AN UNDERGRADUATE THESIS

IMPROVING THE STUDENTS' WRITING RECOUNT TEXT SKILL BY USING WORDLESS PICTURE BOOK

By :

DELFIA LORNA AP
Student Number: 1501070236

Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M

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Presented as a partial fulfillment of the requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By :

DELFIA LORNA AP
Student Number: 1501070236

Tarbiyah and Teacher Training Faculty
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2nd Sponsor : Trisna Dinillah Harya, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M

NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : In order to Hold the Munaqosah
                Of Delfia Lorna AP

To:
The Honorable the Head of Tarbiyah Department
of State Islamic Institute (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to the undergraduate thesis which is written by:

    Name   : Delfia Lorna AP
    St. Number   : 1501070236
    Faculty   : Tabiyah and Teaching Training Faculty
    Department : English Education

    Title   : IMPROVING THE STUDENTS' WRITING RECOUNT TEXT SKILL BY USING WORDLESS PICTURE BOOK

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

Wassalamu'alaikum Wr. Wb.

Metro, January 2020

Sponsor   Co-Sponsor

Drs. Kuryani, M.Pd   **Trisna Dinillah Harya, M. Pd**
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NOTA DINAS

Nomor   :
Lampiran : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
              Saudari Delfia Lorna AP

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-
      Tempat

Assalamu'alaikumWr.Wb.

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

Name   : Delfia Lorna AP
Student Number : 1501070236
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi : IMPROVING THE STUDENTS' WRITING RECOUNT TEXT SKILL BY USING WORDLESS PICTURE BOOK

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

Wassalamu'alaikumWr.Wb.

Metro, January 2020
Pembimbing I   Pembimbing II

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APPROVAL PAGE

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TEXT SKILL BY USING WORDLESS PICTURE BOOK

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To be examined in munaqosah in Tarbiyah Department of State Islamic Institute of Metro.

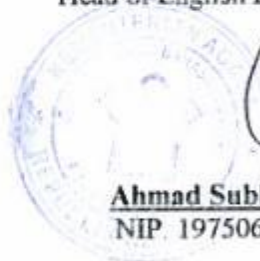Sponsor

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RATIFICATION PAGE
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An Undergraduate thesis entitled: IMPROVING STUDENTS' WRITING RECOUNT TEXT SKILL BY USING WORDLESS PICTURE BOOK, written by Delfia Lorna AP, student number 1501070236, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, 21st January 2020 at 08.00 – 10.00 am.

BOARD OF EXAMINERS:

Chairperson	: Drs. Kuryani, M. Pd	(.................................)
Examiner I	: Dr. Mahrus As'ad, M.Ag	(.................................)
Examiner II	: Trisna Dinillah Harya, M.Pd	(.................................)
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ABSTRACT

IMPROVING THE STUDENTS' WRITING RECOUNT TEXT SKILL BY USING WORDLESS PICTURE BOOK

By:
DELFIA LORNA AP

The main purpose of this research was to investigate the students' writing skill at MTs Muhammadiyah Metro which was found in writing recount text and to know extend of the Wordless Picture Book could help the students' in learning process. The writer tried to attest that using Wordless Picture Book could be one of a teaching method to improve the students' writing skill especially in writing text.

In this research, researcher conducted classroom action research (CAR) which was done in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The subject of this research was 25 students' in VIII Maliki class of MTs Muhammadiyah Metro. In collecting data, the researcher used essay (pre-test, post-test 1 and post-test 2), observation and documentation. The research was conducted collaboratively with an English teacher of MTs Muhammadiyah Metro. In the research, the students make a msimple recount text and answer the question correctly.

Regarding to the research result which was taken from observation and test, it could be inferred that there were significant improvements from cycle 1 to cycle 2. The average score of post-test 1 was 75,8 with percentage of students' successfulness was 56%. Next cycle 2 the average score was 80,4 with percentage of successfulness was 84%. It indicated that indicator of success of the research has been achieved at least 80% students was completed the Minimum Mastery Criterion and it is obvious that by implementing Wordless Picture Book could improve students' skill in writing recount text. It means that the research was successful.

Key Words: *Writing Skill, Recount Text, Wordless Picture Book*

ABSTRAK

**PENINGKATAN KEMAMPUAN SISWA
DALAM MENULIS TEKS RECOUNT MENGGUNAKAN WORDLESS
PICTURE BOOK**

Oleh:
DELFIA LORNA AP

Tujuan utama penelitian ini adalah untuk menyelidiki keterampilan menulis siswa MTs Muhammadiyah Metro dalam menulis a teks recountdan untuk mengetahui sejauh mana *Wordless Picture Book* dapat membantu siswa dalam proses pembelajaran. Penulis mencoba untuk membuktikan bahwa Wordless Picture Book dapat menjadi salah satu cara dalam meningkatkan keterampilan menulis siswa khususnya pada teks recount.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini terdiri dari 25 siswa dari kelas VIII Maliki MTs Muhammadiyah Metro. Dalam mengumpulkan data, peneliti menggunakan tes essay bekerja sama dengan guru mata pelajaran Bahasa Inggris MTs Muhammadiyah Metro. Pada penelitian, siswa-siswa menulis teks recount dan menjawab soal dengan benar.

Berdasarkan hasil penelitian yang diambil dari observasi dan tes, dapat disimpulkan bahwa ada peningkatan yang signifikan dari siklus 1 ke siklus 2. Nilai rata-rata yang diperoleh dari post-test 1 adalah 75,8 dengan persentase kelulusan 56%. Selanjutnya, di siklus 2 nilai rata-rata adalah 80,4 dengan presentase kelulusan 84%. Hal tersebut menunjukkan keberhasilan dari penelitian ini dengan menerapkan Wordless Picture Book dapat meningkatkan keterampilan siswa dalam mnulis teks recount dan penelitian ini berhasil.

Kata Kunci: *Keterampilan menulis, teks recount, Wordless Picture Book*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Delfia Lorna AP

NPM : 1501070236

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education Department (TBI)

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

Metro, December 9th 2019

The writer,

Delfia Lorna AP

Student Id. 1501070236

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : Delfia Lorna AP

NPM   : 1501070236

Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris (TBI)

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

Metro, 9 Desember 2019

Penulis,

Delfia Lorna AP

NPM. 1501070236

MOTTO

"Learn from yesterday, live for today, hope for tomorrow"

~Albert Einstein~

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to all people who always pray and give support me in finishing this paper for my success, they are:

1. My beloved father M. Andi Bintarwan and my mother Nissa Alfitri who are always honesty sincerity to grow me up, educate, accompany and pray for me until getting success and their greatest live and support for me at all until I can accomplish this thesis success in my study.

2. My beloved sisters and brothers thanks for your love, help, support, pray and advice, so I am better than before.

3. My sister in law Dewi, Diah, and Ayi, thanks for your love, help, support, pray and advice.

4. My Almamater IAIN Metro who gives me opportunity to study here.

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The glory be to Allah has been the inspiration for her life who has been giving the researcher mercies and blessing so that the researcher can complete this undergraduate thesis. It is entitled "Improving The Students Reading Skill of Descriptive Text Through Contextual Teaching and Learning Method at Eighth Grade of MTs Muhammadiyah Metro ". Peace is upon our Prophet Muhammad SAW, the great leader of moral awakening in the world who has been leading us from the darkness to the lightness.

However, this success would not be achieved without those supports, guidance, advice, help and encouragement from individual and situation, and the researcher somehow realize that an appropriate moment for me to deepest gratitude for:

1. Dr. Hj. Akla, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro.

2. Ahmad Subhan Roza, M.Pd, the head of English Education Department had given the knowledge patiently.

3. Drs. Kuryani, M.Pd, the sponsor who had educated, directed and given the researcher advice, suggestion, and recommendation for the undergraduate thesis.

4. Trisna Dinillah Harya, M.Pd, the co-sponsor who had educated, directed and given the researcher advice, suggestion, and recommendation for the undergraduate thesis.

5. The entire lecturers in English Education Department who always give knowledge.

6. All of the staff of English Education Department who have helped the researcher in processing of administration.

Last but not least, nobody is perfect. The researchers do apologize for all mistakes she has made in writing and presentation items. May this undergraduate thesis it can be beneficial for all readers properly.

Metro, December 9th 2019

Delfia Lorna AP

NPM : 1501070236

TABLE OF CONTENT

CHAPTER I
INTRODUCTION

A. Background of the Study

Writing is an active written language skill. Through writing, students may express her/his ideas freely without having to face the reader directly. Writing is a creative and expressive process. Students need to explore their ideas and compose into a good text. As a writer the student needs to consider that, the reader needs to comprehend the idea expressed in the texts. Thus, students are required to be creative and expressive to share their ideas through writing. In order to produce students' good writing are expected to be able to understand aspects of writing including the text organization, the language features, the mechanics and the use and/or the choice of words. If the students are capable of doing these four things in their writing accurately, they may have a good ability at writing skill.

It is considered important to teach writing in the classroom. The English teacher needs to provide appropriate media. The availability of teaching media makes the teacher able to create the acceptable learning atmosphere. The media help the students understand the teaching materials easily. According to Anyakoha cited in Asokhia (2009:81), the involvement of teachers and learners in improving materials gives students and teachers the opportunity to concretize their creativity, resourcefulness, and imaginative skills. In addition, it helps the teacher manage the class

situation to attract the students' attention during the teaching-learning process. In brief, the use of the appropriate media in teaching writing may help to achieve the learning the objectives better.

One of the various potential media to teach a recount text is wordless picture book. Therefore, wordless picture books were valuably applied as media to teach recount text to investigate its effective size. Pictures here are adapted from the concept of wordless picture book with a small modification that is the pictures without word. The pictures were static but they were made contextual to make students easier identify the pictures' message. According to Arif and Hashim (2008:1), the wordless picture book is unique in that its content can be communicated solely through illustrations of the pictures. It communicates messages; the wordless picture book may be improved to communicate message as well. Jalongo et.al (2002:167) concludes, "Wordless picture book offers surprising variety in topics, themes, and level of difficulty." In short, wordless pictures in this research are pictures that are used to describe the specific situational message without any word. This research used colorful static pictures about the legend of Candi Prambanan. The used static wordless pictures were designed to attract more attention from the students and help them develop their ideas, motivation, and imagination in writing. These types of pictures are contextual and familiar to them. The wordless pictures guide students to describe a person based on the pictures' context

or situation. By having this type of pictures the students can see the physical appearance of the person.

Wordless picture book is one of the types of picture books. It contains only picture and little or no text. They depends entirely or carefully sequenced illustrations to present the story. The illustrations must be highly narrative. Although wordless picture books are generally aimed at beginner, some of them are also intended for older students because they contain complex plot structure, subtle imagery, and sophisticated tone.

Wordless picture book and picture books with limited words are both beautiful and educational. They help children develop language, creative thinking and enhance future reading and writing skills. Using wordless picture books, children learn that reading follows a left-to-right pattern. They learn that stories generally have a beginning, a middle section, and an ending. They also learn to identify details, see cause and effects, make judge and draw conclusions. Educators are using them to teach writing to children and young learners and also to help teach non-English speaking English.

Lucy Cummins and Alexandra Cooper discussed the characteristics of wordless picture books: (1) Story is easily understood in sequenced, (2) Story has a real beginning, a middle, and an end, (3) They speak to a universal experience, (4) Different people can interpret the same book differently, (5) The story guides the reader gently but allows the reader to create their own narrative, (6) The story has boundless appeal, (7) Great

page runs, (8) They can be "read" by people who speak any language, (9) Characters whose thoughts and actions "read" very clearly, (10) Story that is full of emotion, and (11) Story should be deceptively obvious.

Furthermore, teaching recount text writing by using wordless pictures may motivate the students to write. They are guided to develop and to express their idea in writing by looking at the picture. Then, wordless pictures are simple media that bring an innovation in teaching especially to teach recount text writing skill. It makes students pay more attention in the learning process and guides them to build up their ideas in writing activity.

Based on the writer's observation through conducting preliminary study during teaching learning writing activity in the second year 8 class at MTS Muhammadiyah Metro, the writer found that many students had difficulty in writing recount text. It was proved by the result of the students' writing in preliminary study. The mean score of the students writing was 61,5, while the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) was 75. The result indicates that the students writing achievement was still low. Besides, it was supported by the result of interview to the English teacher and students' questionnaire in preliminary study that the students' difficulties come from the student difficult to write a text; therefore they did not answer the question correctly. Also, the student had difficulty to get ideas especially on writing their orientation, events, and reorientation. Furthermore, students had lack

of vocabulary and weak at their structure especially on past tense which is needed in writing recount text.

The writer has found that it is helpful for the students to make a recount paragraph using wordless picture book. This research was conducted to the eight grade of MTs Muhammadiyah Metro. Wordless pictures were hypothesized to be effective media, which may better work in writing class.

B. Identification of The Problem

According what the writer wrote in background of the problem about improving students's writing recount text skill by using wordless picture book. The identification of the problems involve:

1. Most of the students feel difficult to understand about the text.
2. Most of the students often do not know how to write the words well.
3. Most of students do not know the meaning of the words or sentence.
4. Most of students feel difficult to make a simple recount text.
5. Most of students difficult to get the idea in writing recount text.

C. Limitation of The Problem

In this research, the researcher focused on the process of teaching writing that is enjoyable and interesting for the students. By conducting an enjoyable teaching and learning process, he tried to stimulate them to explore their writing ability. They also focus on generating ideas. It will be

easier to write if they have already had the basic idea. The researcher focused on the eighth grade students. The text type that was used in this research is the recount text. They learned how to produce a short sentence, a description, and a sequence story based on wordless picture books. The researcher gives worksheet to the student based on the wordless picture books.

D. Formulation of The Problem

In line with the background of the study, the writer formulates the research question as follows : "Can the use of wordless picture book improve the students's writing recount text skill and their learning activity?".

E. Objective and Benefit of The Problem

1. Objective of the Problem

The objective of this research is to improve the students's writing recount text skill.

2. Benefit of the Problem

A. For the tudents

As a way for student to make recount text easily.

B. For the Teacher

As problem solving relating to teaching media and the teacher enable to use wordless picture books as interesting media in teaching English in the classroom.

C. For the Headmaster

As an advice and description for helping student related to writing recount text.

F. Prior Research

The writer takes review of related researcher from other thesis as principle or comparative in this research. The first, previous research was done by Eny Yusnita, Clarry Sada and Dewi Novita entitled "Improving students` recount text writing by using picture series at SMK Panca Bhakti Kubu Raya". The research design in this study was Action Classroom Research (CAR) design. Moreover, she discussed about how apply picture series, the result showed that study indicated to provide of picture series can improve the writing skill.[1]

The second previous research was done by Wuwuh Eti Setiani entitled "Using wordless pictures to teach descriptive text writing skill", the research design in this study was pre experimental research design. This research focused on students' activities. Based on the finding and discussion of the research, the researcher drawn the result that the

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[1]Eni Yusnita Clarry Sada and Dewi Novita, *Improving Students' Recount Text Writing By Using Picture Series* (A Classroom Action Research Of Tenth Grade Students Of SMK Panca Bhakti Kubu Raya In Academic Year Of 2011/2012).

implementation of the model could improve student's activities and to be effective.[2]

The third, previous research was done by Fuji Lestari "improving students' writing skill on recount text through wordless picture book" the research design in this study was Action Classroom Research (CAR) design. This research focused on student writing skills through wordless picture book on the results of research and discussion, it is concluded that the results of student learning on the subject of the elements of recount text can be improved through the wordless picture books strategy in class VIII MTs Muhammadiyah Metro.[3]

However, From the above study, there are similarities and differences from the previous ones. The similarities between the previous study and this study is use picture as a media. Furthermore, The differences between the previous study and this study are: (1) the location and sample of the research, (2) the dependent variable, most of researchers use picture to teach reading, speaking, and vocabulary, but this study focus on writing.

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[2]Wuwuh Eti Setiani, *Using Unworded (Wordless) Pictures To Teach Descriptive Text Writing Skill,* Faculty of Education, Tanjung Pura University Pontianak, Indonesia.

[3] Fuji Lestari, *Improving Students' Writing Skill on Recount Text Through Wordless Picture Book* (A Classroom Action Research of Eight Grade Students of SMPN 1 Sungai Ambawang in Academic Year of 2017/018).

CHAPTER II
THEORITICAL REVIEW

A. The Concept of Writing Recount Text

1. Concept of Writing

a. The Definition of Writing

Writing is one of four language skills (reading, speaking, listening, and writing) which have to be mastered in learning English. Writing activity involves the procedures of thinking process and making decision to produce written text used for communication in daily activity.

The written language producing skill as called writing. It is the skill of a writer to communicate information to a reader or group of readers. Her/his skill is also realized by his/her ability to apply the rules of the language she/he is speaking to transfer the information she/he has in her or his mind to her or his listener effectively.[4]

Etymologically, the word "writing" is derived from word "write" and it can be defined as: 1) Make letters or other symbols on a surface, especially with a pen or pencil on a paper; 2) put down on a paper by means of words.[5]

Moreover, the meaning of "writing in Oxford Advanced Learner's Dictionary is the senses of the write.[6]

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[4] Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), 2.
[5] Oxford University, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Express, 1995), 996.
[6] Ibid.

Terminologically, there are so many experts that have different definition for writing, but here the writer will take several definitions according to the experts as following:

Barli Bram states that writing is a process of producing or re-producing written message. A writer needs to decide what to write, and should have something meaningful to be utterance.[7]

According to Jones in International Journal of Language Learning and Applied Linguistics World said that writing is synonymous with discourse, and discourse is discussed in term of its aim, it relate to the function of language, and in terms of its feature, which are the separate elements, devices, and mechanism of language.

Brown identifies writing as the process of putting ideas down on paper to transform thought into words, to sharpen your main ideas, to give them structure and coherent organization.[8] Oshima and Hogue stated that writing is a never a one-step action; it is an ongoing creative act. Writing is a process repeated, namely process of revising and rewriting.[9]

On the other hand, Reinking, Hard, and Osten state that writing is a way of communication and of course communicates all the times.[10]

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[7]Barli Bram, *Write Well*, (Yogyakarta: Kanisius, 1995), 7.

[8]Doughlas Bown, *Principles of Language Learning and Teaching*, (New York: Longman, ITC, (2001), 336.

[9] Alice Oshima and Ann Hogue, *Introduction to Academic Writing (Third Edition), (*New York: Pearson Education, 2007), 15.

[10] Tiur Asih Siburian, *Improving Student's achievement on Writing Descriptive Text Through Think Pair Share. International Journal of Language Learning and Applied Linguistics World,* Universitas Negeri Medan No. 3/ March 2013, 30-43.

According to Heaton writing is a task which involves students to make grammatically correct sentences by manipulating words in the form of a piece of continuous writing with successfully communicates the writers' ideas on a certain topic.[11] The statement shows that the main purpose writing is to express ideas, thoughts, and writing clearly in a written language.

From the explanation above, we can state that writing is a whole brain activity to formulate and to organize ideas in right words to deliver and communicate the aims to the reader and present it n a piece of paper.

As one of the four skills of language, writing is important because it constitutes the clarification of someone's thoughts and feeling. The student's though this skill, can explore their own thinking, various feeling, and also the concept by using words on the papers.

The purpose of writing is to give information from the accurately, effectively, and correctly, in order to attain the purpose the writer should be able to communicate her ideas or thought into the written language clearly so it can understand by the reader.

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[11] J.B Heaton, Writing English Language Tests, (London: Longman, 1975), 127.

b. The Kinds of Writing

1. Description

   The description help the reader, though his/her imagination to visualize a scene a person, or to understand a sensation or an emotion.[12] Description reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear.

2. Argumentation

   Argumentation means supporting one side or the other of a conversion topic. This method is used to make general statements and supporting them from logical conclusions to general conclusions with a set of facts.[13]

3. Narration

   Narration is the form of writing used to relate story of acts or event. Narration places occurrences in time and tells what happened according to natural time sequence.[14] Types of narration include short stories, novels, and new stories, as well as a large part of our everyday social interchange in the form of letters and conversation.

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[12] George E Wishon and Julia M Burk, *Let's Write English*, (New York: Canada Van Nostrand Reinhold Itd, 1980), 128.
[13] Ibid, 147.
[14] Ibid, 378.

4. Exposition

Exposition is used in giving information, making explanation, and interpreting meanings.[15] The purpose of exposition is to inform, explain, describe, or define the writer's subject to the reader.

5. Writing Process

Anita Brookner assumes that before writing, the writers have to read first because writing can be assumed as a conversation with people who are absent, because when the writers want to speak, it can help them remind of what they have said.[16] It means that before writing the writer has to read the text that has topic like a topic that he will write because when the writer writes, it can remind him/her what the prior writers have said.

c. The Steps of Writing

According to Dorothy and Lisa, in writing there are several steps that are needed to make a good writing. Good writers have to go through several steps to produce a piece of writing. The steps are as follows:[17]

1. Pre-writing

In this section there are 3 steps: (1) choosing the topic, (2) gathering the ideas, and (3) organizing.

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[15] Yusti Arini, *Writing 2*, STAIN Jurai Siwo Metro, (2008), 7.
[16] Alastair Fowler, *How To Write*, (United States: Oxford University Press, 2006), 6.
[17] Dorothy E Zemach, Lisa A Rumisek, *College Writing from Paragraph to Essay*, (Macmillan: 2003), 3.

2. Drafting

Drafting is the fourth step of writing process. In this step the writers write from the start until finish.

3. Reviewing and Revising

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. Perhaps the way of something is written is ambiguous or confusing.

4. Rewriting

There are steps of rewriting: 1) Revise the structure and content, 2) Proofread, and 3) Make final correction.

Hyland proposed six focus areas teaching writing, focus on language structure, focus on text functions, focus on creative expressions, focus on the writing process, focus on contents, and focus on genres.

Focus on language structure, as proposed by Hyland, is a four-stage process which involves:[18]

a. Familiarization- in this stage, learner is familiarized with certain grammar and vocabulary, usually through a text.

b. Controlled writing- in this stage, learners follow the fixed pattern of writing, often from substitution tables.

c. Guided writing- learners imitate model texts.

d. Free writing- learners use patterns they have developed to write an essay, letter and so forth.

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[18] K. Hyland, *Activity and Evaluation: Reporting Practices in Academic Writing. In J. Flowerdew (Ed), Academic Discourse*.(London: Longman, 2002), 125.

Based on the quotations above, the writer concludes that there are 4 steps in writing, the first is planning or pre-writing, the second is drafting or writing, the third is editing (reviewing) and revising and the last is final version or re-writing.

d. The Function of Writing

According to Chodiyah, written language serves a range of function in everyday life, including the following:

1. Primary for action

    Public sign, e.g. on roads and stations; product labels and instruction on food, tools or toys purchased, receipes, maps, television, and radio guides bills; menus, telephone directories, ballot papers, computer manual monitors and printouts. To socials contact. Personal correspondence letters, postcard, greeting cards.

2. Primarily for information

    Newspaper (news, editorial) and current affairs magazines, hobby magazines, non-fictions books, including textbooks, public notices, advertisement, etc.

3. Primarily for entertainment

    Lights magazines, comic strips, fiction books, poetry and drama, newspaper features, film subtitles, games (including computer games).

2. The Concept of Recount Text

a. Definition of Recount

A.S Hornby stated that recount is to tell about something. Recount text is a text which retells events or experiences in the past.[19] On the other word, recount text that tells the reader about the writer's story, action, or activity.

According to Anderson a recount text is speaking or writing about past events or piece of text that retells past events, usually in the order which they happened. The aim of the text is retell the past event or tell someone's experience in chronological order.[20]

Its goal is to entertain or inform the reader and have three types of recount: Personal, Factual, and Imaginative.[21] In this text, the writer can give more information to the reader about the experiences and event. Besides, it can entertain the readers. Derewianka states that 'The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order)'.[22] So, in the writer can describe the experience or chronological order to the readers.

Moreover, according to Sudarwati and Eudia Grace "The purpose of recount text is to tell the readers what happened in the past through a

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[19] A.S. Hornby, *Oxford Advanced Learners' Dictionary of Current English, Fifth Edition, (*New York: Oxford University Press, 1975), 975.

[20] Mark Anderson and Kathy Anderson. *Text Types in English 3.* Australia: Mc Milan, 1988, 116.

[21] Nanik Erawati, "Recount Text," at *www.englishindo.com* downloaded at November 26th 2018.

[22] Beverly Derewianka, *Exploring How Texts Work,* (Australia: Primary English Teaching Association, 2004), 18.

sequence of events".[23] It means that recount text is a text used to tell the writer's experiences or events in the past to the readers.

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

b. The Types of Recount Text

According to Barwick, these are different types of recounts with varying levels of language and content according to the audience and purpose:

1. Personal Recount

   A personal recount retells an activity that the writer or speaker has experienced. It has personal and emotive comments and anecdotes added and may take the form of an oral story, a letter or a diary entry. It is written in the first person using personal pronouns, I and we. Details of who, what, when, where and sometimes why are included but the sequence of recounting may change.

2. Factual Recount Text

   A factual recount documents a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport or in film, television and video. At this stage recounts involve detailed research about unfamiliar topics for which students should be using print and technological resources.

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[23] Th. M. Sudarwati, Eudia Grace, *Look Ahead 1*, (Jakarta: Erlangga, 2007), 30.

Appropriate technical language, precise details of time, place and manner and retelling with appropriate explanations and justifications assists readers to accurately reconstruct what happened. The focus is on language that shows times sequence (before shifting, while they were, after a number) using evaluative language (importance, significance, influence, achievement) and emphasizing assessment language (amazing, successes influence, achievement). This recount is usually written in third person using pronouns he, she and they. It may be written in the passive voice.

3. Imaginary Recount

The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of details may be changed but who, what, when and where are still included. The literary recount is generally written in the first person using me or us, establishing a relationship between the writer and reader or speaker and listener, for example my diary as a child in space.

4. Procedural Recount

Procedural recounts record, in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of procedure. Procedural recounts are found in information books, televisions, films and books that explain how things were made.

The focus is on the accurate order of sequence, the selection of the correct language for the topic and the use of time conjuctions. Diagrams and drawings are often included to assist with the clarificatiob of the stages.

5. Critical Recount

A critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically. It is generally written in the first or third person using me or we but may be written in the passive voice. Fro example, a recount of exploration in Antartica may critically assess the damage caused to the environment and ecosystem by this exploration.

c. The Generic Structure of Recount Text

The recount text has three parts:

1. Orientation

Orientation takes in the first paragraph that give background information about who, what, where and when.

2. Event

Tell what happened and in what sequence. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.

3. Re-orientation

Consist of optional-closure of events/ending.

Whereas Hardy and Klarwein (in Emilda, 2010: 13) state the generic structure of recount text consist of orientation, series of events and re-orientation. In orientation, the writer sets the recount in time and place, while the series of events arranged in temporal sequence and often expressed in terms. The re-orientation is the optional elements.

3. The Concept of Writing Recount Text

a. The Definition of Writing Recount Text

Writing is not simply a matter of putting words together it is a recursive process, which is a process of revision and rewriting. Writing is not the only activities combine words. Writing is a process repeated, namely process of revising and rewriting. Teaching writing means that writing requires steps to find, plan, and create a draft text.

In brief, writing skill is an activity to produce a good writing, it is not only simply a matter of putting words together, but also it is a recursive and continues process. In order to produce a good writing, teacher should be wise to choose the topic, help the students to organize the ideas clearly. Consider about the mechanics, the organization, the content, the choice of words and the grammar.

b. The Performance of Writing Recount Text

1. Knowing what is Recount

    Recount text is a text which retells events or experiences in the past.

2. Choose one of the Theme

A well-structured recount includes details of the event or topic and personal opinions. Written recount often start with a heading or title. Letters and journal entries do not usually have a title. Oral recount might have a title if you are giving a presentation. If you are just talking with friends a title is not usually needed.

3. Structure

The introductory paragraph, or orientation, of a written recount introduces the topic or event. This paragraph introduces who, what, where, when, why, and possibly how.

Recount text is use chronological order (the order that the events happened).

The conclusion, or re-orientation, is where the writer or speakers can give personal opinions about the topic or event. The writer or speaker may also comment on how this event or topic may affect other things in the future.

4. Language Features of Recount

The language features are as follow:

a. Using nouns and pronoun (e.g : Jungkook, they, I)

b. Using past tense (e.g : she walked alone)

c. Using time conjunctions (e.g : and, but, before)

5. Preparing a Recount

When writing your own recount, it is important to write everything down in the order that it happened. Use words that show when

something happened as well as action words to tell how it happened.

You may also include other people's opinions or quotes on the topic or

event.

The recount text writing can be measured and analyzed using the rubric

score as follows:

Table 2.1
Rubric Score of Recount Writing Content[24]

The items to be evaluated	Score	Description
1. Content **Orientation**	7	Show the complete parts of orientation that are the people involved, the time, the places and the situation which make the readers understand and interest to read a story. Well focused idea based on the topic of an activity.
	6	Does not show one part of orientation, e.g there is no place. Therefore the readers has not received the complete information from the story. The writer focuses idea based on the topic of an activity.
	5	Does not show two parts of the orientation, therefore the readers get confused the story given. The writer focuses idea based on the topic of an activity.
	4	Does not show three parts of the orientation, therefore the story is hard to understand for the readers. The writer not focuses idea based on the topic of an activity.
	3	Directly explains the events without orientation. The writer not focuses idea based on the topic of an activity.
Sequent of events	7	State two events/more in a logical and has write in teach events that makes the story flow in coherence.

	6	Stated two events but has no unity in each event that disturb the coherence of story.
	5	Stated only one event and the story have unity so the story is easy to understand.
	4	Stated only one event and the story have unity so the story is not easy to understand.
	3	Show the complete parts of reorientation that are signals the end, summarize the story and leaves his/her comment. Therefore, readers get the idea of story.
Re-orientation	7	The idea of personal opinion about the topic or event is clear.
	6	Does not show one part of re-orientation, but the reader still get the idea of the story. The idea of personal opinion about the topic or event is unclear.
	5	Does not show two parts of re-orientation, but the reader still get the idea of the story. The idea of personal opinion about the topic or event is unclear.
	4	End the story with short comment but the reader still get the idea of the story. The idea of personal opinion about the topic or events is unclear.
	3	End the story without any comment, signal or summary so the reader do not realized story is finish. The idea of personal opinion about the topic or event is unclear.
2. Vocabulary	20	The paragraph shows that the usage of words such as noun, action, verbs, conjuction, and adjectives is used appropriately.
	15	1-3 errors of words form such as noun, action verbs, conjunction, and adjective show in the paragraph but the meaning is not obscured.
	10	4-6 errors of words form such as noun, action verbs, conjunction, and adjective show in the paragraph but the meaning is not obscured.
	5	7-9 errors of words form such as noun, action verbs, conjunction, and adjective show in the paragraph but the meaning is not obscured.
	1	More than 9 errors of words form, so the paragraph does not show that the writer understand the usage of words such as noun, action verb, and conjunction.

3. Grammar	15	The paragraph contains complete sentences and correct in form of past tense.
	10	Mostly complete sentence, there are 1-3 errors in form of past tense.
	5	There are 4-6 errors in form of the past tense.
	3	There are 7-9 errors in form of the past tense.
	1	More than 9 errors in form of past tense, so the paragraph shows that the writer does not master the grammar or not enough to be evaluated in form of past tense.
4. Spelling	15	The words are correct in writing, so the writer is good in spelling.
	10	Makes 1-3 errors in spelling in the story.
	5	Makes 4-6 errors in spelling in the story.
	3	Makes 7-9 errors in spelling in the story.
	1	More than 9 errors in spelling in the story.
5. Punctuation	15	The paragraph show that are two mistakes in punctuation and capitalization so the paragraph is exceptionally easy to read.
	10	The paragraph shows that 1/2 mistakes in using punctuation and capitalization but the paragraph is still easy to read.
	5	The paragraph shows that 3/5 mistakes in using punctuation and capitalization but the paragraph is still easy to read.
	3	The paragraph shows that 5/7 mistakes in using punctuation and capitalization but the paragraph is still easy to read.
	1	The paragraph shows more than 7 mistakes in using punctuation and capitalization, the writer does not master the usage of punctuation and capitalization.

B. The Concept of Wordless Picture Book

a. The Definition of Wordless Picture Book

Dowhower defined wordless picture books as "books that tell a story through a series of illustrations without written text."[25] Carter et al stated that

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[25] S. Dowhower, *Wordless Books: Promise and Possibilities, A Genre Come of Age*, (United Kingdom: *Yearbook of the American Reading Forum, 1997),* 57– 80.

wordless picture books is a strategy to foster writing development, visual literacy, oral to written expression, creative writing, higher-order thinking, and enjoyment of the writing process. It can increase the development of writing skills with children of all ages as they come to master the progression of writing stage, skills, and styles.[26]

Besides, Cassady argues that the use of wordless picture books can be used to help students, no matter their age, develop writing skills based off of the images that are present within the books. it means that wordless picture books can help a child see how a story line flows and also allows for a student creativity and imagination to be used to create their own written script of what is occurring within the story.[27] In addition, Jalongo argue that wordless picture books connect visual literacy (learning to interpret images), cultural literacy (learning characteristics and expectations of social groups) and literacy with print (learning to read and write language).[28]

According to Richey and Puckett in Serafini state that wordless picture books strategy is divided into two main type wordless and almost-wordless picture books, and delineated several sub-categories for each type.[29] They asserted that many wordless picture books contain dialogue, labels, onomatopoeia, text used as a framing device at the beginning and end of the

[26] Ronald Carter, *Vocabulary Applied Linguistic Perspective, (*London and New York: London ECA4P 4EE, 1998), 17.
[27] J.K. Cassady, *Wordless books: No-risk tools for inclusive middle-grade classrooms, "Journal of Adolescent and Adult Literacy, (1998)*, 428-433.
[28] M.R. Jalongo, "*Using Wordless Picture Books to Support Emergent Literacy*", (2002), 168.
[29] F. Serafini, Exploring Wordless Picture Books, The Reading Teacher, 68, 1, (2014), 24-26.

book, symbols, and of course, titles. So, we have to admit that wordless picture books aren't entirely wordless.

Wordless picture books may be better defined by what they do contain, visually rendered recount rather than what they do not contain. In some wordless picture books, the visual recount is rendered through a sequence of images that contains features typically associated with graphic novels.

In addition, telling or retelling a story from a wordless picture book may improves, fluency, story recall, and oral vocabulary. Instruction for literary devices can be modeled through the use of wordless picture books. point of view, creative writing, theme, tone, and visual literacy are some of the different literary devices that a wordless picture book can help develop.[30] Through wordless picture books, students are creating their written stories using their own background knowledge.

In this research, the writer used wordless picture books to know students ability in writing recount text. With picture the students immediately need the appropriately vocabulary, idiom, sentence structure to discuss what they see. The students will identify the picture with word or phrase and make up the short sentences about the picture and begin to write longer sentences and paragraph with the help of the teacher. Using picture has many advantages for students. The students can develop their observation skill to base what they write on evidence and the students have more experience with recount text.

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[30] A.K Dallacqua, *Exploring literary devices in graphic novels,* Language Art*,, 89*, *6, (2012),* 365- 378.

So, pictures are valuable for use of a common vocabulary and common language form. According to Raimes picture provides a stimulating focus for students' attention. Picture brings the outside world into the classroom in a vividly concrete way.[31] So, picture is a valuable resource as it provides:

a. A shared experience in the classroom

b. A need for common language forms to use in the classroom

c. A variety of tasks

d. A focus of interest for students

b. The Procedures of Wordless Picture Book

The procedures of wordless picture books strategy are as follows:[32]

1. The teacher introduces wordless picture books for the students.

2. The teacher divides students into groups (consist of 6 person).

3. The teacher distributes wordless picture books for students and asks them to talk about the picture.

4. The teacher asks the students to prepare slip of paper, index card, sticky note for writing the words accompany the picture.

5. The students are provided to share their complete story in front of the class.

c. The Advantages and Disadvantages of Wordless Picture Books

1. The Advantages of Wordless Picture Books[33]

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[31] Ann Raimes, *Techniques in Teaching Writing, (* New York: Oxford University Press, 1983), 27-28.

[32] S. Dowhower, *Wordless Books: Promise and Possibilities, A Genre Come of Age*, (United Kingdom: *Yearbook of the American Reading Forum, 1997),* 98.

[33] S. Dowhower, *Wordless Books: Promise and Possibilities, A Genre Come of Age*, (United Kingdom: *Yearbook of the American Reading Forum, 1997),* 110.

a. The students have new vocabulary.

b. The students able to understand about structure of the story.

c. The student can increase word of their vocabulary by encouraging the use of words they might not otherwise use.

d. The students can tell the story by describing the pictures.

e. The students can promote creativity and imagination about the story.

2. The Disadvantages of Wordless Picture Books[34]

a. The students should explore their word by his/herself.

b. The students can not determine the true or false of the story they made based on the wordless picture book that they have.

d. Teaching Writing Recount Text by Using Wordless Picture Book

Before the implementation of using wordless picture book in teaching and learning process, the writer prepares the suitable material. Preparing the suitable material has to do by the writer in order the teaching learning process have done successfully. In this sense, the writer prepares the material related to the strategy. When teacher apply Wordless Picture Book strategy in the classroom, it must include its main components.

Here the following are steps in teaching reading of writing recount text by using wordless picture book:[35]

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[34] Ibid 101.
[35] S. Dowhower, *Wordless Books: Promise and Possibilities, A Genre Come of Age*, (United Kingdom: *Yearbook of the American Reading Forum, 1997)*, 106-107.

a. Preliminary activities

Ask students related to their condition.

b. Presentation

1. Explain about the concept of reading recount text.

2. Divide students into group of four.

3. Give each group a jumble paragraph, then arrange into good passage.

4. Ask the group to analyze the schematic structures and find the linguistic features of recount text.

5. Ask the group to their task in front of another group.

c. Closing

1. Give the students' an evaluation. It is necessary to check their comprehension of recount text.

2. Give a conclusion about the material they have learned.

C. Action Hypothesis

Based on the frame theories and assumption above, the writer formulates the action hypothesis "By using Wordless Picture Books the students Writing

Skill in Recount Text at the Eighth Grade of MTs Muhammadiyah Metro in The Academic Year of 2018/2019 can be improved".

CHAPTER III

RESEARCH METHOD

A. **Operational Definitions of Variables**

According Creswell, variable is the specification of how you will define and measure the variable in your study.[36] By using operational definitions, researcher can proceed with investigations that might not otherwise be possible. There are two kinds of variables, namely:

1. Independent Variable

Independent variable is those that the researcher chooses to study in order to assess their possible effects on one or more other variables.[37] In this research, independent variable is Wordless Picture Book. Wordless Picture Books is a strategy to foster writing development, visual literacy, spoken to written expression, creative writing, higher-order thinking, and enjoyment of the writing process.

In this research, the researcher had measured the influence of wordless picture book strategy toward the students recount writing ability. It would be implemented to the students at eighth grade of MTS Muhammadiyah Metro. In addition, the researcher measure by using observation to get the data. Then, the researcher did the observation with

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[36] John W Creswell, *Education Research Planning Conducting and Evaluating Quantitative and Qualitative Research*, (New York: Pearson, 2002) Fourth Edition, 151.
[37] Frankel, Jack R., *How To Design And Evaluate Research In Education*, (New York: McGraw-Hill,1990), Seventh Edition, 42.

gave written test, especially essay and the student work individually. So the researcher got the result from the test and observation.

2. Dependent Variable

The variable that the independent variable is presumed to affect.[38] In this research, dependent variable is writing recount text. Recount writing ability is to retells events or experiences in the past. This research is to measure the recount writing ability of the student. To measure the recount writing ability of the students, the researcher by uses a test.

There are some indicators that should be gain by the students in writing recount text skill based on this variable are:

a. The students are able to express and explore their own thinking, various feelings and also ideas by using word or paper.

b. The students are able to express their ideas, thoughts and fact in well-formed structure.

c. The students are able to arrange good sentences grammatically.

B. Research Location

The researcher did the research at MTs Muhammadiyah Metro. The located in the Jl. KH. A. Dahlan No. 1 Imopuro, Metro Pusat, Kota Metro, Lampung. The researcher choosed this school because the students' didn't have motivation to study English especially in writing. Most of all students said that written in English is difficult.

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[38] Frankel, Jack R., *How To Design And Evaluate Research In Education*, (New York: McGraw-Hill,1990), Seventh Edition, 42.

C. Subject and Object of Study

This study did the researcher at MTs Muhammadiyah Metro. The subject of this research was the eighth grade students of MTs Muhammadiyah Metro in the academic 2018/2019. There were three classes (VIII ALI, VIII MALIKI, VIII USMAN). Every class consists of 28-30 students. The class that was used to the research was VIII ALI. The number of students was 30. They were 10 male and 20 female. This research conducted in the second semester, 9 October 2018 – 5 November 2018.

D. Action Plan

In this study, the researcher conducted the research by using Classroom Action Research. Classroom Action Research is one kind of researches to improve students understanding in the classroom.

According to Arikunto, action research is one of type investigation that has characteristics: reflective participant, collaborative, and spiral that has purpose to repair and to increase process, method, substance, competence, and situation.[39]

Action research is one of researches to increase students' achievement at the classroom which taught by collaborative with teacher or not.

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[39] Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), 104.

Suharsimi explained that there are some opinion about models of action research, but most of the opinion there are four steps in action research. They are (1) planning, (2) action, (3) observation, and (4) reflection.[40] Steps action research was done many times. And finally, turning out some action in the classroom action research.
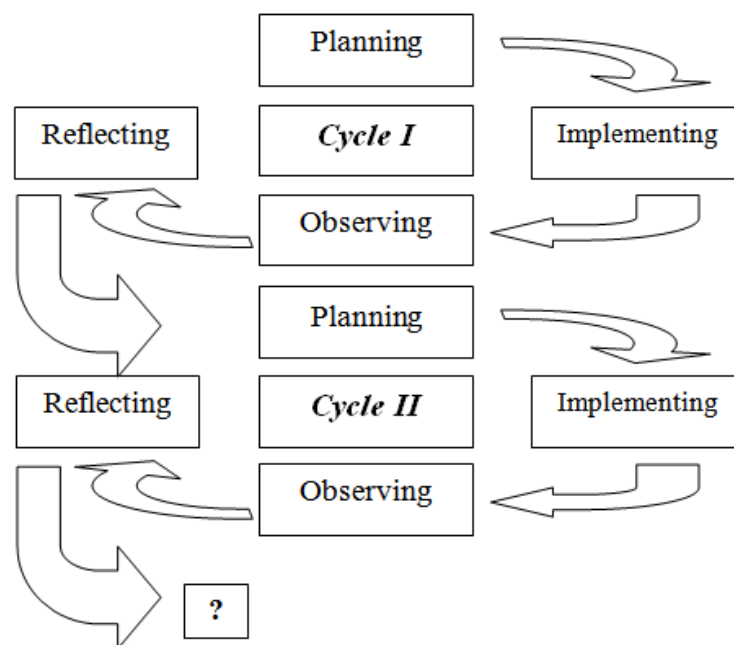
There are four steps to conduct in the classroom action research:

1. Planning

   Planning is first step of classroom action research, the researcher explain what, when, where, and how the action will be done. In this step, the researcher made action planning in the research. According to Arikunto, in order to the research completely, teacher or the researcher

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[40] M. Saekan Muhith, et.al, *Classroom Action Research*, (Semarang: RaSAIL Media Group, 2009), 53.

[41] Suharsimi Arikunto, *Penelitian Tindakan Kelas untuk Guru, Kepala Sekolah dan Pengawas*, (Yogyakarta: Aditya Media, 2010), 17.

must prepare project of teaching a) what have to do by students, b) when and how long the research have done, c) where the research did, d) what the media or source in the teaching is, e) what the next action after the cycle have done.[42]

2. Action

Action is implementation of planning. In this step, the researcher must pay attention a) concord between actions and planning, b) what the action was done by students fluently, c) how the situation of action, d) what students were enthusiasms, e) how all result of action.

3. Observation

In this step, observation is done when the action is done. When the teacher does action, the other teacher does observation. As long as teaching learning process the researcher collaborated with teacher to observe the research process. The researcher observed classroom situation, students' enthusiasm and students' attention in teaching learning process.

4. Reflection

In this step, the researcher and the teacher evaluated past action. The researcher and the teacher discussed the results of test and observation data. If the previous result was not satisfied, the researcher and the teacher can do next cycle.

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[42] Suharsimi Arikunto, *Penelitian Tindakan Kelas untuk Guru, Kepala Sekolah dan Dosen,* (Yogyakarta: Rineka Cipta, 2007), 24.

The four steps in action research are component to form a cycle. Each cycle must include planning, action, observation, and reflection. So that, each cycle teacher must prepare teaching planning: lesson planning, teaching media, and things that needed in teaching learning process. After teacher prepared them, the researcher did what they plan in the action and teacher also observed students' activity, students' enthusiasm and teacher activity in the teaching learning process. The last, teacher did reflection, it helped teacher to know inadequacy in teaching learning process. When. The first cycle was not satisfied. Teacher have to review the method until the results was satisfied.

E. Data Collecting Technique

The researcher collected data by using test, observation, and documentation.

1. Test

   According Gary Anderson stated sometimes people complete test as part of their research permitting the researcher to describe performance of individuals or groups.[43] Therefore, in this research, test is used as data collecting method to measure dependent variable. The researcher used written test to measure student's recount writing ability. Furthermore, the researcher measures teaching writing for the students through Wordless Picture Book strategy by test as data collecting method.

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[43] Jerson Gary Ar, *Fundamentals of Educational Research*, (United State Of America: Falmer, 2005), 111.

a. Pre-test

Geoffrey said that pre-test is focused on assessing the level of a variable before application of the experimental intervention (or independent variable).[44] The researcher use pre-test to know whether the using of wordless picture book strategy toward students writing ability. In this case, the researcher gives pre-test before the students get explanation in recount writing text. From this result, the writer will know the students capability in writing a text and know the weakness of learning process.

b. Post-test

Post-test is conducted to assess the effectiveness of the independent variable.[45] The researcher use post test to get the data after analyzing and discussing the weakness and strength that was done by the teacher and the students during teaching-learning process without explaining and giving example in recount writing text in pre-text, the researcher asks to the students about the difficulties in answering the exercise and gives more explanation about recount writing text and applying the wordless picture book strategy to help students more easy to understand. Finally the researcher gives the post-test with same tests.

2. Observation

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[44] Geoffrey Marczyk, *Essentials of Research Design and Methodology*, (John Wiley Hoboken: New Jersey, 2005), 187.
[45] Ibid, 187.

Frankell said that observation is to look relationship between the behavior of students and certain teacher behavior patterns.[46] It is use both quantitative and qualitative. Observation is made to get the data of children activities such as students pay attention when learning process. Following the class enthusiastically, giving command, doing the physical action correctly, students' ability in question o answer understand the material given, able to perform the task exercise well and students good participant.

3. Documentation

According, Jane Richie documentation will help the user of the research to understand the boundaries of the evidence in the term of any whether conclusion that can be drawn.[47] The researcher uses this method to get the data about:

a. The history of MTS Muhammadiyah Metro.

b. The condition of teacher and officials employees in MTS Muhammadiyah Metro.

c. The quantity of the students in MTS Muhammadiyah Metro.

d. Organization Structure of MTS Muhammadiyah Metro.

F. Data Collecting Instrument

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[46] Frankell, Jack R., *How To Design And Evaluate Research In Education*,(New York: Mcgraw-Hill, 1990), Seventh Edition, 94.

[47] Jane Riche and Jane Lewis, *Qualitative Research Practice*, (Wiltshire: The Cromwell Press (ltd), 2003), 278.

Gery Anderson defines "an instrument includes test and questionnaire, observations schedules and any other tool used to collect data."[48] Furthermore, the research instrument involves:

1. Instrument Blueprint

   The research instrument in this research held the test which has explained follows:

   The writer used pre-test before treatment and post-test instrument after treatment. Research on writing ability in recount text, so the research instrument used in this research is the form of writing tests or writing recount text tests. Here is the blueprint:

   a. The instrument which was used in observation method was observation guidance, as follow:

      1) Observation the location sketch of MTS Muhammadiyah Metro

      2) Observation the establishment of MTS Muhammadiyah Metro

      3) Observation about building MTS Muhammadiyah Metro

   b. The instrument which was used in documentation method was documentation guidance, as follow:

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[48] Gary Anderson, *Fundamentals of Educational Research*,(United State of America: The Falmer Press Teachers Library, 1998), 94.

1) Documentation about condition of the teachers and officials in MTS Muhammadiyah Metro

2) Documentation about the students of state MTS Muhammadiyah Metro

3) Documentation about the organization structure of MTS Muhammadiyah Metro

c. The instrument which was used in test in this research, it included the pre-test and post-test about English learning result. The researcher used the objective test that is essay test.

2. Instrument Calibration

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used. Furthermore, instrument calibration is screening or examination of items of instrument that made by the researcher.

From this quotation above, it can be inferred that the instrument calibration is the scale of measurement which will be used to decide the action in this research made by the researcher.

In addition, the writer will collect the data is by using the test. There is one in this test consist of making a descriptive paragraph essay. The test is consisting only one question about making the recount text.

In writing, there are indicators that can be used to know the students' writing score. The writer measured the students' writing ability by giving them to make recount text. The writer was instructing the students to make a simple composition which was determined.

The composition was analyzed and scored by writing base scale:[49]

Table 3.1. The Scoring Criteria

	Random	General Classification & Description
CONTENT	27-30	Very good excellent: knowledgably substantive relevant to topic, provides details of the topic
	22-26	Average to good: some knowledge of subject, mostly relevant to the topic but lack detail
	17-21	Poor to fair: limited knowledge of subject, inadequate development of topic
	13-16	Very poor: does not show knowledge, not pertinent to topic
ORGANIZATION	18-20	Very good excellent: ideas clearly stated, well organized, logical sequencing and relevant to generic structure
	15-17	Average to good: loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
	10_14	Poor to fair: not fluent, ideas confused, lacks logical sequencing, generic structure not clear
	7_9	Very poor: does not communicate, no organization, not enough to evaluate

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[49] Sutanto Leo, dkk, *English For Academic Purpose Essay Writing*,(Yogyakarta: Andi, 2007), 7.

	18-20	Very good to excellent: sophisticated range, effective word or idiom choice and usage, word from mastery, appropriate register
VOCABULARY	14-17	Average to good: adequate range, occasional errors of words/idiom choice and usage, word form mastery, appropriate register
	10_13	Poor of fair: limited range, frequent errors of words/idioms, form, choice, usage, meaning confused or obscured
	7_9	Very poor: essentially translation, little knowledge of vocabulary, idiom, word form or not enough to evaluate
	22-25	Very good to excellent: effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
GRAMMAR	18-21	Average to good: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function , articles, pronoun, preposition, but meaning seldom obscured
	11_17	Poor to fair: ,major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
	5_10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
MECHANIC	4	Average to good: occasioanl errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured

	2	Very poor: no mastery of conversations, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate[50]

G. Data Analysis Technique

1. Technique measuring data from observation

   Observation data is results of the researcher observation as long as the research was done. In the data observation, collaborator observed students' activity, students' achievement, and teacher activity. The collaborator observed it every cycle to get obstacles which have to be changed. Observation data was collected in every cycle to know students' achievement and students' responding in teaching learning process. After observation data collected, the researcher counted by using formula:[51]

$$Mxc = \frac{\sum xc}{S_{max}} \times 100\%$$

   Note

   Mxc : the level mastery of content

   $\sum$xc : the students' score of content

   S_{max} : maximum score of content

2. Technique measuring data from test

   a. Measuring the students individual ability

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[50] Joy M Reid, *Teaching ESL Writing*, (United State of America: Prentice Hall Regents, 1998), 236.

[51] Sutrisno Hadi, *Statistic Second Series*, (Yogyakarta: Andi Offset, 2004), 272.

After the researcher did the cycle, the researcher gave test to measure understanding for students. The results of test would analyze using scoring. There are some aspect was analyzed in teaching writing recount text, they are: grammatical, vocabulary, content, organization, and mechanics.

Table 3.2. Scoring of Aspects[52]

Aspects	Scores	Criteria
Grammatical	25-22	Excellent: complex constructive, few error of agreement.
	21-18	Good : simple constructive, several error agreement.
	17-11	Fair: simple constructive, frequent error agreement, obscured.
	10_5	Poor: no mastery of sentences, dominated errors, not communicate.
Vocabulary	20-18	Excellent: effective word and usage, master word forming.
	17-4	Good: occasional errors of word, meaning not obscured.
	13-10	Fair: frequent errors of word, meaning obscured.
	9_7	Poor: essentially translation, little knowledge of English vocabulary.
Organization	20-18	Excellent: ideas clearly, well organized, cohesive.
	17-14	Good: loosely organized but main ideas stand out, limited support.

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[52] Crimmon, *Writing With Purpose,* (New Jersey: Houghton Mifflin Company, 1983), 267.

	13-10	Fair: non-fluent, ideas confused.
	9_7	Poor: does not communicate, no organization.
Content	30-27	Excellent : knowledgeable, substantive.
	26-22	Good : some knowledge of subject, adequate range.
	21-17	Fair : limited knowledge of subject, little substance.
	16-13	Poor : does not knowledge of subject, non-substantive.
Mechanics	5	Excellent: demonstrated mastery of capitalization, punctuation, paragraphing.
	4	Good: occasional meaning of capitalization, punctuation, paragraphing, but meaning not obscured.
	3	Fair: frequent errors of capitalization, punctuation, paragraphing.
	2	Poor: dominated errors of capitalization, punctuation, paragraphing.

b. Achievement level

To know students' achievement in writing test, the researcher makes achievement level of students' understanding. Achievement level of students explained in the table below.

Table 3.3. Achievement Level

Scoring of test	Achievement level
100 – 80	Excellent
79 – 65	Good
64 – 45	Fair
44 – 20	Poor
19 – 0	Very poor

    c. Measuring the mean

All of students' score calculated to measure the mean in every cycle. It did to compare students' improvement on writing recount text. To measure the mean, the researcher use formula:[53]

$$X = \frac{\sum f}{n}$$

Note

X : the mean

$\sum$f : the sum of offset score

n : a number of students

H. Indicators of Success

By using this media the researcher hope it will improve the students' writing recount text skill. It can be proved that students' achievement score KKM will better than before this CAR has been conducted. The researcher hope after having the treatment, the students' score will increase than before.

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[53] Riduwan, Sunarto, *Pengantar Statistika untuk Penelitian Pendidikan Ekonomi, Komunikasi, dan Bisnis*, (Bandung: Alfabeta, 2009), p.38

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. **Research Result**

1. **Description of Research Setting**

a. **The History and The Profil of MTs Muhammadiyah Metro**

MTs Muhammadiyah Metro is the integration of the 6th PGA Muhammadiyah, which was established on 1 August 1956. With Number SK 660/1105 / LP.56 / 1977. Then in 1956, the existence of the 6th Muhammadiyah PGA changed to Muhammadiyah MTs registered with NSM: 21218020613 which was approved by the Ministry of Religion with No SK: D / WH / MTS / 323/2001 then on November 21, 2001 MTs Muhammadiyah Metro received an equalized certificate by the Department of Religion of Lampung Province with NSM: 212 / 80206,212.

Since the establishment of MTs Muhammadiyah Metro until now it has experienced five times the success of the principal's leadership, among others:

a) Mr. M. Sidiq, BA

b) Mr. Retno Anwar

c) Mr. Surahyu, S.Ag

d) Mr. Sugiman, BA

e) Mr. Sukardi, Sos.I

f) Mr. Andi Kurniawan, S.pd

g) Mrs. Dra. Rahmah Mustikawati

h) Mr. Busro, S.Ag

The 4th Head of the Muhammadiyah Metro MTs, Mr. Sugiman, BA served until 2003, after Mr. Sugiman retired his position was replaced by Mr. Sukardi, Sos. I until 2012. After that the term of office of MTs Muhammadiyah Metro was headed by Mr. Andi Kurniawan, S.Pd, then headed by Mrs. Dra. Rahmah Mustikawati, then after Ibu Rahmah Mustikawati retired was replaced by Mr Busro, S.Ag until now.

b. The Condition of The Teacher and Official of MTs Muhammadiyah Metro

The number of teachers and official employers in MTs Muhammadiyah Metro in academic year 2018/2019 can be identified as follow:

Table 4.1
The Condition of Teacher and Official Employees in MTs

Muhammadiyah Metro

No.	NAME	POSITION
1.	Busro, S.Ag	Headmaster
2.	Andi Kurniawan, S.Pd	Curriculum Representative
3.	Saifudin, S.Pd	Students Representative

4.	Drs. Sahriza	Public Relations
5.	Sukardi, S.Sos.I	Islamic Teacher
6.	Dra. Rahmah Mustikawati	Social Teacher
7.	Eko Sumanto, Kom.I	Counseling
8.	Sri Hartati, Pg SLTP	Science Teacher
9.	Holman	Indonesian Teacher
10.	Isamudin, M.Pd	Mathematics Teacher
11.	Andi Kurniawan, S.p	Social Teacher
12.	Maharani Pratama, S.Pd	PKN Teacher
13.	Muniroh, S.Pd.I	Art Teacher
14.	Rahmayani, S.Pd.I	Fiqh Teacher
15.	Farida Trisati, S.Pd	Science Teacher
16.	Arief Permana, S.Pd	English Teacher
17.	Hanif Yulianto, SE	Spot Teacher
18.	Saifudin, S.Pd	Islamic Teacher
19.	Dwi Yanti, S.Pd	Akhlak Teacher
20.	Arfi Adi Sukmawan, S.Pd	English Teacher
21.	Badar Aziz, S.Kom	Lampung Teacher
22.	Eva Oktavian Hasan,	Social Teacher

	SE	
23.	Parmiati, S.Pd	Arabic Teacher
24.	Heri Polsen, S.Pd	Indonesian Teacher
25.	Fatiyah, S.Pd	Librarian
26.	Arif Mubarak, S.E	Official Employees
27.	Jumakir	Official Employees
28.	Dra. Rantiyem	Official Employees
29.	Hasanuddin, S.Pd	Official Employees
30.	Ismu Handayani	Official Employees
31.	Sukamto, S.Pd	Official Employees
32.	Yuyun Puspitasai	Official Employees
33.	Herni Sartika	Official Employees
34.	Otto Sumantri	Official Employees
35.	Sukamto	Security Guard
36.	Riwayatno	Cleaning Person
37.	Uut Riyanti	Medic Employees
38.	Marjito	Laboratory Employees
39.	Khozim	Cleaning Person
40.	Otong Wijaya	Night Security Guard
41.	Ana Maulana	Night Security Guard
42.	Sindi Egawardani	Official Employees
43.	Eko Yuliawan	Security Guard

Source: Documentation of MTs Muhammadiyah Metro in

academic year 2018/2019

c. **Students Quantity of MTs Muhammadiyah Metro**

The students' quantities of MTs Muhammadiyah Metro in

academic year 2018/2019 are 187 students that can be identified as

follow:

Table 4.2
The Students' Quantity of MTs Muhammadiyah Metro in
Academic Year 2019/2020

NO.	CLASS	L	P	TOTAL
1.	VII	30	32	62
2.	VIII	38	28	66
3.	IX	29	30	59
TOTAL				187

d. **Organization Structure of MTs Muhammadiyah Metro**

Figure 4.1
The organization structure of MTs Muhammadiyah Metro in
academic year 2019/2020

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┌──────────────┐
│ HEAD MASTER  │
│ BUSRO, S.AG  │
└──────────────┘
```

Organizational chart:

- HEAD MASTER — BUSRO, S.AG
- VICE OF STUDENT AFFAIR — SAIFUDIN, S.Pd.
- FINANCES STAFF — ARIEF PERMANA, S.PD
- VICE OF CURRICULUM — ANDI KURNIAWAN, S.Pd
- EMPLOYEE STAFF
- VICE OF SARPRAS — HANIF YULIANTO, SE
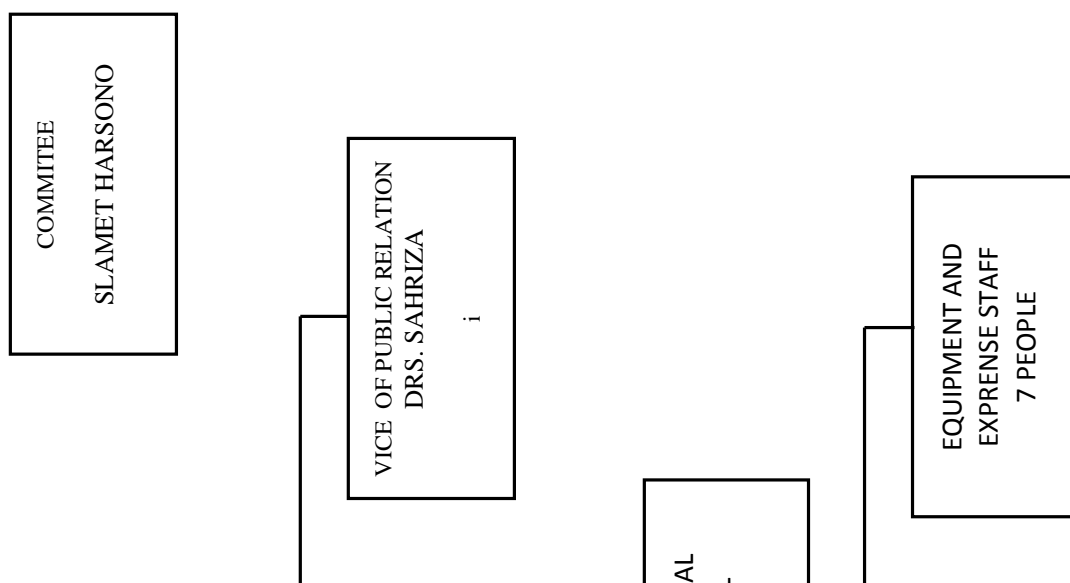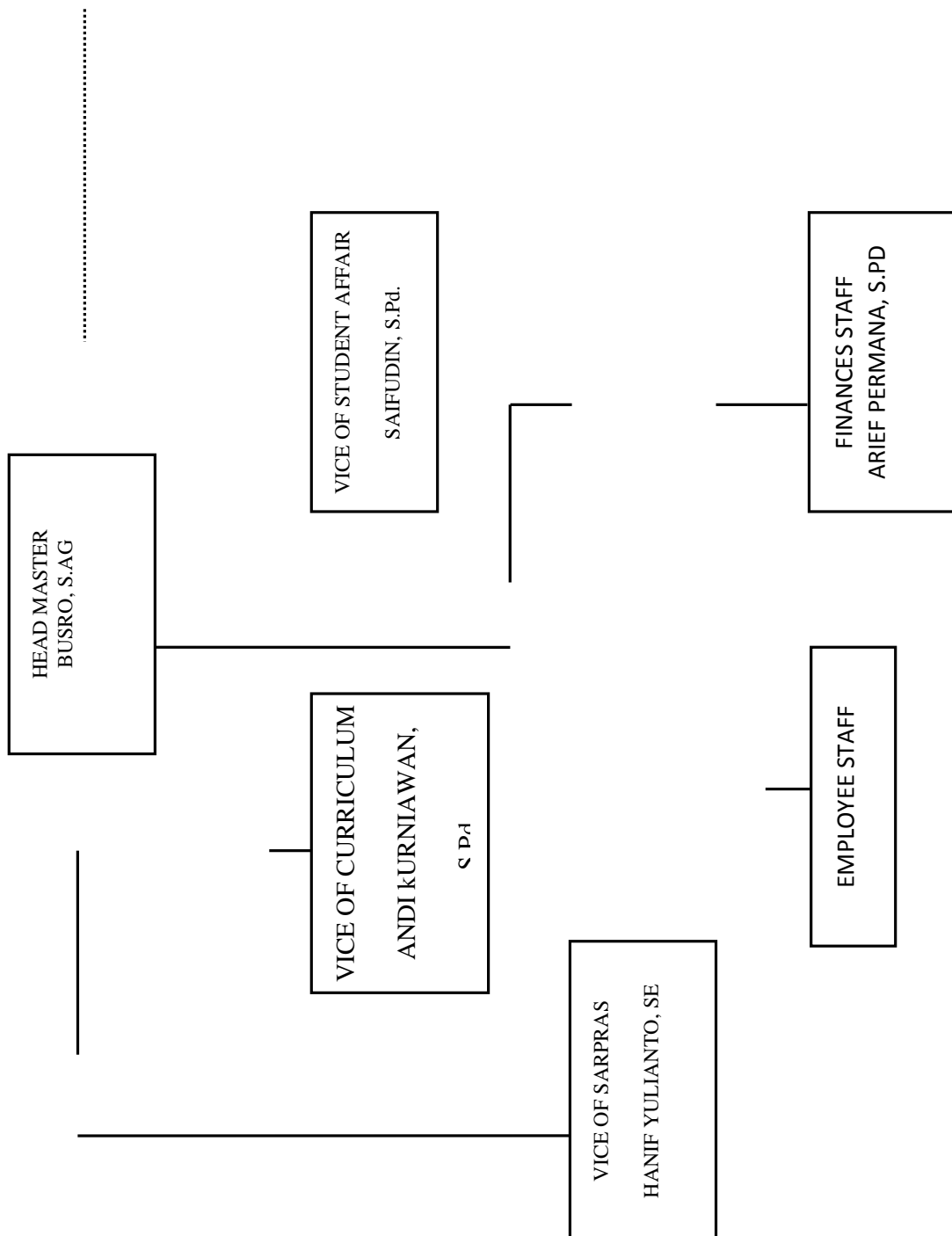
e. **The Location's Sketch of MTs Muhammadiyah Metro**

The location sketch of MTs Muhammadiyah Metro as follow:

Appendix
The location's sketch of MTs Muhammadiyah Metro

46	45

1 ← →   34 ←

N

2	42	41	40	39	38	37	36	35	33	32	31	30

3		
4		26	29
5	43	44	25	28
6			24
7			23	27
8			

| 47 | 48 |

9	10	11	12	13	14	15	16	17	18	19	20	21	22
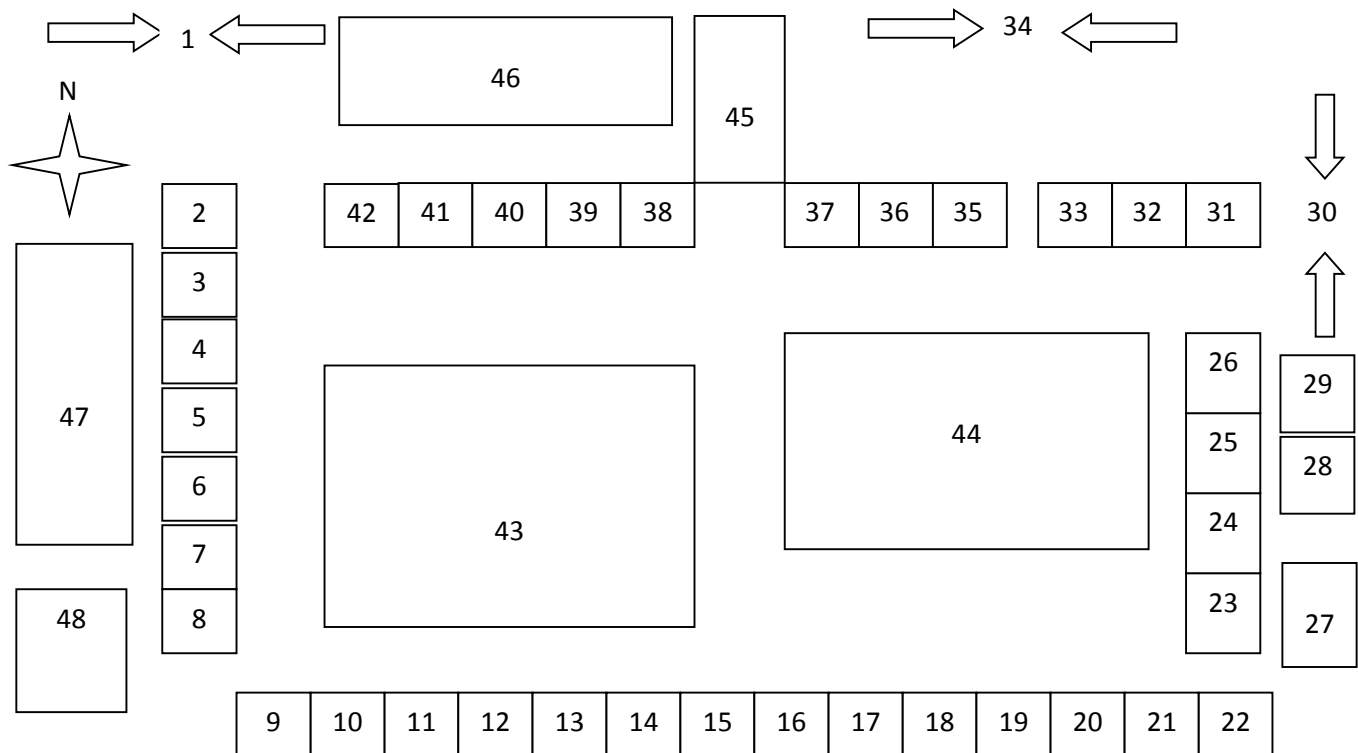
Note:

1   : Gate
2   : Computer room
3   : Clerical room
4   : Guest room
5   : Headmaster room
6   : WAKA room
7   : Counseling room
8   : Chemistry lab
9   : Library
27 : OSIS room
28 : Language lab
29 : Biology lab

30-33 : Gate
43   : Teachers room
44   : Fish pond
45   : Toilet
46   : Canteen
47   : Auditorium
48   : Mosque

B.   Research Finding Description

This research was clasroom action research, and it was conducted at the Eight grade of MTs Muhammadiyah Metro in the academic years of 2019/2020. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The students result of writing recount text was gained through test which consisted of pre test and post test that was given to the students in the beginning research and in the end of each cycle, while the students' activity were gained from the observation of the students' learning activities.

1. **Result of Students Pre-Test**

Pre-test was presented to the student which was aimed to find out students skill before the treatment was implemented. It was conducted on April, 15th 2019 for 2x40 minutes. In this meeting the researcher was being an teacher and the collaborator was being an observer.

In this section, the condition of the class was effective because the collaborator handled the class before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher. The researcher gave pre-test to the students. The test was answering the question from the story or someone experience.

All of the students were given a pre-test that should be done individually. The pre-test was done to measure how far the students

ability in mastering the meaning of the text and their answer which

given before. The result of pre-test can be seen on table below:

Table 4.3
The Students Pre-Test Score

NO	Students Name	Score	Category
1	ANR	74	Incomplete
2	AM	81	Complete
3	ANQ	62	Incomplete
4	DDF	69	Incomplete
5	DK	84	Complete
6	DAS	65	Incomplete
7	ESA	59	Incomplete
8	FBA	51	Incomplete
9	FR	67	Incomplete
10	HS	70	Incomplete
11	HN	71	Incomplete
12	IAF	85	Complete
13	MJ	80	Complete
14	MSWK	63	Incomplete
15	MAP	50	Incomplete
16	MD	52	Incomplete
17	MR	70	Incomplete
18	NFAR	79	Complete
19	NS	75	Complete
20	NH	62	Incomplete

21	PR	54	Incomplete
22	RA	52	Incomplete
23	RSP	54	Incomplete
24	STK	51	Incomplete
25	ZBA	59	Incomplete
	Total	1639	
	Average	65,56	

From the result of pre-test, it can be seen that the highest is 85 and

the lowest score was 50. So the average score of pre-test was 65,56.

From the table 4.2, that were 19 students who got the below target score

and 9 students got above score from the MSC. Then, based on the result

of pre-test, it could be seen that the target based on Minimum Standard

Criteria (MSC) had not been achieved yet.

Table 4.4
Percentage of Students Pre-Test Score

Interval	Frequency	Percentage	Explanation
≥75	6	24%	Complete
≤75	19	76%	Incomplete
Total	**25**	**100%**	

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

Graph 4.1
Percentage of Students Pre-Test Score
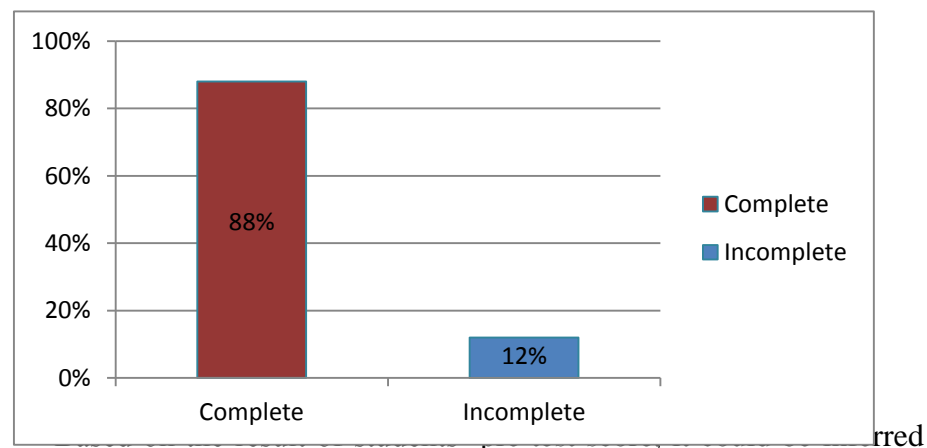
that there was only 24% or 6 students for the score among the interval of ≥ 75 who Complete the Minimum Standart Criteria (MSC) at least 75 while 76% or 19 students for the score among the interval of ≤ 75 did not pass the Minimum Standart Criteria (MSC) of less than 75. It indicated that the result of students recount text was still low. It was the reason why the researcher used Wordless Picture Book to improve the students writing recount text skill. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students

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

a. **Planning**

In this planning stage, the researcher prepared several things related to learning process such as: prepared the lesson plan, material, picture, made the instrument that would be examined as the pre-test and post-test in the cycle I, made the observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning process, so planned to giving the evaluation to measure the students ability in received the material that have been taught. The researcher planned to give the material about writing recount text.

b. **Action**

1) The First Meeting

This first meeting conducted on October, 17th 2019 for 2x40 minutes, used as the pre-test before the students. The meeting was opened by praying, greeting and checking attendance list, asking the students condition and introducing the researcher to the students. The meeting was used as the implementation of the action in cycle I. Before begun to the material, the researcher asked the students understanding about recount text. But they not answered it yet. The researcher explained well the recount text, so she gave more explanation about writing recount text. Than the researcher gave some

example of recount text and then wrote how make a recount text by using simple sentence on the white board.

After finishing students wrote the example and hearing the material, the researcher and the students review and discuss about the pre-test of last meeting. Then, the researcher explained to the students who not make a simple recount text. Some of students were noisy and less active in teaching and learning process. In the last meeting the researcher asked to the students about the material above and conclude it. So the researcher closed the meeting.

2) The Second Meeting

This second meeting conducted on October, 18th 2019 for 2x40 minutes, used as the post-test I after giving the treatment. It started by praying, greeting and checking attendance list, asking the students condition and introducing the researcher to the students. The researcher continued the material of the last meeting, than the researcher gave them the post-test to the student. The kind of the test were wrote recount text based on the wordless picture book, than the researcher gave them 60 minutes to wrote it well.

Table 4.5
The Students Post-Test I Score

NO	Students Name	Score	Category
1	ANR	80	Complete
2	AM	74	Incomplete

3	ANQ	85	Complete
4	DDF	82	Complete
5	DK	65	Incomplete
6	DAS	85	Complete
7	ESA	70	Incomplete
8	FBA	85	Complete
9	FR	81	Complete
10	HS	81	Complete
11	HN	83	Complete
12	IAF	80	Complete
13	MJ	65	Incomplete
14	MSWK	65	Incomplete
15	MAP	74	Incomplete
16	MD	60	Incomplete
17	MR	83	Complete
18	NFAR	78	Complete
19	NS	55	Incomplete
20	NH	66	Incomplete
21	PR	72	Incomplete
22	RA	65	Incomplete
23	RSP	85	Complete
24	STK	70	Incomplete
25	ZBA	45	Incomplete

	Total	1834	
	Average	73,3	

Table 4.6
Percentage of Students Post-Test I Score

	Frequency	Percentage	Explanation
≥75	12	48%	Complete
≤75	13	52%	Incomplete
Total	**25**	**100%**	

Then the graph of percentage students' recount text in pre-test

score could be seen as follow:

Graph 4.2
Percentage of Students Post-Test I Score
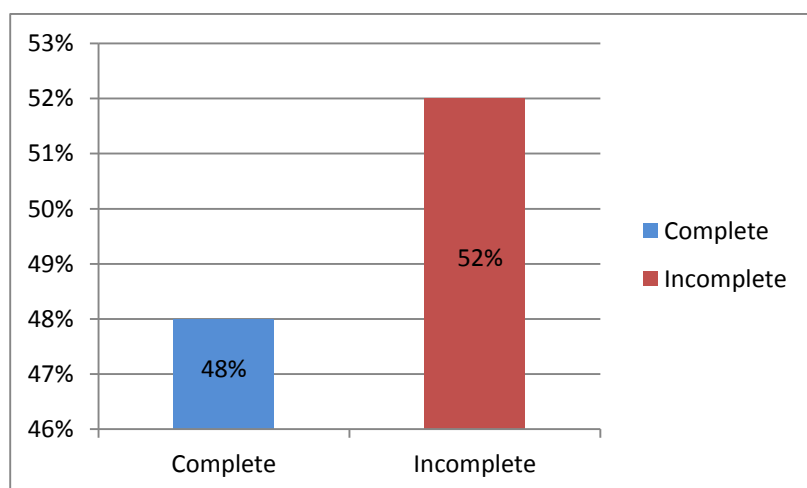
test was 73,3. From the table 4.3, that were 13 students who

got the below target score and 12 students got above score

from the MSC. Then, based on the result of post-test, it could

be seen that the target based on Minimum Standard Criteria

(MSC) had not been achieved yet.

c. **Observation**

In observation of the research, the researcher used two

observation in cycle I to find information of teacher's and the

students' activity in writing recount text. The collaborator observed

the teacher's activity in the class. Then the researcher observed the

students' activity such as how to students pay attention of the

teacher's explanation, the students ask/answer the question from

the teacher, the students' cooperative with their friend and the

students able do the task. The result of the students' learning

activities could be seen as follow:

Table 4.7

The Result of Students Activity in Cycle I

NO	Name	Students Activities					Total	Score	Category
		1	2	3	4	5			
1	ANR	√	√	√		√	11	55	Good
2	AM	√	√	√	√		10	50	Good
3	ANQ	√		√	√	√	13	65	Good
4	DDF	√	√		√	√	12	60	Good
5	DK	√	√	√	√	√	15	75	Very good
6	DAS	√	√	√		√	11	55	Good
7	ESA	√		√	√	√	13	65	Good
8	FBA	√	√	√	√	√	15	75	Very good
9	FR						0	0	Less

No	Name						Score	%	Category
10	HS	√	√	√	√	√	15	75	Very good
11	HN		√	√	√	√	14	70	Good
12	IAF	√	√	√	√	√	15	75	Very good
13	MJ	√		√		√	9	45	Good
14	MSWK		√	√		√	10	50	Good
15	MAP	√	√	√	√	√	15	75	Very good
16	MD	√	√	√	√	√	15	75	Very good
17	MR	√		√	√		8	40	Good
18	NFAR	√	√	√	√	√	15	75	Very good
19	NS	√	√	√		√	11	55	Good
20	NH		√	√	√	√	14	70	Good
21	PR	√	√	√	√	√	15	75	Very good
22	RA	√	√		√	√	12	60	Good
23	RSP	√		√	√	√	13	65	Good
24	STK	√	√	√		√	11	55	Good
25	ZBA	√	√	√		√	11	55	Good
Percentage %		60%	76%	48%	48%	48%			

Note:

Indicators of the students' activities were:

1. Response to the teacher

2. Answer the question

3. Giving an attention

4. Make a note

5. Do the task

Scoring

Total of the students point x 5

Table 4.8

Percentage of Students Activity in Cycle I

	Frequency	**Percentage**	**Explanation**
5	8	32%	Very Good
3-4	15	60%	Good
1-2	1	4%	Less
Total	**25**	**100%**	

Then the graph of percentage students' activity in cycle I could be

seen as follow:

Graph 4.3
Percentage of Students Activity in Cycle I
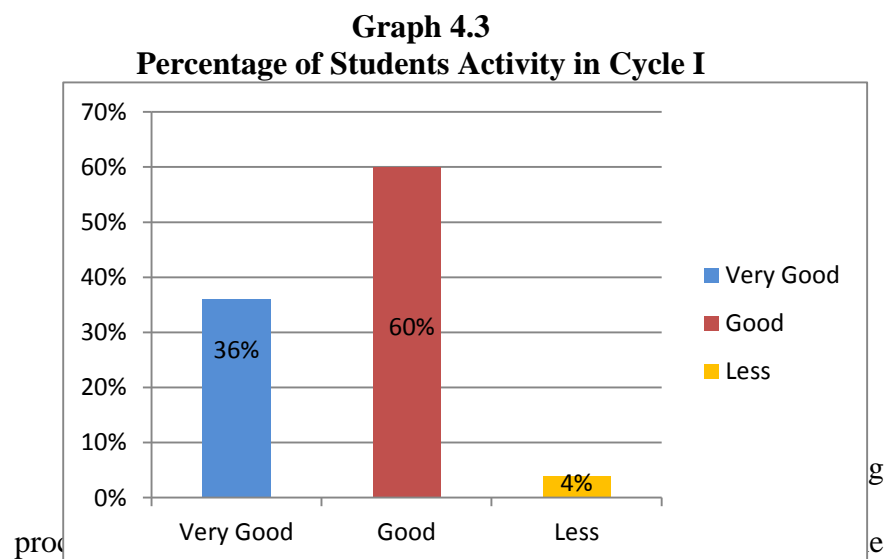
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students on less categories, 60% of the students on good categories,

and 36% students on very good categories.

d. Reflection

Generally, there was increasing the writing recount text. There was also different students' behavior toward the teaching and learning process. Nevertheless, the improvement of the score from the average in pre-test were 65,56 and the average of the post-test I score were 73,3.

There were also some problems in learning process that must be corrected in the next cycle. Other factor that was not made it effective because the researcher not teach how to write well, the researcher couldn't make the class in good condition. In this meeting, there were many students felt bored in the class because the material not interesting enough. Then the researcher and collaborator agreed to continue to the next stage Cycle II.

3. Result of Students' Cycle II

Based on the result of cycle I was not success enough, in the stage need to be held the cycle II again to repair the weakness in the cycle I. The steps of cycle II as follow:

a. Planning

Based on the activity in cycle I, the process at the cycle II was focused on the problem in cycle I. there were still many weaknesses on cycle I such as the students not interest to join thr

class and they were hard to understand the materials. The researcher and the collaborator prepared several things related to learning process such as: prepared the lesson plan, material, picture, made the instrument that would be examined as the pre-test and post-test in the cycle I, made the observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning process, so planned to giving the evaluation to measure the students ability in received the material that have been taught. The researcher planned to give the material about writing recount text.

b. **Action**

1) The First Meeting

This first meeting conducted on October, 21st 2019 for 2x40 minutes, used as the pre-test before the students. The meeting was opened by praying, greeting and checking attendance list, asking the students condition and introducing the researcher to the students. The meeting was used as the implementation of the action in cycle II. Before begun to the material, the researcher asked the students still remind about the last material. Only few students that could answered the question by using Indonesia. Then the researcher remembered them about the last material was make a story from the wordless picture book. In this

meeting, the researcher brought different wordless picture book that related to the topic that day.

The researcher gave an example of recount text and then wrote how make a recount text by using simple past sentence on the white board.

After finishing students wrote the example, the researcher asked to the students about the material above and conclude it. So the researcher closed the meeting.

2) The Second Meeting

This second meeting conducted on October, 22nd 2019 for 2x40 minutes, used as the post-test II after giving the treatment. It started by praying, greeting and checking attendance list, asking the students condition and introducing the researcher to the students. Then the researcher gave them the post-test to the students. The kind of the test were wrote recount text based on the wordless picture book, than the researcher gave them 60 minutes to wrote it well.

Table 4.9
The Students Post-Test II Score

NO	Students Name	Score	Category
1	ANR	79	Complete
2	AM	88	Complete
3	ANQ	90	Complete
4	DDF	84	Complete
5	DK	74	Incomplete

6	DAS	77	Complete
7	ESA	85	Complete
8	FBA	85	Complete
9	FR	85	Complete
10	HS	86	Complete
11	HN	87	Complete
12	IAF	80	Complete
13	MJ	70	Incomplete
14	MSWK	83	Complete
15	MAP	75	Complete
16	MD	80	Complete
17	MR	85	Complete
18	NFAR	67	Incomplete
19	NS	85	Complete
20	NH	65	Incomplete
21	PR	80	Complete
22	RA	76	Complete
23	RSP	80	Complete
24	STK	79	Complete
25	ZBA	86	Complete
	Total	2011	
	Average	80,4	

Table 4.10

Percentage of Students Post-Test II Score

	Frequency	Percentage	Explanation
≥75	21	84%	Complete
≤75	4	16%	Incomplete
Total	**25**	**100%**	

Then the graph of percentage students' recount text in cycle II score could be seen as follow:

Graph 4.4
Percentage of Students Post-Test II Score
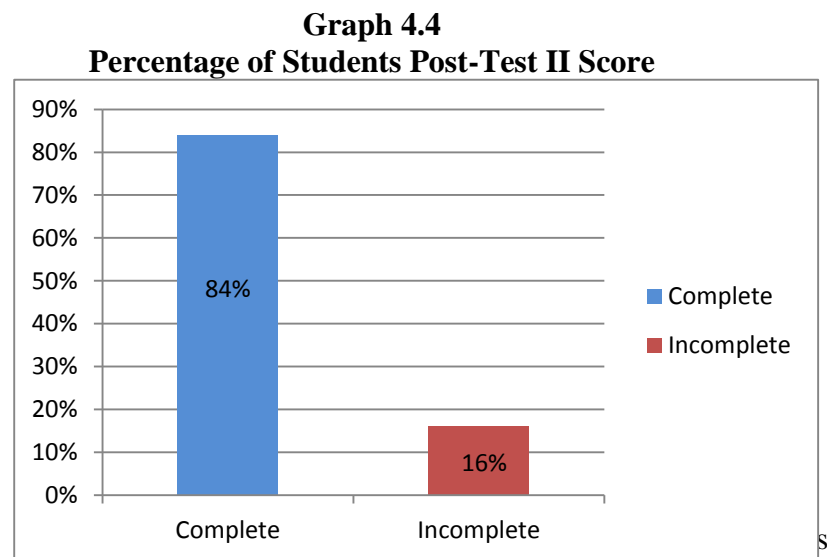
90 and the lowest score was 65. So the average score of post-test was 80,4. From the table 4.5, that were 4 students who got the below target score and 21 students got above score from the MSC.

c. **Observation**

In observation of the research, the researcher used two observations in cycle I to find information of teacher's and the students' activity in writing recount text. The collaborator observed

the teacher's activity in the class. Then the researcher observed the

students' activity such as how to students pay attention of the

teacher's explanation, the students ask/answer the question from

the teacher, the student's cooperative with their friend and the

students able do the task. The result of the students' learning

activities could be seen as follow:

Table 4.11

The Result of Students Activity in Cycle II

NO	Name	Students Activities					Total	Score	Category
		1	2	3	4	5			
1	ANR	√		√	√	√	13	65	Good
2	AM		√	√	√		10	50	Good
3	ANQ	√	√	√	√	√	15	75	Very good
4	DDF	√				√	8	40	Good
5	DK	√		√		√	9	45	Good
6	DAS	√	√	√	√	√	15	75	Very good
7	ESA		√	√	√		9	45	Good
8	FBA	√		√	√	√	13	65	Good
9	FR	√	√	√	√	√	15	75	Very good
10	HS	√	√		√	√	12	60	Good
11	HN	√	√	√	√	√	15	75	Very good
12	IAF	√	√	√		√	11	55	Good
13	MJ		√		√	√	11	55	Good

No	Name	1	2	3	4	5	Score	%	Category
14	MSWK		√	√	√		9	45	Good
15	MAP	√	√	√	√	√	15	75	Very good
16	MD	√	√		√	√	12	60	Good
17	MR	√	√	√	√	√	15	75	Very good
18	NFAR	√	√	√	√	√	15	75	Very good
19	NS	√		√	√	√	13	65	Good
20	NH	√	√	√	√	√	15	75	Very good
21	PR	√	√	√		√	11	55	Good
22	RA	√	√		√	√	12	60	Good
23	RSP	√	√	√	√	√	15	75	Very good
24	STK		√	√	√	√	14	70	Good
25	ZBA	√	√	√	√	√	15	75	Very good
Percentage %		80 %	80 %	84 %	80 %	76 %			

Note:

Indicators of the students' activities were:

1. Response to the teacher

2. Answer the question

3. Giving an attention

4. Make a note

5. Do the task

Scoring

Total of the students point x 5

Table 4.12
Percentage of Students Activity in Cycle II

	Frequency	Percentage	Explanation
5	10	40%	Very Good
3-4	15	60%	Good
1-2	0	0%	Less
Total	**25**	**100%**	

Then the graph of percentage students' activity in cycle II could be

seen as follow:

Graph 4.5
Percentage of Students Activity in Cycle II
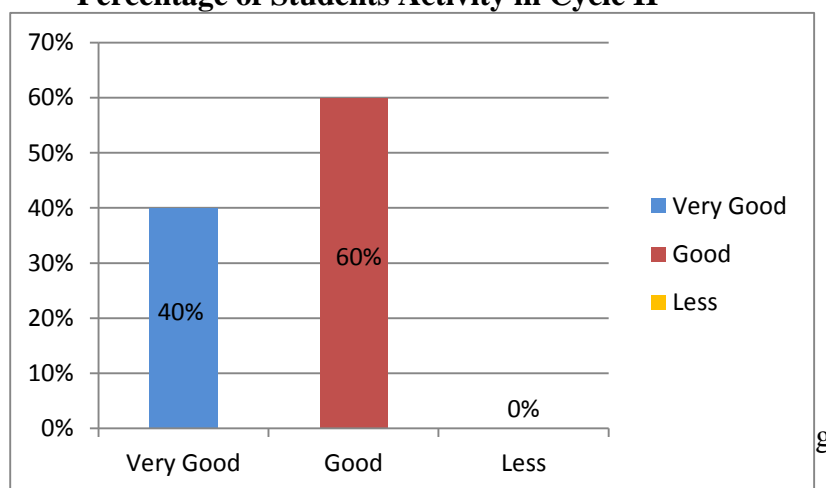
process was good. It looked on the table that there were 60% of the

students on good categories, and 40% students on very good

categories.

d. Reflection

Generally, there was increasing the writing recount text.

There was also different students' behavior toward the teaching

and learning process. Nevertheless, the improvement of the score

from the average in post-test I were 73,3 and the average of the post-test II score were 80,4.

There were also some problems in learning process that must be corrected in the next cycle. It can be inferred that most of the students pay attention to the teacher and they could accept the material more clearly.

B. Discussion

During research process, the researcher observed that the students were interested in teaching and learning writing. They were enthusiastic the learning process. The researcher assumed that teaching by wordless picture book can enrich students vocabulary and the simple writing recount text skill. By using wordless picture book the students learned writing simple recount text easier because the students could practice how to write, how to answer, how to make a recount text, and how to understand English language more easily and effectively. So, it had proved that wordless picture book be one of the interesting ways to learning writing. Especially for the students at the eighth grade of MTs Muhammadiyah Metro.

1. The Result of Students Learning

   a. Action and Learning Result at Cycle I

In cycle I, English learning process was done successfully, although the students' average score is still low. Nevertheless, there is an improvement score of the students' post-test I than pre-test. This is the table of the illustration in cycle I, as follow:

Table 4.13
The Comparison between Pre-Test and Post-Test I Score

NO	Name	Pre-Test Score	Post-Test I Score	Increasing	Category
1	ANR	74	80	-6	Decreased
2	AM	81	74	7	Increased
3	ANQ	62	85	23	Increased
4	DDF	69	82	13	Increased
5	DK	84	65	-19	Decreased
6	DAS	65	85	20	Increased
7	ESA	59	70	11	Increased
8	FBA	51	85	34	Increased
9	FR	67	81	14	Increased
10	HS	70	81	11	Increased
11	HN	71	83	12	Increased
12	IAF	85	80	-5	Decreased
13	MJ	80	65	-15	Decreased
14	MSWK	63	65	2	Increased
15	MAP	50	74	24	Increased
16	MD	52	60	8	Increased
17	MR	70	83	13	Increased
18	NFAR	79	78	-1	Decreased
19	NS	75	55	-20	Decreased
20	NH	62	66	4	Increased
21	PR	54	72	18	Increased

22	RA	52	65	13	Increased
23	RSP	54	85	31	Increased
24	STK	51	70	19	Increased
25	ZBA	59	45	-14	Decreased
Total		1639	1834	197	
Average		65,56	73,36	7,88	

Table 4.14
The Comparison between Pre-Test and Post-Test I Score

Interval	Pre-Test	Percentage	Post-Test I	Percentage	Explanation
≥ 75	6	24%	12	48%	Complete
≤ 75	9	76%	13	52%	Incomplete
Total	**25**		**25**		

Then the graph of the comparison between pre-test and post-test I score could be seen as follow:

Graph 4.6
The Comparison between Pre-Test and Post-Test I Score
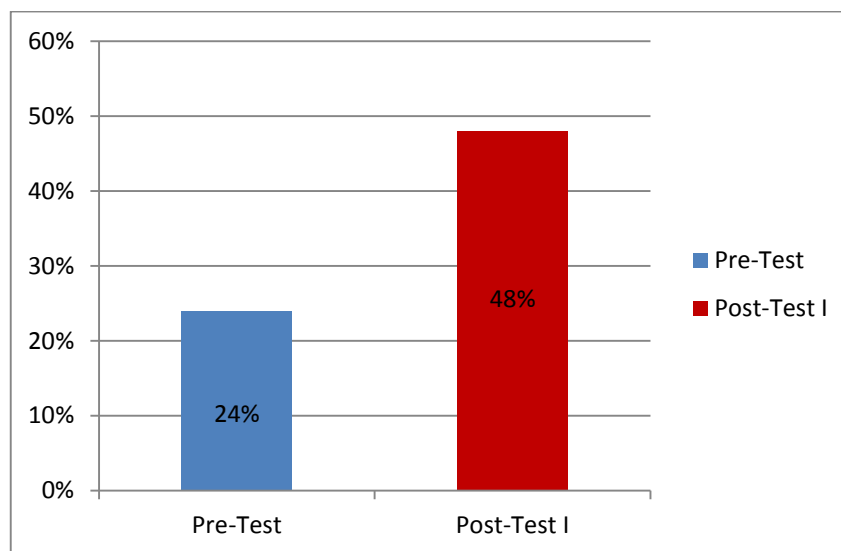
In this research, pre-test and post-test had done individually. It was aimed to know the skill of students before and after giving a treatment. From the result of pre-test and post-test, we knew that there was an increasing from the result of students' score. It could be seen from the average 65,56 become 73,36.

To see the students' skill in writing recount text, the researcher and the collaborator applied post-test after finishing the treatment. It was intended to know whether or not there was an increasing of students' score. From the post-test cycle I score, it could be seen that there was improving, because the researcher had given the treatment based on the lesson plan. We also wanted to see the difference between the result of the students' pre-test and the result of students' post-test and to find out whether the treatment improved the students' writing recount text skill.

b. **Action and Learning Result at Cycle II**

In cycle II, process of teaching and learning stay on climax situation, there are very grateful progresses of students.

Table 4.15
The Comparison between Post-Test I and Post-Test II Score

NO	Name	Post-Test I Score	Post-Test II Score	Increasing	Category
1	ANR	80	79	-1	Decreased
2	AM	74	88	14	Increased
3	ANQ	85	90	5	Increased
4	DDF	82	84	2	Increased
5	DK	65	74	9	Increased
6	DAS	85	77	-8	Decreased
7	ESA	70	85	15	Increased
8	FBA	85	85	0	Increased
9	FR	81	85	4	Increased
10	HS	81	86	5	Increased
11	HN	83	87	4	Increased
12	IAF	80	80	0	Increased
13	MJ	65	70	5	Increased
14	MSWK	65	83	18	Increased
15	MAP	74	75	1	Increased
16	MD	60	80	20	Increased
17	MR	83	85	2	Increased
18	NFAR	78	67	-14	Decreased
19	NS	55	85	-30	Decreased

20	NH	66	65	-1	Decreased
21	PR	72	80	8	Increased
22	RA	65	76	11	Increased
23	RSP	85	80	-5	Decreased
24	STK	70	79	-9	Decreased
25	ZBA	45	86	41	Increased
Total		1834	2011	96	
Average		73,36	80,4	3,84	

Table 4.16
The Comparison between Post-Test I and Post-Test II Score

Interval	Post-Test I	Percentage	Post-Test II	Percentage	Explanation
≥ 75	12	48%	21	84%	Complete
≤ 75	13	52%	4	16%	Incomplete
Total	**25**		**25**		

Then the graph of the comparison between post-test I and post-

test II score could be seen as follow:

Graph 4.7
The Comparison between Post-Test I and Post-Test II Score
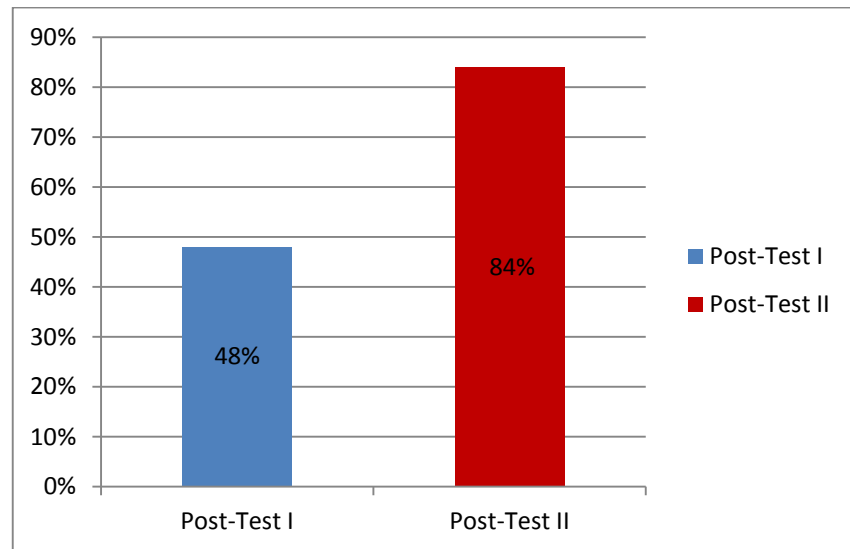
From the result, we knew that the students' score have improved. It could be seen from the average 73,36 become 80,4. It meant that the students could achieve the target, the target was 80% students gained score at least 70.

c. **The Result of the Research**

Here were the data of recapitulation of students' improvement in teaching and learning from pre-test, post-test I and post-test II is presented:

Table 4.17
The Result of Pre-Test, Post-Test I, and Post-Test II

NO	Name	Pre-Test Score	Post-Test I Score	Post-Test II Score	Category
1	ANR	74	80	79	Increased
2	AM	81	74	88	Increased
3	ANQ	62	85	90	Increased
4	DDF	69	82	84	Increased
5	DK	84	65	74	Decreased

6	DAS	65	85	77	Decreased
7	ESA	59	70	85	Increased
8	FBA	51	85	85	Increased
9	FR	67	81	85	Increased
10	HS	70	81	86	Increased
11	HN	71	83	87	Increased
12	IAF	85	80	80	Decreased
13	MJ	80	65	70	Decreased
14	MSWK	63	65	83	Increased
15	MAP	50	74	75	Increased
16	MD	52	60	80	Increased
17	MR	70	83	85	Increased
18	NFAR	79	78	67	Decreased
19	NS	75	55	85	Increased
20	NH	62	66	65	Increased
21	PR	54	72	80	Increased
22	RA	52	65	76	Increased
23	RSP	54	85	80	Increased
24	STK	51	70	79	Increased
25	ZBA	59	45	86	Increased
Total		1639	1834	2011	
Average		65,59	73,36	80,4	

Table 4.18

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

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥75	24%	48%	84%	Complete
≤75	76%	52%	16%	Incomplete
Total	**25**	**25**	**25**	

From the result, we knew that the students' score have improved. It could be seen from the average 73,36 become 80,4. It meant that the students could achieve the target, the target was 80% students gained score at least 70. The students were enthusiastic during the learning process. All of the students attended the class during the presentation of the material by using wordless picture book. They were able to write a recount text through wordless picture book more easily. but, because of the result of the students score could not achieve the target; we decided to give a test to the students using the same way in cycle I with different lesson plan.

Because of the students' score had improve, it can be seen from their average score in pre-test 65,59, become 73,36 in cycle I and 80,4 in cycle II. It meant that the students could achieve the target; the target was 80% students gained score 70 or more. Furthermore, the improving score in each cycle can be seen in the graph below:

Graph 4.8
The Result of Pre-Test, Post-Test I, and Post-Test II Score
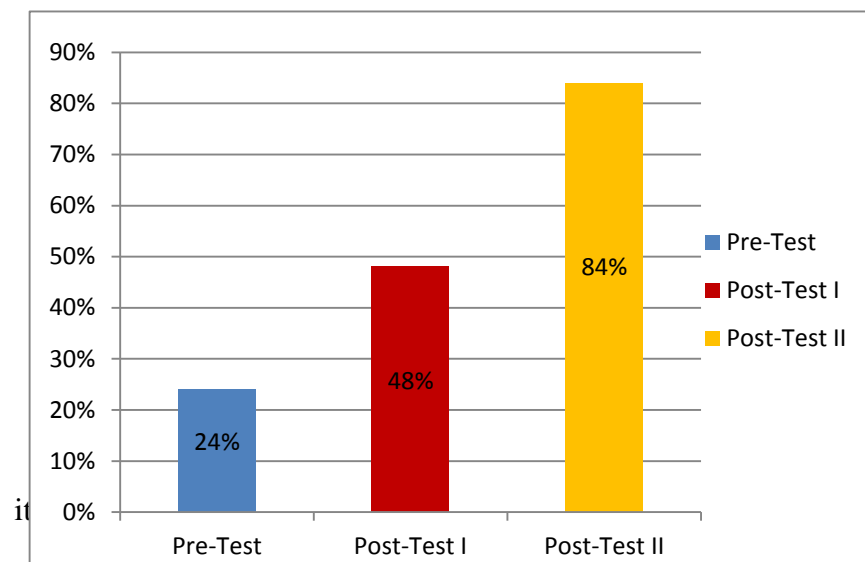
it because the students' who can be realized score 70 are 21 students

or 80% from all of the students. Therefore, there were 4 students

who were not success but the percentage of the students' success

was 80%. So, it was fulfill SMC that 80% of the students in the

class got score at least 70. Based on the result of post-test II can be

concluded that this research had realized target who had

determined and this research had finished.

2. The Result of Students Observation Sheet

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' learning activities can be seen in the table below:

Table 4.19
The Improvement of the Students' Activities in Cycle I and Cycle II

No.	Students' Activities	Cycle		Increasing
		Cycle I	Cycle II	
1.	Response to the teacher	60%	80%	20%
2.	Answer the question	76%	80%	4%
3.	Giving attention	48%	84%	36%
4.	Make a note	48%	80%	32%
5.	Do the task	48%	76%	28%
Total		280%	400%	120%
Average		55,2%	80%	24%

Graph 4.9

The Improvement of the Students' Activities in Cycle I and Cycle II
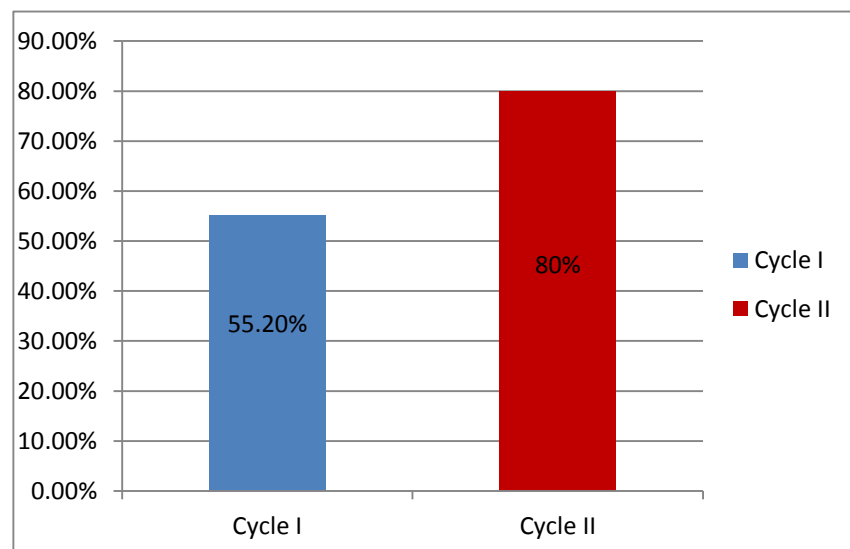
Based on the table, it could be concluded that there was an improving of the students' learning activities during study through

wordless picture book in improving the students' writing recount text skill. It could be looked at the average result of the students' observation sheet when cycle I was 55,2%. Meanwhile, the average result of the students' observation sheet when cycle II were 80%. It meant that wordless picture book had positive effect toward the teaching and learning process, especially in improving the students' learning activities in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher presents two different points. They are conclusion and suggestion. Each point is described as follows:

A. Conclusion

This research belongs to action research. The action of the research was implemented in English class at MTs Muhammadiyah Metro. It started on October to November 2019. The involved participants of this research were the researcher, the English teacher and the students of VIII Maliki class of MTs Muhammadiyah Metro.

This research had attained some data that were related to the use of wordless picture book in improving the students' writing recount text skill. According to the data analysis conducted in this research, the application of wordless picture book is believed to be helpful to improve the students' writing skill.

In cycle I, the students showed the improvement on their writing skills especially in terms of the content and organization aspects. The use of wordless picture book helped them to generate and share ideas among peers during the process of writing. Some of them also showed different attitude toward the teaching and learning process. Their motivation toward learning also improved.

In cycle II, the activities conducted had also created the students' involvement. Their collaboration supported them to get more knowledge on the aspects of writing. They could produce a better text as well. Besides, they also showed greater motivation to follow the teaching and learning process

B. Suggestion

After conducting this action research, the researcher proposes the suggestion for English teacher and other researcher as presented below:

1. For the English teacher

   It is quite important for the English teacher especially the English teacher in MTs Muhammadiyah Metro to improve students writing skills. The teacher needs to arrange certain activities that make the students work actively and will not get them bored with the teaching and learning process. It is better for them to employ wordless picture book when they teach writing to the students.

2. For other researcher

   It is considered that the researcher only gives an emphasis on the students' writing on recount text. Therefore, the other researchers may conduct the research on other genre of texts which can improve their writing skills and also enrich their knowledge in different kind of factual and literary texts.

APPENDIXES

SILABUS

Sekolah : MTs Muhammadiyah Metro
Mata Pelajaran : Bahasa Inggris
Kelas : VIII

Kompetensi Inti :

- **KI-1** : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- **KI-2** : **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- **KI 3** : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4** : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan	**Teks *recount* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa** *Fungsi sosial* Melaporkan, meneladani,	**, Mengamati** - Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
konteks penggunaannya	membanggakan, berbagi pengalaman, dsb.	• Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.
4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.	***Struktur text*** (gagasan utama dan informasi rinci)	• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut.
4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan	**Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.
	b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.	**Mengumpulkan Informasi**
	c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional).	• Secara kolaboratif, siswa mencari dan mengumpulan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.
	Panjang teks: kurang lebih 6 (tiga) kalimat	• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.
	Unsur kebahasaan	
	(1) Kata kerja dalam Simple Past tense, Past Continuous Tense	
	(2) Kosa kata: kata kerja yang menunjuk	• Siswa membaca semua teks tentang kegiatan,

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	tindakan atau kegiatan	kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:
	(3) Adverbia penghubung waktu: *first, then, after that, before, at last, finally,* dsb.	- fungsi sosial setiap teks
	(4) Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, on Monday, an hour ago, immediately,* dsb.	- orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan
	(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal	- urutan kejadian secara kronologis, urut dan runtut
	(6) Ucapan, tekanan kata, intonasi	- komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada)
	(7) Ejaan dan tanda baca	- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan
	(8) Tulisan tangan	• 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.
	Topik	
	Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri,	**Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	kerjasama, dan bertanggung jawab.	*recount* tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.
		• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan.
		Mengkomunikasikan
		• 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, berbagi pengalaman, dsb).
		• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
		• Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan,

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
		kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: MTs Muhammadiyah Metro
Mata Pelajaran	: Bahasa Inggris
Kelas/Smester	: VIII/1
Tema	: Teks lisan dan tulis berbentuk *recount* dengan
menyatakan dan	
	menanyakan tentang kejadian, dan peristiwa, pendek dan
	sederhana
Alokasi Waktu	: 2 x 40 menit

A. Kompotensi Inti

KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4 Mengolah, menyaji, dan menalar 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 dan Indikator Pencapain Kompetensi

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi

sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa

4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya

2. Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks..

D. Materi Pembelajaran

Teks lisan dan tulis berbentuk *recount* dengan menyatakan dan menanyakan tentang kejadian, dan peristiwa, pendek dan sederhana

Fungsi sosial

Menguraikan pengalaman, peristiwa, kejadian untuk melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.

Struktur teks

a. Orientasi: menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum

b. Uraian tindakan/kejadian secara berurut dan runtut

c. Penutup (seringkali ada): komentar atau penilaian umum.

Unsur kebahasaan

(1) Uraian tindakan dalam Past Tense: Simple and Continuous, *woke, took, went, got, did, had, was waiting, were sleeping*

(2) Adverbia penghubung waktu: *first, then, after that, before, at last, finally,* dsb.

(3) Adverbia dan frasa preposisional penujuk waktu: *yesterday, last month, on Monday, an hour ago, immediately,* dsb.

(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Peristiwa, kejadian, pengalaman yang menyedihkan.

Multimedia

Foto peristiwa, buku harian, dekorasi, yang membuat tampilan teks lebih menarik

E. Metode Pembelajaran

1. Pendekatan   : Scientific
2. Model   : *Project Based Learning*
3. Metode   : Diskusi Kelompok

F. Media, alat dan sumber pembelajaran

1. Media   : Wordless Picture Book
2. Alat/Bahan   : Buku, laptop , LCD
3. Sumber Belajar   :
   - Wordlles picture book
   - Internet

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Persiapan psikis dan fisik membuka pelajaran dengan mengucapkan salam dan berdoa bersama	15

	2. Menginformasikan tujuan yang akan dicapai selama pembelajaran	
	3. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran	
	4. Menyambungkan materi sekarang dengan materi sebelumnya	
	5. Memberi motivasi siswa untuk aktif dalam proses pembelajaran dengan menyanyikan lagu	
Inti	**Mengamati** • Siswa mendengarkan/ menonton beberapa contoh teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, berdasarkan konteks yang sesuai • Siswa mengikuti mengucapkan kalimat dalam teks *recount* tentang kegiatan, kejadian, dan peristiwa, • Siswa membaca untuk memahami makna dan bentuk kalimat terdapat dalam teks *recount* tentang kegiatan, kejadian, dan peristiwa, • Siswa berlatih menentukan informasi rinci **Menanya** • Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai teks *recount* tentang kegiatan, kejadian, dan peristiwa, dalam berbagai konteks **Mengeksplorasi** • Siswa diberikan wordless picture book sebagai acuan untuk membuat simple recount text • Siswa membuat simple recount text	45

	berdasarkan wordless picture book yang sudah diberikan	
	Mengasosiasi	
	• Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa serta format penulisan yang digunakan dalam berbagai teks *recount* tentang kegiatan, kejadian, dan peristiwa, .	
	• Siswa menanyakan balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.	
	• Siswa menyimpulkan hasil analisinya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari teks *recount* tentang kegiatan, kejadian, dan peristiwa yang terjadi.	
	, Mengomunikasikan	
	• Siswa mempresentasikan tulisan tentang pengalaman yang menyenangkan	
	• Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya	
Penutupan	1. Bersama-sama dengan peserta didik membuat rangkuman/kesimpulan	20
	2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan	
	3. Memberikan umpan balik terhadap proses	

	dan hasil pembelajaran.	
	4. Diadakan Tes Tulis terhadap siswa	
	5. Memberikan tugas individu sebagai pekerjaan rumah.	
	6. Doa Tutup.	

H. PENILAIAN

1. *Jenis/Teknik Penilaian*

    a. Observasi Proses Pembelajaran

    b. Laporan Tugas (Individu/Kelompok)

    c. Tes Tulis

2. *Bentuk Instrumen dan Instrumen*

    a. Observasi Proses Pembelajaran

No.	Nama Siswa	Aspek yang diamati				Jumlah	Nilai Akhir
		Sikap/ Perilaku Tanggung jawab	Aktivitas	Kerjasama	Berpendapat/ Menanggapi		

b. Laporan Tugas (Individu/Kelompok)

No.	Nama Siswa/ Kelompok	Aspek yang dinilai			Jumlah	Nilai Akhir
		Kerapihan	KetepatanWaktu	Kesesuaian Isi		

c. Tes tulis

Terlampir

3. **Pedoman Penskoran:**

Keterangan Skor:

Masing-masing kolom diisi dengan kriteria:

4 = Baik Sekali

3 = Baik

2 = Cukup

1 = Kurang

$$Nilai = \frac{\sum Skor\ perolehan}{Skor\ Maksimal} \times 100$$

Kriteria Nilai

A = 80 – 100 : Baik Sekali

B = 70 – 79 : Baik

C = 60 – 69 : Cukup

D = ... < 60 : Kurang

Keterangan Nilai Akhir:

a. Penilaian Observasi : **Nilai** = Jumlah skor yang diperoleh x 100

Jumlah skor maksimal

(16)

b. Penilaian Laporan Tugas : **Nilai** $=$ Jumlah skor yang

diperoleh x 100

Jumlah skor maksimal

(12)

c. Penilaian Tes Lisan/Tulis : **Nilai** $=$ Jumlah skor yang

diperoleh x 100

Jumlah skor maksimal

(20)

Nilai akhir yang diperoleh siswa = Nilai observasi + nilai laporan tugas+ nilai tes lisan/tulis

Mengetahui,
Kepala Sekolah
Inggris

BUSRO, S.Ag
NBM. 637 255

Metro,   2019
Guru Mata Pelajaran Bahasa

DELFIA LORNA AP
NPM. 1501070236

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MTs Muhammadiyah Metro

Mata Pelajaran : Bahasa Inggris

Kelas/Smester : VIII/I

Tema : Teks lisan dan tulis berbentuk *recount* dengan menyatakan dan

menanyakan tentang kejadian, dan peristiwa, pendek dan sederhana

Alokasi Waktu : 2 x 40 menit

A. Kompotensi Inti

KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4 Mengolah, menyaji, dan menalar 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 dan Indikator Pencapain Kompetensi

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi

sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa

4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya

2. Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks..

D. Materi Pembelajaran

Teks lisan dan tulis berbentuk *recount* dengan menyatakan dan menanyakan tentang kejadian, dan peristiwa, pendek dan sederhana

Fungsi sosial

Menguraikan pengalaman, peristiwa, kejadian untuk melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.

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a. Orientasi: menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum

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(1)Uraian tindakan dalam Past Tense: Simple and Continuous, *woke, took, went, got, did, had, was waiting, were sleeping*

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(5)Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

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Multimedia

Foto peristiwa, buku harian, dekorasi, yang membuat tampilan teks lebih menarik

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Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Persiapan psikis dan fisik membuka pelajaran dengan mengucapkan salam dan berdoa bersama	15

	2. Menginformasikan tujuan yang akan dicapai selama pembelajaran 3. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran 4. Menyambungkan materi sekarang dengan materi sebelumnya 5. Memberi motivasi siswa untuk aktif dalam proses pembelajaran dengan menyanyikan lagu	
Inti	**Mengamati** • Siswa mendengarkan/ menonton beberapa contoh teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, berdasarkan konteks yang sesuai • Siswa mengikuti mengucapkan kalimat dalam teks *recount* tentang kegiatan, kejadian, dan peristiwa, • Siswa membaca untuk memahami makna dan bentuk kalimat terdapat dalam teks *recount* tentang kegiatan, kejadian, dan peristiwa, • Siswa berlatih menentukan informasi rinci **Menanya** • Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai teks *recount* tentang kegiatan, kejadian, dan peristiwa, dalam berbagai konteks **Mengeksplorasi** • Siswa diberikan wordless picture book sebagai acuan untuk membuat simple recount text • Siswa membuat simple recount text	45

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	dan hasil pembelajaran.	
	4. Diadakan Tes Tulis terhadap siswa	
	5. Memberikan tugas individu sebagai pekerjaan rumah.	
	6. Doa Tutup.	

H. PENILAIAN

1. *Jenis/Teknik Penilaian*

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No.	Nama Siswa/ Kelompok	Aspek yang dinilai			Jumlah	Nilai Akhir
		Kerapihan	Ketepatan Waktu	Kesesuaian Isi		

c. Tes tulis

Terlampir

3. *Pedoman Penskoran:*

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Jumlah skor maksimal

(16)

b. Penilaian Laporan Tugas :   **Nilai**   =   Jumlah skor yang
    diperoleh x 100

                                                Jumlah skor maksimal

    (12)

c. Penilaian Tes Lisan/Tulis   : **Nilai** =   Jumlah skor yang
    diperoleh x 100

                                                Jumlah skor maksimal

    (20)

Nilai akhir yang diperoleh siswa = Nilai observasi + nilai laporan tugas+ nilai
tes lisan/tulis

Mengetahui,   Metro,   2019
Kepala Sekolah   Guru Mata Pelajaran Bahasa
Inggris

BUSRO, S.A   **DELFIA LORNA AP**
NBM. 637 255   NPM. 1501070236

I have a sue story   Name = Surya
                         Kalas = VII <c>

In The year Two Thousand and
* eighteen MY Friend and I were hit bY The motorbike,
  was walking again Suddenly The motorbikes was
  Speeding and hit me and MY ~~~~~ Friend was very
  Sad Right MY Friend broke his head

And my Friend was Taken to The hospital and I was no
* Too badly injured I only buster a litle on The fore.
  head hands and Feat,

From that incident I am Traumatized and will not go
* in the middle of The middle For Those of you
  who Ride Fast motorbikes not again This has becom
  an example.

at then moment my cat, to sell. I very sad. couse I very Loved my cat. at then moment I very angry to mom. that after my mom affection I cat. my cat formerly is luna. She is my cat dear.

my cat to sell couse my mom now like cat. I and my sister Loved cat. For that my mom affection new cat. bwet changef my cat old.

lost cellphone And lost motorBike

my mother and I were going to the market then my motorBike wAs taken by A thief

FIELD NOTES

No.   : FN.01
Hari, Tanggal   : Rabu, 16 Oktober 2019
Jam   : 08.30 – 10.00
Tempat   : Ruang Tamu Sekolah
Kegiatan   : Meminta Izin Penelitian
Responden   : P   : Peneliti
                       KS   : Kepala Sekolah
                       WKS : Wakil Kepala Sekolah
                       PTU : Pegawai Tata Usaha

1	P datang ke sekolah pada pukul 08.30. P lalu bertanya kepada salah satu guru yang ada di pintu masuk sekolah dan beliau langsung mempersilahkan P untuk masuk ke dalam sekolah.
2	P kemudian bertemu dengan salah seorang PTU. P kemudian bertanya apakah P dapat bertemu dengan KS pada kesempatan itu. Namun karena KS sedang sedang dinas di luar kota, maka PTU meminta P untuk menemui WKS.
3	Akhirnya P bertemu dengan WKS. Karena sebelumnya P melaksanakan PPL di sekolah tersebut maka WKS langsung mengenali P dan menerima kedatangan dengan baik.
4	P mengutarakan maksud kedatangannya ke MTs Muhammadiyah Metro dan meminta izin kepada WKS untuk melaksanakan penelitian.
5	WKS kemudian mengizinkan P untuk mengadakan penelitian di sekolah tersebut dan langsung memberikan arahan tentang perizinan serta persyaratan untuk melaksanakan penelitian.
6	WKS memberikan beberapa informasi tentang mendapatkan syarat-syarat serta kelengkapan yang harus dipersiapkan saat akan mengadakan penelitian.
7	WKS kemudian menjelaskan siapa saja guru yang mengampu mata pelajaran Bahasa Inggris untuk kemudian menjadi kolaborator P dalam melaksanakan penelitian.
8	P kemudian meminta izin untuk bertemu dengan guru Bahasa Inggris yang mengajar Bahasa Inggris kelas VIII.
9	WKS meminta PTU untuk mengantar P menemui Bapak Arief Permana, S.Pd, gur yang mengampu pelajaran Bahasa Inggris kelas VIII.
	P kemudian mohon undur diri kepada WKS dan ditemani PTU untuk menemui Bapak Arief Permana, S.Pd.

No.   : FN. 02
Hari, Tanggal   : Rabu, 16 Oktober 2019
Jam   : 10.00 – 10.20
Tempat   : Ruang Kelas VIII C
Kegiatan   : Bertemu Guru Bahasa Inggris

Responden   : P   : Peneliti
                  GBS : Guru Bahasa Inggris

1	P menuju ke ruang kelas VIII C dimana GBS sedang mengajar.
2	P mengetuk pintu kelas dan memohon izin kepada GBS untuk meminta waktu mengajarnya sebentar. P kemudian memperkenalkan diri dan mengutarakan maksud kedatangan P ke sekolah.
3	GBS menerima P dengan baik dan bersedia membantu P untuk melakukan penelitian.
4	GBS bertanya kepada P tentang penelitian apa yang akan P lakukan di MTs Muhammadiyah Metro.
	P lalu menjelaskan kepada GBS bahwa P akan melakukan penelitian tindakan kelas tentang meningkatkan kemampuan menulis teks recount siswa dengan menggunakan *wordless picture book*.
5	GBS kemudian menyampaikan bahwa kelas VIII baru saja melaksanakan *mid-term test* dan materi pembelajaran masih tentang teks deskriptif sehingga materi tentang teks recount belum diajarkan.
6	GBS kemudian mempersilahkan P untuk menyiapkan kelengkapan selama akan melakukan penelitian.
7	P meminta izin GBS untuk meminta waktu melaksanakan penelitian.
8	P dan GBS akhirnya menyepakati jadwal penelitian akan dilaksanakan pada tanggal 17 Oktober 2019 sampai dengan 21 Oktober 2019 dikelas VIII C.

No   : FN. 03
Hari, Tanggal   : Kamis, 17 Oktober 2019
Jam   : 09.00 – 09.15
Tempat   : Ruang tamu sekolah
Kegiatan   : Wawancara dengan guru Bahasa Inggris
Responden   : P   : Peneliti
                  GBS : Guru Bahasa Inggris

1	P dan GBS menuju ke ruang tamu sekolah setelah sebelumnya mengikuti pelajaran di kelas VIII B.
2	P bertanya kepada GBS seputar kegiatan belajar mengajar di kelas VIII B yang baru saja diikuti P.
3	GBS menjelaskan kepada P bahwa kegiatan belajar siswa dikelas saat pelajaran Bahasa Inggris memang seperti yang baru saja P lihat.
4	P menanyakan beberapa pertanyaan lanjutan tentang kebiasaan serta aktifitas yang dilakukan saat pelajaran Bahasa Inggris berlangsung.
5	GBS menjawab semua pertanyaan yang ditanyakan oleh P dan menyampaikan juga kesulitan-kesulitan yang dihadapi saat mengajar Bahasa Inggris terutama dalam keterampilan menulis.
6	P memperlihatkan lembar kerja siswa yang akan diberikan saat melakukan post-test 1 dan post-test 2.
7	GBS menyetujui lembar kerja siswa yang diserahkan oleh P untuk kemudian bisa diperbanyak.

No : FN. 04
Hari, Tanggal : Kamis, 17 Oktober 2019
Jam : 13.00 – 14.50
Tempat : Ruang kelas VIII C
Kegiatan : Pelaksanaan Cycle I (Pertemuan ke-1)
Responden : P : Peneliti
GBS : Guru Bahasa Inggris
S3 : Deva Nanda C. P (siswa)
S4 : Dila Andiliani S (siswa)
S9 : Habsah (siswa)
S25 : Vici Madon (siswa)

1	P langsung menuju ke ruang perpustakaan dan menyiapkan materi yang akan diajarkan pada hari itu.
2	Setelah jam menunjukkan pukul 13.00, P langsung menuju ke ruang kelas VIII C didampingi oleh GBS.
3	GBS memberitahu siswa bahwa pelajaran kali ini akan disampaikan oleh P.
4	Siswa kemudian terlihat saling berbisik dan tersenyum dengan rencana pertemuan pada pelajaran kali ini.
5	P lalu membuka pelajaran dan kembali memperkenalkan diri kepada seluruh kelas VIII C.
6	Dalam mengawali menyampaikan materi tentang teks recount, P menanyakan terlebih dahulu kegiatan yang telah siswa lakukan di waktu lampau.
7	Beberapa siswa menjawab pertanyaan yang P berikan namun yang lain terlihat hanya mendengarkan apa yang dikatakan temannya.
8	P lalu bertanya dengan menggunakan Bahasa Bilingual, "*Oke. Sekarang Miss mau bertanya, what did you do last week? Yang kalian lakukan minggu kemarin apa?*" dan "*Kalau tadi pagi? What have you done this morning?*"
9	Hanya ada beberapa anak yang mencoba menjawab menggunakan Bahasa Inggris. Sisanya ada yang menggunakan Bahasa Indonesia dan Bahasa Jawa.
10	Kemudian P mengulang pertanyaan yang sama dengan memanggil beberapa nama yang ada di daftar presensi. Namun tidak ada seorang pun yang bisa menjawab dengan menggunakan kalimat lengkap. Salah satu siswa yang menjawab hanya mampu mengatakan aktifitas lampaunya dalam kalimat *simple present tense* yang tidak lengkap. Murid tersebut menjawab, "*At home. I at home.*" Beberapa siswa yang lain juga cenderung menjawab hal yang sama.
11	P kemudian tidak langsung membenarkan jawaban dari para siswa tersebut melainkan menuliskan jawaban dari para siswa tersebut di papan tulis dan menunjukkan bahwa kalimat tersebut merupakan *simple present tense*. Sementara untuk menjawab sebuah kegiatan yang berlangsung waktu lampau, seseorang harus menggunakan kalimat *simple past tense.*
12	P menunjukkan sebuah teks yang menggunakan *simple past tense*. P kemudian menyampaikan kepada siswa bahwa pertemuan kali ini akan membahas tentang teks recount yang salah satu cirinya menggunakan kalimat dalam bentuk *past tense.*
13	Siswa lalu diminta untuk membacakan sebuah model teks recount yang sudah

	diberikan berjudul *"My Last Holiday"*. Salah satu siswa membaca sebuah paragraph kemudian yang lain mendengarkan. Hal ini untuk membantu mereka fokus ke dalam pelajaran dan mengikuti alur aktifitas yang sedang berlangsung.
14	Setelah membaca teks tersebut dua kali, P bersama siswa membahas isi dari teks yang berjudul *"My Last Holiday"*. Kemudian P menerangkan bagian-bagian yang terdapat dalam teks recount *(generic structure)*, tujuan dari teks tersebut, dan juga *language features* apa saja yang terdapat dalam sebuah teks recount.
15	P kemudian menunjukkan contoh teks recount yang kedua berjudul *"My Holiday"* untuk memperjelas pemahaman siswa tentang *generic structure* dan *language features*.
16	P meminta salah satu siswa yaitu S4 untuk membaca paragraph pertama teks tersebut. Diikuti S9 di paragraph berikutnya dan S25 di paragraph yang terakhir.
17	Siswa bersama-sama dengan P mengidentifikasi *generic structure* dari teks recount yang ditampilkan oleh P. Kebanyakan dari siswa sudah mulai bisa mengidentifikasi 3 bagian yang terdapat dalam teks recount yaitu: *orientation, events,* dan *re-orientation*.
18	Selama proses belajar mengajar mereka terlihat memperhatikan dan merasa senang. P kemudian kembali membantu siswa mengidentifikasi *generic structure* teks tersebut dan kebanyakan dari mereka mampu menganalisa masing-masing bagian dari teks recount.
19	P melanjutkan pelajaran dengan menjelaskan *language features* dari teks recount yang berjudul *"My Holiday"* tersebut.
20	P bertanya kepada siswa, *"tenses apa yang digunakan didalam sebuah teks recount?"*. Kebanyakan siswa menjawab *"simple present tense"* dan hanya beberapa yang menjawab *"simple past tense"*.
21	P menunjukkan beberapa kalimat dalam teks tersebut dan mengajak siswa untuk menganalisa tenses yang digunakan. Dari beberapa contoh kalimat yang ditampilakn, bersama-sama siswa, P menyimpulkan bahwa tenses yang digunakan dalam teks recount adalah *"simple past tense"*.
22	Salah satu siswa, yaitu S3 kemudian bertanya *"kenapa teks recount harus menggunakan kalimat berbentuk past tense?"*. Lalu P menjelaskan bahwa penggunaan *"simple past tense"* dalam teks recount karena fungsi dari teks recount sendiri yang menceritakan kegiatan di waktu lampau, sehingga memerlukan bentuk kalimat lampau pula untuk menceritakan semua kejadian-kejadian yang diceritakan dalam sebuah teks recount.
23	Setelah menjelaskan kedua contoh teks recount, P membagi siswa kedala kelompok yang terdiri dari 3-4 orang. Awalnya, P akan membagi mereka sesuai dengan hasil penelitian saat dilaksanakan pre-test, namun mereka lebih memilih untuk membentuk kelompoknya sendiri.
24	P lalu menginstruksikan seluruh siswa untuk membentuk kelompok sesuai dengan yang mereka inginkan.hal ini dilakukan agar komunikasi antar anggota kelompok berjalan dengan baik ketika mereka memiliki kelompok yang sesuai dengan kehendak masing-masing.
25	P kemudian memberikan lembar kerja kepada setiap kelompok. Tugas yang diberikan adalah melengkapi table yang berisi bentuk-bentuk kata kerja.

26	Aktifitas yang diberikan selanjutnya yaitu menyusun kalimat-kalimat acak sehingga menjadi kalimat *"past tense"* dengan susunan yang benar.
27	Selama kegiatan berlangsung P mencatat aktifitas dan interaksi antar siswa di dalam setiap kelompok.

Kelompok 1
Fauzan Ramadhan (S9)
Adam Nur Rehan (S1)
Daffa Dzaki F. (S4)
Rendy Sidan P. (S23)
Kelompok yang terdiri dari 4 orang siswa putra. Saat mengerjakan latihan soal yang diberikan, mereka dapat mengerjakan soal latihan dengan baik. Pada latihan 1 tentang melengkapi table bentuk kata kerja, mereka juga menguasai kata kerja yang terdapat dalam lembar kerja. Selain salah satu anggotanya yang memberikan jawaban dengan benar, salah satu anggota yang lain membawa kamus. Sehingga, mereka tidak begitu menemukan kesulitan dalam mengubah V1 ke V2 serta relative mampu menemukan arti dari kata-kata tersebut.

Kelompok 2
Zalfa Bunga A. (S25)
Habsah (S10)
Erlita Suci Anggraini (S7)
Kelompok 2 terdiri dari 3 orang siswa putri. Mampu berinteraksi dengan baik antar anggota kelompok dan tidak begitu menemukan kesulitan saat mengerjakan latihan. Salah satu anggota kelompok 2 pun aktif bertanya kepada temannya maupun kepada P saat menemukan kesulitan dalam mencari arti kata.

Kelompok 3
Marco Acel P. (S15)
Surya Taufik K. (S24)
Naufal Syihab (S19)
M. Jefriansyah (S13)
Kelompok 3 terdiri dari 4 orang siswa putra. Dari pengamatan yang P lakukan, siswa-siswa yang ada di kelompok 3 saling berinteraksi satu sama lain. Namun, hanya ada 1 orang siswa yang terlihat tidak berperan aktif dalam mengerjakan latihan yang seharusnya dikerjakan berkelompok.

Kelompok 4
Anisa Nurul Q. (S3)
Nafisah F. A. R (S18)
Hayatun N. (S11)
Dila Andiliani S. (S6)
Kelompok 4 terdiri dari 4 siswa putri. Kelompok ini merupakan kelompok yang paling sering mengobrol saat tugas diberikan. Selain tidak membawa kamus, anggota dari kelompok ini tidak mau bertanta ketika menemukan kesulitan dalam mengerjakan tugas.

Kelompok 5
Alya Mahdiyah (S2)
Indri Anur Febriani (S12)
Nazli Havidzoh (S20)
Kelompok 5 memiliki 3 orang anggota putri. Cukup mampu mengerjakan tugas kelompok dengan baik. Beberapa diantaranya saling memberikan jawaban dan argument serta mau bertanya ketika menemukan kata-kata sulit. Kelompok ini banyak melakukan Tanya jawab dengan masing-masing anggota saat akan menuliskan jawaban dalam lembar kerja.

Kelompok 6
Damar Kurniawan (S5)
Rahman Agus (S22)
Fahri Bagus A. (S8)
Putra Rully (S21)
Ada sebanyak 4 orang siswa putra dikelompok 6. Walaupun terkesan rebut saat mengerjakan, mereka mampu mengerjakan latihan dengan baik. Salah satu anggotanya membawa kamus elektronik sehingga tidak menemukan kesulitan. Beberapa siswa membantu mencari arti kata di dalam kamus dan yang lain menuliskannya dalam lembar jawaban.

Kelompok 7
Muhammad Reza (S17)
Muhammad Davi (S16)
M. Surya Wijaya K. (S14)
Kelompok ini terdiri dari 3 orang siswa putri. Namun, selama mengerjakan latihan yang terdapat dalam lembar kerja, kelompok ini mampu mengerjakan dengan baik. Tidak banyak mengobrol tapi tetap membicarakan soal yang harus dikerjakan dalam kelompok.

28	Setelah P meminta seluruh siswa untuk berhenti mengerjakan tugas mereka. P bersama-sama dengan siswa membahas satu per satu jawaban benar dari latihan yang baru saja mereka kerjakan. Baik melengkapi table kata kerja maupun menyusun kalimat *"simple past tense"* yang acak menjadi kalimat-kalimat yang tepat. Kemudian kalimat-kalimat tersenut tersusun menjadi sebuah paragraph recount yang terdiri dari *orientation, events, and re-orientation.*
29	P bertanya kepada seluruh kelas seberapa banyak kesalahan yang ada masing-masing kelompok. Kebanyakan kelompok cenderung melakukan kesalahan pada bagian menyusun kalimat acak. Namun di kelompok 1 san 3 sudah dapat menyusun kalimat *past tense* dengan tepat.
30	Sebelum jam pelajaran berakhir, P memberikan materi wordless picture book untuk besok dan meminta siswa untuk mempelajarinya dirumah kemudian menutup pelajaran dengan menyimpulkan materi tentang teks recount antara lain: *generic structure* dan *language features* yang terdapat dalam teks recount.
31	P bertanya apakah siswa mengerti atau ada yang ingin bertanya tentang materi yang baru saja P berikan. Namun belum ada siswa yang mau bertanya.

32	Setelah bel berbunyi, P menutup pelajaran dan mengucapkan salam.

No : FN. 05
Hari, Tanggal : Jumat, 18 Oktober 2019
Jam : 12.35 – 13.00
Tempat : Ruang Tamu Sekolah
Kegiatan : Persiapan mengajar
Responden : P : Peneliti
　　　　　　 GBS : Guru Bahasa Inggris

1	P tiba disekolah pada pukul 12.35 saat seluruh guru sedang briefing dan P menunggu di ruang tamu sekolah.
2	P mempersiapkan materi dan media untuk mengajar.
3	Briefing guru berlangsung sekitar15 menit, kemudian GBS menemui P di ruang tamu sekolah.
4	GBS menanyakan kesiapan dan kelengkapan mengajar P pada pertemuan ke-2.
5	P menyerahkan lembar observasi yang harus diisi oleh GBS.
6	P dan GBS langsung menuju ke ruang kelas VIII C.

No : FN.06
Jam : 13.00 – 14.50
Tempat : Ruang Kelas VIII C
Kegiatan : Pelaksanaan Cycle I (Pertemuan ke-2)
Responden : P : Peneliti
　　　　　　 GBS : Guru Bahasa Inggris

1	P masuk kelas pada pukul 13.00 tepat setelah bel tanda masuk berbunyi ditemani ole GBS yang akan mengobservasi seluruh kegiatan kelas.
2	P membuka kelas dengan mengucapkan salam dan menyapa siswa sambal berkata, "How are you students?". Kemudian siswa merespon dengan menjawab, "I'm fine. Thank you, and you?". P menjawab, "I'm feeling great, too".
3	P memeriksa daftar hadir siswa dan menanyakan siapa saja yang tidak hadir pada pertemuan saat itu. Ternyata semua siswa masuk dengan keadaan sehat.
4	P lalu memberikan tugas yang dikerjakan pada pertemuan sebelumnya kepada masing-masing kelompok yang telah dikoreksi P.
5	P menunjukkan teks recount yang dikerjakan oleh salah satu kelompok. Kemudian P bersama-sama dengan siswa mengidentifikasi kesalahan yang ada pada teks tersebut.
6	P kemudian meminta setiap kelompok untuk menuliskan final draft dari teks yang sudah diberi catatan dan feedback baik dari kelompok lain maupun dari P.
7	Setelah 25 menit waktu yang diberikan, P meminta setiap kelompok untuk mengumpulkan hasil pekerjaannya.
8	Lalu P menyebarkan wordless picture book kepada masing-masing siswa dan

	menyampaikan bahwa masing-masing siswa untuk membuat teks recount berdasarkan wordless picture book dihadapan mereka.
9	P menyebarkan selembar worksheet untuk setiap siswa.
10	Dalam worksheet tersebut siswa diminta untuk menuliskan sebuah teks recount yang terdiri dari *orientation, events,* dan *re-orientation.*
11	P memberikan waktu selama 40 menit bagi siswa untuk menyelesaikan tugas mereka.
12	P mengingatkan siswa bahwa waktu yang tersisa tinggal 10 menit. Beberapa siswa meresponnya dengan mengatakan bahwa mereka belum selesai menyelesaikan tulisan mereka.
13	Waktu hampir habis dan P menyuruh siswa mengumpulkan pekerjaan mereka. Walaupun beberapa orang siswa mengatakan bahwa tulisannya belum selesai, P tetap meminta mereka untuk mengumpulkan apapun hasilnya.

No   : FN.07
Hari, Tanggal : Jumat, 18 Oktober 2019
Jam   : 14.50 – 15.10
Tempat   : Ruang Guru
Kegiatan   :Wawancara dengan Guru Bahasa Inggris dan membahas kegiatan di Cycle I (*Reflection*)
Responden   : P   : Peneliti
             GBS : Guru Bahasa Inggris

1	Setelah jam pelajaran selesai, P menuju ke perpustakaan.
2	P menilai hasil kerja siswa pada Cycle I dengan mengacu pada penilaian "*writing aspects*" yaitu *content, organization, vocabulary, grammar,* dan *mechanics.*
3	GBS dating dan meminta P untuk berdiskusi di ruang guru.
4	P dan GBS menuju keruang guru.
5	P menanyakan beberapa pertanyaan terkait dengan pembelajaran menggunakan *wordless picture book* yang diterapkan ole P.
6	GBS menjawab setiap pertanyaan yang P berikan.
7	P menunjukkan RPP untuk pertemuan berikutnta.
8	GBS memberikan komentar dan saran terhadap RPP yang akan ditampilkan pada Cycle II.
9	Wawancara selesai P pamit kembali ke perpustakaan untuk mengoreksi hasil kerja siswa.

No   : FN.08
Hari, Tanggal : Sabtu, 19 Oktober 2019
Jam   : 09.00-09.15
Tempat   : Halaman Kelas VIII C
Kegiatan   :Wawancara dengan siswa

Responden   : P   : Peneliti
                   S3   : Anisa Nurul Q.
                   S17   : Muhammad Reza
                   S24   : Surya Taufik K.

1	Pada jam istirahat P menemui beberapa siswa yang duduk di halaman kelas VIII C.
2	P meminta siswa-siswa tersebut untuk meluangkan waktu sedikit untuk wawancara singkat.
3	P memberikan beberapa pertanyaan terkait dengan kegiatan yang dilakukan di dalam kelas selama 2 pertemuan terakhir dan S3, S17, dan S24 menjawab pertanyaan yang P berikan.
4	Selama proses belajar mengajar mereka merasa senang ketika bekerja dalam grup. P kemudian menanyakan kepada salah satu siswa apakah ia merasa terbantu dengan aktifitas yang diberikan atau tidak.
5	Lalu S24 berkata bahwa kegiatan yang dilakukan selama proses belajar mengajar membantunya karena ia bisa menanyakan langsung kepada temannya ketika memiliki pertanyaan tentang apa yang tidak ia ketahui.
6	Beberapa siswa bekerja dengan baik ketika mendapatkan feedback langsung dari temannya, sementara beberapa yang lainnya masih terlihat kesulitan.
7	Walaupun tidak terlalu signifikan, peningkatan kemampuan menulis siswa dalam hal *mechanics* dapat dicapai. Hal ini dapat dilihat ketika salah satu dari mereka menyampaikan kalimat dengan tanda baca yang benar ketika proses *drafting* berlangsung.

No   : FN.09
Hari, Tanggal   : Sabtu, 19 Oktober 2019
Jam   : 09.15-09.25
Tempat   : Ruang Guru
Kegiatan   : Menyerahkan hasil pekerjaan siswa
Responden   : P   : Peneliti
                  GBS : Guru Bahasa Inggris

1	P menyerahkan hasil kerja siswa kepada GBS.
2	P menyertakan *scoring sheets* yang telah P isi sessuai dengan hasil kerja siswa dan *writing rubrics* kepada GBS.
3	GBS menerima pekerjaan siswa yang telah dikoreksi P.
4	GBS dan P memeriksa salah satu hasil pekerjaan siswa dan membahasnya sesuai dengan lima *writing aspects*.
5	Lalu GBS menjelaskan penilaian yang akan ia berikan.
6	GBS dan P kemudian membahas rencana kegiatan selanjutnya seperti yang telah didiskusikan sebelumnya.
7	GBS memberikan beberapa saran pada RPP yang ditulis oleh P untuk diperbaiki.
8	Pembahasan mengenai aktifitas selanjutnya telah selesai dan P pamit pulang.

No : FN.10
Hari, Tanggal : Senin, 21 Oktober 2019
Jam : 12.45-13.00
Tempat : Ruang Kelas VIII C
Kegiatan : Persiapan Mengajar
Responden : P : Peneliti
GBS : Guru Bahasa Inggris
PTU : Pegawai Tata Usaha

1	P dating ke sekolah pada pukul 12.45.
2	P bertemu dengan PTU dan dipersilahkan untuk menunggu di ruang tamu sekolah.
3	Karena sebelumnya sudah menyesuaikan jadwal dengan Guru Bahasa Inggris, P tidak lama menuju ke perpustakaan untuk menunggu bel masuk berbunyi.
4	Diruang perpustakaan P membaca beberapa koleksi buku dan majalah berbahasa Inggris yang umumnya tidak terlalu terawatt dan jarang dibaca oleh para siswa.
5	Pada saat istirahat, perpustakaan dikunjungi oleh siswa yang ingin mengakses internet.
6	Kemudian GBS datang ke perpustakaan dan membahas hasil kerja siswa pada *Task 1*.
7	GBS menyerahkan koreksi hasil kerja siswa pada *Task 1* dan menanyakan kesiapan P mengajar pada pertemuan ke-3 hari itu.
8	P kemudian menerima table nilai kerja siswa yang telah diisi oleh GBS.
9	P menanyakan hasil kerja siswa namun GBS lupa tidak membawa dan akan dikembalikan pada pertemuan selanjutnya.
10	Kemudian P menyerahkan lembar observasi kepada GBS untuk diisi saat pelajaran berlangsung.
11	Setelah bel masuk berbunyi, P dan GBS menuju ke kelas VIII C untuk melaksanakan pertemuan ke-3.

No : FN.11
Hari, Tanggal : Senin, 21 Oktober 2019
Jam : 13.00 – 14.50
Tempat : Ruang Kelas VIII C
Kegiatan : Pelaksanaan Cycle II (Pertemuan ke-3)
Responden : P : Peneliti
GBS : Guru Bahasa Inggris

1	P menuju ke ruang kelas ditemani oleh GBS.
2	P membuka pelajaran dengan mengucapkan salam dan menyapa siswa dengan berkata, *"How are you doing today students?"* seperti biasa siswa merespon dengan menjawab, *"I'm fine. Thank you, and you?"* dan P merespon kembali dengan mengucapkan, *"I'm very well. Thank you."*

3	P lalu memeriksa daftar hadir siswa dan semua siswa masuk semua tidak ada yang absen.
4	P memulai apersepsi dengan menanyakan koreksi yang diberikan pada pertemuan sebelumnya membantu siswa atau tidak. Siswa menjawab bahwa feedback yang diberikan oleh temannya cukup dimengerti dan membantu siswa untuk memperbaiki penulisan teks recount.
5	P menunjukkan sebuah teks recount dari salah satu kelompok yang berjudul "My Holiday in Gembira Loka".
6	P menuliskan teks tersebut di papan tulis dan membaginya kedalam tiga bagian, P mengajak siswa untuk bersama-sama memperhatikan kesalahan di setiap penulisan teks tersebut.
7	Sebelum diminta untuk mencari letak kesalahan, beberapa siswa langsung memberikan komentar bahwa "titik" tidak dapat dipakai setelah penulisan judul. Ada pula yang menambahkan bahwa nama orang ditulis dengan huruf capital. Hampir semua siswa dapat mengidentifikasi kesalahan tanda baca pada bagian awal dari teks tersebut.
8	P lalu kembali menerangkan struktur dari kalimat *simple past tense* dengan menunjukkan kalimat yang ada dalam *input text* dan siswa memperhatikan apa yang dijelaskan oleh P.
9	Untuk membantu siswa kembali mengingat bentuk-bentuk kata kerja serta struktur kalimat dalam *simple past tense*. Maka P membuat *game* yang mengajak siswa untuk menempelkan kartu kata kerja ke dalam sebuah teks recount yang belum lengkap.
10	Siswa dibagi ke dalam 7 kelompok yang terdiri 3-4 orang. Setiap kelompok diberi dua buah kartu yang harus dipasang ke dalam teks tersebut. Namun sebelum mereka menerima kartu-kartu yang berisikan kata kerja, mereka terlebih dahulu diminta untuk membaca teks yang telah ditempel di papan tulis dan mengidentifikasi *generic structure* dari teks tersebut. Hampir seluruh siswa mampu menjawab bagian *orientation, event,* dan *re-orientation* dari teks yang ada di papan tulis, mereka juga mulai mengidentifikasi kemungkinan kata yang harus diisi di bagian kalimat-kalimat yang tidak lengkap.
11	P membagikan masing-masing 2-3 kartu kepada setiap kelompok dan diwaktu yang bersamaan mereka baru diperbolehkan untuk membuka dan menempelkan kartu-kartu tersebut kedepan.
12	Setiap kelompok hanya mewakilkan satu anggotanya untuk maju kedepan.
13	Suasana saat aktifitas tersebut sangat riuh. Setiap anggota kelompok mendiskusikan jawaban yang tepat dalam waktu sesingkat mungkin. Setelah itu P bersama dengan siswa mengoreksi tiap jawaban yang mereka jawab. Dari hasil kegiatan ini setiap kelompok memberikan jawaban yang tepat tanpa satupun kesalahan.
14	P lalu memberikan aktifitas yang meminta siswa untuk menuliskan sebuah teks recount dalam grup yang sama disebuah lembar kerja yang diberikan P sebelumnya.
15	Siswa yang terdiri dari 3-4 siswa didalam kelompok diminta untuk melengkapi *supporting details* disetiap paragraph yang telah memiliki *topic sentence*. Mereka mengerjakan di dalam kelompok dengan salah seorang yang menjadi penulis, sementara yang lain menyumbangkan ide cerita dan

	setiap anak bertanggung jawab dalam penulisan teks tersebut.
16	P memperhatikan kegiatan yang dilakukan oleh setiap kelompok. Semua terlihat bekerja sama dengan baik. Ada yang berdiskusi tentang isi cerita yang akan ditulis di dalam teks, mempertimbangkan alur serta tokoh, hingga mencari arti kata di dalam kamus. Di dalam salah satu kelompok, P melihat salah seorang siswa sedang menerangkan bahwa kalimat yang baru saja dituliskan temannya salah. P menghampiri dan menanyakan kepada kelompok tersebut kegiatan apa yang sedang berlangsung. Siswa tersebut kemudian menjawab, *"Miss, kalua habis kalimat itu harus ada titiknya kan? Terus V2-nya ride itu rode bukan rided. Jadi barusan tak betulin."*
17	Berikut beberapa catatan khusus pada aktifitas yang dilakukan oleh setiap kelompok siswa. **Kelompok 1** Secara umum kelompok 1 tidak menemukan banyak kendala dalam menulis teks recount. Di kelompok ini terjadi komunikasi yang cukup baik antar siswa saat proses menulis berlangsung. Dalam kelompok ini anggota-anggotanya mampu berinteraksi dengan baik. Setiap anggota yang menemukan kesulitan dalam mengubah V1 menjadi V2 selalu bertanya kepada salah satu temannya. Sedangkan siswa yang dianggap lebih pandai dikelompok ini (S5) banyak memberikan masukan yang sifatnya tidak memaksakan. S5 banyak menyampaikan pendapat dan ide kepada temannya namun dalam bentuk pertanyaan. Jika teman-temannya setuju, maka ide tersebut akan dituliskan oleh anggota lain yang bertugas sebagai *writer*. Koreksi yang diberikan oleh kelompok lain pada kelompok ini juga tidak banyak sehingga pada saat *final drafting*, mereka tidak memerlukan banyak waktu karena minim kesalahan. **Kelompok 2** Kelompok yang terdiri dari 4 orang siswa putri ini mencoba memberikan idenya saat menulis. Tiap anggotanya saling bertanya saat memulai menuliskan cerita. Awalnya terlihat diam namun saat proses menulis berlangsung, interaksi antar anggitanya terjadi. Ada yang mencarikan arti kata, membetulkan kata sambung, dan juga tanda baca. Kemudian pada saat *final drafting*, mereka membaca-baca hasil pekerjaan dan memperbaiki kesalahan penulisan V2 pada salah satu kalimat dalam teks recount yang mereka tulis. **Kelompok 3** Komunikasi diantara mereka semakin baik di tiap pertemuannya. Hampir semua anggotanya aktif bertanya dan saling membenarkan satu sama lain ketika akan menuangkan idenya ke dalam tulisan mereka. Selain itu anggota kelompok 3 tidak sungkan bertanya kepada P bila tidak yakin dengan jawaban yang teman mereka berikan. Salah satu siswa dikelompok ini (S) bertanya, *"Miss, kalua habis kalimat itu harus ada titiknya kan? Terus V2-nya ride itu rode bukan rided. Jadi barusan tak betulin."* Demikian pula anggota yang lain tidak malu untuk bertanya saat proses penulisan teks recount berlangsung.

	Kelompok 4 Pada pertemuan kali ini kelompok 4 masing-masing anggota di kelompok membagi tugas mereka. Salah seorang siswa mencari tahu arti kata, dan temannya membantu mencarikannya dalam kamus. Tidak seperti pada cycle sebelumnya, anggota-anggota dikelompok 4 saling membantu satu sama lain. Ada yang menuliskan tiap kalimat dan membenarkan setiap koreksi yang di dapat. Tidak lagi terdapat banyak kesalahan tanda baca dan penggunaan *simple past tense* karena sudah mendapatkan perbaikan baik dan *feedback* kelompok lain maupun penjelasan yang sudah P sampaikan. Sehingga, mereka sudah mampu untuk saling mengoreksi satu sama lain. **Kelompok 5** Kelompok ini tergolong kelompok yang aktif menyampaikan masing-masing idenya saat proses menulis berlangsung. Saat mendapatkan *feedback* dari kelompok lain pun dapat langsung memahami dan membenarkan kesalahan yang mereka buat. Tidak lagi ada kesalahan penyusunan kalimat *simple past tense*. Dari segi pemilihan kata pun mereka dapat melakukannya dengan baik. **Kelompok 6** Seperti pada cycle sebelumnya, para anggota dikelompok 6 ini selalu riuh saat membahasa ide cerita yang akan mereka tuliskan. Perbaikan juga mereka lakukan pada proses *final drafting*. Namun kesalahannya pun tidak terlalu banyak mendapatkan koreksi. Masing-masing anggota membahas setiap kesalahan yang mereka buat setelah mendapatkan *feedback* dari kelompok lain. **Kelompok 7** Kelompok ini masih tergolong kelompok yang tidak banyak membuat kegaduhan. Namun masing-masing anggotanya termotivasi untuk memberikan ide cerita pada teks yang mereka buat. Interaksi yang baik antar anggotanya membuat tulisan yang mereka hasilkan tidak banyak ditemui kesalahan.
18	P bertanya kepada setiap siswa apakah mereka menemukan kesulitan atau tidak. Para siswa menjawab *"tidak"* lalu P kembali menyimpulkan materi dan kegiatan yang dilakukan pada pertemuan kali itu.
19	P menutup pelajaran dengan berdoa.

No   : FN.12
Hari, Tanggal   : Selasa, 22 Oktober 2019
Jam   : 13.00 – 14.50
Tempat   : Ruang Kelas VIII C
Kegiatan   : Pelaksanaan Cycle II (Pertemuan ke-4)

Responden   : P   : Peneliti

                     GBS : Guru Bahasa Inggris

1	P dan GBS masuk kelas VIII C tepat setelah bel berbunyi.
2	P membuka pelajaran dengan mengucapkan salam dan menyapa siswa.
3	P kemudian memeriksa daftar hadir siswa.
4	P lalu memberi tahu siswa rencana kegiatan yang akan dilaksanakan pada pertemuan terakhir ini.
5	Siswa terlihat mempersiapkan diri untuk menulis.
6	P bertanya apakah siswa sudah siap atau masih menemui kesulitan dalam menulis teks recount. Siswa menjawab bahwa mereka sudah siap untuk mengikuti tes terakhir.
7	Lalu P sedikit mengulas materi tentang teks recount dengan membahas *generic structure* dan *language features*.
8	P bertanya apakah siswa memiliki pertanyaan atau tidak.
9	Setelah siswa merasa siap untuk mengerjakan tugas yang P berikan, P membagikan lembar kerja untuk para siswa. Pada lembar kerja siswa tersebut terdapat wordless picture book yang akan digunakan siswa untuk membuat teks recount.
10	Salah satu siswa membantu P membagikan lembar kerja.
11	Siswa diminta untuk menulis sebuah teks recount sesuai dengan wordless picture book yang mereka dapatkan yang terdiri dari 3 paragraf.
12	P memberikan waktu sekitar 45 menit untuk siswa.
13	Selama proses menulis berlangsung, P berkeliling untuk memperhatikan interaksi antar siswa selama proses menulis berlangsung.
14	Setelah waktu yang diberikan hampir berakhir, P meminta siswa untuk membaca kembali hasil tulisan temannya dan memberikan respond dan komentar jika masih terdapat kesalahan atau hal yang perlu ditambahkan.
15	P memberikan waktu 10 menit untuk para siswa membaca kembali dan memperbaiki tulisannya.
16	Setelah 10 menit berlalu, P meminta seluruh siswa mengumpulkan pekerjaan yang baru saja mereka tulis.
17	Sebelum menutup kelas, P berterimakasih kepada GBS dan seluruh siswa kelas VIII C atas kerjasamanya selama P melakukan penelitian di sekolah dan meminta maaf jika selama pelaksanaan penelitian banyak mengganggu aktifitas belajar mengajar di sekolah khususnya kelas VIII C.
18	GBS juga menyampaikan terimakasih karena P melaksanakan penelitian di MTs Muhammadiyah Metro khususnya di kelas VIII C.
19	Jam pelajaran usai, P menutup pelajaran dengan mengucapkan salam.

Observation Sheet of The Students' Activities

Meeting : Cycle 1

Day/date : October 17th - 18th, 2019

No	Name	Activity				
		1	2	3	4	5
1	ADAM NUR REHAN	√	√	√	-	√
2	ALYA MAHDIYAH	√	√	√	√	-
3	ANISA NURUL Q.	√	-	√	√	√
4	DAFFA DZAKI F.	√	√	-	√	√
5	DAMAR KURNIAWAN	√	√	√	√	√
6	DILA ANDILIANI S.	√	√	√	-	√
7	ERLITA SUCI A	√	-	√	√	√
8	FAHRI BAGUS A.	√	√	√	√	√
9	FAUZAN RAMADAN	-	-	-	-	-
10	HABSAH	√	√	√	√	√
11	HAYATUN NAFISAH	-	√	√	√	√
12	INDRI ANUR F.	√	√	√	√	√
13	M. JEFRIANSYAH	√	-	√	-	√
14	M. SURYA WIJAYA K	-	√	√	-	√
15	MARCO ACEL P.	√	√	√	√	√
16	MUHAMMAD DAVI	√	√	√	√	√
17	MUHAMMAD REZA	√	-	√	√	-
18	NAFISHA F. A. R	√	√	√	√	√
19	NAUFAL SYIHAB	√	√	√	-	√
20	NAZLI HAVIDZOH	-	√	√	√	√
21	PUTRA RULLY	√	√	√	√	√
22	RAHMAN AGUS	√	√	-	√	√
23	RENDY SIDAN P.	√	-	√	√	√
24	SURYA TAUFIK K.	√	√	√	-	√
25	ZALFA BUNGA A.	√	√	√	--	√
	Total	15	19	12	12	11
	Percentage %	60%	76%	48%	48%	44%
	Averange Percentage	55,2%				

NOTES:

Tick (√)for each positive activities

Note   :

     Good   : 3 score

     Enough   : 2 score

     Less   : 1 score

Collaborator

ARIEF PERMANA, S.Pd
NBM. 1147766

The Researcher

DELFIA LORNA A.P
NPM: 1501070236

Observation Sheet of The Students' Activities

Meeting   : Cycle II

Day/date   : October 21st – 22nd, 2019

No	Name	Activity				
		1	2	3	4	5
1	ADAM NUR REHAN	√	-	√	√	√
2	ALYA MAHDIYAH	-	√	√	√	-
3	ANISA NURUL Q.	√	√	√.	√	√
4	DAFFA DZAKI F.	√	-	√	-	√
5	DAMAR KURNIAWAN	√	-	√	-	√
6	DILA ANDILIANI S.	√	√	√	√	√
7	ERLITA SUCI A	-	√	√	√	-
8	FAHRI BAGUS A.	√	-	√	√	√
9	FAUZAN RAMADAN	√	√	√	√	√
10	HABSAH	√	√	-	√	√
11	HAYATUN NAFISAH	√	√	√	√	√
12	INDRI ANUR F.	√	√	√	-	√
13	M. JEFRIANSYAH	-	√	-	√	√
14	M. SURYA WIJAYA K	-	√	√	√	-
15	MARCO ACEL P.	√	√	√	√	√
16	MUHAMMAD DAVI	√	√	-	√	√
17	MUHAMMAD REZA	√	√	√	√	-
18	NAFISHA F. A. R	√	√	√	√	√
19	NAUFAL SYIHAB	√	-	√	√	-
20	NAZLI HAVIDZOH	√	√	√	√	√
21	PUTRA RULLY	√	√	√	-	√
22	RAHMAN AGUS	√	√	-	√	√
23	RENDY SIDAN P.	√	√	√	-	√
24	SURYA TAUFIK K.	-	√	√	√	√
25	ZALFA BUNGA A.	√	√	√	√	√
	Total	20	20	21	20	19
	Percentage %	80%	80%	84%	80%	76%
	Averange Percentage	80%				

Good   : 3 score

Enough   : 2 score

Less   : 1 score

Collaborator

ARIEF PERMANA, S.Pd
NBM: 1147766

The Researcher

DELFIA LORNA A.P
NPM: 1501070236

Observation Sheet of Teacher Activities Cycle 1

School : MTs Muhammadiyah Metro

Class : VIII

Date : October 17th, 2019 (First Meeting)

Teacher Activities	Good	Enough	Less
1. Pre teaching			
a. Prepare the lesson plan	√		
b. Prepare the media that will be used		√	
c. The teacher greets the students	√		
d. The teacher tell the students about the material		√	
2. While teaching			
a. The teacher explain to the students about recount text.		√	
b. The teacher give the example of recount text.			√
c. The teacher introduces wordless picture books for the students.	√		
d. The teacher asks the students to work in pairs.		√	
e. The teacher distributes wordless picture books for the students and asks them to talk about the picture.		√	
f. The teacher gives the students wordless picture book.	√		
g. The teacher asks the students to make a simple recount text based on wordless picture book.	√		
h. The teacher help the students to make the recount text if they do not understand.		√	
i. The students are provided to share their complete story in front of the class.			√

6. Post teaching			
f. The teacher and the students make a summary together.			√
g. The teacher doing reflection for the activity that have been done.	√		
h. The teacher gives a feedback for the learning process and the result.	√		
i. The teacher gives the students a homework.	√		
j. Closing the learning activity.		√	
TOTAL	8	7	3
Total score		41	

Tick (√)for each positive activities

Note :

    Good   : 3 score

    Enough   : 2 score

    Less   : 1 score

Collaborator

ARIEF PERMANA, S.Pd
NBM. 1147766

The Researcher

DELFIA LORNA A.P
NPM: 1501070236

Observation Sheet of Teacher Activities Cycle 1

School   : MTs Muhammadiyah Metro

Class   : VIII

Date   : October 18th, 2019 (Second Meeting)

Teacher Activities	Good	Enough	Less
4. Pre teaching			
e. Prepare the lesson plan	√		
f. Prepare the media that will be used		√	
g. The teacher greets the students		√	
h. The teacher tell the students about the material		√	
5. While teaching			
j. The teacher explain to the students about recount text.	√		
k. The teacher give the example of recount text.			√
l. The teacher introduces wordless picture books for the students.	√		
m. The teacher asks the students to work in pairs.		√	
n. The teacher distributes wordless picture books for the students and asks them to talk about the picture.		√	
o. The teacher gives the students wordless picture book.	√		
p. The teacher asks the students to make a simple recount text based on wordless picture book.	√		
q. The teacher help the students to make the recount text if they do not understand.		√	
r. The students are provided to share their complete story in front of the class.			√

			√	
3. Post teaching a. The teacher and the students make a summary together.			√	
b. The teacher doing reflection for the activity that have been done.		√		
c. The teacher gives a feedback for the learning process and the result.		√		
d. The teacher gives the students a homework.		√		
e. Closing the learning activity.			√	
TOTAL	8	8		2
Total score	42			

Tick (√)for each positive activities

Note :

    Good   : 3 score

    Enough   : 2 score

    Less   : 1 score

Collaborator

ARIEF PERMANA, S.Pd
NBM. 1147766

The Researcher

DELFIA LORNA A.P
NPM: 1501070236

Observation Sheet of Teacher Activities Cycle 2

School   : MTs Muhammadiyah Metro

Class   : VIII

Date   : October 21st, 2019 (Third Meeting)

Teacher Activities	Good	Enough	Less
1. Pre teaching			
a. Prepare the lesson plan	√		
b. Prepare the media that will be used	√		
c. The teacher greets the students	√		
d. The teacher tell the students about the material	√		
2. While teaching			
a. The teacher explain to the students about recount text.	√		
b. The teacher give the example of recount text.	√		
c. The teacher asking the students about the recount text that has been given		√	
d. The teacher gives the students wordless picture book	√		
e. The teacher asks the students to make a simple recount text based on wordless picture book	√		
f. The teacher help the students to make the recount text if they do not understand		√	
3. Post teaching			
a. Conclude the result of learning		√	
b. Close the learning process	√		
TOTAL	9	3	
Total score	31		

Tick (√) for each positive activities

Note   :

Indicator of the teacher's activity that observed are:

1. Giving respond to the teacher's explanation quastion.
2. Answering the quastion from the teacher.
3. Giving attention to the teacher's explanation.
4. Active in the discussion.
5. Doing the task.

DIRECTTION :

- Give a tick (√) for the active students
- Give a tick (-) for unactive students

Metro, 17 Oktober 2019

Teacher

Researcher

ARIEF PERMANA, S.Pd
NBM. 1147766

DELFIA LORNA AP
NPM. 1501070236

Observation Sheet of Teacher Activities Cycle 2

School : MTs Muhammadiyah Metro

Class : VIII

Date : October 22th, 2019 (Fourth Meeting)

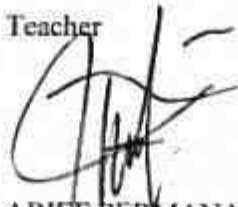| Teacher Activities	Good	Enough	Less
1. Pre teaching			
a. Prepare the lesson plan	√		
b. Prepare the media that will be used	√		
c. The teacher greets the students	√		
d. The teacher tell the students about the material	√		
2. While teaching			
a. The teacher explain to the students about recount text.	√		
b. The teacher give the example of recount text.	√		
c. The teacher asking the students about the recount text that has been given	√		
d. The teacher gives the students wordless picture book	√		
e. The teacher asks the students to make a simple recount text based on wordless picture book	√		
f. The teacher help the students to make the recount text if they do not understand	√		
3. Post teaching			
a. Conclude the result of learning	√		
b. Close the learning process	√		
TOTAL	12		
Total score		46	

NOTES:

Indicator of the teacher's activity that observed are:

1. Giving respond to the teacher's explanation quastion.
2. Answering the quastion from the teacher.
3. Giving attention to the teacher's explanation.
4. Active in the discussion.
5. Doing the task.

DIRECTTION :

- Give a tick ($\sqrt{}$) for the active students
- Give a tick (-) for unactive students

Metro, 21 Oktober 2019

Teacher

Researcher

ARIEF PERMANA, S.Pd
NBM. 1147766

DELFIA LORNA AP
NPM. 1501070236

The Students' Score of Pre-Test

No	Name	C	O	V	G	M	Total Point
1.	ADAM NUR REHAN	27	20	14	11	2	74
2.	ALYA MAHDIYAH	25	18	14	22	2	81
3.	ANISA NURUL Q.	22	15	10	13	2	62
4.	DAFFA DZAKI F.	28	15	9	15	2	69
5.	DAMAR KURNIAWAN	26	17	18	20	3	84
6.	DILA ANDILIANI S.	25	19	12	8	1	65
7.	ERLITA SUCI A	22	14	10	9	4	59
8.	FAHRI BAGUS A.	12	14	10	10	5	51
9.	FAUZAN RAMADAN	21	15	10	18	3	67
10	HABSAH	22	16	10	19	3	70
11.	HAYATUN NAFISAH	22	18	12	17	2	71
12.	INDRI ANUR F.	24	19	16	22	4	85
13.	M. JEFRIANSYAH	21	20	16	21	2	80
14.	M. SURYA WIJAYA K	18	15	8	20	3	63
15.	MARCO ACEL P.	17	11	9	9	4	50
16.	MUHAMMAD DAVI	20	14	5	8	5	52
17.	MUHAMMAD REZA	29	17	4	19	1	70
18.	NAFISHA F. A. R	30	18	8	21	2	79
19.	NAUFAL SYIHAB	22	19	9	20	5	75
20.	NAZLI HAVIDZOH	23	16	10	9	4	62
21.	PUTRA RULLY	26	7	10	8	3	54
22.	RAHMAN AGUS	17	6	9	15	5	52
23.	RENDY SIDAN P.	18	8	9	17	2	54
24.	SURYA TAUFIK K.	19	10	8	10	4	51
25.	ZALFA BUNGA A.	20	9	7	21	2	59
TOTAL		1639					
MEAN		65,56					
HIGHEST		85					
LOWEST		50					

Resource : The result of pre-test

The Students' score of Post-Test In Cycle 1

No	Name	C	O	V	G	M	Total Point
1.	ADAM NUR REHAN	18	20	20	20	2	80
2.	ALYA MAHDIYAH	11	19	20	21	3	74
3.	ANISA NURUL Q.	23	20	20	19	3	85
4.	DAFFA DZAKI F.	20	19	20	22	1	82
5.	DAMAR KURNIAWAN	22	10	13	18	2	65
6.	DILA ANDILIANI S.	25	20	18	19	3	85
7.	ERLITA SUCI A	10	20	14	25	1	70
8.	FAHRI BAGUS A.	17	20	20	25	3	85
9.	FAUZAN RAMADAN	28	19	15	18	1	81
10.	HABSAH	20	19	20	20	2	81
11.	HAYATUN NAFISAH	17	20	20	23	3	83
12.	INDRI ANUR F.	20	19	20	19	2	80
13.	M. JEFRIANSYAH	15	13	17	16	4	65
14.	M. SURYA WIJAYA K	10	20	17	13	5	65
15.	MARCO ACEL P.	18	19	18	14	5	74
16.	MUHAMMAD DAVI	22	9	14	12	3	60
17.	MUHAMMAD REZA	17	19	20	23	4	83
18.	NAFISHA F. A. R	15	16	19	25	3	78
19.	NAUFAL SYIHAB	10	20	20	25	3	78
20.	NAZLI HAVIDZOH	22	15	16	10	3	66
21.	PUTRA RULLY	23	19	12	15	3	72
22.	RAHMAN AGUS	22	12	15	13	3	65
23.	RENDY SIDAN P.	20	20	20	22	3	85
24.	SURYA TAUFIK K.	19	20	18	10	3	70
25.	ZALFA BUNGA A.	16	18	20	22	5	81
TOTAL		1895					
MEAN		75,8					
HIGHEST		85					
LOWEST		60					

Resource : The result of post-test 1

The Students' Score of Post-Test In Cycle 2

No	Name	C	O	V	G	M	Total Point
1.	ADAM NUR REHAN	22	20	17	15	5	79
2.	ALYA MAHDIYAH	25	18	20	20	5	88
3.	ANISA NURUL Q.	28	20	19	18	5	90
4.	DAFFA DZAKI F.	22	18	19	20	5	84
5.	DAMAR KURNIAWAN	19	20	20	12	3	74
6.	DILA ANDILIANI S.	23	15	19	15	5	77
7.	ERLITA SUCI A	20	21	18	23	3	85
8.	FAHRI BAGUS A.	20	22	19	20	4	85
9.	FAUZAN RAMADAN	25	19	20	17	4	85
10	HABSAH	21	20	20	22	3	86
11.	HAYATUN NAFISAH	22	19	20	24	2	87
12.	INDRI ANUR F.	22	18	17	21	2	80
13.	M. JEFRIANSYAH	15	20	16	18	1	70
14.	M. SURYA WIJAYA K	22	20	20	19	2	83
15.	MARCO ACEL P.	27	16	13	15	4	75
16.	MUHAMMAD DAVI	13	20	20	22	5	80
17.	MUHAMMAD REZA	15	20	20	25	5	85
18.	NAFISHA F. A. R	22	17	11	12	5	67
19.	NAUFAL SYIHAB	23	20	20	19	3	85
20.	NAZLI HAVIDZOH	21	12	16	13	3	65
21.	PUTRA RULLY	21	20	13	23	3	80
22.	RAHMAN AGUS	19	16	20	19	2	76
23.	RENDY SIDAN P.	25	14	16	23	2	80
24.	SURYA TAUFIK K.	17	20	19	20	3	79
25.	ZALFA BUNGA A.	21	20	20	23	2	86
TOTAL				2011			
MEAN				80,4			
HIGHEST				90			
LOWEST				65			

Resource : The result of post-test 2

Figure 1. The researcher gave the conclusion about the material

Figure 2. The researcher gave the example of recount text

Figure 3. The researcher gave explanation about wordless picture book

Figure 4. The researcher helped the students

Figure 5. The researcher explained more about the recount text

Figure 6. The researcher gave the question to the students

Figure 7. The researcher gave explanation about recount text

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.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-3273/In.28/D.1/TL.01/10/2019

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

Nama	:	**DELFIA LORNA AP**
NPM	:	1501070236
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS MUHAMMADIYAH METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING WRITING RECOUNT TEXT SKILL BY USING WORDLESS PICTURE BOOK".

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 : 16 Oktober 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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.iain@metrouniv.ac.id

Nomor   : B-3274/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS MUHAMMADIYAH
METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3273/In.28/D.1/TL.01/10/2019, tanggal 16 Oktober 2019 atas nama saudara:

Nama   : **DELFIA LORNA AP**
NPM   : 1501070236
Semester   : 9 (Sembilan)
Jurusan   : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MUHAMMADIYAH METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING WRITING RECOUNT TEXT SKILL BY USING WORDLESS PICTURE BOOK".

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

Wassalamu'alaikum Wr. Wb.

16 Oktober 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : B-3111/In.28.1/J/TL.00/10/2018
Lampiran : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MTS MUHAMMADIYAH METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**DELFIA LORNA AP**
NPM	:	1501070236
Semester	:	7 (Tujuh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	IMPROVING STUDENTS'S WRITING RECOUNT TEXT SKILL BY USING WORDLESS PICTURE BOOK AT EIGHT GRADER OF MTS MUHAMMADIYAH METRO

untuk melakukan *pra-survey* di MTS MUHAMMADIYAH METRO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 05 Oktober 2018
Ketua Jurusan
Tadris Bahasa Inggris

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

Nomor : B-3025 /In.28.1/J/PP.00.9/9/2019   26 September 2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth.
1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	Delfia Lorna AP
NPM	:	1501070236
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	Improving Students' Writing Recount Text Skill By Using Wordless Picture Book

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

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

Wassalamu'alaikum Wr. Wb.

                                                    Ketua Jurusan TBI,

                                                    A. Subhan Roza, M.Pd
                                                    NIP 19750610 2008011046

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-25/In.28/S/U.1/OT.01/01/2020

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

Nama	: DELFIA LORNA AP
NPM	: 1501070236
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070236.

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, 06 Januari 2020
Kepala Perpustakaan

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

MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN CABANG MUHAMMADIYAH METRO
MADRASAH TSANAWIYAH MUHAMMADIYAH METRO
KOTA METRO
STATUS TERAKREDITASI " B" NSM : 121 218 720 001
Alamat : JL. KH. A. Dahlan No.1 Metro 34111
Website: mtsmuhmetro.sch.id/ Email: info@mtsmuhmetro.sch.id

Nomor   : 869/IV.4/F/AU/2019
Lampran   : -
Perihal   : **Keterangan Telah Melaksanakan Research**

Kepada Yth
Wakil Dekan I IAIN Metro
di
    Metro

Assalamu'alaikum.wr.wb

Waba'du. Membalas surat saudara Nomor : B-3273/In.28.1/D.1/TL.01/10/2019, tertanggal 16

Oktober 2019, dengan perihal izin research di MTs Muhammadiyah Metro atas nama :

NamaMahasiswa   : **DELFIA LORNA AP**
NPM   : 1501070236
Semester   : 9 (sembilan)
Tujuan   : Dalam Rangka penyelesaian tugas Akhir/Skripsi dengan Judul:
                   "IMPROVING WRITING RECOUNT TEXT SKILL BY
                   USING WORDLESS PICTURE BOOK"

Mahasiswa tersebut telah melaksanakan research di MTs Muhammadiyah
Metro . Demikian jawaban ini kami sampaikan dan kami ucapkan terimakasih.

Wassalamu'alaikum.wr.wb

25 Oktober 2019
Kepala Madrasah

BUSRO, S.Ag
NBM. 637 255

Nomor   : 492/III.4.AU/F/2018
Lampran   : -
Perihal   **Keterangan Telah Melaksanakan Pra Survey**

Kepada Yth
Ketua Jurusan Tadris Bahasa Inggris
    di Metro

Assalamu'alaikum.wr.wb

Waba'du. Membalas surat saudara Nomor : B-3111/In.28.1/J/TL.00/10/2018 05 Oktober 2018 Perihal Izin Pra Survey di MTs.Muhammadiyah Metro atas nama :

NamaMahasiswa   : **DELFIA LORNA AP**
NPM   : 1501070236
Semester   : 7 (tujuh)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Pendidikan Bahasa Inggris
Judul   : **"IMPROVING STUDENTS'S WRITING RECOUNT TEXT SKILL BY USING WORDLESS PICTURE BOOK AT EIGHT GRADER OF MTs MUHAMMADIYAH METRO"**

Mahasiswa tersebut telah melaksanakan research di MTs Muhammadiyah Metro.
Demikian jawaban ini kami sampaikan kami ucapkan terimakasih

Wassalamu'alaikum.wr.wb

                               Oktober 2018
                             Kepala Madrasah

                             BUSRO, S.Ag
                             NBM 637 255

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

Nama : **Delfia Lorna AP**   Jurusan   : TBI
Npm : 1501070236   Semester : VIII

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Hal yang dibicarakan	Tanda Tangan Mahasiswa
5.	15/4 -19		✓	Acc ch 7 continue to Ch. II.	
6.	Rabu 24/4 -19		✓	Perbaiki tehnik Penulisan	
7.	Rabu 15/5 - 19		✓	Acc ch. II.	
8.	22/5 - 19		✓	Revise ch. III	
9.	Rabu 19/6 - 15		✓	Please elaborate more your Data Collecting method.	

Diketahui:
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

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

Nama : Delfia Lorna AP

NPM : 1501070236

Jurusan : TBI

Semester : VII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa / 13 Nov 2018		V	move footnot h to ch. II.	
2.	Selasa 18/11-18		V	Revise of writing technique	
3.	Rabu 6/2-19			Make clear the Background of Study	
4.	Rabu 27/2-19			Please Insert the Problem on Background of Study.	

Mengetahui
Ketua Jurusan TBI

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

Co-Sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 198305112009122004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp.(0725) 41507; faksimili (0725)47296; website: www.metrouniv.ac.id.E-mail:iainmetro@metrouniv.ac.id

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

Nama : **Delfia Lorna AP**   Jurusan : TBI
Npm : 1501070236   Semester : VIII

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Hal yang dibicarakan	Tanda Tangan Mahasiswa
10.	Jumat 5/7 -19		✓	elaborate Operational Deputtion Variable	
11.	Senin 8/7 -19		✓	Acc ch. III Continue to 1st Advisor	

Diketahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

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

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

Nama : DELFIA LORNA AP   Fakultas/Jurusan : FTIK / TBI

NPM : 1501070236   Semester/TA   : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	7/10 204	✓		Revix I PD	
2	10/10 204	✓		Acc IPD.	

Mengetahui :
Ketua Jurusasn TBI

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

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 196202151995031001

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

Nama : DELFIA LORNA AP

NPM : 1501070236

Fakultas/Jurusan : FTIK / TBI

Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	12/12 2019	~		keterang tdk melaksanak riset dg sekolan - Fotos dibei keterang - pelajnd teknik penyajia data.	.
2	19/12 2019	✓		Acc Menyguyu	'

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 196202151995031001

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

Nama : DELFIA LORNA AP

NPM : 1501070236

Fakultas/Jurusan : FTIK / TBI

Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 7/10.9		✓	Acc CPD.	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 198305112009122004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Kl. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : DELFIA LORNA AP

NPM : 1501070236

Fakultas/Jurusan : FTIK / TBI

Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 4/11-19		✓	Revise ch. IV.	
2.	Senin 11/11-19		✓	Revise writing techinqe	
3.	Senin 2/12-19		✓	Elaborate the result of your research!	
	Senin 9/12-19		✓	Acc. ch. IY	

Mengetahui :
Ketua Jurusasn TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
NIP. 198305112009122004

CURRICULUM VITAE

Delfia Lorna AP was born in Magelang on August 4^{th} 1998. Ethnically speaking, she comes from Javanese family descent. She is the first child of Mr. M. Andi Bintarwan and Mrs. Ana Purwanti.

She took her elementary school at SD N 1 Danurejo, Kabupaten Magelang, Jawa Tengah and then she took her junior high school at SMP N 2 Mertoyudan, Magelang, Jawa Tengah for three years. Having graduated from junior high school, she continued her study at SMA N 6 Metro and was finished in 2015. After graduating, she decided to have lecture in English Education Department at IAIN Metro. She hopes that one day she can continue her study to master degree in Universitas Negeri Semarang.