

# IMPROVING STUDENTS' ABILITY IN WRITING ENGLISH RECOUNT TEXT BY USING FLIPCHART

*(A Classroom Action Research at Madrasah Tsanawiyah Negeri 5 Serang)*

## A PAPER

Submitted to the Department of English Education  
The Faculty of Education and Teacher Training as a Partial Fulfillment  
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## STATEMENT OF ORIGINALITY

I here with declare that research paper I wrote as partial fulfillment of the requirement for “Sarjana” degree and submitted to the English Education Department, the faculty of Education and teacher training wholly constitutes my own original scientific writing.

As for the other person works whose ideas were quoted I this paper had been refer to appropriately in accordance to the prevailing legal and intellectuality in he world of scientific writing tradition.

However if the originally of this paper either partially of wholly is later on proved or it falls under convincing plagiarism, I would be prepared to receive any sanction such us losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, June 12<sup>th</sup>, 2017



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**Indah Astunyah, SRN: 122301372, Improving students' Ability In writing English Recount Text by Using Flipchart A Class Action Research at Madrasah Tsanawiyah Negeri 5 Serang. (Undergraduate Research Paper, Department of English Education, Faculty of Education and Teacher Training, The State Institute for Islamic Studies, "Sultan Maulana Hasanuddin" Banten). Advisors : Yuyu Haryatun, M.Pd. and Eulis Rahmawati, M.Pd.**

## **ABSTRACT**

This research is generally attempted to know and describe the use of flipchart to improve student's writing, specifically it is written in the title of this research paper. This research conducted based on the main problem. 1) How is the students' writing ability in recount text? 2). How is flipchart media applied in writing recount text? 3). How is the effect of flipchart media in students' writing recount text? And the aims of this research are; 1). To know the students' writing ability in recount text 2). To know the flipchart media applied in writing recount text. 3). To know the effectiveness of flipchart media in writing recount text.

The participants of this research is students of the second grade of MTsN 5 Serang. The research is conducted in the class VIII A by classroom action research in two cycle from 30<sup>th</sup> of march until 07<sup>th</sup> of April 2017. Each cycle begins with planning, action, observation and the reflection as determiner the next cycle.

To collect data, the researcher used test to answer the question, it takes from 29 students spread one class, one class of VIII A as the sample. The result of the research is the students' writing ability improved after using flipchart in the classroom, this improvement indicated by the result of the test. For the first cycle, the highest score was 85 and the lowest score was 60, and the average of students' score was 73. For the second cycle, the highest score was 88 and the lowest score was 66, and the average of students' score in the cycle 2 is 74. After knowing the value of description above, it showed that students' ability increased. So, through flipchart, the students' ability in writing can improve.

## THE BOARD OF EXAMINERS' APPROVAL

This is to certify that the undergraduate research paper of INDAH ASTUNIYAH (122301372) has been approved by the Board of examiners as a partial fulfillment of the requirement for the degree of Sarjana in English Education

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# IMPROVING STUDENTS' ABILITY IN WRITING ENGLISH RECOUNT TEXT BY USING FLIPCHART

(A Classroom Action Research at the Second Grade of Junior High  
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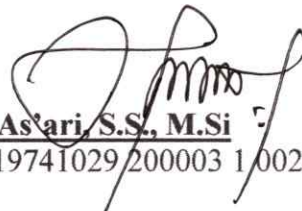
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## A BRIEF BIOGRAPHY

The researcher Indah Astuniyah was born in Serang on 13<sup>th</sup> January 1995. She is the second daughter, out of three, of Mr. asmuni S.pdi. and Mrs. Munihat. She had an old brother, he name is Aris Munandar, and young brother he name is Adi Kusuma.

In 1999, she was the beginning of her kindergarten at Al-Khaeriyah. In 2000, she was the beginning of her Elementary school at SDN Pulo Ampel. In 2006, then she continued to junior high school st MTS Al- Mubarak Islamic boarding school. She continued to senior high school at MAN 2 Kota Serang, BAnten. And graduated In 2012. After graduated from senior high school she continued her education by joining under graduate program of English education and teachers training. The State Institute for Islamic Studies “Sultan Maulana Hasanuddin” Banten.

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## ACKNOWLEDGEMENT

In the name of Allah, the most gracious and merciful, all praise and thanks to be to Allah SWT the almighty who guides and shows the researcher is proper way and gives my inspiration on this finally I could finish this paper. The invocation and regard may go to prophet Muhammad peace be upon him to his family, his friends as well as to us and adherents of Islam.

After taking a long time of researching, the researcher finished to conduct this paper. In this great occasion the researcher would like to gratitude to Yuyu Heryatun M. Pd, as the first adviser and second adviser Eulis Rahmawati M. Pd, who has painstakingly spent them valuable time to guide excellent suggestion, correction and motivation to me in preparing this study. Her thanks also goes to the head of MTSN 5 Serang, who has gives the researcher permission to carry out the research, and all lecture and all Staffs of IAIN "SMH" Banten. The writer realizes that this work is still far from percent, constructive, criticism, and suggestion are welcome to make this work.

Last, but not least, the researcher very sincerely thanks to all family, especially my parents who given motivation and pray to write in finishing this paper. Thanks for my partner and all my friends, my classmate TBI E Corporation 2012, for all guidance and kindness, the researcher does not forget thank very ,much. The researcher just can pray, may Allah SWT recompense them with the best reward.

The Researcher

  
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## **DEDICATION**

Thanks to Allah for Everything. This is paper dedicated to my beloved parents, abah Asmuni and Emak Munihat, thanks for all sacrifice, love, prayers, motivation and advices and everything.

For my beloved brothers, thanks for your support and motivation, and thanks for my beloved friends and all family that be mention here one by one. Thanks for your support, help, time, and many other things.



*Motto*

*“... Allah changed not the condition of a folk until they (first) change that which is in their hearts...”*

*[Q.S. Ar- Ra'd : 11]*

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# CHAPTER I

## INTRODUCTION

### A. Background Of the Study

Writing is assumed the most difficult skill in language learning because the students must their select ideas. Some of students feel difficult to express their idea in good paragraph because they have a limited vocabulary and do not understanding proper spelling and grammar. Based on David Nunan, spoken and written language is similar range of broad functions, to provide information to entertain. But they are different in using side. He says that, “written language is used to communicate with others who are removed in time and space, or for those occasions on which a permanent or semi permanent record is required.”<sup>1</sup>

Basic Competence that there are five kinds of writing texts to learn in Secondary School, namely: Narrative, Recount, Procedure, Descriptive, and Report Text. One of the texts that close to the student’s life is recount text because it is a text that retells past events which the place and occurred events flow smoothly based on the sequence of time,<sup>2</sup> it differs from narrative text which the climax and the resolution of problem must be created in the story. Therefore the students can explore their interesting or

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<sup>1</sup>David Nunan, *Second Language Teaching and Learning* (Boston: Heinle & Heinle Published, 1999), P.275

<sup>2</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Macmillan Education Australia PTY LTD., 1998), p. 24.

unforgettable experiences they already had or people around them in recount text. Due to the events they already went through smoothly, so they don't need to struggle on how to make it happen, and it could have motivated them in writing. In fact, most of them considered writing as a burden because of some reasons related in using the proper lexical and grammatical rules. Therefore, the writer decided to choose recount text as students' ability in writing activity in this research.

Based on the situation, the writer did an observation in MTsN 5 Serang at the second grade of students. The students got the low score in writing test. On the writing test, the students were asked to write a recount text based on the topic that the writer given. The score of students' writing test was low. That was happened because of some factors. The first factor was students have to be able to creat their idea to make a recount text. It was not interested enough for the students. Second, the students were lack vocabularies. It made the students were difficulties in a writing recount text. The teacher used a course book in teaching writing. The last problem the students cannot make a good chronological order in writing recount text because teacher did not explain how to make a good paragraph in writing recount text.

The student have to express their idea on their mind into a good paragraph or passage. Therefore the students can explore their interesting or unforgettable experiences they already had or people around them in recount text. Due to the events they already went through smoothly, so they do not need to struggle on how to make it happen, and it could have motivated them in writing. In



fact, most of them considered writing as a burden because of some reasons related in using the proper lexical and grammatical rules.

Techniques and approaches to teach skills, in this case, writing is influenced by the use of media. Therefore, the materials will give more power to motivate the students to learn English. Then, students get the interesting media and it will help them to learn English easily. Media in teaching and learning process to be interpreted as graphics tools, photographic or electronic to capture process and reconstructs the visual or verbal information.<sup>3</sup>

The media, such as flipchart, can be used as a guideline for students in completing a task. A good writing was done with appropriate rules and principles that applicable by teacher to teach students in writing. Furthermore, the use of media and other learning kits can help students to select for the idea, grammatical accuracy, vocabulary, and correct organization of contents.

Flipchart is a media can help student in recount writing text in the classroom. Flipchart is sheet of paper that consist of material is arranged orderly.<sup>4</sup> Teacher can make a flipchart attractively such as give a new picture about some issue, put a beautiful colour in text for media is not looked monotonous. In addition, it can attract student in learning writing process.

The background above is inspired the writer to know detail about **“Improving on Students’ Ability in Writing English**

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<sup>3</sup> Azhar, Arsyad, *Media Pembelajaran*, (jakarta: Raha Grafindo Persada, 2011), P.3

<sup>4</sup> Cecep Kustandi dan Bambang Sujipto, *Media Pembelajaran Manual dan Digital* (Bogor: Ghalia Indonesia, 2013), 48.

**Recount Text by Using Flipchart” ( A Classroom Action Research at Second Grade of MTSN 5 SERANG).**

### **B. Focus of The Study**

Based on the background above and in order to limit the scope of the study, the writer only focus in improving students' recount text writing ability through flipchart media at second grade of MTSN 5 SERANG. The writer teach recount text more specific by giving recount material as the limitation of problem in this research. The writer apply flipchart media to improve their writing skill. It may inform to another teacher how far the goal the learners have progress and provide the strategy or procedure of teaching learning process should be done.

### **C. The Statements of the Problem**

Based on the background of the study above, the writer started the problems as follows:

1. How is the students' writing ability in recount text?
2. How is flipchart media applied in writing recount text?
3. How can writing skills of a recount text can be improved by using flipchart ?

### **D. The Objective of the Study**

Based on the statements of the problem above, the writer makes the objectives of research as follows:

1. To know the students' writing ability in recount text
2. To know the flipchart media applied in writing recount text.
3. To improve the students' skill in writing a recount text by using flipchart

### **E. Significant of Research**

The research is about Improving on student's ability in writing english recount text by using flipchart. This title has significant thing to do. Because of this research, we know whether of flipchart media can improve the students' writing ability on recount text.

### **F. Organization of the study**

This study consists of five chapters which can be elaborated as follows:

**Chapter I** talk about the introduction that consists of background of the study, reasons for choosing the topic, focus of the study, statements of the study, the objective of the study, significant of research, organization of the study.

**Chapter II** explain about theoretical framework. The writer will discuss: first, writing which consists of definition of writing, the function of writing, element of writing, teaching Writing, Assessing Writing, recount text, the type of recount text, The Schematic Features of Recount Text, Model of a recount text, The Language Features of Recount Text, media, flipchart, The Advantage of Using Flipchart, Picture of Flipchart.

**Chapter III** explain about methodology of research which consists of the method of research, research design, research prosedure, place and subject of research, the research instrument, the technique of collecting data, technique of data analyzing, technique of data analyzing.

**Chapter IV** explain about research finding, which consists of the cycle 1, cycle two and students' score.

**Chapter V** explain about conclusion and suggestion.

## CHAPTER II

### LITERATURE REVIEW

#### A. Writing

##### 1. Definiton of Writing

Writing is a social artifact and is carried out in a social writing. What we write, how we write, and who we write is shaped by social convention and by our history of social interaction ... The genres in whice we write were invented by other writers and the phrases we write often reflect phrases earlier writers have written. (Hayes, 1996: 5)<sup>5</sup>

Writing is one of language skills. In the devision of language skills, writing has always placed last after listening skills, speaking and reading. Although it is always written the end, it does not mean writing is a skill that is not important. In writing all the elements of language skills to be concentrated in full in order to get results really good.

Writing is an activity to create a record or information on a medium by using a script. Writing usually done on paper by using tools such as a pen or pencil. But with the development of technology such as this time, writing can also be done using a computer. Writing can be considered as a process and outcome. Writing is an activity undertaken by person to produce an article.

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<sup>5</sup> Sara Cushing Weigle, *Assesing Writing*, (New York:Cambridge University Press, 2002), p. 19

Writing is one of language abilities that as process to express ideas and thought when cannot convey through speaking. Raimes in David Nunan states that, “writing was a subservient skill, whose function was to support the development of oral language”<sup>6</sup>

Writing is a form language using activities in the form of written. When doing by writing activity. The language users have the role as information producers, and when the condition is not face to face with the information receivers. It is different with speaking that the condition is face to face with the speaker. Therefore, it is natural if writing skill considered as the most difficult. Beside that, writing skill should be given to students for it is part of language learning.

## 2. The Purpose of Writing

There are some purposes of writing that many experts have explained, according to Penny Ur the “The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader”<sup>7</sup> Diestch states that “The general purpose of writing may be primary to inform, to persuade, to express and to entertain. The specific purpose involves responding to a certain need for writing.”<sup>8</sup> It can be summed up

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<sup>6</sup> David Nunan, *Second Language Teaching & Learning*, (USA: Heinle & Heinle, 1999), p. 271.

<sup>7</sup> Penny Ur, *A Course in Language Teaching*, (UK: Cambridge University Press, 1991), p. 163.

<sup>8</sup> Betty Matix Diestch, *Reasoning and Writing Well 3rd Edition*, (New York: McGraw-Hill Companies, Inc., 2003), pp. 4—5.

that the purpose of writing is to express the idea or entertaining the audience.

### **3. The Function of Writing**

Writing has function as the tools to express ideas, thought, and communicate from the mind become written text. Therefore, with writing anyone can remember something that has read. The function of writing in education is train the students' understand and their capability through an approach of on composing writing process.

### **4. Assessing Writing**

According to brown, there are three scoring methods for responsive and extensive writing. They are, holistic scoring, primary trait scoring, and analytic scoring. In holistic scoring, each point on a holistic scale is given a systematic set of descriptors, and the reader-evaluator matches an overall impression with the descriptors to arrive at a score.<sup>9</sup> It means that the teacher makes a table of scores with the description.

In every lesson, the teacher should does the evaluation, in order to know the understanding of the students of the material that given by the teacher. One of the evaluation form is the best. In English, the assessment of the test every skill is different. In this research, the writer takes the rest in writing, so the criteria of assessment of the writing is adopted from Sara Caushing W.

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<sup>9</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, p. 241-246

This is the specific criteria of writing according to Sara Caushing W, are:<sup>10</sup>

**Table 2.1 Criteria of Assessing Writing**

Content	<p>30-27 : Excellent to Very Good: knowledge, substantive, Through development of thesis, relevant to assigned topic.</p> <p>26-22 : Good to Average: some knowledge of subject, adequate, Range, limited development of thesis, mostly relevant to topic but lack detail</p> <p>21-17 : Fair to Poor: limited knowledge of subject little substance, inadequate development of topic</p> <p>16-12 : Very Poor: does not show knowledge of subject, non substantive, not pertinent or not enough to evaluate</p>
Organization	<p>20-18: Excellent to Very Good: fluent expression ideas clearly stated/supported, succinct, well organized, logical, sequencing, cohesive.</p>

<sup>10</sup> Sara Cushing Weigle, *Assessing Writing*, (Cambridge University Press: UK, 2002), p. 116



	<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: non-fluent, ideas confused or disconnect. Lack logical sequencing and development</p> <p>9-7 : Very Poor: does not communicate, no organization or not enough to evaluate</p>
Vocabulary	<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, effective word/idiom choice, word/idiom, choice, usage but meaning not obscured</p> <p>13-10: Fair to Poor: limited range, frequent errors of word/idiom for, choice, usage, meaning confused or obscured.</p> <p>9-7 : Very Poor: essentially translation, littler knowledge of English</p>

	vocabulary, idioms, word form or not enough evaluate
Language Use	<p>25-22: Excellent to Very Good: effective complex constructions few errors of agreement, tense, number, word order/function, articles, pronouns, preposition</p> <p>21-18: Good to Average: effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number word/function, articles, pronouns, preposition, meaning seldom obscured.</p> <p>17-11: Fair to Poor: major problem in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/functions, article, pronouns, preposition and or fragment, run-ons, deletions, meaning confused.</p> <p>10-5: Very Poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to</p>

	evaluate.
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 not obscured.</p> <p>3: Fair to Poor: frequent error of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured</p> <p>2: Very poor: no master of conventation, dominated by errors of spelling, punctuation, handwriting illegible or not enough to evaluate.<sup>11</sup></p>

Assessments conducted by researchers are just a few that she used of the organization, language use and vocabulary.

## **B. Recount Text**

### **1. The Definition of Recount Text**

There are some kinds of text that Students of Junior High School need to learn, one of them is Recount Text. The writer believes that recount text is the text which is so close to the

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<sup>11</sup> Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2002), p. 116

students' life. The students do not need to think hard to find the ideas in creating the story, because they went through with the events, so they can write the story smoothly. According to Derewianka recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience. Recount is very similar Narrative, so the thing that differentiates both of them is the schematic structure of the body paragraph. There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants. However, it just focuses on the events themselves. The events will be told chronologically based on the time and place. While in narrative the body paragraph is complication which the story has the climax of problem and the story ended by solving the problem.<sup>12</sup> It can be summed up that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audience information or to entertain.

## 2. The types of Recount Text

Derewianka explains that there are five types of recount text, namely:

- a. Personal recount is retelling an event that the writer was personally involved in for example: personal experience, personal letter, diary, entries, journal, anecdotes, and

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<sup>12</sup> Beverly Derewianka, *Exploring How Texts Work*, (Newtown: Primary English Teaching Association, 1990), p. 14.

postcard. Personal recount is usually written in the first person (I and We) and often to entertain and to inform.

- b. Factual recount is concerned with recalling events accurately. It can range from the everyday task such as accidents, structured research, science, news recording and police report. The emphasis is on using language that is precise, factual, and detailed, so that the reader gains a complete picture of an event, experience or achievement.
- c. Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.
- d. A procedural recount records the steps taken in completing a task or procedure. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.
- e. A biographical recount tells the story of a person's life using a third person narrator (He, She, and They). In this case, of autobiography, first person narration (I, We) is used.<sup>13</sup>

### **3. The Schematic Features of Recount Text**

A recount text usually has three main sections: Orientation, Sequence of Events and Reorientation.

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<sup>13</sup> *Ibid.*, p. 10.

**Table 2.2**  
**The Schematic Features of Recount Text<sup>14</sup>**

The Stage	Function
<b>Step 1</b> : Orientation	Introductory paragraph that tells who, what, where and when.
<b>Step 2</b> : Sequence of Events	A sequence of events in the order in which they occurred.
<b>Step 3</b> : Reorientaton	A Conclusion

It can be elaborated the three section of recount text as follows:

✓ *Step 1: Orientation*

Orientation introduces the participants, place and time. It provides all the necessary background information to make sense of the text. 5W questions (Who, What, Where, When and Why) are used in order to have systematic and thorough information. Therefore, what happened, who or what was involved in the story, why, where and when the events occurred needed to write.

✓ *Step 2: Sequence of Events*

This step tells the sequence events that happened in the past based on the time and place when it occurred.

✓ *Step 3: Reorientation*

It consists of optional closure of events or it can be stating personal comment of the writer to the story.

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<sup>14</sup> Anderson and Anderson, *Op. Cit.*, pp. 24—25.

#### 4. Model of a recount text

##### A Trip to Borobudur Temple

Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

#### 5. The Language Features of Recount Text

Recounts usually include the following language features:

1. Proper nouns to identify those involved in the text.

2. Descriptive words to give details about who, what, when, where, and how.
3. The use of the past tense to retell the events.
4. Words that show the order of events (for example, *first*, *next*, *then*).<sup>15</sup>

**Table 2.3**  
**The Language Features of Recount Text**

NO	Language Features of Recount Text	Example
1	Proper Noun	Andy, Jakarta, The State of Liberty, etc.
2	Descriptive Word	Walking, Hairy, Clever, etc.
3	Past Tense	Went, Ate, Learned, etc.
4	The Word of Order of Events	First, Second, Last, etc.

The language features has significant role to help in getting the point of the story. The audience can identify those who involved in the story by finding the proper nouns. The descriptive words will give more details about the person, time, place, setting and the plot of the story. The kind of text easily can be identified by looking for the tense used, the use of past tense directly showed that the text is recount which retell past events always used past tense. The words that show the sequence of events will make the story read systematically. It can be concluded that language features convey the story to be more interesting, alive and systematic to read.

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<sup>15</sup> *Ibid.*, p. 24.



## C. Media

### 1. Definition of Media

Media is taken from latin and is plural of the word medium, which literally means an intermediary or introduction.<sup>16</sup> Gerlach and Ely (1971) said that “if the media is understood broadly human, material, or eventd thst establish the conditions that enable the pupils to acquire the knowledge, skills, and attitudes<sup>17</sup> .

Of the above understanding that the meda is a tool or intermediary to be delivered by the teacher to the students. It is done to achieve the desired goal which help students learn English. One medium that is used by researcher, namely flipchart.

## D. Flipchart

### 1. Definition of Flipchart

Flipchart is one media helping students to learn English language. Flipchart is a series of hinged sheets that can be flipped over the top and out of view in presenting information sequentially<sup>18</sup> .

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<sup>16</sup> Dr. Arief S. Sadiman, M.Sc, dkk. *Media Pendidikan (Pengertian, pengembangan dan Pemanfaatannya)*, (Jakarta Utara: PT Rajagrafindo Persada, 2011), 6

<sup>17</sup> Prof. Dr. Azhar Arsyad, M.A. *Media Pembelajaran*, (Jakarta: PT RajaGrafindo Persada, 2014), 3.

<sup>18</sup> Tri Yulia Akhimsa, *The Effectiveness of using flipchart as a media to teach vocabulary* (2013) Num 3, Vol 2.

According to Tri Yulia said that:

Presentation using flipchart has many benefits to visual information like diagrams, charts, or graphs as easily carton – width cartoon are set before the presentation was opened and reversed and if need be shown again later. Flipchart can be presenting any information.<sup>19</sup>

Arief explained that “flipchart is delaying the delivery of the message however presenting any information”<sup>20</sup>. Its form as like an album or calendar. It has a size of 50 x 75cm or 21 x 28cm.

## 2. The Advantage of Using Flipchart

Flipchart is very andvantageous for visual information such as frame of mind, diagrams, chart, or graphs as easily cartons width set before the presentation is opened and reversed and if necessary can be gives back.

As for the advantages of flipchart are :

- 1) Useful in any room without any special adjustment;
- 2) The user can flexibly make changes while presenting underway;
- 3) Easily prepared;
- 4) The material as easy to use; and

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<sup>19</sup> Tri Yulia Akhimsa, *The Effectiveness of using flipchart as a media to teach vocabulary* (2013) Num. 3, Vol 2.

<sup>20</sup> Dr. Arief S. Sadiman, M.Sc (dkk), *Media Pendidikan (Pengertian, pengembangan, dan pemanfaatannya)*, (Jakarta Utara: PT Rajagrafindo Persada, 2011), 36-37

5) Whiteboard facility is always available in the classroom<sup>21</sup>.

### 3. Picture of Flipchart

The flipchart can be made from board and wood. Paper to use in flipchart is carton or former of calendar. Now flipchart has its own manufacture of iron or aluminium as a stick buffer. It looks neat and modern.

In the teaching – learning process, the teacher uses a flipchart to facilitate student understanding, especially in writing recount text. Moreover, flipchart can be made by teacher. It can be made using cartons or a former calendar.

The researcher chooses flipchart to teach writing recount text for eighth grade students. There are many media to teach English written and the researcher chooses flipchart to support her research. The researcher chooses flipchart to know students' writing ability on recount text. A flipchart is one of media which helps students in learning English especially in writing class.

Based on the facts above, this research applied the principle in flipchart as a teaching learning media in writing recount text. It has some advantages in the teaching and learning writing. First, using of flipchart can stimulate students in developing ideas in a chronological order when the teacher asks them to write a recount

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<sup>21</sup> Prof. Dr. Azhar Arsyad, M.A., *Media Pembelajaran*, (Jakarta: PT RajaGrafindo Persada, 2014), 42-43

text. Second, the students' motivation in writing increase because the flipchart are interesting aids to attract the students' attention in the writing class.

## CHAPTER III

### RESEARCH METHODOLOGY

#### **A. The Method of Research**

##### **1. Method of Research**

This study using classroom action research (CAR) is "an analysis of the learning activities in the form of an action that designed arisen and occurred in a classroom at the same time". Elliot (Ekawarna, 2013, page. 5).

Classroom Action Research is a form of reflective carried out by teachers themselves that apply to a specific setting, so that the results can be used as improve learning and teaching in class.

The aim of classroom action research is to "promote and strengthen the ability of teachers to solve the problems of learning and making the right decisions for students and classes are taught to". (Ekawarna, 2013, page 13). Furthermore, correcting the performance of educators through the quality of teaching and improve learning outcomes of students both academic and non-academic.

##### **2. Research Design**

Design cycle of Classroom Action Research, researcher used a model study of Kemmis and Mc.Tagart (Ekawarna, 2013, page. 19), which consists of four components. There are :

1. The Plan

The planning includes measures taken to review improve, improve or change unwanted behaviors and attitudes as solution From issues.

2. Action

What is conducted by researcher in an attempt repair, improvement or change that was implemented based on the action plan.

3. Observation

Researcher observe the results or the impact of actions taken or imposed against students.

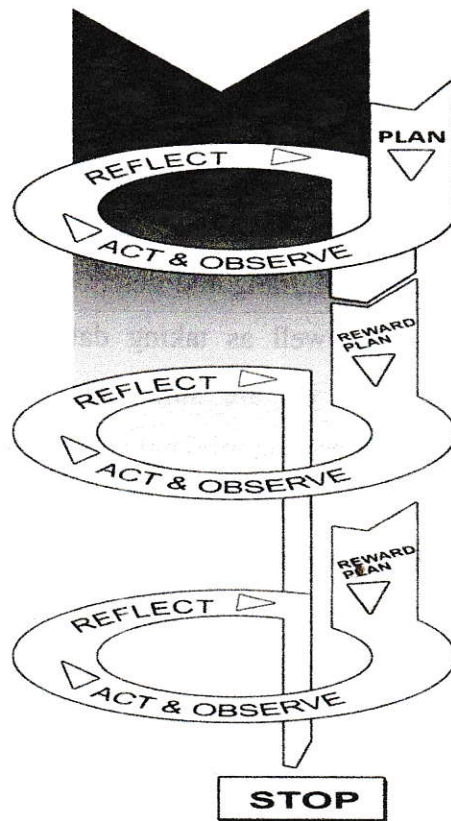
4. Reflection

Basically, researcher reviewing the reflection, look at and consider the results or impact of the action.

As for the implementation cycle drawing class action can be seen as follows.

## Model Design Class Action Research Kemmiss and Mc.

Tagart



### 3. Research Prosedure

Researcher conduct several research procedures that stage the first cycle and the second cycle by applying mothode learning in English lessons. What if the second cycle is not successful, the researcher will take the stage of the next cycle so that the results obtained in accordance with the minimum completeness criteria and in accordance with the objectives to be achieved. As for the steps to be taken investigators as follows.

## 1. Pre-cycle

Researcher conducting observations of teaching and learning and taking the results of the findings in the learning activities further reflection.

### a. Observation

Researcher conducting observation about the barriers that become a problem in the current students learning and determine the activities in class as well as taking data findings student learning, yet are still many students achieve mastery criteria minimal value. It is derived from the value in the daily tasks English lessons in terms of writing text.

### b. Reflection

At this stage the activities conducted by researcher, which analyze and reflect on the issues raised about the low student learning outcomes in subjects in English. As well as follow-up will continue in the first cycle

The procedures of Class Action Research above are steps that are done by researcher:

- **Cycle 1**

- a. Planning**

To design a lesson plan on English lessons in terms of writing recount text by applying the method of learning.



Researcher also prepare materials, learning resources and providing learning media by using media Flipchart.

**b. Acting**

1. To know the situation of the class, learning process, classroom activity especially the method in teaching writing.
2. For minutes the researcher describe about the important of English language especially English writing on recount text.
3. The researcher gives the instruction and the students respond.
4. The students have to identify the instruction according to the writing recount text.

**c. Observation**

1. Observing the activity is focused on how far the improving of the first task for purpose of improving students writing on recount text.
2. The researcher gives the opportunity to the students to make a recount text about their experience.

**d. Reflecting**

1. Evaluating the result of the written text and analyze the data on basis of the improving of using the technique.
2. Renewing the technique of the study based on the previous evaluation and observation.

- **Cycle II**

- a. **Planning**

Researcher are conducting the second cycle by creating lesson plans and different models of previous cycles, as well as comparing the first cycle is not successful to prepare all the teaching materials according to the needs of students in order to better understand the lesson well and the students taking the test will increase.

- b. **Acting**

Researcher carrying out the action in accordance with the lesson plan and implement learning models that have been designed before, using the same media that is media flipchart. In this second cycle phase implementation of the learning process directly by looking lesson plan and steps as well as providing individual student worksheets on writing text recount and give the question the second cycle.

- c. **Observation**

Observing the activity is focused on how far the improving of the second task for purpose of improving students writing on recount text. And the researcher gives the opportunity to the students to make a recount text about their sad, joyful or experience.

- d. **Reflecting**

Collecting the data that is the result of tests performed in the second cycle and comparing of the first cycle so knowing has not reached the target that the result is increased or not increased. If the results are value is

predetermined minimum completeness criteria in English class then proceed to the next cycle.

## **B. Place and Subject of Research**

### **1. Place**

This research takes place at MTsN 5 Serang, located on Jln. Salira Indah Desa. Sumuranja, Kec. Pulo Ampel, Serang-Banten. The writer chooses this school with the reason of critical thinking skills of students in giving arguments at the time of English language learning takes place are still low and the openness of the schools, especially teachers of subjects to study to be carried out.

### **2. Subject of Research**

The subject of research is second grade at MTsN 5 Serang kecamatan Pulo Ampel kabupaten Serang, totaling 29 students. Subjects that were targeted research is teaching English class VIII in particular on writing material recount text.

## **C. The Research Instrument**

Research instrument is for facilitation that used by writer to collecting the data. In qualitative research all the kind of something that will search from the object of research has not clear and the problem has not certain, source off data, and the result of research has not clear. So in qualitative research we need the instrument in order to facilitate the research to finds the data that conduct.

In this research, possibility the writer develops the research instrument in order to can complete data and compare with the data that has been found by test.

#### **D. The Technique of Collecting Data**

For collecting the data in this research, the writer used the instrument as follow :

##### **1. Observation**

To get the data for this research, the researcher give a test to students make a composition of recount text by group about holiday.

##### **2. Test**

To get the data for this research, the researcher used test technique as instrument. The good test is consists of quality, validity, reliability, and practically. The writer gives a test to students, make a composition of recount text. Beside that, the writer available some titles for make compotition.

The researchers have designed observation sheet as follows.

Table 3.1

### Teacher Observation sheet in English Lessons

KEGIATAN	DESKRIPSI KEGIATAN PEMBELAJARAN	Ya	Tidak	Keterangan
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru Mengucapkan salam dan berdo'a bersama</li> <li>• Guru mengecek kehadiran siswa</li> <li>• Siswa menerima informasi tentang cakupan materi dan penjelasan uraian kegiatan yang akan dilakukan</li> </ul>			
Kegiatan Inti	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• Guru memperlihatkan gambar yang menggambarkan tujuan dari penggunaan macam contoh teks recount sesuai dengan konteks penggunaannya. Dengan menggunakan media flipchart.</li> </ul>			

	<ul style="list-style-type: none"><li>• Peserta didik melihat dan mengamati gambar yang menggambarkan tujuan dari penggunaan text recount sesuai dengan konteks penggunaannya.</li></ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"><li>• Guru menanyakan dan meminta kepada siswa untuk menginterpretasikan arti dari gambar yang mereka amati.</li><li>• Guru Menjelaskan arti gambar yang menggambarkan tujuan dari penggunaan text recount setelah siswa selesai mengamati dan menginterpretasikan gambar.</li><li>• Guru menuliskan materi tentang <i>text recount</i> di papan flipchart</li></ul>		
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	<ul style="list-style-type: none"> <li>• Guru menjelaskan materi tentang fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/ penulisan teks recount menggunakan flipchart.</li> <li>• Guru membagi siswa dalam beberapa kelompok, masing-masing terdiri dari dua orang.</li> </ul> <p><b>Associating</b></p> <p>Guru memberikan contoh menulis Text recount</p> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>• Guru melakukan test untuk menguatkan pengetahuan siswa terhadap materi text recount dengan memberikan latihan soal</li> <li>• Salah satu perwakilan kelompok untuk maju</li> </ul>			
--	--	--	--	--

	ke depan dan mempresentasikan hasil diskusi			
Penutup	<ul style="list-style-type: none"> <li>• Peserta didik bersama guru menyimpulkan pembelajaran.</li> <li>• Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan.</li> <li>• Guru dan siswa berdo'a bersama</li> </ul>			

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Number of sample which is observed

100% = Permanent number



### E. Technique of Data Analyzing

To analyze data. The researcher apply the following technique:

- 1) Preparing the key
- 2) Computing the students correct answer on the test.
- 3) Computing the percentage of the correct response on their answer.
- 4) The students score is used to determine the level of their ability in writing text. To score the right answer of the student the researcher used this formula:

$$S = \frac{R}{N} \times 100\%$$

S = Student's score

R = the sum of the right answer

N = the sum of the item

- 5) To interpret the student's score, according to W.S Winkle, the researcher should firstly determine whether he will use either ratio scale, interval scale, for firstly students, according to Winkle, it will be better if we used ordinal scale, so the researcher used it at the measurement tool to determine the student's ability. The levels to group the student's score as follow:

91-100 (A/extremely good)

76-90 (B/good)

61-75 (C/fair)

46-60 (D/low)

40-45 (E/extremely low/fair)

To find the meaning score, the writer used to formula as follows:

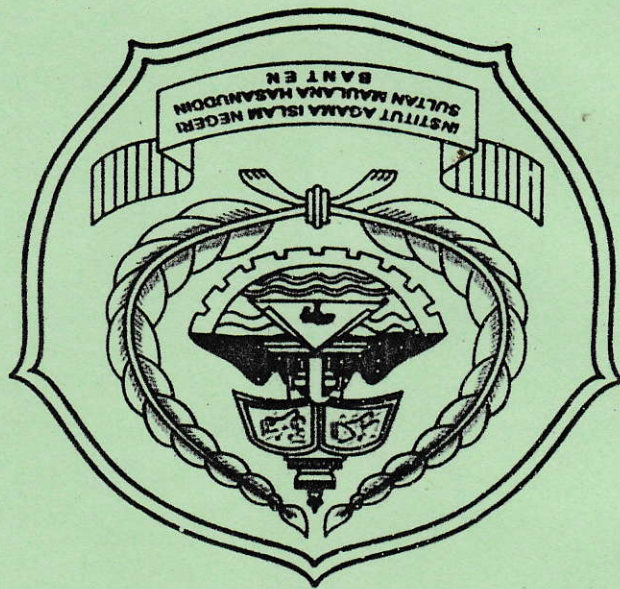
$$X = \frac{\Sigma FX}{N}$$

M = mean score

$\Sigma$  = the sum of score

X = the student's score

N = the number of student



## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter explain the result of this research. This is classroom action research of improving students' ability in writing english recount text by using flipchart. There were two cycles in this classroom action research, which includes of first cycle and second cycle. The writer arranges data started from first cycle up to second cycle that had been done before, which includes the five elements of writing skills, consist of content, organization, vocabulary, language use and mechanic. the writer hope this collected data can answer question about the improving students' ability in writing english recount text by using flipchart.

From the observation in pre-cycle, the writer found some facts that happen in the classroom during learning process. It could be described as follows : the english teacher explained the material still use conventional method, the teacher only use LKS during learning process, the teacher explained material sistematically and communicatively. When the teacher explain the material, there were some did not pay attention to the teacher's explanation. The student did not being active in asking the teacher related to material given. they just kept and did the task from the teacher.

From the descriptive above, it can be concluded that the students' attention, participation, activity were low during the english lesson. Then the writer hope that use of media flipchart to do next can

make students become concentrating and paid attention to teacher's explanation.

**A. Improving students' ability in writing english recount text by using flipchart.**

Data in the research got from the several texts, started from first cycle researcher up to second cycle. The cycle was conducted on march 31<sup>th</sup> 2017. Thi cycle explained how to teaching activity took place then would be continued with the next cycles according to the situation. It could be described as follows: at the beginning, teacher greeted students and introduced herself to students of grade VIII A. The results as details can be showed as follows.

**1. First Cycle**

**a. Planning.**

This stage the researcher as teacher doing the process of teaching and learning in the clasroom by using media flipchart on the learning process is writing text recount in using topic about the holidays or experiences that has happened.

Researcher make a lesson plan in accordance with the method steps that have been made. By preparing teaching materials, learing resources and utilizing the media that has been provided. Researcher make the teacher and students obervation sheet, make essay matter. Researcher determine the target achievement of students learning outcomes with an average value of 72,00 score.

b. Action

Teacher explained about the social function of recount text, its generic structure consist of goal, materials and steps of orientation, events and reorientation. Also imperative in past tense, action verb, time indicator or using chronological, authomatically the students know what recount text is.

After the teacher finished her explanation, she did to showed a media of flipchart about example of recount text. Then the teacher asks the students to form a group. Next, students were assigned by teacher wrote a recount text based on flipchart that they were saw. It is assumed as the exercise or test of first cycle. The duration of test about 45 minutes.

c. Observation

At this stage, the researcher gives a sheet to the observer to asses the teacher activity and the students learning activity in the learning process that the researcher makes according to the steps of lesson plan.

Teacher and students observation sheets in cycle I, is a picture of how the learning was applying wether it is in accordance with lesson plan of learning or not, by looking at the tacher and students observation guidelines, the observer doing observe the activities of teacher and students at beginning of learning until the end of learning directly. So that later doing know the extent to which teacher and students understanding materials. In the

observation sheet discusses teacher activity, which on the sheet has several aspects to be observed.

From teacher observation sheet can be concluded that the implementation process, the teacher has been able to carry out in accordance with the procedures that have been made, but there are still some students still have not done.

On the implementation of student activity observation in English learning can be seen in the observation sheet with the amount to be observed. As for aspects that have been implemented are:

Students answer greetings and pray. Students answer the news and answer the teacher absent. Students observed some examples of recount text on the flipchart. Students answer questions from the teacher about the understanding of recount text.

Students did the test, they are looked a confused. Their face looked seriously. And sometimes, teacher turned around to check students' answered one by one and while gave motivation to students to relaxe in did the test. Finally they collected the students' worksheet to teacher.

d. Reflecting

Then the researcher analyzed students' worksheet and calculated it. In researcher's analysis of students' work of first cycle, she found that many students still made some mistake in their writing of recount text. They also still had difficulties in composed general accurately,

although they have got explanation from teacher before did test.

## 2. Second Cycle

This cycle was conducted on april 7<sup>th</sup> 2017. This cycle was just like the previous one that was teaching and learning process of recount text writing through a media flipchart.

### a. Planning

Based on the reflection that has been done in the first cycle that is obtained on the teacher and student observation sheet there are still some that have not been done, in the learning activities take place such as the lack of in class conditioning, some students do not pay attention when the teacher explains the material. In addition there are still some students whose value of learning achievement has not reached the average. Then that will be done by researchers on cycle II as follows.

Researcher make a lesson plan with learning steps on English subjects like cycle I, by looking at the material to be delivered. By looking at the reflection that has been done in the first cycle , to see the lack and weakness of the lesson plan cycle I as a reference that will be improved in cycle II. In addition to preparing lesson plan researcher prepare teaching materials, prepare a learning media about text recount.

Which should be considered in cycle II that is when the learning takes place is the conditioning of students in the



classroom, to learn and pay attention to the teacher when explaining the material by motivating students and agreement to the students who will be asked a question about the material text recount, make teacher and Students observation sheets, as in cycle I by adjusting the steps in the lesson plan.

b. Action

In the cycle, the teacher reviewed all of materials which has been taught from the first cycle up to the latest. This was because students' understanding is crucial before they did a last test. Then after finished her explanation, she gave a same topic of recount text about holiday, experience, joyful .

c. Observation

At this observation, what the observer needs to do is to viewing the activities of teacher and students with some aspects assessed. For teacher and student observations only a few aspects are observed. By looking at the observation sheets that the researcher made. Observation activities aimed to know the activity of teachers and students in class by comparing the cycle I and cycle II. As for that must be implemented in cycle II should be really in accordance with the guidelines that researcher make, in order to improve the cycle I so that there is an increase in cycle II to the maximum.

Of the student learning outcomes obtained in cycle II that have been tested at the end of the learning. By

distributing to each student with a total of 29 students. As for who reaches the minimum completeness criteria amounted to 28 students while still under the minimum completeness criteria amounted to 1 person. With details: the students get the highest score 88 as 1 student, students who get a low score of 1 student with a value of 66.

d. Reflecting

Next, students were assigned by teacher write a recount text based on media flipchart that they were see. It is assumed as the exercise or test of first cycle. The duration of this test about 30 minutes. And they looked very enthusiast to do assignment their individually, while students were did the test, they were looked serious.

Then, after it was finished, the writer analyzed students' worksheet. In the writer analysis of students worksheet in this cycle, she found that were improvements on their ability in writing recount text. Some mistakes at previous cycle, now become solved and almost of theme were disappear in this cycle. It showed from their writing scores that improve cycle by cycle.

## B. The Students' Score

### 1. The Students' Score in Cycle 1

From the chart 4.1 above, the writer found that the students were enthusiastic to have a subject matter dealing with recount. This was shown by their, the average score

which is 73 and the score was under KKM determined the school.

**Table 4.2**

**The Students' Score in Cycle 1**

NO	STUDENTS' NAME	ASSESED ASPECT			TOTAL
		SO	LF	V	SO+LF+V/3
1	DP	75	70	79	75
2	AS	65	60	70	65
3	PSW	80	75	80	78
4	RA	80	69	79	76
5	DR	55	60	65	60
6	MNF	59	65	75	66
7	SRD	75	70	79	75
8	AS	85	75	82	81
9	ARJ	80	75	80	78
10	KF	80	80	85	82
11	AV	55	55	70	60
12	FJ	70	75	80	83
13	IAL	75	70	75	73
14	IL	70	70	75	72
15	AR	75	75	80	75
16	UH	60	65	75	67
17	RF	69	69	70	69
18	II	80	70	75	75
19	MH	55	55	69	60
20	SA	70	72	79	74
21	FY	75	70	75	73
22	EEI	70	70	80	73

23	AFA	65	60	70	65
24	RAA	72	70	80	74
25	IAD	90	80	85	85
26	H	69	70	75	71
27	RAM	57	57	70	61
28	AL	70	75	79	75
29	FM	65	60	70	65
	TOTAL	2086	2012	2231	2110
	AVERAGE				73

$$\text{Mean} = \frac{\Sigma fx}{\Sigma f}$$

$$M = \frac{2110}{29} = 73$$

## 2. The Students' Score in Cycle 2

From the chart 4.2 above, the researcher found that students had good improvement in their english score. The average was 74 and it was above the KKM determined by the school.

**Table 4.3**

**The Students' Score in Cycle 2**

NO	STUDENTS' NAME	ASSESED ASPECT			TOTAL
		SO	LF	V	SO+LF+V/3
1	DP	70	75	80	75
2	AS	60	65	73	66
3	PSW	82	80	82	81
4	RA	80	75	79	78

5	DR	69	65	75	70
6	MNF	75	65	75	72
7	SRD	75	75	75	75
8	AS	82	70	85	79
9	ARJ	85	82	85	84
10	KF	85	80	82	82
11	AV	69	69	72	70
12	FJ	75	70	80	75
13	IAL	75	70	75	73
14	IL	70	70	75	72
15	AR	75	75	75	75
16	UH	70	69	75	71
17	RF	70	69	70	70
18	II	82	70	75	76
19	MH	70	69	70	70
20	SA	70	75	79	75
21	FY	75	75	75	75
22	EEI	80	70	80	77
23	AFA	70	65	75	70
24	RAA	79	70	80	76
25	IAD	90	85	89	88
26	H	70	70	75	72
27	RAM	70	69	70	70
28	AL	70	70	79	73
29	FM	70	70	70	70
	TOTAL	2163	2082	2230	2158
	AVERAGE				74

$$\text{Mean} = \frac{\Sigma fx}{\Sigma f}$$

$$\text{Mean} = \frac{2158}{29} = 74$$



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After conducting the research with the result presented above, the writer intends to conclude this paper :

1. The students' achievement in writing at the second grade of MTSN 5 Serang was under the standard before the research conducting the research. However, after conducting this research by using media flipchart, the students' achievement in writing was improved. It can be seen from the result that the writer held.
2. The researcher concluded that after conducting, there were improved the students' achievement in writing. It can be seen from the result of the first cycle, the highest score was 85. The lowest score was 60 and the average score was 73. For the second cycle, the highest score was 88, the lowest score was 70, and the average of students' score was 74. It showed that there was improvement of students' achievement in writing by using media flipchart.
3. The researcher may conclude that, media flipchart is not perfect. Therefore, there must be other research needs to be conducted in the classroom action research. However, media flipchart can be usefully instructional strategy in the foreign language classroom when it is used

effectively. It may represent as better technique if it is compared with other teaching strategy.

## **B. Suggestion**

After conducting the research with the result presented above, the writer intends to offer some suggestion which may be more useful for the teacher as the practitioners, for the students as learner and for school as place to get knowledge.

For Students :

1. The students are suggested to master not only vocabulary and speaking but also grammar exactly in simple past tense to get good skill in writing english.
2. The students should practice more in writing to improve their ability in writing.

For Teachers :

1. The researcher offers suggestion to use media flipchart in teaching writing, because based on the result of research, this strategy was effective to improve students' ability in writing.
2. The teacher of english should learn more how to enhance their abilities in teaching english in the class, so that students feel happy and enthusiastic in learning english.
3. The teacher should be familiar with varieties of teaching technique that can improve the students' ability in writing.



For school :

1. The researcher suggest to the school for adding the equipment that can support the improvement of students and teachers in teaching learning process. Especially it can make the students feel happy and enthusiastic in learning english.

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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MTSN 5 Serang
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII / II
Materi pokok	: Recount Text
Alokasi Waktu	: 3 x 30 menit

### A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

### B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan salam semangat belajar.
- 2.3 Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.4 Menangkap makna dalam percakapan transaksional/ interpersonal resmi dalam konteks kehidupan sehari-hari.
- 4.4 Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan tidak resmi dalam ragam lisan secara akurat, lancar dan berterima yang melibatkan tindak tutur: menunjukkan Perhatian

C. Indikator

(Sikap Spiritual)

- 1.1.1. Menunjukkan semangat mengikuti pembelajaran
- 1.1.2. Menunjukkan keseriusan mengikuti pembelajaran

(Sikap Sosial)

- 2.1.1. Menunjukkan perilaku **santun** dalam berkomunikasi interpersonal dengan guru dan teman
- 2.1.2. Menunjukkan perilaku **peduli** dalam berkomunikasi interpersonal dengan guru dan teman

(Pengetahuan)

- 3.3.1. mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks recount sederhana tentang pengalaman/kejadian/ peristiwa dengan percaya diri (K1)
- 3.3.2. Menangkap makna dalam teks recount dan tulisan sederhana (K2)
- 3.3.3. Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/kejadian/ peristiwa, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan, secara benar sesuai dengan konteks (K3)
- 3.3.4. Menganalisis fungsi social, struktur text, dan unsure kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya (K1)

(Penerapan)

- 4.4.1. Mengurai gambaran umum dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa.
- 4.4.2. Menyunting teks recount sederhana lisan sederhana tentang kegiatan/kejadian/ peristiwa dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

D. Tujuan Pembelajaran

(Sikap Spiritual)

- 1.1.3. Siswa dapat menunjukkan semangat mengikuti pembelajaran
- 1.1.4. Siswa dapat Menunjukkan rasa antusias mengikuti pembelajaran

(Sikap Sosial)

- 2.1.1. Siswa dapat Menunjukkan perilaku **santun** dalam berkomunikasi interpersonal dengan guru dan teman

2.1.2. Siswa dapat Menunjukkan perilaku **peduli** dalam berkomunikasi interpersonal dengan guru dan teman

(Pengetahuan)

3.3.1. Siswa dapat mengidentifikasi gambaran umum informasi tertentu dari teks recount(K1)

3.3.2. Siswa dapat menangkap makna teks recount sederhana tentang kegiatan/kejadian/ peristiwa(K2)

3.3.3. Siswa dapat menyunting teks recount sederhana tentang kegiatan/kejadian/ peristiwa (K3)

3.3.4. Siswa dapat menyusun teks recount sederhana lisan dan tulisan sederhana tentang kegiatan/ kejadian/ peristiwa(K4)

(Penerapan)

4.4.1. Siswa dapat menyusun teks recount sederhana secara lisan dan tertulis berdasarkan konteks/situasi (simulasi, role play, dan kegiatan lain yang terstruktur)

4.4.2. Siswa dapat menyunting teks recount sederhana tentang kegiatan/kejadian/ peristiwa dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

E. Materi :

- Fungsi Sosial : to tell/ to retell past events for the purpose of informing or entertaining.
- Unsure kebahasaan : menggunakan kalimat dalam bentuk past tense, menggunakan action verbs, menggunakan adverbs and adverbial phrase untuk mengungkapkann waktu tempat dan cara, menggunakan conjungtion dan time connectives untuk mengurutkan peristiwa atau kejadian
- Vocabulary berkaitan dengan text recount dengan tema pengalaman pribadi: *holiday, visited, played, swam, stayed, two days ago, last month, yesterday, etc.*
- Tanpa kata kerja (*nominal Sentence*)

Subject	To be	adjective
Singular		
I, She/He, it	Was	Sad
Plural		
You, We, They	Were	Happy

- Dengan kata kerja (*Verbal sentence*)

Subject	Verb 2	Object	Adv. Of time
I, She/He, it	Visited	Borobudur	Last year, A year ago
You, We, They			Last two days two days ago yesterday, last Monday

- **Contoh recount Text.**

### A Trip to Borobudur Temple

Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

- F. Metode pembelajaran  
Menyimak, diskusi kelompok; role-play
- G. Media  
Flipchart
- H. Sumber
  - Berbagai ungkapan dalam bahasa Inggris
  - Contoh peragaan dalam bentuk flipchart

I. Langkah-langkah Pembelajaran  
Pertemuan 1

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
<ul style="list-style-type: none"> <li>- Memberi salam kepada siswa</li> <li>- Mengajak siswa berdoa</li> <li>- Mengecek kehadiran siswa</li> </ul>	<ul style="list-style-type: none"> <li>- Membalas salam guru</li> <li>- Berdoa bersama dengan guru</li> <li>- Menyatakan kehadirannya dengan berkata "I'm here"</li> </ul>	12'

2) Kegiatan Inti

Guru	Siswa
a. Mengamati (Observing)	
<ul style="list-style-type: none"> <li>- Guru memberikan/ menyediakan berbagai macam contoh teks recount sesuai dengan konteks penggunaannya. Dengan menggunakan media flipchart (Activity 1)</li> <li>- Guru menjelaskan tentang fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/ penulisan teks recount</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa menyimak/mendengarkan berbagai macam contoh teks recount, sesuai dengan konteks penggunaannya.</li> <li>- Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/ penulisan teks recount</li> </ul>



<p>menggunakan flipchart (Activity 2)</p> <ul style="list-style-type: none"> <li>- Guru memberikan beberapa kata dari recount text. Menggunakan media flipchart (Activity 3)</li> <li>- Guru mengajak siswa menirukan pengucapan dari kata yang telah disediakan.</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa mengamati beberapa kata yang disediakan oleh guru.</li> <li>- Siswa belajar menirukan pengucapan model pengucapan dari kata yang telah disediakan</li> </ul>
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<p>b. Mempertanyakan(Questioning)</p>		
<ul style="list-style-type: none"> <li>- Guru menyediakan berbagai teks recount yang berbeda untuk ditebak siswa dengan menyampaikan pertanyaan</li> <li>- Guru mengundang siswa untuk bertanya tentang perbedaan antar berbagai teks recount yang disediakan.</li> <li>- Guru menyuruh siswa untuk mencari kosà kata yang belum diketahui</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa mengamati berbagai teks recount yang diberikan dan berfikir kritis.</li> <li>- Siswa mempertanyakan perbedaan antar berbagai announcement text yang disediakan.</li> <li>- siswa mencari kosakata yang belum diketahui</li> </ul>	

<p>c. Mengeksplorasi(Exploring)</p>		
<ul style="list-style-type: none"> <li>- Guru meminta siswa untuk membaca recount text yang terdapat di papan flipchart</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa membaca recount teks.</li> </ul>	

<ul style="list-style-type: none"> <li>- Guru meminta siswa untuk menjawab pertanyaan yang sudah disediakan; pertanyaan dan informasi tertentu</li> <li>- Guru meminta siswa untuk mengecek kembali jawaban dari pertanyaan yang sudah disediakan.</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa menjawab pertanyaan yang sudah disediakan.</li> <li>- Siswa mengecek kembali jawaban dari pertanyaan yang sudah disediakan.</li> </ul>	
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d. Mengasosiasi (Associating)		
<ul style="list-style-type: none"> <li>- Guru membagi siswa dalam kelompok kecil beranggotakan 2 siswa.</li> <li>- Guru meminta siswa untuk mempelajari teks recount yang telah diberikan.</li> <li>- Guru meminta siswa untuk berdiskusi menjawab pertanyaan yang sudah disediakan; pertanyaan : informasi tertentu (Activity 7)</li> <li>- Guru meminta siswa untuk berdiskusi dan mengisi kolom jawaban ; pertanyaan : informasi tertentu</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa membentuk kelompok kecil beranggotakan 2 siswa.</li> <li>- Siswa mempelajari teks recount yang telah diberikan.</li> <li>- Siswa berdiskusi menjawab pertanyaan yang sudah disediakan; pertanyaan : informasi tertentu</li> <li>- Siswa berlatih menemukan kebenaran dan kesalahan kalimat dalam teks recount dengan cara berdiskusi ; pertanyaan : informasi tertentu</li> </ul>	

e. Mengkomunikasikan (communicating)
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- Guru meminta siswa untuk menulis teks recount dan membacakannya di depan kelas. (Activity 8)	- Siswa menulis teks recount dan membacakannya di depan kelas.	
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3) Kegiatan Penutup

Penutup	<ul style="list-style-type: none"> <li>• Menyimpulkan hal-hal yang telah dipelajari</li> <li>• Penugasan Menyampaikan rencana kegiatan yang akan datang</li> </ul>	
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J. Instrumen/soal

Part I

1. Make a paragraph which consists of least 10 sentence on recount text about your sad, joyful, or experience !

K. Penilaian

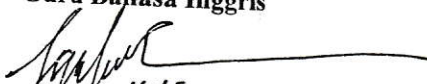
1. Tehnik penilaian sikap : non test, berupa pengamatan langsung
2. Pengetahuan : cloze test
3. Keterampilan : Unjuk kerja (performance)

WRITING RUBRIC ASSESSMENT

No	Criteria to be assessment	Low performance	Good performance	Very Good performance	Score
1	Test Organization				
2	Sentence Formation				
3	Grammar				
4	Vocabulary				
5	Mechanic				
6	Tidiness and deadline				
Total Score					
Final Score : 6					

Mengetahui;

Guru Bahasa Inggris

  
(..... Halesi .....) )

Serang,

Mahasiswa,

(.....) )

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MTSN 5 Serang
Mata Pelajaran	: Bahasa Inggris
Kelas	: VIII / II
Materi pokok	: Recount Text
Alokasi Waktu	: 3 x 30 menit

### A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

### B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.4 Menangkap makna dalam percakapan transaksional/ interpersonal resmi dalam konteks kehidupan sehari-hari.
- 4.4 Mengungkapkan makna dalam percakapan transaksional dan interpersonal resmi dan tidak resmi dalam ragam lisan secara akurat, lancar dan berterima yang melibatkan tindak tutur: menunjukkan Perhatian

C. Indikator

(Sikap Spiritual)

- 1.1.1. Menunjukkan semangat mengikuti pembelajaran
- 1.1.2. Menunjukkan keseriusan mengikuti pembelajaran

(Sikap Sosial)

- 2.1.1. Menunjukkan perilaku **santun** dalam berkomunikasi interpersonal dengan guru dan teman
- 2.1.2. Menunjukkan perilaku **peduli** dalam berkomunikasi interpersonal dengan guru dan teman

(Pengetahuan)

- 3.3.1. mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks recount sederhana tentang pengalaman/kejadian/ peristiwa dengan percaya diri (K1)
- 3.3.2. Menangkap makna dalam teks recount dan tulisan sederhana (K2)
- 3.3.3. Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/kejadian/ peristiwa, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan, secara benar sesuai dengan konteks (K3)
- 3.3.4. Menganalisis fungsi social, struktur text, dan unsure kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya (K1)

(Penerapan)

- 4.4.1. Mergurai gambaran umum dan informasi tertentu dari teks recount sederhana tentang kegiatan/kejadian/peristiwa.
- 4.4.2. Menyunting teks recount sederhana lisan sederhana tentang kegiatan/kejadian/ peristiwa dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

D. Tujuan Pembelajaran

(Sikap Spiritual)

- 1.1.3. Siswa dapat menunjukkan semangat mengikuti pembelajaran
- 1.1.4. Siswa dapat Menunjukkan rasa antusias mengikuti pembelajaran

(Sikap Sosial)

- 2.1.1. Siswa dapat Menunjukkan perilaku **santun** dalam berkomunikasi interpersonal dengan guru dan teman

- 2.1.2. Siswa dapat Menunjukkan perilaku **peduli** dalam berkomunikasi interpersonal dengan guru dan teman

(Pengetahuan)

- 3.3.1. Siswa dapat mengidentifikasi gambaran umum informasi tertentu dari teks recount(K1)
- 3.3.2. Siswa dapat menangkap makna teks recount sederhana tentang kegiatan/ kejadian/ peristiwa(K2)
- 3.3.3. Siswa dapat menyunting teks recount sederhana tentang kegiatan/ kejadian/ peristiwa (K3)
- 3.3.4. Siswa dapat menyusun teks recount sederhana lisan dan tulisan sederhana tentang kegiatan/ kejadian/ peristiwa(K4)

(Penerapan)

- 4.4.1. Siswa dapat menyusun teks recount sederhana secara lisan dan tertulis berdasarkan konteks/situasi (simulasi, role play, dan kegiatan lain yang terstruktur)
- 4.4.2. Siswa dapat menyunting teks recount sederhana tentang kegiatan/kejadian/ peristiwa dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

E. Materi :

- Fungsi Sosial : to tell/ to retell past events for the purpose of informing or entertaining.
- Unsure kebahasaan : menggunakan kalimat dalam bentuk past tense, menggunakan action verbs, menggunakan adverbs and adverbial phrase untuk mengungkapkann waktu tempat dan cara, menggunakan conjungtion dan time connectives untuk mengurutkan peristiwa atau kejadian
- **Contoh recount Text.**

#### **My vacation to Surabaya**

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. *It had gone!* My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago. I tried to call my friend on my cell-phone, but the battery was running low. I could

not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

F. Metode pembelajaran  
Menyimak, penguasaan individu

G. Media  
Flipchart

H. Sumber

- Berbagai ungkapan dalam bahasa Inggris
- Contoh peragaan dalam bentuk flipchart

I. Langkah-langkah Pembelajaran  
Pertemuan I

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- Memberi salam kepada siswa	- Membalas salam guru	12'
- Mengajak siswa berdoa	- Berdoa bersama dengan guru	
- Mengecek kehadiran siswa	- Menyatakan kehadirannya dengan berkata "I'm here"	

2) Kegiatan Inti

Guru	Siswa
a. Mengamati (Observing)	
- Guru mengevaluasi pelajaran tentang materi yang sudah dipelajari sebelumnya	- Siswa menjawab pertanyaan dari guru tentang materi yang

dari pertanyaan yang sudah disediakan.	pertanyaan yang sudah disediakan.	
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d. Mengasosiasi (Associating)		
<ul style="list-style-type: none"> <li>- Guru meminta siswa untuk mempelajari teks recount yang telah diberikan.</li> <li>- Guru meminta siswa untuk berdiskusi menjawab pertanyaan yang sudah disediakan; pertanyaan : informasi tertentu (Activity 7)</li> <li>- Guru meminta siswa untuk berlatih menulis text recount secara individu</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa mempelajari teks recount yang telah diberikan.</li> <li>- Siswa berdiskusi menjawab pertanyaan yang sudah disediakan; pertanyaan : informasi tertentu</li> <li>- Siswa berlatih menulis text! recount</li> </ul>	

e. Mengkomunikasikan (communicating)		
<ul style="list-style-type: none"> <li>- Guru meminta salah satu siswa untuk menyampaikan jawaban pertanyaan yang telah diberikan dengan membacakannya di depan kelas. (Activity 8)</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa menulis menyampaikan dan membacakannya di depan kelas.</li> </ul>	

3) Kegiatan Penutup

Penutup	<ul style="list-style-type: none"> <li>• Menyimpulkan hal-hal yang telah dipelajari</li> <li>• Penugasan Menyampaikan rencana kegiatan yang akan datang</li> </ul>	
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J. Instrumen/soal



	sudah dipelajari sebelumnya
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b. Mempertanyakan(Questioning)	
<ul style="list-style-type: none"> <li>- Guru memperlihatkan dan menjelaskan beberapa contoh jenis recount text yang ada di papan flipchart</li> <li>- Guru menyediakan berbagai teks recount yang berbeda untuk ditebak siswa dengan menyampaikan pertanyaan</li> <li>- Guru mengundang siswa untuk bertanya tentang perbedaan antar berbagai teks recount yang disediakan.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa memperhatikan &amp; menyimak contoh-contoh jenis recount text</li> <li>- Siswa mengamati berbagai teks recount yang diberikan dan berfikir kritis.</li> <li>- Siswa mempertanyakan perbedaan antar berbagai recount text yang disediakan.</li> </ul>

c. Mengeksplorasi(Exploring)	
<ul style="list-style-type: none"> <li>- Guru meminta siswa untuk membaca recount text yang terdapat di papan flipchart</li> <li>- Guru meminta siswa untuk menjawab pertanyaan yang sudah disediakan; pertanyaan dan informasi tertentu</li> <li>- Guru meminta siswa untuk mengecek kembali jawaban</li> </ul>	<ul style="list-style-type: none"> <li>- Siswa membaca recount teks.</li> <li>- Siswa menjawab pertanyaan yang sudah disediakan.</li> <li>- Siswa mengecek kembali jawaban dari</li> </ul>

**Part II**

1. Make a paragraph which consists of least 5 sentence on recount text about your sad, joyful, or experience !

**K. Penilaian**

1. Tehnik penilaian sikap : non test, berupa pengamatan langsung
2. Pengetahuan : cloze test
3. Keterampilan : Unjuk kerja (performance)

**WRITING RUBRIC ASSESSMENT**

No	Criteria to be assessment	Low performance	Good performance	Very Good performance	Score
1	Test Organization				
2	Sentence Formation				
3	Grammar				
4	Vocabulary				
5	Mechanic				
6	Tidiness and deadline				
Total Score					
Final Score : 6					

**Mengetahui;**  
**Guru Bahasa Inggris**

  
(.....*Kubesi*.....)

**Serang,**  
**Mahasiswa,**

(.....)

## Teacher Observation sheet in English Lessons Part 1

KEGIATAN	DESKRIPSI KEGIATAN PEMBELAJARAN	Ya	Tidak	Keterangan
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru Mengucapkan salam dan berdoa bersama</li> <li>• Guru mengecek kehadiran siswa</li> <li>• Siswa menerima informasi tentang cakupan materi dan penjelasan uraian kegiatan yang akan dilakukan</li> </ul>	✓	✓	
Kegiatan Inti	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan berbagai macam contoh text recount sesuai dengan konteks penggunaannya dengan menggunakan media flipchart.</li> <li>• Peserta didik melihat dan mengamati contoh text yang menggambarkan tujuan dari penggunaan text recount sesuai dengan konteks penggunaannya.</li> </ul>	✓	✓	

	<ul style="list-style-type: none"> <li>• Guru menjelaskan tentang fungsi sosial, struktur text, unsur kebahasaan, format penulisan text recount.</li> <li>• Guru memberikan dan mengajak siswa beberapa kata untuk menirukan pengucapan dari kata yang telah disediakan.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Guru menanyakan perbedaan antara berbagai text recount yang telah disediakan di media flipchart.</li> </ul> <p><b>Associating</b></p> <p>Guru memberikan contoh menulis Text recount.</p> <p><b>Experimenting</b></p> <ul style="list-style-type: none"> <li>• Guru melakukan test untuk menguatkan pengetahuan siswa terhadap materi text recount dengan memberikan latihan soal</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		
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Penutup	<ul style="list-style-type: none"> <li>• Peserta didik bersama guru menyimpulkan pembelajaran.</li> <li>• Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan.</li> <li>• Guru dan siswa berdoa bersama</li> </ul>	✓	✓	
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**Mengetahui;**  
**Guru Bahasa Inggris**

(.....)

**Serang,**  
**Mahasiswa,**

(.....)

Kalimul Fahmi

Part 1: MY ACTIVITY ON MONDAY

Make a paragraph which consists of at least 10 sentence on recount text about your sad, joyful or experience!

Last Monday, I got up early at four o'clock. I went to downstairs for take litral water and prayer tahajjud. After that, I read my Lesson for the day then, I went to mosque for prayer <sup>praying</sup> shubuh.

82

The next time, I went to home and read the Al-Qur'an. Then, I take <sup>took</sup> a bath and I wore my shirt. Next, I have breakfast with my family. ~~then~~ I went to school at thirty past six. I went to school on foot, sometimes, I with my friend or alone.

~~equation~~

Structure Organization : 80  
Language feature : 80  
Vocabularies : 85

$$\begin{array}{r} 80 \\ 80 \\ \hline 85 \quad + \\ 295 \\ 3 \div \\ \hline 81,666 \dots 7 \end{array}$$

Nama : Inas Aulia Dillah  
Kelas : VIII A

Part I

Make a paragraph which consists of at least 10 sentence on recount text about your sad, joyful or experience !

"visited to grandmother house's "

Last week, I and my mother visited to grandmother house's. We went to grandmother's house's by walking. We left our home at half past ten. After we arrived at grandmother house's, ~~we~~ I played with ~~my~~ my cousin.

After that, we ate together. Then I washed plate's, glass, spoon, and bowl. ~~Next~~ Next I took a rest on the bed. I woke up at one o'clock. and I take water wushu to pray Dzuhur.

~~Finally~~ Finally, we went to home. I felt so happy, because on there I can played with my cousin.

85

Structure Organisation : 90

Language feature : 80

Vocabularies : 85

$$\begin{array}{r} 90 \\ 85 \\ \hline 5 \\ + \\ \hline 255 \\ \div 3 \\ \hline 85 \end{array}$$

NAME : Kalkaji Fahmi  
CLASS : VIII A  
LESSON : ENGLISH

Part II ~~My Holiday~~ My holiday

Make a paragraph which consists of at least 15 sentence on recount text about your sad, joyful or experience !

1 Last year, i <sup>and</sup> with my friends went to the zoo. <sup>we</sup> went to there by a bus. a long way, we saw the ~~good~~ scenery from windows. some time later, we arrived in the zoo. Then, we had for a walk in the zoo. we saw the animals in there. just as: the lion birds, kangaro and the high trees. in the zoo.

2 next, we had lunch together. Then, we went to market and bought the something for brought to home. we met together and told which we saw in the zoo.

<sup>finally,</sup> we went to the bus and we came to our home. <sup>↑</sup>  
3 I felt so happy ~~and~~ in my holiday. (R)

82

Structure Organisation : 85  
Language feature : 80  
Vocabularies : 82

85  
80  
82 +  
247  
3 ÷  
82,33333



Nama : Inas Aulia Dillah

Kelas : VIII A

## Part II

Make a paragraph which consists of at least 15 sentence on recount text about your sad, joyful or experience !

### "My Vacation With My Family "

Last year, I and my family went to Lampung. We left our home at 09 o'clock. We rode by motorcycle. After we arrived at harbour, we bought tickets ~~for~~ for crossing the sea with ship. ~~Then~~ Then we sat a place which has been provided. Situation on the ship very ~~noisy~~ noisy, because the ship can to carry many people's. After a ~~few~~ few hours we sat on the ship, we arrived at Bakau Henti. When the ship leaned back, I see the beautiful scenery - I see the tower siger which is above the hill. Siger tower is the symbol of the city of Lampung. Typical food of Lampung is kemplang and many more. On the way, we stuck rain, we take shelter for a moment. After we waiting for the rain to stop, we went on a trip. On the road we meet our brother. Next, we arrived at brother house at sun set. ~~at~~

We felt tired that day but we felt so happy, because we can see vehicles and many activity at Lampung city.

Structure organization : 90

Language feature : 85

Vocabularies : 89

$$\begin{array}{r} 1 \\ 90 \\ 85 \\ 89 + \\ \hline 264 \\ 3 \div \\ \hline 88 \\ = \end{array}$$

88



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN SERANG**  
**MADRASAH TSANAWIYAH NEGERI 5 SERANG**  
Jalan Ki.M.Idris No.2 Sumuranja-Puloampel SerangTelepon 5750412 Serang 42255

**SURAT KETERANGAN PENELITIAN**  
**NOMOR: B.37/MTs.28.04.02.05/PP.00.5/04/2017**

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Negeri 5 Serang dengan ini menerangkan bahwa :

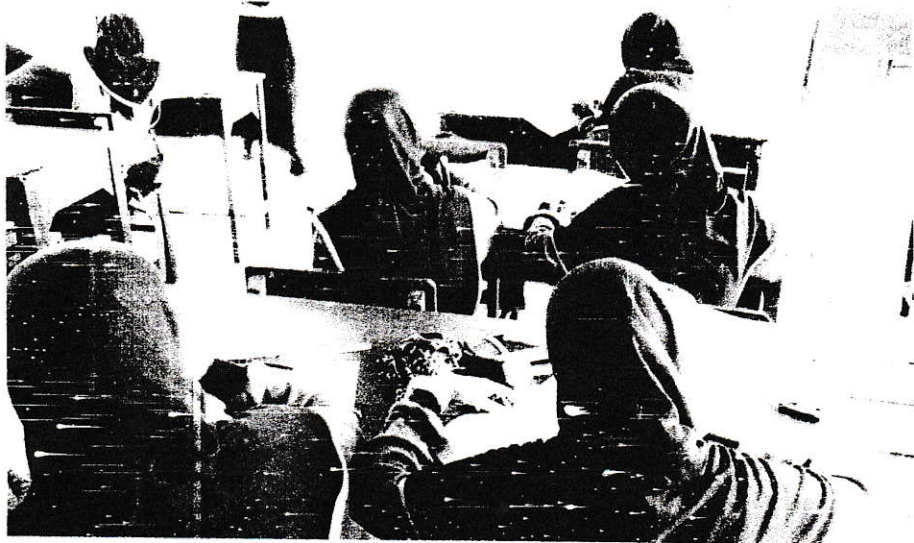
Nama : **INDAH ASTUNIYAH**  
Tempat Tanggal Lahir : Serang, 13 Januari 1995  
NIM : 122301372  
Fakultas : Tarbiyah Dan Keguruan  
Jurusan : Tadris Bahasa Inggris  
Semester : X (Sepuluh)

Nama tersebut diatas benar telah melaksanakan Tugas Penelitian di MTs Negeri 5 Serang Mulai Tanggal 31 Maret s.d 08 April 2017 dengan judul **"IMPROVING STUDENTS' ABILITY IN WRITING ENGLISH RECOUNT TEXT BY USING FLIPCHART (A Classroom Action Research at MTs Negeri 5 Serang)"**.

Surat Keterangan Penelitian ini Kami buat dengan sesungguhnya, untuk diketahui dan digunakan sebagaimana mestinya.

Serang, 17 April 2017  
Kepala

  
Lila Rohilah





# CONSULTATION BOOK



ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHERS TRAINING  
THE STATE INSTITUTE FOR ISLAMIC STUDIES  
SULTAN MAULANA HASANUDDIN BANTEN

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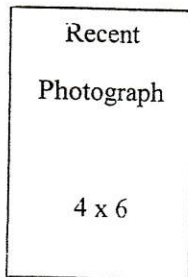
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Paper Title : ~ Improving students' Ability In Writing  
English Recount text by Using Flipchart .  
( A Classroom Action Research at Madrasah  
Tsanawiyah Negeri 5 Serang )



Serang, 2017  
The Head of  
English Education Department

As'ari, S.S., M.Si.  
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## CONSULTATION SHEET

No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	3	4	5
	21 / 3 / 2017	Chapter <u>III</u>	Note : sudah di koreksi Uraian & Perbaiki catatan. - Untuk meningkatkan kualitas Please enclose the cover.	
	27 / 03 / 2017	Revisi & chapter <u>III</u>	- langsung Penelitian	
<del>27</del> 28 / 4 / 2017		Chapter I & <u>IV</u> - Statement of the problem - the object of the study.	- Describe the fact clearly - Add information about RPP, material, activity) - Tidak Perlu ada data interpretation.	

## CONSULTATION SHEET

No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	3	4	5
	19 / 2017 05	Chapter <u>IU</u> Revisi	<ul style="list-style-type: none"><li>- lengkapi chapter 4 ( student score )</li><li>- lengkapi dengan abstrak lampiran .</li></ul>	