IMPROVING STUDENTS’ WRITING SKILL ON RECOUNT TEXT THROUGH DYADIC ESSAY TECHNIQUE
(Classroom Action Research of the Eleventh Grade of SMK N 1 Pabelan in Academic Year 2014/2015)

A GRADUATING PAPER

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

By:

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TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2015
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper entitled “IMPROVING STUDENTS’ WRITING SKILL ON RECOUNT TEXT THROUGH DYADIC ESSAY TECHNIQUE”, is written by the writer herself. This paper does not contain any materials which have been published by other people; and it does not cite any other people's idea except the information from the references. This declaration is written by the writer to be understood.

Salatiga, April 15th 2015

The writer,

Ismiati

1131041
Salatiga, April 15th 2015

Mashlihatul Umami, M.A
The Lecturer of English Education Department
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ATTENTIVE COUNSELOR NOTES
Case: Ismiati's Graduating Paper

Dear
Dean of Teacher Training
and Education Faculty

Assalamu'alaikum Wr. Wb.

After reading and correcting Choirin Tria Kartika graduating paper entitled "IMPROVING STUDENTS' WRITING SKILL ON RECOUNT TEXT THROUGH DYADIC ESSAY TECHNIQUE”. I have dedicated and would like to propose that if it could be accepted by the Teacher Training and Education Faculty, I hope it would be examined as soon as possible.

Wassalamu'alaikum Wr. Wb.

Counselor

[Signature]

Mashlihatul Umami M.A
NIP. 19800513 200312 2 003
A GRADUATING PAPER
IMPROVING THE STUDENTS' WRITING SKILL ON RECOUNT TEXT
THROUGH DYADIC ESSAY TECHNIQUE
(CLASSROOM ACTION RESEARCH IN THE ELEVENTH GRADE OF
SMKN 1 PABELAN IN THE ACADEMIC YEAR OF 2014/2015)
CREATED BY:
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Has been brought to the Board of Examiners of English and Education
Department of Teacher Training and Education Faculty at State Institute for
Islamic Studies (IAIN) Salatiga on 15th April 2015 and hereby considered to
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Teacher Training and Education Faculty

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Motto

“Life as if you were to die tomorrow. Learn as if you were to live forever”
(Mahatma Gandhi)
DEDICATION

This graduating paper is dedicated to:

- My beloved father (Radi) and mother (Kartini) who always give me everlasting love, support and praying.
- My lovely friends (TBI B) who always give me spirit and who helped and support me in finishing this graduating paper.
- My family thanks for your support and praying.
ACKNOWLEDGMENT

Peace is upon to the king of life, Allah SWT. The mercy and blessing until this graduating paper can be completely finished.

The prayer and salam are always offered for the prophet Muhammad SAW, the most beloved prophet of Allah, his relatives and companion.

I realize that I cannot complete this graduating paper without support, help, and encouragement from a lot of people who’s loved me. I would like to extend my sincerest gratitude and appreciation to:

1. Dr. Rahmat Hariyadi, M.Pd, as the Rector of State Islamic for Studies Institute (IAIN) Salatiga.
2. Mr. Suwardi, S.Pd.,M.Pd., as Dean of Teacher and Training Education Faculty.
3. Mrs. Noor Malihah, Ph.D., as the Head of English Department of Educational Faculty.
4. Mrs. Mashlihatul Umami, S.Pd.I, M.A, as a consultant who has educated, directed and given the writer advice, suggestion and recommendation for this thesis from begining until the end.
5. All the lecturers in the English Department of IAIN Salatiga.
6. All the staff who have helped the researcher in processing of graduating paper administration.
7. All my familly thanks for support, motivation, praying and the true love.
8. My best friends (Umay, Riski, Mufti, Susilo, Aris, Rois, Yuni, darsini, Yahya, Manan, Cobal, Riza, Faizin and all of friends in “Bhe” the one
together. Thank for give me a special moment that I never forget and always give me spirit,

9. Mrs. Desi Sulistyani, S.Pd as English teacher in SMK N 1 Pabelan, thanks for your helping and collaborating in teaching learning process,

10. Mukimin S.Pd as Head Master in SMK N 1 Pabelan,

11. The students of XI RPL II, thanks for your participation in the classroom.

12. Those who cannot be mentioned one by one.

Finally, the thesis is expected to be able to provide useful knowledge and information to the readers. And the writer is pleased to accept more suggestion and contribution from the reader for the improvement of the thesis.

Salatiga, Maret, 6th 2015
The writer

[Signature]

Asmiati
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CHAPTER I
INTRODUCTION

A. The Background of The Study

Language is a system of communication in speech and writing used by people in particularly country. Language is used by humans of a system of sounds and words to communicate, particular style of speaking or writing, way of expressing ideas and feeling using movements, symbols, and sounds (Oxford dictionary, 2008: 247).

According to A. Dimyati (2009) in Asmani (2009: 52), as terminology, definition of language is as a system of icon sounds arbiter that human and society use to communicate and self identification. Language is use by humans to communicate with other. Among many language in the world, English is universal language that use in the world. Mastery English language has many advantages to face the world. It is benefit for many people to communicate or to share information and so on. Language is very important in social life. All people know about the benefit of mastery English, but little of them unconscious to learn English. Because, they think that English is very difficult for them.

Basically, the successful in learning English of teaching on school are the students can communicate with oral and written. There are four components of learning English. There are, reading, listening, writing, and
Speaking. Writing skill is one of difficult skill for the students. The students must mastery of structure, vocabulary and grammar.

The reason of teaching writing to the students of English as a foreign language includes reinforcement, language development, learning style and most importantly, writing as a skill in its own right. In native language instruction, the “rules of writing” were concerned more with correctness of form over function. In class, students spent a great deal of time in copying models rather than expressing their own ideas creatively. Writing was used to show that students had mastered a particular grammatical rule, rather than had a good idea about the subject matter. (Nunan, 2003:89).

Based on the problems in writing above, teacher has to find a new method in teaching learning process that can make students easy to understand about the materials. The researcher applies teaching writing method by dyadic essay. In addition, dyadic essay can help students to be more active and express their idea trough their partner.

From the clarification above, the writer takes using of Dyadic Essay method as a topic of this research. That is the reason why the writer chooses the title for this paper “Improving Students’ Writing Skill Through Dyadic Essay Technique in the Eleventh Grade of SMK N 1 Pabelan in the Academic Year of 2014/2015”.
B. Problem Statements

According the background above, the problem of study can identify as follow:

1. Can the use of dyadic essay improve writing skill of eleventh grade of SMK N 1 Pabelan in the academic year of 2014/2015?

2. How far is the use of Dyadic Essay improve the students writing skill in the eleventh grade of SMK N 1 Pabelan in the academic year of 2014/2015?

C. Objectives of the Study

Based on the problems of study above, the writer can conclude of the purpose/objectives of this research are:

1. To find out whether the use of dyadic essay improve students’ writing skill in the eleventh grade of SMK N 1 Pabelan in the academic years of 2014/2015.

2. To find out how far the dyadic essay improves students’ writing skill of the eleventh grade of SMK N 1 Pabelan in the academic year of 2014/2015.

D. Limitation of the Study

In order to avoid any misinterpretation of the problem, the writer limits the study on the using of dyadic essay which is use in this study the performance of using dyadic essay done by the teacher at the eleventh grade students of SMK N 1 PABELAN. The methods focus to improve writing skill for the students in SMK N 1 PABELAN.
E. Benefit of Research

This research is hoped that it will be useful for the teachers, students and for the school of SMK N 1 Pabelan as the statements is bellow:

a. For the writer

This research can give experience for the researcher to do Classroom Action Research in order to increase the knowledge. The successful of this research will be implementing by the writer to use in teaching in class after the writer can be a teacher in the future.

b. For the students

a. By using dyadic essay hopes that the students’ writing skill can improve.

b. It can motivate the students’ writing skill.

c. It is hope the students more enjoy learning English.

c. For the teachers

This research gives contribution for English teachers to choose the learning methods that are distribute in writing class and other class. The teacher will know the new methods. The teacher should use these methods to improve the students’ achievement. Dyadic essay can help the teacher to improve the students’ ability in writing. These methods can be applied in the classroom and give variety methods for teacher in learning process. English teacher must have many methods to teach English in class. It creates the
atmosphere in class be happier and fun. The students will have more interest joining in English class. It is the point for teacher to get enthusiastic from students.

d. For other researcher

The results of this research can be using other researcher as references in their research in improving writing skill through dyadic essay in senior high school.

F. Definition of The Key Terms

1. Improving

Improving is the process of becoming or making to be better (Oxford Dictionary, 2011:222).

2. Students

Student is a person who is studying at college or university or any person interested in particular subject (Oxford University Press 2003:429)

3. Writing

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. (Nunan, 2003:88).

4. Skill

Skill is someone ability in doing something. Another definition, skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. In other
words the abilities is one possesses. Skills can often be divided into domain-general and domain-specific skills. (http://en.wikipedia.org/wiki/Skill accessed on 10th of January 2014)

5. Dyadic

In sociology a dyad (from Greek dyo, “two”) is a group of two people, the smallest possible social group. As an adjective, “dyadic” describes their interaction.

Dyad means two things of similar kind or nature of group and dyadic communication means the inter-relationship between the two. In practice, this relationship refers to dialogic relations or face-to-face verbal communication between two people involving their mutual ideas, thought, behavior ideals, liking, disliking, and the queries and answer concerning life and living in nature. (http://en.wikipedia.org/wiki/Dyad_(sociology) accessed on 18th of July 2014).

Dyad means meet of two people that communicate with oral or written. (Sudjana, 2010: 63)

6. Essay


An essay is a piece of writing that methodically analyses and evaluates a topic or issue. Fundamentally, an essay is designed to get your academic opinion on a particular matter.

7. **Technique**

   Technique is a technical or mechanical skill in music or painting, etc. method of doing something expertly. (Oxford advanced learner’s dictionary of current English, 1897:887)

**G. Previous Researches**

In this graduating paper, the researcher takes review of previous researchers who have conducted the similar study. He first is a final project by Gista Anisa Puspitasari (2012) with title “The Use of Picture Media to Improve Students Writing Skill in Composing Paragraph (A Classroom Action Research at the Second Years Students of SMK Diponegoro Salatiga in the Academic Years of 2012/2013)”. The researcher focuses on how to improve writing skill used media picture in composing paragraph and to find comparison students achievement in writing skill in cycle 1 until cycle 3.

The second is a final project by Fatimah (2011) with title “The Use of Wall Magazine to Improve Students Writing Skill (Of The Second Years Of MAN 1 Tengaran In The Academic Years Of 2011/2012)”. The researcher focuses on how wall magazine improve students writing ability and find the significant difference of writing skill before and after using wall magazine.
The third research is done by Agus Setyabudi (2011) who conducted the research entitled “The use of Picture Series To Improve Writing Skill Of The 8th Grade of MTs Negeri Sucen, Simo, Boyolali In The Academic Years of 2011/2012”. He had focused to know the result of the use the picture series can improve interest and motivation of the 8th grade students of MTs Negeri Sucen, Simo, Boyolali in the academic years of 2011/2012.

H. Research paper organization

The graduating paper consists of five chapters.

Chapter one is introduction. It contains of the background of the study, statements of the problem, objective of study, limitation of the study, benefit of research, definition of key terms, and paper organization.

Chapter two is theoretical review. Firstly, it consists of underlying theories that include definition of writing, process of writing, types of writing, writing convention, evaluation of writing. Secondly, present about the definition of dyadic essay, steps of dyadic essay, advantages and disadvantages of using dyadic essay.

Chapter three presents the methodology of research. It explains about the general description of SMK N 1 Pabelan, setting of the research, subject of the study, method of the research, procedures of the research, technique of collecting data, and technique of analyzing data.
Chapter four is the implementation of the study and data analysis. This chapter explains about field note in cycle 1 and cycle 2, the score of achievement test, the score of pre-test and post-test and the analysis.

Chapter five is closures which consist of conclusion and suggestion. For the last part is appendixes and bibliography.
CHAPTER II
THEORITICAL FRAMEWORK

A. Writing

1. Definition of Writing

   Writing is about more than making our thoughts and ideas visible and concrete (Gaith: 2002). Writing involves more than making appropriate word choice, or using appropriate grammar, syntax, mechanics (Gebhard: 1996). Writing is not just about conveying content but also about the representation of self. Who we are affects how we write, whatever we are writing. Writing is an act of identity in which people align themselves with socio-culturally shaped subject positions and thereby play their part in reproducing or challenging dominant practices and discourses, and the values, beliefs and interests which they embody (Ivanic: 1998) as quoted by (Rahmah: 2008:2).

   According to Sherman (1967: 56) writing is expression and that successful expression is dependent upon the continuity and clarity of the thought. White and Arndt (1991) writing is re-writing that r``e-vision-seeing with new eyes-has a central role to play in the act of creating text. Lado (1964: 143) writing is a partial representation of units of language expression.

   Writing is kind of linguistic behavior; picture is not. It presents the sounds of language through visual symbols. Writing is a skill which
must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling and sentences pattern (Patel: 2008,125).

Kroll (1990) states that writing is an intellectual activity in which learning to create written products is that demonstrates mastery over contextually appropriate formats for the rhetorical presentation o ideas as well as mastery in all areas of language.

According to Nunan(2003: 88) writing can be defined by a series of contrasts:

a. It is about a physical and mental act. At the most of basic level, writing is the physical act of committing words or idea the some medium, whether it is hieroglyphics inked onto parchment or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

b. Its purpose is both to express and impress. Writer typically serve two masters: themselves and their own desires to express an idea or feeling, and readers, also called the audiences, who need to have ideas expressed in certain ways. Writer must then to choose the best form for their writing-a shopping list, notes form a meeting, a scholarly
article, a novel, or poetry are only a view of the choices.

Each of this types of writing has a different level of complexity, depending on its purpose.

c. It is both of a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience is a product—an essay, letter, story, or research report.

2. Process of Writing

According to White and Arndt (1991) in Harmer (2001:258), writing process is an interrelated set of recursive stages which include: drafting, structuring (ordering information, experimenting with arrangements), focusing (that is making sure you are getting the message across you want to get across), generating ideas and evaluation (assessing the draft and/or subsequent drafts).

In other hand, Caudery (1995) argues that the process of writing includes planning, drafting and revising. Brown (1994) states that prewriting, drafting, revising, and editing take place throughout the process of writing.

a. Prewriting: Seventy percent of a writer’s time should be spent generating ideas for writing. At this stage, writers should consider subject, audience, purpose, form, and specific ways to
generate and organize ideas. Prewriting strategies include (but are not limited to) reading aloud, brainstorming, clustering, freewriting, conversing, questioning, daydreaming, imaging, wondering, arguing, webbing, rewriting other works, sharing words, telling jokes, finding rhymes, looking at homophones, creating similes, and metaphors, and playing with language patterns.

b. Drafting: after rehearsing ideas, writers should choose the best forms for their writing and begin constructing them; they should take their best ideas from the prewriting stage and move them into the forms they have chosen. At this stage, writers should not edit; that is, they should not be overly concerned with mechanical matters.

c. Revising: writers look at their work (and ask someone else to) and try to reimagine it; that is, to see it from a new point of view in order to find new ideas or better ways of expressing the ideas in the writing. (Writers might use more rehearsing strategies at this point.) At this stage, minilessons can be introduced: grammar and usage items, patterns, and structures.

d. Editing: (attending to syntactic, stylistic, and/or mechanical matters): Writers “clean up” their writing by making sure that it is free from syntactic, grammatical, usage, spelling, and
punctuation errors. This is often a tedious and difficult stage, 
but it is absolutely essential.

e. Sharing/publishing: once the work has been edited, it should 
be read aloud.

According to Nunan (2003: 97) the process approach writing are:

a. Brainstorming

   Brainstorming can be done individually or in pairs or 
groups of students. In brainstorming session, students list all the 
ideas they can think of related to a topic, either in writing or aloud, 
quickly and without much planning. If no topic is given, then the 
student can brainstorm possible topic.

b. Wordmapping

   Wordmapping is a more visual form of brainstorming. 
When students create wordmaps, they begin with an idea at the top 
or center of a blank piece of paper. They then think of related ideas 
or words and draw relationships with a series of boxes, circles, and 
arrows.

c. Quickwriting

   Quickwriting is where students begin with a topic, but then 
write rapidly about it. you can give the students a time limit, 
usually 10 to 15 minutes, and instruct them not to erase or cross out 
text, to keep writing without stopping, and to just let the ideas and 
words come out without concern for spelling, grammar, or
punctuation. From their piece of quickwriting, they then identify key ideas or interesting thought by underlining them. These ideas are then used in the first draft of their essay.

3. Types of writing

There are types of writing to the writer need that able to give clear information. It is the types of writing as follow:

a. Narrative

Narrative is a text that tells a story. Narrative are generally imaginative but can be based on real events. Narratives can be of a variety forms, such as short stories, myths, poems and fairytales (Hyland, 2009: iii).

b. Description

Description is a strategy of presenting a verbal portrait of the person, place, or thing (McCrimmon, 1984: 163).

c. Exposition

Exposition is essentially objective writing with a straight-forward purpose: to inform, to explain, to make clear, to discuss, or to set forth. Expository writing usually factual, consistent with its purpose to provide information (Spears, 2006: 46).

d. Recount

Recount is aims at telling the readers about someone experiences.

e. Procedure
Procedure is the text that tells the steps/ ways to do or to use something through a sequence of action. Procedure explains how to make or do something (Hyland. 2009: iii).

f. Anecdote

Anecdote is defined as a short and interesting story or an amusing event often proposed to support or demonstrate some point and make readers and listener laugh. Anecdote can include an extensive range of tales and stories. In fact, it is short description or an account of any event that makes the readers laugh or brood over the topic presented for the purpose (literarydevices.net/anecdote/) accessed on September 22, 2014.

g. News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important (www.englishindo.com/2012/03/new-item-text-penjelasan-contoh.html) accessed on September 22, 2014.

h. Discussion

Discussion is a text which presents a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text (pakguguh.wordpress.com/2011/08/23/discussion-text/) accessed on September 22, 2014.
i. **Report**

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

4. **Writing Convention**

According to Harmer (2001:44) written text has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation.

a. **Handwriting**

Handwriting is personal issues. Although more and more written communication takes place from a computer keyboard, handwriting is still more important for personal letters, written assignments, and most exams.

b. **Spelling**

One of the reasons that spelling is difficult for the students of English is that the correspondence between the sound of a word and the way it is spelt is not always obvious. A single sound (or more correctly, a single phoneme) may have many different spellings (paw, poor, pore, pour, daughter, Sean) and the same spelling may have many sounds (or, word, information, worry, correspondence).
c. Layout and Punctuation

Different writing communities (both between and within cultures) obey different punctuation and layout conventions in communication such as letters, reports, and publicity. These are frequently non-transferable from one community or language to another. Such as differences are easily seen in the different punctuation conventions of the quotation of direct speech which different language use, while comma ‘overuse’ is frowned on by many writers and editors of English. Some punctuation conventions, such as the capitalization of names, month, and the pronoun I, are specific to only one or few languages. Though punctuation is frequently a matter of personal style, violation of well-established customs makes a piece of writing look awkward to many readers.

5. The Indicators of Students Achievement in Writing Skill

a. The students able to use past tense sentences to tell an event.

b. The student able to use imperative sentences.

c. The students able to make recount text.

6. Notion of Good Writing

Some elements in good writing are content, form, grammar, style, and mechanic (Haris: 1969).

The explanations of the component above are:
a. Content: writing must convey the main idea or an attentive reader should be able to grasp the writer purpose. The substances of the writing; the idea expressed.

b. Form: writing should contain logical or associative connection and transition which clearly express the relationship of the idea described.

c. Grammar: writing should adhere to the rules of grammar related to the tenses with sequence of time, the employment of grammatical forms and syntactic pattern.

d. Style: writing should engage its readers through original insight and precise. The choice of structures and lexical items to give a particular tone or flavor to the writing.

e. Mechanic: writing must use good spelling, punctuation, and tidy and clean writing.

7. Evaluation of 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.
<table>
<thead>
<tr>
<th>Component of Evaluation of Writing</th>
<th>Score</th>
<th>Criteria</th>
</tr>
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<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30-27</td>
<td>Knowledgeable, substantive, development of thesis, relevant to assign topic</td>
</tr>
<tr>
<td></td>
<td>26-22</td>
<td>Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td>Limited knowledge of subject, little substance, inadequate development of topic</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td>Does enough to evaluate not show knowledge of subject, non-substantive, pertinent, or not enough to evaluate</td>
</tr>
<tr>
<td><strong>Form/organization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20-18</td>
<td>Fluent expression, ideas, clearly stated/supported, succinct, well-organized, logical sequencing, cohesive</td>
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<tr>
<td></td>
<td>17-14</td>
<td>Somewhat choppy, loosely organized but main ideas stand out,</td>
</tr>
<tr>
<td>Vocabulary/style</td>
<td>average</td>
<td>limited support, logical but incomplete sequencing</td>
</tr>
<tr>
<td>------------------</td>
<td>---------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>16-13 Fair to poor</td>
<td>Non-fluent, ideas confused or disconnected, lack logical sequencing and development</td>
<td></td>
</tr>
<tr>
<td>12-10 Very poor</td>
<td>Does not communicate, no organization or not enough to evaluate</td>
<td></td>
</tr>
<tr>
<td>20-18 Excellent to very good</td>
<td>Sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register</td>
<td></td>
</tr>
<tr>
<td>17-14 Good to average</td>
<td>Adequate range, occasional errors of word/idiom form choice, usage but meaning not obscured.</td>
<td></td>
</tr>
<tr>
<td>13-10 Fair to poor</td>
<td>Limited range, frequent error of word/idiom form, choice, usage, meaning confused or obscured</td>
<td></td>
</tr>
<tr>
<td>9-7 Very poor</td>
<td>Essentially translation, little knowledge of English, vocabulary, idiom, word form, or not enough to evaluate</td>
<td></td>
</tr>
<tr>
<td>25-22 Excellent to very good</td>
<td>Effective, complex construction, few error of agreement, tense,</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>very good</td>
<td>number, word, order/function, articles, pronouns, preposition</td>
</tr>
<tr>
<td>17-11</td>
<td>Fair to poor</td>
<td>Effective but simple construction, minor problem complex construction, several errors agreement, tense, number, word, order/function, articles, pronoun, preposition, but meaning seldom obscured</td>
</tr>
<tr>
<td>10-5</td>
<td>Very poor</td>
<td>Major problem in simple/complex construction, frequent error of negation, agreement, tense, number, word, order/function, articles, pronouns, preposition and or fragment, run-ons, deletions, meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Virtually no mastery of sentence construction rule, dominated by errors, does not communicate, or not enough to evaluate</td>
</tr>
<tr>
<td>5</td>
<td>Excellent to</td>
<td>Demonstrate mastery of conventions, few errors of spelling,</td>
</tr>
<tr>
<td>Mechanic</td>
<td>very good</td>
<td>punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Good to average</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured</td>
</tr>
<tr>
<td>3</td>
<td>Fair to poor</td>
<td>Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured</td>
</tr>
<tr>
<td>2</td>
<td>Very poor</td>
<td>No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate</td>
</tr>
</tbody>
</table>
From the explanation above the researcher conclude that the criteria of scoring are:

Table 2.1
Criteria of Scoring

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

B. Recount Text

1. Definition of Recount Text

According to Hyland (2009) recount is a text that tells about past experiences of event. A reconstruct past events in the time order in which they occurred. It involves telling what happened and interpreting or evaluating the experience in some way (Cliffwat: 1984,4).

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. This may simply be an oral story, a letter or a diary entry.

b. Factual recount

Factual recount is record the details of something that has happened. This can take the form of a historical recount a science, experiment, a traffic report or a sort report.

c. An imaginative recount

An imaginative recount takes on imaginary role and creates imaginary details but places them in realistic context.

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 step:

a. Orientation : The orientation form is the first paragraph of the written recount. This can consist of one sentence but will often consist of at least two or three sentences. The orientation sets the scene and supplies the necessary introduction or background information that is needed to fully understand the retelling. It establishes the time, setting and who or what is participating.

b. Series of event : In this paragraph the students need to focus on supplying details of the who, what when and where. Generally recount is sequenced in time order.
c. Reorientation and personal or evaluative comment (optional):

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

4. Language Features of Recount Text

a. Nouns and pronouns are used to identify the people, animals, or things.
   
   e.g. Mrs Gelbart, the milk man, our mouse

b. Action verbs are used when discussing events.
   
   e.g. she jumped, he walked, they slept

c. Written in past tense to locate events in the speaker’s time.
   
   e.g. he laughed, they jumped, she hiccupped

d. Connecting words are used to sequence events.
   
   e.g. first, then, finally

e. Combines clauses by using conjunctions.
   
   e.g. when, then, and, but

f. Uses adverbs and adverbial phrases to indicate place and time
   
   e.g. yesterday, after lunch, to the beach, at my house

g. Adjectives are used to describe nouns.
   
   e.g. The winding track lead to the tumbledown house

h. Uses reported speech.
   
   e.g. Mrs. Searer said that the accident was causing the traffic jam

i. Evaluative language is used in factual and personal recounts.
e.g. Captain Arthur Phillip was a fair and just man. The trip was a wonderful experience.

C. Dyadic Essay

1. The definition of dyadic essay

Dyadic essay is developed from Dyadic Essay Confrontation (Sherman, 1991). The purpose of DEC is integrating the material with the scoop material before (Cross, 2012: 371).

Developed by Sherman (1991), this structure enabled faculty members to “front-load” learning by making certain that students work independently of class to master assigned material. Student then extends and validates their individual study through an in class writing/thinking cooperative learning exercise.

This structure promotes critical thinking by requiring students to confront differing ideas, offers writing to learn opportunities, and provides solid and immediate feedback to students about their intellectual responses to discipline intellectual materials.

2. Procedures of Dyadic Essay

a. Step 1: students read assigned material, such as a textbook chapter, and prepare an essay question. They come to class with their essay question on one sheet of paper, along with a second sheet of paper, which includes the question and their carefully thought out response.
b. Step 2: randomly-paired students exchange questions, spending about 20 minutes writing an answer either closed or open book depending on the complexity of the material to their partner’s essay questions.

c. Step 3: the two then read, compare and discuss the four answers, looking in particular for the differences between the in-depth responses prepared before class and the spontaneously generated in-class responses.


3. The Advantages and Disadvantages of Dyadic Essay

1. Advantages of Dyadic Essay

a. Easy to do dyadic essay if there are two students.

b. It doesn’t need many tools because it can be done by oral.

c. Rising relation atmosphere that intimate between students although the students in the first time meeting with each other.

d. Can express all self experiences with extensive and deepenly.

e. The students are happy because their identity inform to other, not their self.

2. Disadvantages of Dyadic Essay

a. Need a bravery to express self image based main question.

b. To remember easily, it needs a note about the answer to inform their partner.
c. Need a place for the students can interaction and report the result for the group.

d. The activity tends to beyond the limitation.

e. Interview can spread to another aspect in this life.
CHAPTER III

RESEARCH METHODOLOGY

A. Research Report

1. Identity of SMK N 1 Pabelan

Name of school : SMK N 1 Pabelan
Address : jl Salatiga- Dadapayam 8 km
Village : Sumberejo
Subdistrict : Pabelan
Regency : Semarang
Pos code : 50775
Website : smknegeri1pabelan@gmail.com
Phone : 08562883709
School statistic number : 32103220502
Headmaster : Mukimin, S.Pd

2. Vision and mission of SMK N 1 Pabelan

a. Vision of SMK N 1 Pabelan

The visions of SMK N 1 Pabelan are as follows:

Become an institution that produce qualified graduates with character, spirited effort and professional expertise and be able to compete in the era global.

b. Mission of SMK N 1 Pabelan

The missions of SMK N 1 Pabelan are as follows:

Teaching and practice the students to be:
1. Character and noble
2. Entrepreneurial
3. Intelligent, skilled, and independent
4. Dedication, creativity, and insight
5. The students can be able to adapt, develop themselves, and compete in the global era

3. Teacher condition

Teacher is the important role in teaching and learning process. The teacher is helps the students to get knowledge and give materials for them. There are 26 teachers and Mukimin S. Pd as the chief in SMK N 1 Pabelan.

Table 3.1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mukimin, S.Pd.I</td>
<td>Headmaster</td>
</tr>
<tr>
<td>2</td>
<td>Imelda Wikan Kristian, S. Kom</td>
<td>System information</td>
</tr>
<tr>
<td>3</td>
<td>Fitri Rangga P. S. Pd</td>
<td>Teacher of Electro</td>
</tr>
<tr>
<td>4</td>
<td>A Yuli Setiawan, S. Pd</td>
<td>Teacher of technique of automotive</td>
</tr>
<tr>
<td>5</td>
<td>Siswanti, S.Pd.</td>
<td>Teacher of tata busana</td>
</tr>
<tr>
<td>6</td>
<td>Bernadeta Helen Siscalia, S.Pd</td>
<td>KWU and teacher of social science</td>
</tr>
<tr>
<td>7</td>
<td>Imam Mubarok, S.Pd.I</td>
<td>Teacher of Islamic religion and KKPI</td>
</tr>
<tr>
<td>8</td>
<td>Suwondo, S.Pd.I</td>
<td>Teacher of Javanese and Islamic religion</td>
</tr>
<tr>
<td>9</td>
<td>Abu Naim, S.Pd</td>
<td>Teacher of Math</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>10.</td>
<td>Dewi Fajarwati, S.Pd</td>
<td>Teacher of Indonesian language and seni budaya</td>
</tr>
<tr>
<td>11.</td>
<td>Taufik Efendi, S.Pd</td>
<td>Teacher of penjas</td>
</tr>
<tr>
<td>12.</td>
<td>Anida Rahmawati, S.Psi</td>
<td>Teacher of konseling</td>
</tr>
<tr>
<td>13.</td>
<td>Rosyidah Himawati, S.Pd</td>
<td>Teacher of English language</td>
</tr>
<tr>
<td>14.</td>
<td>Dwi Aryati, S.Pd</td>
<td>Teacher of physic and natural science</td>
</tr>
<tr>
<td>15.</td>
<td>Ahmad Muntaha, S.T</td>
<td>Teacher of prod.TMO</td>
</tr>
<tr>
<td>16.</td>
<td>Setyowati S.Psi</td>
<td>Teacher of konseling</td>
</tr>
<tr>
<td>17.</td>
<td>Tri Sumartini, S.Pd</td>
<td>Teacher of English language and KKPI</td>
</tr>
<tr>
<td>18.</td>
<td>Dwi Ernawati, S.Pd</td>
<td>Teacher of tata busana</td>
</tr>
<tr>
<td>19.</td>
<td>Fuad Muchlisin, S.Pd</td>
<td>Teacher of automotive</td>
</tr>
<tr>
<td>20.</td>
<td>Hananto Hidayat, S.Pd</td>
<td>Teacher of automotive</td>
</tr>
<tr>
<td>21.</td>
<td>Desi Eka Sulistyowati, S.Pd</td>
<td>Teacher of English language</td>
</tr>
<tr>
<td>22.</td>
<td>Dewi Kusriniati, S.Pd</td>
<td>Teacher of tata busana</td>
</tr>
<tr>
<td>23.</td>
<td>Nurdiyah, S.Pd</td>
<td>Teacher of math</td>
</tr>
<tr>
<td>24.</td>
<td>Umi Khoiriyah, S.Pd</td>
<td>Teacher of chemistry</td>
</tr>
<tr>
<td>25.</td>
<td>Tutik Ari Sandi, S.Pd</td>
<td>Teacher of social science and penjas</td>
</tr>
<tr>
<td>26.</td>
<td>Anung Dara Wilapa</td>
<td>Teacher of prod.RPL</td>
</tr>
<tr>
<td>27.</td>
<td>Dhana Eriyana</td>
<td>Teacher of prod.RPL</td>
</tr>
</tbody>
</table>

4. **Condition of students**

Totally SMK N 1 Pabelan has 308 students in 2014. The distribution of the class of SMK N 1 Pabelan could be seen in the table below:
B. Research Methodology

1. Subject of the study

a. Population

According to Ary (1985: 138) in Sukardi (2009: 53) population is all members of well defined class of people, events or object. The researcher takes population in the eleventh grade of SMK N 1 Pabelan in the academic year of 2013/2014. The total numbers of students of eleventh grade of SMK N 1 Pabelan are 131.

b. Sample

According to Martono (2011: 74) sample is a part of population which is researched. The researcher will take a class of SMK N 1 Pabelan. The class is XI class of Rekayasa Perangkat Lunak (RPL). It consists of 20 students.

c. Technique sampling

---

**Figure 3.2**

Number of the students of SMK N 1 Pabelan

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of class</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>6</td>
<td>155</td>
</tr>
<tr>
<td>XI</td>
<td>5</td>
<td>131</td>
</tr>
<tr>
<td>XII</td>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15</td>
<td>382</td>
</tr>
</tbody>
</table>
Sampling technique is a method to determine the sample (Martono (2011: 75). The researcher use purposive sampling. Purposive sampling is a technique to takes sample based on consideration Sugiyono (2007) in Martono (2011: 79).

2. Types of Research

This research is a type of classroom action research. According to Arikunto (2006:2) action research is a research that is done in the class and coming from three words they are: Research, Action and Class. Research is an activity to find out accuracy or information using methodology which are interest and important for the writer. Action is some activities that intentional for the purpose. Class is a group of students in the same time got same lesson from teacher.

According to Kurt Lewin in Kunandar (2011:42) action research is a step which consists of four steps, they are: planning, action, observe and reflection. Burns (1999) in Kunandar (2011: 44) action research is find a fact in the problems solving in social situation with opinion to increase action quality that is done and involve collaboration and cooperation the researcher.

David Hopkins in Kunandar (2011:45) classroom action research is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of: (a) their own social or educational practices: (b) their
understanding of these practices: and (c) the situations in which practices are carried out.

According to Arikunto (2008: 6) there are principles of action research as follows:

a. The real activities in routine situation

b. The awareness for recondition work ability

c. SWOT as based foundation
   SWOT is summary of Strength, Weakness, Opportunity, and Threat.

d. Empiric and systematic endeavor

e. Following SMART principles in planning
   The meaning of SMART is:
   S = Specific
   M = Manageable
   A = Acceptable or Achievable
   R = Realistic
   T = Time-boun

3. Procedure of Research

   This study uses classroom action research, so in this case the writer use some steps as kemmis stated. There are two cycles in this action research in each cycle, the procedure are as follow:

a. Planning
   The activities the planning is:
1) Preparing materials, making lesson plan, and designing the step in doing action.

2) Preparing list of student’s name and scoring.

3) Preparing teaching aids.

4) Preparing shells for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied).

5) Preparing a test (to know whether students’ writing skill improve or not).

b. Acting

1) Giving pretest

2) Teaching writing recount by dyadic essay

3) Giving occasion to the students to ask any difficulties or problem

4) Giving post test

c. Observing:

Observation is one of instruments used in collecting the data. Observation can be systematically used to observe and note the phenomena investigated like the students’ feeling, thinking, and something they do in teaching learning process. He plans this observation fixable and writes something that happened in the classroom.
d. Reflecting

The result of the observation is analyzed. It is to remember what happened that has been written in observation. Reflection seeks to make sense of process, problems and real issues in strategy action. It tool: account of the comprehend the issues and circumstance in which they arose. Reflection has an evaluative aspect, it ask the writer to weigh the experience, to judge whether effects were desirable, and suggest ways of proceeding. The writer ‘ reflection is done by discussing with collaborator. Then the next cycle can decided or designed.
4. Techniques of collecting data

a. Observation

Observation is done by researcher to get information about the students in class during teaching and learning is going on.

b. Test

According Linn and Gronlund (1995) in Sudaryono (2013: 63) test is an instrument of systematic procedure for measuring a sample of behavior by posing a set of questions in a uniform manner. Because a test a form of assessment, test also answers the questions how well does the individual perform either in comparison with others or in comparison with a domain of performance task.

Writing test is done each meeting to get the data. The researcher is done pre test and post test. Pre test is used to get the data before using dyadic essay. Post test is done to get the data after using dyadic essay.

c. Documentation

The researcher needs documentation to know about the situation of teaching and learning process.

d. Field notes
Field notes are used to make a note the activities in class during the teaching learning is going on.

5. **Technique of analyzing data**

After collecting the data, the next step of this study is analyzing the data. There are two ways to analyzing data, they are;

1. Descriptive qualitative technique

A descriptive qualitative technique is used to know the students behavior during the teaching learning process. In descriptive technique, the researcher analyzes the observation sheet which has been made by her partner (collaborator)

2. Statistical technique

This research is calculated by t-test analysis;

a) Mean

\[ M_{x} = \frac{\sum x}{N} \]

Where:

- \( M_{x} \): Mean of Students’ score
- \( \sum x \): The sum of students’ score
- \( N \): The total number of students’

b) Standard Deviation

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

Where:

- \( S_D \): Deviation Standard
D : Different between pre-test post-test

N : Number of observation in sample

c) T-test

After calculating the SD the researcher calculates t-test to know is there any significant differences or not between pre-test and post-test

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

Where,

T : T-test for the differences of pre-test and post-test

SD : Standard of deviation for one sample t-test

D : Difference between pre-test and post-test

N : number of observation in sample
CHAPTER IV
DATA ANALYSIS

In this chapter, the writer analyzed data collection from the eleventh grade of SMK N 1 Pabelan in the academic years of 2013/2014. This research was implemented in 3 cycles. The data consist of pre test and post test to show the students’ achievement in writing.

A. Data Analysis

This research consists of three cycle, cycle 1, cycle 2 and cycle 3. The whole steps of cycles in this research explained in the description below:

1. Cycle 1

a. Planning

Before conducting the research, the researcher prepared the instrument, they are:

1. Lesson plan

In order to control the teaching learning process, the lesson plan as a guidance for the researcher during the activity in the class.

2. Material

In the first cycle, the researcher used material about simple past tense and recount text. The researcher used several books and looked for material in internet.
3. Teaching aids

   The writer prepared some instrument, such as: board marker, photocopy material and work sheet.

4. Sheet of classroom sheet

   Sheet for classroom observation was prepared in order to know the condition of teaching learning process.

5. Test instrument

   The test instrument consists of pre-test and post-test. The pre-test is the test that is given to the students before the teaching learning process through “dyadic essay” technique. Post test is test that is given to the students after teaching learning process through “dyadic essay” technique.

b. The implementation of technique

   On Friday January 9th 2015, the researcher entered in English class. The researcher opened class and check the students’ presentation. The first meeting was followed by 20 students.

   The conversation between the researcher and the students are the following:

   Researcher : “assalamualaikum warrahmatullahi wabarakatuh”

   Students : “waalaikumsalam warrahmatullahi wabarakatuh”

   Researcher :” To start our lesson today, lets say basmallah together”.

   Students :” Bismillahirohmanirrohim ”.
Researcher : “Ok, it is the first meeting, right?

Students :”Iya bu”. (yes miss)

Researcher :”Ok, my name is Ismiati, you can call me miss Ismi. And my partner is Mufti Khotul Kharimah, you can call her miss Mufti.”

Students :”Ok, Miss Ismi”.

Researcher :”Now, I will check your absent today.”

“Who is absent today?” (siapa yang absen hari ini?)

Students :”Nihil, miss.”

Researcher :”Ok, hari ini pertemuan pertama kita ya dan untuk beberapa pertemuan selanjutnya kita akan belajar bersama. Sekarang ibu mau Tanya, siapa dulu yang pegi berlibur pada liburan kemarin?” (today is our first meeting, and we will study together for some meetings latter. Now, I want to ask you who did go to vacation the past holiday?)

Students :”Saya miss.(many students hands up)

Researcher :”Firstly, I want you to take a paper”.

Students :”Wah... ulangan ki”. (it is the examination)

Researcher :”Please writes your experience in your holiday”.

Students :”Ora isoh miss, angel”. (I can’t miss, it is difficult)
Researcher: "I need to know your competence in writing. Please, write that you can do and I give you 15 minutes."

Students: "Kok cepetmen to miss?" (it is so short time miss)

Researcher: "Iya dikerjakan sekarang biar waktunya cukup."
(lets doing now, in other to the time is enough.)""

Students: "Yes miss."

When the pre-test is going on, the students ask vocabulary to the researcher and discuss with their friends. The researcher asks to the student to do by themselves. After the pretest finish, the learning process is beginning.

The researcher explains about the materials. She begins explain about simple past tense and then recount text. The situation in the class as follow:

Researcher: "I will ask you, what is simple past tense?"

Students: "Kalimat masa lampau miss." (the sentences of past miss)

Researcher: "Yes, you are right".
"Do you know the pattern of simple past?"

Students: "S+V1."

Researcher: "No, anybody knows the pattern simple past?"

Students: "S+Ving, miss."
Researcher :” It is still wrong. Jawaban yang benar adalah, S+V2.” (The correct answer is S+V2).

Students :” Aku mau arep jawab kui miss.”) I will answer it, miss).

After that, the researcher explained about the pattern of simple past tense. There are affirmative, negative, and interrogative sentences of simple past tense. The researcher asks the students to make a sentence use simple past tense. The situation as follow:

Researcher :”To know you are understand about past tense, please make 5 sentences using past tense.”(untuk mengetahui pemahaman kalian, buatlah 5 kalimat past tense)

Ardy :”Belum mudeng miss, tidak bisa.” (not understand miss, I can’t do it)

Researcher :”Coba dulu, gunakan S+V2”.(you have to try it and use S+V2)

Ardy :”OK miss”.

After they have finished in making past tense sentences, the researcher asks to students if any volunteers.

Researcher :”Who wants to be volunteers and write your sentence on the board?”

Indah :”Saya miss”. (I’am)
And then, some of students to be volunteers. They write their sentences on the board.

Researcher: "Okey, sekarang siapa yang masih ingat tentang teks recount?" (Who knows about recount text?)

Students: "Teks yang menceritakan tentang pengalaman masa lalu." (text that explain about the past.)

Researcher: "Yes you right. Give applause".

The student’s are applause.

Researcher: "Jadi recount teks adalah teks yang menceritakan tentang kejadian dimasa lalu. Sehingga tenses yang digunakan adalah simple past tense". (recount text is a text that explain about the past experiences. So, tenses used simple past tense.)

Students: "Yes miss."

Researcher: "Apa kalian tahu generic structure dari recount text?" (Do you know the generic structure of recount text?)

Students: "Opo kui miss generic structure kie?" (What is the generic structure, miss?)

Researcher: "Okey, jadi generic structure recount teks itu ada 3". (so, the generic structure of recount text is 3).

There is orientation, events and re-orientations. Orientation tells who was involved, what happened,
where the events took place, and when it happened. And then event tell what happened and in what sequence. The last is re-orientation consist of optional closure of events/ending.

“Do you get it?”

Students :”No”.

Researcher :”Orientation yaitu pengenalan berupa memberikan informasi tentang siapa, dimana, dan kapan peristiwa itu terjadi dimasa lampau. Kemudian adalah Events yaitu menceritakan apa yang terjadi dan disampaikan secara kronologis. Terakhir adalah re-orientation. Reorientation yaitu terdiri dari pandangan penutup cerita. (Orientation tells who was involved, what happened, where the events took place, and when it happened. And then event tell what happened and in what sequence. The last is re-orientation consist of optional closure of events/ending) Do you understand?”

Students :”Yes, understand!”

Researcher :”Ok, I will give you example of recount text. Please you read and understand it. You can discuss with your friends if they don’t understand about the vocabularies.”
Students :” OK miss”.

When the students discuss about the text, the researcher walked around to see the students if they have difficulties about the text.

Researcher :” OK, do you understand about the recount text now?”

Students :”Sitik-sitik miss”. (little bit, miss)

Researcher :”OK, because time is over, we continued next week”.

Students :”Yes bali!” (yes, we are go home)

Researcher :”To close our lesson today, say hamdalah together”.

Students :”alhamdulillahairobil'alamin”.

Researcher :”See you next week and assalamualaikum warahmatullahi wabarokatu".

Students :”waalaikumsalam warahmatullahi wabarokatu”.

On Tuesday January 13th 2015 researcher and her partner enter to the class. She opened the lesson and asks about the last materials about simple past tense and recount text. The situation as follow:

Researcher :”assalamualaikum warahmatullahi wabarokatu”.

Students :”waalaikumsalam warahmatullahi wabarokatu”.

Researcher :”Good morning students, how are you?”
Students: “I’m fine, and you?”

Teacher: “I’m fine too, thank you”.

Researcher: “What was our discussion last week?”

Students: “Simple past tenses, miss.”

Researcher: “And then?”

Students: “Recount text.”

Researcher: “OK, we will discuss about it again.”

“What is the patterns of simple past tense?”

Students: “S+V2”.

Researcher: “And then, what is the structure of recount text?”

Students: “Aduh opo ya?” (what is it?)

Researcher: “Didn’t you remember?”

Students: “Enek event-event e pokoknya miss.” (There are events miss)

Researcher: “The structure of recount text is orientations, events and…??”

Students: “Reorientation”.

Researcher: “OK great!”

Indah: “Miss, tolong jelaskan lagi tentang orientation, event dan reorientations.” (please, explaining about orientations, event and reorientation)

The researcher continue to explained the generic structure of recount text. Then, the researcher gave a recount text.
After it, the researcher explains about the methods of dyadic essay. The researcher asks students to make a group consist of 2 students. Each member of group made questions about the text. As randomly-paired students exchange questions, spending about 10 minutes writing an answer either closed or open book depending on the complexity of the material to their partner’s essay questions.

Researcher : “Now, you make a group consist of two students”.

Students : “OK miss”.

Researcher : “Each member makes some questions about the text.” (setiap siswa buat pertanyaan tentang teks tersebut)

Students : “Sak2e miss?” (up to me miss)

Researcher : “Iya terserah kalian yang penting pertanyaannya tentang teks yang saya berikan.” (yes, it is up to you, but the question must be about the text that I gave)

When the students make a question about the text, the class is quiet. And then, they discuss about the answer of their partner. After it, the researcher gave post test. The researcher gave 20 minutes to finish their writing. And the researcher closed the meeting.

c. Observation
In the first cycle, the teacher and his partner observe the teaching learning process by monitoring the students activity and attention during the action. Observation made before and after using Dyadic Essay method, Observation focused on students’ writing skill.

Most of students are still not ready to make a recount text. Although they were get about the materials. It is look when they get a pretest. Most of them ask to the researcher.

d. Reflections

Based on the observation of cycle I, the researcher had to reflect the weakness that happened in the learning process to maximize the students’ writing skill.

a. The researcher needs to ask the students to bring dictionary to help their vocabulary difficulties.

b. The researcher should write the difficult vocabulary in the bottom of the text to help the students.

c. The researcher had to motivate the students to present in front of the class.
Table 4.1

The result of pre-test and post-test cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test cycle 1 (X)</th>
<th>Post-test cycle 1 (Y)</th>
<th>D</th>
<th>D 2</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Agusti Eka Paksi</td>
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<td>30</td>
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<td>16</td>
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<td>Alif Melinda</td>
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<td>Miftakhul Muttaqiin</td>
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<td>13</td>
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<td>No.</td>
<td>Name</td>
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<td>Pre Test 2</td>
<td>Post Test 1</td>
<td>Post Test 2</td>
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<td>Tesa Adha Inayah</td>
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<td>19</td>
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<td><strong>Jumlah</strong></td>
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<td><strong>915</strong></td>
<td><strong>132</strong></td>
<td><strong>1.152</strong></td>
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<td><strong>Rata-rata</strong></td>
<td><strong>40.8</strong></td>
<td><strong>45.75</strong></td>
<td><strong>6.6</strong></td>
<td><strong>57.6</strong></td>
</tr>
</tbody>
</table>

a. Mean of pre test 1

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

\[
M_x = \frac{816}{20}
\]

\[
M_x = 40.8
\]

b. Mean of post test 2

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

\[
M_y = \frac{915}{20}
\]

\[
M_y = 45.75
\]

- Mean of pre test = 40.8
- Mean of post test = 45.75
- Mean of pre test ≤ than post test
There is an improvement of writing skill through Dyadic Essay between pre test I (before the action) and the post test I (after the action).

c. SD of pre test and post test cycle 1

From the data above, the teacher calculates SD pretest and posttest

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

\[ SD = \sqrt{\frac{1152}{20} - \left(\frac{132}{20}\right)^2} \]

\[ SD = \sqrt{57.6 - 6.6^2} \]

\[ SD = \sqrt{57.6 - 43.56} \]

\[ SD = 14.04 \]

\[ SD = 3.74 \]

d. T-test calculation

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

\[ t_o = \frac{\left(\frac{132}{20}\right)}{3.74} \]

\[ t_o = 3.74 \]

\[ t_o = \frac{6.6}{3.74} \]

\[ t_o = 1.74 \]

\[ t_o = \frac{6.6}{0.85} = 7.76 \]

2. Cycle 2
Based on the result of cycle I, it is necessary for the researcher to continue the next level:

a. Planning

Before the research, the instruments of the research are prepared:

1) The lesson plan as a guide for teacher and the material.
2) Board marker
3) Sheets of Classroom Observation.
4) Camera
5) Test Instrument (pre-test and post-test)

b. Implementation of the action

This cycle was done on Wednesday 14th January 2015. The researcher enters the class and began her English class.

Researcher : “assalamualikum warahmatullahi wabarokatuh”.
Students : “waalaikumsalam warahmatullahi wabarokatuh”.
Researcher : “Good morning class. How are you today?”
Students : “Good morning miss. I’m fine thanks you. And you?”
Researcher : “I’m fine too thanks you. Okay class. Today I want to give you pretest again. Are you ready?”
Students : “Yes, ready miss.”
The researcher gave pre test and walked around to check if the students have difficulties. The topic of pretest was about the happy moment. The pretest was done about 20 minutes.

Researcher :"OK class, have you finished?"

Students :"Yes miss."

Researcher :"Who know the generic structure of recount text?"

Indah :"Orientations, events and reorientations."

Researcher :"OK great. And then, do you remember about the past tense?"

Students :"S+V2 miss."

Researcher :"Yes, you are right. So, you understand about that."

After that, the researcher gave the students a text about recount text and asked them to translate it to improve their vocabulary. Based on cycle 1, their vocabulary mastering is low. After they are finished, the researcher and the students discuss together until the time is over.

On Tuesday 20th January 2015 the teacher and her partner entered the class and they began the lesson. Before the researcher asks them to use the method, the researcher explained again about the method and gave a recount text.

Researcher :"Now, you make a group and make the questions what we do like a last week".
Students : "Boleh ganti kelompok miss?" (May I change my partner?)

Researcher : "Iya tentu saja boleh". (Yes, of course)

The students look very enthusiastic used the method. After they finished, the researcher and the students discussed together. And then the researcher gave post test to know whether their writing skill increases or not.

She gave 20 minutes, after the students finished their work, they collected their answer to the teacher. Teacher closed the meeting.

Researcher: “Ok, time is over. We can say hamdalah together to close our meeting today. Alhamdulillahirobbil ‘alamin”.

Students : “alhamdulillahirobbil ‘alamin”

Researcher:“Wassalamualaikum warrahmatullahi wabarakanuh”.

Students :”waalakumsalam warrahmatullahi wabarakanuh”

c. Observation

In this second cycle, observation was carried out during the learning process. The situation of learning was described in the implementation of action above. The students were more active to ask the question and discussed with their group when Dyadic Essay method was applied during the learning process.
The students heard the researcher’s explanation and participated in the class seriously. And also they did the assignment more seriously than when learning is going on in cycle 1.

d. Reflections

In this cycle, researcher and collaborator concluded that Dyadic Essay was successful in increasing writing skill. It could be seen that the students’ writing improvement in the students’ score. They completed their work before the time was over. In addition, all of the students paid attention to the teacher’s explanation and active in engaging in the learning process seriously, such as asking question, responding question, and enthusiastic in doing their work.

Then, the following is score from the students’ worksheet which was given for in the pre test and the post test of cycle II.

**Table 4.1**

*The result of pre test and post test cycle II*

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test cycle 2 (X)</th>
<th>Post-test cycle 2 (Y)</th>
<th>D</th>
<th>D 2</th>
</tr>
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<td>Agusti Eka Paksi</td>
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</tr>
<tr>
<td>3.</td>
<td>Ardhi Santoso</td>
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</tr>
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<td>No.</td>
<td>Nama</td>
<td>FKH</td>
<td>FGA</td>
<td>FKE</td>
<td>Total</td>
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<td>4.</td>
<td>Davit Bayu Kurniawan</td>
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<td>Didik Priyanto</td>
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<td>8.</td>
<td>Eko Saputro</td>
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<td>11.</td>
<td>Indah Karmila</td>
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<td>12.</td>
<td>Muhammad Muttaqin</td>
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<tr>
<td>13.</td>
<td>Muhamad Bahrudin</td>
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<tr>
<td>14.</td>
<td>Nia Rani</td>
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<td>15.</td>
<td>Nia Widyawati</td>
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<td>17.</td>
<td>Nurul Annisa</td>
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<td>Tesa Adha Inayah</td>
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<td><strong>Rata-rata</strong></td>
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<td><strong>69.7</strong></td>
<td><strong>10.8</strong></td>
<td><strong>143.1</strong></td>
</tr>
</tbody>
</table>
a. Mean of pre test II

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

\[ M_x = \frac{1173}{20} \]

\[ M_x = 58.65 \]

b. Mean of post test II

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

\[ M_y = \frac{1394}{20} \]

\[ M_y = 69.7 \]

- Mean of pre test = 58.65
- Mean of post test = 69.7
- Mean of pre test \( \leq \) than post test
- There is an improvement of writing skill by using Dyadic Essay between pre test II (before the action) and the post test II (after the action)

c. SD of post test and pre test

From the data above, the teacher calculated SD pretest and posttest

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

\[ SD = \sqrt{\frac{2862}{20} - \left(\frac{216}{20}\right)^2} \]
\[ SD = \sqrt{143.1 - (10.8)^2} \]
\[ SD = \sqrt{143.1 - 116.64} \]
\[ SD = \sqrt{26.46} \]
\[ SD = 5.14 \]

d. T-test calculation

\[ t_o = \frac{\bar{x} - \mu}{SE} \]
\[ t_o = \frac{\bar{x} - \mu}{SE} \]
\[ t_o = \frac{10.8}{5.14} \]
\[ t_o = \frac{10.8}{4.35} \]
\[ t_o = \frac{10.8}{1.18} = 9.15 \]

3. Cycle III

As planned, the action of cycle III carried out in two meetings, each meeting for 2x45 minutes on Wednesday, January 26th 2015 at 8.30 am and Tuesday, February 3rd 2015. The steps are as follows:

a. Planning

Before the research, the instruments of the research as the follows:

1) The lesson plan as a guide for teacher and the material.

2) Board marker

3) Sheets of Classroom Observation.
4) Camera

5) Test Instrument (pre-test and post-test)

b. The Implementation of the action

On Wednesday, January 26th 2015 the researcher entered in English class. Before the researcher began the lesson, she gave pre-test.

Researcher :”Ok class, I will give you text about recount text, you read and understanding about it.”

Students :”Yes, miss.”

Researcher :”Now, made a group and did the Dyadic Essay like yesterday.”

Students :”Kayak kemarin bikin pertanyaan miss?” (Made questions like yesterday?)

Researcher :”of course.”

After the students finished their exercise, they presented their essay in front of the class. And then the time was out and the researcher closed the lesson.

On Tuesday, February 3rd 2015 the researcher entered the class. She gave brainstorming about recount text. And also she explained about the simple past tense.

Researcher :”Who remembers about the generic structure of recount text?”

Indah :”I am.”
Iya Indah coba jelaskan." (Please, explained it)

Indah: "Orientation yaitu pengenalan berupa memberikan informasi tentang siapa, dimana, dan kapan peristiwa itu terjadi dimasa lampau. Kemudian adalah Events yaitu menceritakan apa yang terjadi dan disampaikan secara kronologis. Terakhir adalah re-orientation. Do you understand?" (Orientation tells who was involved, what happened, where the events took place, and when it happened. And then event, event is telling what happened and the sequence. The last is re-orientation, it consists of optional closure of events/ending).

Researcher: "Ok greats. And then, what the formula of simple past tense?"

Students: "S+V2">

Researcher: "Saya rasa kalian sudah paham tentang recount teks dan past tense." (I think you understand about recount text and past tense, right)

Students: "yes, miss"
The researcher gave a post test and asked them to collect it after the students finished. And then the researcher closed the meeting today.

c. Observation

The teaching and learning process in cycle III had an improvement. The students who were passive seemed to speak up and gave opinion. The students understood about the material. It showed that post test going on, the students could write a recount text about their experience.

d. Reflection

In this cycle, researcher and collaborator conclude that Dyadic Essay succeeded to increase writing skill. It could be seen in the students’ score. They completed their work before the time was over. In addition, the all students seriously paid attention to the teacher’s explanation and active engaging in the learning process; such as asking question, responding question, and enthusiastic in doing their work.

Then, the following is score of the students’ worksheet which was given in the pre test and the post test of cycle III.
Table 4.1

The result of pre test and post test cycle III

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<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test cycle 3 (X)</th>
<th>Post-test cycle 3 (Y)</th>
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<th>D 2</th>
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<td>Agusti Eka Paksi</td>
<td>43</td>
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<td>Ardhi Santoso</td>
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<td>4.</td>
<td>Davit Bayu Kurniawan</td>
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<td>5.</td>
<td>Destiyani</td>
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<td>6.</td>
<td>Didik Priyanto</td>
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<td>Muhammad Muttaqin</td>
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<td>13.</td>
<td>Muhamad Bahrudin</td>
<td>63</td>
<td>73</td>
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<tr>
<td>14.</td>
<td>Nia Rani</td>
<td>55</td>
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<tr>
<td>15.</td>
<td>Nia Widyawati</td>
<td>68</td>
<td>80</td>
<td>12</td>
<td>144</td>
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<tr>
<td>16.</td>
<td>Nur Khakim</td>
<td>65</td>
<td>75</td>
<td>10</td>
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<tr>
<td>17.</td>
<td>Nurul Annisa</td>
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<td>75</td>
<td>13</td>
<td>169</td>
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<td>18.</td>
<td>Tesa Adha Inayah</td>
<td>72</td>
<td>75</td>
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<td>19.</td>
<td>Tiyas Kumala Sari</td>
<td>52</td>
<td>75</td>
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<td>Walid Fahmi</td>
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<td>Jumlah</td>
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<td>1212</td>
<td>1487</td>
<td>275</td>
<td>4349</td>
</tr>
<tr>
<td>Rata-rata</td>
<td></td>
<td>60.6</td>
<td>74.35</td>
<td>13.75</td>
<td>217.45</td>
</tr>
</tbody>
</table>

a. Mean of pre test II

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

\[ M_x = \frac{1221}{20} \]

\[ M_x = 60.6 \]

b. Mean of post test II

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

\[ M_y = \frac{1487}{20} \]

\[ M_y = 74.35 \]

- Mean of pre test = 60.6
- Mean of post test = 74.35
- Mean of pre test ≤ than post test
• There is an improvement of writing skill by using Dyadic Essay between pre test II (before the action) and the post test II (after the action)

c. SD of post test and pre test

From the data above, the teacher calculated SD pretest and posttest

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

\[ SD = \sqrt{\frac{4349}{20} - \left(\frac{275}{20}\right)^2} \]

\[ SD = \sqrt{217.45 - (13.75)^2} \]

\[ SD = \sqrt{217.45 - 189.06} \]

\[ SD = \sqrt{28.39} \]

\[ SD = 5.32 \]

d. T-test calculation

\[ t_o = \frac{\left(\frac{\sum D}{N}\right)}{SD} \]

\[ t_o = \frac{\left(\frac{275}{20}\right)}{5.32} \]

\[ t_o = 13.75 \]

\[ t_o = \frac{13.75}{\sqrt{19}} \]

\[ t_o = \frac{13.75}{1.22} = 11.27 \]
B. Analysis and Discussion

From the result of analyzes in cycle I, II, and III. The writer analyzed the student’s improvement from cycle I to cycle III. The improvement is as follows:

Table 4.3

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
<th>Cycle III</th>
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<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre test</td>
<td>40.8</td>
<td>58.65</td>
<td>60.6</td>
</tr>
<tr>
<td></td>
<td>Post test</td>
<td>45.75</td>
<td>69.7</td>
<td>74.35</td>
</tr>
<tr>
<td>2.</td>
<td>T table</td>
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<td>2.086</td>
<td>2.086</td>
</tr>
<tr>
<td>3.</td>
<td>t-calculator</td>
<td>7.76</td>
<td>9.15</td>
<td>11.27</td>
</tr>
</tbody>
</table>

From the table above, it showed that there is significant improvement from cycle 1 to cycle 3. T-calculation of cycle 1 is 7.76, the cycle 2 is 9.15 and the cycle 3 is 11.27.

In addition, the mean of each cycle improved the students’ writing skill. The mean of post test of cycle 1 was better than the mean of pretest in cycle 1. The mean of pretest in cycle 1 was 40.8 and the post test was 45.75. The result of post test in cycle 2 was better than the pre-test in cycle 2. The mean of pretest in cycle 2 was 58.65 and the post test was 69.7. The mean of pretest in cycle 3 was 60.6 and the post test was 74.35.
The percentage of each cycle was undergoing very well. The percentage of cycle 1 was 5%, cycle 2 was 70% and cycle 3 was 85%. Standard minimal score (KKM) of SMK N 1 Pabelan was 70. The writer concluded that the score of the students had been in standard minimum scored (KKM). It can be seen from the score of cycle 3.

Based on the finding of the research, Dyadic Essay can improve the students’ writing skill. According to Sherman (1991) said that Dyadic Essay requiring the students to confront differing ideas, offers writing to learn opportunities, and provides solid and immediate feedback to students about their intellectual responses to discipline intellectual materials.

According to Barkley, Cross, and Major (2005), Dyadic Essay gives students an opportunity to rehearse responding to essay questions with the added advantage of having a simple response which to compare their answer. So, they will be able to compare and revise their writing.
CHAPTER V
CLOSURE

A. Conclusion

Based on the data analysis in the previous chapter, the researcher draws the conclusion of this research as follow:

1. The use of Dyadic Essay could improve the students’ writing skill. They could write their own idea and arrange their story used past tenses and make a recount text. Cycle 1 showed that the score of pre test was 40.8 and the score of post test was 45.75. While, cycle 2 showed that the score of pre test was 58.65 and the score of post test are 69.7. Cycle 3 showed that the score of pretest was 60.6 and the score of post test was 74.35.

2. The improvement of the students’ writing skill in recount text was significant. It could be seen from the data analysis. The percentage of cycle I was 5%. In the cycle II, there was a significant improvement of the students’ writing skill. The percentage of cycle II was 70%. The researcher continued to cycle III and the percentage of cycle III was 85%. Based on the research finding, it could be conclude that the presentation of cycle III was higher than cycle II and cycle I. There was a significant improvement after applying Dyadic Essay in the class. It means that the method was successful to improve the students’ writing skill.
B. Suggestions

The researcher gives suggestions as follow:

1. For the teacher

   The teacher should use Dyadic Essay to improve the students writing skill. It can be the students more active in class to writes. The teacher should use it to made atmosphere of the class more fun.

2. For the students

   The student be happy and love English. They also study hard to mastering English. They have to bring dictionary in English class to help them to look for the difficult word.
References

Reid, Joy M. 1993, *Teaching ESL Writing*, Regents/Prentice Hall, United State of America
CURRICULUM VITAE

Name: Ismiati

Place and Date of Birth: Semarang, August 15th 1991

Address: Barukan RT 25 RW 04, Tengaran

Email/Phone Number: Itsmeemian@gmail.com/085641439319

Educational Background:

1. SDN Barukan 01, graduated in 2003
2. SMPN 08 Salatiga, graduated in 2006
3. SMAN 1 Tengaran Kab.Semarang graduated in 2009
APPENDIXES

- Lesson Plan
- The Result of the Students’ Tests
- Research Documentation
- Surat Keterangan Telah Melakukan Penelitian di SMK N 1 Pabelan
- Surat Izin Penelitian
- Surat Tugas Pembimbing dan Asisten Pembimbing Skripsi
- Lembar Konsultasi Skripsi
- Daftar SKK (Satuan Kredit Kegiatan)
APPENDICES
Rencana Pelaksanaan Pembelajaran
(RPP)

Nama sekolah : SMK N 1 Pabelan
Program keahlian : Rekayasa Perangkat Lunak
Mata pelajaran : Bahasa Inggris
Kelas/ semester : XI/ II
Aspek/ skill : Writing
Waktu : 4x 45 menit ( 2 x pertemuan)
Pertemuan : 1-2

A. Standart Kompetensi
   • Berkomunikasi dengan bahasa Inggris setara level elementary.

B. Kompetensi Dasar
   • Menceritakan pengalaman masa lalu

C. Indicator
   • Ungkapan kegiatan masa lalu dikemukakan dengan tenses yang benar
   • Membuat teks fungsional pendek yang berbentuk recount

D. Tujuan Pembelajaran
   • Siswa dapat menceritakan pengalaman masa lalu secara kronologis
   • Siswa dapat menulis kalimat sederhana menggunakan past tense secara tepat
   • Siswa dapat membuat teks fungsional pendek berbentuk recount

E. Karakter siswa yang diharapkan
   Rasa hormat dan perhatian (Respect), tekun (Diligence), berani (courage)
   dan ketulusan (honesty), aktif (active) dan kreatif (creative).

F. Materi pokok (terlampir)
   1. Simple past tense
   2. Teks recount
G. Metode / tehnik
1. Ceramah
2. Tanya jawab
3. Dyadic essay

Developed by Sherman (1991), this structure enabled faculty members to “front-load” learning by making certain that students work independently of class to master assigned material. Student then extends and validates their individual study through an in class writing/thinking cooperative learning exercise.

This structure promotes critical thinking by requiring students to confront differing ideas, offers writing to learn opportunities, and provides solid and immediate feedback to students about their intellectual responses to discipline intellectual materials.

d. Step 1: students read assigned material, such as a textbook chapter, and prepare an essay question. They come to class with their essay question on one sheet of paper, along with a second sheet of paper, which includes the question and their carefully thought out response.

e. Step 2: randomly-paired students exchange questions, spending about 20 minutes writing an answer either closed or open book depending on the complexity of the material to their partner’s essay questions.

Step 3: the two then read, compare and discuss the four answers, looking in particular for the differences between the in-depth
responses prepared before class and the spontaneously generated in-class responses.

H. Langkah-langkah pembelajaran

1. Kegiatan awal
   - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun dan peduli)
   - Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)

2. Kegiatan inti
   - Eksplorasi
     - Guru bertanya tentang pengalaman masa lalu
     - Guru memberikan pre-test
     - Guru menjelaskan tentang simple past tense
     - Guru menjelaskan tentang recount teks dan unsure-unsur recount text
   - Elaborasi
     - Guru memberikan teks recount
     - Guru menjelaskan tentang metode Dyadic Essay
     - Guru meminta siswa untuk melaksanakan metode pembelajaran dan mengerjakan tugas sesuai dengan metode yang telah dijelaskan
     - Guru bersama siswa membahas pekerjaan yang telah ditugaskan
     - Guru memberikan post test
     - Siswa mengerjakan post test
   - Konfirmasi
     - Menanyakan tentang kesulitan apa saja yang di alami oleh siswa

3. Kegiatan penutup
   - Memberikan feedback tentang materi yang telah di ajarkan
   - Menutup kegiatan pembelajaran dengan salam

I. Sumber belajar
   LKS untuk SMK

J. Penilaian
Tugas terstruktur : teks tertulis

K. Pedoman penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek penilaian</th>
<th>Nilai</th>
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<tbody>
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<td>Content</td>
<td>30</td>
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<tr>
<td>2</td>
<td>Organization</td>
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<tr>
<td>3</td>
<td>Vocabulary</td>
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</tr>
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<td>5</td>
<td>Mechanic</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total Score</td>
<td>100</td>
</tr>
</tbody>
</table>

Pabelan,

..................

Guru Mata Pelajaran, Praktikan,

Desi Eka Sulistyani, S.Pd Ismiati
Lampiran 1:

**Simple past tense**

The simple past tense shows that an activity or situation began and ended at a particular time in the past. It is used:

- To express a completed action in the past
  
  Ex: I **went** to Bandung last week.

- To express a series of completed action
  
  Ex: Aldi **woke up**, made his bed and then **had** a bath.

- To show duration in the past
  
  Ex: Sandra **called** me for about twenty minutes.

- To show habits in the past
  
  Ex: I often **played** marbles when I was child.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Pattern</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>affirmative</td>
<td>S + Verb past/ V2 + O/comp</td>
<td>• Kirana <strong>borrowed</strong> my book yesterday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The child <strong>hid</strong> the ball under the bed.</td>
</tr>
<tr>
<td></td>
<td>S + was/ were + comp</td>
<td>• It <strong>was</strong> very bright yesterday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The men <strong>were</strong> police officer.</td>
</tr>
<tr>
<td>negative</td>
<td>S + did not + V1 + O/comp</td>
<td>• Rendra <strong>did not</strong> play card last night.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The girls <strong>did not</strong> know me.</td>
</tr>
<tr>
<td></td>
<td>S + was/ were + not + comp</td>
<td>• The boy <strong>was not</strong> at home.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The ropes <strong>were not</strong> long.</td>
</tr>
<tr>
<td>interrogative</td>
<td>Did + S +V1 + O/comp +?</td>
<td>• <strong>Did</strong> you <strong>do</strong> gardening last Sunday?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Did</strong> Shandy <strong>cut</strong> the grass?</td>
</tr>
<tr>
<td></td>
<td>Was/ were + S + comp +?</td>
<td>• <strong>Was</strong> Arkan here a view</td>
</tr>
</tbody>
</table>
minutes ago?

- **Were** you fond of playing marbles?

Adverbs of time used in the simple past tense are:

- Yesterday, Last…( week/ day/ month/ year), …ago
Lampiran 2:

Materi Teks Recount

1. **Recount Text** adalah salah satu jenis text dalam bahasa Inggris yang menceritakan kembali tentang kejadian-kejadian atau pengalaman-pengalaman di masa lampau. Tujuan dari Recount Text adalah untuk memberikan informasi atau untuk menghibur pembaca sehingga tidak terdapat konflik.

2. **Struktur Recount Text** adalah sebagai berikut:

   a. **Orientation**
   
   Yaitu pengenalan berupa memberikan informasi tentang siapa, dimana dan kapan peristiwa atau kejadian itu terjadi di masa lampau.

   b. **Events**
   
   Yaitu merupakan rekaman peristiwa yang terjadi, biasanya disampaikan dalam urutan kronologis, seperti: "**In the first day...** . *And in the next day...* . *And in the last day...**." Pada bagian ini terdapat juga komentar pribadi tentang peristiwa atau kejadian yang diceritakan.

   c. **Reorientation**
   
   Yaitu pengulangan pengenalan yang ada di orientation, pengulangan tentang rangkuman peristiwa atau kejadian yang diceritakan.
Orientation
I spent my holiday in Jogjakarta last year. I went to Prambanan Temple with my family early in the morning.

Events
We went to Prambanan Temple by bus and arrived at 01.00 in the afternoon. I saw many foreign tourists there. I spoke English with them. Their name are Andrew and Peter. They were very friendly. They came from New York. Prambanan Temple was crowded in holiday. We went back at 07.00 in the evening.

Reorientation
It was a very interesting holiday.

I want to tell you about my memorable time in Singapore. It was one of the best holidays I ever had.

I shall never forget the spectacular sight of the city. I saw from Mount Fable that night. The roller-coaster ride, the stunts performed by the dolphins and the killer whale at the Sea World were also exciting. I shall remember the thrill of having been on one of the longest rides in the monorail in Sentosa Island for many years to come.

I also enjoyed various varieties of seafood at the makeshift roadside stalls at the Chinatown night market. I also enjoyed the shopping trips. My family and friends agreed that the souvenirs were value for money, especially the silk scarfes with pretty prints and the attractive key chains.
Rencana Pelaksanaan Pembelajaran (RPP)

Nama sekolah : SMK N 1 Pabelan
Program keahlian : Rekayasa Perangkat Lunak
Mata pelajaran : Bahasa Inggris
Kelas/ semester : XI/ II
Aspek/ skill : Writing
Waktu : 4x 45 menit ( 2 x pertemuan)
Pertemuan : 3-4

L. Standart Kompetensi
   • Berkomunikasi dengan bahasa Inggris setara level elementary.

M. Kompetensi Dasar
   • Menceritakan pengalaman masa lalu

N. Indicator
   • Ungkapan kegiatan masa lalu dikemukakan dengan tenses yang benar
   • Membuat teks fungsional pendek yang berbentuk recount

O. Tujuan Pembelajaran
   • Siswa dapat menceritakan pengalaman masa lalu secara kronologis
   • Siswa dapat menulis kalimat sederhana menggunakan past tense secara tepat
   • Siswa dapat membuat teks fungsional pendek berbentuk recount

P. Karakter siswa yang diharapkan
   Rasa hormat dan perhatian (Respect), tekun (Diligence), berani (courage) dan ketulusan (honesty), aktif (active) dan kreatif (creative).

Q. Materi pokok (terlampir)
   3. Simple past tense
Developed by Sherman (1991), this structure enabled faculty members to “front-load” learning by making certain that students work independently of class to master assigned material. Student then extends and validates their individual study through an in class writing/thinking cooperative learning exercise.

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   - Eksplorasi
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LKS untuk SMK

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| Interrogative | Did + S + V1 + O/comp +? | **Did** you **do** gardening last Sunday?  
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Lampiran 2

Materi Teks Recount

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   b. **Events**
   
      Yaitu merupakan rekaman peristiwa yang terjadi, biasanya disampaikan dalam urutan kronologis, seperti : "*In the first day... . And in the next day... . And in the last day... ."* Pada bagian ini terdapat juga komentar pribadi tentang peristiwa atau kejadian yang diceritakan.

   c. **Reorientation**
   
      Yaitu pengulangan pengenalan yang ada di orientation, pengulangan tentang rangkuman peristiwa atau kejadian yang diceritakan.
When I was kid, I used to play hide and seek with my friends. We used to play in the yard behind my friends’ house. The yard was perfect place because it was surrounded by dense banana trees.

We usually played until late at night. One day, when I was trying to hide among the banana trees, I slipped and fell into the river. Even though I used to swim into the river, but I never did it at night. In the dark everything looked different. I could not think clearly, I felt something tickling my feet. My feet were trapped in the mud, I could not move any longer.

Thanks God, my friends finally came and helped me. Then, he could others to save me out from the mud.
Rencana Pelaksanaan Pembelajaran
(RPP)

Nama sekolah : SMK N 1 Pabelan
Program keahlian : Rekayasa Perangkat Lunak
Mata pelajaran : Bahasa Inggris
Kelas/ semester : XI/ II
Aspek/ skill : Writing
Waktu : 4x 45 menit ( 2 x pertemuan)
Pertemuan : 5-6

W. Standart Kompetensi
- Berkomunikasi dengan bahasa Inggris setara level elementary.

X. Kompetensi Dasar
- Menceritakan pengalaman masa lalu

Y. Indicator
- Ungkapan kegiatan masa lalu dikemukakan dengan tenses yang benar
- Membuat teks fungsional pendek yang berbentuk recount

Z. Tujuan Pembelajaran
- Siswa dapat menceritakan pengalaman masa lalu secara kronologis
- Siswa dapat menulis kalimat sederhana menggunakan past tense secara tepat
- Siswa dapat membuat teks fungsional pendek berbentuk recount

AA. Karakter siswa yang diharapkan
Rasa hormat dan perhatian (Respect), tekun (Diligence), berani (courage) dan ketulusan (honesty), aktif (active) dan kreatif (creative).
Developed by Sherman (1991), this structure enabled faculty members to “front-load” learning by making certain that students work independently of class to master assigned material. Student then extends and validates their individual study through an in class writing/thinking cooperative learning exercise.

This structure promotes critical thinking by requiring students to confront differing ideas, offers writing to learn opportunities, and provides solid and immediate feedback to students about their intellectual responses to discipline intellectual materials.

h. Step 1: students read assigned material, such as a textbook chapter, and prepare an essay question. They come to class with their essay question on one sheet of paper, along with a second sheet of paper, which includes the question and their carefully thought out response.

i. Step 2: randomly-paired students exchange questions, spending about 20 minutes writing an answer either closed or open book depending on the complexity of the material to their partner’s essay questions.
Step 3: the two then read, compare and discuss the four answers, looking in particular for the differences between the in-depth responses prepared before class and the spontaneously generated in-class responses.

DD.  Langkah-langkah pembelajaran

7. Kegiatan awal
   - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun dan peduli)
   - Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)

8. Kegiatan inti
   - Eksplorasi
     - Guru bertanya tentang materi yang dipelajari minggu lalu
     - Guru memberikan pre-test
     - Guru menjelaskan kembali tentang simple past tense
     - Guru menjelaskan tentang recount teks dan unsure-unsur recount text
   - Elaborasi
     - Guru memberikan teks recount
     - Guru meminta siswa untuk melaksanakan metode pembelajaran dan mengerjakan tugas sesuai dengan metode yang telah dijelaskan
     - Guru bersama siswa membahas pekerjaan yang telah ditugaskan
     - Guru memberikan post test
   - Konfirmasi
     - Menanyakan tentang kesulitan apa saja yang di alami oleh siswa

9. Kegiatan penutup
   - Memberikan feedback tentang materi yang telah di ajarkan
   - Menutup kegiatan pembelajaran dengan salam

EE.  Sumber belajar
LKS untuk SMK
FF. Penilaian

Tugas terstruktur : teks tertulis

GG. Pedoman penilaian

<table>
<thead>
<tr>
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<th>Aspek penilaian</th>
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Pabelan,

....................

Guru Mata Pelajaran,  

Praktikan,

Desi Eka Sulistyani, S.Pd  

Ismiati
Lampiran 1:

Simple past tense

The simple past tense shows that an activity or situation began and ended at a particular time in the past. It is used:

- To express a completed action in the past
  Ex: I went to Bandung last week.
- To express a series of completed action
  Ex: Aldi woke up, made his bed and then had a bath.
- To show duration in the past
  Ex: Sandra called me for about twenty minutes.
- To show habits in the past
  Ex: I often played marbles when I was child.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Pattern</th>
<th>Examples</th>
</tr>
</thead>
</table>
| affirmative | S + Verb past/ V2 + O/comp | Kirana borrowed my book yesterday.  
The child hid the ball under the bed. |
|           | S + was/ were + comp | It was very bright yesterday.  
The men were police officer. |
| Negative  | S + did not + V1 + O/comp | Rendra did not play card last night.  
The girls did not know me. |
|           | S + was/ were + not + comp | The boy was not at home.  
The ropes were not long. |
<p>| Interrogative | Did + S +V1 + O/comp +? | Did you do gardening last |</p>
<table>
<thead>
<tr>
<th>Sunday?</th>
</tr>
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<tbody>
<tr>
<td>- <strong>Did</strong> Shandy <strong>cut</strong> the grass?</td>
</tr>
<tr>
<td>- <strong>Was</strong> Arkan here a view minutes ago?</td>
</tr>
<tr>
<td>- <strong>Were</strong> you fond of playing marbles?</td>
</tr>
</tbody>
</table>

Adverbs of time used in the simple past tense are:

- Yesterday, Last...( week/ day/ month/ year), …ago
Materi Teks Recount

5. **Recount Text** adalah salah satu jenis text dalam bahasa Inggris yang menceritakan kembali tentang kejadian-kejadian atau pengalaman-pengalaman di masa lampau. Tujuan dari Recount Text adalah untuk memberikan informasi atau untuk menghibur pembaca sehingga tidak terdapat konflik.

6. **Struktur Recount Text** adalah sebagai berikut:

   a. **Orientation**
      Yaitu pengenalan berupa memberikan informasi tentang siapa, dimana dan kapan peristiwa atau kejadian itu terjadi di masa lampau.

   b. **Events**
      Yaitu merupakan rekaman peristiwa yang terjadi, biasanya disampaikan dalam urutan kronologis, seperti: "**In the first day...**. **And in the next day...**. **And in the last day...**." Pada bagian ini terdapat juga komentar pribadi tentang peristiwa atau kejadian yang diceritakan.

   c. **Reorientation**
      Yaitu pengulangan pengenalan yang ada di orientation, pengulangan tentang rangkuman peristiwa atau kejadian yang diceritakan.
It was takbiran night. It was also my birthday, and nothing happened. Or I had thought nothing would happen, but I was wrong.

That night, I was watching television with my family when I heard someone lit fireworks in my front yard. I peeped through my window glass but could see nothing. It was very dark outside. Then I thought it had to be my cousins who lit the fireworks. Then I plopped down on my sofa again and tried to concentrate on the television since my mind raced with disappointment that no one gave something special on my birthday. I shrugged, it was almost the end of the day and I became pessimist. Five minutes later my mobile beeped. It was a text from my friend asking me to come out. Wondering what was going on, I grabbed my jacket and hurried to the front door. I was surprised to see her bring a bag full of firework and fire drills. Next I was surprised to see my other friend come out from the darkness. She brought a beautiful birthday cake on her hands. Oh my God! I shrieked. Then they gave the cake to me who was too stunned to say anything. I realized I was blushing furiously because my whole family was watching. Not to mention my neighbors too!

A plain day, or I thought it was before, turned out to be one of the greatest moment in my life. I didn’t even know how to describe what I felt. Happy was the simplest word.
Pre Test 1

Name:

Write your own experience about your holiday!
Post Test 1

Name:

Write your own experience about your sad moment!
Pre Test 2

Name : 

Write your own experience about your happy moments!
Post Test 2

Name : 

Write your own experiences about your funny moment!
Pre Test 3

Name :

Write your own experience about the place has your visited!
Post Test 3

Name:

Write your own experience about:

- Your sad moments
- Your happy moments
- Your holiday
- Your funny moments
When I recall memories with my ex, I feel sad. Our long-established relationship broke away, but after two weeks apart, we were equally as demonstrative and longing, and finally, we communicated with each other again, until finally, we revisited again.

Up until now, we are still in touch. Really beautiful memories, which existed from the first grade vocational schools until today, fifteen months of this relationship with him.

Really beautiful memories of this and that is not possible until whenever I forget...
Nara: Edi Harhanto
Class: 2A
No: 7

This is her first day came to Harhanto home. Her class mates kind came to Harhanto's home for doing group tasks.

Before, Edi was never close with Edi Harhanto at school. She think Harhanto is very naughty. And close greet by Harhanto's brother in front of his house.

Good afternoon, I am very happy that his brother is good person and I became closer to his family.
03 Feb 2017

Date: 03 Feb 2017
Name: Hideki Kambara
Kelas: XI EK II

The "PPL" Experience

Last month, in my school arrived 4 new students. We are usually call PPL. They are friendly. Me too.

Mr. Amano, we call him Mr. Awesome, Mr. Cool, Mr. Cosmic,

and one more teacher, God he didn't teach my class.

So I don't know his name. The first day we met them, I see 4 of them smile by his side. We didn't chitchat with either, he's Mr. Awesome. In the days going on they are teaching my class. I looking them having good kind, and anyone, I want to like them. I can be good way to be like them. I am a soccer girl.

I think it's enough today, see you.

A flying hug and kiss
Name: Haryanto

Date: __________

Class: XI PA. 2

No. Abs.: 10

The most miserable experience for me was when I could not get together with my friends because I was sick. I therefore when I was at home, when I’m sick, I feel lonely because they can not get together with my friends to play, gather together, and go for a walk with friends was a sad experience for me because I can not hang out with my friends.
The most enjoyable experience in my life was when I was sick and I noticed by my family and the experience was an experience that I can not forget because of the attention of the family is the most wonderful grace for me because the attention of the family is not necessarily in the can. Another therefore I feel thankful to God for giving attention to my family.
Pre Test 2

Name: Indah Karmila

Write your own experience about your happy moments!

My happy moments is when I get what I want like new make up, new handphone and everything. And then I'm so happy when I have Korean friends and they are not arrogant at me. Of course when I have boyfriend I love, he's can make me happy. Because in general, love is happiness, everything. I'm not sure others happiness is my happiness too. I just think my happiness is just me know it.

Best day so far: My happy reason is whatever that can make me smile on my face and my heart.

C = 20
D = 15
E = 10
F = 5

70
# Lembar Konsultasi Skripsi

**NAMA MAHASISWA:** Lesti

**NIM:** 11310041

**PEMBIMBING:** Mt. Hatta Hutomo, S.Pd., I., M.A.

**JUDUL:** Improving Writing Skill Through Drama Essay: In The Eleventh Grade Of SMK N 1 Baselam In The Academic Year Of 2013/2014

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**CATATAN:**

Setiap konsultasi lembar ini harus dibawa.

**PEMBIMBING:**

Mt. Hatta Hutomo, S.Pd., I., M.A.

[Signature]

[Date: 19800513, 2003] 2003
Assalamualaikum wr.wb.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa:

Nama : Irsiani
NIM : 11310041
Jurusan : Tarbiyah
Judul Skripsi :

IMPROVING WRITING SKILL THROUGH DYADIC ESSAY IN THE EIGHT GRADE OF SMPN 8 SALATIGA IN THE ACADEMIC YEAR OF 2014/2015

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.

[a.n. Ketua
Wakil Ketua
Bidang Akademik dan Pengembangan Lembaga

[signature]

NIP. 19750211 200003 1 001

Dr. Agus Waluyo, M.A.

Yth. Ketua STAIN Salatiga (sebagai laporan)
Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : Ismiati
NIM  : 11310041
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI)

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

Adapun judul yang diambil adalah

IMPROVING WRITING SKILL THROUGH DYADIC ESSAY IN THE TENTH GRADE OF SMK N 1 PABELAN IN THE ACADEMIC YEAR OF 2014/2015

Dengan Pembimbing : Masirlahat Umami, S.Pd.I., M. A
Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di SMK N 1 Pabelan, mulai tanggal 17 November 2014 s.d. selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

a.n. Ketua
Walik Ketua
Bidang Akademik dan Pengembangan Lembaga

Dr. Agus Waluyo, M.Ag.  
NIP. 19750211 200003 1 001

Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)
SURAT KETERANGAN
NOMOR : 421.5 / 039 / 2015

Berdasarkan surat dari STAIN Salatiga nomor : Stu.24/K-1/TL.00/5173/2014 tanggal 15 November 2014 tentang Permohonan Izin Penelitian, yang bertanda tangan dibawah ini Kepala SMK Negeri 1 Pabelan Kabupaten Semarang menerangkan bahwa:

Nama : Ismiati
NIM : 11310041
Mahasiswa : STAIN Salatiga
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI)


Demikian surat keterangan ini kami buat agar dapat dipergunakan sepihanya.

Pabelan, 3 Februari 2015

Kepala Sekolah

[signature]

Siti Wulandari

Kepala Tata Usaha

[signature]

NIK : 8106212301986032011