IMPROVING STUDENTS’ WRITING ABILITY IN RECOUNT TEXT USING PERSONAL PHOTOGRAPH

(A Classroom Action Research of the First Grade Students of SMA Muammadiyah (Plus) Salatiga in Academic Year 2014/2015)

A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in English and Educational Department

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SALATIGA

2015
DECLARATION

Hereby the writer fully declares that the graduating paper is made by the writer herself, and it is not containing materials written or has been published by other people and other people's ideas except the information from the references.

The writer is capable to account for her graduating paper if in the future it can be proved of containing other's idea or in fact, the writer imitates the other graduating paper.

Likewise, the declaration is made by the writer and she hopes that this declaration can be understood.

Salatiga, December 26th 2014
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Sri Wahyuni
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Salatiga, 26 December 2014

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Dear

The Head of State Institute
for Islamic Studies of
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Assalamu’alaikum Wr. Wb
After reading and correcting Sri Wahyuni’s graduating paper, entitle
IMPROVING STUDENTS’ WRITING ABILITY IN RECOUNT TEXT
USING PERSONAL PHOTOGRAPH (A Classroom Action Research of the
First Grade Students of SMA Muhammadiyah (Plus) Salatiga in Academic
Year 2014/2015), I have decided and would like to propose that it could be
accepted by educational faculty and I hope this thesis can be examined as soon as
possible.

Wassalamu’alaikum Wr. Wb.

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GRADUATING PAPER

IMPROVING STUDENTS’ WRITING ABILITY IN RECOUNT TEXT
USING PERSONAL PHOTOGRAPH
(A Classroom Action Research of the First Grade Students of SMA
Muhammadiah (Plus) Salatiga in Academic Year 2014/2015)

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MOTTO

“GOD’S PLAN IS NOT ALWAYS MY PLAN, BUT IT’S BETTER”

“PEOPLE WHO NEVER MAKE MISTAKES ARE THOSE WHO NEVER TRY NEW THING”

“NEVER GIVE UP AND ALWAYS DO THE BEST”

(ANNONIMOUS)
DEDICATION

I dedicate this graduation paper to:

1. My beloved parents (Alm. Sa’an and Lim) thank you very much for everything. May Allah always loves you and give you happiness in every where you are. I love you very much.
2. My beloved elder brothers (Bowo and Arif) and My elder sister is law. Thank you very much for your support. I love you all.
3. All of my friends that I cannot mention one by one.
ACKNOWLEDGEMENT

Alhamdulillahi robbil ‘alamin, First and foremost, I deliver the greatest attitude to Allah Almighty for the Blessing and Mercy who has led me finished my graduating paper, peace and blessing to the Allah’s Messenger, Muhammad SAW. However, this graduating paper will not be finished without supports, advices, help and encouragement from some people and the institution. I would like to say thanks to:

1. Dr. Rahmat Hariyadi, M.Pd as the Rector of STAIN Salatiga, thank you for the time I spent for studying in STAIN Salatiga.
2. Mr. Suwardi, M.Pd as the chief of Tarbiyah Faculty of STAIN Salatiga.
3. Mrs. Rr. Dewi Wahyu Mustikasari, M.Pd. as the chief of English Department.
4. Mrs. Sari Famularsih S.PdI M.A as my graduating paper counselor, thank you to have sacrificed her vacant time to guide, gave suggestions, corrected, and encouraged me in completing my graduating paper.
5. All of my lecturers in STAIN Salatiga, thanks for teaching me and given a lot of their worth knowledge to me along of my study in this Institute.
6. All official staffs of STAIN Salatiga.
7. My beloved parents (Lim and Alm. Sa’an) thank you very much for everything. May Allah always loves you and give you happiness in every where you are. I love you very much.
8. My beloved elder brothers (Bowo and Arif) and My elder sister is law. Thank you very much for your support. I love you all.
9. My closest friends (Srintil and Ipoet). Thank you for being my best friends.
10. My beloved friends “Bhe the One”. (Hanano, Aril, Umay, Cemi, Nisa, Aras, Mufti, Echan,) Too many memories and impression together with you all. I love you.

11. Innay (Mb Innay), “susilak” and “Meun” my grammar correction. Thank you for your help.

12. All of my friends at STAIN Salatiga that I cannot mention one by one.

13. The big family of “KOPMA FATAWA”.

14. My roommate “Qiqie” I love you. Thank you for your kindness.

15. My boarding house’s friends who always love me and give me support.

16. The big family of Azahra. I love you all.

17. My big family, father, mother, brothers, and sisters in law that I cannot mention one by one.

18. All of my friends anywhere. Thank you for your support and togetherness.

Salatiga, December 26th 2014

The writer

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ABSTRACT


Consultant: Sari Famularish S.PdI M.A.

This research is about improving students’ writing recount text by using personal photograph as a media of language teaching of the first grade students of SMA Muhammadiyah (Plus) Salatiga in academic year 2014/2015. The objective of this research is to improve the students’ ability in writing recount text by using personal photograph. Based on the writer experience during teaching, the students had difficulty to get ideas in writing recount text. The methodology of this research was classroom action research which consist of two cycles. The number of the students in this research was 15 students. In completing this research the researcher used the observation, documentation, and written test as the instrument of collecting the data. By conducting classroom action research, it was found out that the implementation of personal photograph improved students’ ability in writing recount text. The result of this research has shown that the students’ ability in writing recount text improved in each cycle. The mean of post-test in each cycle is higher than mean of pre-test in each cycle (66>45.6), (72.67>61.33). It shown that the mean of post-test in cycle II is higher that cycle I (72.67>66).

Based on the result of this study it could be concluded that the implementation of personal photograph could improve students’ ability in writing recount text of the first grade students of SMA Muhammadiyah (Plus) Salatiga in academic years 2014/2015.

Key Words: Writing, Recount Text, Personal Photograph
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is very important language in this world because it is become an international language. Many people learn English in order to be able to communicate and socialize with the world community. Indonesian people are belonging them. Minister of education and culture decree no.372/2003 stated that English become the first foreign language and the compulsory subject that should be thought in Indonesian school up to university level. English is very important because it help students’ need to get informations and knowledge in every aspect such as education, science, religion, social, and technology. Regarding the importance of English, the students have to master it thus they can use it not only to get information and knowledge but also English is used for communication with other people in the world.

In English teaching and learning there are four skills which are very important for English learners. According to Jim (1994:20), the four skills are reading, speaking, listening and writing. Reading and listening are called receptive skill while speaking and writing are productive one. Among the skills, writing is the most difficult skill as offered by Vivian (1977). The similar opinion was also expressed by Leo (1986) who
states that writing is hard work. It is like running or exercise that takes a lot of effort.

Writing is a very complex activity that involves not only the ability to string sentences in a language but also to express ideas. Pranoto (2004: 9) in Zhaminang (2013) stated:

“Writing means pouring ideas into written form or tell something to others through writing. Writing can also be interpreted as an expression of feeling or expression as outlined in the written form. In other words, through the process of writing we can communicate indirectly.”

Despite it, in the writing process the writer have to pay attention about the grammar, spelling, and punctuation in order to produce a good written.

However it needs more efforts in the process, writing could be more effective since the readers understand the deep meaning of the writer intention. It involves a different kind of mental process. There is more time to think, to reflect, to prepare, to rehearse, to make mistake and find alternative for better solution. The writer can show what they know in their minds even consult them from dictionaries, grammar books, or other reference materials to help them.

Writing is important to be mastered by the students. The importance of writing can be seen from the fact of scientific books, novels, reports, letters, newspapers, magazines, brochures, commercial advertisements are products of writing. Most of those products are very important for human being in their daily activities.
Many students get some difficulties to write a sentence and explore it to be a paragraph. The first difficulty is there is no interest in writing as offered by Fauziaty (2002: 149). The second one Eny et al (2011:2) said that the students are hard to find ideas in written form. The others problems are there are no appropriate medium, lack of grammar and vocabulary.

To solve the problems the teachers need to use an appropriate methods and a media in teaching and learning process which make the students interest and enthusiastic.There are several media and teaching material that can be used in teaching and learning English. One of them is personal photograph. Using personal photograph as a media language teaching can be an effective way for students to enjoy and easy to write. Since a media plays the important role for learner in understanding English to receive the materials, teacher as a guide in the classroom should use it in delivering the materials. The similar opinion was also expressed by Hamalik in Azhar (2008) said that using a variety of media in the teaching and learning process will motivate and increase the probability that the students will learn more and retain better what they learn in improving the performance of skill they are expected to develop. Psychologically it gives positive effect for students in improving their skill. Media for teaching and learning can be classified into visual media, audio media, audiao-visual media and games(Basyirudin: 2002). Personal
photograph is one of the visual media. By using an appropriate method this media could help learners in mastering the materials.

From some kinds of genre, recount is one of the most appropriate genre text to apply that media. Since recount tells story or an event in the past, by their photos students could be more interest to tell story or event behind it. Recount text is written with the purposes to inform the readers or people about something that happen in the past. It can be experiences and event.

The students tend to enjoy to write when they are able to write the topic relates directly to their lives. They may write about their family and friends or about experience and an important event in their lives. According to Britton (1975: 47) as quoted Brummer and Clark (1995:10), “a writer draws on the whole store of his experience, and his whole social being, so that in the act of writing he imposes his own individuality”.

In writing process students need imagination. It can be found from a lot of ways, one of them is by looking the photograph. Photograph usually take an important moment in daily life. Further photograph can help them remind little details about people, place, and event. It can be a media of storytelling and make it easier for students to write the contents of photograph. The students will be more easier to remind the story behind the photo. Further the personal photograph can help the students to improve their ability in writing recount text.
According to those considerations, the writer is interested in doing action research entitled “IMPROVING STUDENTS’ WRITING ABILITY IN RECOUNT TEXT USING PERSONAL PHOTOGRAPH (A Classroom Action Research of the First Grade Students of SMA Muhammadiyah Plus Salatiga in Academic Year 2014-2015).

B. Problem Statement

Based on the research above, in order to learn more obvious and more directed problems can be summarized as follows:

1. How far is the ability in writing recount text of the first grade students in SMA Muhammadiyah (Plus) Salatiga in the academic year 2014/2015

2. Could the Personal Photograph can improve students’ writing ability in writing recount text of the first grade students of SMA Muhammadiyah (Plus) Salatiga in the academic year 2014/2015.

C. Objectives of the Study

This research has some following purposes:

1. The ability in writing recount text of the first grade students of SMA Muhammadiyah (Plus) Salatiga.

2. The improvement of students ability in writing recount text of the first grade students of SMA Muhammadiyah (Plus) Salatiga.
D. Limitation of the Study

This study is focusing on the students’ ability in writing recount text of the first grade students in SMA MUHAMMADIYAH (Plus) SALATIGA. In this research, the writer takes one class of the first grade students. The action research is used to know the ability in writing recount text of the first grade students by using personal photograph for English language teaching.

E. Benefit of the Study

The study has several benefitials for the researcher, the reader, the students and the teachers. This study will employee in order to get more informations how to teach writing skill in recount text with proper way. The result of the study can be used in English teaching-learning process, especially in teaching writing of recount text. In this research the researcher hopes that the result of this study will be useful for

1. The researcher

The researcher will understand more about using personal photograph to improve students’ writing skill of recount text deeply

2. The reader

The finding of this research will be useful for the readers to know the importance of personal photograph to improve writing skill of recount text,
3. The students

The students can improve their ability in writing recount text by using personal photograph.

4. The teachers

The finding of the research can use in the teaching learning process to make the students more interested to study English especially in writing of recount text by using personal photograph.

F. Definition of Key Term

The study is a classroom action research with the title of “Improving Students’ Writing Recount Text by Using Personal Photograph”. It was carried for the first grade students of SMA Muhammadiyah (Plus) SALATIGA in academic year 2014/2015.

There are the key terms of this research

1. Improving

Improving is the process making better. (Hornby, 1987:427)

2. Writing

Troyka (1987 : 3-4) in Wathon (2013) defines that writing is a way of communicating a message to the reader for a purpose.
3. **Recount Text**

According to Anderson (1997:48) as quoted by Khairuddin (2013) recount is writing about past events or a piece of text that retells past events, usually in the order which they happened.

4. **Personal Photograph**

Photograph consists of two words, photo (light) and graph (writing or painting). photograph means the process or method to produce images of an object by recording the reflection of light on the objects on light sensitive media. (Darwis, 2011: 11). In this case, personal photograph means the photo that belonging to the individual of the students.

G. **Hypothesis of the Study**

Based on the background of the study and statement of the problem the hypothesis of this study stated that Personal Photograph can improve the first grade students’ ability in writing recount text.

H. **Graduating Paper Outline**

This research is organized into five chapters as follows:

Chapter I present the introduction. It explains the background of the study, the statement of the problem, limitation of the study, the benefit of the study, key term of the research and organization of the graduating paper.
Chapter II describes the theoretical framework. It consists of using personal photograph in teaching learning recount text, definition of writing, requirement of good writing, kind of genre, definition of recount text and definition of personal photograph.

Chapter III is description of the general situation of SMA Muhammadiyah Plus Salatiga. Methodology of research, it discusses approach and types of research, the setting of research, procedure of research, technique of collecting the data, and technique of analysis data.

Chapter IV is data analysis, it’s consist of field note cycle I and Cycle II and discussion of cycle I and cycle II.

Chapter V is closure that consist of conclusion and suggestion. for the attachment there are appendixes and bibliography.
CHAPTER II
THEORETICAL FRAMEWORK

A. Writing

1. Definition of Writing

Writing is a way to express the feelings, ideas, arguments, willingness and thoughts in the form of word in sentence (Ramli:2013). Brummer and Clark (2008:4) said that it is an instrument of thinking that allows students to express their thoughts. Writing according to Weigle (2002:5) is seen not just as a standardized system of communication but also as an essential tool for learning. Further, Langer and Applebee (2001:2) explain it as a means of finding, organizing and expressing knowledge which is producing something in written form so that people can read, perform and use it.

As a combination of process and product, the writer deliberately organizes ideas for the use of readers through linguistic rules in order to transfer what he or she wants to communicate (Astika, 2007:201). The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the readers (Sakolik: 2003) as quoted by Tetcher.

Nunan (2003) said that writing is a mental work of inventing ideas, thinking about how to express them into statements and paragraph that will be cleared to the reader. The ability to write effectively is becoming increasingly important in foreign language
education. It plays an important role in English teaching and learning since writing can really help the students learn a foreign language. It is a kind of specific ability which help students or writers put their though into words in a meaningful form and mentally interact with the message. Thus, it needs hard working and some mental efforts that must be combined and arranged. They not only have to keep minds but also consider the past opinion or ideas which are relevant to their goal in writing.

The writer in expressing their ideas usually uses certain writing types to give clear information to the readers. Pardiyono (2008:1-4) stated that every form for written text should have clear objective that all information, messages or ideas must be packaged in one particular type of text. The types intend are narrative, description exposition recount, procedure, anecdote, news item and discussion and report.

The explanation of the text types above are :

a. Narrative

Narrative is a text that tells a story. The purpose is to amuse the reader and give a moral message to the reader. It consists of orientation, complication and resolution.

b. Description

It is type of writing in which the objective is to describe a certain object, especially about person, place or thing. Its consist of
identification and description.

c. Exposition

Exposition is text to advance or justify an argument or put forward a particular point of view. The point of view must be supported by facts and relevant information on that topic.

d. Recount

Recount is a text that tell about past experience or events. It can be based on the author’s personal experience or historical events. recount consist of orientation, series of event and reorientation.

e. Procedure

A procedure explain how to make or do something in series of sequenced steps. The purpose of this text is to tell the reader how to do or make something. The generic structures of procedure text are goals, materials and steps.

f. Anecdote

Anecdote is a story about funny or story events that have occurred in order to invite the readers to share emotion with the readers. Its purpose is to entertain the readers. The generic structures of thus text are abstract, orientation, crisis and incidents.
g. **News Item**

News item is a type of writing that has the main function or communicative purpose is to inform the readers about events of the day that are considered news worthy.

h. **Discussion**

Discussion is text that written to present argument and information from differing viewpoint. It presents pro and contra opinion on certain issue. The purpose of a discussion text is to present arguments and information from differing viewpoints. Discussion texts are usually written in the present tense.

i. **Report**

Report is a text that consists of an organised factual record or events or a classification and description of many things. It can be related to the present day or based around something from the past.

2. **Teaching Writing**

Writing is an important part of the curriculum in the schools from the earliest grade onward, and that most children in countries that have a formal education system will learn to write, at last at a basic level in that setting. In this sense, we can say that first language writing instruction is relatively standardized within a particular culture (Weigle, 2002:5) Writing is a means of communication that should be
consciously learn by the students. In writing they have to communicate without facial expression, gestures, or body English of any kind. they have to speak with words and punctuation alone ( Seth, 2004:3)

As one of the four language skills, writing has always accopied a place in most english language course. One of The reason is that more people need to learn to write in English is for occupational or academic purpose (Fauziaty, 2002:149)

The purpose of teaching writing is not merely about product oriented including content, organization, vocabulary use, spelling, and punctuation error. It is the process of how the students can express what they really want to communicate with someone else as offer by Setiyabudi (2012:12).

According to Seth (2008:123) the reason why writing is taught in English teaching and learning are as follows:

a. Good writing task get learners using their English to communicate to others and to express their creatively, either can be very motivate the learners.

b. Writing gives students time to develop their thoughts.

c. Writing can create a beneficial time of quite where all are working simultaneously on a beneficial task.

d. Written work gives the teachers hard evidence of level and progress.
3. **Notion of Good Writing**

According to Boardman (2008:18-22) as quoted by Saragih et al. (2014:5) there are three characteristics of a good writing are follows:

a. Coherence

Paragraph has coherence when the supporting sentences are based on the principle. The sentences are put in order to the reader can understand what the writers’ ideas easily.

b. Cohesion

Another characteristic of good paragraph is cohesion. when a paragraph has cohesion, all the supporting sentences connect each other in their support of the topic sentence.

c. Unity

The final characteristic of a well writing is unity. all the supporting sentences should relate to the topic sentence. Unity in writing means that the entire writing should focus on one single idea.

Writing is one of the productive skill considered difficult especially for foreign learner as offered by Fauziaty (2010:45). It is very complex activities since in this case writing does not only mean putting down graphic form on a piece of paper. it involve at least five
component. According to Haris (1969:68) some component in good writing are content, form, grammar, style, and mechanic.

The explanation of the component above are:

1. **Content**

   The substance of writing, the ideas expressed. Writing must convey the main idea or an attentive reader should be able to grasp the writer purpose (Haris, 1969:68).

2. **Form**

   The organization of the content. Writing should contain logical or associative connection and transition which clearly express the relationship of the idea described (Haris, 1969:68).

3. **Grammar**

   The employment of grammatical form and syntactic pattern. Writing should adhere to the rules of grammar related to the tenses with sequence of time (Haris, 1969:68).

4. **Style**

   The choice of structure of lexical items to give a particular tone or flavor to the writing. Writing should engage its reader through original insight and precise (Haris, 1969:69).

5. **Mechanic**

   The use of graphic convention of the language. Writing must use a good spelling, punctuation, and tidy and clean writing.
According to Reid (1993:235) the evaluation which using analytic method elaborate writing product into five components. They are content, form or organization, vocabulary or style, language use or grammar and mechanic. Those component is used to decide the criteria of scoring in writing. The criteria are:

**Table 2.1**

<table>
<thead>
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<th>No.</th>
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<td>89-100</td>
<td>Excellence</td>
</tr>
<tr>
<td>1.</td>
<td>79-88</td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>66-78</td>
<td>Fair</td>
</tr>
<tr>
<td>3.</td>
<td>46-65</td>
<td>Poor</td>
</tr>
<tr>
<td>4.</td>
<td>0-45</td>
<td>Very poor</td>
</tr>
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4. **Writing Strategies**

Brown (1998) in Fauziaty (2002:150) said that process of writing include prewriting, drafting, and revising and editing. In similar opinion Harmer (2004:4) said that process writing is an interrelated set of recursive stage which include planning, drafting, editing and final draft.

a. Pre-writing

Before starting to write, the authors should try and decide what they will say. For some of these writers may involve making
detailed notes. In this stage the writer should think about three main issues. Firstly they should consider their writing goals because this will affect not only the type of text they will produce but also their language they use and the information they choose to include. Secondly the authors think about the audience they are writing for, as this will affect not only writing, but also the language of choice whether it is formal or informal in tone. Thirdly the authors should consider the contents of the sheet structure, which is the best way to sequence facts, ideas or arguments that they have decided to include (Harmer:2004).

b. Drafting

At the drafting stage of the writing process, the students begin to put their ideas on paper. They need to keep remember the genre or format, audience and purpose (Brummer and Clark, 1995:11)

c. Revising and Editing

In this step revising looks at the organization, structure, and content of the writing while editing looks at the grammar and mechanic of the writing. This may look very different from both the original plan and the first draft, because the things have changed in the revision process (Harmer, 2004:5)
B. Recount text

1. Definition of Recount Text

According to Hyland (2009:iii) recount is a text that tells about past experiences of event. Recount has the same key ingredient as the narrative and is thus comfortingly familiar, the difference is that whereas narrative is imaginative, recount text should be a retelling of events that have actually happened as defines by Corbet and Strong (2011:49).

2. Types of Recount Text

The types of recount text are as follows:

a. Personal recount

Personal recount is recount which is a retelling of an activity that the writer or speaker has experienced.

b. Factual recount

Factual recount is record the details of something that has happened. The form of a historical recount such as science, experiment, a traffic report or a sort report.

c. An imaginative recount

An imaginative recount is taking the imaginary role and creating imaginary details but places them in realistic context (Cliffwatt, 1998 :4).
3. **Generic Structure of Recount Text**

According to Cliffwatt (1998:4-5) recount focuses on a sequence of event relating to a particular activity. The recount follows three steps:

a. **Orientation**

   The orientation form is the first paragraph of the written recount. This paragraph gives the information about the time setting, who or what the participating. Its consist of who was involved, when the events occurred, what happened and where the activity or event took place.

b. **Series of event**

   At this paragraph the students need to focus on supplying details of the who, what when and where. Generally recount is sequenced in time order. A record of events usually recounted in chronological events.

c. **Reorientation and personal or evaluative comment (optional)**

   This is an optional step and its often used to finish writing by rounding the series of events. It refers back some information in the paragraph orientation.

4. **Language Feature of Recount Text**

The language feature of recount text are as follows:

a. Noun and pronoun are used to identify the people, animal or thing.

   e.g. Mr. Dewi, the milkman, our cat, he.
b. Action verb are use when disscusing events. e.g. he jumped, he walked, they slept.

c. Written in past tense to locate events in the writer’s time.

d. Connection word are used to sequence events. e.g. first, then, finally.

e. Combine clause by using conjunction. e.g. when, then, and but.

f. Used adverbs and adverbial phrases to indicate place and time.

e.g. yesterday, after lunch, to the beach, at my house.

g. Evaluative language is used in factua and personal recounts. e.g. this trip was a wonderful experience. (Hyland, 2009: iii)

C. Personal Photograph

1. Definition of Personal photograph

According to Edward (2011:11) photograph consists of two words, photo (light) and graph (writing or painting). Photography means the process or method to produce images of an object by recording the reflection of light on the objects on light sensitive media. Sudjojo (2010: iv) also said that photography comes from the Greek, phos meaning light, and graphe means drawing so photography literally means drawing with light.

Photograph or real picture is one of visual aids that can be used in teaching and learning English. it create the situation for learning classes and interesting. Photo can help teacher to describe or explain something difficult to describe it by speech. Kredler (1965:
41) state that ultimate of writing is to give the students the opportunity to express their own ideas clearly, using pattern they have learned. In this case personal photograph means the photo that belonging to the individual of the students.

Personal photographs get at essence of things. They have the power to evoke, inform and inspiring (Ingledew, 2005:12). Desire of storytelling often be a critical need. In this context a photograph becomes appropriate tool or media to communicate and tell story. People can tell story accurately about events, activities, expression, memories and nostalgia through a photograph(Edward, 2011:12)

Photograph trigger students’ interest in teaching and learning process defines by Sudjana and Rivai (2009:70). Personal photograph fires people aspiration. It allows them to treasure things. Because they have unforgettable moments or events such as birthdays, graduation, marriage and vacation (Ingledew, 2005: 12-13). It recalls an event or person.

2. **Kind of Photographs**

Kinds of photographs are as follows:

a. Documentation photograph is a picture that has historical value to individuals or society

b. Actual photo are photo that describe events with something covering various aspects of life.
c. Landscape photos are photo depicting a view of an area or location

d. Reklame is images or photo used to influence people or consumers.

e. Symbolic photo is photo that using the form of a symbol or sign that reveal message.

3. **Characteristics of good photograph**

   According to Sudjana and Rivai (2009) characteristics of good photograph for teaching and learning process are as follows:

   a. The authenticity of the photo, the source used should show the authenticity of the situation is simple. Should be avoided using a false image that the child is more interested in the photos.

   b. Simplicity, especially in determining the color will create a certain impression, have purely aesthetic value and contains practical value.

   c. Form items, it should be make the children acquire the proper response of objects in the photo, for example, images in magazines, newspapers and ect.

   According to Asnawir and Usman (2002:50) There are the advantages of using protograph for language teaching. They are as follows:

   a. Concrete, photograph is more realistic in showing the main idea.

   b. Photo is not restricted on space and time.
4. **Some Roles The Picture Or Photo In Writing**

According to Andrew Wright (1989:17) There are some roles the photo in writing. The roles are as follows:

a. Photo can motivate the student and make him or her want to pay attention and want to take a part in the learning process.

b. Photo contribute to the context in which the language is being used. They bring the world into the classroom like a street scene or a particular object. For example, a train, a motorcycle and a building.

c. Photo can be described in an objective way (this is train) or interpreted (it’s probably a local train) or responded to subjectively (i like traveling by train).

d. Photo can cue responses to question or cue substitutions through controlled practice.

e. Picture can stimulate and provide information to be referred to in conversation, discussion and story telling.
CHAPTER III
RESEARCH METHODOLOGY

A. Setting of the Research

The research was carried out in SMA Muhammadiyah Plus Salatiga. This school is located at Jl. KH. Ahmad Dahlan No. 1 Tegalrejo, Argumulyo Salatiga. The place selection was based on the consideration that it’s near from the researcher lived and the institution has never conducted research about writing recount text by using personal photograph.

The research was done at the first semester in the academic year of 2014/2015 and was conducted on September 2014.

B. Subject of the Research

The subject of the research is the first grade students of SMA Muhammadiyah Plus Salatiga. The first grade students consist of three classes, but the researcher took XIBB class. This class consists of 15 students, 4 male and 11 female. They come from high and middle economy families and most of them have high motivation to study.

a. Population

According to Kasiram (2010:257) population is the respondents of the research subject. The population of this research is the first grade
students of SMA Muhammadiyah (Plus) in the academic year of 2014/2015.

b. Sample

Sample is part of the representative population that is observed (Kasiram, 2010:258). The researcher takes XIBB class as the sample of this research. It consist of 15 students.

In this research the writer used random sampling in order to get same chance to be a sample for students.

Table 3.1
The List of XIBB Class of
SMA Muhammadiyah Plus Salatiga

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dita Putri Pamungkas</td>
<td>Female</td>
</tr>
<tr>
<td>2</td>
<td>Fandhi Ahmad</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>Fitri Wahyuningsih</td>
<td>Female</td>
</tr>
<tr>
<td>4</td>
<td>Komariyah</td>
<td>Female</td>
</tr>
<tr>
<td>5</td>
<td>Kuna Fadhilatun Nasikhah</td>
<td>Female</td>
</tr>
<tr>
<td>6</td>
<td>Kusrini</td>
<td>Female</td>
</tr>
<tr>
<td>7</td>
<td>Lutfia Septiara Priesti</td>
<td>Female</td>
</tr>
<tr>
<td>8</td>
<td>Muhamad Aji Pitra</td>
<td>Male</td>
</tr>
<tr>
<td>9</td>
<td>Nisfa Qoblisha Ashri</td>
<td>Female</td>
</tr>
<tr>
<td>10</td>
<td>Puji Rahayu</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>Retnandika Yulianto</td>
<td>Male</td>
</tr>
<tr>
<td>12</td>
<td>Silvi Titasari</td>
<td>Female</td>
</tr>
<tr>
<td>13</td>
<td>Susi Lestari</td>
<td>Female</td>
</tr>
<tr>
<td>14</td>
<td>Virga Noor Prastiwi</td>
<td>Female</td>
</tr>
<tr>
<td>15</td>
<td>Yulian Gibran Amelka</td>
<td>Male</td>
</tr>
</tbody>
</table>
C. Type of the Research

The method to be used in making this research is Classroom Action Research. It is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher as offered by Burn (2010:2).

Abbott (1985) in Syamsuddin and Damianti (2007:191) state that action research is about the systematic study of attempts to improve educational practice by group of participants by mean of their own practical action and by mean of their own reflection upon the effect of those action. Kemmis (1983) in Syamsuddin and Damianti (2007:191) also defines that action research is an effort to try out the ideas into practice to improve or change some thing in order to get the real impact of the situation”.

An action research is applied research, in this case, the characteristic are a researchers an active role in the principal activities, researchers are agents of changes and subject or the object study to get benefit from the results obtained in a planned action.

According to Arikunto (2006:2) classroom action research are coming from three words. They are research, action and class. It can be described are as follows:

1. Research is an activity to find out accuracy some object using methodology to get data or information which benefit to improve something which interest and important for researcher.
2. Action is some activities deliberately done by having several aims, in the research in form activities cycles.

3. Class is a group of students in same time and have same lesson from teacher.

   From the definition above, the writer conclude that classroom action research is research which is done by the teacher in teaching learning process to understand the situation and to improve the ability of the students in learning process.

   The classroom action research conducted in SMA Muammadiyah (Plus) Salatiga which aims to improve the students’ ability in writing recount text by using personal photograph.

**D. Procedure of the Research**

   The study uses classroom action research. There are two cycles in this action research. It follows the stages of action research in each cycle which are proposed by McNiff (1992: 22).

1. Planning:

   The activities in the planning are:

   a. Preparing materials, making lesson plan and designing the steps in doing action research

   b. Preparing list of students’ name and scoring

   c. Preparing teaching aids

   d. Preparing sheets for classroom observation (to know the situation of teaching learning process when the media is applied)
e. Preparing a test (to know whether students’ writing ability improved or not)

2. Acting

   The activities in this step are:
   a. Giving pre test
   b. Teaching writing recount text by using personal photograph.
   c. Giving the chance to the students to ask any difficulties or problems.
   d. Giving the post test

3. Observing

   Observation is one of the methods of collecting data with systematic supervision against researched indication. The stage is done by observing and interpreting the activity of media personal photograph in the teaching learning process and in writing learning outcomes that have been conducted to obtain data. The researcher observes whether using personal photograph can improve students’ ability in writing recount text. It is a step to observe the effects of the critically informed action in the context in which it occurs. The researcher observes the students’ activities during the teaching and learning process. The result of the observation was recorded on observation sheets as the data. The data collected can be used as the basic to decide the activity would involve in the next meetings.
4. Reflecting

In this stage receive the data from observation is collected and analyzed by researcher. If the problem was found, it will be moved to the next cycle with the same concept as the first one, re-planning, re-acting, and re-observing. The result will be used as reference for the next planning.

Four activities in each cycles can be described as follows:

![Cyclical Action Research model based on Kemmis and McTaggart (1988) as quoted by Burn](image)

**Figure 1**: Cyclical Action Research model based on Kemmis and McTaggart (1988) as quoted by Burn
E. Technique of Collecting Data

In this classroom action research, the researcher used some techniques to collect qualitative and quantitative data. The researcher used test to get the data as the technique of collecting quantitative data. Test is a series of question or exercise or other device used to measure the skills, knowledge intelligence, ability or talent possessed by individuals groups as defines by Arkiunto (1996: 138). In this research the researcher used Pre-test and Post–test. Firstly is Pre-test, it was done before the teacher does not use personal photograph to improve writing skill. Secondly is Post test, it was done after the teacher using personal photograph as media of language teaching in order to know the result of this study before and after using personal photograph.

To collect the qualitative data, the researcher used some technique, they are, observation and document. The explanation of those technique are as follows:

1. Observation

Observation will be used to monitor the students’ activity during English teaching and learning process. The researcher observes the situation and monitored all the activities in the learning time. It is included to respond the students when they get some explanations and some assignments. In conducting this classroom action research the researcher decided to use observation sheet. The observation appraised the activities during the teaching and learning process.
In this study, an observation checklist is used to observe the subject of the study in some aspects. The aspects that will be observed are students’ attention and cooperative attitude during the lesson, the active students in asking and answering the questions, and in doing assignments from the teacher.

2. Document

According to Arikunto (2010: 274), documentation is an activity to look for variable like notes, transcribes, books, newspapers, magazines, etc. In this method, researcher holds a check-list to look for the variable that had been decided.

F. Technique of Analyzing Data

The researcher conduct the action research of teaching writing recount text by using personal photograph as a media of language teaching at the first grade students of SMA muhammadiah (PLUS) salatiga.

In analyzing the data, the researcher uses mixed research. Its involves the mixing of quantitative and qualitative research as offered by Johnson and Christensen (2007:1). Qualitative research relies primarily on the collection of qualitative data While Aliaga and Gunderson (2002) as quoted by Muij (2004:1) state that quantitaive research is explaining phenomena by collecting numerical data that are analyzed using mathematically based method.. This technique is used to To find the students’ score of writing skill in each cycle. According to Hadi (1981: 246) the formula are:
1. Mean

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

Where,

\( M \) : Mean of students’ score

\( \sum X \) : The sum score of students’ writing test

\( N \) : The total number of students

G. The General Description of SMA Muhammadiyah (Plus) Salatiga

SMA Muhammadiyah Plus Salatiga is one of several senior high school located in Salatiga. Precisely, the location of this senior high school is in jalan KH. Achmad Dahlan, village of Sidorejo Lor, sub-district of Sidorejo, city of Salatiga, Central Java province. This school which has an area of 5250 m\(^2\) was first opened in 1977. In the academic year of 2014/2015, SMA Muhammadiyah Plus Salatiga has eight classes. Three classes for the first grade students, three classes for the second grade students and two classes for the third grade students.

Since this school was opened, SMA Muhammadiyah(Plus) Salatiga always develop from their quality and the quantity of the students. Therefore the school adds the word of ‘Plus’ title which shifted its name from SMA Muhammadiyah Salatiga to SMA Muhammadiyah Plus Salatiga and get grade ‘A’.
a. The Teachers of SMA Muhammadiyah (Plus)

In this school, there are 23 teachers and Mrs. Dian Indri Hartani S.Sos, M.Pd took as a head masters. There are 3 teachers graduated from S2(Magister), 19 teachers graduated from S1(Bachelor) and one teacher graduated from DIII (Diploma III). Those teachers teach different subject matters out of 23 subject matters. There are Indonesian language, Mathemetic, Counseling, English, Biology, Economy/accountancy, physics, Civic Education, Chemist, Geography and Anthropology, Sociology, Islamic Religious Education, History, TI, Art and Culture, Javanese, Japanese, Arabic, sport, skill, Faith (aqidah), moral (akhlak), and A Muslim Movement (Kemuhmmadiyahan).

b. Facilities of SMA Muhammadiyah (Plus) Salatiga

SMA Muhammadiyah Plus Salatiga consists of 36 buildings to support in teaching learning process, they are 8 classrooms, and 3 laboratories which divided in Chemistry, Computer and Multimedia lab. The other buildings are Library, Health service, Counseling, Chief, Teachers, Officer, OSIS and Multimedia rooms, and another facilities.

c. The Staff Members of SMA Muhammadiyah (Plus) Salatiga

There are 7 staff members of SMA Muhammadiyah (Plus) Salatiga which consist of chief of administrative, librarian, treasurer and school’s care taker and janitor.
d. Students of SMA Muhammadiyah (Plus) Salatiga

There are 143 students of SMA Muhammadiyah (Plus) Salatiga in the academic year of 2014/2015. There are 67 students in the first grade, and 46 students in the second grade. It is divided into three classes, they are X IIS (Social Class) X IBB (Language Class) and X MIA (Science Class). There are 30 students in the third grade divided into two classes, they are XII IPA (Science Class) and XII IPS (Social Class).
This chapter discusses the result of the research. It describes the detail of several activities developed as part of implementation the personal photograph to improve students’ ability in writing recount text.

A. Research Finding

In this research the researcher acts as a teacher. This research consist of two cycles, they are cycle I and Cycle II. For the whole steps of this research would be explained in the description below:

1. Cycle I
   a. Planning
      Before conducting the research, the writer prepared the instruments of the research, they are as follows:
      1) Lesson plan
         In order to control the teaching learning process, the researcher used the lesson plan as guidance when the researcher’s activities in the class.
      2) Material
         In the cycle I the researcher used personal recount text.
3) Teaching Aid

The researcher prepared some instrument, such as board marker, fotocopy material and task.

4) The observation sheet

The observation sheet was prepared in order to know the students’ activities during the teaching and learning process.

5) Pre test and post test

The researcher used pre-test and post-test. Firstly is Pre-test, it was done before the teacher doesnot use personal photograph to improve writing skill. Secondly is Post test, it was done after the teacher using personal photograph for langauge teaching in order to know the result of this study before and after using personal photograph.

b. The implementation Action

The action of cycle I was done on Thursday October 11th and 15th 2014. The researcher acts as a teaaher and her partner Rizky Safitri act as the observer of the situation during learning and teaching process. The teacher implemented the teaching learning process based on the lesson plan which had been made. The teacher opened the lesson by introducing herself and checked the students’attendance. The first meeting was followed by15 students.

Before the lesson, the reasearcher gave the pre-test around20 minutes of recount text without using personal photograph. She gave
the paper sheets to the students and walked around the class. Most of them were confused in doing this test, they often asked the vocabulary to their friends event they ask to the teacher. The teacher asked them to do by themself and do as best as they can. After the test was done the teacher collect their paper sheet and started to the lesson. She told the students about the topic for that day. She explained about recount text and how to write a recount text by using personal photograph.

The situation in the class are as follows:

Teacher : “Today we will discus about recount text” do you know what text is it?

Student 1 : “Text that report something happened”

Teacher : “That is report text not recount text, but good for you to answer my question, any other opinion?”

Then, the other student tried to answer the question

Student 2: “Text that tell about past experienced miss”

Teacher : “Yes, that’s good answer. What is the purpose of the text?

The class was silent. It seemed nobody knows the answer

Teacher : “A recount tells about something that happened in the past and the purpose of the text is to inform or entertain by retelling past events or experiences.

After that the teacher gave a piece of copy material to the students to clear the explanation.
Teacher : “Read it carefully guys”

Students : “Ok miss”

After that the teacher explained the material and gives example of recount text. She explained how to write the recount text by using personal photograph.

Teacher : “Any question so far?”

Student 2 : “Miss, What is the differences between linking verb an action verb?”

Teacher : “That’s good question, An action verb is a verb that describes an action like run, jump, and eat while a linking verb is a verb that link or connect the subject of the sentence to information about the subject, like is, am and are. Do you understand?

Student : “Yes miss”

Before the class finished the teacher ask the students to brought some of their personal photo in the next meeting.

On Monday, October 15th 2014, the writer and her partner entered to the class and started the class then ask about the last material about recount text. The situation as follow;

Teacher : “Good morning class, how are you?”

Students : “good morning miss, i’m fine thank you, and you?.

Teacher : “I’m very well to thank you. ok class , do you remember what was we learned yesterday?”

39
Students : “Yes, recount text miss”.

Teacher : “good, what is recount text?

Student : “Text that tell story that happened in the past to entertain the reader”.

Teacher : “do you bring your photo?

Students : ”Yes miss, what for miss?”

Teacher : “As you learned before, we will try to write a recount text by your photograph”.

After that the teacher explained the steps in creating recount text by their photo. She gave the example of recount text by using personal photograph. She asks the students to tell their story based on their photo.

The steps are:

1) Step 1

Begining the lesson by allowing the students to write a few sentences for 10 minutes about their photographs. While they are writing, the teacher asked several questions: Who is in the photographs? When were the photographs taken? What was happening in the photographs?

2) Step 2

After the writing is completed, the teacher asked several volunteers to briefly describe their photographs. Then, introduce the photograph writing activity. The students should write one page
paper (including a short introduction and conclusion) about one of their photographs. They describe the importance thing in their photograph so that the readers will understand what the writer intention.

3) Step 3

Providing the students with some sample photograph written papers by former students and read them aloud in class. Since it would be the first time to do the activity, the teacher gave a sample of recount text based on the writer personal photograph.

4) Step 4

Doing a prewriting activity. This activity involves making a timeline for the student's photographs. On a piece of paper, the students make a list of all the events for the day when the photographs was taken. Allow the students to prewrite for 10-15 minutes.

5) Step 5

Giving the students time to draft their papers.

Then, the teacher gave post-test to the students to know their ability in writing recount text by using their personal photograph. The teacher gave 20 minutes to finish it. The students submitted the answer then teacher closed the meeting.
c. Observation

In this stage the researcher observed the learning process by asking the collaborator to help her in monitoring in the classroom of the situation and students enthusiastic using observation checklist. The purpose of this activity was to evaluate the results, collect the data and monitor the teaching learning process.

d. Reflection

Based on the observation of the cycle I, the researcher had to reflect the weaknesses that happened in the learning process to maximize the students’ ability in writing recount text. The weaknesses are as follows:

1) The researcher needs to ask the students to bring dictionary to help their vocabulary.

2) The researcher has to motivate the students to answer the teacher’s questions using English.

3) There were some students had not finished yet their test. It may be caused they still did not know how to write recount text by using personal photograph.

The writer analyzed the data of post-test and pre-test calculation and show the data presentation of pre-test and post-test.
Table 4.1
The Score of Pre-Test and Post-Test In Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-test I (X)</th>
<th>Post-test I(Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dita Putri Pamungkas</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Fandhi Ahmad Maulana</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Fitri Wahyuningsih</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>Komariyah</td>
<td>60</td>
<td>70</td>
</tr>
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<td>5</td>
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<td>Kusrim</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>Lutfia Septiana Priesti</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>Muhamad Aji Pitra</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td>In Nifsa Qoblisha Asrhi</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>Puji Rahayu</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>11</td>
<td>Retnandika Yulianto</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>Silvi Titasari</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>Susi Lestari</td>
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<td>60</td>
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<tr>
<td>14</td>
<td>Virga Noor Prastiwi</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>15</td>
<td>Yulian Gibran Amilka</td>
<td>40</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td><strong>Σ</strong></td>
<td><strong>685</strong></td>
<td><strong>980</strong></td>
</tr>
</tbody>
</table>

a. Mean of pre test I

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

\[ M_x = \frac{685}{15} \]

\[ M_x = 45.6 \]

b. Mean of post test I

\[ M_y = \frac{\sum Y}{N} \]

\[ M_y = \frac{990}{15} \]

\[ M_y = 66 \]
From the explanation above show that mean of post test is higher than pre test. There is an improvement of the ability in writing recount text by using personal photograph between pre test I (before the action) and the post test I (after the action).

2. Cycle II

Based on the result of cycle 1, it is necessary for the teacher to continue to the next cycle. The researcher needed to motivate the students and to explain again the steps in writing recount text by sing personal photograph.

a. Planning

The activities in the planning are:

1) Lesson plan

In order to control the teaching learning process, the researcher used the lesson plan as guidance when the researcher’s activities in the class. The researcher made a planning for the action based on the problem faced in the cycle 1.

2) Material (recount text with holiday theme)

3) Teaching aid (students’ photograph)

4) Test (pre-test and post-test)

5) Observation sheet
b. The implementation of action

The action of the cycle 2 was done on October 18\textsuperscript{th} and 22\textsuperscript{th} 2014. The researcher implemented the teaching learning process based on the lesson plan. Before began the lesson the teacher gave pre test to write recount text and she gave 20 minutes time to finish it. During the students did the test, her partner observed learning process in the class. After pre test, she began to teach. The theme in this cycle was holiday. The teacher revised the teaching learning process in the cycle I where students still have difficulties in writing recount text. The teacher explained about the material, although it had been explained on the day before. She gave brainstorming by asking students about their experience when they were getting holiday.

Teacher : “Today we will learn about recount text that was learned on the previous meeting, do you remember what are the types of recount text?

Student : “Yes miss, There are personal, factual and imaginative recount text.

Teacher : “Yes, you are right”

After that the teacher explained the grammatical point use in the text. The teacher explained the steps how to write recount text by using personal photograph as she taught in the previous meeting. Then ask the students to do those steps to write recount
text. After that the teacher gave post test to know whether their ability in writing recount text increase or not.

The teacher gave 20 minutes, after time was up students collected their answer. Teacher closed the meeting.

c. Observing

As the previous meeting, in this stage the researcher also observed the learning process that was helped by her partner as the collaborator.

d. Reflecting

After analyzing the data of this cycle, the teacher and her partner made a conclusion after comparing the students score between cycle I and cycle II to find out the improvement of students’ ability in writing recount text.

According to the result between the researcher and the collaborator, it could be assumed that the implementation of CAR in using personal photograph as a media of language teaching to improve students’ ability in writing recount text was appropriate with the planning that had been discussed by researcher and the collaborator previously, in this case, every action was planned as good as possible so that the writing activities could be accomplished well.
The following table is the final result score of the students cycle II.

**Table 4.2**

Score Pre-test and Post-test in Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-test I (X)</th>
<th>Post-test I (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dita Putri Pamungkas</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>Fandhi Ahmad Maulana</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>Fitri Wahyuningsih</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>Komariyah</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>Kuna Fadhilatun Nasikhah</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>Kusrini</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>Lutfia Septiana Priesti</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>8</td>
<td>Muhamad Aji Pitra</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td>Nifsa Qoblisha Asrhi</td>
<td>65</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>Puji Rahayu</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>11</td>
<td>Retnandika Yulianto</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>Silvi Titasari</td>
<td>55</td>
<td>75</td>
</tr>
<tr>
<td>13</td>
<td>Susi Lestari</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>14</td>
<td>Virga Noor Prastiwi</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>15</td>
<td>Yulian Gibran Amilka</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td><strong>Σ</strong></td>
<td><strong>920</strong></td>
<td><strong>1090</strong></td>
</tr>
</tbody>
</table>

### a. Mean of pre test II

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

\[
M_x = \frac{920}{15}
\]

\[M_x = 61.33\]

### b. Mean of post test II

\[
M_y = \frac{\sum Y}{N}
\]

\[
M_y = \frac{1090}{15}
\]

\[M_y = 72.67\]
From the explanation above show that mean of post test is higher than pre test. There is an improvement of students ability in writing recount text by using personal photograph between pre test I(before the action) and the post test II (after the action)

B. Analysis and Discussion

In this section, the researcher would like to describe and discuss the findings of the research. The researcher wanted to know the implementation of using personal photograph to improve students’ ability in writing recount text. Its purpose was to know whether there was improvement of students’ ability in writing recount text or not after being taught using personal Photograph. In these findings, the researcher presented the result of research and the analysis of the data collected which were conducted through pre-test and post-test.

From the result of students’ writing test (pre-test and post-test) in cycle I and cycle II the researcher calculated the percentage achievement of study and classified into different criteria. The result was bellow:

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Freq</th>
<th>Percentage</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>89-100</td>
<td>-</td>
<td>-</td>
<td>Excellence</td>
</tr>
<tr>
<td>2</td>
<td>79-88</td>
<td>-</td>
<td>-</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>66-78</td>
<td>2</td>
<td>13,3%</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>46-65</td>
<td>6</td>
<td>40%</td>
<td>Poor</td>
</tr>
<tr>
<td>5</td>
<td>0-45</td>
<td>7</td>
<td>46,6%</td>
<td>Very poor</td>
</tr>
</tbody>
</table>
Table 4.4
Criteria Scoring Writing of Post-test in Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Freq</th>
<th>Percentage</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>89-100</td>
<td>-</td>
<td>-</td>
<td>Excellence</td>
</tr>
<tr>
<td>2</td>
<td>79-88</td>
<td>9</td>
<td>60%</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>66-78</td>
<td>3</td>
<td>20%</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>46-65</td>
<td>3</td>
<td>20%</td>
<td>Poor</td>
</tr>
<tr>
<td>5</td>
<td>0-45</td>
<td>-</td>
<td>-</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

Table 4.5
Criteria Scoring Writing of Pre-test in Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Freq</th>
<th>Percentage</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>89-100</td>
<td>-</td>
<td>-</td>
<td>Excellence</td>
</tr>
<tr>
<td>2</td>
<td>79-88</td>
<td>-</td>
<td>-</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>66-78</td>
<td>4</td>
<td>26.67%</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>46-65</td>
<td>11</td>
<td>73.33%</td>
<td>Poor</td>
</tr>
<tr>
<td>5</td>
<td>0-45</td>
<td>-</td>
<td>-</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

Table 4.6
Criteria Scoring Writing of Post-test in Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Freq</th>
<th>Percentage</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>89-100</td>
<td>-</td>
<td>-</td>
<td>Excellence</td>
</tr>
<tr>
<td>2</td>
<td>79-88</td>
<td>3</td>
<td>20%</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>66-78</td>
<td>8</td>
<td>53.33%</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>46-65</td>
<td>3</td>
<td>20%</td>
<td>Poor</td>
</tr>
<tr>
<td>5</td>
<td>0-45</td>
<td>-</td>
<td>-</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

From the result in cycle I and II, the researcher analyzed the students’ improvement from cycle I to cycle II. The improvement as follows:
Table. 4.7

The Mean of Students’ Scores

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>45.6</td>
<td>61.33</td>
</tr>
<tr>
<td>✓ Pre-test</td>
<td>66</td>
<td>72.67</td>
</tr>
</tbody>
</table>

From the table above, it can be shown that there is implementation of using personal photograph can improve students’ ability in writing recount text. It can be examined from the results of the students’ ability in writing recount text in each cycles, the mean score of pre-test are higher than score of post-test. Moreover the students tend to enjoy to write their story based on their personal photograph.

The result shows that the mean of the findings in cycle II was higher than the standardized score (kriteria ketuntasan minimal/KKM) of SMA Muhammadiyah (Plus) Salatiga in score 70 in the academic year 2014-2105. The mean score of post test in cycle II 72.67. It means that in the cycle II was success to achieve the standardized score.

From the finding research above, it can be shown that the use of personal photograph for language teaching can improve the students’ ability in writing recount text because of this media encourages students to be actively engage in the writing process, moreover they can enjoy and easy to write because this media can help them remind the story behind their photos. It can be easy to write recount text.
A. Conclusions

Based on the result of the research, this research can be concluded as follows:

1. The average score in cycle I of the students’ ability in writing recount text are, pre-test (45.6) where 13,3% pass the KKM (minimum completeness criteria) and 86% did not pass the KKM and post-test (66) where 33,3% pass the KKM and 66,6% did not pass the KKM.

   The average score in cycle II are, pre-test (61.33) where 26,67% pass the KKM and 73,11% did not pass the KKM and post-test(72.67) where 86% pass the KKM and 13,3% did not pass the KKM.

2. Based on the result of the research that had been done in two cycles (cycle I and cycle II), it can be taken the conclusions that there is an improvement. The students’ ability in writing recount text improved after being taught by using personal photograph. The use of personal photograph is an alternative way for improving students’ ability in writing recount text because it can make the students more interest with the material of writing recount text. By using personal photograph, teacher can stimulate the students to write their experience based on their personal photos. The students can remember their
experiences by looking their photos and arranging in the simple paragraph of recount text.

B. Suggestion

From the explanation above, there are some suggestions that are proposed by the researcher:

1. For the Teacher
   a. The teacher may consider the use of personal Photograph in the teaching of recount writing text, because it can motivate students to remember and write their experience.
   b. The teacher should prepare the equipment well. It means that before using personal Photograph in the teaching of writing recount text, it will be better for teacher to prepare some example of recount text by using personal photograph.
   c. Using personal photograph as a media in teaching and learning process is very important, especially in writing recount text. It would be successful if the theme based on the students’ interest.

2. For the students
   a. The students should be more interested in English study.
   b. The students should be obligated to bring dictionary in English class.
   c. The students should study hard and give attention in English learning process.
BIBLIOGRAPHY


APPENDICES
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMA Muhammadiyah Plus Salatiga
Kelas : X IBB
Mata Pokok : Teks recount lisan dan tulis sederhana berbentuk laporan kerja
dan uraian peristiwa bersejarah.
Alokasi Waktu : 4 x 45 menit (2x Pertemuan)

A. Kompetensi Inti
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli
gotong royong, kerjasama, toleran, dan damai), santun, responsif dan pro-aktif
serta menunjukkan sikap sebagai bagian dari penyelesaian atas berbagai
permasalahan, dalam berinteraksi secara efektif dengan lingkungan sosial dan
alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan
dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan fakultal,
konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu
pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan
kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab
fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang
kajian yang khusus sesuai dengan bakat dan minatnya untuk menyelesaikan
masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait
dengan pengembangan materi yang dipelajari di sekolah secara mandiri dan
mampu menggunakan metode yang sesuai dengan kaidah keilmuan.

B. Kompetensi Dasar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa
pengantar komunikasi internasional.
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai
dalam melaksanakan komunikasi fungsional.
3.9. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa sesuai dengan konteks penggunaannya.


C. **Indikator**

1. Spiritual
   Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional.

2. Sosial
   Menerapkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.

3. Pengetahuan
   Memahami fungsi sosial, struktur teks dan unsur kebahasaan dari teks *recount* sesuai dengan konteks penggunaannya.

4. Keterampilan
   Memahami dan menyusun teks lisan dan tulis *recount* sederhana tentang pengalaman/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks.

D. **Tujuan**

1. Spiritual
   Setelah proses pembelajaran, peserta didik mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa internasional secara ajeg.

2. Sosial
   Setelah mengamati dan mendiskusikan teks *recount* lisan dan tulis, peserta didik berperilaku santun dan peduli dalam melaksanakan komunikasi fungsional secara ajeg.

3. Pengetahuan
Setelah mengamati dan mendiskusikan teks recount lisan dan tulis, peserta didik dapat menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan secara tepat.

4. Keterampilan
Setelah memahami dan mendiskusikan teks recount lisan dan tulis tentang pengalaman/kejadian/peristiwa, peserta didik dapat memahami makna dan menyusun teks recount dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai dengan konteks.

E. Materi Pembelajaran
Teks recount lisan dan tulis sederhana tentang pengalaman / kegiatan / kejadian / peristiwa.

1. Fungsi sosial
Menguraikan langkah-langkah tindakan dan kejadian dalam bentuk laporan kerja dan tentang peristiwa bersejarah untuk mempertanggung-jawabakan, meneladani dan mendapatkan pelajaran berharga.

2. Struktur teks
- Orientasi : Menyebutkan tujuan dan langkah-langkah tindakan dan kejadian secara runtut
- Uraian : Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut
- Penutup : komentar atau penilaian umum.

3. Unsur kebahasaan
- Kata-kata terkait dengan kegiatan siswa dan kejadian/peristiwa yang sedang banyak dibicarakan.
- Penyebutan kata benda.
- Ejaan dan tulisan tangan yang jelas dan rapi.
- Ucapan, tekanan kata, intonasi ketika mempresentasikan secara lisan.

F. Sumber/Media Pembelajaran
2. Media Pembelajaran : White board, laptop, spidol, kertas dan foto

G. Metode Pembelajaran
2. Model Pembelajaran : Discovery Based Learning

**H. Langkah Pembelajaran**

**Pertemuan 1**

<table>
<thead>
<tr>
<th>TAHAP</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>WAKTU</th>
</tr>
</thead>
</table>
| Pendahuluan | a. Peserta didik menjawab salam dan pertanyaan dari guru.  
|           | b. Guru memberikan motivasi dan mengajukan pertanyaan secara komunikatif yang berkaitan dengan materi pembelajaran sebelumnya dan yang akan dilaksanakan.  
|           | c. Peserta didik menerima informasi kompetensi, materi, tujuan dan manfaat pembelajaran. | 10 menit |

**Pertemuan ke-1**
<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Pertemuan ke-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mengamati</td>
<td>a. Mengamati</td>
</tr>
<tr>
<td>• Siswa membaca/mendengarkan/menonton berbagai macam laporan kerja dan uraian peristiwa bersejarah dari berbagai sumber</td>
<td></td>
</tr>
<tr>
<td>• Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaianannya/penulisannya.</td>
<td></td>
</tr>
<tr>
<td>• Peserta didik belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <em>recount</em>.</td>
<td></td>
</tr>
<tr>
<td>b. Menanya</td>
<td>b. Menanya</td>
</tr>
<tr>
<td>• Guru mengarahkan peserta didik untuk bertanya mengenai materi atau bahan ajar tentang fungsi sosial, ungkapan yang terkait dengan materi, dan unsur kebahasaan.</td>
<td></td>
</tr>
<tr>
<td>c. Mengeksplorasi</td>
<td>c. Mengeksplorasi</td>
</tr>
<tr>
<td>• Siswa membaca/mendengarkan beberapa laporan kerja dan uraian peristiwa bersejarah dari berbagai sumber</td>
<td></td>
</tr>
<tr>
<td>• Siswa belatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <em>recount</em>.</td>
<td></td>
</tr>
<tr>
<td>d. Mengasosiasi</td>
<td>d. Mengasosiasi</td>
</tr>
<tr>
<td>• Dalam kerja kelompok, peserta didik menganalisis berbagai teks <em>recount</em> dengan fokus pada struktur teks dan unsur kebahasaan.</td>
<td></td>
</tr>
<tr>
<td>• Peserta didik secara berkelompok mendiskusikan dengan membandingkan teks <em>recount</em> yang mereka temukan dari sumber lain.</td>
<td></td>
</tr>
<tr>
<td>e. Mengkomunikasikan</td>
<td>e. Mengkomunikasikan</td>
</tr>
<tr>
<td>• Peserta didik menyampaikan hasil kerja kelompok di depan guru dan teman.</td>
<td></td>
</tr>
<tr>
<td>• Peserta didik memperoleh balikan dari guru dan teman tentang teks <em>recount</em> yang disampaikan.</td>
<td></td>
</tr>
<tr>
<td>40 menit</td>
<td>40 menit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pertemuan ke-2</th>
<th>Pertemuan ke-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mengamati</td>
<td>a. Mengamati</td>
</tr>
<tr>
<td>Peserta didik menyimak contoh teks <em>recount</em> dengan memperhatikan fungsi sosial, struktur teks, unsur</td>
<td></td>
</tr>
<tr>
<td>b. Menanya</td>
<td>b. Menanya</td>
</tr>
<tr>
<td>Guru mengarahkan peserta didik untuk bertanya mengenai materi atau bahan ajar tentang fungsi sosial, ungkapan yang terkait dengan materi, dan unsur kebahasaan, maupun format penyampaianannya.</td>
<td></td>
</tr>
</tbody>
</table>
c. Mengeksplorasi
   - Peserta didik menyiapkan sebuah foto
   - Peserta didik berlatih membuat kalimat dan menyusunnya menjadi teks recount berdasarkan foto yang mereka siapkan.

   d. Menalar
      Peserta didik menganalisis berbagai teks recount dengan fokus pada struktur teks dan unsur kebahasaan

   e. Mengkomunikasikan
      Peserta didik menyampaikan teks recount di depan guru dan teman-teman.

Penutup

   a. Peserta didik bersama guru menyimpulkan pembelajaran.
   b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan.

I. Penilaian (terlampir)

   1. Penilaian keterampilan

   Salatiga, 11 September 2019

   Guru Pamong
   Dra. Widyastuti, M. Pd

   Guru Praktikan
   Sri Wahyuni
MATERI AJAR

Recount text

: A recount tells about something that happened in the past

b. Purpose of the text

The purpose of a recount is to inform or entertain by retelling past events or experiences.

c. Type of recount text.

There are some types of recount text

1) Personal Recount text
    That is tells the story of the author's personal experience
2) Factual Recount text
    That report events that actually happened, such as science experiment report, police report
3) Imaginative recount text
    That makes imaginative story and wrote the event or events that have occurred.

b. The generic structure

there generic stucture in recount text are as follow

1) Orientation
    Orientation is the firts part of the recount. Orientation tells who was involved, what happened, where the events took place, and when it happened.
2) Events
    events tell what happened and in what sequence.
3) Reorientation
    reorientation consists of optional-closure of events/ending.

c. Language Feature of Recount Text

1) Introducing personal participant; I, my sister, etc
2) Using chronological connection; then, first, after that
3) Using linking verb; was, were, saw, heard, etc
4) Using simple past tense
5) Using action verb; rode, went, took etc
6) circumstances of time : yesterday, last mont, on Monday, immediately, etc.
Contoh teks recount:

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

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

We were very **tired**. However, it was really fun to have a holiday like this. I hope my next holiday will be more interesting.
<table>
<thead>
<tr>
<th>Content</th>
<th>Score</th>
<th>Level</th>
<th>Criteria</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-27</td>
<td>EXCELLENT TO VERY GOOD: knowledgeable; substantive; thorough development of thesis; relevant to the assigned topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26-22</td>
<td>GOOD TO AVERAGE: Some knowledge of the subject; adequate range; limited development of thesis; mostly relevant to the topic, but lacks detail.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-17</td>
<td>FAIR TO POOR: limited knowledge of the subject; little substance; inadequate development of topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-13</td>
<td>VERY POOR: does not show knowledge of subject; non-substantive; not pertinent; OR not enough to evaluate.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Score</th>
<th>Level</th>
<th>Criteria</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-18</td>
<td>EXCELLENT TO VERY GOOD: fluent expression; ideas clearly stated / supported; succinct; well-organized; logical sequencing; cohesive.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-14</td>
<td>GOOD TO AVERAGE: somewhat choppy; loosely organized but main ideas stand out; logical but incomplete sequencing.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13-10</td>
<td>FAIR TO POOR: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>9-7</td>
<td>VERY POOR: does not communicate; no organization; or not enough to evaluate.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
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<tr>
<td>20-18</td>
<td>EXCELLENT TO VERY GOOD: sophisticated range; effective wor.; word from mastery; appropriate register.</td>
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<tr>
<td>17-14</td>
<td>GOOD TO AVERAGE: adequate range; occasional errors of word / idiom form, choice, usage but meaning not obscured.</td>
<td></td>
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<tr>
<td>13-10</td>
<td>FAIR TO POOR: limited range; frequent errors of word / idiom form, choice, usage; meaning or obscured.</td>
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<tr>
<td>9-7</td>
<td>VERY GOOD: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate.</td>
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<th>Language Use</th>
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<tr>
<td>25-22</td>
<td>EXCELLENT TO VERY GOOD: effective complex constructions; few errors of agreement, tense, number, word order / function, articles, pronouns, preposition.</td>
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<tr>
<td>21-18</td>
<td>GOOD TO AVERAGE: effective but simple constructions; minor problems in complex constructions; several errors in agreement, tense, number, word order / function, articles, pronouns, prepositions but meaning seldom obscured.</td>
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<tr>
<td>17-11</td>
<td>FAIR TO POOR: major problems in simple / complex constructions, frequent errors of negation; agreement, tense, number, word order / function, articles, pronouns, prepositions and / or fragments, run – ons, deletions; meaning confused or obscured.</td>
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<tr>
<td>10-5</td>
<td>VERY POOR: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate.</td>
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<th>Comments</th>
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<td>5</td>
<td>EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.</td>
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<td>4</td>
<td>GOOD TO AVERAGE: Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.</td>
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<td>3</td>
<td>FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.</td>
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<td>2</td>
<td>VERY POOR: no mastery or conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible; or not enough to evaluate.</td>
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**Total Score:**
Pre test

Assignment:

Choose one for the topics below to write a recount text. The composition minimum 10 sentences. The topics are:

a. Unforgettable moment  

b. Funny story  

c. Sad story  

---

I think that moment is very unforgettable moment and will always in my remember.
Fall From Public Transportation

One year ago I had an embarrassing experience in my junior high school. I went to school with the public transportation. Because the public transportation fills up, I must stand up at the door of the public transportation. When I will go down, the public transportation not yet stops. But I am ready to exit the public transportation. The consequence, I fell out from public transportation. My body is similar to a ball in public transportation. At my school, many students have sympathy with me. But some many students that smile with my happen. This is my experience that I am. I'm ashamed not only it. I also sick. Oh, this is half mad experience.
Pre test

Assignment:

Choose one for the topics below to write a recount text. The composition minimum 10 sentences. The topics are:

a. unforgettable moment
b. funny story
c. sad story

A couple of months ago, I took part in an event held by the Japanese pop band (JKT48). The band released their new single, which was called "Through the Glass," and fans of the group gathered at the event place. The event was very crowded, and finally, the event was started, and I managed to meet my idol because it was a rare moment. And it's impossible for me. As far as I remember, I met my idol on my dream was becoming true, I met my idol in my dream. Reorientation age: 25.
Assignment:
Choose one for the topics bellow to write a recount text. The composition minimum 10 sentences. The topics are:
a. unforgettable moment
b. funny story
c. sad story

At time holiday a semester I and friends school in park to Bandung I and friends help in Bandung. After 2 arrive in Bandung I all after in Museum gallop after to museum gallop I and friends to in museum. After twelve p.m we to eat
Assignment:
Write a recount text according photograph that you have. Don’t forget to give the best title and the composition minimum 15 sentences

A few months ago, I and my brother went to EX convention. We were so excited that we participated in signing autographs, handshakes, and taking pictures with characters. We were thrilled to meet our favorite characters. We got autographs from our favorite characters and took photos with them. We had a lot of fun and left the convention with many memories. Overall, it was an amazing experience that we will cherish.

This event was held for fans of various anime and manga series. The convention was well-organized, and there were many activities to keep us entertained. We were able to interact with our favorite characters and learn more about their work. The costumes were amazing, and the characters were very friendly. We highly recommend attending these conventions if you are a fan of anime or manga.

The event was a success, and we enjoyed every minute of it. We were so happy to meet our favorite characters and learn more about their work. Overall, it was an amazing experience that we will cherish.

This is all about our experience at the convention. We hope to attend more events like this in the future.
Assignment:
Write a recount text according to the photograph that you have.
Don't forget to give the best title and the composition minimum 15 sentences.

Title: Experience of Celebration

My family celebrates the Chinese New Year every year. The day before New Year's Day, we go to the Chinese market to buy all the things that we need for the celebrations. We decorate our house with red lanterns and couplets. On the New Year's Day, we gather together to have a big meal. After that, we go to visit our relatives. We also go to the park to watch the dragon dance. The festival is very colorful and lively. It is a great time to spend with my family. I love the Chinese New Year.
Assignment:
Write a recount text according to the photograph that you have. Don't forget to give the best title and the composition minimum 15 sentences.

**MY HOLIDAY EXPERIENCE**

Last holiday, my family and I went to the beach. It was a sunny day and everyone was excited. We spent the first day relaxing on the beach, sunbathing, and playing beach games. We had a picnic for lunch and enjoyed the delicious food.

By the afternoon, the sun got too hot, so we took a picture of the beautiful sea. We decided to go for a swim in the clear blue waters. It was a refreshing experience, and we had so much fun. We even built a sandcastle.

We continued our trip to the beach the next day. We played more beach games and explored the area. It was a perfect holiday experience for us.
Two months ago, I and my friends held graduation in the school. I felt sad because we meet met each other today. The program was held at 10:00 am. I prepared from 07:00 am all about how make me happy because I saw the face and smile of my friends. My friends were different. The greatest moment with my friends was I laughed with same face. Usually, I and my friends did not make up, so a clothing in make me and my friends different style.

After all the students in the hall school, the ceremony was held. I watched my friend a sing song with another friend. It was a very happy time. Very quickly, we all had fun. We all be reminded about that make not fit friends as you always there is a moment that you sad or happy. Always there is when we need a help. Good friends not even the special individual will always remember your goodness. Thanks friends. You are the best my friends.
Assignment:

Write a recount text according to photograph that you have. Don't forget to give the best title and the composition minimum 15 sentences

**Visit to Purwokoerto**

Yesterday I went to Purwokoerto with my friends. We went to Purwokoerto by car at three o'clock. At the car, we talked and sang. After driving for a while, we arrived in Purwokoerto at ten o'clock. We stayed at my grandmother's house.

In the morning, I and my friends went for a stroll. We sat on the grass in the Purwokoerto area. After that, we visited the elementary school where I went to school. The school was very crowded.

Before we went home, we also visited the mosque. We met with the imam and learned about the holy book. We were very happy because together with my friends went to the Purwokoerto, in the mosque.

We had a nice time in Purwokoerto. We hope to come back there again. We want to learn more about Islam. We want to help others who need help.

Kusani

Class: X-188

Number: 06

Score: 70
The Condition of the Class During the Lesson
<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
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<th>A few (&lt;20%)</th>
<th>Half (20-49%)</th>
<th>Many (50-69%)</th>
<th>Majority (&gt;70%)</th>
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<tbody>
<tr>
<td>1.</td>
<td>Students' participate based on the teacher's explanation</td>
<td></td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students activity in making note from teacher explanation</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>Students ask the questions teacher to the teacher clarify understanding.</td>
<td></td>
<td></td>
<td>Yes</td>
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</tr>
<tr>
<td>4.</td>
<td>The students are enthusiastic in responding teacher's questions</td>
<td></td>
<td></td>
<td>Yes</td>
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</tr>
<tr>
<td>5.</td>
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<td></td>
</tr>
<tr>
<td>6.</td>
<td>The students are enthusiastic doing and complete the written test by using personal photograph</td>
<td></td>
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<tr>
<td>7.</td>
<td>The students bring their personal photograph</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>8.</td>
<td>The teacher gives the material with clear explanation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>9.</td>
<td>The teacher gives the evaluation after explain the material</td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td>The teacher applies the personal photograph as a media in teaching writing</td>
<td></td>
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# The Observation Sheet

**Cycle:** 1  
**Date:** 15th September 2019

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<tr>
<td>1.</td>
<td>Students' participate based on the teacher's explanation</td>
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<td>2.</td>
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**Cycle:** 2  
**Date:** 18th Sept 2019

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<td>1.</td>
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<tr>
<td>2.</td>
<td>Students activity in making note from teacher explanation</td>
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## The Observation Sheet

**Date:** 22nd Sept 2019

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# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** Sri Wahyuni  
**NIM:** 11310092  
**Pembimbing:** Sari Pamularisih S.Pd. M.A  
**Judul:** Improving Students' Writing Recount text Using Personal Photograph As a Media of Language Teaching (A Classroom Action Research of the First Grade Student of SMA Muhammadyah Plus Salatiga in Academic Year 2014-2015)

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*Catatan:*

*Setiap Konsultasi Lembar Ini Harus Dibawa*

*Pembimbing*

Sari Pamularisih S.Pd. M.A
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CATATAN:
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

PEMBIMING

[Signature]
SURAT KETERANGAN

Kepala SMA Muhammadiyah (Plus) Salatiga menerangkan bahwa:

Nama : SRI WAHYUNI
NIM : 11310042
Progdi : Tadris Bahasa Inggris (TBI)
Fakultas : STAIN Salatiga

Yang bersangkutan benar – benar telah mengadakan penelitian di SMA Muhammadiyah (Plus) Salatiga mulai tanggal 10 s.d. 22 September 2014 untuk kepentingan memenuhi salah satu tugas perkuliahan dengan judul “Improving Students Writing Recount Text Using Personal Photograph Media of Language Teaching C A Classroom Action Research of The First Grade Students of SMA Muhammadiyah Plus Salatiga in Academic Years 2014 / 2015”

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Salatiga, 25 September 2014

Kepala Sekolah

[Signature]

Dian Indrihartani, S. Sos, M. Pd
PERNYATAAN PUBLIKASI SKRIPSI

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PROGDI : TBI / TADRIS BAHASA INGGRIS

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Demikian surat pernyataan ini saya buat dan jika dikemudian hari terbukti karya saya ini bukan karya saya sendiri maka saya sanggup untuk menanggung semua konsekuensinya.

Salatiga, 25 Februari 2015

Hormat Saya,

\[Signature\]

Sri Wahyuni