AN UNDERGRADUATE THESIS

THE USE OF TIMELINE STRATEGY TO IMPROVE RECOUNT TEXT WRITING SKILL AT TENTH GRADE STUDENTS OF MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2018/2019

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1440 H / 2018 M

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

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

NOTA DINAS

Nomor   :
Lampiran   :
Perihal   : **Mohon dimunaqosyahkan Skripsi**
                     Saudari Dwi Ayu Anggraini

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
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Assalamu'alaikum, Wr. Wb

Setelah kami membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka skripsi penelitian yang disusun oleh:

Nama   : Dwi Ayu Anggraini

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Judul   : THE USE OF TIMELINE STRATEGY TO IMPROVE RECOUNT TEXT WRITING SKILL AT TENTH GRADE STUDENTS OF MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2018/2019

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

Wassalmu'alaikumWr.Wb

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of Dwi Ayu Anggraini

To : The Hororable the
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Assalamu'alaikum Wr.Wb

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

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Title   : THE USE OF TIMELINE STRATEGY TO IMPROVE RECOUNT TEXT WRITING SKILL AT TENTH GRADE STUDENTS OF MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR OF 2018/2019

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

Wassalamu'alaikum Wr.Wb

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An Undergraduate thesis entitled: THE USE OF TIMELINE STRATEGY TO IMPROVE THE RECOUNT TEXT WRITING SKILL AT TENTH GRADE STUDENTS OF MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2018/2019, written by Dwi Ayu Anggraini, student number 14121217, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, Desember 20th 2018 at 13.00- 15.00 p.m.

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THE USE OF TIMELINE STRATEGY TO IMPROVE RECOUNT TEXT WRITING SKILL AT TENTH GRADE STUDENTS OF MAN 1 LAMPUNG TIMUR IN ACADEMIC YEAR 2018/2019

ABSTRACT
BY
DWI AYU ANGGRAINI

The purpose of this research was to know whether the use of Timeline Strategy can improve the students' recount text writing skill in English learning.

The kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The object of this research was the students' recount text writing skill. In collecting the data, the researcher used test, observation, and documentation. This research was conducted with an English teacher of MAN 1 Lampung Timur.

The result of this research shows that Timeline Strategy has positive role in improving the recount text writing skill attenth grade students of MAN 1 Lampung Timur. It can be proved by the students'average score from pre test to post test. The average score in pre test was 56.63 and in post test was65.93 became75.57. It means that the using ofTimeline Strategy can improve recount text writing skill among the students.

PENGGUNAAN STRATEGI GRAFIS PERIODE WAKTU UNTUK MENINGKATKAN KEMAMPUAN MENULIS RECOUNT PADA KELAS SEPULUHMADRASAH ALIYAH NEGERI1LAMPUNG TIMUR TAHUN AJARAN 2018/2019

ABSTRAK
OLEH
DWI AYU ANGGRAINI

Tujuan dalam penelitian ini adalah untuk mengetahui apakah penggunaan strategi urutan waktu dapat meningkatkan kemampuan menulis recount dalam pelajaran Bahasa Inggris.

Bentuk dari penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan siswa dalam menulis recount. Dalam pengumpulan data peneliti menggunakan test, observasi, dan dokumentasi. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa Inggris kelas X MAN 1 Lampung Timur.

Hasil dari penelitian ini menunjukkan bahwa strategi grafis periode waktu memiliki peran positif dalam meningkatkan kemampuan menulis recount pada siswa kelas x MAN 1 Lampung Timur. Hal ini dapat dibuktikan berdasarkan nilai rata-rata mereka mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre test adalah 56.63 dan post test 65,93 menjadi 75.57. Ini berarti penggunaan strategi urutan waktu dapat meningkatkan kemampuan menulis recount pada siswa.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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

Metro,   Oktober 2018
The Writer,

DWI AYU ANGGRAINI
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ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama	: DWI AYU ANGGRAINI
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Fakultas	: Tarbiyah

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,   Oktober 2018
Yang membuat pernyataan,

DWI AYU ANGGRAINI
NPM. 14121217

MOTTO

"SEEKING KNOWLEDGE IS OBLIGATORY FOR EVERY MUSLIM"
Mencari ilmu adalah wajib bagi setiap muslim
(Al-Tirmidhi)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My beloved parents, Mr. Suntama Miharja and Mrs. Cucu Sumiarsih who always
support me in their endless love and protecting me since I was born and breathed
for the first time in this world, thank you so much for everything
My beloved Brother Riki Suhendra who always help me to finish my study
My brothers and sisters from another parent, Mr. Rohani, Mrs. Cici Umaesih and
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My beloved lectures of English Education Department IAIN Metro
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 by tittle **"The Use of Timeline Strategy to ImproveRecount Text Writing Skill at Tenth Grade Students of MAN 1 Lampung Timurin Academic Year 2018/2019"**. The blessing of the holy Prophet Muhammad p.b.u.h, the great leader of moral awakening in the world.

In the second place, the researcher would like to thank to Prof. Dr. Enizar, M.Ag as Rektor IAIN Metro, Dr. Akla, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty, Ahmad Subhan Roza, M.Pd as the Head of English Department. The researcher's thanks also goes to Drs. Kuryani, M.Pd and Trisna Dinillah Harya, M.Pd as the First and Second Advisor.

The researcher realizes that this undergraduate thesis is nearly imperfect. Last but not least, thanks for all my inspiring friends who have given wonderful motivation and everyone who always support me. The writer apologizes for all mistakes she has made in writing and presentation items. Hopefully, this undergraduate thesis can be benefit to us and English language teaching.

Metro, October2018
The Writer,

DwiAyuAnggraini
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CHAPTER I

INTRODUCTION

A. Background of study

In English instruction, there are four basic skills, namely listening, speaking, reading and writing. The four basic skills are supported by learning of the language elements. Writing is useful for involving in producing language rather than receiving it. Writing is one of the reasons to master English because when we learn a foreign language, we learn to communicate with other people, with their language. In English writing, there are some texts that must be learnt. One of the texts taught in senior high school level is recount text.

Recount text is a kind of variety that has social function to retell event for the purpose of informing or entertaining. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. Unfortunately, some students have difficulty in writing recount text. It is shown from the result of pre-survey revealed that most of students are afraid in expressing their ideas by using English.

Timeline is graphic representations of the chronology of events in time. It helps the students to understand how they use tenses and structures easily and correctly. Timeline provides students to add the picture so they more creative and interest to learn grammar. Timeline includes the visual aid or media. Visual media is related to sense of view, so it help the students understand and remember concept more easily. The researcher also found that student

achievements in writing are low especially in recount text. The student difficulties in writing recount text because the students find it difficult to organize the sentences and to put exact events. They put their ideas randomly without arranging the event based on the time happen and the students find it difficult to retell the story based on the chronological order. Based on the problem above, the writer would like to give treatment for them, to make timeline when they will write a recount text.

Based on data pre- survey conducted on March, 19th 2018 the researcher found that students' ability in writing recount texts was still low. The students' writing recount text score was described as follow:

Table 1

Table of Percentage students' Writing Recount Text Score

No	Score	Frequency	Percentage	Category
1	>75	8	26.67%	Complete
2	<75	22	73.33%	Incomplete

Source: English Teacher of MAN 1 Lampung Timur March, 19th 2018

From the table above, it can be known that 30 students at the tenth grade of MAN 1 Lampung Timur were taken as a sample in this pre-survey, in reality only 8students or 26.67% who acquired a complete category in their writing and 22students or 73.33% who acquired a incomplete category in their writing recount text.

Based on the problems found in teaching recount text and the importance of timeline strategy, the writer attempts to conduct a research

aimed to improve the writing ability of the First year student by using timeline strategy, especially in writing recount text. So, in this research the researcher will conduct the research under title "The Use of Timeline Strategy to Improve Recount Text Writing Skill at Tenth Grade Students of MAN 1 Lampung Timur in Academic Year 2018/2019".

B. Problem identification

1. The student feel confused to start write their ideas.
2. The students have the difficulties to organize the sentences.
3. The students have the difficulties in writing the arrangement of the event based on the time happen.
4. The students have lack of vocabularies to expressing ideas.
5. The students are not interested in learning English especially in writing material.

C. Problem limitation

Based on the problem identification above, the researcher limits the problem only on the students have the difficulties in writing arranging the event based on the time happen. So, the researcher wants to conduct the research under title the use of timeline strategy to improve recount text writing skill at tenth grade students of MAN 1 Lampung Timur in academic year 2018/2019.

D. Problem formulation

In this research, the researcher intends formulate the problem as follow: "Can the use of timeline strategy to improve students recount text writing skill

and their learning activities at tenth grade students of MAN 1 Lampung Timur in the academic year 2018/2019"?

E. Objective and benefit of study

1. Objective of the research

Based on the problem formulation above, the objective of this research is to improve the students' skill in writing recount text and their learning activities by using timeline strategy at tenth grade students of MAN 1 Lampung Timur in the academic year 2018/2019.

2. Benefit of study

a. For Students

The use of timeline strategy can be applied as one strategy to help them to organize idea when they write their writing. By using this strategy, student will be more organized and developing ideas to write recount text.

b. For English teacher

The result of this research can be used as a new knowledge for English teacher in order to improve the student skill of writing recount text and their learning activities and make the English learning more attractive and fun.

c. For headmaster

The result of the study can be useful as the consideration material in facilitating learning English in particular in writing recount text.

CHAPTER II

REVIEW OF RELATED THEORIES

A. **Concept of Writing Recount Text Skill**

1. **The Concept of Writing**

Writing is defined as a productive written language skill.The means that writing is ability to arrange letter, word and sentences by using graphic system in written form to convey a message to information. When someone intends write sentence in a paragraph, one must be able to use a good language and one also must be able to arrange good sentences grammatically in order the reader understand about the content of our writing. In writing there is also an important factor that has been paidattention. Every sentence should have relation or connection to the next sentence or sentence before.

a. **The Definition of Writing**

Writing is the activity to express idea or thought that created in words by using a pen or pencil as the tool to write. [1] There are so many experts have defined the definitions of writing. According to Pulverness writing is one of the four language skills after listening, speaking and reading[2].Brown defines that "writing is a process to end up thinking something you cannot have started our thinking"[3].

Moreover, writing is also a productive skill which is meant for

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[1]Sutanto Leo, *Essay Writing*, (Yogyakarta: ANDI Yogyakarta 2007), p.1
[2]Pulverness A, Spratt M, and Williams M, *The Teaching Knowledge Test Course,*(Cambridge: University of Cambridge, 2005), P. 26
[3] H. Douglas Brown, *Teaching by principle: An Interactive Approach to Language Pedagogy*, (Addison Wesley: Longman, 2001), 2nd Ed, P.337

communication to deliver messages in the forms of letters and 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 written product which is containing a certain message or information.

Writing is a psychological activity of the language user to put information in the written text[4].Writing is a process of expressing ideas, thoughts, and feeling of the writer by using a conventional system, so that the reader understand the message or information sent. The written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of readers[5].

In writing, one must give a sentence clarity in order that the readers are not confused with our writing. There are two general rules which are important in writing clarity. The first "thinking about writing", it means that we must be sure in expressing meaning of our desired. The second is "we must be sure that the sentence structure is correct". Vague sentences are often caused by the structural errors or misuse of certain forms of expression[6].Moreover, writing is putting the words on paper that

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[4]SanggamSiahaan, *Issues in Linguistics*, (Yogyakarta: GrahaIlmu, 2008),p. 215

[5]SanggamSiahaan, *The English Paragraph*, (Yogyakarta: GrahaIlmu, 2008),p.2

[6]Wishon George E & Julia M. Burks, *Lets Write English*. (New York: Litton Educational Publishing Inc. 1980),p.345

has three steps such as thinking about it, doing it, and doing it again.[7]

In brief, it is conclude that writing is an important means of indirect communication that refers to productive and expressive activity. In this case, the students are expected to be able to express their ideas, feeling and thoughts in written language.

Based on the statement above, the writer can infer that writing is basically the processing ideas and thoughts by using knowledge of structure and vocabulary to combine our ideas as a means communication.

b. **Process of Writing**

According to Mc.Crimmon, there are three steps in writing process as follows :

1) Planning

Planning is a series of strategies designed to find and produce information in writing[8].To make a planning in writing, there are three sources to help you locate and produce information in writing, they are: (1) memory (something we knew), (2) observation (something we had seen), or (3) research (something we had heard someone say)[9]. Planning or pre-

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[7] Thomas S Kane, *Essential Guide to write*, (New York: Berkley Book, 2000), p5

[8]James M. McCrimmon,*Writing with Purpose*, (United States of America : Houghton Miffin Company, 1983),p.10

[9]Ibid,p.36

writing is an activity in the classroom in which the students may consider their writing goals.

2) Drafting

Drafting is a series of strategies designed to organize and develop a sustained piece of writing or procedure for determining whether the information you discovered during planning can be shaped into a successful piece of writing.[10]

A draft is not the final process of writing. The students write the ideas which they are going to write without paying attention to make mistakes because draft is tentative and imperfect. The best advice when the students make a draft is keep going and do not worry about small mistakes.

3) Revising

Revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing.[11]In this process, we try to make certain that the reader can understand our messages. We can change the whether the logic of our ideas is presented smoothly or not.After the first draft, a writer needs to re-read his work to see which one is working, which one is not and also to see some parts which are not grammatically accurate or some words which have to be

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[10]Ibid, p.10

[11] Bram Barli, *Write Well Improving Writing Skills*,(Yogyakarta: Kanisius, 1995), p.64

changed to make clearer meaning because some of them may create ambiguity and confusion on the audience.

c. Teaching Writing

In teaching English, the teacher must understand how to teach the four skills to the students. It is very important to teach those skills in the English class especially teaching English as a ForeignLanguage (TEFL). In this case, the teacher has to know how to teach writing. Writing as one of the four skills has always formed part of the syllabus in the teaching of English.

Teaching of writing based on somewhat rigid set of assumptions that good writing was done from a set of rules and principles, the teacher's duty was to relate these rules, and students then wrote in response to selected written texts, following the rules of good writing[12]. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

d. The Measurement of Writing

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[12]David Nunan,*Practical English Language Teaching*, (New York: Mc Graw Hill, 2003),p. 88-89

Moreover, there are measurements in writing skill. It explained that the components of measurement can be formulated as follows:[13]

Table 2
The Component of Writing Measurement Skill

Aspect	Score	Levels	Standardize
Content	30-27	Excellent	The students really understand and they are able to express knowledge which matching of the title in content widely and completely.
	26-22	Good	Students are able to understand express knowledge which matching of the title in content widely and completely although it is not effective.
	21-17	Fair	Students are able to understand the content limitedly.
	16-13	Poor	Students are not able to understand the content effectively.
Organization	20-18	Excellent	Students are really able to organize the generic structure of writing clearly and effectively.
	17-14	Good	Students are able to organize the generic structure clearly.
	13-10	Fair	Students are less able to organize the generic structure clearly and effectively.
	9-7	Poor	Students are not able to organize the generic structure of writing clearly and effectively.
Vocabulary	20-18	Excellent	Students are really able to use and choose vocabulary widely and effectively.
	17-14	Good	Students are able to use and choose vocabulary widely and effectively.
	13-10	Fair	Students are able to use and choose vocabulary limitedly.
	9-7	Poor	Students are not able to use and choose vocabulary.
Grammar	25-22	Excellent	Students are really able to use grammar in arrange the sentences.
	21-18	Good	Students are able to use the grammar in arrange the sentences.
	17-11	Fair	Students have many mistakes in arrange the sentence grammatically.
	10-15	Poor	Students are not able to mastery grammar in using arrange sentences.
Mechanic	5	Excellent	Students really mastery the mechanical of words and punctuations.
	4	Good	Students are able to mastery the mechanical of words and punctuations.

[13]Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra Edisi Ketiga,* (Yogyakarta: BPFE-Yogyakarta, 2001), p.307.

3	Fair	Students are less able to mastery the mechanical of words and punctuations.
2	Poor	Students are not able to mastery and produce the mechanical of words and punctuations effectively.

e. Types of writing

1) Description

If we want to describe about the object (living or non-living thing) to the readers, so we can create it into descriptive text form.[14]Descriptive text is an essay whose main idea is conveyed by clearly describing the object, place or event that is becoming a topic to the reader, so that the reader seems to sense directly what is being expressed in the text.

2) Narration

Narration is a form of writing; it is used to relate the story of acts or telling the story using a series of event. Narrative text is a kind of text to tell about past activities or events, which is show the problematic experience and resolution with the intent to entertain and to give the moral lesson to the reader.[15]Narrative that is created with the aim of providing an entertainment or experience to the reader, events that can really happen but can also only imaginary. Novels, short stories, biographies and travel stories including narrative type of writing.

3) Recount

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[14]Pardiyono, *Teaching Genre-Based Writing*, (Yogyakarta: Andi, 2007), p. 34
[15]*Ibid*, p.63

Recount text can be defined as a text that is created with the aim to provide the information about past activities.[16] Recount is a very precise type text to retell about the past activities or events and main goal just to give information to the reader.[17]Recount text is a retelling of a true story in the past as well as aiming to provide information or entertain the reader with the result that there is no conflict.

4) **Explanation**

If we want to explain about the process of the formation or something happen in the social or nature phenomena, so it can be packed in the explanation text.[18]Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena.

5) **Exposition**

Exposition is a text to show the opinions, ideas, views, or arguments about the topic from the author to the reader.[19]Expository text can range from many categories including history, science, sport, biographies, and any other non-fiction source.

6) **Anecdote**

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[16]*Ibid*, p. 63
[17]*Ibid,* p. 94
[18]*Ibid*, p. 156
[19]Otong Setiawan Djuhari, *Book 3 Essay Writing*, (Bandung: YramaWidya, 2009), p. 161

Anecdote is a text to report on an event that was happened to someone; but anecdote text always terminated by the funny things. The purpose of anecdote text is to share a funny or weird experience to the reader.[20] Anecdote can be based on the writer is a text which retells funny and unusual incidents in fact or imagination.

7) **News Item**

News item is a text to preach an important event deemed worthy to get the public attention. News item often preceded by the scene, followed by the name of media reporter, and then exposure the information.[21] News item give the inform to the reader about events of the day are considered newsworthy or important.

2. **Concept of Recount Text**

a. **The Definition of Recount Text**

Recount text can be considered as the most common kind of text that the writer can find in our everyday life. The main goal of this text is to retell an event happened in the past. This is the basic form used in many story books or story telling texts and also in non-fiction usually used to make factual accounts of events, current or historical ones.

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[20] *Ibid*, p. 172
[21]*Ibid*, p.74

Recount is a text which tells about events happening in the past in a sequence of time. The purpose of the text is to tell the audience about what happened in the past and when it happened[22]. Furthermore, also say that recount text is a sequential text that does little more than sequencing a series of events. It can be considered as the simplest type of narrative genre[23].

Recount texts can function to inform and to tell stories of past events. In our lives, it is a common thing to tell a story to someone both in spoken and written forms. If students are able to speak it up fluently, it is possible for them to write it down with the same flow of fluency. This kind of texts where they share with others can also add references for them to read which also improving the skill of reading.

b. The Structure of Recount Text

Recount text begins with some form of orientation that tells about who, what, where, when, and why the text are introduced. This is followed by a chronological-ordered set of events. There can be some form of concluding statement or re-orientation at the end[24]. A recount text has three main parts or generic structures, they are:

1) Orientation

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[22]Anderson M & Anderson, K, *Text Type In English 1,(south melbourn: Macmilan,*1997), p.49
[23]Peter Knapp & Megan Watkins, *Genre, Text, Grammar: Technology for Teaching and Assessing Writing*, (New south wales: University of New South Wales Press, 2005)
[24]Maureen Hyland,*Writing Text Types,(Western: Australia: RIC Publications, 2009),*p.3

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed by using 5 W (who, what, when, where, and why). The writer needs to give information about what happened, who or what was involved, when and where the events occurred and why an awareness of audience and purpose will assist the author in selecting the amount of detail needed.[25]

2) **Event**

Events should be selected carefully to add the audiences' understanding of the topic. Students should be prepared to discard events and detail that are unimportant and uninteresting. The students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

Furthermore, events are usually sequenced chronologically, but students should be encouraged to experiment with flashback or arranging events in order of importance. Unity between paragraph is created through the use of time connectives (before, throughout, finally, and so on).

3) **Re-orientation**

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[25]Sue Stubbs,*Targeting Text*, (Sidney: Black Education, 2000), p.9

Re-orientation is the final section in creating the recount text. This final section concludes the recount by summarizing the outcomes or result, evaluating the topic's importance of offering personal comment or opinion. It functions as the closing statement in recount text.

c. Language Features In Recount Text

Language features are needed in the creating of recount text. It makes easier when the students want to write the recount text. According to Sue Stubbs there are several language features in writing recount text such as:

1) Simple past tense is tense that is used in most recount text. The students tell about events or experiences that had happened.

2) Correcting sequence events by using time connectives such as firstly, next, and finally are used to link separate events or paragraphs into a cohesive whole text.

3) Words related to time called adverbs, for example yesterday, outside, last year, and so on. The words in 1901, on top of Mt Kosciusko are used to indicate specific times and places.

4) Personal comment can be woven into the text or added as a conclusion[26].

B. Concept of Timeline Strategy

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[26]Ibid., p.9-10

1. **The Definition of Timeline**

   Timelines are diagrams that illustrate the reference of time made by given a piece of language. They are used to show how a particular language item (often a verb in a particular tense and aspect) places particular events or situation in time and in relation to other events[27]. According to Carole Cox timeline are graphic representations of the chronology of events in time. While they are often used a way to display information in visual form in textbooks as an alternative to written narrative, student can also become more actively engaged in learning the sequences of events in history by constructing timelines themselves[28].

   According to Workman, timelines are line and drawings that provide a visual representation of different verb forms, showing when things happen or are happening in the present, past or future.[29] In English, this reference to time is commonly described by the verb, in its various tenses and aspects. Unfortunately, when learning a language, it is at time difficult to understand the concepts that are given as explanation. When demonstrating how we use tenses and

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[27]Gareth Rees,*http://www.Teachingenglish.org.uk/article/timelines downloaded at April 2018*
[28]Cox Carole, *Literature-Based Teaching In The Content Areas*, (California: Sage publications,inc,2011),P.87
[29]Workman.*Concept Questions and Timelines* (UK: Gem Publishing, 2008), P.4

structures to refer to or talk about the past, present and future, it can help to illustrate these time reference by drawing timelines[30].

2. The Use of Timelines

Timeline can be used in some areas, for example: timeline is extremely important metric for anyone else managing a team, a project or a portfolio of project and also in education, especially in learning teaching and learning process. In education timeline is one of the visual media that can help the students in teaching and learning process. A timeline icon was chosen to represent grammar because it is a simple, clear indicator of chronological order (using leftright as an indicator of time passing), and visually easy to remember[31].

According Gareth Rees in British council there are some usefulness of timeline strategy, they are:

a. Timeline strategy can simplify linguistic explanation, it also facilities students to identify the use of right tenses. Timeline help students to reinforce the understanding of a concept in a text so they can have illustrated the differences between verb forms and other language items.

b. Timeline strategy can help students with visual learning style. Moreover, timeline strategy provides a references point for

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[30]Nguyen ThanhHuy, *"Using Timelines and Concept Questions In Teaching Present Tenses - A Theoretical Research".International Journal of Multidisciplinary AcademicResearch.*Vol. 4, No. 3, 2016, ISSN 2309-3218)

[31] Palmer Sue, *How to Teach Writing Across The Curriculum: Ages 6-8,*(New York : Rutledge, 2011), P. 9

students and encourages the awareness of how language refers to time in different ways.

Besides some usefulness of timeline, they are some benefit in teaching learning process.

1) An opportunity to sort out the main events, and their sequences, without the added effort putting on them into sentences.

2) An overview of all the events, in clear chronological order, so the author knows exactly how much he or she has to cover (and doesn't get stuck on the bus).

3) An opportunity to consider how to divide the information into paragraph before beginning to write.

4) An opportunity to decide whether to follow a linear chronological structure or to adapt the time sequences for effect, e.g. starting with a key event in a biography.

From the explanation above, it can be concluded thattimelines are a great way to illustrate tenses and time expressions. It helps the students to understand how theyuse tenses and structures easily and correctly. Timeline provides students to add the picture so they more creative and interest to learn grammar. Timeline includes the visual aid or media. Visual media is related to sense of view, so it help the students understand and remember concept more easily. When we present a concept using a visual aid, we are giving our students something they can associate with that concept. Later,

when they try to do it, they have to do is bring up the image you used.

3. Kind of Timelines

Actually, the set rules of timeline are simple. There are several types of timelines a teacher can choose, depending on the grade, area of study in social studies and needs of students.

a. Horizontal

This timeline is simple timeline. In this timeline, the line of timeline only one it is from left to right. The left end of the line is the first point in time. The right end is the final point in time. This line is usually marked with a point that represents now. The timeline is divided into the past and the future.

b. Vertical

This timeline also is simple timeline, the line of timeline only one and different from horizontal. It is from bottom to top.

c. Illustrated

In this timeline provide students or creator adds the picture. The students can add picture appropriate with the event or action. So, it makes the timeline becomes interest and the students easier to memorize the event.

d. Table top timelines

It similar with the illustrated timelines, the students can give additional information to make the timeline becomes interest. Table top timelines provide students add objects, artifacts, photographs in frames. In this timeline used to a timeline on a table or counter in a classroom.

e. Circle

The shape of this timeline is circle, so the students can use this timeline becomes a clock or represent an activity. For example, explain their daily activity.

f. Computer generated

This timeline can be called as modern timeline, because it uses Word, Excel, or PowerPoint, adding information to create a personal or historical timeline.

g. Map

This timeline provides students to put a timeline directly on a map to show both distance, place, and time on a Journey activity.

h. Parallel timelines

This timeline puts a student's life on the left and world events onthe right.

i. Living timelines

This timeline uses the walls or floor of the room. To make the line the students can use length of butcher paper. The students directly represent historical events and then tell for other students of the class.

4. **Procedures of using Timeline in Recount Text**

According to Palmer timeline was chosen to represent recount because it is a simple, clear indicator of chronological order (using left Aright as an indicator of time passing), and visually easy to remember[32].

```
            ┌─────────────┐        ┌─────────────┐
            │ Paragraph 1 │        │ Paragraph 3 │
            └─────────────┘        └─────────────┘
   ╭──────────────╮                              ╭──────────────╮
   │ Introduction │                              │  Conclusion  │
   │   5W + 1H    │                              ╰──────────────╯
   ╰──────────────╯
            ┌─────────────┐        ┌─────────────┐
            │ Paragraph 2 │        │ Paragraph 4 │
            └─────────────┘        └─────────────┘
```
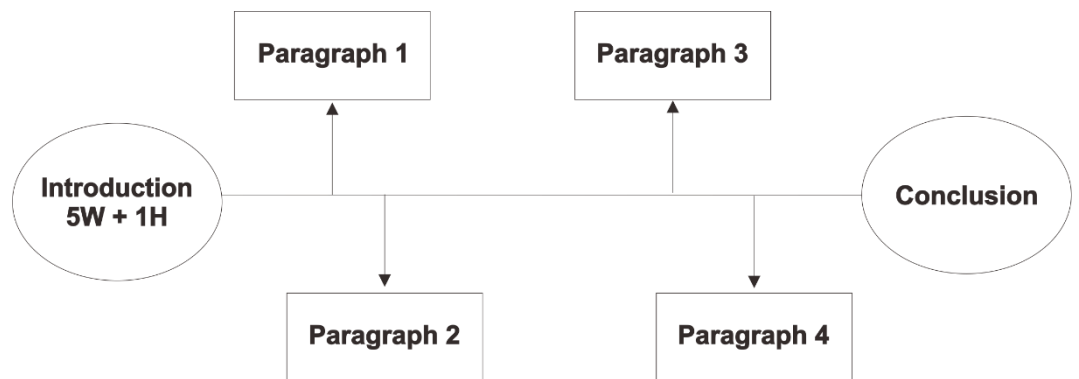
Using timelines in the classroom, whether they are created digitally or on paper, allows students to visually depict information and make stronger connections between events in the past, present, and future.

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[32]Palmer Sue, *How to Teach Writing…,*P.110

C. Action Hypothesis

Referring to the theoretical review the writerformulates the hypothesis as follow:

By using timeline strategy, the student will be able to improve their writing skill especially in recount text and their learning activities at the tenth grade students of MAN 1 Lampung Timur in the academic year 2018/2019.

CHAPTER III

RESEARCH METHOD

A. The Variable and Operational Definition of Variable

The object in this research include 2 variables, they are independent variable (X) and dependent variable (Y). Independent variableof this research is TimeLine that is used to improve the students'writing skill. Dependent variable of this research is the Recount text writing Skill. The two variables can be explained as follow:

1. Independent Variable (X)

Independent variable is the major variable which is hoped to investigate. It is the variable which is selected, manipulated, and measured by the writer. Independent variable of this research is using Timeline as a strategy which can be defined as tool to help students get easier to write the recount text writing.

Moreover, the subject of this research is the students of the tenth grade of MAN 1 Lampung Timur can do their writing spontaneously and structured. In this case how to measure this variable using an observation sheet and for the score is between 0-100 to assess and measure student performance. Indicator of this variable is that students can write well and correctly without experiencing obstacles both in terms of word election and grammar to improve their writing skills with timeline.

2. Dependent Variable (Y)

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Recounttext writing skill as the dependent variable defined as built from the writing skill of someone that has developed or practiced on a classroom. The way to measure this variable is using test. The measuring instrument is a written test and for the score is start from 1-4 to assess and measures the writing text of the students.

The indicator of this dependent variable as follow:

Aspect	Score	Levels	Standardize
Content	30-27	Excellent	The students really understand and they are able to express knowledge which matching of the title in content widely and completely.
	26-22	Good	Students are able to understand express knowledge which matching of the title in content widely and completely although it is not effective.
	21-17	Fair	Students are able to understand the content limitedly.
	16-13	Poor	Students are not able to understand the content effectively.
Organization	20-18	Excellent	Students are really able to organize the generic structure of writing clearly and effectively.
	17-14	Good	Students are able to organize the generic structure clearly.
	13-10	Fair	Students are less able to organize the generic structure clearly and effectively.
	9-7	Poor	Students are not able to organize the generic structure of writing clearly and effectively.
Vocabul	20-18	Excellent	Students are really able to use and choose vocabulary widely and

			effectively.
	17-14	Good	Students are able to use and choose vocabulary widely and effectively.
	13-10	Fair	Students are able to use and choose vocabulary limitedly.
	9-7	Poor	Students are not able to use and choose vocabulary.
Grammar	25-22	Excellent	Students are really able to use grammar in arrange the sentences.
	21-18	Good	Students are able to use the grammar in arrange the sentences.
	17-11	Fair	Students have many mistakes in arrange the sentence grammatically.
	10-15	Poor	Students are not able to mastery grammar in using arrange sentences.
Mechanic	5	Excellent	Students really mastery the mechanical of words and punctuations.
	4	Good	Students are able to mastery the mechanical of words and punctuations.
	3	Fair	Students are less able to mastery the mechanical of words and punctuations.
	2	Poor	Students are not able to mastery and produce the mechanical of words and punctuations effectively.

B. Setting of the Study

The setting of this study conduted in tenth grade students of MAN 1 LAMPUNG TIMUR. The school is located at Jl. Ki Hajar Dewantara 38B, Banjar Rejo, Batanghari, Lampung Timur.

C. Object of the Study

The object of the study is the students' writing of recount text at the tenth graders of MAN 1 Lampung Timur in academic year 2018/2019.

There are nine classes of the tenth graders of MAN 1 Lampung Timur, but the writer chooses10 IPA 3 classes by the suggestion of English teacher. Conducting this research, the writer choosestenth class that consists of 30 students because the students in the class have low score in writing skill. This is based on the result of pre-survey at the tenth graders of

MAN 1 Lampung Timur. After using timeline learning process, it is hoped that any improvement of learning result and learning activity.

D. Action Plan

In conductingthis research, the writer used classroom action research. As the focus on the research how the usetimelineto improve the students' writing skill of recount text. According to Ernest T Stinger, action research is a process of systematic inquiry by the teacher to provide that they can organize the complexity they face and assist them to incorporate the diverse element of instruction into a carefully articulated program of learning for their students[33]. Furthermore, according to Anne Burns, action research is research that is carried out in the classroom by the teacher that has the purpose of solving the problem or improving the teaching or learning process[34].

From the statements above, it can be concluded that classroom action research is the research that is applied to improve the working system of teaching and learning in the classroom. The writer hopes that

[33]Ernest T Stringer, *Integrating Teaching, Learning and Action Research,* (California: Sage Publications, Inc, 2010),p.7
[34]Anne Burns,*Doing Action Research in English Language Teaching,*(New York: Routledge, 2010),p.5

this action research can improve the students' writing skill of recount text by using timeline.

In this research, the writer conducted in 2 cycles. If the first cycle is failed, it continued in the second cycle. It conducted until there is an increasing on the students' writing skill of recount text. There are four steps in each cycle that has relationship one another, they are: planning, acting, observing, and reflecting.

Those steps can be illustrated as follow:

Figure 2

Spiral Classroom Action Research :

Jean McNiff's Model[35]
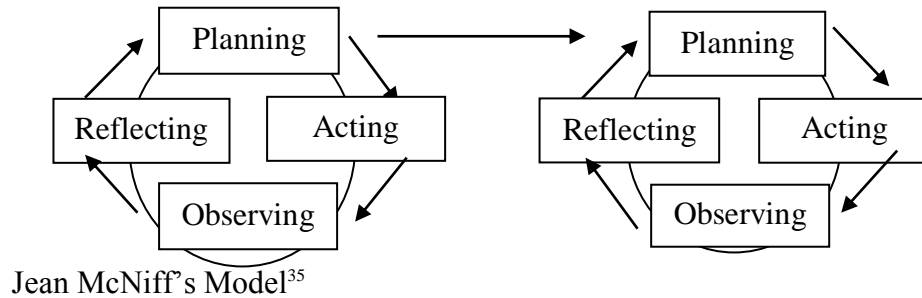
From the illustrated above, the explanations about four steps of action research procedure are conducted in each cycle:

1. **Cycle 1**

   a. **Planning**

   Planning is the first step and it is prepared doing an action.

   The activities are:

   1) Preparing lesson plan, step of action and material.

   2) Making observation sheets and list of students' name.

   3) Making test used in pre-test and post-test.

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[35]Jean, McNiff, *et.al.You and Your Action Research Project*.(USA and Canada: Taylor & Francis e-Library, 2002), p. 41.

b. Acting

In this action, the writer did pre-test, treatment and post-test to the students. The students are instructed to write the simple recount text before and after treatment. This action conducted in some meetings. In this implementation, the writer followed the schedule of English subject in the class. The writer acts as if a teacher in the classroom and implement some activities as follows:

1) Pre teaching activities

   a) The writer greets, prays together, and checks the attendance list.

   b) The writer devides the material and chooses material that to teach.

   c) The writer informs about the material.

2) While teaching activities

   a) The writer draw the outlines of a timeline and have students take turns filling in the various events. This is also a great way to prepare for a test.

   b) The writer drawing of a simple line. Contents may also include the names or list of events.

   c) The writer instruct students on the design and contents an unstructured activity in which only the guidelines are presented to the students and they are free to develop a timeline based on their creativity and understanding.

d) The writer gives a topic may be presented as challenging and intriguing question. For example:"How about your holiday?"

e) Before doing the treatment, the writer explains the procedure of timeline.

f) After the treatment, the writer gives post-test to the students by asking the students to make recount text.

3) Post teaching activities

a) The students ask and discuss the difficulties of the lesson.

b) Make the conclusion of the material together.

c) Close the lesson by praying.

c. Observing

In this part the writer observed the teaching and learning process that conducted. The writer observed it by using observation sheet.

d. Reflecting

The last step in this process is reflecting. The writer analyzes and discusses the observation sheet and result of teaching and learning process. Then, the writer described by seeing the result of the observation sheet, writing score and teachers' comment.

2. **Cycle 2**

   a. **Planning**

      1) Studying the result of reflecting on cycle 1.

      2) Preparing the lesson plan.

      3) Preparing the material and learning activities.

   b. **Acting**

   In this action, the writer did pre-test, treatment and post-test to the students. The students are instructed to write the simple recount text before and after treatment. This action conducted in some meetings. In this implementation, the writer followed the schedule of English subject in the class. The writer acts as if a teacher in the classroom and implement some activities as follows:

   1) Pre teaching activities

      a) The writer greets, prays together, and checks the attendance list.

      b) The writer devides the material and chooses material that to teach.

      c) The writer informs about the material.

   2) While teaching activities

      a) The writer draw the outlines of a timeline and have students take turns filling in the various events. This is also a great way to prepare for a test.

b) The writer drawing of a simple line. Contents may also include the names or list of events.

c) The writer instruct students on the design and contents an unstructured activity in which only the guidelines are presented to the students and they are free to develop a timeline based on their creativity and understanding.

d) The writer gives a topic may be presented as challenging and intriguing question. For example:"How about your holiday?"

e) Before doing the treatment, the writer explainsthe procedure of timeline.

f) After the treatment, the writer gives post-test to the students by asking the students to make recount text.

3) Post teaching activities

a) The students ask and discuss the diffculties of the lesson.

b) Make the conclusion of the material together.

c) Close the lesson by praying.

c. Observing

The writer observes and collects the data when learning process is conducting.

d. Reflecting

The writer discusses and analyzes the observation sheet and result of teaching and learning process. The the writer described by seeing the result of the observation sheet, writing score, and teachers' comment.

E. Data Collecting Method

In this research, the writer collects the data by using three methods. Those are test, observation and documentation:

1. Test

The writer gave the students test to know the improvement of their writing skill. The test is writing a simple recount text. It is measure the students' skill in writing especially recount text. There are test used in this research. Those are pre-test and post-test.

a. Pretest

Before doing the treatment, the writer gave the students pre test by asking the students to write the recount text.

b. Post test

Post test applied after doing the treatment. It is implemented in order to know the students' writing skill.

The test is like the pre test where the students are asked to write recount text.

2. Observation

In this research, the writer used observation to see the condition in teaching learning process. In this research, the writer observed the students' actvities in teaching and learning process to know how the process of teaching and learning is held. In doing the observation, the writer makes the observation sheet that contains of list of students' activities.

3. Documentation

Documentation is the way that used to get more information about the setting of the research. In this research, the writer takes the data from school about total of the students, teachers and the condition of the school.

F. Data Analysis Technique

In this research, the writer conducted the data analysis by using the average from the result or score from pre-test and post-test. To know the improvement, the writer also compare between pre-test and post-test score. Then, the result matched with the minimun standard in the school. In the eighth graders of MAN 1 Lampung Timur, the minimum standard in English subject is 75.

If there are some students that are not successful in cycle 1 it means that the writer has to conduct the cycle 2. If in the cycle 2 there are

some students that are not successful, it went to cycle 3 and so on. But, if in the cycle 2 all of the students are successful, the cycles are able to be stoppedd because in the classroom action research (CAR) the minimum cycle that must be conducted are two cycles.

Below is the formula to analyze the data and to get the average:

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

Notes:

$\overline{X}$ = Average

$\sum X$ = Total of students' score

n = Total of students[36]

G. Indicator of Success

Furthermore, to know the gain of the research, the writer compared between pre-test and post-test. The students are called success if 75% students get 75 or more and 75% active in learning process. If the indicator of success has been reached, the study can be stopped and does not need to be continued the next cycle.

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[36]Timothy C. Urdan, *Statistic in Plain English* 2nd , (London: Lawrence Erbaulm Associates Publisher, 2005), p.8

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. **Result of the Research**

1. **Description of Research Location**

   a. **The History of MAN 1 Lampung Timur**

History of MAN 1 Lampung Timur (Metro) was established in 1968, first Madrasah named Preparation School of State Islamic Institute (SPIAIN) Metro. This Madrasah stands on the spirit of the Muslim community of Lampung Tengah to have a high school equivalent to SLTA typical Islamic Religion.

In 1970, this Madrasah changed to Madrasah Aliyah Religion of State Islam (MAN) Preparation, with induced to MAN Tanjung Karang which now turned into MAN 1 Bandar Lampung. In 1978, this Madrasah changed to Madrasah Aliyah Negeri (MAN) Metro Lampung Tengah, based on the Decree of the Minister of Religious Affairs Number: November 30, 1978.

In 1982, the leadership of Hi. SANURI, BA, MAN Metro was able to buy a plot of land of 1000 m2 and built a building on it. So in 1983, MAN Metro moved to a location from MIN Metro to a new location in BanjarRejo Village 38B Batanghari, Central Lampung District.

b. Visions and Missions of MAN 1 Lampung Timur

1) Visions

"The creation of human resources that have a strong faith, noble character and mastering of science and technology".

2) Missions

- Carry out a balanced education and learning process between the formation of faith and morals with the mastery of science and technology.

- Improve the professionalism of education personnel in accordance with the times and demands of the education world.

- Createof MAN 1 Lampung Timur as center of education, the development of science and technology with Islamic nuances that can be used an example for other educational institutions.

c. The Condition of the Teacher and Official of MAN 1 Lampung Timur

The condition of teachers in MAN 1 Lampung Timur can be identified as follows:

Table 3

The Condition of Teacher and Official Employees in MAN 1
Lampung Timur

Employment Status	Sex		Total
	Male	Female	
Teacher	29	32	61
Non-Permanent Teacher	9	13	22
Administration Staff	3	5	8
Gardener, Cleaning Service, Security	4	1	5
Total	45	51	96

Source: The documentation result of teachers' condition
in MAN 1 Lampung Timur

d. Students Quantity of MAN 1 Lampung Timur

The students' quantities of MAN 1 Lampung Timur in

academic year 2018/2019 are 860 students that can be identified as

follow:

Table 4

The Students' Quantity of MAN 1 Lampung Timur in Academic
Year 2018/2019

No	Class	Sex		Total
		Male	Female	
1.	X	106	214	320
2.	XI	106	176	282
3.	XII	90	168	258
	Total	302	558	860

Source: The documentation result of students' quantity
in MAN 1 Lampung Timur

e. **Building Condition of MAN 1 Lampung Timur**

The MAN 1 Lampung Timur has many buildings such as classroom, library, canteen and many others. The explanation of these buildings as follow:

Table 5

Building Condition of MAN 1 Lampung Timur

No.	Names of Building	Total	Condition
1.	Headmaster Room	1	Good
2.	Administration Room	1	Good
3.	Teacher Room	2	Good
4.	Class Room	20	Good
5.	Library	1	Good
6.	Computer Lab	1	Good
7.	Science Lab	1	Good
8.	Language Lab	1	Good
9.	School Healthy Unit Room	1	Good
10.	Canteen	2	Good
11.	Teachers' Toilet	2	Good
12.	Students' Toilet	4	Good
13.	Guidance Counselling Room	1	Good
14.	Auditorium	1	Good
15.	Organization students Room	1	Good
16.	Scouts Room	1	Good

17.	Cooperative Students Room	1	Good
18.	Dormitory	2	Good

Source: Documentation of MAN 1 Lampung Timur

f.   Organization Structure of MAN 1 Lampung Timur

The organization structure of MAN 1 Lampung Timur
in academic year 2018/2019 as follow:

Figure III

```
                    ┌─────────────────────┐
                    │     Head Master     │
                    │ Drs.H. Imam Sakroni │
                    └─────────────────────┘
          ┌──────────────────┐
          │   The Head of    │
          │Administratiom Staff│
          │ Edi Julianto, S.Pd│
┌──────────────┐ ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│The Vice Principle Of│ │The Vice Principle Of│ │The Vice Principle│ │The Vive Principle of│
│   Curriculum   │ │   Curriculum   │ │of Infrastructure│ │Public Relationship│
│  Drs.M.Jaeni   │ │  Drs.Ali Idris │ │ Drs.H. Jumari  │ │Drs.Didi Sudirman│
└──────────────┘ └──────────────┘ └──────────────┘ └──────────────┘
```
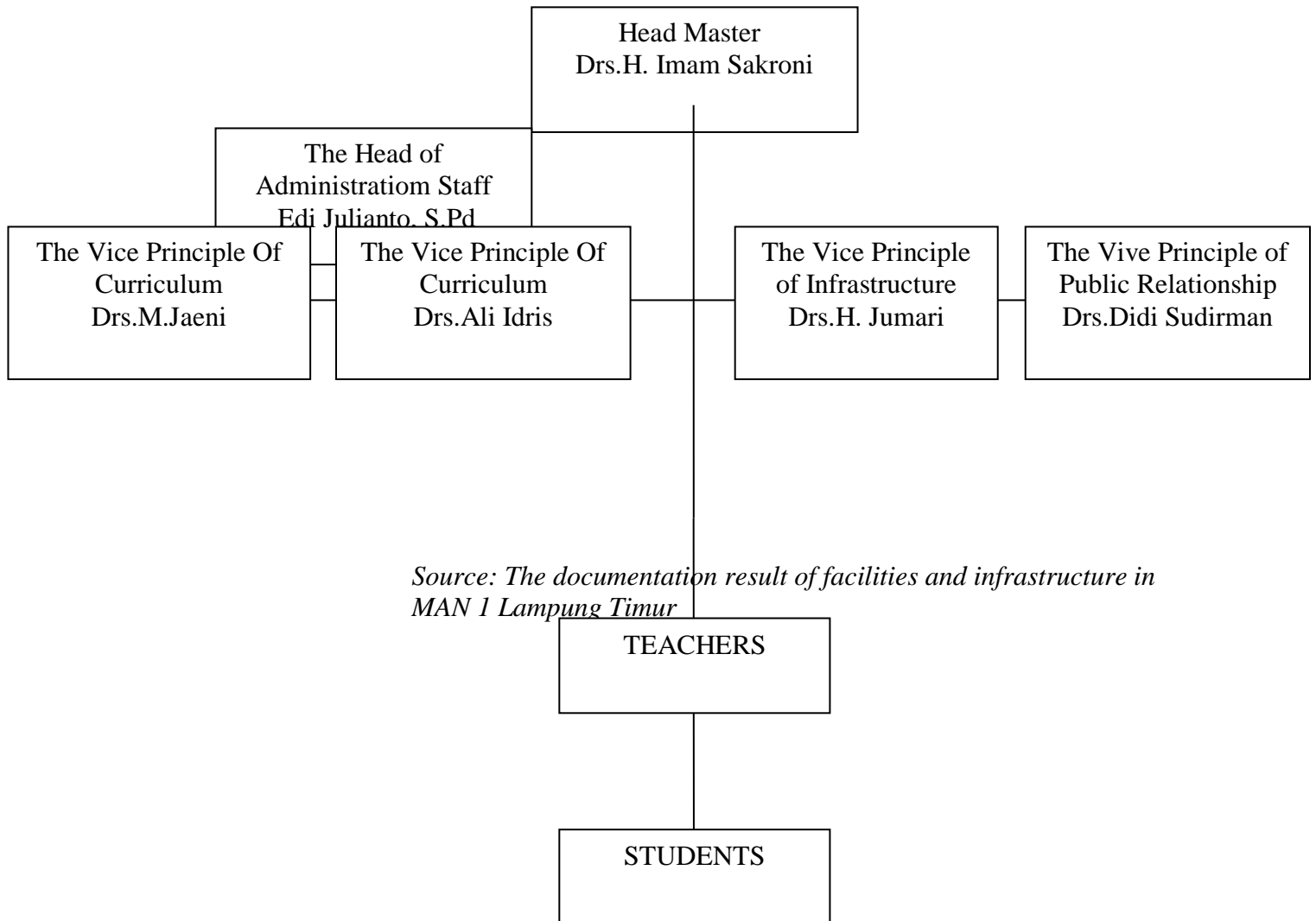
Source: The documentation result of facilities and infrastructure in
MAN 1 Lampung Timur

```
                    ┌─────────────┐
                    │  TEACHERS   │
                    └─────────────┘

                    ┌─────────────┐
                    │  STUDENTS   │
                    └─────────────┘
```

g. Location's Sketch of MAN 1 Lampung Timur

The location sketch of MAN 1 Lampung Timur as follow:

Figure IV
The location's sketch of MAN 1 Lampung Timur
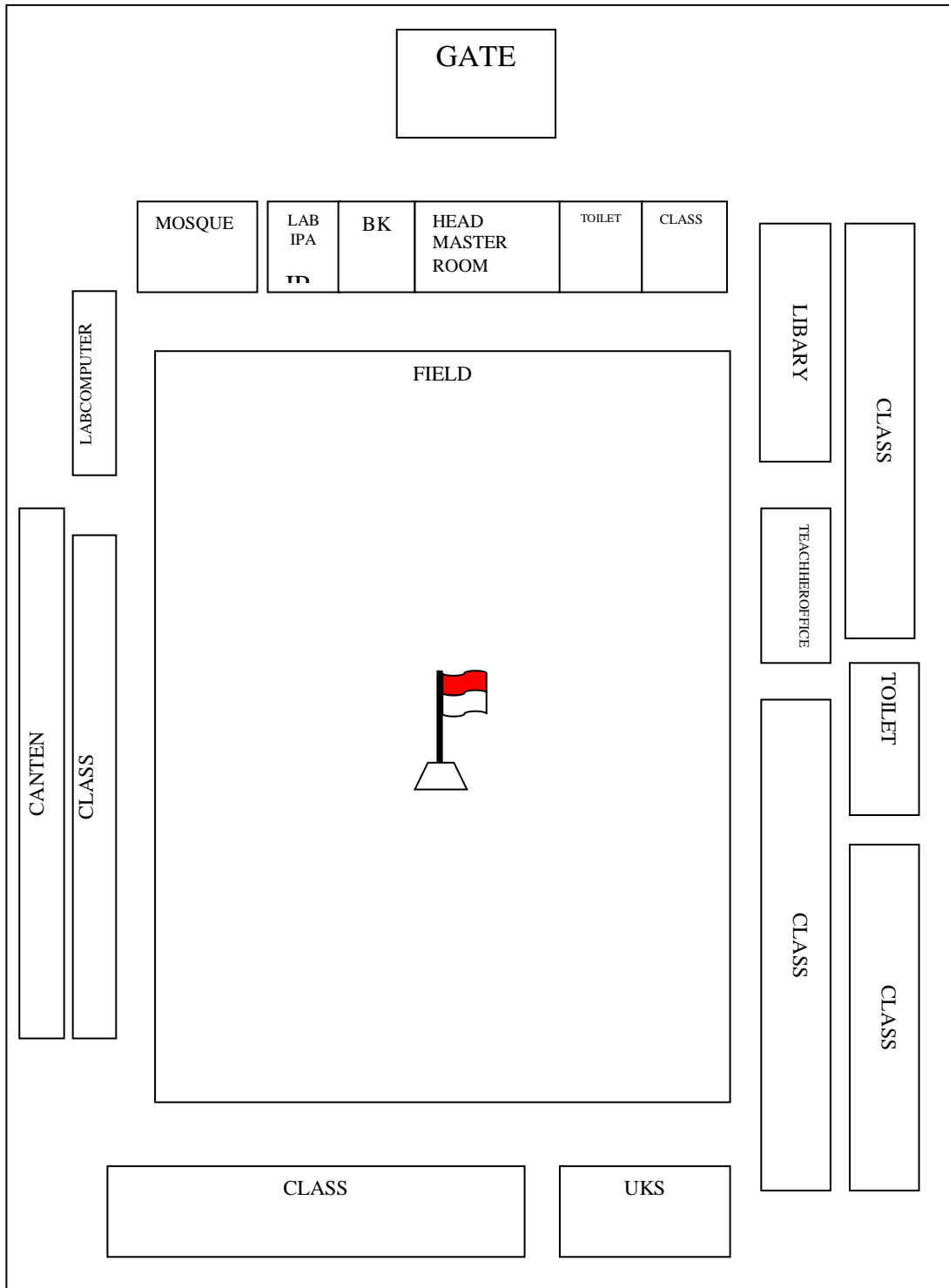
2. Description of Research Result's Data

This research used Classroom Action Research (CAR), who has purpose to improve the students' writing ability and the students learning activity at the tenth grade students of MAN 1 Lampung Timur. The research was conducted in two cycles where the researcher did pre test before the treatment. The researcher used the use of Timeline Strategy to improve the students' writing ability. The research result was gotten from test that conducted in the end of each cycles while the data of students' activity was gotten from the observation during the learning process.

a. Result of Students' Pre-Test

The researcher conducted the pre-test on Thursday, September 20[th]2018 to know the first condition of the research subject. It was about how the students writing ability. The researcher gave an instrument test where the students made a Recount text, the collabolator opened the class by greeting, praying, checking the attendance list, and asking the students' condition. Then, the collabolator gave the explanation to the students about Recount text for 40 minutes. Afterwards, to measure their skill before giving the treatment, the researcher gave them pre-test. The researcher used essay test which consisted of one topics which had to be completed for 45 minutes. Then, the result of pre-test can be seen on the table below :

Table 6
The Result of Pre-Test Score of Recount Text

NO	Students Code	C	O	V	G	M	TOTAL	Note ≥75
				Criteria of The Score				
1	AL	25	15	15	18	3	76	Complete
2	AT	20	15	10	10	4	59	Incomplete
3	AR	15	12	13	10	3	53	Incomplete
4	AN	10	10	12	10	4	46	Incomplete
5	AM	17	10	13	10	4	54	Incomplete
6	APR	15	10	10	13	4	52	Incomplete
7	DS	16	12	15	10	4	57	Incomplete
8	ENH	15	10	13	12	3	53	Incomplete
9	EHA	25	15	12	18	5	75	Complete
10	FY	10	12	12	10	3	47	Incomplete
11	FA	15	12	12	10	4	53	Incomplete
12	FAN	12	10	10	12	4	48	Incomplete
13	IR	15	12	10	10	3	50	Incomplete
14	KM	25	15	15	18	5	78	Complete
15	LH	20	12	12	12	4	60	Incomplete
16	LAM	17	10	12	12	5	58	Incomplete
17	MTE	15	12	12	10	4	53	Incomplete
18	MA	15	12	10	10	3	48	Incomplete
19	MRM	12	10	12	10	3	47	Incomplete
20	MF	15	12	12	12	4	55	Incomplete

21	NAM	12	10	10	10	3	45	Incomplete
22	NI	25	15	15	18	5	78	Complete
23	RS	15	12	12	10	4	53	Incomplete
24	RRR	25	15	15	18	5	78	Complete
25	RS	15	12	12	10	4	53	Incomplete
26	RNA	17	15	15	15	4	66	Incomplete
27	RR	15	10	10	12	4	51	Incomplete
28	SYN	20	12	10	10	4	56	Incomplete
29	SR	15	10	10	10	3	48	Incomplete
30	UZ	12	12	12	10	3	49	Incomplete
High Score							**78**	
Lowest Score							**45**	
Average							**56.63**	

Based on the table above, it can be seen that the average of students' core in pre-test is 56.63. It shows that most of students have incomplete in achieving the minimum mastery criteria (75). Therefore, only 5students complete in this test.

Table 7
Percentage of StudentsWriting Recount Textin Pre-Test Score

Interval	Frequency	Percentage	Explanation
≥ 75	5	16.67 %	Complete
≤ 75	25	83.33%	Incomplete
Total	**30**	**100%**	

Then the graph of percentage students' Recount text in pre-test score could be seen as follow:

Figure 5
Percentage of Students' Recount Text Pre-Test
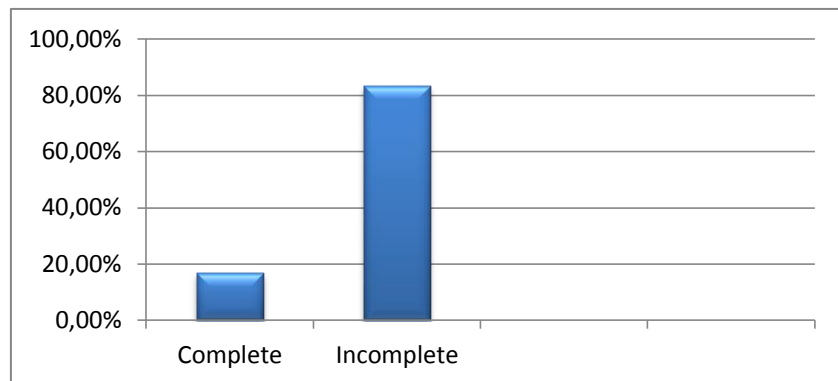
Based on the result of students' recount text pre-test score, it could be inferred that there was only 16.67 % or 5students for the score among the interval of $\geq$ 75 who Complete the Minimum Standart Criteria (MSC) at least 75 while 83.33 % or 25 students for the score among the interval of $\leq$ 75 did not pass the Minimum Standart Criteria (MSC) of less than 75. It indicated that the result of students recount text was still low. It was the reason why the researcher used Timeline Strategy to improve the students writing skill in recount text. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

b. **Result of Students' Cycle I**

1) **Planning**

In this step,the researcher prepares the lesson plan, attendance list, and material that used in teaching learning process. The material is recount text. The material includes 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**

The action is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 8
The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1st	Thursday, September 20th 2018	12.30 – 14.45 p.m
2nd	Monday, September 24nd 2018	12.30– 14.45p.m

a) **First Meeting**

In the first meeting was conducted on Thursday, September 20th 2018 for 2 x 45 minutes. In this meeting the researcher was a teacher and Mr. John Kenedi, S.Pd was the

collaborator as well as an observer.In this meeting, the researcher did the treatment for the students as follow:

d) The writer greets, prays together, and checks the attendance list.

e) The writer divides the material and chooses material that will to teach.

f) The writer informs about the material.

g) The writer draw the outlines of a timeline and have students take turns filling in the various events. This is also a great way to prepare for a test.

h) The writer drawing of a simple line. Contents may also include the names or list of events.

i) The writer instruct students on the design and contents an unstructured activity in which only the guidelines are presented to the students and they are free to develop a timeline based on their creativity and understanding.

j) The writer gives a topic may be presented as challenging and intriguing question. For example:"How about your holiday?"

k) Before doing the treatment, the writer explains the procedure of timeline.

l) After the treatment, the writer gives post-test to the students by asking the students to make recount text.

m) The students ask and discuss the difficulties of the lesson.

n) Make the conclusion of the material together.

o) Close the lesson by praying.

b) Second Meeting

The second meeting was conducted on Monday, September24[th] 2018, this meeting used as the post-test 1 for 2x45 minutes, after the students were given the action. The test was an observation sheet to make a recount text based on the test. The score of post-test in cycle 1 can be seen on the table below:

Table 9

The Result of Post-Test I Score in Recount Text
Cycle I

NO	Students Code	Criteria of The Score					TOTAL	Note ≥75
		C	O	V	G	M		
1	AL	25	15	15	20	3	78	Complete
2	AT	15	15	18	10	5	63	Incomplete
3	AR	20	17	15	18	5	75	Complete
4	AN	15	12	12	10	5	54	Incomplete
5	AM	20	12	15	10	4	61	Incomplete
6	APR	17	15	14	15	4	65	Incomplete
7	DS	20	12	15	15	4	66	Incomplete
8	ENH	15	15	15	15	4	64	Incomplete
9	EHA	20	15	15	20	5	75	Complete
10	FY	25	15	15	20	4	79	Complete
11	FA	16	12	12	12	4	56	Incomplete
12	FAN	14	11	10	12	4	51	Incomplete
13	IR	17	12	11	11	4	55	Incomplete
14	KM	25	17	18	15	5	80	Complete
15	LH	25	15	15	15	5	75	Complete
16	LAM	20	12	12	15	5	64	Incomplete
17	MTE	17	12	12	21	4	66	Incomplete
18	MA	20	15	15	20	5	75	Complete
19	MRM	15	12	12	10	4	53	Incomplete
20	MF	16	13	12	12	5	58	Incomplete
21	NAM	15	12	10	10	4	51	Incomplete

22	NI	25	17	18	20	5	85	Complete
23	RS	20	13	12	12	4	61	Incomplete
24	RRR	25	15	15	20	5	80	Complete
25	RS	16	13	12	12	5	58	Incomplete
26	RNA	25	16	15	20	4	80	Complete
27	RR	20	12	12	17	4	65	Incomplete
28	SYN	15	12	15	12	5	59	Incomplete
29	SR	14	11	10	12	4	51	Incomplete
30	UZ	25	11	15	20	5	76	Complete

High Score   **85**

Lowest Score   **51**

Average   **65.93**

Table 10
Percentage of Students Writing Recount Text
Post-Test I in Cycle I

Interval	Frequency	Percentage	Explanation
≥ 75	11	36.67%	Complete
≤ 75 T	19	63.33%	Incomplete
Total h	30	100%	

en, the graph of percentage students writing Recount text post-test I score could be seen as follow:

Figure 6
Percentage of Students Writing Recount Text
Post-Test I in Cycle I
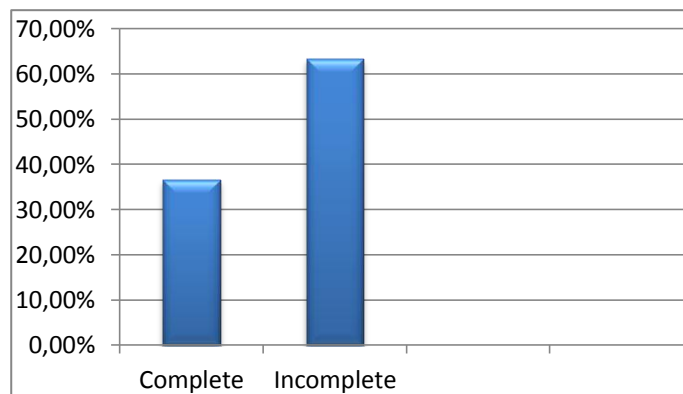
Based on the result of students' writing recount textpost-test I score, it could be conclude that there was 36.67 % or 11students for the score among the interval ≥ 75 Complete the Minimum Standard Criteria (MSC) at least while 63.33 % or 19 students for the score among the interval of ≤ 75 did not Complete the Minimum Standard Criteria (MSC) or less than 75. In addition, the average scores of post-test I was 65.87. It

indicated that the result of students Recount textwas increase that the pre-test score was 9.11 score,but viewed from the indicator of success of this research that 80% of the total students must pass the Minimum Standard Criteria (MSC). It meant that the result of post-test I was unsuccessful based on the indicator of success.

3) Observing

In observation of the research, the researcher used two observation in cycle I to find information of teacher's and the students' activity in writing Recount text. The collaborator observed the teacher's activity in the class. Then the researcher observed the students' activity such as how to students pay attention of the teacher's explanation, the students ask/answer the question from the teacher, the student's can create a timeline and the students create recount text well . The result of the students' learning activities could be seen as follow:

Table 11

The Observation of Teacher's Activities in Cycle 1

NO.	Indicator/Aspect Observed	Look Into				Score Indicator
		1	2	3	4	
	Pre Teaching					
1.	Preparing students to learn				√	7
2.	Apperception activity			√		
	While Teaching					

No.	Aspect			Score
3.	Master the learning material	√		
4.	Associate the material with the relevant knowledge in the life		√	
5.	Explain material suitable hierarchy systematically studied and the characteristics of students		√	
6.	Good and correct language, speak clearly and fluently and out of loud		√	
7.	Approach, strategies, appropriate model material		√	
8.	Selecting, adapting and creating the students		√	
9.	Preparing a task based instruction for the learners		√	48
10.	Learning involves the active participation of students		√	
11.	Learning competences in accordance to consciousness raising the learners		√	
12.	Involving the purpose of the task		√	
13.	Involving the content of the task		√	
14.	Preparing how the task can be accomplished		√	
15.	Selecting the location where the task is performed		√	
16.	Using media and learning resources			√
17.	Monitor the progress of students' learning process		√	
	Post Teaching			
18.	Attract the attention of students		√	
19.	Reviewing and concluding the important parts			√	11
20.	Encourage the students to master the material and absorb the lessons recently shown			√
	Total Score			**66**
	Criteria			**B = Good**

From the data above, in cycle I could be known that the planning of learning activity done is good, but there are some criterion that are not done maximal by the teacher.

Table 12
The Observation of the Students' Activities in Cycle I

No.	Students Name	The students pay attention of the teacher's explanation	Activity Ask/answer the question from the teacher	The students make a Timeline from the material	The students can create recount text well	Total
1.	AL	√		√	√	3
2.	AT			√		1
3.	AR	√		√		2
4.	AN		√		√	2
5.	AM	√		√	√	3
6.	APR		√			1
7.	DS		√	√		2
8.	ENH	√		√	√	3
9.	EHA	√		√	√	3
10.	FY	√		√		2
11.	FA		√	√		2
12.	FAN	√		√		2
13.	IR		√			1
14.	KM	√		√	√	3
15.	LH		√			1

No.	Name	To pay attention	Answer the question	Make a Timeline from the material	Can create recount text well	Total
16.	LAM	√			√	2
17.	MTE	√	√	√		3
18.	MA	√		√		2
19.	MRM	√	√		√	3
20.	MF		√			1
21.	NAM	√		√		2
22.	NI	√		√	√	3
23.	RS	√	√			2
24.	RRR	√		√	√	3
25.	RS	√		√		2
26.	RNA		√			1
27	RR		√			1
28	SYN	√		√	√	3
29	SR		√			1
30	UZ	√		√	√	3
	Total	**19**	**13**	**19**	**12**	**100**
	Percentage (%)	**63.33%**	**43.33 %**	**63.33 %**	**40 %**	**209.92%**

Then the graph of students' activities percentage in cycle I as follow:

Figure 7
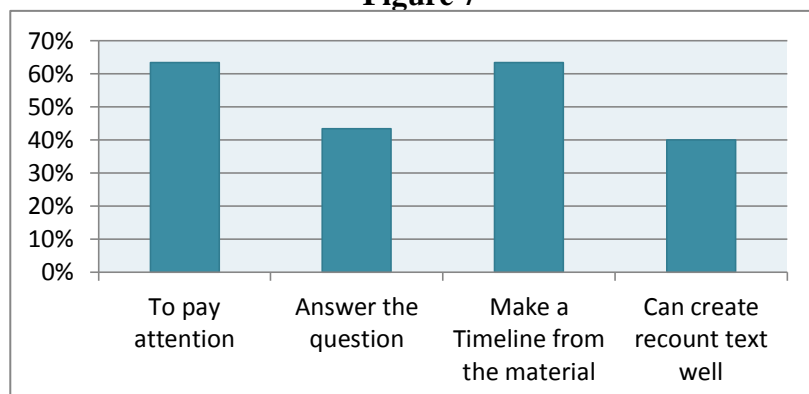
The table shown that not all the students' active in learning process. There were 19 students' (63.33%) who gave attention to the teacher's explanation, 13 students (43.33%)who understood the material, 19 students (63.33%) who make a timeline and 12 students (40%) were able to create recount text well.

Based on result above, it could be inferred that the learning process of Cycle I was not successfully because there are not got percentage more than 60%.

4) **Reflection**

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Standard Criteria (MSC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of students' post-test I score. The comparison between post-test score and post-test I score was as follow:

Table 13
The Comparison between Pre-Test and Post-Test I
Score in Cycle I

NO	Students Code	Pre-test Score	Post-test 1 Score	Increasing Score	Note
1	AL	76	78	2	Improve
2	AT	59	63	4	Improve

3	AR	53	75	22	Improve
4	AN	46	54	8	Improve
5	AM	54	61	7	Improve
6	APR	52	65	13	Improve
7	DS	57	66	9	Improve
8	ENH	53	64	11	Improve
9	EHA	75	75	0	Constant
10	FY	47	79	32	Improve
11	FA	53	56	3	Improve
12	FAN	48	51	3	Improve
13	IR	50	55	5	Improve
14	KM	78	80	2	Improve
15	LH	60	75	15	Improve
16	LAM	58	64	6	Improve
17	MTE	53	66	13	Improve
18	MA	48	75	27	Improve
19	MRM	47	53	6	Improve
20	MF	55	58	3	Improve
21	NAM	45	51	6	Improve
22	NI	78	85	7	Improve
23	RS	53	61	8	Improve
24	RRR	78	80	2	Improve
25	RS	53	58	5	Improve
26	RNA	66	80	14	Improve

27	RR	51	65	14	Improve
28	SYN	56	59	3	
29	SR	48	51	3	Improve
30	UZ	49	75	26	Improve
Total		1699	1978	279	
Average		56.63	65.93	9.3	
High Score		78	85		
Low Score		45	51		

Table 14
The Comparison of Students' Pre-Test and Post-Test I Score in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 75	5	11	Complete
≤ 75	25	19	Incomplete
Total	**30**	**30**	

Then, the graph of comparison of the students' descriptive textpre-test and post-test I score in cycle I could be seen as follow:

Figure 8
The Comparison of Students' Pre-Test and Post-Test I
Score in Cycle I
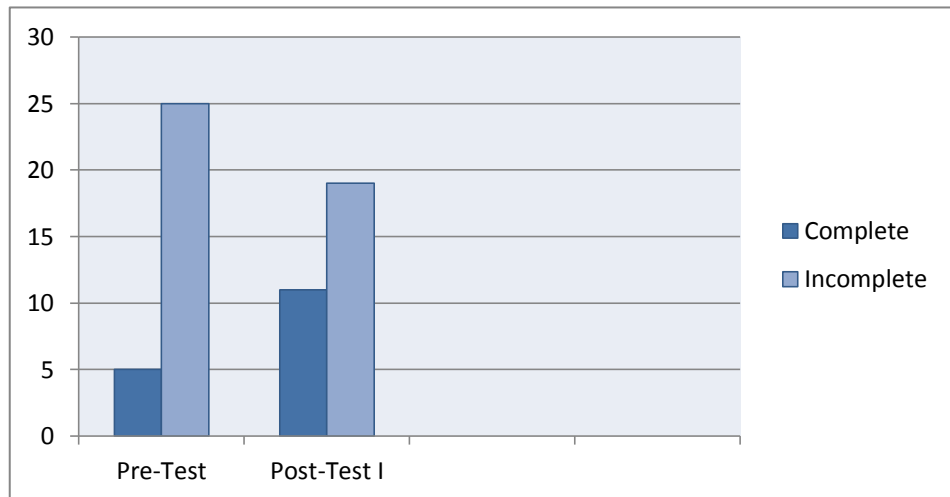
Based on the table and the graphic above, in pre-test it could be seen that total from 30 students, it could be concluded that 16.67% or 5 students among the interval ≥75 students, they completed the minimum standard criteria. Then, the students who were incomplete the minimum standard criteria were 83.33% or 25 students among the interval ≤75. In post-test I, it could be concluded that 36.67% or 11 students among the interval ≥75 students, they completed the minimum standard criteria. Then, who were incomplete the minimum standard criteria were 63.33% or 19 students among interval ≤75. Average score of pre-test was 56.63 and average score of post-test I was 65.93and the mean improvement score was 9.3point. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that

the result was unsuccessful, because of the indicator of success could not be achieved yet that was 80% of the total students must complete the criteria.

Regarding to the result of student's post-test I score and the observation of student's activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

c. **Result of Students' Cycle II**

In order to repair the weakness in cycle I the researcher need to continue the treatment in cycle II because of cycle I was not successful. In this phase cycle II had four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

1) **Planning**

In the planning of cycle II, the researcher and collaborator discussed about some of problems that found in cycle I. Therefore, in this step the researcher would prepare the lesson plan, material and media that would be used in teaching learning process. The researcher made an observation sheet that consists of list of students' name, list of the students' activities and list of teacher's activities that will be observed during the teaching learning process.

2) **Acting**

The researcher and collaborator arranged the schedule of action in cycle II. It can be seen on the table below:

Table 15

The Schedule of Action in Cycle II

Meeting	Day/Date	Time
1st	Thursday, September27th 2018	12.30 – 14.45 p.m
2nd	Monday, October1st 2018	12.30 – 14.45 p.m

a) **First Meeting**

The first meeting was held on Thursday, September27th 2018at 12.30 – 14.45 p.m and it took about 90 minutes or 2x45

minutes. In this meeting the researcher was a teacher and Mr. John Kenedi, S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the researcher as a teacher explained the material about recount text to the students. The teacher asked the students to explain again about the material that had been explained by the teacher. Moreover, the teacher gave an example of creating a recount text by timeline strategy.

The researcher asked the students about the material to know the students comprehension. In this meeting, the condition of the class was effective. Most of students paid attention to the teacher's explanation. To strengthen their result learning the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Them the last closed the meeting.

b) Second Meeting

The second meeting was conducted on Monday, October 1st 2018 at 12.30-14.45 p.m, this meeting is used to do the post-test II in cycle II, for 2x45. In this meeting, most of the

students could answer well. Then, the result of post-test II could be seen as follow:

Table 16

The Result of Post-Test II Score in Recount Text
Cycle II

NO	Students Code	C	O	V	G	M	TOTAL	Note ≥75
			Criteria of The Score					
1	AL	20	17	17	22	4	80	Complete
2	AT	20	15	14	10	4	63	Incomplete
3	AR	20	17	18	17	3	75	Complete
4	AN	20	12	17	20	4	75	Complete
5	AM	25	15	15	17	3	75	Complete
6	APR	25	17	17	18	3	80	Complete
7	DS	25	12	13	20	5	75	Complete
8	ENH	25	14	16	17	3	75	Complete
9	EHA	25	17	17	20	3	82	Complete
10	FY	25	17	17	18	4	81	Complete
11	FA	25	12	17	17	4	75	Complete
12	FAN	15	15	15	12	3	60	Incomplete
13	IR	15	12	12	20	4	63	Incomplete
14	KM	25	17	17	18	5	82	Complete
15	LH	25	17	17	18	3	80	Complete
16	LAM	20	17	18	17	4	76	Complete
17	MTE	20	17	17	18	4	76	Complete
18	MA	25	17	17	20	4	83	Complete

19	MRM	25	12	17	18	3	75	Complete
20	MF	25	15	15	18	4	77	Complete
21	NAM	20	12	12	18	5	67	Incomplete
22	NI	25	18	17	20	5	85	Complete
23	RS	17	15	17	23	4	77	Complete
24	RRR	25	18	18	23	4	88	Complete
25	RS	15	12	12	22	4	65	Incomplete
26	RNA	25	18	18	23	4	88	Complete
27	RR	25	15	15	18	4	77	Complete
28	SYN	15	12	12	18	3	60	Incomplete
29	SR	20	17	15	20	4	76	Complete
30	UZ	25	15	16	18	4	76	Complete

High Score   **88**

Lowest Score   **60**

Average   **75.57**

Table 17

Percentage of Students' Recount Text Post-Test II

In Cycle II

Interval	Frequency	Percentage	Explanation
≥ 75	24	80 %	Complete
≤ 75	6	20 %	Incomplete
Total	**30**	**100%**	

Then, the graph of percentage students writing recount text post-test II score could be seen as follow:

Figure 9
Percentage of Students Writing Recount Text
Post-Test II Score in Cycle II
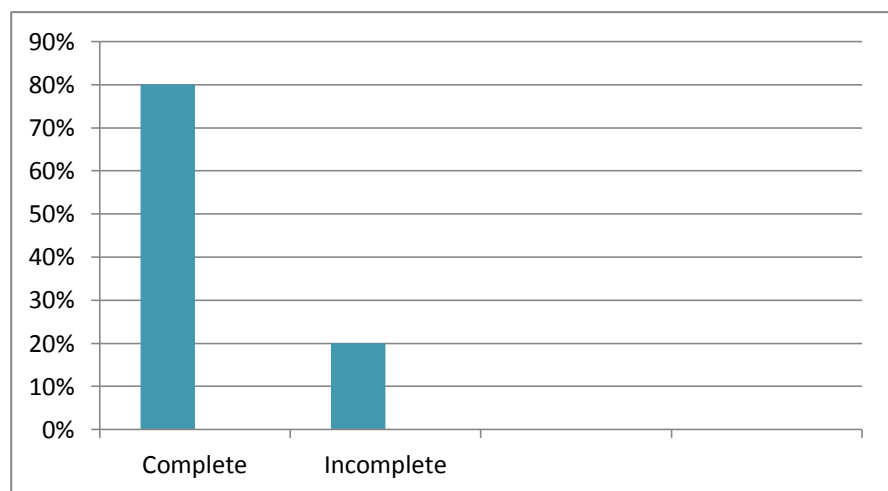
II, it can be inferred that there was 80 % or 24 students for the score among the interval of ≥ 75 who complete the Minimum Standard Criteria (MSC) at least 75, while 20 % or 6students for the score among the interval ≤ 75 who incomplete the Minimum Standard Criteria (MSC) at least 75.

Based on the explanation above, it could be inferred that indicator of success was achieved. That is 80% from the students got score at least 75 for the minimum standard criteria and the cycle II was successful.

3) Observing

In observation of the research, the researcher used two observations in cycle II to find information of teacher's and the

students'activities in writing recount text. The collaborator observed the teacher's activity in the class. Then the researcher observed the students' activity such as how to students pay attention of the teacher's explanation, the students ask/answer the question from the teacher, the student's make a timeline from the material and the students can create recount text well.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 18

The Observation of Teacher's Activities in Cycle II

NO.	Indicator/Aspect Observed	Look Into 1	2	3	4	Score Indicator
	Pre Teaching					
1.	Preparing students to learn				√	7
2.	Apperception activity			√		
	While Teaching					
3.	Master the learning material			√		
4.	Associate the material with the relevant knowledge in the life				√	
5.	Explain material suitable hierarchy systematically studied and the characteristics of students				√	
6.	Good and correct language, speak clearly and fluently and out of loud			√		
7.	Approach, strategies, appropriate model material				√	
8.	Selecting, adapting and creating the students				√	55
9.	Preparing a task based instruction for the learners				√	
10.	Learning involves the active participation of students			√		
11.	Learning competences in accordance to consciousness raising the learners				√	
12.	Involving the purpose of the task		√			
13.	Involving the content of the task		√			
14.	Preparing how the task can be accomplished				√	
15.	Selecting the location where the task is performed				√	
16.	Using media and learning resources				√	
17.	Monitor the progress of students' learning process				√	

Post Teaching

No.		√	
18.	Attract the attention of students	√	
19.	Reviewing and concluding the important parts	√	12
20.	Encourage the students to master the material and absorb the lessons recently shown	√	

Total Score   **75**

Criteria   **A=Very Good**

From the data above, in cycle II could be seen that the teacher's activities have increase as well. The teacher more pays attention what she should do in class. So the process of teaching in class was more effective.

Table 19
The Observation of the Students' Activities in Cycle II

No.	Students Name	Pay attention of the teacher's explanation	Activity Ask/answer the question from the teacher	The students make a Timeline from the material	The students can create recount text well	Total
1.	AL	√	√	√	√	4
2.	AT	√	√	√	√	4
3.	AR	√		√	√	3
4.	AN	√	√	√	√	4
5.	AM	√	√	√	√	4
6.	APR	√	√	√	√	4
7.	DS		√	√		2
8.	ENH	√	√		√	3
9.	EHA	√		√	√	3

No.	Code					Total
10.	FY		√	√		2
11.	FA	√	√	√	√	4
12.	FAN	√		√	√	3
13.	IR	√	√	√	√	4
14.	KM	√	√	√	√	4
15.	LH	√	√	√		3
16.	LAM	√		√	√	3
17.	MTE	√	√	√	√	4
18.	MA	√	√	√	√	4
19.	MRM	√		√	√	3
20.	MF	√	√	√	√	4
21.	NAM	√		√	√	3
22.	NI	√	√		√	3
23.	RS	√	√	√	√	4
24.	RRR	√	√	√	√	4
25.	RS	√	√	√	√	4
26.	RNA	√	√	√	√	4
27	RR		√	√		2
28	SYN	√	√	√		3
29	SR		√	√		2
30	UZ	√	√			2
	Total	**26**	**24**	**27**	**23**	**100**
	Percentage (%)	**86.67%**	**80 %**	**90 %**	**76.7 %**	**333.3 3%**

Then the graph of students' activities percentage in cycle II as follow:

Figure 10
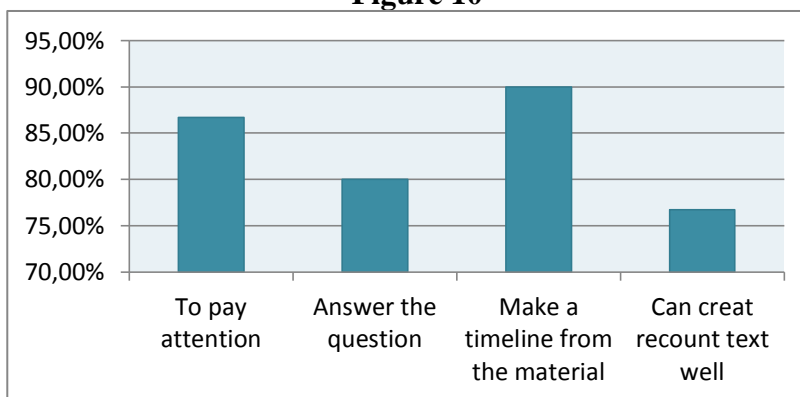
From the data above, it could be seen that students' activities better than before. The students more respect and active in class. They more enjoyed to study writing recount text and motivated to study hard.

4) **Reflection**

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students' post-test I score and post-test II score could be compared on the following table:

Table 20
The Comparison between Post-Test I Score in Cycle I
and Post-Test II Score in Cycle II

NO	Students Code	Post-test I Score	Post-test II Score	Increasing Score	Note
1	AL	78	80	2	Improve
2	AT	63	63	0	Constant
3	AR	75	75	0	Constant
4	AN	54	75	21	Improve
5	AM	61	75	14	Improve
6	APR	65	80	15	Improve
7	DS	66	75	9	Improve
8	ENH	64	75	11	Improve
9	EHA	75	82	7	Improve
10	FY	79	81	2	Improve
11	FA	56	75	19	Improve
12	FAN	51	60	9	Improve
13	IR	55	63	8	Improve
14	KM	80	82	2	Improve
15	LH	75	80	5	Improve
16	LAM	64	76	12	Improve
17	MTE	66	76	10	Improve
18	MA	75	83	8	Improve
19	MRM	53	75	22	Improve
20	MF	58	77	19	Improve
21	NAM	51	67	16	Improve

22	NI	85	85	0	Constant
23	RS	61	77	16	Improve
24	RRR	80	88	8	Improve
25	RS	58	65	7	Improve
26	RNA	80	88	8	Improve
27	RR	65	77	12	Improve
28	SYN	59	60	4	Improve
29	SR	51	76	25	Improve
30	UZ	75	76	1	Improve
Total		1978	2267	292	
Average		65.93	75.57	9.7	
High Score		85	88		
Low Score		51	60		

Table 21
The Comparison of Students' Post-Test I and Post-Test II
Score in Cycle II

Interval	Post-Test I	Post-Test II	Explanation
≥75	11	24	Complete
≤75	19	6	Incomplete
Total	**30**	**30**	

Then, the graph of comparison students' recount text post-test I and post-test II score in cycle II could be seen as follow:

Figure 11
The Comparison of Students Recount Text
Post-Test I Score and Post-Test II Score in Cycle II
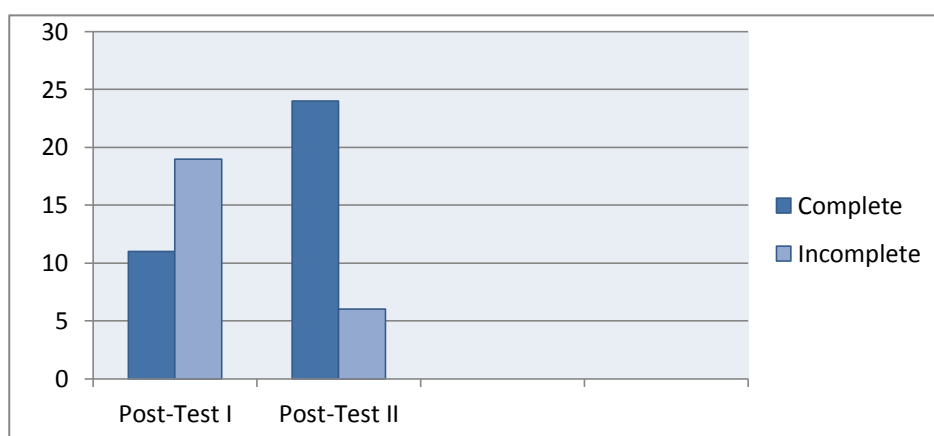
From the table above, it could be seen that the score of the students in post-test II was various because there was improving from average score in post-test I 65.93 became 75.57 in post-test II. The increasing was about 10%.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because of the learning process and the

product of learning entirely completed the indicators of success and it means thattask based instruction method could increase the students' writing skill in recount text.

B. Discussion

1. The Result of Pre-Test

In this phase, the researcher presented the pre- test to measure the students abilitybefore implementing the treatment. The researcher obtained the data through test in the from of essay which completed for 90 minutes. It was done on Thursday, September 20^{th}2018. From the result of pre- test showed that most of the students got difficult for doing the test. Based on the table 7 the students average were 56.63 it showed that most of the students had not completed yet in achieving the Minimum Standar Criteria at least 75. In this phase, only 5 studentsof 30students completedthe the minimum standars criteria.

2. The Result of Cycle I

After did the pre-test, the researcher gave the treatment to the students in cycle I on Monday, September 24th 2018. The treatment was conducted by teaching the students how to make a recount text using timeline strategy. Furthermore, the researcher gave the post-test in the next meeting on and the post-test was named post-test I. This research had done on Monday, September 24th 2018.

From the result of post-test, we know that there were 11 students (36.67 %) students complete the post-test I. the lowest score was 51, the highest score was 85, and the average score was 65.93.

Based on 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 56.63 and post-test 65.93. Although there was improving of students' achievement, cycle I was not successfully yet because only 11 students (36.67%) who completed in post-test I. It means that in the cycle I, the students' achievement could enough but it was not successful because the indicator of success was not reached yet.

3. **The Result of Cycle II**

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 36.67% of students who completed the minimum standard criteria. The researcher presented the post- tes II to measure the students ability after implementing the treatment. The researcher obtained the data trough test in from of essay which completed for 90 minutes. It was done on Thursday, October 01st2018. Based on the table 17,the students' average were 75.57.It showed that most of the students have achieving the Minimum Standard criteria (MSC) at least 75. In this phase, 24 students of 30

students completed of the minimum standard criteria and the research was successful.

4. **Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in 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 following was the table of illustration score in cycle I and cycle II.

Table 22
The Comparison of Writing Recount Text of Pre-Test,
Post-Test I in Cycle I and Post-Test II in Cycle II

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1.	76	78	80
2.	59	63	63
3.	53	75	75
4.	46	54	75
5.	54	61	75
6.	52	65	80
7.	57	66	75
8.	53	64	75
9.	75	75	82

10.	47	79	81
11.	53	56	75
12.	48	51	60
13.	50	55	63
14.	78	80	82
15.	60	75	80
16.	58	64	76
17.	53	66	76
18.	48	75	83
19.	47	53	75
20.	55	58	77
21.	45	51	67
22.	78	85	85
23.	53	61	77
24.	78	80	88
25.	53	58	65
26.	66	80	88
27	51	65	77
28	56	59	60
29	48	51	76
30	49	75	76
Total	**1699**	**1978**	**2267**
Average	**56.63**	**65.93**	**75.57**
Complete	**5**	**11**	**24**

Table 23
The Comparison of Students' Pre-Test, Post-Test I Score in
Cycle I and Post-Test II Score in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
$\geq$75	5	11	24	Complete
$\leq$75	25	19	6	Incomplete
Total	**30**	**30**	**30**	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' score. It could be seen from the students get score. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

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

Figure 12
The Comparison Score of StudentsRecount Text
In Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II
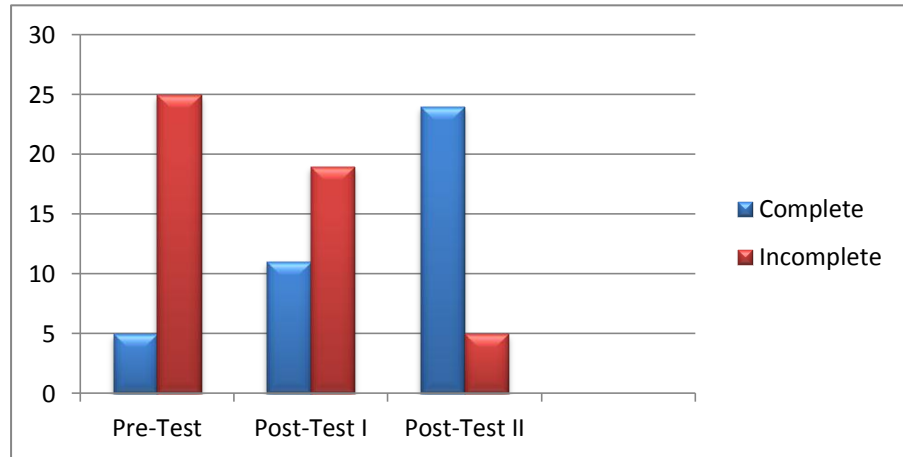
Based on the graph above, it could be inferred that task based instruction methodcould increase the students' writing skill in Recount text. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

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 24
The Table of Students Activities in Cycle I and Cycle II

No	Students' Activities	F	Cycle I Percentage	F	Cycle II Percentage	Increasing
1	Pay attention of teacher explanation	19	63.33%	26	86.7%	23.37%
2	The students' ask/answer question	13	43.33%	24	80%	36.67%
3	The students' make a timeline	19	63.33%	27	90%	26.67%
4	The students create recount text well	12	40%	23	76.7%	36.7%

Figure 13
Graph of Students' Result of Learning Activity in Cycle I and Cycle II
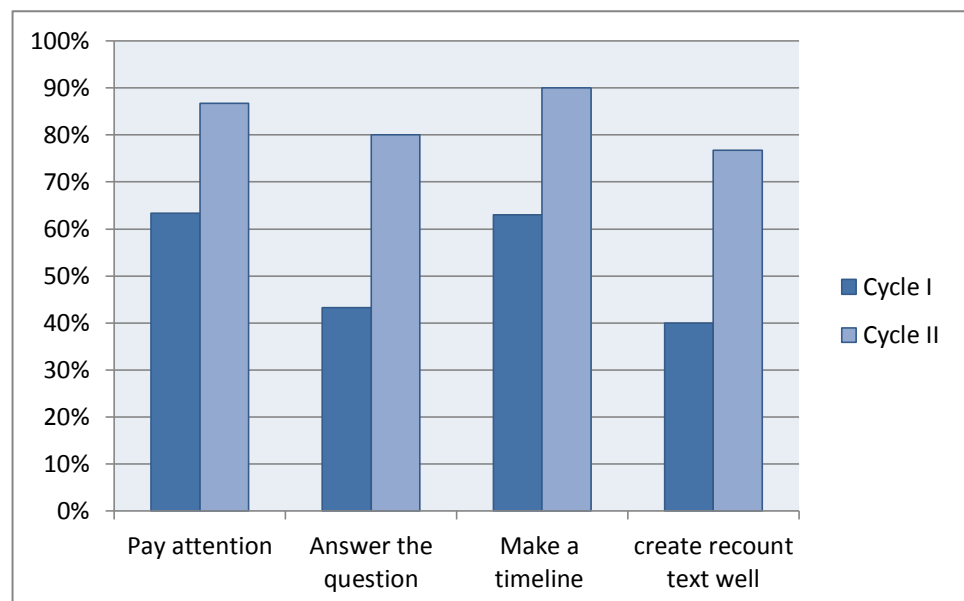
Based on the data had gotten, it can be explained as follow:

a) **The students pay attention to the teacher's explanation**

      The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 63.33% and in cycle II 86.7%, it improved 23.37%.

b) **The students ask/answer question from the teacher**

      The students who ask/answered question to the teacher were increase from the first meeting to next meeting. It showed when the teacher gave the question to the students. They were brave to answer although not all the question could be answered well. For this activity was improved 36.67%, from cycle I 43.33% and cycle II 80%.

c) **The students able make a timeline**

      The students who had done the task were increased. It could be seen on the cycle I 63.33% and cycle II 90%, it increased 26.67%.

d) **The students create a recount text well**

      The students create a recount text in class were increased. It could be seen on the cycle I 40% and cycle II 76.7%, it increased 36.7%. Based on the data above, it

could be concluded that the students felt comfort and active with the learning process because most of the students shown good increasing in learning activities when task based instruction method was applied in learning process from cycle I up to cycle II.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Timeline Strategy make the students' writing skill in Recount text there was progress average score from 56,63 to 65.93 and to 75.57.

From the graph 9, we could be seen that there was an increasing on the average score and total of the students who completed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 56.63 and only 5 students or 16.67% completed the test. Moreover, in the post-test I and II there was 11 students or 36.67% students get score $\geq$75 with average 65.93, 24 students or 80% who completed indicator $\geq$75 with average 75.57. 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 80% of students got score 75 was reached.

The researcher concluded that timeline strategy was an alternative strategy that had improve on the students' writing skill. On account for this, it could be seen by the result of cycle 1 and cycle 2 the tenth grade student of MAN 1 Lampung Timur, particularly X IAI had done pre-test and post test whereby before holding the post-test, the researcher gave them certain treatment that consisted of timeline strategy.

Similarly, the score they had got before and after treatment was so different that in the pre test, the average score of class was 56.63. Meanwhile, the average score of class in the post test 1 was 65.93, and then the average score of class in the post test 2 was 75.57. In conclusion, there was a positive and significant improve of using timeline strategy on the students' writing skill in recount text at the tenth grade students of MAN 1 Lampung Timur.

As a solution in teaching English especially in writing skill the teacher have to gave some starategy to make the student interest and pay attention in order they did not bored catch the material. After the students was interested, the material that given by the teacher would be understand by the students more easly.

Based on the discussion above, we could take a conclusion that the students felt comfort and active with the learning process because most of student shawn good improving in learning activities when timeline strategy was applied in the learning process from the cycle 1 up to cycle 2.

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 timeline strategy in recount writing skill, it could be conclude that there was improving the student' recount writing skill at tenth grade students of MAN 1 Lampung Timur. Therefore, timeline strategy can be effective technique and it could be used as alternative way in teaching writing because the technique are easy and simple for implementing. It made the students easier to understand the material so it could be improved the students' recount writing skill. It was supported by improving students' average score from pre-test 56.63 to post-test I 65.93 became 75.57 in post-test II. In cycle 1, there were students11(36.67%) passed the test. Moreover, in cycle II there were 24 students (80%) who got score ≥75. In cycle I, there were 63.33% of students which were active in writing class. In cycle II there was 86.7% 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 timeline strategy could be used to improve the students' recount writing skill.

B. Suggestion

Based on the result of the research above, the researcher would like to suggestion as follows:

1. For Students :

   1) The students are suggested to improve their vocabulary mastery in order that can success in creating recount text.

   2) 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 text writing skill.

2. For English Teacher :

   1) The English Teacher suggested to use timeline strategy as alternative strategy in the classroom because this strategy is effective to improve the students writing skill in the teaching and learning process.

   2) The English 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.

3. For Headmaster :

   1) The Headmaster should support the English Learning process by the preparing the facilitations and instruments of learning process.

   2) The Headmaster is recommended to make the further research about improving writing skill through timeline strategy.

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APPENDICES I

SILABUS MATA PELAJARAN
SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH/SEKOLAH
MENENGAH KEJURUAN/MADRASAH ALIYAH KEJURUAN
(SMA/MA/SMK/MAK)

MATA PELAJARAN
BAHASA INGGRIS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
JAKARTA, 2017

KOMPETENSI DASAR, MATERI, DAN KEGIATAN PEMBELAJARAN

Kelas : X

Alokasi waktu : 2 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (*indirect teaching*) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karaktersitik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian	• Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan	- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudianbertanya jawab terkait perbedaan dan

yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple past tense vs present perfect tense*) 4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan	- Kalimat deklaratif dan interogative dalam s*imple past tense, present perfect tense*. - Adverbial dengan *since, ago, now*; klause dan adveribial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkanperilaku yang termuat di KI	persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar

yang benar dan sesuai konteks		
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya 4.7 Teks *recount* – peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah 4.7.2 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks,	• Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb. - Adverbia dan frasa preposisional penujuk waktu - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata,	- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia

dan unsur kebahasaan, secara benar dan sesuai konteks	intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarahyang dapat menumbuhkanperilaku yang termuat di KI	- Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MAN 1 LAMPUNG TIMUR

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester : X / Ganjil

Materi Pokok   : Teks recount lisan dan tulis sederhana, tentang   biografi seseorang

Alokasi Waktu   : 2 Pertemuan (4 x 45 menit)

A. **KOMPETENSI INTI (KI)**

K.I.3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

K.I. 4: Mencoba, mengolah, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. **KOMPETENSI DASAR**

1. Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait biografi seseorang sesuai dengan konteks penggunaannya.

2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks recount lisan dan tulis terkait biografi seseorang.

3. Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait biografi seseorang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaa, secara benar dan sesuai konteks.

C. **INDICATOR**

1. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks recount sederhana tentang biografi seseorang dengan penuh percaya diri dan bertanggung jawab.

2. Mengurai gambaran umum dan informasi tertentu dari teks recount sederhana tentang biografi seseorang dengan penuh percaya diri dan bertanggung jawab.

3. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana.

D. **TUJUAN PEMBELAJARAN**

Setelah mempelajari bab ini, siswa diharapkan mampu :

1. Menjelaskan fungsi sosial, struktur teks, dan unsure kebahasaan, dari teks recount sederhana tentang biografi seseorang sesuai konteks penggunaannya.

2. Menjelaskan isi teks yang menceritakan biografi seseorang ,dengan benar dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks recount sesuai konteks penggunaan.

3. Menceritakan biografi seseorang secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks recount sesuai konteks.

E. MATERI PEMBELAJARAN

Teks recount sederhana lisan dan tulis.

Fungsi sosial : To tell/ to retell past events for the purpose of informing or entertaining.

Generic Structure	Text
Orientation (Pengenalan: Who, When, Where, dll)	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.
Events: (Urutan Peristiwa)	On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasiand Dolphin show.
Reorientation (Penutup cerita, rangkuman rentetan peristiwa)	On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

Lexico Grammatical Features:

1. Focus on specific participant
2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, example: then, after that, when.

F. **STRATEGY PEMBELAJARAN**

Timeline Strategy

G. **MEDIA, ALAT, DAN SUMBER PEMBELAJARAN**

   1. Media   : Power Point Presentation

   2. Alat   : Laptop dan LCD

   3. Sumber   : Buku bahasa Inggris

H. **KEGIATAN PEMBELAJARAN**

   1. Kegiatan Pendahuluan

   a. Guru memberi salam (greeting) dan memeriksa kehadiran siswa.

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

   c. Guru memberi motivasi belajar.

   d. Guru mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan dengan materi yang akan dipelajari:

   e. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

   2. Kegiatan Inti

   a. Mengamati

   1) Siswa menulis biografi seseorang yang mereka idolakan dengan tulisan tangan yang rapi beberapa teks tentang kegiatan/kejadian/peristiwa sedehana yang terdapat dalam buku teks atau sumber lainnya.

   2) Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca untuk memahami isi pesannya.

   b. Menanya

   1) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

2) Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa.

c. Mengeksplorasi

Siswa menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca/didengar.

d. Mengasosiasi

1) Siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan kegiatan/kejadian/peristiwa dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.

2) Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsure kebahasaan yang digunakan dala teks-teks yang mereka hasilkan.

e. Mengomunikasikan

1) Siswa membuat laporan evaluasi diri secara tertulis tentang biografi seseorang dalam menggambarkan kegiatan/kejadian/peristiwa dan termasuk menyebutkan dukungan dan kendala yang dialami.

3. Penutup

a. Memberikan umpan balik terhadap proses dan hasil pembelajaran; Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?

b. Guru melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual.

c. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

d. Guru dan peserta didik mengucapkan salam perpisahan.

I. PENILAIAN KETERAMPILAN

Teknik penilaian   : Tertulis

Bentuk instrument   : Teks berbentuk Recount Teks

J. 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 features					
Uses the past tense accurately					
Uses time 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

Batanghari, Agustus 2018

The Collaborator

John Kenedi, S.Pd
NIP.19720120 199903 1 004

The Researcher

Dwi Ayu Anggraini
NPM.14121217

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MAN 1 LAMPUNG TIMUR

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X / Ganjil

Materi Pokok : Teks recount lisan dan tulis sederhana, tentang pengalaman pribadi

Alokasi Waktu : 2 Pertemuan (4 x 45 menit)

A. KOMPETENSI INTI (KI)

K.I.3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

K.I. 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

- Membedakan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta

informasi terkait pengalaman pribadi sesuai dengan konteks peenggunaannya

- Menagkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsure kebahasaan teks recount lisan dan tulis terkait pengalaman pribadi.

- Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait pengalaman pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. INDIKATOR

1. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks recount sederhana tentang pengalaman pribadi dengan penuh percaya diri dan bertanggung jawab.

2. Mengurai gambaran umum dan informasi tertentu dari teks recount sederhana tentang pengalaman pribadi dengan penuh percaya diri dan bertanggung jawab.

3. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana.

D. TUJUAN PEMBELAJARAN

Setelah mempelajari bab ini, siswa diharapkan mampu :

4. mengidentifikasi isi, fungsi sosial, struktur teks, dan unsure kebahasaan, dari teks recount sederhana tentang pengalaman pribadi.

5. Menjelaskan isi teks yang menceritakan pengalaman pribadi ,dengan benar dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks recount sesuai konteks penggunaan.

6. Menceritakan pengalaman pribadi secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks recount sesuai konteks.

E. **MATERI PEMBELAJARAN**

Teks recount sederhana lisan dan tulis sederhana tentang pengalaman pribadi.

Fungsi sosial: To tell/ to retell past events for the purpose of informing or entertaining.

Generic Structure	Text
Orientation (Pengenalan: Who, When, Where, dll)	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.
Events: (Urutan Peristiwa)	On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasiand Dolphin show.
Reorientation (Penutup cerita, rangkuman rentetan peristiwa)	On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

Lexica Grammatical Features

4. Focus on specific participant

5. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.

6. Use time connectives, example: then, after that, when.

7. Chronologically.

F. STRATEGY PEMBELAJARAN

Strategy: Timeline Strategy

G. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. Media   *: Power Point Presentation dan students'
worksheet

2. Alat   : Laptop dan LCD

3. Sumber belajar   :Buku paket Bahasa Inggris dan LKS Bahasa
inggris kelas X kurikulum 2013

H. KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan

   a. Guru memberi salam (greeting)

   b. Guru memeriksa kehadiran siswa

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

   d. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang
   akan dicapai; dan menyampaikan cakupan materi dan
   penjelasan uraian kegiatan sesuai silabus.

2. Kegiatan Inti

   a. Mengamati

   1) Siswa menulis pengalaman pribadi dengan tulisan tangan
   yang rapi beberapa text tentang kegiatan, kejadian, dan
   peristiwa pendek dan sederhana, dengan menggunakan
   ejaan dan tanda baca dengan benar.

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

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

b. Menanya

1) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.

2) Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa.

c. Mengeksplorasi

Siswa menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca/didengar.

d. Mengasosiasi

1) Siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan kegiatan/kejadian/peristiwa dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.

2) Siswa memperoleh balikan (*feedback*) dari guru dan teman.

e. Mengomunikasikan

Siswa membuat beberapa text tentang kegiatan, kejadian, dan peristiwa pendek dan sederhana yang ada dalam kehidupan siswa dirumah, kelas, sekolah dan sekitarnya dalam bahasa inggris dengan struktur text dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak di capai.

3. Penutup

Memberikan umpan balik terhadap proses dan hasil pembelajaran; Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?

1) melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual.

2) menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

I. PENILAIAN KETERAMPILAN

Teknik penilaian   : Tertulis

Bentuk instrument   : Teks berbentuk Recount Teks

J. Rubrik Penilaian

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Sequence the past events in a clear order					
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Language features					
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Uses time expressions appropriately					
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1 = Need Important

Batanghari, Agustus 2018

The Collaborator

John Kenedi, S.Pd

NIP.19720120 199903 1 004

The Researcher

Dwi Ayu Anggraini

NPM.14121217

Instrument of Pre-Test
(Writing Recount Text)

Name:
Class:
Date:
Directions:
1. Write recount text that consists of 12-20 sentences!
2. Tell about your holiday!
3. Write the text based on generic structure!
4. Write it in correct mechanism and in the past form!
5. Work individually and use your time adequately!
6. Check your story before submitting!

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Instrument of Post Test II
(Writing Recount Text)

Name:

Class :

Date :

Directions:

1. Write recount text that consists of 12-20 sentences!
2. Tell about your Idol!
3. Write the text based on generic structure!
4. Write it in correct mechanism and in the past form!
5. Work individually and use your time adequately!
6. Check your story before submitting!

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Instrument of Post-Test 1
(Writing Recount Text)

Name:
Class :
Date :
Directions:
1. Write recount text that consists of 12-20 sentences!
2. Tell about your Life Story!
3. Write the text based on generic structure!
4. Write it in correct mechanism and in the past form!
5. Work individually and use your time adequately!
6. Check your story before submitting!

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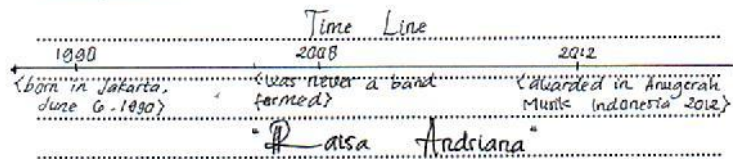## Instrument of Pre-Test

(Writing Recount Text)

Name: Lu'lu' Hafsari

Class: X IA1

Date: September. 20th 2018

Directions:

1. Write recount text that consists of 12-20 sentences!
2. Tell about your holiday!
3. Write the text based on generic structure!
4. Write it in correct mechanism and in the past form!
5. Work individually and use your time adequately!
6. Check your story before submitting!

Feast Celebrated at the
and of the fast.

C = 20
S = 12
V = 12
G = 12
m = 4
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60

At Ramadhan moon. Whole mankind moslem
to execute act of deviation to fast. Likewise
with me.

On finishing Ramadhan. I'm to go home
by motor car with my sister. I'm holiday at
home to come a religious fast arrive. I'am
dalicary a religious fast day my family
together. Altought only holiday at home. I'm
very happy because, me can together with
my family.

On second day, me with my family go to
at home grandma, there me meet metup with
my aunt, my uncle and my cousins.

Instrument of Post-Test 1

(Writing Recount Text)

Name: Lu'lu' Hafsari

Class : X. IAI

Date : Kamis, 27 September 2018

Directions:

1. Write recount text that consists of 12-20 sentences!
2. Tell about your Life Story!
3. Write the text based on generic structure!
4. Write it in correct mechanism and in the past form!
5. Work individually and use your time adequately!
6. Check your story before submitting!

2017	Time Line		
Last Year (tour in Java)	The first day (visit to walisongo) My experience	The second day (visit to Borobudur temple)	The third day (visit to Parang Tritis beach)

Last year I was tour in Java. The first ⎫
day I was visiting to "Walisongo". In ⎬ Orientation
Walisongo I was praying to looked for ⎭
blessing.

After that I visited Borobudur temple
there I was walking around Borobudur
temple and I was taking picture with
my friends and tourist, than I was shoping
I bought there are many dress and by
by the outhers. ⎬ Invers

Than the third day I gon to Parang
Tritis beach the location in south Jogja.
there are many picture because view
was good, than after that I gone to
Lampung because my tour is finishing.

I was very happy because could
holiday with my friends and I got
there are many experience that was
interisting.

         Reorientation

C = 25
0 = 15
V = 15
6 = 15
m = 5
        75

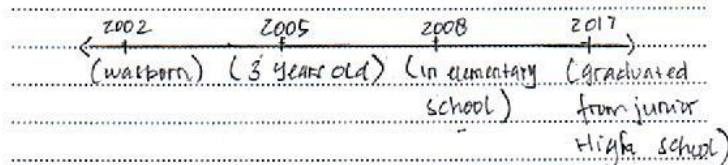***Instrument of Post Test II***

(Writing Recount Text)

Name: Lu'lu' Haisari

Class : X IAI

Date : Senin, 01 Oktober 2018

Directions:

1. Write recount text that consists of 12-20 sentences!
2. Tell about your Idol!
3. Write the text based on generic structure!
4. Write it in correct mechanism and in the past form!
5. Work individually and use your time adequately!
6. Check your story before submitting!

Time Line

1990	2008	2012
(born in Jakarta, June 6. 1990)	(was never a band formed)	(awarded in Anugerah Musik Indonesia 2012)

"Raisa Andriana"

Raisa Andriana (born in Jakarta, June 6, 1990. age 25 years). better known by the name of Raisa is a singer Indonesia. He became known publicly after the song titled "Serba Salah". Raisa singing talent emerged at an early age. At the age of 3 years - Raisa often appear to pretend like a real singer on top platform. Musikalitas Raisa inspired many of the famous musicians such as Brian McKnight United States, Alicia Keys and Joss Stone.

At the beginning of her singing career.

Raisa was towed renowned composer David Foster to perform in concert in Jakarta. At 2008. Raisa was never a band formed by vocalist Kevin Aprilio, Andante. Which is the forerunner of the founding bands of Vierra (now Vierratale). At its inception, Andante has 5 personnel that Raisa. Widy Soedira Nichlany, Rasa Cyril, Satrianda Widjanarko, and Kevin Aprilio it self but because the label wante a different concept. Raisa forced eliminated from the band.

Raisa many regular singing in cafes music. Of the opportunity to sing in cafes such, Raisa get alot of career opportunities in music. Raisa become known publicy after the release of hit debut solo single titled "Serba Salah". Its popularity makes Raisa was invited as one of the star performers in the event Java Jazz Festival 2011. Performance Raisa at Java Jazz Festival stage is increasingly catapulted his career to Raisa awarded in Anugerah Musik Indonesia 2012 as Best Newcomer - Best.

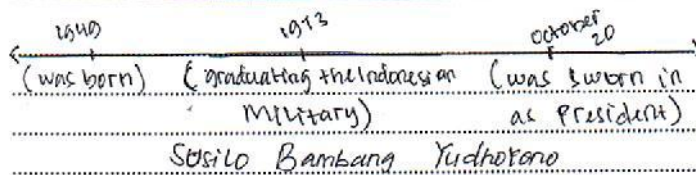C : 25
O : 17
V : 17
b : 18
h : 3
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80

Name: Reiva Seviana

Class: X (IA1)

Date: September, 20th 2018

Directions:

1. Write recount text that consists of 12-20 sentences!
2. Tell about your holiday!
3. Write the text based on generic structure!
4. Write it in correct mechanism and in the past form!
5. Work individually and use your time adequately!
6. Check your story before submitting!

<div align="center">

Holiday In The House
Grandmather
</div>

On holiday I to visit to house grandmather. togheter brather. House grandmather no far from my house. On holyday moment goto house grandmather ride motorcyck. After to house grandmather, I speak with my aunt. Next I and brather togheter aunt to go for a walk.

C : 15
O : 12
V : 12
G : 10
M : 4
/53

Name: Reiva Seviana

Class : X (1A1)

Date : 27, September 2018

Directions:

1. Write recount text that consists of 12-20 sentences!
2. Tell about your Life Story!
3. Write the text based on generic structure!
4. Write it in correct mechanism and in the past form!
5. Work individually and use your time adequately!
6. Check your story before submitting!

2002	2005	2008	2017
(wasborn)	(3 years old)	(in elementary school)	(graduated from junior High school)

Sixteen years ago I was born. I born on date 4 march 2002. I have two brother. I as child to two from three to bebrothers.

On year 2005 I three year old. And I no to remember what I behaviour. Because I yet small and not yet to know anything.

In 2008, I firs elementary shool. There I have many friends, I playing togheter

my friend. After graduating from elementary
school, I school in SMP N3 Batanghari.
I get a lot of new friend. Who are
different in the regions. There are time
when it's difficult and happy.

C = 20
O = 13
U = 12
6 = 12
M = 4

6.1

Name: Reiva Seviana

Class: X (IA)

Date: 1 October 2018

Directions:

1. Write recount text that consists of 12-20 sentences!
2. Tell about your Idol!
3. Write the text based on generic structure!
4. Write it in correct mechanism and in the past form!
5. Work individually and use your time adequately!
6. Check your story before submitting!

1949	1973	October 20
(was born)	(graduating the Indonesian Military)	(was sworn in as President)

Susilo Bambang Yudhoyono

Susilo Bambang Yudhoyono, by name SBY, (born september 9, 1949 pacitan, East Java, Indonesia) Indonesian military officer, politician, and goverment official who was the firs populary elected president of Indonesia (2004-14)

Yudhoyono was born into a well-to-do family of aristocratic backgroud. Following in the footsteps of his father, a middle-ranking officer he entered the army after graduating from the Indonesian Military Academy in 1973.

In 1995 Yudhoyono served as Indonesia's chief observer on the UN peacekeping force in Bosnia and Hergegovina

later he was chief of the army's social and political affairs staff. Yudhoyono left active military service in 2000 with the rank of lieutenant general.

In 2004, after the PD had contested parlimentary elections in March and won 7.5 percent of the vote, Yudhoyono was able to challege Megawati for the presidency. He was sworn in as president on october 20.

Yudhoyono, who was widely seen as possesing the personal traits and professional skills necessary to restore prosperity and stability to the country, entered office with an ambitibus reform agenda.

C = 7
O = 15
V = 17
6 = 23
M = 4
     77

The Data of Teachers

MAN 1 Lampung Timur (Metro) East Lampung

No	Name	Sex	Occupation
1	Drs. H . Imam Sakroni	Male	Aqidah Akhlak
2	Drs. M. Jaeni	Male	Physics
3	Drs. Ali Idris	Male	Chemistry
4	Drs, Didi Sudirman	Male	Biology
5	Drs. H, Jumari	Male	Indonesia Language
6	Drs. Bunyamin	Male	Arabic Language
7	Drs. Jauhari, S.Pd.	Male	Indonesian Language
8	Drs. H . Amin Nurdin, Ma.	Male	Arabic Language
9	Agus Muslichudin, S.S.	Male	Arabic Language
10	Santoso, S.Ag	Male	Qur'an Hadist
11	Ahmad Sanusi, S.Ag.	Male	SKI
12	M. Nurdin,S.Pd.I	Male	Ushul Fiqh
13	Nursalim, S.Ag. Mh	Male	Ilmu Kalam
14	Drs. Imam Kapandi	Male	Ppkn
15	Maya Zayanti, S.Pd	Female	Ppkn
16	Wardoyo, S.Pd	Male	Ppkn
17	Umdzatul Khasanah S.Pd.I	Female	Indonesia Language
18	Endah Riyanti, S.Pd	Female	Indonesia Language
19	Dra. Ismalina	Female	Indonesia Language
20	Muhzin Nawawi, S.Pd.M.Pd.I	Male	English Language
21	Woro Zuli Astuti, S.Pd	Female	English Language
22	John Kenedi, S.Pd.	Male	English Language
23	Nurkholis, S.Pd.I	Male	Ski
24	Dra. Eva Listiani	Female	Mathematics
25	Hj. Ezy Rimayani, S.Pd.	Female	Mathematics
26	Eliya Lusiana, S.Pd.	Female	Mathematics
27	Mulyono, S.Pd	Male	Mathematics
28	Evi Purnawati, S.Pd.	Female	Mathematics
29	Dra. Umi Purwaningsih	Female	Physic
30	Drs. M. Marheyanto	Male	Physic

31	Dra. Musrida	Female	Biology
32	Endang Sri Palupi, S.Pd	Female	Biology
33	Drs. H. Suyatman	Male	Chemistry
34	Drs. Priyatna, Se, Mm.	Male	Sosiology
35	Sulistyo Wati . S.Si	Female	Mathematics
36	Mahfud Alfu Sahri, S.Pd	Male	Indonesia History
37	Neliyanti S.Sos	Female	Sosiology
38	Sulasih S.Pd.	Female	Indonesia History
39	Eni Ratnawati, S.Pd	Female	Economy
40	Eti Inrayuni S.Pd	Female	Economy
41	Suparlan, S.Ag	Male	Qur'an Hadist
42	Johan Irfan Saputra, S.Pd	Male	Penjaskes
43	Dannu Irwan Nurkholis	Male	Penjaskes
44	Fiet Puja Kesuma, S.Pd	Male	Penjaskes
45	Ismawati S.Pd.I	Female	Qur'an Hadist
46	M. Fikri Muslim, S.Pd	Male	Economy
47	Ahmad Badar, S.Pd.I	Male	Akhlak
48	Tuti Mufarrokhah,S.Pd.I	Female	SKI
49	Arif Rahmayadi, A.Ma.Kom	Male	Enterpreneurship
50	Umiyati, A.Ms.Kom. S.Pd.I	Female	Enterpreneurship
51	Bektiono , S.Sn	Male	Art And Culture
52	M. Khaidir C. Prabowo S.Pd	Male	Geography
53	Eka Purnama Sari, S.Pd.	Female	Geography
54	Desi Arshinta , S.Pd.I	Female	Geography
55	Nur Fauziah S.Pd.I	Female	Arabic Language
56	Arisma Prihatining Tyas. S.Pd	Female	English Language

The List of Students

Name Class X IAI

No	Name	Sex
1	Abdul Latif	Male
2	Adib Taqiudin	Male
3	Ahmad Rauf	Male
4	Ainun Nisa	Female
5	Anwar Muhammad	Male
6	Aprianda Rifki	Male
7	Dwi Setiawan	Male
8	Eliza Nurul Huda	Female
9	Elsya Hanifah Abianto	Female
10	Faridatul Yusriah	Female
11	Fariz Abdilah	Male
12	Fidiya Anggraini	Female
13	Inayah Rahmazani	Female
14	Krisna Mukti	Male
15	Lulu Hafsari	Female
16	Lutfia Amalia Mukaromah	Female
17	M. Thomas Edison	Male
18	Maulana Arrohman	Male
19	M. Ridho Mahesa	Male
20	Muhammad Fadel	Male
21	Nanda Ahmad M	Male
22	Nisa Istiqomah	Female
23	Reiva Seviana	Female
24	Ria Riani Ruri	Female
25	Ridho Safrial	Male
26	Rohmat Nurul Anam	Male
27	Ryan Rajendra	Male
28	Siti Yusniar Ningsih	Female
29	Syahrul Rahmat	Male
30	Uswatun Zahrok	Female

PRE-TEST DOCUMENTATION

(The researcher giving instruction in pre-test)

(The researcher giving answer sheet to the students)

CYCLE I DOCUMENTATION

While Giving Treatment

Post-test 1
(The researcher giving instruction in post-test 1)

CYCLE II DOCUMENTATION

While Giving Treatment

Post-test 2
(The researcher check observation sheet the student and giving more instruction in post-test II)

Nomor   : B-0818/In.28.1/J/TL.00/03/2018
Lampiran   : -
Perihal   : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA MAN 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	:	DWI AYU ANGGRAINI
NPM	:	14121217
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE USE OF TIMELINE STRATEGY TO IMPROVE THE RECOUNT WRITING SKILL AMONG THE TENTH GRADE OF MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEARS OF 2017/2018

untuk melakukan *pra-survey* di MAN 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, 05 Maret 2018
Ketua Jurusan
Tadris Bahasa Inggris

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

Nomor : 2528 /In.28.1/J/PP.00.9/8/2018   01 Agustus 2018
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, 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   : Dwi Ayu Anggraini
NPM   : 14121217
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   : The Use Of Timeline Strategy To Improve Recount Text Writing Skill At Tenth Grade Students Of MAN 1 Lampung Timur In The Academic Year 2017/2018

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 $\pm$ 1/6 bagian
    b. Isi $\pm$ 2/3 bagian
    c. Penutup $\pm$ 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. 19750610 2008011014

SURAT TUGAS

Nomor: B-2618/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	:	**DWI AYU ANGGRAINI**
NPM	:	14121217
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MAN 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TIMELINE STRATEGY TO IMPROVE RECOUNT TEXT WRITING SKILL AT TENTH GRADE STUDENTS OF MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2017/2018".

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

H. IMAM SAFRONI
204 1995 0510 01

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

26 Maret 2018

Nomor : B- 083 /Ma.08.01/PP.07.1/03/2018
Lamp : -
Hal : **Tanggapan Pra Survey**

Yth.

Ketua Jurusan Tarbiyah

IAIN Jurai Siwo Metro

Assalamu'alaikum Wr. Wb.

Berdasarkan Surat dari IAIN Jurai Siwo Metro Nomor : B-0818/In.28.1/J/TL.00/03/2018 tanggal 05 Maret 2018 tentang Izin Pra Survey, Maka diberikan izin kepada:

Nama : Dwi Ayu Anggraini

NPM : 14121217

Program Studi : Pendidikan Agama Islam

Diizinkan untuk mengadakan Pra Survey di MAN 1 Lampung Timur dalam rangka Penyusunan Proposal Penelitian dengan judul "The Use Of Timeline Strategy To Improve The Recount Writing Skill Among The Tenth Grade Of MAN 1 Lampung Timur In The Academic Years Of 2017/2018".

Demikian surat ini diberikan untuk dapat dipergunakan semestinya.

Wassalamu'alaikum Wr. Wb.

Kepala

Drs. H. Imam Sakroni

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama   : DWI AYU ANGGRAINI
NPM   : 1412127
Fakultas   : TARBIYAH
Angkatan   : 2014

Telah menyerahkan buku berjudul :

ACTION RESEARCH " a methodology for change and development.

Metro,

Ketua Jurusan TBI

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

SURAT KETERANGAN
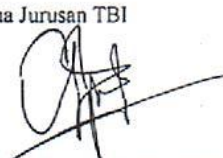
Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama   : DWI AYU ANGGRAINI
NPM   : 1412127
Fakultas   : TARBIYAH
Angkatan   : 2014

Telah menyerahkan buku berjudul :

ACTION RESEARCH " a methodology for change and development

Metro,

Ketua Jurusan TBI

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

Nomor   : B-2619/In.28/D.1/TL.00/08/2018
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2618/In.28/D.1/TL.01/08/2018, tanggal 10 Agustus 2018 atas nama saudara:

Nama	:	**DWI AYU ANGGRAINI**
NPM	:	14121217
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TIMELINE STRATEGY TO IMPROVE RECOUNT TEXT WRITING SKILL AT TENTH GRADE STUDENTS OF MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2017/2018".

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 BEBAS PUSTAKA
Nomor : P-0621/In.28/S/OT.01/07/2018

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Dwi Ayu Anggraini
NPM	: 14121217
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 14121217.

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, 25 Juli 2018
Kepala Perpustakaan,

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

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

Nama : Dwi Ayu Anggraini   Jurusan : TBI
NPM : 14121217   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 10/09-18		V	Revise Instrument Please give a clear Instruction	
2.	Senin 17/09-18		✓	Ace Instrument	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

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

Nama : Dwi Ayu Anggraini   Jurusan : TBI
NPM : 14121217   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	5/10 202	✓		Observer that for Teacher Performance. Daftar Peridaan? Documin guidone on 6. the observation queve	
2	12/10 2016	✓		Ace I PD.	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

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

Nama : Dwi Ayu Anggraini   Jurusan : TBI
NPM : 14121217   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa 23/10-18		v	- Revise table II - Revise cardinal Number - Revise Grammar !	
2.	Selasa 30/10-18		v	- Acc Ch. II. - Acc Continue to the first Advisor	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
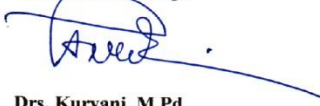**IAIN METRO**

Nama : Dwi Ayu Anggraini   Jurusan : TBI
NPM : 14121207   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	TandaTangan Mahasiswa
1	2/11 2018	✓		Foto ? penelitian. Masjdes en dteri katnye.	
2	9/11 2018	✓		Revise ~~Abstrac~~ chpater IV & V	
3	13/12 2018	✓		Acc Menagajul	

Mengetahui,
KetuaJurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 196202151995031 001

CURRICULUM VITAE

The full name of the writer is Dwi Ayu Anggraini. She usually called Neng. She was born in Tribudisyukur, Kebun tebu, Lampung Barat, on Oktober 10th 1996. She is the second daughter, Mr. Suntama and Mrs.Cucu. Ethnically speaking, she comes from Sundaness Family descent.

She was enrolled her study in kebun tebu at SD N 1 Tribudisyukur graduated in 2008. She continued her study at SMP N 2 Kebun Tebu graduated in 2011. Having graduated from junior high school she continued her study at SMK Negeri 1 Kebun Tebu and graduated in 2014. In the same year of 2014, she was registered as S-1 student of English Education Department of The State Insitute for Islamic Studies (IAIN) Metro.