IMPROVING STUDENTS’ WRITING ABILITY IN RECOUNT TEXT USING NOTE-TAKING PAIRS
(Classroom Action Research of SMP Islam Sudirman Ambarawa in the Academic Year 2016/2017)

A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)
English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

SIWI PUJI SARASWATI
113-12-108

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES OF SALATIGA
2017
DECLARATION

“In the name of Allah, the most graceful and the most merciful”

Hereby, the researcher fully declares that this graduating paper is made by the researcher himself, and it is not containing materials written or has been published by other “people” ideas except the information from the references.

The researcher is capable to account her graduating paper if in the future it can be proved of containing other’s idea or in fact that the researcher imitates the others’ graduating paper.

This declaration is made by the writer to be understood.

Salatiga, September 25th 2017

The writer

SW Pui Saraswati
NIM. 11312108
Salatiga, September 8th 2017

Mashhiahul Umami, S.Pd.I,M.A
The lecturer of English Education Department
State Institute of Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE
Case: Siwi Puji Saraswati’s Graduating Paper

Dear,

Dean of Teaching Training and Education Faculty

Assalamualaikum, Wr. Wb.

After reading and correcting Siwi Puji Saraswati’s graduating paper entitled:

“IMPROVING STUDENTS’ WRITING ABILITY IN RECOUNT TEXT USING NOTE-TAKING PAIRS (Classroom Action Research of SMP Islam Sudirman Ambarawa in the Academic Year 2016/2017)”. I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamualaikum Wr. Wb

Consultant,

[Signature]

Mashhiahul Umami, S.Pd.I, M.A
NIP: 19800513 200312 2 003
A GRADUATING PAPER

IMPROVING STUDENTS’ WRITING ABILITY IN RECOUNT TEXT
USING NOTE-TAKING PAIRS (Classroom Action Research of SMP ISLAM
Ambarawa in the Academic Year 2016/2017)

WRITTEN BY:

SIWI PUJI SARASWATI

NIM: 113-12-108

Has been brought to the board of examiners of English and Education
Department of Teacher Training and Education Faculty at State Institute for
Islamic Studies (IAIN) Salatiga on September 25th 2017, and hereby considered to
complete the requirements for the degree of Sarjana Pendidikan (S.Pd) in English
and Education.

Board of Examiners

Head Dr. H. Sa’adi, M.Ag.
Secretary Mashhahatul Umami, S.Pd., M.A
1st examiner Hanung Triyoko, SS. M.Hum. M.Ed
2nd examiner Hamnam, Ph.D

Salatiga, September 25th 2017
Dean of Teacher Training and Education Faculty

[Signature and Seal]
MOTTO

 إنَّ معَ العسر يسراً

 "Secanggihnya bersama setiap kesulitan ada kemudahan."
 (Q.S Al-Insyirah 5)

 -After difficulty there is an ease-
DEDICATION

I hereby dedicate this graduating paper for:

- **Allah SWT, My Lord My God Almighty** thanks for guiding me to face everything in this extraordinary world.
- **My beloved parents, bapak Suraji and ibu Rochimi.** Thanks for love, praying, support and for caring me in my whole life.
- **My beloved second parents, bapak Supomo and ibu Sri.** Thank for love, praying and support for me.
- **My beloved sister Faradella, You have been my spirit to change my life.**
- **My beloved partner Fauzy Tulus,** thank for everlasting, support, help, praying and togetherness.
- **All my big family (om is family, om Novi family, Mas umar, mbak Siti family, Ozora family, mbak Ari family, mas pur family).** Thank for your kindness.
- **My beloved Power Rangers, Mbak Indah, Kikik, Uyung, Nafi’** who colored my life.
- **My beloved friends, Ayunda, Alfi, Kikik,** thank for support and togetherness.
- **My family of KKN Mangli 1 (pak Eri, bu Eri, Hasan, Hasim, Priska, bu Mila, bu Farcha, Bu Lina, Pak Hamim, Doni, Muzamil, and all of population Mangli.** thank for kindness and togetherness.
- **My Friends of sharing in the same struggle. TBI A,B,C,D and E 2012.** Thanks for the togetherness. (amalia, itsna, ifticha, willy, sachi, ulin niam, aditya)
My Family of EEE Ambarawa (Miss Nurul, Miss Tutik, Miss Lia, Miss Via).
ACKNOWLEDGEMENT

AssalamualaikumWr.Wb

In the name of Allah, The Most Gracious and The Most Merciful, The Lord of Universe. Because of Him, the researcher could finish this graduating paper as one of the requirement for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.

Peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. However, this success would not be achieved without support, guidance, advices, helps, and encouragements from individual and institution. The researcher somehow realizes that an appropriate moment for her to deepest gratitude for:

1. Dr. Rahmat Hariyadi, M.Pd. as the Rector of State Institute of Islamic Studies (IAIN) Salatiga
2. Suwardi, M.Pd. as the Dean of Teacher Training and Education Faculty
3. Noor Malihah, Ph.D. as the Head of English Education Department all at once as a counselor who has educated, supported, directed, and given the researcher advice, suggestions, and recommendations for this graduating paper from the beginning until the end
4. All of the lecturers in English Education Department. Thank for your education which you gave to me.
5. Mashlihatul Umami, S.Pd.I,M.A, as my advisor who has given a valuable guidance, time, and being patient in correcting paper.
6. My beloved father (Bapak Suraji), my beloved mother (ibu Rochimi), my sister (Faradella). Thank you for the love, prayer, motivation and support.

7. Drs. Sutopo as head master of SMP Islam Sudirman Ambarawa, who has permission to the writer to do the research in this school.

8. Jadi Mulyono S.Pd.I , as English teacher in SMP Islam Sudirman Ambarawa , who has helped.

9. Students at 8B of SMP Islam Sudirman Ambarawa, thank you for cooperative during the teaching learning process.

10. All of staff who have helped the researcher in processing the graduating paper administration.

Salatiga,

The Researcher

SIWI PUJI SARASWATI
11312108
ABSTRACT


This study is a classroom action research. The general objective of this study is improving students’ writing ability through Note-Taking Pairs Technique. The researcher answered two problem questions of research (1) can the use of Note-Taking Pairs technique improve the students’ writing ability in the eighth grade of SMP Islam Sudirman Ambarawa? (2) how far does the use of Note-Taking Pairs technique improve the students’ writing ability in the eighth grade of SMP Islam Sudirman Ambarawa? The design of the research was classroom action research. It was conducted in two cycles. The design of the research was classroom action research. It was conducted in two cycles. The teacher analyzed the students’ writing ability in each cycle. The results showed that (1) The use of Note-Taking Pairs technique can enhance students writing ability step by step from cycle 1, and 2. It is proved with the students' score, the mean score pre-test in cycle 1 (38,61) and the mean of post-test in cycle 1 (70,55). the mean of post-test in cycle 1 is higher than mean pre-test in cycle 1 (70,55>38,61), the mean of post-test in cycle 2 is higher than mean of post-test in cycle 1 (81,66>70,55). (2) The result of the t-test in cycle 2 was 25,80. Before the effect has seen by the researcher in the cycle 1, the result of t-test in cycle 1 was 15,50 which the score of t-test2 is higher than score of t-test 1 (25,80>15,50).

Keyword : Note-Taking Pairs Technique, Writing Ability, Recount Text, Classroom Action Research
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CHAPTER I

INTRODUCTION

A. Background of the Study

As a social creature, humans need to communicate each other. By communicating, people can understand the others by listening to what they say. Based on Longman dictionary of Language Teaching and Applied Linguistics, (2002: 283) language is the system of human communication which consists of the structured of arrangement of sounds (or their written representation) into larger units, e. g morphemes, words, sentences, utterances. From the definition above, it can be concluded that language is system of sounds, words, morphemes, sentences, and utterances which is used by human to communicate each other. English is an international language in the world. Almost of people recognize it. English is important in educational world. Most of countries learn it. Because they use it as a means of understanding knowledge, science, and technology.

English is a foreign language in Indonesia. It becomes the important subject in the national curriculum. We can see that English has been learnt in some levels of education. It is not only given for Elementary School level to University level, but it is also taught in kindergarten level to University level. The purpose is to make kindergarten’s students getting English vocabulary easily. So then in the next level hopefully they have got much knowledge and do not find the difficulties in their study. Indonesian students feel difficult to speak, write, listen and read in English fluently because it has four skills those are speaking, writing, listening and reading. The students feel unconfident to practice English, it happens because they are afraid of making a mistake.
According to Geoch in Sardiman (2011:20), learning is a change in performance as a result of practice. To make the students be interested in teaching learning process, the teacher not only gives theories but also practices. It makes them to remember about the material easily. There are four skills in English language learning process. There are writing, reading, listening, and speaking. Writing is one of four important skills, it is used to express and explain ideas through a sign or symbol. Writing can be a good way to help students know more about what their thinking about to get some ideas may come from listening a news, discussing some topic with friends or reading some reading texts.

According to Elite Olshtain in Celce (2001:207), writing as a communicative activity needs to be encouraged and nurtured during the language learner’s course of study. During the teaching learning process, a teacher leads a student to find a problem then sort it in writing, because people can not write naturally as easily as speaking. Sometimes students are afraid and shame to express their ideas in speaking but they can tell what they want to say by writing it down on a paper before speaking.

Recount text has function to inform and to tell stories of past event. In our life it is a common, we can share a story to other orally or written. However we know that writing or learning or writing is not easy, writing needs some processes of thinking because students need to gather the idea to create a good story or text.

Based on observation, most of students in SMP Islam Sudirman Ambarawa do not like English. They get difficulties in composing and identify the generic structure of the text correctly in recount text. They did not know what to write and how to write it properly. The teachers still use traditional methods in
teaching writing. The teachers only give the material, explain and give exercise without using media or strategy that is able to increase the student’s achievement. The method is not effective, because it can make the students feel bored. On the other hand, the teachers suppose to make teaching English to be enjoyable, good feeling and more exciting.

Unfortunately, in SMP Islam Sudirman Ambarawa, there are many students who get low score in writing test of recount text. Based on the problems above, the writer wants to improve students’ writing ability in writing recount text by doing an experimental study by the title “Improving Students’ Writing Ability in Recount Text by Using Note Taking-Pairs (Classroom Action research of SMP Islam Sudirman Ambarawa, in The Academic Year of 2016/2017)”.

B. Research Questions

Based on the background of the study, the writer formulates the problems as the following:

1. Can the use of Note-Taking Pairs technique improve the students’ writing ability in the eighth grade of SMP Islam Sudirman Ambarawa?
2. How far does the use of Note-Taking Pairs Technique improve the students writing ability in the eighth grade of SMP Islam Sudirman Ambarawa?

C. Objectives of the Study

Based on statement of the problem above, the purpose of the research is as follows:
1. To find out whether the use of Note-Taking Pairs Technique improves the students’ writing ability of the eighth grade of SMP Islam Sudirman Ambarawa.

2. To find out how far Note-Taking Pairs Technique improves writing ability of the eighth grade of SMP Islam Sudirman Ambarawa.

D. Definition of Key Terms

1. Writing

Writing is one of the skills to be taught in Junior High Schools. According to Harmer (2004:31) he states that writing as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in teaching of English.

2. Recount Text

According to Hidayati and Arini (2015: 27), Recount text is a text that retells an event that happen in the past. Recount text is an experience story or event in the past. The purpose of recount text according to Anderson (1997: 6) is to retell a series of events, usually in the order they occurred. Recount text begins by telling the reader who was involved, what happened, where this event took place and when it happened. The sequence of event is then described in some sorts of order, for instance a time order. The generic structure of a recount consists of three parts: they are the setting or orientation, events, and re-orientation or conclusion.
3. Note-Taking Pairs Technique

According to Brown (2001:14)“Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well”.

Based on Barkley, cross & major, (2005: 135) that in Note-Taking Pairs Technique the student partner work together to improve their individual notes. Working with a peer provides students with an opportunity to revisit and cross check notes with another source. Partners’ help each other acquire missing information and correct inaccuracies, so that their combined effort is superior to their individual notes.

E. Benefits of the Study

The writer hopes that this research will give some benefit as follows:

1. Theoretical Benefit

In this research, the writer hopes that it can contribute in enriching the methodology of English language teaching especially a knowledge about Note-Taking Pairs Technique. Hopefully after reading this research, the readers will have more understanding about Note-Taking Pairs Technique as a way to teach English.

2. Practical Benefit

a. The finding of the research can be reference for English teacher to improve students’ reading using Note-Taking Pairs Technique.

b. The research will give a description of the procedure in teaching English using Note-Taking Pairs.
F. **Limitation of the Study**

This study is only focused on teaching writing by using Note-Taking Pairs technique in recount text. The population in this study is only the eighth grade students of SMP Islam Sudirman Ambarawa in the academic year 2016-2017.

The writer only focuses the teaching of writing recount text, she tries to limit the indicators of writing, those are: cloze passages, rearranging words, and rearranging sentences.

G. **Review of Related Literature**

In this graduating paper, the writer takes review of related literature from the other thesis as comparison. The first was conducted by Ika Rima Sholika Ningrum with her paper “Improving Students’ Writing Skill By Using Note-Taking Pairs On Hortatory Text (A Classroom Action Research In SMA N 1 Gemolong In 2009/2010 Academic Year)”. She stated that the note-taking pairs is effective to improve the students’ writing skill. It is proven that the students get self-confidence, and the students get better grammar, mechanical consideration (spelling and punctuation) and vocabulary.

The second research from Ardy Tri Yunianto’s thesis (UNY Yogyakarta 2014) “Improving Students’ Writing Abilities In Writing a Recount Text by Using Journal Writing of Class VIIA Students of SMP N4 Sleman in The Academic Year of 2012/1013”. His research finds that there is significant improvement of the students who learn writing a recount text by using journal writing. The score of post-test is higher than pre-test.
Then, the third research was conducted by Finny Anita’s thesis (USM Surakarta 2012) “The Influence Of Note-Taking Pairs Technique And Student’s Linguistic Intelligence Upon Student’s Reading Competence”. Her research focus on the difference on reading competence between using Note-Taking Pairs and Directed Reading Thinking Activity (DR-TA). She finds that the use of Note-Taking Pairs technique can influence the student’s reading comprehension.

The last previous study was done by Neni Nurkhamidah entitled “Improving Students’ Ability In Writing Recount Text By Following The Procedures Of Moodle Application Program A Classroom Action Research on the Eighth Grade Students of SMP N 13 Semarang in the Academic Year of 2010/2011.” On her research she finds that there is achievement in writing recount text was improved by the post-test result was better than the pre-test result.

H. Research Paper Organization

The researcher wants to arrange the graduating paper in order to the reader can catch the content easily. It is divided into five chapters.

Chapter 1 is Introduction. It consists of background of study, research question, objectives of the study, definition of key terms, benefit of the study, limitation of the study, review of related literature and research method.

Chapter II is literature review. It contains about previous study, theories that relevant toward research, theory description, there are: definition of writing, recount text, and Note Taking-Pairs.

Chapter III is research report. It contains about general description of SMP Islam Sudirman Ambarawa, subject of the research, method of the
research, time allocation, procedure of the research, technique of collecting data, and technique of analyzing data.

Chapter IV is data analysis. It contains about the result and discussion about the research.

Chapter V explains the last part of this graduating paper by giving conclusion and suggestion.
CHAPTER II

THEORETICAL FRAMEWORK

In this chapter, researcher is going to make attempts to explain about the theoretical framework of writing, recount text and Note-Taking Pairs Technique.

A. Writing

1. Definition of Writing

Writing is one of people ability to make a form of words to express their ideas and thought in the form of descriptive paragraph. Writing is an important form of communication in day-to-day, but it is especially important in school and college. Harmer (2004:31) states that “writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English”. Students must comprehend and understand the writing procedure which is good and true. Writing is a process of thinking it means that writing is an activity to express ideas, issues, events, feeling or thinking to the others through written form. Richard (1997:100) defines good writing skills are essential to academic success and requirement for many occupation and profession. By writing the writer can tell about people, remember the facts, transfer ideas and something in our mind into words.

2. The Purpose of Writing

Writing is a tool to tell others what you think. It is a part of media to give information that is happened to the reader. A clear purpose is
needed between writer and reader in a text. According to Reinking and Hart (1986:4) there are four common general writing purposes as follows: (a) to inform, (b) to persuade, (c) to express yourself (d) to entertain.

3. **Strategies in Writing**

   Writing is one of four skills that is used to explore the idea and other communication activities. Writing can be good by done with appropriate rules and principles by teacher in the writing class to enhance learning. Harmer (2004:4) states that there are some elements in writing process. They are: planning, drafting, editing, and final version. All of these stages are straight chronological order:

1. **Planning**

   Before start to write down something on the paper. The writer needs to decide what she is going to say. What information she wants to tell and what the message she wants to share to the readers. She writes a plan on a piece of paper. It is also as a way to warm up her brain before write something.

   At this stage, the writer thinks about three main issues, those are the purpose, the reader (audience), and content structure.

2. **Drafting**

   The second step is drafting, the students try to capture the ideas on the paper. This step can be considered as the raw writing which is needed to be fixed and revised before the final product is completed.

3. **Editing (Reflecting and Revising)**

   After drafting writer needs to reread her work to evaluate what has been written and making deletion or additions as necessary.
Reflecting and revising is a helper who works while the errors and mistakes happen.

4. Final Version

After the steps above, the fourth step is final version while the writing is ready to be delivered to the audience.

These stages will be represented in the following way:

**Planning-----Drafting-----Editing-----Final Version**

Harmer (2004:6) said that we need to represent the writing process in a different way. The second one is allowed an on going process of writing in a recursive manner called “process wheel “.

**Picture 2.1**

**Process wheel**

![The Writing Process](image)

**Picture 1:** “Process Wheel” Diagram Proposed By Harmer (2004:6) How to Teach Writing
1. Scoring of writing

According to Reid (1993:235), there are five components of writing which used in evaluation method elaborate. They are: content, form/organization, vocabulary/style, language use/grammar, and mechanics.

**Table 2.1**

The scoring of writing ability

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27-30</td>
<td>Excellent to very Good knowledge, Substantive, development of thesis, relevant to assigned topic.</td>
</tr>
<tr>
<td></td>
<td>22-26</td>
<td>Good to Average Sure knowledge of subject, equate range, limited development of thesis, mostly relevant to topic but lack detail.</td>
</tr>
<tr>
<td></td>
<td>17-21</td>
<td>Fair to Poor limited knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lack detail.</td>
</tr>
<tr>
<td></td>
<td>13-16</td>
<td>very poor Does not show knowledge of subject non-subjunctive, not pertinent, or not enough to evaluate.</td>
</tr>
<tr>
<td>Form/Organization</td>
<td>18-20</td>
<td>Excellent to very Good Fluent expression ideas, clearly stated/supported, well-organized, logical sequencing, cohesive.</td>
</tr>
<tr>
<td></td>
<td>14-17</td>
<td>Good to Average Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</td>
</tr>
<tr>
<td></td>
<td>10-13</td>
<td>Fair to Poor Non-fluent, ideas confused or disconnected, lack logical sequencing and development.</td>
</tr>
<tr>
<td></td>
<td>7-9</td>
<td>Very Poor Does not communicative, no organization, or not enough to evaluate.</td>
</tr>
<tr>
<td>Vocabulary/Style</td>
<td>22-25</td>
<td>Effective, complex construction,</td>
</tr>
<tr>
<td>Score Range</td>
<td>Quality Level</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>18-21</td>
<td>Good to Average</td>
<td>Effective but simple construction, minor problem complex construction, several errors agreement, tense, number, word, order/function, articles, pronouns, prepositions, but meaning seldom obscured.</td>
</tr>
<tr>
<td>10-13</td>
<td>Fair to Poor</td>
<td>Limited range frequent errors of work/idiom form, choice, usage, meaning confused or obscured.</td>
</tr>
<tr>
<td>7-9</td>
<td>Very Poor</td>
<td>Essentially translation, little knowledge of English vocabulary, idiom, word form, or not enough to evaluate.</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-17</td>
<td>Fair to Poor</td>
<td>Major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word, order/function, article, pronouns, preposition and/or fragments, confused or obscured.</td>
</tr>
<tr>
<td>5-10</td>
<td>Very Poor</td>
<td>Virtually no mastery of sentence construction rules, dominated by errors, does not communicated, or not enough to evaluate.</td>
</tr>
<tr>
<td>Mechanics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Excellent</td>
<td>Demonstrated mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.</td>
</tr>
<tr>
<td>4</td>
<td>Good to Average</td>
<td>Occasional errors of spelling, punctuation, capitalization, paraphrasing, but meaning not obscured.</td>
</tr>
<tr>
<td>3</td>
<td>Fair to Poor</td>
<td>Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning, confused or obscured.</td>
</tr>
<tr>
<td>2</td>
<td>Very Poor</td>
<td>No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting fillable, or not enough to evaluate.</td>
</tr>
</tbody>
</table>
From the previous explanation the researcher concludes that the criteria of scoring are:

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>89-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.</td>
<td>79-88</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>66-78</td>
<td>Fair</td>
</tr>
<tr>
<td>4.</td>
<td>46-65</td>
<td>Poor</td>
</tr>
<tr>
<td>5.</td>
<td>0-45</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

Table 2.2
Criteria of Scoring

B. Recount Text

1. Definition of Recount

Recount text is the common kind of text which is easy to find in our life. The purpose of the text is to retell an event happened in the past. Used in many story telling, story book, non-fiction and so on. We are often found recount text in our life when we want to hear or tell something about what we did in the past.

According to Anderson (1997), recount is a piece of text that retells past events, usually in the order in which they happened. The
purpose of the text is to tell audience about what happened in the past and when it happened.

2. Generic Structure of Recount

Recount text has three generic structures, they are:

a. Orientation : Introducing the participants, place and time.

Begin by telling the reader who was involved, what happened, where the event took place and when it happened.

b. Event : Describing series of event that happened in the past. Usually it is about chronological sequence.

c. Reorientation : It is optional, stating personal comment of the writer to the story.

3. Language Features of Recount

Here are the language features of recount text:

a. Introducing personal participant; I, my group, etc.

b. Using chronological connection; then, first, etc.

c. Using linking verb; was, were, saw, heard, etc.

d. Using action verb; look, go, change, etc.

e. Using simple past tense
### Examples and Structure of Recount

#### Vacation to The Beach

<table>
<thead>
<tr>
<th>G</th>
<th>Vacation to The Beach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Last week, I and my friends went to the beach after school. We used public transportation. We reached the beach at 4 p.m. The beach was beautiful and clean.</td>
</tr>
<tr>
<td>Events</td>
<td>At the beach, it was fun. We played football in the coastline. After that, we built a castle from sand. In the night, we made bonfire together. We roasted fishes and squires then we ate them. In the midnight, it was time to share our scary stories. One by one, we told our story.</td>
</tr>
<tr>
<td>Reorientation</td>
<td>At the morning, we went home. It was a moment I never forgot.</td>
</tr>
</tbody>
</table>

Generic structure Based on the text above are:

1. Orientation = the topic that will describe is **Vacation to The Beach**.

2. Event = describe the situation of the beach, play football, built a castle from sand, roast fish.

3. Reorientation = went home
C. Ability

1. Definition of Ability

A capable of doing something. A person is said to be capable of when they are able to do what they should do. According to Robins (2007: 57) he states that ability is the capacity of individuals to carry out various tasks in a particular job. Ability is divided into two groups. There are intellectual ability and physical ability. The ability to demonstrate the potential of carrying out a task or job. Sometime that ability used or not. The ability is related to the physical and mental ability which belonged to people to do a job (Gibson, 1997:54)

D. Note -Taking Pairs

1. Definition of Note –Taking Pairs

Note- Taking Pairs is a technique in which students pool information from their individual notes to create an improved, partner version (Ika Rima S, 2011:18). According to Barkley, cross & major, (2005: 135) in Note-Taking Pairs Technique the student partners’ work together to improve their individual notes. It is assumed to develop students ability in taking good note. They can improve understanding in taking note and checking with their partner. Collect the information will be a students’ habit. When have a mistake in a note, it can be a process to know the students’ lack.
2. The Purpose of Note-Taking Pairs

   It is used to help students in their note to be accurate and valid information. Although Note-Taking Pairs technique was specialize to improve lecture notes. It is mean to decrease missing important point in students’ note. According to Brown (1994 :104 ) pair work is effective technique for taking students’ fokus off of you as the center of attention and for getting them into an interactive frame of mind even at the most beginning level.

3. The Procedure of Note-Taking Pairs Technique

   In teaching learning process the students generally record the information by taking notes. Based on the research by Princeton University of California in Los Angeles, students who take note by handwriting more understand than students take note in laptop.

   Barkley (2005) says that Note-Taking Pairs is a technique to collect some information, do something, control, correction and try to help each other to be a good writer.

   There are some steps of Note-Taking Pairs Technique as the follows:

   a. Prepare and explain the material based on curriculum.

   b. Ask the individual student to make a note about the point of material.

   c. Invite the student in pairs.
d. Student “A” takes notes about point of material. Students “B” as the corrector, he/she can add information about the material if student “B” feels there is a lack.

e. Student “B” continues to take notes and student “A” as the corrector and add information if there is a lack.

f. Ask the couple to continue until finish.
CHAPTER III

RESEARCH METHODOLOGY

A. Setting of the Research

Identity of SMP Islam Sudirman Ambarawa

SMP Islam Sudirman Ambarawa is an educational organization under The Sudirman Developing Islamic Education Foundation (YAPPIS). The school was built in 1977. It is about 4614 m². SMP Islam Sudirman Ambarawa is located in the middle of Kupang Lor village. It is at about 100 meters in the west side of SMA N 1 Ambarawa, the best Senior High School in Ambarawa. SMP Islam Sudirman Ambarawa is not too far from the the biggest market in Ambarawa namely Projo Market. It is at about 400 meters in the north side. Then, the general information of the school described as follows:

<table>
<thead>
<tr>
<th>Name of school</th>
<th>SMP Islam Sudirman Ambarawa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>jl Gatot Subroto</td>
</tr>
<tr>
<td>Village</td>
<td>Kupang Lor</td>
</tr>
<tr>
<td>Subdistrict</td>
<td>Ambarawa</td>
</tr>
<tr>
<td>Regency</td>
<td>Semarang</td>
</tr>
<tr>
<td>Pos code</td>
<td>50612</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.smpissuda.blogspot.com">www.smpissuda.blogspot.com</a></td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:smp_issuda@yahoo.com">smp_issuda@yahoo.com</a></td>
</tr>
<tr>
<td>Phone</td>
<td>(0298) 591408</td>
</tr>
<tr>
<td>Headmaster</td>
<td>Drs. Sutopo.</td>
</tr>
</tbody>
</table>
There are some facilities in SMP Islam Sudirman Ambarawa those are: headmaster room, teacher room, administration room, 18 classrooms, laboratory of computer, laboratory of science, laboratory of language, health room, skill room, cooperation room, consulting room, guest room, garage, kitchen, toilets, library, OSIS room, guard house.

SMP Islam Sudirman has 24 teachers and 13 staffs.

**Table 3.1**

**The list of teacher name of SMP Islam Sudirman Ambarawa**

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>SUBJECT</th>
<th>POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drs. Sutopo</td>
<td>Javanese</td>
<td>Head Master / teacher</td>
</tr>
<tr>
<td>2</td>
<td>Zaenudin</td>
<td>Culture Art</td>
<td>Deputy of head master</td>
</tr>
<tr>
<td>3</td>
<td>Andi Suprihanto, S.Pd</td>
<td>Mathematic, Counseling</td>
<td>Teacher</td>
</tr>
<tr>
<td>4</td>
<td>Edi Cahyono, S.Pd</td>
<td>Guide</td>
<td>Teacher</td>
</tr>
<tr>
<td>5</td>
<td>Harno, S.Pd</td>
<td>Indonesian</td>
<td>Teacher</td>
</tr>
<tr>
<td>6</td>
<td>Drs. H Ahmad Fayumi</td>
<td>Religion</td>
<td>Teacher</td>
</tr>
<tr>
<td>7</td>
<td>Asnawi, S.Pd</td>
<td>English</td>
<td>Teacher</td>
</tr>
<tr>
<td>8</td>
<td>Hanik Refani, S.Pd</td>
<td>Indonesian</td>
<td>Teacher</td>
</tr>
<tr>
<td>9</td>
<td>Adi Suwanto, S.Pd</td>
<td>Mathematic</td>
<td>Teacher</td>
</tr>
<tr>
<td>10</td>
<td>Jadi Mulyono, S.Pd,i</td>
<td>English</td>
<td>Teacher</td>
</tr>
<tr>
<td>11</td>
<td>Yuliana Indah W, S.Pd</td>
<td>Sains</td>
<td>Teacher</td>
</tr>
<tr>
<td>number</td>
<td>Name</td>
<td>Position</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Tasyakur</td>
<td>Administrator</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sunarsih</td>
<td>Administrator</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ariska Ervi O</td>
<td>Administrator</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Asep Tri W</td>
<td>Security</td>
<td></td>
</tr>
</tbody>
</table>

**Table 3.2**

The list of official employee name of SMP Islam Sudirman Ambarawa
B. Subject of the Research

The subject of the research is the students of eighth grade of SMP Islam Sudirman Ambarawa in academic year of 2016/2017. The researcher chooses the eighth grade students because the material of recount text is taught in eighth grade. There are six classes for eighth grades from 8A, 8B, 8C, 8D, 8E and 8F. It is impossible to do the research in all classes, so the researcher decides to choose one class as a subject of the research. Then, the list of student’s name are described as follows:

### Table 3.3

**The List of 8C Students**

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>M/F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Achmad Bangkit P.</td>
<td>Female</td>
</tr>
<tr>
<td>2</td>
<td>Achmad Pamuji</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>Adi Syahputra</td>
<td>Male</td>
</tr>
<tr>
<td>4</td>
<td>Afif Ro'yu Huda</td>
<td>Male</td>
</tr>
<tr>
<td>5</td>
<td>Alfa Nindya Aryani</td>
<td>Female</td>
</tr>
<tr>
<td>6</td>
<td>Alham Midha Kurniawan</td>
<td>Male</td>
</tr>
<tr>
<td>7</td>
<td>Andika Raka</td>
<td>Male</td>
</tr>
<tr>
<td>8</td>
<td>Baithul Prabowo</td>
<td>Male</td>
</tr>
<tr>
<td>9</td>
<td>Candra Ayu Sakia Putri</td>
<td>Female</td>
</tr>
<tr>
<td>10</td>
<td>Danis Saputro</td>
<td>Male</td>
</tr>
<tr>
<td>11</td>
<td>Devi Mey Gitalia</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
<td>Dhamar Widyas Cahyono</td>
<td>Male</td>
</tr>
<tr>
<td>13</td>
<td>Dian Rizki Agusta</td>
<td>Female</td>
</tr>
<tr>
<td>14</td>
<td>Fajar Diki Mardiyanto</td>
<td>Male</td>
</tr>
<tr>
<td>15</td>
<td>Fendika Arlanda</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Gender</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>16</td>
<td>Fina Adellia</td>
<td>Female</td>
</tr>
<tr>
<td>17</td>
<td>Fitriani Devi Rismawati</td>
<td>Female</td>
</tr>
<tr>
<td>18</td>
<td>Ifan Arya Rolanda</td>
<td>Male</td>
</tr>
<tr>
<td>19</td>
<td>Jefri Deva Afarizal</td>
<td>Male</td>
</tr>
<tr>
<td>20</td>
<td>Levi Abrya Fiorentina</td>
<td>Male</td>
</tr>
<tr>
<td>21</td>
<td>Mahesta Putra Ramadan</td>
<td>Male</td>
</tr>
<tr>
<td>22</td>
<td>Mardatilla Yessi H.</td>
<td>Female</td>
</tr>
<tr>
<td>23</td>
<td>Miko Setiyanto Adi</td>
<td>Male</td>
</tr>
<tr>
<td>24</td>
<td>Muhammad Wachid Nur S</td>
<td>Male</td>
</tr>
<tr>
<td>25</td>
<td>Nadiyah Tabu Nanda A.</td>
<td>Male</td>
</tr>
<tr>
<td>26</td>
<td>Puput Farikhatun J</td>
<td>Female</td>
</tr>
<tr>
<td>27</td>
<td>Putra Dewantara L.</td>
<td>Male</td>
</tr>
<tr>
<td>28</td>
<td>Rahmawati Novitasari</td>
<td>Female</td>
</tr>
<tr>
<td>29</td>
<td>Ronan Hugo Yusufa N</td>
<td>Male</td>
</tr>
<tr>
<td>30</td>
<td>Sandy Jaler Sakti S</td>
<td>Male</td>
</tr>
<tr>
<td>31</td>
<td>Sasongko Setiaji</td>
<td>Male</td>
</tr>
<tr>
<td>32</td>
<td>Satria Wibowo</td>
<td>Male</td>
</tr>
<tr>
<td>33</td>
<td>Virnanda Harviyanti</td>
<td>Female</td>
</tr>
<tr>
<td>34</td>
<td>Wahyu Eko Prasetyo</td>
<td>Male</td>
</tr>
<tr>
<td>35</td>
<td>Zaky Mubaroksyah</td>
<td>Male</td>
</tr>
<tr>
<td>36</td>
<td>Lilis Intan Permadani</td>
<td>Female</td>
</tr>
</tbody>
</table>

C. Research Methodology

1. Method of the Research

In this research, the researcher used Classroom Action Research (CAR). It is a type of classroom action research that is conducted by the teacher to solve problems in teaching learning process. There are some definitions of Classroom Action Research. The first definition is given by Arikunto (2007:3), he states that Classroom Action Research refers to accurateness toward learning activity in which it appears intentionally and occurs together in a class. The activity is given by a teacher or with guidance from the teacher and done by students.
The second definition state that action research is a form of self reflective enquiry done by participants in social situations (e.g. teachers, students, school principal in educational situation) for improving their own social and educational practices, and the situations in which these practices are carried out. In this study, the researcher is directly involved on the research. According to Carr & Kammis, in Burns (2010), Classroom Action Research is an action research that is done in class with the purpose to increase or improve quality of teaching and learning.

2. Procedure of the Research

In action research there are some procedure. Based on Kemmis and McTaggart (1990) in Burns (1999), there are two cycles in Action Research; the first cycle involves the major steps of planning, action, observation and reflection. Then, the second cycle is revising the first cycle. These stages can be draw as bellow:

**Figure 3.1 The Classroom Action Research Concept**

*by Kemmis and McTaggart (1990)*
The application of Classroom Action Research as picture above through the steps as follow:

a. Cycle 1

The steps of the cycle 1 are explained bellow:

Table 3.4 The steps of the cycle

| Planning | 1. Make some agreement with the headmaster and teacher that the writer will do an observation in the class.  
2. Preparing the material for teaching process, as lesson plan, instrument and scenario in teaching learning process.  
3. Preparing pre-test and post-test |
|----------|------------------------------------------------------------------------------------------|
| Acting   | 1. Greeting: introduction, call the students name to fill the attendance list, giving some information about the purpose of writer attendance in the class.  
2. Giving pre-test to the students  
3. Teaching the materials the students from the teacher.  
b. Cycle 2

The steps of the cycle 2 are explained bellow:

| Planning    | 1. Making lesson plan of cycle 2.  
<table>
<thead>
<tr>
<th></th>
<th>2. Preparing the material for</th>
</tr>
</thead>
</table>
| Observing   | 1. Observing the learning process focus on the students’ capability to know their understanding of the lesson.  
|             | 2. Observing the students attention and all the activities on the teaching learning process. |
| Reflection  | 1. Analyzing the data of the cycle  
|             | 2. The teacher and writer will discuss about the result of cycle.  
|             | 3. Make a conclusion of the cycle 1.  
<p>|             | 4. The standardized score |</p>
<table>
<thead>
<tr>
<th><strong>teaching process, such as lesson plan, instrument and scenario in teaching learning process.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Preparing a post-test</td>
</tr>
<tr>
<td><strong>Acting</strong></td>
</tr>
<tr>
<td>1. The teacher re-explains about the material.</td>
</tr>
<tr>
<td>2. The teacher asks the students about their problem.</td>
</tr>
<tr>
<td>3. The teacher give solution of the problem.</td>
</tr>
<tr>
<td>4. Group discussion.</td>
</tr>
<tr>
<td>5. The teacher concludes the material related with explanation the lesson.</td>
</tr>
<tr>
<td>6. Giving explanation about the students problem.</td>
</tr>
<tr>
<td><strong>Observing</strong></td>
</tr>
<tr>
<td>a. Observing the learning process on the students’ capability to know their understanding of the lesson.</td>
</tr>
</tbody>
</table>
b. Observing the students attention and all the activities on the teaching learning process.

| Reflection | 1. Analyzing the data of cycle  
| | 2. The researcher identifies the result of the cycle.  
| | 3. The researcher makes a conclusion after comparing the students score between cycle1 and cycle2 to find out how far the improvement of students’ ability in writing.  
| | 4. The standardized score. |

c. Time Allocation

**Table 3.5 The list of schedule of the research**

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Date</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>The researcher consults the schedule to Head Master and English Teacher.</td>
<td>May 15\textsuperscript{th}, 2017</td>
<td>08.00-finish</td>
<td>SMP Islam Sudirman Ambarawa</td>
</tr>
<tr>
<td>The researcher asks permission and consults the schedule to English teacher, Mr.</td>
<td>May 17\textsuperscript{th}, 2017</td>
<td>09.00-finish</td>
<td>SMP Islam Sudirman Ambarawa</td>
</tr>
<tr>
<td></td>
<td>Cycle 1</td>
<td>Cycle 2</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>May 23rd 2017</td>
<td>May 30th 2017</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>07.30-09.00</td>
<td>8.15-9.45</td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>SMP Islam Sudirman Ambarawa (VIII C Class)</td>
<td>SMP Islam Sudirman Ambarawa (VIII C Class)</td>
<td></td>
</tr>
</tbody>
</table>

**d. Technique of Collecting Data**

To collect the data, the researcher did the observation. According to Arikunto Suharsimi (2006: 222) observation is an activity which related to the research object by the sense. The observation was aimed to find out the condition of the students in the class. The observation was done by the researcher and the collaborator Mr. Jadi Mulyono. S.Pd.I. It was done in order to know the situation whether using or applying Note-Taking Pairs was proper or not in the teaching learning process.

Pre-test and post-test were used to know the percentage in the writing ability. On the other hand the researcher needed documentation to get data about the teacher, the students, structure of organization, profile of the school, and the location of the school. Documentation was taken during the process of the research. In this research, researcher uses videography and photography to get a documentation research.
e. Technique of Analysis Data

After collecting the data, the next step is analyzing the data. The data were the result of tests from pre-test and post-test. In analyzing the test scores, a statistical technique was used to find out the mean score of the students.

Table 3.6 Score Criteria of Percentage

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>89-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.</td>
<td>79-88</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>66-78</td>
<td>Fair</td>
</tr>
<tr>
<td>4.</td>
<td>46-65</td>
<td>Poor</td>
</tr>
<tr>
<td>5.</td>
<td>0-45</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

To analyze the criteria above the researcher used a formula, it was:

Percentage score:

\[
P = \frac{F}{N} \times 100\%
\]

Explanation:

\(P\) = the number of percentage

\(F\) = the number of each indicator

\(N\) = the number of all students in the class
According to Kothari (2004:132), to calculate the mean of pre-test and post-test, the researcher has a formulation that described as follow:

1) Mean

\[ M = \frac{\sum X}{N} \]

Explanation:

- **M**: mean
- \( \sum X \): Sum of students’ score
- **N**: total student

2) Standard Deviation

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum X}{N} \right)^2} \]

- **SD**: Standard Deviation
- **D**: Difference between pre-test and post-test
- **N**: Total students

3) T-test calculation

\[ t_{o} = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD_D}{\sqrt{N-1}} \right)} \]

- \( t_{o} \): t-test calculation
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher focuses on analyzing the data which have been collected from the observation and test. The researcher gives the details of the findings. It shows the finding of the collected data since in the beginning until the end of the research. In this finding, the researcher has arranged it into two cycles. They are the cycle I and the cycle II. Every cycle consists of four activities they are planning, acting, observing, and reflecting.

A. Cycle 1

1. Planning

The researcher prepared her research plan for the cycle 1, they are as follows:

1) Prepare the materials, made lesson plan, and designed the step in doing action.
2) Prepare Pre-test and post-test
3) Prepare the list of student’s name and scoring list.
4) Prepare teaching medias (laptop, camera, board marker, and students answer sheet)
5) Prepare the example of recount text.

2. Acting

On Tuesday, May 23 th, 2017, the researcher along with the English teacher entered to class 8C as the subject of the research. Mr. Jadi Mulyono as the English teacher entered the class. The students
sat on their chair but some of them still walked around in the class. Then Mr. Jadi Mulyono (the English teacher of class 8B) opened the meeting by reciting Al-fatikah and Asmaul Husna. Then, he introduced the writer to the students. Mr. Jadi Mulyono gave times to the researcher to do the research. The researcher as a teacher. The researcher started the lesson by greeting the students, and introduces her self. Then, the researchers check the attendance of the students. Students asked questions about the identity of the researcher. The researcher answer their questions.

Before implementing the action, the researcher conducted the pre-test to measure the students’ writing ability. The students looked confused to answer the pre-test. Some students asked each other and tried to copied their friend’s answer. The researcher walked around to check the students’ answer. The time was up and the students submitted their answer sheet.

The researcher asked for the students about the definision of recount text. the students kept silent, most of them did not know about the recount text and they felt shy to speak in English. The researcher explained about the definition of recount text, the purpose, the generic structure and language feature of recount text, and researcher asked the students to write the material on their book individually.

After the researcher explained about the recount text, then she explained about the rule of Note-Taking Pairs Technique and the students listened it.
The researcher re-gave the explanation about the material of the lesson. They also discussed a little about their note. The condition was better than before, the students could understand and felt interested to pay attention with her explanation. Then, the researcher gave time to the students 20 minutes to do the post-test. After finishing the post-test, the students submitted the answer sheet. Unfortunately, the students did not finish the post-test well. They got difficulty on understanding the meaning of the text in Bahasa.

Because the time was over, the researcher closed the meeting. She asked for the students to learn about recount text and to bring dictionary for the next meeting. Teacher closed the lesson by saying “Alhamdulillah” together and saying “Wassalamualaikum Wr. Wb” and the students answered “Waalaikumsalam Wr. Wb”

3. Observing

The English teacher observer the activities of the researcher as well as the students. The researchers’ activities observed by English teacher were as follows: greeting the students, asking the students to prepare their book, checking the students attendance list, conducting a pre-test, as planning the material to the students, reminding the students about the definition of recount text, explaining to the students about the generic structure and language feature of recount text. Asking the students to work in pair, giving the students an example of recount text (and closed). Asking the students to analyze generic structure and the language feature of recount text in pair orally. Asking the students to individual analyze the generic structure as well as the language feature of recount text and asking the students to write it on their own book.
Conducting a post-test, giving appreciation for the students, giving the students motivation, closing the meeting by leading the students to pray together. The students' activities observed by the researcher were as follows: responding the teachers’ greeting, preparing their book, responding when the researcher checked the attendance list, conducting a pre-test, paying attention when the researcher explained the material of recount text. Paying attention when the researcher remained about the definition of recount text, paying attention when the researcher explained the generic structure and language feature of recount text, working in pair, paying attention to the example of recount text, analyzing the generic structure as well as the language feature of recount text in pair. Individually analyzing the generic structure as well as the language feature of recount text, individually writing it in their own book. Reviewing the recount text, elaborating their own note, conducting post-test, catching the appreciation given by the researcher, listening a motivation by the researcher, closing the meeting by praying together.

Table 4.1 Observation Checklist Cycle 1

<table>
<thead>
<tr>
<th>NO</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>1</td>
<td>The researcher prepared the material: Lesson plan, research instruments including text, scoring rubrics, students attendant list (look at the appendix).</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The researcher conducted the classroom by implementing Note-Taking Pairs</td>
<td>√</td>
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</tr>
<tr>
<td>3</td>
<td>The researcher used the time effectively</td>
<td>√</td>
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</tr>
<tr>
<td>4</td>
<td>The researcher gave evaluation after the</td>
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### lesson plan

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>5</td>
<td>Teacher asked the student’s difficulties</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Students felt enthusiastic doing writing test using Note-Taking Pairs</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Students gave attention to teacher’s explanation</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Students were active during learning process</td>
<td>✓</td>
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<td>Students understood the teacher’s explanation</td>
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<td>10</td>
<td>Students did the evaluation well</td>
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</tr>
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<td>11</td>
<td>The teacher applied Note-Taking Pairs as the technique in teaching recount text</td>
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</table>

4. **Reflection**

After analyzing the students score as well as the observation check list, the researcher reflected the weakness that happened in the cycle 1. There were some problems in teaching learning process. They were as follows:

The students were poor in vocabulary mastery. It caused them to be difficult on understanding the text. So the researcher asked the students to bring and open the dictionary immediately if they found some difficult words in the next meeting. The researcher could not make the students more enjoyable and focus on the material in writing (taking note) session because they did not like
their pair. In the pre-test the researcher used dark paper, so that the student could not read it. So in the next meeting the researcher will use white paper.

The score of pre-test and post-test in cycle 1

TABLE 4.2
Score of Pre-test and Post-test of Cycle 1

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<td>POST-TEST</td>
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<td>85</td>
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</table>
From the students’ score of the pre-test in cycle 1 above, the researcher could describe the result as follows:

1. 0 student is in excellent category.
2. 0 student is in good category.
3. 1 student is in fair category.
4. 7 students are in poor category.
5. 28 students are in very poor category.

The percentage of pre test1: \( P = \frac{F}{N} \times 100\% \)

The percentage each category:

1. Excellent category = \( \frac{0}{36} \times 100\% = 0\% \)
2. Good category = \( \frac{0}{36} \times 100\% = 0\% \)
3. Fair category = \( \frac{1}{36} \times 100\% = 2.78\% \)
4. Poor category = \( \frac{7}{36} \times 100\% = 19.44\% \)
5. Very poor category = \( \frac{28}{36} \times 100\% = 77.78\% \)

From the students’ score of the post-test in cycle 1 above the researcher could describe the result as follows:

1. 0 student is in excellent category.
2. 7 student are in good category.
3. 17 students are in fair category.
4. 12 students are in poor category.
5. 0 student is in very poor category

The percentage of post-test: \[ P = \frac{F}{N} \times 100\% \]

The percentage each category:

1. Excellent category = \( \frac{0}{36} \times 100\% = 0\% \)
2. Good category = \( \frac{7}{36} \times 100\% = 19,44\% \)
3. Fair category = \( \frac{17}{36} \times 100\% = 47,22\% \)
4. Poor category = \( \frac{12}{36} \times 100\% = 33,33\% \)
5. Very poor category = \( \frac{0}{36} \times 100\% = 0\% \)

The Standardized Minimum Score \((KKM)\) of English lesson for eighth grade in SMP Islam Sudirman Ambarawa is >75. From the result of pre-test shows that only 1 from 36 students (2,78%) who gets score above the Standardized Minimum Score \((KKM)\). There were 35 students (97,22%) who got score under the Standardized Minimum Score \((KKM)\).

After conducting the pre-test in cycle 1, the researcher tried to give post-test in cycle 1, it was used to compare the result of pre-test and post-test cycle 1. From the post-test in cycle 1 there are 24 students (66,66%) who get score above the Standardized Minimum Score \((KKM)\). And then there are 12 students (33,33%) who get score below the Standardized Minimum Score \((KKM)\). In cycle 1, the researcher can improve the students’ writing ability from 2,78% in pre-test become to 66,66% in cycle 1. It increases 63,88%. Finally, the researcher evaluates and prepares to make the next cycle.
From the data above, the researcher knows that there are 97.22% of the students who get score above the passing grade. The passing grade or Standardized Minimum Score (KKM) of SMP Islam Sudirman Ambarawa is 75. The researcher find that there are no students who pass the passing grade. Therefore, the presentation of pre-test in cycle 1 is not achieved.

From the data above, the researcher knows that there are 55.56% of the students who get score above the passing grade. In the pre-test in cycle 1 the students who pass the passing grade are 100%. In the post-test in cycle 1 55.56%
of the students pass the passing grade. There are any improvement as many as 44.44%. The researcher expect that there are at least 75% of passing grade. So, the researcher conducted the cycle 2.

a. Mean of the pre-test in cycle 1

\[ M : \frac{\sum x}{N} \]

\[ M : \frac{1390}{36} \]

\[ M : 38.61 \]

b. Mean of the post-test in cycle 1

\[ M : \frac{\sum x}{N} \]

\[ M : \frac{2540}{36} \]

\[ M : 70.55 \]

From the data above, the researcher describes the result as follows:

a. Mean of Pre-Test = 38.61

b. Mean of Post-Test1 = 70.55

Mean of pretest < than mean of posttest

c. Calculating the Standard of Deviation

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum x}{N} \right)^2} \]
$$SD = \sqrt{\frac{42100}{36} - \left(\frac{1150}{36}\right)^2}$$

$$SD = \sqrt{1169.44 - (31.94)^2}$$

$$SD = \sqrt{1169.44 - 1020.16}$$

$$SD = \sqrt{149.28}$$

$$SD = 12.21$$

d. T-test calculation

$$To = \left(\frac{\Sigma D}{\sqrt{N}}\right)$$

$$= \left(\frac{1150}{\sqrt{36}}\right)$$

$$= 31.94$$

$$= \frac{12\,21}{\sqrt{35}}$$

$$= 31.94$$

$$= \frac{12\,21}{5.91}$$

$$= 20.6$$

$$= 15.50$$

T-calculation is 15.50

T-table < t-calculation = 2.03<15.50

T-calculation of t-test is 15.50, and t-table with DF= N-1, DF=35, is 2.03. The researcher uses the significant level as many as 5%. From the data above the researcher concludes that the t-test calculation is greater than t-table (2.03<15.50).

B. Cycle II
1. Planning

The researcher planned her research in the planning stage of the cycle 2 as follows:

1) Prepared the materials, revised a lesson plan, and re-designed the step in doing action.

2) Prepare pre-test and post-test

3) Prepare the list of student’s name and the scoring list.

4) Prepare the teaching media (laptop, camera, board maker, and students worksheet)

5) Prepare an example of recount text.

2. Acting

On Tuesday, May 30th, 2017, the writer entered to class 8B. Mr. Jadi Mulyono as the English teacher entered the class. Before implementing the action for cycle 2, the researcher had already conducted the pre-test for cycle 2 to measure the students writing ability. The researcher found that the problem faced by students who got score lower score than 75 in pre-test of cycle 2 was similar as the problem faced by the students in cycle 1. They got difficulty in vocabulary.

In the action of cycle 2, after greeting the students, leading the students to pray together, and checking the attendance list, the researcher overviewed the material and linked it with already the known material. The researcher explained about the definition of recount text, the purpose, the generic structure and language feature of
recount text, and researcher asked the students to write the material on their book individually. The researcher asked the students to made pairs discussion like the previous meeting. But the members of pair were different from the cycle 1. The teacher asked the students whether they brought dictionary or not. Then, she explained again about the rule of Note-Taking Pairs technique and asked about the material based on the last meeting about recount text to the students.

The researcher distributed the example of recount text to the students. Then, the researcher as a guide asked the students to read the text and translate it together into Bahasa Indonesia by opening their dictionary when they found difficult or unfamiliar words. The researcher and students read the translation together. It was used to help the students to understand the content of the text.

After finishing the researcher asked the students to correct individual note in pairs. After that the researcher and students discussed and read the answer together. Similar as the cycle I, the researcher still implemented the Note-Taking Pairs Technique to improve students’ writing ability.

The researcher prepared to distribute post-test cycle 2 to the students. Then the students continued doing the task. The researcher walked around and come close to each students and ask them about something that they did not know yet. After the students finished the task, the researcher made reflection and evaluation with them.

The researcher directed the students to monitor about the difficulties of material. They said that they had already understood the
material. Then, the researcher also directed the students to evaluate how far was the improvement that they had made after learning about Note-Taking Pairs technique. The students said that they more confident and interest to write the material. Then, researcher gave feedback. The researcher gave advice to the students that they had to keep learning English. After that the teacher concluded the material and closed the meeting by praying together.

3. **Observation**

The English teacher observer the activities of the researcher as well as the students. The researchers’ activities observed by English teacher were as follows: greeting the students, asking the students to prepare their book, checking the students attendance list, conducting a pre-test, as planning the material to the students, reminding the students about the definition of recount text, explaining to the students about the generic structure and language feature of recount text. Asking the students to work in pair, asking the students to open their dictionary, giving the students an example of recount text (and closed). Asking the students to analyze generic structure and the language feature of recount text in pair orally. Asking the students to individual analyze the generic structure as well as the language feature of recount text and asking the students to write it on their own book. Conducting a post-test. Giving appreciation for the students, giving the students motivation, closing the meeting by leading the students to pray together. The students activities observed by the researcher were as follows: responding the teachers’ greeting, preparing their book, responding when the researcher checked the attendance list, conducting a pre-test, paying attention when the researcher explained the material of recount
text. Paying attention when the researcher remained about the definition of recount text, paying attention when the researcher explained the generic structure and language feature of recount text, working in pair, open the dictionary when found difficult word, paying attention to the example of recount text, analyzing the generic structure as well as the language feature of recount text in pair. Individually analyzing the generic structure as well as the language feature of recount text, individually writing it in their own book. Reviewing the recount text, elaborating their own note, conducting post-test, catching the appreciation given by the researcher, listening a motivation by the researcher, closing the meeting by praying together.

**Table 4.5 Observation Checklist of Cycle 2**

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<thead>
<tr>
<th>NO</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>1</td>
<td>The researcher prepared the material: Lesson plan, research instruments including text, scoring rubrics, students attendant list (look at the appendix).</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The researcher conducted the classroom by implementing Note-Taking Pairs</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teacher used the time effectively</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teacher gave evaluation after the lesson plan</td>
<td>✓</td>
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</tr>
<tr>
<td>5</td>
<td>Teacher asked the student’s difficulties</td>
<td>✓</td>
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<td>6</td>
<td>Students felt enthusiastic doing writing test by using Note-Taking Pairs</td>
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</tr>
<tr>
<td>7</td>
<td>Students gave attention to teacher’s</td>
<td>✓</td>
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</tr>
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</table>
Students were active during learning process

Students understood the teacher’s explanation

Students did the evaluation well

The teacher applied Note-Taking Pairs as the technique in teaching recount text

4. Reflection

After analyzing the result of cycle II, the researcher concluded that using Note-Taking Pairs Technique can improve students’ writing ability. It could be seen by the students’ writing improvement in the students’ score.

**TABLE 4.6**

<table>
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<tr>
<th>Score of Pre-test and Post-test in Cycle 2</th>
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<td>6</td>
<td>9133</td>
<td>Alham Midha</td>
<td>50</td>
<td>80</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>9022</td>
<td>Kurniawan</td>
<td>Andika Raka P</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>9208</td>
<td></td>
<td>Baithul Prabowo</td>
<td>55</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>9138</td>
<td></td>
<td>Candra Ayu Sakia Putri</td>
<td>45</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>9064</td>
<td></td>
<td>Danis Saputro</td>
<td>45</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>9210</td>
<td></td>
<td>Devi Mey Gitalia</td>
<td>60</td>
<td>85</td>
</tr>
<tr>
<td>12</td>
<td>9066</td>
<td></td>
<td>Dhamar Widyas Cahyono</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>9030</td>
<td></td>
<td>Dian Rizki Agusta</td>
<td>55</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>9069</td>
<td></td>
<td>Fajar Diki Mardiyanto</td>
<td>40</td>
<td>65</td>
</tr>
<tr>
<td>15</td>
<td>9036</td>
<td></td>
<td>Fendika Arlinda</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>16</td>
<td>9071</td>
<td></td>
<td>Fina Adellia</td>
<td>45</td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>9110</td>
<td></td>
<td>Fitriani Devi Rismawati</td>
<td>45</td>
<td>85</td>
</tr>
<tr>
<td>18</td>
<td>9146</td>
<td></td>
<td>Ifan Arya Rolanda</td>
<td>55</td>
<td>85</td>
</tr>
<tr>
<td>19</td>
<td>9114</td>
<td></td>
<td>Jefri Deva Afarizal</td>
<td>55</td>
<td>90</td>
</tr>
<tr>
<td>20</td>
<td>9115</td>
<td></td>
<td>Levi Abrya Fiorentina</td>
<td>60</td>
<td>85</td>
</tr>
<tr>
<td>21</td>
<td>9078</td>
<td></td>
<td>Mahesta Putra Ramadan</td>
<td>55</td>
<td>90</td>
</tr>
<tr>
<td>22</td>
<td>9221</td>
<td></td>
<td>Mardatilla Yessi H.</td>
<td>65</td>
<td>95</td>
</tr>
<tr>
<td>23</td>
<td>9150</td>
<td></td>
<td>Miko Setiyanto Adi</td>
<td>55</td>
<td>85</td>
</tr>
</tbody>
</table>
From the score of the pre-test in cycle 2 above, the researcher could describe the result as follows:
1. 0 student is in excellent category.
2. 0 student is in good category.
3. 0 student is in fair category.
4. 23 students are in poor category.
5. 13 students are in very poor category.

The percentage of pre-test: \[ P = \frac{F}{N} \times 100\% \]

The percentage each category:

1. Excellent category \[ = \frac{0}{36} \times 100\% = 0\% \]
2. Good category \[ = \frac{0}{36} \times 100\% = 0\% \]
3. Fair category \[ = \frac{0}{36} \times 100\% = 0\% \]
4. Poor category \[ = \frac{23}{36} \times 100\% = 63.90\% \]
5. Very poor category \[ = \frac{13}{36} \times 100\% = 36.11\% \]

From the students’ score of post-test in cycle 2 above the researcher can describe the result as follows:

1. 6 students are in excellent category.
2. 23 student is in good category.
3. 6 students are in fair category.
4. 1 student is in poor category.
5. 0 student is in very poor category.

The percentage of pre test: \[ P = \frac{F}{N} \times 100\% \]

The percentage each category:

1. Excellent category \[ = \frac{6}{36} \times 100\% = 16.66\% \]
2. Good category $= \frac{23}{36} \times 100\% = 63.90\%$

3. Fair category $= \frac{6}{36} \times 100\% = 16.66\%$

4. Poor category $= \frac{1}{36} \times 100\% = 2.77\%$

5. Very poor category $= \frac{0}{36} \times 100\% = 0\%$

From the research result, percentage of the post-test in cycle 2 shows that 0% very poor, 2.77% poor, 16.66% fair, 63.90% good, and 16.66% excellent.

<table>
<thead>
<tr>
<th>TABLE 4.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count of Passing Grade of the Pre-Test in Cycle 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>75</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt;75</td>
<td>36</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

From the data above the researcher know that there are 0% student who pass the passing grade. The passing grade or Standardized Minimum Score (KKM) of SMP Islam Sudirman Ambarawa is 75. The researcher find that there are no students who get the passing grade. Therefore, the presentation of pre-test in cycle 2 is not achieved.
### TABLE 4.8

**Count of Passing Grade of the Post-Test in Cycle 2**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>29</td>
<td>80.56%</td>
</tr>
<tr>
<td>75</td>
<td>3</td>
<td>8.33%</td>
</tr>
<tr>
<td>&lt;75</td>
<td>4</td>
<td>11.11%</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Before conducting the cycle 2, the researcher expected that 75% of the students can pass the passing grade. From the data above, the presentation for pre-test in cycle 2 is 0%, and presentation of post-test in cycle 2 is 88.89%. it means that the expectation is successfully. So, the researcher do not need to conduct he next cycle.

**a. Mean of pre-test2**

\[ M : \frac{\sum x}{N} \]

\[ M : \frac{1825}{36} \]

\[ M : 50,69 \]

**b. Mean of post test2**

\[ M : \frac{\sum x}{N} \]

\[ M : \frac{2940}{36} \]
From the data above, the researcher can describe the result as follows:

- Mean of Pre-test cycle2 = 50.69
- Mean of Post-Test cycle2 = 81.66

Mean of post-test2 > than pre-test2

c. Calculating the Standard of Deviation

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
SD = \sqrt{\frac{36375}{36} - \left(\frac{1115}{36}\right)^2}
\]

\[
SD = \sqrt{1010.41 - (30.97)^2}
\]

\[
SD = \sqrt{1010.41 - 959.14}
\]

\[
SD = \sqrt{51.27}
\]

\[
SD = 7.1
\]

d. T-test calculation

\[
T = \frac{\left(\frac{\sum D}{N}\right)}{SD} \sqrt{N-1}
\]

\[
T = \frac{\left(\frac{1115}{36}\right)}{7.1} \sqrt{36-1}
\]

\[
T = 30.97 \frac{7.1}{\sqrt{35}}
\]
t calculation is 25.80

\[ t_{calculation} = \frac{30.97}{1.20} = 25.80 \]

The \( t \)-calculation of \( t \)-test is 25.80, and \( T \)-table with \( DF = N-1 \), \( DF = 35 \), is 2.03. The researcher uses the significant level as many as 5 \%. From the data above, the researcher concludes that the calculation is greater than \( T \)-table (2.03 < 25.80)

From the data above, it shows that by applying Note-Taking Pairs technique, the students can improve their writing ability. It can be seen that the students’ writing ability increases from the score of post-test above. The students’ score of post-test in cycle 2 are greater than pre-test
C. Discussion

After discussion the result of cycle I and cycle II. There is significant improvement on the students’ writing ability. It can be seen in the table below:

Table 4.9

The Mean and T-calculation of Students’ Score Cycle I and Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td>38.61</td>
<td>70.55</td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>50.69</td>
<td>81.66</td>
</tr>
<tr>
<td>2</td>
<td>t-table N=36</td>
<td>2.03</td>
<td>2.03</td>
</tr>
<tr>
<td>3</td>
<td>t-calculation</td>
<td>15.50</td>
<td>25.80</td>
</tr>
<tr>
<td>4</td>
<td>t-test &gt; t-table</td>
<td>15.50&gt; 2.03</td>
<td>25.80&gt; 2.03</td>
</tr>
</tbody>
</table>

PICTURE 4.1

CHART THE RESULT OF CYCLE1 AND CYCLE 2
From the table above, the writer knows that the mean of post-test is bigger than the mean of pre-test. On the other hands the researcher analyzes that there are improvement in the students writing ability. It means that the students have good participation in learning writing when Note-Taking Pairs Technique is applied in the classroom.

Based on the test result of cycle I and cycle II, using Note-Taking Pairs technique can successfully to improve the students writing ability in recount text in the class of 8B of SMP Islam Sudirman Ambarawa. The table or chart above can show that t-test of the cycle I is 15,50 and the t-test of the cycle II is 25,80.

Based on the result above, the researcher concludes that the implementation of Note-Taking Pairs Technique in learning process can improve the student’s writing ability in recount text. It support the theory of Barkley (2005 : 203 ) that “Note-Taking Pairs technique can improve students individual notes. In addition Note-Taking Pairs useful for helping students acquire missing information and correct inaccuracies in their notes and learn to become better note takers.” To improve the Note-Taking Pairs Technique the researcher uses the result of students from answer the pre-test and post-test in each cycle.

Note-Taking Pairs is simple to be applied in learning process. It can be used to make the learning process to be enjoyable, good feeling and more exciting. The students can learn together with their pairs without feeling bored.
CHAPTER V

CLOSURE

This chapter presents conclusion and suggestion. The conclusions are drawn from the result and observation of the improving student’s writing ability using Note-Taking Pairs technique in recount text in the chapter IV. The suggestions are proposed to the English teacher, students, and the next researcher.

A. Conclusion

Based on the result of the research, which aims to develop the student’s writing ability in recount text, the researcher draws some conclusions as follow:

1. After conducting this research, the researcher concludes that the implementation of Note-Taking Pairs Technique can improve the students writing ability at the eighth grade of SMP Islam Sudirman Ambarawa. The students are able to improve their writing ability. It can be seen from the scores of pre-test and post-test. It is relevant with the data of mean score of post-test on each cycle always higher than pre-test. In cycle 1, students can not analyze and write the generic structure and language feature of the recount text, on the other hands, they did not understand about difficult words. After the reflection were applied in cycle 2, the improvement of students’ writing ability is better than cycle 1. In the cycle 1, the number of students who pass the passing grade is 44.44%. Then, in the cycle 2 the number of the students who pass the passing grade is 88.89%.

2. After mathematically and statically analyzing the students’ score in each cycle, the researcher concludes that there is significant improvement of students’ writing ability in recount text.
In cycle 1, the mean of pre-test in cycle 1 is 38.61 and the mean of post-test in cycle 1 is 70.55. The number of the students who pass the passing (KKM) in pre-test in cycle 1 is 2.78%, and post-test in cycle 1 is 44.44%. The researcher uses the significant level of 5%. The value of t-table is 2.03, and from the data the researcher finds that the value of T-test is 15.50. So, T-test is higher than t-table. (15.50>2.03)

In cycle 2, the mean of pre-test in cycle 2 is 50.69, and the mean of post-test 2 is 81.66. The number of the students who pass the passing (KKM) in pre-test in cycle 2 is 0%, and post-test in cycle 2 there is significant value, it is 88.89%. The researcher uses the significant level of 5%. The value of t-table is 2.03, and from the data the researcher finds that the value of T-test in cycle 2 is 25.80. So, T-test is higher than t-table (25.80>2.03). The researcher concludes that using Note-Taking Pairs technique can improve students writing ability, it is show that the value of T-test in cycle 2 is better than value of T-test in cycle 1. (25.80>15.50). Finally, the researcher stop the the cycle because the number of students who pass the passing grade are more than 75%

B. Suggestion

1. For the English teacher:

   The teacher should be able to develop their strategy especially in writing. They should create a good atmosphere in the classroom and make the students more active the class. The teacher should be creative in using teaching media, and make the teaching learning more interest and effective. The teacher should motivate students to bring dictionary.

2. For the students:
The students must pay attention during the lesson, more active, be confident and keep the attitudes when the teacher explains the lesson and teaches the class. The students must prepare the material, and also bring dictionary they should be able to practice English.

3. For the next researcher:

The researcher suggest to the next researcher to conduct the classroom activities using Note-Taking Pairs technique to improve other ability, such as reading, speaking or listening. This technique also can applied in senior high school or university.
BIBLIOGRAPHY

Anderson, Mark and Kathy Anderson, 1998, Text Types in English, Australia : Macmillan, Education Australia PTY LTD.

Anita, Nur. 2015. An Error Analysis On Using Simple Past Tense In Recount Text By The First Grade Student Of SMA NEGERI 2 SALATIGA IN The Academic Year Of 2014/2015. Salatiga : IAIN SALATIGA.


Name : Siwi Puji Saraswati
Place and Date of Birth : Kabupaten Semarang, 06 May 1994
Address : Kupang Kidul Rt8 Rw8 Kel.Kupang, Kecamatan Ambarawa, Kabupaten Semarang
Email/Phone Number : ciwi_p@yahoo.com/08999993891
Educational Background :

1. TK Islamic Centre graduated in 2000
2. MI Kupang graduated in 2006
3. SMPN 1 Ambarawa, graduated in 2009
4. SMA Islam Sudirman Ambarawa, Graduated in 2012
APPENDICES

- Lesson Plan
- Research Documentation
- Surat Keterangan Telah Melaksanakan Penelitian di SMP Islam Sudirman Ambarawa
- Surat Izin Penelitian
- Surat Tugas Pembimbing Skripsi dan Asisten Pembimbing Skripsi
- Lembar Konsultasi Skripsi
- Daftar SKK (Satuan Kredit Kegiatan)
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE 1

Madrasah : SMP Islam Sudirman Ambarawa

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / 2

Jenis Teks : Fungsional text (Recount Text)

Aspek/Skill : Menulis

Alokasi Waktu : 2x45 menit (1 x pertemuan)

A. Standar Kompetensi

Menulis

12. Mengungkapkan makna dalam text tulis fungsional dan esei pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

12.1 Mengungkapkan makna dalam bentuk text tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount.
C. Tujuan Pembelajaran

1. Siswa diharapkan mampu mengidentifikasi karakteristik dari text recount.
2. Siswa diharapkan mampu menyusun kembali kata acak menjadi kalimat recount yang benar.
3. Siswa diharapkan mampu menyusun kembali kalimat acak menjadi paragraf recount yang benar.
4. Siswa diharapkan mampu melengkapi kalimat rumpang menjadi text recount yang benar.

Karakter siswa yang diharapkan :
Dapat dipercaya (Trustworthiness)
Rasa hormat dan perhatian (Respect)
Tekun (Dilligence)
Dapat berinteraksi sosial (Social interactive)

D. Materi Pembelajaran

Recount text

a. Social function

Retell events for the purpose of informing or entertaining. The specific purpose is to tell about someone’s experience or someone’s past events.

b. Generic Structure

1. Orientation: Introducing the participants, place and time. Begin by telling the reader who was involved, what happened, where the event took place and when it happened.
2. Event : Describing series of event that happened in the past. Usually it is about chronological sequence.

3. Reorientation: It is optional, stating personal comment of the writer to the story.

c. Language Feature

1. Menggunakan Past Tense. Misalkan we went to zoo, I was happy, etc.

2. Menggunakan Conjunction dan Time Connectives untuk mengurutkan peristiwa atau kejadian. Misalnya and, but, the, after that, etc.

3. Menggunakan Adverbs dan Adverbial Phrase untuk mengungkapkan tempat, waktu dan cara. Misalkan yesterday, at my house, slowly, etc.

4. Menggunakan Action Verbs. Misalkan went, slept, run, brought, etc.

d. Example of Recount Text

Mount Tidar Magelang

Last holiday my family and I went to my grandparent’s house. It is located in a small village of the slope of Mount Tidar Magelang. The village is very quiet and the scenery is very beautiful.

One morning, my brother and I took for walk in the garden Taman Kyai Langgeng. We saw a nest of bees. It was hanging on mango tree. Suddenly one of the visitors in the garden took a stone and threw it. The nest broke down into a pieces and thousands bees flew out. They were very angry. The bees chased everyone in the garden. My brother and I ran as fast as possible. We shouted loudly for help.

Fortunately there was a pool. Without thingking anymore we jumped into the pool. The bees didn’t chase us, they flew away.
My brother and I were very happy because we were save from being sting. Since that time we learned not to disturb any animals.

E. Metode Pembelajaran

Metode : Colaborative Learning
Teknik : Note-Taking Pairs

F. Kegiatan Pembelajaran

1. Kegiatan Awal

   - Guru mempersiapkan kondisi peserta didik, mempersiapkan buku dan media pembelajaran
   - Guru mengucapkan salam dengan ramah kepada peserta didik.
   - Guru mengecek kehadiran peserta didik.

2. Kegiatan Inti

   Eksplorasi :

   - Guru memberika pre-test kepada peserta didik.
   - Guru menjelaskan materi yang akan disampaikan kepada peserta didik pada pertemuan tersebut.
   - Guru mengingatkan kembali tentang pengertian text tertulis recount.
   - Guru menjelaskan kepada peserta didik pengertian generic structure dan language feature nya.

   Elaborasi :

   - Guru meminta siswa berpasangan, masing-masing terdiri dua siswa.
- Guru memberikan contoh text recount (terlampir).
- Siswa dengan arahan guru menganalisis generic structure beserta language feature secara lisan berpasangan.
- Siswa secara individu menganalisis generic structure beserta language feature secara tertulis.

Konfirmasi:
- Guru meminta siswa untuk membaca/mereview kembali text.
- Guru meminta peserta didik menguraikan catatannya.
- Guru memberikan sebuah post-test untuk siswa.
- Guru memberikan apresiasi terhadap pencapaian siswa.

3. Kegiatan Akhir
- Guru memberikan motivasi kepada siswa.
- Guru menutup pembelajaran dengan berdoa.

G. Sumber/ Bahan/ Alat
1. LKS Bahasa Inggris
2. Teks tertulis
3. Alat Tulis
4. Buku-buku yang relevan
5. Alat tulis
# H. Penilaian

<table>
<thead>
<tr>
<th>I. Indikator</th>
<th>Teknik penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menemukan informasi umum dan khusus dari recount text.</td>
<td>Tes tertulis</td>
<td>Menjawab pertanyaan</td>
<td>Memilih jawaban yang benar antara jawaban a, b, c dan d</td>
</tr>
<tr>
<td>Dapat menemukan kata yang benar menjadi kalimat recount text.</td>
<td>Tes tertulis</td>
<td>Menjawab pertanyaan</td>
<td>Memilih jawaban yang benar antara jawaban a, b, c dan d</td>
</tr>
<tr>
<td>Dapat menyusun kalimat yang benar menjadi paragraf recount text.</td>
<td>Tes tertulis</td>
<td>Menjawab pertanyaan</td>
<td>Memilih jawaban yang benar antara jawaban a, b, c dan d</td>
</tr>
<tr>
<td>Dapat menemukan text yang sesuai untuk kalimat rumpang recount text.</td>
<td>Tes tertulis</td>
<td>Menjawab pertanyaan</td>
<td>Memilih jawaban yang benar antara jawaban a, b, c dan d</td>
</tr>
</tbody>
</table>
Panduan Penilaian

Untuk pilihan ganda nilai 1 di setiap jawaban

\[ P = \frac{F}{N} \times 100\% \]

Explanation :

P = jumlah nilai

F = jawaban benar

N = jumlah soal

Ambarawa, 26 May 2017

Peneliti

Siwi Puji Saraswati

Nim.113 12 108
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE 2

Madrasah : SMP Islam Sudirman Ambarawa
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / 2
Jenis Teks : Fungsional text (Recount Text)
Aspek/Skill : Menulis
Alokasi Waktu : 2x45 menit (1 x pertemuan)

Standar Kompetensi

Menulis
12. Mengungkapkan makna dalam text tulis fungsional dan esei pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar
12.1 Mengungkapkan makna dalam bentuk text tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.
12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount.
Tujuan Pembelajaran
Siswa diharapkan mampu mengidentifikasi karakteristik dari text recount.
Siswa diharapkan mampu menyusun kembali kata acak menjadi kalimat recount yang benar.
Siswa diharapkan mampu menyusun kembali kalimat acak menjadi paragraf recount yang benar.
Siswa diharapkan mampu melengkapi kalimat rumpang menjadi text recount yang benar.

Karakter siswa yang diharapkan :
   Dapat dipercaya (Trustworthiness)
   Rasa hormat dan perhatian (Respect)
   Tekun (Diligence)
   Dapat berinteraksi sosial (Social interactive)

Materi Pembelajaran
Recount text
Social function
Retell events for the purpose of informing or entertaining. The specific purpose is to tell about someone’s experience or someone’s past events.
Generic Structure
Orientation: Introducing the participants, place and time. Begin by telling the reader who was involved, what happened, where the event took place and when it happened.
Event : Describing series of event that happened in the past. Usually it is about chronological sequence.
Reorientation: It is optional, stating personal comment of the writer to the story.
Language Feature

Menggunakan Past Tense. Misalkan we went to zoo, I was happy, etc.

Menggunakan Conjunction dan Time Connectives untuk mengurutkan peristiwa atau kejadian. Misalnya and, but, the, after that, etc.

Menggunakan Adverbs dan Adverbial Phrase untuk mengungkapkan tempat, waktu dan cara. Misalkan yesterday, at my house, slowly, etc.

Menggunakan Action Verbs. Misalkan went, slept, run, brought, etc.

Example of Recount Text

In The Sunny Day

Last weekend, my family and I went to Rongkang beach near our grandparents’ house. The day was sunny and hot, of course. It was on June. That’s why the day was very bright. In our country, Indonesia, we had two seasons. They were dry season and rainy season. The dry season started from May and lasted for 5 months. While, rainy season started from November and ended in March. The view was so beautiful. There were many people at the beach. Most of them were teenagers.

We were having fun. We built a sandcastle. We had to rebuilt twice before it really stood up. The first attempt failed because we built it too close to the water. And the second attempt, the successful one, was just right. The spot we choose was not too close to the water and the mixture was good.

Our parents loved our work. Some people who passed our castle loved it, too. They even took picture near our castle. We were so proud of our work that day.

Metode Pembelajaran

Metode : Collaborative Learning
Teknik : Note-Taking Pairs
Kegiatan Pembelajaran

Kegiatan Awal

Guru mempersiapkan kondisi peserta didik, mempersiapkan buku dan media pembelajaran
Guru mengucapkan salam dengan ramah kepada peserta didik.
Guru mengecek kehadiran peserta didik.

Kegiatan Inti

Eksplorasi:
Guru memberikan pre-test kepada peserta didik.
Guru menjelaskan materi yang akan disampaikan kepada peserta didik pada pertemuan tersebut.
Guru mengingatkan kembali tentang pengertian text tertulis recount.
Guru menjelaskan kepada peserta didik pengertian generic structure dan language feature nya.

Elaborasi:
Guru meminta siswa berpasangan, masing-masing terdiri dua siswa.
Guru memberikan contoh text recount (terlampir).
Guru meminta siswa untuk membuka kamus mereka untuk mengetahui arti kata sulit.
Siswa dengan arahan guru menganalisis generic structure beserta language feature secara lisan berpasangan.
Siswa secara individu menganalisis generic structure beserta language feature secara tertulis.
Konfirmasi:
Guru meminta siswa untuk membaca/mereview kembali text.
Guru meminta peserta didik menguraikan jawabannya.
Guru memberikan sebuah post-test untuk siswa.
Guru memberikan apresiasi terhadap pencapaian siswa.

Kegiatan Akhir
Guru bersama peserta didik melalukan refleksi terhadap kegiatan yang telah dilaksanakan.
Guru memberikan kesempatan kepada peserta didik untuk bertanya mengenai topik terkait.
Guru menyampaikan rencana pembelajaran yang akan dilaksanakan pada pertemuan berikutnya.
Guru memberikan motivasi kepada siswa.
Guru menutup pembelajaran.

Sumber/ Bahan/ Alat
LKS Bahasa Inggris
Teks tertulis
Alat Tulis
Kamus
Buku-buku yang relevan
Alat tulis

Penilaian
<table>
<thead>
<tr>
<th>Indikator</th>
<th>Teknik penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menemukan informasi umum dan khusus dari recount text.</td>
<td>Tes tertulis</td>
<td>Menjawab pertanyaan</td>
<td>Memilih jawaban yang benar antara jawaban a, b, c dan d</td>
</tr>
<tr>
<td>Dapat menemukan kata yang benar menjadi kalimat recount text.</td>
<td>Tes tertulis</td>
<td>Menjawab pertanyaan</td>
<td>Memilih jawaban yang benar antara jawaban a, b, c dan d</td>
</tr>
<tr>
<td>Dapat menyusun kalimat yang benar menjadi paragraf recount text.</td>
<td>Tes tertulis</td>
<td>Menjawab pertanyaan</td>
<td>Memilih jawaban yang benar antara jawaban a, b, c dan d</td>
</tr>
<tr>
<td>Dapat menemukan</td>
<td>Tes tertulis</td>
<td>Menjawab pertanyaan</td>
<td>Memilih jawaban</td>
</tr>
</tbody>
</table>

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text yang sesuai untuk kalimat rumpang recount text.
yang benar antara jawaban a, b, c dan d

Panduan Penilaian
Untuk pilihan ganda nilai 1 di setiap jawaban

\[ P = \frac{F}{N} \times 100\% \]

Explanation:
P = jumlah nilai
F = jawaban benar
N = jumlah soal

Ambarawa, 2 May 2017
Peneliti

Siwi Puji Saraswati
Nim.113 12 108
Dokumentation
SURAT KETERANGAN
Nomer: 422.1/263/V/2017

1. Dasar :
Surat dari Institut Agama Islam Negeri (IAIN) Salatiga, nomor: B-1160/1n.21 / D1/PN.03.00/05/2017 tentang Permohonan Ijin Mengadakan Penelitian di SMP Islam Sudirman Ambarawa atas nama SIWI PUJI SARASWATI NIM. 113-12-108 Program Studi Taebiyah dan Ilmu Keguruan Jurusan Tadris Bahasa Inggris (TBI).

2. Kepala SMP Islam Sudirman Ambarawa Kabupaten Semarang menerangkan bahwa:

   Nama            : SIWI PUJI SARASWATI
   NIM             : 113-12-108
   Program Studi   : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di SMP Islam Sudirman Ambarawa dengan judul:
"IMPROVING STUDENT’S WRITING SKILL IN RECOUNT TEXT BY USING NOTE-TAKING PAIRS"

3. Demikian surat keterangan ini diterbitkan untuk dapat digunakan sebagaimana mestinya.

Ambarawa, 23 Mei 2017
Kepala Sekolah

[Signature]

85
Nomor: B-1169/In.21/D1/PN.03.00/05/2017
Lamp: 
Hal: Permohonan Izin Penelitian Skripsi

Kepada
Yth. Kepala SMP Islam Sudirman Ambarawa
di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama: SIWI PUJI SARASWATI
NIM: 113-12-108
Mahasiswa: Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas: Tarbiyah dan Ilmu Keguruan
Jurusan: Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.
Jadwal Skripsi:

IMPROVING STUDENTS' WRITING SKILL IN RECOUNT TEXT BY USING NOTE-TAKING PAIRS

Dengan Pembimbing: Maslihatul Umiati, M.A
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan peneitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 17 Mei 2017 s.d selesai.
Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 16 Mei 2017
Drs.
Kepala Tarbiyah dan Ilmu Keguruan

Sudarsi, M.Pd.

KIP: 0670121 199903 1002

Tembusan: 1. Mahasiswa yang bersangkutan