



**HELPING THE EIGHTH GRADE STUDENTS WRITE RECOUNT TEXT
VIA PHOTOGRAPH AT SMPN 1 JENGGAWAH**

THESIS

By:

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

2018



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Program of Language and Arts Education Department The
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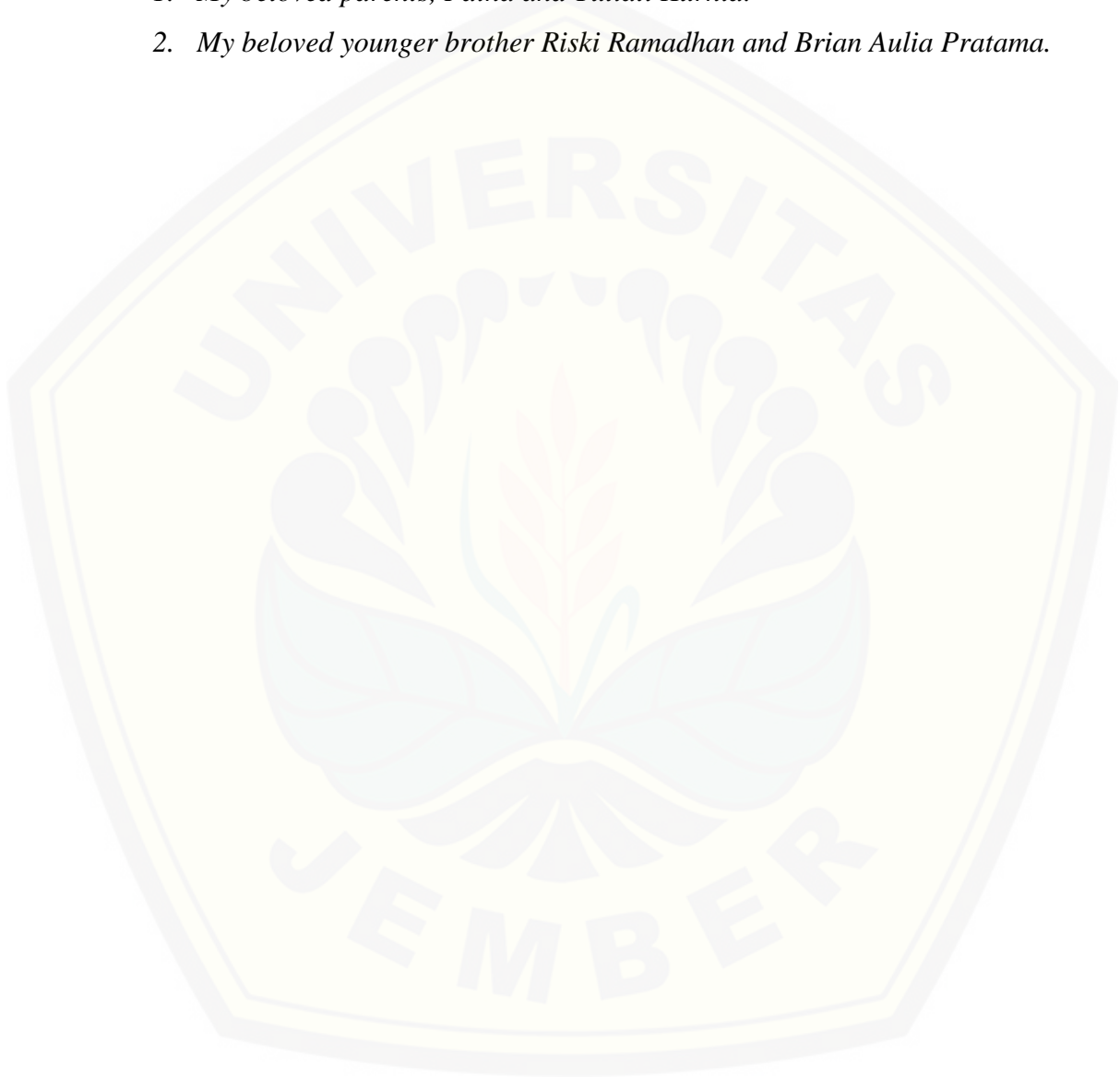
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2018

DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved parents, Paina and Yuliati Kurnia.*
- 2. My beloved younger brother Riski Ramadhan and Brian Aulia Pratama.*



MOTTO

“I have been successful probably because I have always realized that I knew nothing about writing and have merely tried to tell an interesting story entertainingly.”

Edgar Rice Burroughs



STATEMENT OF THESIS AUTHENTICITY

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

I certify that the content of the thesis which has been carried out since the official commencement date of the approved thesis title has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed,

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CONSULTANTS' APPROVAL

**HELPING THE EIGHTH GRADE STUDENTS WRITE RECOUNT TEXT
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THESIS

Composed to Fulfill as One of the Requirements to Obtain S1 Degree at the
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1. The Dean of Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Departement;
3. The Chairperson of the English Language Education Study Program;
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5. My Academic Supervisor, Dr. Budi Setyono, M.A.
6. The Principal of SMPN 1 Jenggawah, the English teacher, the staff, and the eighth grade students who gave me permission and help me to obtain the data for the research;

Finally, I expect that this thesis will be useful for the readers and me myself. Any criticism and valuable suggestion would be appreciated.

Jember, March 22, 2018

The Writer

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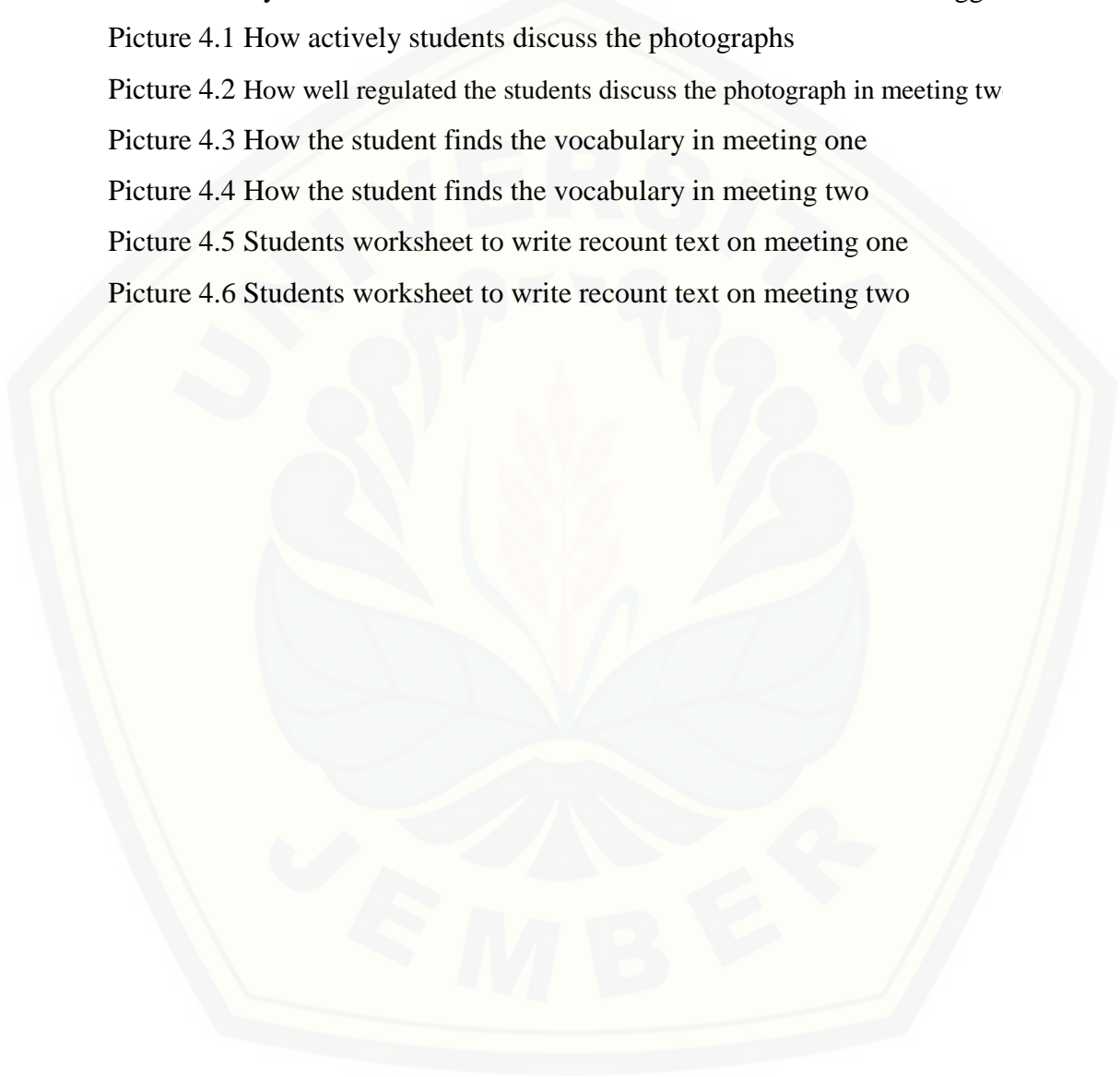
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SUMMARY

Helping the Eighth Grade Students Write Recount Text via Photograph at SMPN 1 Jenggawah; Paulina Ferlin; 120210401061; 71 pages; English Education Program, Language Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was aimed to describe how photograph can help students find ideas, select vocabulary, and organize recount text writing. Curriculum in Indonesia provided English as compulsory subject which was taught in junior high school level. The ministry of education and Culture considered that the student should develop the use of language to achieve the communication purpose as well as in written and spoken. Writing is also considered to have many obstacles to learn for the students. One of the appropriate media which can improve students' quality of writing is photograph

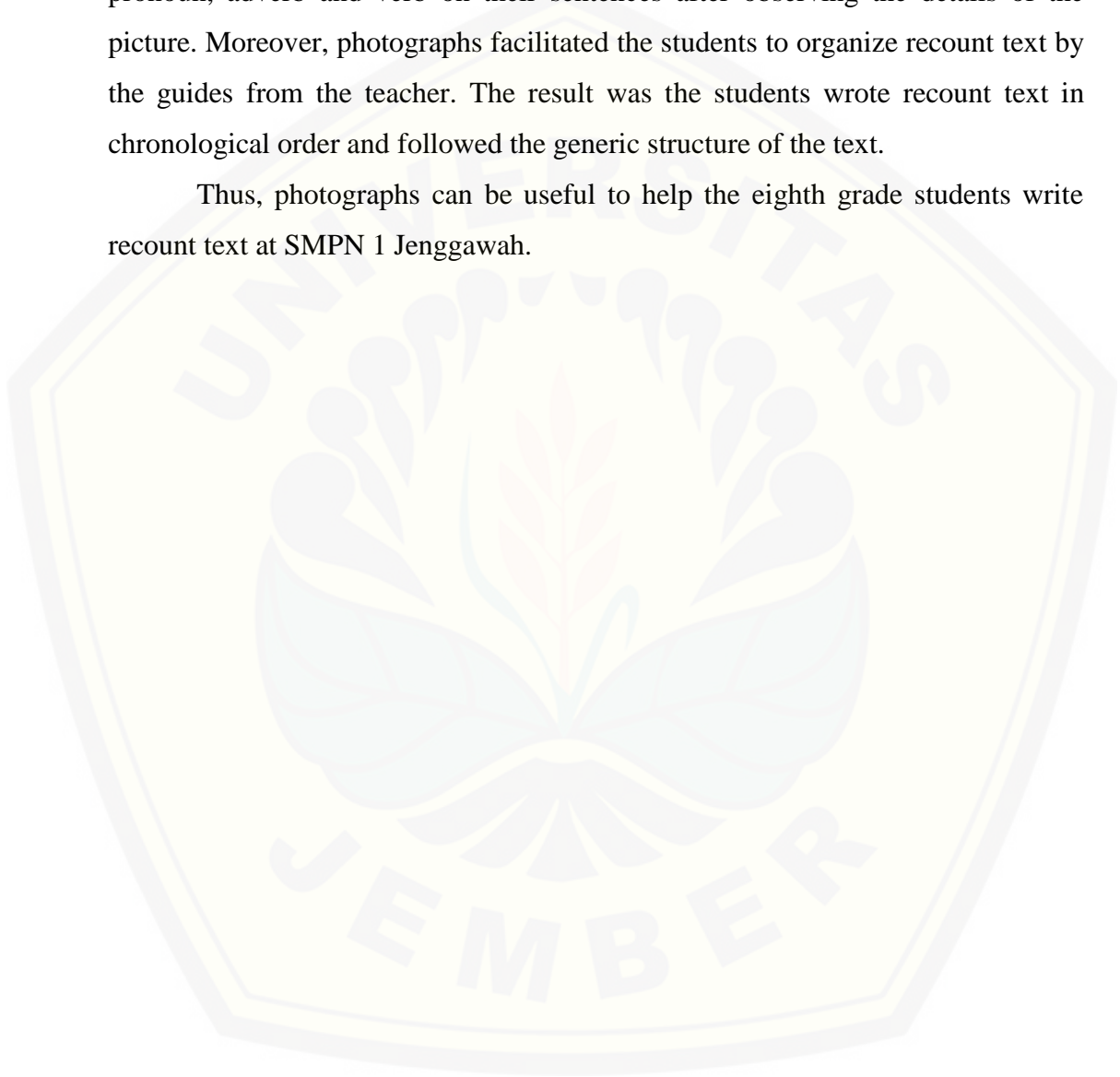
Based on the preliminary study by interviewing the English teacher and the document, it had been known that the eighth grade students of SMPN 1 Jenggawah especially in VIII-H class had some problem in writing and it made their writing achievement low. Therefore, the objective of the research was to know how photograph can help students to find ideas, select vocabulary, and organize recount text writing. Photograph was selected as media because the students were going to be stimulated to create the sentences after they analyzed the photo. The research result was expected to be useful for the English teacher and future researcher.

The research method used in this research was Classroom Action Research (CAR). The research consists of only one cycle which covered two meetings to implement the action. The research used two kinds of data collection methods: observation with field notes as a tool to collect the data by observing the implementation of the action and documentation by collecting the results of students' works.

The results of field notes and students' worksheets analyses showed that photograph could help students find ideas. After the student received the photographs, they observed each picture on photograph then students guessed

about what kind of ideas could have described picture. Photographs inspired the students to think about the events in the picture. Photographs also helped the students to select vocabulary. The reason was photographs provided some information to stimulate the students in mentioning the vocabularies such as noun, pronoun, adverb and verb on their sentences after observing the details of the picture. Moreover, photographs facilitated the students to organize recount text by the guides from the teacher. The result was the students wrote recount text in chronological order and followed the generic structure of the text.

Thus, photographs can be useful to help the eighth grade students write recount text at SMPN 1 Jenggawah.



CHAPTER I. INTRODUCTION

This chapter presents the importance of investigating this research which covers: background of the research, problems of the research, objective of the research, and significance of the research.

1.1 Background of the Research

In Indonesia, English is mostly taught in every level on formal school, especially for junior high school level. Curriculum in Indonesia provides English as a compulsory subject for junior high school students. The students should achieve the communication purpose on these English skills such as reading, listening, speaking and writing. In this case, Ministry of Education and Culture (2016) considers that English language teaching is focused to develop students' competencies to use the language in order to achieve the communication purpose on multiple contexts as well as written and spoken.

Among the four language skills above, writing is considered as a difficult skill to teach and learn because of its complexity (Heaton 1990:135). It does not only concern about the writing form but also considers about the message that the writer wants to deliver. Both form and meaning in writing should connect to each other. Writing also has a role to deliver the meaning to express the information in written form. As Fairbairn and Winch (1996:32) stated "Writing is about conveying meaning by selecting words and putting it in together in a written or printed form. However, in the field, the implementation of developing students' competencies in writing faced some obstacles."

A preliminary study was conducted on September, 13th 2016 to know students' problems in English writing at SMPN 1 Jenggawah. Based on the interview with the English teacher of 8-H class, the students faced some problems in writing. The results showed that students had trouble in the process and the product of their writing. In the writing process, the students had to write the correct structure in English. The students also lacked of vocabulary knowledge. They got difficulties in expressing some words in English. Sometimes, the

students did not understand about the instruction given by the teacher. Moreover, they had difficulties in generating their idea. The result was, they got confused to put their first sentence on the paper and for the rest sentences. The problem happened because the teacher also rarely guided the students in writing based on the text that they wanted to learn. Besides, she did not use various teaching techniques or media to attract students' interest in writing activity.

To anticipate those problems, there should be a way to use an appropriate teaching media for teaching writing. There are many techniques and media offered to improve students writing ability. One of the media that could improve students' quality of writing was photograph. Photograph is one of picture categories that is taken by teacher or the students and printed on photo paper (Gerngross and Puchta, 1992 in Yunita and Kusumarasyati, 2014:2). Photograph can be used as media in teaching writing. By using photograph, the students would be stimulated to create the sentences after they analyzed the photo. As Russel (1994:371) said that "The visible elements of photograph, or the context of viewing the photograph, may encourage the viewer to dwell on the context of viewing photograph or the context of production of the photograph". Moreover, photograph is seen as a stimulus to recall personal experience. They can rebuild their memory and they will easily construct recount text (Russel, 1994:370). In addition, Baker (2015:13) stated that "Photograph should thus be part of the authentic learning experiences we strive to create." The researcher had assumed that photograph was a medium that referred to students self-experience and help them to create better product of writing.

Based on descriptions above, photograph as a teaching media might help students to write recount text better. Therefore, the researcher was interested in conducting a classroom action research entitled, "Helping The Eighth Grade Students Write Recount Text Via Photograph at SMPN 1 Jenggawah".

1.2 Problem of the Research

Based on the research background, the research problem is formulated as follow:

How can photograph help students to find ideas, select vocabulary, and organize recount text writing?

1.3 Objective of the Research

According to the problem of the research above, this research objective is as follows:

To describe how photograph can help students to find ideas, select vocabulary, and organize recount text writing

1.4 Significance of the Research

The result of the research is expected to be useful for these following people:

1. The English teacher

The result of this research is expected to be useful for the teacher to help the eighth grade students overcome their problems in teaching learning process especially in writing skill. Besides, it is an alternative way for the English Teacher to use photograph as a medium in teaching learning process for other kinds of language skills.

2. The Further Researcher

Hopefully, the result of research is useful for other researcher as a reference to conduct further similar research topic dealing with the use of photograph with different research design.

CHAPTER II. RELATED LITERATURE REVIEW

This chapter highlights the reviews dealing with the topic related to the problem. The literature review is divided into two discussions such as theoretical framework on visual media in ELT, conceptual review of photograph as a medium in teaching recount text and previous research about using photograph as a medium are discussed in details.

2.1 Theoretical Framework on Media in ELT

The media used for teaching learning process should be interesting and appropriate. It made students focus and enthusiastic following the material taught by the teacher. It also helped the teacher to control the class. Suyanto, (cited in Suharsih and Hamidiyah, 2012:7) agreed that “The use of effective and interesting media in teaching can help the students understand the material easily”. According to Baidawi (2016:57) media in language teaching had been categorized into three types such as visual media, audio media and audio-visual media. In this research, the researcher applied visual media as media in teaching writing.

Visual media in language teaching have a contribution to facilitate the students to achieve the learning objective. The reason was students live in a media world in which they were used to get the information provided by visual input in any kind of resources and models for example newspaper, promotion pamphlet, movies, commercial break and etc. This statement was in line with Cecianessari (2015:18) that “In every life, people employ the use of eyes more than another sense.” It meant that human really depends on their sight to do activities in their life. It could be considered that visual media could be a helpful tool in language classroom because the students were already familiar with this kind of media. Moreover, they could adapt the learning process easily. Maria (2012:16) added “Visual material or anything use to help the student see an immediate meaning in the language may benefit the student and the teacher by clarifying the message, if the visuals enhance or supplement the language point.” The effect was, the

material can be transferred to the students and the learning process became meaningful.

Baidawi (2016:57) also divided visual media into four categories such as printed media, realia, and overhead transparency and LCD projector. This research focused on the using of printed media as visual media in language teaching.

Printed media was media created through printing process. The examples of these media included English textbook, magazine, journal, bulletin and dictionary. Besides, there were also other kinds of printed media called graphic media. These media were in the forms of photographs, graphics, pictures, maps, models, game, puzzle, wall charts, comic script, flash card or cue card, brochure, poster. Here, the researcher chose photographs as visual media in teaching recount text writing. Type of recount text used in this research was personal recount. Stubbs (2000:8) defined that personal recount had the purpose to retell self-experience to the readers and often aimed to entertain as well as inform. The characteristics of this type of recount are using personal pronouns. Indeed, it provides some information about who, what, when, where or where (it may change the sequence).

2.2 Conceptual Review of Photographs as ELT media

This part discusses about the concept of photograph including the meaning of photograph, the characteristic of photograph, the advantages and disadvantages of using photographs as a media. The explanation of these parts is discussed as follows.

Photograph belongs to picture categories. According to Raimes (1983:27) “All ESL teachers could find a valuable resource in pictures: drawings, photograph, posters, slides, cartoon, magazine advertisements, diagrams, graphs, tablets, charts and maps.” From this statement, photograph could be used as a teaching resource and it is easy to find.

Photograph was a picture taken purposively using device such as camera and then printed on special paper. Gerngross and Puchta, (1992) in Yunita and

Kusumarasyati (2012:2), mentioned that “Photograph is one of picture categories that is taken by teacher or the students and printed on photo paper.”

Photograph as still picture was divided into two groups. The first was flat opaque picture such as: *photograph and printed painting* and the second is transparent picture such as *film slides, film strips and transparencies* (Daryanto, 2016:126). From the explanations above, photograph was a kind of two-dimensional picture which was taken purposively by using device and then printed on photo paper. In this research, the researcher used researcher’s personal photographs as media for teaching recount text writing. The photographs were given to the students in series.

As the previous information about photograph, which was categorized as a picture, there were some specific features of photograph which had been discussed by Daryanto (2016:12)

Photograph was two-dimensional picture. From the point of view of teaching, it was important for young learners or for the complex subject. Photograph was able to provide three-dimensional quality depending on how the photographer took the photos. It might help the students to deepen their concept about the material. Next, photograph was “still”. Based on previous discussion, photograph was a kind of still picture. It means that the picture in the photo have no motions.

Although photograph was still, it could give motion impression. For example, when a photograph was showing a scene on the street. It could show people walking, vehicle passing over, and tree swaying because of the wind. It made the observer easy to inspire movement from the scene above.

Photograph emphasized the main concept and impression. It made the picture as valuable resources in teaching. In addition, photograph gave opportunity to observe the details individually, such as, the result of a galaxy photo and the objects around it; it needed to observe the details carefully. Moreover, photograph could be applied in any subjects which include the teaching of writing.

Then, using photograph as teaching media offered some advantages and disadvantages in teaching and learning process. Here the advantages proposed by Daryanto (2016:127) such as:

1. Photographs is a media which is easy to apply in the classroom. The reason is the teacher does not need any supporting equipment to apply this media, for example; *electricity*.
2. This teaching media is cheaper than the other media. Moreover, how to find this media is simple. It is available everywhere.
3. Photograph can be used for every levels and every subjects. It can be used from kindergarten students to university students. In this research, the use of photograph for junior high school students in writing subject.

There are also some disadvantages of photograph in teaching and learning process proposed by Daryanto (2016:128) such as:

1. The picture is not big enough if it is use for a large amount of the students in the classroom
2. Photograph is a 2-dimentional picture. The consequence is it a little difficult to image the things on 3-dimentional world.

In this research, the researcher adapted the teaching writing process proposed by Sundem (2006:42). The discussion about the writing process as follows.

First, the teacher asked the students to bring personal photograph based on the topic given by the teacher. After the students brought their photograph, the teacher asked to the students to observe and carefully look at their photograph. The teacher gave some questions to the students related to the photograph they brought that included the events occurred, the participant, the time, etc. This stage was pre-writing activity.

Second, the teacher distributed the outline template to place their idea related to the previous question. The students put their ideas to it and they told regardless of the grammatical usage, the students handed their outline template with their idea. This stage was named drafting.

Third, after the students made a draft, they were asked to check if their work had been used correct punctuation, no grammatical errors, or if the ideas they wanted to express were relevant. This process was named revising.

Fourth, after the students checked their work, they were asked to make a better version in a piece of paper. They fixed their writing by paying attention to the writing aspects such as grammar, mechanics, punctuation, word spelling, organization and content. This was editing or proof-reading stage.

Fifth, the result of students writing were submitted to the teacher. Some students were asked to write their work on the whiteboard.

2.3 Previous Study

Photographs is considered as visual media in teaching learning process. It had the role to help the teacher to achieve the objective and made an effective educational environment. In addition, it was effective to assist the students mastering the subject in teaching learning process. The previous research also showed that the students who applied this kind of visual aids performed better than the students who did not (Baratta and Jones 2008;Nunan 1999, in Baker 2015:4).

Photograph helped the students to stimulate the accuracy of their vocabularies used in writing. By looking at the photograph, there were some objects and scenes appeared in the picture. The objects and scenes helped the students in observing the vocabularies. For example, there was a photograph about traditional market. On the picture, there were a seller, the apples, grapes, honeydews, etc. After the students observed the picture, they could analyze what were things on traditional market.

Photograph also helped the students to find the ideas in writing. The picture of photograph made the students focused on the scene in the photograph. Therefore, the scene emphasized the impression of the photograph then the main idea might appear followed by the addition information. The result was that students were stimulated to create the sentence.

In addition, photograph could help the students organize their writing. Russel (1994:370) stated, "Photograph is seen as stimulus to recall personal

experience”. In this research, the students used personal photograph. After observing the photograph, the students remembered about the moment and the event. After they remembered the chronological event, they could organize their writing better.

In previous research, the use of photograph had the effects on students writing skill. Nafisah (2013) conducted a research entitled “Improving students recount text writing at SMPN 1 Mayong Jepara.” the finding of her research was that the students were enthusiastic to follow writing activity. Besides, Yunita and Kusumarasdyati (2014) conducted a research entitled “The effectiveness of personal photographs as a media to enhance the writing ability of descriptive text of the seventh graders. The result were the students taught using personal photograph got higher score than the students who were not taught using photograph. Moreover, Nuryanto (2015) conducted a research entitled “Using photographs as media to improve students writing skills of class XIIS2 of SMAN 1 Seyegan in academic year 2016/2017”. The result were using photograph as media could improve students writing skills significantly. The improvement consisted on some aspects such as text organization, development of idea, grammar, punctuation and style. Anggara (2014) also found the result of his research entitled “The use of Photograph to Enhance Students’ Writing Performance of the Seventh Grade Students at SMPN 4 Magelang in the Academic Year of 2013/2014”. The results were photograph helped the students to get the ideas about what they wanted to write. It improved students’ motivation, attention and interaction during teaching and learning process in writing. In addition, the result of mean score of pre-test and post-test also increased. Moreover, Pelani (2015) conducted a research entitled “The Effect of Personal Photograph on Students Writing Quantity in Descriptive Text (A Quasi-Experimental Study on the second year Students of SMAN 8 Bengkulu in 2006/2007 academic year). The result was that there was a significant effect of using personal photograph towards their writing quantity in descriptive text, the use of student’s personal photograph as media was more effective to be applied and it was more effective for teaching writing rather than using conventional

technique. Furthermore, the research was proved that photograph was effective to be applied in teaching learning process to enhance students writing ability. By using photograph, the students were expected to get better improvement in writing recount text.



CHAPTER III. RESEARCH METHODOLOGY

This chapter presents the research method applied for the research. It provides research design, research area, research participants, the operational definition of the key term, data collection method, and data analysis method.

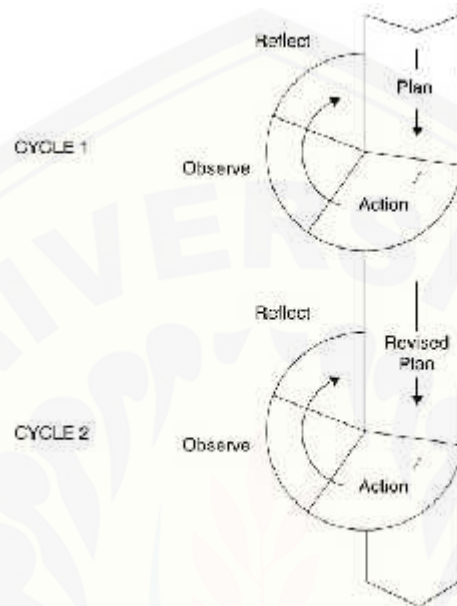
3.1 Research Design

This research aimed to help the eighth grade students of SMPN 1 Jenggawah write recount text via photographs. This was expected to improve the students' writing ability. Therefore, the research design was classroom action research. Action research (Lodico, Spaulding and Voegtler, 2010:313) is aimed to bring about the change in educational setting. According to Burns view (2010:2) the change in classroom action research pointed on better change and even better improvement in practice.

This action research was conducted collaboratively with the English teacher. The reason was the English teacher knew the previous knowledge about the students' problems. Therefore, it helped the researcher quickly to identify why the students had difficulties in writing recount text (Lodico, Spaulding and Voegtler, 2010:313).

In this action research, there were four steps adapted proposed by Kemmis & McTaggart in Burns (2010:8). The four steps namely: (1) Planning, (2) Action, (3) Observation, and (4) Reflection. The model of action research was illustrated into following diagram. The diagram showed the arrangement of the cycles in classroom action research.

Picture: 3.1 Cyclical action research model based on Kemmis and McTaggart (1988)



(Adopted in Burns 2010:9)

There were some stages in doing the action research adapted from the diagram above. The details explained as follows:

1. The first stage was planning. In this stage, before planning the action for the students, the researcher had conducted a preliminary study by interviewing the English teacher of 8-H to identify and analyze the problem about students writing. Further, the researcher tried to find out the appropriate action to solve students' problems. Moreover, the researcher could formulate the problem. Here some activities during planning the action:
 - a. First, writing the lesson plan for cycle 1. In writing the lesson plan, the researcher firstly chose the appropriate material. In this case, the material was based on 2013 curriculum for eighth grade junior high

- school. The researcher chose the appropriate theme and topic based on the curriculum for eighth grade students.
- b. Second, preparing photographs to be used as media in teaching writing.
 - c. Third, preparing the observation guide to record the students' process about how they learned to write the recount text by using photograph.
 - d. The last, constructing other lesson plan by revising some problems in the previous cycles.
2. The second stage was action. In this stage, this was a process of implementing the plan that had been conducted before. The action was implemented within school hours according to the English class schedule. The time allocation for each meeting was 2 x 40 minutes. The researcher taught recount text writing by using photograph based on the lesson plan in the cycle.
 3. The third stage was observing. In this stage, the researcher monitored the action in previous stage. It was related to the teaching learning process whether or not it runs well, there were some difficulties and problems while implementing the action and it also collected information to explain how photograph help students write recount text.
 4. The last stage was reflection. In this stage, the results of the teaching and learning process were reflected and analyzed to see if it were necessary to continue the action in the next cycle.

3.2 Research Area

In this research, purposive sampling was used to determine the research area. Purposive method was used as the personal judgment to select the sample that the researcher believe based on prior information (Fraenkel, Wallen and Hyun 2012:100). From the above statement, this research was conducted at SMPN 1 Jenggawah because the headmaster and the English teacher viewed collaborative action research were important for teachers' career development.

3.3 Research Participants

The research participants were students of eighth grade at SMPN 1 Jenggawah. There were eight classes in this school. The researcher chose 8-H class because based on the English teacher's information this class needed assistance to overcome some problems related to learn writing skill. Moreover, the students need some interesting ways in teaching and learning process in the case of writing. In addition, the teacher never used photograph as media in teaching and learning process.

3.4 Operational Definition of the Key Term

Photograph in this research referred to personal photographs of the students captured by the students in the past telling their experiences. The photograph helped the students find ideas, select vocabulary, and organize recount text writing.

3.5 Data Collection Method

The research data were collected through observation and documentation. Observation was used to collect data about how learning activities using photograph could help students find ideas, select vocabulary, and organize recount text writing. This included how students generate ideas after observing photograph, how the students arranged a good recount text based on its generic structure and language feature and how the students acquired some vocabularies in writing recount text. During the observation, the researcher noted the important event or any interesting thing during teaching and learning process in the classroom. Here, the researcher used field notes as an observational tool to record the details.

Field notes is a written description about what the researcher observes in the field and then reacts to the phenomena (Lodico, Spaulding and Voegtle, 2010:118). In order to avoid the observer bias, the researcher used descriptive field notes written by the observer and the researcher. In this research, the information of descriptive field note contained the details of participants about

how they performed to do writing activities which were some of the activities trained the students help them solved the research problem.

In this research, the data collections were fully carried out after the students finish their task. The process of recording field note was immediately written after the students finished their task. Therefore, the teaching learning process did not intervene. The observers for this research were an English Students Department and the researcher.

In addition, to observe using field notes, documentation method, in this case the results of students' worksheets, would be collected to know the extent to which photograph could help students find ideas, select vocabulary, and organize recount text writing.

3.6 Data Analysis Method

After collecting the resources, the data needed to process using data analysis method. In this research, the types of data referred to the objective of the research used qualitative data analysis. Below is the explanation about the data.

In qualitative data analysis, the researcher used inductive analysis in which the data sources were taken from observation. The reason is this type of data does not deal with the statistical result. The effect was that the data was explained in description form.

Inductive analysis had the purpose to reduce the volume of non-statistical information by identifying and organizing into important information to emerge the key findings of the research study (Johnson in Metler 2009:140)

Inductive analysis has three steps process such as organization, description and interpretation (Parsons and Brown, 2002 in Metler 2009). The first step was organization. In this step, the researcher collected the similar observational information by grouping the data in each task. Therefore, it made the next process easier to be implemented.

The second step was description. In this step, the researcher tried to connect the data results and research objective. The implementation was the researcher described about the process of the implementation of the action, and

explained about the finding in the field while the students did the activities in classroom until the end of the meeting related to the objective of the research.

The last step was interpretation. In this step, the researcher formulated the finding on previous description. The researcher should formulated the finding whether the use of photographs could help the students improved their recount text writing. Besides, the used of observation, the researcher also provided the students' tasks to prove the result of observation in the classroom.

In order to prove the progress of students' task, the researcher tried to score the percentage about the students who received the good comment in each meeting. The purpose of the result was to prove if the cycle needs to be continued or not. The cycle would be stopped if fifty percent students or above received a good comments. The formula was explained as follow:

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

Notes from the formula:

E : the percentage of students who receive a good comment

n : the total of a number students who receive a good comment

N : Total number of students

(Adapted in Ali 186:1993)

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of data analysis and discussion, it could be concluded that using photographs in series as the visual media in teaching recount text could help junior high school students writing a recount text. Photographs in series inspired students to find ideas, provided information of words (vocabularies) needed to describe, and facilitated students to organize the recount text following its generic structure. To summarize, the use of photographs in series in the teaching of recount text could make it easier for junior high school students to write a recount text from the beginning of instruction.

5.2 Suggestion

As the result that the use of photograph could help the eighth grade students in writing recount text at SMPN 1 Jenggawah, the researcher offered some suggestions to the following people:

a. The English teacher

The researcher suggests the English teacher to use photograph media in teaching writing as a consideration to help students develop their writing skill. Thus, the researcher suggests that if the English teacher wants to apply the photograph in writing, there should have more practiced with some steps in producing the writing.

b. The Future Researcher

For the future researcher, it is suggested that this research can be used as a reference related to the similar problem in further research in writing skill and as a reference to conduct another research by applying the photograph for another skill.

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Appendix A:

RESEARCH MATRIX

| Title | Problems | Variable | Indicator | Data Resources | Research Method |
|--|---|---|---|---|---|
| <p>Helping Eighth Grade Students Write Recount Text Via Photograph at SMPN 1 Jenggawah</p> | <p>1. How can photograph help students to find ideas, select vocabulary, and organize recount text writing at SMPN 1 Jenggawah?</p> | <p>1. Independent variable</p> <ul style="list-style-type: none"> • Photographs in series <p>2. Dependent Variable</p> <ul style="list-style-type: none"> • Students recount text writing | <p>Qualitative data:</p> <p>1. Making some sentences based on the photographs given</p> <p>2. Writing vocabularies includes noun, adjective, adverb or verb based on the topic of writing</p> <p>3. Writing recount text based on photograph given with its generic structure</p> | <p>1. Subject</p> <ul style="list-style-type: none"> • The eighth grade students at SMPN 1 Jenggawah <p>2. Informant and collaborator</p> <ul style="list-style-type: none"> • The English teacher of eighth grade students at SMPN 1 Jenggawah | <p>Research Design</p> <p>Classroom Action Research</p> <p>The stages of each cycles are:</p> <ol style="list-style-type: none"> 1. Planning 2. Action 3. Observation 4. Reflection <p>(Adapted from Kemmis & McTaggart, 1988 cited in Anne Burns, 2009)</p> <ol style="list-style-type: none"> 1. Area determination method <ul style="list-style-type: none"> • Purposive method 2. Data collection method <p>For preliminary data:</p> <ul style="list-style-type: none"> - Interview - Documentation <p>For Research Data</p> <ul style="list-style-type: none"> - Students worksheet - Field notes - Photographs 3. Data Analysis Method <p>Qualitative data analysis:</p> <ul style="list-style-type: none"> • Using inductive analysis method |

Appendix B: THE RESULT OF INTERVIEWS

Interviewee : Risca Ferdiana, S.Pd
 Interviewer : Paulina Ferlin
 Date : September, 13th 2016
 Place : SMPN 1 Jenggawah

| No. | Interview Questions | Teacher's Answer |
|-----|--|--|
| 1. | What kind of curriculum is used for teaching and learning process in this school recently? | We used 2013 curriculum |
| 2. | How many classes do you teach for eighth grade students? | I teach four classes for eighth grade students I teach English twice a week. |
| 3. | How many times do you teach English in a week? | Yes, I do |
| 4. | Do you teach writing skill for the students? | |
| 5. | Which class do you think needs a treatment for writing skill? | I think 8-H class needs a treatment |
| 6. | What are the difficulties which students usually face in writing? | The students usually experienced difficulties to write with the correct forms. They also get difficulties in finding the idea, how to start and organizing the sentences. Sometimes they did not understand about the instruction. |
| 7. | What kind of teaching technic do you usually used in teaching writing? | I usually used lecturing or pair-work |
| 8. | Have you ever applied a media for teaching English? | Yes, I have. But it is very rare |
| 9. | Have you ever applied photograph for teaching writing? | No, I have not |
| 10. | May I conduct a Classroom Action Research about the use of photograph in teaching writing in that class? | Yes, You are permitted to conduct a classroom action research for that class |
| 11. | Do you mind collaborating with me to conduct classroom action research in that class? | I do not mind at all |
| 12. | What is the standard minimum score of writing skill in this school? | The standard of minimum score in this school is 70. It also for all language skill |

Appendix C: Lesson Plan Meeting I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Negeri 1 Jenggawah
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII-H/2
 Kemampuan berbahasa : Writing
 Jenis Teks : Recount (personal recount)
 Tema : Unforgettable experience
 Alokasi waktu : 2 x 40 minutes (2JP)

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| No. | Kompetensi Dasar | Indikator Pencapaian Kompetensi |
|-----|--|---|
| 1. | 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. | 1.1.1 Bersemangat ketika belajar bahasa Inggris dengan senang hati 1.1.2 Siap melakukan segala aktivitas belajar bahasa Inggris |
| 2. | 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal antar pribadi dengan guru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman | 2.1.1 Menunjukkan perilaku santun dalam berkomunikasi dengan teman dan guru guna memahami materi tentang teks recount dalam bentuk personal recount 2.2.1 Menunjukkan perilaku jujur dan rasa percaya diri dalam merespon pertanyaan teman dan guru mengenai materi tentang teks recount dalam bentuk personal recount. 2.2.2 Bertanggung jawab atas segala aktifitas yang berkaitan dalam belajar bahasa inggris |
| 3. | 3.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya | 3.1.1 Menjelaskan fungsi sosial dari teks berbentuk <i>personal recount</i> 3.1.2 Mengidentifikasi persamaan struktur teks dan unsur kebahasaan dari dua teks <i>personal recount</i> . |
| 4. | 4.2 Menyusun teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait | 4.2.1 Menulis kata kerja dalam bentuk sekarang menjadi lampau. |

| | |
|---|---|
| <p>pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> | <p>4.2.2 Menulis kalimat sesuai dengan photograph yang diberikan. 4.2.3 Menyusun teks recount tulis sederhana dengan menggunakan kalimat yang telah ditulis sebelumnya sesuai struktur teks dan fungsi kebahasaannya.</p> |
|---|---|

C. Tujuan Pembelajaran

Di akhir pertemuan ini, peserta didik diharapkan dapat:

- 1) Mengidentifikasi struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks recount dalam bentuk personal recount dengan tepat.
- 2) Menulis kalimat yang terkait dengan pengalaman pribadi di waktu lampau dengan tepat.
- 3) Menulis teks recount pendek dan sederhana sesuai dengan fungsi social, struktur teks dan unsur kebahasaan dengan tepat.

D. Materi Pembelajaran

Fungsi Sosial:

Teks recount: menceritakan kejadian yang dialami pada masa lampau untuk menghibur pembaca

Unsur Kebahasaan:

- a. Penggunaan kata benda (noun) dan kata ganti (pronoun), misalnya: David, dan We
- b. Penggunaan kata kerja aksi (action verb), misalnya: played dan went
- c. Penggunaan kalimat dengan tata bahasa dalam bentuk lampau (past tense), misalnya: we went for a trip to the zoo.
- d. Penggunaan keterangan penghubung waktu (time conjunction), misalnya: after, dan finally
- e. Penggunaan kata keterangan (adverb) atau frase keterangan (adverbs of phrase), misalnya: in my house and two days ago
- f. Penggunaan kata sifat (adjective), misalnya: beautiful
- g. Ejaan dan tanda baca

Struktur Teks:

- a. Orientasi
- b. Urutan kejadian
- c. Orientasi ulang

E. Metode Pembelajaran

Pendekatatan : Scientific Approach

Strategy : Mengamati, Menanya, Mencoba, Mengasosiasi, Mengkomunikasikan

Metode : Tanya jawab dan latihan.

F. Media, Alat/bahan dan Sumber Pembelajaran

1. Media

Foto (Photograph)

2. Alat/bahan

Boardmarker, papan tulis, lembar kerja

3. Sumber Pembelajaran

Buku “ When English Rings A Bell”

G. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (10 menit)

- 1) Berdoa (1’)
- 2) Guru mengecek kehadiran dan kesiapan belajar siswa; (3’)
- 3) Guru memotivasi siswa dengan menunjukkan sebuah foto (10’)
- 4) Guru mengajukan leading questions terkait materi yang akan dipelajari; (2’)
- 5) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai (3’)

Kegiatan Inti (60 menit)

Mengamati

- 1) Siswa mengamati dan mencermati contoh personal recount teks tulis yang diperlihatkan oleh guru berjudul “*Camping With Friends*” (5’)
- 2) Siswa bersama guru mengidentifikasi struktur teks dan unsur kebahasaan dari teks yang diperlihatkan sebelumnya (10’)
- 3) Siswa mencermati penjelasan dari guru terkait dengan fungsi social dari teks personal recount (2’)

Menanya

- 4) Siswa diminta untuk mengajukan pertanyaan terkait dengan hal-hal yang kurang dipahami pada teks sebelumnya. (2’)

Mencoba

- 5) Siswa mengamati foto dalam bentuk seri yang berjudul “*Visiting Rumah Apung Bangsring*” diberikan oleh guru (1’)
- 6) Secara berpasangan, siswa diminta untuk mengubah kata kerja dalam bentuk satu kedalam bentuk lampau di dalam kotak (10’)
- 7) Secara berpasangan, siswa diminta untuk berdiskusi mengenai isi dari foto dalam bentuk seri yang diberikan (10’)
- 8) Secara individu, siswa diminta untuk menulis kalimatnya sendiri

Mengasosiasi

- 9) Secara individu, siswa menulis teks personal recount berdasarkan informasi dari kegiatan sebelumnya dengan memperhatikan struktur teks dan unsur kebahasaan. Didalam template yang disediakan (5’)

Mengkomunikasikan

- 10) Siswa mengumpulkan hasil pekerjaan mereka (1’)

Penutup (10 menit)

- 1) Guru bersama siswa menyimpulkan/membuat rangkuman secara lisan tentang materi yang baru saja dipelajari. (5’)
- 2) Guru menginformasikan tentang materi pokok yang akan dipelajari pada pertemuan selanjutnya (5’)

INSTRUCTIONAL MATERIALS

MEETING I

KEGIATAN PENDAHULUAN

- **Gambar Motivasi**
Instruction: *Look at the photograph!*



- **Leading Questions**
Do you know what I bring right now?
What photograph is it?
Did you go there before?
Did you go to another interesting place?
Do you have an interesting experience?
Do you like telling your experience?
Did you write your experience?
Did you know what recount text is?

KEGIATAN INTI

MENGAMATI

Instruction: *Look at the example of recount text below!*

Camping with Friends

Three months ago, I *went* to Papuma Beach for camping with my childhood friends. We *went* there by motorcycle in the evening.

In Papuma Beach, we *helped* each other to set up the tents. **After that**, we *had* a dinner, *played* Uno cards together and *slept* in the midnight.

Next morning, we *woke* up early and *watched* the sunrise together. The sunrise was beautiful. **Then**, we *had* a cup of instant noodle for our breakfast.

Finally, after we *had* breakfast, we *went* home and we *had* a great time camping at Papuma Beach.

Orientation

Events

Re-orientation

Exercise 1

Instruction: Read the text below and label the generic structure of it.

| Being Late | |
|---|--------|
| <p>This morning, Dinar, my deskmate <i>woke</i> up late and she <i>had</i> to go to school.</p> | 1..... |
| <p>First, she <i>wanted</i> to take her bike, she <i>could not</i> move it because there were some chairs that <i>blocked</i> up her bike.</p> <p>She <i>tried</i> to move the chairs, so that her bike <i>could</i> move from the garage but <i>failed</i>.</p> | 2..... |
| <p>Then, she <i>called</i> her old brother to help her. So, she <i>could</i> move her bike and <i>rode</i> it to go to school.</p> <p>Finally, she <i>arrived</i> at school and she felt <i>tired</i> after the accident of this morning.</p> | 3..... |
| <p>(Adapted on: http://www.englishindo.com/)</p> | |

Questions:

- What are the generic structures of the text above?
- Do you find any similarities on generic structures and language features with the text before?

MENANYA

Instruction: Please ask some questions about the text given before if it is not clear enough for you.

MENCOBA

Task 1

Instruction: Observe the photographs below and transform the verb in the boxes into verb 2.

Visiting Rumah Apung Bangsring



1. Go :

2. Buy :



3. Sail :



4. Arrive :



5. See:



6. Feed :



7. Leave :



8. Enjoy :

Task 2

Instruction: Write a sentence based on the photographs using the verb you had transformed.

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

MENGASOSIASI

Task 3

Instruction: Write a simple recount text based on sentences you got before by following the generic structures and language features appropriately using the connectors in the box. (You may add some sentences if it is necessary).

- | | |
|---------------|----------|
| a. Finally | d. Next |
| b. Then | e. First |
| c. After that | |

Visiting Rumah Apung Bangsring

Orientation

.....
.....

Events

.....
.....
.....
.....
.....

Re-orientation

.....
.....
.....

MENGGOMUNIKASIKAN

Instruction:

- Now, please representative students collect the result of recount text that you have revised before

KEGIATAN PENUTUP

Instruction:

- What have we learned today?

Appendix D: Lesson Plan Meeting II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Negeri 1 Jenggawah
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII-H/2
 Kemampuan berbahasa : Writing
 Jenis Teks : Recount (personal recount)
 Tema : Unforgettable experience
 Alokasi waktu : 2 x 40 minutes (2JP)

A. Kompetensi Inti

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
 KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| No. | Kompetensi Dasar | Indikator Pencapaian Kompetensi |
|-----|--|---|
| 1. | 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. | 1.1.1 Bersemangat ketika belajar bahasa Inggris dengan senang hati 1.1.2 Siap melakukan segala aktivitas belajar bahasa Inggris |
| 2. | 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal antar pribadi dengan guru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman | 2.1.1 Menunjukkan perilaku santun dalam berkomunikasi dengan teman dan guru guna memahami materi tentang teks recount dalam bentuk personal recount 2.2.1 Menunjukkan perilaku jujur dan rasa percaya diri dalam merespon pertanyaan teman dan guru mengenai materi tentang teks recount dalam bentuk <i>personal recount</i> . 2.2.2 Bertanggung jawab atas segala aktifitas yang berkaitan dalam belajar bahasa inggris |
| 3. | 3.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya | 3.1.1 Menjelaskan fungsi sosial dari teks berbentuk <i>personal recount</i> 3.1.2 Mengidentifikasi persamaan struktur teks dan unsur kebahasaan dari dua teks <i>personal recount</i> . |
| 4. | 4.2 Menyusun teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait | 4.2.1 Menulis kata kerja dalam bentuk sekarang menjadi lampau. |

| | |
|---|---|
| <p>pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> | <p>4.2.2 Menulis kalimat sesuai dengan photograph yang diberikan. 4.2.3 Menyusun teks recount tulis sederhana dengan menggunakan kalimat yang telah ditulis sebelumnya sesuai struktur teks dan fungsi kebahasaannya.</p> |
|---|---|

C. Tujuan Pembelajaran

Di akhir pertemuan ini, peserta didik diharapkan dapat:

- 4) Mengidentifikasi struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks recount dalam bentuk personal recount dengan tepat.
- 5) Menulis kalimat yang terkait dengan pengalaman pribadi di waktu lampau dengan tepat.
- 6) Menulis teks recount pendek dan sederhana sesuai dengan fungsi social, struktur teks dan unsur kebahasaan dengan tepat.

D. Materi Pembelajaran

Fungsi Sosial:

Teks recount: menceritakan kejadian yang dialami pada masa lampau untuk menghibur pembaca

Unsur Kebahasaan:

- a. Penggunaan kata benda (noun) dan kata ganti (pronoun), misalnya: David, dan We
- b. Penggunaan kata kerja aksi (action verb), misalnya: played dan went
- c. Penggunaan kalimat dengan tata bahasa dalam bentuk lampau (past tense), misalnya: we went for a trip to the zoo.
- d. Penggunaan keterangan penghubung waktu (time conjunction), misalnya: after, dan finally
- e. Penggunaan kata keterangan (adverb) atau frase keterangan (adverbs of phrase), misalnya: in my house and two days ago
- f. Penggunaan kata sifat (adjective), misalnya: beautiful
- g. Ejaan dan tanda baca

Struktur Teks:

- a. Orientasi
- b. Urutan kejadian
- c. Orientasi ulang

E. Metode Pembelajaran

Pendekatatan : Scientific Approach
Strategy : Mengamati, Menanya, Mencoba, Mengasosiasi, Mengkomunikasikan
Metode : Tanya jawab dan latihan.

F. Media, Alat/bahan dan Sumber Pembelajaran

4. Media

Foto (Photograph)

5. Alat/bahan

Boardmarker, papan tulis, lembar kerja

6. Sumber Pembelajaran

Buku “ When English Rings A Bell”

G. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (10 menit)

- 6) Berdoa (1’)
- 7) Guru mengecek kehadiran dan kesiapan belajar siswa; (3’)
- 8) Guru memotivasi siswa dengan menunjukkan sebuah foto (10’)
- 9) Guru mengajukan leading questions terkait materi yang akan dipelajari; (2’)
- 10) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai (3’)

Kegiatan Inti (60 menit)

Mengamati

- 11) Siswa mengamati dan mencermati contoh personal recount teks tulis yang diperlihatkan oleh guru berjudul *Visiting Galaxy Park* (5')
- 12) Siswa bersama guru mengidentifikasi struktur teks dan unsur kebahasaan dari teks yang diperlihatkan sebelumnya (10')
- 13) Siswa mencermati penjelasan dari guru terkait dengan fungsi social dari teks personal recount (2')

Menanya

- 14) Siswa diminta untuk mengajukan pertanyaan terkait dengan hal-hal yang kurang dipahami pada teks sebelumnya. (2')

Mencoba

- 15) Siswa mengamati foto dalam bentuk seri yang berjudul *Trip to Jember* yang diberikan oleh guru (1')
- 16) Secara berpasangan, siswa diminta untuk mengubah kata kerja dalam bentuk satu kedalam bentuk lampau di dalam kotak (10')
- 17) Secara berpasangan, siswa diminta untuk berdiskusi mengenai isi dari foto dalam bentuk seri yang diberikan (10')
- 18) Secara individu, siswa diminta untuk menulis kalimatnya sendiri (3')

Mengasosiasi

- 19) Secara individu, siswa menulis teks personal recount berdasarkan informasi dari kegiatan sebelumnya dengan memperhatikan struktur teks dan unsur kebahasaan. Didalam template yang disediakan (5')

Mengkomunikasikan

- 20) Siswa mengumpulkan hasil pekerjaan mereka (1')
- 21) Guru memanggil salah satu siswa untuk menuliskan hasil didepan (1')

Penutup (10 menit)

- 3)Guru bersama siswa menyimpulkan/membuat rangkuman secara lisan tentang materi yang baru saja dipelajari. (5')
- 4)Guru menginformasikan tentang materi pokok yang akan dipelajari pada pertemuan selanjutnya (5')

INSTRUCTIONAL MATERIAL

MEETING II KEGIATAN PENDAHULUAN

- **Leading Questions**

- What kinds of text type that we have discussed before?
- Did you remember the social function of recount text?
- Did you remember the generic structures of recount text?
- Did you remember language features of recount text?

KEGIATAN INTI MENGAMATI

Instruction: *Look at the example of recount text below!*

| Visiting Galaxy Park | |
|---|----------------|
| <p>Last month, I <i>visited</i> Galaxy Park in the afternoon. I <i>went</i> there with Indy, Shella and Yudha by motorcycle.</p> | Orientation |
| <p>First, we <i>entered</i> the galaxy market. We <i>bought</i> some snacks there and <i>ate</i> them together in the park.</p> | Events |
| <p>After that, we <i>walked</i> around and <i>saw</i> some animals such as deer, peacock, owl, monkey and so many others. The animals were cute.</p> | |
| <p>Finally, after we <i>walked</i> around, we <i>decided</i> to go home and we were happy after visiting that place.</p> | Re-orientation |

Exercise 1

Instruction: *Read the text below then give underline on the verbs and circle for the time connectives.*

| Visiting Mount Bromo | |
|---|-------------------|
| <p>Last week, I went to Mount Bromo. It is located in Probolinggo, East Java. I went there by bus.</p> | 1. Orientation |
| <p>First, I saw Mount Batok there. The scenery was very beautiful. I rode on horseback. It was scary, but it was fun.</p> | 2. Events |
| <p>Next, I took a rest and had lunch under a big tree in the afternoon. I also took some photos before coming home.</p> | |
| <p>Finally, I went home after had lunch. I really enjoyed this trip to Mount Bromo.</p> | 3. Re-orientation |

Questions:

- What are the generic structures of the text above?
- Do you find any similarities on generic structures and language features with the text before?

MENANYA

Instruction: *Please ask some questions about the text given before if it is not clear enough for you.*

MENCOBA

Task 1

Instruction: *Observe the photographs below and change the verb 1 into past form in the boxes.*

Trip to Jember



1. Go :



2. Buy :



3. Check in :



4. Depart :



5. See :



6. Go into:



7. Cross :



8. Arrive :

Task 2

Instruction: Write a sentence based on the photographs using the verb you had transformed before.

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

MENGASOSIASI

Task 3

Instruction: Write a simple recount text based on sentences you got before by following the generic structures and language features appropriately. (You may add some sentences if it is necessary).

| <u>Trip to Jember</u> | |
|-----------------------|---|
| <u>Orientation</u> | |
| <u>Events</u> | |
| <u>Re-orientation</u> | |

MENGKOMUNIKASIKAN

Instruction:

- Now, I will ask a student randomly to write the result of recount text that you have revised on the white board

KEGIATAN PENUTUP

Instruction:

What have we learned today?

Appendix E. Field Notes

Field Note: 1 (meeting 1)

Date: Saturday, March 11th 2017

Place: 8-H class of SMPN 1 Jenggawah

Time: 08.30

Activity: Meeting 1 (Cycle 1)

Observer name: Paulina Ferlin (researcher)

Respondent: R: researcher

ET: English Teacher (collaborator)

R entered 8-H class. ET introduced R to the students that she taught in the class for some meetings. Then, R was allowed to teach in the class. R showed a photograph about holiday and asked some leading questions. The students actively answered R question, but they did not get what material they were going to learn. After that, R explained that they were going to learn about Recount text. R distributed the example of recount text to introduce the students about the form of the text. The students read and observed the text by themselves. After that, R asked the students about what characteristics were there in recount text. Most of the students did not get it. Therefore, R explained the characteristic of recount text. After R explained the material, R distributed photograph in series. The photographs were about Rumah Apung Bangsring. On the photograph, there were boxes which contained verb one. R asked the students to change the words into past-tense verb. The students did it with their desk mates. The students were allowed looking at the dictionary or their note. Then, some representatives were asked to write the answer in the white board. They did it confidently. Move to the second task, R spread another sheet to the students. They had to write some sentences based on the photograph. They could discuss the photograph with their desk mates. They made eight sentences by transforming verb and got various sentences. They diligently looked at their dictionary. From those eight sentences, they got some verbs, nouns, and adverbs after they looked at the picture. However, they did the task slowly because it was more difficult than the previous one. Moved to the last task, the students tried to write recount text individually by themselves. The students were asked to write recount text by the sentences they got before. The students were still awkward to write down the text. Their expressions looked confused how to arrange their idea on the sheet. Finally, they finished the task and collected them in front of the class. R reviewed the material again and finally parting to the students

Field Note: 2 (meeting 1)

Date: Saturday, March 11th 2017

Place: 8-H class of SMPN 1 Jenggawah

Time: 08.30

Activity: Meeting 1 (Cycle 1)

Observer name: Indit Rezki K

Respondent: R: researcher

ET: English Teacher (collaborator)

ET entered class 8H and greeted the students. ET reviewed the material on the previous meeting. Then, R was allowed to come into the class. ET introduced R to the students because R wanted to conduct a classroom action research about writing a recount text. The students were happy

and accepted R to teach them for some meetings. After that, ET was allowed R to teach in front of the class. R brought a photograph which was related to the material to and asked some leading questions. The students seemed curious and anticipating with the lesson they learned. Following step, R tried to explain the material. The response of the students was enough about their comprehension. Next step, R shared photograph in series to students. Since the photograph was not big enough if it is used for a whole class, it is accepted that the photograph in series given each for two students. The topic was Visiting Rumah Apung Bangsring. For the first task, it was easy and the instruction was clear. They did it with their pair. In consequence, the students were easy to follow the instruction. The students were enthusiast to write down the answer on the white board. The students opened their dictionary without being commanded before. The second task was to write a sentence for each picture. The second task was to write a sentence for each picture. Some of the students asked to the R, they were confused because they did not understand the instruction. However, R finally explained what they should have done about the picture. The reason of the problem was there was almost a misunderstanding about what tenses the students should have used. They slowly made sentences but they were still enthusiast. They could have shared their idea with their pair. While doing the task, the students were attracted to look at the photograph. The last task was the students should have made a recount text based on the sentenced they had conducted. However, students still could not have understood the instruction.

Field Note: 3 (meeting 2)

Date: Saturday, March 18th 2017

Place: 8-H class of SMPN 1 Jenggawah

Time: 08.30

Activity: Meeting 2 (Cycle 1)

Observer name: Paulina Ferlin (researcher)

Respondent: R: researcher

ET: English Teacher (collaborator)

R entered the class with ET. ET started to continue the previous meeting. After that, ET greeted the students and asked some leading questions about the material which had been taught on previous meeting. They remembered while ET asked about generic structure and language feature about recount text today. ET was explaining again about the material then focused to explain more about generic structure and language feature about recount text. The reason was the students tended to make error on that area according to their previous task. In order to make them aware, the ET asked again randomly to the students about the information related to generic structure. Then, ET was checking about students' awareness about past-tense verb and time conjunction. The students seemed confidence to identify that quickly. There were so many students answering the ET. Therefore, ET concluded that the students understand about recount text. Next step was that ET shared first task for the students. The task was changing the verb in the box below the photograph in series into past-tense verb with the topic Trip to Jember. They did the task with their desk mates. The students were already familiar about the task. However, they got difficulties while there was preposition. Then, ET explained how they changed the verb. After the students finished the task, students were enthusiast to write down the answer on the white board and the ET checked the answer. After that, ET continued to the next task that was more difficult than before. The students were asked to make a sentence from the photograph in series. The students could have shared their thought with their desk mates. ET did not forget to tell the students that they should write them in the past form. After observing the pictures. The students finally got their vocabularies needed after looking at dictionary. The ideas from the sentences were

various from one student to another. They did this task faster than before. The lesson was continued. The students were asked to make a recount text by the sentence they had written before. In this session, the teacher told to make a recount text without ignoring its generic structure and language feature. In addition, ET said that the students could use the example of the recount text which had been given as a model to write. The result was that the students did it well so far. The entire task was collected. ET called a students to write down the result of her writing and gave a comment about the writing. Therefore, the students in the class knew what they should have written a recount text and the error that they tended to make. The last was ET gave an announcement that next meeting is for the test. ET reviewed the material again with the students and parting to students.

Field Note: 4 (meeting 2)

Date: Saturday, March 18th 2017

Place: 8-H class of SMPN 1 Jenggawah

Time: 08.30

Activity: Meeting 2 (Cycle 1)

Observer name: Ulfa Lailatul R

Respondent: R: researcher

ET: English Teacher (collaborator)

ET and R came into 8H class. R was looking for an empty seat to observe the class. ET started the lesson by greeting the students. ET gave leading question to review the material about recount text. Some of them responded well. They could mention the characteristic of recount text but the result from previous task was different. ET assumed that they did not catch the point on the previous task because it was their first time writing recount text. After that, ET spread the text about recount text and explained more about the characteristics of generic structure. In order to prove their knowledge again, ET asked randomly about generic structure to the students. After they focused, ET could transfer information of the characteristic of generic structure well. The response was good. Besides, ET asked the students to find the times conjunction and identify the past-tense verb in example of recount text. They did not have difficulties to identify the text. After that, photograph in series about Trip to Jember was distributed to the students. There were eight words below each picture and they should transform them into past form. The students were enthusiast looking up their notes and dictionary. They do it with their desk mates. One of the students had a question about how to change the verb if there was a preposition. After they finished the task, some of them asked to write the answer and they snatched to write the answer. Then, ET spread the task sheet to the students. They were asked to write eight sentences from the verb they got and the sentences came from the photograph. They could discuss about the picture with their desk mates. ET told the students to make sentences in past tense. Some students asked about what picture it was. It happened because the photograph might be not clear enough for the students. After ET explained about the picture, they finally understood about what they would write. The students felt confidence to put their sentences. They got the vocabulary that they needed to write the sentences. They did the task well. The last task was to write a recount text based on the sentences which they had made. The students seemed did it really well. ET thought that the students were used to write recount text. While ET distributed the sheet, the students looked enthusiast to do the task. Finally, all the task was collected. ET pointed a representative of the class to write the result of the writing. ET discussed about her writing in front of the other students. Her writing already fulfilled the information about the characteristic of recount text. The students with ET reviewed the material.

Appendix F. STUDENTS WRITING TASK RESULT MEETING I

Day/Date: Saturday, March 11th 2017

Task 2 (Write sentences based on photograph)

| Students Number | Result of Observation | Observer comment |
|-----------------|---|---|
| 1 | <ol style="list-style-type: none"> 1. She went to visiting Rumah Apung Bangsring 2. She bought ticket in the ticket window 3. She sailed to Rumah Apung Bangsring 4. She arrived in Rumah Apung Bangsring 5. She saw fish in the dyke Rumah Apung Bangsring 6. She gave food fish 7. She left Rumah Apung Bangsring 8. She enjoyed visit in Rumah Apung Bangsring | <p>The ideas represented the photographs.</p> <p>This student got correct vocabularies which were needed to use in recount text</p> |
| 2 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought ticket in the locket 3. She sailed to Rumah Apung Bangsring 4. She arrived in the Rumah Apung Bangsring 5. She saw shark 6. She gave fish food 7. She left Rumah Apung Bangsring 8. She enjoyed landscape in the Rumah Apung Bangsring | <p>The ideas represented the photographs.</p> <p>This student mostly got correct vocabularies which were needed but there was not appropriate to use in recount text for example locket</p> |
| 3 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought the ticket in counter 3. She sailed by boat in the sea 4. She arrived in Rumah Apung Bangsring 5. She saw fish in the fish pod 6. She gave eat fishes 7. She left Rumah Apung Bangsring by boat 8. She enjoyed the trip in Rumah Apung Bangsring | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed but some were still not appropriate to use in recount text for examples gave eat, and pod</p> |
| 4 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought the ticket in the counter 3. She sailed with the ship 4. She arrived in Rumah Apung Bangsring 5. She saw the shark 6. She fed the fish 7. She left from Rumah Apung Bangsring | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed</p> |
| 5 | This students not attended the class | |
| 6 | This students not attended the class | |
| 7 | <ol style="list-style-type: none"> 1. She went Rumah Apung Bangsring last morning 2. She bought mat last afternoon 3. She sailed use ship last afternoon 4. They arrived in the Rumah Apung Bangsring 5. She saw much fish last afternoon 6. She gave eat fish last afternoon 7. They left Rumah Apung Bangsring last afternoon 8. She enjoyed adventure last afternoon | <p>The second sentence did not represent the photograph</p> <p>This student got correct vocabularies needed but there were some not appropriate to use in recount text for examples mat, and use</p> |

| | | |
|----|---|---|
| 8 | This students not attended the class | |
| 9 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought ticket 3. She sailed in the sea 4. She arrived in the Rumah Apung Bangsring 5. She saw fish 6. She gave the fish food 7. She left Rumah Apung Bangsring 8. She enjoyed her trip | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies to write recount text</p> |
| 10 | <ol style="list-style-type: none"> 1. Yesterday she went to Rumah Apung Bangsring 2. She bought one ticket to Rumah Apung 3. She sailed to Rumah Apung 4. Then, she arrived in the Rumah Apung 5. She saw fish in the dam 6. He gave eat fish 7. She left Apung House 8. She feel enjoyed this time | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed but there were vocabularies that were still not appropriate to use in recount text for example gave eat and dam</p> |
| 11 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought ticket in the counter 3. She sailed by boat in the sea 4. She arrived in the Rumah Apung Bangsring 5. She saw fishes in the fish pool 6. He gave eat fishes 7. She left Rumah Apung Bangsring with boat 8. She enjoyed the trip Rumah Apung Bangsring | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed but there was not appropriate to use in recount text for examples gave eat</p> |
| 12 | This students not attended the class | |
| 13 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought ticket from counter 3. She sailed to Rumah Apung Bangsring 4. She arrived at Rumah Apung Bnagsring 5. She saw some fish 6. She gave food some fish 7. She left Rumah Apung Bangsring 8. She enjoyed Visit Rumah Apung Bangsring | <p>The ideas represented the photographs</p> <p>This student mostly got correct vocabularies which were needed but there were vocabularies that were still not appropriate to use in recount text for examples</p> |
| 14 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bnagsring 2. She bought a ticket 3. She sailed to see landscape 4. she arrived at the Rumah Apung Bangsring 5. She saw a shark 6. He gave a fish food 7. She left on Rumah Apung Bangsring 8. She enjoyed a landscape on boat | <p>The ideas represented the photographs</p> <p>This student mostly got correct vocabularies which were needed but there were vocabulary that were not appropriate to use in recount text for example gave fish food</p> |
| 15 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought a ticket 3. She sailed in the sea use ship 4. She arrived in the Rumah Apung Bangsring 5. She saw many fishes 6. He gave eat fishes | <p>The ideas represented the photographs</p> <p>This student mostly got correct vocabularies which were needed but there were vocabularies that were still</p> |

| | | |
|----|---|---|
| | <ol style="list-style-type: none"> 7. She left the sea 8. She enjoyed adventure in the sea | <p>not appropriate to use in recount text for examples gave eat, and use</p> |
| 16 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought a ticket window 3. She sailed with the fisherman 4. She arrived at the Rumah Apung Bangsring 5. She saw fishes in the fish pools 6. Fisherman gave a food to a fishes 7. She left the fish pools 8. She enjoyed the sailing boat | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed in recount text</p> |
| 17 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought a ticket 3. She sailed with fisherman 4. She arrived at the Rumah Apung Bangsring 5. She saw fish in the fish pools 6. Fisherman gave a food to fish 7. She left the fish pools 8. She enjoyed in the ship | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed but there were vocabularies that were still not appropriate to use in recount text for examples the ship</p> |
| 18 | <ol style="list-style-type: none"> 1. She went Rumah Apung Bangsring 2. She bought a ticked 3. She sailed in the sea road a ship 4. She arrived in Rumah Apung Bangsring 5. She saw shark 6. She fed food 7. She left Rumah Apung Bangsring 8. She enjoyed freeday in Rumah Apung Bangsring | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed but there were vocabularies that were still not appropriate to use in recount text for examples ship, and road.</p> |
| 19 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought ticket 3. She sailed in the sea 4. She arrived in the Rumah Apung Bangsring 5. She saw fish 6. She gave the fish food 7. She left Rumah Apung Bangsring 8. She enjoyed the trip | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed to use in recount text</p> |
| 20 | <ol style="list-style-type: none"> 1. She went visit to Rumah Apung Bangsring 2. She bought a ticket sailing boat 3. She sailed to Rumah Apung Bangsring 4. She arrived in the Rumah Apung Bangsring 5. She saw fishes in the fish pond 6. She gave food fishes in the fishpond 7. She left Rumah Apung Bangsring 8. She enjoyed the scenery in Rumah Apung Bangsring | <p>The ideas was represented the photographs</p> <p>This student got correct vocabularies which were needed to use in recount text</p> |
| 21 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought ticket from locket 3. She sailed to Rumah Apung Bangsring 4. She Arrived at Rumah Apung Bangsring 5. She saw some fish 6. She gave food some fish | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed but there were</p> |

| | | |
|----|--|---|
| | <ol style="list-style-type: none"> 7. She left Rumah Apung Bangsring 8. She enjoyed to visit Rumah Apung Bangsring | <p>vocabularies that were still not appropriate to use in recount text for example, locket</p> |
| 22 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought ticket in the ticket window 3. She sailed to Rumah Apung Bangsring 4. She arrived in Rumah Apung Bangsring 5. She saw fish in the dyke Rumah Apung Bangsring 6. She gave food fish 7. She left Rumah Apung Bangsring 8. She enjoyed visit in Rumah Apung Bangsring | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed to use in recount text</p> |
| 23 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought ticket in the ticket window 3. She sailed to Rumah Apung Bangsring 4. She arrived in Rumah Apung Bangsring 5. She saw fish in the dyke Rumah Apung Bangsring 6. She gave food fish 7. She left the beach 8. She enjoyed to visit in Rumah Apung Bangsring | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed</p> |
| 24 | <ol style="list-style-type: none"> 1. She went to visit Rumah Apung Bangsring 2. She bought a ticket 3. She sailed go in the Rumah Apung Bangsring 4. She arrived in the Rumah Apung Bangsring 5. She saw may fish in the earthen dam 6. Sh gave eat fish 7. She left Rumah Apung Bangsring 8. She enjoyed enchantment beach | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed but there were vocabularies that were still not appropriate to use in recount text for example gave eat</p> |
| 25 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought ticket in the loket 3. She sail by ship in the sea 4. She arrived in Rumah Apung Bangsring 5. She saw fishes in the dam 6. He gave eat the fishes 7. She left Rumah Apung Bangsring 8. She enjoyed view on the ship last time | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed but there were vocabularies that were still not appropriate to use in recount text for examples ship, locket, and gave eat.</p> |
| 26 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought ticket in locket 3. She sailed with ship 4. She arrived in Rumah Apung Bangsring 5. She saw shark in the fish pond 6. She gave the fish food 7. She left Rumah Apung Bangsring 8. She enjoyed the vacation | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed but there were vocabularies that were still not appropriate to use in recount text for examples locket, and with.</p> |
| 27 | This students not attended the class | |
| 28 | <ol style="list-style-type: none"> 1. She went Rumah Apung Bangsring 2. She bought a ticket 3. She sailed in sea road a ship | <p>The ideas represented the photographs</p> <p>This student got correct</p> |

| | | |
|----|---|--|
| | <ol style="list-style-type: none"> 4. She arrived in Rumah Apung Bangsring 5. She saw shark 6. She gave the food 7. She left Rumah Apung Bangsring 8. She enjoyed freeday in Rumah Apung Bangsring | <p>vocabularies which were needed but there were vocabularies that were still not appropriate to use in recount text for examples road</p> |
| 29 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought a ticket 3. She sailed on the boat 4. She arrived in the Rumah Apung Bangsring 5. She saw many fishes 6. He fed the fishes 7. She left the beach 8. She enjoyed her adventure | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed to use in recount text</p> |
| 30 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought ticket in locket 3. She sailed by ship in the beach 4. She arrived in the Rumah Apung Bangsring 5. She saw fishes in the dam 6. He gave eat the fish 7. She left Rumah Apung Bangsring 8. She enjoyed view on the ship last time | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed but there were vocabularies that were still not appropriate to use in recount text for examples locket, ship, and gave eat</p> |
| 31 | <ol style="list-style-type: none"> 1. She went to RumaApung Bangsring 2. She bought ticket in loket 3. She sailed with ship 4. She arrived in Rumah Apung Bangsring 5. She saw shark in the fish pond 6. She gave the fish food 7. She left Rumah Apung Bangsring 8. She enjoyed the vacation | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed but there were vocabularies that were still not appropriate to use in recount text for example loket</p> |
| 32 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought the ticket in counter 3. She sailed with a ship 4. She arrived in Rumah Apung Bangsring 5. She saw the shark 6. She gave the fish food 7. She left Rumah Apung Bangsring 8. She enjoyed the vacation | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed but there were vocabularies that were still not appropriate to use in recount text for examples with and ship</p> |
| 33 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought ticket in loket 3. She sailed to Rumah Apung Bangsring 4. She arrived in the Rumah Apung Bangsring 5. She saw shark 6. She gave fish food 7. She left Rumah Apung Bangsring 8. She enjoyed landscape in the Rumah Apung Bangsring | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed but there were vocabularies that were still not appropriate to use in recount text for example loket.</p> |
| 34 | <ol style="list-style-type: none"> 1. She went to visit Rumah Apung Bangsring | <p>The ideas represented the</p> |

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| | <ol style="list-style-type: none"> 2. She bought a ticket 3. She sailed go in the Rumah Apung Bangsring 4. She arrived in the Rumah Apung Bangsring 5. She saw many fish in the earthern dam 6. She gave eat fish 7. She left Rumah Apung Bangsring 8. She enjoyed enchantment beach | <p>photographs</p> <p>This student got correct vocabularies which were needed but there were vocabularies that were still not appropriate to use in recount text for examples go and gave eat</p> |
| 35 | <ol style="list-style-type: none"> 1. She went to Rumah Apung Bangsring 2. She bought a ticket 3. She sailed to see a landscape 4. She arrived at the Rumah Apung Bangsring 5. She saw a shark 6. He gave a fish food 7. She left on Rumah Apung Bangsring 8. She enjoyed a landscape on boat | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies to use in recount text</p> |
| 36 | <ol style="list-style-type: none"> 1. Yesterday she went to Rumah Apung Bangsring 2. She bought one ticket to Rumah Apung Bangsring 3. She sailed to Rumah Apung Bangsring 4. Then, she arrived in the Rumah Apung Bangsring 5. She saw fish in the dam 6. She saw he gave eat fish 7. She left Rumah Apung Bangsring 8. She feel enjoyed this time | <p>The ideas represented the photographs</p> <p>This student got correct vocabularies which were needed but there were vocabularies that were still not appropriate to use in recount text for example eat</p> |

Day/Date: Saturday, 11th March 2017

Task 3 (Writing Recount Text by considering generic structures especially the organization of recount text)

| Students Number | Observation Result | Observer Comment |
|-----------------|---|--|
| 1 | Dealing with the organization of recount text, the student number one put the correct order generic structure of recount text. In orientation, this student explained the time and place clearly. In events, this student described the event chronologically and reorientation described the impression of the story. The main idea and supporting detail were clear, and relevant to the topic. This student also used appropriate transitions for example first, after that, after, then, and finally. | This students organized recount text well |
| 2 | Dealing with the organization of recount text, the student number two put the incorrect orientation because she gave events information on orientation. The events were not chronological because it was not begun by transition first or firstly and the re-orientation did not refer to orientation. This students also used appropriate transitions for example first, after that, then, next and finally. | This student learned more about how to present orientation, events and how to explain the re-orientation of recount text |
| 3 | Dealing with the organization of recount text, the student number three put inappropriate structure because there was not clear time about the story happened. The events and re-orientation was good. This student also used appropriate transitions for example first, after that, next, then, and finally. | This student fairly made a good recount text but this students made a crucial mistake that was he did not put time signal about when the story happened. |

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| 4 | Dealing with the organization of recount text, In orientation, this student did not explain the time clearly. In events, this student did not describe the event chronologically because it was not began by first or firstly and for reorientation describe the impression after visiting the place. This student also used varied transitions for example first, next, after that, then, and finally. | This students fairly composed a good recount text, but she should learn more about orientation, events and the use of appropriate transition |
| 5 | This student did not attend the class | |
| 6 | This student did not attend the class | |
| 7 | This student number seven generic structure was correct, but the way she expressed the ideas made the reader confused. The transition used was appropriate such as first, after that and finally | She should learn more about how to express the idea and use varied transition. |
| 8. | This student did not attend the class | |
| 9 | This student stated clear idea and supporting details in orientation. The events were also chronologic and re-orientation also showed an impression of the story. The transition used was good and varied. They were first, after that, then, next and finally | This student wrote a good recount text |
| 10 | The student number ten orientation was clear because it told about the main idea and supporting details. On the events, she put wrong time order because she did not begin with first or firstly and for the re-orientation she expressed her impression after had a trip. The transition use was good because she used varied transition such as after that, next, then, and finally | This students should learn more about transition |
| 11 | This student number eleven wrote the good orientation of recount text because. The events told chronologically and the re-orientation was good because he told the idea matched with the characteristic. The transition used were varied such as first, after that, next, then and finally | He wrote good recount text. |
| 12 | This student did not attend the class | |
| 13 | This student stated clear idea and supporting details in orientation. The events were also chronological and re-orientation also showed an impression of the story. The transition used was good and varied. They were first, after that, in the afternoon, then, and finally | This students wrote a good recount text |
| 14 | The student number fourteen stated the orientation of recount text clearly. The event of the story was also chronological. The reorientation did not show the impression about the trip. The transition used was varied such as first, next, after that, then and finally | This students should learn more about re-orientation |
| 15 | This student number fifteen stated the orientation of recount text clearly. The events were also chronological and the reorientation still talked about the events. The transition used was varied. On the text she got first, next, over there, and finally | She should learn more about re-orientation |
| 16 | This student number sixteen stated the main idea clearly. The events were also told chronologically and the reorientation was not good enough because it did not tell impression of the story. The transition used was good | This student should learn more about re-orientation |
| 17 | This student expressed the orientation inappropriately. The events told chronologically but the reorientation was not clear. The transition used was limited. She only got first, then, and finally | She should learn more about orientation and reorientation |
| 18 | Student number eighteen put wrong time order in the orientation. The events were not chronologic because there was not beginning transition but the re-orientation was stated correctly according to generic structure of recount text. The transition used was limited. She only got after that, | This student should learn more about orientation, events and transition. |

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| | next and finally | |
| 19 | This student number nineteen stated the orientation clearly. The events were told chronologically and the re-orientation mentioned about students impression. The transition used was varied for examples first, then, next, after that and finally | He wrote a good recount text |
| 20 | This student number twenty stated the orientation of recount text clearly. The events were also told chronologically and the re-orientation also told about the impression of the story. The transition used was varied for examples first, then, next, after that and finally | This students composed a good recount text |
| 21 | Student number twenty-one expressed the orientation clearly. The events on recount text were also chronological and re-orientation was appropriate with the text. The the transition used were limited. This student only used some transition such as first, next, then and finally. | He composed a good recount text |
| 22 | This student number twenty-two orientation was clearly enough. The events were told in sequence and re-orientation was matched with the topic. The transition used of this student was varied such as first, after that, next, then and finally | The recount text was good |
| 23 | Student number twenty-three wrote the orientation. The events were already chronological and the re-orientation was not good. The transition used varied, she got: first, after that, next, then and finally | The recount text was good but she should pay more attention about the re-orientation. There were events information on re-orientation |
| 24 | This student stated the orientation clearly with the chronological events and inappropriate re-orientation. The transition were varied such as first, then, after that, next and finally | This students should learn more about re-orientation because it was still on events characteristic |
| 25 | The student orientation was not good because there were not the supporting details. The events were chronologic and the impression about story on re-orientation was good. The transition used varied such as first, after that, next, then and finally. | She should learn more about orientation |
| 26 | The student number twenty-six wrote the unclear orientation because events information was there, the events were not good but the re-orientation was appropriate. The transition used was varied such as first, after that, next, then and finally but the uses was misplaced | This student learn more about orientation, events and transition |
| 27 | This student did not attend the class | |
| 28 | The orientation of recount text was unclear because the details did not match with the topic. The events were also not chronologic but the re-orientation was good. The transition used was enough such as first, after that, then and finally | The student should pay attention about orientation, events and transition. The transition was misplaced |
| 29 | The orientation of recount text was clear. The events were not chronologic but the re-orientation was good. The transition used was enough such as first, after that, next, then and finally | The student should pay attention more on orientation, events and misplaced transition |
| 30 | The orientation of recount text was not clear with chronological events and unsupportive re-orientation because it still told about the events. The transition used was varied such as first, after that, then and finally | The student should pay attention more on orientation because she did not give the supportive details on orientation |
| 31 | The orientation of recount text was not good because she put events information. The events were chronologic events then the re-orientation also matched to the topic. The transition used was not varied such as first, after that, next, then and finally | This students should learn more about orientation and put the transition well |
| 32 | The orientation of recount text was not clear. The events were also not | This student should pay |

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| | arranged well. However, the re-orientation was good. The transition used were varied such as first, next, then, after that and finally | attention on events and put the transition well |
| 33 | The orientation of recount text was not clear. The events were good but re-orientation was not good. The transition used was not varied such as first, next, after that and finally | This student should pay attention on orientation and re-orientation |
| 34 | The orientation of recount text was not good but the events were chronologic with good re-orientation The transition used were varied such as first, next, then and finally | This student should learn about orientation and how to compose good sentence |
| 35 | The orientation of recount text was clear but with the chronological events and good re-orientation. The transition used were varied such as first, next, after that and finally | This students should not repeat more the same transition |
| 36 | The orientation of recount text was clear but the events were not good. The re-orientation was fine. The transition used were not varied such as next, after that and finally | She should pay attention more on transition used and orientation |



Apendix G. STUDENTS WRITING TASK RESULT MEETING II

Day/Date: Saturday, 18th March 2017

Task 2 (Write sentences based on photograph)

| Students Number | Result of Observation | Observer comment |
|-----------------|---|---|
| 1 | <ol style="list-style-type: none"> 1. She went to Banyuwangi Baru Railway Station 2. She bought ticket railway 3. She checked ticket in ticket window 4. She departed by railway 5. She saw scenery 6. She went into tunnel 7. She crossed bridge 8. She arrived in Jember Railway Station | <p>The ideas represented the photograph</p> <p>This student got correct vocabulary which was needed to use in recount text.</p> |
| 2 | <ol style="list-style-type: none"> 1. She went to Railway Station Banyuwangi 2. She bought a ticket 3. She checked the ticket 4. She departed from Banyuwangi to Jember 5. She saw landscape from train 6. She went into tunnel 7. The train crossed in Railway Track Bridge 8. She arrived in Railway Station Jember | <p>The ideas represented the photograph</p> <p>This student got correct vocabulary which was needed but still not appropriate to use in recount text for example track</p> |
| 3 | <ol style="list-style-type: none"> 1. She went to Jember Railway Station 2. She bought ticket train 3. She checked ticket 4. She departed to Jember Railway Station 5. She saw scenery in the trip 6. She went into Jember region 7. She crossed a bridge 8. She arrived in Jember Railway Station | <p>The ideas represented the photograph</p> <p>This student got correct vocabulary which was needed but still not appropriate to use in recount text for example region</p> |
| 4 | <ol style="list-style-type: none"> 1. She went to Banyuwangi Railway Station 2. She bought a ticket 3. She checked the ticket 4. She departed in enter fence 5. She saw the scenery 6. She went into tunnel 7. She crossed the bridge 8. She arrived to Jember Railway Station | <p>The ideas represented the photograph</p> <p>This student got correct vocabulary needed</p> |
| 5 | This student didn't attend the class | |
| 6 | <ol style="list-style-type: none"> 1. Last week, I went to Jember with my family 2. My father bought 3 ticket for me, father and my mother 3. we checked the ticket 4. We departed by train in economy class 5. In the train, I saw from window, the beautiful scenery 6. We went into tunnel 7. We crossed long fly bridge 8. We arrived at Jember | <p>The ideas represented the photograph</p> <p>This student got correct vocabulary which was needed but still not appropriate to use in recount text for example fly</p> |

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| 7 | <ol style="list-style-type: none"> 1. She went to Stasiun Banyuwangi Baru 2. They bought ticket 3. They checked ticket in the locked 4. They departed use train 5. She saw wet rice field 6. They went into tunnel 7. They crossed bridge 8. They arrived in Stasiun Jember | <p>The ideas represented the photograph</p> <p>This student mostly got correct vocabulary which was needed but some were still not appropriate to use in recount text for examples use, and locked</p> |
| 8 | This student did not attend the class | |
| 9 | This student did not attend the class | |
| 10 | <ol style="list-style-type: none"> 1. Last week I went to Jember with my friend 2. We bought ticket on the locket in Railway Station 3. I saw many people waiting to turn checked the ticket 4. The train departed at 09.00 a.m 5. In the train, I saw the beautiful scenery 6. We went into tunnel 7. We crossed long fly bridge 8. At 12.00 a.m, the train arrived to Jember Station Rail | <p>The ideas represented the photograph</p> <p>This student mostly got correct vocabulary which was needed but some were still not appropriate to use in recount text for examples the locket, fly and Rail</p> |
| 11 | <ol style="list-style-type: none"> 1. She went to Jember Railway Station 2. She bought ticket train 3. She checked ticket 4. She departed to Jember Railway Station 5. She saw scenery moment in the trip 6. She went into Jember Region 7. She crossed a bridge 8. She arrived in Jember Railway Station | <p>The ideas represented the photograph</p> <p>This student got correct vocabulary which was needed but some were still not appropriate to use in recount text for examples moment, and region</p> |
| 12 | <ol style="list-style-type: none"> 1. I went to stasiun banyuwangi. I went with my friends 2. I bought eat in stasiun banyuwangi 3. I checked the ticket in the bag 4. I departed from banyuwangi 5. I saw mountain. This is very beautiful 6. The train go tunnel. This very beautiful 7. I crossed bridge 8. I arrived in station Jember | <p>The ideas not represent the picture number two</p> <p>This student mostly got correct vocabulary needed but some were still not appropriate to use in recount text for example eat, go, and station jember</p> |
| 13 | <ol style="list-style-type: none"> 1. She went to Banyuwangi Baru Railway Station 2. She bought a ticket 3. She checked ticket 4. She departed by train 5. She saw scenery 6. She went into tunnel 7. She crossed a bridge 8. She arrived at Jember Railway Station | <p>The ideas represented the photograph</p> <p>This student all got correct vocabulary which was needed</p> |
| 14 | <ol style="list-style-type: none"> 1. She went to Stasiun Banyuwangi Baru 2. She bought ticket in the locked 3. She checked ticket for rode on train 4. She departed in to Stasiun Jember 5. She saw beautiful landscape 6. She went into tunnel 7. She crossed in the bridge 8. She arrived in Stasiun Jember | <p>The sentences represented the photographs</p> <p>This student got correct vocabulary which was needed</p> |

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| 15 | <ol style="list-style-type: none"> 1. She went in the Stasiun Banyuwangi Baru 2. She bought a ticket in the locket 3. She checked a ticket before climb train 4. She departed climb a train 5. She saw a mountain in the trip 6. She went into the tunnel 7. She cross a rail train 8. She arrived in the stasiun jember | <p>The sentences represented the photographs but were not easy to understand</p> <p>This student got correct vocabulary which was needed but some were still not appropriate to use in recount text for examples locket, and climb</p> |
| 16 | <ol style="list-style-type: none"> 1. She went to Stasiun Banyuwangi Baru 2. She bought a ticket to Jember Railway Station 3. She checked the ticket 4. She departed by train 5. She saw the scenery from the window's train 6. The train went into shaft 7. The train crossed the bridge 8. She arrived in Stasiun Jember | <p>The sentences represented the photographs</p> <p>This student got correct vocabulary which was needed</p> |
| 17 | <ol style="list-style-type: none"> 1. She went to Stasiun Banyuwangi baru 2. She bought a ticket 3. She checked a ticket 4. She departed 5. She saw scenery 6. She went into shaff 7. She cross in bridge 8. She arrived in Stasiun Jember | <p>The sentences represented the photographs</p> <p>This student got correct vocabulary which was needed</p> |
| 18 | <ol style="list-style-type: none"> 1. She went to Railway Station 2. She bought a ticked 3. She checked a ticked 4. She departed from Stasiun Banyuwangi 5. She saw landscape from train 6. She went into tunnel 7. She crossed in Railway bridge 8. She arrived in Stasiun Jember | <p>The sentences represented the photographs</p> <p>This student got correct vocabulary which was needed</p> |
| 19 | <ol style="list-style-type: none"> 1. She went to Stasiun Banyuwangi Baru 2. She bought ticket train 3. She checked a ticked in Stasiun banyuwangi baru 4. She departed from Stasiun Banyuwangi Baru 5. She saw scenery moment in the trip 6. She went into tunnel 7. She crossed the bridge 8. She arrived in Stasiun Jember | <p>The sentences represented the photographs</p> <p>This student got correct vocabulary needed but some vocabularies were still not appropriate to use in recount text for example moment.</p> |
| 20 | <ol style="list-style-type: none"> 1. She went to Stasiun Banyuwangi Baru 2. She bought ticket train 3. She checked a ticked 4. She departed from Stasiun Banyuwangi Baru to Jember Railway Station 5. She saw scenery moment in the trip 6. She went into tunnel 7. She crossed the bridge 8. She arrived in Jember Railway Station | <p>The sentences represented the photographs</p> <p>This student got correct vocabulary needed but there was vocabularies not appropriate to use in recount text for example moment</p> |
| 21 | <ol style="list-style-type: none"> 1. She went to Banyuwangi Railway Station | <p>The sentences represented the</p> |

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| | <ol style="list-style-type: none"> 2. She bought a ticket 3. She checked ticket 4. She departed by train 5. She saw scenery 6. She went into tunnel 7. She crossed a bridge 8. She arrived at Jember Railway Station | <p>photographs</p> <p>This student got correct vocabulary which was needed</p> |
| 22 | <ol style="list-style-type: none"> 1. She went to Banyuwangi Railway Station 2. She bought ticket train 3. She checked ticket in ticket window 4. She departed by train 5. She saw scenery mountain 6. She went into tunnel 7. She crossed bridge 8. She arrived at Jember Railway Station | <p>The sentences represented the photographs</p> <p>This student got correct vocabulary needed</p> |
| 23 | <ol style="list-style-type: none"> 1. She went to Station Banyuwangi Baru 2. She will bought ticked 3. She will checked a ticked 4. She departed by rode the train 5. She saw many tree and the mountain 6. She went into tunnel 7. She crossed bridge train 8. She already arrived in the Station jember | <p>The sentences represented the photographs</p> <p>This student got correct vocabulary needed</p> |
| 24 | <ol style="list-style-type: none"> 1. She went to Banyuwangi Station 2. She bought ticket train 3. She checked ticket 4. She departed from Banyuwangi 5. She saw scenery beautiful 6. She went into shaft 7. She crossed railway 8. She arrived in Jember station | <p>The sentences represented the photographs</p> <p>This student got correct vocabulary needed</p> |
| 25 | <ol style="list-style-type: none"> 1. She went to Banyuwangi Railway Station 2. She bought ticket 3. She checked ticket by security 4. She departed by train 5. She saw view from train 6. She went into tunnel 7. She crossed rail on the ravine 8. She arrived in Jember Railway Station | <p>The sentences represented the photographs</p> <p>This student all got correct vocabulary which was needed to use in recount text</p> |
| 26 | <ol style="list-style-type: none"> 1. She went to Banyuwangi Baru Station 2. She bought ticket 3. She checked ticket 4. She departed by train 5. She saw mount in the travelling 6. She went into tunnel 7. She crossed bridge 8. She arrived in Jember Station | <p>The sentences represented the photographs</p> <p>This student got correct vocabulary needed</p> |
| 27 | <ol style="list-style-type: none"> 1. She went to Banyuwangi Railway Station 2. She bought train ticket 3. She checked ticket in locked 4. She departed at 09.45 | <p>The sentences represented the photographs</p> <p>This student mostly got correct</p> |

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| | <ol style="list-style-type: none"> 5. She saw landscape 6. She went into tunnel 7. She crossed jungle 8. She arrived in the Stasiun Jember | <p>vocabulary needed but there was vocabularies still not appropriate to use in recount text for example locked</p> |
| 28 | <ol style="list-style-type: none"> 1. She went to Stasiun Banyuwangi Baru 2. She bought ticket in the Station 3. She checked ticket for rode train 4. She departed to Stasiun Jember 5. She saw beautiful and landscape 6. She went into tunnel 7. She crossed in the beach 8. She arrived in stasiun Jember | <p>The sentences represented the photographs</p> <p>This student got correct vocabulary needed but there was vocabulary that was still not appropriate to use in recount text for example beach</p> |
| 29 | <ol style="list-style-type: none"> 1. She went to Banyuwangi baru 2. She bought a ticket 3. She checked her ticked 4. She departed from Banyuwangi at 9.45 a.m 5. She saw rice field 6. She went into tunnel 7. She crossed bridge 8. She arrived Station Jember at 12.40 p.m | <p>The sentences represented the photographs</p> <p>This student all got correct vocabulary which was needed to use in recount text</p> |
| 30 | <ol style="list-style-type: none"> 1. She went to Banyuwangi baru Station 2. She bought ticket 3. She checked ticket by security 4. She departed Jember Railway Station with rode train 5. She saw view from in train 6. She went into tunnel 7. She crossed rail on the ravine 8. She arrived in the Jember Railway Station | <p>The sentences represented the photographs</p> <p>This student all got correct vocabulary which was needed to use in recount text</p> |
| 31 | <ol style="list-style-type: none"> 1. She went to Banyuwangi baru Station 2. She bought ticket 3. She checked ticket 4. She departed use train 5. She saw mount in the travelling 6. She go into tunnel 7. She crossed bridge 8. She arrived in Jember Station | <p>The sentences represented the photographs</p> <p>This student got correct vocabulary needed but there was vocabulary still not appropriate to use in recount text for examples use</p> |
| 32 | <ol style="list-style-type: none"> 1. She went to Banyuwangi Railway Station 2. She bought a ticket 3. She checked ticked in the Railway Station 4. She departed in the Railway Station 5. She saw scenery 6. She went into tunnel train 7. She crossed the bridge train 8. She arrived to Jember Railway Station | <p>The sentences represented the photographs</p> <p>This student got correct vocabulary needed</p> |
| 33 | <ol style="list-style-type: none"> 1. She went to Stasiun Banyuwangi Baru 2. She bought train ticket 3. She checked a ticket 4. She departed to Jember by train 5. She saw a view 6. She went into tunnel 7. She crossed in rail train | <p>The sentences represented the photographs</p> <p>This student got correct vocabulary needed</p> |

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| | 8. She arrived in Stasiun Jember | |
| 34 | <ol style="list-style-type: none"> 1. She went to Banyuwangi Baru Station 2. She bought ticket train 3. She checked ticket 4. She departed from banyuwangi 5. She saw scenery beautiful 6. She went into shaft 7. She crossed railway 8. She arrived Jember Station | <p>The sentences represented the photographs</p> <p>This student got correct vocabulary needed</p> |
| 35 | <ol style="list-style-type: none"> 1. Last week, she went trip to Jember Station with her friends 2. First, she bought a ticket 3. Next, she checked a ticket on Railway Station 4. After that, she departed from Banyuwangi Railway Station 5. In railway, she saw a beauty landscape 6. After that, she went into tunnel 7. After that, she crossed the railway track 8. Finaly, she arrived on Jember Railway Station | <p>The sentences represented the photographs</p> <p>This student got correct vocabulary needed</p> |
| 36 | <ol style="list-style-type: none"> 1. She went to Banyuwangi Railway Station 2. She bought ticket in locket 3. She checked ticket 4. She departed climbed train 5. She saw view in the roundabout 6. She go into tunnel 7. She crossed in rail train 8. She arrived in the Jember Railway Station | <p>The sentences represented the photographs</p> <p>This student got correct vocabulary needed but still not appropriate to use in recount text for example locket.</p> |

Day/Date: Saturday, 18th March 2017

Task 3 (Writing Recount Text by considering generic structures especially the organization of recount text)

| Students Number | Observation Result | Observer Comment |
|-----------------|--|--|
| 1 | Dealing with the organization of recount text, the student number one put the correct order generic structure of recount text. In orientation, this student explained the time and place clearly. In events, this student described the event chronologically and reorientation described the impression of the story. The main idea and supporting detail were clear, and relevant to the topic. This student also used appropriate transitions for example first, after that, then, and finally. | This students organized recount text well |
| 2 | Dealing with the organization of recount text, the student number two put the correct order generic structure of recount text. In orientation, this student explained the time and place clearly. However, lack of supporting details. In events, this student described the event chronologically and the reorientation described the impression after rode a train. She enjoyed her trip. The main idea and supporting detail was clear, and relevant to the topic. This student also used appropriate transitions for example first, after that, then, and finally. | This student organized a good recount text, but in orientation this students forgot to add details |
| 3 | Dealing with the organization of recount text, the student number three put | This student fairly made |

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| | the correct order generic structure of recount text. In orientation, this student explained the time and place clearly. In events, this student described the event chronologically and the reorientation described the impression after rode a train. The main idea and supporting detail was clear, and relevant to the topic. This student also used appropriate transitions for example first, after that, then, and finally. | a good recount text |
| 4 | Dealing with the organization of recount text, the student number four the correct order generic structure of recount text. In orientation, this student explained the time and place clearly. In events, this student described the event chronologically and the reorientation described the impression after rode a train. The main idea and supporting detail were clear, and relevant to the topic. This student also used appropriate and varied transitions for example first, next, after that, however, then, later and finally. | This students organized recount text well |
| 5 | This student did not attend the class | |
| 6 | The orientation of recount text was good. There were time, place and supporting details. For event, students number six wrote it chronologically. In addition, for the re-orientation, she had written her impression after visiting banyuwangi. The transition used were varied for examples first, after that, then, and, and finally | She organized recount text well |
| 7 | This student number seven orientation was clear, there were place and time but the use of third single person was not appropriate. The supporting details were also good. In events, this student wrote it chronologically and for the reorientation, she already put her impression about the story. The transition use was appropriate such as first, next, after that and finally | The text was good |
| 8. | This student did not attend the class | |
| 9 | This student did not attend the class | |
| 10 | The student number ten orientation was clear because it told about the main idea and supporting details. On the events, she told the story chronologically and for the re-orientation, she expressed her impression after having the trip. The transition use was good because she used varied transition such as first, after that, then, and finally | This students wrote a good recount text |
| 11 | This student number eleven wrote inappropriate orientation of recount text because the impression of the story was told first. The events were told chronologically and the re-orientation was good because he told the idea matched with the characteristic of recount text | He should develop the ideas about orientation of recount text |
| 12 | This student number twelve wrote appropriate orientation of the recount text. She also told the events chronologically. For re-orientation, she was good enough. The transition used in her recount text limited. She only got first, after that and finally | Overall the text was good |
| 13 | This student stated clear idea and supporting details in orientation. The events were also chronologic and re-orientation also showed an impression of the story. The transition used was good and varied. They were first, after that, then, and finally | This students wrote a good recount text |
| 14 | The student number fourteen stated the orientation of recount text clearly. The event of the story was also chronologic. The reorientation was also good because this students told about her impression. The transition used was limited. She only got first, after that, and finally | The text was good |
| 15 | This student number fifteen stated the orientation of recount text clearly. The events were also chronologic and the reorientation told about the impression of the story. The transition used was varied. On the text, she got first, after that, then and finally | She composed recount text appropriately |

| | | |
|----|--|--|
| 16 | This student number sixteen stated the main idea clearly but lack to use supporting details. The events were also told chronologically and the reorientation was good. The transition used was good | This student should learn more about how to compose supporting details |
| 17 | This student expressed the orientation inappropriately. The events were told chronologically and the reorientation was good. The transition used was limited. She only got first, next, and finally | She should learn more about orientation. |
| 18 | Student number eighteen wrote a good orientation because it told about the time and the place. The events were also told chronologically and the re-orientation stated correctly according to generic structure of recount text. The transition used was limited. She only got first, next and finally | This students wrote recount text appropriately |
| 19 | This student number nineteen stated the orientation clearly. The events were told chronologically and the re-orientation mentioned about students impression. The transition used was varied for examples first, then, next, after that and finally | She wrote a good recount text |
| 20 | This student number twenty stated the orientation of recount text clearly. The events were also told chronologically and the re-orientation also told about the impression of the story. The transition used was varied for examples first, then, next, afterward and finally | This students composed a good recount text |
| 21 | Student number twenty-one expressed the orientation clearly. The events on recount text were also chronological and the re-orientation was appropriate with the text. The the transition used were limited. This student only used some transition such as first, after that and finally. | The text was good but he should have made the sentence smoothly |
| 22 | This student number twenty-two orientation was clearly enough. The events were told in sequence and re-orientation was match with the topic. The transition used of this students was varied such as first, after that, next, and finally | The text was good |
| 23 | Student number twenty-three write the orientation appropriately. The events were already chronological and the re-orientation was good. The transition used varied, she got: first, after that, next and finally | The recount text was good |
| 24 | This student stated the orientation clearly with the chronological events and appropriate re-orientation. she transition such as first, next and finally | The text was good |
| 25 | The student orientation was good with chronologic events and impression about story on re-orientation. The transition used were first, then, and finally. | The text was good |
| 26 | The students number twenty-six wrote the orientation clearly with chronological events and the re-orientation was stated twice. The transition used was also limited such as first, after that, and finally | This student should not mention her feeling twice and she should add more transition to make the sentences go smoothly |
| 27 | The orientation of recount text was clear with chronological events and good re-orientation. The transition used was enough such as first, after that, next and finally | This student composed a good recount text according to the its generic structure |
| 28 | The orientation of recount text was clear with chronological events and unsupportive re-orientation because it still told about the events. The transition used was enough such as first, after that, then and finally | The student should pay attention about re-orientation. Because the re-orientation seemed to be part of the events |
| 29 | The orientation of recount text was clear with chronological events and | The student should pay |

| | | |
|----|--|---|
| | unsupportive re-orientation because it still told about the events. The transition used was enough such as first, after that, next and finally | attention more on re-orientation because the impression of the story did not appear |
| 30 | The orientation of recount text was clear with chronological events and unsupportive re-orientation because it still told about the events. The transition used was varied such as first, after that, then and finally | The student should pay attention more on re-orientation because the impression of the story didn't appear and the transition should be add more |
| 31 | The orientation of recount text was clear with chronological events and good re-orientation The transition used such as first, after that, and finally | This students wrote good recount |
| 32 | The orientation of recount text was clear with chronological events and good re-orientation The transition used were varied such as first, next, then, after that and finally | The content itself was good |
| 33 | The orientation of recount text was clear with chronological events and not good re-orientation The transition used was not varied such as first, next, and finally | This student should pay attention how to express re-orientation because it was not clear enough |
| 34 | The orientation of recount text was not clear but the events were chronologic with good re-orientation The transition used were not varied such as first, next, and finally | This student should know about how to express the orientation of recount text because there were inappropriate information there |
| 35 | The orientation of recount text was clear but with the chronological events and good re-orientation The transition used were varied such as first, next, after that and finally | The text was good |
| 36 | The orientation of recount text was clear with the chronological events but the re-orientation was not good. The transition used were varied such as first, next, after that and finally | She should pay attention more on how to express the ideas on re-orientation |

Appendix H. Documentation



Picture 4.1 How actively the students discuss the photographs in meeting one



Picture 4.2: How well-regulated the students discuss the photograph in meeting two



Picture 4.3 How the student finds the vocabulary in meeting one



Picture 4.4 How the student finds the vocabulary in meeting two

FENDY Aji W. (13)

Task 3
Instruction: Write a simple recount text based on sentences you got before by following the generic structures and language features appropriately using the connectors in the box. (You may add some sentences if it is necessary).

| | |
|---------------|----------|
| a. Finally | d. Next |
| b. Then | e. First |
| c. After that | |

Visiting Rumah Apung Bangoring

Orientation
Last week, I went to Rumah Apung Bangoring for visiting with my friends. My friends are Beto, Akbar and Erik. We went to Rumah Apung Bangoring by motorcycle.

Events
First, we bought tickets from locker. After that, we sailed to Rumah Apung Bangoring by boat. Then, we arrived at Rumah Apung Bangoring. In Rumah Apung, we saw some fish, gave food some fish, and ate snack. In the evening, we bought some traditional foods and a cup of tea. Then we had a cup of instant noodle for our lunch. In the morning, we left rumah apung bangoring by boat.

Re-orientation
Finally, we went home and we had a great time visiting at Rumah Apung Bangoring. We enjoyed visit to Rumah Apung Bangoring.

Picture 4.5 Students worksheet to write recount text on meeting one

DEWI ADHELIA FITRI (10)

Task 3
Write a simple recount text based on sentences you got before by following the generic structures and language features appropriately. (You may add some sentences if it is necessary).

Trip to Jember Railway Station


Orientation
Last week, I went to Jember with my friend. They are Baka, Cindy, and I. We went by train.

Events
First, we bought ticket on the locked ticket station. After that, we went from the checked ticket. Then the train departed at 9.00 Am. In the train, I saw the beautiful scenery from the window, we went into by tunnel. Then the train crossed long fly bridge. That is a awesome moment.

Re-orientation
Finally, At 12.00 Am we arrived to Jember station. We were happy.

Picture 4.6 Students worksheet to write recount text on meeting two

Appendix I. Research Permission Letter from the Dean of the Faculty of Teacher Training and Education program

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

Nomor 1570 /UN25.1.5/LT/2017
Lampiran :-
Perihal : Permohonan Izin Penelitian

01 MAR 2017

Yth. Kepala SMPN 1 Jenggawah
Jember


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

Nama : Paulina Ferlin
NIM : 120210401061
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: **"HELPING THE EIGHTH GRADE STUDENTS WRITE RECOUNT TEXT VIA PHOTOGRAPH AT SMPN 1 JENGGAWAH"**

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

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


a.n. Dekan
Pembantu Dekan I,
Dr. Sukatman, M.Pd.
NIP. 19640123 199512 1 001

Appendix J. Statement of Accomplishing the Research from the Principal of SMPN 1 Jenggawah

 **PEMERINTAH KABUPATEN JEMBER**
DINAS PENDIDIKAN
SMP NEGERI 1 JENGGAWAH
Jalan Yonoprajito 43 ☎ (0321) 757227 Jenggawah, Jember
e-mail : smpn1jenggawah@kajember.go.id 

SURAT KETERANGAN
Nomor : 070/893/413.19.20523866/2017

Yang bertanda tanda tangan dibawah ini:

Nama : **Drs. HARJUNADI**
NIP. : 19640621 199103 1 009
Pangkat/Gol. : Pembina Tk. I
Jabatan : Guru Madya / Kepala Sekolah
Unit Kerja : SMPN 1 Jenggawah

Menerangkan dengan sesungguhnya bahwa:

Nama : **PAULINA FERLIN**
NIM : 120210401061
Jurusan : Pendidikan Bahasa dan Seni (PBS)
Program studi : Pendidikan Bahasa Inggris

Mahasiswa tersebut telah melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul: **"HELPING THE EIGHTH GRADE STUDENTS WRITE RECOUNT TEXT VIA PHOTOGRAPH AT SMPN 1 JENGGAWAH"**

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya

Jenggawah, 10 Mei 2017
Kepala Sekolah

Drs. HARJUNADI
NIP. 19640621 199103 1 009