

**THE EFFECTIVENESS OF COGNITIVE STRATEGY
INSTRUCTION IN WRITING (CSIW) TO IMPROVE
STUDENTS' WRITING SKILL**

*(A Pre-Experimental Research at the Tenth Grade Students of SMAN 6
Pinrang)*



A THESIS

**Submitted to the Faculty of Teachers Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for
Degree of Education in English Department**

INDAH VIQRIANTI RAMLI

10535 5421 13

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
2018**



**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Kantor: Jl. Sultan Alauddin No. 259, Telp. (0411)866132 Fax. (0411) 860132

LEMBAR PENGESAHAN

Skripsi atas nama **INDAH VIQRIANTI RAMLI**, NIM 10535 5421 13 diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **002 Tahun 1439 H / 2018 M**, Tanggal 09 Januari 2018 M / 21 Rabiul Akhir 1439 H, sebagai salah satu syarat guna memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu, 31 Januari 2018.

19 Jumadil Awal 1439 H

Makassar.

05 Februari 2018 M

PANITIA UJIAN

1. Pengawas Umum : **D. H. Abd. Rahman Rahim, SE., MM**
2. Ketua : **Erwin Akib, M.Pd., Ph.D**
3. Sekretaris : **Dr. Khaeruddin, S.Pd., M.Pd**
4. Penguji : 1. **Erwin Akib, M.Pd., Ph.D**
2. **Eka Prabawati Rum, S.Pd., M.Pd**
3. **Nurqalbi, SS., M.Hum**
4. **Ardiana, S.Pd., M.Pd**

Disahkan Oleh:

A Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D

NIM. 860 934



Terakreditasi Institusi B



**UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Kantor: Jl. Sultan Alauddin No. 259, Telp. (0411)866132 Fax. (0411) 860132

APPROVAL SHEET

Title : The Effectiveness of Cognitive Strategy Instruction in Writing (CSIW) to Improve Students' Writing Skill (*A Pre-Experimental Research at the Tenth Grade Students of SMAN 6 Pinrang*)

Name : **INDAH VIQRIAN TURAMLI**

Reg. Number : **16535 5421 13**

Department : English Education Department Strata I (S1)

Faculty : Teacher Training and Education

Makassar, 05 Februari 2018

Approved by:

Consultant I

Erwin Akib, M.Pd., Ph.D

Consultant II

Nunung Anugrawati, S.Pd., M.Pd

Dean of FKIP
Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D
NBM : 860 934

Head of English
Education Department

Ummi Khaerati Syam, S.Pd., M.Pd
NBM : 977 807





بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **INDAH VIQRIANTI RAMLI**
NIM : **10535 5421 13**
Jurusan : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Effectiveness of Cognitive Strategy Instruction in Writing (CSIW) to Improve Students' Writing Skill (A Pre-Experimental Research at the Tenth Grade Students of SMAN 6 Pinrang)**

Dengan ini menyatakan bahwa skripsi yang saya buat di depan Tim penguji adalah hasil karya saya sendiri bukan hasil ciptaan orang lain dan dibuatkan oleh siapapun.

Demikianlah pernyataan ini saya buat dengan sebenar-benarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Februari 2018

Yang Membuat Pernyataan

INDAH VIQRIANTI. R



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini :

Nama : **INDAH VIQRIANTI RAMLI**
NIM : **10535 5421 13**
Jurusan : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Effectiveness of Cognitive Strategy Instruction in Writing (CSIW) to Improve Students' Writing Skill (A Pre-Experimental Research at the Tenth Grade Students of SMAN 6 Pinrang)**

Dengan ini menyatakan bahwa :

1. Mulai dari penyusunan proposal sampai selesai skripsi ini, saya akan menyusunnya sendiri (tidak dibuatkan oleh siapapun)
2. Dalam menyusun skripsi ini, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi ini
4. Apabila saya melanggar perjanjian ini seperti butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai aturan yang berlaku

Demikian perjanjian ini saya buat dengan sebenarnya.

Makassar, Februari 2018
Yang Membuat Perjanjian

INDAH VIQRIANTI. R

MOTTO :

Once you try, do not ever look back.
Keep Fighting until you face the top
and reach your limit.

Start with faith
Run with full sincerity
Finishing with happiness

ACKNOWLEDGEMENT



In the name of Allah, most gracious, most merciful

All praise is to Allah SWT, Lord of the world, who has owed strength and health upon the writer to finishing this thesis. Shalawat and salam are addressed to our prophet Muhammad SAW, his family, companions, and all his followers.

In preparing this thesis, the writer found many problems that could not be solved by the writer herself. The writer realized that in carrying out the research and writing this thesis, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore, the writer would like to express her appreciation and sincere thanks to:

1. Dr. H. Abd. Rahman Rahim, SE, M.M, the rector of Muhammadiyah University of Makassar.
2. Erwin Akib, M.Pd., Ph.D., the dean of training and education faculty.
3. Ummi Khaerati Syam, S.Pd., M.Pd., the head of English Education Department.
4. Erwin Akib, M.Pd., Ph.D., as first consultant and Nunung Anugrawati, S.Pd., M.Pd., as second consultant that always gives the motivation, advices, and guidance in writing this thesis.
5. Special thanks to her beloved parents Muh. Ramli Gani, SH and A. Hartina and her beloved sister Erina Dwi Ramadhani, who always care and give support.

6. The principal and the English teacher of SMAN 6 Pinrang for permitting and helping the writer to conduct the research.
7. All the lectures of English Education who have taught her new knowledge and have given her gorgeous experiences in study.
8. Her beloved best friends who have always been in the writer side in facing all laughter and tears during her study especially for Sitti Muhajirah, Nelly Musdalifa, and Asmarani..
9. All her beloved friends of English Education Department Class A for academic year of 2013 and all of the members English Department student that could not be mentioned one by one.

Finally, the writer realized that this thesis is still far from perfection and still needs suggestion and critics. Thus, improvement from this thesis as strongly needed.

Makassar, Februari 2018

The Writer

INDAH VIQRIANTI. R

ABSTRACT

Indah Viqrianti Ramli. 2018. *The Effectiveness of Cognitive Strategy Instruction in Writing (CSIW) to Improve Students' Writing Skill (A Pre-Experimental Research at the Tenth Grade Students of SMAN 6 Pinrang)*, under the thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, supervised by Erwin Akib and Nunung Anugrawati.

The products of writing are believed to be crucial parts in daily life. Besides, writing is a skill which is considered very difficult by many students. The students still could not use their English in writing because they considered that English subject, especially writing was difficult and boring. As a result, their scores in writing were low. Other difficulties that the students faced in writing were lack of idea and less competence to organize the ideas.

This research aimed to improve the students' writing skill, particularly content and organization in writing recount text by using *Cognitive Strategy Instruction in Writing (CSIW)* strategy.

A pre-experimental design was employed with one class of the tenth grade students at SMAN 6 Pinrang. Cluster random sampling was applied to select the sample of one group pre-test and post-test design. The number of sample selected was 35 students. The data were obtained through writing test.

Findings showed that the students' mean score in pre-test was 4.12 and it was improved to be 6.61 in post-test. Therefore, the statistical computation described that *Cognitive Strategy Instruction in Writing (CSIW)* strategy was effective in improving the students' writing skill in recount text. It was supported by the value of t-test that was bigger than the value of t-table ($13.10 > 2.032$). Therefore, the alternative hypothesis (H_1) was accepted while the null hypothesis (H_0) was rejected.

Designing the learning purpose appropriately which considers students' needs and language level may ease teacher to use *Cognitive Strategy Instruction in Writing (CSIW)* strategy in improving students' writing recount text. The teacher may tries to apply *Cognitive Strategy Instruction in Writing (CSIW)* strategy in the classroom activities in order to help the students organize their writing ideas, and in the other hand it can create an effective and interesting learning atmosphere in the classroom.

Keywords: Cognitive Strategy Instruction in Writing (CSIW), Writing Skill, Content, Organization

TABLE OF CONTENTS

	Page
TITLE	i
LEMBAR PENGESAHAN.....	ii
APPROVAL SHEET	iii
SURAT PERNYATAAN	iv
SURAT PERJANJIAN	v
MOTTO.....	vi
ACKNOWLEDGEMENTS	vii
ABSTRACT	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xii
LIST OF FIGURE.....	xiii
 CHAPTER I: INTRODUCTION	
A. Background.....	1
B. Problem Statement	4
C. Objective of the Research	4
D. Significance of the Research.....	5
E. Scope of the Research	5
 CHAPTER II: REVIEW OF RELATED LITERATURES	
A. Previous Related Studies	6
B. Some Pertinent Ideas	
1. Cognitive Strategy Instruction in Writing (CSIW)	8
2. Writing	13
3. Recount Text.....	17
C. Conceptual Framework.....	20
D. Hypothesis	21
 CHAPTER III: RESEARCH METHOD	
A. Research Design	22
B. Research Variable and Indicators	25

C. Population and Sample	25
D. Instrument of the Research	26
E. Technique of Data Collection	27
F. Technique of Data Analysis	28
 CHAPTER IV: FINDINGS AND DISCUSSION	
A. Findings	31
B. Discussion	36
 CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusion	41
B. Suggestion	41
 BIBLIOGRAPHY	 42
APPENDICES	44
CURRICULUM VITAE	66

LIST OF TABLES

Table 3.1	List of Population.....	26
Table 3.2	Content Scoring.....	27
Table 3.3	Organization Scoring	27
Table 3.4	Standard Score for Total Value.....	30
Table 4.1	The Mean Score of Students' Writing Recount Text.....	31
Table 4.2	The Result of Students' Pre-test	32
Table 4.3	The Result of Students' Post-test.....	33
Table 4.4	The Improvement of Students' Writing in Content	34
Table 4.5	The Improvement of Students' Writing in Organization	34
Table 4.6	T-test of Students' Ability in Writing Recount Text	35

LIST OF FIGURE

Figure 2.1	Conceptual Framework.....	20
------------	---------------------------	----

CHAPTER I

INTRODUCTION

A. Background

In this age, English has been a universal language in the world. The existence of English is needed, especially in this globalization era. There are many challenges and competitions that demand the people to have a skill. The skill needed here is English, how much people can have a communication using English as well.

In English there are four language skills, they are listening, speaking, reading, and writing. Those four skills have to be mastered by the students, so they can use English in any circumstances. Writing as a part of the language skills besides listening, speaking, and reading, must be taught maximally by the teacher toward the student. Writing is also one media of communication whether people can express their feeling freely and fully. Writing is a person's ability to convey the information and ideas to someone, public, government. Also writing is not only an activity of arranging words into form of sentences, but also when people write, they should organize some interesting stuffs, which are experiences or ideas in written form.

This particular research is investigating a way of improving the students' skills of writing since the products of writing are believed to be crucial parts of our everyday life. The following reasons are supporting the focus of the research. First, writing is a skill which is considered very difficult by many students. The second, writing is the fourth skill after listening,

speaking, and reading that have to be taught at senior high schools according to the purposes of learning and teaching English in Indonesia. The students should develop their competencies in both written and spoken communication to help them having an ability to achieve informational literacy level as many schools' regulations all over the world that also demand their students to have good commands in writing to pass the course academically.

There are some kinds of text in writing such as; descriptive, recount, narrative, procedure, and report text. One of the types of genre that should be taught is recount text. It is containing the explanation or a story about what happened in the past, it refers to human's experience in life.

Recount text is a type of text that has purpose to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both). This kind of text is not the difficult one, writer only need to gather ideas about the content that written.

The students at the tenth grade in SMAN 6 Pinrang still could not use their English in writing because they considered that English subject, especially writing was difficult and boring. So their scores in writing were low. Other difficulties that the students faced in writing were lack of idea and less competence to organize the ideas. The students were asked to write, but they did not know what they must write or they could not organize their ideas in the form of text.

In order to decrease those problems, the use of CSIW (Cognitive Strategy Instruction in Writing) in teaching and learning can be an effective strategy to overcome the difficulties. That strategy can help students in organizing and composing their writing. Moreover, it can help the students to have better understanding in learning English writing recount text.

CSIW strategy is an evidence-based practice that uses metacognitive and self-regulating strategies in a structured routine. Therefore, it helps students monitor and evaluate their comprehension. Teacher uses verbal rehearsal, scaffolded instruction, guided and distributed practice, and self monitoring when they use the strategy of CSIW. Once the student learns this strategy, they apply it and internalize it as a cognitive routine. Through guided instruction and practice, the ultimate goal for the students is to use this strategy automatically and apply it with flexibility.

For instance, this strategy provides a guidance to help the students in conveying their idea through writing. Its curriculum materials include think-sheet that being a component of CSIW strategy (Miller in Rago, 2013). Think-sheets have written cues that help students internalize procedures and strategies for each phase of the writing process (Wong in Rago, 2013). Through this think-sheet, students can know their purpose in writing. This strategy offers stages such as planning, organizing, writing, editing, and revising stage that can be an effective way to overcome students' problem in constructing ideas.

Moreover, CSIW strategy embeds metacognitive or self-regulation strategies in structured cognitive routines that help students monitor and evaluate their comprehension. The ability to identify and utilize effective strategies is a necessary skill for academic success. Based on the statement above, the researcher is interested in conducting the research entitled. “The Effectiveness of Cognitive Strategy Instruction in Writing (CSIW) to Improve Students’ Writing Skill”.

B. Problem Statement

Related with the background above, the problem that discussed in this research is ”How is the effectiveness of Cognitive Strategy Instruction in Writing (CSIW) to improve students’ writing skill at the tenth grade students of SMAN 6 Pinrang?”

C. Objective of the Research

Based on the problem statements above, the objective of the research is to find out the effectiveness of Cognitive Strategy Instruction in Writing (CSIW) to improve students’ writing skill at a the tenth grade students of SMAN 6 Pinrang.

D. Significance of the Research

This research is expected to be a very useful for both the English teacher and students in teaching and learning writing. The result of this research become contribution for the teacher in teaching writing in the class and the students can improve their ability in writing especially in writing recount text.

E. Scope of the Research

This research is limited on the use of Cognitive Strategy Instruction in Writing (CSIW) strategy in improving the writing ability of the tenth grade students in SMAN 6 Pinrang. It is applied to improve the students' ability in writing recount text. Writing ability here focuses on content and organization. The researcher focuses on content and organization because most of the students have difficulty in organizing their writing well and they have difficulty in expressing their idea to complete their writing's content.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

Cognitive Strategy Instruction in Writing (CSIW) is not a new strategy in teaching and learning activity, but it has still proven to be very useful and practical in language teaching. That is why in recent years many English teachers and educators are still researching Cognitive Strategy Instruction in Writing (CSIW), either empirically or just theoretically.

Law (2013) carries out a research entitled “Establishing the Cognitive Writing Profile of Academically Lower-Achieving Students in Singapore: Why Is It Important?”. The purpose of this research is to compare eleven learning disabled seventh grade students taught in the mainstream with traditional grammar instruction to nine learning disabled peers taught in a resource center with specific strategy instruction. The results are significant. Those taught strategically are able to spontaneously produce writing which is more correct and thematically mature than their peers. They approach the writing task with no apparent trepidation since they has been writing, revising and editing all year.

Knuuttila (2010) carries out a research entitled “Written Expression Instruction for Elementary Students with Learning Disabilities: a Review of Literature. This research aimed to know how CSIW can help the students’ writing. There are two groups used in this research, experimental group receives CSIW strategy while the students in the control group received

regularly planning instruction. The result shows that CSIW can increase students' organization and in generalizing their writing compare to their peers in the control group. This strategy has demonstrated a statistically significant positive impact on writing quality and quantity.

Moreover, Viel-Ruma (2008) also carries out a research entitled "The Effects of Direct Instruction in Writing on English Speakers and English Language Learners with Disabilities". This research shows that the use of the Cognitive Strategy Instruction in Writing (CSIW) which used scaffolding and structured think sheets could be effective for improving writing for middle school students with LD. These effects were found in both the length and the overall quality of the expository and narrative writing samples. Three of the four participants increased their text length by more than 130%.

The last, Hallenbeck (2002) carries out a research entitled "Taking Charge: Adolescents with Learning Disabilities Assume Responsibility for Their Own Writing". This research aimed to examine how a powerful writing strategy, Cognitive Strategy Instruction in Writing (CSIW), help enable a group of seventh-graders with LD to take over responsibility for their own writing performance and to scaffold one another's writing development. Extensive teacher modeling and scaffolding, collaboration throughout the writing process, and a set of structuring think-sheets enables these students to move beyond the "learned helplessness" so common among adolescents with learning disabilities; they come to see themselves as genuine writers and to employ the writing process as a tool for effective written expression. The

finding shows that the CSIW strategy is developed to emulate the thought process of accomplished writers, and writing improvement among participants in this study was consistent with that of students in other studies involving CSIW.

All of the research findings above are expected to be useful information to the researcher. There are relationship among those researches and this research, such as skill and the methodology. In contrary, the difference is, this research does not examine the learning disabilities, but it examines the common students in order to improve their ability in writing skill. Based on the research findings above, the students need an interesting strategy in writing so the researcher wants to try one strategy namely Cognitive Strategy Instruction in Writing (CSIW) in order to increase the students writing skill especially recount paragraph. This strategy is one of a good strategy because can help students in developing idea.

B. Some Pertinent Ideas

1. Cognitive Strategy Instruction in Writing (CSIW)

a. Definition of Cognitive Strategy Instruction in Writing (CSIW)

Englert in Knuuttila (2010) defines that CSIW is designed to incorporate many features of effective strategy instruction, including the development of students' metacognitive knowledge about writing strategies through an emphasis on teacher modeling of an inner dialogue for directing the writing process, scaffold assistance during lessons and writing sessions, procedural facilitation for students through the use of

think-sheets, and peer collaboration in writing conferences. In the other hand Hallenbeck (2002) explains that Cognitive Strategy Instruction in Writing (CSIW) provides the instructional model within which the collaborative structure of this study is built.

Englert in Abadiano and Jesse (2004) defines that CSIW is a discursive process that embodies three guiding principles for expository composition. First, effective writing is a holistic enterprise in which writers engage in the processes and strategies related to planning, organizing, writing, editing, and revising. Second, immature writers benefit from writing apprenticeships in which the teacher employs "think-alouds" to model the thinking and inner talk that underlie effective writing. The teacher scaffolds students' use of specific writing strategies through ongoing teacher-student and student-student dialogues. Third, students learn to appreciate the social nature of the writing experience by writing for authentic purposes and real audiences and by collaborating with each other throughout the writing process.

Based on the explanations above, it can be explained that this strategy stimulates the students to be independent in writing. Also, this strategy helps the students to know how to make their writing concept with no worry and they can start to enjoy their works.

b. Procedures of Cognitive Strategy Instruction in Writing (CSIW)

The Cognitive Strategy Instruction in Writing (CSIW) includes think-sheets in its strategy that are designed to make the strategies, self-talk, and text structures for performing the writing process visible to students. Each think-sheet contains a set of self-questions or self-instructional statements to promote students' development of an inner language important to the activation and control of writing strategies. The total set of strategies is referred to by the acronym "POWER," which stands for the following sub processes in the writing process: plan, organize, write, edit/editor, and revise (Englert in Guzel-Ozmen, 2006).

- 1) The *plan* think-sheet is designed to help students consider an array of strategies related to identifying their audience and purpose, retrieving relevant ideas from background knowledge, and developing a plan that subsumed groups of brainstormed ideas in categories.
- 2) The *organize* think-sheet is designed to help students organize their ideas into text structure categories and use text structure as a map in planning their papers. A text structure map is used to help students organize their explanations. The *organize* think-sheet is intended to guide students in the use of text structures to organize and order their ideas in a prewriting phase.
- 3) Students then write their first draft on the *write* think-sheet. During drafting, students are encouraged to reread their plans, translate their plans into text by fleshing out their ideas and adding key words,

engage their reader through introductions and conclusions (e.g., use of questions, dialogue, personal examples), and consider strategies for introducing readers to text structure categories to provide "reader considerate" text.

- 4) The fourth and fifth think-sheets, *edit* and *editor*, are parallel, guiding students through both self-editing (*edit*) and peer-editing (*editor*) activities. Both editing think-sheets prompt students to reflect on their own or their peers' papers in terms of content (e.g., placing stars next to the parts of the text they liked and question marks by the parts that might be confusing) and text organization (e.g., rating the extent to which criterion text structure features were present), and guided them to make revision plans. The phase concludes with an author and peer editor meeting to discuss the paper and collaborate on how to improve it.
- 5) Finally, students consider how to revise their papers with the aid of the *revision* think-sheet. This think-sheet simply have students reflect on their editing plans by listing the suggestions generated and received, and deciding on which revision to implement. At the conclusion of this process, students move on to the final draft stage where they incorporated revisions into a final draft that is published in a class book.

c. The advantages of Cognitive Strategy Instruction in Writing (CSIW)

Students need instruction in the processes of writing and in the structures that underlie well-formed texts to develop their abilities in writing. Research suggests that good writing instruction provides students with insight into the writing process and helps students scaffold the organization of their ideas through instruction in text structures. Instruction in the writing process has proved to be effective when embedded in an instructional framework emphasizing teacher modeling, scaffold assistance, procedural facilitation, and the development of an inner language and vocabulary for talking about writing.

Cognitive Strategy Instruction in Writing (CSIW) provides such a network. Cognitive Strategy Instruction in Writing (CSIW) can give many advantages to the students and the teacher in teaching writing and improve students' writing skill. In addition, there are some advantages of cognitive strategy instruction in writing (CSIW) such as:

- 1) CSIW is an effective writing program that combined the best features of strategy instruction (e.g., the development of students' metacognitive knowledge, use of dialogue, and so forth) within a curriculum that fosters the development of students' knowledge of the writing process and text structures.
- 2) A multiple-component package such as CSIW may represent an advance over instruction that focuses on simple, quick-fix writing strategies and methods.

2. Writing

a. Definition of writing

Hornby in Ardin (2014) writing is to make letters or other symbols on a surface; it means that writing is the representation of language in a textual medium through the use of a set signs or symbols (known as writing systems). In other word, writing is not only combinations of letter, which relate to the sounds made when people speak, but writing is more than production of these graphic symbols. The graphic symbols must be arranged in such away according to certain convention to from words to form phrase, phrase to form sentence, sentences form paragraphs, to form text or passages.

Writing is a complex process which EFL learners do not acquire naturally, i.e. it is learnt. Written composition requires the control of the mind (Smit in Sihem, 2016). He argues that writing ability is a “mental” process, for it is an operation that happens in one’s mind. Studies show what our minds can do while composing in order “to create a sort of composition portrait of all the possibilities of mental life when we learn all of the many kinds of knowledge and skill we need in order to compose”.

From the definition above, it can be inferred that writing is the way to express the writer’s knowledge, feeling, and ideas into a text by following the linguistic rules.

b. Purpose for Writing

Voss and Keene in Ardin (2014) write why we should bother with writing and purposes for writing as follows:

- 1) Writing is a way of thinking and learning. Writing gives unique opportunities of explore ideas and enquire information. By writing, we come to know subjects well and make them our own.
- 2) Writing is a way of discovering. The act of writing allows us to make unexpected connections among ideas and language.
- 3) Writing creates reading. Writing creates permanent, visible record of our ideas for others to read and ponder. Writing is powerful means of communication for reading information and shapes human thought.
- 4) Writing ability is needed by educated people. Our skill writing is often considered to reflect our level of education.

Moreover, according to Voss and Keene in Ardin (2014) the purpose for writing such as:

- a) To express yourself
- b) To provide information
- c) For your reader
- d) To persuade your reader
- e) To create a literary work

Based on the explanation above, it can be inferred that the purpose of writing is to give information or to share idea about what the

writer feels and thought about something that sometimes cannot be spoken directly.

c. Component of Writing

Jacob in Syadaria (2011) argues that there are five significant component of writing, they are content, organization, vocabulary, language use, and mechanic and explain below:

1) Contents.

Content of writing should be clear to readers so that the readers can understand the message conveyed and got information from it. There are at least think that can be measure in connecting with complement; the composition should contain one central purpose only should have unity, should have coherence and continuity and should be adequately develop.

2) Organization.

In organization of writing concerns with the way the writers organized the ideas or the message in the writing. The purpose of the organizing the material in writing involves coherence, order of importance, and general of specific to general chronological order that happened from the beginning to the end.

3) Vocabulary.

The effectiveness in using words always result a good writing, both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the important components of writing. To express

ideas, we always deal with vocabulary. The lack of vocabulary makes someone fails to compose what they are going to say, because he/she feels difficult to choose the writing and also to make readers easy to understand.

4) Language Use.

Language use in writing description and other form of writing involves correct language and point of rammer. An adequate grammar should be one that capable of producing grammar. We should not able to do anything more than utterance separate items of language for separate function and also grammar can help the students to improve the use of formal language.

5) Mechanic.

There are at the least two parts of mechanic in writing, namely function and capitalization. Function is important as the way to clarify meaning in English writing capital letter have to participles. First, they use to distinguish between particular and proper adjective. This aspect is very important since it looks readers to understand or recognize immediately what the writer means to express definitely.

Writing then, is not the same as good speaking. We write well, you should first read the king of writing you want to imitate and copy its characteristics in your own writing. The clear writing of others, provides you with appropriate to imitate

3. Recount Text

a. Definition of Recount Text

Recount is a reconstruction of something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened. Recounts begin with by telling the reader who was involved, what happened where this event took place and when it happened. The sequence of event is then described in some sort of order, for instance a time order. Recount text reconstructs past experience. A Recount is the unfolding of a sequence of events over time to keep the past alive and to interpret experience to tell what happened (Derewianka in Ardin, 2012).

Based on the definitions above, it can be inferred that recount is a text which tell what has happened in the past in chronological order to inform or entertain the reader.

b. Types of Recount Text

In exploring how texts work (Derewianka in Hidayat, 2012) there are three types of recount. They are:

1) Personal Recount

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are:

- a) Use of first pronoun (I, we).
- b) Personal responses to the events can be included, particularly at the end.
- c) Details are often chosen to add interest or humor.

2) Factual Recount

Factual recount is a recount that recording the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are:

- a) Use of third person pronouns (he, she, it, they).
- b) Details are usually selected to help the reader reconstruct the activity or incident accurately.
- c) Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).
- d) Mention of personal feelings is probably not appropriate.
- e) Details of time, place, and manner may be need to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp).
- f) Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).
- g) The passive voice may be used (e.g. the breaker was filled with water).
- h) It may be appropriate to include explanations and satisfactions.

3) Imaginative Recount

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...). Language features of imaginative recount are:

- a) Usually written in the first person
- b) It may be appropriate to include personal reactions.

Based on the explanation above it can be stated that the types of recount that written by the students is personal recount. Personal recount is retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader.

c. **Generic Structure of Recount Text**

According to Derewianka in Ardin (2014) the recount generally begins with an orientation, giving the reader or listener the background information needed to understand the text (i.e *who* is involved, *where* it happen, *when* it happen). Then the recount unfolds with a series of events ordered in a chronological sequence. At various stages there may be some personal comment on the incident (e.g. we has a wonderful time) it called re-orientation. The re-orientation expresses a personal opinion regarding the events described. In other words this is where you bring your writing to a close by; saying how things went, saying what you felt about the things that happened and/or mentioning something which happen later.

d. Language Features of Recount Text

In exploring how texts work (Derewianka in Ardin, 2014) states the language features of recount text as follow:

- 1) Specific participants (Mrs Brady, our dog, the shopkeeper)
- 2) Use of simple past tense (she smiled, it barked, he pointed)
- 3) Use of action verbs [material processes] (went, climbed, ate)
- 4) Use of linking items to do with time (on Wednesday, then, at the same time, next, later, before)
- 5) Details irrelevant to the purposes of the text should be avoided.

C. Conceptual Framework

Conceptual framework underlying in this research is given below:

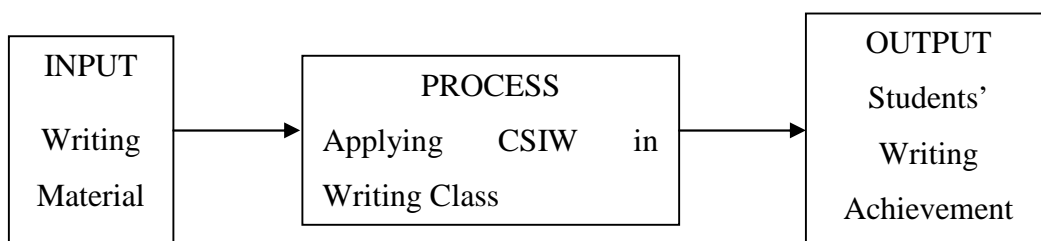


Figure 2.1 Conceptual Framework

The input refers to writing material; the researcher gives writing material toward the students. The writing material that served in class is about recount text which tells about the personal experience of each student. Then, the process refers to the way of writing activity held in the class. The researcher teaches about recount text through Cognitive Strategy Instruction in Writing (CSIW) strategy. Researcher applies the writing stages in a structured

way that suits the situation of the students. The researcher concludes that there is a way that should be done to make the students interested in doing the writing activity. The researcher applies CSIW strategy as an appropriate strategy to encourage student's motivation in English writing which makes the students confident to write recount text. This strategy provides stages that can be applied in the classroom to help students in writing recount text. It consists of planning, organizing, writing, editing, and revising. This strategy can be a clear guidance to students in order to make a good content and organization in their writing. Last, the output refers to the students' writing on achievement. After getting the treatment, the researcher find out the effectiveness of the strategy by looking out the result that students get after writing a recount text. If there is a significant difference between both, such as the score from post-test is higher than pre-test, it means that the strategy is effective to apply in writing class.

D. Hypothesis

The hypothesis in this research is follows:

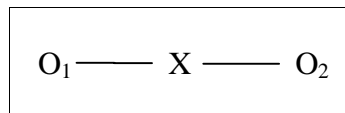
1. Null hypothesis (H_0) there is no significant difference between the result of pre-test and post-test.
2. Alternative hypothesis (H_1) there is a significant difference between the result of pre-test and post-test.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed the Pre-experimental design with one group pre-test and post-test. This design involved one group as pre-test (O_1), exposed to treatment (X), and post-test (O_2).



Where: O_1 = pre-test

X = treatment

O_2 = post-test

(Emzir, 2008)

This design involved a group which did the pre-test, got treatment and doing the post-test. It aimed to know whether Cognitive Strategy Instruction in Writing (CSIW) could improve the students' writing ability.

1. Pre-test

Before doing the treatment, the students were given a pre-test. The students were asked to write down their personal recount text. This test was applied to know their prior knowledge.

2. Treatment

The teacher applied Cognitive Strategy Instruction in Writing (CSIW) to improved students' ability in writing recount text in four meetings:

- a. The first meeting:
 - 1) The researcher explained about the general description about CSIW strategy.
 - 2) The researcher gave any motivation toward the students and conveyed about how important of English learning especially writing skill in the future.
- b. The second meeting:
 - 1) The students were asked to make a peer. It could be their seatmate.
 - 2) The researcher gave explanation about the general description of recount text.
 - 3) The teacher gave some theme, the student chose one theme they liked and they were asked to do "planning" individually, that was the first stage of writing process. The researcher gave one think-sheet to each student. The planning sheet helped the students to arrange their ideas.
 - 4) After planning, the students were asked to organize their writing individually, that was the second stage of writing process. The researcher gave one think-sheet to each student. The organizing

sheet helped the students to construct their mind and also this sheet could be guidance for them in the next stage.

- 5) The researcher checked students' work and gave any comment if there is unclear writing.
- 6) The researcher continues their activity in the next meeting.

c. The third meeting:

- 1) The researcher continued the activity from the second meeting.
- 2) The researcher continued the stage of writing process. The students were asked to write their text individually, that was the third stage of writing process. In this stage, students wrote recount text based on what they had written on planning and organizing stage.
- 3) Then, the students were asked edit their work individually, that was the fourth stage of writing process. In this stage, students edited their paper. The students tried to find out the error that they probably made in previous process.
- 2) Lastly, after following the "editing" stage, the students had to do "revising" stage. Revising was the last stage in writing process. In this stage, students were asked to fix the error that they have found.
- 4) The researcher collects students' work and checks it.

d. The fourth meeting:

- 1) The researcher did the POWER stage in the class; it was little bit different with the previous activity. In this meeting the researcher

asked the students to do planning, organizing, writing, editing, and revising in one time.

- 2) The theme given was different from the previous meeting.
- 3) The researcher collects students' work and checks it.

3. Post-test

After doing the entire treatment, the last step was post-test which had given to the students. The students were asked to write a personal recount. This test was applied to know students' improvement after getting the treatment through CSIW strategy.

B. Research Variables

There were two variables that are involved in this research, namely independent variable and dependent variable. Independent variable was the implementation of using Cognitive Strategy Instruction in Writing (CSIW). It was the method used by researcher when teaching material. While dependent variable was the students' writing skill both in content and organization.

C. Population and Sample

1. Population

The total number of subject population was 173 students. The population of this research was five classes of the tenth grade students of SMAN 6 Pinrang in 2017-2018 academic years.

Table 3.1 List of Population

CLASS	Male	Female	TOTAL
X MIPA 1	16	19	35
X MIPA 2	16	19	35
X MIPA 3	19	17	36
X IPS 1	19	16	35
X IPS 2	18	14	32
TOTAL	88	85	173

(Source: Tata Usaha SMAN 6 Pinrang, 2017)

2. Sample

The researcher used cluster random sampling in deciding the sample. Based on the data, researcher had five classes to be examined, such as X MIPA 1, X MIPA 2, X MIPA 3, X IPS 1, and X IPS 2. After doing a lottery, X MIPA 2 came out as the result and be the sample of this research. The sample was 35 students of X MIPA 2 which consisted of 19 girls and 16 boys. Most of the sample was 15 – 16 years old.

D. Instrument of the Research

In collecting data, the researcher used writing test as the instrument. In giving score with the students' ability in writing, some categories the researcher uses as follows:

1. Content

Table 3.2 Content Scoring

Score Level		Indicator
Excellent to Very Good	30 – 27	Knowledge, substantive, through development of topic relevant to assigned topic.
Good to Average	26 – 22	Adequate range, limited development of topic, mostly relevant to topic, but lacks detail.
Fair To Poor	21 – 17	Limited knowledge of subject. Little substance. Inadequate development of topic.
Very Poor	16 – 14	Does not show knowledge of subject. Not patient or not enough to evaluate.

(Heaton in Amir, 2012)

2. Organization

Table 3.3 Organization Scoring

Score Level		Indicator
Excellent To Very Good	25 – 22	Fluent expression ideas clearly stated/supported. Well organized. Logical sequencing. Cohesive.
Good to Average	21 – 19	Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequence.
Fair to Poor	18 – 11	Fluent. Ideas confused or disconnect. Lacks logical sequencing and development.
Very Poor	10 – 5	Does not communication. No organization. Or not enough to evaluate.

(Heaton in Amir, 2012)

E. Technique of Data Collection

In collecting data researcher used some procedures as follow:

1. The students were given a pre-test on writing. In this activity, all of students were given writing test. The students wrote their personal experience. The test was about recount text.

2. The students were treated by applying Cognitive Strategy Instruction in Writing (CSIW) about four meetings.
3. After the treatment, the students were given a post-test. The researcher had measured their ability in writing recount text and proceeded to account for difference between pre-test and post-test scores by reference to the effects of the treatment.

F. Techniques of Data Analysis

The data collected was analyzed through the following steps as follows:

1. Calculating the mean score of the students' writing test by using the following formula:

$$\bar{X} = \frac{\sum X_i}{N}$$

Notation :

\bar{X} = The symbol we used for mean (pronounced as X bar)

\sum = Symbol for summation

X_i = Value of the i th item X , $i = 1, 2, \dots, n$

N = the total number of sample

(Gay in Rahman, 2012)

2. Finding out the significance different between pre-test and post-test by calculating the value of the test.

$$\bar{D} = \frac{\sum D}{N}$$

Notation :

\bar{D} = The mean of the different score

$\sum D$ = The sum of all scores

N = Number of students

(Gay in Wahyuningsih, 2016)

3. This technique employed to find out the significant difference between pre-test and post-test of the improvement the students' ability in writing recount text.

$$t = \frac{\bar{D}}{\frac{\sum D^2 - \frac{\sum D^2}{N}}{N(N-1)}}$$

Notation : t = Test of significance

\bar{D} = The mean score

$\sum D$ = The sum of total score of difference

$\sum D^2$ = The square of the sum score of difference

N = The total number of students

(Gay in Wahyuningsih, 2016)

4. To calculated the percentage of the students' achievement, the formula which was used as follows:

$$P = \frac{F}{N} \times 100\%$$

Notation: P = Percentage

F = Frequency

N = The Total Number of Students

(Gay in Wahyuningsih, 2016)

5. From the basic standard above the researcher used the standard score for the total value of the students' writing by calculating the standard score given, as follows:

Table 3.4 Standard Score for Total Value

Score Level	
9.6 – 10	Excellent
8.6 – 9.5	Very Good
7.6 – 8.5	Good
6.6 – 7.5	Fair
5.6 – 6.5	Fairly Poor
3.6 – 5.5	Poor
0 – 3.5	Very Poor

(Depdikbud in Rahman, 2012)

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The data were collected by administrating the test. The test was administrated twice namely pre-test and post-test. Pre-test was given before treatment and the post-test was given after treatment.

1. The Students' Mean Score in Writing Recount text

In order to answer the research question in the previous chapter, the researcher administrated two kinds of test such as pre-test that given before the treatment and post-test that given after the students got the treatment before. The result of students' ability to write recount text was presented in the table below:

Table 4.1 The Mean Score of Students' Writing Recount Text

	Pre-test	Post-test	Improvement
Writing Recount Text	4.12	6.61	60.4%

The data in the table above showed the students' ability in writing recount text as the result of calculating the students' pre-test and post-test through Cognitive Strategy Instruction in Writing (CSIW) Strategy. The students' score in pre-test (4.12) was lower than the post-test (6.61). It meant that the mean score of the students' post-test was higher than the mean score of students' pre-test. It showed that teaching recount text

through Cognitive Strategy Instruction in Writing (CSIW) strategy was effective for the students.

2. The Rate Percentage of the Students' Score

This part presented the result of the students' writing achievement, such as content and organization. The students' score of pre-test and post-test was classified into some criteria and percentage as followed:

Table 4.2 The Result of Students' Pre-test

No	Classification	Score	Content		Organization	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	9.6 – 10	0	0%	0	0%
2.	Very Good	8.6 – 9.5	0	0%	0	0%
3.	Good	7.6 – 8.5	0	0%	0	0%
4.	Fair	6.6 – 7.5	1	2.8%	0	0%
5.	Fairly Poor	5.6 – 6.5	1	2.8%	1	2.8%
6.	Poor	3.6 – 5.5	33	94.4%	5	14.3%
7.	Very Poor	0 – 3.5	0	0%	29	82.9%
Total			35	100%	35	100%

Based on the table above, it showed that in content only 1 (2.8%) student was classified as fair, 1 (2.8%) student was classified as fairly poor, and there were 33 (94.4%) students were classified as poor. While in organization only 1 (2.8%) student was classified as fairly poor, 5 (14.3%) students were classified as poor, and 29 (82.9%) students were classified as very poor.

Table 4.3 The Result of Students' Post-test

No	Classification	Score	Content		Organization	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	9.6 – 10	0	0%	0	0%
2.	Very Good	8.6 – 9.5	2	5.7%	1	2.8%
3.	Good	7.6 – 8.5	9	25.7%	6	17.1%
4.	Fair	6.6 – 7.5	15	42.9%	17	48.7%
5.	Fairly Poor	5.6 – 6.5	5	14.3%	5	14.3%
6.	Poor	3.6 – 5.5	4	11.4%	4	11.4%
7.	Very Poor	0 – 3.5	0	0%	2	5.7%
Total			35	100%	35	100%

The table above showed the students' score of post-test in content and organization. The students' score in content, there were 2 (5.7%) students were classified as very good, 9 (25.7%) students were classified as good, then 15 (42.9%) students were classified as fair, 5(14.3%) students were classified as fairly poor, and 4 (11.4%) were classified as poor. While in organization only 1 (2.8%) student was classified as very good, 6 (17.1%) students were classified as good, then 17 (48.7%) students were classified as fair, 5 (14.3%) students were classified as fairly poor, 4 (11.4%) students were classified as poor, and 2 (5.7%) students were classified as very poor.

The researcher concluded that the students' rate percentage in post-test were higher than in pre-test. In proved after applying the CSIW strategy in writing recount text, the students' percentage was getting improved. It meant that teaching writing recount text by Cognitive Strategy Instruction in Writing (CSIW) strategy was effective to improve students' writing ability.

3. The Improvement of Students' Writing in Content

The improvement of students' ability to write content of the topic was presented in the table below:

Table 4.4 The Improvement of Students' Writing in Content

Variable	Pre-test	Post-test	Improvement
Content	14.57	20.49	40.6%

The data in the table above showed the students' improvement in content score as the result of calculating of students' pre-test and post-test at the students' ability in writing recount text through Cognitive Strategy Instruction in Writing (CSIW) strategy. As shown, students' score in pre-test (14.57) was lower than the post-test (20.49). It meant that there was improvement (40.6%) of the students' ability in writing recount text through CSIW strategy. Teaching writing through CSIW strategy was effective for the students.

4. The Improvement of Students' Writing in Organization

The result of the students' ability to write organization of the topic that presented in the table below:

Table 4.5 The Improvement of Students' Writing in Organization

Variable	Pre-test	Post-test	Improvement
Organization	8.11	15.91	96.2%

The data in the table above showed the students' improvement in organization score as the result of calculating of students' pre-test and

post-test at the students' ability in writing recount text through Cognitive Strategy Instruction in Writing (CSIW) strategy. As shown, students' score in pre-test (8.11) was different from the post-test (15.91). It meant that there was improvement (96.2%) of the students' writing recount text through CSIW strategy. Teaching writing through CSIW strategy was effective for the students.

5. The Significance of Students' Ability in Writing Recount Text

The result of the data analysis of t-test of the students' ability in writing recount text was shown in the table below:

Table 4.6 T-test of Students' Ability in Writing Recount Text

	t-test	t-table	Comparison	Classification
Writing Recount Text	13.10	2.032	T-test t-table	Significantly Different

The data on the table above showed that the value of t-test was bigger than the value of t-table. It indicated that there was a significant difference between the results of the students' ability in writing recount text after treatment.

6. Hypothesis Testing

The result of statistical analysis at the level significance or alpha level (α) = 0.05 with degree of freedom (df) $N - 1 = 34$ indicated that there was a significantly different between the mean score of pre-test and post-test. The mean score of pre-test was 4.12 and post-test was 6.61. In addition, the t-test value was bigger than t-table value (13.10 > 2.032). It

meant that there was a significant difference between the students' ability in writing recount text before and after using Cognitive Strategy Instruction in Writing (CSIW) strategy.

It could be concluded that the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted. In other words, the used of Cognitive Strategy Instruction in Writing (CSIW) strategy stimulated the students' to write a text in English.

B. Discussion

1. The Use of Cognitive Strategy Instruction in Writing (CSIW) in Term Content and Organization

As explained in the previous section, it showed that the students' writing ability was improved. It was supported by the frequency and rate percentage of the result of the students' score of pre-test and post-test. The students score after implemented the students' writing ability through CSIW strategy was better than before the treatment given to the students.

Based on the findings result, the students' score percentage in writing before used CSIW strategy showed that the students' ability in writing at the tenth grade students of SMAN 6 Pinrang especially class X MIPA 2 were very less. It was showed in pre test that out of 35 students, only 1 (2.8%) student was classified as fair, 1 (2.8%) student was classified as fairly poor, and there were 33 (94.4%) students were classified as poor in term of content. While in organization term, only 1 (2.8%) student was classified as fairly poor, 5 (14.3%) students were

classified as poor, and 29 (82.9%) students were classified as very poor. The result could be concluded that the students' in pre-test was less categorized. It was because most of students did not know how to make a good writing in content and organization.

In treatments, at the first meeting the researcher actually found that there were most of the students got problem in writing, because the most of students still have no idea about their writing, beside they had not know how to organized their idea. The second meeting until last they tried to write based on the stages that the researcher served and also they paid attention to explanation that given by the researcher to them at the end of each meeting. The researcher applied CSIW strategy in English teaching and learning to stimulated and improved students to write in English. After gave treatments by CSIW strategy, the students writing in content and organization was improved.

The improvement was proved by the students' score percentage in writing before pre-test and post-test. In the post-test result; it showed that out of 30 students there were 2 (5.7%) students were classified as very good, 9 (25.7%) students were classified as good, then 15 (42.9%) students were classified as fair, 5 (14.3%) students were classified as fairly poor, and 4 (11.4%) were classified as poor in term of content. While in organization term, only 1 (2.8%) student was classified as very good, 6 (17.1%) students were classified as good, then 17 (48.7%) students were classified as fair, 5 (14.3%) students were classified as fairly poor, 4

(11.4%) students were classified as poor, and 2 (5.7%) students were classified as very poor. So the result could be concluded that the students' in post-test was good categorized. Therefore the researcher indicated that there was a significant improvement in students' achievement after using Cognitive Strategy Instruction in Writing (CSIW) strategy.

This research had a line with Hallenbeck (2002) that the Cognitive Strategy Instruction in Writing (CSIW) could improve students' writing. The results indicated that three of the four students showed substantial improvements in writing performance as measured by the word count of their compositions.

In other side, this research also had a line with Knuuttila (2010). He found that the student whose received CSIW strategy showed the high result achieved after having a post-test, it was the positive impact of CSIW strategy on writing quality. The students demonstrated increased organization, they also demonstrated an increased ability to generalize their writing according to their writing topics.

In addition, from the pre-test, the mean score of content was 14.57 and the mean score of organization was 8.11. While, from the post-test, the mean score of content was 20.49 and the mean score of organization was 15.91. It showed that the content was more improved than organization both in pre-test and post-test. It was supported by Firman (2013) in his research stated that Engage, Study, Active (ESA) method could improve

the writing skill in two aspects of writing skill such as content and organization but the content was more advanced than organization.

The reason why the students were lack in organization was the students could not make the first sentence of paragraph they wrote coherence with the next sentence, they could not stick some ideas and there was no continuity among the paragraphs. So the reader was confused in finding the meaning of their writing. While in content, writing should be clear to readers so that the readers could understand the message conveyed and got information from it (Jacob in Syadaria, 2011). In content, the students were able to develop their idea clearly enough, although they still cannot developed their idea using supporting details to make their text easy to understand (Prastiwi, 2013).

There were some weaknesses of this research, the first was the researcher need much time to applying this method in order to made this research was running well, the second was students need much time in each stages, and the last was this method could not be effective if any students were not interesting to write. And there were some strongest of CSIW strategy was be expected to be useful and gave positive contribution for both English teachers and the students. Firstly, English teacher could arrange their students to make a good writing. Lastly, for the students, that this method can make the students understood how to arrange their ideas into writing form and they could be attracted to learn English.

2. Test of Significance Testing and Hypothesis

From the t-test, the result of data analysis on the table 4.6 showed that from the level significance or alpha level (α) = 0.05 (5%) and degrees of freedom (df) = 34 which got from formula $df = N - 1$ with t-table = 2.032. The researcher found that the value of t-test (13.10) was bigger than the value of t-table (2.032).

Based on the result of the t-test, the researcher found that there was a significant difference between the result of pre-test and post test. It meant that there was a significant difference result of the pre test that gotten before treatment and post-test that gotten after teaching and learning processed by used CSIW strategy in the classroom. It was because the students learned and practiced their writing through CSIW strategy in the classroom that could enlarge their new experience and knowledge. Based on the data it can be concluded that the tenth grade students of SMAN 6 Pinrang was improved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion, the researcher drew a conclusion, that Cognitive Strategy Instruction in Writing (CSIW) is effective to improve students' writing skill both in term of content and organization. It was proved by the pre-test was (4.12) compared to the mean score of the post-test was (6.61). In the other hand the result of the statistical analysis of the level significance or alpha level (α) = 0.05 (5%) and degrees of freedom (df) = 34 (df=N-1). Indicated that t-test value was 13.10 while table was 2.032 where $13.10 > 2.032$. The researcher assumes the using of Cognitive Strategy Instruction in Writing (CSIW) strategy could improve the students' writing ability. They were enthusiastic and interested enough in their learning.

B. Suggestion

After the researcher carried out the research, the researcher concludes that Cognitive Strategy Instruction in Writing (CSIW) strategy could improve students' writing ability. Regarding to the subject of the Experimental, the researcher suggests that the teacher should use various techniques in the classroom because it can motivate their students and they do not get boring easily especially implement the Cognitive Strategy Instruction in Writing (CSIW) as an alternative strategy in teaching writing.

BIBLIOGRAPHY

- Abadiano, H.R., and Jesse Turner. (2004). *Expanding the Writing Process to Accommodate Students with Learning Disabilities*. The NERA Journal. Vol. 40. pp. 71-79.
- Amir, Arjuninengsih. (2012). *Improving the Students' Ability to Write Descriptive Text by Using Picture Method*. Thesis. English Education Department: Makassar Muhammadiyah University.
- Ardin, Hardiana. (2014). *Analyzing Errors in Recount Text Written by the Third Year Students of SMAN 1 Pinrang in 2013/2014 Academic Year*. Thesis. English Department: State University of Makassar. Makassar.
- Emzir. (2008). *Metodologi Penelitian Pendidikan: Kuantitatif & Kualitatif*. Jakarta: PT Raja Grafindo Persada.
- Guzel-Ozmen, Ruya. (2006). *The Effectiveness of Modified Cognitive Strategy Instruction in Writing with Mildly Mentally Retarded Turkish Students*. Council for Exceptional Children. Vol. 72, No. 3, pp. 281-297.
- Hallenbeck, M.J. (2002). *Taking Charge: Adolescents with Learning Disabilities Assume Responsibility for Their Own Writing*. Learning Disability Quarterly. Vol.25. pp. 227-246. Sage Publications, Inc.
- Hidayat, Taufik. (2012). *Developing the Students' Ability in Writing Recount Text through Guided Questions Technique*. Thesis. English Education Department: Makassar Muhammadiyah University.
- Knuuttila, Heidi. (2010). *Written Expression Instruction for Elementary Students with Learning Disabilities: A Review Of Literature*. Dissertation. Faculty of Arts in Education: Northern Michigan University.
- Law, Janet S.P. (2013). *Establishing the Cognitive Writing Profile of Academically Lower-Achieving Students in Singapore: Why is It Important*. Journal of Reading and Literacy. Vol.5. pp. 51-66. The Society for Reading and Literacy, Singapore.
- Prastiwi, Aprilia & Esti Kurniasih. (2013). *A Study of Content and Organization Produced by The Eighth Grade Students of SMPN 1 Kudu Jombang in Writing Recount Text*. E-Journal Unesa. Vol. 01. pp 2 – 10.

- Rago, D. (2013). *Investigating the Effects of a Sentence Writing Strategy and a Self-Monitoring Procedure on the Writing Performance of Students with Autism Spectrum Disorder*. Dissertation. Department of Education and Clinical Studies: University of Nevada, Las Vegas.
- Rahman, Rasmina. (2012). *Improving the Students' Writing Ability through Engage, Study and Activate (ESA) Method*. English Education Department: Makassar Muhammadiyah University.
- Sihem, Boubekour. (2016). *Analysis of Some Students' Hurdles in Writing*. American Research Journal of English and Literature (ARJEL). Vol. 2016.
- Syadaria. (2011). *How to Teach English to the Children in the Classroom*. English Education Department: Makassar Muhammadiyah University.
- Viel-Ruma, Kimberly A. (2008). *The Effects of Direct Instruction in Writing on English Speakers and English Language Learners with Disabilities*. Dissertation. Department of Educational Psychology, Special Education, and Communication Disorders: Georgia State University.
- Wahyuningsih, Rahma. (2016). *The Use of Comparative Integrated Reading and Composition (CIRC) Method in Teaching Writing Skill at the Eleventh Grade Students of SMKN 1 Limbung Kab. Gowa*. English Education Department: Makassar Muhammadiyah University.

**S
Π
C
-
D
N
E
P
P
A**

APPENDIX A**STUDENTS' CLASSIFICATION OF PRE-TEST**

Code of Students	Content	Organization	Score of Writing (C + O)
1	14	6	3.63
2	15	8	4.18
3	14	6	3.63
4	16	14	5.45
5	16	14	5.45
6	14	8	4
7	15	12	4.90
8	14	8	4
9	16	14	5.45
10	14	6	3.63
11	14	8	4
12	14	7	3.81
13	14	7	3.81
14	14	7	3.81
15	14	7	3.81
16	14	5	3.45
17	14	6	3.63
18	14	6	3.63
19	14	8	4
20	15	8	4.18
21	14	7	3.81
22	14	7	3.81
23	14	7	3.81
24	14	7	3.81
25	14	7	3.81
26	21	17	6.90
27	14	7	3.81
28	14	7	3.81
29	14	6	3.63
30	14	7	3.81
31	14	5	3.45
32	14	5	3.45
33	15	8	4.18
34	17	14	5.81
35	14	8	4
Total Score	510	284	144.35
Mean score	14.57	8.11	4.12

STUDENTS' CLASSIFICATION OF POST-TEST

Code of Students	Content	Organization	Score of Writing (C + O)
1	14	9	4.18
2	14	11	4.54
3	20	17	6.72
4	23	18	7.45
5	25	21	8.36
6	20	17	6.72
7	26	21	8.54
8	20	16	6.54
9	25	20	8.18
10	21	17	6.90
11	21	17	6.90
12	17	15	5.81
13	23	19	7.63
14	20	16	6.54
15	23	16	7.09
16	20	16	6.54
17	17	14	5.63
18	17	14	5.63
19	24	19	7.81
20	20	16	6.54
21	20	16	6.54
22	18	14	5.81
23	21	16	6.72
24	23	17	7.27
25	23	16	7.09
26	29	24	9.63
27	23	19	7.63
28	17	13	5.45
29	21	16	6.72
30	21	16	6.72
31	21	16	6.72
32	14	8	4
33	21	16	6.72
34	19	13	5.81
35	16	8	4.36
Total Score	717	557	231.44
Mean score	20.49	15.91	6.61

DATA ANALYSIS

1. Calculating the mean score of pre-test and post-test

a. Mean score of pre-test

$$\bar{X} = \frac{\sum X_1}{N}$$

$$\bar{X} = \frac{144.35}{35}$$

$$= 4.12$$

b. Mean score of post-test

$$\bar{X} = \frac{\sum X_2}{N}$$

$$\bar{X} = \frac{231.44}{35}$$

$$= 6.61$$

2. Percentage of the student's improvement in pre-test and post-test

$$P(\%) = \frac{X_2 - X_1}{X_1} \times 100$$

$$= \frac{6.61 - 4.12}{4.12} \times 100$$

$$= \frac{2.49}{4.12} \times 100$$

$$= \frac{249}{4.12}$$

$$= 60.4\%$$

3. Calculating the mean score of content

a. Mean score of content in pre-test

$$\bar{X} = \frac{\sum X_1}{N}$$

$$\bar{X} = \frac{510}{35}$$

$$= 14.57$$

b. Mean score of content post-test

$$\bar{X} = \frac{\sum X_2}{N}$$

$$\bar{X} = \frac{717}{35}$$

$$= 20.49$$

4. Percentage of the student's improvement in content

$$\begin{aligned} P(\%) &= \frac{X_2 - X_1}{X_1} \times 100 \\ &= \frac{20.49 - 14.57}{14.6} \times 100 \\ &= \frac{5.92}{14.57} \times 100 \\ &= \frac{592}{14.57} \\ &= 40.6\% \end{aligned}$$

5. Calculating the mean score of organization

a. Mean score of organization in pre-test

$$\begin{aligned} \bar{X} &= \frac{\sum X_1}{N} \\ \bar{X} &= \frac{284}{35} \\ &= 8.11 \end{aligned}$$

b. Mean score of organization post-test

$$\begin{aligned} \bar{X} &= \frac{\sum X_2}{N} \\ \bar{X} &= \frac{557}{35} \\ &= 15.91 \end{aligned}$$

6. Percentage of the student's improvement in organization

$$\begin{aligned} P(\%) &= \frac{X_2 - X_1}{X_1} \times 100 \\ &= \frac{15.91 - 8.11}{8.11} \times 100 \\ &= \frac{7.8}{8.11} \times 100 \\ &= \frac{780}{8.11} \\ &= 96.2\% \end{aligned}$$

APPENDIX B**THE STUDENTS' SCORE OF PRE-TEST AND POST-TEST**

Code of Students	Pre-test (X_1)	Post-test (X_2)	Gain ($X_2 - X_1$)	D^2
1	3.63	4.18	0.55	0.30
2	4.18	4.54	0.36	0.13
3	3.63	6.72	3.09	9.55
4	5.45	7.45	2	4
5	5.45	8.36	2.91	8.47
6	4	6.72	2.72	7.40
7	4.90	8.54	3.64	13.25
8	4	6.54	2.54	6.45
9	5.45	8.18	2.73	7.45
10	3.63	6.90	3.27	10.69
11	4	6.90	2.9	8.41
12	3.81	5.81	2	4
13	3.81	7.63	3.82	14.59
14	3.81	6.54	2.73	7.45
15	3.81	7.09	3.28	10.76
16	3.45	6.54	3.09	9.55
17	3.63	5.63	2	4
18	3.63	5.63	2	4
19	4	7.81	3.81	14.52
20	4.18	6.54	2.36	5.57
21	3.81	6.54	2.73	7.45
22	3.81	5.81	2	4
23	3.81	6.72	2.91	8.47
24	3.81	7.27	3.46	11.97
25	3.81	7.09	3.28	10.76
26	6.90	9.63	2.73	7.45
27	3.81	7.63	3.82	14.60
28	3.81	5.45	1.64	2.69
29	3.63	6.72	3.09	9.55
30	3.81	6.72	2.91	8.47
31	3.45	6.72	3.27	10.69
32	3.45	4	0.55	0.30
33	4.18	6.72	2.54	6.45
34	5.63	5.81	0.18	0.03
35	4	4.36	0.36	0.13
N= 35	$X_1 = 144.35$	$X_2 = 231.44$	$D = 87.27$	$D^2 = 253.55$

DATA ANALYSIS

1. Test of Significance Difference

Calculating the t-test value of mean

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \\ &= \frac{87.27}{35} \\ &= 2.49\end{aligned}$$

$$\sum D^2 = 253.55$$

$$D = 87.27$$

$$N = 35$$

$$t = \frac{\bar{D}}{\frac{\frac{\sum D^2 - \frac{\sum D^2}{N}}{N(N-1)}}$$

$$t = \frac{2.49}{\frac{253.55 - \frac{207.74}{35}}{35 \cdot 35 - 1}}$$

$$t = \frac{2.49}{\frac{45.81}{1190}}$$

$$t = \frac{2.49}{\sqrt{0.038}}$$

$$t = \frac{2.49}{0.19}$$

$$t = 13.10$$

APPENDIX C**CRITICAL VALUE OF T-TABLE**

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	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	10.21453
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
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563

APPENDIX D

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMAN 6 PINRANG
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/I
Alokasi waktu	: 8 JP (4 Pertemuan)

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budayaterkait fenomena dan kejadian yang 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 (KD)

KD 3.9: Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.

KD 4.13: Menangkap makna dalam teks *recount* lisan dan tulis sederhana.

KD 4.14 : Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

C. Indikator Pencapaian Kompetensi

3.9.1. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks *recount* sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.

4.13.1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana sederhana tentang kegiatan/kejadian/peristiwa.

4.14.1. Menyunting teks *recount* sederhana tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.14.2. Menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

D. Tujuan Pembelajaran

Setelah proses pembelajaran selesai, siswa diharapkan:

1. Mampu mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks recount sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.
2. Mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana sederhana tentang kegiatan/kejadian/peristiwa.
3. Mampu menyunting teks recount sederhana tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
4. Mampu menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

E. Materi Pembelajaran

Teks recount sederhana lisan dan tulis

Fungsi sosial :

to tell/ to retell past events for the purpose of informing or entertaining.

Generic Structure	Text
Orientation (Pengenalan: Who, When, Where, dll)	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.
Events: (Urutan Peristiwa)	On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasiand Dolphin show.
Reorientation (Penutup cerita, rangkuman rentetan peristiwa)	On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

Lexico Grammatical Features

1. Menggunakan *Past Tense*. Misalkan *we went to zoo, I was happy, etc.*
2. Menggunakan *Conjunction* dan *Time Connectives* untuk mengurutkan peristiwa atau kejadian. Misalnya *and, but, the, after that, etc.*
3. Menggunakan *Adverbs* dan *Adverbial Phrase* untuk mengungkapkan tempat, waktu dan cara. Misalkan *yesterday, at my house, slowly, etc.*
4. Menggunakan *Action Verbs*. Misalkan *went, slept, run, brought, etc.*

F. Media, Alat, dan Sumber Pembelajaran:

1. Buku teks yang relevan:

Buku Bahasa Inggris SMA/MA/SMK/MAK Kelas X Kurikulum 2013

2. Lembaran think-sheet

G. Kegiatan Pembelajaran

Pertemuan Pertama : (2 JP)

Tahapan	Langkah-langkah Kegiatan Pembelajaran	Waktu
Pendahuluan	<ol style="list-style-type: none">1. Guru memberi salam (Greetings)2. Guru mengecek kehadiran peserta didik3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.4. Guru menjelaskan tentang kompetensi dasar dan indikator yang akan dicapai5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas baik secara individu atau kelompok.6. Memaparkan dengan jelas tentang strategi yang hendak diaplikasikan di dalam kelas.	8 menit
Inti	<p>Mengamati</p> <ol style="list-style-type: none">1. Peserta didik diminta untuk memperhatikan / mengamati contoh teks <i>recount</i> yang telah diberikan oleh guru2. Guru membacakan contoh teks <i>recount</i> dengan ucapan, tekanan kata dan intonasi yang baik dan benar. dan peserta didik mendengarkan setiap kalimat yang diucapkan oleh guru <p>Menanya</p> <ol style="list-style-type: none">3. Guru membimbing siswa untuk menanyakan segala hal yang berhubungan dengan materi pembelajaran dan strategi belajar yang hendak digunakan. <p>Mengeksplorasi</p> <ol style="list-style-type: none">4. Siswa melaporkan pada guru, hal yang dianggap sulit dan kurang dimenegerti.	60 menit
Penutup	<ol style="list-style-type: none">1. Guru melakukan penilaian/refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram2. Guru dan peserta didik membuat rangkuman/simpulan pelajaran,	12 menit

	<ol style="list-style-type: none"> 3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 4. Peserta didik dan guru mengucapkan salam perpisahan 	
--	--	--

Pertemuan Kedua : (2 JP)

Tahapan	Langkah-langkah Kegiatan Pembelajaran	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam 2. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa dan mengecek kehadiran peserta didik 3. Guru mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari. 4. Guru menyampaikan kompetensi dan indikator yang akan dicapai. 5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik. 	8 menit
Inti	<p>Mengomunikasikan</p> <ol style="list-style-type: none"> 1. Siswa dibagi dalam beberapa pasangan, sesuai dengan teman sebangku masing-masing. <p>Mengasosiasi</p> <ol style="list-style-type: none"> 2. Guru menyediakan beberapa tema berbeda, kemudian memberikan kesempatan pada siswa untuk memilih tema yang disukai. 3. Menginstruksikan siswa untuk mengikuti langkah-langkah menulis, yang pertama ialah “planning”, yaitu meminta siswa menuliskan perencanaan tulisan mereka. Guru akan membagikan lembaran perencanaan kepada masing-masing siswa. 4. Setelah siswa melakukan “planning”, siswa diminta melakukan langkah kedua yaitu “organizing”, siswa diminta untuk mengorganisir tulisan mereka dalam selembar kertas yang disebut dengan <i>organization form</i>. <p>Menanya</p>	60 menit

	5. Guru membimbing siswa untuk menanyakan segala hal yang berhubungan dengan materi pembelajaran.	
Penutup	<ol style="list-style-type: none"> 1. Guru melakukan penilaian /refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram 2. Guru dan peserta didik membuat rangkuman/simpulan pelajaran, 3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 4. Peserta didik dan guru mengucapkan salam perpisahan 	12 menit

Pertemuan Ketiga : (2 JP)

Tahapan	Langkah-langkah Kegiatan Pembelajaran	Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam 2. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa dan mengecek kehadiran peserta didik 3. Guru mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari. 4. Guru menyampaikan kompetensi dan indikator yang akan dicapai. 5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik. 	8 menit
Inti	<p>Mengasosiasi</p> <ol style="list-style-type: none"> 1. Melanjutkan kegiatan pembelajaran yang dilakukan dipertemuan sebelumnya. 2. Guru memberi instruksi kepada siswa untuk melangkah ke tahap selanjutnya yaitu <i>writing</i>, ditahap ini siswa akan benar-benar menulis. Siswa menuliskan teks recount sesuai dengan apa yang telah mereka tulis di dua tahap sebelumnya. 3. Menginstruksikan siswa untuk mengikuti langkah-langkah menulis, yang keempat ialah 	60 menit

	<p>“editing”. Siswa diminta untuk mengoreksi tulisan mereka. Mereka juga dapat melibatkan rekan kelompok mereka sebagai penganalisis tulisan mereka.</p> <p>4. Melangkah ke tahapan akhir menulis yaitu “revising”. Pada tahap ini siswa diminta untuk memperbaiki tulisan mereka yang dianggap memiliki kesalahan. Siswa diberikan waktu untuk memperbaiki dan merapikan tulisan mereka.</p>	
Penutup	<ol style="list-style-type: none"> Melakukan pengecekan terhadap tulisan siswa. Guru dan peserta didik membuat rangkuman/simpulan pelajaran. Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. Peserta didik dan guru mengucapkan salam perpisahan 	12 menit

Pertemuan Keempat : (2 JP)

Tahapan	Langkah-langkah Kegiatan Pembelajaran	Waktu
Pendahuluan	<ol style="list-style-type: none"> Guru memberi salam (Greetings) Guru mengecek kehadiran peserta didik Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. Guru meriview materi yang telah dipelajari sebelumnya Guru menjelaskan tentang kompetensi dasar dan indikator yang akan dicapai Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik baik secara individu atau kelompok 	8 Menit
Inti	<p>Mengasosiasi</p> <ol style="list-style-type: none"> Guru memberikan kesempatan pada siswa untuk melakukan lima tahapan menulis yaitu POWER dalam satu pertemuan. Guru membagikan beberapa tema yang berbeda, yang nantinya akan dipilih oleh 	60 menit

	masing-masing siswa sesuai ketertarikan masing-masing.	
Penutup	<ol style="list-style-type: none"> 1. Meminta siswa mengumpulkan tugas masing masing untuk diberikan penilaian. 2. Guru dan peserta didik membuat rangkuman/simpulan pelajaran, 3. Peserta didik dan guru mengucapkan salam perpisahan 	12 menit

H. Penilaian hasil pembelajaran

1. Teknik Penilaian

- a. Teknik Penilaian : Tes Tulis
- b. Bentuk Instrumen : Writing
- c. Instrumen

Work individually; write down your personal experience. There are some themes given such as unforgettable, exciting, sadden, frightening, embarassing experience, choose one theme then follow the writing instruction!

First step, Planning

PLAN	
Name _____	Date _____
TOPIC _____	
WHO: Who am I writing for? _____	
WHY: Why am I writing this? _____	
WHAT: What do I know? (Brainstorm)	
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	
7. _____	
8. _____	
HOW: How can I group my ideas?	
<input style="width: 100%;" type="text"/> _____ _____	<input style="width: 100%;" type="text"/> _____ _____
<input style="width: 100%;" type="text"/> _____ _____	<input style="width: 100%;" type="text"/> _____ _____

Second step, Organizing

Explanation Organization Form

What is being explained?

Materials/things you need?

Setting?

What are the steps? { First,

Next,

Third,

Then,

Last,

Next step is write down your experience, after that edit your text by paying attention at the mistakes done, and the last stage is revise your text.

d. Pedoman Penskoran
Content

Score Level		Indicator
Excellent	27-30	The event is well described, going readers very clear information to gain the aim.
Good	22-26	The event is adequately described, going reader sufficient information to gain the aim.
Fair	17-21	The event is sufficient described going the readers incomplete information to gain the aim.
Poor	13-16	The event is a poorly described going the readers incomplete information to gain the aim.

Organization

Score Level		Indicator
Excellent	18-20	Fluent expression-ideas clearly stated.
Good	14-17	Somewhat choppy-loosely organized but mind ideas out.
Fair	10-13	Not fluent-ideas confused or disconnected.
Poor	7-9	Does not communicate no organized.

$$NA = \frac{\textit{Skor Perolehan}}{\textit{Skor Maksimal}} \times 100$$

Pinrang, Agustus 2017
Mahasiswa Penelitian

INDAH VIQRIANTI
NIM : 10535 5421 13

APPENDIX F

STUDENTS' PRE-TEST

Name : 9
Reg. Number :
Class : X MIPA 2

Write down an experience you got in the first day you were a senior high school student!

Experience on the First day
of high school

I am very happy to be accepted in the school that I want even though the place in the countryside. Before class division I want to enter in IPA class but that ~~for~~ allow to enter in IP class is Value. The division of the class began alhamdulillah I entered in the class IPA is class X MIPA 2 I am very happy. I am also glad to be able to make new friends.

Name : 15
Reg. Number :
Class : X.Mipa.2

Write down an experience you got in the first day you were a senior high school student!

My experience on the first day school

The first time I go to school, I am still embarrassed to a new friend. Because we have not known each other, even I have not introduced myself. School teachers are still some of whom I know. Places that exist in school such as canteen, toilet, teacher's room, biology lab and others, even my own class I have not known more closely. But eventually I started to know friends around, and vice versa. so the experience was fun because we knew each other laughed together. Teachers also know me more closely. I even got an IPA class so I am very happy to be a child X.mipa.2. Thank you.... ^-^

Name : 26
Reg. Number : -
Class : X MIPA 2 .

Write down an experience you got in the first day you were a senior high school student!

My Fun Day

The first day I went to school, I was very nervous and embarrassed because I did not know anyone at school. Although that day the older siblings tried ~~to~~ to cheer us up, but it felt like something was missing. I'm just silent and pensive, because there's nobody to talk to. Nevertheless, I persisted, until one day there were some women my age who asked me to join her. Finally I followed her words and joined them. We talked about something funny, we laughed out loud until we forgot everything. After that time, we are always together. Eat together, sit together, and more. When I came home from school, I was happy to have many new friends. And it feels to be a senior high school is very fun.

The next day I'm not embarrassed, nervous or even
lonely anymore

STUDENTS' POST-TEST

Name : 9
Class : X MIPA 2

Write down an experience you got from your last vacation!

Holiday to bantimurung

last year me and my friends holiday in bantimurung. We gather at school and leave at 07:00. We drove the bus there. There were two buses we drove. I boarded the first bus. on the second bus trip broke down in the middle of the road, we had to wait until the second bus came on again. We are up until 12 o'clock there we have fun, the clock is pointing at 03:00 we all go home immediately. The second bus went on strike and we waited for about 4 hours, so we went home after it was done. And we got home at 09:00.

me : 15 PATRIKKA TRIS BERHAJ
ss : X. MIPA. 2

Write down an experience you got from your last vacation!

Vacation to Ora beach Ambon


On that day, I was off school. My family and I plan to go on a vacation at Ambon, there is a very beautiful beach that is Ora beach. Even artists were often there. The beach trip is far enough and we have to climb Boat. Once there, my family and I are very happy although a little tired because of the trip. There I saw many interesting houses, my father rented two house and after I interested, I was surprised to see its contents are similar to luxury hotels even toilet its very clean and beautiful views. We had time to rest for awhile, in the afternoon we just down to the beach to swim. This is part of my experience at Ora beach.

Name : 26
Class : X. MIPA. 2

Write down an experience you got from your last vacation!

" My Fun Day "

Six months ago, I with my ~~for~~ family go on vacation in the a beach. The beach we visited was beautiful. There ~~be saw~~ looked many birds that sing. We felt very enjoyed. On that day, "Amal beach" is very crowded by tourists. We relaxed on the beach. I with my cousin mased a beautiful sandcastle. After that, we ran ~~very~~ on the beach. Suddenly, my mother called me to eat a special grilled fish. Finally, I and my cousin stopped play for a moment to fill the hungry stomach since last. We eat very hard, so we felt can not played anymore. Because we glut is lying in a hut where we keep things. A few minutes later, we woke up and resumed our delayed game. I with my family felt very happy and enjoyed this day full of jokes of laughter. Did not feel the day was getting dark and finally we started hurrying to go home.

" So, it was an unforgettable day " 

APPENDIX G

DOCUMENTATION



Picture 1

The students were given a pre-test named writing test. The students were writing individually with the topic given. They were given fifty minutes to write their recount text related to their experience in the past.



Picture 2

After the pre-test given, the researcher gave treatment toward the students. The researcher gave a brief explanation about five writing stages (POWER) and guided the students to do the activities.



Picture 3

The students were given activity, they were asked to do the five stages of writing such as planning, organizing, writing, editing, and revising. These stages were done step by step. The students practiced to develop their idea through these activities.



Picture 4

The students were doing post-test named writing test. The topic given was different from the topic of pre-test. But it was still related to their experience. They were given fifty minutes to finished their writing.

CURRICULUM VITAE



INDAH VIQRIANTI RAMLI was born in Pinrang, on January 7th, 1996. Her father's name is Muh. Ramli Gani, SH and her mother's name is A. Hartina. She is the first child of two siblings. She began her elementary school at SDN 161 Pinrang and graduated in 2007, she continued her study at SMPN 1 Pinrang and graduated in 2010. After finishing her study in junior high school, she continued her study at SMAN 1 Pinrang and graduated in 2013. In the same year of 2013, she was registered as a student of English Department of Makassar Muhammadiyah University on strata one program.