



**THE USE OF TAKE AND GIVE TECHNIQUE TO IMPROVE
THE PRACTICE OF STUDENT AUXILIARY MASTERY IN
WRITING RECOUNT TEXT**

An Action Research of the Tenth Graders of SMA N 1 Blora in the Academic Year
of 2014/2015

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for the degree of *Sarjana Pendidikan*
in English Language Education

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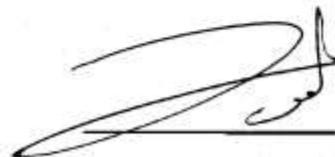
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Fakultas Bahasa dan Seni Universitas Negeri Semarang menyatakan bahwa skripsi yang berjudul **THE USE OF TAKE AND GIVE TECHNIQUE TO IMPROVE THE PRACTICE OF STUDENT AUXILIARY MASTERY IN WRITING RECOUNT TEXT (A Classroom Action Research of the Tenth Graders of SMA N 1 Blora in the Academic Year of 2014/2015)**

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar karya saya sendiri, yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan/ujian. Semua kutipan, baik yang langsung maupun tidak langsung, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi ini membubuhkan tanda tangan sebagai keabsahannya, seluruh isi karya ini tetap menjadi tanggung jawab saya. Jika kemudian ditemukan pelanggaran pada skripsi ini, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang, 26 Agustus 2015

Yang membuat pernyataan



Imaniar Pratiwi

**The difference between a successful
person and others is not a lack of
strength, or knowledge, but rather in
a lack of will**

(Vince Lombardi)

This final project is dedicated to:

My beloved father and mother (Pratomo Hari Atmono
and Tri Rahayu)

My brothers (Prahayuda Febrianto and Israhadi
Aprihanto) and my sister in law (Neng Utami)

My boyfriend (Taufik Hidayat)

My best friends in my hometown, Blora

My best friends in my boarding house (Kos Cantik)

My friends in Semarang State University, especially
for all of my best friends in English Department

and also all people who might not be mentioned
individually here.

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ABSTRACT

Pratiwi, Imaniar. 2015. *The Use of Take and Give Technique to Improve The Practice of Student Auxiliary Mastery in Writing Recount Text (A Classroom Action Research on the Tenth Grade Students of SMA N 1 Blora, Kabupaten Blora in the Academic Year of 2014/2015)*. Final Project. English Education Department, Faculty of Language and Arts, Semarang State University. Advisor: Mrs. Rini Susanti Wulandari, S.S., M.Hum.

Key Words: Take and Give Technique, Auxiliary, Recount Text, Action Research

This study is about the Use of Take and Give Technique in improving students' the practice of Auxiliary mastery in Writing Recount Text. This study aims to know the improvement of students' skill in writing recount text after having the take and give technique in teaching learning process about auxilliary.

The subjects of this study were the tenth graders of SMA N 1 Blora in the academic year of 2014/2015. This study consists of qualitative and quantitaive data. The qualitative data about the students' attitude during the teaching and learning process were collected by using questionnaire and observation checklist. The results of the tests and observation checklists are to measure the influence of the use of Take and Give Technique on the students' mastery of auxiliary in writing recount text. This study was conducted by using an action research that was done through two cycles. The quantitative data was the students' writing scores. To get the scores, some tests were conducted, such as Pre-tests and Post-tests.

From the data analysis, it can be concluded that the implementation of Take and Give Technique improves the students' understanding in using auxiliary in writing recount text appropriately. It can be seen from the result of the observation checklists that the students' attitude in Cycle 2 was better than that in Cycle 1. The students' writing skill (organization, content, grammar, punctuation, and style and quality of expression) in each test was improved, too. The result of questionnaire showed that the students were also interested and supported the use of Take and Give Technique in teaching writing. It was proven by their positive responses of using that technique. The score of the students writing showed that was improved. This improvement was proven by the comparison between the result of Initial Pre-test (64.23) and the Final Post-test (80.7).

Based on the overall results of the research, it can be concluded that the use of Take and Give Technique gives contribution in the improvement of students' mastery of auxiliary in writing recount text.

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CHAPTER 1

INTRODUCTION

This chapter consists of the background of the study, reasons for choosing the topic, research question, purpose of the study, significance of the study and outline of the study.

1.1 Background of the Study

English is an international language used by many people around the world. Most information sources, such as books, science and technology use English as well. It is the reason that English has a very vital role in our life."English is an international and the most widespread medium of communication, both because of the number and geographical areas of its speaker and the large number of nonnative speakers who use it for part of their international contact." (Brumfit,1981). Thus, it is not surprising that its role is getting more and more vital in our life. In Indonesia, English is taught in Senior High Schools, Junior High Schools, and Elementary Schools even in kindergartens, but not all of the kindergartens and Elementary schools in Indonesia include English as one of their subject. In Indonesia, English is learnt as a foreign language. It is taught in Indonesia and becomes an important subject in school. Accordingly, it has a very crucial proportion in determining students' graduation in the final examination whether they can continue to the next education level or not.

There have been problems in teaching English as a foreign language. The changing of curriculum and approaches causes more problems. The poor quality of English teachers and the techniques which are used are two obvious factors that also contribute to the ongoing problems in ELT. The other reasons which cause the problems are (Musthafa, 2001) :

- (1) limited time allocated for teaching English,
- (2) students do not enough time to actually learn to speak English in class because the teachers more concern to learn grammar and syntax,
- (3) the absence of good and authentic learning materials and,
- (4) absence of the social uses of English outside the classroom.

Based on the explanation above, the word "absence" in the real context means that there are less good and authentic learning materials and the social uses of English outside the classroom. In other words, teachers rarely try to find a good source of learning materials, for example from the internet. They simply follow the applicable teaching rules. They are lack of the initiative to develop their own material which has been provided or just looking for a good source for learning by themselves.

In order that English learners have proficiency in English, the students have to master the four English skills (listening, speaking, reading and writing). Those skills are related to each other. In this relation, in order to be a skilled

performer, the student must be proficient in using the units of the language. They are vocabulary, pronunciation and grammar.

Most students in Indonesia have problems in mastering grammar which is considered as the most complicated thing. Grammar is very essential as the rules of wording to make meaningful utterances. In writing, for instance, at least students not only need to master vocabulary but also grammar. In this case, tenses have an essential role since it tells the readers when actions are taking place. Carefulness and accuracy in using appropriate tense are very important in writing. For example, if the verbs in a passage refer to actions occurred in the past, then the past tense is used. All tenses, including past tense, have verbs to add functional or grammatical content to the information expressed by another verb in writing called auxiliary.

I observed my former senior high school especially in its Language class. The problem arose when the students were asked to write recount text. They found it difficult to write a series of sentences in past form, especially the use of “tobe”. They wrote “tobe” followed by verb one, even verb two. I saw that the teacher used a traditional technique that made the students less interested in paying attention to her. The problem dealing with auxiliary was also found when the English subject was conducted after the Mathematics subject. Therefore, the students feel bored and tired to follow the next lesson. The language class was located on the second floor and on the corner of the other classes. This made the class noisy and not conducive. The students probably thought that they are far

from teachers' attention because their classroom was far from the teachers' room. Therefore, I need a technique which is appropriate with the condition of the class, in order that the students interested in the materials.

In line with the background of this study, I am interested in finding out how well students in mastering grammar, especially the use of auxiliary in past tense. Besides, I would also want to find out how well the tenth graders of SMA N 1 Blora in mastering auxiliary in past form in writing recount text. I limit this study by focusing on auxiliary in past form, writing past activities and identifying the effectiveness of the take and give technique in improving students' recount text.

1.2 Reasons for Choosing the Topic

I choose the topic because of the following reasons:

- 1) Students seemingly tend to be more interested in learning English using different techniques. It is hoped that when they are interested in learning English, their skill will also improve. One of the techniques is the take and give technique that will be used in this study.
- 2) Among the four language skills, writing is considered to be the most difficult skill to acquire. It is hard even to write in our native language. Therefore, I want to find out whether student's ability in mastering auxiliary in past form by using the take and give technique will improve, especially in writing recount text.

1.3 Research Question

I want to limit the discussion of this study by stating one problem as follow:

- 1) What problems do the students face to master auxiliary in writing recount text?
- 2) How can take and give technique be implemented in mastering auxiliary in writing recount text?
- 3) How can take and give technique improve auxiliary mastery in writing recount text?

1.4 Purpose of the study

The research is conducted to :

know the improvement of students' skill in writing recount text after doing the take and give technique in teaching learning process about auxiliary.

1.5 Significance of the study

Theoretically, this research is hoped to be able to give contribution to educational research development in Indonesia, especially in classroom action research to teach writing using the take and give technique.

Practically, the result of this research is hoped to give benefit for teachers to improve methods and strategies in writing learning program. It is expected to be a kind of evaluations for teachers who frequently use monotonous way in teaching learning process. Hopefully, the take and give technique can be an effective technique that can be used in teaching auxiliary in writing recount text so that students are interested and more motivated in learning English.

For school, the result of this research is hoped to be able to be used as material reference in conducting writing lesson in the future. In addition, by conducting this research, teachers can develop the variety of techniques to make the English learning especially in writing become more fun for the students.

For institution, the result of this research can increase the list of references in the university, especially for English Department.

1.6 Outline of the study

This final project is divided into five chapters. Each chapter of them is explained as follows:

The first chapter presents introduction which consists of background of the study, reasons for choosing the topic, research questions, purposes of the study, significance of the study, and outline of the study.

The second chapter explains review of related literature. It presents the review of previous studies, theoretical review, and the theoretical framework.

The third chapter discusses research methodologies. This chapter deals with subject of the study, roles of the researcher, type of data, instruments for collecting data, procedures of collecting data, and procedures of analysing data.

The fourth chapter describes the general description and detail results of the research followed by the discussion of the findings.

The fifth chapter presents the conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories and opinions underlying the topic of the study. They are the result of some previous studies, definitions of take and give technique, procedure of applying take and give technique in teaching, cooperative learning, definitions of auxiliary, the functions of auxiliary and recount text.

2.1 Previous Studies

There have been some researchers that use some techniques to improve students mastery of auxiliary in writing recount text. Then, I would present some previous studies related to the topic, “The Use of take and give technique to improve the practice of auxiliary mastery in writing recount text (An action research of tenth grade students in SMA N 1 Blora).”

The first study was conducted by Ria Nurul Faiza (2010) entitled *The Use of Semantic Map to Improve Students’ Ability in Making Recount Text*. This experimental study aimed at finding out if semantic map could improve students’ ability in making recount text and to find out the effectiveness of using semantic map compared with conventional method. The population was the eight grade students of SMP Islam Tegowanu, Grobogan. The students of VIII A and VIII B were chosen as the sample of the study. In this study, the students were asked to determine a topic and find the words related to the main topic. If the words had

been collected, the teacher asked the students to create a concept map. It could be an image or line that can be filled with the words related to the main topic word that had been previously collected by the students. Then, the students were asked to remember the words and analyze the relationship of each word. So, the students' vocabulary could be improved. The result showed that semantic map was effective to improve students' ability in making recount text in the aspects of content, organization, grammar, word choice, and mechanic.

Second study was conducted by Dafi Khusnita (2013). It was entitled "The Use of Facebook to Improve Students' skill and Increase their motivation in Writing Recount Text". The study was an action research which used of Facebook as learning recount text as media to improve the writing skill and increase motivation of tenth grade students of SMA N 1 Kajen in the academic year of 2012/2013. This study aimed at investigating the way Facebook improves students' writing skill. The result of the research showed that the use of facebook was effective in increasing students' motivation in writing recount text because facebook helped the students overcoming the difficulties in writing recount text such as : finding ideas, finding new vocabularies, the use of correct grammar and structure and their writing skill improved by commenting on friends' writing on facebook.

The third study was conducted by Eka Puji Amnesti (2012). It was entitled *The Use of Movie Maker Digistory in Writing Recount*. The study was an action research conducted to eighth grade students of SMP Negeri 1 Ayah, Kebumen. The purposes of the research were to describe the students' difficulties in writing

recount text and to show the extent of the improvement of the students' writing competence after being taught with Movie Maker Digistory. In this study, the teacher made a movie which topic was about the recount text that will be given to the students. Then, the students were ordered to retell the movie. The result of the research showed that Movie Maker Digistory was able to motivate students to write and improve their ability in writing recount texts.

The fourth study is *The Use of Blog to Teach Recount Text to Improve Students' Writing Skill*, conducted by Eviana Yuni Afra (2012). This study was an action research on the use of blog as media to teach recount text to the eight grade students of SMPN 5 Semarang, in the academic year of 2011/2012. The study aimed at describing how blog was used as a medium to teach writing recount text and to examine whether there was any improvement of students' ability in writing recount text after being taught using blog. The result of the research showed a significant improvement of students' ability in writing recount text after being taught using blog. The students also responded positively to the use of blog in learning writing recount text. It can be concluded that the use of blog is very helpful to teach writing recount text.

Then, another study was conducted by Jacobs and Yong (2004). It was entitled "Using Cooperative Learning to Teach Via Text Types". The purpose of the research is to offer ideas on how students can collaborate as they learn about and utilize variety of text types. The study began with explanations of the teaching of text types and cooperative learning which consist of examples of ways that students can use cooperative learning techniques to work together to expand their

knowledge of text types and use that knowledge in writing. The result of the research showed that using the power of peers to help students learn to write is a very effective way because students can join the process of the learning more fun and this is the principle of cooperative learning.

The next study was conducted by Janaki Manokaran, Chithra Ramalingan, and Karen Adriana (2013). It was entitled “A Corpus-Based Study on the Use of Past Tense Auxiliary ‘Be’ in Argumentative Essays of Malaysian ESL Learners”. The research aimed at identifying and classifying the types of errors in the Past Tense Auxiliary ‘Be’ using The Wordsmith Tools Version 4.0 and the Error Analysis (EA) approach. The Wordsmith Tools is an integrated suite of program for looking how words behave in text which are used by Oxford University Press for their own lexicographic work in preparing dictionaries, by language teachers and students, and by researchers investigating language patterns in lots of different languages in many countries. This research can be used for English teachers as a guide to identify the common errors in using the past tense auxiliary ‘Be’ made by students and decide what remedial action can be taken to prevent them from making these errors. It can also help teachers develop materials which are not only more suitable but also cater to the needs of the students.

There are some similarities between this study and the previous ones mentioned above. The first similarity is the area of this study and the previous studies focused on. They aimed at finding a good strategy to improve students’ ability in writing recount text. They used technique and also media to motivate the students in writing recount text well. It is believed that technique and media can

give many advantages in teaching learning process. The next similarity is the research design they used. In conducting their research, Dafi Khusnita (2013), Eka Puji Amnesti (2012), Eviana Yuni Afra (2012) and this study used action research design.

On the other hand, there are some differences in their studies. The first difference lies on the type of media and technique used to improve students ability in writing recount text. Ria Nurul Faiza (2010) used Semantic Map as the technique to teach in writing recount text. The second study, Dafi Khusnita (2013) used Facebook to improve students' skill and increase their motivation in writing recount text. The third study, Eka Puji Amnesti (2012) use Movie Maker digistory as media to teach recount text. The fourth study, Eviana Yuni Afra (2012) used Blog to teach recount text. The next study, Jacobs and Yong (2004) used cooperative learning as the technique to teach via text types. Then, another study, Janaki Manokaran, Chithra Ramalingan, and Karen Adriana (2013) used The Wordsmith Tools Version 4.0 and the Error Analysis (EA) approach as media and technique to teach Auxiliary 'Be' in past tense in Argumentative Essays form. This study used Take and Give Technique to improve students mastery of auxiliary in writing Recount text. The second difference is the research design of this study and the first previous study used. This study uses action research design, so she focuses on one class of students only. While the first study, Ria Nurul Faiza (2010) used experimental research design. Thus, she focused on two classes of students. They were the experimental group and control group.

According to the studies mentioned above, it can be seen that there are some studies which have been done by investigating new ways in improving the quality of teaching recount texts and Auxiliary mastery in writing recount text. The researchers successfully used interesting way as a strategy to motivate students to improve their writing ability.

2.2 Theoretical Review

2.2.1 General Concept of Auxiliary

Auxiliary verbs are the verbs (Be, Do, Have, Modals) when they are followed by another verb in order to form a question, a negative sentence, a compound tense, or passive. Auxiluries are known as helping verbs. Auxiliary is so crucial in producing sentence. Furthermore, J. C. Nesfield in *Manual of English Grammar and Composition* (1908:44) explained about auxiliary verbs as follows :

“The Auxiliary verbs make up a very small class : have, he, shall, will, may, do—only six, all told. But their fewness is compensated by their usefulness ; for no Transitive or Intransitive verb can be conjugated without them, except in two tenses, the Present and Past Indefinite. As an Auxiliary, it helps to form all tenses in Passive verbs, and all continuous tenses in Active ones.”

The verb forms of *be, do, and have* can be used either as a main (full) verb or an auxiliary verb. The following explanation shows these verbs used as auxiliary verbs.

There are four types of Auxiliary :

1.) Auxiliary Be

The verb “be” can be used as an auxiliary and a full verb. As an auxiliary, this verb is used for compound tenses and the passive voice. Note that *be* is an irregular verb:

TENSE	SUBJECT	AUXILIARY
Simple Present Tense	I	Am
	He, She, It	Is
	You, We, They	Are
Simple Past Tense	I, He, She, It	Was
	You, We, They	Were

2.1 Table of Auxiliary Be

“Be” as an auxiliary verb used in simple present tense, simple past tense, progressive tense and passive sentences.

a. Used in Simple Present Tense, for example :

- 1.) They are my best friends in campus.
- 2.) She is very dilligent to help her mother in home.
- 3.) I am very lazy to do my mathematic homework.

b. Used in Simple Past Tense, for example :

- 1.) I was shocked with my final examination's score last month.
- 2.) My mother was very kind to everyone.
- 3.) The students were interested in drawing and colouring their book yesterday.

c. Used in progressive sentences, for example :

- 1.) I am taking a bath
- 2.) She is preparing dinner for us.
- 3.) They have been studying all night.

d. Used in passive sentences, for example :

- 1.) I was given a free meal in my job.
- 2.) Taufik was seen by fans at the airport
- 3.) This song has been sung by all nations.
- 4.) The letters has been written by the actor.
- 5.) These horror movies had been watched by my neighbor.

2.) Auxiliary Have

The verb “have” can be used both as an auxiliary and as a full verb. As an auxiliary, this verb is used to form compound tenses in active and passive voice and usually used in perfect tense, for example :

- 1.) I have been following you for a mile.
- 2.) We have done a lot so far.
- 3.) She had been queen of the town.

3.) Auxiliary Do

The verb “do” can be both an auxiliary and full verb. As an auxiliary, “do” is used in negative sentences and questions for most verbs (except not for be, have got and modals such as can, will, may, etc) in Simple Present and Simple Past. The problems are, for example, do, when it functions as an auxiliary verb in negative sentences and questions :

a. Used in negative sentences, for example :

- 1.) I do not know the truth.
- 2.) She doesn't agree with me.
- 3.) They didn't arrive here yet.
- 4.) They don't afraid of horror movie.
- 5.) Taufik doesn't attend the meeting.

b. Used in questions, for example :

- 1.) Do you want to have another one?
- 2.) Did he finish his homework?
- 3.) Do we need to keep going straight?

They are also used in 5W+ I H questions, for example :

- 1.) Why do you love me?
- 2.) Where does he live?
- 3.) When did your mother write the letter?

4.) Modals

Modal auxiliary is used for showing obligation, possibility and necessity.

This is a brief definition of modal auxiliary :

“These auxiliaries add to the verb a special semantic component such as ability, obligation, possibility. Some of the modal auxiliaries express the same kinds of semantic coloring as verbs in the subjunctive mood (note the relationship between modal and mood). Modal auxiliaries generally have no –s suffix for third person, and no infinitive or participial form. They have only two formal tense, the present and the past, which are used with the simple form of the lexical verb (may offer, might offer), the progressive form (may or might be offering), the perfect form (may or might have offered) or the passive form (may or might be offered).” (Marcella Frank, 1972:95).

Based on the explanation above, it can be concluded that modal auxiliary can not be added by suffix –s and there is no infinitive or participial form. Modal auxiliary is used only for two formal tense, they are the present tense and past tense.

For example :

a.) Incorrect sentence : She { *can-s, may-s* } play the piano.

b.) Correct sentence : She { *can, may* } play the piano.

Modals also lack productive past tense forms. It is true that *could, might, should,* and *would* originated in Germanic as past tense forms of *can, may, shall,* and *will*. But today, only *could* can serve as the past tense of *can*, and that only in certain contexts.

It is a table of auxiliary verbs (Be, Have, Do, and Modals) :

BE	DO	HAVE
Am	Does	Has
Is	Do	Have
Are	Did	Had
Was		Having
Were		
Being		

Been		
------	--	--

2.2 Table of Auxiliary verbs

Modal Auxiliaries (Never change form)
can, could, may, might, must, ought to, shall, should, will, would

2.2.2 General Concept of of Take and Give Technique

a.) Cooperative Learning

Cooperative learning refers to a set of instructional strategies which include cooperative student-student interaction over subject matter as an integral part of the process (Kagan, 1989).

“Cooperative learning promotes prosocial behavior. Having children learn from one another creates powerful bonds between them and sends a message very different from that sent by a classroom in which each child is on his or her own—or, worse still, one in which the success of each is inversely related to the success of the others....Cooperation is an essentially humanizing experience that predisposes participants to take a benevolent view of others. It allows them to transcend egocentric and objectifying postures and encourages trust, sensitivity, open communication, and prosocial activity” (Kohn 1991, as cited in Vincent, 1999:74).

Based on the explanation above, it can be concluded that cooperative learning is one way to get closer between students and teacher because there is an interaction

that is more fun through media and technique which are used in teaching learning process. It is not only the communication between the teacher and the students but also the communication among the students themselves. They will interact with each other in solving the problems that they face in the teaching learning activities.

There are many advantages from cooperative learning as explained by Robert (1991) :

1. Sharing a Common Goal

First, students work together as a team share a goal. The success of the project depends on their efforts. Cooperative learning activities help students practice working in teams. As Bill Gates says, "Teams should be able to act with the same unity of purpose and focus as a well motivated individual." Sharing a common goal allows students to learn to trust each other as they achieve more than would be possible on their own.

2. Leadership Skills

In order for a group to truly succeed, individuals within the group need to show leadership abilities. The teacher divides out the tasks involved, providing support, and ensuring that individuals are meeting their goals are all leadership skills that can be taught and practiced through cooperative learning. The students can also assign leadership roles within a group to help all individuals to practice leading

the team. It also encourages them to perform themselves in front of their friends and this habit will be useful for them in their environment or outside the class.

3. Communication Skills

Effective teamwork is all about good communication and a commitment to the product or activity. All members in the group need to practice communicating in a positive manner. These skills should be directly modelled by the teacher. When students learn to talk with and actively listen to their teammates, the quality of their work will improve.

4. Conflict Management Skills

Conflicts arise in all group formation. Sometimes these conflicts are minor and easily to be handled. Other times, they can rip a team apart if left unchecked. The teacher should allow the students to try and work out their issues before the teacher step in and get involved. The teacher should give chance to their students to solve their own problems in a group. The teacher keep an eye on the situation but see if they can come to a resolution on their own. If the teacher does have to be involved, attempt to get all individuals of the team to talk together and look for effective way to find conflict resolution for them.

5. Decision Making Skills

Decisions will need attention while working in a cooperative environment. A good way to get students to start thinking as a team and make a decision is to have

them come up with a team name. The next decisions that need to be made are which students will perform what tasks that they have to do. Additionally, even though students are working in a group, they will also have their own responsibilities. This will require them to make many decisions that could affect their team. The teacher should stress that if a particular decision will affect other members of the group then, this needs to be discussed together.

According to the explanation mentioned above, it can be seen that there are many advantages of implementing cooperative learning in class. The students not only understand about the materials that are delivered by the teacher but also feel enjoy to join the teaching learning process because the teacher gives the materials through media and technique which are more fun and different from usual. They become to know how to communicate with others in a group and to solve the problem that they face together.

b.) Take and Give Technique

Take and give technique is a type of cooperative learning which invites students to share materials delivered by the teacher. This kind of technique makes students to train to be active in delivering the material that they receive from their friends repeatedly. Besides, the take and give technique is a type of learning that has a purpose to create the learning atmosphere more dynamic and enthusiastic. The take and give technique creates a learning process from passive into active, from boring become cheerful, and helps students remember the material easily. Students' learning goals may be structured to promote cooperative, competitive,

or individualistic efforts. In every classroom, instructional activities are aimed at accomplishing goals and are conducted under a goal structure. A learning goal is a desired future state of demonstrating competence or mastery in the subject area being studied. The goal structure specifies the ways in which students will interact with each other and the teacher during the instructional session. Each goal structure has its place (Johnson & Johnson, 1989). In the ideal classroom, all students would learn how to work cooperatively with others, compete for fun and enjoyment. The teacher decides which goal structure to implement within each lesson. We need to formulate a learning approach to be more comprehensive in order to get the learning objectives achieved. Besides, this approach can make students' memory in learning become longer. The technique makes students more active in the learning process. The most important thing in education is giving useful information, skills and attitudes in students' mind in many ways to make students recall their knowledge which they have if they need it someday. From the explanation above, we can conclude that we have to apply one type of cooperative learning, it is the take and give technique. This technique helps the students memorize the materials in the learning process. The most important goal structure, and the one that should be used the majority of the time in learning situations, is cooperation. There are many types of technique in cooperative learning and one of them is the take and give technique.

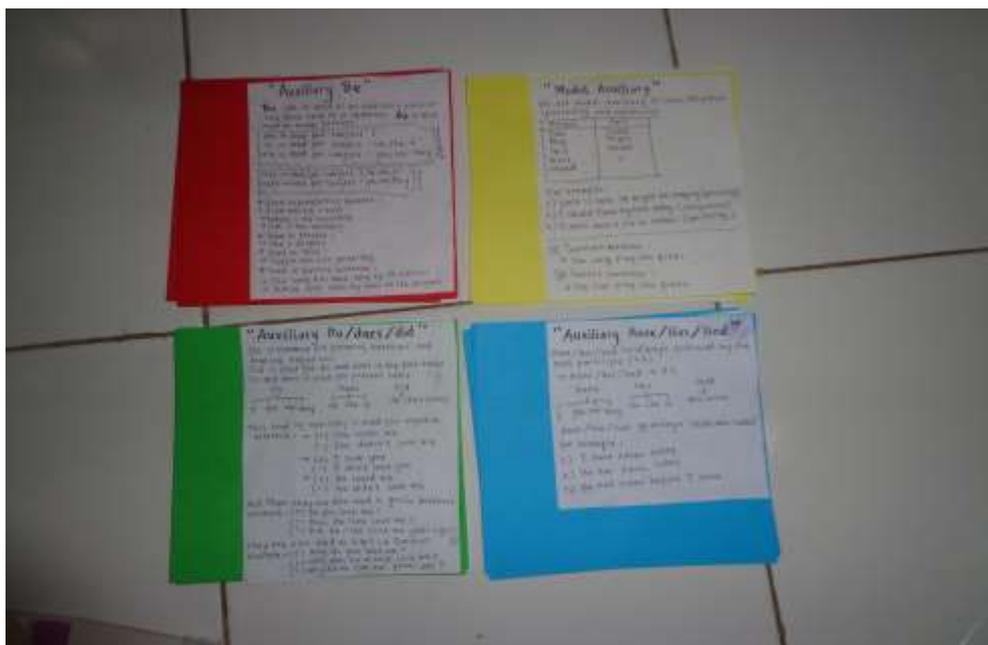
In this technique, teacher makes each cards with 10 x 15 cm in size that is appropriate with total all of the students in the class. Every card contains sub

material that is different from the others. The material is appropriate with competence which is reach.

The example of card's form :

Name of the student :
Sub Material :
Name which is given
1.
2.
3.
4. etc

Source : Kementrian Pendidikan Nasional Direktorat Pembinaan SMA.





c.) Procedure of applying the take and give technique

There are steps that are needed to practice the take and give technique inferred by Kementrian Pendidikan Nasional Direktorat Pembinaan SMA :

- 1.) Prepare the classroom as usual.
- 2.) Explain the material which is appropriate with the competence wanted to be achieved.
- 3.) Give one card to each student to be learnt and momerized in order to master it, for about 5 minutes.
- 4.) All of the students are asked to stand up and find a partner to exchange information to each other. Each student has to write the name of his/her partner in their card.

- 5.) Do it continuously until each student can give and accept the material (take and give).
- 6.) Give a question to each student that is different from their card to evaluate their success in understanding the material.
- 7.) This strategy can be modified according to condition in the class.
- 8.) Conclusion.

2.2.3 General concept of Recount text

Writing is a method of representing language in visual. Writing skill is considered more difficult than another productive skill. Boardman & Frydenberg (1990:11) stated that writing is a continuous process of thinking and organizing, rethinking and reorganizing. Foong (1999) claims that learning to write is important and useful for language and rhetorical practice for communication, and as a discovery as well as cognitive process. Considering the meaning and vital influence of writing in language, of course writing is not a simple thing.

Boardman & Frydenberg (1990:11-30) in their book entitled *Writing to Communicate* explained that good writers go through six basic steps which can be repeated as many times as necessary which are : 1) assessing the assignment, 2) generating ideas, 3) organizing your Ideas, 4) writing the first draft, 5) rewriting, 6) writing the final draft. In spite of complexities, writing has proven to be able to give students such big advantages in terms of enhancing their language competence.

Writing has a purpose which is to communicate a message (Boardman & Fryden berg(1990:3). Therefore, we need to be sure the audience that we want to

address. Different addressee will affect the content and the style of the writing. Therefore, there are many kinds of products of writing . We usually call them as genre. Genre can be defined as a culturally specific text-type which result from using language (written or spoken) to (help) accomplish something. In short, genre carries many types of the text or paragraph

One paragraph learnt by students in school is recount text. Cogan (2006) confirms that recount text is written to retell event with the purpose of either informing or entertaining their audience or readers. The students are expected to express their ideas about the experience or last events fsocused to inform the readers. Gerot and Wignell (1994:194) stated that recount text it the text that retells events for the purpose of informing or entertaining. It tells an event or an experience happened in the past.

Since the ultimate purpose of writing is for communication, there should be a high awareness in auxiliary. However, there are still many auxiliary problems displayed by students in writing, in this case is writing recount text.

2.2.4 Action Research

2.2.4.1 Definition of Action Research

According to Wallace (1998:1), “Action research is a systematic collection and analysis of data relating to the improvement of some aspect of professional practice”.

Harmer (2001:344-345). According to him, “Action research is the name given to a series of procedures teachers can engage in, either because they wish to

improve aspects of their teaching, or because they wish to evaluate the success and/or appropriacy of certain activities and procedures.”

Another definition comes from Ferrance (2000:1) defines action research as “a process in which participants examine their own educational practice systematically and carefully, using the techniques of research”.

From those definitions, I can conclude that action research is a process in which a teacher examines his/her own educational practice systematically and carefully using the techniques of research, searches for the solution of certain problem faced by him/her in his/her classroom, implements the solution method in order to improve the quality of his/her teaching, and reflects the result of the implementation to plan further action.

2.2.4.2 Types of Action Research

There are four different types of action research depending upon the participants, they are : individual action research, collaborative action research, school-wide action research, and district-wide action research. (Ferrance, 2000:3-5)

Individual action research is done by individual teacher and focuses on a single issue in the classroom. Individual teacher research usually focuses on a single issue in the classroom. The teacher may be seeking solutions to problems of classroom management, instructional strategies, use of materials, or student learning. Teachers may have support of their supervisor or principal, an instructor for a course they are taking, or parents. (Ferrance, 2000:3)

Collaborative action research may include as few as two teachers or a group of several teachers and other is interested in addressing a classroom or department issue (Ferrance, 2000:4). Ferrance adds that “these teachers may be supported by individuals outside of the school, such as a university or community partner”.

School wide action research focuses on issues common to all, for example, a school may have a concern about lack of the parental involvement in activities, and is looking for a way to reach more parents to involve them in meaningful ways or the school may be looking to address its organizational and decision-making structures. Teams of staff from the school work together to narrow the question, gather and analyze the data, and decide on a plan of action (Ferrance, 2000:4).

District-wide research deals with bigger issues in district wide. It is conducted by larger number of people who are concerned to improve what needs to be improved. Ferrance (2000:5) states, “District-wide research is far more complex and utilizes more resources, but the rewards can be great. Issues can be organizational, community-based, performance-based, or processes for decision-making”.

From the explanation above, it can be concluded that there are four different types of action research: individual action research, collaborative action research, school-wide action research, and district-wide action research. The differentiation is based on the participants involved and the problems faced.

Individual action research involves one individual teacher facing problems in his/her own classroom, collaborative action research involves at least two teachers facing problems in one classroom or common problems shared by many classrooms, school-wide action research involves a school research team facing common issues in that school, and district-wide action research involves larger research team facing wider issues. This study tend to belong to collaborative action research because there is some people who are interested in addressing classroom issue.

2.2.4.3 Benefits of Action Research

Ferrance (2000:13) argues that “action research can bring many benefits for educators for a number of reasons”.

The first reason proposed by Ferrance (2000:13) is that teachers do action research with their own students in a setting with which the teacher is familiar, so that it helps to confer the relevance and validity to the research.

Second, action research builds teachers’ professionalism. Teachers who conduct action research will find the problem in their teaching and its solution. As a result, the teaching learning process will be more satisfactory. Ferrance (2000:14) states, “Through action research, teachers learn about themselves, their students, their colleagues, and can determine ways to continually improve.”

Third, working in action research teams fosters teacher to interact with their colleagues. Ferrance, (2000:14) states, “... by working in action research teams, teachers must describe their own teaching styles and strategies and share

their thoughts with others. As a team they examine various instructional strategies, learning activities, and curricular materials used in the classroom. Through these discussions with colleagues they develop stronger relationships.”

Fourth, Ferrance (2000:15) states that action research impacts school development:

“As teachers get into action research, they are more apt to look at questions that address school and district concerns rather than questions that affect the individual teacher. Development of priorities for school-wide planning and assessment efforts arise from inquiry with potential to motivate change for improvement’s sake.”

The fifth reason is that action research can serve as an opportunity for teachers to evaluate their own teaching. Ferrance (2000:15) states that teachers may investigate what effect their teaching is having on their students, how they could work better with other teachers, or ways of changing the whole school for the better.

Finally, team work within action research maintains communication between the members of the team and builds network.

From the explanation above, it can be concluded that conducting action research definitely bring many benefits: (1) It leads teachers to focus on overcoming problems of their own students in their own classroom, (2) it builds teachers’ professionalism, (3) it foster interaction between teachers and their colleagues, (4) it is potential to impact school development, and (5) it reflects on

teacher's own practice, and (6) it improves communications between researchers and builds network.

2.2.4.4 Steps of Action Research

There are many models of action research promoted by Kemmis & McTaggart. Burns (2010:7) cited that Kemmis & McTaggart's model of action research involves four broad phases in a cycle of research. They are planning, action, observation and reflection.

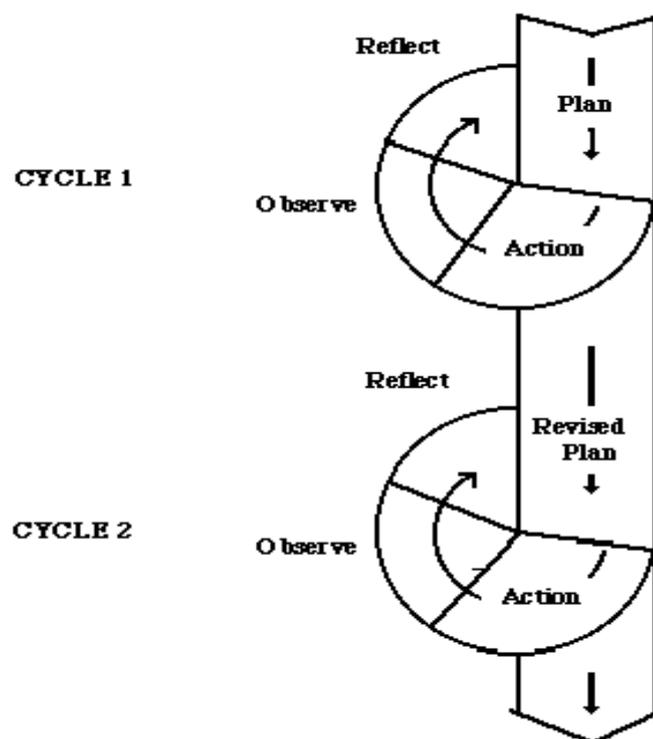


Figure 2.2 Cyclical Action Research Model Based on

Kemmis and McTaggart

From the picture above, it can be described that the first phase is planning. At this point, the researcher explains a problem and develops a plan of action to

improve what is already happening. Planning is conducted before starting the research.

Then, the second phase is acting. Acting means applying the plan into the real action in a class. In this section, the plan that has been planned is being implemented in this step. The treatment has been applied to the students. The purpose of this action is to reach a goal that there will be a change of students' achievement.

The third phase is observation, the researcher observes systematically the effects of the action and records anything that happens using the observation sheet. When observation is done, the researcher will reflect the learning process.

Finally, in the last phase is reflecting. In this phase, the researcher reflects on, evaluates, and describes the effects of the whole learning process by using the result of the observation. The purpose of this phase is to know whether a replan for the next treatment is needed or not.

In conclusion, in conducting action research, there are several cycles that need to be implemented. Therefore, a cycle of action research consists of four basic phases which have to be through by the researcher. They are (1) identifying problem and developing a plan, (2) putting the plan into the real action to improve what is already happening, (3) observing the effects of the action and records anything happens, and (4) reflecting on, evaluating, and describing the results of the action for the basis of further planning of the following cycle(s) to achieve more improvement.

2.3 Theoretical Framework

Many researchers have investigated many ways to improve students' skill in mastering auxiliary in writing recount text using various kinds of technique and media. There are still many undiscovered possible ways to improve students mastery of auxiliary to teach recount text. As Harmer (2001:51) stated, "The chances of success will be greatly enhanced if the students come to love the learning process." To make them enjoy, one thing that can be afforded by teachers is interesting technique which can create enjoyable learning conditions.

In this study, I chose take and give technique as the technique to improve students mastery of auxiliary in writing recount text. The reason why I chose it is because, based on previous studies and review of literature above, it can be seen that using various techniques can be effective and interesting in improving students mastery of auxiliary in writing recount text. Therefore, hopefully after learning auxiliary using that technique, they are expected to have a good writing in writing recount text.

CHAPTER III

METHOD OF INVESTIGATION

The third chapter discusses the method of investigation. It contains subjects of the study, Roles of the Researcher, Type of data, data of the study, Instruments for collecting data, procedures of collecting data, research instruments, procedures of analysing data, and research design.

3.1 Subject of the study

The subject of this research is the tenth graders of SMA N 1 Blora in the academic year of 2014/2015. The total numbers of subject involved in this research are 30 students consisting of 20 females and 10 males.

3.2 Roles of the Researcher

In this research, the researcher plays the role as teacher, data collector, and data analyzer. As a teacher, the researcher provides the materials, teaches the materials to the students, and tests the students' achievement. As a data collector, the researcher will collect the data obtained from observation, tests, and questionnaire. Finally, as a data analyzer, the researcher analyzes the collected data using certain formula.

3.3 Type of data

This study consists of quantitative and qualitative data, the quantitative data are from pretest and posttest score. The the qualitative data will be their students'

behavior during teaching and learning process. It is derived from observing their behavior using observation checklist and questionnaire.

3.4 Instrument for Collecting Data

According to Arikunto (2006:160), “instrument is a device used by the researcher while collecting data to make his/her work become easier and to get better result, complete, and systematic in order to make the data easy to process.” In this action research, researcher uses three instruments; they are test, observation checklist, and questionnaire. The tests will be pretest and posttest. In each test, the students will do the take and give technique to share information with their friends about auxiliary materials in writing recount text. Then, the students will be given some questions about the material, and finally the students will write recount text based on their understanding from the treatment.

While in the observation checklist, I will provide a note containing some indicators in students behavior, such as students’ response, students’ interest, students’ attention, students’ confidence, students’ activeness in answering the questions. If the students reach all of the indicators, a check mark (√) will be given to each indicator.

Then, a questionnaire is given to know the students’ opinion. It is open-ended questionnaire. In addition, the students can give their response and opinion toward the treatment. It will be given after the cycle 2.

3.5 Procedure of Collecting Data

Some steps will be held for collecting data. The data will be from three sources: tests, observation, and questionnaire. There are some tests will be given : they were Pre-tests and Post-tests. The Pre-tests are an Initial pre-test, Cycle 1 Pre-test and Cycle 2 Pre-test. All of those pre-test are conducted before the treatments are given. Then, the post-test are cycle 1 post-test, cycle 2 post-test and final post test. Meanwhile, final post-test is given after all test are conducted. It is done to know the improvement of the students' mastery of auxiliary in writing recount text. Each cycle consists of four phases. They are planning, acting, observing and reflecting in each cycle. The students' behaviour was recorded by using observation checklist. Observation in the form of behavior checklist functions to observe the students' behavior during the teaching learning process. It was conducted while the teaching and learning process was going on in Cycle 1 and Cycle 2. The data of observation will be collected during the teaching learning process. The questionnaires will be distributed to the students after the whole treatments. It will be used to find out information about the students' perceptions toward the use of take and give technique in mastering auxiliary in learning writing recount texts.

3.6 Research Instruments

The instruments in this study were tests, observation checklist, and questionnaire. Those were explained in detail below :

3.6.1 Test

There were six tests in this study. The tests were an Initial Pre-test, Pre-tests in Cycle 1 and Cycle 2, Post-tests in Cycle 1 and Cycle 2, and Final Post-test. In each test, the students were asked to write recount text.

3.6.1.1 Initial Pre-test

An Initial Pre-test was a test which was held before all cycles were conducted. In this test, the students were asked to write recount text with the theme “unpleasant experience” for 45 minutes.

3.6.1.2 Cycle 1 Pre-test

In this Cycle 1 Pre-test, the students were asked to write recount text with the same theme “unpleasant experience.” And then, the scores of Cycle 1 pre-test were compared to the score of Cycle 1 Post-test in order to find out the progress of the students’ mastery of auxiliary in writing recoun text.

3.6.1.3 Cycle 2 Pre-test

In this Cycle 2 pre-test, the students were asked to write recount text again with the different theme “unforgettable moment”. It was conducted before the treatment in Cycle 2 was given. Then, the result of the students score was compared to the students’ score of Cycle 2 Post-test.

3.6.1.4 Cycle 1 Post-test

In this Cycle 1 Post-test, the students were asked to write recount text with the same theme in cycle 1 pre-test. It was given after treatment was held.

3.6.1.5 Cycle 2 Post-test

In this Cycle 2 Post-test, the activity was same as the Cycle 1 Post-test. The students were asked to write recount text again with the same theme in cycle 2 pre-test. This test was given to measure the improvement of the students' mastery of auxiliary in writing recount text. If the students could reach the objective of the treatment, the Final Post-test could be conducted.

3.6.1.6 Final Post-test

In this Final Post-test, the students were asked to write recount text with the same them in initial pre-test. It was conducted after all cycles were done. It was used to find out the effect of giving the treatments in cycles 1 and 2.

3.6.1.7 Observation Checklist

The observation checklist consisted of five indicators. They were students' activeness, students' response, students' attention, students' confidence and students' interest. In this study, the data of students' behaviour were collected by making notes through an observation checklist and interpreted the result of that observation. And then, the scores of each indicator were devided into four categories; they were: 4= good, 3 = fair, 2 = poor, and 1 = very poor.

3.6.1.8 Questionnaire

Questionnaire containing a list of questions about the students' that consist of closed-ended questionnaire type with yes/no answer was used in this study. The questionnaire was given at the end of Cycle 2 Post-test.

3.7 Procedure of Analysing Data

There are three kinds of procedures of analysing data based on three instruments collected. They are the students' score, the students questionnaire answer, and the students' observation checklist.

1. The Students' Score

The students' scores are analyzed through some steps. First, after the students apply the take and give technique, they will write recount text. Then, I will give them some questions related to the material. Finally, I will give score for their works. The last is comparing the mean score between pretest and posttest. There are some criteria to measure the score. They are ; *organization, content, grammar, punctuation, spelling, and mechanics*, and *style and quality of expression* with the rate of 1-20 for each aspect.

3.1 Table of Scoring Technique of Writing Skills Based on Brown (2004: 244)

ASPECTS	SCORE	EXPLANATION
Organization : Introduction, body, and conclusion	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical

		but transactional expression may be absent or misused.
	14-12	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
Content	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
	17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
	14-12	Development of ideas not complete or essay is

		somewhat off the topic; paragraphs are not divided exactly right.
	11-6	Ideas complete; essay does not reflect careful thinking or was hurried written; in adequate effort in area of content.
	5-1	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.
Grammar	20-18	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences.
	17-15	Advanced proficiency in English grammar; some grammar problems do not influence communication; although the reader is aware of them; no fragments or run-on sentences.
	14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present.

	11-6	Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed, difficult to read sentences
	5-1	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure.
Punctuation, Spelling, and Mechanics	20-18	Correct use of English writing convention; left and right margins, all needed capital, paragraphs intended, punctuation and spelling; very neat.
	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	14-12	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	11-6	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers.
	5-1	Complete disregard for English writing convention;

		paper illegible; obvious capitals missing, no margins and severe spelling problems.
Style and quality of expression	20-18	Precise vocabulary usage; use of parallel structures; concise; register good
	17-15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	14-12	Some vocabulary misused; lack awareness off register; maybe too wordy.
	11-6	Poor expression of ideas; problems in vocabulary; lack variety of structure.
	5-1	Inappropriate use of vocabulary; no concepts of register or sentence variety.

After scoring the students writing, the average of students' score were counted using a formula taken from Tuckman (1978:250):

$$\text{The average of students' score} = \frac{\text{The total of the students' score}}{\text{The total number of students}}$$

Moreover, I classified the students' score based on the English minimum score (KKM = Kriteria Ketuntasan Minimal) of SMA N 1 Blora. Based on the minimum score, the tenth grade students of SMA N 1 Blora had to

achieve minimally 75 in English subject. The classification was put on the following table:

3.2 Table of Classification of Students' Score

Based on English Minimum Score of SMA N 1 Blora

Score	Frequency	Classification
< 75		Incomplete
75		Complete
> 75		Complete

2. The students' Questionnaire answer

The students questionnaire answer can also be analyzed by some steps. I will make list of students answer (yes or no). Then, I will count it using formula in percentage. The formula is sum of the students' answer (yes/no) is divided number of the students and multiplied one hundred percent. After that, I will also count the mean score. Finally, I will match mean score to the criteria.

This is a brief description how to calculate the Students' Questionnaire answer :

- a. Listing the students' answer using this table below.

The Students' Questionnaire Answer

Students Number	Students' Answer	
	Yes	No
1		
2		
...		

- b. Calculating sum of the students who answered 'yes' or 'no'.
c. Calculating the percentage of the students who answered 'yes' or 'no'
by using the following formula:

$$M = \frac{\Sigma S}{n} \times 100$$

in which,

P = percentage,

Σ = sum of the students who answered 'yes' or 'no', and

n = number of the students.

3. The students' observation Checklist

To analyze students' observation checklist, the thing to do is determining the criteria based on the indicators achieved. This will obtain 4 categories which are good, fair, poor, very poor. The methods in analyzing the students' observation checklist were described by these procedures :

- a. Students' checklist point was determined by using this following table.

3.3 Table of the Students' Observation Checklist

Student s' code	Indicators																			
	Students' activeness				Students' response				Students' attention				Students' confidence				Students' interest			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1									G											
2																				
...																				
30																				
Mean																				

- b. Calculating the mean point of each indicator by using this following formula.

$$MP = \frac{\sum P}{n};$$

in which,

MP = mean point,

ΣP = total point, and

n = number of students.

- c. Matching the mean of each indicator to the criteria below:

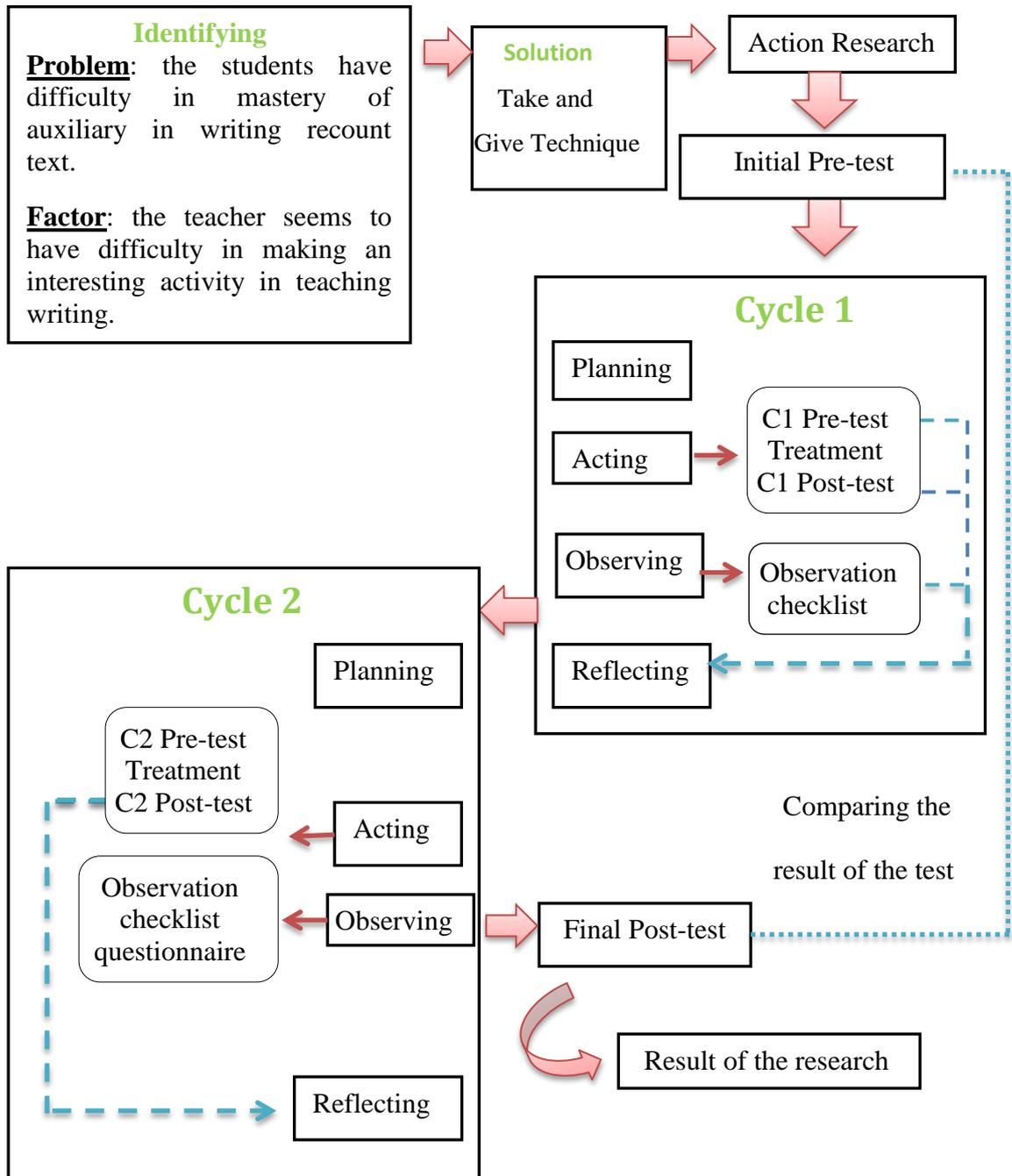
3.4 Table of The Criterion of Observation Checklist Assessment

Mean	Criterion
3.1- 4	Good
2.1- 3	Fair
1.1- 2	Poor
0.1-1	Very poor

3.8 Research Design

Research design of this study was a classroom action research that focused on an improvement of the students' mastery of auxiliary in writing recount text. The illustration of research design was described in the following figure.

Figure 3.1 Research Design of the Study



The design of this study started from identifying the problem in mastering auxiliary to learn writing. Then, Take and Give Technique was used to solve the problem in this research. To begin with, the students had to do an Initial Pre-test.

The Initial Pre-test was given to find out whether the students really had problem or difficulty in mastering auxiliary in writing recount text. If the result of the Initial Pre-test was not satisfying, the next activity was conducting spiral cycles which consisted of four steps: planning, action, observation, and reflection. All steps would be explained below.

3.8.1 Identifying Problem

This study focused on a problem which the students had in learning English. In fact, the students had a problem to mastery of auxiliary in writing recount text. This problem was caused by the teacher had difficulty in making an interesting activity in teaching auxiliary in writing recount text.

3.8.2 Initial Pre-test

An Initial Pre-test was conducted before both Cycle 1 and Cycle 2. In this step, the students were asked to write recount text with the theme “unpleasant experience” and collect their essays.

3.8.3 Cycle 1

Cycle 1 consisted of four steps: planning, acting, observing, and reflecting. They were described as the following.

3.8.3.1 Planning

At this stage, the instruments used in the teaching activities were prepared. They were the teaching materials, lesson plan, and media. The tools were laptop, a LCD projector and a camera.

3.8.3.2 Acting

There were three steps in this stage. They were Cycle 1 Pre-test, treatment, and Cycle 1 Post-test. They were described as follows.

3.8.3.2.1 Giving Cycle 1 Pre-test

Cycle 1 Pre-test was conducted before treatment. The purpose of giving Pre-test was to measure the students' initial ability in mastering auxiliary in writing recount text. They were asked to write recount text with the same theme "unpleasant experience".

3.8.3.2.2 Giving Treatment

In the Cycle 1 treatment, there was a sequence of activities. These activities were that:

1. the objective of the treatment was explained to the students;
2. Auxiliary and recount text were introduced to the students;
3. the use of Take and Give technique were practiced. was conducted;
4. Take and Give technique was conducted.

3.8.3.2.3 Giving Cycle 1 Post-test

Cycle 1 Post-test was given to the students after the treatment was conducted. The test which were tested in the Cycle 1 Pre-test were tested again in this Post-test with the same theme "unpleasant experience". The result of this Cycle 1 Post-test was compared with the Cycle 1 Pre-test result to find out the students' writing improvement in the Cycle 1.

3.8.3.2.4 Observing

I filled out the observation checklist by observing while the teaching and learning process was going on. It was aimed to measure the students' behaviour.

3.8.3.2.5 Reflecting

I analyzed the result of Pre-test, Post-test, and observation in Cycle 1 in this stage. Those results were used to decide whether I should move to Cycle 2 or gave an additional treatment for those who failed in the Cycle 1 Post-test.

3.8.4 Cycle 2

Most of the activities in Cycle 2 were similar to those in Cycle 1 but in the cycle 2, I asked them to write recount text with the different theme "unforgettable moment". Then, at the observation stage, the students' response was collected by filling out the observation checklist. The results of those tests and observation checklist became the reflection to decide whether or not an additional treatment should be given to several students who got low scores in Cycle 2 Post-test. If all of the students passed the Cycle 2 Post-test, another cycle was not needed and the Final Post-test could be conducted.

3.8.5 Final Post-test

The Final Post-test was given after all cycles were conducted. In this stage, I asked them to write recount text again with the same theme in Initial pre-test. Then, the scores of the Initial Pre-test and the scores of Final Post-test were compared in order to observe students' progress in mastering auxiliary in writing recount text. The comparison results of those tests became the general evaluation

of this research. If the score of the Final Post-test was higher than the result of Initial Pre-test, it could be concluded that there was an improvement of the students' mastery of auxiliary in writing recount textnafter the treatments were given and applied.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents about conclusions and suggestions. Conclusion is drawn based on the findings and discussions of the previous chapter.

5.1 Conclusion

Based on the data analysis, it can be concluded that there are some problems that the student faced. The first problem is that when the students were asked to write recount text. They found it difficult to write a series of sentences in past form, especially the use of “tobe”. Then, the second problem is when I saw that the teacher used a traditional technique that made the students less interested in paying attention to her. The problem dealing with auxiliary was also found when the English subject was conducted after the Mathematics subject. It made the students feel bored and tired to follow the next lesson. The language class was located on the second floor and on the corner of the other classes. The class became noisy and not conducive.

Therefore, a technique which is appropriate with the condition of the class is take and give technique. Take and give technique can be implemented in mastering auxiliary in writing recount text by giving them auxiliaries that appears in writing recount text. The implementation of Take and Give Technique improves the students’ understanding in using auxiliary in writing recount text appropriately. It can be seen from the students writing in final post test that was

better than initial pre-test and after practicing two cycles. The score of the students' that had been improved. The score of initial pre-test was 64.23 and the final post test was 80.7. The improvement is quite significant. The technique was easy to be applied in teaching writing to senior high school students. Moreover, the use of Take and Give Technique in teaching writing allows the students to work together in group and leave the conventional teaching method. The technique is very effective for students in writing recount text because it makes the teaching learning process more fun and the students will not feel bored. This technique makes the use of auxiliary more understandable. So that it leads to a better quality of the writing product.

Besides, the students' attitude which were recorded through the observation checklists also improved. From the result of the questionnaire, it can be concluded that the students seem interested in using the Take and Give Technique to improve their ability in mastering auxiliary in writing recount text. Most of them agreed that the Take and Give Technique help them to improve in mastering auxiliary in writing recount text.

5.2 Suggestion

Among the four language skills, writing is considered to be the most difficult skill to acquire. Teacher often keep trying to find effective ways to help the students to be interested in learning writing. So that the teacher is challenged to be active and creative, for example in giving them a good technique and more examples. Teacher should choose the best technique that can motivate the students and make them feel fun in learning writing, especially in writing recount text. For the next

researcher, the result of this research is hoped to give benefit for teachers to improve techniques and strategies in writing learning program. It is expected to be a kind of evaluations for teachers who frequently use monotonous way in teaching learning process. This research still has some weaknesses. Thus, I suggest that the next researchers be more creative in applying many techniques in teaching writing.

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APPENDIX 1

List of the Subjects of the Study

No	Student's code
1	S-1
2	S-2
3	S-3
4	S-4
5	S-5
6	S-6
7	S-7
8	S-8
9	S-9
10	S-10
11	S-11
12	S-12
13	S-13
14	S-14
15	S-15
16	S-16
17	S-17
18	S-18
19	S-19
20	S-20
21	S-21
22	S-22
23	S-23
24	S-24
25	S-25
26	S-26
27	S-27
28	S-28
29	S-29
30	S-30

APPENDIX 2

LESSON PLAN of Cycle 1

School : SMA N 1 Blora

Subjects : English

Class/smt : X/2

Skill : Writing

Material : Recount Text

Time Allotment : 2 X60 Minutes

I. STANDARD OF COMPETENCE

11. Menangkap makna dalam teks recount lisan dan tulis sederhana.

II. BASIC COMPETENCE

12.2. Menyusun teks recount lisan dan tulis sederhana tentang pengalaman /kegiatan /kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

III. INDICATORS

1. Knowing the form of pas tense.
2. Translating sentences in bahasa into English in form of past tense.
3. Knowing the type of auxiliaries.
4. Knowing the auxiliary in past form.
5. Analyzing the social function, generic structure and language features of recount text.
6. Identifying the information in a recount text.

IV. LEARNING OBJECTIVES

At the end of study,

1. Students are able to know the form of past tense.
2. Students are able to know the type of auxiliaries
3. Students are able to know the auxiliary in past form.
4. Students are able to translate sentences in bahasa into English in form of past tense.
5. Students are able to analyze the social function, generic structure and language features of recount text.
6. Students are able to identify the information in a recount text.

V. CHARACTER BUILDING

1. Discipline
2. Self confidence

VI. LEARNING MATERIALS

1. Past tense.
2. Auxiliary.
3. Recount text.

VII. LEARNING TECHNIQUE

1. Lecturing
2. Take and Give Technique
3. Question and answer

VIII. SOURCES/MEDIA

1. Internet
2. Laptop
3. Cards

4. The students' worksheet

IX. LEARNING ACTIVITIES

- Opening

Learning Activities	Time (minute)
1. Teacher greets the students ,checks the attendance list and asks the students condition.	10'
2. The teacher gives a motivation in order to interact the students.	
3. The teacher mentions the objectives of the study.	
4. Students respond the question and explanation given by teacher related to the material that will be given.	

- Main activities

Teacher's Activities	Students' Activities	Time (Minute)
1. Teacher explains about past tense form.	1. Students are listening to teacher's explanation about past tense form.	95'
2. Teacher gives example of past tense form.	2. Students pay attention to the example given by the teacher	
3. Teacher asks the students to translate some bahasa sentences into English by using past tense.	3. Students translate some bahasa sentences into English by using past tense.	
4. The teacher gives exercise to students about auxiliary in recount text.	4. Students do the exercise	
5. Teacher asks the students to find auxiliary in recount text's example that were given.	5. Students trt to find auxiliary in recount text that were given by the teacher.	
6. Teacher devides the students into group of four.	6. Students make group of four.	
7. Teacher gives the questions by using Take and Give technique.	7. Students answer the questions.	
8. Teacher asks the students to write recount text based on the	8. Students write recount text based on the theme that is	

theme that is given	given.
9. Teacher collects the students' worksheet	9. Students give their work to the teacher

- Closing

Activities	Time (Minute)
1. Teacher asks the students whether or not they have difficulty and the students listen to the teacher's evaluation	15'
2. Students tell what they have learned and teachers give conclusion of the material	
3. Teacher mentions the materials for the next meeting.	
4. Students answer teacher's greeting.	

Blora,

Imaniar Pratiwi

LAMPIRAN

Learning materials:

The Simple Past is a form of the verb that shows the action happened in the past.

Simple Past Tense

A recount text mainly uses Simple Past Tense :

a) (+) **S + V2 + O**

I (S)+grabbed(V2)+my trousers pocket (O)

b) (-) **S + did not+ V1 + O**

I(S)+**did not**+grab(V1)+my trousers pocket(O)

c) (?) **Did + S + V1 + O+?**

Did+you(S)+grab (V1)+your trouserspocket (O) ?

Actions that happened in the past

(The verbs are in **bold**)

Taufik **broke** her table last week.

Last month he **had** only one candle on the cake.

Novi **was** very dirty 30 minutes ago.

Heni **asked** for a kiss.

My nephew **played** and he **lost**.

Dara **worked** very hard for this examination.

Examples of Typical Time Expressions

- Last year
- an hour ago
- yesterday
- last week
- last month
- 2 years ago
- last Monday
- in 1974
- when I was young

(<http://www.really-learn-english.com/simple-past.html>)

A. What is recount?

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened.

B. Generic structure

1. Orientation: tells who was involved, what happened, where the events took place, and when it happened.
2. Events: tell what happened and in what sequence.
3. Reorientation: consists of optional-closure of events/ending.

Language Features in recount:

- Introducing personal participant: I, my group, etc
- Using chronological connection: then, first, etc
- Using linking verb: was, were, saw, heard, etc

- Using action verb: look, go, change, etc
- Using simple past tense

APPENDIX 3

LESSON PLAN of Cycle 2

School : SMA N 1 Blora

Subjects : English

Class/smt : X/2

Skill : Writing

Material : Recount Text

Time Allotment : 2 X45 Minutes

II. STANDARD OF COMPETENCE

12. Menangkap makna dalam teks recount lisan dan tulis sederhana.

II. BASIC COMPETENCE

12.2. Menyusun teks recount lisan dan tulis sederhana tentang pengalaman /kegiatan /kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

III. INDICATORS

1. Knowing the form of pas tense.
2. Translating sentences in bahasa into English in form of past tense.
3. Knowing the type of auxiliaries.
4. Knowing the auxiliary in past form.
5. Analyzing the social function, generic structure and language features of recount text.
6. Identifying the information in a recount text.

IV. LEARNING OBJECTIVE

At the end of study,

- Students are able to make own recount text by applying Take and Give technique.

V. CHARACTER BUILDING

1. Self confidence
2. Respect each other

VI. LEARNING MATERIALS

1. Recount text
2. Auxiliary

VII. METHODS

1. Lecturing
2. Take and Give Technique
3. Auxiliary
4. Recount text

VIII. SOURCES/MEDIA

1. Internet
2. Laptop
3. Cards
4. The students' worksheet

IX. LEARNING ACTIVITIES

- Opening

Learning Activities	Time (minute)
1. Students respond the teacher's greeting and	10'

checking attendance.	
2. The teacher gives motivation in order to interact the students.	
3. The teacher mentions the objectives of the study.	
4. Students respond the question and explanation given by teacher related to the material that will be given.	

- Main activities

Teacher's Activities	Students' Activities	Time (Minute)
1. Teacher explains about recount text at glance.	1. Students are listening to teacher's explanation about recount text at glance.	95'
2. Teacher asks the students to make group of four.	2. Students are making group of four.	
3. Teacher gives one card to each student.	3. Students memorize the material in this card.	
4. Teacher controls the condition of the class when the take and give technique is applied.	4. Students stand up and find a partner to exchange information to each other. (Take and Give)	
5. Teacher asks the students to write recount text after applying the Take and Give technique based on the theme that is given.	5. Students write recount text based on the theme that is given after applying Take and Give technique.	
6. Teacher collects the students' worksheet.	6. Students give their work to the teacher	

- Closing

Activities	Time (Minute)
5. Teacher asks the students whether or not they have difficulty and the students listen to the teacher's evaluation	15'
6. Students tell what they have learned and teachers give conclusion of the material	
7. Teacher mentions the materials for the next meeting.	
8. Students answer teacher's greeting.	

APPENDIX 4

Instrument of Initial Pre-test

1.) EXERCISE

Name :
Student Number :

My life was My Adventure

I ...(1) (am/was) one of students who interests an adventure. It ...(2) (would/could) be seen from the extracurricular that I took in my school, for the example hiking. I really interested in doing hiking especially to reach the top of a mountain. Even though I ...(3) (had/did) not reach yet the top of a mountain, but I had passion on it. I like hiking, it ...(4) (was/were) because I ...(5) (could/were) test my adrenalin. It made me more realized how beautiful the creation of God ...(6) (was/were).

In testing my adrenalin, I ...(7) (could/did) any competition that was held by my school. One day, I followed one of competitions that ...(8) (was/were) held by my school. It...(9) (is/was) climbing Ungaran mountain. This competition ...(10) (was/were) followed by many participants. Before starting this competition, there ...(11) (was/were) some preparation that ...(12) (was/were) be prepared by committee. For the example, they checked all participants' health. This checking had function to identify whether the participants ...(13) (was/were) suitable to follow this competition or not. Besides, the committee also prepared some medicine, doctors, and safety tools to climb the mountain.

After finishing all requirements above, I ...(14) (was/were) thankful to God. It ...(15) (was/were) because I ...(16) (could/would) follow the competition without any meaningful obstacle. Based on the result of the health check, my body...(17) (is/was) so good. So I ...(18) (was/were) ready to follow the competition. I ...(19) (was/would) try to get number one of the competition.

At 10.00 o'clock, the competition ...(20) (was/were) started. In the beginning of this competition, there ...(21) (was/were) no meaningful obstacle. Everything worked well. The time showed at 10:30, suddenly there ...(22)

(was/were) accident that happened to one of the participants. I ...(23) (was/were) shocked to see it. The name of the participants ...(23) (is/was) Andi. His hand-grip toward the mountain side got loose. That condition made him ...(24) (had/could) not maintain himself. Then, two expert climbers helped him. He ...(25) (was/were) saving. The competition ...(26) (is/was) ended at 13:00 o'clock and I ...(27) (was/were) the 1st winner. I ...(28) (was/were) so happy. It...(29) (was/were) the greatest thing that ever happened to me in my life.

2.) TEST

School : SMA N 1 Blora

Grade : X

Subject : English (Recount text)

Date :

Instruction:

7. Write down your name and your number on the answer sheet!
8. Make a recount text based on a theme "Unpleasant Experience".
9. Use auxiliary verbs in your sentences correctly.
10. You have 45 minutes to do the test.
11. Your writing must be original.

APPENDIX 5

Instrument of Cycle 1 Pre-test

School : SMA N 1 Blora

Grade : X

Subject : English (Recount text)

Date :

Instruction:

1. Write down your name and your number on the answer sheet!
2. Make a recount text based on a theme "Unpleasant Experience".
3. Use auxiliary verbs in your sentences correctly.
4. You have 45 minutes to do the test.
5. Your writing must be original.

APPENDIX 6

Instrument of Cycle 1 Post-test

School : SMA N 1 Blora

Grade : X

Subject : English (Recount text)

Date :

Instruction:

1. Write down your name and your number on the answer sheet!
2. Make a recount text based on a theme “Unforgettable Moment”.
3. Use auxiliary verbs in your sentences correctly.
4. You have 45 minutes to do the test.
5. Your writing must be original.

APPENDIX 7

Instrument of Cycle 2 Pre-test

School : SMA N 1 Blora

Grade : X

Subject : English (Recount text)

Date :

Instruction:

1. Write down your name and your number on the answer sheet!
2. Make a recount text based on a theme "Unpleasant Experience".
3. Use auxiliary verbs in your sentences correctly.
4. You have 45 minutes to do the test.
5. Your writing must be original.

APPENDIX 8

Instrument of Cycle 2 Post-test

School : SMA N 1 Blora

Grade : X

Subject : English (Recount text)

Date :

Instruction:

1. Write down your name and your number on the answer sheet!
2. Make a recount text based on a theme "Unforgettable Moment".
3. Use auxiliary verbs in your sentences correctly.
4. You have 45 minutes to do the test.
5. Your writing must be original.

APPENDIX 9

Instrument of Final Post-test

School : SMA N 1 Blora

Grade : X

Subject : English (Recount text)

Date :

Instruction:

1. Write down your name and your number on the answer sheet!
2. Make a recount text based on a theme "Unpleasant Experience".
3. Use auxiliary verbs in your sentences correctly.
4. You have 45 minutes to do the test.
5. Your writing must be original.

APPENDIX 10

Table of the Students' Observation Checklist

Student s' code	Indicators																			
	Students' activeness				Students' response				Students' attention				Students' confidence				Students' interest			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
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27																			
28																			
29																			
30																			
Mean																			

APPENDIX 11

Table. 4.5 The result of cycle 1 Observation Checklist

Indicators	Total point	Mean point	Criteria
Activeness	70	2.33	Fair
Response	100	3.33	Good
Attention	96	3.20	Good
Confidence	84	2.80	Fair
Interest	80	2.66	Fair

APPENDIX 12

Questionnaire

Nama :

No. Absen :

Tanggal :

Jawablah setiap pertanyaan berikut dengan memberi tanda cek (√) pada salah satu pilihan yang sesuai dengan pilihan jawaban anda.

- | | Ya | Tidak |
|--|--------------------------|--------------------------|
| 1. Apakah anda menyukai pembelajaran auxiliary dalam Menulis teks recount dengan menggunakan teknik Take and Give? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Apakah pembelajaran auxiliary dengan menggunakan teknik take and give meningkatkan motivasi anda dalam mengikuti proses pembelajaran? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Apakah pembelajaran auxiliary dengan menggunakan teknik Take and Give membantu anda dalam memahami auxiliary? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Apakah penguasaan auxiliary anda bertambah setelah mengikuti pembelajaran menggunakan teknik Take and Give? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Apakah pembelajaran auxiliary dengan teknik Take and Give meningkatkan keterampilan anda dalam menulis teks recount? | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX 13

Students' Questionnaire Result

First sample :

	Questionnaire	
Nama	: Reza Prabella	
No. Absen	: 23	
Tanggal	: 26-11-2019	
<p>Jawablah setiap pertanyaan berikut dengan memberi tanda cek (✓) pada salah satu pilihan yang sesuai dengan pilihan jawaban anda.</p>		
	Ya	Tidak
1. Apakah anda menyukai pembelajaran auxiliary dalam Menulis teks recount dengan menggunakan teknik Take and Give?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Apakah pembelajaran auxiliary dengan menggunakan teknik take and give meningkatkan motivasi anda dalam mengikuti proses pembelajaran?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Apakah pembelajaran auxiliary dengan menggunakan teknik Take and Give membantu anda dalam memahami auxiliary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Apakah penguasaan auxiliary anda bertambah setelah mengikuti pembelajaran menggunakan teknik Take and Give?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Apakah pembelajaran auxiliary dengan teknik Take and Give meningkatkan keterampilan anda dalam menulis teks recount?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Second sample :

Questionnaire

Nama : Bobby Kurni Awan
No. Absen : 09
Tanggal : 26 November 2014.

Jawablah setiap pertanyaan berikut dengan memberi tanda cek (✓) pada salah satu pilihan yang sesuai dengan pilihan jawaban anda.

	Ya	Tidak
1. Apakah anda menyukai pembelajaran auxiliary dalam Menulis teks recount dengan menggunakan teknik Take and Give?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Apakah pembelajaran auxiliary dengan menggunakan teknik take and give meningkatkan motivasi anda dalam mengikuti proses pembelajaran?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Apakah pembelajaran auxiliary dengan menggunakan teknik Take and Give membantu anda dalam memahami auxiliary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Apakah penguasaan auxiliary anda bertambah setelah mengikuti pembelajaran menggunakan teknik Take and Give?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Apakah pembelajaran auxiliary dengan teknik Take and Give meningkatkan keterampilan anda dalam menulis teks recount?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Third sample :

Questionnaire

Nama : Gian Dwi P.
No. Absen : 11
Tanggal : 26 November 2014

Jawablah setiap pertanyaan berikut dengan memberi tanda cek (✓) pada salah satu pilihan yang sesuai dengan pilihan jawaban anda.

	Ya	Tidak
1. Apakah anda menyukai pembelajaran auxiliary dalam Menulis teks recount dengan menggunakan teknik Take and Give?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Apakah pembelajaran auxiliary dengan menggunakan teknik take and give meningkatkan motivasi anda dalam mengikuti proses pembelajaran?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Apakah pembelajaran auxiliary dengan menggunakan teknik Take and Give membantu anda dalam memahami auxiliary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Apakah penguasaan auxiliary anda bertambah setelah mengikuti pembelajaran menggunakan teknik Take and Give?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Apakah pembelajaran auxiliary dengan teknik Take and Give meningkatkan keterampilan anda dalam menulis teks recount?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Fourth sample :

Questionnaire

Nama : Agus Sugeng P
No. Absen : 01
Tanggal : 26 November 2014.

Jawablah setiap pertanyaan berikut dengan memberi tanda cek (✓) pada salah satu pilihan yang sesuai dengan pilihan jawaban anda.

	Ya	Tidak
1. Apakah anda menyukai pembelajaran auxiliary dalam Menulis teks recount dengan menggunakan teknik Take and Give?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Apakah pembelajaran auxiliary dengan menggunakan teknik take and give meningkatkan motivasi anda dalam mengikuti proses pembelajaran?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Apakah pembelajaran auxiliary dengan menggunakan teknik Take and Give membantu anda dalam memahami auxiliary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Apakah penguasaan auxiliary anda bertambah setelah mengikuti pembelajaran menggunakan teknik Take and Give?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Apakah pembelajaran auxiliary dengan teknik Take and Give meningkatkan keterampilan anda dalam menulis teks recount?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Fifth sample :

Questionnaire

Nama : Elfara Y.
No. Absen : 8
Tanggal : 26 Nopember 2024

Jawablah setiap pertanyaan berikut dengan memberi tanda cek (√) pada salah satu pilihan yang sesuai dengan pilihan jawaban anda.

	Ya	Tidak
1. Apakah anda menyukai pembelajaran auxiliary dalam Menulis teks recount dengan menggunakan teknik Take and Give?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Apakah pembelajaran auxiliary dengan menggunakan teknik take and give meningkatkan motivasi anda dalam mengikuti proses pembelajaran?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Apakah pembelajaran auxiliary dengan menggunakan teknik Take and Give membantu anda dalam memahami auxiliary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Apakah penguasaan auxiliary anda bertambah setelah mengikuti pembelajaran menggunakan teknik Take and Give?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Apakah pembelajaran auxiliary dengan teknik Take and Give meningkatkan keterampilan anda dalam menulis teks recount?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

APPENDIX 14

The Result of Questionnaire

Students' Code	Indicator				
	1	2	3	4	5
S-1	Yes	Yes	Yes	Yes	Yes
S-2	Yes	Yes	Yes	Yes	Yes
S-3	Yes	Yes	Yes	Yes	Yes
S-4	Yes	Yes	Yes	Yes	Yes
S-5	Yes	Yes	Yes	Yes	Yes
S-6	Yes	Yes	Yes	Yes	Yes
S-7	Yes	Yes	Yes	Yes	Yes
S-8	Yes	Yes	Yes	Yes	Yes
S-9	Yes	Yes	Yes	Yes	Yes
S-10	Yes	Yes	Yes	Yes	Yes
S-11	Yes	Yes	Yes	Yes	Yes
S-12	Yes	Yes	Yes	Yes	Yes
S-13	Yes	Yes	Yes	Yes	Yes
S-14	Yes	Yes	No	Yes	Yes
S-15	Yes	Yes	Yes	Yes	No
S-16	Yes	Yes	Yes	No	Yes
S-17	No	Yes	Yes	Yes	Yes
S-18	Yes	Yes	Yes	Yes	No
S-19	Yes	Yes	Yes	Yes	Yes
S-20	Yes	Yes	Yes	Yes	Yes
S-21	Yes	Yes	Yes	Yes	Yes
S-22	Yes	Yes	Yes	Yes	Yes
S-23	Yes	Yes	No	Yes	Yes
S-24	Yes	Yes	Yes	Yes	Yes
S-25	Yes	Yes	Yes	Yes	Yes
S-26	Yes	Yes	Yes	Yes	Yes
S-27	Yes	Yes	Yes	Yes	Yes
S-28	Yes	Yes	Yes	Yes	Yes
S-29	Yes	Yes	Yes	Yes	No
S-30	Yes	Yes	Yes	Yes	Yes
Positive	29	30	28	29	27

answer					
Negative answer	1	0	2	1	3

Percentage of Students' Questionnaire Result

No.	Question Number	Yes		No	
		Σ	P	Σ	P
1.	1	29	96.6%	1	3.3%
2.	2	30	100%	-	-
3.	3	28	93.3%	2	6.6%
4.	4	29	96.6%	1	3.3%
5.	5	27	90%	3	10%

APPENDIX 15

Research Documentations



Teacher explained the material which is appropriate with the competence wanted to be achieved





Students asked to listen the teacher's explanation about auxiliary and recount text



Teacher gave one card to each student to be learnt and momerized in order to master it, for about 5 minutes.



All of the students are asked to stand up and find a partner to exchange information to each other



Each student had to write the name of his/her partner in their card

APPENDIX 16

The result of Initial Pre-test

Intitial Pre-test		
No	Students' Code	Score
1	S-1	58
2	S-2	50
3	S-3	50
4	S-4	50
5	S-5	63
6	S-6	63
7	S-7	58
8	S-8	76
9	S-9	76
10	S-10	50
11	S-11	67
12	S-12	58
13	S-13	58
14	S-14	76
15	S-15	50
16	S-16	76
17	S-17	67
18	S-18	67

19	S-19	76
20	S-20	67
21	S-21	63
22	S-22	76
23	S-23	58
24	S-24	63
25	S-25	76
26	S-26	67
27	S-27	58
28	S-28	67
29	S-29	67
30	S-30	76
Total		1927
Mean		64.23

APPENDIX 17

The result of Cycle 1 Pre-test

Cycle 1 Pre-test		
No	Students' Code	Score
1	S-1	77
2	S-2	63
3	S-3	77
4	S-4	50
5	S-5	76
6	S-6	63
7	S-7	77
8	S-8	58
9	S-9	50
10	S-10	58
11	S-11	67
12	S-12	73
13	S-13	73
14	S-14	50
15	S-15	67
16	S-16	76
17	S-17	73
18	S-18	67

19	S-19	77
20	S-20	67
21	S-21	63
22	S-22	73
23	S-23	63
24	S-24	63
25	S-25	67
26	S-26	76
27	S-27	50
28	S-28	63
29	S-29	76
30	S-30	73
Total		2006
Mean		66.86

APPENDIX 18

The result of Cycle 1 Post-test

Cycle 1 Post-test		
No	Students' Code	Score
1	S-1	63
2	S-2	77
3	S-3	77
4	S-4	58
5	S-5	77
6	S-6	76
7	S-7	73
8	S-8	73
9	S-9	63
10	S-10	77
11	S-11	73
12	S-12	68
13	S-13	76
14	S-14	76
15	S-15	73
16	S-16	73
17	S-17	76
18	S-18	77

19	S-19	77
20	S-20	76
21	S-21	68
22	S-22	73
23	S-23	68
24	S-24	68
25	S-25	67
26	S-26	77
27	S-27	63
28	S-28	73
29	S-29	77
30	S-30	73
Total		2166
Mean		72.2

APPENDIX 19

The result of Cycle 2 Pre-test

Cycle 2 Pre-test		
No	Students' Code	Score
1	S-1	67
2	S-2	70
3	S-3	75
4	S-4	63
5	S-5	75
6	S-6	58
7	S-7	58
8	S-8	79
9	S-9	67
10	S-10	67
11	S-11	58
12	S-12	63
13	S-13	70
14	S-14	58
15	S-15	70
16	S-16	70
17	S-17	79
18	S-18	67

19	S-19	63
20	S-20	67
21	S-21	70
22	S-22	70
23	S-23	75
24	S-24	79
25	S-25	63
26	S-26	75
27	S-27	79
28	S-28	75
29	S-29	75
30	S-30	79
Total		2084
Mean		69.46

APPENDIX 20

The result of Cycle 2 Post-test

Cycle 2 Post-test		
No	Students' Code	Score
1	S-1	83
2	S-2	75
3	S-3	63
4	S-4	70
5	S-5	70
6	S-6	75
7	S-7	83
8	S-8	83
9	S-9	68
10	S-10	65
11	S-11	63
12	S-12	65
13	S-13	70
14	S-14	65
15	S-15	83
16	S-16	75
17	S-17	70

18	S-18	65
19	S-19	75
20	S-20	63
21	S-21	68
22	S-22	70
23	S-23	75
24	S-24	83
25	S-25	75
26	S-26	75
27	S-27	68
28	S-28	83
29	S-29	65
30	S-30	83
Total		2174
Mean		72.46

APPENDIX 21

The result of Final Post-test

Final Post-test		
No	Students' Code	Score
1	S-1	72
2	S-2	75
3	S-3	80
4	S-4	72
5	S-5	80
6	S-6	75
7	S-7	80
8	S-8	88
9	S-9	80
10	S-10	75
11	S-11	72
12	S-12	85
13	S-13	78
14	S-14	80
15	S-15	85
16	S-16	75
17	S-17	88

18	S-18	80
19	S-19	85
20	S-20	88
21	S-21	85
22	S-22	88
23	S-23	78
24	S-24	78
25	S-25	85
26	S-26	88
27	S-27	88
28	S-28	78
29	S-29	88
30	S-30	72
Total		2421
Mean		80.7

APPENDIX 22

Official Letter

 **PEMERINTAH KABUPATEN BLORA**
DINAS PENDIDIKAN PEMUDA DAN OLAMHRAGA
SMA NEGERI 1 BLORA
Jl. Tentara Pelajar 21 Telp. (0296) 531152 Blora, Fax (0296) 531152
E-mail : www.sma1blora@yahoo.co.id Website : www.smansablora.sch.id



SURAT KETERANGAN
Nomor : 422/744/2014

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Blora :

Nama : **Drs. SUDARMANTO**
NIP : 19600721 198703 1 005
Pangkat/Gol. Ruang : Pembina, IV/a
Jabatan : Kepala SMA Negeri 1 Blora

menerangkan bahwa :

Nama : IMANIAR PRATIWI
NIM : 2201410080
Prodi/jurusan : S.1 Pendidikan Bahasa Inggris
Fakultas/Universitas : Universitas Negeri Semarang

telah mengadakan Penelitian dalam rangka penyusunan skripsi di SMA Negeri 1 Blora dengan judul " **The Effectiveness of Take and Give Techique to Improve Students Mastery of Auxiliary in Writing Recount Text**".

Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk dapat dipergunakan sebagaimana mestinya .

Blora, 25 Nopember 2014

Kepala Sekolah,



Drs. SUDARMANTO
NIP 19600721 198703 1 005