

**IMPROVING THE STUDENTS' WRITING SKILL BY USING
RECITATION MERHOD AT THE FOURTH SEMESTER
OF ENGLISH EDUCATION DEPARTMENT
AT BOSOWA UNIVERSITY**

SKRIPSI



**Submitted to the Faculty of Teacher Training and Education
in Partial Fulfillment of the Requirements for the Sarjana Degree**

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2017**

SKRIPSI

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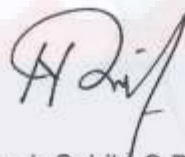
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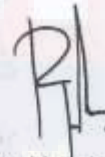
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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul: ***“Improving The Students’ Writing Skill By Using Recitation Method At The Fourth Semester of English Education Department at Bosowa University”***, beserta seluruh isinya adalah benar – benar karya saya sendiri bukan karya orang lain atau plagiat. Saya siap menanggung resiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 14 September 2017

Yang membuat pernyataan



Siti Rahmatia

ABSTRACT

Siti Rahmatia. 2017. *Improving The Students' Writing Skill By Using Recitation Method At The Fourth Semester of English Education Department.* (Supervised by Hj. Nurfaizah Sahib and Hj. Restu January Hamid).

This research aimed to know whether or not recitation method has effect to improving the students' writing skill in making descriptive text at english eaducation department of Bosowa Univerity of Makassar.

The method which used in this research was pre-experiment with one class pre-test and post-test design at the fourth semester of english education department in 2016/2017 academic year. The sampel were 16 students.

The result of the study showed that the T-test was higher than the T-table value ($15,890 > 2,131$). It can be concluded that recitation method in making deskriptive text has a positive effect to the students' writing skill of the fourth semester of English Edutation Department Bosowa University Makassar.

Key word: recitation method, writing skill, effect, descriptive

ABSTRAK

SITI RAHMATIA. 2017. *Improving The Students' Writing Skill By Using Recitation Method at the Fourth Semester of English Education Department.* (Dibimbing oleh Hj. Nurfaizah Sahib dan Hj. Restu January Hamid).

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan siswa dalam menulis teks deskriptif dengan menggunakan metode resitasi pada mahasiswa semester empat jurusan Pendidikan Bahasa Inggris Universitas Bosowa Makassar.

Metode yang digunakan dalam penelitian ini adalah pre-eksperimental dengan desain satu kelas untuk diberikan pre-test dan post-test pada mahasiswa semester empat pendidikan bahasa Inggris Universitas Bosowa Makassar pada tahun akademik 2016/2017. Subjek penelitian sebanyak 16 siswa.

Hasil penelitian menunjukkan bahwa nilai T-test lebih tinggi dari nilai T-table ($15,890 > 2,131$). Dengan demikian dapat disimpulkan bahwa dengan menggunakan metode resitasi dapat memberikan pengaruh yang positif pada kemampuan menulis deskriptif mahasiswa semester empat Jurusan Pendidikan Bahasa Inggris Universitas Bosowa Makassar.

Kata Kunci: metode resitasi, kemampuan menulis, pengaruh, deskriptif.

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As human being, the writer does realize that what she presents in this skripsi is still far from perfection. Therefore, criticisms and suggestion will surely be appreciated.

Finally, the writer pray may the almighty Allah SWT bless all of them. Amin.

Makassar, September 2017

The Writer

Siti Rahmatia

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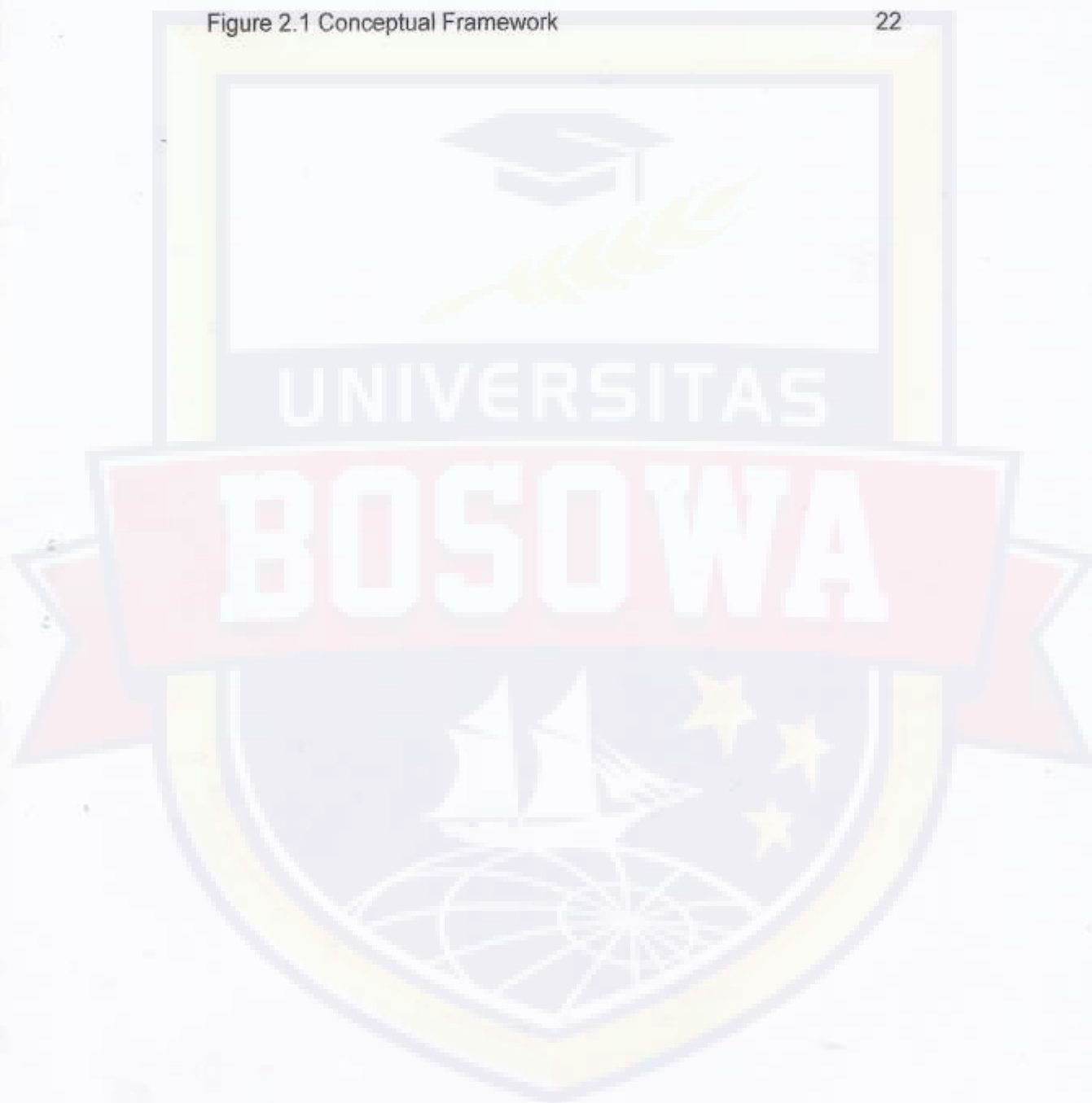
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CHAPTER I

INTRODUCTION

This chapter presents background, research question, objective of the research, significance of the research, and scope of the research.

A. Background

Language is one of the most important things in communication. As an international language, English is very important and has interrelationship with various aspects of life owned by human being. As an international language, it is used to communicate among people in the different country. However, it can be an important to that it should be learned by the students.

In our country, English learned since elementary school. Because English is not our native language, the students are difficult to learn it, based on that statement, English taught with many methods to make student easily to learn English as their second language. One of method that helps the students to master English is by using a recitation method.

We know that English not our native language, as a fact that mastery it is not easy. The components and skill of English language is important for language learner. The components include grammatical structure, phonology, vocabulary and pronunciation that can give the effect to the English-language skills; such as listening, reading, speaking and writing.

Harmer (2007:265) stated that we use language in terms of four skills reading, writing, speaking and listening. These are often divided into two types. *Receptive skill* is a term used for reading and listening. Skills where meaning is extracted from the discourse. *Productive skill* is the term for speaking and writing skills, where students actually have to produce language themselves.

Reading is refers to produce the spoken language. Listening is the receptive spoken. It refers to the ability to understand the spoken language. It is the skill of a listener or group of listener to interpret information transferred by the speaker. Speaking is the spoken productive language. It refers to produce spoken language. It the skill of speaker to communicate the information to the listener.

In writing, students have to know about grammar, vocabulary, sentence structure, sentence sequence, sentence connection. Sometimes the students could speak English fluently but they did not definite understand in writing or making essay. But in fact, most Indonesian students could not learn English well, especially in writing. It is usually indicated when they write paper or thesis in English. Many students make mistake when they write essay. Not all students had some ability in pouring the ideas when they write essay, it is because they do not have interest in studying writing skill.

This is also happens at Students of English Education Department, they ought to write an essay, but many students got many problems, namely: they have much vocabulary but they couldn't pour it into a written text. Students less vocabulary so they can not write, they do not master in grammar, and many students were not interested in writing. Because writing activity was considered bored, and they seldom practice writing in English.

Therefore, the use of appropriate teaching methods, is an alternative to overcome the problem of low absorption of students towards learning English, especially in writing, to improve the quality of teaching.

Implementation of a teaching method should be reviewed in terms of effectiveness, efficiency and compatibility with the characteristics of the subject matter as well as the situation of students that includes ability, speed of learning, interest, time owned and socio-economic circumstances of students as objects.

Brown (2004:218) states that "We also fully understand the difficulty of learning to write well in any language, even in our own native language. Every educated child in developed countries learns the rudiments of writing in his or her native language, but very view learn to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose".

One of the methods applied for involving students actively, to support the smooth process of learning is a method of recitation. In the method of recitation expected to fishing activity of students in the learning process. This is because students are required to complete the tasks assigned researcher and must be accountable (Sudjana, 1989:81). In the success of the learning process beside the task the researcher, the students participated decisive role in achieving educational goals. Because of how well a presentation of the researcher on the subject matter, but students do not have a concern in terms of what is expected to learn the difficult to achieved. According Slameto (1991:15) as follows In order for students successful in learning, it is necessary to do the job as well as possible. That task includes homework, answering homemade exercises, questions in the handbook, daily test, general tests and exams.

Learning by teaching methods appropriate to the material being taught will increase students' motivation. An example is giving the task at the end of each lesson in the hope of learning activities students can be improved, so that student achievement can be increased. According Harmawati (1993:65) as follows: "Giving the task at every meeting affect student learning outcomes. Thus the task of each meeting causes the students motivated to learn, in addition to the students more active in learning activities".

The writer have do the observation at Students of English Education Department. The writer found some problems related to the instructional activities at the department. Those problems are that: the students have low writing ability, the students have low motivation in learning English, and the lecturer still uses monotonous and in appropriate teaching technique. So probably, it was caused by students' uninterested in lesson, because there is not variation in teaching English from teacher. The teachers should implement an appropriate method to improve students' ability. One way to improve students writing skills is the students have to be more active than the teacher and the students also have to be coincident. By using recitation method, the writer would like to research the fourth Semester Students of English Education Department as subject of this research.

Based on the explanation above, the writer interest to do a research entitle "Improving Students' Writing Skill By Using Recitation Method at the Fourth Semester Students of English Education Department".

B. Research Question

Based on the background mentioned, the problem research is to know the students' writing skill through Recitation Method. So, the writer think that the problem is: Does Recitation Method Improve Students' Writing Skill at the fourth Semester Students of English Department ?

C. Objective of the Research

Based on the problem statement the objective of the research is to know whether or not the Recitation Method improve students' writing skill at the Fourth Semester Students of English Education Department.

D. Significance of the Research

1. Theoretical

The result of the research can be useful of scientific in education. Especially in teaching and learning process of English language which that could be related with writing ability.

2. Practical

a. Teacher

Teacher can evaluate clearly what the result of teaching English language uses the recitation method. This research can be given to the teacher as variation in teaching English language.

b. Student

This research as presence to increase students interest in learning English language with enjoyable and can be used to broaden and develop.

c. Writer

By using this method perhaps to writer was get one solution to evaluate. The writer was know what the advantages are by using recitation method in teaching.

E. Scope of the Research

In order to be more effective and efficient, the writer scope of this skripsi conducted at the Bosowa University of Makassar, which is was focused on descriptive text in writing by using recitation method.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some previous related findings, some pertinent ideas, conceptual framework and hypothesis.

A. Some Previous Related Findings

In this section, the writer will present some researchers who have conducted research using recitation method is as follows:

Masruroh (2006:56) in her research on "The effect of the using recitation method learning outcomes math the eight class of the second semester by discussion of significant variable two systems of linear equations at junior high school islam sultan agung 1 semarang academic year 2005/2006" She found out about the solution of The using of recitation method better than conventional learning on learning outcomes in mathematics. And she also said that There is a significant influence and relationship between the use of recitation method with learning outcomes. Which is the influence of the use recitation method in learning outcomes mathematics amounted to 51.56%, while 48.44% caused by other factors such as talent, intelligence, infrastructure, environment and so on.

Nafis (2012:5-6) in her research on "the application in learning german language skills by using recitation method theme writing self identity at the ninth class SMAN 7 Malang" she found out on the using of

recitation method smooth running. Based on observations, the application of recitation method on German language learning, Especially the skill of writing personal letters themes running well Identity. And she also said that recitation method can improve the mastery of concepts in writing skills, making it easier for students in writing.

Based on the research that has been done by previous researchers in the subjects of mathematics, and Germany, then the writer conduct a research by using Recitation Method in English subject especially writing skill.

B. Some Pertinent Ideas

In this section, the writer will present some theories of writing, recitation method and descriptive text.

1. Some Theories of Writing

a. Definition of Writing

Writing is one of the skills in the language. Writing skills is the ability to describe the mind through symbols writing. Writing skills are included in this type of active skills, because the author of the active process messages (information) to be conveyed to the reader.

Richards and Renandya (2002: 303) that the difficulties lies not only in generating ideas and organizing ideas but also in translating these ideas into readable text. It can be said that writing is not only a simply skill to transfer spoken information into a text, but also it needs a particular aspect to send a message into a text clearly. Sepianita (2010: 8) argues

that, writing is a kind of activity where the writer expresses all the ideas in his or her mind on the paper from word to sentence, sentence to paragraph and paragraph to essay. Randal (2004:160) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

Sudaryanto (2001:64) argues that writing skill is a person's ability to express his/her mind and feeling which is expressed in a writing language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, paragraphs which are easy to understand for the readers. Nura (2003:71) says that writing is an activity. Writing is not merely symbolize spoken language. Writing is a person's way to express him/herself and to adapt with the society. Through writing, readers will understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind.

In addition, Harmer (2004:86) states that writing is a process that what we write is often heavily influenced by the constraints of genre, then these elements have to be present in learning activities. It means that writing can't be separated with genres especially in teaching learning activities. In this case, writing activities can be present in a classroom.

From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing that thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting language. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

b. Steps of Writing

In writing students can't only focus on their final output (their writing) they should pay attention to the process or steps in writing to produce a good writing. A good writing means good in terms of language, content, purpose, and referred reader. Hyland (2004:10) illustrates the stages of writing to give students clear understanding that writing process is significant to produce a good writing. The first stage is selection of topic. It can be done by both students and teachers. Students can find their own topic or with teachers' help. Another way, teacher can decide the topic students should use to write. The next stage is prewriting. In this case, students are involved in brainstorming, collecting data, note-taking, outlining the third stage is composing. Composing is another term of drafting in this stage students begin to write their ideas down on paper. After having composing, the next step is response to revisions. It can be conducted by teachers or peers. It is about responding to ideas,

organization of text, and text style after students are sure with their ideas, organization of text, and text style, they will step on proof reading and editing. In this stage, their will be checking and correcting form, evidence, layout, and so on.

c. Strategies in Teaching Writing

Harmer (2004: 11) states that students should pay attention not only in what to write but also in how to write. Writing is more than to write. There are actually several strategies to write well. Students are led to know more about how to write. Therefore, he offers some writing strategies in this case:

- 1) The way teachers get students to plan. Teachers need to encourage students to plan or think about what they are going to write. The simplest way is to plan the content of their writing and its outline. In this case, there are a lot of ways to get students' plan, actually. However, there are two common ways that are usually used in this stage. They are brainstorming and guided tasks. Brainstorming can be applied in pairs and group discussion. In the discussion, they can share anything that can be used as their writing topic or content. Meanwhile, guided tasks are more related to some activities that will lead students to find their idea to write. Teacher can also encourage students to think about the purpose of their writing and for whom they are writing.

2) The way teacher encourage students to draft, reflect, and revise. In this stage students are made to believe that their drafts are not the finished products. They still need to reflect and revise them. It will lead students to collaborative writing. In collaborative writing, they will work side by side with their classmates in order to produces a good writing. They will respond to each other's drafts in terms of language and content. They will give suggestion to each other. They will share any idea that is significant to their writing. Finally, their contribution will create a good finished product.

3) The way teachers respond to students' writing. There are several ways to respond students' writing. The first way teachers can do is responding to a working progress. It is applied when a teacher is talking to a student in a group while the others are still working on their own. The second way is giving reformulation to students. In this way, teachers write their own version of a good writing. It will be significant for students as a comparison with their work. The last way is conducting peer response. It will be really welcome to students because teachers talk to each student. It means that each student will get suggestion as what they need.

Based on the explanation above the writer conclude that strategies in teaching writing are the way teacher gets students to plan, the way teacher encourage students to draft, reflect and revise and then the way teacher respond to students writing.

2. Recitation Method

According to Ahmadi recitation is the method that is often called the method of homework, the method in which students are given special assignments outside class hours. In implementing this method the students can do his work not only at home, perhaps in the library, laboratories, and so on to be accountable to the teacher. (Ahmadi, 1991: 118). While according to Djamarah and Zain (1996: 96), as written in his book *Teaching and Learning Strategies*, explains that the recitation method is a method of presenting the material in which the teacher provides specific tasks so that students learning activities.

Surakhmad (1990:114), argued that the method of recitation although in daily conversations known as homework, but in fact this method is more extensive than homework. Because the method of this recitation there are three phases, *the first phase*, educators assign tasks; *second*, the students carry out the task (learning); and *third* he was accountable to educators what he had learned. In his book entitled *Didactic Methodical General Education*. Alipandie (1990: 91) asserts that although the method of recitation is often called methods homework, which is a way of teaching that teachers by a means to give a special duty to students to grind out hours lesson. But this method is actually wider than homework, because its implementation can also be done in the library, laboratories, lab space, and so on, and the results must be accountable to the teacher.

According to Arief (2002: 164) explains that the method of recitation is a translation from English to cite which means quoting, namely students cite or take their own parts lessons of certain books and learn on their own and practice until ready as it should be. Recitation method is a method of presenting the material in which researchers gave a specific task so that students learning activities.

From the description above, the writer can conclude that the method of recitation is giving assignments to the students or outside the timeable ultimately accountable to the researcher in question. Recitation method is a choice of method teaching a researcher, where researcher give some of test items for students to work outside of school hours. Provision of test items is typically performed on every teaching and learning activities in the classroom.

At the end of each meeting or end the meeting in the classroom. Giving this task is one alternative to further enhance the delivery of specific learning objectives. This is caused by of dense the subject matter to be delivered while very limited learning time in the classroom. With so many educational activities in schools in an effort to improve the quality and frequency content of the lesson, the students very time consuming separately carry out the teaching and learning activities. Rostiyah (1991) states that in order to cope with the situation as above, the researcher need to give assignments outside of school hours.

a. Implementation of Recitation Method

Giving assignments to students to complete at home, in the laboratory and the library is suitable. In this case, because with this task will stimulate students to do exercises or repeat subject matter newly acquired at school or while trying knowledge they already had, as well as familiarize the student fills his spare time outside of school hours. By itself has tried to deepen the insight and understanding of the subject matter. Stimulus-Response Theory (S - R) support in this regard are the main principles of learning is repetition. If S is given to the object it happens R. In practice, the association between the S and R become automatic. More often asosiasi between S and R are used more and more the stronger the relationship, the more are the relationship S and R are getting weaker the relationship (Hudoyo, 1990:63).

In a class, level of student ability is quite heterogeneous, some of them can instantly understanding our lesson is only one explanation by researcher, the majority can understand if repeated two or three times the material and some can only be understood after repeated home or even can not understand at all. Generally, a researcher set the pace of teaching in accordance with the state of the average student by some adjustments to the underprivileged or who is considered smart. Nevertheless, the possibility of learning the way most students do not correspond exactly, for their time learning in the classroom is an event to start the material. giving Assignments to be completed at home, the library or the laboratory will

provide an opportunity for active learning in accordance with the rhythm of the speed of learning. This is a real learning experience for the individuals concerned. Giving tasks to the student means giving the opportunity to practice the skills they had just got from the researcher in schools, as well as memorization and further deepen the subject matter. Role assignment to the students is very important in teaching.

Methods of duty is an aspect of teaching methods. Because tasks reviewing new lesson, to memorize the lessons that have been taught, for exercises, with the task to collect the materials, to solve a problem and so on (Pasaribu, 1986:18). In giving assignments to students, the researcher should check and rate. Rostiyah (1991:24) suggested that by evaluating the tasks given to the students, will give motivation for the students.

How to teach recitation is by giving the task outside the timetable. This method contains three elements, among others:

- a. Giving the task
- b. Learn
- c. Recitation

Duty, is a job that must be completed. Giving the task as a method of teaching is a gift of work by researcher for students to reach specific learning goals. By giving the students learn the task, to do the task. In implementation learning activities, students are expected to obtain an outcome is certain behavioral changes in accordance with its intended purpose.

The last stage and the provision of the task is the recitation of the means to report or restate the tasks that have been worked or studied. So the method of giving the task of learning and recitation or usually abbreviated recitation method is a method of teaching where the researcher imposes a duty, then students should be accountable for the results of the task. Recitation is often equated with "home work" (homework), when in fact different. Homework has a more specific sense, is a task the task given by the research, then the students worked at home.

Whereas recitation, the task given by the writer is not only implemented in the home, but can be doing in a library, laboratory, or other place that has to do with the task/lessons given. So recitation wider than homework. But both have in common, among others:

- a. Having elements of duty
- b. Done by the students and reported the results
- c. Having a didactic pedagogical elements

According to the traditional view, the provision of the task carried out by writer because lessons could not be given in class. To complete the lesson plan that has been set, then students are given the task to study the given question, a question that should be done at home. Sometimes also mean that children do not play a lot.

b. Some Things that Should Pay Attention to in the Method of Recitation

In the use of recitation method should be pay attention in two things there are:

1. Giving the task of learning and recitation is said to be reasonable when aiming:
 - a) Deepen student understanding of the lessons that have been received.
 - b) To train students towards independent learning.
 - c) Students can divide the time on a regular basis.
 - d) Students can take advantage of spare time to complete the task
 - e) Train students to find their own way the right way to accomplish the task.
 - f) Enriching experiences in school through activities outside the classroom.
2. There are some steps in the task of teaching recitation method such as:
 - a) Phase duty assignment
 - (1) Objectives to be achieved
 - (2) Types of the tasks should be clear and precise
 - (3) In accordance with the ability of students
 - (4) Provide enough time to do the work

b) The steps implementation of the duties

(1) Given the guidance / supervision by research

(2) Given a boost so that children want to work

(3) Arranged / doing by the students themselves, do not tell others

(4) It is recommended that students record the results he obtained

c) Phase Tasks account

(1) Report of students in both oral / written from what he does

(2) There is a question and answer / discussion class

(3) Assessment of the student work well with the results of the test and non test.

c. Advantages and Disadvantages of Recitation Method

There are some advantages of recitation method as follows:

- 1) Provide opportunities for students to learn more
- 2) Fostering a sense of responsibility
- 3) Strengthen the motivation to learn
- 4) Relationships between school and family
- 5) Develop courage initiative
- 6) More stimulate students in learning activities of individual or group
- 7) Students can develop independence outside the supervision research
- 8) Can foster responsibility and discipline students.

Although recitation method has advantages, it also has disadvantages such as:

- 1) Students unwieldiness of the work on the assignment
- 2) Especially for group assignments, it is not uncommon that active work and finish are only certain members, while other members do not participate well.
- 3) Not easy to give tasks according to individual student differences
- 4) Often give a monotonous task can lead to student boredom require close supervision, both by research and parents
- 5) Many tendencies to imitate each other with their friends
- 6) Can be frustrating when it fails to complete the task rather difficult to resolve by students staying with families who are less organized.

Based on the explanation above the writer can be concluded that giving tasks to the student means giving the opportunity to practice the skills they had just got from the researcher in schools.

3. Descriptive Text

Writing is used to create a vivid picture of an idea, place or person. It is much like painting with words. It focuses on one subject and uses specific detail to describe that upon which your child is focused. For example, if your child is asked to write about his favorite ride at an amusement park, his writing will not only tell the name of the ride and what it looks like but also describe the sensation of being on it and what that experience reminds him of. In upper grades, a student's descriptive writing

should be more subtle and nuanced, using figurative and metaphorical language.

Descriptive writing is used in descriptions of fictional and non-fictional characters, poetry parts of book reports, and various kinds of observational writing.

C. Conceptual Framework

The theoretical of framework of this research is illustrated as follows:

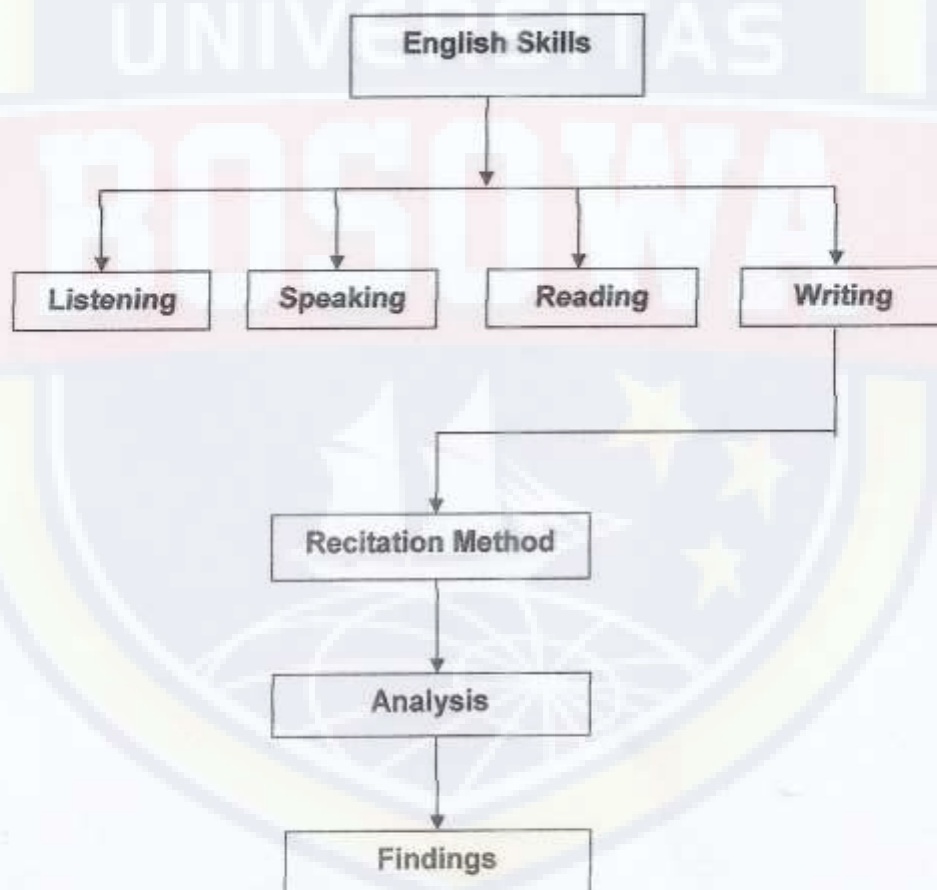


Figure 2.1 Conceptual Framework

Based on the conceptual framework above the writer given explanation about what English skill is. English skill consists of four skills. Namely: listening, speaking, reading and writing. The writer defined over recitation method to the students and then ask them to write descriptive text. After that the writer analysis the result of the students work, and the last is finding.

D. Hypothesis

The hypothesis of the research is presented as follows:

1. H_0 (Null hypothesis) : There is no significant result in writing skill by using recitation method in making descriptive text.
2. H_1 (Alternative hypothesis) : There is a significant difference in students' writing skill by using recitation method in making descriptive text.

CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with design of the research, location of the research, variable of the research, population and sample, procedure of collecting data, instrument of the research and technique of data analysis.

A. Design of the Research

In this research the writer employed an experimental design, to determine the effect of recitation method. It can be presented as follows:

O1 → x → O2

Notation:

O1 = Pre-Test

x = Treatment

O2 = Post-Test

(Gay, 2006:26)

B. Location of the Research

This research was conducted in Bosowa University of Makassar at Jl. Urip Sumoharjo Makassar and the writer chosen the fourth semester of English Education Department as the place to do this research. This research was conducted in May 2016/2017 academic year.

C. Variables of the Research

This research consists of two variables, they were:

1. Independent variable was the use of recitation method in writing skill.
2. Dependent variable was the students' writing skill in making descriptive text.

D. Population and Sample

1. Population

The population of this research was Fourth Semester Students of English Education Department of Bosowa University of Makassar. And it is consists of 16 students.

2. Sample

The sample of this research gave at fourth semester and the writer took one class. It is consists of 16 students in 2016/2017 academic year.

E. Procedure of Collecting Data

1. Pre-test

Before doing the treatment, the writer was given the pre-test to the students to know their prior knowledge. The test is a writing test by making descriptive text. The pre-test was conducted in one meeting.

2. Treatment

After giving the pre-test, the writer gave treatment to the students. It was be given twice.

a. Preparation

- 1) The writer was motivate the students and explain what they are going to do.
- 2) The writer was explain the material about "how to write descriptive text".
- 3) The writer asked for the students to write the descriptive text

b. Post-test

After giving treatment, the writer given the post-test. The purpose of the post-test is to find out the value of treatment whether or not the result of the post-test is better than the result of the pre-test.

F. Research Instrument

The instrument of the research used descriptive text that related with the material which can easy understand by students.

G. Technique of Data Analysis

The quantitative analysis was used to analyze the components of writing as follows:

1. Scoring and classifying the students' ability into the following criterias:

a. Content

To evaluate the score of the content, the researcher will use the following scale

Table 3.1: The scoring of content

Score	Classifying	Criteria
27-30	Very Good	Knowledge able substantive relevant to assign a topic.
23-26	Good	Some knowledge of subject adequate rinse.
20-22	Fairly	Lacks of logical sequencing and developments ideas confusing or disconnected.
17-19	Poor	Non fluent Not communicated
13-16	Very Poor	Non organization Not enough to evaluation

b. Organization**Table 3.2: The scoring of Organization**

Score	Classifying	Criteria
18-20	Very Good	Fluent expression, ideas clearly stated supported logical sequencing well organized.
15-17	Good	Somewhat copy loosely organized but main idea stand out logical but incomplete sequencing.
12-14	Average	Lack logical sequencing and development
9-11	Poor	Non fluent Not communicated
5-8	Very Poor	Non organization Not enough to evaluate.

c. Mechanics

Table 3.3: The scoring of Mechanics

5	Very good	Demonstrate understand of convictions.
4	Good	Occasional errors of spelling, punctuation capitalization.
3	Fair	Frequent errors of spelling, punctuation capitalization.
2	Poor	No understand of connections, dominated by errors of spelling capitalization paragraph.

d. Grammar

Table 3.4: The scoring of Grammar

Score	Classifying	Criteria
23-25	Very Good	Very good effective complex construction few errors of agreement, tense, number, word order/function, pronunciation and preposition.
20-22	Good	Good effective but simple, construction minor problem in complex construction several errors of tense, word order/function.
16-19	Average	Articles, pronunciation, preposition and fragments.
9-15	Poor	Dominated by errors of grammar does not communication.
5-8	Very Poor	Virtually not mastery of sentence construction roles.

e. Vocabulary

Table 3.5: The scoring of Vocabulary

Score	Classifying	Criteria
18-20	Very Good	Sophisticated range effective word.
15-17	Good	Adequate range occasional errors of work/idioms, choice and usage, but meaning not 12-14 obscure.
12-14	Average	Limited range some work used are confusing or obscured
9-11	Poor	Many errors of words/idioms, choice and usage.
5-8	Very poor	Almost the words used are wrong not enough to evaluate

2. Classifying the students' score from pre-test and post-test the data is obtain then classify by referring the scoring system as follows :

a.	Level A score 90 – 100 as very good
b.	Level B score 75 – 89 is qualified as good
c.	Level C score 60 – 74 is qualified as fair
d.	Level D score 50 – 59 is qualified as poor
e.	Level E score 0 – 49 is qualified as very poor

1. Calculating the mean score of the students writing skill by using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : Mean Score

$\sum X$: The Sum of all score

N : The Number of Students

(Gay, 2006:29)

2. To find the significance difference between the mean of scores tabulating the value of t-test by using this formula :

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}{N(N-1)}}$$

t = Test of significant

D = The mean of score

$\sum D$ = The sum of total score

$\sum D^2$ = The square of sum of difference

N = Total number of students

(Gay, 2006: 331)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the data collected during the experimental research. In this part, the writer showed the calculation of pre-test score and post-test score.

A. Findings

The finding presents the result of data of students writing skill skill in making descriptive text by using recitation method at the fourth semester of english education department. The findings of this research deal with scoring and classification of the students pre-test and post-test.

1. The score and classification of students pre-test and post-test. The students pre-test and post-test in making descriptive text through recitation method can be seen in the following table.

Table 4.1. Frequency and rate percentage of students' score in pre-test and post-test in content.

No	Classification	Pre-test		Post-test	
		Freq.	Perc.	Freq.	Perc.
(1)	(2)	(3)	(4)	(5)	(6)
1	Very Good	-	-	-	-
2	Good	-	-	6	37,5%
3	Fairly	-	-	10	62,5%

4	Poor	2	12,5%	-	-
5	Very Poor	14	87,5%	-	-
	Total	16	100%	16	100%

(Sources: Bosowa University of Makassar)

Based on the data table 4.1. Frequency and rate percentage of students score in pre-test and post-test about content in pre-test there were 2 students (12,5%) classified as very poor, 14 students (87,5%) classified as poor, none of student classified very good, good and fair.

In Post-test there were 6 students (37,5%) were classified as good, 10 students (62,5%) classified as fair and there none of the student classified as very, poor, and very poor.

Table 4.2. Frequency and rate percentage of students score in pre-test and post-test in organization.

No	Classification	Pre-test		Post-test	
		Freq.	Perc.	Freq.	Perc.
(1)	(2)	(3)	(4)	(5)	(6)
1	Very Good	-	-	1	6,25%
2	Good	-	-	14	87.5%
3	Fairly	-	-	1	6,25%
4	Poor	4	25%	-	-
5	Very Poor	12	75%	-	-
	Total	16	100%	16	100%

(Sources: Bosowa University of Makassar)

Based on the table 4.2. Frequency and rate percentage of students' score in pre-test and post-test in organization. In pre-test there were 4 students (25%) classified as poor, 12 students (75%) classified as very poor, and no student classified as very good, good and fair.

In Post-test, there was 1 student (6.25%) classified as very good, 14 students (87,5%) classified as good, 1 student (6,25%) and no student classified as poor and very poor.

The writer concluded that the value of students in organization has increase. It may see by comparing the pre-test and post-test, the post-test is greater than pre-test because none of the students get very poor and poor classification.

table 4.3. Frequency and rate percentage of students score in pre-test and post-test in mechanic.

No	Classification	Pre-Test		Post-test	
		Freq.	Perc.	Freq.	Perc.
1	Very Good	-	-	-	-
2	Good	-	-	3	18.75%
3	Fairly	6	37,5%	13	81.25%
4	Poor	10	62,5%	-	-
5	Very Poor	-	-	-	-
	Total	16	100%		100%

(Sources: Bosowa University of Makassar)

Based on the table 4.3. In pre-test there were 6 students (37.5%) classified as fair, 10 students (62,5%) classified as poor, and none of the students classified as very good, good and very poor.

In Post-test, there were 3 students (18,75%) classified as good, 13 students (81,25%) classified as fair, and none of the students classified as very good, poor and very poor.

table 4.4. Frequency and rate percentage of students score in pre-test and post-test in grammar.

No	Classification	Pre-test		Post-test	
		Freq.	Perc.	Freq.	Perc.
1	Very Good	-	-	-	-
2	Good	-	-	9	56,25%
3	Fairly	-	-	7	43,75%
4	Poor	4	25%	-	-
5	Very Poor	12	75%	-	-
	Total	16	100%	16	100%

(Sources: Bosowa University of Makassar)

Based on the table 4.4. Frequency and rate percentage of students score in pre-test and post-test about grammar. In pre-test there were 4 students (25%) classified as poor, 12 students (75%) were classified as very poor, and none of the students classified as very good and good.

In Post-test, there were 9 students (56,25%) classified as good, students (43,75%) classified as fair, and none of the students classified as very good, poor and very poor.

Table 4.5. Frequency and rate percentage of students score in pre-test and post-test in vocabulary.

No	Classification	Pre-test		Post-test	
		Freq.	Perc.	Freq.	Perc.
1	Very Good	-	-	1	6,25%
2	Good	-	-	9	56,25%
3	Fairly	2	12,5%	6	37,25%
4	Poor	8	50%	-	-
5	Very Poor	6	37,5%	-	-
	Total	16	100%	16	100%

(Sources: Bosowa University of Makassar)

Based on the table 4.5. Frequency of students score in pre-test and post test in vocabulary. In pre-test, there were 2 students (12,5%) classified as very poor, 8 students (50%) classified as poor, 6 students (37,5%) classified as fair and none of the student classified as very good and good.

In Post-test, there was 1 student (6,25%) classified as very good, 9 students (56,25%) were classified as good, 6 students (37,25%) were classified as fair, and none of the student classified as poor and very poor.

Table 4.6. The score of students in pre-test and post-test

No	Initial Name	Pre-test	Classified	Post-test	Classified
1	MP	34	Very Poor	78	Good
2	NP	41	Very Poor	75	Good
3	NPD	44	Very Poor	75	Good
4	H	44	Very Poor	73	Good
5	SAR	48	Very Poor	86	Good
6	N	35	Very Poor	73	Good
7	IYM	35	Very Poor	78	Good
8	MK	39	Very Poor	77	Good
9	NOP	48	Very Poor	83	Good
10	ERS	41	Very Poor	74	Good
11	KD	45	Very Poor	85	Good
12	NCY	45	Very Poor	80	Good
13	DW	48	Very Poor	85	Good
14	IP	45	Very Poor	75	Good
15	KV	45	Very Poor	78	Good
16	DS	45	Very Poor	85	Good
Total		682		1257	
Mean score		42,62		78,56	

Table 4.7. Mean score and standard deviation of the students pre-test and post test.

Test	Sum	Mean Score	Standar Deviation
Pre-Test	682	42,62	77,99
Post-Test	1257	78,56	81,30

Table.4.7. shows the statistical summary of the students sum and mean score both in pre-test and post-test. The sum of the students pre-test was 682 and the mean score was 42,62 classified as very poor.

Standard deviation in pre-test 77,99 and the sum of the students in post-test was 1257 and the mean score was 78,56 classified as good. Standar deviation in post-test 81.30

The mean score for writing ability, the writer calculated all scores by using formulas as follow:

Pre-test

The formula of mean score:

$$\begin{aligned}
 X1 &= \frac{\sum x}{N} \\
 &= \frac{682}{16} \\
 &= 42,62
 \end{aligned}$$

Post-test

$$X_2 = \frac{\sum x}{N}$$

$$= \frac{1257}{16}$$

$$= 78,56$$

Table 4.8. T-test Value of the Students

Variable	T-test Value	T-table
X ₂ – X ₁	15,890	2,131

Table 4.8. above indicated the value of t-test is greater than the value of t-table. It show that there is a significant difference between the result of the students pre-test and post-test, Based on the result above, finally the writer concluded that Recitation Method has effect to the students skill in writing at Bosowa Univerity of Makassar was effective to improve the students ability in making descriptive text.

B. Discussion

The descriptive of data collected through writing test as explained in the previous section shows that the students' ability in writing the effect. It was supported by the frequency and percentage of the result of the students' pre-test and post-test from components of writing.

The first content, the result of pre-test and post-test in content show that there was a significant different, before treatment frequency and rate percentage of students in pre-test students got very poor (87,5%) after that in post-test students got good (37,5%) it has been increasing.

The second in organization, the result of pre-test and post-test in organization show that there was a significant different, before treatment frequency and rate percentage of students in pre-test students got very poor (75%) after that in post-test students got good (87,5%) it has been increasing.

The third in mechanic the result of pre-test and post-test in mechanic show that there was a significant different, before treatment frequency and rate percentage of students in pre-test students got poor (62,5%) after that in post-test students got fair (81,25%) it has been increasing.

The fourth in grammar, the result of pre-test and post-test in grammar show that there was a significant different, before treatment frequency and rate percentage of students in pre-test students got very poor (75,%) after that in post-test students got good (56,25%) it has been increasing.

The fifth in vocabulary, the result of pre-test and post-test in vocabulary show that there was a significant different, before treatment frequency and rate percentage of students in pre-test students got very

poor (37,5%) after that in post-test students got good (56,25%) it has been increasing.

The sixth component observation, the result of pre-test and post-test in content, organization, mechanic, grammar and vocabulary show that there were different significant before the writer gave treatment to the students.

The comparison of the students' pre-test and post-test shows that in each component of writing, the writer can conclude that there was improvement after giving treatment. Seeing all of the component of writing, in the pre-test, 2 students (12,5%) got poor classification, 14 students (87,5%) got very poor classification, after that in post-test 16 students (100%) got good classification, and none of the student got very good, fair, poor and very poor classification.

From the result above, the writer can conclude that the use of recitation method for teaching writing was effective to increase the students' ability in writing because there was indicator to students a significant improvement on post-test score compared to pre-test.

There were some students have very poor in pre-test it was affected by indicators student behavior's such as bully, lazy and plays.

In other ways, some indicators consist of several factors:

1. They weren't serious in learning English.
2. They were very poor interested in learning English.
3. They didn't realize the importance of English for their future.

There were some initial name of the students consist of MP, IP, ,ERS, IYM, has been getting very poor, it is because at the beginning of the meeting, they were spirit, but after post-test they were down, this usually happen because of lazy, plays, and there weren't motivation given by their parents.

There were some students consist of KD, DW, SAR, N, has been getting high score in post-test it because they were serious in learning English.

Based on the explanation above, the writer thinks that the students can improve their writing ability through recitation method to make descriptive text because it can make the students enjoy to write at Bosowa University of Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts, they are conclusion and suggestion. The writer presented the description of both of them as follows.

A. Conclusion

Relating to the research findings and discussion in the previous chapter, the writer made conclusion. The conclusion are presented in the following statements:

1. The data shows that the students' writing descriptive text progress before and after the treatment are significantly differences. It was found in students' post-test was higher than pre-test, which proved that through the implement of recitation method in teaching writing contributed the students progress in descriptive text on writing skill.
2. Recitation method can improve the students' in writing descriptive text eventhough the result of each of them are different. It can be seen through their increasing score from pre-test and post-test.
3. By this method students understanding be more increases. Students' understanding in writing descriptive text, and strengthened them in writing.

B. Suggestion

The writer want to give some suggestions to the English teacher and the students in English Education Department of Bosowa University of Makassar. Specially for the students who had follow the material of this research and also for the future researcher that might be useful for they to use it as one of their guidance to make the next research.

The suggestion for them are:

1. For the teacher; in teaching English, have to see all of the aspect in writing. For improve students English skill and specially for teaching writing., the teacher have to give enogh learning to the students to practice their writing ability and can combinate it among the another skill in english. the teacher also should give recitation method for create coloboration between some method to improve the students skill in english writing.
2. For the students; the students should be more interested in learning English. They should think that English is fun and easy to understand and must be consist to study this language.
3. For the future researcher; the future researcher should improve this kind of research in the next time and try to analyze the impact of the recitation method and make a new coloboration of this method for improve the students' ability in english writing. By doing this, it might be able to find out really interesting information which is useful for the researcher and institution

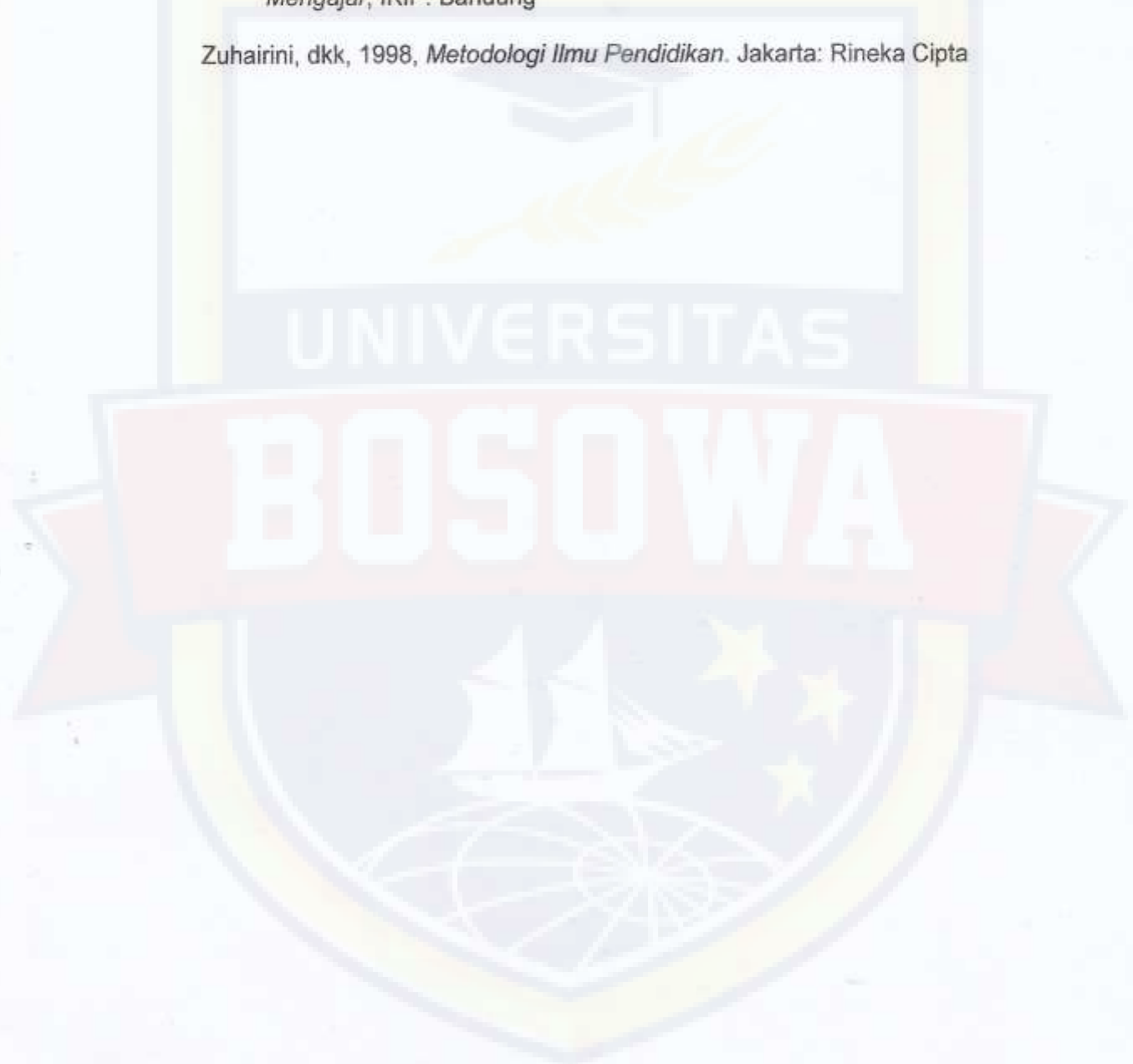
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Rencana Pelaksanaan Pembelajaran

Nama Kampus : Universitas Bosowa

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : A/IV (Empat)

Materi Pokok : Descriptive Text

Alokasi Waktu : 2x45

A. Kompetensi Inti (KI)

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni dan budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dalam ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional,

3.7 Menganalisa fungsi sosial, struktur text, dan unsur kebahasaan dari text deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

1. Mencocokkan kata-kata sifat dengan gambar yang tepat
2. Melengkapi kalimat rumpang dengan kata sifat
3. Menuliskan tanda baca dengan benar.
4. Menuliskan generic structure text descriptive dengan benar
5. Menjawab pertanyaan dari teks deskriptive
6. Menyebutkan kata-kata sifat dalam teks deskriptive
7. Mendeskripsikan tentang seseorang

D. Tujuan Pembelajaran

Selama dan setelah proses pembelajaran siswa dapat :

1. *Mencocokkan kata-kata sifat dengan gambar yang tepat*
2. *Melengkapi kalimat rumpang dengan kata sifat*
3. *Menuliskan tanda baca dengan benar.*

4. Menuliskan generic structure text descriptive dengan benar
5. Menjawab pertanyaan dari teks deskriptive
6. Menyebutkan kata-kata sifat dalam teks deskriptive
7. Mendeskripsikan tentang seseorang

E. Materi Pembelajaran

Fakta

Di Tunjukkan Contoh teks deskriptif dan gambar seseorang.



Comedian Sule "Prikitiw" His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. Sule was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently. He also learn Javanese.

Sule is very unique. His hair is long with brown and yellow colour. He has oval face, flat nose and slanting eyes. People know Sule as a ridiculous man and full of jokes. He is very funny. His joke makes everyone smiling even belly laughing. Sule plays in several TV shows such as Opera Van Java (OVJ), Awas Ada Sule, PAS Mantab, and Saung Sule. He also can sing very well. He has very famous song entitled Sosis (Suami Sieun Istri)

Konsep

Cara penulisan paragraph descriptive dengan benar

Prinsip :

Pola kalimat dalam present tens (verba) " S+ V 1 s,es "

Pola kalimat dalam present tense (nomina) " S+ tobe Not verb

Keterangan waktu dalam present tense

Tanda baca dan penulisan kata dalam menulis

Prosedur :

Langkah atau urutan kegiatan dalam menulis teks descriptive

F. Metode Pembelajaran

Pendekatan : *Scientific learning*

Metode : Resitasi

G. Media : Gambar**H. Kegiatan Pembelajaran****a. Kegiatan Pendahuluan**

- Memusatkan perhatian peserta didik dengan mengajukan pertanyaan tentang gambar orang terkenal (artis), ciri-ciri orang tersebut.
- Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya : guru bertanya tentang mendeskripsikan orang, tempat, benda, tanaman, hewan dan lain-lain.
- Siswa menerima informasi manfaat dalam kehidupan mempelajari teks deskriptif.
- Guru menjelaskan acuan materi , yaitu tentang teks deskriptif.

b. Kegiatan Inti**Observasi :**

- Siswa mengamati guru yang memberikan contoh gambar seorang artis dan teks deskriptif
- Siswa mengamati gambar dan memahami isi teks deskriptif
- Siswa berupaya menemukan informasi terkait contoh gambar yang diperlihatkan oleh guru.

Questioning :

- Siswa membuat pertanyaan tentang terkait gambar yang diberikan oleh guru.
- Siswa bertanya langkah menyusun teks tulis deskriptif
- Siswa bertanya langkah mengungkapkan teks tulis deskriptif
- Siswa bertanya apa saja informasi yang terkandung dalam gambar
- Siswa bertanya bagaimana cara membuat kalimat-kalimat dalam teks deskriptif
- Guru bertanya tentang pertanyaan yang sudah dipikirkan atau dibuat siswa

Eksplorasi:

- Guru membagikan gambar seseorang dan potongan kertas yang berisi kata-kata sifat dan ciri-ciri dari gambar tersebut
- Siswa berlatih mendeskripsikan tentang seseorang secara berkelompok
- Guru memberikan arahan cara memainkan game yang di berikan.

- Guru memberi contoh cara mencocokkan teks sesuai dengan gambar dan meletakkan sesuai generic structure.

- Siswa berlatih memainkan games yang di berikan secara semangat dan kompak.
- Siswa menyampaikan hasil diskusi secara berkelompok ke depan kelas.

Mengasosiasi :

- Siswa berlatih mendeskripsikan tentang seseorang secara berpasangan.
- Guru membagikan gambar seseorang
- Guru memberikan contoh cara menuliskan tanda baca dan kalimat-kalimat nya.
- Guru memberi contoh cara menuliskan generic structure teks deskriptif dan menjelaskan sekilas tentang teks deskriptive.
- Siswa berlatih kembali teks deskriptive dengan menuliskan tanda baca dengan benar. (capital letter and punctuation)
- Siswa berlatih kembali menuliskan tanda baca dan generic structure secara berkelompok.

Mengkomunikasikan :

- Guru menunjuk siswa untuk maju ke depan kelas dengan semangat dan santun
- Guru memberikan arahan tentang permainan yang akan di lakukan
- Siswa memikirkan seseorang dan merahasiakan nya

- Siswa lain berupaya mendeskripsikan orang tersebut secara bergantian

- Siswa memikirkan jawabanya
- Guru memberikan arahan dan motivasi
- Siswa mengungkapkan deskripsi dari orang yang di fikirkan
- Siswa menyampaikan jawaban
- Siswa lain menanggapi
- Guru memberikan penjelasan.

c. Kegiatan Penutup

- Siswa bersama guru menyampaikan manfaat, menyimpulkan hasil pembelajaran tentang deskriptif
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran.

Appendix 1 : Research Instrument

Research Instrument


(pre-test and post-test)

Direction:

Write a descriptive text about this picture below !




Appendix 2. The Students writing in Pre-Test


Research Instrument
(pre-test and post-test)

Name: Dibyو Wicaksana

Class: A

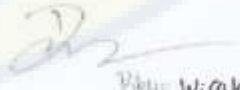
Direction:
Write descriptive text about this picture below!



BOGORITA

Content = 15
 Organizing = 15
 Media = 0
 Grammar = 15
 Vocabulary = 15

His name is Anies Baswedan, he was born on May 7, 1969. He's an Indonesian academician and the former "Minister of Education and Culture of Indonesia". He was Rector of Paramadina University in Jakarta, Indonesia when appointed by Joko Widodo for the position. He is now the governor-elect of Jakarta and will take office in October 2017


Dibyو Wicaksana

Research Instrument
(pre-test and post-test)

Name : Mikal Sinar

Class : 4

Direction:

Write descriptive text about this picture below!



Condat = 134
 Organ = 8
 Rtech = 2
 Gram = 2
 Vocab = 8

His name is Anies Baswedan. He was born on May 7th 1969 in Bandung, West Java, Indonesia. He ever be Minister of education and culture of Indonesia. He was Rector of Paramadita University in Jakarta. And in 2015 He nominate as Governor with Saiful Anwar and they are selected as Governor of Jakarta.

Research Instrument
(pre-test and post-test)

Name: Rizki Pratomo Alimada

Class: English Education Terpadu

Direction:

Write descriptive text about this picture below!



Content = 10
Organis = 11
Mech = 2
Cohesive = 3
Kohesi = 2

48

He name Agus Bismillah. He later ever get a position as a Director of Education ministry in Indonesia when Susilo Bambang Yudhoyono government. But now, he have selected as a Governor of Jakarta. He have a many promise to the people of Jakarta, he are well see now here, so he did all of his promise?

Research Instrument

(pre-test and post-test)

Name: Susi Anisa Polina

Class : A

Direction:


Write descriptive text about this picture below!



Content = 18
Organisasi
Membuat
Guru = 8
Membuat
1/10


He is Anies Baswedan. He is a candidate for governor of Jakarta who was elected governor. Anies is my inspiration. I like him because he is smart person and have many experience about education of Indonesia. He was Rector of Paramadina University in Jakarta and he is the initiator and chairman of Indonesia Mengajar (Indonesia Teachers).

Appendix 3. The students writing in Post-test


Research Instrument
(pre-test and post-test)

Name: Dibyo Wicaksana
Class: A
Director:

UNIVERSITAS
Write descriptive text about this picture below!



Cont = 25
Organiz = 18
Meth = 4
Cont = 22
Vocab = 18
15

He is Anies Baswedan He's born on May 7, 1969.
He has 4 children. He was ~~was~~ Rector of Paramadina University in Jakarta, Indonesia when appointed by Jokowi Widodo for the position. He is now the governor-elect of Jakarta and will take office in October 2017.
He is married and lives in Jakarta. His grandfather, Ar Baswedan, was a minister of Information during the revolution and one of the founding fathers of Indonesia.

Research Instrument
(pre-test and post-test)

Name : Dini Suciarta

Class : A

Director:

Write descriptive text about this picture below!



Content = 24
Organis = 18
Materi = 4
Grammar = 21
Vocab = 15
82

Amir Fajri Burhanudin (born 4 May 1969) is an Indonesian academician and the current Minister of Education and Culture of Indonesia. He was Rector of Padjadjaran University in Jember, Indonesia when appointed by Joko Widodo for the position.

He is married and lives in Jakarta. His grandfather, AP Burhanudin, was a minister of information during the revolution and one of the founding fathers of Indonesia. He has four children: Mutiara, Mikaili, Isar and Ismail.

He has unique face like : Cheap smile, round face, long short chin, narrow eyes, eyebrows slightly on short.

Research Instrument
(pre-test and post-test)

Name: Saiz Anisa Rahim

Class: A

Direction:

Write descriptive text about this picture below!



Content = 24
Organize = 18
Mech = 4
Grammar = 22
Vocab = 18
86

Anis Rasyid Basuandian (born 7 May 1969) is a politician, West Java, Indonesia. He has two children and his wife is Ferry Fakhri Gani's.

Anis has oval face and handsome. he has a sweet mole on his chin.

He was an Indonesian academician and the former Minister of Education and Culture of Indonesia. He was Rector of Padjadjaran University in Jakarta. He is the initiator and chairman of Indonesia Manager (Indonesia Teacher) And now he is now the gover-elle of Jakarta and will take office in October 2017

Appendix 4: Standard Deviation of students' in Pre-test

1. To know the standard deviation in pre-test for analysis, the writer was calculated by using formula as follow:

$$SD = \sqrt{\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{91354 - \frac{(42,62)^2}{16}}{16-1}}$$

$$= \sqrt{\frac{91354 - \frac{1816,5}{16}}{15}}$$

$$= \sqrt{\frac{91354 - 113,5}{15}}$$

$$= \sqrt{\frac{91240,5}{15}}$$

$$= \sqrt{6082,7}$$

$$= 77,99$$

Appendix 5: Standard Deviation of students' in Post-test.

2. To know the standard deviation in post-test for analysis, the writer was calculated by using formula as follow:

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

N-1

$$= \sqrt{\frac{99550 - \frac{(78,56)^2}{16}}{16-1}}$$

16-1

$$= \sqrt{\frac{99550 - \frac{6171,7}{16}}{15}}$$

15

$$= \sqrt{\frac{99550 - 385,7}{15}}$$

$$= \sqrt{\frac{99164,3}{15}}$$

$$= \sqrt{6610,9}$$

$$= 81,30$$

Appendix 6: The significant different between t-test and t-table for analysis for writing test, the writer was calculated by using formula as follow:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{36,12}{\sqrt{\frac{\sum 1323,25 - \frac{(36,12)^2}{16}}{16(16-1)}}$$

$$t = \frac{36,12}{\sqrt{\frac{\sum 1323,25 - \frac{1304,65}{16}}{16(15)}}$$

$$t = \frac{36,12}{\sqrt{\frac{\sum 1323,25 - 81,54}{240}}$$

$$t = \frac{36,12}{\sqrt{\frac{1241,71}{240}}}$$

$$t = \frac{36,12}{\sqrt{5,17}}$$

$$t = \frac{36,12}{2,273}$$

$$= 15,890$$

Appendix 7: Documentation

Pictures 1: The writer was prepare to give pre-test



Pictures 2: The students were doing pre test



Pictures 3: The students were collect their work



Pictures 4: The writer was explain "How to write descriptive text" by using recitation method.



Pictures 5: The students were doing Post-Test



Pictures 6: The students were collected their work.

Appendix 8: The Raw Score of Students' Writing in Pre-test

No	Name	Score of Each Component					Total Score
		Cont	Organiz.	Mech.	Gram.	Vocab	
1	Maria Putri. D.K	13	6	2	5	8	34
2	Natalia Padidi	14	8	2	7	9	41
3	Ni Putu Dian P.S	14	10	2	9	9	44
4	Harmawati	15	10	2	7	10	44
5	Suci Arnita R.	18	10	3	8	9	48
6	Nuraeva	16	9	3	10	10	35
7	Indah Yuliana.M	13	7	2	5	8	35
8	Mikha Sumalu	14	8	2	7	8	39
9	Nopianti	16	9	3	10	10	48
10	Elisabet Rante S	15	9	2	6	9	41
11	Kristian Datu	16	10	3	8	8	45
12	Nur Chaulani Y	16	8	3	9	9	45
13	Diby W	19	10	3	7	9	48
14	Irna Pitaloka A.T	15	11	2	8	9	45
15	Kristian Viktoria	15	10	3	7	10	45
16	Dini Savonarola	17	9	3	8	8	45
Total							682
Mean score							42,62

Appendix 9: The Raw Score of Students' Writing in Post-test

No	Name	Score of Each Component					Total Score
		Cont.	Organiz.	Mech.	Gram.	Vocab.	
1	Maria Putri. D.K	23	17	3	21	14	78
2	Natalia Padidi	22	16	3	20	14	75
3	Ni Putu Dian P.S	23	15	3	20	14	75
4	Harmawati	22	16	3	19	13	73
5	Suci Arnita R.	24	18	4	22	18	86
6	Nuraeva	22	16	3	20	12	73
7	Indah Yuliana. M	22	17	3	20	16	78
8	Mikha Sumalu	22	17	3	19	16	77
9	Nopianti	23	18	4	22	16	83
10	Elisabet Rante S	21	15	3	19	16	74
11	Kristian Datu	24	18	4	22	17	85
12	Nur Chaulani Y	23	17	3	21	16	80
13	Dibyow	23	18	4	22	18	85
14	Irna Pitaloka A.T	23	14	3	19	16	75
15	Kristian Viktoria	23	16	3	22	14	78
16	Dini Savonarola	23	18	4	22	18	85
Total		1257					
Mean score		78,56					

Appendix 10: Data of Assesment

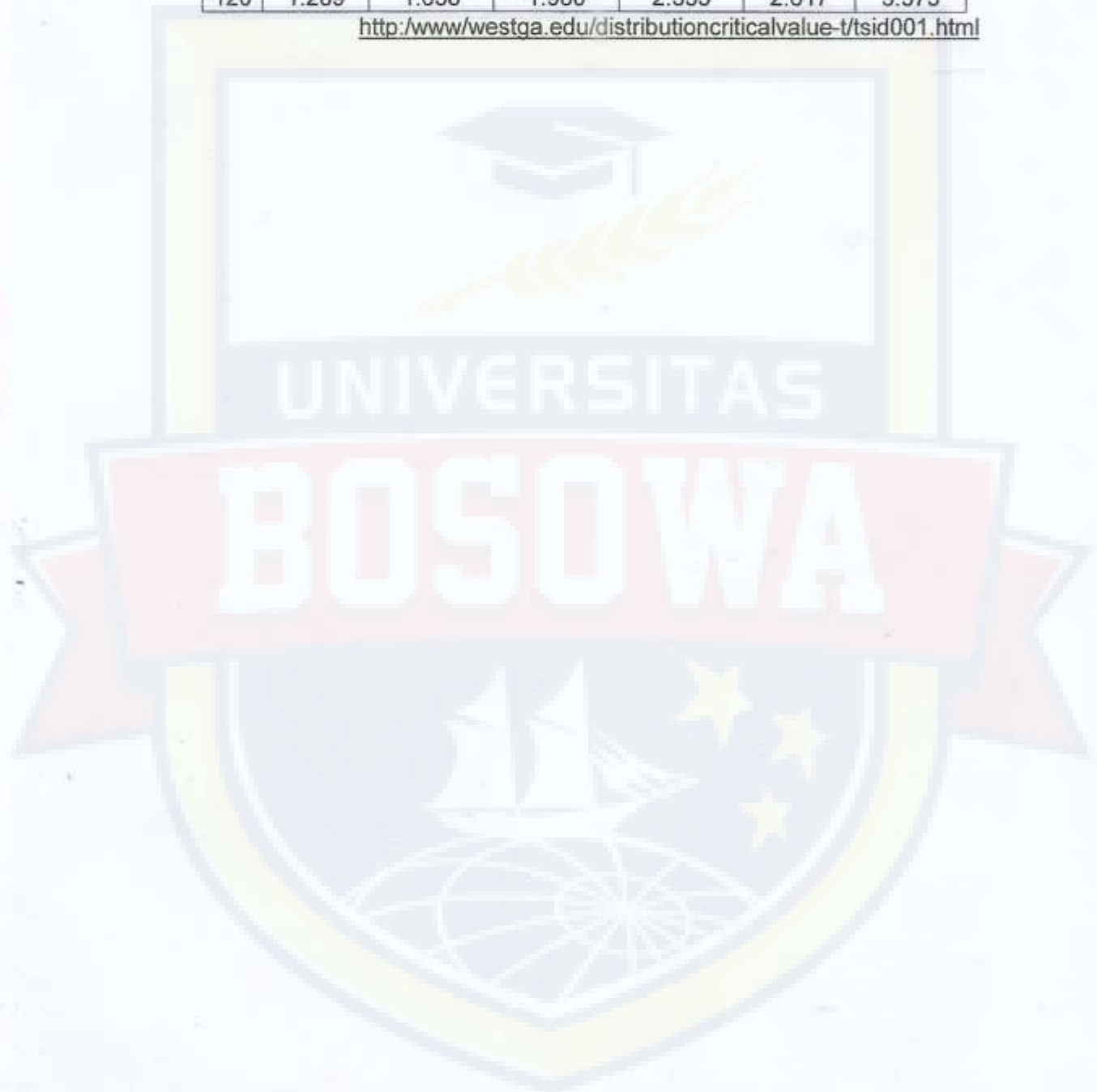
No	Name	Pre-test	Post-tes	D	D ²
1	Maria Putri. D.K	34	78	44	1936
2	Natalia Padidi	41	75	34	1156
3	Ni Putu Dian P.S	44	75	31	961
4	Harmawati	44	73	29	841
5	Suci Arnita R.	48	86	38	1444
6	Nuraeva	35	73	38	1444
7	Indah Yuliana.M	35	78	43	1849
8	Mikha Sumalu	39	77	38	1444
9	Nopianti	48	83	35	1225
10	Elisabet Rante S	41	74	33	1089
11	Kristian Datu	45	85	40	1600
12	Nur Chaulani Y	45	80	35	1225
13	Dibyو W	48	85	37	1369
14	Irna Pitaloka A.T	45	75	30	900
15	Kristian Viktoria	45	78	33	1089
16	Dini Savonarola	45	85	40	1600
Jumlah		682	1257	578	21172
Mean Score		42,62	78,56	36,12	1323,25

Appendix 11 : The Distribution of T-Table

Df	Level of Significance					
	0,20	0,10	0,05	0,02	0,01	0,001
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	3.078	6.314	12.706	31.821	83.657	636.619
2	1.886	2.920	4.303	9.965	9.925	31.598
3	1.635	2.353	3.182	4.541	5.841	12.924
4	1.533	2.132	2.776	3.747	4.504	8.610
5	1.476	2.015	2.571	3.365	4.032	6.869
6	1.440	1.945	2.477	3.143	3.707	5.959
7	1.415	1.895	2.375	2.908	3.499	5.406
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.604	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.339	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.505	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.050	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
31	1.309	1.695	2.039	2.455	2.746	3.640
32	1.308	1.693	2.036	2.450	2.740	3.638
33	1.307	1.691	2.033	2.449	2.736	3.635
34	1.306	1.659	2.030	2.447	2.730	3.630
35	1.305	1.658	2.029	2.445	2.726	3.625
36	1.304	1.657	2.028	2.440	2.720	3.599
37	1.303	1.656	2.027	2.439	2.718	3.588
38	1.302	1.655	2.025	2.435	2.714	3.576

39	1.301	1.654	2.024	2.430	2.710	3.560
40	1.399	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.355	2.617	3.373

<http://www.westga.edu/distributioncriticalvalue-t/tsid001.html>



BIOGRAPHY



Siti Rahmatia was born on February 7th, 1995 in Telaga from the marriage of her great parents Abdul Kadir and Moriana Wally. In 2001 she started her study in elementary school at SDN Waeyasel and graduated in 2007. Then she continued her study to SMPN 7 Leihitu Barat and graduated in 2010. After that, she continued her study to SMAN 1 Seram Bagian Barat and graduated in 2013. Then, she was registered as a student of English Education Department Faculty of Teacher Training and Education at Bosowa University Makassar and finished in 2017.



UNIVERSITAS BOSOWA

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SURAT KETERANGAN PENELITIAN

Nomor : A. 469/FKIP/UNIBOS/IX/2017

Yang bertanda tangan di bawah ini :

Nama : Dr. Mas'ud Muhammadiyah, M.Si.

NIDN : 0910106304

Jabatan : Dekan FKIP

Menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : Siti Rahmatia

NIM : 4513101109

Jurusan : Pendidikan Bahasa Inggris

Benar telah melaksanakan penelitian pada jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan (FKIP) pada tanggal 16-18 Mei 2017 dengan judul penelitian :

IMPROVING THE STUDENTS' WRITING SKILL BY USING RECITATION METHOD THE FOURTH SEMESTER OF ENGLISH EDUCATION DEPARTMENT

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 14 September 2017



Dr. Mas'ud Muhammadiyah, M.Si.
NIDN. 0910106304