

**IMPLEMENTATION OF STICKY NOTES STRATEGY TO IMPROVE  
STUDENTS' WRITING ON RECOUNT TEXT**  
*(A Pre-Experimental Research at the Eight Grade  
of SMP Muhammadiyah Watansoppeng)*



**A THESIS**

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

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## MOTTOS

- Prayer can change our destiny and goodness can extend our age.
- Please respond to those who do good to you. If not able, then pray.
  - Q.S. Al-Insyirah 5-6
    - Do the best and pray. God will take care of the rest.
- Learn from the mistakes in the past, try by using a different way, and always hope for a successful future.



## DEDICATIONS

*In the name of Allah, I dedicate my thesis for:*

*My beloved parents, my heros, Drs.Burhanuddin and*

*Hj.Nurhayati, S.Sos.*

*My beloved sister, and brothers*

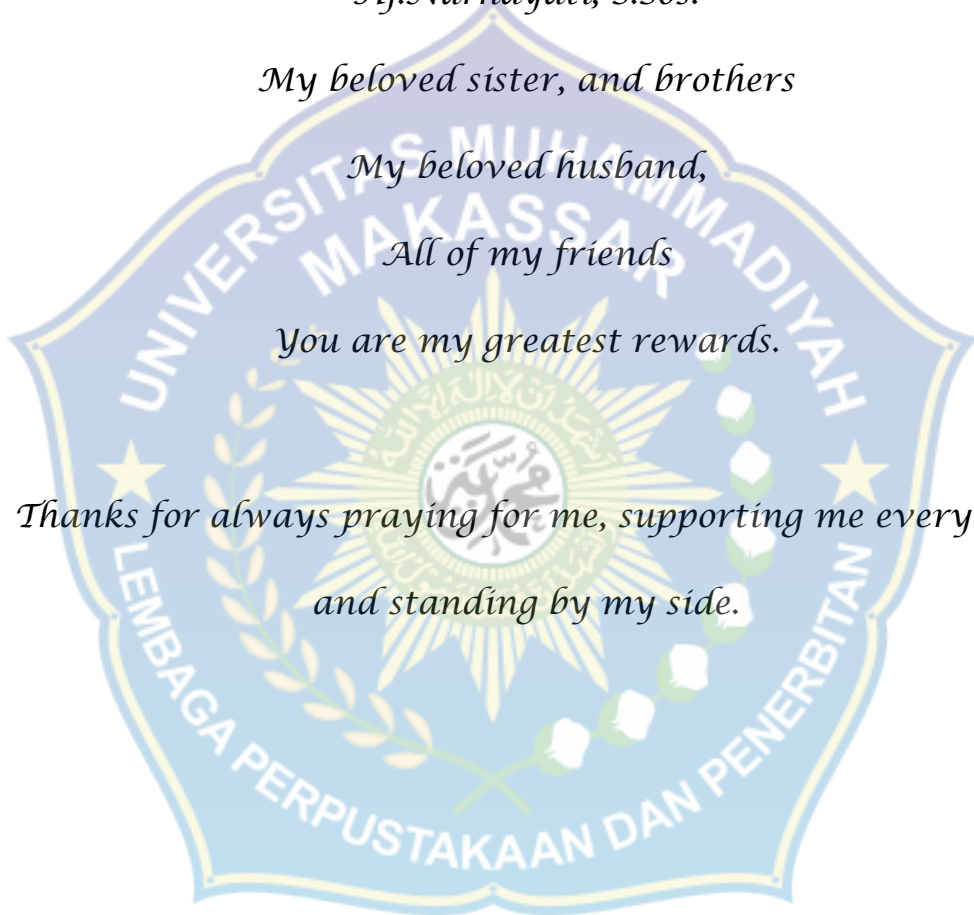
*My beloved husband,*

*All of my friends*

*You are my greatest rewards.*

*Thanks for always praying for me, supporting me everyday*

*and standing by my side.*





## ABSTRACT

**Eka Ramadhani Nurhan. 2018.** Implementation of Sticky Notes Strategy to Improve Students' Writing on Recount Text (A Pre-Experimental Research at the Eight Grade of SMP Muhammadiyah Watansoppeng). A thesis of English Education Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Hasnawati Latief and Farisha A Baso.

The thesis aimed to find out whether or not Sticky Note Strategy have significant effect in improving students' writing recount text at the Eight Grade of SMP Muhammadiyah Watansoppeng. Writing in term of content and organization.

The method of this research is A Pre-Experimental. The population of this research was the first year students' of SMP Muhammadiyah Watansoppeng in academic year 2018/2019, selected using total sampling. The sample of this research was 23 students'.

The researcher findings indicated that there was Sticky Notes Strategy effective to improve students' writing recount text. Where the instrument of this research was a test used pre-test and post-test. The result of the data indicated that, there was difference between students' pre-test and post-test. The mean score of post-test is (67,86) was greater that mean score of pre-test (56,31). From t-test, the researcher found that, the value of t-test (7.613) was greater than t-table (2.074) at the level of significance 0.05 with degree of freedom (df) = 22, result shows that t-test value for the final score of students' writing recount text (7.613 > 2.074). It is also said that the null hypotesis (Ho) is rejected and the alternative hypotesis (H1) is accepted. The result of the data showed that, Sticky Notes Strategy improved students' writing recount text. There was significant effect of the use Sticky Notes in improving students' writing recount text.

**Key Words:** *Sticky Notes Strategy, Writing, Recount Text.*

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Makassar, Desember 2018

Writer



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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

English as one of the subjects in schools has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles about knowledge and technology. Therefore, in order to be able to develop science, knowledge, and technology, and to communicate with people from other countries, English is taught in Indonesia as a foreign language from junior high schools until universities.

English is taught at schools in order that students are able to master the four skills, they are listening, speaking, reading, and writing. Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. The researcher tried to prove using the sticky notes an important strategy helping students to express themselves by writing.

Sticky notes is a ubiquitous yet taken-for-granted item of modern life. Its sticky invitation to note marking has made it a compelling and wholly fragmentari organizational tool. Sticky notes is some of most effective visual learning strategy used to improve the students writing skill. The use it in the teaching can facilitate the teacher to help the process

of the students' writing activities. Flores in Safitri (2011:14) explains those sticky notes are tools that help support students in do something.

Sticky notes help students' to improve they motivation in study especially in writing recount text. With the colourful of sticky notes make students' easier to remember everything that is written there and also fished our brain to continue to be creative and explore other benefits of the sticky notes. Sometimes, many students' become frustated when they make errors in their writing and need to erase their work. It makes the task feel overwhelming.

McLaughlin and Allen (2010) state the sticky notes strategy is a way for young students' to become active writer. Therefore, sticky notes is very simple and easier to used, because that can be applied in all genre text, fiction and nonfiction. Sticky notes is the effective strategy to improve students writing skill and it also make students attitudes toward writing and students' participation in writing class increase. So, that is why the teacher should introduce Sticky Notes to the students, especially in teaching writing. Besides, using Sticky Notes in writing activities can change the students' paradigm that writing is tedious activity.

Using sticky notes is very helpful in writing activity, especially to know students' writing skill. Writing is one of the most essential skills because it is productive skill. It is considered as an important skill because writing can be a measurement of the students' English competence. Writing lesson in the school is focused on developing the students'

competence in written language. The students are expected to be able to use English and communicative with it in daily. In fact, most of students' writing skill are relatively low. Many students often confuse about what they are going to write and what they should do first to begin their write.

The phenomena in SMP Muhammadiyah Watansoppeng show that the students are not able to write the recount text. The score in writing recount is at the average 6 and some of them got lower than 6. It seems that problem happened in this school was caused by inappropriate teaching strategy used by the teacher. In teaching and learning process, the teacher still used conventional method which was more focused on reading and speaking than writing and the teacher just focused on textbook.

As the result, the students are not able to write the simple text that they produced from their handbook. The students are not able to expose their ideas in limited time in the class. Sometimes, the students felt bored, because their teacher just asked them in order to write the English text based on handbook without using teaching media in learning writing, especially in writing recount text. Even though it is difficult to make the students understand and master the English writing, actually, there are so many techniques that could be applied by the teacher to achieve the goal of teaching writing. Those are; teaching writing by using picture, game, music, song, sticky notes and using mind map technique.

The usefulness of sticky notes is to give small note, reminiscent of a task, give an opinion, and a variety of other uses that are flexible. The



function of sticky notes is very much, adjusting from the creativity of the owner or wearer. Sticky notes also an important media helping students to express themselves by writing and it is expected to give students a great start or an introduction to write. It is always better to write something once or at least twice in a day.

Based on the explanation above, the writer interests to conducts the research with the title, “Implementation of Sticky Notes Strategy to Improve Students’ Writing on Recount Text (A *Pre-Experimental Research at the Eight Grade of SMP Muhammadiyah Watansoppeng*)”.

## **B. Problem Statements**

Based on the background above, that problem will be discussed in this research are:

1. Does the use of sticky notes improve students’ writing recount text in term of content at the eight grade of SMP Muhammadiyah Watansoppeng ?
2. Does the use of sticky notes improve students’ writing recount text in term of organization at the eight grade of SMP Muhammadiyah Watansoppeng?

## **C. Objectives of the Research**

Based on the problem statment above, the objectives of the research are:

1. To find out whether or not the use of sticky notes improve students' writing recount text in term of content at the eight grade of SMP Muhammadiyah Watansoppeng ?
2. To find out whether or not the use of sticky notes improve students' writing recount text in term of organization at the eight grade of SMP Muhammadiyah Watansoppeng ?

#### **D. Significance of the Study**

The result of the study is expected to be used theoretically and practically. The result of this study is expected to be able to widen the skill of the teachers in using sticky notes strategy to improve students' writing skill. As a reference to other researchers who want to study sticky notes strategy more intensively in teaching writing. The result of this study is suggested to apply the sticky notes strategy to increase the students' competence in English writing skill. The use this strategy in writing recount text can make the students' more enjoyable and easier in learning.

#### **E. Scope of the Research**

The scope of the research was limited to the teaching and learning writing recount text at the eight grade students' of SMP Muhammadiyah Watansoppeng by applying sticky notes strategy in teaching. It is applied to improve the students' ability in writing recount text that focus on the writing content and organization in terms of unity, completeness, and coherence

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### F. Previous of Related Research Findings

Salimah (2017) a thesis under the tittle, “Improving Students’ Skills in Writing Recount Text by Using Manga Strips at the Eight Grade Students of SMP Muhammadiyah 1 Gatak in the Academic Year 2016/2017 found that of this research is this method can improve the students writing recount text.

Sobah and Hasanah (2016) in her journal under the tittle, “Pengaruh Penggunaan Media Sticky Notes dalam Model Pembelajaran Kooperatif Tipe STAD (Student Team Achievement Divisions) found that of this journal of affective and psychomotor students learning result were observed by using sticky notes also show the average value of experimental class or class response is a good .

Pebriani (2016) conducted a research under the tittle, “The Use of Sticky Notes in Teaching Students’ Writing on Descriptive Text” (an Experimental Research for Eight Grades of MTs Daar Et-TaqwaPetir, Serang) found that the students writing ability in descriptive text. And to find the effect of using sticky notes on students writing ability in descriptive text in students Eight Grades of MTs Daar Et-TaqwaPetir, Serang. The resultbof this research is to motivated the students’ to make writing is their habits.



Wiley (2015) in her journal, “Enhancing Metacognitive Literacy: A Research Study Using Sticky Notes in the Classroom” found that students participating were instructed that they would take notes in their textbooks by using sticky notes to record their comment and then adhere the sticky notes to the page which relates to their comments. Students were informed that their sticky notes comments would not necessarily be summaries about the text but would include questions, connections, thoughts, ideas, and reactions.

Prasetyo (2014) in his research entitle “Students’ Perception on the Use of Colorful Sticky Notes in Reading Activities for Eight Grade of SMPN 8 Malang. Undergraduate Thesis, English Department , Faculty of Letters, State University of Malang found that students’ persepction about the use of colorful sticky notes in reading activities, particulary in the use of colorful note itself, the role of teachers, and the problems faced by students’ in the use of colorful sticky notes. Therefore, when the use of colorful sticky notes accompanied by the active role of the teacher in explaining the students do not have difficulty in using them.

Titis (2014) a research under the tittle, “The Use Sticky Notes Strategy to Improve the Seventh Grade Students’ Reading Comprehension at SMPN 1 Arjasa in the Academic Year 2013/2014. Thesis. English Education Program, Faculty of Teacher Training and Education Program, Muhammadiyah University of Jember found that teaching reading subject

by using sticky notes strategy can improve by marking section, giving clarification and sharing clear passages.

All of the research findings above are expected to be useful information to the researcher. There are some relationship among those researches and this research especially in skill and the methodology. In contrary, the differences are the sample, populations, and the instrument of the research. Based on the research findings above, the students need an interesting strategy in writing so the researcher wants to try one strategy namely Sticky Notes in order to improve the students' writing skill especially recount text. This strategy is one of a good strategy because can help students in write down their idea and thought in sticky notes.

## **G. Some Pertinent Ideas**

### **1. Concept of Writing**

#### **a. The Definition of Writing**

Writing is one of language skill that as process to express ideas and thought which is gotten from a result of recording language and it is expressed in a written. According to Mayers writing is a way to procedure language you do naturally when you speak. Writing is also an action a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

According to Boardman writing is is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a

powerful tool to organize overwhelming events and make them manageable.

In addition Brown also state that a written product is product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize then coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

Based on the explanation above, the researcher concluded that writing is a visible process of information that obtained from our experience. The researcher can recall and record our knowledge through writing. As we know to write anything, certainly the writer has to get an idea beforehand and also in writing considers of element of language such as vocabulary, spelling, grammar, and punctuation in order to the sentences can be understood by the reader.

#### **b. Elements of Writing**

Oshima and Hogue (2006: 16) pointed out six elements of writing, topic sentence, supporting sentence, concluding sentence, unity, coherence, and cohesion.

##### **1) Topic sentence.**

Topic sentence is s sentence that summarizes the main idea of a paragraph it is usually the first sentence and first line in a paragraph. It states the main idea of the paragraph and gives the

writers main idea or opinion about the topic and helps the reader understand what the paragraph is going to talk about. Also known as a focus sentence, it organizes an entire paragraph. Although topic sentence may appear anywhere in a paragraph, in academic essay. The topic sentence acts as a kind of summary, and offers reader an insightful view of the writer's main ideas for the following paragraph. As the topic sentence encapsulates the idea of the paragraph, serving as a sub-thesis, it remains general enough to cover the support given in the body paragraph while being more direct than the thesis or paper. Topic sentences should be specific and have a narrower focus than your thesis statement, appear in or near the first sentence of the paragraph, and introduce the topic of the paragraph.

## 2) Supporting sentences.

Supporting sentences provide examples for the topic sentence. If a writer claims for instance, that early, the second, third, and fourth sentences will include information supporting the main idea in the topic sentences. It also sentences that talk about or explain the topic sentence, and much more specific than the topic sentence. Supporting sentences of a paragraph develop the main idea presented in the topic sentence. This development can come in the form of example, reason, description, etc., depending on the purpose of your paragraph. For example you are writing an opinion-

based paragraph, your supporting sentences will consist of reasons and details.

3) Concluding sentence.

Concluding sentences link one paragraph to the next and provide another device for helping you ensure your text is cohesive. While not all paragraphs include a concluding sentence, you should always consider whether one is appropriate. It sums up the information that is presented in a paragraph. It completes the paragraph and restates the main idea. While approaching the conclusion linking words or phrases like therefore, thus, resulting, hence, in, brief, to sum up, on the whole and in the end are very often used. Obviously, the last sentence of the paragraph is the concluding sentence. It connects the topic sentence and the supporting details by contrasting the strengths and weaknesses of the human body.

4) Unity.

Paragraph unity is perhaps the most important characteristic for good paragraphs. A reader quickly loses direction and ends up frustrated when confronted with paragraphs having multiple aims. A unified paragraph leaves a reader feeling secure that the writer is in control of her argument and able to lead the reader toward a clear and satisfying conclusion.



Unity in a paragraph begins with the topic sentence. Every paragraph has one single, controlling idea that is expressed in its topic sentence, which is typically the first sentence of the paragraph. A good controlling idea is a key to a strong paragraph, and the key to a good controlling idea is the author's sense of purpose. All too often developing writers start drafting their essays without a clear sense of what their paragraphs are there for what each paragraph is supposed to be about and how it will support the essays.

A paragraph is unified around this main idea, with the supporting sentences providing detail and discussion. In order to write a good topic sentence, think about your theme and all the points you want to make. Decide which point drives the rest, and then write it as your topic sentence.

#### 5) Coherence.

An important quality in any good text, especially essays, is coherence. Coherence is the quality that makes your writing understandable to the reader. The coherence of a text means how well its parts, its words, sentences and paragraphs work together and contribute to the text as a whole.

Coherence means stick together. Writer makes paragraph coherence by connecting ideas to another one. A paragraph has coherence when the supporting sentences are ordered according to a principle (Boardman, 2008). The sentences are put in order so

that the reader can understand your ideas easily. The principles for ordering depend on the types of paragraph you are writing.

Coherence can be achieved in several ways. First, use the transition words. These words create bridges from one sentence to the next. The transition words serve as indicators of the different relationships that need to be connected to be able to establish coherence in the paragraph. We can use transition words that show order (first, second, third); spatial relationships (above, below) or logic (furthermore, in addition, in fact).

6) Cohesion.

Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. It is related to the broader concept of coherence. It means that all supporting sentences “stick together” in their support of the topic sentence. There are two main types of cohesion: grammatical cohesion, which is based on structural content-and lexical content and background knowledge.

**c. Components of Writing Process**

According to Oak in Mujahirah (2018) writing is an art. It involves creative thinking and an effective use of words to express ideas. To compose a good essay or an article, you need to organize your thoughts, plan the structure of the write-up, and then express your ideas

using the right words. There are some steps that make the components of the writing process. Those are:

1) Pre-Writing

This is the step that helps you find the right words for your expression. It involves a thorough research on the subject to write on and the gathering of all the information about it, from all the available sources (books or online). This is an important component of the process of writing, as it includes the gathering and organizing of information that would be going into your write-up. It may include talking to people or taking interviews in order to gather relevant information. It includes choosing a topic, becoming aware of the audience, brainstorming and/or discussing your idea, and organizing your thoughts and the information obtained. At this step, you create an outline of your essay/article. In case of a story, prewriting will also involve sketching of its characters.

2) Drafting

After the information is gathered and once your thoughts are organized, the next step is to make a systematic draft of the same. It requires you to organize the gathered information in a systematic manner, such that one idea is discussed per paragraph or similar ideas are given under the same section of the write-up. If you are writing a story, the incidents have to be mentioned in the right order and in such a way that the story gets a flow. The organizing of information when

writing, requires the use of logic. The draft should be such that the message you want to give to the readers is conveyed in an effective way. So that the draft is comprehensive, you may need to include different perspectives of the subject you are handling and ensure that all its aspects are properly covered.

### 3) Revising

The next important component of the process of writing is revising the draft. It is the phase in which you need to correct the errors in the draft and also think of ways to improve your writing. You may like to revise the way you have conveyed certain ideas or the words you have chosen to say a certain thing. You may wish to revise your style of writing or the manner in which the information has been laid out. It might include rearranging content, replacing certain parts of the write-up, adding or removing of content, etc. For revising, you may choose to involve responses from peers or evaluate the write-up yourself. Revising is an important constituent of writing as it requires you to give another thought to your own writing and change it as and where needed. This is the step in which you decide on the approach to take and the views or opinions to express.

### 4) Editing

The process of editing is another important component of writing. When you are satisfied with your essay/article, you can take it through the process of editing. It is the opportunity to get your writing

look at from a totally different perspective and change or improve it if needed. This is the step at which the write-up gets its finishing touches. In editing, your writing will be scrutinized for errors in grammar, spelling, punctuations, formatting, and use of language. Mistakes, if any, can be corrected at the editing stage, before the write-up is published.

#### 5) Publishing

When your writing is published, it becomes open to reader feedback. Depending on the quality of your written work, you may be appreciated or criticized by the readers. Getting the work published is the goal of a writer and also the final step in the process of writing.

★ Publishing of the work gives you the opportunity to connect with your readers and receive their feedback. Their response determines the popularity of your work and helps you improve for the better.

From explanation above we know that in writing, the writer should do some step in writing process. This step can help the writer to build their writing, because this step start from when the writer gather the information, make an outline until when they publish their writing. so that is why the why this step is very useful for the writer.

#### **d. Teaching Writing**

According to Harmer (2007: 330), there are three roles of English teachers in teaching writing.



1) Motivator

As a motivator, an English teacher has to be able to motivate the students in writing tasks by creating the right situation for generating the ideas, persuading them of the usefulness of the activity, and encouraging them to make as much as effort as possible for maximum benefit.

2) Resource

The teacher needs to be ready to provide information and language where necessary to the students. He or she must be available and well prepared to look at the students' progresses, offer advice and suggestions in a constructive and tactful way.

3) Feedback provider

As a feedback provider, an English teacher should give positive and encouraging responses to the students' writing. When offering correction, the teacher should choose what and how much to focus on based on what the students need at this particular stage of their studies, and on the tasks they have undertaken. It can be inferred that helping students become self-sufficient, competent, and confident writers is not an easy task, but it is easier to accomplish by recognizing

e. **Types of Classroom Writing Performance**

There are many types of writing performances in the classroom. According Brown (2001:343) in divides a written performance into five kinds. The writing performances are as follows.

1) Imitative or writing down

Students can attain fundamental skills in writing process through a simple task. This basic task of writing letters, words, punctuation, and brief sentences can be done when they are producing a text. The activity that may be involved in this type of writing performances is that the students simply write down a written product on their own. They imitate the written product as a form of task to go over their basic skills in writing.

2) Intensive or controlled

It is a kind of performances in which students must produce proper vocabulary in a certain context, collocations and idioms, and correct grammatical features in the sentences. Although their creativity is not allowed much, the students working on this type of performance can do another stimulating creative activity by rewriting the paragraph of their recollection of reading.

3) Self-writing

This category gets the students to write the things on their own mind. Kinds of activities of this category are note-taking, diary, and journal writing.

#### 4) Display writing

Display writing is very useful for academic purposes. Written exercises, short answer essays and other forms of writing in test situations are instances of display writing. They are kinds of activities when students are asked to write for the sake of their teacher's assignment or fulfilling their duty in the class.

#### 5) Real writing

Real writing is one of writing performances in which the reader does not know the answer and genuinely wants the information from the writer. For example, writing letters, filling a form and writing a simple message all belong to real writing.

Every beginner writer starts to write from the basic activity such as the imitative writing. This kind of activity gets the students to make letters, words, and simple sentences. The next level of writing is intensive or controlled writing. This activity focuses on grammar, vocabulary, or sentence formation, and not necessarily to convey meaning. The activity in the next stages is more complex because it allows students to produce their written products in the form of paragraphs or texts of several pages which require better skills than the previous ones.

## 2. Concept of Sticky Notes

### a. Definition of Sticky Notes

Sticky notes is a small piece of paper with a re adherable strip of glue on its back, made for temporarily attaching notes to documents and other surfaces. The main aim of sticky notes is to make new habits for students to write their daily activity everyday.

According to Cambridge Dictionary that sticky notes is small piece of paper that is sticky on one side and that you can write notes and put temporarily on a wall, in a book.

In addition Laughlin and Allen in Moss (2010:84) state the sticky notes is a way for young students to become active readers instead of passive one.

McLaughlin and Allen (2010) state the sticky notes strategy is way for young students' to become active writer. Therefore, sticky notes is very simple and easier to used, because that can be applied in all genre text, fiction and non fiction.

From the explanation above, the writer concludes that sticky notes are appropriate for teaching learning process.the way to guide the readers or students to be active in teaching learning process.



**Figure 2.1**Display of sticky notes

## **b. Procedures for Implementation of the Sticky Notes Strategy**

Moss in Safitri (2010:85) stated that the procedure of sticky notes bellow:

- 1) Give each of the students group sticky notes. Explains to students that they will be do.
- 2) Demonstrate for students how to label each sticky notes. It brief the teacher explains how to use sticky notes. Therefore, the students can write with sticky notes.
- 3) Place each labeled posy-it note on the blackboard or wall. It means that make the students easily to read and found what they write.
- 4) Each students can write their daily activity everyday. Start from wake up until wake up again.
- 5) If the students have seven sticky notes in blackboard or wall they must to start write the recount text based on the what they write in sticky notes.
- 6) After students have finished, they ollect the taks and for the next meeting they must write again their daily activity.

## **c. Advantages of Sticky Notes**

According to Laughlin in Septriani (2003:18) explain the advantages of sticky notes strategy are easy to rearrange when it is time to create an affinity diagram or to prioritize options after brainstorming is



finished. It briefs, this strategy can help the students because easy to use and then it very interesting.

In addition, Karison (2009:55) proposes that advantages of using sticky notes is that they are easy to manipulate and can be stuck on the sources material without causing damage. It means that, this strategy is very simple and practice in use.

Moss in Nella (2010:84) explain that the sticky notes advantages is help students derive understanding from what they read, and moves them beyond simply identifying words to the recognition that they need to construct meaning from what they read. In other words the sticky notes strategy help the students in understanding the main point or information from the text.

Based on the theories above the writer concludes many advantages of using sticky notes. This media is easier and simple to use. Because in using sticky notes the students can write all of they think. They can tag favorite part, write comments, write key vocabulary or learning point, and write their daily activity. Sticky notes can make the students more understanding to write and read. Because that can be help the students in providing their knowledges.

The graduate students participating in the research study were instructed that they would take notes in their textbooks by using sticky notes to record their comments and then adhere the sticky notes to the page which relates to their comments. Students' were informed that their sticky

notes comments would not necessarily be summaries about the text but would include questions, connections, thoughts, ideas, and reactions.

### **3. Concept of Recount Text**

#### **a. Definition of Recount Text**

According to Anderson (1997: 49) recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred.

According to Knapp in Mujahirah (2018) recount text is written out to make a report about an experience of a series related event. The aim of the text is retell the past event or to tell someone's experience in chronological order. So, recount text is text that retell about a story, experience, and other. Recount text use simple past tense or past perfect tense in its phrase. Recount text use adverbs of time, for example: when, one day, once upon a time, last holiday, after, before, and other.

Recount text is similar with narrative text. Both are telling something in the past. The thing that makes narrative and recount different is the structure in which they are constructed. Narrative uses conflicts among the participants whether natural conflict, social conflict or psychological conflict. In some ways narrative text combines all these conflicts. In the contrary, we do not find these conflicts inside recount text. Recount applies series of event as the basic structure.

Based on the theories above, the writer can conclude that recount text is a text which retells events or experience in the past. Its purpose is either to inform or to entertain the audience.

### **b. Generic Structure of Recount Texts**

It is a point when writers try to create a piece of a recount text. Anderson (1997: 53) states that a recount text has three main parts:

1) Orientation.

It gives background information about who, what, where, and when.

2) A series of paragraphs/events

It consists of paragraphs which retell the events in the order in which they happened.

3) Conclusion (optional)

It is a paragraph that contains a personal comment. In conclusion, a recount text tells the reader what happened in a past. It begins with an orientation which tells the reader who was involved, what happened, where this event took place and when it happened.

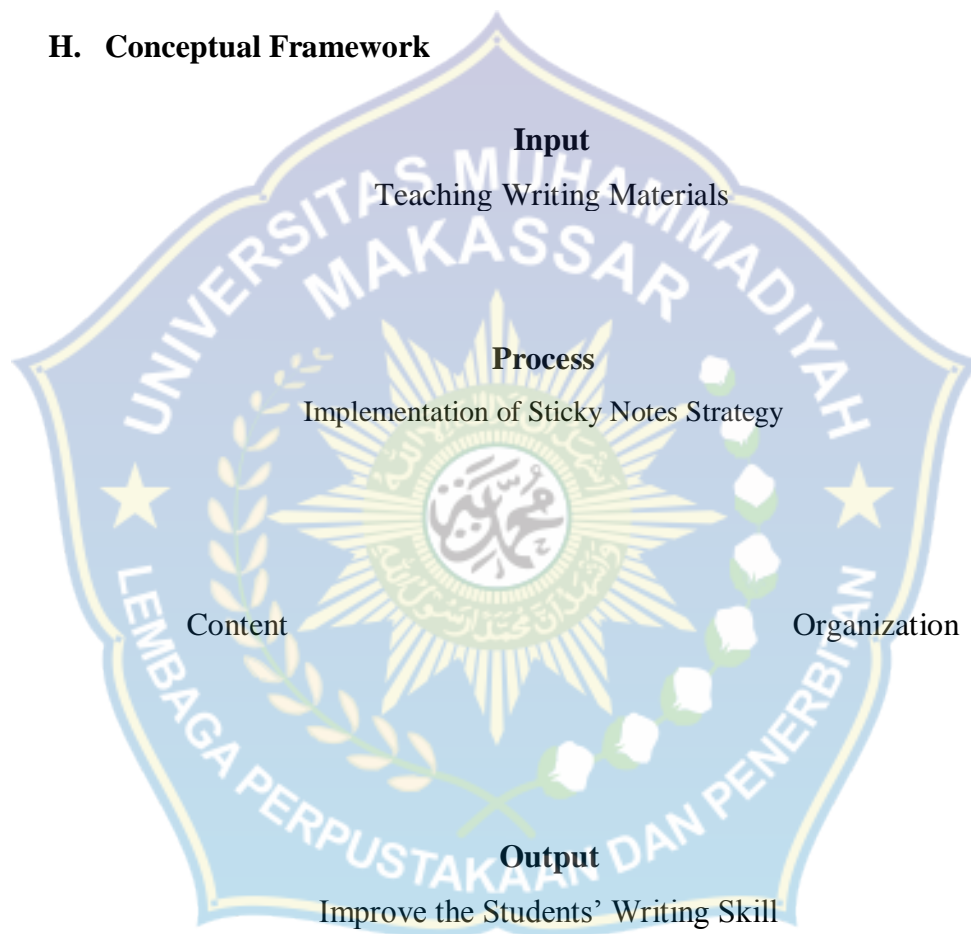
### **c. Language Features of Recount Text**

According to Boardman in Mujahirah (2018) the language features usually found in a recount:

- 1) Use of nouns and pronouns to identify people, animals or things involved.
- 2) Use of past action verbs to refer the events.

- 3) Use of past tense to located events in relation to speaker`s orwriter`s time.
- 4) Use conjunctions and time connectives to sequence the event.
- 5) Use of adverb and adverbial phrases to indicate place and time.
- 6) Use of adjectives to describe nouns.

#### H. Conceptual Framework



**Figure 2.2 Conceptual Framework**

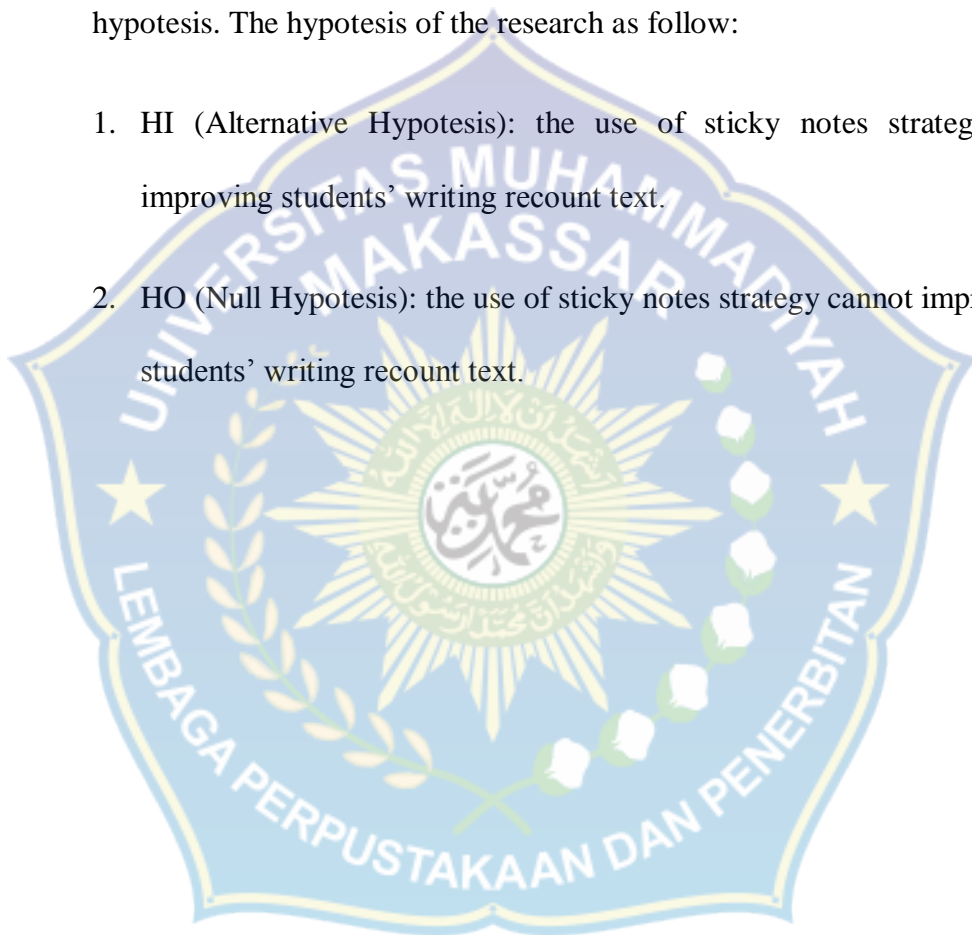
Based on the conceptual framework above, for input the researcher will teach the writing material namely recount text. To help students making a text which focused on content and organization assessment, the researcher will use Sticky Notes media in teaching learni process. Sticky

notes will help students to write their idea in colorfull paper. So, it will imprive students' writing skill

## **I. Hypotesis**

The hypotesis of this research can be mastered alternative and null hypotesis. The hypotesis of the research as follow:

1. HI (Alternative Hypotesis): the use of sticky notes strategy can improving students' writing recount text.
2. HO (Null Hypotesis): the use of sticky notes strategy cannot improving students' writing recount text.





## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The method which used in this research is pre-experimental with one group pretest-posttest design. This design involves one group which is pretest ( $O_1$ ), exposed to a treatment (X) and posttest ( $O_2$ ). The research design is presented as follow

$O_1$       X       $O_2$

Where :  $O_1$  : Pre-test

X : Treatment

$O_2$  : Post-test

(Arikunto, 2010:84)

#### B. Population and Sample

##### a. Population

The population of this research is taken from the students at the eight grade in SMP Muhammadiyah Watansoppeng in 2018/2019..

And there are 23 students.

##### b. Sample

In determine the sample of the researcher will use total sampling. In this case, the researcher will take one classes as a sample because in there only one class.

## **C. Instrument of the Research**

### **1. Pre-Test**

Before doing the treatment, the students were given a pre-test.

The students were asked to write down their personal experience recount text. This test was applied to know their prior knowledge.

### **2. Treatment**

The teacher applied of sticky notes strategy to improve students' writing recount text in six meetings. The steps are as follow:

- a. The researcher prepared sticky notes and explain its function to the students
- b. The students were asked to make a pear. It can be their seatmate.
- c. The researcher gave explanation about general description of recount text.
- d. The researcher explained how to make recount text by using sticky notes.
- e. The researcher gave one theme then students were asked fill the blank of sticky notes based on the recout text,
- f. The researcher explained how to organize their idea into the good paragraph.
- g. After the students understand, they were asked to write their own experience by using sticky notes before make a paragraph.

### **3. Post-Test**

After doing the entire treatment, the last step was post-test which was 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 sticky notes strategy.

### **D. Variable and Indicator of the Research**

#### **1. Variable**

There are two variables of this research, they are:

- a. Independent variable is using Sticky Notes media.
- b. Dependent variable is the students writing recount text both in content and organization.

#### **2. Indicator**

The indicators of dependent variable are :

- a. Indicators of the content were unity and completeness.
- b. Indicators of the organization was coherence.

### **E. Data Collecting**

In collecting data, the researcher used essay writing test. This instrument was used to find out the result of student's achievement in their writing skill. The test consisted of pre-test and post-test. In giving score to the students' writing ability, the components that the researcher used are as follows:

1. Content

a. Unity

**Table. 3.1 Criteria score of unity**

Score	Criteria
90 – 100	Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing
80 – 89	Some transition of ideas evidence
70 – 79	There are few transitional markers or repetitive transitional markers
60 – 69	No transitional markers
50 – 59	No evidence of concepts

b. Completeness

**Table. 3.2 Criteria score of completeness**

Score	Criteria
90 – 100	Shows a clear understanding of writing, topic and main idea
80 – 89	Shows a good understanding of writing, topic and main idea development
70 – 79	Shows some understanding or writing, topic and main idea, less development
60 – 69	Shows a little evidence of discourse understanding
50 – 59	No evidence of concept of writing

2. Organization

a. Coherence

**Table. 3.3 Criteria score of coherence**

Score	Criteria
90 – 100	Organization is appropriate in writing (good grammatical) and contains clear introduction, development of idea and conclusion (close relation each other)
80 – 89	Events are organized logically, but some part of the sample may not be fully developed and rarely grammar
70 – 79	Organization may be extremely simple or there may be evidence of disorganization. There are several ungrammatical sentence but still understandable
60 – 69	Sample is compared if only a few disjointed sentence
50 – 59	No complete sentence or writing

(Jacob in Mujahirah 2018)

## F. Techniques of Data Analysis

The data collecting in this research analyze trough quantitative,.  
Meanwhile, to get writing score, the researcher will use scoring scale,  
which includes main idea and supporting idea of the students writing  
recount text.

1. Calculate the mean score of the students both pre test and post test by

using the following formula:  $\bar{x} = \frac{\sum x}{N}$

Notes :  $\bar{x}$  = Mean Score (symbol for the population mean)

$\sum x$  = The sum of all score

N = Total sample/number of students

(Gay, 2006:338)

2. The following formula was used to find out the improvement of the  
students' score in pre and post test.

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

Where: P = Improvement

X<sub>2</sub> = The mean score of post-test

X<sub>1</sub> = The mean score of pre-test

(Gay, 2006:337)

3. Finding the significant difference between the score of the pre test and  
post test. The researcher calculates the value of the test by using the  
following formula.



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

Where:  $D = \frac{\sum D}{N}$

Where :t : test of significant difference

$\bar{D}$  : the mean score of difference (X1-X2)

$\sum D$  : the sum of the total score difference

$D$  : the square of the sum score of difference

$N$  : the total number.

$1$  : number of variable

(Gay, 2006:400)

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

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

Where:

P = Percentage

F = Frequency

N = The Total Number of Students

(Gay, 2006: 402)

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 follow:

**Table. 3.4 Standard Score for Total Value**

Score Level	
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
46-55	Poor
0-45	Very Poor

(Depdikbud in Mujahirah 2018)



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The data of this research was 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

Variable	Pre-test	Post-test	Improvement
Content	112,60	137,04	21,70%
Organization	56,34	66,56	18,13%
Writing Recount Text	56,31	67,73	20,28%

The table shows the students' ability in writing recount text as the result of calculating the students' writing pre-test and post-test in terms of content in term unity, completeness and organization by using Sticky Notes. The students' writing score in pre-test (112,60) is lower than the post-test (137,04). It means that the mean score of the students' post-test is higher than the mean score of students' pre-test. It shows that teaching recount text by using Sticky Notes effective for the students.

## 2. The Rate Percentage of the Students' Writing 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 Frequency of Students' Pre-test**

No	Classification	Score	Content		Organization	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	96 – 100	0	0%	0	0%
2.	Very Good	86 – 95	0	0%	0	0%
3.	Good	76 – 85	0	0%	0	0%
4.	Fairly Good	66 – 75	4	17,39%	3	13,04%
5.	Fair	56 – 65	6	26,09%	6	26,09%
6.	Poor	46 – 55	13	56,52%	14	60,87%
7.	Very Poor	0 – 45	0	0%	0	0%
Total			23	100%	23	100%

Based on the table above, it shows that in content only 6 (26,09%) student are classified as fair, there are 4 (17,39%) students are classified as fairly good, and there are 13 (56,52%) students' are classified as poor. While in organization only 6 (26,09%) students' classified as fair, 3 (13,04%) students are classified as fairly good, and 14 (60,87%) students' classified as poor.

**Table 4.3 The Frequency of Students' Post-test**

No	Classification	Score	Content		Organization	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	96 – 100	0	5%	0	0%
2.	Very Good	86 – 95	0	85 %	0	0%
3.	Good	76 – 85	6	26,09 %	5	21,74%
4.	Fairly Good	66 – 75	7	30,43 %	3	13,04 %
5.	Fair	56 – 65	10	43,48 %	15	65,22 %
6.	Poor	46 – 55	0	0 %	0	0 %
7.	Very Poor	0 – 45	0	0%	0	0%
Total			23	100%	23	100%

The table above shows the students' score of post-test in content and organization. The students' score in content, there are 6 (26.09%) students are classified as good, 7 (30.43%) students are classified as fairly good, then 10 (43.48%) students classified as fair. While in organization 5 (21.74%) students are classified as good, 3 (13.04%) students are classified as fairly good, then 15 (65.22%) students are classified as fair.

The researcher concluded that the students' rate percentage in post-test were higher than in pre-test. It proved after applying the Sticky Notes strategy in writing recount text, the students' percentage was getting improved. It meant that teaching writing recount text by Sticky Notes 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

Indicator	Pre-test	Post-test	Improvement
Unity	56,21	67,78	20,58%
Completeness	56,39	69,26	22,82%

The table shows the students' improvement in content (unity and completeness) score as the result of calculating of students' pre-test and post-test. As shown on the table above, the students' improvement in content (unity) is 20,58% from the mean score 56,21 in pre-test to be 67,78 in post-test. The table also shows that the students' improvement in completeness is 22,82% from 56,39 in pre-test to be 69,26 in post-test. In other words, the students' pre-test score in



unity and completeness is lower than the students' post-test score. Therefore, it could be concluded that Sticky Notes strategy improve the students' writing in content.

#### 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

Indicator	Pre-test	Post-test	Improvement
Coherence	56,34	66,56	18,13%

The table above shows the students' improvement in organization that is coherence. As shown on the table, the students' improvement in coherence is 18,13% from the mean score 56,34 in pre-test improves to be 66,56 in post-test is. It can be concluded that the use of Sticky Notes strategy could improve the students' writing in organization in term coherence.

#### 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

Variable	t-test	t-table	Comparison	Classification
Writing Recount Text	1401,54	2.045	T-test > t-table	Significantly Different

The table shows that the value of t-test is bigger than the value of t-table (23.43>2045). It indicates that there is 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 0.05 with degree of freedom ( $df$ ) =  $n-1$ , where  $df = 23-1$  so,  $df = 22$  indicated that there was a significantly different between the mean score of pre-test and post-test. The mean score of the pre-test was 56,31 while the post-test was 67,73. It meant that there was a significant difference between the students' writing skill before and after giving the treatment

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 Sticky Notes strategy stimulated the students' to write a text in English.

## **B. Discussion**

In this part, the discussion covering the interpretation of finding derived from the result of findings is based on the problem statement, they are : 1) Does the use of sticky notes improve the students' writing skill in terms of content at the eight grade of SMP Muhammadiyah Soppeng? 2) Does the use of sticky notes improve the students' writing skill in terms of organization at the eight grade of SMP Muhammadiyah Watansoppeng?"

### **1. The Use of Sticky Notes Strategy in Writing in Term of Content**

In term of content, the students writing skill improved because based on the previous chapter, sticky notes have some benefits in writing activities. One of them was sticky notes help to generate ideas. By using sticky notes, the students will be easy to plan their topic before beginning to write and with the a lot of ideas that have been collected will make the content of a text better. Beside, sticky notes also made the content easier to understand and learn.

As explained in the previous finding section, it showed that the use of sticky notes could improve the students' writing skill. It was supported by the students' score of pre-test and post-test. The students' score after implemented the students' writing ability through Sticky Notes was better than before the treatment given to the students.

The result showed that the students' mean score of the unity features as indicators of content in pre-test was 112,60, while in the post-test was 137,04. There was improvement of students' writing in that indicators from pre-test to post-test that was 21,70%. The findings also showed that the students' improvement in completeness as indicators of content was 22,82% from the students' mean score 56,39 in pre-test to be 69,26 in post-test.

Beside, based on the finding the students' score percentage in writing in before used sticky notes strategy showed that the students' ability in writing in term of content were low. It was showed that the students' pre-test was classified as poor because mostly students got poor. While in post-test, the students' score were classified as fair because mostly the students got that score. So the result could be concluded that there was a significant improvement in the students' achievement after doing the treatment by using Sticky Notes strategy.

## **2. The Use of Sticky Notes Strategy in Writing in Term of Organization**

The implementation of sticky notes in writing could improve the students' writing skill, especially in organize the writing. The result showed that in organization (coherence), the students' pre-test was classified as poor because mostly the students got that score. While in post-test, the students'

score was classified as fair because mostly the students got fair. So, it could be concluded that there was a significant improvement in students' achievement after doing the treatment by using sticky notes strategy.

In treatment, at the first meeting the researcher found that there were most of the students got the problem in writing, because they did not have idea about their writing, how to organize their idea become the good writing form, and they don't know how to write in English language. The second meeting until the last they paid attention to explanation that given by the researcher in each meeting and also they tried to write based on the instruction that the researcher served. The researcher applied sticky notes strategy in the classroom to help students in gather their thoughts. After gave treatment by sticky notes strategy, the students writing was improved.

This research had a line with Majeed (2015) that Graphic Organizer effective to use to improve students' writing ability. The results showed that graphic organizer gave the significant improve in the students' skill in writing a text and had positive impact on students writing interest. Beside, graphic organizer made students organize their thought and idea easily, because Graphic Organizer helped the students how to start their writing and organized ideas into a good writing. In this research, Graphic Organizer made writing process relatively easy to do because Graphic Organizer guide the students wrote their text based on grammatical of recount text, those were orientation, events and re-orientation. So, the text written by the student was easier to understand because the text was well organized.

In addition, from the pre-test, the mean score of organization was 68.7, while from the post-test, the mean score was 93.4. It showed that organization achieved better improvement after the implementation of Graphic Organizer that was 35.95%. It can be concluded that Graphic Organizer also improved students' writing in terms of organization because the aim of Graphic Organizer helped students in organize their idea.

### **3. Hypothesis Testing**

After calculating and comparing the t-test value and t-table value, it was found that t-test value was higher than t-table value. In other words,  $t\text{-test}=23.43$  and  $t\text{-table} = 2.093$  ( $23.43 > 2.093$ ). It indicated that the null hypothesis ( $H_0$ ) was rejected, while the alternative hypothesis ( $H_1$ ) was accepted.

Based on the result of the t-test, the researcher found that there was a significant difference between students' writing skill before and after teaching and learning processed by using Graphic Organizer strategy. It was because the students learned and practiced their writing through Graphic Organizer strategy in the classroom that could help them to gather and organize their idea into the writing form. Based on the data, it can be concluded that, using Graphic Organizer strategy at the tenth grade of SMA Muhammadiyah 1 Unismuh Makassar was improved the students' writing skill.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion based on the research findings in previous chapter. The researcher puts forward the following conclusion and suggestion.

#### A. Conclusion

Based on the result of the data analysis, research findings and discussion in the previous chapter, the researcher came to the following conclusions according to the research problem.

1. The use of sticky notes strategy effective to improve students' writing skill in term of content. This strategy was very useful in English language teaching and learning especially in English pre-writing process to improve students' recount text. It was proved by the students' improvement from the students' mean score in pre-test (56,31) to post-test (67,73) that was 20,28 %. It happened because in term of content, Sticky Notes the students to enrich their ideas, so they could write many ideas in their writing. Beside, sticky notes also helps the students' in generate their ideas before they started to write.
2. Sticky Notes strategy also effective to improve students' writing in term of organization. It was proved by the students' mean score of pre-test was 56,39 while in post-test was 69,26 with the percentage of improvement was 22,82%. This strategy was effective to use because in term of organization, sticky notes helped the students in organize their ideas, especially into

recount text based on the grammatical of the recount text (orientation, events and re-orientation). Therefore, the organization of their text could be in well-organized.

## **B. Suggestion**

Based on the research findings, the researcher addresses the following suggestion :

### **1. Teacher**

It is suggested that the English teacher should use various techniques and choosing the good technique that could make students' interested to learn, so they are more motivated to learn. Besides, it is suggested to use Sticky Notes as effective strategy in improving students' writing skill.

### **2. Student**

The students are expected to increase their intensity in learning writing using Sticky Notes strategy as a way to improve writing skill and also do not think writing is a difficult activity. Besides, the students should pay attention with all the material given by the teacher.

### **3. Further Researcher**

It is expected that in the future this research can be used as a source of data for further research and also hope that further research will be conducted based on the other factors, different variables, more number of samples, different places, and more precise designs.

## SILABUS PEMBELAJARAN

Sekolah : SMP Muhammadiyah Watansoppeng

Kelas : VIII ( Delapan )

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar	1. Teks fungsional pendek berupa : <ul style="list-style-type: none"> <li>• Undangan</li> <li>• Pengumuman</li> <li>• Pesan Singkat</li> </ul> 2. Tata Bahasa <ul style="list-style-type: none"> <li>• Kalimat</li> </ul>	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun kata menjadi teks fungsional yang	Melengkapi rumpang  Menyusun kata acak	1. <i>Complete the following sentence / text using suitable word / words</i> 2. <i>Arrange the word into good sentences.</i> 3. <i>Write simple sentences based on</i>	4 x 40 menit	1. Buku teks yang relevan Contoh undangan, pengumuman, SMS 2. Gambar yang relevan	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
dan berinteraksi dengan lingkungan sekitar	<p>sederhana</p> <ul style="list-style-type: none"> <li>- mengundang</li> <li>- mengumumkan</li> <li>- menyampaikan pesan</li> </ul> <p>3. Kosakata</p> <ul style="list-style-type: none"> <li>- Kata terkait tema dan jenis teks</li> </ul> <p>4. Tanda baca</p> <p>5. Spelling</p>	<p>sederhana terkait jenis teks</p> <p>4. Menulis teks fungsional pendek berdasarkan konteks</p>	<p>bermakna</p> <p>3. Menulis teks fungsional pendek</p>	Tes tulis	Essay	<p><i>the situation given</i></p> <p>4. Write an invitation/ an announcement / message based on the situation given.</p>		
6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima	<p>1. Teks rumpang berbentuk</p> <ul style="list-style-type: none"> <li>- <i>descriptive</i></li> <li>- <i>recount</i></li> </ul> <p>2. Tata bahasa</p> <p>Kalimat sederhana</p> <ul style="list-style-type: none"> <li>- Simpel present</li> </ul>	<p>1. Review ungkapan-ungkapan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i>.</p> <p>2. Menulis kalimat yang berdasarkan yang terkait jenis teks <i>descriptive</i></p>	<p>1. Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i></p> <p>2. Menyusun kalimat menjadi teks yang</p>	Tes tulis	<p>1. Completion</p> <p>2. Jumbled sentences</p>	<p>1. Complete the paragraph using the suitable words.</p> <p>2. Rearrange the following sentences</p>	4 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Gambar terkait tema/topik</p> <p>3. Benda-benda</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	tense - Simpel past tense - past cont tense 3. Kosa kata - kata terkait tema dan jenis teks - kata penghubung and, then, after that, before dsb 4. Tanda Baca, Spelling	dan recount gambar/realia. 3. Melengkapi rumpang dalam teks <i>descriptive</i> dan <i>recount</i> dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks <i>descriptive</i> dan <i>recount</i> yang terpadu. 5. Membuat draft teks <i>descriptive</i> dan <i>recount</i> secara mandiri. 6. Mengekspos teks <i>descriptive</i> dan <i>recount</i> yang ditulis di kelas.	bermakna dalam bentuk <i>descriptive</i> dan <i>recount</i> . 3. Menulis teks esai dalam bentuk a. <i>descriptive</i> dan <i>recount</i> .	Tes tulis	3. Essay	<i>correctly</i> .  3. Write an essay a. describing something or a certain place.  b. Telling what you did last Sunday		sekitar
❖ Karakter siswa yang diharapkan : Dapat dipercaya ( Trustworthines)								



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
			Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )					

Mengetahui;

Kepala Sekolah SMP Muhammadiyah Watansoppeng

Guru Mapel Bahasa Inggris,

BURHANUDDIN, S.Pd.

NIP. 19601231 198101 1 038

MUNIR SINCE, S.Pd.

NIP. 19610529 198103 1 003



## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)1

Nama Sekolah : SMP MUHAMMADIYAH WATANSOPPENG  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VIII / I  
Materi Pokok : Teks Recount  
Alokasi Waktu : 4 X 40 Menit (2pertemuan)

#### A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

#### B. Kompetensi Dasar

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

#### C. Indikator

1. Mengidentifikasi informasi yang terdapat dalam teks berbentuk *recount*.
2. Mengidentifikasi karakteristik/generic structure dalam teks berbentuk *recount*.
3. Mengidentifikasi tujuan komunikatif teks pendek berbentuk *recount*.
4. Menulisteks pendek berbentuk *recount*.

#### D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi informasi yang terdapat dalam teks berbentuk *recount*.
2. Siswa dapat mengidentifikasi karakteristik/generic structure dalam teks berbentuk *recount*.
3. Siswa dapat mengidentifikasi tujuan komunikatif teks pendek berbentuk *recount*.
4. Siswa dapat menulisteks pendek berbentuk *recount*.

**E. Karakter Siswa**

1. Conducting a responsible manner.
2. Conducting a creative manner.
3. To conduct independently.
4. Conducting is hard work.

**F. Materi Pembelajaran**

1. Definition of recount text  
Recount text is a text which retells events or experience in the past.
2. Generic structure
  - Orientation : pengenalan who, when, where, dll
  - Event : urutan peristiwa
  - Reorientation : penutup cerita
3. Communicative Purpose  
To tell/ to retell past events for the purpose of informing or entertaining.

**Going to Bantimurung**

Last week I went to Bantimurung because I was in long vocation after examination. I went there with my classmates.

Orientation

We started early in the morning by car and we arrived there at ten o'clock because the location is far away from my village. At first we swam in the swimming pool under the water fall. When we felt tired we took rest and have lunch under tree. In the afternoon, we went to see "mampu" cave and then went back home together.

Events

It was very interesting experience.

Re-orientation

**G. Metode/ Model Pembelajaran**

Sticky Notes Media

**H. Langkah-langkah pembelajaran**

**Pertemuan Pertama (2JP)**

Rincian Waktu	Kegiatan		Karakter bangsa
10 Menit	Kegiatan Awal	1. Menyapa siswa 2. Mengecek kehadiran siswa 3. Tanya jawab berbagai hal terkait kondisi	

		siswa 4. Guru menyampaikan tujuan pembelajaran	
60 Menit	Kegiatan Inti	<p><b>EXPLORASI</b></p> <ol style="list-style-type: none"> <li>Bertanya dan menjawab tentang berbagai hal terkait tema yang akan dibicarakan</li> <li>Membahas tatabahasa terkait materi.</li> </ol> <p><b>ELABORASI</b></p> <ol style="list-style-type: none"> <li>Mendengarkan teks monolog recount</li> <li>Menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks.</li> <li>Menjawab pertanyaan tentang tujuan komunikatif teks yang didengar.</li> <li>Pengambilan Nilai</li> </ol> <p><b>KONFIRMASI</b></p> <ol style="list-style-type: none"> <li>Siswa merefleksi kegiatan yang telah diberikan.</li> <li>Guru memberi penguatan terhadap teks yang telah diberikan</li> </ol>	<p>Kreatif</p> <p>Mandiri</p> <p>Rasa Ingin Tahu</p> <p>Komunikatif</p>
10 Menit	Kegiatan Akhir	<ol style="list-style-type: none"> <li>Siswa merefleksi kegiatan yang telah diberikan.</li> <li>Guru memberi penguatan terhadap teks yang telah diberikan</li> </ol>	

### Pertemuan Kedua (2JP)

Rincian Waktu	Kegiatan	Karakter Bangsa
10 Menit	Kegiatan Awal <ol style="list-style-type: none"> <li>Menyapa siswa</li> <li>Mengecek kehadiran siswa</li> <li>Tanya jawab berbagai hal terkait kondisi siswa.</li> <li>Guru menyampaikan tujuan pembelajaran</li> </ol>	
60 Menit	Kegiatan Inti <p><b>EXPLORASI</b></p> <ol style="list-style-type: none"> <li>Meminta informasi dari siswa tentang recount text.</li> <li>Menjelaskan materi tentang recount text.</li> </ol> <p><b>ELABORASI</b></p> <ol style="list-style-type: none"> <li>Tanya jawab tentang hal terkait topic tertentu ( pengalaman, peristiwa, kejadian)</li> <li>Mengembangkan kosakata, tatabahasa terkait jenis teks recount</li> <li>Mengidentifikasi kejadian, peristiwa, pengalaman yang pernah dialami melalui tanya jawab.</li> <li>Menulis teks dalam bentuk recount.</li> <li>Pengambilan nilai</li> </ol>	

		<b>KONFIRMASI</b> 1. Siswa merefleksikan kegiatan yang telah diberikan. 2. Guru memberi penguatan terhadap teks yang telah diberikan	
10 Menit	Kegiatan Akhir	1. Menanyakan kesulitan siswa selama PBM. 2. Menyimpulkan materi pembelajaran. 3. Mengakhiri pembelajaran.	

### I. Sumber Belajar

Media : Recount Text, Sticky Notes

Alat : White Board, Spidol

Sumber Belajar Lainnya

### J. Penilaian

Teknik : Menulis

Bentuk Instrument : Membuat

Instrument

*Read text below, and write down the event of the text into the sticky notes !*

#### **Robber**

Three days ago, I went to the traditional market to buy some fruits and vegetables. In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to take closer and see.

A few minutes later, police came and took him. I asked to the fruit seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hardly.

It was a pity event and I hoped it would never happen again.





Rubrik Penilaian

1. Penilaian content

*Score of unity*

<b>Score</b>	<b>Criteria</b>
90-100	Transition from one ideas to another is smooth and provides reader with clear understanding that topic is changing.
80-89	Some transition of ideas evidence
70-79	There are few transitional markers or repetitive transitional markers
60-69	No transitional markers
50-59	No evidence of concepts

*Score of completeness*

<b>Score</b>	<b>Criteria</b>
90-100	Shows a clear understanding of writing, topic and main idea
80-89	Shows a good understanding of writing, topic and main idea development
70-79	Shows some understanding of writing, topic and main idea, less development
60-69	Shows a little evidence of discourse understanding
50-59	No evidence of concept of writing

2. Organization

*Score of coherence*

<b>Score</b>	<b>Criteria</b>
90-100	Organization is appropriate in writing (good grammatical) and contains clear introduction, development of idea and conclusion (close relation each other)
80-89	Events are organized logically, but some part of the sample

	may not be fully developed and rarely grammar.
70-79	Organization may be extremely simple or there may be evidence of disorganization. There are several ungrammatical sentence but still understandable.
60-69	Sample is compared if only a few disjoined sentence
50-59	No complete sentence or writing

Sungguminasa, Oktober 2018

Mahasiswa Peneliti

Eka Ramadhani Nurhan  
NIM. 10535582014



## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)2

Nama Sekolah : SMP MUHAMMADIYAH WATANSOPPENG  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VIII / I  
Materi Pokok : Teks Recount  
Alokasi Waktu : 4 X 40 Menit (2pertemuan)

#### A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

#### B. Kompetensi Dasar

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

#### C. Indikator

1. Mengidentifikasi informasi yang terdapat dalam teks berbentuk *recount*.
2. Mengidentifikasi karakteristik/generic structure dalam teks berbentuk *recount*.
3. Mengidentifikasi tujuan komunikatif teks pendek berbentuk *recount*.
4. Menulisteks pendek berbentuk *recount*.

#### D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi informasi yang terdapat dalam teks berbentuk *recount*.
2. Siswa dapat mengidentifikasi karakteristik/generic structure dalam teks berbentuk *recount*.
3. Siswa dapat mengidentifikasi tujuan komunikatif teks pendek berbentuk *recount*.
4. Siswa dapat menulisteks pendek berbentuk *recount*.

### E. Karakter Siswa

1. Conducting a responsible manner.
2. Conducting a creative manner.
3. To conduct independently.
4. Conducting is hard work.

### F. Materi Pembelajaran

1. Definition of recount text  
Recount text is a text which retells events or experience in the past.
2. Generic structure
  - Orientation : pengenalan who, when, where, dll
  - Event : urutan peristiwa
  - Reorientation : penutup cerita
3. Communicative Purpose  
To tell/ to retell past events for the purpose of informing or entertaining.

#### Going to Bantimurung

Last week I went to Bantimurung because I was in long vocation after examination. I went there with my classmates.

Orientation

We started early in the morning by car and we arrived there at ten o'clock because the location is far away from my village. At first we swam in the swimming pool under the water fall. When we felt tired we took rest and have lunch under tree. In the afternoon, we went to see "mampu" cave and then went back home together.

Events

It was very interesting experience.

Re-orientation

### G. Metode/ Model Pembelajaran

Sticky Notes Media

### H. Langkah-langkah pembelajaran

#### Pertemuan Ketiga (2JP)

Rincian Waktu	Kegiatan		Karakter bangsa
10 Menit	Kegiatan Awal	<ol style="list-style-type: none"><li>1. Menyapa siswa</li><li>2. Mengecek kehadiran siswa</li><li>3. Tanya jawab berbagai hal terkait kondisi</li></ol>	

		siswa 4. Guru menyampaikan tujuan pembelajaran	
60 Menit	Kegiatan Inti	<b>EXPLORASI</b> 1. Bertanya dan menjawab tentang berbagai hal terkait tema yang akan dibicarakan 2. Membahas tatabahasa terkait materi. <b>ELABORASI</b> 1. Mendengarkan teks monolog recount 2. Menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks. 3. Menjawab pertanyaan tentang tujuan komunikatif teks yang didengar. 4. Pengambilan Nilai <b>KONFIRMASI</b> 1. Siswa merefleksi kegiatan yang telah diberikan. 2. Guru memberi penguatan terhadap teks yang telah diberikan	Kreatif Mandiri Rasa Ingin Tahu Komunikatif
10 Menit	Kegiatan Akhir	1. Siswa merefleksi kegiatan yang telah diberikan. 2. Guru memberi penguatan terhadap teks yang telah diberikan	

### Pertemuan Keempat (2JP)

Rincian Waktu	Kegiatan	Karakter Bangsa
10 Menit	Kegiatan Awal	
	1. Menyapa siswa 2. Mengecek kehadiran siswa 3. Tanya jawab berbagai hal terkait kondisi siswa. 4. Guru menyampaikan tujuan pembelajaran	
60 Menit	Kegiatan Inti	
	<b>EXPLORASI</b> 1. Meminta informasi dari siswa tentang recount text. 2. Menjelaskan materi tentang recount text. <b>ELABORASI</b> 1. Tanya jawab tentang hal terkait topic tertentu ( pengalaman, peristiwa, kejadian) 2. Mengembangkan kosakata, tatabahasa terkait jenis teks recount 3. Mengidentifikasi kejadian, peristiwa, pengalaman yang pernah dialami melalui tanya jawab. 4. Menulis teks dalam bentuk recount. 5. Pengambilan nilai	



		<b>KONFIRMASI</b> 1. Siswa merefleksikan kegiatan yang telah diberikan. 2. Guru memberi penguatan terhadap teks yang telah diberikan	
10 Menit	Kegiatan Akhir	1. Menanyakan kesulitan siswa selama PBM. 2. Menyimpulkan materi pembelajaran. 3. Mengakhiri pembelajaran.	

### I. Sumber Belajar

Media : Recount Text, Sticky Notes

Alat : White Board, Spidol

Sumber Belajar Lainnya

### J. Penilaian

Teknik : Menulis

Bentuk Instrument : Membuat recount text

Instrument

**Write a short recount text about your daily activity in the last week, based on your sticky notes !**

Rubrik Penilaian

#### 1. Penilaian content

*Score of unity*

Score	Criteria
90-100	Transition from one ideas to another is smooth and provides reader with clear understanding that topic is changing.
80-89	Some transition of ideas evidence
70-79	There are few transitional markers or repetitive transitional markers
60-69	No transtional markers
50-59	No evidence of concepts

*Score of completeness*

Score	Criteria
90-100	Shows a clear understanding of writing, topic and main idea

80-89	Shows a good understanding of writing, topic and main idea development
70-79	Shows some understanding or writing, topic and main idea, less development
60-69	Shows a little evidence of discourse understanding
50-59	No evidence of concept of writing

## 2. Organization

### *Score of coherence*

Score	Criteria
90-100	Organization is appropriate in writing (good gramatical) and contains clear introduction, development of idea and conclusion (close relation each other)
80-89	Events are organized logically, but some part of the sample may not be fully developed and rarely grammar.
70-79	Organization may be extremely simple or there may be evidence of disorganization. There are several ungrammatical sentence but still understandable.
60-69	Sample is compared if only a few disjoined sentence
50-59	No complete sentence or writing

Sungguminasa, Oktober 2018

Mahasiswa Peneliti

Eka Ramadhani Nurhan

NIM. 10535582014

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)3

Nama Sekolah : SMP MUHAMMADIYAH WATANSOPPENG  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VIII / I  
Materi Pokok : Teks Recount  
Alokasi Waktu : 4 X 40 Menit (2pertemuan)

#### A. Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

#### B. Kompetensi Dasar

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

#### C. Indikator

1. Mengidentifikasi informasi yang terdapat dalam teks berbentuk *recount*.
2. Mengidentifikasi karakteristik/generic structure dalam teks berbentuk *recount*.
3. Mengidentifikasi tujuan komunikatif teks pendek berbentuk *recount*.
4. Menulisteks pendek berbentuk *recount*.

#### D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi informasi yang terdapat dalam teks berbentuk *recount*.
2. Siswa dapat mengidentifikasi karakteristik/generic structure dalam teks berbentuk *recount*.
3. Siswa dapat mengidentifikasi tujuan komunikatif teks pendek berbentuk *recount*.
4. Siswa dapat menulisteks pendek berbentuk *recount*.

### E. Karakter Siswa

1. Conducting a responsible manner.
2. Conducting a creative manner.
3. To conduct independently.
4. Conducting is hard work.

### F. Materi Pembelajaran

1. Definition of recount text  
Recount text is a text which retells events or experience in the past.
2. Generic structure
  - Orientation : pengenalan who, when, where, dll
  - Event : urutan peristiwa
  - Reorientation : penutup cerita
3. Communicative Purpose  
To tell/ to retell past events for the purpose of informing or entertaining.

#### Going to Bantimurung

Last week I went to Bantimurung because I was in long vocation after examination. I went there with my classmates.

Orientation

We started early in the morning by car and we arrived there at ten o'clock because the location is far away from my village. At first we swam in the swimming pool under the water fall. When we felt tired we took rest and have lunch under tree. In the afternoon, we went to see "mampu" cave and then went back home together.

Events

It was very interesting experience.

Re-orientation

### G. Metode/ Model Pembelajaran

Sticky Notes Media

### H. Langkah-langkah pembelajaran

#### Pertemuan Kelima (2JP)

Rincian Waktu	Kegiatan		Karakter bangsa
10 Menit	Kegiatan Awal	<ol style="list-style-type: none"><li>1. Menyapa siswa</li><li>2. Mengecek kehadiran siswa</li><li>3. Tanya jawab berbagai hal terkait kondisi</li></ol>	

		siswa 4. Guru menyampaikan tujuan pembelajaran	
60 Menit	Kegiatan Inti	<b>EXPLORASI</b> 1. Bertanya dan menjawab tentang berbagai hal terkait tema yang akan dibicarakan 2. Membahas tatabahasa terkait materi. <b>ELABORASI</b> 1. Mendengarkan teks monolog recount 2. Menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks. 3. Menjawab pertanyaan tentang tujuan komunikatif teks yang didengar. 4. Pengambilan Nilai <b>KONFIRMASI</b> 1. Siswa merefleksi kegiatan yang telah diberikan. 2. Guru memberi penguatan terhadap teks yang telah diberikan	Kreatif Mandiri Rasa Ingin Tahu Komunikatif
10 Menit	Kegiatan Akhir	1. Siswa merefleksi kegiatan yang telah diberikan. 2. Guru memberi penguatan terhadap teks yang telah diberikan	

### Pertemuan Keenam (2JP)

Rincian Waktu	Kegiatan	Karakter Bangsa
10 Menit	Kegiatan Awal	
60 Menit	Kegiatan Inti	



		<b>KONFIRMASI</b> 1. Siswa merefleksikan kegiatan yang telah diberikan. 2. Guru memberi penguatan terhadap teks yang telah diberikan	
10 Menit	Kegiatan Akhir	1. Menanyakan kesulitan siswa selama PBM. 2. Menyimpulkan materi pembelajaran. 3. Mengakhiri pembelajaran.	

### I. Sumber Belajar

Media : Recount Text, Sticky Notes

Alat : White Board, Spidol

Sumber Belajar Lainnya

### J. Penilaian

Teknik : Menulis

Bentuk Instrument : Membuat recount text

Instrument

Based on the sticky notes in the last meeting, write down a recount text that have you fill in "Holiday"

Rubrik Penilaian

#### 1. Penilaian content

*Score of unity*

Score	Criteria
90-100	Transition from one ideas to another is smooth and provides reader with clear understanding that topic is changing.
80-89	Some transition of ideas evidence
70-79	There are few transitional markers or repetitive transitional markers
60-69	No transtional markers
50-59	No evidence of concepts

*Score of completeness*

Score	Criteria
90-100	Shows a clear understanding of writing, topic and main idea

80-89	Shows a good understanding of writing, topic and main idea development
70-79	Shows some understanding or writing, topic and main idea, less development
60-69	Shows a little evidence of discourse understanding
50-59	No evidence of concept of writing

## 2. Organization

### *Score of coherence*

Score	Criteria
90-100	Organization is appropriate in writing (good gramatical) and contains clear introduction, development of idea and conclusion (close relation each other)
80-89	Events are organized logically, but some part of the sample may not be fully developed and rarely grammar.
70-79	Organization may be extremely simple or there may be evidence of disorganization. There are several ungrammatical sentence but still understandable.
60-69	Sample is compared if only a few disjoined sentence
50-59	No complete sentence or writing

Sungguminasa, Oktober 2018

Mahasiswa Peneliti

Eka Ramadhani Nurhan

NIM. 10535582014

### WRITING TEST (Pre-Test)

Name :

Reg. Number :

Class :

Write a short recount text about your personal experience “**IED Mubaraq**” with your family !



### WRITING TEST (Post-Test)

Name :

Reg. Number :

Class :

Write a short recount text about your personal experience “**Go to Taman Kalong**”!



## LEARNING MATERIAL

### First Meeting

Recount text (introduce about orientation, events, and orientation)



Movie Ticket

#### Orientation :

Last week I went to the theatre. It was the only theatre at my town. I had 1 free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theatre. So that, I just wanted to come and see if there was any good movie.

#### Event

I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day. Unfortunately, I missed it. The ticket was already expired 2 days before.

#### Reorientation

I went home and I was very disappointed about that.



## Second Meeting

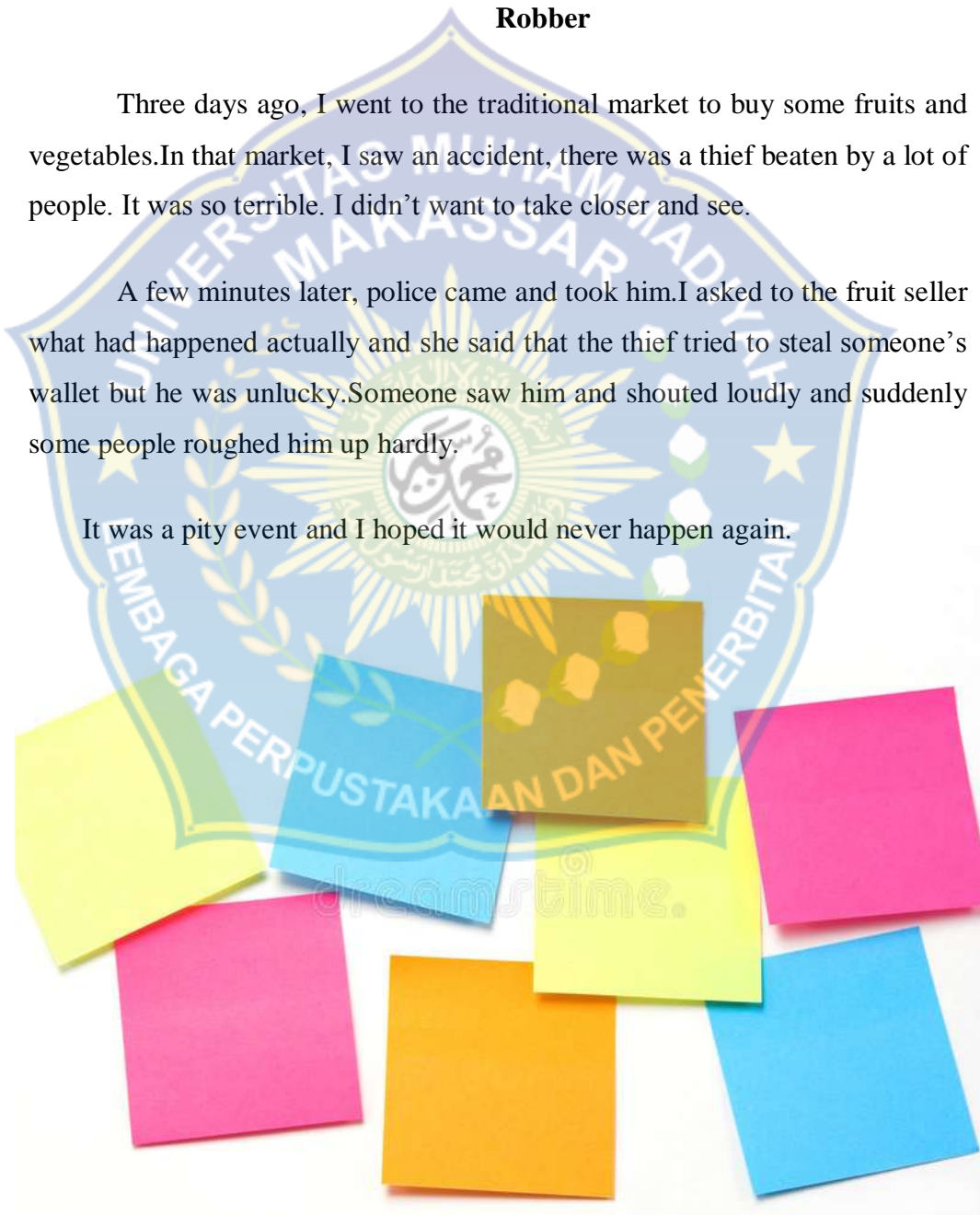
Read text below, and write down the event of the text into the sticky notes below !

### Robber

Three days ago, I went to the traditional market to buy some fruits and vegetables. In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to take closer and see.

A few minutes later, police came and took him. I asked the fruit seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hardily.

It was a pity event and I hoped it would never happen again.





## Fourth Meeting

Fill in the Sticky Notes below with your personal experience “**Holiday**”.





## Sixth Meeting

Before start the teaching material, the first tell to students make a group, each group there is two students.

Read carefully !



Based the sticky notes below, write down short recount text about Holiday in Yogyakarta with your pair !

### Holiday in Yogyakarta

.....

.....

.....

.....

.....

.....

.....

.....



## APPENDIX E

### Rating Score of the students' Unity in pre-test and post-test

Sample	Pre-Test		Post-Test		Gain	D <sup>2</sup>
	X1	(X1) <sup>2</sup>	X2	(X2) <sup>2</sup>	D(X2-X1)	
1	60	3600	80	6400	20	400
2	60	3600	75	5625	15	225
3	70	4900	79	6241	9	81
4	60	3600	79	6241	19	361
5	72	5184	80	6400	8	64
6	72	5184	80	6400	8	64
7	60	3600	70	4900	10	100
8	50	2500	69	4761	19	361
9	50	2500	65	4225	15	225
10	50	2500	69	4761	19	361
11	50	2500	61	3721	11	121
12	50	2500	68	4624	18	324
13	50	2500	65	4225	15	225
14	50	2500	65	4225	15	225
15	50	2500	65	4225	15	225
16	50	2500	65	4225	15	225
17	60	3600	60	3600	0	0
18	50	2500	60	3600	10	100
19	50	2500	60	3600	10	100
20	50	2500	63	3969	13	169
21	50	2500	59	3481	9	81
22	69	4761	63	3969	-6	36
23	60	3600	59	3481	-1	1
<b>Total</b>	<b>1293</b>	<b>74129</b>	<b>1559</b>	<b>106899</b>	<b>266</b>	<b>4074</b>

## APPENDIX F

### Rating Score of the students' Completeness in pre-test and post-test

Sample	Pre-Test		Post-Test		Gain	D <sup>2</sup>
	X1	(X1) <sup>2</sup>	X2	(X2) <sup>2</sup>	D(X2-X1)	
1	60	3600	80	6400	20	400
2	59	3481	80	6400	21	441
3	71	5041	82	6724	11	121
4	60	3600	82	6724	22	484
5	70	4900	81	6561	11	121
6	79	6241	80	6400	1	1
7	59	3481	60	3600	1	1
8	50	2500	70	4900	20	400
9	50	2500	70	4900	20	400
10	50	2500	71	5041	21	441
11	50	2500	69	4761	19	361
12	50	2500	71	5041	21	441
13	50	2500	68	4624	18	324
14	50	2500	65	4225	15	225
15	50	2500	65	4225	15	225
16	50	2500	69	4761	19	361
17	60	3600	60	3600	0	0
18	50	2500	62	3844	12	144
19	50	2500	61	3721	11	121
20	50	2500	68	4624	18	324
21	50	2500	60	3600	10	100
22	70	4900	60	3600	-10	100
23	59	3481	59	3481	0	0
<b>Total</b>	<b>1297</b>	<b>74825</b>	<b>1593</b>	<b>111757</b>	<b>296</b>	<b>5536</b>

## APPENDIX G

### Rating Score of the students' Coherence in pre-test and post-test

Sample	Pre-Test		Post-Test		Gain	D <sup>2</sup>
	X1	(X1) <sup>2</sup>	X2	(X2) <sup>2</sup>	D(X2-X1)	
1	60	3600	79	6241	19	361
2	59	3481	75	5625	16	256
3	70	4900	78	6084	8	64
4	59	3481	79	6241	20	400
5	79	6241	81	6561	2	4
6	78	6084	79	6241	1	1
7	59	3481	60	3600	1	1
8	50	2500	69	4761	19	361
9	50	2500	65	4225	15	225
10	50	2500	65	4225	15	225
11	50	2500	60	3600	10	100
12	50	2500	69	4761	19	361
13	50	2500	65	4225	15	225
14	50	2500	60	3600	10	100
15	50	2500	60	3600	10	100
16	50	2500	65	4225	15	225
17	53	2809	60	3600	7	49
18	50	2500	60	3600	10	100
19	50	2500	60	3600	10	100
20	50	2500	62	3844	12	144
21	50	2500	57	3249	7	49
22	70	4900	65	4225	-5	25
23	59	3481	58	3364	-1	1
<b>Total</b>	<b>1296</b>	74958	1531	103297	235	3477

## APPENDIX H

### The Students' Mean Score of the Students' Test

#### A. Unity

##### 1. Mean Score of the Students' Pre-Test

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

Where:

$$\sum X : 1293$$

$$N : 23$$

$$\begin{aligned}\bar{X} &= \frac{\sum 1293}{23} \\ &= 56,21\end{aligned}$$

##### 2. Mean Score of the Students' Post-Test

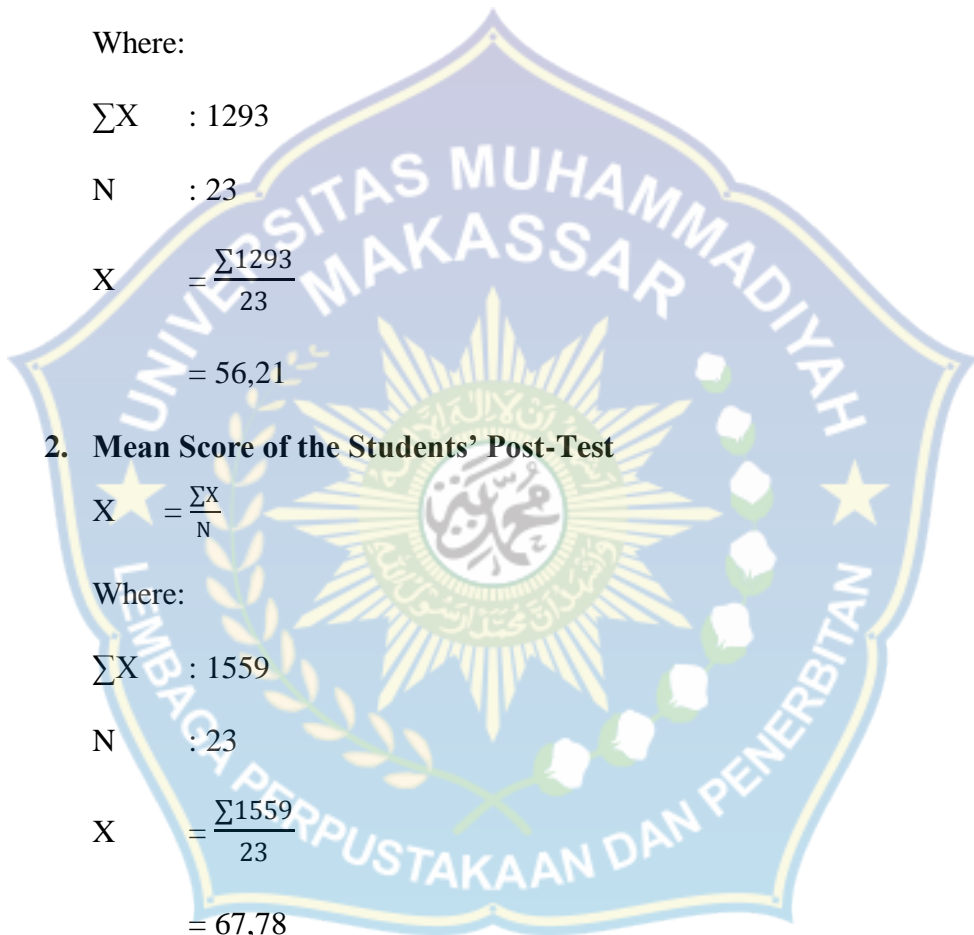
$$\bar{X} = \frac{\sum X}{N}$$

Where:

$$\sum X : 1559$$

$$N : 23$$

$$\begin{aligned}\bar{X} &= \frac{\sum 1559}{23} \\ &= 67,78\end{aligned}$$



## B. Completeness

### 1. Mean Score of the Students' Pre-Test

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

Where:

$$\sum X : 1297$$

$$N : 23$$

$$\begin{aligned}\bar{X} &= \frac{\sum 1297}{23} \\ &= 56,39\end{aligned}$$

### 2. Mean Score of the Students' Post-Test

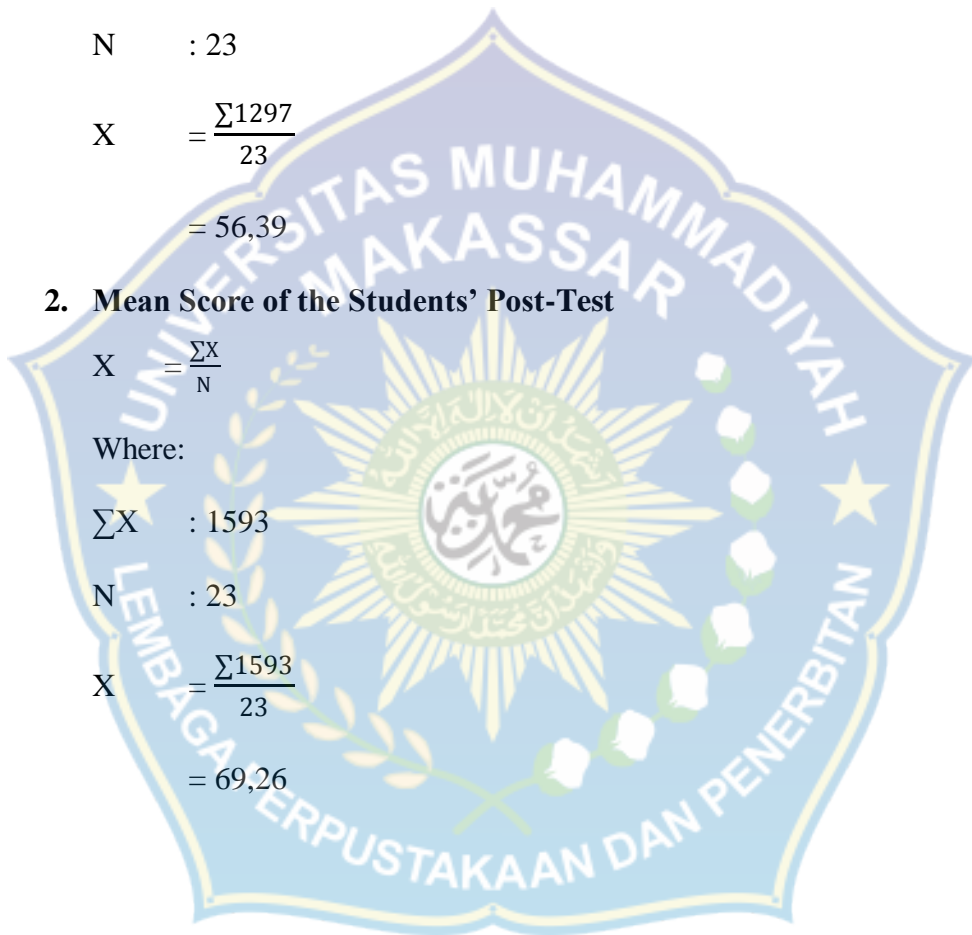
$$\bar{X} = \frac{\sum X}{N}$$

Where:

$$\sum X : 1593$$

$$N : 23$$

$$\begin{aligned}\bar{X} &= \frac{\sum 1593}{23} \\ &= 69,26\end{aligned}$$





### C. Coherence

#### 1. Mean Score of the Students' Pre-Test

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

Where:

$$\sum X : 1296$$

$$N : 23$$

$$\begin{aligned}\bar{X} &= \frac{\sum 1296}{23} \\ &= 56,34\end{aligned}$$

#### 3. Mean Score of the Students' Post-Test

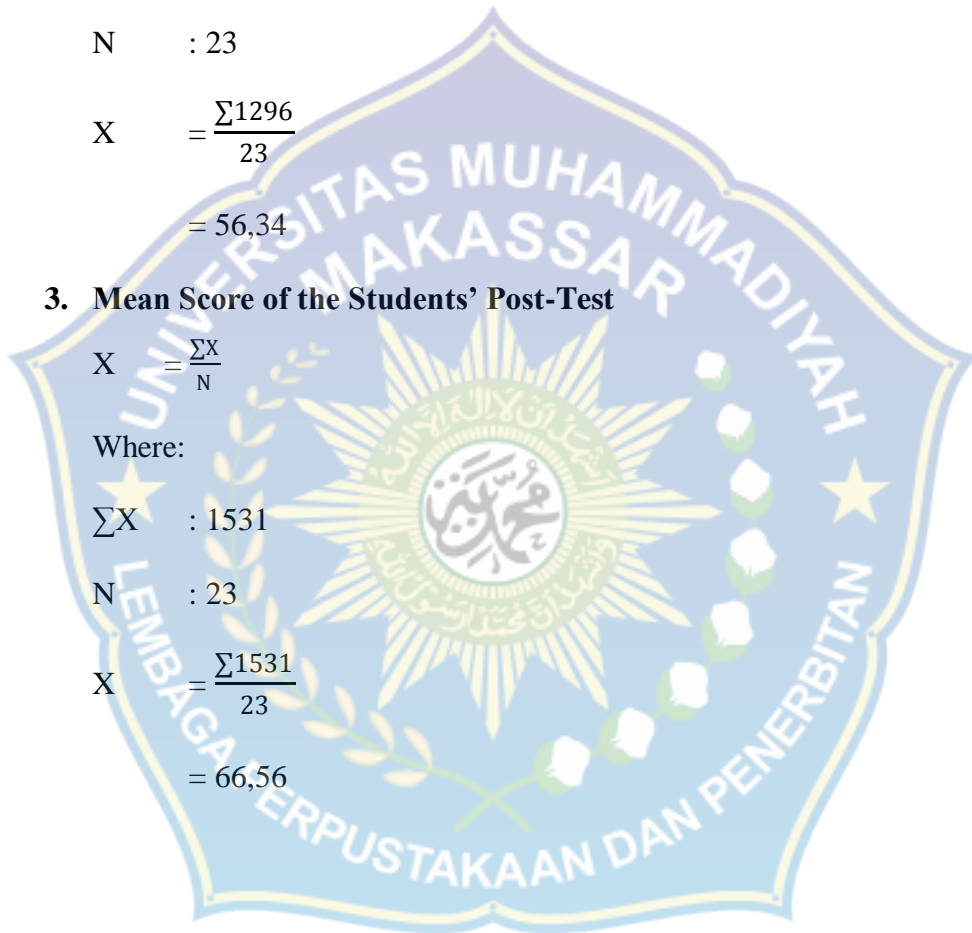
$$\bar{X} = \frac{\sum X}{N}$$

Where:

$$\sum X : 1531$$

$$N : 23$$

$$\begin{aligned}\bar{X} &= \frac{\sum 1531}{23} \\ &= 66,56\end{aligned}$$



#### **D. Writing Skill**

##### **1. Mean Score of the Students' Pre-Test**

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

Where:

$$\sum X : 1295,33$$

$$N : 23$$

$$X = \frac{\sum 1295,33}{23}$$

$$= 56,31$$

##### **2. Mean Score of the Students' Post-Test**

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

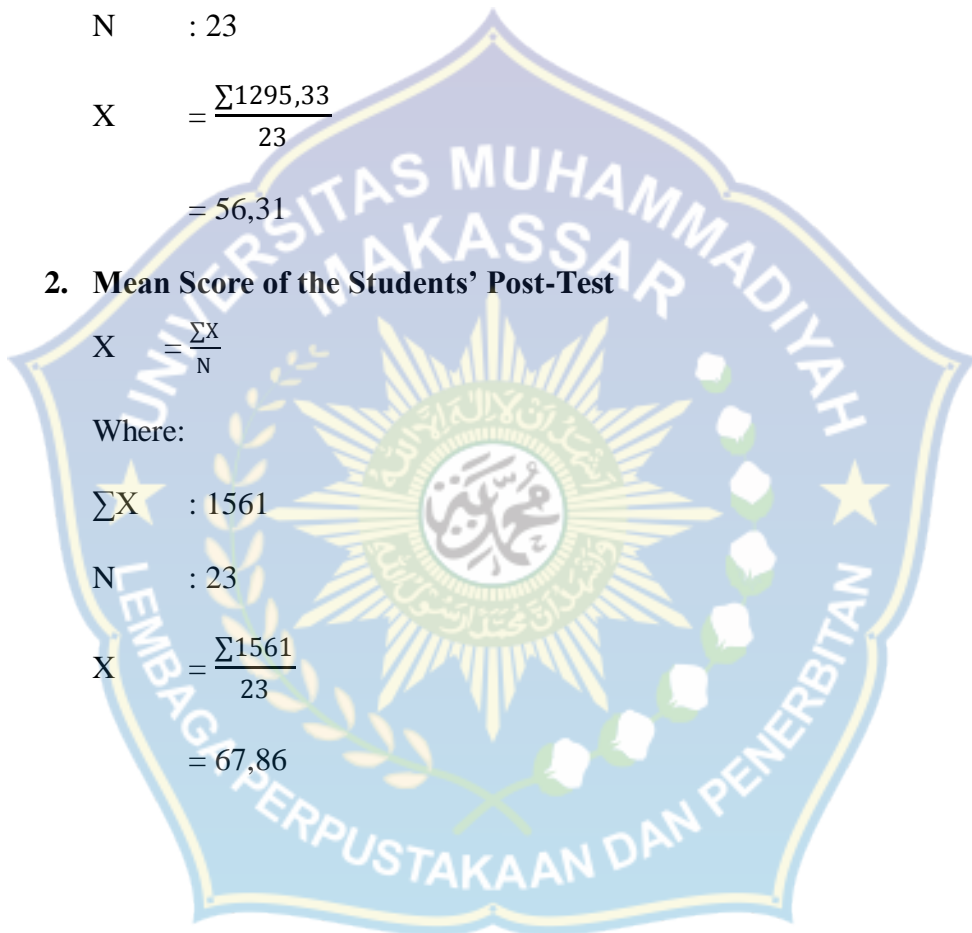
Where:

$$\sum X : 1561$$

$$N : 23$$

$$X = \frac{\sum 1561}{23}$$

$$= 67,86$$



## APPENDIX I

### The Percentage of Increasing Achievement

#### A. The Improvement of the Students' writing Skill

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

$$P = \frac{67,73 - 56,31}{56,31} \times 100$$

$$P = \frac{11,42}{56,31} \times 100$$

$$P = 20,28\%$$

#### B. The Improvement of the Students' Unity on Recount Text

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

$$P = \frac{67,78 - 56,21}{56,21} \times 100$$

$$P = \frac{11,57}{56,21} \times 100$$

$$P = 20,58\%$$

#### C. The Improvement of the Students' Completeness on Recount Text

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

$$P = \frac{69,26 - 56,39}{56,39} \times 100$$

$$P = \frac{12,87}{56,39} \times 100$$

$$P = 22,82\%$$

#### D. The Improvement of the Students' Coherence on Recount Text

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

$$P = \frac{66,56 - 56,34}{56,34} \times 100$$

$$P = \frac{10,22}{56,34} \times 100$$

$$P = 18,13\%$$



## APPENDIX J

### Students' Standard Deviation in Pre-Test and Post-Test

#### A. Unity

##### Pre-Test

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

$$SD = \sqrt{\frac{74129 - \frac{(1293)^2}{23}}{23-1}}$$

$$SD = \sqrt{\frac{74129 - \frac{1671849}{23}}{22}}$$

$$SD = \frac{\sqrt{74129 - 72689,08}}{22}$$

$$SD = \frac{\sqrt{1439,92}}{22}$$

$$SD = \sqrt{65,45}$$

$$SD = 8,09$$

##### Post Test

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

$$SD = \sqrt{\frac{106899 - \frac{(1559)^2}{23}}{23-1}}$$

$$SD = \sqrt{\frac{106899 - \frac{2430481}{23}}{22}}$$

$$SD = \frac{\sqrt{106899 - 105673,08}}{22}$$

$$SD = \frac{\sqrt{1225,92}}{22}$$

$$SD = \sqrt{55,72}$$

$$SD = 7,46$$

#### B. Completeness

##### Pre-Test

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

$$SD = \sqrt{\frac{74825 - \frac{(1297)^2}{23}}{23-1}}$$

$$SD = \sqrt{\frac{74825 - \frac{1682209}{23}}{22}}$$

$$SD = \frac{\sqrt{74825 - 73139,52}}{22}$$

$$SD = \frac{\sqrt{1685,48}}{22}$$

$$SD = \sqrt{76,61}$$

$$SD = 8,75$$

##### Post Test

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

$$SD = \sqrt{\frac{111757 - \frac{(1593)^2}{23}}{23-1}}$$

$$SD = \sqrt{\frac{111757 - \frac{2537649}{23}}{22}}$$

$$SD = \frac{\sqrt{111757 - 110332,56}}{22}$$

$$SD = \frac{\sqrt{1424,44}}{22}$$

$$SD = \sqrt{64,74}$$

$$SD = 8,04$$



### C. Coherence

#### Pre-Test

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

$$SD = \sqrt{\frac{74958 - \frac{(1296)^2}{23}}{23-1}}$$

$$SD = \sqrt{\frac{74958 - \frac{1679616}{23}}{22}}$$

$$SD = \frac{\sqrt{74958 - 73026,78}}{22}$$

$$SD = \frac{\sqrt{1931,22}}{22}$$

$$SD = \sqrt{87,78}$$

$$SD = 9,36$$

#### Post Test

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

$$SD = \sqrt{\frac{103297 - \frac{(1539)^2}{23}}{23-1}}$$

$$SD = \sqrt{\frac{103297 - \frac{2343961}{23}}{22}}$$

$$SD = \frac{\sqrt{103297 - 101911,34}}{22}$$

$$SD = \frac{\sqrt{1385,66}}{22}$$

$$SD = \sqrt{62,98}$$

$$SD = 7,93$$

### D. Writing

#### Pre-Test

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

$$SD = \sqrt{\frac{74600,16 - \frac{(1295,33)^2}{23}}{23-1}}$$

$$SD = \sqrt{\frac{74600,16 - \frac{1677879,80}{23}}{22}}$$

$$SD = \frac{\sqrt{74600,16 - 72951,29}}{22}$$

$$SD = \frac{\sqrt{1648,87}}{22}$$

$$SD = \sqrt{74,95}$$

$$SD = 8,65$$

#### Post Test

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

$$SD = \sqrt{\frac{106835,7 - \frac{(1558)^2}{23}}{23-1}}$$

$$SD = \sqrt{\frac{106835,7 - \frac{2427364}{23}}{22}}$$

$$SD = \frac{\sqrt{106835,7 - 105537,56}}{22}$$

$$SD = \frac{\sqrt{1298,14}}{22}$$

$$SD = \sqrt{59}$$

$$SD = 7,68$$

## APPENDIX K

### Test of Significance Difference

#### A. t-Test

##### 1. Unity

$$\begin{aligned} \text{Notes : } \quad \sum D &= 266 \\ \sum D^2 &= 4074 \\ N &= 23 \end{aligned}$$

$$D = \frac{\sum D}{N} = \frac{266}{23}$$

$$= 11,56$$

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

$$t = \frac{11,56}{\frac{\sqrt{4074 - \frac{(266)^2}{23}}}{23(23-1)}}$$

$$t = \frac{11,56}{\frac{\sqrt{4074 - \frac{(70756)}{23}}}{23(22)}}$$

$$t = \frac{11,56}{\frac{\sqrt{4074 - 3076,34}}{506}}$$

$$t = \frac{11,56}{\frac{\sqrt{997,66}}{506}}$$

$$t = \frac{11,56}{\sqrt{1,97}}$$

$$t = \frac{11,56}{1,40}$$

$$t = 8,25$$

## 2. Completeness

$$\text{Notes : } \sum D = 296$$

$$\sum D^2 = 5536$$

$$N = 23$$

$$D = \frac{\sum D}{N} = \frac{296}{23}$$

$$= 12,86$$

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

$$t = \frac{12,86}{\frac{\sqrt{5536 - \frac{(296)^2}{23}}}{23(23-1)}}$$

$$t = \frac{12,86}{\frac{\sqrt{5536 - \frac{(87616)}{23}}}{23(22)}}$$

$$t = \frac{12,86}{\frac{\sqrt{5536 - 3809,39}}{506}}$$

$$t = \frac{12,86}{\frac{\sqrt{1726,61}}{506}}$$

$$t = \frac{12,86}{\sqrt{3,41}}$$

$$t = \frac{12,86}{1,84}$$

$$t = 6,98$$

### 3. Completeness

$$\text{Notes : } \sum D = 235$$

$$\sum D^2 = 3477$$

$$N = 23$$

$$D = \frac{\sum D}{N} = \frac{235}{23}$$

$$= 10,21$$

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

$$t = \frac{10,21}{\frac{\sqrt{3477 - \frac{(235)^2}{23}}}{23(23-1)}}$$

$$t = \frac{10,21}{\frac{\sqrt{3477 - \frac{5225}{23}}}{23(22)}}$$

$$t = \frac{10,21}{\frac{\sqrt{3477 - 2401,08}}{506}}$$

$$t = \frac{10,21}{\frac{\sqrt{1075,92}}{506}}$$

$$t = \frac{10,21}{\sqrt{2,12}}$$

$$t = \frac{10,21}{1,45}$$

$$t = 7,04$$

#### 4. Writing

$$\text{Notes : } \sum D = 262,67$$

$$\sum D^2 = 4148$$

$$N = 23$$

$$D = \frac{\sum D}{N} = \frac{262,67}{23}$$

$$= 11,42$$

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

$$t = \frac{11,42}{\frac{\sqrt{4148 - \frac{(262,67)^2}{23}}}{23(23-1)}}$$

$$t = \frac{11,42}{\frac{\sqrt{4148 - \frac{68995,52}{23}}}{23(22)}}$$

$$t = \frac{11,42}{\frac{\sqrt{4148 - 2999,80}}{506}}$$

$$t = \frac{11,42}{\frac{\sqrt{1148,2}}{506}}$$

$$t = \frac{11,42}{\sqrt{2,26}}$$

$$t = \frac{11,42}{1,50}$$

$$t = 7,61$$



**B. t-Table**

For level of significance (D) = 0,05

Degree of freedom (df) =  $N-1=23-1=22$

t- Table = 2.074



## APPENDIX L

### Distribution of T-Table

<b>P ( Level of Significance) ( One Tailed Test)</b>				
<b>Df</b>	<b>0.10</b>	<b>0.05</b>	<b>0.01</b>	<b>0.001</b>
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.945	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.05	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

## APPENDIX M

### Students' Score Pre-Test

(5)

WRITING TEST (Pre-Test)

Name : Irvanola Azzahra  
Reg. Number :  
Class : VII A (Eight A)

Write a short recount text about your personal experience "IED Mubaraq" with your family!

IED MUBARAQ WITH FAMILY

Four last month, me and family celebrate ied mubaraq. Before ied mubaraq, early morning me and mom go to traditional market. Me and mom buying vegetables, meat, and new dress to ied mubaraq. I'm help mom to cooking food to Ma'barasajji.

After shalat ied mubaraq, me and family go to ziarah Kubur grandmother and grandfather dad. Next me and family eat food's.

Hope my, someday me and family can sedrat again ied mubaraq.

Unity : 72  
Completeness : 79  
Coherence : 79

Reg. Number :

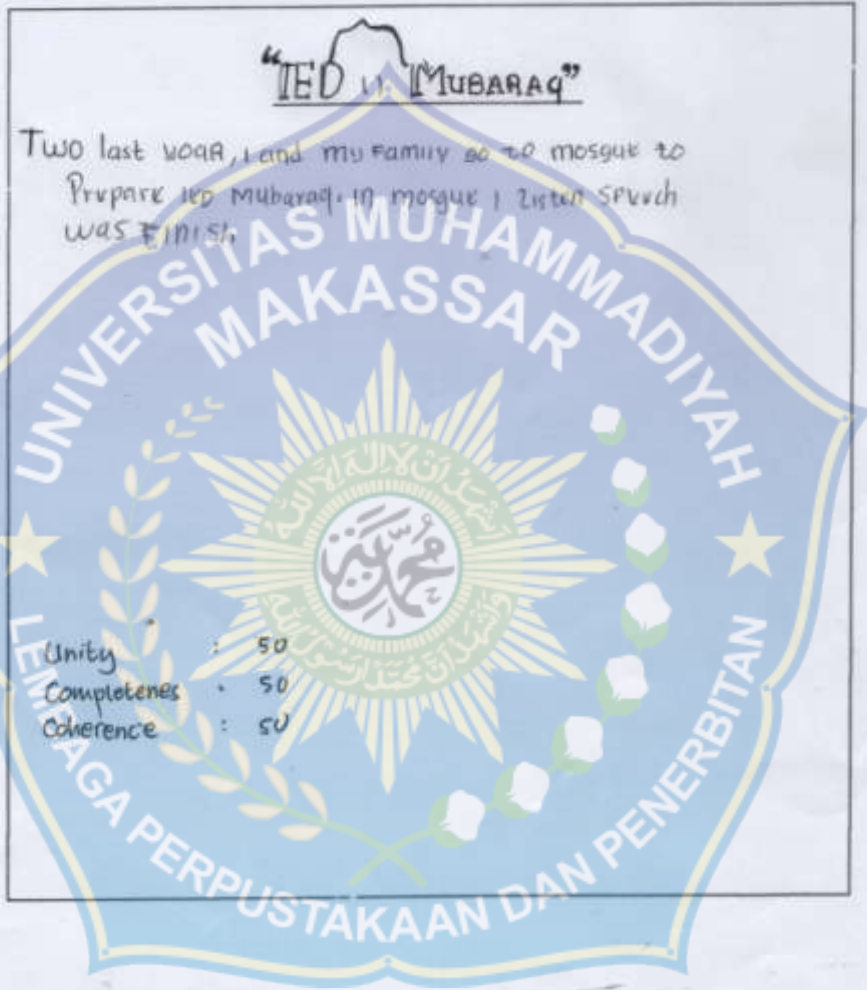
Class : VIII A

Write a short recount text about your personal experience "IED Mubaraq" with your family !

### "IED MUBARAQ"

Two last week, I and my family go to mosque to  
Prepare IED Mubaraq. In mosque, I listen speech  
was finish.

Unity : 50  
Completeness : 50  
Coherence : 50



Write a short recount text about your personal experience "IED Mubaraq" with your family !

### IED Mubaraq

Two last year, I and family go to Market Tradisional to buy IED-Mubaraq clothing. when finish buy IED Mubaraq clothing we go to home. The next day is IED-Mubaraq coming. I and family go to mosque to prepare IED-Mubaraq. In mosque I listen speech.

Before I listen speech, IED-Mubaraq was finishing. and back to home. In home I and my family take a picture together and go the grand mothers home. After finishing in grandmothers' home I back to home.

Unity : 70  
Completeness : 71  
Coherence : 70



## APPENDIX N

### Students' Score Post-Test

**WRITING TEST (Post-Test)**

Name : Reski Pitaldi  
Reg. Number :  
Class : VII / BA

Write a short recount text about your personal experience "Go to Taman Kalong" !!

TAMAN KALONG

One day my friend and I went to the park to see the beautiful scenery at that time me and my friend saw the accident in succession and fortunately the police quickly dealt with it and the person who accident was not anything and then I and my friend went home.

Unity : 60  
Completeness : 61  
Coherence : 60

Thank you



WRITING TEST (Post-Test)

Name : Muryafira khairiyah

Reg Number : -

Class : VIII A

Write a short recount text about your personal experience "Go to Taman Kalong" !!

Go to Taman Kalong

Last week I and my family friends go to kalong park. It is one famous park in soppeng regency. Located center point in soppeng city, perhaps a minutes from ~~at~~ my home.

In there, I ~~if~~ by motorcycle for go to kalong park I also to come to kalong park. over there my and friends saw bats on the tamarind tree, after that i take a picture. After that I'm ~~is~~ playing cradile and playing surfing board. I'm go to pusper for buy drink. I'm playing and go to mosque raya. I back to home together

I very happy can come to kalong park

Unity : 79

Completeness : 82

Coherence : 79

2

**WRITING TEST (Post-Test)**

Name : DINIA NUFF

Reg. Number :

Class : VIII<sup>A</sup>

Write a short recount text about your personal experience "Go to Taman Kalong" !!

"Go to Taman Kalong" !!  
I go and friend to taman kalong. Time friend to come we also to asked to motor car for trip after a  
On at in kalong park I straight asking younger sisters I, she playing ~~cradle~~ after that she asking I take a picture ~~with her~~ we sitting at the some time to drink water that I also go to I saw child take a bath in water fountain kalong park and I also to go down buy some food and after that we also back.  
I very happy can come to kalong park and I also to wish guide go to kalong park.

Unity : 75  
Completeness : 80  
Coherence : 75

## APPENDIX O

### Students' Taks

\* SALWA

<p><b>Sunday</b></p> <p>05:00 in the morning Prayer 6:00 am well done for 07:00 Shower 08:00 washing 12:00 help mother 1:00 P.M breakfast 2:00 P.M rest 8:00 a night sleep</p>	<p><b>MONDAY</b></p> <p>5:00 in the morning Prayer 6:00 Shower 07:00 go to school 1:00 P.M. from school 4:00 P.M. lunch 17:00 take a nap 8:00 a night sleep</p>	<p><b>Tuesday</b></p> <p>7:00 in the morning Prayer 6:00 Shower 07:00 go to school 1:00 P.M from school 4:00 P.M. lunch 16:30 take a nap 8:00 a night sleep</p>
<p><b>Wednesday</b></p> <p>5:00 in the morning Prayer 6:00 Shower 07:00 go to school 1:00 P.M. from school 2:00 P.M. lunch 8:00 a night sleep</p>	<p><b>Thursday</b></p> <p>5:00 in the morning Prayer 6:00 Shower 07:00 go to school 1:00 P.M. from school 1:30 P.M. lunch 16:00 take a nap 8:00 a night sleep</p>	<p><b>Friday</b></p> <p>5:00 in the morning Prayer 6:00 Shower 07:00 go to school 1:00 P.M. from school 2:00 P.M. lunch 15:30 take a nap 8:00 a night sleep</p>
<p><b>Saturday</b></p> <p>05:00 in the morning Prayer 06:00 Shower 07:00 go to school 1:00 P.M. from school 2:00 P.M. lunch 8:00 a night sleep</p>		

Nama: SALWA My daily activities

Last week, I have many activities started from early morning until night. At 06:00 I wake up, shower, breakfast, and I go to school. At 15:00 back to home. After I am breakfast and 19:00 I am sleep. At 17:00 I am watching TV.

After I am diner, after I study and watching tv, at 20:00, play game. After 21:00 I am sleep.

Name : Irvanola Azzahra  
Class : VII A (Eight A)

Monday

06:15 - Morning walk up  
06:45 - Shower  
07:00 - Go to school  
13:00 - Back to home  
14:00 - Breakfast  
15:00 - Watching TV  
18:00 - Dinner  
19:00 - Study notes  
21:00 - Sleep

Tuesday

06:00 - Morning walk up  
06:15 - Shower  
07:00 - Go to school  
13:00 - Back to home  
14:00 - Breakfast  
15:00 - Watching TV  
18:00 - Dinner  
19:00 - Study  
21:00 - Sleep

Wednesday

Sunday

06:15 - Morning walk up  
07:00 - Watching TV  
08:00 - Dinner  
09:00 - Watching TV  
10:00 - Watching TV  
11:00 - Shower  
12:00 - Watching TV  
13:00 - Dinner  
14:00 - Watching TV  
15:00 - Study  
16:00 - Watching TV  
17:00 - Study  
18:00 - Watching TV  
19:00 - Study  
20:00 - Go to sleep

Saturday

06:00 - Morning walk up  
06:15 - Go to school  
07:00 - Back to home  
08:00 - Watching TV  
09:00 - Shower  
10:00 - Dinner  
11:00 - Watching TV  
12:00 - Sleep

Friday

06:00 - Morning walk up  
06:15 - Go to school  
07:00 - Back to home  
08:00 - Breakfast  
09:00 - Watching TV  
10:00 - Study  
11:00 - Shower  
12:00 - Sleep

Thursday

Nama : Irvanola Azzahra  
Kelas : VII A

9 November 2018  
Jum'at

Example :

### My Daily Activities

Last week, I have many activities started from early morning until night. At 06.00 I wake up, after that I'm shower, after that go to school, at 13.00 I'm back to home and breakfast with my favorite food and drink. At 17.00 I'm and family watching TV, after that I'm and family dinner, and I'm study. After That At 22.00 I'm sleep to school yesterday. I'm happy' daily activities.



James Ivanola Azahira  
Class : VII, A

### Task / Tugas

Read text below, and write down the events of the text into the sticky note!

#### Robber

Three days ago, I went to the traditional market to buy some fruits and vegetables. I saw an accident, there was a thief beaten by a lot of people.

A few minutes later, police came and took him. I asked the fruit seller what happened actually and she said the thief tried to steal someone's wallet but he untied. Someone saw him and shouted loudly and some people caught him up hardly.

I was very excited and hoped it would never happen again.

#### Events

1. A few minutes later, police came and took him.
2. I asked to the fruit seller what happened actually and she said the thief.
3. Tried to steal someone's wallet but he untied some one saw him and shouted loudly and some people caught him up hardly.

#### Robber

Three days ago, I went to the traditional market to buy some fruits and vegetables. I saw an accident, there was a thief beaten by a lot of people.

A few minutes later, police came and took him. I asked the fruit seller what happened actually and she said the thief tried to steal

someone's wallet but he was untied. Someone saw him and shouted loudly and some people caught him up hardly.

I was very excited and hoped it would never happen again.

- A few minutes later, police came and took him.
- I was very excited and hoped

Miss. In. 2023

James

Task / Tugas Nama: Fathurul Annisa

Date: \_\_\_\_\_

Read texts below, and write down the events of the text into the sticky notes!

### Robber

Three days ago, I went to the traditional market to buy some fruits and vegetables. I saw an accident, there was thief beaten by a lot of people.

A few minutes later, police came and took him. I asked to the fruit seller what had happened actually and shee said the thief tried to steal someone's wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hardly.

I was pity event and hoped it would never happen again.

### Events

- 1) A few minutes later, police came and took him.
- 2) I asked to the fruit seller what had happened actually.
- 3) She said the thief tried to steal someone's wallet.
- 4) Someone saw him and shouted loudly.
- 5) Suddenly some people roughed him up hardly.





Name: Dhyah Khairunisa  
class: VIII 2.

## Going to Waja

1. we started early in the morning and arrived there at nine o'clock

2. At first in grave  
3. we took rest and have lunch

4. back home

5.

Going to Waja  
four last month I went to Waja because I was in long vacation after 100 holiday. I went there with my family.  
We started early in the morning by motorcycle and arrived there at nine o'clock because the location is far away from my family house. At first in grave, when we felt tired we took rest and have lunch under tree and then went back home.  
I was very interesting experience

## Going To Waterboom Salonro

lunch  
together

swimming

chat  
together

back home

Last month I go to Salonro. I go together father, Mother, brother, and cousin. I go to Salonro for holiday. Before swimming I and my family lunch together. after lunch together I and my family swimming together. after lunch swimming I and my family substituted clothes last chat. moment already already chat. I and my family back home.

Nama: Musyafirah Khairiyah  
Kelas: VIII A

LEMBAGA PERPUSTAKAAN DAN PENERBITAN

## APPENDIX P

### Dokumentation in the Classroom











## CURICULUM VITAE



Eka Ramadhani Nurhan was born in Bila Utara Soppeng on January 21<sup>th</sup> 1996. She is the first daughter of Drs.Burhanuddin and Hj.Nurhayati, S.Sos. She started her study when she was five years old. She had her elementary school at SDN 22 Jerae. Then, she continued her study to junior high school on 2008 at SMP Negeri 2 Watansoppeng, on 2011 she continued

to senior high school SMA Negeri 1 Watansoppeng. She finished her senior high school on 2014 and she directly continued her college to study at Muhammadiyah University of Makassar, and chose English Education Department, Faculty of Teacher Training and Education. She was active in two campus activities, they are EDSA (English Department Students Association) period 2015-2016, as a secretary of IMPS (Ikatan Mahasiswa Pelajar Soppeng) Koperti Universitas Muhammadiyah Makassar

