AN UNDERGRADUATE THESIS

THE USE OF QUESTIONING TECHNIQUE
TO IMPROVE THE STUDENTS WRITING ABILITY
IN RECOUNT TEXT OF SMPN 8 METRO
IN ACADEMIC YEAR 2018/2019

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English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) OF METRO

1440 H/2019 M

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**THE USE OF QUESTIONING TECHNIQUE
TO IMPROVE THE STUDENTS WRITING ABILITY
IN RECOUNT TEXT OF SMPN 8 METRO
IN ACADEMIC YEAR 2018/2019**
(A Case Study at State Institute for Islamic Studies IAIN Metro)

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

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2019 M

ABSTRACT

THE USE OF QUESTIONING TECHNIQUE TO IMPROVE THE STUDENT WRITING ABILITY IN RECOUNT TEXT OF SMPN 8 METRO IN ACADEMIC YEAR 2018/2019

By:

RETNO AYU NINDIA

The purpose of this research is to show that the Questioning Technique can improve the recount writing ability among the eighth grade students of the Junior High School 8 Metro.

Writing is one of the most difficult language skills that should be mastered by students in learning English. In writing there are several kinds of text such as narrative, descriptive, argumentative, and persuasive. Recount text is one of text which has to be mastered by the eighth grade students of the Junior High School. But, there are some problems that faced by the eighth grade students of the Junior High School 8 Metro in writing recount text. So it caused the result of learning is low. Therefore, to increase the recount writing ability among the students, the writer used Questioning Technique in learning process. Questioning Technique is one of techniques that used in teaching writing by means to stimulate students' ideas

This research was classroom action research (CAR) which involved 25 students in class VIII A and was conducted in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The data were taken from writing test to figure out the students' knowledge in writing recount text. Furthermore, the writer used observation technique to get the data about students' learning activities. The writer also used the documentation method to support the information concerning on the learning English. This research was conducted with an English teacher of Junior High School 8 Metro.

The result of this research shows that Questioning Technique has positive role in improve the recount writing ability among the eighth grade students of the Junior High School 8 Metro. It can be proved by the students' average score from pre test post test. The average score in pre test was 41, in post test 1 was 65 and the post test 2 was 75. It can be inferred that Questioning Technique can improve the recount writing ability among the students of the Junior High School 8 Metro.

Keywords: Recount writing, Questioning Technique, Writing Ability.

ABSTRAK

THE USE OF QUESTIONING TECHNIQUE TO IMPROVE THE STUDENT WRITING ABILITY IN RECOUNT TEXT OF SMPN 8 METRO IN ACADEMIC YEAR 2018/2019

By:

RETNO AYU NINDIA

Tujuan penelitian ini adalah untuk menunjukkan bahwa teknik pertanyaan dapat meningkatkan keterampilan menulis recount siswa kelas delapan SMPN 8 Metro.

Menulis adalah keterampilan berbahasa tersulit yang harus dikuasai oleh siswa didalam pembelajaran bahasa inggris. Di dalam menulis terdapat beberapa jenis teks, yaitu narasi, deskripsi, argumentasi dan persuasi. Teks recount merupakan teks yang harus di kuasai oleh siwa kelas delapan sekolah menengah pertama. Namun, terdapat beberapa masalah yang dihadapi oleh siswa kelas delapan SMPN 8 Metro didalam menulis teks recount. Sehingga itu menyebabkan hasil belajar mereka rendah. Oleh karean itu, untuk meningkatkan keterampilan menulis recount pada siswa, penulis menggunkan teknik pertanyaan dalam proses pembelajaran. Teknik pertanyaan adalah salah satu teknik yang digunakan dalam pembelajaran menulis yang bertujuan untuk merangsang ide- ide siswa.

Penelitian ini adalah penelitian tidakan kelas yang melibatkan 25 siswa kelas VIII A dan telah dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Data di ambil dari tes menulis untuk mengetahui pengetahuan siswa dalam menulis teks recount. Selain itu, penulis menggunakan teknik observasi untuk memperoleh data tentang aktifitas pembelajaran siswa. Penulis juga menggunakan metode dokumentasi untuk mendukung informasi yang berkaitan dalam pembelajaran bahasa inggris. Penelitian ini dilaksakan dengan guru mata pembelajaran bahasa inggris SMPN 8 Metro.

Hasil dari penelitian ini menunjukan bahwa teknik pertanyaan memiliki peran positif dalam meningkatkan kemampuan menulis siswa kelas delapan SMPN 8 Metro. Hal ini dapat di buktikan berdasarkan nilai rata- rata siswa dari pre test menuju post test. Nilai rata – rata siswa pada saat pre test adalah 41, post test 1 adalah 65 dan post test 2 adalah 75. Ini dapat disimpulkan bahwa teknik pertanyaan dapat meningkatkan keterampilan menulis recount siswa kelas delapan SMPN 8 Metro.

Kata Kunci: Karangan Recount, Teknik Pertanyaan, Kemampuan Menulis

APPROVAL PAGE

Title : THE USE OF QUESTIONING TECHNIQUE TO IMPROVE THE STUDENTS WRITING ABILITY IN RECOUNT TEXT OF SMPN 8 METRO IN ACADEMIC YEAR 2018/2019

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To be discussed in the thesis (munaqosyah) of Tarbiyah and Teacher Training of State Institute for Islamic Studies (IAIN) Metro.
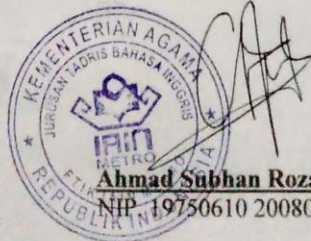
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We have given guidance and enough improvement to research thesis script which is written by:

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IN RECOUNT TEXT OF SMPN 8 METRO IN

ACADEMIC YEAR 2018/2019

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher

Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb

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       Dekan Fakultas Tarbiyah dan Ilmu Keguruan
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Asslamualaikum.Wr.Wb

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

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Judul   : THE USE OF QUESTIONING TECHNIQUE TO IMPROVE THE STUDENTS WRITING ABILITY IN RECOUNT TEXT OF SMPN 8 METRO IN ACADEMIC YEAR 2018/2019

   Sudah kami dapat setujui dan dapat diajukan untuk diseminarkan. Demikian harapan kami dan atas perhatianya, kami ucapkan terimakasih.

Wassalammu'alaikum Wr. Wb.

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RATIFICATION PAGE
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An Undergraduate thesis entitled: THE USE OF QUESTIONING TECHNIQUE TO IMPROVE THE STUDENTS WRITING ABILITY IN RECOUNT TEXT OF SMPN 8 METRO IN ACADEMIC YEAR 2018/2019, written by Retno Ayu Nindia, student number 14122027, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, January 16th 2019 at 13.00- 15.00 p.m.

BOARD OF EXAMINERS:

Chairperson	: Dr. Mahrus As'ad, M. Ag		(..................)
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The undersigned:

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

Metro,   January 2019

The writer

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Jurusan : Tarbiyah dan Ilmu Keguruan

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

Metro, Januari 2019

Yang membuat pernyataan

Retno Ayu Nindia

NPM: 14122027

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا... (☐☐☐)

Allah does not charge a soul except [with that within] its capacity

(Q.S. Al-Baqarah: 286)

"The Only Limit To Our Realization Of Tomorrow Will Be Our Doubts Of Today."

(Franklin D. Roosevelt)

DEDICATION PAGE

This undergraduate thesis is dedicated to some special people as follows:

- My beloved parents, Mr. Sunarto and Mrs. Komsatun Kasanah. Thanks for your support, advice, guidance, suggestion, love and everything that you give to me.

- My lovely sister, Robitoh Woro Utari and my beloved brothers M. Saiful Alam and M. Rizal Alfarizi. Thanks for your support and love.

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This undergraduate thesis is entitled "The use of Rountable Technique to increase the descriptive writing skill among the eight grade students of SMP N 02 Purbolinggo East Lampung.

The researcher cannot stay alone, there are many people who contribute their meaningful hands in accomplishing this an undergraduate thesis, so the researcher would like to express her gratitude thanks to :

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6. Headmaster, Teacher, staff and students of the SMPN 8 Metro, who gives permission to the writer to conduct the research in this school.
7. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.
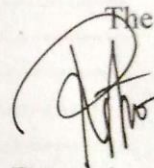
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Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially and for our campus and all readers generally.

Metro,   2018

The Writer,

Retno Ayu Nindia

14122027

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CHAPTER I

INTRODUCTION

A. Background of the Study

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

Moreover, recount text is the text that has the difficulties that face by the students. In writing recount text the students have a problem which influnce their score, some students have less knowledge to make the recount text. Their just know the recount text is one of the kind of text. And they didn't know how to make it until the teacher explain it with clearly. That condition caused by teaching learning process is not maximal. The students have less idea to make the

recount text with their own idea. The students have low of the vocabulary and grammatically mastery to make a good Recount text. In another side the students don't understand about the rule and the characteristic of the task. Moreover the using of conventional teaching methods which only use the old way becomes the second reason in writing English.

Technique is a way for achieving a particular goal. The students need the technique in learning process to achieve their purpose. The aim of using technique in learning process are ensuring that certain learning will be acquired in as brief a time as possible, inducing students to engage in exchange of ideas, minimizing the number of wrong responses as the students attempt to learn a concept, etc. There are so many techniques that can be applied in learning processing to improve students' writing skill.

Meanwhile, in this research, the writer will apply Questioning technique. Questioning technique can use to make the student motivate and sustain interest, stimulate thinking, solve problems, inspire ideas, and also can know what they do to write in Recount text.

Therefore based on pre survey on March 29th 2018 at SMP N 8 Metro, the writer get the date of students writing skill which will show bellow.

Table 1

The students' writing recount text score result at the eight grade of

SMP N 8 Metro in the academic year of 2018/2019

No	Score	Category	The Number of Students	Percentage
1	>75	Passed	8	33 %
2	<75	Failed	16	67 %
Total			24	100%

Referring the table 1 above, the Minimum Mastery Criteria (MMC) of English is 75. It can be seen that the students get score less than the standard minimum are 16 students with the percentage is 67%. It is more than the students who get the score up to the standard of score are 8 students with percentage is 33%.

Based on the problem above, it can be inferred that the students' writing text especially recount text of SMP N 8 Metro in the academic year of 2018/2019 is categorized into low category. They consider that writing is not easy because they did not know what should they do to write and how to make up their mind. Based on this problem the reseacher will improve student Writing Recount Text by using Questioning Technique to make the students are easier to develop their idea.

Based on the statement above, the researcher will conduct a research in the form of Classroom Action Reseach entitled 'Improving Students' Writing Ability in Recount Text by using Questioning Technique of SMP N 8 Metro in Academic Year 2018/2019.

B. Problem Identification

Considering the background of study that has been presented above, the writer identifies the problems as follows:

1. English writing ability of students has not reached maximum level.

2. The students do not know the right procedure to make a good Recount Text.

3. Students do not have idea to write Recount Text.

4. Students have lack of vocabulary mastery.

5. Students do not have effective writing strategies.

C. Problem Limitation

Based on the problem identification above, there are several problems that have by the students, but the writer focused on the students problem on how to make a good Recount Text and make an interesting method in teaching learning process. Therefore, the writer limits the problem only on the using of Questioning Technique to Improve The Students Writing Ability in Recount Text of SMP N 8 Metro in Academic Year 2018/2019.

D. Problem Formulation

Based on the background of the study above, the researcher would like to formulate the problem as follows:

Can Questioning Technique improve the students' writing ability in Recount text at SMP N 8 Metro?

E. The Objectives and Benefits of the Study

1. The Objective of The Study

The objective of the study is aimed to show that the Questioning Technique can improve writing ability in Recount text of SMP N 8 Metro.

2. Benefits of The Study

a. For the Students

1) The writer expect that the result of this reseach as positive constribution for students to improve their writing skill.

2) As the guided to give knowledge about writing skill to the students. So that they more understand about writing.

b. For English Teacher

1) This research as Improve the teacher's skill in teching learning process, especially in teaching writing.

2) This reseach as learning model which can involve the students being active in English learning process.

3) As the input for the English teacher to help the students interested in English learning process.

c. For Headmaster

The result of this reseach as a positive constribution to headmaster to increase the quality of this teacher in the school and for English Instruction especially to make reseach about writing.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Concept of Writing Ability in Recount Text

1. Definition of Writing Ability in Recount Text

a. Definition of Writing Ability

Ability is defined in terms of performance on a particular task or class of tasks. According to Widgor and Garner define ability as "systematic observation of performance on a task[1]." Ability is the present demonstrable capacity to apply several knowledge and skills simultaneously in order to complete a task or perform an observable behavior. Abilities may also relate to personal and social attributes which tend to be innate or acquired without formal instructions. Abilities are enduring talents that can help a person in job[2]. Taken from Oxford Advanced Learner's Dictionary of Current English, Ability is: (a) Potential capacity of power to do something physical or

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[1] David F. Lohman, *Issues in the definition and measurement of abilities* (Paper presented at the Second Spearman Seminar, University of Plymouth, July 14, 1997), p.8.

[2] Sam Houston University, *Knowledge, Skills & Abilities*, at www.shsu.edu downloaded on 12 Desember 2018.

mental, (b) Cleverness intelligence, (c) Special natural power to do something well.[3]

Accordingly, ability is the quality or state of being able or competence in doing something. Learning ability of the students is realized in the form of score. In other word, student's ability is done by students especially to increase their skill.

Writing is progressive activity. This means that when you first write something down, you have already thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and correction. Therefore, writing is never a one-step action; it is the process that has a several steps[4].

Writing is a process of sharing information, message, ideas, or thoughts in grammatically correct sentences. Writing as one of four language skills is considered a difficult skill and it is also a difficult subject in the school. There are so many explanations of experts about writing. According to Harmer states that writing is a way to produce language and express ideas, feelings, and opinions.[5] Harmer also

[3] A.S Hornby, *Oxford Advanced Learner's Dictionary of Current Englis,* Oxford: (University of Press, 1974), p.2.

[4] Alice Oshima & Ann Hogue, *Introduction to Academic Writing, Third Edition,*(USA: Pearson Longman, 2007), p.2

[5]Jeremy Harmer, *How to Teach Writing* , (USA: Pearson Longman, 2004), p.31

mentions that writing involves planning what we are going to write. The stages are planning, drafting and editing what we have written and producing a final draft[6]. Therefore, writing is one of communication forms by making the words as a symbol.

Moreover, writing is putting the words on paper that has three steps such as thinking about it, doing it, and doing it again[7]. Writing is nothing without thought on paper, considered the thought and organize the thought. Many students prefer to hide the thoughts in their heads. There are so many great ideas are never born because their creators never express them[8].

In addition, writing is an important form of communication in daily life. Especially, it will be the most important in high school and college. Writing also is one of the most difficult skills to be mastered by learners. The students can find the challenge in writing because they will try to find their ideas for their writing, put their ideas into the sentences, organize their sentence into paragraph, review their paragraph, and revise their paragraph[9].

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[6]Jeremy Harmer, *How to Teach Writing,* p.5

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

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

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

To product a good writing need the basic unit of writing. One of basic units of writing is paragraph. Paragraph is built from three aspects; the first aspect is topic sentence which is the basic of the paragraph. A good topic sentence has two parts, the topic and controlling idea. Topic is the subject of paragraph or what paragraph is going to tell. In addition, controlling idea limits the aspects of the topic which will be explore. The second aspect of writing is supporting sentence which is called body of paragraph. It illustrates topic sentence clearly. Commonly, facts are used to strengthen the topic. The third aspect of writing is concluding sentence which sums up all the explanation of the paragraph into a brief sentence. Usually, it states topic sentence in a different way[10].

Accordingly, Writing is a putting some word with the process of sharing information, message, ideas, or thoughts in paragraph. Writing is productive skill which delivers ideas or information by several stages. Those could be planning, drafting, editing, and final version. The several stages will help the writer in writing process.

b. **Definition of Recount Text**

A recount text is a text that tells about the past experiences or events that happened in real life. The text can be based on the writer

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[10]Cynthia. A. Boardman, *Writing to Communicate, Paragraphs and Essays, Third Edition*, p.4

personal experience or historical events. The main goal of this text is to retell an event that is happened in the past.

Moreover, recount text is one of the easier non-fiction text types, because this text focuses on telling what happened. It should be retelling of events that have actually happened[11]. The text that recalls and creates events, experiences, achievement from the past in the logical structure called recount text. A recount text always reconstructs the past[12]

In addition, recount text is a non-fiction text that tells the reader what happened and this may involve the author's personal interpretation of events. The purpose of a recount text is to give the audience a description of what happened and when it happened. The main features of recount writing are specific participants, action verbs and past tense.

Example of recount text:

VISITING BALI

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

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

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

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousand people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta[13].

The conclusion of writing ability in recount text` is the quality or state of being able or competence to write or putting some word in to paragraph that tell about story in the past.

2. **The Features of Recount Text**

   a. **Organization of Recount Text**

   Recount text begins with some form of orientation that tells about who, what, where, when, and why the text are introduced. This is followed by a chronological-ordered set of events. There can be some form of concluding statement or re-orientation at the end[14]. A recount text has three main parts or generic structures, they are:

   1) **Orientation**

      The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed by using 5 W (who, what, when, where, and why). The writer needs to give

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[13] M. ArifianRosyadi, *Learning Material Junior High School Grade VII,* Teaching Material Development, p.2

[14] Maureen Hyland, *Writing Text Types,* p.3

information about what happened, who or what was involved, when and where the events occurred and why an awareness of audience and purpose will assist the author in selecting the amount of detail needed[15]

2) **Event**

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

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

3) **Re-orientation**

Re-orientation is the final section in creating the recount text. This final section concludes the recount by

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[15]Sue Stubbs,*Targeting Text*, p.9

summarizing the outcomes or result, evaluating the topic's importance of offering personal comment or opinion. It functions as the closing statement in recount text[16].

b. Language Features of Recount Text

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

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

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

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

4) Personal comment can be woven into the text or added as a conclusion[17].

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[16]Sue Stubbs,*Targeting Text,* p.9-10
[17]Sue Stubbs,*Targeting Text*, p.9-10

c. Types of Recount Text

In the exploring how text work and what is the purpose of the text. Sue Stubbs stated that there are several types of recount text, those are:

1) Factual Recount

A factual recount is related with reminding events accurately. The text can arrange from an everyday task such as a school accident report to a formal, structured research task, for example the historical recount. The use of language in this type has precise, factual and detailed character.

2) Personal Recount

Personal recount is a recount that retelling of an activity that comes from a writer's own experiences. The common forms of this type are letter, diary, journal, and postcard. This type using the first pronoun (I, We), personal responses to the events can be included, particularly at the end and details are often chosen to add interest and humor.

3) Imaginative Recount

Imaginative recount or literary recount entertains the reader by recreating the events of an imaginary world as though they are real, for example "a day in my life as a pet family".

Emotive language, specific detail and first pronoun are used to give the writing impact and appeal.

4) Procedural Recount

A procedural recount records the step that is taken in completing a task or procedure. The example of this type are a flow chart of the actions required for making bread, a storyboard of videotaped script, or advertisement. The technical terms, an accurate time sequence and first person (I, We) are used in procedural recount.

5) Biographical Recount

A biographical recount tells the story of a person's life using the third person (he, she, they). The first person (I, We) is used in the case of autobiography. It is usually accurate and records specific times, places and events[18].

3. **The Ability To Write Recount Text**

In general, it can be stated that ability to write Recount text aims to express and convey ideas clearly and effectively to the reader. In this case, the writer has a topic that he wanted to talk about it. Besides having a general purpose abilities, writing have specific abilities. Specific abilities can be divided into four types, such as[19]:

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[18] Sue Stubbs,*Targeting Text,* p.8
[19] Suedi, *Keefektifan Strategi Inkuiri,* Program Sarjana UMP, 2013, p.14

a. Explaining or telling about the story to the reader. Its mean that the writer should make the reader know the story from the beginning until the last of the story.

b. Giving similar feeling about the writer experience about some object or something. Its mean that the reader must know the point of the story, and can feel the situation about experience of the reader.

c. Giving an impression of something changes that happen from beginning until the end of the story. Its mean that the story must have impression for the reader when the story was read it.

Students need to develop the ability in obtaining accurate information, organising it logically and expanding it when necessary. The topic chosen can be based on the students' activity because a recount text tells a certain event which emphasizes on the sequences.

4. **The Assessment to Evaluate Writing Score**

Based on the Jacobs's scoring profile that individual writing score can be evaluated by counting up the scale from each writing aspect, such as content, organization, vocabulary, language use, and mechanics. The writing scoring profile is presented as scoring rubric as follow:[20]

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[20] Weigle. S. Cushing, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002),p. 116

Table 2

The writing scoring rubric by Jacobs *et.al*

Aspects	Score	Performance Description	Weighting
Content **(O)** **30%** -**Topic** -**Details**	4	The topic is complete and clear and the details are relating to the topic.	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization **(O)** **20%** - **Identification** - **Description**	4	Identification is complete and descriptions are arranged with proper connectives.	2 x
	3	Identification is almost is complete and descriptions are arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives.	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
Grammar **(G)** **20%** - **Use Present Tense** - **Agreement**	4	Very few grammatical is not complete or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not effect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
	4	Effective choice of words and word forms.	

Vocabulary (V) 15%	3	Few misuse of vocabularies, word forms, but not change the meaning.	**1.5 x**
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M) 15% - **Spelling** - **Punctuation** - **Capitalization**	4	It uses correct spelling, punctuation, and capitalization.	**1.5 x**
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 10$$

B. Concept of Questioning Technique

1. Definition of Questioning Technique

Questioning techniques are a key element of the interactive classroom which constantly being invented and revised to help facilitate active learning. Active learning puts the responsibility of learning on the learners themselves, and has been championed by Charles Bonwell and James Eison in their 1991 report *Active Learning: Creating Excitement in the Classroom* as a method to increase student retention of material.

Questioning when used effectively can also serve as an assessment technique, helping teachers determine what students know and understand.[21]

Question is one of important part of study English, especially in system of communication. Question is sentence, phrase, etc that asks for information. By giving question, students will find information so that the students can develop ideas, feelings, and thoughts in oral or written form.

Question makes students to think. It means that question is one of the ways for the students in stimulating the ideas. The questions give the chance for the students to think and encourage their thoughts which are expressed in speaking. Here we can see that the students have ability to develop their ideas by answering the question.

Good teachers use a variety of questioning techniques to engaged their students and improve student learning. Questioning students is one of the most important teaching methods in a teacher's toolbox. The challenge is to find ways to encourage all students to answer the question either in their heads or with others in the classroom.

Question Technique can be used from elementary through the college levels to stimulate higher level thinking skills, which are critical to the cognitive development of gifted students. Many questioning models

[21]Chad Giacomozzi, *Questioning Techniques*, (US Military Academy: West Point, NY, 2007) p.1

are available for adaptation to a particular lesson, ability level, or subject area. Through the modeling of questioning and appropriate behaviors, educators and parents can encourage students to move into the role of facilitator, which is essential to the development of lifelong thinking skills and growth as independent learners who ask questions about texts, research, and life.[22]

2. **The Purpose of Questioning Technique**

Teachers use questioning as part of their teaching for many reasons, but often to:

a. Maintain the flow of the learning within the lesson;

b. Engage students with the learning;

c. Assess what has been learned, and check that what has been learnt is understood and applied;

d. Test student memory and comprehension;

e. To initiate individual and collaborative thinking in response to new information;

f. Seek the views and opinions of pupils;

g. Provide an opportunity for pupils to share their opinions/views, seeking responses from their peers;

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[22] Frances A. Karnes and Kristen R. Stephens-Kozak. *Questoning Strategies for Teaching the Gifted. (*Waco, Texas: Prufrock Press, Inc.). 2005. P.59

h. Encourage creative thought and imaginative or innovative thinking;

i. Foster speculation, hypothesis and idea/opinion forming;

j. Create a sense of shared learning and avoid the feel of a 'lecture';

k. Challenge the level of thinking and possibly mark a change to a higher order of thinking;

l. Model higher order thinking using examples and building on the responses of students.

3. Kinds of Questioning Technique

There are several types of questions teachers can use to stimulate creative, critical, and higher level thinking. Teachers must be aware of the intended processes they want their students to use when structuring their questions.[23]

a. Open questions

Open questions ask for elaborate / explanatory answers and it's begin with what, why, how, describe, explain, where, which, when etc. It can be questions asking someone to explain what happened at a situation or place, asking why it happened, asking for details of an incident, history of some happenings, explanation about their circumstances, explanation of needs, thoughts about something, ideas

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[23] Shaunessy, Elizabeth. "*Questioning Strategies for Teaching The Gifted*". (Texas: Prufrock Press. Inc. 2005). p14

and feedback. Open questions help with a two way conversation and builds up an interest way to make a story.[24] Some examples are

- Could you please describe your situation?

- What do you think about this conclusion / discussion?

- Who were there at this incident?

b. Closed Question

Closed Questions have very short answers like "yes" or "no" or answers with a word or two. They are usually asked to test if someone has understood certain policies, procedures, rules, regulations, explanations, discussions, lectures etc. Closed questions are also asked for agreements or disagreements, asking for how they feel, to be specific, for affirmation, etc. It is best not to ask closed questions when a conversation is going on smoothly as it can bring an end to the conversation and you might get into the risk of losing required information. And it can apply on the way of making a story by some information. Some of the words used in closed questions are: (are, do, did, could, should etc.) Some examples of closed questions:

- Do you agree with him?

- Are you happy with the situation?

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[24] www.sielearning.tatafensw.edu.au downloaded on 26 May 2018

4. **The Use of Questioning Technique to Improve the Recount Writing Skill**

   The use of questioning as a tool for placing great emphasis on the lead-in stage (where students are encouraged to become interested at the subject matter of the text), encourages students to predict the content of the text, and gives them an interesting and motivating purpose in the classroom. According to Mark larx, "questioning learning method is asking some questions that are not understood about what they observe or add some information about it. Competences that developed are creativity, curiosity, ability to formulate a problem to create a critical thinking that is needed for the students' daily life". So it is really useful for the students to ask some questions to get some additional important information.[25]

   The teacher started teaching learning process by giving question related with the topic. The Teacher stimulated students by some questions. There were some students difficult in understanding topic and the teacher help to stimulate their idea to write the text.[26] The student has no idea to write the text of recount, with the Questioning Technique teacher can stimulate the student idea. Accordingly, the use of Questioning Technique to improve the recount writing skill are to make the student understand

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[25] A.B. Prabowo K.A., Alfiyanti. "An Analysis of Teacher's Questioning Strategies During Interaction in the Classroom: A Case of the Eight Grade SMP PGRI 01 Semarang" Vol. 4, No. 1, February 2013, p.44-45
[26] *Ibid*. p.48

what the students write and stimulate the students ideas in writing recount text skill.

5. **Step of Questioning Technique**

The following steps are recommendations for apply the questioning technique:

a) The teacher give some theme to make a story

b) The students discuss with their friend in a group and ask to their friend to give a feedback to others by some question to make a story

c) Give the student time to think the main story

d) Give the student some question to stimulate the student idea to make a complete story

e) The students make a story by the question from the other students and from the teacher, and make a complete story.

C. **Action Hypothesis**

Based on the frame of theories and assumptions above, the researcher formulates the hypothesis By using Questioning Techniques, the students will be able to increase their writing skill especially in recount text in SMP N 8 Metro.

CHAPTER III

RESEARCH METHOD

This chapter was discussed about the research methodology. The topic that was discussed in this chapter included setting, object of the study, action plan, data collection method, data analysis technique and indicator of success.

A. Setting

The research was conduted in SMPN 8 Metro. The school is located at Jalan Kelurahan Karangrejo No. 23 A Metro Utara. The school has several rooms and buldings include students' classroom, several laborities such as computer, language, and chemistery lab, offices for principal, administrator pursers, teachers, libray and mosque. Total of the students from the seventh up to ninth graders are 514 students and total of the teachers are 37. This research is about improving the students' writing Ability in recount text by using Questioning Technique at the eighth graders of SMP N 8 Metro in academic year 2018/2019.

B. Object of the Study

The object of the study is the students' writing of recount text at the eighth graders of SMP N 8 Metro in academic year 2018/2019. In conducted this research, the writer chooses class VIII A that consists of 25 students. After used Questioning Technique in learning process, it is hoped that any improvement of learning result and learning activity.

C. Action Plan

In conducting this research, the writer was use classroom action research. As the focus on the research how the writer was use Questioning Technique to improve the students' writing skill of recount text. According to Ernest T Stinger, action research is a process of systematic inquiry by the teacher to provide that they can organize the complexity they face and assist them to incorporate the diverse element of intruction into a carefully articulated program of learning for their students[27]. Furthermore, according to Anne Burns, action research is research that is carried out in the classroom by the teacher that has the purpose of solving the problem or improving the teaching or learning process[28].

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

In this research, the researcher was conducted in 2 cycles. If the first cycle is failed, it will be continued in the second cycle. It was conducted until there is an increasing on the students' writing comprehension. There are four

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

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

steps in each cycle which have relationship one another, they are: planning, acting, observing, and reflecting. Those steps can be illustrated as follow:

Figure 1

Spiral Classroom Action Research

Reflect → Plan → Reflect → Plan

Observe ← Act ← Observe ← Act
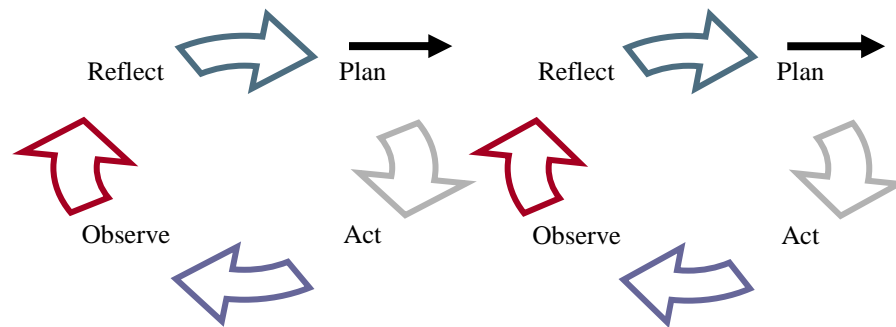
Jean McNiff's Model[29]

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

1. **Cycle 1**

   a. **Planning**

      Planning is the first step and it is prepared doing aan action. The activities are:

      1) Prepared lesson plan, media of learning, and material

      2) Prepared the type of the learning.

      3) Prepared the instrument of observation.

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

b. Acting

In this action, the writer was do pre-test, treatment and post-test to the students. The students are instructed to write the simple recount text before and after treatment. This action will conduct in some meetings. In this implementation, the researcher was followed the schedule of English subject in the class. The researcher was act as if a teacher in the classroom and implements some activities as follows:

1) Pre teaching activities

   a) Prayed and greeted the students.

   b) Checked the attendance list.

   c) The writer chose the material going to be taught.

2) While teaching activities

   a) The writer gave an instruction to the students before conducted pre-test to write about their activity that is done in the past.

   b) The writer gave a topic to the students for example, going to the beach.

   c) The writer asked the students to write about the topic.

   d) Then, the writer was check students' assignment.

   e) Before did the treatment, the writer was explain about Questioning Technique and the procedure.

f) The writer gave a treatment to the students by using Questioning Technique in learning process.

g) The writer was explain about Recount Text to the students and gave the example.

h) The students discuss it with their friend in a group and ask to their friend if there is diffculty in undertanding the material.

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

3) Post teaching activities

a) The students was asked and discussed the diffculties of the lesson.

b) Maked the conclusion of the material together.

c) Close the lesson by prayed.

c. **Observing**

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

d. **Reflecting**

The last step in this process is reflecting. Where the writer analyzes and discusses the observation sheet and result of teaching and learning process. The writer was analyze and evaluate the quantities data from the assignment score and collect the data from teaching and

learning process. Then, the writer was described by seeing the result of the observation sheet, assignment score and teachers' comment.

2. **Cycle 2**

   a. **Planning**

   Planning is the first steps in each activity. In cycle II, the writer focused on repairing the weakness in the cycle 1. Here are the steps that the researcher was done in planning:

   1) The writer continued the activities that have done in the first cycle.

   2) The writer prepared lesson plan, media of learning, and material.

   3) The writer prepared the instrument of observation.

   4) The writer determined the evaluation instrument of the test (pre-test and post-test).

   b. **Acting**

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

   1) Giving the students motivation to study harder.

   2) Doing the statement by using circle of learning method.

   3) Giving the post test after the treatment.

   c. **Observing**

   The collaborator observes and collects the data when learning process is conducted.

d. Reflecting

The writer and collaborator discuss and analyze all of the result in order to know the stength and weakness of the action by compared the score of pre-test and post-test.

D. Data Collecting Method

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

1. Test

There are tests used in this research. In this research, researcher used test for the instrument. A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain. Those are pre-test and post-test.

a. Pre test

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

b. Post test

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

2. Observation

In this research, the writer used observation to see the condition in teaching learning process. In this research, the writer was observed the students' actvities in teaching and learning process to know the process of teaching and learning is held.

3. Documentation

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

4. Field Note

To collect the data more accurately, the researcher was used field note to make easy when analyzed the data. This is to know students activities during teaching process. It is done after finishing teaching and learning process.

E. Data Analysis Technique

In this research, the writer was conducted the data analysis by used the average from the result or score from pre-test and post-test. To know the

improvement, the writer also compare between pre-test and post-test score. Then, the result was matched with the minimun standard in the school. In the eighth graders of SMP N 8 Metro, the minimum standard in English subject at list 70.

If there are some students that are not successful in cycle 1 it means that the writer has to conduct the cycle 2. If in the cycle 2 there are some students that are not successful, the cycle 3 has to be conducted and so on. But, if in the cycle 2 all of the students are successful, the cycles are able to be stoppedd because in the classroom action research (CAR) the minimum cycle that must be conducted are two cycles. Furthermore, to find out the mean score, the following formula is applied[30]:

$$\overline{X} = \frac{\Sigma x}{N}$$

Where:

$\overline{X}$: The mean score

Σx: the sum of all scores

N: the number of students

To calculate the percentage of the students' score, the formula which is used is as follows:

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[30] Donald Ary, *Introduction to Research in Education,* (USA: Wadsword. 2010). p. 108-109.

$$P = \frac{F}{N}x100$$

Notation: P   : Rate Percentage

                    F   : Frequency of the Correct Answer

                    N   : The Total Number of Students

F. Indicator of Success

Furthermore, to know the gain of the research, the writer was compared between pre-test and post-test. The study was called success if 75% students get score 75 and 75% active in learning process, with the chriteria:

1. The students' writing must be balanced with the title.

2. The students use the mechanic in writing, demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, and paragraphing.

The students able to use the effective complex, constructing, few errors of agreement tense number, word order, article, pronoun and preposition.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

    1. Description of The Research Location

      a. History of SMPN 8 Metro

        SMPN 8 Metro is one of the Junior High School in the City of Metro and is located in the village of 23 Karang Rejo which was established in 1997. It was located on the border between Metro Utara and East Lampung.

        In addition, SMP Negeri 02 Trimurjo have guided by 5 principles as follows:

1. H.Rozili. Z.Msc   (In the period of 1998-1999)
2. Dra Hj.Mulyasari   (In the period of 1999-2001)
3. Drs. Bambang Irawan   (In the period of 2001- 2006)
4. Gono Irianto, S.Pd,M.M   (In the period of 2006- 2012)
5. Slamet, S.Pd   (In the period of 2012-2018)
6. Drs. Supardi, S.Pd   (In the period of 2018-Now)

      b. Vision and Mission of SMP Negeri 8 Metro

        1) Vision

        Being an independent and prestigious school based on educational manner and knowledge about technology advance.

2) Mission

    a) Creating the developing of curriculum

    b) Increasing the affectivity of learning process

    c) Creating accomplishment with the standard minimum $\geq$ 6,5 for each lesson

    d) Creating human resources of good teacher

    e) Completing the infrastructures

Moreover, the orientation of SMPN 8 Metro is the official management. The school consists of eighteen classes, teacher room, official employee room, library, computer laboratory, biological laboratory, mosque, canteen, toilet, and parking area.

Also, the principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of SMPN 8 Metro is helped by school committee, official employee, and the head vice of student, the head vice of general, and the head vice of curriculum.

c. **Structure Organization of SMPN 8 Metro**

The structure of organization of SMPN 8 Metro is stated below:

ORGANIZATION STRUCTURES OF SMPN 8 METRO

School Committee
Tukiman HS

Headmaster
Drs. Supardi, S. Pd

Laboratory Unit
Samsyul Arifin, S.Pd
Wiji Handayani, S.Pd
Adi Susilo

Chief of Administration
Nina Dian Nora, S.Pd.i

Adm of Human Resources
Rusman, S.Pd

Adm of Letters
Ovita Vera, S.Pd

Adm of Student Affairs
Eka Indriyani, S.H, S.Pd

Adm of Facilities
Ngaliman, S.Pd

Library Unit
Novita Sari, S.Pd

Adm of Academic Affairs
Eva Melia, S.Pd

Adm of Finance
Lili Apriana

Vice of Headmaster of Curriculum Affairs
Eka Ratnasari, S.Pd

Vice of Headmaster of Student Affairs
Fauzi Rahman, S.Pd

Vice of Headmaster of Facilities
Muhtar Chaniago, S.Pd

Vice of Headmaster of HUMAS
Andri Setiawan

Curriculum Development

MGMP Coord

OSIS Guide

Control Team

Proficient Teachers

Teachers of Classes

Teachers of SK

OSIS

Students

d. Condition of The Teachers and Employers

The condition of the teachers and employers in SMPN 8 Metro is stated below:

Table 3: Condition of Teachers and Employers

No	Subject	Name	Background Study				Exp	
			D1	D3	S1	S2	GT	GTT
1	Islamic	1. Drs. Suyanto 2. Madiyono,S.Pd.I			√	√	√ √	
2	Civic	1. Sri Yuharni,S.Pd, MM 2. Eli Novitasari, S.Pd			√	√	√ √	
3	Indonesian	1. Tini Sukmawati, S.Pd 2. Amirah, S.Pd 3. DwiHaryuni, S.Pd 4. Sri Sudariyah, S.Pd 5. Umi Hasanah, S.Pd			√ √ √ √ √		√ √ √ √ √	
4	English	1. AgustinusYuwono, S.Pd 2. Siswanti, S.Pd 3. Nora Dewiyanti		√	√ √		√ √ √	
5	Math	1. Dra Hj.Wiwik S. 2. Buang, S.Pd 3. Farida Oktaviani, S.Pd			√ √ √		√ √ √	
6	Sciences	1. Slamet, S.Pd 2. Maryam, S.Pd 3. Rindiyati, S.Pd 4. Suyani, S.Pd 5. Eli Novitasari, S.Pd			√ √ √ √ √		√ √ √ √ √	
7	Social	1. Dra.Umi			√		√	

No	Subject	Name						
		Susilowati			√		√	
		2. Retno Gunung, S.Pd			√		√	
		3. Tuti Ernawati, S.Pd			√		√	
		4. Agus Sutopo,S.Pd			√		√	
		5. Widiyani, S.Pd			√		√	
		6. Samsul Hadi, S.Pd			√		√	
		7. Atut Dwi Sartika, S.Pd						
8	Art and Culture	1. Wahyuli					√	
		2. Martiyana Setiyaningsih, S.Pd		√	√		√	
9	Sport	1. Drs.Suharno			√		√	
		2. Gunawan Triwibowo, S.Pd			√		√	
					√			√
10	Information and communication technology	1. Yuli Hartini	√					√
		2. Agus Sutopo, S.Pd			√		√	
		3. Atut DwiSartika, M.Pd				√	√	
11	Lampung Language	1. Eka Ariyadi, S.Pd					√	
		2. Retno Gunung, S.Pd		√	√		√	
		3. Widiyani, S.Pd			√		√	
12	Skill	1. Gunawan Triwibowo, S.Pd			√			√
					√			
13	Counselor Guidance	1. Sumarahno, S.Pd					√	
		2. Fuspawatinopia, S.Pd			√		√	
		3. Sepvifawati, S.Pd			√			√
Total			**1**	**3**	**31**	**3**	**37**	**3**

Source: documentation of SMPN 8 Metro gathered on 1st, November 2018.

e. Condition of The Students

The condition of students in SMPN8 Metro is stated as follows:

Table 4: Recapitulation of Students in SMPN 8 Metro

NO	Classes	Sex		Total
		Male	Female	
1.	Class VII	81	97	178
2.	Class VIII	81	93	174
3.	Class IX	77	85	162
Total		162	275	514

Source: documentation of SMPN 8 Metro gathered on 1st, November 2018.

f. Condition of Facilities

The condition of facilities in SMPN 8 Metro is stated below:

Table 5: Recapitulation Facilities in SMPN 8 Metro

NO	FACILITIES	QUANTITY
1	Classroom (Class VII-IX)	18
2	Headmaster Room	1
3	Teacher Room	1
4	Administration Room	1
5	Counseling Room	1
6	Library	1
7	OSIS Room	1
8	Mosque	1
9	Warehouse	1
10	Parking Area	1
11	Teacher Toilet	1
12	Student Toilet	2
13	Canteen	5
14	Sciences Laboratory	1

15	Social Laboratory	1
16	UKS Room	1

Source: documentation of SMPN 8 Metro gathered on 1st, November 2018

g. Location Sketch of SMPN 8 Metro

Location sketch of SMPN 8 Metro is stated below:

PARKING AREA	8A CLASS	8B CLASS	8C CLASS	8D CLASS	SCIENCE LAB	MEN'S TOILET	OSIS ROOM		WARE HOUSE
	9E CLASS					CONCELING ROOM	8E CLASS	7A CLASS	
	9D CLASS	CEREMONY AREA				SOCIAL LAB			7B CLASS
	LOBBY								7C CLASS
	TEACHER ROOM	FLAG POL							7D CLASS
SECURITY POST	HEAD MASTER ROOM					TOOL ROOM			7E CLASS
		LIBRARY	COOPERATIVE ROOM	9C CLASS	9B CLASS	9A CLASS	WOMAN'S TOILET	8F CLASS	ADMINISTRATION ROOM	7F CLASS
MOSQUE				SPORT AREA				UKS	CANTEEN

Jl. Anggrek
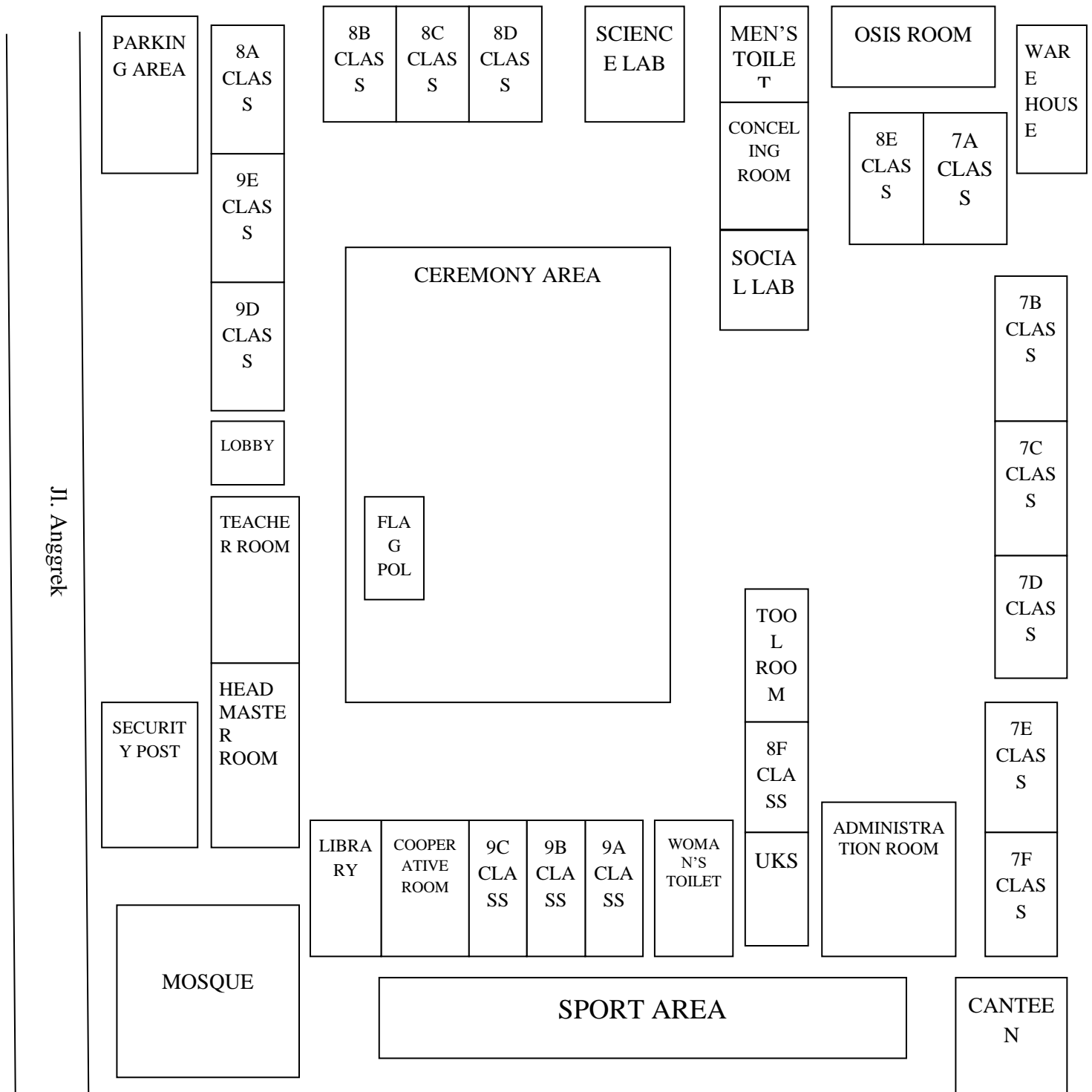
2. **Result of The Research**

This research is classroom action research, and it conducts at the Eighth Grade of Junior High School 8 Metro in the academic years of 2018/2019. This research is conduct in two cycles. Each cycle consist of four steps that are planning, acting, observing, and reflecting which accomplished in two meeting. The student result of writing recount text is gains through test which consisted of pre test and post test that is gives to the students in the beginning research and in the end of each cycle, while the students' activity is gained from the observation of the students' learning activities.

a. **Pre Test**

Pre-test was presented to students which was aimed to find out students' ability before the treatment was implemented. It was conducted on Wednesday, October 31st, 2018 at 08:50-10:40a.mand it took about 30 minutes. In this meeting the writer was an observer and the collaborator was a teacher.

Firstly, the collaborator opened the class by greeting, praying, checking the attendance list, and asking the students' condition. Then, the collaborator gives the explanation to the students about recount text for 10 minutes. Afterwards, to measure their skill before giving the treatment, the writer gives them pre-test. The researcher use essay test which consist of one topic which have to be completed for 20 minutes. Then, the result of pre-test can be seen on the table below:

Table 6

The Result of Pre-Test Score of Recount Text

NO	Students Code	Criteria of The Score					TOTAL (Total :4x10)	Note ≥70
		Cont (Scr x 3)	Org (Scr x 2)	Gram (Scr x 2)	Voc (Scr x 1.5)	Mech (Scr x 1.5)		
1	AME	6	2	2	3	3	40	Failed
2	DAM	6	4	2	3	1.5	41	Failed
3	DAN	6	2	2	3	1.5	36	Failed
4	DEL	6	4	2	3	1.5	41	Failed
5	DIA	3	2	2	1.5	1.5	25	Failed
6	DIK	6	4	2	3	1.5	41	Failed
7	ECH	6	4	4	3	4.5	54	Failed
8	EGA	9	4	2	3	1.5	49	Failed
9	FAL	6	4	2	3	1.5	41	Failed
10	FEB	6	2	2	3	1.5	36	Failed
11	FIL	6	4	6	4.5	3	58	Failed
12	FIR	3	2	2	1.5	1.5	25	Failed
13	JUL	3	2	2	3	1.5	29	Failed
14	MAR	6	4	2	3	1.5	41	Failed
15	MUH	6	4	2	3	3	45	Failed
16	PUL	9	6	4	4.5	4.5	70	Passed
17	PUN	9	6	4	4.5	4.5	70	Passed
18	RID	3	2	2	1.5	1.5	25	Failed
19	RIO	6	4	2	3	3	45	Failed
20	RIS	3	2	2	1.5	1.5	25	Failed
21	RUD	6	4	4	3	4.5	54	Failed
22	SID	3	2	2	1.5	1.5	25	Failed
23	SIG	6	4	2	3	1.5	46	Failed
24	SIT	6	4	4	3	4.5	54	Failed
25	YOG	6	2	2	3	4.5	44	Failed
High Score							70	
Lowest Score							25	
Average							41,04	

Note :

Cont : Content

Org : Organization

Voc : Vocabulary

Lang : Language

Mech: Mechanic

Scr : Score

Table 7

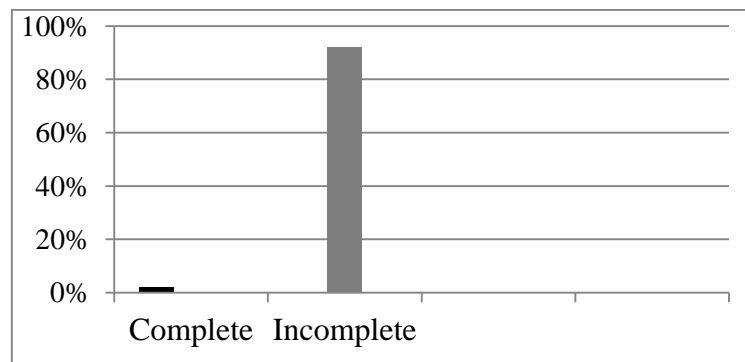**Percentage of Students Writing Recount Text Pre-Test Score**

Interval	Frequency	Percentage	Explanation
≥ 70	2	8%	Complete
≤ 70	23	92%	Incomplete
Total	**25**	**100%**	

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

Figure 4

Percentage of Students Writing Recount Text Pre-Test Score

Based on the result of students' Recount text pre-test score, it can be inferred that there are only 8% or 2 students for the score among the interval of ≥ 70 who passed the Minimum Standart Criteria (MSC) at least 70 while

92% or 23 students for the score among the interval of ≤ 70 did not pass the Minimum Standart Criteria (MSC) of less than 70. It can be indicated that the result of students Recount text in writing is still low. It is the reason why the writer useQuestioning Technique to increase students writing ability of recount text. Therefore, the writer and collaborator made a plan to implement the action or treatment that consists of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

b. **Cycle I**

Cycle 1 are divides into planning, acting, observing and reflecting

1) **Planning**

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

2) **Acting**

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

Table 8

The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1st	Thursday, November 1st 2018	08.50 – 10.40 a.m
2nd	Saturday, November3nd 2018	08.50 – 10.40 a.m

a.) First meeting

The first meeting was conduct on Thursday, November 1st2018 at 08.50 – 10.40 a.m, and it took about 2x45 minutes or 90 minutes. In this meeting the writer is as a teacher and Mr. A. Yuwono, S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process, the writer greets students by saying "salam and good morning" and all of students answer by saying "salam and good morning miss" friendly. Then, the writer asks about their condition first before check the attendance list. Before giving the material, the writer gives some question, for example "what do you know about text?" Some students can answer it but they use Indonesian language. It can be happen because they usually discuss it in Indonesian language. Therefore, the writer explains what text in English is first before she explains about recount text.

Then, the writer explains about the characteristics of text and how to make a good text. After that, the explanation continues to recount text. Most of students still not understand about it. Next, the writer invites the students to retell the story from the past.

After 2x45 minutes the bell ring and the writer close the lesson and remind the students that they must be discuss in the next meeting.

b.) Second Meeting

The second meeting was conducted on Saturday, November 3th, 2018 at 08.00-09.30 a.m. this meeting used to post-test I, for 2x45 minutes after the students given the action. The writer greeting to the students and they answers it. Then, the researcher checks the attendance list. The activity continues by giving some explanation more about recounttext and how to create it. Then, at the end of this meeting the writer give post-test cycle 1 with the similar task on pre-test before. The students have to create a recounttextbased on the themes given in 40 minutes. The students do it seriously. It seemed that the students' score will be improved. The score of post-test cycle 1 can be seen on the table below:

Table 9

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

NO	Students Code	Criteria of The Score					TOTAL (Total :4x10)	Note ≥70
		Cont (Scr x 3)	Org (Scr x 2)	Gram (Scr x 2)	Voc (Scr x 1.5)	Mech (Scr x 1.5)		
1	AME	9	6	6	4.5	3	71	Passed
2	DAM	9	6	2	4.5	1.5	58	Failed
3	DAN	6	4	4	3	3	50	Failed
4	DEL	9	6	4	3	4.5	66	Failed
5	DIA	9	6	4	4.5	4.5	70	Passed
6	DIK	9	6	6	3	4.5	71	Passed
7	ECH	9	6	6	4.5	4.5	75	Passed
8	EGA	9	6	4	3	3	63	Failed
9	FAL	6	4	4	3	3	50	Failed
10	FEB	9	6	6	3	4,5	71	Passed
11	FIL	9	6	6	4,5	3	71	Passed
12	FIR	6	4	4	3	3	50	Failed
13	JUL	6	4	4	3	3	50	Failed
14	MAR	9	6	6	4.5	6	79	Passed
15	MUH	9	6	6	3	6	68	Failed
16	PUL	9	6	6	3	4.5	71	Passed
17	PUN	6	6	2	4.5	1.5	50	Failed
18	RID	9	6	2	4.5	1.5	58	Failed
19	RIO	9	6	4	4.5	3	66	Failed
20	RIS	9	6	6	3	4.5	71	Passed
21	RUD	6	6	4	3	6	63	Failed
22	SID	6	6	4	3	4.5	59	Failed
23	SIG	9	6	6	3	6	68	Failed
24	SIT	9	6	4	4.5	4.5	70	Passed
25	YOG	6	6	2	4.5	1.5	50	Failed
High Score							79	
Lowest Score							50	
Average							65	

Note :

Cont : Content

Org : Organization

Voc : Vocabulary

Lang : Language

Mech: Mechanic

Scr   : Score

Table 10

Percentage of Students Writing Recount Text Post-Test I

Score in Cycle I

Interval	Frequency	Percentage	Explanation
≥ 70	10	40%	Complete
≤ 70	15	60%	Incomplete
Total	25	100%	

Source: The result score of writing post test 1 at VIII.A class of Junior High School 8Metro onSaturday, November 3th 2018.

Figure 5

Percentage of Student Writing Recount Text

Post-Test I Score in Cycle I
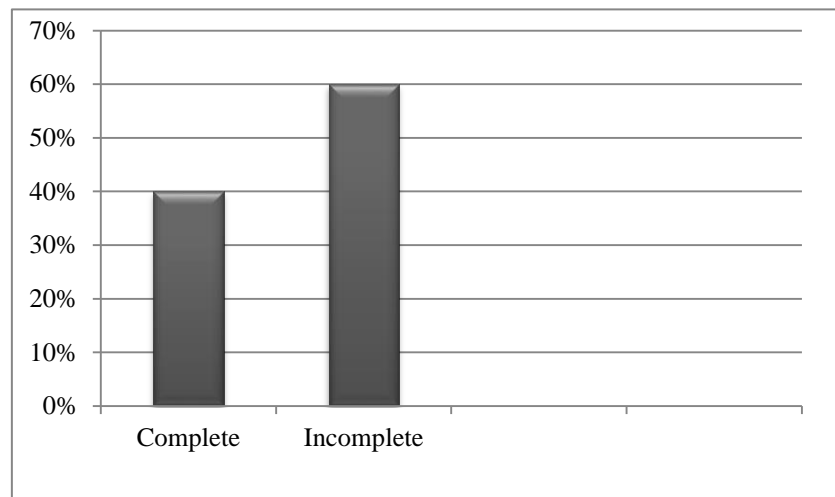
Post-test I score, it can be concluded that there are 60% or 15 students for the score among the interval ≤70 did not pass the Minimum Standard Criteria (MSC) at least while 40% or 10 students for the score among the interval of ≥70 pass the Minimum Standard Criteria (MSC) or less than 70. In addition, the average scores of post-test I is 6. It indicates that the result of students writing recount text is increase that the pre-test score is 41, but from the indicator of success of this research that 70% of the total students must pass the Minimum Standard Criteria (MSC). It means that the result of post-test I was unsuccessful based on the indicator of success.

3) **Observing**

In observing the writer analyze the learning process, the students' activities, the material and the result of acting based on observation paper that has been arrange.

The indicators of the students' activities were:

a) The students' attention to the teacher explanation.

b) The students' and teacher's interaction.

c) The students' ability to do the task.

d) The students' activity in the class.

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

Table 11

The students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	The students' attention to the teacher explanation	18	72%
2	The students' and teacher's interaction (ask and answer the question)	15	60%
3	The students'ability do the task	19	76%
4	The students activity in the class	20	80%
Total Students		25	

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

Figure 6

Percentage of Students Activities in Cycle I
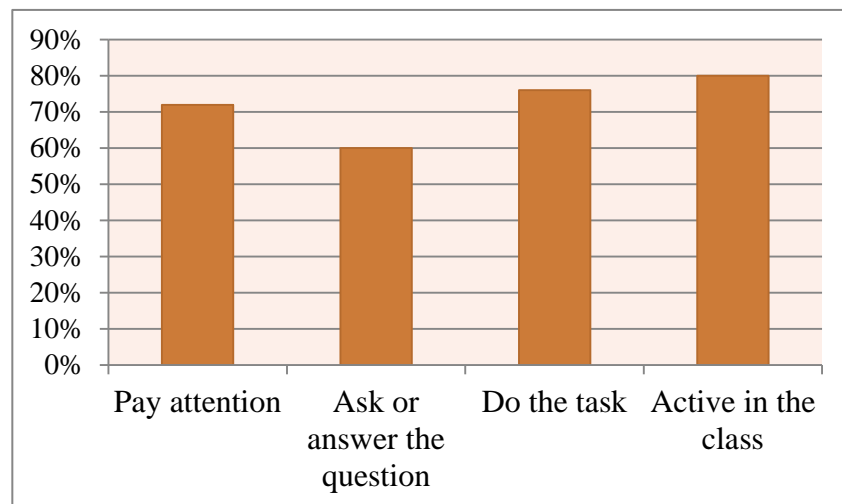
The table show that not all of the students' active in learning process. There are 18 students (72%) who give attention to the teacher explanation. 15 students (60%) who understand the materials, 19 students (76%) are able to do the task and 20 students (80%) who active in the class.

4) **Reflecting**

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

Table 12

The Comparison between Pre-Test and Post-Test I Score in

Cycle I

NO	Name Initial	Pre-Test Score	Post-Test I Score	Increasing	Explanation
1.	AME	40	71	31	Increased
2.	DAM	41	58	17	Increased
3.	DAN	36	50	32	Increased
4.	DEL	41	66	25	Increased
5.	DIA	25	70	45	Increased
6.	DIK	41	71	30	Increased
7.	ECH	54	75	21	Increased
8.	EGA	49	63	14	Increased
9.	FAL	41	50	9	Increased
10.	FEB	36	71	35	Increased
11.	FIL	58	71	13	Increased
12.	FIR	25	50	25	Increased
13.	JUL	29	50	21	Increased
14.	MAR	41	79	38	Increased
15.	MUH	45	68	23	Increased
16.	PUL	70	71	1	Increased
17.	PUN	70	50	20	Increased
18.	RID	25	58	33	Increased
19.	RIO	45	66	21	Increased
20.	RIS	25	71	46	Increased
21	RUD	54	63	9	Increased
22	SID	25	59	34	Increased
23	SIG	46	68	4	Increased
24	SIT	54	70	16	Increased
25	YOG	44	50	24	Increased
Total		1026	1625	562	
Average		41,04	65	22,48	
High Score		70	79		
Low Score		25	50		

Table 13

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

Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥70	2	10	Complete
≤70	23	15	Incomplete
Total	**25**	**25**	

Then, the graph of comparison students writing recount text pre-test and post-test I score in cycle I can be seen as follow:

Figure 7

The Comparison of Students' Pre-Test and Post-Test I Score

in Cycle I
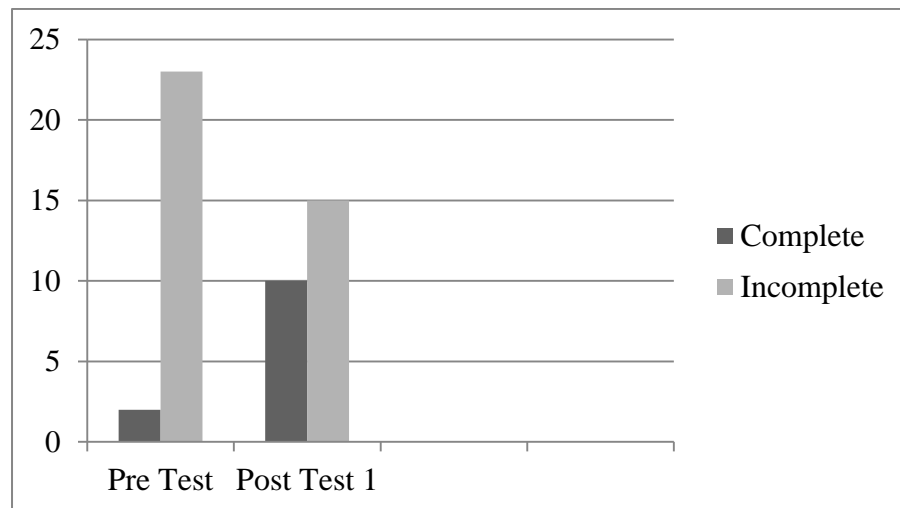
The table and the graphic above, in pre-test it can be seen that total from 25 students, it can be concluded that 8% or 2 students among the interval ≥70 students, is complete the minimum standard criteria.

Then the students who were incomplete the minimum standard criteria were 92% or 23 students among the interval ≤ 70. In post-test I, it can be concluded that 40% or 10 students among the interval ≥ 70 students, it complete the minimum standard criteria. Then who incomplete the minimum standard criteria are60 % or 15 students among interval ≤ 70. Average score of pre-test is 41 and average score of post-test I is 65 and the mean improvement score is 24 point. There is improvement between pre-test and post-test I but did not fulfill the indicator of success. It can be concluded that the result is unsuccessful, because of the indicator of success can't be achieved yet that 70% of the total students must be passed the criteria.

Regarding to the result of student's post-test I score and the observation of student's activities in cycle I it caused of give a subject material is not run well, so some students is not clear to understanding the material. Some students aren't satisfied because most of the students aren't pay attention toward the teacher explanation and some students got failure in test of cycle I. So, the writer has to continue in cycle II which consists of planning, acting, observing, and reflecting.

c. **Cycle II**

In other that to repair the weakness in cycle I the writer need to continue the treatment in cycle II because of cycle I is not success. In this phase cycle II had four essential phase namely planning, action, observing

and reflecting. The implementation of cycle II can be explained on the following sequences:

1.) Planning

In the planning of cycle 2, the writer and collaborator discuses about some of problems that found in cycle 1. Therefore, in this step the researcher prepare the lesson plan, material and media that will be used in teaching learning process. The material was recounttext. The material included the definition, the generic structure, the language features and the example of recounttext. Moreover, the writer made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

2.) Acting

The writer and collaborator arranged the schedule of action in cycle 2. It can be seen on the table below:

Table 14

The Schedule of Action in Cycle 2

Meeting	Day/Date	Time
1st	Thursday, November8th2018	08.50 – 10.50 a.m
2nd	Saturday, November10th 2018	08.50– 10.50 a.m

a) **First Meeting**

The first meeting was held on Thursday, November8th, 2018 at 08.50-10.50 a.m and it took about 90 minutes or 2x45 minutes. In this meeting the writer was a teacher and Mr. A. Yuono, S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process the writer begin the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the researcher gives the learning material about writing recount text. In this section the writer as the teacher also explain use of simple present tense as the requirements of formula to make writing recount text well.

After explanation is done, the teacher asks the students about the material to know the students comprehension. In this meeting, condition of the class is effective. Most of students have pay attention about the teacher explanation. Then for the next

section the teacher order the students to listen and pay attention to what is explain by the teacher until the students understand about the material.

Afterward the researcher gives the student the exercise to do. Later on, if the students still have difficulties, the students can ask with the teacher. To strengthen their result learning the teacher give some feedbacks and question as needed to check their understanding about the topic has been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Then the last closed the meeting.

b) Second Meeting

The second meeting was conducted on Saturday, November 10th, 2018 at 08.50-10.40 a.m, this meeting used to post-test II in the last cycle II, for 2x45 minutes after the students given the action, the writer gave post-test II to the students. In this meeting, most of the students can answer well. Then the result of post-test II can be seen as follow:

Table 15

The Result of Students Writing Recount Text

Post-Test II Score in Cycle II

NO	Students Code	Criteria of The Score					TOTAL (Total :4x10)	Note ≥70
		Cont (Scr x 3)	Org (Scr x 2)	Gram (Scr x 2)	Voc (Scr x 1.5)	Mech (Scr x 1.5)		
1	AME	9	8	6	4.5	6	84	Passed
2	DAM	9	8	4	4.5	4.5	75	Passed
3	DAN	6	8	4	4.5	4.5	68	Failed
4	DEL	9	8	6	4.5	6	84	Passed
5	DIA	9	6	6	4.5	3	71	Passed
6	DIK	9	8	4	3	4.5	71	Passed
7	ECH	9	6	6	4.5	6	79	Passed
8	EGA	9	6	4	4.5	6	74	Passed
9	FAL	9	8	6	3	4.5	76	Passed
10	FEB	9	4	6	4.5	6	79	Passed
11	FIL	9	8	6	4.5	6	84	Passed
12	FIR	9	6	6	4.5	4.5	75	Passed
13	JUL	9	8	6	4.5	6	84	Passed
14	MAR	9	8	6	4.5	4.5	80	Passed
15	MUH	6	8	4	4.5	4.5	68	Failed
16	PUL	9	6	6	4.5	4.5	75	Passed
17	PUN	9	8	6	3	4.5	76	Passed
18	RID	9	8	4	4.5	4.5	75	Passed
19	RIO	6	8	6	4.5	4.5	73	Passed
20	RIS	9	6	6	4.5	4.5	75	Passed
21	RUD	9	6	4	3	3	63	Failed
22	SID	9	6	6	4.5	4.5	75	Passed
23	SIG	9	6	6	4.5	4.5	75	Passed
24	SIT	9	6	6	4.5	4.5	75	Passed
25	YOG	9	6	4	3	3	63	Failed
High Score							84	
Lowest Score							63	
Average							75,04	

Note :

Cont : Content

Org : Organization

Voc : Vocabulary

Lang : Language

Mech: Mechanic

Table 16

Percentage of Students Recount Text Post-Test II Score in

Cycle II

Interval	Frequency	Percentage	Explanation
≥70	21	84%	Complete
≤70	4	16%	Incomplete
Total	**25**	**100%**	

Then, the graph of comparison students writing recount text pre-

test and post-test I score in cycle I can be seen as follow:

Figure 8

Percentage of Students Writing Recount Text

Post-Test II Score in Cycle II

90%	
80%	
70%	
60%	
50%	
40%	
30%	
20%	
10%	
0%	
Complete	Incomplete
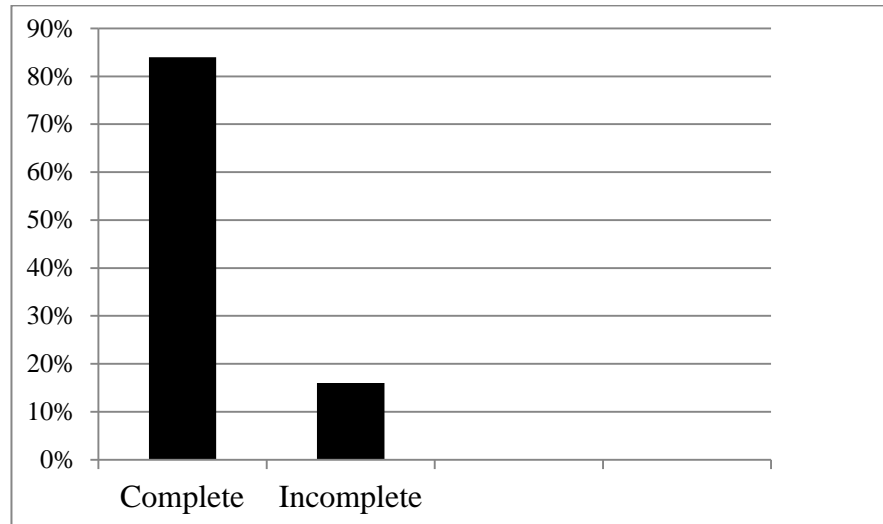
Based on the result of students' writing recount text post-test II score, it can be inferred that there are 84% or 21 students' for the score among the interval of ≥ 70 who complete the Minimum Standard Criteria (MSC) at least 70, while 16% or 4 students' for the score among the interval ≤ 70 who incomplete the Minimum Standard Criteria (MSC) at least 70.

Based on explanation above, it can be inferred that indicator of success was achieved. That is 84% from the students got score at least 70 for the minimum standard criteria and the other hand the cycle II was successful.

3.) Observing

In observing the writer analyze the learning process, the students' activities, the material and the result of acting based on observation paper that has been arrange.

The indicators of the students' activities were:

e) The students' attention to the teacher explanation.

f) The students' and teacher's interaction.

g) The students' ability to do the task.

h) The students' activity in the class.

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

Table 17

The Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	20	80%
2	The interaction among the students and teacher (Ask and answer question)	20	80%
3	The students ability to do the task	21	84%
4	The students activity in the class	22	88%
Total Students		**25**	

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

Figure 9

Percentage of Students Activities in Cycle II
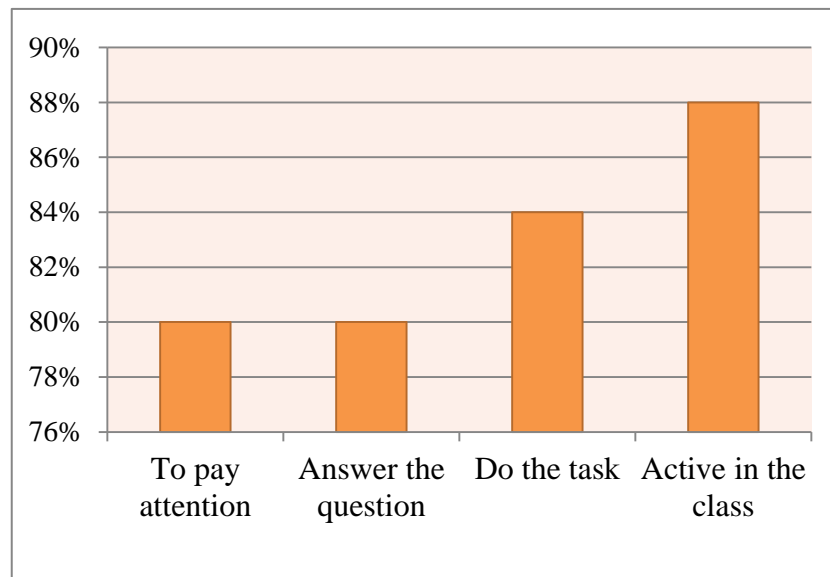
The table above shows that the students' activity in cycle II is increase. The students' activity that have high percentage are the students' ability to do the task 84%, the first high percentage are the students pay attention of the teacher explanation 80% and the students' activity in the class 88%, and the last the interaction among the students and teacher from the teacher 80%. Based on the result above, the writer indicate that learning process in cycle II is successful because the students' activity got percentage ≥70%.

4.) Reflecting

At the end of this cycle, the writer and the collaborator analyze and calculate all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post test I score and post-test II score can be compared on the following table.

Table 18

The Comparison between Post-Test I Score in Cycle I and

Post-Test II Score in Cycle II

NO	Name Initial	Post-Test I Score	Post-Test II Score	Increasing	Explanation
1.	AME	71	84	13	Increased
2.	DAM	58	75	17	Increased
3.	DAN	50	68	18	Increased
4.	DEL	66	84	18	Increased
5.	DIA	70	71	1	Increased
6.	DIK	71	71	0	Constant
7.	ECH	75	79	4	Increased
8.	EGA	63	74	11	Increased
9.	FAL	50	76	26	Increased
10.	FEB	71	79	8	Increased
11.	FIL	71	84	13	Increased
12.	FIR	50	75	25	Increased
13.	JUL	50	84	34	Increased
14.	MAR	79	80	1	Increased
15.	MUH	68	68	0	Constant
16.	PUL	71	75	4	Increased

17.	PUN	50	76	26	Increased
18.	RID	58	75	17	Constant
19.	RIO	66	73	7	Increased
20.	RIS	71	75	4	Increased
21	RUD	63	63	0	Constant
22	SID	59	75	16	Increased
23	SIG	68	75	7	Increased
24	SIT	70	75	5	Increased
25	YOG	50	63	13	Increased
Total		1625	1876	288	
Average		65	75,04	11.52	
Lowest Score		79	63		
Highest Score		50	84		

Table 19

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

in Cycle II

Interval	Post-Test I	Post-Test II	Explanation
≥ 70	10	21	Complete
≤ 70	15	4	Incomplete
Total	**25**	**25**	

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

Figure 10

The Comparison of Students Writing Recount Text

Post-Test I Score and Post-Test II Score in Cycle II
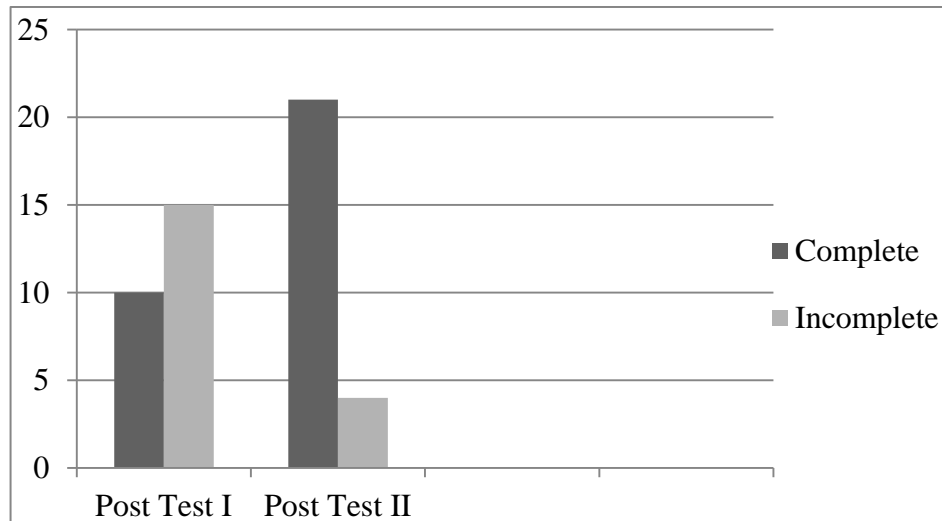
From the table above, it can be seen that the score of the students in post-test II is various. The highest score is 84 and the lowest score is 63. The average score of post-test II is 75. Besides, the percentages of students' successfulness of post-test II score is 84% or 21 students of the total students pass the minimum standard criteria and 16% or 4 students did not pass the minimum standard criteria at least 70. It means that the indicator of success of this research have been achieve that is≥70% students is get score 70. It indicates that the students' writing recount text is increase.

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

product of learning entirely passed the indicators of success and it means that Questioningtechnique can increase student ability in writing recount text.

B. Interpretation

Writing recount text will be easier to understanding when it support by the right technique, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the writer observe that the students were enthusiastic to attention from teacher explaination in learning process.

The writer assumes that teaching writing by using QuestioningTechnique can improve students writing recount text. Questioning is process by which a teacher provides students with a temporary framework for learning. When Questioning is done correctly, students are encourages to develop their own creativity, motivation, and resourcefulness. So, it has prove that Questioning Technique can be one the interesting technique to teaching writing recount text.

1. Result of Students Learning

a. Result of students Pre- Test Score

In this phase, the writer present the pre- test to measure the students abilitybefore implementing the treatment. The writer obtaine the data through test in the from of essay which complete for 90

minutes. It was done on Wednesday, October 31th, 2018. From the result of pre- test show that most of the students got difficult for doing the test. Based on the table 7 the students average were 41 , it show that most of the students have not pass yet in achieving the Minimum Standar Criteria at least 70. In this phase, only 2 students out of 25 students pass of the minimum standars criteria.

b. Result of Students Post- Test 1 Score

In this research, to know the students writing recount test mastery after implementing the treatment the writer conduct the post- test I. It was done on Saturday, November1st, 2018. Basedon the table 10 the students average is 6.It shown that most of the students have not passed yet in achieved the minimum standard criteria at least 70. In this stage there are 10 students out of 25students pass of the minimum standard criteria. It can be concluded that most of the students failed in achieving the material.

c. Result of Students Post- Test II Score

In this phase, the writer continue to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that is only 40 % pass the minimum standard criteria. The researcher present the post- tes II to measure the students ability after implementing the treatment. The writer obtain the data through test in the from of essay which complete for 90 minutes. It was done on Saturday,

November 10th, 2018. Based on the table 16, the students average were 75, it showed that most of the students have achieving the Minimum Standard ceiteria (MSC) at least 70. In this phase, 21 students out of 25 students of 88% students passed of the minimum standatd criteria and the research was successful.

2. **Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.**

English learning process has successfully in cycle I but the students' average score has low. While the score of the students in post-test I has higher than pre-test. Moreover, in cycle II, the students' average score has higher than cycle I. the following has the table of illustration scores in cycle I and cycle II.

Table 20

The Comparison of Writing Recount Text of Pre-Test,

Post-Test I in Cycle I and Post-Test II in Cycle II

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1.	40	71	84
2.	41	58	75
3.	36	50	68
4.	41	66	84
5.	25	70	71
6.	41	71	71
7.	54	75	79
8.	49	63	74
9.	41	50	76
10.	36	71	79
11.	58	71	84

12.	25	50	75
13.	29	50	84
14.	41	79	80
15.	45	68	68
16.	70	71	75
17.	70	50	76
18.	25	58	75
19.	45	66	73
20.	25	71	75
21	54	63	63
22	25	59	75
23	46	68	75
24	54	70	75
25	44	50	63
Total	1026	1625	1876
Average	41,04	65	75,04
Complete	2	10	21

Table 21

The Comparison of Students' Pre-Test, Post-Test I Score in Cycle I

and Post-Test II Score in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥ 70	2	10	21	Complete
≤ 70	23	15	4	Incomplete
Total	**25**	**25**	**25**	

Based on the result of the pre-test, post-test I and post-test II, it has known that there is a positive significant increasing of the students' score. It can be seen from the students get score .70, 2 to 10 became 21. Therefore, the writer concludes that the research has successful because the indicator of success in this research has been achieved.

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

Figure 11

The Comparison Score of Students Writing Recount Text

In Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II
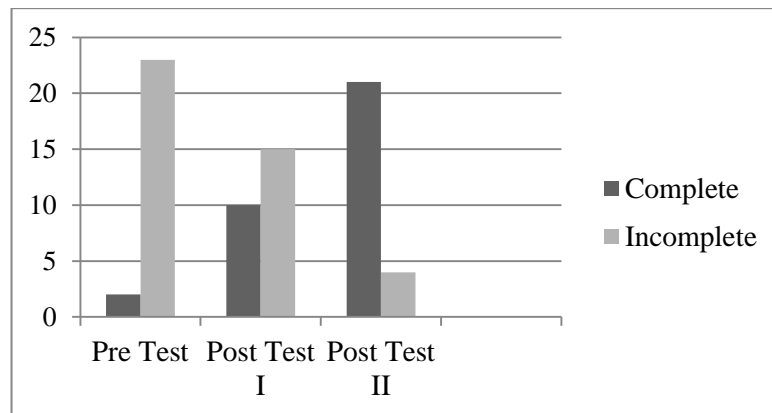
Based on the graph above, it can be inferred that Questioning Technique can increase the students' ability in writing recounttext. It is support by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

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

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

Table 22

The Table of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	18	72%	20	80%	8%
2	The students' ask/answer question	15	60%	18	72%	12%
3	The students able do the task	19	76%	21	84%	8%
4	The students active in the class	20	80%	22	88%	8%

Figure 12

Figure of Students' Result of Learning Activity in Cycle I and Cycle II
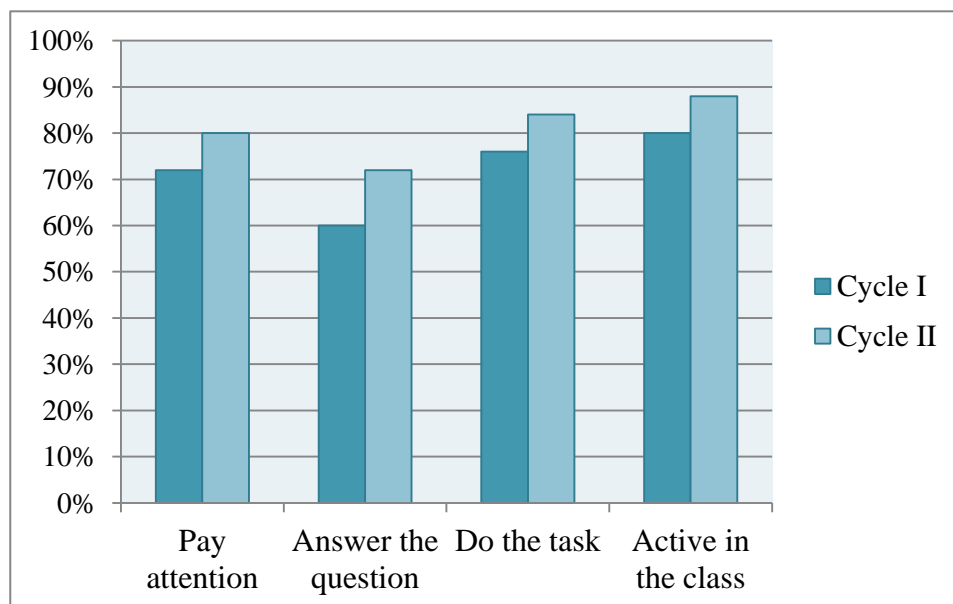
Based on the data has getting, it can be explains as follow:

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

The students' attention to the teacher explanation from the first meeting to the next meeting has increased. In cycle I there are only 72% and in cycle II 80%, itca be improved 8%

b) **The interaction among the students and teachers.**

The interaction among the students and teacher can increase from the first meeting to next meeting. It shows when the teacher gives the question to the students; they brave to answer although not all the question can be answered well. For this activity can be improved 12%, from cycle I 60% and cycle II 72%.

c) **The students ability to do the task**

The students who have done the task increased. It can be seen on the cycle I 76% and cycle II 84%, it increased 8%.

d) **The students' activity in the class**

The student's activities in the class have increase. It can be seen on the cycle I 80% and cycle II also 88%, it increased 8%.

Based on the data above, it can be concluded that the students felt comfort and active with the learning process because most of the students

shown good increasing in learning activities when Questioning Technique has apply in learning process from cycle I up to cycle II.

Then, based on the explanation of cycle I and cycle II, it can be inferred that the use of QuestioningTechnique increase the students' skill in writing recount text. There are progress average score from 41 to 65 and to 75.

From the graph 10, we can be seen that there are an increasing on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test were41 and only 2 students or (8%) passed the test.

Moreover, in the post-test I and II there are 10 students or (40%) passed the test the indicator students get score $\geq$70 with average 65, 21 students or (84%) who pass the test indicator students get score $\geq$70 with average 75. From the explanation, the writer conclude that the research has successful and it can be stopped in the cycle II because the indicator of success 70% of students got score .70 has reach.

C. Discussion

In teaching writing to the Junior High School 8 Metro especially in students of class VIII A, based on the pre survey there are some problems like some students difficulties to express their idea in writing. The writer chose Questioning Technique to increase the students' skill in writing recount text.

The writer used this technique to develop students' idea and made students more active in writing especially recount text in learning English. There was appositive increasing about students learning activities using Questioning Technique.

Based on the explanation of cycle I and cycle II, it can be inferred that the use of questioningtechnique can be increase the students' ability in writing recount text. There are progress from the students get score ≥70 from pre-test 8% or 2 students, post-test I 40% or 15 students and post-test II become 84% or 21 students. We can be seen that is an increasing on the students complete score and total of score of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the standard criteria with the score minimum is 70 in this research, in the post-test I there are 10 students or 40% passed the test with the average 65 and the post-test II there are 21 students or 84% who passed the test with average 75. From the explanation, the writer concludes that the research has successful and it can be stopped in the cycle II because the indicator of success 70% of students got score ≥70 are reached.

The result of the students' activities in cycle I and cycle II are increase. Pay attention of the teacher's explanation from 72% become 80%, the students ask/answer question from 60% become 72%, the students able do the task from 76% become 84%, and the students active

in the class from 80% become 88%. The result of students' activities in cycle I and cycle II are increase on the students' learning activities.

The result of this research shows that Questioning Technique has positive role in improve the recount writing by discussion on the students in a group, make a feedback from the other students and teacher, and the last make a conclusion by questioning that the students discuss before to make a complete good story. The student can understand it and it can be proved by the result of the test on pre-test and post-test. It can be inferred that Questioning Technique can improve the recount writing ability among the students of the Junior High School 8 Metro

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the recount writing skills can be increased through Questioning Technique, as follows:

1. Questioning Technique can be used as an alternative way in learning process of writing. The student's activity in the implementation of cycle I and II is very active. It means that Questioning Technique can improve the student's activeness. The average student's activity in cycle I is 65 then increase to be 44% in cycle II.

2. Questioning Technique makes students understand easily in recount writing skills. While, Questioning Technique is also able to increase the recount writing skills score. It can be seen on the progress from pre-test to cycle I and cycle II. The average score of pre-test is 41 and in cycle I is 65 while in cycle II is 75.

Based on the table above, it can be inferred that Questioning Technique can improve the recount writing skills of the students. It can be seen there was an increasing score of the students.

B. Suggestion

Based on the result of the research, the writer would like to constructively give suggestions as follows:

1. It suggest to teacher to use Questioning as the teaching learning technique because it can increase the student writing skills.

2. It suggest to English teacher to include Questioning Technique in teaching process. The teachers should be creatively used Questioning Technique in teaching, especially writing class, in order to engage the students to be active in learning process.

It suggest to other writers who want to increase this study to include another skill in learning English, such as speaking, listening, or writing as well as involve different subjects and also different text.

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APPENDICES I

1. **Profile of SMPN 8 Metro**

   a. **History of SMPN 8 Metro**

      SMPN 8 Metro is one of the Junior High School in the City of Metro and is located in the village of 23 Karang Rejo which was established in 1997. It was located on the border between Metro Utara and East Lampung.

      In addition, SMP Negeri 02 Trimurjo have guided by 5 principles as follows:

      7. H.Rozili. Z.Msc   (In the period of 1998-1999)
      8. Dra Hj.Mulyasari   (In the period of 1999-2001)
      9. Drs. Bambang Irawan   (In the period of 2001- 2006)
      10. Gono Irianto, S.Pd,M.M   (In the period of 2006- 2012)
      11. Slamet, S.Pd   (In the period of 2012-2018)
      12. Drs. Supardi, S.Pd   (In the period of 2018-Now)

   h. **Vision and Mission of SMP Negeri 8 Metro**

      3) Vision

         Being an independent and prestigious school based on educational manner and knowledge about technology advance.

      4) Mission

         f) Creating the developing of curriculum

         g) Increasing the affectivity of learning process

h) Creating accomplishment with the standard minimum $\geq$ 6,5 for each lesson

i) Creating human resources of good teacher

j) Completing the infrastructures

Moreover, the orientation of SMPN 8 Metro is the official management. The school consists of eighteen classes, teacher room, official employee room, library, computer laboratory, biological laboratory, mosque, canteen, toilet, and parking area.

Also, the principle is a person who have the high status in coordinator all of duty in school activity. To do it, the principal of SMPN 8 Metro is helped by school committee, official employee, and the head vice of student, the head vice of general, and the head vice of curriculum.

2. Structure Organization of SMPN 8 Metro

The structure of organization of SMPN 8 Metro is stated below:

ORGANIZATION STRUCTURES OF SMPN 8 METRO

```
┌─────────────────────┐        ┌─────────────────────────┐
│ School Committee    │────────│ Headmaster              │
│ Tukiman HS          │        │ Drs. Supardi, S. Pd     │
└─────────────────────┘        └─────────────────────────┘
```

Laboratory Unit
Samsyul Arifin, S.Pd
Wiji Handayani, S.Pd
Adi Susilo

Chief of Administration
Nina Dian Nora, S.Pd.i

Adm of Human Resources Rusman, S.Pd	**Adm of Letters** Ovita Vera, S.Pd
Adm of Student Affairs Eka Indriyani, S.H, S.Pd	**Adm of Facilities** Ngaliman, S.Pd
Adm of Academic Affairs Eva Melia, S.Pd	**Adm of Finance** Lili Apriana

Library Unit
Novita Sari, S.Pd

Vice of Headmaster of Curriculum Affairs
Eka Ratnasari, S.Pd

Vice of Headmaster of Student Affairs
Fauzi Rahman, S.Pd

Vice of Headmaster of Facilities
Muhtar Chaniago, S.Pd

Vice of Headmaster of HUMAS
Andri Setiawan

Curriculum Development

MGMP Coord

OSIS Guide

Control Team

Proficient Teachers

Teachers of Classes

Teachers of SK

OSIS

Students

3. Condition of State Junior High School 8 Metro

a. Condition of The Teachers and Employers

The condition of the teachers and employers in SMPN 8 Metro is stated below:

Table 3: Condition of Teachers and Employers

No	Subject	Name	Background Study				Exp	
			D1	D3	S1	S2	GT	GTT
1	Islamic	3. Drs. Suyanto 4. Madiyono,S.Pd.I			√	√	√ √	
2	Civic	3. Sri Yuharni,S.Pd, MM 4. Eli Novitasari, S.Pd			√	√	√ √	
3	Indonesian	6. Tini Sukmawati, S.Pd 7. Amirah, S.Pd 8. DwiHaryuni, S.Pd 9. Sri Sudariyah, S.Pd 10. Umi Hasanah, S.Pd			√ √ √ √ √		√ √ √ √ √	
4	English	4. AgustinusYuwono, S.Pd 5. Siswanti, S.Pd 6. Nora Dewiyanti		√	√ √		√ √ √	
5	Math	4. Dra Hj.Wiwik S. 5. Buang, S.Pd 6. Farida Oktaviani, S.Pd			√ √ √		√ √ √	
6	Sciences	6. Slamet, S.Pd 7. Maryam, S.Pd 8. Rindiyati, S.Pd 9. Suyani, S.Pd 10. Eli Novitasari,			√ √ √ √ √		√ √ √ √ √	

No	Subject	Name						
		S.Pd						
7	Social	8. Dra.Umi Susilowati 9. Retno Gunung, S.Pd 10. Tuti Ernawati, S.Pd 11. Agus Sutopo,S.Pd 12. Widiyani, S.Pd 13. Samsul Hadi, S.Pd 14. Atut Dwi Sartika, S.Pd			√ √ √ √ √ √ √		√ √ √ √ √ √ √	
8	Art and Culture	3. Wahyuli 4. Martiyana Setiyaningsih, S.Pd		√	√		√ √	
9	Sport	3. Drs.Suharno 4. Gunawan Triwibowo, S.Pd			√ √ √		√ √	√
10	Information and communication technology	4. Yuli Hartini 5. Agus Sutopo, S.Pd 6. Atut DwiSartika, M.Pd	√		√	√	√ √	√
11	Lampung Language	4. Eka Ariyadi, S.Pd 5. Retno Gunung, S.Pd 6. Widiyani, S.Pd		√	√ √		√ √ √	
12	Skill	2. Gunawan Triwibowo, S.Pd			√ √			√
13	Counselor Guidance	4. Sumarahno, S.Pd 5. Fuspawatinopia, S.Pd 6. Sepvifawati, S.Pd			√ √ √		√ √	√
Total			1	3	31	3	37	3

Source: documentation of SMPN 8 Metro gathered on 1st, November 2018.

b. Condition of The Students

The condition of students in SMPN8 Metro is stated as follows:

Table 4: Recapitulation of Students in SMPN 8 Metro

NO	Classes	Sex		Total
		Male	Female	
1.	Class VII	81	97	178
2.	Class VIII	81	93	174
3.	Class IX	77	85	162
Total		**162**	**275**	**514**

Source: documentation of SMPN 8 Metro gathered on 1st, November 2018.

c. Condition of Facilities

The condition of facilities in SMPN 8 Metro is stated below:

Table 5: Recapitulation Facilities in SMPN 8 Metro

NO	FACILITIES	QUANTITY
1	Classroom (Class VII-IX)	18
2	Headmaster Room	1
3	Teacher Room	1
4	Administration Room	1
5	Counseling Room	1
6	Library	1
7	OSIS Room	1
8	Mosque	1
9	Warehouse	1
10	Parking Area	1
11	Teacher Toilet	1

12	Student Toilet	2
13	Canteen	5
14	Sciences Laboratory	1
15	Social Laboratory	1
16	UKS Room	1

Source: documentation of SMPN 8 Metro gathered on 1st, November 2018

d. Location Sketch of SMPN 8 Metro

Location sketch of SMPN 8 Metro is stated below:

Jl. Anggrek

PARKING AREA	8A CLASS	8B CLASS	8C CLASS	8D CLASS	SCIENCE LAB	MEN'S TOILET	OSIS ROOM	WAREHOUSE
	9E CLASS					CONCELING ROOM	8E CLASS / 7A CLASS	
	9D CLASS	CEREMONY AREA				SOCIAL LAB		7B CLASS
	LOBBY							7C CLASS
	TEACHER ROOM	FLAG POL						7D CLASS
SECURITY POST	HEAD MASTER ROOM					TOOL ROOM		7E CLASS
		LIBRARY	COOPERATIVE ROOM / 9C CLASS / 9B CLASS / 9A CLASS	WOMAN'S TOILET	8F CLASS	ADMINISTRATION ROOM		7F CLASS
MOSQUE					UKS			
		SPORT AREA						CANTEEN
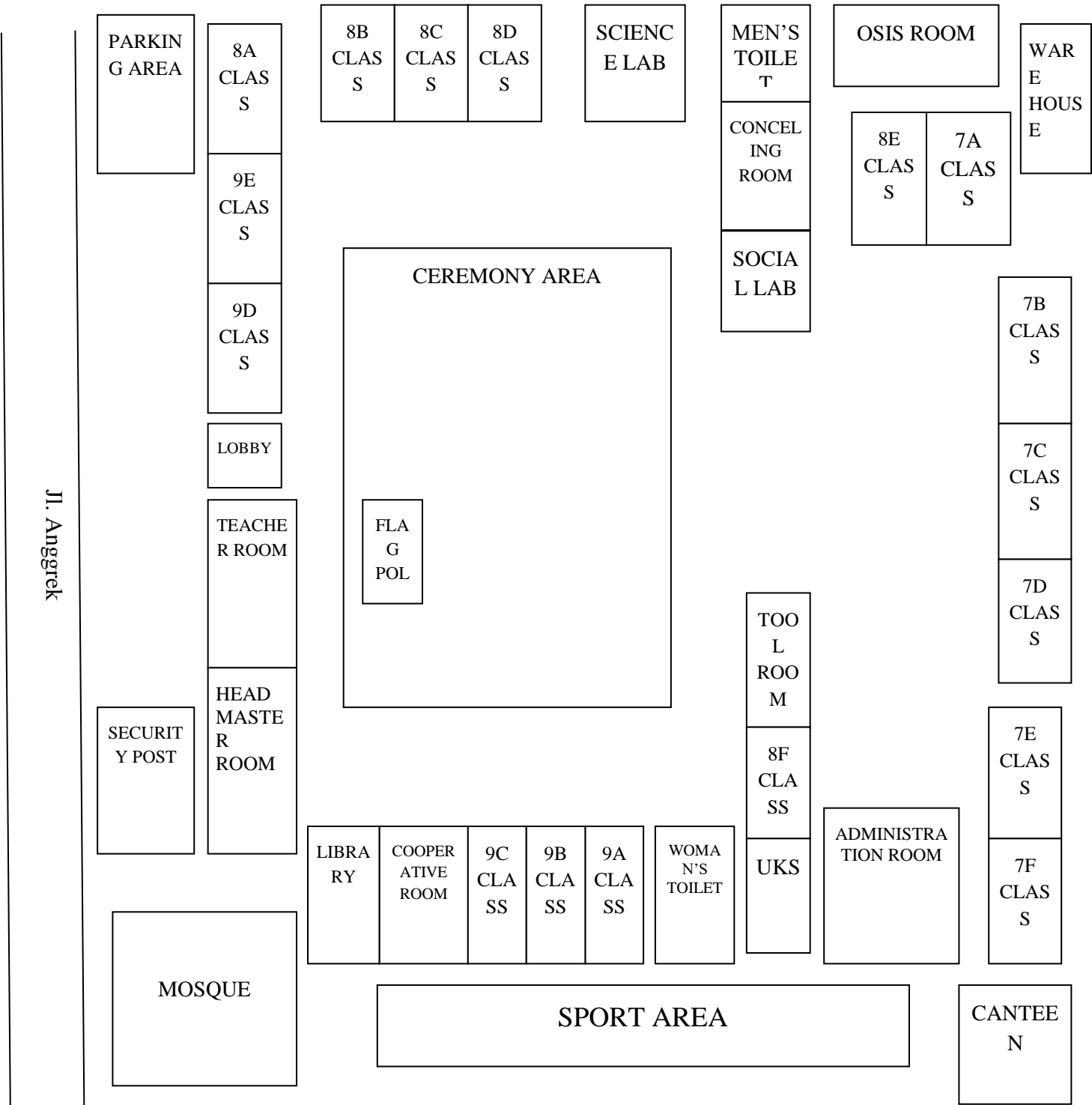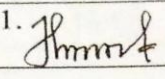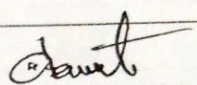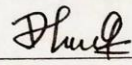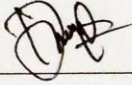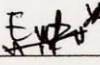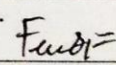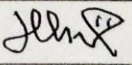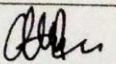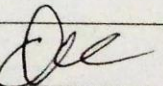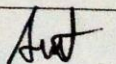
4. Attendance List of Student

ATTENDANCE LIST OF PRE TEST

CLASS : VIII A

DATE :

NO	NAME	SIGNATURE	
1.	Ameliya Indah Pratiwi	1.	
2.	Damar Aji Rahmanda		2.
3.	Dannar Whenda Putra	3.	
4.	Dela Erista		4.
5.	Diana Puspita Sari	5.	
6.	Dikha Ramadhan		6.
7.	Echa Lutvita Sari	7.	
8.	Ega Ramadani		8.
9.	F. Aldo Ivansyah	9.	
10.	Febtiri Progene Hasyanah		10.
11.	Filla Dion Andrian	11.	
12.	Firza Auzani		12.
13.	Julian Adi Saputra	13.	
14.	Mar'atul Nur Ainy		14.
15.	Muhammad Nouval Ari P	15.	
16.	Putri Lisawati		15.
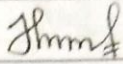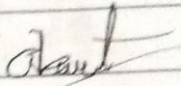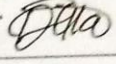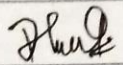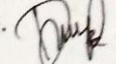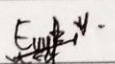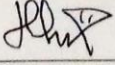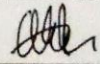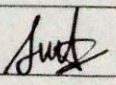
17.	Putri Novita	17.	
18.	Ridho Ferdika		18.
19.	Rio Hendrawan	19.	
20.	Rissa Agustina		20.
21.	Rudito	21.	
22.	Sidra Alma'arif Yuda P		22.
23.	Sigit Priandanu	23.	
24.	Siti Lailatul Khotimah		24.
25.	Yogi Afreza Rudin	25.	

ATTENDANCE LIST OF POST TEST 1

CLASS : VIII A

DATE :

NO	NAME	SIGNATURE	
1.	Ameliya Indah Pratiwi	1.	
2.	Damar Aji Rahmanda		2.
3.	Dannar Whenda Putra	3.	
4.	Dela Erista		4.
5.	Diana Puspita Sari	5.	
6.	Dikha Ramadhan		6.
7.	Echa Lutvita Sari	7.	
8.	Ega Ramadani		8.
9.	F. Aldo Ivansyah	9.	
10.	Febtiri Progene Hasyanah		10.
11.	Filla Dion Andrian	11.	
12.	Firza Auzani		12.
13.	Julian Adi Saputra	13.	
14.	Mar'atul Nur Ainy		14.
15.	Muhammad Nouval Ari P	15.	
16.	Putri Lisawati		15.
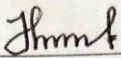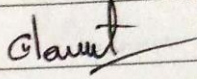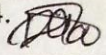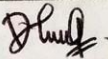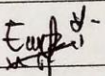
17.	Putri Novita	17.	
18.	Ridho Ferdika		18.
19.	Rio Hendrawan	19.	
20.	Rissa Agustina		20.
21.	Rudito	21.	
22.	Sidra Alma'arif Yuda P		22.
23.	Sigit Priandanu	23.	
24.	Siti Lailatul Khotimah		24.
25.	Yogi Afreza Rudin	25.	

ATTENDANCE LIST OF POST TEST 2

CLASS : VIII A

DATE :

NO	NAME	SIGNATURE	
1.	Ameliya Indah Pratiwi	1.	
2.	Damar Aji Rahmanda		2.
3.	Dannar Whenda Putra	3.	
4.	Dela Erista		4.
5.	Diana Puspita Sari	5.	
6.	Dikha Ramadhan		6.
7.	Echa Lutvita Sari	7.	
8.	Ega Ramadani		8.
9.	F. Aldo Ivansyah	9.	
10.	Febtiri Progene Hasyanah		10.
11.	Filla Dion Andrian	11.	
12.	Firza Auzani		12.
13.	Julian Adi Saputra	13.	
14.	Mar'atul Nur Ainy		14.
15.	Muhammad Nouval Ari P	15.	
16.	Putri Lisawati		16.

17.	Putri Novita	17.	
18.	Ridho Ferdika		18.
19.	Rio Hendrawan	19.	
20.	Rissa Agustina		20.
21.	Rudito	21.	
22.	Sidra Alma'arif Yuda P		22.
23.	Sigit Priandanu	23.	
24.	Siti Lailatul Khotimah		24.
25.	Yogi Afreza Rudin	25.	

5. Observation Sheet of Teacher

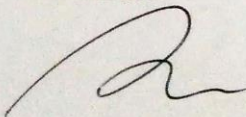## OBSERVATION SHEET OF TEACHER'S ACTIVITIES

Meeting : 1 (Satu)

Day/Date : Wednesday, 31st October 2018

Researcher Activities	Good	Enough	Low

1. Pre-teaching
    a. Preparing thelesson
    b. Preparing the material
    c. Class opening ability
	✓		

2. While-teaching
    a. Informing the objective of learning
    b. Explaining the material uses Roundtable as a technique
    c. Guiding the students to follow the lesson
		✓	

3. Post-teaching
    a. Concluding the result of learning
    b. Class closing ability
	✓		

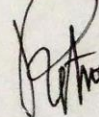Tick (√) for each positive activity

Mengetahui;

Collaborator

A. Yuwono, S.Pd
NIP: 196807261997021002

Metro, Oktober 2018

Researcher,

Retno Ayu Nindia
NPM: 14122027
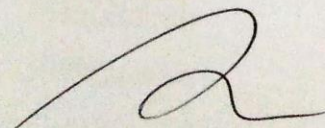
OBSERVATION SHEET IN POST-TEST 1

Meeting : 3 (Tiga)

Day/Date : Saturday, 3nd November 2018

Researcher Activities	Good	Enough	Low
1. Pre-teaching a. Preparing thelesson b. Preparing the material c. Class opening ability	✓		
d. While-teaching a. Informing the objective of learning b. Explaining the material uses Roundtable as a technique c. Guiding the students to follow the lesson	✓		
d. Post-teaching c. Concluding the result of learning d. Class closing ability	✓		

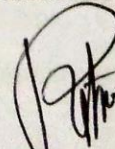Tick (√) for each positive activity

Mengetahui;

Collaborator

Metro, Oktober 2018

Researcher,

A. Yuwono, S.Pd

NIP: 196807261997021002

Retno Ayu Nindia

NPM: 14122027

OBSERVATION SHEET IN POST-TEST 2

Meeting   : 5 (Lima)

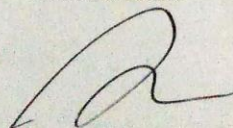Day/Date   : Saturday, 10th November 2018

Researcher Activities	Good	Enough	Low
4. Pre-teaching			
d. Preparing thelesson	✓		
e. Preparing the material			
f. Class opening ability			
5. While-teaching			
d. Informing the objective of learning			
e. Explaining the material uses Roundtable as a technique	✓		
f. Guiding the students to follow the lesson			
6. Post-teaching			
e. Concluding the result of learning	✓		
f. Class closing ability			

Tick (√) for each positive activity

Mengetahui;

Collaborator

Metro, Oktober 2018

Researcher,

A. Yuwono, S.Pd
NIP: 196807261997021002

Retno Ayu Nindia
NPM: 14122027

6. Observation Sheet of Students Activities

OBSERVATION SHEET OF STUDENTS' ACTIVITIES
CYCLE I

No	Students Code	Indicators				Total
		1	2	3	4	
1.	ANG	√		√	√	3
2.	ARJ	√		√	√	3
3.	BAL	√	√	√		3
4.	DAM	√	√		√	3
5.	DAN	√		√		2
6.	DES	√	√		√	3
7.	DIA	√	√	√		3
8.	ECH	√	√		√	3
9.	EGA	√			√	2
10.	FEB		√	√	√	3
11.	FIL	√		√	√	3
12.	FIR	√		√		2
13.	FRA		√	√		2
14.	IVA	√		√	√	3
15.	JUL	√		√	√	3
16.	MAR	√	√	√	√	4
17.	MUH	√		√	√	3
18.	NIC		√	√	√	3
19.	PUT		√	√	√	3
20.	PTR	√	√		√	3
21.	RID		√	√	√	3
22.	RIO	√		√	√	3
23.	RIS	√	√		√	3
24.	SID		√	√	√	3
25.	YOG		√	√	√	3
	TOTAL	**18**	**15**	**19**	**20**	**72**

Note:

1. The students pay attention to the teacher explanation.

2. The students ask/answer question.

3. The students' active in the class.

4. The students doing the task of descriptive text based on the topic

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

CYCLE II

No	Students Code	Indicators				Total
		1	2	3	4	
1.	ANG	√		√	√	3
2.	ARJ	√		√	√	3
3.	BAL	√	√	√		3
4.	DAM	√	√		√	3
5.	DAN	√	√	√		3
6.	DES	√	√		√	3
7.	DIA	√	√	√	√	4
8.	ECH	√	√	√	√	4
9.	EGA	√	√		√	3
10.	FEB		√	√	√	3
11.	FIL	√	√	√	√	4
12.	FIR	√	√	√	√	4
13.	FRA		√	√		2
14.	IVA	√		√	√	3
15.	JUL	√		√	√	3
16.	MAR	√	√	√	√	4
17.	MUH	√	√	√	√	4
18.	NIC		√	√	√	3
19.	PUT	√	√	√	√	4
20.	PTR	√	√	√	√	4
21.	RID		√	√	√	3
22.	RIO	√		√	√	3
23.	RIS	√	√		√	3
24.	SID	√	√	√	√	4
25.	YOG		√	√	√	3
	TOTAL	**20**	**20**	**21**	**22**	**83**

Note:

1. The students pay attention to the teacher explanation.
2. The students ask/answer question.
3. The students' active in the class.
4. The students doing the task of descriptive text based on the topic

7. Instrument Test of Students

INSTRUMENT TEST IN PRE-TEST

Subject   : English (Writing)   Name :_____

Class   : VIII A   Class   :_____

Time Allocation : 45 Minutes   Date   :_____

Direction:

➢ Please write your name and class on answer sheet.

➢ Please use your own hand writing.

➢ Please write down carefully.

Question:

Please write down of writing recount text about going to zoo. You have to write at least 10 sentences.

THE ANSWER SHEET

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

INSTRUMENT TEST IN POS-TEST 1

Subject   : English   Name :_____

Class   : VIII A   Date   :_____

_____

Direction:

1. Please write your name and class on answer sheet.
2. Please choose one of the themes below and then write recount text based on the theme that you have choosen!
    a. Fishing
    b. Visiting grandparent's home
3. Write paragraph at least 3 paragraph (orientation, events, and re-orientation)
4. Write recount text based on the question!
    a. What are you doing when the holiday was come? (tittle)
    b. Who did you spent the holiday with? (orientation)
    c. Where did the holiday happen? (orientation)
    d. When did the holiday happen? (orientation)
    e. What are you doing when you in that place? (events)
    f. How's your feel after going to there? (re-orientation)
    g. Please write down carefully.

INSTRUMENT TEST IN POS-TEST II

Subject   : English (Writing)   Name :_____

Class   : VIII A   Class :_____

Time Allocation : 45 Minutes   Date :_____

Direction:

1. Please write your name and class on answer sheet.
2. Please choose one of the themes below and then write recount text based on the theme that you have choosen!
    a. Going to Zoo
    b. Swimming
3. Write paragraph at least 3 paragraph (orientation, events, and re-orientation)
4. Write recount text based on the question!
    a. What are you doing when the holiday was come? (tittle)
    b. Who did you spent the holiday with? (orientation)
    c. Where did the holiday happen? (orientation)
    d. When did the holiday happen? (orientation)
    e. What are you doing when you in that place? (events)
    f. How's your feel after going to there? (re-orientation)
    g. Please write down carefully.

8. **Answer Sheet of Students**

THE ANSWER SHEET OF PRE-TEST

Subject   : English   Name : Putri Lisawati

Class   : VIII A   Date :

Holiday to Pahawang Beach

3 month ago . I'm go to Pahawang with family. There many threes coconut it bank of Beach. There also many in goodn stone . Not only me in there, But many family other . I'm Very - very happy /~_~

C = 3 × 3 = 9
O = 3 × 2 = 6
C = 2 × 2 = 4
V = 3 × 1,5 = 4,5
M = 3 × 1,5 = 4,5
                   28

$\frac{28}{4} \times 10 = 70$

THE ANSWER SHEET OF POS - TEST 1

Subject   : English   Name : Putri lisawati

Class   : VIII A   Date :

Visiting Grandparent's Home

One years ago I and aunt was go to Visiting Grandparent's Home. I'm spent ? with the Grandparent's, as divine, Service, eat together..

My moment is very happy with family. We spent with. And then I and aunt want to Grandparent's only for holiday.

I'm very very .... happy can holiday to Grandparent's home.

C = 3 × 3 = 9
O = 3 × 2 = 6
G = 3 × 2 = 6
V = 2 × 1,5 = 3
M = 3 × 1,5 = 4,5
                  28,5

$$\frac{28,5}{4} \times 10 = 71,25$$

Subject   : English (Writing)   Name : Putri lisawati

Class   : VIII A   Class : _____

Going to Zoo

2. 2 month ago , my family and I (want) to the zoo
to see the bird and other animal.
First, my family and I saw wild animal like
Leopard, horse, rhenoceros and Bear After that, I
went to the restaurant to eat and take a rest.
Finally we went to home.
I (was felt) really happy becouse I could saw a
lot animals in the zoo.

C = 3 × 3 = 9
O = 3 × 2 = 6
6 = 2 × 2 = 6
V = 3 × 1,5 = 4,5
M = 3 × 1,5 = 4,5
_____
30

$\frac{30}{4} \times 10 = 75$

Subject   : English   Name : Diana Puspitasari

Class   : VIII A   Date :

Holiday to Sariringung beach (beach).

1 year ago, I'm Holiday to sariringung together. (with) (my) Family I'm. (We) I'm Ride Car. in there I'm to see (was) View beautiful. In there I'm to see Sba beautiful (was) after then, I'm homeback.

Cont = 1 × 3 = 3
Org = 1 × 2 = 2
Gram = 1 × 2 = 2
Voc = 1 × 1,5 = 1,5
Mech = 1 × 1,5 = 1,5
                    10

$$\frac{10}{4} \times 10 = 25$$

Subject   : English   Name : Diana Puspitasari

Class   : VIII A   Date :

FISHING. . . . ?

weeks ago, I was visiting my Granparent's Home to Fishing. whithe with father in river. Father wiht bait worm. use

in River much fish in there Im fishing, geet fish big nexs Im and Father meet and eating togehder.

nexs I was back to Home with my father. I feel very Hapy.

C = 3 × 3 = 9
O = 3 × 2 = 6
G = 2 × 2 = 4
V = 3 × 1,5 = 4,5
M = 3 × 1,5 = 4,5

$$\overline{28}$$

$$\frac{28}{4} \times 10 = \underline{70}$$

Subject   : English (Writing)   Name : Diana Puspitasari

Class   : VIII A   Class : _____

Swimming at the swimmingPool

5 days. ago. I went to the swimming Pool with my Friend at the sunday Morning. I had been Preparing my svimsuit. candy and snacks.

We arrived to the swimming Pool at 09.00 O clok then, we was swiming immediately. and Play who the Faster in swimming. We had been there More than two hours. We Felt cold and stopped Play : Before We went to home we was eat snack that I brought from home Finally. We went home . I Felt very happy.

$C = 3 \times 3 = 9$
$O = 3 \times 2 = 6$
$G = 3 \times 2 = 6$
$V = 3 \times 1,5 = 4,5$
$M = 2 \times 1,5 = 3$
$\overline{ 28,5}$

$$\frac{28,5}{4} \times 10 = 71,25$$

9. Rpp & Silabus

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan   : SMP Negeri 8 Metro

Mata pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/1

Materi Pokok   : Recount Text

Alokasi Waktu   : 6 x 45 menit

A. Kompetensi Inti

KI 1   : Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan

mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain

yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1.	3.1 Menerapkan struktur teks dan unsur kebahasaanuntuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.1.1 Mengidentifikasi fungsi sosial teks Struktur teks dan unsur kebahasaan dalam teks recount lisan dan tulis terkait pengalaman pribadi diwaktu lampau sesuai dengan konteks penggunaannya. 3.1.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks re count dengan memberi dan meminta informasi terkait teks pengalaman pribadi diwaktu lampau sesuai dengan konteks penggunaannya. 3.1.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks recount dengan memberi dan meminta informasi terkait pengalaman pribadi diwaktu lampau sesuai dengan konteks penggunaannya

2.	4.12 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.	4.12.1 Menyusun teks recount lisan dan tulis sangat pendek dan sederhana, terkait pengalaman pribadi diwaktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks. 4.12.2 Menyimpulkan informasi terkait teks recount yang telah dibuat dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan. 4.12.3 Mempresentasikan teks recount yang sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan.

C. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik mampu:

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks recount.

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

D. Materi Pembelajaran

Teks recount pendek dan sederhana terkait pengalaman pribadi diwaktu lampau

1. **Fungsi Sosial dari ungkapan:**

   Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.

2. **Struktur Teks (gagasan utama dan informasi rinci)**

   a. memberikan pendahuluan (orientasi) dengan menyebutkan orang-orang yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan.

   b. menguraikan urutan kejadian secara kronologis, urut dan runtut.

   c. menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional).

3. **Unsur Kebahasaan dari ungkapan sapaan dan pamitan, yaitu:**

   a. Kata kerja dengan simple past tense, past continous tense.

   b. Kata kerja yang menunjukan tindakan atau kegiatan.

   c. Adverbial penghubung waktu: *first, then, after, that, before, at last, finally,* dsb.

   d. Adverbial dan frasa preposional penunjuk waktu: *yesterday, last month, on Monday, an hour ago,* dsb.

   e. Penggunaan nominal singular dan plural secara tepat.

   f. Ucapan, tekanan kata, intonasi.

   g. Ejaan dan tanda baca.

   h. Tulisan tangan.

E. Metode Pembelajaran

Questioning Technique

F. Media, Alat, dan Sumber Pembelajaran

1. Alat/Bahan   : Papan Tulis, Laptop dan LCD

2. Sumber Pembelajaran : Buku Siswa Bahasa Inggris kelas VIII SMP/MTS,

   worksheet, answer sheet.

G. Kegiatan Pembelajaran

Pertemuan Ke 1.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta • Guru memotivasi siswa dan mengucapkan kalimat "good morning students", pastikan semua peserta didik menjawab kembali • Menanyakan kabar para siswa dengan menggunakan Bahasa Inggris.	10 menit
Inti	**Mengamati** Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan materi yang ada di buku. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. **Mengumpulkan informasi** Secara kolaboratif, siswa mencari dan mengumpulan beberapa teks recount terkait pengalaman pribadi	60 menit

	diwaktu lampau, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca semua teks recount tentang terkait pengalaman pribadi diwaktu lampau yang telah terkumpul tsb. secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: • fungsi sosial setiap teks. • kejadian terkait pengalaman pribadi diwaktu lampau. • kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan **Mengasosiasi** Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks recount terkait pengalaman pribadi diwaktu lampau yang telah dikumpulkan dari berbagai sumber tersebut di atas. **Mencoba** • Siswa membuat beberapa teks recount sangat pendek dan sederhana terkait pengalaman pribadi diwaktu lampau 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 (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, 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.	
	Refleksi • Peserta didik bersama guru membuat kesimpulan hasil pembelajaran. • Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi. • Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan.	10 menit
	Menyimpulkan • Siswa bersama sama dengan guru membuat	

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Penutup	kesimpulan tentang materi pada pertemuan hari ini. • Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan. • Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya. • Bersama-sama menutup pelajaran dengan berdoa.	10 Menit

Pertemuan Ke II

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta • Guru memotivasi siswa dan mengucapkan kalimat "good morning students", pastikan semua peserta didik menjawab kembali • Menanyakan kabar para siswa dengan menggunakan Bahasa Inggris.	10 menit
Inti	**Mengamati** Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan materi yang ada di buku. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. **Mengumpulkan informasi** Secara kolaboratif, siswa mencari dan mengumpulan beberapa teks recount terkait pengalaman pribadi diwaktu lampau, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca semua teks recount terkait pengalaman	60 menit

	pribadi diwaktu lampau yang telah terkumpul tsb. secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks. - kejadian terkait pengalaman pribadi diwaktu lampau. - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan **Mengasosiasi** Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks recount terkait pengalaman pribadi diwaktu lampau yang telah dikumpulkan dari berbagai sumber tersebut di atas. **Mencoba** - Siswa membuat kelompok yang terdiri dari 2-3 anggota kelompok. - setiap anggota kelompok memberikan pertanyaan secara bergiliran untuk mebuat teks recount sangat pendek dan sederhana terkait pengalaman pribadi diwaktu lampau 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 (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). - Setiap kelompok mempresentasikan hasil diskusi. - 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.	
	Refleksi - Peserta didik bersama guru membuat kesimpulan hasil pembelajaran. - Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi.	10 menit

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	• Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan.	
Penutup	**Menyimpulkan** • Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini. • Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan. • Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya. • Bersama-sama menutup pelajaran dengan berdoa.	10 Menit

Pertemuan Ke III

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru masuk ke kelas langsung menyapa dan menggunakan bahasa Inggris agar English Environment dapat langsung tercipta • Guru memotivasi siswa dan mengucapkan kalimat "good morning students", pastikan semua peserta didik menjawab kembali • Menanyakan kabar para siswa dengan menggunakan Bahasa Inggris.	10 menit
Inti	**Mengamati** Guru meminta peserta didik untuk mengamati teks yang berkaitan dengan materi yang ada di buku. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. **Mengumpulkan informasi**	60 menit

	Secara kolaboratif, siswa mencari dan mengumpulan beberapa teks recount terkait pengalaman pribadi diwaktu lampau, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca semua teks recount terkait pengalaman pribadi diwaktu lampau yang telah terkumpul tsb. secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:	

- fungsi sosial setiap teks.
- Kejadian terkait pengalaman pribadi diwaktu lampau.
- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan

Mengasosiasi

Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks recount terkait pengalaman pribadi diwaktu lampau yang telah dikumpulkan dari berbagai sumber tersebut di atas.

Mencoba

- Siswa membuat kelompok yang terdiri dari 2-3 anggota kelompok.
- Setiap anggota kelompok memberikan pertanyaan secara bergiliran untuk membuat beberapa teks recount sangat pendek dan sederhana terkait pengalaman pribadi diwaktu lampau 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 (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).
- Setiap kelompok mempresentasikan hasil diskusi tentang recount text
- Siswa berupaya bebicara secara lancar dengan ucapan, tekanan kaa, intonasi yang benar dan menulis dengan ejaa dan tanda baca yang benar, serta tulisan yang jelas dan rapi.

	Refleksi	10 menit
	• Peserta didik bersama guru membuat kesimpulan hasil pembelajaran.	
	• Guru memberi apresiasi terhadap hasil kerja siswa. Guru memberikan tugas yang terkait dengan materi.	
	• Guru menanyakan apakah siswa sudah memahami materi pembelajaran yang sudah dilaksanakan.	
Penutup	**Menyimpulkan**	10 Menit
	• Siswa bersama sama dengan guru membuat kesimpulan tentang materi pada pertemuan hari ini.	
	• Guru memberikan tugas kepada siswa tentang materi yang sudah dijelaskan.	
	• Guru memberikan gambaran materi yang akan dipelajari pada pertemuan berikutnya.	
	• Bersama-sama menutup pelajaran dengan berdoa.	

H. Penilaian Hasil Belajar

1. Teknik Penilaian:

   a. Penilaian Sikap   : Observasi/pengamatan

   b. Penilaian Pengetahuan : Tes Tertulis

   c. Penilaian Keterampilan: Unjuk Kerja/Praktik, Proyek, Portofolio

2. Bentuk Penilaian:

   a. Observasi   : Jurnal guru

   b. Tes tertulis   : uraian dan lembar kerja

   c. Unjuk kerja   : Praktik/Pedoman Penskoran

   d. Proyek   : Produk/Pedoman Penskoran

   e. Portofolio   : E-Portofolio

3. Instrumen Penilaian (terlampir)

B. Program Tindak Lanjut

1. Remedial

- Peserta didik yang belum mencapai KKM (70) diberi tugas untuk membaca beberapa *recount text*. Guru mengevaluasi kemajuan kompetensi peserta didik dalam membuat *recount text*. Kemudian guru melaksanakan penilaian remedial.

2. Pengayaan

- Bagi peserta didik mempunyai nilai di atas 70 diberi pengayaan berupa tugas mandiri untuk membuat teks recount.

H. Rubrik

1) Rubrik Penilaian tes tertulis

Aspects	Score	Performance Description	Weighting
Content **(O)** **30%** -**Topic** -**Details**	4	The topic is complete and clear and the details are relating to the topic.	**3 x**
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization **(O)** **20%** - **Identification** - **Description**	4	Identification is complete and descriptions are arranged with proper connectives.	**2 x**
	3	Identification is almost is complete and descriptions are	

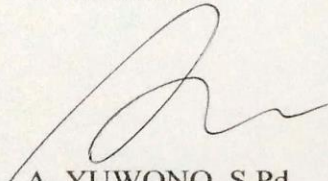|			
		arranged with almost proper connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives.	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
Grammar (G) 20% - **Use Present Tense** - **Agreement**	4	Very few grammatical is not complete or agreement inaccuracies	**2 x**
	3	Few grammatical or agreement inaccuracies but not effect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms.	**1.5 x**
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M) 15% - **Spelling** - **Punctuation** - **Capitalization**	4	It uses correct spelling, punctuation, and capitalization.	**1.5 x**
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

Score = $\underline{3C+2O+2G+1.5V+1.5M}$ x10

40

		punctuation, capitalization, and paragraphing
		- handwriting illegible

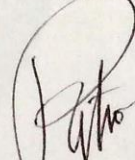Metro, Oktober 2018

Collaborator   Researcher

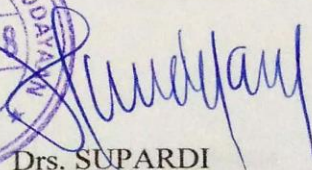A. YUWONO, S.Pd.   RETNO AYU NINDIA
NIP: 19680726 199702 1 002   NPM: 1412027

Mengetahui:

Kepala Sekolah

Drs. SUPARDI

NIP: 19640207 199512 1 003

MODEL SILABUS MATA PELAJARAN

SEKOLAH MENENGAH PERTAMA/MADRASAH TSANAWIYAH

(SMP/MTs)

MATA PELAJARAN

BAHASA INGGRIS UMUM

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

JAKARTA, 2017

Kelas : **VIII**

Kompetensi Inti :

KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, 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.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *personal recount* lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai	**Teks pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*)** ***Fungsi sosial*** Menguraikan pengalaman, peristiwa, kejadian untuk melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb. ***Struktur text*** **(gagasan utama dan**	**Mengamati** • Siswa membaca dan mendengarkan beberapa teks recount terkait pengalaman pribadi diwaktu lampau dari berbagai sumber, untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
dengan konteks penggunaannya. 4.11 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi diwaktu lampau (*personal recount*). 4.12 Menyusun teks *recount* lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	infrmasi rinci) Dapat mencakup - Orientasi: menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum - Uraian tindakan/kejadian secara berurut dan runtut - Penutup (seringkali ada): komentar atau penilaian umum. **Unsur kebahasaan** - Kalimat deklaratif dan interogatif dalam *Simple Past tense* - Adverbia dan frasa preposisional penujuk waktu: *yesterday*, *last month, an hour ago*, dsb. - Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb. - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Topik**	**Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. **Mengumpulkan Informasi** • Secara kolaborati siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca semua teks tentang peristiwa pendek dan kejadian sederhana yang telah terkumpul dan mengidentifikasi teks tersebut. • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks recount sangat pendek dan terkait pengalaman pribadi di waktu lampau untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. **Mengasosiasi**

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
	Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI.	• Siswa membahas tentang masalah yang dihadapi pada saat membaca, mendangarkan, dan menuliskan teks recount dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. **Mengkomunikasikan** • Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana terkait pengalaman pribadi di waktu lampau 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 (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran
		jurnal belajar sederhana dalam bahasa Indonesia.

10. Documentation of Research

DOCUMENTATION PICTURES
The researcher survey the learning process student in the class

Learning process in the class on the pre test

Learning process in the class on the post test 1

Learning process in the class on the post-test 2

APPENDICES II

Nomor : B-0892/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN** *PRA-SURVEY*

Kepada Yth.,
KEPALA SMPN 8 METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**RETNO AYU NINDIA**
NPM	:	14122027
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE USE OF QUESTIONING TECHNIQUE TO IMPROVE STUDENT WRITING ABILITY IN RECOUNT TEXT AT SMPN 8 METRO

untuk melakukan *pra-survey* di SMPN 8 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, 16 Maret 2018
Ketua Jurusan
Tadris Bahasa Inggris

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

Nomor   : 1805a/ 1.12.3/ SMP.08/ KP/ 2018

Lampiran   : -

Perihal   : **Pra Survey**

Yth.

Ketua Jurusan Tadris Bahasa Inggris

Institut Agama Islam Negeri (IAIN) Metro

Di

    Metro

Dengan Hormat,

Yang bertanda tangan di bawah ini:

    Nama   : Drs. Supardi
    NIP   : 19640207 1995121003
    Pangkat/ Gol : Pembina / IV A
    Jabatan   : Kepala UPTD SMP Negeri 8 Metro

Menerangkan bahwa :

    Nama   : **RETNO AYU NINDIA**
    NPM   : 14122027
    Semester   : VIII (Delapan)
    Program Studi : Pendidikan Bahasa Inggris
    Judul   : *"THE USE OF QUESTIONING TECHNIQUE TO IMPROVE STUDENTS WRITING ABILITY IN RECOUNT TEXT AT SMPN 8 METRO".*

Telah melaksanakan Pra survey pada Tanggal 29 Maret 2018 di SMP Negeri 8 Metro.

Demikian surat ini kami sampaikan, untuk dapat dipergunakan sebagaimanamestinya.

                                                Metro,29 Maret 2018

                                              Kepala UPTD SMP Negeri 8 Metro

                                                Drs. SUPARDI

                                              NIP. 19640207 1995121003

Nomor : 3094 /In.28.1/J/PP.00.9/10/2018   05 Oktober 2018
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Mahrus As'ad, M.Ag (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   : Retno Ayu Nindia
    NPM   : 14122027
    Fakultas   : Tarbiyah dan Ilmu Keguruan
    Jurusan   : Tadris Bahasa Inggris
    Judul   : The Use of Questioning Technique to Improve The Students Writing
                 Ability in Recount Text of SMPN 8 Metro in Academic Year 2018/2019

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

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

Wassalamu'alaikum Wr. Wb.

                                                    Ketua Jurusan TBI,

                                                    A. Subhan Roza, M.Pd
                                                    NIP. 19750610 2008011014

SURAT TUGAS
Nomor: B-3247/In.28/D.1/TL.01/10/2018

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

Nama	:	**RETNO AYU NINDIA**
NPM	:	14122027
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMPN 8 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF QUESTIONING TECHNIQUE TO IMPROVE THE STUDENTS WRITING ABILITY IN RECOUNT TEXT OF SMPN 8 METRO IN ACADEMIC YEAR 2018/2019".

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 : 15 Oktober 2018

Mengetahui,
Pejabat Setempat

Drs. Suparman, S.Pd
NIP. 196402071995121003

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : B-3248/In.28/D.1/TL.00/10/2018
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 8 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3247/In.28/D.1/TL.01/10/2018, tanggal 15 Oktober 2018 atas nama saudara:

Nama   : **RETNO AYU NINDIA**
NPM   : 14122027
Semester   : 9 (Sembilan)
Jurusan   : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 8 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF QUESTIONING TECHNIQUE TO IMPROVE THE STUDENTS WRITING ABILITY IN RECOUNT TEXT OF SMPN 8 METRO IN ACADEMIC YEAR 2018/2019".

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

Wassalamu'alaikum Wr. Wb.

Metro, 15 Oktober 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : 1788 / 1.12.3/ SMP.08/ KP/ 2018
Lampiran   : -
Perihal   : **Research**

Yth.

Ketua Jurusan Tadris Bahasa Inggris

Institut Agama Islam Negeri (IAIN) Metro

Di

    Metro

Dengan Hormat,

Yang bertanda tangan di bawah ini:

    Nama   : Drs. Supardi
    NIP   : 19640207 1995121003
    Pangkat/ Gol   : Pembina / IV A
    Jabatan   : Kepala UPTD SMP Negeri 8 Metro

Menerangkan bahwa :

    Nama   : **RETNO AYU NINDIA**
    NPM   : 14122027
    Semester   : IX (Sembilan)
    Program Studi   : Tadris Bahasa Inggris
    Judul   : *"THE USE OF QUESTIONING TECHNIQUE TO IMPROVE THE STUDENTS WRITING ABLITY IN RECOUNT TEXT OF SMPN 8 METRO IN ACADEMIC YEAR 2018/2019"*

Telah melaksanakan Research Tanggal 31 Oktober 2018 di SMP Negeri 8 Metro.

Demikian surat ini kami sampaikan, untuk dapat dipergunakan sebagaimanamestinya.

        Metro, 4 Desember 2018
        Kepala UPTD SMP Negeri 8 Metro

        Drs. SUPARDI
        NIP. 19640207 1995121003

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:
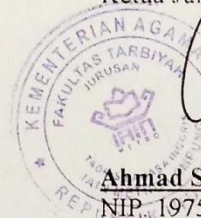
Nama : RETNO AYU NINDIA

NPM : 14122027

Fakultas : TARBIYAH

Angkatan : 2014

Telah menyerahkan buku berjudul : THE METHODOLOGY OF THE SOCIAL SCIENCES

Metro,

Ketua Jurusan TBI

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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : RETNO AYU NINDIA

NPM : 14122027

Fakultas : TARBIYAH

Angkatan : 2014

Telah menyerahkan buku berjudul : THE METHODOLOGY OF THE SOCIAL SCIENCES

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0817/In.28/S/OT.01/11/2018

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

Nama	: Retno Ayu Nindia
NPM	: 14122027
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14122027.

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, 16 Nopember 2018
Kepala Perpustakaan

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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Retno Ayu Nindia   Jurusan/Fakultas : TBI
NPM : 14122027   Semester/TA : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
4.	2/1 2019	√		- Revice Grammar - Revice Grammar on Chapter Ⅳ	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Retno Ayu Nindia   Jurusan/Fakultas : TBI
NPM : 14122027   Semester/TA : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1.	Senin, 3/12 2018	✓		- Revice Abstract - BAB II * Add the definition Of Ability	
2.	Rabu 26/12 2018	✓		- * Add the Abilities to write Recount Text.	
3.	Jum'at 28/12 2018	✓		- Explain more abilities to write Recount text - - Add Step Of Questioning Technique	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I

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KEMENTRIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Retno Ayu Nindia   Jurusan/Fakultas : TBI
NPM : 14122027   Semester/TA : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1.	Selasa 28/11-18		✓	Revise ch. IV.	
2.	Selasa 18/12 -18		✓	Revise table 7, table 10.	
3.	Jum'at 28/12 -18		✓	Revise table 16	
4.	Kamis 3/1 -19		✓	Acc ch. IV, V Continue to 2st advisor.	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
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CURRICULUM VITAE

The name of the writer is RETNO AYU NINDIA. She was born in Way Jepara, East Lampung on November 29th 1995. She is the first child from happy couple namely Mr. Sunarto and Mrs. Komsatun Kasanah.

She took her elementary school at Elementary School for 6 years at SDN 01 Bumi Dipasena Jaya, Rawajitu Timur, Tulang Bawang from 2001-2007. She continued her study in Junior High School for 3 years at SMPN 1 Way Jepara, East Lampung from 2007-2010. In line with her focus on the study, she decided to continue her study in Senior High School for 3 years at SMAN 1 Way Jepara, East Lampung and finished in 2013. Then she was registered as a S1 student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro on 2014 until now. Many things she has gotten in the classroom and she hoped get job soon after graduate.