

**THE INFLUENCE OF USING GUIDED IMAGERY TOWARDS
STUDENTS' WRITING ABILITY ON RECOUNT TEXT
AT THE SECOND SEMESTER OF THE EIGHTH GRADE
OF SMP NEGERI 2 PRINGSEWU
IN 2016/2017 ACADEMIC YEAR**



A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

By:

**GRASELA INTAN PERTIWI
NPM. 1211040089**

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC RADEN INTAN
UNIVERSITY LAMPUNG
2017**

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2017**

ABSTRACT

THE INFLUENCE OF USING GUIDED IMAGERY TOWARDS STUDENTS' WRITING ABILITY ON RECOUNT TEXT AT THE SECOND SEMESTER OF THE EIGHT GRADE OF SMPN 2 PRINGSEWU IN THE ACADEMIC YEAR OF 2016/2017

By:

GRASELA INTAN PERTIWI

The goal of learning English as foreign language is to make the students are able to communicate in English both spoken and written form. The competence refers to four language skills. They are listening, speaking, reading, and writing. Writing is often considered a difficult subject. Some technique are needed by a teacher to overcome the writing difficulties. One of the techniques is Guided Imagery. Guided Imagery is prewriting technique that will allow the students to visualize in depth before they actually put a pen to paper. This technique will enable students to tap their creative energy.

This research was quasi experimental research. The object of this research was the students the second semester of the eight grade of SMP N 2 Pringsewu in the academic year 2016/2017. The writer took two classes as sample: class VIIC as experimental class and VIID as control class. In this research, the writer took the sample by using cluster random sampling because the students were taken from classes. In collecting the data, the writer used writing test and to analyze the hypothesis, the researcher used t-test.

After giving the post test, the writer analyzed the data by using independent sample t-test. It was found out that result of Sig. Pvalue = 0.012 \leq 0.005. it means that H_0 is rejected and H_a is accepted. To sum up, the use of Guided Imagery towards students Recount Text writing Ability had significant influence.

Keyword: Guided Imagery, Recount Text, Quasi Experimental, Writing Ability.



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A thesis entitled: **THE INFLUENCE OF USING GUIDED IMAGERY TOWARDS STUDENTS' WRITING ABILITY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 2 PRINGSEWU IN THE ACADEMIC YEAR OF 2016/2017**, by: **GRASELA INTAN PERTIWI, NPM:1211040089**, Study Program: English Education was tested and defended in the examination session held on : Wednesday, August 2nd, 2017.

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THE SECOND SEMESTER OF THE EIGHTH
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DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Guided Imagery towards students’ writing ability on recount text at the second semester of the eighth grade of SMPN2 Pringsewu in the 2016/2017 academic year” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung,

2017

Declared by,

GraselaIntan Pertiwi

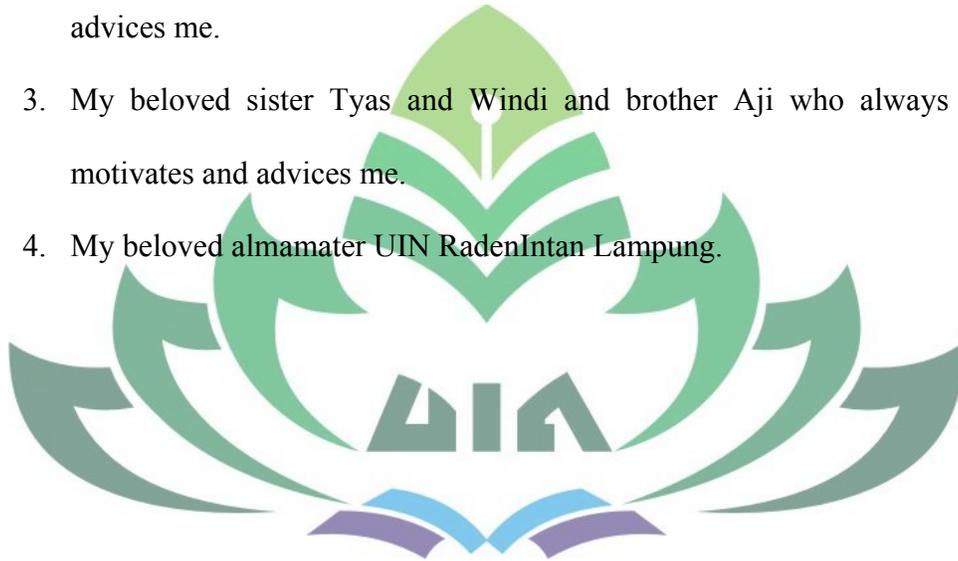
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DEDICATION

This thesis is dedicated to everyone who cares and love me. I would like to dedicate this thesis to:

1. My beloved father, Mr.Wiyadi and my beautiful mother, Mrs.Dianawati, who always pray for my success and give me motivation.
2. My beloved teacher, Siti Martina, S.Pd. who always supports motivates and advices me.
3. My beloved sister Tyas and Windi and brother Aji who always supports motivates and advices me.
4. My beloved almamater UIN RadenIntan Lampung.



CURRICULUM VITAE

The writer's name is GraselaIntan Pertiwi. She was born in Pringsewu on 20 November, 1994. She is the third child of four children of Mr. Wiyadi and Dianawati. She has two sisters whose name DewiMulyaningTyas and WindiSetnaningrum, and one older brother his name AjiIbnuSuprobo.

The writer's began her kindergarten at TK AdiwarnaBratasena in 1999 and she finished her study in 2000. She continued her elementary school at SD FransiskusPringsewu in 2000 and she got the elementary certificate in 2006. She attended her study to SMPN2 Pringsewu in 2006 and passed this level of education in 2009. After that she continue to SMAN 2 Pringsewu in 2009. After graduating from high school in 2012, she continued her study to IAIN RadenIntan Bandar Lampung as an S1 degree student of Tarbiyah Faculty Majoring in English Education in 2012. During the researcher studied in IAIN Raden Intan Lampung, the researcher followed UKM Bahasa organization.

ACKNOWLEDGEMENT

By the name Allah SWT who gives charity, health and favor to the writer in finishing this thesis entitled “The Influence of Using Guided Imagery Towards Students Writing Ability on Recount Text at the second semester of the Eight Grade of SMPN 2 Pringsewu in Academic Year of 2016/2017”, as a requirement to get S1 degree in English Study Program of English Departement UIN RadenIntan Lampung. The blessing and peace only be upon Allah’s messenger Muhammad PBUH, his companions, and his faith followers till the end of the day.

This research was conducted in order to know the influence of Guided Imagery Towards Student’s Writing Ability on Recount Text. The result of finding research presented in this thesis is hoped to be useful for all sides needing, especially for SMPN 2 Pringsewu.

In accomplishing this thesis, the writer received much valuable help and guidance from many sides. Here the writer would like to express her deep gratitude to:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of IAIN RadenIntan Lampung.
2. MeisuriM.Pd, the chairperson of English Education Study Program of IAIN RadenIntan Lampung.
3. BambangIrfani, M.Pd as the first advisor who always helps and guides the writer in finishing this thesis.
4. NurulPuspita, M.Pd, as the co-advisor who always helps and guides the writer in finishing this thesis.

5. All excellent lectures of English Education Study Program of IAIN RadenIntan Lampung.
6. All lectures and administration staffs of IAIN RadenIntan Lampung who always give good education, knowledge, and experience to the writer.
7. CecepIrawan, M.Pd, the headmaster of SMPN 2 Pringsewu for allowing her to conduct the research; and also for Sri RahayuM.Pd the English teacher at SMPN 2 Pringsewu for being so helpful during the research process and giving suggestion during the research; and the student's of the eight grade of SMPN 2 Pringsewu for being so cooperative during the research.
8. Her beloved parents and all of family who has always motivated her and prayed for her success in finishing her study in IAIN RadenIntan Lampung and pursuing S1 degree.
9. Her beloved brother and sister, thank you for your motivation.
10. Her beloved friends, Evi, Meiva, Yusniasih, Hasna, Rohana, Vivi, Septiyani and Yulita thanks for your friendship, and also for all of her friends English Program of IAIN RadenIntan Lampung, especially "Class D" thanks for your help and motivation that given to me.

Finally, the writer is fully aware that there are still a lot of weakness in this thesis. Any correction, comments, and critics for the improvement of this thesis are always open-heartedly welcome and the writer hopes that this thesis will be useful for the readers

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching English at Junior High School related to four skills: listening, speaking, reading, and writing. The goal of listening is the student get various information related to conversation. The goal of speaking is to enable students to increase their speaking ability in English. The goal of reading is the student get information or new knowledge from reading text. The goal of writing is the students' can convey their ideas in written text. Therefore, the goal of learning English in Junior High School is to enable student to master the four English skills, therefore they can deliver and understand the information. Besides, students' can express their ideas in written and spoken English as well.

As one of Language skills, writing is used to express the student ideas in written form. Siahaan says, writing is a psychological activity of the language user to put information in the writing text.¹ Based on the previous statement, writing is an activity to produce written information and the process of the transferring abstract idea into written form. Within this process, the writer applies his/her writing skill that the reader can catch the conveyed meaning. Writing is a complex language skill. In

¹ Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.215.

writing, the student have able to elaborate the topic based on the certain idea, prove a statement, describe an object, expose a new truth of a certain fact an object and persuade those readers to take a certain course of action, feelings and setting.

Like the other language skills, writing has important roles in the context of English teaching as a foreign language in Indonesia. Raimes states that writing helps learners to reinforce grammatical structures, idioms, and vocabulary that teachers have been working with in the class.² It means that, by mastering writing it will help students' to increase their ability in other language componens.

According to Competence Standard, the student of Junior High School must be able to express meaning in written text in the form of simple transactional and interpersonal in formal or informal way in the form of recount, narrative, procedure, descriptive and report in the daily life. The basic competence of the grade is that the students' must be able to express the meaning and rethorical ways of short simple essay on recount form accurately, fluently and acceptably to interact with the other people.³ It means that, the students of Junior High School level must be able to write the English text based on the grammatical rule and aspects of writing for communication with others in the written form.

Based on those explanation above, there are many kinds of writing text that become the material of teaching writing in Junior High School. One of the writing texts is

² Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), p.6.

³ Competence Standard, *Syllabus Curriculum* (Jakarta: Depdiknas. 2006), p.3.

recount text. Recount text is one of the material in Junior High School, so it must be mastered by the students. Recount text is a text story whose purpose to amuse or to entertain the reader with actual or imaginary experience in difference ways. Recount text always deals with some problems which lead to retell the story that happens in the past such as the adventure in camping , going to picnic, etc.⁴ It means that recount text is the text that retell the past even. Pardiyono says that recount information about various event or activities that have been carried out.⁵ It means that recount text is a kind of writing text that retell the situation or activity that happens in the past time.

Many people argue that writing, especially recount text is difficult to teach and to learn. It requires mastery not only of grammatical and rhetorical devices but also of conceptual and judge mental elements. The existence of basic mechanical devices skills such as writing capital letters and using appropriate punctuation for writing does not ensure effective writing because student must also pcess other competencies to become effective writers. The students need such competencies to generate ideas and thoughts appropriate to the topic.

Based on the preliminary research conducted at SMP Negeri 2 Pringsewu, by interviewing the English teacher and some student of the eight grade of SMP Negeri 2 Pringsewu the writer found that many students encountered difficulties in learning

⁴ Frances Christine and Beverly Derewianka, *School Discourse Learning to Write Across the Years of Schooling* (New York: British Library, 2008), p.7.

⁵ Pardiyono, *Teaching Genre Based Speaking Metode Pengajaran Speaking Berbasis Sentence Acquisition and Genre*(Yogyakarta: Andi, 2009), p.120.

English, especially, in writing of recount text. Most of them assumed that writing of recount text is difficult skill to be studied. There are many problems that make them felt difficult in writing process, such as lack of vocabulary and the students have also limited in grammar. It from explanation above can be concluded that most of student at eight grade of SMP Negeri 2 Pringsewu still find difficulties in mastering writing of recount text, and thesis score of writing recount text is stil low. It can be seen on the table 1 below:

Table 1
The Students Score of Writing Recount Text at the Eighth Grade of SMP Negeri 2 Pringsewu in 2016/2017 Academic Year.

NO	Class	Score		Total
		≤75	>75	
1.	VIIIA	19	13	32
2.	VIII B	26	4	30
3.	VIII C	22	13	35
4.	VIII D	23	12	35
5.	VIII E	17	13	30
	Total	107	43	150
	Percentage	71.4%	28.6%	100%

Source: Teacher document of the English writing of recount text score at the English grade of SMP Negeri 2 Pringsewu.

Based on table above, the total number of students in the failed category is higher than in passed category. There are 119 students in failed category (71.3%) and students in passed category (28.6%) the criteria of minimum mastery (KKM) in SMP

Negeri 2 Pringsewu is 75 it can be inferred that the achievement of the students in learning recount text is relatively low.⁶ (see appendix 2 on page 60)

From the result above, it can be concluded that most of students' are poor in writing. It is caused by lack of practice. The writer found that the teacher just asked the students to write the material from the textbook and doing exercise in the students' work book without knowing what the function and meaning. It was boring for them because it did not give challenge for students to make their English better. Technique is very important in the teaching and learning process especial in writing of recount text. By applying the effective the goal of the teaching and learning process will be achieved easier. There are many kinds of techniques that can be applied in teaching and learning process. One of the techniques is Guided Imagery.

Guided imagery is a pre-writing technique that will allow the students to visualize in depth before they actually put a pen to paper.⁷ It means that guided imagery is technique that will guide the students imagination before they write. This technique will enable students to tap into their creative energy. It builds a foundation for other projects and will help the students individually to stretch their minds. It encourages them as well to enjoy their class experience, to have a rewarding and relaxing time in school. Part of the motivation to teach this technique is that students may learn to

⁶ Source: *Teacher document of the English writing of recount text score at the eighth grade of SMP Negeri 2 Pringsewu*

⁷ Karen Peters, *Guided Imagery in the Classroom*: Journal of the Virginia Writing Project Vol. 29 Issue 1 April 2009, p12.

identify with someone of another culture; this is one of the main goals of multicultural education.

According to Ahsen, the use of guided imagery is widespread in education where imagery activity is used for cognitive gain in such tasks as sharpening attention skills, affective development, and trans personal awareness.⁸ In addition, Schwartz states that Guided Imagery is one of the most potent tools we have as individuals to manage stress, unleash our creativity, set and reach goals, tap into our inner wisdom, relax, stimulate peak performance, and activate our natural healing powers. It is also intended to help people in the areas of stress management, well being, problem-solving, and personal fulfilment.⁹ It means that guided imagery is technique that can help people to manage stress, relax and allow their imagination to be guided.

From those explanation above, it can be concluded that Guided Imagery will enrich the growing/learning process in students because by employing fantasy technique, students can be taught to understand and manage their emotions. Students will respond with more creativity and motivation, and more relaxed when guided imagery is used as a mode of instruction.

⁸Ahsen Akhter, *Guided imagery: The quest for a science*. Journal of Mental Imagery Vol. 20 No. 3 Dec 1996, p.165.

⁹ Schwartz F. Andrew, *Guided imagery for groups fifty visualizations that promote relaxation, problem-solving, creativity, and well-being* (Duluth, Minnesota: Whole Person Associates Inc. 1995), p.70.

It is supported by the previous research that was done by Gesti Midawati. She did the research to know The Influence of Using Guided Imagery Towards Students' Narrative Writing Text Ability at the Tenth Grade of SMA Negeri 1 Talang Padang in 2014/2015 Academic Year. The result showed that, there is influence of using Guided Imagery towards students narrative writing text. Thus, Guided Imagery is good technique that can improve students narrative writing ability.¹⁰

Considering the background above, the writer will conduct a research entitled "The Influence of using Guided Imagery Technique Towards Students' Writing Ability on Recount Text at the Eighth Grade of SMP Negeri 2 Pringsewu.

B. Identification of Problem

Based on the background of the problem above, the writer found some problems as follows:

1. The students lack of vocabularies.
2. The students have limited in grammar.
3. The students have difficulties to develop and to express their idea in making recount text.
4. The teacher needs another techniques in the classroom to interest and help the student in writing of recount text process.

¹⁰ Gesti Midawati, *The Influence of Using Guided Imagery Towards Students Narrative Writing Text Ability at the Tenth Grade* of SMA Negeri 1 Talang Padang, Lampung: STKIP Muhammadiyah, <http://www.academia.edu/120990180/guidedimagery/pdf>, journal, (accessed on September 2nd 2016)

C. Limitation

From the identification of problem above, the writer focuses on such writing aspects as organization, language use, content, mechanics, and vocabulary. The writer used three topics of recount text namely: Happy, Sad and Embarrassing experience using guided imagery in improving the students' writing ability of recount text. In order to be more focused, this research searches some empirical evidence related to the Influence of using Guided Imagery Towards Students' Writing Ability on recount text at the eighth grade of SMPN 2 Pringsewu in the academic year of 2016/2017.

D. Formulation of the Problem

Based on the limitation of the problem above, the writer formulated the problem as follows: Is there a significant influence of using Guided Imagery technique towards students' writing ability on recount text at the eight grade of SMP Negeri 2 Pringsewu in the 2016/2017 academic year.

E. Objective of the Research

In this thesis, the objective of the research is to know whether is a significant influence or not of using Guided Imagery technique towards students' writing ability on recount text at the Eighth Grade of SMP Negeri 2 Pringsewu in the 2016/2017 academic year.

F. Uses of the research

The research is intended to give some uses in English teaching field. The uses of the research are:

1. Theoretically, the result of the research is expected to be used to support the theory which will explain in the next chapter about the influence of using Guided Imagery technique towards students' writing ability on recount text in the eighth grade of Junior High School.
2. Practically, the result of the research may become new information for English teacher about the influence of using Guided Imagery technique towards students' writing ability on recount text and also give information for further research.

G. Scope of the Research

The scope of the research is as follows:

1. Subject of the research

The subject of the research was the student at the Second Semester of the Eighth Grade of SMP Negeri 2 Pringsewu in the 2016/2017 academic year.

2. Object of the Research

The objects of the research were the use of Guided Imagery technique and students' writing ability on recount text.

3. Place of the Research

The research was conducted at the SMP Negeri 2 Pringsewu.

4. Time of the Research

The research was conducted in the second semester of 2016/2017 academic year.



CHAPTER II

REVIEW OF LITERATURE

A. Teaching English as a Foreign Language

According to Patel and Jain that, Foreign Language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such as language.¹ It means that people use foreign language for communication with another people or societies but they use another language not first language or not mother tongue because it means foreign language. Harmer says that, English is foreign language that is generally taken to apply to the students' who are studying general English at school and institutes in their own country or as transitory visitors in a target language country.² It means that the purpose of teaching English as foreign language is to create a situation that the students' can be used English as a means of communication both oral and written.

English as a foreign language occurs in countries where English is not actually used or spoken in daily life. English is really a foreign language for language learners in Indonesia because in Indonesia English is just taught at school and people do not speak the language in the society. English introduced as a local content in elementary

¹ M.F Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools & Techniques* (Vaishali Nagar: Sunrise, 2008), p.35.

² Jeremy Harmer, *The Practice of English Language Teaching*: (3rd Ed), (Singapore: Longman, 1991), p.39.

school and as a compulsory subject from junior high school to university level. Learner who learn English as foreign language do not use English in their daily communication. The reason for this is because the environment does not support the learner to use English for communication. English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. It means that English is not spoken in the society, accuracy is really focus in learning English. They use English only when they learn English subject in the classroom and the learner has no appropriate time to practice the knowledge outside the classroom.

According to Brown, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge and causing to know and understand.³ It means that teaching is the process to showing, giving, guiding and providing the knowledge from the teacher or educator to the students' and the goal of teaching and learning process is to make students' know and understand about something or knowledge that given by the teacher.

Based on those explanations, the writer concludes that teaching English as a foreign language is conscious learning process to understand English as foreign language or the target language. In this learning process the teacher or educator has an important role. Teachers show, give, guide, and provide the new knowledge that has never been

³ H. Douglas Brown, *Principle of Language Learning and Teaching*: (5th Ed), (New York: Longman, 2007), p.7.

known by the students to improve their ability, in this case to understand English as foreign language.

B. Concept of Writing

1. Definition of Writing

Writing is a psychological activity of the language user to put information in the writing text.⁴ It means that writing is activity to give information in the written form.

The written productive language skill is called writing. It is skill of a writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language s/he is writing to transfer information s/he has in her or his mind to her or his readers effectively.⁵ It means that writing is the activity to show the writer ideas that applied to the written form to give the information to the readers.

Writing is a process of communication which uses conventional; graphic system to convey a message to reader. For many of foreign language learner, writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the paragraph.⁶ In other words writing is the most difficult skill in English because to be a good writer the writer should understand the aspects of writing.

⁴ SanggamSiahaan, *Issues In Linguistics*: (1st Ed), (Yogyakarta: Graha Ilmu), 2008, p.215.

⁵ SanggamSiahaan, *The English Paragraph*: (1st Ed), (Yogyakarta: Graha Ilmu), 2007,p.2.

⁶ SanggamSiahaan, *Generic Text Structure*: (1st Ed), (Yogyakarta: Graha Ilmu), 2008,p.3.

Writing is often characterized as a hierarchically organized goal directed problem solving process. In writing consist of four main processes in writing they are planning, writing, editing and reviewing.⁷ In writing skill have shown that an instruction in each of these activities leads to better performance. To write a story or paragraph well must use stages from planning through writing and editing to reviewing.

Based on the theories above, the writer can conclude that the definition of writing is one of process to expression the writer ideas, experience, thoughts and feelings into written forms to transfer the information to the reader. As we know that writing is not easy skill, there are many process must be done by the writer to produce a good writing text.

2. Process of Writing

According to Harmer, writing process is the stage a writer goes through in order to produce something in its final written form. This process may, of course be effected by the content (subject matter), of the writing, the type of writing (shopping list, letter, essay, report, or novel) and the medium it is written in (pen and paper, computer, file, live chat).⁸ It means that writing process is the steps in the writing activity that must be mastered by the writer to produce the good writing text.

⁷ James Hartley, *Academic Writing and Publishing* (1st Ed), (London: Routledge, 2008), p.10-11.

⁸ Jeremy Harmer, *How to Teach Writing* (Oxford: Pearson Longman, 2004), p.4.

It means that when we first write something down, we have already thinking about what we are going to say and how we are going to say it. It can be concluded that writing is never one stop section or in other words it is a process that have several steps. The process of writing divided into four stages. They are:

1. Planning

Plan what they are going to write. When planning, writers have to think about three main issues. In the first, place they have to consider the purpose. Secondly, experienced writers think of the audience they are writing for. Thirdly, writers have to consider the content structure.

2. Drafting

The first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way to the final version.

3. Editing (Reflecting and Revising)

The writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy.

4. Final Version

Once writer have edited their draft, making the change they consider to be necessary, the produce their final version.

In writing, we are not only have learn the process but also we have to master the written form of the language but also we have to master the written form of the language and learn certain structure which are important for effective communication in writing.⁹ It means that really not easy to translate our thinking into written language. We must be able to choose the appropriate words and combine the words become effective.

From these explanations, it can be concluded that there are many factors related in writing process, not only steps in which we show our mind to the readers, but also the content or the message of the writing.

3. Aspects of Writing

According to Heaton, five major aspect are accompanied by explicit description of what is meant by the different band-scales.¹⁰ It means that both five aspect of writing and explicit description must be done in the writing activities. The criteria of good writing, there are:

1. Content (the ability creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner)
3. Vocabulary (the ability use of word/idiom)
4. Language use (the ability to write appropriate structure)

⁹ Donn Byrne, *Teaching writing Skill* (New York: Longman, 1988), p.5.

¹⁰ J.B Heaton, *Writing English Language Test* (New York: Longman, 1988), p.135.

5. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly)¹¹.

Based on those explanations it can be concluded that to produce a good writing the writer must understand about the five aspect of writing including content, organization, vocabulary, language use, and mechanics.

4. Teaching Writing

Writing has become a valuable tool in the school classroom for engaging students in thinking, showing understanding, creating, communicating, and learning.¹² It means that writing is a good activity that can help students more creative. Further, Harmer says that by far the most important reason for teaching writing, of course is that a basic skill.¹³ It means that teaching writing is the most important not only writing is part of basic language skill but also teaching writing focus to help students in writing classroom as a the students in the teaching learning process.

In teaching writing, the teacher has important roles to help students express their idea, opinion, and their feelings in written form by letting and guiding the students. Moreover, when teacher use writing to reinforce and extend teaching in the content areas, they can support their students throughout the process by intentionally scaffolding their instruction so that students are given an opportunity to make sense

¹¹ Christopher Tribble, *Language Teaching Writing* (Oxford: Oxford University Press, 1996), p.130.

¹² Jim Burke, *Writing Across the Curriculum* (Carolina: Public Schools of North Carolina, 2012), p. 2.

¹³ Jeremy Harmer, *How To teach English* (Oxford: Pearson Longman, 2004), p.79.

of the content in intellectually challenging ways.¹⁴ It means that the teacher has important roles to guide the students' in writing activity to expand their knowledge, then the teacher has to support their students in teaching writing process.

Another way to model writing is to have students analyze the characteristic of a particular genre of writing.¹⁵ It means that an English teacher must guide the students in writing, in which the material presented are relevant for necessity of the students. In this case, writer use recount text as a material for the students.

Based those explanation, it can be concluded that teaching writing becomes as a part of writing activity in the classroom. Teaching writing can help students to think creatively for their writing, because writing is not spontaneous activity and more carefully to write something. Then, teacher also hold the most important role for giving support and guiding the students in the teaching writing process to make the writing more effective.

5. Writing Ability

Writing ability is the skill of writer to communicate information to a reader or group of readers.¹⁶ It means that writing ability is the ability to express the ideas and thought in writing clearly that must be mastered by the writer. In writing, there are

¹⁴ Jim Burke, *Op. Cit*, p.9.

¹⁵ *Ibid*, p.9.

¹⁶ Sanggam Siahaan, *Op.Cit* p.2.

five aspect that must be ordered by writer. It is needed to give clearly of information that as the writer means.

According to Weigle, writing ability is the skill that we want to test is a critical starting point in designing a test for particular context will depend in large measure in the specific group of second-language and the type of writing that these writer are likely to engage in.¹⁷ Therefore, writing ability is the ability that we want to critical starting point in designing a test for particular context. It means that process of writing more complex and more difficult than other skills.

From the explanation about writing ability, the writer concludes that writing ability is the ability to create words or idea by expressing ideas, feelings, and thought with a good mastery of the five important aspects of writing including content, grammar, organization, vocabulary, and mechanics.

C. Concept of Text

1. Definition of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or

¹⁷ Sara Cushing Weigle, *Assesing Writing*, (New York: Cambridge University Press, 2002), p.14

a sentence or a discourse. A written text is any meaningful written text.¹⁸ It means that text is a number of words to give a message to somebody in written or spoken.

Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.¹⁹ Further, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.²⁰ It means that text is used as a communication by the writer with organized the structure of the text and grammatical of words, clauses and sentences.

2. Characteristics of text

According to Emilia that a text has texture and good characteristic, as follow:

1. Coherence

Coherence refers to a group clauses or sentences relate with the context.

Coherence divided into situational coherence and generic coherence.

Situational coherence is the reader can identify the text as one of the kind text such as recount, procedure, narrative, exposition, discussion, and can identify the structure in the text.

¹⁸ Mark Anderson and Kathy Anderson, *Text Type in English*, (Mackmillan: Pearson,1997), p.1.

¹⁹ Ken Hayland, *Teaching and Researching Writing*:(2nd Ed), (Edinburgh Gate: Pearson, 2009), p.8.

²⁰ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*(Sydney: University of New South Wales Press Ltd,2005), p.29.

2. Cohesion

Cohesion refers to how the writer relates each part from the text.²¹

Based on those explanations, it can be inferred that a good text is a text that relates with the theme, use correct grammatical and generic structure appropriate with the text, and can be understood by the reader.

3. Genre of Text

According to English Syllabus of School Based Curriculum (KTSP), the teaching of writing for students of Junior High School involves the teaching of paragraph or text. In English, there are five kinds of English text in teaching of writing to SMA of students'. Each of these texts has its own characteristics and functions. Students should have knowledge of these texts. The example below are the genre of the texts:²²

a. Descriptive Text

Descriptive text is a text that describe a particular person, place or thing. The purpose of descriptive text is to describes people, place or something in specific.

The following is the generic structure of descriptive text:

1. Identification, it is identify the subject or object to be described
2. Description, it give information about the characteristics of an object.

²¹ Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*, (Bandung: Rizki Press, 2011), p.8.

²² Otong Setiawan Djuharie, *Essay Writing* (Bandung: Yrama Widya, 2009), p.153.

b. Narrative Text

A narrative text is kind of text appropriate to tell activities or events in the past which has purpose to amuse and give moral lesson to reader.²³ The generic structure of narrative text are orientation, complication, evaluation, and resolution. While the language feature as follows focuses on specific participant, use past tense, use time connective and conjunction use saying verb. The example of narrative text are cinderella, mouse deer and crocodile, and malin kundang.

c. Report Text

Report text is used to describe and classify information. Informative reports usually talk or tell about living things like plants and animal and non-living things like rivers, mountain or oceans.

Following is the generic structure of report text:

1. Classification of subject, (it introduces the subjects of the report, general declaration of the report and the classification).
2. Description (they are usually in paragraph. They contain series of facts about various aspect of the subject.²⁴

²³ Pardiyo, *Teaching Genre-Based-Writing*(Yogyakarta: Andi, 2010), p.94.

²⁴ Frances Christie and Beverly Derewianka, *School Discourse Learning to Write Across the Yearsof Schooling* (New York: British Library, 2008), p.8.

d. Procedure Text

Procedure text is instruction how to do and how to make something through a sequence of step.²⁵ The purpose of procedure text is to describe how something is accomplished through a series of actions or step.²⁶ The generic structure are goal, material, and steps. The language features of procedure text are focus on general human agents, use simple present tense, often imperative, use mainly of temporal conjunction of numbering to indicate sequence, and use mainly of material process. The example of procedure text are how to make sandwich, how to make a cup of coffee, and how to make an omelet.

e. Recount Text

Recount text is a piece of text that retells past event usually in order in which they happened. The generic structure is orientation, record of event and reorientation. While its language features are focuses on the participant, uses time connective and conjunction, uses past tense, and uses adverb and adverb phrase.

Based on these explanation, it can be concluded that there are many kinds of text in teaching writing for students' of junior high school and each students

²⁵ Mark Anderson and Kathy Anderson, *Text Type in English* (South Yara: MacMillan Education, 2003), p.51.

²⁶ *Ibid*, p.50.

must be able to understand the generic structure and language feature of the texts. In this research the writer will focus on Recount Text.

D. Concept of Recount Text

1. Definition of Recount Text

Writing is a process of creating experience into a written form which includes introduction, body and conclusion. It is an activity that presents a chronological order of events within each. There are many types of writing text, such as descriptive, narrative, recount, and procedure. Therefore, this research focus on recount text.

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.²⁷ It means that recount text is a text that retell something happen in the past time. Meanwhile, a recount text is a paragraph story whose purpose is to amuse or to entertain the reader with actual or imaginary experience in difference ways. Gerot and Wignell add that recount is retells an event, tend use past tense, material process, and particular participants.²⁸ It means that recount is retells the material process and particular participant that was happened in the past by using simple past tense.

²⁷ Pardiyono, *Teaching Genre-Based Writing*(Yogyakarta: Andi,2007), p.94.

²⁸ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Cammeray: Antipodean Educational Enterprise) p. 190.

Bachtiar also adds that recount is a text tells the reader a past event. It usually focuses on a person's past experience.²⁹ It means that recount is a series of events in the past and has its own generic structure. Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

According to Derewianka, the purpose of 'telling what happened' for example is typically realized in a recount genre which has a characteristic structure of Orientation, Events, Re-orientation.³⁰ In line with Christie and Derewianka, Bachtiar and Cicik say that a recount text has three elements: orientation or setting, events and re-orientation or concluding statement of the story. The orientation tells the readers who was involved in the story, what happened, where the story took place, and when it happened. Desmal also supports that an orientation is in introductory paragraph giving background information about who, what, where, and when (but these are not always stated explicitly).³¹

Based on those explanations, the writer concludes that recount text is a kind of text that tells about the past events or experiences with the purpose of informing or entertaining, and has three generic structures include orientation, events, and re-orientation.

²⁹ Bachtiar Bima Mustriana and Cicik Kurniawati, *Let's Talk* (Bandung: Pakar Raya Pakarnya Pustaka, 2007), p.48.

³⁰ Frances Christie and Beverly Derewianka, *School Discourse Learning to Write Across the Yearsof Schooling* (New York: British Library, 2008), p.7.

³¹ Desmal, *et.al.*, *English I* (Jakarta: Bumi Aksara, 2008), p.180.

2. Generic structure of recount text

The generic structure of recount text are:

- a. Orientation: provides the setting and introduce participants.
- b. Events: tell what happened, in what sequence.
- c. Re-orientation: optional- closure of events.

3. Language features of recount text

- a. Proper nouns to identify those involved (specific participants)
- b. First person pronouns (I, we, me) are used to highlight the personal nature of the recount.
- c. Use the past tense to describe past events.
- d. Time adverbials are used to connect events chronologically e.g. *in 1932, the next day.*
- e. Details and descriptive words (adjectivals and adverbials) are chosen and used to make the recount more vivid and interesting.³²

4. Example of Recount Text

From those explanation, to make clear the understanding about Recount Text, the writer presented an example of recount text in title “Write Poem in front of the Class”. This Recount Text consist of three paragraphs in the first paragraph told about

³² Nafisah, N. and Kurniawan, *Writing English for General Communication* (Bandung: Upi Press, 2007), p.29.

orientation, the second paragraph told about the event, and at the last paragraph told about Re-Orientation.

Write Poem in Front of the Class

This story began from the reading poem exercise in front of the class. At that time I was studying in Junior high school. Ups, let me tell you my name is Ilham. I was a shy boy who sometimes embarrassed myself. I lived in a simple family. I used to help my mother in the traditional market after going home from school. So almost all my days were spent there. Hmm. I still remembered when the division of weekly reading free poem in front of the class by Miss Yeni, Indonesia language teacher. I got a turn to read a poem next week. It meant there was still one week to make a free poem. Honestly I am talented enough in composing beautiful words. But I couldn't express it in front of the class. One week had passed and I hadn't made it.

Orientation

When it was my turn to read my poem, Miss Yeni called my name. I walked tremblingly with a pale face. Along the atmosphere of the class was quiet, my cold sweat began to shed. Suddenly Miss Yeni asked me, "Ilham, what theme is your poem?". I bowed down my head. "Ilham, you haven't made it, have you? She asked me twice. "Yes mom, I am so sorry, because I am really confused to write it in a book". I said. "If you are confused writing on book, why don't you write it on the board instead?". She replied while my friends were laughing at me. Then she gave

me a board marker and told me to write a poem on the board. I wrote it tremblingly and of course with an embarrassing feeling. *Event*

Having finished writing the poem. I immediately turned to sit back. Suddenly miss Yeni called me, "Ilham..". While reaching out her hand. Without thinking anymore, I shaken her hand while saying thank you. But Miss Yeni said, "I don't want your handshake, but you still bring my board marker, Ham". All of a sudden the whole class laughed hearing miss Yeni's explanation. I immediately returned it.³³

Re-Orientation



From the example of Recount Text above, it can be concluded that the story is very entertain and fun, the story is about the student hisname is Ilham. One day, his teacher ask him to read the poem in front of the class bu he is not able to read. So, the teacher give him a board marker and ask him to write the poem on the board. After writing the poem Ilham immediately turns to sit down. Suddenly the teacher calls Ilham and reaching out her hand. Without thinking any more Ilham shaken her hand while saying thank you. But the teacher said, "I don't want your handshake, but you still bring my board marker". So all of a sudden the whole class laughed hearing the teacher explanation.

³³ Nafisah, N. and Kurniawan, *Writing English for General Communication* (Bandung: Upi Press, 2007), p.29.

E. Concept of Recount Text Writing Ability

Writing is one of skill in English that should be mastered by the students. According to Heaton writing is means of communications which the writer uses the language to express his or her ideas, thought, and feeling.³⁴ It means that writing is an activity to express idea, thought and feeling into written form. To produce good writing the writer should do the process of writing well, practice it more and rapidly. Besides that the writer also must be able to understand the aspects of writing including content, organization, vocabulary, language use, and mechanics.³⁵

According to Tribble, five major aspects to scoring writing ability are, content, organization, vocabulary, language, and mechanics.

1. Content :Refers substance of writing, the experience of the main idea (unity)
2. Organization :Refers to logical organization of the coherent (coherence)
3. Vocabulary :Refers to the selection of words those are suitable with content
4. Language :Refers to use of the correct grammatical and syntactic pattern

³⁴ J.B Heaton, *Writing English Language Test*(New York: Longman, 1988) p.135.

³⁵ Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), pp.130-131.

5. Mechanic :Refers to use graphic conventional of the language.³⁶
(appendix 6)

In English there are many kinds of text, one of them recount text. According to Pardiono recount text is retells events or experiences in the past, its purpose is either to inform or to entertain the reader.³⁷ It means that recount text is English text is used to retell the events or activities in the past time to give the information or entertain the readers. To write the recount text the writer should have good ability in writing.

Writing ability is the skill of write to communicate information to the reader or group of readers.³⁸ It means that writing ability is the writer's ability to express his or her ideas and thought in writing clearly by fulfilling the aspects of writing.

Based on those explanations it can be concluded that recount text writing ability is the student's skill or ability to express the idea, thought and feeling in written form to retell the events or experiences that happened in the past to give the information or entertain the readers by fulfilling the aspects of writing including content, organization, vocabulary, language and mechanics.

³⁶ *Ibid.*

³⁷ Pardiyo, *Teaching Genre-Based Writing* (Yogyakarta: Andi, 2007), p.116.

³⁸ Sanggam Siahaan, *General Text Structure: (1st Ed)*, (Yogyakarta: Graha Ilmu, 2008), p.3.

F. Concept of Guided Imagery

1. Definition of Guided Imagery

According to Karen Peter, Guided Imagery is a way to use our power of creative imagination, which can be much more immediate and effective than analytical thinking.³⁹ It means that Guided Imagery is the good technique to make the students relax and allow their minds or imagination to be guided by the teacher.

According to Dale Sprowl, Guided Imagery is a technique that enables students' to tap their creative imagination and visual thinking skills, motivates students to write fluently in the sensory, descriptive and imaginative, narrative domains.⁴⁰ It means that Guided Imagery is a technique that can motivate the students and guide the students imagination and skill to be a good writer.

According to Myrick, Guided Imagery is a thinking process by a leader who provides stimulus words or sounds that serve as catalys for participants to create mental picture or reflect on a series or imagined events.⁴¹ It means that Guided Imagery is a kind of teaching technique that give the students stimulus in the thinking process.

From those explanations it can be concluded that Guided Imagery is a teaching technique that can help students relax and allow their mind or imagination to be

³⁹ Karen Peters, *Guided Imagery in the Classroom*: Journal of the Virginia Writing Project Vol. 30 Issue 1 April 2009, p12.

⁴⁰ Dale Sprowl, *Guided Imagery for groups tify visualizations that promote relaxation, problem-solving, creativity, and well-being* (Duluth Minnesota: Whole Person Associates Inc. 1995), p.93.

⁴¹ Robert D. Myrick and Linda S. Myrick, *Guided Imagery: From mystical to practical, Elementary School Guidance and Counseling*(London: Whole Person Associates Inc, 1993), p.29.

guided by the teacher, in order to be a good writer and produce a written text as expected by the teacher.

2. Procedures of Guided Imagery

According to Myrick, the procedures of Guided Imagery are,

1. The teacher build a dream (Building the Dream) to the students.
2. The teacher told the students that they will write likewise a great writer.
3. Students are guided to perform relaxation by having the students to close their eyes and take a deep breath, focus the mind, and instill a strong motivation to become a great writer.
4. The teacher read the text of Guided Imagery that has been created and prepared in advance by using two language that English and Indonesia and accompanied by classical music.⁴²

According to Dale, the procedures of Guided Imagery are:

1. Turn of the lights
2. Ask the students to close their eyes
3. Read the following story slowly
4. Pausing between sentences to give the students time to develop images

⁴² Dale Sprowl, *Guided Imagery for groups tify visualizations that promote relaxation, problem-solving, creativity, and well-being* (Duluth Minnesota: Whole Person Associates Inc. 1995), p.93.

5. After telling the story, turn on the lights and ask them to share their imagination.

Based on those theories it was constructed by the writer:

1. The teacher ask the students to close their eyes, take a deep breath, focus the mind and build the students dream with guided by read the text of Guided Imagery.
2. The teacher motivate the students that they will write likewise a great writer
3. The teacher read the text of guided imagery by using both English and Indonesian language and accompanied by classical music (see appendix 4 on page 68)
4. After reading the text of guided imagery the teacher ask the students to open their eyes and share or discuss their imagination in the writing form.

4. Advantages of Guided Imagery

The advantages of using guided imagery in teaching writing recount text are:

1. The learning process becomes more attractive.
2. Students can appreciate good writing works created, by themselves or by others, they know that the process makes it easy.
3. Students become more active and creative in learning, every step taken is truly student centered.

4. Students become concentrated and focused mind, because the atmosphere of classroom not rowdy and very conducive.
5. They feel more relaxed and comfortable, after listening to the teacher that read guided imagery.
6. The sense of students' confidence be increased with guided imagery, they feel optimistic to be able to write better, and
7. Make their writing results more vivid.

5. Disadvantages of Guided Imagery

The advantages of using guided imagery in teaching writing recount text are:

1. Should be long enough to complete all the stages. Time consuming, and
2. Use of guided imagery with text in English make students confused, or could not understand it so it is necessary to use two languages in reading it.⁴³

Based on the explanation above, it can be concluded that Guided Imagery can give some advantages and disadvantages in the teaching and learning process of recount text. The disadvantages of Guided Imagery are time consuming and using English text that sometime make students difficult to understand it. To solve those problem the teacher

⁴³ Rustiani Wideasih, *Implementation Learning in Learning Guided Imagery: The Writing Center Journal*. Vol.33 Issue 30 November 2016, p.5

Therefore, it can be seen that teaching recount text by using Guided Imagery technique has more advantages than disadvantages. That is way the writer believes that Guided Imagery can be used to teach recount text.

G. Concept of Free Writing

1. Definition of Free Writing

According to Oshima and Hogue free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus.⁴⁴ Another prewriting technique is free writing. When you free write, you write "freely" without stopping-on a topic for a specific amount of time. You just write down sentences as you think of them without worrying about whether your sentences are correct or not.⁴⁵ It means that free writing is the strategy that can be used by the writer to write any things about the topics without worry to grammatical rule.

In other book according to Oshima and Hogue also support that, as with listing, the purpose of free writing is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization.⁴⁶

According to Elbow Peter, free writing is a tool or strategy that can be used by anyone lecture, tutor or students and for a range of purposes. Essentially, the purpose

⁴⁴ Alice Oshima and Ann Hogue, *Op. Cit*, p.6.

⁴⁵ Alice Oshima and Ann Hogue, *Introduction to Academic Writing: (3rd Ed)*, (New York: Pearson Education, 2007), p.34.

⁴⁶ Alice Oshima and Ann Hogue, *Loc. Cit*.

of free writing is to unlock creativity and ideas in a lowstakes, not for marks writing task that is specially timed and frame.⁴⁷ It means that free writing is a strategy that allowed the writer freely to write his/her ideas.

Free writing is defined as writing any ideas or thoughts that come to mind in a given time period without stopping.⁴⁸ It means that free writing is the writing activity that the writer can write her/his any idea or thoughts that come in his/her mind.

In conclusion, free writing is an activity in which you write freely about a topic without regard to spelling, grammar, or any of the writing rules.

2. Procedures of Free Writing

According to Alice there are some procedures of teaching writing using free writing technique as follows:

1. Write the topic at the top of your paper.
2. Write as much as you can about the topic until you run out of ideas. Include such supporting items as facts, details, and examples that come into your mind about the subject.
3. After you have run out of ideas, reread your paper and circle the main idea(s) that you would like to develop.

⁴⁷ Elbow Peter, *Everyone can write: essays towards a hopeful theory of writing and teaching writing* (London: Whole Person Associates Inc, 2000), p.1.

⁴⁸ Bellanof Elbow, *Writing With Power: Techniques for Mastering the Writing Process* (New York, Pearson Education, 1998) p.4.

4. Take that main idea and free writing again.⁴⁹

According to Elbow Peter, there are some procedures of teaching writing using free writing technique as follows:

1. Set Amount of time, 3 or 7 minutes but longer trends to be too long
2. Clean piece of paper and a pen or pencil
3. Clearly defined topic or idea around which to write
4. Bit of peace and quiet and some focus.

From those theories of procedures of free writing, it can be constructed:

1. Take a pen and a piece of paper
2. Find a topic or idea which to write
3. Write as much as you can about the topic even it is not relevant or usefull
4. Do not stop criticize, edit, or read your writing
5. After finishing the writing read the writing form that you have written, and submit it to your teacher.

3. Advantages of Using Free Writing

There are some advantages of using free writing. The advantages numerous.

1. Students learn not to edit their words or their thoughts.

⁴⁹ Alice Oshima and Ann Hogue, *Loc. Cit.*

2. Sometimes previously repressed thoughts and emotions surface (you may be surprised at what you write), but then again you might write total incoherent nosesense for ten minutes. It doesn't matter.
3. Most of us have a compulsive habit of editing as we write. Resulting in a repression of thoughts and emotions we consider unacceptable or not good enough.⁵⁰

Based on those explanations it can be concluded that free writing has some advantages, by using this technique the students will learn not to edit their words or thoughts, and the students will surprise at their writing.

4. Disadvantages of Free Writing

There are some disadvantages of using free writing. The disadvantages numerous.

1. They can be very time consuming as you often cannot use much of what you free-write in your final essay. Indeed, you will absolutely need to resist the urge to treat your free writing as a formal draft of the essay.
2. You need to make sure to create an outline of your free writing so that you can apply it to your formal draft.⁵¹

The writer concludes that disadvantages of this techniques are time consuming, still need an outline before applying of free writing to formal draft. There are some tips to

⁵⁰ Bellanof Elbow, *Writing With Power: Techniques for Mastering the Writing Process* (New York, Pearson Education, 1998) p.7.

⁵¹ Alice Oshima and Ann Hogue, *Loc. Cit.*

overcome disadvantages of free writing. The students must be able to write and think quickly what they to write in order not to spend a lot of time and they are need to make sure to create an outline of their free writing so that they can apply it to their formal draft.

H. Frame of Thinking

Writing is one of the four language skills that play a very important role in the teaching of English since writing can really help the students' learn a second language. The students' at the second semester of eighth grade at SMPN 2 Pringsewu got difficulties in organizing the sentences: they can not choose and use vocabulary appropriately: and the language use does not communicate. It is caused by lack of practice. The writer found that the teacher just asked the students' to write the material from the textbook and doing exercise in the students' work book without knowing what the function and meaning. It was boring for them because it did not give challenge for students' to make their English better. The teacher should be more creative in teaching students'and finding the effective material and technique for writing class.

To overcome the unsatisfactory condition stated above the researcher used one of the teaching technique in teaching recount text. It is 'Guided Imagery'. Why the writer using Guided Imagery? Because guided imagery is a pre- writing technique that will allow the students to visualize in depth before theyactually put a pen to paper. This technique will enable students' to tap into their creative energy. In teaching learning

process of guided imagery, the teacher build a dream (Building the Dream) to the students. The teacher told the students' that they will write likewise a great writer. They are all writers.

Furthermore, students are guided to perform relaxation by having the students to close their eyes and take a deep breath, focus the mind, and instill a strong motivation to become a great writer. Once students have focused his mind and relax, the teacher read the text of Guided Imagery that has been created and accompanied by classical music. From there, the students start to create their imagination about their past experience. Its help the students' to make arrangements about the content that they will write. The next activities are modeling and observing. The teacher gives the example of text recount and asks them to observe and underline the text like to be, verbs and capital used in the text. It can help the students to know the vocabulary and language used in the text. Besides, the students also observe the elements of writing like organization, punctuation, spelling and content.

These activities can help the students to write better, especially, about the content, organization, and mechanics. After that, the teacher read to guided imagery (script) to make them feel more relax. The next activity is drafting. The teacher asks the students to write (recount text) and guide them to make a draft and write by using guided imagery (prompts). From these activities, its can help the students to write step by step in order to make their writing better, especially, about the organization. By doing all the steps in writing activity, it can make the students write better by

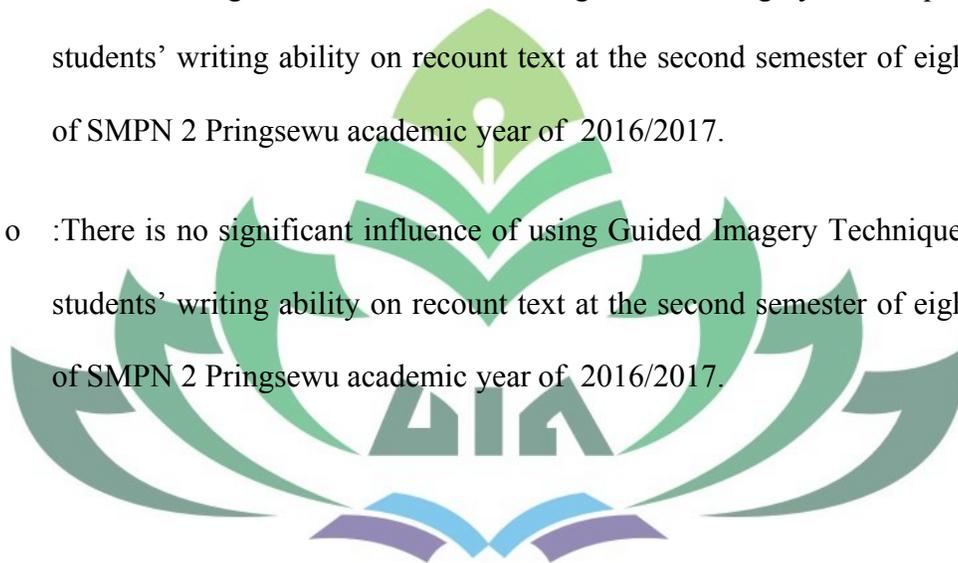
paying attention to the content, organization, vocabulary, language use, and mechanics used in the text.

I. Hypothesis

Based on the problems, theories, and frame of thinking which are discussed above, the hypotheses of the research are formulated as follows:

H_a : There is a significant influence of using Guided Imagery Technique towards students' writing ability on recount text at the second semester of eighth grade of SMPN 2 Pringsewu academic year of 2016/2017.

H_o : There is no significant influence of using Guided Imagery Technique towards students' writing ability on recount text at the second semester of eighth grade of SMPN 2 Pringsewu academic year of 2016/2017.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the writer used quasi experimental research design. Quasi experimental design are similar to randomly experimental design in that they involve manipulation of and independent variable but differ in that subjects are not randomly assigned to the treatment groups.¹ That is appropriate to this research subject because this reseach subject is in group. So if the writer randomly assigns the students' into the two groups, it would disrupt the classroom learning.² It means that in quasi experimental research the writer does not randomly assigns the students. The writer assigned the sample by taking randomly the class of the students, so it would not disrupt the classroom learning.

The variety of quasi experimental design can be divided into two main categories, they are post-test only control group, and pre-test post-test group design. In this research, the writer apply quasi-experimental pre-test post-test group design. The writer assigned intact groups the experimental and control, administered a pre-test to both groups, conducted treatment activities with the experimental group only, and the administered a post-test to asses the differences between the two groups.

The research design can be presented as follows:

¹ Donald Ary, Lucy CheserJacobs, and Chris Sorenses, (8th Ed), *Introduction to Research in Education*(New York: WadsworthCehage Learning, 2002), p.316.

² *Ibid*, p. 309

G1 = T1 X T2

G2 = T1 O T2

Note:

G1 = Group one (experimental class)

G2 = Group two (control class)

T1 = Pre-test

T2 = Post-test

X = Treatment by using Guided Imagery

O = Treatment by using Free Writing³

B. Research Variable

According to Hatch “Variable can be defined as an attribute of a person or an object which “varies” from person or from object to object”.⁴ And also stated that “The independent variable is the major variable which is selected, manipulated and measured by the research. The dependent variable, on the other hand, is the variable which you observe and measure to determine the effect of the independent variable”.⁵

In this research, there were two variables investigated, they are as follow:

1. Guided imagery as the independent variable that is symbolized by (X)
2. Students’ writing ability in recount text as the dependent variable that is symbolized by (Y)

³ Donald Ary, Lucy Jacobs, and Chris Sorenses, *Op. Cit.* p.310.

⁴ Hatch Evelyn and Hossein Farhady, *Research Design Statistic* (Los Angeles: New Burry House Publisher, 1982), p.12.

⁵ Hatch Evelyn and Hossein Farhady, *Op.Cit.*, p.15.

C. Operational Definition of Variable

This operational definition of variable was used to explain the variable which are used in this research. The operational definition of variable as follows:

1. Independent variable

Guided Imagery is a teaching technique that can help students' relax and allow their mind or imagination to be guided by the teacher, in order to be a good writer and produce a written text as expected by the teacher.

2. Dependent Variable

Recount text writing ability is the students' skill or ability to express the idea, thought and feeling in written form to retell the events or experience that happened in the past to give the information or entertain the readers by fullfilling the aspects of writing including content, organization, vocabulary, language and mechanics.

D. Population, sample, and Sampling

1. Population

The population is all of the data that become the attention: it is defined as well member of any well defined class or people, even or subject.⁶ It means that population is whole data of the research. The population in this research was the students' at the second semester at the eighth grade of SMP Negeri 2 Pringsewu in 2016/2017 academic year which consists of five classes.

⁶ SuharsimiArikunto, *ProsedurePenelitianSuatuPendekatanPraktek*(Jakarta: RinekaCipta,2002) p.96.

Table 2
The Number of the Students at the Second Semester at the Eight Grade of
SMP Negeri 2 Pringsewu 2015/2016 Academic Year

NO	Classes	Genders		Total
		Male	Female	
1	VIII A	19	13	32
2	VIII B	10	20	30
3	VIII C	13	22	35
4	VIII D	19	16	35
5	VIII E	13	17	30
TOTAL		74	88	162

Source: Document of SMPN 2 Pringsewu

2. Sample

Arikunto says that sample is part of population which will investigated.⁷ Its is supported by Setiadi who states that sample of the research is individual group that represent all individual as a part of target goup.⁸ Sample of this research were two classes, VIII.C was experimental class and VIII.D was control class. It can be concluded that sample is several of represent of population of research.

3. Sampling Technique

In this research, the writer used the cluster random sampling technique in the eighth grade of SMP N 2 Pringsewu because the population of this research is homogenous. Here are the steps of taking sample by using cluster random sampling technique:

- 1) First, the name of each class was written in small pieces of paper.
- 2) Then, these pieces of paper rolled and put into a box.

⁷ SuharsimiArikunto,Op.cit p.132.

⁸ Ag BambangSetiyadi, Teaching *English as a foreign language*(Yogyakarta: GrahaIlmu, 2006) p.141.

- 3) After that, the box was shaken until one of the rolled-paper out of the box.
It was done twice since the sample consists of two classes.
- 4) And then, the writer took one pieces of the rolled paper for experimental class and then took one pieces again of the rolled paper for control class.

E. Data Collecting Technique

In collecting the data, the writer used some techniques, they were:

1. Pretest

The pretest was given before the treatment. It was done by writing the recount text based on the provided topics. The writer gave pretest to the students in control class and the experimental class to measure their recount text writing ability before treatment. In pretest the students asked to write recount text based on the provided topics by using their own words in 45 minutes.

2. Post-test

The posttest was done after the students in experimental and control class were given the treatment. It was done to know the students' recount text writingability after they were taught by using Guided Imagery. It was administered after treatment given to measure the influence of using Guided Imagery Technique towards students' recount text writing ability. In the post-test the students also asked to write recount text based on the provided topics by using their own words in 45 minutes.

F. Research Instrument

An instrument is a tool for measuring, observing, or documenting data. It contains specific questions and response possibilities that you establish or develop in advance of the study.⁹ It means that instrumen is a tool to collect the data of the research. The research instrument to be used in this research was writing test. The writer made instruments, they were pre-test and post-test. The writer provided three topics. The students' should choose only one topic from the topics that given. They have to write a recount text by using their own words minimally 3 paragraphs and in about 45 minutes. The instruction for pretest and posttest attache (see appendix 4 and 5 on page 68 and page 69).In evaluating thestudents recount text writing, the writer used the indicator of writing score by Christoper.(see appendix 6 on page 88)

1. Pre-test instrument:
 - a. Happy Experience
 - b. Bad Experience
 - c. Embarrasing Experience
2. Post-test instrument:
 - a. Happy Experience
 - b. Bad Experience
 - c. Embarrasing Experience

⁹ John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Yogyakarta: PustakaPelajar, 2012) p.14.

G. Research Procedure

The procedure of this research were as follows:

1. Determining the subject

The writer chose the students at the eighth grade of SMP Negeri 2 Pringsewu as the subject of the research. One class as the experimental class and one as the control class.

2. Preparing pretest

The writer prepared the pretest that was given to know students' recount text writing ability before given the treatment. The students gave three topics: Happy experience, Bad Experience and Sad experience.

3. Determining the material

The writer determined the materials which were taught to the students, that is recount text writing about Happy, Sad, and Embarrassing Experience.

4. Conducting the treatment

The writer conducted the treatment within three meetings in each class. In the experimental class, the writer used Guided Imagery Technique. In the control class, the writer used free writing.

5. Preparing posttest

The writer prepared the post-test that was given to know the students' recount text writing ability after given the treatment. The students were given three topics they were: Happy, Sad, and Embarrassing Experience.

6. Analyzing the data

The writer analyzed the data by comparing the result of post-test between experimental and control class to see whether the post-test's score of experimental is higher than control or not.

H. Scoring scale for Evaluating Students Recount Text Writing Ability

There were five criteria of writing scales. They were, content, organization, vocabulary, language, and mechanic. In research the writer used inter-rater to the score the result of the test. It means that, in scoring the test there were more than one rater. The writer used two people to score the test. The scoring was done by the writer her and the English teacher in the School. The scores of two raters was summed up and then divided into. The score of the test was calculated based on the following system proposed by Tribble. (see appendix 6)

I. Validity, Readability and Reliability of the Test

1. Validity of the Test

A good test is the test that has validity. The validity test is the most important consideration in developing and evaluating measuring instrument.¹⁰ It means that a good test must have validity so the test can measure the aspects that will be measured. To measure whether the test has good validity or not, the writer used the content and construct validity

¹⁰ Donald Ary, Lucy Cheser Jacobs, and Chris sorensen. *Loc.Cit.* p.225.

a. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was design. Content validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.¹¹ It means that content validity is the level validity of the instrument that can be taken from course textbooks, syllabus, objectives, and the judgments of subject matter specialists. To get content validity, the test adapted with the textbook and based on the syllabus for the eighth grade of SMP Negeri 2 Pringsewu. (see appendix 6 on page 70) The result of content validity it was showed that the instruments were have content validity and can be used to collect the data of the research.

b. Construct Validity

Best and Kahn say that construct validity is the degree to which scores on a test can be accounted for by explanatory construct of sound theory.¹² It means that construct validity is showing the measurement used contained correct operation definite, which was based on the theoretical concept. In this research, the writer uses a writing. The methods of scoring students' writing that is adapted by Heaton. They are content, organization, vocabulary, language use, and mechanic. To make sure, the writer consulted to the English teacher of SMP Negeri 2 Pringsewu Mrs. Sri Rahayu for determining whether the test has obtained

¹¹ John W. Best and James V. Kahn, *Research in Education: (7th Ed)*, (New Delhi: PrenticeHall, 1995), p. 219.

¹² *Ibid*, p.219

construct validity or not, after the writer consulting the instrument of the research to the English teacher Mrs Rahayu, she said that the instrument were valid.

2. Readability of the Test

Readability tests are indicators that measure how easy documents are to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.¹³ To know readability of the procedure test instrument, the writer followed Kouame's research. The students were asked to evaluate instructions of the test and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and describes an item that is difficult to read.¹⁴ It means that readability is indicator that show whether the test readable or not. The result readability of the test it showed that the instruments were readable.

3. Reliability of the Test

Frankel and Wallen say that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹⁵ It means that the test can be called reliability if it can be considered to measure what should be measured. A good test must have high validity. To get the reliability of the test, the writer will use inter-rater reliability, they are two raters; English teacher and

¹³ Julien B. Kouame, *Using Readability tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants; Journal of Multi Disciplinary Evaluation Vol. VI No. 14 August 2010* (Michigan: Western Michigan University), p.133.

¹⁴ *Ibid*, p.133.

¹⁵ *Loc.Cit.*p.154.

the writer. This is done by the writer who examines the students' writing test the intention of knowing the reliability of the test.

The writer uses the criteria of reliability as follows:

$$= \frac{6 \sum D^2}{(N-1)}$$

Note:

P= the number of rank order correlation (Rho)

6 & 1= Constant number

D= Difference of rank correlation (D= R1 – R2)

N= the number of students

The researcher also will use the criteria of reliability as follows:

1. 0.800- 1.00 = very high
2. 0.600 – 0.800 = high
3. 0.400 – 0.600 = medium
4. 0.200 – 0.400 = low
5. 0.000 – 0.200 = very low¹⁶

After calculating the reliability, the writer found that the Cronbach's alpha of reliability in pre-test was 0.887 and reliability in post-test was 0.927. The writer concluded that the degree of the level of reliability of the students' was very high and sufficiently reliable. (see Appendix 11 and Appendix 12)

J. Data Analysis

After collecting the data, the writer analyzed the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They were normality test and homogeneity test.

¹⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rhineka Cipta, 2010), p.319.

1. Pre-Requisite Test

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by writer in many disciplines, including ,statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

a. Normality test

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not.¹⁷In this research the writer used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypothesizes for the normality test are formulated as follows:

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

b. Homogeneity Test

After the writer got the conclusion of normality test, the writer did the homogeneity test in order to know whether the data is homogenous or not. In this research the

¹⁷ Budiyo, *Statistika untuk penelitian* (Surakarta: University press. 2004). p.170.

writer used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity of the test. The test of homogeneity employing Levene's test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follows:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

2. Hypothetical Test

After the fulfillment of the assumptions normally test and homogeneity test were fulfilled, the writer used independent sample t-test. In this case, the writer used statistical computation by using *SPSS (Statistical Package for Social Science)* for hypothetical of test. The purpose of using SPSS in this case is for practicality and efficiency in the study.

The hypotheses formula are:

H_a : There is a significant influence of using Guided Imagery Technique towards students' recount text writing ability at the eighth grade of SMP N 2 Pringsewu in the academic year of 2016/2017.

H_0 : There is no significant influence of using Guided Imagery Technique towards students' recount text writing ability at the eighth grade of SMP N 2 Pringsewu in the academic year of 2016/2017.

While the criteria acceptance or rejection of hypothesis test are:

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$



CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

1. The description of SMP N 2 Pringsewu

SMP N 2 Pringsewu is located on Pelita Street, Kelurahan Pringsewu Timur, Kecamatan Pringsewu, Kabupaten Pringsewu Lampung. This school was established on October 19th 1982. The activities of teaching learning process are done in the morning. The classes begin at 7.15 AM in the morning and finish at 01.45 PM. There are 67 teachers and staffs in SMP N 2 Pringsewu. They consist of 53 teachers and 14 staffs. Since its establishment until now, SMP N 2 Pringsewu has been led by principals for a couple of times. The following consecutive names of Principals and their mandate:

1. 1982 -1987 Imam Raisudjono, BA
2. 1987 - 1992 Drs. Rasyidin Sutansulaiman
3. 1992 - 1997 Drs. Syakirun Adi Winarto
4. 1997 - 2006 Walim
5. 2006 - 2008 Hi. Bambang Suroso, S.Pd
6. 2008 - 2010 Dra. Hj. Siti Tatiana
7. 2010 - 2012 Samsul Gustaf, S.Pd. M.M. Pd

8. 2012 - 2014 Himawan Sutanto S.P.d
9. 2014 - Until now Cecep Irawan M.Pd

Therefore, when the researcher conducted the research, Cecep Irawan M.Pd was the headmaster.

The teacher of the school graduated from S1 and S2. There are some offices at the school, namely headmaster office, teacher office, administration office. This school has also library, science laboratory, auditorium, mosque, teacher toilet and students toilet.

2. Process of Treatment in Experimental Class

The researcher had conducted the research since Monday 22 February 2017 to 25 March 2017. Before the activities were conducted, the researcher determined the materials and lesson plans. The experimental class was taught by using Guided Imagery, while the control class was taught by using Free Writing. According to the observation, all activities run well. All students paid attention to the teacher seriously while in the teacher presented the lesson.

The first time, the student seemed nervous, but the next time they felt comfort with the lesson and situation. They participated and supported the class well. The treatment was very exciting and interesting to the students. They felt interested and enjoyable to the activities.

a. Description of the first treatment on Monday 28 February 2017

At 08.40 A.M in Monday, the material had been given to students. The material was about Recount Text. The students look interested. They did not know the material discussion was and how to do it. Therefore, before explaining about Guided Imagery, the teacher conducted the discussion about Recount Text before starting the activity. Then the teacher explained the goals and generic structure of the Recount Text.

At the first treatment, the teacher taught the goal and generic structure, especially language feature that usually is used in Recount Text which relate with material form and also gave the procedure to do it. Then the teacher commanded the students to relax by listening classical music and the teacher gave motivation for the students. For the first treatment, the teacher taught how to write Recount Text about their experience the topic is Happy, Sad, and Embarrassing. The teacher gave explanation and axample about it. She also gave the example of Recount Text by asking the students opinion about the material they have learned. Then teacher explained about the rules and steps about Guided Imagery. Teacher helped the students to deliver their opinion. after that, giving chance to the students to ask if they had difficulty. The students looked interesting in teaching learning process.

b. Description of the second treatment on Tuesday, 1st march 2017.

At the second treatment, the teacher taught the the procedure of Guided Imagery The activities of the teacher in the classs were:Pray together in the class,teacher checked the students name, teacher gave apperception to the students, teacher explained about the goals and generic structure of Recount Text, teacher gave the example of recount text, teacher play classical music, the teacher ask the students to close their eyes, take a deep breath, and relax by listening classical music, teacher motivate the students and buliding the dream by reading text of Guided Imagery accompanied by clasical music. After the students relax and listen the teacher guide they open their eyes, the teacher ask the students to deliver their idea about their experinece into Recount Text, when the students write/ deliver their idea to recount text, the teacher helped them if the students did not know about the vocabulary and grammar. In the last the teacher gave conclusion.

c. Description of the third treatment on Wednesday, 2nd March 2017

In the last treatment, thethe teacher review about Recount Text and ask the students what is difficult on recount text. Result of observation all of the students were present, and most of students actively asked question about the material.

3. Process of Treatment in Experimental Class

a. Description of the first treatment on Monday 28 February 2017

At 10.00 A.M in Monday, the material had been given to students. The material was about Recount Text. The students look interested. They did not know the material discussion was and how to do it. Therefore, before explaining about Free Writing, the teacher conducted the discussion about Recount Text before starting the activity. Then the teacher explained the goals and generic structure of the Recount Text.

At the first treatment, the teacher taught the goal and generic structure, especially language feature that usually is used in Recount Text which relate with material form and also gave the procedure to do it. Then the teacher commanded the students to put a pen and paper and write their idea based on the topic. For the first treatment, the teacher taught how to write Recount Text about their experience the topic is Happy, Sad, and Embarrassing. The teacher gave explanation and example about it. She also gave the example of Recount Text by asking the students opinion about the material they have learned. Then teacher explained about the rules and steps about Free Writing. Teacher helped the students to deliver their opinion. After that, giving chance to the students to ask if they had difficulty.

b. Description of the second treatment on Tuesday, 1st march 2017.

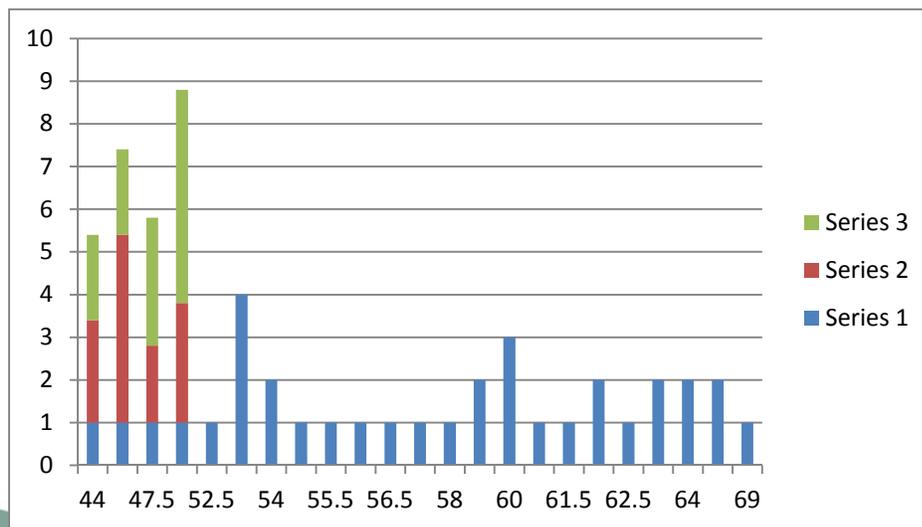
At the second treatment, the teacher taught the procedure of Free Writing The activities of the teacher in the classs were:Pray together in the class,teacher checked the students name, teacher gave apperception to the students, teacher explained about the goals and generic structure of Recount Text, teacher gave the example of recount text, teacher ask the students to put and prepare pen and paper, and then the students Take a pen and a piece of paper, the students choose one topics that Happy, Sad and Embarrasing, the students write as much as they can about the topic even it is not relevan or usefull, do not stop criticize, edit.After finishing the writing read the writing form that the stgudents have written, and submit it to the teacher.

c. Description of the third treatment on Wednesday, 2nd March 2017

In the last treatment, the the teacher review about Recount Text and ask the students what is difficult on recount text. Result of observation all of the students were present, and most of students actively asked question about the material.

d. Result of Pre-Test in Experimental Class

The researcher conducted pre-test in order to know students' ability before the treatment. The pre-test was administered on January 21th, 2017. The score of the students' recount text tested in pre-test can be seen in Figure 2



Based on the Figure 2, it could be seen that there was one students who got 44 score, one student who got 46 score, one student who got 47,5 score, one student who got 51 score, one student who got 52,5 score, four student who got 53 score, two student who got 54 score, one student who got 55 score, one student who got 56 score, one student who got 56.5 score, one student who got 57 score, one student who got 58 score, two student who got 59 score, three students who got 60 score, one student who got 61 score, one student who got 61.5 score, two students who got 62 score, one student who ot 62.5 score, two students who got 63 score, two students who got 64 score, two students who

got 65 score, one student who got 69 score. It can be seen that the highest score of pre-test of VIII.C was 69 and the lowest score was 44.

The researcher also showed mean of pre-test in experimental class is 57.60, deviation standard was 5.722, N was 53, median was 58, mode was 35, variance was 32.74, minimum score was 44, and maximum score was 69. (see appendix 15)

e. Result of the Pre-Test in the Control Class

The researcher conducted pre-test in order to know students' ability before the treatment. The pre-test administered on January 21th, 2017. The score of the students' procedure text tested in pre-test can be seen in Figure 3.

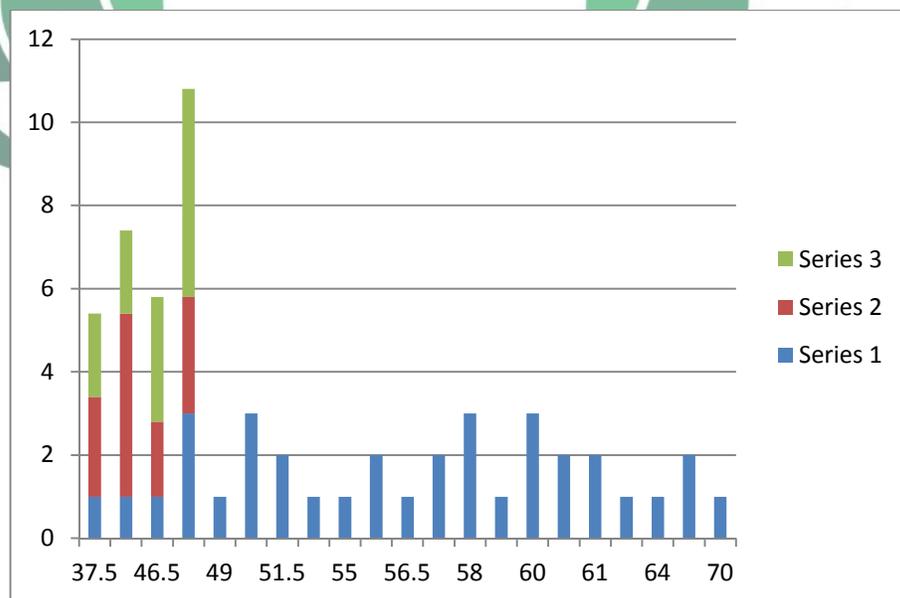


Figure 3
Result of Pre Test in VIII.D

Based on the figure 3, it could be seen that there were three students who got 60 score, two students who got 60.5 score, two students who got 61 score, one students who got 63 score, one student who got score 64, two students who got 66 score, one student who got 70 score. It means that there were 22 students did not pas of indec performance (IP) and 13 students pass of index performance (IP) and it can be seen that the highest score of pre-test of VIII.D was 70 and the lowest score was 37.5

The reseacher also showed the mean of pre-test in control class is 55.67, deviation standard was 6.955, N was 35, median was 57, mode was 47, variance was 48.367, minimum score was 37.5 and maximum score was 70. (see appendix 16)

f. Result of the Post-test in Experimental Class

The reseacher also gave post-test in experimental class to know students' procedure text after the treatment. It was administered on February 6th, 2017. The score of post-test in experimental class was presented in Figure 4.

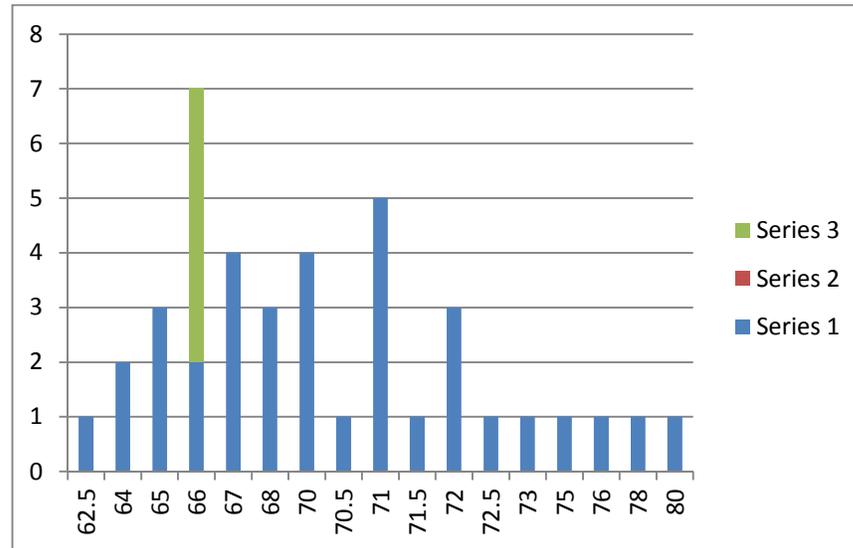


Figure 4
The Result of Post Test VIII.C

Based on the figure 4, it could be there was one student who got 62.5 score, two students who got 64 score, three students who got 65 score, 2 students who got 66 score, four students wh got 67 score, three students who got 68 score, four students who got 70 score, one student who got 70.5 score, five student who got 71 score, one student who got 71.5 score, three students who got 72 score, one student who got 72.5 score, one student who got 73 score, one student who got 75 score, one student who got 76 score, one student who got 78 score, one student who got 80 score. It can be seen that the highest score of post-test of VIII.C was 80 and lowest score was 62.5.

The reseacher also showed the mean of post-test in experimental class is 69.63, deviation standard was 3.9874, N was 35, median was 70, mode

was 71, variance was 15.899, minimum score was 62, and maximum score was 80. (see appendix 17)

g. Result of the post-test in Control Class

The reseacher also gave posy-test in control class to know students' recount text after the treatment. It was administered on February 6th,2017.

The score of post-test in control class are presented in figure 5.

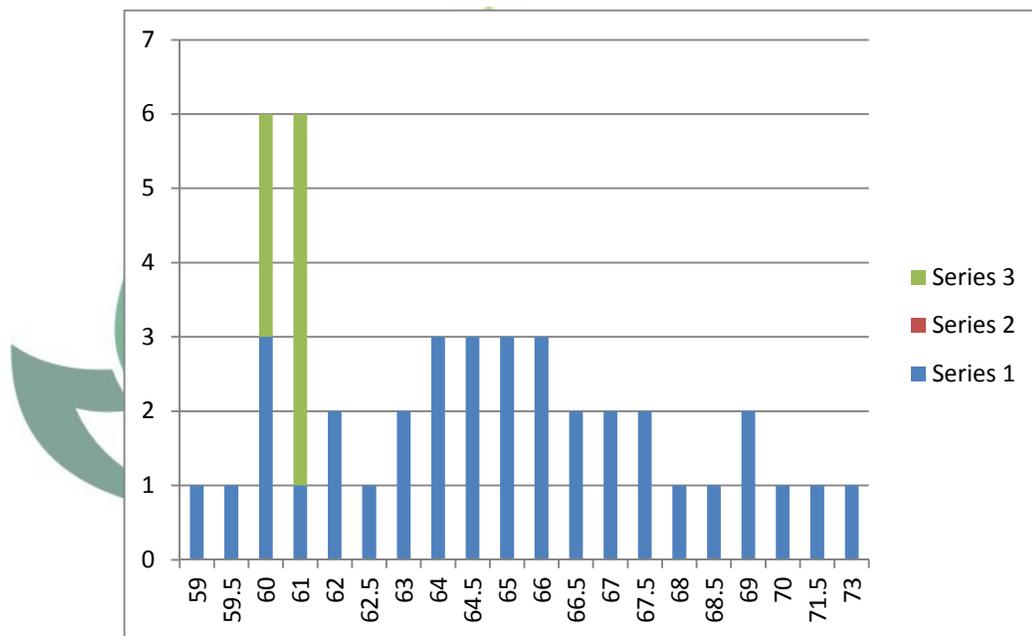


Figure 4
Graph of the post tesi in control class

Based on the figure 5, it could be seen that there were students who got 60 score, one student who got 61 score, two students who got 62 score, one student who got 62.5 score,2 students who got 63 score, three students who got 64 score, one student who got 64.5 score, three students who got 65 score,

one student who got 65.5 score, three students who got 66 score, two students who got 66.5 score, two students who got 67 score, two students who got 67.5 score, one student who got 68 score, one student who got 6.5 score, two students who got 69 score, one student who got 70 score, one student who got 71.5 score, one student who got 73 score. It means that there were 2 students did not pass of index performance (IP) and 33 students pass of index performance (IP) and it can be seen that the highest score of post test of VIII.D was 73 and the lowest score was 59.

The reseacher also showed the mean of post-test in control class is 68.09, deviation standard was 3.4209, N was 35, median was 65, mode was 60, variance was 11.703, minimum score was 59, and maximum score was 73. (see appendix 18)

B. Data Analysis

After collecting the data, the reseacher analyzed the data by using independent t-test. There were two assumption that must be done before the writer analyzed the data by using independent sample t-test.

1) Fulfillment of the Assumptions

Before knowing the result of the data analysis by using independent sample t-test, there were two assumption that must be done and found out. They were normality test and homogeneity test.

a. The Result of Normality Test

The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not. In this research the writer used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypothesis formulas of the test were:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

The criteria of acceptance or rejection of the hypothesis for normality test were:

H_0 is accepted if $Sig. (P_{value}) > \alpha = 0.05$

H_a is accepted if $Sig. (P_{value}) < \alpha = 0.05$

Table 4
The Result Normality of the Experimental and Control Class

Technique	Kolmogorov-Sminorv ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Sco 1	.204	35	.301*	.863	35	.358
re 2	.113	35	.200*	.971	35	.468

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance

Note: Technique 1 = Experimental class

Technique 2 = Control Class

Based on Table 5, it could be seen that $P_{\text{value}}(\text{Sig.})$ for experimental class was 0.301 for Kolmogorov-Sminorv^a and 0.468 for Shapiro-Wilk. Because Sig. (P_{value}) of experimental class $> \alpha$ 0.05 it means H_0 is accepted and Sig. (P_{value}) for the control class $> \alpha$ 0.05 it means H_a is accepted. The conclusion was that the data in the experimental class and for the control class had normal distribution.

b. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogenous or not. The writer used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity. The test of homogeneity employing levene's test.

The hypothesis for the homogeneity tests are:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous

The criteria of acceptance or rejection of the hypothesis for homogeneity test were:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} > \alpha = 0.05$

Table 4.1
The Result Homogeneity Test

	Levene Statistic	df1	df2	sig
Score Based on Mean	1.936	1	67	.180
Based on Median	1.996	1	67	.162
Based on Median and with Adjusted df	1.996	1	65.876	.162
Based on trimmed mean	2.251	1	67	.138

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that $Sig. (P_{value}) = 0.18 > \alpha = 0.05$. it demonstrated that H_0 was accepted because $Sig. (P_{value}) > \alpha = 0.05$. it means that the variance of the data were homogenous. (see appendix 19)

c. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied, therefore, the writer tested the hypothetical test using parametrical statistic, independent sample t-test.

The hypotheses formulas are:

H_a : There is significant influence of using Guided Imagery
Towards students' writing ability on recount text at the second
semester of the eight grade of SMP N 2 pringsewu in the
academic year of 2016/2017.

H_0 : There is no significant influence of using Guided Imagery
Towards students' writing ability on recount text at the second

semester of the eight grade of SMP N 2 pringsewu in the academic year of 2016/2017.

The criteria of acceptance or rejection of the hypothesis for Hypothetical test were:

H_a is accepted if $Sig. < \alpha 0.05$

H_o is accepted if $Sig. < \alpha 0.05$

Table 4.2
The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
1.799	68	.012

Based on the result obtained in the independent sample t-test in the table 4.2 that the value of significant generated $Sig. (P_{value}) = 0.012 < \alpha = 0.05$. So, H_o is rejected and H_a is accepted. Based on the computation, it could be concluded that there was a significant influence of using Guided Imagery towards students' writing ability on recount text at the second semester of the eight grade of SMP N 2 Pringsewu in the academic year of 2016/2017. (see appendix 20)

C. Discussion

Based on the finding of the research, it was found that the students who were taught by using Guided Imagery have increased their writing ability. It might due to in Guided Imagery the students were highly involved in writing process, since they had explore their writing ability in their life.

According to Myrick Guided Imagery is a thinking process by a leader who provides stimulus words or sounds that serve as catalys for participants to create mental picture or reflect on a series or imagined events. That is Guided Imagery is a kind of teaching technique that give the students stimulus in the thinking process.

Based on the result of pre-test and post-test score, was influence between the experimental class and the control class where the pre-test and post-test score of the experimental class were higher. It can be seen from the mean in pre-test in experimental class was 57.60 and the mean score of pre-test in control class was 55.69 and the mean of students' post-test score in experimental class was 65.09. it means that the most improvement was in the experimental class. While based on the calculation of the independent sample test, Sig. (P_{value}) was 0.012 and $\alpha = 0.05$. It means that H_0 is rejected and H_a is accepted. It means that the treatments had influence using Guided Imagery towards students' writing ability on recount text.

Because the alternative hypothesis is accepted, the writer concludes that there was influence of using Guided Imagery towards students' writing ability on recount text at the second semester of the eight grade of SMP N 2 Pringsewu in the academic year of 2016/2017. Therefore, it can be concluded that Guided Imagery is one of good technique in motivating students in learning English,

especially in recount text. It was supporting by the previous research that was done by Gesti Midawati. She did the research to know The Influence of Using Guided Imagery Towards Students Narrative Writing Ability at the Tenth Grade of SMAN 1 Talang Padang in 2014/2015 Academic Year. The result of her research showed that Guided Imagery is very helpful to increase students writing ability.

There were differences the students achievement that was taught by using Guided Imagery and who were taught without by Free Writing technique. It could be seen in teaching learning process.

In the experimental class the researcher taught using Guided Imagery. According to Dale Sprowl, Guided Imagery is a technique that enables student's to tap their creative imagination and visual thinking skills, motivates students to write fluently in the sensory, descriptive and imaginative, narrative domains. That Guided Imagery is technique that can motivate the students and guide the students imagination and skill to be a good writer. The researcher gave three treatments by using Guided Imagery, this technique was very helpful, by using Guided Imagery in teaching writing. It can make the students felt enjoy and relax, so they can express their idea in their writing. The students writing recount by using Guided Imagery technique was goof, they can write by using many of vocabularies, good grammar and they can write fluently when the researcher asked the students make Recount Text based on the topic. The

result of teaching writing by using Guided Imagery. That was done by the resecher was match to the advantages of Guided Imagery.

It can be concluded that the students' writing ability were improve after Guided Imagery was applied. Guided Imagery can help the students to increase their vocabulary, grammar, and to develop the students' recount text writing ability.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on analyzing the data and discussion in chapter four this research is concluded as follows: There was a significant influence of using Guided Imagery towards students' writing ability on Recount text. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted, it means that the writer's assumption is true that is to say, Guided Imagery can give a significant influence towards students; writing ability on recount text. T-test formula shows the result obtained that the value of significant generated Sig. (2-tailed) = $0.012 < \alpha = 0.05$. It was supported by the scores achieved by the students in which they got high scores after the writer gave the treatment Guided Imagery as technique in teaching recount text. It can be proved from the hypothesis test. In the hypothesis test, H_a was accepted and H_0 was rejected.

Based on the result of data analysis, the reseacher concluded that there was influence of Guided Imagery towards students' writing ability on Recount Text at the second semester of eight grade of SMP N 2 Pringsewu in the academic year of 2016/2017.

B. Suggestion

Based on the conclusion above, the researcher like to give some suggestion as follows:

1. Suggestion for the teacher

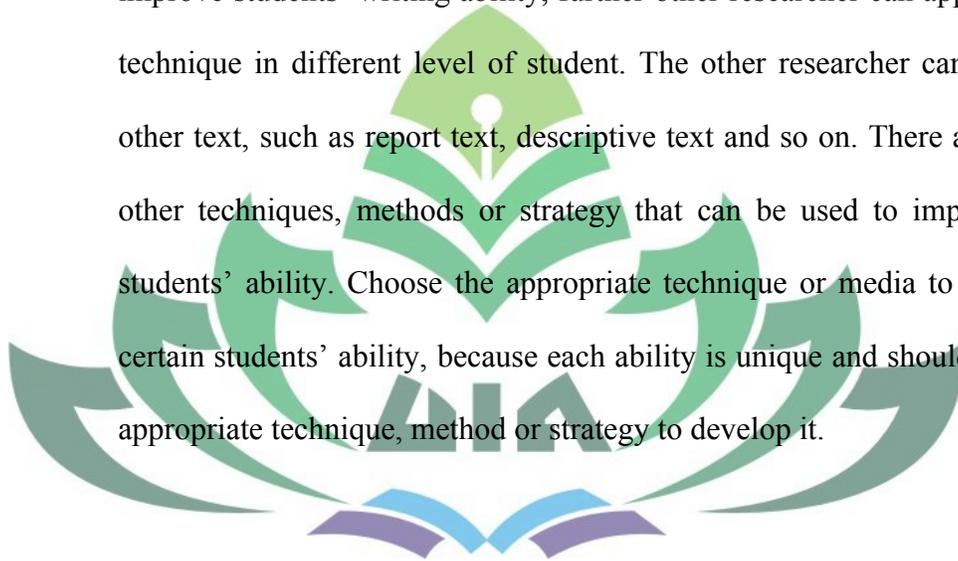
- a. In this research, the researcher found out that Guided Imagery can be used to develop and motivate the students' writing ability. English teacher can help students' increase their writing ability by using Guided Imagery.
- b. The English teacher should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in writing.
- c. Guided Imagery technique can be chosen in teaching writing by English teacher to improve the students' ability in writing skill.
- d. Based on the finding of the research, it was found that the students who were taught by using Guided Imagery have increased their writing ability. The disadvantages of Guided Imagery time consuming and using English text that sometime make students difficult to understand it. To solve those problems the teacher should manage the time briefly and using English text and Indonesian text when she/he give the guide to the students.

2. Suggestion for the students

The students should study hard and more practice in writing English to improve their writing ability. They also should be active and creative in learning activity.

3. Suggestion for the next researcher

In this research, the researcher choose Guided Imagery Technique to improve students' writing ability, further other researcher can applied this technique in different level of student. The other researcher can applied other text, such as report text, descriptive text and so on. There are many other techniques, methods or strategy that can be used to improve the students' ability. Choose the appropriate technique or media to improve certain students' ability, because each ability is unique and should use the appropriate technique, method or strategy to develop it.



APPENDIX 3**INTERVIEW THE STUDENTS**

1. Apakah kamu suka Bahasa Inggris?
2. Apakah kamu kesulitan dalam belajar Bahasa Inggris di kelas?
3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris?
4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris?
5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya?



APPENDIX 1.A**INTERVIEW THE TEACHER**

1. Sudah berapa lama Mrs.Sri Rahayu Mengajar di SMP Negeri 2 Pringsewu?
2. Adakah masalah yang dihadapi Mrs. Sri Rahayu pada saat mengajar Bahasa Inggris di kelas VIII?
3. Bagaimana kemampuan siswa dalam menulis text Bahasa Inggris?
4. Bagaimana hasil tulisan siswa setelah menulis text Bahasa Inggris?
5. Strategy apa yang Mrs gunakan saat mengajar Bahasa Inggris, khususnya writing?



Appendix 1.B

The Result of Interview The Teacher

No	Pertanyaan	Jawaban	Kesimpulan
1.	Sudah berapa lama Mrs Sri Rahayu mengajar di SMP Negeri 2 Pringsewu?	Dari tahun 2005	Sampai saat ini sudah 11 tahun
2.	Adakah masalah yang dihadapi Mrs Sri Rahayu pada saat mengajar Bahasa Inggris di kelas VIII?	Karena kelas siswa masih pemula mereka agak sulit paham, harus pelan-pelan dalam menyampaikan materi.	Saat penyampaian materi harus pelan-pelan agar siswa mudah mengerti.
3.	Bagaimana kemampuan siswa dalam menulis text Bahasa Inggris?	Kemampuan mereka kurang maksimal saat menulis teks bahasa inggris	Kemampuan siswa rendah dalam Bahasa Inggris terutama menulis
4.	Bagaimana hasil tulisan siswa setelah menulis text Bahasa Inggris?	Hasil tulisan mereka masih kurang bagus karena faktor minimnya kosa kata dan mereka bingung mau menulis apa.	Siswa masih kesulitan dalam menuangkan ide saat menulis teks Bahasa Inggris
5.	Strategy apa yang Mrs. Sri gunakan saat mengajar Bahasa Inggris, khususnya writing?	Biasanya saya menggunakan Free Writing dalam mengajar	Guru menggunakan strategy Free Writing



Appendix

The Result of Interview The Students

No.	Name Students	Interview	Kesimpulan
1.	Students 1	<ol style="list-style-type: none">1. Apa kamu suka Bahasa Inggris? Aku suka bahasa inggris, tapi kurang hapal dengan kosa kata nya.2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Iya, karena nggak terlalu ngerti.3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah.4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Terkadang susah untuk menuangkan ide-ide saat menulis5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Aku tidak terlalu ngerti karena menurutku sulit.	Murid tidak suka Bahasa Inggris. Mereka kesulitan dalam belajar Bahasa Inggris. Bahkan, menurut mereka pelajaran Bahasa Inggris membosankan. Siswa kesulitan dalam belajar Bahasa Inggris karena mereka kesulitan untuk menulis teks Bahasa Inggris.
2.	Students 2	<ol style="list-style-type: none">1. Apa kamu suka Bahasa Inggris? Aku tidak suka bahasa inggris2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Iya, karena nggak paham Bahasa Inggris.3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah.4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Terkadang susah untuk mentranslate kosa kata saat menulis5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Aku tidak terlalu ngerti karena menurutku sulit.	

3.	Students 3	<ol style="list-style-type: none"> 1. Apa kamu suka Bahasa Inggris? Aku suka bahasa inggris 2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Iya, karena sulit paham Bahasa Inggris. 3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah. 4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Sulit untuk menulis ide-ide 5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Aku tidak tau arti kata dalam Bahasa Inggris 	
4.	Students 4	<ol style="list-style-type: none"> 1. Apa kamu suka Bahasa Inggris? Aku tidak suka bahasa inggris, karena sulit 2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Iya, karena sulit paham Bahasa Inggris. 3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah. 4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Sulit untuk paham step-step menulis nya 5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Aku tidak hafalkosa kata Bahasa Inggris 	

5.	Students 5	<ol style="list-style-type: none"> 1. Apa kamu suka Bahasa Inggris? Aku tidak suka bahasa inggris, karena sulit 2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Iya, karena sulit paham Bahasa Inggris. 3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah. 4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Sulit untuk paham step-step menulis nya 5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Aku tidak hafal kosa kata Bahasa Inggris 	
6.	Students 6	<ol style="list-style-type: none"> 1. Apa kamu suka Bahasa Inggris? Saya tidak terlalu suka bahasa inggris 2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Iya, karena pengucapan dan kosa katanya sulit hapal 3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah. 4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Terkadang bingung mau menulis apa 5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Sedikit mengerti 	

7.	Students 7	<ol style="list-style-type: none"> 1. Apa kamu suka Bahasa Inggris? Saya suka Bahasa Inggris 2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Sedikit kesulitan 3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah. 4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Mengartikan ke Bahasa Inggris nya 5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Sedikit mengerti 	
8.	Students 8	<ol style="list-style-type: none"> 1. Apa kamu suka Bahasa Inggris? Saya suka Bahasa Inggris 2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Sedikit kesulitan 3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah. 4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Mengartikan ke Bahasa Inggris nya 5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Sedikit mengerti 	

9.	Students 9	<ol style="list-style-type: none"> 1. Apa kamu suka Bahasa Inggris? Tidak 2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Iya, karena sulit dipahami 3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah. 4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Mengartikan ke Bahasa Inggris nya 5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Sedikit Mengerti 	
10.	Students 10	<ol style="list-style-type: none"> 1. Apa kamu suka Bahasa Inggris? Tidak terlalu suka Bahasa Inggris 2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Iya, karena sulit dipahami 3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah. 4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Kesulitan dan kurang mengrti apa yang harus ditulis 5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Sedikit Mengerti 	

Appendix

The Result of Interview The Students

No.	Name Students	Interview	Kesimpulan
1.	Students 1	<ol style="list-style-type: none">1. Apa kamu suka Bahasa Inggris? Aku suka bahasa inggris, tapi kurang hapal dengan kosa kata nya.2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Iya, karena nggak terlalu ngerti.3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah.4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Terkadang susah untuk menuangkan ide-ide saat menulis5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Aku tidak terlalu ngerti karena menurutku sulit.	Murid tidak suka Bahasa Inggris. Mereka kesulitan dalam belajar Bahasa Inggris. Bahkan, menurut mereka pelajaran Bahasa Inggris membosankan. Siswa kesulitan dalam belajar Bahasa Inggris karena mereka kesulitan untuk menulis teks Bahasa Inggris.
2.	Students 2	<ol style="list-style-type: none">1. Apa kamu suka Bahasa Inggris? Aku tidak suka bahasa inggris2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Iya, karena nggak paham Bahasa Inggris.3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah.4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Terkadang susah untuk mentranslate kosa kata saat menulis5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Aku tidak terlalu ngerti karena menurutku sulit.	

3.	Students 3	<ol style="list-style-type: none"> 1. Apa kamu suka Bahasa Inggris? Aku suka bahasa inggris 2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Iya, karena sulit paham Bahasa Inggris. 3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah. 4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Sulit untuk menulis ide-ide 5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Aku tidak tau arti kata dalam Bahasa Inggris 	
4.	Students 4	<ol style="list-style-type: none"> 1. Apa kamu suka Bahasa Inggris? Aku tidak suka bahasa inggris, karena sulit 2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Iya, karena sulit paham Bahasa Inggris. 3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah. 4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Sulit untuk paham step-step menulis nya 5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Aku tidak hafalkosa kata Bahasa Inggris 	

5.	Students 5	<ol style="list-style-type: none"> 1. Apa kamu suka Bahasa Inggris? Aku tidak suka bahasa inggris, karena sulit 2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Iya, karena sulit paham Bahasa Inggris. 3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah. 4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Sulit untuk paham step-step menulis nya 5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Aku tidak hafal kosa kata Bahasa Inggris 	
6.	Students 6	<ol style="list-style-type: none"> 1. Apa kamu suka Bahasa Inggris? Saya tidak terlalu suka bahasa inggris 2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Iya, karena pengucapan dan kosa katanya sulit hapal 3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah. 4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Terkadang bingung mau menulis apa 5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Sedikit mengerti 	

7.	Students 7	<ol style="list-style-type: none"> 1. Apa kamu suka Bahasa Inggris? Saya suka Bahasa Inggris 2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Sedikit kesulitan 3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah. 4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Mengartikan ke Bahasa Inggris nya 5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Sedikit mengerti 	
8.	Students 8	<ol style="list-style-type: none"> 1. Apa kamu suka Bahasa Inggris? Saya suka Bahasa Inggris 2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Sedikit kesulitan 3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah. 4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Mengartikan ke Bahasa Inggris nya 5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Sedikit mengerti 	

9.	Students 9	<ol style="list-style-type: none"> 1. Apa kamu suka Bahasa Inggris? Tidak 2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Iya, karena sulit dipahami 3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah. 4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Mengartikan ke Bahasa Inggris nya 5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Sedikit Mengerti 	
10.	Students 10	<ol style="list-style-type: none"> 1. Apa kamu suka Bahasa Inggris? Tidak terlalu suka Bahasa Inggris 2. Apakah kamu Kesulitan dalam belajar Bahasa Inggris di kelas? Iya, karena sulit dipahami 3. Apakah gurumu menggunakan strategy menyenangkan saat belajar Bahasa Inggris? Tidak pernah. 4. Kesulitan apa saat kamu belajar writing (menulis) dalam teks Bahasa Inggris? Kesulitan dan kurang mengrti apa yang harus ditulis 5. Apakah kamu bisa mengerti teks Bahasa Inggris pada saat menulisnya? Sedikit Mengerti 	

The Result of Interview The Teacher

No	Pertanyaan	Jawaban	Kesimpulan
1.	Sudah berapa lama Mrs Sri Rahayu mengajar di SMP Negeri 2 Pringsewu?	Dari tahun 2005	Sampai saat ini sudah 11 tahun
2.	Adakah masalah yang dihadapi Mrs Sri Rahayu pada saat mengajar Bahasa Inggris di kelas VIII?	Karena kelas siswa masih pemula mereka agak sulit paham, harus pelan-pelan dalam menyampaikan materi.	Saat penyampaian materi harus pelan-pelan agar siswa mudah mengerti.
3.	Bagaimana kemampuan siswa dalam menulis text Bahasa Inggris?	Kemampuan mereka kurang maksimal saat menulis teks bahasa inggris	Kemampuan siswa rendah dalam Bahasa Inggris terutama menuls
4.	Bagaimana hasil tulisan siswa setelah menulis text Bahasa Inggris?	Hasil tulisan mereka masih kurang bagus karena faktor minimnya kosa kata dan mereka bingung mau menulis apa.	Siswa masih kesulitan dalam menuangkan ide saat menulis teks Bahasa Inggris
5.	Strategy apa yang Mrs. Sri gunakan saat mengajar Bahasa Inggris, khususnya writing?	Biasanya saya menggunakan Free Writing dalam mengajar	Guru menggunakan strategy Free Writing

The Result of Interview The Teacher

No	Pertanyaan	Jawaban	Kesimpulan
1.	Sudah berapa lama Mrs Sri Rahayu mengajar di SMP Negeri 2 Pringsewu?	Dari tahun 2005	Sampai saat ini sudah 11 tahun
2.	Adakah masalah yang dihadapi Mrs Sri Rahayu pada saat mengajar Bahasa Inggris di kelas VIII?	Karena kelas siswa masih pemula mereka agak sulit paham, harus pelan-pelan dalam menyampaikan materi.	Saat penyampaian materi harus pelan-pelan agar siswa mudah mengerti.
3.	Bagaimana kemampuan siswa dalam menulis text Bahasa Inggris?	Kemampuan mereka kurang maksimal saat menulis teks bahasa inggris	Kemampuan siswa rendah dalam Bahasa Inggris terutama menuls
4.	Bagaimana hasil tulisan siswa setelah menulis text Bahasa Inggris?	Hasil tulisan mereka masih kurang bagus karena faktor minimnya kosa kata dan mereka bingung mau menulis apa.	Siswa masih kesulitan dalam menuangkan ide saat menulis teks Bahasa Inggris
5.	Strategy apa yang Mrs. Sri gunakan saat mengajar Bahasa Inggris, khususnya writing?	Biasanya saya menggunakan Free Writing dalam mengajar	Guru menggunakan strategy Free Writing

APPENDIX 4

Lesson Plan For Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP1)

I. Identitas Mata Pelajaran

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/I
Pertemuan ke : 1
Alokasi Waktu : 2x40 menit
Skill : Writing

II. Standar Kompetensi

Menulis

Mengungkap makna dalam teks tulis fungsional dan esei pendek berbentuk recount untuk berinteraksi dengan lingkungan sekitar.

III. Kompetensi Dasar

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

IV. Indikator

- Membuat teks recount dengan generic structure yang benar
- Memahami isi teks recount yang disajikan
- Menuangkan ide ide ke dalam bentuk teks recount
- Menggunakan struktur bahasa yang tepat dalam penulisan teks recount

V. Tujuan Pembelajaran

- a. Siswa dapat mengidentifikasi berbagai informasi dalam recount text
- b. Siswa dapat mengidentifikasi fungsi komunikatif recount text
- c. Siswa dapat mengidentifikasi langkah retorika recount text
- d. Siswa dapat menyebutkan ciri kebahasaan recount text

VI. Materi Ajar

- a. Definition of recount text. Recount text is a piece of text that retells past events, usually in order which they ocured.
- b. Fungsi sosial mendiskripsikan kejadian yang telah dialami.
- c. Generic Structure of recount text
 1. Orientation
 2. Events
 3. Re-Orientation
- d. Example of Recount Text,

Read Poem in Front of the Class

This story began from the reading poem exercise in front of the class. At that time I was studying in Junior high school. Ups, let me tell you my name is Ilham. I was a shy boy who sometimes embarrassed myself. I lived in a simple family. I used to help my mother in the traditional market after going home from school. So almost all my days were spent there. Hmm.I still remembered when the devision of weekly reading free poem in front of the class by Miss Yeni, Indonesia language teacher. I got a turn to read a poem next week. It meant there was still one week to make a free poem. Honestly I am talented enough in composing beautiful words. But I couldn't express it in front of the class. One week had passed and I hadn't made it. *Orientation*

When it was my turn to read my poem. Miss Yeni called my name. I walked tremblingly with a pale face. Along the atmosphere of the class was quiet, my cold sweat began to shed.suddenly miss Yeni asked me,"Ilham, what theme is

your poem?. I bowed down my head. “Ilham, you haven’t made it, have you? She asked me twice. “Yes mom, I am so sorry, because I am really confused to write it in a book”. I said. “If you are confused writing on book, why don’t you write it on the board instead?”. She replied while my friends were laughing at me. Then she gave me a board marker and told me to write a poem on the board. I wrote it tremblingly and of course with an embarrassing feeling. *Event*

Having finished writing the poem. I immediately turned to sit back. Suddenly miss Yeni called me, “Ilham..”. While reaching out her hand. Without thinking anymore, I shaken her hand while saying thank you. But Miss Yeni said, “I don’t want your handshake, but you still bring my board marker, Ham”. All of a sudden the whole class laughed hearing miss Yeni’s explanation. I immediately returned it. *Re-Orientation*

VII. Metode Pembelajaran

Guided Imagery Technique

VIII. Langkah-Langkah Pembelajaran

NO.	Kegiatan Pembelajaran	Waktu (Menit)
1.	Pendahuluan a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yng ditnamkan: santun, rajin, peduli) b. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)	10’

2.	<p>Kegiatan Inti</p> <p><i>Eksplorasi</i></p> <ol style="list-style-type: none"> a. Siswa dibimbing untuk relaxasi dengan menutup mata, tarik nafas, fokuskan pikiran, lalu guru membangun mimpi siswa b. Siswa di motivasi oleh Guru bahwa mereka akan menulis layaknya penulis hebat <p><i>Elaborasi</i></p> <ol style="list-style-type: none"> c. Siswa dibacakan teks Guided Imagery oleh Guru dalam 2 Bahasa yaitu Bahasa Inggris dan Bahasa Indonesia dengan diiringi musik klasik. <p><i>Konfirmasi</i></p> <ol style="list-style-type: none"> d. Setelah Guru membaca teks Guided Imagery , siswa diminta untuk membuka mata dan menuliskan imajinasi mereka dalam bentuk Recount Teks sesuai dengan ilustrasi yang diberikan guru ketika mereka menutup mata dan mendengarkan musik 	60'
3.	<p>Kegiatan Akhir</p> <ol style="list-style-type: none"> a. Menanyakan kesulitan siswa dalam menulis teks recount 	10'

	b. Menyimpulkan materi	
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IX. Sumber/Bahan/Alat

- Audio
- Teks Guided Imgerly
- Worksheet

X. Penilaian

Teknik: Test tertulis

Bentuk: Essay

Instrument:

- a. Write a paragraph that explains; where and when the event takes place, who was there, etc.
- b. Write 2-3 paragraphs about what happened before, during and after this event or add descriptions of the main characters. Write series of events in sequence.
- c. Write the end of the writing containing your opinion and impression toward the events.

Pringsewu,.....2016

Mengetahui,

Guru Mata Pelajaran

Mahasiswa Penelitian

Sri Rahayu M.Pd

Grasela Intan Pertiwi

Kepala Sekolah

SMP Negeri 2 Pringsewu

Cecep Irawan M.Pd.I



Appendix

READABILITY OF THE WRITING TEST

Choose the Correct Answer by Crossing (x) Yes or No in Front of a Right Answer

Respondent :

Class :

No.	Question	Yes	No	Scale (1-10)	Comment
1.	Apakah anda paham dengan instruksi diatas?				
2.	Apakah anda menemukan kata yang sulit?				
3.	Apakah anda paham dengan generic structure dari Recount Teks?				
4.	Apakah anda paham dengan aspek penilaian writing?				
5.	Apakah waktu yang diberikan sesuai?				

*** 1 describe an item that is easy to read and 10 describes an item that is difficult to read**

APPENDIX 6

Post-Test Instrument

Subject : English

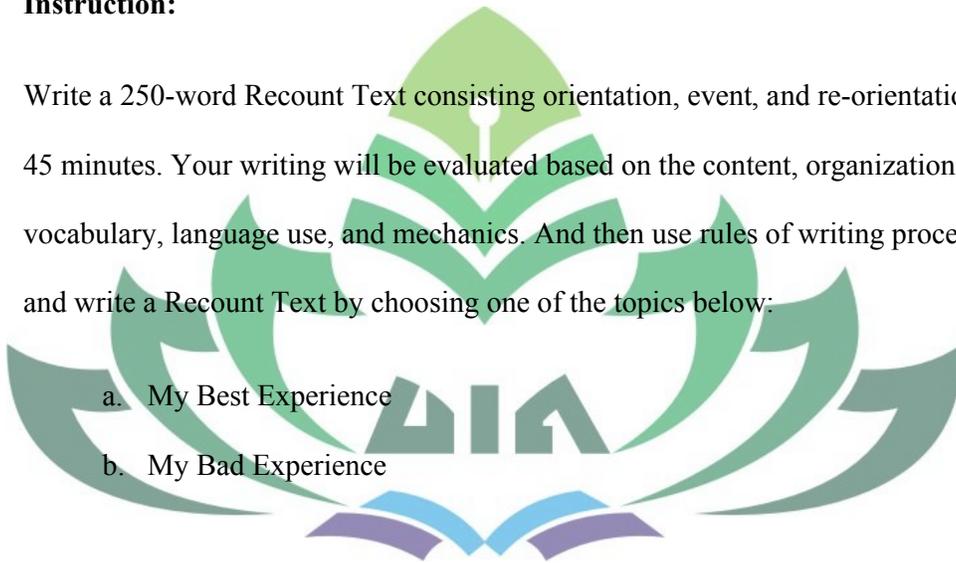
Sub Matter : Writing

Time Allocation : 45 Minutes

Instruction:

Write a 250-word Recount Text consisting orientation, event, and re-orientation in 45 minutes. Your writing will be evaluated based on the content, organization vocabulary, language use, and mechanics. And then use rules of writing process, and write a Recount Text by choosing one of the topics below:

- a. My Best Experience
- b. My Bad Experience



APPENDIX

Post-Test Instrument

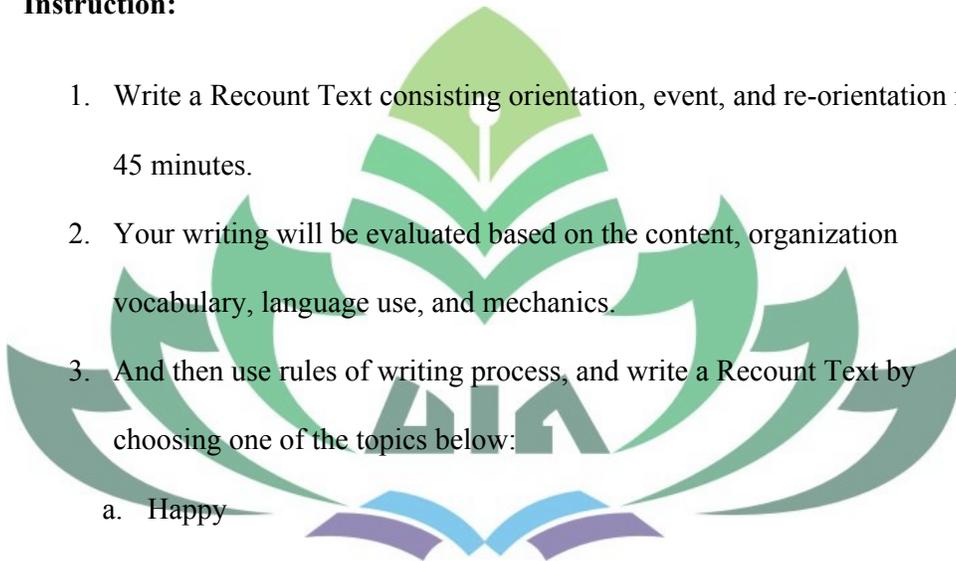
Subject : English

Sub Matter : Writing

Time Allocation : 45 Minutes

Instruction:

1. Write a Recount Text consisting orientation, event, and re-orientation in 45 minutes.
2. Your writing will be evaluated based on the content, organization vocabulary, language use, and mechanics.
3. And then use rules of writing process, and write a Recount Text by choosing one of the topics below:
 - a. Happy
 - b. Sad
 - c. Embarrassing



APPENDIX

Pre-Test Instrument

Subject : English

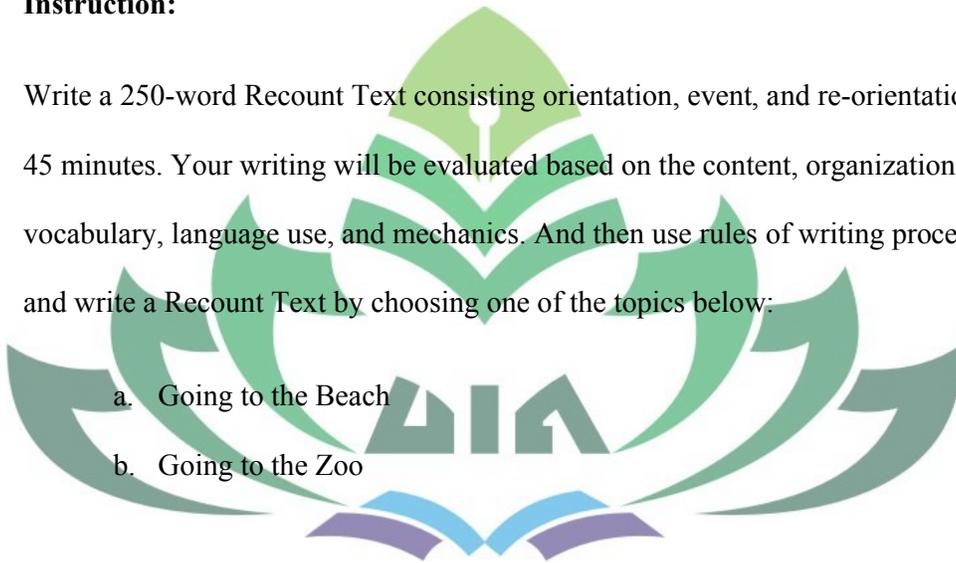
Sub Matter : Writing

Time Allocation : 45 Minutes

Instruction:

Write a 250-word Recount Text consisting orientation, event, and re-orientation in 45 minutes. Your writing will be evaluated based on the content, organization vocabulary, language use, and mechanics. And then use rules of writing process, and write a Recount Text by choosing one of the topics below:

- a. Going to the Beach
- b. Going to the Zoo



APPENDIX 5

Pre-Test Instrument

Subject : English

Sub Matter : Writing

Time Allocation : 45 Minutes

Instruction:

1. Write a Recount Text consisting orientation, event, and re-orientation in 45 minutes.
2. Your writing will be evaluated based on the content, organization vocabulary, language use, and mechanics.
3. And then use rules of writing process, and write a Recount Text by choosing one of the topics below:
 - a. Happy
 - b. Sad
 - c. Embarrassing

