



**IMPROVING THE EIGHTH GRADE STUDENTS' ACHIEVEMENT IN
WRITING RECOUNT TEXT BY USING FOTONOVELA AT MTS
NEGERI 1 LUMAJANG**

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

2019



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THESIS PROPOSAL**

TITLE

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English Education Study Program, the Department of Language and Arts, the Faculty of Teacher Training and Education, the University of Jember

By

Dea Regi Palupi

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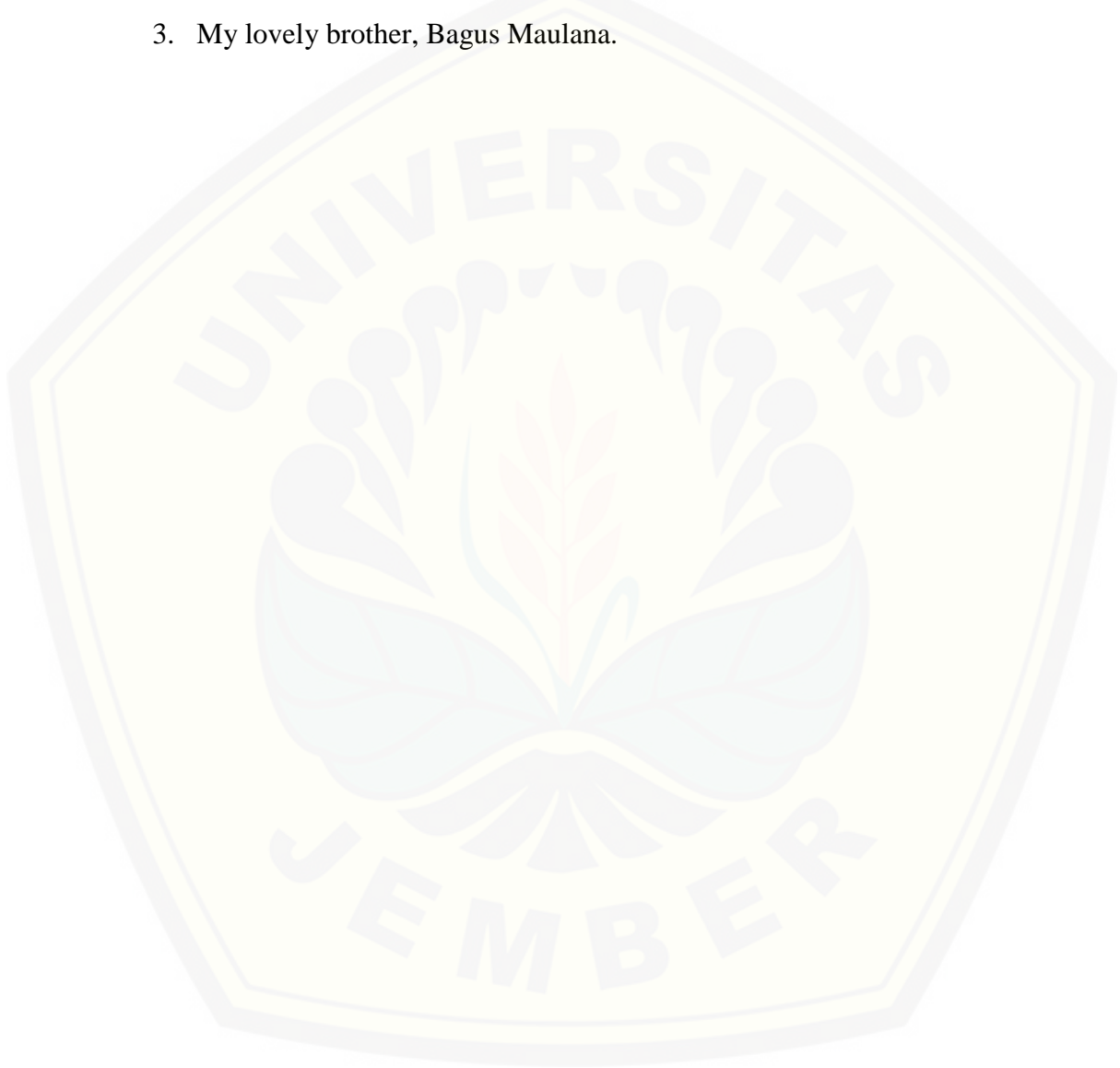
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2019

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Mr. Joko Prasetyo and Mrs. Wilis Palupi
2. My dearest sister, Cita Bella Palupi and Dinda Sarah Palupi
3. My lovely brother, Bagus Maulana.



MOTTO

Write when you can't stop writing. Read when you stopped writing.

-Robert Ahanes-



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CONSULTANTS' APPROVAL

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THESIS

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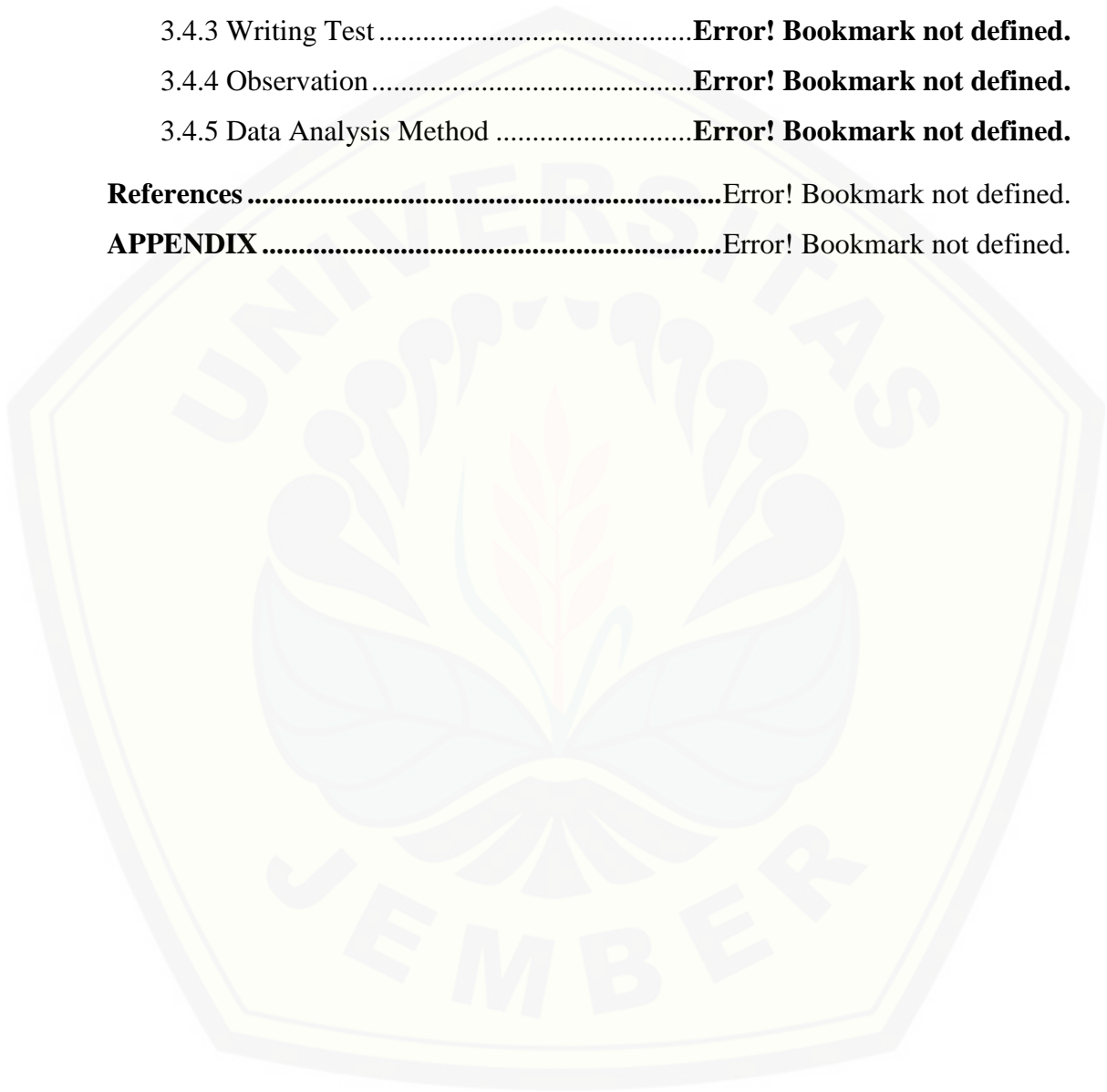
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The Writer

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SUMMARY

IMPROVING THE EIGHTH GRADE STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT BY USING FOTONOVELA AT MTS NEGERI 1 LUMAJANG

Improving the Eighth Grade Students' Achievement in Writing Recount Text by Using Fotonovela at MTs Negeri 1 Lumajang; Dea Regi Palupi 140210401021 English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This classroom action research was intended to improve VIII F achievement in writing recount text by using fotonovela at MTs Negeri 1 Lumajang. The Preliminary study was conducted in the form of interview with the English teacher of MTs Negeri 1 Lumajang. It was known that the eighth grade students of MTs Negeri 1 Lumajang, especially VIII F still had difficulty in writing a recount text. They needed to have an effort to make good writing because they got difficulty in finding ideas, constructing ideas, expressing ideas. There were only 44.11% students from 34 students who got ≥ 77 . Thus, the researcher tried to overcome the problem by using fotonovela in teaching writing a recount text.

The study was done in two cycles to check the consistency of the research result. Each cycle covered two meetings of the action implementation and one meeting for administering the test. Besides, the observation checklist consisted of 5 indicators, namely 1) Students identified the social function, the generic structures and language features of recount text; 2) Students asked the question how to write recount text based on fotonovela; 3) Students rewrite jumble sentences into a good recount text; 4) Students wrote a recount text based on fotonovela given. The students were categorized as active if three indicators or more were performed. The observation results in Cycle 1 in the first meeting showed that there were 76.47% or 26 students of 34 students who participated

actively during teaching learning process. In the second meeting, there were 82.35% or 28 students of 34 students who were actively participating during teaching and learning process of writing. The average results of the students' participation in Meeting 1 and Meeting 2 of Cycle 1 was 79.41%. Besides, the results of writing test in the Cycle 1 showed there were 79.41 or 27 students of 34 students achieved the target score ≥ 77 and 20.59% or 7 students of 34 got ≤ 77 . In other words, Cycle 1 fulfilled the criteria of success because 75% of students achieved the research criteria. Then, the action was still continued to Cycle 2 to check the consistency of the students' writing achievement and their active participation.

The result of Cycle 2 showed much better result. In the first meeting there were 88.23% or 30 students of 34 students who participated actively during teaching learning process. In the second meeting there were 91.17% or 31 students of 34. The average results of the students' participation in meeting 1 and meeting 2 of the Cycle 2 was 89.70%. Besides, the results of writing test in the Cycle 2 showed there were 82.35% or 28 students of 34 students achieved the target score ≥ 77 and 17.65% or 6 students of 34 got ≤ 77 . The results of the students writing test consistency increased from 79.41% in the Cycle 1 to 82.35% in the Cycle 2. Based on the result above, it can be concluded that the use of fotonovela could improve VIII F active participation and writing achievement.

CHAPTER I. INTRODUCTION

This chapter presents four parts dealing with the topic of the research. They are research background, research problems, research objectives and research significance.

1.1 Research Background

Writing is an important skill to be mastered in learning English as a foreign language. It is not only a means of communication where students can share their ideas and thoughts. It is actually a pre-requist to master other language skills. Writing means expressing ideas, opinions, thoughts and feeling in the written form (Tarigan in Syarif *et al*, 2009:5).

Further, writing according to Richards and Schmidt (2002:640-641) is the result of complex processes of planning, drafting, reviewing and revising. Based on the statement, we cannot define writing into a simple piece of task. From the ideas above it can be concluded that writing is expressing ideas, opinions, thoughts and feeling in the written form based on the result of complex processes.

Based on 2013 Curriculum, one of the texts that should be learned by Junior High School students is Recount Text. Recount text is a common text that students usually encounter and create. The primary purpose of this text is to retell the past events. It can inform or even just to entertain the readers. A recount text involves a sequence of events to construct a past experience by retelling events and incidents orderly in which they occurred (Goatly, 2000:30).

A preliminary study that was conducted by interviewing the eighth grade English teacher of MTs Negeri 1 Lumajang found that most of the students' difficulties in writing is in expressing and arranging their ideas on what to write. When they didn't have ideas about what they were going to write, usually they got stuck at this step. It made them waste their time and writing process was not effective.

Moreover, it became the main reason for *VIII F* students to get the lowest score dealing with writing skill achievement. The mean score of their writing test was 72.47. It showed that the students did not achieve the minimum standart score for English at the school. That was 77.

To solve the problem and help the students understand the elements of a recount text, generate and organize their ideas well into a good recount text, the researcher proposed to use fotonovela as instructional media in teaching writing. Djohani *et al* (2007:70) state that fotonovela is media that resemble a comic or picture story, using photographs as a replacement for the illustration. In addition Kirova and Emme (2006:2) state that fotonovela is still photo which can be used to recall and make meaning of students' experience.

From the ideas above it can be concluded that fotonovela is visual media whose themes based on the real condition used to make students more easily to understand the story. Syam (2011) on his research found that the use fotonovela improved the students' narrative text writing achievement at SMP Negeri 21 Malang in the 2011/2012 academic year. This finding suggested that fotonovela could improve the students' writing achievement. Another study about fotonovela was successful to help the students improve their writing achievement through an experimental research at the eighth grade of SMP Negeri 1 Kalisat (Insani, 2016). Kirova and Emme (2008) examined the use of fotonovela which could improve childrens' self-understanding in reading narrative. However, a research by using fotonovela to improve the students' text writing achievement, especially recount text was not investigated here.

Therefore, a Classroom Action Research entitled, **“Improving the Eighth Grade Students' Achievement in Writing Recount Text by Using Fotonovela at MTs Negeri 1 Lumajang”** was conducted.

1.2 Research Problems

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

1. Can the use of fotonovela improve the VIII F students' active participation in writing recount text at MTs Negeri 1 Lumajang?
2. Can the use of fotonovela improve the VIII F writing achievement in recount text at MTs Negeri 1 Lumajang?

1.3 Research Objectives

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

1. To improve VIII F students' active participation in writing recount text by using fotonovela at MTs Negeri 1 Lumajang.
2. To improve VIII F students' writing achievement in writing recount text by using fotonovela at MTs Negeri 1 Lumajang.

1.4 Research Significance

The results of this research were expected to give significant contributions for the following people.

1.4.1 Empirical Contribution

The result of this research could help the future researchers who have the same interest dealing with the implementation of Fotonovela to improve the students' writing achievement, as the reference whether or not they have the same research design.

1.4.2 Practical Contribution

Hopefully, the result of this research could give the teacher information about Fotonovela. The teacher could use this media in attracting the students' attention, so the students would become more active participant. In addition, the result of this research could be used as the consideration for the English teachers to implement Fotonovela in teaching writing to solve the problems faced by the students.

1.4.3 Theoretical Contribution

The results of this research were expected to conform theoretical basis of this study. Therefore, it could be used as a consideration for other researchers who are interested in conducting research in the same topic by using Fotonovela.



CHAPTER II. RELATED LITERATURE REVIEW

This chapter deals with some theories related to the research problems. They are theoretical framework, conceptual review, and previous research findings.

2.1 The Theoretical Framework

2.1.1 Writing in English Language Teaching

In teaching English, writing is one of the basic skills of the English language. Reinforcement, language development, learning style, and writing as a skill are the reasons why English teacher should teach writing to students (Harmer, 1998). It is generally considered as one of the most difficult skill in teaching English as a foreign language. Even native speakers are confused to show good comment in writing (Javed *et al*, 2013) and non-native speakers need to develop or improve their ability in writing (Desphande,2014).

In teaching English as a foreign language, there are two theories concerning teaching writing: the genre approach and the process approach (Ahlsén & Lundh, 2007). The genre approach not only focuses on grammar but also focuses on context (Ahlsén & Lundh, 2007). Process approach as cognitive process theory of writing is a model of this approach (Ahlsén & Lundh, 2007). Cognitive process is a process which needs to compose a detailed study of thinking process in writing (Flower & Hayes, 1981). Furthermore, this process has some stages to write: planning, translating, revising (1981:367).

Planning is the first stage that will be done before students write some words or sentences on paper. Here, knowledge is used to generate idea in writing (Flower & Hayes, 1981). Students will choose some information and organize them in their memory to find the meaning, grouping ideas and forming new concepts, and let them get creative thinking.

Translating is a process to write (Flower & Hayes, 1981). What students get in planning process such as idea, imagery or kinetic sensation will be done on the text as a product of written English. In writing, students must include some aspects of writing such as spelling, grammar, and idea to make their writing perfect.

Revising is reviewing and revising the result. Here, students read and evaluate what they have written before. And then students add some ideas or reduce some points so that it will make students' writing complete without changing the concept.

2.1.2 Fotonovela in English Teaching

Media is an instrument to present the message in the teaching learning process (Arsyad, 2006:4). It means that media helps students grasp some information from the lesson easier. That is why media in a teaching learning process is very essential because there are many functions of media in teaching learning activity.

According to Djohani *et al* (2007: 70) fotonovela is media that resembles a comic or picture story, using photographs as a replacement for the illustration. Fotonovela is still photo which can be used to recall and to make meaning of the students' experience (Kirova and Emme, 2006:2). It is a combination of photographs with digital manipulations and a narrative sequence. The fotonovela are manipulated and arranged in a narrative format. It can also be combined with sequencing and text balloons with posed or candid photographs of the participants.

Fotonovela is a visual media that has a common characteristic, that is easily made, cheap, based on the students' emotion. It is also easily prepared and used, and the themes in the media based on the real condition of the students which are used to make students more easily to understand (Djohani *et al*, 2007:70).

According to Wright (1989:17), photographs can drive the students to be engaged in the learning process. Moreover, photographs commit to the context in which the language is being used. It will help the students who do not able to understand about what to capture the message in the text. Fotonovela conveys a message or a concept that could teach its audience.

2.2 The Conceptual Review: Teaching Writing using Fotonovela

2.2.1 Writing Achievement

The word “achievement” can be defined into several ways. Related with the education, Travers (in Isnian, 2009) states that achievement can be interpreted as the outcome of what an individual has learned from some educational experiences. To measure the student’s achievement, an achievement test is needed. Hughes defines an achievement test as the test done to discover how successful students have been in achieving the objectives of a course. Therefore it can be concluded that achievement can be measured by using an achievement test.

There are two types of scoring in writing (Hughes, 2003). They are analytic scoring and holistic scoring. In analytic scoring, students' writing is evaluated based on detailed grades for elements of writing such as vocabulary, grammar, content, organization, or mechanics. The result is based on multiple sub-grades. However holistic scoring result is in a more general description for categories, but includes the different elements of writing implicitly or explicitly. The result is usually a global grade, such as A, B, C, D, E. In this research, the researcher used analytic way for scoring student’s writing test.

According to Hughes (2003:101), there are five aspects or main areas which are necessary for good writing, covering grammar, vocabulary, mechanic, content, and organization. Every aspect has some criteria to represent score 1 up to 5. Here is the explanation of the aspects:

1. Grammar: the ability to write correct and appropriate sentences (Heaton, 1998). Score 1 is given if errors of grammar or word order so severe as to make comprehension. Score 2 is given if errors of grammar or word order very frequent; readers own interpretation is needed. Score 3 is given if errors of grammar or word order frequent; re-reading is necessary for full comprehension. Score 4 is given if some errors of grammar or word order but do not interfere comprehension. Score 5 is given if few (if any) errors of grammar or word order (Hughes, 2003).
2. Vocabulary: the ability to manipulate sentences and paragraphs, and use language effectively (Heaton, 1998). Score 1 is given if vocabulary so limited as to make comprehension impossible. Score 2 is given if use wrong or inappropriate words very frequent; readers own interpretation is needed. Score 3 is given if use wrong or inappropriate words frequent; expressing of ideas limited. Score 4 is given if use some inappropriate words but do not interfere comprehension. Score 5 is given if use few (if any) inappropriate words (Hughes, 2003).
3. Mechanic: the ability to use correctly those conventions peculiar to the written language, such as punctuation and spelling (Heaton, 1998). Score 1 is given if misspelling, wrong punctuation, and capitalization to serve as to make comprehension impossible. Score 2 is given if misspelling, wrong punctuation, and capitalization, very frequent; reader own interpretation is needed. Score 3 is given if misspelling, wrong punctuation, and capitalization frequent, re-reading is necessary for full comprehension. Score 4 is given if some misspelling, wrong punctuation, and capitalization but do not interfere comprehension. Score 5 is given if few (if any) misspelling, wrong punctuation, and capitalization (Hughes, 2003).
4. Content: the ability to think creatively and develop thoughts, excluding all irrelevant information (Heaton, 1998). Score 1 is given if main ideas not all clear and accurate, change of opinion statement very

weak. Score 2 is given if main ideas not clear and accurate, change of opinion statement weak. Score 3 is given if main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak. Score 4 is given if main ideas stated fairly clearly and accurately, change of opinion relatively clear. Score 5 is given if main idea stated clearly and accurately, change of opinion very clear (Hughes, 2003).

5. Organization: the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information (Heaton, 1998). Score 1 is given if lack of organization and link of ideas so serve as to make communication impaired. Score 2 is given if lack of organization and link of ideas very frequent; readers own interpretation is needed. Score 3 is given if lack of organization and link of ideas frequent; re-reading is required for clarification ideas. Score 4 is given if come lack of organization and link of ideas but do not impair communication. Score 5 is given if few (if any) lack of organization, link to ideas and consist of generic structures of recount text thatthey are orientation, event and re-orientation (Hughes, 2003).

2.2.2 Fotonovela as a Media for Teaching Writing

Hashemi (2011:1816) states that teacher must give simple activity to avoid early frustation in learning English. One of the ways to make class enthusiastic in writing is by implementing media in English language teaching. To help the students understand the elements of a recount text, generate and organize their ideas well into a good recount text, the researcher used fotonovela as instructional media in teaching writing.

According to Djohani *et al* (2007: 70) fotonovela is media that resembles a comic or picture story, using photographs as a replacement for the illustration. Fotonovela is still photo which can be used to recall and to make meaning of the students' experience (Kirova and Emme, 2006:2). The fotonovela are manipulated and arranged in a narrative format. It can

also be combined with sequencing and text balloons with posed or candid photographs of the participants. The themes in fotonovela also based on the real condition of the students which help them to carry messages for teaching writing and to develop the students' skills in producing a good recount text.

2.2.3 The Steps of Teaching Writing by Using Fotonovela

Raimes (1983:21) suggests some activities in writing as the following:

- (1) Identifying why they are writing.
- (2) Identifying whom they are waiting for.
- (3) Gathering material through observing, brainstorming, making notes or lists, talking to others, and reading.
- (4) Planning how to go about the task and how to organize the material.
- (5) Writing a draft.
- (6) Reading the draft critically.
- (7) Revising.
- (8) Preparing more drafts and then a final version.
- (9) Proof reading for errors.

Following the procedure stated above, the researcher adapted the procedures of teaching writing by using fotonovela into the following steps by considering the application of scientific approach as suggested by 2013 curriculum.

1. Observing:
 - Showing fotonovela and a recount text, then asking the students to observe it.
2. Questioning:
 - Guiding the students to ask questions about how to write recount text based on fotonovela following the generic structures.

- Modeling the students how to write sentences and story based on fotonovela given.
3. Exploring:
 - Asking the students to rewrite jumble sentences into a good recount text based on fotonovela.
 4. Experimenting:
 - Asking the students to plan their writing based on the fotonovela given.
 - Asking the students to write a recount text individually based on the fotonovela given.
 - Asking the students to recheck their writing.
 5. Communicating:
 - Displaying the students' work in front of the class and discuss it together.

2.2.4 Strengths of Fotonovela

Fotonovela is potential to be equipped in writing classes, because fotonovela has some strengths if it is used in the teaching learning process.

The strengths are explained below:

- 1) Sudjana and Rivai (2013:71) state that fotonovela is easy to use in learning process due to practical. He added that photograph is able to translate concepts or ideas which are abstract into more realistic.
- 2) Fotonovela is broadly more expressive and more actual in bringing out a wide range of associations. Text balloons on fotonovela can communicate a fact, argument or logical sequence, fotonovela invokes lateral thinking, objectivity and global context. Fotonovela can sometimes be used as substitutes for words or to produce nonverbal information. Students who have poor verbal skills in particular will get this benefit.
- 3) Wright (1989:2) also says that fotonovela are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc.

- 4) According to Kirova and Emme (2005:4) fotonovela guides the students to have the same perception about the images. So they can understand very well about the images provided which expect to guide the students composing the text.

2.2.5 Weaknesses of Fotonovela

Every material used in learning process usually has strengths and weaknesses. Fotonovela does not only have the strength but also it has weaknesses. These are the weaknesses of fotonovela.

- 1) Basically fotonovela is like comic. It contains the language that is commonly used in conversation such as slang, idiom, abbreviations, etc (Chow: 2010). Typically, fotonovela which is found in internet uses such language. The students might not know it because it is informal languages which are not typically found in text book. Therefore, these languages sometimes are not appropriate with the students' need so that they might face difficulties to comprehend the text. In order to overcome the problems, the researcher made fotonovela which are appropriate for the students by herself in order to avoid inappropriate words for the students. This idea is supported by Csabay (2006) who states that the difficulty of the language presented to the class should be matched with the level of the students. In order to make the use of fotonovela will not be frustrated for them, the language used must be formal.
- 2) Usman (2002:50) states the use of fotonovela as media has weakness that it should be guided by a facilitator or teacher in the class not as independent media.

2.3 Review of Previous Research Findings

There are some previous researches conducted by some researchers which showed that the use of fotonovela in the context of English teaching and learning process could improve the writing achievement of students.

The first research was conducted by Syam (2011), who did a Classroom Action Research to investigate the use of fotonovela as media in teaching narrative text writing and improving students' writing achievement at SMP Negeri 21 Malang in the 2011/2012 academic year. The finding of the research showed that fotonovela could improve the students' narrative text writing achievement.

The second research was conducted by Insani (2016). This research was conducted to know the effectiveness of fotonovela as media in teaching recount text writing achievement at SMP Negeri 1 Kalisat. The finding of the research showed that fotonovela was an effective media in improving the students' recount text writing achievement.

Kirova and Emme (2008) examined the use of fotonovela which could improve childrens' self-understanding in reading narrative text. Based on those previous researches, the researcher agreed that fotonovela gave positive effect for students. There are some differences between previous researchers and the current research that was conducted by researcher. It was about the research design and the genre of the tex. Previous research used experimental research as a research design, while this research used a classroom action research as a research design. In previous research, the researcher focus on improving students' writing achievement in narrative text, but in this research recount text was applied.

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APPENDIX A

Research Matrix

TITLE	RESEARCH PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	RESEARCH OBJECTIVES
Improving the Eighth Grade Students' Achievement in Writing Recount Text by Using Fotonovela at MTs Negeri Lumajang	<p>1. Can the use of Fotonovela improve the eighth grade students' active participation in the teaching and learning process of writing a recount text at MTs Negeri Lumajang?</p> <p>2. Can the use of Fotonovela improve the eighth grade students' writing achievement in writing a recount text at MTs Negeri Lumajang?</p>	<p>1. Independent: Fotonovela.</p> <p>2. Dependent:</p> <p>a. The eighth grade students' achievement in writing a recount text.</p> <p>b. The eighth grade students' active participation.</p>	<p>1. Fotonovela is photographs in series having a balloon texts telling about a story.</p> <p>2. The students' writing achievement test score covering the aspects of:</p> <ul style="list-style-type: none"> ▪ Grammar ▪ Vocabulary ▪ Mechanic ▪ Content ▪ Organization <p>3. Students' active participation:</p> <ul style="list-style-type: none"> ▪ Students identify the social function, the generic structures and 	<p>1. The research participants : the <i>VIII</i> Estudents at MTs Negeri Lumajang.</p> <p>2. The informant: the English teacher of the <i>VIII E</i> at MTs Negeri Lumajang .</p> <p>3. School documents:</p> <p>a. The names of the research participants</p> <p>b. The eighth grade students' previous writing test scores</p>	<p>1. Research design: Classroom Action Research with the cycle model consisting of :</p> <ol style="list-style-type: none"> a. Planning b. Acting c. Observing d. Reflecting <p>2. Research context: The purposive method</p> <p>3. Research participants: The purposive method</p> <p>4. Data collection method: Writing test & observation</p> <p>5. Data analysis method:</p> <p>a. Product evaluation analysis: The results of the writing test will be analyzed by using the formula below:</p> $E = \frac{n}{N} \times 100\%$	<p>3. To improve the eighth grade students' active participation in writing recount text by using fotonovela at MTs Negeri Lumajang.</p> <p>4. To improve the eighth grade students' writing achievement in writing recount text by using fotonovela</p>

			<p>the language features of recount text based on fotonovela.</p> <ul style="list-style-type: none"> ▪ Students ask the questions how to write recount text based on fotonovela. ▪ Students rewrite jumble sentences into a good recount text based on fotonovela. ▪ Students write a recount text based on fotonovela given. 		<p>Notes: E = the percentage of the students who get score ≥ 75 in the writing test. n = the number of the students who get score ≥ 75 in the writing test. N = the number of the students as the research participants.</p> <p>b. Process evaluation analysis: The results of the observation will be analyzed by using the formula below. $E = \frac{n}{N} \times 100\%$</p> <p>Notes: E = the percentage of the students who actively participate in the teaching and learning process of recount text writing by using fotonovela. n = the number of the students who actively participate in the teaching and learning process of recount text writing by using fotonovela N = the number of the students as the research participants.</p> <p>(Adopted from Ali, 1993:39)</p>	<p>at MTs Negeri Lumajang.</p>
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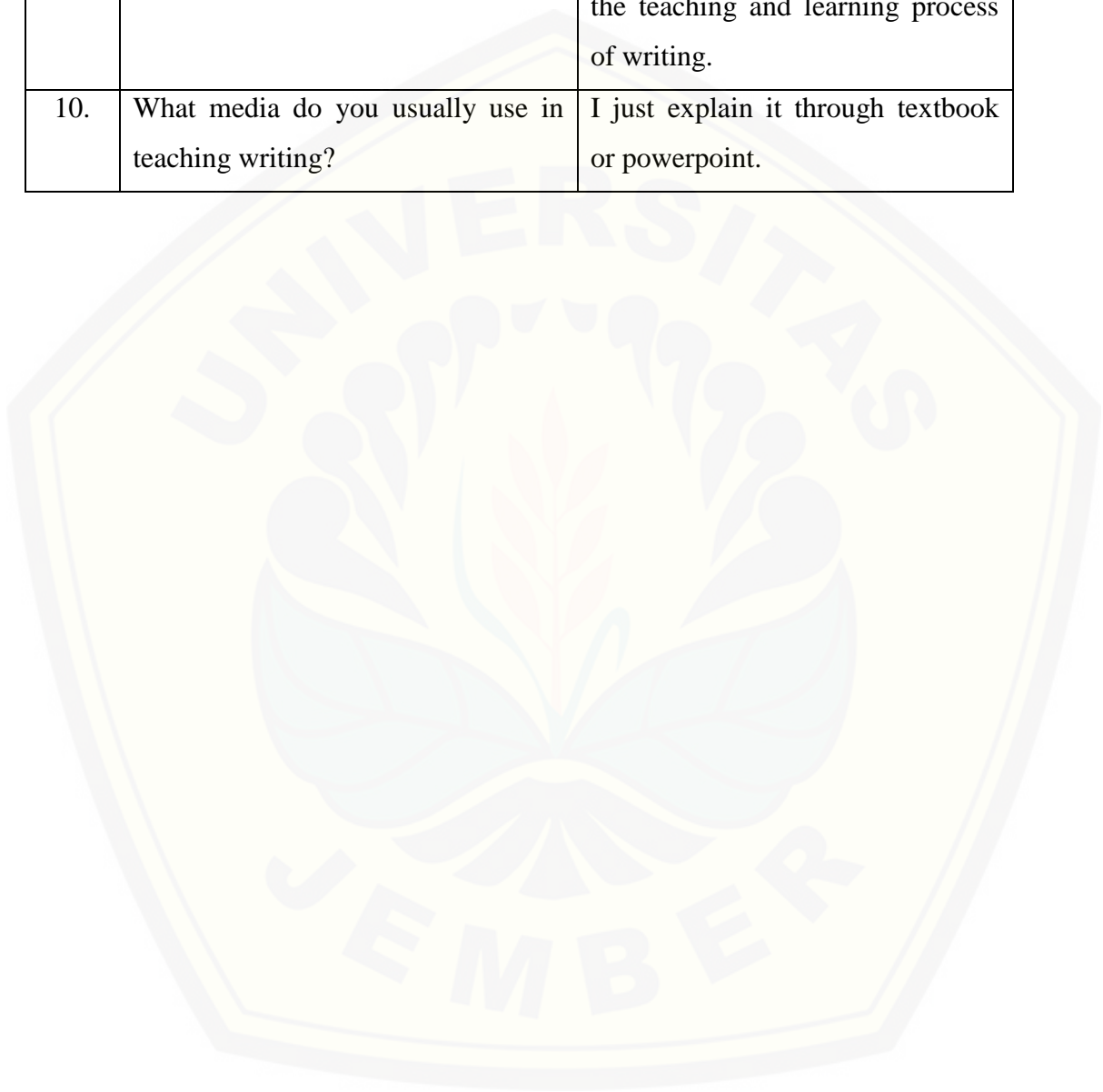
APPENDIX B

The Guide of Supporting Data Instruments

The Interview Guide

NO.	Questions	Respondent (the English teacher)
1.	What curriculum do you use in teaching English at MTs Negeri 1 Lumajang?	I use 2013 curriculum for teaching English.
2.	What is the minimum score for English at this school?	The minimum score for English is 77
3.	How often do you teach writing in a month?	Three times a month
4.	Which class has the lowest writing score?	The <i>VIIIF</i>
5.	How many students have the lower score than the passing grade (77) in writing?	19 students
6.	What difficulties do the students have in writing?	Most of the students' difficulties in expressing and arranging their ideas on what to write. When they have no ideas about what they were going to write, automatically they got stuck at this step. It makes them waste their time and writing process not effective.
7.	What do you usually do to overcome the students' difficulties in writing?	I will give more explanation and exercise.
8.	What do you think about the students' participation during the teaching and learning process of	The students' participation was still low because there were only few students who participated

	writing?	actively in the writing class.
9.	Have you ever applied Fotonovela in teaching writing?	No, I do not know what fotonovela is. And I do not know the steps to implement the Fotonovela during the teaching and learning process of writing.
10.	What media do you usually use in teaching writing?	I just explain it through textbook or powerpoint.



APPENDIX C

The Evaluation Sheet

The process of evaluation is conducted during the teaching and learning process.

Observational notes of the students' participation was as follows:

NO.	INITIAL NAMES	INDICATORS				TOTAL	CATEGORY	
		1	2	3	4		ACTIVE	PASSIVE
1								
2								
3								
4								

Indicators:

1. Students identify the social function, the generic structures and the language features of recount text based on fotonovela.
2. Students ask the questions how to write recount text based on fotonovela.
3. Students rewrite jumble sentences into a good recount text based on fotonovela.
4. Students write a recount text based on fotonovela given.

Notes:

A= The students will be considered as active participans if at least 3 indicators are performed.

P= The students will be considered as passive participants if less than 3 indicators are performed.

APPENDIX D

a. Documentation Guide

No	Data Taken	Data Resources
1.	The names of the research participant (Initials).	School Document
2.	The previous score of writing test.	School Document

b. Previous Score of Writing Test

No	Students' Name	Standart Score	Previous Writing Score
1	AAAF	77	73
2	AF	77	77
3	ABHR	77	72
4	AS	77	79
5	ADAAP	77	77
6	ADR	77	73
7	AFA	77	79
8	ANS	77	77
9	AR	77	77
10	B	77	72
11	DH	77	72
12	DAP	77	65
13	FNAP	77	73
14	FCD	77	77
15	IMF	77	73
16	JMH	77	73
17	KADA	77	73
18	LF	77	77
19	LBF	77	73
20	MHAF	77	72

21	MNAM	77	77
22	NZA	77	82
23	NFIA	77	73
24	NSN	77	77
25	NK	77	73
26	RAM	77	77
27	RMD	77	77
28	RAF	77	79
29	SNKU	77	82
30	TP	77	73
31	TAV	77	73
32	WAFS	77	73
33	YTA	77	73
34	YDGV	77	73
		77	72,47

c. Scoring for Writing Test

Adapted Scoring Rubric by Hughes (1996: 101-102)

The Aspect of Writing	Score	Criteria
Grammar	5	- 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; re-reading is necessary for full comprehension

	2	- Errors of grammar or word order very frequent; readers own interpretation is needed
	1	- Errors of grammar or word order so severe as to make comprehension
Vocabulary	5	- Use few (if any) inappropriate words
	4	- Use some inappropriate words but do not interfere comprehension
	3	- Use wrong or inappropriate words very frequent; expressing of ideas limited
	2	- Use wrong or inappropriate words very frequent; readers own interpretation is needed
	1	- Vocabulary so limited as to make comprehension impossible
Mechanic	5	- 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 to serve as to make comprehension impossible
Content	5	- Main ideas stated clearly and accurately,

	4	change of opinion very clear - Main ideas stated fairly clearly and accurately, change of opinion relatively clear
	3	- Main ideas somewhat unclear and inaccurate change of opinions statement somewhat weak
	2	- Main ideas not all clear and accurate, change of opinion statement weak
	1	- Main ideas not all clear and accurate, change of opinion statement very weak
Organization	5	- Few (if any) lack of organization, link to ideas and consist of generic structures of recount that they are introduction, event, and re-orientation
	4	- Some lack of organization and link of ideas but do not impair communication
	3	- Lack of organization and link of ideas very frequent; re-reading is required for clarification ideas
	2	- Lack of organization and link of ideas very frequent; readers own interpretation is needed
	1	- Lack of organization and link of ideas so serve as to make communication impaired.

Total score: Grammar+Vocabulary+Mechanic+Content+Organization

Writing Score= $\frac{\text{Total Score}}{5} \times 100$

APPENDIX E

3.4 Data Analysis Method

a. Product Evaluation Analysis

The results of the writing test will be analyzed by using the formula below:

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

Notes:

E= The percentage of the students who get score ≥ 77 in the writing test.

n= The number of the students who get score ≥ 77 in the writing test.

N= The number of the students as the research participants.

b. Process Evaluation Analysis

The results of the observation will be analyzed by using the formula below:

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

Notes:

E= The percentage of the students who actively participate in the teaching and learning process of recount text writing by using fotonovela.

n= The number of the students who actively participate in the teaching and learning process of recount text writing by using fotonovela.

N= The number of the students as the research participants.

(Adopted from Ali, 1993:39)

APPENDIX F

LESSON PLAN CYCLE 1

(First Meeting)

School	: MTs Negeri 1 Lumajang
Subject	: English
Class/Semester	: VIII/2
Language Skill	: Writing
Text Type	: Recount text
Theme	: Holiday
Time Allocation	: 2 x 40 minutes

I. Standard Competence

KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3. Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

II. Basic Competence and Indicators

Basic Competence	Indicators
<p>3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p>	<p>3.9.1 Identifying the social function of recount text based on the example of fotonovela given.</p> <p>3.9.2 Identifying the generic structures of recount text based on the example of fotonovela given.</p> <p>3.9.3 Identifying the language features of recount text based on the example of fotonovela given.</p>
<p>4.1.4 Menyusun teks recount tuis, pendek dan sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.1.4.1 Writing a recount text based on the fotonovela given individually.</p>

III. Learning Objectives

- 3.9.1 Students are able to identify the social function of recount text based on the example of fotonovela given.
- 3.9.2 Students are able to identify the generic structures of recount text based on the example of fotonovela given.
- 3.9.3 Students are able to identify the language features of recount text based on the example of fotonovela given.
- 4.1.4.1 Students are able to write a recount text based on the fotonovela given individually.

IV. Materials

Enclosed.

V. Teaching Learning Technique

Approach : Scientific approach

Method : Question and answer, discussion.

VI. Media/Learning Source

Media : Fotonovela.

Source : Private document and Insani, A. R. 2009 *The Effect of Using Fotonovela on the Eighth Grade Students' Writing Achievement In Recount Text at SMP Negeri 1 Kalisat*. Jember University: Published S1 Thesis.

VII. Teaching Learning Activities

No.	The Teacher's Activities	The Students' Activities	Time
1	Set Induction Activities		5'
	1.1 Greeting the students	Greeting to the teacher	0,5'
	1.2 Asking the students to pray together	Praying together	0,5'
	1.3 Checking the attendance list	Responding to the teacher	1'
	1.4 Asking some leading questions (enclosed)	Answering the questions	2'
	1.5 Stating the learning objectives	Paying attention to the teacher	1'
2	Main Activities		70'
	Observing		
	2.1 Showing the students a recount text and fotonovela	Students paying attention on the recount text and	

	<p>2.2 Asking the students to observe the recount text and fotonovela given</p> <p>2.3 Guiding the students to identify the social function of recount text based on fotonovela given.</p> <p>2.4 Guiding the students to identify the generic structures of recount text based on fotonovela given</p> <p>2.5 Guiding the students to identify the language features of recount text based on fotonovela given</p> <p>Questioning</p> <p>2.6 Guiding the students to ask question about how to write recount text following the generic structures (orientation, event, re-orientation) and appropriate language features based on fotonovela</p> <p>Exploring</p> <p>2.7 Asking students to rewrite jumble sentences into good recount text based on</p>	<p>fotonovela</p> <p>Students observing the recount text and fotonovela given</p> <p>Students identifying the social function of recount text based on fotonovela given.</p> <p>Students identifying the generic structures of recount text based on fotonovela given</p> <p>Students identifying the language features of recount text based on fotonovela given</p> <p>Students asking questions about how to write recount text following the generic structures (orientation, event, re-orientation) and appropriate language features based on fotonovela</p> <p>Students rewriting jumble sentences into good recount text based on fotonovela</p>	
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	<p>fotonovela</p> <p>2.8 Discussing the result of students' work</p> <p>Experimenting</p> <p>2.9 Distributing fotonovela to the students</p> <p>2.10 Asking the students to write a recount text based on the fotonovela given individually</p> <p>Communicating</p> <p>2.11 Displaying some students' worksheet in front of the class and discuss it together.</p>	<p>Students discussing their work with the teacher</p> <p>Receiving fotonovela</p> <p>Writing a recount text based on fotonovela given individually.</p> <p>Paying attention and discuss it together</p>	
3	Closing Activities		5'
	3.1 Asking the students to make a conclusion about the material that they have learned	Making a conclusion about the material that they have learned.	2'
	3.2 Giving feedback to the students orally	Paying attention	2'
	3.3 Parting	Responding teacher's parting	1'

ENCLOSURES

TEACHING MATERIALS

First Meeting

Pre-instructional Activities

Set induction

Leading questions

1. What kind of text which retells events or experiences in the past?
2. What is “liburan” in English?
3. Do you know what is the name one of lake in Semeru mountain?
4. Can you guess what topic we are going to learn today?

Main Activities

Learning Materials

1. Definition of recount text.

Recount text is a text which retells events or experiences in the past.

2. Social function

Retell events for the purpose of informing or entertaining. The specific purpose is to tell about someone’s experience or someone’s past events.

3. Generic structure

TEXT ELEMENTS	CONTENT
Orientation	Information about an event and its setting.
Events	A sequence of events which happened in a chronological order. What happened? First..., Next..., Soon..., During..., After..., Later..., Eventually..., Finally...
Closing (Re-orientation)	Conclusion/summary of the events What you think, feel or decide about the occurred events.

4. The example of recount text

Generic Structure	Text
Orientation	<p style="text-align: center;">Nindi's Holiday</p> <p style="text-align: center;">Nindi enjoyed her holiday at home yesterday.</p>
Events	<p style="text-align: center;">She woke up late in the morning at 7.30 a.m. Then, she took a bath. After that, she helped her mother in the kitchen. Her mother wanted Nindi to grind the onion to make fried tempe. After cooking, she had breakfast with tempe, sambal and vegetables. In the afternoon, she had conversation with her sister in the living room. Then in the evening, she watched TV programs together with her family.</p>
Reorientation	<p style="text-align: center;">Nindi was happy on her holiday.</p>

5. Language features

a. Using simple past tense

Function: to express an event or activity that has completed in the past.

Form:

1. Verbal sentence has the following patterns:

(+) Subject + Verb 2 ...
(-) Subject + did not + Verb 1 ...
(?) Did + Subject + Verb 1 ...? (for yes no question)

2. Non-verbal sentence has the following patterns:

(+) Subject + was/were + ...
(-) Subject + was/were + not + ...
(?) Was/were + Subject + ... ? (for yes no question)

b. Adverb of time and place

- Time (when the story happens)
- Place (where the story happens)

c. Using action verb (a verb that expresses action).

d. Focus on specific participants (people who are involved in the story)

e. Using chronological connection (it is used to arrange the details in chronological order), such as then, after that.

6. Fotonovela

- The function of fotonovela : to bring out the students' ideas to write a recount text.

- Example of fotonovela :

NINDI ENJOYED HER HOLIDAY YESTERDAY



NINDI, PLEASE GRIND THE ONION. I WANT TO MAKE FRIED TEMPE

THEN.....



AFTER THAT....



OK, MOM.

WHAT WILL YOU DO THIS EVENING, NINDI?

IN THE AFTERNOON



THEN...



I WANT TO WATCHED TV PROGRAMS.

IN THE EVENING..



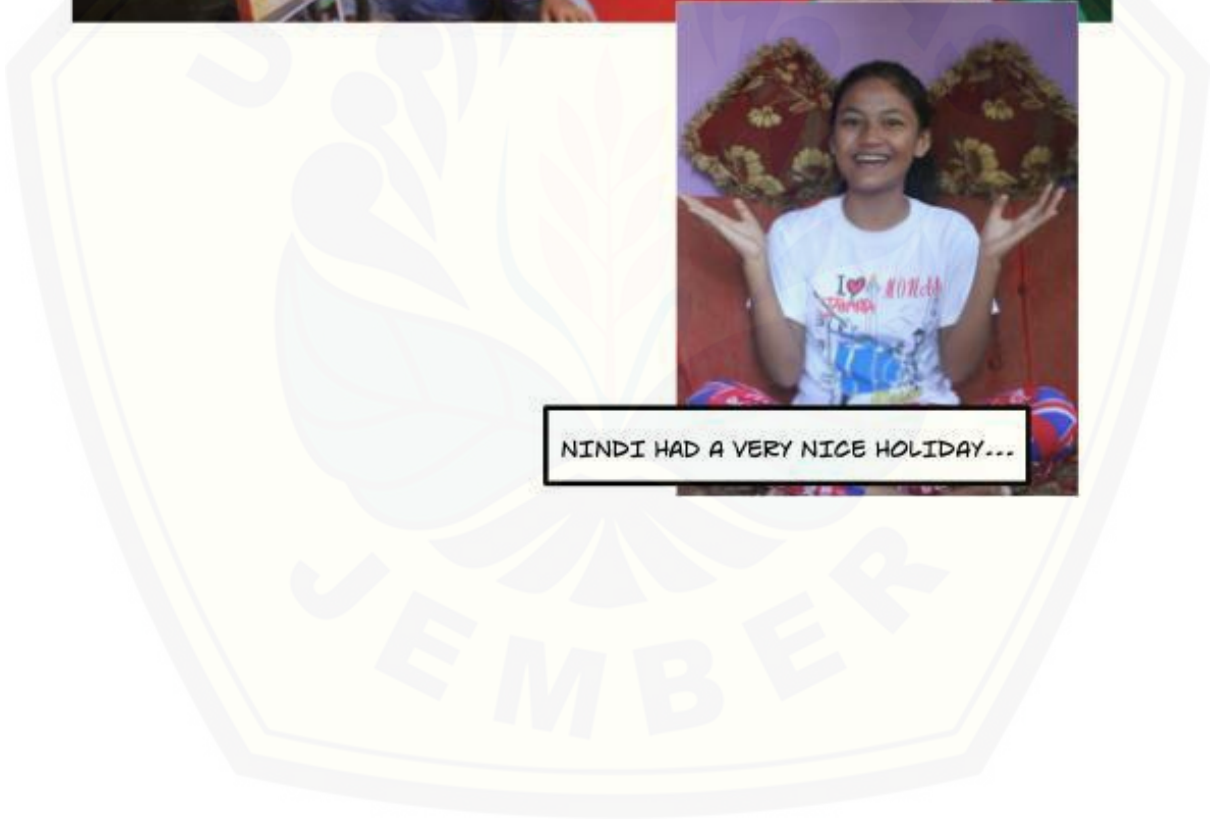
IS SHE YOUR FAVORITE SINGER, NINDI?

NINDI, CHANGE THE PROGRAM TO CHANNEL 5, PLEASE..

WOW THAT IS MUSIC PERFORMANCE



NINDI HAD A VERY NICE HOLIDAY...



THE STUDENTS' TASKS

TASK 1

Fotonovela for Task 1

ONE DAY IN THE HOLIDAY WITH MY
COUSIN...



7 AM...

LET'S GO
TO RANU
KUMBOLO



THEN.....

I AM SO
TIRED, LET'S
TAKE A REST



AFTER THAT...

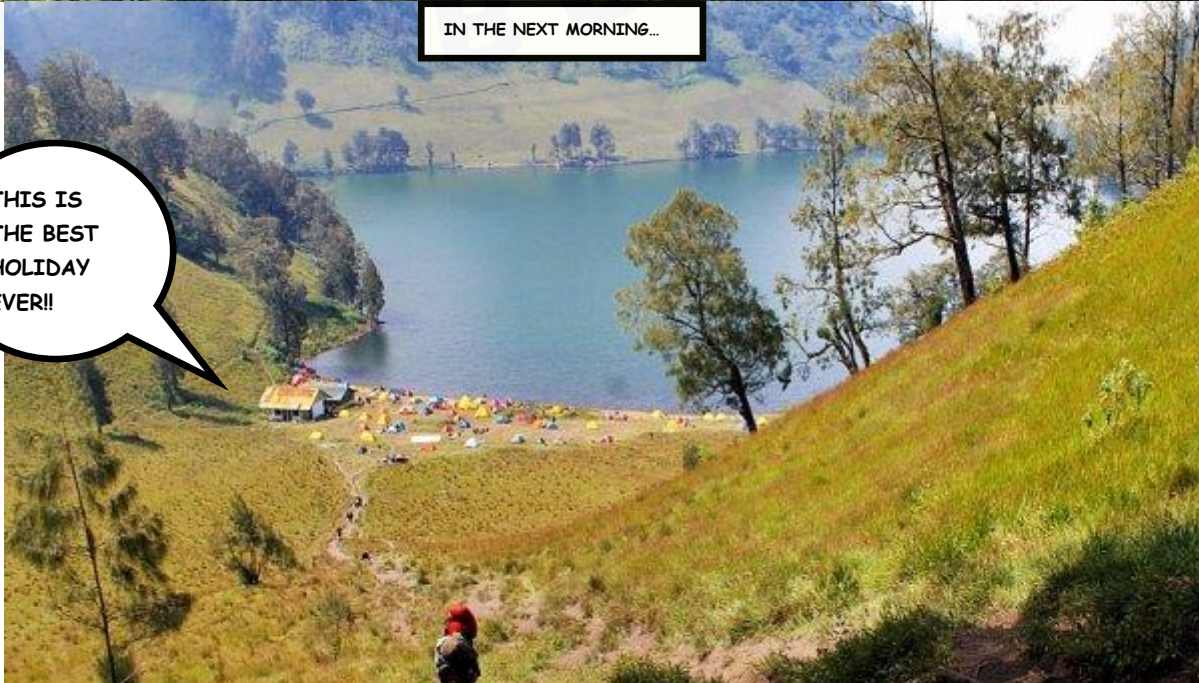
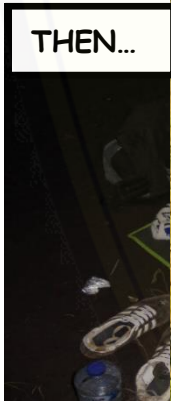
IN THE AFTERNOON

YAY!!
FINALLY WE
ARRIVE!!!



LET'S MAKE
A TENT FOR
OUR SLEEP
TONIGHT...





Students' Task 1

Read the following instruction carefully!

Please rewrite these following jumble sentences into a good recount text based on fotonovela given!

- After making a tent, we felt hungry, so my cousin made a toast bread for me.
- Last holiday I went to Ranu Kumbolo. I went there with my cousin.
- In the next morning, I got up with the most beautiful scenery I had ever seen, which was Ranu Kumbolo.
- Then we started to make a tent.
- In the middle of the journey, we felt tired then we decided to take a rest.
- We started the journey from Ranu Pani at 7 am.
- After that, we continued walking up to Ranu Kumbolo.
- After eating toast bread, we decided to go to Tanjakan Cinta.
- It was the best holiday ever.
- In the afternoon, we arrived at Ranu Kumbolo.
- The scenery from Tanjakan Cinta is so beautiful.
- At midnight, we slept together in a tent.

TASK 2

Fotonovela for Task 2





SOME MINUTES LATER..



Students' Task 2

Read the following instruction carefully!

Based on the fotonovela you have read, compose a recount text consisting of approximately 85 words individually in 20 minutes.

The Answer Model

TASK 1

My Experience in Ranu Kumbolo

Last holiday I went to Ranu Kumbolo. I went there with my cousin.

We started the journey from Ranu Pani at 7 am. In the middle of the journey, we felt tired then we decided to take a rest. After that, we continued walking up to Ranu Kumbolo. In the afternoon, we arrived at Ranu Kumbolo. Then we started to make a tent. After making a tent, we felt hungry, so my cousin made a toast bread for me. After eating toast bread, we decided to go to Tanjakan Cinta. The scenery from Tanjakan Cinta is so beautiful. At midnight, we slept together in a tent.

In the next morning, I got up with the most beautiful scenery I had ever seen, which was Ranu Kumbolo. It was the best holiday ever.

TASK 2

A Trip to Teluk Love

Last holiday, I went to Teluk Love in Payangan Beach. I went there with my friend by using motorcycle.

On arriving at the beach, I saw that the beach was so clean. Then I went to Teluk Love near the beach. I hiked the hill to see Teluk Love. I was tired, but I saw beautiful scenery on the way to the top of the hill. After that, I took a rest and drank water. Then, I continued my trip to the top of the hill. Some minutes later, I saw Teluk Love on the top of the hill. I also saw the ocean and the view was beautiful. I took pictures of the scenery there.

I was really happy to have a holiday like this.

APPENDIX G

LESSON PLAN CYCLE 1

(Second Meeting)

School	: MTs Negeri 1 Lumajang
Subject	: English
Class/Semester	: VIII/2
Language Skill	: Writing
Text Type	: Recount text
Theme	: Embarrassing Moment
Time Allocation	: 2 x 40 minutes

I. Standard Competence

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

II. Basic Competence and Indicators

Basic Competence	Indicators
<p>3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p>	<p>3.9.1 Identifying the social function of recount text based on the example of fotonovela given.</p> <p>3.9.2 Identifying the generic structures of recount text based on the example of fotonovela given.</p> <p>3.9.3 Identifying the language features of recount text based on the example of fotonovela given.</p>
<p>4.1.4 Menyusun teks recount tuis, pendek dan sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.1.4.1 Writing a recount text based on the fotonovela given individually.</p>

III. Learning Objectives

- 3.9.4 Students are able to identify the social function of recount text based on the example of fotonovela given.
- 3.9.5 Students are able to identify the generic structures of recount text based on the example of fotonovela given.
- 3.9.6 Students are able to identify the language features of recount text based on the example of fotonovela given.
- 4.1.4.1 Students are able to write a recount text based on the fotonovela given individually.

IV. Materials

Enclosed.

V. Teaching Learning Technique

Approach : Scientific approach

Method : Question and answer, discussion.

VI. Media/Learning Source

Media : Fotonovela.

Source : Private document and Insani, A. R. 2009 *The Effect of Using Fotonovela on the Eighth Grade Students' Writing Achievement In Recount Text at SMP Negeri 1 Kalisat*. Jember University: Published S1 Thesis.

VII. Teaching Learning Activities

No.	The Teacher's Activities	The Students' Activities	Time
1	Set Induction Activities		5'
	1.6 Greeting the students	Greeting to the teacher	0,5'
	1.7 Asking the students to pray together	Praying together	0,5'
	1.8 Checking the attendance list	Responding to the teacher	1'
	1.9 Asking some leading questions (enclosed)	Answering the questions	2'
	1.10 Stating the learning objectives	Paying attention to the teacher	1'
2	Main Activities		70'
	Observing		
	2.1 Showing the students a recount text and fotonovela	Students paying attention on the recount text and	

	<p>2.2 Asking the students to observe the recount text and fotonovela given</p> <p>2.3 Guiding the students to identify the social function of recount text based on fotonovela given.</p> <p>2.4 Guiding the students to identify the generic structures of recount text based on fotonovela given</p> <p>2.5 Guiding the students to identify the language features of recount text based on fotonovela given</p> <p>Questioning</p> <p>2.6 Guiding the students to ask question about how to write recount text following the generic structures (orientation, event, re-orientation) and appropriate language features based on fotonovela</p> <p>Exploring</p> <p>2.7 Asking students to rewrite jumble sentences into good recount text based on</p>	<p>fotonovela</p> <p>Students observing the recount text and fotonovela given</p> <p>Students identifying the social function of recount text based on fotonovela given.</p> <p>Students identifying the generic structures of recount text based on fotonovela given</p> <p>Students identifying the language features of recount text based on fotonovela given</p> <p>Students asking questions about how to write recount text following the generic structures (orientation, event, re-orientation) and appropriate language features based on fotonovela</p> <p>Students rewriting jumble sentences into good recount text based on fotonovela</p>	
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	<p>fotonovela</p> <p>2.8 Discussing the result of students' work</p> <p>Experimenting</p> <p>2.9 Distributing fotonovela to the students</p> <p>2.10 Asking the students to write a recount text based on the fotonovela given individually</p> <p>Communicating</p> <p>2.11 Displaying some students' worksheet in front of the class and discuss it together.</p>	<p>Students discussing their work with the teacher</p> <p>Receiving fotonovela</p> <p>Writing a recount text based on fotonovela given individually.</p> <p>Paying attention and discuss it together</p>	
3	Closing Activities		5'
	<p>3.1 Asking the students to make a conclusion about the material that they have learned</p>	<p>Making a conclusion about the material that they have learned.</p>	2'
	<p>3.2 Giving feedback to the students orally</p>	<p>Paying attention</p>	2'
	<p>3.3 Parting</p>	<p>Responding teacher's parting</p>	1'

ENCLOSURES

TEACHING MATERIALS

Second Meeting

Pre-instructional Activities

Set induction

Leading questions

- a. What kind of text which retells events or experiences in the past?
- b. Have you ever experiencing an embarrassing moment?
- c. What kind of moment is that?
- d. Can you guess what topic we are going to learn today?

Main Activities

Learning Materials

1. Definition of recount text.
Recount text is a text which retells events or experiences in the past.
2. Social function
Retell events for the purpose of informing or entertaining. The specific purpose is to tell about someone's experience or someone's past events.
3. Generic structure

TEXT ELEMENTS	CONTENT
Orientation	Information about an event and its setting.
Events	A sequence of events which happened in a chronological order. What happened? First..., Next..., Soon..., During..., After..., Later..., Eventually..., Finally...
Closing (Re-orientation)	Conclusion/summary of the events What you think, feel or decide about the occurred events.

4. The example of recount text

Generic Structure	Text
Orientation	<p style="text-align: center;">Holding a Wrong People</p> <p>Two days ago, my friend and I took a walk together.</p>
Events	<p>She told me to not only focus on my phone. Then I just focus on my phone without hearing her. When she grumbled, she also squatted down to fix her shoes. But I still walked and focus on my phone. Unconsciously, I was holding someone else. My friend called my name, then I realized that I held wrong hand. At that time, I apologized to the girl whose hand was held by me. She looked annoyed by me.</p>
Reorientation	<p>My friend laughed at me. And it was the most embarrassing moment ever for me.</p>

5. Language features

a. Using simple past tense

Function: to express an event or activity that has completed in the past.

Form:

1. Verbal sentence has the following patterns:

(+) Subject + Verb 2 ...
(-) Subject + did not + Verb 1 ...
(?) Did + Subject + Verb 1 ...? (for yes no question)

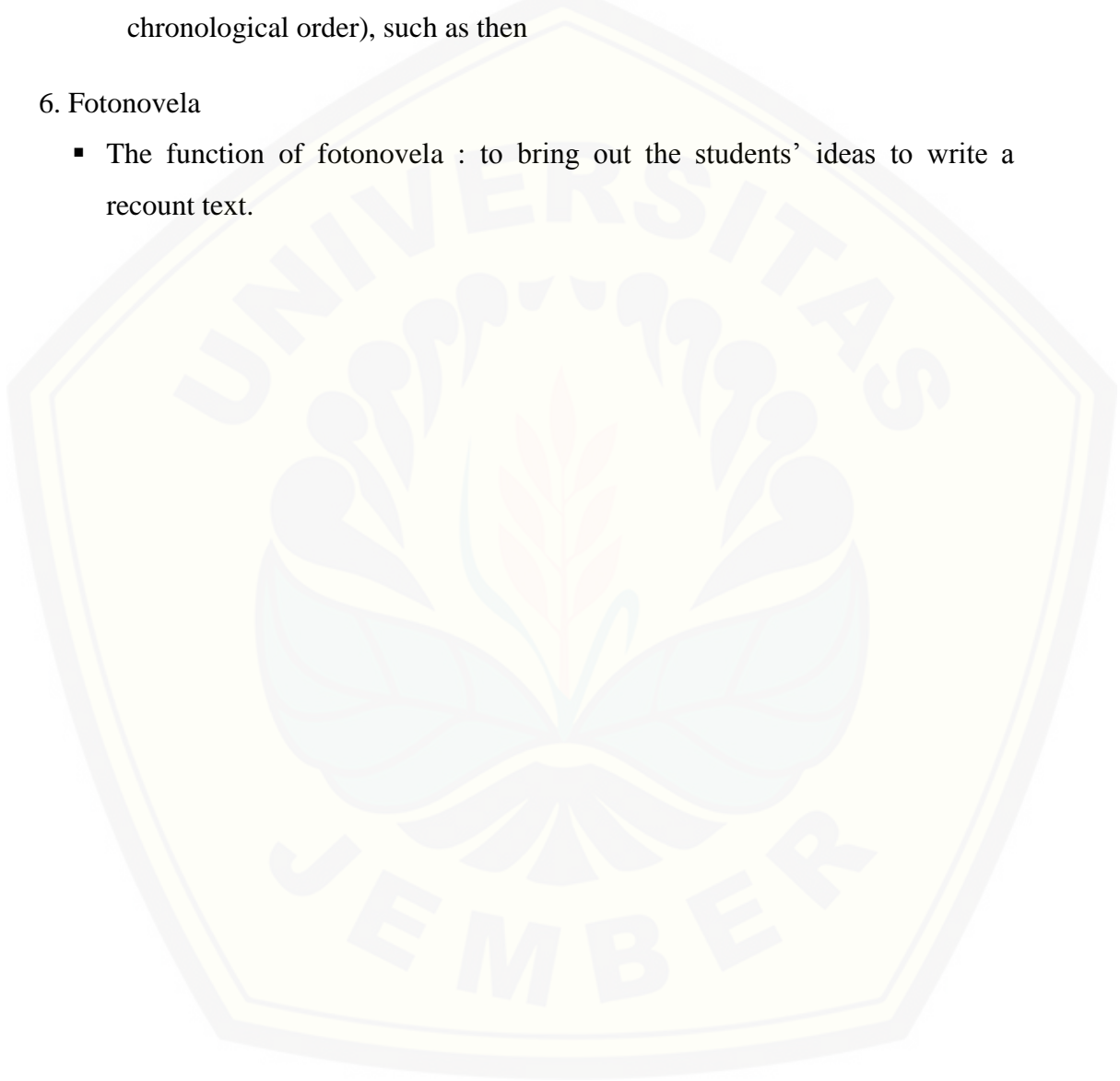
2. Non-verbal sentence has the following patterns:

(+) Subject + was/were + ...
(-) Subject + was/were + not + ...
(?) Was/were + Subject + ... ? (for yes no question)

- b. Adverb of time and place
 - Time (when the story happens)
 - Place (where the story happens)
- c. Using action verb (a verb that expresses action)
- d. Focus on specific participants (people who are involved in the story).
- e. Using chronological connection (it is used to arrange the details in chronological order), such as then

6. Fotonovela

- The function of fotonovela : to bring out the students' ideas to write a recount text.



- Example of fotonovela:





THE STUDENTS' TASKS

TASK 1

Fotonovela for Task 1





Students' Task 1

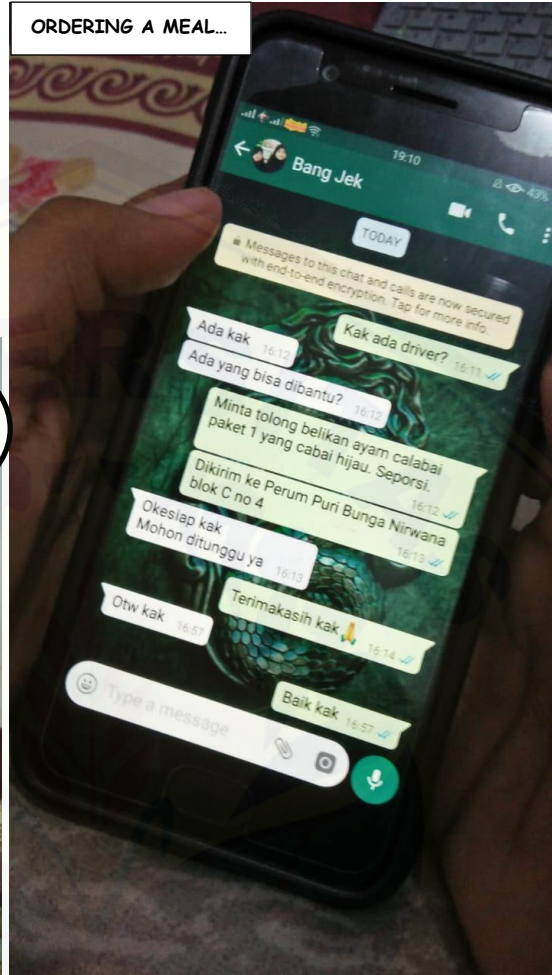
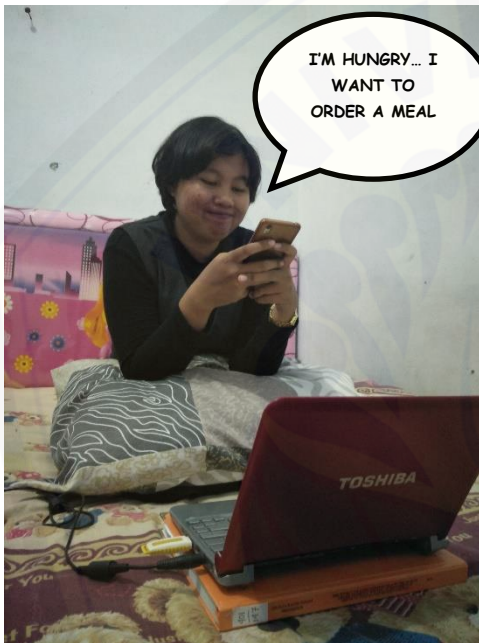
Read the following instruction carefully!

Please rewrite these following jumble sentences into a good recount text based on fotonovela given!

- We talked about our favorite boyband from South Korea, the name is BTS. We felt happy.
- Last evening, my friends and I was enjoying the situation at my boarding house's terrace. Suddenly, the rain was coming.
- It must be extra careful. Not too long my friend saying that, I slipped on the floor.
- That was so embarrassing for me.
- After that I bought the snacks. When I'm back at my boarding house, my friend told that the floor was wet.
- Suddenly I wanted to eat some snacks but the rain did not stop. My friend gave md an umbrella.
- My friends did not stop to laugh on me.

TASK 2

Fotonovela for Task 2







Students' Task 2

Read the following instruction carefully!

Based on the fotonovela you have read, compose a recount text consisting of approximately 85 words individually in 20 minutes.

The Answer Model

TASK 1

My Embarrassing Moment

Last evening, my friends and I was enjoying the situation at my boarding house's terrace. Suddenly, the rain was coming.

We talked about our favorite boyband from South Korea, the name is BTS. We felt happy. Suddenly I wanted to eat some snacks but the rain did not stop. My friend gave me an umbrella. After that I bought the snacks. When I'm back at my boarding house, my friend told that the floor was wet. It must be extra careful. Not too long my friend saying that, I slipped on the floor. My friends did not stop to laugh on me.

That was so embarrassing for me.

TASK 2

Angry with The Wrong Person

Last week, I was order a meal from Bangjek

At that time, I was ordered a fried chicken from Calabay. I waited the driver for so long. It makes my mood was being not good at all. After an hour, I heard a motorcycle stopped in front of my boarding house, It was Bangjek's driver. When I checked the meal it was a noodle not a fried chicken. I grumbled at her and took it back to her. Suddenly my friend coming and said it was her meal. So that was not my meal, while I have been grumbled at the driver

I apologized at the driver. My friend laughing at me, it was embarrassing moment ever for me.

APPENDIX H

WRITING TEST

CYCLE 1

Subject : English
Class/Semester: VIII/2
Genre : Recount Text
Skill : Writing
Theme : Birthday
Time : 2x40 minutes

Instruction

Based on the fotonovela you have read, compose a recount text consisting of approximately 85 words individually in 30 minutes. Do not forget to follow generic structure and language feature!

Answer Sheet

My Mother's Birthday

Orientation
Event
Re-orientation

My Mother's Birthday





MY MOTHER'S FAVORITE COLOR IS RED. SO, I CHOOSE THIS RED DRESS.





Model Answer

My Mother's Birthday

Orientation	It was my mother's birthday on Friday. I asked my brother to help me. We made a surprise birthday party for our mother.
Event	I discussed the preparation with my brother. The next day, I went shopping mall. I bought a nice dress and also a veil. At home, my brother prepared the decoration. Then, I prepared the birthday cake. We also wrapped the present together. In the evening, we started the surprise for her. I closed her eyes and guided her to living room. After that, my brother gave the birthday cake with some candles on it. Finally, my mother blew the candle and I gave the present to her.
Re-orientation	She told us that she liked the present. We were very happy.