THE USE OF ZIG ZAG PATTERN TECHNIQUE

IN IMPROVING THE STUDENTS' WRITTEN

RECOUNT

(A Case of the Tenth Grade Students of SMA N 2 Slawi

in the Academic Year of 2010/2011)

a final project

Submitted in partial fulfillment of the requirements

for degree of *Sarjana Pendidikan*

in English

by

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PERNYATAAN

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STUDENTS' WRITTEN RECOUNT (A Case of the Tenth Grade Students of

SMA N 2 Slawi in the Academic Year of 2010/2011)

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya sendiri yang saya hasilkan setelah melalui penelitian, bimbingan diskusi dan pemaparan / ujian. Semua kutipan baik yang langsung maupun tidak langsung maupun sumber yang lainnya, ditulis dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah.

Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

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Allah does not change what is in a nation unless they change what in themselves (Ar radu: 11)

To

My beloved mother and father, my beloved brother, my love, and also my best friends.

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ABSTRACT

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Key words: writing, recount, zig zag pattern technique.

The topic in this study is the use of zig zag pattern technique in improving students' written recount (a case of the tenth grade students of SMA Negeri 2 Slawi in the academic year of 2010/2011). The objectives of this study are to find out how the zigzag pattern technique is used to improve the students' written recount of the tenth grade students of SMA Negeri 2 Slawi in the academic year of 2010/2011 and to find out to what extent the zig zag pattern technique improves the students' ability in writing a recount text of the tenth grade students of SMA Negeri 2 Slawi in the academic year of 2010/2011.

This study is a classroom action research which is conducted for two cycles. The population was the tenth grade students of SMA Negeri 2 Slawi in the academic year 2010/2011. The sampling technique is X.5 class. The class consists of 16 boys and 21 girls. The data in this study were collected through the use of test in form of writing test, and interview. An interview was conducted to understand the students' difficulties in writing a recount text and to know whether the zig zag technique gave contribution in improving the students' ability in writing. Data analysis is done by using quantitative and qualitative description.

The zig zag technique pattern can improve the students' written recount by using the repetition of new information (Rheme). It achieves cohesion in the text by building on newly introduced information. The result shows a significant achievement of students' writing before and after being treated by using zig zag technique. The average of the students' result in the pre-test was 58.92, in the cycle one test was 68.54. It developed 9.62 point. The result of the test shows the students' writing was better than the pre test. In the cycle two test, the average of the students' result was 73.84, and in the post-test was 76.76. Their writing was more coherent and united. It also proved that the result of the post-test was higher than the standard score of KTSP (2006) standard that is 65. Moreover, based on the result of interview, the students and the teacher agreed that zig zag technique pattern gave contribution in improving the students' ability in writing recount text. From both results, it could be concluded that there was an improvement in students' writing recount by using zig zag pattern technique.

It is suggested that teachers should use zig zag pattern as a technique in teaching recount text.

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CHAPTER 1

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, statements of the problem, and objective of the study. Besides, it also presents significance of the study, and outline of the study.

1.1 Background of the Study

Language plays an important role in our life. Language is basically a means to communicate ideas, opinion, and feelings. Moreover, it is expected that by learning language the students are able to recognize and appreciate their own and foreign culture. Language is a main tool to interact, exchanging meaning and communicate with others. People make interaction and communication in order to fulfill their needs. Without language, we can not have any interaction effectively. Language is simple but it contains many meaning, and we need to learn language either in spoken or written.

English as the foreign language in Indonesia is considered to be important to learn. It becomes the first foreign language. Realizing the importance of English, English is taught widely at formal schools starting from elementary school to university. Even now, English has been taught at elementary schools as a local content subject. In Indonesia, English is used primarily as an object of study rather than as a means of communication. Consequentially, the Indonesian

students have less chance and exposure to use English naturally outside the classroom.

The English teaching should be focused on the students' ability to communicate well through spoken and written language. English teaching at Senior High School covers the four language skills: listening, speaking, reading, and writing. They have to be supported by language components such as grammar, vocabulary, sound system, and spelling.

Writing is the one of the four major language skills that should be taught by English teachers in teaching and learning activities. Writing English well is important but students sometimes do not know how to express their feeling and ideas in writing something. Learning to write is different from learning to speak. It should be learnt consciously that demanded a lot of practice under guidance. They have to manage the structure, the choice of words, and the punctuation all at one.

Writing is very important for English learners, it is essential for English teachers to encourage the students to write. The teachers seem to have difficulties in deciding what techniques and media that they must use and how to teach writing professionally. In spite of that condition they must be able to find out the ways of how to make writing easier for students to learn. Teaching writing is requiring the mastery not only of grammatical and theoretical devices but also conceptual judgment (Heaton, 1975:138)

Meanwhile, not only for the teacher but also many students are having the difficulties in writing. They can not express their ideas and feeling in sentence by sentence they made. They get difficulty in building the idea. Building idea is the

essential step since it tells the writer what he or she is going to write. Sometimes, students do not know what they have to write. Even they are afraid of writing because they are getting confused in choosing the suitable words and the correct grammar. They usually create ineffective sentences and there is no correlation between the sentences. Their writings are not united and coherent.

Realizing that students are having many problems in writing, teachers should be more sensitive to face the students' problems. It is essential for English teachers to encourage the students to write. Through this study, the writer wants to apply a technique to improve the students' writing skills by using zigzag pattern technique in writing. Hopefully, this technique will help the students easy to construct a good paragraph by using repetition of new information (Rheme) in the clause. In this study, the writer chose recount genre to improve the writing because recount genre is taught in the tenth grade students of senior high school.

1.2 Reason for Choosing the Topic

I choose the topic the use of zigzag pattern technique in improving the students' written recount for the following reasons:

(1) When we are doing writing; we need a technique to make coherent sentences. Hopefully, by using the zig zag pattern technique, it will help the students to arrange a good paragraph.

(2) It is important to investigate the students' ability in recount text since it will help teachers especially in writing at SMA N 2 Slawi to develop students' ability in writing.

(3) The tenth grade students of SMAN 2 Slawi were chosen because the writers want to improve the students' writing in senior high school and based on the syllabus, they have gotten recount genre.

1.3 Statements of the Problem

In analyzing the problem, the writer formulates the research question as follows:

(1) How can the zig zag pattern technique be used to improve the students' written recount for the tenth grade students of SMA N 2 Slawi in the academic year of 2010/2011?

(2) To what extent does the zig zag pattern technique improve the students' ability in writing recount for the tenth grade students of SMA N 2 Slawi in the academic year of 2010/2011?

1.4 Objective of the Study

Based on the problem above, the objectives of the study are as follows:

(1) To find out how the zigzag pattern technique is used to improve the students' written recount of the tenth grade students of SMA N 2 Slawi in the academic year of 2010/2011.

(2) To find out to what extent the zig zag pattern technique improves the students' ability in writing a recount text of the tenth grade students of SMA N 2 Slawi in the academic year of 2010/2011.

1.5 Significance of the Study

This study hopefully can give benefits both theoretically and practically:

1) Theoretically

Hopefully, the result of this study can give the benefits for the development of education research, improving the knowledge and understanding for the students' written recount, so that it can increase the quality of our education.

2) Practically

This study hopefully can give benefits both for the teacher and the students. For the teacher, it shows them that zig zag pattern technique can be used as a technique to develop students' writing skill, especially in recount. For the students, they will understand better on how to construct a good piece of recount paragraph by using zig zag pattern technique so their writing more coherent.

1.6 Outline of the Report

The discussion of this report is divided into chapter and subchapter. The explanation of each chapter will be elaborated as follows:

Chapter I includes Introduction. It consists of background of the study, reasons for choosing the topic, statement of the problems, objective of the study, significance of the study, and outline of the report.

Chapter II presents Review of Related of Literature which discusses: review of previous study, review of theoretical study, general concept of writing, general

concept of recount, teaching writing in senior high school, Systemic Functional Linguistics.

Chapter III discusses Method Investigation. It consists of research design, subject of the study, instrument for collecting the data, procedures of collecting data, and method of analyzing data.

Chapter IV covers Data Analysis.

Chapter V presents Conclusions and Suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains two sections. The first section presents the review of the previous studies related to the topic. It is then followed by the second section that gives theoretical reviews underlying this study.

2.1 Review of Previous Study

There are many studies conducted to know the students' mastery of writing skills. These studies include many studies done by the English department students of Semarang State University (UNNES).

Many of the English department students conducted studies at school to describe students' ability in writing. This study includes the ability in writing various genres. One of the studies was done by Taufik Nurhidayat (2011) who conducted a research entitled students' ability in writing recount based on generic structure, language features, and social function. The problems discussed in this study are to describe how the generic structure used in recount texts written by the tenth graders of SMA 2 Pemalang, how the language features used in recount text written by the tenth graders of SMA 2 Pemalang, and the last how the generic structure and language features of recount texts enable to achieve the social unction of recount text. He found the result of their recount writing were good in level of organization aspects. Most of their writing has complete elements. Most

of all students' recount writing has complete generic structure of a recount text. And most of students wrote a good introduction that leads to the body. The bodies of their writings are acceptable and they are brought to a close by logical conclusion of the text.

The next researcher is Nurul Hamidah (2010) who conducted a research entitled the use of zig zag pattern technique in improving students' written report. The problem discussed in this study is how zig zag pattern technique used to improve student' written report in SMA Negeri 1 Pamotan. The result of the study shows that the students' progress during the teaching and learning activity in writing report using zig zag pattern technique was good. The students' achievement in writing report was improved. It was supported by the result of the research which shows significant improvement from the pretest to the post test.

Another researcher working in this topic is Retno Megayanti (2010) who conducted a research entitled documentary photographs as a media in developing students' ability in writing analytical exposition text. She said that most of senior high school students had some difficulties in writing a certain genre whether in terms of ideas, rhetorical structures, grammar, or vocabulary. The objectives of her study are to find out to what extent documentary photographs contribute to the development of the ability in writing an analytical exposition text of the eleventh grade students of SMA Negeri I Grobogan in the academic year 2009/2010 and to find out to what extent documentary photographs contributed to the development of the positive attitudes in writing an analytical exposition text of the eleventh grade students of SMA Negeri I Grobogan in the academic year 2009/2010. The

result of the research shows a difference in achievement of students' writing before and after being treated by using documentary photographs. The result of the questionnaire shows that the students' positive attitude in writing analytical exposition text got increased. The students were more attracted, more active, and more interested in studying when they used documentary photographs compared to when they did not use those media. They responded the lesson well and enjoyed the whole of the lesson. It shows that documentary photographs give contribution in developing students' ability and students' positive attitude in writing analytical exposition text.

There are many previous studies that discuss about writing, the techniques in writing, and the media that is used. They are used in writing to improve the students' writing in various genres. From the above previous research findings, the writer would like to use zig zag pattern technique in teaching writing recount text because recount is taught in the tenth grade students of Senior High School.

2.2 Review of Theoretical Study

There are many theoretical studies related to this study. These theories will be explained in form of three main subchapters. They are general concept of writing, teaching writing in senior high school, and the last Systemic Functional Linguistics. Each subchapter will be elaborated below.

2.2.1 General Concept of Writing

In this section, I discuss four main points. The first is definition of writing, the second is importance of writing; the third is types of writing, and the last writing paragraph.

2.2.1.1 Definition of writing

Writing is one way to communicate our ideas, feelings, and thoughts beside speaking, reading and listening. Writing is an act of communication which takes place between the writer and the reader. As one of the language skills, writing demands the students to master it well to help them in expressing what they are thinking about. Based on Wikipedia.com writing is the representation of language in a textual medium through the use of a set of signs or symbols. Through writing people can communicate one another over long distance. Even that writing can be more precious and beneficial if our writing has a qualification as a good writing. According to Celce-Murcia (2001: 213), writing is a skill which enables the learners to plan and rethink the communication process. It means that to create a good writing, the writers need to employ all their thoughts and knowledge.

In line with Celce-Murcia, Harmer (2004:3) states that in the context of education, it is also worth remembering that most exams, whether they are testing foreign language or other skills, often rely on the students' writing proficiency in order to measure their knowledge. It is clearly explained that writing is a vital skill which has to be learnt for foreign language learner.

According to Meyers (2005: 2), writing is like speaking in a way to discover and communicate ideas, unlike speaking, however it does not happen all

at once. The writers cannot see and hear the reader, so they have to present the ideas in logical order. They have to be careful in organizing, their writing to make the meaning stronger and clearer. Therefore, writing as one of the basic competence in learning language is the most sophisticated language skill. It demands a lot of practice and exercise.

Meyers (2005:2) adds that writing is an action, a process of discovering and organizing your ideas, putting them on the paper and reshaping and revising them. In other words writing is a method of representing language in visual form. Writing is a complex skill; the writer concludes that writing is one of the important skills that have to be mastered by English learner including senior high school students. Based on the definition above, it can be said that writing is progressive activities that expressing ideas into written form; it is not a natural skill; it needs to be learnt and practiced in order to achieve good writing.

2.2.1.2 Importance of writing

Writing is a kind of complex process which allows the writer to express their ideas, feeling knowledge, etc. and make it visible or concrete. Writing is very essential for many fields such as; education, business, scientific, and government. Writing can be a means to express our ideas. Sometimes, writing can be more useful for someone who wants to freely share his or her ideas. Because of its function, writing needs learning. There are two importance of writing process: writing for learning and writing for writing.

Harmer (2004: 31) states that writing for learning means that it has always formed part of the syllabus in the teaching of English. Partly because of the nature

of the writing process and because of the need for accuracy in writing, the mental process that a student goes through when writing differ significantly from the way they approach discussion or other kinds of spoken communication.

Teaching writing for writing is entirely different, however, since our objectives here is to help students to become better writer and to learn how to write in various genres using different registers. (Harmer 2004: 34).

2.2.1.3 Types of writing

According to Brown (2003:220) writing falls into types, i.e.:

(1) Imitative

Imitative writing includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in English spelling system. It is a level in which learners are trying to master the mechanics of writing. At this stage form is the primarily if not exclusive focus, while context and meanings are of secondary concern.

(2) Intensive

It requires the writer to produce appropriate vocabulary with in context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are some of importance in determining correctness and appropriateness, but most assessment is more concerned with a focus form.

(3) Responsive

It demands the writer to connect sentence into paragraphs and creating a logically connected sequence of two or three paragraphs. Form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning.

(4) Extensive

It implies successful management of all the process and strategies of writing for all purposes. The focus is on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety.

2.2.1.4 Writing Paragraph

Paragraph is a distinct section of a place of writing, usually consisting of several sentences dealing with a single theme Hornby (2000: 840). A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea (Oshima and Hogue 2006: 16). Paragraph is an important unit in writing a text. The unity of paragraph will make a text coherent and cohesive. A paragraph always has one theme or we usually called as a topic sentence. Topic sentence is supported by supporting sentences and concluding sentences. Supporting sentences develop the topic. That is, they explain the topic sentence by giving reasons, examples, facts, statistics, and quotations. And the last is the concluding sentence. The concluding sentence serves three purposes: 1) It signals the end of the paragraph, 2) It summarizes the main points of the paragraph, and 3) It gives a final comment on the topic and leaves the reader with the most important ideas to think about.

2.2.2 Teaching Writing in Senior High School

English is one of the global languages in the world. In Indonesia English are taught from the elementary school until the high school. English has become a

very important subject. The purpose and the function of teaching English are to gain communicative competence. Teaching English in senior high school encompasses the four language skills: listening, speaking, reading, and writing, which are taught in integrated manner. Therefore, we cannot separate them from one another because they are related each other. The students who master those four skills are regarded to be able to use them in overcoming their problem in their daily life.

School Based Curriculum (2006) for senior high school writes "students must master informational literacy". It means that the students are supposed to be able to access science and knowledge through language skills. The students are also prepared to continue their study in college.

Writing may be the last skill that should be mastered that cannot be ignored. Moreover, teaching writing is not as easy as teaching other language skills. It might be often a boring activity if the teacher just explains then the students do writing by the students themselves. As a result, the teacher has a task for them to encourage his/her students to learn writing in English. Teaching English for senior high school is not only a matter of spoken but also written. In written English, the students are regarded to master not only one aspect i.e grammar or vocabulary but it has a relation between elements to elements. Moreover, students should have competence to write various texts fluently and accurately based on the social function. They are expected to comprehend in understanding and creating some short functional texts and monolog essay. Genre, also known as text type is taught as a main material in teaching English in senior

high school. Recount becomes one of the genres that have to be taught. The following are competencies students should obtain in writing recount in senior high school based on KTSP 2006 for the tenth grade:

Table 2.1 Competencies in Writing Recount Based on KTSP

Standard Competence	6. Expressing the meaning in short functional text and essay in the form of recount, narrative, procedure in the context of daily life.
Basic Competence	6.1 Expressing the meaning of short functional text (such as invitation letter, attention letter, advertisement, etc) either formal or non-formal which use accurate, fluent, acceptable written language in the daily life. 6.2 Expressing the meaning and rhetorical steps in easy which uses accurate, fluent, and acceptable written language in the context of daily life of the text in form of recount, narrative, and procedure,

Based on the standard competence and basic competence in the above School Based Curriculum, I can say that the purpose of teaching recount in senior high school does not only emphasize in expressing the meaning of recount text, but also they can write a recount by using rhetorical steps such as generic structure and language features accurately, fluently, and acceptably.

2.2.2.1 Genre

A genre can be defined as a culturally specific text type which results from using language (written or spoken) to (help) accomplish something (Gerot and Wignell:

17). "According to Hornby (2000:561), genre is a particular type or style of literature, art, music, or film that can be recognized because of its special features. According to www.wikipedia.com genre is the term for any category of literature or other forms of art or culture. According to Martin as cited in Eggins (1994: 26), genre is a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture.

2.2.2.2 Recount Text as a Genre

Recount is one of the genre texts which are taught in senior high school. According to Anderson and Anderson (1997: 48), recount is a piece of text that retell past events, usually in the order in which they happened. It means that recount contains the stories about the event happened in the past. It provides a series of events with the use of circumstances time and place. Meanwhile Gerot and Wignell (1994: 194) said that recount has a social function to retell events for the purpose of informing or entertaining. It can be said that the purpose of recount text is either to inform or to entertain the audience. Here is the example of recount text taken from Making Sense of Functional Grammar by Gerot and Wignell (1994: 195).

Table 2.2 an Example of Recount Text Taken From Making Sense of

Functional Grammar

Title	Earthquake
Orientation	I was driving along the car when the car suddenly lurched to one side

Series of events	At first I thought a tyre had gone but then I saw telegraph poles collapsing like a matchsticks. The rocks came tumbling across the road and I had to abandon the car. When I got back to town, well, as I said, there wasn't much left.

According to Anderson and Anderson (1997:50), generic structure of recount includes:

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

(2) A series of paragraph that retell the events in the order in which they happened, and

(3) A concluding paragraph (not always necessary).

They also mentioned about the language feature in a recount text as follows:

(1) Proper nouns to identify those involved in the text,

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

(3) The use of the past tense to retell the events, and

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

2.2.3 Systemic Functional Linguistics

Basically, language as a means of communication has its system. Systemic Functional Linguistics (SFL) is an approach which has helped linguists to analyze and explain "how meanings are made in everyday linguistic interactions" (Eggins, 1994: 1). This approach has increasingly been recognized due to it provides a very

useful theoretical and analytical framework for exploring and explaining how texts mean. The systemic approach focuses mainly on the analysis of authentic products of social interaction, that is, on the analysis of texts, in order to understand the quality of texts: why a text means what it does, and why it is valued as it is.

Eggins (1994: 2) states:

> There are four main theoretical claims about language: that language use is functional; that its function is to make meanings; that these meanings are influenced by social and cultural context in which they are exchanged; and that the process of using language is a semiotic process, a process of making meanings by choosing.

Based on statement above, it can be concluded that one of the main theoretical claims about language is that language use is functional or we called it as Systemic Functional Linguistics. Systemic Functional Linguistics is the study of the relationship between language and its functions in social settings. Systemic Functional Linguistics is used as an answer how people use language in different context, and how language is structured for use as a semiotic system. Systemic functional linguistics treats grammar as a meaning-making resource and insists on the interrelation of form and meaning. As its name, Systemic Functional Linguistics considers function and semantics as the basis of human language and communicative activity. Systemic Functional Linguistics is used to analyse and explain how meanings are made in everyday linguistic interactions. In other words, Systemic Functional Linguistics is to produce meanings with each other either inform of written or spoken language. It emphasizes that language can be used as a means to express our thoughts, ideas, and feeling.

Halliday as cited in Eggins (1994: 3), states:

Language is structured to make three main kinds of meanings simultaneously. This semantic complexity, which allows experiential, interpersonal, and textual meanings to be fused together in linguistic units, is possible because language is semiotic system: a conventionalized coding system, organized as sets of choices.

The system that realizes the experiential aspect of meaning is the system of Transitivity. Through this system, the clause functions as the representation of a process. The interpersonal meaning is realized through the Mood system, which consists of the analysis of how the clause is structured. The third level of the semiotic system, the textual meaning, consists of Theme which describes the structural configurations by which the clause is organized as a message. Textual meaning is realized through the system of Theme, with a configuration of the clause into the two functional components of a Theme (point of departure for the massage) and a Rheme (new information about the point of departure).

2.2.3.1 Textual Metafunction

When we look at language from the point of view of the textual metafunction, we are trying to see how speakers construct their message in order to fit in the text (or in a conversation). Textual metafunction is realized with the system of Theme. In English, where we put information in a clause tells us about where the clause is coming from and where it is going. Textual metafunction divides the clause into two important parts that is Theme and Rheme. According to Halliday as cited in Eggins (1994: 275) the definition of Theme is that it is the element which serves as "the starting-point for the message; it is what the clause is going to be about. Theme is usually called as "given" information. Meanwhile Eggins (1994: 275) says that Rheme is that it is the part of the clause in which the Theme is

developed. The Rheme typically contains unfamiliar or "new" information. The identification criteria for the Rheme are simple: everything that is not the Theme is the Rheme.

According to Eggins (1994: 276), there are four types of Theme. They are:

(1) Topical Theme: When an element of the clause to which a Transitivity function can be assigned occurs in first position in a clause, we describe it as a topical Theme.

(2) Interpesonal Theme: When a constituent to which we would assign a Mood label (but not a Transitivity label) occurs at the beginning of a clause, we call it an interpersonal Theme. The constituents which can function as interpersonal Themes are: the unfused Finite (in interrogative structures), and all four categories of Modal Adjuncts: Mood, Polarity, Vocative, and Comment.

(3) Textual Theme: The third clause constituent that can occur in Thematic position is the category of textual elements. These are elements which do not express any interpersonal or experiential meaning, but which are doing important cohesive work in relating the clause to its context.

(4) Multiple Theme: While it is possible for a clause to realize only one Thematic element (in which case it must be a topical Theme) it is far more common for clauses to contain a sequence of Themes, with often several textual and/or interpersonal Themes occurring before the obligatory topical Theme.

2.2.3.2 Thematic Development at Clause Level

As I stated before, in the Theme system, the clause is configured into two functional components: Theme and Rheme. Specifically, one element in the clause is enunciated as the Theme. This then combines with the remainder (Rheme) so that the two parts together constitute a message. The choice of Theme in a clause plays a fundamental part in the way discourse is organized. The flow of information in a sentence from Theme to Rheme is crucial in achieving communicative effectiveness in a message. Theme has a contribution to make the coherence and cohesion of a text. It has to do with how Thematic elements succeed each other. Eggins (1994:303) states that there are three main patterns of Thematic development:

(1) The Theme re-iteration pattern is one basic way to keep to a text focused (i.e. cohesive) is simply to re-iterate an element. It characterized by the repetition of some thematic elements throughout the clauses, hence producing an effective link among them. This pattern is diagrammed below:

Clause 1   Theme   Rheme

Clause 2   Theme   Rheme

Clause 3   Theme   Rheme
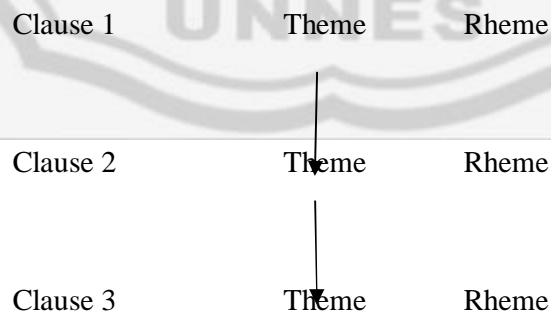
Figure 2.1 the Theme re-iteration Pattern

Here is an example of the Theme re-iteration in a text (words in underlined).

> *Last weekend, my mother and I went to the market. We went there by a public transportation. We left the house at 5 p.m. There, we bought many kinds of vegetables, and fruits.*

(2) The Theme multiple pattern is the Theme of one clause introduces a number of different pieces of information, each of which is then picked up and made Theme in subsequent clauses. The pattern is diagrammed below:
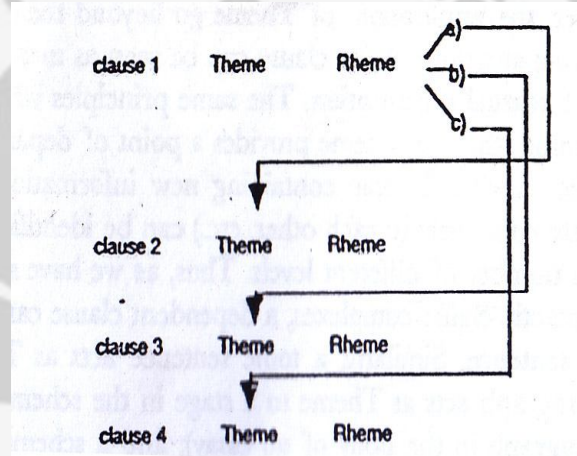
Figure 2.2 the Theme Multiple Pattern.

Here is an example of the Theme multiple pattern technique in a text (words in underlined).

> *The three main reasons babies cry are hunger, cold, and illness. Hunger can be determined by considering when the baby was last fed. Babies feel cold more acutely than we do and the smaller the baby, the more warmly it should be wrapped up. Finally, sickness or pain may also be signaled by crying.*

(3) The Theme zig-zag pattern is when the Rheme in clause 1 gets promoted to become the Theme of clause 2. This pattern is diagrammed below:
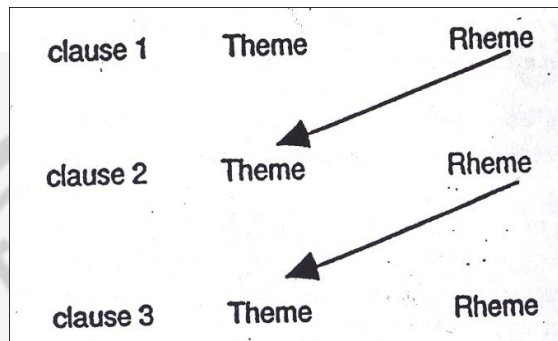
Figure 2.3 The Theme zig zag pattern

Here is an example of the zig zag pattern in a text.

Last holiday, my mother and I   went to the Palm Beach.

It   was my first time going to the Palm Beach.

The beach was really beautiful.

There weren't any garbage, and the continuity of the nature was kept.

By applying zig zag pattern technique, hopefully it will help to make a text more coherent and cohesive. The zig zag pattern achieves cohesion in the text by building on newly introduced information. This gives the text a sense of cumulative development which may be absent in the repeated Theme pattern.

CHAPTER III

METHOD OF INVESTIGATION

This chapter deals with research design, subject of the study, instrument of the study, procedures of collecting data, and method of analyzing data.

3.1 Research Design

The type of research which was applied in this study was action research. According to Mills as cited by Donato (2003) the definition of action research is as follows:

> Action research is any systematic inquiry conducted by teacher researchers to gather information about the ways that their particular school operates how they teach, and how well their students learn. The information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general, and improving student outcomes and the lives of those involved.

While, Ferrance (2000: 7) states that action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. Actually, a classroom action research is conducted by cycle. According to Kemmis and McTaggert quoted by Donato (2000), the fundamental components of action research include the following: (1) developing a plan for improvement, (2) implementing the plan, (3) observing and documenting the effects of the plan, and (4) reflecting on the effects of the plan for further planning and informed action. In this action research, I conducted two

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cycles; cycle 1 and cycle 2. According to Kemmis and McTaggart (1998) as cited in www.kajiantindakancikgulee.blogspot.com, the model of action research can be shown as follows:
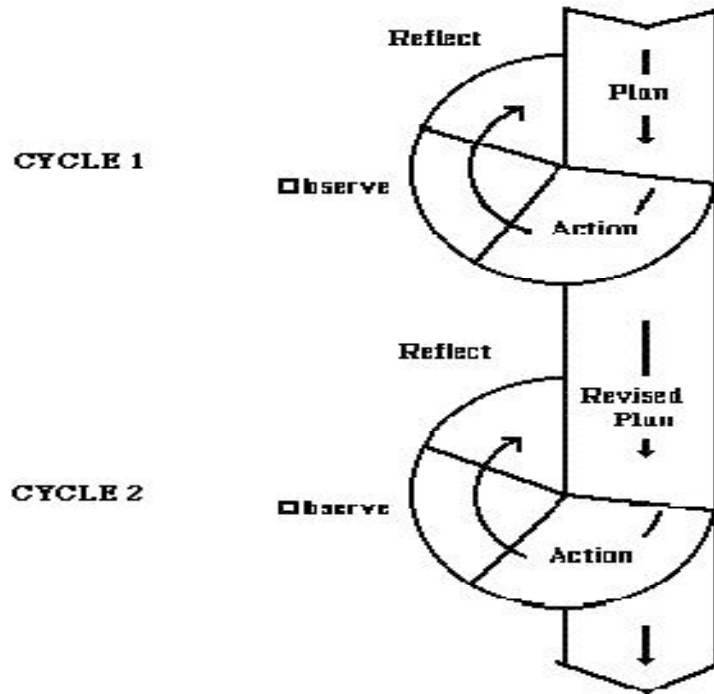
Figure 3.1 The model of Action Research According to Kemmis and McTaggart

The explanations of the components above were presented more clearly as the following:

3.1.1 Cycle 1

The first cycle consisted of four stages; those are planning, acting, observing, and reflecting.

(1) Planning

It was an activity in which a researcher needed to prepare before doing an action research. This plan was used to get the optimum result. This stage was done to arrange an activity plan to determine the next stages which must be done by the researcher to solve the students' problems in learning to write recount. In doing this activity, I found an educational institution to conduct an action research. I decided to conduct this research in SMA Negeri 2 Slawi after asking permission to its headmaster and asked to the English teacher about teaching learning activity there. I chose this school because based on my observation; the students' ability in writing was still poor. Mostly, the students got difficulties in building ideas, vocabulary, grammar, and coherence. They had some difficulties in arranging a good text of writing. After having some observations, I prepared a lesson plan completed with the product of recount text using zigzag technique. After all the materials were ready, I also prepared the instruments to measure the students' achievement.

(2) Acting

In this section, I held several activities that I had planned. In the first activity, I explained the materials about recount text. In explaining the recount text, I also explained about the generic structure and language features of recount text. I gave the example of recount text. A new technique using zig zag pattern was introduced in writing. Then, I asked the students to work in groups of four analyzing the text I had been given. I asked them to show which sentences using zig zag pattern. I tried to make the students more motivated in doing their task. I

said that the winner of the discussion will be given the reward. And the last, I gave cycle 1 test to check the students' progress after the treatment.

(3) Observation

In this section, I observed all the result during the research. Observation was needed to plan a further strategy or to revise planning which would be applied in the next cycle.

(4) Reflecting

It was a section in which I tried to inspect the students' progress in writing recount text after being treated by using zig zag technique. After the writer got the data from the pre-test, exercises, and the observation, the writer decided to analyze the result to determine the next cycle.

3.1.2 Cycle 2

(1) Planning

In this stage, I had already known the result of cycle 1 test. Therefore, I made the lesson plan first, before I did cycle 2. I also prepared the different product of zig zag technique and the cycle 2 test for the students.

(2) Action

In this stage, it was quite the same as the action in cycle 1 test. Before I started the lessons, I discussed about the result of cycle 1 test. I mentioned some mistakes that the students almost did in cycle 1. I hoped that the students would not make the same mistakes in the next test. After finishing the review, directly I gave another example of recount text to the students. In this stage, I tried to

emphasize the materials about zig zag technique in writing recount. I also asked the students to work in group of 4 analyzing the text I had given. Finally, I gave the students cycle 2 test. After finishing cycle 2's activities, I conducted the interview sessions with the English teacher and five students in that class. I also asked the students to write in a piece of paper giving comments on my teaching.

(3) Observation

In this stage, I analyzed and collected the result of the action. Its purpose is to know to what extent the result of action reaches the objective.

(4) Reflecting

Finding out the significant progress from the first activity to the last activity and analyzing the result of cycle 2 test.

3.2 Subject of the Study

The subject of the study consists of population and sample which were chosen in doing the research.

3.2.1 Population

Before choosing the sample, I determined the population first. Population is a group about which the researcher is interested in gaining information and drawing conclusions. Gay (1987:102) states that population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized. In this study, the writer chose SMA N 2 Slawi in the academic year 2010/2011 as the population. There were eight classes of the tenth grade. Each

class on the average has 35 students. Moreover, they were chosen as the subject because in School Based Curriculum, recount text is taught in the tenth grade students.

3.2.2 Sample

After defining the population, sample was selected because the population is too big to be observed. The final purpose of the research is to investigate population. But if the population is too big to investigate, reaching the purpose by investigating the sample is sufficient. I chose one class of the students from the whole class as sample in this study. The class was the X.5. The class consisted of 16 boys and 21 girls. In choosing the sample, the English teacher suggested to choose the X.5 class because the class was still poor in writing, and they had not had a writing test before.

3.3 Instrument of the Study

An instrument is used by the researcher to gather the data. Arikunto (2002: 136) states that an instrument is a tool of facilities used in collecting data in order to make the work easier and the result is better. According to Hornby (1995: 619), instrument is an implement or a piece of apparatus used for particular purpose, especially for delicate or scientific work. From the definition above, it can be concluded that an instrument is used as a means or tool for certain purpose to collect the data especially for scientific or delicate work. The instruments used in this research were intended to measure the students' achievement in writing skill

especially writing a recount. The instruments in this research were test and interview.

3.3.1 Test

The test is used to measure how good the motivation of the students in learning writing. In this study a test is used as an instrument to collect data. In addition, Harris (1969:71) states, "there are two basic kinds of test instrument used to measure the four language skills of the students, i.e. the objective test and essay test." In this study, the researcher used the essay test as an instrument to collect data. The tests that the writer would conduct were pre-test, test in each cycle, and post-test.

(1) Pre-test was used to identify the students' ability in writing recount text before the treatment was given. In other words, pre-test was held to know the beginning conditions of the students in written recount text.

(2) The tests were used to know whether there is improvement of the students in producing a recount text or not after getting the treatments.

(3) The post test was used to know whether the students can really produce a good text. Post-test was conducted to measure the students' achievement after the treatments. The test was the same as the pre-test. Result of the post-test was analyzed to see to what extent the zig zag pattern technique improve the students' written recount.

3.3.2 Interview

An interview is a conversation between two people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee. According to www.eduers.com, there are some types of interview; they are one to one interview, phone interview, group interview, panel interview, mock interview, carrier fair interview, and site interview.

In this study, I would like to apply the informal interview with the five students. I chose them based on the result in the test, and the attitudes when followed my teaching. I asked them some questions to be answered. I also conducted the interview with the English teacher.

3.4 Procedure of Collecting the Data

This action research needed the data to support the investigation. I held some writing tests to know the progress of the students' ability in writing analytical exposition text. The tests included pre-test, cycle 1 test, cycle 2 test, and post-test. At the first time, I gave pre-test to the students. Pre-test was a test which was held before the students were given treatment by using zig zag pattern technique. The pre-test was conducted for checking whether the students could produce the recount text well or not. It was to know how well the students' ability in writing the recount text.

In cycle 1, I concerned on gaining students' interest in writing recount text by using zig zag pattern technique. I reviewed the materials about recount text. I

gave an example of recount text and explaining generic structure, the purpose and language feature of recount text. I introduced zig zag pattern technique in writing especially in writing recount. Then, I asked the students to work in groups of four to analyze the text. The purpose of dividing the students into groups was that they could understand which part of the recount text using zigzag pattern technique. After that, I gave them a model of text analysis on the recount text to the students, so they could know exactly which sentences using zig zag pattern technique. After the treatment was held, I conducted cycle 1 test. I asked the students to write a text of recount about his or her experience in the past. In cycle 2, I reviewed the material with the different topic in the first cycle. Then, I gave them a cycle 2 test to check the students' progress. In the last meeting, a post test was given. Post-test was used to measure the students' ability in writing recount text. It was given after the students had some treatments using zig zag pattern technique in cycle 1 and cycle 2. After all of the activities finished, I conducted an interview with the teacher and the students. I arranged some questions for the teacher and the students to get the information about their responses and problems related to the teaching and learning activities using the technique.

3.5 Method of Analyzing Data

It consists of three main points. The first is method of scoring, the second is classifying the score, and the last is criterion of assessment.

3.5.1 Method of Scoring

Scoring the students' work is a step to obtain quantitative information from each student. One of the ways to scores or to evaluate the students' achievement in writing is rating scale (Heaton, 1975:109). In using rating scale, the scorer can make a rank order of the results of the students' work, based on a given categories to know which students have the high scores and which have the lowest scores. The following scheme of rating scale is used to measure the students' achievement in their written product. Below is the scoring technique of writing skills based on Heaton (1975: 109-111)

Table 3.1

The Scoring Guidance Taken From Heaton Grid and Categories

Items	Scoring
Grammar	5 Mastery on grammar taught on course, only 1 or2 minor mistakes. 4 A few minor mistakes only (preposition, article, etc). 3 Only one major mistake but few minor mistakes. 2 Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction. 1 Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
Vocabulary	5 use of wide range of vocabulary taught previously. 4 good use of new words acquired, fairly acquired synonyms, circumlocution. 3 attempts to use words acquired fairly appropriate vocabulary on the whole but sometimes restricted, have resort to use synonyms, circumlocution, etc. on few occasions. 2 restricted vocabulary, use synonyms(but not always appropriate). 1 very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
Spelling	5 No error. 4 1 or 2 minor errors. 3 several errors some interference with communication, not too hard to understand.

	2 several errors several inference with communication, some words very hard to organize.
	1 numerous errors, hard to recognize several words, communication made very difficult.
Content	5 all sentences support the topic highly organized clear progression of ideas well linked-like educated native speaker.
	4 ideas well organized-links occasionally be clearer but communication not impaired.
	3 some lack of organization re-reading required for classification of ideas.
	2 little or no attempts of connectivity thought-reader can deduce some organization individual ideas may be clear but difficult to deduce connection between them.
	1 lack of organization so serve that communication is seriously impaired.
Fluency	5 flowing style very to understand both complex and simple sentences very effective.
	4 quite flowing style mostly easy to understand a few complex sentences very effective.
	3 reasonably smooth style not too hard to understand mostly (but not all) simple sentences-fairly effective.
	2 jerky style an effect needed to understand and enjoy complex sentences confusing mostly (but not all) sentences-fairly effective.
	1 very jerky hard to understand cannot enjoy reading almost all simple sentences confusing excessive use of 'and'.

3.5.2 Classifying the Score

In classifying the scores, if all the students' scores were arranged from the highest to the lowest, it would be easier to know the position of a student in his/her group. The measurement of the students' achievement as stated by Brown (2004:285) is interpreted with the following table.

Table 3.2 The Measurement of the Students' Achievement

Criteria of Assessment	Letter Grading	Grade
91-100	A	Excellent
81-90	B	Good
71-80	C	adequate
61-70	D	Inadequate/unsatisfactory
Less than 60	F	failing/unacceptable

For example, Student A got 82. Based on the measurement of the students' achievement, A is included in good grade.

3.5.3 Criterion of Assessment

The students' success and failure in doing the activities planned above would be accessed by referring to the creation issued based on School Based Curriculum (2006)

Table 3.3 The Classification Based on KTSP (2006)

Score	Classification
< 65	Incomplete
65	Complete
> 65	Complete

For example, student A got 72 in the test. Based on the criterion of assessment in School based Curriculum, student A had already completed the test.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

In this chapter, the data which had been collected were analyzed and discussed. Therefore, this chapter provides description of the research, results of each activity including pre-test, cycle 1, cycle 2, and post-test. Moreover, this chapter also presents results of interview, improvement of students' writing, discussion and research findings.

4.1 Description of the Research

This study was an action research. I conducted the action research for four activities. Those activities were pre-test, cycle one, cycle two, and post-test. All of those activities were conducted in six meetings. It was from 2nd April 2011 until 23th April 2011. The schedule of the research and outline of each stage could be seen in the following table.

Table 4.1 The schedule of The Research

Date \ Activity	Pre-Test	Cycle 1	Cycle 2	Post-Test
2nd April 2011	ν			
6th April 2011		N		
9th April 2011		N		
13th April2011			ν	
16th April 2011			ν	
23th April 2011				ν

Table 4.2 Outline of Each Stage of the Research

Activity	Stages	Teaching and Learning Process	Time allotment
Pre-test		Students did the pre-test.	45 minutes.
Cycle 1	Exploration	• Students pay attention to the example of recount text given by the teacher. • Students pay attention to the teacher's explanation about recount text especially about generic structures and language features. • Students pay attention to the teacher's explanation about zig zag pattern technique.	120 minutes
	Elaboration	• Students are asked to enrich the material deeply after listening the teacher's explanation. • Students are asked to mention the elements of recount text. • Students are asked to mention the sentences using zig zag pattern	

Activity	Stages	Teaching and Learning Process	Time Allotment
		technique given by the teacher in group of four.	
	Confirmation	• Students are asked to discuss about the purpose, the generic structure, and the language features of recount text. • Students are asked to discuss about the recount text by using zig zag pattern technique. • Students present the result of discussion.	
Activity	Stages	Teaching and Learning Process	Time Allotment
Cycle 2	Exploration	• Students pay attention to the teacher's explanation about the use of zigzag pattern technique in writing clearly. • Students pay attention to the picture showing zig zag pattern technique.	120 minutes
	Elaboration	• Students are asked to enrich the material deeply after listening the teacher's explanation. • Students are asked to mention the sentences using zig zag pattern technique given by the teacher in group of four.	
	Confirmation	• Students present the result of the discussion.	

4.2 Results of Pre-Test

Before the treatment using zig zag pattern technique, I conducted a pre-test. Pre-test was intended to know the students' ability in writing a recount text essay. The English teacher helped me to monitor the students. The pre-test was conducted on

Saturday, 2nd April 2011. I took class X.5. There were 37 students who followed the pre-test. They had to write a recount text about their experiences. They could choose the theme of the story by themselves. The time allotment was 45 minutes. The result of the pre-test would be compared to the result after treatment or post-test. Comparison between the results could be used to identify the improvement of the students' ability in writing recount text. The result of pre-test could be seen in appendix 2.

In analyzing the students' writing recount text, I preferred to adapt the Scoring Guidance taken from Heaton Grid and Categories (1975:109). There were five components that were measured: grammar, logical development of ideas which dealt with content of the text, vocabulary, spelling, fluency. Finished scoring the students' pre-test, I continued to classify the result based on the criterion assessment from the KTSP (2006). Based on that criterion, the eleventh grade students had to achieve minimally 65 in their English. Then, I compared the classification based on the KTSP (2006) criterion and classification given by Brow (2004: 285). The classifications were as follows:

Table 4.3 The Classification of Students' Pre-Test Based on the KTSP (2006)

Score	Frequency	Percentile Rank	Category
<65	33	89%	Incomplete (Indonesian: belum tuntas)
65	-	-	Complete (Indonesian: tuntas)
>65	4	11%	Complete (Indonesian: tuntas)

Table 4.4 The Classification of Students' Pre-test According to Brown

Criteria of Assessment	Letter Grading	Frequency	Grade
90-100	A	-	Excellent
80-89	B	-	Good
70-79	C	3	adequate
60-69	D	17	Inadequate/unsatisfactory
Below 60	F	17	failing/unacceptable

Then, the average of the students' pre-test result was as follow:

$$M= \frac{The\ total\ score\ of\ the\ students}{the\ number\ of\ the\ students}$$

$$M= \frac{2180}{37}$$

M= 58.92

Based on the pre-test, the result was 89% students got mark under 65. The average of the students' pre-test was 58.92. It was lower than the criterion of the assessment that was 65. Hence, 33 students failed to fulfill the requirement. Generally, their writing skill was low. In short, it could be said that the students needed some treatments to improve their writing skill in recount text. Most of the students were still poor in their grammar. They couldn't apply the principles of present and past. They also couldn't distinguish between verbal and nominal sentences. In fluency aspect, the students also couldn't write both complex and simple sentences effectively. For examples, a student wrote *"There, my sister which her swim in the warm water.* While in vocabulary aspect, the students was still poor in their vocabulary.

4.3 Results of Cycle One

Cycle one was conducted in two meetings. Cycle one was conducted on Wednesday, 6th April and Saturday, 9th April 2011. In this cycle, I gave the students a treatment by using zig zag technique. In the treatment, I concerned on the students' difficulty to build the ideas in writing a recount text essay. I hoped by using zig zag technique, they could build the ideas in the next sentences by applying the principles of Theme (old/given information) and Rheme (New information). I also explained about the theory of recount text. In this case, I explained the generic structures, and the language features. In explaining grammar, I included the grammar as a part of language features. Actually, they understood about the pattern of simple past tense, but they had difficultness in the form of past verb. They failed in adapting this tense in form of recount text essay. The process of teaching and learning during the treatment was represented in the learning stages. There were three stages in the cycle one. The first stage was exploration. Firstly, in the first meeting I explained the purpose, generic structure and language feature of recount text briefly. Then, I continued with the introducing of zig zag technique. After that I asked the students to analyze the text I had given related to the elements of a recount text in pairs. It was the elaboration stage. The next stage was confirmation; in this stage I checked the students' understanding about the materials. I discussed the task about the elements of recount text and I asked the students whether they understood or not. After all the stages done, I divided the students into a group of four. I gave the assignment of each group to analyze the recount text I had given. I asked them to show which

sentences using zig zag technique. I continued the materials in the next meeting. It was held on Saturday, 9ᵗʰ April 2011. In this meeting I reviewed the last materials about recount text and zig zag pattern technique. I asked the students whether they had the difficultness or not. After that, I continued with the discussion of the assignments. In this case, I gave the point to the each group. In the last meeting I would give a reward to the group which had the best score. Then, I conducted Cycle 1 test. The result of the cycle one test can be seen in the appendix 3.

Table 4.5 The Classification of Students' Cycle One Test Based on the KTSP

(2006)

Score	Frequency	Percentile Rank	Category
<65	7	19%	Incomplete
65	-	-	Complete
>65	30	81%	Complete

Table 4.6 The Classification of Students' Cycle One Test According to Brown

Criteria of Assessment	Letter Grading	Frequency	Grade
90-100	A	-	Excellent
80-89	B	2	Good
70-79	C	12	adequate
60-69	D	22	Inadequate/unsatisfactory
Below 60	F	1	failing/unacceptable

Then, the average of the students' pre-test result was as follow:

$$M = \frac{The\ total\ score\ of\ the\ students}{the\ number\ of\ the\ students}$$

$$M= \frac{2536}{37} = 68.54$$

Based on the cycle one test, the result was 19% students got mark under 65. The average of the students' cycle one test was 68.54. It was higher than the criterion of the assessment that was 65. It developed 9.62 point from the result of pre-test. The number of students who failed in the test also decreased. There was only a student who was categorized as a poor achiever. The number of students who categorized as good achiever increased from 0 became 2 students. However, there were still 7 students who had not passed the test.

4.4 Results of Cycle Two

Cycle two was conducted for in two meetings. Cycle two was conducted on Wednesday, 13th April and Saturday, 16th April 2011. In this cycle, I emphasized the materials using zig zag technique. The first step was exploration. In this stage, I showed the picture showing the zig zag technique in the text. I explained clearly about zig zag. I also gave them a different text of recount. In every my explanation, I always checked the students' difficultness. I asked some of my students to make a short text using zig zag technique in front of the class. The next stage was elaboration. In this case, I asked the students to work in group of four. The members of the group were same as cycle one's group. I gave them a recount text, and asked them to analyze the text. I also calculated the score of each group in the cycle one and cycle two. Then, the last stage was confirmation. In this stage, the students presented their discussion and I gave the chance to ask their difficulty during the teaching learning process. I hoped the students could do the

cycle two test better than cycle one test. Finally, after all I had done, I conducted

cycle two test. The result of the cycle two test can be seen in the appendix 4.

Table 4.7 The Classification of Students' Cycle Two Test Based on the KTSP

(2006)

Score	Frequency	Percentile Rank	Category
<65	-	-	Incomplete
65	-	-	Complete
>65	37	100%	Complete

Table 4.8 The Classification of Students' Cycle Two Test According to Brown

Criteria of Assessment	Letter Grading	Frequency	Grade
90-100	A	-	Excellent
80-89	B	7	Good
70-79	C	20	adequate
60-69	D	10	Inadequate/unsatisfactory
Below 60	F	-	failing/unacceptable

Then, the average of the students' cycle two result was as follow:

$$M = \frac{The\ total\ score\ of\ the\ students}{the\ number\ of\ the\ students}$$

$$M = \frac{2732}{37}$$

M=73.84

The average of the test was 73.84. The improvement was 5.3 from the

cycle 1 result. It was as not high as the improvement of the first cycle. Based on

the scores above, it showed that generally, the students' ability in recount text

improved. Most of them were able to write more coherent and rich of ideas. Based on the KTSP (2006) criterion, 73.84 was considered to be successful. The result was higher than the result of pre-test and cycle one. Surprisingly, all of students passed the test. They also were categorized as good, adequate, and inadequate.

4.5 Results of Post-Test

The post test was conducted 23th April 2011. Before doing the post-test, I told the students that they had showed great improvement, even though in the post-test they had to work alone I made them sure that they could do their best. Then I reviewed the material once again briefly. The procedure of the pre-test was the same as the procedure of post-test. The result of post-test could be seen in appendix 5. The students' score improved significantly. It showed that the students' ability in recount text increased. The classification of the students test result could be presented as follow.

Table 4.9 The Classification of Students' Post Test Based on the KTSP (2006)

Score	Frequency	Percentile Rank	Category
< 65	-	-	Incomplete
65	-	-	Complete
>65	37	100%	Complete

Table 4.10 The Classification of Students' Post-Test According to Brown

Criteria of Assessment	Letter Grading	Frequency	Grade
90-100	A	-	Excellent
80-89	B	14	Good
70-79	C	20	adequate
60-69	D	3	Inadequate/unsatisfactory
Below 60	F	-	failing/unacceptable

Then, the average of the students' post-test result was as follow:

$$M = \frac{The\ total\ score\ of\ the\ students}{the\ number\ of\ the\ students}$$

$$M = \frac{2840}{37}$$

M=76.76

The mean of post-test showed that there was an improvement in students' ability in writing recount text after given the treatment by using zig zag technique. Compared to the score of pre-test that was 58.92, the score of post test had improved 17.84 point.

4.6 Improvement of the Students' Writing Skill

In conducting this action research, the four tests were distributed in order to know the students' ability in writing recount text. The result of each test showed improvements of the students' ability in writing recount text. The percentages of the tests were showed in the following diagram.
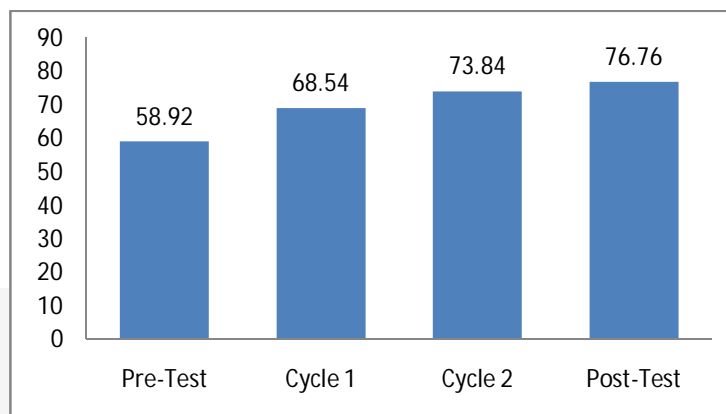
Figure 4.1 Improvement of the Students' Writing Skill from Pre-Test to Post-test

The diagram above showed that there was an improvement in every test which was conducted. The mean of the pre-test was only 58.92. It was lower than the criterion of the assessment from the minimal standard of the school that was 65. The students had problems in every aspect of writing, including fluency, content, grammar, spelling and punctuation, and style of vocabulary. Many of them were poor in ideas and coherency of the text. In cycle one test, there was much improvement. The mean was 68.54 which meant it was much higher than the pre-test and higher than the standard score. It increased 9.62 point from the pre-test. In this test, the students could apply the use of zig zag pattern technique in their writing. Their writing test was richer of ideas and more coherent than in the pre-test. After knowing the result of cycle one, I found that some students' scores still under the standard given even their score had improved. Therefore, I conducted the cycle two. In the end of cycle two, I distributed a test. The result was good. The mean was 73.84 or increased 5.3 from the result of cycle one. After

being treated for two cycles, most of them were better in writing. The last test was post-test. In this test, the score was 76.76 or increased 17.84 compared to pre-test.

4.7 Results of Interview

The interview was conducted on April, 23th 2011. I conducted the interview with the teacher as the observer and the students. I did the one to one interview with the English teacher. According to Mr. Timbang Sinaga as the English teacher in SMA N 2 Slawi, the zig zag technique was interesting technique in teaching writing although this technique was rarely used. He also added that zig zag technique was successful in improving students' written recount. The zig zag technique made the students' writing more coherent. Using the zig zag technique, the students could build the ideas in the next sentences coherently. However, Mr. Timbang also said zig zag technique had disadvantages too. He said that some students had the difficultness in distinguish between old (Theme) and new (Rheme) information especially the lower students. Besides that, I also conducted the interview with five students in X.5 class. I chose the students based on their score in the test. I did the interview in the school park. I made the interview not too formal, so they could say anything bravely. After having the post-test, the writer spent 20 minutes to ask the students about the difficulties they found during the test. The list of interview guide can be seen in appendix 7. Most of the students that I asked were agree that the zig zag technique could improve their writing. Especially, their writing could be more coherent. However, beside mentioning about the

advantages of zig zag technique, they also mentioned their difficulties in writing. Firstly, they rarely had writing class because the teacher always focused on reading skill and writing skill only supported them. Secondly, they failed to apply the knowledge of grammar. Rahel, as a student who got lower in the test added that she rather confused about the pattern of Theme (old information) and Rheme (new information). However, she could understand the principles of zig zag technique. It applied the new information as the topic in the next sentences.

4.8 Discussion

This section deals with the discussion of the recount txt writing test as and the teaching learning process as well as interpretation of the result.

First, I tried to dig the students' understanding about recount text. Before the pre-test held, I asked them what recount text is and the purpose of recount text. Most of the students answered correctly. Even a student could be explained clearly about the purpose, generic structure, and language features of recount text. Then, I delivered the pre-test. I gave them 45 minutes to do the test. The pre test was held to know the students' ability in writing recount text. After giving the pre test, I asked about the students' difficulties in writing. Then, I attached the picture about zig zag technique related to the topic that was experiences in the past. It was hoped that the zig zag technique increased their sense of curiosity. After giving the pre test, I analyzed the test. I found that they were still poor in writing. Then, I started the treatment. In doing the teaching learning process, I did not only explain

the materials. Yet, I tried to apply the students' team work by dividing the students in pairs and groups. The purpose of dividing the students was they could dig and share the materials with their partner. In every my explanation, I gave the opportunity to the students to be more active in the class since it was in form of question and answer. To measure the students' ability in writing recount text I gave the cycle one test. Knowing the result of cycle one test, I conducted cycle two. The procedure of cycle two was same as the procedure in cycle one. In cycle two, I tried to emphasize on using zig zag technique in writing. I discussed the result in the cycle one. I also announced the students' score in cycle one. Hopefully, by announcing the score, they would be more enthusiastic in joining the lesson. In the end of the cycle two, I also delivered the test. The result of the test was satisfying. All of the students had completed the test.

In applying zig zag technique, it was found some advantages and disadvantages. The advantages were the students could build the next ideas in the next clause or sentences by promoting Rheme as the new information in the previous clause or sentence become the Theme in the next clause or sentence so that the students' writing were rich of ideas. Another advantage was the stdents' writing could be more coherent and united. It was because the relation between the Rheme in previous clause or sentence and the Theme in the next clause will make the writing more coherent and united. On the other hand, the disadvantage was the Theme and Rheme principles were not been taught in Senior High School. Therefore, in this case the writer changed the name of the Theme as the new information and the Rheme as the old information in the teaching learning

process. It was assumed that the changing of the name will help the students in understanding the Theme and Rheme.

4.9 Research Finding

From the result of the study, the researcher found some findings, as follows:

Before I conducted the study by using zig zag technique, most of the students had understood about recount text. They had known about the purpose of the recount text. When the first time I conducted the Pre-test, I asked the students about recount text. Some of the students answered correctly. Yet, based on the result of the pre-test, most of the students had the difficulties in building the idea. They thought that writing was difficult. After analyzing their work, I found some reasons which caused the students difficulties in arranging their composition. Most of the students made mistakes because of the following reasons:

1) The students did not watch the given material attentively. They only got the information from what they watched at glance and based on their experience before.

2) The students had difficulties in applying the pattern of pronoun, for examples: the use of "them", "her" and "his".

3) The students failed to apply the knowledge of grammar. Although, they had known about the pattern of simple past tense, they could not apply the pattern in the sentences. They had difficulties in changing the present verb to past verb. Moreover, they could not distinguish between verbal and nominal verb.

4) The students could not arrange the sentences coherently and effectively. Their writing was still inappropriate.

In this study, I introduced the new technique to improve the students' writing skill especially in recount text. The technique helped the students to write a coherent essay. Moreover, their writing was richer of ideas. There was significant achievement from the pre-test to post-test. Based on the objective of this study, the students' ability in writing recount text was improved. It meant that the zig zag technique pattern could develop students' in writing recount text.
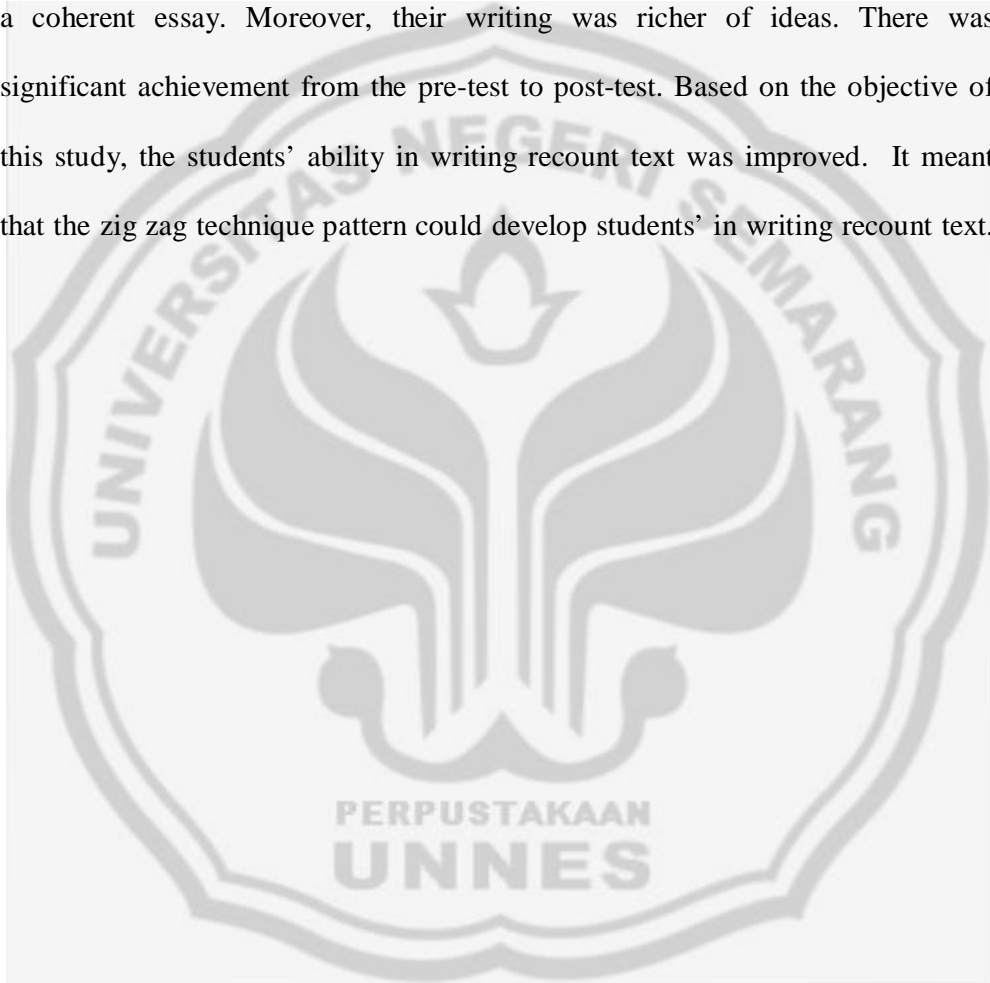
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion of the study based on the result of the study and suggestions for the students, teachers, and next researchers.

5.1 Conclusions

Based on the result of the study in the previous chapter, there are two main points that can be concluded:

a) The zig zag pattern technique improves the students' written recount by using the repetition of new information (Rheme). It achieves the cohesion of the text by building on newly introduced information. There were some improvements in the students' skill in writing recount text. This study shows the improvement before and after being treated by using zig zag technique pattern. The results of the pre-test and the post test showed us significant achievements. The mean of the post test was 76.76. It increased 17.84 point from the mean of pre-test (58.92). Almost the students' writing was coherently and rich of ideas. Moreover, the score of the students' writing was increased in the five aspects of scoring.

b) The zig zag technique gave the contribution to the improvement of students' ability in writing recount text for the tenth grade students of SMA Negeri 2 Slawi in the academic year of 2010/2011. The result of the

interview shows us that almost the students agreed that zig zag technique helped them write recount text coherently and build the ideas in the next sentences by promoting the Rheme in previous clause become the Theme in the next clause. They also said that they were more interested and active in the teaching learning process.

5.2 Suggestions

Based on the conclusions above, some suggestions are given as follows:

a) The students' should learn more about recount texts in order they can get more knowledge. It will be better for them to use the zig zag technique in writing. Not only for writing recount text, but also other kinds of genres.

b) For the teachers, it will be better to use the technique in writing. By using the technique in writing, hopefully the quality of the writing will be increased. The teachers also should help their students' when their students have difficulties in writing.

c) For the next researcher, I hope other researchers can use it as one of references in conducting their research on the same field of study. There is possibility to find another more effective way in teaching writing. I hope there will be an improvement for the next study from the weaknesses of this final project.

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Appendices

Appendix 1   **List of the students**

No.	Code of the students
1.	Student 1
2.	Student 2
3.	Student 3
4.	Student 4
5.	Student 5
6.	Student 6
7.	Student 7
8	Student 8
9.	Student 9
10.	Student 10
11.	Student 11
12.	Student 12
13.	Student 13
14.	Student 14
15.	Student 15
16.	Student 16
17.	Student 17
18.	Student 18
19.	Student 19
20.	Student 20
21.	Student 21
22.	Student 22
23.	Student 23
24.	Student 24
25.	Student 25
26.	Student 26
27.	Student 27
28.	Student 28
29.	Student 29
30.	Student 30
31.	Student 31
32.	Student 32
33.	Student 33
34.	Student 34
35.	Student 35
36.	Student 36
37.	Student 37

Appendix 2

The Result Of Pre-Test

No	Code of the student	Grammar	Vocabulary	Content	Fluency	Spelling	Total point	Score
1	Student 1	2	3	3	3	3	14	56
2	Student 2	2	3	2	3	4	14	56
3	Student 3	3	3	4	3	3	16	64
4	Student 4	3	3	4	3	4	17	68
5	Student 5	3	3	4	3	3	16	64
6	Student 6	3	3	4	3	3	16	64
7	Student 7	2	2	3	2	4	13	52
8	Student 8	2	3	3	3	3	14	56
9	Student 9	3	4	4	3	4	18	72
10	Student 10	3	3	2	3	4	15	60
11	Student 11	2	3	3	3	4	15	60
12	Student 12	3	3	3	3	3	15	60
13	Student 13	2	3	3	2	4	14	56
14	Student 14	2	3	3	3	3	14	56
15	Student 15	3	3	4	4	4	18	72
16	Student 16	2	3	3	3	3	14	56
17	Student 17	3	3	3	3	3	15	60
18	Student 18	2	3	3	3	3	14	56
19	Student 19	3	3	3	3	3	15	60
20	Student 20	3	3	3	3	3	15	60
21	Student 21	3	3	3	3	3	15	60
22	Student 22	2	3	3	3	3	14	56
23	Student 23	3	3	3	3	3	15	60
24	Student 24	2	2	2	2	4	12	48
25	Student 25	3	3	4	4	4	18	72
26	Student 26	2	2	2	2	4	12	48
27	Student 27	2	3	3	4	4	16	64
28	Student 28	2	3	3	3	3	14	56
29	Student 29	2	2	3	3	3	13	52
30	Student 30	3	3	3	3	4	16	64
31	Student 31	2	3	3	2	3	13	52
32	Student 32	2	3	3	2	3	13	52
33	Student 33	2	2	3	3	3	13	52
34	Student 34	2	3	2	3	3	13	52
35	Student 35	3	3	3	3	4	16	64
36	Student 36	2	3	4	3	3	15	60
37	Student 37	3	3	3	3	3	15	60
	Sum	91	107	114	108	125	545	2180
	Average							58.92

Appendix 3

<div align="center">

The Result of Cycle One Test

</div>

No	Code of the student	Grammar	Vocabulary	Content	Fluency	Spelling	Total point	Score
1	Student 1	3	3	3	3	4	16	64
2	Student 2	3	3	4	3	4	17	68
3	Student 3	3	4	4	3	4	18	72
4	Student 4	3	4	4	3	4	18	72
5	Student 5	3	3	4	4	3	17	68
6	Student 6	3	4	4	3	4	18	72
7	Student 7	3	3	4	3	4	17	68
8	Student 8	3	3	4	3	4	17	68
9	Student 9	3	4	4	4	4	19	76
10	Student 10	3	3	3	3	4	16	64
11	Student 11	3	3	3	3	4	16	64
12	Student 12	3	4	4	3	4	18	72
13	Student 13	3	3	3	3	4	16	64
14	Student 14	3	3	4	3	4	17	68
15	Student 15	4	4	4	4	4	20	80
16	Student 16	3	3	4	3	4	17	68
17	Student 17	3	4	3	4	4	18	72
18	Student 18	3	3	3	3	4	16	64
19	Student 19	3	3	4	4	4	18	72
20	Student 20	3	3	4	3	4	17	68
21	Student 21	3	4	4	3	4	18	72
22	Student 22	3	3	4	3	4	17	68
23	Student 23	3	3	4	3	4	17	68
24	Student 24	3	3	3	3	3	15	60
25	Student 25	4	4	4	4	4	20	80
26	Student 26	3	3	4	3	4	17	68
27	Student 27	3	3	4	4	4	18	72
28	Student 28	3	3	2	3	3	14	56
29	Student 29	3	3	3	3	3	15	60
30	Student 30	3	3	4	4	4	18	72
31	Student 31	3	3	3	3	4	16	64
32	Student 32	3	3	4	3	3	16	64
33	Student 33	3	3	4	3	3	16	64
34	Student 34	3	3	4	3	4	17	68
35	Student 35	3	4	4	4	4	19	76
36	Student 36	3	3	4	3	4	17	68
37	Student 37	3	3	4	4	4	18	72
	SUM	113	121	137	121	142	634	2536
	AVERAGE							68.54

No	Code of the student	Grammar	Vocabulary	Content	Fluency	Spelling	Total point	Score
				The Result of Cycle Two Test				
1	Student 1	3	3	4	3	4	17	68
2	Student 2	3	3	4	3	4	17	68
3	Student 3	3	4	4	4	4	19	76
4	Student 4	4	4	4	4	4	20	80
5	Student 5	3	4	4	3	4	18	72
6	Student 6	3	4	4	4	4	19	76
7	Student 7	3	3	4	3	4	17	68
8	Student 8	3	4	4	4	4	19	76
9	Student 9	4	4	4	4	4	20	80
10	Student 10	4	4	4	4	4	20	80
11	Student 11	3	4	4	4	4	19	76
12	Student 12	3	4	4	4	4	19	76
13	Student 13	3	4	4	3	4	18	72
14	Student 14	3	3	4	3	4	17	68
15	Student 15	4	4	4	4	5	21	84
16	Student 16	3	4	4	4	4	19	76
17	Student 17	3	4	4	4	4	19	76
18	Student 18	3	3	4	3	4	17	68
19	Student 19	3	4	4	4	4	19	76
20	Student 20	3	3	4	3	4	17	68
21	Student 21	3	4	4	3	4	18	72
22	Student 22	3	3	4	3	4	17	68
23	Student 23	3	4	4	3	4	18	72
24	Student 24	3	4	4	4	4	19	76
25	Student 25	4	4	4	4	4	20	80
26	Student 26	3	3	4	3	4	17	68
27	Student 27	4	4	4	4	4	20	80
28	Student 28	3	4	4	3	4	18	72
29	Student 29	3	4	4	4	3	18	72
30	Student 30	3	3	4	4	4	18	72
31	Student 31	3	4	4	4	4	19	76
32	Student 32	3	3	4	3	4	17	68
33	Student 33	3	4	4	4	4	19	76
34	Student 34	3	4	4	3	4	18	72
35	Student 35	3	4	4	4	4	19	76
36	Student 36	3	3	4	3	4	17	68
37	Student 37	4	4	4	4	4	20	80
	SUM	118	137	148	132	148	683	2732
	AVERAGE							73.8378378

Appendix 4

Appendix 5

The Result of of Post-Test

No	Code of the	Grammar	Vocabula	Content	Fluency	Spelling	Total	Score
1	Student 1	3	4	4	3	4	18	72
2	Student 2	3	3	4	3	4	17	68
3	Student 3	3	4	4	4	4	19	76
4	Student 4	4	4	5	4	4	21	84
5	Student 5	4	4	4	4	4	20	80
6	Student 6	4	4	5	4	4	21	84
7	Student 7	3	4	3	4	4	18	72
8	Student 8	4	4	4	4	4	20	80
9	Student 9	4	4	4	4	5	21	84
10	Student 10	4	4	4	4	4	20	80
11	Student 11	3	4	4	4	4	19	76
12	Student 12	3	4	4	4	4	19	76
13	Student 13	3	4	4	4	4	19	76
14	Student 14	3	4	4	4	4	19	76
15	Student 15	4	4	4	4	5	21	84
16	Student 16	4	4	4	4	4	20	80
17	Student 17	3	4	4	4	4	19	76
18	Student 18	3	3	4	3	4	17	68
19	Student 19	3	4	4	4	4	19	76
20	Student 20	3	4	4	3	4	18	72
21	Student 21	4	4	4	4	4	20	80
22	Student 22	3	4	4	3	4	18	72
23	Student 23	3	4	4	3	4	18	72
24	Student 24	3	4	4	4	4	19	76
25	Student 25	4	4	4	4	5	21	84
26	Student 26	4	3	4	3	4	18	72
27	Student 27	4	4	5	4	4	21	84
28	Student 28	3	4	4	4	4	19	76
29	Student 29	3	4	4	4	4	19	76
30	Student 30	4	4	4	4	4	20	80
31	Student 31	4	4	4	4	4	20	80
32	Student 32	3	3	4	4	4	18	72
33	Student 33	3	4	4	4	4	19	76
34	Student 34	3	4	4	3	4	18	72
35	Student 35	3	4	4	4	4	19	76
36	Student 36	3	3	4	3	4	17	68
37	Student 37	4	4	4	4	5	21	84
	Sum	126	143	150	139	152	710	2840
	Average							76.757

Appendix 6

<u>LESSON PLAN OF CYCLE 1</u>

School	: SMA Negeri 2 Slawi
Subject	: English
Year/ Semester	: X Grade/ 1
Time allotment	: 4 x 45 minutes (2 meetings)
Skill	: Writing
Kind of text	: Recount

I. Competence Standard:

Expressing the meaning in short functional text and essay in the form of recount, narrative, procedure in the context of the daily life.

II. Basic Competence:

Expressing the meaning and rhetorical steps in easy which uses accurate, fluent, and acceptable written language in the context of daily life of the text in the forms of recount, narrative, and procedure.

III. Objectives:

1. Students are able to write a good recount text by using zigzag technique pattern.

IV. Materials:

1. Recount text (Earthquake).

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali. Suddenly my car lurched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks. The rocks came tumbling across the road. I was trapped by the rock. I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that was seriously injured.

2. Vocabulary related to the text.

    a. Earth quake

    b. Poles

    c. Lurched

    d. Collapsing

    e. Matchsticks

    f. Tumbling

    g. Injured

    h. Injured

    i. Damaged.

3. Generic Structure of recount.

Orientation

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali. Suddenly my car lurched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew

Events

it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks. Then, the rocks came tumbling across the road. I was trapped by the rock. There were rocks everywhere and I could not move my car at all. There was nothing I could do but left the car and walked along way to my house.
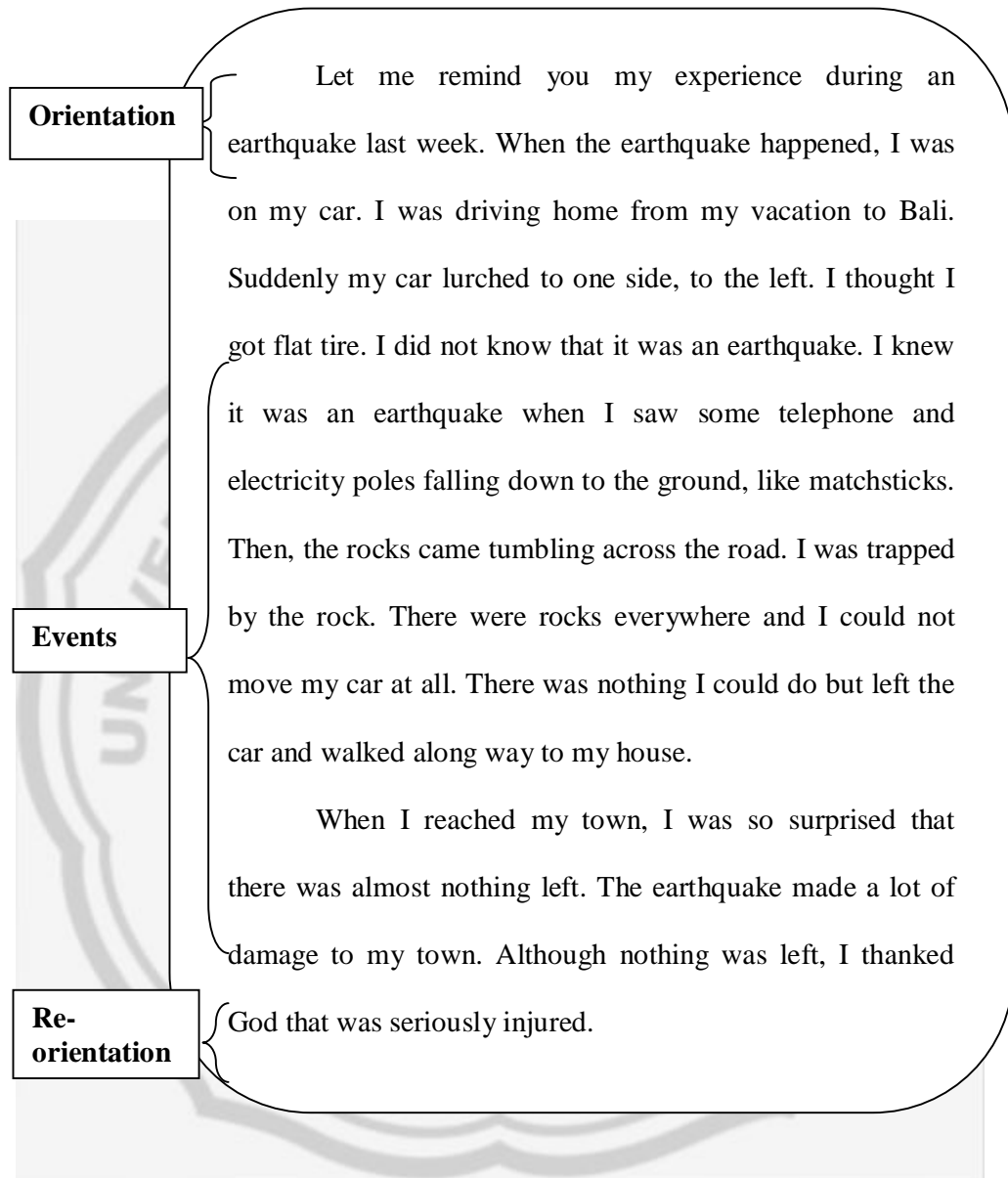
When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked

Re-orientation

God that was seriously injured.

4. Language features of recount.
5. Recount text using zig zag pattern technique.

V. Learning Methods:

1. Question and Answer
2. Explanation
3. Discussion
4. Exercises

VI. Learning Activities:

First meeting

A. Opening (10 minutes)

- Teacher greets the students.
- Teacher checks the students' attendance list.
- Teacher asks the students what they know about recount text.

B. Main Activity (60 minutes)

Exploration

- Students pay attention to the example of recount text given by the teacher.
- Students pay attention to the teacher's explanation about the purpose of recount text.
- Students pay attention to the teacher's explanation about the generic structure of recount text.
- Students pay attention to the teacher's explanation about the language features of recount text.
- Students pay attention to the teacher's explanation about zig zag pattern technique.

Elaboration

- Students are asked to enrich the material deeply after listening the teacher's explanation.
- Students are asked to mention the sentences using zig zag pattern technique given by the teacher in group of four.

Confirmation

- Students are asked to discuss about the purpose, the generic structure, and the language features of recount text.
- Students present the result of discussion.

C. Closing (20 minutes)

- Teacher gives reinforcement and comment.
- Teacher summarizes the lesson.
- Teacher asks the students to read the next material.

Second Meeting

A. Opening (10 minutes)

- Teacher greets the students.
- Teacher checks the students' attendance list.

B. Main Activity (60 minutes)

Exploration

- Review the last materials about recount text.
- Review the lessons about writing recount text using zig zag pattern technique.

Elaboration

- Students are asked to enrich the material deeply after listening the teacher's explanation.

Confirmation

- Students are asked to discuss about the recount text by using zig zag pattern technique.
- Students present the result of discussion.

D. Closing (20 minutes)

- Teacher gives reinforcement and comment.
- Teacher summarizes the lesson.
- Teacher asks the students to read the next material.
-

VII. Source and Media

1) Recount text.

2) Books relevant to the topic.

VIII. Evaluation

1) Instrument.

| 1. Write a recount text based on your experiences with your own words. |
| 2. Write it not more than one page of paper and pay attention to the use of past tenses. |
| 3. You may open your dictionary. |
| 4. Do it by yourself. |

2) Scoring.

The Scoring Guidance Taken From Heaton Grid and Categories

Items	Scoring
	5 Mastery on grammar taught on course, only 1 or2 minor mistakes.
	4 A few minor mistakes only (preposition, article, etc).
	3 Only one major mistake but few minor mistakes.
Grammar	2 Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.
	1 Numerous serious mistakes, no mastery of sentence construction, almost intelligible.

Vocabulary	5 use of wide range of vocabulary taught previously. 4 good use of new words acquired, fairly acquired synonyms, circumlocution. 3 attempts to use words acquired fairly appropriate vocabulary on the whole but sometimes restricted, have resort to use synonyms, circumlocution, etc. on few occasions. 2 restricted vocabulary, use synonyms(but not always appropriate). 1 very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
Spelling	5 No error. 4 1 or 2 minor errors. 3 several errors some interference with communication, not too hard to understand. 2 several errors several inference with communication, some words very hard to organize. 1 numerous errors, hard to recognize several words, communication made very difficult.
Content	5 all sentences support the topic highly organized clear progression of ideas well linked-like educated native speaker.

	4 ideas well organized-links occasionally be clearerbut communication not impaired.
	3 some lack of organization re-reading required for classification of ideas.
	2 little or no attempts of connectivity thought-reader can deduce some organization individual ideas may be clear but difficult to deduce connection between them.
	1 lack of organization so serve that communication is seriously impaired.
Fluency	5 flowing style very to understand both complex and simple sentences very effective.
	4 quite flowing style mostly easy to understand a few complex sentences very effective.
	3 reasonably smooth style not too hard to understand mostly (but not all) simple sentences-fairly effective.
	2 jerky style an effect needed to understand and enjoy complex sentences confusing mostly (but not all) sentences-fairly effective.
	1 very jerky hard to understand cannot enjoy reading almost all simple sentences confusing excessive use of 'and'.

IX. Scoring

Writing test (write a recount text)

Total maximum score of each student= 25

So, the formula is= | Maximal correct | $\times 4$.

Appendix 7

LESSON PLAN OF CYCLE 2

School : SMA Negeri 2 Slawi

Subject : English

Year/ Semester : X Garde/ 1

Time allotment : 4 x 45 minutes (2 meetings)

Skill : Writing

Kind of text : Recount

I. Competence Standard:

Expressing the meaning in short functional text and essay in the form of recount, narrative, procedure in the context of the daily life.

II. Basic Competence:

Expressing the meaning and rhetorical steps in easy which uses accurate, fluent, and acceptable written language in the context of daily life of the text in the forms of recount, narrative, and procedure.

III. Objectives:

1. Students are able to write a good recount text by using zigzag technique pattern.

IV. Materials:

1. Recount text (visiting Bali).

Visiting Bali

There were so many places to see in Bali. Thus, for that reason my friend decided to join tours to Bali. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja and the second was Ubud. Singaraja is the city of about 90 thousands people. It is a busy but quite town. The streets are lined with the trees and there are many Dutch houses. The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan. It is a center of stone sculpture. There, my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk. It is a center for silversmiths and goldensmiths. After that, he stopped a little while for lunch at Sukawati and mass. Mass is a tourist center in Bali.
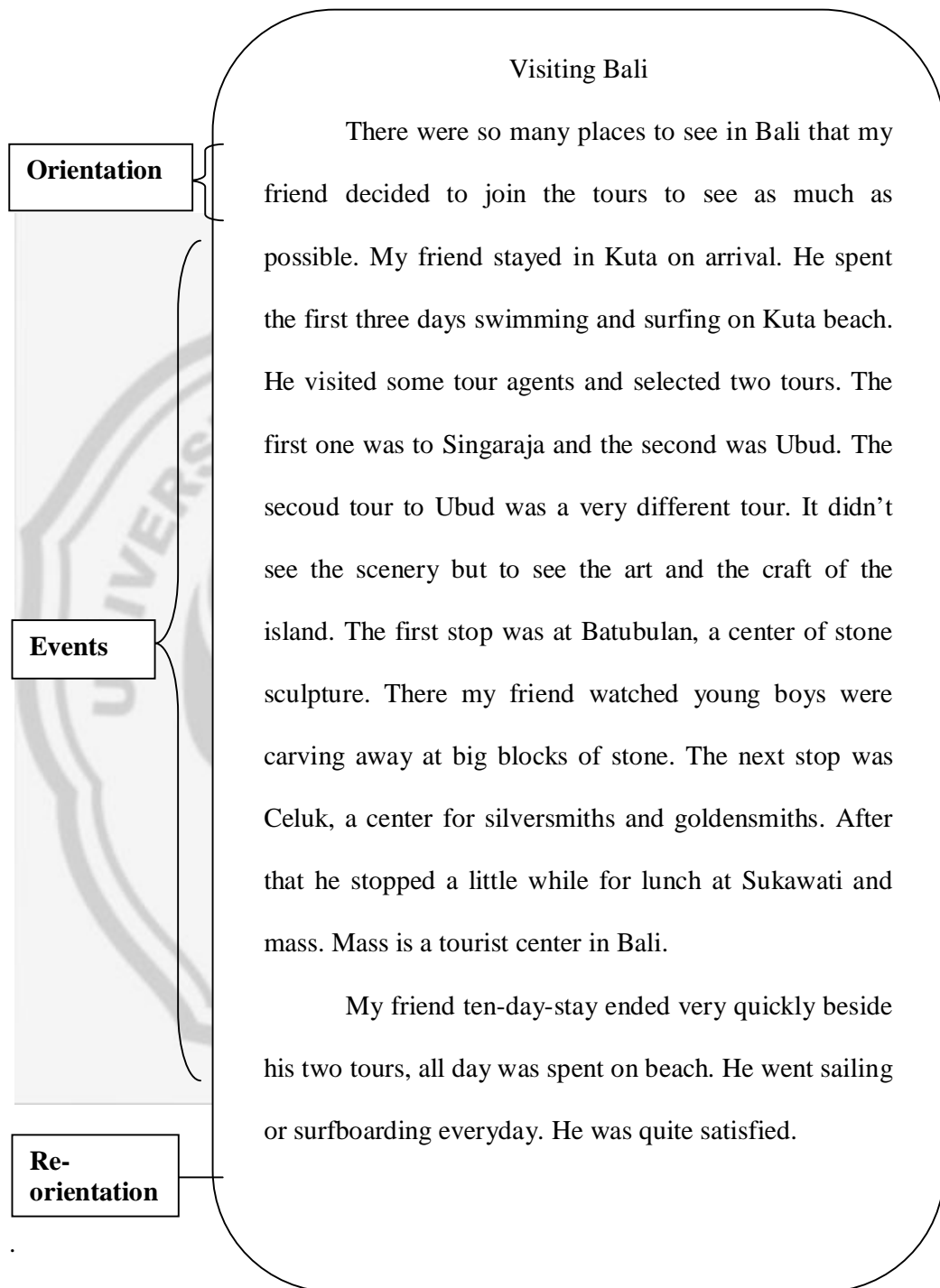
My friend ten-day-stay ended very quickly. Beside his two tours, all day he spent on beach. He went sailing or surfboarding everyday. He was quite satisfied.

2. Vocabulary related to the text.

    a. Decided

    b. Stayed.

    c. Arrival.

    d. Spent.

    e. Visited.

    f. Agents.

    g. Selected.

    h. Scenery.

    i. Sculpture.

    j. Carving.

    k. Blocks.

    l. Surfboarding

3. Generic structure of recount text.

	Visiting Bali
Orientation	There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent
Events	the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja and the second was Ubud. The secoud tour to Ubud was a very different tour. It didn't see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldensmiths. After that he stopped a little while for lunch at Sukawati and mass. Mass is a tourist center in Bali.
Re-orientation	My friend ten-day-stay ended very quickly beside his two tours, all day was spent on beach. He went sailing or surfboarding everyday. He was quite satisfied.

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4. Language features of recount.

5. Recount text using zig zag pattern technique.

V. Learning Methods:

1. Question and Answer
2. Explanation
3. Discussion
4. Exercises

VI. Learning Activities:

First meeting

A. Opening (10 minutes)

- Teacher greets the students.
- Teacher checks the students' attendance list.
- Teacher leads the students into the materials.

B. Main Activity (60 minutes)

Exploration

- Students pay attention to the teacher's explanation about the use of zigzag pattern technique in writing clearly.
- Students pay attention to the example of recount text using zigzag pattern technique given by the teacher.

Elaboration

- Students are asked to enrich the material deeply after listening the teacher's explanation.
- Students are asked to mention the sentences using zig zag pattern technique given by the teacher in group of four

Confirmation

- Students are asked to discuss about recount text using a zigzag pattern technique.
- Students present the result of discussion.

C. Closing (20 minutes)

- Teacher gives reinforcement and comment.
- Teacher summarizes the lesson.
- Teacher asks the students to read the next material.

Second Meeting

A. Opening (10 minutes)

- Teacher greets the students.
- Teacher checks the students' attendance list.
- Teacher review about the last materials.

B. Main Activity (60 minutes)

Exploration

- Students pay attention to the picture showing zigzag pattern technique in recount given by the teacher.
- Review the last material about zigzag pattern technique.

Elaboration

- Students are asked to enrich the material deeply after listening the teacher's explanation.
- Students are asked to write a recount text using zigzag pattern technique individually.

C. Closing (20 minutes)

- Teacher gives reinforcement and comment.
- Teacher summarizes the lesson.

VII. Source and Media

1) Recount text.
2) Books relevant to the topic.

VIII. Evaluation

1)   Instrument.

1. Write a recount text based on your experiences with your own words.
2. Write it not more than one page of paper and pay attention to the use of past tenses.
3. You may open your dictionary.
4. Do it by yourself.

The Scoring Guidance Taken From Heaton Grid and Categories

Items	Scoring
Grammar	5 Mastery on grammar taught on course, only 1 or2 minor mistakes.
	4 A few minor mistakes only (preposition, article, etc).
	3 Only one major mistake but few minor mistakes.
	2 Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction.
	1 Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
	5 use of wide range of vocabulary taught previously.
Vocabulary	4 good use of new words acquired, fairly acquired synonyms, circumlocution.
	3 attempts to use words acquired fairly appropriate vocabulary on the whole but sometimes restricted, have

	resort to use synonyms, circumlocution, etc. on few occasions. 2 restricted vocabulary, use synonyms(but not always appropriate). 1 very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
Spelling	5 No error. 4 1 or 2 minor errors. 3 several errors some interference with communication, not too hard to understand. 2 several errors several inference with communication, some words very hard to organize. 1 numerous errors, hard to recognize several words, communication made very difficult.
Content	5 all sentences support the topic highly organized clear progression of ideas well linked-like educated native speaker. 4 ideas well organized-links occasionally be clearerbut communication not impaired. 3 some lack of organization re-reading required for classification of ideas. 2 little or no attempts of connectivity thought-reader can deduce some organization individual ideas may be clear

	but difficult to deduce connection between them.
	1 lack of organization so serve that communication is seriously impaired.
Fluency	5 flowing style very to understand both complex and simple sentences very effective.
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IX. Scoring

Writing test (write a recount text)

Total maximum score of each student= 25

So, the formula is= | Maximal correct | $\times 4$.

Appendix 8

MATERIALS

My Horrible Experience

Let me   remind you my experience during an earthquake last week.
Theme (Old information)   Rheme (New information)

When the earthquake happened,   I was on my car.
  Old   New

I   was driving home from my vacation to Bali.
Old   New

Suddenly, my car   lurched to one side, to the left
Old   New

I   thought I got flat tire.
Old   New

I   didn't know that it was an earthquake.
 Old   New

I   knew it was an earthquake when I saw some telephone and electricity poles
Old   New

falling down to the ground, like matchsticks.
New

The rocks   came tumbling across the road.
Old   New

I   was trapped by the rocks.
Old   New

I   could not move my car at all.
Old   New

There   were rocks everywhere.

Old   New

There   was nothing I could do but left the car and walked along way to my house.
Old   New

When I reached my town,   I was so surprised that there was almost nothing left.
Old   New

The earthquake   made a lot of damage to my town.
Old   New

Altough nothing was left,   I thanked God that was seriously injured.
Old   New

VISITING BALI

There   were so many places to see in Bali.
Theme (old information)   Rheme (new information)

Thus, for that reason   my friend decided to join the tours to Bali.
Old   New

My friend   stayed in Kuta on arrival.
  Old   New

He   spent the first three days swimming and surfing on Kuta beach.
Old   New

He   visited some tour agents and selected two tours.
Old   New

The first one   was to Singaraja and the second was to Ubud.
Old   New

Singaraja   is a city of about 90 thousands people.
  Old   New

It   is a busy but quiet town.
Old   New

The streets   are lined with the trees and there are many Dutch houses.
Old   New

The second tour to Ubud   was a very different tour.
Old   New

It   was not to see the scenery but to see the art and the craft of the island.
Old   New

The first stop   was at Batubulan.
Old   New

It   is a center of stone sculpture.
Old   New

There,   my friend watched young boys were carving away at big blocks of stone.
Old   New

The next stop   was Celuk.
Old   New

It   is a center for silversmiths and goldensmiths.
Old   New

After that   he stopped a little while for lunch at Sukowati and Mass.
Old   New

Mass   is a tourist center in Bali.
Old   New

My friend ten-day-stay   ended very quickly.
Old   New

Beside his two tours,   he spent all day on beach.
Old   New

He   went sailing or surfboarding everyday.
Old   New

He   was quite satisfied.
Old   New

Appendix 9

INSTRUMENT
(Pre-Test)

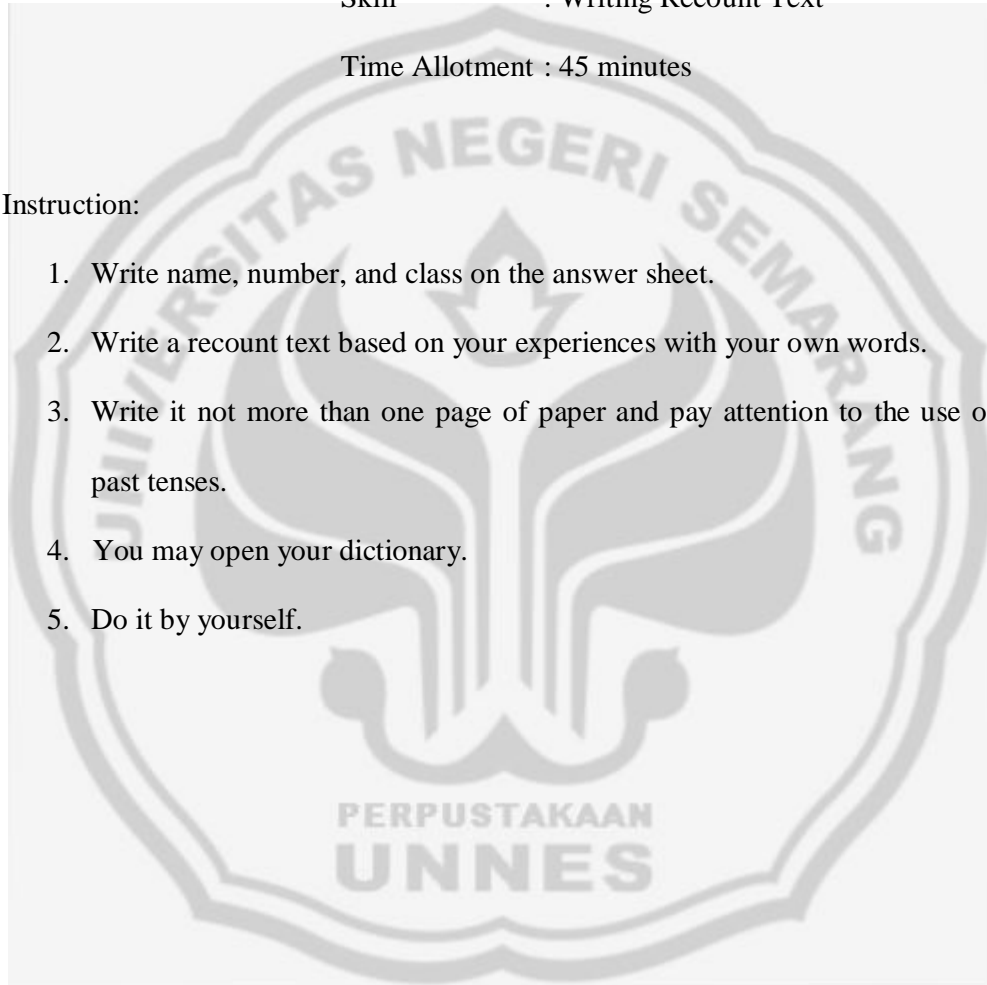Subject   : English

Grade   : X.5

Skill   : Writing Recount Text

Time Allotment : 45 minutes

Instruction:

1. Write name, number, and class on the answer sheet.

2. Write a recount text based on your experiences with your own words.

3. Write it not more than one page of paper and pay attention to the use of past tenses.

4. You may open your dictionary.

5. Do it by yourself.

Appendix 10

INSTRUMENT

(Post-test)

Subject   : English

Grade   : X

Skill   : Writing

Topic   : Recount Text

Time   : 45 minutes

Instruction:

1. Write name, number, and class on the answer sheet.

2. Write a recount text based on your imagination with your own words.

3. Write it not more that 200 words and pay attention to the use of past tenses.

4. You may open your dictionary.

5. Do it by yourself.

Appendix 11

INTERVIEW GUIDED

List of questions for the English teacher:
1. Menurut bapak, apakah tekhnik zig zag yang saya terapkan berhasil dalam meningkatkan kemampuan menulis siswa?
2. Apakah teknik ini menarik untuk di terapkan kepada siswa?
3. Apakah keunggulan dari teknik zig zag?
4. Apakah kelemahan dari teknik zig zag?

List of questions for the tenth grade students of SMA Negeri 1 Slawi

1. Apakah kesulitan yang di hadapi Anda selama palajaran menulis (writing)?
2. Apakah Anda mengharapkan penggunaan teknik dalam belajar menulis recount?
3. Apakah Anda menyukai teknik zig zag yang digunakan untuk mengajar menulis recount?
4. Menurut Anda, apakah teknik zig zag relevan untuk meningkatkan kemampuan menulis Anda?
5. Menurut Anda, apakah kelemahan dari teknik zig zag ini?

Appendix 12

Students' Answer Sheets

Name = Bimo Arif K.

Class : X 5

No : 06

Going to Singapore

Last holiday, me and my sister went to Singapore. Singapore is located in the north of Indonesia. It is small country, but Singapore is developed country.

When I arrived there, I went to chinese restaurant. The restaurant was beautiful and clean. In Singapore, there are many chinese restaurant because almost the people are chinese. After lunch, I walked along the street. In fact, I found an Indonesian restaurant. It served many foods and drinks from Indonesia. Among them are meet balls, and Jamu.

Then next day, when me and my sister in the hotel, I walked around the hotel. Suddenly, there was people asked me. He asked me "Where are you come from ?", and I answered I am an Indonesian. I continued my vacation to the beach. The beach is near with the statue of Singapore. Finally, my vacation was end. And I backed home by plane.

G: 4
V: 4
C: 5
S: 4
F: 4

The analysis of student's test
Holiday in Singapore

Last holiday, me and my sister went to Singapore.

Singapore is located in the north of Indonesia.

It is small country, but Singapore is developed country.

When I arrived there, I went to Chinese restaurant.

 The restaurant was beautiful and clean.

In Singapore, there are many Chinese restaurants because almost the people are Chinese.

After lunch, I walked along the street.

In fact, I found an Indonesian restaurant.

It served many foods and drinks from Indonesia.

Among them are meet balls, and Jamu.

The next day, when me and my sister in the hotel.

 I walked around the hotel.

Suddenly, there was people asked me.

He asked me "where are you from?", and I answered I am an Indonesian.

I continued my vacation to the beach.

The beach is near with the statue of Singapore.

Finally, my vacation was end. And I backed home by plane.

Nama : Fadhil Afi

Kelas : X.5

Absen : 9

My Vacation

Last holiday, me and my family had our vacation in Semarang. Semarang is the Capital City of Central Java. Semarang also famous city because It has a lot of historical places such as Lawang Sewu, Tugu Muda, Meseum, etc. We went there by bus at 4 P.M. We arrived at 7. P.M. After that we looked for a taxi and straightly went to my grand mother's house to take a rest and stayed for one night.

Next day in the morning, we went to Johar market. Johar is a traditional market in Semarang. There, we bought so many things such as shoes, clothes, food and etc. After that, we visited Lawang Sewu. It was a train station in the past when the Dutchman still ruled in Indonesia. Lawang Sewu has a meaning which is thousand doors. The name of Lawang Sewu was given because the building has plenty of doors, so some people just imagined that It has thousand doors. Then, we went to the shop that sells special food from Semarang like wingko babad and lumpia. After that, we went back home to Tegal by fast train

G: 4
F: 4
C: 4
F: 4
S: 5

The analysis of student's test

My Vacation

Last holiday, me and my family had our vacation in Semarang.

Semarang is the capital city of Central Java.

Semarang is also famous city because it has a lot of historical places such as Lawang Sewu, Tugu Muda, Meseum, etc.

We went there by bus at 4. P.M. We arrived at 7 P.M.

After that, we looked for a taxi and straightly went to my grand mother's house to take a rest and stayed for one night.

 Next day in the morning, we went to Johar market.

Johar is a traditional market in Semarang.

There, we bought so many things such as shoes, clothes, food, ad etc.

After that, we visited Lawang Sewu.

It was a train station in the past when the Dutchman still ruled in Indonesia. Lawang Sewu has a meaning which is thousand doors.
The name of Lawang Sewu was given because the building gas plenty of doors, so some people just imagined that it has thousand doors.

 Then, we went to the shop that sells special food from Semarang like Wingko Babad and Lumpia.

After that, we went back home to Tegal by the last train.

Nama : Rahel Kristanti
Kelas : X-5
NO : 26

Fun holiday

Last holiday, my family and I went to Salatiga. we went there by a car. we went there in the morning. The weather was still fresh and cool. The next day, we visited the beach. it was really beautiful and clean. we enjoyed the scenery there. At the beach, we sing, dance, and play guitar. Then, we went to restaurant for lunch. After lunch, we continued the trip to super market. I bought sweater, and shirt for my mother. Then after shopping, we returned to home. I was really happy in this holiday. I would not forget the memories in Salatiga.

G: 4
V: 3
S: 4
C: 4
F: 3

The analysis of the student's test

Fun Holiday

Last holiday, my family and I went to Salatiga.

We went there by a car. We went there in the morning.

The weather was still fresh and cool.

The next day, we visited the beach.

It was really beautiful and clean.

We enjoyed the scenery there.

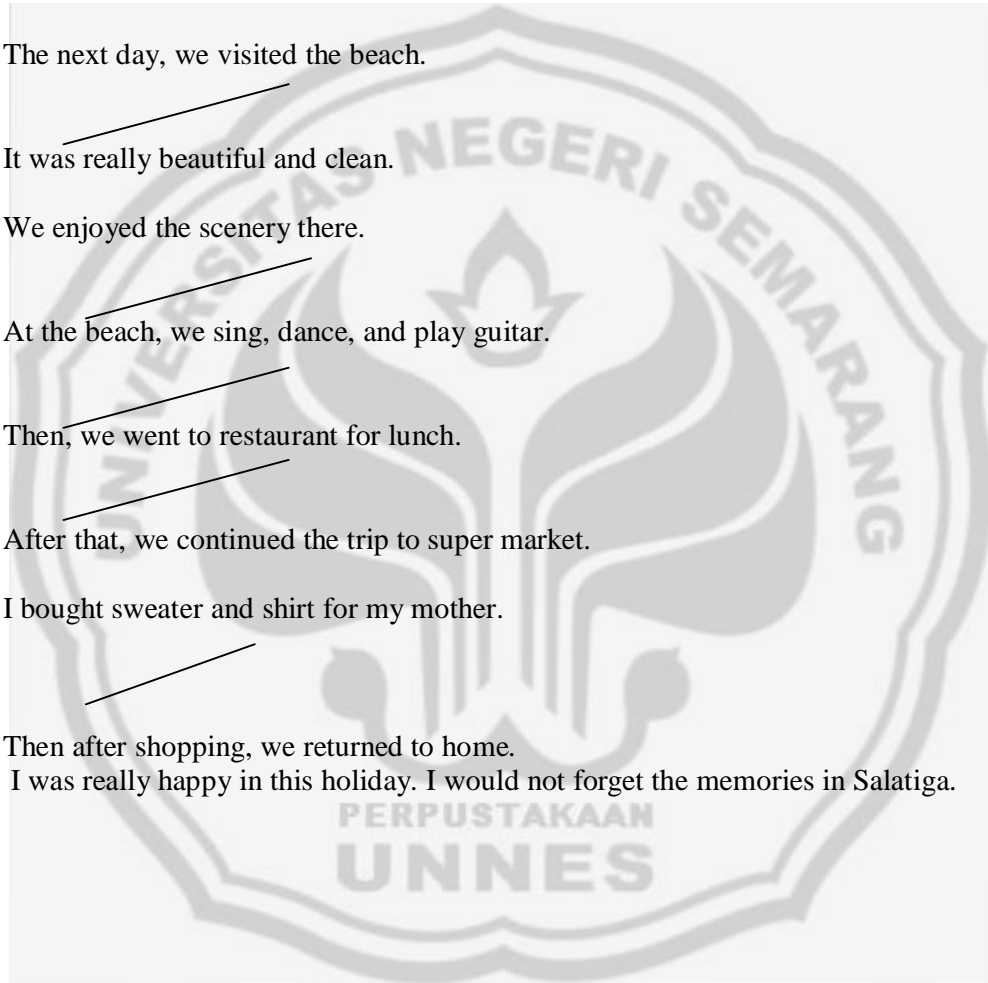At the beach, we sing, dance, and play guitar.

Then, we went to restaurant for lunch.

After that, we continued the trip to super market.

I bought sweater and shirt for my mother.

Then after shopping, we returned to home.
 I was really happy in this holiday. I would not forget the memories in Salatiga.

Name : Hita Widi Astuti

Class : X·5

No·Abs. : 15

Holiday in Borobudur Temple

Last month, me and my family went to Borobudur temple. It is located in Magelang Regency, Central Java. We went there by a car in the afternoon. When we arrived in Magelang, we all felt so tired and sleepy too. For that reason, we looked for a hotel for us to stay. We found a hotel with cheap rates per night. The hotel was standart and comfortable. When I entered the hotel room, I directly took a bath and then sleep.

Next day in the morning, we checked out from hotel. After that, we started our vacation to Borobudur. Borobudur is very big and the biggest historical temple in Indonesia. We climbed up to the top of Borobudur. There, we took pictures together. Other than that, we also tired to touch the head of the biggest Budha's Stupa there. The reason for that was some peoples believed that if we can touch the head, every our wishes will be granted. For me, I could not touch it because it was far for my hand to touch. That time, I little bit dissapointed.

After long time there, we all felt hungry. For that reson, then we ate our lunch in nerby restaurant. After that, we went shopping in nearby shopping centre. It name was Borobudur Shopping Center. We bought some souvenirs there. Finished with shopping, we straightly went back to Tegal. I was very happy had our holiday in Borobudur.

G: 4
V: 4
F: 4
S: 5
C: 4

The Analysis of the student's test

Holiday in Borobudur Temple

Last month, me and my family went to Borobudur Temple.

It is located in Magelang Regency, Central Java.

We went there by a car in the afternoon.

When we arrived in Magelang, we all felt so tired and sleepy too.

For that reason, we looked for a hotel for us to stay.

We found a hotel with cheap rates per night.

The hotel was standart and comfortable. When I entered the hotel room, I directly took a bath and then sleep.
Next day in the morning, we checked out from hotel. After that, we started our vacation to Borobudur.

Borobudur is very big and the biggest historical temple in Indonesia.

We climbed up to the top of Borobudur.

There, we took pictures together.
Other than that, we also tried to touch the head of the biggest Budha's stupa there.

The reason for that was some peoples believed that if we can touch the head, every our wishes will be granted.
For me, I could not touch it because it was far from my hand to touch.

That time, I little bit disappointed.

After long time there, we all felt hungry.

For that reason, then we ate our lunch in nearby restaurant.

After that, we went shopping in nearby shopping centre. It name was Borobudur Shopping Center.

We bought some souvenirs there.

Finished with shopping, we straightly went back to Tegal.

I was very happy had our holiday in Borobudur.

THE SAMPLE OF THE RESEARCH

THE SAMPLE OF THE RESEARCH

TEACHER EXPLAINED THE MATERIALS

TEACHER EXPLAINED THE MATERIAL

TEACHER EXPLAINED THE MATERIALS

**TEACHER ASKED ABOUT THE STUDENTS'
UNDERSTANDING**

THE STUDENTS DID THE GROUP'S ASSIGNMENTS

THE STUDENTS DID THE GROUP'S ASSIGNMENTS

**THE TEACHER CHECKED THE STUDENTS'
UNDERSTANDING**

**THE TEACHER CHECKED THE STUDENTS'
UNDERSTANDING**