

**A STUDY ON THE TEACHING WRITING ABILITY OF  
RECOUNT TEXT AT SECOND YEAR STUDENTS OF SMP  
NEGERI 3 BOJONEGORO AT ACADEMIC YEAR 2018/2019**

**SKRIPSI**

**By**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGE AND ART EDUCATION  
IKIP PGRI BOJONEGORO  
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Submitted in Partial Fulfillment  
of the Requirement for Degree  
of Sarjana Pendidikan

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**APPROVAL SHEET**

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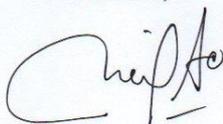
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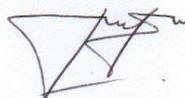
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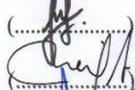
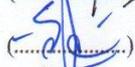
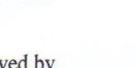
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This is to certify that skripsi has been approved by the Board of Examiners for  
the degree of *Sarjana Pendidikan* in English Language Education  
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## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of Study**

Communication is one of the ways to interact with other people in this world. Usually, people communicate by using language to interact each other. By using language, all of the people can share all of their ideas, feelings, and the others that they want to show. So, it means that language is very important for us to communicate each other.

English is an international language because it is a tool of communication among people in different countries in the world. Rodrigves (2010) says that by using English, people can communicate and cooperates with people from different countries in many aspects like economic, politic, education, social and culture. Almost all of the country in the world use English. It means that English is used to international communication and more important over all of the world to face the globalization era. In Indonesia, English as foreign language. It teaches in formal and informal education, starting form elementary school to university. Moreover, in some big cities, English starts introducing in kindergarten.

There are four skills in English : listening, speaking, reading, and writing. In this situation, students are expected to have the ability to master some or all of the skills. In fact, teaching English is not easy. The English teacher should not only master the language, but also they should be make the students interested in English. Brown (2007: 1) states that language

learning is not set of easy steps that can be programmed in a quick do-it-yourself kit. In other word, we need a long time for mastering it.

Writing ability is the most difficult and complicated language skill to be learned almost by the students in every level of education. In writing the students can express their feelings, ideas, thoughts and their opinions. DeLuca et al (2013: 346) states that writing is about more making our thoughts and ideas visible and concrete. Writing need thinking process and much time.

Writing refers to text. A composing some kinds of texts in written form for senior high school students' is one of the basic competence of English subject (Depdiknas:2004). It means that the students are demanded to be able to write some kinds of text with correct organization, appropriate vocabulary and grammar, and good mechanic of writing (punctuation, spelling and capitalization). There are thirteen genres or types of the texts that should be taught at senior high school, such as narrative, recount, procedure, report, analytical exposition, hortatory exposition, explanation, descriptive, discussion, news item, review, anecdote, and spoof.

One of genres is recount. Recount text is one of kind texts that should be learnt by the students of Junior High School. It means that students' should develop their skill in writing genre of text in form recount text. Actually, there are three types of recount text namely, personal recount, factual recount, and imaginative recount, but in this research the researcher focus on personal recount text. Personal recount text is a

recount text that exposes an event in which the writer or the author got involved in or acted in the event himself (Amiruddin: 2004).

According to Grace (2007: 30) recount text is a text that tells the reader or listener what happen in the past through a sequence of events. The generic structures of recount text are orientation, event, and re-orientation. It is one kind of text that had been learnt by students when they were in junior high school. It means that students had known about recount text because it had studied in some meetings and they had good comprehend about recount text.

There are many causes or problems why learning English is difficult for the students, especially on writing recount text. Learning to write is a long process. Students have to improve their grammar, choose words, and use right vocabulary which is difficult for them. The learners can be stuck and can not elaborate their idea in writing process. On the other hand, teacher must give kinds of strategy also to help and to increase the students' writing ability. At least, it can be motivate the students to force themself to write a text.

Based on the reason above, the researcher is interested in researching recount text entitled ***“A Study on The Teaching Writing Ability of Recount Text At Second Year Students of SMP NEGERI 3 BOJONEGORO”***

**B. Statement of the Problem**

Based on the background above, the research problems is formulated as :

1. What is the method of teaching writing recount text applied by the teachers?
2. What are the problems faced by teacher in teaching writing ability of recount text?

**C. The Objectives of the Study**

The objectives of the study are :

1. To identify method of teaching writing recount text applied by the teachers.
2. To describe the problems faced by teacher in teaching writing ability of recount text

**D. The Benefit of the Study**

The benefits of this study are:

1. For the students, they will know about how to write a good recount text by using kinds of strategy that their teacher is given to them and to know the students' interest in written text.
2. For the teacher, as a result it can give an input to find out or use strategies for the improvement of students' writing ability. Also it can help the teacher to realize that they should pay attention to students' writing ability in order to the students be able to more interest and motivate them in written a text.

3. For the researcher, as a result it can give the researcher the larger knowledge and information about a recount study of English writing teaching and learning process.

#### **E. Definition of Key Term**

1. Writing is the ability to express one's ideas to written form in a second or foreign language (Marianne C. Murcia: 1991). Also writing is not only an activity of arranging words into form of sentences, but also when people write, they should organize some interesting stuffs, which are experiences or ideas in written form.
2. Recount text is a piece of text that retells past event, usually in the order in which they happened (Mark Anderson and Kathy: 2005). It means recount text tells about something that happened in the past chronologically.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This part are present a review of related literature which covers a review of related theories. The review of related theories is done to find theories that can be the foundation of the research. In this chapter, cover about writing and recount text.

#### **A. Theory of Writing**

##### **1. Writing**

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

People consider that writing skill is the most difficult skill to develop. In the process of studying and is more complex than other skills. Writing has been a central topic in applied linguistics for many years and remains an area of lively intellectual research or debate. Many forms of Enquiry have been summoned to clarify both how writing best works and how it should be better thought. Its complex structure seems to consonantly need adequate description and explanation. "Writing in its broad sense-as distinct from simply putting words on paper-has three steps: thinking about it, doing it, and doing it again (and again and again, as often a time will allow and patience will endure)" Kane (2000: 17). Besides, writing is a letter or characters that serve as a visible sign of ideas, words, or symbol." It can be concluded that writing is broad sense in applying on to a piece of paper to convey ideas, opinion, and feeling in form of words or symbols.

There are many different definitions about writing given by experts from many resources. Marianne C. Murcia (1991) stated that writing is the ability to express one's ideas in written form is a second or foreign language. It means that writing is an activity to express our ideas in written form.

According to Nation (2009: 113) writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used to come into productive use, instance, in an English for academic purpose program. It means, writing is useful for other skill such as reading, listening, and speaking.

Cunnings Worth (1995: 82) also says, "In real life, writing is done with a readership in mind and writers need to know who their readers are, in order to write appropriately for them." It means that the writers need to know and decide for whom they write. They can deliver their idea based on their minds and even consult dictionaries, grammar book or other reference books to help them presenting their ideas in a logical order. The writer must read their writings before they publish them in order to recheck and correct their mistake. So that, the readers can easily and clearly understand what they want to express in their writing.

Hyland also stated that writing is way of sharing of personal meanings and emphasizes the power of the individual to construct their own views on a topic. It means that writing is one of the most

important skills that must be learned. By learning writing, we will be able to learn other aspects of language such as grammar and language used.

Harmer (2001:154) states, “Writing is a process when we write is often heavily influenced by the constraints of genres, then this elements have to be presented in learning activities.” From this definition we can know that in making written text we should follow some rule in order to make a good writing.

Based on some definitions above the researcher can conclude that writing is the most difficult skill to be learned and a progressive activity that takes time and follows some procedure in order to have a good writing. Furthermore, writing activity need some practices and needs high concentration so that the readers can catch the author’s idea.

#### **b. Purposes of Writing**

Every activities has purpose, so do writing also has a purpose. According to Miller (2006: 4) that the purpose of writing is —A writer’s purpose is essentially the same as a writer’s motive both terms are used to describe what a writer hopes to accomplish. The benefit of having a clear sense of purpose is obvious; the writer is much likely to accomplish his objective. He divides the purpose of writing into ten points as follows:

- 1) Writing to understand experience.

Writing to understand experience means finding a truth that is conveniently stored somewhere in your head, some secret knowledge that, once uncovered, will explain everything you want to understand. Writing often leads to new perceptions. If you write thoughtfully about experience, you will be constructing knowledge as you proceed.

2) Writing to report information.

Writing to report information is arranged in a pattern so that readers can make sense of it.

3) Writing to explain information.

Writing to explain information needs to analyze or classify information, examine causes and consequences and define concepts by distinguishing them from other.

4) Writing to evaluate something.

Evaluation requires that the writer determines the nature or the quality of what he/she is judging. Evaluation also means determining importance, benefit, or worth. When writing an evaluation, the writer also needs to assure that he/she has credentials to make judgments about the subject he/she is addressing.

5) Writing to analyze images.

Like writing to evaluate, writing to analyze images requires the ability to discern the difference between the effective and the ineffective and to explain why the writer has made the judgment. Moreover, analysis is almost always instructive to some extent. As

in writing to explain information, as well as in writing to evaluate something, writing an analysis helps readers to increase their understanding of the subject.

6) Writing to analyze texts.

Writing to analyze texts is not really different from writing to analyze images. Writing to analyze the texts is aimed to analyze the certain text.

7) Writing to persuade others.

Writing to persuade others means that the aim of the writing is to persuade the readers to act or to convince the reader to adopt the particular view or action.

8) Writing to inspire others.

Writing to inspire others means being able to elevate the human spirit by reminding people of what is most important in life and what it is possible to achieve.

9) Writing to amuse others.

Writing to amuse gives you an opportunity to bring pleasure to others. Seize the opportunity, and make the most of it.

10) Writing to experiment with form.

Writing to experiment with form is different from the previous purpose. It is about inventing something. Then, the invention is documented through writing.

Based on the explanation above the main purpose of writing is to express the idea. The idea of writing can be delivered in different ways depended on the author's intention.

### c. Types of Writing

According to Hedge (1998: 95-96) has more thorough classification of the writing activity types in general. He divides the writing types into six kinds as follows:

**1) Personal writing** is writing for oneself, and includes various kinds of aide-memoires, as well as diaries and journals. These writing activities would normally be carried out in the first language but there may be good motivational reasons for using them in the foreign language classroom. As we have seen, keeping journals in English provides valuable practice opportunities.

It seems that personal writing is individual writing which used to write the important things in the person's activity.

**2) Study writing** is also for oneself and may never be shown to others. The student makes notes while reading, takes notes in lectures, and makes summaries for exam revision. All of these types require skills which can usefully be taught to students learning English for study purpose.

It means that study writing is writing used as note for the students in their study.

**3) Public writing** is writing as a member of the general public to organizations or institutions, so that there are certain conventions

to keep to in the writing. It includes such activities as writing letters of enquiry, complaint, letter to the editor, form filling, and applications.

Different from the two kinds of writing above, in public writing the author shares his/her writing to public area. The writing's rule in public writing must be applied appropriately by the author.

- 4) **Creative writing** can include poems, stories, rhymes, drama, all types of writing which again are mainly for oneself but which may be shared with others. It is a kind of writing most commonly found at primary and lower secondary levels in mother-tongue classroom. In these contexts it has the values of helping personal and social development, building confidence and self-esteem, and developing writing skills through narrative. Some teachers report great success with creative writing in general-purpose English classes to adults, but careful decisions are necessary about its appropriateness and likely success with particular groups of adults.

It can be summed up that creative writing is used as development stage to write which mostly the content of writing is related on the literacy.

- 5) **Social writing** is a category which includes all the writing that establishes and maintains social relationships with family and friends.

Social writing is used for people who want to send a message in order to establish or maintain communication with other people.

6) **Institutional writing** relates to professional roles and is needed by business executives, teachers, engineers, and students in these and other fields. It may well be possible to draw up a core of this type of writing which all professional people need to be able to write, e.g. reports, summaries, minutes, memos, etc. However, each area of activity will have its own specialized texts, such as legal contracts or academic essays. Language students in these more specialized groups can usually draw up specifications of their own needs in writing English, and provide authentic products.

Institutional writing is used for people in the institution or professional area, this kind of writing is regarded as formal writing which the author has to conform to the writing's conventions. The types of writing above can be specified into table as below:

<p><b><u>Personal Writing</u></b></p> <ul style="list-style-type: none"> <li>• Diaries.</li> <li>• Journals.</li> <li>• Shopping List.</li> <li>• Reminders for oneself.</li> <li>• Packing Lists.</li> <li>• Addresses.</li> <li>• Recipes.</li> </ul>	<p><b><u>Public Writing</u></b></p> <ul style="list-style-type: none"> <li>• Letter of :               <ul style="list-style-type: none"> <li>- Enquiry.</li> <li>- Complaint.</li> <li>- Request.</li> </ul> </li> <li>• Form Filling.</li> <li>• Applications/Memberships.</li> </ul>	<p><b><u>Creative Writing</u></b></p> <ul style="list-style-type: none"> <li>• Poems.</li> <li>• Stories.</li> <li>• Rhymes.</li> <li>• Drama.</li> <li>• Songs.</li> <li>• Auto biography.</li> </ul>
<p><b><u>Social Writing</u></b></p> <ul style="list-style-type: none"> <li>• Letter.</li> <li>• Invitations.</li> <li>• Notes.               <ul style="list-style-type: none"> <li>- Of condolence.</li> <li>- Of thanks</li> <li>- Of congratulations.</li> </ul> </li> <li>• Cablegrams.</li> <li>• Telephone messages.</li> <li>• Instructions to:</li> </ul>	<p><b><u>Study Writing</u></b></p> <ul style="list-style-type: none"> <li>• Making notes while reading.</li> <li>• Taking notes from lectures.</li> <li>• Making a card index.</li> <li>• Summaries.</li> <li>• Synopses.</li> <li>• Reviews.</li> <li>• Reports of:               <ul style="list-style-type: none"> <li>- Experiments.</li> <li>- Workshops.</li> <li>- Visits.</li> </ul> </li> </ul>	<p><b><u>Institutional Writing</u></b></p> <ul style="list-style-type: none"> <li>• Agendas.</li> <li>• Minutes.</li> <li>• Memoranda.</li> <li>• Reports.</li> <li>• Reviews.</li> <li>• Contracts.</li> <li>• Business letters.</li> <li>• Public notice.</li> <li>• Advertisement.</li> <li>• Posters.</li> <li>• Instructions.</li> <li>• Speeches.</li> <li>• Applications.</li> </ul>

<ul style="list-style-type: none"> <li>- Friends</li> <li>- Family</li> </ul>	<ul style="list-style-type: none"> <li>• Essays.</li> <li>• Bibliographies.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Vitae.</li> <li>• Specifications.</li> <li>• Note-making(doctors and other professional).</li> </ul>
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**Table 2.4**  
**The Types of Writing**

**a) Genre of Writing**

Based on School-Based Curriculum, there are many texts taught in senior high school. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, discussion, review, and public speaking. Each genre has specific language features. According to Gerrot and Wignel (1998: 192-217), there are kinds of genre:

1) Spoof

Spoof is genre which has social function to retell an event with a humorous twist.

2) Recount

Recount is genre which has social function to retell event for the purpose of informing or entertaining.

3) Report

Report is a genre which has social function to describe the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.

4) Analytical Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.

## 5) News Item

News item is a genre which has social function to inform the readers, listeners, or viewer about events of the day which are considered newsworthy or important.

## 6) Anecdote

Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident.

## 7) Narrative

Narrative is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

## 8) Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.

## 9) Description

Description is a genre which has social function to describe a particular person, place or thing.

## 10) Hortatory Exposition

Hortatory exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.

## 11) Explanation

Explanation is a genre which has social function to explain the processes involved in the formation or workings of natural or social cultural phenomenon.

## 12) Discussion

Discussion is a genre which has social function to present (at least) two points of view about an issue.

## 13) Review

Review is a genre which has social function to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibition, concerts, and ballet.

**d. Process of Writing**

Harmer (2001: 4-6) calls some elements which are involved in writing process. They are:

## 1) Planning

Writer need to plan what they are going to write. Before starting writing, they have to have something in their mind what it is they will say. When planning, writers need to think about three main issues. The first, they have to think of the purpose of writing, since this could influence not only the type of the text they wish to produce, but also language they use, and the information they choose to include.

Secondly, writers need to consider their audience they are waiting for, since this will influence not only the shape of writing (how it laid out, how the paragraph are structured, etc), but also the choice of language, whether, for example, it is formal or informal. Thirdly, the writer have to consider the content structure of the piece that is how best to sequence the facts, ideas, or arguments which they have decided to include.

## 2) Drafting

Harmer says that the first piece of writing can be said as a draft. This first 'go' at a text is often done on the assumption that it needs to be amended later. As writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

## 3) Editing (reflecting and revising)

When the writers have produced a draft, they usually read through what they have written. They, then, find something that need to be revised. It could be on the order of information which is not clear or the way the something is written in slightly ambiguous or confusing. The writers often move a paragraph around or add new information in order to get the draft better.

More skilled writers need to look up the general meaning of the overall structure before focusing on the detailed featured such as individual words or grammatical accuracy. Reflecting and revising sometimes are helped by readers (editors) who comment

or give suggestions. Another reader's reaction to a piece of writing would help the author to make appropriate revisions.

#### 4) Final version

When the writers have edited their draft, making revision by changing or adding some information and looking up general issues until the detail features, it then looks different the draft has been changed in the process of editing. Now the writer ready to send the written text to the audiences.

Harmer further, says that writing process is not linear, but recursive. The writer may feel not satisfied in his first final draft, then he decides to re-plan, re-draft, re-edit, then he comes to the final version. The writer will keep doing this process until he finds the most satisfying one. Therefore, Harmer provides an illustration of these two process. The recursive process is named as wheel process, and will be shown as below:



Figure 2.1 Linier Process



Figure 2.2 Wheel Process

## **2. Review of Recount Text**

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

Mark Anderson and Kathy Anderson stated that recount text is a piece of text that retells past events, usually in the order in which they happened. It means recount text tells about something that happened in the past chronologically.

According to Wadiman (2008:61), recount text is a text that tell the reader about one story, action or activity. It goal is to entertain or inform the reader. A recount is the unfolding of a sequence of events overtimes. It is used to tell past events for the purpose of informing or entertaining. Its focus is on a sequence of events

Joko Priyana (2008: 69) also stated that recount is used to retell about an event that has occurred in the past. Therefore, recount is always written in the past tense. It is important that the researcher have to be aware about it. .

From the definition above, it can be conclude that recount is a text which is retelling the past events or describing an experience chronologically. Because the text tells the past event, the tense should be past tense. Therefore, language used and sequence are very important to avoid misunderstanding to the reader.

### **b. Purposes of Recount Text**

According to Hyland (2003), the purpose of recount text is to reconstruct past experiences by retelling events in original sequences. The other purpose of recount text is to tell or amuse the

readers. It is the same with Artono Wadirman in his book *English in Focus* (2008: 124) who states that the social function of recount text is to give the reader a description of what occurred and when it occurred and to retell events for the purpose of informing and entertaining.<sup>32</sup> From that purpose, it means that recount is not only retelling the past activities that happened, but also to inform the reader.

### **c. Types of Recount Text**

According to Hyland (2004: 135) said that there are three types of recount text :

- 1) Personal recount is retelling of an activity that the writer or speaker has been personally involved in (e.g. diary entry).
- 2) Factual recount is recording the particulars of an accident (e.g. police report, news report, historical account).
- 3) Imaginative recount is taking on an imaginary role and giving details of event (e.g. a day in the life of a Roman slave, how I invented).

### **d. The Generic Structure of Recount Text**

Wadirman (2008:61) says that recount text has a generic structure or text organization and language feature.

#### 1) Orientation

Orientation tells who involved, what happened, where the events took place, and when it happened.

2) Events

Events ( event 1 and 2 ) tell what happened and in what sequence.

3) Re-orientation

Re-orientation consist of optional-closure of events/ending.

**e. The Language Feature of Recount Text**

Besides the generic structure of recount text, the researcher also should know about the language features used in recount text. Because language feature of the text is the essential part in writing a text. Language feature also can be use for identifying what kind of the text is. Wadiman (2008:61) points out that language features of recount text focuses on use noun or pronoun (i.e. I, a magazine) and uses past tense (i.e. I took, I saw).

According to Mark Anderson and Kathy Anderson (2005: 50) there are four language features in recount text, they are proper noun, descriptive words, the use of past tense and sequence maker.

Proper noun in recount text is used to identify who are those involved in the text. Descriptive words are used to give details about what, where, when, and how. The descriptive words are usually use adjective that used to describe the noun or personal attitude. It used simple past tense, past continuous text, past perfect tense and past perfect continuous tense. Last, Sequence maker means words that show the order of events. In addition, Pardiyono added the explanation

more details about the language features are used in recount text. The detail of language features of recount text are:

1) Active and passive

The decision of whether to use active or passive is much influenced by the researcher's orientation in expressing ideas.

Example: "Surabaya is well known as kota pahlawan".

2) Past tense

Past tense is very appropriate to tell past activities or what happened like in the recount text. Recount is the record of events in the past time. The events are reported in sequence with the use of number of conjunction and sequence marker.

Example: Present verb Past verb

- have	- had
- think	- thought
- leave	- left

3) Past continuous tense

This tense is to show the activity is in the progress in the past time. Example: i went to the room where everybody *was waiting for me*.

4) The use of adverb

Adverb used to give and enhance the clarity in the sentence, students can use the adverb in phrase form or clause.

Example:

Adverbial phrase showing time: last month, early morning, etc.

Adverbial clause showing time: soon after, before finally, etc.

Adverbial clause showing reason: because we thought that place was nice and the people were friendly.

#### 5) Verb of 'being' and 'having'

Verb is always followed by noun, adjective, or adverb and they are usually in the form of phrase.

Example of verb being: -It *was* very terrible day

-It *was* very nice day

Example of verb having:-He *had* no money at all.

#### 6) Verb patterns

There are several verb patterns to recognize that will help us write better:

##### a) Verb + to verb

Within one sentence, if a verb is followed by another verb, the later should be with 'to infinite'.

Example: Kenzo *decided to give* his mom and dad a call.

##### b) Adjective + to verb

Should an adjective is to be followed by a verb; the verb takes the form of 'to infinitive'.

Example: Kayla *was very nice to help*.

##### c) Intransitive verb + verb

Intransitive verb is very common to be followed by adjective, besides adverb. Example: Naura *felt very sad*.

##### d) Connecting words and conjunction

The connecting words are used to sequence events that happened. Then, the conjunction in recount text used to combines clauses.

Connecting words: first, second, then, the last, finally, etc.

Conjunction : when, then, and, but.

e) Uses reported speech

Example: Mrs. Alita said that the accident was causing the traffic.

The following text below is the example of personal recount text. The text below is an noted text example:

### **My Holiday**

#### **Orientation:**

Last week, I went to **Bromo mountain**. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

#### **Squence of Event:**

In the morning, my friend and I saw Batok mount. The scenery was very **beautiful**. We rode the horseback **carefully**. It was scary, **but** it was fun. Then, we went to get closer look at the mountain. **We** took pictures of beautiful scenery there. **After that**, we took a rest and had lunch under a big tree. Before we got home, we **went** to the zoo at Wonokromo. We went home in the afternoon.

**Re-orientation:**

We **were** very tired. **However**, I think it was really fun to have holiday like this. I hope my next holiday will be more interesting.

**B. Review of Related The Study**

Before the researcher will do this research, there are some researchers have done the other research which is relevant to the topic. The first research is Nindi Fitriani with the title *“Using Clustering technique in teaching writing Recount Text At Tenth Grade Students In SMAN 1 Gresik”*

Based on the previous above, there are many similarities and differences with the researcher's thesis. The similarities is about variable of the research and the differences is about method and research design. Those study was focus to use Clustering technique in teaching writing Recount text, while in this research was focus to know the method that teachers uses in teaching writing recount text.

The second research is Nurseto Bondan Wikandaru *“A Descriptive Study on Teaching Writing to the First Year Students of SMPN 6 Sragen”*.

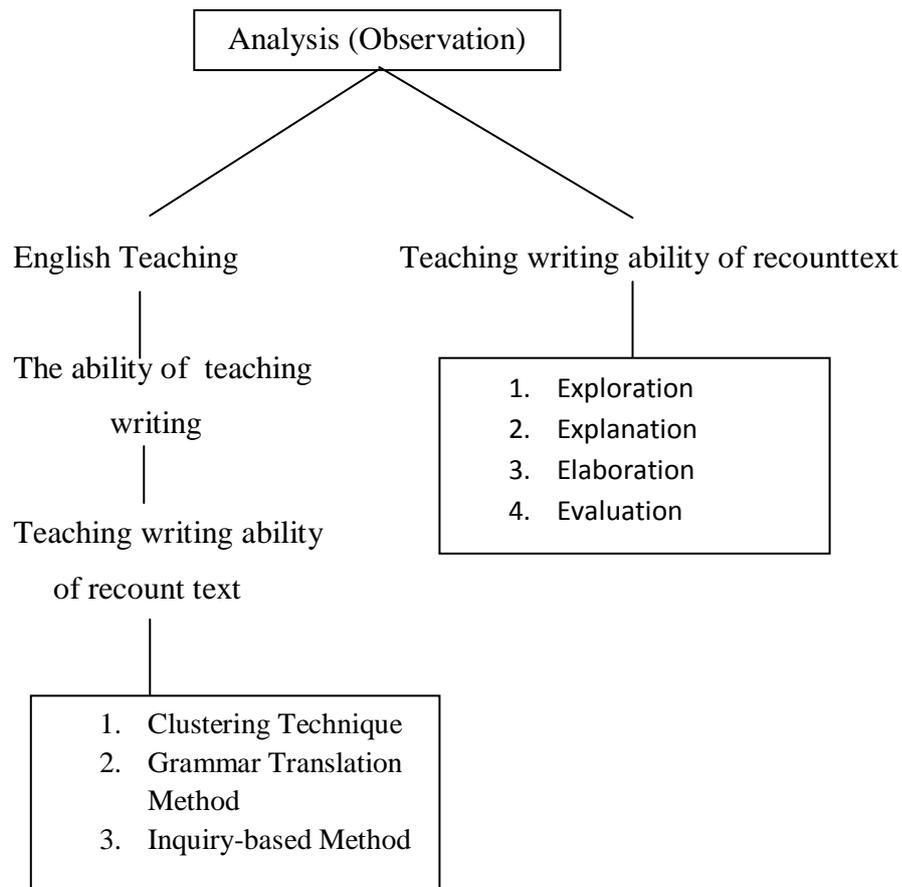
Based on the second previous above, there are similarities and differences with this research. The similarities is on the subject and research design and the differences between those study and this study is the material. Those study was focus on some materials such as (1) Personal data, (2) Short functional text, (3) message and letter, (4)

descriptive text, (5) procedure text. Whereas in this research only focus on writing recount text.

And the last study is Yulianti Dian Pratiwi “*Teaching Writing Recount Text for the Second Year Students of SMP Negeri 2 Banyudono in 2012/2013 Academic Year (a Descriptive Study)*.”

Those study has similarities to find the method applied and the problems faced by the teacher on teaching writing recount text. In those study explained that the teacher’s method to teach writing recount text is teacher used inquiry-based method in teaching learning process; this method focuses on vocabulary implemented in writing class. Based on the observation of the implementation of inquiry-based learning in teaching writing recount text are pre-teaching, while-teaching, and post-teaching. Preteaching is the opening the lesson by the teacher. While-teaching is the main activity in the classroom. Post-teaching is the last step in classroom activity. And The problems faced by the teacher in teaching process were the difficulty in improving the students’ vocabulary, different capability of the student and limitation of time.

### C. Theoretical of Framework



1. Clustering technique is a good way to turn a broad subject into alimited and more manageable topic for essay. Also called mind mapping and diagramming, it is another effective way to gathering formation for an essay. (Santi V. Buscemi: 2011)
2. Grammar Translation Method is an old method which was originally used to teach dead languages which explains why it focuses mainly on the written form at the expense of the oral form.
3. Inquiry-based Method means a series of learning activities that involve the maximum ability of all students to search and investigate systematically, critically, logically, analytically, so that they can formulate their own findings with confidence.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter the researcher will describe research design, research setting and participants, instrument, data collection. Then the writer elaborated one by one as follows.

#### **A. Research Design**

This study is categorized as a descriptive qualitative research. According to Ary (1979: 13) “Descriptive research is designed to obtain objective information concerning the current status of phenomenon and directed toward determining the nature of situation as exist at the time of study.” Qualitative research is research which uses natural background, to guess the real phenomenon by using some method.” In the other side the qualitative research interprets the phenomenon and exploits an open interview to research and understand the attitude, view, feel, and the invidious behavior.

Denzin and Lincoln (2009: 22) explained that “the word qualitative implies an emphasis on process and meanings that are non rigorously examined or measured. It means that the qualitative approach highlights the meaning and process. According to Maleong (2005: 6) “The descriptive data are collected in the form of word or picture instead of numbers.” In qualitative method the researcher interact with people in natural setting because the researcher try to get deeply involved the world of people being studied.

In this research, it will be discussed about the method that teachers are used for teaching writing and the data are taken from the result of teaching learning process of teaching writing recount text.

## **B. Researcher's Presence**

In this study, the researcher acted as the instrument and the collector of the data at once. The other instruments, interview guide and grading rubric, were used in definite function to endorse the researcher's task as instrument. Therefore, the presence of the researcher in qualitative research was imperative. Here, the human instrument could understand the meaning of every interaction, read mime, and see through opinion and value of each subject's statement or deed. According to Maleong (2012: 22) "In the qualitative the researcher was to be everything in the whole research process."

One of the researcher's roles in this study was an interviewer. The researcher interviewed the teachers about the development of the assessment rubrics and the use of the assessment rubrics in learning process in International class under the implementation of Curriculum 2013. The quality of the assessment rubric developed was also examined.

## **C. Place and Time of the Research**

The researcher took place in SMP NEGERI 3 BOJONEGORO that is located in Jl. Raya Dander No. 166 Km 7 Dander. The research conducted the observation from March 18<sup>th</sup> 2019 to May 31<sup>st</sup> 2019. This range time was from the first time the researcher proposed the research until she finished it. With the following schedule as shown in the Table 3.1:

Activity	Month									
	11	12	1	2	3	4	5	6	7	8
Designing research proposal										
Developing research proposal										
Developing research instrument										
Conducting proposal seminar										
Trying out the instrument										
Observation and analyzing the data										
Writing the report										
Submitting the document										

**Table 3.1 Time of the research**

#### **D. Subject of the Study**

In this research all the data took from English teachers of second years students, classes of VIII D and VIII F of SMP NEGERI 3 BOJONEGORO.

#### **E. Source of the Data**

This study conducted the method of teaching writing recount text applied by the teachers. And The source of the data included of three things, observation, documents and informants. Therefore, the data were all of students' sheet in writing recount text with the method applied by the English teachers when teaching the ability to write recount text.

## **F. Technique of Collecting the Data**

The important step in doing a research is collecting the data. In this study, the researcher uses observation, documentation and an interview as the instrument of collecting data.

### **1. Observation**

In research, researcher needs several methods to collect the data and one of them is observation .observation is method to see something in the research. According to Bailey, Lucy E (2009 : 551) states that observation is a foundational tool that researchers use to collect descriptive information and to make knowledge claims about the physical and social world. Observation is noted as “ source of evidence in research studies to maximize the accuracy of observers” report. It means that observation is source of evidence in research studies to get information and knowledge about what we want to describe. The researcher comes and observes the teaching learning activities to see, hear and write what happen during teaching and learning process. The researcher has coordination with the English teacher to arrange the observation.

### **2. Documention**

Documents are collected in order to get real situation such a sossial situation and many kinds of factors around the research setting. It is used to support and complete in the information which is obtained from observation and interview. Arikunto, (2002:133) explains, “In the execution of documentation methods, researchers investigating the written items such as books, magazines, documents, regulations,

meeting minutes, diaries, etc". This opinion is supported by Moleong, (2010:280) who says that document is a kind of source data involves anything notes aimed to examine a research. The documentation that was gotten in this research were the presentation slides, question sheets, and written work of students that will use during teaching and learning writing.

### 3. Interview

In order to get complete information, the researcher uses interview. Interview is a conversation where questions are asked and answers are given. In another word, interview is a meeting at which information is obtained. Interviewing refers to structured or unstructured verbal communication between the researcher and the participants, in which information is presented to the researcher. (Talbot 1995: 477).

## **G. Technique of Analyzing Data**

The collected data obtained from the result of observation, interview, and documentation were analyzed to draw conclusions. According to Moleong(2010:280) data analysis is the process of managing the data, organizing it into a good pattern, category and basic unit.

From the explanation above, it can be synthesized that data analysis is the process of organizing and putting the data into the right pattern, category, and the basic unit, so we can find the theme and formulate hypothesis as suggested by the data. The purpose of data analysis is summarizing and simplifying the data in order to interpret and draw a conclusion. In this research, in analyzing the data, the researcher used

qualitative data analysis. The qualitative data of this research is analyzed by using inductive analysis method. This technique is used to find the data after coming to the real field. Then, making conclusion from the data. In this research, the researcher did some procedures to get a data analysis:

- a. Making data reduction before this research was run or found.
- b. Making data display from the result of observation, interview and documentation.
- c. Making the conclusion or verification based on analyzed data.

As explained above, data analysis is the process of analyzing data that were gotten from the field as the result of observation, interview and taking documentation activity. In analyzing data, the researcher interpreted what the means of the data to get the findings and continue to present the data.

#### **H. Trustworthiness of the Data**

The validity of the data in qualitative research is one very important part of knowing the degree of trust from the results of research that has been done using triangulation techniques in data collection, then the data obtained will be more consistent so that it becomes a valid and accountable data.

According to Moleong (2008: 326-332) so that the results of the study can be accounted for, it is necessary to check the data whether the data presented is valid or not, then the technique of validity / validity of the data is needed.

To examine the validity of the data in this study, researchers used triangulation techniques. According to Sugiyono (2013: 330) triangulation is defined as a technique of collecting data that is combining data from various existing data collection techniques and data sources. In this study, researchers used two types of triangulation, namely:

#### 1. Triangulation Technique

According to Sugiyono (2013: 330) triangulation of techniques means that researchers use different data collection techniques to obtain data from the same data source. The researcher used participatory observation, in-depth interviews, as well as documentation for the same data source simultaneously. Triangulation techniques can be taken through the following steps:

