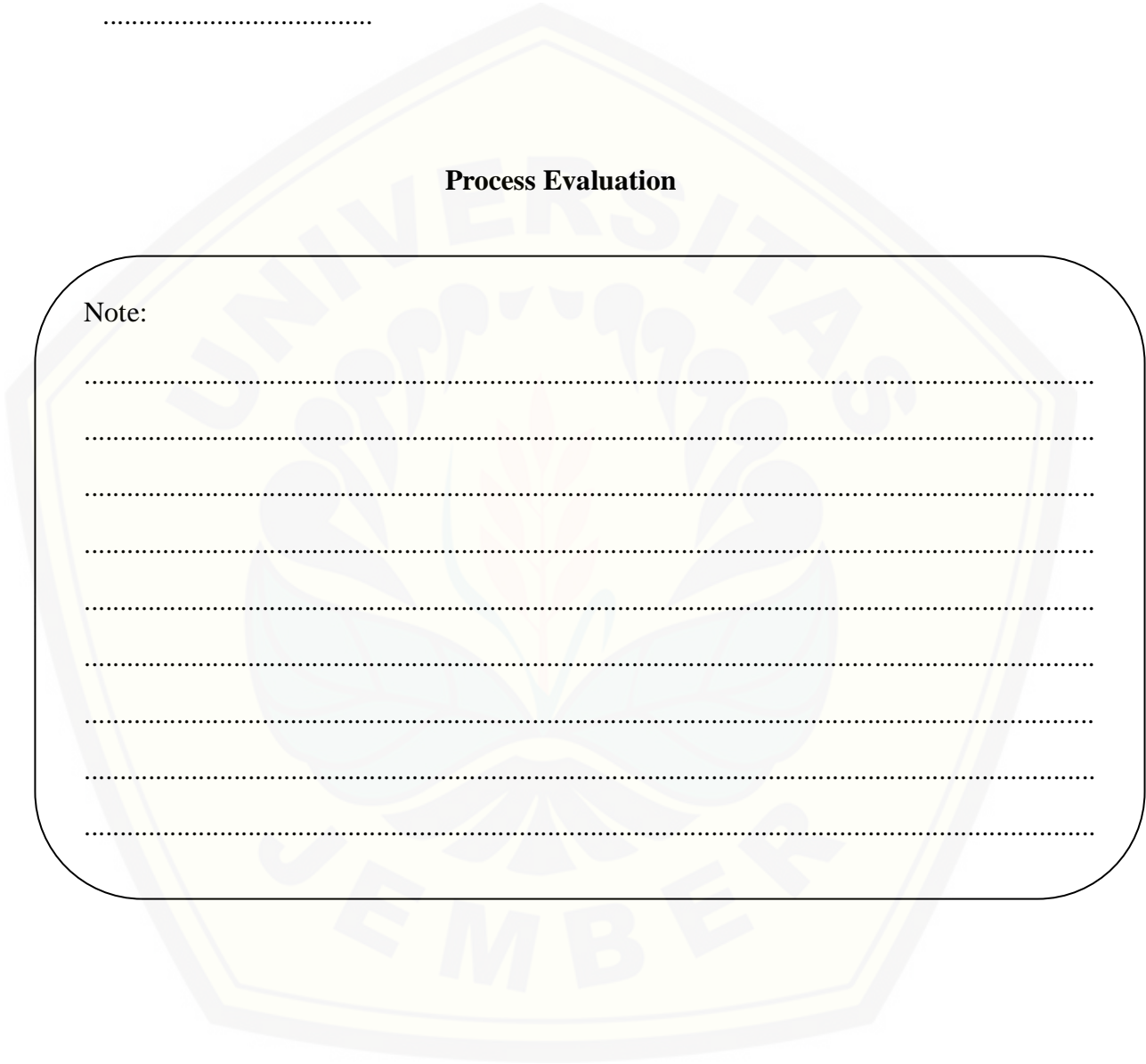


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**Process Evaluation**

Note:

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**Answer key****Task 1**

1. We gathered at Bela's house
2. That was fun to hang out together with them
3. Last Sunday, my friends and I went to Jember town square because it was car free day
4. I prepared myself to go to the meeting place
5. We left at 06.30 a.m
6. Before we went home, we visited a park in the corner of the square and took some pictures
7. We were on foot on the way to the town square
8. When we were tired, we were having a break
9. We were having a break near the football field while enjoying snacks and drinks
10. When we arrived, we were just walking around the square and watching many people with their activities

**Task 2**

Last Sunday, my friends and I went to Jember town square because it was car free day. I prepared myself to go to the meeting place. We gathered at Bela's house.

We left at 06.30 a.m. We were on foot on the way to the town square. When we arrived, we were just walking around the square and watching many people with their activities. When we were tired, we were having a break. We were having a break near the football field while enjoying snacks and drinks. Before we went home, we visited a park in the corner of the square and took some pictures. That was fun to hang out together with them.

**Task 3 (Model Answer)****Holiday in Baluran**

On Saturday, 29<sup>th</sup> March 2014, I spent my holiday with my friends in Situbondo. We would visit Baluran National Park.

We left at 6 o'clock in the morning. We went there by motorcycles. It was tiring journey to get there, but finally we arrived there safely. Then we stopped at the entrance gate to pay for the tickets. After that, we continued to go to Bekol savannah which is located 8 km from the entrance gate of Baluran. We visited watching tower in there to see the scenery of Baluran from the tower. After that, we continued our trip to Bama beach. We did lots of fun activities in there such as swimming, playing water, taking pictures, etc. In the evening, we hung out at Situbondo Town Square. We stayed a night at Emil's house and went home the following day. It was a nice holiday to me.



**APPENDIX H**

**WRITING TEST 1**

School	: Junior High School
Subject	: English
Class/Semester	: VIII/1
Language skill	: Writing
Genre	: Recount Text (personal experience)
Time allocation	: 2 x 40 minutes

**Write a short recount text based on your own personal experience! The composition should consist of at least 10 - 15 sentences.**

Remember these points when telling.

- Begin the story by telling when and where it happened as well as who participated.
- Write the events in the order they happened.
- End your story.

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### **Model Answer**

#### **My Holiday in Teluk Ijo and Pulau Merah**

Last week I had a holiday with my friends in Banyuwangi. We would visit Teluk Ijo and Pulau Merah.

We left at about 5 o'clock in the morning. We went there by car. We dropped in Linda's house first to take a little break. Linda's mother welcomed us nicely and invited us to have lunch. After that, we continued our journey. Teluk Ijo was our first destination. We really enjoyed the moment in Teluk Ijo. We also took some pictures in there. Then, our next destination was Pulau Merah. In Pulau Merah, we enjoyed the sunset. When the day was getting dark, we went home. During the way home, we shared story each other. Finally, we arrived home safely. We were very tired, but that was fun.

**APPENDIX I**

**LESSON PLAN**

(Cycle 2 meeting 1)

School	: Junior High School
Subject	: English
Class/Semester	: VIII/1
Language skill	: Writing
Genre	: Recount text ( personal experience )
Time allocation	: 2 x 40 minutes

A. Standard of competence

**Menulis**

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

B. Basic competence

- 6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

C. Indicators

Cognitive

a. Product

1. Rewriting the jumbled sentences into a good recount text

b. Process

1. Identifying the language features of recount text by completing the recount text with words provided in the box correctly

2. Rearranging the jumbled sentences into the correct order
3. Rewriting the sentences into a good recount text with correct punctuations and capitalizations through visual clues of personal photographs

#### Affective

1. Paying attention to the teacher's explanation
2. Answering the teacher's questions enthusiastically
3. Sharing ideas with one another

#### D. Learning objectives

##### Cognitive

##### a. Product

1. Students are able to rewrite jumbled sentences into a good recount text

##### b. Process

1. Students are able to identify the language features of recount text by completing the recount text with words provided in the box correctly
2. Students are able to rearrange the jumbled sentences into the correct order
3. Students are able to rewrite the sentences into a good recount text with correct punctuations and capitalization through visual clues of personal photographs

##### Affective

1. Students are able to pay attention to the teacher's explanation
2. Students are enthusiastic to answer the teacher's questions
3. Students are willing to share ideas with one another

#### E. Approach/ Method

Approach : CTL

Method : Question - Answer, Group Discussion

## F. Learning Activities

No	Teacher's Activities	Learners' Activities	Technique	Time
1.	<p>Set Induction</p> <ol style="list-style-type: none"> <li>1. Greeting the students</li> <li>2. Checking students' attendance</li> <li>3. Asking leading questions</li> <li>4. Stating the learning objectives</li> </ol>	<ol style="list-style-type: none"> <li>1. Responding the greeting</li> <li>2. Getting ready for learning</li> <li>3. Answering the question</li> <li>4. Paying attention</li> </ol>	Question-answer	<p>5'</p> <p>1'</p> <p>1'</p> <p>2'</p> <p>1'</p>
2.	<p>Main Activities</p> <ol style="list-style-type: none"> <li>1. Explaining about what recount text is and the generic structure and language features of recount text</li> <li>2. Showing an example of recount text by using personal photographs</li> <li>3. Distributing the task 1 to the students and asking the students to work individually in doing task 1</li> <li>4. Distributing task 2 to the students and asking the students to do task 2 in group of 5</li> <li>5. Distributing task 3 to the students and still asking the students to do task 3 in group of 5</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying the generic structure and the language features of recount text and asking questions to the teacher relating with recount text.</li> <li>2. Analyzing the relationship between recount text and personal photographs dealing with personal experience.</li> <li>3. Doing task 1 individually by completing the recount text with correct words provided in the box</li> <li>4. Doing group discussion to accomplish task 2 by rearranging the jumbled sentences into the correct order</li> <li>5. Doing the group discussion to accomplish the task 3 by rewriting the sentences that have been rearranged into a good recount text with</li> </ol>		<p>70'</p> <p>15'</p> <p>5'</p> <p>10'</p> <p>20'</p> <p>10'</p>



	6. Discussing the answers together	correct punctuations and capitalizations 6. Performing the result of the work		10'
3.	Closure 1. Leading students to draw conclusion 2. Reflecting the teaching learning process done 3. Saying goodbye	1. Drawing conclusion 2. Responding the teacher's reflection 3. Responding		5' 2' 2' 1'

#### G. Media and Sources

Media :

1. Personal photographs
2. White board
3. Board marker
4. Work sheet

Sources : 1. Priyana, J., Irjayanti, A. R., dan Renitasari, V. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Jember, 26<sup>th</sup> October 2016

English teacher

Researcher

Anie Herawati, S.Pd.  
NIP. 19800615 2014122 003

Fransiskus X.D  
NIM.100210401061

## Materials

### 1. Set Induction

Leading questions:

1. Please take a look at this photograph (showing the photographs of the researcher having a holiday)
2. Do you know where it is? Have you ever been there?
3. Do you go somewhere when you have a holiday?
4. What kind of activities do you usually do during your holiday?
5. Do you take some pictures whenever you have any moment during your holiday?

### 2. Main Activities

Explanation

A recount text is a text that tells the reader about one story, action or activity. Its goal is to entertain or inform the reader.

Generic structure of recount text:

- *Orientation* tells who was involved, what happened, where the events took place, and when it happened.
- *Events (event 1 and 2)* tell what happened and in what sequence.
- *Reorientation* consists of optional-closure of events/ending.

Common grammatical patterns of a recount include:

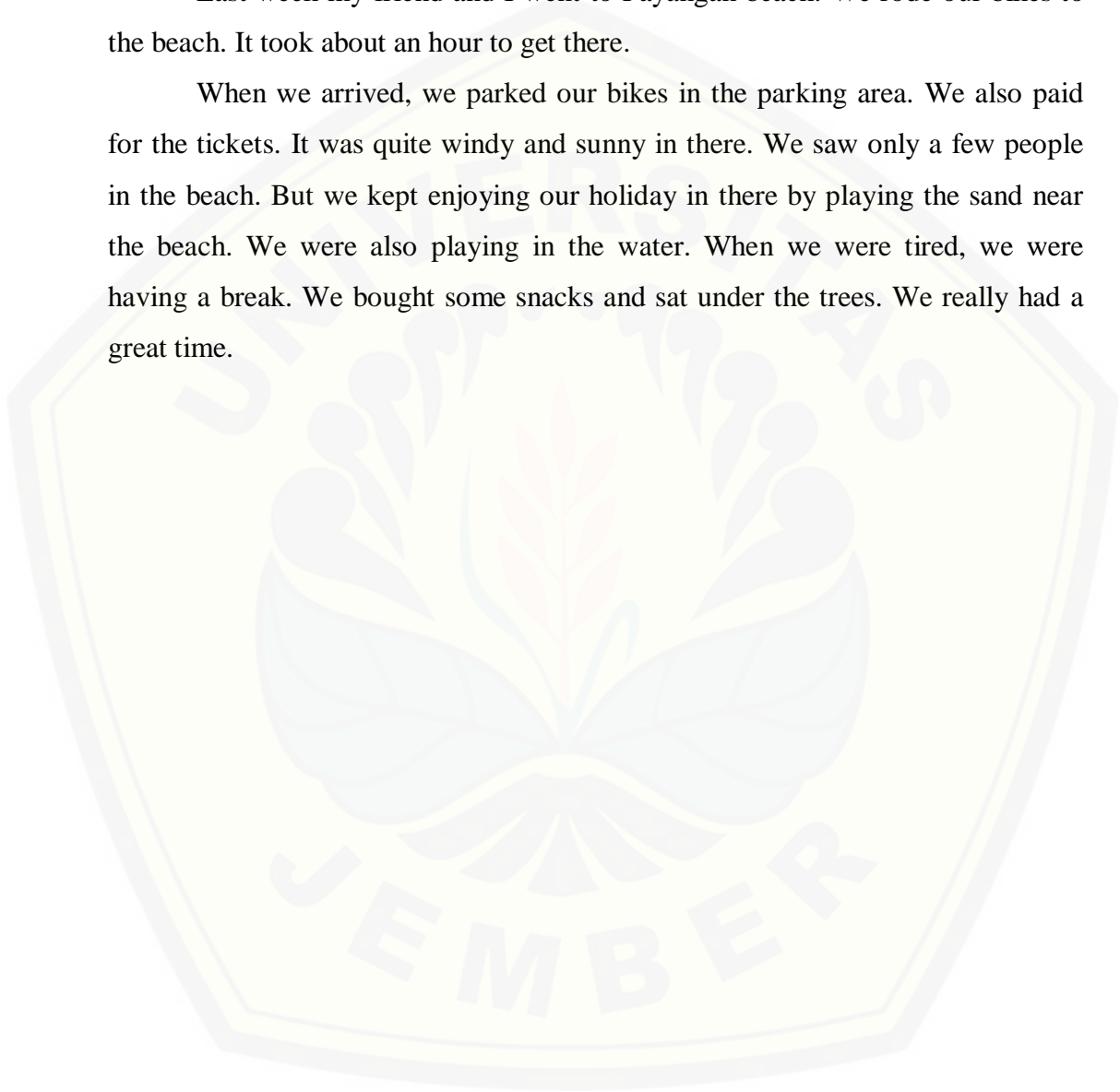
1. Use of nouns and pronouns to identify people, animals, or things involved
2. Use of action verbs to refer to events
3. Use of past tense to locate events in relation to writer's time
4. Use of conjunctions and time connectives to sequence the events
5. Use of adverbs and adverbial phrases to indicate place and time
6. Use of adjectives to describe nouns

Example of recount text by using personal photograph(s):

### Going to Payangan Beach

Last week my friend and I went to Payangan beach. We rode our bikes to the beach. It took about an hour to get there.

When we arrived, we parked our bikes in the parking area. We also paid for the tickets. It was quite windy and sunny in there. We saw only a few people in the beach. But we kept enjoying our holiday in there by playing the sand near the beach. We were also playing in the water. When we were tired, we were having a break. We bought some snacks and sat under the trees. We really had a great time.



**Task 1**

Complete the following recount text with the correct words provided in the box!

went	rise	gathered	paid	arrived
was	ride	wore	decided	spent

### My Trip to Mount Bromo

Last two years, I 1) ..... my holiday with my college friends from University of Jember. We would go to mount Bromo, Probolinggo. Because it was my first time to go there, I 2) ..... really excited.



We 3) .....there by motorcycle. At that time, I did not 4) ..... motorcycle by myself because I was not dare enough to ride a motorcycle. I was with my friend, Inno who could ride motorcycle. We 5) ..... first at Inno's home before leaving. We left at about 1 o'clock in the afternoon. It was quite tiring and long journey for us. It took about 4 hours to get to there. We 6) ..... in there when the day was getting dark. The air was very cold. I still could feel it on my skin although I 7) ..... a thick jacket. When we arrived, we 8) ..... for the tickets near the entrance. We planned to see the sunrise on the top of mount Bromo in the following day. We did not stay in a hotel or motel because it could be really expensive. So, we 9) ..... to stay outside, in the place that usually was used as shade.

When the dawn was coming, we went hiking to the mount. Finally, we reached the top and could see the crater of mount Bromo. Finally, the sun began to 10) ..... . We did not want to miss that special moment. That was very exciting experience for me and I would never forget it.

**Task 2 (Group Work)**

Rearrange the jumbled sentences into the correct order based on the visual clues of the photographs!

<p>a. prepared to leave</p> 	<p>b. on the way</p> 	<p>c. in Bekol, Baluran</p> 
<p>d. at watching tower</p> 	<p>e. arrived at Bama beach</p> 	<p>f. in the beach</p> 
<p>g. having dinner</p> 		

1. although it was tiring day but I was happy
2. we gathered at 7 o'clock, in the morning at bela's home to prepare everything before we left
3. when we arrived at bama beach we parked our car and went to the beach immediately
4. last month for the second time I had a trip to baluran national park with my college friends
5. when we were on the way to baluran I could not help sleeping in the car because I was sleepy





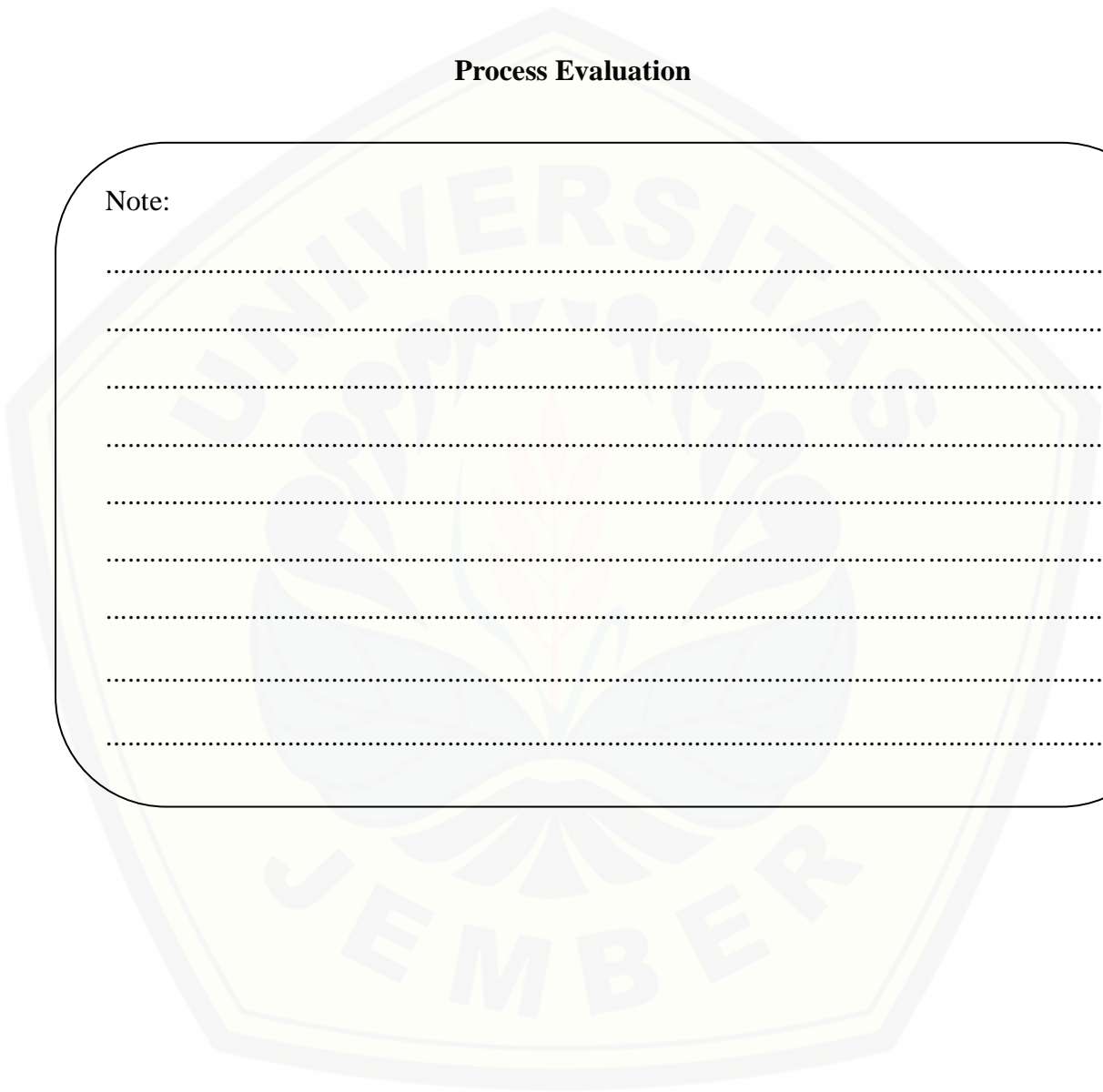


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**Process Evaluation**

Note:

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**Answer key****Task 1**

- |             |            |
|-------------|------------|
| 1. spent    | 6. arrived |
| 2. was      | 7. wore    |
| 3. went     | 8. paid    |
| 4. ride     | 9. decided |
| 5. gathered | 10. rise   |

**Task 2**

The correct order: 4, 2, 5, 9, 6, 10, 3, 7, 8, 1

**Task 3****My trip to Baluran**

Last month, for the second time, I had a trip to Baluran National Park with my college friends

We gathered at 7 o'clock in the morning at Bela's home to prepare everything before we left. When we were on the way to Baluran, I could not help sleeping in the car because I was sleepy. When we arrived, we paid for the tickets in the entrance gate and then we continued our journey to savannah Bekol. In Bekol, we visited watching tower to enjoy the view of Baluran from the tower. Then we continued our trip to Bama beach. When we arrived at Bama beach, we parked our car and went to the beach immediately. I went swimming in the beach and playing water because after that, at 04.30 p.m, we would go home. Before going home, we stopped in small restaurant first to have dinner. Although it was tiring day, but I was happy

**APPENDIX J**

**LESSON PLAN**

(Cycle 2 Meeting 2)

School	: Junior High School
Subject	: English
Class/Semester	: VIII/1
Language skill	: Writing
Genre	: Recount text ( personal experience )
Time allocation	: 2 x 40 minutes

A. Standard of competence

**Menulis**

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

B. Basic competence

- 6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

C. Indicators

Cognitive

a. Product

1. Writing recount text based on the personal experience

b. Process

1. Rearranging the jumbled sentences into the correct order
2. Rewriting the sentences into a good recount text with correct punctuations and capitalization through visual clues of personal photographs
3. Writing recount text based on the personal experience with personal photographs as the media

Affective

1. Paying attention to the teacher's explanation
2. Answering the teacher's questions enthusiastically
3. Sharing ideas with one another

D. Learning objectives

Cognitive

Product

1. Students are able to write recount text based on the personal experience

Process

1. Students are able to rearrange the jumbled sentences into the correct order
2. Students are able to rewrite the sentences into a good recount text with correct punctuations and capitalization through visual clues of personal photographs
3. Students are able to write recount text based on the personal experience with personal photographs as the media

Affective

1. Students are able to pay attention to the teacher's explanation
2. Students are enthusiastic to answer the teacher's questions
3. Students are willing to share ideas with one another

## E. Approach/ Method

Approach : CTL

Method : Question - Answer, Group Discussion

## F. Learning Activities

No	Teacher's Activities	Learners' Activities	Technique	Time
1.	<p>Set Induction</p> <ol style="list-style-type: none"> <li>Greeting the students</li> <li>Checking students' attendance</li> <li>Asking leading questions</li> <li>Stating the learning objectives</li> </ol>	<ol style="list-style-type: none"> <li>Responding the greeting</li> <li>Getting ready for learning</li> <li>Answering the question</li> <li>Paying attention</li> </ol>	Question-answer	<p>5'</p> <p>1'</p> <p>1'</p> <p>2'</p> <p>1'</p>
2.	<p>Main Activities</p> <ol style="list-style-type: none"> <li>Explaining about what recount text is and the generic structure and language features of recount text</li> <li>Showing an example of recount text by using personal photographs</li> <li>Distributing the task 1 to the students and asking the students to work in group of 5 in doing task 1</li> <li>Distributing the task 2 to the students and still asking the students to work in group of 5 in doing the task 2</li> </ol>	<ol style="list-style-type: none"> <li>Identifying the generic structure and the language features of recount text and asking questions to the teacher relating with recount text.</li> <li>Analyzing the relationship between recount text and personal photographs dealing with personal experience.</li> <li>Doing group discussion to accomplish task 1 by rearranging the jumbled sentences into the correct order</li> <li>Doing group discussion to accomplish task 2 by rewriting the sentences that have been rearranged into a good recount text</li> </ol>		<p>70'</p> <p>10'</p> <p>5'</p> <p>15'</p> <p>10'</p>

	5. Distributing the task 3 to the students and asking the students to do the task 3 individually.	5. Doing the task 3 individually by writing a short recount text based on the students' own personal experience with the help of personal photograph(s)	20'
	6. Discussing the answers together	6. Performing the result of the work	10'
3.	Closure		5'
	1. Leading students to draw conclusion	1. Drawing conclusion	2'
	2. Reflecting the teaching learning process done	2. Responding the teacher's reflection	2'
	3. Saying goodbye	3. Responding	1'

#### G. Media and Sources

Media :

1. Personal photographs
2. White board
3. Board marker
4. Work sheet

Sources : Priyana, J., Irjayanti, A. R., dan Renitasari, V. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Jember, 27<sup>th</sup> October 2016

English teacher

Researcher

Anie Herawati, S. Pd.  
NIP. 19800615 2014122 003

Fransiskus X. D  
NIM. 100210401061



## Materials

### 1. Set induction

Leading questions:

1. Please take a look at this photograph (showing the photographs of the researcher having a holiday)
2. Do you know where it is? Have you ever been there?
3. Do you go somewhere when you have a holiday?
4. What kind of activities do you usually do during your holiday?
5. Do you take some pictures whenever you have any moment during your holiday?

### 2. Main Activities

Explanation

A recount text is a text that tells the reader about one story, action or activity. Its goal is to entertain or inform the reader.

Generic structure of recount text:

- *Orientation* tells who was involved, what happened, where the events took place, and when it happened.
- *Events (event 1 and 2)* tell what happened and in what sequence.
- *Reorientation* consists of optional-closure of events/ending.

Common grammatical patterns of a recount include:

1. Use of nouns and pronouns to identify people, animals, or things involved
2. Use of action verbs to refer to events
3. Use of past tense to locate events in relation to writer's time
4. Use of conjunctions and time connectives to sequence the events
5. Use of adverbs and adverbial phrases to indicate place and time
6. Use of adjectives to describe nouns

Example of recount text by using personal photograph(s):

### **Going to Rembangan**

Last week, on October 23<sup>rd</sup> 2016, my friends and I went to Rembangan, Jember. We went there by bikes. It is a tourism object which is located in hilly area with good scenery.

We left at 8 o'clock in the morning. It just took less than thirty minutes to get there. When we arrived, we parked our bikes in the parking area. Then we paid for the tickets and went to the entrance. We were taking a stroll around the area. There is swimming pools in there. We went swimming. When we finished swimming, we took a break in the park. It was near the entrance. We really had a good time in there.

**Task 1 (Group Work)**

**Rearrange the jumbled sentences into the correct order based on the visual clues of the photographs!**

<p>a. prepared to leave</p> 	<p>b. on the way</p> 	<p>c. at the entrance</p> 
<p>d. in the swimming pool (1)</p> 	<p>e. in the swimming pool (2)</p> 	<p>f. having a break</p> 
<p>g. going home</p> 		

1. I really enjoyed the moment of togetherness with them
2. before leaving we prepared everything we wanted to bring such as, swimsuits, snack, drinks, etc
3. on sunday, 3<sup>rd</sup> july 2016 I accompanied my nephews and my niece to go swimming in a public swimming pool
4. my little nephew, dylan really liked swimming



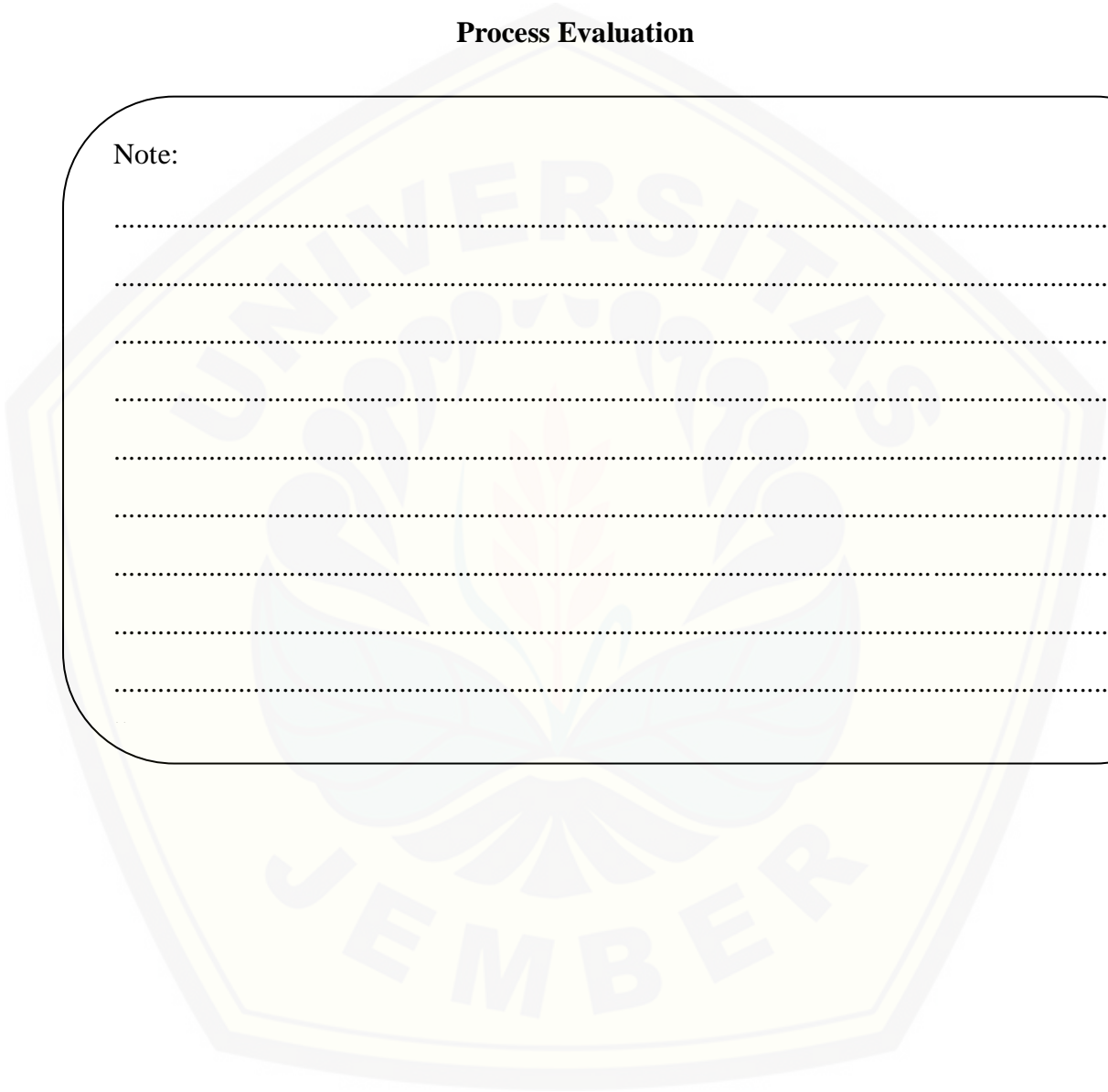


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**Process Evaluation**

Note:

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**Answer Key****Task 1**

The correct order: 3, 4, 2, 7, 8, 5, 10, 9, 6, 1

**Task 2****Going to Public Swimming Pool**

On Sunday, 3<sup>rd</sup> July 2016, I accompanied my nephews and niece to go swimming in a public swimming pool. My little nephew, Dylan, really liked swimming.

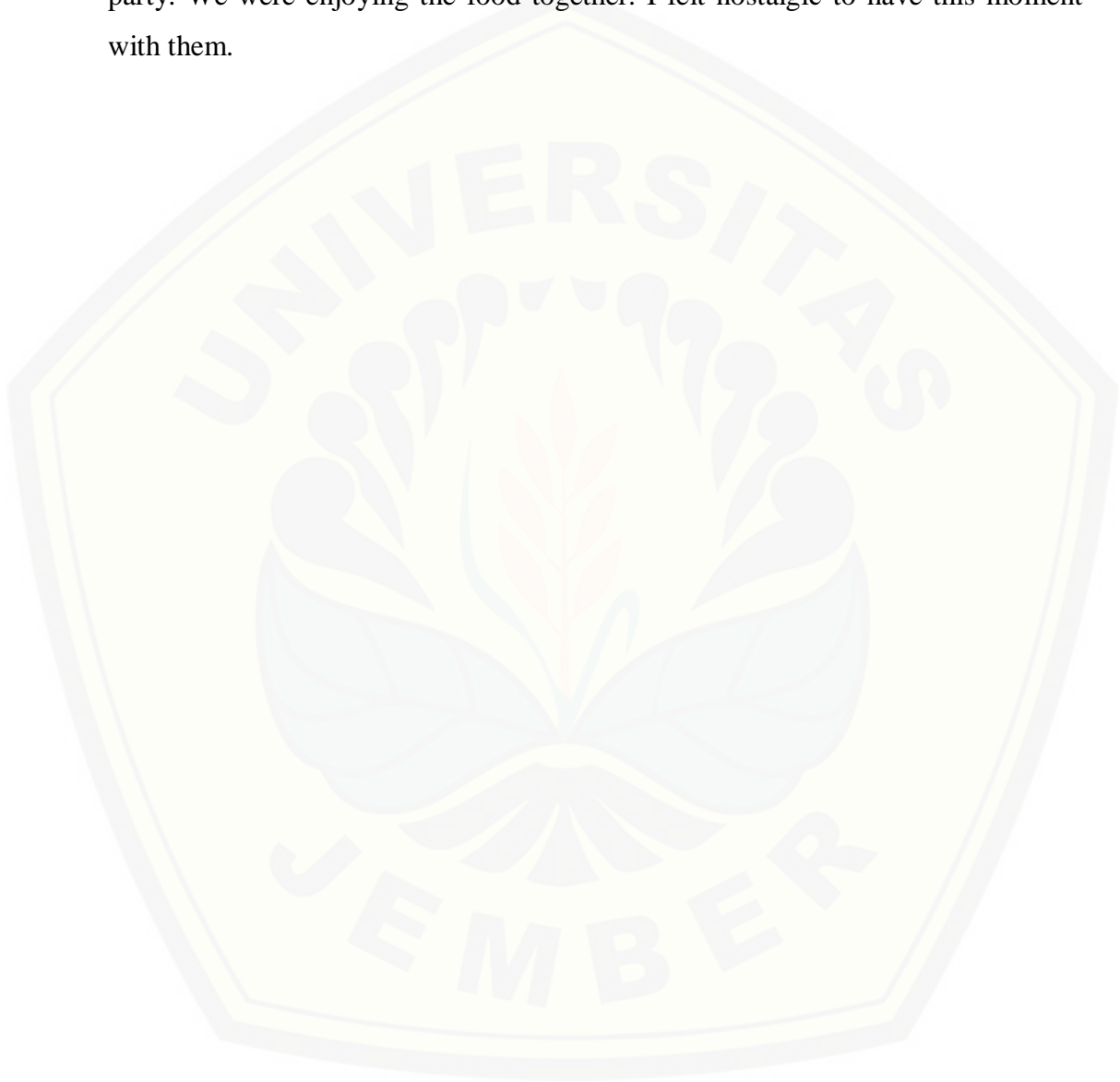
Before leaving, we prepared everything we wanted to bring, such as, swimsuits, snack, drinks, etc. First, we stopped at Emilia and Yohanna's house on the way to there because they would join us. They are my cousins. When we arrived in there, I paid for the tickets in the tickets booth near the entrance. After that, we changed our clothes and went to the swimming pool immediately. When we were tired, we were having a break while enjoying the snacks and drinks. We went home when it was cloudy and it seemed like it was going to rain. I really enjoyed the moment of togetherness with them.

**Task 3 (Model Answer)****Celebrating Christmas Eve**

Last year, on 24<sup>th</sup> December 2015, my family and I celebrated Christmas Eve in the church near my house. All the Christians from our village gathered in the church to pray.

When I arrived, I bought a candle first in front of the church. It would be used during the mass. I was impressed with the decoration of the Christmas tree inside the church. That was so beautiful. Then at about 07.15 p.m, the mass was

begun. We sang the Christmas songs together. When the mass of Christmas Eve was over, we said “Merry Christmas” to one another. Then we all gathered around beside the church. There was a small party. The buffets had been set up. There were so lots of food in there. I met my old friends, and invited them to join the party. We were enjoying the food together. I felt nostalgic to have this moment with them.



**APPENDIX K**

**WRITING TEST 2**

School	: Junior High School
Subject	: English
Class/Semester	: VIII/1
Language skill	: Writing
Genre	: Recount Text (personal experience)
Time allocation	: 2 x 40 minutes

**Write a short recount text based on your own personal experience. The composition should consist of at least 10 - 15 sentences.**

Remember these points when telling.

- Begin the story by telling when and where it happened as well as who participated.
- Write the events in the order they happened.
- End your story.

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### **Model Answer**

#### **Study Tour in Bali Island**

On 5<sup>th</sup> November 2012, my college friends and I had a study tour. At that time, we called it as KKL (Kuliah Kerja Nyata). We were going to go to Bali Island. I was really excited because I had never been there. We went there by bus provided by Wiradasa Abadi Tour and Travel

Before we left, we gathered in campus. We left at about 5 o'clock in the morning. According to the schedule, we would be there for 3 days. It was a long journey to get to Bali. We stopped at Ketapang harbor, Banyuwangi to continue our voyage by using ferryboat. It took about an hour to get to Gilimanuk harbour, Bali. When we arrived, We continued our journey to Bali. We visited some interesting and famous places in there, such as Sanur beach, Kuta beach, Bedugul, GWK (Garuda Wisnu Kencana), Dreamland beach, etc. We stayed in a hotel in the night. We spent unforgettable moment during our tour in Bali. We went home on 7<sup>th</sup> November 2012. That was really tiring tour, but I would never forget it.

**APPENDIX L**

**The Pictures of Teaching Learning Activities**



Picture 1 The researcher showed the examples of recount text and personal photographs in the modeling stage



Picture 2 The researcher was explaining the definition of recount text and its generic structure





Picture 3 The researcher was explaining the task instruction to the students



Picture 4 The students were discussing in doing the group tasks





Picture 5 One of the students was doing the individual task



Picture 6 The students were writing recount text based on their own personal photographs

**APPENDIX M**

**Cycle 1 Meeting 1**

**The Observation Instrument**

Observer : English Teacher

Date : September 21<sup>st</sup> 2016

Time :

Task : Task 2 & 3

No	Observations	Observer's Comment
1	<p><b>Group 1</b></p> <p>This group consisted of 5 members. They seemed discussing how to identify the photographs and its clue with the sentences they had rearrange to make a good recount text. In the beginning, they did not understand how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another. After got explanation from the researcher, about chronological order, they started to understand the use of photographs and its keywords in identifying the sentences and rewrite it in well-organized recount text. The use of photographs and its keywords really helped them to organize ideas.</p>	<ol style="list-style-type: none"> <li>1. Every member of each group should take contribution in doing the tasks and join the group discussion</li> <li>2. The researcher should be firm to warn the students who are noisy during the process of teaching learning</li> <li>3. Other students of each group who did not join the group discussion, at least supposed to help their friends in the group during the process of recount text writing.</li> </ol>
2	<p><b>Group 2</b></p> <p>This group consisted of 5 members. They had problem in identifying the photographs and its keywords with the sentence they had rearranged in Task 2. Most of them had no idea how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another so that it could be rewritten into well-organized recount text. It seemed that they were still not able to organize ideas with the help of personal</p>	<ol style="list-style-type: none"> <li>4. The classroom management should be fixed in the next meeting.</li> </ol>

	<p>photographs and its keywords.</p> <p>3     <b>Group 3</b> This group consisted of 5 members. They did a good teamwork in doing the group task. They had idea how to achieve the purpose of the task. That was identifying the photographs and its keywords with the sentence they had rearranged in Task 2. In Task 3, they should rewrite the sentences they had rearranged into well-organized recount text. Most of them understood how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another so that it could be rewritten into well-organized recount text. It showed that they were able to organize ideas with the help of personal photographs and its keywords.</p> <p>4     <b>Group 4</b> This group consisted of 4 members. They had problem in identifying the photographs and its keywords with the sentence they had rearranged in Task 2. Most of them had no idea how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another so that it could be rewritten into well-organized recount text. It seemed that they were still not able to organize ideas with the help of personal photographs and its keywords.</p> <p>5     <b>Group 5</b> This group consisted of 5 members. They had problem in identifying the photographs and its keywords with the sentence they had rearranged in Task 2. Most of them had no idea how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another so that it could be rewritten into</p>	
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6	<p>well-organized recount text. It seemed that they were still not able to organize ideas with the help of personal photographs and its keywords.</p> <p><b>Group 6</b></p> <p>This group consisted of 5 members. They had problem in identifying the photographs and its keywords with the sentence they had rearranged in Task 2. Most of them had no idea how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another so that it could be rewritten into well-organized recount text. It seemed that they were still not able to organize ideas with the help of personal photographs and its keywords.</p>	
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**Cycle 1 Meeting 2****The Observation Instrument**Date : September 22<sup>nd</sup> 2016

Time :

Task : Task 1 &amp; 2

No	Observations	Observer's Comment
1	<p><b>Group 1</b></p> <p>It seemed that this group did the tasks well this time. They had learned from the previous meeting how to identify the photographs and its clue with the sentences they had rearranged to make a good recount text. In the beginning, sometimes they were confused how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another. After got review from the researcher, about chronological order, they understood the use of photographs and its keywords in identifying the sentences and rewrite it in well-organized recount text. The use of photographs and its keywords really helped them to organize ideas.</p>	<ol style="list-style-type: none"> <li>1. The classroom management still could not be handled optimally. The researcher should be firm and not let the students to be noisy.</li> <li>2. The students should pay more attention to the researcher as their teacher. They should be focus to the lesson.</li> <li>3. There were still some members of certain groups who did not join the group discussion and did not take contribution in doing the group tasks.</li> </ol>
2	<p><b>Group 2</b></p> <p>Just like in the previous meeting, this group still experienced the same problem especially in identifying the photographs and its keywords with the sentence they had rearranged in Task 1. Most of them had no idea how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another so that it could be rewritten into well-organized recount text. It seemed that they were still not able to organize ideas with the help of personal photographs and its keywords.</p>	<ol style="list-style-type: none"> <li>4. The researcher should pay more attention in case of time allocation</li> </ol>



3	<p><b>Group 3</b></p> <p>This group was enthusiastic in doing the group tasks. They had idea how to achieve the purpose of the task. That was identifying the photographs and its keywords with the sentence they had rearranged in Task 1. In Task 2, they should rewrite the sentences they had rearranged into well-organized recount text. Most of them understood how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another so that it could be rewritten into well-organized recount text. It showed that they were able to organize ideas with the help of personal photographs and its keywords.</p>	
4	<p><b>Group 4</b></p> <p>This group still had problem in identifying the photographs and its keywords with the sentence they had rearranged in Task 1. Most of them had no idea how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another so that it could be rewritten into well-organized recount text. It seemed that they were still not able to organize ideas with the help of personal photographs and its keywords.</p>	
5	<p><b>Group 5</b></p> <p>This group seemed discussing how to identify the photographs and its clue with the sentences they had rearrange to make a good recount text. In the beginning, they did not understand how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another. After got review from the researcher about chronological order, they started to understand the use of photographs and its keywords in identifying the sentences and rewrite it in well-organized</p>	



6	<p>recount text. The use of photographs and its keywords really helped them to organize ideas.</p> <p><b>Group 6</b></p> <p>This group still had problem in identifying the photographs and its keywords with the sentence they had rearranged in Task 1. Most of them had no idea how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another so that it could be rewritten into well-organized recount text. It seemed that they were still not able to organize ideas with the help of personal photographs and its keywords.</p>	
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**Cycle 2 Meeting 1****The Observation Instrument**

Observer : English Teacher

Date : October 26<sup>th</sup> 2016

Time :

Task : Task 2 &amp; 3

No	Observations	Observer's Comment
1	<p><b>Group 1</b></p> <p>This group had learned the way how to identify the photographs and its clue with the sentences they had rearranged to make a good recount text. They were no longer confused how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another. They understood the use of photographs and its keywords in identifying the sentences and rewrite it in well-organized recount text. The use of photographs and its keywords really helped them to organize ideas.</p>	<ol style="list-style-type: none"> <li>1. The classroom management was well handled. It was better than the previous meeting.</li> <li>2. Most members of each group started to be more cooperative</li> </ol>
2	<p><b>Group 2</b></p> <p>This group seemed discussing how to identify the photographs and its clue with the sentences they had rearrange to make a good recount text. In the beginning, they did not understand how to make use of the photographs and its keyword to put the events in the sentences in the correct order one after another. After got review from the researcher about chronological order, they started to understand the use of photographs and its keywords in identifying the sentences and rewrite it in well-organized recount text. The use of photographs and its keywords really</p>	

	<p>helped them to organize ideas this time.</p>	
3	<p><b>Group 3</b></p> <p>All members of this group could work together cooperatively in doing the group tasks. They were enthusiastic in doing the group tasks. They had idea how to identify the photographs and its keywords with the sentence they had rearranged in Task 2. In Task 3, they should rewrite the sentences they had rearranged into well-organized recount text. Most of them understood how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another so that it could be rewritten into well-organized recount text. It showed that they were able to organize ideas with the help of personal photographs and its keywords.</p>	
4	<p><b>Group 4</b></p> <p>This group still had problem in identifying the photographs and its keywords with the sentence they had rearranged in Task 1. Most of them had no idea how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another so that it could be rewritten into well-organized recount text. It seemed that they were still not able to organize ideas with the help of personal photographs and its keywords.</p>	
5	<p><b>Group 5</b></p> <p>This group seemed discussing how to identify the photographs and its clue with the sentences they had rearrange to make a good recount text. They started to understand how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another. They also learned how to use chronological order in paragraphs writing. It showed that the</p>	

6	<p>use of photographs and its keywords really helped them to organize ideas.</p> <p><b>Group 6</b></p> <p>This group had learned the way how to identify the photographs and its clue with the sentences they had rearranged to make a good recount text. They were no longer confused how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another. They understood the use of photographs and its keywords in identifying the sentences and rewrite it in well-organized recount text. The use of photographs and its keywords really helped them to organize ideas.</p>	
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**Cycle 2 Meeting 2****The Observation Instrument**Date : October 27<sup>th</sup> 2016

Time :

Task : Task 1 &amp; 2

No	Observations	Observer's Comment
1	<p><b>Group 1</b></p> <p>This group had learned the way how to identify the photographs and its clue with the sentences they had rearranged to make a good recount text. They were no longer confused how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another. They understood the use of photographs and its keywords in identifying the sentences and rewrite it in well-organized recount text. The use of photographs and its keywords really helped them to organize ideas.</p>	
2	<p><b>Group 2</b></p> <p>This group seemed discussing how to identify the photographs and its clue with the sentences they had rearrange to make a good recount text. They started to understand how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another. After got review from the researcher about chronological order, they started to understand the use of photographs and its keywords in identifying the sentences and rewrite it in well-organized recount text. The use of photographs and its keywords really helped them to organize ideas this time.</p>	

3	<p><b>Group 3</b></p> <p>This group was good in doing the group tasks. They had idea how to identify the photographs and its keywords with the sentence they had rearranged in Task 1. In Task 2, they should rewrite the sentences they had rearranged into well-organized recount text. Most of them understood how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another so that it could be rewritten into well-organized recount text. It showed that they were able to organize ideas with the help of personal photographs and its keywords.</p>	
4	<p><b>Group 4</b></p> <p>This group had not learned a lot from the previous meeting about how to identify the photographs and its clue with the sentences they had rearranged to make a good recount text. In the beginning, sometimes they were often confused how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another. After got some reviews from the researcher, about chronological order, they understood the use of photographs and its keywords in identifying the sentences and rewrite it in well-organized recount text. The use of photographs and its keywords really helped them to organize ideas.</p>	
5	<p><b>Group 5</b></p> <p>This group seemed discussing how to identify the photographs and its clue with the sentences they had rearrange to make a good recount text. They started to understand how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another. They also learned how to use chronological order in paragraphs writing. It showed that the</p>	



6	<p>use of photographs and its keywords really helped them to organize ideas.</p> <p><b>Group 6</b></p> <p>This group had learned the way how to identify the photographs and its clue with the sentences they had rearranged to make a good recount text. They were no longer confused how to make use of the photographs and its keyword and put the events in the sentences in the correct order one after another. They understood the use of photographs and its keywords in identifying the sentences and rewrite it in well-organized recount text. The use of photographs and its keywords really helped them to organize ideas.</p>	
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**APPENDIX N**

**Cycle 1 Meeting 1**

**The Observation Instrument**

Observer : Researcher

Date : 21<sup>st</sup> September 2016

Time :

Task : Task 2 & 3

No	Observations	Observer's Comment
1	<p>The students were divided into 6 groups. Each group consisted of 5 students. The total numbers of the students in class VIII C were 29 students, but there were 2 students who have dropped out. So there was a group which had 4 members.</p>	<p>1. Before dividing the students into groups, the researcher should make sure that the situation of the class is under control</p>
2	<p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>- This group consisted of 5 members. They had the idea of how to identify the photographs and its keywords with the sentences they had rearranged in Task 2. Just some of them knew the concept of logical order in writing. Chronological order was the thing they tried to find in the sentences and as they got the idea of it, they were able to relate it with the photographs and organize the whole ideas into a good recount text. Although they did not know much the concept of unity and coherence of a text, but the visual clues and the keywords of the photographs helped them to get the idea of chronological order. It showed that personal photographs helped them to organize ideas.</li> <li>- However, in term of teamwork, this group did not cooperate well during the process of doing the group tasks. One member did not join the group discussion and talking with member of another group.</li> </ul>	<p>2. All members of each group should work together and join in the group discussion in order they know the process of learning recount text writing by using personal photographs.</p>

3	<p><b>Group 2</b></p> <ul style="list-style-type: none"><li>- This group consisted of 5 members. They lacked of ideas in how to identify the photographs and its keywords with the sentence they had rearranged in Task 2. They still could not get the idea to make use of chronological order they would find in the sentences and they were supposed to relate it with the photographs to organize the whole ideas into a good recount text. Yet, it seemed that personal photographs still could not help them to organize ideas.</li><li>- This group also could not cooperate well during the process of doing the group tasks. Not all members of this group got involved in the group discussion. Two students were noisy and talked one another without giving contribution to their group.</li></ul>	
4	<p><b>Group 3</b></p> <ul style="list-style-type: none"><li>- This group consisted of 5 members. They looked enthusiastic in doing the group tasks. They had ideas how to identify the photographs and its keywords with the sentences they had rearranged in Task 2. They knew the concept of logical order in writing. It could be seen from how they made use of chronological order they found in the sentences and they were able to relate it with the photographs to organize the whole ideas into a good recount text. It seemed that most of them knew the concept of unity and coherence of a text. That was why they easily understood and successfully identifying the sentences with the photographs and its keywords. It showed that personal photographs helped them to organize ideas.</li><li>- In addition, in term of teamwork, this group showed the best cooperation among the other groups during the process of doing the group tasks.</li></ul>	
5	<p><b>Group 4</b></p> <ul style="list-style-type: none"><li>- This group consisted of 4 members. They lacked of ideas in how to identify the photographs and its keyword with the sentence they had rearranged in the Task 2. They still could not get the idea to make use of chronological order they would find in the sentences and they were supposed to relate it with the photographs to organize the whole ideas into a good recount text. Yet, it seemed that personal</li></ul>	

6	<p>photographs still could not help them to organize ideas.</p> <ul style="list-style-type: none"><li>- This group also could not work well as a team. One member of this group was just silent and did not help his friends doing the group tasks.</li></ul> <p><b>Group 5</b></p> <ul style="list-style-type: none"><li>- This group consisted of 5 members. They lacked of ideas in how to identify the photographs and its keywords with the sentence they had rearranged in Task 2. They still could not get the idea to make use of chronological order they would find in the sentences and they were supposed to relate it with the photographs to organize the whole ideas into a good recount text. Yet, it seemed that personal photographs still could not help them to organize ideas.</li><li>- This group also could not cooperate well during the process of doing the group tasks. Two members of this group were noisy and talked to one another without giving any contribution to their group.</li></ul>	7
7	<p><b>Group 6</b></p> <ul style="list-style-type: none"><li>- This group consisted of 5 members. They also lacked of ideas in how to identify the photographs and its keywords with the sentence they had rearranged in Task 2. They still could not get the idea to make use of chronological order they would find in the sentences and they were supposed to relate it with the photographs to organize the whole ideas into a good recount text. Yet, it seemed that personal photographs still could not help them to organize ideas.</li><li>- In term of teamwork, they also did not show good cooperation during the process of doing the tasks. Two members of this group talked one another and did not join the group discussion.</li></ul>	

**Cycle 1 Meeting 2****The Observation Instrument**Date : 22<sup>nd</sup> September 2016

Time :

Task : Task 1 &amp; 2

No	Observations	Observer's Comment
1	The students were divided into 6 groups. Each group consisted of 5 students. The total numbers of the students in class VIII C were 29 students, but there were 2 students who have dropped out. So there was a group which had 4 members.	1. Before asking the students to do the group tasks, the researcher should explain the task instruction clearly.
2	<p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>- They were good enough in doing the group tasks although in the previous meeting they had little problem in understanding how to identify the photographs and its keywords with the sentences they had rearranged. Some of them knew the concept of logical order in writing. Chronological order was the thing they tried to find in the sentences and as they got the idea of it, they were able to relate it with the photographs and organize the whole ideas into a good recount text. Although they did not know much the concept of unity and coherence of a text, but the visual clues and the keywords of the photographs helped them to get the idea of chronological order. It showed that personal photographs helped them to organize ideas.</li> <li>- In addition, this group could cooperate well during the process of doing the group tasks. Every member got involved in the group discussion and gave contribution in doing the group tasks.</li> </ul>	<p>2. Classroom management was not so good especially when the researcher divided the students into groups. The students were noisy.</p> <p>3. All members of each group should take part in doing the group tasks and join the group discussion.</p> <p>4. It would be good if the researcher could manage time allocation well.</p>

3	<p><b>Group 2</b></p> <ul style="list-style-type: none"><li>- This group did not make the significant progress during the group discussion in understanding the purpose of the tasks. Just like the previous meeting, they lacked of ideas in how to identify the photographs and its keyword with the sentence they had rearranged in Task 1. They still could not get the idea to make use of chronological order they would find in the sentences and they were supposed to relate it with the photographs to organize the whole ideas into a good recount text. Yet, it seemed that personal photographs still could not help them to organize ideas.</li><li>- This group also did not cooperate well in doing the group tasks. There was one member who did not give contribution to this group. He was talking with his friends from another group during the group discussion.</li></ul>	
4	<p><b>Group 3</b></p> <ul style="list-style-type: none"><li>- Just like the previous meeting, this group showed the best teamwork in group discussion among the other groups.</li><li>- They looked enthusiastic in doing the group tasks. They had ideas how to identify the photographs and its keywords with the sentences they had rearranged in Task 1. They knew the concept of logical order in writing. It could be seen from how they made use of chronological order they found in the sentences and they were able to relate it with the photographs to organize the whole ideas into a good recount text. It seemed that most of them knew the concept of unity and coherence of a text. That was why they easily understood and successfully identifying the sentences with the photographs and its keywords. It showed that personal photographs helped them to organize ideas.</li></ul>	



5	<p><b>Group 4</b></p> <ul style="list-style-type: none"><li>- This group had not made the significant progress during the group discussion in understanding the purpose of the tasks. Just like the previous meeting, they lacked of ideas due to how to identify the photographs and its keyword with the sentence they had rearranged in the Task 1. They still could not get the idea to make use of chronological order they would find in the sentences and they were supposed to relate it with the photographs to organize the whole ideas into a good recount text. Yet, it seemed that personal photographs still could not help them to organize ideas.</li><li>- This group also did not cooperate well during the process of doing the tasks. Just like the previous meeting, there was one member who did not give contribution to the group and did not get involved in the group discussion.</li></ul>	
6	<p><b>Group 5</b></p> <ul style="list-style-type: none"><li>- This group made significant progress in this meeting. They had the idea of how to identify the photographs and its keywords with the sentences they had rearranged. They had learned the concept of logical order in writing in the previous meeting. Chronological order was the thing they tried to find in the sentences and as they got the idea of it, they were able to relate it with the photographs and organize the whole ideas into a good recount text. Although they did not know much the concept of unity and coherence of a text, but the visual clues and the keywords of the photographs helped them to get the idea of chronological order. It showed that personal photographs helped them to organize ideas.</li><li>- However, during the process of doing the group tasks, there was one member who did not participate in the group discussion.</li></ul>	

7	<b>Group 6</b> <ul style="list-style-type: none"><li>- This group had not made significant progress during the group discussion in understanding the purpose of the tasks. They lacked of ideas due to how to identify the photographs and its keywords with the sentence they had rearranged. They still could not get the idea to make use of chronological order they would find in the sentences and they were supposed to relate it with the photographs to organize the whole ideas into a good recount text. Yet, it seemed that personal photographs still could not help them to organize ideas.</li><li>- In term of teamwork, this group still could not work together as a team. There were two members who did not help their friend in doing the group tasks. They preferred to talk one another instead of joining the group discussion.</li></ul>	
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**Cycle 2 Meeting 1****The Observation Instrument**

Observer : Researcher

Date : 26<sup>th</sup> October 2016

Time :

Task : Task 2 &amp; 3

No	Observations	Observer's Comment
1	The students were divided into 6 groups. Each group consisted of 5 students. The total numbers of the students in class VIII C were 31 students, but there were 2 students who have dropped out. So there was a group which had 4 members.	
2	<p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>- This group had made improvement so far. All members of this group took part in the group discussion. Everyone gave contribution during the process of doing the group tasks.</li> <li>- They could practice what they had learned during the previous cycle. Besides, they looked enthusiastic in doing the group tasks. They had ideas in how to identify the photographs and its keywords with the sentences they had rearranged in Task 2. They finally had learned the concept of logical order in writing. It could be seen from how they made use of chronological order they found in the sentences and they were able to relate it with the photographs to organize the whole ideas into a good recount text. At this rate, they were successful in organizing ideas to make a good recount text.</li> </ul>	
3	<p><b>Group 2</b></p> <ul style="list-style-type: none"> <li>- This group started to understand what they had to do. They had the idea of how to identify the photographs and its keywords with the sentences they had rearranged in Task 2. They finally learned about the concept of logical order in writing. Chronological order was the thing they tried to find in the sentences and as they got the idea of it, they were able to relate it with the photographs and organize the whole ideas into a good</li> </ul>	

4	<p>recount text. Although they did not know much the concept of unity and coherence of a text, but the visual clues and the keywords of the photographs helped them to get the idea of chronological order. It showed that personal photographs helped them to organize ideas this time.</p> <ul style="list-style-type: none"><li>- However, this group still could not work together cooperatively in doing the group tasks. There were two members who did not get involved in the group discussion.</li></ul> <p><b>Group 3</b></p> <ul style="list-style-type: none"><li>- This group had done their best in Cycle 1. At this rate, they already knew the essence of organizing ideas through the concept of logical order in writing. It could be seen from how they made use of chronological order they found in the sentences and they were able to relate it with the photographs to organize the whole ideas into a good recount text. They knew the concept of unity and coherence of a text. That was why they easily understood and successfully identifying the sentences with the photographs and its keywords. It showed that personal photographs helped them to organize ideas.</li><li>- In addition, in term of teamwork, this group was so cohesive in doing the group tasks. All members were doing the tasks cooperatively and they got involved in the group discussion. This group showed the best cooperation among the other groups.</li></ul>	
5	<p><b>Group 4</b></p> <ul style="list-style-type: none"><li>- This group had trouble in understanding the concept of logical order in writing. It was basic component to make a well-organized recount text. They lacked of ideas due to how to identify the photographs and its keyword with the sentence they had rearranged. They still could not get the idea to make use of chronological order they would find in the sentences and they were supposed to relate it with the photographs to organize the whole ideas into a good recount text. Yet, it seemed that personal photographs still could not help them to organize ideas.</li><li>- However, this group had made improvement in term of teamwork. This time, all members took part in doing the group tasks and group discussion.</li></ul>	

6	<p><b>Group 5</b></p> <ul style="list-style-type: none"><li>- This group had made significant progress in this meeting. All members of this group were doing the group tasks cooperatively. Everyone gave contribution in the group discussion as well.</li><li>- They had the idea of how to identify the photographs and its keywords with the sentences they had rearranged. They had learned the concept of logical order in writing in the previous meeting. Chronological order was the thing they tried to find in the sentences and as they got the idea of it, they were able to relate it with the photographs and organize the whole ideas into a good recount text. They started to understand the concept of unity and coherence of a text. Moreover, the visual clues and the keywords of the photographs helped them to get the idea of chronological order. At this rate, personal photographs were really useful and helped them to organize ideas.</li></ul>	
7	<p><b>Group 6</b></p> <ul style="list-style-type: none"><li>- They were good enough in doing the group tasks this time although in Cycle 1 they had a little problem in understanding how to identify the photographs and its keywords with the sentences they had rearranged. Some of them started to understand the concept of logical order in writing. Chronological order was the thing they tried to find in the sentences and as they got the idea of it, they were able to relate it with the photographs and organize the whole ideas into a good recount text. Although they did not know much the concept of unity and coherence of a text, but the visual clues and the keywords of the photographs helped them to get the idea of chronological order. It showed that personal photographs helped them to organize ideas.</li><li>- However, this group did not cooperate well when doing the group tasks. Not all of them gave contribution in the group discussion. Two members were talking one another without helping their friends in the group.</li></ul>	

**Cycle 2 Meeting 2****The Observation Instrument**Date : 27<sup>th</sup> October 2016

Time :

Task : Task 1 &amp; 2

No	Observations	Observer's Comment
1	The students were divided into 6 groups. Each group consisted of 5 students. The total numbers of the students in class VIII C were 29 students, but there were 2 students who have dropped out. So there was a group which had 4 members.	
2	<p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>- This group did the tasks well. They had ideas how to identify the photographs and its keywords with the sentences they had rearranged. They finally had learned the concept of logical order in writing. It could be seen from how they made use of chronological order they found in the sentences and they were able to relate it with the photographs to organize the whole ideas into a good recount text. At this rate, they were successful in organizing ideas to make a good recount text</li> <li>- In addition, this group showed good cooperation in group discussion. All members took part in doing the group tasks.</li> </ul>	
3	<p><b>Group 2</b></p> <ul style="list-style-type: none"> <li>- This group experienced significant progress in this meeting. They had the idea of how to identify the photographs and its keywords with the sentences they had rearranged. They had learned the concept of logical order in writing in the previous meeting. Chronological order was the thing they tried to find in the sentences and as they got the idea of it, they were able to relate it with the photographs and organize the whole ideas into</li> </ul>	



4	<p>a good recount text. They started to understand the concept of unity and coherence of a text. Moreover, the visual clues and the keywords of the photographs helped them to get the idea of chronological order. At this rate, personal photographs were really useful and helped them to organize ideas.</p> <ul style="list-style-type: none"><li>- This group could cooperate well in doing group tasks together. Only 1 member who did not participate in the group discussion.</li></ul> <p><b>Group 3</b></p> <ul style="list-style-type: none"><li>- This group already knew the essence of organizing ideas through the concept of logical order in writing. It could be seen from how they made use of chronological order they found in the sentences and they were able to relate it with the photographs to organize the whole ideas into a good recount text. They knew the concept of unity and coherence of a text. That was why they easily understood and successfully identifying the sentences with the photographs and its keywords. It showed that personal photographs helped them to organize ideas.</li><li>- This group showed the best cooperation in every meeting during teaching learning activities in Cycle 1 and Cycle 2. They were well coordinated during group discussion. All members got involved in doing the group tasks.</li></ul>	
5	<p><b>Group 4</b></p> <ul style="list-style-type: none"><li>- This group had little problem in understanding how to identify the photographs and its keywords with the sentences they had rearranged. Only some of them that started to know the concept of logical order in writing. Although they did not know much the concept of unity and coherence of a text, but the visual clues and the keywords of the photographs helped them to get the idea of chronological order. It showed that personal</li></ul>	

6	<p>photographs helped them to organize ideas this time.</p> <ul style="list-style-type: none"><li>- This group could work cooperatively in doing group tasks. All members also got involved in the group discussion.</li></ul> <p><b>Group 5</b></p> <ul style="list-style-type: none"><li>- This group experienced significant progress in this meeting. They had the idea of how to identify the photographs and its keywords with the sentences they had rearranged. They had learned the concept of logical order in writing in the previous meeting. Chronological order was the thing they tried to find in the sentences and as they got the idea of it, they were able to relate it with the photographs and organize the whole ideas into a good recount text. They started to understand the concept of unity and coherence of a text. Moreover, the visual clues and the keywords of the photographs helped them to get the idea of chronological order. At this rate, personal photographs were really useful and helped them to organize ideas.</li><li>- This group was doing the group tasks cooperatively. All members of the group were doing the tasks together. Everyone got involved in group discussion</li></ul>	
7	<p><b>Group 6</b></p> <ul style="list-style-type: none"><li>- This group had learned a lot from the previous meeting concerning with how to identify the photographs and its keywords with the sentences they had rearranged. They had understood the concept of logical order in writing. Although they did not know much the concept of unity and coherence of a text, but the visual clues and the keywords of the photographs helped them to get the idea of chronological order. It showed that personal photographs helped them to organize ideas</li><li>- However, not all members of this group were doing the group tasks cooperatively. There were 2 students who did not get involved in group discussion.</li></ul>	

**APPENDIX O**

**The Result of the Students' Writing Test Score in Cycle**

No		Rater 1	Aspects					Rater 2	Aspects					Average
			G	V	M	C	O		G	V	M	C	O	
1.	APP	60	2	3	4	3	3	64	3	4	4	2	3	62
2.	AAP	84	4	4	4	4	5	80	4	4	3	4	5	82
3.	ANM	Drop Out												
4.	APC	60	4	4	3	1	3	56	4	4	3	1	2	58
5.	AHF	88	5	5	4	4	4	80	4	4	4	4	4	84
6.	AM	72	4	4	3	4	3	76	4	4	3	4	4	74
7.	AAW	84	4	5	4	4	4	80	5	4	3	4	4	82
8.	FDA	56	4	4	3	1	2	56	4	4	3	1	2	56
9.	FR	72	4	4	3	4	3	72	4	4	3	3	4	72
10.	FSS	Drop Out												
11.	HS	68	4	4	3	3	3	72	4	4	3	4	3	70
12.	HEF	72	4	4	3	4	3	72	4	4	3	3	4	72
13.	KK	76	4	4	4	3	4	68	3	4	4	2	4	72
14.	LS	84	4	5	4	4	4	80	4	4	4	4	4	82
15.	LNJ	44	2	3	2	2	2	40	2	3	3	1	1	42
16.	MR	80	4	4	3	4	5	80	4	4	3	4	5	80
17.	MWMHP	84	4	4	4	4	5	80	4	4	3	4	5	82
18.	MS	76	4	4	3	4	4	76	4	4	3	4	4	76
19.	MZG	76	4	4	4	4	3	76	4	4	3	4	4	76
20.	MG	72	4	3	4	4	3	68	4	3	3	3	4	70
21.	MIR	32	2	2	2	1	1	36	2	2	2	1	2	34
22.	MSA	80	4	4	3	4	5	84	4	4	4	4	5	82
23.	N	64	4	4	3	2	3	56	4	4	3	1	2	60
24.	PA (Male)	72	4	4	3	4	3	76	4	4	3	4	4	74
25.	PA (Female)	68	4	4	4	3	2	52	3	4	3	1	2	60
26.	SDT	76	3	4	4	4	4	76	3	4	3	4	5	76
27.	SJ	72	4	4	4	3	3	72	4	4	3	3	4	72
28.	SA	36	2	3	2	1	1	40	3	3	2	1	1	38
29.	TANM	72	4	3	4	4	3	68	4	3	3	3	4	70
30.	WAP	36	2	3	2	1	1	40	3	3	2	1	1	38
31.	YAS	56	3	4	3	2	2	56	4	4	3	1	2	56
<b>Total</b>													1952	
<b>Mean Score</b>													67.31	
<b>The percentage of students who achieve <math>\geq 75</math></b>													34.48%	

APPENDIX P

The Result of the Students' Writing Test Score in Cycle 2

No		Rater 1	Aspects					Rater 2	Aspects					Average
			G	V	M	C	O		G	V	M	C	O	
1.	APP	80	3	4	4	4	5	80	3	4	3	5	5	80
2.	AAP	88	4	4	4	5	5	84	4	4	4	4	5	86
3.	ANM	Drop Out												
4.	APC	80	3	4	4	4	5	80	3	4	3	5	5	80
5.	AHF	88	4	4	5	4	5	84	4	4	4	4	5	86
6.	AM	84	4	4	4	4	5	84	4	4	4	4	5	84
7.	AAW	88	4	5	4	4	5	84	4	4	4	4	5	86
8.	FDA	80	3	4	4	4	5	80	3	4	3	5	5	80
9.	FR	72	3	4	3	4	4	76	3	4	4	3	5	74
10.	FSS	Drop Out												
11.	HS	76	4	4	3	4	4	76	3	4	4	4	4	76
12.	HEF	76	4	4	3	4	4	76	4	4	3	4	4	76
13.	KK	88	4	5	4	5	4	88	3	5	5	5	4	88
14.	LS	80	3	4	4	4	5	80	3	4	4	4	5	80
15.	LNJ	84	3	5	4	4	5	88	4	4	5	4	5	86
16.	MR	80	4	4	4	4	4	80	3	4	3	5	5	80
17.	MWMHP	60	3	3	3	3	3	68	3	4	3	3	4	64
18.	MS	64	3	4	3	3	3	72	4	4	3	3	4	68
19.	MZG	84	4	4	4	4	5	80	3	4	4	4	5	82
20.	MG	76	3	4	4	4	4	76	3	4	4	4	4	76
21.	MIR	60	3	3	3	2	3	68	3	4	3	3	4	64
22.	MSA	80	4	4	4	4	4	84	3	4	5	5	4	82
23.	N	84	4	4	4	4	5	80	3	4	3	5	5	82
24.	PA (Male)	60	3	3	3	2	3	68	3	4	3	3	4	64
25.	PA (Female)	88	4	4	5	4	5	88	3	4	5	5	5	88
26.	SDT	76	4	4	4	4	3	76	3	4	4	4	4	76
27.	SJ	76	3	4	4	4	4	76	3	4	3	5	4	76
28.	SA	76	3	4	4	4	4	76	3	4	4	4	4	76
29.	TANM	76	3	4	4	4	4	76	3	4	3	4	5	76
30.	WAP	36	2	2	2	1	2	40	2	2	2	2	2	38
31.	YAS	84	3	4	4	5	5	80	3	4	3	5	5	82
<b>Total</b>													2236	
<b>Mean Score</b>													77,24	
<b>The percentage of students who achieve <math>\geq 75</math></b>													79.31%	



APPENDIX Q

Sample of the Students' Writing Achievement Test as Product Evaluation  
(The Test of Cycle 1)

Rater 1

A. The student who got the highest score

Name: Amalia herlina Fadiah Class: VIII C

**WRITING TEST**

School	: Junior High School
Subject	: English
Class/Semester	: VIII/1
Language skill	: Writing
Genre	: Recount Text (personal experience)
Time allocation	: 2 x 40 minutes

Write a short recount text based on your own personal experience! The minimum composition should consist at least 10 - 15 sentences.

Remember these points when telling.

- Begin the story by telling when and where it happened as well as who participated.
- Write the events in the order they happened.
- End your story.

Going to JBB

Last weekend my friends and I to go in JBB. It was 9 km from my home. We went there by motorcycle.

When we arrived there, we immediately parked our motorcycle. We had to walk about 1 km to reach the top of the hill. We could see the pine trees along the way to there that was beautiful. We were really happy. we took some pictures. After that, we went home.

G : 5  
V : 5  
M : 4  
C : 4  
O : 4

88/1

## Rater 2

Name: Amalia herlina FadilahClass: VIII C

## WRITING TEST

School : Junior High School  
 Subject : English  
 Class/Semester : VIII/1  
 Language skill : Writing  
 Genre : Recount Text (personal experience)  
 Time allocation : 2 x 40 minutes

Write a short recount text based on your own personal experience! The minimum composition should consist at least 10 - 15 sentences.

Remember these points when telling.

- Begin the story by telling when and where it happened as well as who participated.
- Write the events in the order they happened.
- End your story.

Going to JBB

Last weekend, my friends and I to go in JBB. It was 9 km from my home, we want there by motorcycle.

When we arrived there, we immediately parked our motorcycle. We had to walk about 1 km to reach the top of the hill. We could see the pine trees along the way to there. That was beautiful. We were really happy. we took some pictures. After that, we went home. Clawre?

G = 4  
 V = 4  
 M = 4  
 C = 4  
 O = 4

80



## B. The student who got the lowest score

Rater 1

Name: Willya

Class: VIII<sup>C</sup>.

## WRITING TEST

School : Junior High School  
 Subject : English  
 Class/Semester : VIII/1  
 Language skill : Writing  
 Genre : Recount Text (personal experience)  
 Time allocation : 2 x 40 minutes

Write a short recount text based on your own personal experience! The minimum composition should consist at least 10 - 15 sentences.

Remember these points when telling.

- Begin the story by telling when and where it happened as well as who participated.
- Write the events in the order they happened.
- End your story.

Going to home my grand mother's  
 On December (my) and my family <sup>and I</sup> went to  
 my grand mother's house.  
 We (to) my grand mother's house (kind) by bus.  
 To (how) grand mother my meeting a new  
 friend.  
 I am glad to see (to) a friend. All right  
 to (like) Time it is (quarter)  
 five  
 I am happy

G: 2  
 V: 3  
 M: 2  
 C: 1  
 O: 1

36 //

Rater 2

Name: WillyaClass: VIII C

## WRITING TEST

School : Junior High School  
 Subject : English  
 Class/Semester : VIII/1  
 Language skill : Writing  
 Genre : Recount Text (personal experience)  
 Time allocation : 2 x 40 minutes

Write a short recount text based on your own personal experience! The minimum composition should consist at least 10 - 15 sentences.

Remember these points when telling.

- Begin the story by telling when and where it happened as well as who participated.
- Write the events in the order they happened.
- End your story.

Going to home my grand mother's  
 On December, my and my family went to  
 my grand mother's house.  
 We to my grand mother's house kind of bus  
to house grand mother my meeting a new  
 friend.  
 I am glad to see she  
she is a friend. All right?  
to arrive Time it is quarter?  
 past five.  
 I am happy

G = 3  
 V = 3  
 M = 2  
 C = 1  
 O = 1  
 10

40

APPENDIX R

Sample of the Students' Writing Achievement Test as Product Evaluation  
(The Test of Cycle 2)

Rater 1

A. The student who got highest score

Name: Khusnul khotimah Class: VIII C.

WRITING TEST 2

School	: Junior High School
Subject	: English
Class/Semester	: VIII/1
Language skill	: Writing
Genre	: Recount Text (personal experience)
Time allocation	: 2 x 40 minutes

Write a short recount text based on your own personal experience. The minimum composition should consist at least 10 - 15 sentences.

Remember these points when telling.

- Begin the story by telling when and where it happened as well as who participated.
- Write the events in the order they happened.
- End your story.

Scout activity in Ketapang.

On July 24<sup>th</sup> 2016, my friends and I went to Banyuwangi. We will do scout activity in there. We went there by train. The ticket fee is rp. 6.500/person.

We gathered in train station at 5.30 am. They we left the station when the train is come. Laila sat beside I. A long the way, we can see rice field from train window. It was not long journey. When we arrived, we went to Ketapang village. We do all the scout activity in there. When it is over, we visited Ketapang harbour. It was amazing. I can see ferryboat from distance. We all went home at 3 o'clock in the afternoon.

G	4	88
V	5	
M	4	
C	5	
O	4	



Rater 2

Name: Khusnul khotimah

Class: VIII C.

## WRITING TEST 2

School : Junior High School  
 Subject : English  
 Class/Semester : VIII/1  
 Language skill : Writing  
 Genre : Recount Text (personal experience)  
 Time allocation : 2 x 40 minutes

Write a short recount text based on your own personal experience. The minimum composition should consist at least 10 - 15 sentences.

Remember these points when telling.

- Begin the story by telling when and where it happened as well as who participated.
- Write the events in the order they happened.
- End your story.

## Scout activity in Ketapang.

On July 24<sup>th</sup> 2016, my friends and I went to Banyuwangi. We will do scout activity in there. We went there by train. The ticket for is Rp. 6.500/person.

We gathered in train station at 5.30 am. Then we left the station when the train is come. Laila sat beside I. A long the way, we can see rice field from train window. It was not long journey. When we arrived, we went to Ketapang village. We do all the scout activity in there. When it is over, we visited Ketapang harbour. It was amazing. I can see ferryboat from distance. We all went home at 3 o'clock in the afternoon. .... Closure?

G 3

V 5

M 5

C 5

0 4

22

88

## B. The student who got the lowest score

Rater 1

Name: Willya

Class: VIII<sup>C</sup>

## WRITING TEST 2

School	: Junior High School
Subject	: English
Class/Semester	: VIII/1
Language skill	: Writing
Genre	: Recount Text (personal experience)
Time allocation	: 2 x 40 minutes

Write a short recount text based on your own personal experience. The minimum composition should consist at least 10 - 15 sentences.

Remember these points when telling.

- Begin the story by telling when and where it happened as well as who participated.
- Write the events in the order they happened.
- End your story.

## Watching Carnival

In 30 Augustus 2015, I see carnival. I am happy because carnival is good.

I see with my friend. Carnival in my village is celebrate Independence day. There many people in there. I see with my friend. I am stand in side road. I am happy if good day.

B=2  
V=2  
M=2  
C=1  
O=2

36

Rater 2

Name: Willya

Class: VIII<sup>C</sup>

## WRITING TEST 2

School	: Junior High School
Subject	: English
Class/Semester	: VIII/1
Language skill	: Writing
Genre	: Recount Text (personal experience)
Time allocation	: 2 x 40 minutes

Write a short recount text based on your own personal experience. The minimum composition should consist at least 10 - 15 sentences.

Remember these points when telling.

- Begin the story by telling when and where it happened as well as who participated.
- Write the events in the order they happened.
- End your story.

## Watching Carnival

In 30 August 2015, I see carnival. I am happy because carnival is good.

I see with my friend. Carnival in my village is celebrate independence day. There many people in there. I see with my friend. I am stand in side road. I am happy. it good day.

G = 2

V = 2

M = 2

C = 2

O = 2

40



APPENDIX S



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
**UNIVERSITAS JEMBER**  
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121  
Telepon (0331)-330224, 334267, 337422, 333147 \* Faximile (0331)-339029  
Laman : www.unej.ac.id

16 SEP 2015

Nomor : 5150/UN25.1.5/LT/2015  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 1 Jelbuk  
Jember

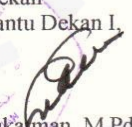
Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Fransiskus Xaverius David  
NIM : 100210401061  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Improving the Eight Grade Students' Recount Text Writing Achievement by Using Personal Photographs At SMPN 1 Jelbuk in the 2015/2016 Academic Year"

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

an. Dekan  
Pembantu Dekan I,  
  
Dr. Sukaman, M.Pd.  
NIP. 19640123 199512 1 001

APPENDIX T



PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
**SMP NEGERI 1 JELBUK**

Jalan R.A. Kartini No. 01 Jelbuk ☎ (0331) 540030 Kode Pos 68192 Jember  
Website : [smpn1jelbuk.blogspot.com](http://smpn1jelbuk.blogspot.com) E-mail : [smpn1\\_jelbuk@yahoo.co.id](mailto:smpn1_jelbuk@yahoo.co.id)



**SURAT KETERANGAN**

Nomor : 421.3/012/413.10.20523950/2017

Yang bertanda tangan di bawah ini:

Nama : **Drs. IMAM MU'ARSIN**  
NIP : 19620503 198412 1 004  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Negeri 1 Jelbuk

Menerangkan dengan sebenarnya, bahwa Mahasiswa tersebut di bawah ini:

Nama : **Fransiskus Xaverius David**  
NIM : 100210401061  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan Penelitian di **SMP Negeri 1 Jelbuk Kecamatan Jelbuk Kabupaten Jember**, dimulai dari tahap I tanggal 21, 22, 28 September 2016, tahap II tanggal 26, 27 Oktober 2016 dan tanggal 02 Nopember 2016 dengan Judul "**Improving the Eighth Grade Student's Recount Text Writing Achievement by Using Personal Photographs At SMP Negeri 1 Jelbuk**".

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 24 Januari 2017

Kepala Sekolah

