

**IMPROVING WRITING SKILL IN RECOUNT TEXT BY USING GUIDED
WRITING AT THE SECOND SEMESTER OF THE EIGHT GRADE OF
SMPN 2 TANJUNGSARI LAMPUNG SELATAN
IN THE ACADEMIC YEAR OF 2017/2018**

(A Thesis)

Submitted as a Partial Fulfillments of Requirements for S1-Degree



By :

Suprihatin

NPM. 1311040195

Study Program : English Department

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
2018**

**IMPROVING WRITING SKILL IN RECOUNT TEXT BY USING GUIDED
WRITING AT THE SECOND SEMESTER OF THE EIGHT GRADE OF
SMPN 2 TANJUNGSARI LAMPUNG SELATAN
IN THE ACADEMIC YEAR OF 2017/2018**

(A Thesis)

Submitted as a Partial Fulfillments of Requirements for S1-Degree

By :

SUPRIHATIN

NPM. 1311040195

Study Program : English Department
Advisor : Iwan Kurniawan, M.Pd
Co Advisor : Nunun Indrasari, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
2018**

ABSTRACT

IMPROVING WRITING SKILL IN RECOUNT TEXT BY USING GUIDED WRITING AT THE SECOND SEMESTER OF THE EIGHT GRADE OF SMPN 2 TANJUNGSARI LAMPUNG SELATAN IN THE ACADEMIC YEAR OF 2017/2018

**By
Suprihatin**

Writing is one of the four language skills that plays a very important role in language learning. Writing is important because the learners can express their ideas, feeling, and experiences in certain place, time, and situation in written form. This research was about improving the students writing skill of the eight grade of SMPN 2 Tanjungsari Lampung Selatan in the academic year of 2017/2018. The eight grade students' problems in learning writing were the students were not interested in learning writing skill and they could not gather their ideas and got difficulties to write sentences. Guided writing technique gives enough opportunity for the student to be a good writer. It helps students understanding about writing and following the teaching and learning process well.

In this research, the researcher used collaborative action research as research design. It was conducted into three cycles and each cycle consisted of two meetings and involved four steps namely planning, action, observation and reflection. The research data were collected by using observation, questionnaire, and test. The subject of this research was A class of the eight grade of SMPN 2 Tanjungsari Lampung Selatan which consist of 25 students.

After the data were analyzed, it was found that the result of the test after each cycle showed that there was significant improvement in students' writing skill, especially in writing recount text. The mean score of the test in cycle I was 60.12, it improved into 69.04 from test in cycle II, and it improved into 77.68 from test in cycle III. And the students were more interested in learning writing recount text. Based on the result of this research, it can be concluded that there were the students improvement in writing skill in recount text by using guided writing at the second semester of the eight grade of SMPN 2 Tanjungsari Lampung Selatan in the academic year of 2017/2018.

Key words: *Recount Text, Guided Writing, Classroom Action Research*



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarami Bandar Lampung Telp. (0721)703289

APPROVAL

Title

**: IMPROVING WRITING SKILL IN RECOUNT TEXT
BY USING GUIDED WRITING AT THE SECOND
SEMESTER OF THE EIGHT GRADE OF SMPN 2
TANJUNGSARI LAMPUNG SELATAN IN THE
ACADEMIC YEAR OF 2017/2018**

Student's Name

: SUPRIHATIN

Student's Number

: 1311040195

Study Program

: English Education

Faculty

: Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session

at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University

Lampung

Advisor

Iwan Kurniawan, M.Pd.

NIP. 197405020000031002

Co- Advisor

Nunun Indrasari M.Pd.

NIP. 198707272015032006

**The Chairperson,
Of English Education Study Program**

Meisuri, M.Pd.

NIP. 198005152003122004



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

ADMISSION

**A thesis entitled: IMPROVING WRITING SKILL IN RECOUNT TEXT BY
USING GUIDED WRITING AT THE SECOND SEMESTER OF THE
EIGHT GRADE OF SMPN 2 TANJUNGSARI LAMPUNG SELATAN IN THE
ACADEMIC YEAR OF 2017/2018, by: SUPRIHATIN, NPM: 1311040195,**

**Study Program: English Education, was tested and defended in the examination
session held on: Monday, October 1st 2018.**

Board of examiners:

The Chairperson

: Meisuri, M.Pd

The Secretary

: Yulan Puspita Rini, M.A.

The Primary Examiner

: Dr. Melinda Roza, M.Pd.

The First Co-Examiner

: Iwan Kurniawan, M.Pd.

The Dean of

Tarbiyah and Teacher Training Faculty

Prof. Dr. H. Hairul Anwar, M.Pd

NIP: 19560810198703 1 001



DECLARATION

I am a student with the following identity:

Name : Suprihatin

Student's Number : 1311040195

Thesis : Improving Writing Skill in Recount Text by Using Guided
Writing at the Second Semester of the Eight Grade of SMPN
2 Tanjungsari Lampung Selatan in the Academic Year of
2017/2018

Certified that this thesis is definitely my own work. I am completely responsible for
the content of this thesis. Other writer's opinions or finding included in the thesis are
quoted or cited in accordance with ethical standards.

Bandar Lampung, 01 October 2018

Declared by,

Suprihatin
NPM.1311040195

DEDICATION

This thesis is dedicated to:

From the deepest part of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Mujiono and Ms. Sriatun who always love me and keep on praying for my life and success. Thanks for all motivation and pray.
2. My beloved brother and sister, Pranoto and Puji Lestari who always pray, support and give motivation to me.
3. My beloved grandfather, grandmother, uncle, aunt, sister in-law, brother in-law who have motivated and prayed for me.
4. My beloved lecturers and almamater, Raden Intan States Islamic University Lampung.

MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَتِ رَبِّي لَنَفَدَ الْبَحْرُ قَبْلَ أَنْ تَنْفَدَ كَلِمَتُ رَبِّي وَلَوْ جِئْنَا

بِمِثْلِهِ مَدَادًا

“If the ocean were ink (where with to write out) the words of my Lord, sooner would the ocean be exhausted than would be words of my Lord even if we added another ocean like it for its aid.”¹ (QS. Al-Kahfi: 109)

¹ Abdullah Yusuf ‘Ali, *The Holy Qur'an Arabic Text Wuth English Translation*, New Johar Offset Printers, India, 2006, p. 851.

CURRICULUM VITAE

Suprihatin was born in Tritunggal, on October 10th 1991. She is the third of three children of Mr. Mujiono and Ms. Sriatun. She has one brother named Pranoto and has one sister named Puji Lestari.

She started her formal study at Elementary School of SDN Tritunggal and finished in 2005. After that she continued her school in Junior High Shool of SMP PGRI 1 Waway Karya and finished in 2008. Then she also continued her school in Senior High School of SMAN 1 Waway Karya and finished in 2011. Then she continued her study at Raden Intan States Islamic University Lampung in 2013 in Tarbiyah and Teacher Training Faculty in English Education Study Program.

Bandar Lampung, 01 Oktober 2018

Suprihatin

ACKNOWLEDGEMENT

First of all, praise be to Allah, the most Merciful, the most Beneficent, for His blessing and mercy given to her during studying and completing this final project. Then, the best wishes and salutations be upon the great messenger prophet Muhammad S.A.W.

This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.

In relation to the writing and finishing of this thesis, great appreciation and sincerest gratitude be expressed to the following people:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training faculty of UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of Raden Intan State Islamic University Lampung.
3. Iwan Kurniawan, M.Pd, the first advisor for his guidance and help to finish this thesis.
4. Nunun Indrasari, M.Pd, the second advisor who has spent countless hours to correct this thesis for its betterment.
5. Sukirman S.Pd. the principal SMPN 2 Tanjungsari. Wahyu Firmansyah S.Pd. the English teacher for giving the contribution while the researcher was

conducting the research at the school, all the teachers and staffs who have helped the researcher in collecting the data.

6. All lecturers of the English Education Study Program of Raden Intan State Islamic University Lampung.
7. All beloved friends, Ayu Nurul Izzati, Marchiana Dwi Lestari, Devi Lufita, Hasri Wahyu Ningsih, Melsa Dwi Cahyani, Ayu Ria Windhari, Siti Rizki Amallia, Puput Septiani, and Jasenda who always give support, love, and pray.
8. All friends of the English Department of Raden Intan State Islamic University Lampung, especially beloved friends in class E.

Finally, none is perfect and neither is the final project. Any corrections, comments, and criticism for the betterment of this final project are always open-heartedly welcome.

Bandar Lampung, 01 October 2018

Researcher,

Suprihatin

TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT.....	ii
APPROVAL	iii
ADMISSION.....	iv
DECLARATION.....	v
DEDICATION.....	vi
MOTTO	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	xi
LIST OF TABLE	xiv
LIST OF FIGURE	xv
LIST OF GRAPHS	xvi
LIST OF APPENDIX	xvii

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	6
C. Limitation of the Study	7
D. Formulation of the Problem	7
E. Objective of the Study.....	7
F. Use of the Research.....	7
G. Scope of the Research	8
1. Subject of the Research	8
2. Object of the Research	8
3. Place of the Research	9
4. Time of the Research.....	9

CHAPTER II FRAME OF THEORY

A. Concept of Writing.....	10
1. Definition of Writing	10
2. The Characteristics of Written Language	11
3. The Process of Writing	13
4. Teaching Writing and Approaches in Teaching Writing	16
5. Component of Writing	20
6. Scoring Procedure for Writing Skill	23
B. Concept of Recount Text	25
1. Definition of Recount Text	25
2. Generic Structure of Recount Text	25
3. Language Features in a Recount Text	26
C. Concept of Guided Writing.....	27
1. Definition of Guided Writing	27
2. The Advantages and Disadvantages of Guided Writing for Teaching Writing	28
3. Process of Guided Writing	30
D. Frame of Thinking.....	31
E. Hypothesis	32

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	33
B. Subject of the Research.....	36
C. Data Collecting Technique.....	36
D. Instrument of The Research	37
E. Procedures of The Research	39
1. Planning.....	40
2. Action	41
3. Observation	41
4. Reflection	41
F. Data Analysis Technique	42

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. General Description of Place of Research	43
B. Research Finding.....	46
C. Discussion	64

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	66
B. Suggesstion	67

REFERENCES	69
-------------------------	----

APPENDICES

LIST OF TABLES

	Page
Table 1 The English Writing Score at the Eight Grade of SMPN 2 Tanjungsari	3
Table 2 Indicators of Writing Assesment	23
Table 3 Specification of Questionnaire	38
Table 4 Specification of Observation	39
Table 5 Data of Teacher at SMPN 2 Tanjungsari	44
Table 6 Students in SMPN 2 Tanjungsari	45
Table 7 Kinds of Room	45
Table 8 Students' Problem After Reflection	63

LIST OF FIGURE

	Page
Figure 1 The Generic Structures of Recount Text	26
Figure 2 The Action Research Process	40

LIST OF GRAPHS

	Page
Graph 1 Students' Test I Score	51
Graph 2 Students' Test II Score	57
Graph 3 Students' Test III Score	62
Graph 4 The Improvement of Students' Mean Score	64

LIST OF APPENDICES

	Page
Appendix 1 The Result of Interview With the Teacher of SMPN 2 Tanjungsari in the Preliminary Research	71
Appendix 2 Test Instrument for Post-Test	73
Appendix 3 Expert Validation	76
Appendix 4 Instrument Readability	77
Appendix 5 Syllabus	78
Appendix 6 Lesson Plan 1 (Cycle I)	81
Appendix 7 Lesson Plan 2 (Cycle II)	97
Appendix 8 Lesson Plan 3 (Cycle III)	113
Appendix 9 The Questionnaire for the Students	126
Appendix 10 The Result of Students' Questionnaire	128
Appendix 11 Observation Checklist	129
Appendix 12 The Students' Score	141

CHAPTER I

INTRODUCTION

A. Background of problem

As human who lives in society, we need communicate each other to get and share information. And we need language to communicate each other. Brown says that language is used for communication.¹ So people need language as a tool to communicate each other. It is used to communicate ideas, feelings, beliefs, loves, knowledge, culture etc among the member of speech community to each other. Language is important for everyone, because we can convey what we want to say to other people through language. As Harmer says that a language function is a purpose you wish to achieve when you say or write something. By performing the function you are performing an act of communication.²

Language that is used by people from different countries is called an international language. English is the international language.³ It is used by almost all people in the world as the medium of communication to present knowledge. However English has different function in each country whether English as the first language,

¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, Fifth Edition, (USA: Pearson Education, 2007) p.6.

² Jeremy Harmer, *How to Teach English*, (London: Longman, 1998), p.48

³ Dr. M. F. Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publishers & Distributors, 2008), p. 6

the second language, and the foreign language. In Indonesia, English has function as the first foreign language and a compulsory subject that must be learnt from elementary school up to senior high school even at university. As stated by Richards and Rodgers that today English is the world's most widely studied foreign language.⁴ The students who learnt English are expected to get four skills. They are listening, reading, speaking, and writing.⁵

Writing is one of the four language skills that plays a very important role in second language learning. Writing is important because the learners can express their ideas, feeling, and experiences in certain place, time, and situation in written form. Therefore, writing skill needs to be taught to the student. As Patel who states that writing is essential feature of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern.⁶

Unfortunately, based on preliminary research in SMPN 2 Tanjungsari the students' skills in writing were still far from what was being expected. This condition was found in SMPN 2 Tanjungsari, there were many students still hardly write a paragraph in English. The problem was the students still confuse how to write a paragraph and then their writing ability were low. The researcher found the students score was low from the following table:

⁴ Jack C. Richards and Theodore S. Rodgers, *Approaches and Method in Language Teaching Second Edition*, (Cambridge: Cambridge University Press, 2001), p.3

⁵ Jeremy Harmer, *Op.cit*, p.79.

⁶ Dr. M. F. Patel and Praveen M. Jain, *Op.cit*, p.125

Table 1
The English Writing Score at the Eight Grade of SMPN 2 Tanjungsari in the Academic Year of 2017/2018

No	Class	Score		Total
		<75	≥75	
1	VIII A	14	11	25
2	VIII B	16	9	25
3	VIII C	17	8	25
Total		47	28	75
Percentage		62%	38%	100%

Source: *Document of the English Writing Score at SMPN 2 Tanjungsari.*⁷

Based on the data above the students' skills in writing were still low because there were 46 students who failed the test based on criteria of minimum mastery (KKM) and there were 28 students who passed the test. It was indicate that most students still have difficulties in writing.

Based on the questionnaire that the researcher gave to students, the researcher also found some factors of students' problems in learning English especially writing recount text. Some students think that English was a difficult subject. Because of the problem, the students were lazy to follow English lesson especially writing. The students got difficulties in writing English because they do not know what must be written. The students got the difficulties in gathering idea when they were going to write. One of the problems that made the students felt lazy and they were not interested in learning English especially writing because teacher's teaching technique

⁷ Wahyu Firmansyah, S.Pd, An English teacher SMPN 2 Tanjungsari. *Document*. July 30th 2017.

was too boring.⁸ The teacher just gave the instruction based on the textbook. The teachers' technique in teaching learning process has big influence in improving the students' ability in learning English especially writing recount text.

To solve the problem, the teacher has to choose an appropriate technique that can help the students in understanding the material well and motivate the students in learning English especially writing so the students will be interested and has a will to learn English. One of the techniques that can be used by the teacher is guided writing.

Guided writing technique gives enough opportunity for the student to be good writer. It helps students understanding about writing and students can follow the teaching and learning process well. Through guided writing, students were supported during the different stages of the writing process. It is supported by statement in National Primary Strategies that the aim of this technique is to provide support that is going to help students to improve their writing and to work with increasing independence.⁹

In this research, the researcher took two previous research. The first one was the research that had been done by Laras Sekar Tanjung with her research paper entitled: The Effect of Guided Writing Strategy toward Students' Writing Skill at

⁸ Studets of SMPN 2 Tanjungsari, 8th grade, *A Questionnaire*, on July 30th, 2017, unpublished.

⁹ Primary National Strategy, *Improving writing with a focus on guided writing*, (Department for Children, Schools and Families, 2007), p.6

Senior High School 1 Ulakan Tapakis.¹⁰ Based on the research finding, it was found that there was any significant difference on students' writing skill between the students who were taught by using Guided Writing Strategy and those who were taught without using Guided Writing Strategy. The success of this research can be indicated by the students' score in post-test experimental class and post-test control class. The mean scores of control class was 56.35 that taught without Guided Writing Strategy whether the mean scores of experiment class was 63.96 that taught by Guided Writing Strategy. The mean of experimental class supports the research hypothesis that there is any significant difference on students' writing skill between the students who were taught by Guided Writing Strategy and those who were taught conventional strategy. It can be concluded that there was any significant improvement of students' writing skill on Analytical Exposition text after using Guided Writing Strategy.

The second study had been done by Paramitha Fitriana Widayat with her research paper entitled: The Application of Guided Writing to Enhance Ability in Writing Procedure Texts of the Eleventh Grade Students at SMK Kosgoro 1 Sragen in 2016/ 2017 Academic Year. Based on the research finding, it was found that the application of guided writing related to the process of pre-writing, whilst-writing, and post-writing. The students response about application of guided writing were good

¹⁰ Laras Sekar Tanjung, *The Effect of Guided Writing Strategy toward Students' Writing Skill at Senior High School 1 Ulakan Tapakis*. (S1 Thesis, Imam Bonjol University, Padang, 2017), p. 60.

attention, anthusiastic, braver, active, and feel funny joining class.¹¹ In this research she used guided writing to enhance ability in writing procedur text.

Based on the explanations of previous studies, it can be concluded that there were significant differences of previous studies to this research. The differences were in these previous studies that had been done by Laras Sekar Tanjung, she found that this strategy can improve the students' writing skill in analytical exposition text. Another previous study that had been done by Paramitha Fitriana Widayat, she used guided writing to enhance ability in writing procedure text. Meanwhile in this research, the researcher will use guided writing technique fot teaching writing skill in recount text.

Based on the background of the problems, the researcher conducted a research entitles Improving Writing Skill in Recount Text by Using Guided Writing at the Second Semester of the Eight Grade of SMPN 2 Tanjungsari Lampung Selatan in the Academic Year 2017/2018.

B. Identification of Problems

Based on the background of the study mentioned above, the researcher identified the following problems:

¹¹ Paramitha Fitriana Widayat, *The Application Of Guided Writing To Enhance Ability In Writing Procedure Texts Of The Eleventh Grade Students At Smk Kosgoro 1 Sragen In 2016/ 2017 Academic Year*, (S1 Thesis, Muhammadiyah Surakarta Univesity, Surakarta, 2017), p. viii.

1. The students got difficulties in writing English because they did not know what must be written.
2. The students got difficulties in gathering idea.
3. The teachers' technique in teaching writing was not interesting because the teacher just give instruction based on the textbook.

C. Limitation of the Study

This research focused on improvement achieved by students writing ability in writing recount text of the eight year students of SMPN 2 Tanjungsari by using guided writing.

D. Formulation of The Problems

Based on the background above, the problem of this research can be formulated in the following questions: “To what extent guided writing can improve the students writing skill in recount text of the eight grade students at SMPN 2 Tanjungsari in the academic year of 2017/2018?”

E. Objectives of the Study

Based on the formulation of problem above, this study aimed at improving the student's ability in writing recount text by using guided writing.

F. Use of the Research

The uses of the research were as follows:

1. Theoritically

For theoretically contribution, the result of this research was expected to support the previous studies and to give information about improving writing skill in recount text by using guided writing.

2. Practically

a. Teacher

The teachers will gain an effective technique for teaching writing recount text. The result of the research was expected to give contributions to the teaching and learning process especially in teaching writing recount text at Junior High School.

b. Students

The result of this study will provide beneficial information for the students to improve their own learning skill especially in writing recount text. They will find the easier way in writing recount text.

c. Next researcher

The study of this research will be a good reference for the next researcher who concerned about technique in teaching writing.

G. Scope of the Research

The scope of the research as follows:

1. Subject of the Research

The subject of the research was one of three classes at the second semester of eight grade of SMPN 2 Tanjungsari.

2. Object of the Research

The object of the research was writing recount text by using guided writing.

3. Place of the research

The research was conducted at SMPN 2 Tanjungsari.

4. Time of the Research

The research was conducted at the second semester in the academic year of 2017/2018.

CHAPTER II

FRAME OF THEORY

A. Concept of Writing

1. Definition of Writing

One of the basic problems in foreign language teaching is to prepare students to be able to use the language. Writing as one of the four skills (listening, speaking, reading, and writing) has always been part of the syllabus in the teaching of English. It is kind of skill that needs much practices.

Writing is not only writing sentences without purpose, but writing is an activity of producing a text that has a real purpose. This idea is also supported by Weigle who defines writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience.¹ From the definition, it means that it is important to view writing not only as the product of an individual but also as a social act because writing is activity that are socially and culturally shaped and individually and socially purposed.

Writing needs some process of thinking. By knowing the process of writing, students can develop their ability to create a good written text. Brown states that writing is a process of thinking in which writers figure out their thoughts then put

¹Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p.19

them into written language.² During the process of thinking that sometimes needs a long time, the writers are asked to explore their knowledge, experiences, or memories to find and then determine a topic to write.

Furthermore, Harmer states that writing as a kind of process wheel, where the writers move both around the circumstance of the wheel and across the spokes.³ It describes the complex stages that the writers need to go through to write something. Each stage can be continuously repeated until the writers feel no need to go to the previous stages.

Based on the definitions above, it can be concluded that writing is a process of developing ideas into a coherent written language to accomplish a particular purposes which record information, options, benefits, feelings, arguments, explanations and theories.

2. The Characteristics of Written Language

Brown points out several characteristics of written language which distinguish them from spoken language. The characteristics are as follows:

a. Permanence

Writing is permanent. Once the writers finish their writing, they cannot revise their writing. So, through refinement and revision are needed before the final draft will be submitted.

²H. Douglas Brown, *Teaching by Principle: and Interactive Approach to Language Pedagogy Second Edition*. (New York: A Pearson Education Company, 2001), p.336

³Jeremy Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), p.6

b. Production Time

Time limitation is one of the important in writing. A sufficient length of time will affect the production of a good writing. When the time given is not sufficient, the writers may produce a messy text. Therefore, a sufficient training in the process of writing will help the students to make the best possible use of such time limitation.

c. Distance

A good writer is the one who can deliver the message of his or her writing clearly to the target reader. Distance may mean a range between the writer and the targeted audience. In order to shorten the distance, the writer should be able to predict the audience general knowledge and write from the perspective of the targeted audience.

d. Orthography

Many different writing systems have evolved in every country. Therefore, to be able to use such writing system is not an easy matter, especially in a language that has different orthography from the writer's native writing system.

e. Complexity

Different from spoken language, the written language tends to have larger clauses with more complex forms. Therefore, the writer should write clearly and coherently in delivering the message to the readers.

f. Vocabulary

The written English has a greater variety of words than in spoken conversational English. The words used in the text may have different meaning depend on the context embedded. Therefore, the writer should learn and take benefits from the richness of English words.

g. Formality

Formality refers to the convention of rules that a certain written message is meant to be. Different purposes of writing have different forms of language that must be followed.⁴

Since writing is a way to communicate in the written form, everything should be clear. It means that before the writers come to the end of their writing, they should make sure that their writing has already met the purpose of their writing so that the target readers could get the message clearly.

3. The Process of Writing

Giving more attention to the process of writing is a good way to know students' ability and creativity in expressing their ideas. Students need to be aware of the writing process. It is because composing is a series of stages that can vary in sequence and are often recursive, even though they must be ordered in certain ways in a text.

⁴ Douglas Brown, *Op.Cit.* p.341-342

Based on Hyland, creative writers have creative ways to express their ideas.⁵

During the process of generating and developing ideas, the creativity of the students can be seen, for examples, from the topics they generate and the way they develop the topics.

Harmer states the writing process that is the stages the writer goes through in order to produce something in his final written form. Still, he states that there are four-steps in the writing process. They are planning, drafting, editing and final version.⁶ Each step is described as follows:

Step 1: Planning

In this stage, students plan and decide what they are going to write. Students start gathering information and ideas for writing by making notes or doing all their planning in their minds. When planning, they have to consider three main issues, they are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments which they have decided to include.

Step 2: Drafting

Drafting is the students' first effort to write ideas on paper. In this stage, they write tentative ideas which are related to the topic that they are going to write without paying attention to the errors.

⁵Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2004), p.8-10

⁶Jeremy Harmer, *Op.Cit.* p.4-6

Step 3: Editing (reflecting and revising)

After the students made their draft, they re-read their draft to see where it works and where it doesn't. Perhaps the order of the information is not clear or the sentence is ambiguous. The process of editing may be taken from oral or written comments by peers or teachers. They will help the students to make a revision of their writing. Revising is looking back over what has been written.

Step 4: Final version

The students make a change of their work after the process of editing. The final product may be different from the first draft after going through some steps. All of the writing process above cannot be separated because those are elements in composing a good written text.

The result of the writing can be an absolute evidence of the success of the writing process that consists of four major steps: planning, drafting, revising and final drafting (final version).

In short, writing is not only writing something on paper. Many processes are involved in writing which determined the success of writing itself. Those processes above can be guidance to be a good writer.

4. Teaching Writing and Approaches in Teaching Writing

a. Teaching Writing

According to Harmer, teachers have a number of important tasks to do when helping students to become better writer. The tasks which teachers have to do before, during, and after student writing are the following:

1) Demonstrating

Teachers have to be able to explain the text specifically. Teachers have to make the students know the layout of the text and language used in a certain text.

2) Motivating and provoking

The teachers help students to get the ideas when the students get stuck in writing. It is better if the teachers prepare amusing and engaging ways in teaching and learning process so can get the students involvement in writing task. For example, students can be asked to do the reassemble jumble texts on the board. Sometimes, teachers can give them the words to start writing.

3) Supporting

Students need a lot of help and reassurance when they are writing, both with ideas and how to carry them out. Teachers need to support the students when they are writing in class, always available for them, and prepare to help students overcome difficulties.

4) Responding

In order to respond students writing, the teachers may give comments or suggestion for its improvement. It is better to react to what they have said rather than filling their work full of correction symbols.

5) Evaluating

Teachers indicate where students work well and where they made mistakes, and of course give award for them who work well. Teachers should highlight the student error and try to put them right before handing back the marked scripts to the students.⁷

Based on the explanation above, the students learn how to make planning and gather ideas, through the various stages of prewriting, drafting and revising to the final product. By doing this approach, the students can improve their writing ability through evaluating their text. The students are guided and supported as they move through the complete process of editing and publishing.

b. Approaches in Teaching Writing

Based on Brown there are two approaches in teaching writing. Those two approaches are follows⁸:

1) Product-oriented

In Brown the compositions of product-oriented approach were supposed to:

⁷ Jeremy Harmer, *Op.Cit.* p.41-42

⁸ H. Douglas Brown, *Op.Cit.*, p.335

- a) Meet certain standards of prescribed English rhetorical style;
- b) Reflect accurate grammar;
- c) Be organized in conformity with what the audience would consider to be conventional.⁹

Product-based approaches see writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher.¹⁰ This approach is just focus about the structure of language such as grammatical and syntactical structures and imitating models. This approach is primarily concerned with correctness and form of the final product.

Product-oriented approaches to writing largely concern the forms of the written products that students compose. The writing exercises applied in this approach typically deal with sentence-level writing and paragraph-level organization. Students are often given a frame work which illustrates a pattern of rhetorical organization, then they are asked to fit their ideas into this framework. Both the content and the form which the students deal with are largely controlled by the teacher. Since the main focus of these approaches is on written form, grammar is emphasized and a particular effort is made to avoid errors.

⁹ H. Douglas Brown, *Ibid.*, p.335

¹⁰ Richard Badger and Goodith White, “A process genre approach to teaching writing”, *ELT Journal*, (2000), p.154

2) Process-oriented

In Brown adapted from Shih, process approaches do most of the following:

- a) Focus on the process of writing that leads to the final written product;
- b) Help student writers to understand their own composing process;
- c) Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- d) Give students time to write and rewrite;
- e) Place central importance on the process of revision;
- f) Let students discover what they want to say as they write;
- g) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
- h) Encourage feedback from both the instructor and peers;
- i) Include individual conferences between teacher and student during the process of composition.¹¹

Process approaches focus primarily on what writers do as they write rather than on textual features, but depending on the writer's immediate task, these approaches also consider text features.¹² Process-oriented approaches concern the process of how ideas are developed and formulated in writing.

This approach focuses on how clearly and efficiently a student can express

¹¹ H. Douglas Brown, *Op.Cit.*, p.335-336

¹² Caroline Coffin et.al., *Teaching Academic Writing*, (New Fetter Lane: Routledge Taylor & Francis Group, 2005), p.33

and organize his ideas. Students are asked to go through such writing processes, trying to organize and express their ideas clearly. The assumption is that what the student as a writer is going to say will become clearer through these processes.

Based on the explanation, teaching writing must involve both process and product approaches. Firstly, teachers should focus on the organization of the writing. As the next step, they should deal with grammatical problems seen in writing. When students are not good at organizing their ideas, the teacher should deal with this before moving on to grammatical mistakes. This is for several reasons, among them that better organization often leads to the reduction of other errors and, of course, the clear expression of ideas is the major point of writing.

5. Component of Writing

Writing has some components that should be done by writer in order to get good writing. There are five components to measure writing test in the profile of writing adopted by Jacobs in Laras:

a) Content

The measure the content of written product is not easy to do. In order to make the teacher or evaluator simple to count it, he applies several descriptors; knowledgeable, substantive, through development of thesis, and relevant to assigned topic.

b) Organization

In organization there are six descriptions that have to take in good written text. They are fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing and cohesive.

c) Vocabulary

The good writers have to enrich their vocabularies for their writing's quality. But it is not enough without chosen the correct vocabulary to the text. Jacobs states vocabulary into four descriptors: sophisticated range, effective word/ idiom choice and usage, word form mastery, and appropriate register.

d) Language Use

As like the vocabulary, in writing evaluation, language use consists of eight descriptors; effective complex constructions, agreement, tenses, number, word order/function, articles, pronouns and preposition.

e) Mechanics

Mechanics are description about the spelling, punctuation, capitalization, paragraphing, and handwriting in written product. It is as basic of the evaluation in the profile of composition.¹³

¹³ Laras Sekar Tanjung, *The Effect of Guided Writing Strategy Toward Students' Writing Skill at Senior High School 1 Ulakan Tapakis*, (S1 Thesis, Imam Bonjol University, Padang, 2017), p.30-31

In addition, In Brown there are many categories of writing.

- a) Content that contains thesis statement; related ideas; development of ideas through personal experience, illustration, and facts opinion; use of description, cause/effect, comparison/contras; consistent focus.
- b) Organization that involves effectiveness of Introduction; logical sequence of ideas; conclusion; appropriate length.
- c) Discourse that contains topic sentences; paragraph unity; transitions; discourse markers; cohesion; rhetorical conventions; reference; fluency; economy; variation.
- d) The others categories are syntax, vocabulary, and mechanics (spelling, punctuation, citation of references, neatness and appearance).¹⁴

Based on the explanation above, it is concluded that writing is the skill to use the structure lexical item and their conventional representations ordinary matter of act language. Besides, through the writing, the students could interact with their ideas and developed them in the writing activities to be a good text. At least, there are five components that should be considered for a good writing such as: content, organization, vocabulary, language use, and mechanic.

¹⁴ H. Douglas Brown, *Op.Cit.*, p.357

6. Scoring Procedure for Writing Skill

To achieve the goal of teaching, whether the students are able to write or not, the teacher has to do assessment to measure the students writing skill. Based on Jacob in Weigle there are five components when assessing writing. These are content, organization, vocabulary, language use and mechanics.¹⁵

Table 2 Indicators of Writing Assessment Based on Jacob

Components	Score	Criteria
Content	30-27 26-22 21-17 16-13	Excellent to very good: knowledgeable, substantive, through development of thesis, relevant to assigned topic Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail Fair to poor: limited knowledge of subject, little substance, inadequate development of topic Very poor: does not show knowledge of subject, non-substantive, not pertinent, not enough to evaluate
Organization	20-18 17-14 13-10 9-7	Excellent to very good: fluent expression, ideas clearly stated, succinct, well organized, logical sequencing, cohesive Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. Fair to poor: non fluent, ideas confused and disconnected, lacks logical sequencing and development Very poor: does not communicate, no organization, not enough to evaluate
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register

¹⁵ Sara Cushing Weigle, *Op.Cit.*, p.116

	17-14 13-10 9-7	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, not enough to evaluate
Language Use	25-22 21-18 17-11 10-5	Excellent to very good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions. Good to average: effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured Fair to poor: major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and fragments, run-ons, deletions, meaning confused or obscured Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate
Mechanics	5 4 3 2	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuating, capitalization, paragraphing Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, not enough to evaluate

B. Concept of Recount Text

1. Definition of Recount Text

Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining.¹⁶ The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

According to Anderson, a recount is a text that retells past events that has purpose to give the audience a description of what occurred and when it occurred.¹⁷ Based on that statement, recount text is a text which retells or experience in the past that will give information to other person.

Generally, a recount text starts with orientation that gives background information about the characters, what happen with the character, and also informs where and when the story took place. Then, it is followed by the series of events that tells the events orderly. Sometimes, in the end of a recount text, there will be a re-orientation. It is an optional that states personal comment of the writer to the story.

2. Generic Structures of Recount Text

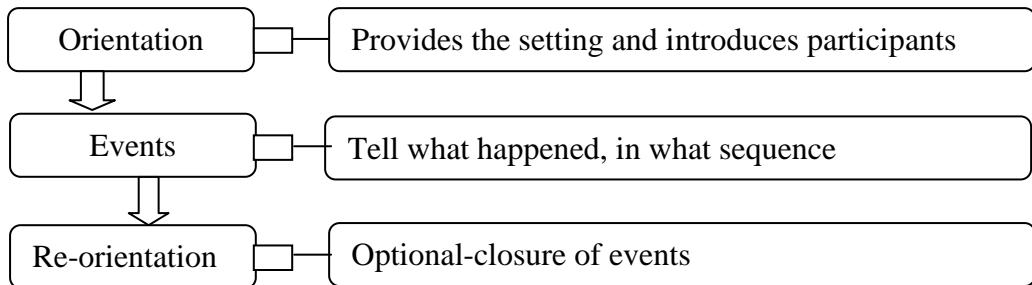
Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and re-

¹⁶Ken Hyland, *Teaching and Researching Writing*, (Harlow: Pearson Education Limited, 2009), p.20

¹⁷Mark Anderson and Kathy Anderson, *Text Type in English*, (Malaysia: McMilan, 2003), p.5

orientation which states personal comment of the writer. According to Gerot and Wignell the generic structures of recount text consist of orientation, events, and re-orientation. The draft of generic structures of recount text can be seen in the draft below:

Figure1. The Generic Structures of Recount Text¹⁸



3. Language Features in a Recount Text

According to Hylan the language features in a recount text are:

1. Proper nouns to identify those involved in a text
2. Descriptive words to give details about who, what, when, where, and how
3. The use of past tense to retell the events
4. Words that show the order of events (for example, first, next, then).¹⁹

The students of eight grade generally have not been able to create a recount text, because they assume that writing is very difficult that should expressing ideas or ideas which form the good paragraph and must know the steps or criteria in making the writing in recount text.

¹⁸Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1995), p.194 .

¹⁹Ken Hylan, *Op.Cit.*, p.87-88.

C. Concept of Guided Writing

1. Definition of Guided Writing

Brown said that guided writing loosens the teacher's control but still offers a series of stimulators.²⁰ For example, the teacher gives series of questions to the students in order to attract the students to tell a story. The questions can be about the participants of the story or when and where the story is happen. So, although the teachers lose their control the teacher still help students to write.

By using guided writing, the students not to be left alone in creating their writing, but instead they be guided and monitored from first until last step.²¹ It means that although the students were write their text by themselves, but the teacher still help them in writing process. The teacher help them by providing paper-based text, pictures or video media related to the writing subject.

The learners are given some freedom in the selection of lexical items and structural patterns, but they have to follow the given suggestions regarding the content.²² It means that the teacher let the students freely to express their ideas in writing text, but the students need to follow the pattern in writing text.

²⁰Douglas Brown, *Op.Cit.*, p.344

²¹ Leena Noer Syari, Anshari Syafar and Ferry Rita, *Applying guided writing technique in English Teaching to Develop Ability of Grade X Students at SMKN 2 Palu in Writing Tour Itinerary*, Available at: (www.jurnal.untad.ac.id), Vol. 3 No.2 Accessed on October 14th 2018, p.75

²² Dipendra Kumar Khatri, *Effectiveness of Guided Writing in Teaching Composition*, Available at: (www.nepjol.info), Vol. 4 Accessed on October 14th 2018, p.19

Statement in National Primary Strategies that guided writing is an essential tool to providing an additional supported step towards independent writing.²³ Through guided writing, students will be supported by the teacher by giving in thinking through ideas, ordering, considering vocabulary and grammar, cooperatively preparing notes and draft copies as an alternative to simply giving students an essay title and leaving them to get on with it during writing process towards independent writing.

According to Fountas and Pinnell, guided writing is defined as an instruction presented to small, temporary group of students who share similar needs at a particular point in time.²⁴ Guided writing provides an important context for teachers' assessment and guidance of student writing to observe students during specific writing events and provide immediate instructional scaffolding for writing processes targeted to the needs of a specific group of students.

Guided writing is a strategy which can be applied not only for individual task but also in group.²⁵ Guided writing is an effective way for the students to be independent writers and develop their written works on their own. Teacher not only guides the students but also responses the students' work and it can build a good relationship between them.

²³Primary National Strategy, *Improving writing with a focus on guided writing*, (Department for Children, Schools and Families, 2007), p.6

²⁴Irene C. Fountas and Gay Su Pinnell, *Guiding readers and writers: Teaching Comprehension, Genre, and Content Literacy*. (Portsmouth: Heinemann, 2011), p.15

²⁵Ni Made Dwisri Lestari, *The effect of Using Guided Writing in Paragraph Writing Ability: An Experimental Study at Grade VIII Students of SMPN 11 Mataram*, Available at: (kipunram.rf.gd), Accessed on October 14th 2018, p.6

Guided writing can be fully exploited by providing learners with the language they need to complete the task together with the teacher. It helps them feel certain that they are doing the right thing. They follow instruction and change or complete sentence as they write and they can analyze. As an activity, it should be carefully targeted towards groups of students according to their current targets or specific needs.

Based on definitions above, guided writing can be defined as a writing process guided by the teacher that can help the students towards independent writing by giving the form of a model text, an outline, or questions. So guided writing is a good technique that can be used by teacher by guide the student to write independently because the aim of guided writing is to provide support that is going to help children to improve their writing and to work with increasing independence.

2. The Advantages and Disadvantages of Guided Writing for Teaching Writing

Writing

a) Advantages

Based on Primary National Strategy²⁶, there are some benefit of using guided writing for teaching writing, those are:

- 1) Enables the teacher to adjust the needs of the group;
- 2) Facilitates the teaching and learning of individual children. Although guided writing is a group activity that has focus on the needs of the group,

²⁶Primary National Strategy, *Op.Cit*, p.6

the teacher is able to observe and respond to the needs of individuals within the group;

- 3) Provides the teacher with the opportunity to extend and challenge more groups of children;
- 4) Encourages the children to be more active in discussions;
- 5) Builds confidence. Here all the group are given the same issues;
- 6) Allows the teacher to give feedback immediately and have opportunity to discuss further information for improvement.

b) Disadvantages

Despite guided writing's beneficial role in helping the students to produce written work with confidence, there are disadvantages about guided writing. The weaknesses of guided writing are as follows:

- 1) The model text given by the teacher might be too limiting the student creative thoughts about content of the writing.
- 2) Teachers take a long time in the learning process.
- 3) Teachers experience more difficulty in guiding learners who need guidance.
- 4) Classes with many learners will need teachers in providing tutoring.²⁷

²⁷Primary National Strategy, *Op.Cit*, p.6

3. Process of Guided Writing

According to Reid in Dyan states there are some steps in guided writing,²⁸ those are:

a. Model paragraph

At the beginning, the teacher provides a model of the text. This can be written on the board or copied onto the worksheet. Students concentrate on reading comprehension first, then study the features of the text given.

b. Comprehension questions

The teacher asks series of questions about the basic information of the text.

c. Language based exercises

The teacher gives exercises which focus on vocabulary building and sentence structure. It can be in the form of transformation, substitution, or complete pattern drills.

d. Oral composition

By discussions, students make suggestions about what to write and the teacher make an outline or a list of key expressions on the board. It is used as a basis for students writing.

e. Written composition

Students follow the model given by the teacher, but involve some changes.

²⁸Laras Sekar Tanjung, *Op.Cit.* p.38-39

D. Frame of Thinking

Guided writing technique is one of the techniques used by the teachers in teaching writing that is assumed can make students easier in writing. Guided writing can solve the problems of motivation, interest and confidence. Guided writing builds confidence of small group with the same issues. The student confidence can be improved by using that way, because it can be done in groups. By cooperating with others, students will feel more comfortable in doing the writing task. It is also stimulating their interest. Through guided writing, teacher will support the students during the different stages of the writing process. Therefore, guided writing can build students' motivation and confidence to write.

In this case, the teacher is going to teach the students by using guided writing in teaching writing recount text. Same as other writing, recount text also needs an idea to write. By using guided writing, the student can learn more actively and more creatively. Guided writing can help the students in exploring their idea. Therefore, in order to achieve the aim of teaching English and encourage students' motivation in learning English, especially writing recount text, the writing assumes that using guided writing can give influence to the students recount text in writing skill. Even the guided writing is good to be implemented in teaching learning process especially for helping the students in gathering their idea to write.

E. Hypothesis

Based on the problem statements that presented by the researcher, the research hypothesis as follows:

Guided writing can improve the students writing skill in recount text of the eight year students of SMPN 2 Tanjungsari.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is a strategy to arrange the setting of the research in order to get valid data. In this research, the researcher used classroom action research. Action Research (AR) is a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice.¹ It means that before implementing the action research, the researcher needs to find any real problems found in the classroom and bring some changes after conducting the research.

Carr and Kemmis in Burns argue that action research is a self-reflective study conducted by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which these practices are carried out. Meanwhile, according to Elliot in

¹Ann Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p.2

Burns, state that action research is a study of a social situation with the view to improving the quality of the action in it.²

Furthermore, Kemmis and Mc. Taggart in Nunan state that there are three characteristics of the action research. Firstly, the action research is carried out by practitioners rather than outside researchers, secondly, the kind of the action research is collaborative, and thirdly, the action research is aimed at changing things.³

From the definition above, it can be concluded that action research in this study means a systematic study carried out by collaboration between teachers and researchers in a form of self-reflective inquiry of their own reflection upon the effects of those action in order to improve educational practice.

In this study, the researchers aim in this collaborative action research was to overcome the students' problems in writing. This collaborative action research was carried out by the researcher collaboratively with the teacher in the eight grade students of SMPN 2 Tanjungsari by implementing guided writing technique in writing.

²Ibid, p.5

³David Nunan, *Research Methods in Language Learning*,(Cambridge: Cambridge University Press, 1992), p.17

B. Subject of The Research

In this research the researcher used purposive sampling technique. According to Arikunto, purposive sampling technique is sampling technique which is done because limited time and finding.⁴ According to Marguerite *et.al*, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study.⁵ It means in this research, researcher choose the subject according to the need and purpose of the research.

The researcher selected the eighth grade students of SMPN 2 Tanjungsari in academic year of 2017/2018 as the subject of the research. It consist of 25 students , 13 females and 12 males, because in this class got difficulties in English study especially in writing skill.

C. Data Collecting Techniques

It is very important to collect data in a research because the data used to get the result of the research. In this classroom action research, the techniques of collecting the data used by the researcher were observation, questionnaire, and test.

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta : Rineka Cipta,2002), p.127

⁵Marguerite G. Lodico, *et.al*, *Methods in Educational Research: from Theory to Practice*,(San Francisco: Jassey-Bass, 2006), p.162

1. Observation

The observation had done by researcher. In this way, the researcher observed all activities done in the process of teaching and learning writing skill through guided writing. The researcher made field notes based on the result of the observation.

2. Questionnaire

The researcher given questionnaire to the students about the implementation of the technique, the benefits they got, the problem faced, and the equipment used. It was given after conducting the technique.

3. Test

The researcher was given written test to the students. The students instructed to write recount text with several guidelines. The test done after implementing guided writing. The test held on the action of each cycle.

D. Instrument of the Research

Arikunto states that research instrument is a device used by the researcher during the data collection.⁶ Research instrument is for gathering the data. Research instruments used by the researcher is as a vehicle to stimulate, elicit, and encourage the students to give their opinions, responses and answers to obtain valid and reliable required data for the investigation. In this study, the researcher used three instruments in collecting data. The instruments were:

⁶Suharsimi Arikunto, *Op.Cit.* p.149.

a. Test

Test was given to the students focused on writing recount text. The purpose of this test was to find out the students improvement in writing recount text. The test that used in this research was writing test. The test conducted at the end of each cycle to find out the students' improvement in each cycle after they had been taught writing recount text by using guided writing. The researcher analysed the students work based on the indicator of writing assessment. Based on Jacob in Weigle there are five components when assessing writing. Those are content, organization, vocabulary, language use and mechanics.⁷

b. Questionnaire

Questionnaire printed from the data including questions or statements to which the subjects are expected to respond.⁸ The questionnaire was given to the eighth grade students of SMPN 2 Tanjungsari after the completion of the last cycle. The questionnaire conducted to find out the students' responses after they were learning writing recount text by using guided writing. The researcher used specification as follows:

Table 3
Specification of Questionnaire (based on process of guided writing)

Components of Questionnaire	No. Items
To know the students' responses after implementing guided writing technique	1, 2, 3, 4, 5, 6, 7

⁷ Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p.116

⁸ Suharsimi Arikunto, *Op.Cit.* p.226

c. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.⁹ Observation used to make sure that the teacher did the process of teaching and learning as what it had already planned before. The observation used to decide whether there were any improvements or not and whether the improvements were significant or not. The researcher used specification as follows:

Table 4
Specification of Observation sheet (based on process of guided writing)

Component of Observation	No. Items
To know that the teacher implementing all the process of guided writing technique in teaching writing.	1, 2, 3

E. Procedures of the Research

In this classroom action research the session was divided into three cycles (Cycle I, Cycle II and Cycle III) and each cycle consists of four interconnected activities, namely: Planning (P); Action (A); Observation (O); and Reflection (R). Cycle I was designed starting from Planning (P); Action (A); Observation (O); and Reflection (R), in cycle II was designed starting from revised Planning; Action; Observation; and Reflection, and in cycle III was designed starting from revised Planning; Action; Observation; and Reflection. Kemmis and McTaggart in Burn state that plan is prospective to action, action is deliberate and controlled, observation

⁹ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.212

is responsive, reflection is evaluation to make it apparent,¹⁰ the design of present classroom action study described as follows:

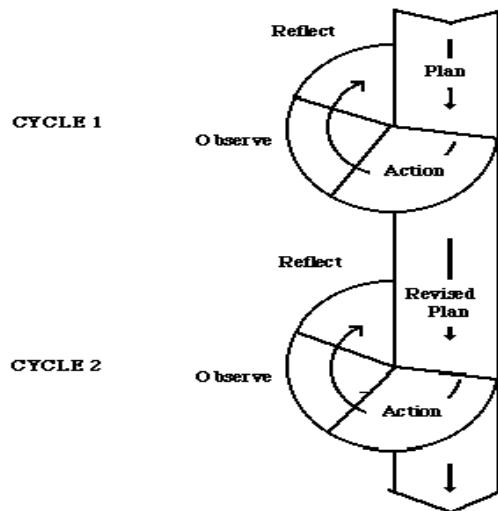


Figure 2. The action research process

The test administered at the end of each cycle to evaluate writing recount text. It meant to see the students' recount text writing skill achievement after they had been taught recount text by using guided writing. To measure how well the students improved their writing skill, we could get from students score after test.

1. Planning

Planning was the first step of the research procedure. In this step, the researcher prepared everything related to the action that implemented by the teacher in the classroom. Here, the researcher made a lesson plan dealing with certain topic, material, media, time schedule, and instrument for observation.

¹⁰Ann Burn, *Op.Cit.* p.7-8

2. Action

After the planning completed, then the researcher carried out an action. In this step, the teacher implemented the teaching and learning activities of recount text in writing by using guided writing. The teaching and learning activities had been written in the lesson plan.

3. Observation

In this step, the researcher observed the situation of classroom during the present action study. The researcher observed the activities of students in teaching learning process in order to know the effectiveness of learning process and whether or not the strategy could improve the students' achievement.

4. Reflection

After the observation and evaluation, the researcher had done the reflection. Its aim was to find out the strength and weakness of guided writing in teaching learning process. The reflection had been done between teacher and researcher by seeing the students score and the observation. By looking at the students score, the researcher and teacher compared the students score after test in each cycle. Through the observation, the researcher saw whether the students had improved their writing skill during the guided writing process or not. The finding in each meeting and the result of each test considered as the input to improve the result of the next cycle.

F. Data Analysis Technique

After collecting the data by using test, the researcher analysed the result of the test. The most important data required to answer the research question collected through administering tests to the eight grade students of SMPN 2 Tanjungsari. The researcher compared the students' mean score of each test to know the students improvement of the students writing skill.

To know the average of students' achievement, researcher used the formula:

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

Where: \bar{X} = the average of students achievement

ΣX = the number of students achievement

N = the number of students.¹¹

¹¹ Donald Ary, *Op.Cit.*, p.108-109

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. General Description of Place of Research

1. Brief History of SMPN 2 Tanjungsari Lampung Selatan

SMPN 2 Tanjungsari was one of several junior high school located in Tanjungsari. SMPN 2 Tanjungsari established on July 02nd 2012 with the name SMPN 2 Tanjungsari based on SK B1263.b/III.01/HK/2012. SMPN 2 Tanjungsari addressed at Wonodadi, Sub-district of Tanjungsari. The activity of teaching learning process began at the 07.30 A.M in the morning and finished at 13.45 A.M. The total number of teachers who taught in this school was 22nd teachers, and the total of the students were 288th students.

The Identity of SMPN 2 Tanjungsari:

Name : SMPN 2 Tanjungsari
NPSN : 69772623
Address : Desa Wonodadi RT 1/ RW 2, Kec. Tanjungsari, Kab. Lampung
Selatan
Pos code : 35361
E-mail : wfirmansah@rocketmail.com
The Building : 2012
Wide : 7000 m2

2. Condition of Teacher and Facilities at SMPN 2 Tanjungsari Lampung

Selatan

SMPN 2 Tanjungsari Lampung Selatan has owned things as show the table below:

Table 5
Data of Teacher at SMPN 2 Tanjungsari Lampung Selatan

No	Name of the Teacher	Expertise
1	Sukirman, S.Pd	Headmaster
2	Andika Wijaya, S.Pd	Vice Headmaster
3	Angga Susilo Prayitno, S.Pd	Teacher
4	Asni, S.Pd	Teacher
5	Des Arfian Suprayoga, S.Kom	Teacher
6	Edi Wibowo, S.Pd.I	Teacher
7	Ikhsan Sulistyadi, S.Pd	Teacher
8	Lucia Titiek Murwani, S.Pd	Teacher
9	Meri Efendi, S.Pd	Teacher
10	Novi Firdiani, S.Pd	Teacher
11	Riyasih, S.Pd	Teacher
12	Sari Apriliyanti, S.Pd	Teacher
13	Sri Rahayu, S.Pd	Teacher
14	Sri Wahyuni, S.Pd	Teacher
15	Sukatno, S.Pd	Teacher
16	Titi Nastiti Setyowati, S.Pd	Teacher
17	Tri Zulistiawan, S.Pd	Teacher
18	Turni Maryana, S.Pd	Teacher
19	Wahyu Firmansah, S.Pd	Teacher
20	Windi Astuti, A.Ma.Pd	Teacher
21	Yudhi Aristama Putra,S.Pd	Teacher

Source: Teachers' Document of SMPN 2 Tanjungsari

Table 6.
Students in SMPN 2 Tanjungsari

No	Class	Study Group	Genre		Total of Students'
			Male	Female	
1	VII	VII A	15	17	32
		VII B	17	15	32
		VII C	18	14	32
		VII D	17	15	32
2	VIII	VIII A	13	12	25
		VIII B	19	13	32
		VIII C	21	9	30
3	IX	IX A	12	13	25
		IX B	14	11	25
		IX C	13	9	22
Total			159	131	288

Source: Students' Document of SMPN 2 Tanjungsari

Table 7. Kinds of Room

No	Kinds of Room	Total Number
1	Headmasters' Room	1 unit
2	Teachers' Room	1 unit
3	Teaching Learning Room	10 unit
4	Administrations' Room	1 unit
5	UKS Room	1 unit
6	Mosque	1 unit
7	Barn	1 unit
8	Toilet	4 unit
	Total	20 unit

Source: Facilities and Conditions' Document of SMPN 2 Tanjungsari

B. Research Finding

1. Finding of The First Cycle

a. Planning

In this stage, the researcher made a plan for the action. The researcher prepared the material, lesson plan, and form of observation. The researcher also prepared the test I for students to know students' writing achievement. In addition, the researcher informed the teacher about the steps of guided writing.

b. Action

Acting phase was the implementation of the lesson plan prepared in the previous phase. In this phase there were two meetings held. The researcher and the teacher work collaboratively.

The first meeting was conducted on January 22nd 2018. The topic was shopping experience. Firstly, the teacher began the class by greeting the students in English and the students' response was good. Then, the teacher checked the students' attendance to make sure how many the students who follow the lesson. Then, the teacher asked the students about question that related to shopping experience to stimulate the students' thought. When the students were asked by the teacher, there were some students who could answer the question and some of them confused about the question.

After that, the teacher explained about recount text. The students paid their attention to the teacher explanation and when the teacher asked them

“*Do you understand?*” and the students answered “*Yes*” so the teacher stopped the explanation. Then, the teacher continued the lesson by gave the students a recount text by the title “Shopping with my mom” and the teacher asked the students to read the text. Then, the teacher together with the students discussed about the generic structure and the social function of the text. In this activity, some students were active and many of them were still passive.

After that, the teacher asked the students to do the exercise to rearrange jumble paragraph into the correct paragraph. After the students finished their exercise, the teacher and the students discussed the right answer. In this activity, the teacher asked the students to raise their hand when they wanted to answer, but there were no students who raised their hand so the teacher called their name one by one to answer the question. After finished that activity, the teacher asked the students to write a recount text based on the keywords that had been prepared. The teacher walked around to see the students’ activity and help the students when they found difficulty in writing the text. There were many students who still got difficulties in translating word into English, so they still needed dictionary. After that, because the time was too limited, there were many students who did not finish their text. Then the teacher asked the students to submit their work.

After that, the teacher asked the students about the material today and the students answered that they understood about the lesson. Then, the teacher made a conclusion about the lesson and closed this meeting.

At the second meeting that was conducted on January 25th 2018. The topic in this meeting was about first experience. At the beginning after greeting the students, the teacher divided the students into some groups, because at the previous meeting, the teacher forgot to divide them into some groups and then the teacher asked about the material in the last meeting. The purpose of this activity was to remind the students about material in the last meeting. Some students still remembered about the last material.

After that the teacher explained about past tense and the students paid their attention to the teachers' explanation. When the teacher asked the students about the material "Do you understand?" the students answered "Yes, we do." Then, after the student understood about the material, the teacher gave the students a recount text by the title "My First Experience to ride a bicycle" and the teacher asked the students to read the text. Then, the teacher together with the students discussed about the generic structure and the social function of the text. In this activity, some students were active in this activity and many of them were still passive. But in this meeting, the students' response when they identified the text was better than at the first meeting because they had practiced before. Then, the teacher asked some questions about information of the text and some students answered the teacher's question.

After that, the teacher asked the students to do the exercise to complete the sentences with the correct verb in a text. After the students finished their

exercises, the teacher and the students discussed the right answer. In this activity, the teacher asked the students to raise their hand when they wanted to answer but there were still no students who raised their hand, so the teacher called their name one by one to tell their answer. After finished that activity, the teacher asked the students to write a recount text based on the statement that had been prepared. The teacher walked around to see the students' activities and to help them when they found difficulty in writing the text. There were many students who still got difficulty in translating word into English, so they still need dictionary to help them to transform the words. Then, the teacher asked them to submit their work. There were some students who did not finish their text.

After that, the teacher asked the students about the material today and the students answered that they understood about the lesson. Then, the teacher made a conclusion about the lesson and closed this meeting.

c. Observation

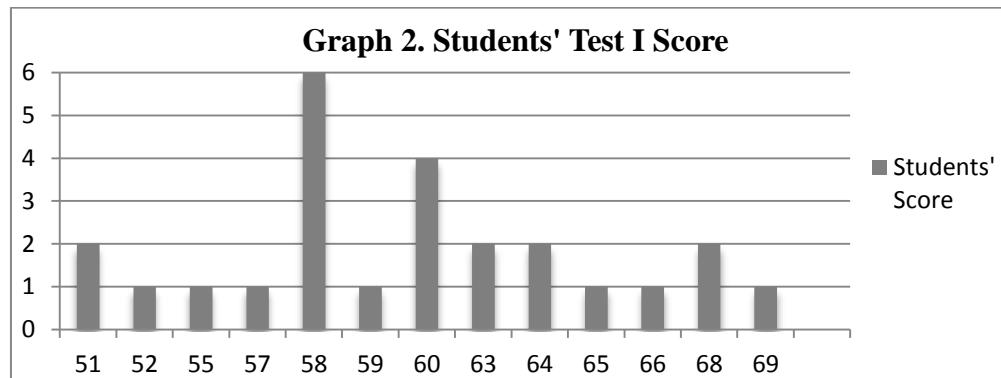
In the third stage, the researcher observed the teaching and learning process. At the first meeting, the teacher gave explanation about recount text and the students paid their attention to the teacher explanation. When the teacher gave an example about recount text and discuss about the text, many students still found difficulties to find the meaning of the words. After the teacher asked the students to do the exercise, he asked the students to raise their hand when they want to tell the answer, there were no students raising

their hand because they did not confidence to tell the answer. After finished that activity, the teacher asked the students to write a recount text based on the keywords, there were many students who still got difficulty in translating word into English, so they were still need dictionary. Then, when the teacher asked students to submit their work, many students did not finish their work yet, because they found difficulties in constructing their ideas to make a recount text. They could not express their idea in their mind freely. Therefore, the target time could not reached by the students. At this meeting the teacher forgot about comprehension questions activity.

At the second meeting, after the teacher opened the class and cheque the attendance list, he asked about the last material in the last meeting and just some students who remembered it. When the teacher explained about tense and the students were asked by the teacher about the tense, the students said that they understood about tense. But many students still confused about tense, because when the teacher asked them to write a text, they still got confused. After that, the teacher asked the students to do the exercise. When the teacher and the students discussed about the answer, the students' response were still passive and many students still found difficulties in constructing their ideas to make a recount text. Therefore, the target time could not be reached yet by the students when they wrote a text.

d. Reflection

After analysing the observation result in cycle I, the researcher made reflection in order to evaluate the teaching and learning process. Besides that, after completing the first cycle of this research, the researcher conducted the first test.



The researcher calculated the result of test I. It was to know the students' mean score in test I. To measure the mean score of the class by using formula as:

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

$$\bar{X} = \frac{1503}{25}$$

$$\bar{X} = 60.12$$

It can be seen that the mean score of the class in the test I derived 60.12.

The observation result showed that there were some improvements achieved by the students after doing the action. They had been able to identify the generic structure of the text. Some students could construct their ideas.

Nevertheless, the achievement of the students' writing skill was not effective enough since there were still some students who were reluctant to write. There were some barriers the researcher found, among others:

- 1) Many students did not finish yet their assignment, because they confused there were two topics.
- 2) Some students still needed guidance in their writing.
- 3) The students still got difficulties in constructing past tense.
- 4) The students still got difficulties in using words in sentences.

After analysing those problems, the researcher and the teacher had to reorganize the next lesson plan and got solution of the problems that found after cycle I to make the result in cycle II better than cycle I.

The things that the teachers had to do in cycle II were:

- 1) Prepared one topic to make the students focus in writing text;
- 2) Did the stages step by step;
- 3) Giving more explanation about how to write a recount text;
- 4) Giving more explanations and exercises about past tense;

2. Finding of The Second Cycle

a. Planning

In this stage, the researcher made a plan for the next action based on the reflection in cycle I. The researcher prepared the lesson plan, material and also prepared the test II for students to know whether any improvement in students' writing achievement from test I to the test II and prepared the observation.

b. Action

At the action of the cycle II, the teacher implemented the teaching learning process based on the lesson plan had been made. The first meeting was conducted on February 1th 2018. Firstly, the teacher divided the students into some groups then asked them about the materials in last meeting. Then, the teacher explained again about generic structure of recount text that students did not understand yet.

After that, the teacher gave an example of a recount text by the title "Holiday in Santolo Beach" and he asked the students to read the text. Then, the teacher together with the students discussed about the generic structure and the social function of the text. In this activity, the students were more active than previous meeting because they used to do this activity before. Then the teacher asked about information in the text. When the teacher asked the students "What is the topic of the text?", the students tried to answer the question, but they did it together so it made classroom noisy. Then, the teacher

decided to call the students one by one to answer the question. Then, he explained the right answer.

After that, the teacher asked the students to do the exercise about tense. After the students finished their exercise, the teacher and the students discussed the right answer. In this activity, the teacher asked the students to raise their hand if they wanted to answer but there were no students who raised their hand so the teacher called their name one by one to answer the question.

After finished that activity, the teacher asked the students to write a recount text based on the question that had been prepared. The teacher walked around to see the students' activity and helped the students when they found difficulty in writing the text. There were many students who still got difficulty in translating word into English. And because of the limited time, some students did not finish their work. After that, the teacher asked the students to submit their work. Then, the teacher made a conclusion about the lesson and closed this meeting.

At the second meeting was conducted on February 5th 2018 the teacher asked about the last material in the last meeting. Many students were active to answer the questions although they answered it in Indonesian. After that, the teacher asked the students to change the verb into past form. In this activity, the students finished their exercise quickly because they have already known the past form of the verbs. After finishing the exercise, the teacher and the

students check the answer together. When checking the answer, the students were answering enthusiastically to answer and it made the classroom a bit noisy. Then, the teacher asked them to write a recount text in groups based on the keywords. Same as at previous meeting, the teacher walked around to help the students in their writing. When the time was over, the teacher asked the students to submit their task to writing a recount text. At this meeting, the students could finish their text because they could follow the keywords well and the teacher gave more time at this meeting. After that, the teacher asked about the lesson. Then, the teacher made a conclusion about the lesson and closed this meeting.

c. Observation

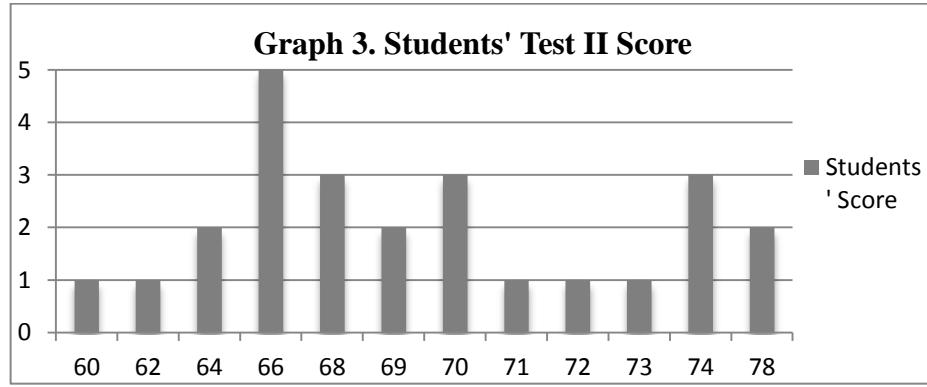
In the third stage, the researcher observed the teaching and learning process. At the first meeting, the teacher divided the students into some groups then the teacher asked the students about the materials in last meeting. Then, the teacher gave explanation about recount text and the students paid their attention to the teachers' explanation. When the teacher gave an example about recount text and discussed about the text, many students were active. After that, the teacher asked the students to do the exercise about tense and to discuss the right answer, but when the teacher asked the students to raise their hand if they want to answer, there were no students who raise their hand. After finishing that activity, the teacher asked the students to write a recount text based on the keywords, some students still got difficulties in translating

word into English, so they still need dictionary. Then, when the teacher asked students to submit their work, many students had not finish their work yet, because they still got difficulties in translating word into English. Therefore, the target time could not reached by the students.

At the second meeting, the teacher asked about the last material in the last meeting and just some students remembered it. Then, the teacher asked the students to do the exercise. When the teacher and the students discussed about the answer, some students were active to give their answer. Then, the teacher asked them to write a recount text in groups based on the keywords. The students wrote their text enthusiastically because the teacher gave more time at this meeting. Then, the teacher walked around to help the students in their writing. When the time was over, the teacher asked the students to submit their task. At this meeting, the students could finish their text because they could follow the keywords well and the teacher gave more time at this meeting.

d. Reflection

After analysing the observation result in cycle II, the researcher made reflection in order to evaluate the teaching and learning process. Besides that, after completing the second cycle of this research, the researcher conducted the test II.



In the end of cycle II, the mean of students' score in writing test II gained 69.04. It was derived from:

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

$$\bar{X} = \frac{1726}{25}$$

$$\bar{X} = 69.04$$

The observation result showed that there was an improvement achieved by the students after doing the action. They could construct sentences and express their ideas in writing.

Nevertheless, the researcher felt that the improvement of the students' writing skill did not enough since there were still some students who did not want to write. There were some problems the researcher found, among others:

- 1) Some students could not finished yet their text;
- 2) The students still got difficulties in using words in sentences and use appropriate verb in past tense.

Although there were an improvement on students writing skill in recount text, the researcher and the teacher decided to add one cycle to make sure that guided writing can improve the students writing. So the researcher did the cycle III.

Then after analysing the problem above, the researcher and the teacher had to reorganize the lesson plan for the next meeting and got solution of the problems that found after cycle II to make the result in cycle III will be better than cycle II. The things that the teachers had to do in cycle III were:

- 1) Giving more exercises in writing recount text;
- 2) Giving more explanations and exercises about sentences and verbs;

3. Finding of The Third Cycle

a. Planning

In this stage, the researcher made a plan for the action based on the problems faced by students toward writing skill of recount text. The researcher prepared the recount text material. The researcher also prepared the test III for students to know whether any improvement in students' writing achievement from test II to the test III.

b. Action

At the action of the cycle III, the teacher implemented the teaching learning process based on the lesson plan had been made. The first meeting was conducted on February 12th 2018. The topic at this meeting was "bad

experience”. Firstly, the teacher asked the students to sit with their groups. Then, the teacher asked about the materials in the last meeting. The teacher gave a recount text by the title “My Bad Experience” to the students. The teacher identified the text with the students. Then, the teacher asked some questions that related to the text.

After that the teacher asked the students to do the exercises about transforming present tense into past tense. Then, the teacher discussed the correct answers with the students. In this activity, the students were active to give answer and it made the class a bit noisy.

Then, the teacher asked them to write a recount text in groups. The teacher walked around to help the students. After the students finished their work, the teacher asked some groups to write their text on the whiteboard. Then, the teacher with the students identified the text. In this activity, the students interested in check the others text. Then, the teacher with the students made a conclusion and closed the class.

The second meeting was conducted on February 15th 2018, the teacher asked about the lesson in the last meeting. In this meeting, the teacher focused on students writing skill, so the teacher asked them to write a recount text individually. Although at first, the students were not confident to write text by themselves, but they were still tried to write a text. The teacher walked around the class. After the students finished their text, the teacher asked some students to write their text on the whiteboard. There were no one who

confident to write their text on the whiteboard, but after the teacher gave motivation to them “It’s okay, we don’t know your text are good or not, we will check it together to know that” then some students tried to write their text. Then, the teacher together with the students corrected the text.

After that, the teacher asked the students to submit their text. Then, the teacher asked about the lesson “How about our lesson today? Does it make you understand about how to write a text in past form?” And the students answered actively the teachers’ questions “Interesting Sir, we understand.” and some answered “Yes Sir!” Then, the teacher made a conclusion and closed the meeting.

c. Observation

In the third stage, the researcher observed the teaching and learning process. At the first meeting, the teacher asked the students to sit with their groups and the students did not make noisy in the class like before. The teacher gave a recount text by the title “My Bad Experience” to the students and he asked the students to identify the text and asked some questions that related to the text, the students were active to identify the text and to answer the question.

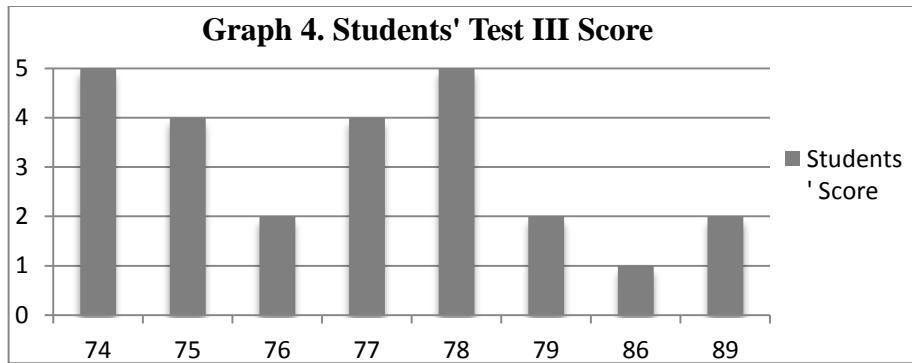
After that the teacher asked the students to do the exercise about transforming present tense into past tense. In this activity, the students finished the exercise just in a few minutes because they had been memorizing verb in past form. Then, the teacher discussed the correct answer with the

students. In this activity, the students were active to give answer and it made the class a bit noisy. Then, the teacher asked them to write a recount text in groups. The teacher walked around the class to help the students. After the students finished their work, the teacher asked some groups to write their text on the whiteboard. Then, the teacher with the students identified the text. In this activity, the students interested in check the others' text. Then, the teacher with the students made a conclusion and closed the class.

The second meeting was conducted on February 15th 2018, the teacher asked the students about the lesson in the last meeting. Then, the teacher asked them to write a recount text individually. Although at first, the students were not confident to write text by themselves, but they were still tried to write a text. The teacher walked around the class. After finished the students' text, the teacher asked some students to write their works on the whiteboard. There were no one who confident to write the text on the white board, but after the teacher gave motivation to them "It's okay, we don't know your text are good or not, we will check it together to know that" then some students wanted to try to write their text. Then, the teacher together with the students corrected the text. After that, the teacher asked the students to submit their text. Then, the teacher asked about the lesson and the students were actively answered the teachers' questions. Then, the teacher made a conclusion and closed the meeting.

d. Reflection

After analysing the observation and test result in cycle III, the researcher and the English teacher felt satisfied in as much their made efforts to improve the students' writing skill in recount text had been realized. The students could understand how to make recount text and could explore their idea easily by using guided writing technique.



In the cycle III, the mean of students' score in writing test III gained 77.68. It was derived from:

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

$$\bar{X} = \frac{1942}{25}$$

$$\bar{X} = 77.68$$

The observation result showed that there was improvement achieved by the students after doing the action. They could construct sentences and express their ideas in writing and some students used past tense correctly.

Nevertheless, the improvement of the students' writing skill was not effective enough since there were still some students who did not want to write. There were some problems the researcher found, among others:

- 1) Some students still got difficulties in using words in sentences.

According to the result of evaluating between the researcher and the teacher, they assumed that the implementation of CAR by using guided writing to improve students' writing skill in recount text was appropriate to improve the students writing skill. Because there were still an improvement of students writing skill in recount text by using guided writing, so the researcher and the teacher decided to stop this action research in cycle III.

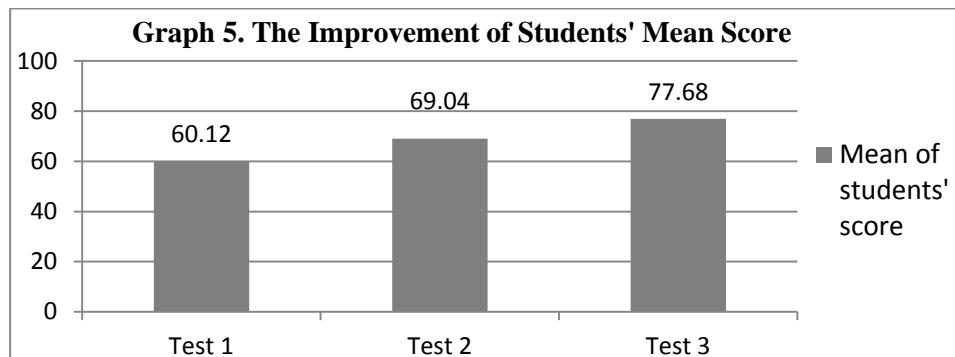
Here is the table the decrease of the students' problems after reflection in each cycle to know the improvement of the students' writing skill after taught by using guided writing:

Table 8. Students' problem after reflection

Cycle I	Cycle II	Cycle III
1) Many students can not finished yet their text, it was caused the time was not enough. 2) Many students still needed guidance in their writing. 3) The students still got difficulties in constructing past tense. 4) The students still got difficulties in using words in sentences.	1) Some students can not finished yet their text, it was caused the time was not enough. 2) Some still got difficulties in using words in sentences. 3) Some still got difficulties in constructing past tense.	1) Some still got difficulties in using words in sentences.

C. Discussion

The improvement of the students' mean score in writing test in cycle I, cycle II, and cycle III could be graphically presented as the following:



This research revealed that guided writing succeeded in improving the students' writing skill in recount text. It was shown by finding of the score in the cycle I to cycle II that the students' writing skill was improve. In the cycle I, it could be seen from the mean score of students writing was 60.12. In this cycle, students need to improve their score in writing skill by using guided writing. In the cycle II, the students' mean score in the test was 69.04. It means that students' mean score improved from test I to test II. In the cycle III, the students' mean score in the test III was 77.68. It means that students' mean score improved from test II to test III. From the graph above showed the students' mean score in writing skill in recount text when they were taught by using guided writing increased significantly. This indicated that guided writing technique can improve the students' writing skill.

The students' ability in writing skills especially in recount text was improved. The students made improvements in second cycle and did more progress in the third

cycle. The students had improvement in their individual works to write their past experiences. They could improve when they were expressing their ideas in writing and using past tense correctly. It was supported by statement in National Primary Strategies that the aim of this technique is to provide support that is going to help students to improve their writing and to work with increasing independence.¹

From those explanations, it can be concluded that the implementation of using guided writing technique was a good technique to improve the students' writing. It was found that the students' writing skill in recount text was improved when they were taught by using guided writing. It was supported by Laras Sekar Tanjung that guided writing can improve the students' writing skill.²

From those explanations, it can be concluded that there is the students' improvement in writing skill in recount text at the second semester of the eighth grade of SMPN 2 Tanjungsari Lampung Selatan in the academic year of 2017/2018.

¹ Primary National Strategy, *Improving writing with a focus on guided writing*, (Department for Children, Schools and Families, 2007), p.6

² Laras Sekar Tanjung, *The Effect of Guided Writing Strategy toward Students' Writing Skill at Senior High School 1 Ulakan Tapakis*. (S1 Thesis, Imam Bonjol University, Padang, 2017), p. 60.

CHAPTER V

CONCLUSION AND SUGGESTION

After accomplishing the entire steps of the classroom action research, the researcher made the conclusion and suggestion based on the result of this research.

A. Conclusion

Based on discussion in the previous chapter, it can be concluded that the implementation of guided writing can improve the students' writing skill in recount text. It refers to the following information:

1. It was shown by the finding of the students' score improvement in the cycle I, cycle II and cycle III. In the cycle I, the students' mean score in the test I was 60.12. In the cycle II, the students' mean score in the test II was 69.04. In the cycle III, the students' mean score in the test III was 77.68. The result in each cycle showed that teaching writing by using guided writing gave significant improvement to the students' writing skill.
2. The observation result shows that the students' participation were more interested in learning writing recount text by using guided writing technique.

3. Based on the questionnaire result, it can be concluded that the students were more enthusiastic in learning writing recount text by using guided writing.

B. Suggestion

Based on the result of this research, the researcher would like to give suggestion. Hopefully, the suggestions will be useful for those who are willing to improve the skill in writing including teachers, students, and other researcher. The suggestions are presented as follows:

1. For the teacher

- a. The teacher may consider to use guided writing in the teaching of writing text.
- b. The teacher should be active in giving guidance to students since it will help them a lot in the process of writing text .
- c. The teacher must be friendly and sensitively to the students' situation and always be a good motivator for them. Therefore, by doing the things above the students will enjoy and interest to learn English subject especially in writing.

2. For the students

- a. The students should motivate themselves to learn English more especially in writing skill.
- b. The students should have more practice in writing, because more practice will increase their achievement in writing.
- c. The students should be ask the teacher if they get problem in writing a text.

- d. The students should be confident to use the words in writing. So that they can improve their ability in writing skill.

3. For the next research

- a. The researcher hope that the other researchers will do better research related to guided writing.
- b. The result of this research can be used as an additional reference for other researches, especially researches related to teaching writing.
- c. Other researchers can use this technique to improve students' writing skill focused on other aspects of writing skill, such as spelling.
- d. Other researcher can conduct researches, an experimental researches for example, comparing this technique with other techniques in teaching writing.

REFERENCES

- Anderson, Mark and Kathy Anderson. 1997. *Text Type in English 2*, South Yarra: Macmillan.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta.
- Ary, Donald. Et.al. 2010. Eight Edition: *Introduction to Research in Education*. Belmont: Wadsworth Cengage Learning.
- Badges, Richard & Goodith White. 2000. *A Process Genre Approach to Teaching Writing, ELT Journal*.
- Barnes, Rob. 2006. *The Practical Guide to Primary Classroom Management*, London: Paul Chapman Publishing.
- Brown, H. Douglas. 2001. *Teaching by Principle: and Interactive Approach to Language Pedagogy Second Edition*. New York: A Pearson Education Company.
- 2007. *Principles of Language Learning and Teaching, Fifth Edition*, White Plains: Pearson Education.
- Burns, Ann. 2010. *Doing Action Research in English Language Teaching*, New York: Routledge.
- Coffin, Caroline. Et. Al. 2005. *Teaching Academic Writing*. New Fetter Lane: Routledge Taylor & Francis Group.
- Creswell, John W. 2012. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education.
- Fountas, Irene C. & Gay Su Pinnell. 2011. *Guiding readers and writers: Teaching Comprehension, Genre, and Content Literacy*. Portsmouth: Heinemann.
- Fraenkel, Jack R. 2011. *How to design and evaluate research in education*. New York: McGraw-Hill.
- Gerot, Linda and Peter Wignell, 1994. *Making Sense of Functional Grammar*, Australia: Gerd Stabler.
- Harmer, Jeremy. 1998. *How to Teach English*, London: Longman.

- , 2004. *How to Teach Writing*, Essex: Pearson Education Limited.
- Hyland, Ken. 2004. *Second Language Writing*, Cambridge: Cambridge University Press.
- , 2009. *Teaching and Researching Writing*, Harlow: Pearson Education Limited.
- Khatri, Dipendra Kumar. *Effectiveness of Guided Writing in Teaching Composition*, Available at: www.nepjol.info, Accessed on (October 14th 2018)
- Lestari, Ni Made Dwisri. *The effect of Using Guided Writing in Paragraph Writing Ability: An Experimental Study at Grade VIII Students of SMPN 11 Mataram*, Available at: fkipunram.rf.gd, Accessed on (October 14th 2018)
- Nunan, David. 1992. *Research Methods in Language Learning*, Cambridge: Cambridge University Press.
- Patel, M. F. and Praveen M. Jain, 2008. *English Language Teaching*, Jaipur: Sunrise Publishers & Distributors.
- Primary National Strategy, 2007. *Improving writing with a focus on guided writing*, Department for Children, Schools and Families.
- Richards, Jack C. and Theodore S. Rodgers, 2001. *Approaches and Method in Language Teaching Second Edition*, Cambridge: Cambridge University Press.
- Syari, Leena Noer. Anshari Syafar. and Ferry Rita, *Applying guided writing technique in English Teaching to Develop Ability of Grade X Students at SMKN 2 Palu in Writing Tour Itinerary*, Available at: www.jurnal.untad.ac.id, Vol. 3 No.2 Accessed on October 14th 2018
- Tanjung, Laras Sekar. 2017. *The Effect of Guided Writing Strategy toward Students' Writing Skill at Senior High School 1 Ulakan Tapakis*. Imam Bonjol University.
- Weigle, Sara Cushing. 2002. *Assessing Writing*, Cambridge: Cambridge University Press.
- Widayat, Paramitha Fitriana. 2017. *The Application Of Guided Writing To Enhance Ability In Writing Procedure Texts Of The Eleventh Grade Students At Smk Kosgoro 1 Slragen In 2016/ 2017 Academic Year*. Muhammadiyah Surakarta University.

Appendix 1

**THE RESULT OF INTERVIEW WITH THE TEACHER
IN THE PRELIMINARY RESEARCH**

Ruang Kantor

R : Researcher

T : Teacher

R : Jadi begini pak langsung ke pointnya aja. Saya berencana mengadakan penelitian di sekolah ini.

T : Iya, lalu rencananya mau gimana itu?

R : Pertama, saya mau menanyakan apa kesulitan siswa saat belajar bahasa inggris?

T : Ya anak-anak itu kesulitan kalo diminta nulis teks.

R : Lalu apa kesulitan siswa dalam menulis?

T : Ya yang paling besar kesulitan mereka di dalam *generating ideas* mereka dan pemilihan kata. Mereka sebenarnya tahu apa yang akan mereka tulis tapi tidak tahu bahasa Inggrisnya. *Grammar* nya masih acak-acakan. *Organization* nya juga dalam menulis masih acak-acakan.

R : Oh jadi mungkin kamus akan berperan besar disini ya pak?

T : Itu sangat penting sekali.

R : Bagaimana bapak mengajarkan menulis bahasa inggris kepada siswa?

T : Saya biasa menggunakan buku paket. Oh iya itu tadi gimana rencananya untuk penelitian?

R : Jadi begini pak, saya akan menggunakan teknik *guided writing* untuk meningkatkan kemampuan menulis teks recount siswa pak, jadi nanti bapak mengajar menggunakan teknik *guided writing* agar siswa lebih mudah untuk *generating ideasnya*.

T : Oh kebetulan kemarin baru libur panjang. Jadi mungkin mereka bisa menceritakan pengalaman liburan mereka.

- R : Iya bu itu bisa sangat membantu.
- T : Terus nanti mau individu atau kelompok? Kalau saran saya kelompok aja. Soalnya kemampuan mereka masih lemah sekali.
- R : oh rencananya kelompok pak, soalnya biar anaknya lebih mudah dulu. Nanti saya akan membagi sesuai kelompok belajar mereka yang telah mereka buat dulu.
- T : Oh iya mereka jadi lebih enak kalau belajar dengan teman dekat mereka sendiri.
- R : Ya sudah pak mungkin itu saja dulu yang saya tanyakan. Untuk rencana penelitian nanti saya kabari lebih lanjut.
- T : Oh iya.
- R : Terima kasih banyak pak.

*Appendix 2***INSTRUMENT FOR TEST IN CYCLE I****Name :****Class :****Direction:**

1. Write down your name and class clearly on the paper!
2. Use your time effectively!

Instruction:

1. Make a recount text about your shopping experience or first experience that consisting of 70 words (at least).
2. Your recount text should consists of orientation, a series of event, and re-orientation.
3. Consider the aspects of writing assessment: content, organization, vocabulary, language, and mechanics.

INSTRUMENT FOR POST-TEST IN CYCLE II**Name :****Class :****Direction:**

1. Write down your name and class clearly on the paper!
2. Use your time effectively!

Instruction:

1. Make a recount text about your holiday that consisting of 70 words (at least).
2. Your recount text should consists of orientation, a series of event, and re-orientation.
3. Consider the aspects of writing assessment: content, organization, vocabulary, language, and mechanics.

INSTRUMENT FOR POST-TEST IN CYCLE III**Name :****Class :****Direction:**

1. Write down your name and class clearly on the paper!
2. Use your time effectively!

Instruction:

1. Make a recount text about your bad experience that consisting of 70 words (at least).
2. Your recount text should consists of orientation, a series of event, and re-orientation.
3. Consider the aspects of writing assessment: content, organization, vocabulary, language, and mechanics.

*Appendix 3***EXPERT VALIDATION****Direction:**

For each question, please give your response by ticking (✓) a box representing your choice.

No	Questions	Yes	No	Comments
1	Do the indicators in the test instrument have covered all aspects measured?			
2	Are the direction and the instructions of the test instrument clear enough?			
3	Is the time allocation quite effective?			
4	Does the assessment rubric has covered all aspects and indicators measured?			
5	Is the assessment rubric quite understandable?			

Tanjungsari, 22 Januari 2018

Validator,

Wahyu Firmansyah, S.Pd.

*Appendix 4***INSTRUMENT READABILITY****Name :****Class :**

Based on the instrument of essay writing test, please answer the following questions.

No	Question	Yes	No	Scale (1-10)*	Comments
1	Apakah menurut anda petunjuk (direction) dan perintah (instruction) terlalu panjang?				
2	Apakah menurut anda kalimat yang digunakan sebagai petunjuk (direction) dan perintah (instruction) terlalu rumit?				
3	Apakah menurut anda ada kata-kata pada petunjuk (direction) dan perintah (instruction) yang sulit anda pahami?				
4	Apakah menurut anda ada kata-kata yang ambigu pada petunjuk (direction) dan perintah (instruction)?				

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

Appendix 5

SILABUS PEMBELAJARAN

Sekolah : SMPN 2 Tanjungsari

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk	1. Teks fungsional - Notices - iklan 2. Tata bahasa - Imperratives - Getting attention - Comparison 3. Kosa kata Kata terkait	1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi 2. Menulis kalimat sederhana untuk – memberi himbauan /peringatan-mengiklan-kan sesuatu	Menulis teks fungsional pendek - Notices - Iklan	Tes tulis Product	Essay Completion Penugasan	1. Write sentences based on the situation given. 2. Complete the text using suitable word/words. 3. Write notices related to certain places 4. Write an	4 x 40 menit	1.Buku teks yang relevan 2.Contoh teks fungsional 3.Gambar terkait materi dan topik 4.Benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
berinteraksi dengan lingkungan sekitar	tema dan jenis teks 4. Tanda baca, Spelling	3. Melengkapi teks fungsional pendek 4. Menulis teks fungsional pendek				<i>advertisemen t promoting a certain product.</i>		
12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	1. Teks Essai <i>narrative / recount</i> 2. Ciri kebahasaan teks <i>narrative / recount</i> 3. Langkah retorika teks <i>narrative / recount</i> 4. Tatabahasa - Simple past - Past continuous 5. Kosakata - Kata terkait tema dan jenis teks	1. Review ciri kebahasaan teks <i>narrative/ recount</i> 2. Membuat kalimat sederhana terkait teks <i>narrative/ recount</i> 3. Mengembangkan langkah retorika teks <i>recount</i> dan <i>narrative</i> 4. Membuat draft teks <i>recount</i> dan <i>narrative</i> 5. Menulis teks <i>recount</i> dan <i>narrative</i>	Menulis teks pendek dan sederhana dalam bentuk <i>recount / narrative</i> dengan langkah retorika yang benar	Tes tertulis Proyek	Uraian Penugasan	<i>Write a short recount/narrative text based on:</i> <i>a. Your experience happen to you</i> <i>b. The story You have ever read</i> <i>c. Series of pictures given.</i> <i>Find 5 short texts of recount or narratives and expose them.</i>	8 x 40 menit	1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	6. Tandabaca, spelling	berdasarkan draft yang dibuat 6. Memajang hasil tulisan di dinding						
❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Appendix 6

LESSON PLAN
Cycle I (First Meeting)

SMP/MTS	:	SMPN 2 Tanjungsari
Class/Semester	:	VIII / 2
Skill	:	Writing
Topic	:	<i>Shopping</i>
Time Alocation	:	2 x 40 minutes

A. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk (recount) dan (narrative) untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk (recount) dan (narrative)

C. Objectives

- Students can identify social function, generic structure, and language features from recount text.
- Students write a short monologue in the form of recount text about students' experience.

D. Character Building : Trustworthiness

respect

diligence

E. Material

- **Social Function**

Social Function of a recount text is to retell the past event in order to give information or entertain the reader.

- **Generic Structure of Recount Text**

Generic structure of a recount text is:

- Orientation: gives background information about the characters, what happen with the character, and also informs where and when the story takes place
- Sequence of events: tells the series of events in the order in which they happened
- Re-orientation: personal comment of the writer to the story (optional)

- **Language Feature of Recount text**

- Proper nouns to identify those involved in a text
- Descriptive words to give details about who, what, when, where, and how
- The use of past tense to retell the events
- Words that show the order of events (for example, first, next, then).

Example of recount text:

Shopping with My Mom

My mother and I went shopping to Batang Market last Sunday. We took a bus at 8 a.m. We would like to buy fruit, vegetable, and fish.

First, we went to the fruit section. We bought two kilograms of apples and three papayas. After that, we went to vegetable section. We bought cabbage, broccoli, and carrot. Next, we went to the fish section to buy fresh fish.

Batang market was very hot at that time. I felt so thirsty, so I asked my mother to have some drink. After I drank up, we went home. Arriving at home, we prepared cooking fish that we bought before.

F. Teaching Method: Guided Writing

G. Learning Stages

Opening Activity

- Greeting
- Praying
- Checking attendance list

Main Activity

- a. Building Knowledge of the Field
 - Students are divided into some groups which consist of 5 students in a group
 - Students are asked several question about their shopping experience
 - Students listen to the teacher explanation about recount text; definition, generic structure, and language features of recount text
- b. Modelling of the text
 - Students are given example of recount text “Shopping with My Mom” and asked to read the text
 - Students are helped by the teacher to identify generic structur and grammar of the text.
- c. Joint construction of the Field
 - Students are asked some question based on the text
 - Students are given exercise to complete the sentences
 - Students and the teacher check the answer of the exercise

d. Independent Construction of Text

- Students make a recount text about their personal experience
- Students are given some questions to guide them in writing text
- Students are helped by the teacher when they need help in writing text
- Students are asked to submit their text
- Students are asked by the teacher about the material today

Closing Activity

- Summarizing
- Saying good bye

H. Sources

Text books which are relevant to the material

I. Evaluation

Indicator	Assesment Technique	Form	Instrument
1. Melengkapi kalimat dan mengidentifikasi struktur teks 2. Menulis paragraf dalam bentuk <i>recount text</i>	Written test	Essay	<i>1. Rearrange the jumble text!</i> <i>2. Write a recount text about your experience!</i>

J. Rubric of Evaluation

No	Aspect of scoring	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language Use	25
5	Mechanism	5
	Total	100

Tanjungsari, 22 Januari 2018

Guru Bahasa Inggris

Researcher

Wahyu Firmansyah, S.Pd

Suprihatin

NPM : 1311040195

Menyetujui

Kepala SMPN 2 Tanjungsari

Sukirman, S.Pd.

NIP. 19620709 198602 1 002

Learning Materials

Short monologue in the form of recount text

Read the text below then identify the generic structure and answers the following questions!

Shopping with My Mom

My mother and I went shopping to Batang Market last Sunday. We took a bus at 8 a.m. We would like to buy fruit, vegetable, and fish.

First, we went to the fruit section. We bought two kilograms of apples and three papayas. After that, we went to vegetable section. We bought cabbage, broccoli, and carrot. Next, we went to the fish section to buy fresh fish.

Batang market was very hot at that time. I felt so thirsty, so I asked my mother to have some drink. After I drank up, we went home. Arriving at home, we prepared cooking fish that we bought before.

Questions

1. What does the text talk about?
2. Who are the character of the story?
3. What did they do on last Sunday?
4. What did they buy in Batang Market?
5. What did the writer do after arriving at home?

Answer

1. About someone shopping experience.
2. The writer and her mother.
3. Went shopping in Batang Market.
4. They buy fruit, vegetable, and fish.
5. She prepared cooking fish that they bought before.

Students Worksheet

I. Please rearrange this jumbled text into a good paragraph. Share your answer with your classmates in groups of four then identify the generic structure of the text!

Shopping With My Sister

- a. I was so happy to be with my sister in the market. She told me everything until I understood how to buy something in the market.
- b. My sister told me everything about things in the market. She told me which one is the fresh one of the vegetables, and why did the market was crowded, and also how to bargain with the seller.
- c. I went to the market yesterday with my sister, my mom was not at home yesterday so she told my sister and me to buy vegetable in the market.
- d. My sister told me to write down any vegetable that I wanted to buy. I did it then gave it to her, we were ready to go ten minutes after that.

Sumber: <https://azbahasainggris.com/contoh-recount-text-dalam-bahasa-inggris>

Answer

- c. I went to the market yesterday with my sister, my mom was not at home yesterday so she told my sister and me to buy vegetable in the market.
- d. My sister told me to write down any vegetable that I wanted to buy. I did it then gave it to her, we were ready to go ten minutes after that.
- b. My sister told me everything about things in the market. She told me which one is the fresh one of the vegetables, and why did the market was crowded, and also how to bargain with the seller.
- a. I was so happy to be with my sister in the market. She told me everything until I understood how to buy something in the market.

II. Answer these questions to guide you to write a recount text!

- Did you ever had a shopping experience?
- Where did you go?
- When did you go to (the place)?
- How did you go there?
- Where did you go first?
- What did you do there?
- Where did you go after that?
- What did you do there?
- How long was you to go shopping?
- What time did you go back home?
- How was your feeling after having a shopping experience?

LESSON PLAN
Cycle I (Second Meeting)

SMP/MTS : SMPN 2 Tanjungsari
Class/Semester : VIII / 2
Skill : Writing
Topic : First Experience
Time Alocation : 2 x 40 minutes

A. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

C. Objectives

- Students can identify social function, generic structure, and language features from recount text.
- Students write a short monologue in the form of recount text about students' experience.

D. Character Building : Trustworthiness

respect

diligence

E. Material

- **Social Function**

Social Function of a recount text is to retell the past event in order to give information or entertain the reader.

- **Generic Structure of Recount Text**

Generic structure of a recount text is:

- Orientation: gives background information about the characters, what happen with the character, and also informs where and when the story takes place.
- Sequence of events: tells the series of events in the order in which they happened.
- Re-orientation: personal comment of the writer to the story (optional)

- **Language Feature of Recount text**

- Proper nouns to identify those involved in a text
- Descriptive words to give details about who, what, when, where, and how
- The use of past tense to retell the events
- Words that show the order of events (for example, first, next, then).

Example of recount text:

Going Fishing for the First Time

Last week, my uncle asked to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. When we got to the river, there were already some people. They were also fishing. Then, we looked for convenient place under a tree. We put our fishing equipment and our lunch box at the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.

Suddenly in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank god I was safe even though I have mud all over my face. It was embarrassing.

Sumber: <https://azbahasainggris.com/contoh-recount-text-dalam-bahasa-inggris>

F. Teaching Method: Guided Writing

G. Learning Stages

Opening Activity

- Greeting
- Praying
- Checking attendance list

Main Activity

- a. Building Knowledge of the Field
 - Students are divided into some groups which consist of 5 students in a group
 - Students are asked by the teacher about the lesson in previous meeting several
 - Students listen to the teacher explanation about past tense
- b. Modelling of the text
 - Students are given example of recount text “My First Experience to ride a bicycle” and asked to read the text
 - Students are helped by the teacher to identify generic structur and grammar of the text.
- c. Joint construction of the Field
 - Students are asked some question based on the text
 - Students are given exercise to complete the sentences

- Students and the teacher check the answer of the exercise
- d. Independent Construction of Text
- Students make a recount text about their personal experience
 - Students are helped by the teacher when they need help in writing text
 - Students are asked to submit their text
 - Students are asked by the teacher about the material today

Closing Activity

- Summarizing
- Saying good bye

H. Sources

Text books which are relevant to the material

I. Evaluation

Indicator	Assesment Technique	Form	Instrument
1. Merubah kata kerja yang sesuai 2. Menulis paragraf dalam bentuk <i>recount text</i>	Written test	Essay	<i>1. Change the verb into the correct verb!</i> <i>2. Write a recount text about your experience!</i>

J. Rubric of Evaluation

No	Aspect of scoring	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language Use	25
5	Mechanism	5
	Total	100

Tanjungsari, 25 Januari 2018

Guru Bahasa Inggris

Researcher

Wahyu Firmansyah, S.Pd

Suprihatin

NPM : 1311040195

Menyetujui

Kepala SMPN 2 Tanjungsari

Sukirman, S.Pd.

NIP. 19620709 198602 1 002

Learning Materials

Short monologue in the form of recount text

Read the text below then identify the generic structure and answers the following questions!

Going Fishing for the First Time

Last week, my uncle asked to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. When we got to the river, there were already some people. They were also fishing. Then, we looked for convenient place under a tree. We put our fishing equipment and our lunch box at the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.

Suddenly in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank god I was safe even though I have mud all over my face. It was embarrassing.

Sumber: <https://azbahasainggris.com/contoh-recount-text-dalam-bahasa-inggris>

Questions

1. What is the topic of the text above?
2. Where did the writer go last week?
3. What did he do in the river?
4. What happened with the writer in the middle of fishing?
5. What did the writer think about his first experience?

Students Worksheet

Short monologue in the form of recount text

I. Please complete sentences of the text!

My First Experience to ride a bicycle

One day, when I was five years old, my father (1.....) a bicycle. That was “BMX” I think it was small light object and easy to ride it. I (2.....) my father to teach me to ride “BMX ”. Firstly, my father (3.....) my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He (4.....) to teach me riding the bicycle around a field in my village. My father was very patient to give me some directions. I was very happy when I (5.....) my ability to ride a bicycle. One day later, when I was alone at home, I intended to try my riding ability. So, I (6.....) bravely. All ran fluently in the beginning, but when I (7.....) going back to my home and I must pass through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I (8.....) my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality my father was very proud of me. He just (9.....) me some advices and since that accident, I (10.....) my father's permission to ride a bicycle.

Sumber: <https://azbahasainggris.com/contoh-recount-text-dalam-bahasa-inggris>

a. tried	d. refused	g. begin	j. was
b. told	e. gave	h. realized	
c. persuaded	f. got	i. brought	

Answer

- | | |
|--------------|----------|
| 1. Brought | 6. Begin |
| 2. Persuaded | 7. Was |
| 3. Refused | 8. Told |
| 4. Tried | 9. Gave |
| 5. Relized | 10. Got |

II. Read the following text carefully. Develop the text into a good recount text!

My First Day in Junior High School

I still remember my first day in junior high school. I was fifteen years old. It was an unforgettable day for me.

Appendix 7

LESSON PLAN

Cycle II (1st meeting)

SMP/MTS : SMPN 2 Tanjungsari

Class/Semester : VIII / 2

Skill : Writing

Topic : *Holiday*

Time Alocation : 2 x 40 minutes

A. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

C. Objectives

- Students can identify social function, generic structure, and language features from recount text.
- Students write a short monologue in the form of recount text about students' experience.

D. Character Building : Trustworthiness

Respect

Diligence

E. Material

- **Social Function**

Social Function of a recount text is to retell the past event in order to give information or entertain the reader.

- **Generic Structure of Recount Text**

Generic structure of a recount text is:

- Orientation: gives background information about the characters, what happen with the character, and also informs where and when the story takes place.
- Sequence of events: tells the series of events in the order in which they happened.
- Re-orientation: personal comment of the writer to the story (optional)

- **Language Feature of Recount text**

- Proper nouns to identify those involved in a text
- Descriptive words to give details about who, what, when, where, and how
- The use of past tense to retell the events
- Words that show the order of events (for example, first, next, then).

Example of recount text:

Holiday in Santolo Beach

When Idul Fitri holiday, after visiting my parent at Pameungpeuk, Garut, I and my family went to Santolo Beach to refresh our mind after the long time of work. It's rarely to take a vacation because I'm very busy.

The way to Santolo beach is quite good, and the view is really beautiful. On our left and right is full of rice fields and many coconut trees along the way. But when we nearly arrived, there was a long traffic jam so we hardly to get in

into the beach. I guess this was because of the Idul Fitri holiday, so people want to go to beach too. Then we just take a walk to the beach because it was not far. Fortunately the weather was not too hot on that day.

After we arrived, the beach was so crowded. But we still enjoyed the time by took pictures, swimming, playing sand, and go around the beach by boat. We stay overnight in the inn that we have rent before.

We got up so early in the morning that we could enjoy sunrise landscape at the beach. My cousin playing with white sand and I took a picture of him.

A day at Santolo beach felt so short, we were quite tired for playing a whole day, but we were very happy.

Sumber: <http://www.jagoanbahasainggris.com/2017/04/materi-dan-soal-bahasa-inggris-recount-text-kelas-8-smp.html>

F. Teaching Method: Guided Writing

G. Langkah-langkah Kegiatan

Opening Activity

- Greeting
- Praying
- Checking attendance list

Main Activity

a. Building Knowledge of the Field

- Students are divided into some groups which consist of 5 students in a group
- Students are asked several question about material in the last meeting
- Menjelaskan kembali tentang materi *recount text* dan *past tense* kepada siswa yang belum mengerti

- b. Modelling of the text
 - Students are given example of recount text “Holiday in Santolo Beach”
 - Students are asked to identify generic structur and grammar of the text.
- c. Joint construction of the Field
 - Students are asked some question based on the text
 - Students are given exercise to change verb and identify generic structure of the text
 - Students and the teacher check the answer of the exercise
- d. Independent Construction of Text
 - Students make a recount text about their personal experience
 - Students are helped by the teacher when they need help in writing text
 - Students are asked to submit their text
 - Students are asked by the teacher about the material today

Closing Activity

- Summarizing
- Saying good bye

H. Sources

Text books which are relevant to the material

I. Evaluation

Indicator	Assesment Technique	Form	Instrument
1. Merubah kata kerja yang ada didalam teks 2. Menulis paragraf dalam bentuk <i>recount text</i>	Written test	Essay	1. <i>Please change the verb into the correct verb!</i> 2. <i>Write a recount text about your experience using your own word!</i>

J. Rubric of Evaluation

No	Aspect of scoring	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language Use	25
5	Mechanism	5
	Total	100

Tanjungsari, 01 Februari 2018

Guru Bahasa Inggris

Researcher

Wahyu Firmansyah, S.Pd

Suprihatin

NPM : 1311040195

Menyetujui

Kepala SMPN 2 Tanjungsari

Sukirman, S.Pd.

NIP. 19620709 198602 1 002

Learning Materials

Short monologue in the form of recount text

Read the text below then identify the generic structure and answers the following questions!

Holiday in Santolo Beach

When Idul Fitri holiday, after visiting my parent at Pameungpeuk, Garut, I and my family went to Santolo Beach to refresh our mind after the long time of work. It's rarely to take a vacation because I'm very busy.

The way to Santolo beach is quite good, and the view is really beautiful. On our left and right is full of rice fields and many coconut trees along the way. But when we nearly arrived, there was a long traffic jam so we hardly to get in into the beach. I guess this was because of the Idul Fitri holiday, so people want to go to beach too. Then we just take a walk to the beach because it was not far. Fortunately the weather was not too hot on that day.

After we arrived, the beach was so crowded. But we still enjoyed the time by took pictures, swimming, playing sand, and go around the beach by boat. We stay overnight in the inn that we have rent before.

We got up so early in the morning that we could enjoy sunrise landscape at the beach. My cousin playing with white sand and I took a picture of him.

A day at Santolo beach felt so short, we were quite tired for playing a whole day, but we were very happy.

Sumber: <http://www.jagoanbahasainggris.com/2017/04/materi-dan-soal-bahasa-inggris-recount-text-kelas-8-smp.html>

Questions

1. What is the topic of the text above?
2. Where did the writer go when Idul Fitri holiday?
3. What did they do in the beach?
4. Why they got up so early?
5. What did the writer think about Idul Fitri holiday?

Students Worksheet (1st meeting)**I. Please change the sentences below into the past form!**

1. It is warm, so I take off my coat.
2. The film isn't very good. I don't enjoy it very much.
3. I knew Sarah is very busy, so I disturb her.
4. I am very tired, so I go to bed early.
5. The bed is very uncomfortable, I sleep very well.
6. Sue isn't hungry, so she eat anything.
7. We go to Kates' house but she be at home.
8. It is so funny situation but nobody laugh.
9. The window is open and a bird fly into the room.
10. I am in a hurry, so I have time to phone you.

Answer

1. It was warm, so I took off my coat.
2. The film wasn't very good. I didn't enjoy it very much.
3. I knew Sarah was very busy, so I disturbed her.
4. I was very tired, so I went to bed early.
5. The bed was very uncomfortable, I slept very well.
6. Sue wasn't hungry, so she ate anything.
7. We went to Kates' house but she was at home.
8. It was so funny situation but nobody was laugh.
9. The window was open and a bird flew into the room.
10. I was in a hurry, so I had time to phone you.

II. Write a recount text in group by the topic of holiday. Look at the picture and answer the following questions to guide you to write a text!



1. Where did you spend your last holiday?
2. What do you think of the place?
3. How is the place like?
4. How did you feel during your holiday?

LESSON PLAN
Cycle II (2nd meeting)

SMP/MTS : SMPN 2 Tanjungsari
 Class/Semester : VIII / 2
 Skill : Writing
 Topic : *Shopping*
 Time Alocation : 2 x 40 minutes

A. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

C. Objectives

- Students can identify social function, generic structure, and language features from recount text.
- Students write a short monologue in the form of recount text about students' experience.

D. Character Building : Trustworthiness
 Respect
 Diligence

E. Material

- **Social Function**

Social Function of a recount text is to retell the past event in order to give information or entertain the reader.

- **Generic Structure of Recount Text**

Generic structure of a recount text is:

- Orientation: gives background information about the characters, what happen with the character, and also informs where and when the story takes place.
- Sequence of events: tells the series of events in the order in which they happened.
- Re-orientation: personal comment of the writer to the story (optional)

- **Language Feature of Recount text**

- Proper nouns to identify those involved in a text
- Descriptive words to give details about who, what, when, where, and how
- The use of past tense to retell the events
- Words that show the order of events (for example, first, next, then).

Example of recount text:

Holiday in Santolo Beach

When Idul Fitri holiday, after visiting my parent at Pameungpeuk, Garut, I and my family went to Santolo Beach to refresh our mind after the long time of work. It's rarely to take a vacation because I'm very busy.

The way to Santolo beach is quite good, and the view is really beautiful. On our left and right is full of rice fields and many coconut trees along the way. But when we nearly arrived, there was a long traffic jam so we hardly to get in into the beach. I guess this was because of the Idul Fitri holiday, so people want to go to beach too. Then we just take a walk to the beach because it was not far. Fortunately the weather was not too hot on that day.

After we arrived, the beach was so crowded. But we still enjoyed the time by took pictures, swimming, playing sand, and go around the beach by boat. We stay overnight in the inn that we have rent before.

We got up so early in the morning that we could enjoy sunrise landscape at the beach. My cousin playing with white sand and I took a picture of him.

A day at Santolo beach felt so short, we were quite tired for playing a whole day, but we were very happy.

Sumber: <http://www.jagoanbahasainggris.com/2017/04/materi-dan-soal-bahasa-inggris-recount-text-kelas-8-smp.html>

F. Teaching Method: Guided Writing

G. Learning Stages

Opening Activity

- Greeting
- Praying
- Checking attendance list

Main Activity

- a. Building Knowledge of the Field
 - Students are divided into some groups which consist of 5 students in a group
 - Students are asked several question about material in the last meeting
 - Students listen to the teacher explanation about recount text; definition, generic structure, and language features of recount text
- b. Modelling of the text
 - Students are given example of recount text
 - Students are asked to identify generic structur and grammar of the text.
- c. Joint construction of the Field
 - Students are asked some question based on the text

- Students are given exercise to complete the sentences
 - Students and the teacher check the answer of the exercise
- d. Independent Construction of Text
- Students make a recount text about their personal experience
 - Students are given some questions to guide them in writing text
 - Students are helped by the teacher when they need help in writing text
 - Students are asked to submit their text
 - Students are asked by the teacher about the material today

Closing Activity

- Summarizing
- Saying good bye

H. Sources

Text books which are relevant to the material.

I. Evaluation

Indicator	Assesment Technique	Form	Instrument
1. Merubah kata kerja yang ada didalam teks 2. Menulis paragraf dalam bentuk <i>recount text</i>	Written test	Essay	1. <i>Please change the verb into the correct verb!</i> 2. <i>Write a recount text about your experience using your own word!</i>

J. Rubric of Evaluation

No	Aspect of scoring	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language Use	25
5	Mechanism	5
	Total	100

Tanjungsari, 05 Februari 2018

Guru Bahasa Inggris

Researcher

Wahyu Firmansyah, S.Pd

Suprihatin

NPM : 1311040195

Menyetujui

Kepala SMPN 2 Tanjungsari

Sukirman, S.Pd.

NIP. 19620709 198602 1 002

Learning Materials

Short monologue in the form of recount text

Read the text below then identify the generic structure and answers the following questions!

Holiday in Santolo Beach

When Idul Fitri holiday, after visiting my parent at Pameungpeuk, Garut, I and my family went to Santolo Beach to refresh our mind after the long time of work. It's rarely to take a vacation because I'm very busy.

The way to Santolo beach is quite good, and the view is really beautiful. On our left and right is full of rice fields and many coconut trees along the way. But when we nearly arrived, there was a long traffic jam so we hardly to get in into the beach. I guess this was because of the Idul Fitri holiday, so people want to go to beach too. Then we just take a walk to the beach because it was not far. Fortunately the weather was not too hot on that day.

After we arrived, the beach was so crowded. But we still enjoyed the time by took pictures, swimming, playing sand, and go around the beach by boat. We stay overnight in the inn that we have rent before.

We got up so early in the morning that we could enjoy sunrise landscape at the beach. My cousin playing with white sand and I took a picture of him.

A day at Santolo beach felt so short, we were quite tired for playing a whole day, but we were very happy.

Sumber: <http://www.jagoanbahasainggris.com/2017/04/materi-dan-soal-bahasa-inggris-recount-text-kelas-8-smp.html>

Questions

1. What is the topic of the text above?
2. Where did the writer go when Idul Fitri holiday?
3. What did they do in the beach?
4. Why they got up so early?
5. What did the writer think about Idul Fitri holiday?

Students Worksheet (2nd meeting)

I. Please change the verb into the correct verb and then identify the generic structure of the text below!

New Year Holiday Story

The last school holiday, I (1. spend) the time with my family on vacation to a relative's house in Madiun, approximately 6 hour trip by bus from our home in Malang.

On the way there, we (2. see) many beautiful views such as rice fields, mountains, etc. Having (3. arrive) at the uncle's house, we (4. are) greeted by our relatives who had not met us for a long time. The next day, we (5. walk) around the town of Madiun until the sky got dark. Finally we (6. decide) to go home at 6:00 p.m. on that day.

On the next day, I (7. forget) that it was the New Year. Suddenly, one of my cousins came and asked me to celebrate the New Year's Eve together. At night, I (8. go) together with him to the center of the city of Madiun which had already been so crowded because a lot of people who also wanted to celebrate the New Year with his family. When the countdown arrived, the sky which (9. is) dark at once then became so colorfully decorated by fireworks. We prayed together and (10. watch) the fireworks lightening the sky that night.

Suddenly, the holiday passed quickly. The last New Year's holiday experience in the city of Malang was so impressive for me.

Sumber: <http://www.berbahasainggris.com/2017/01/17-contoh-recount-text-pengalaman-pribadi.html>

Answer

- | | |
|------------|-------------|
| 1. Spent | 6. Decided |
| 2. Saw | 7. Forgot |
| 3. Arrived | 8. Went |
| 4. Were | 9. Was |
| 5. Walked | 10. Watched |

II. Write a recount text individually by the topic of holiday and follow keywords to guide you to write a text!

<ul style="list-style-type: none">- Me and my friend,- On Saturday,- Bromo,- Colorful flowers,- On Sunday,- Batok Mount,	<ul style="list-style-type: none">- Took picture,- On Monday,- Zoo at Wonokromo,- Cookatoos,- Happy
---	---

Sumber: <http://www.berbahasainggris.com/2017/01/17-contoh-recount-text-pengalaman-pribadi.html>

Appendix 8

LESSON PLAN
Cycle III (1st meeting)

SMP/MTS : SMPN 2 Tanjungsari

Class/Semester : VIII / 2

Skill : Writing

Topic : *Bad Experience*

Time Alocation : 2 x 40 minutes

A. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

C. Objectives

- Students can identify social function, generic structure, and language features from recount text.
- Students write a short monologue in the form of recount text about students' experience.

D. Character Building : Trustworthiness

Respect

Diligence

E. Material

- **Social Function**

Social Function of a recount text is to retell the past event in order to give information or entertain the reader.

- **Generic Structure of Recount Text**

Generic structure of a recount text is:

- Orientation: gives background information about the characters, what happens with the character, and also informs where and when the story takes place.
- Sequence of events: tells the series of events in the order in which they happened.
- Re-orientation: personal comment of the writer to the story (optional)

- **Language Feature of Recount text**

- Proper nouns to identify those involved in a text
- Descriptive words to give details about who, what, when, where, and how
- The use of past tense to retell the events
- Words that show the order of events (for example, first, next, then).

My Bad experience

I had a bad experience when I did shopping because of the shop assistant's fault. However, the security officer of the shop really embarrassed me of stealing a pair of blue jeans.

That was on Sunday afternoon. I went to a fashion shop with my friends. I chose a pair of blue jeans to buy and paid for them at the cashier. Unfortunately, the shop assistant was careless. She forgot to take the censor clip on the blue

jeans. So, when I left the shop, the detector beeped. The security officer shouted at me, “Hey, you...! Stop!!” Then, he took me to the manager’s room.

After examining, the security officer and the manager realized that it was not my fault. They said they were very sorry about what had happened. Finally, the manager asked me to take one piece of clothing for free.

Sumber: <https://haarrr.wordpress.com/2013/03/28/exam-preparation-recount-text-bad-experience/>

F. Teaching Method: Guided Writing

G. Learning Stages

Opening Activity

- Greeting
- Praying
- Checking attendance list

Main Activity

- a. Building Knowledge of the Field
 - Students are divided into some groups which consist of 5 students in a group
 - Students are asked several question about recount text
- b. Modelling of the text
 - Students are given example of recount text “*My bad Experience*” and asked to read the text
 - Students are helped by the teacher to identify generic structur and grammar of the text.
- c. Joint construction of the Field
 - Students are asked some question based on the text
 - Students are given exercise to change sentences into past tense
 - Students and the teacher check the answer of the exercise

d. Independent Construction of Text

- Students make a recount text about their personal experience
- Students are helped by the teacher when they need help in writing text
- Students are asked to write their text on the whiteboard
- Students and the teacher check the text
- Students are asked by the teacher about the material today

Closing Activity

- Summarizing
- Saying good bye

H. Sources

Text books which are relevant to the material

I. Evaluation

Indicator	Assesment Technique	Form	Instrument
1. Merubah kalimat	Written test	Essay	1. <i>Change the sentences!</i>
2. Menulis paragraf dalam bentuk <i>recount text</i>			2. <i>Write a recount text about your experience!</i>

J. Rubric of Evaluation

No	Aspect of scoring	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language Use	25
5	Mechanism	5
	Total	100

Guru Bahasa Inggris

Tanjungsari, 12 Februari 2018

Researcher

Wahyu Firmansyah, S.Pd

Suprihatin

NPM : 1311040195

Menyetujui

Kepala SMPN 2 Tanjungsari

Sukirman, S.Pd.

NIP. 19620709 198602 1 002

Learning Materials

Short monologue in the form of recount text

Read the text below then identify the generic structure and answers the following questions!

My Bad experience

I had a bad experience when I did shopping because of the shop assistant's fault. However, the security officer of the shop really embarrassed me of stealing a pair of blue jeans.

That was on Sunday afternoon. I went to a fashion shop with my friends. I chose a pair of blue jeans to buy and paid for them at the cashier. Unfortunately, the shop assistant was careless. She forgot to take the censor clip on the blue jeans. So, when I left the shop, the detector beeped. The security officer shouted at me, "Hey, you...! Stop!!" Then, he took me to the manager's room.

After examining, the security officer and the manager realized that it was not my fault. They said they were very sorry about what had happened. Finally, the manager asked me to take one piece of clothing for free.

Sumber: <https://haarrr.wordpress.com/2013/03/28/exam-preparation-recount-text-bad-experience/>

Questions

1. What is the topic of the text above?
2. Where did the writer go on Sunday?
3. What happened to the writer when she was shopping?
4. Why the security officer shouted to the writer?
5. What can you learn from the story?

Students Worksheet (1st meeting)

I. Please change the sentences below into the past form!

1. Last Wednesday, I (come) late to school because I (play) play station until 2.00 am in the night.
2. Because of that, I (wake) up late.
3. Firstly, I (wake) up about 6.30 am and the class would be (begin) at 7.00 am. I ran to bathroom to take a bath.
4. I usually (have) breakfast after took a bath, but in that day I (do) not do that.
5. Then, I always (go) to school by my motorcycle.
6. But in that day, I (forget) where I put key.
7. So, I (go) to school by public transportation. It (make) me took a longer time.
8. I (arrive) at school at 7.15 am, I ran to my class, but I (see) my teacher has (stand) in front of the class to teach.
9. I (enter) to my class, and of course my teacher (is) angry to me because I came late.
10. It (is) my bad day, and I hope I will not do that again.

Sumber: <http://britishcourse.com/contoh-recount-text-came-late-to-school-beserta-terjemahannya.php>

Answer

- | | |
|------------------|------------------|
| 1. Came, played. | 6. Forgot. |
| 2. Woke. | 7. Went, made |
| 3. Woke, began. | 8. Arrived, saw. |
| 4. Had, did. | 9. Entered, was. |
| 5. Went. | 10. Was |

II. Write a recount text in group by the topic of your bad experience. Remember these points when writing your text!

- Begin the story by telling when and where it happened as well as who participated.
- Write the events in the order they happened.
- Ends your story.

LESSON PLAN
Cycle III (2nd meeting)

SMP/MTS	: SMPN 2 Tanjungsari
Class/Semester	: VIII / 2
Skill	: Writing
Topic	: <i>Bad Experience</i>
Time Alocation	: 2 x 40 minutes

A. Standard Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence

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

C. Objectives

- Students can identify social function, generic structure, and language features from recount text.
- Students write a short monologue in the form of recount text about students' experience

D. Character Building : Trustworthiness

Respect
Diligence

E. Material

• **Social Function**

Social Function of a recount text is to retell the past event in order to give information or entertain the reader.

- **Generic Structure of Recount Text**

Generic structure of a recount text is:

- Orientation: gives background information about the characters, what happen with the character, and also informs where and when the story takes place.
- Sequence of events: tells the series of events in the order in which they happened.
- Re-orientation: personal comment of the writer to the story (optional)

- **Language Feature of Recount text**

- Proper nouns to identify those involved in a text
- Descriptive words to give details about who, what, when, where, and how
- The use of past tense to retell the events
- Words that show the order of events (for example, first, next, then).

My Bad experience

I had a bad experience when I did shopping because of the shop assistant's fault. However, the security officer of the shop really embarrassed me of stealing a pair of blue jeans.

That was on Sunday afternoon. I went to a fashion shop with my friends. I chose a pair of blue jeans to buy and paid for them at the cashier. Unfortunately, the shop assistant was careless. She forgot to take the censor clip on the blue jeans. So, when I left the shop, the detector beeped. The security officer shouted at me, "Hey, you...! Stop!!" Then, he took me to the manager's room.

After examining, the security officer and the manager realized that it was not my fault. They said they were very sorry about what had happened. Finally, the manager asked me to take one piece of clothing for free.

Sumber: <https://haarrr.wordpress.com/2013/03/28/exam-preparation-recount-text-bad-experience/>

F. Teaching Method: Guided Writing

G. Learning Stages

Opening Activity

- Greeting
- Praying
- Checking attendance list

Main Activity

- a. Building Knowledge of the Field

- Students are divided into some groups which consist of 5 students in a group
- Students are asked several question about material in the last meeting
- b. Modelling of the text
 - Students are given example of recount text
 - Students are asked to identify generic structur and grammar of the text.
- c. Joint construction of the Field
 - Students are asked some question based on the text
- d. Independent Construction of Text
 - Students make a recount text about their personal experience
 - Students are helped by the teacher when they need help in writing text
 - Students are asked to submit their text
 - Students are asked by the teacher about the material today

Closing Activity

- Summarizing
- Saying good bye

H. Sources

Text books which are relevant to the material.

I. Evaluation

Indicator	Assesment Technique	Form	Instrument
1. Merubah kalimat 2. Menulis paragraf dalam bentuk <i>recount text</i>	Written test	Essay	1. <i>Change the sentences!</i> 2. <i>Write a recount text about your experience!</i>

J. Rubric of Evaluation

No	Aspect of scoring	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language Use	25
5	Mechanism	5
	Total	100

Guru Bahasa Inggris

Tanjungsari, 15 Februari 2018

Researcher

Wahyu Firmansyah, S.Pd

Suprihatin

NPM : 1311040195

Menyetujui
Kepala SMPN 2 Tanjungsari

Sukirman, S.Pd.

NIP. 19620709 198602 1 002

Learning Materials

Short monologue in the form of recount text

Read the text below then identify the generic structure and answers the following questions!

My Bad experience

I had a bad experience when I did shopping because of the shop assistant's fault. However, the security officer of the shop really embarrassed me of stealing a pair of blue jeans.

That was on Sunday afternoon. I went to a fashion shop with my friends. I chose a pair of blue jeans to buy and paid for them at the cashier. Unfortunately, the shop assistant was careless. She forgot to take the censor clip on the blue jeans. So, when I left the shop, the detector beeped. The security officer shouted at me, "Hey, you...! Stop!!" Then, he took me to the manager's room.

After examining, the security officer and the manager realized that it was not my fault. They said they were very sorry about what had happened. Finally, the manager asked me to take one piece of clothing for free.

Sumber: <https://haarrr.wordpress.com/2013/03/28/exam-preparation-recount-text-bad-experience/>

Questions

1. What is the topic of the text above?
2. Where did the writer go on Sunday?
3. What happened to the writer when she was shopping?
4. Why the security officer shouted to the writer?
5. What can you learn from the story?

Students Worksheet

Write a recount text individually by the topic of your bad experience.

Remember these points when writing your text!

- Begin the story by telling when and where it happened as well as who participated.
- Write the events in the order they happened.
- Ends your story.

*Appendix 9***QUESTIONNAIRE**

Jawablah pertanyaan berikut ini sesuai dengan kondisi kalian. Berikan tanda silang (X) pada jawaban yang kalian pilih.

1. Apakah dengan menggunakan teknik *guided writing* membuat Anda mudah dalam memahami *recount text*?
 - a. Tidak
 - b. Ya, cukup memahami
 - c. Sangat memahami
2. Apakah dengan menggunakan teknik *guided writing* membuat Anda termotivasi untuk menulis?
 - a. Tidak
 - b. Ya, cukup termotivasi
 - c. Sangat membantu dalam menulis
3. Apakah dengan menggunakan teknik *guided writing* dapat membantu anda dalam mengembangkan ide yang akan anda tulis?
 - a. Tidak
 - b. Ya, dapat membantu
 - c. Sangat membantu
4. Apakah dengan menggunakan teknik pembelajaran *guided writing* memudahkan anda dalam menyusun ide secara jelas pada saat menulis?
 - a. Tidak
 - b. Ya,
 - c. Sangat memudahkan
5. Apakah pembelajaran dengan menggunakan teknik *guided writing* memudahkan anda memilih kata ketika menulis dalam bahasa Inggris?
 - a. Tidak
 - b. Ya, cukup memudahkan
 - c. Sangat memudahkan

6. Apakah pembelajaran dengan menggunakan teknik *guided writing* memudahkan anda dalam penggunaan bahasa yang benar untuk menulis?
 - a. Tidak
 - b. Ya, cukup memudahkan
 - c. Sangat memudahkan
7. Apakah pembelajaran dengan menggunakan teknik *guided writing* membantu anda memperbaiki mekanisme penulisan (ejaan, penempatan tanda baca, kapitalisasi) dalam menulis?
 - a. Tidak
 - b. Ya, cukup membantu
 - c. Sangat membantu

*Appendix 10***The Result of Students' Questionnaire**

No	Question	Cycle I			Cycle II			Cycle III		
		A	B	C	A	B	C	A	B	C
1	Apakah dengan menggunakan teknik <i>guided writing</i> membuat Anda mudah dalam memahami <i>recount text</i> ?	11	8	6	5	7	13	2	-	23
2	Apakah dengan menggunakan teknik <i>guided writing</i> membuat Anda termotivasi untuk menulis?	12	8	5	4	8	13	-	7	18
3	Apakah dengan menggunakan teknik <i>guided writing</i> dapat membantu anda dalam mengembangkan ide yang akan anda tulis?	18	9	5	5	8	12			25
4	Apakah dengan menggunakan teknik pembelajaran <i>guided writing</i> memudahkan anda dalam menyusun ide secara jelas pada saat menulis?	11	9	5	5	10	10			25
5	Apakah pembelajaran dengan menggunakan teknik <i>guided writing</i> memudahkan anda memilih kata ketika menulis dalam bahasa Inggris?	9	10	6	6	13	6		8	17
6	Apakah pembelajaran dengan menggunakan teknik <i>guided writing</i> memudahkan anda dalam penggunaan bahasa yang benar untuk menulis?	8	10	7	5	9	11		6	19
7	Apakah pembelajaran dengan menggunakan teknik <i>guided writing</i> membantu anda memperbaiki mekanisme penulisan (ejaan, penempatan tanda baca, kapitalisasi) dalam menulis?	9	9	7	4	8	13		8	17

*Appendix 11***OBSERVATION CHECKLIST**

Cycle : I (first meeting)
 Observer : Researcher
 Place : SMPN 2 Tanjungsari
 Day/Date : Monday/ January 22nd 2018

No	Component of Observation	Yes	No	Explanation
1	Pre-activity			
	a. The teacher opens the class	V		The students' response are good, they can response the greeting in English.
	b. The teacher checks students' attendance list.	V		There are no students who absent at this meeting.
2	While-activity			
	a. Divide the students into 5 groups, each groups consist 4 until 5 persons.		V	The teacher forgets to divide the students into 5 groups.
	b. The teacher asking about students' shopping experience. - Have you ever go to shopping? - When you go shopping? - What have you buy?	V		Just some students can understand the questions in English and answer the question, so the teacher has to translate into Indonesian.
c.	The teacher explains about the text and the communicative purposes, language features, and generic structure of recount text.	V		The teacher gives an explanation about recount text in English, then transform it into Indonesian. When the teacher asked "Do you understand?" the students answer yes.

	d. The teacher gives away an example of recount texts to the students and asks them to read it and identify the generic structure of the text.	V	The students read the text and listen to the teacher explanation about the meaning of the text and how to identify the text.
	e. The teacher asking some question that relate to the text.	V	The teacher forgets this stage and he continue to the next stage.
	f. The teacher asking the students to do the exercise.	V	The students do the exercise, but they are so noisy because they still confuse although they have answer that they are understand about the teacher explanation. Then, the teacher asks them to keep silent.
	g. The teacher with the students discuss about the answer.	V	The teacher asks the students to raise their hand when they want to answer but there were no students who raise their hand so the teacher called their name one by one to answer the questions. The teacher correcting the wrong answer.
	h. For the next assessment the teacher ask the students to write a recount text	V	The students make noisy and says that they are not understand yet about recount text, but the teacher still asks them to write text and tell that will help them when write a text.
	i. The teacher give some keywords to the students	V	The teacher explains how to use the keywords and the students paid attention to the teacher explanation.

	j. The teacher walking around to see the students' activity and help them if they need help.	V		Some students open their dictionary to translate words into English and many students asking the teacher about meaning and transform words into English, so it make the class noisy.
	k. The teacher asking the students to submit their work.	V		When the teacher asks the students to submit their text, the students says that they have not finished yet. But the teacher still asks them to submit, so they submit their text.
	l. The teacher asking about the materials.	V		The students keep their attention to the teacher question and give answer that they have not finishing their text and they confuse to write text by themselves.
3	Post-activity			
	a. The teacher and the students make a conclusion about the lesson.	V		The students tell that they have understood about the lesson today.
	b. The teacher closes the lesson.	V		The students pay attention and answer the greeting.

OBSERVATION CHECKLIST

Cycle : I (second meeting)
 Observer : Researcher
 Place : SMPN 2 Tanjungsari
 Day/Date : Thursday / January 25nd 2018

No	Component of Observation	Yes	No	Explanation
1	Pre-activity			
	a. The teacher opens the class	V		The students' response are good, they can response the greeting in English.
	b. The teacher checks students' attendance list.	V		There are no students who absent at this meeting.
2	While-activity			
	a. Ask the students to sit with their group	V		The teacher divided the students into some groups and it makes a bit noisy because they want to choose the member by themselves.
	b. The teacher asking about material in the last meeting	V		Some students answer about the material in the last meeting.
	c. The teacher explain about past tense	V		The students pay attention to the teachers' explanation about past tense and when the teacher asks "Do you understand?" they say that they understood about past tense.
	d. The teacher gives away recount texts to the students and asks them to read it, then the students identify the generic structure of the text.	V		The students read the text and some students try to identify the text by themselves.
	e. The teacher asks some question that relate to the text.	V		Some students answer the teacher question

	f. The teacher asks the students to complete sentences with the correct verb in a text.	V		The students are a bit noisy because they work in a group but it is good activity because they can work together well.
	g. The teacher and the student are cheque the answer.	V		The teacher asks the students to raise their hand when they want to answer but there are still no students who raise their hand so the teacher calls their name one by one to tell their answer.
	h. The teacher asks the students to make a recount text.	V		The teacher asked the students to write a recount text based on the statement that had been prepared.
	i. The teacher walking around to see the students' activity and help them if they need help.	V		There were many students who still got difficulty in translating word into English so they still need dictionary to help them to transform the words.
	j. The teacher asks the students to submit their work.	V		There were some students who can't finish their text.
	k. The teacher asks about the materials.	V		The students keep their attention to the teacher question and give answer that they have not finishing their text and they confuse to write text by themselves.
3	Post-activity			
	a. The teacher and the students make a conclusion about the lesson.	V		The students tell that they have understood about the lesson today.
	b. The teacher closes the lesson.	V		The students pay attention and answer the greeting.

OBSERVATION CHECKLIST

Cycle : II (first meeting)
 Observer : Researcher
 Place : SMPN 2 Tanjungsari
 Day/Date : Thursday / February 1th 2018

No	Component of Observation	Yes	No	Explanation
1	Pre-activity			
	a. The teacher opens the class	V		The students' response are good, they can respond the greeting in English.
	b. The teacher checks students' attendance list.	V		There are no students who absent at this meeting.
2	While-activity			
	a. Ask the students to sit with their group	V		The teacher divided the students into some groups and it makes a bit noisy because they want to choose the member by themselves.
	b. The teacher asking about recount text	V		Some students answer about the material in the last meeting.
	c. The teacher explains about the material in last meeting	V		The students pay attention to the teachers' explanation about generic structure of recount text
	d. The teacher gives away recount texts to the students and asks them to read it, then identify the generic structure of the text.	V		The students read the text and some students try to identify the text by themselves. The students are active to identify the text and it makes the class a bit noisy.
	e. The teacher asks some question that relate to the text.	V		Some students answer the question together to answer the teachers' questions, so the teacher decide to call one by one and cheque the right answer.

	f. The teacher asks the students to do the exercise about tense.	V		The students are a bit noisy because they discuss the answer in a group.
	g. The teacher with the students cheque the answer	V		The teacher asks the students to raise their hand when they want to answer but no students who raise their hand so the teacher calls their name one by one to tell their answer and cheque it together.
	h. The teacher asks the students to write a recount text in group.	V		The teacher asked the students to write a recount text based on the statement that had been prepared. And the students are interested in holiday topic.
	i. The teacher walking around to see the students' activity and help them if they need help.	V		There are many students who still got difficulty in translating word into English so they still need dictionary to help them to transform the words.
	j. The teacher asks the students to submit their work.	V		Many students can finish their text.
	k. The teacher asks about material this meeting.	V		The students keep their attention to the teacher question and give answer that they have not finishing their text and they confuse to write text by themselves.
3	Post-activity			
	a. The teacher and the students make a conclusion about the lesson.	V		The students tell that they have understood about the lesson today.
	b. The teacher closes the lesson.	V		The students pay attention and answer the greeting.

OBSERVATION CHECKLIST

Cycle : II (second meeting)
 Observer : Researcher
 Place : SMPN 2 Tanjungsari
 Day/Date : Monday / February 5th 2018

No	Component of Observation	Yes	No	Explanation
1	Pre-activity			
	a. The teacher opens the class	V		The students' response are good, they can response the greeting in English.
	b. The teacher checks students' attendance list.	V		There are no students who absent at this meeting.
2	While-activity			
	a. The teacher asking about students' material in last meeting.	V		Unlike in the previous meeting, at this meeting the many students are active to answer the teacher question although they answer it in Indonesian. But it is good because it means that they have confidence to talk.
	b. The teacher asks the students to do exercise.	V		The students are finish the exercise quickly because they know many verbs in the text.
	c. The teacher with the students cheque the answer	V		The teacher asks the students to cheque the right answer. But when checking the answer, the students are enthusiastic to answer and it make the classroom a bit noisy.
	d. The teacher asks the students to write a recount text.	V		The teacher asked the students to write a recount text based on the statement that had been prepared.

	e. The teacher walking around to see the students' activity and help them if they need help.	V		There were many students who still got difficulty in translating word into English so they still need dictionary to help them to transform the words.
	f. The teacher asks the students to submit their work.	V		The students can finish their text.
	g. The teacher asks about material this meeting.	V		The students keep their attention to the teacher question and give answer.
3	Post-activity			
	a. The teacher and the students make a conclusion about the lesson.	V		The students tell that they have understood about the lesson today.
	b. The teacher closes the lesson.	V		The students pay attention and answer the greeting.

OBSERVATION CHECKLIST

Cycle : III (first meeting)
 Observer : Researcher
 Place : SMPN 2 Tanjungsari
 Day/Date : Monday / February 12th 2018

No	Component of Observation	Yes	No	Explanation
1	Pre-activity			
	a. The teacher opens the class	V		The students' response are good, they can response the greeting in English.
	b. The teacher checks students' attendance list.	V		There are no students who absent at this meeting.
2	While-activity			
	a. Divide the students into some groups	V		The students move their chair to their group.
	b. The teacher asking about recount text	V		Many students answer definition, generic structure and language use of recount text clearly.
	c. The teacher gives away recount texts to the students and asks them to read it, then identify the generic structure of the text.	V		The students can identify the text correctly and can answer the information of the text.
	d. The teacher ask the students to do the exercise	V		The students do this exercise quickly
	e. The teacher with the students cheque the correct answer	V		After they finish do the exercise they tell the answer correctly.
	f. The teacher asked the students to write a recount text	V		The students write the text in group and following the guidance.

	g. The teacher walking around to see the students' activity and help them if they need help.	V		Just some students need teachers help.
	h. The teacher asks some students to write their work on the board.	V		The member of the group are very enthusiastic scrambling to write their text on the whiteboard. So the teacher decide to call 2 groups to write their text on the whiteboard.
	i. The teacher with the students discuss about the text	V		The teacher guide the students to identify the text and correcting if there are mistake in their text.
	j. The teacher asks the students to submit their work.	V		The students submit the text.
3	Post-activity			
	a. The teacher and the students make a conclusion about the lesson.	V		The students pay their attention.
	b. The teacher closes the lesson.	V		The students pay attention and answer the greeting.

OBSERVATION CHECKLIST

Cycle : III (second meeting)
 Observer : Researcher
 Place : SMPN 2 Tanjungsari
 Day/Date : Thursday / February 15th 2018

No	Component of Observation	Yes	No	Explanation
1	Pre-activity			
	a. The teacher opens the class	V		The students' response are good, they can response the greeting in English.
	b. The teacher checks students' attendance list.	V		There are 2 students who absent at this meeting.
2	While-activity			
	a. The teacher asking about material in the last meeting	V		The students tell about what they have learn at the previous meeting.
	b. The teacher asked the students to write a recount text individually.	V		The students write their text silently.
	c. The teacher walking around to see the students' activity and help them if they need help.	V		The students still need dictionari but not as often as before.
	d. The teacher asks some students to write their work on the board.	V		The teacher calls some students alternately because there are no students want to write their text.
	e. The teacher with the students discuss about the text	V		The students helped by the teacher identify the text and the students fix their mistakes.
	f. The teacher asks the students to submit their work.	V		The students submit their text.

3	Post-activity			
c. The teacher and the students make a conclusion about the lesson.	V		The students tell that they have understood about the lesson today.	
d. The teacher closes the lesson.	V		The students pay attention and answer the greeting.	

*Appendix12***The Students' Score in Writing**

No	Students' Name	Students' Score		
		Cycle 1	Cycle 2	Cycle 3
1	AM	60	68	76
2	APW	58	66	74
3	AWS	69	73	79
4	A	65	78	89
5	BS	58	70	78
6	DSA	63	72	77
7	DPS	55	64	76
8	DAW	58	68	75
9	EN	60	68	78
10	E	66	78	89
11	FK	52	69	75
12	FA	51	66	77
13	FS	58	64	75
14	GS	64	74	78
15	J	51	60	74
16	K	58	66	78
17	NLU	68	74	79
18	NKEV	63	70	77
19	PF	68	71	74
20	P	57	66	75
21	PES	59	74	86
22	RUS	60	66	74
23	RS	60	69	77
24	RES	64	70	78
25	RAD	58	62	74
Total		1503	1726	1942
Mean		60,12	69,04	77,68