THE USE OF SEQUENCE PICTURES STRATEGY TO IMPROVE THE STUDENTS’ WRITING SKILLS ON RECOUNT TEXT FOR THE TENTH GRADE STUDENTS OF SMA NEGERI 1 AMBARAWA IN THE ACADEMIC YEAR 2019/2020

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.)

By:

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ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2019
DECLARATION AND PERMISSION FOR PUBLICATION

In the name of Allah the Most Gracious and the Most Merciful

I have marked below:

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to declare that this graduating paper is written by the researcher and it does not copy from other researcher. Theories and citation are used code of ethics of writing for graduating paper. I gave permission to publish this graduating paper on IAIN Salatiga's e-repository

Salatiga, August 23rd 2019

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23030150017
Salatiga, August 23rd 2019

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ATTENTIVE COUNSELOR’S NOTE
Case: Dewi Wulan Suci’s Graduating Paper

Dear

The Dean of Teacher Training
And Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Dewi Wulan Suci’s graduating paper, entitled “THE USE OF SEQUENCE PICTURES STRATEGY TO IMPROVE THE STUDENTS’ WRITING SKILLS ON RECOUNT TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 AMBARAWA IN THE ACADEMIC YEAR 2019/2020”, I have decided and would like to propose that this paper can be accepted by the Dean of Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamualaikum Wr. Wb

Counselor,

[Signature]

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A GRADUATING PAPER

THE USE OF SEQUENCE PICTURES STRATEGY TO IMPROVE THE STUDENTS’ WRITING SKILLS ON RECOUNT TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 AMBARAWA IN THE ACADEMIC YEAR 2019/2020

Written by

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2nd Examiners : Miftachuddin, M.A.

Salatiga, September 6th 2019

Dean of Teacher Training and Education Faculty

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Motto

If you work on something that you really care about, you do not have to be pushed. The vision pulls you.

-Steve Jobs-
DEDICATION

This graduating paper is whole heartedly dedicated to:

1. My beloved parent (Mr. Aminarto and Mrs. Andayani) who always supported me materially and morally. Thank you for your prayer and endless love, thank you for raising me up, to more than I can be and thank for all you give to me. I love you.

2. My beloved sister (Efri Kurnia Sari) and my brother in law (Rudi Sriyono) who always support me.

3. My beloved nephew (Farel Cesar Mahendra) who always give me the spirit.

4. My beloved family of Mbah Saimpi, Mbah Rohmat, and Mbah Mulamah. Thanks to always support me in any conditions.

5. My beloved sister (Nurul Anisa Setia Arif and Yunita Setyawati), thanks for your help, support and love for me.

6. All of my lovely best friend, Agus Arifin, Reza, Nada, Apriliani, Fitra, Ertava, Rina, Tiara, Anjarsari, and Mrs. Umami’s groups that support me to finish this graduating paper.
ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim,

Assalamu’alaikum Wr. Wb.

Alhamdulillahirrabbil’alamin, all praises be to Allah the Most Gracious and the Most Merciful who always bless and help the researcher, so the researcher could finished the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the researcher to the truth.

However this paper would not be achieved without supports, guidance, advice, help, and encouragement from several people and institution. Hence, the researcher would like to express special thanks to:

1. Prof. Dr. Zakiyuddin Baidhawy, M.Ag, as the Rector of State for Islamic Studies (IAIN) of Salatiga
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3. Norwanto, M.Hum., Ph.D, as the Head of English Department Faculty of State Institute for Islamic Studies (IAIN) Salatiga
4. Dr. Mashlihatul Umami, M.A as the counselor who has educated, supported, directed, and given the researcher advices, suggestions, and recommendations for this graduating paper from the beginning until the end.
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6. All staffs and officials of State Institute for Islamic Studies (IAIN) Salatiga who have helped the researcher in processing graduating paper administration.
7. All teachers, staffs, and officials of SMA Negeri 1 Ambarawa especially the English teacher Dra. Eriwati Dwi Suhesti, who have kindly permitted and helped me in conducting the research.

8. All of my big family on Communicative English Club (CEC) of State Institute for Islamic Studies (IAIN) Salatiga, thank you for the support and many unforgettable memories.

9. My new friend in PPL of MTs Darul Ulum Suruh (Fitriana, Amaneeyah, Dayat, Khasin, Eni, Qieqy and Mu'arif) and my friend in KKN dusun Pungangan (Fitria, Winarti, Ambar, Afifah, Faza, Soma and Rahul), thank for your support and our new knowledge.

10. My big family of TBI 2015 that gives me supports to my education and finishes this graduating paper.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The researcher also pleased to accept more suggestion and contribution for the improvement for this graduating paper.

Salatiga, August 23rd 2019

The writer,

Dewi Wulan Suci

23030150017
ABSTRACT

Suci, Dewi Wulan. 2019. “The Use of Sequence Pictures Strategy to Improve the Students’ Writing Skills on Recount Text at the Tenth Grade Students of SMA Negeri 1 Ambarawa in the Academic Year 2019/2020”. A graduating paper, English Education Department, Teacher Training and Education Faculty, State Institute for Islamic Studies (IAIN) Salatiga. Counselor: Dr. Mashlihatul Umami, M.A.

**Keywords:** Writing skills, Recount text, Sequence Pictures Strategy

The objectives of the study are: (1) to find out the implementation of *Sequence Pictures Strategy* to improve the students’ writing skills on recount text for the tenth grade students of SMA Negeri 1 Ambarawa. (2) to find out the improvement on the students’ writing skills after the use of *Sequence Pictures Strategy* in their learning activities. (3) to know the extent of the students’ improvement in writing skills after using *Sequence Pictures Strategy* to make a recount text. The number of the research’s subject is thirty five students of tenth science five grade of SMA Negeri 1 Ambarawa. The method of this research was Classroom Action Research. The research consists of two cycles, and each cycle consists of four steps, including planning, acting, observing, and reflecting. The collected data were qualitative and quantitative. The implementation of *Sequence Pictures Strategy* was success to make the students pay their attention and easy to understand the materials, easy to make recount text, active, enthusiastic, and enjoy the learning process. Then, it also makes the teacher easy to deliver the materials with the funny situation. Then, the students writing skills were improved after they use *Sequence Pictures Strategy* to make a recount text. It can be seen from the students who write a recount text with various vocabularies, good chronological order, punctuation, spelling, and capitalization. The use of *Sequence Pictures Strategy* also gives the extent improvement on the students’ writing skills on recount text that can be proven through the improvement of T-table of cycle I to cycle II. The T-table of cycle I is 13.977 and cycle II is 18.414. The improvement of cycle I is 34.3%, and in cycle II is 37.1%. It means that there was the improvement as many as 2.8% from cycle I up to cycle II. Based on these results, the researcher recommends using *Sequence Pictures Strategy* in the teaching writing activity.
### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>iii</td>
</tr>
<tr>
<td>ATTENTIVE COUNSELOR NOTE</td>
<td>iv</td>
</tr>
<tr>
<td>STATEMENT OF CERTIFICATION</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>viii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>x</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF FIGURE</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xvi</td>
</tr>
</tbody>
</table>

### CHAPTER I: INTRODUCTION

- A. Background of the Study ................................................. 1
- B. Statement of Problem ................................................... 5
- C. Objectives of the Study ................................................. 6
- D. Benefit of the Study .................................................... 6
- E. Hypothesis and Success Indicator ...................................... 7
- F. Research Method .......................................................... 8
1. Research Design ................................................................. 8
2. Research Subject ............................................................... 12
3. Research Setting Place ....................................................... 12
4. Research Procedure ........................................................ 13
G. Techniques of Data Collection ........................................ 13
H. Instrument of the Study .................................................... 15
I. Data Analysis ................................................................. 18
J. Graduating Paper Outline ................................................ 20

CHAPTER II: THEORETICAL REVIEW

A. Theoretical Framework .................................................... 22
1. Writing .............................................................................. 22
   a. Definition of Writing .................................................... 22
   b. Purposes of Writing ..................................................... 24
   c. Proses of Writing ......................................................... 25
   d. Assessment of Writing ................................................ 26
   e. Indicator of the Students’ Success in Writing Skills ........... 28
2. Teaching Writing ............................................................ 29
3. Picture ............................................................................ 30
   a. Definition of Picture .................................................... 30
   b. Role of Picture .......................................................... 31
4. Sequence Pictures Strategy ............................................. 32
   a. Definition of Sequence Picture ................................... 32
   b. Step of Sequence Picture ............................................ 33
CHAPTER III: IMPLEMENTATION OF RESEARCH

A. Procedures of the Research ................................................................. 40

1. Cycle I .................................................................................................... 40
   a. Planning ............................................................................................. 40
   b. Acting .................................................................................................. 41
   c. Observing ........................................................................................... 42
   d. Reflecting .......................................................................................... 42

2. Cycle II .................................................................................................... 42
   a. Planning ............................................................................................. 43
   b. Acting .................................................................................................. 43
   c. Observing ........................................................................................... 44
   d. Reflecting .......................................................................................... 44

B. Passing Grade of Students’ Successful .................................................... 44

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION

A. Research Findings .................................................................................. 45

1. Cycle I .................................................................................................... 45
a. Planning ................................................................. 45
b. Acting ........................................................................ 47
c. Observing ................................................................. 50
d. Reflecting .................................................................... 58

2. Cycle II ........................................................................ 59
   a. Planning ................................................................. 59
   b. Acting ......................................................................... 61
   c. Observing ................................................................. 64
   d. Reflecting .................................................................... 73

B. Discussion .................................................................... 74

CHAPTER V: CLOSURE

A. Conclusion ..................................................................... 77

B. Suggestions .................................................................... 79

REFERENCES

CURRICULUM VITAE

APPENDICES
LIST OF FIGURE

Figure 1.1 Kemmis and Taggart (1998) ................................................................. 10
LIST OF TABLES

Table 1.1 Research Schedule ................................................................. 13

Table 1.2 The Students’ Observation Checklist ...................................... 13

Table 1.1 The Teacher’s Observation Checklist ....................................... 15

Table 2.1 Composition for Scoring Writing ........................................... 26

Table 2.2 Indicators of Students Success in Writing Skills ...................... 28

Table 2.3 Example of Recount Text ....................................................... 37

Table 4.1 The Students’ Observation Checklist of Cycle I ....................... 50

Table 4.2 The Teachers’ Observation Checklist of Cycle I ....................... 51

Table 4.3 The Student’s Score of Pre-test and Post-test Cycle I ............... 52

Table 4.4 Calculation of Passing Grade of Pre-test and Post-test Cycle I ..... 54

Table 4.5 Difference Square of Pre-test and Post-test Cycle I ................ 55

Table 4.6 The Students’ Observation Checklist of Cycle II ..................... 65

Table 4.7 The Teachers’ Observation Checklist of Cycle II ..................... 65

Table 4.8 The Students’ Score of Pre-test and Post-test Cycle II ............. 67

Table 4.9 Calculation of Passing Grade of Pre-test and Post-test Cycle II ..... 69

Table 4.10 Difference Square of Pre-test and Post-test in the Cycle II ....... 69
Table 4.11 Data Analysis

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data 1</td>
<td>Data 2</td>
<td>Data 3</td>
</tr>
<tr>
<td>Data 4</td>
<td>Data 5</td>
<td>Data 6</td>
</tr>
<tr>
<td>Data 7</td>
<td>Data 8</td>
<td>Data 9</td>
</tr>
</tbody>
</table>

75
CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, statement of the problem, objectives of the study, benefits of the study, hypothesis and success indicator, research method and graduating paper outlines.

A. Background of the Study

Many people believe that language is very important in their life. It is because language becomes the tool used by people to make communications or interactions with others. It supported by Brown (1980: 5) who said that language is used for communication. By using language, people are easy to interact with each other to tell about their knowledge, ideas, needs or experiences although they are in different places and cultures. So, language can not be separated from human life because it plays an important role in human communications and activities.

One of the most important languages is English. English is an international language that certainly has a major role for humans to interact in the international world. In Indonesia, English becomes a foreign language that studied by Indonesian students expanded from Elementary School to University Level. Although for this time, children who are learning in some Kindergarten also get simple English learning to prepare their ability in the Elementary School. In Indonesian education, English also becomes one of the learning subjects that have been tested nationally in Junior High School and...
Senior High School. So, although English is the foreign language for Indonesian society, it must be learned seriously because English is the international language that has an important role for the future to make good communication or to get knowledge at the international level exactly in this global era like now.

English has four skills. The four English skills are reading, listening, speaking and writing. One of the important skills that must be mastered by the students is writing. Writing is important because it becomes the bridge to confront any challenges in life such as someone who wants to get a new job, they must make an application letter to the company. Another example is the university students who want to graduate from their university that must make a graduating paper. All of that can be achieved by someone through written language process.

According to Muhsin (2016) as cited by Baso (2016: 111) writing means producing or reproducing verbal messages into written language. It means that through writing everyone can express or share their thoughts to the others in the form of written language. That is why writing categorizes as a productive skill.

Based on the Basic Competency in English subject of Curriculum 2013, learning writing in the Senior High School exactly in the tenth-grade students, the students are expected to write some texts such as descriptive text, announcement, recount text, and narrative text. To produce all of that text, the students must follow some writings' steps. The writings' steps are prewriting,
organizing, writing, and polishing (Oshima, 2007: 16). In writing, there are some elements that include writing assessments such as contents, organizations, vocabularies, language use and mechanics (Jacobs et al, 1981). All of these elements must be mastered by the students if they want to get the best score in the written product.

However, as know that most of the Indonesian students, they have a basic statement that learning English especially to write English text is difficult than the other English skills. It appropriate with Harmer (2001: 251) that explained productive skills are found more problematic to be reached by the students because there are several numbers of causes why the students find language production difficulties. Thus problems also happened with the students of SMA Negeri 1 Ambarawa, especially in the tenth science five grade students. Based on the result of the interview with Mrs. Eriwati as the English Teacher of the tenth science five grade of SMA N 1 Ambarawa, the students may have possibilities to find out several difficulties in creating a good text with a good language. She said that the students have several difficulties in passing some writing assessments such as organizations, vocabularies, and mechanics. The students have difficulties in passing the organizations assessment because the students confuse with the organizations of the text. It causes the story of the text is not to sequence from the beginning to the end and also the ideas are unclearly stated by the students. Then, the students have difficulties in passing vocabularies assessment because they lack vocabulary. It causes the words used by the students are monotonous. At last,
the students also having lack understanding the mechanics of the text that causes the text has many errors in spelling, punctuation, and capitalization. So, the students must improve their writing skills to get the best score in all of the writings’ assessments. On the other word, if the students’ can improve their writing skills then pass the writing assessments, they automatically can make a good written product through good language.

To figure out the problems above, the teacher should improve the teaching writing activity with new interest and success strategy, because Keh (1999: 3) as quoted by Rohmah (2009: 5) explained that implementing a new strategy brings a fresh air in the classroom atmosphere and it can influence the student's awkward writing skills. The strategy that the researcher takes to overcome this problem is by applying Sequence Pictures Strategy in writing learning activity, especially in writing recount text. According to Jusman (2014: 3) Sequence Pictures is a learning strategy that provides some pictures with each other that reflect sequential events, procedures, or stages from the first to the last, from the beginning to the end systematically. So, by using Sequence Pictures in writing learning activity, the students are easy to deliver their ideas and organize the sequence of the story well. On the other hand, the students also can use various vocabularies and can make the text with good spelling, punctuation, and capitalization. Sequence Pictures also make the students pay their attention to the material and enjoy the learning process with a new classroom atmosphere.
Based on the explanation above, the researcher finds the topic that quite interesting to do a research paper that conducts into the English Educational Faculty of IAIN Salatiga entitle "The Use of Sequence Pictures Strategy to Improve the Students' Writing Skills on Recount Text for the Tenth Grade Students of SMA Negeri 1 Ambarawa in the Academic Year 2019/2020". The method that used by the researcher in this research is Classroom Action Research (CAR) to know that Sequence Pictures Strategy can improve the students’ writing skills on recount text and help the students to enjoy the learning process.

B. Statement of the Problems

Based on the background of the study and the explanation above, the statement of the problems as follows:

1. How is the implementation of Sequence Pictures Strategy to improve the students’ writing skills on recount text for the tenth grade students of SMA Negeri 1 Ambarawa in the academic year 2019/2020?

2. Is there any improvement on the students’ writing skills after they use Sequence Pictures Strategy in their learning activities?

3. To what extent is the improvement of the students’ writing skills after they use Sequence Pictures Strategy to make a recount text?
C. Objective of The Study

Based on the statement of the problems above, the objective of the study as follows:

1. To find out the implementation of Sequence Pictures Strategy to improve the students’ writing skills on recount text for the tenth grade students of SMA Negeri 1 Ambarawa in the academic year 2019/2020.
2. To find out the improvement on the students’ writing skills after using Sequence Pictures Strategy in their learning activities.
3. To know the extent of the students’ improvement in writing skills after they use Sequence Pictures Strategy to make a recount text.

D. Benefits of the Study

The researcher expects that the study gives some benefits theoretically and practically as follows:

1. Theoretically

This research provides information about how to find a new strategy to overcome the problems that exist in the learning process, especially in terms of how to improve the students' writing skills on recount text and how to create a new classroom atmosphere and comfortable class for the students.

2. Practically

a. For the Writer

This research helps the writer to develop professionalism in improving the quality of the writing lesson in the class continuously.
b. For the Students

This research helps the students to learn English with an interesting strategy and situation. On the other hand, this research helps to improve the students' understanding in creating a good text with good language.

c. For the English Teacher

This research helps the teacher to find a new strategy in teaching writing, to make the students pass all of the writings' assessment and get the best score through the good written text's product in the comfortable learning situation.

d. For the Future Researcher

This research gives new knowledge for the future researcher to do better research on the same case. It also can be one of the references for the other research on the same topic to make their research more complete.

E. Hypothesis and Success Indicator

Based on the interview with Mrs. Eriwati as the English teacher of the tenth science five grade of SMA Negeri 1 Ambarawa, the most difficulties that happened in the tenth grade students are to pass some elements of writing assessment such as organizations, vocabularies, and mechanics. The researcher tries to figure out those problems by implementing Sequence Pictures Strategy in the learning activity especially in learning recount text. By conducting this research, the researcher proposes a hypothesis that using
Sequence Pictures as a strategy can improve the students' writing skills exactly in writing recount text.

According to Mourougan, S., & Sethuraman, K. (2017: 32), the research hypothesis is the statement created by researchers when they speculates upon the outcomes of a research or experiment. The research hypothesis are:

1. Ho: there is no significant improvement of the students’ writing skills used Sequence Pictures Strategy on the tenth grade students of SMA Negeri 1 Ambarawa in the academic year 2019/2020.

2. Ha: there is a significant improvement of the students’ writing skills used Sequence Pictures Strategy on the tenth grade students of SMA Negeri 1 Ambarawa in the academic year 2019/2020.

The success indicator of this research is taken from the students’ basic competence shown in Lesson Plan (RPP). The students' success and failure in doing the activities in cycle I and II will be assessed by referring to the criterion of the passing grade (KKM). The passing grade of English lesson in SMA Negeri 1 Ambarawa in the tenth grade is 70. The teacher and the researcher expect that there are at least 85% of the students who pass the passing grade after they get the Sequence Pictures Strategy.

F. Research Method

1. Research Design

The method used by the researcher in this study is Classroom Action Research (CAR). Classroom action research is a research method used to research in the classroom who the students as the subject of the
research. Ebbut (1985) in Hopkins (1993) as quoted by Wiriaatmadja (2008: 12) explained that Classroom Action Research (CAR) is a systematic study of efforts to improve the implementation of educational practices by a group of teachers who are taking some actions in learning and based on their reflection on the results of actions.

The researcher used this method because Classroom Action Research (CAR) has purposed to solve the problem that happened in the learning process through the new technique that suitable with the learning materials in the classroom. It is supported by Nugent (2012: 1) who says that the purpose of classroom action research is a positive change in everyday practice in one's classroom, school, or district.

This Classroom Action Research (CAR) was carried out through two cycles which each cycle consists of two meetings. The researcher conducts every cycle based on Kemmis and Taggart figure is Classroom Action Research (CAR) as quoted by Mu'alimin and Rahmat (2014: 17). Each cycle consists of four components such as planning, acting, observing, and reflecting. But after a cycle is completed, especially after reflecting, it is followed by a re-planning or revising of the implementation of the cycle before. Based on the re-planning, it carried out in the form of a separate cycle until Classroom Action Research can be done with several cycles.
Mrs. Dra Eriwati and the researcher make collaboration in this research. Kemmis and Taggart (1988) as cited by Mu'alimin and Rahmat (2014: 17) mention that there are the steps of the research as follows:

b. Planning

Planning can be implemented as identifying the problem of the class and deciding the appropriate action. The steps of planning as follows:

1) Make the lesson plan and the scenario of action to be taken based on the syllabus
2) Prepare facilities or supporting facilities needed, teaching aids and all the necessities needed in the lesson plan
3) Prepare observation checklist to know the students and the teaching activities in the learning process
4) Prepare the test (pre-test and post-test) with the standard of schools' scoring (in this case is 70)

c. Acting

Acting means doing the appropriate action by considering the problems. The steps in action as follows:

1) Pre-test

2) Teaching recount text and *Sequence Pictures Strategy*

3) Gives the example related to the use of *Sequence Pictures Strategy* to make recount text

4) Give occasion to students to ask any difficulties related to the materials

5) Ask the students to make recount text through *Sequence Pictures Strategy* (post-test)

6) Give the conclusion

7) Give the feedback and assessment of the students written product

d. Observing

In this stage, the researcher observes the students and the teaching activities in the learning process to measure the class conditions and the improvement of the students' writing skills through the use of *Sequence Pictures Strategy*.

e. Reflecting

Reflection is a research finding analysis that uses to analyze the data that have been collected to determine the next action and to know
the improvement of the students' writing skills on recount text by using \textit{Sequence Pictures Strategy}

2. \textbf{Research Subject}

The subject of this study is the tenth science five grade students of SMA Negeri 1 Ambarawa in the academic year 2019/2020. It consists of thirty five students which thirteen students are male and twenty two students are female.

3. \textbf{Research Setting Place}

The research conducted in SMA Negeri 1 Ambarawa. SMA Negeri 1 Ambarawa is the only one of the general vocational high schools in Ambarawa. The general description about SMA Negeri 1 Ambarawa as follows:

a. School Name : SMA Negeri 1 Ambarawa

b. N.S.S : 301032210011

c. Address : Yos Sudarso Street, No. 46, Kupang tengah, Kupang, Kec. Ambarawa, Jawa Tengah

d. Village : Kupang

e. Subdistrict : Ambarawa

f. Province : Central Java

g. Pos Code : 50612

h. Telephone : (0298) 591462

i. School Status : Negeri
4. Research Procedure

In conducting the research, the researcher carries out the steps that summarized in the following research schedule. This research was done on July until August 2019. The table of research schedule is shown in the table 1.1.

Table 1.1 Research Schedule

<table>
<thead>
<tr>
<th>No</th>
<th>Time</th>
<th>Activities</th>
<th>Place</th>
</tr>
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<tr>
<td>1</td>
<td>July</td>
<td>Giving the permission letter to the administration staff at SMA Negeri 1 Ambarawa</td>
<td>Staff office of SMA Negeri 1 Ambarawa</td>
</tr>
<tr>
<td>2</td>
<td>July</td>
<td>Asking confirmation to the administration staff of SMA Negeri 1 Ambarawa</td>
<td>Staff office of SMA Negeri 1 Ambarawa</td>
</tr>
<tr>
<td>3</td>
<td>July</td>
<td>Meet the English teacher to do a consultation about the lesson plan (the researcher met the teacher more than five times to consul the lesson plan)</td>
<td>Teacher room of SMA Negeri 1 Ambarawa</td>
</tr>
<tr>
<td>4</td>
<td>July</td>
<td>Doing action in the class (cycle 1) Pre-test, treatment</td>
<td>In the tenth science five class of SMA Negeri 1 Ambarawa</td>
</tr>
<tr>
<td>5</td>
<td>July</td>
<td>Doing action in the class (cycle 1) Treatment, Post-test</td>
<td>In the tenth science five class of SMA Negeri 1 Ambarawa</td>
</tr>
<tr>
<td>6</td>
<td>August</td>
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<td>In the tenth science five class of SMA Negeri 1 Ambarawa</td>
</tr>
<tr>
<td>7</td>
<td>August</td>
<td>Doing action in the class (cycle 2) Treatment, post-test</td>
<td>In the tenth science five class of SMA Negeri 1 Ambarawa</td>
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</table>

5. Technique of Data Collection

The technique of data collection is the technique to gets valid data, analyze data, and finally find out the best answer to the research problems.

To collect the data, the researcher uses some technique as follows:
a. Qualitative Data

According to Nugent (2012: 35), qualitative data deals with descriptions. Qualitative data can be observed, but not measured statistically. There are the techniques that used by the researcher to collect the qualitative data as follows:

1) Observation

The researcher observes the students and the teacher's activities in the classroom to measure the improvement of the students' writing skills and class situations during using Sequence Pictures Strategy. The researcher uses the observation checklist to make it more systematic.

2) Documentation

To collect the documentation, the researcher collects the documents in the form of photographs and the students' written products to provide the most accurate data.

b. Quantitative Data

According to Nugent (2012: 35), in Classroom Action Research, quantitative data might include test scores, student ages, number of discipline referrals, or student attendance rates. The researcher used the written test score in pre-test and post-test to collect the quantitative data to measure the improvement of the students' writing skills on the recount text.
6. **Research Instrument**

Instruments are the tools that are used by the researcher to collect the data. The researcher used research instruments as follows:

a. Observation

Sukandarrumidi (2004: 69) explained that observation is observing and recording of an object with the systematic phenomenon investigated. on the other hand, Nunan (2009: 258) defines that observation as a family of related procedure for gathering data during actual language listen or tutorial session, primarily by watching, listening and recording (rather than by asking). From the explanation above, it can be concluded that observation is one of the ways to collect the data through listening and watching all of the learning activities in a systematic process. In filling this observation checklist, the researcher is going to use the mark "√".

**Table 1.2 The Students’ Observation Checklist**

<table>
<thead>
<tr>
<th>No</th>
<th>The students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying attention to the learning process or the materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Asking questions to the teacher related with the materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Responding the teacher’s questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Accomplishing task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Being enthusiastic in using <em>Sequence Pictures Strategy</em> in writing recount text</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 1.3 The Teachers’ Observation Checklist

<table>
<thead>
<tr>
<th>No</th>
<th>The students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparing the materials and teaching aids in the class well</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson begins</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Praying before the lesson begins</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Checking the students attendance and nicety</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Giving motivation to the students</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Reminding the previous materials</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Delivering the learning goal</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Giving explanation related with recount text and Sequence Pictures Strategy</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Giving the example in making recount text by using Sequence Pictures Strategy</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Guiding and helping the students’ difficulties that find during learning activities</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Giving conclusion and feedback after the learning activities have done</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Inviting the students to pray together</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Closing the learning process</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Documentation

Documentation is a technique to collect the data by taking some pictures related to the learning process and also collecting all of the students writing products. Documentation is very important for the researcher because all of the research activities must be proven through the documents. It is appropriate with Mu'alimin and Rahmat (2014: 34) who says that documentation is important information for the researchers. In other words, documentation is all of the diaries of the
students, the teachers, and the researchers’ principals related to the research.

c. Test

The test is an important part of every teaching and learning activity. It is because, through the test, the students, the teacher, and the researcher know about how far the improvement of the students writing skills after the use a new strategy (*Sequence Pictures Strategy*). According to Heaton (1975: 1), both testing and teaching are so closely related that it is virtually impossible to work in either field without being constantly concern with the other. The test used in this research as follows:

1) Pre-test

The pre-test is giving to the students before the teacher giving treatment in the teaching and learning process. The objective of the pre-test is to know the students' writing skills before they get action.

2) Post-test

Post-test is conducting after the students carried out the pre-test and got the treatments from the teacher. Post-test used to know the improvements of the students writing skills after they get the treatment.
Both of pre-test and post-test was designed based on the curriculum and the syllabus of tenth grade of SMA Negeri 1 Ambarawa in the academic year 2019/2020.

7. Data Analysis

The researcher collects the data from the tenth science five grade students of SMA Negeri 1 Ambarawa. The types of data analysis as follows:

1. Descriptive analysis

According to Nunan (2009: 416) analyzing qualitative data is an interactive process of reading, thinking, re-reading, posing questions, searching through the record, and trying to find patterns. By this technique, the researcher knows about the students' and the teacher activeness and also the class situation during the teaching-learning process takes place.

2. Statistical analysis

The researcher analyzes the data using statistical analysis because it describes the inferences about numerical. To calculate the quantitative data, the researcher uses the following formula as follows:

1) Mean of pre-test and post-test

According to Sudijono (2008: 76), to calculate the means score as:

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

Explanation:

\[ M \quad \text{= Mean of the students’ score} \]
\[ \sum X \]
\[
N
\]
= Sum of the students’ score
= Total number of the student

2) Mean of Difference

According to Sudijono (2008: 149) the formula of mean different as:

\[
MD = \frac{\sum D}{N}
\]

Explanation:

MD = Mean of difference
\[ \sum D \] = Total of difference between pre- and post-test
\[ N \] = Total number of the student

3) Standard Deviation

According to Sudijono (2008: 162) the formula of standard deviation as follows:

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

Explanation:

SD = Standard deviation
D = Difference between pre- and post-test
\[ N \] = Number of the students

3) To calculate the standard error for the mean difference:

\[
SEM_D = \frac{SD_D}{\sqrt{N-1}}
\]
Explanation:

SEMD = Standard error for the mean difference.

SDD = Standard Deviation.

N = Total number of the students.

4) T-test Calculation

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

Explanation:

To : T-test for different of pre-test and post-test

SD : Standard Deviation

D : Different between pre-test and post-test

N : The number of observation

G. Graduating Paper Outline

In order to make a systematic research, the researcher organizes this research into five chapters.

Chapter I is an introduction. It contains the background of the study, statement of the problems, objective of the study, benefits of the study, hypothesis of the study, research method, and graduating paper outline.

Chapter II describes the theoretical review, which consist of underlying theories that include the definition and general concept of writing, recount text, picture, Sequence Pictures Strategy and previous study.
Chapter III is the implementation of research. It contains procedures of the research.

Chapter IV is research findings and data analysis. It contains the result of the research in using *Sequence Pictures Strategy* to improve the students’ writing skills on recount text of the tenth grade students of SMA Negeri 1 Ambarawa in the academic year 2019/2020.

Chapter V is closure. It contains conclusions and suggestions. In the end, it is followed by references and appendix.
CHAPTER II

THEORETICAL REVIEW

This chapter consists of the theoretical framework and review of the previous study. The theoretical framework describes some information related to the writing and Sequence Pictures Strategy. It consists of the explanation of writing, teaching writing, picture, Sequence Pictures Strategy and recount text. The previous study explains the research that has been conducted by the other researcher previously as the reference for this research.

A. Theoretical Framework

1. Writing

   In this section, the researcher discusses the definition of writing, the component of writing, the purpose of writing, the process of writing, assessment of writing, and indicator of the students successful in writing. The explanation as follows:

   a. Definition of Writing

      Talking about writing, the researcher shows some basic theories related to writing. Writing is one of the productive skills where the students have to produce language themselves (Harmer, 2007: 265). Muhsin (2016) as cited by Baso (2016: 111) explained that writing means producing or reproducing verbal messages into written language. It means that when the students usually express their idea in the verbal language, through writing they can express it in the form of
written language. Writing usually produces words, sentences, paragraph or essays that contained the idea or the thought of the students.

Through writing, the students can deliver their thought to the reader in the form of written language easily and could be understood by the reader clearly. As explained by Lubis (2014: 61) writing is the activity to transfer the ideas and to describe a language is understood by someone written, so the readers can understand what the writer means.

On the other hand, Clark (2014: 6) stated that writing is an instrument of thinking that allows the students to express their thoughts and helps them understand and share their perceptions of the world around them. It means that, when the students write something, it shows that the students understand the learning materials or another and also can express their ideas, perceptions, and anything that come into their mind easily.

Based on some explanations above, the researcher concluded that writing is one of the language skills that include the activity for producing or expressing something through the written language product. Writing usually produces words, sentences, paragraph or essays that contained the idea or the thought of the writer (the students). Through writing, the writer (the students) can deliver their ideas,
expressions, though or anything that come into their mind to the reader easily.

b. Purpose of Writing

According to Saniah (2018: 35) there are only four common purposes in writing such as to inform, to explain, to persuade, and to amuse the others. But, actually writing has its purpose in every genre. As explained by McMahan, et al. (1996: 8) in Andriyani (2017: 16), the purposes of writing as follows:

1) To Express the Writer’s Feeling

It means that the writer wants to express his/her feeling and thought in the written forms, as in a diary or a love letter.

2) To Entertain the Readers

It means that the writer wants to entertain the reader through their written product.

3) To Inform the Readers

It means that the writer wants to give information or explain something to the readers through their written language product.

4) To Persuade the Readers

It means that the writer wants to persuade or convince the readers about his/her opinion or concept or idea through their written language product.
c. **Process of Writing**

Writing is a process that can not be done in just one step. To write a text, the students must go through several stages. Why do the students need to pass several writing stages? It is because to produce something in the written language, the students should correct and revise his/her written product several times to achieve what the students want. Based on Oshima (2007: 16), several processes of writing are prewriting, organizing, writing and polishing. There are explanations of the writings’ process as follows:

1) **Prewriting**

Prewriting is a way to get ideas. In this step, the students choose a topic and collect the ideas to explain the topic. The students write the topic on the top of a piece of paper then, make a list about the words or phrases that come into their mind.

2) **Organizing**

The next step is to organize the ideas into a simple outline.

3) **Writing**

The next step is to write a draft by using the students’ outline as a guide. Write the draft as quickly as the students can, without to think about grammar, spelling, or punctuation. Just get the ideas down on paper.
4) Polishing (Editing and Revising)

In this step, the students polish what they have written. This step is also called revising and editing. Polishing is most successful if the students do it in two steps. The first step is to attack the big issues related to content and organization (revising). Then, the students work on the smaller issues related to mechanics of the text (editing).

d. Assessment of Writing

After the students make the written product, the teacher should assess the students writing product by using a writing rubric. It is used to know the students writing ability in several components and to choose the next step to solve the students’ difficulties in writing. Weigle (2002: 189) said that the development of the scoring rubric has led to the improvement in tests scoring as well as scoring. There are several components of writing rubric such as contents, organizations, vocabularies, language use and mechanics (Jacobs: 1981)

Table 2.1 Composition for Scoring Writing

(Jacobs et al. 1981)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
</table>
| Content | • Excellent to very good: knowledgeable, substantive, through development of thesis, relevant theory.  
• Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.  
• Fair to poor: limited knowledge of subject, little substance, inadequate | 30-27  
26-22  
21-17 |

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Topic</td>
<td>• Very poor: does not show knowledge of subject, non-substantive, not pertinent, not enough to evaluate.</td>
<td>16-10</td>
</tr>
</tbody>
</table>
| Organization       | • Excellent to very good: fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.  
                      • Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.  
                      • Fair to poor: non-fluent, ideas confused or disconnected, lack logical sequence and development  
                      • Very poor: does not communicate, no organization, not enough to evaluate | 20-18, 17-15, 14-10, 9-7 |
| Vocabulary         | • Excellent to very good: sophisticated range, effective words/idioms and usage, word form mastery, appropriate register.  
                      • Good to average: adequate range, occasional errors of idiom choice, usage but meaning not obscured.  
                      • Fair to poor: limited range, frequent errors of idiom/words, meaning confused or obscure.  
                      • Very poor: essentially translation, little knowledge of English vocabulary, not enough to evaluate | 20-18, 17-15, 14-10, 9-7 |
| Language Use       | • Excellent to very good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition  
                      • Good to average: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured  
                      • Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, | 25-22, 21-18, 17-11 |
e. Indicator of Students’ Success in Writing Skills

In writing skills, some indicators are used to know the students outcome in their learning especially in learning writing. According to Ritchey et al (2016: 24) there are some indicators of the students’ success in writing skills, as follows:

Table 2.2 Indicators of Students’ Success in Writing Skills

<table>
<thead>
<tr>
<th>Category</th>
<th>Skills</th>
</tr>
</thead>
</table>
| Text types and purposes    | - The students should be able to create a product where they talk about and provide an opinion about the product with supported reasons  
                            | - The students should be able to create the texts where they are able to produce a topic and provide information on it. |
2. Teaching Writing

According to Mulyasa (2009: 100) teaching is a collaboration process done by the students and the environment in other that the human/ the student's behavior changes to be better. Then, Pardiyono (2010: iii) explained that teaching is an art that delivers the information of knowledge and skill or ability to the students. From several explanations above, it can be concluded that teaching is a process to transfer the knowledge which is done by the teacher to the student that has the purposes to make the students better in all of the educations' aspect. On the other hand, writing is a process to express the idea or to share the thought to the other in the form of written language. So, teaching writing is a process to transfer the writing's knowledge from the teacher to the students through the learning process in the classroom to improve the students' writing skills.

Teaching writing is important in the learning process because it helps the students to achieve their goals. However, it depends on how the teacher does teaching writing in the classroom. As state by Harmer (2007:
275) who say that a key factor in the success of productive skills tasks is the way teachers organize them and how they respond to the students’ work. It means that teaching writing will be a success if the teacher can organize the teaching and learning process well and can respond to the students to work well.

3. Picture

In this stage, the writer shows the explanation about the definition of picture and the role of picture. The explanation as follows:

a. Definition of Picture

Picture is one of the learning media that is very well known in every learning activity because of its simplicity when applied in learning activities. According to Wilkes (1964:1201), Picture is a visual representation of an object or scene by painting, drawing, or photograph. It means that picture is a visual representation of something, such as a person or scene, produced on a surface, as in a photograph and painting.

Picture is one of the media used by the teacher in the learning process. The teacher uses pictures in the learning process because it makes the students pay their attention to the materials, easy to understand the materials and enjoy the learning process than when the teacher uses verbal explanation. Picture also can stimulate students' creativity, especially in writing (Harmer, 2004: 69). The students also easy to find the pictures in many sources, such as magazine,
newspaper, comic, internet, etc. So, if the learning activity uses the pictures, the teacher and the students can easy to find it then use it in the learning activity.

There are several definitions about pictures as cited by Baso (2016: 111):

1) Picture is a visual representation;
2) Picture is a clear and telling mental image;
3) Picture is a condition treated as an observable;
4) Picture is a representation of a person or scene in the form of a print or transparent slide; recorded by a camera on light-sensitive material;
5) Picture is an illustration used to decorate or explain a text;
6) Picture is a graphic or vivid verbal description;

From several definitions above, the researcher concluded that picture is a media that suitable to use in teaching and learning activity to help the students easy to organize their ideas in written language products and enjoy the learning activities.

b. The Role of Picture

Picture also has several roles when it is used in writing activity. The several roles in writing activity as explained by Wright (1989, p.17) as follows:

1) Pictures can motivate the students and make them want to pay attention and to take part
2) Picture can contribute to the context in which the language is being used.

3) Pictures can be described in an object way or interpreted or responded to subjectively.

4) Pictures can cue responses to questions or cue substitutions through controlled practice.

5) Picture can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

4. **Sequence Picture Strategy**

In this section, the researcher shows the explanation related to the definition of *Sequence Pictures Strategy* and the steps of *Sequence Pictures Strategy*. The explanations as follows:

**a. Definition of Sequence Pictures Strategy**

Teaching strategy is a plan, method or a series of activities designed to achieve a particular education goal (Harahap, p.134). Then, Spivey in Baso (2016, p.111) sequences are the process of putting events, ideas, and objects in a logical order. On the other hand, picture is a media that suitable to use in teaching and learning activity to help the students easy to organize their ideas in written language product and enjoy the learning activities.

*Sequence Pictures* is combining between pictures and the story (Baso, 2016: 112). It means that *Sequence Pictures* is a combination between pictures and story that contain in the picture to make the story...
in the good sequencing and the idea can deliver perfectly. On the other hand, Jusman (2014:3) said that *Sequence Pictures* is provided several pictures to each other that reflect chronological events, procedures, or steps from the first to the last, from the beginning to the end systematically. Then, Harmer, as quoted by Sidqi (2014: 5) describes that *Sequence Pictures* is picture that shows condition or individuals in the act.

From several definitions above, the researcher concludes that *Sequence Pictures Strategy* is the strategy used in the learning activity to help the students generate and develop their ideas. *Sequence Pictures Strategy* also helps the students to organize their written products, deliver their ideas well, develop their imagination and integrate their paragraphs to produce a coherent and well organized written language product. On the other hand, *Sequence Pictures Strategy* makes the students enjoy the learning process because they learn in the new strategy with a new atmosphere in the classroom.

b. **Steps of Sequence Pictures Strategy**

*Sequence Pictures Strategy* has several steps that must be completed by the teacher and the students if they want to use it in the learning activities. Goldstein (2008: 65), shows several steps to apply *Sequence Pictures Strategy* as follows:

1) Show a selection of four to six photos or images that make up a complete story, but out of sequence
2) The students put them in the correct order. (keep the last images in the sequence back, even if that is merely the last image of a recipe showing the finished dish)

3) The students report back their sequence, narrating the events

4) The students imagine the last image in the sequence to finish the story. At this point, you can reveal the last image

5) Ask the class to write a story for the images in the form of a story or speech bubbles/captions, depending on the image types.

c. **Advantages and Disadvantages of Sequence Pictures Strategy**

   Every strategy used by the teacher in the learning process has the advantages and disadvantages. According to Shoimin (2014: 125) the advantages of *Sequence Pictures Strategy* are:

   1) Make it easier for the students to understand what the teacher meant when delivering the learning materials.

   2) The students quickly respond to material submitted because it accompanied by the picture.

   3) The students can read one by one according to the instructions given in the given pictures.

   4) The students concentrate more and get excited because the tasks assigned by the teacher are related to their daily play, for example playing the picture.

   5) The existence of competence of concepts or readings that exist in the picture
6) Interesting for students because through audiovisual in the form of pictures”.

On the other hand, Shoimin (2014:126) also said that *Sequence Pictures Strategy* has the disadvantages as follows:

1) It takes a lot of time.
2) Many students are passive.
3) Must prepare many tools and materials related to the material to be taught with the strategy.
4) It takes a lot of money.

5. **Recount Text**

In this section, the researcher shows the explanation related to the definition of recount text, generic structure of recount text, language features of recount text and example of recount text. The explanation as follows:

a. **Definition of Recount Text**

Recount text is one of the texts that include in the syllabus of the tenth grades of Senior High School in Indonesian education. According to Anderson (1997:48) a recount text is a part of the text that retells about events in the past. On the other hand, Grace (2007: 30) explained that recount text is a text that tells the reader or the listener what happened in the past through a sequence of events. It means that recount text is a text that retell about the events that happened in the past. Events are usually arranged in a temporal
sequence such as first, next, then, etc. The purpose of recount text is to retell an event or events to the reader.

b. Generic Structure of Recount Text

According to Annandale (1990: 24) the generic structures of recount text as follows:

1) Orientation

   Orientation is the part that describes the background of information related to the person, the events, the place and the time.

2) Events

   Events are the paragraph that tells about the sequences of events in the order in which they happened.

3) Re-orientation (optional element)

   Re-orientation is optimal that includes a personal comment about the events. A few texts have a concluding paragraph, but it is not always necessary. So, it makes re-orientation becomes the optional element in the recount text.

c. Language Features of Recount Text

According to Annandale (1990: 24), language features of recount text as follows:

1) Focus on Individual Participants

   Example: I, Mrs. Macklin, pupils of Lurnea Public School and etc.

2) Use of Past Tense
Example: “it was a very…”, “everyone received”, etc.

3) Focus on Temporal Sequence of Events

Example: “last year…”, “on the weekend…”, “then, after the…”, etc.

4) Use Action

Example: “I went…”, “we got…”, “we parked…”, etc.

d. Example of Recount Text

Table 2.3 Example of Recount text

<table>
<thead>
<tr>
<th>Title</th>
<th>Came Late to school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Last Wednesday, I came late to my school because I played game until 2.00 am in the night. That was why, I woke up late.</td>
</tr>
<tr>
<td>Events (1)</td>
<td>I woke up about 6.30 am and the class would be begun at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that.</td>
</tr>
<tr>
<td>Events (2)</td>
<td>I always went to school by my motorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.</td>
</tr>
<tr>
<td>Re-orientation</td>
<td>It was my bad experience and I hoped I would not do that again.</td>
</tr>
</tbody>
</table>

B. Previous Study

To see whether there is relevant research related to the title discussed, the researcher presents five previous studies related to the study. The first research has been done by Jusman (2014). The instruments used in this research are pre-test and post-test. The study finds that the use of sequence pictures can improve the writing ability of the ninth grade students at SMP Negeri 8
Pasangkayu through the random sampling technique which has the result t-counted value (3.14) was greater than t-table value (1.992).

The second research has been done by Baso (2016). This research aims to find out the improvement of students writing ability and the students' interest through the use of sequence pictures. This research conducts on the first-grade students of SMAN 1 Sungguminasa that consists of thirty students. This research used the questionnaire sheet and the writing test. The students’ mean score of posttest was 07.00 for experimental group, while control group was 58.66. The study finds that there is an improvement in writing skill and increase the interesting students on writing lesson through Sequence Pictures.

The third research has been done by Faizah (2014). This study was an action research study consisting of two cycles and used qualitative methods. The subjects of this research were 30 students of X class of MAN LAB UIN Yogyakarta in the academic year of 2013/2014. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the collaborator about the implemented actions. The results of the cycle I and cycle 2 showed that the implementation of sequence pictures was successful in improving the students' writing skills in narrative texts and their involvement during the teaching and learning process.

The fourth research has been done by Yanuar (2015). The population of this study was the ninth grade students of SMP Negeri 2 Tonjong, Brebes in the academic year 2014/2015. The samples of the study were class IX B as the
experimental class which consisted of 35 students and class IX C as a control class which consisted of 35 students. The mean of the experimental class was 79.94, higher than the control class 74.71. Then the result of the mean of post-test of the experimental class was 79.94, higher than pre-test 72.66. For that reason, it could be concluded that sequence pictures were effective for teaching writing procedure text on the ninth grade students of SMP Negeri 2 Tonjong in the academic year 2014/2015.

The fifth research has been done by Dewi (2012). This research was designed as qualitative research. The researcher gets the data from the observation checklist and close-ended questionnaire. This research observed the students' activities in the learning process in two meetings. The result of this research showed that the implementation of the sequence of pictures to teach writing recount text on the eighth grade of SMPN 25 Surabaya is strongly positive. The students affirmed that this media could assist them to make recount text easier.

Based on some previous studies above, this research has some differences from the previous ones such as the subject of the research in which the researcher examines Sequence Pictures Strategy for SMA N 1 Ambarawa at the tenth-grade students. There is no research before that has been conducted for SMA N 1 Ambarawa with the implementation of Sequence Pictures strategy. The researcher uses Classroom Action Research (CAR) and recount text since the previous researches do not deal with this issue yet.
CHAPTER III

IMPLEMENTATION OF RESEARCH

In this chapter, the researcher carries out the implementation of the study, includes the procedures of the study (cycle I, cycle II) and the passing grade of the students’ success in writing.

A. Procedures of the Research

In this research, the researcher uses Classroom Action Research (CAR) to collect the data. The researcher conducts the research into two cycles. Every cycle conduct to Kemmis and Taggart (1988) in Mu'alimin and Rahmat (2014: 17) which consist of planning, acting, observing and reflecting. Then, the researcher makes collaboration with the English teacher who teaches in the tenth science five grade of SMA Negeri 1 Ambarawa. The activities in each cycle as follows:

1. Cycle I

The researcher uses Sequence Pictures Strategy to improve the students’ writing skills on recount text. The procedures as follows:

a. Planning

In this stage, the researcher plans what the actions would be done in using and applying Sequence Pictures Strategy in the learning process. The activities as follows:

1) Preparing the teaching material that suitable with the syllabus
2) Making lesson plan and designing the steps in doing action
3) Preparing the teaching aid or teaching media that suitable with the theme

4) Preparing the observation checklist

5) Preparing the students’ attendance list and the students’ score list

6) Preparing the instrument (pre-test and post-test)

All of the preparation that design by the researcher and the teacher used to achieve the learning goals and improve the students’ writing skills on recount text.

b. Acting

In this section, the learning process was doing by the teacher. The activities as follows:

1) Opening the learning activities by greeting and praying together

2) Checking the students’ attendance

3) Checking the students’ nicety

4) Giving motivation and delivering the learning goals

5) Giving pre-test for the students

6) Showing the pictures in front of the class

7) Giving handout related with the material

8) Giving the explanation about recount text

9) Explaining the Sequence Pictures Strategy and its steps that used by the students to make a good text with a good language

10) Giving the example to create a good text with a good language in recount text by using Sequence Pictures Strategy
11) Giving occasion to the students to ask any difficulties in understanding the materials

12) Giving post-test to the students

13) Inviting the students to make a conclusion related to the material that have been learnt

14) Giving assessment and feedback on the students’ written product

15) Closing the learning process

c. Observing

In this research, the researcher has the role as an observer. She observed the student's and the teacher’s activities by using the observation checklist. Then, the observer also takes some pictures to use as the documentation.

d. Reflecting

This phase deals with evaluating and analyzing the data. The focus is to getting knows the achievement of criteria of success.

1) The researcher evaluating and analyzing the data, such as observation checklists, and also pre-test and post-test;

2) The researcher and the English teacher discuss to make a reflection related to what should they do to solve the problems;

3) The researcher creating a new planning of the next cycle.

2. Cycle II

The second cycle accomplish based on the result of reflection from the first cycle. The procedures as follows:
a. Planning

1) Identifying the problem and make a solution from the problems
2) Designing the procedures for doing the action again
3) Preparing the material
4) Preparing the teaching aid or teaching media
5) Preparing the observation checklist
6) Preparing the student’s attendance list and the student’s score list
7) Preparing pre-test and post-test of cycle II

b. Acting

In this section, the learning process is doing by the teacher. The activities as follows:

1) Opening the learning activities by greeting and praying together
2) Checking the students’ attendance
3) Giving motivation and delivering the learning goals
4) Giving pre-test for the students
5) Re-explaining related to recount text and how to use Sequence Pictures Strategy to make recount text
6) Giving the example in making recount text with Sequence Pictures Strategy
7) Giving post-test for the students
8) Inviting the students to make a conclusion related to the material that has been learned
9) Giving assessment and feedback on the students’ written product
10) Closing the learning process

c. Observing

In this research, the researcher has the role as an observer. She observed the students and the teacher activities by using the observation checklist. Then, the observer also takes some pictures to use as the documentation.

d. Reflecting

This phase deals with evaluating and analyzing the data. The focus is to getting knows the achievement of criteria of success.

1) The researcher evaluating the activity that have been done
2) The researcher and the English teacher discuss to make a reflection related to what should they do to solve the problems;
3) The researcher analyzes the data from the observation checklist and test of cycle II. Next cycle III will happen when the cycle II fails.

B. The Passing Grade of the Students’ Successful

The students’ success and failure in doing the activities above will be assessed by referring to the passing grade. The passing grade of English lesson in the tenth grade of SMA Negeri 1 Ambarawa is 70. The teacher and the researcher expect that there are at least 85% of the students who pass the passing grade.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher shows the findings of the research by discussing the improvement of the students’ writing skills on recount text by using Sequence Pictures Strategy.

A. Research Findings

This research consist of two cycles which is each cycle consists of planning, acting, observing, and reflecting. All steps of this research would be explained in the description below:

1. Cycle I

a. Planning

In the planning stage of cycle I, the teacher and the researcher made collaboration to analyze the syllabus and also discuss the topic and source of the material that would be used in the teaching and learning process. The researcher also prepared several instruments, as follows:

1) Syllabus

To arrange the lesson plan, the researcher used a syllabus from English teacher of SMA N 1 Ambarawa. It can be seen in appendices.
2) Lesson Plan

The researcher used a lesson plan as a guide to managing the times and activities during the teaching and learning process were took place in the classroom.

3) Materials

The researcher prepared the materials related to recount text like the definition, generic structure, language feature, and example. The researcher also prepared some pictures as the example of recount text by using Sequence Pictures Strategy.

4) Observation Checklist

An observation checklist was arranged to know the students and the teacher’s activities in the classroom. It was also used to know the students’ activeness during the action to measure the improvement of the students’ writing skills and the class’s situations during the used of Sequence Pictures Strategy.

5) The students’ Attendance List

The researcher used the attendance list to know the total of the students who come and join in the learning process at that time.

6) Teaching Aid

The researcher prepared some instruments such as board-marker, handouts for the students (material about recount text and the explanations of Sequence Pictures Strategy) and all of the tools to make the action become a success.
7) Pre-Test and Post-Test

The researcher prepared pre-test and post-test to know the students’ writing skills before and after the used of *Sequence Picture Strategy* in the learning process. The researcher gave the pre-test before *Sequence Picture Strategy* was to known students writing skills. The researcher gave the post-test after *Sequence Picture Strategy* was implemented to know the improvement of the students’ writing skills.

b. Acting

The cycle I was held on Tuesday, July 22\textsuperscript{nd} 2019, in SMA Negeri 1 Ambarawa. The teacher was Mrs. Eriwati Dwi Suhesti and the researcher was Dewi Wulan Suci role as an observer. The teacher and the researcher entered the class at 07.00 am. Before started the lesson, the teacher informed the students that few days later the class would be observed by the researcher. The teacher started the lesson by greeted, “*Assalamualaikum, good morning class*”. Then, the students replied, “*waalaikumsalam, good morning Mrs.Eri*”. The teacher asked the students’ condition such as, “*how are you today?*”. Then, the students answered, “*I’m fine thank you and you?*”. Then, the teacher answered, “*I’m fine to thank you. How about the weather today? Is it cold?*”. Then, the students answer, “*yes Mrs, today more feel cold than yesterday*”. Then, the teacher invited the students to pray together.
Then, the teacher checked the students’ nicety about their uniform. The teacher conveyed the purpose of coming in the class and gave the time for the researcher to introduce herself in front of the class. The researcher asked, “Assalamualaikum wr.wb. Good morning?”. Then, the students answered, “Waalaikumsalam wr.wb. Good morning Miss”. Then the researcher said, “my name is Dewi Wulan Suci, and you can call me Miss Dewi. I’m from State for Islamic Studies of Salatiga (IAIN) Salatiga and now I’m the eight semester university students. Nice to meet you”. Then, the students answered, “nice to meet you too Miss Dewi”. After that, the teacher checked the student’s attendance list.

Then, the teacher asked the students related to the materials that would be discussed at that time, “do you ever know about the text that tells the pass event like experience, sad moment and other?”. Then the students answered, “not yet Mrs”. Then, the teacher gave the introduction of recount text. Then, the teacher asked to the students to do the pre-test. The teacher gave the pre-test for the students to write recount text based on the pictures available on the paper. Then, the teacher asked the students that they would do the pre-test in 25 minutes. The teacher asked the students to do it by themselves and during the students doing the pre-test, the teacher monitoring them by going to each the students’ desk.
After the students finished the pre-test, the teacher asked the researcher to collect the students’ pre-test. Then, the teacher gave the handout related to the materials and asked the students to pay their attention to the materials. After that, the teacher gave the example of recount text, explained the materials, and invited the students to identify the example of recount text to increase the students’ understanding about generic structure, language features and social function of recount text. After that, the teacher gave an occasion to the students to ask anything related to the materials that they felt confused. Then, the teacher invited the students to answer some questions related to the materials by putting the students’ names on the bottle. So, the students who called by the teacher must be answered the questions related to the materials that have been learned before. This activity made the situation of the class became enjoy and fun.

Before the teacher explained about Sequence Pictures Strategy, the teacher gave the example of Sequence Pictures (some pictures in the random arrangement). Then, the teacher invited the students to arrange the pictures into the good chronological order. Then, the teacher gave the paragraph’s example on each pictures using Sequence Pictures Strategy. Then, the teacher explained the definition of Sequence Pictures Strategy and its step.

After that, the teacher gave a post-test for the students by using Sequence Pictures Strategy. The students got the post-test in individual
and do it in 25 minutes too. After the students finished doing the post-test, the teacher asked the researcher to submit the students’ recount text. Then, the teacher invited the students to conclude the materials that have been learned by the students.

At the end of the lesson, the teacher asked the class leader to lead a prayer. The class leader said “let's pray together” then all of the students bowed their heads to pray. Then, the teacher closed the lesson “okay, thanks for your attention class, wassalamualaikum wr wb. X MIPA 5 is awesome. Great job guys”. The lesson closed at 08.30 am.

c. Observing

The researcher observed the students and the teacher activity in the learning process by using observation checklist. This observation’s purposed to know the students’ activeness and enthusiasm to follow the learning process and the teacher activities in the learning process. The explanation of the result of the student’s and the teacher’s observational checklist as follows:

Table 4.1 The Student’s Observation Checklist of Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>The students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying attention to the learning process or the materials</td>
<td>✓</td>
<td></td>
<td>All of the students pay their attention to the materials, but some of them just focus on the handout in some minutes</td>
</tr>
<tr>
<td>2</td>
<td>Asking questions to the teacher related with the materials</td>
<td>✓</td>
<td></td>
<td>Few students asking question to the teacher related with the materials (Dewik, Mutasim)</td>
</tr>
</tbody>
</table>
Responding the teacher’s questions

Most of the students answer the teacher’s question

Accomplishing task

All of the students accomplishing the task

Being enthusiastic in using Sequence Pictures Strategy in writing recount text

They felt enjoy with the learning process by using sequence pictures strategy.

Table 4.2 The Teacher’s Observation Checklist of Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>The students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparing the materials and teaching aids in the class well</td>
<td>√</td>
<td></td>
<td>The teacher prepared the materials and teaching aid in the class well (the researcher helps the teacher to prepare it)</td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson begins</td>
<td>√</td>
<td></td>
<td>The teacher greeting the students with the good expression</td>
</tr>
<tr>
<td>3</td>
<td>Praying before the lesson begins</td>
<td>√</td>
<td></td>
<td>The teacher inviting the students to pray together</td>
</tr>
<tr>
<td>4</td>
<td>Checking the students attendance and nicety</td>
<td>√</td>
<td></td>
<td>The teacher check the students attendance list and uniform</td>
</tr>
<tr>
<td>5</td>
<td>Giving motivation to the students</td>
<td>√</td>
<td></td>
<td>The teacher giving motivation related with the benefits in learning recount text</td>
</tr>
<tr>
<td>6</td>
<td>Reminding the previous materials</td>
<td>√</td>
<td></td>
<td>The teacher reminding the previous material</td>
</tr>
<tr>
<td>7</td>
<td>Delivering the learning goal</td>
<td>√</td>
<td></td>
<td>The teacher delivering the learning goal</td>
</tr>
<tr>
<td>8</td>
<td>Giving explanation related with recount text and Sequence Pictures Strategy</td>
<td>√</td>
<td></td>
<td>The teacher explained about recount text and sequence pictures well and clearly</td>
</tr>
<tr>
<td>9</td>
<td>Giving the example in making recount text by using Sequence Pictures Strategy</td>
<td>√</td>
<td></td>
<td>The teacher gave the example of recount text and how to use sequence pictures strategy to make the recount text</td>
</tr>
<tr>
<td>10</td>
<td>Guiding and helping the students’</td>
<td>√</td>
<td></td>
<td>The teacher guide and help the students to solve</td>
</tr>
</tbody>
</table>
difficulties that find during learning activities | the problem
---|---
11 Giving conclusion and feedback after the learning activities have done | ✓ | The teacher inviting the students to conclude the learning process and the teacher gave feedback for the students
12 Inviting the students to pray together | ✓ | The teacher invited the students to pray together through the class leader.
13 Closing the learning process | ✓ | The teacher close the learning process by greeting (salam)

Based on the student’s observation checklist above, the researcher observed and monitored the student’s activities in the learning activities. In the class, the students understood the learning materials. Then, few students also showed their activeness in the class through answering the teacher’s questions and asking the teacher related with the materials.

The researcher got the data of cycle I and analyzed the data of pre-test and post-test based on the rubric of writing. The calculation and result of both tests were present below:

1) The Score of Pre-test and Post-test of Cycle I

**Table 4.3 The Students’ Score of Pre-Test and Post-Test**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Pre-test(x)</th>
<th>Post Test (y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAF</td>
<td>58</td>
<td>75</td>
</tr>
</tbody>
</table>

52
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>AVA</td>
<td>74</td>
<td>82</td>
</tr>
<tr>
<td>3</td>
<td>ASM</td>
<td>71</td>
<td>82</td>
</tr>
<tr>
<td>4</td>
<td>APP</td>
<td>75</td>
<td>81</td>
</tr>
<tr>
<td>5</td>
<td>AAP</td>
<td>70</td>
<td>76</td>
</tr>
<tr>
<td>6</td>
<td>ATMG</td>
<td>67</td>
<td>74</td>
</tr>
<tr>
<td>7</td>
<td>AFA</td>
<td>54</td>
<td>67</td>
</tr>
<tr>
<td>8</td>
<td>AFNSK</td>
<td>74</td>
<td>83</td>
</tr>
<tr>
<td>9</td>
<td>AMIG</td>
<td>76</td>
<td>84</td>
</tr>
<tr>
<td>10</td>
<td>CDM</td>
<td>46</td>
<td>63</td>
</tr>
<tr>
<td>11</td>
<td>DKR</td>
<td>46</td>
<td>63</td>
</tr>
<tr>
<td>12</td>
<td>DRP</td>
<td>64</td>
<td>78</td>
</tr>
<tr>
<td>13</td>
<td>DT</td>
<td>63</td>
<td>77</td>
</tr>
<tr>
<td>14</td>
<td>FN</td>
<td>66</td>
<td>80</td>
</tr>
<tr>
<td>15</td>
<td>FAR</td>
<td>65</td>
<td>74</td>
</tr>
<tr>
<td>16</td>
<td>FLS</td>
<td>65</td>
<td>74</td>
</tr>
<tr>
<td>17</td>
<td>GPS</td>
<td>40</td>
<td>58</td>
</tr>
<tr>
<td>18</td>
<td>GAWH</td>
<td>48</td>
<td>59</td>
</tr>
<tr>
<td>19</td>
<td>IAO</td>
<td>64</td>
<td>74</td>
</tr>
<tr>
<td>20</td>
<td>KNK</td>
<td>67</td>
<td>67</td>
</tr>
<tr>
<td>21</td>
<td>LA</td>
<td>74</td>
<td>78</td>
</tr>
<tr>
<td>22</td>
<td>MPL</td>
<td>49</td>
<td>63</td>
</tr>
<tr>
<td>23</td>
<td>MBS</td>
<td>72</td>
<td>79</td>
</tr>
<tr>
<td>24</td>
<td>MB</td>
<td>67</td>
<td>79</td>
</tr>
<tr>
<td>25</td>
<td>NHS</td>
<td>74</td>
<td>81</td>
</tr>
<tr>
<td>26</td>
<td>RAR</td>
<td>68</td>
<td>83</td>
</tr>
</tbody>
</table>
From the student’s score in the pre-test and post-test of the cycle I above, the researcher calculate the number of the students who passed the passing grade. The explanation as follows:

**Table 4.4 Calculation of Passing Grade of Pre-test and Post-test of Cycle I**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Percentage of Pre-test</th>
<th>Grade of Post-test</th>
<th>Percentage of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>10</td>
<td>28.6%</td>
<td>23</td>
<td>65.7%</td>
</tr>
<tr>
<td>70</td>
<td>1</td>
<td>2.8%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt;70</td>
<td>24</td>
<td>68.6%</td>
<td>12</td>
<td>34.3%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, it could be conclude that they had been the improvement from cycle I. The students who pass the passing grade in the pre-test of cycle I was 31.4% which consist of 11
students. In the post-test was 65.7% which consist of 23 of the students who pass the passing grade. The improvement of cycle I was 34.3%. However, the researcher expected that they were at least 85% or as many 30 students who pass the passing grade.

2) Calculation of Mean Cycle 1

**Table 4.5 Difference Square of Pre-test and Post-test**

**Cycle I**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Pre-test(x)</th>
<th>Post Test (y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAF</td>
<td>58</td>
<td>75</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>2</td>
<td>AVA</td>
<td>74</td>
<td>82</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>ASM</td>
<td>71</td>
<td>82</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>4</td>
<td>APP</td>
<td>75</td>
<td>81</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>5</td>
<td>AAP</td>
<td>70</td>
<td>76</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>6</td>
<td>ATMG</td>
<td>67</td>
<td>74</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>7</td>
<td>AFA</td>
<td>54</td>
<td>67</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>8</td>
<td>AFNSK</td>
<td>74</td>
<td>83</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>9</td>
<td>AMIG</td>
<td>76</td>
<td>84</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>10</td>
<td>CDM</td>
<td>46</td>
<td>63</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>11</td>
<td>DKR</td>
<td>46</td>
<td>63</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>12</td>
<td>DRP</td>
<td>64</td>
<td>78</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>13</td>
<td>DT</td>
<td>63</td>
<td>77</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>14</td>
<td>FN</td>
<td>66</td>
<td>80</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>15</td>
<td>FAR</td>
<td>65</td>
<td>74</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>16</td>
<td>FLS</td>
<td>65</td>
<td>74</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>GPS</td>
<td>40</td>
<td>58</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>18</td>
<td>GAWH</td>
<td>48</td>
<td>59</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>19</td>
<td>IAO</td>
<td>64</td>
<td>74</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>20</td>
<td>KNK</td>
<td>67</td>
<td>67</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21</td>
<td>LA</td>
<td>74</td>
<td>78</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>MPL</td>
<td>49</td>
<td>63</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>23</td>
<td>MBS</td>
<td>72</td>
<td>79</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>24</td>
<td>MB</td>
<td>67</td>
<td>79</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>25</td>
<td>NHS</td>
<td>74</td>
<td>81</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>26</td>
<td>RAR</td>
<td>68</td>
<td>83</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>27</td>
<td>RK</td>
<td>50</td>
<td>69</td>
<td>19</td>
<td>361</td>
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<td>28</td>
<td>RK</td>
<td>60</td>
<td>74</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>29</td>
<td>SPF</td>
<td>56</td>
<td>68</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>30</td>
<td>SNR</td>
<td>67</td>
<td>75</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>31</td>
<td>SAP</td>
<td>42</td>
<td>53</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>32</td>
<td>SADS</td>
<td>71</td>
<td>79</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>33</td>
<td>TYP</td>
<td>44</td>
<td>58</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>34</td>
<td>WAS</td>
<td>72</td>
<td>74</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>35</td>
<td>ZAF</td>
<td>57</td>
<td>66</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>SUM</td>
<td>2176</td>
<td>2550</td>
<td>374</td>
<td>4692</td>
</tr>
</tbody>
</table>

3) Mean of Pre-test

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

\[ = \frac{2176}{35} \]

\[ = 62.17 \]
4) Mean of Post-test

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

\[
= \frac{2550}{35}
\]

\[
= 72.86
\]

The mean of pre-test was 62.17 and the mean of post-test was 72.86. It means that the result of post-test is higher than pre-test. So, it can be conclude that there was the extent of the students’ improvement in writing skills after using of Sequence Pictures Strategy.

5) Calculation of Mean Difference

\[
MD = \frac{\sum D}{N}
\]

\[
= \frac{374}{35}
\]

\[
= 10.686
\]

6) Calculation of the Standard Deviation

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

\[
= \sqrt{\frac{4692}{35} - \left(\frac{374}{35}\right)^2}
\]

\[
= \sqrt{134.057 - 10.686^2}
\]

\[
= \sqrt{134.057 - 114.184}
\]

\[
= \sqrt{19.873}
\]

\[
= 4.523
\]
7) Standard Error for the Mean Difference

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

\[ = \frac{4.523}{\sqrt{35-1}} \]

\[ = \frac{4.523}{\sqrt{34}} \]

\[ = 0.765 \]

8) Calculation of T-test

\[ T_0 = \frac{MD}{SE_{MD}} \]

\[ = \frac{10.686}{0.765} \]

\[ = 13.977 \]

From the data of cycle I above, the researcher finds that the T-test is 13.977 and the T-table with N-1 (N= 35) is 2.032. The value of T-test is higher that T-table. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

d. Reflecting

Based on the result of cycle I, the student’s writing skills were improved. It can be seen by the mean score of post-test was higher than pre-test. The first cycle had not given many result. The problem in this cycle was the used of handout in the learning activities that cause the students not to pay their attention to the teacher’s explanation. On
the other hand, some students still lack vocabularies used, confused
with the organization of the text and do not master the mechanic of the
text well. It was very important for the researcher to continue the next
meeting to more improve the student’s writing skills. The second cycle
was carried out as the follow up the first cycle.

The passing grade on the tenth grade of SMA Negeri 1 Ambarawa
was 70, and the target of the passing grade was 85%, but only 65,7%
who could reach the target of the passing grade. Therefore, the
researcher would conduct cycle II.

2. Cycle II

a. Planning

In the planning stage of cycle II, the teacher and the researcher
made collaboration to analyze the syllabus and also discuss the topic
and source of the material that would be used in the teaching and
learning process. The researcher also prepared several instruments, as
follows:

1) Syllabus

To arrange the lesson plan, the researcher used a syllabus
from English teacher of SMA N 1 Ambarawa. It can be seen in the
appendices.

2) Lesson Plan
The researcher used the lesson plan as a guide to managing the times and activities during the teaching and learning process were took place in the classroom.

3) Materials

The researcher prepared the materials related to recount text like the definition, generic structure, language feature, and example. The researcher also prepared some pictures as an example of the story in recount text.

4) Observation Checklist

An observation checklist was arranged to know the students and the teacher's activities in the classroom. It was also used to know the students’ activeness during the action to measure the improvement of the students’ writing skills and the class’s situations during the used of Sequence Pictures Strategy.

5) The students’ Attendance List

The researcher used the attendance list to know the total of the students who come and join the learning process on that day.

6) Teaching Aid

The researcher prepared some instruments such as board-marker, handouts for the students (material about recount text and the explanations of Sequence Pictures Strategy) and all of the tools to make the action become a success.

7) Pre-Test and Post-Test
The researcher prepared pre-test and post-test to know the students’ writing skills before and after using Sequence Picture Strategy in the learning process. The researcher gave the pre-test before Sequence Picture Strategy was implemented to known the students’ writing skills. The researcher gave the post-test after Sequence Picture Strategy was implemented to know the improvement of the students’ writing skills.

b. Acting

The cycle II was held on Tuesday, August 6th 2019 in SMA Negeri 1 Ambarawa. The teacher was Mrs. Eriwati Dwi Suhesti and the researcher Dewi Wulan Suci role as an observer. The teacher and the researcher entered the class at 07.00 am.

The teacher entered the class by greeted the students by asking, “Assalamualaikum ?”. Then, the students answered, “Waalaikumsalam Mrs.Eri”. After that, the teacher asked the students to pray together, “before we start our lesson today, let’s pray together”. Then, all of the students pray in their deep hearth with bow their heads. Then, the teacher greeted the students by saying, “Good morning students?”. Then, the students answered, “Good morning Mrs.Eri”. Then, the teacher asked the students’ condition “How is your life today?”. Then, the students answered, “Very well today Mrs. And you?”. Then, Mrs.Eri answered, “I’m very well today. Thank you”. Then, the teacher checked the students’ nicety with said, “Who still wears a jacket, please take it
off even if the weather is so cold. Have you all wearing the new tie?”. Then, the students answer “Okay Mrs. Yes, have done Mrs”.

After that, the teacher gave motivation to the students and delivered the learning goal. Then, the teacher asked some questions to the students to remember the previous material by saying, “Do you remember about the last material that we have been learned?”. Then, the students answered, “Yes Mrs, Recount Text”. Then, the teacher answered, “Good, the right answer. We have been learned about recount text. And, to refresh your memories about recount text, I will give you a pre-test”. Then, the teacher and the researcher gave a sheet of paper for the students to do a pre-test. Then, the teacher told that they would do a pre-test in 25 minutes. The teacher asked the students to do it by themselves. When the students were doing the pre-test, the teacher walked around the class to check the students along doing the pre-test.

After the students finished doing pre-test, the teacher asked the researcher to collect the student’s pre-test. After that, the teacher gave treatment to the students related to recount text and sequence pictures strategy. The teacher asked the students, “Okay, do you remember about recount text now?”. Then, the students answered, “yes Mrs”. Then, the teacher also showed the example of recount text and demonstrated the use of sequence pictures strategy to make recount text.
After the teacher gave treatment for the students, the teacher asked some questions related to the materials through the game. That game was done by playing music and relaying objects from the students in the front to the students in the back position. If the music has stopped, the student who got the object must answer the question from the teacher. That activity made the students became active, relax and enjoy the learning process. As many 3 students managed to answer questions from the teacher correctly.

After that, the teacher showed some pictures at random. Then, the teacher invited the students to arrange the pictures for the good chronological order. Then, the teacher gave proof to the students through showed each picture with their story. After that, the teacher provided the opportunities for the students to ask the materials that they don’t understand. After that, the teacher gave the students a post-test. That test should be done by the students in 25 minutes. The teacher also allowed the students to open their printed dictionary. After the students finished doing the post-test, the teacher asked the researcher to submit the students’ post-test. Then, the teacher invited the students to conclude the materials that have been learnt by the students.

At the end of the lesson, the teacher gave the opportunities for the researcher to ask anything for the class. Then, the researcher asked the students in front of the class. The researcher said, “Assalamualaikum wr.wb. Thank you so much for helping me to finish the research well.”
Thank you for the support that you give to me. Hopefully, what I give for you can be useful for you. X MIPA 5 is wonderful and amazing class”. Then, the students answered, “Your welcome Miss Dewi, hopefully, your research can be done as soon as, and Miss Dewi can graduate as soon as to. Aamiin”. Then, the researcher answered, “Thank you so much, Aamiin Yarabhal Alamin”.

Then, the teacher asked the class leader to lead a prayer. The class leader said, “Let’s pray together”. Then, all of the students bowed their heads to pray. Then, the teacher closed the lesson, “Okay, thanks for your attention class, wassalamualaikum wr.wb. X MIPA 5 is awesome. Great job guys!”. After that, the students answered, “Waalaikumsalam wr.wb Mrs.Eri and Miss Dewi. Goodbye and see you”. The lesson closed at 08.30 am.

c. Observing

The researcher observed the students and the teacher activity in the learning process by using observation checklist. This observation has some purposes such as to know the students’ activeness and enthusiasm to follow the learning process and the teacher activities in the learning process. The explanation of the result of the student’s and the teacher’s observational checklist as follows:
### Table 4.6 The Students’ Observation Checklist

<table>
<thead>
<tr>
<th>No</th>
<th>The students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying attention to the learning process or the materials</td>
<td>√</td>
<td></td>
<td>All of the students paying their attention to the teacher’s explanations</td>
</tr>
<tr>
<td>2</td>
<td>Asking questions to the teacher related with the materials</td>
<td>√</td>
<td></td>
<td>Few students asking question to the teacher related with the materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Tiwik, Danang and Garda)</td>
</tr>
<tr>
<td>3</td>
<td>Responding the teacher’s questions</td>
<td>√</td>
<td></td>
<td>Most of the students answer the teacher’ question</td>
</tr>
<tr>
<td>5</td>
<td>Accomplishing task</td>
<td>√</td>
<td></td>
<td>All of the students accomplishing the task</td>
</tr>
<tr>
<td>6</td>
<td>Being enthusiastic in using Sequence Pictures Strategy in writing recount text</td>
<td>√</td>
<td></td>
<td>They felt enjoy with the learning process that use Sequence Pictures Strategy</td>
</tr>
</tbody>
</table>

### Table 4.7 The Teachers’ Observation Checklist

<table>
<thead>
<tr>
<th>No</th>
<th>The students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparing the materials and teaching aids in the class well</td>
<td>√</td>
<td></td>
<td>The teacher prepared the materials and teaching aid well (the researcher helps the teacher to prepare it in the class)</td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson begins</td>
<td>√</td>
<td></td>
<td>The teacher greeting the students with the good expression</td>
</tr>
<tr>
<td>3</td>
<td>Praying before the lesson begins</td>
<td>√</td>
<td></td>
<td>The teacher inviting the students to pray together</td>
</tr>
<tr>
<td>4</td>
<td>Checking the students attendance and nicety</td>
<td>√</td>
<td></td>
<td>The teacher check the students uniform and attendance list</td>
</tr>
<tr>
<td>5</td>
<td>Giving motivation to the students</td>
<td>√</td>
<td></td>
<td>The teacher giving motivation related with the benefits in learning recount text</td>
</tr>
<tr>
<td>6</td>
<td>Reminding the previous materials</td>
<td>√</td>
<td></td>
<td>The teacher reminding the previous material</td>
</tr>
<tr>
<td>7</td>
<td>Delivering the learning goal</td>
<td>√</td>
<td></td>
<td>The teacher delivering the learning goal</td>
</tr>
<tr>
<td>8</td>
<td>Giving explanation</td>
<td>√</td>
<td></td>
<td>The teacher explained about</td>
</tr>
<tr>
<td></td>
<td>related with recount text and Sequence Pictures Strategy</td>
<td>recount text and Sequence Pictures well and clearly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Giving the example in making recount text by using Sequence Pictures Strategy</td>
<td>√</td>
<td>The teacher gave the example of recount text and how to use Sequence Pictures Strategy to write the recount text</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Guiding and helping the students’ difficulties that find during learning activities</td>
<td>√</td>
<td>The teacher guide and help the students to solve the problem</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Giving conclusion and feedback after the learning activities have done</td>
<td>√</td>
<td>The teacher inviting the students to conclude the learning process and the teacher gave feedback for the students</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Inviting the students to pray together</td>
<td>√</td>
<td>The teacher invited the students to pray together through the class leader.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Closing the learning process</td>
<td>√</td>
<td>The teacher close the learning process by greeting (salam)</td>
<td></td>
</tr>
</tbody>
</table>

Based on the students’ observation checklist above, the researcher observed and monitored the students’ activities in the learning activities. In the class, the students understood the learning materials. Then, a few students also showed their activeness in the class through answering the teacher’s questions and ask the teacher related with the materials.

The researcher got the data of cycle II and analyzed the data of pre-test and post-test based on the rubric of writing. The calculation and result of both tests were present below:
1) The Score of Pre-test and Post-test of Cycle II

**Table 4.8 The Students’ Score of Pre-Test and Post-Test**

**Cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Pre-test (x)</th>
<th>Post-test (y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAF</td>
<td>67</td>
<td>78</td>
</tr>
<tr>
<td>2</td>
<td>AVA</td>
<td>85</td>
<td>92</td>
</tr>
<tr>
<td>3</td>
<td>ASM</td>
<td>83</td>
<td>90</td>
</tr>
<tr>
<td>4</td>
<td>APP</td>
<td>84</td>
<td>91</td>
</tr>
<tr>
<td>5</td>
<td>AAP</td>
<td>79</td>
<td>86</td>
</tr>
<tr>
<td>6</td>
<td>ATMG</td>
<td>76</td>
<td>84</td>
</tr>
<tr>
<td>7</td>
<td>AFA</td>
<td>67</td>
<td>76</td>
</tr>
<tr>
<td>8</td>
<td>AFNSK</td>
<td>78</td>
<td>88</td>
</tr>
<tr>
<td>9</td>
<td>AMIG</td>
<td>77</td>
<td>88</td>
</tr>
<tr>
<td>10</td>
<td>CDM</td>
<td>73</td>
<td>83</td>
</tr>
<tr>
<td>11</td>
<td>DKR</td>
<td>66</td>
<td>79</td>
</tr>
<tr>
<td>12</td>
<td>DRP</td>
<td>79</td>
<td>88</td>
</tr>
<tr>
<td>13</td>
<td>DT</td>
<td>69</td>
<td>78</td>
</tr>
<tr>
<td>14</td>
<td>FN</td>
<td>76</td>
<td>87</td>
</tr>
<tr>
<td>15</td>
<td>FAR</td>
<td>68</td>
<td>79</td>
</tr>
<tr>
<td>16</td>
<td>FLS</td>
<td>74</td>
<td>87</td>
</tr>
<tr>
<td>17</td>
<td>GPS</td>
<td>67</td>
<td>79</td>
</tr>
<tr>
<td>18</td>
<td>GAWH</td>
<td>65</td>
<td>72</td>
</tr>
<tr>
<td>19</td>
<td>IAO</td>
<td>69</td>
<td>76</td>
</tr>
<tr>
<td>20</td>
<td>KNK</td>
<td>70</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>21</td>
<td>LA</td>
<td>78</td>
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<tr>
<td>22</td>
<td>MPL</td>
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<td>68</td>
</tr>
<tr>
<td>23</td>
<td>MBS</td>
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<tr>
<td>24</td>
<td>MB</td>
<td>76</td>
<td>84</td>
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<tr>
<td>25</td>
<td>NHS</td>
<td>80</td>
<td>89</td>
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<tr>
<td>26</td>
<td>RAR</td>
<td>75</td>
<td>88</td>
</tr>
<tr>
<td>27</td>
<td>RK</td>
<td>68</td>
<td>76</td>
</tr>
<tr>
<td>28</td>
<td>RK</td>
<td>76</td>
<td>88</td>
</tr>
<tr>
<td>29</td>
<td>SPF</td>
<td>69</td>
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<tr>
<td>30</td>
<td>SNR</td>
<td>75</td>
<td>84</td>
</tr>
<tr>
<td>31</td>
<td>SAP</td>
<td>66</td>
<td>79</td>
</tr>
<tr>
<td>32</td>
<td>SADS</td>
<td>75</td>
<td>84</td>
</tr>
<tr>
<td>33</td>
<td>TYP</td>
<td>63</td>
<td>68</td>
</tr>
<tr>
<td>34</td>
<td>WAS</td>
<td>66</td>
<td>72</td>
</tr>
<tr>
<td>35</td>
<td>ZAF</td>
<td>68</td>
<td>79</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2553</strong></td>
<td><strong>2870</strong></td>
<td></td>
</tr>
</tbody>
</table>

From the student’s score in the pre-test and post-test of the cycle II above, the researcher calculates the number of the students who passed the passing grade as follows:
Table 4.9 Calculation of Passing Grade of Pre-test and Post-test Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Percentage of Pre-test</th>
<th>Grade of Post-test</th>
<th>Percentage of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>19</td>
<td>54.3%</td>
<td>33</td>
<td>94.3%</td>
</tr>
<tr>
<td>70</td>
<td>1</td>
<td>2.9%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt;70</td>
<td>15</td>
<td>42.8%</td>
<td>2</td>
<td>5.7%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, it could be concluded that they had been an improvement in cycle II. The students who pass the passing grade in the pre-test of cycle II was 57.2% which consist of 20 students. Then, in the post-test was 94.3% or 33 of the students who pass the passing grade. The improvement of cycle II was 37.1%. However, the researcher expected that they were at least 85% or as many 30 students who pass the passing grade.

2) Calculation of Mean Cycle II

Table 4.10 Difference Square of Pre-test and Post-test

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Pre-test (x)</th>
<th>Post-test (y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAF</td>
<td>67</td>
<td>78</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>2</td>
<td>AVA</td>
<td>85</td>
<td>92</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>3</td>
<td>ASM</td>
<td>83</td>
<td>90</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>4</td>
<td>APP</td>
<td>84</td>
<td>91</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>5</td>
<td>AAP</td>
<td>79</td>
<td>86</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Code</td>
<td>Latitude</td>
<td>Longitude</td>
<td>Year</td>
<td>Month</td>
</tr>
<tr>
<td>---</td>
<td>-------</td>
<td>----------</td>
<td>-----------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>6</td>
<td>ATMG</td>
<td>76</td>
<td>84</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>AFA</td>
<td>67</td>
<td>76</td>
<td>9</td>
<td>81</td>
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<td>SNR</td>
<td>75</td>
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<td>9</td>
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<td>SAP</td>
<td>66</td>
<td>79</td>
<td>13</td>
<td>169</td>
</tr>
</tbody>
</table>
3) Mean of pre-test

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

\[ = \frac{2553}{35} \]

\[ = 72.94 \]

4) Mean of post-test

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

\[ = \frac{2870}{35} \]

\[ = 82.00 \]

The mean of pre-test was 72.94 and the mean of post-test was 82.00. It means that the result of post-test is higher than pre-test. It can be seen that there was the extent improvement of the students’ writing skills after the use of *Sequence Pictures Strategy*.

5) Calculation of mean difference

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

\[ = \sqrt{\frac{3189}{35} - \left(\frac{317}{35}\right)^2} \]

\[ = \sqrt{91.11 - (9.056)^2} \]

\[ = \sqrt{91.11 - 82.01} \]

\[ = \sqrt{9.1} \]

\[ = 2.910 \]

7) Standard Error for the Mean Difference

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

\[ = \frac{2.910}{\sqrt{35-1}} \]

\[ = \frac{2.910}{\sqrt{34}} \]

\[ = \frac{2.910}{5.831} \]

\[ = 0.492 \]

8) Calculation of T-test

\[ T_0 = \frac{M_D}{SE_{MD}} \]
\[
\begin{align*}
\frac{9.057}{0.492} &= 18.414
\end{align*}
\]

From the data of cycle II above, the teacher and the researcher find that the T-test is 18.414 and the T-table with N-1 (N=35) is 2.032. The significant level is 0.05. The value of T-test is bigger than T-table. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Therefore, the teacher and the researcher conduct that the result of cycle II was have the extent. Finally, the teacher and the researcher were success to conduct this research. It also means that *Sequence Pictures Strategy* could improve the students’ writing skills on recount text at the tenth grade students of SMA Negeri 1 Ambarawa in the academic year 2019/2020.

d. Reflecting

The teacher and the researcher reflected the revision of the lesson plan and the action of cycle II. The students’ score of cycle II and the observation checklist were used to make a proper reflection in cycle II, the teacher emphasized to review the materials and analyze the example of recount text deeply. Then, the teacher also invited the students to use the *Sequence Pictures* in the recount text’s example. Finally, the revision of the teaching and learning process could improve the students’ score in pre-test and post-test.
The passing grade of English lesson in SMA Negeri 1 Ambarawa at the tenth grade was 70. The student’s score in the post-test of cycle II showed that there were 94.3% of the students who got the score higher than the passing grade. The students’ answered in post-test of cycle II were better too. Few students can write recount text in good organizations, mechanics and also used more variety of vocabularies. The students also can answer the question from the teacher correctly related to the materials that have been learned. In the pre-test of cycle II, there were 57.2% of the students who got the score higher than the passing grade. It means that after reflection from the cycle I and controlling time according to the lesson plan that has been in edit applied in the action of the cycle II, the students’ score can improve as many as 37.1% in the post-test of cycle II. Finally, the teacher and the researcher stop the cycle because 94.3% of the students have already passed the passing grade.

B. Discussion

After analysis the result of cycle I and II, it can be seen that the implementation of *Sequence Pictures Strategy* in the learning process was success to make the students pay their attention more to the teacher’s explanation, easy to understand the materials, easy in making recount text, become active during learning process, and enjoy the learning process from the beginning to the end. In other hand, it also makes the teacher easy to deliver the materials with the funny situation in order to get the best written
product from the students. Then, the students writing skills also become better after they use *Sequence Pictures Strategy* in their learning activity. It can be seen from the students’ who write a recount text with good chronological order, used variety of vocabularies, and used good punctuation, spelling and capitalization. Then, from the data of cycle I and II also show that there was the extent improvement of the students’ writing skills on recount text after using *Sequence Pictures Strategy*. The improvement can be seen as follows:

**Table 4.11 Data Analysis**

<table>
<thead>
<tr>
<th>No</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of pre-test</td>
<td>62.17</td>
<td>72.94</td>
</tr>
<tr>
<td></td>
<td>Mean of post-test</td>
<td>72.86</td>
<td>82.00</td>
</tr>
<tr>
<td>2</td>
<td>Total of the students who pass the passing grade (≥70)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>31.4%</td>
<td>57.2%</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>65.7%</td>
<td>94.3%</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td>34.3%</td>
<td>37.1%</td>
</tr>
<tr>
<td>3</td>
<td>T-Table with N-1 (N=35)</td>
<td>2.032</td>
<td>2.032</td>
</tr>
<tr>
<td>4</td>
<td>T-Test</td>
<td>13.977</td>
<td>18.414</td>
</tr>
</tbody>
</table>

From the data above, it could be seen that the mean of pre-test and post-test in cycle I was 62.17 and 72.86. Then, the mean of pre-test and post-test of cycle II was 72.94 and 82.00. Total of the students who pass the passing grade in cycle I was 31.4% (11 students) and 65.7% (23 students). Then, total of the students who pass the passing grade in cycle II was 57.2% (20 students) and 94.3% (33 students). It means that the improvement from cycle I was 34.3% and in the cycle II was 37.1%.
From the data above, it could be seen that the T-table with N-1 (N=35) was 2.032. Then, the T-test of cycle I was 13.977 and cycle II was 18.414. This T-test was higher than T-table (2.032). It means that there was the extent of the students’ improvement in writing skills after using *Sequence Pictures Strategy* to make recount text.
CHAPTER V

CLOSURE

This chapter presents the conclusions and the suggestions of this research.

The conclusions and the suggestions are taken based on the research.

A. Conclusions

After the research was conducted, the researcher concluded that the use of *Sequence Pictures Strategy* was success to improve the students’ writing skills on recount text for the tenth grade students of SMA Negeri 1 Ambarawa in the academic year 2019/2020. The researcher concluded based on the findings discussed in the previous chapter that:

1. The implementation of *Sequence Pictures Strategy* to improve the students writing skills on recount text for the tenth grade students of SMA Negeri 1 Ambarawa was success to make the students pay their attention more to the teacher’s explanation related to the materials than when the teacher used verbal explanation in explaining the materials. Then, it makes the students easy to understand the materials that have been learnt before. Then, it also makes the students easy to make recount text because *Sequence Pictures Strategy* helps the students to organize their idea than they just imagine it. Then, the students became active and enthusiastic in asking related to the materials, answering the teacher questions, and also accomplishing the task. Then, the use of *Sequence Pictures Strategy* also makes the students enjoy the learning process from the beginning to the
end. At last, the use of *Sequence Pictures Strategy* also makes the teacher easy to deliver the materials with the funny and new learning situation.

2. After using *Sequence Pictures Strategy* in the learning activity, the students’ writing skills on recount text became better. It can be seen from the students who write the recount text in the good chronological order by using *Sequence Pictures Strategy*. Then, the students can write the recount text by using variety of vocabularies and also by using good punctuation, spelling and capitalization. It can be proven from the mean of pre-test and post-test of cycle II (72.94 and 82.00) that increase from the mean of pre-test and post-test of cycle I (62.17 and 72.86). This indicated that using *Sequence Pictures Strategy* was success to improve the students’ writing skills on recount text at the tenth grade students of SMA Negeri 1 Ambarawa in the academic year 2019/2020.

3. The result of using *Sequence Pictures Strategy* at the tenth grade students of SMA Negeri 1 Ambarawa in the academic year 2019/2020 showed that there was the extent improvement of the students’ writing skills after they use *Sequence Pictures Strategy*. The students who pass the passing grade were 31.4% and 65.7% in the cycle I which the mean of pre-test and post-test were 62.17 and 72.86. On the result of cycle II, there was 57.2% and 94.3% of the students who got the score higher than the passing grade which the mean of pre-test was 72.94 and the mean of post-test was 82.00. The improvement of cycle I was 34.3% and 37.1% in the cycle II. It means that the improvement of cycle I to the cycle II was 2.8%. Moreover, the T-
table with N-1 (N=35) is 2.032 and the T-test of cycle I was 13.977 and 18.414 in the cycle II. It means that the value of the T-test is higher than the T-table. So, the alternative hypothesis (Ho) is accepted and the null hypothesis (Ha) is rejected. This indicated that using Sequence Pictures Strategy provided an extent contribution to improve the students writing skills on recount text at the tenth grade students of SMA Negeri 1 Ambarawa in the academic year 2019/2020.

B. Suggestions

1. For the teacher

   The result of this research can be the alternative strategy for the teacher in teaching recount text. It is suggested that the English teacher should be more creative and innovative to select the teaching strategy. The teacher should find a good way to get their students’ interest in English language learning, exactly in writing skills.

2. For the students

   The result of this research can motivate the students to improve their writing skills. Through Sequence Pictures Strategy, the students can enthusiastic and enjoy the teaching and learning activities. In other hand, the students should confident to interpret their opinion or idea. They also should more confident too in writing activity. The students should give more their attention to the teacher when the teacher explained the materials in the classroom.
3. For the other researcher

    It has been known from the research finding that the use of *Sequence Pictures Strategy* can improve the students writing skills on recount text. So, the result of this research can be a reference for the other researchers who want to conduct the future research about writing skills.
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APPENDICES
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pemahaman</th>
<th>Kegiatan Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>benar dan sesuai konteks</td>
<td>termuat di KI</td>
<td>- Menyimak guru membacakan peristiwa bersejarah, meniru bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks</td>
</tr>
</tbody>
</table>
| 3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks pengumumannya | • Fungsi Sosial  
Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan  
• Struktur Teks  
Dapat mencakup:  
- orientasi  
- urutan kejadi/kegiatan  
- orientasi ulang  
• Unsur Kebahasaan  
- Kalimat deklaratif dan interrogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan  
- Adverbia penghubung waktu: first, then, after that, before, when, at last, finally, etc.  
- Adverbia dan frasa preposisional penujuk waktu  
- Nominum singular dan plural dengan atau tanpa a, the, this, those, my, their, etc.  
- Ucapan, tekankan kata, intonasi, ejaan, tanda baca, dan tulisan tangan  
• Topik  
Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuot di KI | - Menyimak teks sb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks  
- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya  
- Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia  
- Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya  
- Melakukan refleksi tentang proses dan hasil belajar. |
| 4.7 Teks recount – peristiwa bersejarah |  
4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah |  
4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | - Menyimak teks sb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks  
- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya  
- Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia  
- Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya  
- Melakukan refleksi tentang proses dan hasil belajar. |
| 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi | • Fungsi Sosial  
Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil | - Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya |
Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah : SMA Negeri 1 Ambarawa
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas / Semester : X / Genap
Materi Pokok : Recount Text
Pertemuan ke : 1
Skills : Writing
Alokasi Waktu : 1 x 2JP (45 menit)
Cycle : 1

A. Kompetensi Inti

<table>
<thead>
<tr>
<th>KI SPIRITUAL (KI 1) DAN KI SOSIAL (KI 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kompetensi Sikap spiritual yang ditumbuhkembangkan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran, serta kebutuhan dan kondisi peserta didik, yaitu berkaitan dengan kemampuan menghayati dan mengamalkan ajaran agama yang dianutnya. Sedangkan pada Kompetensi Sikap Sosial berkaitan dengan perilaku jujur, disiplin, tanggung jawab, kerjasama, responsive (kritis), pro-aktif (kreatif) dan percaya diri, serta dapat berkomunikasi dengan baik.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KI PENGETAHUAN (KI 3)</th>
<th>KI KETERAMPILAN (KI 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KI3: Memahami, menerapkan, dan menganalisis pengetahuan fakta, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahu, tentang ilmu pengetahuan, teknologi, seni,</td>
<td>KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak tertkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif</td>
</tr>
</tbody>
</table>
budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks <em>recount</em> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.</td>
<td>3.7.1 mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan beberapa teks <em>recount</em> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya. 3.7.2 memahami fungsi social, struktur teks, dan unsur kebahasaan beberapa teks <em>recount</em> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td>4.7 Teks <em>Recount</em></td>
<td>4.7.1 Menangkap makna secara kontekstual terkait fungsi social, 4.7.1.1 Menangkap makna secara kontekstual terkait fungsi social,</td>
</tr>
</tbody>
</table>
struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah
4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar sesuai konteks.

struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah
4.7.2.1 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar sesuai konteks

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran yang menggunakan Sequence Pictures Strategy dan pendekatan saintifik, peserta didik dituntun untuk mengamati permasalahan dan menemukan penyelesaiannya sendiri. Dengan begitu, peserta didik diharapkan selama dan setelah mengikuti proses pembelajaran ini dapat:

1. Memahami dan mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.

2. Menangkap makna teks recount secara kontekstual dan menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar sesuai konteks dengan santun, disiplin, tanggung jawab, jujur, aktif dan kreatif

D. Materi Pembelajaran

(Terlampir)

E. Pendekatan / Strategi

Scientific Approach / Sequence Pictures
F. Sumber Pembelajaran
   Internet dan buku pegangan guru

G. Media Pembelajaran
   1. Handout
   2. Laptop
   3. Pictures
   4. LCD

H. Langkah-langkah Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan Pendahuluan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru:</td>
<td></td>
</tr>
<tr>
<td>Orientasi :</td>
<td>10 menit</td>
</tr>
<tr>
<td>1. Membuka kegiatan pembelajaran dengan salam dan mengajak siswa untuk berdoa bersama (PPK: Religius)</td>
<td></td>
</tr>
<tr>
<td>2. Memeriksa kehadiran peserta didik sebagai sikap disiplin</td>
<td></td>
</tr>
<tr>
<td>3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran</td>
<td></td>
</tr>
<tr>
<td>Apersepsi :</td>
<td></td>
</tr>
<tr>
<td>1. Mengajukan pertanyaan yang ada keterkaitannya dengan materi “teks recount”</td>
<td></td>
</tr>
<tr>
<td>Motivasi :</td>
<td></td>
</tr>
<tr>
<td>1. Memberikan gambaran tentang manfaat mempelajari recount text</td>
<td></td>
</tr>
<tr>
<td>2. Menyampaikan tujuan pembelajaran</td>
<td></td>
</tr>
<tr>
<td>Pemberian Acuan :</td>
<td></td>
</tr>
<tr>
<td>1. Memberitahukan materi pembelajaran yang akan dipelajari</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sintak Model pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
</tr>
<tr>
<td>Stimulasi (pemberian rangsangan)</td>
<td>Kegiatan Literasi</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>1. Meminta siswa untuk menuliskan teks recount sederhana berdasarkan gambar yang ada dilembar soal (Pre-test cycle 1)</td>
</tr>
<tr>
<td></td>
<td>2. Memberikan stimulus atau rangsangan pada peserta didik untuk memusatkan perhatian (<em>Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)</em>) pada proses pembelajaran dengan cara:</td>
</tr>
<tr>
<td></td>
<td>a. <strong>Melihat</strong></td>
</tr>
<tr>
<td></td>
<td>b. <strong>Mengamati</strong></td>
</tr>
<tr>
<td></td>
<td>c. <strong>Membaca (literasi)</strong></td>
</tr>
<tr>
<td></td>
<td>d. <strong>Mendengar</strong></td>
</tr>
<tr>
<td></td>
<td>e. <strong>Menyimak</strong></td>
</tr>
<tr>
<td>Problem Statement (mengidentifikasi masalah)</td>
<td>Critical Thinking (Berfikir Kritis)</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td></td>
<td>Menanya:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data processing (pengumpulan data)</th>
<th>Creativity (kreatifitas)</th>
<th>Generalization (Menarik Kesimpulan)</th>
<th>Communicating (Mengkomunikasikan)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Peserta didik menjawab beberapa pertanyaan dari guru mengenai materi yang sudah disampaikan dengan cara:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Guru mengambil gulungan kertas yang berada di botol</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Siswa yang namanya terdapat dalam gulungan kertas harus menjawab pertanyaan dari guru</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Peserta didik dan guru bersama-sama membahas tentang jawaban dari siswa</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Catatan: Selama proses pembelajaran berlangsung, guru mengamati sikap peserta didik dalam pembelajaran yang meliputi sikap: santun, disiplin, tanggung jawab, jujur, aktif dan kreatif

<table>
<thead>
<tr>
<th>Kegiatan Penutup</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru dan peserta didik bersama-sama menyimpulkan materi yang sudah dipelajari</td>
<td>10 enit</td>
</tr>
</tbody>
</table>
2. Guru memberikan feedback kepada siswa
3. Guru menutup kegiatan pembelajaran dengan salam dan doa bersama

I. Penilaian Proses dan Hasil Belajar

1. Teknik Penilaian:
   a. Sikap : Observasi
   b. Pengetahuan : Tes Tertulis (terlampir)

2. Bentuk Penilaian:
   a. Sikap : lembar observasi
   b. Pengetahuan : soal esai (terlampir)

3. Aspek yang dinilai
   a. Pencapaian fungsi social
   b. Kelengkapan dan keruntutan struktur teks recount
   c. Ketepatan unsur kebahasaan: penggunaan past tense, adverbial penghubung waktu, nomina singular dan plural, tanda baca dan tulisan tangan
   d. Kesesuaian format penulisan

4. Rubric Penilaian

<table>
<thead>
<tr>
<th>No.</th>
<th>Grade</th>
<th>Qualification</th>
<th>Range Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>Excellent</td>
<td>85-100</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>Good</td>
<td>70-84</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>Average</td>
<td>55-69</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>Poor</td>
<td>50-54</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>Very Poor</td>
<td>&lt;49</td>
</tr>
</tbody>
</table>

5. Pedoman Penilaian

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent to very good: knowledge able, substantive, through development of thesis,</td>
<td>30-27</td>
</tr>
</tbody>
</table>
| Content | relevant theory.  
| Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.  
| Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.  
| Very poor: does not show knowledge of subject, non-substantive, not pertinent, not enough to evaluate. | 26-22  
| 21-17  
| 16-10 |
| Organization | Excellent to very good: fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.  
| Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.  
| Fair to poor: non-fluent, ideas confused or disconnected, lack logical sequence and development  
| Very poor: does not communicate, no organization, not enough to evaluate | 20-18  
| 17-15  
| 14-10  
| 9-7 |
| Vocabulary | Excellent to very good: sophisticated range, effective words/idioms and usage, word form mastery, appropriate register.  
| Good to average: adequate range, occasional errors of idiom choice, usage but meaning not obscured.  
| Fair to poor: limited range, frequent errors of idiom/words, meaning confused or obscure. | 20-18  
| 17-15  
<p>| 14-10 |</p>
<table>
<thead>
<tr>
<th>Language Use</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Very poor: essentially translation, little knowledge of English vocabulary, not enough to evaluate</td>
<td>- Excellent to very good: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td>- Excellent to very good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition</td>
<td>- Good to average: occasional error of spelling, punctuation, capitalization, paragraphing but meaning obscured.</td>
</tr>
<tr>
<td>- Good to average: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured</td>
<td>- Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing,</td>
</tr>
<tr>
<td>- Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, deletions, meaning confused or obscured.</td>
<td>- Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate</td>
</tr>
<tr>
<td>- Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>2</td>
<td>Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate</td>
</tr>
</tbody>
</table>

6. Jumlah Score Maksimal: 100
7. Penghitungan Score: score yang di diperoleh

Ambarawa, 23 Juli 2019

Mengetahui,

Guru Kelas

Dra. Eriwati Dwi Suhesti
NIP. 196610021990032007

Peneliti

Dewi Wulan Suci
NIM. 23030150017

Kepala Sekolah

Pemprov Jateng

SMAN 1 AMBARAWA

Disdikbud

Pres. Kaswanto, M.Pd.
NIP. 196604281997021001
Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah : SMA Negeri 1 Ambarawa
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas / Semester : X / Genap
Materi Pokok : Recount Text
Pertemuan ke : 2
Skills : Writing
Alokasi Waktu : 1 x 2JP (90 menit)
Cycle : 1

A. Kompetensi Inti

<table>
<thead>
<tr>
<th>KI SPIRITUAL (KI 1) DAN KI SOSIAL (KI 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kompetensi Sikap spiritual yang ditumbuhkembangkan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran, serta kebutuhan dan kondisi peserta didik, yaitu berkaitan dengan kemampuan menghayati dan mengamalkan ajaran agama yang dianutnya. Sedangkan pada Kompetensi Sikap Sosial berkaitan dengan perilaku jujur, disiplin, tanggung jawab, kerjasama, responsive (kritis), pro-aktif (kreatif) dan percaya diri, serta dapat berkomunikasi dengan baik.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KI PENGETAHUAN (KI 3)</th>
<th>KI KETERAMPILAN (KI 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>KI3:Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni,</td>
<td>KI4:Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, bertindak secara efektif</td>
</tr>
</tbody>
</table>
budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
</table>
| 3.7 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya. | 3.7.1 mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.  
3.7.2 memahami fungsi social, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya. |
| 4.7 Teks *Recount* | 4.7.1 Menangkap makna secara kontekstual terkait fungsi social, struktur |
|  | 4.7.1.1 Menangkap makna secara kontekstual terkait fungsi social, |
teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah

4.7.2 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar sesuai konteks.

| struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah |
| 4.7.2.1 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar sesuai konteks |

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran dengan menggunakan *Sequence Pictures Strategy* serta pendekatan saintifik, peserta didik dituntun untuk mengamati permasalahan dan menemukan penyelesaiannya sendiri. Dengan begitu, peserta didik diharapkan selama dan setelah mengikuti proses pembelajaran ini dapat:

1. Memahami dan mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.

2. Menangkap makna teks *recount* secara kontekstual dan menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar sesuai konteks dengan santun, disiplin, tanggung jawab, jujur, aktif dan kreatif

D. Materi Pembelajaran

(Terlampir)

E. Pendekatan / Strategi

*Scientific Approach / Sequence Pictures*
F. Sumber Pembelajaran
   Internet dan buku pegangan guru

G. Media Pembelajaran
   1. Laptop
   2. LCD
   3. Handout
   4. Pictures

H. Langkah-langkah Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan pendahuluan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientasi :</td>
<td>10 menit</td>
</tr>
<tr>
<td>1. Guru memberikan salam pembuka dan mengajak peserta didik untuk berdoa bersama</td>
<td></td>
</tr>
<tr>
<td>2. Guru mengecek kehadiran peserta didik sebagai sikap disiplin</td>
<td></td>
</tr>
<tr>
<td>3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran</td>
<td></td>
</tr>
<tr>
<td>Apersepsi :</td>
<td></td>
</tr>
<tr>
<td>1. Mengingatkan kembali materi yang telah dipelajari pada pertemuan sebelumnya</td>
<td></td>
</tr>
<tr>
<td>2. Mengaitkan penggunaan gambar-gambar pada pertemuan sebelumnya dengan strategi yang akan digunakan dalam pembelajaran kali ini (sequence pictures)</td>
<td></td>
</tr>
<tr>
<td>Motivasi :</td>
<td></td>
</tr>
<tr>
<td>1. Memberikan gambaran manfaat yang akan didapat oleh siswa apabila siswa belajar dengan sungguh-sungguh</td>
<td></td>
</tr>
<tr>
<td>2. Menyampaikan tujuan pembelajaran</td>
<td></td>
</tr>
<tr>
<td>Pemberian Acuan :</td>
<td></td>
</tr>
<tr>
<td>1. Guru memberitahukan strategi baru yang akan digunakan pada pembelajaran</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberitahukan keterkaitan strategi yang akan diterapkan dengan materi yang sudah dipelajari sebelumnya</td>
<td></td>
</tr>
<tr>
<td>Sintak Model Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Problem Statement (mengidentifikasi)</td>
<td><strong>Critical Thinking (berfikir kritis)</strong> 1. Guru memberikan kesempatan kepada peserta</td>
</tr>
<tr>
<td>asi masalah</td>
<td>didik untuk menanyakan hal-hal terkait dengan materi <em>(sequence pictures strategy dan recount text)</em> yang belum mereka pahami.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| Data Collection (Pengumpulan Data) | Mengumpulkan Informasi :
1. Mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:
   a. Membaca handout yang diberikan oleh guru
   b. Mendapatkan penjelasan dari guru |
| Data Processing (Pengolahan Data) | Creativity (kreatifitas):
1. Mengarahkan peserta didik untuk menyusun teks recount sederhana dengan menerapkan *sequence pictures strategy* dengan langkah-langkah :
   a. Guru membagikan lembar soal kepada siswa
   b. Guru meminta siswa untuk menyusun gambar ke dalam urutan yang benar dengan memberinya nomor disetiap kolom pada gambar
   c. Guru mengecek dan memberikan konfirmasi terkait gambar yang sudah disusun oleh siswa
   d. Guru memberikan waktu kepada siswa untuk menyusun teks recount berdasarkan gambar yang sudah diurutkan (post-test cycle 1) |
| Generalization (Menarik) | Communicating :
1. Peserta didik melakukan review terhadap hasil
Kesimpulan) karyanya

<table>
<thead>
<tr>
<th>Kegiatan Penutup</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru bersama peserta didik menyimpulkan materi yang sudah dipelajari dari pertemuan pertama dan kedua</td>
<td>10 menit</td>
</tr>
<tr>
<td>2. Guru memberikan feedback</td>
<td></td>
</tr>
<tr>
<td>3. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa bersama</td>
<td></td>
</tr>
</tbody>
</table>

I. Penilaian Proses dan Hasil Belajar

1. Teknik Penilaian:
   c. Sikap : Observasi
   d. Pengetahuan : Tes Tertulis (terlampir)

2. Bentuk Penilaian:
   c. Sikap : lembar observasi
   d. Pengetahuan : soal esai (terlampir)

3. Aspek yang dinilai
   e. Pencapaian fungsi social
   f. Kelengkapan dan keruntutan struktur teks recount
   g. Ketepatan unsur kebahasaan: penggunaan past tense, adverbial penghubung waktu, nomina singular dan plural, tanda baca dan tulisan tangan
   h. Kesesuaian format penulisan

4. Rubric Penilaian

<table>
<thead>
<tr>
<th>No.</th>
<th>Grade</th>
<th>Qualification</th>
<th>Range Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>Excellent</td>
<td>85-100</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>Good</td>
<td>70-84</td>
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<td>55-69</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>Poor</td>
<td>50-54</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>Very Poor</td>
<td>&lt;49</td>
</tr>
</tbody>
</table>

5. Pedoman Penilaian
<table>
<thead>
<tr>
<th>Aspect</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>• Excellent to very good: knowledge able, substantive, through development of thesis, relevant theory.</td>
<td>30-27</td>
</tr>
<tr>
<td></td>
<td>• Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.</td>
<td>26-22</td>
</tr>
<tr>
<td></td>
<td>• Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.</td>
<td>21-17</td>
</tr>
<tr>
<td></td>
<td>• Very poor: does not show knowledge of subject, non-substantive, not pertinent, not enough to evaluate.</td>
<td>16-10</td>
</tr>
<tr>
<td></td>
<td>• Excellent to very good: fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.</td>
<td>20-18</td>
</tr>
<tr>
<td></td>
<td>• Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</td>
<td>17-15</td>
</tr>
<tr>
<td></td>
<td>• Fair to poor: non-fluent, ideas confused or disconnected, lack logical sequence and development</td>
<td>14-10</td>
</tr>
<tr>
<td></td>
<td>• Very poor: does not communicate, no organization, not enough to evaluate</td>
<td>9-7</td>
</tr>
<tr>
<td></td>
<td>• Excellent to very good: sophisticated range, effective words/idioms and usage, word form mastery, appropriate register.</td>
<td>20-18</td>
</tr>
<tr>
<td></td>
<td>• Good to average: adequate range, occasional errors of idiom choice, usage but meaning not</td>
<td>17-15</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Language Use</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td></td>
</tr>
</tbody>
</table>
| Fair to poor: limited range, frequent errors of idiom/words, meaning confused or obscure.  
Very poor: essentially translation, little knowledge of English vocabulary, not enough to evaluate | Excellent to very good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition  
Good to average: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured  
Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, deletions, meaning confused or obscured.  
Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate |
| 14-10  
9-7 | 25-22  
21-18  
17-11  
10-5 | 5  
4 |
<table>
<thead>
<tr>
<th>Mechanics</th>
<th>meaning obscured.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

6. Jumlah Score Maksimal : 100  
7. Penghitungan Score : score yang di diperoleh

Ambarawa, 30 Juli 2019

Mengetahui,

Guru Kelas  

Dra. Eriwati Dwi Suhesti  
NIP. 196610021990032007

Peneliti  

Dewi Wulan Suci  
NIM. 23030150017

Kepala Sekolah  

Drs. Kaswanto, M.Pd.  
NIP. 196604281997021001
Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah: SMA Negeri 1 Ambarawa
Mata Pelajaran: Bahasa Inggris (Wajib)
Kelas / Semester: X / Genap
Materi Pokok: Recount Text
Pertemuan ke: 3
Skills: Writing
Alokasi Waktu: 1 x 2JP (90 menit)
Cycle: 2

A. Kompetensi Inti

<table>
<thead>
<tr>
<th>KI SPIRITUAL (KI 1) DAN KI SOSIAL (KI 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kompetensi Sikap Spiritual yang ditumbuhkembangkan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran, serta kebutuhan dan kondisi peserta didik, yaitu berkaitan dengan kemampuan menghayati dan mengamalkan ajaran agama yang dianutnya. Sedangkan pada Kompetensi Sikap Sosial berkaitan dengan perilaku jujur, disiplin, tanggung jawab, kerjasama, responsive (kritis), pro-aktif (kreatif) dan percaya diri, serta dapat berkomunikasi dengan baik.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>KI PENGETAHUAN (KI 3)</th>
<th>KI KETERAMPILAN (KI 4)</th>
</tr>
</thead>
<tbody>
<tr>
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ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

dipelajarynya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.</td>
<td>3.7.1 mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td>3.7.2 memahami fungsi social, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.</td>
<td></td>
</tr>
<tr>
<td>4.7 Teks Recount</td>
<td></td>
</tr>
<tr>
<td>4.7.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks <em>recount</em> lisan dan tulis terkait peristiwa bersejarah</td>
<td>4.7.1.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks <em>recount</em> lisan dan tulis terkait peristiwa bersejarah</td>
</tr>
<tr>
<td>4.7.2 Menyusun teks <em>recount</em> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar sesuai konteks.</td>
<td>4.7.2.1 Menyusun teks <em>recount</em> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar sesuai konteks</td>
</tr>
</tbody>
</table>

### C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran yang menggunakan *Sequence Pictures Strategy* dan pendekatan saintifik, peserta didik dituntun untuk mengamati permasalahan dan menemukan penyelesaiannya sendiri. Dengan begitu, peserta didik diharapkan selama dan setelah mengikuti proses pembelajaran ini dapat:

1. Memahami dan mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.

2. Menangkap makna teks *recount* secara kontekstual dan menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar sesuai konteks
dengan santun, disiplin, tanggung jawab, jujur, aktif dan kreatif

### D. Materi Pembelajaran

(Terlampir)
E. Pendekatan / Strategi
1. Pendekatan: Scientific Approach
2. Strategi: Sequence Pictures

F. Sumber pembelajaran
Internet dan buku pegangan guru

G. Media Pembelajaran
1. Laptop
2. LCD
3. Speaker
4. PPT

H. Langkah-langkah Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan Pendahuluan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guru:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Orientasi:</strong></td>
<td>10 menit</td>
</tr>
<tr>
<td>1. Membuka kegiatan pembelajaran dengan salam dan mengajak siswa untuk berdoa bersama (PPK: Religius)</td>
<td></td>
</tr>
<tr>
<td>2. Memeriksa kehadiran peserta didik sebagai sikap disiplin</td>
<td></td>
</tr>
<tr>
<td>3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran</td>
<td></td>
</tr>
<tr>
<td><strong>Apersepsi:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Mengajukan pertanyaan yang ada keterkaitannya dengan materi “teks recount”</td>
<td></td>
</tr>
<tr>
<td><strong>Motivasi:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Memberikan gambaran tentang manfaat mempelajari recount text</td>
<td></td>
</tr>
<tr>
<td>2. Menyampaikan tujuan pembelajaran</td>
<td></td>
</tr>
</tbody>
</table>
Pemberian Acuan :
1. Memberitahukan materi pembelajaran yang akan dipelajari

<table>
<thead>
<tr>
<th>Sintak Model pembelajaran</th>
<th>Kegiatan Literasi</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sintak Model pembelajaran</td>
<td>Kegiatan Literasi</td>
<td>70 menit</td>
</tr>
<tr>
<td>Stimulasi (pemberian rangsangan)</td>
<td>1. Meminta siswa untuk menyusun teks recount sederhana berdasarkan gambar yang ada dalam lembar soal (Pre-test cycle 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Memberikan stimulus atau rangsangan pada peserta didik untuk memusatkan perhatian (Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter) pada proses pembelajaran dengan cara:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Melihat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guru memperlihatkan beberapa gambar yang menceritakan suatu peristiwa kepada siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Mengamati</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guru mengajak peserta didik untuk bersama-sama mengamati gambar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Membaca (literasi)</td>
<td></td>
</tr>
</tbody>
</table>
Siswa dan guru membaca cerita di balik gambar yang disajikan didepan.

- **d. Mendengar**
  Mendengarkan penjelasan dari guru tentang recount text

- **e. Menyimak**
  Memperhatikan beberapa point penting dalam teks recount

<table>
<thead>
<tr>
<th>Problem Statement (mengidentifikasi masalah)</th>
<th>Critical Thinking (Berfikir Kritis)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Menanya:</td>
</tr>
<tr>
<td></td>
<td>1. Peserta didik menanyakan hal-hal yang belum mereka pahami terkait dengan penjelasan guru</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Collection (Pengumpulan Data)</th>
<th>Mengumpulkan Informasi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</td>
</tr>
<tr>
<td></td>
<td>a. Diskusi</td>
</tr>
<tr>
<td></td>
<td>b. Mendapatkan penjelasan dari guru</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data processing (pengumpulan data)</th>
<th>Creativity (kreatifitas)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Peserta didik menjawab beberapa pertanyaan dari guru mengenai materi yang sudah disampaikan melalui kegiatan:</td>
</tr>
<tr>
<td></td>
<td>1. Guru memutarkan sebuah music</td>
</tr>
<tr>
<td></td>
<td>2. Siswa mengestafetkan benda ke</td>
</tr>
</tbody>
</table>
teman lainnya secara berurutan
3. Siswa yang mendapatkan benda saat music berhenti diputar harus menjawab pertanyaan dari guru

<table>
<thead>
<tr>
<th>Generalization (Menarik Kesimpulan)</th>
<th>Communicating (Mengkomunikasikan)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Peserta didik dan guru bersama-sama membahas tentang hasil diskusi kelompok</td>
</tr>
</tbody>
</table>

Catatan: Selama proses pembelajaran berlangsung, guru mengamati sikap peserta didik dalam pembelajaran yang meliputi sikap: santun, disiplin, tanggung jawab, jujur, aktif dan kreatif

<table>
<thead>
<tr>
<th>Kegiatan Penutup</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru dan peserta didik bersama-sama menyimpulkan materi yang sudah dipelajari</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberikan feedback kepada siswa</td>
<td></td>
</tr>
<tr>
<td>3. Guru menutup kegiatan pembelajaran dengan salam dan doa bersama</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 Menit</td>
</tr>
</tbody>
</table>

I. Penilaian Proses dan Hasil Belajar

1. Teknik Penilaian:
   a. Sikap : Observasi
   b. Pengetahuan : Tes Tertulis (terlampir)
2. Bentuk Penilaian:
   a. Sikap : lembar observasi
   b. Pengetahuan : soal esai (terlampir)
3. Aspek yang dinilai
   a. Pencapaian fungsi social
   b. Kelengkapan dan keruntutan struktur teks recount
c. Ketepatan unsur kebahasaan: penggunaan past tense, adverbial penghubung waktu, nomina singular dan plural, tanda baca dan tulisan tangan

d. Kesesuaian format penulisan

4. Rubric Penilaian

<table>
<thead>
<tr>
<th>No.</th>
<th>Grade</th>
<th>Qualification</th>
<th>Range Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>Excellent</td>
<td>85-100</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>Good</td>
<td>70-84</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>Average</td>
<td>55-69</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>Poor</td>
<td>50-54</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>Very Poor</td>
<td>&lt;49</td>
</tr>
</tbody>
</table>

5. Pedoman Penilaian

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
</table>
| Content | • Excellent to very good: knowledge able, substantive, through development of thesis, relevant theory.  
• Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.  
• Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.  
• Very poor: does not show knowledge of subject, non-substantive, not pertinent, not enough to evaluate. | 30-27  
26-22  
21-17  
16-10  |

| | • Excellent to very good: fluent expression, ideas clearly stated/supported, well- | 20-18 |

| Organization          | organized, logical sequencing, cohesive.  
|----------------------|-----------------------------------------------------------------------------------
|  
| - Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.  
| - Fair to poor: non-fluent, ideas confused or disconnected, lack logical sequence and development  
| - Very poor: does not communicate, no organization, not enough to evaluate  
|  
| | 17-15  
| | 14-10  
| | 9-7  

| Vocabulary             | Excellent to very good: sophisticated range, effective words/idioms and usage, word form mastery, appropriate register.  
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
|  
| - Good to average: adequate range, occasional errors of idiom choice, usage but meaning not obscured.  
| - Fair to poor: limited range, frequent errors of idiom/words, meaning confused or obscure.  
| - Very poor: essentially translation, little knowledge of English vocabulary, not enough to evaluate  
|  
| | 20-18  
| | 17-15  
| | 14-10  
| | 9-7  

| Language               | Excellent to very good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition  
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
|  
| - Good to average: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured  
|  
| | 25-22  
| | 21-18  

<table>
<thead>
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<th>Use</th>
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</tr>
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<tbody>
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<td>Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, deletions, meaning confused or obscured.</td>
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</tr>
<tr>
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<td></td>
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<td>10-5</td>
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<td>5</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>2</td>
</tr>
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6. Jumlah Score Maksimal: 100
7. Penghitungan Score: score yang di peroleh

Ambarawa, 6 Agustus 2019

Mengetahui,

Guru Kelas

[Signature]

Dra. Eriwati Dwi Suhesti
NIP. 196610021990032007

Peneliti

[Signature]

Dewi Wulan Suci
NIM. 23030150017

Kepala Sekolah

[Signature]

DR. Riswanto, M.Pd.
NIP. 196604281997021001
Rencana Pelaksanaan Pembelajaran

(RPP)

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dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

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</tr>
<tr>
<td>3.7.2 memahami fungsi social, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.</td>
<td></td>
</tr>
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<td>4.7 Teks Recount</td>
<td></td>
</tr>
</tbody>
</table>
C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran yang menggunakan Sequence Pictures Strategy dan pendekatan saintifik, peserta didik dituntun untuk mengamati permasalahan dan menemukan penyelesaiannya sendiri. Dengan begitu, peserta didik diharapkan selama dan setelah mengikuti proses pembelajaran ini dapat:

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2. Menangkap makna teks recount secara kontekstual dan menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar sesuai konteks dengan santun, disiplin, tanggung jawab, jujur, aktif dan kreatif

D. Materi Pembelajaran

(Terlampir)
E. Pendekatan / Strategi
   1. Pendekatan : Scientific Approach
   2. Strategi : Sequence Pictures

F. Sumber pembelajaran
   Internet dan buku pegangan guru

G. Media Pembelajaran
   1. Laptop
   2. LCD
   3. PPT

H. Langkah-langkah Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan pendahuluan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientasi :</strong></td>
<td>10 menit</td>
</tr>
<tr>
<td>1. Guru memberikan salam pembuka dan mengajak peserta didik untuk berdoa bersama</td>
<td></td>
</tr>
<tr>
<td>2. Guru mengecek kehadiran peserta didik sebagai sikap disiplin</td>
<td></td>
</tr>
<tr>
<td>3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran</td>
<td></td>
</tr>
<tr>
<td><strong>Apersepsi :</strong></td>
<td></td>
</tr>
<tr>
<td>1. Mengingatkan kembali materi yang telah dipelajari pada pertemuan sebelumnya</td>
<td></td>
</tr>
<tr>
<td><strong>Motivasi :</strong></td>
<td></td>
</tr>
<tr>
<td>1. Memberikan gambaran manfaat yang akan didapat oleh siswa apabila siswa belajar dengan sungguh-sungguh</td>
<td></td>
</tr>
<tr>
<td>2. Menyampaikan tujuan pembelajaran</td>
<td></td>
</tr>
<tr>
<td><strong>Pemberian Acuan :</strong></td>
<td></td>
</tr>
<tr>
<td>1. Memberitahukan materi pelajaran dan strategi baru yang akan digunakan pada pembelajaran</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberitahukan keterkaitan materi yang akan dipelajari</td>
<td></td>
</tr>
</tbody>
</table>
dengan materi pada pertemuan sebelumnya

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sintak Model Pembelajaran</td>
<td>70 menit</td>
</tr>
</tbody>
</table>

**Stimulasi (Pemberian rangsangan)**

Peserta didik diberi stimulus atau rangsangan untuk memusatkan perhatian *(Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter) pada materi teks recount tentang peristiwa bersejarah, dengan kegiatan:*

**Melihat**
1. Guru menampilkan contoh *sequence pictures*

**Mengamati**
1. Peserta didik mengamati gambar dengan seksama dan mulai memikirkan urutannya

**Membaca**
1. Peserta didik membaca materi tentang *sequence pictures strategy* dengan cermat.

**Mendengar**
1. Peserta didik mendengarkan penjelasan dari guru

**Menyimak**
1. Peserta didik memperhatikan contoh penggunaan *sequence pictures strategy* untuk menyusun sebuah teks recount.

<table>
<thead>
<tr>
<th>Problem Statement</th>
<th>Critical Thinking (berfikir kritis)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Menanya :</td>
</tr>
<tr>
<td>(mengidentifikasi masalah)</td>
<td>1. Guru memberikan kesempatan kepada peserta didik untuk menanyakan hal-hal terkait dengan materi (<em>sequence pictures strategy</em> dan recount text) yang belum mereka pahami.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Kegiatan Penutup</td>
<td>Waktu</td>
</tr>
<tr>
<td>1. Guru bersama peserta didik menyimpulkan materi yang sudah dipelajari dari pertemuan pertama dan kedua</td>
<td>10 menit</td>
</tr>
<tr>
<td>2. Guru memberikan feedback</td>
<td></td>
</tr>
</tbody>
</table>
3. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa bersama

I. Penilaian Proses dan Hasil Belajar

1. Teknik Penilaian:
   c. Sikap : Observasi
      a. Pengetahuan : Tes Tertulis (terlampir)

2. Bentuk Penilaian:
   a. Sikap : lembar observasi
   b. Pengetahuan : soal esai (terlampir)

3. Aspek yang dinilai
   a. Pencapaian fungsi social
   b. Kelengkapan dan keruntutan struktur teks recount
   c. Ketepatan unsur kebahasaan: penggunaan past tense, adverbial penghubung waktu, tanda baca dan tulisan tangan
   d. Kesesuaian format penulisan

4. Rubric Penilaian

<table>
<thead>
<tr>
<th>No.</th>
<th>Grade</th>
<th>Qualification</th>
<th>Range Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>Excellent</td>
<td>85-100</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>Good</td>
<td>70-84</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>Average</td>
<td>55-69</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>Poor</td>
<td>50-54</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>Very Poor</td>
<td>&lt;49</td>
</tr>
</tbody>
</table>

5. Pedoman Penilaian

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent to very good: knowledge able, substantive, through development of thesis, relevant theory.</td>
<td>30-27</td>
</tr>
<tr>
<td></td>
<td>Good to average: some knowledge of subject,</td>
<td>26-22</td>
</tr>
</tbody>
</table>
| Content | adequate range, limited development of thesis, mostly relevant to topic but lacks detail.  
| Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.  
| Very poor: does not show knowledge of subject, non-substantive, not pertinent, not enough to evaluate.  |
| Organization | Excellent to very good: fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.  
| Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.  
| Fair to poor: non-fluent, ideas confused or disconnected, lack logical sequence and development  
| Very poor: does not communicate, no organization, not enough to evaluate  |
| Vocabulary | Excellent to very good: sophisticated range, effective words/idioms and usage, word form mastery, appropriate register.  
| Good to average: adequate range, occasional errors of idiom choice, usage but meaning not obscured.  
| Fair to poor: limited range, frequent errors of idiom/words, meaning confused or obscure.  
<p>| Very poor: essentially translation, little knowledge of English vocabulary, not enough  |</p>
<table>
<thead>
<tr>
<th></th>
<th>to evaluate</th>
<th></th>
</tr>
</thead>
</table>
| **Language Use** | • Excellent to very good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition  
                   • Good to average: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured  
                   • Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, deletions, meaning confused or obscured  
                   • Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate | 25-22 |
| **Mechanics**   | • Excellent to very good: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing  
                   • Good to average: occasional error of spelling, punctuation, capitalization, paragraphing but meaning obscured.  
                   • Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured | 10-5 |
- Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

6. Jumlah Score Maksimal : 100
7. Penghitungan Score : score yang di diperoleh

Ambarawa, 13 Agustus 2019

Mengetahui,

Guru Kelas

[Signature]
Dra. Enwati Dwi Susanti
NIP. 196610021990032007

Peneliti

[Signature]
Dewi Wulan Suci
NIM. 23030150017

Kepala Sekolah

[Stamp]
Drs. Kaswanto, M.Pd.
NIP. 196604281997021001
Materi Pembelajaran

(Recount Text)

A. Definition of Recount Text

Recount text is a part of text that retells about events in the past. Events are usually arranged in a temporal sequence such as first, next, then and etc. The purpose of recount text is to provide the reader related with the descriptions of what events occurred and when the events occurred.

B. Generic Structure of Recount Text

1. Orientation

Orientation is the part which describes the background of information related with the person, the events, the place and the time.

2. Events

Events are paragraph that tell about the sequences of events in the order in which they happened.

3. Re-orientation (optional element)

Re-orientation is an optimal that includes personal comment about the events. A few texts have concluding paragraph, but it is not always necessary.

So, it makes re-orientation becomes the optional element in the recount text.

C. Language Features of Recount Text

1. Focus on Individual Participants

Example: Mrs. Macklin, pupils of Lurnea Public School and etc.

2. Use of Past Tense

Example: “it was a very...”, “everyone received” and etc.

3. Focus on Temporal Sequence of Events

Example: “last year...”, “on the weekend...” , “then, after the...” and etc.
4. **Use Action Verb**

Example: “I went...”, “we got...”, “we parked...” and etc.

**D. Example of Recount Text**

1. **Pertemuan pertama**

   **My holiday in Australia**

   ![Image of people in snow](image1)

   Last semester's holiday, my sister and I went to Australia. There was winter and made everything covered by the snow. Then, my sister and I decided to go the ice field to enjoyed the winter in there. That was our first time to see the snow.

   ![Image of snowman](image2)

   After we had arrived in the ice field, my sister and I immediately played snow ball and made snowman together.

   ![Image of snowman with decorations](image3)

   After a few minutes, the snowman began to form. First of all, we had to give some decorations like eyes, nose and hands of the snowman. After that, my sister lent her hat and scarf as the ornament of the snowman. After everything finished, my sister and I took some pictures with the snowman.
After being satisfied on playing snow and making snowman, we decided to return at the hotel because the weather was getting cold there. However, even though the weather was so cold, the heat of the sun could make some of the snowman’s body gets melted.

That was my holiday in Australia with my sister in the winter. We really enjoyed our sort holiday in Australia.

Trip to Sadranan Beach

Last month, at the 15th June 2019, my family and I went to the Sadranan Beach together. I woke up at 5am then prepared all of my needed. I’m so excited because I like beach so much.

After all of my preparation were already, I went straight to the bathroom to take a bath. In that morning, the water felt so cold than usual. It made me felt shiver

At 7am, my family and I were ready to the Sadranan beach. We went to the beach by my father's car. We were very happy and enjoyed throughout our trip.

After spend a long journey, my family and I arrived at Gunung Kidul. The first destination that we visited was Sadranan beach. My family and I really enjoyed the scenery and the atmosphere on the beach which is very cool with the beach breeze. I also waste the time to played sand beach with my sister.
3. Pertemuan ketiga

My Worst Experience

After being satisfied played on the beach, the second destination that we visited was local restaurant to have lunch together. We really enjoyed with the serving food in that restaurant.

The third destination that we visited was the Local Souvenir shop of Gunung Kidul. My family and I bought some kinds of food and also some shirts to be used as family’s gifts. I also bought some Bakpia because I like it much.

At 7pm, my family and I decided to back home because we remembered that tomorrow there was still a family’s event together in Uncle’s house.

Finally we arrived at our home on 11pm safely. I rushed to clean and then sleep. That was my unforgettable experience to the Sadranan beach with my family. I really enjoyed it.

Last Sunday, I took a walk outside my house to go to play in the roadside park.
When I was walking, I was called by Dewi, a friend next to my house across the street.

Without thinking, I immediately walked towards Dewi. I did not pay attention to the condition of the streets that were very crowded.

I was hit by a red car that drove from my left. Prakkkkk! I also bounced up a few meters from the initial position I walked.

Finally I had to be hospitalized because of my severe leg injury.

That is my worst experience in my life. Expect not to be repeated and be more careful in the future.

4. Pertemuan ke 4

I Love Teddy

Last week, I was invited by my grandparents to go to the zoo. Wherever I go, I always brought Teddy. Teddy was my favorite doll that given by grandparents since I was a kindergarten’s students.

After we arrived in the zoo, my grandparents immediately bought three tickets. After that, we immediately entered the zoo with happiness situation.
After we entered to the zoo, my grandfather invited me to see the Sumatran elephant. There are two elephant in the cage which consist of a female elephant and a calf that looks cute.

When I was engrossed in seeing the elephants, I accidentally nudged Teddy until it fell into the elephant cage.

It made me panic and finally I cried. My grandmother tried to calm me down, but I still cried. I loved Teddy too much and I scared that I can’t saved my Teddy.

After Teddy entered the elephant cage, the female elephant began to touch Teddy (maybe she was curious about the foreign object that she found).

Finally, I didn’t realized that the female elephant took my Teddy and gave it to me. I was very relieved and glad because Teddy was able to return in my arms.

I love you Teddy.
Materi Pembelajaran

(Sequence Pictures)

A. Definition of Sequence Pictures

*Sequence Pictures* is a strategy that used in the learning activity to help the students generate and develop their ideas. *Sequence pictures* are combination between pictures and stories in chronological order. *Sequence Pictures* also help the students to organize their written product, deliver their ideas well, develop their imagination and integrate their paragraphs to produce a coherent and well organized written language product. In other hand, *Sequence Pictures* make the students enjoy the learning process because they learn in the new technique with new atmosphere in the classroom.

B. Steps of Sequence Pictures Strategy

*Sequence Pictures* has several steps that must be completed by the teacher and the students if they want to use it in the learning activities as follows:

6) Show a selection of four to six photos or images that make up a complete story, but out of sequence

7) The students in groups put them in the correct order. (keep the last images in the sequence back, even if that is merely the last image of a recipe showing the finished dish)

8) The students report back their sequence, narrating the events

9) In groups, they then imagine the last image in the sequence in order to finish the narrative. At this point you can reveal the last image

10) Ask the class to write a narrative for the images in the form of a story or in speech bubbles/captions, depending on the image types.
C. Example of Sequence Pictures
PRE-TEST (Cycle I)

Name : 

Role number : 

1. Please compose a recount text with the title “My First Experience Riding a Bicycle” based on the pictures above in 15-20 sentences!

2. Prepare your printed-dictionary, if you need it.

Answer:

My First Experience Riding a Bicycle

Last holiday, I tried to ride my new bicycle from my mother. ________

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
POST-TEST (Cycle I)

Name : 

Role number : 

1. Please arrange the sequence pictures into the good chronological order!
2. Please write the recount text with the title “Eid Mubarak” based on the following pictures!
3. Pay your attention to the social function and language features of recount text!

Answer:

Eid Mubarak

Last month, all of moeslim celebrated Eid Mubarak.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Gardening

Last Sunday, I spent my weekend’s time to gardening at the behind of my house.

Answer:

Gardening

Last Sunday, I spent my weekend’s time to gardening at the behind of my house.
POST-TEST (Cycle II)

Name : 

No : 

1. Please arrange the pictures below into the good chronological order!
2. Please write the recount text with the title “Fishing in the River” based on the following pictures!
3. Pay your attention to the social function and language features of recount text!

Answer:

Fishing in the River

Last Saturday, I spent my time to fishing in the river near my home.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
KUNCI JAWABAN:

PRE-TEST (Cycle I)

Name : 
Role number :

1. Please compose a recount text with the title “My First Experience Riding a Bicycle” based on the pictures above in 15-20 sentences!
2. Prepare your printed-dictionary, if you need it.

Answer:

My First Experience Riding a Bicycle

Last holiday, I tried riding a new bicycle from my mother. I am very happy because I have been waiting for a new bicycle for a long time and it was my first time riding a bicycle. I immediately rode my new bicycle to a field on the edge of the hill slowly. After some time, I managed to ride my bicycle. I continued pedaling around the hill. Until one day, I went down the edge of the hill which I thought was not too steep. But apparently, the derivatives are very steep.
Instead of braking the bike, I kept turning the pedals. I was so panicked that I finally fell off my bicycle in my prone position.

I tried to wake up alone. However, I could not bear the pain and tears after seeing my knees bleed and my new bike that was badly damaged. Finally, I returned home with a knee injury. When I got home, my mother immediately cleaned my wound and treated it. Not to forget my mother also gave me advice so that one day I would always be careful in doing things and not underestimate anything.

That was my most memorable experience in riding a new bicycle that I remember until now.
POST-TEST (Cycle I)

Name : 
Role number : 

1. Please arrange the sequence pictures into the good chronological order!
2. Please write the recount text with the title “Eid Mubarak” based on the following pictures!
3. Pay your attention to the social function and language features of recount text!

Answer:

Eid Mubarak

Last month, all of moeslim celebrated Eid Mubarak. Eid Mubarak always became a moment to meet with the big families, including my family. All my family who are far from the village, all gathered in my village, because my grandfather was in the same village with me.

On the night before Ramadan, I and my big family were very excited to follow the tour of "takbiran" in my village. Since the afternoon, my family and I have been busy preparing "oncor" from a small bamboo which is cut into some pieces and given a cloth at the top. My uncle also filled the oil to the bamboo. So that, when the cloth was wet, it could light up.
In the evening, precisely after the evening prayer, the "takbiran" began. We departed from the An-Nur mosque, then toured to the village and ended up in the yard of the An-Nur mosque too. The situation of the "takbiran" was very warm and lively.

In the morning, my family and I went to the mosque to attend the Eid prayer. Eid prayer went on wisdom. After the Eid prayer, I apologized to my parents by holding hands or "sungkeman". After that, my family and I gathered at grandma's house to forgive each other too. We also took turns to "sungkeman" with grandparents. The most part that I like was when I got THR from grandparents and also other families who are already working. Asikkkkk. Furthermore, we always take a few photos together as memories each year.

That was my wide experience this year with my big family. I always pray that every year my family and I can gather with complete conditions, healthy, and always happy.
PRE-TEST (Cycle II)

Name : 

No : 

1. Please compose recount text with the title “Gardening” based on the pictures below in 15-20 sentences!
2. Please prepare your printed dictionary if you need it!

Answer:

Gardening

Last Sunday, I spent my weekend time to gardening at the back of my house. I like to plant some fruit plants. But, a few months ago, I planted a sapodilla seedling that I got from my aunt in Bandungan.

The first thing I did was prepare all the equipment for planting. Next, I have to dig the land in a depth of 20 centimeters. Next, I put my sapodilla seeds in the land that I had dug up before. Next, I watered my sapodilla plants. Every morning and evening I always watered my sapodilla plants with love.
After three weeks, my sapodilla plants growth very well. Many dragonflies and butterflies fly around my sapodilla plant. And, a month later, my sapodilla plants produced some fruit perfectly. I am very satisfied and happy with that.

That was my story about the activities that I did routinely in every weekend.
POST-TEST (Cycle II)

Name : 
No : 

1. Please arrange the pictures below into the good chronological order!
2. Please write the recount text with the title “Fishing in the River” based on the following pictures!
3. Pay your attention to the social function and language features of recount text!

Answer:

Fishing in the River

Last Saturday, I spent time fishing in the river near my house. I better went to the river in the afternoon. I walked to the river while enjoying the green view on my right and left side. I never getting bored with the views like this. I walked while carrying my fishing gear and a backpack filled with provisions for me and also the bait. I am so excited.

After arrived at the river, I prepared my worm bait into my fishing hook, after that, I threw my fishing hook into the middle of the river, I sat on the edge of the river while waiting for my fish to eat my bait. After a few minutes, my fishing rods started being pulled by the fish. Then, I pulled my hook and a big goldfish succeeded in getting my bait.
After getting the fish, I started to go home because it was getting dark. I also walked to the house with a large goldfish from my own catch.

That's my story when I went fishing in the river yesterday Saturday.
PRE-TEST (Cycle 1)

Name: Aurora For N.S.K

Role number: 68

1. Please compose a recount text with the title “My First Experience Riding a Bicycle” based on the pictures above in 15-20 sentences!
2. Prepare your printed-dictionary, if you need it.

Answer:

My First Experience Riding a Bicycle

Last holiday, I tried to ride my new bicycle from my mother. At the time

In the morning, I tried my new bicycle in the yard. Because I enjoyed my new bike too much, then I fell from my bicycle. Because I was in pain, I cried. Because I fell to the ground, my bicycle tire was damaged. I also fell down on the ground. But, I held back all the pain very carefully. I began to stand up. Even though my feet are hard to moved, but I kept trying. Because the location of the tire is tight on my knee. I started wobbling slowly. I don’t forget that I also brought my broken bicycle. Shortly afterward, I arrived home. At home, I met mom. Mom asked why my knee hurts. I immediately explained everything from beginning to end. Mother understood me, because I still learned to ride a bicycle for the first time. Our mother immediately treated my wound.
POST-TEST (Cycle 1)

Name: Aurora Farooque
Role number: OB

1. Please arrange the sequence pictures into a good chronological order!
2. Please write the recount text with the title "Eid Mubarak" based on the following pictures!
3. Pay attention to the social function and language features of the recount text!

Answer:

Eid Mubarak

Last month, all of Moslem celebrated Eid Mubarak. In the evening before Eid Mubarak, the Moslem did the prayer and toured the streets. Some walked and some are inside open cars. They carried a variety of items that had been used before. There are various sites from medium to large. They have also prepared torches to light their journey. At the time of Eid Mubarak, the Moslem have arrived to pray Eid Mubarak in the morning. They prayed in congregation. Some are in the mosque and field. After completing the prayer, they directly returned to their respective homes. When they arrived, they apologized to each other. Both to father, mother, grandfather, grandmother, or neighbors. If the event of forgiveness is bigger, they will eat together. Usually the food at the time of Eid Mubarak is tandoor and chicken cow. After finished eat, they will also usually take family photos together as a memento.
1. Please compose recount text with the title "Gardening" based on the pictures below in 15-20 sentences!

2. Please prepare your printed dictionary if you need it!

Answer:

Gardening

Last Sunday, I spent my weekend's time to gardening at the behind of my house. In the sun morning, I went at the behind of my house. I prepared the tools and ingredients like tree, water, etc. I began planted the seedling mango tree in the garden. If all finished, please watered the mangoes everyday. So they can grow and largest. Don't forget to put the mangoes tree under sun. After belong time, the mangoes tree will be grow and largest. And the mangoes tree has a many mangoes fruit. You can ate the mangoes fruit if the fruit is mature.
POST-TEST (Cycle )

Name : Aurora Fara N.S.K
No : 08

1. Please arrange the pictures below into the good chronological order!

2. Please write the recount text with the title “Fishing at River” based on the following pictures!

3. Pay your attention to the social function and language features of recount text!

Answer:

Fishing at River

Last Saturday, I spent my time to fishing at river near my home. I prepared the needed tools and ingredients, like worms and fishing gear. After that, I walked to the river near my home. When I arrived, I prepared immediately. I put [the] bait [of worms] in the fishing gear. Then, I began fishing. I sat down and waited my bait ate of the fish. After waited along time, my bait is move and I pulled it up. Evidently, I got the big fish. After that, I packed up my things back. I immediately went to home with big fish.

That was my funny moment when fishing at river near my home. I am felt happy.
PRE-TEST (Cycle 1)

Name: Cahya D-M
Role number: 10

1. Please compose a recount text with the title “My First Experience Riding a Bicycle” based on the pictures above in 15-20 sentences!
2. Prepare your printed-dictionary, if you need it.

Answer:

My First Experience Riding a Bicycle

Last holiday, I tried to ride my new bicycle from my mother. The bicycle was my 12th birthday gift from my mother. I tried it in the hill behind my house exactly in Sunday morning. At first, I paddled it slowly and I thought I could go faster. And I don’t know it turns out that in front of me is a downhill road.
POST-TEST (Cycle 1)

Name: Cahya Dyah M
Role number: 10

1. Please arrange the sequence pictures into the good chronological order!
2. Please write the recount text with the title "Eid Mubarak" based on the following pictures!
3. Pay your attention to the social function and language features of recount text!

Answer:

Eid Mubarak

Last month, all of Moslem celebrated Eid Mubarak. On the last night of fasting, and my friends followed takbiran after isya. Before takbiran, we prepared bamboo torches. This torch was ignited while being carried around a village.

The next day exactly at 6 am, the eid fitri prayer is held. After that, we forgive each other. After all is forgiven, we eat together. Then in the last we took a picture to memory that was my eid Mubarak story.
1. Please compose recount text with the title “Gardening” based on the pictures below in 15-20 sentences!
2. Please prepare your printed dictionary if you need it!

Answer:

Gardening

Last Sunday, I spent my weekend’s time to gardening at the behind of my house. I tried to plant mangoes. First, I dug the ground with the shovel. Then, I planted mango seedling in the ground. After that, I covered it with fertilizer. Every day, I watered regularly. Every morning and evening, I never forgot to water the mango. Day by day, I waiting for my mangoes growth. Finally, my mango tree have many fruits that delicious!
POST-TEST (Cycle II)

Name: Cahya Dyah M
No: 10

1. Please arrange the pictures below into the good chronological order!
2. Please write the recount text with the title “Fishing in the River” based on the following pictures!
3. Pay your attention to the social function and language features of recount text!

Answer:

Fishing in the River

Last Saturday, I spent my time fishing in the river near my home. I went to river by foot because from home to river was not too far. After arrived at the river, I prepared my fishing rod and set the bait. The bait I used was worm. After the fishing rod was ready, I entered it to the water. The water is cold but no problem. I got ready to throw the bait “Pyuurr”

After waiting a few minutes, I got one fish. I was very happy even though there was only one fish. Because the day began night, I went to home.
RESEARCH DOCUMENTATION

A. Cycle I

1. The teacher and the student were praying together

2. The teacher was greeting the students

3. The teacher was asking questions to the students related with recount text
8. The students were doing pre-test

9. The teacher was monitoring the students

10. The teacher was explaining about recount text
11. The teacher was giving treatment to the students related with *Sequence Pictures*

12. The students was doing post-test
13. The cycle I was done

B. Cycle II

1. The teacher and the students were praying together
2. The teacher was greeting the students

3. The students were doing pre-test
4. The teacher was monitoring the students

5. The teacher was explaining about recount text

6. The teacher was asking some questions through the game
7. The teacher giving treatment with *Sequence Pictures*

8. The students was doing post-test
9. The end of cycle II
Kepada
Yth. Kepala SMA Negeri 1 Ambarawa
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama : Dawi Wulan Suci
NIM : 23030150017
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah:

THE USE OF SEQUENCE PICTURES STRATEGY TO IMPROVE THE STUDENTS' WRITING SKILLS ON RECOUNT TEXT AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 AMBARAWA IN THE ACADEMIC YEAR 2019/2020

Dosen Pembimbing : Dr. Meshlihatul Umami, M.A.

Kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMA Negeri 1 Ambarawa, mulai tanggal 22 Juli 2019 sampai dengan selesai.

Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

[Signature]

A. n. Dekan,
Dekan Bidang Akademik

Tembusan : 1. Mahasiswa yang bersangkutan
SURAT KETERANGAN
Nomor : 421.3/478/2019

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Ambarawa Kabupaten Semarang menerangkan bahwa:

Nama : DEWI WULAN SUCI
NIM : 23030150017
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan


Demikian surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya.

Ambarawa, 23 Agustus 2019

[Signature]

Drs. KARWANTO, M.Pd
Kembali
NIP 19660428 199702 1 001
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Salatiga, 21 Mei 2019
Mengetahui,
Wakil Dekan Bidang

[Signature]

Rahmat M. Md., Ph.D.
NIP.197306102000031001
CURRICULUM VITAE

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FORMAL EDUCATION


ORGANIZATION EXPERIENCE

2015-2018: Member of Communicative English Club IAIN Salatiga