



**USING STICK FIGURES TO ENHANCE THE EIGHTH GRADE
STUDENTS' RECOUNT TEXT WRITING ACHIEVEMENT
AT SMPN 11 JEMBER IN 2015/2016 ACADEMIC YEAR**

THESIS

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

2016



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

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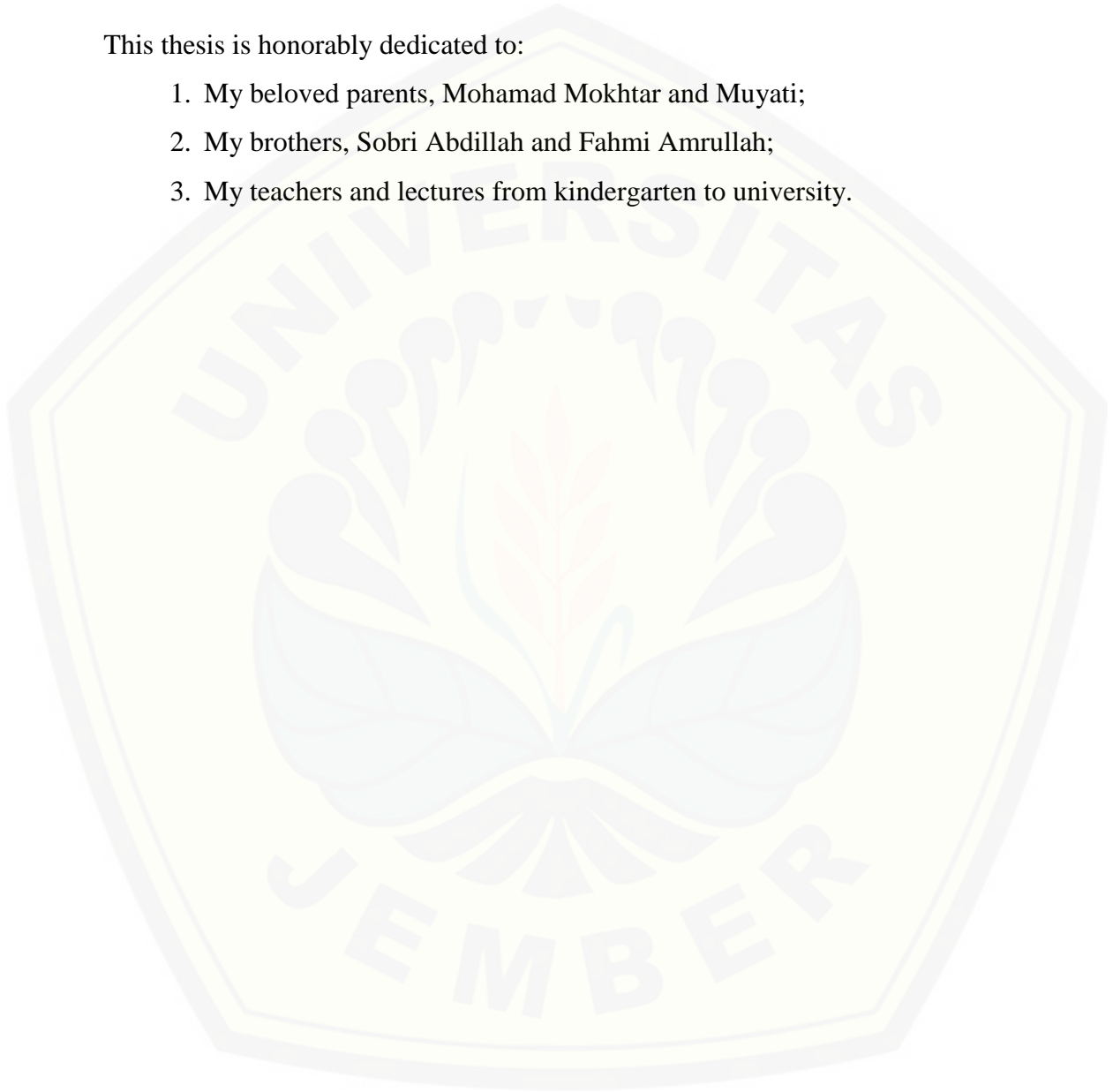
2016



DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Mohamad Mokhtar and Muyati;
2. My brothers, Sobri Abdillah and Fahmi Amrullah;
3. My teachers and lectures from kindergarten to university.



ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT the Almighty for blessing and giving me strength and patience so that I can finish writing my thesis entitled “Using Stick Figures to Enhance the Eighth Grade Students’ Recount Text Writing Achievement at SMPN 11 Jember ”. Eventually, I also would like to express my deepest and sincerest thanks to the following persons.

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of Language and Arts Department.
3. The Chairperson of English Education Study Program.
4. My first and second consultants, Dr. Budi Setyono, M.A. and Drs. Sugeng Ariyanto, M.A for your academic and moral guidance that support during the whole accomplishment of this thesis.
5. The lecturers of English education program who have given me moral supports to work harder in accomplishing the thesis.
6. The principal and the English teacher of SMPN 11 Jember for helping me to get the data and support me in conducting of the research.
7. The eighth grade students of SMP 11 Jember in the 2014/2015 academic year, especially VIII B as the respondent of this research.

Finally, I hope this thesis will be useful for the readers. Any constructive suggestions and criticisms are extremely appreciated.

Jember, Mei 2016

The Writer

MOTTO

A book is simply the container of an idea—like a bottle; what is inside the book is what matters.*)



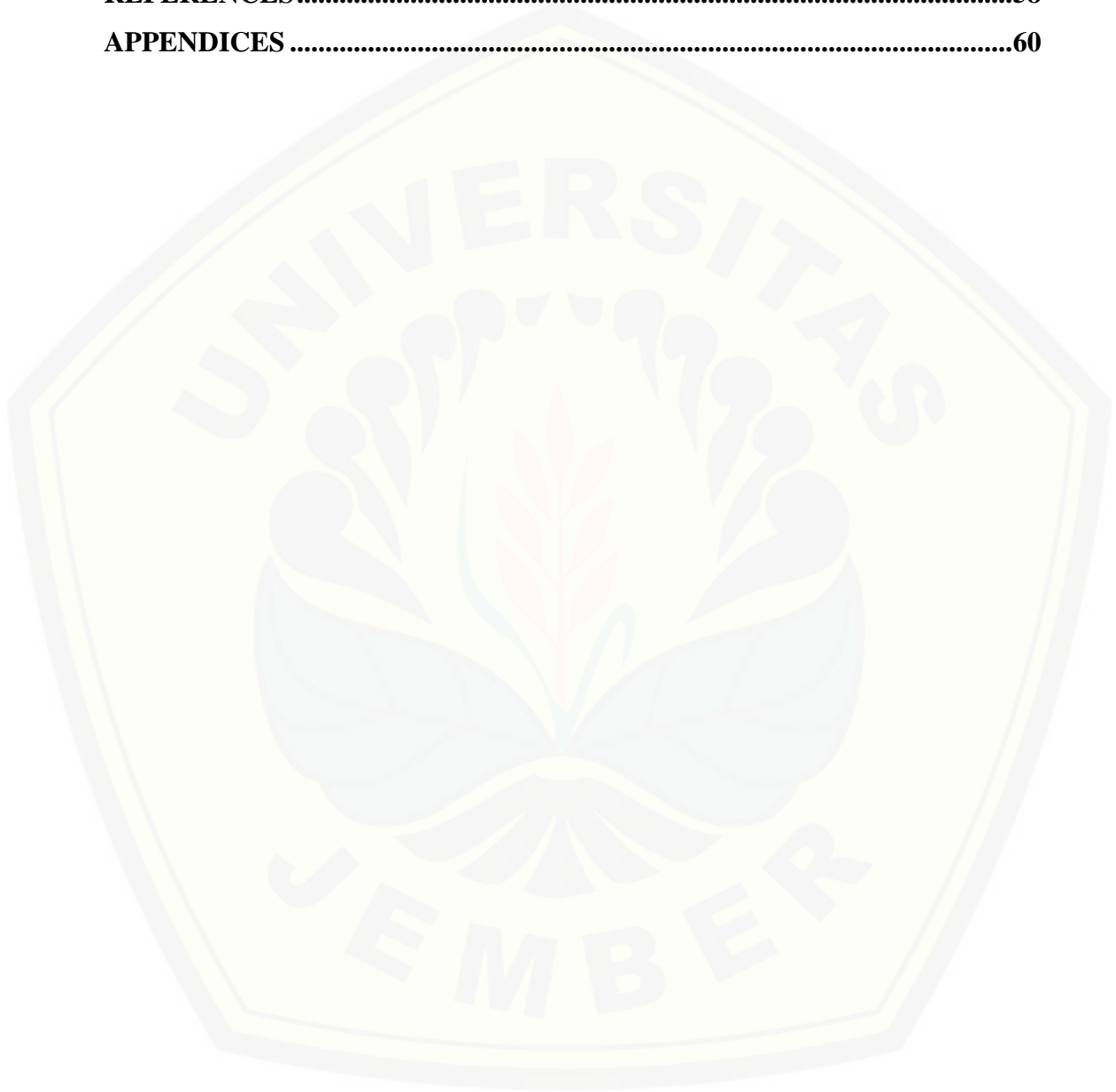
*) Angela Carter, English novelist, short story writer and journalist

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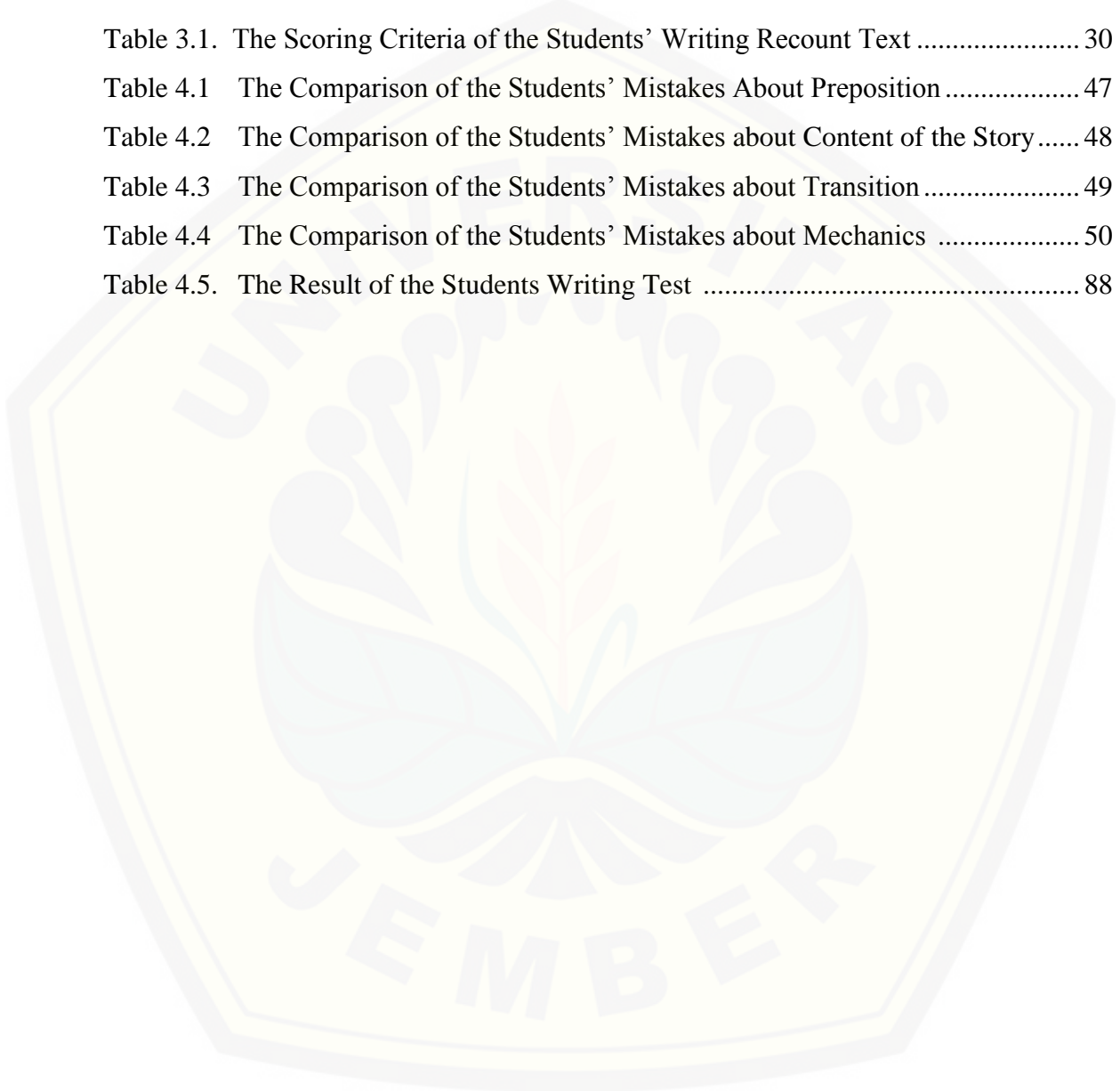
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SUMMARY

Using Stick Figures to Enhance the Eighth Grade Students' Recount Text Writing Achievement at SMPN 11 Jember in 2015/2016 Academic Year;
Ranis Ainurrohmah; 110210401053; 58 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was intended to enhance the eighth grade students' recount text writing achievement at SMPN 11 Jember especially the VIII B students. The students of VIII B were lack of vocabulary and less understanding in grammatical context. Besides, they did not really understand how to organize their thought in to writing. They were also confused how to start and end the writing and they had difficulties in finding the supporting details of the writing. According to the researcher's observation in preliminary study, those aspects made the students faced difficulties in writing. In order to overcome the students' problem, the researcher chose pictures as visual media to teach writing

Picture was known as a common and interesting media in education field. There were so many pictures that can be used to help the students overcome their difficulty in learning English. Therefore, using pictures as media in English teaching and learning process could be seen as a good idea since English was considered as a foreign language that must be mastered by students.

In the context of learning English, writing skill was considered as the most difficult skill in English. Most of the students students faced difficulties to learn English especially in learning how to write a text. In this case, the use of pictures was considered to be useful because teaching writing using pictures could be more interesting. In this research, the researcher used one kind of picture, that was, Stick Figures in Series. Stick Figures in Series were simple drawing that could be easily drawn by teacher. The shape of stick figures looked like a stick. Stick figures in series

were believed to be able to help the students overcome their difficulty in learning writing because it provided some chronological events in which it could help the students to write a text.

The objectives of the research were: (1) to enhance the eighth grade students' writing achievement on recount text at SMPN 11 Jember (2) to describe how the learning task using stick figures can help the eighth grade students write a recount text at SMPN 11 Jember. The design used in this research was Classroom Action Research. SMPN 11 Jember was chosen purposively as the research area because the students in SMPN 11 Jember had difficulties in writing since were not able to write sentences by using the correct grammatical rules. The subject of this research was the class VIII B students. There were 38 students as the respondents of this research.

There were two kinds of data collection methods in this research, primary and secondary data collection methods. The primary data got by conducting a writing test as the post-test to the research respondents. Meanwhile, the results of the secondary data of the research were obtained from the result of observation. This research consist just one cycle only in which it covered two meetings to implement the action and one meeting to conduct the writing test. The result of the writing test showed that there was an improvement that could be seen from the percentage of the students who got score ≥ 75 that increased from 42.10% in the preliminary study to 84.21% in the cycle 1. By this point, the second cycle is not necessary to be conducted. Thus, the research hypothesis which stated “ using stick figures can enhance the eighth grade students' recount text writing achievement at SMPN 11 Jember” was accepted.

Based on the explanation above, it could be concluded that the used of stick figures in series could improve the VIII B students' recount text writing achievement at SMPN 11 Jember in the 2015/2016 academic year.

CHAPTER 1. INTRODUCTION

This research investigates the use of stick figures to enhance the eighth grade students' recount text writing achievement at SMPN 11 Jember in 2015/2016 academic year.

This chapter discusses some aspects dealing with the topic of the study. It consists of research background, research problems, research objectives, and research significance. They are presented in the following section.

1.1 Background of Research

In learning English there are four skills that have to be considered. They are listening skill, speaking skill, reading skill and writing skill. Those skills are categorized as productive skill and receptive skill. Speaking skill and writing skill are categorized as productive skill which means people use language to produce through speech and written form. Meanwhile listening skill and reading skill belong to receptive skill which means people get the information they hear or they see.

Dealing with learning English, writing skill was considered as the most difficult skill in English (Richards, 1990:100). Most of the students faced difficulties to learn English especially in learning how to write a text. There were some problems faced by the students. The first was the students' insufficiency of vocabulary, the second was the students' lack of understanding in grammatical context, the third was the students were confused how to generate ideas into a piece of writing, the fourth, they were confused with how to start their writing. Besides, there were so many aspects of writing such as grammar, mechanic, context and organization, beside that vocabulary plays a big role to write something in English. This was supported by Stone (2001:26)

who says that the students in order to write easily and fluently should develop variety of prerequisite skills. This explained that in writing, there were so many aspects that have to be considered.

Related with this situation, the main purpose of writing is to communicate with others. People wrote to share their ideas, feelings and information to other. This was supported by Chaffee (1999:5) who states that writing is an active and purposeful process which is using the written symbols for thinking and communicating. This explained clearly that people used written form to communicate. The same thing happened with the students in the school. They were expected to communicate by writing their ideas.

The students of VIII B were lack of vocabulary and less understanding in grammatical context. Besides, they did not really understand how to organize their thought in writing. They were also confused how to start and end the writing and they had difficulties in finding the supporting details of the writing. According to the result of preliminary study, those aspects made the students faced difficulties in writing. This was proven by the previous scores got from the teacher. Only 42.10% of the students achieved the standard score in writing a recount text while 57.89% of the students in class VIII B failed to achieve the standard score.

Dealing with the students' difficulties, the teacher should find a way to be used in the classroom. Most teachers in teaching their students did not use any media. The teachers mostly asked their students to work in groups rather than gave interesting media to write a certain text. The teacher should choose the appropriate and interesting teaching media to make the process of writing easier and more effective. In this research, the researcher proposed stick figures as media to enhance the eighth grade students' recount text writing achievement at SMPN 11 Jember. The media such as stick figures could help students to understand the material easily. By using the stick figures in series, the students would be more interested in learning material. The students could

be more motivated to learn. Stick figures are simple drawing that can be easily drawn by the teacher. The shape of stick figures looks like a stick. The teachers were not required to have capability in drawing, because they can be drawn easily (Karim and Hasbullah 1986:20). The important thing was not the good look of stick figures but the clearness of the point that must be delivered to the students.

Wright (1989:17) stated the roles of stick figures as media to teach writing skill. Firstly, stick figures made the students pay attention to the material. Besides, stick figures make the students wanted to take part in the teaching learning process. Secondly, stick figures such as stick figures in series could provide information which can be referred in storytelling. There was a sequence of events that can be made into a story. In line with this matter, it was clear that stick figures can be used as a media in teaching recount text. Thirdly, pictures could be described in an objective way. By using pictures, students could interpret the pictures by themselves. In interpreting the pictures, students could easily develop their thought about the pictures into a writing. The last, pictures provided context which related with the language used. As the example, the picture is about the hospital scene. The students, by looking at the pictures knew about hospital along with the situation at the hospital as well. This also meant, pictures brought information about the world in to a classroom. As the result, the students could manage what they were thinking and finally they tried to write their thought.

Besides, stick figures had some advantages. First, stick figures are easy to be drawn. This opinion is supported by Karim and Hasbullah (1986:20) who say that in drawing stick figures, the teachers were not required to have a capability in drawing. Second, in drawing stick figures, the teachers did not need much money since they could not draw it directly in the blackboard or whiteboard by themselves. In addition, stick figures are simple visual aids that made the students interested in learning English.

The previous researcher conducted a research on the use of stick figures as media in the teaching and learning process. The her research, she tried to find the effect of using stick figures as media in teaching writing skill especially on recount text. It was proven that there was a significant effect of using stick figures as media in teaching writing on the students' writing achievement of the eighth grade students at MTsN Kencong. The second one was a classroom action research done by Anggraini (2007). She proved that stick figures could be used as media to enhance the students' skill in writing Narrative text at SMPN 7 Jember. In line with this matter, the researcher tried to conduct a research on using stick figures as media with a different research design and different type of text. The writer conducted a classroom action research because there was a real problem in the classroom related with the students' writing achievement.

In other words, the writer conducted a further research to expand the use of stick figures in the teaching and learning process. The writer conducted a further research with the different research design and type of the text entitled *using stick figures to enhance the eight grade students' recount text writing achievement at SMPN 11 Jember in 2015/2016 academic year*.

1.2 Research Problems

Based on the research background above, this research were formulated as follows:

1. Can the use of stick figures enhance the eighth grade students' achievement on writing recount text at SMPN 11 Jember in the 2015/2016 academic year?
2. How can the learning tasks using stick figures help the eighth grade students to write a recount text at SMPN 11 Jember in 2015/2016 academic year?

1.3 Objectives of the Research

The objectives of the research were as follow.

1. To enhance the eighth grade students' achievement on writing a recount text at SMPN 11 Jember in the 2015/2016 academic year
2. To describe how the learning tasks using stick figures can help the eighth grade students to write a recount text at SMPN 11 Jember in the academic year

1.4 Significance of the Research

The results of this research were expected to be useful for the following people:

1. The English Teacher

The result of the research could be used as a consideration for the English teacher to use stick figures as a media to enhance students' writing achievement on recount text. The use of stick figures could help the English teacher to manage the class since stick figures are easy to draw. Thus, the English teacher could easily explain the material by using the interesting media.

2. The Students (The Research Subject)

The result of this research could give the new and interesting experience in learning to enhance the students' writing achievement through the use of stick figures.

3. The Future Researchers

The result of this research could be a reference for the future researchers to conduct a further research dealing with the application of stick figures in the classroom to enhance the students' writing achievement. The future

researchers might conduct the equal research with the different type of paragraph, research design and different subjects of research.



CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter reviews the theories dealing with the topics related to the problems. It reviews theoretical framework to explain and clarify the topic discussed. It also covers the explanation of writing ability stated in the English curriculum, recount text and its characteristic, kinds and models of recount text, aspects assessed in recount text writing, stick figures as instructional media advantages and disadvantages of stick figures, the procedures of teaching writing using stick figures, the contribution of stick figures on the students' writing recount text achievement and action hypothesis.

2.1 Writing Ability Stated in the English Curriculum

This research was conducted in SMPN 11 Jember. This school has applied School-Based Curriculum in teaching and learning process. For the eighth grade students, a set of competencies listed in the curriculum applied. Based on the School-based curriculum, the basic competency of writing for the eighth grade students of junior high students included writing short and simple functional texts (Depdiknas, 2006). Further, according to the curriculum, the types of text taught to the eighth grade students were descriptive text, recount text, procedure text and narrative text. Therefore, the researcher focused on teaching writing skill on recount text by using stick figures as media.

As stated in the School-Based Curriculum 2006 for SMP and MTs, the standard of competence for the eighth grade students in the first semester was “expressing of short and simple functional text and essay in the form of recount and narrative to interact with the environment” .While, the basic competence was“ expressing the meaning of short and simple essay by using the varieties of written language accurately, fluently and appropriately in the form of recount

and narrative to interact with the environment” (Depdiknas, 2006). Thus, this research is focused on teaching recount text by using stick figures in series.

2.2 The Recount Text Definitions and Its Characteristics

A recount text is an unfolding of sequence of events which is written in a writing form to tell the experience and what has happened in the past. A recount text was a kind of text in which the speakers inform their experience that happened in the past. According to Goatly (2000:30), a recount text is a text that describes past experiences by retelling the sequence of events in which they happened. So, its focus was on the sequence of events. The social function of recount text was to retell events for the purpose of informing and entertaining. In addition, Carthew (2013) stated that generic structure was the way in which elements of a text are arranged. It could be said that generic structure was the arrangement of a text elements. In line with this statement, Soeprapto and Darwis (2007:8) also classified that there are three generic structures of recount text. The first part is orientation, followed by series of events and the last is re-orientation. The further explanation can be seen as follows:

Table 2.1 Recount Text

Genre	Social function	Generic structure	Language features
Recount text	To retell the past events with the purpose to inform or to entertain the readers	<ol style="list-style-type: none"> 1. Orientation : it gives the background information about what, who, where, when the event occurred 2. Series of events : it gives the sequence of events in a chronological order 3. Re-orientation: retell about what has been told in the previous part and it consists of the ending of the story. 	<ul style="list-style-type: none"> - Use of nouns, pronouns to identify people, things or animals involved in the story - Use of past action verb - Use of past tense to tell when the events occurred - Use of conjunction and time connectives - Use of adjective to describe nouns - Use of adverbial phrases to indicate place and time.

As stated in the table above, the social function of recount text was to retell the past events with the purpose to inform or to entertain the readers. Meanwhile, the generic structure of recount text consists of orientation, series of events and re-orientation. Orientation told the readers about the basic background information such as who were involved, when it was happened, what was happened, and where it was happened. Then, series of events told the readers about the sequence of events happened in the story and re-orientation tells about the ending of the events that happened before. Besides, recount text had generic structure, it also had some language features such as the used of nouns and pronouns to identify who were involved in the story, the used of adjective to describe nouns, the used of past action verbs and the used of adverbial phrases of time and place. Those aspects were really needed in writing a good recount text.

2.3 The Kinds of Recount Text and Its Examples

There were many kinds of recount text. As stated by Goatly (2000:31), there were 3 kinds of recount text. The first was personal recount, the second one was factual recount and the third one was imaginative recount. The detail explanation could be seen as follows.

1. The first one is personal recount. It retells activity that the writer has been personally involved in and it can be used to build a relationship between the writer and the readers. The examples of personal recount were anecdote, diary and personal letters. The following text was a kind of personal recount text

Going Camping

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot.

We built the camp next to a small river. It was getting darker and colder, so we built a fire camp. The next day, we spent our time observing plantation and insects while the girls

were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy. On Monday, we packed our bags and got ready to go home.

Taken from: www.englishdirection.com)

From the above text, it could be seen that it tells the readers about the writer's experience about going camping. In this case, the writer was personally involved in the story.

2. The second kind of recount text is factual recount. It reported the particular events or incidents by reconstructing factual information such as reconstruction of an accident and historical recount. The example could be seen as follows:

Man Charged with Pushing Old Woman Down Bus

SINGAPORE - The man who pushed an old woman down a bus along Upper Thomson Road has been charged in court. Twenty-five-year-old Ong Kok Hao is accused of hurting 76-year-old Hwang Li Lian Nee Lye on bus service number 167 at about 3pm on June 5 this year.

Ong is said to have used his right hand to push the old woman on her back, causing her to fall on the steps of the bus. The incident was captured in a two-minute video and uploaded on YouTube. The video shows Ong suddenly flying into a rage at Madam Hwang for pressing the bell at the last-minute along Upper Thomson Road. A shouting match then ensued and during the heated spat, Ong threatened to slap the woman, before pushing her down the bus.

Ong's lawyer Eddie Koh will be making representations to the court. The case will next be mentioned in December.

Taken from:

<http://www.channelnewsasia.com/stories/singaporelocalnews/view/1235739/1/.html>

The above text told us about the real events which happened in the past. That is why it was called as a factual recount. It told us about the past event of a crime

that really happened. An old woman was pushed down from the bus by the man. This was because the woman was pressing the bell at the last-minute. So the man was angry at the old woman and pushed her down the bus.

3. The third one is imaginative recount. It applied the knowledge to an imaginary role and giving the details of events. Here is the example.

How was your solar system made?

One day, a man called god woke up and fanciest a change. He said I will have a red planet a green and blue planet and one with rings round it. And a few glowing spot to make it look pretty and I will play basketball spin shots so some spin. Two hours later a massive energy bang, it blew god's house down. When he opened his eyes he saw his creation and then he lived for 2 whole years after that he died. Before he died he created two humans called Adam and Eve and if it wasn't for him we would not be here today. Nobody if there was life on these planets. All we know is people who live on earth except for god he died. We don't know what it looks like here is a picture of what I think it looks like.

(www.amazon.com/Developing-non-fiction-writing)

The above text told about the beginning of the galaxy. In the text, the writer wrote his/her imagination about how the God creates our galaxy. It was clear that the text was just the imagination of the writer. The writer had never experienced or involved in the event. In this research, the researcher chose the imaginative recount because the students were expected to make a simple recount text of experience based on stick figures in series they got, even though they had never experience about it.

2.4 Aspects Assessed in Recount Text Writing

In writing, the students should consider about some aspects assessed in order to make a good and a readable recount text writing namely, grammar,

vocabulary, mechanic, content and organization. This idea also supported by Stone (2001:26) who says that the students in order to write easily and fluently, should develop a variety of prerequisite skills.

2.4.1. Vocabulary

The first one is vocabulary. Vocabulary was important in writing. It was important to support the English skills namely, listening skill, speaking skill, reading skill and writing skill. Vocabulary was used to express the ideas, feeling and the other information to others both in oral and written form. It was the basic to write something. Without vocabulary, people faced difficulty to convey the idea, thought and feeling. This idea was in line with Gairns and Redman (1986:44). It was also stated that vocabulary was the basic level of survival in writing in a foreign language. Besides that Bram (1999:48) also stated that basic tool for writing because vocabularies carried the meaning to convey the writer's message. Dealing with recount text, the vocabulary needed are vary such as the use of past action verb, nouns, pronouns, adjectives. Action verb were kind of verbs that specifically describe what the subject was doing and it must be in the past form. Nouns and pronouns were used to identify who were involved in the story. Adjectives were used to describe nouns. Those kinds of vocabulary weredefinitely used in recount text.

2.4.2. Grammar

Another aspect of writing skill is grammar. Thornbury (1999:1) defined grammars as a set or description of the rules that govern how the language sentences were formed. In addition, Bram (1995:54) stated that grammar also controlled what the writer writes. In other words, grammar also defined what the writer writes whether it was understandable or not. The lack of the grammar knowledge made the writing hard to be interpreted by the reader. This idea also supported by Thornbury (1999:3) who stated that grammar also communicates

meaning. This statement explained clearly that grammar was needed to convey the meaning of writing. In teaching, the teacher must make sure that the students learn grammar when they were writing, so they could avoid the grammatical errors. Related with teaching recount text, grammar was clearly important. Recount text is a kind of text which told the past event. By looking at this point, it was clear that recount text used past tenses. It could be simple past tense, past continuous tense and *etc.* All of the sentences in recount text must in the form of past tense.

2.4.3. Organization

The third one was Organization. It was the ability to express the ideas, thoughts and feelings fluently. It was also involved in arranging the logical sequence and cohesion. There were two elements of organization. The first one was unity and the second one was coherence. Unity means that all sentences in the paragraph should focus on the exact thing that is expressed in the topic sentences (Bram 1995:20). This only could be achieved if the paragraph has a good and clear topic sentence. All of the sentences in the paragraph should stick together and explain the topic sentence well.

The second element of organization is coherence. Coherence means the logical arrangement of the ideas, thought, and sentences in a paragraph. Coherence also played an important role in writing. Bram (1995:21) also added that every coherent paragraph contained smoothly-connected ideas. It meant that every paragraph contains of many sentences that is added together by using transitions such as, however, although, finally, and nevertheless. The use of those transitions made the paragraph moves smoothly and naturally. Without transitions, it was difficult to build a coherence paragraph. Besides that in this research, the used of transition was really matter because the students were required to make a good arrangement of recount text. They should arrange the sentences by using transitions to make a coherence recount text.

2.4.4. Mechanics

The fourth one was mechanics. It was a set of rules in written language. It was related with punctuations, spelling, capitalization, numbers and italics. This research focused on spellings, punctuations and capitalization. It was because the researcher often found out that the students made mistakes on those three aspects of writing. Even, university students could make mistakes related with the use of mechanical skill.

English spelling was quite difficult for the students. It was also difficult to remember since the spellings and the pronunciations of the words were two different things. Most of the vocabularies in English had the different spelling and pronunciation. So that is why the students found it difficult in spelling the English words. The wrong spelling of the words could make the meaning ambiguous. It was supported by Fairbairn and Winch (1996:100) who said that the poor spelling of the words could make the meaning ambiguous and it can make the non-sense sentences.

The other part of mechanics in writing was punctuations. Fairbairn and Winch (1996:81) defined writing as a variety of devices which was used to help readers in understanding the meaning of writing. In this case, the writer tried to share the ideas, feeling and thought to the readers and punctuation helped the writer to make the readers understand of what was being explained by the writer. In other words, punctuation helped the writer communicate with the readers. Further, it was also added that punctuation help the writer conveyed the message to the readers. In oral communication, the speaker used gestures, voice and stress to communicate and make the listeners understand of what being told. It was different in written communication, the writer used punctuations to make the readers understand the writing. There are many kinds of punctuations. As stated by Bram (1995:92) punctuation had many varieties such as *full stop* (.), *question*

mark (?), comma (,), exclamation mark (!), quotation mark ("..."), semi colon (;), colon (:), dash (-), hyphen (-), apostrophe ('), stroke (/), bracket ().

Another part of mechanic was capitalization. It was used in the beginning of the sentences. It was also used for the names of people such as *Dean, Matt, Tery* etc. The names of organization also use capitalization such as *PBB, ASEAN*. The other ones that were used capitalization were the names of countries such as *Indonesian, France*, etc, the names of days of the week such as *Sunday, Monday*, the names of months such as *July*, and *May*. The same thing happened when it dealt with teaching recount text. All of the aspects of mechanic were really important. The aspects such as spelling, punctuation and capitalization were needed to make a good recount text.

2.4.5. Content

The last component of writing was content. It dealt with the use of subject which was discussed in the writing. It was also related with the information and details relevant of the material and topic being discussed. In writing, the writer chose the topic first then search for the detail information that can explain about the topic. The detail information should be relevant with the topic to make the writing understandable. Most of the students could not choose the supporting ideas which relevant to the main idea. They inclined to write the same meaning of the topic discussed in different sentence repeatedly. In writing a recount text, students must find some important detail about the topic. It was needed to do because the detail information can make the recount text understandable.

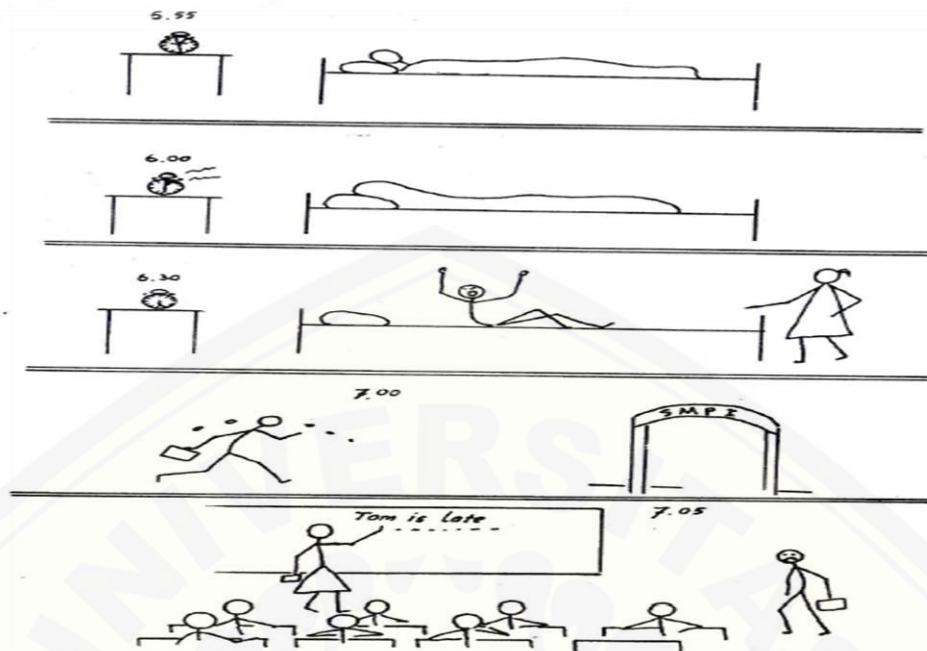
2.5 Stick Figures as Instructional Media

Stick figures were simple drawing pictures in which the shapes looked like stick (Wright, 1989:17). The shapes of stick figures were not complicated. So the teachers could draw them easily on the blackboard or whiteboard directly.

The teachers were not required to have a good capability in drawing since it was very easy to draw. The important thing in drawing stick figures was not how good the drawing was but the clarity of the drawing so that the meaning and the message of the stick figures could be easily conveyed by the students.

Furthermore, Karim and Hasbullah (1986:5) and Horsburgh (1977) classified four types of stick figures. The first one was stick figures show the activities done by people (e.g. walking, swimming, eating, etc.). Then, the second one was stick figures show the human facial expressions (e.g. sad, happy, angry, etc). The third was stick figures show about simple things, and simple animals (the chair, the car, the cat, the snake, etc). The next one was stick figures show the chronological activities which was called as stick figures in series. Another one is composite stick figures. This kind of stick figures was a single picture that shows stick figures and noun in which a number of characters could be seen doing some different activities.

The type of stick figures used in this research was stick figures in series. It showed the series of even in which some activities are done in a chronological order. It meant that stick figures in series could be used to tell the story. Related with this research, stick figures in series could be used to tell a story since it guides the students to write a recount text. By doing the learning tasks using stick figures, the students wrote a simple recount text. In doing the learning tasks of stick figures, the students were given some tasks. The first task was making sentences for each stick figures in series given. The second task was rearranging the sentences they have written into a recount text by considering the generic structures and the language features of recount text. The following picture is the example of stick figures in series:



(Taken from Karim and Hasbullah 1986:23)

It was 5:55 on Monday morning, Tom was still a sleep. Then, the alarm rang at six o'clock but Tom didn't want to get up. Instead he covered his head with his blanket. He didn't want to get up and go to school. At 06.30, his mother came to his room and woke him up. At this time, Tom had to wake up. He stretched and yawned. After that he prepared himself to go to school. It was 07.00 o'clock. School started at that time. Tom should hurry. Then, he ran hurriedly and he didn't see any of his friends in the school gate. Next, he went to his classroom. Mrs Hadi as the teacher was standing in front of the class. Tom said to her, "Excuse me for coming late, Mrs. Hadi ". Mrs. Hadi replied, "Yes Tom, you're late again today !"

(Adapted from Language Teaching Media)

This research applied some steps in teaching writing using stick figures as media. The teachers asked them to look at the pictures carefully and asked them what information they could find in the pictures given. Second, the students were asked to write some sentences for each of stick figures given after

collecting the ideas they got before. Third, the teacher asked the students to arrange the sentences in to a good recount text by using some connectors of transition such as *then*, *next*, *after that*, and *finally*.

2.6 The Advantages and Disadvantages of Stick Figures.

In using stick figures as media to teach recount text, stick figures had some advantages. Wijanarko (2006:2) defined some advantages dealing with teaching using stick figures. Firstly, the chronological events illustrated in stick figures in series could help the students to find the detail of place and time. It included the use of tense in the story. In this case, past tense was used to write a recount text. Secondly, stick figures could be used to help the students as they discuss possible interpretations of the stick figures. They imagined what was happened beyond what appeared in the picture. So that the students thought and made some interpretations in sequence and produced a story. In other words, the used of stick figures attracted the students' creativity in making their interpretation about the pictures. Thirdly, the used of stick figures made the students observe and describe what they saw more clearly and precisely. In line with this point, stick figures made the students focus and enthusiastic since its shape is very simple. So, they tried to interpret the stick figures. By guessing and interpreting stick figures, the students got much more knowledge because they tend to think deeper and harder dealing with the message hidden in stick figures in series. Then, the last was that stick figures were easy to draw, and teacher did not need much money in providing stick figures

Besides, media have some disadvantages. There were some disadvantages of using stick figures as a media in classroom teaching and learning. First, since the shape was very simple, the students might have their own interpretation. It was good if their interpretation was in line with the picture but if it was different, they may create the wrong story of it. Second, the

students' thought that stick figures were not interesting. It could be too simple and it was commonly used in teaching. Then, there was a way to minimize the disadvantages. First, they teacher had to make sure that the drawing of stick figures was clear enough so that there was no more misinterpretation. Also the teacher had to make interesting stick figures. Interesting story which was described by using stick figures in series made the student interested.

2.7 The Procedures of Teaching Writing Using Stick Figures

Writing in English for the Indonesian students was categorized as the difficult task. In expressing ideas, students tent to use their first language pattern in writing. In other words, they write in English but they tent to use their first language rules (Bram 1995:59). They translate word by word what they want to write from Indonesian to English. The result of it was not good.

Related with the use of stick figures in series as a media in teaching writing, the teacher could do some ways to apply it. There were some steps of teaching writing using stick figures (Karim and Hasbullah 1986:128). The steps were explained as follows:

1. First, the researcher needed to prepare stick figures in series as a media of teaching writing and distributed it to the students. After preparing the media, the researcher asked the students to look at the stick figures in series given
2. Then, the researcher asked sequence of questions about the stick figures in series given, It is important to help the students in gaining some information about the stick figures in series. The questions were about the stick figures in series given including the events occurs, how the events occurs, the time of the events, *etc.*

3. Third, after the students gained some information dealing with stick figures in series given, they were asked to write some good sentences based on the stick figures in series. They were asked to work in pairs
4. The last, after the students made the sentences, they were asked to write a recount text based on the sentences they have made in to a good recount text by considering the language features and generic structure of recount text.

2.8 The Contribution of Stick Figures on Students' Recount Text Writing Achievement

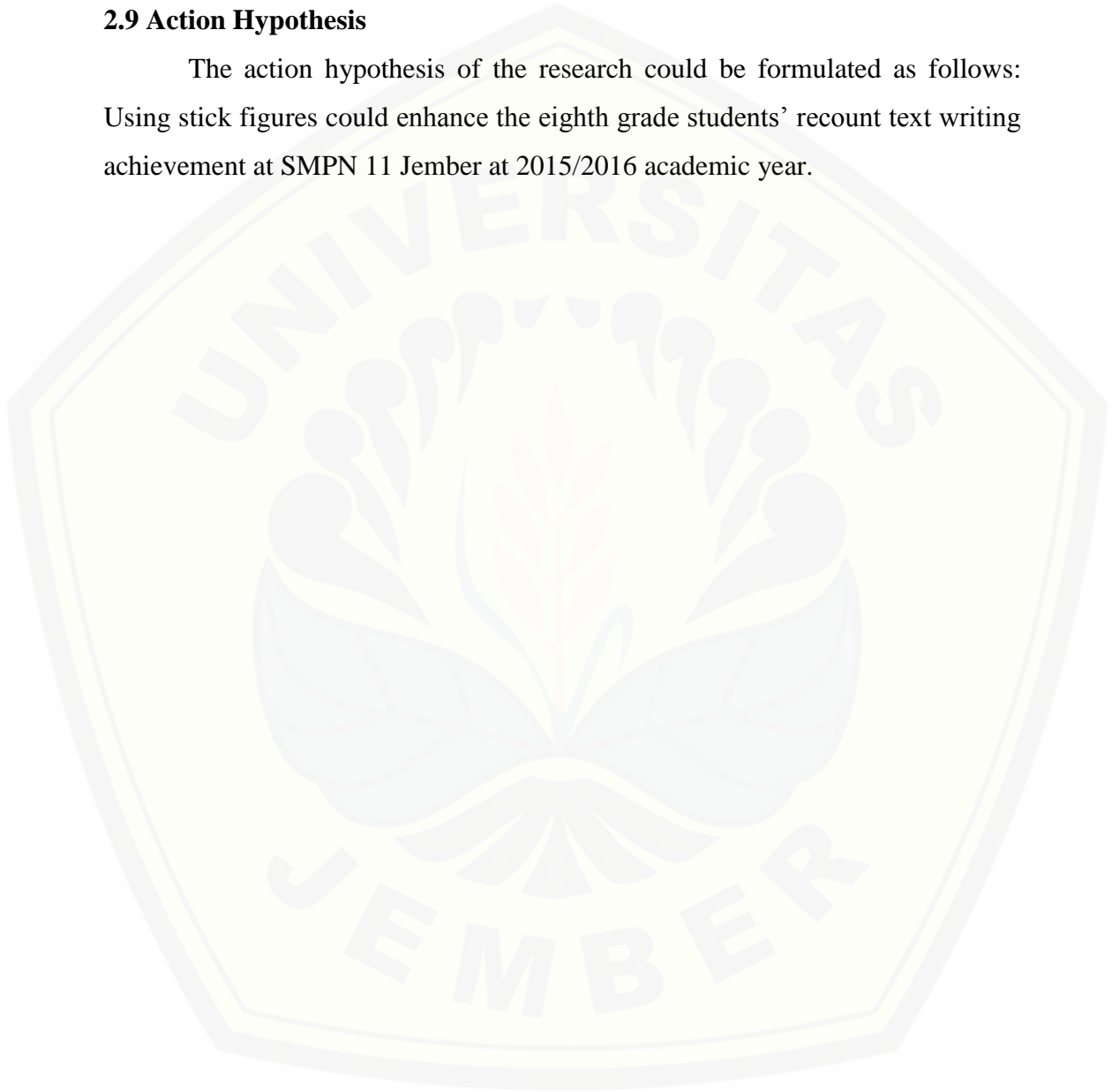
Stick figures in series could be used as a media in writing a recount text. Karim and Hasbullah (1986:11) stated that the teacher could ask the students to tell a story based on the stick figures given. By using stick figures students were able to develop their ideas easily from the beginning of the story to the end of the story. Dealing with this matter, the type of stick figures used was stick figures in series.

It was important for the teacher to guide the students in learning by using media such as pictures especially stick figures. The use of stick figures was clearly important for the students. Learning by using stick figures in series made the students more aware. It could be seen when the students tried to interpret the messages beyond the simple stick figures in series. By looking at stick figures in series, the students were able to identify the action verb which was illustrated in those characters. Also, they tried to analyse the detail information about the time of the activity described in stick figures in series and it dealt with the used of past tense in the story. At last, stick figures in series provided some actions that was related one another. It required students to arrange it become one complete story. With this kind of activity, the students should use some connectors to

make one good story. In line with this matter, the use of connectors was absolutely important to make a good and coherent recount text.

2.9 Action Hypothesis

The action hypothesis of the research could be formulated as follows: Using stick figures could enhance the eighth grade students' recount text writing achievement at SMPN 11 Jember at 2015/2016 academic year.



CHAPTER 3. RESEARCH METHODOLOGY

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

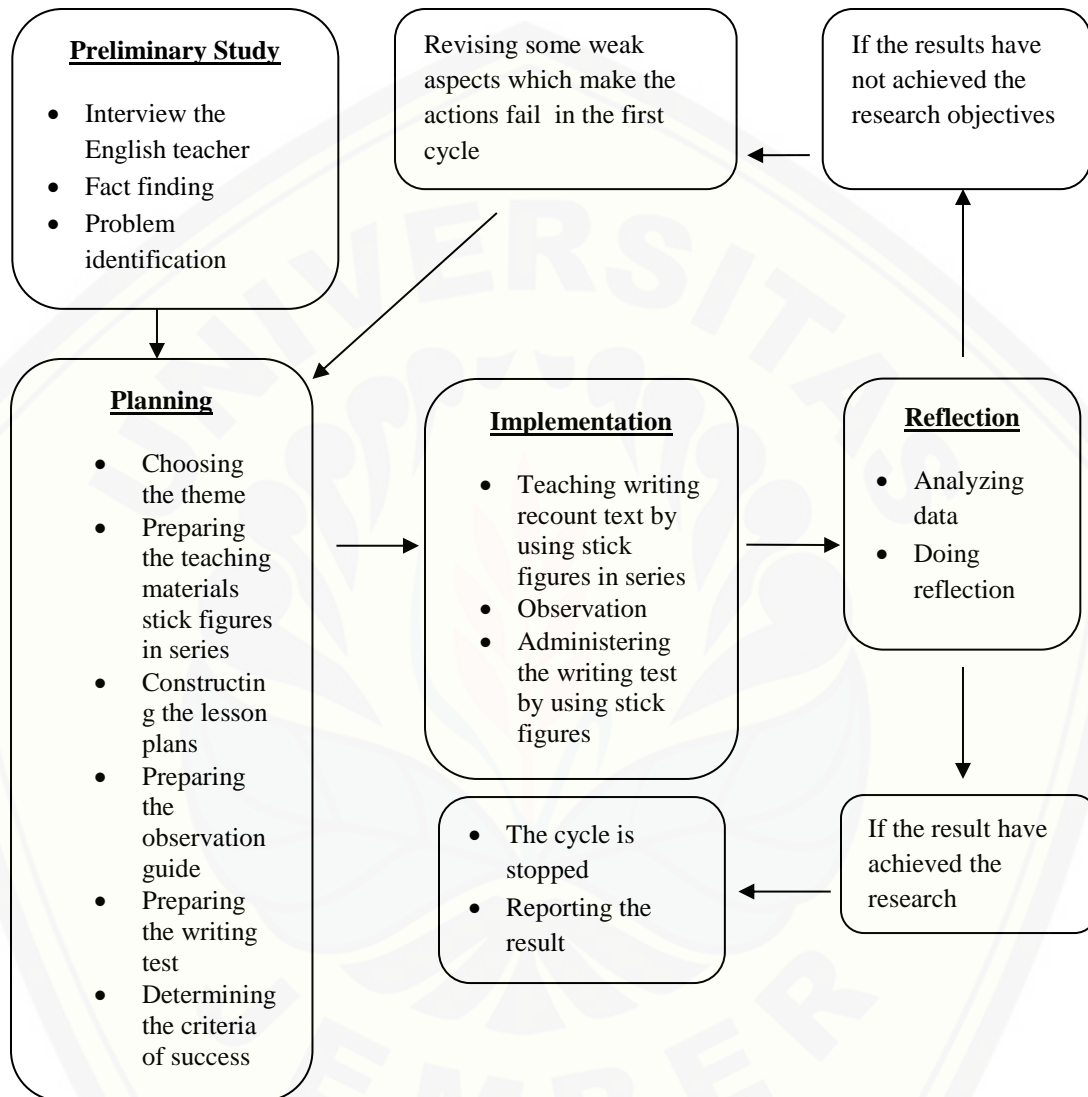
3.1 Research Design

The classroom action research was used in this research because this research was intended to enhance the students' recount text writing achievement by using stick figures on the eighth grade students at SMPN 11 Jember. According to Elliot (1991:69), action research is a study of social situation with a view to enhance the quality of action within it. Thus, the classroom action research was done because there was a real problem in the classroom that must be solved.

In conducting the classroom action research, the researcher needed to do it collaboratively with another researcher or team. Dealing with this matter, the classroom action research was conducted collaboratively with the English teacher of SMPN 11 Jember.

This action research followed the design proposed by Lewin in Elliot (1991:70). It consists of four stages namely: (1) planning the action, (2) acting, (3) observation and evaluation of the action (4) reflection of the action. The design of this classroom action research is illustrated in the following diagram. The following diagram used is Lewin in Elliot model which was adapted in the terms of the activities of the actions done in each cycle.

Figure 3.1: The Design of Classroom Action Research



(Adapted from Lewin (1980), in Elliot, 1991:70)

There were some stages in this action research as it could be seen in the above diagram. The details information would be explained as follows:

1. The first stage was the preliminary study. In the preliminary study, the researcher interviewed the English teacher of the eighth grade to identify the

research problem. It included determining the class and the students' problem in writing achievement..

2. The second was planning of the action. In the planing stage, the researcher needed to do some steps. The activities during the planning stage were:
 - a. The first step was choosing the appropriate writing material based on the School-Based on the curriculum for junior high school. Related with this statement, the researcher must select the appropriate theme and material to be taught to the eighth grade students and it must be in line with School-Based curriculum for junior high school.
 - b. The second was preparing stick figures in series to be used as a media in recount text writing.
 - c. The third was constructing the lesson plans for the first cycle. There were two lesson plans in each cycle.
 - d. The fourth was preparing the observation guide. In this case, the observation was used to record the students process how they learned to write a recount text by using the stick figures.
 - e. The fifth was constructing the writing test to be used in the first cycle to measure the students ability in writing a recount text.
 - f. The last was constructing the other lesson plans and writing test for the second cycle by making some corrections of some problems in the first cycle.
3. The third stage was the implementation of the action was done in the school hours based on the schedule of the English lesson. The researcher did the action to teach writing, in this case the researcher taught a recount text. The time allocation was 2 x 40 minutes. This implementation of the action was based from the lesson plans constructed by researcher and the English teacher by considering the School-Based Curriculum applied. The action in one cycle

was set in two meetings followed by administering the writing test in the third meeting.

During this stage, the English teacher was as the observer in the teaching and learning process of writing. The researcher during the teaching and learning process also did the observation. In the first meeting, the students were given stick figures in series. Next, the students were asked to write some sentences based on the stick figures in series given. In this task, the students were asked to work in pairs. Then, in task 2, the students were asked to rearrange those sentences to write a recount text by adding some conjunctions and adverbial phrase and time individually. The same thing happened in the second meeting, the students were given stick figures in series and then they were asked to write the sentences bases on the stick figures in series given. In doing this task, the students were also asked to work in pairs. After that, the students were asked to write a short recount text of the sentences that had been created before individually. Then, the third meeting was writing test. The researcher provided the writing test and asked the students to make a simple recount text based on the stick figures in series given. The second cycle was not done because the students' scores in the first cycle achieved the target score.

4. The fourth stage was reflection stage. It was done after the implementation stage. In the reflection stage, there are 2 steps. The first step was analysing the data. The researcher and the English teacher analysed the data got from the writing test and observation. The second step was reflection. The researcher and the English teacher both reflecting the result of the result of the writing test and observation including described what had happened during the implementation of research including the weakness, the strength and the result. Since the result of the students' scores achieved the criteria, the second cycle was not necessarily conducted and the last step was draing a conclusion to answer the research problems.

3.2 Research Procedures

In conducting the research, the researcher needed to follow the research procedures. There were some procedures that were done in this classroom action research. They could be seen as follow:

1. The first is doing the preliminary study. It was to know whether or not there was a problem in the classroom. Basically, classroom action research was done when the researcher found and wanted to solve the problem occurred in the classroom. Dealing with this matter, the researcher needed to know the problem by doing the preliminary study. So that the researcher could solve the problem by doing an action research. In doing the preliminary study, the researcher did an observation and interviewed the English teacher to find the students' problem. Observation considered an effective way to find the problem faced by students in the class. Through an observation, the researcher could easily identify the problem. The researcher did the observation by watching the teaching and learning process with the teacher. At last the researcher could identify the students' problem in the classroom.
2. The second stage was planning of the action. In this stage, the lesson plans, the materials, the observation guide and the writing test were prepared in order to be used in the implementation of the action.
3. The third was conducting the stages of classroom action research design as shown. After doing the preliminary study and found the problems, the researcher did the action in the form of teaching recount text writing by using stick figures in series. There are three meetings in each cycle. Thus, the researcher and the English teacher during each meeting did the observation.
4. The fourth one was reflection stage. After conducting the stages of classroom action research, the researcher got some data of the research. There were two kinds of data got in this research, the first was the data got from the students' writing test and the second was the data got from observation. The data got from writing test would be analyzed quantitatively while the

data got from the observation was analyzed non-statically. The last procedure was discussing the result. The result could be seen after the researcher and the English teacher analysed the data got from the writing test and observation. In this step, the researcher determined whether or not the students could achieve the purpose of the research.

3.3 Operational Definition of The Terms

The operational definitions of the term were intended to avoid misinterpretation and misunderstanding about the concepts used in this research. It kept the discussion on the track. The terms which were necessary to be defined were as follow:

3.3.1 A Recount text

A recount text is sequence or series of events to construct past experience by retelling events. The function of it is to retell the past experience. It could inform and entertain the readers. In this research, the students' were asked to write a short recount text based on the stick figures in series provided.

3.3.2 Writing achievement

Writing is one of the fundamental ways to express ideas and feelings. In this research, the students' writing achievement dealt with the students' skill in writing a recount text which was taught by using stick figures in series by considering the five aspects of writing, namely vocabulary, grammar, mechanics, organization and content.

3.3.3 Stick figures

Stick figures are simple drawing pictures in which the shapes look like stick. Stick figures used in this research was stick figures in series. Stick figures in series were stick figures which show the chronological activities so that it helps

the students to make a story. In addition, in this research the students were asked to make a short recount text based on the stick figures in series given.

3.4 Area Determination Method

This research was determined by using purposive method. Fraenkel and Wallen (2006:100) explain that a purposive method is a method in choosing a research area based on a certain purpose or reason. This research was conducted in SMPN 11 Jember by considering some following reasons:

1. The students had difficulties in writing
2. The English teacher gave permission to the researcher to conduct this classroom action research and do the research collaboratively.
3. The headmaster of SMPN 11 Jember gave permission to the researcher to conduct the classroom action research.

3.5 Subject Determination Method

The purposive method was used to determine the subjects of this research. In this research, the subjects of the research were the eighth grade students' of SMPN 11 Jember in the academic year of 2015/2016. The researcher found out that all classes had the problem in writing after doing the observation in the classroom. Finally, the researcher chose class VIII B. In the researcher's observation, class VIII B had difficulties in writing since the students were lack of the motivation to write in English. Some of them were not able to write a recount text by using the correct grammatical rules.

3.6 Data Collection Method

There were two kinds of data which were collected in this research. The first data were taken from writing test and the second data were taken from observation.

3.6.1 Writing Test

The purpose of writing test in this research was to gain the data about students' writing ability especially writing a recount text by using stick figures in series. In this classroom action research, the students were given a set of stick figures in series and they were asked to write a short recount text based on the stick figures in series provided. They were asked to write recount text that consisted of 8 sentences and the time allocation was 2 x 40 minutes. The writing test also measured the aspects of writing, namely vocabulary, grammar, content, mechanic, and organization.

According to Hughes (2003:26), a good test should have validity and reliability. Related with validity of the test, a test is considered as a valid test if it measures accurately what is intended to be measured. In line with this statement, the writing achievement test used content validity in which its content had the representatives sample of language skill which is meant to be concerned. Besides, the material tested was suitable for the students' level and it was based from the curriculum of junior high school. In addition, the test was consulted first to the English teacher before the test was given to the students. So, the test was appropriate for the students' level.

Concerning with the reliability test, reliability refers to the consistency of the test (Fraenkel and Wallen 2009:154). It can be concluded that the more similar the scores would be, the more reliable the test is. Besides, there were two ways to gain the reliable score by using intra-rater and inter-rater. Intra-rater refers to a method in measuring the reliability done by one rater only. While, inter-rater refers to a method in measuring the reliability in which two or more raters obtain the same result in using the same instrument. In this research, the inter-rater method was used to decrease subjectivity (Hughes 1996:22). Additionally, in this research the researcher and the English teacher scored the students' writing test result.

Concerning with the scoring, the researcher used analytical scoring. Analytical scoring refers to a method of scoring which requires a separate score for each number of aspects of the task (Hughes, 2003:100-102). In this case, the aspects that were

scored separately or analytically were the aspects of writing namely vocabulary, grammar, content, organization and mechanic.

Table 3.1 The Scoring Criteria of the Students' Writing Recount Text

Aspect of writing	Score	Criteria
Grammar	25 – 22	EXCELLENT : no errors and almost free of grammatical errors in writing sentences of Simple Past Tense; time signals; article; pronouns; and preposition (0 – 1 error in making sentences)
	21 – 18	GOOD: few errors in making sentences of Simple Past Tense; time signals; article; pronouns; and preposition that do not make the readers confused (2 – 4 errors in making sentences)
	17 – 11	FAIR: some errors in making sentences of Simple Past Tense; time signals; article; pronouns; and preposition that sometimes make the readers confused. (5 – 7 errors)
	10 – 5	POOR: dominated by errors in making sentences of Simple Past Tense; time signals; article; pronouns; and preposition and it is difficult to understand. (more than 7 errors in making sentences)
Vocabulary	25 – 22	EXCELLENT : uses a variety of word choice; uses the appropriate and correct words in sentences based on their function. All of the words refers to the exact meaning; has a few errors in words spelling (0 – 3 words are used inappropriately)
	21 – 18	GOOD: uses a moderate range of word choice; some words are used inappropriately; some errors in using the words based on their function; some words used do not refer to the exact meaning; some errors on the word spelling (4 – 6 words are used inappropriately)
	17 – 11	FAIR: uses a limited range of word choice; some words are used inappropriately frequently; frequently uses some word that do not refer to the exact meaning; frequent errors in word spelling (6 – 9 words are used inappropriately)
	10 – 5	POOR: uses very limited range of word choice; dominated errors in choosing the appropriate words

		and word spelling; almost all of the words do not refer to the exact meaning (more than 9 words are used inappropriately)
Content	20 – 18	EXCELLENT: the content of the text tells about the topic that includes clear explanation and information of the event; most sentences in the text are relevant to the topic (1 sentence is not relevant to the topic)
	17 – 14	GOOD: the content of the text tells about the topic that includes clear information of the event and clear explanation of the event; only few sentences are not relevant to the topic(2 – 3 sentences is not relevant to the topic)
	13 – 10	FAIR: the content of the text tells about the topic but lose focus; insufficiency detail or unclear information of the topic (4 – 6 sentences are not relevant to the topic)
	9 – 7	POOR: almost all of the sentences are not relevant to the topic; the information of the event is unclear (7 or more sentences are not relevant to the topic)
Organization	20 – 18	EXCELLENT: highly organized; complete and correct generic structure of recount text; logical order of ideas; clear supporting details; most of the transitions are used correctly (1 – 2 errors)
	17 – 14	GOOD: well organized; complete generic structure of recount text; logical order of ideas; limited supporting details; few errors in using the transition (3 – 5 errors)
	13 – 10	FAIR: lack of organization; incomplete generic structure; some events are out of order; the ideas is unclear; lack of supporting details; some errors in using the transition (6 – 8 errors)
	9 – 7	POOR: disorganized; does not follow the generic structure of recount text; the ideas is confusing ; lack of supporting details; no transition is used
Mechanic	10 – 9	EXCELLENT: free or few errors of punctuation and spelling and capitalization (0 – 3 errors of punctuation spelling and capitalization)
	8 – 5	GOOD: some errors of punctuation, spelling and capitalization (4 – 7 errors of punctuation, spelling and capitalization)

	4 – 3	FAIR: frequent errors of punctuation, spelling and capitalization; sometimes it lead to the obscurity meaning of sentences (8 – 10 errors in punctuation spelling, and capitalization)
	2 – 1	POOR: severe errors in punctuation and spelling; it is difficult to understand; most of the sentences in the text use incorrect punctuation, spelling and capitalization (more than 10 errors)

(Adapted from Jacobs, et al., quoted from Hughes, 2003:105)

3.6.2 Observation

Observation was used to collect data about how the learning task using stick figures could help the students to write a recount text. For the example, how the students interpreted the stick figures given by the teacher, how the students write some sentences based on the stick figures and how the students rearranged the sentences they have made into a good recount text by considering the generic structure and language features of recount text. It included how the learning task using stick figures could help the students to write a recount text. In this case, the researcher used unstructured observation to gain the qualitative data. Unstructured observation allows the observer to observe anything important and interesting during the teaching and learning process in the classroom. The researcher used fieldnote to record the observation done.

The first column is for writing the date and the time the observation taken. Then, the second column is used to record the actual observation and the third column is used to note the observer's comments of what has been observed. Thus, the existence of the observer's comment allows the researcher to integrate reflection into the process of action research. In addition, this field note made the observer write and observe what actually happened in the classroom.

There are some procedures of writing fieldnote. Those procedures must be followed in order to make a good record of fieldnote. The steps of writing fieldnote can be seen as follows:

1. In writing the fieldnote, the first step to do was jotting. Jottings are the brief words or phrases written down while the researcher was in the fieldsite. The complete fieldnote could be written later since in this step, the researcher just wrote down the brief words or phrases of the situation that happened in the classroom while the students did the task only. It helps the researcher to remember things the researcher want to include when writing the full fieldnote.
2. The second step was the researcher wrote down the description of everything remembered. The focus of this step was to write events occurred during the teaching learning proses especially when the students did the task. This information might help in writing a general description of the site later
3. The third step was Analysis of what the researcher learned in that situation. In this step, the researcher related the details described in step 2 with the question that the researcher wanted to solve.
4. The last step of writing fieldnote was Reflection on what the researcher learned after observing the students during the teaching and learning process when the students did the tasks given.

As mentioned in the previous part, the researcher did the observation in the classroom. The role of the researcher here as the teacher and the observer. In other words the researcher also took part in observing the students. Since the observation done only when the students did the task, the researcher could freely observing them without being confused to manage the time explaining the material to the students and observing the students.

3.7 Data Analysis Method

The data analysis was needed to analyse the data obtained. The data was obtained from the writing test and observation. The data of the students' writing test will be analysed quantitatively by using this following formula to find the percentage of the students who gained score 72 or more in the writing test:

$$E = n/N \times 100\%$$

Notes:

E : the percentage of students who got score 72 or more in the writing test

n : the total number of the students who got score 72 points or more in the writing test

N : the total number of the students

(Adapted from Ali, 1993:39)

On the other hand, the data of the observation was analysed non-statically since it dealt with the description of the students' tasks during the teaching and learning process. Moreover, it also dealt with the student's activity in making a recount text by using stick figures.

After gathering the data of observation in the form of field note, the researcher accomplished the observation data gained by using inductive analysis technique to analyse the qualitative data. The purpose of using inductive analysis technique was to reduce the volume of information that was collected by identifying and organizing the data to present the key finding of the action research (Johnson in Mertler 2009:140) There were three steps to do in conducting this analysis; organization, description, and interpretation. The first was organization in which grouping the similar data to

make the analysis simpler. For the example, the researcher grouped the data from the first task, and the second task. It made the researcher easier to analyse the data.

The second was description. In this step, the researcher described the organized data and tried to connect it to the research topic and research question. In line with this matter, the researcher made two different tasks for the students with different purpose. The first task was making some sentences. In this case, the researcher intended to make the students easier in writing a recount text by asking the students to write sentences according to each stick figure given. In other words, the purpose of the first task was triggering the students to make the recount text by writing each sentence of each stick figure. Then, the students could be easier to write a recount text. The second task was arranging the sentences that the students have made in to a good recount text by considering the generic structure and language features of recount text. This task made the students learn how to complete the recount text by using the first task and considering the generic structure and the language features to make a good recount text.

The last step in inductive technique was interpretation. The researcher must find out whether the tasks give the positive impacts to the students dealing with the students' recount text writing. In other words, the researcher should make sure that the different purposes of each task could contribute well to make the students able to write a good recount text. For the example, the researcher must make sure that whether the first task could trigger the students to write a good recount text by writing some sentences of each stick figure given. At last, it could be easier for the students to write a good recount text.

CHAPTER 5. CONCLUSION AND SUGGESTIONS

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

5.1 Conclusion

Based on the result of data analysis and discussion, it could be concluded that :

1. The use of stick figures in series could enhance the students' writing achievement at SMPN 11 Jember.
2. The learning tasks by using stick figures could help the students in writing the recount text through five aspects of writing skill, namely vocabulary, grammar, content, organization and mechanics.

5.2 Suggestions

By knowing the result of this research which showed that the use of stick figures in series could enhance the eighth year students' writing achievement on recount text at SMPN 11Jember, some suggestions were given to the following people.

a. The English Teacher

The researcher suggests the English teacher to use stick figures in series as a consideration since it helped the students to enhance their writing achievement. Thus, the media was very helpful for the students in learning writing, especially in constructing and writing a recount text.

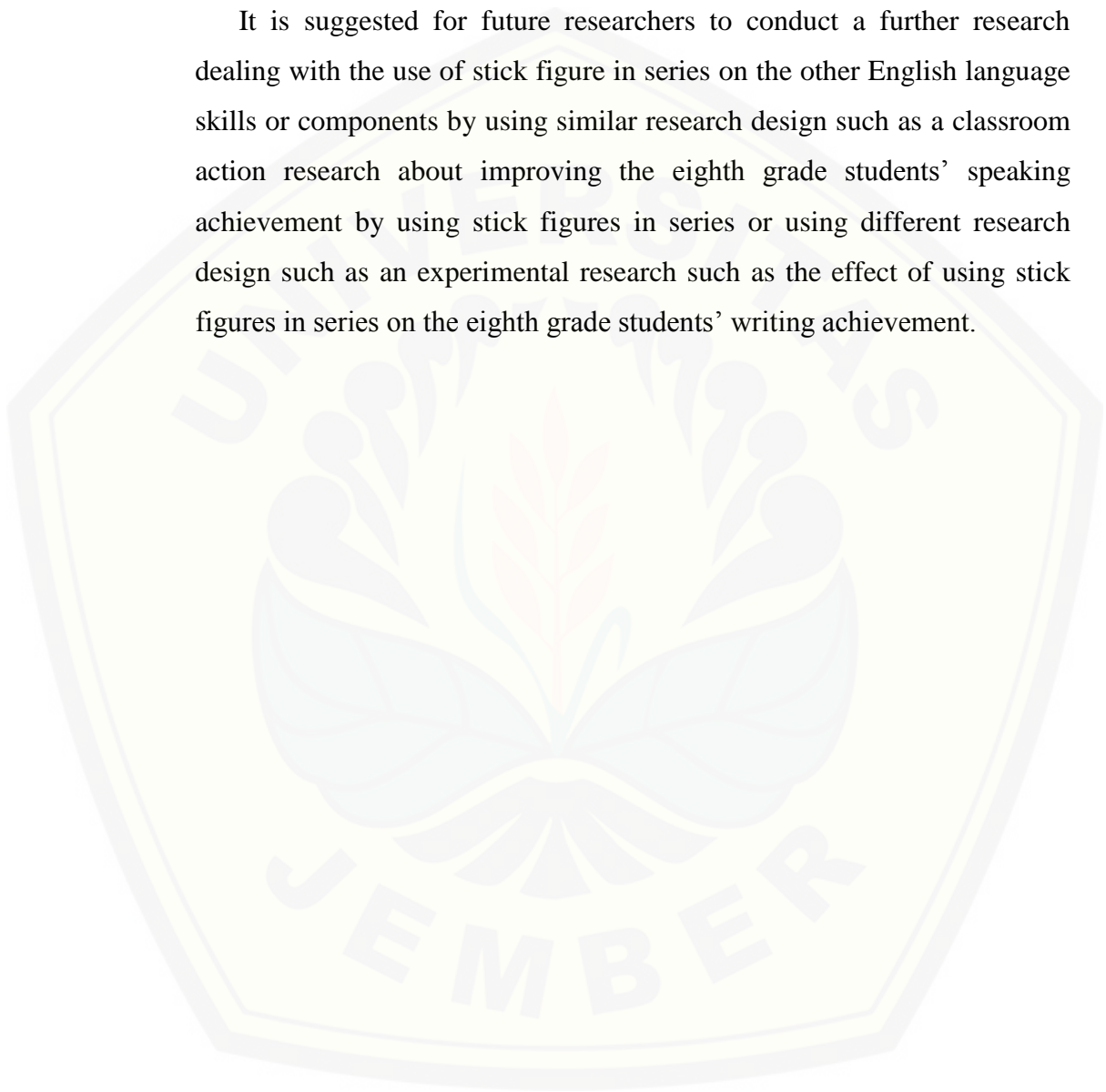
b. The Students

It is suggested that the students of Junior High School learn by using stick figures in series for learning writing because such media are able to improve their writing achievement. Therefore, they could enhance their

writing ability. Further, such media encouraged their motivation and overcome the problem faced by students in learning writing.

c. The Future Researcher

It is suggested for future researchers to conduct a further research dealing with the use of stick figure in series on the other English language skills or components by using similar research design such as a classroom action research about improving the eighth grade students' speaking achievement by using stick figures in series or using different research design such as an experimental research such as the effect of using stick figures in series on the eighth grade students' writing achievement.



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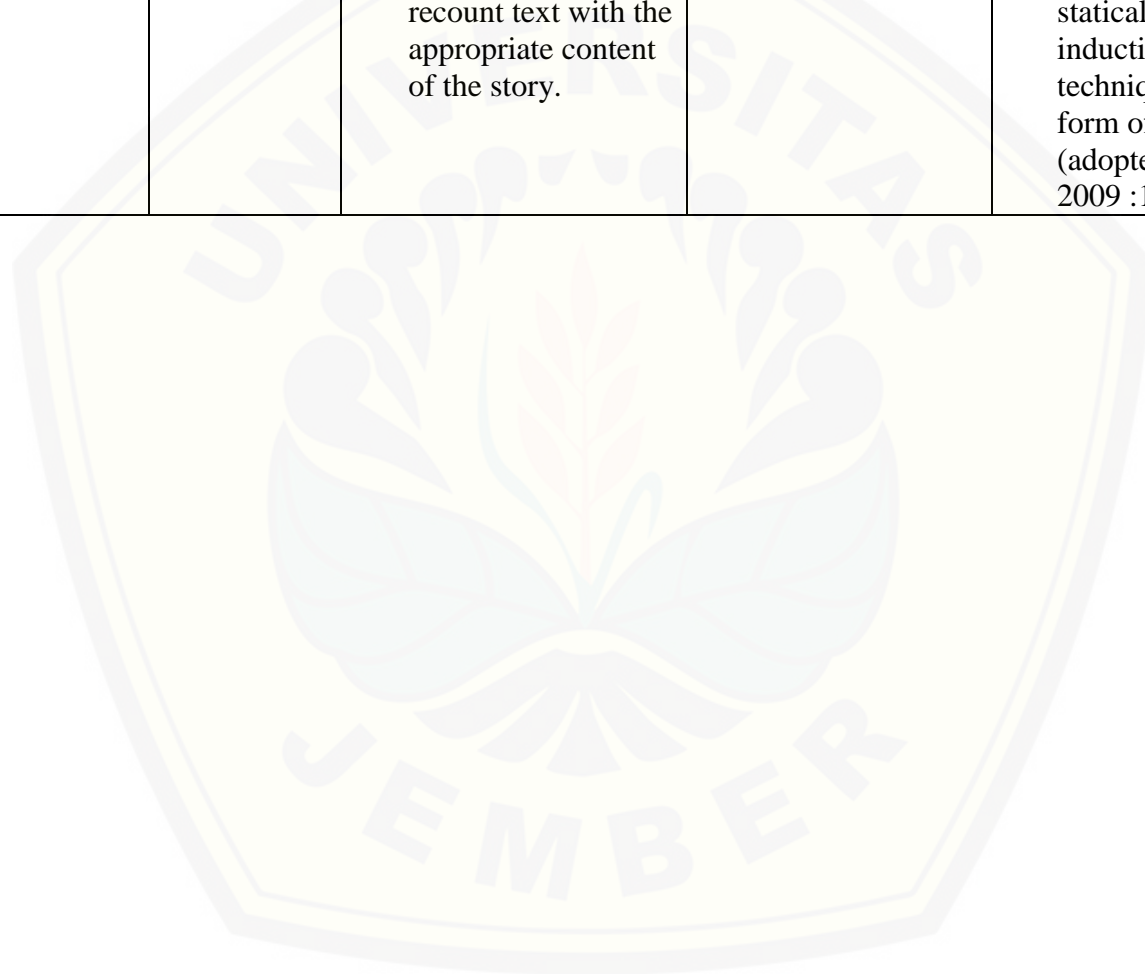
APPENDIX A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research method	Hyphotesis
Using stick figures to enhance the eighth grade students' recount text writing achievement at SMPN 11 Jember.	1. Can the use of stick figures enhance the eighth grade students' writing achievement on recount text at SMPN 11 Jember?	<p>Independen t : Teaching writing using stick figures</p> <p>Dependent: 1. The eighth grade students'</p>	<p>1. Making some sentences based on the stick figures given</p> <p>2. Writing a good recount text based on the stick figures given</p>	<p>1. Participants : The eighth grade students of SMPN 11 Jember.</p> <p>2. Informant: The English teacher of the eighth grade students at SMPN 11 Jember</p> <p>3. School documents: a. The sudents' scores of writing comprehension obtained from the writing test</p>	<p>1. Research design Classroom action research with cycle model (Elliot, 1991 : 70)</p> <p>a. The planning of the action</p> <p>b. The implementation of the action</p> <p>c. The observation and evaluation of the class</p> <p>d. Data analysis and reflection of the action</p> <p>2. Area determination method Purposive method</p> <p>3. Research subject determination</p>	<p>1. Using stick figures can enhance the eighth grade students' recount text writing achievement at SMPN 11 Jember.</p>

		writing achievement on recount text	<ol style="list-style-type: none"> 1. Collecting appropriate vocabularies to be used in writing a recount text 2. Writing sentences with the correct used of grammatical rules 3. Writing a recount text considering the correct used of mechanics 4. Writing a good recount text following the generic structure 	<p>method Purposive method</p> <p>4. Data collection method:</p> <ul style="list-style-type: none"> - Writing test - Observation <p>5. Data analysis method</p> <ul style="list-style-type: none"> - The data taken from writing test is analyzed quantitatively by using the following formula : $E = \frac{n}{N} \times 100\%$ E : The percentage of the students' writing skill ability n : the total number of the students who got score 72 points or more N : the total number of the students (adopted from Ali, 	
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			<p>and language features of recount text</p> <p>5. Writing a good recount text with the appropriate content of the story.</p>		<p>1993:39)</p> <ul style="list-style-type: none"> - The data from the observation is analyzed non – statically by using inductive analysis technique in the form of field note (adopted Mertler 2009 :141 	
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APPENDIX B**The students' previous score of VIII B**

No	STUDENTS' NAMES	STUDENTS' SCORES
1	A E P D M	58
2	A D	80
3	A M K	57
4	A I J	52
5	A D A P	76
6	A T W	42
7	A W	78
8	B B	55
9	B E K	82
10	D N A I	79
11	D K	69
12	D Z	26
13	D I S	75
14	E D A A S	44
15	E D	66
16	F F	74
17	G R	88
18	H I M	50
19	I Z A	67
20	J P B	72
21	K E S	69
22	M A	77
23	O N L A	50
24	P M A	77
25	P O R	70
26	R F A	35
27	R R	50
28	R A S	74
29	R O I	56
30	R D P	74
31	R A P D	60
32	S N A R	60
33	S O S	50
34	S Y K	78
35	S A	70
36	S N D	72
37	V A P	70
38	W M	74
Mean score		64,63

APPENDIX C**LESSON PLAN**

Level	: Junior High School
Class/semester	: VIII/1
Subject	: English
Language Skill	: Writing skill
Topic	: My special day
Time	: 2 x 40 minutes

I. Standart Competence

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

II. Basic Competence

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

III. Achievement Indicators

Cognitive

Cognitive Product:

1. Writing a short recount text based on the stick figures in series provided

Cognitive Process:

1. Identifying the generic structure of recount text correctly
2. Identifying the characteristics of recount text.
3. Writing some sentences of each stick figures in series given

IV. Learning Objectives

Cognitive

Cognitive Product:

1. The students are able to write a short recount text based on the stick figures in series provided

Cognitive Process:

1. Students are able to identify the generic structure of recount text correctly
2. Students are able to identify the characteristics of recount text.
3. The students are able to write some sentences of each stick figures in series given

V. Learning Material

Learning material : enclosed

VI. Teaching Learning Approach and Technique

Approach : Task-Based Learning
Technique : Small Group Discussion.

VII. Teaching and Learning Activities

No	Teacher's activity	Students' activity	Time allocation
1	Pre instructional activities 1. Greeting and praying 2. Checking the students' attendance list 3. Distributing the pictures and giving the leading questions to the students related to the topic to motivate them	1. Responding to the teacher 2. Paying attention to the teacher 3. Responding to the teacher	10 minutes
2	Main activity 4. Asking the students to write sentences based on the stick figures in series given with their pairs	4. Writing the sentences	

	5. Explaining about recount text with the example shown in the book 6. Asking the students to rearrange those sentences in to a recount text individually 7. Asking the students to submit their work 8. Discussing the answer together	5. Paying attention to the teacher's explanation 6. Rearranging the sentences 7. Submitting the work 8. Paying attention and responding to the teacher	70 minutes
3	Closure 9. Asking the students about what have been learned 10. Asking the students difficulties while following the teaching and learning process 11. Parting the students	9. Responding to the teacher 10. Responding to the teacher 11. Paying attention	10 minutes

VIII. Media and Sources

Media : stick figure, stick figures in series, textbook

Source : **Zaida Nur. 2013. *Practice Your English Competence for SMP/MTs Class VIII*. Jakarta: Erlangga.**

IX. Assessment

Aspect of writing	Score	Criteria
Grammar	25 – 22	EXCELLENT : no errors and almost free of grammatical errors in writing sentences of Simple Past Tense; time signals; article; pronouns; and preposition (0 – 1 error in making sentences)
	21 – 18	GOOD: few errors in making sentences of Simple Past Tense; time signals; article; pronouns; and preposition that do not make the readers confused (2 – 4 errors in making sentences)
	17 – 11	FAIR: some errors in making sentences of Simple Past Tense; time signals; article; pronouns; and preposition that sometimes make the readers confused. (5 – 7 errors)
	10 – 5	POOR: dominated by errors in making sentences of Simple Past Tense; time signals; article; pronouns; and preposition and it is difficult to understand. (more than 7 errors in making sentences)

Vocabulary	25 – 22	EXCELLENT : uses a variety of word choice; uses the appropriate and correct words in sentences based on their function. All of the words refer to the exact meaning; has a few errors in word spelling (0 – 3 words are used inappropriately)
	21 – 18	GOOD: uses a moderate range of word choice; some words are used inappropriately; some errors in using the words based on their function; some words used do not refer to the exact meaning; some errors on the word spelling (4 – 6 words are used inappropriately)
	17 – 11	FAIR: uses a limited range of word choice; some words are used inappropriately frequently; frequently uses some words that do not refer to the exact meaning; frequent errors in word spelling (6 – 9 words are used inappropriately)
	10 – 5	POOR: uses very limited range of word choice; dominated errors in choosing the appropriate words and word spelling; almost all of the words do not refer to the exact meaning (more than 9 words are used inappropriately)
Content	20 – 18	EXCELLENT: the content of the text tells about the topic that includes clear explanation and information of the event; most sentences in the text are relevant to the topic (1 sentence is not relevant to the topic)
	17 – 14	GOOD: the content of the text tells about the topic that includes clear information of the event and clear explanation of the event; only few sentences are not relevant to the topic (2 – 3 sentences are not relevant to the topic)
	13 – 10	FAIR: the content of the text tells about the topic but loses focus; insufficient detail or unclear information of the topic (4 – 6 sentences are not relevant to the topic)
	9 – 7	POOR: almost all of the sentences are not relevant to the topic; the information of the event is unclear (7 or more sentences are not relevant to the topic)
Organization	20 – 18	EXCELLENT: highly organized; complete and correct generic structure of recount text; logical order of ideas; clear supporting details; most of the transitions are used correctly (1 – 2 errors)
	17 – 14	GOOD: well organized; complete generic structure of recount text; logical order of ideas; limited supporting details; few errors in using the transition (3 – 5 errors)
	13 – 10	FAIR: lack of organization; incomplete generic structure; some events are out of order; the ideas are unclear; lack of supporting details; some errors in using the transition (6 – 8 errors) POOR: disorganized; does not follow the generic

	9 – 7	structure of recount text; the ideas is confusing ; lack of supporting details; no transition is used
Mechanic	10 – 9	EXCELLENT: free or few errors of punctuation and spelling (0 – 3 errors of punctuation and spelling)
	8 – 5	GOOD: some errors of punctuation and spelling (4 – 7 errors of punctuation and spelling)
	4 – 3	FAIR: frequent errors of punctuation and spelling; sometimes it lead to the obscurity meaning of sentences (8 – 10 errors in punctuation and spelling)
	2 – 1	POOR: severe errors in punctuation and spelling; it is difficult to understand; most of the sentences in the text use incorrect punctuation and spelling (more than 10 errors)

Observation :

Date	Observation	Observer's comment

Jember, October 20th 2015

Researcher,

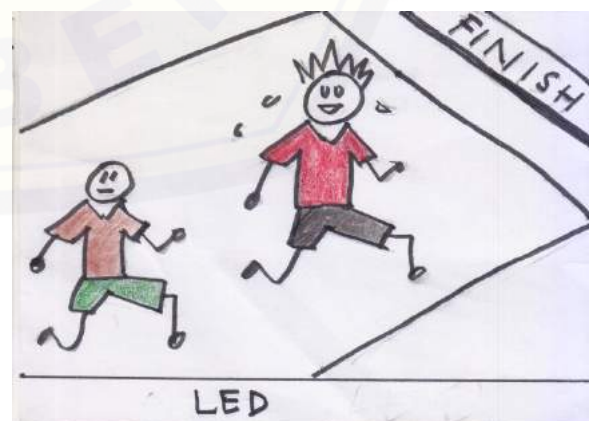
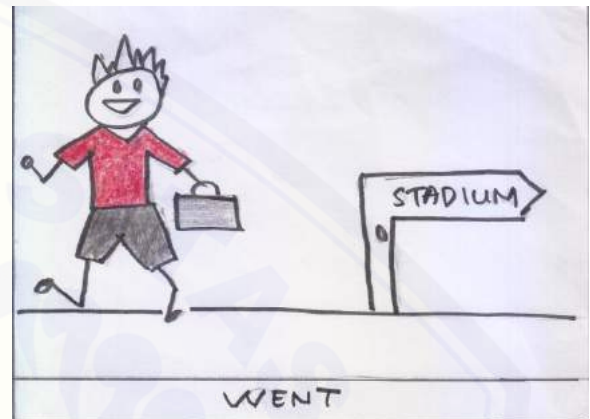
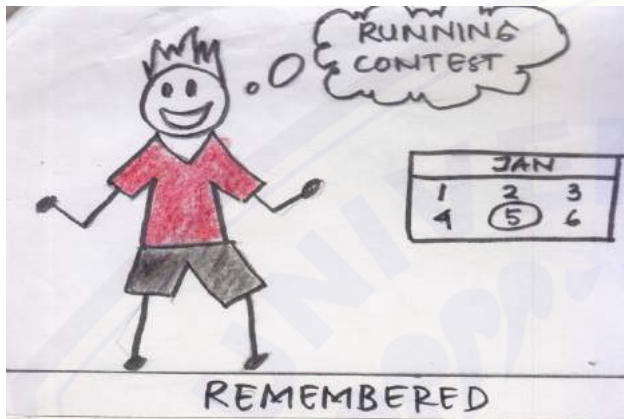
Ranis Ainurrohmah
NIM. 110210401053

INSTRUCTIONAL MATERIAL**I. Leading Questions**

1. Do you know what kind of pictures are they?
2. Yes, it is stick figures. Do you want to know how to draw it? Okay, let's draw stick figures! (drawing stick figures in series together with the students)

Task 1 Make a sentence for each stick figure provided!

Running Contest





1.
2.
3.
4.
5.
6.
7.
8.

III. Explanation

Definition of recount text

Recount text is sequence or series of events to construct past experience by retelling events. The function of it is to retell the past experience. It can be to inform and entertain the readers

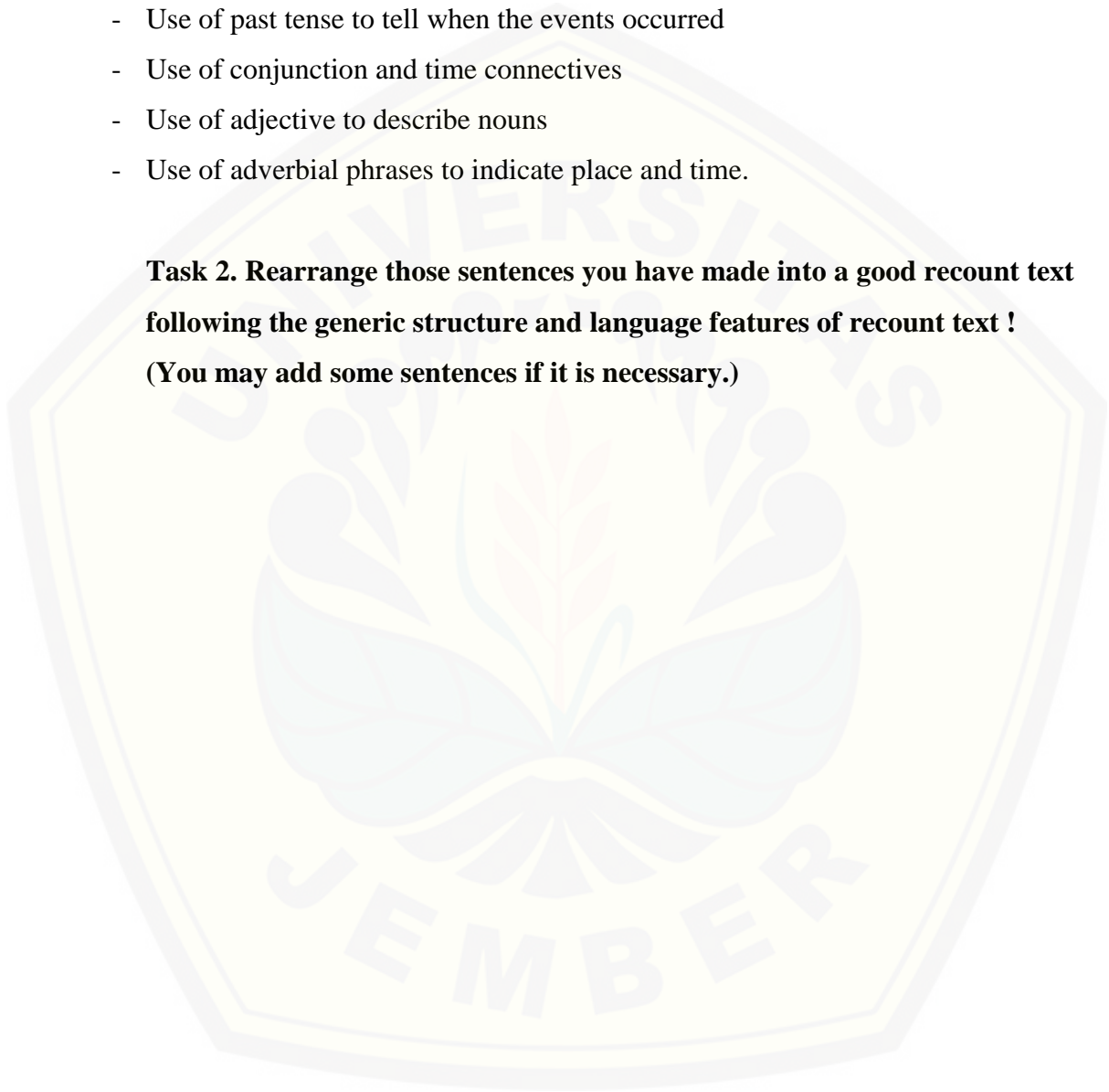
Generic Structure of Recount text

- 1) Orientation : it gives the background information about what, who, where, when the event happened
- 2) Series of events : it gives the sequence of events in a chronological order
- 3) Re-orientation : retell about what has been told in the previous part and it consists of the ending of the story.

Language Feature of Recount Text

- Use of nouns, pronouns to identify people, things or animals involved in the story
- Use of past action verb
- Use of past tense to tell when the events occurred
- Use of conjunction and time connectives
- Use of adjective to describe nouns
- Use of adverbial phrases to indicate place and time.

**Task 2. Rearrange those sentences you have made into a good recount text following the generic structure and language features of recount text !
(You may add some sentences if it is necessary.)**



Answer Key / Key Answer

Task 1. Make a sentence for each stick figure you have arranged in task 1!

1. It was on January 5th and he remembered that he had running contest.
2. He went to the stadium.
3. After walking for a while, he could see the stadium.
4. He arrived and gathered with the other contestant.
5. Hadi and the other contestants were ready to start the running contest
6. Hadi ran very fast and he was in the lead.
7. Hadi reached the finish line first.
8. Hadi won and got a cup.

Task 2. Rearrange those sentences you have made in to a good recount text following the generic structure and language features of recount text ! (You may add some sentences if it is necessary.)

It was on January 5th and Hadi remembered that he had a running contest. He went to the stadium. After walking for a while, he could see the stadium. He arrived and gathered with the other contestant. Then, Hadi and the other contestants were ready to start the running contest. He was in the position to start. He ran very fast. Tony was in the lead. At last, Hadi won the running contest and he got the winner cup.

APPENDIX D**LESSON PLAN**

Level	: Junior High School
Class/semester	: VIII/1
Subject	: English
Language Skill	: Writing skill
Topic	: My special day
Time	: 2 x 40 minutes

I. Standart Competence

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

II. Basic Competence

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

III. Achievement Indicators

Cognitive

Cognitive Product:

1. Writing a short recount text based on the stick figures in series provided

Cognitive Process:

1. Identifying the generic structure of recount text correctly
2. Identifying the characteristics of recount text.
3. Writing some sentences of each stick figures in series given

IV. Learning Objectives

Cognitive

Cognitive Product:

1. The students are able to write a short recount text based on the stick figures in series provided

Cognitive Process:

1. Students are able to identify the generic structure of recount text correctly
2. Students are able to identify the characteristics of recount text.
3. The students are able to write some sentences of each stick figures in series given

V. Learning Material

Learning material : enclosed

VI. Teaching Learning Approach and Technique

Approach : Task-Based Learning

Technique : Small Group Discussion.

VII. Teaching and Learning Activities

No	Teacher's activity	Students' activity	Time allocation
1	Pre instructional activities 1. Greeting and praying 2. Checking the students' attendance list 3. Distributing the pictures and giving the leading questions to the students related to the topic to motivate them	1. Responding to the teacher 2. Paying attention to the teacher 3. Responding to the teacher	10 minutes
2	Main activity 4. Reviewing the material about recount text. 5. Doing the question and answer activity about recount	4. Paying attention 5. Doing question and answer	

	<p>text</p> <p>6. Asking the students to write sentences based on the stick figures in series given with their pairs</p> <p>7. Asking the students to rearrange those sentences in to a recount text individually</p> <p>8. Asking the students to submit their work</p> <p>9. Discussing the answer together</p>	<p>6. Writing sentences</p> <p>7. Rearranging the sentences in to a simple recount text</p> <p>8. Submitting the task</p> <p>9. Paying attention and discussing the answer</p>	<p>70 minutes</p>
3	<p>Closure</p> <p>10. Asking the students about what have been learned</p> <p>11. Asking the students difficulties while following the teaching and learning process</p> <p>12. Parting the students</p>	<p>10. Responding to the teacher</p> <p>11. Responding to the teacher</p> <p>12. Paying attention</p>	<p>10 minutes</p>

VIII. Media and Sources

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Vocabulary	25 – 22	EXCELLENT : uses a variety of word choice; uses the appropriate and correct words in sentences based on their function. All of the words refers to the exact meaning; has a few errors in words spelling (0 – 3 words are used inappropriately)
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	13 – 10	FAIR: lack of organization; incomplete generic structure; some events are out of order; the ideas is unclear; lack of supporting details; some errors in using

	9 – 7	the transition (6 – 8 errors) POOR: disorganized; does not follow the generic structure of recount text; the ideas is confusing ; lack of supporting details; no transition is used
Mechanic	10 – 9	EXCELLENT: free or few errors of punctuation and spelling (0 – 3 errors of punctuation and spelling)
	8 – 5	GOOD: some errors of punctuation and spelling (4 – 7 errors of punctuation and spelling)
	4 – 3	FAIR: frequent errors of punctuation and spelling; sometimes it lead to the obscurity meaning of sentences (8 – 10 errors in punctuation and spelling)
	2 – 1	POOR: severe errors in punctuation and spelling; it is difficult to understand; most of the sentences in the text use incorrect punctuation and spelling (more than 10 errors)

Observation :

Date	Observation	Observer's comment

Jember, October 20th 2015

Researcher

Ranis Ainurrohmah
NIM. 110210401053

INSTRUCTIONAL MATERIAL**I. Leading Questions**

1. Do you know what kind of pictures are they?
2. Yes, it is stick figures. Do you want to know to draw it? Okay, let's draw stick figures! (drawing stick figures in series together with the students)

1. A. Explanation

Definition of recount text

Recount text is sequence or series of events to construct past experience by retelling events. The function of it is to retell the past experience. It can be to inform and entertain the readers

Generic Structure of Recount text

- 1) Orientation : it gives the background information about what, who, where, when the event happened
- 2) Series of events : it gives the sequence of events in a chronological order
- 3) Re-orientation : retell about what has been told in the previous part and it consists of the ending of the story.

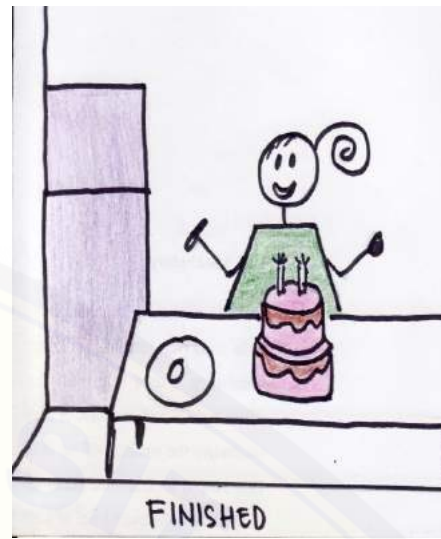
Language Feature of Recount Text

- Use of nouns, pronouns to identify people, things or animals involved in the story
- Use of past action verb
- Use of past tense to tell when the events occurred
- Use of conjunction and time connectives
- Use of adjective to describe nouns
- Use of adverbial phrases to indicate place and time.

II. Task 1. Make a sentence for each stick figures provided!

My Daughter's Birthday





1.
2.
3.
4.
5.
6.
7.
8.

**Task 2. Rearrange those sentences you have made in to a good recount text following the generic structure and language features of recount text !
(You may add some sentences if it is necessary.)**



Key Answer / Answer Key

Task 1. Make a sentence for each stick figures provided!

My Daughter's Birthday

1. Mrs. Adi remembered that her daughter's birthday was on 3rd February.
2. She went to the market.
3. She bought some ingredients such as sugar, flour and chocolate to make a birthday cake.
4. After that, she went home.
5. Mrs. Adi made a birthday cake.
6. She finished making a birthday cake.
7. She woke her daughter up.
8. She surprised her daughter by bringing the birthday cake.

Task 2. Rearrange those sentences you have made in to a good recount text following the generic structure and language features of recount text ! (You may add some sentences if it is necessary.)

On 3rd February, Mrs. Adi remembered her daughter's birthday. Then, she went to the market. After arriving at the market, she bought some ingredients such as sugar, flour and chocolate to make a birthday cake. After that, she went home bringing the ingredients. Next, she made a birthday cake. Finally, she finished making a birthday cake and woke her daughter up. At last, She surprised her daughter by bringing the birthday cake. Her daughter was very happy.

Writing Test

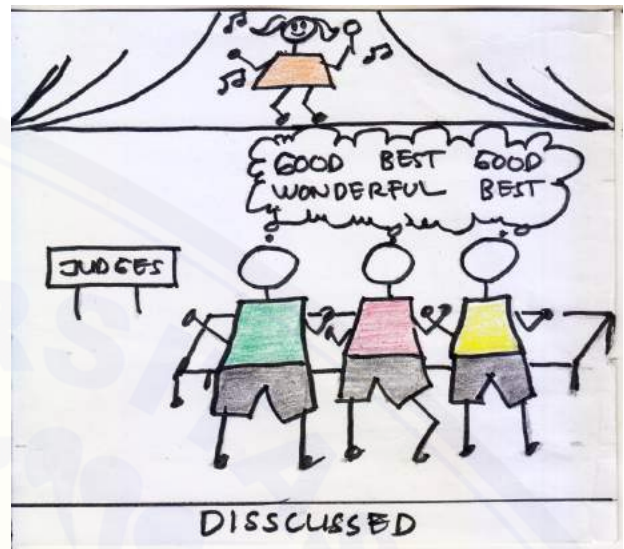
Name:

Class:

- I. Write a good recount text based on the stick figures in series given following the generic structure and language features of recount text!

Singing Contest





APPENDIX F

Table 4.5. The Result of The Students' Writing Test

No.	Students' names/ Initials	Rater 1					AV	Rater 2					Score	AV	Category
		Writing Aspects						Writing Aspects							
		M	G	V	O	C		M	G	V	O	C			
1	AEP	8	21	18	20	17	84	9	21	18	20	18	86	85	Success
2	AD	1	17	21	10	17	66	2	17	20	10	18	67	66.5	Failed
3	AMK	1	22	21	20	18	82	2	21	21	20	18	82	82	Success
4	AIJ	2	18	17	17	16	70	2	21	21	15	15	74	72	Success
5	ADA	1	22	22	15	20	80	3	21	22	18	19	83	81.5	Success
6	ATW	3	22	20	18	18	81	3	21	19	17	18	78	79.5	Success
7	AW	5	20	22	18	20	85	3	22	22	19	20	86	85.5	Success
8	BB	3	21	21	17	14	76	3	21	22	17	16	79	77.5	Success
9	BEK	8	22	22	18	19	89	7	22	24	18	20	91	90	Success
10	DNAI	4	19	23	19	18	83	3	21	21	18	20	83	83	Success
11	DK	2	20	18	18	19	77	5	18	20	18	20	81	79	Success
12	DZ	1	5	5	7	7	25	1	5	5	7	7	25	25	Failed
13	DIS	1	21	20	17	17	76	2	20	20	17	18	77	76.5	Success
14	EDA	4	18	21	18	17	78	3	20	18	18	20	79	78.5	Success
15	ED	3	17	18	17	15	70	5	18	18	16	17	74	72	Success
16	FF	9	12	18	19	18	76	5	14	18	22	19	78	77	Success
17	GR	1	20	20	19	18	78	3	20	18	19	18	78	78	Success
18	HIM	3	19	18	18	18	76	1	18	20	18	18	75	75.5	Success
19	IZA	3	21	22	18	19	83	3	22	22	13	20	80	81.5	Success
20	JPB	3	21	22	18	19	83	2	22	25	13	20	82	82.5	Success
21	KES	1	22	25	13	20	81	3	22	22	18	19	84	82.5	Success
22	MA	3	19	18	18	18	76	1	20	20	18	20	79	77.5	Success
23	ONL	7	22	19	20	18	86	7	22	20	20	17	86	86	Success
24	PMA	3	19	22	16	18	78	5	18	21	18	18	80	79	Success
25	POR						0						0	0	Failed
26	RFA	1	18	13	15	13	60	5	17	11	18	13	64	62	Failed
27	RR	3	22	22	18	20	85	5	24	20	18	20	87	86	Success
28	RAS	1	19	21	17	14	72	3	20	21	18	15	77	74.5	Success
29	ROI	8	18	16	18	18	78	4	18	18	20	16	76	77	Success
30	RDP	5	24	20	18	20	87	3	22	22	18	20	85	86	Success
31	RAP	6	18	20	18	15	77	6	20	20	18	18	82	79.5	Success
32	SNA	8	17	12	17	10	64	3	18	16	15	12	64	64	Failed

No.	Students ' names/ Initials	Rater 1					AV	Rater 2					Score	AV	Category
		Writing Aspects						Writing Aspects							
		M	G	V	O	C		M	G	V	O	C			
33	S OS	1	18	18	12	15	64	1	17	18	14	13	63	63.5	Failed
34	S Y K	1	24	18	16	20	79	3	22	18	15	20	78	78.5	Success
35	S A	4	19	22	17	18	80	7	18	21	18	18	82	81	Success
36	S N D	9	18	21	18	19	85	10	18	20	20	20	88	86.5	Success
37	V A P	3	19	21	17	16	76	5	18	21	18	14	76	76	Success
38	W M	4	18	21	16	17	76	4	18	21	17	18	78	77	Success
TOTAL		134	712	718	625	633	2822	142	717	724	634	650	2867	2844.5	32
AVERAGE		3.6	19.2	19.4	16.8	17.1	74.2	3.8	19.3	19.5	17.1	17.5	75.4	74.8	

Note:

M : Mechanic

G : Grammar

V : Vocabulary

O : Organization

C : Content

APPENDIX G

The Sample of the Students' Lowest Score of Writing Test

Rater 1

Name : Rahmaningtyas Fitriana Ashari (26)
Score : 59

Singing Contest

In one day, ^{on} date 21st July 2015 Dinda walked to a garden. Then ~~in the trip~~. ^D Dinda ^{say an} to see announcement that to ~~contain~~ concerning singing contest. ^D to pass dinda to register self ^{joined} for to follow singing contest. After that, to register self ^D dinda also performed ^{on the} in stage. Then, judges discussed ^{performance of} appearance dinda. And judges also ^{chose} determin dinda as ^{a winner} won. Mrs. Susi ^{also} to say congratulated her.

Rater 2

Name : Rahmaningtyas Fitriana Ashari (26)
Score : 56

Singing Contest

In one day, ^{on} date 21st July 2015 Dinda walked to a garden. Then ~~in the trip~~. ^D Dinda ^{saw an} to see announcement that to ~~contain~~ concerning singing contest. ^D to pass ^{the} Dinda to register self ^{her} for to follow singing contest. After that, to register self ^D Dinda also performed ^{the} in stage. Then judges discussed ^{about the performance of} appearance ^{the} Dinda. And judges also ^{chose} determin Dinda as ^{the winner} won. Mrs. Susi ^{also} ~~to say~~ congratulated her.

The Sample of the Students' Lowest Score of Writing Test

Rater 1

Name : Alfia Indah J (04)
Score : 70

Recount text

One day, on 21st July 2015 Dinda walked in garden. Then, in the trip, dinda looked singing contest. at the announcement to pass dinda thought about singing contest and Alrola Regis treated for the singing contest. After that, dinda performed on the stage. the judge disscused and dinda won. to pass My mother Cong Ratu looked her dinda.

Rater 2

Name : Alfia Indah J (04)
Score : 69

Recount text

One day, on 21st July 2015 Dinda walked in a garden. Then, in the trip, dinda looked singing contest. at an announcement to pass dinda thought to join the singing contest and Alrola Regis treated the singing contest. After that, dinda performed in the stage. the judge disscused and dinda won the content. My mother Cong Ratu looked in dinda.

APPENDIX H

The Sample of the Students' Highest Score of Writing Test

Rater 1

Name : Syahra Nakita Dewi (36)
Score : 85

Singing Contest

Dinda ^{was walking} ~~moderato walked~~ in the park. After that, she looked ^{at an} announcement ^{for the} about singing contest. And she thought about ^{joining} singing contest. Finally, she registered in singing contest. Next, Dinda performs in front of ^{the} judges. After that, judges discussed ^{the performance} about ~~performed~~ of Dinda. Finally, Dinda won singing contest ^{on} 21st July 2015. And, Dinda ^{was} Congratulated ~~from~~ by Mrs. Susi. And now, Dinda ~~get someone~~ ^{is a} talented singer.

Rater 2

Name : Syahra Nakita Dewi (36)
Score : 85

Singing Contest

Dinda ^{walked} ~~moderato walked~~ in the park. After that, she looked ^{at the} announcement about singing contest. And she thought about singing contest. Finally, she registered in singing contest. Next, Dinda performs in front of ^{the} judges. After that, judges discussed about ~~performed~~ of Dinda. Finally, Dinda won singing contest ^{on} 21st July 2015. And, Dinda Congratulated ~~from~~ by Mrs. Susi. And now, Dinda ~~get someone~~ ^{is a} talented singer.

The Sample of the Students' Highest Score of Writing Test

Rater 1

Name : Rahmat Rafli R (27)

Score : 85

Singing contest

On 21st July 2015, Dinda walked while singing. Then
 Dinda looked ^{at the singing} singing contest announcement. She ^{thought} thought
 singing contest. Dinda registered ^{and joined} follow the singing contest.
 Then, Dinda performed in front of the judges. Next,
 the judges discussed Dinda's performance and ~~discussed~~
 finally, Dinda won the singing contest and her mother
 congratulated ^{has} her.

Rater 2

Name : Rahmat Rafli R (27)

Score : 87

Singing contest

On 21st July 2015, Dinda walked while singing. Then
 Dinda looked ^{at a} singing contest announcement. She ^{thought} thought
^{to join the} singing contest. Dinda registered ^{and joined} follow the singing contest.
 Then, Dinda performed in front of the judges. Next,
 the judges discussed ^{about} Dinda's performance and ~~discussed~~
 finally, Dinda won the singing contest and her mother
 congratulated her.

APPENDIX I

FIELD NOTE

Date : 9th November 2015

Time Allocation : 2 x 40 minutes

Task : Task 1 (writing sentences based on the stick figures in series provided)

Pair	Observation	Observer's comment
1.	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: he, remembered, running contest, joined, went, stadium, with, luggage, arrived, in, the, stadium, <i>stand</i>, in line, started, led, finished, won and first place. • From the stick figures in series provided, they wrote: <ol style="list-style-type: none"> 1. Hadi remembered, he joined a running contest 2. He went to stadium with his luggage. 3. He has arrived in the stadium 4. Hadi stand in the start line 5. Hadi started running contest 6. Hadi led the running contest 7. Hadi finished the running contest 8. Hadi won the running contest in the first place. 	<ul style="list-style-type: none"> • The first pair got some vocabularies needed in writing a recount text. They collected the vocabularies well. • From the grammatical side, this pair made some mistakes dealing with past form. They wrote <i>stand</i> rather than <i>stood</i> and <i>has arrived</i> rather than <i>arrived</i>.

2.	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Hadi, remembered, in, the, running contest, went, to, stadium, arrived, just, <i>now</i>, stand, in line, started, led, in front, finished, wont, the, first place. • From the stick figures in series provided, they wrote: <ol style="list-style-type: none"> 1. Hadi remembered in the running contest. 2. Hadi went to stadium. 3. Hadi arrived just now stadium. 4. Hadi stand in line running contest. 5. Hadi started running contest. 6. Hadi led in front. 7. Hadi finished in running contest. 8. Hadi won in the first place. 	<ul style="list-style-type: none"> • The second pair got some important vocabularies to write a recount text but some of them were not appropriate with the context. The vocabularies just and now. • The second pair made some mistakes. They wrote <i>stand</i> instead of <i>stood</i>. They also wrote ‘Hadi arrived just now stadium’. It should be ‘they arrived at the stadium’
3	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Hadi, remembered, to, go, stadium, running, went, arrived, in, the, stood, in line, strat, wait, running, contest, has , begun, started, led, finished, and won. • From the stick figures in series provided, they wrote: <ol style="list-style-type: none"> 1. Hadi remembered to go running contest. 2. Hadi went to stadium. 3. Hadi arrived in the stadium. 4. Hadi stood in line strat wait running contest has begun. 5. Hadi started the running contest. 6. Hadi led the running contest. 	<ul style="list-style-type: none"> • The third pair also got the needed vocabularies to write a recount text. But, some of them should be in the past form. • Dealing with the fourth picture, they wrote ‘Hadi stood in line strat wait running contest has begun’. It should be ‘Hadi stood in the start line waiting for the running contest begun’

	<p>7. Hadi finished the running contest.</p> <p>8. Hadi won the running contest.</p>	
4	<ul style="list-style-type: none"> From the stick figures in series provided, they got vocabularies: Hadi, remembered, because, he, has, running, contest, in, five, January, went, stadium, to, <i>training</i>, arrived, stand, in line, was, led, in front, finished, won, <i>one</i>, and place. From the stick figures in series provided, they wrote: <ol style="list-style-type: none"> Hadi remembered because he has running contest in five January. Hadi went stadium to training. Hadi arrived in the stadium. Hadi stand in line running contest. Running contest was started. Hadi led in front. Hadi finished running contest. Hadi won running contest in one place. 	<ul style="list-style-type: none"> There were some inappropriate vocabularies such as training, and one. Dealing with the first picture, the fourth pair wrote ‘Hadi remembered because he has running contest in five January.’ It should be ‘Hadi remembered to join running contest on 5 January’. The word <i>stand</i> should be change into <i>stood</i>. The last sentence of the last picture should be ‘Hadi won the running contest in the first place’
5	<ul style="list-style-type: none"> From the stick figures in series provided, they got vocabularies: <i>when</i>, 5th, January, Hadi, remembered, to, comes, in, the, running contest, went, go, stadium, arrived, <i>prepare</i>, for, <i>stand</i>, line, start, started, judges, shot, a. gun, led, the, race, finally, is, finished, line, <i>now</i>, won, first, <i>champion</i>, was, went and happy. From the stick figures in series provided, they wrote sentences: 	<ul style="list-style-type: none"> Most of the vocabularies collected were correct, but some of them were inappropriate such as comes, is, now, went. The first sentence should be ‘On the 5th January, Hadi

	<ol style="list-style-type: none"> 1. When 5th January, Hadi remembered to comes in the running contest 2. Went Hadi go to the stadium. 3. Went Hadi arrived in the stadium, he prepare for the contest 4. Hadi stand in the line start. 5. Hadi started running for judges shot a gun. 6. Hadi led the race. 7. Finally Hadi is finished in the finish line. 8. Now, Hadi won first champion and he was happy. 	<p>remembered to join the running contest'. The third sentence should be 'Hadi arrived in the stadium, he prepared for the contest'. The fifth sentence should be 'Hadi started running by the judge's gun shot'.</p> <ul style="list-style-type: none"> • The vocabularies go, stand, is should be changed into the vocabularies went, stood and was.
6	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Hadi, remembered, <i>date</i>, five, January, running contest, went, to, stadium, arrived, stand, in line, started, led, finish, finished, first, place, won • From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> 1. Hadi remembered date five January running contest. 2. Hadi went to stadium. 3. Hadi arrived on stadium. 4. Hadi stand in line start. 5. Hadi started running. 6. Hadi led in the line finish. 7. Hadi finished in the first place. 8. Hadi won running contest. 	<ul style="list-style-type: none"> • One of the vocabularies was inappropriate to be used such as the vocabulary <i>date</i>. • Some of the sentences were wrong. The first sentence should be 'Hadi remembered On 5th January there was a running contest'. The words <i>on</i> should be replaced with <i>at</i>. the phrase <i>line finish</i> should be replaced with <i>finish line</i>.

7	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Hadi, remembered, to, go, running, went, stadium, stand, in line, waited, <i>begin</i>, started, led, finished, won. • From the stick figures in series provided, they write sentences: <ol style="list-style-type: none"> 1. Hadi remembered to go running contest. 2. Hadi went to stadium. 3. Hadi arrived in the stadium. 4. Hadi stand in line start waited the running contest. 5. Hadi stated the running contest. 6. Hadi led the running contest. 7. Hadi finshed the running contest. 8. Hadi won the running contest. 	<ul style="list-style-type: none"> • Most of the vocabularies collected were correct but there were 1 word that should be in the past form such as the word <i>begin</i>. • The pair number 7 should add the article <i>the</i> to the second sentence. In the third sentences, the preposition <i>in</i> should be changed into the preposition <i>at</i>.
8	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Hadi, remembered, to running, contest, went, stadium, <i>stand</i>, in line, started, <i>her</i>, led, at, the, finish, finished, won, first, place. • From the stick figures in series provided, they write sentences: <ol style="list-style-type: none"> 1. Hadi remembered to running contest. 2. Hadi went to stadium. 3. Hadi arrived at the stadium. 4. Hadi stand in line. 5. Hadi started her running contest. 6. Hadi led at the finish 	<ul style="list-style-type: none"> • The word <i>stand</i> should be in the past form. • There was an inappropriate word such as the pronoun <i>her</i>. It should be replaced with pronoun <i>his</i>. • From the grammatical rule, the first sentences should be ‘Hadi remembered to join the running contest’. • The word <i>stand</i> should be replaced with <i>stood</i>, and the pronoun <i>her</i> should be replaced with <i>his</i>.

	<p>7. Hadi finished the running contest.</p> <p>8. Hadi won in the first place.</p>	<ul style="list-style-type: none"> • The sixth sentence should be 'Hadi led the race'. The last picture should be 'Hadi won the running contest.'
9	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Hadi, remembered to, go, running, contest, went, stadium, arrived, stood, in line, <i>wait, has, begin, stratted</i>, led, finished, won • From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> 1. Hadi remembered to go running contest. 2. Hadi went to stadium. 3. Hadi arrived in the stadium. 4. Hadi stood in line start wait running contest begin. 5. Hadi stratted the running contest. 6. Hadi led the running contest. 7. Hadi finished the running contest. 8. Hadi won the running contest. 	<ul style="list-style-type: none"> • Some words should be in the past form since it was using past tense. • The fourth sentence should be 'Hadi stood behind the line start waiting for running contest begun'.
10	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Hadi, remembered, <i>date</i>, running, contest, went, to, stadium, stand, in line, together, with, <i>take</i>, place, for, to start, led, already, <i>achieved</i>, finish, become, champion. • From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> 1. Hadi remembered date running contest 	<ul style="list-style-type: none"> • There were some mistakes dealing with the vocabularies. First, the word <i>take</i> should be in the past form. • Then, there were two inappropriate vocabularies such as <i>achieved</i> and <i>date</i>. • The first sentence should be 'Hadi remembered on 5th January there was a running

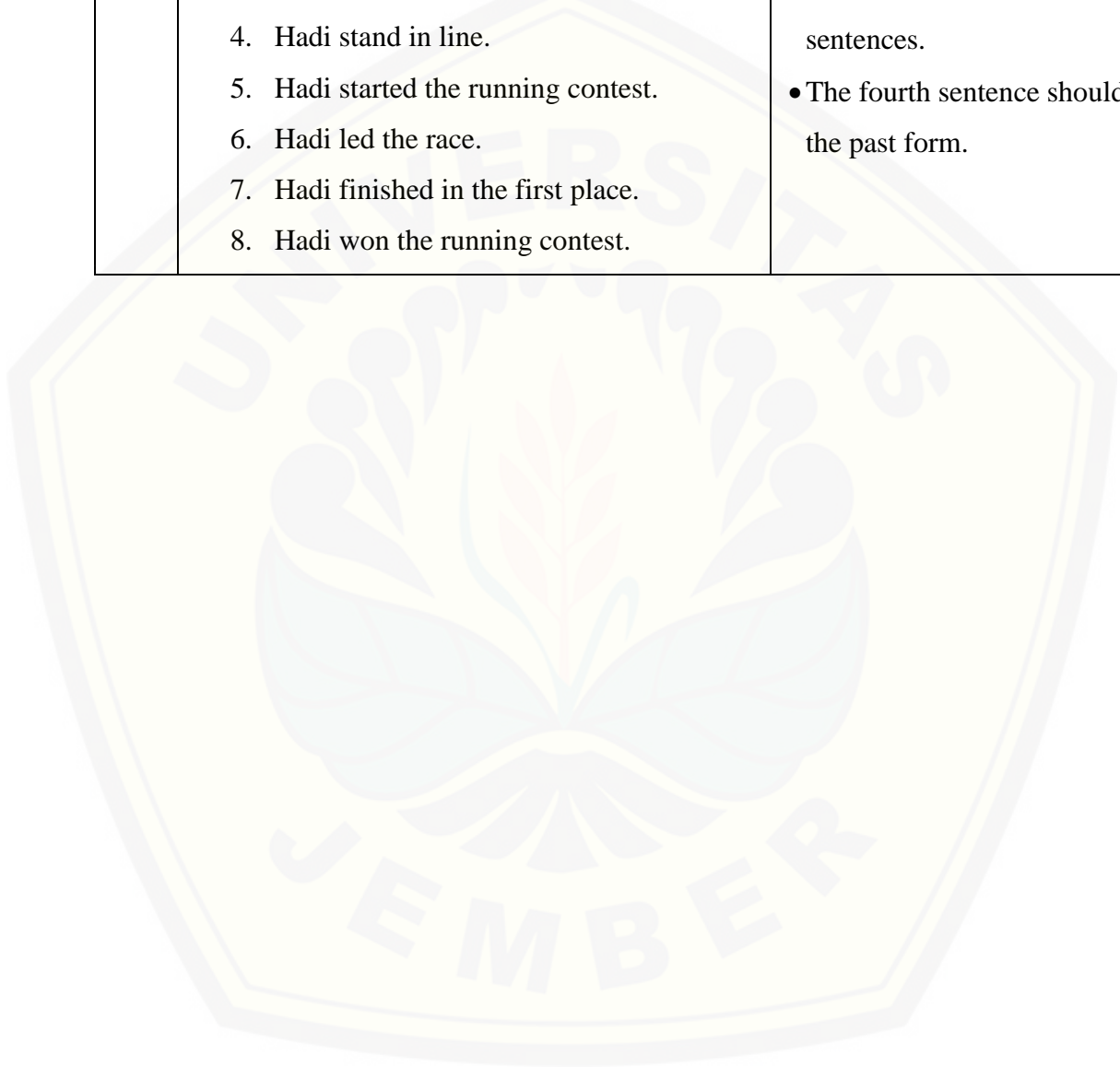
	<ol style="list-style-type: none"> 2. Hadi went to stadium. 3. Hadi arrived in stadium. 4. Hadi stand in line together with 5. Hadi to take place for to start 6. Hadi led running contest. 7. Hadi already to achieve finish. 8. Hadi to become champion. 	<p>contest’.</p> <ul style="list-style-type: none"> • On the second sentence, this pair should add article <i>the</i>. • The preposition <i>in</i> should be replaced with the preposition <i>at</i>. • The fourth sentence was not complete • The fifth sentence was ambiguous. It should be ‘Hadi prepared for the running contest’. The seventh picture should be ‘Hadi finished the race’. The last sentence should be ‘Hadi became a champion’.
11	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: <i>I</i>, remembered, 5th January, there, <i>is</i>, running, contest, went, to the, arrived, in, stadium, <i>stand</i>, in line, started, gun, led, finished, won. • From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> 1. I remembered 5th January there is running contest. 2. I went to the stadium. 3. I arrived in the stadium. 4. I stand in line in the running contest. 5. I started to the gun. 	<ul style="list-style-type: none"> • One word was inappropriate since the character’s name was Hadi, but this pair wrote the story by using the subject <i>I</i>. • There were 2 vocabularies that should be in the past form such as <i>is</i> and <i>stand</i>. • The first sentence should be ‘Hadi remembered on 5th January there was running contest. The fourth sentence should be ‘I stood behind start line’. The fifth sentence should be ‘Hadi started running by the gun shot’. And the seventh

	<p>6. I led the running contest</p> <p>7. I in the finished.</p> <p>8. I won the running contest.</p>	<p>sentence should be ‘ Hadi finished in the first place’.</p>
12	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Hadi, remembered, 5th January, <i>present</i>, running, contest, went, in, the, stadium, arrived, at 09.00 a.m., <i>stand</i>, in line, with, <i>adversary</i>, started, led, finished, won • From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> 1. Hadi remembered 5th January present running contest. 2. Hadi went in the stadium. 3. Hadi arrived in the stadium at 09.00 a.m. 4. Hadi stand in line with adversary. 5. Hadi started in running contest. 6. Hadi led the running contest. 7. Hadi finished the running contest. 8. Hadi won running contest. 	<ul style="list-style-type: none"> • The word <i>stand</i> should be in the second form. • There were 2 inappropriate words such as <i>adversary</i> and <i>present</i>. They wrote <i>adversary</i> instead of <i>opponent</i>. They also write <i>present</i> instead of <i>join</i> • In the first sentence, this pair should be ‘ Hadi remembered on 5th January, he joined a running contest. • The fourth sentence should in the past form.
13	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Hadi, remembered, to, running contest, went, stadium, arrived, at, stood, in, start line, started, led, finish line, finished, won. • From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> 1. Hadi remembered to running contest. 2. Hadi went to the stadium. 	<ul style="list-style-type: none"> • All the vocabularies collected were appropriate to be used in writing a recount text. • The first sentence should be ‘Hadi remembered that there was a running contest’. The sixth sentence should be ‘ Hadi

	<ol style="list-style-type: none"> 3. Hadi arrived at the stadium. 4. Hadi stood in the start line. 5. Hadi started the running contest. 6. Hadi led at finish line. 7. Hadi finished the running contest. 8. Hadi won in the running contest. 	<p>led the race’.</p>
<p>14</p>	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Hadi, remembered, to running, contest, went, stadium, <i>stand</i>, in line, started, <i>her</i>, led, at, the, finish, finished, won, first, place. • From the stick figures in series provided, they write sentences: <ol style="list-style-type: none"> 1. Hadi remembered to running contest. 2. Hadi went to stadium. 3. Hadi arrived at the stadium. 4. Hadi stand in line. 5. Hadi started her running contest. 6. Hadi led at the finish 7. Hadi finished the running contest. 8. Hadi won in the first place. 	<ul style="list-style-type: none"> • The word <i>stand</i> should be in the past form. • There was an inappropriate word such as the pronoun <i>her</i>. It should be replaced with pronoun <i>his</i>. • From the grammatical rule, the first sentences should be ‘Hadi remembered to join the running contest’. • The word <i>stand</i> should be replaced with <i>stood</i>, and the pronoun <i>her</i> should be replaced with <i>his</i>. • The sixth sentence should be ‘Hadi led the race’. The last picture should be ‘Hadi won the running contest.’
<p>15</p>	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: 5th January, Hadi, running, contest, went, stadium, <i>stand</i>, in line, and, participants, <i>stand by</i>, started, led, finish, <i>one people</i>, won. • From the stick figures in series provided, they 	<ul style="list-style-type: none"> • This pair wrote <i>stand by</i> instead of <i>ready</i>. The word <i>stand</i> should be in the past form. • This pair should add the

	<p>wrote sentences:</p> <ol style="list-style-type: none"> 1. 5th January Hadi running contest. 2. Hadi went stadium. 3. Hadi arrived at the stadium 4. Hadi stand in line. 5. Hadi and participants standby started. 6. Hadi led the running contest. 7. Hadi finished. 8. Hadi won running contest. 	<p>preposition <i>on</i> in the first sentence. The second sentence should be ‘Hadi went to the stadium’.</p> <ul style="list-style-type: none"> • The fourth sentence should in the past form. • The fifth should be ‘Hadi and other participants were ready for the race’.
16	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: hadi, remembered, in, the, running contest, went, to, stadium, arrived, just, <i>now</i>, <i>stand</i>, in line, started, led, in front, finished, wont, the, first place. • From the stick figures in series provided, they wrote: <ol style="list-style-type: none"> 9. Hadi remembered in the running contest. 10. Hadi went to stadium. 11. Hadi arrived just now stadium. 12. Hadi stand in line running contest. 13. Hadi started running contest. 14. Hadi led in front. 15. Hadi finished in running contest. 16. Hadi won in the first place. 	<ul style="list-style-type: none"> • The second pair got some important vocabularies to write a recount text but some of them were not appropriate with the context. The vocabularies just and now. • The second pair made some mistakes. They wrote <i>stand</i> instead of <i>stood</i>. They also wrote ‘Hadi arrived just now stadium’. It should be ‘they arrived at the stadium’
17	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Hadi, remembered, running, contest, went, to, <i>go</i>, stadium, arrived, in front of, <i>stand</i>, in line, started, led, race, finished, first place, won. 	<ul style="list-style-type: none"> • There were two vocabularies that should be in the past form.

<ul style="list-style-type: none">• From the stick figures in series provided, they wrote sentences:<ol style="list-style-type: none">1. Hadi remembered running contest.2. Hadi went to go to stadium.3. Hadi arrived in front of stadium.4. Hadi stand in line.5. Hadi started the running contest.6. Hadi led the race.7. Hadi finished in the first place.8. Hadi won the running contest.	<ul style="list-style-type: none">• The first sentence should be 'Hadi remembered that there was a running contest'.• They should add the article <i>the</i> in the second and third sentences.• The fourth sentence should in the past form.
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FIELD NOTE

Date : 9th November 2015

Time Allocation : 2 x 40 minutes

Task : Task 2 (writing a recount text by considering the generic structure and the language features of recount text)

Students' number	Observation	Observer's comment
1	<ul style="list-style-type: none"> • Dealing with the organization of the recount text, the student number one was good enough. She put the correct order of the generic structure of the recount text. She also used some transition to connect each sentence such as transition <i>after that, next, and finally</i>. The main idea and the supporting detail were put in order. • The content of the story was also complete. • In relation with mechanical term, this student had difficulty in punctuation. 	The student number 1 should learn more dealing with the mechanical rule especially punctuation.
2	<ul style="list-style-type: none"> • The student number 2 wrote the story in chronological order. The main idea and the supporting idea were put in order correctly but he used some transition all the time. The form of the story was not good enough. • The content of the story was complete. There was no missing 	The student number 2 should learn more about the English spelling and punctuation. This problem made the story ambiguous.

	<p>detail.</p> <ul style="list-style-type: none"> • Dealing with mechanics, this student had difficulties in spelling and punctuation. In spelling, this student wrote <i>raning</i> instead of <i>running</i>. He also had difficulty in punctuation; there was no comma and full stop used in his story. 	
3	<ul style="list-style-type: none"> • The organization of idea and supporting detail was good. There were some transitions used to connect sentences. • The content of the story was complete. • There were some wrong spellings such as <i>togheder</i>, <i>wich</i>, <i>finised</i>. It should be <i>together</i>, <i>which</i>, <i>finished</i>. • This student also had difficulty in punctuation; there was no comma and full stop used in his story. 	The student number 3 should learn more about mechanical rule in writing especially in English spelling and punctuation.
4	<ul style="list-style-type: none"> • The organization was not good. There was no transition used. • The content of the story was not complete. • Dealing with mechanical rules, this student had difficulty in punctuation, spelling and capitalization 	This student should learn more about how to write a text.
5	<ul style="list-style-type: none"> • The main idea and the supporting ideas also the details were arranged in order. Some transition used to 	The student number 5 should learn more about capitalization and punctuation

	<p>connect the ideas.</p> <ul style="list-style-type: none"> • The content was complete. • This students had difficulties in capitalization, and punctuation 	
6	<ul style="list-style-type: none"> • The organization of the main ideas, supporting ideas and details of the story was good. There were some transitions used in her story to connect ideas. • The content was also complete. • Dealing with the capitalization, the students number 6 was rarely capitalize the person's name. She also had difficulty in English spelling. 	This student should learn about the mechanics in order to write an understandable story.
7	<ul style="list-style-type: none"> • The organization of ideas was good • The content of the story was also complete. • The problem was on the punctuation. 	This student should learn about the punctuation such as how to put full stop and comma.
8	<ul style="list-style-type: none"> • The organization of ideas was good but he did not put any transition to connect the sentences. • The content of the story was complete. • This student had difficulty in capitalization. 	This student should learn more about the capitalization and how to connect the ideas by using transition.
9	<ul style="list-style-type: none"> • The organization of the story was good. The ideas were put in chronological order. • The content of the story was 	The student number 9 should learn more about the capitalization and punctuation.

	<p>complete.</p> <ul style="list-style-type: none"> • This student had difficulty in capitalization and punctuation. 	
10	<ul style="list-style-type: none"> • The organization of ideas was not good • The content of the story was not complete • This student had difficulty in capitalization and spelling. 	This student should learn more about how to write a text.
11	<ul style="list-style-type: none"> • The organization of ideas was good enough. The transition used was varying. • The content of the story was complete. • The mechanical rule applied was also correct only some comma needed to be applied. 	This student should learn more about the mechanical rules in writing a text.
12	<ul style="list-style-type: none"> • The organization of ideas and supporting detail was correct. Only the form of the text was wrong. • The content of the story was complete. • This student had difficulty in capitalization and punctuation. 	This student should learn how to make a good text with the correct form also the mechanical rules in writing should be learned.
13	<ul style="list-style-type: none"> • The organization of ideas was good but he only used the same transition all the time. • The content of the story was complete. • This student had difficulty in 	This student should learn more about the capitalization, punctuation and also transition.

	capitalization and punctuation.	
14	<ul style="list-style-type: none"> • The organization of the ideas was not good. There was no transition used. • The content was not complete. • This student had difficulty in applying the mechanical rules 	This student should learn more about how to make a good text considering the organization, the content and the mechanics.
15	<ul style="list-style-type: none"> • The organization of ideas was good. But, only one transition that was used in her story. • The content was complete. • This student had difficulty in capitalization and punctuation. 	This student should learn more about transition, capitalization and punctuation.
16	<ul style="list-style-type: none"> • The organization of ideas was good. The transition used was varying. • The content of the story was complete. • Dealing with the mechanics, this student had difficulty in punctuation and capitalization. 	This student should learn more about the punctuation and capitalization.
17	<ul style="list-style-type: none"> • The organization of the main ideas, supporting ideas and details of the story was good. There were some transitions used in her story to connect ideas. • The content was also complete. • Dealing with the capitalization, this student had difficulty in capitalization and punctuation. 	This student should learn more about capitalization and punctuation.
18	<ul style="list-style-type: none"> • The main idea and the supporting ideas also the details were arranged 	The student number 18 should learn more about capitalization

	<p>in order. Some transition used to connect the ideas.</p> <ul style="list-style-type: none"> • The content was complete. • This students had difficulties in capitalization, and punctuation 	and punctuation
19	<ul style="list-style-type: none"> • The organization of the story was good. The ideas were put in chronological order. The used of transition was also good. • The content of the story was complete. • This student had difficulty in English spelling. She wrote <i>when</i> instead of <i>went</i>, <i>some</i> instead of <i>come</i>, <i>contects</i> instead of <i>contest</i>. 	This student should learn more about the English spelling.
20	<ul style="list-style-type: none"> • The organization of ideas was not good. • There were some missing details of the story. • This student had difficulty in punctuation, capitalization and spelling. He wrote <i>finnish</i> instead of <i>finish</i>, <i>end</i> instead of <i>and</i> 	This student should learn about the organization, content and the mechanics.
21	<ul style="list-style-type: none"> • The organization of ideas was not good. • There were some missing details of the story. • This student had difficulty in punctuation, capitalization and spelling. He wrote <i>finnish</i> instead of 	This student should learn about the organization, content and the mechanics.

	<i>finish, end</i> instead of <i>and</i>	
22	<ul style="list-style-type: none"> • The organization of ideas was good. The physical form of the text was not also good. • The content of the story was also complete. • This student still had difficulty in punctuation. 	This student number 22 should learn more about the mechanical rules in writing a text.
23	<ul style="list-style-type: none"> • The organization of ideas was good. But, there was no transition used in her story. • The content was complete. • This student had difficulty in capitalization and punctuation. 	This student should learn more about transition, capitalization and punctuation.
24	<ul style="list-style-type: none"> • The student number 24 wrote the story in chronological order. The main idea and the supporting idea were put in order correctly but there was no transition used. • The content of the story was complete. There was no missing detail. • This student had difficulties in spelling and punctuation. In spelling, this student wrote <i>raning</i> instead of <i>running</i>. He also had difficulty in punctuation. 	The student number 24 should learn more about the transition, English spelling and punctuation.
25	<ul style="list-style-type: none"> • The organization of ideas was good. There was no transition used. • The content of the story was also 	This student should learn more about the transition to connect the sentences and mechanics in

	<p>complete.</p> <ul style="list-style-type: none"> • This student number 25 had difficulty in capitalization and punctuation. 	writing a text
26	<ul style="list-style-type: none"> • The arrangement of main idea and supporting details was not really good. The physical form of the text was not good enough. • The content of the story was complete. • This student had difficulty in capitalization and punctuation. 	The student number 26 should learn more about the organization of idea and supporting details. Also she should learn about mechanics in writing a good text.
27	<ul style="list-style-type: none"> • The main idea and the supporting idea were arranged in order correctly • The content of the story was complete. • This student had difficulties in spelling and punctuation. In spelling, this student wrote <i>runing</i> instead of <i>running</i>, <i>finis</i> instead of <i>finished</i>. 	This student number 27 should learn more about mechanics in writing a recount text.
28	<ul style="list-style-type: none"> • The organization of ideas was good. The transition used correctly. • The content of the story was complete. • This student had difficulty dealing with punctuation. 	In order to make a good recount text, this student should learn more about punctuation including how to apply full stop and comma.
29	<ul style="list-style-type: none"> • The organization of main ideas and supporting detail was not really good. The transitions were used correctly. • The content of the story was complete 	The number 29 student should learn more about how to organize the ideas in writing a text and the use of punctuation.

	<ul style="list-style-type: none"> This student had difficulty in punctuation only. 	
30	<ul style="list-style-type: none"> The organization of the story was good. The ideas were put in chronological order. The used of transition was also good. The content of the story was complete. This student had difficulty in English spelling. She wrote <i>when</i> instead of <i>went</i>, <i>some</i> instead of <i>come</i>, <i>contects</i> instead of <i>contest</i>. 	This student should learn more about the English spelling.
31	<ul style="list-style-type: none"> The organization of the story was good. The ideas were put in chronological order. The used of transition was correct. The content of the story was complete This student had difficulty in capitalization and punctuation. 	The student number 31 should learn more about the capitalization and punctuation.
32	<ul style="list-style-type: none"> The ideas and the details were organize correctly. The transitions were used correctly. The content of the story was complete. This student had difficulty in relation with punctuation. 	The student number 32 should learn about the use of punctuation in writing a text.
33	<ul style="list-style-type: none"> The main idea and the supporting idea were arranged in order correctly The content of the story was 	This student number 27 should learn more about mechanics in writing a recount text.

	<p>complete.</p> <ul style="list-style-type: none"> • This student had difficulties in spelling and punctuation. In spelling, this student wrote <i>runing</i> instead of <i>running</i>, <i>finis</i> instead of <i>finished</i>. 	
34	<ul style="list-style-type: none"> • The organization of ideas was good but • The content of the story was complete but he missed some details dealing with the story. • This student had difficulty in capitalization and punctuation. 	This student should learn more about the capitalization, punctuation and also transition.
35	<ul style="list-style-type: none"> • The organization of ideas was good. The transition used correctly. • The content of the story was also complete. • This student number 35 had difficulty in capitalization and punctuation. 	This student should learn more about the mechanics in writing a text
36	<ul style="list-style-type: none"> • The main idea and the supporting ideas also the details were arranged in order. Some transition used to connect the ideas. • The content was complete. • This students had difficulties in capitalization, and punctuation 	This student number 36 should learn more about mechanics in writing a recount text.

FIELD NOTE

Date : 11th November 2015

Time Allocation : 2 x 40 minutes

Task : Task 1 (writing sentences based on the stick figures in series provided)

Pair	Observation	Observer's comment
1.	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Mrs. Adi, remembered, in, <i>date</i>, birthday, Dinda, went, to, market, bought, ingredients, for, to make, birthday cake, <i>return</i>, to, home, make, finished, making, woke up, surprised, with, the. • From the stick figures in series provided, they wrote the sentences: <ol style="list-style-type: none"> 1. Mrs. Adi remembered in date birthday Dinda. 2. Mrs. Adi went to market. 3. Mrs. Adi bought ingredients from to make birthday cake. 4. Mrs. Adi to return to home. 5. Mrs. Adi to make birthday cake. 6. Mrs. Adi finished making birthday cake 7. Mrs. Adi surprised Dinda with the birthday cake. 	<ul style="list-style-type: none"> • This pair wrote the word <i>date</i> instead of preposition <i>on</i>. The word <i>date</i> was inappropriate with the context. • The word <i>return</i> should be in the past form. • Almost all of the sentences were wrong. The first sentence should be ‘ Mrs Adi remembered Dinda’s birthday. • The third sentence should be ‘Mrs. Adi bought some ingredients to make a birthday cake. • The fourth sentence should be ‘ Mrs. Adi returned to her home’ • The fifth sentence should be ‘Mrs. Adi made a birthday cake.

2.	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Mrs. Adi, 3th February, <i>my</i>, daughter, birthday, went, to, market, bought, sugar, flour, chocolate, <i>want</i>, went, home, made, cake, finished, cake, woke up, <i>give</i>, surprised. • From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> 1. Mrs. Adi remembered 3th February my daughter's birthday. 2. Mrs. Adi went to market. 3. Mrs. Adi bought sugar, flour and chocolate. 4. Mrs. Adi want went home 5. Mrs. Adi made cake 6. Mrs. Adi finished made a cake 7. Mrs. Adi woke up her daughter. 8. Mrs. Adi give surprised her daughter. 	<ul style="list-style-type: none"> • The word <i>want</i> and <i>give</i> should be in the past form. • There was one word that was inappropriate. The pronoun <i>my</i> should be replaced <i>her</i> since the story was about Mrs. Adi's daughter. • There were some mistakes dealing with the grammatical rules such as in the first, fourth, sixth, seventh and eighth sentences. • The first sentence should be 'Mrs. Adi remembered that on 3th February was her daughter's birthday'. The fourth sentence should be ' Mrs. Adi went home'. The sixth sentence should be ' Mrs. Adi finished making a cake. The same thing, the seventh should be ' Mrs. Adi woke her daughter up and the last sentence should be ' Mrs. Adi surprised her daughter.
3	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Mrs. Adi, remembered, in, 3th February, her, daughter, birthday, went, to, market, for, , cake, ingredients, bought, sugar, flour, 	<ul style="list-style-type: none"> • The words <i>is</i> and <i>start</i> should be in the past form. • The word <i>tool</i> was inappropriate to be used dealing with the context of the

	<p>and, chocolate, home, she, prepared, make, <i>tool</i>, <i>is</i>, ready, <i>start</i>, made, finished, at, seven o'clock, woke up, Dinda, surprised, brought.</p> <ul style="list-style-type: none"> From the stick figures in series provided, they wrote sentence: <ol style="list-style-type: none"> Mrs. Adi remembered in 3th February 2015 her daughter's birthday. She went to market. She bought sugar, flour and chocolate. She went home and prepared tools for make a cake. When tools is ready, she start made cake. She finished made a cake At 7. 00 o'clock, Mrs. Adi woke up her daughter. She surprised her daughter brought the cake. 	<p>story.</p> <ul style="list-style-type: none"> The preposition <i>in</i> should be replaced with the preposition <i>on</i>. The fourth sentence should be 'She went home and prepared the ingredients to make a birthday cake. The word <i>is</i> should be replaced <i>was</i>. The sixth sentence should be 'She finished making a cake'.
4	<ul style="list-style-type: none"> From the stick figures in series provided, they got vocabularies: Mrs. Adi, 3rd February, remembered, was, her daughter, birthday, went, to , market, bought, ingredients, like, sugar, flour, chocolate, went home, made, a, birthday, cake, finished, making, cake, for, her, daughter, woke up, surprised, bringing. From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> Mrs. Adi remembered that 3rd 	<ul style="list-style-type: none"> This pair work well, they collected correct vocabularies. All the collected vocabularies were correct. There were not any inappropriate vocabularies. This pair should add the preposition <i>on</i> to explain about the time signal.

	<p>February was her daughter's birthday.</p> <ol style="list-style-type: none"> 2. Mrs. Adi went to market. 3. Mrs. Adi bought ingredients like sugar, flour, and chocolate 4. Mrs. Adi went home. 5. Mrs. Adi made a birthday cake. 6. Mrs. Adi finished making cake for her daughter. 7. She woke her daughter up. 8. She surprised her daughter bringing the cake. 	
5	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Mrs. Adi, remembered, 3rd February, her, daughter's birthday, went, to, market, bought, ingredients, sugar, flour, chocolate, went, home, made, cake, finished, woke up, Dinda, was, sleeping, <i>give</i>, surprised, for. • From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> 1. Mrs Adi remembered that 3rd February her daughter's birthday. 2. Mrs. Adi went to market. 3. Mrs. Adi bought ingredients sugar, flour, and chocolate. 4. Mrs. Adi went home. 5. Mrs. Adi made a cake. 6. Mrs. Adi finished made a cake 7. Mrs. Adi woke up Dinda was sleeping 	<ul style="list-style-type: none"> • There was no inappropriate vocabulary collected by this pair. Only one word that should be changed into past form. • The first picture should be added with the preposition <i>on</i>. The second sentence should be added with article <i>the</i>. • The third sentence should be ' Mrs. Adi bought some ingredients such as sugar, flour, and chocolate. • The sixth picture should be ' Mrs. Adi finished making a cake.

	8. Mrs. Adi give surprised to Dinda.	<ul style="list-style-type: none"> • The seventh picture should be ‘Mrs Adi woke her daughter up who was sleeping. • The last sentence should Mrs. Adi gave surprise to Dinda.
6	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Mrs. Adi, remembered, that, 3rd February, her, daughter, birthday, went, to, market, bought, ingredients, make, cake, went home, bringing, item, purchased, made, birthday cake, finished, woke up, got, from, something, surprised. • From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> 1. Mrs. Adi remembered that 3rd February her daughter’s birthday. 2. Mrs. Adi went to market. 3. Mrs. Adi bought ingredients to make a cake. 4. Mrs. Adi went home bringing items purchased. 5. Mrs. Adi made a birthday cake. 6. Mrs. Adi finished made a birthday cake. 7. Dinda woke up and got something from her mother. 8. Mrs. Adi surprised Dinda. 	<ul style="list-style-type: none"> • All the vocabularies collected were appropriate for the context of the story • The first sentence should be added with preposition <i>on</i>. • The second sentence should be added with article <i>the</i>. • The sixth sentence was wrong. It should be ‘Mrs. Adi finished making a birthday cake’.
7	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Mrs. Adi, 	<ul style="list-style-type: none"> • There was only one word that should be changed into past

	<p>remembered, <i>celebration</i>, her daughter's birthday, went, to , market, bought, ingredients, make, some, cake, went home, made, finished, <i>waiting</i>, Dinda, woke up, surprised.</p> <ul style="list-style-type: none"> • From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> 1. Mrs. Adi remembered to celebration, her daughter's birthday. 2. Mrs. Adi went to market. 3. Mrs. Adi bought ingredients to make a cake. 4. Mrs. Adi went home 5. Mrs. Adi made a birthday cake. 6. Mrs. Adi finished made the cake. 7. Mrs. Adi waiting dinda wake up. 8. Mrs. Adi surprised Dinda. 	<p>form. It was the word <i>waiting</i>. It should be changed into <i>waited</i>.</p> <ul style="list-style-type: none"> • The word <i>celebration</i> should be changed onto the word <i>celebrate</i>. • The first sentence should be ' Mrs. Adi remembered to celebrate her daughter's birthday. • The third sentence should be added with the word <i>some</i>. • The sixth sentence should be 'Mrs. Adi finished making a birthday cake. • The seventh sentence should be 'Mrs Adi aited Dinda to wake up'.
<p>8</p>	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Mrs, Adi, remembered, on, 3rd February 2015, was, her, daughter's birthday, went, to, the, market, bought, some, ingredients, sugar, flour, chocolate, went home, made, cake, finished, woke up, surprised, Dinda. • From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> 1. Mrs. Adi remembered on 3rd February 2015 was her daughter's birthday. 2. Mrs. Adi went to the market. 	<ul style="list-style-type: none"> • All the words collected were appropriate with the context of the story. • This pair worked well, all the sentences they made were correct dealing with the grammatical rules.

	<ol style="list-style-type: none"> 3. Mrs. Adi bought some ingredients like sugar, flour, and chocolate 4. Mrs. Adi went home. 5. Mrs. Adi made a birthday cake. 6. Mrs. Adi finished. 7. Mrs. Adi woke her daughter up. 8. Mrs. Adi surprised Dinda. 	
9	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Mrs. Adi, remembered, that, <i>date</i>, 3rd February 2015, was, there, her, daughter's birthday, went, to, market, bought, ingredients, to, make, a cake, after, made, in, the, kitchen, finished, woke up, Dinda, was, sleeping, <i>give</i>, surprised. • From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> 1. Mrs. Adi remembered that date 3th February there was her daughter's birthday. 2. Mrs. Adi went to market. 3. Mrs. Adi bought ingredients to make a birthday cake. 4. After bought ingredients, Mrs. Adi went home. 5. Mrs. Adi made a cake in the kitchen. 6. Mrs. Adi finished made a cake. 7. Mrs. Adi woke up Dinda was sleeping. 	<ul style="list-style-type: none"> • Most of the vocabularies collected by this pair were appropriate to be used in writing a recount text. Only one word was inappropriate to be used. It was the word <i>date</i>. • Only one infinitive found and it should be changed in to past form. • The first sentence should be 'Mrs. Adi remembered that on the 3th February was her daughter's birthday. • The sixth sentence should be 'Mrs. Adi finished making a birthday cake'. • The seventh sentence should be 'Mrs. Adi woke up Dinda who was sleeping. • The last sentence should be 'Mrs. Adi gave surprise to Dinda'.

	8. Mrs. Adi give surprised to Dinda.	
10	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Mrs. Adi, remembered, yesterday, on, 3rd February, was, her, daughter's birthday, went, to, market, bought, ingredients, make, a, cake, went home, made, finished, woke up, gave, surprise, Dinda. • From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> 1. Mrs. Adi remembered yesterday on 3rd February was her daughter's birthday. 2. She went to market. 3. She bought ingredients to make a birthday cake. 4. Mrs. Adi went home. 5. Mrs. Adi made a birthday cake. 6. Mrs. Adi finished make a birthday cake. 7. Mrs. Adi woke her daughter up. 8. Mrs. Adi gave surprise Dinda. 	<ul style="list-style-type: none"> • All of the vocabularies collected were appropriate to be used in writing a recount text. • The sixth sentence should be 'Mrs. Adi finished making a birthday cake.'
11	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Mrs. Adi, remembered, Dinda's birthday, went, to, market, to buy, something, bought, some, sugar, flour, chocolate, back, home, made, cake, finished, her, cake, woke up, gave, a surprise, to. 	<ul style="list-style-type: none"> • All the vocabularies collected by this pair were appropriate to be used in writing a recount text.

	<ul style="list-style-type: none"> • From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> 1. Mrs. Adi remembered Dinda's birthday. 2. Mrs. Adi went to market to buy something. 3. Mrs. Adi bought some sugar, flour, chocolate. 4. She went back home. 5. Mrs. Adi made a birthday cake. 6. Mrs. Adi finished her cake. 7. Mrs. Adi woke her daughter up. 8. She gave a surprise to her daughter. 	<ul style="list-style-type: none"> • All the sentences made by this pair were correct dealing with the grammatical rules.
12	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Mrs. Adi, remembered, that, 3rd February, her, daughter, birthday, went, to, market, bought, ingredients, make, cake, went home, bringing, item, purchased, made, birthday cake, finished, woke up, got, from, something, surprised. • From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> 9. Mrs. Adi remembered that 3rd February her daughter's birthday. 10. Mrs. Adi went to market. 11. Mrs. Adi bought ingredients to make a cake. 12. Mrs. Adi went home bringing items purchased. 13. Mrs. Adi made a birthday cake. 	<ul style="list-style-type: none"> • All the vocabularies collected were appropriate for the context of the story • The first sentence should be added with preposition <i>on</i>. • The second sentence should be added with article <i>the</i>. • The sixth sentence was wrong. It should be 'Mrs. Adi finished making a birthday cake'.

	<p>14. Mrs. Adi finished made a birthday cake.</p> <p>15. Dinda woke up and got something from her mother.</p> <p>16. Mrs. Adi surprised Dinda.</p>	
<p>13</p>	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Mrs. Adi, remembered, today, is, Dinda’s birthday, she, went, to, the, market, bought, her, some ingredients, sugar, flour, chocolate, home, brought, made, a birthday cake, for, Dinda, in, kitchen, finished, making, woke up, surprised, her, daughter, with. • From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> 1. Mrs. Adi remembered today is Dinda’s birthday. 2. She went to the market. 3. Mrs. Adi bought sugar, flour and chocolate. 4. Mrs. Adi brought the ingredients to her home. 5. She made a birthday cake for Dinda in the kitchen. 6. She finished making a birthday cake for her daughter. 7. She woke her daughter up. 8. She surprised her daughter with a birthday cake. 	<ul style="list-style-type: none"> • There was one word that inappropriate to be used dealing with the context. It was the word <i>today</i>. • The first sentence should be ‘ Mrs. Adi remembered that on 3rd February was Dinda’s birthday.

14	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Mrs. Adi, 3th February, <i>my</i>, daughter, birthday, went, to, market, bought, sugar, flour, chocolate, <i>want</i>, went, home, made, cake, finished, cake, woke up, <i>give</i>, surprised. • From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> 9. Mrs. Adi remembered 3th February my daughter's birthday. 10. Mrs. Adi went to market. 11. Mrs. Adi bought sugar, flour and chocolate. 12. Mrs. Adi want went home 13. Mrs. Adi made cake 14. Mrs. Adi finished made a cake 15. Mrs. Adi woke up her daughter. 16. Mrs. Adi give surprised her daughter. 	<ul style="list-style-type: none"> • The word <i>want</i> and <i>give</i> should be in the past form. • There was one word that was inappropriate. The pronoun <i>my</i> should be replaced <i>her</i> since the story was about Mrs. Adi's daughter. • There were some mistakes dealing with the grammatical rules such as in the first, fourth, sixth, seventh and eighth sentences. • The first sentence should be 'Mrs. Adi remembered that on 3th February was her daughter's birthday'. The fourth sentence should be ' Mrs. Adi went home'. The sixth sentence should be ' Mrs. Adi finished making a cake. The same thing, the seventh should be ' Mrs. Adi woke her daughter up and the last sentence should be ' Mrs. Adi surprised her daughter.
15	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Mrs. Adi, remembered, that, 3rd February, her, daughter's birthday, she, went, to, market, bought, some, ingredients, went home, 	<ul style="list-style-type: none"> • All the vocabularies collected were appropriate to be used in writing recount text.

	<p>after, buy, made, birthday cake, finished, made, woke up, surprised, Dinda.</p> <ul style="list-style-type: none"> • From the stick figures in series provided, they wrote sentences: <ol style="list-style-type: none"> 1. Mrs. Adi remembered that 3rd February her daughter's birthday. 2. Mrs. Adi went to market, 3. Mrs. Adi bought some ingredients. 4. Mrs. Adi went home after buy some ingredients. 5. Mrs. Adi made a birthday cake. 6. Mrs. Adi finished made a birthday cake. 7. Mrs. Adi woke up Dinda. 8. Mrs. Adi surprised Dinda. 	<ul style="list-style-type: none"> • The first sentence should be 'Mrs. Adi remembered that on the 3rd February was her daughter's birthday. • The sixth sentence should be 'Mrs. Adi finished making a birthday cake. • The seventh sentence should be 'Mrs. Adi woke Dinda up.
16	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Mrs. Adi, remembered, in, 3th February, her, daughter, birthday, went, to, market, for, , cake, ingredients, bought, sugar, flour, and, chocolate, home, she, prepared, make, tool, is, ready, start, made, finished, at, seven o'clock, woke up, Dinda, surprised, brought. • From the stick figures in series provided, they wrote sentence: <ol style="list-style-type: none"> 9. Mrs. Adi remembered in 3th February 2015 her daughter's birthday. 10. She went to market. 11. She bought sugar, flour and chocolate. 	<ul style="list-style-type: none"> • The words <i>is</i> and <i>start</i> should be in the past form. • The word <i>tool</i> was inappropriate to be used dealing with the context of the story. • The preposition <i>in</i> should be replaced with the preposition <i>on</i>. • The fourth sentence should be 'She went home and prepared the ingredients to make a

	<p>12. She went home and prepared tools for make a cake.</p> <p>13. When tools is ready, she start made cake.</p> <p>14. She finished made a cake</p> <p>15. At 7. 00 o'clock, Mrs. Adi woke up her daughter.</p> <p>16. She surprised her daughter brought the cake.</p>	<p>birthday cake.</p> <ul style="list-style-type: none"> • The word <i>is</i> should be replaced <i>was</i>. • The sixth sentence should be 'She finished making a cake'.
17	<ul style="list-style-type: none"> • From the stick figures in series provided, they got vocabularies: Mrs. Adi, remembered, 3rd February, her, daughter's birthday, went, to, market, bought, ingredients, sugar, flour, chocolate, went, home, made, cake, finished, woke up, Dinda, was, sleeping, <i>give</i>, surprised, for. • From the stick figures in series provided, they wrote sentences: <ul style="list-style-type: none"> 9. Mrs Adi remembered that 3rd February her daughter's birthday. 10. Mrs. Adi went to market. 11. Mrs. Adi bought ingredients sugar, flour, and chocolate. 12. Mrs. Adi went home. 13. Mrs. Adi made a cake. 14. Mrs. Adi finished made a cake 15. Mrs. Adi woke up Dinda was sleeping 16. Mrs. Adi give surprised to Dinda. 	<ul style="list-style-type: none"> • There was no inappropriate vocabulary collected by this pair. Only one word that should be changed into past form. • The first picture should be added with the preposition <i>on</i>. The second sentence should be added with article <i>the</i>. • The third sentence should be ' Mrs. Adi bought some ingredients such as sugar, flour, and chocolate. • The sixth picture should be ' Mrs. Adi finished making a cake. • The seventh picture should be 'Mrs Adi woke her daughter up who was sleeping.

		<ul style="list-style-type: none">• The last sentence should Mrs. Adi gave surprise to Dinda.
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FIELD NOTE

Date : 11th November 2015

Time Allocation : 2 x 40 minutes

Task : Task 2 (writing a recount text by considering the generic structure and the language features of recount text)

Students' number	Observation	Observer's comment
1	<ul style="list-style-type: none"> • The organization of the ideas was good. The events told in the chronological order. • The content of the story was also complete. • In relation with mechanical term, this student had difficulty in spelling. She wrote <i>rifed</i> instead of <i>arrived</i>. This student should learn about punctuation also. 	The student number 1 should learn more dealing with the mechanical rule especially punctuation and English spelling.
2	<ul style="list-style-type: none"> • The organization of the idea was good. This student also used the transitions well. • The content of the story was good and complete. • Dealing with the mechanics. There were some wrong spellings. He wrote <i>finised</i> and <i>ingredients</i> instead of <i>finished</i> and <i>ingredients</i>. 	The student number 2 should learn more about mechanical rules in writing a text.

3	<ul style="list-style-type: none"> • The organization of the ideas was good. The events told in the chronological order. • The content of the story was also complete. • In relation with mechanical term, this student had difficulty in spelling. She wrote <i>rifed</i> instead of <i>arrived</i>. This student should learn about punctuation also. 	The student number 1 should learn more dealing with the mechanical rule especially punctuation and English spelling.
4	<ul style="list-style-type: none"> • The organization was not good. There was no transition used. • The content of the story was incomplete. • Dealing with mechanical rules, this student had difficulty in punctuation, spelling and capitalization 	This student should learn more about how to write a text.
5	<ul style="list-style-type: none"> • The organization of the ideas was good. The transitions used were appropriate with the content. • The content of the story was good and complete • This student had difficulty in punctuation and capitalization. 	In order to write a good recount text. This student should learn more about punctuation and capitalization.
6	<ul style="list-style-type: none"> • The organization of the story was good. The ideas were put in chronological order. The used of transition was also good. • The content of the story was complete. • This student had difficulty in English 	This student should learn more about English spelling.

	spelling. She wrote <i>finaly</i> instead of <i>finally</i> .	
7	<ul style="list-style-type: none"> • The organization of the ideas was good. The events told in the chronological order. • The content of the story was also complete. • This student had difficulty in capitalization and punctuation. 	This student, in order to write a good recount text, should learn more about punctuation and capitalization.
8	<ul style="list-style-type: none"> • The organization of the ideas was good. The transitions used correctly. • The content of the story was complete • Related with the mechanics, this student had difficulty in punctuation only. 	This student number 8 should learn more about the punctuation.
9	<ul style="list-style-type: none"> • The organization of the story was good. The ideas were put in chronological order. The used of transition was also good. • The content of the story was complete • This student had difficulty in capitalization and punctuation. 	The student number 9 should learn more about the capitalization and punctuation.
10	<ul style="list-style-type: none"> • The organization of main ideas and supporting detail was good. The transitions were used correctly. • The content of the story was complete • This student had difficulty in punctuation only. 	The number 10 student should learn more about the use of punctuation.
11	<ul style="list-style-type: none"> • The ideas and supporting details wrote was complete. Only one transition 	This student number 11 should learn how to use

	<p>used to write the recount text.</p> <ul style="list-style-type: none"> • The content of the story was complete. • This student had difficulty in capitalization and punctuation. 	<p>the transition, capitalization and punctuation.</p>
12	<ul style="list-style-type: none"> • The organization of idea and supporting detail was good but the physical form of the text was bad. • Only one transition used. • The content of the story was complete. • This student had difficulty in spelling, punctuation and capitalization. 	<p>The student number 12 should learn more about how to write a good text.</p>
13	<ul style="list-style-type: none"> • The main idea, supporting ideas and the details of information was organized correctly. • The content of the story was complete. • This student had difficulty in punctuation. 	<p>This student should learn more about punctuation and transitions.</p>
14	<ul style="list-style-type: none"> • The main idea and the supporting ideas also the details were arranged in order. Some transition used to connect the ideas. • The content was complete. • This students had difficulties in capitalization, and punctuation 	<ul style="list-style-type: none"> • The student number 14 should learn more about capitalization and punctuation
15	<ul style="list-style-type: none"> • The organization was not good. The physical form of the text was not good. the transition used correctly • The content of the story was complete. • Dealing with mechanical rules, this student had difficulty in punctuation, 	<p>This student should learn more about how to write a text.</p>

	and capitalization	
16	<ul style="list-style-type: none"> • The organization of ideas was good. The transition used was varying. • The content of the story was complete. • Dealing with the mechanics, this student had difficulty in punctuation. 	<ul style="list-style-type: none"> • This student should learn more about the punctuation.
17	<ul style="list-style-type: none"> • The student number 17 wrote the story in chronological order. The main idea and the supporting idea were put in order. The form of the story was good enough. • The content of the story was complete. There was no missing detail. • Dealing with mechanics, this student had difficulties in spelling and punctuation. 	<ul style="list-style-type: none"> • This student should learn more about English spelling and punctuation.
18	<ul style="list-style-type: none"> • The main idea and supporting ideas also details were arranged correctly. • The content of the story was complete. There was no missing detail of events. • This student had difficulty in capitalization. 	<ul style="list-style-type: none"> • This student number 18 should learn about the mechanics especially about the capitalization.
19	<ul style="list-style-type: none"> • The organization of the story was good. The ideas were put in chronological order. The used of transition was correct. • The content of the story was complete • This student had difficulty in capitalization and punctuation. 	The student number 19 should learn more about the capitalization and punctuation.

20	<ul style="list-style-type: none"> • The organization of ideas was good. The physical form of the text was also good. The transitions used correctly. • The content of the story was also complete. • This student still had difficulty in punctuation. 	This student number 20 should learn more about the mechanical rules in writing a text.
21	<ul style="list-style-type: none"> • The ideas organization was good enough. The transition used was varying. • The content of story was also complete. • This student had difficulty in mechanical rules such as punctuation, spelling and capitalization. 	The student number 21 should learn more about the mechanics to write better.
22	<ul style="list-style-type: none"> • The organization of the story was bad. Only one transition used in the story. • The content of the story was not complete. • This student had difficulty in mechanics. 	This student number 22 should learn more about how to write a good recount text.
23	<ul style="list-style-type: none"> • The organization of ideas was good but he only used the same transition all the time. • The content of the story was complete. • This student had difficulty in capitalization and punctuation. 	<ul style="list-style-type: none"> • This student should learn more about the capitalization, punctuation and also transition.
24	<ul style="list-style-type: none"> • The organization of the story was good. The ideas were put in chronological order. The used of 	The student number 24 should learn more about the capitalization and

	<p>transition was also good.</p> <ul style="list-style-type: none"> • The content of the story was complete • This student had difficulty in capitalization and punctuation. 	punctuation.
25	<ul style="list-style-type: none"> • The arrangement of main idea and supporting details was not really good. • The content of the story was complete. • This student had difficulty in capitalization and punctuation. 	<p>The student number 25 should learn more about the organization of idea and supporting details. Also she should learn about mechanics in writing a good text.</p>
26	<ul style="list-style-type: none"> • The organization of the main ideas, supporting ideas and details of the story was good. There were some transitions used in her story to connect ideas. • The content was also complete. • Dealing with the capitalization, the students number 26 was rarely capitalize the person's name. She also had difficulty in English spelling. 	<p>This student should learn about the mechanics in order to write an understandable story.</p>
27	<ul style="list-style-type: none"> • The organization of ideas was good. The transition used correctly. • The content of the story was also complete. • This student number 27 had difficulty in capitalization and punctuation. 	<p>This student should learn more about the mechanics in writing a text</p>
28	<ul style="list-style-type: none"> • The organization was not good. There was no transition used. • The content of the story was 	<p>This student should learn more about how to write a text.</p>

	<p>incomplete.</p> <ul style="list-style-type: none"> • Dealing with mechanical rules, this student had difficulty in punctuation, spelling and capitalization 	
29	<ul style="list-style-type: none"> • The organization of the ideas was good. The transition used correctly. • The content of the story was complete. • The used of the mechanics in writing a recount text was good enough. 	This student's was good although there were few mistakes dealing with punctuation
30	<ul style="list-style-type: none"> • The organization of the story was good. The ideas were put in chronological order. The used of transition was not really good. • The content of the story was complete • This student had difficulty in capitalization and punctuation. 	The student number 30 should learn more about the transition, capitalization and punctuation.
31	<ul style="list-style-type: none"> • The organization of the story was good. The ideas were put in chronological order. The used of transition was also good. • The content of the story was complete. • This student had difficulty in English spelling. She wrote <i>last</i> instead of <i>like</i>. 	This student should learn more about English spelling.
32	<ul style="list-style-type: none"> • The organization of the story was good. The ideas were put in chronological order. The used of transition was also good. • The content of the story was complete. • This student had difficulty in English spelling. He wrote <i>last</i> instead of <i>like</i>. 	This student should learn more about English spelling and capitalization.

	He also had difficulty in capitalization.	
33	<ul style="list-style-type: none"> • The organization of the ideas was good. The events told in the chronological order. There was no transition used in the story. • The content of the story was also complete. • In relation with mechanical term, this student had difficulty in spelling. She wrote <i>rifed</i> instead of <i>arrived</i>. This student should learn about punctuation also. 	The student number 33 should learn more dealing with the mechanical rule especially punctuation and English spelling.
34	<ul style="list-style-type: none"> • The main idea, supporting details, and supporting idea were arranged greatly. • The content of the story was also good. • This student had difficulty in punctuation. 	This student number 34 should learn more about punctuation in order to write a good recount text.
35	<ul style="list-style-type: none"> • The organization of the story was good. The ideas were put in chronological order. The used of transition was also good. • The content of the story was complete • This student had difficulty in capitalization. 	The student number 35 should learn more about the capitalization.
36	<ul style="list-style-type: none"> • The organization of the story was good. The ideas were put in chronological order. The used of transition was also good. • The content of the story was complete. 	This student should learn more about English spelling.

	<ul style="list-style-type: none">• This student had difficulty in English spelling. She wrote <i>finaly</i> instead of <i>finally</i>, and <i>purchaset</i> instead of <i>purchased</i>.	
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APPENDIX J

The Letter of Research Permission from the Dean of Faculty of Teacher Training and Education of Jember University



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

Nomor **4582** /UN25.1.5/PL.5/2015
Lampiran :-
Perihal : Permohonan Izin Penelitian

10 SEP 2015

Yth. Kepala SMP Negeri 11 Jember
Jember

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

Nama : Ranis Ainurrohmah
NIM : 110210401053
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMPN 11 Jember yang Saudara pimpin dengan judul "Using Stick Figures to Enhance The Eighth Grade Students' Recount Text Writing Achievement at SMPN 11 Jember at 2015/2016 Academic Year".

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

Demikian atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Dr. Sukatman, M.Pd.
NIP 19640123199512 1 001

APPENDIX K

The Statement Letter of Accomplishing the Research from the Principal of SMPN 11 Jember


PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 11 JEMBER
 JL. Letjend. Suprpto 110 TELP. 336992 JEMBER
 Email : smpn11jbr@yahoo.co.id / smpnegeri11jbr@gmail.com


SURAT - KETERANGAN
No : 422 / 57 / 413.03.20523884 / 2016

Yang bertanda tangan dibawah ini :

1. Nama	: Drs. Joko Wahyudiyono, S.Pd, M.Pd
2. NIP	: 19631009 198601 1 003
3. Pangkat / Golongan	: Pembina Tk I / IV b
4. Jabatan	: Kepala SMP Negeri 11 Jember

Menerangkan dengan sebenarnya bahwa nama mahasiswa yang tersebut dibawah ini telah melakukan penelitian di SMP Negeri 11 Jember :

1. Nama	: Ranis Ainurrohmah
2. NIM	: 110210401053
3. Jurusan / Program studi	: Pendidikan Bahasa dan Seni / Pendidikan Bahasa Inggris
4. Judul	: " Using Stick Figures to Enhance The Eighth Grade Students' Recount Text Writing Achievement at SMPN 11 Jember at 2015/2016 Academic Year "
5. Tanggal	: 9 – 16 Nopember 2015

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Jember, 30 Maret 2016
 Kepala Sekolah,



Drs. Joko Wahyudiyono, S.Pd, M.Pd
 NIP. 19631009 198601 1 003