

**THE STUDENTS' WRITING RECOUNT TEXT
USING PHOTO AT THE THIRD GRADE
AT SMPN 8 MAKASSAR**

SKRIPSI

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



BY:

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS BOSOWA
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul “THE STUDENTS’ WRITING RECOUNT TEXT BY USING PHOTO AT THE THIRD GRADE AT SMP NEGERI 8 MAKASSAR” beserta isinya adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, skripsi ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Makassar, 22 September 2017

Yang membuat pernyataan,

Sriwana. AM

ABSTRACT

Sri Wana.AM, 2017. *The Students' Writing Recount Text by using Photo at The Last Grade at SMPN 8 Makassar* (dibimbing oleh Rampeng dan A. Hamzah Fansury).

The purpose of this research to find out the students increase in writing recount text by using photo. The research sample students class IX.7 the academic year 2017-2018.

This research used Pre-experimental method with 1 class pre-test and post-test. This research used total sampling. The instrument of this research is writing test. The total of this research was 33 students of class IX.7 of SMP Negeri 8 Makassar.

The result of this research showed that the t-test more greater than T-table. Cause that, we can make a conclusion that the Students' Writing Recount Text by Using Photo at SMP Negeri 8 Makassar increased.

The mean score of students' pre-test was 72 and the mean score of post-test was 89,6. The standard deviation of pre-test was 5,52 while the standard deviation of post-test was 4,7. The mean score of the students pre-test was higher than the standard deviation of students' post-test. After calculating the score of the students' post-test as the final result into the t-test formula for independent sample, the writer found that the t-test value was 11,61 the value of the t-table was 2,088.

Keywords : Students, Recount Text and Photo.

ABSTRAK

Sri Wana.AM, 2017. *The Students' Writing Recount Text by using Photo at The Last Grade at SMPN 8 Makassar* (dibimbing oleh Rampeng dan A. Hamzah Fansury).

Tujuan penelitian ini adalah untuk mengetahui peningkatan kemampuan menulis siswa SMPN 8 Makassar melalui teks recount yang menggunakan foto. Sampel penelitian ini adalah siswa kelas IX-7 tahun akademik 2017-2018.

Penelitian ini menggunakan metode pre-experimental dengan 1 group pre-test dan post-test. Penelitian ini menggunakan teknik random sampling. Instrumen penelitian ini berupa tes menulis. Sampel dalam penelitian ini terdiri dari 40 siswa yang diambil dari satu kelas yang diberikan pre-test dan post-test.

Hasil penelitian ini menunjukkan bahwa t-test value lebih besar dari T-table. Oleh karena itu, dapat disimpulkan bahwa kemampuan menulis siswa SMP Negeri 8 Makassar meningkat dengan menggunakan photo.

Nilai rata-rata siswa pada pre-test adalah 72 dan nilai rata-rata siswa pada post-test adalah 89,6. Standar deviasi dari pre-test adalah 5,52 sementara standar deviasi dari post-test adalah 4,7. Nilai rata-rata siswa pada pre-test lebih tinggi dari standar post-test. Setelah mengkalkulasi nilai dari siswa pada post-test terakhir kedalam bentuk rumus t-test untuk contoh, penulis menemukan bahwa hasil t-test adalah 11,61 dan hasil dari t-table adalah 2,088

Kata Kunci : Murid, Teks Recount, dan Foto

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Allhamdulillah rabbil Alamin. Praise to the God Allah SWT the creature of all things. Because without his blessing this skripsi would never beeb completed. Shalawat and salam may always be sent to Rasullullah SAW, his family, his friends and moeslems in the world who takes his teaching as a guide of life.

In the complete this skripsi many challenges and obstacles that the writer faced, but thanks for the help and guidance from all parties ultimately this paper can be resolved properly, thanks goes to:

First of all, I would like to express my gratitue and thanks to Drs. H. Mas'ud Muhammadiyah, M.Si, as The Dean of Faculty of Teacher Training and Education of Universitas Bosowa Makassar, and Hj. Restu Januariy, S.Pd., M.Pd, as The Head of English Education Department for her permission, so that the writer could complete the requirement in writing of the skripsi.

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Finally, the writer hopes that this skripsi could be useful. The writer realize that this skripsi is still so far from perfection. So, the writer welcome any suggestion and criticism because there is no one perfect.

Makassar, 22 September 2017

Sriwana.AM

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LIST OF ABBREVIATION

Abbreviation 1 : Dinas Penanaman Modal dan PTSP	57
Abbreviation 2 : Badan Kesatuan Bangsa dan Politik	58
Abbreviation 3 : Dinas Pendidikan	59
Abbreviation 4 : SMPN 8 Makassar	60



CHAPTER I

INTRODUCTION

This chapter consists of background, problem statement, objective of the research, significance of the research and scope of the research.

A. Background

Language is a very important role in expressing ideas, experiences, feelings, and desires. It is a means of understanding ourselves, our society, resolving some of the problems and tensions that arise from human interaction.

Besides that, English is an international language. It is used all over the world. For that reason, it is important for people to master English orally and in writing, in order to be able to communicate and socialize with the world community. Therefore, English is the first foreign language taught at every school in Indonesia. The Indonesian government chooses English as the first foreign language to be taught in schools and as a major subject for the students from elementary school to university students. They realize how important English is in their life, so they intend to master it, such as a way that they can use that language to communicate with other people in the world. Students must master four language skills, listening, speaking, reading and writing. Based on the concept and function, English has a purpose to develop those four skills and also the language components: vocabulary, structure and pronunciation (in

speech) or spelling (in writing) which supports students mastering well. In mastering English, students find problems dealing with language skills and language components as mentioned above. Most students in Indonesia consider English as a difficult subject which makes them frustrated. Many of them failed to graduate from SMP / SMA only because of their mark of English of national final examination doesn't fulfill the requirement in at the passing grade score. That is why the Indonesian government makes efforts to find the solution of those problems. For example they change the curriculum and introducing new approaches of teaching to English teacher. They also have to consider some factors such as quality of the teacher, student interest, motivation, teaching techniques that play important roles to achieve the objective at school learning. The researcher is focusing her research on writing because writing is one of the four language skills that play a very important role in second language learning. Writing skill is more complex and difficult to teach, requiring the mastery not only the grammatical and theoretically devices but also the conceptual and judgment. One of the visual aids that can be used in learning writing is photo. The study is aim at improving the writing skill of the last grade of the students SMPN 8 Makassar by using photo, especially in writing recount text. The strategy is select since it can guide the students to generate idea into a meaningful composition. Harmer (2001: 134) explain that teachers have always use pictures graphics, whether drawn, taken from books, newspaper and magazine, or

photographs to facilitate learning process. Photo usually capture past events and photo surely can help students remember details about people, places and events. In short, they can be powerful sources of text. Beside that, a photo is worth a thousand words because one picture can tell the students something even has sequences to study behind it. Based on the usefulness of the photo, the researcher choose photo as media or technique to improve writing recount text. It means that there is a significant relationship between writing recount text and using photo, because recount text is one of the story genres. The purpose is to reconstruct past experiences by retelling events and incidents in the order in which they have occurred. Therefore, the researcher tries to know whether photo can help improving students' skill in writing recount text.

B. Problem Statement

In this research, the researcher tries to know whether photo can help improving students' skill in writing recount text. So that, the problem is How to improve students' writing recount text by using photo?

C. Objective of the Research

The objective of the research is to find out whether or not the use of photo can improve students' writing skill in learning recount text.

Significant of the Research

The study is expect to have both acedemic and pratical contributions:

1. Academically, to help teacher/futher to find out the alternative way in teaching writing, especially recount text.
2. Practically, it can be used as a model to improve the tudents' skill in writing recount text, and it may guide, help students to express their ideas, opinion.

D. Scope of the Research

The research will focus on the improving students' writing recount text by using photo at the last grade of SMPN 8 Makassar.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter consists of the previous research findings, some pertinent ideas, the teaching of the writing for SMP students, photo, conceptual framework and hypothesis.

A. The Previous Research Findings

Indah Nur Dwi. (2010). In her research with the title "Improving Writing Recount Text By Using Photographs" she said, "Photographs usually captures past events, and photosurely can help students remember details about people, places and events. In short they can be powerful sources of text. Beside that, a photo is worth a thousand words because one picture can tell students something, even have sequences of story behind it. Photo is universal stimuli to aid learning that provide a starting point for language sharing in the classroom. There is relationship between writingrecount text and the useful of photo. It can increase the ability ofwriting recount text using photo, because in writing recount textwe "tell about what happened" and "past experience".

Wahyu Saputri Intan. (2014). In her research with the title "Improving The Writing Skills Of Recount Texts By Using Picture Series". She said, "Writing skills have many important aspects in the world. Some people use writing for communicationbecause people can interact with others not only by using spoken language but also the written language. The writing skill is needed in modern communication or high-technology.

Then, the writing skill must be taught to and learned by students from now to face the competition with other people in this global era. Dealing with written language, the writing is the skill that is used to explore the idea and other communication activities. Writing is categorized as a productive skill. Teaching materials and media are developed by teacher in teaching and learning activities. Techniques and approaches to teach skills, in this case, writing is influenced by the use of media. Therefore, the materials will give more power to motivate the students to learn English. Then, students get the interesting media and it will help them to learn English easily. So many way to learn English easily but the focus of the research is that picture series technique could give the students new feeling in learning writing. The students could feel interested and be more active when teachers teach writing. Thus, the media could motivate the students in learning writing skills. Teachers could use picture series to motivate students when he or she teaches writing”.

According Mia Henny Lesna (2013) in her research with the title “Improving Students’ Skills Of Writing Recount Texts By Using Picture Series For The Eighth Grade” she said, “One of the problems of writing recount texts in English is that the students have difficulties to produce a coherent and an understandable text. Many students cannot express and develop their ideas in order form although they know about the topic. They also cannot formulate the main ideas and supporting sentences in a good organization. Furthermore, they have to consider how to construct a

phrase, a clause, a sentence coherently and grammatically. Because of those problems, students still cannot create a good recount text. One of the media that can be used to improve the students' writing skills is pictures. Using pictures in writing recount texts can help the students to organize its generic structures, namely orientation, sequence of events and re-orientation in a good chronological order.

Proposal above have a connection with mine because our proposal research talk about writing recount text and use picture as media.

B. Some Pertinent Ideas

The researcher elaborate some pertinent ideas according to all expert, there consist of what is the writing, the stage of the writing process, the character of good writing, the important of writing, the difficulties of the writing and component of writing.

1. What is Writing

Writing is one of the four language skills that play important role in human communication. It is use communicative with other people states that writing can involve in societies as a result of cultural change creating communication needs which can't be meet by speak language.

Writing is complex process. Writing involves the including of a message of some kinds that translate our through into writing language.

Nunan David (1991: 22) states:

“Writing is clearly a complex process, and competence writing is frequently accepted as being the last language skill to be acquired. Few people write spontaneously, and few feel comfortable with a formal writing as interned for the eyes of someone may be critical,

and who indeed may assign a formal assessment to be written product, most people feel uncomfortable”.

Writing is mean to feel gap that exist between the ability to express the ideas, felling, opinion, and the ability to express the same things in writing form in English.

2. The Stage of the Writing Process

The writing process will be divided into three stages: Planning, Drafting and Revising.

a. Planning

Planning is any orderly procedure use to bring about a desire result as the first stage in the writing process planning is photo of strategies design to find and produce information in writing. When you begin any writing project, you need to discover what is possible, you need to locate and explore a variety, you need invent alternative ways to think and write about each subject, and you need to consider all ideas, however mundane or unsettling in order to select and create the substance out of which you will shape your subject.

b. Drafting

Drafting is producer of drawing up a sketch. As the second stage in writing process, drafting is a series of strategies design to organize and develop a sustain piece to identity several subject and encourage you to together information on the subject for different perspective, you need to select one subject and organize your information about it into meaningful

clusters. Then you need to find connections among these clusters and discover the relationship that links the connections.

c. Revising

Revising is a procedure for improving or connection a working progress. As the third and final stage in the writing process, revising is a series of strategies designed to re-examine and re-evaluate the choice that have create a piece of writing or you may be able to begin local a concert effort to effect the smaller element in a piece of writing you have already crate.

Beside that Ronald and Charles (1989: 56) also state about the stage in the writing process namely:

1) Pre-Writing

Pre-Writing is the stage in which is occurs before the researcher produces the first rough draft is a planning and preparation stage.

2) Writing

The part of the process in which the winter procedure a rough draft of the paper. Here the researcher should concentrate on actually writing his ideas he is finding exactly the right word, restructure sentences or paragraph or correcting errors in spelling or punctuation.

3) Re-Writing

The part of process in which theresearcher revises the draft produce in writing stage is an important part of writing that is at time reflect

by many students writer. This stage requires the researcher to make decision that determines the final shape and effectiveness of her writing.

3. The Characteristics of Good Writing

The teaching of writing is directed to have a good result of writing.

There some characteristics of a good writing. Pival and Adelstein (1980: 20-21) states as follows:

- a. Good writing reflects the ability to use the appropriate voice even though all.
- b. Good writing is easy to follow because it follows a plan.
- c. Good writing is not boring; it keeps our interest by what is say and how to say.
- d. Good writings convey the sound as someone else, the voice hear though the writing must also sort the purpose and audience at the occasion.
- e. Good writing reflects the writers' skill to organize material into a coherent whole so that is move logically from a central, dominant idea to the supporting points and finally to a coincident ending conveying to the needs a sense at the well thought out plan.
- f. Good writing reflects the writer clearly and unambiguously to use sentence structure language and example to that on possible meaning is the writers intend one.

g. Good writing reflects the writers' skill to write convincingly to interest readers in the subject and to demonstrate a thorough and sound understanding.

h. Good writing reflects the writer's pride in the manuscript, the willingness to spell and punctuate accurately and check word meaning, grammatical relationships within the sentence before submitting that finished product to the scrutiny of an audience.

4. The Importance of Writing

In dealing with written words, there are a number of ways in which the teacher can bring the task to the level of his class. Basically this means making the exact solution to the writing problem more and more explicit the lower down the educational system we go. The teacher can grade the task in the following ways:

- a. He can limit the length of the written material to be produced and can increase the amount of class preparation for the task.
- b. He can provide guidance on the final form of the written word and can encourage students to collaborate in actual process writing.
- c. He can allow cross checking between the draft stage and the writing of the final product and can limit the complexity of the writing task itself.
- d. He can demand that the task be completed either slowly or quickly.

Hairston in Margaretha (1997: 89) states that there are some reasons why writing is important. Those reasons are:

- 1) Writing is tool for discovery. We thought process by an act of writing and tap into information image we have in our unconscious minds.
- 2) Writing generates new ideas by helping us to make connection and see relationship and writing helps us to organize our ideas and clarify concepts. By writing down ideas we can arrange them in coherent form.
- 3) Writing helps us to absorb and process information when we write about the topic we learn it better and write on a subject make us active learner rather passive learners of information.

5. The Difficulties of Writing

Most people believe that writing difficult. Beren in LotoLidan (2007: 28) suggest two courses for them, and they are psychological and cognitive.

a. Psychological Problem

Speaking is the normal medium of communication in our daily life in most circumstance in our daily accustoms us both to having someone physically present when we use language, writing, on the other hand is essentially a solitary activity and we are requires to write on our own. Without possibility of interaction or the benefit of feedback, this is itself makes the act of writing difficult.

b. Cognitive Problem

We grow up learning to speak and in informal circumstances we spend much of our time doing it. Whereas writing is learnt through a process of interaction, we also have to master the write form of the language such as the use of cohesion, punctuation etc. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not to learn from us. It is obvious that writing is different from other language skills (speaking, reading, listening, and writing)

Although these communication skills are speaking for example the other productive skill, we communicate with someone by having a direct interaction while in writing we do not. Reading and listening are perspective language skills since reading can only happen when there is written material and listening can only happen when there is a speaker.

6. Component of Writing

The components of writing consist of content, organization, grammar, vocabulary, language use, and mechanics. These components closely relate to developing writing.

a. Content

The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. So, they can understand what the message conveys and gain information from it. Also,

the content of writing should be well unity and complete because the characteristic of good writing has unity and completeness.

b. Organization

Organization is the ability to develop ideas and topic which relevant in a united form. On the other hand, it concern in ways of writer to arrange and organize the ideas or message in writing. There are many ways | process of organization writing involves coherence, order of importance, general to specific, chronological order and spatial pattern.

c. Grammar

Grammar concern about the ability to write correct and appropriate sentences. The writer give attention for preposition, tenses such as using of verbs, nouns, adjective, also conjunction and articles and articles. It is very important to the writer to clarify the correct usage of point grammar because reader will be difficult to understand it. It is a great influence so, we have to reread and review what we have written.

d. Vocabulary

Vocabulary is an essential part of compose writing. The writes need vocabulary mastery well to express or write their ideas. The effectiveness using of word or vocabulary in writing must be relevant with topic to let the readers perceive and feel it. Someone who lacks a vocabulary will be difficult to compose what they are going to express but appropriate word will help writers to compose writing.

e. Mechanics

It is related with the ability to use correctly words to the write language such as using of capitalization, punctuation, spelling. It is very important to lead the readers to understand or recognize what the write means to express. The use of favorable mechanics in writing will make the readers easy to the group to conveying ideas or massage of writing.

7. Recount Text

A recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener. Recount text can be factual information, such as a news story or procedural information, such as telling someone how you built something or personal information, such as a family holiday or your opinion on a subject.

Anderson (2002: 29) describes the generic structure of a recount text. The explanation is presented below:

a. Constructing a recount

A recount text have three main sections. The first is orientation. It consists of what, where and when the story are happened. The second is sequence of events. It retells the events in the order in which they happened. And the last is reorientation. It consists of a conclusion.

b. Grammatical features of a recount

A recount usually includes the following grammatical features:

- 1) Proper nouns to identify those involved in the text.
- 2) Descriptive words to give details about who, what, when, where, and how.
- 3) The use of the past tense to retell the events.
- 4) Words that show the order of the events.

Language features of Recount text:

1. Introducing personal participant; I, we, my group, etc.
2. Using chronological connection; then, first, after that, etc.
3. Using linking verb; was, were, saw, heard, etc.
4. Using action verb; buy, go, speak, etc.
5. Using simple past tense

8. Photo

Photo is a image colored or black-white that is take by the camera which records an objects or event in particular time. Photo usually use to immortalize an important moment with family, friend or holiday time. But now, most people use photo as their profile or just share on social media. So that, photo have a strong bond with sosial media users especially teenagers and students. According Ansel Adams, photography is more than a medium for factual communication of ideas. It is a creative art. And Elliott Erwitt said, "To me, photography is an of observation. It's about finding something intersting in a ordinary place. I've found it has little to do

with the things you see and everything to do with the way you see them” and “It’s about reacting to what you see, hopefully without preconception. You can find picture anywere. It’s simply a matter of noticing things and organizing them. You just have to care about what’s around you and have concern with humanity and the human comedy”

C. Conceptual Framework

The conceptual framework of this research is illustrated as follows:

Students Writing Recount Text Using Photo at Second Grade

at SMPN 8 Makassar

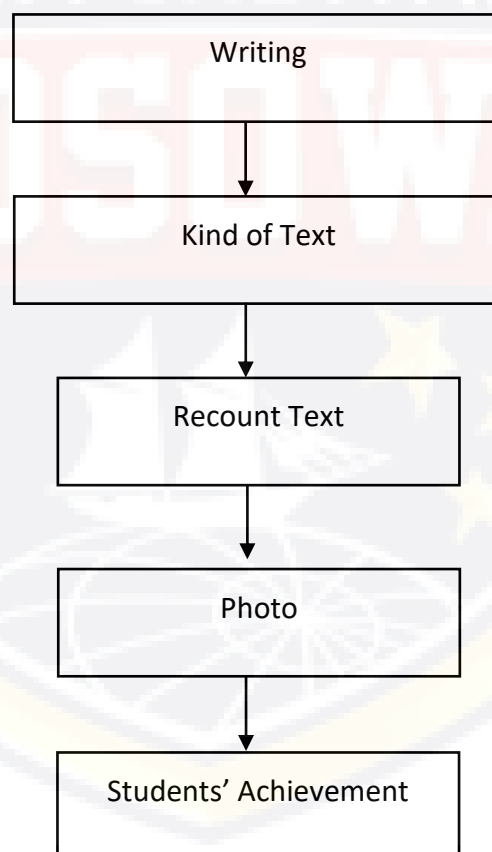


Figure 2.1 Conceptual Framework

The conceptual framework above shows us that the researcher in the first meeting will explain about what is writing, after that the researcher will mention the kind of text specially recount text, and the researcher will start try to give students some task to writing recount text use photo and in the last meeting, researcher will look the result from students' achievement.

D. Hypothesis

The hypothesis of this research is formulated as follows:

1. H₀ = The use of photo can improve the students' writing skill at second grade at SMPN 8 Makassar
2. H₁ = The use of photo can' improve the students' writing skill at second grade at SMPN 8 Makassar.

CHAPTER III

RESEARCH METHOD

This chapter consisted of design, variable, population, and sample, subject, the operational definition, instrument, procedure, of collecting data and technique of data analysis.

A. Research Design

The research design used research pre-experimental with one group pre-test and post-test design.

Pre-test	Treatment	Post-test
01	X	02

Figure 3.1 Research Design

Where: 01: The students' pre-test

X: The treatment by using photo

02: The students' post-test

(Gay, 2000 : 28)

B. The Location and Time of the Research

This research was conducted at SMPN 8 Makassar subdistrict of Panakukkang, Makassar city. The research was conducted on August 2017 in first semester.

C. Variables and Operational Definition

This research consist of two kinds of variable (1) Independent variable was the photos writing. (2) Dependent variable was the students' writing the recount text.

1. Using of photo is one of the instructional media in the teaching and learning process to attach the students' attention and deliver information
2. Writing skill is a productive skill speaking, to write simple sentence, message, and announcement and to write text in the forms of narrative, recount, and descriptive, and to write simple message and personal letters for SMP students in the first and the second years.
3. Recount text is that tells the students' own experiences. It can also found in personal letter, biography, and history.

D. Population and Sample

1. Population

The total population were 315 students which consist of nine classes. There were 33 students for each class.

2. Sample

The sampling technique in this research used total sampling. The researcher took one class of eleven class at SMPN 8 Makassar. Namely class IX.7. The total sample were 33 students.

E. Instrument of the Research

The research used an instrument to collect the data. Namely writing test to the students. The test used to know the students' skill in writing recount text. Meanwhile, the observation sheets used:

1. To assess the students during the learning process.
2. To check the students' understand about photo.

3. To check the students' understanding about the generic structure and the language features of the recount text.
4. To enable the students to retell the photo orally.
5. To enable the students to design a text of recount orally.
6. To check the students' attitude to take part in the learning process of recount by using photo as the media of teaching.

F. Procedure of Collecting Data

The procedure of the collecting data. In this research followed the procedures below:

1. The pre-test

In the pre-test, the students gave the writing test to know their prior knowledge. In this case, the researcher gave an instrument test make the picture and students spent 45 minutes.

2. The treatment

After giving pre-test, the researcher gave students treatment. It was conducted in first meeting after the researcher give the post-test. In this step, the researcher explained about the recount text, and how to compose and write a recount text in the right form. The procedure of treatment explained as follows:

1. First, the researcher explained about recount text.
2. The second, the researcher gave a photo to the students.
3. The third, the students make a recount text based on the photo.

4. The last, researcher discussed with students about their error in their task and gave some practical advice and correcting.

3. The post-test

After giving the treatment, the researcher gave the students post-test (the recount text is the same as the pre-test) for 45 minutes to see the students' skill after gave treatment of developing writing ability with used the photo. The researcher gave same photo with pre-test and student will organize and write down in their task sheet.

G. Technique of Data Analysis

To analyze the data, scoring the result of the students test based on the five aspect that gave by the aspect are vocabulary, grammar, mechanics, fluency and form organization.

These followed steps below:

a. Content

Table 3.1
Content

Score	Level	Criteria
(1)	(2)	(3)
27-30	Very Good – Excellent	Knowledgeable, substantive, relevant to assigned topic.
22-26	Average – Good	Some knowledge of subject, mostly relevant to the topic, but lacks detail.
17-21	Poor – Fair	Limited knowledge of subject, little substance.
13-16	Very Poor	Non-substantive, not pertinent, Not enough to evaluate.

b. Organization

Table 3.2
Organization

Score	Level	Criteria
(1)	(2)	(3)
18-20	Very Good – Excellent	Fluent expression, cohesive, well organized.
14-17	Average – Good	Limited support, logical but incomplete sequencing.
10-13	Poor – Fair	Non-fluent, ideas confused or disconnected.
7-9	Very Poor	No organization, Not enough to evaluate

c. Vocabulary

Table 3.3
Vocabulary

Score	Level	Criteria
(1)	(2)	(3)
18-20	Very Good – Excellent	Word form mastery, appropriate register, effective word/idiom
14-17	Average – Good	Adequate range, meaning not obscured
10-13	Inadequate – Fair	Limited range, frequent errors, meaning confused or obscured
7-9	Unacceptable	Little knowledge, Not enough to evaluate

d. Language Use

Table 3.4
Language use

Score	Level	Criteria
(1)	(2)	(3)
22-25	Very Good – Excellent	Effective complex construction, few errors of agreement, tense, number, article, pronouns, word and preposition.
18-21	Average – Good	Minor problems in complex construction, several errors of agreement, tense, number, word order/function, article, pronouns, preposition, effective but simple construction.
11-17	Inadequate – Fair	Major in simple construction, meaning confused or obscured, frequent error of agreement, tense, article and pronouns.
5-10	Unacceptable	Virtually no mastery sentence construction rules, Not enough to evaluate, Dominated by error, Does not communicate.

e. Mechanics

Table 3.5
Mechanic

Score	Level	Criteria
(1)	(2)	(3)
22-25	Very Good – Excellent	Demonstrates mastery of conventions, few errors of spelling, capitalization, paragraphing
18-21	Average – Good	Occasional error of spelling, punctuation, capitalization, paragraphing

To be Continued

Continuation

11-17	Inadequate – Fair	Frequent error of spelling, punctuation, capitalization, paragraphing, poor handwriting
5-10	Unacceptable	No mastery of convention, dominated by error of spelling, punctuation, capitalization, paragraphing

Hogue (2005:24)

1. Computing the frequency of the rate precentage of the students' score

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

Notation :

\bar{X} = Mean score

$\sum X$ = Total of Individual score

N = Total number of individual score

(Gay, 2000 : 28)

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

Notation :

SD : Standar Deviation

X : Total Raw Score

N : Total Number of Students

To canculate the value test to indicate the significance of the research for independent sample. The following formula (t-test dependent sample).

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

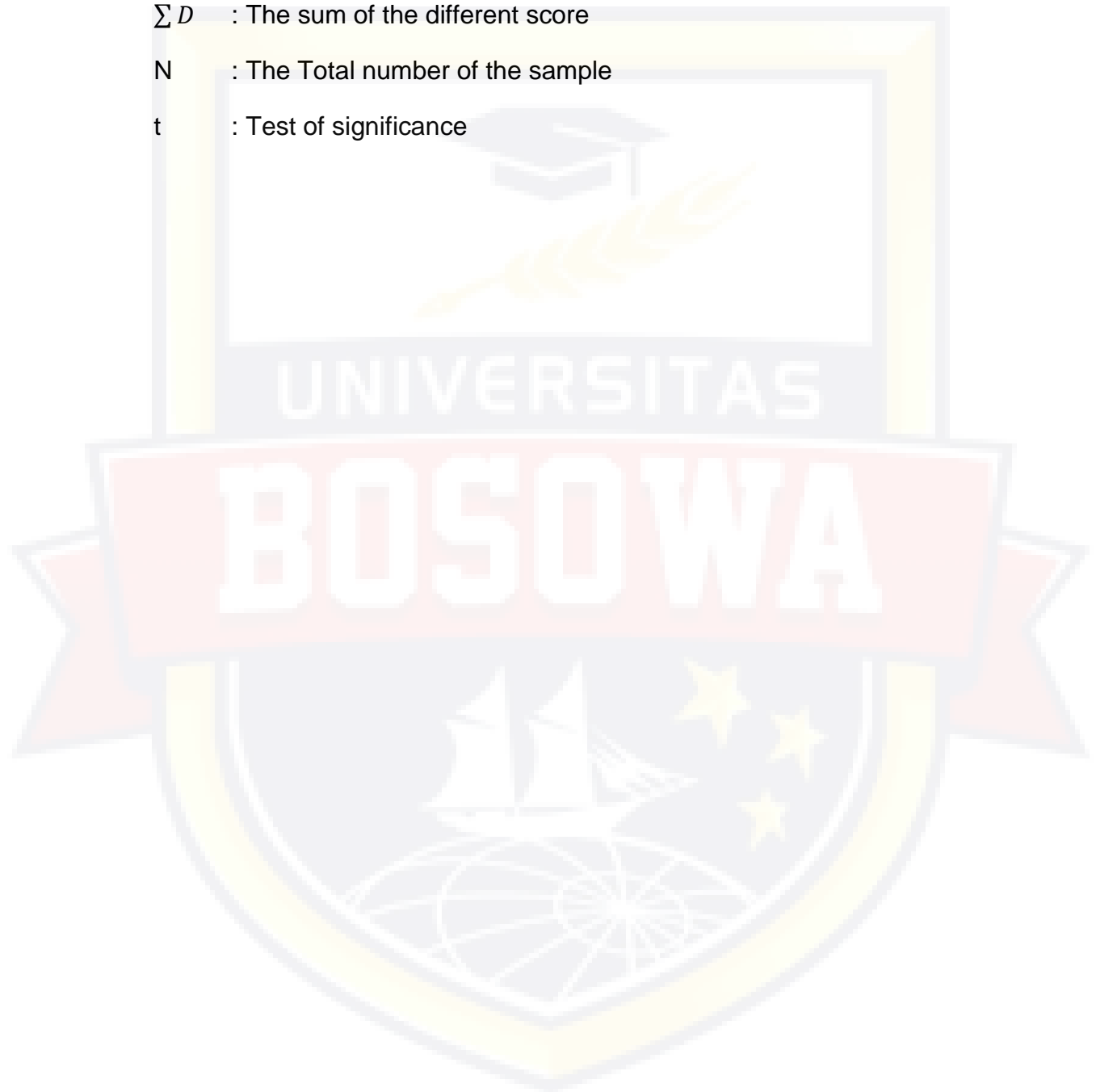
Where:

D : The mean of the different score

$\sum D$: The sum of the different score

N : The Total number of the sample

t : Test of significance



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly present the findings and discussion of the research. The findings of the research cover the description of the result of data collected through the test. In the discussion part, the writer analyzed the data obtained from the students with only one group of pre-test and post-test. The data consist of the result of the pre-test and post-test.

A. Findings

The findings of the research deal with the students score of the pre-test and post-test, the frequently and rate percentage of the students' scores, the means scores t-test value than hypothesis testing. These findings are describe as follow:

Table 1. Students' Score and Classification in Pre-Test

No	Students	C	O	V	M	L U	Score	Classification
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	A	22	12	11	12	11	68	Good
2	AA	22	15	15	10	12	74	Good
3	AD	23	15	15	11	12	76	Good
4	AH	22	14	10	10	12	68	Good
5	AR	25	10	11	10	11	67	Good
6	AR	21	12	11	12	11	67	Good
7	ASA	21	13	11	9	12	66	Good
8	AW	21	14	10	9	13	67	Good
9	F	22	14	10	10	17	73	Good
10	FY	23	14	11	12	17	77	Good

To be Continued

Continuation

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11	H	22	13	10	12	18	75	Good
12	IH	26	12	10	11	15	74	Good
13	M	21	15	12	13	11	72	Good
14	MF	22	13	10	11	17	73	Good
15	MF	27	14	13	10	11	75	Good
16	MR	22	12	11	7	17	69	Good
17	MR	18	14	9	10	8	59	Fair
18	MT	20	14	10	10	8	62	Good
19	NA	20	16	15	11	10	72	Good
20	NA	20	10	10	10	11	61	Good
21	NA	22	15	15	10	11	73	Good
22	NA	23	15	14	12	15	79	Good
23	NR	22	15	11	12	17	77	Good
24	NR	22	11	11	17	21	82	Good
25	NS	25	13	10	10	17	75	Good
26	RA	22	14	14	11	16	77	Good
27	SA	22	15	12	11	16	76	Good
28	SH	26	14	11	15	11	77	Good
29	SM	20	13	15	10	10	68	Good
30	SN	25	10	10	11	15	71	Good
31	SNL	25	14	13	11	16	79	Good
32	SP	25	14	13	12	15	79	Good
33	WT	22	15	12	10	12	71	Good
	Total						2379	
	Mean						72	

Source (SMP Negeri 8 Makassar)

The table show that, the total score of all the students based on the pre-test was 2, 379. Based on the above in pre-test there is 1 students' classified as Fair and there are 32 students with Good classified.

Table 2. Students' Score and Classification in Post-test

No	Students	C	O	V	M	L U	Score	Classification
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	A	25	16	17	14	19	91	Very Good
2	AA	24	16	16	17	20	93	Very Good
3	AD	21	18	14	15	15	83	Very Good
4	AH	23	17	16	14	18	88	Very Good
5	AH	22	19	15	18	15	89	Very Good
6	AR	25	15	15	15	17	87	Very Good
7	ASA	30	14	12	15	17	88	Very Good
8	AW	30	15	12	18	19	94	Very Good
9	FY	22	16	14	11	19	82	Very Good
10	FY	22	16	14	17	20	89	Very Good
11	H	24	18	15	15	18	90	Very Good
12	IA	28	15	14	12	12	81	Very Good
13	IH	20	19	18	22	19	98	Very Good
14	M	25	13	13	18	20	89	Very Good
15	MF	23	17	19	20	19	98	Very Good
16	MF	22	20	18	20	17	97	Very Good
17	MR	22	14	15	18	17	86	Very Good
18	MR	24	15	16	18	17	90	Very Good
19	MT	24	16	16	17	17	90	Very Good
20	NA	24	14	14	16	17	85	Very Good
21	NA	20	16	17	14	16	83	Very Good
22	NA	25	14	17	16	18	90	Very Good
23	NA	26	15	18	13	15	87	Very Good
24	NR	21	15	17	14	18	85	Very Good
25	NS	21	14	18	12	17	82	Very Good
26	RA	25	17	13	15	20	90	Very Good
27	SA	26	15	15	14	22	92	Very Good
28	SH	24	18	15	17	21	95	Very Good
29	SM	24	17	15	18	20	94	Very Good
30	SN	20	18	18	18	22	96	Very Good
31	SNL	22	19	16	18	20	95	Very Good

To be Continuation

Continuation

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
32	SP	24	16	17	15	22	94	Very Good
	Total						2958	
	Mean						89,6	

Source (SMP Negeri 8 Makassar)

Based on the table 2 above in the post-test all of the students were classified as Very Good. The table above shows that the classification of the students based on the post-test experimental class is 2,958. It's shows that the students' writing recount text skill by using photo is effective to improve the students writing skill at SMP Negeri 8 Makassar.

Table 3. The Distribution of Frequency and Percentage Score of Students Writing Skill in Pre-test.

No	Classification	Score	Frequency	Percentage
(1)	(2)	(3)	(4)	(5)
1.	Very Good	Score 81 – 100	-	-
2.	Good	Score 61 – 80	32	99 %
3.	Fair	Score 41 – 60	1	1 %
4.	Inadequate	Score 21 – 40	-	-
5.	Unacceptable	Score 0 – 20	-	-
	Total		33	100 %

Based on the table 3 above, there were 2 students (1%) Fair classified and 33 students (99%) got good classification. While none students got very good classification. In this result, it can be concluded that the students writing skill in pre-test was good.

Table 4. Frequency and Percentage Score of Students' Writing Skill in Post-Test.

No	Classification	Score	Frequency	Percentage
(1)	(2)	(3)	(4)	(5)
1.	Very Good	Score 81 - 100	33	100 %
2.	Good	Score 61 – 80		
3.	Fair	Score 41 – 60		
4.	Inadequate	Score 21 – 40		
5.	Unacceptable	Score 0 – 20		
Total			33	100 %

Source : SMP Negeri 8 Makassar

Based on the table 4 above, shows that all of the students got very good classification. Thus, it can be concluded that the students' writing skill at SMP Negeri 8 Makassar achievement improved.

1. To know the mean score of writing skill test, the writer calculated all score

by use formula as follow :

a. Pre-test

$$x_1 = 2,379$$

$$\bar{x} = \frac{2,379}{33}$$

$$\bar{x} = 72$$

b. Post-test

$$x_2 = 2,958$$

$$\bar{x} = \frac{2,958}{33}$$

$$\bar{x} = 89.6$$

Finding out the mean score and standard deviation.

Table 5. The mean score and standard deviation of the pre-test and post-test.

No	Test	Mean Score	Standard Deviation
(1)	(2)	(3)	(4)
1.	Pre-test	72	5,52
2.	Post-test	89,6	4,7

Source (SMP Negeri 8 Makassar)

The table 5 shows above the mean score of students' pre-test was 72 and the mean score of post-test was 89,6. The standard deviation of pre-test was 5,52 while the standard deviation of post-test was 4,7. The mean score

of the students pre-test was grater than the standard deviation of students' post-test.

After calculating the score of the students' post-test as the final result into the t-test formula for independent sample, the writer found that the t-test value was 11,61 the value of the t-table was 2,088.

In the other word, the statiscal hypothesis of H0 was rejected and statiscal hypothesis of H1 was acceptable. The data indicated that the students' achievement in English writing taught by using photo technique was able to give significantly greater contributions to students writing achievement. So that the application of photo writing in English writing materials could improve the students skill.

a. Findings out the T-test value and T-test table

Table 5. T-test value and t-table and T-test table.

t-test	t-table	Comprehension	Different
(1)	(2)	(3)	(4)
11,61	2,039	t-test>t-table	Significant

Source (SMP Negeri 8 Makassar)

The result of calculating data show that, the value of t-test is was higher than t-table. It means that the result of the data analysis is significant.

B. Discussion

In this part, the discussion deals with the interpretation of the findings delivered from the data analysis. Before the writer elaborate this result of the research, the writer wish to gave background of the research place. SMP Negeri 8 Makassar is a school with "A" Accreditation, the school with discipline rule that very good. All of employee had quality of the above average.

The students' achievement though by using photo in writing technique is good, the students so easy to remaind the materials that gave by researcher. But the researcher had obstacle, the obstacle is reseracher so hard to attract the students' attention, and the students so hard for directed and their interested in study English a little less. But beside that, when the researcher got their attention by conducted some games and sing a song, they were appreciation and make their task.

The researcher used pre-expremental with one class of pre-test and post-test and than the research used random sampling technique. The instrument of the research in the form of test write recount text by using photo, where students write to follow the sequece pictures which have been provided and assisted with three question in each picture.

The research sample consist of 33 taken away from student on class. At the time, the writer conduct the research At SMP Negeri 8 Makassar class IX.7. The result is Good because the Researcher success to conducted her research.

The mean score of students' pre-test was 72 and the mean score of post-test was 89,6. The standard deviation of pre-test was 5,52 while the standard deviation of post-test was 4,7. The mean score of the students pre-test was higher than the standard deviation of students' post-test.

After calculating the score of the students' post-test as the final result into the t-test formula for independent sample, the writer found that the t-test value was 11,61 the value of the t-table was 2,088.

In the other word, the statistical hypothesis of H₀ was rejected and statistical hypothesis of H₁ was acceptable. The data indicated that the students' achievement in English writing taught by using photo technique was able to give significantly greater contributions to students writing achievement. So that the application of photo writing in English writing materials could improve the students skill.

But it was so hard to got the students' interested because their always chit chat with their friends.

CHAPTER V

CONCLUSION AND SUGGESTION

From the previous solution the writer can concluded from overall of solution to be studied in this chapter, there are consist of suggestion and conclusion.

A. Conclusion

Beside on the research finding and discussion in the previous chapter, the conclusion are classification into the following statement:

Teaching and learning English by using Photo can improve the students' skill in writing. It was provided with t-test value was greater than t-table.

B. Suggestion

Beside on the subject discussed in this skripsi and in order to improve the teaching of English writing to the students, the writer has some suggestion as follows:

1. The English teacher should make the students interest of the materials of English writing.
2. English teacher should creative to manage the materials in teaching English writing.

3. The writer expected to the English teacher to apply the materials of English writing by using photo technique in teaching at school. Because it can improve the students skill significant.
4. English teacher has to giving room for the students, where students do not be claimed have to master but led down alley they are in order to students can learn to digest subject better. That way students' do not go against the bored in learning English.
5. The teacher should keep control the students' activities.



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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMPN 8 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX (Sembilan) / 2x Pertemuan

Keterampilan : Menulis

Materi : Recount Text

Standar Kompetensi :

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

Kompetensi Dasar :

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

A. Indikator

1. Menulis teks dalam bentuk recount secara mandiri.

B. Tujuan Pembelajaran

Siswa Dapat:

1. . Membuat esei pendek sederhana berbentuk teks recount

C. Materi Pembelajaran

1. Model teks monolog berbentuk recount tentang suatu tempat.
2. Langkah retorika terkait teks: Orientation, Events, Riorientation.
3. Kosakata terkait tema

D. Metode Pembelajaran

1. Latihan
2. Penugasan

E. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama

a. Kegiatan Awal

1. Siswa merespon pertanyaan guru agar tercipta suasana kekeluargaan
2. Siswa merespon pertanyaan guru tentang kehadiran
3. Berpartisipasi aktif dalam proses pembelajaran
4. Menjelaskan tujuan pembelajaran atau KD yang akan dicapai

b. Kegiatan Inti

1. Elaborasi
 - a) Guru Menjelaskan kepada siswa tentang teks recount (fungsi, social, ciri kebahasaannya, struktur teks).

b) Guru memberikan sebuah contoh teks recount dan mempraktekkan cara baca teks dengan baik diikuti oleh siswa.

c) Guru menjelaskan kosa kata yang berkaitan dengan teks recount.

d) Guru menunjukkan gambar untuk memancing pikiran siswa

e) Guru menanyakan sekilas tentang ciri-ciri gambar tersebut.

f) Guru dan siswa menganalisa kosa kata dan grammar yang digunakan dari teks recount tersebut.

2. Eksplorasi

a) Guru memberikan tugas kepada siswa untuk mendeskripsikan sebuah gambar yang diberikan.

3. Konfirmasi

a) Guru mengoreksi kembali jawaban siswa

b) Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang belum dipahami terkait dengan teks recount.

c) Memotivasi siswa untuk meningkatkan prestasi belajarnya.

c. Kegiatan Akhir

1. Tindak lanjut (pemberian tugas)

2. Sebagai tugas rumah guru menyuruh siswa membuat masing-masing membuat teks recount tentang foto bersama keluarga, teman, ataupun kejadian menarik lainnya..

3. Menginformasi topik pertemuan selanjutnya
4. Guru meminta perhatian dari siswa dan menutup pelajaran dengan berdoa bersama sesuai dengan keyakinan masing-masing dan mengucapkan salam.

2. Pertemuan kedua

a. Kegiatan Awal

1. Guru mengucapkan salam kemudian berdoa bersama dan mengecek kehadiran siswa.
2. Siswa mengumpulkan tugas yang diberikan pada pertemuan selanjutnya.
3. Mengondisikan siswa untuk mengikuti pelajaran.
4. Membahas kembali pelajaran pada pertemuan lalu.
5. Para siswa memperhatikan penyampaian dari guru tentang materi yang akan diberikan.

b. Kegiatan Inti

1. Elaborasi
 - a) Guru menjelaskan cara-cara kerja soal
2. Eksplorasi
 - a) Guru menjelaskan sebuah gambar
 - b) Guru memberikan tugas kepada siswa untuk menceritakan kejadian, pengalaman yang pernah mereka alami sesuai dengan gambar.

- c) Guru mengobservasi kegiatan siswa dengan berkeliling kesetiap siswa.

3. Konfirmasi

- a) Siswa diminta untuk mengumpulkan hasil kerjanya.
b) Guru memberika sedikit catatan.

c. Kegiatan Akhir

1. Summarizing (Membuat kesimpulan) : Guru dan siswa menyimpulkan tentang materi teks recount.
2. Reflection (Menanyakan kesulitan siswa, manfaat, dan kesan selama PBM)
3. Guru menutup pelajaran dengan berdoa bersama sesuai dengan keyakinan masing-masing.

F. Sumber Belajar

- Sumber : Silabus, buku, internet
Media : Photo, kertas latihan, white board.

G. Evaluasi

- Teknik : Teks tertulis
Bentuk : Easy
Instrument :Menulis sebuah teks recount berdasarkan pengalaman para siswa

Appendix 2

The result of students' Mean differenced

No	Name	Pre-Test (X1)	Post-Test (X2)	D (X1-X2)	D2
1	A	68	91	23	529
2	AA	74	93	19	361
3	AD	76	83	7	49
4	AH	68	88	20	400
5	AR	67	89	22	484
6	AR	67	87	20	400
7	ASA	66	88	22	484
8	AW	67	94	27	729
9	F	73	82	9	81
10	FY	77	89	12	144
11	H	75	90	15	225
12	IH	74	81	7	49
13	M	72	98	26	676
14	MF	73	89	16	256
15	MF	75	98	23	529
16	MR	69	97	28	784
17	MR	59	86	27	729
18	MT	62	90	28	784
19	NA	72	90	18	324
20	NA	61	85	24	576
21	NA	73	83	10	100
22	NA	79	90	11	121
23	NR	77	87	10	100
24	NR	82	85	3	9
25	NS	75	82	7	49
26	RA	77	90	13	169
27	SA	76	92	16	256
28	SH	77	95	18	324
29	SM	68	94	26	676
30	SN	71	96	25	625
31	SNL	79	95	16	256
32	SP	79	94	15	225
33	WT	71	87	16	256
	Total	2379	2958	579	11759

Appendix. 3

1. The students' standard deviation in Pre-test and Post-test

a. Standard deviation of Students' Pre-test

$$\begin{aligned}SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} \\&= \sqrt{\frac{172,481 - \frac{(2379)^2}{33}}{33-1}} \\&= \sqrt{\frac{172,481 - \frac{(5,656,641)}{33}}{32}} \\&= \sqrt{\frac{172,481 - (171,504)}{32}} \\&= \sqrt{\frac{977}{32}} \\&= \sqrt{30,53} \\&= 5,52\end{aligned}$$

b. Standard Deviation of Students' Post-Test

$$\begin{aligned}SD &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} \\&= \sqrt{\frac{265,876 - \frac{(2958)^2}{33}}{33-1}} \\&= \sqrt{\frac{265,876 - \frac{(8,749,764)}{33}}{33-1}} \\&= \sqrt{\frac{265,876 - (265,144)}{32}} \\&= \sqrt{\frac{732}{32}} \\&= \sqrt{22.875} \\&= 4,7\end{aligned}$$

2. The t-test Analysis

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

$$= \frac{17,54}{\sqrt{\frac{11759 - \frac{(17,54)^2}{33}}{33(33-32)}}$$

$$= \frac{17,54}{\sqrt{\frac{11759 - \frac{307,65}{33}}{33(32)}}$$

$$= \frac{17,54}{\sqrt{\frac{11759 - (9,322)}{33(32)}}$$

$$= \frac{17,54}{\sqrt{\frac{2437}{1056}}}$$

$$= \frac{17,54}{\sqrt{2,30}}$$

$$= \frac{17,54}{1,51}$$

$$= 11,61$$

Appendix 4

The Distribution of Critical Values-T

df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	12.924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
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

To be Continued

Continuation

17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	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

To be continued

Continuation

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.htm>.

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Appendix 5

Soal "Writing" untuk pre-test and post-test

Please, make recount text as follo this picture, according your experience when you were go there.



Appendix 6

The Treatment

A sample of Recount text made by Researcher



MY SISTER AND I WENT TO MAKASSAR TOWN SQUARE

Orientation

Last week, my sister and I went to Makassar Town Square. We visited that with happiness feeling.

Event

First, we bought some foods and beverages such as pop corn, potato chips and ice chocolate in 21 food's bar. When the movie was started, my sister and I entered in the cinema. I saw many people took their sit with their friend and their family. And we watched movie until the end.

Reorientation

I was happy can visited Makassar Town Square and watched movie with my sister. It's was very interested.

Appendix 7

Research of the class



The researcher was distribution the pre-test



The students' do their task



The researcher check the students' task

Appendix 8

The result of students' task

Students' Pre-test

Nama: Muh. Rosya A. Farabi
 Kelas: 9.7
 Nomor: 18

My Story in Mal panakulrang

Once day, I ~~went~~ ^{went} to mall panakulrang with my cousin
 I ~~went~~ ^{went} to mall panakulrang and watched film,
 the movie is the Avengers, this movie was very exciting.
 After we watched, I ~~went~~ ^{went} to timzone for played game.
 We very happy that day.

C: 30	O: 19
O: 17	O: 19
V: 17	V: 9
L: 19	L: 8
S: 12	M: 10
4	59

You'll never know if you have tried

Name: Muh. Taufik
 Class: IX.7 (9-7)
 No.urut: 19.

I went to mall panakulrang with my family.
 I went to mall panakulrang for to watched
 movie with my family, and I also
 went to ste. I went to mall panakulrang
 with my cousin for bought smartphone,
 two month ago, and I also went to mall
 panakulrang by car.

C: 20
O: 14
V: 10
L: 8
M: 10
62

Practice makes perfect

Post-test

No. _____
Date: _____

Nama: Muh. Rizqy Al Farabi
Kelas: IX 7
No-urut: 18

In Holiday

Once day, In holiday, I went to mall panakukang with my cousin, for watched film, played game, and buyed a book, first I and my cousin watched film the tittle is the avengers, a very famous film at the time lots of people watched too, after watched I and my cousin played game in timazone, very fun after that I buyed a book for school after buyed book I went to home with my cousin we were very happy.

C: 20
D: 14
V: 14
L: 18
M: 15
511

You'll never know till you have tried

No. _____
Date: _____

Nama: MUH. Taufik
Kelas: IX-7 / 9-7
No-urut: 19

"I and My Family went to mall panakukang"

Orientation:

Two month's ago. Me and my family went to mall panakukang. we went there by car.

event:

first, we went to ~~book store~~ order tickets to watch movies at the cinema. after that we went to eat. Next we ordered meals like fried chicken and juice. after we ate, we went straight home.

re-orientation:

I and my family very happied, because mall panakukang place is comfortable and safe.

C: 22
D: 14
V: 16
L: 18
M: 18

* Garis Hijaunya Nyaman dimata *

BIOGRAPHY



Sriwana.AM was born on April, 24th 1995 in Wajo.

Her father's name is Abu Thalib, S. Pd and her

mother's name is Hj. Siti Maryam, S. Pd. She began

her elementary school in 2001 at SDN 337

Salotengnga and finished at 2007 in the same year

she continued her study at SMPN 2 Sabbangparu and finished in 2010 in

the same year she improve his study as SMAN 1 Sabbangparu and she

finished at 2013. After that he was registered as a student of English

Education Department Faculty Teacher Training and Education of Bosowa

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