**APPENDIX 1**

## RESEARCH MATRIX

| Title | Problem | Variables | Indicators | Data Resources | Research Method | Hypothesis |
|---|---|---|---|---|---|---|
| Improving Students' Writing Skill Through Pair Work technique at SMP Muhammadiyah 6 Wuluhan in the 2017/2018 academic year. | 1.How can pair work technique improve students writing skill?<br><br>2.How can pair work technique improve students activeness? | **1. Independent Variable:**<br>Pair work technique.<br><br>**2. Dependent Variable:**<br>The students' writing skill achievement. | - Pair: An Outline Was Written.<br>- Work: Solve the Problem.<br><br>**Writing Aspects:**<br>- Organization.<br>- Content.<br>- Grammar.<br>- Vocabulary.<br>- Mechanics. | **1. Research Subjects:**<br>The Eight grade students' of SMP Muhammadiyah 6 Wuluhan in the 2017/2018 academic year.<br><br>2**. Documents:**<br>- The names of the research subjects.<br>- The students' scores in writing skill based on test. | **1. Research Design:**<br>Classroom Action Research (CAR).<br>**The stage of cycle:**<br>a. Planning.<br>b. Implementing.<br>c. Observing.<br>d. Reflecting.<br>(Adapted from Arikunto, 2013:137)<br><br>**2. Data Collection Method:**<br>a. Writing test.<br>b. Observation checklist.<br><br>**3. Setting of the research:**<br>SMP Muhammadiyah 6 Wuluhan.<br><br>**4. Research Subject:**<br>The eight grade students. | 1.Pair Work technique can improve students writing skill and,<br><br>2. Pair Work Tehnique can improve students active participation at SMP Muhammadiyah 6 Wuluhan in the 2017/2018 Academic Year. |

**APPENDIX 2**

## STUDENTS ATTENDANCE LIST

**Class: VIII C** **Month: May-June**

| No | Name | Days | | | | | |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | AKMAL SAJIDA SETIAWAN | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | ALEXANDER AKBAR P N | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | ALFANIA WANDA DWI ARFIKA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | AMANDA AGNES FRADELLA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5 | BALQIS TIFA AZZAHRA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6 | CATUR GALIH PRASETYO | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7 | DEVI FEBRIANTI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8 | DWI RATNA SARI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9 | FAJAR AYU YUNITA SARI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 10 | FIRDA FITRIA HANDAYANI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 11 | GALANG AJI P P | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 12 | INDRA SALINDEHO | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 13 | INNA HABIBAH | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 14 | LUSIANA YUNI LESTARI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 15 | NASWAH AMALIA HARTONO | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 16 | NURIYATI DEVITA SARI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 17 | REVI MARESTA ALFITRI DESTA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 18 | REZA EGA MAIYASA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 19 | RIFKI EKA WAHYU RAMADHAN | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 20 | RIZKA SHIFATUS S | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 21 | RIZQI BELLA MELINDA SARI | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 22 | VICKI SEPTIAN ARDIANSYAH | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 23 | YOGA CAKRA WARDANA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 24 | ZAENAL ARIFIN | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 25 | DIO | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 26 | YAHYA | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Appendix 16**

## CURRICULUM VITAE

Lum'atul 'Aisyiyah is the second daughter of Ali Wafa and Siti Mastura. She was born on January 19, 1997 in Jember.

She began her study at MI Nurul Hidayah Kejayan, Mayang in 2002-2003. Then, she decided to study at MTs Nurul Jadid Paiton, Probolinggo in 2007-2008. For her senior high school, she learned at MA Nurul Jadid Paiton, Probolinggo in 2011-2012. After graduating from senior high school, she decided to continue to the university. She took English Education Program because she believed that teaching is the most noble job in the world.

**Appendix 8**

**Students' Active Participation Checklist in Cycle 1 (Meeting Two)**

| No | Name of Students | Indicators | | | | Active | Passive |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | | |
| 1 | A W D A | ✓ | ✓ | | | | ✓ |
| 2 | A A P N | ✓ | ✓ | ✓ | | ✓ | |
| 3 | A A F | ✓ | ✓ | | ✓ | ✓ | |
| 4 | A S S | ✓ | ✓ | | ✓ | ✓ | |
| 5 | B T A | ✓ | ✓ | | ✓ | ✓ | |
| 6 | C G P | ✓ | ✓ | | ✓ | ✓ | |
| 7 | D F | ✓ | ✓ | | ✓ | ✓ | |
| 8 | D R S | ✓ | ✓ | | ✓ | ✓ | |
| 9 | F A Y S | ✓ | ✓ | | | | ✓ |
| 10 | F F H | ✓ | ✓ | ✓ | | ✓ | |
| 11 | G A P P | ✓ | ✓ | | | | ✓ |
| 12 | I S | ✓ | ✓ | | ✓ | ✓ | |
| 13 | I H | ✓ | ✓ | | ✓ | ✓ | |
| 14 | L Y L | ✓ | ✓ | | | | ✓ |
| 15 | N Z R | ✓ | ✓ | | | | ✓ |
| 16 | N D S | ✓ | ✓ | | | | ✓ |
| 17 | R S S | ✓ | ✓ | | ✓ | ✓ | |
| 18 | R B M S | ✓ | ✓ | | | | ✓ |
| 19 | R M A D | ✓ | ✓ | | | | ✓ |
| 20 | R E M | ✓ | ✓ | ✓ | | ✓ | |
| 21 | R E W R | ✓ | ✓ | | ✓ | ✓ | |
| 22 | V S A | ✓ | ✓ | ✓ | | ✓ | |
| 23 | Y C W | ✓ | ✓ | ✓ | | ✓ | |
| 24 | Z A | ✓ | ✓ | | ✓ | ✓ | |
| 25 | D | ✓ | ✓ | | ✓ | ✓ | |
| 26 | Y | ✓ | ✓ | | ✓ | ✓ | |
| ∑ | | | | | | **18** | **8** |
| **Percentage** | | | | | | **69,23%** | **30,77%** |

Active $= \frac{18}{26} \times 100\% = 69{,}23\%$

Passive $= \frac{8}{26} \times 100\% = 30{,}77\%$

**Appendix 4**

## LESSON PLAN (CYCLE 1)

| | |
|---|---|
| School | : SMP Muhammadiyah 6 Wuluhan |
| Subject | : English |
| Topic/ Sub Topic | : Recount Text/ Holiday |
| Class/Semester | : VIII (Eighth) / II |
| Allocation of Time | : 2x40 Minutes |
| Meeting | : 2 |

### A. STANDART COMPETENCE

12. Writing Expressing the meaning of short functional written text and simple short essay in the form of **recount** to interact with surroundings.

### B. BASIC COMPETENCE

12.2 Expressing the meaning and rhetorical step of simple short essay using written language accurately, fluently and acceptably to interact with surrondings in the form of **recount** and narrative text.

### C. INDICATORS

1. Identifying the generic structure and language feature of recount text.
2. Understanding the using of simle past tense in the recount text.
3. Writing a simple recount text with correct punctuation.

### D. LEARNING OBJECTIVES

1. Students are able to identify the generic structure and language feature of recount text.
2. Students are able to use of simple past tense in the recount text.
3. Students are able to write a simple recount text with the correct punctuation.
4. Students can improve their writing of recount text.

## E. METHOD

- Pair Work Technique

## F. MATERIALS

1. Recount Text is a piece of text that retells past events, usually in the order in which they happened. In addition, recount text tells the reader about something that has happened in the past, it might have happened to the writer or to someone else.
2. Generic Structure of Recount Text:
    a. Orientation : That introducing the participants, place and time.
    b. Events : Describing series of events that happened in the past.
    c. Re-orientation : It's optional, stating personal comment of the writer.
3. The Language Features are:
    a. Introducing personal partcipant: I, My family, etc.
    b. Using chronological connection: Then, First, After that, etc.
    c. Using linking verb: Was, Were, Saw, Heard, etc.
    d. Using action verb: Look, Go, Change, etc.
    e. Using simple past tense.
4. Mechanics in writing recount text are full stop (.) comma (,) and capital letter (A,B,C).
    a. Full stop is used in the end of sentence.
    b. Comma is used to mention the same category.
    c. Capital letter is used to mention the name of person, animal, country, month, and day.
5. Example of Recount Text:

**My Holiday in Bandung**

**Orientation:**

Last holiday I went to Bandung with my friend, Asep. We spent our holiday there, we went to Bandung by bus. The bus schedule from Indramayu was at 07.00 AM and arrived in Bandung at 11.30 AM.

**Events:**

In the first day, we went to Bandung zoo. The ticket price was only Rp. 30.000. The animals collection there were very complete. In the next day, we went to geological museum and talked with the guide about geology. It made

us understood about geology. We saw rocks collection there. After that, I went to Bandung bus station because we had to go home to Indramayu.

**Re-orientation:**

My holiday in Bandung was only two days but it made me happy.

**List of Vocabulary:**

Holiday, spend, go, bus, arrive, ticket, animals, next, make, station, happy.

## G. METHOD OF LEARNING

- **Pre Activities** (10 Minutes)
  1. Greeting
  2. Praying before start the lesson
  3. Checking the attendence list
  4. Telling the objective of the learning
  5. Explain about pair work technique
- **Main Activities** (60 Minutes)
  1. Teacher distributing the example of recount text.
  2. Teacher gives explanation about the generic structure and language feature of writing recount text.
  3. Teacher asks student to read the text to understand the meaning and the generic structure of the text.
  4. Teacher applied pair work technique in the process of teaching writing:
     a. Teacher prepares divides the students into a pair group
     b. Teacher gave explanation what they are going to do
  5. Teacher gives revising directly in front of the class after students write a sentences.
  6. Teacher asks student to re-write their work to be a paragraph in a pieces of paper.
- **Post Activities** (10 Minutes)
  1. Reviewing the material by giving question about recount text.
  2. Making a conclusion.
  3. Greeting.

## H. MEDIA AND SOURCE

1. Media: White Board, Board Marker, Students' Worksheet, Paper.

2. Source: LKS Bahasa Inggris Kelas VIII Semester 2.

## I. EVALUATIONS

1. Instrument: Observation Checklist and Writing Test.
2. Indicators of the students' active participant in:
    a. The students paying attention.
    b. The students participating in sharing ideas about recount text.
    c. The students are able to make sentence from a list of words correctly.
    d. The students are able to work together in their team.

## J. WRITING SCORE

| NO | NAME | ASPECTS | | | | | TOTAL | SCORE |
|---|---|---|---|---|---|---|---|---|
| | | C | M | V | G | O | | |
| | | | | | | | | |

Jember, 25 May 2018

English Teacher

Researcher

Lina Tri Fajarsari, S.Pd

Lum'atul 'Aisyiyah
NIM :1410231014

**Appendix 3**

## LESSON PLAN (CYCLE 1)

| | |
|---|---|
| School | : SMP Muhammadiyah 6 Wuluhan |
| Subject | : English |
| Topic/ Sub Topic | : Recount Text/ Holiday |
| Class/Semester | : VIII (Eighth) / II |
| Allocation of Time | : 2x40 Minutes |
| Meeting | : 1 |

### A. STANDART COMPETENCE

12. Writing Expressing the meaning of short functional written text and simple short essay in the form of **recount** to interact with surroundings.

### B. BASIC COMPETENCE

12.2 Expressing the meaning and rhetorical step of simple short essay using written language accurately, fluently and acceptably to interact with surrondings in the form of **recount** and narrative text.

### C. INDICATORS

1. Identifying the generic structure and language feature of recount text.
2. Understanding the using of simle past tense in the recount text.
3. Writing a simple recount text with correct punctuation.

### D. LEARNING OBJECTIVES

1. Students are able to identify the generic structure and language feature of recount text.
2. Students are able to use of simple past tense in the recount text.
3. Students are able to write a simple recount text with the correct punctuation.
4. Students can improve their writing of recount text.

## E. METHOD

- Pair Work Technique

## F. MATERIALS

1. Recount Text is a piece of text that retells past events, usually in the order in which they happened. In addition, recount text tells the reader about something that has happened in the past, it might have happened to the writer or to someone else.
2. Generic Structure of Recount Text:
    a. Orientation : That introducing the participants, place and time.
    b. Events : Describing series of events that happened in the past.
    c. Re-orientation : It's optional, stating personal comment of the writer.
3. The Language Features are:
    a. Introducing personal partcipant: I, My family, etc.
    b. Using chronological connection: Then, First, After that, etc.
    c. Using linking verb: Was, Were, Saw, Heard, etc.
    d. Using action verb: Look, Go, Change, etc.
    e. Using simple past tense.
4. Mechanics in writing recount text are full stop (.) comma (,) and capital letter (A,B,C).
    a. Full stop is used in the end of sentence.
    b. Comma is used to mention the same category.
    c. Capital letter is used to mention the name of person, animal, country, month, and day.
5. Example of Recount Text:

**My Holiday at Home**

**Orientation:**

**Last** holiday was my worst holiday because I did not **go** anywhere. I just **stayed** at home.

**Events:**

In the **morning,** I woke up and had a breakfast. **After** that, I played with my cat. In the **afternoon**, I had a lunch and after that I took a nap. In the **evening**, I **watched** untill I felt boring. My daily **activities** were like that during the holiday.

**Re-orientation:**

So, I was sure last holiday was my worst **holiday.**

**List of Vocabulary:**

Last, go, stay, morning, after, afternoon, watch, activities, holiday.

## G. METHOD OF LEARNING

- **Pre Activities** (10 Minutes)
  1. Greeting
  2. Praying before start the lesson
  3. Checking the attendence list
  4. Telling the objective of the learning
  5. Explain about pair work technique
- **Main Activities** (60 Minutes)
  1. Teacher distributing the example of recount text.
  2. Teacher gives explanation about the generic structure and language feature of writing recount text.
  3. Teacher asks student to read the text to understand the meaning and the generic structure of the text.
  4. Teacher applied pair work technique in the process of teaching writing:
     a. Teacher prepares a list of review vocabulary words of the text that have been given before (My Holiday at Home)
     b. Teacher writes
  5. Teacher gives revising directly in front of the class after students write a sentences.
  6. Teacher asks student to re-write their work to be a paragraph in a pieces of paper.
- **Post Activities** (10 Minutes)
  1. Reviewing the material by giving question about recount text.
  2. Making a conclusion.
  3. Greeting.

## H. MEDIA AND SOURCE

1. Media: White Board, Board Marker, Students' Worksheet, Paper.
2. Source: LKS Bahasa Inggris Kelas VIII Semester 2.

## I. EVALUATIONS

1. Instrument: Observation Checklist and Writing Test.
2. Indicators of the students' active participant in:
    a. The students paying attention.
    b. The students participating in sharing ideas about recount text.
    c. The students are able to make sentence from a list of words correctly.
    d. The students are able to work together in their team.

## J. WRITING SCORE

| NO | NAME | ASPECTS | | | | | TOTAL | SCORE |
|---|---|---|---|---|---|---|---|---|
| | | C | M | V | G | O | | |
| | | | | | | | | |

Jember, 23 May 2018

English Teacher

Lina Tri Fajarsari, S.Pd

Researcher

Lum'atul 'Aisyiyah
NIM :1410231014

**Appendix 10**

## LESSON PLAN (CYCLE 2)

| | |
|---|---|
| School | : SMP Muhammadiyah 6 Wuluhan |
| Subject | : English |
| Topic/ Sub Topic | : Recount Text/ Holiday |
| Class/Semester | : VIII (Eighth) / II |
| Allocation of Time | : 2x40 Minutes |
| Meeting | : 2 |

### A. STANDART COMPETENCE

12. Writing Expressing the meaning of short functional written text and simple short essay in the form of **recount** to interact with surroundings.

### B. BASIC COMPETENCE

12.2 Expressing the meaning and rhetorical step of simple short essay using written language accurately, fluently and acceptably to interact with surrondings in the form of **recount** and narrative text.

### C. INDICATORS

1. Identifying the generic structure and language feature of recount text.
2. Understanding the using of simle past tense in the recount text.
3. Writing a simple recount text with correct punctuation.

### D. LEARNING OBJECTIVES

1. Students are able to identify the generic structure and language feature of recount text.
2. Students are able to use of simple past tense in the recount text.
3. Students are able to write a simple recount text with the correct punctuation.
4. Students can improve their writing of recount text.

## E. METHOD

- Pair Work Technique

## F. MATERIALS

1. Recount Text is a piece of text that retells past events, usually in the order in which they happened. In addition, recount text tells the reader about something that has happened in the past, it might have happened to the writer or to someone else.
2. Generic Structure of Recount Text:
    a. Orientation : That introducing the participants, place and time.
    b. Events : Describing series of events that happened in the past.
    c. Re-orientation : It's optional, stating personal comment of the writer.
3. The Language Features are:
    a. Introducing personal partcipant: I, My family, etc.
    b. Using chronological connection: Then, First, After that, etc.
    c. Using linking verb: Was, Were, Saw, Heard, etc.
    d. Using action verb: Look, Go, Change, etc.
    e. Using simple past tense.
4. Mechanics in writing recount text are full stop (.) comma (,) and capital letter (A,B,C).
    a. Full stop is used in the end of sentence.
    b. Comma is used to mention the same category.
    c. Capital letter is used to mention the name of person, animal, country, month, and day.
5. Example of Recount Text:

**A Beautiful Day at Jogja**

**Orientation:**

Last **week,** my friends and I went to Jogja. We **visited** many places.

**Events:**

**First**, we visited Parangtritis **beach.** The **sun** shone brightly and the scenery was very beautiful there. We **felt** the wind below across to us. We also saw a lot of **people** in that beach. There were many birds flew in the **sky**. Also, there were many sellers who **sold** many kinds of souvenirs. **Second**, we visited

Gembira Loka Zoo. We **saw** many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We **looked** around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon asa we **finished** our lunch, we decided to went home.

**Re-orientation:**

For me, that was a **beautiful** day. We really enjoyed it, and I **hope** I ccould visit Jogja again.

**My Holiday in Jakarta**

**Orientation:**

**Last** month, I and my family went to Jakarta. We visited many **places** there.

**Events:**

**First**, we visited Ragunan Zoo. We **saw** many kinds of animals there such as lion, birds collection, butterfly collections, etc. We **looked** around in that Zoo, and also took pictures of those animals. **Second**, we **visited** Ancol Beach.the sun shone brightly and the scenery was very beautiful there. We **felt** the wind blew across to us. We also saw a lot of people in that beach.there were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Then we felt **hungry**, so we went to a restaurant. As soon as we **finished** our lunch, we decided to went home.

**Re-orientation:**

For me, that was a good **moment** I could spend my time with my family. We really **enjoyed** it.

**List of Vocabulary:**

- week, visit, beach, sun, fell, people,sky, sell, look, finish.
- last, placce, zoo, enjoy, spend, moment

## G. METHOD OF LEARNING

- **Pre Activities** (10 Minutes)
  1. Greeting
  2. Praying before start the lesson
  3. Checking the attendence list
  4. Telling the objective of the learning

- **Main Activities** (60 Minutes)
  1. Teacher review the material in the previous meeting.
  2. Teacher distributing the example of the recount text.
  3. Teacher asks student to read the text to understand the meaning and the generic structure of the text.
  4. Teacher applied pair work technique in the process of teaching writing.
  5. Teacher gives revising directly in front of the class after students write a sentences.
  6. Teacher asks student to re-write their work to be a paragraph in a pieces of paper.
- **Post Activities** (10 Minutes)
  1. Reviewing the material by giving question about recount text.
  2. Making a conclusion.
  3. Greeting.

## H. MEDIA AND SOURCE

1. Media: White Board, Board Marker, Students' Worksheet, Paper.
2. Source: LKS Bahasa Inggris Kelas VIII Semester 2.

## I. EVALUATIONS

1. Instrument: Observation Checklist and Writing Test.
2. Indicators of the students' active participant in:
   a. The students paying attention.
   b. The students participating in sharing ideas about recount text.
   c. The students are able to make sentence from a list of words correctly.
   d. The students are able to work together in their team.

**J. WRITING SCORE**

| NO | NAME | ASPECTS | | | | | TOTAL | SCORE |
|---|---|---|---|---|---|---|---|---|
| | | C | G | V | O | M | | |
| | | | | | | | | |

Jember, 30 May 2018

English Teacher

Researcher

Lina Tri Fajarsari, S.Pd

Lum'atul 'Aisyiyah
NIM :1410231014

**Appendix 5**

**Writing Test in Cycle 1**

| | |
|---|---|
| **Name** | **: .....** |
| **Class** | **: .....** |
| **Student Number** | **: .....** |

**Direction:**

1. Please make a simple recount text following the generic structure of recount text with the correct tenses and punctuation based on the topic bellow:
    a. Birthday party
    b. Holiday
2. The text should contents 10-12 sentences.

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UNIVERSITAS MUHAMMADIYAH
JEMBER

**Appendix 9**

## LESSON PLAN (CYCLE 2)

| | |
|---|---|
| School | : SMP Muhammadiyah 6 Wuluhan |
| Subject | : English |
| Topic/ Sub Topic | : Recount Text/ Holiday |
| Class/Semester | : VIII (Eighth) / II |
| Allocation of Time | : 2x40 Minutes |
| Meeting | : 1 |

### A. STANDART COMPETENCE

12. Writing Expressing the meaning of short functional written text and simple short essay in the form of **recount** to interact with surroundings.

### B. BASIC COMPETENCE

12.2 Expressing the meaning and rhetorical step of simple short essay using written language accurately, fluently and acceptably to interact with surrondings in the form of **recount** and narrative text.

### C. INDICATORS

1. Identifying the generic structure and language feature of recount text.
2. Understanding the using of simle past tense in the recount text.
3. Writing a simple recount text with correct punctuation.

### D. LEARNING OBJECTIVES

1. Students are able to identify the generic structure and language feature of recount text.
2. Students are able to use of simple past tense in the recount text.
3. Students are able to write a simple recount text with the correct punctuation.
4. Students can improve their writing of recount text.

## E. METHOD

- Pair Work Technique

## F. MATERIALS

1. Recount Text is a piece of text that retells past events, usually in the order in which they happened. In addition, recount text tells the reader about something that has happened in the past, it might have happened to the writer or to someone else.
2. Generic Structure of Recount Text:
    a. Orientation : That introducing the participants, place and time.
    b. Events : Describing series of events that happened in the past.
    c. Re-orientation : It's optional, stating personal comment of the writer.
3. The Language Features are:
    a. Introducing personal partcipant: I, My family, etc.
    b. Using chronological connection: Then, First, After that, etc.
    c. Using linking verb: Was, Were, Saw, Heard, etc.
    d. Using action verb: Look, Go, Change, etc.
    e. Using simple past tense.
4. Mechanics in writing recount text are full stop (.) comma (,) and capital letter (A,B,C).
    a. Full stop is used in the end of sentence.
    b. Comma is used to mention the same category.
    c. Capital letter is used to mention the name of person, animal, country, month, and day.
5. Example of Recount Text:

**My Holiday**

**Orientation:**

Last week I went to Mount Bromo. I **stayed** at my friend's house in Probolinggo, East Java. The **house** has a big garden with colorful flowers and a small pool.

**Events:**

In the morning, my friend and **I saw** Mount Batok. The scenery was very **beautiful.** We rode on horseback. It was scary, but it was **fun**. Then, we went to get a closer look at the mountain. We **took** pictures of the beautiful scanery

there. After that, we took a rest and had **lunch** under a big tree. **Before** we got home, we went to the zoo at Wonokromo. We went home in the **afternoon.**

**Re-orientation:**

We were very **tired.** However, I think it was really fun to have a **holiday** like this. I hope my next holiday will be more **interesting.**

**My Busy Holiday**

**Orientation:**

Last year, I **thought** this would be a great holiday for me because that was the holiday for Hindhu people. I was so **tired** about the study, so I guessed this time I could get full refresh anyway. However, the **fact** said the other way.

**Events:**

I had to **got up** early morning helping my mother, of course after I prayed. Then I did my **activity**, cleaned up my room and put in order my bedroom. I was really in danger if my mom **knew** that my room was messy. So, I **made** it as soon as possible. Second, my aunts **called** me in the afternoon. I did not **met** them for a long time, that was the way I kept for hours to **talked** with them. After that, unpredictable my neighbor visited me. She **asked** my help finishing her homework. At last, the time was running and I just **remembered** that I had a lot of homework. I got **confused** and regretful why I did not check my homework before. Therefore, I did my **homework** until 2:00 a.m the next morning.

**Re-orientation:**

I did not feel this was holiday instead of I **hard** to work hard and got a long time with my homework.

**List of Vocabulary:**

- week, stay, house, see, beautiful, ride, fun, take, lunch, before, afternoon, tired, holiday, interesting.
- think, holiday, tired, fact, get up, activity, know, make, call, meet, talk, visit, ask, remember, confused, homework, hard.

## G. METHOD OF LEARNING

- **Pre Activities** (10 Minutes)
  1. Greeting
  2. Praying before start the lesson
  3. Checking the attendence list
  4. Telling the objective of the learning
- **Main Activities** (60 Minutes)
  1. Teacher distributing the example of recount text.
  2. Teacher gives explanation about the generic structure and language feature of writing recount text based on the example of the text more detail.
  3. Teacher asks student to find the verb (V2) that provide in the text, then find the infinitive from of the verb (V1).
  4. Teacher gives example how to make a good sentence from the ver in the text.
  5. Teacher asks some of the students to make a sentence in front of the class.
- **Post Activities** (10 Minutes)
  1. Reviewing the material by giving question about recount text.
  2. Making a conclusion.
  3. Greeting.

## H. MEDIA AND SOURCE

1. Media: White Board, Board Marker, Students' Worksheet, Paper.
2. Source: LKS Bahasa Inggris Kelas VIII Semester 2.

## I. EVALUATIONS

1. Instrument: Observation Checklist and Writing Test.
2. Indicators of the students' active participant in:
   a. The students paying attention.
   b. The students participating in sharing ideas about recount text.
   c. The students are able to make sentence from a list of words correctly.
   d. The students are able to work together in their team.

**J. WRITING SCORE**

| NO | NAME | ASPECTS | | | | | TOTAL | SCORE |
|---|---|---|---|---|---|---|---|---|
| | | C | G | V | O | M | | |
| | | | | | | | | |

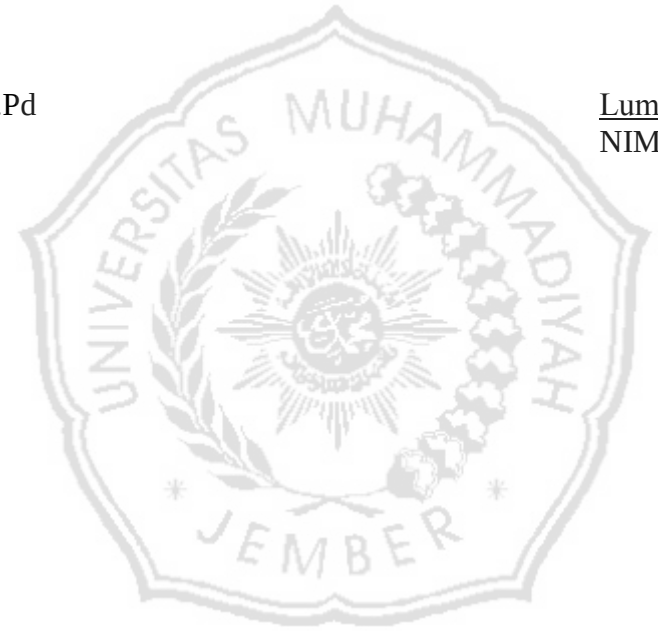
Jember, 28 May 2018

English Teacher

Lina Tri Fajarsari, S.Pd

Researcher

Lum'atul 'Aisyiyah
NIM :1410231014



**Appendix 6**

**THE RESULT of VIII C STUDENT'S WRITING TEST in CYCLE 1**

| No | Name of Students | Aspects of Writing | | | | | Total Score | Writing Score |
|---|---|---|---|---|---|---|---|---|
| | | C | M | V | G | O | | |
| 1 | A W D A | 5 | 3 | 4 | 2 | 3 | 17 | 65 |
| 2 | A A P N | 5 | 4 | 4 | 3 | 3 | 19 | 73 |
| 3 | A A F | 4 | 4 | 4 | 2 | 4 | 18 | 69 |
| 4 | A S S | 4 | 3 | 3 | 2 | 3 | 15 | 58 |
| 5 | B T A | 4 | 3 | 4 | 4 | 4 | 19 | 73 |
| 6 | C G P | 4 | 3 | 4 | 3 | 5 | 19 | 73 |
| 7 | D F | 3 | 3 | 4 | 3 | 4 | 17 | 65 |
| 8 | D R S | 3 | 2 | 3 | 2 | 3 | 13 | 50 |
| 9 | F A Y S | 5 | 4 | 5 | 4 | 4 | 22 | 85 |
| 10 | F F H | 5 | 4 | 4 | 4 | 5 | 22 | 85 |
| 11 | G A P P | 3 | 3 | 3 | 2 | 3 | 14 | 54 |
| 12 | I S | 5 | 4 | 4 | 4 | 4 | 21 | 81 |
| 13 | I H | 5 | 5 | 3 | 3 | 4 | 20 | 77 |
| 14 | L Y L | 4 | 4 | 5 | 4 | 4 | 21 | 81 |
| 15 | N A H | 5 | 4 | 4 | 4 | 3 | 20 | 77 |
| 16 | N D S | 4 | 4 | 4 | 3 | 4 | 19 | 73 |
| 17 | R S S | 5 | 4 | 4 | 4 | 4 | 21 | 81 |
| 18 | R B M S | 4 | 4 | 4 | 3 | 4 | 19 | 73 |
| 19 | R M A D | 5 | 3 | 4 | 4 | 4 | 20 | 77 |
| 20 | R E M | 3 | 2 | 3 | 2 | 3 | 13 | 50 |
| 21 | R E W R | 4 | 3 | 2 | 2 | 3 | 14 | 54 |
| 22 | V S A | 4 | 3 | 3 | 3 | 4 | 17 | 65 |
| 23 | Y C W | 5 | 4 | 4 | 4 | 5 | 22 | 85 |
| 24 | Z A | 3 | 4 | 3 | 2 | 3 | 15 | 58 |
| 25 | D | 3 | 3 | 3 | 2 | 3 | 14 | 54 |
| 26 | Y D N A | 5 | 5 | 5 | 4 | 4 | 23 | 88 |
| | **Total Score** | 109 | 92 | 97 | 79 | 97 | 474 | 1.823 |

ANALYSIS DATA of STUDENTS' SCORE in CYCLE 1

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

$$\bar{X} = \frac{1{,}823}{26}$$

$$\bar{X} = 70,11$$

Notes: Total students got ≥ 70 = 15 Students

**Achieved :**

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

$$\bar{X} = \frac{15}{26} \text{ x } 100\%$$

$$= 57{,}70\%$$

**Not Achieved :**

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

$$\bar{X} = \frac{11}{26} \text{ x } 100\%$$

$$= 42{,}30\%$$

So, it is needed to continue to the cycle 2 because 42,30% of students do not achived the score ≥ 70. It means that the research was failed.

**Appendix 7**

**Students' Active Participation Checklist in Cycle 1 (Meeting One)**

| No | Name of Students | Indicators | | | | Active | Passive |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | | |
| 1 | A W D A | ✓ | ✓ | | | | ✓ |
| 2 | A A P N | ✓ | ✓ | ✓ | | ✓ | |
| 3 | A A F | ✓ | ✓ | | ✓ | ✓ | |
| 4 | A S S | ✓ | ✓ | | ✓ | ✓ | |
| 5 | B T A | ✓ | ✓ | | ✓ | ✓ | |
| 6 | C G P | ✓ | ✓ | | ✓ | ✓ | |
| 7 | D F | ✓ | ✓ | | ✓ | ✓ | |
| 8 | D R S | ✓ | ✓ | | ✓ | ✓ | |
| 9 | F A Y S | ✓ | ✓ | | | | ✓ |
| 10 | F F H | ✓ | ✓ | ✓ | | ✓ | |
| 11 | G A P P | ✓ | ✓ | | | | ✓ |
| 12 | I S | ✓ | ✓ | | ✓ | ✓ | |
| 13 | I H | ✓ | ✓ | | ✓ | ✓ | |
| 14 | L Y L | ✓ | ✓ | | | | ✓ |
| 15 | N Z R | ✓ | ✓ | | | | ✓ |
| 16 | N D S | ✓ | ✓ | | | | ✓ |
| 17 | R S S | ✓ | ✓ | | ✓ | ✓ | |
| 18 | R B M S | ✓ | ✓ | | | | ✓ |
| 19 | R M A D | ✓ | ✓ | | | | ✓ |
| 20 | R E M | ✓ | ✓ | | | | ✓ |
| 21 | R E W R | ✓ | ✓ | | | | ✓ |
| 22 | V S A | ✓ | ✓ | | | | ✓ |
| 23 | Y C W | ✓ | ✓ | | | | ✓ |
| 24 | Z A | ✓ | ✓ | | | | ✓ |
| 25 | D | ✓ | ✓ | | | | ✓ |
| 26 | Y | ✓ | ✓ | | ✓ | ✓ | |
| ∑ | | | | | | **12** | **14** |
| **Percentage** | | | | | | **46,15%** | **53,85%** |

Active $= \frac{12}{26} \times 100\% = 46{,}15\%$

Passive $= \frac{14}{26} \times 100\% = 53{,}85\%$

**Note:**

1. The students paying attention.
2. The students participating in sharing ideas about recount text.
3. The students are able to make sentence from a list of words correctly.
4. The students are able to work together in their team.

**Appendix 11**

**Writing test in cycle 2**

| | |
|---|---|
| **Name** | **: .....** |
| **Class** | **: .....** |
| **Student Number** | **: .....** |

**Direction:**

1. Please make a simple recount text that tells about your friends' holiday in the past. It may be last year, month, or semester. The text should contains 10-12 sentences. Don't forget you should use simple past tense and follow the generic structure of recount text.

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**Appendix 12**

**THE RESULT of VIII C STUDENT'S WRITING TEST in CYCLE 2**

| No | Name of Students | Aspects of Writing | | | | | Total Score | Writing Score |
|---|---|---|---|---|---|---|---|---|
| | | C | M | V | G | O | | |
| 1 | A W D A | 5 | 5 | 5 | 4 | 4 | 23 | 88 |
| 2 | A A P N | 5 | 4 | 5 | 5 | 5 | 24 | 92 |
| 3 | A A F | 4 | 3 | 5 | 4 | 4 | 20 | 77 |
| 4 | A S S | 4 | 4 | 4 | 4 | 4 | 20 | 77 |
| 5 | B T A | 5 | 4 | 4 | 4 | 5 | 22 | 85 |
| 6 | C G P | 4 | 4 | 4 | 4 | 4 | 20 | 77 |
| 7 | D F | 4 | 4 | 4 | 4 | 4 | 20 | 77 |
| 8 | D R S | 5 | 4 | 5 | 4 | 5 | 23 | 88 |
| 9 | F A Y S | 5 | 4 | 5 | 4 | 4 | 22 | 85 |
| 10 | F F H | 4 | 5 | 5 | 4 | 5 | 23 | 88 |
| 11 | G A P P | 4 | 5 | 4 | 3 | 4 | 20 | 77 |
| 12 | I S | 5 | 4 | 5 | 4 | 4 | 22 | 85 |
| 13 | I H | 5 | 4 | 4 | 4 | 4 | 21 | 81 |
| 14 | L Y L | 5 | 4 | 5 | 4 | 5 | 23 | 88 |
| 15 | N A H | 4 | 4 | 4 | 4 | 4 | 20 | 77 |
| 16 | N D S | 3 | 3 | 3 | 3 | 3 | 15 | 58 |
| 17 | R S S | 5 | 4 | 4 | 4 | 5 | 22 | 85 |
| 18 | R B M S | 4 | 4 | 4 | 4 | 4 | 20 | 77 |
| 19 | R M A D | 3 | 4 | 4 | 3 | 4 | 18 | 69 |
| 20 | R E M | 4 | 4 | 3 | 3 | 3 | 17 | 65 |
| 21 | R E W R | 4 | 4 | 5 | 3 | 5 | 21 | 81 |
| 22 | V S A | 5 | 4 | 4 | 4 | 4 | 21 | 81 |
| 23 | Y C W | 5 | 4 | 4 | 4 | 3 | 20 | 77 |
| 24 | Z A | 4 | 4 | 5 | 4 | 5 | 22 | 85 |
| 25 | D | 5 | 4 | 4 | 4 | 4 | 21 | 81 |
| 26 | Y | 5 | 4 | 4 | 5 | 4 | 22 | 85 |
| | **Total Score** | 115 | 105 | 112 | 101 | 109 | 542 | 2.085 |

ANALYSIS DATA of STUDENTS' SCORE in CYCLE 2

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

$$\bar{X} = \frac{2{,}085}{26}$$

$$\bar{X} = 80,19$$

Notes: Total students got ≥ 70 = 23 Students

**Achieved :**

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

$$\bar{X} = \frac{23}{26} \text{ x } 100\%$$

**= 88,46%**

**Not Achieved :**

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

$$\bar{X} = \frac{3}{26} \text{ x } 100\%$$

**= 11,53%**

So, it is stopped in cycle 2 because 88,46% of students achieved the score. Because the average score of the writing test in cycle 2 is 80,19. It means that the research was success.

**Appendix 13**

## Students' Active Participation Checklist in Cycle 2

| No | Name of Students | Indicators | | | | Active | Passive |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | | |
| 1 | A W D A | ✓ | ✓ | | ✓ | ✓ | |
| 2 | A A P N | ✓ | ✓ | ✓ | | ✓ | |
| 3 | A A F | ✓ | ✓ | | ✓ | ✓ | |
| 4 | A S S | ✓ | ✓ | | ✓ | ✓ | |
| 5 | B T A | ✓ | ✓ | | ✓ | ✓ | |
| 6 | C G P | ✓ | ✓ | | ✓ | ✓ | |
| 7 | D F | ✓ | ✓ | | ✓ | ✓ | |
| 8 | D R S | ✓ | ✓ | | ✓ | ✓ | |
| 9 | F A Y S | ✓ | ✓ | | | | ✓ |
| 10 | F F H | ✓ | ✓ | ✓ | | ✓ | |
| 11 | G A P P | ✓ | ✓ | | | | ✓ |
| 12 | I S | ✓ | ✓ | | ✓ | ✓ | |
| 13 | I H | ✓ | ✓ | | ✓ | ✓ | |
| 14 | L Y L | ✓ | ✓ | ✓ | | ✓ | |
| 15 | N Z R | ✓ | ✓ | | | | ✓ |
| 16 | N D S | ✓ | ✓ | ✓ | | ✓ | |
| 17 | R S S | ✓ | ✓ | | ✓ | ✓ | |
| 18 | R B M S | ✓ | ✓ | | | | ✓ |
| 19 | R M A D | ✓ | ✓ | | | | ✓ |
| 20 | R E M | ✓ | ✓ | ✓ | | ✓ | |
| 21 | R E W R | ✓ | ✓ | | ✓ | ✓ | |
| 22 | V S A | ✓ | ✓ | ✓ | | ✓ | |
| 23 | Y C W | ✓ | ✓ | ✓ | | ✓ | |
| 24 | Z A | ✓ | ✓ | | ✓ | ✓ | |
| 25 | D | ✓ | ✓ | | | | ✓ |
| 26 | Y | ✓ | ✓ | | ✓ | ✓ | |
| ∑ | | | | | | **20** | **6** |
| **Percentage** | | | | | | **76,92%** | **23,08%** |

Active $= \frac{20}{26} \times 100\% = 76{,}92\%$

Passive $= \frac{6}{26} \times 100\% = 23{,}08\%$

**Appendix 14**

## Students' Active Participation Checklist in Cycle 2

| No | Name of Students | Indicators | | | | Active | Passive |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | | |
| 1 | A W D A | ✓ | ✓ | | ✓ | ✓ | |
| 2 | A A P N | ✓ | ✓ | ✓ | | ✓ | |
| 3 | A A F | ✓ | ✓ | | ✓ | ✓ | |
| 4 | A S S | ✓ | ✓ | | ✓ | ✓ | |
| 5 | B T A | ✓ | ✓ | | ✓ | ✓ | |
| 6 | C G P | ✓ | ✓ | | ✓ | ✓ | |
| 7 | D F | ✓ | ✓ | | ✓ | ✓ | |
| 8 | D R S | ✓ | ✓ | | ✓ | ✓ | |
| 9 | F A Y S | ✓ | ✓ | | | | ✓ |
| 10 | F F H | ✓ | ✓ | ✓ | | ✓ | |
| 11 | G A P P | ✓ | ✓ | | | | ✓ |
| 12 | I S | ✓ | ✓ | | ✓ | ✓ | |
| 13 | I H | ✓ | ✓ | | ✓ | ✓ | |
| 14 | L Y L | ✓ | ✓ | ✓ | | ✓ | |
| 15 | N Z R | ✓ | ✓ | | | | ✓ |
| 16 | N D S | ✓ | ✓ | ✓ | | ✓ | |
| 17 | R S S | ✓ | ✓ | | ✓ | ✓ | |
| 18 | R B M S | ✓ | ✓ | | ✓ | ✓ | |
| 19 | R M A D | ✓ | ✓ | | | | ✓ |
| 20 | R E M | ✓ | ✓ | ✓ | | ✓ | |
| 21 | R E W R | ✓ | ✓ | | ✓ | ✓ | |
| 22 | V S A | ✓ | ✓ | ✓ | | ✓ | |
| 23 | Y C W | ✓ | ✓ | ✓ | | ✓ | |
| 24 | Z A | ✓ | ✓ | | ✓ | ✓ | |
| 25 | D | ✓ | ✓ | | ✓ | ✓ | |
| 26 | Y | ✓ | ✓ | | ✓ | ✓ | |
| ∑ | | | | | | **22** | **4** |
| **Percentage** | | | | | | **84,62%** | **15,38%** |

Active $= \frac{22}{26} \times 100\% = 84{,}62\%$

Passive $= \frac{4}{26} \times 100\% = 15{,}38\%$

**Appendix 15**

## STATEMENT OF ORIGINALITY OF SARJANA THESIS

The Undersigned:

| | |
|---|---|
| Name | : Lum'atul 'Aisyiyah |
| Student Number | : 1410231014 |
| Program | : English Education |
| Faculty | : Teacher Training and Education |

I state that this thesis is my own creation. It doesn't copy from other resources that I claim as my own creation. If it is proved tomorrow, or it could be proved that the thesis is from only copy and paste, I will be ready to all the consequences.

Jember, June 22th, 2018

Writer

Lum'atul 'Aisyiyah
NIM. 1410231014

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | **5. Data analysis method:**<br>The data is taken from the test in each cycles wich are analyzed quantitavely by using the following formula:<br>$E = \frac{n}{N} x100\%$<br>E : Percentage of the students.<br>n : Total number of the students.<br>N: Total number of the students who take the test. | |