



**THE USE OF *PICTURE WORD INDUCTIVE MODEL* (PWIM)  
STRATEGY TO IMPROVE STUDENTS' WRITING SKILL OF  
RECOUNT TEXT  
(An Action Research of the Eighth Graders of Junior High School  
2 Semarang in the Academic Year of 2014/2015)**

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

by  
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## APPROVAL

This final project entitled *The Use of Picture Word Inductive Model (PWIM) Strategy to Improve Students' Writing Skill of Recount Text (An Action Research of the Eighth Graders of Junior High School 2 Semarang in the Academic Year of 2014/2015)* has been approved by a board of examiners and officially verified by the Dean of the Faculty of Languages Arts of Semarang State University on August 2015.

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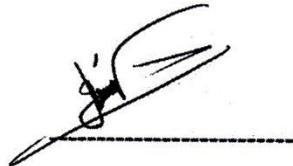
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## DECLARATION OF ORIGINALITY

I, Lina Sofia Andriani hereby declare that this final project entitled *The Use of Picture Word Inductive Model (PWIM) Strategy to Improve Students' Writing Skill of Recount Text (The Case of the Eighth Graders of Junior High School 2 Semarang in the Academic Year Of 2014/2015)* is my own work and has not been submitted in any form for another degree at any university or other institute. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, June 2015



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*“So verily, with the hardship, there is relief.*

*Verily, with the hardship, there is relief.*

*So when you have finished (from your occupation), then stand up for Allahs  
worship.*

*And to your Lord, turn your invocations.”*

*(QS. Al-Inshirah 5 – 8)*

*To my beloved parents,  
my beloved brother and sister,  
all my family*

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Semarang, 2015

Lina Sofia Andriani

## ABSTRACT

**Andriani, Lina Sofia.** 2015. *The Use of Picture Word Inductive Model (PWIM) Strategy to Improve Students' Writing Skill of Recount Text (An Action Research of the Eighth Graders of Junior High School 2 Semarang in the Academic Year of 2014/2015)*. Final Project. English Department. Faculty of Languages and Arts, Semarang State University. First Advisor: Prof. Dr. Dwi Rukmini, M.Pd., Second Advisor: Frimadhona Syafri, S.S., M.Hum.

Key Words: *Picture Word Inductive Model (PWIM)*, writing, recount text, action research

Most of eighth graders of Junior High School have difficulties in writing, including writing recount texts. It is because they have no ideas of what they have to write. They also have difficulties in grammar, organization, diction, mechanic, and spelling. So, some strategies have to be carried out to make writing class interesting, enjoyable, and easier. One of the strategies to teach writing is *Picture Word Inductive Model (PWIM)* which its main activity is identifying and labelling all objects and activities on the pictures.

The aim of this study is to find out how PWIM strategy is implemented in improving students' writing skill of recount text. In order to reach the objective, a classroom action research is designed and conducted in this study. The participants of this study were 30 students of class VIII B of State Junior High School 2 Semarang in the academic year of 2014/2015. Tests, observation sheets, and questionnaire were used as the instruments for collecting the data.

The results of this research showed an improvement of the students' writing recount text tests. The students' average score in pre-test was 64.40, in cycle 1 test was 75.63, and in post-test was 82.37. Each aspects (organization, content, grammar, punctuation, and style and quality of expression) of students' writing skill improved, too. The result of the observation sheet showed that after teaching and learning by using PWIM strategy, the students became more attentive, active, happier, and attracted in joining the classroom than before they got the treatment. The analysis of the questionnaire showed that the students gave positive responses towards the use of PWIM strategy in teaching and learning English generally, writing recount text particularly. Based on the overall results of the analysis, it can be concluded that the use of PWIM strategy in teaching writing recount text gives contribution to the improvement of the students' writing skill of recount text in the terms of learning behaviour and mastery.

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# CHAPTER 1

## INTRODUCTION

This chapter presents the background of the study, the reasons for choosing the topic, the research problems, the objectives of the study, the significance of the study, and the outline of the report.

### 1.1 Background of the Study

English as an international language has an important role in the world. It is not only used in communication, but also in transferring information. Without mastering English well, Indonesian people cannot communicate well. Because of that, Indonesia, as a country that use English as the second language, English should be taught to the students early on starting from elementary school to the university level.

In teaching and learning process of English subject, students are required to master four English skills; they are listening, speaking, reading, and writing. Listening and reading includes passive or receptive skills, while speaking and writing includes active or productive skills (Harmer, 2001:199, 246). Nevertheless, those skills have to be mastered by the students, especially writing skill, because, according to Harmer (2004:3), “being able to write is a vital skill for ‘speakers’ of a foreign language as much as for everyone using their own first language”. In addition, writing is used for a wide variety

of purposes. It is produced in any different forms (Harmer, 2004:4). For examples, letter, book, etc. So, in everyday life, Indonesian people need to master writing.

Compared to other skills, writing is the most difficult skill to be learned. It needs competencies of many language aspects, include grammar, diction, cohesiveness, etc to express the writer's opinion, thought, knowledge, and feeling. Furthermore, "writing takes time and energy. It is a long process". (Bram, 1995:64). The steps of writing may include planning, drafting, editing, and final draft (Harmer, 2004:5). In planning step, a topic should be prepared. To find an inspiring topic might be sometimes rather difficult. Dealing with the statement, it is not easy for the students to create their own writing in short time especially for beginners because they need much time in the writing steps.

In fact, many Indonesian students face many difficulties when they begin writing especially recount text. Based on the researcher's observation when she had a teaching practice in State Junior High School 2 Semarang grade VIII B, the students spent much time to think what they had to write because they did not get ideas quickly. They had difficulties in generating the ideas, writing mechanic, grammar, and they lacked of vocabulary.

Moreover, the teachers of State Junior High School 2 Semarang commonly uses the conventional strategy such as explaining the generic structure, the language features, give the text example, and give a task to the students to make a text. "For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students' attention

was directed to the *what* other than the *how* of text construction". (Harmer, 2004:11).

The researcher in this research tries to use an innovation strategy in writing that is *Picture Word Inductive Model* (PWIM). Silitonga and Ernidawati (n.d.) stated that PWIM is as a model of teaching that uses picture and words to stimulate students' thinking inductively, from specific thinking (see the pictures and words) into general thinking (make the words that are available become paragraph).

The PWIM strategy is the combination between picture and word. According to Harmer (2004:67), "just as music can provoke creativity in students – especially those who are particularly responsive to auditory stimuli – so too pictures work really well as spurs to written production". So, by giving the combination of picture and word to the students, their creativity will run well. Those combination can also stimulate students' ideas in writing.

The sequence of lessons by using PWIM strategy begins with a picture. The students study the picture and then "shake out the words". It means that the students identify things or objects they see in the picture; and the teacher draws a line from those things to a place outside the picture, reiterates the word, and writes and spells the word aloud. The students repeat the word, its spelling, and interpret it. After that, the students create sentences by using the words before, then organizing the sentences into paragraph.

From these reasons, the researcher conducts a classroom action research about improving students' writing skill of recount text by using PWIM strategy

for the eighth graders of State Junior High School 2 Semarang in the academic year of 2014/2015.

## **1.2 Reasons for Choosing the Topic**

Based on the background above, the researcher chooses the topic because of this following reasons:

1. Writing is one of the basic skills of English that has to be mastered by the students. However, the teachers still face difficulties in teaching writing. They still use conventional strategy, which is boring for the students. The teachers should apply interesting and effective strategy in teaching writing.
2. Recount text is one of the text genres that has to be mastered by the eighth graders students of junior high school as stated in the syllabus of curriculum 2013.
3. PWIM is an interesting strategy combining picture and word that offers some ease to the students. This strategy can facilitate the students to brainstorm what they will write. It also makes their idea still exist in their mind, so, the paragraphs can relate cohesively. The strategy also helps students to increase their vocabulary mastery.

## **1.3 Research Problems**

Based on the background above, the researcher in this study formulates the problem as follows:

1. What is the problem faced by students of eighth grade in writing recount text?

2. How is the proposed strategy implemented in this study?
3. How does *Picture Word Inductive Model* (PWIM) strategy improve the students' writing skill of recount text?

#### **1.4 Objectives of the Study**

Based on the research problems above, the purposes of this study are:

1. To find out the problem faced by the students of eighth grade in writing recount text
2. To explain the implementation of proposed strategy in this study.
3. To explain how *Picture Word Inductive Model* (PWIM) strategy improves the students' writing skill of recount text.

#### **1.5 Significance of the Study**

Related to the objectives, hopefully this study will give advantages for English teaching and learning.

Theoretically, this study is expected to be able to develop previous studies and give contribution to the education in Indonesia.

Pedagogically, this study will provide English teachers with a new understanding about the PWIM strategy to teach students in writing recount texts to the eighth grade students of junior high school. So, the teachers' and students' problems in the classroom can be solved.

Practically, this study can be implemented by English teachers in the English teaching and learning process in order to improve the students' writing

ability especially writing recount text and facilitate them to get effective learning in writing recount text and improve their writing skill.

In addition, the result of this study will be a useful knowledge for the researcher that can be applied to teach the students in the future.

## **1.6 Outline of the Report**

This study is divided into five chapters that can be presented as follows:

Chapter 1 is introduction. It consists of background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, and outline of the report.

Chapter 2 is review of related literature which consists of review of the previous studies, review of the theoretical studies, and theoretical framework.

Chapter 3 is method of investigation. It consists of research design, subject of the study, role of the researcher, type of data, instrument for collecting the data, procedure of collecting the data, procedures of analyzing data, and technique of reporting the analysis.

Chapter 4 is the results of the study. It discusses the general description of the study and the detailed results of the study.

Chapter 5 is conclusions and suggestions.

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

This chapter shows some theories that encourage this study. It consists of review of previous studies, review of the theoretical studies, and theoretical framework. In review of previous study, there are some final projects related to this study that had been conducted by older students. Moreover, there are some opinions or definition from experts of the terms and theories that are used in this study. Theoretical framework presents how the researcher conducts the research.

#### **2.1 Review of the Previous Studies**

In writing and conducting this study, there are many references needed. Previous studies which similar to this study can be:

The first final project is by Prasetya (2014) entitled “The Use of Chirpstory and Twitter to Improve Students’ Ability in Writing Recount Texts”. Chirpstory is an online application that provides facility which is allows the users of Twitter to organize their tweet into a group of tweets. It lets the users write full-length text by organizing their tweets and assemble Tweets from your Twitter timeline, favourites, users, lists, and specific Twitter URLs to create a story. He conducted the research in State Junior High School 1 Adiwerna grade VIII in the academic year of 2013/2014. He designed the action research that

consisted of preliminary test, cycle 1, and cycle 2. He gave a test in each cycle to measure the students' achievement. The result of the study showed that the students' writing skill could be improved by providing important learning materials such as the material itself, the texts, and the exercises by using Chirpstory and Twitter which this kind of media could gain the students' attention. The improvement of the students' writing skill could be seen from the average of the preliminary test was 65, the middle test was 77.3, and the final test was 80.9. In the final, he concluded that in general, Chirpstory and Twitter could be interesting and appropriate media in teaching and learning writing for the students and it is suggested that this media can be used by English teachers as an alternative media in teaching and learning writing recount text.

The second final project was done by Zulfarianto (2014) entitled "Improving Students' Writing Skill of Recount Text through Mind Mapping and Team Pair Solo Technique". He held the action research to the Eight Graders of State Junior High School 3 Banjarnegara in the academic year of 2013/2014. The result of the study showed that the students' responses in learning writing were good. They enjoyed the activity using Mind Mapping and Team Pair Solo Technique in class by having group discussion and individual work. The students' improvement was proved by the increase of their writing result. In pre-test, the mean of students' score was 58.95 and the mean of students' score in the post-test was 71.05. Based on the result above, Mind Mapping and Team Pair Solo technique are effective and can be used as an alternative teaching technique to improve students' writing skill of recount text

The other study was done by Iswahyuni (2013). It was “Developing Students’ Skill in Writing Recount Texts through Explicit Teaching of the Language Features”. She took the samples of the study from the eighth graders of State Junior High School 2 Ambarawa. The treatments consisted of four stages including building students’ knowledge about the text, modelling of text, joint construction of the text, and independent construction of the text. Through direct explanations of the linguistic features of recount text and feedback from the researcher, students’ skill in writing recount texts was developed. Moreover, mind-mapping and cooperative learning methods were also implemented in those treatments. The results of the study indicated that almost all of the students made some improvements. The mean of post-test (78.90) was better than the mean of pre-test (71.83). The result of t-test showed that there is a significant difference between the pre-test and the post-test scores. In addition, all aspects assessed in the tests including organization; logical development of ideas (content); grammar; mechanics; and style and quality of expression improve from pre-test to post-test. The highest improvement was grammar which is 12.7%. Furthermore, based on field notes and interview to the students, they showed that the implementation of explicit teaching of the linguistic features got a positive response from the students and most of them felt that this kind of teaching could give significant benefits to their writing skill. Therefore, it could be concluded that explicit teaching of the linguistic features appeared to be beneficial in developing students’ skill in writing recount texts in which it contributed to the development

of writing recount texts in many ways including grammar, vocabulary, genre, cohesion, and mechanics..

The next study was by Khusnita (2013) entitled “The Use of Facebook to Improve Students’ Skill and Increase Their Motivation in Writing Recount Texts”. She conducted her action research in the Tenth Grade Students of State Senior High School 1 Kajen in the Academic Year of 2012/2013. There were five meetings in that research. First meeting was used for conducting pre-test, second and third meeting were used to conduct cycle 1 and formative-test, and fourth and fifth meeting were used to conduct cycle 2 and post-test. The results of the study showed a significant improvement of the students’ achievement. The students’ average score in pre-test was (67.75), in formative test was (74.50), and in post-test was (79.25). The students’ writing skill (organization, content, grammar, punctuation, and style and quality of expression) in each test improved. The result of the observation sheet showed that after learning writing recount text using Facebook, the students became attentive, active, attracted in joining the lesson; and happy and serious in writing. The analysis of the questionnaire showed that the students gave positive responses towards the use of Facebook in their learning. Based on the overall results of the research, it could be concluded that the use of Facebook contributed to the improvement of students’ skill and the increases in their motivation in writing recount texts.

The last study was “The effectiveness of Tree Diagram Technique to Improve Students’ Achievement in Writing a Recount Text” by Septika (2014). She took the participants from the Eighth Graders of State Junior High School 1

Ungaran in the academic year of 2013/2014. The study was carried out in two cycles involving the stages of: planning, implementation, observation, and reflection. The data were obtained from the results of the students' writing tasks, observation checklists, and a questionnaire. The findings showed that tree diagram technique improved the students' ability in writing recount texts. In Cycle 1, out of 24 students there were 9 students who achieved Fair rank, 13 students who achieved Good rank, and only 1 student sat in Unacceptable rank. The average score of cycle 1 was 77.48. However, the score still did not meet the criteria of success so the action was continued to Cycle 2. After the implementation of the technique in Cycle 2, there were 4 students sat in Fair rank and 20 students achieved Good rank. The score average also increased in cycle 2 from 77.48 to 81.08. Sixteen out of 24 students (70%) achieved the criteria of success of the study. The finding of the study suggested that Tee Diagram Technique contributed to the students' writing skill improvement.

From the previous studies above, all of the researchers focused on how to improve students' writing recount text ability by using kinds of media or strategies. They used Chirpstory and Twitter, Mind mapping and Team Pair Solo, Explicit teaching of the language features, Facebook, and Tree Diagram Technique. Related to them, the researcher uses PWIM strategy to support the teaching and learning process to create recount texts. PWIM is a strategy by combining picture and words that are identified by the students. It is easy and enjoyable strategy that does not need long preparation, much money, and difficult properties. It just needs a big picture in front the classroom and a board marker.

The students will learn words more. The teacher writes words on the board surrounding the picture. That chart will be a kind of dictionary. The chart helps students pronounce the words after the teacher says them. By applying PWIM, the students will not only learn how to guide their ideas to create a text, but also listen, read, spell, and pronounce the words chart. Besides, the students' attention will focus on the picture. The classroom participation and interaction will be good enough. Therefore, PWIM is an appropriate strategy in English class in general and recount text in particular.

## **2.2 Review of Related Studies**

In this part, the researcher talks about the review of theoretical studies. It includes curriculum, writing, genre, teaching writing strategies, PWIM strategy, characteristics of junior high school, classroom action research and instrument used in this study.

### ***2.2.1 Curriculum 2013***

Curriculum is a set of plan of purpose, content, materials and method used as a guide of learning process to gain the certain aim. (UU number 20 year 2003, PP number 19 year 2005 in Document of Curriculum 2013). Curriculum development is directed to reach the competences as stated in Basic Competences. The students' learning responsibility in Junior High School is 38 hours every week. English subject is taught 4 hours of learning. Usually, it is divided into 2 meetings which each meeting is conducted for 40 minutes, as presented in the table below.

**Table 2.1 Curriculum Structure of Junior High School**

MATA PELAJARAN		ALOKASI WAKTU BELAJAR PER MINGGU		
		VII	VIII	IX
<b>Kelompok A</b>				
1.	Pendidikan Agama	3	3	3
2.	Pendidikan Pancasila dan Kewarganegaraan	3	3	3
3.	Bahasa Indonesia	6	6	6
4.	Matematika	5	5	5
5.	Ilmu Pengetahuan Alam	5	5	5
6.	Ilmu Pengetahuan Sosial	4	4	4
7.	Bahasa Inggris	4	4	4
<b>Kelompok B</b>				
1.	Seni Budaya (termasuk muatan lokal)	3	3	3
2.	Pendidikan Jasmani, Olah Raga, dan Kesehatan (termasuk muatan lokal)	3	3	3
3.	Prakarya (termasuk muatan lokal)	2	2	2
Jumlah Alokasi Waktu Per Minggu		38	38	38

English belongs to Group A. It is a group of subjects tending to intellectual and affective aspect, while Group B tends to affective and psychomotoric. In curriculum 2013, there are Core Competences and Basic Competences that should be gain by the students with the teacher as the media, supporter, facilitator of learning. The core competences of curriculum 2013 are as follows:

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

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.

As stated in syllabus of grade VIII, there are three texts that should be mastered by the students. Those texts are:

1. Descriptive text

Descriptive text stands in core competence 3.5 (Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya), core competence 3.6 (Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya), and core competence 3.10 (Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya).

2. Recount text

In syllabus, recount text stands in core competence 3.11 (Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau, sesuai dengan konteks penggunaannya) and core competence 3.12 (Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan

menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya).

### 3. Narrative text

It is stated in core competence 3.14 (Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya).

In mastering those kinds of texts, the students must be able to produce the texts. So that writing should be taught to them in order to gain the basic competence as stated in syllabus.

#### **2.2.2 Writing**

##### 2.2.2.1 General Concept of Writing

In teaching and learning process of English subject, the students are required to master four skills. Those are listening, speaking, reading, and writing. Actually, listening and reading includes passive or receptive skills, while speaking and writing includes active or productive skills (Harmer, 2001:199, 246). Harmer (2004:3) stated that as a matter of course, writing has to be taught. It is different from spoken language which is acquired naturally for a child, whereas for writing ability has to be consciously learned. Moreover, according to Meyers (2005:2), writing is partly a talent, but it's mostly a skill. Talent is natural ability since people born without being taught before whereas skill is the opposite of it. It is an ability that is mastered by people because they have practiced it before and like any skills, it improves with practice. Writing is a process of discovering and organizing the ideas, putting them on paper, reshaping and revising them.

Writing should be learned early on because of its importance in daily life whether people are students, official servants, civil servants, or common people because based on Harmer (2004:4), “writing process is the stages a writer goes through in order to produce something in its final written form”. Final written form is the products of writing such as letter, essay, novel, text, paragraph, report, book, etc.

According to Sokolik in Linse (2006:98), “writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers”. Writing is about collecting the data related to the topic, arranging, constructing, and revising them until the writing process is end, and it produced a writing product such as book, letter, text, etc.

Those products play role in everyday life. Almost every day, we meet them in various conditions, for examples, sending email or letter to communicate with others, creating text or paragraph to be submitted to the teacher, etc. Without mastering writing skill, people will not be able to deal with those kinds of products in their lives.

Harmer (2004:3) talked about the importance of mastering writing skill. “Being able to write is a vital skill for ‘speakers’ of a foreign language as much as the everyone using their own first language”. So, foreign language speaking people are better to be able to write because writing is like when they are speaking using their own first language. Besides learning speaking fluently, people need to learn how to write. Take a look at the following quotation:

In the school setting, writing plays two distinct or aspects but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter (Keys, 2000; Shanahan, 2004; Sperling & Freedman, 2001 in Graham and Perin 2007:9).

For the students in the school, writing is extremely important. It plays roles in both of writing subject itself especially in creating a text and other subject matter in the term of deepening students' knowledge. That is why writing is very important to be taught to the students in school level. Furthermore, according to Graham and Perin (2007:3),

Writing well is not just an opinion for young people. It is a necessary. Along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy.

Those all explanations show how important of mastering writing skill is. As one of skills that should be mastered by the students, writing as an active skills cannot come naturally, but it must be learned and practiced continuously until the students are be able to discover, organize the ideas and then revise them into good paragraphs as a product of writing. Those products can be a letter, text, notice, etc. By mastering writing skill, generally, students can master other knowledge with the good reading comprehension.

#### 2.2.2.2 Process of Writing

According to Linse (2006:101), the process writing approach involves the process steps necessary to produce a good quality final piece or product of writing such as text, letter, etc. To create a product of writing, the writers need to be creative

enough to generate ideas which come to the mind and goal directed enough to organize those ideas into meaningful and readable text. (Lundsteen in Palmer et al, 1994:7).

There are many versions from the experts about the process of writing. Brozo and Simpson in Palmer et al. (1994:7) stated that the various stages of writing presented by different educators throughout history do have much in common. “While there is considerable diversity in the labeling of these stages, the common motif across them all appears to be a concern for prewriting, writing, postwriting”.

*The Art of Teaching Writing* by Lucy McCormick Calkins (Heinemann in Palmer, et al., 1994:8) and *Writing: Teacher and Children at Work* by Donald Graves Calkins (Heinemann in Palmer, et al., 1994:8) presented the stages of the writing process includes Prewriting (rehearsal), Drafting, Sharing, Revising, Editing, and Publishing. Meanwhile, Harmer (2004:4-6) suggested the process of writing has four main elements: Planning, Drafting, Editing, and Final Version.

Although there are various versions of the process of writing, actually, all of them have the same contents. It depends on the teacher’s need and students’ condition. In this part, Meyers’ style will be discussed more.

Meyers (2005:3-12) suggested the series of writing process as:

1. Explore Ideas
  - a. Consider the subject
  - b. Consider the purpose
  - c. Consider the audience
2. Prewrite-using one or more of those methods
  - a. Brainstorming
  - b. Clustering
  - c. Freewriting

3. Organize
  - a. Select
  - b. Outline
4. Write a first draft
  - a. Write quickly to record your thoughts
  - b. Put notes and new ideas in the margins
5. Revise the draft
  - a. Read it aloud
  - b. Add or omit material, and more material around
6. Produce the final copy
  - a. Edit
  - b. Copy over, or print a clean copy
  - c. Read carefully for errors, and then make another clean copy.

The detailed explanation of those steps is presented below:

1. Explore ideas

The very first step of writing process is discovering the ideas. The ideas can come everytime, everywhere and by various manners. Thought will occur to you while traveling to campus, swimming, having a meal, even when going to bed. In exploring ideas, the writers plan what they are going to write. Before starting to write, they try and decide what it is they are going to say. The writers have different manners to keep their ideas in their mind. Some of them need detailed notes to do it. Others just need to write down some words. There are also writers that do not need any notes. They keep the ideas in their minds. When the time to write, there are three aspects to consider:

- a. Subject

Subject is the materials the writers want to write. The writers should choose the subject they care and know about. The writers should make the subject becomes interesting to the audience and have something interesting to say.

### b. Purpose

The writers have to consider the purpose of their writing. Different purposes will bring them to different ways of the writing process. It will influence the type of text they want to produce, the language they use, and the information they choose to include. Reid (2000:8) argued that there are three general purposes of writing:

- 1) To explain (educate, inform): The final piece of the writing can be descriptive text and report text.
- 2) To entertain (amuse, give pleasure): Recount text and narrative text can be produced if the writers' purpose is to entertain the readers.
- 3) To persuade (convince, change the readers' mind): the writers can produce hortatory and exposition text.

### c. Audience

To whom the writers speak will influence them in their ways of thinking. They should balance their ways with the audience' knowledge. It will influence the shape of the writing (how it is laid out, how the paragraphs are structured, etc) and the choice of the language (for example, formal or informal in tone).

## 2. Prewrite

The second step of writing process is prewriting. In this step, the writers write the ideas and thoughts on paper and they do not need to worry about grammar, diction, spelling, and punctuation because in the next steps, the

writers probably change the mind. There are many fun ways to pouring the ideas into a paper. Those ways can be:

- a. Brainstorming: brainstorming is listing as many as ideas that come to the mind.
- b. Clustering: in clustering, the writers write the subject in the middle of the paper and circle it. Then, they write related ideas around the first circle, then circle and connect them to the subject circle. The shape of completed clustering looks like branches or wheel.
- c. Freewriting: the writers just simply write about the subject they want to say without worrying about the grammar, sentence structure, diction, spelling, and logic. Freewriting is the way to put ideas into words that the writers can look at, expand on, or change later in the next steps.

The more detailed explanation about prewriting will be discussed in next point in the term of writing strategy.

### 3. Organize Ideas

- a. Selecting, subtracting, and adding

In this step, the writers return to the prewriting and do the following:

- 1). Underline or highlight the best ideas in the brainstorming list. Then, rewrite the list and put related ideas. Add as many as ideas that come to the mind related to the chosen list and remove the lists are not related to the chosen list.

2). Choose the best ideas from the clustering diagram. Make a new clustering diagram that expand those ideas in a wider detail and ignore the ideas that are not related to the choosen parts.

3). Circle or highlight the best parts of the feewriting. Do the second or more freewriting. Ignore the parts of freewriting that do not relate with the choice. Focus on those best parts and expand them.

b. Outlining

Outlining is putting the subpoints in a list and add them the supporting details under each category.

4. Write a first paragraph

After doing prewriting and organizing the ideas, the writers can begin to write the first paragraph. In this part, the writers do not worry about being perfect in constructing the sentences. They simply write quickly to record the ideas. If suddenly getting new ideas, the writers make a note about it in the margin.

5. Revise the paragraph

This step is the most important in writing process. After completing the first draft, print out a hard copy to work on later. Read it carefully and check its organisation, grammar, diction, spelling, and other details. Probably, the writers find things to change and add. Add ideas and remove the ideas that do not relate with. The last, write a new section of the draft.

## 6. Produce the final copy

### a. Editing

After revising the draft, edit the draft by re-checking the draft carefully. Focus more on grammar, word choice, verb forms, punctuation, and spelling. It is better if the writers use the dictionary and other references supporting the draft. Read one again and copy or print it out again with all the corrections.

### b. Proofreading

Proofreading is the last step of writing process. It is examining process the final copy. Re-check all details of the draft. Maybe, the final draft may be different from the first plan and first draft because it have revised in some steps before.

To produce a good writing, we must follow those steps. In short, firstly, we should find the ideas and write all of our ideas that come to our mind in the form of notes or other ways such as brainstorming, clustering, and freewriting. After getting the some notes, we may select the points that relate to our main idea. Then, we can start to write the first draft, revise and edit the draft until it becomes a good paragraph of text.

## **2.2.3 Genre**

### 2.2.3.1 General Concept of Genre

Chandler (2005) stated that “the word *genre* comes from French (originally Latin) word for “kind” or “class”. The term is widely used in rhetoric, literary theory, media theory, and recently linguistics, referring to a distinctive type of text.

The are many experts share their definition about genre;

Katie Wales notes that 'genre is... an intertextual concept' (Wales 1989, 259). John Hartley suggests that 'we need to understand genre as a property of the relations between texts' (O'Sullivan *et al.* 1994, 128). And as Tony Thwaites *et al.* put it, 'each text is influenced by the generic rules in the way it is put together; the generic rules are reinforced by each text' (Thwaites *et al.* 1994, 100). Chandler (2005)

Kress in Chandler (2005) defines a genre as a kind of text that derives its form from the structure of a (frequently repeated) social occasion, with its characteristic participants and their purposes. So, genre is the text types that have different characteristics, such as, the author's purpose and the generic structure. So, genre is all text types themselves, such as descriptive text, report text, recount text, procedure text, narrative text, hortatory exposition text, analytical exposition text, explanation text, discussion text, reviews text, spoof, news item, and anecdote.

According to Gerot and Wignell (1994:190), different genres deploy the resources for meaning-making through the grammar in different ways. For example, recounts which retell events tend to use past tense, whereas reports is describing something that tend to use present tense.

Furthermore, Gerot and Wignell (1994:192) stated that genres are staged, goal-directed, and purposeful. Thus, we can ask the three questions below for each text types.

1. What is its social purpose or function and goal?
2. Through what stages does it achieve that goal?
3. What lexicogrammatical and discourse choices are involved in the above?

From some experts' opinion above, genre can be defined as class of text that is differentiated by their social purpose of the authors or writers and other characteristics such as generic structures, tenses used, grammar, discourse, etc. Those differences bring genre into some texts that have to be known by the students based on their school level. For instance, for junior high school students get descriptive text, report text, procedure text, recount text, narrative text, and news items. While senior high school students get the higher level of texts such as hortatory and analytical exposition, discussion text, review text, and spoof.

#### ***2.2.4 Recount Text***

According to Gerot and Wignell (1994:194), recount text is a text that is used to retell events for the purpose of informing and entertaining the readers or the listeners. The different between recount and narrative is there are no complication and resolution among the participants in the recount text. It just tells the experience of life. Recount text can be seen as a text in general, a diary, or private letter which tells about the writers' experiences.

The generic structure of recount text as follows:

1. Orientation : provides the setting and introduces the participants.
2. Events : tell what happened in what sequence.
3. Reorientation : (optional) closure of events, states the personal comments of the writer.

In writing recount text, the writers must consider some aspects. Gerot and Wignell (1994:194) argue the significant lexicogrammatical features of recount text are:

1. Focus on specific participants.

Specific participant is the subject of the story, for example: I, my friends, my family, my class, etc.

2. Use of material processes.

Material processes in Gerot and Wignell (1994:53) are processes of material doing. They express the notion that physically doing something.

For example:

The fuel	<i>Ignifies</i>
Actor	Material

Mr. Smith	<i>Wrote</i>	The letter
Actor	Material	Goal

3. Circumstances of time and place.

In Gerot and Wignell (1994:52), circumstances of time and place answer questions as when and where.

- Time (temporal) tells when and is probed by when? How often? How long?. For example: He went to the beach *last Sunday*.
- While, place (spatial) tells and where is probed by where? How far? For example: he went to *the beach* last Sunday.

4. Use of past tense.

Past tense is tense that is used to express activities or events began and ended in the past that the formula is shown in the table.

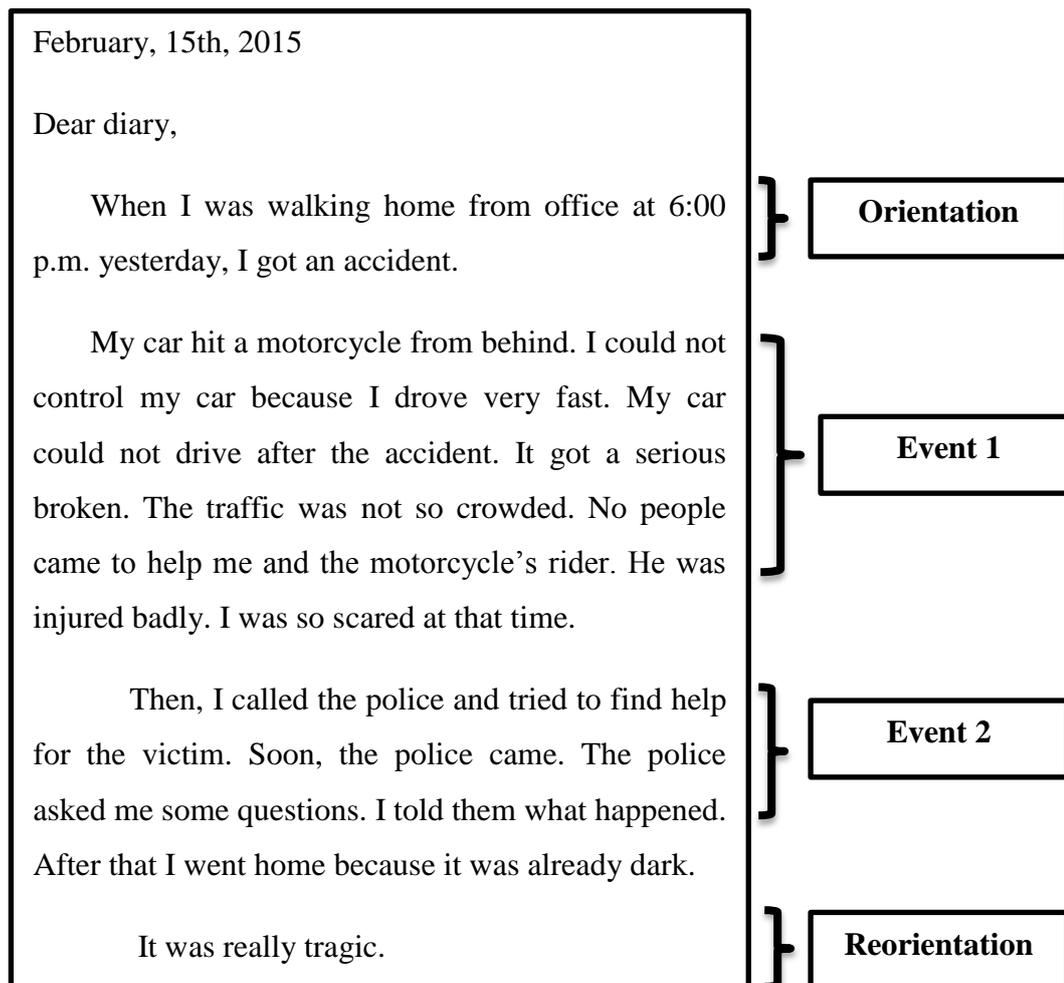
**Table 2.2 Formula of Past Tense**

Formula	Examples
Subject + Verb (past tense) +	David <i>rode</i> a motorcycle yesterday.

Complement	
Subject + was/were + Complement	David <i>was</i> sick two days ago.

5. Focus on temporal sequence. (first, then, after that, etc).

Below is the example of recount text:



**Figure 2.1 Example of Recount Text**

Recount text is one of text genres which the aim is to entertain and amuse the readers or listeners. It is about past experiences so that it uses past tense in telling the story plot. The plot is shared in events stage orderly. The text is opened

by orientation that introduces who, where, when the story happened and closed by the writer comment as the ending of the story in reorientation stage.

### ***2.2.5 Teaching Writing Strategy***

#### **2.2.5.1 General Concept of Teaching Writing Strategy**

According to Reid (2000:28), “strategies are steps that we take to achieve a goal more quickly, more easily, more effectively”. In other word, strategy is an alternative ways in gaining a goal quickly. It is equal to technique. According to Antony in Faridi (2012:11), “a technique is defined as a particular trick or strategy used to achieve an immediate objective”.

The teaching writing approach emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teachers should do to help learners perform a writing task in the term of producing a text, (Hyland, 2009:10). The teachers act as students’ guide to produce texts by providing them such kinds of manners or strategies. Then, Raimes in Hyland (2009:9) stated that “the teacher’s role is to guide students through the writing process, avoiding an emphasis on form to help them develop strategies for generating, drafting, and refining ideas”. Those kinds of strategies can be achieved through setting pre-writing activities. For examples; brainstorming, mapping, etc.

Because there is not a certain composing process, Celce-Murcia (2001:224) proposes the goal of the teacher is to expose students to a variety of strategies for getting started with a writing task and text composing and to encourage each student to try to discover which strategies work best for him or her. Those strategies are.

## 1. Brainstorming

Brainstorming is usually a group work which all students in the classroom give participation by sharing their knowledge and ideas about a particular subject. Then, students can take any or all of the information submitted when turning to the preparation of their first drafts.

In Palmer et al (1994:54), it is stated “brainstorming is a technique used to generate and collect ideas for writing”. It is a way to produce many ideas from a group of students for the purpose of problem solving in the term of discovering ideas. Brainstorming encourages a free flow of ideas, opinions, knowledge, imagination, creativity, and flexibility in rehearsing ideas.

Bram (1995:64) states that in the brainstorming process, the students simply write down every single thing that exists or comes into mind without worrying about the quality of the ideas, sentences structure, grammar, diction, and spelling. When brainstorming, the students just write down the ideas in phrases or in single words, not in complete sentences.

Doing brainstorming aims at keeping and guiding the ideas when the writing begins until the end of the writing process. The ideas that is poured in brainstorming will guide the students to write as well as their ideas and even they can correct and revise it. They will expand every single idea into good sentences or paragraphs. Brainstorming helps them not to lose their ideas.

## 2. Listing

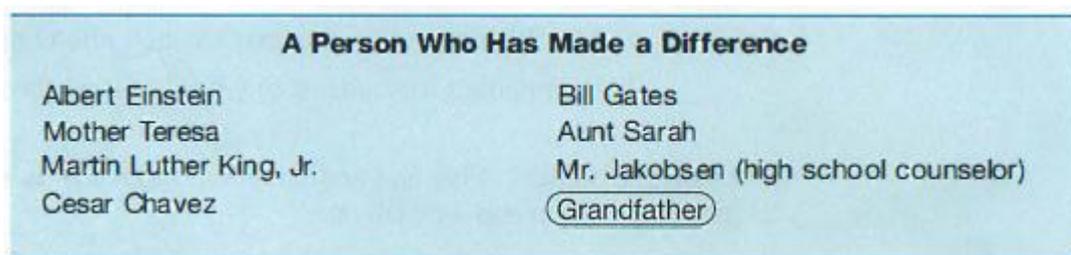
Unlike brainstorming, listing can be an individual activity for each student in the classroom. As a first step in finding an approach to a particular subject, the

student is encouraged to produce the lists as many as possible of all the main ideas and subcategories that come to mind as he or she thinks about the topic.

The students should list all of main ideas and opinions that come to mind before they truly create a text. It helps students guide their writing in order to form a good sequenced text based on the lists of ideas. The steps of listing provided by Oshima and Hogue (2007:16) are:

First, write the topic at the top of the paper and then make a list of the words or phrases that come into mind quickly. The writers do not wonder if the ideas are good quality or not, have right structure or not and should keep writing until the ideas in the mind stop.

For example: The subject is about a person who has made a difference.



**Figure 2.2 The First Step of Listing**

Second, the writers start a new list to write the chosen topic. Like the step before, they write the topic at the top of a new piece of paper and start writing words and phrases that come into mind about the topic without considering the quality of the ideas.

For example: The list of ideas about grandfather.

<b>Grandfather</b>	
uneducated (high school? eighth grade?)	started hospital in town — only
farmer	hospital in big area
worked hard	first farmer to terrace his land — now
helped his community	everyone does it
started community hospital	improved farming techniques
respected in community	in his area
went to church every week	smart
got up early	read about new things
worked late	terracing helps prevent soil erosion
was the first person in town	listened to experts
to buy a car	thought things over
forward-thinking	made me laugh when I was little

**Figure 2.3 The Second Step of Listing**

Third, the writers look at to the second list and decide to write about the instruction given by circling the related ideas. Also, they cross out anything that do not belong to the instruction. For example: from grandfather subject, the writer chooses point A and B and ignoring other unrelated ideas.

<b>Grandfather</b>	
<del>uneducated (high school? eighth grade?)</del>	started hospital in town — only
<del>farmer</del>	hospital in big area
<del>worked hard</del>	first farmer to terrace his land —
(helped his community)	now everyone does it
B (started community hospital)	A (improved farming techniques
<del>respected in community</del>	in his area)
<del>went to church every week</del>	<del>read about new things</del>
<del>got up early</del>	terracing helps prevent soil erosion
<del>worked late</del>	<del>listened to experts</del>
<del>was the first person in town</del>	<del>thought things over</del>
<del>to buy a car</del>	<del>made me laugh when I was little</del>
forward-thinking	

**Figure 2.4 The Third Step of Listing**

### 3. Clustering

Clustering is another technique for getting many ideas quickly. Clustering begins with a key word or central idea placed in the center of a paper or whiteboard, then the student (or the teacher, using student-generated suggestions) quickly write down all of the free opinions and ideas about the subject matter using words or short phrases. Unlike listing, the words or phrases generated are put on the paper or board in a pattern which takes shape from their connections. Completed cluster looks like spokes on a wheel or any other pattern depending on how the writer relate an idea to each other. By sharing their cluster patterns with others in the class, the students can be exposed to a wide ideas about the subject matter, which might generate further material for writing later.

The step order of clutering by Oshima and Hogue (2007:73):

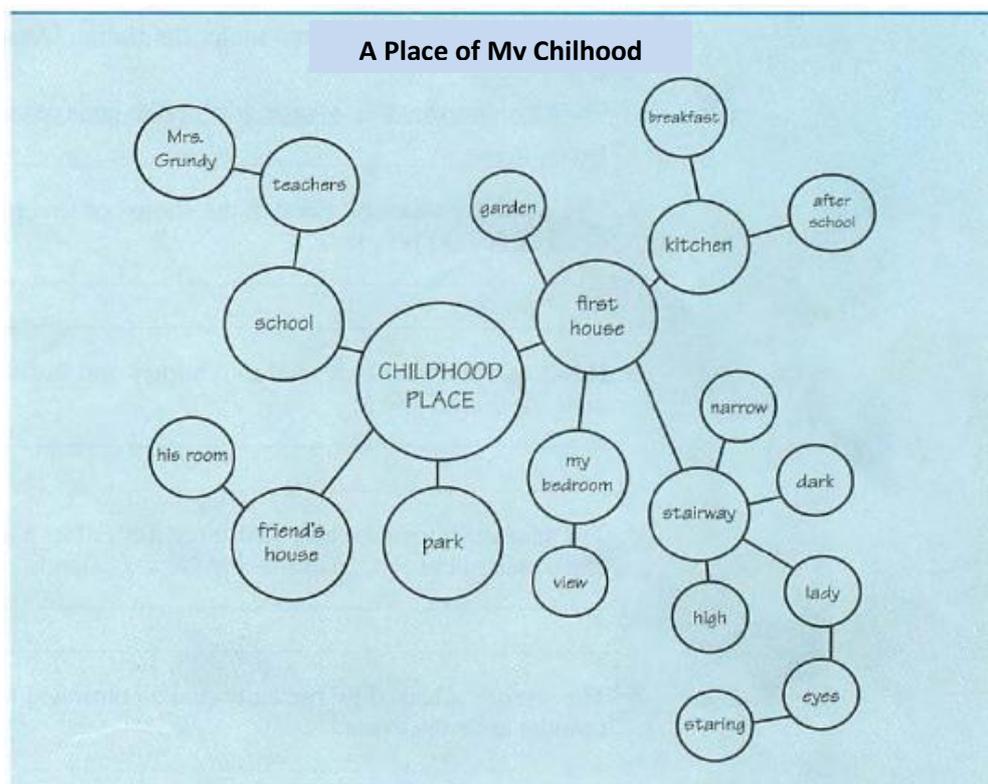
**Step 1** Choose one of the topic suggestions, and write it in a large circle in the center of a piece of paper or board.

**Step 2** Think about the topic for one or two minutes. Then write such new ideas that comes into mind in smaller circles around the large circle.

**Step 3** Think about the idea in each smaller circle for one or two minutes.

Write any new ideas in even smaller circles.

**Step 4** Look over the groups of circles. The largest group of circles is propably the most productive topic for the paragraph later.

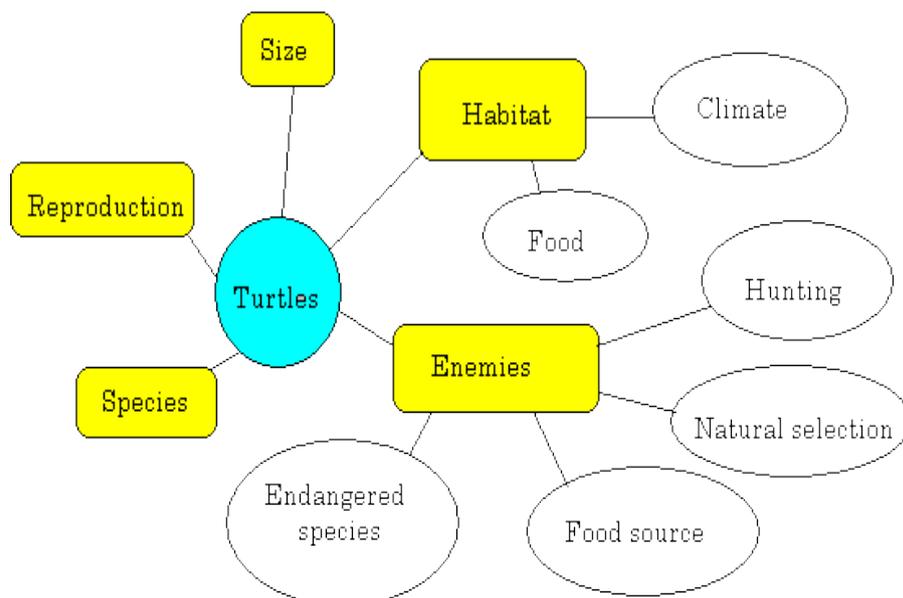


**Figure 2.5 An Example of Complete Cluster**

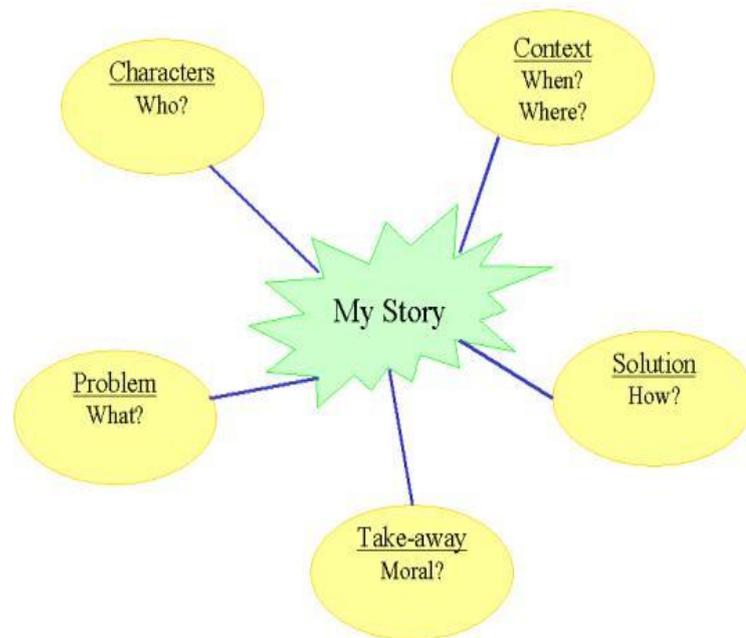
#### 4. Freewriting

Elbow in Celce-Murcia (2001:224) states that freewriting is also named as “wet ink” writing, “quick writing,” and “speed writing”. The main idea of this technique is for students to write for a specified period of time without taking their pen from the page until the ideas stop (about three minutes for a first attempt and then typically for about five to eight minutes). It often works best if the teacher provides an opening clause or sentence for the students to start freewriting. In freewriting, the students generate words, sentences, and paragraphs to express their thought and ideas. According to Palmer et al (1994:55), freewriting helps students begin to write easily and with pleasure; it is a technique to help them feel comfortable in their writing.

All those activities can be said as prewriting activities. Successful prewriting activities bring students into an awareness that writing is thought and speech written down (Palmer et al, 1994:53). The most difficult thing for students in writing is generating ideas. A good method to generate ideas is associating of one word with other words. This word association technique may be presented in various forms, such as four activities described above. Webbing and mapping support students' planning for writing. Both of them are used to organize ideas. Acrostics are words arrangement which all of first or last letters are the word or term. It is like crossword puzzle. They are fun and allow the students to expand variety and creativity. The examples of webbing diagram, mind-mapping diagram, and acrostics are:



**Figure 2.6 An Example of Webbing Diagram**



**Figure 2.7 An Example of Mind-Mapping Diagram**

**M**akes me use my brain.

**A**rithmetic is fun.

**T**akes time to learn.

**H**urray for Math!!

**Figure 2.7 An Example of Acrostics**

The strategies explained above are just some of the teaching strategies that are related to this study. Brainstorming, listing, clustering, and freewriting are the strategies which emphasize on how the writer can collect and generate the ideas

that comes to the mind in order to save them in a piece of paper in the form of notes, diagram, etc. Later, those notes will guide the writer to arrange and create a good paragraph. These strategies are little bit helpful to guide the writer creating a text because the most difficulty faced by the students in writing is generating the ideas.

### **2.2.6 Picture Word Inductive Model (PWIM)**

#### 2.2.6.1 General Concept of PWIM

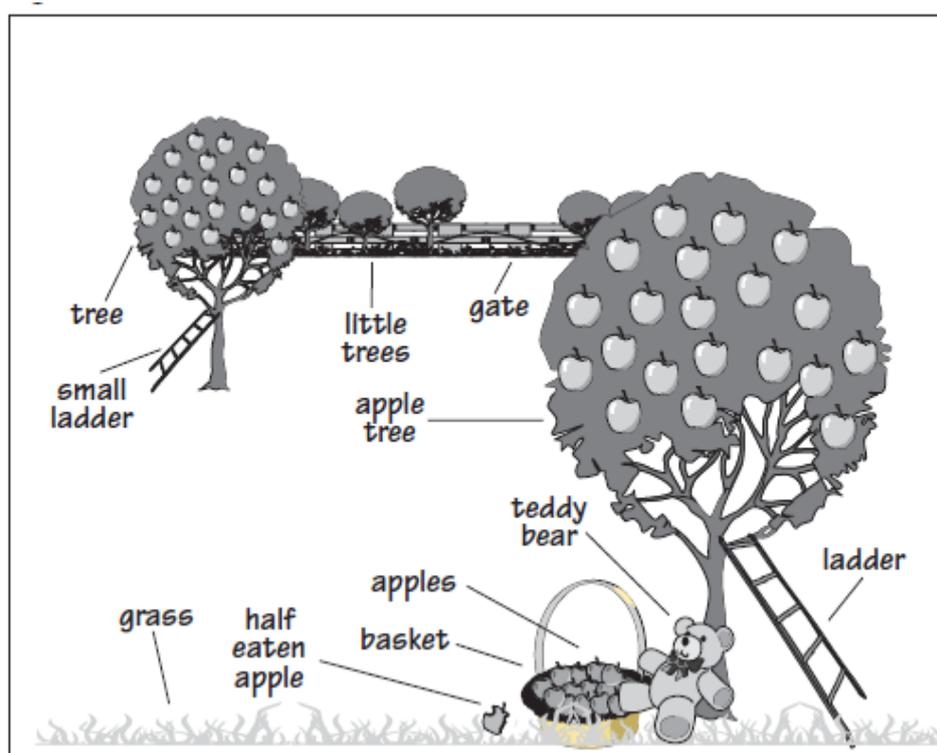
According to Hornby in *Oxford Advanced Learners' Dictionary* (1995:871), picture is a painting, drawing, sketch, etc especially as a work of art. Picture is very good for students to elicit ideas. Harmer (2004:67) proposes that as music can provoke creativity in students, picture works really well as spurs to written production. It can stimulate them to get creativity in producing writing ideas.

In general, according to Calhoun (1999:21), "The PWIM is an inquiry-oriented arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies". Teachers apply the PWIM in classes, small groups, and individuals to lead them into inquiring about words, discovering phonetics and structural principles, and using observation and analysis in their study. Calhoun (1999:25) states that in PWIM strategy, the students are presented with pictures of sequenced pictures. Then, they shake out the words from the picture by identifying the objects, actions, and qualities they recognize in the picture. The teacher helps them to draw a line from the object to the surrounding board and writes the words or phrases. So, the students will derive the words from pictures first before they get the writing

section. Besides, Picture Word Inductive Model also builds on the listening and speaking vocabularies of the students. The aim of this strategy is to unlock unfamiliar words.

In Calhoun (1999:23), there are many strengths of applying PWIM to guide students' writing. Those strengths are:

1. Students will hear the words pronounced correctly many times by the teacher.
2. Students hear and see the letters identified and labelled correctly on the board.
3. Students hear the words spelled correctly many times and follow the teacher to spell them together.



**Figure 2.9 Labelled Picture in PWIM Strategy**

By using PWIM, the teacher is not only teaching writing but also teaching speaking, pronunciation, and listening. Those benefits are directed to the

vocabulary improvement in which when the students know all of the objects in the pictures, they will generate the ideas and tell about the pictures easily.

#### 2.2.6.2 Teaching Recount Text Writing Using PWIM

In applying PWIM (Picture Word Inductive Model), there are some steps that must be followed. (Calhoun, 1999:23). Those steps are modified based on the contexts and students' need. Those are:

##### 1. Select the picture

The teacher must decide the pictures that he or she wants to show to the students. The pictures should relate to the students' age and knowledge. It also should match with the students' need as stated in syllabus. Calhoun (1999:78-79) shares tips for selecting the pictures as follows:

- a. The richer the content of the picture, the more opportunities for students to develop and expand the words. So, the teacher must select pictures that he or she thinks the students can relate to.
  - b. The larger the picture is better. Later, the pictures will be presented on the board in front of the classroom. The whole of class should see them well.
  - c. Give enough space to write down the name of the objects in around the pictures.
  - d. Place the pictures at eye level for the students to aid their exploration
- ##### 2. Ask students to identify and label what they see in the pictures (draw a line from the identified object or area, say the word, write the word, ask students to spell the word about and then to pronounce it). Some tips for labelling the pictures are:

- a. Write the words in large enough size so that students at the furthest distance from the pictures will be able to read them clearly.
  - b. If students give more than one accurate labels for the same object, write all labels.
3. Read and review the picture word chart. The students can add words and develop their ideas. The teacher spells aloud the words correctly and let the students hear the words pronounced correctly many times.
  4. Lead students to create a title for the picture words chart. Ask students to observe and think about the information on the chart and what they want to say about it.
  5. Generate all the words collected that available in the word chart into paragraphs.
  6. Read and review the paragraphs.

Recount text is done by applying PWIM strategy,

Simply, PWIM is a strategy of writing that uses the combination of pictures and words as the main point of the learning process. Later, the provided pictures will be identified by the students with the teacher's guidance. The aim of this activity is to know all of objects in the pictures so that it helps them in the next writing session. After the words collected, the teacher plays drill technique by reading all the words collected. This activity is very useful to improve students' pronunciation, spelling, listening, and speaking. It also helps to increase students' vocabulary. After knowing and understanding all the labels of pictures, the students begin to write recount text with the word chart as the guidance.

### ***2.2.7 Characteristics of State Junior High School 2 Semarang***

Junior High School 2 Semarang is one of the junior high schools in Semarang. The students of the school have had their interest in teaching and learning process both academic and nonacademic achievements. Their talent and skill are good enough. In accepting the lesson in the classroom, they are active, think critically, and have high curiosity. As teenagers, each of them has unique characteristics that cannot be compared.

In addition, the students' talent and skill are supported by their parents and school facilities. Junior High School 2 Semarang has complete enough facilities to support their students. They have many interesting extracurriculars that represent students' talent. They serve and facilitate them to reach their aspiration well.

In learning writing, sometimes they still face difficulties in writing process especially in generating ideas and mastering of vocabulary. As Haynes and Zacarian (2010:26) stated, many English language learners write through the filter of their native language, word order, sentence structure, and paragraph organization that may cause the problem. It is because there are exceptions to the rules in English grammar. In addition, students often lack of the vocabulary that they need to write in English successfully.

By applying PWIM, those problems will be solved. The students will focus on the pictures attached on the whiteboard. The pictures help students generating the ideas. The students' vocabulary mastery will increase in identifying and labelling the pictures. It is because they are forced to name all the objects on

the pictures. They will also be drilled in pronouncing, spelling, and interpreting the words.

### ***2.2.8 Classroom Action Research***

#### **2.2.8.1 General Concept of Classroom Action Research**

In conducting this study, the researcher uses classroom action research. According to Creswell (2012:3), “research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue”. At a general level, research consists of three order steps below.

1. Pose questions or research problems.
2. Collect data to answer the questions or to solve the problems.
3. Present the answers to the questions.

According to Mills in Mertler (2011:5), action research is defined as systematic research conducted by teachers and other educators who are interested in teaching and learning process which aims at collecting the information about how schools works, how teachers teach, and how students learn.

Mettetal (2001:7) mentioned that classroom action research is a method of finding out what works best in the classroom so that we can improve students learning. Every teaching and learning process is unique and different in the terms of level, students’ skills, teacher’s skills, teaching and learning style. To maximize students learning, a teacher should find out what works best in the classroom.

In Nunan (1992:2), it is stated that research is a systematic process of inquiry consisting of three elements or components, these are a question, problem or hypothesis; data; analysis and interpretation of data. The question means the

problems faced by the subjects, then the researcher solves the problems by giving them treatment, taking the data and finally processing the data to an accurate conclusion.

Besides to increase our understanding of a topic, research (based on Creswell, 2012:3-6) is important for three reasons:

1. Research adds to our knowledge

Research adds to our knowledge means that educators conduct research to contribute to existing information about issues. A research report provides a study that did not conduct before or fill a void in existing knowledge. Also, it can provide additional results to confirm or disconfirm results of previous study. The new result one can be a correction for the existing knowledge. It can also provide new information about people, places, or things that have not been studied previously.

2. Research improves practice

By applying the research results, the teachers and other educators become more effective professionals. However, not all of research results can be applied by all teachers. It depends on the students, classrooms, schools, and the environments because every single subject (students, classrooms, schools, even environments) has different unique characteristics.

The research results provide new ideas to the educators. By reading research studies, the educators can learn how new practices have been applied in other situation.

3. Research informs policy debates

Research provides information to policy makers when they research and debate educational topics. By the research help, policy makers can take the right decisions.

In short, classroom action research is a set of process conducted in school (classroom) to collect and analyze the data to know how a such kind of strategy or technique works. Before conducting the research, the researcher should have problems about teaching and learning process that will be solved. After getting the problems, the researcher tries to find out what media, technique, or strategy that is appropriate to the study.

#### 2.2.8.2 Process of Classroom Action Research

According to Arikunto (2014:17-20), there are four steps in conducting classroom action research. They are:

##### 1. Planning

In the first step of conducting classroom action research, the researcher explains what, why, when, where, by whom, and how the research will be conducted.

##### 2. Acting

This second step is the implementation of plan. The researcher conducts the research in the classroom by giving treatment to the students.

##### 3. Observing

The observing process will be held by the researcher during the research in the classroom.

##### 4. Reflecting

After conducting the research, the researcher makes self evaluation to him or herself about what has been done.

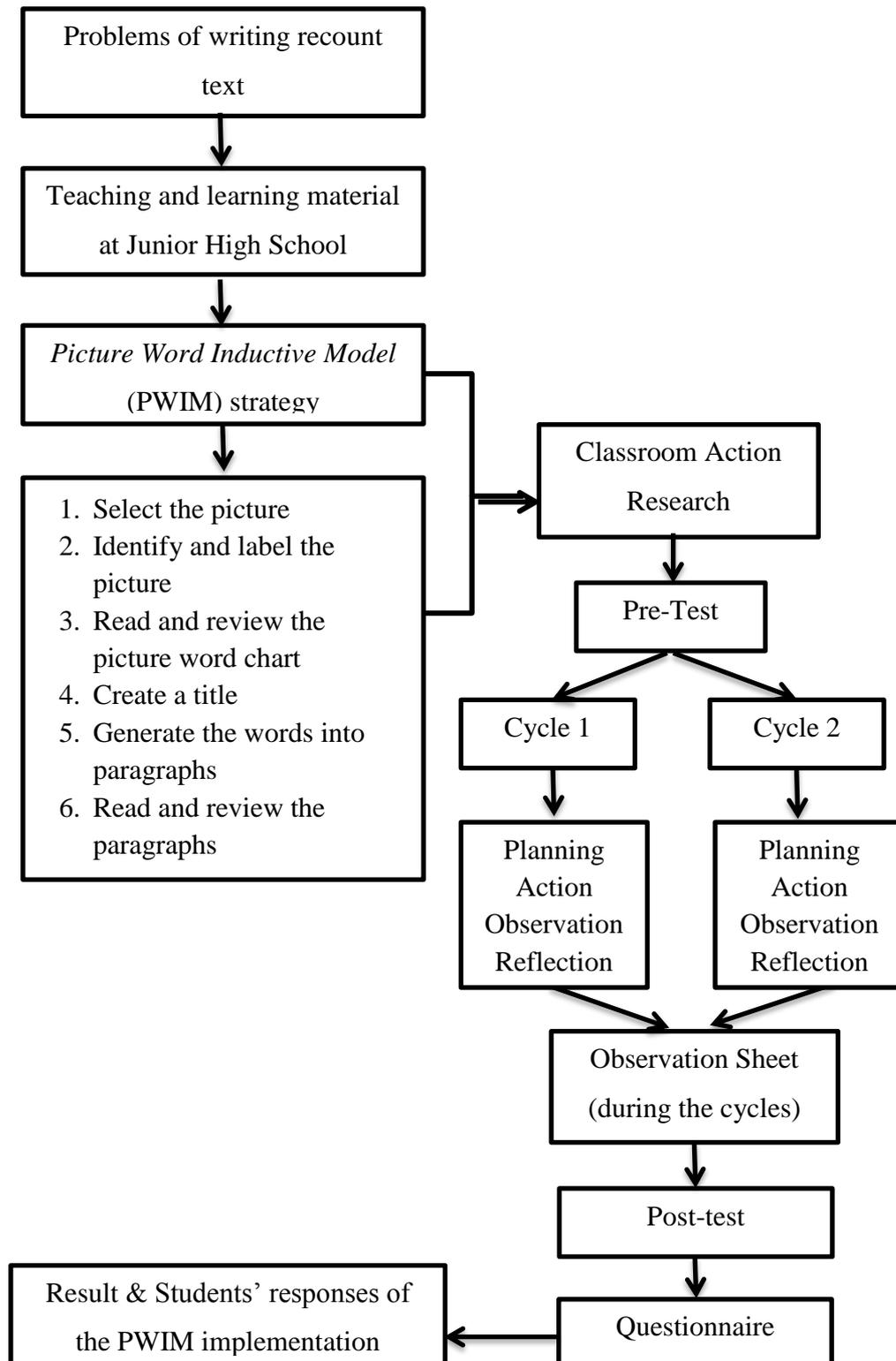
Those steps belong to cycle. In this study, there are two cycles; cycle 1 and cycle 2. Before the research is conducted, the researcher gives pre-test before the students get the treatment and post-test after they get it. The result of the pre-test, students' work in cycles, and post-test will be compared to know whether PWIM can improve students' skill in writing recount text or not.

### **2.3 Theoretical Framework**

In the process of writing recount text, the students of junior high school still face the difficulties. It is important for the teachers to facilitate them with an interesting strategy in order to encourage them in learning English especially writing. Among the various kinds of strategy, PWIM (Picture Word Inductive Model) is one of alternative strategy that will be effective to be applied in writing recount text. By using PWIM, students will know what they will write. The PWIM helps students to elicit the ideas to improve their writing.

In conducting this study, the researcher will use classroom action research to get the data. Based on the references, action research is a systematic process of inquiry consisting of three elements, they are problem, data, and the analysis and interpretation of the data. The researcher will take the data from the students of grade VIII Junior High School 2 Semarang. They are asked to write recount text by their own way (pre-test). Then, they will get treatment of the implementation of PWIM. And next, they will construct recount text again by using PWIM

strategy (post-test). The result of the pre-test and the post-test will be compared to get the conclusion. Besides using test, the researcher also uses observation sheet and questionnaire to collect the data. Observation sheet will be used to know the students' attention to the teacher's explanation, the students' active participation during the lesson, the students' responses towards the PWIM strategy, and the students' skill in producing recount text. The questionnaire will be used to know the students' opinion about the PWIM itself. The framework of the present study can be seen in the following scheme:



**Figure 2.10 Framework of the Study**

## **CHAPTER 3**

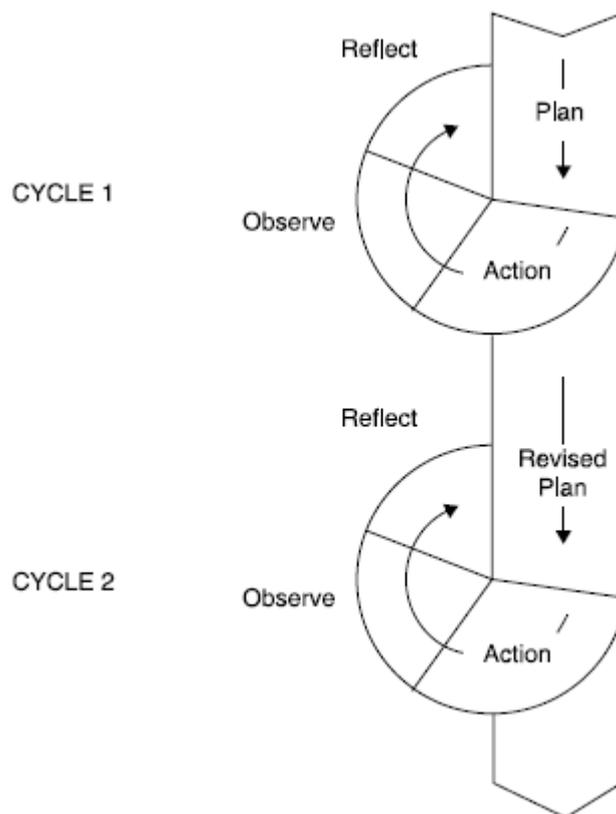
### **METHOD OF INVESTIGATION**

This chapter provides the information of method to collect and analyze the data. It consists of the research design, the subject of the study, roles of the researcher, types of data, the instruments for collecting data, the procedure of collecting data, the procedure of analyzing the data, and the technique of reporting the analysis.

#### **3.1 Research Design**

Research design is how a researcher conducts the research. In this research, the researcher tried to improve students' writing skill in writing recount text by using *Picture Word Inductive Model* (PWIM) strategy so that this research belongs to action research because “the central idea of the action part of action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice” (Burns, 2010:2). Kemmis and McTaggart in Nunan (1992:17) stated that there are three defining characteristics of action research. First, it is carried out by practitioners (classroom teachers) rather than outside researchers. Second, it is collaborative, means that people works together for a special purpose. Third, it is aimed at changing thing.

Kemmis and McTaggart in Burns (2010:9) draw the action research design of action research steps as follows:



**Figure 3.1 Cyclical Action Research model based on Kemiis and McTaggart**

From the figure above, there are two cycles in the action research steps; cycle 1 and cycle 2. Each cycle consists of four steps. They are planning, acting, observing, and reflecting. Before conducting cycle 1, the researcher gave pre-cycle test to the students and post-cycle test and also questionnaire in the end of cycle 2. The detail of all steps can be elaborated as follows:

### ***3.1.1 Pre-Test***

At the first meeting of the research, the researcher gave a pre-test to the students. Pre-test was conducted before the researcher gave them the treatment which was teaching writing recount text using PWIM strategy. The test was aimed to

measure the students' basic skill of writing recount text before the researcher gave the treatment. This test asked students to create a recount text about their last holiday based on their own way. Then, the researcher scored and analyzed the result of pre-test to determine the students' difficulties in writing recount text.

### ***3.1.2 Cycle 1***

Cycle 1 was done in the second meeting. In this meeting, the researcher applied PWIM as a strategy in teaching writing recount text. The researcher gave some treatments to the students related to the materials. There were four steps in conducting cycle 1.

#### *(1) Planning*

The first thing that should the researcher do was planning. In this case, the researcher did some activities:

##### *(a) Preparing the research's schedule*

The researcher arranged the schedule with the English teacher of State Junior High School 2 Semarang. The English schedule was on Monday and Saturday each week with 2 lesson hours (*2 jam pelajaran*) each meeting.

##### *(b) Preparing the teaching materials*

The researcher prepared the lesson plan for Basic Competence 3.12 about recount text and the pictures that became the object of writing recount text. She also prepared the teaching and learning material sheet related to recount text that would be delivered to the students. She would give them a drill technique to encourage their vocabulary.

(c) Preparing the teaching tools

The researcher prepared the classroom facilities such as whiteboard and board marker.

(d) Preparing the measurement tool

The researcher prepared the measurement tool that would be used in cycle 1 that is observation sheet.

(e) Preparing the evaluation rubric

The researcher prepared the rubric to analyze the result of writing recount text test.

*(2) Action*

After planning, the researcher did the action in the classroom. She gave the students an example of recount text. She explained them about the generic structure and the language features of recount text. Then, she guided them to create a recount text by using PWIM strategy. She gave them a sequence of pictures and then asked them to identify what things or objects they saw in the pictures. The topic of picture is about holiday activities. Next, they mentioned and labelled the pictures. Then, they started to write paragraphs of recount text guiding by the words and phrases they had written in the pictures.

*(3) Observation*

Observation was done during the treatment. While the teaching and learning process in the classroom worked, the researcher observed things happened in the classroom. The researcher used the observation sheet that had been prepared in

planning stage. The observation sheet would be used to know about the whole teaching and learning process. The important things that were observed in the observation stage were the students' behaviour during the teaching and learning process in the classroom and the students' responses in learning process by using PWIM strategy. The results of observation in cycle 1 helped the researcher to determine the action in cycle 2.

#### *(4) Reflection*

Reflection was the last activity in cycle 1. In this case, the researcher got the result from the action and observation section. The students' works in action stage and observation sheet were very helpful information. Then, the researcher analyzed the result. By doing reflection, she could determine which part of the cycle 1 that needed to be revised in cycle 2. Reflection section was also used to know whether there was improvement of students' skill in writing recount text or not.

### **3.1.3 Cycle 2**

The activities in cycle 2 were not so different with the activities in cycle 1 but with some revision after doing reflection in cycle 1. Those activities were:

#### *(1) Planning*

In planning section, the researcher planned and prepared things such as:

##### (a) Preparing the research's schedule

The researcher would conduct cycle 2 by continuing the day after cycle 1.

##### (b) Preparing the teaching materials

The researcher prepared the teaching and learning material sheet related to recount text that would be delivered to the students. The researcher would use drilling technique to help them mastering vocabulary related to the materials.

(c) Preparing the teaching tools

The researcher still prepared the classroom facilities such as whiteboard and board marker.

(d) Preparing the measurement tool

The researcher prepared the measurement tool that is observation sheet.

(e) Preparing the evaluation rubric

The researcher prepared the rubric to analyze the result of writing recount text test.

*(2) Action*

In action step of cycle 2, the researcher did the activities by looking at the revision. She would improve the perform. Firstly, the researcher would drill them with the related vocabulary. She continued teaching writing recount text to the students using PWIM strategy. She gave them worksheet consisting of the pictures they would identify. To be better, she asked them which part of the material that they did not understand well.

*(3) Observation*

Observation was done while the researcher was conducting the treatment. The researcher used the observation sheet in cycle 1 and cycle 2 to observe the students' learning behavior.

*(4) Reflection*

This second reflection was the last stage in cycle 2. The researcher got the result from their work and observation sheet. Then, the researcher analyzed them.

## **3.2 Subject of the Study**

This study aimed at improving students' skill in writing recount text using PWIM strategy. The study was conducted in State Junior High School 2 Semarang.

### ***3.2.1 Population***

As stated in Sugiyono (2010:117), population is generalization area consisting of objects or subjects that have certain quality and characteristics decided by the researcher to be researched and be taken the conclusion then.

The population used to conduct this research was the eighth graders of State Junior High School 2 Semarang in the academic year of 2014/2015. The total population was 266 students consisting of 113 male students and 153 female students which spread in 9 classes; VIII A up to VIII I. Eighth grade students were chosen because based on the curriculum 2013 applied in that school, recount text was available at the second semester for this grade.

### ***3.2.2 Sample***

In order to study the population more effectively, the researcher selected the sample. Sample, according to Sugiyono (2010:118) is part of the total and the characteristics of population which is researched. A good sample is one that representative of the population from which it was selected.

As a sample, the researcher selected VIII B because it was class where she did a teaching practice in seventh semester so that she had known the characteristics of the class. VIII B consisted of 30 students. It consisted of 13 male students and 17 female students.

### **3.3 Role of the Researcher**

In this classroom action research, the researcher had a role as a temporary teacher who applied PWIM strategy in teaching and learning English to improve students' skill in writing recount text. The researcher did some activities which began from giving pre-cycle test up to questionnaire. In this study, her role is as a full participant that held all activities in the classroom. After collecting the data, she analyzed them and took the conclusion then. It could be said that she played role as data collector.

### **3.4 Types of Data**

In order to support this research, the researcher used some instruments to collect the data. This study used qualitative data. According to Koshy (2005:86), qualitative data may be in the form of transcripts, descriptions and documents for analysis while quantitative data can be measured and represented by numbers. The qualitative data were obtained from the pre-test, cycle 1 test, post-test, observation sheet, and questionnaire.

### **3.5 Instrument for Collecting the Data**

In collecting the data, the researcher needed instruments. As stated in Koshy (2005:87), when planning the data collection, all researchers should think in mind that;

- (1) there are many ways of gathering data; the researchers have to choose the most suitable method for the task in hand;
- (2) it is the quality of the data you collect that is more important than the number of ways the researchers collect data.

In this case, the researcher used three instruments to collect the data. They were tests, observation sheet, and questionnaire.

#### ***3.5.1 Test (Pre-test and Post-test)***

According to Brown (2004:3), test is a method to measure a person's ability, knowledge, or performance in a given domain. In this case, the researcher measured their skill in writing recount text. There were two kinds of tests used in this study. They were pre-test and post-test. Pre-test is a kind of test which is carried out before the researcher gives the treatments to the students. The aim of delivering pre-test to the students was to know and measure the students' basic writing skill of recount text before they got the treatments.

Meanwhile, post-test is a kind of test which is conducted after the students get the treatments. The purpose of giving them the post-test was to measure the students' skill in writing recount text after being taught using PWIM strategy. The result of both tests was compared to know whether the students' writing skill of recount text improved or not.

### 3.5.2 Observation sheet

As stated in Burns (2010:62), observation sheet is used in what is sometimes called systematic or structured observation. It uses a coding system or checklist prepared before the lesson begins. The purpose of doing observation was to collect the data as many as possible about the whole teaching and learning process which was done by the researcher in the classroom. The observation sheet consisted of two students' categories, there were students' with positive behaviour and students with negative behaviour. Each category had some indicators as described below:

**Table 3.1 Categories of Students' Learning Behaviour**

Students with <u>positive</u> behavior	Students with <u>negative</u> behaviour
<ul style="list-style-type: none"> <li>a. Student is paying attention and giving response to the teacher enthusiastically. (asking, giving response, making notes)</li> <li>b. Student is participating actively in identifying the pictures.</li> <li>c. Student is giving positive response (happy, interested) towards <i>Picture Word Inductive Model (PWIM)</i> strategy.</li> <li>d. Student can produce recount text well.</li> </ul>	<ul style="list-style-type: none"> <li>a. Student is NOT paying attention to the teacher and doing unimportant things (talking with friends, dillydallying, etc)</li> <li>b. Student is NOT participating actively in identifying the pictures.</li> <li>c. Student is giving NEGATIVE response (indifferent, not interested) towards <i>Picture Word Inductive Model (PWIM)</i> strategy.</li> <li>d. Student cannot produce recount text well.</li> </ul>

### 3.5.3 Questionnaire

Questionnaire is good to use to get responses from people in limited time. Based on Burns' opinion (2010:81), questionnaire can give the researcher three types of information:

- (1) factual or demographic: who the interviewees are and their background or experiences;
- (2) behavioral: what they did in the past;
- (3) attitudinal: attitudes, opinions, interests, and values.

The questionnaire was conducted in the end of the research after the post-test. The questionnaire was used to know the students' opinion towards PWIM strategy in learning writing recount text.

The questionnaire was in the form of closed-ended item in order to get easy in scoring them because it has limited choice of answers. The students were asked to answer ten questions by choosing one of the rating scales from 1 to 5 which represent:

- (1) score 1 for strongly disagree;
- (2) score 2 for disagree;
- (3) score 3 for not quite agree;
- (4) score 4 for agree;
- (5) score 5 for strongly agree. (Metler, 2011:218)

### **3.6 Procedures of Collecting Data**

After determining the instruments used, the researcher should collect the data. The procedures of collecting data using those instruments determined were:

#### ***3.6.1 Test***

The first thing that the researcher did before conducting the research was giving pre-test to the students. In this section, the students were asked to write a recount

text based on the topic given by the researcher. The topic was about holiday activities.

The researcher came to the class chosen, that was VIII B firstly and explained what the students were going to do. The researcher distributed the instrument to each student and asked them to do the pre-test with their basic skill of writing recount text.

Another test was post-test. Post-test was given after all of treatments was done. The test type instruction was similar to the pre-test but the students did the test by applying PWIM they learned before. So, the researcher gave the instrument in the form of sequence of pictures and the answer sheet.

Both of tests were given in order to measure the students' skill in writing recount text before and after the researcher gave the treatments in this action research.

### ***3.6.2 Observation Sheet***

During the teaching and learning process, the researcher observed the students in the classroom. Observation sheet would be used in both cycle 1 and cycle 2 to know the improvement of students' behaviour, response, and performance during learning process of writing recount text using PWIM strategy. This observation sheet then was analyzed to make reflection.

### ***3.6.3 Questionnaire***

Questionnaire was used to get information about the students' response towards English subject, writing skill, and teaching learning recount text using PWIM strategy. It was given in the end of the research after all the treatments was done.

### 3.7 Procedures of Analyzing Data

This part discussed about the procedures of analyzing the data that were got from the tests, observation sheet, and questionnaire during the research. The data were analyzed in order to measure the students' achievement and responses in writing recount text using PWIM strategy. Those procedures are explained below:

#### 3.7.1 Test

During the research, the researcher gave three kinds of tests to the students. They were pre-test, cycle 1 test and post-test. Those tests were in the form of written test. The students' writing results of recount text were scored and analyzed using scoring technique from Brown and Balley as stated in Brown (2004:244-245) which measures five categories; organization, logical development of idea, grammar, punctuation/spelling/mechanics, and style and quality of expression. Each category's score rate started from 1 up to 20 point. Below was the analytic scale for rating writing assessment by Brown and Balley as stated in Brown (2004:244-145):

**Table 3.2 Analytic Scale for Rating Writing Assessment**

CATEGORIES	SCORE	EXPLANATION
<b>Organization: Introduction, body, and conclusion.</b>	<b>20-18</b>	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	<b>17-15</b>	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transactional expression may be absent or misused.

	<b>14-12</b>	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	<b>11-6</b>	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
	<b>5-1</b>	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
<b>Logical development of ideas: Content</b>	<b>20-18</b>	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought
	<b>17-15</b>	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous materials are present
	<b>14-12</b>	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right
	<b>11-6</b>	Ideas incomplete; essay doesn't reflect careful thinking or was hurried written; in adequate effort in area of content
	<b>5-1</b>	Essay is completely inadequate and doesn't reflect college level work; no apparent effort to consider the topic carefully.
<b>Grammar</b>	<b>20-18</b>	Native –like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences
	<b>17-15</b>	Advanced proficiency in English grammar; some grammar problems don't influence communication; although the reader is aware of them; no fragments or run-on sentences
	<b>14-12</b>	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present
	<b>11-6</b>	Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed
	<b>5-1</b>	Severe grammar problems interfere greatly with the message; reader can't understand what the writer

		was trying to say; unintelligible sentence structure
<b>Punctuation, Spelling, and Mechanics</b>	<b>20-18</b>	Correct use of English writing convention; left and write margins, all needed capital, paragraphs intended, punctuation and spelling; very neat
	<b>17-15</b>	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible
	<b>14-12</b>	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas
	<b>11-6</b>	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers
	<b>5-1</b>	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems
<b>Style and quality of expression</b>	<b>20-18</b>	Precise vocabulary usage; use of parallel structures; concise; register well
	<b>17-15</b>	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise
	<b>14-12</b>	Some vocabulary misused; lack awareness off register; maybe too wordy
	<b>11-6</b>	Poor expression of ideas; problems in vocabulary; lack variety of structure
	<b>5-1</b>	Inappropriate use of vocabulary; no concepts of register or sentence variety

Explanation:

Rating scale:

20 – 18 : excellent to good

17 – 15 : good to adequate

14 – 12 : adequate to fair

11 – 6 : unacceptable to not college

5 – 1 : not college to level work

Furthermore, the calculation of the total score:

Organization: Introduction, body, and conclusion : 20

Logical development of ideas: Content : 20

Grammar	: 20
Punctuation, Spelling, and Mechanics	: 20
Style and quality of expression	: 20 +
<hr/>	
Total	: 100

Based on the writing assessment above, the maximum score could be achieved by the students was 100. The final score was obtained by summing up each category's score. The researcher used this following formula to calculate the final score:

$$\text{The student's score} = \sum \text{categories } (O + C + G + M + S)$$

After getting all students' score in the classroom, the researcher counted the average of students' score using the formula below:

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

After the average were scored, the researcher would compare the results of pre-test and post-test to know whether there was any improvements or not.

### **3.7.2 Observation Sheet**

Observation sheet was useful to get the information about the use of PWIM in writing recount text dealing with the class situation and students' behaviour.

Observation sheet was conducted twice; those were in cycle 1 and cycle 2. The steps of analyzing the observation sheet were explained below:

## (1) Preparing the observation sheet.

The researcher categorized the observation for the students in two types. They were students with positive behaviour and students with negative behaviour.

**Table 3.3 Format of Observation Sheet**

No.	Students' Code	Students' Responses							
		Positive Behaviour				Negative Behaviour			
		A	B	C	D	E	F	G	H
1.	S-1								
2.	S-2								
3.	S-3								
4.	S-4								
5.	Etc.								

Explanation:

Students' positive behaviour:

A = Student is paying attention and giving response to the teacher enthusiastically. (Asking, giving response, making notes)

B = Student is participating actively in identifying the pictures.

C = Student is giving positive response (happy, interested) towards *Picture Word Inductive Model (PWIM)* strategy.

D = Student can produce recount text well.

Students' negative behaviour

E = Student is NOT paying attention to the teacher and doing unimportant things (talking with friends, sleeping, etc)

F = Student is NOT participating actively in identifying the pictures.

G = Student is giving NEGATIVE response (indifferent, not interested) towards *Picture Word Inductive Model (PWIM)* strategy.

H = Student cannot produce recount text well.

After getting the students' responses, the researcher analyzed them using the formula below:

$$\text{Students with positif behaviour} = \frac{A+B+C+D}{\sum S \times 4} \times 100\%$$

$$\text{Students with negative behaviour} = \frac{E + F + G + H}{\sum S \times 4} \times 100\%$$

Where,

$\sum S$  is the total number of students

- (2) Observing all of activities in the classroom every meeting.
- (3) The observation result of the previous meeting would be a reflection in the next meeting..

### 3.7.3 Questionnaire

Questionnaire was the last instrument to collect the data in this classroom action research. The researcher gave the questionnaire to the students to get more data about their opinions and responses towards the action. The questionnaire was distributed to all students in the last meeting after they did the post-test. The questionnaire was in the form of closed-ended item especially rating scale type so that students only needed to check (v) one of the scale from 1 to 5. In addition, the questionnaire was written in Indonesia. There would be ten statements in the questionnaire. Those ten statements were:

- (1) The students like English subject.
- (2) The students like writing.

- (3) English learning activities in their school was interesting.
- (4) The students were interested in the *Picture Word Inductive Model* (PWIM) strategy the teacher applied.
- (5) The students enjoyed learning through *Picture Word Inductive Model* (PWIM) strategy.
- (6) The situation of the teaching learning process were enjoyable after being taught by using *Picture Word Inductive Model* (PWIM) strategy.
- (7) The use of *Picture Word Inductive Model* (PWIM) strategy in learning activity made them easier to understand writing recount text.
- (8) Learning writing using *Picture Word Inductive Model* (PWIM) strategy could improve their writing.
- (9) The strategy that teacher used was able to help them in learning English especially in writing recount text
- (10) The *Picture Word Inductive Model* (PWIM) strategy was needed to be applied in every English lesson especially in writing recount text

Those statements have written in the format below:

**Table 3.4 Format of Questionnaire**

No.	Statements	Answer				
		1	2	3	4	5
1.	Statement 1					
2.	Statement 2					
3.	Etc.					

After getting the data, I After getting the data, I calculated them by counting the data in the form of percentage by using this following formula.

:

$$I(\%) = \frac{\sum S}{N} \times 100\%$$

Where,

I (%) = the percentage of each item

$\sum S$  = the total students of each category

N = the total number of students

By counting the percentage of the students' answer, we could know how many students and its percentage who strongly agreed, agreed, did not quite agree, disagreed, and strongly disagreed

### **3.8 Technique of Reporting Analysis**

In this research, all of the results data from the three instruments (tests, observation sheet, and questionnaire) were collected to answer the research problems.

#### ***3.8.1 Report of the Test Results***

The data collected from the test results were reported statistically and qualitatively. The researcher reported the test results statistically by comparing the average of pre-test and post-test to know and measure the improvement of students' skill in writing recount text. The statistical data in each test were explained in qualitative way.

#### ***3.8.2 Report of the Observation Sheet Results***

The results from the observation sheet were reported qualitatively by describing the improvement of students with positive behaviour and negative behaviour in cycle 1 and cycle 2. The improvement was stated by numbers which indicated the total number of students who acted as the indicators in each stage of the research.

### ***3.8.3 Report of the Questionnaire Results***

The results of questionnaire were reported quantitatively by calculating the students' responses in each question. The data were supported by statistical data from each number of the questionnaire.

## CHAPTER 4ZX

### Y RESULTS OF THE STUDY

This chapter discusses about the result and interpretation of pre-test, cycle 1, cycle 2, post-test, observation sheet, and questionnaire as the answer of research problem stated in chapter 1.

#### 4.1 General Description

This action research was conducted in class VIII B of State Junior High School 2 Semarang in the academic year of 2014/2015. There were four main activities in this action research. They were pre-test, cycle 1, cycle 2, and post-test. The activities schedule of this research can be seen as follows:

**Table 4.1 Schedule of the Research**

Date \ Activities	Pre-Test	Cycle 1				Cycle 2				Post-Test (and Questionnaire)	
		Planning	Action	Observation	Reflection	Cycle1 Test	Planning	Action	Observation		
March 16 <sup>th</sup> , 2015											
March 23 <sup>th</sup> , 2015											
March 28 <sup>th</sup> , 2015											
March 30 <sup>th</sup> , 2015											
April 4 <sup>th</sup> , 2015											

This action research began by explaining the researcher's purpose for coming to VIII B classroom as the subject of the research. The researcher

explained the students that there would be held an action research about the use of PWIM in writing recount text. The researcher told that the research would be conducted in five meetings starting from that day, March 16<sup>th</sup>, 2015.

## **4.2 Detailed Results**

In this part, the researcher presents the finding and interpretation based on the research problems stated in chapter I. Those problems are.

1. The problems faced by the students of eighth grade in writing recount text.
2. The implementation of proposed strategy in this study.
3. The improvement of students' skill in writing recount text by using PWIM strategy.

### ***4.2.1 Problems Faced by the Students of Eighth Grade in Writing Recount Text***

To know the students' skill in writing recount text, the researcher conducted pre-test on March, 16<sup>th</sup>, 2015 in VIII-B of State Junior High School 2 Semarang. There were 30 students consisted of 13 male students and 17 female students. Before giving the pre-test, the researcher briefly gave a review of recount text to help them regaining the material about recount text. Finally, she asked the students to do the pre-test by writing a recount text about their past holiday or experiences. She observed the students problems faced during the pre-test.

After gathering the students' writing results, the researcher read their writing and scored them based on the Brown and Bailey scoring system that measures five aspects. First aspect is organization (O). It deals with the generic

structure of recount text. Second aspect is content (C) which deals with the logical development of ideas. Third aspect is grammar (G). The fourth aspect includes punctuation, spelling, and mechanics (M). The last aspect is about style and quality of expression (S) which deals with vocabulary used in the writing. In calculating the students' score, the researcher used the following formula;

$$\text{The student's score} = \sum \text{aspects (O+C+G+M+S)}$$

**Table 4.2 Result of Pre-test**

No.	Code	Score					Total Score
		Organization	Content	Grammar	Mechanic	Style	
1	S-1	15	12	10	12	12	61
2	S-2	14	17	17	15	16	79
3	S-3	16	10	9	12	10	57
4	S-4	15	12	14	15	11	67
5	S-5	17	15	15	15	13	75
6	S-6	12	12	7	15	13	59
7	S-7	15	14	8	10	13	60
8	S-8	17	15	17	15	11	75
9	S-9	15	14	17	16	15	77
10	S-10	8	8	9	14	8	47
11	S-11	12	12	10	10	13	57
12	S-12	15	14	12	15	15	71
13	S-13	10	9	7	12	12	50
14	S-14	15	15	12	15	15	72
15	S-15	17	18	14	15	17	81
16	S-16	7	9	10	10	11	47
17	S-17	8	13	10	11	14	56
18	S-18	14	12	16	15	12	74
19	S-19	14	15	17	15	13	74
20	S-20	17	16	15	15	15	78
21	S-21	17	15	15	15	16	78
22	S-22	7	10	14	12	7	50
23	S-23	14	12	11	10	12	59
24	S-24	12	11	7	11	12	53
25	S-25	11	12	12	13	8	56
26	S-26	12	15	15	15	14	71
27	S-27	15	14	7	10	11	57
28	S-28	14	13	8	12	12	59
29	S-29	16	15	12	15	9	57

30	S-30	17	17	14	14	13	75
	Total	408	396	361	399	373	1932
	Average	13,60	13,20	12,03	13,30	12,43	64,40

In order to know the average of students' writing score in the pre-test, the researcher counted it as follow:

$$\begin{aligned} \text{The average of the students' score} &= \frac{\text{the total of students' score}}{\text{the total number of the students}} \\ &= \frac{1932}{30} \\ &= 64.40 \end{aligned}$$

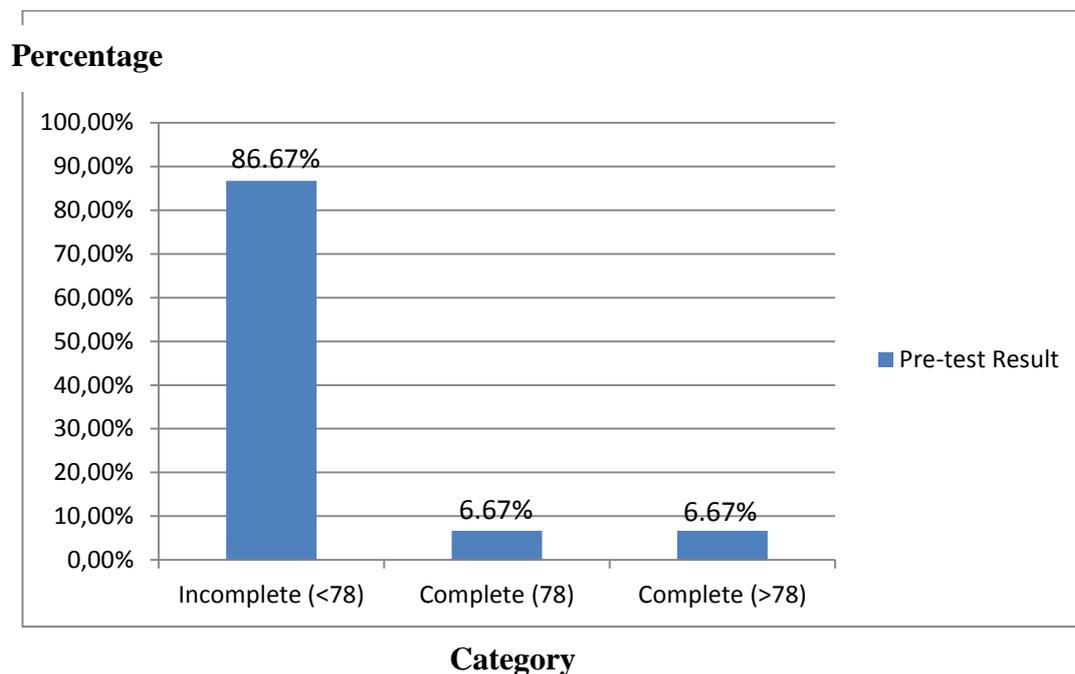
The average of students' pre-test score was 64.40. It was lower than the minimum score (*KKM = Kriteria Ketuntasan Minimal*) of English subject in State Junior High School 2 Semarang which was 78.00. Based on the minimum score, the pre-tests' score could be classified as the table below:

**Table 4.3 Classification of Students' Pre-test Score**

**Based on the English Minimum Score of SMPN 2 Semarang**

Score	Score	Classification	Frequency	Percentage
<78	<b>47, 47</b> , 50, 50, 53, 56, 56, 57, 57, 57, 57, 59, 59, 59, 60, 61, 67, 71, 71, 72, 74, 74, 75, 75, 75, 77	Incomplete	26	86.67%
78	78, 78	Complete	2	6,67%
>78	79, <b>81</b>	Complete	2	6,67%
Lowest Score		47		
Highest Score		81		
Class Average Score		64.40		

The result of pre-test showed in the diagram below



**Figure 4.1 Pre-Test Result**

Based on the result above, the researcher found that the lowest score in pre-test was 47. There were two students who got 47. The highest score was 81. It was reached only by one student. Based on the table 4.3, there were four students (13.33%) who passed the minimum score. Those scores were 81, 78, and 78 that was reached by two students and 26 students (86.67%) were unable to pass the English minimum score.

The interpretation of each aspect in pre-test result could be explained as follows:

The first aspect was organization. From the table 4.2, we could see that the average point of this aspect was 13.60 from 20 as the maximum point. It meant that the students had adequate knowledge about the generic structure of the recount text (point 12 till 14 means adequate to fair). There was no students in not

college to level work category, 6 students (20%) in unacceptable to not college category, 9 students (30%) in adequate to fair category, 15 students (50%) in good to adequate category, and there was no students in excellent to good category. They were able to produce an adequate organization in their writing. Most of them had provided the text with title, orientation, events, and reorientation although they still had problems in many things. Actually, they knew the theory of recount text well but they failed to apply it in their writing. Some students gave the title which did not represent the text well. Some of them did not give obvious space between orientation, events, and reorientation. The orientation sometimes did not provide the information of person/objects, time, and place completely. In events part, they were confused with the order of ideas. Furthermore, some of them gave the correct reorientation. They put their comment about their writing, but some of them did not put any conclusion in the last of their writing.

The second aspect was content. This aspect deals with the development of ideas in writing recount text. The average point of this aspect was 13.20. There were 13 students (43.33%) stayed in adequate to fair category. There were 6 students (20%) stayed in the lowest category, that was unacceptable to not college. There were 10 students (33.33%) stayed in good to adequate category and the highest was excellent to good category which was reached by one student (3.33%). The students had made good ideas and could develop them. Some of them made fair development of ideas and could make interesting story. However, some of them also lacked of ideas that caused they created incomplete paragraph. They failed to regain their memories to be written. The students who had

memories felt difficult to express them in their writing. Furthermore, some students wrote the main point of idea without providing the supporting sentences. It made the ideas were not fully developed.

The third aspect was about grammar used. The average point of this aspect was only 12.05. It was the lowest average aspect among other aspects. There were 9 students (30%) stayed in good to adequate category, 8 students (26.67%) stayed in adequate to fair, and 13 students (43.33%) stayed in unacceptable to not college category. Most of students made grammatical errors in writing recount text. Some of those errors can be seen in the following samples.

- a. Many students failed to apply simple past tense, for example:

*Chika's family are holiday to Bandung (S-3). It should be Chika's family were holidaying in Bandung or Chika's family were on holiday in Bandung.*

- b. The students failed to implement predicator, for example:

*Chika's family are walks to Trans Studio Bandung, Kampung Gajah, etc. (S-3)*

*It should be Chika's family walked to Trans Studio Bandung, Kampung Gajah, etc. I'm go to Malang city by car (S-7). It should be I went to Malang city by car*

- c. Some of them used the wrong *to be* or even did not put any *to be* where it should have been put, for example:

*And I very happy (S-4). It should be and I was very happy.*

- d. Some of them could not apply the modification of verb, for example:

*After buys the ingredients in the mall, I and my mother started cooking traditional food (S-10). It should be After buying the ingredients in the mall, I*

*and my mother started cooking traditional food. Also, me and my brother usually when to Sragen to played and to photograph some Sumber Kencono bus and Mira bus (S-13). It should be my brother and I usually went to Sragen to play and photograph some Sumber Kencono bus and Mira bus.*

From their grammatical errors, it could be said that their students' grammar mastery was poor and it needed to be improved.

The fourth aspect was mechanic. It was about punctuation and spelling. The average point of this aspect was 13.30. Some students found it hard to determine where they should put comma and full stop. For example, *In Pasir putih me and my family enjoy in there (S-11)*. It should be, *In Pasir Putih, my family and I enjoyed the scenery*. They also made incorrect of capitalization as a marker of a place name and new sentence. For instance, *we went to kuta beach (S-16)*. It should *we went to Kuta beach*. Furthermore, due to limited vocabulary knowledge, they produced some incorrect spelling in their writing. For examples, *went* became *when (S-13)*. From the calculation, there were 15 students (50%) got good to adequate category, 8 students (26.67%) got adequate to fair, and 7 students (23.33%) got unacceptable to not college category.

The last aspect was style and quality of expression. The average point of this aspect was 12.40. Some students had difficulty in choosing appropriate vocabulary because they had limited vocabulary knowledge. They had interesting ideas but they could not express them in a good paragraph and it caused their writing became wordy. It showed in their attainment. There were 7 students

(23.33%) got good to adequate category, 14 students (46.67%) got adequate to fair, and 9 students (30%) got unacceptable to not college.

From the analysis of students' pre-test results above, the researcher concluded that the students' writing skill in pre-test was not good enough. They already had writing skill although they still faced many difficulties. It was proved by their aspects' average point that got 12 to 14 point. It meant that it was adequate result. Although they wrote a good organization of recount text and developed the ideas in not too bad way, they still made grammatical mistakes by using simple present tense in retelling their story. They were also unable to put comma and full stop in their sentences and write correct spelling. In addition, they wrote their text with limited vocabulary so that they sometimes did not use appropriate words in expressing ideas and it caused the text was too wordy. Some of the writing results seemed that the students did not write with their passion. Actually, they found it difficult to determine the topic they would write. Therefore, it could be concluded that they needed some actions to solve their problems in writing recount text. The summary of the students score of each aspect could be seen in the table below.

**Table 4.4 Summary of Students Score of Each Aspect in Pre-Test**

Writing aspects	Category	Frequency	Percentage
Organization	Excellent to good (20-18)	0	0%
	Good to adequate (17-15)	15	50%
	Adequate to fair (14-12)	9	30%
	Unacceptable to not college (11-6)	6	20%
	Not college to level work (5-1)	0	0%
Content	Excellent to good (20-18)	1	3.33%
	Good to adequate (17-15)	10	33.33%
	Adequate to fair (14-12)	13	43.33%

	Unacceptable to not college (11-6)	6	20%
	Not college to level work (5-1)	0	0%
Grammar	Excellent to good (20-18)	0	0%
	Good to adequate (17-15)	9	30%
	Adequate to fair (14-12)	8	26.67%
	Unacceptable to not college (11-6)	13	43.33%
	Not college to level work (5-1)	0	0%
Mechanics	Excellent to good (20-18)	0	0%
	Good to adequate (17-15)	15	50%
	Adequate to fair (14-12)	8	26.67%
	Unacceptable to not college (11-6)	7	23.33%
	Not college to level work (5-1)	0	0%
Style and quality of expression	Excellent to good (20-18)	0	0%
	Good to adequate (17-15)	7	23.33%
	Adequate to fair (14-12)	14	46.67%
	Unacceptable to not college (11-6)	9	30%
	Not college to level work (5-1)	0	0%

#### ***4.2.2 Implementation of Picture Word Inductive Model (PWIM) Strategy***

To solve the students' problems, the researcher implemented PWIM strategy by conducting a classroom action research that consisted of two cycles. Those cycles consisted of two meetings in each cycle.

##### ***4.2.3.1 Cycle 1***

The researcher had two meetings in cycle 1. It was conducted because there were problems in students' pre-test results.

##### ***4.2.3.1.1 First Meeting***

The first meeting of cycle 1 was conducted on Monday, March 23<sup>rd</sup>, 2015. It was used to teach the students about the general concept of recount text and to introduce and apply the PWIM strategy in writing recount text. The activities on this case were.

#### 4.2.3.1.1.1 Planning

In this time, the researcher arranged the schedule with the English teacher. Furthermore, the researcher prepared all instruments needed such as the lesson plan, the pictures that would be attached in the whiteboard, the handout of recount text, and the observation sheet.

#### 4.2.3.1.1.2 Acting

In the first meeting of cycle 1, the researcher firstly reviewed the material about recount text. The researcher gave a handout that consisted of an example of recount text entitled “My Holidays” and simple explanation of recount text such as the social function, the generic structure, and the language feature. The researcher asked the students to read the text before. Then, together with the researcher, they pronounced some words that were difficult to be pronounced. Those words were during, harbor, apartment, unpacked, cousins, groceries, Greenfields, adventure, crowded, and caught. After that, the students tried to identify the generic structure and the language feature of the text.

After explaining the material briefly, the researcher introduced them to PWIM strategy. The researcher attached the six sequences pictures on the whiteboard. Each students also got the same pictures. She divided the class into six groups. Each group was responsible for a picture. They had to identify and label all objects and activities they saw in the picture. After all pictures were identified and labelled, the students together with the researcher pronounced all the words collected around the pictures and interpreted them after that. They also should rewrite the words on the whiteboard to their paper. Pronouncing the words

together was aimed to enrich the students' vocabulary mastery and to unlock unfamiliar words. Besides they could know how to pronounce the words, they also knew the meaning and the spelling of the words. After the students understood all the words in the pictures, they started to write a recount text based on the pictures.

#### 4.2.3.1.1.3 Observing

During the first meeting of cycle 1, the students were interested in the PWIM strategy. The researcher could get their attention easily because they focused on the pictures attached on the whiteboard. They struggled each other to guess the objects and activities on the pictures. It could be seen from their enthusiasm to come forward in front of the class to label the pictures. Nevertheless, some students just saw their friends because they could not guess the pictures. Their main problem was to say the objects in English so that if they did not know the words in English, they did nothing.

#### 4.2.3.1.2 *Second Meeting*

The second meeting of cycle 1 was conducted on Saturday, March 28<sup>th</sup>, 2015. It was used to improve the students' writing skill using PWIM strategy and to check the students' skill in writing recount text after being taught using PWIM strategy. The activities were.

##### 4.2.3.1.2.1 Acting

In this meeting, the researcher asked the students to continue their writing of the previous meeting. They needed to recheck and review their writing. The

researcher let them ask their friends or even the researcher about what they did not understand yet. Their main problem at this time was about the organization and tense use. They still used simple present tense.

After the students finished their writing, the researcher asked them to do the cycle 1 test. They did their writing in a worksheet they got. The test was held in 40 minutes. The pictures used were about travelling by plane. In doing the cycle 1 test, they had to label the objects in the pictures first. Then, they combined their words into good paragraphs.

#### 4.2.3.1.2.2 Observing

During the second meeting of cycle 1, the researcher found that the students were enthusiastic to complete the pictures with the label as many as possible. It could be seen from their initiative to make a small group with their friends around them to discuss the pictures. Sometimes they asked to the researcher about the name of objects in English. However, there were students who were satisfied with their writing in the previous meeting so that they did nothing. In doing cycle 1 test, they did it individually. They concerned on their individual writing, but sometimes they asked to their friends due to they got same pictures to be identified.

#### 4.2.3.1.2.3 Reflecting

The researcher did the reflection by doing direct observation during the teaching and learning process in the classroom and from the observation sheet. The students who were still confused and did not understand well needed more guidance to be able to write recount text using PWIM strategy. In addition, the

researcher should give special treatment for the students who had insufficient English vocabulary, for example by pointing them to guess the English words, so that they would be forced to think about it.

The researcher asked the students to submit their writing. Then, she analyzed the results and compared them with the pre-test result before. She found that there was an improvement between pre-test and cycle 1 test result.

Besides, the researcher also analyzed the observation sheet which was filled during the first and second meeting of cycle 1. In the first meeting of cycle 1, the researcher found that the students were curious with the strategy. They struggled to label the objects in the pictures attached on the whiteboard. In the second meeting, they focused on their cycle 1 test.

#### 4.2.3.1.2.4 Result and Interpretation of Cycle 1 Test Result

After all the students' cycle 1 tests were collected, the researcher analyzed the result. The researcher read the cycle 1 test and then scored it based on the Brown scoring system which consisted of five aspects; organization, content, grammar, mechanic, and style. In calculating the students' score, she used the following formula.

$$\text{The student's score} = \sum \text{aspects (O+C+G+M+S)}$$

The result of the students' cycle 1 test could be seen on the table below.

**Table 4.5 Result of Cycle 1 Test**

No.	Code	Score					Total Score
		Organization	Content	Grammar	Mechanic	Style	
1	S-1	14	15	10	13	12	64
2	S-2	15	17	17	17	16	82
3	S-3	17	17	15	15	15	79
4	S-4	17	16	10	14	14	78

5	S-5	17	17	17	15	16	82
6	S-6	15	16	14	16	15	76
7	S-7	17	14	10	15	13	69
8	S-8	18	17	17	17	17	86
9	S-9	17	14	15	14	14	74
10	S-10	16	14	14	14	14	72
11	S-11	17	17	12	12	15	73
12	S-12	14	14	12	13	14	67
13	S-13	17	17	17	15	15	81
14	S-14	15	14	12	14	14	69
15	S-15	17	15	17	17	17	83
16	S-16	17	15	16	12	13	73
17	S-17	17	14	10	15	15	71
18	S-18	18	17	17	17	17	86
19	S-19	14	15	10	14	15	68
20	S-20	18	17	17	17	17	86
21	S-21	17	16	16	17	16	82
22	S-22	14	15	14	15	14	71
23	S-23	17	15	12	15	14	73
24	S-24	15	12	10	12	12	61
25	S-25	14	15	12	12	13	66
26	S-26	18	17	17	17	17	86
27	S-27	17	17	12	15	17	78
28	S-28	15	14	12	14	13	68
29	S-29	18	16	17	17	15	83
30	S-30	17	19	13	15	18	82
	Total	489	468	414	445	447	2269
	Average	16.30	15.60	13.80	14.83	14.90	75.63

To know the average of the students' writing score in cycle 1 test, the researcher counted by using the following formula:

$$\begin{aligned}
 \text{The average of the students' score} &= \frac{\text{the total of students' score}}{\text{the total number of the students}} \\
 &= \frac{2269}{30} \\
 &= 75.63
 \end{aligned}$$

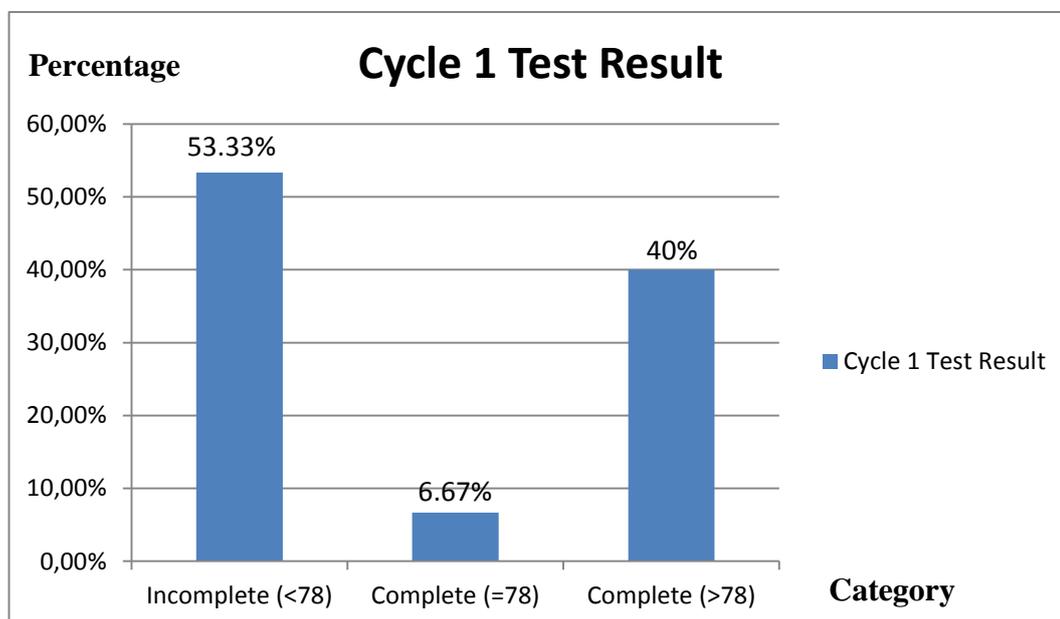
The average of the students' score in cycle 1 test was 75.63. It was 11.23 points higher than the average of the pre-test result. However, it did not reach the

minimum score of English subject yet. It forced the researcher to work harder than before.

**Table 4.6 Classification of Students' Cycle 1 Test Score  
Based on English Minimum Score of SMP N 2 Semarang**

Score	Score	Classification	Frequency	Percentage
<78	<b>61</b> , 64, 66, 67, 68, 68, 69, 69, 71, 71, 72, 73, 73, 73, 74, 76	Incomplete	16	53.33%
78	78, 78	Complete	2	6.67%
>78	79, 81, 82, 82, 82, 82, 83, 83, <b>86, 86, 86, 86</b>	Complete	12	40%
Lowest Score	61			
Highest Score	86			
Class Average Score	75.63			

The result of cycle 1 test is showed in the following diagram.



**Figure 4.2 Cycle 1 Test Result**

From the analysis the researcher found that the lowest score of the students in the cycle 1 test was 61. There was only one student (3.33%) who got 64. The

highest score was 86. There were four students (13.33%) who got that score. According to the classification in the table 4.6, there were 16 students (53.33%) who did not pass the minimum score of English subject. Two students (6.67%) got the minimum score of English subject and the rest of the students got the score above the English minimum score. So, there were 14 students (46.67%) could pass the minimum score.

According to the data collected above, the achievement of each aspect in the cycle 1 test result could be described as follows.

The first aspect was organization. The average of organization aspect in the cycle 1 test was 16.30. This aspect increased 2.70 points from the average of pre-test. It could be concluded that the students' knowledge about the generic structure of recount text improved. There were 5 students (16.67%) reached excellent to good category and 20 students (66.67%) reached good to adequate category. They were able to write better organization in their writing. They wrote good orientation in the organization. They had put the information of person, place, and time on it. They wrote the series of events well and put the reorientation as the conclusion on their writing. There were 5 students (16.67%) reached adequate to fair category. They just gave the information of person and place but they forgot to put the information of time happened and they did not put any conclusion in the last part of their writing.

The second aspect was content. In this aspect, the average of cycle 1 test increased 2.40 points from 13.20 in pre-test to 15.60. The students made better development of ideas easily because there were pictures provided that guided

them so that they could construct good ideas orderly based on the pictures. It was showed by their category attainment. There was one student (3.33%) got excellent to good category, 21 students (70%) got good to adequate category and 8 students (26.67%) got adequate to fair category. No one got unacceptable to not college and not college to level work category.

The third aspect was grammar. The average of this aspect in cycle 1 test was 13.80. It increased 1.77 points from the average of pre-test that was 12.03. There were 13 students (43.33%) who got good to adequate category and 11 students (36.67%) who got adequate to fair category. Those students were able to use simple past tense although some students still made mistakes. They still used simple present tense because they considered that they wrote as if they spoke. For example they wrote *“Hello friends!. My name is Sandra. I want to tell you about my first time to fly by plane go to New York last year”* (S-27). From that introduction, the student with code S-27 continued the story by using simple present tense. In addition, there were still 6 students (20%) who got unacceptable to not college category. However, theoretically, they had known that recount text should use simple past tense because it happened in the past time.

The fourth aspect was about punctuation, spelling, and mechanic. In pre-test, the average of mechanic aspect was 13.30. In the cycle 1 test, it reached 14.83. So, in this aspect, the students' point increased 1.53 points from 13.30 to 14.83. The researcher still found the misspelling and capitalization error in their writing. Nevertheless, the students showed their good improvements in the cycle 1

test. It was proved by their category attainment. 18 students (60%) got good to adequate category and 12 students (40%) got adequate to fair category.

The last aspect was style and quality of expression aspect. It increased 2.47 points from the pre-test 12.43 to 14.90 in cycle 1 test. The picture for cycle 1 test was about travelling by airplane. The students had used the familiar words that were found in daily life. They could describe the pictures into good paragraphs. It was showed in their aspect scores. There was a student (3.33%) who got excellent to good category, 16 students (53.33%) who got good to adequate, and 13 students (43.33%) who got adequate to fair category. All of the students reached more than fair category. The summary of students score of each aspect could be seen in the table below.

**Table 4.7 Summary of Students Score of Each Aspect in Cycle 1 Test**

Writing aspects	Category	Frequency	Percentage
Organization	Excellent to good (20-18)	5	16.67%
	Good to adequate (17-15)	20	66.67%
	Adequate to fair (14-12)	5	16.67%
	Unacceptable to not college (11-6)	0	0%
	Not college to level work (5-1)	0	0%
Content	Excellent to good (20-18)	1	3.33%
	Good to adequate (17-15)	21	70%
	Adequate to fair (14-12)	8	26.67%
	Unacceptable to not college (11-6)	0	0%
	Not college to level work (5-1)	0	0%
Grammar	Excellent to good (20-18)	0	0%
	Good to adequate (17-15)	13	43.33%
	Adequate to fair (14-12)	11	36.67%
	Unacceptable to not college (11-6)	6	20%
	Not college to level work (5-1)	0	0%
Mechanics	Excellent to good (20-18)	0	0%
	Good to adequate (17-15)	18	60%
	Adequate to fair (14-12)	12	40%
	Unacceptable to not college (11-6)	0	0%

	Not college to level work (5-1)	0	0%
Style and quality of expression	Excellent to good (20-18)	1	3.33%
	Good to adequate (17-15)	16	53.33%
	Adequate to fair (14-12)	13	43.33%
	Unacceptable to not college (11-6)	0	0%
	Not college to level work (5-1)	0	0%

From the analysis of the students' cycle 1 test result above, the researcher concluded that the students' skill in writing recount text improved significantly. It could be seen from the class average score from the pre-test that was 64.40 became 75.63 in cycle 1 test although it did not pass the minimum score yet. The students also showed their improvement in each aspect of writing. Nevertheless, the researcher still found the mistakes related to the generic structure, tenses, spelling, and punctuation. After reflecting the cycle 1 test result, the researcher realized that the students needed more actions to improve their skill in writing recount text. She would do the improvement actions in the cycle 2. Those improvements would focus on the students' mistakes in cycle 1 test result.

#### 4.2.3.2 Cycle 2

Cycle 2 was conducted in the fourth and fifth meeting. The researcher conducted cycle 2 for reasons. It was aimed at improving the researcher's performance in conducting PWIM strategy so that it could improve the students' skill in writing recount text and to minimize the students' mistakes on the first cycle. The main activities in this cycle were not so different with the activities in cycle 1. It needed the improvement in the researcher's performance in teaching and handling the class in order to make students more interested in the strategy so that they gave positive response and they could reach the target.

#### *4.2.3.2.1 First Meeting*

The first meeting of cycle 2 was conducted on Monday, March 30<sup>th</sup>, 2015. The students did the same activities with the activities of cycle 1. They had to identify and label the objects and activities they saw in the pictures on the whiteboard. Each students got a worksheet consisting of the pictures that they had to identify. Not different from the activities in cycle 1, they were divided into 6 groups. Each group were responsible for one picture to be identified. The researcher also explained the point that the students did not understand well. The activities on the first meeting were.

##### *4.2.3.2.1.1 Planning*

For the cycle 2 session, the researcher prepared the lesson plan and the instruments needed, such as students' worksheets, media (pictures that would be attached on the whiteboard), observation sheets, and questionnaires. In this time, the researcher would make improvement in the performance to get more of students' enthusiasm in order to make them were able to write recount text well.

##### *4.2.3.2.1.2 Acting*

This meeting was conducted on Monday, March 30<sup>th</sup>, 2015. The first action in this case was the researcher attached the six sequence pictures on the whiteboard. The students were divided into 6 groups. Each group had to identify and label all objects and activities in the picture. After all objects were identified, together with the researcher, the students pronounced the words or phrases one by one. During pronouncing the words, they also completed labelling the pictures on the objects

that were not identified yet. Then, the students rewrote all the words into their worksheet.

Before the students began to produce recount text from the words they collected, the researcher asked them about the recount text materials that they did not understand well. Also, from their cycle 1 test results, the students' problem was about tenses. They still used simple present tense in creating recount text. It should use simple past tense to tell the past activity. After reviewing the materials briefly, the researcher asked the students to make a recount text based on their words collection. They were free to ask their friends and the researcher. The researcher let them open their dictionary. The students did not need to submit their writing because it was an exercise to increase their understanding in writing recount text using PWIM strategy.

#### 4.2.3.2.1.3 Observing

During the first meeting of cycle 2, the observer observed all activities happened in the classroom while filling the observation sheet. In the teaching and learning process, the researcher found that the students were active. They really wanted to label the pictures on the whiteboard. However, there were still students that just spoke the words softly from their seat because they seemed unconfident with their answer. The researcher gave special action to them. For example, the researcher pointed the student to come forward and identify the picture. While their friends completed identifying the pictures on the whiteboard, the other students thought to identify the other pictures and rewrote the words on the whiteboard to their own worksheet.

#### *4.2.3.2.2 Second Meeting*

The second meeting of cycle 2 was conducted on Saturday, April 4<sup>th</sup>, 2015. This was the last meeting of the research. The main activities on this part were giving post-test and questionnaire. The detail activities of this last meeting were.

##### *4.2.3.2.2.1 Acting*

The main activity of this meeting was conducting post-test and questionnaire. However, the researcher allocated time to review the material about recount text. She researcher focused on the materials that were asked by the students. She asked to the students the part of materials that they did not understand well.

Finally, the researcher asked the students to make a recount text based on the pictures on the worksheet they got. The pictures were about camping. They had 40 minutes to finish their writing. The researcher told that the aspects to be considered were organization, content, grammar, mechanic, and style of expression.

At the end of the class, the researcher gave the questionnaire to the students and asked them to fill it. There were 13 questions in the questionnaire which asked the students' opinion about teaching and learning recount text by using PWIM strategy.

##### *4.2.3.2.2.2 Observing*

During the second meeting of cycle 2, the students seemed more serious in joining the classroom. They followed every instruction that the researcher gave. They actively asked the part that they did not understand well. They asked about the tenses and to be used in recount text. In doing the post-test, they showed their

seriousness because they wanted to get good score. In questionnaire time, the researcher told them to fill it honestly.

#### 4.2.3.2.2.3 Reflecting

During the class, the researcher observed all the students' learning behaviour and their responses in joining the classroom especially when they applied PWIM strategy. From the observation, the researcher would give time to the students to ask all materials that they did not master well in the last meeting before they had the post-test and questionnaire.

Using PWIM strategy made the students easy in creating recount text. In addition, the students' attention could be got easily because they focused on identifying and labelling the pictures. They were interested in the classroom activities and finally they could do the post-test well.

#### 4.2.3.2.2.4 Result and Interpretation of Post-test

From the data that were collected in students' post-test result, the researcher read, scored, and analyzed their writing based on the Brown scoring system. The result of the post-test could be seen on the following table.

**Table 4.8 Result of Post-Test**

No.	Code	Score					Total Score
		Organization	Content	Grammar	Mechanic	Style	
1	S-1	17	16	15	15	16	79
2	S-2	17	16	17	15	15	80
3	S-3	18	18	17	17	17	87
4	S-4	18	18	17	17	17	87
5	S-5	19	18	17	17	18	89
6	S-6	18	18	17	17	17	87
7	S-7	17	16	14	14	15	76
8	S-8	18	17	17	16	15	83
9	S-9	19	18	17	17	18	89
10	S-10	17	16	17	17	17	84

11	S-11	19	18	17	15	18	88
12	S-12	17	16	15	15	16	79
13	S-13	14	11	11	15	11	62
14	S-14	17	18	17	17	17	86
15	S-15	17	17	17	17	17	85
16	S-16	17	17	17	17	16	84
17	S-17	17	16	17	15	15	80
18	S-18	17	17	17	16	15	82
19	S-19	18	18	17	17	17	87
20	S-20	18	19	18	17	18	90
21	S-21	15	17	15	14	14	75
22	S-22	17	18	17	15	17	84
23	S-23	17	16	17	15	15	80
24	S-24	14	17	12	14	14	71
25	S-25	18	17	18	17	17	87
26	S-26	17	18	16	15	18	84
27	S-27	15	17	14	17	15	78
28	S-28	17	17	17	17	17	85
29	S-29	18	17	17	17	17	86
30	S-30	15	17	14	14	17	77
	Total	512	509	485	478	486	2471
	Average	17.07	16.97	16.17	15.93	16.20	82.37

To know the average of the students' writing score in the post-test, the researcher calculated them by using this following formula.

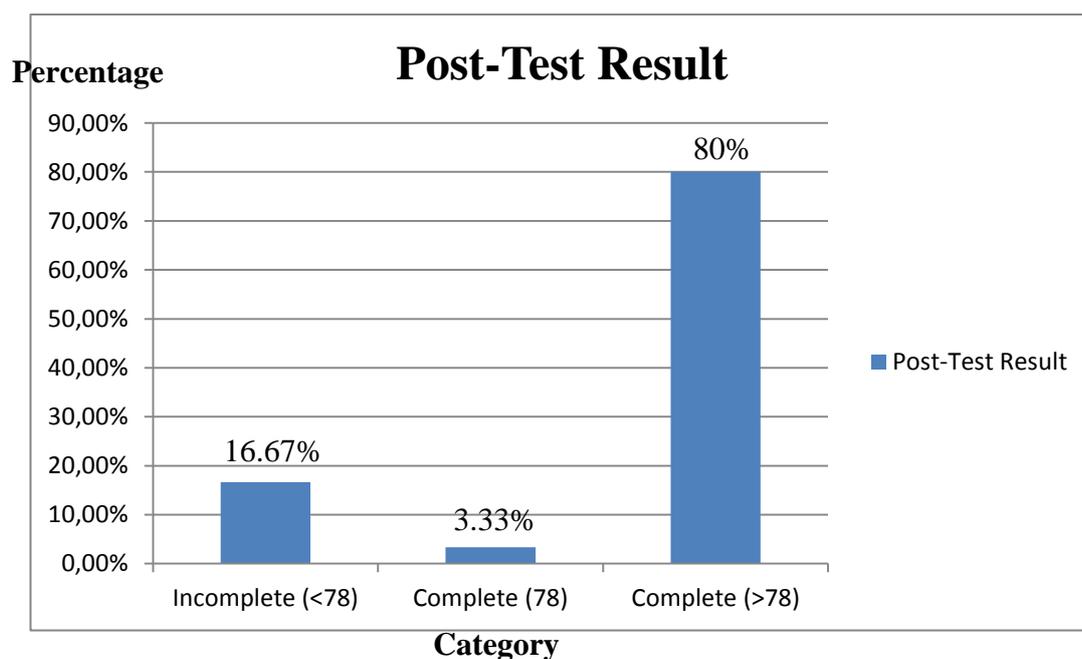
$$\begin{aligned}
 \text{The average of the students' score} &= \frac{\text{the total of students' score}}{\text{the total number of the students}} \\
 &= \frac{2471}{30} \\
 &= 82.37
 \end{aligned}$$

The average of the students' score in post-test was 82.37. It was 6,74 points higher than the average in the cycle 1 test (75.63) and 4.37 points higher than the minimum score (*KKM = Kriteria Ketuntasan Minimum*) of English subject in State Junior High School 2 Semarang.

**Table 4.9 Classification of Students' Post-Test Score****Based on English Minimum Score of SMP N 2 Semarang**

Score	Score	Classification	Frequency	Percentage
<78	62,71, 75, 76, 77	Incomplete	5	16.67%
78	78	Complete	1	3.33%
>78	79,79, 80, 80, 80, 82, 83, 84, 84, 84, 84, 85, 85, 86, 86, 87, 87, 87, 87, 87, 88, 89, 89, 90	Complete	24	80%
Lowest Score	62			
Highest Score	90			
Class Average Score	82.37			

The result of pre-test showed in the diagram below

**Figure 4.3 Post-Test Result**

From the analysis of the post-test result, the researcher found that the lowest score was 62. There was only one student (3.33%) who got that score. Moreover, the highest score was 90. It was reached by one student (3.33%). According to the classification in the table 4.9, there were five students (16.67%)

who did not pass the minimum criteria and twenty-five students (83.33%) who got more than the minimum score.

According to the data that had been collected and showed in the table 4.8 above, the interpretation of each aspect in the final test result could be explained as follows.

The first aspect was organization. The average of organization aspect in the post-test was 17.07. It increased only 0.77 points from the cycle 1 test result. The students could produce better organization in their recount text. There were 11 students (36.67%) who got excellent to good category. They created a good orientation that consisted of the information of person, place, and time at the introduction. There were 17 students (56.67%) who got good to adequate and only 2 students (6.67%) who got adequate to fair. They were able to create a good sequence of events in their writing although some of them still did not give space between orientation and events. Moreover, most of them put the correct reorientation. They gave good closure in their writing. However, there were students who did not put any comment in their last paragraph.

The second aspect was content. In this aspect, the average was 16.97. The content aspect in the post-test increased 1.37 points from the cycle 1 test result. 11 students (36.67%) reached excellent to good, 18 students (60%) reached good to adequate category, and only one student (3.33%) reached unacceptable to not college. They could make better development of ideas. They were not only able to describe the picture given, but also could develop it into interesting story, so that

their writing were more logical and interesting although there were still students who told the pictures only without adding the supporting ideas to their writing.

The third aspect was about the use of grammar. The average of this aspect in the post-test was 16.71. It was 2.37 points higher than the average in the cycle 1 test which was 13.80. It was the highest progress than other aspects. There were 2 students (6.67%) who got excellent to good category and 23 students (76.67%) who got good to adequate category. It was proved by the tenses used in their writing. In the post-test, most of the students were able to apply simple past tense correctly although some students still made mistakes. The examples of their mistakes. For example, S-5 wrote *We were not fell difficult when we built the tent.* It should *We did not fell difficult when we built the tent.* He also wrote *We was very happy* in his conclusion. It should *We were very happy.* Then, there were 4 students (13.33%) who got adequate to fair and one students (3.33%) who got unacceptable to not college. They still used simple present tense in telling the story.

The next aspect was mechanic. In this aspect, the progress was 1.10 points from cycle 1 test 14.83 to 15.93 in the post-test. Although the researcher still found spelling errors, capitalization errors, and punctuation errors, they had showed improvement in their writing in the post-test. 26 students (86.67%) got good to adequate category and 4 students (13.33%) got adequate to fair category. Almost all their writing was neat and legible to the reader.

The last aspect was style and quality of expression. The average of this aspect in post-test was 16.20. It increased 1.30 from the cycle 1 test which was

14.90. Almost all of the students put appropriate and common vocabulary in their writing. There were 5 students (16.67%) who got excellent to good category, 22 student (73.33%) who got good to adequate category, and 2 students (6.67%) who got adequate to fair category. The researcher did not find strange words and wordy sentences in the post-test results, but there was one student (3.33%) who got unacceptable to not college. In developing their ideas, gnerally the students sometimes put creative ideas that made their writing more interesting. The summary students score of each aspect in post-test could be seen in the table below.

**Table 4.10 Summary of Students Score of Each Aspect in Post-Test**

Writing Aspects	Category	Frequency	Percentage
Organization	Excellent to good (20-18)	11	36.67%
	Good to adequate (17-15)	17	56.67%
	Adequate to fair (14-12)	2	6.67%
	Unacceptable to not college (11-6)	0	0%
	Not college to level work (5-1)	0	0%
Content	Excellent to good (20-18)	11	36.67%
	Good to adequate (17-15)	18	60%
	Adequate to fair (14-12)	0	0%
	Unacceptable to not college (11-6)	1	3.33%
	Not college to level work (5-1)	0	0%
Grammar	Excellent to good (20-18)	2	6.67%
	Good to adequate (17-15)	23	76.67%
	Adequate to fair (14-12)	4	13.33%
	Unacceptable to not college (11-6)	1	3.33%
	Not college to level work (5-1)	0	0%
Mechanics	Excellent to good (20-18)	0	0%
	Good to adequate (17-15)	26	86.67%
	Adequate to fair (14-12)	4	13.33%
	Unacceptable to not college (11-6)	0	0%
	Not college to level work (5-1)	0	0%
Style and quality of expression	Excellent to good (20-18)	5	16.67%
	Good to adequate (17-15)	22	73.33%
	Adequate to fair (14-12)	2	6.67%

	Unacceptable to not college (11-6)	1	3.33%
	Not college to level work (5-1)	0	0%

From the analysis of the students' post-test result, the researcher took the conclusion that the students' writing skill of recount text improved better in the pre-test, cycle 1 test, and post-test. It could be seen from their class average score. In the pre-test, their average was 64.40. In cycle 1 test, they got 75.63. The last in their post-test, they got 82.37. So, from the pre-test to post-test, their average improved 17.97 points. It was great progress. They passed the minimum score of English subject. The researcher concluded that the students' skill in writing recount text improved after they got some actions by using PWIM strategy during the lessons in cycle 1 until cycle 2.

#### 4.2.3.3 Result and Interpretation of Observation Sheet

The researcher used observation sheet in this action research. It was aimed at knowing the students' learning behaviour towards the strategy given by the researcher. The researcher categorized the observation for the students in two types. They were positive behaviour and negative behaviour. Each type had 4 categories that covered students' attention to the teacher's explanation, students' active participation during the lesson, students' responses towards the PWIM strategy, and students' skill in producing recount text. The result of the observation sheet during cycle 1 and 2 could be seen on the appendix 19 and 20.

##### 4.2.3.3.1 The Students' Attention to the Teacher's Explanation (Code A and E)

In cycle 1, the number of students who paid attention was 21 students (70%). They took some notes the parts they thought important from the researcher's

explanation. Most of them were female students. Moreover, they followed the researcher instruction to read the recount text given. They asked the part of the material they did not understand well. There were 9 students (30%) who did not give their attention to the teacher and just gave blank stare.

In the cycle 2, 24 students (86.67%) paid attention to the researcher's explanation and instruction. In this cycle, the researcher applied PWIM strategy again to revise mistakes before. There were 6 students (20%) were busy with their activities.

Overall, the result of observation sheet that the students' attention improved from cycle 1 to cycle 2.

#### 4.2.3.3.2 The Students' Active Participation during the Lesson (Code B and F)

The students' activeness could be seen clearly in identifying and labelling the pictures. In the cycle 1, there were 24 students (80%) who actively participated on it. They were enthusiastic in labelling the objects on the pictures. In labelling the pictures, a group consisting of 5 students had to label all objects in one picture. If any object they could not label, other groups struggled to complete it. As many as they could label, it meant that their vocabulary mastery were better than their friends. The students were active in pronouncing and interpreting the words as the researcher' instruction. There were 6 students (20%) who did not participate actively in identifying the pictures.

In cycle 2, there were 26 active students (86.67%) in identifying and labelling the pictures. They opened their dictionary to find the English words for the objects

that they did not know. There were only 4 students (13.33%) who did not participate in labelling the pictures.

Overall, the result of the observation sheet during two cycles proved that the strategy succeeded to make students active in the teaching and learning process.

#### 4.2.3.3.3 The Students' Responses towards the PWIM strategy (code C and G)

The next indicator was students' responses towards the strategy. In cycle 1, there were 23 students (76.67%) seemed happy and interested. They received the strategy well and there were 7 students (23.33%) that were not interested in the PWIM strategy. The students who were not interested joined the lesson unenthusiastically. They did not consider the researcher's explanation and did other activities.

In cycle 2, 27 students (90%) gave positive response toward the strategy. They were enthusiastically joined the lesson especially in identifying and labelling the pictures. There were only 3 students (10%) who gave negative response by considering insignificant of the lesson and the researcher's explanation.

Overall, the result of the observation sheet of students' responses indicator showed that the use of PWIM strategy was positively responded by the students.

#### 4.2.3.3.4 The Students' Skill in Producing Recount Text (code D and H)

The last indicator was the students' skill in producing recount text. In cycle 1, the students thought that PWIM strategy could help them in writing recount text. Nevertheless, many of them did not focus on their writing so that 16 students

(53.33%) got good score and 14 students (46.67%) got bad score in the cycle 1 test.

In the cycle 2, the students showed their seriousness and they began to be accustomed to write. They were more careful in writing their ideas so that there were 25 students (83.33%) who got good score and 5 students (16.67%) who got bad score in post-test. Their skill in writing recount text improved.

Overall, the result of the observation sheet showed that the students' skill in producing recount text improved from cycle 1 to cycle 2.

From the calculation of the observation sheet during cycle 1 and cycle 2, the researcher found that 70% students had positive behaviour and 30% students had negative behaviour in the cycle 1. In addition, in the cycle 2, the researcher found that 85% students had positive behaviour and 15% students had negative behavior. It proved that the students' learning behaviour improved from cycle 1 to cycle 2.

#### 4.2.3.4 Result and Interpretation of Questionnaire

Questionnaire was the last instrument used by the researcher in conducting this action research. It was used to get extra data about the students' opinions and responses toward the treatments that the researcher did.

The questionnaire was distributed to all students in the last meeting of the cycle 2 after they had the post-test that was on Saturday, April 4<sup>th</sup>, 2015. There were ten statements in the questionnaire. The students were demanded to choose one of the rating scale from 1 to 5 which score 1 was for strongly disagree, score 2

was for disagree, score 3 was for not quite agree, score 4 was for agree, and score 5 was for strongly agree. The result is showed in the table below.

**Table 4.11 Result of Questionnaire**

No	Statements	Answer				
		1	2	3	4	5
1.	Saya menyukai pelajaran bahasa Inggris.	0 (0%)	0 (0%)	1 (3.33%)	8 (26.67%)	21 (70%)
2.	Saya suka belajar menulis ( <i>writing</i> )	0 (0%)	0 (0%)	1 (3.33%)	13 (43.33%)	16 (53.33%)
3.	Pembelajaran bahasa Inggris di sekolah saya menyenangkan.	0 (0%)	0 (0%)	2 (6.67%)	16 (53.33%)	12 (40%)
4.	Saya tertarik dengan strategi <i>Picture Word Inductive Model</i> (PWIM) yang guru gunakan.	0 (0%)	0 (0%)	2 (6.67%)	12 (40%)	16 (53.33%)
5.	Saya menyukai pembelajaran dengan menggunakan strategi <i>Picture Word Inductive Model</i> (PWIM).	0 (0%)	0 (0%)	3 (10%)	15 (50%)	12 (40%)
6.	Suasana kelas menjadi menyenangkan setelah saya diberikan pembelajaran dengan menggunakan strategi <i>Picture Word Inductive Model</i> (PWIM).	0 (0%)	0 (0%)	3 (10%)	11 (36.67%)	16 (53.33%)
7.	Penggunaan strategi <i>Picture Word Inductive Model</i> (PWIM) mempermudah saya dalam membuat recount text.	0 (0%)	0 (0%)	4 (13.33%)	12 (40%)	14 (46.67%)
8.	Belajar dengan menggunakan strategi <i>Picture Word Inductive Model</i> (PWIM) bisa meningkatkan kemampuan <i>writing</i> saya.	0 (0%)	0 (0%)	2 (6.67%)	9 (30%)	19 (63.33%)
9.	Strategi ini bisa membantu saya dalam mempelajari Bahasa Inggris.	0 (0%)	0 (0%)	1 (3.33%)	9 (30%)	20 (66.67%)

10.	Strategi ini perlu dilakukan dalam setiap pembelajaran menulis ( <i>writing</i> ) menggunakan Bahasa Inggris.	0 (0%)	0 (0%)	2 (6.67%)	16 (53.33%)	12 (40%)
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From the calculation above, the analysis of each item could be described as follows

The first item stated that the students like English subject. The result of the questionnaire showed that 21 students (70%) strongly agreed with the statement, 8 students (26.67%) agreed, 1 student (3.33%) did not quite agree. While there was no students who disagreed to the first statement. It meant that basically most of them like English subject.

The second item stated that the students liked writing. 16 students (53.33%) strongly agreed with the statement. 13 students (43.33%) agreed, 1 student (3.33%) did not quite agree. It showed that the students liked writing.

The third item stated that English learning activities in their school was interesting. The result showed that 12 students (40%) strongly agreed, 16 students (53.33%) agreed, and 2 students (6.67%) did not quite agree with the statement. It could be concluded that they agreed that the English learning activities applied by their English teacher in their school was interesting.

The fourth item stated that the students were interested in the *Picture Word Inductive Model* (PWIM) strategy the teacher applied. 16 students (53.33%) strongly agreed with the statement, 12 students (40%) agreed, and 2 students (6.67%) did not quite agree. No one was disagreed. It meant that they were

interested with the PWIM strategy that the researcher applied in teaching writing recount text.

The fifth item stated that the students enjoyed learning through *Picture Word Inductive Model* (PWIM) strategy. The result showed that 12 students (40%) strongly agreed, 15 students (50%), 3 students (10%) did not quite agree with the statement. It showed that most of the students enjoyed learning using PWIM strategy.

The sixth item stated that the situation of the teaching learning process were enjoyable after being taught by using *Picture Word Inductive Model* (PWIM) strategy. 16 students (53.33%) strongly agreed with the statement, 15 students (50%) agreed, and 3 students (10%) did not quite agree. It meant that almost all students agreed that the classroom situation was enjoyable after they got the actions of using PWIM strategy.

The seventh item stated that the use of *Picture Word Inductive Model* (PWIM) strategy in learning activity made them easier to understand writing recount. There were 14 students (46.67%) strongly agreed with the statement, 12 students (40%) agreed, and 4 students (13.33%) did not quite agree with the statement. The result showed that almost of them felt easy to create recount text by applying PWIM strategy.

The eighth item stated that learning writing using *Picture Word Inductive Model* (PWIM) strategy could improve their writing. The result showed that 19 students (63.33%) strongly agreed, 9 students (50%) agreed, and 2 students

(6.67%) did not quite agree with the statement. It can be concluded that by using PWIM strategy, the students' writing skill improved.

The ninth item stated that the strategy that teacher used was able to help students in learning English. The result showed that 20 students (66.67%) strongly agreed, 9 students (30%), and 1 student did not quite agree with the statement. It meant that PWIM strategy could help them in learning English generally.

The last item stated that *Picture Word Inductive Model* (PWIM) strategy needed to be applied in every English lesson especially in writing recount text. 12 students (40%) strongly agreed, 16 students (53.33%) agreed, and 2 students (6.67%) did not quite agree with the statement. The result was 4.33. It showed that PWIM strategy was good to be applied in English lesson especially in writing recount text.

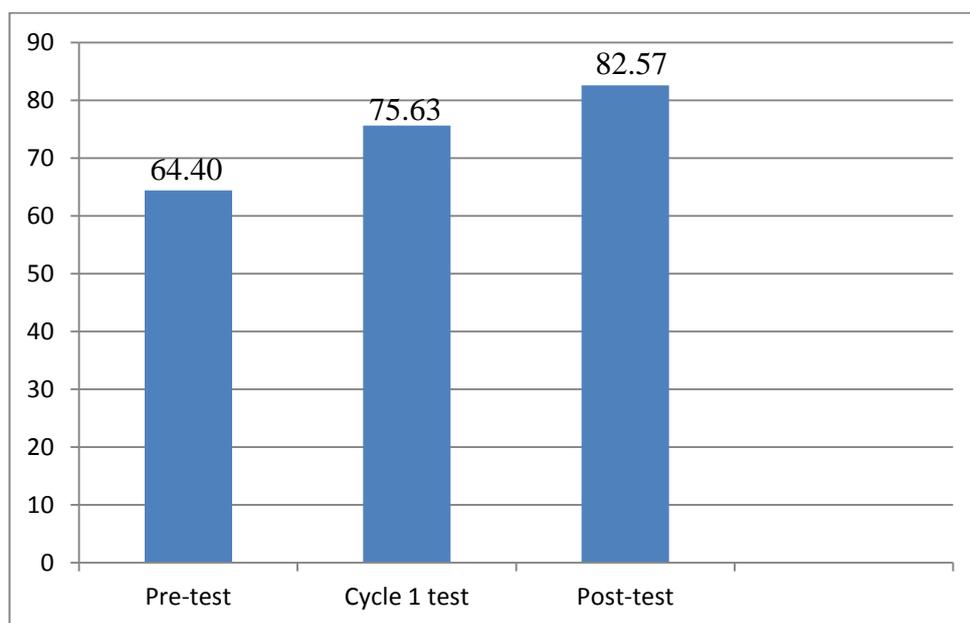
Based on the questionnaire analysis above, the researcher concluded that the students liked English writing. Particularly, teaching by *applying Picture Word Inductive Model* (PWIM) strategy helped the students to improve their skill in writing recount text. It was proved by the percentages of each item. No one disagreed with the item's statement. So that this strategy could be applied in teaching writing recount text

#### ***3.2.4 Improvement of Students' Skill in Writing Recount Text by Using PWIM Strategy***

The researcher had conducted the action research by using PWIM strategy in writing recount text. In this action research, she conducted three writing tests; they were pre-test, cycle 1 test, and post-test. The purpose of giving three tests to the

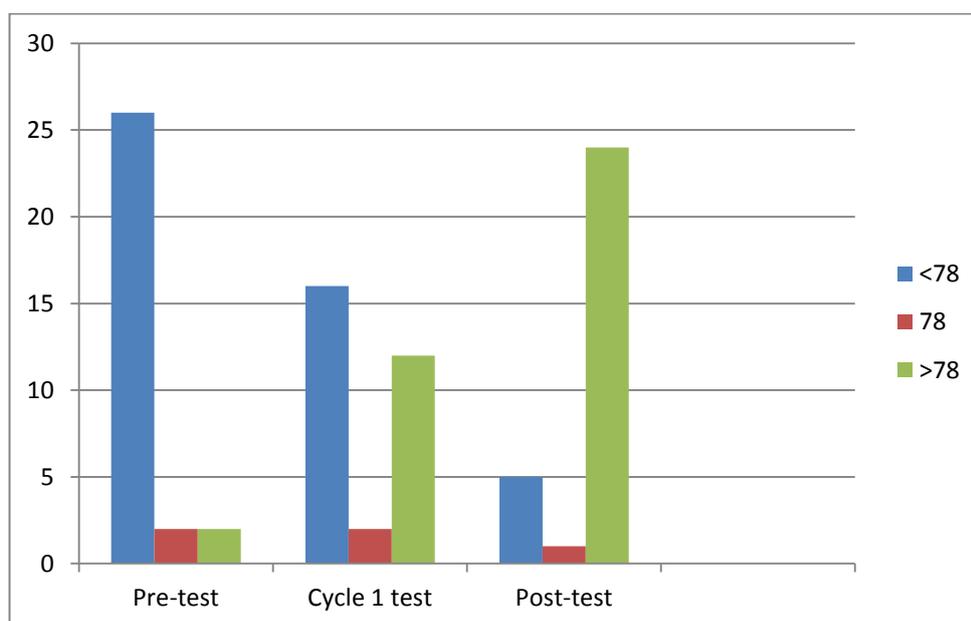
students was to know the student's improvement in writing skill. The average of the pre-test was 64.40, the average of the cycle 1 test was 75.63, and the average of the post-test was 82.57

The result of each test showed that there was a good improvement of students' writing skill of recount text. It could be seen in the chart below.



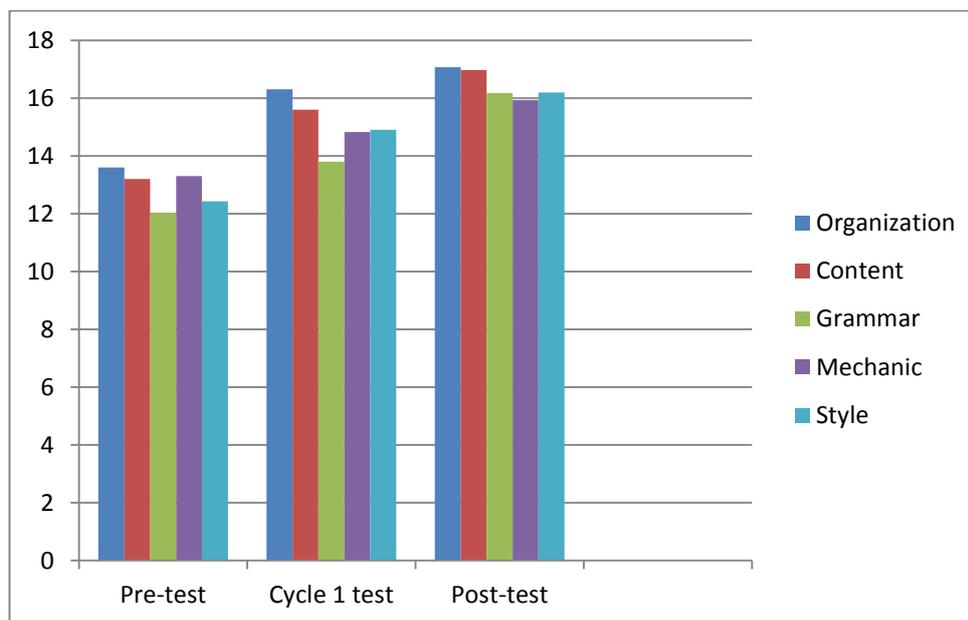
**Figure 4.4 Improvement of Students' Average Score in Three Tests**

The improvement also happened in the number of students who could pass the minimum score of English subject which was 78.00. In pre-test, there were 26 students who could not pass the minimum score, 2 students who got 78.00 and only 2 students who could pass the minimum score. In cycle 1 test, there were 16 students who failed, 2 students who got 78.00, and 12 students who got more than 78.00. In post-test, there were 5 students who could not pass the test, a student who got 78.00, and 24 students who pass the minimum score. Those improvements could be seen in the chart below.



**Figure 4.5 Improvement of Students' Score based on the English Minimum Score**

Each test had five aspects to be considered. They were organization, content, grammar, mechanic, and style of expression. During the pre-test until the post-test, the students moved significant improvement on them. In the pre-test, the average of organization aspect was 13.60, content aspect was 13.20, grammar aspect was 12.03, mechanic aspect was 13.30, and style aspect was 12.43. In cycle 1 test, the average of organization aspect was 16.30, content aspect was 15.60, grammar aspect was 13.80, mechanic aspect was 14.83, and style aspect was 14.90. Whereas, in the post-test, the average of organization aspect was 17.07, content aspect was 16.97, grammar aspect was 16.17, mechanic aspect was 15.93, and style aspect was 16.20. The improvement of those aspects could be seen in the following chart:



**Figure 4.6 Improvement of Students' Aspect Score**

Those result above showed that the use of PWIM strategy gave good contribution to the improvement of the students' skill in writing recount text. Their average scores improved significantly after they got the treatment from the researcher. Their comprehension of writing recount text improved that was showed by the each aspect's score improvement in every cycle. Their writing had good organization. They had written orientation, events, and reorientation correctly. They also produced interesting content and could make improvisation from the pictures given. Their vocabulary knowledge improved. They also put simple past tense correctly although sometimes they still made mistakes on applying it. Just little mistakes on the mechanic they produced on their writing.

The students' improvement was not only showed by the score of those three tests. From the observation sheet conducted in each cycle, they also showed improvement in giving response towards PWIM strategy. The researcher

categorized their response into two types; positive and negative behaviour. In the cycle 1, 70% of students gave positive behaviour and 30% of students acted negative behaviour. In the cycle 2, 85% of students had positive behaviour and 15% students had negative behaviour. The number of students' positive behavior increased during the teaching and learning process.

The other proof which showed that using PWIM strategy in teaching recount text gave a good contribution was the result of questionnaire that was filled by the students as the subject of the study. There were ten statements deals with the students' opinion towards PWIM strategy. No one disagreed with the statements. The result showed that the students thought that the use of PWIM strategy in teaching and learning recount text helped them very much.

Based on the result above, the researcher concluded that the the improvement of the students' skill in writing recount text was not only proved by the result of the test, but also proved by the result of observation sheet and the result of the questionnaire. In short, the researcher concluded that PWIM strategy really gave a good contribution to the improvement of the students' skill in writing recount text.

## CHAPTER 5

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of what has been discussed in the previous chapters and also the suggestions for language learning toward this study.

#### **5.1 Conclusions**

The first aim of this study is to give information that there was problem in students' writing. It was noticed by the researcher when she had teaching practice in the seventh semester. She found that the students spent much time to think what they would write. They also had difficulties in grammar, organization, diction, mechanic, and spelling. In writing process, they lacked of vocabulary. In the pre-test, the researcher found that their recount text writing was not good enough. They made grammatical and organization mistakes, wrote incorrect spelling, and had limited vocabulary to express their ideas.

Knowing the most students got difficulties in writing recount text, the researcher proposed a strategy to improve the students' skill in writing recount text. It was *Picture Word Inductive Model* (PWIM) strategy. PWIM is a strategy which uses pictures that contains objects and actions to enrich students' vocabulary.

The next aim of this study was to know the implementation of PWIM strategy in improving students' skill of writing recount text. The main activities of PWIM strategy was identifying and labelling the objects on the pictures, and then pronouncing and interpreting all the words. After they had understood the words, they began to write paragraph with the words collected as their guidance in writing. The result showed that the implementation of PWIM strategy could improve students' skill in writing recount text. The students' improvement in this research was showed by the results of tests, observasion sheet, and questionnaire. The students' average score in the pre-test was 64.40, in cycle 1 test was 75.63, and in post-test was 82.37. Each aspect (organization, content, grammar, punctuation, and style and quality of expression) of students' writing skill improved, too. The result of the observation sheet showed that after teaching and learning by using PWIM strategy, the students became more attentive, active, happier, and attracted in joining the classroom. The analysis of the questionnaire showed that the students gave positive responses towards the use of PWIM strategy in teaching and learning English generally, writing recount text particularly. Based on the overall results of the analysis, it can be concluded that the use of PWIM strategy in teaching writing recount text gives contribution to the improvement of the students' writing skill of recount text in the terms of learning behaviour and mastery.

## 5.2 Suggestions

Based on the conclusions above, the researcher proposes some suggestions concerning the research as follows.

For the English teachers, they should improve their strategy become more interesting and enjoyable in teaching writing in order not to make the students feel bored and help them to learn the materials more. PWIM strategy is recommended to teach writing because it can improve students' vocabulary mastery that affect in their writing. The thing must be remembered is that the teachers should prepare the media and materials well. In addition, they need to revise and modify their strategy and media disciplinary until they find the best way in improving students' skill especially writing appropriate with the class condition.

For the students, they should improve their skill in learning English especially in writing. They can use PWIM strategy as a strategy to guide them creating recount text. They also should study harder and practice English they have learnt.

For the next researchers, they can use this final project as a reference when they have similar research. The researcher also suggest to other researchers to apply this strategy in different kinds of competences or different grades. Although this research has been done, it still has weaknesses and the researcher hope there will be an improvement for the next researcher.

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**Appendix 1****SILABUS BAHASA INGGRIS  
(RECOUNT TEKS)**

Mata Pelajaran : Bahasa Inggris

Kelas : 8

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 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.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan</p>	<p><b>Teks tulis untuk menerapkan teks <i>recount</i> pendek dan sederhana dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa</b> <i>Fungsi sosial</i> Mengidentifikasi teks <i>recount</i> pendek dan sederhana dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa</p> <p><i>Struktur teks</i> a. Menggunakan <i>simple past tense</i>: <i>Last week, I went to Bali. I left at 3 o'clock. I arrived to Bali at 8 o'clock. I</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca teks <i>recount</i> yang menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, dan pendek dan sederhana</li> <li>Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaan teks <i>recount</i> yang menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa.</li> <li>Siswa belajar membaca teks <i>recount</i> yang menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa.</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan teks <i>recount</i> yang menyatakan dan menanyakan</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks tulis</li> <li>Tingkat kelengkapan dan keruntutan struktur teks <i>recount</i></li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/penyampaian</li> </ul> <p><b>CARA PENILAIAN: KINERJA (praktik)</b></p> <ul style="list-style-type: none"> <li>Simulasi dalam bentuk interaksi menggunakan</li> </ul>	<p>3 x 4 JP</p>	<ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD /VCD/ DVD/ kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Teks atau latihan dari buku teks Bahasa Inggris</li> <li>Teks dari buku non-teks</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/filesource">http://americanenglish.state.gov/filesource</a></li> </ul> </li> </ul>

<p>menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p> <p>4.15 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai</p>	<p><i>visited Kuta Beach, Sukowati, and Bedugul, dan sebagainya</i></p> <p>a.</p> <p>b. Menggunakan kata keterangan waktu <i>past tense: Last week, yesterday, last month, three years ago, dan sebagainya</i></p> <p>a. Menggunakan kata penghubung dalam teks <i>recount: After this, then, first, finally, the last, next, dan sebagainya</i></p> <p><i>Unsur kebahasaan</i> (1) Kata</p>	<p>tentang kegiatan, kejadian, dan peristiwa.</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan cara menemukan teks <i>recount</i> yang menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan teks <i>recount</i> yang menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa.</li> <li>Siswa berlatih menemukan teks <i>recount</i> yang menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa.</li> <li>Siswa menulis/menyalin teks <i>recount</i> yang menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dengan</li> </ul>	<p>k teks <i>recount</i> pendek dan sederhana yang menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa.</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian dalam menggunakan teks <i>recount</i> pendek dan sederhana yang menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa.</li> </ul> <p><b>observasi:</b> Penilaian untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta</li> </ul>	<p><a href="http://files.english.britishcouncil.org/en/">files http://lear nenglish. britishcou ncil.org/e n/</a></p>
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konteks.	<p>dan tata bahasa yang lazim digunakan</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i> Tindakan/kejadian yang pernah dilakukan/terjadi di waktu lampau yang relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin,</p>	<p>memperhatikan fungsi sosial, struktur, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang teks <i>recount</i> yang menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa.</li> <li>Siswa melakukan perbaikan terhadap teks <i>recount</i> yang menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis berbagai teks <i>recount</i> yang menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa.</li> <li>Siswa menganalisis bentuk kalimat yang digunakan dalam teks</li> </ul>	<p>damai,</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian dalam menulis teks <i>recount</i> pendek dan sederhana yang menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar siswa dalam menghasilkan teks <i>recount</i> yang menyatakan dan menanyakan tentang kegiatan, kejadian, dan</li> </ul>		
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	<p>jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p> <p><i>Multimedia:</i> Layout dan dekorasi yang membuat tampilan teks lebih menarik</p>	<p><i>recount</i> yang menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa.</p> <ul style="list-style-type: none"> <li>• Dalam kerja kelompok terbimbing siswa membahas kesulitan yang dihadapi pada saat membaca dan menulis teks <i>recount</i> yang menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menggunakan teks <i>recount</i> dalam menyatakan dan menanyakan tentang kegiatan, kejadian, dan</li> </ul>	<p>peristiwa.</p> <ul style="list-style-type: none"> <li>• Kumpulan karya siswa yang mencerminkan hasil atau pencapaian belajar teks <i>recount</i> yang menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b> Bentuk: diary, jurnal, format khusus, komentar,</p>		
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		peristiwa. Siswa menyampaikan kesimpulan hasil belajar secara lisan	atau bentuk penilaian lain		
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**Appendix 2****LESSON PLAN****CYCLE 1**

School Name	: State Junior High School 2 Semarang
Subject	: English
Class/ Semester	: VIII/II
Material	: Teks tulis untuk menerapkan teks recount pendek dan sederhana dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa
Time Allocation	: 4 X 40 minutes (2 meetings)

**A. CORE COMPETENCES**

5. Menghargai dan menghayati ajaran agama yang dianutnya
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
7. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

8. 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.

## B. BASIC COMPETENCES AND INDICATORS

BASIC COMPETENCES	INDICATORS
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1. Siswa berpartisipasi aktif dalam mengikuti pembelajaran bahasa Inggris tentang teks recount. 1.1.2. Siswa bersemangat dalam mengikuti pembelajaran bahasa Inggris tentang teks recount.
2.3.Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Siswa bekerja sama dalam mengidentifikasi gambar yang disediakan oleh guru. 2.3.2 Siswa menyelesaikan tugas tepat waktu sesuai dengan perintah.
3.12. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.12.1 Siswa mengidentifikasikan teks recount berdasarkan fungsi sosial, struktur teks dan unsur kebahasaan ( <i>tenses</i> ) dengan penuh tanggung jawab.
8.14. Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.	4.14.1 Siswa mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan recount sederhana. 4.14.2 Siswa mengurai gambaran umum dan informasi tertentu dari teks recount lisan sederhana tentang kegiatan /kejadian/peristiwa dengan

	<p>penuh rasa percaya diri dan bertanggung jawab.</p>
<p>8.15. Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>8.15.1. Siswa secara individu membuat teks lisan recount sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>

### C. LEARNING PURPOSES

#### - **Kompetensi Sikap**

Siswa dapat menunjukkan sikap bersyukur, disiplin, dan kerjasama dalam melaksanakan kegiatan pembelajaran.

#### - **Kompetensi Pengetahuan**

1. Siswa menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan (Past Tense and Adverbial) dari teks recount lisan dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks dan penggunaannya.
2. Siswa mengidentifikasi peristiwa/kejadian/pengalaman secara umum yang ada di sekitar mereka.
3. Siswa mengetahui kata kerja dalam bentuk past tense dan adverbial yang biasa digunakan dalam teks recount lisan.
4. Siswa menyatakan rangkaian peristiwa/kejadian/pengalaman dengan ucapan, tekanan kata, dan intonasi dengan benar dalam presentasi.

- **Kompetensi Keterampilan**

1. Siswa terampil menyebutkan fungsi sosial, mengidentifikasi struktur teks dan unsur bahasa dari suatu teks recount.
2. Siswa terampil menyusun teks recount tulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa dengan memperhatikan fungsi sosial, struktur teks (orientasi, uraian tindakan, dan penutup), dan unsur kebahasaan yang benar dan sesuai konteks.

**D. LEARNING MATERIAL**

**1. Recount Text**

Example:

Title	My Holiday
<b>Orientation</b>	<b>During</b> the holidays, our family went to Victor <b>Harbor</b> . We stayed in a holiday <b>apartment</b> . There were nine other apartments where we stayed.
<b>Event 1</b>	After we <b>unpacked</b> our things, we went to the beach. At the beach, we met our <b>cousins</b> and played with them. Later on, Mum went shopping with my brother to buy some <b>groceries</b> . While she was shopping, Dad and I went fishing. The next day we went to <b>Greenfields Adventure Park</b> . It was really <b>crowded</b> . Everyday, we went to the beach. Sometimes while we were there, we went fishing with Dad.
<b>Event 2</b>	On the last day of our holiday, we all went fishing again. We <b>caught</b> lots of fish. It was really cool fishing with Dad.
<b>Reorientation</b>	I was very happy to have this holiday.

*Source: Resource Paper of Department for Education and Child Development (June 2012)*

### **Social Function of Recount Text**

To retell events or experiences in the past, to inform or to entertain the readers. The different between recount and narrative is there are no complication and resolution among the participants in the recount text but it's tell the experiences of life.

### **Generic Structure of Recount text**

- a. Orientation : Provides the setting and introduces the participants. It tells who was involved, what happened, where the events took place, and when it happened.
- b. Events : Tells what happened, in what sequence.
- c. Reorientation : consists of optional-closure of events ending

### **The significant lexicogrammatical features**

- a. Introducing personal participants, such as : I, we, my class, etc
- b. Using the simple past tense, for example: went, arrived, etc.
- c. Using action verbs, for example: run, go, dance, etc
- d. Using chronological connection, such as : first, then, after that, etc.
- e. Using circumstances of time and place
  - Circumstances of time: He went to the beach *last Sunday*.
  - Circumstances of place: He went to *the beach* last Sunday.

## **2. Vocabulary**

**Terminologies:** During, Harbor, apartment, unpacked, cousins, groceries, Greenfields, Adventure, crowded, caught.

**Verb:** went, stayed, unpacked, met, played, caught.

### 3. Punctuation

- Capital letter (A, B, C) is used in the beginning letter in the beginning sentence or to write a name, place, title, etc.
- Full stop (.) is used to close a sentence.
- Comma (,) is used to separate dependent clause and independent clause in one sentence.
- Question mark (?) is used in interrogative sentence.
- Quotation (“”) is used in direct speech.

### 4. Grammar

Simple Past Tense

Positive sentence (+) : S + Verb II + O

S + was/were + adjective/adverb + O

Negative sentence (-) : S + did not + Verb I + O

S + was/were not + adjective/adverb + O

Interogative sentence (?) : Did + S + Verb I + O?

Was/were + S + adjective/adverb + O?

### E. METHOD OF STUDY

Approach : Scientific Approach

Method : Grouping, Project Based Learning

## F. MEDIA, TOOLS, AND SOURCES OF STUDY

Media	: Pictures, students' handout (attached), students' worksheet
Tools	: Whiteboard, boardmarker, stationery, dictionary, students' worksheet (attached)
Sources	: "When English Rings a Bell" book, "Sequences: Picture Stories For ESL" book, internet

## G. STEPS OF TEACHING AND LEARNING ACTIVITIES

### FIRST MEETING

No.	Students	Teacher	Time (minutes)
<b>a.</b>	<b>Opening activities</b>		<b>5</b>
1.	The students respond to the teacher's greeting.	The teacher greets the students.	
2.	The students respond to the teacher.	The teacher checks the students' attendance.	
3.	The students respond to the teacher.	The teacher informs the learning purposes.	
4.	The students answer teacher's question.	The teacher asks the students about their pre-test.	
5.	The students convey the problems they faced in doing pre-test.	The teacher receives students' problems.	
6.	The students and the teacher discuss the students' common error in pre-test..	The teacher discusses the students' common error in pre-test..	
<b>b.</b>	<b>Main Activities</b>		<b>70</b>
	<b>OBSERVING</b>		<b>10</b>
7.	The students respond to the teacher.	The teacher gives the example of recount text.	
8.	The teacher read the text and identify the characteristics of	The teacher asks the students to read the text	

	recount text	and identify the characteristics of recount text	
9.	The students imitate the teacher's drilling	The teacher drills the students by pronouncing the words	
10.	The students together with the teacher discuss generic structure vocabularies, grammar, punctuation, generic structure and language features of the text.	The teacher together with the students discusses generic structure, vocabularies, grammar, generic structure and language features of the text.	
<b>QUESTIONING</b>			<b>5</b>
11.	The students ask what part they do not understand.	The teacher gives time to students to ask what part they do not understand.	
		The teacher answer the students' question.	
<b>EXPERIMENTING</b>			<b>25</b>
12.	The students identify the pictures.	The teacher introduces PWIM strategy to the students and gives them worksheet.	
13.	The students make group and label the pictures.	The teacher divides the class into 5 groups (a group 6 students) and each group have to label a picture.	
14.	The students pronounce and interpret the words.	The teacher drills the students to pronounce the words collected and ask them to interpret them.	
15.	The students rewrite the label name to the worksheet.	The teacher asks the students to rewrite the label name to their worksheet.	
<b>ASSOCIATING</b>			<b>20</b>
16.	The students produce sentences based on the word they collect.	The teacher asks the students to produce sentences based on the word they collect.	
<b>COMMUNICATING</b>			<b>20</b>
15.	The students generate their sentences into paragraph.	The teacher asks the student to generate their	

		sentences into paragraph/ recount text.	
<b>c.</b>	<b>Closing activities</b>		<b>5</b>
16.	The students respond to the teacher.-	The teacher leads the students to make conclusion from the activities, gives some evaluation and reinforcement about the lesson.	
17.	The students respond to the teacher.	The teacher informs the students about the next meeting's lesson plan.	
18.	The students respond to the teacher.	The teacher closes the lesson.	

## SECOND MEETING

No .	Students	Teacher	Time (minutes)
<b>b.</b>	<b>Opening activities</b>		<b>5</b>
1.	The students respond to the teacher's greeting.	The teacher greets the students.	
2.	The students respond to the teacher.	The teacher checks the students' attendance.	
3.	The students respond to the teacher.	The teacher informs the learning purposes.	
4.	The students answer teacher's question.	The teacher asks the students about the previous meeting.	
<b>b.</b>	<b>Main Activities</b>		<b>70</b>
	<b>OBSERVING</b>		<b>20</b>
5.	The students respond to the teacher.	The teacher asks the students to recheck and review their previous writing.	
	<b>QUESTIONING</b>		<b>10</b>
6.	The students ask which objects they do not know.	The teacher gives time to students to ask which objects they do not know.	
	<b>EXPERIMENTING</b>		<b>15</b>
7..	The students produce sentences based on the word they collect.	The teacher conducts cycle 1 test so that the	

		students have to write a recount text.	
		The teacher asks the students to identify and label the pictures.	
	<b>ASSOCIATING</b>		<b>15</b>
8.	The students produce sentences based on the word they collect.	The teacher asks the students to make a recount text with the words as the guidance.	
	<b>COMMUNICATING</b>		<b>10</b>
9.	The students revise their paragraphs into a good recount text.	The teacher asks the student to correct their text into a good recount text.	
<b>c.</b>	<b>Closing activities</b>		<b>5</b>
10.	The students respond to the teacher.-	The teacher asks the students to submit their works.	
11.	The students respond to the teacher.	The teacher informs the students about the next meeting's lesson plan.	
12.	The students respond to the teacher.	The teacher closes the lesson.	

## H. RUBRIC OF ASSESSMENT

Rubric instrument is attached (Appendix 4)

Semarang, Maret 2015

English Teacher,

Researcher,

Dra. Diana Farida, M.Pd  
NIP. 19660327 200501 2 004

Lina Sofia Andriani  
NIM. 2201411019

**Appendix 3****LESSON PLAN****CYCLE 2**

School Name	: State Junior High School 2 Semarang
Subject	: English
Class/ Semester	: VIII/II
Material	: Teks tulis untuk menerapkan teks recount pendek dan sederhana dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa
Time Allocation	: 4 X 40 minutes (2 meetings)

**A. CORE COMPETENCES**

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

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.

## B. BASIC COMPETENCES AND INDICATORS

BASIC COMPETENCES	INDICATORS
1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.2.1. Siswa berpartisipasi aktif dalam mengikuti pembelajaran bahasa Inggris tentang teks recount. 1.2.2. Siswa bersemangat dalam mengikuti pembelajaran bahasa Inggris tentang teks recount.
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Siswa bekerja sama dalam mengidentifikasi gambar yang disediakan oleh guru. 2.3.2 Siswa menyelesaikan tugas tepat waktu sesuai dengan perintah.
3.12. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.12.2 Siswa mengidentifikasikan teks recount berdasarkan fungsi sosial, struktur teks dan unsur kebahasaan ( <i>tenses</i> ) dengan penuh tanggung jawab.
8.16. Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.	4.14.3 Siswa mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan recount sederhana. 4.14.4 Siswa mengurai gambaran umum dan informasi tertentu dari teks recount lisan sederhana tentang kegiatan /kejadian/peristiwa dengan penuh rasa percaya diri dan bertanggung jawab.
8.17. Menyusun teks recount lisan dan	8.17.1. Siswa secara individu membuat

<p>tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>teks lisan recount sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>
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### C. LEARNING PURPOSES

#### - **Kompetensi Sikap**

Siswa dapat menunjukkan sikap bersyukur, disiplin, dan kerjasama dalam melaksanakan kegiatan pembelajaran.

#### - **Kompetensi Pengetahuan**

1. Siswa menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan (Past Tense and Adverbial) dari teks recount lisan dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks dan penggunaannya.
2. Siswa mengidentifikasi peristiwa/kejadian/pengalaman secara umum yang ada di sekitar mereka.
3. Siswa mengetahui kata kerja dalam bentuk past tense dan adverbial yang biasa digunakan dalam teks recount lisan.
4. Siswa menyatakan rangkaian peristiwa/kejadian/pengalaman dengan ucapan, tekanan kata, dan intonasi dengan benar dalam presentasi.

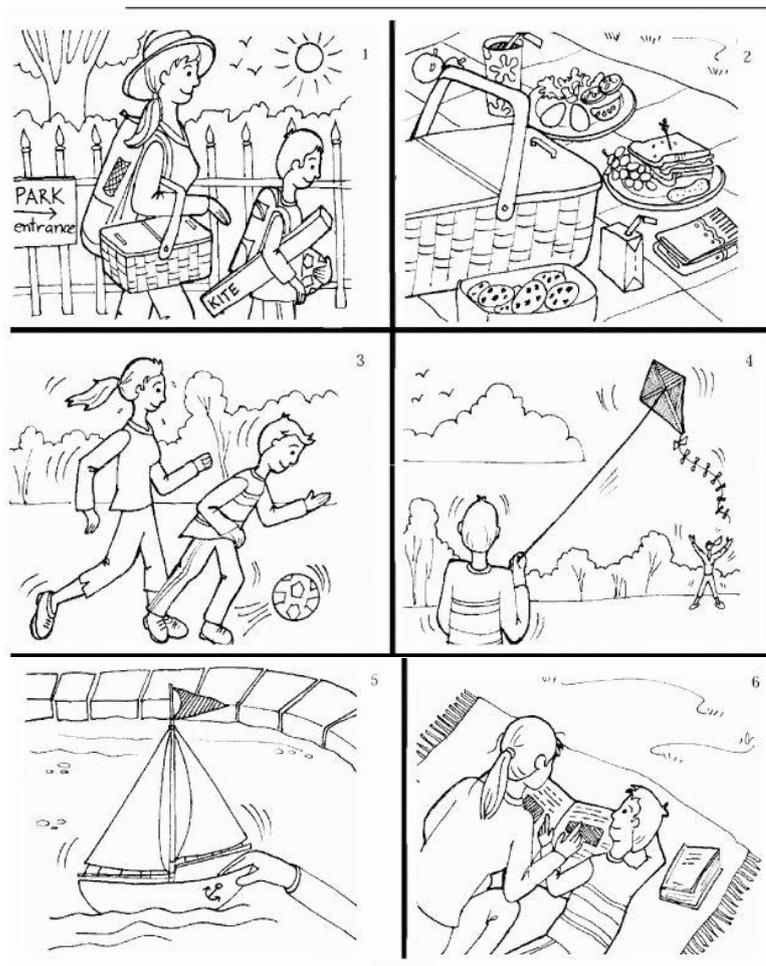
#### - **Kompetensi Keterampilan**

1. Siswa terampil menyebutkan fungsi sosial, mengidentifikasi struktur teks dan unsur bahasa dari suatu teks recount.

2. Siswa terampil menyusun teks recount tulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa dengan memperhatikan fungsi sosial, struktur teks (orientasi, uraian tindakan, dan penutup), dan unsur kebahasaan yang benar dan sesuai konteks.

## D. LEARNING MATERIAL

### 1. Pictures of PWIM that be attached on the whiteboard (first meeting)



### 2. Vocabulary

**Terminologies:** holiday, family, mother, father, picnic, refreshing, football, kite.

### 3. Punctuation

- Capital letter (A, B, C) is used in the beginning letter in the beginning sentence or to write a name, place, title, etc.
- Full stop (.) is used to close a sentence.
- Comma (,) is used to separate dependent clause and independent clause in one sentence.
- Question mark (?) is used in interrogative sentence.
- Quotation (“”) is used in direct speech.

### 4. Grammar

#### Simple Past Tense

Positive sentence (+) : S + Verb II + O

S + was/were + adjective/adverb + O

Negative sentence (-) : S + did not + Verb I + O

S + was/were not + adjective/adverb + O

Interogative sentence (?) : Did + S + Verb I + O?

Was/were + S + adjective/adverb + O?

### E. METHOD OF STUDY

Approach : Scientific Approach

Method : Grouping, Project Based Learning

## F. MEDIA, TOOLS, AND SOURCES OF STUDY

Media	: Pictures, students' worksheet
Tools	: Whiteboard, boardmarker, stationery, dictionary, students' worksheet (attached)
Sources	: "When English Rings a Bell" book, "Sequences: Picture Stories For ESL" book, internet

## G. STEPS OF TEACHING AND LEARNING ACTIVITIES

### FIRST MEETING

No.	Students	Teacher	Time (minutes)
<b>c.</b>	<b>Opening activities</b>		<b>10</b>
1.	The students respond to the teacher's greeting.	The teacher greets the students.	
2.	The students respond to the teacher.	The teacher checks the students' attendance.	
3.	The students respond to the teacher.	The teacher informs the learning purposes.	
4.	The students listen to the teacher's explanation.	The teacher reviews the cycle 1 test result.	
<b>b.</b>	<b>Main Activities</b>		<b>65</b>
	<b>OBSERVING</b>		<b>15</b>
7.	The students get the worksheet.	The teacher delivers worksheet to the students.	
8.	The students follow the teacher's instruction.	The teacher attaches pictures on the whiteboard.	
9.	The students follow the teacher's instruction.	The teacher divides the students into 5 group.	
10.	The students observe and identify the pictures.	The teacher asks the students to observe, identify, and label the pictures.	
	<b>QUESTIONING</b>		<b>5</b>
11.	The students ask what part they do not know.	The teacher gives time to students to ask what part they do not know.	

<b>EXPERIMENTING</b>			<b>15</b>
12.	The students label the objects on the pictures.	The teacher asks the students to label all the objects on the pictures.	
13.	The students together with the teacher pronounce and interpret the words.	The teacher together with the students pronounce and interpret the words.	
<b>ASSOCIATING</b>			<b>15</b>
14.	The student to generate their sentences into paragraph/ recount text.	The teacher asks the students to make sentences based on the words they collected.	
<b>COMMUNICATING</b>			<b>20</b>
15.	The students make sentences based on the words they collected.	The teacher asks the student to generate their sentences into paragraph/ recount text.	
<b>c.</b>	<b>Closing activities</b>		<b>5</b>
16.	The students respond to the teacher.	The teacher summarize overall activities.	
17.	The students listen to the teacher's explanation.	The teacher informs the students about the next meeting's lesson plan.	
18.	The students respond to the teacher.	The teacher closes the lesson.	

## SECOND MEETING

<b>No.</b>	<b>Students</b>	<b>Teacher</b>	<b>Time (minutes)</b>
<b>d.</b>	<b>Opening activities</b>		<b>10</b>
1.	The students respond to the teacher's greeting.	The teacher greets the students.	
2.	The students respond to the teacher.	The teacher checks the students' attendance.	
3.	The students respond to the teacher.	The teacher informs the learning purposes.	
4.	The students answer teacher's question.	The teacher asks the students about the previous meeting.	
<b>b.</b>	<b>Main Activities</b>		<b>55</b>
	<b>OBSERVING</b>		<b>5</b>
5.	The students receive the worksheet.	The teacher delivers students' post-test	

		worksheet.	
	<b>QUESTIONING</b>		<b>5</b>
6.	The students listen to the teacher's explanation.	The teacher explains the instruction.	
	<b>EXPERIMENTING</b>		<b>10</b>
7..	The students do the post-test.	The teacher asks the students to begin to do the post-test.	
	<b>ASSOCIATING</b>		<b>20</b>
8.	The students produce sentences based on the word they collect.	The teacher asks the students to do the post-test	
	<b>COMMUNICATING</b>		<b>15</b>
9.	The students finish their recount text well.	The teacher asks the student to finish the post-test well.	
<b>c.</b>	<b>Closing activities</b>		<b>15</b>
10.	The students fill the questionnaire.	The teacher asks the students to fill the questionnaire towards PWIM strategy.	
11.	The students respond to the teacher.-	The teacher asks the students to submit the questionnaire.	
12.	The students respond to the teacher.	The teacher closes the lesson.	

## H. RUBRIC OF ASSESSMENT

Rubric of assessment is attached (Appendix 4)

English Teacher,

Semarang, Maret 2014

Researcher,

Dra. Diana Farida, M.Pd  
NIP. 19660327 200501 2 004

Lina Sofia Andriani  
NIM. 2201411019

## Appendix 4

## THE EVALUATION RUBRIC

## (WRITING ASSESSMENT)

by Brown and Balley in Brown (2004:244-145)

CATEGORIES	SCORE	EXPLANATION
<b>Organization: Introduction, body, and conclusion.</b>	<b>20-18</b>	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	<b>17-15</b>	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transactional expression may be absent or misused.
	<b>14-12</b>	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	<b>11-6</b>	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
	<b>5-1</b>	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
<b>Logical development of ideas: Content</b>	<b>20-18</b>	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought
	<b>17-15</b>	Essay addresses the issues but misses some

		points; ideas could be more fully developed; some extraneous materials are present
	<b>14-12</b>	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right
	<b>11-6</b>	Ideas incomplete; essay doesn't reflect careful thinking or was hurried written; in adequate effort in area of content
	<b>5-1</b>	Essay is completely in adequate and doesn't reflect college level work; no apparent effort to consider the topic carefully.
<b>Grammar</b>	<b>20-18</b>	Native –like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences
	<b>17-15</b>	Advanced proficiency in English grammar; some grammar problems don't influence communication; although the reader is aware of them; no fragments or run-on sentences
	<b>14-12</b>	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present
	<b>11-6</b>	Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed
	<b>5-1</b>	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
	<b>Punctuation, Spelling, and Mechanics</b>	<b>20-18</b>
<b>17-15</b>		Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible
<b>14-12</b>		Uses general writing convention but has errors; spelling problems distract reader; punctuation

		errors interfere with ideas
	<b>11-6</b>	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers
	<b>5-1</b>	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems
<b>Style and quality of expression</b>	<b>20-18</b>	Precise vocabulary usage; use of parallel structures; concise; register well
	<b>17-15</b>	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise
	<b>14-12</b>	Some vocabulary misused; lack awareness of register; maybe too wordy
	<b>11-6</b>	Poor expression of ideas; problems in vocabulary; lack variety of structure
	<b>5-1</b>	Inappropriate use of vocabulary; no concepts of register or sentence variety



**Appendix 6****INSTRUMENT OF CYCLE 1****STUDENTS' HANDOUT**

School : State Junior High School 2 Semarang

Class / Semester : VIII ... / 2

Subject : English (Recount Text)

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**Recount Text****My Holiday**

**During** the holidays, our family went to Victor **Harbor**. We stayed in a holiday **apartment**. There were nine other apartments where we stayed.

After we **unpacked** our things, we went to the beach. At the beach, we met our **cousins** and played with them. Later on, Mum went shopping with my brother to buy some **groceries**. While she was shopping, Dad and I went fishing. The next day we went to **Greenfields Adventure** Park. It was really **crowded**. Everyday, we went to the beach. Sometimes while we were there, we went fishing with Dad.

On the last day of our holiday, we all went fishing again. We **caught** lots of fish. It was really cool fishing with Dad.

I was very happy to have this holiday.

*Source: Resource Paper of Department for Education and Child Development (June 2012)*

## **Materials:**

### 1. Social Function:

To retell events or experiences in the past, to inform or to entertain the readers. The different between recount and narrative is there are no complication and resolution among the participants in the recount text but it's tell the experiences of life.

### 2. Generic Structure

- a. Orientation : introducing participants, place, and time.
- b. Events : describing the series of events that happened in the past.
- a. Reorientation : explaining personal comment of the writer to the story.

### 3. Languages feature

- f. Introducing personal participants, such as : I, we, my class, etc
- g. Using simple past tense, for example: went, arrived, etc.
- h. Using action verbs, for example: run, go, dance, etc
- i. Using chronological connection, such as : first, then, after that, etc.
- j. Using circumstances of time and place
  - Circumstances of time: He went to the beach *last Sunday*.
  - Circumstances of place: He went to *the beach* last Sunday.

## Appendix 7

## INSTRUMENT OF CYCLE 1

Pictures that attached on the whiteboard on the first meeting of cycle 1



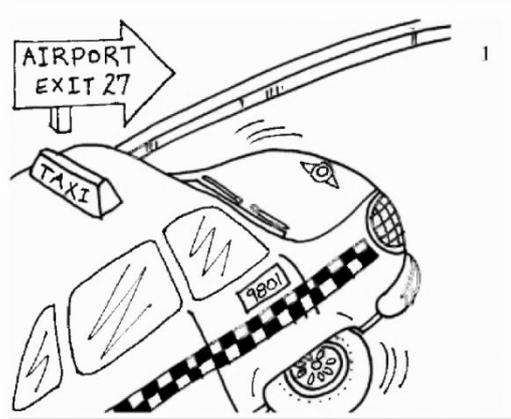
**Appendix 8****INSTRUMENT OF CYCLE 1****CYCLE 1 TEST**

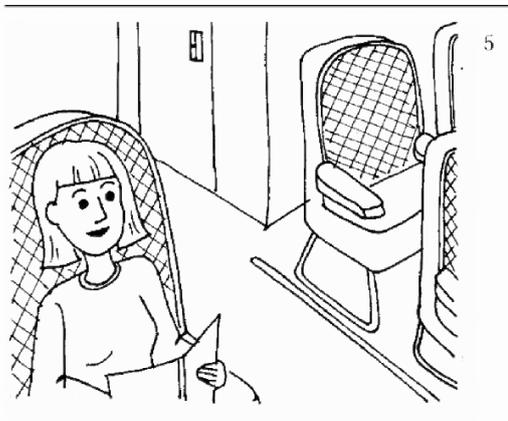
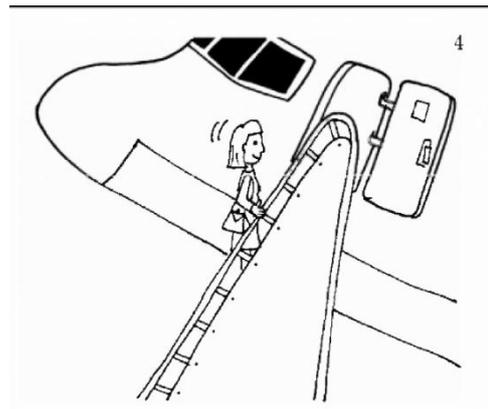
School : State Junior High School 2 Semarang

Class / Semester : VIII ... / 2

Subject : English (Recount Text)

Identify and label the objects you see from the pictures. Write down your words around the pictures



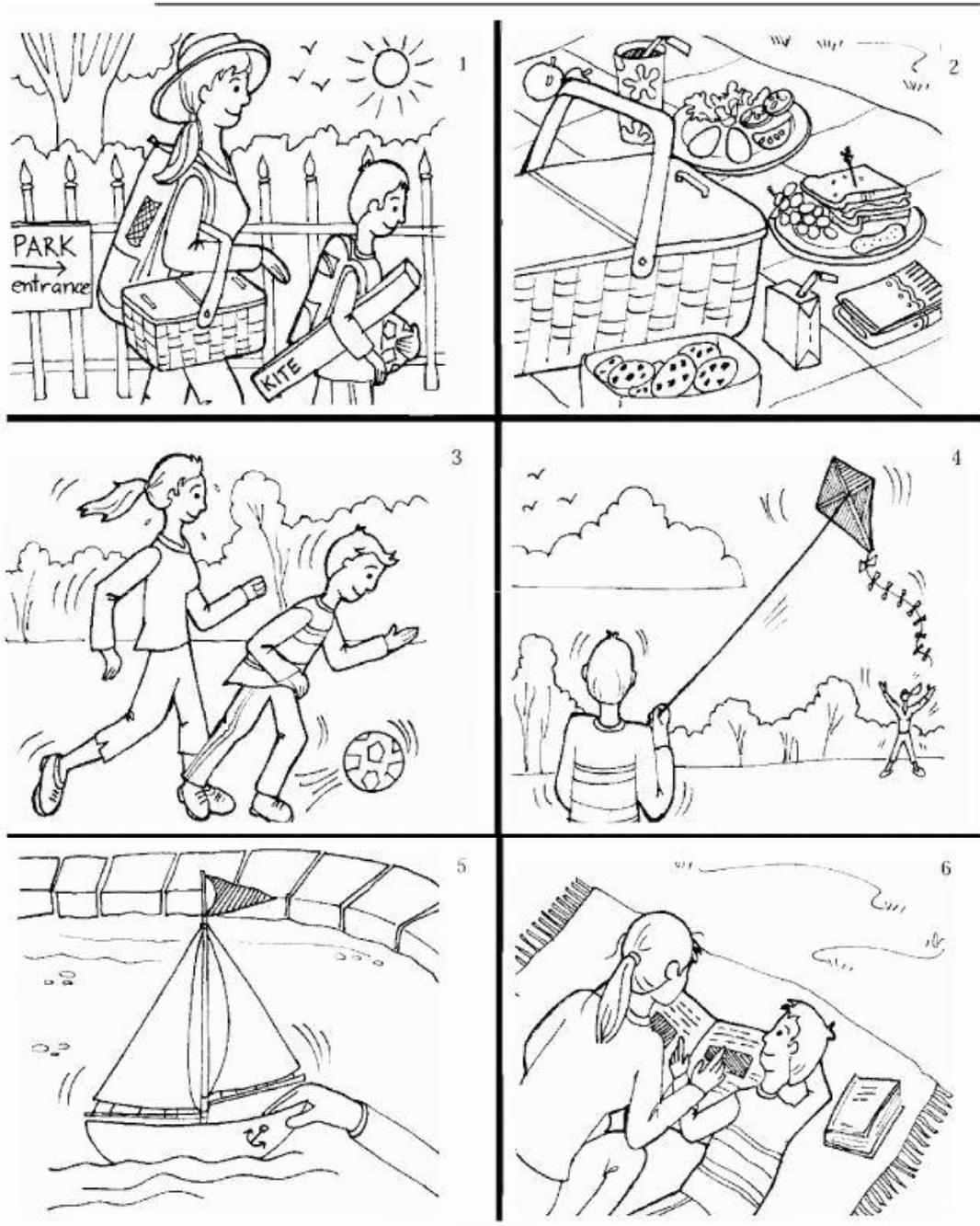




## Appendix 9

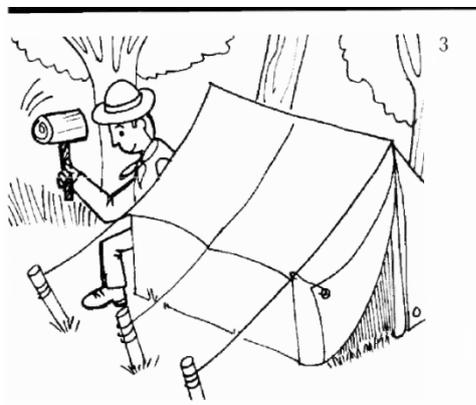
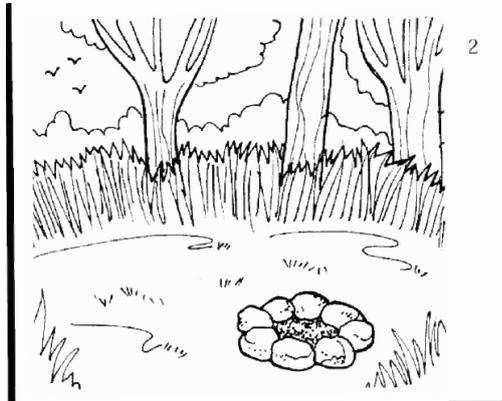
## INSTRUMENT OF CYCLE 2

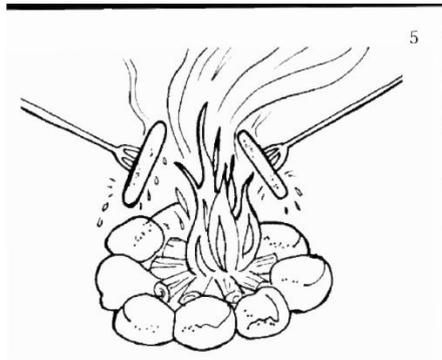
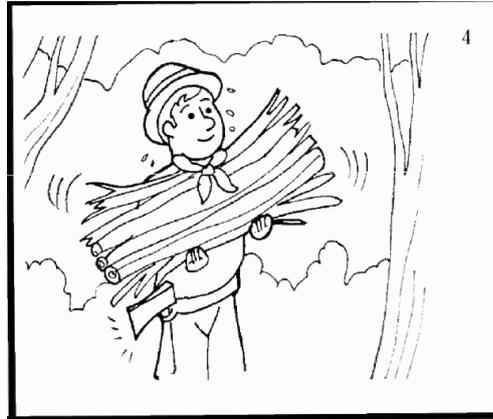
Pictures that be attached on the whiteboard on the first meeting of cycle 2.





Identify and label the objects you see from the pictures. Write down your words around the pictures









**Explanation:****Students' positive behaviour:**

A = Student is paying attention and giving response to the teacher enthusiastically. (asking, giving response, making notes)

B = Student is participating actively in identifying the pictures.

C = Student is giving positive response (happy, interested) towards *Picture Word Inductive Model* (PWIM) strategy.

D = Student can produce recount text well.

**Students' negative behaviour**

E = Student is NOT paying attention to the teacher and doing unimportant things (talking with friends, dillydallying, etc)

F = Student is NOT participating actively in identifying the pictures.

G = Student is giving NEGATIVE response (indifferent, not interested) towards *Picture Word Inductive Model* (PWIM) strategy.

H = Student cannot produce recount text well.

**Appendix 13****QUESTIONNAIRE**

Name/ Student' Code :  
 Class/ Subject : VIII B/ English

Isilah kuesioner di bawah ini dengan memberikan tanda (v) pada salah satu nomor yang paling sesuai dengan keadaan Anda.

No.	Statements	Answer				
		1	2	3	4	5
1.	Saya menyukai pelajaran bahasa Inggris.					
2.	Saya suka belajar menulis ( <i>writing</i> )					
3.	Pembelajaran bahasa Inggris di sekolah saya menyenangkan.					
4.	Saya tertarik dengan strategi <i>Picture Word Inductive Model</i> (PWIM) yang guru gunakan.					
5.	Saya menyukai pembelajaran dengan menggunakan strategi <i>Picture Word Inductive Model</i> (PWIM).					
6.	Suasana kelas menjadi menyenangkan setelah saya diberikan pembelajaran dengan menggunakan strategi <i>Picture Word Inductive Model</i> (PWIM).					
7.	Penggunaan strategi <i>Picture Word Inductive Model</i> (PWIM) mempermudah saya dalam membuat recount text.					
8.	Belajar dengan menggunakan strategi <i>Picture Word Inductive Model</i> (PWIM) bisa meningkatkan kemampuan <i>writing</i> saya.					
9.	Strategi ini bisa membantu saya dalam mempelajari Bahasa Inggris.					
10.	Strategi ini perlu dilakukan dalam setiap pembelajaran menulis ( <i>writing</i> ) menggunakan Bahasa Inggris.					

**Keterangan:**

- 1 = Sangat Tidak Setuju
- 2 = Tidak Setuju
- 3 = Kurang Setuju
- 4 = Setuju
- 5 = Sangat Setuju

Terima Kasih

## Appendix 14

## STUDENTS' ATTENDANCE LIST

School : SMP N 2 Semarang  
 Class/ Subject : VIII B/ English

No	Students' Name	Code	Attendance				
			Pre-Test	Cycle 1	Cycle 2	Cycle 2	Cycle 2
			March 16 <sup>th</sup> , 2015	March 23 <sup>th</sup> , 2015	March 28 <sup>th</sup> , 2015	March 30 <sup>th</sup> , 2015	April 4 <sup>th</sup> , 2015
1	ADITYA KUSUMA AJI	S-1	√	√	√	√	√
2	ADYATMA PUTRA UTAMA	S-2	√	√	√	√	√
3	AFIFAH ZHAFIRA N.	S-3	√	√	√	√	√
4	ALISIA WULANDARI	S-4	√	√	√	√	√
5	ALLANDRA DEWANTARA	S-5	√	√	√	√	√
6	ALYA RISANG AYU	S-6	√	√	√	√	√
7	ANINDHITYA YUDHANTA P.	S-7	√	√	√	√	√
8	ARDANA DAYU SURYONO	S-8	√	√	√	√	√
9	CITRA DIAN NINGRUM	S-9	√	√	√	√	√
10	FAIRUZ ANNISA	S-10	√	√	√	√	√
11	FAIRUZ IZDIHAR ATHALLAH	S-11	√	√	√	√	√
12	FARADIBHA SABIAN	S-12	√	√	√	√	√
13	GALANG ROMADHONA	S-13	√	√	√	√	√
14	HERDY RAHMAT M. M.	S-14	√	√	√	√	√
15	JEMEMA ABIGAIL BASHAY	S-15	√	√	√	√	√
16	MAHARDHIKA YUDA P.	S-16	√	√	√	√	√
17	MUHAMMAD BASITH G.	S-17	√	√	√	√	√
18	MUHAMMAD ROYANO F.	S-18	√	√	√	√	√
19	NADINDA RAMADHANI P.	S-19	√	√	√	√	√
20	NANDITA MAWA A. P.	S-20	√	√	√	√	√
21	NISRINA SYIFA A.	S-21	√	√	√	√	√
22	OKKY TRI HIMAWAN	S-22	√	√	√	√	√
23	OKTAVIA MAHARANI W.	S-23	√	√	√	√	√
24	RADYA WAFI ADYATMA	S-24	√	√	√	√	√
25	RANI WAHYU WULANDARI	S-25	√	√	√	√	√
26	RIA PUSPITA	S-26	√	√	√	√	√
27	RIEKE ADINDA P.	S-27	√	√	√	√	√
28	SAFIRA RAMADANI	S-28	√	√	√	√	√
29	YASMINE NABIHA L.	S-29	√	√	√	√	√
30	MUHAMMAD ARYA HANIF	S-30	√	√	√	√	√

## Appendix 15

## RESULT OF STUDENTS' PRE-TEST

No.	Code	Score					Total Score
		Organization	Content	Grammar	Mechanic	Style	
1	S-1	15	12	10	12	12	61
2	S-2	14	17	17	15	16	79
3	S-3	16	10	9	12	10	57
4	S-4	15	12	14	15	11	67
5	S-5	17	15	15	15	13	75
6	S-6	12	12	7	15	13	59
7	S-7	15	14	8	10	13	60
8	S-8	17	15	17	15	11	75
9	S-9	15	14	17	16	15	77
10	S-10	8	8	9	14	8	47
11	S-11	12	12	10	10	13	57
12	S-12	15	14	12	15	15	71
13	S-13	10	9	7	12	12	50
14	S-14	15	15	12	15	15	72
15	S-15	17	18	14	15	17	81
16	S-16	7	9	10	10	11	47
17	S-17	8	13	10	11	14	56
18	S-18	14	12	16	15	12	74
19	S-19	14	15	17	15	13	74
20	S-20	17	16	15	15	15	78
21	S-21	17	15	15	15	16	78
22	S-22	7	10	14	12	7	50
23	S-23	14	12	11	10	12	59
24	S-24	12	11	7	11	12	53
25	S-25	11	12	12	13	8	56
26	S-26	12	15	15	15	14	71
27	S-27	15	14	7	10	11	57
28	S-28	14	13	8	12	12	59
29	S-29	16	15	12	15	9	57
30	S-30	17	17	14	14	13	75
	Total	408	396	361	399	373	1932
	Average	13,60	13,20	12,03	13,30	12,43	64,40

## Appendix 16

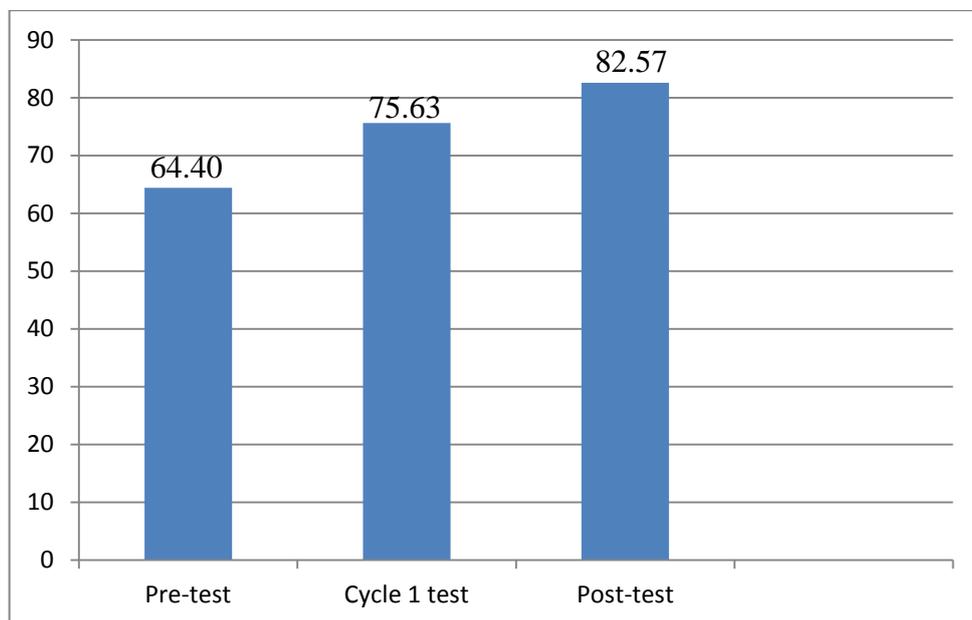
## RESULT OF STUDENTS' CYCLE 1 TEST

No.	Code	Score					Total Score
		Organization	Content	Grammar	Mechanic	Style	
1	S-1	14	15	10	13	12	64
2	S-2	15	17	17	17	16	82
3	S-3	17	17	15	15	15	79
4	S-4	17	16	10	14	14	78
5	S-5	17	17	17	15	16	82
6	S-6	15	16	14	16	15	76
7	S-7	17	14	10	15	13	69
8	S-8	18	17	17	17	17	86
9	S-9	17	14	15	14	14	74
10	S-10	16	14	14	14	14	72
11	S-11	17	17	12	12	15	73
12	S-12	14	14	12	13	14	67
13	S-13	17	17	17	15	15	81
14	S-14	15	14	12	14	14	69
15	S-15	17	15	17	17	17	83
16	S-16	17	15	16	12	13	73
17	S-17	17	14	10	15	15	71
18	S-18	18	17	17	17	17	86
19	S-19	14	15	10	14	15	68
20	S-20	18	17	17	17	17	86
21	S-21	17	16	16	17	16	82
22	S-22	14	15	14	15	14	71
23	S-23	17	15	12	15	14	73
24	S-24	15	12	10	12	12	61
25	S-25	14	15	12	12	13	66
26	S-26	18	17	17	17	17	86
27	S-27	17	17	12	15	17	78
28	S-28	15	14	12	14	13	68
29	S-29	18	16	17	17	15	83
30	S-30	17	19	13	15	18	82
	Total	489	468	414	445	447	2269
	Average	16.30	15.60	13.80	14.83	14.90	75.63

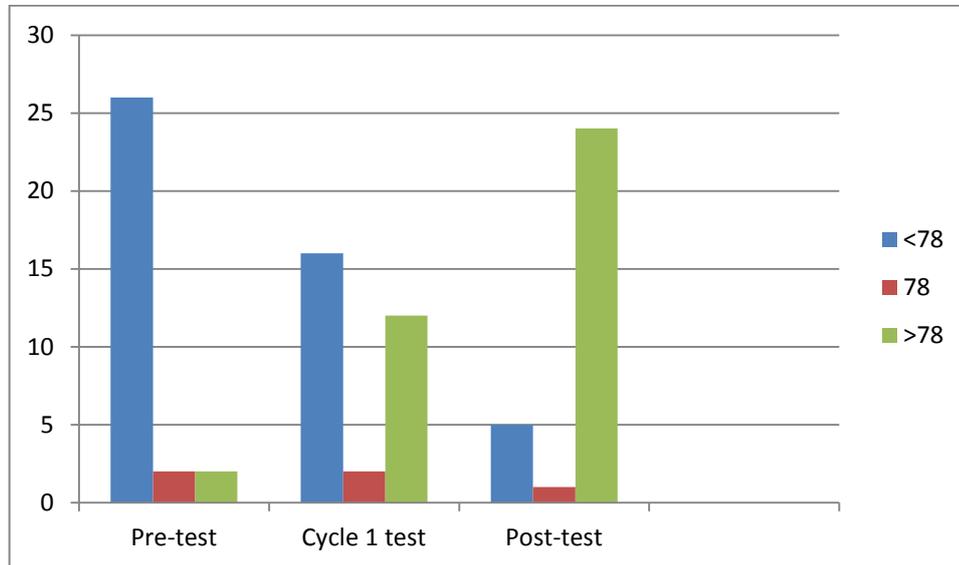
## Appendix 17

## RESULT OF STUDENTS' POST-TEST

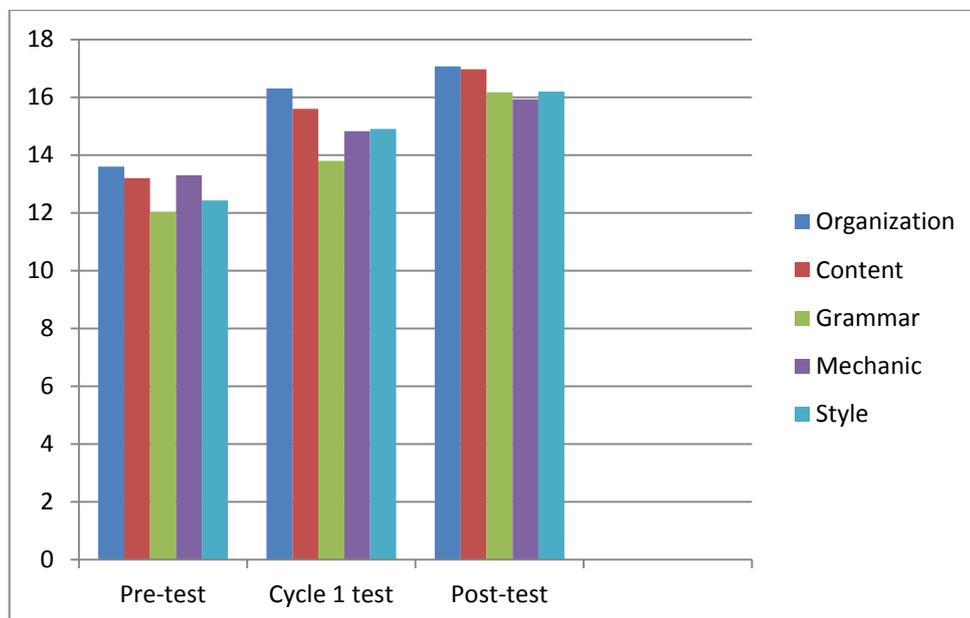
No.	Code	Score					Total Score
		Organization	Content	Grammar	Mechanic	Style	
1	S-1	17	16	15	15	16	79
2	S-2	17	16	17	15	15	80
3	S-3	18	18	17	17	17	87
4	S-4	18	18	17	17	17	87
5	S-5	19	18	17	17	18	89
6	S-6	18	18	17	17	17	87
7	S-7	17	16	14	14	15	76
8	S-8	18	17	17	16	15	83
9	S-9	19	18	17	17	18	89
10	S-10	17	16	17	17	17	84
11	S-11	19	18	17	15	18	88
12	S-12	17	16	15	15	16	79
13	S-13	14	11	11	15	11	62
14	S-14	17	18	17	17	17	86
15	S-15	17	17	17	17	17	85
16	S-16	17	17	17	17	16	84
17	S-17	17	16	17	15	15	80
18	S-18	17	17	17	16	15	82
19	S-19	18	18	17	17	17	87
20	S-20	18	19	18	17	18	90
21	S-21	15	17	15	14	14	75
22	S-22	17	18	17	15	17	84
23	S-23	17	16	17	15	15	80
24	S-24	14	17	12	14	14	71
25	S-25	18	17	18	17	17	87
26	S-26	17	18	16	15	18	84
27	S-27	15	17	14	17	15	78
28	S-28	17	17	17	17	17	85
29	S-29	18	17	17	17	17	86
30	S-30	15	17	14	14	17	77
	Total	512	509	485	478	486	2471
	Average	17.07	16.97	16.17	15.93	16.20	82.37

**Appendix 18****IMPROVEMENT OF STUDENTS' SCORES****1. IMPROVEMENT OF STUDENTS' AVERAGE SCORE IN THREE TEST**

## 2. IMPROVEMENT OF STUDENTS' SCORE BASED ON THE ENGLISH MINIMUM SCORE OF SMP 2 SEMARANG



## 3. IMPROVEMENT OF STUDENTS' ASPECT SCORE



## Appendix 19

## RESULT OF OBSERVATION SHEET (CYCLE 1)

No.	Students' Code	Students' Responses							
		Positive Behaviour				Negative Behaviour			
		A	B	C	D	E	F	G	H
1	S-1	v	v	v					v
2	S-2	v	v	v	v				
3	S-3	v	v	v	v				
4	S-4		v			v		v	v
5	S-5	v	v	v	v				
6	S-6	v	v	v	v				
7	S-7		v			v		v	v
8	S-8	v		v	v		v		
9	S-9	v		v			v		v
10	S-10	v		v			v		v
11	S-11	v	v	v					v
12	S-12	v	v		v			v	
13	S-13		v	v	v	v			
14	S-14	v	v	v					v
15	S-15	v	v	v	v				
16	S-16		v	v		v			v
17	S-17	v	v	v					v
18	S-18		v	v	v	v			
19	S-19	v		v			v		v
20	S-20	v	v	v	v				
21	S-21	v		v	v		v		
22	S-22		v			v		v	v
23	S-23	v					v	v	v
24	S-24		v			v		v	v
25	S-25	v	v	v					v
26	S-26	v	v	v	v				
27	S-27	v	v	v	v				
28	S-28		v	v	v	v			
29	S-29	v	v	v	v				
30	S-30		v		v	v		v	
	<b>Total</b>	<b>21</b>	<b>24</b>	<b>23</b>	<b>16</b>	<b>9</b>	<b>6</b>	<b>7</b>	<b>14</b>
	<b>Percentage</b>	<b>70%</b>	<b>80%</b>	<b>76.67%</b>	<b>53.33%</b>	<b>30%</b>	<b>20%</b>	<b>23.33%</b>	<b>46.67%</b>

## Appendix 20

## RESULT OF OBSERVATION SHEET (CYCLE 2)

No.	Students' Code	Students' Responses							
		Positive Behaviour				Negative Behaviour			
		A	B	C	D	E	F	G	H
1	S-1	v	v	v	v				
2	S-2	v	v	v	v				
3	S-3	v	v	v	v				
4	S-4		v	v	v	v			
5	S-5	v	v	v	v				
6	S-6	v	v	v	v				
7	S-7	v	v	v					v
8	S-8	v		v	v		v		
9	S-9	v		v	v		v		
10	S-10	v		v	v		v		
11	S-11		v	v	v	v			
12	S-12	v	v		v			v	
13	S-13	v	v	v					v
14	S-14	v	v	v	v				
15	S-15	v	v	v	v				
16	S-16		v	v	v	v			
17	S-17	v	v	v	v				
18	S-18		v	v	v	v			
19	S-19	v	v	v	v				
20	S-20	v	v	v	v				
21	S-21	v	v	v					v
22	S-22		v		v	v		v	
23	S-23	v		v	v		v		
24	S-24		v			v		v	v
25	S-25	v	v	v	v				
26	S-26	v	v	v	v				
27	S-27	v	v	v	v				
28	S-28	v	v	v	v				
29	S-29	v	v	v	v				
30	S-30	v	v	v					v
	<b>Total</b>	<b>24</b>	<b>26</b>	<b>27</b>	<b>25</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>5</b>
	<b>Percentage</b>	<b>80%</b>	<b>86.67%</b>	<b>90%</b>	<b>83.33%</b>	<b>20%</b>	<b>13.33%</b>	<b>10%</b>	<b>16.67%</b>

## Appendix 21

## RESULT OF QUESTIONNAIRE

No	Statements	Answer				
		1	2	3	4	5
1.	Saya menyukai pelajaran bahasa Inggris.	0 (0%)	0 (0%)	1 (3.33%)	8 (26.67%)	21 (70%)
2.	Saya suka belajar menulis ( <i>writing</i> )	0 (0%)	0 (0%)	1 (3.33%)	13 (43.33%)	16 (53.33%)
3.	Pembelajaran bahasa Inggris di sekolah saya menyenangkan.	0 (0%)	0 (0%)	2 (6.67%)	16 (53.33%)	12 (40%)
4.	Saya tertarik dengan strategi <i>Picture Word Inductive Model</i> (PWIM) yang guru gunakan.	0 (0%)	0 (0%)	2 (6.67%)	12 (40%)	16 (53.33%)
5.	Saya menyukai pembelajaran dengan menggunakan strategi <i>Picture Word Inductive Model</i> (PWIM).	0 (0%)	0 (0%)	3 (10%)	15 (50%)	12 (40%)
6.	Suasana kelas menjadi menyenangkan setelah saya diberikan pembelajaran dengan menggunakan strategi <i>Picture Word Inductive Model</i> (PWIM).	0 (0%)	0 (0%)	3 (10%)	11 (36.67%)	16 (53.33%)
7.	Penggunaan strategi <i>Picture Word Inductive Model</i> (PWIM) mempermudah saya dalam membuat recount text.	0 (0%)	0 (0%)	4 (13.33%)	12 (40%)	14 (46.67%)
8.	Belajar dengan menggunakan strategi <i>Picture Word Inductive Model</i> (PWIM) bisa meningkatkan kemampuan <i>writing</i> saya.	0 (0%)	0 (0%)	2 (6.67%)	9 (30%)	19 (63.33%)
9.	Strategi ini bisa membantu saya dalam mempelajari Bahasa Inggris.	0 (0%)	0 (0%)	1 (3.33%)	9 (30%)	20 (66.67%)

10.	Strategi ini perlu dilakukan dalam setiap pembelajaran menulis ( <i>writing</i> ) menggunakan Bahasa Inggris.	0 (0%)	0 (0%)	2 (6.67%)	16 (53.33%)	12 (40%)
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**Appendix 22****DOCUMENTATION**



## Appendix 23

**CERTIFICATE OF RESEARCH COMPLETION (SURAT KETERANGAN  
SELESAI PENELITIAN)**



PEMERINTAH KOTA SEMARANG  
DINAS PENDIDIKAN  
**SMP NEGERI 2 SEMARANG**

Jl. Brigjen. Katamso No. 14 Telp. (024) 8414168 Fax. (024) 8411211 Semarang-50125  
Website : [www.smpn2-smg.com](http://www.smpn2-smg.com) e-mail : [smpn2\\_semarang@yahoo.com](mailto:smpn2_semarang@yahoo.com)

**SURAT KETERANGAN**

Nomor : 253 / 423.4 / 2015

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 2 Semarang menerangkan bahwa :

N a m a : Lina Sofia Andriani  
N I M : 2201411019  
Jurusan : Bahasa Inggris  
Program studi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Tahun Akademik : 2014/2015  
Perguruan Tinggi : Universitas Negeri Semarang

telah melakukan Penelitian di SMP Negeri 2 Semarang dalam rangka penyusunan skripsi dengan judul "Improving Students Writing Skill of Recount Text By Using Picture Word Inductive Model (PWIM) Technique".

Pelaksanaan Penelitian : 16 Maret s.d. 4 April 2015

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Semarang, 28 Mei 2015

Kepala Sekolah,  
  
 Teguh Kaluyo, S.Pd, M.M.  
 NIP. 19620410 198302 1 003