THE USE OF *MAKE UP THE STORY PUZZLE*

TO IMPROVE STUDENTS' MASTERY OF

WRITING RECOUNT TEXT

**Experimental Study of Year Eight Students of SMP N 3 Batang
in Academic Year of 2014/2015**

a final project
submitted in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan in English

by
Muhammad Yudi Nugroho
2201410144

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY
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APPROVAL

This final project has been approved by the board of examiners of English Department of Faculty of Languages and Arts of Semarang State University on January 23, 2015

Board of Examiners

1. Chairman:
   Drs. Syahrul Syah Sinaga, M.Hum.
   NIP. 196408041991021001

2. Secretary:
   Dr. Rudi Hartono, M.Hum.
   NIP. 196909072002121001

3. First Examiner:
   Dr. Abdurrachman Faridi, M.Pd.
   NIP. 195301121990021001

4. Second Examiner:
   Yuliati, S.Pd., M.Pd., M.Ed.
   NIP. 198607022012122001

5. Third Examiner / First Advisor
   Drs. Amir Sisbiyanto, M.Hum.
   NIP. 195407281983031002
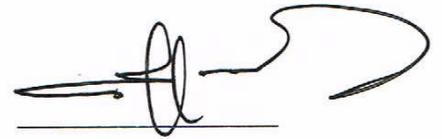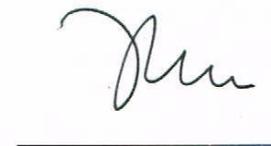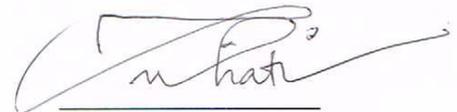
Approved by,
Dean of Faculty of Languages and Art

Prof. Dr. Agus Nuryatin, M.Hum.
NIP. 196008031989011001

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PERNYATAAN

Dengan ini saya:

     Nama   : Muhammad Yudi Nugroho
     NIM   : 2201410144
     Prodi/Jurusan   : Pendidikan Bahasa Inggris / Bahasa dan Sastra
Inggris

Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa skripsi/tugas akhir/final project yang berjudul:

THE USE OF *MAKE UP THE STORY PUZZLE* TO IMPROVE STUDENTS' MASTERY OF WRITING RECOUNT TEXT
(Experimental Study of Year Eight Students of SMP N 3 Batang in Academic Year of 2014/2015)

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri, yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, dan pemaparan/ujian. Semua kutipan, baik yang langsung maupun yang tidak langsung, baik yang dari sumber kepustakaan, wahana elektronik, wawancara langsung, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/final project ini membubuhkan tanda tangan sebagai tanda keabsahan, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima sanksi yang dijatuhkan.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

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Yang membuat pernyataan
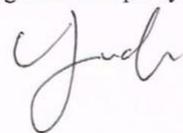
MUHAMMAD YUDI N.

2201410144

"Hard Work Never Lies"

ABSTRACT

Nugroho, Muhammad Yudi .2015. *The use of Make up the Story Puzzle to Improve Students' Mastery of Writing Recount Text*: Experimental Study of Year Eight Students of SMP N 3 Batang in Academic Year of 2014/2015. Final Project, English Education Program, Semarang State University.

Key Words: *Make up the Story Puzzle*, Writing Recount Text, Year Eight Students

The final project is about the use of *Make up the Story Puzzle* in improving students' mastery of writing recount text. The objectives of the study are to describe how *Make up the Story Puzzle* can be applied in teaching learning process in improving year eight students' mastery of writing recount text, and find out whether or not *Make up the Story Puzzle* gives significant improvements in students' mastery of writing recount text.

The subject of the study is year eight students of SMP N 3 Batang. The researcher took VIII F class as control group, which consists of 32 students and VIII G class as experimental group, which consists of 30 students.

In collecting primary data from students, the researcher used pretest, posttest, questionnaire, and observation sheet. First, the researcher gave pretest to students. It was conducted at the beginning of the study. Then, the intended treatment was given for each group. Posttest was conducted after that. The last, the students got a questionnaire.

The result of the study indicates that the used of *Make up the Story Puzzle* improves students' mastery of writing recount text. Average scores of students' pretest is 66.5 for experimental group and 65.03 for control group. Average scores of students posttest is 81.2 for experimental group and 72.44 for control group. Result of gain test shows that student of experimental group made better improvement (0.44) than students of control group (0.22). Last, t-test result indicates that there is significance differences in students achievement between experimental group and control group, t-value is 4.291, higher than t-table 2.000, which means the experimental hypotheses (H_1) is accepted.

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First and foremost I would like to express my highest gratitude to God for the blessing and inspiration given to me during the writing of this final project.

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Semarang, January 2015

Muhammad Yudi Nugroho
2201403681

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CHAPTER I

INTRODUCTION

This chapter is an introduction. It consists of seven sub-chapters; they are (1) background of the study, (2) reasons for choosing the topic, (3) research questions, (4) objectives of the study, (5) significances of the study, (6) limitations of the study, and (7) outline of the study.

1.1 Background of the Study

In recent days English is widely known as an international language. One of its functions is as a mean of communication between people from different countries. By learning English people attempt to enable themselves communicating with others from different mother tongue.

In order to master English, people need to learn four language skills as of paramount importance in English; they are (1) listening, (2) speaking, (3) reading, and (4) writing (Brown, 2001:232).

The first human attempt to acquire language is by listening to their surroundings. Through listening, human recognize sounds and distinguish their meaning. By listen to the surrounding human try to differentiate sounds; between mere sounds and speech sounds. The use of speech sounds in attempt to communicate between humans is known as spoken language. After people listen and recognize the spoken language used in their surroundings, people have to try

to communicate by speaking. The easiest way to speak is by imitating the spoken language they have acquired through listening. After people are able to communicate in spoken language by listening and speaking, people will have to learn another mean of communication, which is communicating by written language; reading and writing. In learning reading, people need to recognize series of symbols and letters and transform those into a meaningful language. On the other hand, in learning writing, people need to convert their ideas into series of symbols and letters with certain rules.

Gerot and Wignell (1995:158) explained the differences between spoken language and written language:

> The term "written language" does not only refer to language which is written down. Likewise, the term "spoken language" does not only refer to language which is said aloud.
> What is at issue here is not just the medium through which language is transmitted, but more importantly the way meanings are encoded.

most spoken

context dependent

language as process

(dynamic)

most written

context independent

language as product

(synaptic)
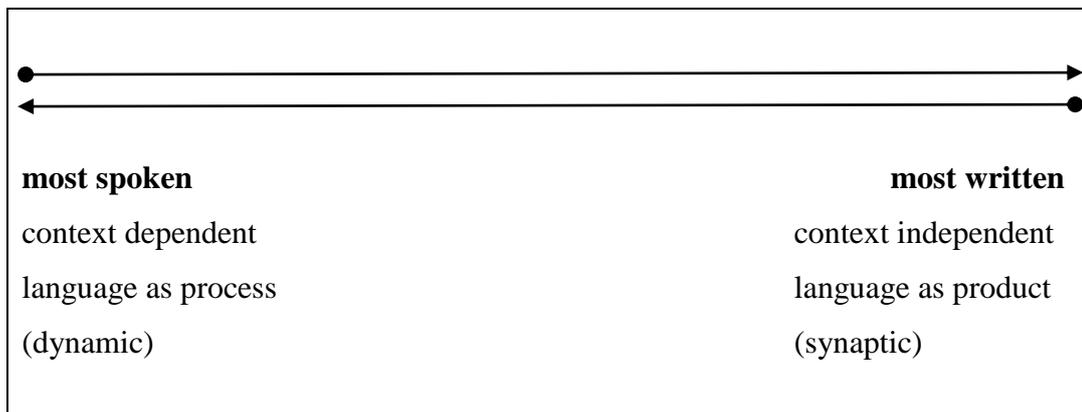
Figure 1.1 Spoken and written language continuum adapted from Gerot and Wignell (1995:161)

In Indonesia, English is considered as a foreign language. As a foreign language, English has been taught starting at elementary school level. Through introducing elementary school students to English, it is intended that Indonesian students will master and utilize English well as one of means in communication.

Teaching English in Indonesia has experienced rapid development. According to the School Based Curriculum (KTSP), the English teaching aims at developing the four language skills. Those four language skills are listening, speaking, reading, and writing. Each of the language skill has relationship to others and should be taught in integrative way. In Curriculum of 2013, English is taught more integrally with other field of studies. By integrating English with other field of studies, the students are supposed to experience English learning in more contextual way.

According to Curriculum of 2013, in eighth grade of junior high school level, English focuses on utilize their language to communicate through recount and procedure text. Students need to know the structure, social function, and grammatical features of those texts. The curriculum demands students to master both texts in oral and written form. Students are required to grasp a message of the given text and convey their ideas into both types of text. Especially in dealing with the recount text, the students are required to be able to comprehend meaning of a text that tells a past event and tell a past event in a form of a well-constructed recount text.

For teachers, applying Curriculum of 2013 in teaching learning process is quite a challenge. Teachers are required to create a learning environment as attractive as possible during the teaching learning process. Creating an attractive learning environment means to stimulate the students with interesting things to increase their learning motivation. Teachers also have to encourage students to learn more than what they have learned in classroom session by themselves.

One of the efforts for teachers to create an attractive learning environment is by enhancing the learning strategies to help students, so that they can learn better at school. Various teaching strategies have been developed in order to make teaching learning process not monotonous. In fact, studying will be more effective if it is fun and attractive.

One of the strategies that is useable in teaching learning process in order to create an attractive learning environment is by using fun activities as teaching media. The use of the fun activities in teaching learning process increase students' enthusiasm during the lesson and also motivate them to do better than others if there is sense of competition in the activities.

Make up the Story Puzzle can be applied in teaching learning process as a teaching media to teach writing recount text. This puzzle helps students to explore their imagination in composing writing recount text. Students will be encouraged to arrange fragments of a puzzle into a meaningful storyline of a writing recount text. This storyline is an implicit guidance for them to compose a writing recount text.

According to the explanation above, the researcher is interested to conduct a study by using *Make up the Story Puzzle* as a teaching media to improve students' mastery of writing recount text in junior high school level.

1.2 Reasons for Choosing the Topic

This study is related to the usage of *Make up the Story Puzzle* in improving students' mastery of writing recount text. The reasons for the researcher to choose the topic of *Make up the Story Puzzle* as a media in improving students' mastery of writing recount text are as follows:

1) Writing is considered as the most difficult skill to acquire than the other language skills.

2) Recount text is one of the text types that are taught in eighth grade of junior high school level.

3) Most students have less motivation in composing a text because they consider writing activity is not interesting and monotonous.

4) During a teaching training in one junior high school in Batang, the researcher found a case that challenging and attractive teaching activities encourages and motivates students to do better during the teaching learning process.

5) *Make up the Story Puzzle* is applicable in teaching learning process as teaching media to improve students' mastery of writing recount text.

1.3 Research Problems

This study intends to answer the following questions:

1) How can *Make up the Story Puzzle* be applied in teaching learning process to improve the year eight students' mastery of writing recount text at SMP N 3 Batang in the academic year of 2014/2015?

2) How significant is the improvement of students' mastery of writing recount text as the result of the use of *Make up the Story Puzzle* in teaching learning process?

1.4 Objectives of the Study

According to the research problems, the objectives of this study can be stated as follows:

1) To describe how *Make up the Story Puzzle* can be applied in teaching learning process in improving year eight students' mastery of writing recount text at SMP N 3 Batang in the academic year of 2014/2015.

2) To find out whether or not *Make up the Story Puzzle* gives significant improvements in students' mastery of writing recount text.

1.5 Significances of the Study

The results of this study are expected to give the following advantages:

1) Practically, it is hoped that this study will give some advantages for English teachers to develop their teaching strategy. The use of *Make up*

the Story Puzzle can be applied as a challenging and attractive way in teaching to improve students' mastery of writing recount text.

2) Pedagogically, it is hoped that this study can help students in learning writing recount text and be useful for them to increase their motivation in learning English especially in writing recount text.

3) Theoretically, it is hoped that this study will be able to give inspirations and be used as a reference to do next researches to find out new strategies, which support English teaching and learning process, especially in improving students' mastery of writing recount text.

1.6 Scope of the Study

The scope of this study are as follows:

1) This study is only conducted to the year eight students of SMP N 3 Batang in academic year 2014/2015.

2) *Make up the Story Puzzle* is a teaching media intended to help students in improving their mastery of writing recount text.

3) The researcher focuses on improving students' mastery of writing recount text in term of content, diction, and grammatical features of the text.

1.7 Outline of the Study

The researcher divided this study into five chapters. They are Chapter I, Chapter II, Chapter III, Chapter IV, and Chapter V.

Chapter I is an introduction, it presents background of the study, reasons for choosing the topic, research problems, objectives of the study, significances of the study, limitations of the study, and outline of the study.

Chapter II is a review of related literatures; it presents previous studies and theoretical review.

Chapter III is a method of the study; it presents research design, research object, research variables, hypotheses, research instruments, method of collecting data, and method of analyzing data.

Chapter IV is an analysis of data and the result discussion. It presents the research findings, data analysis, and discussion.

Chapter V is a conclusion and suggestion. It presents conclusion and also some suggestions according to the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is a review of related literature. It consists of two sub-chapters; they are (1) previous studies and (2) theoretical review.

2.1 Previous Studies

There are numbers of studies have been conducted related to improving students' mastery of writing recount text. Various strategies and techniques had been applied by researchers in those studies. Improving students' mastery of writing recount text using various attractive and challenging media is the main point of this study. Those previous studies will be reviewed in relation to this study.

2.1.1 Holiday Trips as a Medium to Improve Recount Text Mastery

Ratih (2008) conducted research *Using Holiday Trips as the Source to Improve Students' Ability in Writing of Recount Paragraphs (A case Study of the Year Eight Students of SMP Negeri 1 Bawen in the Academic Year of 2007/2008*). The objectives of this study are to find out how interesting experience improves students' ability in writing recount text and also the advantages and disadvantages of using their interesting experiences in holiday trips. The study was conducted at SMP N 1 Bawen in academic year of 2007/2008. The population of the study is all of year eight students' of SMP N 1 Bawen, while the sample of the study is the students of VIII F class. The study uses *Classroom Action Research Design*, the

objective of using the design is to improve the effectiveness of teaching learning process. During the study, the researcher collected the data using various ways; they are observation, tests, and questionnaire. The observation was conducted to monitor the on-going learning process, students' performance, and also teacher's performance. The test was intended to assess the students' development. Series of tests were carried out during the study, they were pretest and posttest. The questionnaire was series of questions given by the researcher to the students after the cycle of the study. The objective of the questionnaire was to determine whether the study gave the intended effects or not to the teaching learning process. By the end of the study, the researcher presented the result of the study in form of achievement percentage. The results of the study are the following; (1) in activity 1, students' achievement is 56.6%, (2) in activity 2, students' achievement is 69%, and (3) in activity 3, students' achievement is 78%.   The result of the questionnaire is also indicated that the study improves students' writing skill in recount text.

2.1.2 Diary Writing as a Medium to Improve Recount Text Mastery

Hapsari (2008) conducted research *Diary Writing as a Medium to Improve Writing Recount Text Ability (an Experimental Study of the Tenth Year Class of SMA 1 Sragen in Academic Year 2007/2008).* The objectives of the study are to improve the readers' understanding about recount text and to find out the significance of the use of diary writing in improving students' recount writing ability. The study is an experimental research conducted in SMA N 1 Sragen in academic year of 2007/2008. The subject of the study is 63 year ten students of

SMA N 1 Sragen in academic year 2007/2008. They were divided into two groups and treated with three kinds of activities: pretest, treatment, and posttest. The experimental group was taught with diary writing activity during the teaching learning process, while the control group was taught with conventional lecturing. The data were collected by giving both groups writing test. After all the data were collected, the researcher analyzed the data using T-test to determine whether or not using diary writing gives significance contribution in improving students' ability in writing recount text. The result of the T-test is 1.386; t-value is higher than t-table (0.975). The T-test result indicated a significance difference in achievement between the experimental group and the control group. In conclusion, the use of diary writing activity in teaching recount text leads to a significance improvement toward the students' writing recount text ability.

2.1.3 Photographs as a Medium to Improve Recount Text Mastery

Indah (2010) conducted research *Improving Writing Recount Text by Using Photographs: (A Case Study of the Eleventh Year Students of SMA Negeri 1 Batangan Pati in Academic Year of 2009/2010)*. The objective of the study is to find out how effective is the usage of photographs in improving students' ability to write a recount text. The study was conducted at SMA N 1 Batangan Pati in academic year of 2009/2010. In this study, the researcher used *Experimental Research Design*. There are two variables in this research; they are photographs which are used to teach recount text as independent variable and students' ability in writing recount text as dependent variable. Population of this study is year eleven students of SMA N 1 Batangan Pati, while sample is students of XI IPA 1

as experimental group, and XI IPA 2 as control group. In this study, the researcher collected the data using paper test about recount text. During the study, the researcher conducted pretest and posttest to both of experimental group and control group. At the end of the study, the researcher compared the result of both experimental group and control group. In experimental group, average score of writing test is 76.8 and 90% of students passed while only 10% of them failed. On the other hand, in control group the average score of writing test is 64, only 8% of the students passed and 92% of the students failed. In conclusion, there is significance differences in students' ability to write recount text between students which were taught recount text with photographs and those which are taught recount text without photographs.

2.1.4 Chain Pictures as a Medium to Improve Recount Text Mastery

Sari (2008) conducted research *The Effectiveness of Using Chain Pictures in Teaching Writing a Recount Text (The Case of Eight Year Students of SMP Negeri 1 Demak in Academic Year of 2007/2008).* The objective of the study is to find out whether or not there is significance differences in achievement between students who are taught writing recount text by using chain picture and those who are taught using conventional method. The researcher proposed 2 hypotheses in this study, they are (1) there is a significance difference in the students' writing score between students who are taught writing recount text using chain picture and those who are taught using conventional method, and (2) there is no significance difference in the students' writing score between students who are taught writing recount text using chain picture and those who are taught using

conventional method. Population of this study is eighth year students of SMP N 1 Demak in academic year of 2007/2008. Sample of this study is 66 year eight students of SMP N 1 Demak. 33 students from VIII B class as control group and 33 Students of VIII C class as experimental group. The researcher used *Experimental Design* in this study. For collecting the data, the researcher used writing tests; they are pretest and posttest. In analyzing the data, the researcher used T-test to determine whether there is significance difference in achievement between experimental group and control group. The result of T-test is 6.49, higher than t-table 1.67. The result of the T-test indicated that there are significance differences in achievement between experimental group and control group.

After analyzing the previous studies above, the researcher found out fact that the use of attractive and challenging strategies in teaching activities leads to improvements in students' mastery of writing recount text. The use of creative media in teaching activities will make the implementation of teaching strategies easier for the teachers. Therefore, the researcher is interested to conduct a study related to the use of attractive and challenging strategy in teaching English. The study will be focused on improving students' mastery of writing recount text.

This study will have significant differences from the previous studies which is mentioned above, especially in term of instruments of the study and also teaching strategy to conduct the study.

The teaching strategy which is going to be used in this study in order to improve students' mastery of writing recount text is a puzzle. The puzzle named *Make up a Story* is adapted from Peter Watcyn and Jones' book entitled *Grammar Games and Activities*.

Grammar Games and Activities provides various creative teaching activities to be implemented in classroom teaching learning process. Those teaching activities are mostly in form of games and other fun activities. By using games and fun activities as a strategy in teaching learning process, it is hoped that the teaching learning process itself will be less stressful for students, and apparently, student will be more motivated in learning.

In this study, the researcher will use one of the activities provided by *Grammar Games and Activities* as the guideline in creating the media in teaching writing recount text, the activity is called *Make up a Story* (Watcyn and Jones, 1995:19). The researcher makes some modification from the original *Make up a Story* activity to adjust to the study's objectives and the students' needs and abilities.

This modified activity will be in form of puzzle consists of picture and words. Students then will be asked to work in groups to compose a recount text using picture and words provided in the puzzle. Through this puzzle, students will be challenged to think faster, interact with others, and be more creative in composing writing recount text.

In this study, the researcher is curious about how the use of *Make up the Story Puzzle* improves students' mastery of writing recount text, and the significance of the improvement as result of it in teaching learning process. Therefore, the researcher will conduct an experimental research to find out the answer.

2.2 Theoretical Review

2.2.1 Research on Second Language Writing

Over past few decades of research on teaching writing to second language learners, a number of issues appeared, some of those remain controversial in second language learning. The following are those issues according to Brown (2011:335):

a) *Composing vs. Writing*

A simplistic view of writing would assume that written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only different lying in graphic instead of auditory signals. However, no one holds this view today.

Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develop naturally.

b) Process vs. Product

A half a century ago, writing teachers were mostly concerned with the final product of writing: the essay, the report, the story, and what the product should look like.

Now, the experts began to develop the process approach of writing instruction, which do most of the following (adapted from Shih, 1986)

1) Focus on the process of writing that leads to the final written product.

2) Help student writers to understand their own composing process.

3) Help them to build repertoires of strategies for prewriting, drafting, and rewriting.

4) Give students time to write and rewrite.

5) Place central of importance on the process of revision.

6) Let students discover what they want to say as they write

7) Give students feedback throughout the composing process as they attempt to bring their expression closer and closer to intention.

8) Encourage feedback from both the instructor and peers.

9) Include individual conferences between teacher and student during the process of composition.

c) Contrastive Rhetoric

According to Connor (1996) a theory of contrastive rhetoric is influenced by more than first language pattern; factor such as linguistic relativity, theory of rhetoric, text linguistics, discourse types and genres, literacy, and

translation all contribute toward a comprehensive theory of contrastive rhetoric.

d) Differences Between L1 and L2 writing

In early 1970s research on second language writing were strongly influenced by previous research on native language writing. Assumptions were made that the composing process in both instances were similar (Silva, 1993).

But it is imperative that there are many differences between those two, as Silva (1993) found that L2 writers did less planning, and they were less fluent (used fewer words), less accurate (made more errors).and less effective in stating goals and organizing material.

e) Authenticity

Another issue in teaching writing surrounds the question how much classroom writing is real writing. That is, how authentic are the classroom exercises that the teachers ask students to perform.

In school, writing is a way of life. Without some ability to express in writing, students don't pass the course. Across the age level form elementary to university graduate course, students write in order to succeed in mastering the subject matter.

f) The role of the teacher

The role of the teacher must be one of facilitator and coach, not an authoritative director and arbiter.

As a facilitator the teacher offers guidance in helping students to engage the thinking process of composing but must not impose his or her thoughts on students' writing.

2.2.2 Teaching Writing

Brown (2001:340) states that writing to display one's knowledge is a fact of life in the classroom, and by getting students to perform well in display writing exercises, they can learn skills that will help them to succeed in further academic pursuits. Furthermore, writing is also important for students' language progress. Writing activities are able to allow them for conscious development of language. Lots of structures in the language appear more frequently in writing.

The psychologist Eric Lennenberg (1967) quoted by Brown (2001:334) states:

> Human beings universally learn to walk and to talk, but that swimming and writing are culturally specific, learned behaviors. We learn to swim of there is a body of water available and usually only if someone teaches us. We learn to write if we are members of a literate society and usually only if someone teaches us.

That is the role of teacher to teach writing.

2.2.2.1 General Concept of Writing

One of four language skills as of paramount importance in English according to Brown (2001:232) is writing. According to Merriam-Webster Online Dictionary, the word "write" means (1) to form letters or numbers on a surface with a pen, pencil, etc. (2) to a create book, poem, story, etc. by writing words on paper, computer, etc. and (3) to produce a written document, agreement, rule, etc. by writing ([http://www.merriam-webster.com/dictionary/write retrieved on August](http://www.merriam-webster.com/dictionary/write))

12, 2014). Writing ability in today's global literate community has become an indispensable skill. Writing skill is a necessary condition in achieving employment in many aspects of life and also needed in literate culture (Brown, 2004:218). Brown (2001:334) also stated that writing is like swimming:

> We learn to swim is there is a body of water available and usually only if someone teaches us. We learn to write if we are a member of a literate society and usually only if someone teaches us.

Writing is not only combinations of letters which related to the sounds made when people speak, but also more than the production of certain rules, starting from words to sentence, paragraph, and passage or text. Writing develops general competence in English. In school, writing is a way of life. Most of teaching learning activities includes writing in it. In secondary school, the students should be able to understand and create short functional text, monolog and essay in the form of procedure, descriptive, recount, narrative, and report. The gradation of teaching and learning appear on the use of vocabulary, grammar, and rhetorical steps related to the content, organization, and mechanical consideration such as spelling and punctuation in writing short functional text, monolog and essay.

2.2.2.2 Genre of Writing

Brown (2004:219) mentioned the genres of writing that second language learners need to acquire, those writing genres are as follows:

a) Academic Writing

1) Papers and general subject reports

2) Essay, compositions

3) Academically focused journals

4) Short-answer test responses

5) Technical reports (e.g., lab reports)

6) Theses, dissertations

b) *Job-related Writing*

1) Messages (e.g., phone messages)

2) Letters/emails

3) Memos (e.g., interoffice)

4) Reports (e.g., job evaluations, project reports)

5) Schedules, label, signs

6) Advertisements, announcements

7) Manuals

c) *Personal Writing*

1) Letters, emails, greeting cards, invitations

2) Messages, notes

3) Calendar entries, shopping lists, reminders

4) Financial documents (e.g., checks, tax forms, loan applications)

5) Forms, questionnaire, medical reports, immigration documents

6) Diaries, personal journals

7) Fiction (e.g., short stories, poetry)

2.2.2.3 Types of Writing Performances

Brown (2004:220) categorized writing performance into four categories. The categories of writing performance are as follows:

a) Imitative

This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondence in the English spelling system. It is a level at which the learners are trying to master the mechanics of writing.

b) Intensive (Controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocation, and idioms, and correct grammatical features up to the length of a sentence.

c) Responsive

Assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs.

d) Extensive

Writer focuses on achieving a purpose, organizing and developing ideas logically, using details of support or illustrate ideas, demonstrating syntactic and lexical variety, and in many case, engaging in the process of multiple drafts to achieve a final product.

2.2.2.4 Micro and Macroskills of Writing

According to Brown (2004:220) microskills of writing apply more appropriately to imitative and intensive type of writing task, while the macroskills are essentials for the successful mastery of responsive and extensive writing.

Micro and macroskills of writing according to Brown (2004:221):

a) *Microskills*

1) Produce grapheme and orthographic pattern of English

2) Produce English at an efficient rate of speed to suit the purpose

3) Produce an acceptable core of words and use appropriate word order pattern

4) Use acceptable grammatical system (e.g., tense, agreement, pluralization) patterns, and rules

5) Express a particular meaning in different grammatical forms

6) Use cohesive devices in written discourse

b) *Macroskills*

1) Use the rhetorical forms and conventions of written discourse

2) Appropriately accomplish the communicative functions of written texts according to form and purpose

3) Convey links and connections between events, and communicate such relation, generalization, and exemplification

4) Distinguish between literal and implied meanings when writing

5) Correctly convey culturally specific references in the context of the written text

6) Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peers and instructor feedback, and using feedback for revising and editing.

2.2.3 Principles for Designing Writing Technique

A number of principles for designing writing techniques according to Brown (2001:346-356) are as follows:

a) Incorporate practices of "good" writers

Consider various things that efficient writers do, for example:

1) Focus on goal or main idea in writing

2) Spend some more time planning to write

3) Easily let the first idea flow onto the paper

4) Follow a general organizational plan as students write

5) Revise students' work willingly and efficiently

b) Balance process and product

Make sure that students are carefully led through appropriate stages in the process of composing. At the same time, don't get so caught up in the stages leading up to the final product that teacher lose sight of the ultimate attainment; a clear, articulate, well-organizes, effective piece of writing. Make sure students see that everything leading up to this final creation was worth the effort.

c) Account for cultural/literally background

If there are some apparent contrasts between students' native traditions and those that teacher are trying to teach, try to help students to understand what it is, that they are accustomed to and then, by degrees, bring them to use of acceptable English rhetoric.

d) Connect reading and writing

Students learn to write in part by carefully observing what is already written. By reading and studying a variety of relevant types of text, students can gain important insight both about how they should write and about subject matter that may become the topic of their writing.

e) Provide as much authentic writing as possible

Whether writing is real writing or foe display, it still can be authentic in that the purposes for writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity.

f) Frame techniques in term of prewriting, drafting, and revising stages

Process writing approaches tend to be framed in three stages of writing, they are: (1) prewriting, (2) drafting, and (3) revising.

The prewriting stage encourages the generation of ideas. The drafting and revising stages are the core process of writing. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.

g) Strive to offer techniques that are as interactive as possible

Group collaboration, brainstorming, and critiquing are as easily and successfully part of many writing-focused technique. Writing is not a solitary activity.

h) Sensitively apply methods of responding to and correcting students' writing

As teacher respond to the students' writing, remember that teacher is there as an ally; as guide, as a facilitator. Until the final work is turned in, the rule of consultant will be the most productive way to respond.

i) Clearly instruct students on rhetorical, formal conventions of writing

Each type of writing has its formal properties. Make them explicit. For academic writing, for example, some of the features of English rhetorical discourse that writers use to explain, propose solutions, debate, and argue are as follows:

1) A clear statement of the thesis or topic or purpose

2) Use a main ideas to develop or clarify the thesis

3) Use of supporting ideas

4) Supporting by "telling": describing

5) Supporting by "showing": giving evidence, facts, statistics, etc.

6) Supporting by linking cause and effect

7) Supporting by using comparison and/or contrast

2.2.4 Recount

Recount comes from the prefix "re" means "again", so "to recount" means "to state again". Anderson (2003:48) stated that:

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

Therefore, recount uses so plenty of verbs (action words), and of adverbs that describe or add more detailed to the verbs. There are some types of recount. They are personal, factual, and imaginative recount. Personal recount usually retells an event that the writer was personally involved in. Factual recount is recording an incident. And, imaginative recount is writing an imaginary role and giving details of events.

2.2.4.1 Constructing a Written Recount

Anderson (2003:50) also introduces the features of recount text on that are the steps of constructing the text and using language. The steps of constructing a written recount are as follows:

1) A first paragraph that gives background information "who", "what", "where", and "when" called an "orientation".

2) A series of paragraphs that retell the events in the order in which they happened.

3) A concluding paragraph (not always necessary).

2.2.4.2 Language Features of a Recount

The following are language features usually found in a recount text according to Anderson (2003:50):

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

2) Descriptive words to give details about who, what, when, where, and how.

3) The use of past tense to retell the events.

4) Words that show order of events (for example: first, next, then).

2.2.4.3 Example of a Recount Text

Recount can be written in the first or the third person. Recount uses the first person if it is happening to the person writing the recount, for example: *"I went to the park".* And recount uses the third person if an observer is telling it, for example: *"Tom went to the park, there was a pond".*

The following is an example of recount texts which is written in the first person point of view:

> Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o clock. She wanted to buy something in traditional market.
>
> Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its color, I took it, then Fanny and I read this out. We were fully shocked; it was a receipt of a four night tour to Lombok!! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.
>
> We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on.
>
> Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

Figure 2.1 Recount text in first person point of view adapted from Wardiman, Jahur, and Djusman (2008:62)

2.2.5 The Use of Puzzle in Teaching Learning Activity

2.2.5.1 Definition of Puzzle

According to Merriam-Webster Online Dictionary, the word puzzle has several meanings, they are: (1) a question or problem that requires thought, skill, or cleverness to be answered or solved and (2) something someone that is difficult to understand (http://www.merriam-webster.com/dictionary/puzzle retrieved on August 12, 2014).

2.2.5.2 The application of Puzzle in Teaching Learning Activity

The puzzle itself can be in form of pictures, words, or things. Firstly, puzzle was created for entertainment purposes. People used to play puzzle to spend their spare time.

Nowadays, puzzle not only for entertainment purposes, but also used for educational purposes. Various kinds of puzzles are used in teaching learning process. Puzzle in form of words and picture are the most notable ones. Words puzzle, for example cross words, and jumble words are often used as a media in classroom assessment. The other one is picture puzzle, it can be used as a tool to stimulate student in generating ideas, for example the use picture in picture-cued writing. The use of the puzzles in teaching learning process hopefully is able to make teaching and learning more challenging and attractive.

2.2.6 *Make up the Story Puzzle*

Make up the Story is an interactive teaching activity adapted from the book *Grammar Games and Activities* by Watcyn and Jones. This activity intended to foster students' mastery in composing correct sentence, especially past tense.

However, the application of it in this research will be adjusted to the students' needs and condition, especially the content of the puzzle. The rule to conduct the activity is also slightly modified, but the objective will remain the same with the original one.

This is a teacher-led activity in which the teacher gives instruction to the students about what they should do during the activities. First, the teacher will divide the students in the classroom into groups of four. Then the teacher will give each group a different set of puzzle. The puzzle will be in form of a picture as illustration and several words. After getting the puzzle, every group has to discuss to compose a recount text using the given picture and words in the puzzle. At the end of the activity, each group has to present their recount text in front of the class.

CHAPTER III

METHOD OF THE STUDY

This chapter is a method of the study. This part consists of seven sub-chapters; they are (1) research design, (2) research object, (3) research variables, (4) hypothesis, (5) research instruments, (6) method of collecting data, and (7) method of analyzing data.

3.1 Research Design

The study is a quantitative research which belongs to *True Experimental Design*. Tuckman (1978:130) explained about the true experimental design as follows:

> There are some designs that can be called true experimental design because they provide completely adequate controls for all sources of internal validity. They represent no compromise between experimental design requirements and the nature and reality of the situation in which a study is being undertaken.

This study uses *Pretest-Posttest Control Group Design* as the research design. The pretest-posttest control group design is a research design which utilizes two groups in the research; they are experimental group and control group. Both groups are given pretest and posttest, however only the experimental group receives a treatment (X).

This research design controls many threats to validity or sources of bias. According to Tuckman (1978:132), by utilization of a control group, which has all the same experiences as the experimental group other than the experience of the

treatment itself, this design controls for history, maturation, and regression. Below is the diagram of pretest-posttest control group design:

E	O_1	X	O_2
C	O_3		O_4

E   : Experimental group

C   : Control group

O_1 : experimental group pretest

O_2 : experimental group posttest

O_3 : control group posttest

O_4 : control group posttest

X   : treatment
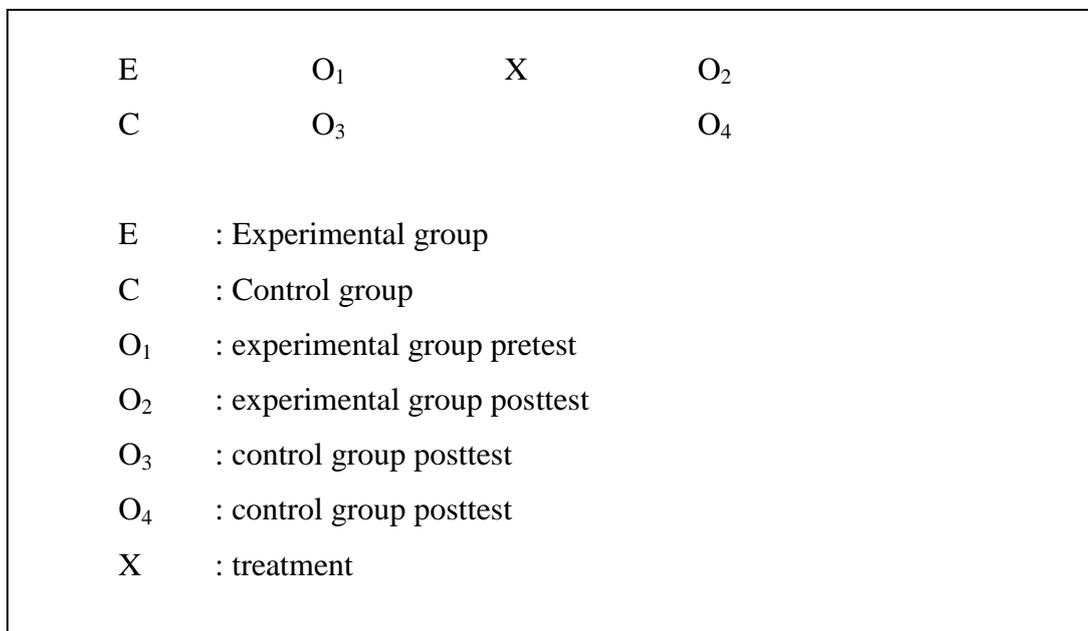
Figure 3.1 Pretest-posttest control group design diagram adapted from Tuckman (1978:131)

3.2 Research Object

This study is conducted in SMP N 3 Batang in academic year of 2014/2015. Population and sample of this study will be discussed as follows:

3.2.1 Population of the Study

Tuckman (1978:227) defined population or target group as the group about which the researcher is interested in gaining information and drawing conclusion. If the researcher were interested in the educational aspirations of teachers, for example, the population of the study would be teachers.

In this study, the researcher is interested in finding out the improvement in writing recount text mastery of year eight students of SMP N 3 Batang in academic year of 2014/2015 due to the implementation of *Make up a Story Puzzle*. Thus, the population of this study is year eight students of SMP N 3 Batang in academic year of 2014/2014.

3.2.2 Sample of the Study

After defining the population, the researcher must determine sample of the study in reference to the population. According to Sugiyono (2010:118) sample is a representative of number and characteristics of the population. Any information and conclusion which is drawn from the sample have to be representative to the population.

In determining the sample, there are several sampling techniques which can be applied. Techniques in determining the sample according to Sugiyono (2010:119) are as follows:

Table 3.1 Sampling techniques adapted from Sugiyono (2010:119)

Probability sampling	Nonprobability sampling
1. Simple random sampling 2. Proportionate stratified random sampling 3. Disproportionate stratified random sampling 4. Cluster sampling	1. Systematic sampling 2. Quota sampling 3. Accidental sampling 4. Purposive sampling 5. Total population sampling 6. Snowball sampling

In this study, the researcher uses nonprobability sampling in determining the sample. Nonprobability sampling is a sampling method which does not provide identical chance for each member of the population to be selected as sample (Sugiyono, 2010:122). The advantage of nonprobability sampling according to Latham (2007:7) is that it provides a convenient way for researcher to assemble the sample.

One of the nonprobability sampling techniques which is applied in this study is purposive sampling. Purposive sampling according Laerd Journal is a type of nonprobability sampling which the units that are investigated are based on the judgment of the researcher ([http://dissertation.laerd.com/purposive-sampling.php retrieved on August 19, 2014](http://dissertation.laerd.com/purposive-sampling.php)).

The samples of this study are students in VIII F class and VIII G class of SMP N 3 Batang. The consideration of choosing those classes as the sample is according their previous test achievement in English which showed an equal result of achievement between those classes and also from an interview with the English teacher which pointed that those two classes are equal and have quite similar characteristics.

3.3 Research Variables

Brown (2005:7) defined variables as something that may vary of differs. In this study the researcher used three kinds of variables; dependent variable, independent variable, and control variable.

3.3.1 Dependent Variable

Dependent variable is a variable that cannot be observed on its own. Brown (2005:10) stated that:

> A dependent variable is observed to determine what effect, if any, the other types of variables may have on it. In the other words, it is the variable on focus - the central variable – on which other variables will act if there is any relationship. Thus, a dependent variable cannot be identified in isolation.

In this study, the dependent variable is students' achievement in writing recount text to the year eight students of SMP N 3 Batang in academic year of 2014/2015.

3.3.2 Independent Variable

Independent variable is a researcher-defined variable. Independent variable is selected by the researcher to determine their effect on or relationship with the dependent variable (Brown, 2005:10).

In this study the independent variable is the use of *Make up the Story Puzzle* in improving students' mastery of recount text writing or the year eight students of SMP N 3 Batang in academic year of 2014/2015.

3.3.3 Control Variable

Control variable is researcher attempt to keep the research environment neutral from any unwanted factor. According to Brown (2005:11):

> Control variables, then, those are the investigator has chosen to keep constant, neutralize, or otherwise, eliminate so that they will not have an effect on the study.

In this study, the control variables are the use Curriculum of 2013, and the amount of class session which are designed to be the same for both experimental group and control group.

3.4 Hypotheses

A hypotheses is a suggested answer of the problems. According to Tuckman (1978:25) a hypotheses has the following characteristics:

1) It should conjecture upon a relationship between two or more variables.

2) It should be stated clearly and unambiguously in the form of a declarative sentence.

3) It should be testable; that is, it should be possible to restate it in an operational form that can then be evaluated based on data.

Tuckman (1978:27) conclude a definition of hypotheses as follows:

A hypotheses, then, could be defined as an expectation about events based on generalization of the assumed relationship between variables. Hypotheses are abstract and are concerned with theories and concepts, while the observation used to test hypotheses are specific and are based on facts.

In this study, there are two hypotheses:

a) *Experimental Hypotheses (H$_1$)*

There is a significant difference in recount text writing mastery between the students who are taught by using *Make up the Story Puzzle* and those who are taught by using conventional strategy.

b) Null Hypotheses (H₀).

There is no significant difference in recount text writing mastery between the students who are taught by using *Make up the Story Puzzle* and those who are taught by using conventional strategy.

3.5 Research Instruments

Research instrument is a tool used by researcher in order to collect the data and make them easy to be processed. In this study, the researcher uses tests as the main instrument. For collecting the secondary data, the researcher uses observation sheet, students' questionnaire, and teacher's interview.

3.5.1 Test

Brown (2004:3) stated that test is method of measuring a person's ability, knowledge or performance in a given domain. In this study, the researcher intends to measure the students' achievement in mastering writing recount text for both experimental group and control group. A picture-cued task will be used in this study for measuring students' achievement in mastering recount text writing.

A picture cued task has an advantage which is explained by Brown (2004:226) as follows:

> A variety of picture-cued controlled task have been used in English classroom around the world. The main advantage in this technique is in detaching almost ubiquitous reading and writing connection and offering instead a nonverbal means to stimulate written responses.

During this study the researcher will conduct the test twice as pretest and posttest for both experimental group and control group.

a) Pretest

According to Merriam-Webster Online Dictionary, pretest means a test to evaluate the preparedness of students for further studies (http://www.merriam-webster.com/dictionary/pretest retrieved on September 4, 2014). In this study, pretest is intended to measure the students' early writing recount text mastery in both experimental group and control group before giving treatment.

b) Posttest

Merriam-Webster Online Dictionary defined posttest as a test given to students after completion of an instructional program or segment and often used in conjunction with a pretest to measure their achievement and the effectiveness of the program (http://www.merriam-webster.com/dictionary/posttest retrieved on September 4, 2014). In this study posttest is used to measure the students' writing recount text mastery after the treatment given. The purpose of conducting the posttest is to find out whether there is any significant differences in students' achievement between experimental group and control group or not.

3.5.2 Treatment

Treatment is conducted after pretest has been completed. In this study, both experimental group and control group are given a treatment, however the treatment are different between those two groups.

3.5.2.1 Experimental Group Treatment

For experimental group, they are treated with *Make up a Story Puzzle* as teaching media. The puzzle will be used to teach writing recount text for experimental group. They will be provided with picture and series of words to aid them compose a writing recount text. They have to determine the topic of the recount text according to the picture and elaborate it with series of events according to the puzzle of words.

3.5.2.2 Control Group Treatment

On the other hand, for control group, they are treated with conventional lecturing for teaching writing recount text. They have to learn recount text by the teacher's examples and explanation about recount text. This kind of treatment, by using conventional lecturing for teaching writing recount text is intended to imitate the common classroom teaching learning activities in most school.

By comparing the students' achievement from both experimental group and control group, the result of this study can be determine whether or not using Make up the Story puzzle in teaching writing recount text gives the intended effect.

3.5.3 Observation Sheet

Observation is a technique to collect data which related to human behavior, process, and natural phenomenon. Observation can be elaborated into two categories; participant observation and nonparticipant observation (Sugiyono, 2008:145)

In this study the researcher uses participant observation. The researcher participates directly in teaching learning process and observes students behavior during the study for both experimental group and control group.

3.5.4 Questionnaire

Questionnaire is a mean used by researcher to convert information given by the subject into data. Questionnaire also can be used to discover the experience has taken place and what is it occurring at the present (Tuckman, 1978:197).

Questionnaire is a mean of getting data by directly asking the object of the study. In this study the researcher uses questionnaire to collect secondary data about the students' experience during this study.

Students' questionnaire is intended to find out students' experience during the study. In this study, the students from both experimental group and control group have role as the object of the study. By asking their experience and opinion during the study, it is hoped that the data from the questionnaire will support the main data of this study and provide clearer conclusion at the end of the study.

3.6 Method of Collecting Data

In this study the researcher uses series of steps to collect the data. The steps in collecting the data including pretest, treatment for both experimental group and control group, posttest, and students' questionnaire.

3.6.1 Scoring and Grading Pretest

Pretest is conducted at the beginning of the study. Students are asked to compose a writing recount text with several topics which they can choose one of them. The

purpose of conducting pretest at the very beginning of the study is to assess students' readiness for further treatment of this study.

Students' score of pretest then will be graded and analyzed statistically as starting point in determining the result and effectiveness of this study.

3.6.2 Scoring and Grading Posttest

Posttest is conducted after both experimental group and control group received the intended treatment. Posttest is identical with pretest, which students are asked to compose a writing recount text with several topics which they can choose one of them. The purpose of conducting posttest, which is identical with pretest, is to measure students' development after receiving treatment.

Students' posttest score then will be compared with pretest score and analyzed statistically to determine students' development in mastering writing recount text and the effectiveness of using *Make up a Story Puzzle* in classroom teaching learning process for improving students' mastery of writing recount text.

Below is the scoring rubric to assess students' writing recount text for both pretest and posttest adapted from Brown (2004:244-245):

Table 3.2 Scoring rubric adapted from Brown (2004:244-245)

Aspect	Score	Scoring Criteria
Organization	20-18	Appropriate tittle, effective introductory paragraph; arrangement of materials shows plan; conclusion logical and complete
	17-15	Adequate tittle, introduction, and conclusion; body of essay is acceptable; some ideas aren't fully developed
	14-12	Mediocre introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported
	11-6	Minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas
	5-1	Absence of introduction or conclusion; no apparent organization of the body; writer has not made any effort to organize the composition
Content	20-18	Essay addresses the assigned topics; the ideas are concrete and thoroughly developed; no extraneous materials
	17-15	Essay addresses the issues but missing some points; ideas could be more developed; some extraneous materials are present
	14-12	Development of ideas not complete; essay is somewhat off the topic; paragraphs aren't divided exactly right
	11-6	Ideas incomplete; essay does not reflect careful thinking; inadequate effort in area of content
	5-1	Essay is completely inadequate; no apparent effort to consider the topic carefully

Aspect	Score	Scoring Criteria
Grammar	20-18	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments
	17-15	Advanced proficiency in English grammar; some grammar problems don't influence communication; no fragments
	14-12	Grammar problems are apparent and have a negative effect on communication; fragments presents
	11-6	Numerous serious grammar problems interfere with communication ; grammar review of some areas clearly needed; difficult to read sentences
	5-1	Reader can't understand what the writer was trying to say; unintelligible sentence structure
Punctuation and spelling	20-18	Correct use of English writing conventions; all needed capitals, paragraph indented, punctuation and spelling; very neat
	17-15	Some problems with writing conventions or punctuation, occasional spelling errors; paper is neat and legible
	14-12	General writing conventions but has errors; spelling problems distract readers; punctuation errors distract ideas
	11-6	Serious problems with format or paper; errors in sentence punctuations; unacceptable to educated readers
	5-1	Complete disregards for English writing conventions; obvious capitals missing.

Aspect	Score	Scoring Criteria
Style and expressions	20-18	Precise vocabulary usage; use of parallel structure; good register
	17-15	Attempts variety; good vocabulary; not wordy
	14-12	Some vocabulary misused; lack awareness of register; too wordy
	11-6	Poor expression of ideas; problems in vocabulary; lacks variety of structure
	5-1	Inappropriate use of vocabulary; no concept of register or sentence variety

After administering students' pretest and posttest, students' scores need to be graded. The purpose of grading students' scores is to categorize students' achievements into several categories.

The following is grading scale for categorizing students' mastery of recount text writing according to the scoring rubrics.

Table 3.3 Grading scale for students' mastery of recount text writing

Students' score	Grade
100-86	A
85-71	B
70-61	C
60-51	D
50-0	E

3.6.3 Students' Questionnaire

After the study has been completed, students of both experimental group and control group are asked to complete a questionnaire. The questionnaire contains several statements and options which enable students to convert their thought into

statistical data. In this questionnaire students are asked to tell their feeling and opinion during the study.

The result of this questionnaire will be used as secondary data to support the conclusion of this research and also as to evaluate if there are any weaknesses and mistakes while conducting the study.

3.6.4 Observation Sheet

Observation is conducted throughout the study. The researcher observes students from both experimental and control group. They are being observed while doing pretest, while they are being treated with intended treatment, and while they are doing posttest.

The focus of this students' observation is to observe students' behavior during the study. The purpose of this observation is to measure students' enthusiasm during the study for each group and compare it between experimental group and control group.

3.7 Method of Analyzing Data

In this study, the researcher analyzes the result of the experiment by using T-test. T-test is to determine if there is any significant difference in writing recount text mastery between the students who are taught by *Make up the Story Puzzle* and those who are treated by conventional lecturing method in learning writing recount text.

According to the result of T-test calculation, if t-value is higher than t-table, it means that there is a significant difference in mastery of writing recount text between both groups. On the other hand, if the t-value is lower than t-table, it means that there is no significant difference between both groups.

Before calculating T-test, the researcher needs to determine mean, standard deviation, and variance for both experimental group and control group. The steps in calculating and determining result of T-test will be discussed in the following:

3.7.1 Mean

Mean or average can be calculated by adding a list of scores and then dividing by the number of scores. Mean can be determined by the following formula (Tuckman, 1978:250):

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

$\overline{X}$: mean

$\sum X$: sum of the individual scores

N : numbers of scores

Figure 3.2 Algebraic formula of mean adapted from Tuckman (1978:250)

3.7.2 Standard Deviation

Standard deviation is a measure of spread or dispersion of a distribution of scores. Standard deviation can be determined with the following formula (Tuckman, 1978:251)

$$s = \sqrt{\frac{N\sum X^2 - (\sum X)^2}{N\,(N-1)}}$$

s   : standard deviation

X^2 : square of test score

$\sum X$: sum of individual scores

N   : numbers of scores

Figure 3.3 Algebraic formula of standard deviation adapted from Tuckman (1978:251)

3.7.3 Variance

Variance is the square of the standard deviation (Tuckman, 1978:252). The algebraic formula of variance is as follows:

$$s^2 = \frac{N\sum X^2 - (\sum X)^2}{N\,(N-1)}$$

s^2 : variance

X^2 : square of test score

$\sum X$: sum of individual scores

N   : numbers of scores

Figure 3.4 Algebraic formula of variance adapted from Tuckman (1978:252)

3.7.4 Gain Test

Gain test is a test to find out students' improvement during the study. The purpose of conducting gain test is to determine students' improvement by comparing their score of pretest and posttest, and convert the differences into index of 0.0-1.00.

The following is the formula to determine gain index:

$$g = \frac{posttest\ score - pretest\ score}{max.score - pretest\ score}$$

Figure 3.5 Algebraic formula of gain test

The result of the calculation of gain test then classified into three categories, they are low, intermediate, and high as presented in the following table.

Table 3.4 Gain test index classification

Score	Criteria
1.00-0.71	High
0.70-0.31	Intermediate
0.30-0.00	Low

3.7.5 T-test

T-test is a statistical test that compares two means to determine the probability that the differences between two means is a real differences rather than a chance difference (Tuckman, 1978:257). A worksheet for a T-test is shown in the following table:

Table 3.5 Worksheet for T-test adapted from Tuckman (1978:258)

Group	Experimental	Control
N		
$\overline{X}$		
s^2		

According to Tuckman (1978:259) if t-value obtained from calculating T-test exceeds the value of t-table, it means that the null hypotheses can be rejected. The algebraic formula in determining t-value is as follows:

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{\left(\frac{(N1-1)s1^2 + (N2-1)S2^2}{N1+N2-2}\right)\left(\frac{N1+N2}{N1\,N2}\right)}}$$

t   : t-value

$\bar{X}1$: mean of experimental group score

$\bar{X}2$: mean of control group score

N1   : numbers of experimental group scores

N2   : numbers of control group scores

$s1^2$: variance of experimental group

$s2^2$: variance of control group

Figure 3.6 Algebraic formula of determining t-value

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is a conclusion and suggestions. It consists of two subchapters; they are (1) conclusion and (2) suggestions.

5.1. Conclusion

According to data analysis and discussion in previous chapter, the researcher is able to draw conclusions that *Make up the Story Puzzle* is suitable to be applied in teaching learning process and also leads to significant improvement in students' mastery of writing recount text.

Make up the Story Puzzle is suitable to be applied in teaching learning process as a creative learning media to improve students' mastery of writing recount text. That is possible because *Make up the Story Puzzle* gives some benefits to the teaching learning process; they are (1) *Make up the Story Puzzle* provides clear instruction in composing writing recount text, (2) *Make up the Story Puzzle* helps students in developing their ideas to compose writing recount text, (3) *Make up the Story Puzzle* encourages students to explore writing recount text on their own, and (4) *Make up the Story Puzzle* makes learning writing recount text less complicated.

Make up the Story Puzzle leads to significant improvement in students' mastery of writing recount text, it is proven by result of gain test and t-test in previous chapter. Gain test result shows that students taught with *Make up the Story Puzzle* made better improvements (intermediate) than students taught with conventional lecturing methods (low). T-test result shows that t-value 4.291 is much higher than t-table 2.000. It means that there is significant differences in achievement between students which are taught using *Make up the Story Puzzle* and conventional lecturing methods, so that experimental hypotheses (H_1) is accepted.

5.2. Suggestions

Based on the conclusion of the study, the researcher would like to offer some suggestions:

1) Practically, creative learning media can be applied in teaching learning process to stimulate students with real things related to the teaching materials. By bringing teaching materials to the real world, students are supposed to learn better and faster.

2) Pedagogically, students should not be afraid to state their ideas into a writing text. The better students state their ideas leads to better writing performance, content of the text will be easier to understand and plot will flow more smoothly.

3) Theoretically, next researches about teaching media will be helpful in improving quality of teaching learning process, especially during classroom sessions.

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APPENDICES

Appendix 1

Lesson Plan for Experimental Group

School : SMP N 3 Batang

Subject : English

Class/Semester : VIII/1

Materials : Writing Recount Text

Time allocation : 4x40 minutes

A. Learning Objectives

By the end of the study, students are able to:

1) Compose a writing recount text

2) Comprehend social function, generic structure, and language feature of a writing recount text.

B. Main Competence

4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

C. Basic Competence

4.13 Menyusun teks *recount*, lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, dan peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.14 Menangkap makna dalam teks *recount* lisan dan tulis, sangat pendek dan sederhana.

D. Indicators

1) Students are able to recognize writing recount text.

2) Students are able to identify social function, generic structure, and language features of writing recount text.

3) Students are able to compose writing recount text.

E. Learning Materials

1. Topic

Writing Recount Text

2. Definition

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

3. Social Function

Retells past events in order in which they are happened (chronologically).

4. **Generic Structure**

    4) Orientation: first paragraph that gives background information "who", "what", "where", and "when" (introducing participants, place, and time).

    5) Events: a series of paragraphs that retell the events in the order in which they happened.

    6) Reorientation: a concluding paragraph, giving personal comment of the writer (not always necessary).

5. **Language Feature**

    5) Proper nouns to identify those involved in the text (introducing personal participant).

    6) The use of past tense to retell the events.

    7) Words that show order of events (for example: first, next, then).

6. **Example of Writing Recount Text**

A writing recount text is a text that retells past events chronologically. Below is the example of a simple writing recount text:

> Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone rang. It was my friend Fanny, she asked me to go out at 10.00 o clock. She wanted to buy something in traditional market.
>
> Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its color, I took it, then Fanny and I read this out. We were fully shocked; it was a receipt of a four night tour to Lombok!! The expired date was that day. To our surprise, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

> We hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on.
>
> Two days later we were on the Senggigi Beach, lied in the warm sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

Generic Structure of Recount Text

The generic structure of a writing recount text are: (1) orientation which gives background about the text, (2) sequence of events that tells the past events chronologically, and (3) reorientation that give conclusion of the text.

The following is an example of generic structure of a recount text:

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone rang. It was my friend Fanny, she asked me to go out at 10.00 o clock. She wanted to buy something in traditional market.	**Orientation**
Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its color, I took it, then Fanny and I read this out. We were fully shocked; it was a receipt of a four night tour to Lombok!! The expired date was that day. To our surprise, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us. We hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on.	**Sequence of Events**
Two days later we were on the Senggigi Beach, lied in the warm sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.	**Reorientation**

Identifying Personal Participant

There are two personal participants who was directly involved in the recount text above, they are (1) I, and (2) Fanny

Chronological Connection

Writing recount text using sequence of time transition to start sentence, link a sentence with another sentence, and start a new paragraph. The following are examples of sequence of time transitions:

- After

- Before

- Finally

- First

- Second

- Third

- Then

- Last

- etc

Past Tense

Past tense is a tense used to express something which happened in the past. Main characteristic of past tense is the used of Verb 2 in the utterance. The following are the pattern of simple past tense.

1.) Past Tense with Verb

    a) Affirmative (+)

        S + Verb 2 + …

    b) Negative (-)

        S + did not + Verb 1 + …

    c) Interrogative (?)

        Did + S Verb 1 + …

Verb 2 is usually Verb 1 with –ed ending, they are called regular verb. The following are examples of regular verb found in the text above:

Verb 1	Verb 2
Ask	Asked
Want	Wanted
Hurry	Hurried
Issue	Issued
Lay	Lied

Another type of Verb 2 is called irregular verb. They don't have regular pattern and often take different form from their original Verb 1. The following are examples of irregular verb found in the text above:

Verb 1	Verb 2
Wake	Woke
Ring	Rang
See	Saw
Read	Read
Fall	Fell
Take	Took
Go	Went
Buy	Bought

2.) Past Tense without Verb

a) Affirmative (+)

S + (was/were) + …

b) Negative (-)

S + (was/were) not + …

c) Interrogative (?)

(Was/were) + S + …

The following are sentences in past tense found in the recount text above:

1) Last Saturday I **woke up** early, but I **didn't get up** because there **was no** school. (paragraph 1)

2) In the street, I **saw** a piece of pink coupon. **Interested** with its color, I **took** it, then Fanny and I **read** this out. (paragraph 2)

3) We **went** home and still **could not** believe what **was** going on. (paragraph 3)

F. Teaching Technique

1) Scientific approach (observing, asking questions, collecting information, associating, communicating)

2) "Make up a Story" puzzle as teaching media

G. Teaching Media

1) Writing recount text

2) "Make up a Story" puzzle

3) Students' worksheet

H. Teaching Strategy

1. General Teaching Steps

Observing

    1) Teacher shows an example of writing recount text to the students.

    2) Students observe the example of writing recount text.

    3) Teacher leads students to read the writing recount text.

    4) Students read the text by listen and repeat after the teacher.

Asking Questions

    1) Students ask teacher if they find difficulties regarding writing recount text.

    2) Teacher answers students' questions.

    3) Teacher asks students their understanding about writing recount text.

    4) Students answer teacher's questions according to their understanding of writing recount text.

Collecting Information

    1) Students explore the materials about writing recount text while solving "Make up a Story" puzzle.

    2) Students do group discussion to solve the puzzle about recount text with their friends.

    3) Teacher gives advice to students regarding to the group activities.

Associating

    1) Students do group discussion to solve another "Make up a Story" puzzle without any materials about writing recount text embedded on it.

2) Students do exercise about writing recount text in group.

3) Teacher gives feedback to the students' works.

Communicating

1) Students present their works in front of the class.

2) Students pay attention to the presenter in front of the class.

3) Students give feedback to the presenters' works.

4) Teacher gives feedback to all of the students in class.

2. Specific Teaching Steps

First Meeting (2x40 minutes)

Students	Teacher
Pretest (20 minutes)	
• Students do pretest about writing recount text at the beginning of teaching learning process	• Teacher conduct a pretest about writing recount text at the beginning of teaching learning process
Observing (15 minutes)	
• Students observe the example of writing recount text. • Students read the text by listen and repeat after the teacher.	• Teacher shows an example of writing recount text to the students. • Teacher leads students to read the writing recount text.
Asking Questions (15 minutes)	
• Students ask teacher if they find difficulties regarding writing recount text. • Students answer teacher's questions according to their understanding of writing recount text.	• Teacher answers students' questions. • Teacher asks students their understanding about writing recount text.

Students	Teacher
Collecting Information (30 minutes)	
• Students explore the materials about writing recount text while solving "Make up a Story" puzzle. • Students do group discussion to solve the puzzle about recount text with their friends.	• Teacher gives advice to students regarding to the group activities.

Second Meeting (2x40 minutes)

Students	Teacher
Associating (30 minutes)	
• Students do group discussion to solve another "Make up a Story" puzzle without any materials about writing recount text embedded on it. • Students do exercise about writing recount text in group.	• Teacher gives feedback to the students' works.
Communicating (30 minutes)	
• Students present their works in front of the class. • Students pay attention to the presenter in front of the class. • Students give feedback to the presenters' works.	• Teacher gives feedback to all of the students in class.
Posttest (20 minutes)	
• Students do posttest about writing recount text at the end of teaching learning process	• Teacher conduct a posttest about writing recount text at the end of teaching learning process

I. Sources

1) Bahasa Inggris kurikulum 2013

2) When English Rings a Bell for Class VIII

J. Test Items

Composing writing recount text

Appendix 2

Media for Experimental Group

Puzzle 1

Weekend in Bandung

- I and my family … to Bandung Last weekend. In Bandung we (stay/stayed) in our family villa at Puncak.

- After (visit/visited/visiting) Taman Safari we (go/went) to Trans Studio Bandung. There are a lot of interesting attractions over there. We (try/tried) some fun … such as roller coaster, 3D cinema, and giant swing.

- The air in Puncak is very cold. We (wear/wore) thick clothes and (drink/drunk) hot chocolate to heat up our body.

- First, we (visit/visited) Taman Safari Indonesia at Cisarua. In … we (find/found) so many wild animals (walk/walked) freely outside the cage. We (take/took) a lot of pictures with those wild animals.

- After two days in Bandung (decide/decided) to (go/went) to our hometown. We (have/had) a very exciting weekend in Bandung.

- Last, we … to factory outlet to (buy/bought) some souvenir. We (buy/bought) clothes, bags, and shoes for our relatives.

Puzzle 2

Class Trip to Bali

- I and my classmate (go/went) to Bali last year. … went to Bali from Batang by bus.

- After checking in on the hotel, we (begin/began) our tour in Bali. We (go/went) to Tanah Lot first. Tanah Lot (is/was) a very beautiful temple on top of rocky cliff.

- We (arrive/arrived) at Bali in the morning. Our first destination (is/was) our hotel where we will (stay/stayed) for three days.

- From Tanah Lot we (continue/continued) our tour to Joger. … is a very famous souvenir shop in Bali. We (buy/bought) some Joger souvenirs such as clothes, sandals, caps, and bags.

- The last destination of the first day (is/was) Kuta Beach. … (is/was) very famous among the tourist. We (meet/met) a lot of foreign tourist there. We also (swim/swam) and (play/played) throwing sand.

- Our class trip to Bali (is/was) tiring but it was also very fun.

- The next to days in Bali we (visit/visited) so many interesting places. … went to Tanjung Benoa, Penyu island, (watch/watched) Kecak dance, and also (visit/visited) art gallery.

Puzzle 3

Visiting Grand Parents

- Yesterday I (go/went) to village to (visit/visited) my grandparents.

- After having breakfast, I (follow/followed) them to the cornfield. They (work/worked) hard to harvest …, but I (choose/chose) to play around the cornfield.

- I (arrive/arrived) at grandparent's house in the morning. Soon after … arrived there, my grandmother (make/made) me breakfast.

- I (walk/walked) the buffalo to the grass yard and let … (eat/ate) grass until they full.

- In the afternoon my grandfather (ask/asked) me to feed buffalo on the grass yard near the river.

- From spending a day with my grandparents, I (get/got) an interesting experience

- In the evening after we (have/had) dinner, I (say/said) good bye to my grandparents and (go/went) back to my house at the town.

Appendix 3

Lesson Plan for Control Group

School : SMP N 3 Batang

Subject : English

Class/Semester : VIII/1

Materials : Writing Recount Text

Time allocation : 4x40 minutes

K. Learning Objectives

By the end of the study, students are able to:

3) Compose a writing recount text

4) Comprehend social function, generic structure, and language feature of a writing recount text.

L. Main Competence

4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

M. Basic Competence

4.13 Menyusun teks *recount*, lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, dan peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.14 Menangkap makna dalam teks *recount* lisan dan tulis, sangat pendek dan sederhana.

N. Indicators

4) Students are able to recognize writing recount text.

5) Students are able to identify social function, generic structure, and language features of writing recount text.

6) Students are able to compose writing recount text.

O. Learning Materials

7. Topic

Writing Recount Text

8. Definition

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

9. Social Function

Retells past events in order in which they are happened (chronologically).

10. **Generic Structure**

   7) Orientation: first paragraph that gives background information "who", "what", "where", and "when" (introducing participants, place, and time).

   8) Events: a series of paragraphs that retell the events in the order in which they happened.

   9) Reorientation: a concluding paragraph, giving personal comment of the writer (not always necessary).

11. **Language Feature**

   8) Proper nouns to identify those involved in the text (introducing personal participant).

   9) The use of past tense to retell the events.

   10) Words that show order of events (for example: first, next, then).

12. **Example of Writing Recount Text**

A writing recount text is a text that retells past events chronologically. Below is the example of a simple writing recount text:

> Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone rang. It was my friend Fanny, she asked me to go out at 10.00 o clock. She wanted to buy something in traditional market.
>
> Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its color, I took it, then Fanny and I read this out. We were fully shocked; it was a receipt of a four night tour to Lombok!! The expired date was that day. To our surprise, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.

> We hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on.
>
> Two days later we were on the Senggigi Beach, lied in the warm sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

Generic Structure of Recount Text

The generic structure of a writing recount text are: (1) orientation which gives background about the text, (2) sequence of events that tells the past events chronologically, and (3) reorientation that give conclusion of the text.

The following is an example of generic structure of a recount text:

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone rang. It was my friend Fanny, she asked me to go out at 10.00 o clock. She wanted to buy something in traditional market.	**Orientation**
Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its color, I took it, then Fanny and I read this out. We were fully shocked; it was a receipt of a four night tour to Lombok!! The expired date was that day. To our surprise, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us. We hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on.	**Sequence of Events**
Two days later we were on the Senggigi Beach, lied in the warm sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.	**Reorientation**

Identifying Personal Participant

There are two personal participants who was directly involved in the recount text above, they are (1) I, and (2) Fanny

Chronological Connection

Writing recount text using sequence of time transition to start sentence, link a sentence with another sentence, and start a new paragraph. The following are examples of sequence of time transitions:

- After

- Before

- Finally

- First

- Second

- Third

- Then

- Last

- etc

Past Tense

Past tense is a tense used to express something which happened in the past. Main characteristic of past tense is the used of Verb 2 in the utterance. The following are the pattern of simple past tense.

3.) Past Tense with Verb

d) Affirmative (+)

S + Verb 2 + …

e) Negative (-)

S + did not + Verb 1 + …

f) Interrogative (?)

Did + S Verb 1 + …

Verb 2 is usually Verb 1 with –ed ending, they are called regular verb. The following are examples of regular verb found in the text above:

Verb 1	Verb 2
Ask	Asked
Want	Wanted
Hurry	Hurried
Issue	Issued
Lay	Lied

Another type of Verb 2 is called irregular verb. They don't have regular pattern and often take different form from their original Verb 1. The following are examples of irregular verb found in the text above:

Verb 1	Verb 2
Wake	Woke
Ring	Rang
See	Saw

Read	Read
Fall	Fell
Take	Took
Go	Went
Buy	Bought

4.) Past Tense without Verb

d) Affirmative (+)

S + (was/were) + …

e) Negative (-)

S + (was/were) not + …

f) Interrogative (?)

(Was/were) + S + …

The following are sentences in past tense found in the recount text above:

4) Last Saturday I **woke up** early, but I **didn't get up** because there **was no** school. (paragraph 1)

5) In the street, I **saw** a piece of pink coupon. **Interested** with its color, I **took** it, then Fanny and I **read** this out. (paragraph 2)

6) We **went** home and still **could not** believe what **was** going on. (paragraph 3)

P. Teaching Technique

Scientific approach (observing, asking questions, collecting information, associating, communicating)

Q. Teaching Media

4) Writing recount text

5) PowerPoint presentation

6) Students' worksheet

R. Teaching Strategy

3. General Teaching Steps

Observing

5) Teacher shows an example of writing recount text to the students.

6) Students observe the example of writing recount text.

7) Teacher leads students to read the writing recount text.

8) Students read the text by listen and repeat after the teacher.

Asking Questions

5) Students ask teacher if they find difficulties regarding writing recount text.

6) Teacher answers students' questions.

7) Teacher asks students their understanding about writing recount text.

8) Students answer teacher's questions according to their understanding of writing recount text.

Collecting Information

4) Students read the materials about writing recount text on their module.

5) Students discuss the materials about writing recount text with their friends.

6) Teacher gives advice to students regarding to the materials.

Associating

4) Students do group discussion about writing recount text.

5) Students do exercise about writing recount text in group.

6) Teacher gives feedback to the students' works.

Communicating

5) Students present their works in front of the class.

6) Students pay attention to the presenter in front of the class.

7) Students give feedback to the presenters' works.

8) Teacher gives feedback to all of the students in class.

Appendix 4

Media for Control Group

13. Topic

Writing Recount Text

14. Definition

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

15. Social Function

Retells past events in order in which they are happened (chronologically).

16. Generic Structure

10) Orientation: first paragraph that gives background information "who", "what", "where", and "when" (introducing participants, place, and time).

11) Events: a series of paragraphs that retell the events in the order in which they happened.

12) Reorientation: a concluding paragraph, giving personal comment of the writer (not always necessary).

17. Language Feature

11) Proper nouns to identify those involved in the text (introducing personal participant).

12) The use of past tense to retell the events.

13) Words that show order of events (for example: first, next, then).

18. Example of Writing Recount Text

A writing recount text is a text that retells past events chronologically. Below is the example of a simple writing recount text:

> Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone rang. It was my friend Fanny, she asked me to go out at 10.00 o clock. She wanted to buy something in traditional market.
>
> Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its color, I took it, then Fanny and I read this out. We were fully shocked; it was a receipt of a four night tour to Lombok!! The expired date was that day. To our surprise, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us.
>
> We hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on.
>
> Two days later we were on the Senggigi Beach, lied in the warm sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

Generic Structure of Recount Text

The generic structure of a writing recount text are: (1) orientation which gives background about the text, (2) sequence of events that tells the past events chronologically, and (3) reorientation that give conclusion of the text.

The following is an example of generic structure of a recount text:

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone rang. It was my friend Fanny, she asked me to go out at 10.00 o clock. She wanted to buy something in traditional market.	**Orientation**

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its color, I took it, then Fanny and I read this out. We were fully shocked; it was a receipt of a four night tour to Lombok!! The expired date was that day. To our surprise, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!! We were thinking that maybe the coupon just fell from the sky and it was there for us. We hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on.	**Sequence of Events**
Two days later we were on the Senggigi Beach, lied in the warm sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.	**Reorientation**

Identifying Personal Participant

There are two personal participants who was directly involved in the recount text above, they are (1) I, and (2) Fanny

Chronological Connection

Writing recount text using sequence of time transition to start sentence, link a sentence with another sentence, and start a new paragraph. The following are examples of sequence of time transitions:

- After
- Before
- Finally
- First
- Second
- Third
- Then
- Last
- etc

Past Tense

Past tense is a tense used to express something which happened in the past. Main characteristic of past tense is the used of Verb 2 in the utterance. The following are the pattern of simple past tense.

5.) Past Tense with Verb

g) Affirmative (+)

S + Verb 2 + …

h) Negative (-)

S + did not + Verb 1 + …

i) Interrogative (?)

Did + S Verb 1 + …

Verb 2 is usually Verb 1 with –ed ending, they are called regular verb. The following are examples of regular verb found in the text above:

Verb 1	Verb 2
Ask	Asked
Want	Wanted
Hurry	Hurried
Issue	Issued
Lay	Lied

Another type of Verb 2 is called irregular verb. They don't have regular pattern and often take different form from their original Verb 1. The following are examples of irregular verb found in the text above:

Verb 1	Verb 2
Wake	Woke
Ring	Rang
See	Saw
Read	Read
Fall	Fell
Take	Took
Go	Went
Buy	Bought

6.) Past Tense without Verb

g) Affirmative (+)

   S + (was/were) + …

h) Negative (-)

   S + (was/were) not + …

i) Interrogative (?)

   (Was/were) + S + …

The following are sentences in past tense found in the recount text above:

7) Last Saturday I **woke up** early, but I **didn't get up** because there **was no** school. (paragraph 1)

8) In the street, I **saw** a piece of pink coupon. **Interested** with its color, I **took** it, then Fanny and I **read** this out. (paragraph 2)

9) We **went** home and still **could not** believe what **was** going on. (paragraph 3)

4. Specific Teaching Steps

First Meeting (2x40 minutes)

Students	Teacher
Pretest (20 minutes)	
• Students do pretest about writing recount text at the beginning of teaching learning process	• Teacher conduct a pretest about writing recount text at the beginning of teaching learning process
Observing (15 minutes)	
• Students observe the example of writing recount text. • Students read the text by listen and repeat after the teacher.	• Teacher shows an example of writing recount text to the students. • Teacher leads students to read the writing recount text.
Asking Questions (15 minutes)	
• Students ask teacher if they find difficulties regarding writing recount text. • Students answer teacher's questions according to their understanding of writing recount text.	• Teacher answers students' questions. • Teacher asks students their understanding about writing recount text.
Collecting Information (30 minutes)	
• Students read the materials about writing recount text on their module. • Students discuss the materials about writing recount text with their friends.	• Teacher gives advice to students regarding to the materials.

Second Meeting (2x40 minutes)

Students	Teacher
Associating (30 minutes)	
• Students do group discussion about writing recount text. • Students do exercise about writing recount text in group.	• Teacher gives feedback to the students' works.
Communicating (30 minutes)	
• Students present their works in front of the class. • Students pay attention to the presenter in front of the class. • Students give feedback to the presenters' works.	• Teacher gives feedback to all of the students in class.
Posttest (20 minutes)	
• Students do posttest about writing recount text at the end of teaching learning process	• Teacher conduct a posttest about writing recount text at the end of teaching learning process

S. Sources

3) Bahasa Inggris kurikulum 2013

4) When English Rings a Bell for Class VIII

T. Test Items

Composing writing recount text

Appendix 5

Students Worksheet

Arrange the following jumbled sentences into a recount text, classify those sentences according to recount text generic structure (orientation, events, and reorientation), and find regular and irregular verb in the text (verb 1, verb 2, and verb 3).

- Also, there were many sellers who sold many kinds of souvenirs.

- As soon as we finished our lunch, we decided to go home.

- For me, that was a beautiful day though I could not visit Malioboro. We really enjoyed it, and I hope I could visit Jogja again.

- Last week, my friends and I went to Jogja.

- Second, we visited Gembira Loka Zoo.

- Sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us.

- Then, we felt hungry, so we went to a restaurant.

- There were many birds flew in the sky.

- We also saw a lot of people in that beach.

- We looked around in that Zoo, and also took pictures of the animals.

- We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc.

- We visited many places. First, we visited Parangtritis beach.

Appendix 6

Assessment Rubric

A. Writing Test Assessment

Aspect	Score	Scoring Criteria
Organization	20-18	Appropriate tittle, effective introductory paragraph; arrangement of materials shows plan; conclusion logical and complete
	17-15	Adequate tittle, introduction, and conclusion; body of essay is acceptable; some ideas aren't fully developed
	14-12	Mediocre introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported
	11-6	Minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas
	5-1	Absence of introduction or conclusion; no apparent organization of the body; writer has not made any effort to organize the composition
Content	20-18	Essay addresses the assigned topics; the ideas are concrete and thoroughly developed; no extraneous materials
	17-15	Essay addresses the issues but missing some points; ideas could be more developed; some extraneous materials are present
	14-12	Development of ideas not complete; essay is somewhat off the topic; paragraphs aren't divided exactly right
	11-6	Ideas incomplete; essay does not reflect careful thinking; inadequate effort in area of content
	5-1	Essay is completely inadequate; no apparent effort to consider the topic carefully

Aspect	Score	Scoring Criteria
Grammar	20-18	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments
	17-15	Advanced proficiency in English grammar; some grammar problems don't influence communication; no fragments
	14-12	Grammar problems are apparent and have a negative effect on communication; fragments presents
	11-6	Numerous serious grammar problems interfere with communication ; grammar review of some areas clearly needed; difficult to read sentences
	5-1	Severe grammar problems interfere greatly with the communication; reader cant understand what the writer was trying to say; unintelligible sentence structure
Punctuation and spelling	20-18	Correct use of English writing conventions; all needed capitals, paragraph indented, punctuation and spelling; very neat
	17-15	Some problems with writing conventions or punctuation, occasional spelling errors; paper is neat and legible
	14-12	General writing conventions but has errors; spelling problems distract readers; punctuation errors distract ideas
	11-6	Serious problems with format or paper; errors in sentence punctuations; unacceptable to educated readers
	5-1	Complete disregards for English writing conventions; obvious capitals missing; severe spelling problems

Appendix 7

Students Observation Sheet

A. Observation Rubric

Aspect	Criteria	Score
Politeness	Always shows politeness during classroom activities	5
	Often shows politeness during classroom activities	4
	Sometimes shows politeness during classroom activities	3
	Rarely shows politeness during classroom activities	2
	Never shows politeness during classroom activities	1
Discipline	Always shows discipline during classroom activities	5
	Often shows discipline during classroom activities	4
	Sometimes shows discipline during classroom activities	3
	Rarely shows discipline during classroom activities	2
	Never shows discipline during classroom activities	1
Confidence	Always shows confidence during classroom activities	5
	Often shows confidence during classroom activities	4
	Sometimes shows confidence during classroom activities	3
	Rarely shows confidence during classroom activities	2
	Never shows confidence during classroom activities	1

Aspect	Criteria	Score
Enthusiasm	Always shows enthusiasm during classroom activities	5
	Often shows enthusiasm during classroom activities	4
	Sometimes shows enthusiasm during classroom activities	3
	Rarely shows enthusiasm during classroom activities	2
	Never shows enthusiasm during classroom activities	1
Responsibility	Always shows responsibility during classroom activities	5
	Often shows responsibility during classroom activities	4
	Sometimes shows responsibility during classroom activities	3
	Rarely shows responsibility during classroom activities	2
	Never shows responsibility during classroom activities	1

Max. Score   : 25

B. Grading Table

Students' score	Grade
25-21	Excellent
20-16	Good
15-11	Adequate
10-6	Poor
5-0	Unacceptable

Aspect	Score	Scoring Criteria
Style and expressions	20-18	Precise vocabulary usage; use of parallel structure; good register
	17-15	Attempts variety; good vocabulary; not wordy
	14-12	Some vocabulary misused; lack awareness of register; too wordy
	11-6	Poor expression of ideas; problems in vocabulary; lacks variety of structure
	5-1	Inappropriate use of vocabulary; no concept of register or sentence variety

Max. Score   : 100

B. Grading Score Table

Students' score	Grade
100-86	Excellent
85-71	Good
70-61	Adequate
60-51	Poor
50-0	Fail

Appendix 8

Angket Siswa

Berilah tanggapan untuk setiap pernyataan berikut sesuai dengan pendapat masing-masing.

(4) Sangat setuju

(3) Setuju

(2) Tidak setuju

(1) Sangat tidak setuju

A. "Make up a Story" puzzle memberikan arahan yang jelas dalam menyusun teks jenis recount.

(4)   (3)   (2)   (1)

B. Lebih mudah untuk memahami maksud dari teks recount menggunakan "Make up a Story" puzzle.

(4)   (3)   (2)   (1)

C. "Make up a Story" puzzle membuat pembelajaran teks recount lebih sederhana.

(4)   (3)   (2)   (1)

D. "Make up a Story" puzzle bisa digunakan untuk mengajar teks jenis lainnya.

(4)   (3)   (2)   (1)

E. "Make up a Story" puzzle membantu mebuat kerangka teks recount menjadi lebih mudah.

(4)   (3)   (2)   (1)

F. Mengembangkan kerangka teks recount menjadi lebih sederhana menggunakan "Make up a Story" puzzle.

    (4)   (3)   (2)   (1)

G. "Make up a Story" puzzle membantu mengeksplorasi kreatifitas dalam menyusun teks recount.

    (4)   (3)   (2)   (1)

H. Menyusun teks recount jadi menyenagkan dengan menggunakan Make up a Story" puzzle.

    (4)   (3)   (2)   (1)

I. "Make up a Story" puzzle juga bisa digunakan untuk membantu menyusun jenis teks lainnnya.

    (4)   (3)   (2)   (1)

J. "Make up a Story" puzzle memungkinkan untuk mengeksplorasi teks recount dengan cara yang menarik.

    (4)   (3)   (2)   (1)

K. Anda merasa tertantang untuk mencari lebih banyak materi tentang teks recount selain materi yang terdapat pada "Make up a Story" puzzle.

    (4)   (3)   (2)   (1)

L. "Make up a Story" puzzle mebantu anda mempelajari sendiri teks recount.

    (4)   (3)   (2)   (1)

M. Megerjakan latihan teks recount dengan "Make up a Story" puzzle terasa lebih menyenangkan.

    (4)   (3)   (2)   (1)

N. "Make up a Story" Puzzle memotivasi anda dalam belajar teks recount.

   (4)   (3)   (2)   (1)

O. Anda lebih antusias dalam mempelajari teks recount dengan "Make up a Story" puzzle.

   (4)   (3)   (2)   (1)

P. Mepelajari teks recount lebih menantang dengan "Make up a Story" puzzle.

   (4)   (3)   (2)   (1)

Tuliskan kritik dan saran anda tentang pembelajaran teks recount dengan "Make up a Story" puzzle. Kritik dan saran anda akan menjadi masukan yang bernilai bagi peneliti.

Kritik dan saran:

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

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Appendix 9

Pretest

Name :

Class :

Number :

Write a simple recount text consist 10 - 15 sentences according to one of the following topics:

1. Yesterday's diary
2. Last weekend activities
3. First day as eight grader
4. Last holiday

....

....

....

....

....

....

....

....

Appendix 10

Posttest

Name :

Class :

Number :

Write a simple recount text consist 10 - 15 sentences according to one of the following topics:

5. Yesterday's diary
6. Last weekend activities
7. First day as eight grader
8. Last holiday

....

....

....

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....

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Appendix 11

List of Experimental Group Student

Class	Code	Name
VIII G	Y-01	ALYA AFILIYANI
	Y-02	ANANDA DIGDOYO
	Y-03	APDI MUSTOPO
	Y-04	ARI CAHYA NUGRAHA
	Y-05	ARIF AGUNG SAPUTRA
	Y-06	DEVRY AKBAR WICAKSONO
	Y-07	DIANA OKTAVIA SARI
	Y-08	HAPPY RISKA INDRIYANI
	Y-09	HASNA RIFDHOTUL UMMA
	Y-10	HENDY AGATA PRASETYA
	Y-11	IQBAL AZZA
	Y-12	JADDUL MAULANA ALFAD IZZULKHAQ
	Y-13	KARTIKA THOYIBBAH
	Y-14	MELIA HAYATUN NUFUS
	Y-15	MOH DAFI NAJUDA
	Y-16	MUHAMMAD ADNAN ASSIDIQ
	Y-17	MUHAMMAD EVISIENA ALFA A
	Y-18	MUHAMMAD ISYMAM
	Y-19	NADA NADHIFAH RAMADANI
	Y-20	NAMIRA AMANDA ANDRAENI
	Y-21	PUTRI EGI GUPITASARI
	Y-22	RAFLIE MAULANA MUTAQIEN
	Y-23	RAHMANISA PRAMUDITA
	Y-24	REFIANA ARVENDIA SARI

Class	Code	Name
VIII G	Y-25	RIZA WAHYU DAMARA
	Y-26	RIZQIYANI NUR ROSYIDAH
	Y-27	SHAFA AULIA RAHMA
	Y-28	SILVIA MAULIDIYANI
	Y-29	TANGGUH IDI PANGESTU
	Y-30	WILDAN CHAERUL ALIF

Appendix 12

List of Control Group Student

Class	Code	Name
VIII F	X-01	AGNISA ANINDYA ARTA
	X-02	ALOISIUS CHENDY YUNIARTO
	X-03	ALWI SHIHAB
	X-04	ANDINI SAFITRI
	X-05	ANNISA KURNIA
	X-06	CITRA SETYARAFIFA
	X-07	DAFFA ZULFA YUDHANTO
	X-08	DIAN INDAH SETYANI
	X-09	FAIZ MULIA RAHMAN
	X-10	HANAN NAIFAH HAKIM
	X-11	INGGITA LARASATI
	X-12	IZZUL HAQ MUHAMMAD
	X-13	JONATHAN FERRY WIBOWO
	X-14	LAFI GRAITA
	X-15	LINDYANI
	X-16	LINTANG NUR FAKIH
	X-17	LUTHFI KHANSA RASENDRIYA R
	X-18	MUHAMAD ROMLI ALI
	X-19	MUHAMMAD HAYKAL
	X-20	MUHAMMAD PRIA LUHUR PAMBUDI
	X-21	MUJIATI NINGSIH
	X-22	NABILAH PUTRI ARIYANTI
	X-23	NAFA NARESWARA
	X-24	NAUFAL AFIF SADEWA

Class	Code	Name
	X-25	SALMA AMALIA
	X-26	SALSABILA HUWAEDA
	X-27	SALWA NI'MATUL MAULA AMIN
	X-28	SANDRA MONIKA PUTRI PERMANA
	X-29	SUNAIKA KUSFITRIANI
	X-30	ULIMA MAFAATIHA NIKMAH
	X-31	USYA LOVITA SARI
	X-32	VANIA ALYAA SALSABILLA

Appendix 13

Experimental Group's Pretest Score

Students' Code	Pretest Score
Y-01	67
Y-02	67
Y-03	58
Y-04	66
Y-05	67
Y-06	69
Y-07	65
Y-08	65
Y-09	72
Y-10	59
Y-11	66
Y-12	58
Y-13	68
Y-14	68
Y-15	66
Y-16	68
Y-17	67
Y-18	69
Y-19	69
Y-20	59
Y-21	67
Y-22	71
Y-23	67
Y-24	66

Students' Code	Pretest Score
Y-25	65
Y-26	67
Y-27	73
Y-28	68
Y-29	71
Y-30	67
Total Score	1995
Average Score	66.5

Appendix 14

Control Group's Pretest Score

Students' Code	Pretest Score
X-01	66
X-02	58
X-03	57
X-04	67
X-05	68
X-06	72
X-07	74
X-08	58
X-09	69
X-10	59
X-11	57
X-12	57
X-13	60
X-14	67
X-15	68
X-16	66
X-17	63
X-18	63
X-19	63
X-20	71
X-21	65
X-22	65
X-23	69
X-24	64

Students' Code	Pretest Score
X-25	69
X-26	66
X-27	66
X-28	66
X-29	69
X-30	65
X-31	67
X-32	67
Total Score	2081
Average Score	65.03

Appendix 15

Experimental Group's Posttest Score

Students' Code	Posttest Score
Y-01	73
Y-02	81
Y-03	74
Y-04	74
Y-05	86
Y-06	86
Y-07	76
Y-08	82
Y-09	94
Y-10	86
Y-11	73
Y-12	73
Y-13	75
Y-14	74
Y-15	74
Y-16	87
Y-17	71
Y-18	81
Y-19	86
Y-20	81
Y-21	81
Y-22	86
Y-23	81
Y-24	71

Students' Code	Posttest Score
Y-25	94
Y-26	85
Y-27	94
Y-28	82
Y-29	94
Y-30	81
Total Score	2436
Average Score	81.2

Appendix 16

Control Group's Posttest Score

Students' Code	Posttest Score
X-01	66
X-02	75
X-03	63
X-04	72
X-05	82
X-06	85
X-07	88
X-08	68
X-09	81
X-10	66
X-11	69
X-12	63
X-13	67
X-14	68
X-15	85
X-16	69
X-17	72
X-18	70
X-19	82
X-20	87
X-21	78
X-22	66
X-23	72
X-24	64

Students' Code	Posttest Score
X-25	78
X-26	67
X-27	67
X-28	86
X-29	69
X-30	65
X-31	64
X-32	64
Total Score	2318
Average Score	72.44

Appendix 19

Experimental Group Data Computation

Students' Code	Pretest Score (X)	(X^2)	Posttest Score (X)	(X^2)
Y-01	67	4489	73	5329
Y-02	67	4489	81	6561
Y-03	58	3364	74	5476
Y-04	66	4356	74	5476
Y-05	67	4489	86	7396
Y-06	69	4761	86	7398
Y-07	65	4225	76	5776
Y-08	65	4225	82	6724
Y-09	72	5184	94	8836
Y-10	59	3481	86	7396
Y-11	66	4356	73	5329
Y-12	58	3364	73	5329
Y-13	68	4624	75	5625
Y-14	68	4624	74	5476
Y-15	66	4356	74	5476
Y-16	68	5624	87	7569
Y-17	67	4489	71	5041
Y-18	69	4761	81	6561
Y-19	69	4761	86	7396
Y-20	59	3481	81	6561
Y-21	67	4489	81	6561
Y-22	71	5041	86	7396
Y-23	67	4489	81	6561
Y-24	66	4356	71	5041

Students' Code	Pretest Score (X)	(X^2)	Posttest Score (X)	(X^2)
Y-25	65	4225	94	8836
Y-26	67	4489	85	7225
Y-27	73	5329	94	8836
Y-28	68	4624	82	6724
Y-29	71	5041	94	8836
Y-30	67	4489	81	6561
Total Score	**1995**	**133075**	**2436**	**199306**
Average Score	**66.5**		**81.2**	
Min. Score	**58**		**71**	
Max. Score	**73**		**94**	
Standard Deviation	**3.75**		**7.20**	
Variance	**14.05**		**51.82**	

Appendix 20

Control Group Data Computation

Students' Code	Pretest Score (X)	(X^2)	Posttest Score (X)	(X^2)
X-01	66	4356	66	4356
X-02	58	3364	75	5625
X-03	57	3249	63	3969
X-04	67	4489	72	5184
X-05	68	4624	82	6724
X-06	72	5184	85	7225
X-07	74	5476	88	7744
X-08	58	3364	68	4624
X-09	69	4761	81	6561
X-10	59	3481	66	4356
X-11	57	3249	69	4671
X-12	57	3249	63	3969
X-13	60	3600	67	4489
X-14	67	4489	68	4624
X-15	68	4624	85	7225
X-16	66	4356	69	4761
X-17	63	3969	72	5184
X-18	63	3969	70	4900
X-19	63	3969	82	6724
X-20	71	5041	87	7569
X-21	65	4225	78	6084
X-22	65	4225	66	4356
X-23	69	4761	72	5184
X-24	64	4096	64	4096

Students' Code	Pretest Score (X)	(X^2)	Posttest Score (X)	(X^2)
X-25	69	4761	78	6084
X-26	66	4356	67	4489
X-27	66	4356	67	4489
X-28	66	4356	86	7396
X-29	69	4761	69	4761
X-30	65	4225	65	4225
X-31	67	4489	64	4096
X-32	67	4489	64	4096
Total Score	**2081**		**2318**	**169930**
Average Score	**65.03**		**72.44**	
Min. Score	**57**		**63**	
Max. Score	**74**		**88**	
Standard Deviation	**4.52**		**8.07**	
Variance	**20.42**		**65.16**	

Appendix 21

Experimental Group Gain Test

Students' Code	Pretest Score	Posttest Score	Max. Score	Gain Index
Y-01	67	73	100	0.18
Y-02	67	81	100	0.42
Y-03	58	74	100	0.38
Y-04	66	74	100	0.24
Y-05	67	86	100	0.58
Y-06	69	86	100	0.55
Y-07	65	76	100	0.31
Y-08	65	82	100	0.49
Y-09	72	94	100	0.79
Y-10	59	86	100	0.66
Y-11	66	73	100	0.21
Y-12	58	73	100	0.36
Y-13	68	75	100	0.22
Y-14	68	74	100	0.19
Y-15	66	74	100	0.24
Y-16	68	87	100	0.59
Y-17	67	71	100	0.12
Y-18	69	81	100	0.39
Y-19	69	86	100	0.55
Y-20	59	81	100	0.54
Y-21	67	81	100	0.42
Y-22	71	86	100	0.52
Y-23	67	81	100	0.42
Y-24	66	71	100	0.15

Students' Code	Pretest Score	Posttest Score	Max. Score	Gain Index
Y-25	65	94	100	0.83
Y-26	67	85	100	0.55
Y-27	73	94	100	0.78
Y-28	68	82	100	0.44
Y-29	71	94	100	0.79
Y-30	67	81	100	0.42
Average	**66.5**	**81.2**		**0.44**
Gain Category				**Intermediate**

Appendix 22

Control Group Gain Test

Students' Code	Pretest Score	Posttest Score	Max. Score	Gain Index
X-01	66	66	100	0.00
X-02	58	75	100	0.40
X-03	57	63	100	0.14
X-04	67	72	100	0.15
X-05	68	82	100	0.44
X-06	72	85	100	0.46
X-07	74	88	100	0.54
X-08	58	68	100	0.24
X-09	69	81	100	0.39
X-10	59	66	100	0.17
X-11	57	69	100	0.28
X-12	57	63	100	0.14
X-13	60	67	100	0.18
X-14	67	68	100	0.03
X-15	68	85	100	0.53
X-16	66	69	100	0.09
X-17	63	72	100	0.24
X-18	63	70	100	0.19
X-19	63	82	100	0.51
X-20	71	87	100	0.55
X-21	65	78	100	0.37
X-22	65	66	100	0.03
X-23	69	72	100	0.10
X-24	64	64	100	0.00

Students' Code	Pretest Score	Posttest Score	Max. Score	Gain Index
X-25	69	78	100	0.29
X-26	66	67	100	0.03
X-27	66	67	100	0.03
X-28	66	86	100	0.59
X-29	69	69	100	0.00
X-30	65	65	100	0.00
X-31	67	64	100	-0.09
X-32	67	64	100	-0.09
Average	**65.03**	**72.44**		**0.22**
Gain Category				**Low**

Appendix 23

T-test

T-test worksheet table

Group	Experimental	Control
N	30	32
$\bar{X}$	81.20	72.44
s^2	51.82	65.16

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{\left(\frac{(N1-1)s1^2 + (N2-1)S2^2}{N1+N2-2}\right)\left(\frac{N1+N2}{N1\,N2}\right)}}$$

$$t = \frac{81.20 - 72.44}{\sqrt{\left(\frac{(30-1)51.82 + (30-1)65.16}{30+32-2}\right)\left(\frac{30+32}{30\ x\ 32}\right)}}$$

$$t = 4.291$$

t-value = 4.29

df   = 60

t-table = 2.000

Appendix 24

Students' Questionnaire

Respondent	Item															
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Y-01	4	4	4	4	4	4	4	4	3	4	3	3	4	3	3	3
Y-02	3	4	3	4	3	4	3	4	3	4	3	4	3	4	4	4
Y-03	4	3	4	4	3	3	3	4	3	4	4	4	4	3	3	4
Y-04	3	3	3	3	2	3	2	3	3	3	2	2	3	2	2	2
Y-05	4	4	4	0	4	3	3	4	3	3	3	4	4	3	4	4
Y-06	4	3	3	4	4	3	3	3	4	4	3	4	3	3	3	4
Y-07	3	3	3	2	3	3	3	4	3	3	3	3	3	3	3	3
Y-08	3	3	3	3	4	3	3	3	3	4	3	3	4	3	4	4
Y-09	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4
Y-10	4	4	4	2	3	4	3	4	3	4	3	4	4	4	3	4
Y-11	3	3	4	4	4	3	4	3	3	4	4	3	3	4	4	3
Y-12	2	3	3	2	2	3	3	3	2	4	3	3	4	3	4	3
Y-13	3	3	3	3	3	3	4	4	3	4	3	3	3	4	3	4
Y-14	3	3	4	4	4	3	4	4	4	4	4	3	4	3	3	4
Y-15	3	3	3	4	3	3	3	3	4	3	3	2	3	2	3	2
Y-16	3	3	3	3	4	3	2	3	3	3	3	3	2	3	3	3
Y-17	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4
Y-18	4	4	4	2	3	4	4	4	2	3	3	4	3	3	3	3
Y-19	4	3	3	3	4	4	4	4	4	4	3	3	4	4	4	3
Y-20	3	3	3	3	3	3	3	4	4	4	2	4	3	3	3	3
Y-21	3	3	3	3	3	3	3	3	3	3	2	3	3	2	2	2
Y-22	3	3	3	2	3	3	3	2	2	3	2	2	3	3	3	3

Respondent	Item															
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**
Y-23	3	3	3	3	3	3	3	3	3	3	3	2	3	2	3	2
Y-24	3	3	3	4	4	3	3	4	3	3	3	3	4	3	3	3
Y-25	3	4	3	2	3	4	3	4	3	4	3	3	3	4	3	3
Y-26	4	3	4	4	4	3	4	4	4	4	4	3	4	4	3	4
Y-27	3	4	3	3	4		4	3	4	3	4	4	3	4	4	3
Y-28	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	2
Y-29	3	3	3	3	3	3	3	2	2	3	2	3	3	3	3	3
Y-30	4	3	4	3	4	4	4	3	4	3	4	4	4	3	3	4

Appendix 25

Students' Questionnaire Computation

Item	Percentage			
	Completely Agree	**Agree**	**Disagree**	**Completely Disagree**
A	30%	67%	3%	0%
B	30%	70%	0%	0%
C	30%	70%	0%	0%
D	37%	40%	20%	0%
E	40%	53%	7%	0%
F	33%	67%	0%	0%
G	30%	63%	7%	0%
H	57%	37%	7%	0%
I	23%	63%	13%	0%
J	57%	43%	0%	0%
K	20%	60%	20%	0%
L	37%	53%	20%	0%
M	40%	57%	3%	0%
N	33%	53%	13%	0%
O	20%	73%	7%	0%
P	40%	43%	17%	0%
Mean	34%	57%	9%	0%

Appendix 26

Documentation