

**DEVELOPING STUDENTS WRITING SKILL THROUGH FREE WRITING
TECHNIQUE FOR RECOUNT TEXT AT THE VIII GRADE
STUDENTS OF SMP NEGERI 1 DAMPAL SELATAN**



THESIS

*Submitted as partial fulfillment of the requirements for the degree of Sarjana
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Tarbiyah Faculty (FTIK) Datokarama Islamic State Univercity (UIN) Palu*

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STATEMENT OF THE THESIS AUTHENTICITY

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Palu, 24 July 2023 M
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APPROVAL PAGE

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A thesis by Jusriani NIM. 15.1.16.0026 entitled "Developing Students Writing Skill Through Free Writing Technique for Recount Text at the VIII Grade Students of SMP Negeri 1 Dampal Selatan" which has been tested in front of the examiner of Teacher Training and Tarbiyah Faculty Datokarama Islamic State University Palu on July 24, 2023 M. which coincides with the date 06 Muharram 1445 H. It can be seen that this thesis has met the criteria for writing scientific papers and can be accepted as a requirements to obtain a bachelor of education in English Department with some improvements.

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The writer,

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ABSTRACT

Name : Jusriani
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Title : DEVELOPING STUDENTS WRITING SKILL THROUGH FREE WRITING TECHNIQUE FOR RECOUNT TEXT AT THE VIII GRADE STUDENTS OF SMP NEGERI 1 DAMPAL SELATAN

This research aimed to find out the effectiveness of free writing in teaching writing at the eight grade students of SMPN 1 Dampal Selatan and to find the students' response in learning writing by using recount text.

This research used pre-experimental design. And was conducted in SMP Negeri 1 Dampal Selatan. The population of this research were the eight grade students of SMP Negeri 1 Dampal Selatan academic year 2019/2020. In determining the sample, the research used purposive sampling and consisted of 25 students. The instrument used in collecting the data was writing test, that consisted of pre-test and post-test.

The findings of the research showed that free writing as effective in improving students' skill in writing. It can be seen from the significant difference between the students' mean score in pre-test and post-test. In pre-test experimental, the students' mean score was 69.72 and the students' score in post-test was 81.72. the lternative hypothesis of this research would be accepted if the t-test is higher than the t-table. While, if the t-test is smaller than the t-table the was 12.76 higher than the t-table value 2,06390. Based on the result, the Ha accepted. In other words, the use of free writing was effective to improve the students writing ability.

Furthermore, the students had positive responses to the use of free writing in learning writing. It could be inferred by looking their responses on the statements in writing test.

CHAPTER I

INTRODUCTION

A. Background

Writing is a linguistic activity that holds an important role in the dynamics of human civilization. By writing we can communicate, express ideas both from within and outside himself, and be able to enrich his experience. Through writing we can benefit from various developments based on experience.

Writing skills are the last In the process of learning English after listening, speaking and reading skills. The most difficult skill in English is writing. This is because writing skills require mastery of various language linguistics and beyond the language itself which will become the contents of the essay. Writing skills are usually associated with teaching learning. Writing and writing exercises in learning English can get students accustomed to applying linguistic knowledge, such as grammar, vocabulary, and so on.

In writing, there are several types of texts, such as manuscripts, recounts, descriptive reports, explanations and others. This research focuses on the reply text. Tells back text that tells a story, action, or activity. Texts that usually tell about events experienced by a trader that happened in the past, for example for learning experiences in your experience that you will never forget. Different from the context, then tell not to have problems or configuration problems.

Free writing, broadly defined as endless writing and editing, has been seen and been used as a powerful technique for developing student writing since it was originally recommended by writing the theory of Peter Elbow.¹ In the simplest terms, free writing confuses the act of writing quickly for a set time of ten to fifteen minutes,

¹Peter Elbow. *Writing without teachers*. 2nd Edition Oxpond: Oxpond University Press, 1973. 1998b

just writing whatever is in mind, without stopping and worrying about the words used, and without returning to modify what has been written. In Elbow's own words, "the only requirement is that you never stop."

Free writing technique means that you write whatever comes to your mind and feelings. This can take you to many places. Free writing is a pre-writing technique wherein is written continuously for a certain period of time without referring to spelling, grammar, or topic. This produces raw, often unusable material, but helps writers overcome apathetic blocks and self-criticism. This statement does not mean that students do not care about the elements of writing, such as good organization, spelling, grammar, and vocabulary. Students must pay attention to these elements because it is the most important tool to apply in making good writing. This technique aims that students are given the task to write down everything that comes to mind and will easily get ideas that they will share in an experience story, then they will be given directions on how to make an item. writing like as a writing element. Hogue points out:

Free writing is a way of getting ideas. When you're free writing, you pick a topic, and then you sit down and write whatever sentence comes to your mind about the topic, don't worry about grammar, spelling, or punctuation, and don't worry about drafting ideas.²

Gerlach & Ely argued "The effective teacher has many techniques and must be prepared to choose the most efficient technique in leading learners to desire terminal behavior".³ This statement is supported by Elbow , he states that the best way to improve our writing skills is to do free writing exercises. Maybe three times a week for ten minutes later, maybe fifteen or twenty.⁴ Related to this statement, the writer uses free writing technique to be applied in writing in writing recount text. The author

²A, Hogue. *First Step in Academic Writing*. New Jersey: Addition Publishing Company, Inc, 1996

³V, Gerlach and D, Ely. *Teaching and Media: A Systematic Approach..* New Jersey: Prentice-Hall. Inc Company, 1980

⁴Peter, Elbow. *Writing With Power: Techniques for Mastering the Writing Process, 2nd ed.* Oxford: Oxford Univ. Press, 1998

concludes that this technique aims to help students easily get ideas and provide motivation to students such as always practicing even though it only takes a few minutes. Through this technique, the writer hopes that students can have a new side in thinking about simple ways that can help them write easily.

Some writers use this technique to gather initial thoughts and ideas about a topic, often as a prelude to formal writing. Christenson states that free writing involves everything students do before starting the actual writing assignment, including background knowledge, generating ideas, and making plans to approach the writing assignment.⁵ Starting with a writing assignment, no matter whether the student assigns or chooses a topic, can be the most challenging part of the assignment for junior high school students. It can also be a challenge for teachers who want student experiences to be positive, energizing, and constructive. In connection with the above statement, free writing can be a training or warm-up for students in making writing that is very suitable for beginners in sharing knowledge in the form of writing. In this study, the researcher asked students to write down any sentences they wanted to write and the writer only left the students to pay attention to the elements or writing mechanisms when doing free writing exercises. Additionally, it offers a student center activity which can be of great use for writing classes.

In the existing basic competencies, students are required to be able to write recount texts in free writing creatively with regard to the experience they have experienced. With this students become interested in learning. Even more than that students are expected to be happy and to have more interest so that the ability of students in writing recount text can be improved.

The researcher did small observation at SMP Negeri 1 Dampal Selatan, after the researcher did the observation, the researcher found several obstacles regarding the

⁵T. A. Christenson, *Supporting Struggling Writers in the Elementary Classroom*. Newark: The International Reading Association, 2002

learning process in the field of English, the students were not able to express or define what in their minds. Students at SMP Negeri 1 Dampal Selatan in English lessons students find it difficult to learn because for students English lessons are not new, which in fact are still considered difficult and unattractive subjects, but because of their lack of mastery of their vocabulary. Sometimes students also shut themselves down, this causes a silly period in the minds of every student because they feel that they only develop their talents or education by upholding Indonesian culture and do not want to be influenced by foreign cultures.

The researcher draws attention to why most students are lazy in learning English, it turns out that they are lazy based on several factors based on the ability itself, students are less happy in English because of limited vocabulary mastery. There are many new words and sentence structures that are different from Indonesian, the methods used by the teacher, the delivery of teacher material is fierce so that students feel afraid of their feelings every time they face lessons. This will make students more lazy to learn, researchers see in school that the teacher does not consider students, meaning that the teacher does not understand why students do not like learning English. The reason is that the teacher's teaching method is very boring and does not look for ways to make classes interesting and fun during learning. Thus the English teacher must be able to create a class atmosphere that is fun, interesting and not boring. So that it will foster students' interest in learning English.

Based on these reasons, researcher raised the title "Developing Students Writing Skill Through Free Writing Technique for Recount Text at the VIII Grade Students of SMP Negeri 1 South Dampal"

B. Problem Statement

Based on the objective of the research, the researcher will formulate the problem statement as follow:

Can free writing technique develop the skill in writing recount text at VIII grade students of SMP Negeri 1 Dampal Selatan?

C. Objective of the Research

The objective of this research is to find out the of students writing skill in writing recount text at the VIII grade students of SMP Negeri 1 Dampal Selatan.

D. Significances of the Research

The result of the study are expected to be useful theoretically and practically. Theoretically, it is hoped that it can add empirical evidence to support the learning theory of writing and the method to improve the students writing skill, especially in using free writing technique. Practically, hope to become valuable information and give a meaningful contribution for teacher, learners and school. So the significances of this research are as follows:

1. Teachers

This research is hopes to be a use full information the teachers guide their students in enhancing students writing ability in general and their students' interpersonal writing competence in particular. In addition, the writer also expects that the result of this research in contribute to teacher of English in teaching English writing at school.

2. Students

The researcher hopes that all students will be able to writing English. Furthermore, this method can make all the students writing effectively because they will work together and help one another to accomplish the goals completely. The students also overcome their problem together and increase their motivation to learn English.

3. Schools

The research hopes to have a positive impact on school to solve same problems in teaching the English language process and to achieve the mission of the institution as quick as possible.

E. Scope of the Research

This research focuses on simple paragraph in writing recount text by using free writing technique. Recount paragraph focuses on retelling the past activities or events that had been done by the students. Such as, vacation, good or bad experiences, or the first day in Junior high School.

CHAPTER II

LITERATURE REVIEW

A. Related Studies

The researcher will present two previous studies that are related to using free writing to develop the students' writing skill. First, the study was constructed by Ferial entitled "Teaching English Punctuation to the Eighth Grade Students of SMP Negeri 2 Palu through free writing".⁶ The result of this research has shown that the students in SMP Negeri 2 Palu progress in writing English sentences with correct punctuation by using free writing technique. It means that approach process had a strong influence to develop students ability in writing recount text.

Another research about this technique has been discussed by Purnama. Her research's title is "Improving Grade 8C Students' Recount Text Writing Achievement Using Webbing Technique at SMPN 7 Jember".⁷ She limited her study on content, organization, vocabulary, grammar, punctuation, and focused on teaching recount text. In her research, she use interview, classroom observation, and students' previous writing score. Both of the research and the English teacher agreed to applied webbing technique because this learning technique was suitable to solved the students' problems in writing. The result of this has shown that he use of webbing technique could significantly develop the ability for the eight grade students' at SMPN 7 Jember in writing recount text. This research was carried out in two cycles. Each cycle covered the stages that included planning the action, implementation of the action, classroom observation, evaluation, analysis, and the reflection of the action. In the researcher

⁶Ferial. Teaching English Punctuaction to the Eight Grade Students of SMP Negeri 2 Palu though Free Writing. Palu: Universitas Tadulako (Unpublished Skripsi), 2013

⁷Eka Widya Purnama. Improving Grade 8C Students' Recount Text Writing Achievement Using Webbing Technique at SMPN 7 Jember: Universitas Jember (Unpublished Skripsi), 2012

before and after, the similarities and differences in this study are equally discussion about free writing while the difference lies in the object of research.

B. Some Important Ideas

1. Writing Skill

Writing involves communicating message with a sign or symbol on a page. It needs to make series of words or sentences in writing process to communicate in the written language. Writing is one of the important skill that has to be developed by students because it is very important for the academic context, business and the relationship with others in the world. In the academic context, students need to develop this skill.⁸

2. Academic Writing

Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing, which is the kind of writing you do when you write stories. It is also different from personal writing, which is the kind of writing you do when you write letters or e-mails to your friends and family. Creative writing and personal writing are informal, so you may use slang, abbreviations, and incomplete sentences. However, academic writing is formal, so you should not use slang or contractions. Also, you should take care to write complete sentences and to organize them in a certain way.⁹

Academic writing in English is probably different from academic writing in your native language. The words and grammar and also the way of organizing ideas are probably different from what you are used to. In fact, the english way of writing may

⁸I.W. Saputri. Improving the Writing Skill of Recount Text by Using Picture Series of the Eight Grade Students of SMP Muhammadiyah 2 Kalasan in the Academic Year of 2013/2014. Yogyakarta: Yogyakarta State University (Unpublished Skripsi), 2014

⁹A. Oshima and A. Hogue. *Introduction to Academic Writing, Third Edition*. White Plains: Person Education, Inc, 2007. 3

seem clumsy, repetitive, and even impolite to you. Just remember that it is neither better nor worse than other ways; it is just different.¹⁰

3. Element of Writing

a. Organization

Organization is the pattern in expressing our ideas. Ideas are the main important thing when we start to write. We will get stuck in writing if we cannot develop our ideas. In the process of teaching writing, teacher should give some topic to the students to help them in doing their writing. Organization refers to how to develop idea from the general topic to specific one or how to arrange sentences become one paragraph.

b. Grammar

According to Kane grammar is the rules which structure our language.¹¹ Grammar and writing cannot be separated from each other. In writing, grammar is very important, because it will help to construct sentence in the right way. It means the writer should express their idea in written form grammatically, then, it will help the writer produce good writing.

c. Vocabulary

According to Richard vocabulary is one of the most obvious components of language and one of the first things applied linguists turn their attention to.¹² Vocabulary is also one of the elements of writing. It is important thing while we write, because to express idea we always deal with vocabulary. Lacking of vocabulary makes us difficult in develop ideas while

¹⁰A. Oshima and A. Hogue. *Introduction to Academic Writing, Third Edition*. White Plains: Person Education, Inc, 2007. 3

⁶T. S. Kane. *The Oxford Essential Guide to Writing*. New York: Oxford University Press, 1988. 13

⁷J. C. Richards. *Curriculum Development in Language Teaching*. United State of America: Cambridge University Press, 2001. 4

writing. Good writing always depends on the effective use of word or vocabulary.

d. Mechanics

According to Harris, mechanics clarifies sentence structure, separating some word, organize writing and grouping others. Mechanics also the important element of writing such as organization, grammar and vocabulary.¹³ In applying good mechanics technique, the production of our writing will be interesting for the readers. The readers feel bored and confused when the mechanics in writing is not appropriate.

4. Writing Process

Writing is never a one-step action; it is an ongoing creative act. When write something at the first time students have already been thinking about what to say and how to say it. Then after people finished writing, students read over what students have written and make changes and corrections. Students write and revise and write and revise again until students are satisfied that their writing expresses exactly what students want to say.¹⁴

The process of writing has roughly four steps. In the first step, students create ideas, in the second step, students organize the ideas. In the third step, students write a rough draft. In the final step, students polish their rough draft by editing it and making revisions.¹⁵

Writing skill is an important element in education success. In order to develop the writing ability that students need, students have to follow certain steps. Any time

¹³D.P. Harris. *Testing English as A Second Language*. New York: McGraw-Hill, 1969. 79

¹⁴A. Oshima and A. Hogue. *Introduction to Academic Writing, Third Edition*. White Plains: Person Education, Inc, 2007. 15

¹⁵A. Oshima and A. Hogue. *Introduction to Academic Writing, Third Edition*. White Plains: Person Education, Inc, 2007. 15

students decide to write a paragraph or an essay, students become involved in an ongoing process that involves thinking and making decisions, and rethinking. Writing does not happen all at one time. Rather, many steps are required from the time students first think about a piece of writing until the time that students consider themselves finished.¹⁶

5. purpose for Writing

Purpose refers to a writer's reason for writing, which can be stated or implied. To be clear, expository writing should have both a general purpose and a specific purpose. Identifying students' purpose early can help students focus on their draft.

a. The general purpose

Writing has four general purposes: *to inform, to persuade, to express, or to entertain*. Often these general purposes are combined. For example, most writing is intended to inform, but it also has a secondary persuasive element: to convince the reader that it is factual and reliable. Other writing is primarily persuasive, designed to argue a point and secure agreement, yet it is also informative. The degree of persuasion varies according to the occasion, purpose, audience, and voice.

Some writing is primarily expressive, allowing the writer to reveal feeling and opinions, often by recalling experience, expressive writing may take the form of personal essays, journal writing, diaries, poetry, fiction, or plays. Yet you may also be expressive to a lesser extent in a business letter, report, or research, depending upon the rhetorical situation.

Although some humorous writing seems intended merely to entertain, it may also make a serious point. The clever use of humor can advance a point, as in the writing of Mark Twain. Abraham Lincoln used humor in his

¹⁶L. A. Valencia. *Teaching Technical English Writing*. Mexico: CENIDET, 2002. 75

speeches to sway audiences to his way of thinking. A lighthearted approach captures the attention of readers and listeners. To be successful, humor must not be heavy-handed or derisive-otherwise, it tends to backfire.

b. The Specific purpose

The specific purpose may be implied or stated. In literature the purpose is invariably implied in a theme that permeates the piece. In expository writing the purpose is usually stated directly for clarity, either in a topic sentence or in the thesis. In the introduction to *Watch your language*, Theodore M. Bernstein explains the specific purpose that directed the *New York Times* during his seven years as the assistant managing editor.

The first sentence below states Bernstein's specific purpose: to inform readers of the guiding editorial philosophy of the newspaper. The second sentence gives a valuable tip for assessing the audience.

Today we think it well to make each issue as nearly self-sufficing as is reasonable so that the reader does not feel the need for a research staff to help him understand the day's news. Perhaps the best slogan a newspaper could post in its city room would be this: "keep two readers always in mind: the high school sophomore and the man who has been marooned on a desert island for three months." Both of them, for different reasons, have to be told what it is all about.¹⁷

6. Paragraph

A paragraph is a group of sentences about a main idea. All the paragraphs within a piece of writing are closely related one to another. It has a topic sentence which tells us what the paragraph is about. This is usually the first sentence in the paragraph. It

¹⁷B. M. Dietsch. *Reasoning & Writing Well*. New York: The McGraw-Hill Companies, Inc, 2009. 8

also has supporting sentences which develop the main idea of the paragraph and give the paragraph substance. It is also likely to have concluding sentence. This sums up the whole piece of writing Mahony.¹⁸

According to Null, K. C, a paragraph is a short piece of writing that has beginning, a middle, and an end.¹⁹ *Learning activities now are not only done in the classroom.* The learning process can now be done *online*, a number of sites provide *online* learning programs, ranging from paid to free ones. Freedom to choose subjects, as well as learning activities that can be done at any time are the advantages of this *online* learning system. *Now learning activities can be done online.*

- Sentence in italics is the main sentence.
- Sentences that are not italicized in the middle are explanatory sentences.

7. Recount Text

a. Recount

Recount is one of the easier non-fiction text types because, since it focuses on telling what happened, it has the same key ingredients as the narrative and is thus comfortingly familiar. The different is that whereas is imaginative and made up, recount text should be a retelling of events that have actually happened.²⁰

b. Types of Recounts

¹⁸D. Mahony. *Excel Senior High School: Fundamentals of English*. Singapore: Green Giant Press, 2004. 3

¹⁹K. C. Null. *How to Write a Paragraph*. Westminter: Teacher Created Resources, Inc, 2011. 4

²⁰P. Corbett and J. Strong. *Talk for Writing Across the Curriculum: How to Teach non-fiction Writing 5-12 Years*. New York: Open University Press, 2011. 49

Several type of recount text such as factual recount, personal recount, imaginative or literary recount, procedural recount, biographical recount, orientation, series of events, and re-orientation. Stated by Stubbs.²¹

1) Factual Recount

A factual recount is concerned with recalling events accurately. It can range from an everyday tasks such as a school accident report to a formal, structured research task such as a historical recount. The emphasis is on using language that is precise, factual and detailed, so that the readers gain a complete picture of event, experience or achievement. Extended description, emotive language and unnecessary details are out of place in this form. Passive voice and third person narration are used to give credibility to the information presented.

2) Personal Recount

A writer's or speaker's own experiences are the basis of a personal recount. Letters, diary entries, journals, anecdotes and postcards are common forms of this type of recount. Personal recounts are usually written in the first person (I, we), and often aim to entertain as well as inform. Facts and information are important, but personal responses and comments are also appropriate, particularly in the re-orientation or evaluation. While the sequencing of events should still be logical, a writer might select certain details and omit others to add interest and humour.

3) Imaginative or Literary Recount

Imaginative or literary recounts entertain the readers by recreating the events of an imaginary world as though they are real- 'A day in my life as a

²¹S. Stubbs. *Targeting Text: Recount, Information, Report, Explanation*. Australia: Blake Education, 2000. 8

family pet', for example. Emotive language, specific detail and first person narration are used to give the writing impact and appeal.

4) Procedural Recount

A procedural recount records the step taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narration (I or we) give credibility to the information provided. Examples include a flow chart of the actions required for making bread, a storyboard of a videotaped script or advertisement, the steps taken to solve a mathematical problem.

5) Biographical Recount

A biographical recount tells the story of a person's life using a third person narrator (he, she, they). In the case of an autobiography, first person narration (I, we) is used. It is usually factually accurate and records specific names, times, place and events. A purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often an evaluation of the subject's achievements in the final section.

c. Structure of Recount Text

A recount focuses on a sequence of events and follows three stages:

1) Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the 5 x W formula (who, what, when, where, why). The researcher or speaker needs to give information about what happened, who or what was involved, when and where the events occurred.

and why. An awareness of audience and purpose will assist the author in selecting the amount of detail needed.

2) Series of Events

Events should be selected carefully to add the audience's understanding of the topic. Students should be prepared to discard events and detail that are unimportant or uninteresting. A recount, in most cases, is more than a 'shopping list' of every possible detail. Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

3) Re-orientation

This final section concludes the recount by summarising outcomes or result, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next.

d. Language Feature or Recount Text

As we have learned that a text will have linguistic features or in English language features. The following are the language features of the recount text:

Recount text focuses on a series of events that are interconnected with one larger event. For example, the experience during *Eid al-Fitr*, then we will tell, there were any incidents during the Eid.

The use of simple past tense and past continuous tense is very common. Of course, because in the recount text we recount past events. The use of "temporal sequencer" such as: before, after, when, while, until, during and so on. Simple past tense is used in most recounts, but present tense may be used to create immediacy-in a diary or journal, for example. Future tense is sometimes used in the conclusion of an imaginative or biographical recount

to predict what might happen in the future, for example, ‘This great tennis player will no doubt win many more tournaments’.²²

Subject-specific terms (larvae, topography) are used to record facts and events accurately. They also add authenticity and credibility to the tone of the writing. Then, specific descriptive words (adjectives) help the audience visualise or imagine events-‘The butterfly spread out its limp, wet wings to dry’, for example. In a factual recount or accident report, adjective provide necessary detail for an accurate recount. Next, a range of conjunctions (because, although, while) is used to link clauses within sentences. Then, time connectives (firstly, next, finally) are used to link separate event or paragraphs into a cohesive whole text.

e. Generic Structure of Recount Text

According to Kistono et.al the generic structure of recount text ia as follows:

Orientation: provides the setting and introduces the participants.

Events: tells what happened, in what sequance.

Re-orientation: optional – closure of events.²³

f. How to Teach recount Text

Teaching recount text to the students of Junior High Schools is similar in teaching writing to students in common. Students can choose the topic of the recount text from their personal experiences as the nature of recount is to tell stories of events. Through the use of Free writing, the process of teaching and learning writing recount texts can be developed since it allows students to experience writing their own pieces by going through the process of writing

²²S. Stubbs. *Targeting Text: Recount, Information, Report, Explanation*. Australia: Blake Education, 2000. 9

²³Andayani Kistono, E. T. Ismukoco, and Tupan. A.F.J. *The Bridge English Competence for SMP Grade VIII*. Surabaya: Yudhistira, 2007

such as planning, drafting, editing, and writing which has been depicted in the wheel process shown above.

8. Free Writing

Free writing is a powerful technique that helps one break through writing blocks. It's a tool used by even experienced writers when they find themselves unable to express ideas.²⁴

Free writing is the easiest way to get words on paper and the best all-around practice in writing that I know. To do a free writing exercise, simply for yourself to write without stop for ten minutes. Sometimes students will produce good writing, but that's not the goal. Sometimes students will produce good garbage, but that's not the goal either. Students may stay on one topic, students may flip repeatedly from one to another: it doesn't matter. Sometimes students will produce good records of their stream of consciousness, but often students can't keep up. Speed is not the goal, though sometimes the process increases students up. If students can't think anything to write, write about how that feels or repeat over and over "I have nothing to write" or "Nonsense" or "No." If students get stuck in the middle of a sentence or thought, just repeat the last words or phrase till something comes along. The only point is to keep writing.²⁵

9. The benefits of Free writing

Free writing makes writing easier by helping students with the root psychological or existential difficulty in writing; finding words in their head and putting them down on a blank piece of paper. The intention is to help to think, search, grow words in writing then summarize into paper arranged in sentence or paragraph

²⁴C. Stevens. *Terms Papers Step by Step: Planning, Research, and Writing*. Portland, Maine: J. Weston Walch, 1991. 17

²⁵Peter Elbow. *Writing with Power: Techniques for Mastering the Writing Process*. New York: Oxford University Press, Inc, 1998. 13

form. So much writing time and energy is spent *not* writing; wondering, worrying, crossing out, haping second, third, and fourth thoughts. And it's easy to get stopped even in the middle of a piece.²⁶

10. Steps of Free writing

The following are steps of free writing stated by Stevens.²⁷ At the top of a sheet of paper, write the of tour subject. (Example: *The Causes of American Revolution*). Set a timer for 10 minutes. Then, star writing-and keep writing-without taking your pencil off the paper. Donn't stop to correct or change anything. If you run out of ideas, *keep writing*: nonsense words (example: "blah, blah, blah"); phrases about the thoughts going trough your head (example: "This is never going to work"); even doodling. The important thing is not to stop. Within a short period of time, you'll find you have another idea to write. When the timer stop, review the ideas you have generated. You can choose to continue for another 10-minute period of writing. *Or* you may choose to write one of your new ideas on the topef another sheet of paper to use as the seed for another free writing period with a new focus.

Writing techniques that make students write whatever is on their minds, even though it doesn't make sense what they write is important that they keep writing. Because this is one way to help improve students' writing skills, this way can also be a useful medium for helping students begin writing.

C. Theoretical Framework

Free writing is the technique that we write continuously without stopping for a set period of time ang whatever come to our mind. So, we just keep writing and finish it. The important thing is do not taking off your pen from the paper. If you got stuck, just

²⁶Peter Elbow. *Writing with Power: Techniques for Mastering the Writing Process*. New York: Oxpord University Press. Inc, 1998. 14

²⁷C. Stevents. *Terms Papers Step by Step: Planning, Research, and Writing*. Portland, Maine: J. Weston Walch, 1991. 17

keep writing whatever on your mind even the nonsense words like “blah, blah, blah” or “ I don’t have anything to write”. This technique really helpful for the students in doing their writing activities. It will help the students who are difficult in some aspect such as word choice, error grammar, vocabulary, and developing idea.

Recount text is kind of text that tells about the events or activities that happen in the past time. It has orientation which is provides the settings and introduces the participants. In this part the writer write about what the topic, where the place, when it is happen and who are the characters. Events or series of events which is tell about how the activities happen. The last is re-orientation and it is the optional which is tells about the conclusion of the series of events that happen before. It usually calls the closure events.

In doing their writing activities, students will focus on the experiences that actually happen in their real past life, such as about the vacation, good and bad experience, unforgettable moment, washing shoes on sunday, visiting public place and the first day in school. In the process of arranging sentences become a recount paragraph they will helping by the free writing technique.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher applied pre-experimental with one group pre-test design. Therefore, the researcher chose one class as experimental class. The first test was pre-test and the second test was post-test. It designed to prove that free writing could develop skill in writing recount text of grade VIII student SMP Negeri 1 Dampal Selatan. The formula of one group Pre-test Post-test is as follows:²⁸

Pre-test	Treatment	Post-test
TI	X	T2

B. Population and Sample

1. Population

The population of this research will be the VIII grade students of SMP Negeri 1 Dampal Selatan. Best stated, "A population is any groups of individuals that have one or more characteristics that interest to the researcher."²⁹ The writer will take 5 class that consist 130 students for the total number, the number for each class is presented on the following table:

Table 1. Population Distribution

²⁸A. Donald. L.c. Jacobs. C. sorenson. and B.A. Walker. *Introduction to Reserach in Education*: USA: Wadsworth Cengage Learning, 2013. 3260

²⁹J.W. Best. *Research In Education*. New Jersey: Englewood Cliffs, 1981. 8

No	Classes	Students
1	VIII A	27
2	VIII B	25
3	VIII C	27
4	VIII D	26
5	VIII E	25
	Total	130

2. Sample

The above population based on, the researcher will take purposive sampling. Cohen, et al, mentioned that “ Purposive sampling is researchers hand plack the cases to be included in the sample on the basis of their judgment of their typicly”.³⁰

The resercher needed only class to teach for experimental, The sample of this rescach was chosen from the number of population. In choosing the sample researcher took the class that had low score in English subject at previous semester depended on the English teacher, The researcher took VIII B class with 25 numbers of students.

C. Research Variable

The researcher used two research variables in doing this research. The independent variable (X) was the application of free whiting, while the dependent variable (Y) was the students’ skill in writing recount text. The reason why the researcher stated that the use of free writing was the independent variable, because it applied to develop the students’ skill in writing recount text.

³⁰L. Cohen. L. Manion. and K. Marrison. *Research Method in Education*. USA and Canada: Routledgefalmer, 2005. 104

D. Research Instrument

In this research, researcher used a research instrument to assist the researcher in collecting data. The instrument used in this study was a test. Test were given twice; pre-test and post-test. The test was used to measure the skills of students.

E. Technique of Data Collection

1. Test

Researcher used the test as a tool or instrumen to collect data. There were two types of test, namely pre-test and post-test. The pre-test was given before the treatment while the post-test administered after treatment. The type of test was used to instruct students to write a recount text. The maximum score on the test was 100. Scores of students is classified into the following table.

Table 2. Classification of Score

Score	Classification
90-100	Excellent
72-89	Good
51-71	Fair
34-50	Poor

Djiwantoro³¹

The implementation of learning in the teaching and learning process has the criteria for scoring in doing a task that starts assessment of excellent, good, fair, and poor. To find out how the student gets his grades and scores, the teacher will share assignments with students. Examples of tasks such as: "write a short story they experienced that day". After students finish working on a given task, the teacher can

³¹S. Djiwantoro. *Tes Bahasa: Pengangan Bagi Pengajar Bahasa*. Jakarta: PT. Indeks, 2008.

check the work and give an assessment, For example: Example classification score of students who get grades:

Table 3. Scoring Rubrics

Elements	Point	Score
Grammar	1. Error in grammar are frequent but writer can be understood by native writer	1 – 6
	2. Many problems like in verb forms errors in basic structures	7 – 12
	3. Good enough; writer understand enough	13 – 18
	4. Good; two fewer grammatical errors	19 – 24
	5. Very good; use appropriate and new words	25 – 30
Organization	1. The paragraph ends with an appropriate concluding sentence.	1 – 5
	2. Uses paragraph to organize writing showing an identifiable structure. May be short sections.	6 – 10
	3. The paragraph begins with a topic sentence that has both a topic and a controlling idea.	11 – 15
	4. The paragraph contains several specific and factual supporting sentences that explain or prove the topic sentence, including at last one example.	16 – 20
	5. Paragraphs are well organized, based on themes and provides a cohesive text for the reader.	21 – 25
Vocabulary	1. Very little vocabulary repeated.	1 – 5
	2. No enough vocabulary or incorrect use.	6 – 10
	3. Good enough; rarely have to look for a word.	11 – 15
	4. Good appropriate vocabulary and response.	16 – 20
	5. Demonstrates use of we E-chosen vivid and powerful vocabulary to create effect (e.g. verb, adjective, and adverb).	21 – 25

Mechanic	1. It is dominated by error of spelling, punctuation, and capitalization.	1 – 4
	2. There is a period after every sentence .	5 – 8
	3. Capital letters are used correctly.	9 – 12
	4. The spelling is correct.	13 – 16
	5. Very good; capital letters, punctuation, spelling are used correctly.	17 – 20

Adapted from Longman Academic Writing Series by Oshima and Hogue.³²

a. Pre-test

The pre-test will be given before the researcher does the treatment to the students. It intends to measure the students' writing skill. Therefore, the result of this pre-test will provide information about students' skill in writing recount text by using free writing technique.

b. Treatment

After conducting pre-test, the researcher gave the treatment to the experimental. The treatment was done for six until eight meetings. The researcher applied the technique of free writing in teaching recount text in experimental class. The teaching outline in the experimental class

Table 4. The Teaching Outline of Experimental Class

³²A. Oshima, and A. Hogue. *Introduction to Academic Writing United State of America* Prentice Hall, 2007

Meeting	Topics	Activities	
		Teacher	Students
1 st meeting	My vacation	<ol style="list-style-type: none"> 1. The teacher explains function, generic structure, and example of recount text. 2. The teacher helps students to translate the example of recount text. 3. The teacher gives assistance and guidance as required. 	<ol style="list-style-type: none"> 1. Pay attention the teacher's explanation. 2. Translate the example of recount text with the teacher help. 3. Make a recount text based on some questions from the teacher.
2 nd meeting	My bad experience	<ol style="list-style-type: none"> 1. The teacher explains function, generic structure, and example of recount text. 2. The teacher helps students to translate the example of recount text. 3. The teacher provides opportunities for students to ask 	<ol style="list-style-type: none"> 1. Pay attention to the teacher's explanation. 2. Translate the example of recount text with the teacher help. 3. students understand the learning.

Meeting	Topics	Activities	
		Teacher	Students
		questions related to the learning	
3 rd meeting	My unforgettable trip	<ol style="list-style-type: none"> 1. The teacher explain and helps students to find problem and explains the function of learning. 2. The teacher helps students arrange word in paragraph form and give some explanation about text recounts. 3. the teacher gives example and rule in writing. 4. The teacher Provides assistance and guidance as well as need. 	<ol style="list-style-type: none"> 1. Pay attention to explanations from the teacher and respond to the usefulness of studying recount texts. 2. Pay attention to the explanation of the recount text, and make the recount text in paragraph form. 3. Pay attention to examples and follow the rules in writing.
4 th meeting	Washing shoes on Sundays	<ol style="list-style-type: none"> 1. The teacher reminds students of things that need to be 	<ol style="list-style-type: none"> 1. Pay attention to the rules in writing.

Meeting	Topics	Activities	
		Teacher	Students
		<p>considered in writing.</p> <p>2. Before continuing the learning, the teacher asks the student's problem in the lesson</p> <p>3. The teacher guides students in learning.</p>	<p>2. Solve problems together.</p> <p>3. Students do the task in an orderly manner</p>
5 th meeting	Visiting public place	<p>1. The teacher asks questions about what is learned.</p> <p>2. The teacher explains briefly about what is learned.</p> <p>3. The teacher helps students interpret words.</p>	<p>1. Students listen to questions from the teacher.</p> <p>2. Students listen to the teacher's explanation about the recount text.</p> <p>3. Students translate with the teacher.</p>
6 th meeting	First day in junior high school	<p>1. The teacher explains briefly about the material based on the title and relates to recount text</p>	<p>1. Students pay attention to the explanation from the teacher.</p>

Meeting	Topics	Activities	
		Teacher	Students
		<p>through free writing.</p> <p>2. The teacher repeats what was learned before entering the test.</p> <p>3. The teacher gives examples or models of questions that will be repeated later.</p>	<p>2. Students pay attention and note important parts of the explanation.</p> <p>3. Students pay close attention while training themselves</p>

c. Post-test

After conducting, post-test will be given. The purpose of the test is to measure exactly students' skill in writing recount text as the independent variable. In addition, post-test will be given in order to know whether the technique in the treatment is effective or not. The post-test will be different from the pre-test, however it is the same level of difficulties

F. Technique of Data Analysis

After doing the treatment, the result of test will be evaluated. The result of students' score in pre-test and post-test will be analyzed statistically.

To analyze the gained data, at first the researcher will compute the individual score by applying formula design by Arikunto as follows.³³

³³S. Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktis*. Jakarta: Bina Rupa Aksara, 1983. 240

$$\Sigma = \frac{x}{n} \times 100$$

Where Σ = standard score
 X = obtained score
 n = maximum score

The researcher will compute the students' mean score by using formula as proposed by Arikunto.³⁴

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

Where M = Mean score
 ΣX = Total number of value
 N = Number of subjects.

In addition, the mean deviation will compute by using the formula proposed by Arikunto³⁵, as follows:

$$d = \frac{\Sigma_{\text{post-test}} - \Sigma_{\text{pre-test}}}{N}$$

Where: d = The deviation value of pre-test post-test
 $\Sigma_{\text{post-test}}$ = The number of post-test students
 $\Sigma_{\text{pre-test}}$ = The number of pre-test students

³⁴S. Arikunto. *Prosedur Penelitian: Suatu pendekatan Praktis*. Jakarta: Bina Rupa Aksara, 1989. 157

³⁵S. Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktis*. Jakarta: PT. Rineka Cipta, 2006. 307

N = Subject on the sample

Then, to know whether the treatment have the positive effect or not, the researcher will analyz the effectiveness of the treatment by using the formula suggested by Arikunto³⁶ as follows:

$$t = \frac{d}{\sqrt{\frac{\sum x^2 d - \frac{(\sum d)^2}{N}}{N(N-1)}}$$

Where: t = The value of t-counted

d = The deviation value of Pre-test-Post-test

$\sum x^2 d$ = The sum of square deviation

$\sum d^2$ = The sum of the deviations of each subject

N = Number of the subjects

1 = constant number

³⁶S. Arikunto. *Prosedur Penelitian: Suatu pendekatan Praktis*. Jakarta: Bina Rupa Aksara, 1989. 249

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

In this chapter the researcher presents the test result of as the main instrument. This has two kind of results. They are Pre-test and Post-test. The first Pre-test used to measure the students' abilities before the treatment. The second test is the Post-test which is used to measure students' abilities after the treatment given to them. Then, the researcher will analyze the results of their test. This to find out how significant the development of students' skill in writing recount text is significant.

The following is a presentation of the result Pre-test and Post-test. According to Purwanto, if the students gets a raw score of 60, it means that he or she gets 60 points out of 100 points. Then the writer divide the raw score with the maximum score and time of 100.³⁷ The example of a formula is as follows:

$$\left(\frac{60}{100} \times 100\right)$$

60 = The score of the students

100 = The percentage

100 = The scoring rating from 30 (grammar), 25 (organization), 25 (vocabulary), and 20 (mechanic)

Based on the formula above, student get a score of 60. To find out the first test data, the following table presents the score of the pre-test.

1. The Classification of student's Pre-test Scores

Table 5. The Pre-test Score of VIII B

³⁷Purwanto. *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Pelajar, 2009

No	Student (initial name)	Pre-Test Experiment					
		Grm	Org	Vcb	Mch	Total	Grade
1	AJ	17	19	15	10	61	61
2	JGS	20	18	19	15	72	72
3	AAF	19	19	22	16	76	76
4	MRF	18	19	15	13	65	65
5	MAP	20	19	12	13	64	64
6	US	21	19	19	15	74	74
7	USR	20	20	15	13	68	68
8	RAR	18	20	18	15	71	71
9	RIJ	22	19	14	15	70	70
10	MR	18	17	14	12	61	61
11	MRD	17	17	15	14	63	63
12	MAZ	19	20	14	12	65	65
13	FR	23	21	19	15	78	78
14	FCY	22	20	18	16	76	76
15	HW	21	18	17	15	71	71
16	HF	19	19	21	18	77	77
17	HH	20	21	17	15	73	73
18	RM	18	17	20	15	70	70

19	DY	19	19	16	12	66	66
20	UH	20	18	12	11	61	61
21	LR	18	17	15	15	65	65
22	RSM	22	21	19	16	78	78
23	PY	23	20	19	18	80	80
24	NH	19	20	20	18	77	77
25	MRA	18	17	15	11	61	61
Total		491	474	420	258	1.743	1.743

Note: Grm= Grammar, Org= Organization, Vcb= Vocabulary, Mch= Mechanic

The writer found that the highest score of the student was 80 and the lowest score was 61. After that, the writer analyzed the total score of the data and computed the mean score by using the formula below:

$$\begin{aligned}
 M &= \frac{\Sigma x}{N} \\
 &= \frac{1.734}{25} \\
 &= 69,72
 \end{aligned}$$

Based on the results of the formula above, the writer concluded that the mean score of the students was 69,72.

2. The Classification of student's Post-test Scores in Experiment

The following is a table of students' Post-test result given after the treatment.

Table 6. The post-test Score

No	Student (initial name)	Post-test Experiment					
		Grm	Org	Vcb	Mch	Total	Score
1	AJ	25	24	20	15	84	84
2	JGS	25	23	24	18	90	90
3	AAF	23	24	19	17	83	83
4	MRF	24	23	20	16	83	83
5	MAP	25	23	17	18	83	83
6	US	24	22	20	19	85	85
7	USR	23	21	19	17	80	80
8	RAR	24	23	20	15	82	82
9	RIJ	24	22	17	14	77	77
10	MR	23	20	18	14	75	75
11	MRD	23	21	19	18	81	81
12	MAZ	24	22	16	16	78	78
13	FR	26	24	22	17	89	89
14	FCY	25	23	21	18	87	87
15	HW	25	22	20	17	84	84
16	HF	23	22	20	18	83	83
17	HH	24	22	19	16	81	81
18	RM	22	21	20	17	80	80

19	DY	23	21	19	16	79	79
20	UH	23	22	18	15	78	78
21	LR	22	20	16	14	72	72
22	RSM	25	23	20	18	86	86
23	PY	26	23	21	19	89	89
24	NH	23	20	19	19	81	81
25	MRA	22	20	16	15	73	73
Total		596	551	480	416	2.043	2.043

Note: Grm= Grammar, Org= Organization, Vcb= Vocabulary, Mch= Mechanic

Based on the result of the Post-test above the highest score is 90 and the lowest score is 72. Then, the following is formula to find out the mean score of the students.

$$M = \frac{\sum x}{N}$$

$$= \frac{2043}{25} = 81,72$$

The mean score of the students' Post-test was 81,72.

From the explanation above, it can be seen the differences students' skill in writing recount text from Pre-test to Post-test. The mean score of the students in Pre-test and Post-test different. The score on Post-test 81,72 is higher than the score on Pre-test 69,72. this shows that this treatment influence the development of students' in writing recount text.

After counting the result of the students' development after the treatment, the writer decided to show the distribution of students' scores on Pre-test and Post-test.

The following is the counting deviation of Post-test and Pre-test were carried out by the writer to obtain computational results.

3. The mean score and standard Deviation

The following table is a presentation of the result after getting the mean score of Pre-test and Post-test. The writer also counted the mean deviation and square deviation.

Table 7. Deviation of the Pre-test and Post-test

No	Student (initial name)	Pre-test (x ₁)	Post-test (x ₂)	Deviation $\Sigma d^2=(x_2-x_1)$	$\Sigma x^2d =d^2$
1	AJ	61	84	23	529
2	JGS	72	90	18	324
3	AAF	76	83	7	49
4	MRF	65	83	18	324
5	MAP	64	83	19	361
6	US	74	85	11	121
7	USR	68	80	12	144
8	RAR	71	82	11	121
9	RIJ	70	77	7	49
10	MR	61	75	14	196
11	MRD	63	81	18	324
12	MAZ	65	78	13	169
13	FR	78	89	11	121

14	FCY	76	87	11	121
15	HW	71	84	13	169
16	HF	77	83	6	36
17	HH	73	81	8	64
18	RM	70	80	10	100
19	DY	66	79	13	169
20	UH	61	78	17	289
21	LR	65	72	7	49
22	RSM	78	86	8	64
23	PY	80	89	9	81
24	NH	77	81	4	16
25	MRA	61	73	12	144
	Total	1.743	2043	300	4.134

After showing the deviation score of Pre-test and Post-test the writer counted the mean deviation of the students' score in the formula below:

$$d = \frac{\sum \text{post-test} - \sum \text{pre-test}}{N}$$

$$= \frac{2043 - 1743}{25}$$

$$= \frac{300}{25}$$

$$d = 12$$

Then, the writer analyzed the data statistically to find out the significant difference between of Pre-test and Post-test using the t-test as the formula below:

1. T.test

$$t = \frac{d}{\sqrt{\frac{\sum x^2 d - \frac{(\sum d)^2}{N}}{N(N-1)}}$$

$$t = \frac{12}{\sqrt{\frac{4134 - \frac{(300)^2}{25}}{25(25-1)}}$$

$$t = \frac{12}{\sqrt{\frac{4134 - \frac{90000}{25}}{25(24)}}$$

$$t = \frac{12}{\sqrt{\frac{4134 - 3600}{600}}$$

$$t = \frac{12}{\sqrt{\frac{534}{600}}}$$

$$t = \frac{12}{\sqrt{0,89}}$$

$$t = \frac{12}{0,94}$$

$$t_{hitung} = 12,76$$

2. T-table

For level of significance (D) = 10.6961

Degree of freedom (dk) = N-1 = 24

t-Table = 2.06390

Table 8. Distribution of t-table

α untuk uji satu pihak (<i>one tail test</i>)							
	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Dk	α untuk uji satu pihak (<i>two tail test</i>)						
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.2153
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615

17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019

Table 8. Distribution Value of the t-test and the t-table

Variable	t-test Value	t-table Value
Post-test	12.76	2.06390

The t-table above shows that the t-test value was higher than the t-table value. The result of the test shows that there was significant different between the t-table and the test (2.06390 – 12.76), It means that t-table was smaller than t-test. The result of the t-test statistical analysis shows that there was significant different between the experimental class. The statement was proved by the t-test value (12.76) which higher than the t-table value (2.06390), at the level of significance 10.6961 and the degree of freedom $N - 1 = 24$.

B. Discussion

The researcher did the process of learning in the classroom. As a teacher, the researcher use three steps of teaching activities related to lesson plan. The introduction, main activity and closing. The first, researcher introduce himself to the students and

explained the purpose to teach in the class. Researcher give some questions to the students related to the topic to interest their attention. The researcher began the class by explain the topic about recount text to warm attention and focus on the recount text.

The researcher teach in one class as an experimental class deal with the research method used pre-experimental research with one group Pre-test Post-test. At the first meeting, the researcher give the students pre-test to determine the students' ability in writing recount text before the treatment. By applying the criteria success is 70, the result of pre-test showed that there many students made mistakes. The mean score of this pre-test is 69,72. Only two students who passed the test. It means that they are still fall behind in mastery of writing skill. Based on this problem the researcher initiative took the initiative to provide treatment to them.

Then, the researcher conducted treatment for six until eighth meetings. First, the researcher explained about free writing technique, the definition and the process of applying this technique. The researcher also reminded the students about the material of writing recount text, the definition, the organization and the language features or generic structure of the recount text. Most of the students did not know about recount tent even the generic structure. After explained the material, the researcher ask the students to write recount text using free writing technique.

Unfortunately, in doing their writing, some of the students had difficulties and could not develop paragraphs because they were still confused using this technique. They did not know to put words into good sentences and those sentences become a good paragraph. They did not know how to use good grammar, vocabulary and words choice.

The next meeting, the researcher gave the same treatment so that they were accustomed to practicing writing skill of recount text. The students looked interest and enjoy the learning process. They are interest in writing about their own activity that

happen in their true past lives. The free writing technique also help them from the stuck of writing. Step by step they can compose the paragraph. The researcher did this treatment until the last meeting. An the last meeting, students had progress their skill in writing recount text.

The last, after the sequence of treatment the researcher conducted the post-test. The researcher want to know the development skill of the students after given the treatment. Then, the result of the post-test showed that there was a significant development of the students after the treatment. The mean score in post-test is 81,72. This score is better than the mean score in pre-test. There ere 23 students achieved \geq 75 and only two student who did not passed.

Free writing has been also applied by some previous studies. In relation to this research, Ferial stated that the use of free writing technique can develop students' ability in mastering the English punctuation to the eighth grade students of SMP Negeri 2 Palu.³⁸ Purnama, her research's title is "Improving grade 8C students' recount text writing achievement using webbing technique at SMPN 7 Jember".³⁹ This technique is effective not only to develop skill in general as stated by Miskawati. But also to develop skill which more specific writing recount text grade VIII students of SMP Negeri 1 Dampal Selatan as a current research.

From the elaboration above and the previous studies above, there has been a development skill in writing recount text by using free writing technique. This was evidenced by the result of the students' score in post-test. There is a significant

³⁸Ferial. Teaching English Punctuation to the Eight Grade Students of SMP Negeri 2 Palu though Free Writing. Palu: Universitas Tadulako (Unpublished Skripsi), 2013

³⁹Eka Widya Purnama. Improving Grade 8C Students' Recount Text Writing Achievement Using Webbing Technique at SMPN 7 Jember: Universitas Jember (Unpublished Skripsi), 2012

²Ferial. Teaching English Punctuation to the Eight Grade Students of SMP Negeri 2 Palu though Free Writing. Palu: Universitas Tadulako (Unpublished Skripsi), 2013

³Eka Widya Purnama. Improving Grade 8C Students' Recount Text Writing Achievement Using Webbing Technique at SMPN 7 Jember. Universitas Jember (Unpublished Skripsi), 2012

difference between pre-test and post-test. The students mean score of post-test is 81,72. It means the application of free writing is proved to be able develop skill in writing recount text of the students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research, the researcher concludes that after the treatment given, it shows that there is a significant score improvement in the free writing technique for recount text. This can be seen from the result of their post-test. Based on the result of the data presented above, it shows that the use of the free writing technique can improve the writing skill of the VIII grade students' of SMP Negeri 1 Dampal Selatan. It was show based on the result of the t-counted was 12.76, while the t-table was 2.06390 lower than the t-counted.

B. Suggestion

In favor of increase the English teaching quality, the researcher would like to give so suggestions:

1. The students should learn more about English vocabulary, particularly in the use of free writing technique.
2. Teacher should improve their method in the learning process of the class such as using free writing technique for recount text.
3. Further researcher who get the some research should use this research as the guidance to develop their research Section Break (Next Page).....

APPENDICES

OBSERVATION CHECKLIST

Teacher : Masnawar, S.pd

Researcher : Jusriani

Data observation : Monday, januari 6th 2020

Time observation : 09.45 Am

No	Activities	Yes	No
1	The teacher introduce the topic before start teaching		✓
2	The teacher always uses English in teaching writing		✓
3	The teacher use Indonesian language and English to explain the subject	✓	
4	The teacher make a group of students in writing activities		✓
5	The teacher gives an explanation the material until finish	✓	

PRE-TEST AND POST-TEST

Look at the picture and do the instruction



River fishing

When I had nothing else to do on Sundays, my dad took me out fishing with him on the river on Sunday mornings with him. The river stretches across our garden. We had breakfast first at home and then left very early on a motorbike.

When we got to our garden, my father parked the motorbike under the cottage. He asked me to gather some dry wood and grass or dry leaves. When I had gathered enough wood and dry leaves, my father just burned in the middle of the stove. He said that the smoke from the fire would scare some dangerous animals like wild boar into the hut so it would make us safer.

After clearing some of the weeds around the hut, my father gave me a hoe and asked me to search the earth for worms. When I had enough worms, I took them to my father and we went straight to the river. We cut the worms on the hook as bait for fishing. As a novice angler, I couldn't worm the hook properly, and it looked as if I was about to fall off the hook, but my dad said it was okay. I threw the hook into the river and waited for the bait fish, but nothing happened after a while. When I was almost tired of seeing

a big shrimp walking slowly in the water. I placed the hook slowly in front of the shrimp's face and moved it up and down so that the worms appeared alive. I never thought it would happen but suddenly the shrimp moved and grabbed the worm in my hook. I lifted the hook slowly and the shrimp was still there hanging so tightly on the worm that I put it on the ground and caught it immediately with my two hands. My father was very surprised to see that. Before we went home, we cooked the prawns in the hut and ate them together.

Pre-test

Please write down the recount text of your experience about the picture into simple paragraph in the blank of paper!

Post-test

Based on what is written, please write down the recount text of your experience about the title ENJOY THE WEEKEND into simple paragraph in the blank paper!

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

KURIKULUM 2013

School	: SMP Negeri 1 Dampal Selatan
Subject	: English
Class/Semester	: VIII/I
Meeting	: 1
Time Allocation	: 2 x 40 minutes

Kompetensi Inti

- KI. 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI. 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3 : Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI.4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2	2.2 Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat kesalahan 2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri 2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa ditingatkan orang lain
3	3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian dan peristiwa sederhana, sesuai dengan konteks penggunaan	3.2.1 Menentukan tujuan komunikatif teks 3.2.2 Mengidentifikasi struktur teks 3.2.3 Mengidentifikasi unsure kebahasaan teks
4	4.2 Menyusun teks recount lisan dan tulis tentang kegiatan, kejadian dan peristiwa, dengan memperhatikan	4.2.1 Menyusun teks recount tentang pengalaman dengan struktur

	fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks	teks dan unsure kebahasaan yang benar 4.2.2 Menyampaikan teks recount secara lisan tentang pengalaman dengan structure teks dan unsure kebahasaan yang benar
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C. Tujuan Pembelajaran

After joining the teaching learning process, students are able

1. To identify the definition of recount text
2. To identify the generic structure of recount text
3. To identify the language feature of recount text
4. To identify the suitable generic structure with the paragraph given
5. To identify the structure of simple paragraph (topic sentence, supporting sentences, and concluding sentence) in kinds of recount text.

D. Materi Pembelajaran

Recount text is one of the kinds of text in English that retell about events or experiences in the past. It purposes to inform or entertain the readers.

1. Orientation : Menyebutkan tindakan/ peristiwa/ kejadian secara umum
2. Event : Menyebutkan urutan tindakan/ kejadian/ peristiwa secara kronologis, dan runtut
3. Re-orientation : jika perlu, ada kesimpulan umum.

Contoh recount text: Vacation

Holiday to the Zoo

On last Sunday, I went to the zoo with my parents. (**Orientation**)

I went by car because the distance from my house is very far. When I arrived, I could not wait to get into the zoo. Father bought tickets for us. Without tickets we cannot enter. In the zoo there are many types of animals that I have never seen before. When I got in, I saw a dolphin show. I got the front seat. But my clothes were wet because of the attraction of the dolphin. When I see other animals, I went to feed them. But we can not feed animals in the zoo. (**Events**)

I arrived at home around 9 PM. I can't wait to sleep because I'm tired. But I'm very happy because I can see many animals in the zoo. It was great experience. (**Re-Orientation**)

E. Metode Pembelajaran

1. Grammar Translation

F. Media dan Sumber Pembelajaran

1. Media

Laptop and material script

2. Sumber Pembelajaran

Book SMP

G. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan 10'	
Salam tegur sapa	
Guru	Siswa
1. Guru member salam (<i>greeting</i>).	1. Siswa menjawab salam.

2. Guru memeriksa kehadiran siswa.	2. Siswa mendengarkan saat guru memeriksa daftar kehadiran.
3. Guru memberi apersepsi dan motivasi.	3. Siswa mendengarkan/ mengikuti kegiatan untuk motivasi.
4. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.	4. Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya.
5. Guru menyampaikan tujuan pembelajaran.	5. Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran.
6. Guru menyampaikan cakupan materi dan uraian kegiatan.	6. Siswa mendengarkan penyampaian guru tentang cakupan materi dan uraian kegiatan.
Kegiatan Inti 60'	
Observing	
Guru	Siswa
1. Guru memberikan/ menyediakan topic tentang recount text.	1. Siswa mengidentifikasi topic tentang recount text.
2. Guru menjelaskan tentang fungsi social, struktur teks, maupun format penulisan text recount.	2. Siswa memperhatikan tentang fungsi social, struktur teks, maupun format penulisan recount text.
Questioning	
Guru	Siswa

1. Guru menyediakan berbagai contoh recount text yang berbeda untuk ditebaksiswa dengan menyampaikan pertanyaan.	1. Siswa mengamati berbagai contoh recount text yang diberikan dan berfikir kritis.
Exploring	
Guru	Siswa
1. Guru memberikan recount text yang berbeda. 2. Guru menyuruh siswa menemukan topic lain simple recount text. 3. Guru menjelaskan sruktur tentang recount text.	1. Siswa menerima text recount yang diberika pada guru. 2. Siswa mencoba menemukan topic lain simple recount text. 3. Siswa menyimak penjelasan guru tentang recount text.
Associating	
Guru	Siswa
1. Guru menyuruh siswa untuk membuat simple paragraph.	1. Siswa membuat simple paragraph
Communicating	
Guru	Siswa
1. Guru mempersiapkan topic untuk dipilih oleh siswa. 2. Guru menyuruh siswa untuk menyusun recount text berdasarkan tema yang dipilih.	1. Siswa memilih tema yang diberikan oleh guru. 2. Siswa menyusun recount text dengan tema yang telah dipilih.

3. Guru mengoreksi recount text yang dihasilkan siswa.	3. Siswa menyimpulkan hasil recount text kepada guru.
Penutup 10'	
Refleksi	
Guru	Siswa
1. Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari.	1. Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyampaikan hal-hal yang telah dipelajari.
2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.	2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Guru mengucapkan salam perpisahan.	3. Siswa menjawab salam perpisahan.

Teacher

Jusriani
15.1.16.0026

RENCANA PELAKSANAAN PEMBELAJARAN

KURIKULUM 2013

School : SMP Negeri 1 Dampal Selatan

Subject : English

Class/Semester : VIII/I

Meeting : 2

Time Allocation : 2 x 40 minutes

Kompetensi Inti

KI. 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2	2.2 Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat kesalahan 2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri 2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa ditingatkan orang lain
3	3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian dan peristiwa sederhana, sesuai dengan konteks penggunaan	3.2.1 Menentukan tujuan komunikatif teks 3.2.2 Mengidentifikasi struktur teks 3.2.3 Mengidentifikasi unsure kebahasaan teks
4	4.2 Menyusun teks recount lisan dan tulis tentang kegiatan, kejadian dan peristiwa, dengan memperhatikan	4.2.1 Menyusun teks recount tentang pengalaman dengan struktur

	fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks	teks dan unsure kebahasaan yang benar 4.2.2 Menyampaikan teks recount secara lisan tentang pengalaman dengan structure teks dan unsure kebahasaan yang benar
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C. Tujuan Pembelajaran

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2. Event : Menyebutkan urutan tindakan/ kejadian/ peristiwa secara kronologis, dan runtut
3. Re-orientation : jika perlu, ada kesimpulan umum.

Contoh recount text: My Bad Experience

My Bad Experience

One day I made a cake with my friend, this cake if people think it's very easy to make, I also think it's like that because I think this cake is very easy to make and not too many ingredients, after we want to start making one by one the ingredients are mixed in. dough and start making in the development process. After it's finished mixing, we waited for a few minutes and it started to expand, so we started to print little by little until finally it was finished printing.

Then, after that we fried little by little, after something was cooked we tasted it, after trying it, the cake turned out like this, it's not like what mom usually makes. The ingredients are the same as all that you usually use at home. After frying the cake again, it was still like that, it still tasted the same and the cake was hard and finally we decided to stop frying and we threw away the rest. I didn't mention the name of the cake because I forgot the name of the cake. After that, Mom came home from Grandma's house then I asked if I finished making the cake, how come the cake was like this, Mama said there must be ingredients that were not included here. I mentioned the ingredients I used, then Mom said to use butter if you don't have it. It turned out that he was the cause, whereas I only used water to mix.

Orientation : paragraf pertama baris pertama

Event : paragraf kedua sampai baris ketida dari bawah

Re-orientation : Paragraf kedua baris ketiga dari bawah

E. Metode Pembelajaran

1. Grammar Translation

F. Media dan Sumber Pembelajaran

1. Media

Laptop and material script

2. Sumber Pembelajaran

Book SMP

G. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan 10'	
Salam tegur sapa	
Guru	Siswa
1. Guru member salam (<i>greeting</i>).	1. Siswa menjawab salam.
2. Guru memeriksa kehadiran siswa.	2. Siswa mendengarkan saat guru memeriksa daftar kehadiran.
3. Guru memberi apersepsi dan motivasi.	3. Siswa mendengarkan/ mengikuti kegiatan untuk motivasi.
4. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.	4. Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya.
5. Guru menyampaikan tujuan pembelajaran.	5. Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran.
6. Guru menyampaikan cakupan materi dan uraian kegiatan.	6. Siswa mendengarkan penyampaian guru tentang cakupan materi dan uraian kegiatan.
Kegiatan Inti 60'	
Observing	
Guru	Siswa
1. Guru memberikan/ menyediakan topic tentang recount text.	1. Siswa mengidentifikasi topic tentang recount text.

2. Guru menjelaskan tentang fungsi social, struktur teks, maupun format penulisan text recount.	2. Siswa memperhatikan tentang fungsi social, struktur teks, maupun format penulisan recount text.
Questioning	
Guru	Siswa
1. Guru menyediakan berbagai contoh recount text yang berbeda untuk ditebaksiswa dengan menyampaikan pertanyaan.	1. Siswa mengamati berbagai contoh recount text yang diberikan dan berfikir kritis.
Exploring	
Guru	Siswa
1. Guru memberikan recount text yang berbeda. 2. Guru menyuruh siswa menemukan topic lain simple recount text. 3. Guru menjelaskan sruktur tentang recount text.	1. Siswa menerima text recount yang diberika pada guru. 2. Siswa mencoba menemukan topic lain simple recount text. 3. Siswa menyimak penjelasan guru tentang recount text.
Associating	
Guru	Siswa
1. Guru menyuruh siswa untuk membuat simple paragraph.	1. Siswa membuat simple paragraph
Communicating	
Guru	Siswa

1. Guru mempersiapkan topic untuk dipilih oleh siswa.	1. Siswa memilih tema yang diberikan oleh guru.
2. Guru menyuruh siswa untuk menyusun recount text berdasarkan tema yang dipilih.	2. Siswa menyusun recount text dengan tema yang telah dipilih.
3. Guru mengoreksi recount text yang dihasilkan siswa.	3. Siswa menyimpulkan hasil recount text kepada guru.
Penutup 10'	
Refleksi	
Guru	Siswa
1. Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari.	1. Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyampaikan hal-hal yang telah dipelajari.
2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.	2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Guru mengucapkan salam perpisahan.	3. Siswa menjawab salam perpisahan.

Teacher

**Jusriani
15.1.16.0026**

**RENCANA PELAKSANAAN PEMBELAJARAN
KURIKULUM 2013**

School : SMP Negeri 1 Dampal Selatan
Subject : English
Class/Semester : VIII/I
Meeting : 3
Time Allocation : 2 x 40 minutes

Kompetensi Inti

- KI.1 :Menghargai dan menghayati ajaran agama yang dianutnya
- KI.2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangka pergaulan dan keberadaannya
- KI.3 :Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI.4 :Mengolah, menyaji, dan menalar dalam rana konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris

2	2.2 Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1 Bertanggung jawab atas tindak ananggotanya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat kesalahan 2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri 2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa di ingatkan orang lain
3	3.2 Menganalisis fungsisosial, struktur teks, dan unsure kebahasaan dari teks recount tentang pengalaman, kejadian dan peristiwa sederhana, sesuai dengan konteks penggunaan	3.2.1 Menentukan tujuan komunikatif teks 3.2.2 Mengidentifikasi struktur teks 3.2.3 Mengidentifikasi unsure kebahasaan teks
4	4.2 Menyusun teks recount lisan dan tulis tentang kegiatan, kejadian dan peristiwa, dengan memperhatikan fungsisosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks	4.2.1 Menyusun teks recount tentang pengalaman dengan struktur teks dan unsure kebahasaan yang benar 4.2.2 Menyampaikan teks recount secara lisan tentang pengalaman dengan structure teks dan unsure kebahasaan yang benar

C. Tujuan Pembelajaran

After joining the teaching learning process, students are able

1. To identify the definition of recount text
2. To identify the generic structure of recount text
3. To identify the language feature of recount text

4. To identify the suitable generic structure with the paragraph given
5. To identify the structure of simple paragraph (topic sentence, supporting sentences, and concluding sentence) in kinds of recount text.

D. Materi Pembelajaran

Recount text is one of the kinds of text in English that retell about events or experiences in the past. It purposes to inform or entertain the readers.

1. Orientation :Menyebutkan tindakan/ peristiwa/ kejadian secara umum
2. Event :Menyebutkan urutan tindakan/ kejadian/ peristiwa secara kronologis, dan runtut
3. Re-orientation :jika perlu, ada kesimpulan umum.

Contoh recount text: My Unforgettable Trip

VISIT GRANDMA'S HOUSE

One day during school holidays, I went to spend my holiday with my friends at my grandmother's house, the trip to Grandma's house could take 2 hours, but this time I went through this trip for almost 4 hours, because when we started driving it was only a few minutes after leaving we were caught in the rain on the road so we decided to take shelter. Not long after the rain subsided, we continued our journey. After we continued driving, one of my friend's motorbikes slipped in a slippery clay road, but fortunately my friend didn't bother. **(Orientation)**

After going through the trip. My friend asked, do we still keep our journey there? Then I answered: it won't be long but there is still a coastline that we must go through or we take a boat to cross to Grandma's house. But my friend didn't want to take a boat so we took a motorbike on the shore. Not long after our complicated journey, we finally arrived at Grandma's house. After arriving there we chatted, my friend said he said he didn't want to come here anymore. The way into Grandma's house was very difficult. We vacationed at grandma's house because we wanted to go fishing and visit grandmother, but we couldn't fish because the waves were big, we were forbidden to go fishing because of our diversity, said Grandpa. **(Events)**

So, a lot of our vacation was wasted because it was not according to our plans to go on vacation, my friend thought our vacation there might be fun because it could be fun because I could fish because my garden was fishing, but after arriving and staying a few days he was very bored because what was planned was not suitable . After we stayed a few days at our grandmother's house we finally decided to go home because

the day after tomorrow we wanted to go to school. Already through a complicated journey, plans don't fit. This is a ridiculous experience. **(Re-Orientation)**

E. Metode Pembelajaran

1. Grammar Translation

F. Media dan Sumber Pembelajaran

1. Media
Laptop and material script
2. Sumber Pembelajaran
Book SMP

G. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan 10'	
Salam tegur sapa	
Guru	Siswa
1. Guru member salam (<i>greeting</i>).	1. Siswa menjawab salam.
2. Guru memeriksa kehadiran siswa.	2. Siswa mendengarkan saat guru memeriksa daftar kehadiran.
3. Guru member apersepsi dan motivasi.	3. Siswa mendengarkan/ mengikuti kegiatan untuk motivasi.
4. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.	4. Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya.
5. Guru menyampaikan tujuan pembelajaran.	5. Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran.
6. Guru menyampaikan cakupan materi dan uraian kegiatan.	6. Siswa mendengarkan penyampaian guru tentang cakupan materi dan uraian kegiatan.

Kegiatan Inti 60'	
Observing	
Guru	Siswa
1. Guru memberikan/ menyediakan topic tentang recount text. 2. Guru menjelaskan tentang fungsi social, struktur teks, maupun format penulisan text recount.	1. Siswa mengidentifikasi topic tentang recount text. 2. Siswa memperhatikan tentang fungsi social, struktur teks, maupun format penulisan recount text.
Questioning	
Guru	Siswa
1. Guru menyediakan berbagai contoh recount text yang berbeda untuk ditebak siswa dengan menyampaikan pertanyaan.	1. Siswa mengamati berbagai contoh recount text yang diberikan dan berfikir kritis.
Exploring	
Guru	Siswa
1. Guru memberikan recount text yang berbeda. 2. Guru menyuruh siswa menemukan topic lain simple recount text. 3. Guru menjelaskan sruktur tentang recount text.	1. Siswa menerima text recount yang diberikan pada guru. 2. Siswa mencoba menemukan topic lain simple recount text. 3. Siswa menyimak penjelasan guru tentang recount text.
Associating	
Guru	Siswa
1. Guru menyuruh siswa untuk membuat simple paragraph.	1. Siswa membuat simple paragraph

Communicating	
Guru	Siswa
1. Guru mempersiapkan topic untuk dipilih oleh siswa. 2. Guru menyuruh siswa untuk menyusun recount text berdasarkan tema yang dipilih. 3. Guru mengoreksi recount text yang dihasilkan siswa.	1. Siswa memilih tema yang diberikan oleh guru. 2. Siswa menyusun recount text dengan tema yang telah dipilih. 3. Siswa menyimpulkan hasil recount text kepada guru.
Penutup 10'	
Refleksi	
Guru	Siswa
1. Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari. 2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 3. Guru mengucapkan salam perpisahan.	1. Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyampaikan hal-hal yang telah dipelajari. 2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 3. Siswa menjawab salam perpisahan.

Teacher

Jusriani
15.1.16.0026

RENCANA PELAKSANAAN PEMBELAJARAN

KURIKULUM 2013

School : SMP Negeri 1 Dampal Selatan

Subject : English

Class/Semester : VIII/I

Meeting : 4

Time Allocation : 2 x 40 minutes

Kompetensi Inti

KI. 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2	2.2 Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat kesalahan 2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri 2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa ditingatkan orang lain
3	3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian dan peristiwa sederhana, sesuai dengan konteks penggunaan	3.2.1 Menentukan tujuan komunikatif teks 3.2.2 Mengidentifikasi struktur teks 3.2.3 Mengidentifikasi unsure kebahasaan teks

4	4.2 Menyusun teks recount lisan dan tulis tentang kegiatan, kejadian dan peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks	4.2.1 Menyusun teks recount tentang pengalaman dengan struktur teks dan unsure kebahasaan yang benar 4.2.2 Menyampaikan teks recount secara lisan tentang pengalaman dengan structure teks dan unsure kebahasaan yang benar
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C. Tujuan Pembelajaran

After joining the teaching learning process, students are able

1. To identify the definition of recount text
2. To identify the generic structure of recount text
3. To identify the language feature of recount text
4. To identify the suitable generic structure with the paragraph given
5. To identify the structure of simple paragraph (topic sentence, supporting sentences, and concluding sentence) in kinds of recount text.

D. Materi Pembelajaran

Recount text is one of the kinds of text in English that retell about events or experiences in the past. It purposes to inform or entertain the readers.

1. Orientation : Menyebutkan tindakan/ peristiwa/ kejadian secara umum
2. Event : Menyebutkan urutan tindakan/ kejadian/ peristiwa secara kronologis, dan runtut

3. Re-orientation : jika perlu, ada kesimpulan umum.

Contoh recount text: **Washing shoes on Sunday**

WASHING SHOES ON SUNDAY

After days I go to school from Monday to Saturday and there is a gap on Sundays for holidays but on this day I use my best, therefore I pay for clothes and shoes, on Sundays I wake up earlier than usual because I want to help mother cleaning the house. On that Sunday is not a holiday but a day where to clean up why do I say that because the previous days I went to school until I came home from school if I didn't go to my workmate, the group just rested at home, at night there was no time to help Mom.

On Sundays I wake up in the morning to wash clothes, the main thing I wash first is the shoes, because thick shoes are hard to dry, where else if it is cloudy, the more so when it rains, when it rains, I want to wear my shoes, I have two shoes, but I use shoes on the day week if the previous days I did not have time to wash it because I was tired from school so yeah on Sundays is the best time to measure.

E. Metode Pembelajaran

1. Grammar Translation

F. Media dan Sumber Pembelajaran

1. Media

Laptop and material script

2. Sumber Pembelajaran

Book SMP

G. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan 10'	
Salam tegur sapa	
Guru	Siswa
<ol style="list-style-type: none"> 1. Guru member salam (<i>greeting</i>). 2. Guru memeriksa kehadiran siswa. 3. Guru memberi apersepsi dan motivasi. 4. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. 5. Guru menyampaikan tujuan pembelajaran. 6. Guru menyampaikan cakupan materi dan uraian kegiatan. 	<ol style="list-style-type: none"> 1. Siswa menjawab salam. 2. Siswa mendengarkan saat guru memeriksa daftar kehadiran. 3. Siswa mendengarkan/ mengikuti kegiatan untuk motivasi. 4. Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya. 5. Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran. 6. Siswa mendengarkan penyampaian guru tentang cakupan materi dan uraian kegiatan.
Kegiatan Inti 60'	
Observing	
Guru	Siswa
<ol style="list-style-type: none"> 1. Guru memberikan/ menyediakan topic tentang recount text. 	<ol style="list-style-type: none"> 1. Siswa mengidentifikasi topic tentang recount text.

2. Guru menjelaskan tentang fungsi social, struktur teks, maupun format penulisan text recount.	2. Siswa memperhatikan tentang fungsi social, struktur teks, maupun format penulisan recount text.
Questioning	
Guru	Siswa
1. Guru menyediakan berbagai contoh recount text yang berbeda untuk ditebaksiswa dengan menyampaikan pertanyaan.	1. Siswa mengamati berbagai contoh recount text yang diberikan dan berfikir kritis.
Exploring	
Guru	Siswa
1. Guru memberikan recount text yang berbeda. 2. Guru menyuruh siswa menemukan topic lain simple recount text. 3. Guru menjelaskan sruktur tentang recount text.	1. Siswa menerima text recount yang diberika pada guru. 2. Siswa mencoba menemukan topic lain simple recount text. 3. Siswa menyimak penjelasan guru tentang recount text.
Associating	
Guru	Siswa
1. Guru menyuruh siswa untuk membuat simple paragraph.	1. Siswa membuat simple paragraph
Communicating	
Guru	Siswa

1. Guru mempersiapkan topic untuk dipilih oleh siswa.	1. Siswa memilih tema yang diberikan oleh guru.
2. Guru menyuruh siswa untuk menyusun recount text berdasarkan tema yang dipilih.	2. Siswa menyusun recount text dengan tema yang telah dipilih.
3. Guru mengoreksi recount text yang dihasilkan siswa.	3. Siswa menyimpulkan hasil recount text kepada guru.
Penutup 10'	
Refleksi	
Guru	Siswa
1. Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari.	1. Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyampaikan hal-hal yang telah dipelajari.
2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.	2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Guru mengucapkan salam perpisahan.	3. Siswa menjawab salam perpisahan.

Teacher

**Jusriani
15.1.16.0026**

RENCANA PELAKSANAAN PEMBELAJARAN

KURIKULUM 2013

School	: SMP Negeri 1 Dampal Selatan
Subject	: English
Class/Semester	: VIII/I
Meeting	: 5
Time Allocation	: 2 x 40 minutes

Kompetensi Inti

- KI. 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI. 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3 : Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI.4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2	2.2 Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.2.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat kesalahan 2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri 2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa ditingatkan orang lain
3	3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian dan peristiwa sederhana, sesuai dengan konteks penggunaan	3.2.1 Menentukan tujuan komunikatif teks 3.2.2 Mengidentifikasi struktur teks 3.2.3 Mengidentifikasi unsure kebahasaan teks
4	4.2 Menyusun teks recount lisan dan tulis tentang kegiatan, kejadian dan peristiwa, dengan memperhatikan	4.2.1 Menyusun teks recount tentang pengalaman dengan struktur

	fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks	teks dan unsure kebahasaan yang benar 4.2.2 Menyampaikan teks recount secara lisan tentang pengalaman dengan structure teks dan unsure kebahasaan yang benar
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C. Tujuan Pembelajaran

After joining the teaching learning process, students are able

1. To identify the definition of recount text
2. To identify the generic structure of recount text
3. To identify the language feature of recount text
4. To identify the suitable generic structure with the paragraph given
5. To identify the structure of simple paragraph (topic sentence, supporting sentences, and concluding sentence) in kinds of recount text.

D. Materi Pembelajaran

Recount text is one of the kinds of text in English that retell about events or experiences in the past. It purposes to inform or entertain the readers.

1. Orientation : Menyebutkan tindakan/ peristiwa/ kejadian secara umum
2. Event : Menyebutkan urutan tindakan/ kejadian/ peristiwa secara kronologis, dan runtut
3. Re-orientation : jika perlu, ada kesimpulan umum.

➤ Hal-hal yang diperhatikan

- a. **Fungsi sosial**, menyatakan pendapat, dengan argumentasi

b. **Struktur kebahasaan**, ungkapan, ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan

c. **Topik**, sesuai apa yang dibahas.

E. Metode Pembelajaran

1. Grammar Translation

F. Media dan Sumber Pembelajaran

1. Media

Laptop and material script

2. Sumber Pembelajaran

Book SMP

G. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan 10'	
Salam tegur sapa	
Guru	Siswa
1. Guru member salam (<i>greeting</i>).	1. Siswa menjawab salam.
2. Guru memeriksa kehadiran siswa.	2. Siswa mendengarkan saat guru memeriksa daftar kehadiran.
3. Guru memberi apersepsi dan motivasi.	3. Siswa mendengarkan/ mengikuti kegiatan untuk motivasi.
	4. Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya.

4. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.	5. Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran.
5. Guru menyampaikan tujuan pembelajaran.	6. Siswa mendengarkan penyampaian guru tentang cakupan materi dan uraian kegiatan.
6. Guru menyampaikan cakupan materi dan uraian kegiatan.	
Kegiatan Inti 60'	
Observing	
Guru	Siswa
1. Guru memberikan/ menyediakan topic tentang recount text.	1. Siswa mengidentifikasi topic tentang recount text.
2. Guru menjelaskan tentang fungsi social, struktur teks, maupun format penulisan text recount.	2. Siswa memperhatikan tentang fungsi social, struktur teks, maupun format penulisan recount text.
Questioning	
Guru	Siswa
1. Guru menyediakan berbagai contoh recount text yang berbeda untuk ditebaksiswa dengan menyampaikan pertanyaan.	1. Siswa mengamati berbagai contoh recount text yang diberikan dan berfikir kritis.
Exploring	
Guru	Siswa

1. Guru memberikan recount text yang berbeda.	1. Siswa menerima text recount yang diberika pada guru.
2. Guru menyuruh siswa menemukan topic lain simple recount text.	2. Siswa mencoba menemukan topic lain simple recount text.
3. Guru menjelaskan sruktur tentang recount text.	3. Siswa menyimak penjelasan guru tentang recount text.
Associating	
Guru	Siswa
1. Guru menyuruh siswa untuk membuat simple paragraph.	1. Siswa membuat simple paragraph
Communicating	
Guru	Siswa
1. Guru mempersiapkan topic untuk dipilih oleh siswa.	1. Siswa memilih tema yang diberikan oleh guru.
2. Guru menyuruh siswa untuk menyusun recount text berdasarkan tema yang dipilih.	2. Siswa menyusun recount text dengan tema yang telah dipilih.
3. Guru mengoreksi recount text yang dihasilkan siswa.	3. Siswa menyimpulkan hasil recount text kepada guru.
Penutup 10'	
Refleksi	
Guru	Siswa

1. Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari.	1. Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyampaikan hal-hal yang telah dipelajari.
2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.	2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Guru mengucapkan salam perpisahan.	3. Siswa menjawab salam perpisahan.

Teachr

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RENCANA PELAKSANAAN PEMBELAJARAN

KURIKULUM 2013

School : SMP Negeri 1 Dampal Selatan

Subject : English

Class/Semester : VIII/I

Meeting : 6

Time Allocation : 2 x 40 minutes

Kompetensi Inti

KI. 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris

	diwujudkan dalam semangat belajar	
2	2.2 Menunjukkan perilaku jujur, disiplin, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	<p>2.2.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok</p> <p>2.2.2 Mengakui ketika membuat kesalahan</p> <p>2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri</p> <p>2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa ditingatkan orang lain</p>
3	3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian dan peristiwa sederhana, sesuai dengan konteks penggunaan	<p>3.2.1 Menentukan tujuan komunikatif teks</p> <p>3.2.2 Mengidentifikasi struktur teks</p> <p>3.2.3 Mengidentifikasi unsure kebahasaan teks</p>
4	4.2 Menyusun teks recount lisan dan tulis tentang kegiatan, kejadian dan peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks	<p>4.2.1 Menyusun teks recount tentang pengalaman dengan struktur teks dan unsure kebahasaan yang benar</p> <p>4.2.2 Menyampaikan teks recount secara lisan tentang pengalaman dengan structure teks dan unsure kebahasaan yang benar</p>

C. Tujuan Pembelajaran

After joining the teaching learning process, students are able

1. To identify the definition of recount text
2. To identify the generic structure of recount text
3. To identify the language feature of recount text
4. To identify the suitable generic structure with the paragraph given
5. To identify the structure of simple paragraph (topic sentence, supporting sentences, and concluding sentence) in kinds of recount text.

D. Materi Pembelajaran

Paragraph: writing topic, supporting and concluding sentences

1. A topic sentence gives the main idea of the paragraph
2. supporting sentence support the topic sentence (main idea)
3. concluding sentences sum up the paragraph and tell the reader that you have finished your discussion.

E. Metode Pembelajaran

1. Grammar Translation

F. Media dan Sumber Pembelajaran

1. Media

Laptop and material script

2. Sumber Pembelajaran

Book SMP

G. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan 10'	
Salam tegur sapa	
Guru	Siswa
<ol style="list-style-type: none"> 1. Guru member salam (<i>greeting</i>). 2. Guru memeriksa kehadiran siswa. 3. Guru memberi apersepsi dan motivasi. 4. Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari. 5. Guru menyampaikan tujuan pembelajaran. 6. Guru menyampaikan cakupan materi dan uraian kegiatan. 	<ol style="list-style-type: none"> 1. Siswa menjawab salam. 2. Siswa mendengarkan saat guru memeriksa daftar kehadiran. 3. Siswa mendengarkan/ mengikuti kegiatan untuk motivasi. 4. Siswa menjawab pertanyaan tentang pengetahuan materi sebelumnya. 5. Siswa mendengarkan penyampaian guru tentang tujuan pembelajaran. 6. Siswa mendengarkan penyampaian guru tentang cakupan materi dan uraian kegiatan.
Kegiatan Inti 60'	
Observing	
Guru	Siswa
<ol style="list-style-type: none"> 1. Guru memberikan/ menyediakan topic tentang recount text. 	<ol style="list-style-type: none"> 1. Siswa mengidentifikasi topic tentang recount text.

2. Guru menjelaskan tentang fungsi social, struktur teks, maupun format penulisan text recount.	2. Siswa memperhatikan tentang fungsi social, struktur teks, maupun format penulisan recount text.
Questioning	
Guru	Siswa
1. Guru menyediakan berbagai contoh recount text yang berbeda untuk ditebaksiswa dengan menyampaikan pertanyaan.	1. Siswa mengamati berbagai contoh recount text yang diberikan dan berfikir kritis.
Exploring	
Guru	Siswa
1. Guru memberikan recount text yang berbeda. 2. Guru menyuruh siswa menemukan topic lain simple recount text. 3. Guru menjelaskan sruktur tentang recount text.	1. Siswa menerima text recount yang diberika pada guru. 2. Siswa mencoba menemukan topic lain simple recount text. 3. Siswa menyimak penjelasan guru tentang recount text.
Associating	
Guru	Siswa
1. Guru menyuruh siswa untuk membuat simple paragraph.	1. Siswa membuat simple paragraph
Communicating	
Guru	Siswa

1. Guru mempersiapkan topic untuk dipilih oleh siswa.	1. Siswa memilih tema yang diberikan oleh guru.
2. Guru menyuruh siswa untuk menyusun recount text berdasarkan tema yang dipilih.	2. Siswa menyusun recount text dengan tema yang telah dipilih.
3. Guru mengoreksi recount text yang dihasilkan siswa.	3. Siswa menyimpulkan hasil recount text kepada guru.
Penutup 10'	
Refleksi	
Guru	Siswa
1. Guru melakukan refleksi dan menyimpulkan hal-hal yang telah dipelajari.	1. Siswa mengikuti/ melakukan refleksi dan mendengarkan guru menyampaikan hal-hal yang telah dipelajari.
2. Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.	2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
3. Guru mengucapkan salam perpisahan.	3. Siswa menjawab salam perpisahan.

Teacher

**Jusriani
15.1.16.0026**

1. The students were answering the Pre-test



2. The teacher explanation about material



3. The students were answering Post-test



Auntie Vacation

one day I was on vacation to my aunt's house for 3 days. during the trip I saw the mountains and the sea which is very beautiful. for some of the time on my trip my family and I arrived at my aunt's house.

After we got to rest, after we rested we left visit grandma by walking because grandma's house is not far from my aunt's house. the next day me and my cousin went walking around the city. we stopped by to buy ice cream. then we immediately went home.

After a few days staying at our aunt's house to go home... the same thing when I got home I saw the mountains and the sea which was very beautiful. my day off was very pleasant.

Putri Yunita Es: Vili B
Beribur ke rumah nenek

Pada suatu hari aku beribur ke rumah nenek selama 3 hari, Sesampai ke rumah nenek aku beristirahat, Selesai beristirahat aku dan nenek keluar untuk melihat Pemandangan yang sangat indah dan melihat kampung yang ramai

Vacation to grandmother's house
on day i'm vacation to house grandma
for 3 day, to arrive to house grandma
i'm ^{end} grandma to went out to see a very
beautiful who ~~see~~ look, a crowded.
~~who~~ who village.

Ok

ok

Risma

VIII B

~~ant~~

Vacation to aunt's house

One day I went on vacation to my ~~aunt~~ aunt's house for 4 days after I got there I was told by my aunt to take a rest and I was asked to go by the aunt to walk the road to see the beautiful scenery as well as see a crowded village and the next day I went to the mall with my aunt to buy clothes the clothes there are all pretty beautiful after coming from the mall we went back to the yard where I lived after I got home ~~but~~ I told my story when I was at home auntie to my mother.

😊 thank you 😊



KEMENTERIAN AGAMA
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email: humas@iainpalu.ac.id - website: www.iainpalu.ac.id

PENGAJUAN JUDUL SKRIPSI

Nama	: JUSRIANI	NIM	: 151160026
TTL	: BANGKIR, 20-02-1997	Jenis Kelamin	: Perempuan
Jurusan	: Tadris Bahasa Inggris (S1)	Semester	:
Alamat	: TONDO	HP	: 081355701184
Judul	:		

Judul I

Developing skill in writing recount text of grade VIII students of SMPN 1 DAMPAL SELATAN through free writing

Judul II

Improving writing skill of the seventh grade students at SMPN 1 DAMPAL SELATAN through Think-Talk-Write (TTW) strategy

Judul III

Efforts to improve vocabulary students using media wordwall in SMPN 1 DAMPAL SELATAN

Palu, 12 Februari.....2019
Mahasiswa,

JUSRIANI
NIM. 151160026

Telah disetujui penyusunan skripsi dengan catatan :

- Need to clarify the background: why is it importance?
- Find Theory ~~that~~ back-up the writing
- Add references

Pembimbing I : Drs. Muhamad Husay, M.Ag

Pembimbing II : Ana Kuliohana, S.Pd, M.Pd

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan,

Dr. HAMLAN, M.Ag.
NIP.196906061998031002

Ketua Jurusan,

Dr. Hj. NUR ASMAWATI, S.Ag., M.Hum
NIP. 197407262000032002

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALU
NOMOR : 527 TAHUN 2019

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang** :
- bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
 - bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
 - bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat** :
- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
 - Peraturan Menteri Agama Nomor 47 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
 - Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
 - Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/tn.13/KP.07.6/01/2018 masa jabatan 2017-2021

MEMUTUSKAN

- Menetapkan** : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU
- KESATU** : Menetapkan saudara :
- Drs. Muhamad Ihsan, M. Ag
 - Ana Kuliahana, S.Pd, M.Pd
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Jusriani
NIM : 15.1.16.0026
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : DEVELOPING SKILL IN WRITING RECOUNT TEXT OF GRADE VIII STUDENTS OF SMPN 1 DAMPAL SELATAN THROUGH FREE WRITING
- KEDUA** : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA** : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2019
- KEEMPAT** : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA** : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : September 2019
Dekan,

Dr. Mohamad Idhan, S.Ag., M.Ag
NIP. 197201262000031001

- Tembusan :
- Rektor IAIN Palu;
 - Kepala Biro AUAK IAIN Palu.



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FORMULIR PENDAFTARAN
 UJIAN PROPOSAL SKRIPSI

Nama : JUSRIANI
 NIM : 15.1.16.0026
 SMT/Prodi/Kelas : FTik / Tadris Bahasa Inggris I (Semester 1)
 Alamat : Jl. Sungai Maronda Lrg. Syukur
 No. Tlp / HP : 0813 5570 1184
 Pembimbing :
 I. DRS. Muhammad Ihsan, M.Ag.
 II. Ana Kuliathana, S.pd., M.Pd.
 Judul : Developing skill in writing Account text of Grade VIII students of SMP Negeri 1 Dampal Selatan Through free writing.

No.	Persyaratan	Checklist (diisi oleh Ketua Prodi)		Ket.
		Ada	Tidak	
1	Fotokopi tanda bukti pembayaran SPP semester berjalan	✓		
2	Fotokopi tanda bukti pembayaran Ujian.			
3	Fotokopi Kliring Nilai Sementara / KHS dari semester I-VII	✓		
4	Mempersiapkan Power Point untuk bahan presentasi.			
5	Fotokopi Proposal Skripsi yang telah di acc oleh Dosen Pembimbing sebanyak 3 (Tiga) rangkap dengan map transparant warna hijau.			

Pertimbangan Pembimbing I/II <u>09.12.2019</u> (... Muhammad Ihsan ...) NIP. 196505301992031006 Catatan Dosen Pembimbing I/II :	Persetujuan Dosen Penasihat Akademik <u>10.12.2019</u> (... Sagir M. Amin ...) NIP. 196506121992031004 Catatan Dosen Penasihat Akademik :	Pemohon (... Jusriani ...) NIM. 15.1.16.0026
---	---	--

Penguji : <u>Yuni Arnelia S.pd., M.pd.</u> Hari/Tgl : <u>Selasa, 17 Desember 2019</u> Waktu : <u>11.00 - selesai</u> Tempat : _____	Persetujuan Ketua Prodi (... Nur Asmarwati S.pd. ...) NIP. 19740726200032002
--	--

**KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**

NAMA	<i>Justi Dauli</i>
NIM	151160026
JURUSAN	TG1 (Tarbiyah Guru Pendidikan Islam)

NO.	HAJI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	26 Juli 2018	Susanto	Aktivitas pembinaan humas-stk terhadap pemetaan balokor Basko Basko (Studi Kasus: Penelitian PAJ) Di SMPN 3 Palu.	1. Drs Syarif, M.A 2. Dr. Gherli, M.Pd	<i>[Signature]</i>
2	26 Juli 2018	Baryanti Saka	Uraian singkat secara privat sebagai bagian dari tugas dalam penelitian kepustakaan Penelitian Basko (Studi Kasus SMA 4 Palu)	1. Ht. Gherli, M.Pd 2. Pr. Ht. Murni, S.Pd, M.Pd	<i>[Signature]</i>
3	27 Juli 2018	Ursuwart	Pengaruh orang tua terhadap pembinaan humas-stk Pasir Bisk (Studi Kasus: Marga 4 Gunung Tempa)	1. Drs H. Hamzah M.Pd 2. Usmah H. Zahara S.Pd, M.Pd	<i>[Signature]</i>
4	27 Juli 2018	Rusma	Maka peranan keragaman peserta didik pada mata pelajaran PAJ Di SMPN 3 Palu	1. Drs. Eka Tokun M.Pd 2. Sidiq Isah S.Pd, M.Pd	<i>[Signature]</i>
5	27 Juli 2018	Murad G	Strategi dalam pembelajaran (Studi Kasus: Kasus case school PAJ) Di Rempu	1. Prof. Dr. H. Sidiq Isah M.Pd 2. Sidiq Isah S.Pd, M.Pd	<i>[Signature]</i>
5	27 Juli 2018	Larasati	Pola pembelajaran organisasi: etika dalam marketing etika kearifan pelajar didik Di SMPN 1 Palu	1. Dr. Sam. Maw 2. Risma S.Pd, M.Pd	<i>[Signature]</i>
7	27 Juli 2018	MARUKA	Perencanaan budidaya implementasi materi ajar karwas di kelas dalam meningkatkan prestasi pembelajaran Di SMPN Al-Hidayah Onda	1. Dr. Gusman M.Pd 2. Dr. Nurrobbil. S.Pd, M.Pd	<i>[Signature]</i>
8	28 Juli 2018	Zauvan	Peran serta pembelajaran etika dalam pembinaan moral kepribadian Al-Hidayah 1 di SMPN 3 Palu	1. Dr. Gusman M.Pd 2. Nurrobbil. S.Pd, M.Pd	<i>[Signature]</i>
9	28 Juli 2018	Yuri Fianty	Uraian singkat tentang implementasi materi ajar karwas di kelas dalam meningkatkan prestasi pembelajaran Di SMPN Al-Hidayah 1 di SMPN 3 Palu	1. Dr. Gusman M.Pd 2. Nurrobbil. S.Pd, M.Pd	<i>[Signature]</i>
10	28 Juli 2018	Hita Fani Zaki	Pengaruh sistem pembelajaran program studi karwas di kelas dalam meningkatkan prestasi pembelajaran Di SMPN Al-Hidayah 1 di SMPN 3 Palu	1. Dr. Gusman M.Pd 2. Nurrobbil. S.Pd, M.Pd	<i>[Signature]</i>

catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar mengambil ujian skripsi

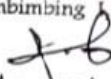


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**DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
 TAHUN AKADEMIK 20 / 20**

Nama : Jusciani
 NIM : 15.1.16.0026
 Jurusan : Tadris Bahasa Inggris (TBI - ..I....)
 Judul Skripsi : Developing Skill in writing Recount text of Grade VIII Students of SMP Negeri 1 Dampal Selatan Through Free Writing
 Tgl / Waktu Seminar : Selasa, 17 Desember 2019.


NO.	NAMA	NIM	SEM. / JUR.	TTD	KET.
1.	Moh. SADAT	16.1010146	VII / PAI	[Signature]	
2.	Lipanti	16.1.16.0091	VIII / TBI	[Signature]	
3.	Nirlanggi Radjagiu	15.3.12.0080	VIII / Esy	[Signature]	
4.	Nizrah	15.3.08.0005		[Signature]	
5.	[Signature]			[Signature]	
6.	Lipanti	15.3.12.0064		[Signature]	
7.	M. Iman Efendi	16.1.16.0014		[Signature]	
8.	Rina Ratna Dila	16.1.16.0106	VII / PAI	[Signature]	
9.	M. Ummu	15.101.0069	VIII / PAI	[Signature]	
10.	Moh. Wawalay	16.1.16.0167	VII / PAI	[Signature]	
11.	BACHUDIN BURHANUDIN	15.1.01.0177	IX / PAI	[Signature]	
12.	Siti Nurhidayah	15.1.16.0008	TBI	[Signature]	
13.	Rifat Nurpanti	15.1.16.0028	TBI	[Signature]	
14.	Sestri	15.1.16.0010	TBI	[Signature]	
15.	Hafid		TIPS	[Signature]	

Pembimbing I

 Muhammad Ihsan
 NIP. 19650630 199203 1006

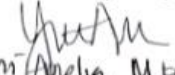
Pembimbing II,

Ara Kuciahah, S.pd., M.Pd.
 NIP. 198702 02142005012609

Mengetahui
 a.n. Dekan
 Ketua Jurusan TBI,


 Dr. Hj. Nur Asmawati, S.A., M.Hum

Palu, Desember 2019.
 Penguji, Desember 2019


 Yuni Anelia, M.Pd.
 NIP. 19900629 201801 2001



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**BERITA ACARA
 SEMINAR PROPOSAL SKRIPSI**

Pada hari ini Selasa, tanggal 17 bulan Desember tahun 2019, telah dilaksanakan Seminar Proposal Skripsi :
 Nama : Jurniani
 NIM : 15.1.16.0026
 Jurusan : Tadris Bahasa Inggris (TBI - 2.....)
 Judul Skripsi : Developing Skill in writing Recount text of Grade VIII students of SMP Negeri 1 Dampal Selatan Through Free writing
 Pembimbing : I. Drs. Muhammad Ihsan, M.Ag
 II. Ara Kuliakana, Spd., M.Pd
 Penguji : Yuni Amelia, S.pd., M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	92	
2.	BAHASA & TEKNIS PENULISAN		<u>Justen fix fix any grammatical error.</u>
3.	METODOLOGI		
4.	PENGUASAAN		
5.	JUMLAH		
6.	NILAI RATA-RATA		

Pembimbing I,

Drs. Muhammad Ihsan, M.Ag.
 NIP. 19650530 199203 1006

Pembimbing II,

Ara Kuliakana, Spd., M.Pd.
 NIP. 19820214 200501 2604

Palu, Desember 2019

Penguji,

Yuni Amelia, M.Pd
 NIP. 19500629 201801 2601

Mengetahui
 a.n. Dekan
 Ketua Jurusan TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
 NIP. 19740726 200003 2 002



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**BERITA ACARA
SEMINAR PROPOSAL SKRIPSI**

Pada hari ini Selasa, tanggal 17 bulan 12 tahun 2019., telah dilaksanakan Seminar Proposal

Skripsi :

Nama :

Jurriani

NIM :

15.1.16.0026

Jurusan :

Tadris Bahasa Inggris (TBI - ...)

Judul Skripsi :

Developing skill in writing Recount text of Grade VIII students of Smp Negeri 1 Dampal Selatan Through Free writing

Pembimbing :

I. Drs. Muhamad Ihsan, M.Ag

II. Ana Kuliahana, S.pd., M.pd

Penguji :

Yuni Amelia, S.pd., M.pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	90	Isi proposal
2.	BAHASA & TEKNIS PENULISAN	90	ide
3.	METODOLOGI	90	ide
4.	PENGUASAAN	90	baik
5.	JUMLAH	360	
6.	NILAI RATA-RATA	90	

Pembimbing I,

Drs. Muhamad Ihsan, M.Ag.
NIP. 19680630 199203 1006

Pembimbing II,

Ana Kuliahana, S.pd., M.pd.
NIP. 198202142005012609

Palu, Desember 2019.

Penguji,

Yuni Amelia, NIP. 19800629 201801 2 001

Mengetahui
a.n. Dekan
Ketua Jurusan TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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 Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA
 SEMINAR PROPOSAL SKRIPSI**

Pada hari ini Selasa, tanggal 17 bulan Desember tahun 2019, telah dilaksanakan Seminar Proposal

Skripsi :
 Nama : Jucriani
 NIM : 15.1.16.0026
 Jurusan : Tadris Bahasa Inggris (TBI - ...)
 Judul Skripsi : Developing Skill in writing Recount Text of Grade VIII Students of Smp Negeri 1 Dampal Selatan Through Free writing
 Pembimbing : I. Drs. Muhammad Ihsan, M.Ag
 II. Ana Kuli'ahara, S.pd., M.Pd
 Penguji : Yuni Amelia, S.pd., M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	70	idens & paragraph arrangement. the main idea, supporting ideas!
2.	BAHASA & TEKNIS PENULISAN	70	The grammar! Mistyping...
3.	METODOLOGI	70	Re-revel about experimntu design!
4.	PENGUASAAN	70	please don't just reveal! master your proposal! good luck!
5.	JUMLAH	70	
6.	NILAI RATA-RATA	70	

Palu, 17 Desember 2019

Pembimbing I,

Drs. Muhammad Ihsan, M.Ag
 NIP. 19650530 199203 1006

Pembimbing II,

Ana Kuli'ahara, S.pd., M.Pd.
 NIP. 19720219 200501 2604

Penguji,

Yuni Amelia, M.Pd
 NIP. 19900629 201801 2 001

Mengetahui
 a.p. Dekan
 Ketua Jurusan TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
 NIP. 19740726 200003 2 002



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الجامعة الإسلامية المستقلة في
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Dipomogoro No. 2 Palu Telp. 0851 401100 Fax 0851 401105
Website: www.iainpalu.ac.id email: iainpalu@iainpalu.ac.id

Nomor Lampiran Hal 3092 /In 13/F/PP/009/12/2019

Palu, Desember 2019

Hal Izin Penelitian Untuk Menyusun Skripsi

Yth. Kepala Sekolah Menengah Pertama Negeri 1 Dampal Selatan
di Tempat

Assalamualaikum w.w

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu

Nama : Jusriani
NIM : 151160026
Tempat Tanggal Lahir : Bangkir, 20 Februari 1997
Semester : IX (Sembilan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Sungai Manonda (Lorong Sukow)
Judul Skripsi : DEVELOPING SKILL IN WRITING RECURRING TEXT OF GRADE VIII STUDENTS OF SMP NEGERI 1 DAMPAL SELATAN THROUGH FREE WRITING
No. HP : 081355701184

Dosen Pembimbing :
1. Drs. Muhammad Ihsan, M.Ag
2. Ana Kullahana, S.Pd., M.Pd

mau bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak pimpin

Demikian, atas perkenannya diucapkan terima kasih

Wassalam,

KEMENTERIAN AGAMA
Dekdiknas
IAIN
REPUBLIK INDONESIA
15/12/2019

Drs. Muhammad Ihsan, S.Ag., M.Ag

Terbacaan :
1. Rektor IAIN Palu,
2. Kepala Biro ADK IAIN Palu,
3. Dosen Pembimbing,
4. Mahasiswa yang bersangkutan.



**PEMERINTAH KABUPATEN TOLITOLI
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 DAMPAL SELATAN**

(Jl. Tahuloko No 55 Desa : Lempe, kec. Damp-Sel Kode Pos : 94534)

SURAT KETERANGAN

NO : 105 / 4.2.2 / SMPN 1 / DSL-DISDIKBUD

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Dampal Selatan Kabupaten Tolitoli Provinsi Sulawesi Tengah :

Nama : JUSRIANI
TTL : Bangkir, 20 Februari 1997
NIM : 15.1.16.0026
Semester : IX(Sembilan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl.Sungai Manonda (Lorong Sukur)
Judul Sikripsi : DEVELOPING SKILL IN WRITING RECOUNT TEXT OF GRADE VIII STUDENTS OF SMP NEG. 1 DAMPAL SELATAN THROUGHT FREE WRITING.
No. HP : 081355701184

Nama tersebut diatas telah melaksanakan Penelitian Selama 4 Minggu yang dimulai dari tgl 06 s/d 31 Januari 2020.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya



Lempe, 31 Januari 2020
Guru Pamong

Masnawar, S. Pd
NIP.198005142008042002



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Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

SURAT PERSETUJUAN CUTI AKADEMIK

Nomor : 116 /It. 13/F.L/PP/00 9/02/2020

Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu, setelah mempertimbangkan surat permohonan Cuti Akademik tanggal 24 Agustus 2019, Mahasiswa

Nama	: Jusriani
NIM	: 15.1.16.0026
Fakultas/Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris
Semester	: IX (Sembilan)
Tahun Akademik	: 2019/2020

dengan ini menyetujui izin cuti akademik dimaksud pada semester X (Sepuluh) dengan ketentuan bahwa :

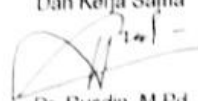
- a. Selama menjalani Cuti Akademik Mahasiswa yang bersangkutan tidak diperkenankan mengikuti seluruh kegiatan Akademik kemahasiswaan baik intra maupun ekstra kurikuler, serta menggunakan fasilitas kampus.
- b. Menyerahkan kartu mahasiswa asli yang masih berlaku.
- c. Selesai menjalani masa Cuti agar melakukan Her-Registrasi pada Subbag Akmah dengan membawa surat persetujuan Cuti.
- d. Apabila sampai dengan 4 (empat) semester berturut-turut tidak melakukan Her-Registrasi maka hak sebagai Mahasiswa gugur dengan sendirinya (DO), sesuai pedoman Akademik Pasal 38.

surat persetujuan ini di buat dengan rangkap 5 (lima) masing masing :

- Lembar 1 untuk Subbag Akmah
- Lembar 2 untuk Subbag Umum
- Lembar 3 untuk Bendahara Penerima
- Lembar 4 untuk BAUAK
- Lembar 5 untuk Mahasiswa yang bersangkutan

Demikian surat persetujuan ini dibuat untuk digunakan seperlunya

Palu, 27 Februari 2020
Dekan,
Wakil Dekan Bidang Kemahasiswaan
Dan Kerja Sama


Dr. Rusdin, M.Pd.
NIP. 19681215 199502 1 001

- Tembusan :
1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan,
 2. Kepala Biro AUAK.



BUKU KONSULTASI

Pembimbingan Skripsi

Nama : Musrini
NIM : 15.1.16.0026
Jurusan/Prodi : FTIK / TBS
Judul Skripsi : Developing Skill in writing Recount text of grade VIII student of SMP Negeri 1 Dampel Selatan through free writing

FAKULTAS TARBIYAH & ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI
(IAIN) PALU

5. Dekan menetapkan dan menerbitkan surat keputusan tim dosen penguji munaqasyah skripsi yang telah ditunjuk oleh Ketua Jurusan/Wakil Dekan Bidang Akademik dan Pengembangan Kelembagaan.
6. Ketua Jurusan Cq. Bidang Akmah menerbitkan jadwal dan undangan ujian untuk seluruh tim dosen penguji.
7. Mahasiswa melaksanakan ujian skripsi yang dipimpin oleh 1 orang ketua tim penguji dan di tambah 4 orang penguji.
8. Ketua tim penguji mempersiapkan segala kelengkapan administrasi ujian munaqasyah skripsi.
9. Tim penguji menyerahkan hasil penilaian kepada ketua tim penguji, selanjutnya ketua tim menyerahkan berkas nilai ujian skripsi beserta kelengkapannya ke Subbag. Akmah. untuk penetapan nilai akhir dan pelaksanaan Yudisium.

JURNAL KONSULTASI PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Jusriani

NIM: 15.1.16.0076

Jurusan/Prodi : FTK / TB¹

Judul Skripsi : Developing Skill in writing

Recount text of grade VIII

SMPL I Dampal-Jalanan Theogh free writin

Pembimbing I : Dr. Muhammad Hasan, M.Pd

Pembimbing II : Ana Kutiakana, S.Pd, M.Pd

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	09-10-2019		Penulisan 8-paragrah. - Penulisan Foot Note - Perbaiki grammar - dan Periksa Fakta	
2.			- Check all references you are using in references, you should not need include facts in them.	
3.				

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.			<ul style="list-style-type: none"> - Fix types - Jangan gunakan part tense 	
2.			<ul style="list-style-type: none"> - Capital letter - pay attention to the grammar 	
3.			<ul style="list-style-type: none"> - Background Structure; - Background structure; - TTD. 	
4.				

10

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Rabu 14 Oktober 2020	-	<ul style="list-style-type: none"> - scoring rubrics - footnote/bibliography references; - Space list of contents. - page number 	
2.	Senin 12/11/2020	-	<ul style="list-style-type: none"> - Pre-test, treatment and post-test (dengan atau tanpa ketepatan dan pemberian keterangan). 	

11

No.	Har/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Rabu 11/11/2020		Halal ctt pd merkala	P. B.
2.	Jamis 17/11/2021		Idewa	P. B.
3.	Kamis 18/11/2021		Idewa	P. B.

12

No.	Har/Tanggal	Bab	Saran Pembimbing	T.

13

No.	Har/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

Laporan Penyelesaian Bimbingan dari Dosen Pembimbing:

Yth. Ketua Jurusan Dr. Hj. Nur Asma'wati, S.Ag., M.Hum
 Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
 IAIN Palu

Yang bertanda tangan di bawah ini:

1. Nama : Dr. Muhammad Ihsan, M.Ag
 NIP : 1965 05 30 1982 03 100 6 (1/1/6)
 Pangkat/Golongan : Pertama Pembina Tk. I/ (1/1/6)
 Jabatan Akademik : Lektor Kepala
 Sebagai : Pembimbing I

2. Nama : Ara Kulahara, S.Pd., M.Pd.
 NIP : 1982 02 14 2005 01 200 4
 Pangkat/Golongan :
 Jabatan Akademik :
 Sebagai : Pembimbing II

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

Nama : Justrian,
 NIM : 15.1.16.0026
 Jurusan : Tadris Bahasa Inggris
 Judul : Developing Skill in writing Recount Text of grade VII student of SMP Dwi-TEL

Telah selesai dibimbing dan siap untuk diujikan dihadapan sidang ujian munaqasyah skripsi.

Pembimbing I
Dr. Muhammad Ihsan, M.Ag
 NIP: 1965 05 30 1982 03 100 6

Palu,
 Pembimbing II
Ara Kulahara, S.Pd., M.Pd
 NIP: 1982 02 14 2005 01 200 4

CURRICULUM VITAE



A. Researcher identity

Name : Jusriani
Data of birth : Bangkir, February 20 1997
Gender : Female
Religion : Islam
Department : English Department
Faculty : Teacher Training and Tarbiyah Faculty
NIM : 15.1.16.0026
Phone Number : 0813-5570-1184
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Father
Name : Jumas Daud
Religion : Islam
Education : Elementary School
Work : Farmer
Address : Dongko village, Dampal Selatan district, Toli-Toli regency, Central Sulawesi

Mother
Name : Rosnani Haris
Religion : Islam
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