

AN UNDERGRADUATE THESIS
THE USE OF GUIDED IMAGERY TECHNIQUE TO IMPROVE THE
RECOUNT WRITING SKILL AMONG THE EIGHTH GRADERS OF
STATE JUNIOR HIGH SCHOOL 3 METRO IN ACADEMIC YEAR
2017/2018



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Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO
1439 H / 2018 M

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IMPROVE THE RECOUNT WRITING SKILL AMONG THE
EIGHTH GRADERS OF STATE JUNIOR HIGH SCHOOL 3
METRO IN ACADEMIC YEAR 2017/2018**

Presented as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Study Program

By :

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H / 2018 M



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NOTIFICATION LETTER

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To :
The Honorable of the Dean of Faculty of
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Assalamu'alaikum, Wr. Wb

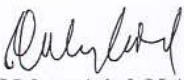
We have given guidance and enough improvement to research thesis script which is written by:

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THE RECOUNT WRITING SKILL AMONG THE EIGHTH
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Number :
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Kepada Yth.,
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Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

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APPROVAL PAGE

Title : THE USE OF GUIDED IMAGERY TECHNIQUE TO
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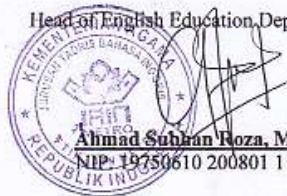
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RATIFICATION PAGE

No.B-2227/In.28.1/D/PP-00-5/02/2018

An Undergraduate thesis entitled: THE USE OF GUIDED IMAGERY TECHNIQUE TO IMPROVE THE RECOUNT WRITING SKILL AMONG THE EIGHTH GRADERS OF STATE JUNIOR HIGH SCHOOL 3 METRO IN ACADEMIC YEAR 2017/2018, written by RIZKI DWI OKTAVIANI student number 14122087, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Tuesday, July 06th, 2018 at 10.00-12.00 a.m.

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**THE USE OF GUIDED IMAGERY TECHNIQUE TO IMPROVE THE
RECOUNT WRITING SKILL AMONG THE EIGHTH GRADERS OF
STATE JUNIOR HIGH SCHOOL 3 METRO IN ACADEMIC YEAR
2017/2018**

ABSTRACT

BY

RIZKI DWI OKTAVIANI

Writing has been one of four basic language skills that should be mastered by the students. By writing, the students can communicate with one another by using sign and symbol that represent language and emotion. In writing there are several kinds of text such as descriptive, narrative, and recount text. Recount text is one of text genres which has to be mastered by the eighth graders of Junior High School. But, students often ignored to mastering this skill. This condition has been found by the researcher at the eighth graders of State Junior High School 3 Metro where many students had difficulties in English learning especially in recount writing skill, so it caused their result of learning was low. Hence, to improve the recount writing skill among the students, the researcher used Guided Imagery Technique in learning process. Guided Imagery Technique is one of techniques that is effective and easy to be applied in the teaching and learning process. The purpose of this research was to know whether the use of Guided Imagery Technique can improve the students' recount 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 writing skill. In collecting the data, the researcher used test, observation, and documentation. This research was conducted with an English teacher of State Junior High School 3 Metro.

The result of this research shows that Guided Imagery Technique has positive role in improving the recount writing skill among the eighth graders of State Junior High School 3 Metro. It can be proved by the students' average score from pre test to post test. The average score in pre test was 37.1 and in post test was 65.3 became 75.6. It means that the using of Guided Imagery Technique can improve recount writing skill among the students.

**PENGUNAAN TEKNIK IMAJINASI TERARAH UNTUK
MENINGKATKAN KEMAMPUAN MENULIS RECOUNT PADA KELAS
DELAPAN SEKOLAH MENENGAH PERTAMA NEGERI 3 METRO
TAHUN AJARAN 2017/2018**

ABSTRAK
OLEH
RIZKI DWI OKTAVIANI

Menulis merupakan salah satu dari empat keterampilan berbahasa yang harus dikuasai oleh siswa. Dengan menulis, siswa dapat berkomunikasi satu sama lain dengan menggunakan tanda dan simbol yang mewakili bahasa dan emosi. Di dalam menulis terdapat beberapa macam jenis teks, salah satunya adalah teks deskripsi, narasi dan cerita. Teks cerita merupakan salah satu teks yang harus dikuasai oleh siswa kelas delapan sekolah menengah pertama. Namun, mereka sering mengabaikan penguasaan kemampuan ini. Hal ini peneliti temukan di kelas delapan SMP N 3 Metro dimana para siswa mengalami kesulitan dalam pembelajaran Bahasa Inggris khususnya dalam menulis recount, sehingga ini menyebabkan hasil belajar mereka rendah. Oleh karena itu, untuk meningkatkan kemampuan menulis recount pada siswa, peneliti menggunakan teknik imajinasi terarah dalam proses pembelajaran. Teknik imajinasi terarah merupakan salah satu teknik yang efektif dan mudah untuk diaplikasikan didalam proses belajar dan mengajar. Tujuan dalam penelitian ini adalah untuk mengetahui apakah penggunaan teknik imajinasi terarah 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 VIII SMP N 3 Metro.

Hasil dari penelitian ini menunjukkan bahwa teknik imajinasi terarah memiliki peran positif dalam meningkatkan kemampuan menulis recount pada siswa kelas VIII SMP N 3 Metro. 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 37,1, dan post test 65,3 menjadi 75,6. Ini berarti penggunaan teknik imajinasi terarah 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, June 2018
The Researcher



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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, June 2018
Yang membuat pernyataan,



RIZKI DWI OKTAVIANI
NPM. 14122087

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥)

“In the name of Allah The Most Gracious The Most Merciful”

“Verily, along with every hardship is relief.” (Al-Insyirah : 5)

“The Seeking of Knowledge is Obligatory for every Muslim.”

(Prophetic Tradition Narrated by Al-Tirmidhi)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My beloved parents, Mr. Asnawi and Mrs. Mu'minah who always support me in their endless love

My beloved sisters Siti Nur Aisyah and Zahra Septiani Putri who always help me

My lovely Eureka brothers who have given wonderful motivation to me

My brothers and sisters from another parent, Rian, Anas, Danu, Beni, Dian, Puput, Irma, Dea, Linda who always help and support me

Gesty, Chania, Dewi, Dwi, Dina, Nadya, Rini, Adetia, Aulia, Arini, Aldi, Robin, Ifan, Sandi and TERPANCE Class of TBI 2014

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 title **“The Use of Guided Imagery to Improve the Recount Writing Skill among the Eighth Graders of State Junior High School 3 Metro in Academic Year 2017/2018”**. Shalawat is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular.

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 the Faculty Tarbiyah and Teacher Training Faculty, Ahmad Subhan Roza, M.Pd as the Head of English Department. The researcher's thanks also goes to Dr. Mahrus As'ad, M.Ag 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, I hope that the result of the research beneficial or contribute in teaching learning activity of English Language in SMP N 3 Metro.

Metro, June 2018



Rizki Dwi Oktaviani
NPM. 14122087

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is human communication that represents language and emotion with sign and symbol. Writing is commonly categorized as the most complex skill among the four basic skills of English such as reading skill, speaking skill and listening skill because there are many aspects should be learned in learning writing, namely; grammar use, vocabulary use, content, organization, punctuation, etc. All of them have to be mastered to make good writing. In writing, there are several kinds of the text must be learnt by students such as narrative text, descriptive text, recount text and so on. Recount text is one of text genres which has to be mastered by the eighth graders of Junior High School. Recount text is a text which retells event or experience in the past. Recount text tells a series of events and evaluate their significance in some way. Its purpose is either for informing or entertaining.

Moreover, recount text is the text that has the difficulties that face by the students. The students felt difficult to organize the generic structure in writing recount text, the students had lack of vocabulary, the students felt difficult to master a good structure and grammar for making a good writing in recount text, the students found difficulties to generate the idea i

writing recount text and so on. The difficulties that faced from the students occurred because the students were anxiety for acquiring the wrong when they wrote the recount text, The technique used by the teacher was not suitable when the teacher taught writing class, etc. It seemed difficult because there were so many problems would be faced in processing of writing recount text. Therefore, the students should learn many aspects for getting a good writing in recount text, the technique that used by the teacher should be suitable in teaching of writing recount text and the students should be acquired the motivation because they were not interested and lazy to write.

Strategy is a way for achieving a particular goal. The students need the technique in learning process to achieve their purpose. The aim of using technique in learning process are ensuring that certain learning will be acquired in as brief a time as possible, inducing students to engage in exchange of ideas, minimizing the number of wrong responses as the students attempt to learn a concept, etc. There are so many techniques that can be applied in learning processing to improve students' writing skill. As a technique of using picture as the media, Picture and Picture technique can improve students' idea in processing writing by showing the picture in front of the class. There are several techniques also in processing writing that focus of cooperative system such as Student Teams Achievement Divisions (STAD), Cooperative Script, Number Head Together, Jigsaw and so on.

Meanwhile, in this research, the researcher will apply Guided Imagery Technique. Guided imagery technique consists of asking students to reflect on a series of questions that invite them to visualize or create images of scene, a situation, or a person using their imaginations. The learning and teaching process in guided imagery technique could stimulate the development of students' writing skill. In the steps of teaching using guided imagery, researcher read guided imagery and students listen to it. From the process of listening, students could imagine what they would write. After that the students began to write their own experience.

Based on the Data pre-survey which had been conducted on Friday 3rd November 2017 in State Junior High School 3 Metro at the eighth graders, the students' writing skill is not still satisfied yet, especially in writing recount text. Many students considered that writing recount text was not easy. The students had difficulties in producing their idea to write.

Table 1

The Data of Pre-Survey in Writing of Recount Text at the Eighth Graders of State Junior High School 3 Metro.

| NO | Name | Score | Category |
|-----------|-------------|--------------|-----------------|
| 1 | ATTM | 40 | Incomplete |
| 2 | AF | 30 | Incomplete |
| 3 | ARS | 40 | Incomplete |
| 4 | AF | 30 | Incomplete |
| 5 | EDF | 30 | Incomplete |
| 6 | EO | 30 | Incomplete |
| 7 | FFFF | 45 | Incomplete |
| 8 | FA | 30 | Incomplete |
| 9 | HAY | 30 | Incomplete |
| 10 | KAM | 30 | Incomplete |

| | | | |
|----------------|-----|------|------------|
| 11 | LRR | 55 | Incomplete |
| 12 | LKN | 75 | Complete |
| 13 | NDS | 40 | Incomplete |
| 14 | NHS | 20 | Incomplete |
| 15 | NZP | 30 | Incomplete |
| 16 | NM | 30 | Incomplete |
| 17 | PHR | 60 | Incomplete |
| 18 | RM | 50 | Incomplete |
| 19 | RDS | 50 | Incomplete |
| 20 | RDN | 25 | Incomplete |
| 21 | RA | 40 | Incomplete |
| 22 | R | 60 | Incomplete |
| 23 | RF | 30 | Incomplete |
| 24 | SL | 30 | Incomplete |
| 25 | SNK | 40 | Incomplete |
| 26 | TDS | 45 | Incomplete |
| 27 | VDC | 30 | Incomplete |
| 28 | VAP | 65 | Incomplete |
| 29 | WY | 30 | Incomplete |
| 30 | ZM | 30 | Incomplete |
| Total | | 1170 | - |
| Average | | 39 | Incomplete |

Source: Pre Survey data of Class VIII in State Junior High School 3 Metro, Central Metro.

Table 2

Table of Frequency Students' Score

| No | Score | Frequency | Percentage | Category |
|----|-------|-----------|------------|------------|
| 1 | >75 | 1 | 3.33% | Complete |
| 2 | <75 | 29 | 96.67% | Incomplete |

From the table above, it can be known that 30 students at the eighth graders of State Junior High School 3 Metro taken as a sample in this pre survey, in reality only 1 student who acquired a complete category in their writing and 29 students who acquired an incomplete category in their

writing. It means that only 1 student (3,33%) passed the test and 29 students (96.67%) failed with the highest score was 75 and the lowest score was 20 and the minimum mastery criterion was 75 for English.

Based on the explanation above it is showed that the students' writing skill at the eighth graders of State Junior High School 3 Metro are classified incomplete. There are so many students have lack of vocabulary. Almost all of the students just wrote the text from the internet that was not their own experience because they were difficult to get an idea. The students still confused to determine a suitable punctuation in every text they wrote. So in this research, the writer helped the students solve their problem in writing especially in recount text using guided imagery technique.

From the problems, the writer would like to improve the students' writing skill of recount text by using guided imagery technique. Therefore, the writer interests to conduct the research entitled "The Use of Guided Imagery Technique to Improve The Recount Writing Skill among The Eighth Graders of State Junior High School 3 Metro in Academic Year 2017/2018."

B. Problem Identification

Based on the background of the study above, the researcher identifies some problems as follow:

1. Many students had lack of vocabulary.

2. Many students were not mastering yet the structure and grammar use.
3. Many students found difficulties in developing their ideas.
4. Many students had low motivation because they were not interested and lazy in writing.
5. Many students were difficult in organizing the generic structure in writing.

C. Problem Limitation

From the problem identification above, the researcher limits the problem that focus on the students found difficulties in developing the ideas in their writing and made the students were easier for writing recount text by using Guided Imagery Technique.

D. Problem Formulation

Concerning with the background of the study above, the writer formulates the problem as follows:

“Can Guided Imagery Technique improve the Recount Writing Skill and the learning activities among the eighth graders of State Junior High School 3 Metro in Academic Year 2017/2018?”

E. Objective and Benefit of Study

1. Objective of Study

Based on the problem formulation above, the objective of the research is to show that the use of Guided Imagery Technique can improve the Recount Writing Skill and the learning activities among the eighth graders of State Junior High School 3 Metro.

2. Benefits of Study

a. For the Students

By using Guided Imagery Technique as one of the techniques that is applied in learning process, it would be hoped that it can make the students easily to develop the idea when they want to write the text and feel interesting in learning English especially in writing recount text.

b. For English Teachers

This research is as the inspiration for the English teachers at SMPN 3 Metro to teach writing subject. It hopefully can help the teacher to solve the problem in learning English especially in writing recount text.

c. For The Headmaster

It hopefully can be a positive contribution and as information to improve the quality of learning English especially in writing recount text in State Junior High School 3 Metro.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Concept of Writing Recount Text Skill

1) The Concept of Writing

a. The Definition of Writing

Writing is the activity to express the idea or thought that created in words by using a pen, pencil or other as the tool to write¹. There are so many explanations of experts about writing. According to Boardman writing is the tool to communicate each other thousand years ago by creating a symbol on the cave wall². In other words, writing is one of communication forms by making the words as a symbol.

Moreover, writing is putting the words on paper that has three steps such as thinking about it, doing it, and doing it again³. Meanwhile, Olshon states that writing is nothing without thought on paper, considered the thought and organize the thought. Many students prefer to hide the thoughts in their heads. There are so

¹Sutanto Leo, *Essay Writing*, (Yogyakarta: ANDI Yogyakarta, 2007), p.1

²Cynthia.A.Boardman, *Writing to Communicate, Paragraphs and Essay, Third Edition*, (USA:PearsonLongman, 2008), p.15

³Thomas S Kane,*Essential Guide to Write*, (New York: Berkley Book, 2000), p.5

many great ideas are never born because their creators never express them⁴.

In addition, writing is an important form of communication in daily life. Especially, it will be the most important in high school and college. Writing also is one of the most difficult skills to be mastered by learners. The students can find the challenge in writing because they will try to find their ideas for their writing, put their ideas into the sentences, organize their sentence into paragraph, review their paragraph, and revise their paragraph⁵.

To product a good writing needs the basic unit of writing. One of basic units of writing is paragraph. Paragraph is built from three aspects; the first aspect is topic sentence which is the basic of the paragraph. A good topic sentence has two parts, the topic and controlling idea. Topic is the subject of paragraph or what paragraph is going to tell. In addition, controlling idea limits the aspects of the topic which will be explore. The second aspect of writing is supporting sentence which is called body of paragraph. It illustrates topic sentence clearly. Commonly, facts are used to strengthen the topic. The third aspect of writing is concluding

⁴Judith F. Olshon, *Writing Skill Success 20 Minutes A Day*, (USA: Learning Express, 2009), p.8

⁵Dorothy E. Zemach and Carlos Islam, *Paragraph Writing*, (Towns Road: Macmillan Education, 2005), p.4

sentence which sums up all the explanation of the paragraph into a brief sentence. Usually, it states topic sentence in a different way⁶.

Accordingly, writing is a productive skill which delivers ideas or informations by several stages. Those could be planning, drafting, editing, and final version. The several stages will help the writer in writing process.

b. Process of Writing

The writing process is about how the stages of writing are applied by the writer. As stated in the concept of writing, there are four stages in writing process. Those are planning, drafting, editing and final draft. The writer should think the topic that they want to write down on a paper. Harmer explains the several stages of the writing process. The phases are presented as follows:

1) Planning

The key to a great paper is in planning. Planning is a way of learning to perceive the writing. The stage of writing process that has potential is from making a plan. It is living the writing. Planning or pre-writing is an activity in the classroom in which the students may consider their writing goals. Before the students write something, they need to figure out what they are going to write about. In this stage, they have to consider three

⁶Cynthia.A.Boardman, *Writing to Communicate, Paragraphs and Essays, Third Tddition*, p.4

main issues. The issues are the purpose of the writing, the subject they are writing for and the content structure to sequence the facts, ideas or arguments⁷.

2) *Drafting*

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. The students must write and rewrite, because the more they write, the better they get result⁸.

Drafting is an early version of a piece of writing because the sentence of this process is often done on the assumption which will be changed later. A number of drafts may be produced on the way to the revising⁹. The students prefer to draft with pen or pencil. If they draft in longhand, skip every other line and leave adequate margins. They will need the space for revisions. If they type, use the double space.

⁷Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p.

⁸Thomas S Kane, *Essential Guide to Write*, p.34

⁹Jeremy Harmer, *How to teach writing*, p.4

Use only one side of the paper, reserving the other side for extensive changes or additions¹⁰.

3) *Editing (Reflecting and Revising)*

Editing is used to check the possibilities of being disorder of the information, unclear statement or a confusing idea of the writing. After the first draft, a writer needs to reread 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 changed to make clearer meaning because some of them may create ambiguity and confusion on the reader. In reflecting and revising, sometimes, there is a helper who points out the errors and mistakes and also suggests for the best final product¹¹.

4) *Final Draft*

In this last stage, the students re-write their draft after the process of editing. They produce their final version. The final writing version may look considerably different from both the original plan and the first draft they write, because the writing has changed in the stage of editing¹².

¹⁰Thomas S Kane,*Essential Guide to Write*,p-35

¹¹Jeremy Harmer, *How to teach writing*, p.5

¹²Ibid.

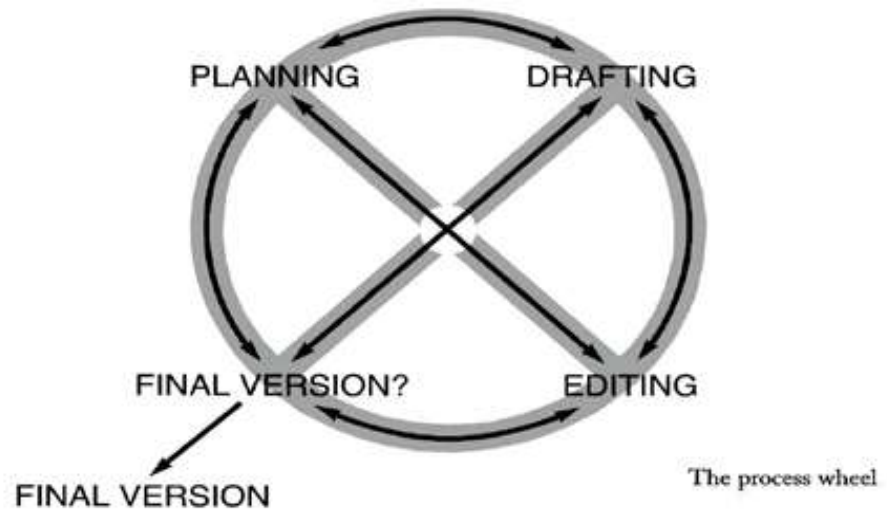


Figure 1. Writing process stages called the process wheel¹³

The writing process we have explained operates the people are writing the e-mails, texting their friends, writing the assignment from the teacher, and so on¹⁴. The students, by looking at the wheel process of writing above, can do the re-planning, re drafting, and re-editing because there are some possibilities of them changing their minds after the final products are completed.

c. The Purpose of Writing

According to Karen Kulthau, there are several purposes in writing. The purposes of writing are to explore, to entertain and to inform.

¹³Ibid., p.6

¹⁴Ibid.,p.5

1) Writing to Explore

People often write to explore their learning and thinking. By writing they can put their ideas on scraps of paper. Many authors keep a writer's notebook to collect ideas, observations, conversations, events, and reflections. People write to explore what they are learning and thinking. When the the people are writing for themselves in journals, they usually explore their world knowledge or what they know and learn in the content areas¹⁵.

2) Writing to Entertain

The people entertain by writing because they have a joy or tragedy. Writing for the purpose of entertaining the people includes three genres, such as; personal experiences, fictional and imagined events and poetry. In addition, the people can write about the experiences, fictional and poetry for entertaining the audiences that read their writing¹⁶.

3) Writing to Inform

People write more to give the information than to give the entertainment. They write the report, school newsletters, consumer complaint letters and so on. The purpose of these all is to inform the people that need the information about that¹⁷.

¹⁵Karen Kuelthau Allan, Marcy C. Mc Mackin, Erika Thulin Dawes, and Stephanie A. Spadorcia, *Learning to Write with Purpose*, (New York: The Guilford Press, 2009), P. 71

¹⁶Ibid., P. 96

¹⁷Ibid., P. 143

d. Types of Writing

According to Maureen Hyland, there are seven types of writing. The types of writing have the different rules to create in writing. These are the type of writing:

1) Narrative

Narrative is a text that tells about story. Narrative commonly comes from imaginative but sometimes can be based on real events. There are several variety of forms in narrative text such as short stories, myths, poems, and fairytale.

2) Recount

A recount is a text that tells about past experiences or events. It can be based on the writers' personal experiences or historical events.

3) Report

Report text is a text that consists of an organized factual record of events or a classification and description of one or many things.

4) Procedure

A procedure text is a text that explains how to make or do something.

5) Exposition

An exposition has the purpose to present ideas in the form of logical argument, encouraging the reader to agree with the writer's argument.

6) Explanatory

An explanatory is a text that outlines how or why things happened or how things operate.

7) Discussion

Discussion text examines more than one stance of an issue¹⁸.

In this context, the writer chooses the recount text as the type of writing skill that will become the object of the research.

2. Concept of Recount Text Skill

a. The Definition of Recount Text Skill

Recount text is a text that tells about the past experiences or events that happened in real life. The text can be based on the writer personal experience or historical events. The main goal of this text is to retell an event that is happened in the past¹⁹.

Moreover, recount text is one of the easier non fiction text types, because this text focuses on telling what happened. It

¹⁸Maureen Hyland, *Writing Text Types*, (Western Australia: R.I.C Publication, 2009) p.3-4.

¹⁹Ibid.

should be retelling of events that have actually happened²⁰. The text that recalls and creates events, experiences, achievement from the past in the logical structure called recount text. A recount text always reconstruct the past²¹.

Skill is defined as a combination of factors resulting in competent, expert, rapid and accurate performance²². Skill is the ability of the people to do something well²³. Usually the term of skill is used to refer to a level of performance, in the sense of accuracy and speed in performing particular task (skilled performance)²⁴. Skills can be broken down into written (reading and writing) and oral (speaking and listening). Another, more common, way of classifying the skills is as productive skills and receptive skills. The receptive skills are reading and listening: the students receive and understand the input; the productive skills are speaking and writing because they involve the students in producing language²⁵.

In addition, recount text skill is the productive skill that is showed by writing non-fiction text that tells about the events, experiences, etc. It means telling about the adventure or the days'

²⁰Pie Korbett and Julia Strong, *Talk for Writing Across the Curriculum*, (England: Mc Graw Hill, 2011), p.49

²¹Sue Stubbs, *Targeting Text*, (Sydney: Blake Eductaion, 2010), p.8

²² Jonathan Winterton, *Typology of Knowledge, Skills, and Competences*, (Luxembourg, Office for Official Publications of the European Communities, 2006), pg. 27

²³ Victoria Bull, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), p. 414.

²⁴ Jonathan Winterton, *Typology of Knowledge, Skills, and Competences*, pg. 26

²⁵ Lucy Pollard, *Teaching English*, 2008, pg. 14

activity. This text can function to inform and to tell the story of past event.

Example of recount text:

Children Day

On Children's Day in 1999, a technology company treated more than 200 underprivileged children to a 'high-tech' experience. They were given on information technology. The company wanted to provide opportunities for these children to learn more about the Internet and the latest technology. They wanted to help the less fortunate in the community.

The children had an enjoyable and educational experience that day. They were exposed to the new technology for the first time and they were very interested. The company hoped to conduct many more such training sessions for these children. They felt that the skills, the children had would be useful to them when they grew up.

The company was very active in caring for the less fortunate. They even put aside one day a year for their employees to do volunteer work to help the needy. They also donated money to many charitable organizations.

Many people had benefited from their efforts. Many also praised the company for being so generous toward the needy²⁶.

b. The Structure of Recount Text

Recount text begins with some form of orientations that tell about who, what, where, when, and why the text is introduced. This is followed by a chronological-ordered set of events. There can be some form of concluding statement or re-

²⁶Dedi Turmudi, *Developing Writing 2*, (Metro: Laduny Alifatama, 2014),p.79

orientation at the end²⁷. There are some capabilities to identify recount text, they are:

1) Orientation

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 needed²⁸.

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

²⁷Maureen Hyland, *Writing Text Types*, p.3

²⁸Sue Stubbs, *Targeting Text*, p.9

use of time connectives (before, throughout, finally, and so on)²⁹.

3) *Re-orientation*

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 function as the closing statement in recount text³⁰.

c. **Language Features of 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 feature 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.

²⁹Ibid.,

³⁰Ibid.,

- 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 places³¹.

d. Kinds of Recount Text Skill

According to Sue Stubbs, there are several kinds of recount text such as: factual recount, personal recount, imaginative recount, procedural recount and biographical recount. The capability to identify and retell the kinds of recount texts has the relation with the structure of recount text. In all of the kinds of recount text consist of orientation, event, and re-orientation.

1) Factual Recount

A factual recount is the text that tells about an everyday task such as school accident report to a formal, structured research task for example the historical recount. The main skill that is needed in factual recount is recalling. It is concerned with recalling the events accurately. Before writing a factual recount, the students can recall what is the event that is happened, so they can write the orientation, events and re-orientation of the text well.

³¹Ibid., p.9-10

2) Personal Recount

Personal recount is a recount that tells about an activity that comes from the students's own experiences. The main skill of personal recount is retelling. By retelling the students can write everything that is happened in their life. They also can write the text appropriate with the structure of recount text.

3) Imaginative Recount

Imaginative recount is one way to recount or recreate a story, experience or event. Imaginative recount differ from personal and factual recount. The main skill of imaginative recount is recreating. By recreating the events the students can recreate the events of an imaginary world as though they are real, for example "a day in my life as a pet family". Emotive language, specific detail and first pronoun are used to give the writing impact and appeal.

4) Procedural Recount

A procedural recount records the step that is taken in completing a task or procedure. The main skill that is needed in procedural recount is completing. By completing a task or procedure, the students can write the text about some procedures completely. The example of this type are a flow chart of the actions required for making bread, a storyboard of

videotaped script, or advertisement. The technical terms, an accurate time sequence and first person (I, We) are used in procedural recount.

5) Biographical Recount

A biographical recount tells the story of a person's life using the third person (he, she, they). The main skill of biographical recount is reading. By reading the text about biography of the person, the students also can begin to write the story about that person by using their own words. The first person (I, We) is used in the case of autobiography. It is usually accurate and records specific times, places and events³².

Recount text that is focussed among the eighth graders is personal recount. To write personal recount, the students need some skills such as retelling the orientation by establishing who was involved, where and when the events happened, retelling past events in clear order, retelling the appropriate and impressive ending, mastering past tense, completing the appropriate and accurate use of time expressions and enriching the vocabulary.

³²Ibid.,p.8

e. The Measurement of Writing Recount Text Skill

Moreover, there are measurements in writing skill. It explained that the components of measurement can be formulated as follows:³³.

Table 3

The component of recount writing measurement

| Evaluation Criteria Recount | SCORE | | | |
|--------------------------------|--|---|---|---|
| | 4 | 3 | 2 | 1 |
| Content and Structure | A very clear orientation, establishing who was involved, where, and when the events happened | A generally clear orientation which provides necessary background information | Some missing information in the orientation | Lost of missing information in the orientation |
| | Past events are sequenced in a very clear order | Past events are generally clearly sequenced | Some events not in the right order | Past events are all over the place, hard to figure out a clear sequence |
| | Very appropriate and impressive ending. Ending with a feeling, a thought, or a reflection | Appropriate ending | An ending is provided, but it is not very appropriate | No ending is provided |

³³Lcy Lee, *Classroom Writing Assesment and Feedback in L2 School Context*, (Singapore: Springer Nature Singapore, 2007), pg. 18

| | | | | |
|-------------------|---|--|---|--|
| Language features | Past tense verbs almost completely accurate | Tense generally accurate | Quite a number of tense errors | Full of tense errors |
| | Very appropriate and accurate use of time expressions to link up events | Generally good use of time expressions to link up events | Some time expressions to link up events | No time expressions to link up events |
| | A large range of appropriate words to describe events | A good range of words to describe events | Some good words to describe events | An extremely limited range of words to describe events |

Criteria of the score: 4 = Excellent

3 = Very Good

2 = Good

1 = Need Improvement

B. Guided Imagery Technique

1. Concept of Guided Imagery Technique

a. The Definition of Guided Imagery

Guided imagery is the technique to structure the experience of the students. There are so many experiences of the students hidden only in their mind. This structuring guides the thought of the students. Structuring from the teacher can transform the lesson

to create their experience³⁴. Guided imagery aims to carry the students in the events that they will recall³⁵.

Guided imagery can be a way to help the students to create the feeling and emotion related to the events happened³⁶. Careful thought must be given to the topic in the classroom as the focus of guided imagery. For example in teaching about recount text, the teacher might lead the situation through visualize the interested experience to the students, so the students will be reflex to explore and create their feeling by writing their experiences too. It is an active and instructional technique³⁷.

b. The Procedure of Guided Imagery

According to Ronald L Partin, there are several procedures of guided imagery that can do by the teachers. The procedures will be explained as follow:

1. Select an interesting story in the real life that can carry the students to recall their experience
2. Start the guided imagery by having the students to get into the most comfortable position in their seating. To make the

³⁴Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (San Klemente: Kagan Publishing, 2009), p.88

³⁵Ronald L Partini, *The Classroom Teacher's Survival Guide*, (San Francisco: Jossey Bass, 2009), p.197

³⁶Eric Hall, dkk, *Guided Imagery*, (London: SAGE Publications Ltd, 2006), p.21

³⁷Ronald L Partini, *The Classroom Teacher's Survival Guide*, h.197

students relax, the teacher can ask the students to take several deep breath or close their eyes.

3. The teacher reads the story slowly then stop after each line to give the students times to write their story.
4. Encourage the students to use their sense as their progress in writing through giving the question, for example “what do you imagine?” or “what did you feel when your best experience happened?”
5. Make a pair or small group of the students. They will share what they have written so far. It helps the student who are stuck when they hear the ideas of others³⁸.

c. The Purpose of Guided Imagery

Guided imagery is a pre-writing technique that will allow the students to visualize in depth before they actually put a pen to paper. This technique will enable students to tap into their creative energy. It builds a foundation for other projects and will help the students individually to stretch their minds. It encourages, them, as well, to enjoy their class experience, to have a rewarding and relaxing time in school. It will also help the students to empathize with one of the main characters. Part of the motivation to teaching this technique is that students may learn to identify with someone

³⁸Ibid.,p.197-198

of another culture; this is one of the main goals of multicultural education³⁹.

d. The Advantages and Disadvantages of Guided Imagery

The implementation of teaching using Guided imagery had advantages and disadvantages. The advantages and disadvantages existed in the students' writing competence and the situation in teaching and learning process.

1. Advantages of Guided Imagery

Related to the students' writing skill, there are some improvements reached from the implementation of Guided Imagery in teaching writing. There are the improvements of students' score in each components of writing, the improvement of the number of students who get score above 65. Besides related to the students' writing skill, the advantages of guided imagery could be found in improving the class situation. The improvements are: Improvement of students' imagination, improvement of students' creativity, improvement of students' focus, improvement of students' interest, and improvement of students' relaxation.

³⁹Kim, Michele, "Guided Imagery", Available at: <http://novelinks.org/uploads/Novels/ThingsFallApart/Guided%20Imagery.pdf>, on november 23, 2017

2. Disadvantages of Guided Imagery

Besides having the advantages, the application of teaching using guided imagery in teaching writing also having disadvantages. The disadvantages exist in the students' writing skill and the class situation in teaching and learning process. The disadvantages of guided imagery in the students' writing skill such as not all students could follow the steps of guided imagery. The students have their own characteristics. Some students who left-brain thinkers tend to dislike the technique. They were accustomed to thinking rationally and logically. The next disadvantages of guided imagery is that it could lead students to sleep. Some students slept after listening guided imagery. It could happen because before listening guided imagery, the students are led by the teacher to do relaxation. The relaxed condition made students comfortable to sleep⁴⁰.

C. Action Hypothesis

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

By using guided imagery technique, the recount writing skill and the learning activities will be able to increase among the eighth graders of SMP N 3 Metro in academic year 2017/2018.

⁴⁰Rustiani Widiasih, "Improving Students' Writing Competence Through Guided Imagery", 2006, p.4-5

CHAPTER III

RESEARCH METHOD

A. The Variable and Operational Definition of Variable

The object in this research include 2 variables, they are independent variable and dependent variable. Independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable⁴¹. Then dependent variable is the response or the criterion variable that is presumed to be caused by or influenced by the independent treatment conditions and any other independent variables⁴².

1. Independent Variable (X)

Independent variable in this research is Guided Imagery Technique. To measure the independent variable, the researcher collects the data by observation list. Therefore, there are some indicators that indicate the students are able to achieve the objectives of this technique as follow:

- 1) The students can recall their experience based on the selected interesting story.
- 2) The students have the comfortable position to make the students relax.

⁴¹John W Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson Education, 2012), p. 116

⁴²John W Cresswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: Sage Publications, 2009), p. 157

- 3) The students can write the story after listening the story read by the teacher.
- 4) The students can use their sense as their progress in writing by the question from the researcher, for example “what do you imagine?” or “what did you feel when your best experience happened?”.
- 5) The students can share they have written in small group.

2. Dependent Variable (Y)

Dependent variable of this research is Recount Writing Skill.

The way to measure this variable is using test. The measuring instrument is an written test and for the score is start from 1-4 to assess and measures the writing recount text of the students.

The indicator of this dependent variable as follow:

| Evaluation Criteria Recount | SCORE | | | |
|--------------------------------|--|---|---|---|
| | 4 | 3 | 2 | 1 |
| Content and Structure | A very clear orientation, establishing who was involved, where, and when the events happened | A generally clear orientation which provides necessary background information | Some missing information in the orientation | Lost of missing information in the orientation |
| | Past events are sequenced in a very clear order | Past events are generally clearly sequenced | Some events not in the right order | Past events are all over the place, hard to figure out a clear sequence |

| | | | | |
|-------------------|---|--|---|--|
| | Very appropriate and impressive ending. Ending with a feeling, a thought, or a reflection | Appropriate ending | An ending is provided, but it is not very appropriate | No ending is provided |
| Language features | Past tense verbs almost completely accurate | Tense generally accurate | Quite a number of tense errors | Full of tense errors |
| | Very appropriate and accurate use of time expressions to link up events | Generally good use of time expressions to link up events | Some time expressions to link up events | No time expressions to link up events |
| | A large range of appropriate words to describe events | A good range of words to describe events | Some good words to describe events | An extremely limited range of words to describe events |

B. Setting

The research would be conducted in State Junior High School 3 Metro. The school is located at Jalan Ar. Perwira Negara NO. 1 Metro City. The school has several rooms and buildings including students' classroom, several laboratories such as computer, language, and science lab, offices for principal, administrator, pursers, teachers, library and mosque. Total of the students is 743 and total of the teachers is 59.

C. Object of the Study

The object of the study was the students' writing of recount text at the eighth graders of State Junior High School 3 Metro in academic year 2017/2018. Total of the eighth graders of State Junior High School 3 Metro is 284. There are nine classes of the eighth graders of State Junior High School 3 Metro, but the researcher chose one of these classes. In conducting this research, the researcher chose class VIII D that consists of 30 students because the students in the class had low score in writing skill. This is based on the result of pre-survey at the eighth graders of State Junior High School 3 Metro. After using Guided Imagery Technique in learning process, it was hoped that any improvement of learning result and learning activity.

D. Action Plan

In conducting this research, the researcher used classroom action research. As the focus on the research how the researcher used Guided Imagery Technique to 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 students⁴³. Furthermore, according to Anne Burns, action research is research that is

⁴³Ernest T Stringer, *Integrating Teaching, Learning and Action Research*, (California: Sage Publications, Inc, 2010),p.7

carried out in the classroom by the teacher that has the purpose of solving the problem or improving the teaching or learning process⁴⁴.

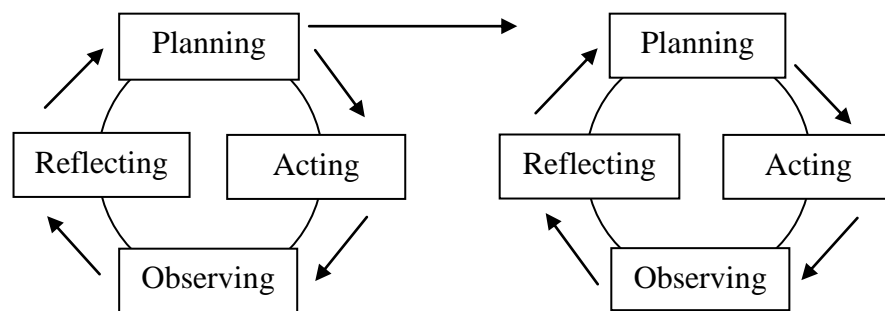
From the statements above, it can be concluded that classroom action research is the research that is applied to improve the working system of teaching and learning in the classroom. The researcher hopes that this action research can improve the students' writing skill of recount text by using Guided Imagery Technique.

In this research, the researcher would conduct in 2 cycles. If the first cycle was failed, it would be continued in the second cycle. It would conduct until there is an increasing on the students' writing skill of recount text. There were four steps in each cycle which have relationship one another, they were: planning, acting, observing, and reflecting. Those steps can be illustrated as follow:

Figure 2

Spiral Classroom Action Research

Spiral Classroom Action Research



Jean McNiff's Model⁴⁵

⁴⁴Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p.5

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

1. Cycle 1

a. Planning

Planning was the first step and it was prepared doing an action. The activities were:

- 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.

b. Acting

In this action, the researcher would do pre-test, treatment and post-test to the students. The students were instructed to write the simple recount text before and after treatment. This action would conduct in some meetings. The researcher would act as if a teacher in the classroom and implement some activities as follows:

- 1) Pre teaching activities
 - a) The researcher greeted, prayed together, and checked the attendance list.
 - b) The researcher divided the material and choose material going to teach.
 - c) The researcher informed about the material.

⁴⁵Jean, McNiff, *et.al.* *You and Your Action Research Project.* (USA and Canada: Taylor & Francis e-Library, 2002), p. 41.

2) While teaching activities

- a) The researcher gave instruction to the students before conducting pre-test to discuss about their activity that was done in the past.
- b) The researcher gave a topic to the students.
- c) The researcher asked the students to write the topic.
- d) Then, the researcher checked students' writing.
- e) Before doing the treatment, the researcher explained Guided Imagery Technique and the procedure.
- f) The researcher gave Guided Imagery Technique to the students.
- g) The researcher explained about Recount Text to the students and gave the example.
- h) The researcher asked the students to make a recount text
- i) After that, the researcher asked students to make a pair or small group.
- j) The students discussed and shared their writing one another in a group.

3) Post teaching activities

- a) The students asked and discussed 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 collaborator would observe the teaching and learning process that was conducted. The collaborator would observe it by using observation sheet. While the researcher taught the students.

d. Reflecting

The last step in this process was reflecting. The researcher analyzed and discussed the observation sheet and result of teaching and learning process. The researcher would analyze and evaluate the quantities data from the writing score and collect the data from teaching and learning process. Then, the researcher would describe 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 media.

b. Acting

This was like in the first cycle where there are 3 activities in teaching and learning process, pre teaching, while teaching and post teaching.

- 1) Giving the students motivation to study harder.

- 2) Doing the statement by using circle of learning method.
- 3) Giving the post test after the treatment.

c. Observing

The collaborator observed and collected the data when learning process is conducting. While the researched taught the students.

d. Reflecting

The researcher and collaborator discussed and analyzed all of the result in order to know the strength and weakness of the action by comparing the score of pre-test and post-test.

E. Data Collecting Method

In this research, the researcher collected the data by using three methods. Those were test, observation and documentation:

1. Test

The researcher will give the students written 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 tests used in this research. Those are pre-test and post-test.

a. Pre test

Before doing the treatment, the researcher would give the students pre test by asking the students to write the recount text.

b. Post test

Post test would apply after doing the treatment. It was implemented in order to know the students' writing skill. The test was like the pre test where the students were asked to write recount text.

2. Observation

In this research, the researcher used observation to see the condition in teaching learning process. In this research, the researcher would observe the students' activities in teaching and learning process to know how the process of teaching and learning was held. In doing the observation, the researcher made the observation sheet that contains of list of students' activities.

3. Documentation

Documentation is the way that will be used to get more information about the setting of the research. In this research, the researcher takes the data from school about total of the students, teachers, condition of the school, structural organization, sketch of location, and facilities of the school.

F. Data Analysis Technique

In this research, the researcher would conduct the data analysis by using the average from the result or score from pre-test and post-test. To know the improvement, the researcher also compared between pre-test and post-test score. Then, the result would be matched with the minimum

standard in the school. In the eighth graders of State Junior High School 3 Metro, the minimum standard in English subject is 75.

If there were some students that were not successful in cycle 1 it meant that the researcher had to conduct the cycle 2. If in the cycle 2 there were some students that were not successful, the cycle 3 has to be conducted and so on. But, if in the cycle 2 all of the students were successful, the cycles were able to be stopped because in the classroom action research (CAR) the minimum cycle that must be conducted are two cycles.

Furthermore, Timothy C. Urdan states that the average score or mean of pre-test and post-test are calculated by using the following formula:⁴⁶

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

Notes:

\bar{X} = Average

$\sum X$ = Total of students' score

N = Total of students

To calculate the percentage of the students' score, the researcher uses the formula as follows:

$$P = \frac{\sum X}{N} \times 100\%$$

⁴⁶ Timothy C. Urdan, *Statistic in Plain English 2nd*, (London: Lawrence Erlbaum Associates Publisher, 2005), p.8

Notes:

P = Percentage

$\sum x$ = Total Score of the Students

N = Total of Students.

G. Indicator of Success

Furthermore, to know the gain of the research, the researcher would compare between pre-test and post-test. The study will be called success if 75% students got score 75 and 75% active in learning process. If the indicator of success had been reached, the study could be stopped and did not need to be continued the next cycle.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of Research Location

a. The History of State Junior High School 3 Metro

State Junior High School 3 Metro is one of the state junior high schools of Metro. The location of State Junior High School 3 Metro is very strategic, because it is located at the central of Metro city. It is located in Jln. AR. Perwira Nirgara NO.1 Metro City. The school was opened on February, 17th 1979.

The establishment, this school has been led by several principals:

- 1) Danoeri, BA (1979 – 1984)
- 2) M Tauchid (1984 – 1991)
- 3) Suhadi Martono (1991 – 1996)
- 4) Drs. Hi Rozilie Z (1996 – 2006)
- 5) Yunani, S.Pd (2006 – 2010)
- 6) Gustin Darwis, S.Pd.I (2010 – 2017)
- 7) Hj. Yunani, S.Pd (2017 – Now)

b. List of Teacher and Staffs in State Junior High School 3 Metro

Total of teachers and staffs in State Junior High School 3 Metro is 56 that can be identified as follows:

Table 4**List of Teachers at State Junior High School 3 Metro**

| No | Name | Occupation |
|-----------|-----------------------------|----------------------------|
| 1 | Yunani, S.Pd | Headmaster |
| 2 | Sugiyanto, S.Pd | Indonesia Language Teacher |
| 3 | Drs. Pambudhi. S | Sciences Teacher |
| 4 | Hj. Siti Maryam, S.Pd | English Language Teacher |
| 5 | Zuni Laya, S.Pd | Mathematics Teacher |
| 6 | Hj. Yuliati, S.Pd | Sport Teacher |
| 7 | Hj. Siti Haryati, S.Pd | Social Teacher |
| 8 | Dra. Lilik Firdayati | Mathematics Teacher |
| 9 | Hi. Arman S.Pd | Handicraft Teacher |
| 10 | Hj. Kurniati, S.Pd | Mathematics Teacher |
| 11 | Titis Rohayati, S.Pd | Indonesia Language Teacher |
| 12 | Hj. Anida Lina, S.Pd | Indonesia Language Teacher |
| 13 | Hj. Nita Eryani, S.Pd | English Language Teacher |
| 14 | Muryani, S.Pd | Civics Teacher |
| 15 | Griding Prajanti, S.Pd | Art Teacher |
| 16 | Estianda Yani, S.Pd | Sciences Teacher |
| 17 | Suprapti, S.Pd | Sport Teacher |
| 18 | Santi Budiwati, S.Pd | English Language Teacher |
| 19 | Wahyuna, S.Pd | Sciences Teacher |
| 20 | Dra. Herlinda | Civics Teacher |
| 21 | Ratna Dewi, S.Pd | Indonesia Language Teacher |
| 22 | Dwi Yuli Astuti | Religion Teacher |
| 23 | Warso | Social Teacher |
| 24 | Aida Bustami, S.Pd | Civics Teacher |
| 25 | Elviana, S.Pd | Sciences Teacher |
| 26 | Lusi Andriyani, S.E. M.Pd.I | Social Teacher |
| 27 | Mustika | Local Language Teacher |
| 28 | Puji Suratiningsih, S.Pd | Indonesia Language Teacher |
| 29 | Alex Candra, S.Pd | Social Teacher |
| 30 | Hari Fiskuncoro, S.Pd | Consultancy Teacher |
| 31 | Melyani, S.Pd | Civics Teacher |
| 32 | Indah Susi Suwito, S.Pd | Handicraft Teacher |
| 33 | Ilham, S.Ag | Religion Teacher |
| 34 | Oktavianti Nurmasari, S.Pd | Civics Teacher |
| 35 | Veni Fadhilah, S.Pd | Mathematics Teacher |
| 36 | Iranita, S.Pd | English Language Teacher |
| 37 | Kristina Heni R, S.Kom | Computer Teacher |
| 38 | Kunarti, S.Pd | Civics Teacher |

| | | |
|----|---------------------------|--------------------------|
| 39 | Erlina Kurniawati, S.Pd | Religion Teacher |
| 40 | Resno Pedapakti, S.Psi | Conculty Teacher |
| 41 | Al Amin Saputra, S.Pd.I | Religion Teacher |
| 42 | Apung Sugiarto, A.Md | Consultancy Teacher |
| 43 | Heni Afriza, S.Pd.I | Religion Teacher |
| 44 | Fitri Wulandari, S.Pd | Mathematics Teacher |
| 45 | Tika Arisandi, S.Pd | English Language Teacher |
| 46 | Felita Adha Sari, S.Pd | Conculty Teacher |
| 47 | Khoirunnisa, S.Pd | Consultancy Teacher |
| 48 | Muhammad Sodik, S.Kom | Computer Teacher |
| 49 | Fadly Prayoga, S.Pd | Consultancy Teacher |
| 50 | Mursyid | Head of Administration |
| 51 | Sri Widiyani | Administration |
| 52 | Sukanti | Administration |
| 53 | Ahmad Fikri, S.Sos | Librarian |
| 54 | Chirinaldi, S.Si | Laboran |
| 55 | Nadia Sartika Meno, S.Pd | Administration |
| 56 | Ahmat Muhamat Mahdi, S.IP | Operator |

c. Building Condition of State Junior High School 3 Metro

The State Junior High School 3 Metro has many buildings such as classroom, library, canteen and many others. The explanation of these buildings as follow:

Table 5

Building Condition of State Junior High School 3 Metro

| NO. | Names of Building | Total |
|------------|--------------------------|--------------|
| 1. | Headmaster Room | 1 |
| 2. | Administration Room | 1 |
| 3. | Teacher Room | 2 |
| 4. | Class Room | 23 |
| 5. | Library | 1 |
| 6. | Computer Lab | 1 |
| 7. | Science Lab | 1 |
| 8. | Language Lab | 1 |
| 9. | School Healthy Unit Room | 1 |

| | | |
|-----|------------------|---|
| 10. | Canteen | 3 |
| 11. | Teachers' Toilet | 2 |
| 12. | Students' Toilet | 2 |

Source: Documentation of State Junior High School 3 Metro

d. Total of the Students at State Junior High School 3 Metro

The students' quantity of State Junior High School 3 Metro is 743 that can be identified as follow:

Table 6

The students' quantity of State Junior High School 3 Metro

| NO. | Class | Total |
|--------------|-------|-------|
| 1. | VII | 231 |
| 2. | VIII | 284 |
| 3. | IX | 228 |
| TOTAL | | 743 |

Source: Documentation of State Junior High School 3 Metro

2. Description of Research Result

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

Before the process of cycle one, the research conducted the pre test on Tuesday, May, 8th 2018. The researcher gave a pre-test for the

students to see how far the students' recount writing skill before the treatment was given. In the pre-test activity, the researcher gave an essay test. The researcher asked them to create a recount text based on the topic that was given. Then, the result of pre-test can be seen on the table below:

Table 7

Pre-test Score of the Students' Recount Writing Skill

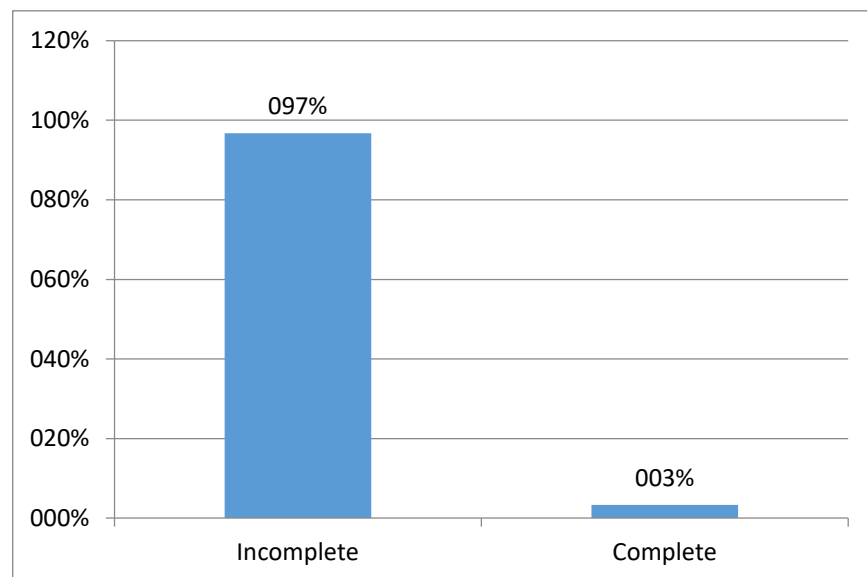
| NO | Students' Code | Score | Category |
|-----------|-----------------------|--------------|-----------------|
| 1 | ATTM | 42 | Incomplete |
| 2 | AF | 29 | Incomplete |
| 3 | ARS | 25 | Incomplete |
| 4 | AF | 33 | Incomplete |
| 5 | EDF | 50 | Incomplete |
| 6 | EO | 25 | Incomplete |
| 7 | FFFF | 63 | Incomplete |
| 8 | FA | 25 | Incomplete |
| 9 | HAY | 33 | Incomplete |
| 10 | KAM | 42 | Incomplete |
| 11 | LRR | 33 | Incomplete |
| 12 | LKN | 25 | Incomplete |
| 13 | NDS | 46 | Incomplete |
| 14 | NHS | 42 | Incomplete |
| 15 | NZP | 29 | Incomplete |
| 16 | NM | 38 | Incomplete |
| 17 | PHR | 29 | Incomplete |
| 18 | RM | 75 | Complete |
| 19 | RDS | 33 | Incomplete |
| 20 | RDN | 46 | Incomplete |
| 21 | RA | 33 | Incomplete |
| 22 | R | 58 | Incomplete |
| 23 | RF | 38 | Incomplete |
| 24 | SL | 29 | Incomplete |
| 25 | SNK | 25 | Incomplete |
| 26 | TDS | 50 | Incomplete |
| 27 | VDC | 33 | Incomplete |
| 28 | VAP | 25 | Incomplete |

| | | | |
|-----------------------------------|----|------|------------|
| 29 | WY | 33 | Incomplete |
| 30 | ZM | 29 | Incomplete |
| Total | | 1114 | - |
| Lowest Score | | 25 | Incomplete |
| Highest Score | | 75 | Complete |
| Score \geq 75 | | 1 | Incomplete |
| Score < 75 | | 29 | Complete |
| Average | | 37,1 | Incomplete |

Source: the result of pre-test on May 8th 2018

Figure 3

Graph of the Pre-test Result



Based on the result of the students' pre-test, only 1 student who acquired a complete category in their writing and 29 students who acquired an incomplete category in their writing. It means that only 1 student (3,3%) passed the test and 29 students (96,7%) failed. The highest score in pre test was 75 and the lowest score was 25. In pre-test, the researcher found the students' problem such as they still confused in how to create a recount text. The problem could be seen by the students' score in pre-test. It showed that the result of students'

recount writing skill was still low. That is the reason, why the researcher choosed increasing their recount writing skill in State Junior High School 3 Metro by using Guided Imagery Technique.

a. Cycle 1

1) Planning

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

2) Acting

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

a) The First Meeting

The first meeting was conducted on Friday, May, 11th 2018 at 08.35 – 09.55 a.m. At the beginning of teaching learning process, the researcher greeted students by saying “salam and good morning” and all of students answered by saying “salam and good morning miss” friendly. Then, the researcher asked their condition first before checking

attendance list. Before giving the material, the researcher gave some question, for example “what do you know about recount text?”. Most of the students still did not understand about it. So, the researcher explained the definition of recount text in Indonesian language first before she explained in English language. After that the researcher explained more about the content and structure and language features of recount text. Then, the researcher gave the example of recount text, and showed to the students where is the part of orientations, events and re-orientations in the example of recount text that was given by the researcher. Next, The researcher divided students into some groups which consist of 3 to 4 members in each group. The students could discuss the materials that have been explained by the researcher in their group. Those group also used to the next meeting when the researcher will give the post test to the students.

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

b) The Second Meeting

The second meeting was conducted on Saturday, May 12th 2018 at 08.55 – 09.55 a.m. The researcher greeted

the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving more explanations about recount text and how to create it.

The researcher explained about the technique and the procedure of technique that would be given by the researcher to make the students easier in writing recount text. The researcher gave some topics with some relation vocabularies to guide the students in writing recount text. Then, the researcher started to apply Guided Imagery technique by asking the students to take several deep breath before doing the next step. Next, the researcher read the interesting story that had happened in the real life to carry the students to recall their story. While reading the story in English language, the researcher also translated in Indonesian language. The researcher read the story slowly and stop after each line to give the students time to imagine their story. Then, the researcher divided students into some groups. In one group there were 3 to 4 members in a group. The teacher asked the students to create a recount text and share their writing to each other because it would help the students who were stuck in their writing.

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

Table 8

Post-test I Score of Students' Recount Writing Skill

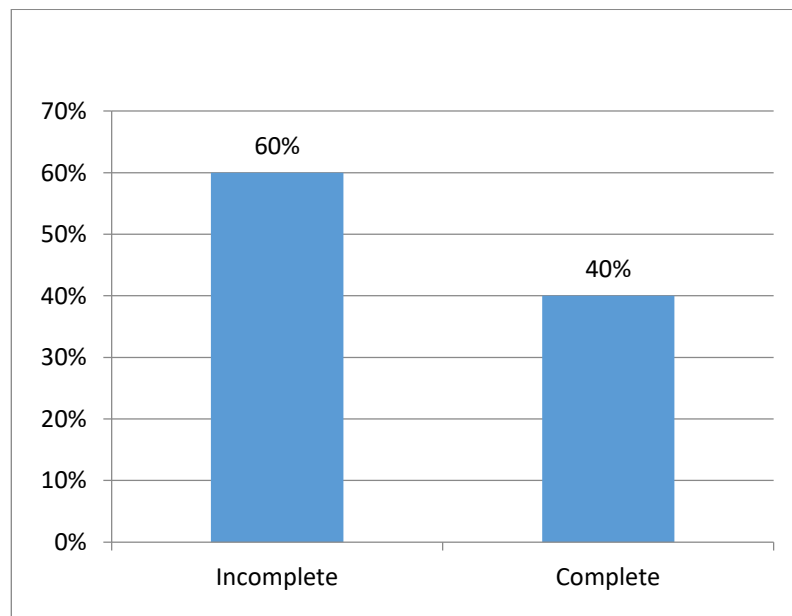
| NO | Students' Code | Score | Category |
|-----------|-----------------------|--------------|-----------------|
| 1 | ATTM | 46 | Incomplete |
| 2 | AF | 54 | Incomplete |
| 3 | ARS | 63 | Incomplete |
| 4 | AF | 71 | Incomplete |
| 5 | EDF | 63 | Incomplete |
| 6 | EO | 42 | Incomplete |
| 7 | FFFF | 79 | Complete |
| 8 | FA | 42 | Incomplete |
| 9 | HAY | 50 | Incomplete |
| 10 | KAM | 75 | Complete |
| 11 | LRR | 38 | Incomplete |
| 12 | LKN | 63 | Incomplete |
| 13 | NDS | 75 | Complete |
| 14 | NHS | 63 | Incomplete |
| 15 | NZP | 54 | Incomplete |
| 16 | NM | 83 | Complete |
| 17 | PHR | 75 | Complete |
| 18 | RM | 83 | Complete |
| 19 | RDS | 75 | Complete |
| 20 | RDN | 75 | Complete |
| 21 | RA | 75 | Complete |
| 22 | R | 75 | Complete |
| 23 | RF | 63 | Incomplete |
| 24 | SL | 75 | Complete |
| 25 | SNK | 71 | Incomplete |
| 26 | TDS | 71 | Incomplete |
| 27 | VDC | 63 | Incomplete |
| 28 | VAP | 58 | Incomplete |
| 29 | WY | 63 | Incomplete |

| | | | |
|-----------------------------------|----|------|------------|
| 30 | ZM | 75 | Complete |
| Total | | 1958 | - |
| Lowest Score | | 38 | Incomplete |
| Highest Score | | 83 | Complete |
| Score ≥ 75 | | 12 | Incomplete |
| Score < 75 | | 28 | Complete |
| Average | | 65,3 | Incomplete |

Source: the result of pre-test on May 11th 2018

Figure 4

Graph of Post-test I Result



Based on the data above, it can be seen that just 12 students passed in the post-test. It was be higher than the students' score in pre-test. The Minimum Mastery Criteria (MMC) is 75. By looking the result of pre-test and post-test, it showed that the students' score increased from the average in pre-test before was 37,1 and the average score at post-test in cycle I was 65,3. It was not fulfill The

Minimum Mastery Criteria (MMC) at least 75% students must got ≥ 75 . Therefore, the researcher had to do cycle 2.

3) Observing

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

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

- a) The students pay attention of the teacher's explanation
- b) The students ask or answer the question from the teacher
- c) The students make a note from the material
- d) The students can create recount text well

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

Table 9**The Students' Activities in Cycle I**

| No | Students Activities | Frequency | Percentage |
|-----------------------|---|------------------|-------------------|
| 1 | The students pay attention of the teacher's explanation | 19 | 63,33% |
| 2 | The students ask/answer questions | 13 | 43,33% |
| 3 | The students make a note of from the material | 19 | 63,33% |
| 4 | The students can create recount text well | 12 | 40% |
| Total students | | 30 | |

The table showed that not all the students' active in learning process. There were 19 students (63,33%) who gave attention to the teacher explanation, 13 students (43,33%) who understood the materials, 19 students (63,33%) who made a note from the material and 12 students (40%) can create recount text well.

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

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (MMC). It could be seen from the result of pre-test and post-test I score. However, most of

the students' score had improved although the condition of learning process was uncontrolled enough.

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

- a) There were some students that shown unenthusiastic to the teacher's explanation.
- b) Some students did not ask and answer the teacher's questions.
- c) Some students did not make a note from the material.
- d) Some students can not create recount text well.

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

- a) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive.
- b) The teacher gave more detail explanation and questions after explaining the materials to control the students' skill.
- c) The teacher gave more relation vocabularies of the topics that would be given to the students in order to make easier the process of guided imagery.
- d) The teacher would divide the students into a pair group in order to make the learning process be more effective.

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

Table 10
Students' score at Pre-Test and Post-Test I

| No | Students' Code | Pre-Test Score | Post-Test I Score | Increasing | Explanation |
|----------------|----------------|----------------|-------------------|-------------|-------------|
| 1 | ATTM | 42 | 46 | 4 | Increased |
| 2 | AF | 29 | 54 | 25 | Increased |
| 3 | ARS | 25 | 63 | 38 | Increased |
| 4 | AF | 33 | 71 | 38 | Increased |
| 5 | EDF | 50 | 63 | 13 | Increased |
| 6 | EO | 25 | 42 | 17 | Increased |
| 7 | FFFF | 63 | 79 | 16 | Increased |
| 8 | FA | 25 | 42 | 17 | Increased |
| 9 | HAY | 33 | 50 | 17 | Increased |
| 10 | KAM | 42 | 75 | 33 | Increased |
| 11 | LRR | 33 | 38 | 5 | Increased |
| 12 | LKN | 25 | 63 | 38 | Increased |
| 13 | NDS | 46 | 75 | 29 | Increased |
| 14 | NHS | 42 | 63 | 21 | Increased |
| 15 | NZP | 29 | 54 | 25 | Increased |
| 16 | NM | 38 | 83 | 45 | Increased |
| 17 | PHR | 29 | 75 | 46 | Increased |
| 18 | RM | 75 | 83 | 8 | Increased |
| 19 | RDS | 33 | 75 | 42 | Increased |
| 20 | RDN | 46 | 75 | 29 | Increased |
| 21 | RA | 33 | 75 | 42 | Increased |
| 22 | R | 58 | 75 | 17 | Increased |
| 23 | RF | 38 | 63 | 25 | Increased |
| 24 | SL | 29 | 75 | 46 | Increased |
| 25 | SNK | 25 | 71 | 46 | Increased |
| 26 | TDS | 50 | 71 | 21 | Increased |
| 27 | VDC | 33 | 63 | 30 | Increased |
| 28 | VAP | 25 | 58 | 33 | Increased |
| 29 | WY | 33 | 63 | 30 | Increased |
| 30 | ZM | 29 | 75 | 46 | Increased |
| Total | | 1114 | 1958 | 842 | |
| Average | | 37,1 | 65,3 | 28,2 | |

In this research, pre-test and post-test I had done individually. It was aimed to know the ability of the recount writing skill of the students before and after the treatment. From the result of pre-test and post-test I, we knew that there was an improving from the students' result score. It could be seen from the average in pre-test 37,13 and post-test I 65,27. Although there was improving of the students' achievement, cycle I was not successful yet because only 12 students (40%) who passed in post-test 1. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

b. Cycle II

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

1) Planning

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

material, answer sheet observation sheet and the test for pre-test and post-test II.

2) Acting

The description of teaching and learning process of cycle II was not different from the previous cycle. In each cycle, the researcher tried to make the students more active. The schedule of cycle II was conducted in two meetings in the same day.

a) The First Meeting

The first meeting was done on Tuesday, May 15th 2018 at 10.25 – 11.45 a.m. At the beginning of the class, the researcher greeted the students friendly. The students also answered it friendly.

The learning process in the cycle 2 was focused on the weakness of cycle I. The researcher found the students' problems were in structure and language features in recount text. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what is recount text, the structure and the language features of recount text. Then, the researcher gave an example of recount text. From the example that was given by the researcher, she asked the students to show where is the part of orientations, events

and re-orientations from the text. Then, the researcher also asked the students to show the language features of recount text. For example, the researcher asked the students about past tense, time signal or connecting word from the text and most of the students could answer the question from the researcher. So, the teaching and learning process became more active than previous meeting.

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

b) The Second Meeting

The second meeting conducted on Tuesday, May 15th 2018 at 12.15 -13.35 a.m. The researcher began the class by greeted the students. Then the researcher asked to the students whether they have any question about the material. After that, the researcher gave feedback to the students about their question.

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

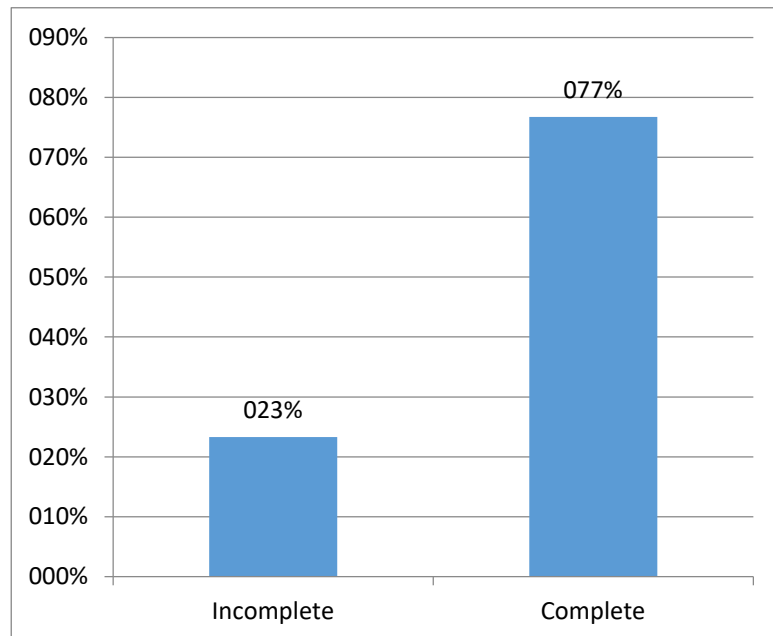
The score of post-test cycle II can be seen on the table below:

Table 11
Post-test II Score of Recount Writing Skill

| NO | Students' Code | Score | Category |
|-----------------------------------|-----------------------|--------------|-----------------|
| 1 | ATTM | 75 | Complete |
| 2 | AF | 75 | Complete |
| 3 | ARS | 75 | Complete |
| 4 | AF | 75 | Complete |
| 5 | EDF | 79 | Complete |
| 6 | EO | 67 | Incomplete |
| 7 | FFFF | 83 | Complete |
| 8 | FA | 63 | Incomplete |
| 9 | HAY | 63 | Incomplete |
| 10 | KAM | 79 | Complete |
| 11 | LRR | 75 | Complete |
| 12 | LKN | 75 | Complete |
| 13 | NDS | 79 | Complete |
| 14 | NHS | 75 | Complete |
| 15 | NZP | 83 | Complete |
| 16 | NM | 83 | Complete |
| 17 | PHR | 75 | Complete |
| 18 | RM | 88 | Complete |
| 19 | RDS | 79 | Complete |
| 20 | RDN | 63 | Incomplete |
| 21 | RA | 79 | Complete |
| 22 | R | 83 | Complete |
| 23 | RF | 83 | Complete |
| 24 | SL | 75 | Complete |
| 25 | SNK | 71 | Incomplete |
| 26 | TDS | 79 | Complete |
| 27 | VDC | 67 | Incomplete |
| 28 | VAP | 67 | Incomplete |
| 29 | WY | 79 | Complete |
| 30 | ZM | 75 | Complete |
| Total | | 2267 | - |
| Lowest Score | | 63 | Incomplete |
| Highest Score | | 88 | Complete |
| Score \geq 75 | | 23 | Complete |
| Score <75 | | 7 | Incomplete |
| Average | | 75,6 | Complete |

Source:the result of post-test on May, 15th 2018

Figure 5
Graph of the Post-test II Result



Based on the table above, it could be seen that the students' average score in post-test II was 76. The highest score was 88 and the lowest score was 63. According to minimum mastery criteria (MMC), 76,7% students passed the test. Most of the students could improve their recount writing skill . It means that cycle II was successful.

3) Observing

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

Table 12**The Students' Activities in Cycle II**

| No | Students Activities | Frequency | Percentage |
|-----------------------|---|------------------|-------------------|
| 1 | The students pay attention of the teacher's explanation | 26 | 86,7% |
| 2 | The students ask/answer questions | 24 | 80% |
| 3 | The students make a note of from the material | 27 | 90% |
| 4 | The students can create recount text well | 23 | 76,7% |
| Total students | | 30 | |

The table above showed that the students' activity in cycle II was improved. Based on the result above, there were 26 students (86,67%) who gave attention to the teacher explanation, 24 students (80%) who understood the materials, 27 students (90%) who made a note from the material and 23 students (76,66%) can create recount text well. The researcher indicated that learning process in cycle II was successful because the fourth students' activity got percentage > 75%.

4) Reflecting

Based on the result of post test cycle II, it can be seen that the most of the students have not difficulty to express their idea into word and how construct sentence become a good text. It happened because the teacher explained the material more.

The students have serious in doing the task. In this cycle, most of the students got good score. It happened caused the researcher has revised and improved the teaching and learning process in cycle I.

In the second cycle, the students were also active when the learning and teaching process were conducted in the class. They also felt confidence to create their story by writing. It means that guided imagery technique is effective to increase the student's recount writing skill. The students who got score more than 75 were 23 students (76,66%).

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

Table 13

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

| No | Students' Code | Post-Test I Score | Post-Test II Score | Increasing | Explanation |
|----|----------------|-------------------|--------------------|------------|-------------|
| 1 | ATTM | 46 | 75 | 29 | Increased |
| 2 | AF | 54 | 75 | 21 | Increased |
| 3 | ARS | 63 | 75 | 12 | Increased |
| 4 | AF | 71 | 75 | 4 | Increased |
| 5 | EDF | 63 | 79 | 16 | Increased |
| 6 | EO | 42 | 67 | 25 | Increased |
| 7 | FFFF | 79 | 83 | 4 | Increased |
| 8 | FA | 42 | 63 | 21 | Increased |
| 9 | HAY | 50 | 63 | 13 | Increased |
| 10 | KAM | 75 | 79 | 4 | Increased |
| 11 | LRR | 38 | 75 | 37 | Increased |
| 12 | LKN | 63 | 75 | 12 | Increased |
| 13 | NDS | 75 | 79 | 4 | Increased |
| 14 | NHS | 63 | 75 | 12 | Increased |

| | | | | | |
|----------------|-----|-------------|-------------|-------------|-----------|
| 15 | NZP | 54 | 83 | 29 | Increased |
| 16 | NM | 83 | 83 | 0 | Constant |
| 17 | PHR | 75 | 75 | 0 | Constant |
| 18 | RM | 83 | 88 | 5 | Increased |
| 19 | RDS | 75 | 79 | 4 | Increased |
| 20 | RDN | 75 | 63 | -12 | Decreased |
| 21 | RA | 75 | 79 | 4 | Increased |
| 22 | R | 75 | 83 | 8 | Increased |
| 23 | RF | 63 | 83 | 20 | Increased |
| 24 | SL | 75 | 75 | 0 | Constant |
| 25 | SNK | 71 | 71 | 0 | Constant |
| 26 | TDS | 71 | 79 | 8 | Increased |
| 27 | VDC | 63 | 67 | 6 | Increased |
| 28 | VAP | 58 | 67 | 9 | Increased |
| 29 | WY | 63 | 79 | 16 | Increased |
| 30 | ZM | 75 | 75 | 0 | Constant |
| Total | | 1958 | 2267 | 311 | |
| Average | | 65,3 | 75,6 | 10,3 | |

Based on the result above, it could be inferred that Guided Imagery Technique could improve the recount writing skill of the students because there was improving from average in post-test I 65,3 became 75,6 in post-test II. In the cycle II, most of the students could develop their recount writing skill. It means that cycle II was successful and would not be continued in the next cycle because the students' Average was 75,6 and 76,7% of the students got complete score.

B. Interpretation

1. The Result of Pre-Test

To see the students' recount writing skill before implementing the treatment, the researcher conducted the pre-test. It was conducted on Tuesday, May 8th 2018.

Based on the result of the students' pre-test, only 1 student (3,3%) students passed The Minimum Mastery Criteria (MMC). The lowest score was 25, the highest score was 75 and the average was 37,1. In pre-test, the researcher found the students' problem such as they still confused how to create a recount text. The problem could be seen by the students' score in pre-test. There were 29 students who got score less than 75. It showed that the result of students' recount writing skill was still low. So, it needs improvement by guided imagery technique.

2. The Result of Post-Test Cycle I

Based on the result of post test cycle I, it can be seen that just 12 students (40%) passed in the post-test. The lowest score was 38, the highest score was 83, and the average score was 65,3.

From the result of students' score in pre-test and post-test I, there was an improving from the students' result score. It could be seen from the average in pre-test was 37 and post-test I was 65. Although there was improving of the students' achievement, cycle I was not successfully yet because only 12 students (40%) who passed

in post-test I. It means that in the cycle I, the students' achievement could increase enough but it was not successful because the indicator of success was not reached yet.

3. The Result of Post-Test Cycle II

After analyzing the students' score in the post test of cycle I, the researcher had to conduct the next cycle because only 12 students (40%) passed the test and got score ≤ 75 .

Based on the result of post-test II there were 23 students (76,66%) passed the test because they got score ≥ 75 . In this post-test, the lowest score was 63, the highest score was 88, and the average score was 75,6.

From the result of the students' score from post-test II, it could be concluded that there were improving scores. The improving score could be seen on the average score. The average score in the post-test I and post-test II were 65 and 75,6 , then the increasing score was 10,3. In the pre-test, post-test I, and post-test II, the total students who got score ≥ 75 were 1, 12 and 23 students. Because the achievement of students had increased enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

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

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the

students' average score was higher than cycle I. The students score on recount writing skill from pre-test to post-test cycle II could be seen on the table below:

Table 14

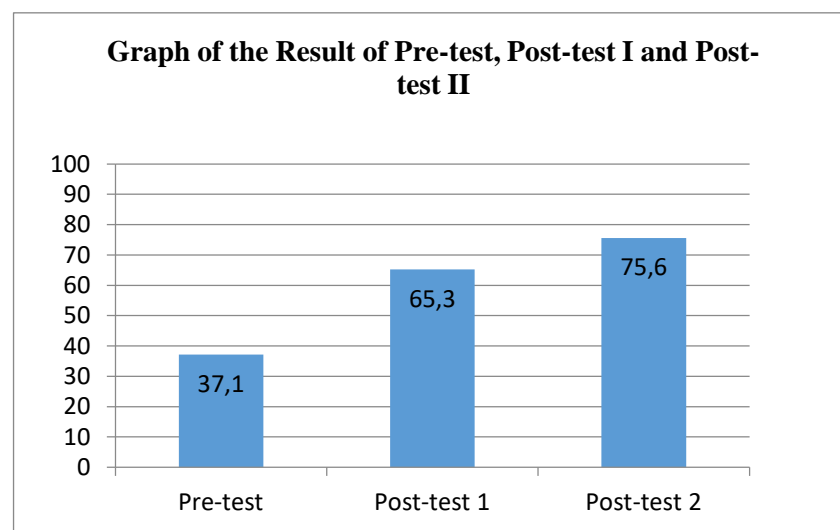
Students' Score of Pre-test, Post-test Cycle I, and Post-test Cycle II

| NO | Students' Code | Pre-test Score | Post-Test I Score | Post-Test II Score | Explanation |
|----------------|----------------|----------------|-------------------|--------------------|------------------|
| 1 | ATTM | 42 | 46 | 75 | Increased |
| 2 | AF | 29 | 54 | 75 | Increased |
| 3 | ARS | 25 | 63 | 75 | Increased |
| 4 | AF | 33 | 71 | 75 | Increased |
| 5 | EDF | 50 | 63 | 79 | Increased |
| 6 | EO | 25 | 42 | 67 | Increased |
| 7 | FFFF | 63 | 79 | 83 | Increased |
| 8 | FA | 25 | 42 | 63 | Increased |
| 9 | HAY | 33 | 50 | 63 | Increased |
| 10 | KAM | 42 | 75 | 79 | Increased |
| 11 | LRR | 33 | 38 | 75 | Increased |
| 12 | LKN | 25 | 63 | 75 | Increased |
| 13 | NDS | 46 | 75 | 79 | Increased |
| 14 | NHS | 42 | 63 | 75 | Increased |
| 15 | NZP | 29 | 54 | 83 | Increased |
| 16 | NM | 38 | 83 | 83 | Constant |
| 17 | PHR | 29 | 75 | 75 | Constant |
| 18 | RM | 75 | 83 | 88 | Increased |
| 19 | RDS | 33 | 75 | 79 | Increased |
| 20 | RDN | 46 | 75 | 63 | Decreased |
| 21 | RA | 33 | 75 | 79 | Increased |
| 22 | R | 58 | 75 | 83 | Increased |
| 23 | RF | 38 | 63 | 83 | Increased |
| 24 | SL | 29 | 75 | 75 | Increased |
| 25 | SNK | 25 | 71 | 71 | Constant |
| 26 | TDS | 50 | 71 | 79 | Increased |
| 27 | VDC | 33 | 63 | 67 | Increased |
| 28 | VAP | 25 | 58 | 67 | Increased |
| 29 | WY | 33 | 63 | 79 | Increased |
| 30 | ZM | 29 | 75 | 75 | Constant |
| Total | | 1114 | 1958 | 2267 | - |
| Average | | 37,1 | 65,3 | 75,6 | Increased |

Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant improving of the students' score. It could be seen from the average 37,1 to 65,3 became 75,6. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

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

Figure 6



Based on the graph above, it can be inferred that Guided Imagery Technique could improve the students' recount writing skill. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

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

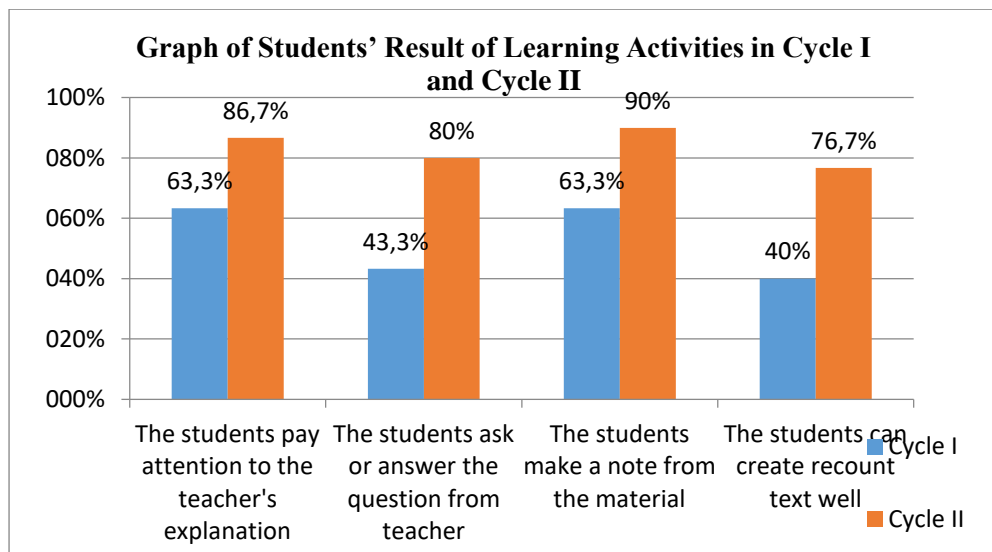
The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 15

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

| No | Students' Activities | Cycle I | | Cycle II | | Increasing |
|----|---|---------|------------|----------|------------|------------|
| | | F | Percentage | F | Percentage | |
| 1 | The students pay attention of the teacher explanation | 19 | 63,3% | 26 | 86,7% | 23,4% |
| 2 | The students ask/answer questions | 13 | 43,3% | 24 | 80% | 36,7% |
| 3 | The students make a note from the material | 19 | 63,3% | 27 | 90% | 26,7% |
| 4 | The students can create recount text well | 12 | 40% | 23 | 76,7% | 36,7% |

Figure 7



Based on the data had gotten, it can be explained as follow:

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

The students' attention to the teacher explanation from the first meeting to next meeting was improved. In cycle I was only 63,3% and in cycle II 86,7%, it improved 23,4%

- b. The students ask/answer question from the teacher

The students who asked or answered questions from the teacher was improved from the first meeting to next meeting. it showed when the teacher gave the questions to the students, they were brave to answer although not all the questions could be answered well. For this activity improved 36,7%, from cycle I 43,3% and cycle II 80%.

c. The students were active in group

The students who had made a note from the material also improved. From cycle I 63,3% and cycle II 90% , so it improved 26,7%.

d. The Students can create recount text well

The students who can create recount text were improved. It could be seen on the cycle I 40% and cycle II 76,7%, it improved 36,7%.

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

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

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Guided Imagery Technique could improve the students' recount writing skill. There was progress average score from 37,1 to 65,3 and to 75,7.

From the graph 1, we could be seen that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above,

the average score in the pre-test was 37,1 and only 1 student or (3,3%) passed the test.

Moreover, in the post-test I and II there was 12 students or (40%) passed the test with the average 65,3 and 23 students or (76,7%) who passed the test with average 75,6. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success (75% of students got score ≥ 75) was reached.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

Based on the result of the use of Guided Imagery Technique in recount writing skill, it could be concluded that there was improving the students' recount writing skill by using of Guided Imagery Technique at the eighth graders of State Junior High School 3 Metro. Therefore, Guided Imagery Technique 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 of students' average score from pre test 37,1 to post test I 65,3 became 75,6 in post test II. In cycle 1, there were 1 students (3,3%) passed the test. Moreover, in cycle II there were 23 students (76,7%) who got score ≥ 75 . In cycle I there was 52,5% of students which were active in writing class. In cycle II there was 83,4% 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 Guided Imagery Technique could be used to improve the students' recount writing skill.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions as follows:

1. The students are suggested to be more active in learning English so they can comprehend the material that teacher given and improve their knowledge especially in recount writing skill.
2. The students are suggested to improve their vocabularies mastery in order that can success in creating recount text.
3. It is suggested for the English teacher to use Guided Imagery Technique as alternative technique in the classroom because this technique is effective to improve the students writing skill in the teaching and learning process.
4. The teacher is expected to give motivation to the students in order to be excited in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class, the students will more active after the teacher gives motivation to the students.
5. It is suggested for the headmaster in order to persuade the teachers to use this technique because it is effective in teaching the material for the teacher.

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LAMPIRAN

PROFIL SMP NEGERI 3 METRO

A. Profil Sekolah

1. Riwayat Berdirinya Sekolah

SMP Negeri 3 Metro berlokasi di Kota Metro, pertama kali SMP Negeri 3 Metro bersama SGB yaitu Sekolah Guru Besar yang berdiri sejak tahun 1954. Kemudian sejak tahun 1958 SGB dihapuskan maka berdirilah Sekolah Menengah Ekonomi Pertama (SMEP) Metro. Selanjutnya pada tahun 1979 berdirilah Sekolah Menengah Pertama (SMP) Negeri 3 Metro berdasarkan SK Mendikbud No. 030/8/1979 tanggal 17 Februari 1979.

SMP Negeri 3 Metro sudah lebih dari 25 tahun dan mengalami 7 kali pergantian pemimpin yaitu sebagai berikut:

- a. Bapak Danoeri, BA
- b. Bapak M. Tauchid
- c. Bapak Suhadi Martono
- d. Bapak Drs. Hi. Rozilie Z
- e. Ibu Yunani, S.Pd.
- f. Ibu Gustin Darwis, S.Pd.I
- g. Ibu Hj. Yunani, S.Pd.

2. Identitas Sekolah

| | |
|--------------------|--|
| Nama Sekolah | : SMP Negeri 3 Metro |
| NPSN | : 10807603 |
| Alamat | : Jln. Letjend Alamsyah Ratu Prawiranegara No. 1 Kota Metro |
| No. Telp | : 0725-41829 |
| Koordinat | : Longitude : 105.307737 Latitude : - 5.116904 |
| Nama Yayasan (Bagi | : - |

Swasta)

| | |
|----------------------|------------------------|
| Nama Kepala Sekolah | : Hj. YUNANI, S.Pd |
| Kategori Sekolah | : Terakreditasi A |
| Tahun Beroperasi | : 1979 |
| Kepemilikan | : Milik Pemerintah |
| Tanah/Bangunan | : 4.019 m ² |
| a. Luas Tanah/Status | : 3.939 m ² |
| b. Luas Bangunan | |

3. Letak Geografi

SMP Negeri 3 Metro terletak pada posisi yang strategis. Karena terlatak di pusat Kota Metro dan mudah ditempuh. SMP Negeri 3 Metro terletak di Jln. AR. Perwira Nrgara No. 1 Kota Metro, dengan batasan sebagai berikut:

- a. Sebelah Barat berbatasan dengan Sekretariat AWPI
- b. Sebelah Timur berbatasan dengan pemukiman penduduk
- c. Sebelah selatan berbatasan dengan Radio Metropolis
- d. Sebelah utara berbatasan dengan Jalan Sutiyoso

4. Visi dan Misi SMP Negeri 3 Metro

a. Visi SMP Negeri 3 Metro

Unggul dalam prestasi berwawasan Iptek berlandaskan Imtaq

Indikator Visi:

- 1) Unggul dalam pengembangan kurikulum.
- 2) unggul dalam proses pembelajaran.
- 3) unggul dalam kualitas lulusan.
- 4) unggul dalam SDM Pendidik dan Tenaga Pendidik.
- 5) Unggul dalam pengembangan sarana prasarana pendidikan.
- 6) Unggul dalam mutu dan pengelolaan manajemen sekolah.
- 7) Unggul dalam penggalangan pembiayaan pendidikan.
- 8) Unggul dalam peningkatan dan ketaqwaan.

b. Misi SMP Negeri 3 Metro

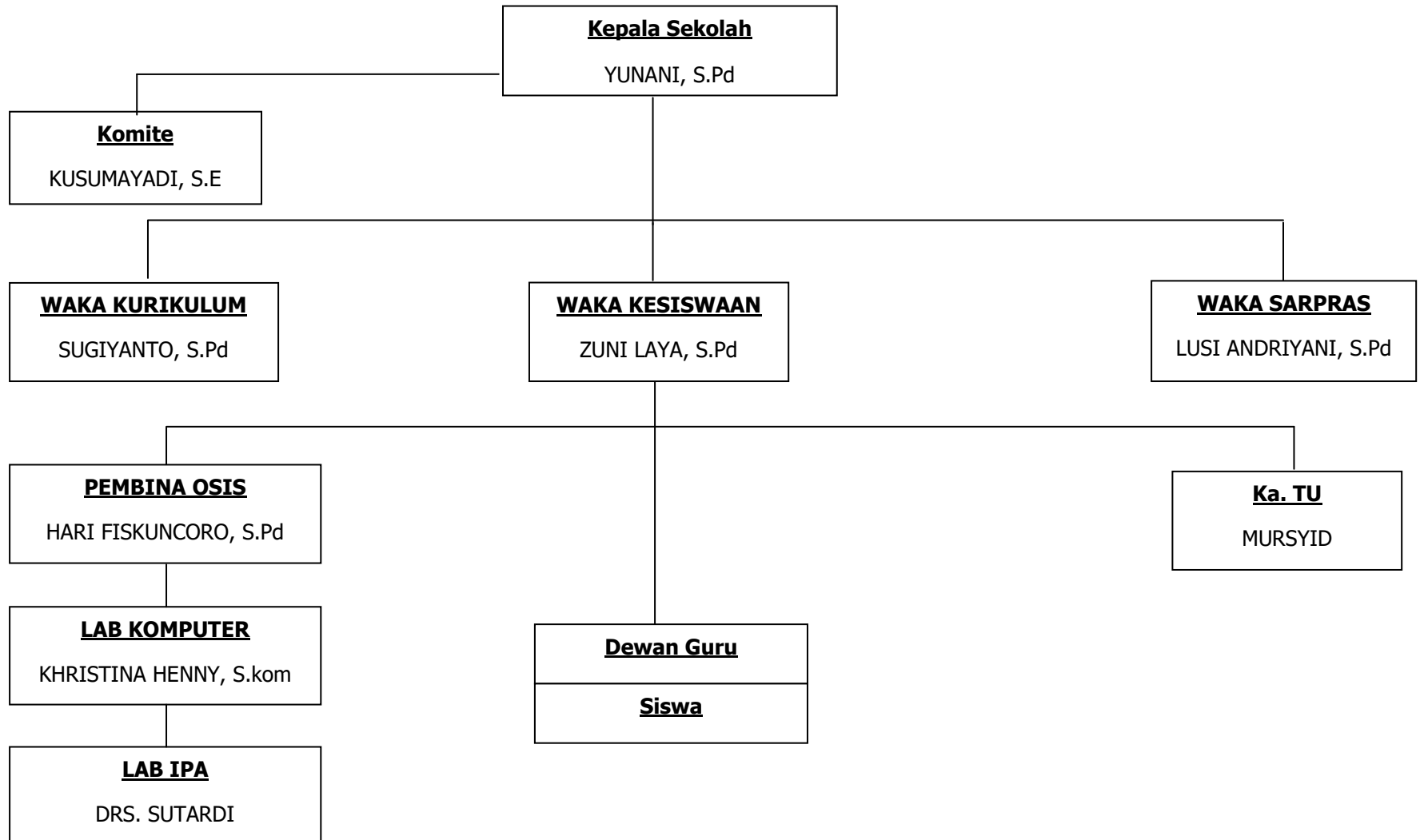
- 1) Dalam indikator Visi unggulan dalam pengembangan kurikulum, Misi sekolah yang akan dikembangkan adalah dengan mewujudkan pengembangan kurikulum 2013 yang proaktif dan adatif.
- 2) Dalam indikator Visi unggulan dalam proses pembelajaran, Misi yang dikembangkan sekolah adalah dengan mewujudkan pembelajaran yang inovatif dalam strategi/metode pendekatan yang sesuai (CTI, PAKEM, Kooperatif Learning, Constructivisme, dan Joyfull Learning).
- 3) Dalam indikator Visi unggulan dalam Standar ketuntasan belajar dan kelulusan, maka misi dikembangkan sekolah adalah:
 - a) Mewujudkan ketercapaian kriteria ketuntasan minimal (KKM)
 - b) Mewujudkan ketercapaian Standar Kelulusan (SKL) kelas IX
 - c) Mewujudkan pencapaian berbagai prestasi bidang akademik dan non akademik
 - d) Mewujudkan pembiasaan-pembiasaan beribadah/imtaq, hidup bersih, sopan santun, dan berbudi pekerti luhur.
- 4) Dalam indikator Visi unggulan dalam SDM Pendidik dan tenaga pendidika, maka misi dikembangkan sekolah adalah:
 - a) Mewujudkan peningkatan SDM Pendidik dan tenaga Pendidik yang berkualitas
 - b) Mewujudkan ketersediaan pendidik dan tenaga kependidik berdasarkan kuantitas dan spesifikasi.
- 5) Dalam indikator Visi unggul dalam pengembangan sarana prasarana pendidikan, misi dikembangkan sekolah adalah:
 - a) Mewujudkan ketersediaan sarana prasarana/fasilitas pendidikan
 - b) Mewujudkan pengembangan media pembelajaran.
- 6) Dalam indikator Visi unggul dalam mutu dan pengelolaan managemen sekolah, maka misi dikembangkan sekolah adalah:

- a) Mewujudkan pengelolaan manajemen sekolah yang transparan, partisipatif, dan akuntabel.
 - b) Mewujudkan sistem komperasasi administrasi.
- 7) Dalam indikator Visi unggul dalam penggalan pembiayaan pendidikan, maka misi dikembangkan sekolah adalah:
- a) Mewujudkan pengembangan usaha-usaha sekolah
 - b) Mewujudkan jaringan kerja dengan komite sekolah, dunia usaha dan lembaga-lembaga lain.
- 8) Dalam indikator Visi unggul dalam pengembangan validasi sistem penilaian, maka misi dikembangkan sekolah adalah mewujudkan sistem penelitian yang reliabel dan valid.

5. Tujuan Sekolah

SMP Negeri 3 menetapkan tujuan sebagai berikut:

- a. Indikator visi unggulan dalam pengembangan kurikulum, bertujuan untuk menghasilkan perangkat kurikulum sekolah.
- b. Indikator visi unggulan dalam pengembangan kurikulum, bertujuan menghasilkan strategi (modul) pembelajaran efektif, inovatif, kreatif, dan menyenangkan.
- c. Indikator visi unggulan dalam kualitas kelulusan bertujuan untuk memenuhi prinsip standar ketuntasan belajar minimal dan standar kelulusan, mampu menghasilkan lulusan yang berkualitas dan berkepribadian, pencapaian prestasi juara akademik dan non akademik.

STRUKTUR ORGANISASI SMP NEGERI 3 METRO

KONDISI DAN SARANA PRASARANA SMP NEGERI 3 METRO

A. Kondisi Sekolah

1. Keadaan Sarana Prasarana

a. Keadaan Gedung/Fasilitas Sekolah

SMP Negeri 3 Metro memiliki beberapa ruangan untuk kegiatan pendidikan dan administrasi sekolah, serta keperluan lain. Dengan rincian berikut:

| No. | Ruang | Jumlah |
|-----|-----------------|----------|
| 1 | Kepala Sekolah | 1 Ruang |
| 3 | Kelas/Belajar | 23 Ruang |
| 4 | Guru | 2 Ruang |
| 5 | TU (Tata Usaha) | 1 Ruang |
| 6 | Komputer | 1 Ruang |
| 7 | Mushola | 1 Ruang |
| 8 | Perpustakaan | 1 Ruang |
| 9 | UKS | 1 Ruang |
| 10 | Lab. Bahasa | 1 Ruang |
| 11 | Lab. IPA | 1 Ruang |
| 12 | Toilet | 4 Ruang |

b. Fasilitas Sekolah

1) Ruang Kelas/Ruang belajar

Sarana yang ada di dalam kelas yaitu sebagai berikut:

- a) Meja
- b) Kursi
- c) White Board

2) Ruang Kantor

Sarana yang ada diruang kantor yaitu sebagai berikut:

- a) Meja dan kursi
- b) Kipas angin
- c) Dispenser
- d) Almari
- e) TV

- f) Komputer
 - g) Printer
 - h) Buku dan Arsip
 - i) Lemari Kaca
- 3) Ruang Perpustakaan
- a) Rak buku
 - b) Meja dan kursi
 - c) Buku-buku
 - d) Kipas angin
- 4) Ruang Lab. Komputer
- a) Komputer
 - b) Meja dan kursi
 - c) Papan tulis
 - d) AC
- 5) Ruang Mushola
- a) Seperangkat alat shalat
 - b) Al-quran
 - c) Karpet
 - d) Kipas angin
- 6) Ruang Laboratorium IPA
- a) Meja dan kursi
 - b) Papan tulis
 - c) Kipas angin
 - d) Alat-alat IPA
- 7) Halaman Sekolah
- a) Taman bunga
 - b) Parkir guru dan siswa
 - c) Halaman upacara

c. Data Sarana Ruang dan Lapangan

1) Data Ruang Belajar (Kelas)

| kondisi | Jumlah Ruang Kelas Asli (d) | | | | Jumlah ruang lainnya yang digunakan untuk ruang kelas (e) | Jumlah ruang yang digunakan untuk ruang kelas f=(d+e) |
|--------------|------------------------------------|-------------------------------|-------------------------------|------------------|---|---|
| | Ukuran 7x9 m ² (a) | Ukuran 12 x 8 (b) | Ukuran 8 x 6 (c) | Jumlah d=(a+b+c) | | |
| | 63 m ² x 20 = 1260 m | 96 m ² x 1 = 96 | 48 m ² x 2 = 96 | 1452 | Jumlah : - Ruang Yaitu : | 23 ruang |
| baik | 2 | 14 | 2 | | | |
| Rusak Ringan | 3 | | | | | |
| Rusak Sedang | | | | | | |
| Rusak Berat | 2 | | | | | |
| Rusak Total | | | | | | |

2) Data Ruang Lainnya

| Jenis Ruang | Jumlah | Ukuran (m ²) | Jenis Ruang | Jumlah | Ukuran (m ²) |
|------------------|--------|--------------------------|------------------|--------|--------------------------|
| 1. Kep. Sek | 1 | 6x7 | 10. Osis | 1 | 7x5 |
| 2. Waka | 1 | 6x7 | 11. Sirkulasi | | |
| 3. Guru | 1 | 7x16 | 12. BK | 1 | 32 |
| 4. TU | 1 | 7x8 | 13. WC Siswa (L) | 1 | 4 |
| 5. Perpustakaan | 1 | 14x 7 | 14. WC Siswa (P) | 1 | 4 |
| 6. Lab. IPA | 1 | 14 x 9 | 15. WC Siswa (L) | 1 | 8 |
| 7. Lab. Komputer | 1 | 8,5x7 | 16. WC Siswa (P) | 1 | 8 |

| | | | | | |
|----------------|---|--------|------------------|---|-------|
| 8. Lab. Bahasa | 1 | 12 x 8 | 17. Ruang Ibadah | 1 | 5 x 6 |
| 9. Ruang UKS | 1 | 9 x 7 | 18. Ruang Kantin | 3 | 3 x 7 |

3) Data Ruang Kantor

| Jenis Ruangan | Jumlah | Kondisi |
|-------------------|--------|---------|
| 1. Kepala Sekolah | 1 | Baik |
| 2. Guru | 2 | Baik |
| 3. Tata Usaha | 2 | Baik |

4) Lapangan Olahraga dan Upacara

| Lapangan | Jumlah | Ukuran | Kondisi | Keterangan |
|--|--------|--------|---------|------------|
| 1. Lapangan Olah raga a. b. c. d. e. | | | | |
| 2. Lapangan Upacara | 1 | 50x20 | Baik | |

2. Keadaan Kantor dan Pegawai

a. Keadaan Kantor

| Jenis Ruangan | Jumlah | Ukuran | Kondisi |
|-----------------------|--------|--------|---------|
| 1. Kepala Sekolah | 1 | 6x7 | Baik |
| 2. Wa. Kepala Sekolah | | 6x7 | |
| 3. Guru | 2 | 7x16 | Baik |
| 4. Tata Usaha | 2 | 7x8 | Baik |

3. Data Siswa

| T.A | Jml Pendaftar an (Calon Siswa Baru) | Kelas 7 | | Kelas 8 | | Kelas 9 | | Jumlah (Kls 7 + 8 + 9) | |
|-----------|-------------------------------------|-----------|------------|-----------|------------|-----------|------------|------------------------|------------|
| | | Jml Siswa | Jml Rombel | Jml Siswa | Jml Rombel | Jml Siswa | Jml Rombel | Siswa | Jml Rombel |
| 2014/2015 | 331 Orang | 224 Orang | 7 Rbl | 224 Orang | 7 Rbl | 221 Orang | 7 Rbl | 669 Orang | 21 Rbl |

| | | | | | | | | | |
|---------------|--------------|--------------|-------|--------------|-------|--------------|-------|--------------|--------|
| 2015/2 016 | 329 Orang | 224 Orang | 7 Rbl | 223 Orang | 7 Rbl | 223 Orang | 7 Rbl | 670 Orang | 21 Rbl |
| 2016/2 017 | 313 Orang | 295 Orang | 9 Rbl | 231 Orang | 8 Rbl | 219 Orang | 8 Rbl | 745 Orang | 25 Rbl |
| 2017/2 018 | | 231 Orang | 7 Rbl | 284 Orang | 9 Rbl | 228 Orang | 7 Rbl | 743 Orang | 23 Rbl |

Rombongan Belajar (Rombel)

| No | Nama Rombel | Tingkat Kelas | Jumlah Siswa | | |
|----|-------------|---------------|--------------|----|-------|
| | | | L | P | Total |
| 1 | Kelas 7.A | 7 | 13 | 19 | 32 |
| 2 | Kelas 7.B | 7 | 13 | 19 | 32 |
| 3 | Kelas 7.C | 7 | 17 | 16 | 33 |
| 4 | Kelas 7.D | 7 | 11 | 21 | 32 |
| 5 | Kelas 7.E | 7 | 15 | 19 | 34 |
| 6 | Kelas 7.F | 7 | 16 | 18 | 34 |
| 7 | Kelas 7.G | 7 | 15 | 19 | 34 |
| 8 | Kelas 8.A | 8 | 8 | 24 | 32 |
| 9 | Kelas 8.B | 8 | 12 | 20 | 32 |
| 10 | Kelas 8.C | 8 | 12 | 20 | 32 |
| 11 | Kelas 8.D | 8 | 11 | 19 | 30 |
| 12 | Kelas 8.E | 8 | 14 | 18 | 32 |
| 13 | Kelas 8.F | 8 | 15 | 17 | 32 |
| 14 | Kelas 8.G | 8 | 10 | 21 | 31 |
| 15 | Kelas 8.H | 8 | 7 | 24 | 31 |
| 16 | Kelas 8.I | 8 | 9 | 21 | 30 |
| 17 | Kelas 9.A | 9 | 4 | 28 | 32 |
| 18 | Kelas 9.B | 9 | 17 | 15 | 32 |
| 19 | Kelas 9.C | 9 | 16 | 17 | 33 |
| 20 | Kelas 9.D | 9 | 15 | 18 | 33 |
| 21 | Kelas 9.E | 9 | 11 | 22 | 33 |
| 22 | Kelas 9.F | 9 | 19 | 14 | 33 |
| 23 | Kelas 9.G | 9 | 15 | 17 | 32 |



MODEL SILABUS MATA PELAJARAN SEKOLAH MENENGAH
PERTAMA/MADRASAH TSANAWIYAH (SMP/MTs)

MATA PELAJARAN

BAHASA INGGRIS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

JAKARTA, 2017

Kelas : VIII

Alokasi Waktu : 4 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 karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Pembelajaran untuk Kompetensi Pengetahuan dan Kompetensi Keterampilan sebagai berikut ini.

| Kompetensi Dasar | Materi Pokok | Pembelajaran |
|---|--|---|
| <p>Siswa mampu:</p> <p>3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.1 Teks recount</p> <p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)</p> <p>4.11.2 Menyusun teks</p> | <ul style="list-style-type: none"> • Fungsi sosial Melaporkan, mengambil teladan, membanggakan • Struktur teks Dapat mencakup <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam Simple Past tense - Adverbia dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya. - Adverbia penghubung waktu: first, then, after that, before, at last, finally, | <ul style="list-style-type: none"> - Menyimak guru membaca beberapa teks recount tentang pengalaman pribadi seseorang - Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis - Menggunakan bagan untuk mempelajari alur cerita - Menuliskan beberapa teks pendek yang didiktekan guru dengan tulisan tangan. - Melengkapi ringkasan pengalaman dengan kalimat- kalimat yang diambil dari teks, |

| | | |
|--|--|---|
| <p>recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> | <p>dan sebagainya.</p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI</p> | <p>dengan ejaan dan tanda baca yang benar</p> <ul style="list-style-type: none"> - Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman- temannya secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya |
|--|--|---|

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP N 3 Metro

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/2

Materi Pokok : Teks recount pendek dan sederhana tentang kegiatan, kejadian dan peristiwa

Alokasi Waktu : 2 Pertemuan (4 x 45 Menit)

A. Kompetensi inti

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

B. Kompetensi Dasar

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

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

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. mengidentifikasi tujuan komunikatif teks (recount text) secara individual atau kelompok
2. mengidentifikasi struktur teks atas peristiwa yang pernah dialami
3. mengidentifikasi kata kerja, kata sifat, kata keterangan yang terdapat dalam teks.

D. Materi Pembelajaran

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

1. Fungsi Sosial

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

2. Struktur Teks

- a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang yang terlibat, tempat dan waktu kejadian, dll.
- b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.

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

3. Unsur Kebahasaan

- a. Kata kerja dalam simple past tense dan past continuous tense
- b. Kosakata : kata kerja yang menunjuktindakan atau kegiatan
- c. Adverbial penghubung waktu : when, first, then, after that, before, at last, finally, dsb.
- d. Frasa preposisional petunjuk waktu : yesterday, last month, on Monday, an hour ago, immediately, in the morning, three weeks ago, for three days, dsb.

E. Teknik Pembelajaran

Teknik : Guided Imagery Technique

F. Media, Alat, dan Sumber Belajar

1. Power Point Presentation dan Students' Work Sheet
2. Laptop dan LCD
3. Buku Bahasa Inggris, *When English rings the bell, unit 10*

G. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan

- a. Guru memberi salam (*greeting*)
- b. Guru memeriksa kehadiran siswa.
- c. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.

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

2. Kegiatan Inti

a. Mengamati

- 1) Siswa menulis pengalaman pribadi dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian dan peristiwa pendek dan sederhana arti berbagi sumber, dengan menggunakan ejaan dan tanda baca dengan benar.
- 2) Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.
- 3) Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya struktur teks (termasuk antara lain gagasan utama dan informasi rinci) dari setiap teks.

b. Menanya

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

c. Mengumpulkan Informasi

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

- 2) Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, structural teks dan unsur kebahasaan dari teks tentang kejadian dan peristiwa pendek dan sederhana.
- 3) Siswa membaca semua teks tentang kegiatan, kejadian dan peristiwa pendek dan sederhana yang telah terkumpul secara lebih cermat dengan cara mengidentifikasi dan menyebutkan :
- 4) Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian dan peristiwa pendek dan sederhana untuk mencapai fungsi sosial yang berbeda beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.

d. Mengasosiasi

- 1) Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks recount tentang kegiatan, kejadian, dan peristiwa pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- 2) Siswa memperoleh balikan dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan.

e. Mengkomunikasikan

- 1) Siswa membuat beberapa teks tentang kegiatan, kejadian dan peristiwa pendek dan sederhana yang ada dalam kehidupan

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

- 2) Siswa berupaya berbicara secara lancar dengan ucapan tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tandabaca yang benar, serta tulisan yang jelas dan rapi.
- 3) Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian dan peristiwa pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

3. Penutup

- a. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- c. Guru memberikan penugasan berupa tugas mandiri membuat teks tentang pengalaman pribadinya
- d. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- e. Peserta didik dan guru mengucapkan salam perpisahan.

H. Penilaian Keterampilan (Authentic Assessment)

Teknik penilaian : Tertulis

Bentuk Instrumen : Teks berbentuk Recount Teks

I. Rubrik Penilaian

| Evaluation Criteria Recount | Score | | | | Comments |
|--|-------|---|---|---|----------|
| | 4 | 3 | 2 | 1 | |
| <i>Content and Structure</i> | | | | | |
| 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 | | | | | |
| <i>Language feature</i> | | | | | |
| Uses the past tense accurately | | | | | |
| Uses times expressions appropriately | | | | | |
| Uses a range of appropriate words to describe the events | | | | | |

Criteria of the score: 4 = Excellent

3 = Pretty Good

2 = Average

1 = Need Important

Metro, Mei 2018

Mengetahui,

The Collaborator

The Researcher

Santi Budiwati, M. Pd
NIP. 196505311989032001

Rizki Dwi Oktaviani
NPM. 14122087

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP N 3 Metro

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/2

Materi Pokok : Teks recount pendek dan sederhana tentang kegiatan, kejadian dan peristiwa

Alokasi Waktu : 2 Pertemuan (4 x 45 Menit)

J. Kompetensi inti

4. Menghargai dan menghayati ajaran agama yang dianutnya
5. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (Toleransi gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan dan pergaulan dan keberadaannya
6. Memahami pengetahuan (factual, konseptual dan procedural), berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

K. Kompetensi Dasar

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

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

L. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

4. mengidentifikasi tujuan komunikatif teks (recount text) secara individual atau kelompok
5. mengidentifikasi struktur teks atas peristiwa yang pernah dialami
6. mengidentifikasi kata kerja, kata sifat, kata keterangan yang terdapat dalam teks.

M. Materi Pembelajaran

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

4. Fungsi Sosial

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

5. Struktur Teks

- b. Memberikan pendahuluan (orientasi) dengan menyebutkan orang yang terlibat, tempat dan waktu kejadian, dll.
- b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.

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

6. Unsur Kebahasaan

- b. Kata kerja dalam simple past tense dan past continuous tense
- b. Kosakata : kata kerja yang menunjuktindakan atau kegiatan
- c. Adverbial penghubung waktu : when, first, then, after that, before, at last, finally, dsb.
- d. Frasa preposisional petunjuk waktu : yesterday, last month, on Monday, an hour ago, immediately, in the morning, three weeks ago, for three days, dsb.

N. Teknik Pembelajaran

Teknik : Guided Imagery Technique

O. Media, Alat, dan Sumber Belajar

- 4. Power Point Presentation dan Students' Work Sheet
- 5. Laptop dan LCD
- 6. Buku Bahasa Inggris, *When English rings the bell, unit 10*

P. Langkah-langkah Kegiatan Pembelajaran

4. Pendahuluan

- e. Guru memberi salam (*greeting*)
- f. Guru memeriksa kehadiran siswa.
- g. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.

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

5. Kegiatan Inti

f. Mengamati

- 4) Siswa menulis pengalaman pribadi dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian dan peristiwa pendek dan sederhana arti berbagi sumber, dengan menggunakan ejaan dan tanda baca dengan benar.
- 5) Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.
- 6) Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya struktur teks (termasuk antara lain gagasan utama dan informasi rinci) dari setiap teks.

g. Menanya

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

h. Mengumpulkan Informasi

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

- 6) Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, structural teks dan unsur kebahasaan dari teks tentang kejadian dan peristiwa pendek dan sederhana.
- 7) Siswa membaca semua teks tentang kegiatan, kejadian dan peristiwa pendek dan sederhana yang telah terkumpul secara lebih cermat dengan cara mengidentifikasi dan menyebutkan :
- 8) Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian dan peristiwa pendek dan sederhana untuk mencapai fungsi sosial yang berbeda beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.

i. Mengasosiasi

- 3) Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks recount tentang kegiatan, kejadian, dan peristiwa pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- 4) Siswa memperoleh balikan dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan.

j. Mengkomunikasikan

- 4) Siswa membuat beberapa teks tentang kegiatan, kejadian dan peristiwa pendek dan sederhana yang ada dalam kehidupan

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

- 5) Siswa berupaya berbicara secara lancar dengan ucapan tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tandabaca yang benar, serta tulisan yang jelas dan rapi.
- 6) Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian dan peristiwa pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

6. Penutup

- f. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- g. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- h. Guru memberikan penugasan berupa tugas mandiri membuat teks tentang pengalaman pribadinya
- i. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- j. Peserta didik dan guru mengucapkan salam perpisahan.

Q. Penilaian Keterampilan (Authentic Assessment)

Teknik penilaian : Tertulis

Bentuk Instrumen : Teks berbentuk Recount Teks

I. Rubrik Penilaian

| Evaluation Criteria Recount | Score | | | | Comments |
|--|-------|---|---|---|----------|
| | 4 | 3 | 2 | 1 | |
| <i>Content and Structure</i> | | | | | |
| 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 | | | | | |
| <i>Language feature</i> | | | | | |
| Uses the past tense accurately | | | | | |
| Uses times expressions appropriately | | | | | |
| Uses a range of appropriate words to describe the events | | | | | |

Criteria of the score: 4 = Excellent

3 = Pretty Good

2 = Average

1 = Need Important

Metro, Mei 2018

Mengetahui,

The Collaborator



Santi Budiwati, M. Pd
NIP. 196505311989032001

The Researcher



Rizki Dwi Oktaviani
NPM. 14122087

The Students' Score of Recount Writing Skill

Pre-test

| NO | Students' Code | Score | Category |
|----------------------|----------------|-------|------------|
| 1 | ATTM | 42 | Incomplete |
| 2 | AF | 29 | Incomplete |
| 3 | ARS | 25 | Incomplete |
| 4 | AF | 33 | Incomplete |
| 5 | EDF | 50 | Incomplete |
| 6 | EO | 25 | Incomplete |
| 7 | FFFF | 63 | Incomplete |
| 8 | FA | 25 | Incomplete |
| 9 | HAY | 33 | Incomplete |
| 10 | KAM | 42 | Incomplete |
| 11 | LRR | 33 | Incomplete |
| 12 | LKN | 25 | Incomplete |
| 13 | NDS | 46 | Incomplete |
| 14 | NHS | 42 | Incomplete |
| 15 | NZP | 29 | Incomplete |
| 16 | NM | 38 | Incomplete |
| 17 | PHR | 29 | Incomplete |
| 18 | RM | 75 | Complete |
| 19 | RDS | 33 | Incomplete |
| 20 | RDN | 46 | Incomplete |
| 21 | RA | 33 | Incomplete |
| 22 | R | 58 | Incomplete |
| 23 | RF | 38 | Incomplete |
| 24 | SL | 29 | Incomplete |
| 25 | SNK | 25 | Incomplete |
| 26 | TDS | 50 | Incomplete |
| 27 | VDC | 33 | Incomplete |
| 28 | VAP | 25 | Incomplete |
| 29 | WY | 33 | Incomplete |
| 30 | ZM | 29 | Incomplete |
| Total | | 1114 | - |
| Lowest Score | | 25 | Incomplete |
| Highest Score | | 75 | Complete |
| Average | | 37,1 | Incomplete |

The Result of Pre-test, Post-test I, and Post-test II

| NO | Students' Code | Pre-test Score | Post-Test I Score | Post-Test II Score |
|----------------|-----------------------|-----------------------|--------------------------|---------------------------|
| 1 | ATTM | 42 | 46 | 75 |
| 2 | AF | 29 | 54 | 75 |
| 3 | ARS | 25 | 63 | 75 |
| 4 | AF | 33 | 71 | 75 |
| 5 | EDF | 50 | 63 | 79 |
| 6 | EO | 25 | 42 | 67 |
| 7 | FFFF | 63 | 79 | 83 |
| 8 | FA | 25 | 42 | 63 |
| 9 | HAY | 33 | 50 | 63 |
| 10 | KAM | 42 | 75 | 79 |
| 11 | LRR | 33 | 38 | 75 |
| 12 | LKN | 25 | 63 | 75 |
| 13 | NDS | 46 | 75 | 79 |
| 14 | NHS | 42 | 63 | 75 |
| 15 | NZP | 29 | 54 | 83 |
| 16 | NM | 38 | 83 | 83 |
| 17 | PHR | 29 | 75 | 75 |
| 18 | RM | 75 | 83 | 88 |
| 19 | RDS | 33 | 75 | 79 |
| 20 | RDN | 46 | 75 | 63 |
| 21 | RA | 33 | 75 | 79 |
| 22 | R | 58 | 75 | 83 |
| 23 | RF | 38 | 63 | 83 |
| 24 | SL | 29 | 75 | 75 |
| 25 | SNK | 25 | 71 | 71 |
| 26 | TDS | 50 | 71 | 79 |
| 27 | VDC | 33 | 63 | 67 |
| 28 | VAP | 25 | 58 | 67 |
| 29 | WY | 33 | 63 | 79 |
| 30 | ZM | 29 | 75 | 75 |
| Total | | 1114 | 1958 | 2267 |
| Average | | 37,1 | 65,3 | 75,6 |

ANSWER SHEET

(Pre-Test)

Name : KANTON AL MUBOTARClass : VIII DLEBARAN DAY

When Lebaran day I go to the mosque for do Idul Fitri pray. In the mosque I meet many people and my friend. After finish I forgive with my friend and family. I get many money

Content & Structure : $2 + 3 + 1 = 6$

Language features : $1 + 1 + 2 = 4$

10

$$\frac{10}{24} \times 100 =$$

42

ANSWER SHEET

(Post Test 1)

Name : KUTAP AL MUKHOM
 Class : VINO

The Best Experience

On 9 May 2018, I and my friends follow the
 Pencak silat competition at Bandar Lampung. We are
 representative of Metro City and Base Lampung. We are
 send 37 Athlete.

After reaching the arena I see very much
 people from another territory. I waiting for my name
 be called by the referee, after a long wait finally
 my name is called. I won the competition
 I VERY PROUD OF MY PRESENTATION. I VERY HAPPY
 /2023

Content & Structure : $4 + 3 + 3 = 10$

Language features : $2 + 3 + 3 = 8$

18

$$\frac{18}{24} \times 100 =$$

75

ANSWER SHEET

(Post Test 2)

Name : Kankor al mubarak
 Class : VIII

A trip to the beach

Beach is a beautiful place of the world.
 We can ^{enjoy} enjoy fresh air last year on January
 30th 2017, me and my friend visited the beach.
 We are decided for visited the beach after the
 Examination.

Me and my friend spent time in the beach
 we are playing many games. I (swimming) at the
 beach, after that I and my friend group
 fishing. we got many fish and very big lobster. after
 that we (cooking) that fish and lobster together,
 and after that we ate that while enjoying
 the beach.

and finally we (go) home, I was very
 happy. we very enjoyed the day.

Content & Structure : $4+4+3 = 11$

Language features : $3+2+3 = 8$

$\frac{19}{24} \times 100 =$

79

ANSWER SHEET

(Pre-Test)

Name : Nabila Deivia Sari
 Class : VIII-D

Lebaran Day.Assalamualaikum. Wr. Wb

Last Year, after month ramadhan with greatfunny. I and family celebrate idhul fitri day with fun heart and go to ready to amynthu pray id. After finish do pray id. I and family she sorry forgive one a rader. after al. we if together and amynthu to go visit to rikeboard house and goes family.

Wassalamualaikum. Wr. Wb

Content & Structure : 3 + 3 + 1 = 7

Language features : 1 + 2 + 1 = 4

11

$$\frac{11}{24} \times 100 = 46$$

ANSWER SHEET

(Post Test 1)

Name : Nabila Dewia Sari
 Class : VIII D

My Birthday Party

On August, 15th 2014, I celebrated my tenth birthday right I just sitting in 4rd hour school class when I have brought my birthday invitation to (distributed) to all my friends.

After back school I see my mother and sister and other relatives are preparing all my birthday preparation. Untill at 02:00 pm my friends come and wish my a happy birthday. After all my friends have (come) the party started.

When progressed party I was very happy to the excitement of me and other friends during the game party. I want to best memories.

♥ The end ♥

Content & Structure : $4 + 3 + 1 = 10$

Language features : $3 + 2 + 3 = 8$

18

$\frac{18}{24} \times 100 =$

75

ANSWER SHEET

(Post Test 2)

Name : Nabila Dewia Sari
 Class : VIII-D

My first day at school

Assalamualaikum wr.wb

Two Years ago, on July, 15th 2016 exactly one day I began school in SMP negeri 3 metro, where I didn't know my new friends.

After that I start introduced my self for my friends. when one day I met with someone friend name Afifah Nazih Azizah, and I sat together. I told ~~there~~ where I prepared things to began one day my school in SMP negeri 3 metro.

I was verry happy in did the began talked together.

Content & Structure : $4 + 3 + 3 = 10$

Language features : $3 + 3 + 3 = 9$

19

$\frac{19}{24} \times 100 =$

79

ANSWER SHEET

(Pre-Test)

Name : Rizky Ferdianto

Class : VIII D

lebaran day

in dect moment lebaran, my family and I go to my Grand Father and Grand mother house. after to Grand Father and Grand-mother house, my family and I go to brother and sister house and go to my friend house

Content & Structure : $1 + 3 + 1 = 5$ Language features : $1 + 1 + 2 = 4$

9

$$\frac{9}{24} \times 100 = 38$$

ANSWER SHEET

(Post Test 1)

Name : RIZKY FoylindaClass : VIII DThe best Experience

On July 3rd 2019, My Family and I to go to Saxirindang beach. We Baid from house to beach ~~at 9 AM~~ to come to 3 PM. on the time I to come to beach I very happy ~~look~~ beach. I playing to beach with happy. after playing I to beach. after that my family and I to return to home. We to come to home at 6 PM.

Content & Structure : 4 + 3 + 2 = 9

Language features : 1 + 2 + 3 = 6

15

$$\frac{15}{24} \times 100 =$$

63

ANSWER SHEET

(Post Test 2)

Name : Rizki Ferdians

Class : VIII

A trip to the beach

Last week, my family and I went to Borongbung beach. We went to beach (with) my family. It was very enjoyable and we came to beach at 11 AM.

My family and I were very happy because we saw view beach. My brother and I swam in beach. Beach water very fresh. My brother and I looked for fish in edge beach. After played my brother and I walked in edge island. After edge island my brother and I both had water.

After to both had water my family and I went home. Before I went home, I enjoyed view in edge island.

Content + Structure : $4+4+3 = 11$ Language features : $3+3+3 = 9$

20

$$\frac{20}{24} \times 100 = 83$$

ANSWER SHEET

(Pre-Test)

Name : Tri Dama Saputra
 Class : VIII 0

The Independence Day

At 17 August 2017 I am with my friend follow Independence day
 and in the job at UP the flag with my Perkiraan friend
 after All I am go to my home and
 look Independence competition like climb flag, Put tumbong, Run flag
 after see competition I am back go to my home and
 lunch and afternoon sleep.

At the evening I am playing football with my friend
 at the field

Content & Structure : 3 + 3 + 1 = 7

Language feature : 1 + 1 + 3 = $\frac{5}{12}$

$$\frac{12}{24} \times 100$$

(50)

ANSWER SHEET

(Post Test I)

Name : TAI NINA SARITA
 Class : VII D

The worst experience

On April, 10th 2018 I (2m) together four my friends (30) for
 watching concert, concert is station at FIELD AND SOI 26 I (2m)
 go at 06.30 P.M and arrive at 08.50 P.M.

Before concert starts rain down very swift to be start at
 07.30 P.M I and four my friends still (watching) raining.
 stop arrive at 11.00 P.M and both decide for cancel
 concert mentioned because weather is not support

I (2m) very dejected because do not watching concert
 because rain down very swift

Content & Structure : 4 + 3 + 3 = 10

Language features : 1 + 3 + 3 = 7

17

$$\frac{17}{24} \times 100 =$$

71

ANSWER SHEET

(Post Test 2)

Name : Tai Pama Saputra
 Class : Vii D

My first day at school

On July, 12th 2016 I went to school at 08.30 P.M. I school
 at SMP N 3 Metro I went school together my brother.

arriving

After (arrive) school I soon in the school. I walked together
 friends for saw (to) school, I introduced my friends
 for friends with happy, after that I in class I soon
 begin well, I studied that class four day, after four day
 teacher announced for in class actually, I then in class
 vii D and I. together my friends soon inside and
 introduced self for friends and at 11.00 P.M I went to
 home.

My first day at school I happy because many friends
 I happy in at SMP N 3 METRA

Content & Structure : $4 + 4 + 3 = 11$

Language features : $3 + 3 + 2 = 8$

19

$$\frac{19}{24} \times 100 = 79$$

ANSWER SHEET

(Pre-Test)

Name : Winda Yohana
 Class : VIII^D

Lebaran Day

Lebaran day is for place the together gether brother and sister. I am so happy can celebrate together. I am, and my mother make many cook lebaran day. and I am together my family lebaran celebrate in home grandmother and grand father.

Content & Structure : 1 + 3 + 1 = 5

Language features : 1 + 1 + 1 = 3

8

$$\frac{8}{24} \times 100 =$$

33

ANSWER SHEET

(Post Test 1)

Name : WINDA YULIANA
 Class : VIII D

The Best Experience

Last year, on mai 25th 2016 - all student's 6 class
 SDN S METRO in celebrated farewell party in school, on
 SDN S METRO.

We student's SDN S METRO, celebrating in
 Farewell party with made ceremony, which could all
 to entertain.

In ceremony I am so feeling happy but I am
 feeling sad because ~~we~~ all we would, farewell.

Content & Structure : $4 + 2 + 4 = 10$

Language features : $2 + 2 + 1 = 5$

15

15
 20

x100

63

ANSWER SHEET

(Post Test 2)

Name : Winda Yuliana
 Class : VIII D

My First day at school

My first day at school (15) - I was ~~foed~~ found many new my friends. After I was found many my friend, I was well introduced my name in the class.

There I should introduce for teacher, and around in school. after two days ago I was saw many my friend new and they were very kind for I. I was prepared book, Marker and I should look for the class. After I was found the class, there teacher I had told many explanation in the school. All listened explanation from teacher. in school is very beautiful and had many ~~eks~~ experience.

I was ~~very~~ very happy, because I could have many new my friends and new teacher really very kind.

$$\text{Content + Structure} : 3 + 4 + 4 = 11$$

$$\text{Language features} : 3 + 2 + 3 = 8$$

19

$$\frac{19}{24} \times 100 =$$

79

Table
Observation Sheet of Students' Activities in Cycle I

| No | Students' Name | Students' Activities | | | | Total |
|-----------------------|----------------|----------------------|-------|-------|------|--------|
| | | 1 | 2 | 3 | 4 | |
| 1 | ATTM | ✓ | | ✓ | | 2 |
| 2 | AF | ✓ | | | | 1 |
| 3 | ARS | | ✓ | | | 1 |
| 4 | AF | ✓ | | | | 1 |
| 5 | EDF | - | | ✓ | | 1 |
| 6 | EO | | | ✓ | | 1 |
| 7 | FFFF | ✓ | ✓ | ✓ | ✓ | 4 |
| 8 | FA | | | | | 0 |
| 9 | HAY | | ✓ | | | 1 |
| 10 | KAM | ✓ | ✓ | | ✓ | 3 |
| 11 | LRR | ✓ | | ✓ | | 2 |
| 12 | LKN | ✓ | | ✓ | | 2 |
| 13 | NDS | ✓ | ✓ | ✓ | ✓ | 4 |
| 14 | NHS | ✓ | | ✓ | | 2 |
| 15 | NZP | | | ✓ | | 1 |
| 16 | NM | ✓ | ✓ | ✓ | ✓ | 4 |
| 17 | PHR | | ✓ | ✓ | ✓ | 3 |
| 18 | RM | ✓ | ✓ | ✓ | ✓ | 4 |
| 19 | RDS | ✓ | ✓ | ✓ | ✓ | 4 |
| 20 | RDN | ✓ | | | ✓ | 2 |
| 21 | RA | | ✓ | ✓ | ✓ | 3 |
| 22 | R | ✓ | | | ✓ | 2 |
| 23 | RF | ✓ | | | | 1 |
| 24 | SL | | ✓ | ✓ | ✓ | 3 |
| 25 | SNK | ✓ | | | | 1 |
| 26 | TDS | ✓ | | ✓ | | 2 |
| 27 | VAP | | | ✓ | | 1 |
| 28 | VDC | ✓ | ✓ | | | 2 |
| 29 | WY | | | ✓ | | 1 |
| 30 | ZM | ✓ | ✓ | ✓ | ✓ | 4 |
| Total | | 19 | 13 | 19 | 12 | 63 |
| Percentage (%) | | 63,3% | 43,3% | 63,3% | 40 % | 52,5 % |

Notes:

Indicator of the students' activities that observed are:

1. The students pay attention of the teacher's explanation
2. The students ask or answer the question from the teacher
3. The students make a note from the material
4. The students are able to do the task

Tick (√) for each positive activity

Percentage of students' activities:

$$P = \frac{\sum X}{N} \times 100\%$$

P = Percentage

$\sum X$ = Total Score of the Students

N = Total of Students.

Metro, Mei 2018

Menggetahui,

The Collaborator



Santi Budiwati, M. Pd
NIP. 196505311989032001

The Researcher



Rizki Dwi Oktaviani
NPM. 14122087

Table
Observation Sheet of Students' Activities in Cycle II

| No | Students' Name | Students' Activities | | | | Total |
|-----------------------|----------------|----------------------|------|-----|-------|--------|
| | | 1 | 2 | 3 | 4 | |
| 1 | ATTM | ✓ | ✓ | ✓ | ✓ | 4 |
| 2 | AF | | ✓ | ✓ | ✓ | 3 |
| 3 | ARS | ✓ | ✓ | | ✓ | 3 |
| 4 | AF | ✓ | ✓ | | ✓ | 3 |
| 5 | EDF | ✓ | | ✓ | ✓ | 3 |
| 6 | EO | ✓ | ✓ | ✓ | | 3 |
| 7 | FFFF | ✓ | ✓ | ✓ | ✓ | 4 |
| 8 | FA | | | ✓ | | 1 |
| 9 | HAY | ✓ | ✓ | | | 2 |
| 10 | KAM | ✓ | ✓ | ✓ | ✓ | 4 |
| 11 | LRR | ✓ | ✓ | ✓ | ✓ | 4 |
| 12 | LKN | ✓ | ✓ | ✓ | ✓ | 4 |
| 13 | NDS | ✓ | ✓ | ✓ | ✓ | 4 |
| 14 | NHS | ✓ | ✓ | ✓ | ✓ | 4 |
| 15 | NZP | ✓ | ✓ | ✓ | ✓ | 4 |
| 16 | NM | ✓ | ✓ | ✓ | ✓ | 4 |
| 17 | PHR | ✓ | ✓ | ✓ | ✓ | 4 |
| 18 | RM | ✓ | ✓ | ✓ | ✓ | 4 |
| 19 | RDS | ✓ | ✓ | ✓ | ✓ | 4 |
| 20 | RDN | | | ✓ | | 1 |
| 21 | RA | ✓ | ✓ | ✓ | ✓ | 4 |
| 22 | R | ✓ | ✓ | ✓ | ✓ | 4 |
| 23 | RF | ✓ | ✓ | ✓ | ✓ | 4 |
| 24 | SL | ✓ | ✓ | ✓ | ✓ | 4 |
| 25 | SNK | ✓ | | ✓ | | 2 |
| 26 | TDS | ✓ | | ✓ | ✓ | 3 |
| 27 | VAP | ✓ | | ✓ | | 2 |
| 28 | VDC | | ✓ | ✓ | | 2 |
| 29 | WY | ✓ | ✓ | ✓ | ✓ | 4 |
| 30 | ZM | ✓ | ✓ | ✓ | ✓ | 4 |
| Total | | 26 | 24 | 27 | 23 | 100 |
| Percentage (%) | | 86,7% | 80 % | 90% | 76,7% | 83,4 % |

Notes:

Indicator of the students' activities that observed are:

1. The students pay attention of the teacher's explanation
2. The students ask or answer the question from the teacher
3. The students make a note from the material
4. The students are able to do the task

Tick (✓) for each positive activity

Percentage of students' activities:

$$P = \frac{\sum X}{N} \times 100\%$$

P = Percentage

$\sum X$ = Total Score of the Students

N = Total of Students.

Metro, Mei 2018

Mengetahui,

The Collaborator



Santi Budiwati, M. Pd
NIP. 196505311989032001

The Researcher



Rizki Dwi Oktaviani
NPM. 14122087

PICTURES

The researcher giving pre-test to the students



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





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





APPENDICES II



133

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id e-mail: iain@metrouniv.ac.id

Nomor : 1453 /ln.28.1/J/PP.00.9/5/2018

03 Mei 2018

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag
2. Trisna Dinillah Harya, M.Pd

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Rizki Dwi Oktaviani
 NPM : 14122087
 Fakultas : Tarbiyah dan Ilmu keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : The Use of Guided Imagery Technique to Improve the Recount Writing Skill among the Eighth Graders of SMP N 3 Metro in 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.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: 1574/In.28/D.1/TL.01/05/2018

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

Nama : RIZKI DWI OKTAVIANI
 NPM : 14122087
 Semester : 8 (Delapan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 3 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF GUIDED IMAGERY TECHNIQUE TO IMPROVE THE RECOUNT WRITING SKILL AMONG THE EIGHTH GRADERS OF SMP N 3 METRO IN 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 : 07 Mei 2018



Dr. Isti Fatonah MA
 NIP. 19670531 199303 2 0037



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iam@metrouniv.ac.id

Nomor : 1575/In.28/D.1/TL.00/05/2018
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SEKOLAH SMP N 3
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: 1574/In.28/D.1/TL.01/05/2018, tanggal 07 Mei 2018 atas nama saudara:

Nama : RIZKI DWI OKTAVIANI
NPM : 14122087
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 3 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF GUIDED IMAGERY TECHNIQUE TO IMPROVE THE RECOUNT WRITING SKILL AMONG THE EIGHTH GRADERS OF SMP N 3 METRO IN 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, 07 Mei 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



**DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 METRO**

Jl. Letjend AR Perwiranegara Telpun (0725) 41829 Kota Metro
Email : smpn3komet@gmail.com website : 10807603.siap.sekolah.com

Nomor : 152/I.12.3/SMP.3/PL/2018
Lampiran : -
Perihal : Izin Research

Kepada
Yth : Dekan Institut Agama Islam Negeri Metro
Di -
Metro

Berdasarkan surat dari IAIN Metro Nomor : 1575/In.28/D.1/TL.00/05/2018 tanggal
07 Mei 2018 tentang Izin Penelitian atas :

Nama : Rizki Dwi Oktaviani
NPM : 14122087
Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan Research di SMP Negeri 3 Metro Tahun Pelajaran 2017/2018.

Dernikian surat ini kami sampaikan agar dapat dipergunakan sebagaimana mestinya,
atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Metro, 08 Mei 2018

Kepala SMP Negeri 3 Metro



YUNANI, S.Pd

NIP. 19630627 198403 2 006

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Rizki Dwi Oktaviani

NPM : 14122087

Fakultas : FTIK

Angkatan : 2014

Telah menyerahkan buku berjudul : *Participatory Action Research for Educational Leadership*.

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Rizki Dwi Oktaviani

NPM : 14122087

Fakultas : FTIK

Angkatan : 2014

Telah menyerahkan buku berjudul : *Participatory Action Research for Educational Leadership*.

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0445/In.28/S/OT.01/06/2018

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

Nama : Rizki Dwi Oktaviani
NPM : 14122087
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 14122087.

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, 29 Juni 2018
Kepala Perpustakaan,

Dr. Mokhtari Sudin, M.Pd.
195808311981031001





KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
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 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Rizki Dwi Oktaviani
 NPM : 14122087

Jurusan/Fakultas : TBI
 Semester/TA : VIII

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan |
|----|-------------------------|------------|----|---|--------------|
| | | I | II | | |
| 1. | Juniat, 29 Juni 2018 | | | R. bawala & kemian Bel di mung asaka | |

Mengetahui,
 Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
 NIP. 19611221 199603 1 001



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 IAIN METRO

Nama : Rizki Dwi Oktaviani
 NPM : 14122087

Jurusan/Fakultas : TBI
 Semester/TA : VIII

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan |
|----|------------------------|------------|----|--|--------------|
| | | I | II | | |
| 1. | Jumat, 8 Juni 2018 | ✓ | | - Add the skills that are needed to write recount text in the sub bab of the kinds of recount text skill. | |
| 2. | Kamis, 28 Juni 2018 | ✓ | | - Revise grammar in Chapter I - Revise grammar in Chapter II - Add the paragraph that tells about the kind of recount text that focused at the 8 th grader. | |

Mengetahui,
 Ketua Jurusan TBI

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Jurusan/Fakultas : TBI
 Semester/TA : VIII

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan |
|----|------------------------|------------|----|------------------------------|--------------|
| | | I | II | | |
| 1. | Rabu 02 - 05 - 2018 | ✓ | | Pembahasan ke Hooperasila | |

Mengetahui,
 Ketua Jurusan TBI

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Jurusan/Fakultas : TBI
 Semester/TA : VIII

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan |
|----|-------------------|------------|----|---|--------------|
| | | I | II | | |
| | Senin 4-6-2018 | | ✓ | Change Indonesian language into English | |
| | Kamis 7-6-2018 | | ✓ | Acc ch. IV & V Continue to 1 st Adviser | |

Mengetahui,
 Ketua Jurusan TBI

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 NIP. 19750610 200801 1 014

Dosen Pembimbing II

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



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Rizki Dwi Oktaviani
 NPM : 14122087

Jurusan/Fakultas : TBI
 Semester/TA : VIII

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan |
|----|------------------|------------|----|-----------------------------|--------------------|
| | | I | II | | |
| | Rabu, 25-4-18 | | ✓ | Revisi Instrumen A. | <i>[Signature]</i> |
| | Senin 30/4-18 | | ✓ | Ae Instrumen | <i>[Signature]</i> |

Mengetahui,
 Ketua Jurusan TBI

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

Dosen Pembimbing II

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

CURRICULUM VITAE



The name of the researcher is Rizki Dwi Oktaviani. She was born in Metro, on October 11, 1996. She is the second child of Mr. Asnawi and Mrs. Mu'minah. She was enrolled her study in Metro at SDN 3 Metro, on 2002-2008. She continued her study at SMP Kartikatama Metro on 2008-2011. Then, she continued her study at SMKN 2 Metro on 2011-2014. It was long journey for her to find out her dream. Finally, on 2014, she was registered as a S1 student of English Education Department of State Institute for Islamic Studies (IAIN) of Metro. After graduating from vocational high school, she decided to have lecture in English major at IAIN of Metro.