AN UNDERGRADUATE THESIS

THE USE OF PRAISE-QUESTION-POLISH (PQP) STRATEGY TO INCREASE STUDENTS' RECOUNT WRITING SKILLS OF THE SECOND GRADE OF MTS N 1 EAST LAMPUNG

By :
DEWI LATIFAH
NUMBER.ID: 14121167

Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
1440 H / 2018 M

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THE USE OF PRAISE-QUESTION-POLISH (PQP) STRATEGY TO
INCREASE STUDENTS' RECOUNT WRITING SKILLS OF THE SECOND
GRADE OF MTS N 1 EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S. Pd)
in English Education Department

By:
DEWI LATIFAH
Student Number 14121167

Tarbiyah And Teacher Training Faculty
English Education Department

Sponsor   : Dr. Widhiya Ninsiana, M.Hum
Co-sponsor   : Ahmad Subhan Roza, M.Pd

STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
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APPROVAL PAGE

Title : THE USE OF PRAISE-QUESTION-POLISH (PQP) STRATEGY TO INCREASE STUDENTS' RECOUNT WRITING SKILLS OF THE SECOND GRADE OF MTS N 1 EAST LAMPUNG

Name : Dewi Latifah
St. Number : 14121167
Department : English Education
Faculty : Tarbiyah and Teaching Training Faculty

APPROVED BY:

To be examined in munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Metro, November 2018

Sponsor

Co-Sponsor

Dr. Widhiya Ninsiana , M.Hum
NIP. 19720923 200003 2 002

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Head of English Education Department

Ahmad Subhan Roza, M. Pd
NIP. 19750610 200801 1 014

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NOTA DINAS

Nomor   :

Lampiran : -

Perihal   : **Pengajuan Munaqosyah**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu
Keguruan
Institut Agama Islam Negeri (IAIN)
Metro

Assalamu'alaikumWr. Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name   : Dewi Latifah
Npm   : 14121167
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : TBI
Judul   : THE USE OF PRAISE-QUESTION-POLISH (PQP) STRATEGY TO INCREASE STUDENTS' RECOUNT WRITING SKILLS OF THE SECOND GRADE OF MTS N 1 EAST LAMPUNG

Sudah kami setujui dan dapat dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikumWr. Wb.

Metro,   November 2018

Dosen Pembimbing I,

Dosen Pembimbing II,

Dr. Widhiya Ninsiana , M.Hum
NIP. 19720923 200003 2 002

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

NOTIFICATION LETTER

Number   :

Appendix   : -

Matter   : In order to Hold the munaqosyah
of Dewi Latifah

To:

The Honorable of the Dean of
Tarbiyah and Teacher Training
Faculty State Islamic Institute of
Metro

Assalamu'alaikumWr. Wb.

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Dewi Latifah

St. Number   : 14121167

Faculty   : Tarbiyah and Teaching Training Faculty

Department : English Education

Title   : THE USE OF PRAISE-QUESTION-POLISH (PQP) STRATEGY TO INCREASE STUDENTS' RECOUNT WRITING SKILLS OF THE SECOND GRADE OF MTS N 1 EAST LAMPUNG

It has been **agreed** so it can be continued to the Tarbiyah Faculty in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikumWr. Wb.

Metro, November 2018

Sponsor

Co-Sponsor

Dr. Widhiya Ninsiana , M.Hum
NIP. 19720923 200003 2 002

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

RATIFICATION PAGE

No. B- 0115/In-28-1/D/PP-00-9/01/2019

An Undergraduate thesis entitled: THE USE OF PRAISE-QUESTION-POLISH (PQP) STRATEGY TO INCREASE STUDENTS' RECOUNT WRITING SKILLS OF THE SECOND GRADE OF MTS N 1 EAST LAMPUNG written by DEWI LATIFAH student number 14121167, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, December 20th, 2018 at 09.30-11.30 a.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Widhiya Ninsiana, M.Hum (....)

Examiner 1 : Dr. Dedi Irwansyah, M.Hum (....)

Examiner II : Ahmad Subhan Roza, M.Pd (....)

Secretary : Rika Dartiara, M.Pd (....)

The Dean of Tarbiyah and Teaching Training Faculty,

Dr. Akla, M. Pd.
NIP. 19691008 200003 2 005

THE USE OF PRAISE-QUESTION-POLISH (PQP) STRATEGY TO INCREASE STUDENTS' RECOUNT WRITING SKILLS OF THE SECOND GRADE OF MTS N 1 EAST LAMPUNG

ABSTRACT
BY
DEWI LATIFAH

The purpose of this research is to increase students' recount writing skills after using Praise-Question-Polish (PQP) strategy of the second grade of MTSN 1 East Lampung. The kind of the research was classroom action research (CAR) type, and it was conducted in two cycles. Each cycle consisted of four steps namely were planning, acting, observing, and reflecting. The data collection method in this research included test, observation, documentation, and field note.

The result of this research shows that Praise-Question-Polish Strategy has positive role in improvement the recount writing skills of the second grade of MTSN 1 East Lampung. It can be seen in the students' average scores from pre test to post test. The average score in pre test was 34.7 and in post test was 59.4 became 75. It means that the using of Praise-Question-Polish Strategy can increase recount writing skills of the students at the second grade of MTS N 1 East Lampung.

PENGGUNAAN STRATEGI PRAISE-QUESTION-POLISH (PQP) UNTUK MENINGKATKAN KEMAMPUAN MENULIS RECOUNT PADA KELAS DELAPAN MTSN 1 LAMPUNG TIMUR

ABSTRAK
OLEH
DEWI LATIFAH

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis recount pada siswa setelah menggunakan strategi pujian, pertanyaan, dan saran yang dilakukan di kelas delapan MTSN 1 Lampung Timur. Bentuk dari penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Dalam pengumpulan data penelitian ini menggunakan test, observasi, dokumentasi dan catatan lapangan.

Hasil dari penelitian ini menunjukkan bahwa strategi praise-question-polish (pqp) memiliki peran positif dalam meningkatkan kemampuan menulis recount pada siswa kelas delapan MTSN 1 Lampung Timur. Hal ini dapat di buktikan berdasarkan nilai rata-rata pre-test dan post-test. Nilai rata-rata pre-test adalah 34.7, dan post test 59.4 menjadi 75. Ini berarti penggunaan strategi pujian, pertanyaan, dan saran dapat meningkatkan kemampuan menulis recount pada siswa kelas delapan MTS N 1 Lampung Timur.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: DEWI LATIFAH
NPM	: 14121167
Study Program	: English Education Department (TBI)
Faculty	: Tarbiyah and Teacher Training Faculty

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro,   November   , 2018

The writer

DEWI LATIFAH
14121167

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini

Nama   : DEWI LATIFAH

Npm   : 14121167

Jurusan   : Tadris Bahasa Inggris (TBI).

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro,   November 2018
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DEWI LATIFAH
St. ID 14121167
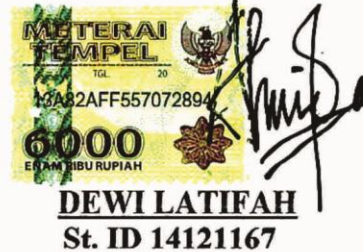
MOTTO

نۤ وَٱلْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

Nun. By the pen and that which they write (therewith)

(QS. Al-Qalam:1)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My beloved parents, Mr. Sumarlan and Mrs. Daliyem who always support me in

their endless love. My lovely sister, The late Fajar Utami and Erviani who has

given wonderful motivation to me.

My beloved almamater State Institute for Islamic Studies of Metro.

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To start with, the researcher would like to extend her gratitude to Allah SWT for blessing, health, and also mercy because the researcher can finally accomplish an undergraduate thesis untitled **"The Use of Praise-Question-Polish (PQP) Strategy to Increase Students' Recount Writing Skills of the Second Grade of MTs N 1 East Lampung"**. The blessing of the holy Prophet Muhammad p.b.u.h, the great leader of moral awakening in the world.

This undergraduate thesis is arranged as fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English Department. There were many helpful individuals involved in accomplishing this undergraduate thesis.

In the second place, the researcher would like to thank to Mr. Ahmad Subhan Roza, M.Pd and Dr. Widhiya Ninsiana, M.Hum as the First and Second Advisor. The researcher's also goes to my beloved family, my parent (Mr. Sumarlan and Mrs. Daliyem), my sister (the late Fajar Utami), thankful for endless love, pray, and support me in finishing this undergraduate thesis.

The writer realize that this undergraduate thesis is not perfect. Therefore, some constructive critical and suggestions are always welcomed. Hopefully, this undergraduate thesis can be a meaningful benefit to us and English language teaching.

Metro,   December , 2018

Dewi Latifah
St.Number 14121167

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a system of communication, without language it is so hard to imagine how people can cooperate and get along with one another. Language can be described as a means of communication that the uses of language want to do, convey emotion or express of feeling.

In Indonesia, English is taught as a foreign language. It means that English as studied by people live in place where English is not the first language of the people who live in the country. Therefore, it is taught as a compulsory subject. In learning English, there are four basic skills such as listening, speaking, reading, and writing.[1] Writing is one of the components in learning language process. Writing is used to make a communication with other people indirectly and to express our ideas.

Moreover, it can be inferred that the need of learning the English writing skill is undeniably important. However, to meet the target language, there is a concern which every English teacher faces during the process of teaching and learning especially in writing classes. Student tend to avoid writing not only in English but also in their own language as said by Brown.[2] Writing is one of the important skills which is taught in the school. It takes on a very significant role in teaching English as a foreign or second language. Writing is a process

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[1] H. Douglas Brown, *Teaching by Principles* , Addison Wesley Longman Inc., San Francisco, 2001, p. 232.

[2] Ibid.p,232

of communication which uses a conventional graphics system to the readers. By writing, the student can explore their ideas and knowledge. Furthermore, the form of communication use written language as words, sentences, punctuation, and good structure. The messages of writing should be understandable to the reader. Moreover, writer has to good knowledge of foreign language (vocabulary, grammar, punctuation, etc) to write well. So that, the readers can understand the information easily.

Furthermore, Recount text is a piece of text that retells past events, usually in the order in which they happened. On the other word, recount text is a text that tells the reader about the writers story, action or activity. The purpose of recount text is to give the students a description of what happened and when it happened. Meanwhile, Praise-Question-Polish (PQP) strategy is a good way for peers to edit each others works. Its mean that Praise-Question-Polish (PQP) strategy is a strategy that leads the students to be a good writer as weel as a good editor. In this case, the students will work in pairs or in a group to edit their friends writing. This process will be acted by all students. It means all students will fell the role as a editor. It makes the students able to clarify what is the important part that should be stated in writing and what can not be.

Based on the fact above, the reasearcher will choose Praise-Question-Polish (PQP) strategy in writing recount text to the second grade of junior high school students. Praise-Question-Polish (PQP) strategy is a revision strategy by getting peer responses to the draft or writing by focusing on three

elements for getting suggestions or responses from peers. Those are praise, question and polish.

This Praise-Question-Polish (PQP) strategy comes from peer response group by Neubert and McNelis.[3] Before, peer response group is used as a strategy to give responses to a peer's draft. But many teachers feel difficult getting students to respond to one another's writing because the students just give a vague comment. They do not notice about the specific comments which can be used by peers to revise the draft. So that the students complain about the writing responses because their peers give a vague comment which cannot help them to get effective revision. Finally, they revise their own draft with suggestion in their mind.

In this study, the writer chooses the second grade students of MTs N 1 East Lampung. Because recount text still difficult to learn for the students. The students got difficulties to mastered English and they usually had problems to created good sentence in writing process. In this study, the writer focuses on writing recount text because recount text was one of non-fictions writing which is generally felt to be more problematic because of linguistic features such as the use of specialist vocabulary, structure, and connectives. Consequently, the students need more support to produced their good sentences in writing process. Therefore, by using Praise-Question-Polish (PQP) strategy, the students were taught to give personal comments and suggestions to another peers' draft. So that, they would got ideas from their

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[3]Glauria A. Neubert and Sally J. McNellish. Peer Response: *Teaching Specific Revision Suggestions*. (1990),p.52.

peers to revise their draft in order to got a better recount text draft.

The researcher which had been conducted pre survey on April 03, 2018. The reasearcher also founds the some problems which is faced the students at MTs N 1 East Lampung. The first problem, the students had difficulties when they tried to generate and develop ideas to tell the sequences of events. Second, they could not arrange the events in a corrected chronological order. Then, that do not noticed the generic structure of text when their composed the draft. The students were not enthusiastic to followed the english subject. Below the data of the pre survey of the students' Writing Recount Text skill.

Table 1

The Data of Pre-Survey in Writing of Recount at the Second Grade of

MTs N 1 East Lampung :

No	Name	Scores	Category
1	AMS	55	Low
2	ADP	75	High
3	AN	55	Low
4	AKS	55	Low
5	AAY	60	Low
6	AKAS	45	Low
7	ARI	75	High
8	AJ	40	Low
9	AAR	50	Low
10	AA	45	Low
11	AAP	50	Low
12	BTM	50	Low
13	BLA	50	Low
14	DYNS	75	High
15	FH	55	Low
16	FH	40	Low
17	FNA	40	Low
18	HA	45	Low
19	MAA	50	Low
20	MNA	50	Low

21	MR	50	Low
22	NF	45	Low
23	NSA	50	Low
24	NYS	45	Low
25	PN	50	Low
26	RH	45	Low
27	RA	45	Low
28	RFP	40	Low
29	RBP	55	Low
30	RAP	55	Low
31	RM	55	Low
32	SDP	40	Low
33	SNK	40	Low
34	WWNB	50	Low
TOTAL		1090	
AVERAGE		50	

Table 2

The Criteria of Learning Result

No	Score	Explanation	Frequency	Percentage
1	≥ 75	Passed	3	8.82%
2	≤ 75	Failed	31	91.1%
Total			34	

Source: English teacher's archives, taken on the pre-survey at April 03, 2018

Based on the result above, it can be concluded that the recount writing skills of the students were still low score. The minimum mastery criteria (MMC) of English subject in MTs N 1 East Lampung is 75. It can be seen that only 3 students passed the test and 31 students were failed because their dont reach the standard minimum criteria (MMC). The students were not able to write the generic structure. There were many students who felt difficult to create a complete sentence in recount text. Besides, there were

students had lack of mastering the vocabularies. The students do not know what to write in english. The students got difficult to finish the problem while their were studying individually.

Based on the fact above, the writer was interested in implementing PQP (Praise-Question-Polish) strategy for the students of MTs N 1 East Lampung in writing recount text in order to know whether this strategy could increase the students' in writing recount text or not. The write would conducted a research study entitle"The use of Praise-Question-Polish (PQP) strategy to increase students' recount writing skills at the second grade of MTs N 1 East Lampung in academic year 2018/2019"

B. Problem Identification

Inferring to the background of the study above, the researcher identifies some problems as followed:

1. Many students were not able to write the generic structures of recount text.
2. Many students had low motivation in english subject they were not interested to write in recount text.
3. Many students had lack of mastering the vocabularies.
4. The students had difficulties when they tried to generate and develop ideas to tell the sequences of events.

C. Problem Limitation

From the problem identification above, the researcher took problem that the students had low in writing skill. Therefore, the students were unable to write the generic structures in recount text. So, in this research, the researcher limited the problem that focus on the use of Praise-Question-Polish (PQP) strategy to increase students' recount writing skills of the second grade of MTs N 1 East Lampung in academic year 2018/2019.

D. Problem Formulation

Concerning with the background of the study above, the researcher formulate the problem as follows:

"Can the use of Praise-Question-Polish (PQP) strategy increase students' recount writing skills of the second grade of MTs N 1 East Lampung in academic year 2018/2019 ?"

E. Objective and Benefits of the Study

1. Objective of the Study

Based on the problem formulation above, the researcher aimed to show that the use of Praise-Question-Polish (PQP) strategy to increase students' recount writing skills of the second grade of MTs N 1 East Lampung in academic year 2018/2019?

2. Benefits of the Study

   a. For the Student

      The result of this research was expected to able to increase their ability in writing recount text.

   b. For the English Teacher

      The reasercher hoped with this research the teacher at MTs N 1 East Lampung, to teach writing subject. It hopefully can helped the teachers to solve the problem in writing subject in their class.

   c. For the Headmaster

      It hopefully could be a positive contribution and as information to increase quality of learning English in MTs N 1 East Lampung.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Writing Skill

1. The Concept of Writing Skills

   a. Definition of Writing Skills

   Many experts had defined the definitions of writing. According to Pulvemess, Spratt, and William, Writing is one of the four language skills after listening, speaking and reading.[4] Moreover, is also a productive skill which is mean for communication to deliver messages in the forms of letters ans symbols. In a message, there is something which is needed to be informed to others called a purpose. In other words, the activity of writing is aimed at creating a writen product which is containing a certain message or information. Writing is one of important skill to learn in communicative learning. Byre (1997:01) states that "writing is the act of forming symbols, letters, or combinations of letter, which relate to the sound when we speak, making marks on a flat surface of some kind, arranged to certain convections to form words and words arranged to form sentences." By writing, students can convey their feeling and their opinion. To make the students

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[4]Pulvemess, Spratt, and William, *Teaching Knowledge Test Course.*(New York: Cambridge University Press,2005),p.26

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have opportunity to write a sentence into a paragraph, the teacher have to give exposure and practice to the students.[5]

In other side, Writing skill as said by Brown is a written product which is completed after the process of thinking, planning, drafting, and revising and also demands efforts and specialized skills of generating ideas, organizing them coherently, making use of the discourse markers and the rhetorical convetions, putting all of them into one, revising the content for a clearer meaning, and editing for accurate grammar into a final product.[6] It means that writing is activities which used by the writer to show information by stages and has purpose which the reader can receive or refuse and believe or disbelieve the writer written.

Moreover, Davies said that "writing is probably the linguistic skill that is least used most people in their native language".[7] It means that writing learning process needs specific skill to be successful in writing such content, organization, grammar, vocabulary, and mechanic.

Also David defines the general component in writing process such as :

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[5] Rika Dartiara, "The Use of Reflective Journal Writing in Teaching Writing Through Recount Text at the Tenth Grade Student of SMAN 1 Pagelaran Lampung", in *Pedagog,*(Metro:Institut agam a islam negeri), vol.4 no 1/Jaunuary-June 2017, h.57.

[6] Dougles Brown, *Principle by Language Learning and Teaching 4th edition,* (New York,eddison Wesley Longman, 2000),p.335

[7] Paul Davies and Eric Pearse, *Success in English Teaching*, (New York: Oxford University Press,. 2002), p. 96

1) Content   : The substance of the writing idea express.

2) Form   : The organization of the context.

3) Grammar   :The employment of grammatical forms and syntactic patterns.

4) Style   : The choice of structure and lexical item to give a particular tone flavor to writing.

5) Mechanic   :The use graphic conventions of language.[8]

As one of four basic skill of language, writing is very important because it constitutes the clarification of someone's through and feeling. Through this skill the students can explore their own thinking, various feeling, and also the concept by using word or papers. In writing indeed, the students can express their ideas, thoughts, and fact in well-formed structure.

According to Davies, "good writing skills usually develop from extensive reading, some specific training, and a good deal of practice. Writing involved the following basic skills: hand writing or typing, spelling, constructing grammatical sentences, punctuating."[9] The writer aim is the beautiful written need the knowledge which get from reading, training writing and also

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[8] David Hatcher and Lane Goddard, *A Step-by-Step Approach for Everyday Writters,* (LandaBooks 1969),p.69

[9] Paul Davies and Eric Perse, loc. cit

practice of writing itself and it has basic skill which develop writing, for instant, the hand writing or typing, spelling, the grammar, punctuation.

Based on statement above, it infers that in writing a person can arrange letters, words, sentences, and paragraph by using the knowledge of structure systematically in written forms and hopes the reader understand what he means.

Referring to the previous statement, in writing, a person puts down graphic symbols that have meaning and they should be in the right rules. And here the writer will more focus on writing recount text.

b. The Types of Writing

Wishon and Burks explain four types or forms of writing, such as: description, argumentation, narration and exposition. Furthermore, the explanations of the types or forms of writing as follow:[10]

1) Narration

Narration is a type of writing that the writer tries to recount an event. It tells the readers what happened in the story according to natural time sequence.

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[10]George E, Wishon and Julia M. Burks, *Let's Write English*, (Canada: Van Nostrand Reinhold Ltd, 1980), p. 377

2) Description

In a description type, uses a lot of visual words, such as the feel, sound, taste, and smell to help the readers see the person, place or thing that the writer is writing about. It tries to make the readers feel that they are there or can visualize in their mind what the writer is describing.

3) Exposition

In exposition writing, the writer intends to inform, explain, describe or define their subject in orders the readers believe or disbelieve something.

4) Argumentation

Argumentation is designed to convince or persuade somebody that something is true or should be done.

c. Process of Writing

In writing, there are processes of writing, they are prewriting, drafting and revision, According to Neubert and MCNelis.

> Writing is now viewed primarily as a recursive process, involving *prewriting* (selection, audience and purpose consideration, data gathering, and organization), and *drafting* and *revision* (looking again at the draft and making appropriate changes in ideas followed by editing for the surface features of grammar, spelling, and punctuation).[11]

To make a good-structured writing, a reasearcher should refer to a certain checklist. Nation states that in order to focus on the

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[11] Ibid,p. 54

different aspects in writing, the best way is to face writing as a process. Moreover, Rumisek and Zemach says that Writing process goes through several steps to produce a good written product.[12] It's mean that there are some parts to be taken in producing the text. When we try to make a product of writing, we need to go through several steps as parts of process. It is not merely putting word together into a sentence and then compling sentences into a text. The steps act as guidelines for students to strat their writing until they can finally finish it. In the process of writing, there are stages proposed by Harmer (2004:4). [13]

1) Planning

When planning, the writer has to think about three main issues. *The first* is the purpose of the writing, it includes the type of the text the writer wants to product, the language the writer use, and the information the writer choose. *The second* is the audience, who are the reader of the writing. So the writer must attend the choice of the language informal or formal writing. *The last* is the content structure that is how sequence the facts, ideas, or argumentation which the writer decided to included.[14]

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[12] Dorothy E Zemach and Lisa A rumisek, *Academic Writing From Paragraph To Essay* (Macmillan 2005),p.3
[13] Jeremy harmer, *How To Teach Writing*, Pearson Longman, England, 2004, p. 4
[14] Jeremy harmer, *How To Teach Writing*, Pearson Longman, England, 2007, p. 5

2) Drafting

It is a process of writing down ideas, organizing them into a sequnce, and providing the reader with a frame for understanding these ideas. The result from this process is a composition or "first draft" of the ideas.

3) Editing (reflecting and revising)

It is the stage which refers to the process of reflecting and revising based on an evaluation of the writing. It gets the students to go back over their writing and make changes to its organisation, style, grammatical and lexical correctness, and appropriateness. When students have produced their draft, they usually read their works to make sure whether what they have written is appropriate or not.

4) Final Drafting

Final draft is the stage when the students have edited their draft. It might be seen differently from the original plan and the first draft because there might be so many changes in the process of editing.

Based on the explanations above, students can move around the one part to another part of the wheel. Therefore, when the students have written what they think is the final version of their writing, they may still, go back and re-plan or re-visit earlier stages. In conclusion, it is better to see writing

as a process, especially, as a process wheel which provides the students to work flexibly as they find ways to improve their writing.

2. The Concept Of Recount Text Skills

a. The Definition of recount text Skills

The definition of text that is learned by Junior High School students is recoun text. Recount text is one of text that retell past event. According to Andreson, a recount is a piece of text that retell past event, usually in order in which they happened.[15] On the other word, recount text is a text that tells the reader about the writers' story, action or activity.

Anderson states a recount text is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened.[16] It means that the purpose in which it gives the audience a description of ehat occurred and when it occured. Furthermore, Knapp and Watkins also say that recpunt text is a sequential text that does little more than sequencing a series of event.[17] It can be considered as the simplest type of narrative genre.

Furthermore, Recount Text is a text which retells events or experiences in the past chronologically. This text describes about

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[15] Mark And Kathy Anderson, *Text Type In English 2*, (South Yarra: Macmillar, 1997), P. 48

[16] Mark And Kathy Anderson, *Text Type In English 3,* (Australia:Macmillan, 2002),p.49

[17] P. Knapp and Watkins, M. *Genre, Texts, Grammar: Technologies for Teaching and Assessing Writing.* (Sidney: University of New South Wales Pres, 2005)

the writer's personal experience which truly happens in his or her life. It means that recount text is a text used to tell the writers' experiences or events in the past to the readers.

Skill is several source mention the definition of skill, such as : Skill is an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carry out complex activities or job functiona involving ideas (cognitive skills), things (technical skills), and/or people (interpesonal skills). It means that skill is a person ability which acquired them by complex process.

According to oxford advance learner's dictionary state that skill is "the ability to do something well." In other words, it is an ability that is intended for an act that is useful and good. So it can be inferred that skill is an ability of person which acquire them in complex process for an act that is usefull and good.

Recount text skills is one of the texts that the students always produce whether they realize it or not. The students spend much of their lives telling their own experiences and listening to experiences of others. They also always experience some events which happened to them. They describe those events in words based on what their feel, remember, and listen. Then the students tell the events in many different ways based on their experience. It means that they always produce recount texts in their daily life.

From the definition above, the writer concludes that recount text is a text that retells events or experiences in the past. The text is used to inform or to entertain the reader.

b. The Purpose of Recount Text

A recount has social function. Recount "tell what happened".The purpose of a social recount is to document a series of events andevaluate their significance in some way. It is also to give the audiencea descriptions of what occurred and when it occurred. The purpose ofthe literary / story recount is to tell a sequence of events so that itentertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

c. Types of Recount Text

In exploring how text work Derewinka there are three types of recount[18]. They are:

1) Personal Recount

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are:

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[18] Derewinka Beverly, *Exploring How Texys Work,* (Australia:Primary English Teaching Association,1990),p.15-17

a) Use of first pronoun (I, we).

b) Personal responses to the events can be included, particularly at the end.

c) Details are often chosen to add interest or humor.

2) Factual Recount Text

Factual recount is a recount that recording the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are:

a) Use of third person pronouns (he, she, it, they).

b) Details are usually selected to help the reader reconstruct theactivity or incident accurately.

c) Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).

d) Mention of personal feelings in probably not appropriate.

e) Details of time, place, and manner may be need to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp).

f) Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).

g) The passive voice may be used (e.g. the breaker was filled with water).

h) It may be appropriate to include explanations and satisfactions.

3) Imaginative recount

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of aRoman Slave: how I invited)

From the definition above, the writer concludes that recount text is a text that retells events or experiences in the past. The text is used to inform or to entertain the reader.

d. The Generic Structure of Recount Text

In making a recount text, there is an important point which is worth knowing. According Anderson's theory, a recount text has three main parts[19], they are :

a. Orientation

The opening of the text , the introduction of the text. It give background information about who, what, where, and when.

b. Events

It is usually told in a series of paragraphs which retell the events in order of sequence when they happened.

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[19] Ibid,p.53

c. Reorientation

It functions as the closing statemnet. It is a paragraph which contains a personal comment of the writter.

e. Language Features of Recount Text

Language feature is a characteristic of a text, to make it is easily recognized, what tense is used, and so on.

1) The use of proper nouns

2) The use of past tenses

3) It is organized in a chronological order, using time connectors that signal the order of sequences or events, for example, then, next, after, meanwhile, they functions as connectors.

4) The use of adjectives and adverbs for details.

d. The Example of Recount Text

My Holiday
On Saturday, I went to mount Bromo. I stayed at Nisa and Ahmad`s house at Cemara Lawang, Probolinggo. It has a big garden with lots of colorful flowers and fishpond.
On Sunday, Nisa and I saw Batok Mount and went on the scenic ride on horseback. It was scary. Then we went to get a closes look at the mountain. We took pictures of the beautiful scenaries there.
On Monday, we went to the zoo at Wonokromo. We saw cookatoos having a shower. In the afternoon I went home.
It was fun.

It means that, before make recount text, we must know about language features of recount text, because the kinds of English text have characteristic each other.

e. Assessment of Recount Text

To know the students' achievement in learning recount text, the teacher must be able to assess the recount text made by the students. One of the ways to assess the recount text is by using scoring rubrics proposed by (Black and Wiliam 1998; Brookhart 2001; Butler 1987; Crooks 1988).[20]

Evaluation criteria recount	4 EXELENT	3 PRETTY GOOD	2 AVERAGE	1 NEED IMPROVEMENT
Content and structure.	A very clear orientation establishing who was involved, where and when events happened.	A generally clear orientation which provides necessary background information	Some missing information in orientation.	Lots of missing in the orientation.
	Past events are sequenced in a very clear order	Past events are generally clearly sequenced	Some events not in the right order.	Past events are all over the place hard to figure out a clear sequence.
	Very appropriete and impressive ending-ending with a feeling . a thought or a reflection.	Appropriate ending.	And ending is provided but it is not very appropriete.	No ending is provided.

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[20] Lee icy. *Classroom Writing Assessment and Feedback in L2 School Contexts(*Springer Nature Singapore Pte Ltd. 2017)p.18

Language features	Past tense verbs almost completely accurate.	Tense generally accurate.	Quite of number of tense error.	Full of tense errors.
	Very appropriete and accurate use of time expresion to link up events.	Generally good use of time exprssion to link up events.	Some time expression to link up events.	No times expressions to link up events.
	A large range of appropriete words to describe events.	A good range of words to describe events.	Some good words to describe events,	An extremly limited range of words to describe events.

B. Praise-Question-Polish (PQP) Strategy

1. The Concept of Praise-Questions-Polish (PQP) Strategy

   a. Definition of Praise-Questions-Polish (PQP) Strategy

   Bill Lyons states that Praise-Question-Polish (PQP) is a good way for peers to edit each other's works.[21] Praise-Question-Polish is a peer response strategy that fosters quality comments and constructive feedback.[22] It means this strategy is useful and giving opportunity to students to edit each other's work in writing. In this Case, the students in peer give the critical comments about each other's work in constrictive way. In conclusion, the feedbacks given bye the peers are utilized to help students develop the quality of their writing.

   Praise-Question-Polish strategy is develop by Lyons. Neubert and McNelis also introduce this strategy through their research on

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[21] Bill Lyons the PQP *Method of Responding to Writing.* (The English Journal. 1981).p.42-43
[22] Neubert and McNelis, Peer Response: *Teaching Specific Revision Suggestions*, (National Council Teacher of English,1990),p.52.

middle school students for peer conferencing.[23] In their study, Neubert and McNelis found that this strategy helped for reducing the percentage of vague comments given in peer conferencing and increasing the percentage of "general but somewhat useful" and "specific" comments that were made. So, the teacher teach students how to give the comment that will help their peer in developing writing ability.

Meanwhile, as Neubert and McNelis states that this PQP feeds the cooperative learning atmosphere of the writing Response Group, combining positive reinforcement and constructive critism.[24] Furthermore, according to Pastorek,

> (Praise, Question, Polish PQP) is a revision strategy which teaches young writers to : 1) write a praise statement that compliment one another's writing drafts, 2) ask questions about parts of a draft where revision may be needed, and 3) write polishing statements to help the author improve the expression and quality of the text of a draft.[25]

These are the explanation of PQP Strategy according to Neubert and McNelis :

1) Praise

What is good about the writing? What should not be changed? Why is it good? Example: "Your first two reasons for voting for Bush were very convincing reasons.

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[23] Amanda Grzybowski, *The Effect of Peer Conferencing on the Confidence and Writing Quality of Struggling Middle School Writers*. (New York :Alpha Upsilon Action Research, 2008). p, 7

[24]Neubert and McNelis, *Improving Writing in the Disciplines,* (National Council Teacher of English,1986),p.51.

[25] Paul G. Pastorek, *comprehensive curriculum.*(State Superintendent of Education, 2008),p.51

They made sense to me and you gave 2 or 3 examples for each reason."

2) Question

As a reader, what you not understand? Example: "Why did you say might choose Dukakis if you were older? What does age have to do with your choice?

3) Polish

What specific suggestions for improvement can you make? Example: "The last reason you gave for voting for Bush was that you agreed with his international policy, but you only mentioned Russia.Discuss his policy and at least one other country, or just say his policy toward Russia?[26]

In addition, Haney defines Praise Question Polish (PQP) as a beginning strategies used during the writing process. It's purpose is to assist the students edit their writing by focusing feedback under three headings : praise question and polish. Praise is for what the students like about the authors writing style or ideas. Then, questions are for confussion the improvement of the text being revised.[27]

Praise-Question-Polish is critical comments given by students in Praise-Question-Polish strategy are not only "what you do not

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[26]Neubert and McNelis, Peer Responses: *Teaching Specific Revision Suggestion..* (National Council Teacher of English, 1990),p.52.

[27]Haney, *defines Praise-Question-Polish (PQP) as a begining techniques used during the writing process,* (London:Haney,2010)

like" but also about "what you like" and "suggestions for improvment".[28]

b. Purpose of Praise-Question-Polish Strategy

Writing is complex process in which there are several stages that have to be through by the writer in order to produce a good piece of writing. So, the writer needs strategy for helping them in writing activity. Here, the writers need to master not only vocabulary and grammatical features of English, but also develop the ability to generate their ideas. Praise-Question-Polish Strategy gives students an organizational strategy in responding their peers' writing and focusing on content features of writing and it helps students focus on their writing as well as maintain a positive attitude toward the critique process.[29] In conclusion, students must be able to communicate their ideas effectively in order to evaluate the writing of others.

Otherwise, when teachers asks student for giving for comments on one anothers writing, the result can be less than teachers expectations. Students often give the vague and unconstructive comments, such as: "I like it", "add a little more detail", or "change the last two sentences so they sound better". So, students often fail in using peer review in their writing activies. In the other hands, Praise-Question-Polish Strategy

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[28] Larry Lewin. *Designing Tiered Assignment*.(20th October 2013). p. 3
[29] Ibid,52.

offers the structures that have specific feedback that can be used by students for improving their writing skill. Praise-Question-Polish strategy can achieve the objective of peer review, such as:

1) Provides focused, informative, and specific feedback

2) Emphasizes use of specific content or process language

3) Describes what was done and not done

4) Reinfores, encourage and support an individual

5) Establishs relationship of mutual respect

c. Procedures of Praise-Question-Polish (PQP) Strategy

In the process of teaching writing by using PQP strategy, the students are require to take a turn in three characters. Those are author, reader, and recorder. The whole students in the class will exchange each character. Those characters will be play by the students after write the draft of recount text. So that, every students is the writer author of the draft. And they will also be the reader and the recorder by the turn.

The process of writing the draft of recount text, the reasearcher uses process of writing approach which is stated by Neubert and McNelis. Those are prewriting, drafting and revision. After the students write the draft of recount text, the students are required to do the revision stage by the researcher using PQP strategy.

According to Richmond Praise-Question-Polish is most appropriate for groups of three. The procedures of the strategy are devided into seven steps :[30]

1) Assign students to groups of three, and instruct each student to bring a drafted piece to the group.

2) Prepare and distribute the PQP guide.

3) Have the students in each group designate one student the author, one the recorder, and one reader.

4) Instruct the author to pass the PQP guide to the recorder and the draft to reader.

5) Instruct the reader to read the draft aloud while the others listen. Then instruct the recorder to fill in the PQP guide with suggestions for revision.

6) Instruct the groups to repeat the process until all three drafts have been read and each PQP guide has been completed.

7) Instruct the student to return the drafts and PQP guides to the authors, who will then use the guides for revision.

In conclusion, PQP strategy is a strategy that leads the students to be a good writer as well as a good editor. In this case, the students will work in pairs or in a group to edit their friends writing. This process will be acted by all students. It means all

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[30]Richmond, *Enhance Scope and Sequence*. (U.S Department of Education: Virginia Department of Education 2004),p.183

students willn fell the role as a editor. It makes the students able to clarify what is the important part that should be stated in writing and what can not be.

C. Action Hyphotesis

Based on the theoretical review the writer formulates the hypothesis as follow:

By using praise-question-polish (pqp) strategy , the recount writing skills and the learning activities will be able to increase of the second grade of MTs N 1 East Lampung.

CHAPTER III

RESEARCH METHOD

This chapter deals with the discussion about the research strategy. The topics that were discussed in this chapter are setting, object of the study, action plan, data collection method, data analysis technique and indicator of success.

A. Setting

The research conducted in MTs N 1 East Lampung in academic year 2017/2018. Total of the students from the seventh up to nenth graders are 793 students. There are five classes of the eight graders of VIII A class, VIII B class, VIII C class, VIII D class and VIII E class. However, the researcher chooses the eight grade of VIII E Class with the total students are 36 students because their writing skill had low.

B. Object of the Study

The object of the research is the use of praise-question-polish (pqp) strategy. The reseacher choose the material appropriately to teach writing recount text in the classroom. In this research, the researcher choose recount text because include in the syllabus. The students practice on the topic about recount text.

C. Action Plan

In this chapter, the Researcher tell a brief history of classroom action research. As the focus on my research was how I go about using Praise-Question-Polish (PQP) strategy to increase students' recount writing skill. According to Elliott state action research is about improving practice rather than producing knowledge.[31] Furthermore, Jean McNiff, action research is a term which refers to a practical way of looking at your own work to check that it is as you would like it to be.[32] It can be inferred that classroom action research is the inquiry toward the problems faced in learning activity by conducting an action to improve the quality of process and the result of learning.

Furthermore, McNiff suggests that action research is conduct with critical partner.[33] It means the researcher would conduct the research together with friend. In doing classroom action research, the researcher would ask Mrs. Laili Masithoh,SP.d.I as a collaborator of the research.

This action reseacrh, the researcher conducted in two cycles. The first cycle was not successful; it continues in the second cycle. It would conduct until there is an increasing on the students' recount writing skills. There are four steps in each cycle which had relationship one another, they

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[31] Jean, McNiff, *et.al.You and Your Action Research Project*. (USA and Canada: Taylor & Francis e-Library, 2002). p. 10.

[32] Jean McNiff,. *Action Research for Professional Development: Concise advice for new and experienced action researchers*. (UK, Dorset: September Books, 2010), p. 8.

[33] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), p. 15.

are: planning, acting, observing, and reflecting. Those steps can be illustrated as follow:

Figure 1

Here is steeps classroom action research design:
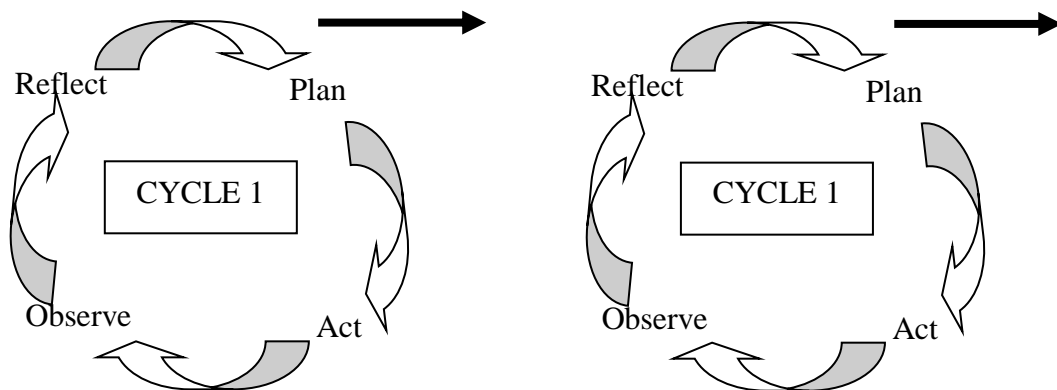
Jean Mc Kniff and Jack Whitehead Model[34]

From the illustrated above, the explanations about four steps of action research procedure were conducted in each cycle:

1. Cycle 1

   a. Planning

      Planning was the first steps in each activity. Without planning the activity that the writer would not be focus. The planning would be reference in doing action. Planning was the first

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[34] Ibid.p,41

step in each activity. Here was step that the researcher could made in planning.

1) The researcher prepared English subject lesson plan

2) The researcher prepared materials and media of learning

3) The researcher planed to give the task and evaluation

4) The researcher prepared work sheets to know the problem in teaching learning writing recount text.

5) The researcher made test which used in pre-test and post-test.

b. Acting

The second steps in the action research was acting. the researcher does pre-test, strategy and post-test to the students. This action would conduct in some meetings.

In this implementation, the researcher follows the schedule of English subject in the class and additional class. The researcher would act as if a teacher in the classroom and implement some activities as follows:

1) The researcher greeted students.

2) The researcher explained about recount text.

3) The researcher gave exercise (practice on the topic) to the students compose recount in the topic above.

4) The researcher assigned students to group which consist of 3 students.

5) The researcher explained about the PQP strategy.

6) The researcher had the students in each group and designate one student the author, one the recorder, and one the reader.

7) The researcher instructed the author to pass the PQP guide to the recorder and the paper to the reader.

8) The researcher instructed the reader to read the paper aloud while the others listen. Then instructed the recorder to fill in the PQP guide with suggestions for revision.

9) The researcher instructed the group to repeat the process until all three papers has been read and each PQP guide has been completed.

10) The researcher instructed the students to return the papers and PQP guide to the authors, who would then used the guide for revision.

11) The researcher asked the students to collect the paper of recount text which was written by the students.

c. Observing

Observing was the activity of recording and collecting the data about any aspect or event. In the teaching and learning activity in conducting an accurate observation the observing focus on the activity doing by researcher and the students during the teaching and learning process.

d. Reflecting

In this step, the researcher and collaborator would analyzed how the effect of the acting, what thing would be repaired, and what thing which become attention on the next acting. Then, the result of reflecting would be used as a guideline to made a new plan in the next cycle.

2. Cycle 2

a. Planning

1) The researcher studied the result of reflecting on cycle 1.

2) The researcher prepared the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for post-test.

b. Acting

1) The teacher gave the students motivation to study harder.

2) The teacher explained about the PQP strategy

3) The teacher gave exercise (practice on the topic) to the students compose recount in the topic above

c. Observing

The collaborator observed and collected the data when the learning process is conducting.

d. Reflecting

The researcher and collaborator reflected all the acting which would conduct and identify the result of observation in the learning process and compare the score of pre-test and post-test.

D. Data Collection Method

In this research, the researcher collected the data by using test, observation and documentation.

1. Test

The researcher gave the students test to evaluate their skills and capability in writing skill. The test was about writing recount text. There were two tests which are used in this research namely pre-test and post-test.

a. Pre-Test

Before doing the treatments the researcher would give the students pre-test by asking the students to answer the questions about recount text. The researcher would use text story to retell events which happened in the past.

b. Post Test

Post test was apply after doing the strategy. It was implemented in order to know the students' writing recount text. The test was similar to pre-test where the students practice on the topic about recount text, but the topic that would given in the post-test is different with the topic in the pre-test.

2. Observation

In this research, the researcher observed the students' behaviors and the students' activities in the learning process to know how the process of learning would be held. In doing the observation, the research would make the observation sheet that contains of list of the students' activities.

3. Documentation

The researcher uses documents which were taken from the data of the school such as total of the students, the teachers and the condition of the school.

4. Field Note

Refers to notes created by the researcher during the act of qualitative fieldwork to remember and record the behaviors, activities, events, and other futures of and observation. Field notes are intended to be read by the researcher as evidence to produce meaning and an understanding of the culture, social situation, or phenomenon being studied. The notes may constitute the whole data collected for a research study or contribute to it, such as when field notes supplement conventional interview data.[35]

The ways in which you take notes during an observational study is very much a personal decision developed over time as you become more experienced in observing.[36] However, all field notes generally consist of two parts:

1. Descriptive informative, in which you attempt to accurately document factual data (data and time), settings, actions, behaviors, and conversations that you observe.

2. Reflective information, in which you record your thoughts, ideas, questions, and concern as you are conducting the observation.

Field notes should be fleshed out as soon as possible after an observation is completed. Your initial notes may be recorder in cryptic

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[35] Schwandt, Tomas A. *The SAGE Dictionary of Qualitative Inquiry.*(4th edition. Thousand Oaks, CA:SAGE,2015).

[36] Emerson, Robert M. *Writing Ethnograpic Fieldnotes.* (2nd edition. Chichago, IL:University of Chicago Press, 2011).

form and unless additional detail is added as soon as possible after the observation, important facts and opportunities for fully interpreting the data may be lost.

E. Data Analysis Technique

Data analysis would be conduct by taking the average score of the pre test, and post test. To know the improvement, the researcher would compare between pre-test and post-test score. Then, the results were matched with the minimum mastery criteria (MMC) in the school. At the second grade of MTs N 1 Lampung Timur, the minimum mastery criteria (MMC) for English subject is 75.

If there were some students that were not successful in cycle 1, the researcher continues to conducted the cycle 2. If In cycle 2 the students were successful, so the cycles stopped because the students have achieved the minimum mastery criteria.

The researcher used SPSS program to analyze the data by a formula for counting the average score was as follow:

$$\boldsymbol{X} = \frac{\sum \boldsymbol{XN}}{}$$

Notes:

X   = Mean

$\sum X$ = Total of students' score

n   = Total of students

F. Indicator of Success

The indicator of the success was taken from the process and the result of the action research. This research called success if 80% of students got score 75. In addition, there was increasing in study activities and learning result in the learning process.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. **Result of The Research Location**

1. **The Description of Research Location**

   a. **The History of MTS N 1 East Lampung**

   MTS N 1 East Lampung is located on Street Lembayung Banjarrejo East Lampung. In the beginning, MTS N 1 East Lampung was established on April 19, 1983. Total of teachers and staffs in MTs N 1 East Lampung is 59. The students quantity of MTs N 1 East Lampung is 668.

   Table 4

   The students' quantity MTS N 1 East Lampung

Class	Sex		Amount
	Male	Female	
VII	105	118	223
VIII	91	104	195
IX	103	147	250
Total	299	369	668

   Source: Documentation at MTS N 1 East Lampung

   b. **Learning Facilities**

   The condition of Learning Facilities in MTS N 1 East Lampung was under renovation. The data confirms that MTS N 1 has 30 rooms

which consists of 18 Classrooms, 1 Principal's room, 1 Living room, 2 Teacher's room, 1 School health service room, 1 Library, 1 Ceremony yard, 1 mosque, 1 computer room, 2 physical laboratorial, 1 Cooperation, 1 administration room. And there are several Extracurricular activities: Troopflag raisersheritage (Paskib), KIR, Spiritual (Rohis), Scout (Pramuka). School Activities Sports nuance: Basketball, Football, Badminton, Volleyball, Futsal.

2. **Description of Research Result**

The researcher conducted the research in two cycles. Each cycle consist of planning, acting, observasing and reflecting. The researcher gave a pre-test for the students before doing the treatment. It is aim to know how far the students' skill in writing recount text before they were given the treatment. The students' result of recount writing text gained through test which consisted of pre-test and post-test in the beginning research and in the end of each cycles while the student activities were gained from observation during the learning process.

Before the process of cycle 1, the research conducted the pre-test on Monday, September 10, 2018. The researcher gave a pre-test for the students to see how far the students' recount writing skill before the treatment was given. In the pre-test activity, the researcher asked them to create a recount text based on the topic that was given. Then, the result of pre-test can be seen on the table below:

Table 5
Pre-test Score of the Students' Recount Writing Skill

NO	Students' Code	Score	Category
1	AFZ	25	Incomplete
2	ASNA	50	Incomplete
3	AAA	29	Incomplete
4	ASD	29	Incomplete
5	ANR	33	Incomplete
6	ATH	25	Incomplete
7	AA	25	Incomplete
8	AJ	25	Incomplete
9	AAW	49	Incomplete
10	AIA	42	Incomplete
11	AAH	25	Incomplete
12	BS	54	Incomplete
13	DM	25	Incomplete
14	EKR	50	Incomplete
15	FMC	42	Incomplete
16	LFW	38	Incomplete
17	LTB	50	Incomplete
18	LAM	25	Incomplete
19	LZZ	75	Complete
20	MAA	29	Incomplete
21	M	46	Incomplete
22	NDA	25	Incomplete
23	NS	29	Incomplete
24	NAG	25	Incomplete
25	PAS	25	Incomplete
26	QA	46	Incomplete
27	RFT	29	Incomplete
28	RTH	25	Incomplete
29	RNI	38	Incomplete
30	RM	25	Incomplete
31	SA	25	Incomplete
32	SZ	46	Incomplete
33	TH	25	Incomplete
34	VTP	25	Incomplete
	Total	1179	-
	Lowest Score	25	Incomplete
	Highest Score	75	Complete
	Score ≥ 75	1	Complete
	Score < 75	33	Incomplete
	Average	34.7	Incomplete

Source:the result of pre-test on September 10, 2018

Figure 4

Chart of the Pre-test Result
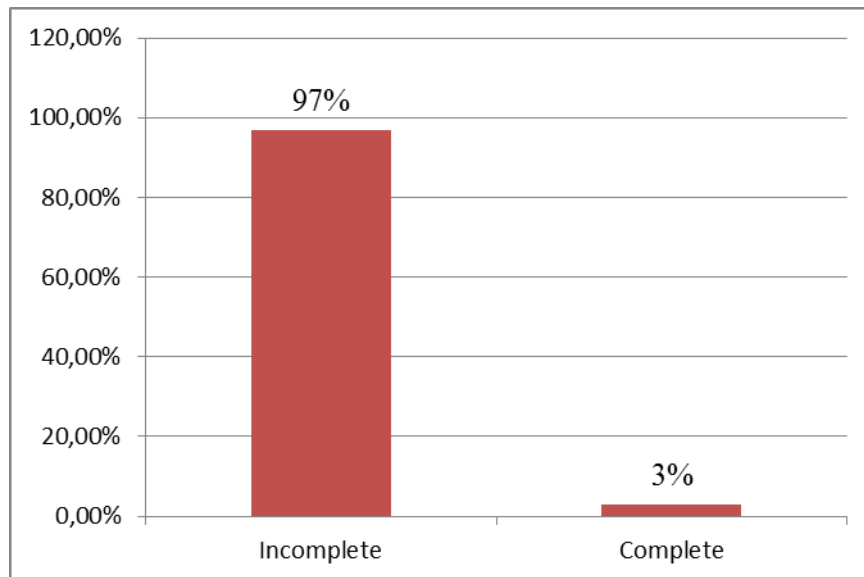
Based on the result of the students' pre-test, only 1 student who acquired a complete category in their writing and 33 students who acquired an incomplete category in their writing. It means that only 1 student (3%) passed the test and 33 students (97%) failed. The highest score in pre-test was 75 and the lowest score was 25. In pre-test, the researcher found the students' problem such as they still confused in how to create a recount text. The problem could be seen by the students' score in pre-test. It showed that the result of students' recount writing skill was still low. That is the reason, why the researcher choosed increasing their recount writing skill in MTS N 1 East Lampung by using Praise-Question-Polish Strategy.

a. Cycle 1

1) Planning

In this step, the researcher prepare the lesson plan, attendance list, and material that used in teaching learning process. The material is recount text. The material include the definition, the generic structure, the language features and the example of recount text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observe during teaching learning process.

2) Acting

Acting is the second step of this research. The researcher conducted this cycle in two meetings.

a) The First Meeting

The first meeting was conducted on Thursday, September 13, 2018 at 09.40 – 10.40 a.m. At the beginning of teaching learning process, the researcher greeted students by saying "salam and good morning" and all of students answered by saying "salam and good morning miss" friendly. Then, the researcher asked their condition first before checking attendance list. Before giving the material, the researcher gave some question, for example

"what do you know about recount text?". Most of the students still did not understand about it. So, the researcher explained the definition of recount text in Indonesian language first before she explained in English language. After that the researcher explained more about the content and structure and language features of recount text. Then, the researcher gave the example of recount text, and showed to the students where is the part of orientations, events and re-orientations in the example of recount text that was given by the researcher. Next, The researcher divided students into some groups which consist of 3 members in each group. The students could discuss the materials that have been explained by the researcher in their group. Those group also used to the next meeting when the researcher will give the post-test to the students.

After 2 x 40 minutes the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

b) **The Second Meeting**

The second meeting was conducted on Monday, September 17, 2018 at 12.20 – 14.20 a.m. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity

continued by giving more explanations about recount text and how to create it.

The researcher explained about the strategy and the procedure of strategy that would be given by the researcher to make the students easier in writing recount text. The researcher gave some topics with some relation vocabularies to guide the students in writing recount text. Then, the researcher started to apply Praise-Question-Polish Strategy by asking the students to take several deep breath before doing the next step. Next, the researcher read the interesting story that had happened in the real life to carry the students to recall their story. While reading the story in English language, the researcher also translated in Indonesian language. The researcher assign students to group which consist of 3 students. The researcher has the students in each group and designate one student the author, one the recorder, and one the reader. Next, the researcher instruct the author to pass the PQP guide to the recorder and the paper to the reader. The reader to read the paper aloud while the other listen. Then the recorder to fill in the PQP guide with suggestion for revision. The last the students to return the papers and PQP guide to the authors, who will then use the guides for revision.

Then, the students had created a recount text based on the topic given in 40 minutes. The students did it seriously. It seemed that the students' score will be improved. The score of post-test cycle 1 can be seen on the table below:

Table 6

Post-test I Score of Students' Recount Writing Skill

NO	Students' Code	Score	Category
1	AFZ	54	Incomplete
2	ASNA	75	Complete
3	AAA	54	Incomplete
4	ASD	75	Complete
5	ANR	58	Incomplete
6	ATH	49	Incomplete
7	AA	75	Complete
8	AJ	54	Incomplete
9	AAW	75	Complete
10	AIA	49	Incomplete
11	AAH	50	Incomplete
12	BS	58	Incomplete
13	DM	49	Incomplete
14	EKR	50	Incomplete
15	FMC	75	Complete
16	LFW	50	Incomplete
17	LTB	54	Incomplete
18	LAM	54	Incomplete
19	LZZ	79	Complete
20	MAA	63	Incomplete
21	M	54	Incomplete
22	NDA	75	Complete
23	NS	58	Incomplete
24	NAG	50	Incomplete
25	PAS	75	Complete
26	QA	50	Incomplete
27	RFT	75	Complete
28	RTK	50	Incomplete
29	RNI	50	Incomplete

30	RM	50	Incomplete
31	SA	54	Incomplete
32	SZ	79	Complete
33	TH	50	Incomplete
34	VTP	50	Incomplete
	Total	2020	-
	Lowest Score	49	Incomplete
	Highest Score	79	Complete
	Score ≥ 75	10	Complete
	Score < 75	24	Incomplete
	Average	59.4	Incomplete

Source:the result of post-test 1 on September 17, 2018

Figure 5

Chart of Post-test I Result
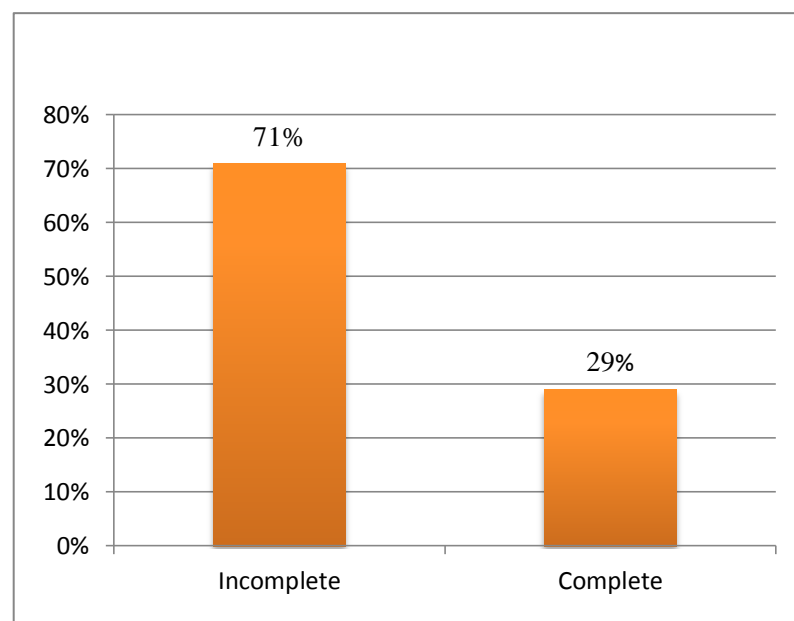
Based on the data above, it can be seen that just 10 students passed in the post-test. It was be higher than the students' score in pre-test. The Minimum Mastery Criteria (MMC) is 75. By looking the result of pre-test and post-test, it showed that the students' score increased from the

average in pre-test before was 34.7 and the average score at post-test in cycle I was 59.4**.** It was not fulfill The Minimum Mastery Criteria (MMC) at least 75% students must got $\geq$ 75. Therefore, the researcher had to do cycle 2.

3) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observed the students' activities during teaching learning process.

In the learning process, there were four used and mentioned to know the students' activity. Every student who was active in learning process gave a thick in observation sheet. Then, the students were not active in learning process, let the observation sheet empty. The indicators of the students' activities were:

a) The students pay attention of the teacher's explanation.

b) The students express their idea in writing recount text by using Praise-Question-Polish Strataegy.

c) The students take on the role of Praise-Question-Polish Strataegy.

d) The students edit their writing by focusing feedback under three headings the are praise question polish.

The result of the students' learning activities could be seen as follow:

Table 7

The Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	The students pay attention of the teacher's explanation.	26	76.5%
2	The students express their idea in writing recount text by using Praise-Question-Polish Strataegy.	21	61.8%
3	The students take on the role of Praise-Question-Polish Strataegy.	19	55.9%
4	The students edit their writing by focusing feedback under three headings the are praise question polish.	11	32.3%
Total students		**34**	

The table showed that not all the students' active in learning process. There were 26 students (76.5%) who gave attention to the teacher explanation, 21 students (61.8%) who express idea in writing by using PQP, 19 students (55.9%) who take on the role of PQP and 11 students (32.3%) the students edit their writing by focusing feedback and create recount text well.

Based on the result above, it could be inferred that the learning process of cycle I was not successfully because there was no activity got percentage <75%.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (MMC). It could be seen from the result of pre-test and post-test I score. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follow:

a) There were some students that shown unenthusiastic to the teacher's explanation.

b) Some students can not express their idea in writing recount text by using Praise-Question-Polish Strataegy.

c) Some students did not make a note from the material.

d) Some students can not create recount text well.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

a) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive.

b) The teacher gave more detail explanation and questions after explaining the materials to control the students' skill.

c) The teacher gave more relation vocabularies of the topics that would be given to the students in order to make easier the process of praise-question-polish.

d) The teacher would divide the students into a pair group in order to make the learning process be more effective.

Furthermore, the result of the learning result in cycle I before and after doing the treatment could be analyzed in the following table.

Table 8

Students' score at Pre-Test and Post-Test I

No	Students' Code	Pre-Test Score	Post-Test I Score	Increasing	Explanation
1	AFZ	25	54	29	Increased
2	ASNA	50	75	25	Increased
3	AAA	29	54	29	Increased
4	ASD	29	75	46	Increased
5	ANR	33	58	25	Increased
6	ATH	25	49	24	Increased
7	AA	25	75	50	Increased
8	AJ	25	54	29	Increased
9	AAW	49	75	26	Increased
10	AIA	42	49	7	Increased
11	AAH	25	50	25	Increased

12	BS	54	58	5	Increased
13	DM	25	49	24	Increased
14	EKR	50	50	-	Constant
15	FMC	42	75	33	Increased
16	LFW	38	50	12	Increased
17	LTB	50	54	4	Increased
18	LAM	25	54	27	Increased
19	LZZ	75	79	2	Increased
20	MAA	29	63	34	Increased
21	M	46	54	8	Increased
22	NDA	25	75	50	Increased
23	NS	29	58	29	Increased
24	NAG	25	50	25	Increased
25	PAS	25	75	50	Increased
26	QA	46	50	4	Increased
27	RFT	29	75	46	Increased
28	RTH	25	50	25	Increased
29	RNI	38	50	12	Increased
30	RM	25	50	25	Increased
31	SA	25	54	27	Increased
32	SZ	46	79	33	Increased
33	TH	25	50	25	Increased
34	VTP	25	50	25	Increased
Total		**1179**	**2020**	**840**	
Average		**34.7**	**59.4**	**25.5**	

In this research, pre-test and post-test I had done individually. It was aimed to know the ability of the recount writing skill of the students before and after the treatment. From the result of pre-test and post-test I, we knew that there was an improving from the students' result score. It could be seen from the average in pre-test 34.7 and post-test I 59.4. Although there was improving of the students' achievement, cycle I was not successful yet because only 10 students (9%)

who passed in post-test 1. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

b. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

1) Planning

Based on observation and reflection in cycle I, it showed that cycle I was not successfully yet. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, answer sheet observation sheet and the test for pre-test and post-test II.

2) Acting

The description of teaching and learning process of cycle II was not different from the previous cycle. In each cycle, the researcher tried to make the students more active.

The schedule of cycle II was conducted in two meetings in the same day.

a) **The First Meeting**

The first meeting was done on Thursday, September 20, 2018 at 12.20 – 14.20 a.m. At the beginning of the class, the researcher greeted the students friendly. The students also answered it friendly.

The learning process in the cycle 2 was focused on the weakness of cycle I. The researcher found the students' problems were in structure and language features in recount text. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what is recount text, the structure and the language features of recount text. Then, the researcher gave an example of recount text. From the example that was given by the researcher, she asked the students to show where is the part of orientations, events and re-orientations from the text. Then, the researcher also asked the students to show the language features of recount text. For example, the researcher asked the students about past tense, time signal or connecting word from the text and most of the students could answer the question from the

researcher. So, the teaching and learning process became more active than previous meeting.

Finally, the bell rang after 2 x 40 minutes. It means that the time was up and the researcher closed the lesson and reminded the students that the test would be conducted in the next meeting.

b) The Second Meeting

The second meeting conducted on Monday, September 24, 2018 at 09.20 -10.20 a.m. The researcher began the class by greeted the students. Then the researcher asked to the students whether they have any question about the material. After that, the researcher gave feedback to the students about their question.

Next, the researcher gave the treatment to the students, but in cycle II the researcher did not make a small group, she made a pair group to make the class be more effective. After giving the treatment, the researcher gave post-test cycle II with the similar task but different topics. The score of post-test cycle II can be seen on the table below:

Table 9

Post-test II Score of Recount Writing Skill

NO	Students' Code	Score	Category
1	AFZ	79	Complete
2	ASNA	83	Complete
3	AAA	75	Complete
4	ASD	79	Complete
5	ANR	75	Complete
6	ATH	63	Incomplete
7	AA	83	Complete
8	AJ	75	Complete
9	AAW	83	Complete
10	AIA	79	Complete
11	AAH	71	Incomplete
12	BS	75	Complete
13	DM	71	Incomplete
14	EKR	75	Complete
15	FMC	83	Complete
16	LFW	71	Incomplete
17	LTB	79	Complete
18	LAM	75	Complete
19	LZZ	83	Complete
20	MAA	79	Complete
21	M	75	Complete
22	NDA	83	Complete
23	NS	75	Complete
24	NAG	71	Incomplete
25	PAS	83	Complete
26	QA	63	Incomplete
27	RFT	79	Complete
28	RTH	75	Complete
29	RNI	71	Incomplete
30	RM	63	Incomplete
31	SA	75	Complete
32	SZ	83	Complete
33	TH	50	Incomplete
34	VTP	63	Incomplete
Total		2545	
Lowest Score		50	
Highest Score		83	Complete
Score ≥ 75		24	Complete
Score <75		10	Incomplete
Average		75	Complete

Source:the result of post-test on September 20, 2018

Figure 6

Chart of the Post-test II Result
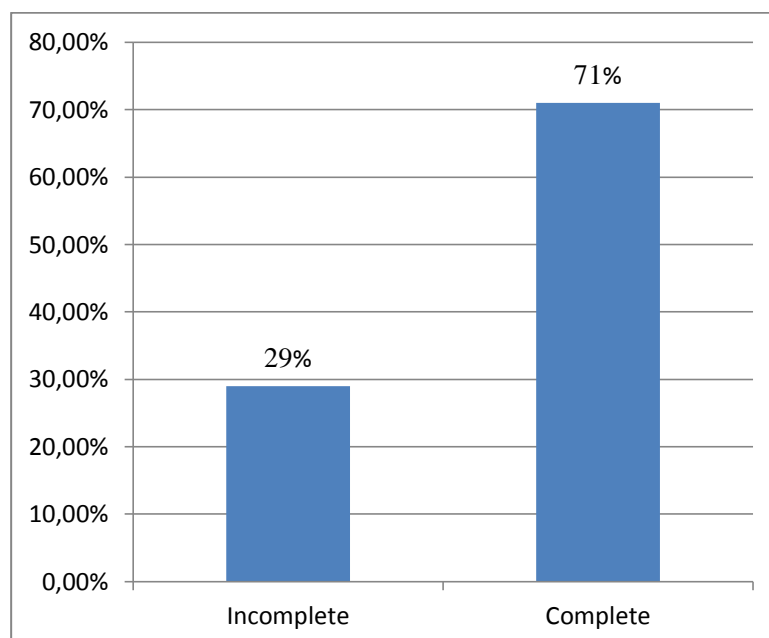
Based on the table above, it could be seen that the students' average score in post-test II was 75. The highest score was 83 and the lowest score was 50. According to minimum mastery criteria (MMC), 76.7% students passed the test. Most of the students could improve their recount writing skill . It means that cycle II was successful.

3) Observing

An observation was conducted with the same in cycle I. In learning process, there were also four indicators used to know the students' activities like in learning process previously. The result of the students' learning activities could be seen as follow:

Table 10

The Students' Activities in Cycle II

No	Students Activities	Frequency	Percentage
1	The students pay attention of the teacher's explanation.	32	94.1%
2	The students express their idea in writing recount text by using Praise-Question-Polish Strataegy.	32	94.1%
3	The students take on the role of Praise-Question-Polish Strataegy.	28	82.3%
4	The students edit their writing by focusing feedback under three headings the are praise question polish.	28	82.3%
Total students		**34**	

The table showed that the students' active in learning process. There were 32 students (94.1%) who gave attention to the teacher explanation, 32 students (94.1%) who express idea in writing by using PQP, 28 students (82.3%) who take on the role of PQP and 28 students (82.3%) the students edit their writing by focusing feedback and create recount text well.

The researcher indicated that learning process in cycle II was successful because the fourth students' activity got percentage > 75%.

4) Reflecting

Based on the result of post-test cycle II, it can be seen that the most of the students have not difficulty to express their idea into word and how construct sentence become a good text. It happened because the teacher explained the material more. The students have serious in doing the task. In this cycle, most of the students got good score. It happened caused the researcher has revised and improved the teaching and learning process in cycle I.

In the second cycle, the students were also active when the learning and teaching process were conducted in the class. They also felt confidence to create their story by writing. It means that praise-question-polish strategy is effective to increase the student's recount writing skill. The students who got score more than 75 were 24 students (71%).

The students score on recount writing skill from post-test I to post-test II could be seen on the table below:

Table 11

Students' score at Post-Test I and Post-Test II

No	Students' Code	Post-Test I Score	Post-Test II Score	Increasing	Explanation
1	AFZ	54	79	25	Increased
2	ASNA	75	83	8	Increased
3	AAA	54	75	21	Increased
4	ASD	75	79	4	Increased

5	ANR	58	75	17	Increased
6	ATH	49	63	14	Increased
7	AA	75	83	8	Increased
8	AJ	54	75	21	Increased
9	AAW	75	83	8	Increased
10	AIA	49	79	30	Increased
11	AAH	50	71	21	Increased
12	BS	58	75	17	Increased
13	DM	49	71	22	Increased
14	EKR	50	75	25	Increased
15	FMC	75	83	88	Increased
16	LFW	50	71	21	Increased
17	LTB	54	79	25	Increased
18	LAM	54	75	21	Increased
19	LZZ	79	83	4	Increased
20	MAA	63	79	16	Increased
21	M	54	75	21	Increased
22	NDA	75	83	8	Increased
23	NS	58	75	17	Increased
24	NAG	50	71	21	Increased
25	PAS	75	83	8	Increased
26	QA	50	63	13	Increased
27	RFT	75	79	4	Increased
28	RTK	50	75	25	Increased
29	RNI	50	71	21	Increased
30	RM	50	63	13	Increased
31	SA	54	75	21	Increased
32	SZ	79	83	4	Increased
33	TH	50	50	0	Constant
34	VTP	50	63	13	Increased
Total		**1149**	**2020**	**608**	
Average		**59.4**	**75**	**17.8**	

Based on the result above, it could be inferred that Praise-Question-Polish Strategy could improve the recount writing skill of the students because there was improving from average in post-test I 59.4 became 75 in post-test II. In the cycle II, most of the students could develop their recount writing skill. It means that cycle II was successful and would not be continued in the

next cycle because the students' Average was 75 and 71% of the students got complete score.

B. Discussion

1. The Result of Pre-Test

To see the students' recount writing skill before implementing the treatment, the researcher conducted the pre-test. It was conducted on Monday, September 10, 2018.

Based on the result of the students' pre-test, only 1 student (3%) students passed The Minimum Mastery Criteria (MMC). The lowest score was 25, the highest score was 75 and the average was 34.7. In pre-test, the researcher found the students' problem such as they still confused how to create a recount text. The problem could be seen by the students' score in pre-test. There were 33 students who got score less than 75. It showed that the result of students' recount writing skill was still low. So, it needs improvement by praise-qustion-polish strategy.

2. The Result of Post-Test Cycle I

Based on the result of post-test cycle I, it can be seen that just 10 students (29%) passed in the post-test. The lowest score was 49, the highest score was 79, and the average score was 59.4.

From the result of students' score in pre-test and post-test I, there was an improving from the students' result score. It could be seen from the average in pre-test was 34 and post-test I was 59. Although there was improving of the students' achievement, cycle I was not successfully yet because only 10 students (29%) who passed in post-test I. It means that in the cycle I, the students' achievement could increase enough but it was not successful because the indicator of success was not reached yet.

3. **The Result of Post-Test Cycle II**

After analyzing the students' score in the post test of cycle I, the researcher had to conduct the next cycle because only 10 students (29%) passed the test and got score ≤ 75.

Based on the result of post-test II there were 24 students (71%) passed the test because they got score ≥ 75. In this post-test, the lowest score was 50, the highest score was 83, and the average score was 75.

From the result of the students' score from post-test II, it could be concluded that there were improving scores. The improving score could be seen on the average score. The average score in the post-test I and post-test II were 59 and 75, then the increasing score was 17.8. In the pre-test, post-test I, and post-test II, the total students who got score ≥ 75 were 1, 10 and 24 students. Because the achievement of students had increased enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

4. **Students' Score in Pre-test, Post-test Cycle I and Post-test Cycle II**

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. The students score on recount writing skill from pre-test to post-test cycle II could be seen on the table below:

Table 12

Students' score at Pre-test, Post-Test I and Post-Test II

NO	Students' Code	Pre-test Score	Post-Test I Score	Post-Test II Score	Explanation
1	AFZ	25	54	79	Increased
2	ASNA	50	75	83	Increased
3	AAA	29	54	75	Increased
4	ASD	29	75	79	Increased
5	ANR	33	58	75	Increased
6	ATH	25	49	63	Increased
7	AA	25	75	83	Increased
8	AJ	25	54	75	Increased
9	AAW	49	75	83	Increased
10	AIA	42	49	79	Increased
11	AAH	25	50	71	Increased
12	BS	54	58	75	Increased
13	DM	25	49	71	Increased
14	EKR	50	50	75	Increased
15	FMC	42	75	83	Increased
16	LFW	38	50	71	Increased
17	LTB	50	54	79	Increased
18	LAM	25	54	75	Increased
19	LZZ	75	79	83	Increased
20	MAA	29	63	79	Increased
21	M	46	54	75	Increased
22	NDA	25	75	83	Increased

23	NS	29	58	75	Increased
24	NAG	25	50	71	Increased
25	PAS	25	75	83	Increased
26	QA	46	50	63	Increased
27	RFT	29	75	79	Increased
28	RTK	25	50	75	Increased
29	RNI	38	50	71	Increased
30	RM	25	50	63	Increased
31	SA	25	54	75	Increased
32	SZ	46	79	83	Increased
33	TH	25	50	50	Constant
34	VTP	25	50	63	Increased
Total		**1149**	**2020**	**2545**	**-**
Average		**34.7**	**59.4**	**75**	**Increased**

Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant improving of the students' score. It could be seen from the average 34.7 to 59.4 became 75. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

The researcher showed the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 7

Chart of the Result of Pre-test, Post-test I and Post-test II
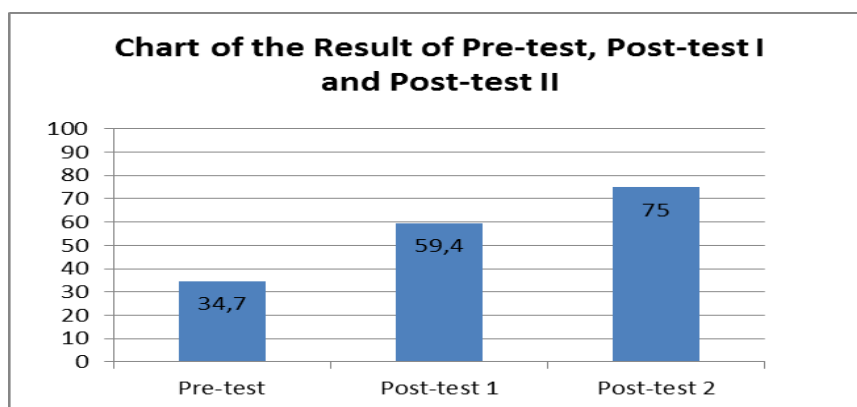
Based on the graph above, it can be inferred that Praise-Question-Polish Strategy could improve the students' recount writing skill. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

5. **The Result of Students' Learning Activities in Cycle I and Cycle II**

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 13

The Table of Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	The students pay attention of the teacher's explanation.	26	76.5%	32	94.1%	17.6%
2	The students express their idea in writing recount text by using Praise-Question-	21	61.8%	32	94.1%	32.3%

	Polish Strategy.				
3	The students take on the role of Praise-Question-Polish Strategy.	19	55.9%	28	82.3%	26.4%
4	The students edit their writing by focusing feedback under three headings the are praise question polish.	11	32.3%	28	82.3%	50%

Figure 8

Chart of Students' Result of Learning Activities in Cycle I and Cycle II
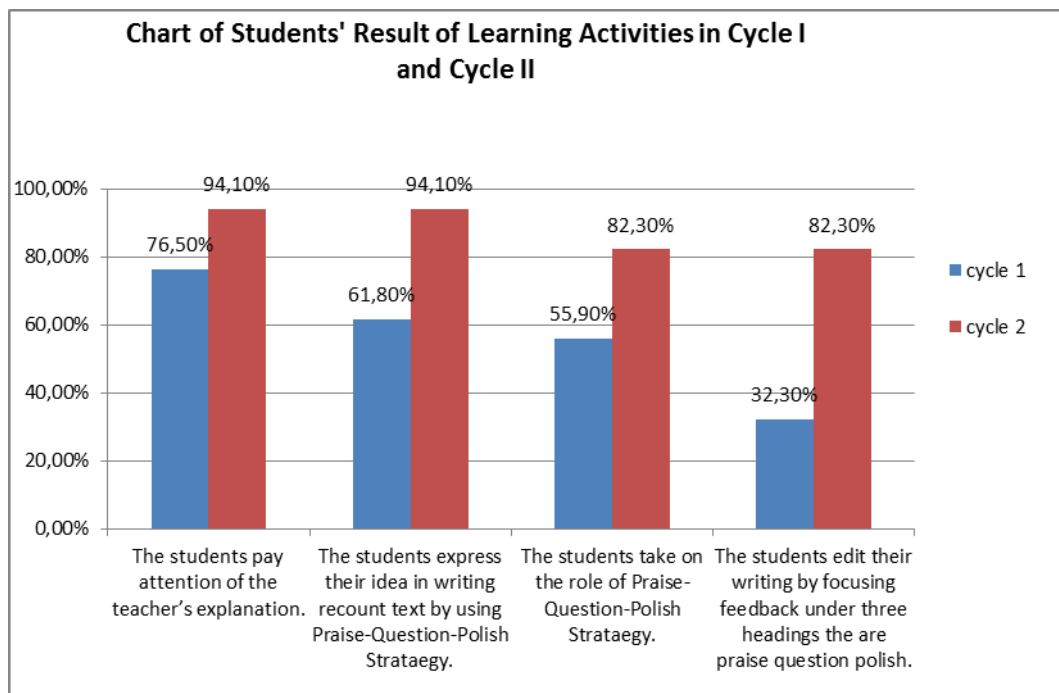
Based on the data had gotten, it can be explained as follow:

a. The students pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to next meeting was improved. In cycle I was only 76.5% and in cycle II 94.1%, it improved 17.6%

b. The students express their idea in writing recount text by using Praise-Question-Polish Strategy.

The students express their idea in writing recount text by using PQP strategy was improved from the first meeting to next meeting. For this activity improved 32.3%, from cycle I 61.8% and cycle II 94.1%.

c. The students take on the role of Praise-Question-Polish Strategy.

The students take on the role of PQP strategy also improved. From cycle I 55.9% and cycle II 82.3% , so it improved 26.4%.

d. The students edit their writing by focusing feedback under three headings the are praise question polish.

The students edit their writing by focusing feedback under three headings the are PQP were improved. It could be seen on the cycle I 32.3% and cycle II 82.3%, it improved 50%.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improving in learning activities when PQP strategy was applied in learning process from cycle I up to cycle II.

6. The Comparison of Pre-test and Post-test

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Praise-Question-Polish Strategy could improve the students' recount writing skill. There was progress average score from 34.7 to 59.4 and to 75.

From the graph 1, we could be seen that there was an increasing on the average score and total of the students who passed

the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 34.7 and only 1 student or (3%) passed the test.

Moreover, in the post-test I and II there was 10 students or (29%) passed the test with the average 59.4 and 24 students or (71%) who passed the test with average 75. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (75% of students got score $\geq$ 75) was reached.

CHAPTER V

CONCLUSION AND SUGGESTION

This section is concerned with the conclusion and suggestion. As the following:

A. **Conclusion**

Based on the result of the use of Praise-Question-Polish Strategy in recount writing skill, it could be concluded that there was increase the students' recount writing skill by using of Praise-Question-Polish Strategy at the second grade of MTSN 1 East Lampung. It defined Praise-Question-Polish Strategy as one of the strategy regarding group work. It also required students critical thinking and good interaction among members in group. Therefore, Praise-Question-Polish Strategy also uses to help students tend to be motivated and enjoy with the activities in the each teaching procedures. It made the students easier to understand the material so it could be increase the students' recount writing skill.

It was supported by improving of students' average score from pre test 34,7 to post test I 59,4 became 75 in post test II. In cycle 1, there were 10 students (29%) passed the test. Moreover, in cycle II there were 24 students (71%) who got score ≥ 75. In cycle I there was 76,5% of students which were active in writing class. In cycle II there was 94,1% of students which were active. It means that the result of cycle II had already reached the indicator of success that was 75 % students fulfill the Minimum

Mastery Criteria (MMC) and 75% active in teaching and learning process .

It was clear that Praise-Question-Polish Strategy could be used to improve

the students' recount writing skill.

B. Suggestion

Based on the result of the research, the researcher would like to

give some suggestions as follows:

1. The students are suggested to be more active in learning English so they

   can comprehend the material that teacher given and improve their

   knowledge especially in recount writing skill.

2. The students are suggested to improve their vocabularies mastery in

   order that can success in creating recount text.

3. It is suggested for the English teacher to use Praise-Question-Polish

   Strategy as alternative strategy in the classroom because this strategy is

   effective to improve the students writing skill in the teaching and

   learning process.

4. The teacher is expected to give motivation to the students in order to be

   excited in English learning since many students regard that English is

   difficult subject to learn. Based on the observation of the class, the

   students will more active after the teacher gives motivation to the

   students.

5. It is suggested that the headmaster persuade the teachers to use this

   strategy because it is effective in teaching the material for the teacher.

APPENDICES

PRE-TEST

OF WRITING RECOUNT TEXT

Subject   : English (Writing)

Class   : VIII

Time Allocation   : 45 Minutes

Direction:
- ➢ Please write your name and class on answer sheet.
- ➢ Select one of the topics.
- ➢ Please use your own hand writing and write carefully.

Question:

Please write a recount text with generic structures. You may choose one of the topics bellow:
1. Your last weekend.
2. Your happy day.
3. Your bad day.

INSTRUMENT OF RECOUNT TEXT

POST-TEST CYCLE I

Subject   : English (Writing)

Class   : VIII

Time Allocation : 45 Minutes

Direction:
  ➤ Please write your name and class on answer sheet.
  ➤ Select one of the topics.
  ➤ Please use your own hand writing and write down carefully.

Question:

Please write a recount text with the generic structures. You may choose one of the topics bellow:
  4. Holiday.
  5. The best experience at the school.
  6. Going camping.

INSTRUMENT OF RECOUNT TEXT
POST-TEST CYCLE II

Subject   : English (Writing)

Class   : VIII

Time Allocation : 45 Minutes

Direction:
- ➢ Please write your name and class on answer sheet.
- ➢ Select one of the topics.
- ➢ Please use your own hand writing and write down carefully.

Question:
Please write a recount text with the generic structures. You may choose one of the topics bellow:
1. Holiday.
2. The best experience at the school.
3. Going camping.

THE ANSWER SHEET

(POST TEST CYCLE I)

Name   Date

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Class : VIII   Time : 45 Minutes

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THE ANSWER SHEET

(POST TEST CYCLE II)

Name   Date

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Class : VIII   Time : 45 Minutes

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THE ANSWER SHEET

(PRE-TEST)

Name   Date

:_____   :_____

Class : VIII   Time : 45 Minutes

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RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan   : **MTS N 1 Lampung Timur**

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : VIII/2

Materi Pokok   : Teks recount pendek dan sederhana tentang kegiatan,

kejadian dan peristiwa

Alokasi Waktu   : 2 Pertemuan (4 x 45 Menit)

A. **Kompetensi inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya

2. Menghargai dan menghayatai perilaku jujur, disiplin, tanggung jawab, peduli (Toleransi gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan dan pergaulan dan keberadaannya

3. Memahami pengetahuan (factual, konseptual dan procedural), berdasarkan rasa ingin tahunya tentng ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

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

B. Kompetensi Dasar

No.	Kompetensi Dasar		Indikator Pencapaian Kompetensi	
1.	3.11	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1	Siswa dapat Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya
	4.11	Teks recount		
2.	4.11.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)	4.11.1.1	Siswa dapat menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana terkait pengalaman pribadi di waktu lampau.
3.	4.11.2	Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal	4.11.2.1	Siswa dapat menyusun teks recount lisan dan sangat pendek dan sederhana terkait pengalaman pribadi di waktu lampau, dengan memperhaikan fungsi sosial, struktur teks, dan

		recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		unsur kebahasaan secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. mengidentifikasi tujuan komunikatif teks (recount text) secara individual atau kelompok

2. mengidentifikasi struktur teks atas peristiwa yang pernah dialami

3. mengidentifikasi kata kerja, kata sifat, kata keterangan yang terdapat dalam teks.

D. Materi Pembelajaran

Recount text merupakan teks yang digunakan untuk menceritakan suatu kejadian, peristiwa, atau tragedi yang telah terjadi di masa lampau.

1. Fungsi Sosial

Menceritakan kembali kejadian atau peristiwa yang telah di alami siswa, kejadian yang tak terlupakan, dll.

2. Struktur Teks

a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang yang terlibat, tempat dan waktu kejadia, dll.

b. Menguraikan urutan kejadiansecara kronologis, urut dan runtut.

c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa /kejadian /pengalaman/yang telah disampaikan.

   3. **Unsur Kebahasaan**

      a. Kata kerja dalam simple past tense dan past continuous tense

      b. Kosakata : kata kerja yang menunjuktindakan atau kegiatan

      c. Adverbial penghubung waktu : when, first, then, after that, before, at last, finaly, dsb.

      d. Frasa preposisional petunjuk waktu : yesterday, last month, on Monday, an hour ago, immediately, in the morning, three weeks ago, for three days, dsb.

E. Teknik Pembelajaran

   Teknik : Guided Imagery Technique

F. Media, Alat, dan Sumber Belajar

   1. Power Point Presentation dan Students' Work Sheet

   2. Laptop dan LCD

   3. Buku Bahasa Inggris, *When English rings the bell, unit 10*

G. Langkah-langkah Kegiatan Pembelajaran

   1. **Pendahuluan**

      a. Guru memberi salam (*greeting*)

      b. Guru memeriksa kehadiran siswa.

      c. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.

d. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. **Kegiatan Inti**

   a. **Mengamati**

      1) Siswa menulis pengalaman pribadi dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian dan peristiwa pendek dan seerhana arti berbagi sumber, dengan menggunakan ejaan dan tanda baca dengan benar.

      2) Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.

      3) Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnyastruktur teks (termasuk antara lain gagasan utama dan informasi rinci) dari setiap teks.

   b. **Menanya**

      Dengan bimbingan dan arahan guru siswa menanyakan tentang fungsi social, struktur teks, dan unsurkebahasaan dari setiap teks tersebut.

   c. **Mengumpulkan Informasi**

      1) Secara kolaboratif siswa mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian dan peristiwa pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah buku teks, dll.

2) Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, structural teks dan unsur kebahasaan dari teks tentang kejadian dan peristiwa pendek dan sederhana.

3) Siswa membaca semua teks tentang kegiatan, kejadian dan peristiwa pendek dan sederhana yang telah terkumpul secara lebih cermat dengan cara mengidentifikasi dan menyebutkan :

4) Secara kolaboratif siswa meniru contoh–contoh yang ada untuk membuat teks tentang kegiatan, kejadian dan peristiwa pendek dan sederhana untuk mencapai fungsi sosial yang berbeda beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.

d. Mengasosiasi

1) Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks recount tentang kegiatan, kejadian, dan peristiwa pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.

2) Siswa memperoleh balikan dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang meraka hasilkan.

e. Mengkomunikasikan

1) Siswa membuat beberapa tekstentang kegiatan,kejadiaan dan peristiwa pendek dan sederhana yang ada dalam kehidupan

siswa di rumah, kelas, sekolah dan sekitarnyadalam bahasa inggris dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani membanggakan, berbagai pengalaman, dsb).

2) Siswa berupaya berbicara secara lancar dengan ucapan tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tandabaca yang benar , serta tulisan yang jelas dan rapi.

3) Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian dan peristiwa pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

3. Penutup

a. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

c. Guru memberikan penugasan berupa tugas mandiri membuat teks tentang pengalaman pribadinya

d. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.

e. Peserta didik dan guru mengucapkan salam perpisahan.

H. Penilaian Keterampilan (Autentic Assessment)

Teknik penilaian   : Tertulis

Bentuk Instrumen   : Teks berbentuk Recount Teks

I. Rubrik Penilaian

Evaluation Criteria Recount	Score				Comments
	4	3	2	1	
Content and Structure					
Begins with an orientation, establishing who was involved, where and when the events happened.					
Sequence the past events in a clear order					
Ends the essay appropriately					
Language feature					
Uses the past tense accurately					
Uses times expressions appropriately					
Uses a range of appropriate words to describe the events					

Criteria of the score: 4 = Excellent
3 = Pretty Good
2 = Average
1 = Need Important

Metro,   September 2018

Mengetahui,

The Collaborator   The Researcher

Laili Masithoh, S.Pd.I   Dewi Latifah
NIP.196001201981032003   NPM. 14121167

Satuan Pendidikan   : MTS N 1 Lampung Timur

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : VIII/2

Materi Pokok   : Teks recount pendek dan sederhana tentang kegiatan,

kejadian dan peristiwa

Alokasi Waktu   : 2 Pertemuan (4 x 45 Menit)

J. Kompetensi inti

4. Menghargai dan menghayati ajaran agama yang dianutnya

5. Menghargai dan menghayatai perilaku jujur, disiplin, tanggung jawab, peduli (Toleransi gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan dan pergaulan dan keberadaannya

6. Memahami pengetahuan (factual, konseptual dan procedural), berdasarkan rasa ingin tahunya tentng ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

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

K. Kompetensi Dasar

No.	Kompetensi Dasar		Indikator Pencapaian Kompetensi	
1.	3.11	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1	Siswa dapat Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya
	4.11	Teks recount		
2.	4.11.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)	4.11.1.1	Siswa dapat menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana terkait pengalaman pribadi di waktu lampau.
3.	4.11.2	Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal	4.11.2.1	Siswa dapat menyusun teks recount lisan dan sangat pendek dan sederhana terkait pengalaman pribadi di waktu lampau, dengan memperhaikan fungsi sosial, struktur teks, dan

		recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		unsur kebahasaan secara benar dan sesuai konteks.

L. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

4. mengidentifikasi tujuan komunikatif teks (recount text) secara individual atau kelompok

5. mengidentifikasi struktur teks atas peristiwa yang pernah dialami

6. mengidentifikasi kata kerja, kata sifat, kata keterangan yang terdapat dalam teks.

M. Materi Pembelajaran

Recount text merupakan teks yang digunakan untuk menceritakan suatu kejadian, peristiwa, atau tragedi yang telah terjadi di masa lampau.

4. Fungsi Sosial

Menceritakan kembali kejadian atau peristiwa yang telah di alami siswa, kejadian yang tak terlupakan, dll.

5. Struktur Teks

b. Memberikan pendahuluan (orientasi) dengan menyebutkan orang yang terlibat, tempat dan waktu kejadia, dll.

b. Menguraikan urutan kejadiansecara kronologis, urut dan runtut.

c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa /kejadian /pengalaman/yang telah disampaikan.

6. **Unsur Kebahasaan**

   b. Kata kerja dalam simple past tense dan past continuous tense

   b. Kosakata : kata kerja yang menunjuktindakan atau kegiatan

   c. Adverbial penghubung waktu : when, first, then, after that, before, at last, finaly, dsb.

   d. Frasa preposisional petunjuk waktu : yesterday, last month, on Monday, an hour ago, immediately, in the morning, three weeks ago, for three days, dsb.

N. Teknik Pembelajaran

Teknik : Guided Imagery Technique

O. Media, Alat, dan Sumber Belajar

4. Power Point Presentation dan Students' Work Sheet

5. Laptop dan LCD

6. Buku Bahasa Inggris, *When English rings the bell, unit 10*

P. Langkah-langkah Kegiatan Pembelajaran

4. **Pendahuluan**

   e. Guru memberi salam (*greeting*)

   f. Guru memeriksa kehadiran siswa.

   g. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.

h. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

5. Kegiatan Inti

f. Mengamati

4) Siswa menulis pengalaman pribadi dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian dan peristiwa pendek dan seerhana arti berbagi sumber, dengan menggunakan ejaan dan tanda baca dengan benar.

5) Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.

6) Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnyastruktur teks (termasuk antara lain gagasan utama dan informasi rinci) dari setiap teks.

g. Menanya

Dengan bimbingan dan arahan guru siswa menanyakan tentang fungsi social, struktur teks, dan unsurkebahasaan dari setiap teks tersebut.

h. Mengumpulkan Informasi

5) Secara kolaboratif siswa mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian dan peristiwa pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah buku teks, dll.

6) Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, structural teks dan unsur kebahasaan dari teks tentang kejadian dan peristiwa pendek dan sederhana.

7) Siswa membaca semua teks tentang kegiatan, kejadian dan peristiwa pendek dan sederhana yang telah terkumpul secara lebih cermat dengan cara mengidentifikasi dan menyebutkan :

8) Secara kolaboratif siswa meniru contoh–contoh yang ada untuk membuat teks tentang kegiatan, kejadian dan peristiwa pendek dan sederhana untuk mencapai fungsi sosial yang berbeda beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.

i. Mengasosiasi

3) Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks recount tentang kegiatan, kejadian, dan peristiwa pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.

4) Siswa memperoleh balikan dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang meraka hasilkan.

j. Mengkomunikasikan

4) Siswa membuat beberapa tekstentang kegiatan,kejadiaan dan peristiwa pendek dan sederhana yang ada dalam kehidupan

siswa di rumah, kelas, sekolah dan sekitarnyadalam bahasa inggris dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani membanggakan, berbagai pengalaman, dsb).

5) Siswa berupaya berbicara secara lancar dengan ucapan tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tandabaca yang benar , serta tulisan yang jelas dan rapi.

6) Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian dan peristiwa pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

6. Penutup

f. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

g. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

h. Guru memberikan penugasan berupa tugas mandiri membuat teks tentang pengalaman pribadinya

i. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.

j. Peserta didik dan guru mengucapkan salam perpisahan.

Q. Penilaian Keterampilan (Autentic Assessment)

Teknik penilaian   : Tertulis

Bentuk Instrumen   : Teks berbentuk Recount Teks

R. Rubrik Penilaian

Evaluation Criteria Recount	Score				Comments
	4	3	2	1	
Content and Structure					
Begins with an orientation, establishing who was involved, where and when the events happened.					
Sequence the past events in a clear order					
Ends the essay appropriately					
Language feature					
Uses the past tense accurately					
Uses times expressions appropriately					
Uses a range of appropriate words to describe the events					

Criteria of the score: 4 = Excellent
                      3 = Pretty Good
                      2 = Average
                      1 = Need Important

Metro,   September 2018

Mengetahui,

The Collaborator   The Researcher

Laili Masithoh, S.Pd.I   Dewi Latifah
NIP. 196001201981032003   NPM. 14121167

3.11 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *personal recount* lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.11 Teks *recount* 4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*) 4.11.2 menyusun teks *recount* lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Fungsi sosial Melaporkan, mengambil teladan, membanggakan Struktur teks Dapat mencakup - Orientasi - urutan kejadian/kegiatan - orientasi ulang Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam *Simple Past Tense* - Adverbia dan frasa preposisional penunjuk waktu: *yesterday*, *last month, an hour ago*, dan sebagainya. - Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dan sebagainya. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak guru membaca beberapa teks *recount* tentang pengalaman pribadi seseorang - Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis - Menggunakan bagan untuk mempelajari alur cerita - Menuliskan beberapa teks pendek yang didiktekan guru dengan tulisan tangan. - Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang diambil dari teks, dengan ejaan dan tanda baca yang benar - Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya

Table

Observation Sheet of Students' Activities in Cycle I

No	Name	Indicators				Total
		1	2	3	4	
1	Achmad Fajar Zaelani					
2	Agustina Siti Nur Azizah					
3	Allan Adi Aswara					
4	Amalia Shinta Devi					
5	Annisa Novita Ramadhani					
6	Annisa Tria Handayani					
7	Ardan Ardiyansyah					
8	Ariya Juliansyah					
9	Assyfa Aulia Wulandari					
10	Aulia Indriyani Azzahroh					
11	Azmi Amrul Haq					
12	Bara Suhada					
13	Dimas Mahardika					
14	Erlin Kiki Ramadhan					
15	Fanny Magrifatul Choiriyah					
16	Lahuma Fissama Wati					
17	Lubna Tuzaqia Budhiyono					
18	Luluk Annisatul Mufidah					
19	Lutfia Zahra Zain					
20	Muhammad Abdul Aziz					
21	Muthohirin					
22	Nadila Dewi Astuty					
23	Novi Safitri					
24	Nur Ali Gufron					
25	Pratu Aprilia Saputri					
26	Qori'atul Aftitah					
27	Reisha Febi Trianita					
28	Rendika Tama Khoirudin					
29	Rizka Nuryatul Iftitah					
30	Rois Mudakir					
31	Saiful Anwar					
32	Selvira Zahrani					
33	Taufik Hidayat					
34	Vemas Tirta Permana					
	Total					
	Percentage	%	%	%	%	

Notes :

➤ Tick (√) for activity students.

➤ The Indicators of students' activities that observed are:

1. The students pay attention of the teacher's explanation.

2. The students express their idea in writing recount text by using Praise-Question-Polish Strataegy.

3. The students take on the role of Praise-Question-Polish Strataegy.

4. The students edit their writing by focusing feedback under three headings the are praise question polish.

Metro,   September 2018

The Collaborator   Researcher

Laili Masithoh, S.Pd.I   **Dewi Latifah**
NIP. 196001201981032003   **NPM. 14121167**

Table

Observation Sheet of Students' Activities in Cycle II

No	Name	Indicators				Total
		1	2	3	4	
1	Achmad Fajar Zaelani					
2	Agustina Siti Nur Azizah					
3	Allan Adi Aswara					
4	Amalia Shinta Devi					
5	Annisa Novita Ramadhani					
6	Annisa Tria Handayani					
7	Ardan Ardiyansyah					
8	Ariya Juliansyah					
9	Assyfa Aulia Wulandari					
10	Aulia Indriyani Azzahroh					
11	Azmi Amrul Haq					
12	Bara Suhada					
13	Dimas Mahardika					
14	Erlin Kiki Ramadhan					
15	Fanny Magrifatul Choiriyah					
16	Lahuma Fissama Wati					
17	Lubna Tuzaqia Budhiyono					
18	Luluk Annisatul Mufidah					
19	Lutfia Zahra Zain					
20	Muhammad Abdul Aziz					
21	Muthohirin					
22	Nadila Dewi Astuty					
23	Novi Safitri					
24	Nur Ali Gufron					
25	Pratu Aprilia Saputri					
26	Qori'atul Aftitah					
27	Reisha Febi Trianita					
28	Rendika Tama Khoirudin					
29	Rizka Nuryatul Iftitah					
30	Rois Mudakir					
31	Saiful Anwar					
32	Selvira Zahrani					

33	Taufik Hidayat					
34	Vemas Tirta Permana					
	Total					
	Percentage	**%**	**%**	**%**	**%**	

Notes :

➢ Tick (√) for activity students.

➢ The Indicators of students' activities that observed are:

5. The students pay attention of the teacher's explanation.

6. The students express their idea in writing recount text by using Praise-Question-Polish Strataegy.

7. The students take on the role of Praise-Question-Polish Strataegy.

8. The students edit their writing by focusing feedback under three headings the are praise question polish.

Metro,   September 2018

The Collaborator   Researcher

Laili Masithoh, S.Pd.I   **Dewi Latifah**
NIP. 196001201981032003   **NPM. 14121167**

PRE-TEST

No	Name	Sign
1	Achmad Fajar Zaelani	
2	Agustina Siti Nur Azizah	
3	Allan Adi Aswara	
4	Amalia Shinta Devi	
5	Annisa Novita Ramadhani	
6	Annisa Tria Handayani	
7	Ardan Ardiyansyah	
8	Ariya Juliansyah	
9	Assyfa Aulia Wulandari	
10	Aulia Indriyani Azzahroh	
11	Azmi Amrul Haq	
12	Bara Suhada	
13	Dimas Mahardika	
14	Erlin Kiki Ramadhan	
15	Fanny Magrifatul Choiriyah	
16	Lahuma Fissama Wati	
17	Lubna Tuzaqia Budhiyono	
18	Luluk Annisatul Mufidah	

No	Nama	
19	Lutfia Zahra Zain	
20	Muhammad Abdul Aziz	
21	Muthohirin	
22	Nadila Dewi Astuty	
23	Novi Safitri	
24	Nur Ali Gufron	
25	Pratu Aprilia Saputri	
26	Qori'atul Aftitah	
27	Reisha Febi Trianita	
28	Rendika Tama Khoirudin	
29	Rizka Nuryatul Iftitah	
30	Rois Mudakir	
31	Saiful Anwar	
32	Selvira Zahrani	
33	Taufik Hidayat	
34	Vemas Tirta Permana	

To   :

From   :

Date   :

PRAISE	
	- - -
QUESTION	
	- - -
POLISH	
	- - -

PICTURES

The researcher giving pre-test to the students

The researcher giving treatment and post-test in cycle I to the students

The researcher giving treatment and post-test in cycle II to the students

Nomor : B-0899/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MTS N 1 LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **DEWI LATIFAH**
NPM : 14121167
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE USE OF PRAISE-QUESTION-POLISH (PQP) STRATEGY TO INCREASE STUDENTS' WRITING RECOUNT TEXT SKILL AT THE SECOND GRADE OF MTS N 1 LAMPUNG TIMUR ACADEMIC YEAR 2017/2018

untuk melakukan *pra-survey* di MTS N 1 LAMPUNG TIMUR.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Maret 2018
Ketua Jurusan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT IZIN PRA SURVEY

Nomor : B 180 / MTs.08.01/PP.005/04/2018

Menindaklanjuti Surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B-0899/In.281/J/TL.00/03/2018, Tanggal 16 Maret 2018 Perihal **Izin Pra Survey** , Dengan ini Kepala Madrasah Tsanawiyah Negeri(MTsN) 1 Lampung Timur Memberikan Izin Kepada :

Nama	: **Dewi Latifah**
NPM	: 14121167
Jurusan	: Pendidikan Bahasa Inggris (PBI)

Untuk melaksanakan **Pra Survey** di MTsN 1 Lampung Timur dengan Judul 'THE USE OF PRAISE-QUESTION-POLISH (PQP) STRATEGY TO INCREASE STUDENTS' WRITING RECOUNT TEXT SKILL AT THE SECOND GRADE OF MTs NEGERI 1 LAMPUNG TIMUR IN ACADEMIC YEAR 2017/2018.

Demikian Surat Izin ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Batanghari,   April 2018
Kepala,

R W I N

Nomor : 2510 /In.28.1/J/PP.00.9/7/2018   30 Juli 2018
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
      Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama   : Dewi Latifah
NPM   : 14121167
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul   : The Use of Praise-Question-Polish (PQP) Strategy to Increase Students' Recount Writing Skills of the Second Grade of MTs N 1 East Lampung

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750619 2008011014

SURAT TUGAS

Nomor: B-2616/In.28/D.1/TL.01/08/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama   : **DEWI LATIFAH**
NPM   : 14121167
Semester   : 9 (Sembilan)
Jurusan   : Pendidikan Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di MTS N 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PRAISE-QUESTION-POLISH (PQP) STRATEGY TO INCREASE STUDENTS` RECOUNT WRITING SKILLS OF THE SECOND GRADE OF MTS N 1 EAST LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 10 Agustus 2018

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor : B-2617/In.28/D.1/TL.00/08/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS N 1 LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2616/In.28/D.1/TL.01/08/2018, tanggal 10 Agustus 2018 atas nama saudara:

Nama : **DEWI LATIFAH**
NPM : 14121167
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS N 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PRAISE-QUESTION-POLISH (PQP) STRATEGY TO INCREASE STUDENTS' RECOUNT WRITING SKILLS OF THE SECOND GRADE OF MTS N 1 EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 Agustus 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

SURAT KETERANGAN IZIN RESEARCH
Nomor : B/443/MTs.08.1/PP.005/10/ 2018

Menindak Lanjuti Surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B.2617/In.28.1/D.1/TL.00/08/2018 Tanggal 10 Agustus .2018 Tentang **Izin Research**, Dengan ini Kepala Madrasah Tsanawiyah Negeri 1 Lampung Timur menerangkan bahwa :

Nama	:	Dewi Latifah
NPM	:	14121167
Jurusan	:	Pendidikan Agama Inggria

Telah Selesai Melaksanakan Resarch di MTsN 1 Lampung Timur selama 15 (Lima Belas) Hari dari Tanggal 29 Agustus s/d 12 September 2018 dengan Judul " THE USE OF PRAISE-QUESTION-POLISH (PQP) STRATEGY TO INCREASE STUDENTS RECOUNT WRITNG SKILLS OF THE SECOND GRADE OF MTS N 1 EAST LAMPUNG ".

Demikan Surat izin Risearch ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.

Batanghari,02 Oktober 2018
Kepala Plt,

YULI SETYONO

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

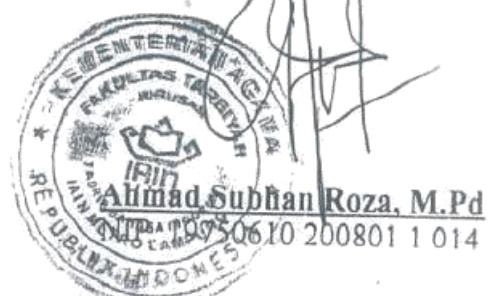Nama : Dewi Latifah

NPM : 1412167

Fakultas : Tarbiyah dan Ilmu keguruan

Angkatan : 2014

Telah menyerahkan buku berjudul : Learning to Listen, Learning to teach

Metro, 12 November 2018

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP 19750610 200801 1 014

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0778/In.28/S/OT.01/10/2018

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :
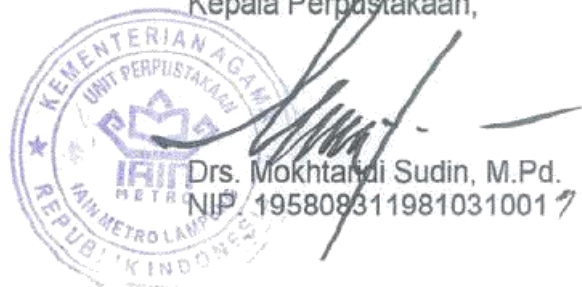
Nama	:	Dewi Latifah
NPM	:	14121167
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121167.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 7 Nopember 2018
Kepala Perpustakaan,

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dewi Latifah   Jurusan/Fakultas : TBI/FTIK
NPM : 14121167   Semester : X

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Jum'at. 26/10/18		✓	Revise : - Cover - Dedication page - Acknowledgment - Chapter I - Chapter II - Chapter III	
2			✓		
3			✓	Acc Munaqosah Cc 1 Adjsw	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza. M.Pd.
NIP. 19750610 200801 1 014

KARTU KONSULTASI BIMBINGAN SEKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dewi Latifah   Jurusan/Fakultas :TBI/FTIK
NPM :14121167   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materiyang dikonsultasikan	TandaTangan Mahasiswa
1.	Wednesday. 31 - 10 - 2018	✓		Revise : - Cover - Abstrac - Dedication Page - Chapter 1 - chapter V	
2.	Monday 5 - 10 - 2018	✓		Revise - Abstract	
3.	12/11/18			Acc to Munaqosh	

Mengetahui,
KetuaJurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. WidhiyaNinsiana, M.Hum
NIP. 19720923200003 2 002

CURRICULUM VITAE

The name of the writer is Dewi Latifah. She was born in Rejo Katon, on August 28, 1996. She is the second child of Mr. Sumarlan and Mrs. Daliyem. She was enrolled her study in Rejo Katon at SDN 2 Rejo Katon, on 2002-2008. She continued her study at SMPN 2 Raman Utara on 2008-2011. Then, she continued her study at SMKN 3 Metro, on 2011-2014. It was long journey for her to find out her dream. Finally, on 2019, she was registered as a S1 student of English Education Department of State Institute for Islamic Studies (IAIN) of Metro. After graduating from vocational high school, she decided to have lecture in English major at IAIN of Metro. To merely study in the classroom is not enough for her.