



**THE EIGHTH GRADE STUDENTS' RECOUNT TEXT
WRITING ABILITY AT SMP NEGERI 1
TEMPEH LUMAJANG**

THESIS

**By
BEBY MAHARANI MASYITHA
NIM. 110210401049**

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

This thesis is honorably dedicated to:

- 1. My beloved parents, Bambang Budianto and Faijatut Darweni, S.Pd.*
- 2. My lovely sister, Deby Prameswarsih Khadijah*



MOTTO

*“Start writing, no matter what.
The water does not flow until the faucet is turned on”*
(Louis L’Amour)



Louis L’Amour. Available at
<http://www.goodreads.com/quote/tag/writing> [August 15th, 2015].

CONSULTANTS' APPROVAL

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By:

Name : Beby Maharani Masyitha
Identification Number : 110210401049
Level of Class : 2011
Department : Language and Arts
Place of Birth : Lumajang
Date of Birth : August 15th, 1993

Approved by:

Consultant I,

Consultant II,

Dr. Budi Setyono, M.A.
NIP 196307171990021001

Eka Wahjuningsih, S.Pd., M.Pd.
NIP 197006121995122001

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and Education, University of Jember on:

Date : September 21st, 2015

Place : The Faculty of Teacher Training and Education, University of Jember

The Chairperson,

The Secretary,

Drs. Bambang Suharjito, M.Ed.
NIP 196110251989021004

Eka Wahjuningsih, S. Pd., M.Pd.
NIP 197006121995122001

The Members

- | | |
|---|----|
| 1. <u>Dr. Budi Setyono, M.A.</u>
NIP 196307171990021001 | 1. |
| 2. <u>Dra. Wiwiek Istianah, M.Kes., M.Ed.</u>
NIP 195010171985032001 | 2. |

The Dean,

Prof. Dr. Sunardi, M.Pd.
NIP 195405011983031005

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to quality award. Besides, ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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Jember, August 15th 2015

Beby Maharani Masyitha
NIM 110210401049

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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that this thesis has some weaknesses and far from being perfect. Hence, any constructive criticisms and suggestions will be fully and wisely appreciated in order to make this thesis better.

Jember, August 15th 2015

The Writer

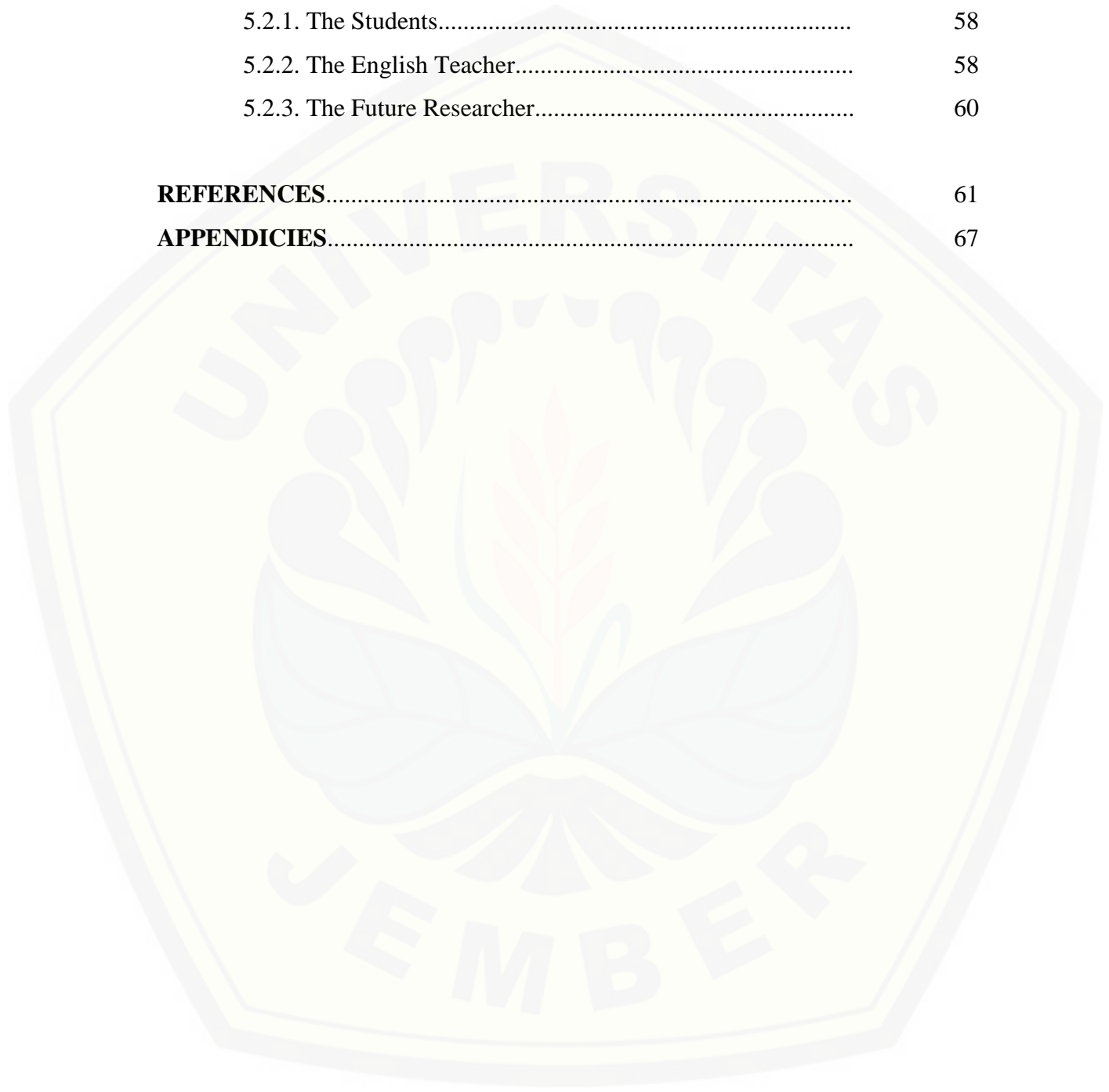
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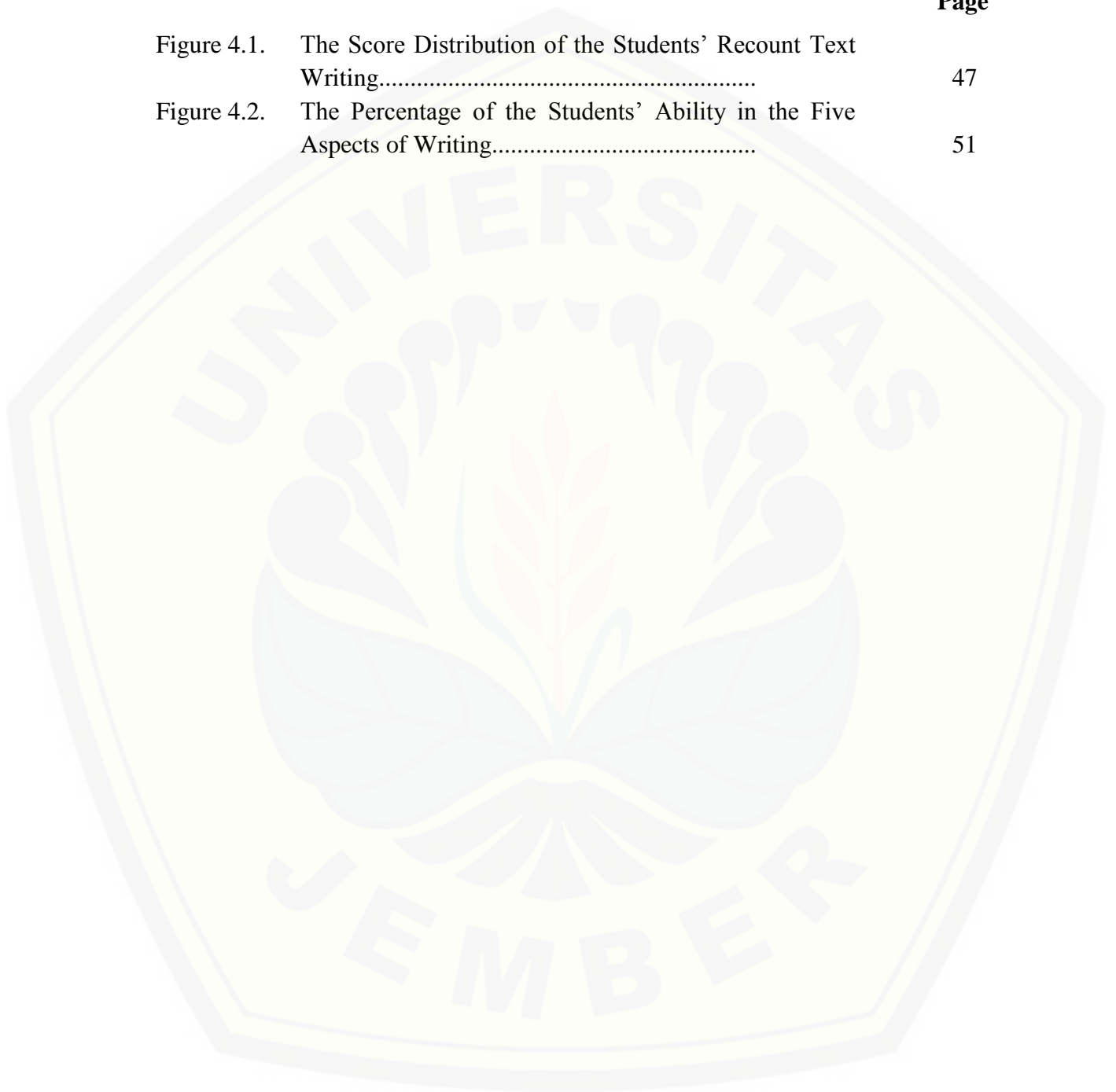


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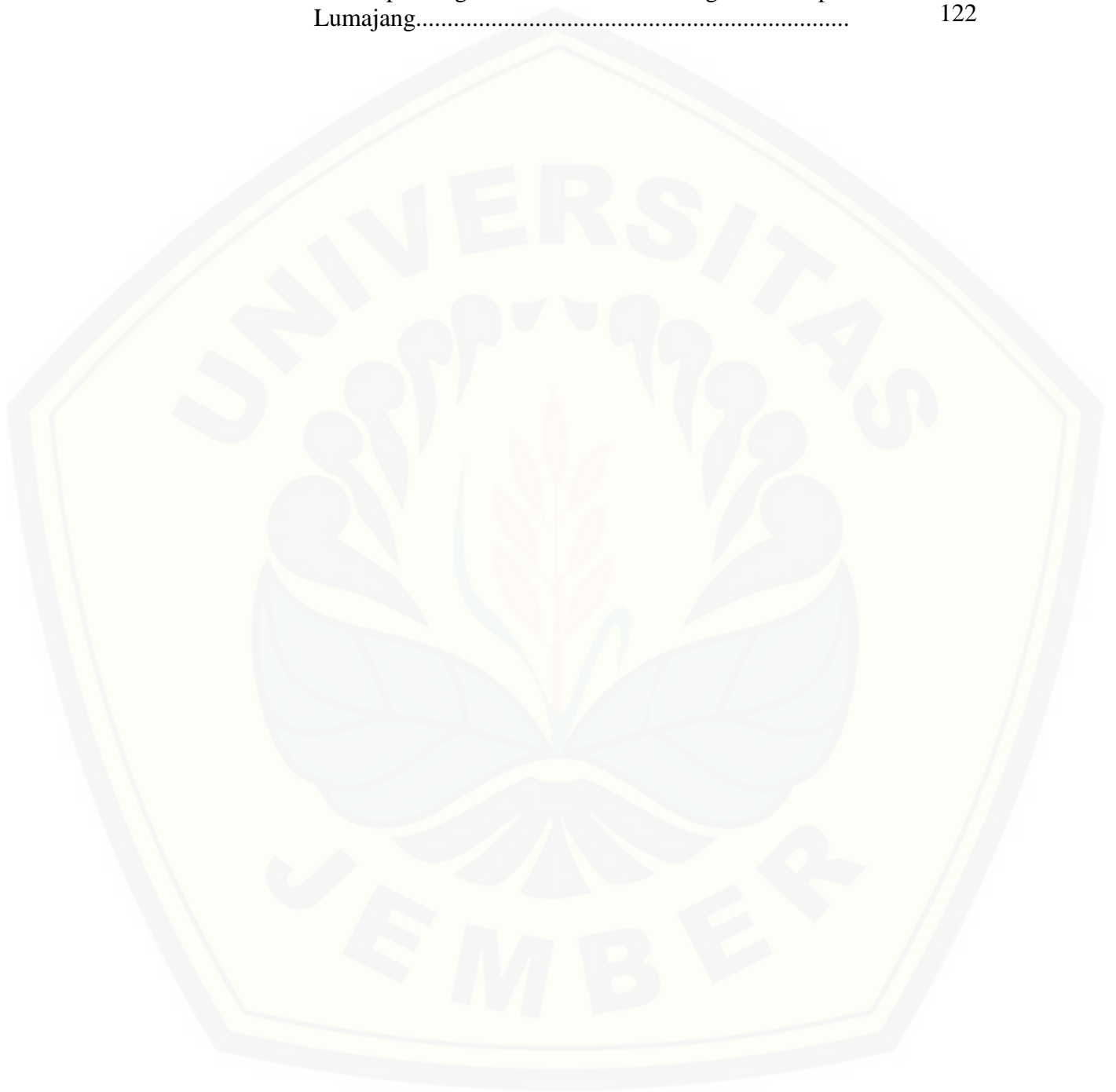
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SUMMARY

The Eighth Grade Students' Recount Text Writing Ability at SMP Negeri 1 Tempeh Lumajang; Beby Maharani Masyitha, 110210401049; 2015; 60 pages; English Education Program; Language and Arts Department, Faculty of Teacher Training and Education, University of Jember.

Learning English as a foreign language requires the students to learn the four language skills: listening, speaking, reading, and writing. Unfortunately, from those all four skills, most Indonesian students experience that writing is the most complex and difficult skill to learn. Neglecting that fact, the English teachers force their students to be able to write various types of text at schools. This happens due to the implementation of Genre Based Approach in the two recent curricula applied to teach English. In other words, this approach actually requires the students to do an extra job, understanding the characteristics of all types of the text learned. Moreover, the very limited time to practise writing also comes up as another crucial problem that may affect the students' writing performance. It is no wonder that most of the students find writing as a frustrating skill to be mastered.

Dealing with the problems above, this research was conducted to describe the students' recount text writing ability based on the five aspects of writing (content, organization, grammar, vocabulary, and mechanics); the students' score distribution based on the classification of score levels; and the aspect of writing which was poorly achieved. The population of this research was the eighth grade students of SMP Negeri 1 Tempeh Lumajang in the 2014/2015 academic year. In order to be able to obtain more representative data, the researcher decided to apply proportional random sampling method by taking 10% of the total population from each class. Thus, there were 36 students taken as the respondents, consisting 4 students from nine classes of the eighth grade level in SMP Negeri 1 Tempeh Lumajang.

To obtain the data the researcher administered a recount text writing test on April 11th, 2015. In this test, the respondents were required to write a short and simple recount text that consisted of 75-100 words in 60 minutes in the topic of

“My Best Holiday Ever” or “My Worst Holiday Ever”. In assessing the students’ recount text writing ability, the researcher used analytical scoring rubric by considering the five aspects of writing: content, organization, grammar, vocabulary, and mechanics. The researcher used means score formula to analyze the students’ recount text writing ability in general. Next, the students’ score distribution in recount text writing was analyzed based on the classification of score levels. The last, to figure out which aspect of writing that the students poorly achieved, the researcher used percentage formula adapted from Ali.

The result of the analysis showed that the students’ mean score in writing a recount text was 59. It meant that the eighth grade students’ recount text writing ability at SMP Negeri 1 Tempeh Lumajang was poor. To be more detailed, there were 4 students categorized as fail, 12 students were categorized as poor, 11 students were categorized as fair, 7 students were categorized as good, and the last, there were 2 students categorized as excellent. Meanwhile, talking about the aspect of writing that the students poorly achieved, it was revealed that the students’ lowest score was in the aspect of grammar. The percentage of students’ ability in the aspect of grammar was only 13.8% compared to the other aspects of writing and their mean score was 40.6 which could be categorized as poor.

Based on the brief explanation above, it could be concluded that the eighth grade students’ recount text writing ability at SMP Negeri 1 Tempeh Lumajang was not yet satisfying. The result of the research shows that the students’ recount text writing ability was still in poor category. Therefore, the researcher hoped that the English teacher of SMP Negeri 1 Tempeh Lumajang would wisely use the result of the research as a reflection for the method and the lesson plan applied in teaching writing. Hopefully, the result of the research could also be used as a trigger to find out the best new method which could help the students overcome their problems in learning writing.

CHAPTER 1. INTRODUCTION

This chapter highlights the issue related to the topic of the research problem covering the background of the research, problems of the research, objectives of the research, significance of the research, and the scope of the research. The following sections explain each point in details.

1.1. The Background of the Research

In Indonesia, English is one of the compulsory subjects to be taught in junior high school level. Based on 2006 Institutional Based Curriculum, one of the objectives in teaching English to junior high school students is to develop students' communicative competence in using the target language (English) both in oral and written form (Depdiknas, 2006:278). To be able to achieve this objective, particularly in communicating through written language, students need to learn a language skill namely writing. According to Tahvildar and Zade (2013:54), writing is one of the most important aspects of ESL/EFL language teaching. Therefore, it is important for junior high school students to learn writing.

Writing is known as a tool of communication like speaking. It means that students can communicate ideas or feelings to other people through writing. In using this kind of communication, students cannot merely transfer anything comes across their mind into written words. Instead, they have to carefully select the words that they use in order to avoid readers' misinterpretation. In this case, writing can be regarded as a means to help students express ideas or feeling in the best way possible.

In addition, there are so many advantages that students can get through writing. According to Raimes (1983:3), writing can improve students' mastery in grammar, idioms, and vocabulary that the teacher has taught; it can also give students a chance to explore and being involved to the actual use of the language learned. In another opinion, Krashen and Lee (2004:10) strongly argue that writing is one of the effective ways that can make students smarter. While writing,

students will try to represent their thoughts or their cognitive structure to tell the readers about a certain topic being discussed and then arrange it in logical order to make readers easily follow the ideas. Through these processes of writing, students can develop their critical thinking which somehow can make them smarter.

Unfortunately, learning writing is not as easy as it seems. It requires more mental and physical effort compared to speaking (Fairbairn and Winch, 2011:71). In writing, students have to be able to cover their ideas in much greater detail because there will be no chance for readers to ask for clarification as in speaking. Besides, it will also take a lot of time to transfer and arrange ideas into a clear and understandable piece of writing. Students have to go through a long process before they finally publish their writing; it is an activity that cannot be finished only in one sitting.

However, in the reality, junior high school students in Indonesia only have a very limited time to practise their writing at school. They have 4×40 minutes per week to learn English, covering all the four English language skills. It means that they will probably only have 40 minutes in each week to expose their ability in writing. It will be so hard for the students to find what best ideas to write, and then arrange it into the language they rarely use in that short period of time. In this kind of situation, students will find writing as a frustrating skill to practise.

Despite the limited time to practise writing, there are some other aspects that students have to carefully consider in order to have a good piece of writing. They are content, organization, grammar, vocabulary, and mechanics (Heaton, 1988:135). For junior high school students, being able to cover all those aspects at once is just too much to ask. Most students end up being overwhelmed to correct any technical errors and neglect the content of their writing. When this happens, students will only be able to produce a piece of writing which is technically good but lack of sufficient content.

In 2006 Institutional Based Curriculum, it is stated that the eighth grade students are required to be familiar with three text types: descriptive, recount, and narrative (Depdiknas, 2006:285-290). From those three text types, recount is the only text type taught both in the first and second semester. By considering that

fact, the researcher decided to focus on students' recount text writing ability, especially personal recount text about holiday. In this term, the researcher asked the students to write about their best and worst experience during holiday. By doing so, it was expected that less stressful atmosphere could be created since all that the students needed while writing the text was recalling the details of the holiday they had spent.

Another reason of choosing students' recount text writing ability as an issue to be researched was the extra aspects that students had to carefully consider while writing. As the impact of implementing Genre Based Approach, students had to make sure whether or not their writing meets the correct social function and uses appropriate generic structure and language features (Sabouri *et al.* 2014:2 and Sari *et al.* 2013:75/76). In term of social function, students had to make sure that after reading the text, readers could get information about the holiday that the students had spent. In term of generic structure, students had to follow a certain pattern (orientation—a series of events—reorientation) in arranging the text. Then, the last, in term of language features, students had to deal with the use of Simple Past Tense in expressing their ideas. Using Simple Past Tense to express ideas can be another challenge for the students; it has different language system compared to Indonesian. To sum up, the eighth grade students in junior high school level are expected to be able to write a well-organized recount text which includes correct social purpose, generic structure and language features, especially Simple Past Tense.

After interviewing the eighth grade English teacher of SMP Negeri 1 Tempeh Lumajang on February 11th, 2015, it was revealed that recount text had been taught both in the first and second semester (see Appendix D for the lesson plan). The teacher claimed that he only taught the students about personal recount text since it was the only type of recount text that the 2006 Institutional Based Curriculum tended to focus on. In teaching and learning recount text writing, the teacher usually started the class by asking some leading questions related to the topic discussed. Then, he showed an example of a recount text that he had provided beforehand. In that moment, the teacher asked the students to read the

text and then analyze the characteristics of the text shown. After that, the teacher would give a brief explanation about the definition of a recount text, its social function, its generic structure, and its language features just to make all the important points clearer. The students were also given a chance to discuss and find the difficult words of the text in a dictionary and wrote them down in their book.

Before asking the students to write their own personal recount text, the teacher asked the whole class to discuss whether or not the students ever had the same experience as told in the text. Next, the teacher guided the students to write an orientation, a series of events, and a reorientation from one of the experiences that the students had just shared. After making sure that all the students understand about the explanation, the teacher then asked the students to write their own recount text based on their own personal experience (see Appendix E for more details about the teaching of recount text writing).

At the end of the lesson, the students' writing was submitted and assessed by the teacher. In assessing the students' writing, the teacher used a single scoring method. However, the teacher claimed that he also considered some aspects of writing such as content, organization, grammar, vocabulary, and spelling even though it was a single scoring. Thus, the single score given had already represented the score for all aspects of writing. Moreover, the teacher also stated that the passing grade that he set for recount text writing was ≥ 71 (see Appendix F for more details about the assessment of the students' recount text writing).

There have been some researchers conducting a research in the same interest, revealing students' ability in writing a recount text. One of them is Oktarina in 2014 who tried to describe the eighth grade students' ability in writing recount text at SMPN 2 Tenggarang Bondowoso in the 2013/2014 academic year. After scoring the students' writing, she figured out that the students' means score was 60.72. However, the low means score still could be categorized as fair. Further, she revealed that the students' greatest difficulty among the five aspects of writing was vocabulary. The students' means score in this aspect of writing was only 41.5 which was considered as poor.

A similar research entitled “*A Descriptive Study of the Eighth Grade Students’ Achievement in Writing a Recount Text Writing Ability at SMP Negeri 6 Jember in the 2012/2013 Academic Year*” was also conducted by Qorina in 2014. It was quite different from Oktarina, Qorina found that 58% of the students’ recount text writing achievement was categorized as fair. From the result of this research, it was known that grammar, particularly in term of using Simple Past Tense, appeared as the aspect of writing that was poorly achieved.

Considering the above description, the researcher was interested in conducting a similar research. The researcher was eager to know whether or not the result of this research would show the same result like the two previous researches done in term of the students’ ability in writing recount text. Besides, the researcher also wanted to reveal whether the students would experience the same difficulty in the aspect of vocabulary and grammar or there would be other new finding about the aspect that students struggle the most. Therefore, the research conducted was in the form of descriptive since it was intended to describe the eighth grade students’ recount text writing ability at SMP Negeri 1 Tempeh Lumajang related to the aspects of writing namely content, organization, grammar, vocabulary, and mechanics.

The researcher took the eighth grade students of SMP Negeri 1 Tempeh Lumajang in the 2014/2015 academic year as the population of the research by considering that those students had learned about writing a recount text both in the first and the second semester. Then, to determine the respondents of the research, the researcher applied proportional random sampling method. By using this sampling method, it was expected that the data obtained could be more representative to portray the eighth grade students’ recount text writing ability. Hence, the researcher conducted a research entitled “*The Eighth Grade Students’ Recount Text Writing Ability at SMP Negeri 1 Tempeh Lumajang*”.

1.2. The Problems of the Research

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

- a. How is the eighth grade students' recount text writing ability at SMP Negeri 1 Tempeh Lumajang?
- b. How is the score distribution of the eighth grade students' recount text writing at SMP Negeri 1 Tempeh Lumajang based on the classification of score levels?
- c. Which aspect of writing that is poorly achieved by the eighth grade students of SMP Negeri 1 Tempeh Lumajang in the test?

1.3. The Objectives of the Research

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

- a. To describe the eighth grade students' recount text writing ability at SMP Negeri 1 Tempeh Lumajang;
- b. To describe the score distribution of the eighth grade students' recount text writing at SMP Negeri 1 Tempeh Lumajang based on the classification of score levels;
- c. To describe which aspect of writing that is poorly achieved by the eighth grade students of SMP Negeri 1 Tempeh Lumajang in the test.

1.4. The Significance of the Research

The results of the research are expected to give some beneficial contributions for the following people:

1.4.1. The Students

The results of this research are expected to be useful for the eighth grade students at SMP Negeri 1 Tempeh Lumajang to know about their ability in writing, particularly in writing recount text. Hopefully, after knowing their ability, they will be more motivated to improve their writing skill by concerning more in the aspect that they lack of.

1.4.2. The English Teacher

The results of this research are expected to give some feedback for the eighth grade English teacher dealing with the method applied in teaching writing. From the feedback given, the English teacher is expected to figure out some new ways of teaching writing that can motivate the students to join the class and have a better piece of writing. Further, the English teacher is also expected to be able to overcome any writing problems that the students have, especially in writing a recount text by knowing which aspect of writing that the students poorly achieved.

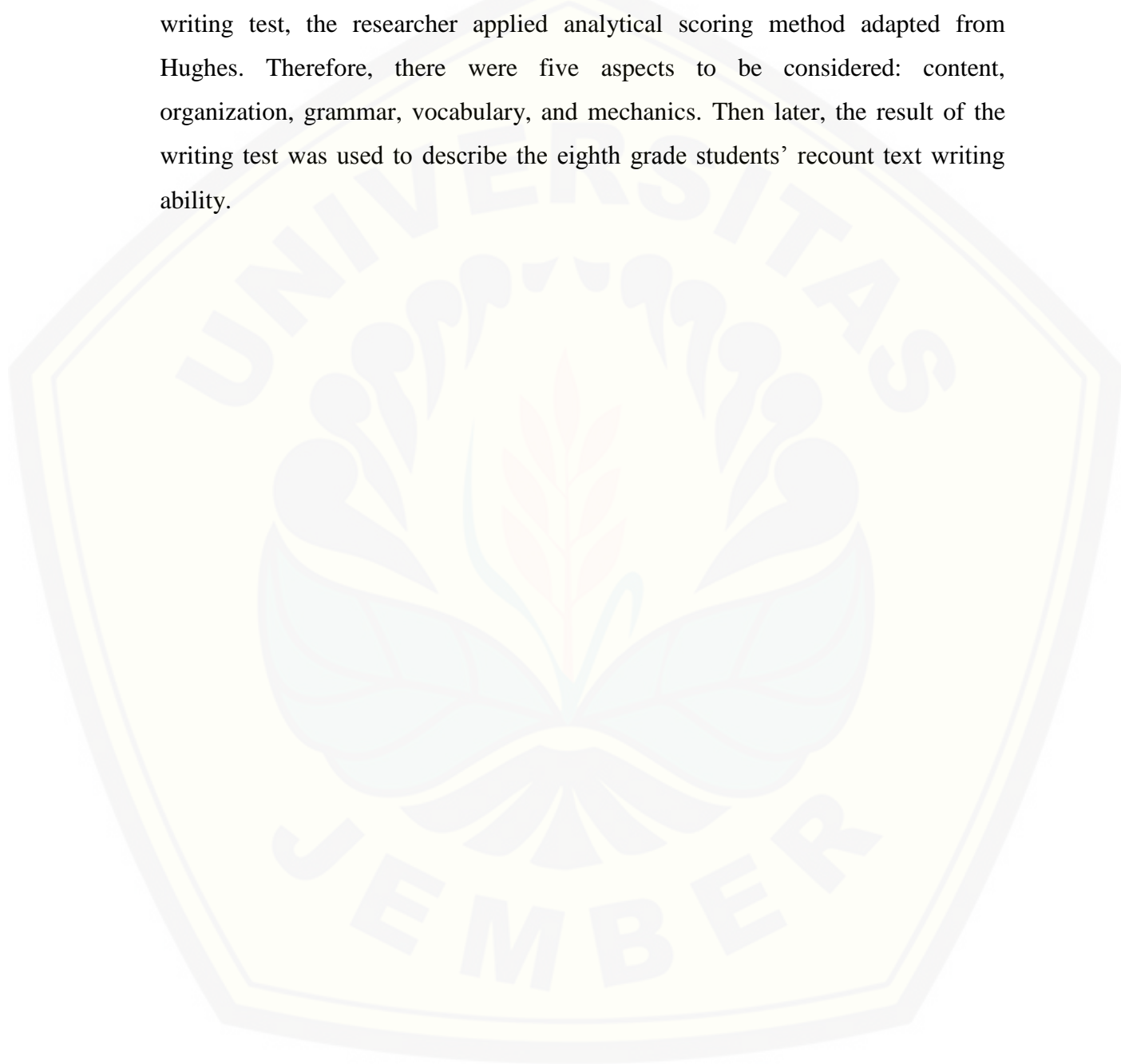
1.4.3. The Future Researchers

The results of this research are expected to be useful information for future researchers who want to conduct a similar research in the form of classroom action research, experimental research, or even descriptive research. For those who want to conduct class action research or experimental research, the results of this research can be used as the background of study or even as a trigger to find a new way of teaching writing that may improve students' ability in writing. Then, for the future researchers who want to conduct a descriptive research, the result of the research can be used as a comparison.

1.5. The Scope of the Research

The population of the research was limited to the total number of the eighth grade students at SMP Negeri 1 Tempeh Lumajang in the 2014/2015 academic year. From the school document, it was known that the total number of the eighth grade students was 335. According to Arikunto (1998:119), if the total number of the population is more than 100 people, the researcher can take 10%-15% or 20%-25% of the total population as the samples. Regarding to that statement, the researcher decided to take 10% of the students' total number in each class since the sampling method used in this research was proportional random sampling.

Further, this research only focused on describing the eighth grade students' recount text writing ability. Thus, the researcher administered a writing test which required the respondents of the research to write a personal recount text in the topic of "My Best Holiday Ever" or "My Worst Holiday Ever". To score the writing test, the researcher applied analytical scoring method adapted from Hughes. Therefore, there were five aspects to be considered: content, organization, grammar, vocabulary, and mechanics. Then later, the result of the writing test was used to describe the eighth grade students' recount text writing ability.



CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter highlights the theories related to the topic of the research, covering Genre Based Approach, writing ability in ELT, the text types taught in the eighth grade of junior high school level, recount text and its types, and the aspects assessed in recount text. The following sections explain each point in details.

2.1. Genre Based Approach

There are two curricula which are widely used by schools in Indonesia. They are 2006 Institutional Based Curriculum and Curriculum 2013. In those two curricula, English teachers are required to apply an approach called Genre Based Approach in English teaching and learning (Rahman and Tartila, 2013:29). The implementation of this approach absolutely gives a new direction on the way how the four language skills: listening, speaking, reading, and writing will be taught in class.

Before discussing any further about Genre Based Approach, we first need to understand about what is meant by the term “genre”. According to Sabouri *et al.* (2014:2), genre is a particular class of speech event (both oral and written) which is considered to have the same type. In broader sense, Hammond and Derewianka (2001) in Tuan (2011:1471) argue that genre does not only refer to the types of literary texts but also its predictable and recurring patterns which occur within a particular culture. In the same line, Hyland (2003:21) states that genre is a term for grouping a text which has the same pattern on how writers typically use language to respond to recurring situation. To sum up, we can say that genre is various types of text which has a different pattern to be applied in different social purposes.

From the above explanation, we can have a picture that in applying Genre Based Approach, the language teaching and learning will focus on understanding (listening and reading) and producing (speaking and writing) selected genre of texts (Lin, 2006:69). In this approach, the primary goal of language teaching and

learning is to successfully communicate the social purposes that each genre has (Rahman, 2011:4). To achieve the goal, students have to be able to understand and produce a whole text as a unit rather than just a sentence (Khatibi, 2014:39). In this case, students can use the help of generic structure to have a complete text in the level of discourse. It is from the generic structure of a text that students may have a clear pattern on how they are supposed to develop their text.

The application of Genre Based Approach in teaching writing literally deals with the requirement to construct a text in particular genre which is acceptable in the target language society (Paltridge, 2004:1). To have an acceptable piece of writing, students need to follow certain social conventions that people share in a society (Hyland, 2003:18). In order to make students be familiar with the social purpose and generic structure of various genres, teachers can start the class by giving students a text then ask them to analyze the text genre, social purpose, generic structure, and language features. Then later, if they have difficulties to figure out the answer themselves, teachers can help them answer the questions. At this moment, teachers can give some additional information that students might need to know. In this way, students will be able to memorize the social purpose, generic structure, and language features that work in different genres.

In a more sophisticated way, Butt *et al.* (2001) (as cited in Lin, 2006:73) introduce the implementation of Genre Based Approach in language teaching into a cycle named Curriculum Cycle. By implementing the cycle, the teaching of writing in classroom will consist of four stages namely context exploration, text exploration based on model texts, joint construction of a text, and individual application. In every cycle, it always begins with context exploration. The term context refers to any possible situation in which the chosen genre might take place. This is the stage where teacher helps students be aware of and understand the social purpose of certain genre including other contextual factors which influence the production of the texts. The second stage is text exploration which is aiming at making students familiar with the selected genre learned including its generic structure and language features. In the third stage, joint construction a

text, teacher and students work together to write their own texts in the genre learned. In this stage, students need to recall any knowledge from the two previous stages. Then, the last stage known as individual application is a stage in which students work individually and independently to write a text in selected genre learned. We have to keep in mind that this stage can only be done if students have successfully produced a jointly constructed text.

2.2. Writing Ability in ELT

There are various definitions of writing proposed by experts. Lunenburg (2010:2) says that writing is a process of encoding ideas by selecting words to compose a message in which the output is in the form of written language. It is a process of transferring ideas which requires appropriate words selection before finally putting them together in a written or printed form (Fairbairn and Winch, 2011:32). In more complex opinion, Wingersky *et al.* (1994:4) argue that writing is a process of discovering, organizing, and communicating a writer's ideas to the readers. In other words, we can say that writing is an activity to express ideas or feelings in written form by selecting the appropriate words to make the message clear.

Everybody knows that writing is a fundamental skill in learning a language. Its importance is even clearly reflected in 2006 Institutional Based Curriculum. In the curriculum, it is stated that students are required to learn writing in order to be able to communicate ideas in written form. Regarding to the statement, we can see that writing, as another form of communication act (Al-Buainain, 2009:7), plays a crucial role in life. Through this kind of communication, students can communicate with others even without really having a face-to-face interaction and in spatial time (Sari *et al.*, 2013:73). In the same opinion, Fairbairn and Winch (2011:33) assert that writing is the only way of communication that allows people to communicate over time and space. By acquiring writing, students can communicate with a huge mass of people from any parts of the world at about the same time. It means that they can have a more effective and efficient communication through writing.

Unfortunately, putting ideas into words is not an easy thing to do. It takes a long and complicated process like brainstorming, planning, outlining, organizing, drafting, and revising before it is finally published. Moreover, students have to be able to balance their own intention and their readers' if they want to produce a worth-reading piece of writing. In this case, they have to ensure that one's intention does not go over the others; a writer, readers, and text are something that tightly bound to each other (Richard, 2002:21). Those three components distribute the same portion of important role in a piece of writing. A writer needs readers to communicate his ideas. In reverse, readers also need a writer to produce a piece of writing conveying clear message.

Furthermore, to be able to produce a clear, effective, and efficient writing, students need to carefully consider the five aspects of a good writing which cover content, organization, grammar, vocabulary, and mechanics (Raimes, 1983:6 and Heaton, 1988:135). Content is believed to be the most substantial element in writing since it carries out the ideas. No matter how fascinating the content is, if it is not well organized, readers will find it difficult to understand. To have a well-organized piece of writing, students will need three elements: coherence, unity, and correct generic structure. Another aspect needed to have a good piece of writing is grammar. It influences the way readers read the text. Using ungrammatical sentences in a piece of writing may mislead readers in interpreting the message. Using appropriate choice of words (vocabulary) is the next important aspect of a good writing. Using words which are appropriate to the context will help students to develop the clarity of the message. Then, the last aspect to be considered is mechanics. This aspect usually covers spelling, punctuation, capitalization. The correct use of spelling, punctuation, and capitalization in a text will absolutely improve the quality and credibility of a text.

2.3. The Text Types Taught in the Eighth Grade of Junior High School Level

In 2006 Institutional Based Curriculum, it is stated that the eighth grade students of junior high school have to learn three text types: descriptive, recount, and narrative, particularly for writing (Depdiknas, 2006:285-290). In each

semester, students are required to learn two out of three text types mentioned. For the first semester, the standard competency states that students have to be able to write a functional text and a short essay in the form of descriptive and recount. Meanwhile, for the second semester, it is stated that students have to be able to write a functional text and a short essay in the form of recount and narrative text. For further explanation about those three text types, the following sections will discuss the definition, social function, generic structure, and the language features of each text type.

2.3.1. Descriptive Text

A descriptive text is a text which tells a person, a place, or a thing exactly as the way it is. It deals with telling how something looks, feels, smells, tastes, and/or sounds (Oshima and Hogue: 2007:61). Its social function is to provide information about a particular person, place, or thing (Derewianka, 2003:137). The generic structure of this text consists of identification (identifying a phenomenon to be described) and description (describing parts, qualities, and characteristics). The language features of this text usually cover the use of present verb (*e.g. run, walks*), adjective (*e.g. cute, beautiful*), noun (*e.g. ball, fork*), noun phrase (*e.g. white fur, big tree*), pronoun (*e.g. I, me*), and preposition (*e.g. on, at*).

2.3.2. Recount Text

According to Goatly (2000:30), recount text is a text which retells events and incidents in a chronological order. It is usually used to tell stories, experiences, or events that happened in the past. Its social function is either to inform or entertain reader. The generic structure of this text consists of orientation (introducing participants, place, and time); events (describing series of events in chronological order); and reorientation (optional closure of events which states writer's personal impression) (Derewianka, 2011:6 and Hyland, 2006:47). The language features of this text usually cover the use of simple past tense, action verb (*e.g. helped, looked*), linking verb (*e.g. was, were, heard*), chronological

connection (*e.g. after, first*), and introducing personal participant involved in the story (*e.g. I, my family, etc.*).

2.3.3. Narrative Text

Narrative text is a text which tells the readers about factual, imaginary, or the combination of both. It can be in the form of fairy tale, legend, myth, fable, mysteries, romances, science fiction, adventure stories, etc. Its social function is to tell a story which can entertain or amuse readers (Lin, 2006:71). The generic structure of this text consists of orientation (introducing the characters in the story, place, and time), complication (telling the peak of a problem faced by the main character), and resolution (telling the way how the problem solved including how the story ends). The language features of this text usually cover the use of simple past tense, action verb (*e.g. prayed, cried*), adverb (*e.g. happily, soon*), adverbial phrase (*e.g. long time ago, once upon a time*), time connectives (*e.g. later, however*), direct speech (*e.g. Snow White said, "My name is Snow White."*), and indirect speech (*e.g. The old lady said that she would kill Snow White.*).

From those three text types taught for the eighth grade students of junior high school, the researcher only focused on discussing recount text. The consideration put in choosing recount text was the students had learned recount text in the first and second semester. Thus, it was expected that the students could be more familiar to the characteristics of the text covering the social function, generic structure, and language features.

2.4. Recount Text and Its Types

Goatly (2000:30) defines recount text as a text which retells events and incidents in chronological order. A recount text tells a series of events and elaborate the way how things happen in details by describing of what happened and when it happened clearly (Saragih *et al.*, 2014:57). It can be inferred that recount text is a text which tells a story, experience, or event happened in the past in sequence.

The social function of a recount text is either to inform or entertain reader. As it is stated by Goatly (2000:30) that the purpose of recount text is to construct past experience by retelling events and incidents in the order in which they occurred. In simpler idea, Hyland (2006:47) propose that the purpose of a recount text is to reconstruct past experiences by retelling events in original sequence. So that when students are required to write a recount text, it is expected that they can inform or entertain readers about the sequence of events they experienced in the past.

In a recount text, the language features usually cover the use of simple past tense, action verb (*e.g. helped, looked*), linking verb (*e.g. was, were, heard*), chronological connection (*e.g. after, first*), and introducing personal participant involved in the story (*e.g. I, my family, etc.*). The generic structure of this text usually consists of orientation, series of events, and reorientation (Derewianka, 2011:6; Hyland, 2006:47; and Emilia, 2010:87). In writing an orientation, students have to include some information such as what kinds of experience they want to tell, the participants involved, and where and when the experience takes place. Then in writing the second part, that is series of events, students will be required to tell all the events they experience in chronological order. In this case, students should use chronological connection to show the sequence of the events. At last, in writing a reorientation which is actually optional, students can tell readers about their feeling or their personal impression related to the experience.

In further discussion, Emilia (2010:86-87) classifies recount text into three types. Firstly, it is called personal recount. This type of recount text retells the writer's personal experiences like diary and biography. The next one is factual recount which retells or record an event or an incident, for example police report and news in newspaper. The last one is imaginative recount which tells about an imaginative character, time, and place such as a day in puppy life. In this type of recount text, a writer can play his own imaginary about a story then gives details to events happen.

In this research, the researcher only focused on personal recount text. There were two reasons of choosing this type of recount text. The first reason was

the teaching of English for junior high school in grade eight based on 2006 Institutional Based Curriculum only focused on the teaching of the personal recount text (Emilia, 2010:86). The second reason was students were more familiar to personal recount compared to the other types of recount text, especially in the topic of holiday. From the interview with the English teacher, it was known the students had learned personal recount text in the topic of holiday for two semesters. Besides, each student did have their unique experience during holiday. By doing so, students were expected to experience less difficulties in writing the text since they were only required to tell their own experience. Moreover, it will be fascinating to share a precious experience in our life with others. For clearer picture about a personal recount text, here is an example of personal recount text adapted from Disadvantaged School Program (1994:104, as cited in Emilia, 2010:106/107):

MY FIRST TRIP TO GREECE

I didn't know what to expect from a country like Greece. I had heard good and bad things about it. It took me 22 hours to go there. I can remember hoping that it was worth the trouble to get there.

When the plane landed in Athens airport we had to wait an additional 10 hours for another domestic flight to Kos, which is the island my dad comes from. When we got to Kos all my relatives were waiting for us. We picked our luggage and it took us another half hour to get to the village that my father comes from. It was the most exhausting day I ever had. When we got to my father's place, I was very tired. The only thing I wanted to do was to sleep. It was a bit unfair because I had never seen them before. Before I knew it I was fast asleep.

At the crack of dawn I was awake, not because I wanted to, but because the roosters were so loud that they wouldn't let anyone sleep. That was one time that I would like to be in a place that had no roosters to wake me up. After breakfast, my dad and I caught a bus to the city. I saw some shops which reminded me of Sydney. One thing I forgot to mention is that it was summer in Australia while it was winter in Greece. Besides that, I also went to Neapolis, which is a port city, situated on the coast road of Greece. This is where my brother was born. I must admit that Greece is a very beautiful country.

The whole trip lasted seven weeks (almost two months). These seven weeks went by quickly which proves time does fly when you're having fun.

2.5. The Aspects Assessed in Recount Text

Considering that this research uses analytical scoring method, there were five aspects assessed in students' recount text writing comprising content, organization, grammar, vocabulary, and mechanics. There was limitation in each aspect of writing due to the researchers' concern. Further information about each aspect and its limitation is presented in the following:

2.5.1. Content

Content is the heart of a great text (Onukwugha, 2007). It is only through content people can judge whether a text is worth-reading or not (Hall, 1982 as cited in Nik *et al.*, 2010:55). People would like to read a text if they think it is entertaining, interesting, informing, or important. According to Brown (2003:244), the content of a piece of writing can be categorized as excellent- good if it is relevant to the topic, easy to understand, well-developed, and presenting the writer's ideas. In this research, the aspect of content was limited to the students' ability in writing a recount text which was relevant to the topic and the way how they developed ideas.

2.5.2. Organization

To have a good piece of writing, a writer must construct well-organized sentences. Qian (2010:15) considers that having well-organized sentences and paragraphs is the primary factor to evade a writer from producing global errors. Besides, it will let readers experience easiness in understanding what is written. Consequently, those students who learn English as a foreign language have to work harder on content, organization, and language to develop good writing (Huang, 2011:505).

In order to have well organized-sentences in a paragraph, Oshima and Hogue (1998:18) suggest students to have the elements of unity and coherence in their writing. These two elements can be created by sequencing the sentences in a logical manner. The following is the further discussion about what unity and coherence in a paragraph are.

a. Unity

Unity means oneness. It concerns about whether or not a piece of writing focuses on the same idea. To have unity in a paragraph, students are only allowed to discuss one main idea (Oshima and Hogue, 2007:67). It means that in a unified paragraph all sentences have to support the main idea. The unity in a paragraph can be interrupted if there is a single sentence which does not support the main idea (Shrader, 2009). So, it is important for students to ensure that all the supporting sentences in their paragraph are linked to one another.

To overcome this problem, students have to make a clear and good topic sentence (Bram, 1995:20). Through a good and clear topic sentence, students will be able to control the following information inserted. In accordance with Bram's argument, Kies (1995) proposes two simple ways to have a unified paragraph which are setting one topic sentence as the focus discussed in a paragraph controlling the content of supporting sentences to ensure they do not discuss different ideas from the topic. Students can start this activity by listing any points they want to discuss. In this case, each point listed will be further discussed in a paragraph. So if a student has five points in the list, it means that they will have five paragraphs in their writing later. Then from each point listed, students have to make one clear topic sentence that they can use to start the paragraph. After that, students have to make a list of some outlines or supporting details relating to each topic sentence that they have. At this point, students have to make sure that the outlines or supporting details listed for each topic sentence will help them to have clearer explanation and do not discuss any new ideas.

b. Coherence

Another requirement of a well-organized paragraph is coherence. According to Pennington (2008), coherence refers to how well a writer organizes his sentences and paragraphs to construct a clear and understandable text. It is a matter about whether or not a paragraph is easy to read and understand; the supporting sentences are in a logical order and the ideas are connected by the use of appropriate transition signals (Oshima and Hogue, 1998:18). As what Shrader

(2010) says, a paragraph is coherent when its sentences are related to each other, not only in content but also in grammatical structures and choice of words. To conclude, coherence deals with on how a sentence supports other sentences so that readers can get and understand the information from a text easily. It is a matter of giving readers a sense of continuity which leads them to have easier elaboration in digesting the message of a text.

However, Kies (1995) notices that developing coherent paragraph in writing is more difficult to achieve compared with speaking. For this problem, Oshima and Hogue (2007:79), Pennington (2008), and Shrader (2010) try to offer four ways that might help students to produce a coherent paragraph: repeating key nouns, using pronouns which refer back to key nouns, using appropriate transition words and phrase (first, for example, in conclusion, etc.) and arranging the sentences in a logical order which is predictable (topic sentence – major details – minor details).

Regarding that the school as the subject of the research was implementing 2006 Institutional Based Curriculum which demanded English teaching and learning using Genre Based Approach, the searcher would like to add one more aspect in the term of organization that was generic structure. Generic structure is a unique pattern that each genre has. Each generic structure usually consists of more than one pattern. In each pattern, students will be further informed about what details they should tell. So, by following the correct generic structure, students will be able to produce a text which meets readers' expectation in the term of social purpose.

2.5.3. Grammar

Javed *et al.* (2013:132) say, “The ultimate meaning of writing skill is to construct grammatically correct sentences and to communicate a meaning to the reader.” In the same direction, Suprianti *et al.* (2013:2) state that one of the aspects a writer needs to have in producing a good piece of writing is a good knowledge of grammar use. Further, Karani (2008:10) adds that in order to have meaningful and understandable communication, someone does not only use

vocabulary but also grammar. From those statements, we can clearly see the importance of grammatically correct sentences in constructing a good piece of writing, helping a writer convey message in much better way, and helping readers interpret the message in a text correctly.

Dealing with the importance of grammar in writing skill, some experts come up to define what grammar is. According to Fairbairn and Winch (2011:109) and Hartwell (1985:109), grammar is a set of rules used as a guidance to help a writer construct sentences, which make sense and acceptable. It is a fundamental principle and language structure which includes clear and correct sentence construction and the proper forms of words (Batko, 2004:24). By following the rules, students will be able to write better (Woods, 2010:9). In short, we can say that grammar is a set of rules about how words are arranged to make it meaningful. Considering that this research was intended to describe the eighth grade students' recount text writing ability, the researcher limited the discussion into one tense only, which was Simple Past Tense.

Simple Past Tense is a tense used to tell an activity happened in the past. Alexander (1990:127), Ansell (2000:65-66), and Uchiyama (2006:53) mention in greater details about the three usages of Simple Past Tense: to express habitual actions in the past, to describe a situation in certain period of time in the past, to express an activity happened at the particular of time in the past. It means that it is the only tense that allow students to rightfully express anything happened in the past. Thus, in constructing a recount text which deals with telling reader about an experience happened in the past, students must be able to use the correct pattern of simple past tense in their sentences.

In general, the pattern of Simple Past Tense is broken down into two and will be explained directly as follows:

- a. The pattern of Simple Past Tense using main verb
 - (+) S + V2 (past form) + O + Adv
For example: She bought a new camera last month.
 - (-) S + did not + V1 (basic form) + O + Adv
For example: She did not buy a new camera last month.
 - (?) Did + S + V1 (basic form) + O + Adv + ?
For example: Did she buy a new camera last month?

b. The pattern of Simple Past Tense using verb “be”

(+) S + be (was/were) + N/Adj/Adv

For example: He was there an hour ago.

They were there an hour ago.

(-) S + be (was/were) + not + N/Adj/Adv

For example: He was not there an hour ago.

They were not there an hour ago.

(?) Be (was/were) + S + N/Adj/Adv + ?

For example: Was he there an hour ago?

Were they there an hour ago?

From the pattern above, we can see that Simple Past Tense always uses the past form of verb. The form of the verb when we use the first pattern (using main verb) remains the same whether the subject is singular or plural. In contrast, for the second pattern (using verb “be”) the form of verb “be” is influenced by the subject; whether it is singular or plural. If it is singular (he/she/it), we need to transform “be” into “was”. Then, if it is plural (I, you, they, we), we need to transform verb “be” into “were”. In using simple past tense, a writer has to memorize which verbs belong to regular and irregular. For the regular ones, we can simply add “-ed” in the end of the verb. Meanwhile, for the irregular ones, the only way to be able to use the proper verbs is only by memorizing them. However, we do not need to worry about those irregular verbs because according to Bybee and Slobin (1982:265) they are only a few in numbers.

2.5.4. Vocabulary

Vocabulary is a list of words with their meaning in a foreign language (Hornby, 2008:1331). Then, Ghazal (2007:84) gives definition about what words are. According to him, words are the building blocks of a language because it helps people convey the intended meaning by labelling objects, actions, and ideas. So in simpler words, vocabulary is a stock of words used to express ideas and feeling.

To have a good piece of writing, students need to use a large variety of vocabulary to avoid readers’ boredom resulted from the monotonous words used. For sure, they will need to understand and store mass of words in their head.

Besides, a great stock of vocabulary will also help them convey meanings and ideas better. Without vocabulary, a piece of writing will not be able to deliver the message; it will have no content to share or tell to readers. It is like a car without its wheels; it will go nowhere.

Experts estimates that there are about more than one million words in English that people can use to communicate. By the large number of words, students will have more variety of words which can best express their ideas and feelings. However, choosing appropriate word in writing is not an easy matter. Once students fail to choose appropriate words to express the ideas, they may end up experiencing communication breakdown; it can alter the whole meaning upside down. When this happens, readers will not be able to understand the content of their writing. Luckily, Fairbairn and Winch (2011:140-147) gives us some tips to choose the words appropriately; they are use words appropriately, choose words appropriate with their purpose, avoid confusing the readers with unfamiliar words, and avoid jargon.

From the large number of words exists in English, Hatch and Brown (1995:218) divide them into nine classes which are called as parts of speech. They consist of article, noun, adjective, pronoun, verb, adverb, preposition, conjunction, and interjection which are still classified into two: large vocabulary, the one that has major function in communication (Hatch and Brown, 1995:218) and small vocabulary. In this research, the researcher only focused on the large vocabulary which covers verb, noun, adjective, and adverb by considering that those vocabularies dominated the students' recount text writing. Thus, more detail information about large vocabulary is presented respectively in the following section.

a. Verb

According to McCaskill (1990:8) and Hatch and Brown (1995:222), verb is a word that can express or signify an action. Moreover, McCaskill (1990:8) asserts that a verb can change its form to indicate person, tense, mood, voice, and number. From the form of the verb, we can see whether the subject is singular or

plural, whether it is made in reference to the person speaking, the person spoken to or the person or the thing spoken about, and even when an action happens. In general, there are two types of verb, auxiliary verb and principal verb. However, this research will concern on principal verb because based on the size of the available vocabularies, auxiliary verbs do not belong to large vocabulary family.

Principal verb or also known as lexical verb is a verb in which a sentence or a clause can mean nothing without its existence. Basically, principal verb is divided into two: regular verb and irregular verb. A regular verb is a verb which its present form is added by *-d*, or *-ed* to form past and past participle form. Here are the examples:

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
Live	Lived	Lived
Help	Helped	Helped

An irregular verb is a verb which its past and past participle forms arbitrarily. This verb is also claimed as the source of most grammatical errors. Here are the examples:

<u>Present</u>	<u>Past</u>	<u>Past Participle</u>
Put	Put	Put
Think	Thought	Thought
Burn	Burnt	Burnt
Awake	Awoke	Awoken
Go	Went	Gone

b. Noun

Noun is a word used to name anything we can think of, including person, place, or thing (Miller, 2002:38-39). It changes its form to indicate number, case, and gender (McCaskill, 1990:1). Hatch and Brown (1995:219) declare that noun can be divided into seven subclasses; they are:

- 1) Proper noun, (e.g. *Caitlyn* visited her mother this afternoon.; *We have a flag ceremony on Monday.*; etc.)

- 2) Common noun, (e.g. *We bought a new pair of **shoes**.; This **woman** was so evil.; etc.*)
- 3) Abstract noun, (e.g. *I had lost **faith** that my prayers would be answered.; I did have some **hope** that he would come.; etc.*)
- 4) Concrete noun, (e.g. *I made some yummy **cookies** last week.; I lost my **pencil**.; etc.*)
- 5) Countable noun, (e.g. *I got two **pillows** in my bedroom.; Aunt Jessie gave a **blanket** to sleep.; etc.*)
- 6) Uncountable noun, (e.g. *John added too much **olive oil** to the salad.; You would need a little more **sugar** for the cake.; etc.*)
- 7) Collective noun, (e.g. *There was a **group** of houses behind the woods five years ago.; The **team** looked like a wreck in the second round.; etc.*)

c. Adjective

Adjective is a word which qualifies or attributes a noun (Hatch and Brown, 1995:228). Moreover, Ansell (2000:294) and Miller (2002:44) state that adjective is a modifier. To work as a modifier, an adjective is commonly placed next to a noun or pronoun (McCaskill, 1990:12). In general, adjective is broken down into six as the following:

- 1) Demonstrative adjective (e.g. ***This** book belonged to me.; I could not carry **those** bags by myself.; etc.*)
- 2) Distributive adjective, (e.g. ***Each** kid in the party had a piece of cake.; **Neither** definition was correct.; etc.*)
- 3) Quantitative adjective, (e.g. *I only had **some** apples to share.; We would need **two** eggs for the pancake batter.; etc.*)
- 4) Qualitative adjective, (e.g. *Your luggage was so **heavy**.; The mousedeer was **clever** though.; etc.*)
- 5) Interrogative adjective, (e.g. ***Which** shirt did you want to buy?; **Who** brought these books here?; etc.*)
- 6) Possessive adjective (e.g. *It was **her** scarf.; **Their** books were on the table.; etc.*)

d. Adverb

McCaskill (1990:16) Hatch and Brown (1995:230) say that adverb is a word which modifies a verb, an adjective, even another adverb but not nouns or pronouns. Its function is to tell how, when, where to word extent. Further, in daily communication, there are four types of adverb such as:

- 1) Adverb of manner, (e.g. *He ran really **fast**.; She decorated the cake very **carefully**.; etc.*)
- 2) Adverb of place, (e.g. *You needed to stay **there**.; The bookstore was **near**.; etc.*)
- 3) Adverb of time, (e.g. *I spoke to him **this morning**.; I did not go to the florist **yesterday**.; etc.*)
- 4) Adverb of frequency, (e.g. *You **never** tried hard enough.; I met her **once** a week.; etc.*)

2.5.5. Mechanics

According to Lindner (2005:181), mechanical skill in writing is not merely a set of rules we have to memorize and follow. More importantly, it is a specific signal for readers which is used to clarify meaning. Fairbairn and Winch (2011:80) add that without sufficient competence in mechanical skill, a writer will be unable to freely express their creativity and ideas. The use of inappropriate mechanics will definitely affect the writing content. It may not only confuse readers but also lead them to misinterpret the ideas. In line with this idea, Fairbairn and Winch (2011:83) says that a piece of writing which has a lot of mechanical errors will make readers feel less impressed. In this research, the aspect of mechanics focused on the appropriate use of punctuation, capitalization, and spelling.

a. Punctuation

Punctuation is a tool which can help to convey better ideas in written communication. Fairbairn and Winch (2011:81) define punctuation as a variety of devices a writer can use to help readers understand meaning in a piece of writing. A good writer has to be able to use correct punctuation because it makes meaning

clear and reading easier (Oshima and Hogue, 1998:245 and McCaskill, 1990:47). In general, there are four functions of punctuation according to McCaskill (1990:47): to separate, to group or enclose, to connect, and to impart meaning. This research only concerned on five punctuations which is presented in the following:

1) Period (.)

Period is an important form of punctuation which designate a full stop after words (*e.g. The dog is hungry.*); signal that a word is abbreviated (*e.g. p.m., Ph.D.*); and decimal points in writing numerals (*e.g. 2.57*) (Lindner, 2005:189 and Fairbairn and Winch, 2011:85-86).

2) Comma (,)

According to Langan (2011:573-579), there are six main uses of comma. They are to separate items in series (*e.g. The street vendor sold watches, necklaces, and earrings.*); to set of introductory material (*e.g. In a wolf pack, the dominant male holds his tail higher than the other pack members.*); on both sides of words that interrupt the flow of thought in a sentence (*e.g. Marty's computer, which his wife got him as a birthday gift, occupies all his spare time.*), between two complete thoughts connected by *and, but, for, or, nor, so, yet* (*e.g. Sam closed all the windows, but the predicted thunderstorm never arrived.*); to set off a direct quotation from the rest of a sentence (*e.g. "For my first writing assignment," said Scott, "I have to turn in a five-hundred-word description of a stone.*); and for certain everyday material (*e.g. Did you see the playoff game, Lisa?, \$50,000*).

3) Question mark (?)

Question mark is used at the end of a sentence in which a direct question asked (Fairbairn and Winch, 2011:87). It is used to determine whether a direct question is an independent sentence, a clause within a sentence, or a direct quotation (McCaskill, 1990:74). It usually deals with the use of auxiliary verb in the beginning of a sentence (*e.g. Do you think that I will let it go?*) and six question words: *who, what, why, where, when, how* (*e.g. Who is the girl next to you?*).

4) Exclamation mark (!)

Exclamation mark is used to strongly emphasize a point and indicate that an order may be given (Fairbairn and Winch, 2011:88). For example: Don't you dare to come again!; Keep out!; etc.

5) Apostrophe (')

The two main uses of apostrophe are to show the omission of one or more letters in a contraction (e.g. *I + am + I'm, you + have = you've, etc.*) and to show ownership or possession (e.g. *Mark's umbrella, the students' hat, etc.*) (Langan, 2011:558).

b. Capitalization

Capitalization can turn a common noun into proper noun which helps readers distinguish whether they are reading about a specific person or something in general (Lindner, 2005:181). There are bunch of capitalization rules proposed by Langan (2011:544-549), Woods (2010:195-206), and Lindner (2005:182-188). However, this research only concerned on six capitalization rules which were commonly used by junior high school students in writing recount text. They are the first word in a sentence (e.g. *My father bought me a new bicycle.*); pronoun "I" (e.g. *I went to the park last week.*); person's name (e.g. *Joanne and Georgia came to my house.*); days of the week (e.g. *Kate visited her grandmother last Saturday.*); months of the year (e.g. *He watched that concert on August.*); and names of particular places (e.g. *All students enjoyed the tour to Mount Bromo.*).

c. Spelling

Spelling is the way how letters are constructed to form meaningful words. Good spelling in a piece of writing will successfully impress readers (Fairbairn and Winch, 2011:100). However, some Indonesian students still experience difficulties in spelling some words in English. In using Indonesian, students find that the way how a word is spelled is exactly the way how it is pronounced. Students have to keep in mind that they cannot apply the same rule while using English. In English, the spelling of a word can be far different from its

pronunciation. Students cannot instantly spell some new words in English only by listening to the way how they are pronounced. In this research, the researcher focused on assessing whether or not the students could spell the words in their recount text correctly.



CHAPTER 3. RESEARCH METHODS

This chapter highlights the research method applied in this research covering research design, area determination method, respondents determination method, operational definition of the key terms, data collection method, and data analysis method. The following sections explain each point in details.

3.1. Research Design

This research applied descriptive quantitative research design. According to McMillan (1992:144) descriptive quantitative research is a research which describes a phenomenon in the form of numbers such as frequencies or percentage, averages, and sometimes variability. In this case, this research was intended to describe the eighth grade students' recount text writing ability at SMP Negeri 1 Tempeh Lumajang.

In order to conduct a systematic research, the procedures of the research were formulated as follows:

1. Selecting the problem of the research and determining the research design;
2. Determining the research area purposively;
3. Doing preliminary study, covering interview with the eighth grade English teacher and documentation;
4. Formulating the problems of the research;
5. Determining the respondents of the research by using proportional random sampling;
6. Constructing the research instrument based on the standard competency of writing for the eighth grade junior high school level in 2006 Institutional Based Curriculum;
7. Consulting the research instrument to the research consultants and the eighth grade English teacher of SMP Negeri 1 Tempeh Lumajang;
8. Collecting the data by administering writing test;
9. Scoring the students' writing by using inter-rater method and analytical scoring method;

10. Analyzing the results of students' writing;
11. Classifying students' recount text writing ability based on the classification of score levels quantitatively;
12. Analyzing which aspect of writing that was poorly achieved;
13. Concluding the research result descriptively to answer the problems of the research;
14. Reporting the result of the research.

3.2. Area Determination Method

For the area determination of this research, the researcher applied purposive method. It is a method applied based on certain reasons or purposes (Arikunto, 1998:127). Therefore, this research was conducted at SMP Negeri 1 Tempeh Lumajang due to some technical reasons. Those reasons are stated as follows:

1. The Principal of SMP Negeri 1 Tempeh Lumajang and the eighth grade English teacher had granted permission to conduct this research at their school;
2. SMP Negeri 1 Tempeh Lumajang implemented 2006 Institutional Based Curriculum which covered the teaching of recount text writing for the eighth grade students both in the first and second semester;
3. The data about the students' recount text writing ability through descriptive study had not been available yet in this school. From the result of the research, the English teachers could get some information about the students' recount text writing ability. It is hoped that the English teacher could further help the students to overcome their problem in writing and find the best technique to teach writing.

3.3. Respondents Determination Method

Respondents determination method deals with the method be used to determine the subject or individual in which from them the data can be obtained later. In this case, respondents refer to an individual or a group of people who

respond or answer to the researcher's questions in the form of spoken or written answer (Arikunto, 1998:172). The respondents of this research were taken from the eighth grade students of SMP Negeri 1 Tempeh Lumajang in the 2014/2015 academic year. From the school document, it was known that there are nine classes of the eighth grade level and the total number of the students was 335.

This research applied proportional random sampling method to determine the respondents of the research. According to McMillan (1992:71) and Fraenkel and Wallen (2000:93) random sampling is a sampling method used by randomly selecting the member of the population; every member of the population has an equal and independent chance of being selected for the sample. Thus, the researcher took respondents from each class to represent the eighth grade students' recount text writing ability. By applying this method, it was expected that the samples taken could be more accurate and representative in describing the eighth grade students' recount text writing ability at SMP Negeri 1 Tempeh Lumajang.

According to Arikunto (1998:119), if the total number of the population is more than 100 people, researcher can take 10%-15% or 20%-25% of the total population as the samples. In this research, the researcher took 10% of the students' total number in each class randomly by using lottery. It meant that the researcher could randomly choose four students as the representative from each class. Thus, the total number of the sample was 36 students. The number of the samples taken from each class is presented in Table 3.1. below.

Table 3.1. Samples Taken from Each Class

No.	Class	Population	Calculation	Samples
1	VIII A	38 students	$10\% \times 38 \text{ students} = 3.80$	4 students
2	VIII B	36 students	$10\% \times 38 \text{ students} = 3.60$	4 students
3	VIII C	37 students	$10\% \times 38 \text{ students} = 3.70$	4 students
4	VIII D	38 students	$10\% \times 38 \text{ students} = 3.80$	4 students
5	VIII E	38 students	$10\% \times 38 \text{ students} = 3.80$	4 students
6	VIII F	38 students	$10\% \times 38 \text{ students} = 3.80$	4 students
7	VIII G	37 students	$10\% \times 36 \text{ students} = 3.70$	4 students
8	VIII H	35 students	$10\% \times 36 \text{ students} = 3.50$	4 students
9	VIII I	38 students	$10\% \times 38 \text{ students} = 3.80$	4 students
Total		335 students		36 students

3.4. The Operational Definition of the Key Terms

To avoid misunderstanding between the researcher and the readers, it is necessary to formulate operational definition of terms used in this research. The terms which are necessary to be defined is presented in the following sections.

3.4.1. Writing Ability

In this research, writing ability referred to the eighth grade students' ability in constructing a recount text that consisted of 75-100 words. The description of students' recount text writing ability dealt with the ability to write a text which was relevant to the assigned topic, the ability to develop ideas based on the assigned topic, the ability to arrange a text which is unified and coherent, the ability to use the correct generic structure, the ability to write correct sentences by using Simple Past Tense, the ability to use appropriate words in sentences, and the ability to use the correct punctuation, capitalization, and spelling. Hence, the students' recount text writing ability was scored by using analytical scoring method covering content, organization, grammar, vocabulary, and mechanics.

3.4.2. Recount Text

In this research, recount text referred to a short and simple text written by the eighth grade students of SMP Negeri 1 Tempeh Lumajang in the 2014/2015 academic year. The text informed the readers about the students' best or worst experiences during holiday. The recount text written consisted of 75-100 words.

3.5. Data Collection Method

Data collection method is a method used to gather data or information of the research which is used to answer the problems of the research. Therefore, in this research, the data was collected by administering recount text writing test.

3.5.1. Writing Test of Recount Text

This research used writing test of recount text to obtain data of the research. The data was in the form of students' score. The data obtained was

original data since the researcher directly obtained it from the respondents of the research.

According to McMillan (1992:114), a test is an instrument presented to each subject a standard set of questions that requires the completion of a cognitive task. It is a method which is used to measure the respondents' ability, knowledge, or performance in certain subject (Brown, 2003:3). In more focused opinion, Zuriah (2006:184) defines writing test as a kind of test administered to the test takers in the written form in order to know the description of the writing aspects from their answer which is also in the form of writing. It means that the students as the respondents of this research had to give the answer of the test in the form of writing which then was further analyzed by the researcher. Hence, the writing test in this research was used as an instrument to know the students' recount text writing ability by considering the five aspects of writing.

Based on the scoring system, a test can be classified into two: objective test; a test that only has one correct answer and subjective test; a test that has a range of possible answers (Heaton, 1988:25). In this research, the researcher used subjective test to measure the eighth grade students' recount text writing ability. It was chosen because the students were required to give an answer in the form of essay or writing a recount text based on their personal best or worst experiences during holiday. This certainly gave each student an opportunity to express their ideas and feelings related to their personal experience by using their own words.

In this research, students as the respondents of the research were asked to write a short and simple recount text based on the topic given by the researcher. The students had to write a recount text in the topic of "My Best Holiday Ever" or "My Worst Holiday Ever" which consisted of 75-100 words by considering the aspect of content (the relevance of the content to the assigned topic and the way how ideas are develop), organization (the unity, coherence, and correct generic structure), grammar (the use of Simple Past Tense), vocabulary (the word choice) and mechanics (the use of punctuation, capitalization, and spelling). The researcher decided to use the topic of best or worst holiday because the students were very familiar to this topic. From the interview, it was known that the English

teacher always used the topic of holiday in teaching recount text writing. Moreover, it was also important to make sure that each student has a special experience related to the topic given in order to be able to construct a recount text. In this case, the topic of best or worst holiday comes up as the best choice because each student did experience holiday and had a unique experience about it.

To administer the test, the researcher needed to gather all representatives from each class at the same time. For this problem, the Principal suggested the researcher to administer the writing test on Saturday because the school ended at 10 a.m. Then, to anticipate the students from sneaking out to go home and not joining the writing test, the researcher asked for help from the English teacher to inform all the representatives in each class about the writing test a week ahead before the test was administered. Moreover, in the last 15 minutes before the class ended, the English teacher and the researcher also came to each class to remind all the representatives to join the writing test after the school ended.

a. The Test Criterion and Assessment

One of the criteria of a good test is having validity. A test is considered to be valid if it measures accurately what is intended to be measured. Thus, the researcher used content and face validity in constructing the test to make sure that the writing test administered accurately measured the students' recount text writing ability.

A test is regarded to have content validity if the content of the test represents the language skill which is meant to be concerned (Hughes, 2003:26). In this research, content validity was applied by constructing the test material based on the 2006 Institutional Based Curriculum for junior high school, particularly in term of standard competence and basic competence of writing for the eighth grade students. In addition, before administering the test, the researcher first consulted the writing test to the consultants and the eighth grade English teacher to make sure that it was appropriate for the students' level.

This research also applied face validity. According to Hughes (2003:33) a test is considered to have face validity if the test seems to measure what it should

be measured. For example, if a test is used to measure the students' writing ability, it must require the students to write. The face validity applied for the writing test in this research was known from the instruction of the test instrument which required the 36 students of SMP Negeri 1 Tempeh to write a short and simple recount text consisted of 75-100 words about their best or worst holiday in 60 minutes.

Another criterion of a good test is reliability. A test is considered to be reliable if the scores obtained by the respondents are consistent. In other words, reliability is dealing with how consistent the score was obtained by an individual from a set of instrument to another (Fraenkel and Wallen, 2009:154). For the reliability of the test, this research applied inter-rater scoring method in scoring students' writing. Inter-rater scoring method is a method which involves two different scorers to give scores in a test. Thus, this research involved the researcher as the first scorer and the eighth grade English teacher as the second scorer. To apply this method, the eighth grade English teacher was given the copies of students' recount text writing. Then, both the researcher and the eighth grade English teacher gave scores to the same copies of students' recount text writing based on the scoring rubric. After that, the result of scoring from both scorers was analyzed by the researcher to find out the distribution of students' ability in writing a recount text.

If there was a wide discrepancy in the scores allocated by the first and the second scorer, the writing test being assessed was assessed and discussed again by both scorers until some agreement was reached. However, when the total score discrepancy from both scorers was not more than 5, the score was still considered to be reliable and a discussion is not needed.

b. The Test Specification

The material of the writing test in this research was constructed based on 2006 Institutional Based Curriculum for junior high school particularly in term of standard competence and basic competence of writing for the eighth grade students in the second semester. The basic competence states that students are

required to be able to express meaning and rhetorical steps in a short simple essay by using accurate, fluent, and acceptable written language in the form of recount and narrative to interact in daily life (Depdiknas, 2006:290).

For the writing test in this research, the students as the research respondents were asked to write a simple and short recount text based on the assigned topic. The topics given were about the students' best holiday or the students' worst holiday. Thus, the students had to write a recount text that consisted of 75-100 words in 60 minutes by considering the aspects of content (the relevance of the content to the assigned topic and the way how ideas are develop), organization (the unity, coherence, and correct generic structure), grammar (the use of Simple Past Tense), vocabulary (the word choice) and mechanics (the use of punctuation, capitalization, and spelling).

c. The Scoring Method

Talking about the scoring method used to assess the students' writing test; this research used analytical method. In applying this method, the scorer is required to separate score for each aspect of writing (Hughes, 2003:100). In this case, five aspects were scored analytically. They were content, organization, grammar, vocabulary, and mechanics. Moreover, from the respondents' point of view analytical scoring could benefit them in some ways because each aspect of performance was scored thoroughly.

In this research, the students' recount text writing was assessed by adapting writing scoring criteria introduced by Hughes. The original version of Hughes' scoring criteria is presented in Table 3.2. below.

Table 3.2. Hughes' Scoring Criteria

Aspect	Score	Criteria
Grammar	6	Few (if any) noticeable errors of grammar or word order.
	5	Some errors of grammar or word order which do not, however, interfere with comprehension.
	4	Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.

Aspect	Score	Criteria
	3	Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
	2	Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
	1	Errors of grammar or word order so severe as to make comprehension virtually impossible.
Vocabulary	6	Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writers.
	5	Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
	4	Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
	3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
	2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
	1	Vocabulary limitations so extreme as to make comprehension virtually impossible.
Mechanics	6	Few (if any) noticeable lapses in punctuation and spelling.
	5	Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
	4	Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
	3	Frequent errors in spelling or punctuation; lead sometimes to obscurity.
	2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
	1	Errors in spelling or punctuation so severe as to make comprehension virtually impossible.
Fluency (Style and Ease of Communication)	6	Choice of structures and vocabulary consistently appropriate; like that of educated native writer.
	5	Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.

Aspect	Score	Criteria
Form (Organization)	4	'Patchy' with some structures or vocabulary items noticeably inappropriate to general style.
	3	Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
	2	Communication often impaired by completely inappropriate or misused structures or vocabulary items.
	1	A 'hotch-potch' of half-learned misused and vocabulary items rendering communication almost impossible.
	6	Highly organized; clear progression of ideas well linked; like educated native writer.
	5	Material well organized; links could occasionally be clearer but communication not impaired.
	4	Some lack of organization; re-reading required for clarification of ideas.
	3	Little or no attempt at connectivity, though reader can deduce some organization.
	2	Individual ideas may be clear, but very difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously impaired.
<p>SCORE: Grammar: ___ + Vocabulary: ___ + Mechanics: ___ + Fluency: ___ + Form: ___ = _____ (TOTAL)</p>		

By considering the practicality in scoring the students' writing, the researcher decided to adapt the original version into the one that would meet the researcher's need. In adapting the scoring criteria, there were some changes made such as, simplifying the scores stipulation of each aspect into 1 to 5; changing the aspect of fluency into content; simplifying some difficult words in the criteria to make it easier to understand and apply; changing the description for the criteria so that the data collected would be more appropriate to what the researcher's need; and the last was changing the formula on how the total score would be calculated.

For more vivid explanation, the scoring criteria applied in this research are presented in Table 3.3 below.

Table 3.3 The Scoring Criteria Applied in the Research

Aspect	Score	Criteria
Content	5	Very relevant to the assigned topic, excellent development of topic sentence, the supporting sentences were relevant to assigned topic
	4	Relevant to the assigned topic, some development of topic sentence but supporting sentences were relevant to assigned topic
	3	Relevant to the assigned topic, limited development of topic sentence, supporting sentences were relevant to assigned topic
	2	Not relevant to the assigned topic, inadequate development of topic sentence, supporting sentences were relevant to topic assigned but lacks detail
	1	Not relevant to the assigned topic at all, inadequate development of topic sentence, supporting sentences did not relate to assigned topic
Organization	5	Few (if any) lack of unity and coherence, excellent use of generic structure
	4	Some lack of unity and coherence but do not impair communication, fair use of generic structure
	3	Lack of unity and coherence; re-reading required for clarification of ideas, loose use of generic structure
	2	Lack of unity and coherence; reader's own interpretation is needed, inappropriate use of generic structure
Grammar	5	Few (if any) errors in using Simple Past Tense
	4	Some errors in using Simple Past Tense but do not interfere comprehension
	3	Frequent errors in using Simple Past Tense; re-reading is necessary for full comprehension
	2	Very frequent errors in using Simple Past Tense; reader's own interpretation is needed

Aspect	Score	Criteria
Vocabulary	1	Errors in using Simple Past Tense so severe as to make comprehension virtually impossible
	5	Use few (if any) inappropriate words
	4	Use some inappropriate words but do not impair expression
	3	Use wrong or inappropriate words frequently; expression of ideas may be limited
	2	Use wrong or inappropriate words very frequently; readers' own interpretation is needed
Mechanics	1	Limited range of vocabulary used as to make comprehension virtually impossible
	5	Few (if any) errors in punctuation, capitalization, and spelling
	4	Some errors in punctuation, capitalization, and spelling but do not interfere comprehension
	3	Errors in punctuation, capitalization, and spelling frequent; lead sometimes to obscurity
	2	Errors in punctuation, capitalization, and spelling very frequent; readers' own interpretation is needed
	1	Errors in punctuation, capitalization, and spelling so severe as to make comprehension virtually impossible
SCORE		
Total Score = $\frac{\text{content} + \text{organization} + \text{grammar} + \text{vocabulary} + \text{mechanics}}{25} \times 100$		

(Adapted from Hughes, 2003:101-102)

In this research, the researcher actually also did an interview and documentation in order to provide information about the feasibility study and the way how the researcher determined the respondents of the research. However, the researcher did not use the result of the interview and documentation to answer the problems of the research as stated in Chapter 1. Therefore, the result of the interview (see Appendix C) and documentation was not reported in Chapter 4. The following explanations provide the details about what the researcher did in the interview and documentation.

a. Interview

McMillan (1992:132) states that interview is a form of data collection in which questions are asked orally and the respondent's response is recorded. In this research, the researcher decided to use semi structured interview (see Appendix B for interview guideline). Thus, there was a set of questions for the eighth grade English teacher that the researcher had prepared beforehand. However, the questions prepared could be developed in order to obtain more detailed information needed in the research.

Regarding to the statement above, the researcher formulated a list of questions which was used as a guide while interviewing the interviewee. In this case, the interviewee was the eighth grade English teacher of SMP Negeri 1 Tempeh Lumajang. The researcher also developed some questions while interviewing the English teacher to get further information. The purpose of conducting the interview was to obtain the supporting data dealing with the curriculum applied at school, the approaches applied in teaching writing, the topic given in teaching recount text writing, the procedures of teaching and learning recount text writing, the material used in teaching recount text writing, the students' ability in the five aspects of writing, the assessment of the students' writing including the scoring rubric used.

b. Documentation

Arikunto (1998:236) says that documentation is one of the techniques used to obtain data from documents or written materials. The documents can be in the form of records, books, transcripts, etc. In this research, documentation was used to obtain the supporting data dealing with the total number, the name list, and the writing score of the eighth grade students of SMP Negeri 1 Tempeh Lumajang, and the lesson plans that the English teacher used to teach recount text writing to the eighth grade students of SMP Negeri 1 Tempeh Lumajang in the first and the second semester.

3.6. Data Analysis Method

Data analysis method is the way how to analyze the data obtained. It is the essential part of a research because it helps the researcher to solve the research problems formulated. In this research, the primary data was in the form of the students' recount text writing score.

To describe the students' ability in writing recount text, mean score was calculated. In this case, mean score told the readers about the average score achieved by the students. Thus, the formula applied was:

$$\bar{x} = \frac{\sum x}{N}$$

Notes:

\bar{x} : the mean score of the students' ability in writing recount text

$\sum x$: the total score of writing test achieved by the students

N : the total number of the students (test taker)

(Adapted from Gay *et al.*, 2011:323)

After that, to describe the students' score distribution in writing recount text, the researcher used the classification of score levels. In Depdiknas, the classification of score levels is stated in Curriculum 2013. For further details, the original version of the score levels in Curriculum 2013 is presented in Table 3.4. below.

Table 3.4. Classification of Score Levels in Depdiknas

Score	Score Levels	Category
4	$3.66 < x \leq 4.00$	A
3.66	$3.33 < x \leq 3.66$	A-
3.33	$3.00 < x \leq 3.33$	B+
3	$2.66 < x \leq 3.00$	B
2.66	$2.33 < x \leq 2.66$	B-
2.33	$2.00 < x \leq 2.33$	C+
2	$1.66 < x \leq 2.00$	C
1.66	$1.33 < x \leq 1.66$	C-
1.33	$1.00 < x \leq 1.33$	D+
1	$= 1.00$	D

(Depdiknas, 2013:49/50)

To make it easier, it would be better if the scale is converted into 0 – 100. The converted version in scale 1 - 100 is presented in Table 3.5. below.

Table 3.5. Classification of Score Levels in Depdiknas in Scale 0 – 100

Score Levels		Category
$91.5 < x \leq 100$	$92 < x \leq 100$	A
$83.25 < x \leq 91.5$	$83 < x \leq 92$	A–
$75 < x \leq 83.25$	$75 < x \leq 83$	B+
$66.5 < x \leq 75$	$67 < x \leq 75$	B
$58.25 < x \leq 66.5$	$58 < x \leq 67$	B–
$50 < x \leq 58.25$	$50 < x \leq 58$	C+
$41.5 < x \leq 50$	$42 < x \leq 50$	C
$33.25 < x \leq 41.5$	$33 < x \leq 42$	C–
$25 < x \leq 33.25$	$25 < x \leq 33$	D+
= 25	= 25	D

However, since the school that was chosen to conduct the research implemented 2006 Institutional Based Curriculum instead of Curriculum 2013, the classification of score levels above could not be applied in this research. Therefore, the classification of score levels applied in this research was different from the one in Curriculum 2013. The researcher constructed the classification of score levels in this research by regarding to the scoring criteria applied to assess the students' writing and the scoring system used in 2006 Institutional Based Curriculum. In this classification of score levels, the students' recount text writing ability was categorized into five classes: excellent, good, fair, poor, and fail. Moreover, the scale of the scoring was ranging from 0 up to 100. To make it clearer, the classification of score levels which was applied in this research is presented in Table 3.6. below.

Table 3.6. The Classification of Score Levels Applied in the Research

Score Levels	Category
80 – 100	Excellent
70 – 79	Good
60 – 69	Fair
40 – 59	Poor
0 – 39	Fail

Then the last, to describe the aspect of writing that was poorly achieved, each indicator of writing ability was calculated by using the following formula:

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

Notes:

E : the percentage of the students' writing ability for each indicator

n : the total score for each indicator

N : the total score for all indicators

(Adapted from Ali, 1993:186)

The clearer details about how the primary data was analyzed are presented in the following steps:

1. Analyzing the students' writing sheets one by one;
2. Scoring the students' recount text writing by using analytical scoring method based on the five writing aspects: content, organization, grammar, vocabulary, and mechanics;
3. Analyzing students' writing ability using mean score;
4. Classifying the score achieved based on the classification of score levels as presented in Table 3.6.;
5. Analyzing the students' achievement in each aspect of writing;
6. Presenting the students' achievement in each aspect of writing in the form of percentage;
7. Describing which aspect of writing that was poorly achieved by the students.

CHAPTER 4. RESEARCH RESULT AND DISCUSSION

This chapter highlights the result of the primary data and the discussion of the research result. The following sections explain each point in details.

4.1. The Result of the Data Obtained

The result of the primary data which was in the form of students' recount text writing score was obtained by administering writing test. The researcher then analyzed the score to describe the eighth grade students' recount text writing ability at SMP Negeri 1 Tempeh Lumajang in the 2014/2015 academic year.

The writing test was conducted on April 11th, 2015. It was given to the students who were chosen to be the representatives from each class in eighth grade level. Since there were 4 representatives from each class and there were 9 classes in the eighth grade level, the total number of the participants in the writing test was 36 students. These students were asked to write a simple recount text telling about their best or worst experience during holiday. The recount text written had to consist of 75-100 words which had to be finished in 60 minutes. The researcher used analytical scoring method proposed by Hughes in assessing the students' recount text writing. Therefore, there were five aspects that the researcher had to consider, namely content, organization, grammar, vocabulary, and mechanics. The more detailed information about the result and the analysis of the eighth grade students' recount text writing ability based on the five aspects of writing is presented in the following sub-chapters.

4.1.1. The Eighth Grade Students' Recount Text Writing Ability

To describe the students' recount text writing ability in general, the researcher applied mean score formula. Before applying this formula, the researcher had to find the students' average score given by the first and the second scorer and then sum up all the average scores. More detailed information about the students' recount text writing score given by the first scorer, the second scorer, and the average score from both scorers is presented in Table 4.1. below.

Table 4.1. The Students' Recount Text Writing Score

No	Name	Scorer 1	Scorer 2	Average Score	No	Name	Scorer 1	Scorer 2	Average Score
1	ERP	64	60	62	20	YND	24	28	26
2	ERK	52	52	52	21	APA	20	20	20
3	JS	64	68	66	22	FFA	56	52	54
4	RPS	72	68	70	23	VAP	76	76	76
5	ARHK	80	84	82	24	YWM	52	56	54
6	AY	68	64	66	25	ARS	60	64	62
7	DRZ	56	56	56	26	KSS	72	68	70
8	MM	52	52	52	27	LI	64	60	62
9	HMF	80	76	78	28	RDV	68	64	66
10	ILD	60	60	60	29	ALH	60	56	58
11	LAW	60	56	58	30	DT	24	24	24
12	SPG	52	48	50	31	FEF	60	64	62
13	DS	56	56	56	32	NI	44	44	44
14	GN	76	80	78	33	AMJ	60	60	60
15	IAS	40	40	40	34	AF	68	72	70
16	MRT	68	64	66	35	IA	76	72	74
17	DAS	36	40	38	36	SDL	64	64	64
18	MFAA	80	80	80					
19	PMD	60	56	58					
Total							2124	2104	2114

Based on the information in Table 4.1. above, it was known that the sum of the students' average score was 2114 and the total number of the students who participated in the test was 36. From the data obtained, the researcher could calculate the students' recount text writing mean score. In this case, the result of the calculation was used to describe the eighth grade students' recount text writing ability in general. The calculation of the students' recount text writing mean score is presented as follows.

$$\bar{x} = \frac{\sum x}{N} = \frac{2114}{36} = 58.72 = 59$$

The result of the calculation showed that the students' recount text writing mean score was 59. Regarding to the classification of score levels adapted from Permendikbud, it could be interpreted that the eighth grade students' recount text writing ability at SMP Negeri 1 Tempeh Lumajang was poor; it was in the range of 40 – 59.

4.1.2. The Eighth Grade Students' Score Distribution based on the Classification of Score Levels

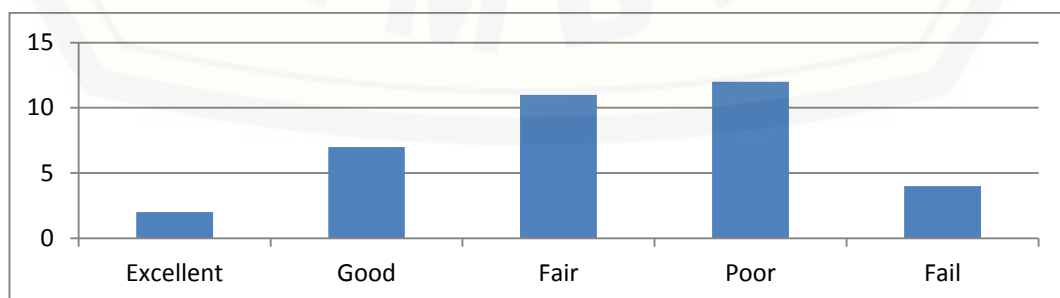
To describe the eighth grade students' score distribution in recount text writing, the researcher used the classification of score levels presented in Chapter 3. The researcher interpreted the students' recount text writing ability by scoring the students' recount text writing. To be fair, the researcher used the students' average score given by both scorers in the writing test. After that, the researcher classified those scores into five levels, which were excellent, good, fair, poor, and fail. The complete information about the eighth grade students' recount text writing score distribution at SMP Negeri 1 Tempeh Lumajang is presented in Table 4.2. below.

Table 4.2. The Classification of the Students' Recount Text Writing Score

No.	Score Levels	Category	Frequency
1.	80 – 100	Excellent	2
2.	70 – 79	Good	7
3.	60 – 69	Fair	11
4.	40 – 59	Poor	12
5.	0 – 39	Fail	4
Total			36

According to Table 4.2. above, there was 2 students who were categorized as excellent, 7 students who were categorized as good, 11 students who were categorized as fair, 12 students who were categorized as poor, and at last, there were 4 students who were categorized as fail. To make it clearer, the score distribution of eighth grade students' recount text writing at SMP Negeri 1 Tempeh Lumajang can be seen through Figure 4.1. below.

Figure 4.1. The Score Distribution of the Students' Recount Text Writing



4.1.3. The Aspect of Writing that is Poorly Achieved

There were five aspects of writing that became the focus in assessing the students' recount text writing, namely content, organization, grammar, vocabulary, and mechanics. The detail of the students' score in each aspect of writing given by the first and the second scorer can be seen in Appendix K. Once again, to be fair, the researcher decided to use the average score that the students achieved in each aspect of writing (see Appendix L). To show the students' ability in one aspect of writing compared to the other aspects, the researcher decided to apply the following formula.

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

Notes:

- E : the percentage of the students' writing ability for each indicator
n : the total score for each indicator
N : the total score for all indicators

(Adapted from Ali, 1993: 186)

The following sections explain about the detail calculation of the students' ability in each aspect of writing.

a. The Students' Ability in the Aspect of Content

The detail information about the students' score in the aspect of content given by the first and the second scorer can be seen in Appendix M. However, the researcher decided to use the students' average score for the calculation. From the information in Appendix L, it was known that the sum of the students' score in the aspect of content was 127. Meanwhile, the sum of the students' score in all aspects of writing was 528.5. Therefore, the calculation was done as follows.

$$E = \frac{n}{N} \times 100\% = \frac{127}{528.5} \times 100\% = 24.03 = 24\%$$

Based on the calculation above, it was revealed that the students' ability in the aspect of content was 24% compared to the other aspects of writing. Furthermore, the students' mean score in this aspect of writing was 70.6 (see Appendix M). According to the classification of score levels, it was categorized as good.

b. The Students' Ability in the Aspect of Organization

The detail information about the students' score in the aspect of organization given by the first and the second scorer can be seen in Appendix N. However, the researcher decided to use the students' average score for the calculation. From the information in Appendix L, it was known that the sum of the students' score in the aspect of organization was 114. Meanwhile, the sum of the students' score in all aspects of writing was 528.5. Therefore, the calculation was done as follows.

$$E = \frac{n}{N} \times 100\% = \frac{114}{528.5} \times 100\% = 21.57 = 21.6\%$$

Based on the calculation above, it was revealed that the students' ability in the aspect of organization was 21.6% compared to the other aspects of writing. Furthermore, the students' mean score in this aspect of writing was 63.3 (see Appendix N). According to the classification of score levels, it was categorized as fair.

c. The Students' Ability in the Aspect of Grammar

The detail information about the students' score in the aspect of grammar given by the first and the second scorer can be seen in Appendix O. However, the researcher decided to use the students' average score for the calculation. From the information in Appendix L, it was known that the sum of the students' score in the aspect of grammar was 73. Meanwhile, the sum of the students' score in all aspects of writing was 528.5. Therefore, the calculation was done as follows.

$$E = \frac{n}{N} \times 100\% = \frac{73}{528.5} \times 100\% = 13.81 = 13.8\%$$

Based on the calculation above, it was revealed that the students' ability in the aspect of grammar was 13.8% compared to the other aspects of writing. Furthermore, the students' mean score in this aspect of writing was 40.6 (see Appendix O). According to the classification of score levels, it was categorized as poor.

d. The Students' Ability in the Aspect of Vocabulary

The detail information about the students' score in the aspect of vocabulary given by the first and the second scorer can be seen in Appendix P. However, the researcher decided to use the students' average score for the calculation. From the information in Appendix L, it was known that the sum of the students' score in the aspect of vocabulary was 98.5. Meanwhile, the sum of the students' score in all aspects of writing was 528.5. Therefore, the calculation was done as follows.

$$E = \frac{n}{N} \times 100\% = \frac{98.5}{528.5} \times 100\% = 18.63 = 18.6\%$$

Based on the calculation above, it was revealed that the students' ability in the aspect of vocabulary was 18.6% compared to the other aspects of writing. Furthermore, the students' mean score in this aspect of writing was 54.7 (see Appendix P). According to the classification of score levels, it was categorized as poor.

e. The Students' Ability in the Aspect of Mechanics

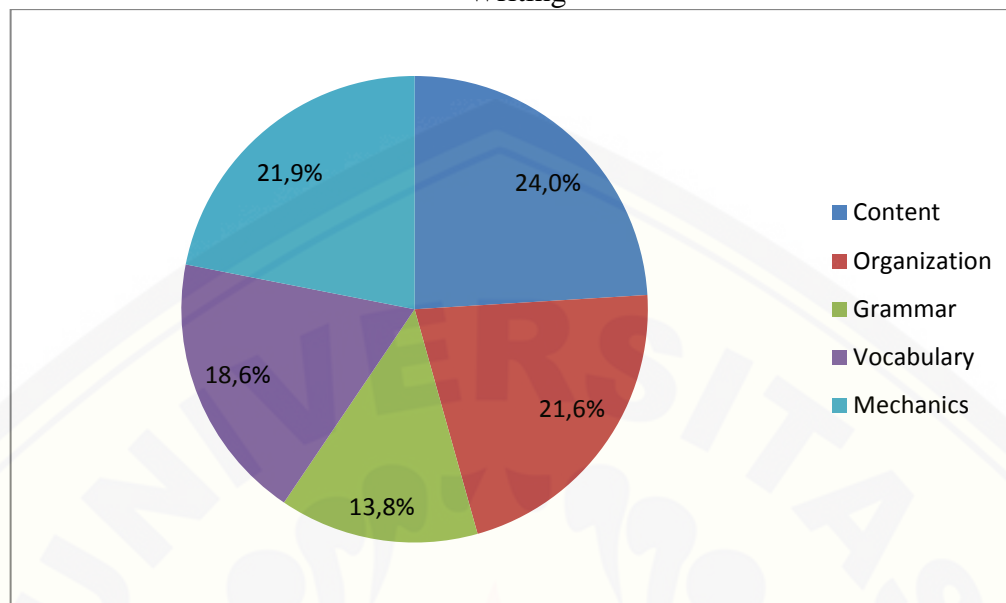
The detail information about the students' score in the aspect of mechanics given by the first and the second scorer can be seen in Appendix Q. However, the researcher decided to use the students' average score for the calculation. From the information in Appendix L, it was known that the sum of the students' score in the aspect of mechanics was 116. Meanwhile, the sum of the students' score in all aspects of writing was 528.5. Therefore, the calculation was done as follows.

$$E = \frac{n}{N} \times 100\% = \frac{116}{528.5} \times 100\% = 21.94 = 21.9\%$$

Based on the calculation above, it was revealed that the students' ability in the aspect of mechanics was 21.9% compared to the other aspects of writing. Furthermore, the students' mean score in this aspect of writing was 64.4 (see Appendix Q). According to the classification of score levels, it was categorized as fair.

To make it clearer, the result of the calculation is presented in Figure 4.2. below.

Figure 4.2 The Percentage of the Students' Ability in the Five Aspects of Writing



From Figure 4.2 above, it was known that grammar was the aspect of writing that the students poorly achieved. The number showed that the students' ability in this aspect was 13.8% compared to the other aspects of writing. In the second place, there was vocabulary. The students' ability in this aspect of writing was only 18.6% compared to the other aspects of writing. In the third place, there was organization with 21.6% compared to the other aspects of writing. In the fourth place, there was mechanics with 21.9% compared to the other aspects of writing. At last, there was content which came up as the best aspect of writing that the students achieved. The students' ability in this aspect of writing was 24% compared to the other aspects of writing.

4.2. Discussion of the Research Result

Based on the result of the data analysis above, it was revealed that the students' mean score in the writing test was 59. According to the classification of score levels, the eighth grade students' recount text writing ability at SMP Negeri 1 Tempeh Lumajang was categorized as poor since the score was in the range of 40 – 59. In this case, the finding related to the eighth grade students' recount text writing ability did not show similar result with the two previous researches

conducted by Oktarina and Qorina in 2014. In Oktarina's, the eighth grade students' recount text writing ability was categorized as fair since the students' mean score was 60.72. Meanwhile, in Qorina's, it was revealed that the eighth grade students' mean score in recount text writing was 70.22 and could be categorized as good.

To be more detailed, the researcher also analyzed the students' recount text writing score distribution. In this case, the researcher classified the students' recount text writing score into five categories in which each category had its own score range. Based on the result of the analysis, it was known that there were 2 students whose score were in the range of 80 – 100 and were categorized as excellent. Then, there were 7 students who were categorized as good since their scores were in the range of 70 – 79. Meanwhile, in fair category, there were 11 students whose scores were ranging from 60 – 69. Then next, in poor category, the one with the highest frequency compared to the others, there were 12 students whose scores were ranging from 40 – 59. For the last category, fail, it was found out that there were 4 students whose scores were below 40.

Dealing with that finding, the lack time to practice could come up as the so-called-problem to be claimed since the teaching of recount text writing was only conducted in one meeting both in the first and the second semester. It meant that the students only had a chance to practice their recount text writing ability for about 4×40 minutes in a year. Furthermore, from all the lesson plans used to teach English to the eighth grade students in the first and the second semester, it was known that the teacher preferred to teach reading and speaking rather than writing. On the other side, this finding actually helped to prove what Fairbairn and Winch (2011:71) say; the students would need some extra efforts and longer period of time in order to be able to produce a good piece of writing.

In this research, the researcher also carried out an analysis dealing with the students' ability in the five aspects of writing. The result of the analysis showed that grammar was the aspect of writing that the students poorly achieved. This was supported by the result of the calculation in the term of the students' ability in the aspect of grammar which was only 13.8% compared to the other aspects of

writing and the mean score achieved which was 40.6 or could be categorized as poor. To be more detailed about the distribution of the students' ability in the aspect of grammar, there were 5 students who were categorized as fair, 19 students who were categorized as poor, and 11 students who were categorized as fail. It meant that there was only 1 student who was categorized as good.

In the previous research conducted by Qorina in 2014, it was also found out that grammar was the aspect of writing that the students poorly achieved. According to her, most of the students taken as samples could not use the correct pattern of Simple Past Tense. There were some students who used Simple Present Tense instead of Simple Past Tense even though they were all aware that they were asked to write a recount text in the test.

In this research, the researcher only focused on analyzing the aspect of grammar, particularly about the use of Simple Past Tense in students' recount text writing. Therefore, the researcher tried to analyze any errors in using Simple Past Tense that the students made in their writing (see Appendix R). From the analysis, it was found out that most of the students used Simple Present Tense or Present Continuous Tense instead of using Simple Past Tense while writing a recount text. The students might be aware that the social function of a recount text was to retell a series of events that they had experienced in the past but not about the tense that they could use. According to some experts as stated in Chapter 2, Simple Past Tense is commonly used to express habitual action in the past, to describe a situation in a certain period of time in the past, and to express an activity happened at particular time in the past. Thus, regarding to that statement, it was very clear that the students actually should have only used Simple Past Tense for their recount text writing. However, in fact, they were not able to use the correct tense which was caused due to their lack of knowledge about grammar.

Moreover, using inappropriate tense could cause fatal error, particularly in term of the social function of a recount text. For example, one of the students wrote, "*I play skateboard with my brother.*" instead of "*I played skateboard with my brother.*"; "*It takes like 2 hours from Lumajang to Papuma.*" instead of "*It took for about 2 hours from Lumajang to Papuma.*"; and "*After that we go home*

at 5 p.m.” instead of “*After that we went home at 5 p.m.*”. The readers might be confused because at first they were told that it was a recount text but then, when they read the text, all sentences that they found were written in Simple Present Tense or Present Continuous Tense. They might even start questioning when the event actually happened. Most students also inserted verb “be” before the main verb. It practically made the sentences turned to be passive voice even though actually they had to be in active voice. Directly or not, it could twist up the ideas about who became the subject and which one was the object. The students should have understood that it was important to clarify who did the action while writing sentences. For example, they “*After that, I and my sister was set on the sand.*” instead of “*After that, my sister and I sat on the sand.*”; “*He was threw a stone very big past exact in my foot.*” instead of “*He threw a very big rock right into my foot.*”; and “*After that, we were prepare all the need.*” instead of “*After that, we prepared all that we needed.*”. From that example, it could be seen that the student was not able to apply the correct pattern of Simple Past Tense, using main verb or verb “be”.

There were some other errors that the students made in their recount text writing. One of the errors made was using incorrect past form, for example, “*In Borobudur Temple I tooch*” instead of “*In Borobudur Temple I touched...*”; “*After that, me and my family need to swum in the beach.*” instead of “*After that, my family and I swam in the beach.*”; and “*But the cat bited my hand with strong until bleed.*” instead of “*But the cat bit my hand strongly until bleeding.*”. It could also be found that most students omitted main verb and verb “be”. For example, the students wrote “*I so happy in the day.*” instead of “*I was so happy that day.*”; “*But I very happy already visited to my home grandmother.*” instead of “*But I was very happy because I had already visited my grandmother’s house.*”; and “*My family very happy.*” instead of “*My family was very happy.*”. Then the last, some of the students fail to express their impression or feeling for the reorientation since they used verb “be” and verb “felt” altogether right before the adjective. For example, one of the students wrote “*I was feel happy.*” instead of “*I was happy.*” or “*I felt happy.*”; “*I is very felt satisfied and happy.*” instead of “*I was very*

satisfied and happy.” or “I felt very satisfied and happy.”; and “I feel is verry verry happiness I can go to Bali and play skateboard with my brother.” instead of “I felt very happy because I could go to Bali and play skateboard with my brother.” or “I was very happy because I could go to Bali and play skateboard with my brother.”.

As the impact of the students' poor ability in the aspect of grammar, the researcher experienced difficulties in understanding what the students were actually trying to express. The researcher had to try her best in interpreting and understanding the students' writing while scoring their work. This experience then directly reminded the researcher about what the experts say in Chapter 2 dealing with the importance of using correctly grammar sentences. The experts say that a writer has to be able to construct grammatically correct sentences in order to have a meaningful, understandable, and successful communication. Unluckily, the researcher even had worse experience in understanding the students' ideas since some of the students kept using inappropriate words in their writing. After reading all the students' writing, the researcher found out that the root of these problems was that most students simply transformed their ideas from Indonesian into English instead of translating it. It seemed like the students were lack of practice in expressing their ideas or feeling in English. The students might write in English but the language style that they used was Indonesian which was undoubtedly unacceptable in the target language learned.

In short, it could be concluded that most of the students still did not understand about the language features of a recount text, mainly in term of using Simple Past Tense. Most of the students could not apply the correct pattern of Simple Past Tense. In writing a recount text, the students have to be able to use Simple Past Tense correctly because the tense used might help the readers to get the idea that the experience told had happened in the past. Besides, grammatically correct sentences will also help readers understand the ideas easily. Regarding to the result of the analysis in the aspect of grammar, it could be known that the English teacher did not give a thorough explanation about the correct pattern of Simple Past Tense. It even seemed like the English teacher did not explain the

differences in using Simple Present Tense and Simple Past Tense and the differences in using active voice sentences and passive voice sentences. Hence, it is suggested to the English teacher to explain the language features of the text thoroughly because it is one of the aspects that the teacher has to take into account in applying Genre Based Approach in teaching writing. In this case, the English teacher has to highlight the tenses that the students have to use while writing a certain type of text. It will also be better for the English teacher to explain the differences between Simple Present Tense and Simple Past Tense so that, it might prevent the students to twist up those two tense in writing their next recount text.

Additionally, regarding to the explanation in Chapter 2, Rahman (2011:4) says that the primary goal of language teaching and learning is to successfully communicate the social purposes that each genre has. Then according to Khatibi (2014:39), the students have to be able to understand and produce a whole text as a unit rather than just a sentence if they want to successfully communicate the social purpose of a text. From all the students' recount text writing taken as samples, it could be seen that almost all of the students were able to communicate the social function of their writing. It meant that the students had been able to understand and produce a piece of writing in a whole text level. They could fulfill the readers' expectation about the kind of information that they can get when they finish reading the text. Needless to say, the implementation of Genre Based Approach in teaching recount text writing did have a huge contribution in helping the students to write a better text. The existence of generic structure in Genre Based Approach had successfully given the students a hint on how they were supposed to arrange their ideas into a complete text in the level of discourse which was acceptable and fulfilled the readers' expectation.

CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter highlights the conclusion and some suggestions related to the result of this research. The suggestions are proposed for the English teacher and other researchers. The following sections explain each point in details.

5.1. Conclusion

Based on the results of the students' recount text writing test and the discussion presented in the previous chapter, it was revealed that the students' recount text writing ability was categorized as poor. The students' mean score in writing a recount text was 59. To be more specific, 12 students were categorized as poor, 11 students as fair, 7 students as good, 4 students as fail and 2 students who were categorized as excellent. Therefore, it could be concluded that the eighth grade students' recount text writing at SMP Negeri 1 Tempeh Lumajang was not yet satisfying.

Dealing with the five aspects of writing assessed in the scoring, it was revealed that the portion of the students' ability percentage in the aspect of content was 24% compared to the other aspects of writing. The students' mean score in this aspect of writing was 70.6 which was categorized as good. Then, in the aspects of organization and mechanics, the students' ability could be categorized as fair. The percentage of the students' ability in the aspects of organization and mechanics were 21.6% and 21.9% compared to the other aspects of writing. Meanwhile, for the mean score in those two aspects, the students could obtain 63.3 in organization and 64.4 in mechanics. Furthermore, the students' ability in the aspects of vocabulary and grammar could be categorized as poor. The percentage of the students' ability in the aspects of vocabulary and grammar were 18.6% and 13.8% compared to the other aspects of writing. The means score that the students could achieve for these aspects of writing was 54 in vocabulary and 40.6 in grammar. In short, it could be concluded that grammar was the aspect of writing that the eighth grade students of SMP Negeri 1 Tempeh Lumajang struggled the most.

The last, talking about the implementation of Genre Based Approach in teaching writing, it could be seen that this approach did have an enormous favor in helping the students write better. From all the writing samples taken, it showed that almost all of the students could write a text which was related to the assigned topics. The students were even able to fulfill the readers' expectation in term of social function. The most surprising finding was that most of the students could write a whole text in the level of discourse and arrange it very well. In this case, understanding the generic structure of a recount text did give the students a clear hint about what information they should include in their writing. Disappointingly, there were only a few students who could really grab the knowledge about the language features that he had to use while writing a recount text. However, it was just the same common problem that most of EFL students experienced as the impact of having a different language system in the language learned.

5.2. Suggestion

Based on the results of this research, the suggestions below are intended for the following people:

5.2.1. The Students

The students are suggested to practise their recount text writing ability more often, so that they can improve their ability in expressing ideas or feelings logically by concerning more on the aspect of writing that they are lack of, in this case is grammar. Also, the students should regularly practice their grammar by doing some exercises in order to be able to write better sentences. Moreover, it will also be better for the students to upgrade their vocabulary stock. From all the samples taken, the researcher found out that most of the students could not freely express their ideas because of a very limited stock of vocabulary that they had.

5.2.2. The English Teacher

The eighth grade English teacher of SMP Negeri 1 Tempeh Lumajang is suggested to give the students a chance to practice their writing more often by

considering that the students' writing ability was still fair. Moreover, since the result of the research showed that grammar was the aspect of writing that the students poorly achieved, it is also suggested to the English teacher to give a clear explanation while explaining the language features of a certain text learned. It would even be better if the teacher explains the differences between Simple Present Tense and Simple Past Tense thoroughly. By doing this, it is expected that the students do not twist up both tenses while writing a recount text. A lot more exercises dealing with grammar will absolutely help the students improve their grammar too.

Additionally, the researcher suggests the English teacher to drill the students to express their ideas in English. The researcher found out that most of the students taken as samples were not able to express their ideas in English properly. Most of the sentences that they wrote were not acceptable in the target language learned. When it comes to writing, most of the students arrange their ideas in Indonesia first then translate them into English. Unfortunately, the students did not realize that what they did was transforming not translating. Besides, the researcher also found out that the students could not freely express their ideas because of the limited stock of vocabulary that they had. To bear this problem, the English teacher should not only drill the students' ability in grammar but also in vocabulary by using some vocabulary games, songs, or rhymes to begin with.

The last, it would be better for the English teacher to carefully consider which materials or exercises to put in the lesson plan. From the lesson plan collected, it could be seen that the English teacher gave some inappropriate exercises. For example, the English teacher gave some exercises dealing with reading and vocabulary while what he actually intended to teach was writing. The English teacher should wisely remember that anything given as the input will absolutely affect the output, which is in this case, is the students' recount text writing. So by designing better lesson plan covering appropriate materials and exercises, it is expected that the students will be able to produce better recount text writing later on.

5.2.3. The Future Researchers

The researcher hopes that there will be other researchers who willingly conduct other researches relating to the students' ability in writing a recount text in order that the new findings can help the students improve their recount text writing ability. The future researchers can apply other teaching techniques then analyze the effectiveness of applying the techniques or combine Genre Based Approach with any other techniques so that it can make the teaching and learning process of writing in the classroom run better. Furthermore, it would also be better for the future researchers to also expose the English teacher's competence in teaching recount text writing and designing the lesson plan covering the materials used and the exercises given. Any materials and exercises given to the students including the way how the English teacher delivers it would likely affect the students' recount text writing ability.

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APPENDICIES

Appendix A

Research Matrix

Title	Problem	Variable	Indicators	Data Resources	Research Method
The Eighth Grade Students' Recount Text Writing Ability at SMP Negeri 1 Tempeh Lumajang	<ol style="list-style-type: none"> How is the eighth grade students' recount text writing ability at SMP Negeri 1 Tempeh Lumajang? How is the score distribution of the eighth grade students' recount text writing at SMP Negeri 1 Tempeh Lumajang based on the classification of score levels? Which aspect of writing is poorly achieved by the eighth grade 	The eighth grade students' recount text writing ability at SMP Negeri 1 Tempeh Lumajang in the 2014/2015 academic year	Students' recount text writing ability that covers the score of: <ol style="list-style-type: none"> Content Organization Grammar Vocabulary Mechanics 	Respondents : The eighth grade students of SMP Negeri 1 Tempeh Lumajang in the 2014/2015 academic year	<ol style="list-style-type: none"> Research design : Descriptive research Research area : Purposive method Respondent determination : Proportional random sampling Data collection method: <ul style="list-style-type: none"> • Primary data: writing test • Secondary data: interview and documentation Data analysis : <ul style="list-style-type: none"> • Mean Score: $\bar{x} = \frac{\sum x}{N}$ Notes: \bar{x} : the mean score of the students' ability in writing recount

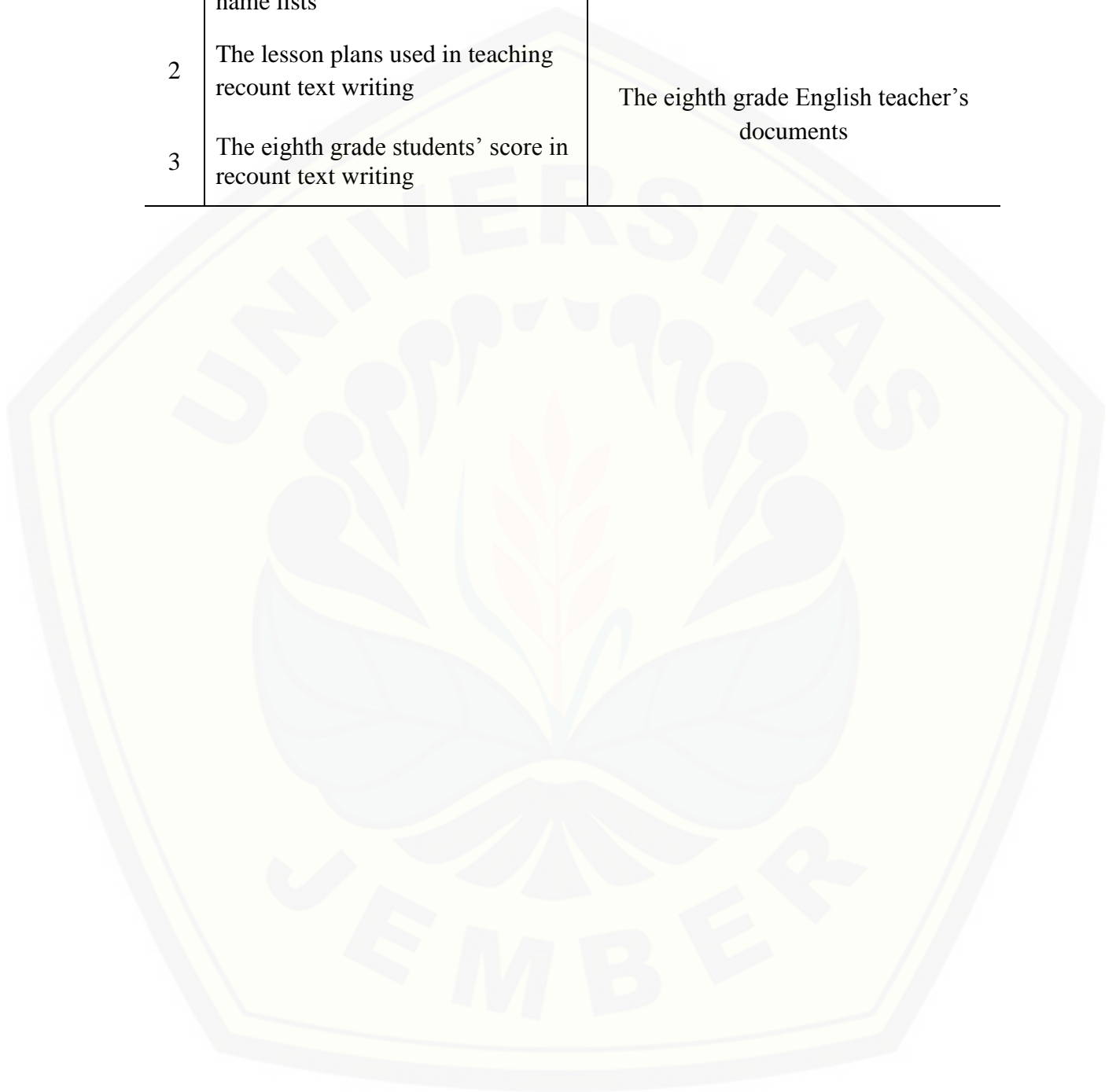
Title	Problem	Variable	Indicators	Data Resources	Research Method
	students of SMP Negeri 1 Tempeh Lumajang in the test?				<p>text</p> <p>Σx: the total score of writing test achieved by the students</p> <p>N : the total number of the students (test taker)</p> <p>(Adapted from Gay <i>et al.</i>, 2011: 323)</p> <ul style="list-style-type: none"> The aspect of writing that is poorly achieved: $E = \frac{n}{N} \times 100\%$ <p>Notes:</p> <p>E : the percentage of the students' writing ability for each indicator</p> <p>n : the total score for each indicator</p> <p>N : the total score for all indicators</p> <p>(Adapted from Ali, 1993: 186)</p>

Appendix B

The Interview Guideline and Documents

No.	The Interview Questions	Source
1	What curriculum does this school apply in teaching English to the eighth grade students?	The Eighth Grade English Teacher of SMP Negeri 1 Tempeh Lumajang
2	Have you taught recount text writing to the eighth grade students?	
3	How many meetings do you usually need to teach recount text writing?	
4	What kind of approach do you usually use in teaching writing?	
5	What topic do you usually give to your students while teaching recount text writing?	
6	How did you usually teach recount text writing to the eighth grade students?	
7	How do you usually assess your students' recount text writing?	
8	What kind of scoring method do you usually use in assessing the students' writing?	
9	What score do you set as the passing grade in recount text writing?	
10	Can all the students achieve the passing grade that you set?	

No.	Documents	Source
1	The eighth grade population's name lists	The school documents
2	The lesson plans used in teaching recount text writing	The eighth grade English teacher's documents
3	The eighth grade students' score in recount text writing	



Appendix C

The Result of Interview with the English Teacher

No.	Questions	The English Teacher's Answers
1	What curriculum does this school apply in teaching English to the eighth grade students?	This school applies 2006 Institutional Based Curriculum in teaching English to the eighth grade students.
2	Have you taught recount text writing to the eighth grade students?	Yes, I have. I did it both in the first and the second semester.
3	How many meetings do you usually need to teach recount text writing?	Both in the first and the second semester, I only spent 1 meeting to teach my students about recount text writing.
4	What kind of approach do you usually use in teaching writing?	In teaching writing, I would rather choose to apply Genre Based Approach since the students can write better when they understand about the generic structure of the text learned.
5	What topic do you usually give to your students while teaching recount text writing?	I gave them the topic of season for the first semester. Then for the second semester, I gave them the topic of holiday.
6	How did you usually teach recount text writing to the eighth grade students?	I always use three-phase technique. So the teaching and learning process is divided in to three sessions. For the first sessions, I introduce the material that will be learned. Then for the second session, I give the students an example of a recount text and then ask them to analyze the characteristic of the text. After that, I lead my students to discuss about the essence of the material learned such as the social function, the generic structure, and the language features of

No.	Questions	The English Teacher's Answers
		a recount text. In the last session, I always review any materials that I have taught to my students just to make sure that they really understand it.
7	How do you usually assess your students' recount text writing?	I usually only give a single scoring. However, I do take a serious consideration in the aspect of content, generic structure, grammar, vocabulary, and spelling.
8	What kind of scoring method do you usually use in assessing the students' writing?	I usually use holistic scoring.
9	What score do you set as the passing grade in recount text writing?	The passing grade in recount text writing is ≥ 71
10	Can all the students achieve the passing grade that you set?	Most of the students are able to achieve the passing grade. If there is a student who cannot achieve it, then I usually give them a remedial in the form of a take-home-task.

Appendix D**The Lesson Plans Used in Teaching Recount Text Writing to the Eighth Grade Students**

Satuan Pendidikan	:	SMP Negeri 1 Tempeh
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII (Delapan)/1 (Satu)
Standar Kompetensi	:	Mengungkapkan makna dalam teks tulis fungsional dan monolog pendek sederhana berbentuk <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi dasar	:	Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan bahasa secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i>
Indikator	:	1. Dapat menjawab pertanyaan bacaan secara tertulis 2. Melengkapi kalimat rumpang sesuai dengan isi wacana 3. Mampu menghasilkan teks <i>recount</i> dengan mengubah subjek dari teks yang diberikan
Jenis teks	:	Teks <i>recount</i>
Tema	:	Season
Aspek/ Skill	:	Menulis
Alokasi waktu	:	2 × 40 menit

1. TUJUAN PEMBELAJARAN

- Mengidentifikasi jenis tenses dalam wacana tulis
- Mengidentifikasi ciri-ciri teks *recount* (Ungkapan-ungkapan pembentuk wacana: *first, second, finally*)
- Menulis kalimat-kalimat yang berfungsi sebagai orientasi untuk teks *recount*
- Menulis kalimat-kalimat yang berfungsi sebagai event untuk teks *recount*
- Menulis kalimat-kalimat yang berfungsi sebagai reorientation untuk teks *recount*
- Menyusun teks *recount*

2. MATERI PEMBELAJARAN

- Teks *recount* tentang *season*
- Kosa kata terkait tema/jenis teks

3. METODE/ TEKNIK : Complete the recount texts

4. LANGKAH-LANGKAH KEGIATAN

- a. Kegiatan pendahuluan
 - Menjawab pertanyaan berdasar pengalaman
 - Siswa menentukan jenis teks
- b. Kegiatan Inti
 - Membaca teks recount
 - Menentukan ciri-ciri teks recount
 - Melakukan share-reading dari sebuah wacana
 - Membicarakan kejadian-kejadian yang dialami seseorang pada waktu lampau
 - Menjawab pertanyaan bacaan secara tertulis
 - Melengkapi teks dengan kata-kata yang telah disediakan secara tepat
 - Menyusun teks *recount* dengan cara mengubah subjek dari teks yang diberikan
- c. Kegiatan penutup
 - Menanyakan kesulitan siswa dalam memahami materi yang diberikan
 - Menyimpulkan materi yang telah dipelajari

5. SUMBER BELAJAR

- a. Contoh teks recount tentang season
- b. Koran/majalah
- c. Perpustakaan
- d. Buku teks yang sesuai (Let's Talk)

6. PENILAIAN

- a. Teknik : Tes tulis
- b. Bentuk : Karangan
- c. Instrumen :

Read the text!

Unforgettable Experience

It was in the beginning of the wet season, but the weather was fine in the morning. My classmates and I went camping to the camp ground.

We set up our tent in the middle of a field near a small river. As soon as this done, we cooked a meal over an open fire. Everything was all right in the afternoon. But at night while we were singing songs, a strong wind blew by camp fire. It brought disorder to our tent. We couldn't sleep because it was thundering and raining heavily. Lightning intensified the downpours; soon the surrounding areas became flooded.

Answer the questions!

1. Where did the writer and his classmates go camping?
2. What does 'we' in the first sentence of the second paragraph?
3. Did they cook meal before they set up the tent?

Fill in the blanks with the suitable words in the box!

It was warm andon Saturday afternoon. Theresome.....in thebut the sun wasMy Friend, Betty and ItoMalang Town Square.

.....when wethere, suddenly thechanged. Thecloudsthe sun and the sky became dark. Then there werethey didn't bring an with them. Fortunately, Anggithat she had ain her bag. Some peopleaway to bring the but Anggi and IleaveMalang Town Square until showersIt was difficult to predict the weather in the ofseason.

shinning	dry	sunny	sky	were
stopped	clouds	beginning	got	went
didn't	remembered	covered	weather	umbrella
raincoat	showers	ran	shelter	thick

Rewrite the text above after you change the subject I into “Jully”!

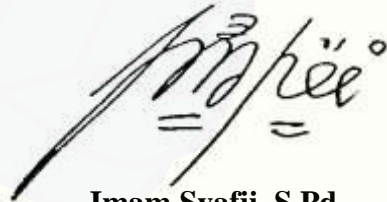
Mengetahui,
Kepala Sekolah



Drs. Heri Yulianto, M.Pd.
NIP 19641225 198803 1 005

Lumajang, 15 Juli 2014

Guru Mata Pelajaran



Imam Syafii, S.Pd.
NIP 19670612 199802 1 002

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	:	SMP Negeri 1 Tempeh
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII (Delapan)/2 (Dua)
Standar Kompetensi	:	Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi dasar	:	Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>
Indikator	:	Mampu menyusun teks <i>recount</i> sederhana sesuai dengan tema yang ditentukan
Jenis teks	:	Teks <i>recount</i>
Tema	:	Recreation
Aspek/ Skill	:	Menulis
Alokasi waktu	:	2 × 40 menit

1. TUJUAN PEMBELAJARAN

- Mengidentifikasi jenis tenses dalam wacana tulis
- Mengidentifikasi ciri-ciri teks *recount* (ungkapan-ungkapan pembentuk wacana: *first, second, finally*)
- Menulis kalimat-kalimat yang berfungsi sebagai orientasi untuk teks *recount*
- Menulis kalimat-kalimat yang berfungsi sebagai event untuk teks *recount*
- Menulis kalimat-kalimat yang berfungsi sebagai reorientation untuk teks *recount*
- Menyusun teks *recount* sederhana dengan cara *browsing, patching, atau hunting tourism spot*

2. MATERI PEMBELAJARAN

- Contoh teks *recount* sederhana
- Kosa kata terkait tema/jenis teks.

3. METODE/ TEKNIK : Three-Phase Technique**4. LANGKAH-LANGKAH KEGIATAN**

- Kegiatan pendahuluan
 - Menjawab pertanyaan berdasar pengalaman yang terjadi di waktu lampau
 - Siswa mampu mengidentifikasi jenis teks yang sedang dibahas
- Kegiatan Inti

- Membaca contoh teks *recount* yang disediakan
 - Menentukan ciri-ciri teks *recount*
 - Membicarakan kejadian-kejadian serupa yang pernah dialami seseorang pada waktu lampau
 - Menulis kalimat-kalimat yang berfungsi sebagai “orientation” untuk teks *recount*
 - Menulis kalimat-kalimat yang berfungsi sebagai “event” untuk teks *recount*
 - Menulis kalimat-kalimat yang berfungsi sebagai “reorientation” untuk teks *recount*
- c. Kegiatan penutup
- Menanyakan kesulitan siswa dalam memahami materi yang diberikan
 - Menyimpulkan materi yang telah dipelajari
 - Menugaskan siswa untuk menyusun teks *recount* tentang pengalaman pada waktu liburan dengan cara browsing/patching/hunting tourism spot secara berkelompok

5. SUMBER BELAJAR

- a. Contoh teks *recount*
- b. Koran/majalah
- c. Perpustakaan
- d. Buku teks yang sesuai

6. PENILAIAN

- d. Teknik : Tes tulis
- e. Bentuk : Menyusun teks *recount*
- f. Instrumen : Make a short text about your experience during holiday in groups!


Lumajang, 15 Juli 2014

Mengetahui,
Kepala Sekolah

Guru Mata Pelajaran



Drs. Heri Yulianto, M.Pd.
NIP 19641225 198803 1 005



Imam Syafii, S.Pd.
NIP 19670612 199802 1 002

Appendix E

The Teaching of Recount Text Writing for the Eighth Grade Students at SMP Negeri 1 Tempeh Lumajang

Based on the result of an interview done with the eighth grade English teacher of SMP Negeri 1 Tempeh Lumajang on February 11th, 2015, it was revealed that the curriculum implemented at this school was 2006 Institutional Based Curriculum. Hence, one of the materials that had to be taught was writing a recount text. Further, the teacher also claimed that he had taught recount text writing to the eighth grade students both in the first and second semester. However, he only focused on teaching personal recount text because it was the only type of recount texts that the 2006 Institutional Based tended to focus on. By teaching this type of recount text, the teacher could give the students a chance to share any experiences that they got during their holiday. Therefore, the teacher expected that the students could be more motivated and excited in joining the class.

The teacher also explained that the teaching and learning recount text writing was conducted in one meeting only. One meeting of English subject consisted of two hour lessons in which each hour was about 40 minutes. In short, the teaching and learning recount text writing to the eighth grade students of SMP Negeri 1 Tempeh Lumajang was only conducted in two hour lessons and the time allocation was 80 minutes. This time allocation was applied for both teaching and learning of writing a recount text in the first and second semester.

In teaching recount text writing, the teacher decided to apply three-phase technique. So the teaching and learning process was divided into three sections, which were opening, main activities, and closure. In opening section, the teacher always started the class by greeting all the students and letting them know what material they would learn in that meeting. After that, the teacher would ask some questions related to the topic discussed. At this moment, the teacher usually asked about the students' personal experience. The activity then further continued by

asking the students to guess what type of text that they could use to tell about their personal experience in the past.

To start the second section, that was main activities, the teacher showed an example of a recount text that he had provided beforehand. In that moment, the teacher asked the students to read the text and analyze the characteristics of the text shown. In this activity, the teacher tended to emphasize on the tense that the students had to use in writing a recount text. The teacher also guided the students to discuss the result of their analysis which dealt with finding the characteristic of a recount text. To make sure that all the students could get the important points from the discussion, the teacher gave a brief explanation about the definition of a recount text, its social function, its generic structure, and its language features. In explaining the generic structure of the text, the teacher directly used the example of a recount text to show the students which part of the text that belonged to orientation, event(s), or reorientation. The students were also given a chance to make a list of any unfamiliar and difficult words found in the text and find the meaning of those words in a dictionary.

However, for the later activities that the teacher did in the first and the second semester were quite different. For the first semester, the teacher used guided writing technique by considering that this was the first time for the students to get to know how to write a recount text. In using this technique, the teacher usually integrated the skill with reading. So at first, the teacher asked the students to read a short recount text and answer the questions stated below the text. The teacher claimed that he was doing this because he wanted to make the students more familiar with recount text. For the next activity, the teacher asked the students to complete a short recount text by using the appropriate words provided in a box. When all the students had finished their task, the teacher asked the students to swap their work and discuss the correct answer together. After knowing the correct answers for all the blank spaces, the teacher asked the students to rewrite the text by changing the subject “I” into “Jully”.

Meanwhile for the second semester, the teacher asked the students to share their personal experience with the whole class. After asking the students about

their personal experiences, the teacher chose one of the students' experiences to be developed into a written recount text. In this activity, the teacher would work together with all the students to write an orientation, a series of events, and a reorientation for the experience chosen earlier. Then, the teacher asked the students to write a short essay telling about their personal experience in the past by browsing, patching, or hunting tourism spot. The teacher usually asked the students to finish their writing task at home due to the limitation of time.

At last, for the closure of teaching and learning recount text writing, the teacher always asked the students about any difficulties that they experience during the lesson. It was aimed to make sure that all the students could understand the material explained well. The teacher also reviewed all the important points from the explanation before ending the meeting.

Appendix F

The Assessment of the Eighth Grade Students' Recount Text Writing at SMP Negeri 1 Tempeh Lumajang

The assessment of the eighth grade students' recount text writing in SMP Negeri 1 Tempeh Lumajang was carried out by the English teacher in the end of the lesson. The teacher claimed that he assessed the students' recount text writing by considering some aspects such as content, organization, grammar, vocabulary, and spelling. However, the teacher would like to use single scoring rather than assessing all those aspects separately by using analytical scoring method. So in this case, the single score given for the students' writing had represented the score for all aspects of writing. Therefore, it was known that the teacher assessed the students' recount text writing by using a scoring method called holistic scoring method. In addition, the teacher also informed that the passing grade he set for recount text writing was 71.

In summary, the eighth grade students' recount text writing in SMP Negeri 1 Tempeh Lumajang was assessed by using a holistic scoring. The teacher assessed the students' recount text writing by considering all the aspects of writing which were assessed altogether as a single score. In applying this scoring method, the teacher could save more time since he was only required to make a single score for each student's writing. He only needed to score the students' writing based on his overall impression towards what the students had written. The teacher somehow realized that it would be difficult for him to figure out what aspect of writing that the students needed to improve since there was no detail information about the students' score in each aspect of writing. However, it was virtually impossible for the teacher to apply analytical scoring since it surely would take much more time and energy.

Appendix G

The Research Respondents' Name List

No	Name	Class
1	ERP	VIII A
2	ERK	VIII A
3	JS	VIII A
4	RPS	VIII A
5	ARHK	VIII B
6	AY	VIII B
7	DRZ	VIII B
8	MM	VIII B
9	HMF	VIII C
10	ILDLD	VIII C
11	LAW	VIII C
12	SPG	VIII C
13	DS	VIII D
14	GN	VIII D
15	IAS	VIII D
16	MRT	VIII D
17	DAS	VIII E
18	MFAA	VIII E
19	PMD	VIII E
20	YND	VIII E
21	APA	VIII F
22	FFA	VIII F
23	VAP	VIII F
24	YWM	VIII F
25	ARS	VIII G
26	KSS	VIII G
27	LI	VIII G
28	RDV	VIII G
29	ALH	VIII H
30	DT	VIII H
31	FEF	VIII H
32	NI	VIII H
33	AMJ	VIII I
34	AF	VIII I
35	IA	VIII I
36	SDL	VIII I

Appendix H**The Research Instrument****Writing Test**

Subject	:	English
Level/Semester	:	VIII/2
Language Skill	:	Writing
Genre	:	Recount
Time	:	60 minutes

Write a short and simple recount text that consists of 75-100 words in one of the following topics:

- a. My Best Holiday Ever
- b. My Worst Holiday Ever

Appendix I

The Writing Sheet

NAME :

CLASS :

Content : Vocabulary:
Organization : Mechanics :
Grammar :

TOTAL SCORE:
 $\frac{\dots}{25} \times 100 =$

Appendix J

The Students' Recount Text Writing Score And Its Classification

No	Name	Scorer 1	Scorer 2	Average Score	Category
1	ERP	64	60	62	FAIR
2	ERK	52	52	52	POOR
3	JS	64	68	66	FAIR
4	RPS	72	68	70	GOOD
5	ARHK	80	84	82	EXCELLENT
6	AY	68	64	66	FAIR
7	DRZ	56	56	56	POOR
8	MM	52	52	52	POOR
9	HMF	80	76	78	GOOD
10	ILDLD	60	60	60	FAIR
11	LAW	60	56	58	POOR
12	SPG	52	48	50	POOR
13	DS	56	56	56	POOR
14	GN	76	80	78	GOOD
15	IAS	40	40	40	POOR
16	MRT	68	64	66	FAIR
17	DAS	36	40	38	FAIL
18	MFAA	80	80	80	EXCELLENT
19	PMD	60	56	58	POOR
20	YND	24	28	26	FAIL
21	APA	20	20	20	FAIL
22	FFA	56	52	54	POOR
23	VAP	76	76	76	GOOD
24	YWM	52	56	54	POOR
25	ARS	60	64	62	FAIR
26	KSS	72	68	70	GOOD
27	LI	64	60	62	FAIR
28	RDV	68	64	66	FAIR
29	ALH	60	56	58	POOR
30	DT	24	24	24	FAIL
31	FEF	60	64	62	FAIR
32	NI	44	44	44	POOR
33	AMJ	60	60	60	FAIR
34	AF	68	72	70	GOOD
35	IA	76	72	74	GOOD
36	SDL	64	64	64	FAIR
Total Score		2124	2104	2114	

Appendix K

The Students' Score in Each Aspect of Writing Given by Scorer 1 and Scorer 2

No	Name	C		O		G		V		M	
		1	2	1	2	1	2	1	2	1	2
1	ERP	3	3	4	4	2	2	3	3	4	3
2	ERK	3	2	2	2	2	3	2	2	4	4
3	JS	3	4	4	4	3	3	3	3	3	3
4	RPS	5	4	3	3	2	2	4	4	4	4
5	ARHK	5	5	5	5	2	3	4	4	4	4
6	AY	4	4	3	3	3	2	3	3	4	4
7	DRZ	3	3	3	3	2	2	3	3	3	3
8	MM	3	2	3	3	2	2	2	3	3	3
9	HMF	5	5	4	4	3	3	4	3	4	4
10	ILDL	4	4	3	3	2	2	3	3	3	3
11	LAW	4	4	3	3	2	2	3	3	3	2
12	SPG	3	3	3	2	2	2	2	2	3	3
13	DS	3	3	3	3	2	2	3	3	3	3
14	GN	5	5	4	4	2	3	4	4	4	4
15	IAS	3	3	2	2	1	1	2	2	2	2
16	MRT	5	5	4	4	2	1	3	3	3	3
17	DAS	2	2	2	2	1	2	2	2	2	2
18	MFAA	5	5	4	4	2	2	4	4	5	5
19	PMD	4	4	3	3	2	2	3	3	3	2
20	YND	1	1	1	1	1	1	2	2	1	2
21	APA	1	1	1	1	1	1	1	1	1	1
22	FFA	4	4	4	3	1	1	2	2	3	3
23	VAP	4	4	4	4	3	3	3	3	5	5
24	YWM	4	4	3	3	1	2	2	2	3	3
25	ARS	4	4	4	4	2	3	2	2	3	3
26	KSS	3	3	3	3	4	4	3	2	5	5
27	LI	3	3	4	4	3	3	3	2	3	3
28	RDV	4	4	4	4	2	2	3	3	4	3
29	ALH	3	3	4	4	1	1	3	2	4	4
30	DT	1	1	1	1	1	1	2	2	1	1
31	FEF	4	4	3	3	1	2	3	3	4	4
32	NI	3	3	2	2	1	1	2	2	3	3
33	AMJ	4	4	4	4	2	2	2	2	3	3
34	AF	4	4	4	4	2	3	3	3	4	4
35	IA	5	5	3	3	3	3	4	4	4	3
36	SDL	4	4	4	4	2	2	3	3	3	3

Notes:

C: Content O: Organization G: Grammar V: Vocabulary M: Mechanics
 1: Scorer 1 2: Scorer 2

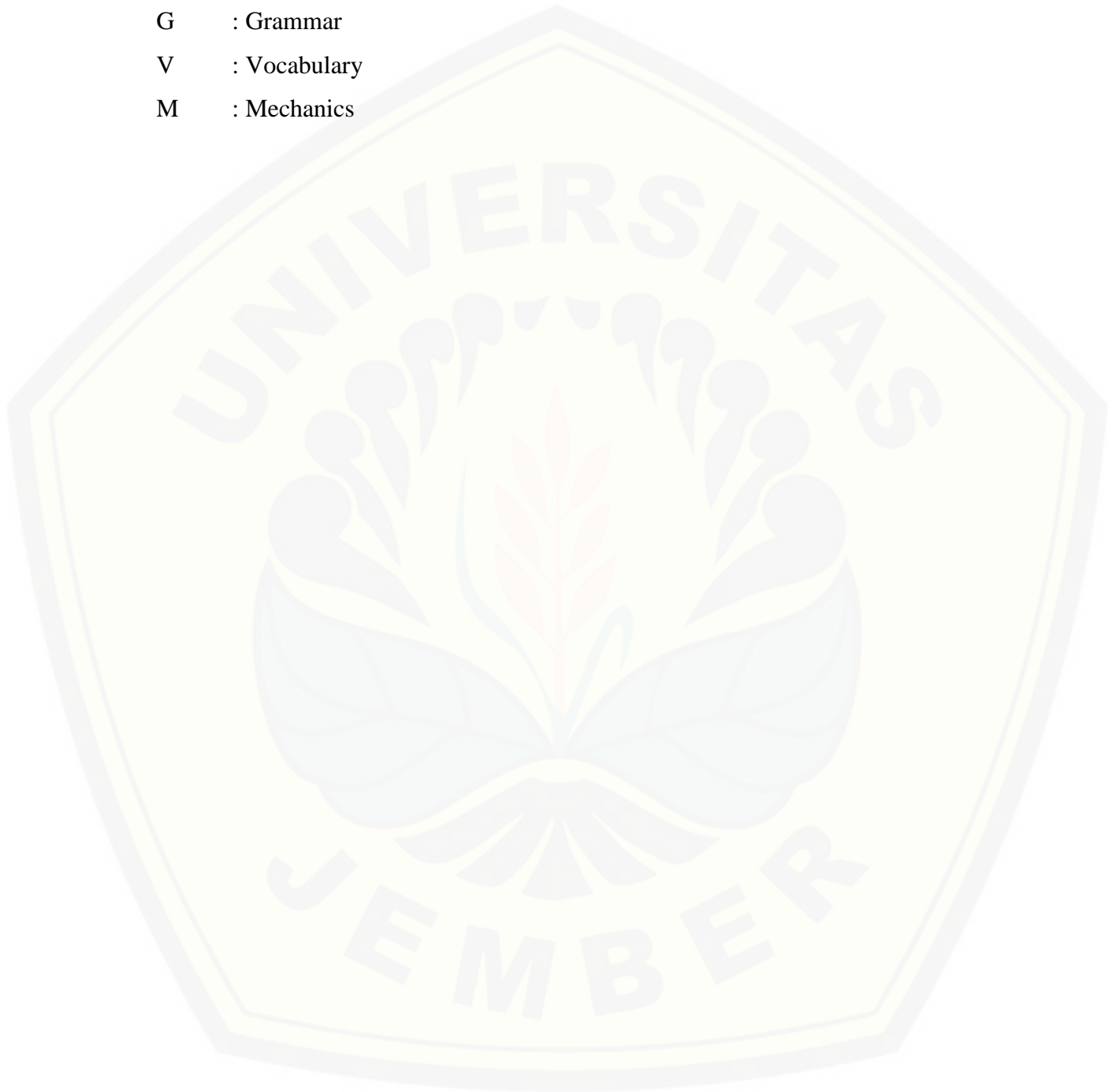
Appendix L

The Students' Average Score in Each Aspect of Writing

No	Name	C	O	G	V	M
1	ERP	3	4	2	3	3.5
2	ERK	2.5	2	2.5	2	4
3	JS	3.5	4	3	3	3
4	RPS	4.5	3	2	4	4
5	ARHK	5	5	2.5	4	4
6	AY	4	3	2.5	3	4
7	DRZ	3	3	2	3	3
8	MM	2.5	3	2	2.5	3
9	HMF	5	4	3	3.5	4
10	ILDL	4	3	2	3	3
11	LAW	4	3	2	3	2.5
12	SPG	3	2.5	2	2	3
13	DS	3	3	2	3	3
14	GN	5	4	2.5	4	4
15	IAS	3	2	1	2	2
16	MRT	5	4	1.5	3	3
17	DAS	2	2	1.5	2	2
18	MFAA	5	4	2	4	5
19	PMD	4	3	2	3	2.5
20	YND	1	1	1	2	1.5
21	APA	1	1	1	1	1
22	FFA	4	3.5	1	2	3
23	VAP	4	4	3	3	5
24	YWM	4	3	1.5	2	3
25	ARS	4	4	2.5	2	3
26	KSS	3	3	4	2.5	5
27	LI	3	4	3	2.5	3
28	RDV	4	4	2	3	3.5
29	ALH	3	4	1	2.5	4
30	DT	1	1	1	2	1
31	FEF	4	3	1.5	3	4
32	NI	3	2	1	2	3
33	AMJ	4	4	2	2	3
34	AF	4	4	2.5	3	4
35	IA	5	3	3	4	3.5
36	SDL	4	4	2	3	3
Total Score in Each Aspect		127	114	73	98,5	116
Total Score in All Aspects				528,5		

Notes:

- C : Content
- O : Organization
- G : Grammar
- V : Vocabulary
- M : Mechanics



Appendix M

The Students' Score in the Aspect of Content

No	Name	Scorer 1	Scorer 2	Average Score	Score	Category
1	ERP	3	3	3	60	FAIR
2	ERK	3	2	2.5	50	POOR
3	JS	3	4	3.5	70	GOOD
4	RPS	5	4	4.5	90	EXCELLENT
5	ARHK	5	5	5	100	EXCELLENT
6	AY	4	4	4	80	EXCELLENT
7	DRZ	3	3	3	60	FAIR
8	MM	3	2	2.5	50	POOR
9	HMF	5	5	5	100	EXCELLENT
10	ILDLD	4	4	4	80	EXCELLENT
11	LAW	4	4	4	80	EXCELLENT
12	SPG	3	3	3	60	FAIR
13	DS	3	3	3	60	FAIR
14	GN	5	5	5	100	EXCELLENT
15	IAS	3	3	3	60	FAIR
16	MRT	5	5	5	100	EXCELLENT
17	DAS	2	2	2	40	POOR
18	MFAA	5	5	5	100	EXCELLENT
19	PMD	4	4	4	80	EXCELLENT
20	YND	1	1	1	20	FAIL
21	APA	1	1	1	20	FAIL
22	FFA	4	4	4	80	EXCELLENT
23	VAP	4	4	4	80	EXCELLENT
24	YWM	4	4	4	80	EXCELLENT
25	ARS	4	4	4	80	EXCELLENT
26	KSS	3	3	3	60	FAIR
27	LI	3	3	3	60	FAIR
28	RDV	4	4	4	80	EXCELLENT
29	ALH	3	3	3	60	FAIR
30	DT	1	1	1	20	FAIL
31	FEF	4	4	4	80	EXCELLENT
32	NI	3	3	3	60	FAIR
33	AMJ	4	4	4	80	EXCELLENT
34	AF	4	4	4	80	EXCELLENT
35	IA	5	5	5	100	EXCELLENT
36	SDL	4	4	4	80	EXCELLENT
TOTAL SCORE					2540	

The Students' Mean Score in the Aspect of Content

$$\bar{x} = \frac{\sum x}{N} = \frac{2540}{36} = 70.556 = 70.6$$

Notes:

\bar{x} : Mean score

$\sum x$: Total score

N : Students' total number (test taker)



Appendix N

The Students' Score in the Aspect of Organization

No	Name	Scorer 1	Scorer 2	Average Score	Score	Category
1	ERP	4	4	4	80	EXCELLENT
2	ERK	2	2	2	40	POOR
3	JS	4	4	4	80	EXCELLENT
4	RPS	3	3	3	60	FAIR
5	ARHK	5	5	5	100	EXCELLENT
6	AY	3	3	3	60	FAIR
7	DRZ	3	3	3	60	FAIR
8	MM	3	3	3	60	FAIR
9	HMF	4	4	4	80	EXCELLENT
10	ILDLD	3	3	3	60	FAIR
11	LAW	3	3	3	60	FAIR
12	SPG	3	2	2.5	50	POOR
13	DS	3	3	3	60	FAIR
14	GN	4	4	4	80	EXCELLENT
15	IAS	2	2	2	40	POOR
16	MRT	4	4	4	80	EXCELLENT
17	DAS	2	2	2	40	POOR
18	MFAA	4	4	4	80	EXCELLENT
19	PMD	3	3	3	60	FAIR
20	YND	1	1	1	20	FAIL
21	APA	1	1	1	20	FAIL
22	FFA	4	3	3.5	70	GOOD
23	VAP	4	4	4	80	EXCELLENT
24	YWM	3	3	3	60	FAIR
25	ARS	4	4	4	80	EXCELLENT
26	KSS	3	3	3	60	FAIR
27	LI	4	4	4	80	EXCELLENT
28	RDV	4	4	4	80	EXCELLENT
29	ALH	4	4	4	80	EXCELLENT
30	DT	1	1	1	20	FAIL
31	FEF	3	3	3	60	FAIR
32	NI	2	2	2	40	POOR
33	AMJ	4	4	4	80	EXCELLENT
34	AF	4	4	4	80	EXCELLENT
35	IA	3	3	3	60	FAIR
36	SDL	4	4	4	80	EXCELLENT
TOTAL SCORE					2280	

The Students' Mean Score in the Aspect of Organization

$$\bar{x} = \frac{\sum x}{N} = \frac{2280}{36} = 63.333 = 63.3$$

Notes:

\bar{x} : Mean score

$\sum x$: Total score

N : Students' total number (test taker)



Appendix O

The Students' Score in the Aspect of Grammar

No	Name	Scorer 1	Scorer 2	Average Score	Score	Category
1	ERP	2	2	2	40	POOR
2	ERK	2	3	2.5	50	POOR
3	JS	3	3	3	60	FAIR
4	RPS	2	2	2	40	POOR
5	ARHK	2	3	2.5	50	POOR
6	AY	3	2	2.5	50	POOR
7	DRZ	2	2	2	40	POOR
8	MM	2	2	2	40	POOR
9	HMF	3	3	3	60	FAIR
10	ILDLD	2	2	2	40	POOR
11	LAW	2	2	2	40	POOR
12	SPG	2	2	2	40	POOR
13	DS	2	2	2	40	POOR
14	GN	2	3	2.5	50	POOR
15	IAS	1	1	1	20	FAIL
16	MRT	2	1	1.5	30	FAIL
17	DAS	1	2	1.5	30	FAIL
18	MFAA	2	2	2	40	POOR
19	PMD	2	2	2	40	POOR
20	YND	1	1	1	20	FAIL
21	APA	1	1	1	20	FAIL
22	FFA	1	1	1	20	FAIL
23	VAP	3	3	3	60	FAIR
24	YWM	1	2	1.5	30	FAIL
25	ARS	2	3	2.5	50	POOR
26	KSS	4	4	4	80	GOOD
27	LI	3	3	3	60	FAIR
28	RDV	2	2	2	40	POOR
29	ALH	1	1	1	20	FAIL
30	DT	1	1	1	20	FAIL
31	FEF	1	2	1.5	30	FAIL
32	NI	1	1	1	20	FAIL
33	AMJ	2	2	2	40	POOR
34	AF	2	3	2.5	50	POOR
35	IA	3	3	3	60	FAIR
36	SDL	2	2	2	40	POOR
TOTAL SCORE					1460	

The Students' Mean Score in the Aspect of Grammar

$$\bar{x} = \frac{\sum x}{N} = \frac{1460}{36} = 40.556 = 40.6$$

Notes:

\bar{x} : Mean score

$\sum x$: Total score

N : Students' total number (test taker)



Appendix P

The Students' Score in the Aspect of Vocabulary

No	Name	Scorer 1	Scorer 2	Average Score	Score	Category
1	ERP	3	3	3	60	FAIR
2	ERK	2	2	2	40	POOR
3	JS	3	3	3	60	FAIR
4	RPS	4	4	4	80	EXCELLENT
5	ARHK	4	4	4	80	EXCELLENT
6	AY	3	3	3	60	FAIR
7	DRZ	3	3	3	60	FAIR
8	MM	2	3	2.5	50	POOR
9	HMF	4	3	3.5	70	GOOD
10	ILD	3	3	3	60	FAIR
11	LAW	3	3	3	60	FAIR
12	SPG	2	2	2	40	POOR
13	DS	3	3	3	60	FAIR
14	GN	4	4	4	80	EXCELLENT
15	IAS	2	2	2	40	POOR
16	MRT	3	3	3	60	FAIR
17	DAS	2	2	2	40	POOR
18	MFAA	4	4	4	80	EXCELLENT
19	PMD	3	3	3	60	FAIR
20	YND	2	2	2	40	POOR
21	APA	1	1	1	20	FAIL
22	FFA	2	2	2	40	POOR
23	VAP	3	3	3	60	FAIR
24	YWM	2	2	2	40	POOR
25	ARS	2	2	2	40	POOR
26	KSS	3	2	2.5	50	POOR
27	LI	3	2	2.5	50	POOR
28	RDV	3	3	3	60	FAIR
29	ALH	3	2	2.5	50	POOR
30	DT	2	2	2	40	POOR
31	FEF	3	3	3	60	FAIR
32	NI	2	2	2	40	POOR
33	AMJ	2	2	2	40	POOR
34	AF	3	3	3	60	FAIR
35	IA	4	4	4	80	EXCELLENT
36	SDL	3	3	3	60	FAIR
TOTAL SCORE					1970	

The Students' Mean Score in the Aspect of Vocabulary

$$\bar{x} = \frac{\sum x}{N} = \frac{1970}{36} = 54.722 = 54.7$$

Notes:

\bar{x} : Mean score

$\sum x$: Total score

N : Students' total number (test taker)



Appendix Q

The Students' Score in the Aspect of Mechanics

No	Name	Scorer 1	Scorer 2	Average Score	Score	Category
1	ERP	4	3	3.5	70	GOOD
2	ERK	4	4	4	80	EXCELLENT
3	JS	3	3	3	60	FAIR
4	RPS	4	4	4	80	EXCELLENT
5	ARHK	4	4	4	80	EXCELLENT
6	AY	4	4	4	80	EXCELLENT
7	DRZ	3	3	3	60	FAIR
8	MM	3	3	3	60	FAIR
9	HMF	4	4	4	80	EXCELLENT
10	ILDLD	3	3	3	60	FAIR
11	LAW	3	2	2.5	50	POOR
12	SPG	3	3	3	60	FAIR
13	DS	3	3	3	60	FAIR
14	GN	4	4	4	80	EXCELLENT
15	IAS	2	2	2	40	POOR
16	MRT	3	3	3	60	FAIR
17	DAS	2	2	2	40	POOR
18	MFAA	5	5	5	100	EXCELLENT
19	PMD	3	2	2.5	50	POOR
20	YND	1	2	1.5	30	FAIL
21	APA	1	1	1	20	FAIL
22	FFA	3	3	3	60	FAIR
23	VAP	5	5	5	100	EXCELLENT
24	YWM	3	3	3	60	FAIR
25	ARS	3	3	3	60	FAIR
26	KSS	5	5	5	100	EXCELLENT
27	LI	3	3	3	60	FAIR
28	RDV	4	3	3.5	70	GOOD
29	ALH	4	4	4	80	EXCELLENT
30	DT	1	1	1	20	FAIL
31	FEF	4	4	4	80	EXCELLENT
32	NI	3	3	3	60	FAIR
33	AMJ	3	3	3	60	FAIR
34	AF	4	4	4	80	EXCELLENT
35	IA	4	3	3.5	70	GOOD
36	SDL	3	3	3	60	FAIR
TOTAL SCORE					2320	

The Students' Mean Score in the Aspect of Mechanics

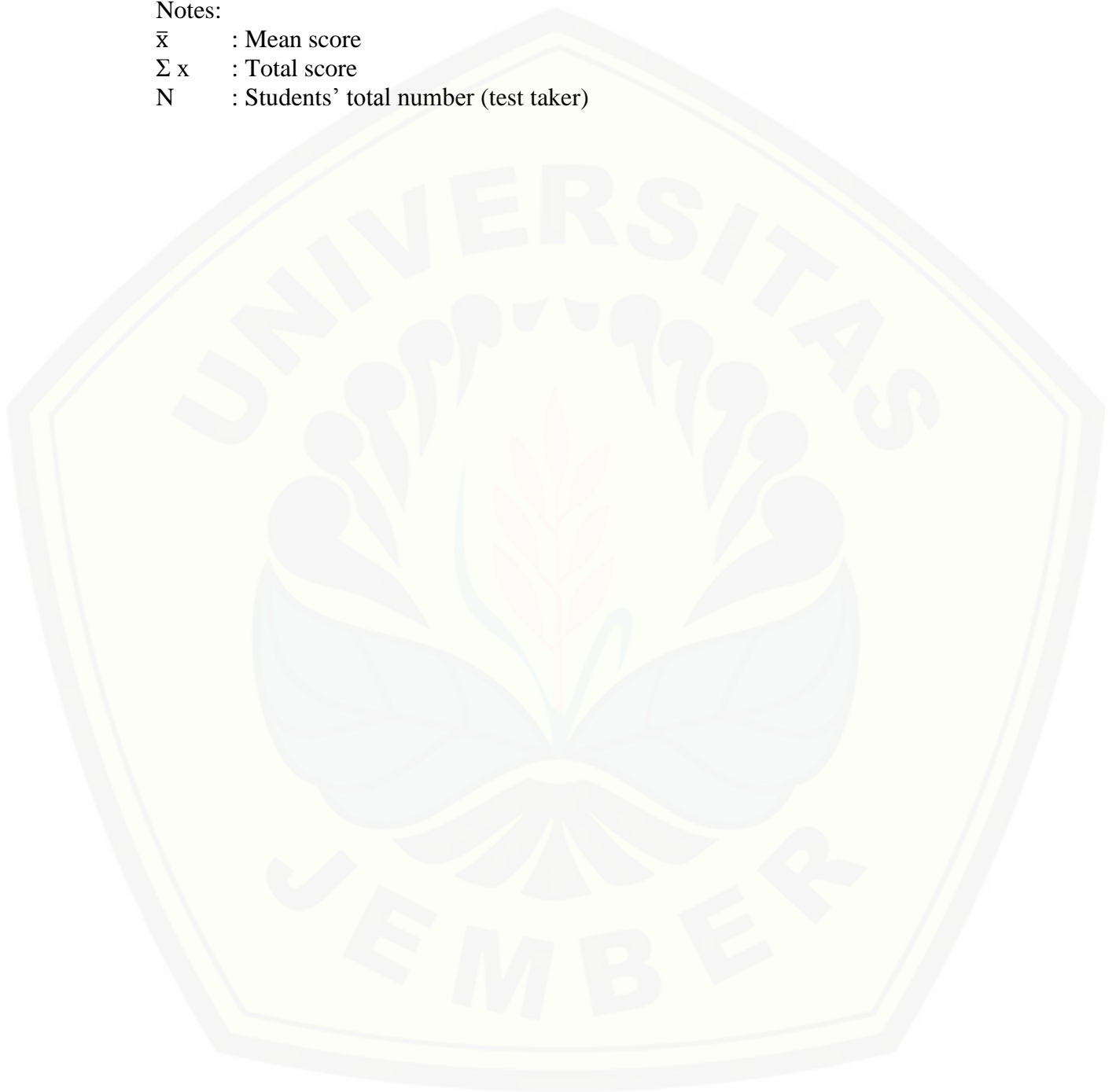
$$\bar{x} = \frac{\sum x}{N} = \frac{2320}{36} = 64.444 = 64.4$$

Notes:

\bar{x} : Mean score

$\sum x$: Total score

N : Students' total number (test taker)



Appendix R

The Students' Errors in the Aspect of Grammar

No	Name	Grammar Errors Found in Students' Writing
1	ERP	<ul style="list-style-type: none"> – Trip to WBL time consume around 4 hours. – Upon arriving in the WBL, I and my family direct enter to WBL zone and bought ticket we in order that can game played something our happiness. – After satisfied, I direct return home. – I is very felt satisfied and happy.
2	ERK	<ul style="list-style-type: none"> – The moment holiday I am and father went to fishing in the lake. – The moment fishing I am gazed the lake who is very beautiful. – The moment gazed the lake arrive bait. – I is meat fish. – The pass I cooking the fish and eat to fish.
3	JS	<ul style="list-style-type: none"> – I first experience to stay in Yogyakarta – In Borobudur Temple I tooch (touched). – In the Borobudur Temple I eat burn corn. – I (was) so happy in the day.
4	RPS	<ul style="list-style-type: none"> – On the last holiday, I and family go to Beach Bambang. – Then I and family leave o'clock 07.00. – I and family with climb motorcycle. – Then my sister playing with sand on the beach turned out to be a very big waves. – She fallen going to beach and clothes (got) wet and (covered in) lots of sand. – My family and (I) take pictures at the beach photo. – After that I and the family (went) home at 12 p.m. – I am very felt satisfied and happy.
5	ARHK	<ul style="list-style-type: none"> – One day I'm going to the Bali's Skatepark to play skateboard with my friend. – I play skateboard with my brother. – I play some trick with him. – After play some trick, my brother want to show me how play freestyle with skateboard. – My brother do all the best trick. – I say, "(It) is very awesome!". – In the my brother do a jumping trick my brother fell down and we finish play skateboarding today. – I feel is verry verry happiness I can go to Bali and play skateboard

No	Name	Grammar Errors Found in Students' Writing
		with my brother. – I want to do it again, but I can't tomorrow I (had to get) back to the Java.
6	AY	– After I and my sister come in the Watu Pecak Beach. – Than, I with my sister go to home.
7	DRZ	– The game is very pleasant. – I like the game because (it was) very easy, happy, and many player. – He was threw a stone very big past exact in my foot. – The nail tumb my foot break . – But, (there was) only a little bleed. – I was cry . – After to, I to go home. – My parrent is very worried. – My can only sit down in cair (chair). – I cannot played the game again.
8	MM	– There I played beautiful doll with my sister and always joke in the stade chair. – Then I (came) near cat the black and hold its fur. – But the cat bited my hand with strong until bleed (ing) . – Then I and my family return home, because for medicine to (treat) wound in my hand. – But I (was) very happy already visited to my home grandmother.
9	HMF	– I was left from Tempeh at 2 p.m. – I was left by motorcycle. – In there, I was enjoyed the beautiful scenery and air in there is very cool. – There are many fruit's tree like zalacca fruit, durian fruit, dragon fruit, and still many more. – After enjoyed beautiful scenery and ate many zalacca, I also bought some zalaccas for my mother. – After that, I went to Gajah Mada Mall for bought souvenir. – That is a my holiday.
10	ILDL	– I together (went with) my brother and my parents. – (The air) there (was) very cool and fresh. – There is my uncle and my and my sister. – I (was) happy, because I forme don't findt . – There is many apple. – Then, I and my family (were) on the way to my house. – There (were) many experience, so I (was) happy.

No	Name	Grammar Errors Found in Students' Writing
11	LAW	<ul style="list-style-type: none"> - We bring a many food like fried chicked and pasta. - We (were) very happy to enjoyed it. - After that, me and my family need to swum in the beach. - He is very scary. - Then, he receive medical. - Then, we continue to enjoyed the beach.
12	SPG	<ul style="list-style-type: none"> - To there I meet with their. - Their (were) very happy because we come. - To there I swim and played some game. - Because (it had been) very long, we replacement.
13	DS	<ul style="list-style-type: none"> - All visiting relatives in Singaraja. - My brother is in the village Cempaga near the Beach of Lovina. - My brother and I are still elementary school with a swam in the morning to saw the sighths on the beach of Lovina. - My family and I went to the Beach of Lovina to saw the dolphins in the sea with a boat ride.
14	GN	<ul style="list-style-type: none"> - Before depart, I prepared snack, ball, and clothes. - I depart there in the morning at 8 a.m. and arrive at 12 a.m. - When (we) arrive in there, we (had) lunch in restaurant. - I take a bath and make palace from white sand. - Then we to get on yatch and saw beautiful scenery in sea. - I and my family take a picture. - Before go home I went to accessories shop, and we bought some accessories. - After that we go home at 5 p.m.
15	IAS	<ul style="list-style-type: none"> - I am cooking together friend in the house. - I am cooking the last 13th of 2014. - I am and together friends cooking fried rice in the dining room. - I am go to market in the Tempeh. - Afering cooking I am together friends eating. - Afering eating I am together friend drinking just avocado. - Afering I am go to in the bathroom, I am bathing. - Afering bathing, I am together friends go to in the pool Joyokarto. - I am in the pool eating fried rice together friends. - Afering eating I am together friends bathing in the pool Joyokarto. - Afering bathing I am together friends substitute jacket in the bathroom. - Afering go to Pool Joyokarto I am together friends go to house. - Afering upon arriving in the house I am together friends direct sleeping weeded.

No	Name	Grammar Errors Found in Students' Writing
16	MRT	<ul style="list-style-type: none"> - Once upon a time, me and my father were planed go to grandfather house. - I was feel happy. - We were to invite all my family. - After that, we were prepare all the need. - Tomorrow, we were finally go to grandfather house. - After five hours, we were to grandfather house. - Grandfather was to give reception for my arroval (arrival). - My family (was) very happy. - After that, we were go take a rest. - The following day, my grandfather to invite me for go tocoffe garden. - Grandfather to ask me for taked a coffee already ripe. - The colored is red. - After that we were go to the grandfather house and to dry coffee in the sun. - Morning, my father was to call the boss. - The boss to command my father (to get) back to the town because there is work. - Finally, I and my family were go home. - I was very happy (to have a) holiday at grandfather house. <hr/> <ul style="list-style-type: none"> - Go to Malang with my friend and my teacher. - Leave from school clock 7 p.m. - Leave to Malang to ride is ELF. - In ELF, my friend is very happy. - Arrive in Probolinggo condition road stuck. - It (was) very boring. - To Malang straight training, past training I pray. - After pray I and my friend to joke in room. - Tomorrow, we match (traditional music). - My feeling very enjoy. - Now, we match. - After match we eat and (got) ready (to) go home. - My feeling after match (was) very afraid, because (there was) nothing informen (information) from committee. - Tomorrow available information, we learn no get champion. <hr/> <ul style="list-style-type: none"> - When the holiday starting, me and my family going to Papuma. - It takes like 2 hours from Lumajang to Papuma. - The way to go there is so hard. - After, 2 hours driving me and my family reach the place.
17	DAS	
18	MFAA	

No	Name	Grammar Errors Found in Students' Writing
		<ul style="list-style-type: none"> – There I can see a lot of boat and some tourist in the beach. The view from the beach is so beautiful. – After playing around on the beach, me and my family going to get some lunch and some rest. – After that all, I take a bath in the bathroom. – After that I looking for some souvenir like toy boat, necklace, and bracelet. – The souvenir in Papuma is cheap, so I buy some toy boat for decoration in my bedroom. – And I go home with the hardway. – I am so happy in Papuma.
19	PMD	<ul style="list-style-type: none"> – In there I and my aunt take a picture. – Then I go home with my aunt. – In the night I go to the Khrisna shop in Bali. – Then I buy accessories and T-shirt. – In the last day, I go home in Lumajang with my family. – I (was) very happy in Bali. – My aunt (was) very happy at the I in here.
20	YND	<ul style="list-style-type: none"> – My mother and my father wish I child mominaizin clever and happy in my mother and my father. – A certain in school I once go forward front for reading poetry in font class. – I (was) shy at to or moment that and while I have for reading poetry. – Moment in the school I still rafty that reading poetry mominaizin. – I reading satisfied with the all. – Yet, I permanent have for good in the school.
21	APA	<ul style="list-style-type: none"> – That time I am and family going to Bali. – Start time (we went there at) 09.30. – That momen I to ascend shit. – Moment is shit I drunk. – The momen to go dow is shit, is investigation. – Day tomorrow I going to Renon tought kembang api. – The momen tought kembang api, to swim the Kute. – The momen to swim the Kute, I buy T-shirt. – The momen I go home.
22	FFA	<ul style="list-style-type: none"> – In Sunday, I'm go to Watu Pecak Beach with my friend. – We are to start at 07.00 a.m. from my house. – In the road, we are finds my brother and his friend. – After that, we are together go to Watu Pecak Beach. – Then, we are to come to Watu Pecak Beach.

No	Name	Grammar Errors Found in Students' Writing
		<ul style="list-style-type: none"> - In Watu Pecak Beach, situation (was) very busi, much people sell a drink, snack, toys, and many more. - I like this holiday and because this holiday I am to meet with my brother. - We (were) happy with this holiday.
23	VAP	<ul style="list-style-type: none"> - My trip is very hot, so I stop my trip to drink for moment. - The next, I and my friend continue my trip. - I and my friend look beauty the beach. - In moment, I and my friend wish take a picture. - I (was) so happy in the day.
24	YWM	<ul style="list-style-type: none"> - On the last holiday, I and family go holiday in the Bromo. - We leave on the morning and we leave climb motorcycle. - To come to the Bromo, I (was) very happy. - Because in there panorama (was) very beautiful. - And in there (it was) very crowded. - And I (was) very happy an an end go to Bromo.
25	ARS	<ul style="list-style-type: none"> - On Sunday, my family and I to have holiday in Ppuma. - May family and I go to in Papuma at 08.00 o'clock. - Inside journey I to look various incident according crazy man that just to dance. - To come in Papuma, my family and I (got) out of mobilization. - We all take a walk to orbit Papuma. - We playing sand. - After that we drive small dinghy. - After content we get up to go down of drive small. - (It was) real delightful to have holiday in beach Papuma. - My family and I (were) very happy holiday in Papuma.
26	KSS	<ul style="list-style-type: none"> - In there (were) much people.
27	LI	<ul style="list-style-type: none"> - We was very happy. - I and my sister much take care a picture. - After that I and my sister take care a picture to care turis (tourist).
28	RDV	<ul style="list-style-type: none"> - In Saturday, I am and my friend have a planing. - We can go to Tetes Cave in Pronojiwo, Lumajang. - I going to Pronojiwo in 12.00. - I am very happy. - After a far journey, I am and my friend come in Tetes Cave. - I was adopted a picture by my camera. - And then, I was bathed in the waterfall. - Oh God, it is beautiful waterfall!

No	Name	Grammar Errors Found in Students' Writing
		<ul style="list-style-type: none"> - After bathed in the waterfall, we were go home and must be fast. - This is amazing holiday guys. - And then, I am feel very happy.
29	ALH	<ul style="list-style-type: none"> - On Sunday I and my family go to the Bambang Beach. - I and my family go there at nine. - We go there by motorcycle. - Journey to there (took) one hours. - After arrive in there I and my family swim, play sand and water. - After tire we play sand, we eat in the calm place. - 2 o'clock I and my family come back to our home. - We are very happy to go to the Bambang Beach.
30	DT	<ul style="list-style-type: none"> - In day Sunday, I'm go to home friend. - In time that I'm to rain in road. - I'm to seek location. - They sheltered, rain (was getting) more heavy hard. - I'm waiting rain heavy hard not duration. - And I promptly come go to house.
31	FEF	<ul style="list-style-type: none"> - The last weekend, me and my family will go to the Bambang Beach. - Before leave we must prepared commodity the bring must, among other is clothes and food. - After all finished, we must quickly leave. - Going from my house and the beach (was) reasonable far. - But the journey to the beach is very grafity. - 10.45 we already reach to the Bambang Beach. - Weekend to Bambang Beach is very happy.
32	NI	<ul style="list-style-type: none"> - On day Suda, I and family go to house grandmotherr in Surabaya actually in Sidoarjo. - Although I tasted happy because on afternoon day my father challenge go to Suramadu for look the sun immerse. - Sight (was) very beautiful. - And set three day there, I and my family promptly come go to house.
33	AMJ	<ul style="list-style-type: none"> - On morning Sunday, I and my friend go to Alun-Alun ride by bicycle. - We go at 05.30 a.m. - I and my friend to arrive in Alun-Alun Lumajang at 07.00 a.m. - In close by Alun-Alun I and my friend entrust our bicycle in my grandfather's home. - And then, we walking to Alun-Alun. - In Alun-Alun I and my friend take a stroll, and buy some foods, and take a picture.

No	Name	Grammar Errors Found in Students' Writing
		<ul style="list-style-type: none"> – At 10.00 a.m. we go to my grandfather's home to take our bicycle. – And the, we go home. – I (was) really happy and I (was) very happy.
34	AF	<ul style="list-style-type: none"> – In front of the swimming pool, it's very beautiful wellspring. – My friend bought some food behind wellspring and my sister bought a ticket and I'm bought some drink. – After enter the swimming pool, my sister and my friend and I change clothes and swimming. – I (was) very happy and it's very interesting holiday.
35	IA	<ul style="list-style-type: none"> – It has a big garden with lots of colorful flowers and the weather is really fresh. – After that, we go to the restaurant for lunch. – I (was) very happy because it is very interesting and I will go back here.
36	SDL	<ul style="list-style-type: none"> – Last month, I and my sister was went to the beach. – I went to the beach at 5 a.m., because I want to saw the sun rose in the beach. – And also I want to saw scenery in the beach in the morning. – After that, I and my sister was sat on the sand. – I was said to my sister, "Wow.. It's beautiful scenery." and her said to me "Yes, amazing." And than I was ran in the beach and played the sand with my sister. – In the afternoon I was went to home with my sister. – And I (was) very happy, because the beach (was) so beautiful.

Notes:

1. The researcher only concerned on grammar aspect (Simple Past Tense).
2. The sentences were taken from the students' recount text writing which was collected through writing test. So, if the readers find any errors in spelling, words order, etc., that was purely what the students wrote in their writing sheet.
3. The researcher highlighted any grammar errors that the students' made in their recount text writing test by underlining and bolding the words.
4. The researcher highlighted the students' incomplete sentences (having no subject or verb) by inserting the appropriate words in brackets. Those words were also underlined and bolded.

Appendix S

The Examples of the Students' Recount Text Writing Scored by Rater 1

WRITING SHEET

NAME : ALFIATI RIFKI H.K.

CLASS : VII B.

The Happiest Holiday

One day, longing to the Bali's skatepark to play skateboard with my friend. I play skateboard with my brother. My brother is a pro skater. I play some tricks with him.

After play some tricks, my brother want to show me how to play freestyle with skateboard. My brother walk go to ramp, and boom. My brother do as the best trick. I say "It's very awesome!". At the my brother do a jumping tricks, my brother fell down, and so, we finish play skateboarding that day.

I feel as very very happines because I can holiday to Bali and play some board with my brother. I want to do it again, but I can't tomorrow back to the Java. I hope I can holiday to Bali again and this is my story. Thank's.

↳ have a

Content	: 5	Vocabulary:	4
Organization	: 5	Mechanics:	4
Grammar	: 2		

TOTAL SCORE:	
$\frac{20}{25} \times 100 =$	80

WRITING SHEET

NAME : Ratih Puspita Sari
 CLASS : VIII A

Go to Beach Bambang

On the last holiday, I and my family go to Beach Bambang. Then I and my family leave 07.00. I and my family with climb motorcycle. While on the road, I saw a very beautiful scenery.

When ^{us} After arriving at the beach, it was very crowded and hot. Then ^{while} my sister ^{was} playing with sand on the beach, turned out to be a very big waves. She fallen going to beach. ^{the} and clothes ^{got} wet and lots of sand. My family and I take ^{some} pictures at the beach photo.

After that, I and the ^{my} family ^{went} home at 12 pm. My brother and I bought ^{some} food, hats and ice cream. I am very felt satisfied and happy.

Content	: 5	Vocabulary:	4
Organization	: 3	Mechanics:	4
Grammar	: 2		

TOTAL SCORE:

$$\frac{13}{25} \times 100 = 72$$

WRITING SHEET

NAME : Andrian Paramita
 CLASS : VIII^F

New years ^{Eye in} Bali

That time 12am and family going to Bali start time 09.30
 that morning I to ascend shirt, women is shirt & drink
 the women to go down is shirt, is investigation
 day tomorrow I going to Parem tonight kembang api
 the women tonight kembang api I to swim the kute,
 the women to swim the kute I buy 4. shirt,
 the women I go home.

Content	:	Vocabulary:	
Organization	:	Mechanics:	
Grammar	:		

TOTAL SCORE: $\frac{5}{25} \times 100 = 20$

Appendix T

The Examples of the Students' Recount Text Writing Scored by Rater 2

WRITING SHEET

NAME : ALIATI RIFFI H.F.
CLASS : VIII B.

The happiness holiday

One day I going to the Bali's skatepark to play skateboard with my friend. I play skateboard with my brother. My brother is pro skater, I play some tricks with him.

After play some tricks, my brother want to show me how play freestyle with skateboard. My brother walk go to ramp, and boom, my brother do at the best trick. I say "Is very awesome!" In the my brother do a jumping trick my brother fell down and we finish play skateboarding today.

I feel is very very happiness. I can holiday to Bali and play skate board with my brother. I want to do it again, but I can't tomorrow I back to the Java, I hope I can holiday to Bali again, and this my story thank's.

Content	: 5	Vocabulary:	4
Organization	: 5	Mechanics:	4
Grammar	: 3		

TOTAL SCORE:

$$\frac{21}{25} \times 100 = 84$$

WRITING SHEET

NAME : Ratih Puspita Sari
 CLASS : VIII A

Go to Beach Bambang

On the last holiday, I and family go to Beach Bambang. Then I and family leave at 07.00. I and family with climb motorcycle. While on the road I saw a very beautiful scenery.

After arriving at the beach it was very crowded and hot. Then my sister playing with sand on the beach turned out to be a very big waves. She fallen going to beach and clothes wet and lots of sand. My family and I take pictures at the beach photo.

After that I and the family home at 12 pm. My brother and I bought foot, hat and Ice cream. I am very felt satisfied and happy.

Content	: 4	Vocabulary:	4
Organization	: 3	Mechanics:	4
Grammar	: 2		

TOTAL SCORE:

$$\frac{68}{25} \times 100 = 68$$

WRITING SHEET

NAME : Ardhan Parama A
 CLASS : VIII^F

New years to Bali

That time I am and family going to Bali start time 09.30
 that morning I to ascend shirt. woman in shirt I drink
 the woman to go dew is shirt, is in vest, garten
 day tomorrow I going to Reren togh + kembang api
 the woman togh + kembang api, to swim the kute.
 the woman to swim the kute I buy t. shirt.
 the woman I go home.

Content	: 1	Vocabulary:	1
Organization	: 1	Mechanics:	1
Grammar	: 1		

TOTAL SCORE:	
$\frac{5}{25} \times 100 =$	20

Appendix U

The Correction of Some Students' Recount Text Writing

WRITING SHEET

NAME : Ian aka Satyaan
 CLASS : VIII^P

Cooking and Go to Pool

I am cooking together friends in the house. I am cooking the last 13th of 2019. I am and together friends cooking fried rice in the dining room. I am go to Market in the Tempah. aftering cooking I am together friend eating. aftering eating I am together friends drinking just avocado. aftering I am go to in the Bathroom, I am bathing...

aftering bathing I am together friends go to in the Pool joykarto. I am in the Pool eating fried rice together friends. aftering eating I am together friends bathing in the Pool joykarto. aftering bathing I am together friends substitute jacket in the Bathroom.

aftering go to Pool joykarto I am together friends go to House. aftering upon arriving in the House I am together friends direct sleeping needed.

Content	:	Vocabulary:
Organization	:	Mechanics:
Grammar	:	

TOTAL SCORE:
$\frac{\dots}{25} \times 100 =$

The Correction

Cooking Some Fried Rice and Going to a Swimming Pool

On the 13th of March 2015, my friends and I cooked some fried rice together. We cooked it in my kitchen. We first went to a traditional market in Tempeh to buy some ingredients for the fried rice. When we finished cooking the fried rice, we ate the fried rice together. We also had some avocado juice that time. Then, I decided to take a bath because my friend and I were planning to go to a swimming pool in Joyokarto.

After taking a bath, we straightly went to a swimming pool in Joyokarto. When we arrived there, the first thing we did was eating the fried rice that we cooked earlier. Then next, we swam in the pool together. We decided to go home because we felt so tired. But before that, we changed our clothes first in the washroom.

Once we arrived at my house, we took a nap for hours because we were so tired. I was happy to be able to spend that day with my friends, even though it was tiring.

WRITING SHEET

NAME : Dirgantara Arung S
CLASS : VIII E

match in Malang (traditional music)
go to Malang with my friends and my teacher.
leave from school clock 7pm, leave to Malang to ride is
ELF. in ELF my friends is very happy.
arrive in Probolinggo condition road stuck it very boring.
to Malang straight through. past training I pray.
after pray I and my friends to take in room.
tomorrow, we match (traditional music), my feeling very
enjoy. now, we match. after match we eat and ready
go home.
my feeling after match very afraid because nothing
inform from committee. tomorrow available information
we team to get champion.

Content	:	Vocabulary:
Organization	:	Mechanics:
Grammar	:	

TOTAL SCORE:

$$\frac{\dots}{25} \times 100 =$$

The Correction

A Traditional Music Competition in Malang

I went to Malang with my friends and my teacher to participate a traditional music competition. We went there at 7 p.m. by car. We were playing around along the way. We were so happy. Unfortunately, when we arrived in Probolinggo, we got a traffic jam. Everybody got bored because of that.

After three hours of driving, we arrived at our destination. My friends and I straightly had a rehearsal, prayed Isya, and got back to our room. We were joking around about so many things. Then, we decided to go to sleep.

In the next day, when the committee called upon the name of my group to the stage, my heart was beating so fast. I felt a little bit nervous at first but then I felt like I enjoyed it. After performing on the stage, we had lunch and got ready to go home. I could not stop thinking about the result of the competition along the way home. I had to wait for the announcement next day.

When the announcement came out, my teacher told me that we did not make it. However, I still felt so happy because at least I could get a new experience.

WRITING SHEET

NAME : NURDILLATUL ISAMITAM
CLASS : VIII¹¹

Go to Surabaya, city

on day Sunday I and family go to house grandmother in Surabaya actually in Sidoarjo. There atmosphere experienced hot. I thought I started happy because on afternoon day my father challenge go to Surawadi for look the sun immerse. Sight very beautiful. And set three day there I and family promptly come go to house.

Content : Vocabulary:
Organization : Mechanics :
Grammar :

TOTAL SCORE:

$$\frac{\dots}{25} \times 100 =$$

The Correction

Going to My Grandmother's House

On Sunday, my family and I went to my grandmother's house in Sidoarjo. It was so hot there.

In the afternoon, my father asked me if I wanted to go to Suramadu to see the sun set. I was so excited to hear that and directly said "yes". Right after that, my father and I went to Suramadu by car. When we arrived there, I could see very beautiful scenery.

After staying for three days in my grandmother's house, we decided to go home.

Appendix V

**Research Permission from the Dean of the Faculty of Teachers Training and
Education Program**



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331-334988, 330738 Fax: 0331-332475
Laman: www.fkip.unej.ac.id

Nomor : **0926** /UN25.1.5/LT/2015 **11 FEB 2015**
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 1 Tempeh
Jl. Raya No. 62
Tempeh

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

Nama : Beby Maharani Masyitha
NIM : 110210401049
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud mengadakan penelitian di SMP Negeri 1 Tempeh yang Saudara pimpin dengan judul "*The Eighth Grade Students' Recount Text Writing Ability at SMP Negeri 1 Tempeh in the 2014/2015 Academic Year*".

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

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

n. Dekan
Pegantu Dekan I,

Sukatman, M.Pd.
NIP 19640123 199512 1 001

Appendix W

Research Permission from the Principal of SMP Negeri 1 Tempeh Lumajang

PEMERINTAH KABUPATEN LUMAJANG
DINAS PENDIDIKAN



SMP NEGERI 1 TEMPEH

Jalan Raya No. 62 Tempeh, Kecamatan Tempeh, Kab. Lumajang,
Telepon : (0334) 520 387, Kode Pos 67371



SURAT KETERANGAN BERSEDIA MENERIMA
Nomor : 005/021/427.34.587/2015

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Tempeh :

N a m a : Drs. HERY YULIANTO, M.Pd.
NIP : 19641225 198803 1 005
Pangkat/Golongan : Pembina Utama Muda, IV / c
Jabatan : Kepala SMP Negeri 1 Tempeh

Menyatakan bersedia menerima mahasiswa FKIP Universitas Jember :

N a m a : **Beby Maharani Masyitha**
NIM : 110210401049
Jurusan : Pendidikan Bahasa Dan Seni
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : "The Eighth Grade Students' Recount Text Writing Ability at SMP Negeri 1 Tempeh in the 2014/2015 Academic Year".

Untuk mengadakan penelitian di SMP Negeri 1 Tempeh.
Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Tempeh, 16 Pebruari 2015
Kepala Sekolah,

Drs. Hery Yulianto, M.Pd.
NIP. 19641225 198803 1 005



Appendix X

**The Letter of Statement from the Pricipal for Accomplishing a Research at
SMP Negeri 1 Tempeh Lumajang**

**PEMERINTAH KABUPATEN LUMAJANG**
DINAS PENDIDIKAN
SMP NEGERI 1 TEMPEH
Jl. Raya No. 62 Tempeh, Telp. 0334 – 520387 Tempeh – Lumajang 67371

SURAT PERNYATAAN
Nomor : 005/091 /427.34.587/2015

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Tempeh :

N a m a : **Drs. HERY YULIANTO, M.Pd.**
NIP : 19641225 198803 1 005
Pangkat/Golongan : Pembina Utama Muda, IV / c
Jabatan : Kepala SMP Negeri 1 Tempeh

Dengan ini menyatakan, bahwa :

N a m a : **Beby Maharani Masyitha**
NIM : 110210401049
Program Studi : S1 Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di SMP Negeri 1 Tempeh pada bulan April– Mei 2015
Demikian surat pernyataan ini dibuat untuk dipergunakan sebagaimana mestinya.

Tempeh, 30 Mei 2015
Kepala Sekolah

Drs. Hery Yulianto, M.Pd.
NIP 19641225 198803 1 005

