

**THE USE OF FREE WRITING TECHNIQUE IN IMPROVING WRITING
ABILITY OF CLASS VIII B STUDENTS AT SMP MUHAMMADIYAH 2
MLATI IN THE ACADEMIC YEAR OF 2014/2015**

A Thesis

**Submitted as Partial Fulfillment to the Requirements for the Attainment of
the Degree of Sarjana Pendidikan in English Education**



Tri Oktavia Khaerani

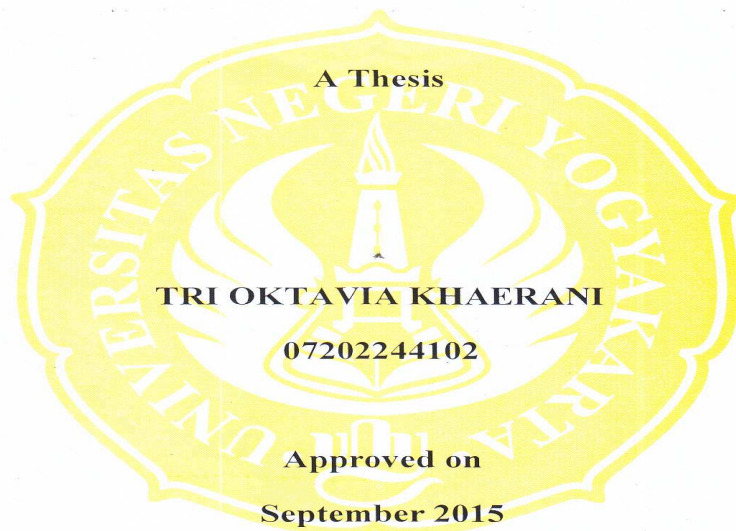
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**ENGLISH EDUCATION STUDY PROGRAM
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APPROVAL SHEET

**THE USE OF FREE WRITING TECHNIQUE IN IMPROVING WRITING
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MLATI IN THE ACADEMIC YEAR OF 2014/2015**



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RATIFICATION
THE USE OF FREE WRITING TECHNIQUE IN IMPROVING WRITING ABILITY
OF CLASS VIII B STUDENTS AT SMP MUHAMMADIYAH 2 MLATI IN THE
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A Thesis

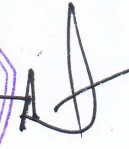
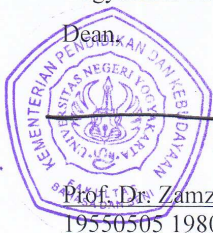
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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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DEDICATION

This thesis is dedicated to my parents Drs. H Syafaat, M.A and Tuti Nurjanah who always have a big room in their hearts to forgive all of my faults, to love me unconditionally and to never stop praying in their *Qiyamullail* for my happiness.

MOTTOS

“Ista’inu bish-Shabri wash-Sholat” Seek help in patience and As-Salat (the prayer). (*Al-baqaroh: 153*)

“God never burdens a person beyond his scope” (*Al-baqaroh: 286*)

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Yogyakarta, September, 2015

Tri Oktavia Khaerani
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ABSTRACT

The aim of this study was to improve students' writing ability of Class VIII B at SMP Muhammadiyah 2 Mlati in the academic year of 2014/2015 through the use of free writing technique. Based on the observations, the problem was concerned with the lack of the students' writing ability in generating ideas, lexico-grammar features, and organization.

This research is categorized as classroom action research (CAR). The subjects of this research were grade VIII B students of SMP Muhammadiyah 2 Mlati Sleman Yogyakarta in the academic year of 2014/2015. The data were collected using questionnaires, observation, and interview techniques. Then, the data were analysed using descriptive statistics and quantitative data analyses. During the process of this research, the researcher also fulfilled five criteria of validity, namely democratic validity, outcome validity, process validity, dialogic validity, and catalytic validity. Furthermore, to enhance the trustworthiness of the research, the researcher implemented three of four kinds of triangulations, namely time triangulation, investigator triangulation and source triangulation.

This research was conducted in two cycles. Based on the analysis of the research findings, the writing ability of the students were improved by using free writing technique based on the qualitative data, such as the results of the interview transcripts of the students' attitude and field notes, it was shown that the students seemed to be more confidence and motivated begin to write in the terms for generating the ideas. Also, some activities with media assisted the technique lead the students an opportunity to identify and correct the mistakes, have proved in improving the students' writing ability in the terms for the lexico-grammar features and the organization of the text. Moreover, this improvement can also be seen quantitatively by comparing the mean values of each score from the pre-rest to the post-test, it can be concluded that all of the score of each aspect increased. Furthermore, the data also proved that free writing technique can appropriate to apply in individual work, pair work and group work.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. It is used to communicate both in written and spoken languages. Considering the importance of the language, our government has drawn English as a foreign language that should be mastered by the students. In Indonesia, English teaching aims at mastering four basic skills of language, which include listening, speaking, reading, and writing skills.

Nowadays, the students are expected to master those four skills in order to be able to use English communicatively even written or spoken language. In fact, the majority of students usually refuse to write. It caused they did not know what to write. The writing skill is considered to be the most difficult of the language skills for Indonesian students. The first stage in learning language is by hearing it. The students are able to understand what they heard but they do not know how to write it. They might be familiar with English listening and speaking language such as from the English songs or watching the Hollywood movies. Then, some general signs are easy to find in public area which is related with the use of their reading comprehension of language context, for example 'push and pull' at the door of one store, 'no smoking', 'parking area', etc. In contrast, the writing skill could be both new and difficult things used in daily life. Not all of

students write in English to send a text. In spite of the fact that writing is very important, especially for Indonesian students who should master four language skills that have to be mastered since junior high schools, the writing skill is considered as a difficult assignment. Based on the researcher's observation and the interview with the English teacher on March, 20th 2015, everytime the students were asked to make the writing assignment, they felt reluctant to do that. Their results of English assignment were not as good as the other English language skill results.

There are still many reasons why writing English is difficult. Elbow (1998) said that there are many peoples cannot write. They feel confused when they have to write because they do not even know how to get started to write. Rigg (2011) also stated that getting started to write can be very difficult. Similar with Rigg's statement, Doucette (2009) also found that getting started is the hardest part of writing.

These conditions happened in Class VIII B students of SMP Muhammadiyah 2 Mlati-Sleman. This problem is caused by lack motivation of the students. Most of students' parents in this school are not well educated or do not have good background study. Most of them were parking-workers, housemaids, farm workers, and many more. These conditions made the parents not concern about the behaviour and the education of their children. Another problem comes from the teacher used a conventional technique in the teaching process. Many Indonesian teachers do not realize their responsibilities that being a teacher is not only dealing with their attendance in the class but also dealing with

their technique to facilitate the learner needs, the tools they used and the result that students achieved, the media, the good material, and many more necessary aspects. By using the conventional techniques, the teacher is unable to increase the students' motivation for learning. That is why they feel bored and do not have any spirit to join the learning activity. Therefore, the teachers as the facilitators should be responsible to find the solution of the problem. They should change and develop their teaching strategy in writing, so the satisfaction of teaching and learning activities is able to be obtained and student's motivation can be increased.

Due to those facts, the researcher tried to prove using the free writing technique was an important tool helping students to express themselves by writing and it is expected to give students a great start or an introduction to write. It is always better to write something once or at least twice in a day. This would keep students' mind fresh (Buana, 2008).

Free writing is a writing technique that makes students write whatever comes into their head without stopping, worrying about grammar, spelling, organization or even making basic sense. Elbow (1980) said that one way to improve writing skill is practice to do free writing periodically. It also can be an useful media in order to help students start to write. Moreover, Elbow(1980:14) also found that this free writing activity can help students learn simply to get on writing and not be held by worries about whether they use good words or right words. Rigg (2011) added that if the students have to write, "I don't know what to say" repeat for 5 minutes, that would be fine. The main aim of free writing is to

get something on the page. It is supported by Bello (1997) who stated that one-way to improve the writing skill is to practice. In this case, the practice will be conducted in form of the free writing activity.

Based on the problems identified above, the researcher assumed that the free writing as a technique in improving students' writing ability is important and can be used by the students help to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experiences.

B. Identification of the Problem

According to the explanation above, it is important to apply the free writing technique in teaching writing at eighth grade student of SMP Muhammadiyah 2 Mlati-Sleman because of problems below:

1. The students' writing ability is still low
2. The students get a lot of problems in writing using English
3. The student found it difficult to express and generate their ideas in writing
4. The students are less motivation in English writing
5. The students are not encouraged to practice English writing a lot

C. Delimitation of the Problem

There are several elements of writing, including grammar, paragraph organization, and vocabulary. Also, there are mechanics of writing which are necessary in making a good writing. Those are punctuation, capitalization,

spelling, cohesion, unity, and organization. These things are very important to be mastered in supporting our writing to be a good writing. Considering those elements of writing, there are several obstacles in making a good writing. Those obstacles are the lack of ideas, vocabulary, organization, choosing the topic, and punctuation. As a result, they get stuck in the process of writing. These problems happened in SMP Muhammadiyah 2 Mlati-Sleman. In this case, the study focuses on investigating and describing the English teaching and learning in teaching writing eighth grade students of SMP Muhammadiyah 2 Mlati in Sleman Yogyakarta. The researcher focused on some of writing elements, they are vocabulary, grammar, and paragraph organization of the use of free writing technique in teaching writing in order to improve students' writing skill.

D. Formulation of the Problems

Based on above explanation, this study tries to answer the following question:

How can writing ability for the eighth grade students of SMP Muhammadiyah 2 Mlati in the academic year of 2014/2015 be improved by using the free writing technique?

E. Objectives of the Study

Related to the formulation of the problem, the objective of the study is to improve the students' writing ability by using the free writing technique of eight grade students in SMP Muhammadiyah 2 Mlati in the academic year of 2014/2015.

F. Significance of the Study

The result of the study is expected to give a contribution to the teaching and learning process of writing in English as a foreign language.

1. For the Students

Through this study the researcher expected this technique can be used to help the students in generating ideas which might help them to write easily. Besides, it helps students to improve their writing ability.

2. For the English teacher

The researcher hopes that this technique able to give information for the teacher in order to consider the free writing as additional technique in teaching writing for EFL/ESL students and as a contribution of the study about English language teaching and learning, particularly in the way on how to improve students' writing skill.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Description

1. Theory of Writing Ability

a) Definitions of Writing

Meyers (2005:2) said that writing is a way to produce language, which you do naturally when you speak. Writing is also an action—a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

As stated by Wright (1997:17), “Speaking and writing are both productive skills.” This statement is supported by Widdowson (1996:61) that writing is a physical productive activity. Productive here means producing marks that are perceived by the eye as a result of the movement of the arm and fingers.

Writing has two types of rules of discourse: grammatical unity (cohesion) and sense unity (coherence). Consequently, successful writing involves mastering the mechanics of letter formation, mastering and obeying conventions of spelling and punctuation, using the grammatical system to convey one’s intended meaning, organizing content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structures, revising one’s initial efforts, and selecting an appropriate style for one’s audience. Hence, if students think of the meaning they want to express, they will make sure progress toward writing

accurately than they could if they thought of rules. Furthermore, any idea that the students advance must be supported with specific reasons or details and evidence.

In the classroom, writing is more than a symbolic representation of text on paper. It is an experience and an emotion felt by the writer, who is trying to generate the same response in the reader. It involved the research with all its methodologies, not just production of text. Serious writers even spend years, often a lifetime investigating, formulating ideas, and putting those ideas into a written text. Students as writers must do more than expressing themselves. They must imagine their way into the minds of their readers to determine what must be done to cause the reader to understand or agree. In addition, meaningful writing grows from a writer's own pressing questions. It means that the students should have curiosity to discover before and as they write. When the students write, writing defines their memories, motives, dreams, and values. Thus, writing predominantly allows the students expression of self, which in turn offers the teacher an opportunity to learn how best teach the student.

From the definitions above, it can be concluded that writing is a way to produce language that comes from our thought. By writing, we can share our idea, feeling or anything. It is also a productive activity, both physically and mentally which helps the writers put their thought into words in meaningful form.

c) Benefits of Writing

Scott and Yteberg (1990: 69) mentioned some benefits of writing. Firstly, they state that writing helps to consolidate learning in the other skill areas. For instance, reading helps students to see the 'rules' of writing, and helps build up

their language choices. Secondly, they also adds that writing is essentially valuable in itself. There is an extraordinary feeling about seeing one's own work in print, and great satisfaction in having written something which he/she want to say. Thirdly, writing is one of the most active ways that we can engage in and with the world. Scott and Yteberg further state, "Writing is an exciting and rewarding activity and is the most visible of the skills" (1990). It is ultimately responsible for nearly all of the man-created aspects of our rapidly changing world. Lastly, writing can improve understanding of an event, also 'involvement' and 'engagement' with the event. It provides the most opportunity for 'affecting' the event. In other words, as compared to other skills, only writing provides 'all at the same time' : understanding, involvement and the power to affect experience and events. Based on the benefits of writing elaborated previously, it can be concluded that writing mainly improves one's own learning because it records his/her development which at a later stage can be useful for an evaluation of the learning. It can also gain the learners' understanding both of themselves or events that happen around them. At last, writing can improve the learners' communication, particularly in the written form.

c) Writing Skills in Junior High School

The essence of teaching writing is guiding and facilitating students to work. This is supported by Brown (2000: 7) who proposes that "teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning". It implies that teaching cannot be separated from learning. When teachers teach writing to students, they do not only teach how to

develop ideas in writing, but they also need a serious attention of how to write English sentences grammatically. Hence, teaching writing depends on the teacher's ability how to teach writing effectively which it makes students' ability being improved.

Teaching writing for students of junior high schools is one of the important things that has to be done well because English is one of the compulsory subjects that has to be taught for students of the junior high schools level. English learning in junior high school is targeted to make the students reach the functional level, that is, to communicate written and oral in solving daily problems. One scope of English learning at junior high schools is that students can understand and produce a short functional text and short essay in the form of procedure, descriptive, narrative, and recount (Depdiknas,2006).

In producing the text, students of junior high schools still make some mistakes in their writing. Edge as quoted by Harmer (2007: 99) suggests that mistakes can be divided into three broad categories. Firstly, "slips" is the mistakes that the students can correct by themselves when the mistakes have been pointed out to them. Secondly, "errors" means mistakes which cannot be corrected by the students themselves and need explanation. The last, "attempts" is when a student tries to say something but does not know yet the correct way of saying it. To respond to student's mistake, teachers can use feedback that contains specific criteria for writing task and criteria that have been taught and communicated to the learners.

Writing in junior high schools has some aims to the students. They are intended understand the meaning of short functional text to interact with their friends, parents, teachers, or people around them. Students can express their ideas in the form of short functional text using many types of language style. Students will also make some shopping lists, advertisements, announcements, greeting cards and instructions. Writing covers some aspects such as, vocabulary, grammar, spelling, punctuation, written expression, make sentences, make paragraphs, and text models.

Students in the junior high school have to know some kind of texts. Some texts that the teacher uses in their lesson are narrative, explanation, exposition, procedure, and recount.

2. Teaching Writing

a) Types of Writing Performances

According to Brown, there are a number of writing performances in the classroom (2001):

1) Imitative or writing down

At the beginning level of learning to write, students will simply “write down” English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Dictation falls into this category, although dictations can serve to teach and test high-order processing as well.

2) Intensive or controlled

Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout.

3) Self-writing

A significant proportion of classroom writing may be devoted to self-writing. The most silent instance of this category in classrooms is note-taking, where students take notes during a lecture for the purpose of later recall. Diary or journal writing also falls into this category.

4) Display writing

Writing within the curriculum of school was mentioned as a way of life. For all language students, short answer exercises, essay examination, and even research reports will involve an element of display.

5) Real writing

The two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lay some combination of display and real writing. Three subcategories illustrate how reality can be injected: academic, vocational/ technical and personal.

b) Roles of the Teacher in Writing

There are a number of tasks that the teacher needs to perform in the writing classroom in order to help her/his students to become better writers.

Among the tasks which the teacher has to perform before, during, and after the students writing are the following (Harmer, 2004:41-42).

The first role is demonstrating. Teachers have to be able to draw such features like writing conventions and genre constraints in specific types of writing to their attention. In whatever way students are made aware of layout issues or the language used to perform certain written functions, for example, the important issue is that they are made aware of these things-that these things are drawn to their attention.

The second is motivating and provoking. Teachers can help provoking the students into having ideas, entusiast them with the value of tasks, and persuading them what fun it can be in order to make the students keep going on the writing task. It helps, for example, if teachers go into class with prepared suggestions so that when students get stuck they can immediately get help rather than have, themselves, to think of ideas on the spot.

The third is supporting. Teachers need to be very supportive when students are writing in the class, always available (except during exam writing of course), and prepare to help students to overcome difficulties. Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out.

The fourth is responding. When responding, teachers react to the content and construction of a piece supportively and often make suggestions for its improvement. When teachers respond to a student's work at various draft stages, they will not be graded the work or judging it as a finished product. Instead, they

will tell the students how well it is going so far. When students write texts teachers may respond by reacting to what they have said rather than filling their text entry full of correction symbols. Teachers might also make comments about their use of language and suggest ways of improving it but this is done as part of a process rather than part of an evaluation procedure.

The last is evaluating. When evaluating the students' writing for test purpose, teachers can indicate where they wrote well and where they made mistakes and teachers may award grades; but although test-marking is different from responding, teachers can still use it not just to grade students but also as a learning opportunity. Then teachers hand back marked scripts, teachers can get students to look at the errors they have highlighted and try to put them right rather than simply stuffing the corrected pieces of work into the back of their folders and never look at them again.

Those five roles should be done by the teacher in teaching writing. The teacher should maximize her/his roles in the writing class so that her/ his students' writing skills can be improved optimally and they will become better writers.

c) Classroom Activities in Teaching Writing

Commonly, activities are anything learners do in the classroom. They help students to process, practice, and generalize knowledge and skills further. Moreover, as stated by Price and Nelson (2010: 111), activities are designed to provide:

1. motivation for students before beginning a series of lessons
2. background information, experience, or an opportunity to recall prior knowledge before a series of lessons
3. ongoing practice toward long-term objectives or goals
4. opportunities for students to apply a previously learned skill
5. opportunities for students to generalize previously learned information
6. opportunities for students to integrate knowledge and skills learned from lessons in different subject areas

Activities are not intended to provide initial instruction and do not include the same evaluation as lessons. Activities may lead up to lessons, be part of lessons, follow up lessons, or extend lessons. In the discussion of the purposes of classroom activities, Price and Nelson (2010: 109) mention,

“Activities may have a variety of purposes—learner motivation, additional experience, elaboration of information, additional opportunities for processing and practice, or integration and generalization of skills and knowledge.”

The teacher and students have to understand the intention of an activity, the reason why an activity occurs, the directions they are supposed to follow, and the relationship between one activity and another. In line with this, teachers' care can be reflected through their efforts in developing activities and materials that fit the students' needs. They use certain activities to help students progress toward long-term objectives or goals. Imaginative and concerned teachers will also find many ways to individualize tasks. The point is that teachers must be flexible and willing to adapt to individual needs if all students are going to be successful in the classroom.

The classroom activities in a writing lesson can engage the students in the variety of language use that goes beyond the usual sequence of teacher giving directions, students writing, and teacher marking (Raimes, 1983: 14). Similarly,

Jones and Jones (1998: 178) state, ‘Many students meet their personal needs by successfully completing classroom activities and assignments’. Accordingly, students need to receive clear instruction or purpose on their activities to rate 33 progress. In order for students to learn, they must also be engaged in an activity. Specifically in writing, they must be actively involved in the writing process, for instance, in creating, developing and experiencing writing. In order to engage the students, teachers can actually use various writing activities such as peer correction, collaborative writing, illustrated journal writing, and many more.

3. The Problems in The Teaching-Learning Process of Writing

a) Student Motivation

It is interesting to note that motivation plays such an important role on the development of the students’ writing as it is a driving force for them to write in a meaningful way. A growing body of researchers has stated that motivation is the most significant factor which can determine the success in foreign language learning.

According to Jere Brophy (1987), a leading researcher on student motivation and effective teaching, “Student motivation to learn is an acquired competence developed through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by others (especially parents or teachers).”

Expectancy-Value Theory Summarized

Why am I doing this? + Will I be successful at it? → Level of student motivation

figure 1. The student's motivation degree

According to this theory, the degree to which a student is motivated to engage with an academic task is jointly determined by his/her expectancy for success and by the value that he/she has attached to a specific task. This theory suggests that students can be successful if they apply reasonable effort and appreciate the value of the learning activities.

b) Teacher's Feedback

Feedback is one of the essential facets in inspiring the students' motivation in language learning specifically in writing. Ellis (2009) indicated that in both structural and communicative approaches to language teaching, feedback is viewed as a means of fostering learner motivation and ensuring linguistic accuracy.

The role of the teacher is to facilitate learning, and it is often a formidable and time consuming task to find ways to motivate students that will achieve the academic goals you've established for the course. Of all the variables in the motivation equation, teacher's feedback is the one for which you have the greatest control, takes the least amount of time, and can have an immediate and visible impact on student motivation. In order to enhance the students' learning and

motivation to learn, the teacher should provide constructive, timely feedback. Students want to be recognized for the hard work and effort they put into their classes, and whether we like it or not, many view grades as a primary incentive for their scholastic efforts. By returning assignments quickly and by constructively communicating positive and negative feedback, the teacher is able to acknowledge the students' hard work while still encouraging them to strive for more. If students do not receive feedback on their work, it is often difficult for them to know whether or not they are fully meeting teacher expectations and learning the material. In addition, if the teacher neglects to explain why something was wrong or point the student in the right direction by further articulating teacher expectations, the student may not make any additional effort to succeed as he/she doesn't know what direction to take. Since the teacher's ultimate goal is for students to learn the course material, consider underscoring or deemphasizing the grade earned by prioritizing and shifting the focus from the grade to the detailed comments and feedback the teacher provided on their work.

Feedback can have a powerful effect in motivating the students to improve and produce good writing. A work by Ellis (2009) has been published about giving feedback on writing in foreign language classrooms and it has been pointed out that feedback is crucial to support the students' writing and boost up their level of motivation. In fact, feedback is an influential tool to encourage and develop the students' writing skill especially to the lower proficiency students. Receiving feedback from the instructors directly during the writing process in the classroom

will assist the students to expand the idea which will give a great impact to the students' writing.

The researcher believes that providing feedback is a suitable strategy that can attract the students to focus on the writing tasks and feel motivated to continue improving their piece of writing.

4. Free Writing

Horsburgh (2005) stated the well-known pioneers of free writing activity are Ken Macrorie, Donald Murray and Peter Elbow. During 1960s to 1970s, they have promoted this activity as a tool that can improve student's writing and fight against writer's block.

Elbow (1980) said that one way to improve writing skill is practice to do free writing periodically. It also can be a useful media in order to help students start to write. Moreover, Elbow (1980:14) also found that this free writing activity can help students learn simply to get on writing and not be held by worries about whether they use good words or right words. Rigg (2011) added that if the students have to write, "I don't know what to say" repeat for 5 minutes, that would be fine. The main aim of free writing is to get something on the page.

Free writing technique means you write whatever comes to your mind and your feelings. It can take you a lot of places. Free writing is a pre writing technique in which a person writes continuously for a set period of time without referring to spelling, grammar, or topic. It produces raw, often unusable material, but helps writers overcome blocks of apathy and self-criticism. This statement

does not mean the students will not care to the elements of writing, such as good organization, spelling, grammar, and vocabulary. The students must pay attention to the elements because those are the most important things to understand in making a good writing. The objective of this technique is the students will be given freedom to write everything that comes in their mind and they will be easy to get their ideas which they will share in a paper, and then they will be given the direction how to make a good writing like as the elements of writing.

According to Fontaine (1991) the general characteristics of freewriting can vary depending on context such as changing the amount of time allowed or giving a specific topic. If there is no specified topic for the writing, it is called unguided (self-sponsored) free writing whereas guided (teacher sponsored or focused) free writing happens when a topic is given. Both unguided and guided freewriting have more benefits than just increasing writing fluency and making a habit of non editing while writing.

Meanwhile, in free writing learners write for a period of time on a topic of their interest. This writing can take many forms, such as quick writing, which is time-limited, done individually, and not always shared; and dialogue journals which are written to a teacher, a classmate or other partner who like to respond. Wojansinski and Smith (2002) said that free writing is a strategy used to aid students with disabilities” writing. It is a timed activity that encourages the student to write in a stream of unconsciousness mind. The main aim is to capture as many ideas and thoughts as possible and allow the writing to flow wherever

their minds lead them. Few days can be used to allow students to write on any given topic while other days the teacher can direct the topic.

Free writing is a chance for students to write freely for a brief period in a class, usually 10 minutes or thereabouts (Dickson, 2001). He explained that this activity offers students a rewarding experience of writing because it can avoid the inhibitions that normally influence writing, inhibitions that have developed since the first grade of elementary schools, i.e. writing had to be clear, correct and neat.

Moreover, Dickson said when students are asked to write, they expect to receive feedback from the teacher. It can be in the form of comment or error correction. Horsburgh added free writing cannot stand-alone. It has to work together with other exercises in improving student writing, in this case is feedback given from teacher. This feedback can make students know whether they made mistake. If they did mistakes in writing, they can make revision from the teacher's feedback and hopefully they will not make the same mistakes.

In free writing, the use of imagination is also necessary. Barber (2003) stated that in writing down how we "see", what we are imagining, we gain control and can return to these visual and emotional ideas again and again to discover ourselves. Imagination is crucial to good writing, and at the same time undeniably connected to the acquired skills and knowledge. The main difficulty with free-writing is to be going from nothing to something.

In this research, the researcher asked the students to write down the sentence about whatever they wanted to wrote and the researcher just remained to the students to give attention to the elements or the mechanics of writing when

they are doing free writing exercises. Also, it offers a student center activity that can be very beneficial for writing class. Brown (2001) explains:

You may follow these steps of how to make a free writing:

1. From your list of changes, choose one idea that interested you.
2. Write the idea at the top of a clean sheet of paper.
3. For ten minutes, write about this topic without stopping. This means that you should be writing something constantly.
 - a. Write down everything that comes to your mind.
 - b. Do not judge your ideas.
 - c. Do not worry about your spelling and grammar.
 - d. If you run out of things to say, continue writing whatever comes to your mind.

This process is called free writing. It is designed to help in writing free ideas that you might not realize. An important aspect of free writing is that you write without being concerned about spelling, punctuation, or grammar.

By doing this, teachers help EFL learners find their own voices in their new language and develop the ability to communicate effectively in different contexts and audiences. The free writing technique can be suitably done when students do not worry anymore about the mistakes or grammatical features. In doing this, the students need a good confidence while at the same time, they need to consider two aspects: content and audience. Once ideas are down on the page, grammatical accuracy, organization, and the rest will gradually follow. Therefore, free writing is important because in the act of writing down what our imagination tells us, we are better able to understand our meaning. The students also tend to choose free writing than other kinds of formal writing, because in free writing, they take time to re-write any events in their lives, and shape the things that have actually happened.

B. Relevant Study

There were some relevant studies related to the use of free writing technique to improve students' writing ability. An action research is written by Hengky Kusuma Windarto (2012) entitled "Significances of Illustated Journal Writing in Improving Writing Ability of Class VIII D Students at SMP N 2 Kalasan in The Academic Year of 2011/2012". He used free writing activity in his research study as unguided writing technique to help student generate ideas in improving writing ability. He pointed out the main aim of free-writing is to capture as many ideas and thoughts as possible and allow the writing to flow wherever the students' minds lead them. Free-writing can also be a solution to the problem of students' motivation.

Another research was written by Nurfiryalianti Jamiluddin Hastini entitled "Improving Writing Skill By Using Free Writing Technique". She applied in the research The quasi-experimental research design. The research aimed to find out whether the use of free writing technique could improve students' writing skill especially in writing descriptive paragraph or not. She conducted the research at SMP Negeri 1 Pasangkayu. The population was the eighth grade students, and the sample was class VIIIB as experimental class and VIIIC as control class. After conducting and analysing the research, she concluded the use of free writing technique can improve the students writing skill in writing descriptive paragraph particularly in learning the elements of writing such the paragraph organization, vocabulary, and grammar. It was proven after conducting the treatment for eight meetings. Besides, the free writing technique can make the students to start

writing without thinking too much to the grammatical sentences in sharing their ideas in paper. It might make the students be comfortable in doing writing. The free writing technique also can be used not only to improve students writing skill but also to improve other skills or components in different genres and elements in teaching English.

The research on free writing such as Hillocks's meta-analysis of composition research, provides the most stunning view of free writing. Hillocks examining 75 welldesigned studies selected from a corpus of about 800, he classified free writing studies in the natural process mode, which is characterized by a low level of structure and no directional teaching methods. That mode did prove to be more effective than the teacher-domination traditional presentational mode but was far less powerful than the environmental mode, which focuses on both student interaction and thoughtfully, structured classroom activities.

The internet TESL journal from Kenneth J. Dickson (2001) entitled "Freewriting, Prompts and Feedback", he concluded Freewriting is a beneficial technique for students of English, despite some of the obvious difficulties for learners of English. This writer's experience of using freewriting in the classroom highlights the potential of the technique. These variations provide a rich source from which students will benefit greatly in their writing and in the enrichment of their ideas and language usage through the feedback from fellow students and the class teacher. Once teachers have

used these variations, inventing new methods for prompts and feedback should become second nature.

It is supported by Elbow (1998), he states that the best way to improve our writing is to do free writing exercises routinely. It might do about three times a week for ten minutes later on perhaps fifteen or twenty. Related to this statement, the writer used free writing technique to be applied in teaching Englishwriting.

C. Conceptual Framework

As stated in the previous chapter, there are problems to be solved, related to the students' writing ability in grade class VIII B of SMP Muhammadiyah 2 Mlati. In regard with this statement, writing is one of the basic skills that should be mastered by the students. Writing is usually considered as a complex activity because there are many elements included in it, such as grammar, sentence structure, vocabularies and the type of texts that should also be understood by the students. Realizing that writing is a complex activity, the researcher concludes that there is a way that should be done to make the students interested in doing the writing activity. The researcher applied the free writing technique as an appropriate approach to encourage student's motivation in English writing which make the student confident to write anything and they do not need to worry about making mistake in their English writing. Free writing also motivate the student be creative to generate ideas that will keep their imagination to writing about anything. As mentioned before, the use of imagination is also necessary in the free writing activity. Barber (2003) states that in writing down how we "see", what we

are imagining, we gain control and can return to these visual and emotional ideas again and again to discover ourselves. Imagination is crucial to good writing, and at the same time undeniably connected to the acquired skills and knowledge.

Then, when the free writing technique succeeded encourage student's motivation, it will lead student to practice and familiar with English writing ability as often as possible. On the other hands, by cooperating with others to use free writing activity, students will feel more comfortable and confident in doing task of the writing such as solve the grammar and organization problems in English writing. Moreover, in group work, the students can interact with others and also share their knowledge to decide which idea can be written. At a later stage, this condition can gain the students' ability in those two aspects. As the result, it can be concluded that the free writing technique can improve English writing ability in the eighth grade students of SMP Muhammadiyah 2 Mlati.

CHAPTER III

RESEARCH METHODS

A. Type of the Research

Vester (2002) states classroom action research can be done for those who wants to take action to improve students' learning. Classroom action research is a reflective process that helps teachers to explore and examine aspects of teaching and learning and also to take action and improve. Classroom action research includes qualitative method, although data collected may be quantitative (Putranti, 2010).

The objective of this research is to improve student learning process in writing, while the situation in the classroom should support the learning process. Action research is not only a problem solving. It involves identifying the reasons for the action related to the students' performance in the classroom. Moreover, it is also needed to gather and interpret the data to show that the reasons and values were justified and fulfilled. People doing action research usually want to investigate what is happening in their particular situation and try to improve it. They not only observe and describe what is happening but also take action.

The reasons why the researchers chose the method of classroom action research in conducting the study due to several factors:

1. The researchers wanted to see and conduct the free writing activity done regularly and continuously. The researchers wanted to see the process of practicing the free writing activity that achieved by students in the writing of

each meeting, instead of just seeing the results of students writing. It is supported by Elliot (1991, in McNiff, Lomax & Whitehead,1996), “Action research is about improving practice rather than producing knowledge”.

2. When doing observation, the researcher acts as a teacher in the classroom, this provides advantages for researcher to conduct investigation as well as reflect on the cycle that has been done.
3. This method can be performed from primary school to college (Murtiyasa,2008). The researchers assumes that in junior high school is a good time to accustom them to do free writing activity in order to make them feel that writing in English is not difficult if they are accustomed.

Here in classroom action research, action researchers make their own decisions about what is important and what they should do. They become an investigator of his or her personal teaching context, while at the same time being one of the participants in it (Burns,2010). They may make decisions about the research procedures, but they do not make own decisions about the aims of the research.

B. Setting of the research

The data in this study was gathered from eighth grade students of SMP Muhammadiyah 2 Mlati Sleman Yogyakarta, which consists of 38 students from class VIII B. This setting and students were chosen because the researcher has done an observation in this school that most of the writing problems occur in this

class. The students of this class still have low ability in writing. This factor facilitated the writer to get close to the students.

This school has one teacher room and some other facilities, such as a mosque, a library, parking areas for students, teachers, and staff, one canteen, and a basketball court in the central part of the school. Moreover, there are also two laboratories (computer and science/biology laboratory) and so on.

The research study was done for about three months, March 2015 until May 2015, including the observation, planning, and the implementation of free writing activity in two cycles.

C. Subjects of the Research

This study is also collaborative in nature. It means that all members involved should have a thorough discussion, they can share their opinions not only when the actions are conducted but also in the planning and evaluation. If the research was conducted collaboratively, the validity and reliability of the process and findings are also strengthened.

The subject of this research included 38 eight graders of SMP Muhammadiyah 2 Mlati in the academic year of 2014/2015. As described previously, the students' writing ability could be assumed as low, indicated by their ability in generating ideas, using lexico-grammar features, and organizing a text, including applying the correct generic structure.

D. Procedure of the Research

In this study, the researcher plan to conduct two cycles and used a simple action research model that has been developed by Kemmis and McTaggart (1988). The action research typically involves four phases in a cycle of research but this research was done in two cycles.

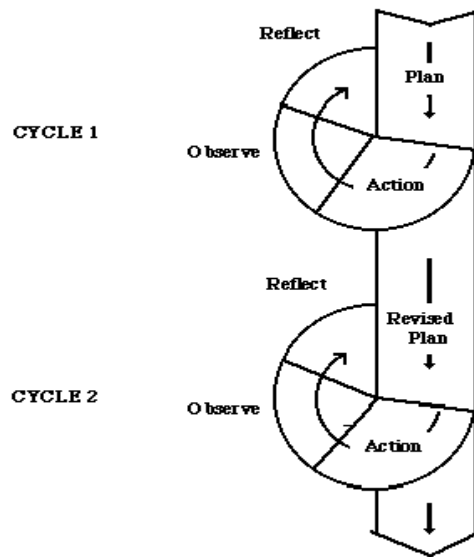


Figure 2. Action Research of Kemmis and McTaggart model (1988) in Burns (1999:3)

The procedure described at the figure 2 shows that the plans is made by considering the fact findings from preliminary observation. Then, the teacher as the researcher follows all the stages in each cycle in implementing free writing in teaching writing. The detail research description is explained as follows:

1. Planning

Planning is the beginning process of the research to conduct actions or after making sure about the problem of the research, the researcher needs to make a preparation before doing an action research. In this stage, the researcher

prepared some materials that were used in the research process such as the lesson plans based on the teaching materials, choose the theme, prepare the materials that needed in the learning process, and prepared the checklist for observation and formative test. The researcher also prepared the instruments such as drama scenario, technique and the instrument to observe and evaluate the teaching and learning process

Besides, the researcher identified some problems by interviewing an English teacher and some students in SMP 2 Muhammadiyah Mlati. The researcher asked problems in teaching English especially teaching writing to students. Moreover, the researcher did informal interviews to some students about how their feeling in English subject. Therefore, the researcher and the teacher developed a plan of action in order to bring an improvement.

2. Action

Action is implementation of planning. It means the researcher performed as the teacher, students and the teacher performed as an observer conduct activities based on planning that has been done in classroom. The researcher tried to take how many students' abilities to understand in writing. The researcher conducted drawing as activity before teaching the materials, while teacher took note in form of observation sheet. The researcher gave students assignments in individual, pairs and group to do the free writing activity using free theme, sometimes using a given theme and asked students to just write any words that come into their mind. Then, evaluated their mistakes and summarized the material.

3. Observation

In this step, a researcher has to observe all events or activities during the research. The researcher observed the situation in the class during the lesson, response and attitude of students when they were given explanation, doing task, and knowing their difficulties. This observation is very important for making analysis on everything that happened in classroom during implementing the free writing activity.

4. Reflection

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. At this point, the researcher and the teacher did reflection, evaluation and description on the effects of the action in order to make sense of what has happened based on the observation sheet. The researcher then decided to do further cycle of action research to improve the situation and revise the weaknesses.

This research study was implemented in two cycles. The explanation of these cycles can be presented as follows:

- Cycle 1.

The first cycle in this study was intended to help students generate ideas. The implementation of action in this cycle was done in two meetings. The students worked in pairs and some groups of work. In this case, the researcher asked the students to do some exercises such as the researcher used drawing as the activity as the media assisted of the technique. It was begun with writing a sentence using past tense. This tense uses in a recount text. Therefore this activity gave two

benefits for students. First, it will help students to generate idea by writing one simple past sentence. Second, it can evaluate students' understanding in using simple past tense. Moreover, the researcher used the completing a text activity, the researcher asked the students to complete the missing word related by suitable picture in the form of recount text. Then, students work in group to write a recount text with holiday as a topic. This was intended to let the students gather ideas related to the topic provided. Although it was free writing, the researcher guided the topic, to avoid the students' confusion in starting the writing.

- Cycle 2

In the second cycle, the researcher also conducted in two meetings. The researcher decided that the text does not use the topic. But, it was still related with recount text. In this cycle the researcher asked some questions to the students and tried to evaluate the mistakes in the first and second meetings. Then, the researcher gave the students some exercises related the mistakes were found. The researcher also decided to give exercises that lead students to repeat the writing activity, therefore these activities stimulated the student to write as a habit. Some exercises for instances, correcting sentences using past tense as one of the recount text characteristics, arranging the random recount text, and write in group and individually to make a recount text. Beside, the researcher put one game in this cycle, to create the class atmosphere effectively and avoid students were sleepy along the lesson.

E. Instrument

The instruments used here are test, observation sheet, and interview.

1. The test

The test consisted of the pre-test and the post-test. Pre-test was the test given to the students to measure the students' pre-ability. It was conducted before the cycle given while post-test was the test given to the students by the writer to measure the students' ability after getting the treatment. The test was used to measure the students' skill in writing recount text. Before conducting the treatment, the writer administered a pre-test to measure their ability in understanding about recount text. The pre-test was about writing a recount text. The researcher gave a picture and some clues/key words and asked the students to construct them into a text based on the picture and clues given. The students had to do this test individually.

2. The observation sheets.

Burns (2010) says that observation sheets is one way to gather observation data using a coding system or checklist that consists of aspects during teaching learning activity. It is sometimes called systematic or structured observation. It would be better for the researcher if use a simple checklist so that the observer is able to focus on the particular issue. In line with the statement, Amna Khalid (2006, cited in Burns,2010) explains:

“For me a classroom observation checklist must not contain too many items. This is a lesson I learned from a few observations I conducted. Some time back, in order to appear very professional and show off my newly acquired knowledge I developed wonderfully detailed checklists divided and subdivided into many topics. The checklist looked very well done and highly useful but in practice, that was not the case. I ended up

with too much to look for in too little time. So now, when I design checklists I restrict myself to looking at one or two aspects of my teaching and I do not devise too many questions nor do I have too many categories. If you keep your checklist concise and stick to the most important points, your observation will be good”.

In this case, The English teacher checked some aspects in teaching and learning process such as the lesson plan, the tasks, the materials and the media by putting a tick to statements in the observation checklists

3. The interview

The researcher chooses an interview in informal setting and it were conducted before the pre-test, before and after implemented the cycle I, then, before and after implemented the cycle II. The interview is unstructured and it will allow the direction of the interview to be determined by the students. This kind of interviews is actually the most demanding. The data from interview were in the form of interview transcripts. The interview are needed in order to know the teacher's and the student's opinion toward the problem in the writing and the implementation of the technique, the students' responses and feeling after the implementation. The field notes were used to record the students' responses, interaction, and motivation during the implementation. It could require a high level of trust between interviewer and interviewee. The researcher did an interview to a student in the end of lesson or made a chat with the student at break time. The researcher did not bring a paper or a pen, instead a hand phone. The researcher hid the hand phone in order to record the conversation and used Indonesian language in order to make students feel comfortable and they can say everything related to English problem honestly.

F. Data Collection Techniques

The data in this research study were obtained from the instruments. All the data needed in this research are the writing scores, opinions, obstacles, and expectation of the action implemented from the research members.

In these steps, the researcher tried to achieve the process validity and catalytic validity through the use of the test, class observation, interview, and questionnaires.

Class observation was done by the researcher and the teacher. In depth interview was also done with the English teacher to know the difficulties that happen in the teaching-learning process of writing. Meanwhile, the researcher also gave the students questionnaires to know their difficulties in writing. In the plan of action, the researcher had an interview with the teacher to decide what kind of activity to be applied in order to solve the students' difficulties in writing. This interview was also aimed at achieving the democratic and process validity of the research study. In action and evaluation, observation and interview was done to get the dialogic and outcome validity. Class observation was done by the researcher implemented the pre- test and questionere. After the implementation of each cycle, there was an interview with some students, the collaborator, and the English teacher about the implementation of the free writing technique. Lastly, in the process of reflection, the researcher evaluated the result of the students' writing and used documentation to record their activities. Content, construct, and outcome validity were expected to be achieved in this process. The process of documentation in the implementation was done by the collaborator.

G. Data Analysis Techniques

Data Analysis plays an important role in every cycle of classroom action research because it can be a reflection and revision for planning the next cycle. The data from this study was outlined from classroom observation, interviews and students' writing test. The researcher started to observe the students' writing before implement the cycle I using pre-test and noticed that most of the students were weak in writing despite they have the thought and ideas in their mind. Furthermore, they could not express them well in written form. Thus, the researcher has changed the method of teaching by giving the comment and feedback to the students and the following evidences emerged from the data collected.

The data that have been collected were analyzed in two ways, qualitative and quantitative. The qualitative data which were obtained from class room observation and interview were described and analyzed. For the quantitative data, the researcher conducted the pre-test and post-test. The data were analyzed by using descriptive statistics of the students' score in order to know the result of the students' performance in writing, the researcher used a writing rubric.

The qualitative data were analyzed in five steps. These were assembling data, coding data, comparing data, building interpretation, and reporting outcomes.

1. Assembling the Data

The first step was collecting the data over the period of the research including field notes and interview transcripts. In this step, broad patterns were compared and contrasted to see the fitness of the data.

2. Coding the Data

In this step, the data were categorized into phenomena. These categories were called codes. Based on the codes, the data were labeled for storing and retrieving. Data coding made it possible to reduce the large amount of data that were collected to more manageable categories.

3. Comparing the Data

After the data had been categorized, relationships or connections were made among different sources of data. This stage is aimed at describing and displaying the data rather than explaining or interpreting them.

4. Building Interpretation

In this stage, data were interpreted based on the previous steps to make some sense of the meaning of the data.

5. Reporting the Outcomes

The final stage of the data analysis was reporting the major processes and outcomes that were well supported by the data.

Meanwhile, the quantitative data in the form of students' writing scores were analyzed by calculating the means of the scores of the writing test. The means of pre-test and post test were compared to know whether or not there was an increase in the students' performances.

H. Validity and Reliability

As stated by Anderson et al. (1994, in Burns, 1999: 162), there are five criteria to fulfill the validity of a research, namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In this study, all of them were used to indicate the validity of this study. The explanations of them are given below:

1. Democratic validity

It is related to the extent to which researcher is truly collaborative. This study tries to fulfill the criterion by doing such interviews with the students and having discussion with the English teacher in finding and selecting problems to be solved.

2. Outcome validity

It is related to the notion of action leading to outcomes that are successful within the research context. This research is expected to be able to solve more than one problems in teaching-learning process, for example ones which are related with writing skills, motivation and involvement.

3. Process validity

It is related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field

notes during the lessons, interviewing students and the teacher, and having discussion with the school principal in the scheduled time will initiate the process of this study.

4. Catalytic Validity

It is related to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it.

5. Dialogic validity

It is related to the extent that parallels the process of collaborative enquiry or reflective dialogue with ‘critical friend’ or other researcher. Asking the teacher to act as an observer who observe and report the students’ reaction during the teaching and learning process will fulfill this criterion. For example, the researcher asked questions to other researchers about possible ways or actions to reduce difficulties met during the study.

On the other hand, the reliability of the research was obtained by giving genuine data, such as the field notes, interview transcript and other records. To obtain the trustworthiness, Burns (1999: 164) proposes 4 triangulation techniques, and two of them were used in this research study. The techniques are explained as follows:

a. Time triangulation

In this research, the data were collected from March to May 2015. During that period of time, this research was conducted in using the free writing

technique to improve students' writing ability. This technique consist of source triangulation and method triangulation. In source triangulation, the data are colleted more than one source of data with different time. Meanwhile, in method triangulation the data are obtained more than one technique.

b. Investigator triangulation

More than one observer is involved in the same research setting to avoid observer being biased and to provide checks on the reliability of the observation.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presets the results of the research based on the actions that were implemented by the researcher in the class. The explanation of the result is divided into two sections: research findings and discussion.

A. Research Findings

The research finding explains the reconnaissance and the process of the research in the class. There are two sections are explained, the first section presents the reconnaissance steps and the second one reports the results of the result of the action research cycles: plan, actions, observation and reflections. This research was conducted by using classroom action research. This action research was done in two cycles. The researcher took these data as a qualitative analysis and a quantitative analysis.

1. The Reconnaissance

Initial fact-finding is the first step in conducting action research. To identify the field problems concerning the English teaching and learning process of Class VIII B in SMP Muhammadiyah 2 Mlati, the researcher did some activities. First, the researcher came to the school to ask the observation permission to the school principal who was absent in the school because she was sick. Than, the researcher directly met the English Mr. Avanza Naufal Hakim,

who is the researcher's friend in the collage and the researcher has communicated before by phone with English teacher. Actually, the teacher was teaching in the Class VIII B as he was mentioned to the researcher before in the phone about his teaching schedule. Because the limited time, the teacher gave permission the the researcher to conduct a brief class observation and to identify the teaching and learning process of English at Class VIII B of SMP Muhammadiyah 2 Mlati. The researcher shown the brief vignette based on the observation in class VIID. The vignette below shown the teaching and learning process of writing and students' attitudes toward the writing class.

Date : March 20th2015
Place : Classroom of 8D
Activity : Class Observation

The teacher continued explained about the recount text by reading his own course books. Not all of students have the course books, but each of them has a student's work sheet (*LKS*). Moreover, the teacher itself did not write the explanation about the lesson or gave a handout to the students. The situation in the class was uncontrolled. The students were so noisy. Some students were talked with the other students. In fact, there was a female student had a nail polish activity. The students did not pay attention to the teacher's explanation, it could be seen when she asked “ *sudah jelas belum anak-anak?*” (“**Is it clear everyone?**”). They did not say anything though the teacher repeated the question three times. In this case, the teascher looked so thirsty because he used a loud voice to explain the lesson. It seemed that the students needed some interesting media to increase their interest in learning writing.

Then, the teacher gave the students writing tasks. He asked the students to write a recount text. Some of the students got confused with the task that was

given by teacher. They also met the difficulties in writing a story and constructing the words into some sentences. Some students said, "*Pak, ngerjain LKS aja pak, nggak tau mau nulis apa Pak*" ("**Sir, it is better to work the student's work sheet. I do not any idea to write**"). So the teacher decided to gave an assignment based on the student's work sheet.

When all was finished, the teacher and the students discussed about the answers. The class was back very noisy. The teacher often reminded the students to pay attention. However, the students still made some noise. Because the situation did not run well, the teacher asked the students to submit their work on the desk in front of the class. the break time bell rang. The teacher said goodbye to students and went out of the class.

Based on the situation of the teaching learning process, it could be indicated that the process of the teaching and learning about writing English was not quite successful. The class situation also was uncontrolled. The teacher in that class was teaching by using conventional method. It happened because the teaching technique used by the teacher was teacher-centered. Moreover, the students' participation was not really good. Most of them did not pay attention to the teacher when explained the lesson and gave the instructions. Some students talked to their friend and the other students were noisy during the lesson. They also cited to the other students. The teacher also did not provide enough learning sources. In the teaching and learning process, only the teacher used the course book. It happened because the main students' course book had not been distributed by the school. It probably the student can use any books they have. In the other hand, the school applied student's work sheet (LKS) for the students. This media

does not give improvement to the student and teacher. It can infer that was the real situation usually happen when the teacher taught in the class.

After that, some interviews were also conducted to get more information related to the teaching and learning process. The observation to student at Class VIII B was conducted on March 20th, 2015 whereas the interview to the English teacher of Class VIII B was held in the same day after the teacher finished teaching in that class. From the interviews, the researcher found some facts that happen in the classroom during the English lesson that the students think English language is not easy to learn especially writing English. The teacher said everytime the students were asked to make writing assignments, they felt reluctant to do that. Their results of writing English assignment were not as good as other English language skill result. This happen was not only caused by the teacher, but also caused by most of the students' behaviours and characteristics of this school are unable to follow the lessons like the other students from the other school. The following interview transcript showed the condition of students' attitude during the teaching and learning process in the writing class.

*R: Pak Avanza kalo untuk kendala-kendala di sekolah ini yang terkait dengan teaching learning bahasa Inggris bagaimana ya pa?***(Sir, what are the problems found in teaching learning English?)**

ET: Oh untuk mengajarkan bahasa Inggris, mungkin motivasi anak-anaknya kurang. (There was less motivation of the students to do some English tasks.)

*R: motivasi kurang maksudnya pak?***(Could you mention the example Sir?)**

ET; iya motivasi bisa kurang karena disebabkan beberapa faktor, faktor utamanya disini biasanya anak-anaknya berasal dari keluarga yang kurang, maksudnya kurang disini ya kurang mampu, iya kurang ekonominya, orang tuanya

juga mungkin kurang memberikan pendidikan yang bagus pada anak-anak, ya akhirnya jadi seperti ini, ya harus di fahami bahwasanya perilaku dan karakter dari anak-anak disini seperti anak-anak yang riot susah dikendalikan saat dikelas.

Terkait motivasi belajar bahasa inggris ya itu tadi ada yang senang belajar di beri soal langsung mengerjakan, ada yang males-malesan. (Yes, it's caused by some factors, the first factor here is most of the students come from poor family with low social status and low salary, therefore some parents do not give well education for their children in the house which is influence of student behaviour and characteristic in the school that hard to controll them. But, there are also some students love to study and do their work even the other students are lazy to do that.)

(The interview transcript 1)

Moreover, the third section was the questioners were distributed on March 21th, 2015 in order to strengthen the findings of general problems and to identify the problems of the teaching and learning process of writing. It was conducted after the researcher observed the situation of the classroom before conducting the cycles. The questionnaire was given to the students in order to get some information which was related to the students' feeling, motivation, and interest in doing the activities in the classroom. This questionnaire was made in the form of multiple choice in which it consisted of ten questions and each question consisted of four options (A, B, C and D), looking the students' responses toward their interert of writing English. The result of the questionnaires also assured the problem. 23 out of the 32 students said that they do not like writing english text and 27 students often find difficulties in writing English text. Then, 18 students said they do not understand the recount text that they have been learnt. 25 students did not like the method of the teacher in teaching writing English text. There were

only three of them who admitted that they understand of recount text, while five students abstained.

In the same day, the researcher also did the preliminary test (pre-test). The purpose of this meeting was to find out and measure the student's ability in writing a text. The teacher gave an advice for the researcher to prepare pre-test. It consist of the test asked the students to write a simple recount text they have been learnt before. The first step, the teacher helped the researcher to prepare the class and introduced the researcher to the students. Actually, the implementation of this stage also done to give the students a questioner and the result was explained before. Therefore, the researcher here was only explained about the implementation of the pre-test. The researcher started to shared a piece of the paper consist of an exercise for each student and ask them to write the answer on the answer sheet. Most of them asked the same question and said writing is very difficult. It might be caused they had to remember their experience and wrote it into paragraph or they did not know what to write. It can be seen from a brief conversation of the field note below.

Student	: “ <i>Nulis opo iki?</i> ”
Researcher	: “ <i>Kenapa baru satu kalimat?</i> ”
Student	: “ <i>Bingung, Miss.</i> ”
Researcher	: “ <i>Coba lihat mana pekerjaan mu?</i> ”
Student	: “ <i>Mboh, Miss radong.. bingung mau nulis apa ki lho</i> ”

(A brief conversation of the field note no.2 on March 21, 2015)

They also said translating the Indonesian into English language was difficult to begin writing one sentence. Most of them did not work the last exercise to write a simple recount text.

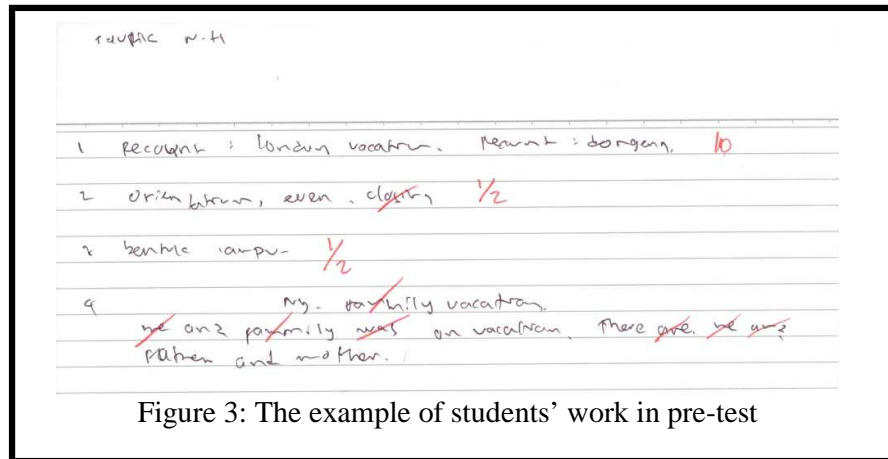


Figure 3: The example of students' work in pre-test

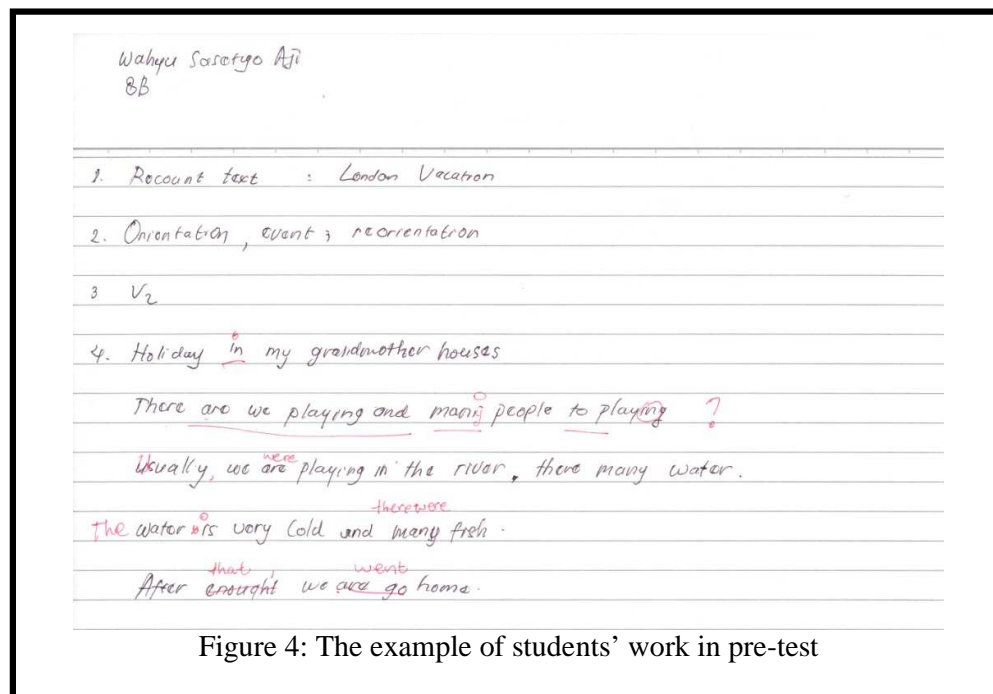


Figure 4: The example of students' work in pre-test

Based on the result of the pre-test implementation that the researcher examined from the answer sheet, it was found the students got difficulties in begin to write the recount texts. Most of the students were difficult to express or generate their ideas on the text. They did not understand all related to the recount texts. Beside, their texts were not correct on many aspects, such as the content, organization, language use and mechanic. They did not understand of the generic structure and language features of the recount text. They made mistakes to answer the generic structure of recount text. Moreover, they were confused to write the correct steps of generic structure of the recount text, such as what are the orientation, the event and the re-orientation. Some of them answered re-orientation is in the first paragraph of the text and the conclusion is the last paragraph of the text. The other students stated 'organization' is replaced the name of 'orientation' for the first paragraph of the text. It was concluded most of them can not write a recount text.

From the explanation above, in order to solve those problems that found from the researcher's observation such as the interview with English teacher and some students of class 8B on March, 20th 2015; the result of questionere, and the result of the pre-test that were eximened by the researsher as the rater I and the teacher directly as the rater II after the implementation of the pre-test on March, 21th 2015; the researcher planned some solutions which were considered effective in overcoming them. They are presented below:

The problem	Technique / Solution	Function
The teacher provided the	The use of some	To make the effective

students by limited varieties of media and the teacher's technique was teacher-centered.	interesting media, techniques.	teaching learning process and create some interesting activities. Thus, the student can get the point about the lesson.
The teacher focused more on student's work sheet .	Giving handout to the students consist of more varieties activities and the simple explanation about the lesson.	It will not make the students feel bored to the lesson and they can follow the lesson not only just hear the teacher read the explanation.
The students could not generate the ideas in writing, they could not write the recount texts, their writing had little details and some what choppy, they reluctant to work the writing assignments, and the students lacked vocabullary.	Free writing technique, assisted by some media, rewards and some interisting activities (make a sentence based on the picture, find missing words, write a recount text using free writing technique, editing the texts)	To let the students capture as many ideas and thoughts as possible and allow the writing to flow wherever their minds lead them.
Most students were confused to identify generic structure, language feature and social funtion of recount texts.	Discuss and identify the text. Arrange the recount text.	To give student deep understanding of the recount text
The students behaviours and characeristics, such as they made some noisy when the lesson, they did not pay attention to the teacher.	Giving a warning, games, rewards more attention, feedbacks, and motivations.	To change their bad habits and motivate them.

Table 1: The problems and solutions are found

2. The Implementation of Cycle 1

There were two meetings in Cycle 1. This cycle consisted of four steps.

They were plan, action, observe, and reflect. The following was a brief

explanation of Cycle 1.

a. Planning

In the plan step, the researcher prepared all things based on the identification of the problems which conducted from the observation of the class, the interview, the questioner, and pre-cycle. Those things can determine to the syllabus, the lesson plan about recount text by using free writing technique, drawing activity as the media that will assist the technique, the materials related to the recount texts that have been printed out and gave to each student as handout to make student more easy to follow the lesson, the example of recount text, students' writing test, the worksheet and answer sheet for students in writing recount text. The learning materials and the lesson plan of this research were designed based on the syllabus and the curriculum of the school applied free writing technique which was supported by the English teacher of Class VIII B in SMP Muhammadiyah 2 Mlati, as reflected from the interview transcript on appendix. Besides, the activities were designed by the researcher in this meeting are (a) students got the explanation about the generic structure of a recount text, language features; simple past tense and words showing order, word showing adverb of time, (b) the students draw something that they love the most in piece of paper, for examples: a flower, a phone, a duck, (c) the teacher ask the students to exchange their drawing with their table mate, (d)the students had to make a sentence using simple past tense based on their drawing, (e) the teacher remind the student do not forget to use adverb of time, (f) the students had to write in the whiteboard, (g) the teacher and students identify their sentences together, (h)

students had to fill the missing word of the recount text based on the related picture, (i) the students are asked to make a group work consist of 4 up to 5 students, (j) the student had to make a recount text based on the topic 'holiday' using free writing technique without worry about the mistakes, (k) the teacher and the students identify their rough draft and edit their mistakes together, (l) the students had to write their final draft of recount text correctly. The last but not least, the researcher designed the activity to evaluate in the first cycle (m) the students had to produce a story about recount text based on the topic 'holiday'. In this section, the students had to work individually and they have to submit it in that day.

Moreover, the observation checklist and field-notes were designed based on the lesson plan and the learning strategy that used in this research. Writing test was designed which ask students to write a recount text.

b. Action and Observation

The implementation of action in the first cycle was done in two meetings. In this step, the researcher applied the action based on the lesson plan. The first meeting was conducted on Tuesday, 19th May 2015 and the second was on Friday, May 22th 2015. The researcher became the action taker as it was ordered by the English teacher.

1) First meeting of Cycle I

Firstly, the researcher took a role as a teacher. The researcher applied three-phase technique (PPP) which was designed by the researcher in the lesson

plan. The three-phase technique (PPP) consists of three stages: presentation, practice, and production. In the first stage, when the class started, the researcher greeted the students to start the class and checked the students' attendance. The researcher greeted the students by saying "Assalamu'alaikum warrahmatullahi wabarakatuh, Good morning everyone, how are you all today?" The students answered "Good morning miss (some students said good morning bu), I am Fine. And you?" "I am fine thank you" Then the researcher continued with checking the attendance list by asking to the students. The classroom condition seemed noisy. After that, the researcher gave the handout of recount text example to the students related to the recount text which more interesting and simple to understand. It has been searched from the internet to facilitate students understand the material. The researcher was decided the theme of the recount text is Holiday. Even though the researcher used a topic for the lesson plan, the implementation of free writing as the technique can be applied as well. As mention the previous chapter, If there is no specified topic for the writing, it is called unguided (self-sponsored) freewriting whereas guided (teachersponsored or focused) freewriting happens when a topic is given (Elbow, 1998b; Elbow & Belanoff, 2000; Fontaine, 1991; Lannin, 2007). The picture below as the modeling handout for the students.

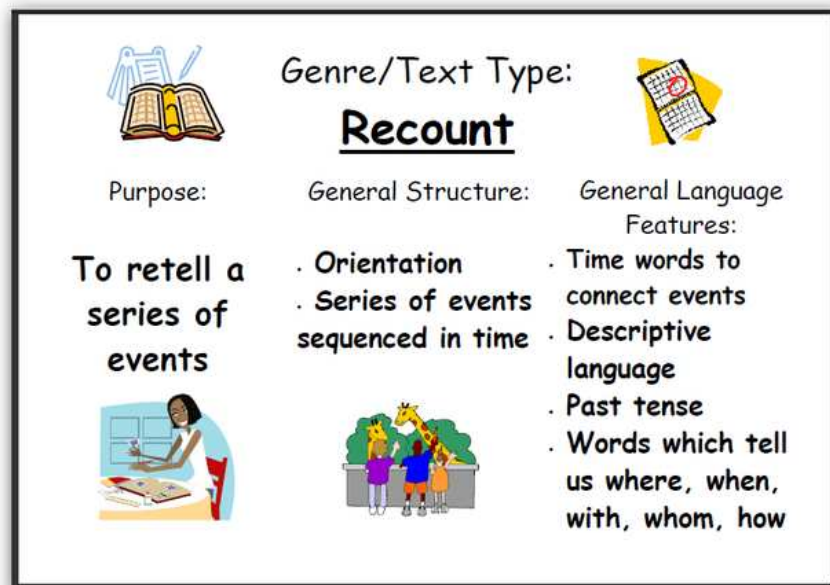


Figure 5: The Recount Text Model

Then, the researcher gave some questions to build students' background knowledge. The researcher asked students the differences between narrative and recount texts. The researcher mention two examples titles of the texts, "how about snow white, *apakah itu merupakan contoh teks recount?*" Only one student answered the question, some of them just kept silent but they concerned to the researcher, and most of them especially the male students could not paying attantion from the begining a lot of laughs and noisy. For a moment the researcher thought that she has to create good athmosphere in the class for deliver the teaching process effectively. Consider to the most of the students who could not be controlled by Mr. Avanza, the researcher did not want the same condition with that. Therefore, the researcher has to handle it by give a minute the student to make a noice they want. The researcher took an act paying attention to those students by standing in front of the class just silent for the moment. Then, hit the

black-board hardly and make all of the student able to keep silent. The researcher started to give sentences with them, as we can see in the field note below.

“saya sedang mengajar di kelas anak-anak TK yah? Berapa umur kalian? Masih lima tahun, tiga tahun atau dua tahun? Oh I see, kalau begitu please lanjutkan bikin ribut dalam kelas, apa perlu saya besok bawa balon? Atau sekarang saya keluar dulu beli permen, atau.... ya sudah ga usah belajar bahasa inggris, menyanyi saja biar kalian kalo tidak lulus dari sini masih bisa ngamen diperempatan lampu merah sama anak-anak punk, panas-panasan, kedingin, tidur di terminal, gimana... atau mau saya antar kalian ribut di ruang BK? Tolong tunjukan pada saya kalau saya itu mengajar siswa kelas dua SMP bukan anak-anak TK atau PAUD yah. Apa kalian nanti ga malu masuk kelas TK badannya paling bongor sendiri? Suaranya paling ngbass sendiri”, some students laugh, the others just keep silent and the rest said “gak mau bu”, the researcher continue to talk, “ Jadi tolong yah saya mohon kerjasama dan kesediannya memberikan waktu untuk memperhatikan pelajaran ini, jangan mau dong saya samakan dengan anak TK, rugi lho biaya orang tua kalian sudah keluar banyak buat sampe kelas dua ini, tapi bagi yang masih mau jadi anak TK silahkan dilanjutkan ributnya di depan kelas saya ta nonton, kalau sudah selesai saya antar ke ruang BK, bagaimana? Sanggup mengikuti kelas saya?”

(The researcher’s speech of the field note No.4 on May 19th, 2015)

According to Mr. Avanza that mentioned in the interview was taken in the field observation before, this condition is usually happen in the class, he said that the teacher have to be patient to face the student. Although most of characteristics of these students, male and female students, are rude, the researched is perforced to take this act to control but can not let this condition if will lead to create as an activity that will be usually happen in the class, it should be corrected and find the problem solving among teacher and students to support a conducive atmosphere in teaching learning process, thus we able to achieve the goal of the

study. This act also was considered from their age that based on Book Library of California Department of Education, "Characteristics of Middle Grade Students," *Caught in the Middle* (1989) pages 144-148, mentioned there are some psychological development characteristics of Middle Grade Students; the researcher mentioned some of them are :

1. Are often erratic and inconsistent in their behavior; anxiety and fear are contrasted with periods of bravado; feelings shift between superiority and inferiority;
2. Have chemical and hormonal imbalances which often trigger emotions that are frightening and poorly understood; may regress to more childish behavior patterns at this point;
3. Are easily offended and are sensitive to criticism of personal shortcomings;
4. Tend to exaggerate simple occurrences and believe that personal problems, experiences, and feelings are unique to themselves;
5. Are moody, restless; often feel self-conscious and alienated; lack self esteem; are introspective;
6. Are searching for adult identity and acceptance even in the midst of intense peer group relationships;

So, the researcher inferred that she has to give a pleasure to them by mentioned a similarity among them as a child in the kingdegarden. The students will refuse and it will lead them spontaneously regreted and annoyed to did the act (rude and noise) like before.

After that moment, the researcher continued the teaching, gave the questions to the student ask about the diffences between narrative and recount texts and most of students could be cooratively answer the question. The purpose of this step will laed to develop their background knowledge and remind them about the recount texts that had been taught before by Mr. Avanza.

“Well, disini ada yang tahu perbedaan recount text dan narrative text? Mr. Avanza bilang dua teks ini sudah kalian pelajari kan, coba siapa yang mengetahui perbedaan dari dua text ini? Ada yang mau menjawab? Tidak ada? Oke kalau begitu saya dengan terpaksa yaaah pilih dari presensi ini (the reserasher take attandance list of the student) yang namanya saya sebut harus bisa jawab”, then the researcher mentioned one name of the students but unfortunately he did not know the answer or lazy to answer. The researcher tried to make another simple question “how about Cinderella, Snow White, itu contoh dari teks narrative or recount?” the one student in front side was pointed by the researcher who looked whisper the answer from a minute ago said “Yes mam, Snow White itu narrative mam, kalau recount text itu pengalaman pribadi” , the researcher said “ Iya benar, bisa kalian lihat di handout atau copy-an yang saya bagikan, kali ini kita akan mempelajari recount text, sudah pernah dipelajari kan ini? Di copy-an itu ada table yang lebih simple dari text recount”.

(The researcher’s speech of the field note No.4 on May 19th, 2015)

While asked the students look at the handout of a recount text example, the researcher started to write the general structure of a recount text in white board and guided the discussion to help students understand more about the recount text, the general structure of the recount text, the language feature of the recount text; past tense and word showing order, adverb of time and the purpose of recount text. She discussed one example of the recount text. In addition, the researcher gave a chance for the students to ask the question about the explanation of the recount texts.

In the practice, the researcher asked the students to work in pairs to do some exercises. The students were asked to write a recount text, the researcher assisted drawing activity as a media that will help the free writing technique. In this stage, the students are asked to draw anything what they love the most, after that the students exchanged their picture with their table-mates and make one

sentence using past tense based on that picture. Actually, this activities was lead on the implementation of free writing techniques for the student. Meanwhile, the implementation of this activity is purposed to observe their students' ability in writing and their understanding related to the language characteristics of recount text. It will lead the students understand how to correct the wrong tenses, for instance, because the implementation in this step not only free writing activity but also editing activity that will make the student created a good text of recount. Therefore, the researcher thought it was necessary using this media to assist the free writing technique.

In this meeting, the researcher also observed the students' attitude in implementing the action. The following conversation of the fieldnote showed the students' attitude in the teaching learning process of writing.

The teacher asked the students to make a sentence based on the pictures with the past verb individually. The class seemed noisy.

S : Miss ini tuh gimana toh Miss? (Miss, how is it?)

R : Gimana apanya dek? (What do you mean, dear?)

S : Aku boleh gambar nya bebas mau apa aja? (I can draw anything?)

R : Iya bebas, yang kalian ingat sekarang, yang mudah atau yang kalian paling suka? (Yes it is, the most thing that you remember now, esier or you loved)

S : bunga boleh Miss? Sepatu? (Can I draw a flower? Shoes?)

R: Iya boleh, perhatikan sebentar everyone ayo waktunya Cuma 3 menit kalo sudah langsung tukar dengan teman sebangkunya yah.. langsung bikin kalimat menggunakan past tense yang berhubungan dengan gambarnya, 2 menit lagi nanti di tunjuk maju kedepan (Yes it's up to you, attantion please everyone, three minutes for drawing, then you have to exchange your drawing with your table mate and make one sentence use simple past tense related that picture, two minutes left then I will point some of you to come forward)

S: susah Miss kalau gambar sepatu bagaimana kalimatnya ? Kasih contoh mbak.
(It's so hard miss, how about make sentence of word shoes? Give an example miss)

R: Okay, satu contoh yah perhatikan dulu semua, contohnya gambar sepatu, kalian bisa membuat kalimat 'I bough a shoes yesterday' 'I bough a shoes yesterday' is that clear? Sudah jelas? (Okay, I will give you one example, attantion please, for example a picture of shoes, you can make a sentence 'I bought a shoes yesterday' 'I bought a shoes yesterday' is that clear everyone)

S: Miss bahasa inggrisnya menanam apa Miss?(Miss, what is the English language for 'menanam'?)

R: Coba cari terjemahannya di kamus, kalian bawa kamus kan? Jangan lupa pakai past tense yah kalimatnya (Try to check in dictionary, do you bring the dictionary? Do not forget to use past tense)

S: nggak bawa mbakaak(I dont bring the dictionary)

(A brief conversation between the researcher and one student of the field note
No.4 on May 19th, 2015)

From the conversation above, it can be concluded that students need more explanation about the simple past tense. Then, the students are less vocabulary of English language, they also did not use a dictionary to help find difficult words to translate Indonesian language to English language. Furthermore, the result of this activity showed that many students did not pay attention of the form simple past tense. When some students asked to write in the whiteboard, there were found that the students forget to use the verb 2 form in the sentence. Some results of this activity can be seen in the appendix.

Next, the researcher applied a simple activity for the students. They were asked to fill in the blanks with the correct words based on the suitable pictures. It aimed to enrich their English vocabularies and generate the ideas related to the picture. Then, the researcher walked around to help the students if they found

some problems. After finished their work, the researcher and the students discussed the answer of this exercise, also the students need to submit the exercise.

Because of the time was over, she asked a question about the topic that was taught by teacher “Ok, what have we learned today everyone?” the students responded to her question. She reminded them to study more in their home for the next exercise and the individual test that will be given in the next meeting. Then, the researcher closed the lesson “This is the end of our lesson today, thank you”. After that, the researcher and the students would hold ‘*Tadarus Al-Quran*’ before they went to home.

In this meeting, the researcher observed the students’ attitude in implementing the action. The interview transcript below showed the students’ attitude in teaching learning process of writing.

R : *Gimana dek ada yang masih bingung?* (**Do you have a difficulty?**)

S : *Iya mbak bingung.* (**Yes. I do Miss**)

R : *Apa yang masih bingung?* (**What is that?**)

S : *Masih bingung bentuk kedua nya itu lho mbak.* (**I have a difficulty to modify the verb 2 Miss.**)

R : *Terus ada lagi gak?* (**Any other difficulties?**)

S : *Iya Mbak, kadang gak tau bahasa Inggrisnya apa?* (**Yes, Miss. Sometimes I do not know how to translate a word in English.**)

R : *Kalo begitu sering cek dikamus ya.* (**So, you should consider to use a dictionary.**)

(Interview transcript 2)

From the interview transcript above, the researcher found that the students’ difficulties were in the area of vocabulary mastery. Beside, from the last exercise in the first meeting, the result showed there were many mistakes made by

students to fill a suitable word with the text, whereas that had been helped by the pictures. Therefore, the researcher reminded the students to use dictionary in teaching and learning process.

2) Second Meeting of Cycle I

The second meeting was conducted on Friday, May, 22th 2015. In the second meeting of Cycle I, it was similar with the first meeting. The researcher greeted the students to start the class and checked the students' attendance and the researcher asked the student about the recount text that has been discussed in the first meeting to examine and encourage the student understanding of the recount text. In this meeting the researcher designed the two activities because in the production phase the students are asked to make a story based on the topic 'holiday' and implemented the free writing technique. Then, the researcher made four up to five groups of work on writing recount text using free writing technique. Each group consist of four to five students. This was intended to let the students interact with each other and gather ideas related to the provided topic. Although it was free writing, the researcher guided the topic, avoiding the student's confuse in starting the writing. Then researcher asked the students which places they have been visited. They were required to make a free writing of the recount text based on their own holiday experiences. It lead the students retell and inform their holiday. The text could be about one of themember's holiday experiences or the groups's holiday experiences. The researcher also walked around and checked the students' discussion. After finishing their free writing, the next activity is editing of the text. The students are asked to edit their writing.

The teacher gave five minutes to read their writing. Then, they are asked to check their writing that consist of the generic structure of recount text, circle the wrong of grammar, punctuation, spelling, good form, organization, for instance tenses, and the other characteristics of the recount text. After that, the teacher and the students identify their rough draft together.

Last activity, the researcher gave an individual test for each student to write the recount text using the free writing technique which have been practiced in the groups of work before. The score of this test purposed not only examine the students' writing ability by giving the free writing technique in the first cycle, but also influenceto decide and evaluate the activities for the next cycle. The researcher allocated 10 up to 15 minutes to write the text and she facilitated the students if they found some difficulties. In addition, the researcher walked around the students to monitore students' work. The class situation seemed noisy because they called the researcher to come to their table and asked some questions. Meanwhile, this meeting was conducted on Friday at the end of the lesson hours. Their tought only went home and finished the lesson as soon as possible. The time was over. The students had to submit their work to the researcher. Then, the reseracher summarized and reflected the lesson. She closed the lesson by saying thank you.

In this meeting, the researcher observed the students' attitude in implementing the action. The interview transcript below showed the students' attitude in teaching learning process of writing.

R :*Gimana dek tadi susah gak bikin teksnya?*(**Did you find any difficulties in writing a text?**)

S :*Iyambak. Hehe*(**Yes, Miss. Hehe**)

R :*Menurutmu kesulitannya apa, dik?*(**What was your difficulty?**)

S :*Aku tuh gak bisa ngubah yang verb 2 itu loh mbak. Bingung e, sama terjemahinnya (I can not modify the verb 1 into the verb 2 Miss. I confused. And translate the language)*

R :*Oh, kayak gitu. Tapi kalo recount text nya uda faham? Sama nulis ceritanya gak bingung kan?*(**Well, Do you have a problem in constructing a text?**)

S :*Gak tau juga sih mbak, tapi lumayan mba dari pada pa avanza, hehe, nek mulainya ga bingung kan nulis bebas. pokoknya gitu deg mba .*(**Not really sure miss, but you are better than Mr. Avanza, hehe, i did not confuse to start a sentence, free writing isn't? But you can see later miss**)

R :*Lumayan faham kan, terus mending pake topic atau topic nya bebas?*(**Better understanding, right? Well, do you like using the topic or not?**)

S :*Ya mba, ga usah pake topic mba kayaknya.* (**Yes, Miss. It should be better do not use the topic, I guess.)**

(The interview transcript 3)

From the interview transcript above, the researcher found that the students' difficulty was the use of the simple past tense in writing a text. Besides that, they got difficulties in translating the Indonesian into English because most of them did not bring the dictionary.

After implementing the test, the researcher examined the answer sheet and finds the result. The result of the students' writing in Cycle I, especially in free-writing activities, showed that the students of Class VIII B in SMP Muhammadiyah 2 Mlati had written more sentences as compared to the number of sentences they wrote in the pre-cycle. The improvement in the number of sentences they wrote is the indicator of their improvement in generating ideas. In the free-writing activity, each student evenly wrote five up to seven sentences,

while in the pre-test, the maximum number of sentences they wrote was only three. It means the free writing technique help the students to construct the text. From the researcher's observation, it was also found that the students were confident enough in writing, since the mistakes were not counted here and they could write anything which came to their mind about the topic they choose.

For the first cycle, most of the students had difficulties in writing paragraph of recount text. It can be seen from their writing result. The students got difficulties in arranging words to write recount text, they consumed the time only thought about the words that would be written, moreover some student just copy the example text from the handout and the books. It conclude that the students ability in writing recount text still poor. It found that the first cycle was not satisfying and still needed much effort to gain the goal of free writing technique.

c. Reflection

Although the implementation of the free writing activity had improved the student writing ability, but in this cycle the researcher found that some of indicators had not been achieved, such as grametical errors that had to be corrected to produce good writing of recount text. This research was dealing with the basic competency in the lesson plan, it lead the researcher also need to pay attention of the grametical feature of the text. She found here that some students still made some mistakes such us the use of tenses, punctuation, capitalization, spelling, pronoun, ect. It meant that the second cycle should be conducted. Therefore, the researcher needed to continue the second cycle. After conducting the

first cycle, the researcher came to the teacher to discuss the result of the first cycle. The interview transcript below showed the result of the first cycle.

R :*Bagaimana menurut bapak, apakah siswa sudah mengalami peningkatan setelah menggunakan ?* **(Do you think that students' ability improved after implementing the action?)**

ET :*Menurut saya perkembangan dalam menulis anak-anak sudah lebih baik mbak dari pada kemaren.* **(I think the students' writing ability improved after implementing this action.)**

R :*Menurut bapak, apakah saya masih perlu melakukan cycle berikutnya?* **(Should I conduct the next cycle?)**

ET :*Iya mbak, soalnya mereka masih sering salah di past tense nya mbak. Terus, pemilihan kata nyajuga masih belum tepat.* **(Yes. You shouldconduct the next cycle because the students made mistakes in terms ofusing the simple past tense. Then, the student did not used the appropriate words in writing.**

(The interview transcrip 4)

Based on the interview transcripts above, the researcher and the teacher decided to conduct the next cycle. The researcher and the teacher decided to conduct Cycle 2 because the students still made mistakes in terms of gramatial feature and diction.

In conclusion, the first cycle did not successfully achieve the learning indicators. Then, researcher planned to conduct the second cycle and observation to improve the students' writing skill of recount texts by free writing technique. Futhermore, in the next cycle the researcher had to give more practice to write recount text using free writing techniquite and allocated more exercises related language feature or characteristics of the recount text. She should re-explain about

recount texts briefly and clearly in the next cycle. Besides, the researcher had to monitor, facilitate, create the conducive atmosphere for the students during the teaching and learning process in the classroom. The use of topic on implementing guided-free writing technique should be avoided, so it will be easier for students to lead writing the ideas freely even only one sentence for each paragraph. She also needed to provide the appropriate and interesting media-assisted free writing technique which could motivate the students in writing recount text.

3. The Implementation of the Cycle II

a. Planning

In the second cycle, the researcher did in two meetings. These meetings were planned to improve the students' writing skills based on the reflection and result of the first cycle by improving the materials of recount texts. Based on the reflection in the first meeting, the researcher found that there were a few problems and they should be solved. The problems were the students' difficulty to reduce grammatical errors when writing recount text.

In addition, the researcher took a role as the teacher. The researcher chose a partner as a collaborator in this cycle because the teacher had a business. This meeting was planned to give examples of a recount text and it more focused on discussing the generic structure and grammatical features of a recount text. In this meeting, the researcher designed the activities such as a) Students got the clear explanation about the generic structure and language features of recount text; simple past tense and word showing order, b) the other activities, the students

made group of works to arrange random sentences into correct sentences, c) still in the same group, the students are asked to discuss and identify the generic structure and characteristic of the random paragraph given with the student, the teacher said that the recount texts in that exercise were incorrect text that have to be arranged and marked the wrong grammatical features using the color pens that prepared by the teacher, e) the next activity also was designed that students had to edit and correct the grammatical errors of the text and rewrite the final draft, f) moreover, students had also to find a verb 2 form of some words that was given, g) last activities students had to write a recount text without the topic by implementing the free writing technique.

b. Action and observation

The researcher implemented the action in two meetings. The detail descriptions of each meeting are presented as follows.

1) First Meeting of Cycle II

The first meeting was conducted on Tuesday, 26th May, 2015. The class started at 09.45 am. The researcher started the class by greeting and checking the students' attendance. The researcher asked one of the students in the class to help her. He was asked to share the hand out for all students. Then, the researcher asked for the students' attention. She discussed the material with the students. The students paid their attention when the researcher explained about the generic structure and the language feature of a recount text attached on the handout. The situation in the class could run effectively, it might be the students have learnt

from the first meeting in the cycle I. Next, the researcher gave a chance for the students to ask the question about the explanation before, but the students just kept silent. Based on the situation, the researcher decided to mention the random name of the students from the attendance list. The researcher purposed to evaluate students' understanding of the material before implemented the other activities and prevented if some students were sleepy. Next, the researcher asked the students to make groups of six to seven. Then, there were six groups in the class. Each group consists of four up to five students. The researcher asked the students to work the exercise cooperatively with their group members. When they finished their work, the researcher asked some students of each group write the sentence in the white-board. Because of there was no one of the students to come forward, the researcher implement '*batu-batu*' game. The looser of this game will decide to write in the whiteboard. This game works when the researcher said '*batu*' then the students have to clap their hands once. If the researcher said '*batu-batu*', then the students have to claps their hands twice, and so on until the researcher run the instruction of the game faster to find one the student who does not pay attention with the instruction.

After that, still in the same group, the researcher asked the students to identify, arrange and editing the next exercise about the random recount texts. The researcher told that the recount texts in that exercise were incorrect texts that have to be arranged and marked the wrong grammatical feature using a pen with 5 different colors that prepared by the researcher. The students had to edit and correct the grammatical errors they have been found and marked by the pen. The

researcher walked around and checked the students' discussion and reminded the students to check their rough draft. The discussion runs effectively. They work cooperatively and they also were aware to use the dictionary during the lesson. Some groups did not bring a dictionary asked the teacher to help them when they met a problem translating the language so they can understand and arrange the text. The last step, after the researcher gave feedback of their first draft, students had to re-write their final draft correctly. Finally, the bell rang. The researcher summarized the lesson that day. She closed the lesson by saying good bye to the students. "I think that all for today, thank you very much. Have a nice day."

In this meeting, the researcher observed the students' attitude in implementing the action. The interview transcript below showed the students' attitude in teaching learning process of writing.

R : *Gimana tadi diskusinya?***(What do you think about the discussion today?)**

S :*Asyik ko mbak.***(It was great, Miss.)**

R :*Kenapa kok asyik dek?***(Why?)**

S :*Soalnya khan pakek game batu-batu mbak jadi seru ga bosenin ga ngantuk mbak, biasanya ga ada game mba.* **(Because there are game batu-batu, so the lesson was'n boring and didn't make me sleepy Miss, usually there is no game).**

R :*Terus, gimana tadi kerjaannya banyak salahnya gak?***(Did you make a lot of mistakes in your work?)**

S :*Kayaknya banyak mbak, hehe.***(Yes, I did it. hehe)**

R :*Kira-kira masih ada yang masih bingung gak?***(Do you still have difficulty?)**

S :*Iya mbak, kadang tuh masih salah verb dua nya.***(Yes, Miss. I still made mistakes using verb 2 in writing.)**

R :*Terus ada lagi gak dek kesulitannya?***(So, what else?)**

S :*Apa ya mbak. Mmm...pokoknya yang verb itu yang masih sering salah mbak.***(Mmmm... I think the difficulty only the use of verb 2).**

(The interview transcript 5)

From the interview transcript above, the researcher found that the students' difficulty was the use of the simple past tense in writing a text. However, she appreciated the lesson to use the pictures in the discussion that day. It means that picture series helped the students in constructing a text.

2) Second Meeting of Cycle II

The second meeting was conducted on Friday, May 29th, 2015. The class started at 10.20 a.m. The researcher took a role as a teacher and greeted the students to start the class and checked the students' attendance. After that, the researcher gave question to the students about the material in the meeting before,

“Well, sampai mana pelajaran kita kemarin? Kita sudah mempelajari tentang apa saja? Ayo sebutkan satu persatu, kalian pelajari juga kan dirumah” **(Well, what have we learnt last meeting? Come on mention one by one the material we've discussed, have you learned in the home, right?)**

Then, one student answered, *‘recount text, mengarang bebas, sama past tense Miss, nyusun paragraph juga Miss’*, but another student spoke *‘batu-batu game Miss’*. This showed that students remember their lesson and ready to the next activities. The researcher gave brief discussion about grammatical feature. It aimed to remind students about three kind past tense that occur in recount text.

Next, the teacher gave two exercises to fill and find the appropriate past tense for the sentences. In this activity students worked in pair with their table-mate. Beside, the exercise designed to make students decided which tenses among simple past tense, continuous past tense and perfect past tense that suitable with

the sentences. They did their work very well, although there were several students who made some noise.

The last activity was the individual test. This is the final test to evaluate the implementation of the cycle II. The student are asked to write a recount text without the topic by implementinf of free writing technique. They able to use the dictionary to help their work and open the handout but omitted to use the same sentences and same text with the give examples. Finally, they finished writing a story based on their own work. Then, they submitted their writing. The researcher summarized the lesson and asked the students about the lesson that day “Well, what have we learned today? Is it difficult for you?” They replied the questions “About recount text mbak. *Mmm... lumayan mbak not difficult banget.*”The researcher closed the lesson by saying good bye.

In this meeting, the researcher observed the students’ attitude in implementing the action. The interview transcript below showed the students’ attitude in teaching learning process of writing.

R : Gimana tadi nuisnya susah?(Did you find some difficulties?)

S :Gak begitu mbak, lumayan bisa tadi.(No. I did not.)

R :Uda bisa ya nulis recountnya? Uda faham kan step step generic structurenya? (Did you can write ar ecount text? Did you understand about the generic structure?)

S:Ya lumayan mbak, karna tugas nulisnya banyak mbak jadi kebiasa mba (I think just a little bit Miss because many exercises, it seems bo be a habit for me, Miss.)

R :Terus, gimana tadi kerjaannya banyak salahnya gak?(Did you make a lot of mistakes in your work?)

S :Gak tahu mba kayaknya banyak mbak. Hehe.(I didn’t know, but I think I did it. hehe)

R : Kira-kira asyik gak kalo nulis bebas gitu ga pake topic? (What do you think if you free write a text without the topic?)

S :Iya mbak. Jadi nulisnya bisa bebas kan mba mau tentang apa aja, tapi ngajar disini harus sabar mba, anak-anaknya kayak gitu hehe. (Yes, Miss. I can write a text about anything, but you need to patien to teach students here hehe.)

(The interview transcript 6)

From the interview transcript above, the researcher found that the students have no difficulty in writing a recount text. They were able to understand the generic structure of recount text. Also the implementation of free writing technique without the topic helped student generate their ideas to begin write a fist sentence.

c. Reflection

The result of the post-test in the second cycle showed that students' writing skill improved. Their result was satisfactory because the technique and media assistedthe technique helped the students to develop their idea and their ability in writing. It could be seen from several aspects when the researcher conducted the second cycle. First, they can arrange and make some sentences use suitable grammatical feature. Second, they can improve their ability and generate their ideas to make a recount text coherently and cohesively. The third aspect is the students can create good atmosphere in teaching and learning process and cooperatively with the researcher to make the implementation of this technique work out. They showed positive attitude to the activities of the research.

However, using this technique is only one of some ways to improve students' writing ability especially writing a recount text. Since the teacher rarely used the media in teaching writing, the researcher has to develop her ability in teaching showed to the students about the benefit of this technique and some assisted media in writing a recount text. In conclusion, the use of free writing technique could improve students' writing skills of a recount text in terms of generate the ideas. In addition, their writing ability was improved in the aspect of grammatical feature. Then, the students' attitude towards teaching was positive and they could construct the paragraph coherently and cohesively. Therefore, the researcher took a decision to stop in this cycle. After conducting the second cycle, the researcher came to the teacher to discuss the result of the second cycle. The interview transcript below showed the result of the second cycle.

R :Menurut pak Avanza setelah melihat hasil siswa di cycle ini, apakah siswa sudah mengalami peningkatan setelah menggunakan free writing technique dan beberapa bantuan media? (After looked the result of second cycle, do you think that students' ability improved after implementing free writing technique and some assisted media?)

ET : Iya dari hasilnya sih bisa dilihat kalau siswa sudah mengalami peningkatan. (Yes. It could be seen from the result of the second cycle that the students' ability in writing is improved.)

R :Menurut bapak, apakah saya masih perlu perbaikan? (Should I conduct the next cycle?)

ET :Menurut saya ini sudah cukup mbak,khan kita sudah melihat kalau siswa sudahmengalami peningkatan dari yang sebelumnya (I think it's not necessary. It is good enough because we can be seen that students' writing skill is improved rather than the previous cycle.)

(The interview transcript 7)

Based on the interview transcripts above, the researcher and the teacher discussed to stop the implementation the action in this cycle. From the discussion the teacher thought that students' ability is improved after implemented the action in this cycle. In conclusion, the second cycle was successfully achieved the learning indicators.

4. The Score of The Student

This section, the researcher discusses the result of the research. This research was conducted on March, 20th- May 29th 2015. Based on the research, the goal was expected by the researcher that is to improve students' writing skill of recount texts have achieved. The result of the research can be seen from the students' attitude in teaching-learning process and also the result of students' score in writing from pre-test to post-test. The discussions of those aspects are presented below. In the first cycle, the researcher conducted two meetings. Then, she conducted the teaching and learning process in the first cycle by giving some models of a recount text. The texts were given by the researcher to give the students clear understanding about recount texts. In addition, she did presenting, discussing, practicing and producing a text. Based on the observation in the class, the result shows that students bring some improvements during teaching and learning writing. They did not have difficulties in generating ideas in writing.

The students' improvement can be seen from the students' ability in raising the some aspects of writing. The examples of students' writing are presented as follows.

Nama : Nur fah khah WMB

Date : _____

☐ Holiday and New Year

☐ I ^{get} the vacation for two weeks. I spent the

☐ holiday and new year with walking trails with friend

☐ and family. I went to friend ^{who} ~~we~~ celebrate Christmas

☐ with friend there share the joy together. In my house

☐ just watching TV and playing games. Five days

☐ before school I went to stationary shop fruit pen

☐ and books.

☐ At the time the new year ^I didn't go anywhere

☐ but my friends picked me up me to go way

☐ street. day and night. I was freasy preparing

☐ his show for new year eve with roasted corn

☐ and grilled chicken I ^{was} ~~am~~ also very happy with

☐ them to enliven the new year eve with

☐ fireworks and firecrackers turn ^{of} the

☐ year is was time to set ~~off~~ fireworks and

☐ firecrackers, and all were very happy.

	Rating I	Rating II
content :	20 /	18
Organization :	20 /	18
Vocabulary :	15 /	10
Language use :	15 /	10
Mechanics :	3 /	3
		73
		59

Now You'll never know till you have tried today

SINAR GUNIA

Figure 7: the example of students' work in cycle I

Based on the examples of students' writing above, it can be seen that some students still had difficulties in terms of grammar. Some of them also made mistakes in the use of grammatical feature, capitalization, spelling and punctuations.

Then, the result of the research showed the improvement from the students' writing score in the first cycle. The comparison between students' writing score is presented in the following table.

Table 2: The Result of Writing Score in Pre-test

Rater	Content	Organization	Vocabulary	Language use	Mechanic
Rater 1	19.0	11.8	10.0	10.0	2
Rater 2	18.0	10.7	10.0	10.0	2
Mean Score	18.5	11.25	10.0	10.0	2

Table 3: The result of Writing Score in Cycle 1

Rater	Content	Organization	Vocabulary	Language use	Mechanic
Rater 1	20.0	18.0	11.7	11.2	3.3
Rater 2	19.0	13.0	10.7	11.0	3.0
Mean Score	19.5	15.5	11.2	11.1	3.15

The comparison of the mean score of the pre-test and that the first cycle can be seen after gaining the score. The following table shows the information related to the students' mean values in five aspects.

Table4: The Comparison of Students' Mean Score in Five Aspects of Writing in the Pre-test and Cycle 1

Rater	Content	Organization	Vocabulary	Language use	Mechanic
Pre-test	18.5	11.25	10.0	10.0	2
Post-test 1	19.5	15.5	11.2	11.1	3.15
Gained Score	1.00	4.25	1.2	1.1	1.15

The table above shows the improvement of the students' writing skills in all aspects. It presents the mean score in five aspects of writing including the content, organization, vocabulary, language use, and mechanic. It was taken from

the pre-test and the first cycle. The descriptions of the mean score in five aspects are presented as follows. The first aspect is content. The mean score in the pre-test is 18.5, while in the score in the first cycle is 19.5. Thus, the gained score in content aspect is 1.00. The next aspect is organization aspect. The mean score in the pre-test is 11.25 while in the first cycle score is 15.5. Thus, the gained score is 14.25. Meanwhile, in vocabulary aspect, the mean score of pre-test is 10.00 while in the first cycle, the score is 11.2. So, the gained score is 1.2. Then in language use aspect, the mean score in pre-test is 10.0 while the mean score in first cycle is 11.1. Thus, the gained score is 1.1. The last aspect is mechanic. The mean score in the pre-test is 2 while the score in the first cycle is 3.15. Therefore, the gained score is 1.15.

The researcher found that there were some improvements after the implementation of picture series in the first cycle. The researcher also found that there were some problems in the first cycle. Based on the result in the first cycle, the implementation still had some weaknesses. First, the students still found difficulties in constructing sentences. Second, the students had difficulties about the grammar. Third, the teacher did not manage the class well enough so that sometimes some students were busy with themselves and finally they did not join and understand the lesson well. Therefore, the researcher discussed with the English teacher to design the second cycle. The objective of this cycle is solving some problems which are found in the first cycle. Thus, the reflection in the first cycle encouraged the researcher to make better plans and actions to implement in the second cycle.

In this cycle, the researcher decided to conduct two meetings because the school would conduct final examination. Then, the researcher had limited time in the second cycle. The researcher decided to teach the recount texts by media. The goal by using this technique is assisting the students in generating ideas and also giving more explanation about the recount texts both in generic structure and grammatical feature. Then, the researcher designed an activity to make some groups and each group identify and arrange about recount text and past tense sentences. In addition, the researcher asked students to work in pairs with tablemate to find the correct words of past tense forms. Gave feedback for the students' work and asked them to revise their work. Thus, the researcher expected that students would make better improvement of writing skills. The researcher also tried to manage the class in an appropriate way so that the students could participate in the class actively. Based on the aim that the researcher wanted to achieve, that is improving students' writing ability, the researcher found that the result of the actions was satisfying. It could be seen from several aspects when the researcher conducted Cycle 2. First, they can arrange and make some sentences use suitable grammatical feature. Second, they can improve their ability and generate their ideas to make a recount text coherently and cohesively. The third aspect is the students can create a good atmosphere in the teaching and learning process and cooperatively with the researcher to make the implementation of this technique work out. They showed positive attitude to the activities the objective of the research. The result of the research in the second cycle could also be seen

through the students' writing score. The comparison between students' writingscore in cycle 1 and cycle 2 are presented in the following table.

Table 5: The result of Writing Score in Cycle 1

Rater	Content	Organization	Vocabulary	Language use	Mechanic
Rater 1	20.0	18.0	11.7	11.2	3.3
Rater 2	19.0	13.0	10.7	11.0	3.0
Mean Score	19.5	15.5	11.2	11.1	3.15

Table 6: The result of Writing Score in Cycle 2

Rater	Content	Organization	Vocabulary	Language use	Mechanic
Rater 1	21.3	18.1	12.4	11.6	3.4
Rater 2	19.6	15.1	11.3	11.5	3.2
Mean Score	20.75	16.6	11.85	11.55	3.3

The comparison of the mean score of the first cycle and that in the second cycle can be seen after gaining the score. The following table shows the information related to the students' mean values in five aspects.

Table7: The Comparison of Students' Mean Score in Five Aspects of Writing in Cycle 1 and Cycle 2

Rater	Content	Organization	Vocabulary	Language use	Mechanic
Cycle I	19,5	15.5	11.2	11.1	3.15
Cycle II	20.75	16.6	11.85	11.55	3.3
Gained Score	1.25	1.1	0.65	0.45	0.15

The table above shows the improvement of the students' writing skills in all aspects. It presents the mean score in five aspects of writing including the content, organization, vocabulary, language use, and mechanic. It was taken from the the first cycle and the second cycle. The descriptions of the mean score in five aspects are presented as follows. The first aspect is content. The mean score in the first cycle is 19.5 while the score in the second cycle is 20.75. Thus, the gained score in content aspect is 1.25. The next aspect is organization aspect. The mean score in the first cycle is 15.5 while in the second cycle score is 16.6. Thus, the gained score is 1.1. Meanwhile, in vocabulary aspect, the mean score of first cycle is 11.2 while in the second cycle the score is 11.85. So, the gained score is 0.65. Then in language use aspect, the mean score in first is 11.1 while the mean score in second cycle is 11.55. Thus, the gained score is 0.45 The last aspect is mechanic. The mean score in the first cycle is 3.15 while the score in the second cycle is 3.3. Therefore, the gained score is 0.15.

Then, the result of the research could also be seen through the students' writing score. The comparison between students' writing score in the pre-test and the post-test is presented in the following table.

Table 8: The Comparison of Students' Mean Score in Five Aspects of Writing in the Pre-test and the Post-test cycle 2

Rater	Content	Organization	Vocabulary	Language use	Mechanic
Pre-test	18.5	11.25	10.0	10.0	2
Post test cycle 2	20.75	16.6	11.85	11.55	3.3
Gained Score	2.25	5.35	1.85	1.55	1.3

The table above shows the improvement of the students' writing skills in all aspects. It presents the mean score in five aspects of writing including the content, organization, vocabulary, language use, and mechanic. It was taken from the pre-test and the post-test in the cycle 2. The descriptions of the mean score in five aspects are presented as follows. The first aspect is content. The mean score in the pre-test is 18.50 while in the cycle 2 score is 20.75. Thus, the gained score in the content aspect is 2.25. The next aspect is organization aspect. The mean score in the pre-test is 11.25 while in the cycle 2, the score is 16.6. Thus, the gained score is 5.35. Meanwhile, in vocabulary aspect, the mean score of the pre-test is 10.0 while that in the cycle 2 is 11.85. So, the gained score is 1.85. Then in the language use aspect, the mean score in the pre-test is 10.0 while the mean score in the cycle 2 is 11.55. Thus, the gained score is 1.55. The last aspect is mechanic. The mean score in the pre-test is 2.0, while that in the cycle 2 score is 3.3. Therefore, the gained score is 1.3.

Based on the indicator above, this result was satisfying. It could be concluded that the students showed their good progress. It was found that the use of the free writing technique could improve students' writing skills of a recount text in terms of generate the ideas. Using free writing technique is only one of some ways to improve students' writing ability especially writing a recount text. Since the teacher rarely used the technique and media in teaching writing, the researcher has to develop her ability in teaching showed to the students about the benefit of this technique and some assisted media in writing a recount text.

Therefore, the use of free writing technique could improve students' writing skills of a recount text in terms of generate the ideas. In addition, their writing ability was improved in the aspect of grammatical feature. Considering the improvement above, the researcher took a decision to stop in this cycle.

B. Discussion

In this section, the researcher provides the results of the research in the first and second cycles. It was to fulfill the democratic validity and the dialogic validity as mentioned in Chapter III. In the discussion, they analyzed the data from the observations and the interview guides to evaluate the action conducted.

The results of the research were used to prove the use of the free writing technique to improve students' writing ability in the teaching and learning process. Everyone was free to express their opinions, feelings, and suggestions related to the implemented actions

Before conducting a research, the researcher conducted an observation in the writing class at Eighth grade students of SMP Muhammadiyah 2 Mlati. The researcher had to choose the recount text occurs with standard competency and basic competency at eighth grade students and it also was an order from the teacher. The observation was done to know the problems in teaching and learning process of writing. Based on the observation, the researcher found that the students had a problem in expressing and generating their ideas. They also could not construct the paragraphs coherently and cohesively. In addition, they made mistakes in language use and diction. Besides that, the technique and media used

by the teacher was not sufficient and the students also had low motivation in teaching and learning process. To overcome the problems, the researcher and the English teacher discussed some actions to be implemented in teaching learning process. The researcher and the English teacher decided to conduct two meetings in the first cycle. The results of the first cycle showed the students' improvement in generating ideas. However, the students' improvement in content, vocabulary, and grammatical feature were not satisfying. Students made mistakes in writing a recount text. In the other hand, the students' motivation in teaching learning process improved. They seemed enthusiastic to construct a recount text. However, some of the students were busy with their own business. From the results of research in the first cycle, the researcher and the English teacher discussed to conduct the second cycle.

In the second cycle, the researcher also conducted two meetings. In this case, the time to implement the actions was limited. In this cycle, the students' improvement were increased. They could construct a text in a good paragraph. The free writing technique and the media assisted of the technique helped the students to generate ideas in writing a recount text. Besides, the student's improvement in content, vocabulary and language use was satisfying. They made few mistakes in terms of grammar. Moreover, the attitudes of students in the teaching and learning process improved. Many exercises in practicing stage could attract their attention. They enjoyed to write when the topic in writing recount text was omitted. They seemed very confident to writing freely and asked to the researcher when found some difficulties in writing a recount text.

From the explanation above, it can be concluded that the use of free writing technique and some assisted media have improved the students' ability in writing a recount text. It helped students to generate ideas. In addition, the students' motivation and attention in teaching and learning process improved.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

A. Conclusions

Based on the findings of the study, the use of free writing technique was believed to be effective in improving students' writing ability. The free writing technique encouraged students to generate ideas in writing the recount texts. During the implementation of the free writing technique, the researcher used some media assisted this technique such as pictures, games, drawing activities, etc. Those media led the students to have positive responses toward the teaching and learning process. They did not show any reluctance anymore to be involved in the writing assignments. It also increased their motivation to write during the writing process.

B. Implications

In teaching writing, it is important to implement an appropriate teaching approach. The use of free writing in teaching writing especially a recount texts is an effective way to improve the students' writing ability. One of the positive points of using this technique is the students can generate the ideas to write a good paragraph.

In the Cycle 1 the researcher found that some of indicators have not been achieved, such as grammatical features. However, the students' generating of ideas in writing is improved. They did not have any difficulty to create a text. In the otherhand, they had difficulty in constructing paragraph coherently and

cohesively. The researcher found that the students' writing still have inappropriate grammatical errors. Therefore, the researcher needed to continue the second cycle.

In the second cycle, it can be concluded that students' writing skill is improved. Their result was satisfying because the free writing technique and some media assisted to the technique helped the students to generate their ideas and their ability in writing. It could be seen from several aspects when the researcher conducted the second cycle. First, they can generate their ideas to make a story. The second aspect is the students' writing ability in grammatical improved. It could be seen in the result of their writing. The third aspect is the students were cooperate with the researcher make an effective atmosphere in the teaching and learning process and they showed positive attitude to the activities that were conducted by the researcher.

Based on the data obtained during the processes of this research study, the free writing technique has been proved to be significant in improving the students' writing ability in terms of generating ideas. The students are able to write a recount text better and decrease some grammatical errors by implementing this technique and media assisted. Otherwise, the teacher also has to have a good preparation in lesson plan, media and material. Thus, the improvement will be able to achieve in terms of students English writing ability.

C. Suggestions

After conducting the research, the researcher proposes suggestions for the English teacher, and other researchers as presented below.

1. For English teachers

It is better for the teacher to provide the students with activities that are motivating for them, especially by using an appropriate technique such as the use of free writing technique. The teacher also could use some media and other exposures, because sometimes writing can be exhausting for them.

2. For Other researchers

This research discusses the implementation of free writing technique to improve students' writing ability in SMP Muhammadiyah 2 Mlati. It is expected that the result of the study can be used as an additional reference for other researchers, especially researchers dealing with the teaching of writing.

APPENDIX 1

INTERVIEW TRANSCRIPTS

Interview Transcript 1

20 Maret 2015

Ruang guru SMP Muhammadiyah 2 Mlati

P : Peneliti

GBI : Guru Bahasa Inggris

P : Pak Avanza kalo untuk kendala-kendala di sekolah ini yang terkait dengan teaching learning bahasa Inggris bagaimana ya pa

GBI : Oh untuk mengajarkan bahasa Inggris, mungkin motivasi anak-anaknya kurang.

P : motivasi kurang maksudnya pak?

GBI: iya motivasi bisa kurang karena disebabkan beberapa faktor, faktor utamanya disini biasanya anak-anaknya berasal dari keluarga yang kurang, maksudnya kurang disini ya kurang mampu, iya kurang ekonominya, orang tuanya juga mungkin kurang memberikan pendidikan yang bagus pada anak-anak, ya akhirnya jadi seperti ini, ya harus di fahami bahwasanya perilaku dan karakter dari anak-anak disini seperti anak-anak yang riot susah dikendalikan saat dikelas. Terkait motivasi belajar bahasa inggris ya itu tadi ada yang senang belajar di beri soal langsung mengerjakan, ada yang males-malesan.

P : Kalau diantara empat skill bahasa inggris seperti Listening, Writing, Reading, Speaking yang paling sulit siswa bagi siswa apa pak?

GBI : Dari empat skill itu Writing mbak, mereka nek di suruh mengerjakan tugas writing English pasti protes pada bilang susah lah, ga bisa lah, ya intinya menolak mba kalau disuruh mengerjakan tugas writing. Selain itu juga yaaa dari empat skill tadi nilai yang diperoleh siswa paling rendah ya writing skill mba.

P : Oh begitu ya pak, kalau dengan Listening masih lebih rendah Writing skill pak?

GBI : Iya mba kan Listening mereka masih ada kemauan mba misalnya dengerin lagu bahasa inggris yang populer.

P: Memangnya kalau Writing biasanya teknik atau medianya apa pak?

GBI: Ya siswa sudah tidak tertarik duluan dengan Writing English mba paling ta suruhkerjakan tugas-tugas dari buku.

P: Oh iya pak untuk bukunya biasa menggunakan apa pak?

GBI: kadang dari Erlangga kadang dari LKS, adang buku dari sekolah, ya kan ga semua siswa punya bukunya mba bahkan dari faktor ekonomi orang tua siswa tidak mampu untuk beli buku-buku dari penerbit yang bagus, jadi ya buku seadanya disekolah dan semampunya siswa punya buku apa saja tidak jadi masalah kalau disini.

P: Jadi seperti itu pak, baik kalau begitu terimakasih pak Avanza sudah mau meluangkan waktu untuk saya interview. Mohon bantuan bapak untuk penelitian ini pak.

P	:	Pak Avanza kalo untuk kendala-kendala di sekolah ini yang terkait dengan teaching learning bahasa Inggris bagaimana ya pa
GBI	:	Oh untuk mengajarkan bahasa Inggris, mungkin motivasi anak-anaknya kurang.
P	:	motivasi kurang maksudnya pak?
GBI:		iya motivasi bisa kurang karena disebabkan beberapa faktor, faktor utamanya disini biasanya anak-anaknya berasal dari keluarga yang kurang, maksudnya kurang disini ya kurang mampu, iya kurang ekonominya, orang tuanya juga mungkin kurang memberikan pendidikan yang bagus pada anak-anak, ya akhirnya jadi seperti ini, ya harus di fahami bahwasanya perilaku dan karakter dari anak-anak disini seperti anak-anak yang riot susah dikendalikan saat dikelas. Terkait motivasi belajar bahasa inggris ya itu tadi ada yang senang belajar di beri soal langsung mengerjakan, ada yang males-malesan.
P	:	Kalau diantara empat skill bahasa inggris seperti Listening, Writing, Reading, Speaking yang paling sulit siswa bagi siswa apa pak?
GBI	:	Dari empat skill itu Writing mbak, mereka nek di suruh mengerjakan tugas writing English pasti protes pada bilang susah lah, ga bisa lah, ya intinya menolak mba kalau disuruh mengerjakan tugas writing. Selain itu juga yaaa dari empat skill tadi nilai yang diperoleh siswa paling rendah ya writing skill mba.
P	:	Oh begitu ya pak, kalau dengan Listening masih lebih rendah Writing skill pak?
GBI	:	Iya mba kan Listening mereka masih ada kemauan mba misalnya dengerin lagu bahasa inggris yang populer.
P	:	Memangnya kalau Writing biasanya teknik atau medianya apa pak?
GBI	:	Ya siswa sudah tidak tertarik duluan dengan Writing English mba paling ta suruhkerjakan tugas-tugas dari buku.
P	:	Oh iya pak untuk bukunya biasa menggunakan apa pak?
GBI	:	kadang dari Erlangga kadang dari LKS, adang buku dari sekolah, ya kan ga semua siswa punya bukunya mba bahkan dari faktor ekonomi orang tua siswa tidak mampu untuk beli buku-buku dari

	penerbit yang bagus, jadi ya buku seadanya disekolah dan semampunya siswa punya buku apa saja tidak jadi masalah kalau disini.
P	: Jadi seperti itu pak, baik kalau begitu terimakasih pak Avanza sudah mau meluangkan waktu untuk saya interview. Mohon bantuan bapak untuk penelitian ini pak.
GBI	: Iya mbak sama-sama, jangan sungkan mba disini orang-orangnya enak mbak jadi ditanyakan aja kalau perlu apa atau ada kesulitan apa mbak.
P	: Oh siap-siap pak terimakasih banyak ya pak.

Interview Transcript 2

19 Mei 2015

Depan Kelas 8B SMP Muhammadiyah 2 Mlati

P : Peneliti

S : Siswa

P : Gimana dekada yang masih bingung?

S : Iyambakbingung.

P : Apa yang masih bingung?

S : Masih bingung bentuk kedua yaitu homba.

P : Terus adalagigak?

S : Iya Mbak, kadang gak tau bahasa Inggrisnya apa?

P : Kalau begitu sering cek di kamus ya

Interview Transcript 3

22 Mei 2015

Depan Kelas 8B SMP Muhammadiyah 2 Mlati

P : Peneliti

S : Siswa

P : Gimana dektadisusahgakkikinteksnya S : Iyambak. Hehe.

P : Menurutmu kesulitannya apa, dik?

S : Akutuhgakkisangubah yang verb 2 itu loh mbak. Bingung e, samaterjemahinnya

P : Oh, kayak gitu. Tapi kalo recount text nya udah paham? Samanulisceritanya gak bingungkan?

S : Gak tau juga sih mbak, tapi lumayan mbadapada pa avanza, hehe, nek mulainya gabingungkan tulis bebas. pokoknya gitu deh mbak

P : Lumayan fahamkan, terus mending pake topic atau topic nyabebas.

S : Yamba, gausah pake topic mbakayaknya.

Interview Transcript 4

22 Mei 2015

Ruang Guru SMP Muhammadiyah 2 Mlati

P : Peneliti

GBI : Guru Bahasa Inggris

P	:	Bagaimana menurut bapak, apakah siswa sudah mengalami peningkatan setelah menggunakan ?
GBI	:	Menurut saya perkembangan dalam menulis anak-anak sudah lebih baik mbak dari pada kemaren.
P	:	Menurut bapak, apakah saya masih perlu melakukan cycle berikutnya?
GBI	:	Iya mbak, soalnya mereka masih sering salah di past tense nya mbak.Terus, pemilihan katanya juga masih belum tepat.
P	:	Oh baik pak, berarti cycle selanjutnya selain membahas kembali recount text, saya perlu fokus menjelaskan soal tense yang digunakan dalam recount text ya pak.
GBI	:	iya mbak seperti itu
P	:	Untuk RPP nya pak? Kapan saya bisa mendiskusikannya
GBI	:	RPP nya manut aja mbak pokoknya saya pasrahin sama mbak, udah pokoknya saya percaya mbak.

Interview Transcript 5

26 Mei 2015

Depan Kelas 8B SMP Muhammadiyah 2 Mlati

P : Peneliti

S : Siswa

P	:	Gimana didiskusinya?
S	:	Asyikkombak.
P	:	Kenapa kokasyikdek?
S	:	Soalnya khan pakek game batu-batu mbak jadi seru ga bosenin ga ngantuk mbak, biasanya gaada game mba.

P : Terus, gimana tadi kerjaannya banyak salahnya gak?

S : Kayaknya banyak mbak, hehe.

P : Kira-kira masih ada yang masih bingung gak?

S : Iya mbak, kadang tuh masih salah verb duanya.

P : Terus ada lagi gak dek kesulitannya?

S : Apa ya mbak. Mmm...pokoknya yang verb itu yang masih sering salah mbak.

Interview Transcript 6

29 Mei 2015

Depan Kelas 8B SMP Muhammadiyah 2 Mlati

P : Peneliti

S : Siswa

P : Gimana tadi nulisnya susah?

S : Gak begitu mbak, lumayan bisa tadi.

P : Udah bisa nulis recountnya? Udah fahamkan step step generic structurenya?

S : Ya lumayan mbak, karna tugas nulisnya banyak mbak jadi kebiasaan.

P : Terus, gimana tadi kerjaannya banyak salahnya gak?

S : Gataunya kayaknya banyak mbak. Hehe.

P : Kira-kira asyik gak kalau nulis bebas gitu gapake topic?

S : Iya mbak. Jadinulisnya bisa bebas kan mbak mau tentang apa aja, tapi ngajarin ini harus sabar mbak, anak-anak kayak gitu hehe.

Interview Transcript 7

29 Mei 2015

Ruang Guru SMP Muhammadiyah 2 Mlati

P : Peneliti

GBI : Guru Bahasa Inggris

P : Menurut pak Avanza setelah melihat hasil siswa di cycle ini, apakah siswa sudah mengalami peningkatan setelah menggunakan free writing technique dan beberapa bantuan media?

GBI : Iya dari hasilnya sih bisa dilihat kalau siswa sudah mengalami peningkatan.

P : Menurut bapak, apakah saya masih perlu perbaikan?

GBI : Menurut saya ini sudah cukup mbak, kan kita sudah melihat kalau siswa sudah mengalami peningkatan dari yang sebelumnya. Ini juga sebentar lagi siswa akan melaksanakan UAS kan mbak. Sudah ada perkembangan kok mbak yang bisa kita lihat dari motivasi siswa.

P : Baik kalau begitu pak, saya manut saja kalau memang bapak juga sudah dapat melihat peningkatannya pada writing English siswa, tapi menurut bapak teknik Free writing dapat terbukti kan pak meningkatkan writing ability siswa?

GBI : Betul mba, tekniknya membantu sekali mendorong siswa untuk mau menuangkan ide-ide mereka dalam tulisan. Yaa beberapa kegiatan yang mbak bikin juga menarik dan memotivasi siswa. Bisa jadi bahan referensi saya untuk kedepannya mengajar para siswa.

P : Waduh bapak bisa aja, masih jauh dari sempurna pak, malah bapak lebih banyak pengalamannya daripada saya, hehe. Saya yang harus belajar kesabaran pada bapak menghadapi siswa-siswanya, hehe. Sebenarnya berat pak mengakhiri penelitiannya sudah mulai dekat dan kenal siswa-siswanya, mereka cepat sekali akrab pak, jadi ga canggung malah seperti mereka siswa saya walau banyak yang jahil pak. Mereka cepat mengikuti juga pak apa yang ta terangin, mohon maaf pak, kalau menurut saya, sebenarnya walau mereka jahil-jahil kayak gitu kayak males-malesan asal disabarin dan ditelatenin memahami karakteristik mereka, bisa diasah pak

	potensi-potensinya. Tapi gak tau juga pak menurut bapak yang sudah lama mengajar mereka, hehe.
GBI	: Iya mbak saya setuju mbak, tapi yaa itu dia kadang menciptakan suasana, menerapkan teori juga suka berbeda prakteknya pas dilapangan. Ya mungkin mbak sedang semangat-semangatnya, haha. Paling yang saya pegang harus banyak sabar dan membangun image possitive di mata para siswa mbak, biar mereka mau mencontoh, mereka juga segan soalnya seperti yang mbak tau karakter siswa disini, yaa mayoritasnya berani, ngelunjak, susah diatur, yaa cukup berbeda dengan gambaran siswa disekolah favorite, hehe.
P	: Iya pak sepertinya bapak malah sudah berjuang menghadapi para siswa yang mohon maaf ya pak, nakal-nakal dan kurang sopan, hehe.
GBI	: ya seperti itu mba semoga mbak bisa maklum, haha.
P	: Iya bapak malah tetap saja para siswa sudah banyak membantu saya dan saya banyak merepotkan bapak. Saya berterimakasih sekali pak pada semua pihak di sekolah ini mau mengijinkan saya penelitian.
GBI:	Iya mbak sama-sama, saya juga mohon maaf kalau kurang membantu mbak, semoga setelah selesai penelitian mbak masih mau main-main mampir ke sekolah ini.
P:	Oh iya pak insyaallah nanti saya kontak ke bapak terlebihdahulu ya pak kalau mau main ke sekolahan, hehe.

APPENDIX 2

FIELD NOTES

No	: FN. 01
Hari, tanggal	: Jumat, 20 Maret 2015
Jam	: 09.00 WIB
Tempat	: Ruang Kantor Sekolah
Kegiatan	: Bertemu kepala sekolah dan guru bahasa Inggris
Responden	: Peneliti dan Guru Bahasa Inggris (GBI)
<p>Peneliti datang ke sekolah pada pukul 09.00 WIB, peneliti bertemu dengan GBI (GBI merupakan teman kuliah peneliti) yang sudah membuat janji sebelumnya lewat telepon dan GBI memberitahukan kepada peneliti bahwa bapak kepala sekolah sedang tidak berada di sekolah. Kemudian GBI mengatakan untuk bertemu kepala sekolah dilain hari dan tidak mempersalahkan terkait perijinan bahkan GBI menyatakan bahwa peneliti santai saja untuk berada disekolah tersebut senyaman mungkin, kerena terkait ijin observasi sebelumnya telah disampaikan GBI kepada kepala sekolah dan kepala sekolah telah memberikan ijin dan mempersilahkan melalui GBI. Kemudian peneliti menyerahkan surat ijin observasi yang sudah dibawa, akan tetapi GBI mengantar peneliti kepada staf tata usaha untuk menyerahkan surat tersebut. Setelah itu peneliti berbincang dengan GBI menanyakan beberapa hal terkait sekolah dan GBI menjelaskannya fasilitas-fasilitas sekolah secara general dan secara khusus terkait dengan fasilitas yang ada untuk menunjang pengajaran bahasa inggris. GBI mengatakan bahwa peneliti bisa memulai observasi kelas dan lapangan pada hari itu juga. Selanjutnya GBI mengantar peneliti untuk melihat lingkungan sekolah yang sedang melakukan beberapa pembangunan ruangan sekolah. Kemudian peneliti melakukan wawancara dengan GBI terkait mata pelajaran bahasa inggris kelas 8 dan GBI menyampaikan bahwa peneliti dapat melakukan penelitian dikelas 8B adapun pelajaran bahasa Inggris yang sudah dipelajari ialah recount text tapi masih banyak siswa yang kesulitan dalam menulis teks recount. Setelah peneliti menemukan permasalahan yang telah diutarakan GBI, peneliti juga meminta ijin untuk melakukan beberapa wawancara dengan beberapa siswa kelas 8B terkait pembelajaran bahasa inggris. GBI menunjuk beberapa siswa kelas 8B secara acak karena ketika peneliti meminta langsung pada siswa tidak ada satupun yang berkenan di wawancara. Setelah mengumpulkan beberapa data, peneliti berbincang sebentar dengan GBI dan GBI mengutarakan bahwa beliau di diagnosa mempunyai batu ginjal dan sedang melakukan rawat jalan oleh karena itu GBI untuk sementara waktu GBI sering ijin akan tetapi peneliti tidak perlu merasa terhambat untuk melanjutkan penelitian. Disamping itu, peneliti memohon ijin kepada GBI bahwa setelah observasi ini peneliti harus mematangkan semua persiapan yang menunjang dengan mengadakan pre-test dan pengisian angket secepatnya. GBI memperbolehkan peneliti untuk melaksanakannya pada hari Sabtu. GBI menanyakan kepada peneliti tentang materi yang digunakan untuk pre-test sudah siap atau belum. GBI juga memberikan saran agar siswa diminta untuk membuat sebuah teks recount yang sudah dipelajari sebelumnya. Peneliti menerima saran GBI. Kemudian peneliti menyampaikan semoga lekas diberikan kesehatan kepada GBI dan peneliti berpamitan pulang.</p>	

No : FN. 02
 Hari, tanggal : Sabtu, 21 Maret 2015
 Jam : 7.40 – 09.00 WIB
 Tempat : Kelas 8B
 Kegiatan : *Questionere* dan *Pre-test*
 Responden : Peneliti, Guru Bahasa Inggris (GBI), Siswa

GBI membuka dengan mengucapkan Assalamualaikum wr. wb. dan dilanjutkan dengan menyapa murid serta memeriksa kehadiran siswa. Kemudian, GBI menjelaskan tentang kegiatan yang akan dilaksanakan yaitu pelaksanaan pre-test yang diberikan peneliti untuk dikerjakan oleh para siswa. GBI kemudian memperkenalkan peneliti kepada para siswa dan mengkondisikan kelas agar para siswa siap untuk mengisi form angket dan pre-test.

Selanjutnya peneliti memperkenalkan diri pada siswa dan menyampaikan tujuan peneliti memberikan angket dan pre-test pada para siswa dikarenakan ketika GBI menyampaikannya diawal maksud dari kedatangan peneliti terdapat satu siswa bertanya untuk apa angket tersebut. Peneliti menjelaskan akan mengadakan satu penelitian terkait salah satu tugas akhir yang harus dipenuhi agar supaya peneliti dapat memenuhi kelulusan ditingkat universitas dan peneliti meminta kerjasama dari para siswa agar ikut membantu terlaksanya tahap-tahap penelitian yang dilakukan. Adapun peneliti menjelaskan angket tersebut untuk mengetahui bagaimana respon siswa dan permasalahan apa saja yang dihadapi siswa berkaitan dengan mata pelajaran bahasa Inggris. Oleh karena itu peneliti menyampaikan kepada para siswa untuk menjawab sejujur-juurnya. Sementara *pre-test* yang akan diberikan untuk mengukur kemampuan dan pemahaman siswa dalam menulis recount text yang sudah dipelajari sebelumnya dengan GBI. Tidak lama GBI meninggalkan kelas dan berkata bahwa beliau akan menunggu di ruang kantor.

Pada saat itu suasana kelas masih kondusif dan para siswa dapat dikatakan mengikuti apa yang diminta oleh peneliti. Dalam proses pengisian angket terdapat para siswa yang bertanya bagaimana cara pengisiannya yaitu dengan disilang atau dilingkari. Setelah semua siswa menerima angket, peneliti meminta siswa untuk mendengarkan instruksi pengisian dari peneliti yaitu siswa memilih salah satu point pada setiap nomor dapat berupa tanda silang (x) atau melingkari salah satu point tersebut. Para siswa terlihat mengerjakan angket yang diberikan dan peneliti memberikan waktu 10 menit untuk para siswa mengisi angket tersebut.

Kemudian siswa diminta untuk mengumpulkan semua angket tersebut dan mengerjakan tahap pre-test. Pada tahap ini setelah peneliti selesai membagikan soal pre-test, kondisi kelas mulai riuh banyak para siswa yang

No	: FN. 03
Hari, tanggal	: 18 Mei 2014
Jam	: 09.00–9.30 WIB
Tempat	: Ruang Guru
Kegiatan	: Konsultasi RPP
Responden	: Peneliti dan Guru Bahasa Inggris (GBI)
<p>Peneliti menuju ruang guru bermaksud untuk menemui GBI seperti yang sudah dijadwalkan sebelumnya melalui kontak telepon. Namun, GBI tidak berada di tempat karena beliau sedang mengajar dikelas. Kemudian, peneliti menunggu GBI di depan ruang guru. Waktu jam istirahat GBI berada di ruang guru. Peneliti menghampiri GBI di ruang guru. Peneliti menyapa GBI dan GBI membalas sapaan peneliti. Peneliti menyampaikan maksud kedatangannya untuk berkonsultasi tentang RPP yang telah dibuatnya. Peneliti menyerahkan RPP kepada GBI. Kemudian peneliti menanyakan kepada GBI tentang metode pembelajaran yang peneliti gunakan. GBI mempersilahkan peneliti untuk menggunakan metode sesuai dengan RPP yang sudah dirancang. Peneliti kemudian berpamitan kepada GBI.</p>	

No	: FN. 04
Hari, tanggal	: Selasa, 19 Mei 2015
Tempat	: Kelas 8 B
Kegiatan	: Cycle 1, peretemuan I
Responden	: Peneliti, Guru Bahasa Inggris (GBI), dan Siswa
<p>Peneliti dan GBI menuju kelas 8B. GBI menyampaikan bahwa hari itu peneliti akan menggantikan GBI untuk memberikan pengajaran mengenai teks <i>recount</i>. GBI mempersilahkan peneliti membuka pelajaran. GBI menuju bangku belakang dan bersiap mengamati proses belajar mengajar di kelas. Peneliti memberikan form <i>observattion check list</i> yang telah di siapkan. Peneliti menyapa siswa dengan mengucapkan “<i>AssalamualaikumWr. Wb, good morning everyone. How are you all today?</i>” siswa kemudian menjawab sapaan peneliti “<i>Good morning miss. I am fine, and you?</i> ” Peneliti menjawab “<i>I’m very well thanks you</i>” setelah itu peneliti memeriksa kehadiran siswa. Kelas terlihat sangat gaduh. Peneliti menengkan siswa untuk tidak berbuat gaduh di dalam kelas. Peneliti kemudian membagikan <i>handout</i> berisi contoh teks <i>recount</i> berjudul “ A Beautiful Day at Jogja” kepada siswa. Sebelum memulai pelajaran peneliti memberikan pertanyaan kepada siswa apakah diantara mereka ada yang baru saja pergi berlibur, apakah mereka suka menggambar, dan apakah mereka masih ingat mengenai <i>recount text</i>. Beberapa siswa menjawab pertanyaan peneliti dengan jujur dan siswa yang lain menjadikan hal tersebut ajang ‘cengengesan’ membuat mereka semakin nyaman untuk membuat kegaduhan didalam kelas. Peneliti menenangkan kembali dan memberikan pertanyaan berikutnya yaitu perbedaan <i>narrative</i> dan <i>recount</i> berhubung ada beberapa siswa yang menjawab jujur bahwa GBI sudah mengajarkan <i>recount</i> teks seperti yang diberitahukan GBI pada peneliti. Tidak ada siswa yang menjawab, peneliti bertanya “<i>how about snow white, apakah itu merupakan contoh teks recount?</i>” hanya satu siswa terdengar menjawab “<i>bukan</i>” kemudian disela-sela itu GBI bergegas memberikan form <i>observation chech list</i> kepada peneliti, sebelumnya menyampaikan kepada peneliti bahwa beliau meminta ijin tidak mengikuti kegiatan didalam kelas dikarekan harus melakukan jadwal check up ke RS Sardjito berhubungan dengan sakit batu ginjal yang diderita GBI. Peneliti mempersilahkan GBI. GBI keluar kelas.</p> <p>Setelah GBI meninggalkan ruang kelas kondisi para siswa semakin gaduh dan kelas semakin tidak kondusif. Pada saat itu peneliti membiarkan para siswa untuk membuat kegaduhan dan peneliti terdiam didepan kelas menyaksikan siswa yang malah asyik berteriak-teriak didalam kelas. Sebagian siswa lainnya yang sudah menyadari hal tersebut langsung terdiam. Sampai akhirnya peneliti menenangkan dengan memukulkan penghapus ke papan tulis dan sejenak keadaan kelas langsung hening dan peneliti berkata, “<i>saya sedang</i></p>	

No	: FN. 05
Hari, tanggal	: Jumat, 22 Mei 2015
Tempat	: Kelas 8B
Kegiatan	: Cycle 1, Pertemuan II
Responden	: Peneliti, Guru Bahasa Inggris (GBI), dan Siswa
<p>Peneliti dan GBI menuju kelas 8B. GBI mengawali kelas dengan menyapa siswa dan memeriksa kehadiran. GBI menyerahkan kelas untuk diambil alih oleh peneliti berhubungan RPP sebelumnya di rancang untuk dua kali pertemuan, oleh karena itu peneliti meminta untuk menyelesaikan aktifitas selanjutnya dan GBI meninggalkan ruang kelas. Peneliti mengingatkan tentang pelajaran yang telah mereka pelajari sebelumnya. Kemudian, peneliti bersama siswa mendiskusikan kembali contoh dari teks <i>recount</i>. Siswa diminta untuk menyebutkan <i>generic structure</i> dan <i>language feature</i> dari teks <i>recount</i>. Tidak lupa peneliti memberikan penjelasan tentang <i>language feature</i> dan mengecek pemahaman siswa “<i>Any questions everyone?</i>”</p> <p>Langkah selanjutnya, peneliti meminta siswa membagi kelompok untuk mengerjakan latihan selanjutnya. Tiap kelompok berisi empat sampai dengan lima orang berdasarkan jumlah siswa yang hadir pada hari itu, maka peneliti membagi siswa dengan hitungan angka satu sampai dengan tujuh. Kemudian siswa dengan angka satu berkumpul dengan siswa angkat satu lainnya, begitupun seterusnya sampai dengan siswa dengan angka tujuh berkumpul dengan siswa angka tujuh lainnya. Peneliti meminta siswa secara berkelompok membuat teks <i>recount</i> bertema <i>holiday</i> menggunakan teknik <i>free writing</i> dimana mereka tidak perlu mengkhawatirkan tentang kesalahan-kesalahan yang dibuat. Mereka diberi waktu 10 menit untuk membuat tulisan teks <i>recount</i> bertema <i>holiday</i> tersebut. Siswa tampak menghemat energi mereka dengan tidak membuat keributan di dalam kelas. Peneliti mengelilingi kelas untuk mengecek pekerjaan siswa dan memfasilitasi bila siswa menemukan kesulitan. Sebagian siswa bertanya mengenai terjemahan bahasa indonesia kedalam bahasa inggris. Sebagian siswa masih tampak kertasnya bersih dan bingung. Ketika peneliti menyebutkan “<i>three minutes left, ayooo tinggal tiga menit lagi yaaa</i>” para siswa mulai aktif bergegas untuk membuat tulisan bahkan sebagian siswa lalu lalang berpergian untuk melihat pekerjaan kelompok lainnya. Peneliti mengondisikan situasi tersebut dan akhirnya peneliti menanyakan pada setiap perwakilan kelompok untuk membacakan hasil karangan mereka. Akan tetapi para siswa tidak bersedia melakukannya, peneliti pun yang membacakan teks <i>recount</i> yang mereka buat di depan kelas. Selanjutnya teks dikembalikan kepada setiap kelompok dan peneliti melanjutkan langkah selanjutnya yaitu setiap kelompok yang sama diminta meng-<i>edit draft</i> kasar yang mereka buat. Mereka diminta untuk mengecek dari <i>generic structure</i> <i>recount</i> teks apakah</p>	

No : FN. 06
 Hari, tanggal : Senin, 25 Mei 2015
 Jam : 09.00–09.30 WIB
 Tempat : Ruang kantor
 Kegiatan : Diskusi hasil penelitian Cycle 1
 Responden : Peneliti dan Guru Bahasa Inggris (GBI)

Peneliti telah sampai di sekolah pada pukul 09.00. peneliti menuju ruang guru. GBI sedang tidak berada di ruang guru. Salah seorang guru memberitahukan bahwa GBI sedang berada di ruang tata usaha. Peneliti diminta untuk menunggu di ruang tamu sebentar, salah satu guru memanggil salah satu siswa yang ada di depan ruang kantor untuk memberitahu GBI bahwa peneliti sudah menunggu di kantor. Pukul 9.15 peneliti bertemu dengan GBI di meja kerja GBI. Peneliti menyampaikan kembali maksud kedatangannya seperti yang sudah di sampaikan sebelumnya melalui pesan singkat dengan GBI yaitu untuk membahas hasil penelitian pada Cycle 1 yang telah dilaksanakan. Peneliti menunjukan score test siswa kelas 8B dan juga memperlihatkan hasil latihan siswa pada cycle I. GBI mengecek dan memberikan pendapat bahwa siswa telah mengalami peningkatan dalam memulai menulis ide karangan teks recount, siswa juga cukup mahasi generic structure dari teks recount, hal ini jauh berbeda dengan sebelum ada penelitian, GBI menyampaikan sebelumnya siswa enggan mengerjakan tugas menulis dan lebih senang mengerjakan LKS yang diberikan. Melihat dari hasil tulisan siswa juga peningkatannya cukup signifikan terlihat dibandingkan pada waktu *pre-test*. Namun, peneliti pun mendiskusikan dengan GBI bahwa masih ada beberapa aspek yang harus dibanahi dan di tingkatkan dari siswa. GBI menyetejuinya dan memberikan pendapat bahwa siswa masih kesulitan untuk menggunakan kata yang tepat saat menulis cerita. Selain itu, ia juga mengungkapkan bahwa siswa masih kesulitan dalam menggunakan *simple past tense*. Hal tersebut sesuai dengan apa yang telah dipikirkan peneliti. Peneliti juga menambahkan bahwa siswa masih belum sadar akan penggunaan kamus saat kegiatan belajar mengajar di kelas khususnya saat belajar menulis. Berdasarkan hasil penelitian yang didapat, peneliti dan GBI memutuskan untuk melakukan tahap berikutnya. Tahap tersebut dilakukan untuk memperbaiki kesulitan yang masih dialami oleh siswa. Maka, GBI dan peneliti memutuskan untuk mengadakan cycle ke dua. Setelah itu, peneliti berpamitan kepada GBI dan mengatakan untuk langsung mengajar besoknya. GBI meminta menyiapkan RPP segera dan membawanya besok Selasa pada saat mengajar. Hal ini sangat mendadak akan tetapi GBI menyatakan hal ini disebabkan akan berlangsungnya UAS pada minggu-minggu selanjutnya, jadi minggu ini merupakan minggu terakhir KBM berlangsung. GBI mempercayakan sepenuhnya pada peneliti untuk pembuatan RPP. GBI mengingatkan bahwa peneliti segera mempersiapkan materi yang akan digunakan pada cycle berikutnya. GBI mempersilahkan peneliti pulang.

No	: FN. 7
Hari, tanggal	: Selasa, 26 Mei 2015
Jam	: 09.45 WIB
Tempat	: Ruang kelas
Kegiatan	: Pertemuan pertama dan kedua pada Cycle 2
Responden	: Peneliti dan kolaborator (Dedy Christian Wibowo Mahasiswa Sastra Inggris UGM)

Peneliti ditemani kolaborator menuju kelas 8B. GBI tidak dapat hadir dikarenakan mengambil cuti ada tugas dari sekolah dan sudah disampaikan oleh GBI sebelumnya kepada peneliti melalui pesan singkat. Peneliti mengawali kegiatan belajar mengajar dengan menyapa kemudian dilanjutkan dengan memeriksa kehadiran siswa. Peneliti menyampaikan kepada siswa bahwa GBI tidak dapat hadir hari ini karena GBI sedang ada urusan yang tidak dapat ditinggalkan. Kemudian, peneliti menyampaikan topik yang akan di pelajari pada pertemuan pertama. Peneliti meminta salah satu siswa untuk membantunya. Salah satu siswa diminta untuk membantu membagikan *handout* kepada teman-teman yang lain. Sebelum memulai penjelasan materi yang ada pada *handout*, peneliti menyampaikan beberapa kesalahan yang dibuat siswa pada hasil test individu pada pertemuan kedua. Seperti penulisan huruf besar, tenses yang digunakan untuk teks recount, tanda baca, adverb of time, pronoun dan penulisan dalam satu paragraf tidak perlu diberi jeda satu baris. Selanjutnya peneliti bersama siswa mendiskusikan materi pada *handout* dan menunjukkan contoh penulisan yang benar dan langkah-langkah yang tepat dalam menyusun paragraf. Siswa memperhatikan apa yang peneliti jelaskan yang ada pada *handout*. Peneliti menjelaskan kembali tentang *generic structure* dan *language featur*s agar siswa tidak lupa. Kemudian, peneliti mempersilahkan siswa untuk bertanya.

Tahap selanjutnya peneliti meminta siswa membuat kelompok dan setiap kelompok diminta membuat kalimat simple past tense, past continues, dan past perfect tense . Kemudian perwakilan tiap siswa diminta menuliskannya di papan tulis. Karena kesulitan meminta mereka maju kedepan, maka guru menggunakan *game* ‘batu-batu’. Game ini bekerja ketika guru mengucapkan batu maka para siswa wajib bertepuk tangan satu kali. Apabila guru mengucapkan ‘batu-batu’ maka para siswa wajib bertepuk tangan dua kali, dan seterusnya sehingga didapat siswa yang melakukan kesalahan dalam jumlah tepukan tangannya. Maka yang tidak sesuai jumlah tepukan tangannya, diwajibkan untuk menuliskan hasil kerja kelompok mereka pada papan tulis sebagai hukuman. Setelah itu, peneliti dan siswa bersama-sama mengoreksi kalimat yang ada pada papan tulis tersebut dengan cara menanyakan ciri

APPENDIX 3

OBSERVATION SHEETS

Observation Sheet of Cycle I

Date : May, 19th-22th 2015

Observer : The English Teacher

No	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher's greeting	√		
	and tell about their condition.		√	
	3. The teacher leads a prayer.	√		
	4. The teacher reviews the previous materials.	√		
	5. The teacher introduces the new topic to the students.	√		
	6. The teacher tells the objective of the teaching and learning process.	√		
B.	whistlist-teaching			
	1. The students are ready to learn the materials.	√		
	2. The teacher build the students' beckground knowledge by the question related to the recount texts	√		
	3. The teacher distributes handout/worksheet.	√		
	4. The teacher and the students discuss the			
	language features and generic structure of a	√		
	recount text.	√		
	5. The teacher checks the students' understanding.	√		
	6. Student asks the students to draw something that the students love the most in a piece of paper	√		
	7. The teacher gives chances to the students to ask questions.	√		
	8. The students deliver the questions to the teacher.	√		
	9. The teacher asks the students to make a sentence based on their drawing	√		Students have a difficulty in this activity because they confused to change the

Observation Sheet of Cycle II

Date : May, 26th-29th 2015

Observer : The English Teacher

No	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher's greeting and tell about their condition.	√	√	
	3. The teacher leads a prayer.	√		
	4. The teacher reviews the previous materials.	√		
	5. The teacher introduces the new topic to the students.	√		
	6. The teacher tells the objective of the teaching and learning process.	√		
B.	whistlist-teaching			
	1. The students are ready to learn the materials.	√		
	2. The teacher distributes handout/worksheet.	√		
	4. The teacher gives more information about the language features and generic structure of a recount text.	√		
	5. The teacher checks the students' understanding.	√		
	6. Student asks the students to make groups of work and gives an exercise to each group	√		
	7. The teacher implements 'batu-batu' game	√		
	8. The teacher and the students identify the work together	√		
	9. The teacher asks the students work in pair for the next exercises	√		
	10. The teacher guides the students in every stage doing the tasks.	√		
	11. The teacher and the students identify their sentence together.	√		
	13. The teacher asks the students work individually make a recount text without the topic	√		
	14. The lesson is smooth, sequenced, and logical.	√		
C.	Post Teaching			
	1. The teacher summarizes and reflects the lesson.	√		

APPENDIX 4

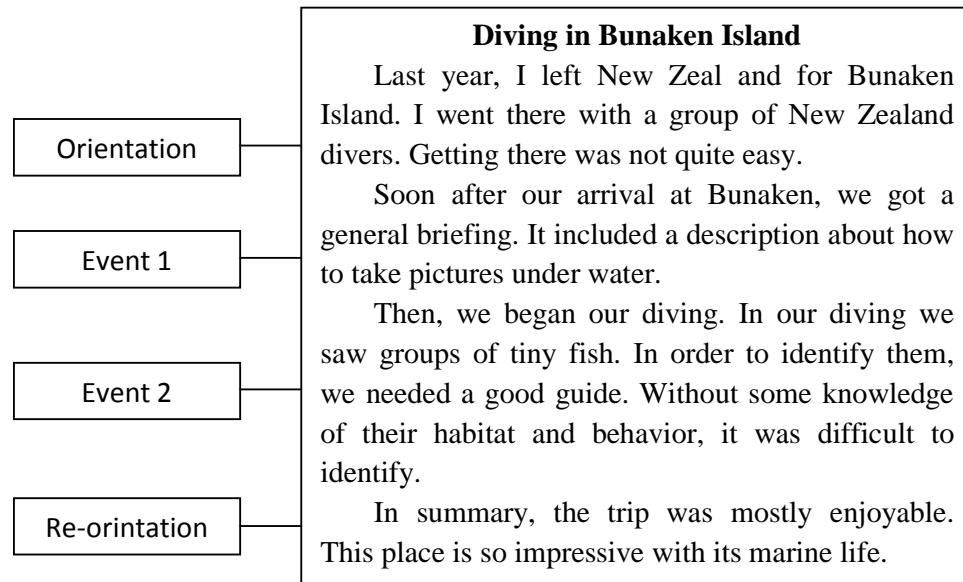
ATTENDANCE LISTS

No	Nama	Mei			
		Cycle 1		Cycle 2	
		1st meeting	2nd meeting	1st meeting	2nd meeting
1	AGIL SATRIA YUDHA	√	√	√	√
2	AHMAD FAIZ	√	√	√	√
3	AL-KAUTSAR MIFTAH	√	√	√	A
4	ALVIAN AFRIANDI	A	√	√	√
5	AMELIA CHINTYA DEWI	√	√	√	√
6	ANINDA CAHYA FAUZANI	√	√	√	I
7	ANITA YULIANA ASTUTI	√	√	√	√
8	ANNISA FEBRILIANI	√	√	√	√
9	ARGA FERianto	√	√	√	√
10	BAGAS EKA PRASETYA	√	√	√	A
11	BARNA KURNIAWAN SATRIA	√	√	√	√
12	DIAN KRISTianto	√	√	√	√
13	DIMAS PRASETYO P.	√	√	√	√
14	FAUZAN EQY WIBOWO	√	√	A	√
15	FEBRI DWI NUROHMAT	√	A	√	√
16	HANDI KRISHNA A.	√	√	√	√
17	HENDRA WICAKSONO	√	√	√	√
18	HUSAENI	√	√	√	√
19	JUANITO SABDA R.P.	√	√	√	A
20	MOCH DEWANTA DANU S.A.	√	√	√	√
21	MUHAMMAD AJI N.H.	√	√	√	√
22	MUHAMMAD SALYA W.D.	√	A	√	√
23	MUHAMMAD SUDARTO	√	√	√	√
24	NUR FAKIDAH	√	√	√	√
25	POPPY ANISA N.H	√	√	√	√
26	POPY ARIF WICAKSONO R.	√	A	√	A
27	PRASETYO AGUS WIDODO	√	√	√	√
28	PUTRI TAHKULIAH N.	√	√	√	√
29	REZA NANDA PRATAMA	√	√	√	A
30	RESKYA AUDREY H.	√	√	√	√
31	SANLISA ARI A	√	√	I	√
32	TAUFIK NURHIDAYAT	A	√	√	A
33	TIARA FIRDANIA A.P.	√	√	A	√
34	TIFA FILDANIA A.P.	√	√	A	√
35	TYAS EKAWATI	√	√	√	√
36	WAHYU SASETYO AJI	√	√	√	√
37	YUDA WIDARGO	√	I	√	√
38	MUHAMMAD IBRAHIM	A	A	A	A

APPENDIX 5

LESSON PLANS

Attachment 1



Attachment 2

Recount Text

Past Tense Simple

Past Tense Perfect

Past Tense Continuous

Bagaimana dan kenapa *Simple Past Tense* banyak dipakai dalam penulisan sebuah teks recount? Berikut beberapa point yang harus digaris bawahi:

Fungsi utama *Simple Past Tense* adalah untuk menyatakan kejadian atau peristiwa di masa lampau yang spesifik. Itulah kenapa *Simple Past Tense* sering memakai keterangan waktu seperti *yesterday, ago, last*

Objek penulisan *recount text* adalah pengalaman. Pengalaman pasti berisi peristiwa-peristiwa. Karena bersifat pengalaman maka peristiwa tersebut pasti telah terjadi sehingga *Simple Past Tense* lah yang paling umum dipakai dalam penulisannya

Recount Text + Simple Past Tense

Lats week we went to the theater. We had a very good seat. We watched a very interesting movie. The movie, tols us about love story. We were very excited in that time.

Past Continuous Tense And Recount Text

Selain *Simple Past Tense*, teks *recount* bahasa Inggris bisa saja menggabungkanya dengan *Past Continuous (Progressive) Tense* dalam menceritakan peristiwa peristiwa yang terjadi sehingga penggambaran peristiwa itu terasa lebih detil.

Recount Text + Past Continuous Tense

Yesterday, I went to a gadget store. While I was selecting a suitable phone, a friend came and greeted me. He then helped me to choose the best phone. While I was paying for the phone he said that he was the owner's shop.

Hal- hal yang perlu digaris bawahi adalah:

- *Past Continuous Tense* sering digunakan untuk mengungkapkan kejadian yang sedang berlangsung ketika peristiwa lain terjadi. Kedua peristiwa ini tentu terjadi sama sama di waktu yang lampau, alias terjadi sebelum

diceritakan.

- *Recount text* kadang menceritakan peristiwa yang berkaitan dengan peristiwa yang lain. Sehingga penggambaran peristiwa dalam teks berbentuk *recount* itu akan terasa lebih "hidup" ketika ditulis dengan lebih detail dalam hal setting of time.

Past Perfect Tense And Recount Text

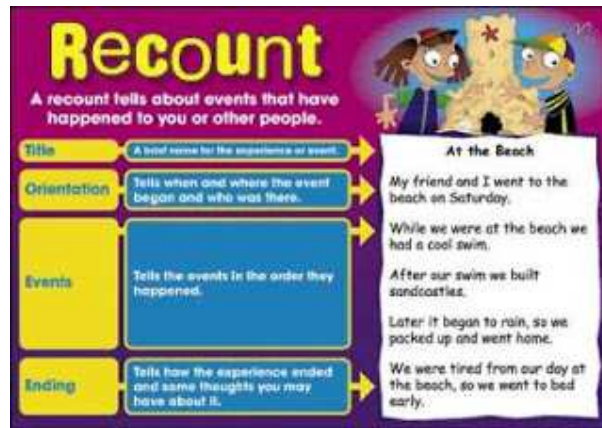
Tenses lampau selajutnya yang sering di pakai dalam penulisan *recount text* adalah *Past Perfect Tense*. Kenapa Tense lampau jenis *perfect* ini juga dipakai dalam teks *recount*? Berikut adalah penjelasan singkatnya:

- *Past Perfect Tenses* digunakan dalam mengungkapkan suatu peristiwa yang sudah selesai terjadi ketika peristiwa yang lain terjadi. 2 peristiwa tersebut terjadi dalam kontek masa lampau alias telah terjadi sebelum diceritakan. Hanya saja peristiwa yang satu mulai terjadi dan selesai sebelum peristiwa yang lain terjadi.
- *Recount Text* kadang juga menceritakan urutan peristiwa yang satu dengan peristiwa yang lain. Misal ada peristiwa makan. Sebelum peristiwa makan terjadi, ada peristiwa memasak di dapur dahulu. Dalam pelajaran *tenses* bahasa Inggris penceritaan peristiwa-peristiwa semacam itu mengharuskan pemilihan *tenses* yang berbeda.

Contoh Recount text + Past Perfect Tense:

Two days ago I had big works for decorating my room. One day before, I had bought 4 paint buckets with different colors. Before painting my room, I had moved the furniture. I was tired but happy.

Attachment 3



Attachment 4

Susun kalimat-kalimat dibawah ini sehingga menjadi susunan kalimat yang tepat.

1. *Was I time yesterday shopping at this*
2. *Was what she this 5 am doing at morning?*
3. *Amira to bus went the school by yesterday.*
4. *Was physically exercises all doing day yesterday.*
5. *He many house protected cats his house at*
6. *Did they not running far keep away.*
7. *I One day before had 4 paint bought buckets with colors different,*
8. *Before painting the furniture, had moved my room.*
9. *The came teacher*
10. *teacher did not the come*

Susun dan perbaikiah teks recount dibawah ini menjadi teks yang baik dan benar

Teks 1

After that, I returned to my house. Sadly my mom told me that I should go and find the money on the way. I could not find it

When me is young, I have a terrible bad experience when me was buying some breads for breakfast.

First, me think I has only 15 years old when my mom ask me to went a store to buy some breads for breakfast. Then, I go on to buy it.

Finally, I return to my house again without the breakfast with breads.

When I arrived at the store, I just realize that I has lost money on the way I go to the store. I could not buy the bread.

Teks 2

Watching Movie

First, I wake up an hour late because my alarm clock don't go off. Then, I was in such a hurry that I burn my hand when I was making breakfast. After breakfast, I get dressed so quickly that I forgot to wear socks.

Next, I run out of the house trying to get the 9:30 bus, but of course I missed it. I want to take a taxi, but I didn't have enough money.

*Finally, I walk the three miles to my school only to discover that it were Sunday! I hope I never have a day as the one I had yesterday. Me and my sister go to see a film last night. It were an American movie called *The Lost Flight*. It showed how people can quickly change when they has to look after themselves in the jungle. It were an terrible day yesterday.*

Teks 3

Going Camping

We reach the camping ground after we walk for about one and a half hour from the parking lot. We build the camp next to a small river.

Last weekend, my friends and I camping. On Monday, we pack our bags and get ready to go home.

It were getting darker and colder, so we build a fire camp. The next day, we spend our time observing plantation and insects while the girls was preparing meals. In the afternoon we go to the river and caught some fish for supper. At night, we hold a fire camp night. We sang, dance, read poetry, playe magic tricks, and even some of us performed a standing comedy.

Attachment 5

Game 'batu-batu', game ini bekerja ketika guru mengucapkan 'batu' maka para siswa wajib bertepuk tangan satu kali, dan apabila guru mengucapkan 'batu-batu' maka para siswa wajib bertepuk tangan dua kali, dan seterusnya hingga didapat siswa yang melakukan kesalahan dalam jumlah tepukan tangannya. Maka yang tidak sesuai jumlah tepukan tangannya diwajibkan untuk menuliskan hasil! work in pair-nya pada papan tulis.

Attachment 6

Fill in the blanks the right verb

My Holiday

Last week I (go) ____ to Mount Bromo. I (stay) ____ at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

In the morning, my friend and I (see) ____ Mount Batok. The scenery (be) ____ very beautiful. We (ride) ____ on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We (take) ____ pictures of the beautiful scenery 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.

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

Attachment 7

past tenses: simple, continuous, perfect (1)

Complete the sentences. Type the correct answer in the box.

My brother _____ (get) married last year.

1. We _____ (have) dinner when Sally called.
2. John got to the cinema late and the film _____ (start) when he arrived.
3. I was driving home when the accident _____ (happen).
4. _____ (you / watch) TV when I phoned?
5. I'd studied really hard but I _____ (not pass) the exam.

RENCANA PELAKSANAAN PEMBELAJARAN

(LESSON PLAN II)

SMP/MTS : MTS Muhammadiyah 2 Miati

Kelas/Semester : VIII (Delapan) / 2

Jenis teks : Recount

Tema : Holiday

Aspek/Skill : Menulis

Alokasi Waktu : 4 x 40 menit (2x pertemuan)

A. Standard of Competence:

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar.

B. Basic Competency :

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount.

C. Indicators :

1. Write Verb-2 (Regular/Irregular Verbs) on a sentence
2. Arrange a sentence using simple past tense correctly
3. Identify the generic structure of recount text
4. Identify the characteristics and language feature of recount text
5. Use simple past tense in writing recount text
6. Write a simple recount text

D. Learning Objective

In the end of the study, students will be able to:

1. Write the sentences of simple past tense

2. Write a simple recount text
3. Clear understanding of the recount text

E. Learning Materials

1. Input text: "*Diving in Bunaken Island*" (attachment 1)
2. Generic structure

A recount text is a text that telling the reader about one story, action, or activity. Its goal is to entertaining or informing the reader.

- ❖ Orientation : It tells who was involved, what happened, where the events took places, and when it happened.
- ❖ Sequence of events : It tells what happenend and in what sequence.
- ❖ Reorientation : itconsists of optional-closure of events/ending.

3. Recount Text Characteristics:

- Use simple past tense. Last week, I went to Bali island with my family. *There are 3 kinds of past tense used in recount text:*

Past tense simple, past tense perfect, past tense continues (attachment 2)

- **Simple Past**

FORM

[VERB+ed] or irregular verbs

Examples:

- You **called** Debbie

- **Did you call** Debbie?
- You **did not call** Debbie.

- **Past Continuous**

FORM

[was/were + present participle]

Examples:

- You **were studying** when she called
- **Were you studying** when she called?
- You **were not studying** when she called.

- **Past Perfect**

FORM

[had + past participle]

Examples:

- You **had** studied English before you moved to New York
- **Had you studied** English before you moved to New York?
- Use words that show adverb of time, for examples: Yesterday, last week, last...,
- Use words that show the order of events/ conjunction, for examples: first, second,

F. Media:

1. Table of recount text
2. Five color pens

G. Learning Method: three-phase technique/PPP

H. Teaching and learning activities

Open Phase

Aspect	Teacher's sentences
Greeting	T: Assalamualaikum warahmatullah wabarakatuh, good morning class? S: Wa'alaikum salam warahmatullah wabarakatuh, good morning bu.. T: how are you today? S: I'm fine thank you, and you? T: I'm very well thanks.
Prayer	T: Okay class, before we start our lesson today, let's pray together, shall we?
Checking attendance list	Is anybody here? (teacher start to mention name by name of the students)
Preparing class condition	T: Could you help me to clean the whiteboard? S: T: Thank you, well let's start our lesson today.
Lead in	Before start our lesson today, in the result of the test, there were many mistakes found about grammatical feature, such as: tenses, capitalization, punctuation, etc. So today we are going to learn about the grammatical feature used in the recount text.

Core activities

Presentation

- The teacher share the handout that consist of picture/table of the recount text for make the lesson more interesting, (attachment 3)
- The teacher gives more information about the generic structure of recount text.

- The teacher gives more information about the lexico grammatical feature.
- The teacher discusses the generic structure and characteristic of the recount text given with the student
- The teacher remains also the use of adverbial time in the simple past tense

Practice:

- The students work in groups to arrange the sentence of past tense, past continuous tense and past perfect tense (attachment 4)
- The teacher asks some students of each group write the sentence in the whiteboard.
- The teacher implements the game 'batu-batu' to choose student who have to write in the whiteboard, (attachment 5)
- The teacher and the students identify students' work
- Still in the same group, the teacher asks the students to identify, arrange and editing the next exercise about the random recount text. .
- The teacher informs that the recount texts in that exercise were incorrect text that have to be arranged and marked the wrong grammatical feature using the color pens that are prepared by the teacher
- The teacher asks students to edit and correct the grammatical errors they have been found.
- The teacher asks the students to check their rough draft and rewrite their final draft correctly
- The students work in pairs find the past tense of some words in next exercise (attachment 6 and 7)

Production

- Individually, students are asked to write a recount text without the topic by

implementing of free writing technique.

- Then, students have to submit their work.

Closing

- The teacher and students make the conclusion of the lesson and ask student if there is any question (giving feedback
- The teacher evaluates, motivate and reflect on the implementaion of the lesson.
- The teacher closes the lesson with prayer.

I. Evaluation

Form: written (student make a recount text)

Scoring technique

Table 1

Scoring Rubric of Writing

No.	Item analysis	Score
1	Content	30-27 Excellent to very good: knowledgeable-substantive, thorough development of thesis, relevant to assigned topic. 26-22 Good to average: some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail. 21-17 Fair to poor: limited knowledgeable of subject,

		<p>title substance, inadequate development of topic.</p> <p>16-13 Very poor: doesn't show knowledgeable of subject, non substantive, non pertinent, or not enough to evaluate.</p>
2	Organization	<p>20-18 Excellent to very good: fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive.</p> <p>17-14 Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</p> <p>13-10 Fair to poor: not-fluent, ideas confused/ disconnected, lacks logical sequencing and development.</p> <p>9-7 Very poor: does not communicate, no organization, or not enough to evaluate.</p>
3	Vocabullary	<p>20-18 Excellent to very good: sophisticated range effective word/ idiom choice and usage, word form mastery, appropriate register.</p> <p>17-14 Good to average: adequate range, occasional of word/ idiom form, choice, usage, bit meaning is not obscured.</p> <p>13-10 Fair to poor: limited range ± frequent errors of word/ idiom form, choice, usage but meaning confused</p>

		<p>or obscured.</p> <p>9-7 Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.</p>
4	Language use	<p>25-22 Excellent to very good effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.</p> <p>21-18 Good to average: effective but simple construction, minor problems, in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured.</p> <p>17-11 Fair to poor: major problems in simple/ complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.</p> <p>10-5 Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate</p>
5	Mechanic	<p>5 Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.</p> <p>4 Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning</p>

		not obscured.
		3 Fair to poor: frequent errors of spelling, punctuation capitalization, paragraphing, poor handwriting, meaning confused or obscured.
		2 Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.
	Total	1-100

Arthur Hughes, Testing for Language Teachers, (NY: Cambridge university Press,2003), 2nd Ed,p.104

1. Content: the lowest score is 13 and the highest score is 30
2. Organization : the lowest score is 7 and the highest score is 20
3. Vocabulary : the lowest score is 7 and the highest score is 20
4. 4.Grammar : the lowest score is 5 and the highest score is 25
5. 5.Mechanic : the lowest score is 2 and the highest score is 5

e. Pedoman Penilaian

Nilai maksimal = 100

Nilai perolehan = $\frac{\text{Skor perolehan} \times 100}{\text{Skor maksimal}}$

J. Sources

1. relevant text book (grammar english, etc)

2. website about recount text (www.belajarbahasainggris.us)
3. website about grammar (<http://www.englishpage.com/verbpage/simplepast.html>)
4. Relevant pictures

Sleman, 2015

Approved by,
Guru Bahasa Inggris

Apprentice Teacher

Avansa Naufal Hakim, S.Pd.

Tri Oktavia Khaerani

NIM.07202244102

APPENDIX 6

STUDENTS' WRITINGS

The Example of Students' Work in Pre-test

Wahyu Sasatyo Aji
BB

1. Recount text : London Vacation

2. Orientation, event, reorientation

3 V₂

4. Holiday ⁱⁿ my grandmother houses

There are we playing and many people to playing ?

Usually, we ^{were} playing in the river, there many water.

The water ^{there were} is very cold and many fresh.

After ^{that} enough we ^{went} ~~are~~ go home.

T

rough n-t

1. Recount : London vacation. Parent : Dongen, 10

2. Orientation, even. ~~clearly~~ $\frac{1}{2}$

3. Gentle ramp - $\frac{1}{2}$

4. My ~~family~~ vacation.
~~we are~~ ~~family~~ ~~was~~ on vacation. There ~~are~~ ~~we are~~ ~~2~~
father and mother.

Nama : Annisa F

Kelas : 04

Jawaban

1. London vacation \Rightarrow Reount 16

2. Reount \Rightarrow Pengalaman pribadi 16

3. Orientation . event = reorientation 16

4

My ~~bad~~ dream

I wake up because my bad dream.

I can not ~~sleep~~ again -

In The morning I am late to go to school

I ~~have~~ my bad dream.

Anindya Cahya P

8B

1 Recount text: LONDON VACATION

2 Narrative ; Dongeng ,

3 Orientation , event 1 , Event 2 , Reorientation

4 Verb₂

5 go to School

I ~~go~~^{went} to School every morning.

I ~~go~~^{went} with my best friend.

Suddenly ~~it was~~ Rain.

we back ~~go~~^{went} Home.

ALVIAN A

JIII B

JAWABAN

LONDON

DougenG \Rightarrow NARATIF

Organization

Reorientation

~~Closing~~

V2

7

GO TO SCHOOL

Me and friendz go to school together everyday.

My name friendz is Barua. Me and Barua Happy
because rain

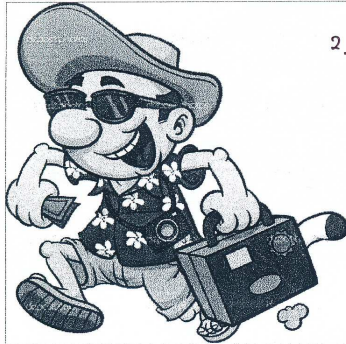
The Examples of Students' Work in Cycle 1

Annisa Febriyanti (08)

VM B

87.5

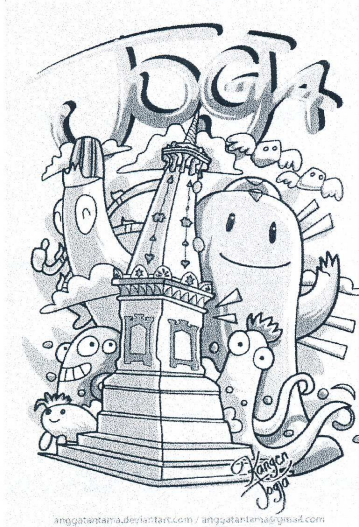
1.



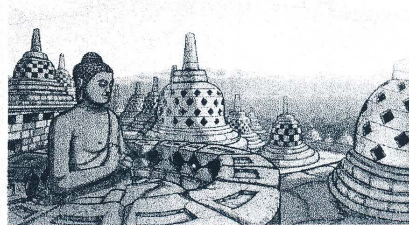
2.



3.



4.



Last week, I spent my vacation in ^{Jogja}....., the city is famous in Indonesia. I went to the
2. ~~My family~~ ^{Family}. Borobudur Temple ^h
3.....and I went there in the morning we went to Borobudur temple by private car
 family. I had prepared everything before we went to Jogja. While we were driving, we get to see
 some beautiful scenery mountains, forests, and waterfalls as well as cars pass by.

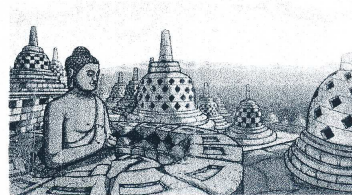
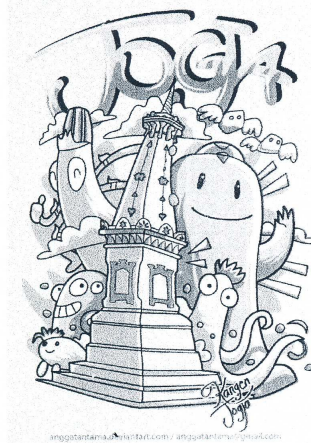
My family and I arrived at the Borobudur Temple at 4:30 pm. There, I saw a lot of4.....
 Borobudur temple is crowded on a holiday vacation. I can learn and practice speaking English with a
 foreign tourist different language to me. Dovi his name. He is very friendly. This is the first time I
 spoke English with foreign tourists. We returned at 22:30 at night. It was a very interesting holiday
 for me and my family was happy.

Agil Satria Yudha.

86.



50



.....1....., the city is famous in Indonesia. I went to the
.....2..... Borobudur Temple.....
.....3.....and I went there in the morning we went to Borobudur temple by private car
family. I had prepared everything before we went to Jogja. While we were driving, we get to see
some beautiful scenery mountains, forests, and waterfalls as well as cars pass by.

Jogja.

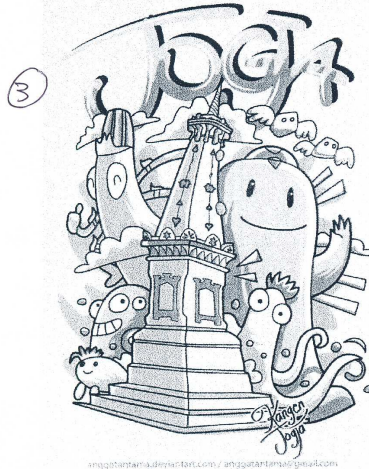
photo

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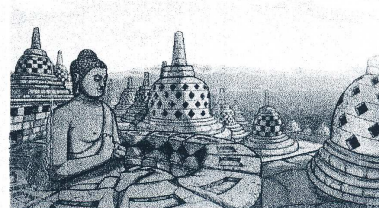
Tika Fildania
8b



12.5



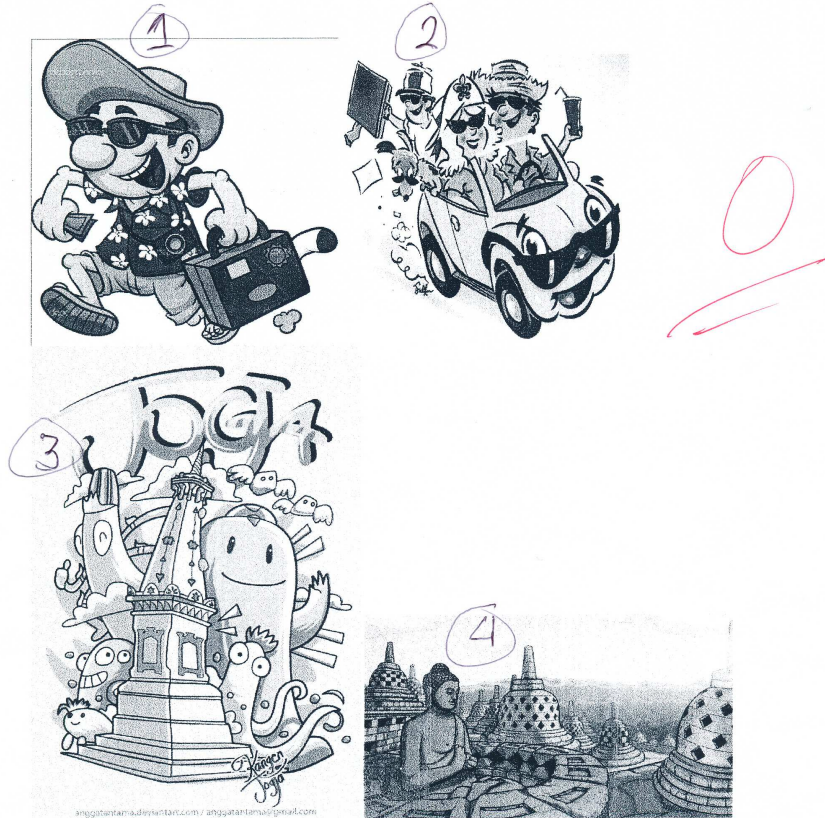
4



Last week, I spent my vacation in.....1....., the city is famous in Indonesia. I went to the
.....2.....
I and family goes to Tugu Jogja 1/2
.....3.....and I went there in the morning we went to Borobudur temple by private car
family. I had prepared everything before we went to Jogja. While we were driving, we get to see
some beautiful scenery mountains, forests, and waterfalls as well as cars pass by.

My family and I arrived at the Borobudur Temple at 4:30 pm. There, I saw a lot of
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134645



Last week, I spent my vacation in.....1....., the city is famous in Indonesia. I went to the
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 spoke English with foreign tourists. We returned at 22:30 at night. It was a very interesting holiday
 for me and my family was happy.

The Examples of Students' Work in Group

kelompok : Poppy Annisa
Nur Fatah Idah
Wangyu Gasetio

Susun kalimat-kalimat dibawah ini sehingga menjadi susunan kalimat yang tepat.

1. Was I time yesterday shopping at this
2. Was what she this 5 am doing at morning?
3. Amira to bus went the school by yesterday.
4. was physically exercises all doing day yesterday.
5. He many house protected cats his house at
6. did they not running far keep away.
7. I One day before had 4 paint bought buckets with colors different .
8. Before painting the furniture, had moved my room.
9. The came teacher
10. teacher did not the come

Susun dan perbaikilah teks recount dibawah ini menjadi teks yang baik dan benar.

Teks 1

- 1 After that, I returned to my house. Sadly my mom told me that I should go and find the money on the
- 2 way. I could not find it ^{had}
- 2 When ^{me} is young, I have a terrible bad experience when ^{me} was buying some breads for breakfast.
- 3 First, ^{me} think I has only 15 years old when my mom ^{ask} me to went a store to buy some breads for breakfast. Then, I ^{went} on to buy it.
- 4 Finally, I ^{return} to my house again without the breakfast with breads.
- 5 When I arrived at the store, I just ^{realize} that I has lost money on the way I ^{went} go to the store. I could not buy the bread.

Teks 2

Watching Movie

- 1 First, I ^{wake} up an hour late because my alarm clock don't go off. Then, I was in such a hurry that I ^{burn} my hand when I was making breakfast. After breakfast, I ^{get} dressed so quickly that I forgot to wear socks.
- 2 Next, I ^{run} out of the house trying to get the 9:30 bus, but of course I missed it. I ^{want} to take a taxi, but I didn't have enough money.
- 3 Finally, I ^{walk} the three miles to my school only to discover that it were Sunday! I hope I never have a day as the one I had yesterday.
- 4 ^{Me} and my sister go to see a film last night. It ^{were} an American movie called The Lost Flight. It showed how people can quickly change when they ^{has} to look after themselves in the jungle. It ^{were} an terrible day yesterday.

Teks 3

Going Camping

- 1 We ^{reach} the camping ground after we ^{walk} for about one and a half hour from the parking lot. We ^{build} the camp next to a small river.

2 Last weekend, my friends and I camping.

3 On Monday, we pack our bags and get ready to go home.

4 It were getting darker and colder, so we build a fire camp. The next day, we spend our time observing plantation and insects while the girls was preparing meals. In the afternoon we go to the river and caught some fish for supper. At night, we hold a fire camp night. We sang, dance, read poetry, playe magic tricks, and even some of us performed a standing comedy.

REZA NANDA P., ALVIAN A., HANON H., SANTARA A., MUTI. DARO, XIDHA W.

OB

1. Yesterday I was shopping at this time.
2. What ~~was~~ she was doing at 5 am this morning?
3. Amira went to school by the bus yesterday.
4. Yesterday was doing physically exercises all day.
5. He protected his house. Many ants at house.
6. They did not keep running far away.
7. I had paint one buckets with 4 ^{different} ~~colors~~ colors day before.
8. Before painting the furniture, my mom had moved.
9. The teacher came.
10. The teacher did not come.

Teks 1

When ~~one~~ ^{was} young, I ^{had} ~~have~~ a terrible bad experience when ~~me~~ ^I was buying some breads for breakfast.

First, ~~I~~ ^I ~~thought~~ ^{think} I was only 15 years old when my mom ~~ask~~ ^{asked} me to went a store to buy some breads for breakfast. Then, I ~~go~~ ^{went} on to buy it.

After that, I returned to my house. Sadly my mom told me that I should go and find the money on the way. I could not find it.

When I arrived at the store, I ~~just~~ ^{just} realized that I ~~has~~ ^{had} lost money on the way I ~~went~~ ^{went} to the store. I could not buy the bread.

Finally, I ~~returned~~ ^{returned} to my house again without the breakfast with breads.

Teks 2

Watching Movie

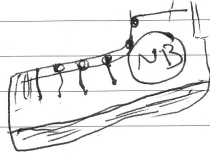
~~Me~~ ^I and my sister ~~went~~ ^{went} to see a film last night. It ~~was~~ ^{were} an American movie called The Last Flight. I showed how people ~~can~~ ^{can} quickly change when they ~~had~~ ^{had} to look after themselves in the jungle. It ~~was~~ ^{were} an terrible day yesterday.

First, I ~~wake~~ ^{waken} up an hour late because my alarm clock don't go off. Then I was in such a hurry that I ~~burned~~ ^{burned} my hand when I was making breakfast. After breakfast, I ~~got~~ ^{got} dressed so quickly that I forgot to wear socks.

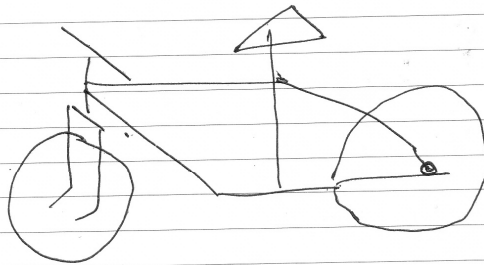
Next, I ~~run~~ ^{ran} out of the house trying to get the 9:30 bus, but of course I missed it. I ~~wanted~~ ^{wanted} to take a taxi, but I didn't have enough money.

Finally, I ~~walked~~ ^{walked} the three miles to my school only to discover that it were Sunday! I hope I never have a day as day as the one I ~~had~~ ^{had} yesterday.

The Students' Work in Drawing and Making A Sentence

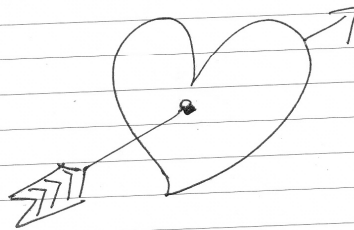


I buy shoes

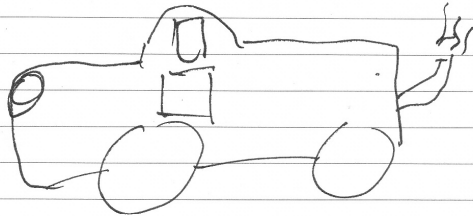


I have bicycle

KENKO® 30 Lines, 6 mm

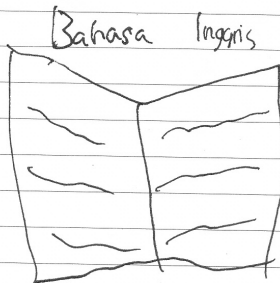


I loved you



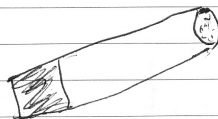
I have Car

No
Date

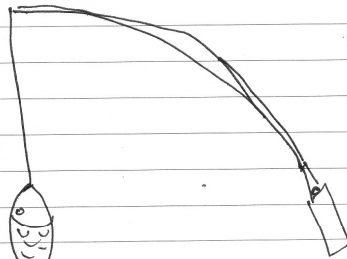


I studied bahasa Inggris

No
Date



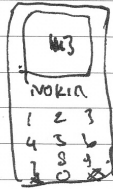
I liked smoke



I Went Fishing

KENKO® 30 Lines, 6 mm

No
Date



I have NOKIA



I buy bird

The Students' Individual Work in Post Test of Cycle 2

Wahyu Sasetio

VIII B

My Bad Day

I had a bad day yesterday. Yesterday was Monday. First of all, I woke up late because my alarm was turn off. Then, my ~~begal~~ bicycle ~~was~~ can not walk. After that, I arrived at the school was too late, so I can not ~~for~~ follow ceremony Monday and I got punishment from my teacher. Finally, I remembered ~~for~~ I forgot to ~~druek~~ breakfast at home before went to school. So I got sick. I hope I never have a bad day like yesterday.

Nur Fari Idah

VIII B

Holiday in Indrayanti Beach

Last Sunday, I ~~and~~ my sister and my brother went to Indrayanti beach. There were many people. The beach ~~was~~ beautiful. I and my brother swam, but my sister made a sand castle and ~~take~~ ^{took} a photo. My sister also ~~take~~ ^{took} a photo of me and brother. I also saw many ~~for~~ international tourism looked sexy wear swim cloth. I, my sister and my brother were happy ~~spend~~ ^{our} holiday ~~in~~ ^{at} Indrayanti beach. Finally, we got hungry and went home.

Jugas Eka
VIII B

Lost in The Swalayan

Last year, when in ramadhan month, I and my mother went to Swalayan. We bought vegetable, food, and relation cloths. I followed my mother where she walked wherever. Because I helped my mother bring that. But, in the market suddenly I missed my mother. She walked I did not know where. And many people walked for shopping. my mother did not looked for me, but I looked for her. I want to cry. Then, I saw big sale cloth in that place. I hope I can find my mother there. Then, that's true my mother was there. I felt sad my mother forgot me, but did not forget to go big sale. I hope I never lost again.

$$C : 22 \frac{21}{2} = 21,5$$

Nama : Nara Fildanna A.P.

Kelas : VIII B

Bandung Vacation

I and my family went to Bandung last weekend. We used the car to go there. That was long journey from Sleman to Bandung. So my mother brought many food and drinks. I slept over the journey. When I woke up, my family ate Tahu Sumedang because we in Sumedang. And an hour later we arrived in Bandung, we went to Kawah Putih, that was so beautiful. After that, we went to Pangrehon Perahu. tomorrow we saw the zoo in Bandung. Finally, the afternoon we were ready to go home after we bought many food 'khas Bandung' for example: dodol, sale pisang, payem. That was my wonderful holiday with my family and I loved that.

Nama : Amelia Chintya Dewi
Kelas : VIII B

My Holiday

~~Last week~~ ^{Sunday} I and my mother went shopping in Summar Lembah UGM.
That day was Sunday. Their shop opened at 6 o'clock morning. Then, my mother
bought ~~a~~ ^a cloth for me. ~~And~~ ^{Then} I asked my mother to buy many Food
for example tempura, jamur crispy, and Ice krim goreng. All were Indonesian
food. After that, we went home at 10 o'clock.
Finally ~~we~~ I and my mother Arrived at home with happy together.

The Students' Individual Work in Post Test of Cycle 1

Nama: Nur Fakhri WMB

Holiday and New Year

I ^{at} get the vacation for two weeks. I spent the holiday and new year with walking trails with friend and family. I went to friend ^{whom} ~~to~~ celebrate Christmas with friend there share the joy together. In my house just watching TV and playing games. Five days before school I went to stationary shop fruit pen and books.

At the time the new year ^I didn't go anywhere but my friends picked me up me to go way street. day and night. I was freasy preparing his show for new year eve with roasted corn and grilled chicken I ^{was} am also very happy with them to enliven the new year eve with fireworks and firecrackers ^{ed} turn of the year is was time to set ~~ed~~ off fireworks and firecrackers and all were very happy :)

~~Writng~~ ~~Writng~~ ~~Writng~~ ~~Writng~~ ~~Writng~~
Writng sasehyo

No. _____
Date: _____

Go to beach.

A at the week. I and my Family want to
the beach on Saturday. While we were at the
beach we had a cool swim and surfing.
After our surfing and swim we built
sand castle. Later, it began to rain, so we
packed up and we went home. We were
knee from our day at the beach. So we
want to be early.

No. _____
Date: _____

29-5-2015

Tiyos Ekawati

At The School

My friend and I went to the school on Monday morning

Where we where at the ~~read~~ reading and write Subject /
Lesson.

After our reading in the class room

Later it began to rain. So went home

We where write ing Subject / Lesson our day at the School

So we went to bed early

Muk . Datta
class 8B

No. _____

Date : _____

Holiday in The
Go to Beach ~~Go to Beach~~
I ~~go~~ ^{went} to party with ~~beach~~ ^{beach} there.
~~and were~~ many people. there ~~is~~ ^{was} beautiful
girl ~~there~~ ^{met} meet. I ~~am~~ ^{was} so happy
go holiday. ~~to~~ ⁱⁿ party with.

No. _____

Date : _____

Amelia Chintya Dewi UMB

At the beach.
My Friends ^{and} I ~~went~~ ^{went} to the ~~beach~~ ^{beach} on ~~Saturday~~ ^S.
While we were at the beach we ~~has~~ ^{have} a
hot swim. After our swim ~~our~~ ^{we} sand castles.
Later, ~~it~~ ^{we} began to car. so we packed up
and went home.
we were ~~tired~~ ^{tired} from our day at the beach.
so we went to bed early.

No. _____

Date : _____

Nama: Poppy Anisa Mentari M.

Go to Beach

At the week, I and my fammily went to the beach on Saturday. While we were at the beach cire had a cool swim and surfing.

After our surfing and swim we built Sand Castle. later, it, began to rain, so we packed up and we went home. We were tired from our day at the beach. So we went to bed early.

No. _____

Date : _____

Anita Yuliana Astuti

29-05-2015

At The School

My friends and I went to the school on monday morning.

Where we ~~where~~ ^{were} at the reading and ~~write~~ ^{ing class} subject.

After our reading in the class room.

~~later~~ ^{later} It began to rain ~~So~~ ^{So} went home.

We where ~~where~~ ^{writing class} subject / Lesson our day at the School, So we

went to bed early.

Dian Kristanto.

Kelas 8B

No.

Date

New Year Holiday in Alun. Alun

Yogyakarta. December 31 2019. Me and my
family ^{went} go out for new year holiday in my city
in Alun-Alun Keraton. We ^{went} go to use the car from
house to Alun-Alun 07.00 PM. Along the car
we ^{sat} sit and ^{looked} looking around. When we were
in Maliboro, we ^{saw} see from in side. The car
^{was} is very crowded people and a few moments
later I saw so many people in Benteng
Verdeberg. After that I arrived in Alun-Alun.
There I met so many people. They ^{are} were
so happy because we all will see fire
work in the sky later. I ^{was} am very happy
to be with them to spending new year
together.

spend the new year
celebration

STAND BY ME Doraemon



No.:

Date: 29.05.2015

Joanito Sabda Riva P.

Holiday At My Home

I ^m Me and My sister. clean^{ed} up my room on Sunday morning.

~~Then / After that~~ And me washed my shoes. And my sister washed^{her} bicycle.

My mother washed clothes and cooking^{ed}. After that, we

watch^{ed} tv together. Doraemon was my favorite cartoon tv.

So, I love my Holiday at my time.



I am small and tiny but have a big dream.



No.:

Date: 29-05-2015

Tina Fildania

At The School

My friends and I went to the school on Monday morning.

~~Where we where~~ ^{Where} we are reading and writing Lesson.

After our reading in the class room, It began to rain. So went home.

We where writing Lesson our day at the school, so we went to bed

early.

No. _____
Date _____

Surjasa A kis 8B

Go to Beach < holiday > in the Parangtritis. In Sunday Morning
we with my friend ~~went~~ go to beach in the Parangtritis. We see the
beach there and many people. Then, later was rain. I and my friend's
went up to restaurant and ate seafood.
We were so happy holiday in Parangtritis.

REZA NANDA P., ALVIAN A., FLANDI H., SANTARA A., MUTI. DARTO, XADHA W.

BB

1. Yesterday I was shopping at this time.
2. What ~~she~~ she was doing at 9 am this morning?
3. Amira went to school by the bus yesterday.
4. Yesterday was doing physically exercises all day.
5. He protected his house many cats at house.
6. They did not keep running far away.
7. I had paint one buckets with 4 ~~colors~~ ^{different} colors day before.
8. Before painting the furniture, my mom had moved.
9. The teacher came.
10. The teacher did not come.

Teks 1

I ~~was~~ ^{was} young, I had a terrible bad experience when ~~me~~ ^I was buying some breads for breakfast.

First, I ~~think~~ ^{thought} I was only 15 years old when my mom ask ^{ed} me to went a store to buy some breads for breakfast. Then, I ~~go~~ ^{went} on to buy it.

After that, I returned to my house. ~~Sidy~~ ^{Suddenly} my mom told me that I should go and find the money on the way. I could not find it.

When I arrived at the store, I just realized that I has lost money on the way I ~~went~~ ^{had} to the store. I could not buy the bread.

Finally, I returned to my house again without the breakfast with breads.

Teks 2

Watching Movie

Me and my sister ~~went~~ ^{had} to see a film last night. It ~~was~~ ^{was} an American movie called The Last Flight. I showed how people ~~seen~~ ^{saw} quickly change when they ~~has~~ ^{had} to look after themselves in the jungle. It ~~were~~ ^{was} an terrible day yesterday.

First, I ~~wake~~ ^{wakened} up an hour late because my alarm clock don't go off. Then I was in such a hurry that I ~~burned~~ ^{burnt} my hand when I was making breakfast. After breakfast, I ~~get~~ ^{got} dressed so quickly that I forgot to wear socks.

Next, I ~~run~~ ^{ran} out of the house trying to get the 9:30 bus, but of course I missed it. I ~~wanted~~ ^{wanted} to take a taxi, but I didn't have enough money.

Finally, I ~~walked~~ ^{walked} the three miles to my school only to discover that it were Sunday! I hope I never have a day as day as the one I ~~had~~ ^{had} yesterday.

APPENDIX 7

STUDENTS' SCORE

No	NAMA	Pre -Test									
		rater 1					rater 2				
		Content	Oraganization	Vocabulary	Language Use	Mechanic	Content	Oraganization	Vocabulary	Language Use	Mechanic
1	AGIL SATRIA YUDHA	19	10	9	8	2	16	9	8	9	2
2	AHMAD FAIZ	16	10	10	11	2	13	7	11	10	2
3	AL-KAUTSAR MIFTAH	13	7	7	7	2	13	7	7	7	2
4	ALVIAN AFRIANDI	18	10	11	12	2	16	9	12	11	2
5	AMELIA CHINTYA DEWI	21	10	13	12	2	21	10	12	13	2
6	ANINDA CAHYA FAUZANI	21	13	13	14	2	21	15	14	13	2
7	ANITA YULIANA ASTUTI	20	15	12	12	2	19	15	12	12	2
8	ANNISA FEBRIJANI	25	20	14	15	2	24	20	15	14	2
9	ARGA FERianto	14	10	7	7	2	13	9	7	7	2
10	BAGAS EKA PRASETYA	13	10	7	7	2	14	9	7	7	2
11	BARNA KURNIAWAN SATRIA	18	8	10	9	2	14	7	9	10	2
12	DIAN KRISTANTO	25	17	14	14	2	24	15	14	14	2
13	DIMAS PRASETYO P.	26	17	15	15	2	25	15	15	15	2
14	FAUZAN EQY WIBOWO	16	9	7	7	2	13	7	7	7	2
15	FEBRI DWI NUROHMAT	A	A	A	A	A	A	A	A	A	A
16	HANDI KRISHNA A.	A	A	A	A	A	A	A	A	A	A
17	HENDRA WICAKSONO	17	10	7	7	2	17	9	7	7	2
18	HUSAENI	17	9	8	8	2	13	7	8	8	2
19	JUANITO SABDA R.P.	15	9	8	7	2	13	7	7	8	2
20	MOCH DEWANTA DANU S.A.	A	A	A	A	A	A	A	A	A	A
21	MUHAMMAD AJI N.H.	20	15	10	10	2	20	10	10	10	2
22	MUHAMMAD SALLYA W.D.	A	A	A	A	A	A	A	A	A	A
23	MUHAMMAD SUDARTO	20	10	10	9	2	20	9	9	10	2
24	NUR FAKIDAH	17	8	7	7	2	17	7	7	7	2
25	POPPY ANISA N.H	21	10	10	10	2	21	9	10	10	2
26	POPY ARIF WICAKSONO R.	A	A	A	A	A	A	A	A	A	A
27	PRASETYO AGUS WIDODO	13	7	7	7	2	13	7	7	7	2
28	PUTRI TAHKULIAH N.	22	15	14	14	2	22	17	14	14	2
29	REZA NANDA PRATAMA	1	1	1	1	1	1	1	1	1	1
30	RESKYA AUDREY H.	17	15	9	8	2	17	13	8	9	2
31	SANLISA ARI A	22	15	13	14	2	22	13	14	13	2
32	TAUFIK NURHIDAYAT	19	10	7	9	2	19	8	9	7	2
33	TIARA FIRDANIA A.P.	21	13	10	9	2	17	15	9	10	2
34	TIFA FILDANIA A.P.	17	10	8	7	2	17	9	7	8	2
35	TYAS EKAWATI	21	15	9	10	2	21	13	10	9	2
36	WAHYU SASETYO AJI	26	17	14	14	2	25	15	14	14	2
37	YUDA WIDARGO	S	S	S	S	S	S	S	S	S	S
38	MUHAMMAD IBRAHIM	A	A	A	A	A	A	A	A	A	A
	Total	570	354	300	300	60	540	322	300	300	60

No	NAMA	Cycle I									
		rater 1					rater 2				
		Content	Oraganization	Vocabulary	Language Use	Mechanic	Content	Oraganization	Vocabulary	Language Use	Mechanic
1	AGIL SATRIA YUDHA	19	17	9	8	2	17	9	8	9	2
2	AHMAD FAIZ	17	17	10	11	3	16	7	11	10	3
3	AL-KAUTSAR MIFTAH	17	17	7	7	3	15	7	7	7	2
4	ALVIAN AFRIANDI	18	17	15	16	3	17	14	12	15	3
5	AMELIA CHINTYA DEWI	21	18	15	13	4	21	13	10	10	3
6	ANINDA CAHYA FAUZANI	21	18	13	14	4	21	13	14	15	4
7	ANITA YULIANA ASTUTI	21	18	18	12	4	20	15	15	10	4
8	ANNISA FEBRIJANI	25	20	14	17	4	24	19	15	15	4
9	ARGA FERIANTO	17	17	7	7	3	16	9	7	7	2
10	BAGAS EKA PRASETYA	17	17	7	7	3	17	9	7	7	3
11	BARNA KURNIAWAN SATRIA	21	18	10	9	4	20	15	9	10	3
12	DIAN KRISTIANO	25	20	15	15	4	24	18	14	15	4
13	DIMAS PRASETYO P.	26	20	15	15	4	25	17	15	15	4
14	FAUZAN EQY WIBOWO	17	17	7	7	3	16	7	7	7	2
15	FEBRI DWI NUROHMAT	A	A	A	A	A	A	A	A	A	A
16	HANDI KRISHNA A.	17	16	14	17	3	17	17	16	15	3
17	HENDRA WICAKSONO	17	15	7	7	2	17	10	7	7	2
18	HUSAENI	17	17	8	8	2	15	10	8	8	2
19	JUANITO SABDA R.P.	20	17	15	11	3	18	13	15	10	3
20	MOCH DEWANTA DANU S.A.	17	16	9	9	3	15	9	9	8	2
21	MUHAMMAD AJI N.H.	20	17	10	10	3	20	15	10	10	3
22	MUHAMMAD SALLYA W.D.	A	A	A	A	A	A	A	A	A	A
23	MUHAMMAD SUDARTO	21	18	10	10	3	20	15	9	10	3
24	NUR FAKIDAH	20	20	15	15	4	18	18	10	10	3
25	POPPY ANISA N.H	23	20	15	15	4	20	15	11	10	3
26	POPY ARIF WICAKSONO R.	A	A	A	A	A	A	A	A	A	A
27	PRASETYO AGUS WIDODO	17	16	7	7	3	15	7	7	7	3
28	PUTRI TAHKULIAH N.	22	20	14	14	4	22	18	14	14	4
29	REZA NANDA PRATAMA	20	20	15	15	4	19	15	13	15	3
30	RESKYA AUDREY H.	17	16	9	8	3	17	13	8	9	3
31	SANLISA ARI A	22	21	13	14	4	22	13	14	15	3
32	TAUFIK NURHIDAYAT	19	16	7	9	3	19	7	9	10	3
33	TIARA FIRDANIA A.P.	25	20	10	10	3	21	15	10	10	3
34	TIFA FILDANIA A.P.	17	18	15	10	3	17	15	9	15	3
35	TYAS EKAWATI	21	20	15	10	3	21	15	9	15	3
36	WAHYU SASETYO AJI	26	20	15	15	4	25	17	15	15	4
37	YUDA WIDARGO	I	I	I	I	I	I	I	I	I	I
38	MUHAMMAD IBRAHIM	A	A	A	A	A	A	A	A	A	A
	Total	660	594	385	372	109	627	429	354	365	99

No	NAMA	Cycle II									
		rater 1					rater 2				
		Content	Organization	Vocabulary	Language Use	Mechanic	Content	Organization	Vocabulary	Language Use	Mechanic
1	AGIL SATRIA YUDHA	19	17	9	8	3	17	15	8	9	3
2	AHMAD FAIZ	19	17	10	11	3	17	15	11	10	3
3	AL-KAUTSAR MIFTAH	A	A	A	A	A	A	A	A	A	A
4	ALVIAN AFRIANDI	18	17	15	16	3	17	15	12	15	3
5	AMELIA CHINTYA DEWI	22	18	15	13	3	21	15	10	10	4
6	ANINDA CAHYA FAUZANI	1	1	1	1	1	1	1	1	1	1
7	ANITA YULIANA ASTUTI	22	18	18	12	3	20	15	15	10	4
8	ANNISA FEBRIJANI	25	20	14	17	4	24	20	15	15	3
9	ARGA FERIANTO	18	17	10	10	3	18	15	10	7	3
10	BAGAS EKA PRASETYA	A	A	A	A	A	A	A	A	A	A
11	BARNA KURNIAWAN SATRIA	22	18	10	9	3	20	15	9	10	3
12	DIAN KRISTIANO	23	20	15	15	4	24	18	14	15	3
13	DIMAS PRASETYO P.	25	20	15	15	4	25	15	15	15	3
14	FAUZAN EQY WIBOWO	20	17	9	9	3	18	15	9	10	3
15	FEBRI DWI NUROHMAT	19	18	10	10	3	19	19	15	10	3
16	HANDI KRISHNA A.	19	16	14	17	3	17	15	16	15	3
17	HENDRA WICAKSONO	18	15	7	7	3	17	10	7	10	3
18	HUSAENI	19	17	8	8	3	15	15	8	8	3
19	JUANITO SABDA R.P.	A	A	A	A	A	A	A	A	A	A
20	MOCH DEWANTA DANU S.A	18	16	9	9	3	15	15	9	8	3
21	MUHAMMAD AII N.H.	20	17	10	10	3	20	15	10	10	3
22	MUHAMMAD SALYA W.D.	20	19	11	10	3	21	17	13	10	3
23	MUHAMMAD SUDARTO	21	18	10	10	3	20	15	9	10	3
24	NUR FAKIDAH	23	20	15	15	4	18	18	10	15	3
25	POPPY ANISA N.H	25	20	15	15	4	21	15	11	15	3
26	POPY ARIF WICAKSONO R.	A	A	A	A	A	A	A	A	A	A
27	PRASETYO AGUS WIDODO	19	16	7	7	3	18	7	7	7	3
28	PUTRI TAHKULIAH N.	25	20	14	14	4	22	18	14	15	3
29	REZA NANDA PRATAMA	A	A	A	A	A	A	A	A	A	A
30	RESKYA AUDREY H.	20	16	9	8	3	18	13	8	9	4
31	SANLISA ARI A	23	21	13	14	3	22	13	14	15	4
32	TAUFIK NURHIDAYAT	A	A	A	A	A	A	A	A	A	A
33	TIARA FIRDANIA A.P.	25	20	10	10	4	21	15	10	10	4
34	TIFA FILDANIA A.P.	23	18	18	10	4	17	15	9	11	3
35	TYAS EKAWATI	25	20	18	10	4	21	15	9	11	4
36	WAHYU SASETYO AJI	23	20	15	15	4	25	17	15	15	4
37	YUDA WIDARGO	20	17	18	15	4	21	15	18	15	3
38	MUHAMMAD IBRAHIM	A	A	A	A	A	A	A	A	A	A
	Total	638	543	371	349	101	589	455	340	345	97

APPENDIX 8

PHOTOGRAPHS





















