

**IMPROVING STUDENTS' WRITING SKILL OF RECOUNT TEXT  
THROUGH BRAINSTORMING METHOD AT EIGHTH GRADE  
STUDENTS OF SMP NEGERI 25 MAKASSAR**

**SKRIPSI**

**KRISPINUS RITAN  
4510101062**



**ENGLISH EDUCATION DEPARTEMENT  
FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCE  
UNIVERSITY "45" MAKASSAR  
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*Dengan rendah hati, kupersembahkan karya ilmiah ini sebagai kado Natal kepada Sang Ratu Reinha Rosary Larantuka, kedua orang tua ku yang paling hebat, kaka ari opu bine yang setia, Lewotana Atakiwang yang kokoh, para guru yang luar biasa, para sahabat dan para penjasa atas cinta dan berkat yang tak terbilang.*

**\_ You are the wind beneath my wings!**

*"The aim of education should be to teach us rather how to think than what to think, rather to improve our minds - so as to enable us to think for ourselves - than to load the memory with thoughts of other men (Bill Beattie). It means education is not preparation for life; education is life itself (John Dewey); as well as the proses of education is the art of deliverance into comfortable situation to actualize our own ideas; to be more, to duc in altum" (The Atakiwang).*

**\_ once again, duc in altum !!**

## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul **“IMPROVING STUDENTS’ WRITING SKILL OF RECOUNT TEXT THROUGH BRAINSTORMING METHOD AT EIGHTH GRADE STUDENTS OF SMP NEGERI 25 MAKASSAR”** (a classroom action research) beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan hasil 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, December 2013

Yang membuat pernyataan

Krispinus Ritan

## ABSTRAK

KRISPINUS RITAN, 2013. *Improving Students' Writing Skill of Recount Text through Brainstorming Method at Eighth Grade Students of SMP Negeri 25 Makassar*. (Dibimbing oleh St. Haliah Batau dan Rampeng).

Penelitian ini bertujuan untuk mengetahui kemampuan siswa menulis teks recount menggunakan metode Brainstorming dan mengukur minat siswa terhadap metode Brainstorming dalam mengembangkan sebuah teks recount pada siswa kelas VIII SMP Negeri 25 Makassar. Sampel penelitian ini adalah siswa kelas VIII.6 SMP Negeri 25 Makassar yang berjumlah 33 orang.

Metode penelitian yang digunakan oleh penulis adalah metode penelitian tindakan kelas (PTK) dimana dilakukan dalam dua siklus, dengan teknik pengambilan sampel teknik *total sampling*, dan instrumen penelitian berupa tes menulis, observasi, dan angket.

Data hasil penelitian menunjukkan bahwa terjadi peningkatan kemampuan siswa menulis teks recount menggunakan metode Brainstorming dan ketertarikan mereka terhadap metode ini. Hasil tes kemampuan menulis siswa pada siklus pertama mempunyai rentang nilai mulai dari 50 hingga 83 dengan nilai rerata 64,77 sedangkan pada siklus kedua kemampuan menulis siswa mengalami peningkatan ditandai dengan perolehan nilai mulai dari 69 hingga 91 dengan nilai rerata kelas 78,27. Hal ini berarti tingkat signifikan peningkatan kemampuan menulis siswa adalah 13,5%. Adapun ketertarikan siswa baik secara kelas maupun perorangan terhadap proses pembelajaran menggunakan metode Brainstorming ditunjukkan melalui skor observasi oleh penulis dan pengisian angket tertutup oleh para siswa. Presentase skor observasi pada siklus pertama adalah 60% dan meningkat menjadi 83,3% pada siklus kedua. Minat siswa terhadap penyajian metode Brainstorming dinyatakan dalam pengisian angket dimana 30 siswa meminati metode ini sedangkan 3 siswa lainnya tidak.

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The writer



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## **CHAPTER I**

### **INTRODUCTION**

This chapter contains of four subcapters, there are background of the study, statements of the problems, its objectives, and significant of the study.

#### **A. Background**

Nowadays, every people have known that English language as a tool of international communication. Many countries use this language as a second language (ESL) and as a foreign language (EFL). The differences usage of English as ESL and EFL such as if English as second language that English is used after or combined with national language but for English as EFL, English is only used limited for schools and academics purposes, international companies, tourism territories, any specifics purposes, and so on.

National Curriculum was stated English in standard of content (Permendiknas No. 22 Tahun 2006), that is learned at elementary for two hours a week, four hours a week at junior, and five hours a week for language program in senior high school. The English standard competence (Permendiknas No.23 Tahun 2006) for each level is communicative competence; in the form of spoken of language accompanied action for elementary school, in the form of spoken and written for achieving functional literacy level for junior high school and in

the form of spoken and written for achieving informational literacy level for senior high school. (Aisah, <http://englisah.wordpress.com>)

For simply importance, English language has defined as a tool for communication. This theory of language that is gave priority in our English curriculum was determined skills of English. Sequentially, there are four English language skills of communication: listening, speaking, reading, and writing. As a part of English skill, the learners of English language should master a writing skill. It is important for person especially adult level in making communication or giving approach to other person. The importance of writing can be seen from the fact that scientific books, novels, reports, letter, newspaper, magazines, commercial advertisements are products of writing. Most of those products are very important for human being in their daily activities.

Writing is a productive skill that means it involves producing language rather than receiving it. Moreover writing skill is more complicated than others skills in English language. According to Heaton, cited by Helmi (2012:2), writing skill is not only talks about grammars and vocabularies but also about conceptual and judgment elements. Because of these difficulties, some efforts have been done to solve the problems, the purpose is to make writing became easier and interest to learn.

Based on a temporary research, we also found a problem on teaching writing skill that makes it become a difficult subject to learn. It is

about all types of text have different characteristics: generic structure and language features. Particularly, there is some way similar between procedure text and explanation text, report text and descriptive text, narrative text and recount text. So, to solve this problem, teacher should to find out simply technique to teach writing by using appropriate and interesting media.

Beside using a variety of media, teacher has to applies some teaching methods. According to Mackey, cited by Helmi (2012: 6), there are some factors that affect the choice of method in the teaching learning process. Those factors are age, attitude, second language level, interest, and the time that can devote to language learning. The other factors that affect the choice of method are the size of group and the culture of group. For the successfulness of teaching writing skill teacher must develop curriculum; select the appropriate teaching materials, teaching methods, and learning assessments.

In this research, the writer interested to use brainstorming method in teaching writing at class especially to write a composition in writing the recount text. It typically includes such techniques as free writing, free speaking, word association, and drawing a mind map, which is a visual note taking technique in which people diagram their thoughts (<http://en.wikipedia.org>). Brainstorming is the art of thinking critically to discover original, hidden insights about a topic. For simply, Herrick *et al* (<http://www.wikihow.com>) stated that brainstorming is one of the most



common types of informal invention. It can be used when writers encounter writers' block or when they are not sure what to write about. Brainstorming can also be used to guide writers in a certain direction if they already have a topic or idea that they wish to explore. This exercise helps writers to gather their thoughts and ideas before they begin writing a paper or other document. The end result of brainstorming should be lists of words or phrases that are somehow related in the writer's mind.

Flemming, (<http://www.about.com>) define brainstorming is a method that students can use to generate ideas for writing a text. In the process of brainstorming students should suspend any concerns about staying organized. Instructionally, Oshima and Hogue (1997:68) stated that brainstorming is prewriting activity in which you come up with a list of ideas about a topic on your own or in small group with your classmate, write down quickly a list of ideas as you are thinking about general subject or specific topic. The goal is to pour students thoughts onto paper without worrying about whether they make sense or how they fit together. This exercise helps writers to gather their thoughts and ideas before they begin writing a paper or other document.

According to Hyland (2004: 29 in Helmi, 2012: 27), recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. Its purpose is either to inform or to

entertain the reader a description of what occurred and when it occurred (<http://www.encyclo.co.uk>). There are three types of recount: 1) personal recount that is retelling of an activity that the writer has been personally involved in (e.g. friendly letter, diary), 2) factual recount to recording the particulars of an accident (e.g. report of a science experiment, news report, historical account), and 3) imaginative recount in purpose to taking on a imaginary role and giving details of events.

Due to the current information above and how important and significant this topic, the writer tries to improving students' writing of recount text through Brainstorming method at eight grade students of SMP Negeri 25 Makassar in the 2013/2014 academic year.

## **B. Statements Problem**

The problems that will be discussed in this study are :

1. Are students interesting with Brainstorming method in improving writing recount text ?
2. How can Brainstorming method improve students writing skill through recount text ?

## **C. Objectives of the Study**

The objectives of this study stated as following:

1. To find out whether or not students' interest with Brainstorming method in improving writing recount text.

2. To identify the improvement of students writing skill through recount text by using Brainstorming method.

#### **D. Significant of the Study**

1. Theoretically

Theoretically, this research contributes to the development of theoretical discipline. It is expected to be used by further researcher or writer as information. Therefore, this research can be conducted and modified continuously.

2. Practically

Practically, the result of this research hopefully gives useful and helpful information for curriculum development and helps English teachers in combining and getting the new technique in teaching writing skill.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This second chapter contains of previous research findings, literature review of general writing concept, brainstorming method, general concept of recount text; and its difference between narrative texts. This chapter also includes a conceptual framework of this study.

#### A. Previous Research Findings

The previous research is the thesis entitled *Improving Students' Skill in Writing Recount Text by Using a Personal Letter (A Classroom Action Research with the Tenth Graders of MASS Proto Pekalongan in The Academic Year of 2011/ 2012)* written by Helmi (Education Faculty State Institute for Islamic Studies, Walisongo, 2012).

In this research, Helmi was realized that his research had not been done optimally. There were obstacles faced during the research process. He explained clearly about some limitations of this research are: first, the writer's ability that the implementation of the research process was less smooth; this was more due to lack of his experience and knowledge. Second, in this research, he only gave two times treatment (cycle I and cycle II) after conducted the pre-cycle, so the result of the research was not maximal. But the result was good enough, because there were significances improvement students' skill in writing recount text after being taught by a personal letter. It can be seen from the

both by the personal attitudes and social experiences that the writer brings to writing and the impacts of the particular political and institutional context in which it interviews, analyses of surrounding practices and other techniques, writers seek to develop more complete accounts to local writing contexts.

Writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects, and the process of reading is a matter of predicting text in accord with what the reader assumes about the writer's purpose. Furthermore, Harmer (2004:86) stated that writing is a process that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities.

From the definitions above the writer can conclude that writing is a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on a paper or a computer screen. It is influenced both by the personal attitudes and social experiences that the writer brings to writing and the impacts of the particular political and institutional contexts. It is also a process that what we write is influenced by the constraints of genre and has to be present in learning activities.

## 2. Elements of Writing

Harris (1969:68-69) stated that there are four elements of writing, there are:

### a. Diction

Diction plays an important role in a language, especially in the writing activity. The choice of vocabulary could describe the writer's knowledge. The number of words that is mastered by a writer could indicate that he/she mastered a number of concepts; mastering diction can improve by reading and listening.

### b. Sentence Structure

Sentence structure consists of phonology, morphology and syntax. Morphological and syntactical rules play some important roles on the writing activity. It deals with the effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentences.

### c. Coherence

Coherence means that the writer's paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by use of appropriate transition signals. This is an important case to make a good paragraph.

d. Spelling

One of the most difficult and confusing aspects of the English language is spelling system. There is often a discrepancy between the pronunciation of a word and its spelling.

### 3. The Component of Writing

Jacobs (in Hughes, 2005:37) pointed out the five significant components in writing : content, organization, vocabulary, language use, and mechanics.

a. Content

There at least three things that can be measured in connection with content. There are the point of information to be brought, the sequence in which the point are presented, and the formal signals that given the reader to guide in understanding the topic fully.

b. Organization

The process of organization material in writing involves; coherence, order of importance, general to specific, specific general, chronological order and spatial order pattern.

c. Vocabulary

Vocabulary is one of the language aspects dealing with the process of writing study. In process of the writing the writer always think about putting words into sentences and then putting sentences into paragraph until they can create a place of writing.

#### d. Language Use

Language use in writing description and other forms of writing involves correct usage and point of grammar or structure. Grammar is one of the importance components in writing. It governs utterances that we produce to be right and orderly. Therefore, it also has great influence on the quality or a piece of writing.

#### e. Mechanics

Mechanics of writing deals with capitalization, spelling, and punctuation. Capital letters have two principles use in English writing. First, they may be used to distinguish between particular and general classes of person, place, and things. There are some special situations that call for the use of capital letters; first word in quotation, a formal statement and proper adjectives. The ability to spell correctly can be acquired with a little persistent practice.

### 4. The Writing Process

The writing process is a powerful tool. It is so helpful in structuring student effort (without getting in the way of student progress). The biggest change in teaching writing may come from shifting expectations about the amount of time students need to complete a particular writing project (Hale, [www.dailywriting.com](http://www.dailywriting.com))



The writing process involves generating ideas, developing and organizing the ideas, and revising and editing them. Effective writing cycle through these stages to achieves writing purposes.



Figure 1. The Writing process

a. Generating Ideas

In all subject areas, students need to develop skills for getting what they know about a topic down on paper, and generating ideas or finding additional facts. They also need skills to check whether their writing is on-topic and fulfills its purpose. Further, they need to be able to explain the writing assignment and the process which is they are following to complete the assignment effectively.

b. Developing and Organizing Ideas

Students need to know how to organize what they have learned about any topic or assignment into a well-structured

whole. In longer writing assignments, they need to know how to create a strong, focused introduction that catches the reader's interest; how to link ideas in logically connected paragraphs that contain enough supporting detail; and how to conclude with a strong ending.

c. **Revising and Editing**

Students need individual and group skills to assess their own work and the others work of content, clarity, form and style, and for errors in grammar, punctuation and spelling. Ultimately, students have individual responsibility for the accuracy of their work, but they need to know how to help each other improve.

## **5. The Requirements of Good Writing**

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey meaning. To write an interesting text and good paragraph, we should know what a paragraph is.

According to Oshima and Hogue (1997:28), a paragraph is a group of sentences which contain relevant information about one main or central idea. A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph. Idea is the beginning of creative process. A paragraph basically consists of three parts; those are introduction, body, and

conclusion. In writing a good paragraph, we should concern to two things (Oshima and Hogue, 1997:31) :

a. Unity

The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentences stick together.

b. Coherence

Coherence also plays an important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas.

## 6. Strategy for Writing Teaching Process

According to Harmer (2004:11-12), there are numbers of strategies that teachers need to consider and concentrate during conduct the process of writing, there are :

a. Get students to plan writing

Before getting students to write teacher can encourage students to think about they are going to write by planning the content and sequence of what they will put down on paper (or type into the computer). There are various ways of doing this activity, including, at one end of the scale, brainstorming (where the students in pairs or groups come up with as many ideas as they can through discussion) to more guided tasks where the teacher

includes a number of activities which leads students to plan for a forthcoming task. When students are planning, teacher can encourage them to think about the content of what they want to say, what the purpose of their writing is, and who the audience is they are writing for.

b. Encourage students to draft, reflect and revise writing

Students who are unused to process-writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first draft as first attempt and not as finishes product. One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair of group of students working together on a piece of writing can respond to each others ideas (both in terms of language and content), making suggestion for changes, and so contributing to the success of the finishes product.

c. Respond to students' writing

In order for a writing process approach to work well, some teachers may need to think the way in which to respond their students' work, in place of doing correction to a finished version; at times, to respond to a work-in-progress. Alternatively, teachers can read through a draft and make written suggestions about how the text could be reordered. This is especially appropriate, for

example, when the class is working in a computer, there could be a central console.

Another possibility is for the teacher to write out their own version of how a section of text might look better. Such reformulation will be beneficial to the student who compares their version with their teachers.

## **C. Brainstorming Method**

### **1. Definition of Brainstorming**

Brainstorming is a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously (For groups, the ideas contributed by its members). The term was popularized by Alex Faickney Osborn in the 1953 by book *Applied Imagination*. Osborn claimed that brainstorming was more effective than individuals working alone in generating ideas, although more recent research has questioned this conclusion. Osborn outlined the method in his book *Your Creative Power* where he claimed about two principles contribute to ideas efficacy, these being; defer judgment and reach for quantity (<http://en.wikipedia.org/wiki/Brainstorming>)

Brainstorming is prewriting activity in which you come up with a list of ideas about a topic on your own or in small group with your classmate, write down quickly a list of ideas as you are thinking about

general subject or specific topic (Oshima and Hogue, 1997:68). For simply, Herrick *et al.* in their article: *How to Brainstorm* (<http://www.wikihow.com/Brainstorm>) defined that brainstorming is one of the most common types of informal invention. It can be used when writers encounter writers' block or when they are not sure what to write about. Brainstorming can also be used to guide writers in a certain direction if they already have a topic or idea that they wish to explore. This exercise helps writers to gather their thoughts and ideas before they begin writing a paper or other document. The end result of brainstorming should be lists of words or phrases that are somehow related in the writer's mind.

## **2. Brainstorming Steps**

Oshima and Hogue (1997:68) arranged some brainstorming steps, there are:

- a. Write down your general subject or specific topic
- b. Make a list of everything comes to your mind about it.
- c. Use words, phrases, and/or sentence. Don't worry about the order of idea, mechanics, grammar, or spelling.
- d. Just keep writing down whatever comes to your mind until you run out of idea. Because you are only brainstorming, don't be concerned if you repeat several ideas.

Brainstorming is useful whether you have too few ideas, or too many. It can help you whether you don't know how to organize your

thoughts, or whether you don't even have any thoughts. But before you start, remember the first rule of brainstorming: Enumerate, don't evaluate. Just get the ideas down, and don't judge them or organize them until the creative phase has wound down (Nichol, 2013 at [www.dailywritingtips.com](http://www.dailywritingtips.com)).

This exercise helps writers to gather their thoughts and ideas before they begin writing a paper or other document. The end result of brainstorming should be lists of words or phrases that are somehow related in the writer's mind.

### **3. Brainstorming Strategies**

Nichol ([www.dailywritingtips.com](http://www.dailywritingtips.com)) distinguished the five brainstorming strategies for writer. There are, as follow:

#### **a. Cubing**

In this strategy, a topic or idea is examined from six distinct view points. There are: describe the topic (what is it?), compare it (what is it like or unlike?), associate it (what does it make you think of?), analyze it (what constituent part is it made of?), apply it (how can it be used?), and argue for and/or against it (how can you support or oppose it?).

Cubing was developed as a critical-thinking exercise to help students express their thoughts in opinion essays, but it can be adapted for general nonfiction writing, though it is of limited value for fiction.



A similar technique is to explore three perspectives: the first is to describe the topic and its features, its constituent parts, and its challenges, and to compare and contrast it with other topics. The second is to trace the history of the topic and the influences on it throughout that history, and the topic's evolution. The third is to map the topic to similar contemporary topics as well as to its influences, and to topics that it influences.

b. Free writing

You don't know what to write? And just write it. Do not pause in order to spell correctly or write flawlessly, and don't go back to rewrite. Turn off your inner editor. Do not strive for coherence but just write down your ideas. Consider closing your eyes while you are writing or typing, or turn the computer monitor off. Just write.

c. Listing

If your intent is to write an essay or a review or profile, what do you want to communicate? If you wish to craft a story, which ideas and elements do you wish to convey? Jot down a list of phrases or single words you will return to later. For nonfiction, the list can consist of opinions, arguments, facts, questions, or components, or any combination of the above. For fiction, the list consists of people, places, things, values or qualities, goals, and obstacles.



d. Mapping

Mapping, also known as clustering and webbing, is a graphic form of listing that simply involves jotting down ideas on the large writing surface and making connections by associating similarly theme ideas with color-coded circles or underlines of distinct patterns and then indicating other relationships by linking with lines.

e. Researching

If you do not know enough the topic you want to write about and how to populate the piece with ideas, you should go to the library or call up reference in the some web sites. You might find the key point you've been looking for, or change the one you had in favor of new details for your writing purposes.

Beside all about brainstorming above, Herrick *et al.* ([www.wikihow.com/brainstorm](http://www.wikihow.com/brainstorm)), also realized two warnings about brainstorming. First, brainstorming is not guaranteed to break the toughest writers' block, but it should give you a mental warm-up and an idea of where you are going with your writing process. Second, brainstorming can be very frustrating at times, so remember to take a break every so often.

## **D. General Concept of Recount Text**

### **1. Definition of Recount Text**

According to Hyland (2004: 29 in Helmi, 2012: 27), recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. Based on genre, recount is a kind of genre used to retell events for the purpose of informing or entertaining (Hartono, 2005:4).

### **2. Characteristic of Recount Text**

#### **a. Purposes and structure**

In the recount text, the events often involve one participant who is the main actor throughout the text rather than the change in participant roles that is typical of more elaborated narratives. The events are organized according to temporal sequence and some objects descriptions are incorporated into recounts as students write about setting and characters. In writing a recount, the writer may also add evaluation to the retelling of events and making judgment about the significance of the events. Recount also appears in text types such as friendly letters or responses to literature (Scheppegrell, 2003:10). The purpose of a recount is to give the audience a description of what occurred and when it occurred (Jones, 2013 at Slideshare.com)

b. Language features

*Action* and *saying* verbs to report events, *being* and *having* verbs with attributive adjectives to introduce description and evaluation (For example: *it was green and black, it was good story*), *thinking* or *feeling* verbs (e.g. *I liked the story, I thought it was sad*) to report personal evaluation (Scheppegrell, 2003:19).

Recount text is usually gets a thoughtful title; for example: *The best day ever, One Stormy Sunday, The Terrifying Leap*, and so on (Jones, 2013 at Slideshared.com). Recount text uses connecting words, for examples: *a few minutes later, meanwhile, afterwards, later*, and so on. In writing recount text, we are expected to be able to use amazing adjectives to help create a picture in the reader's mind and write a clear introduction by using 5W question (what, who, where, when, and why).

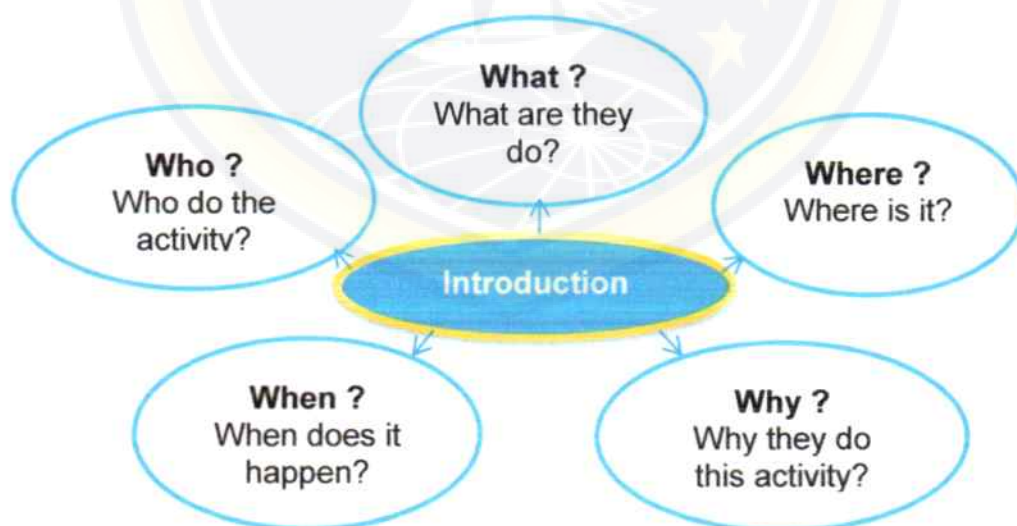


Figure 2. Orientation by using 5W question model

In this figure below, there is a technique how to make an ideal recount text by put on some support paragraphs.

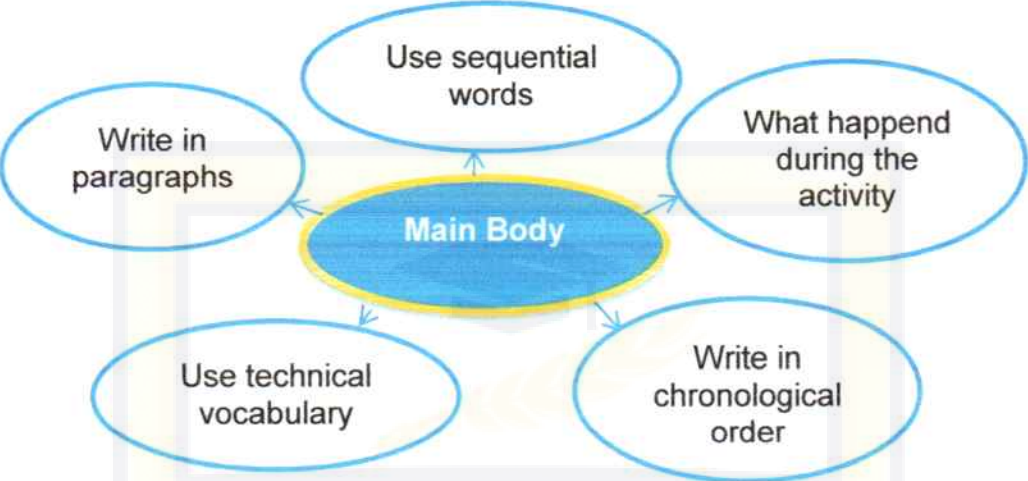


Figure 3. How to support paragraph

Here the example of recount text ;

Thoughtful title



**How Could I Hide My Face?**

Orientation

One afternoon a month ago, I was very hungry. As I didn't cook anything, I decided to go to a café which is placed about a hundred meters from my rent house.

First Even

I changed my trousers and shirt then left to the café by myself because my roommate hadn't come yet from the school. As soon as I got to the café, I ordered the meal with fresh vegetable soup that seemed very delicious in the hot day, and also a glass of tea. When they were served, I ate up eagerly the meal and soup and drank the tea. I was satisfied and it was the time to pay. I grabbed my trousers pocket and I was shocked. My hands didn't feel there

*was any wallet there. I felt so embarrassed that I didn't dare to see the faces of the customers.*

Second even

*I tried to control myself in front of the people. I collected my courage to come to the cashier. Feeling uneasy, I told her that I left my wallet in the other trousers at the rent house and promised to take it and came back soon. Some customers looked at me. I thought I must hide my face. She nodded and said it was not a matter.*

Reorientation

*Finally, I ran to my rent house and got back with the money. I gave it to her and came out of the café. What a relief! It should not happen again to me.* (Source: Goner, <http://typeoftext.blogspot.com>)

### 3. Types of Recount

There are three types of recount:

- a. Personal recount : retelling of an activity that the writer has been personally involved in (e.g. friendly letter, diary)
- b. Factual recount: recording the particulars of an accident (e.g. report of a science experiment, news report, and historical).
- c. Imaginative recount: taking on an imaginary role and giving details of events (e.g. a topic about afterlife).

### 4. The Difference between Recount and Narrative Text

The easiest way to catch the difference is analyzing the generic structure. Recount text presents the past experiences in order of time



or place. Recount describes series of events in detail. It does not expose the struggle on how to make them happen. Narrative texts always appear as a hard portrait of participant's past experience. The conflict is the most important element in a narrative text (Pianda, 2013 at Slideshared.com).

#### E. Conceptual Framework

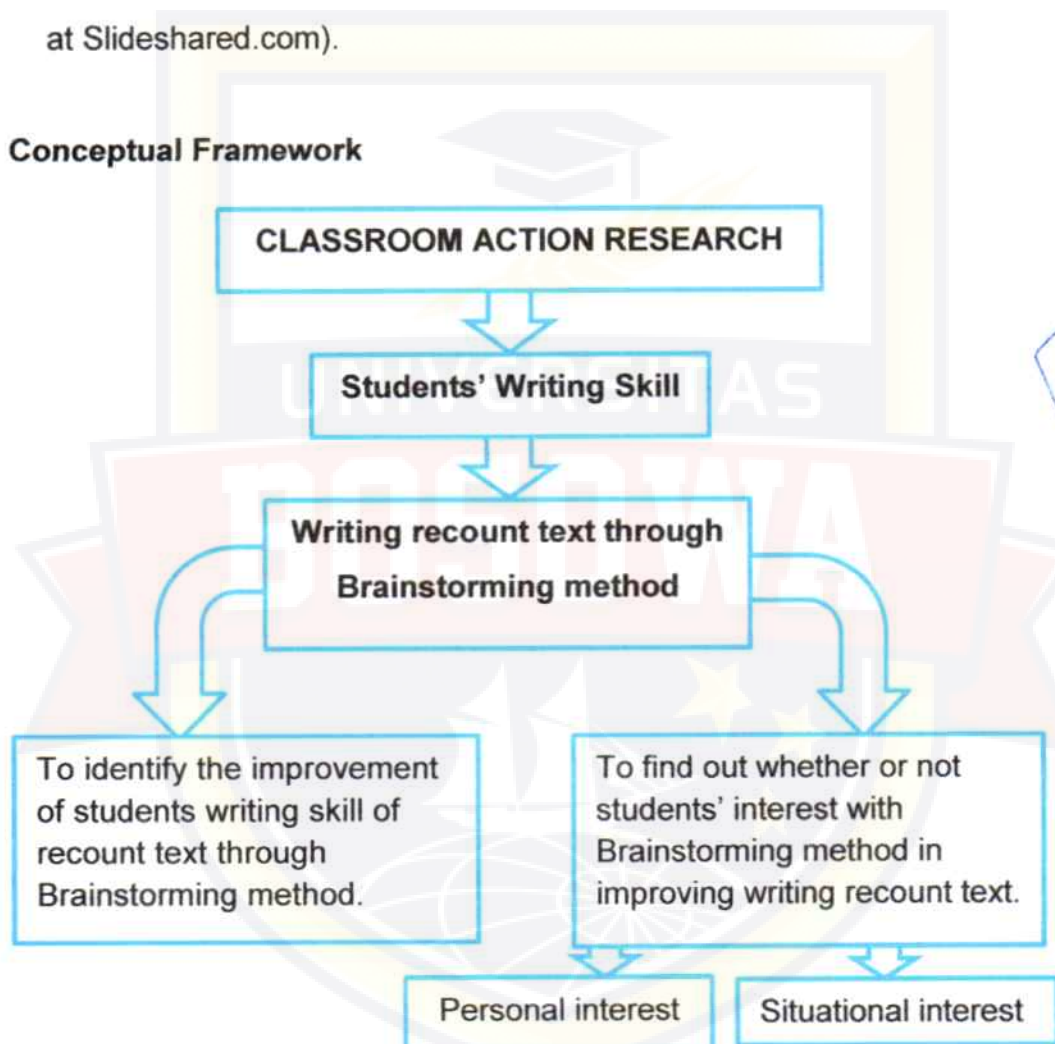


Figure 4. Research Framework

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter consists of method of research, location and time of research, population and sample, variable and research design, data collection technique, and technique plan of analyze data. This chapter also describes a writing assessment rubric.

##### **A. Method of Research**

Methods of research are significant and important parts of all scientific activities. According to Arikunto (2002: 24) action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence and situation.

This is a Classroom Action Research (CAR) which is a research method based on classroom learning process activities to improve students' writing skill of recount text by using Brainstorming method. According to Wiriarmaja, cited by Helmi (2012:31) stated, classroom action research is method how a group of teacher can organize his/her teaching learning condition and learn from their experience. In this research, the writer collaborated with the teacher in learning process and evaluation.

## **B. Location and Time of Research**

### **1. Location of research**

This research located at SMP Negeri 25 Makassar. The writer chosen this location because of interesting of anything of SMP Negeri 25 is since done teaching practice program (PPL) for eight meeting on August 2013. The writer knew enough about school, school headmaster, teachers, administration officers, and students who have given attention, chance, spirit, and motivation during PPL until conducted the research.

### **2. Time of research**

This research has covered by two cycles; cycle 1 conducted on November 30, 2013 and cycle 2 on December 2, 2013.

## **C. Population and Samples**

### **1. Population**

In this research, the writer has made a restricted subject or the population of the research. The population of the research is all the eight grade students of SMP Negeri 25 Makassar in the 2013/2014 academic year.

### **2. Samples**

The writer used total sampling technique so the samples in this research were all the eight grade class VIII.6 students of SMP Negeri 25 Makassar amount to 33 students.



## D. Variables and Research Design

### 1. Variables

A variable is defined as something that varies from one case to another. Arikunto, *et al.* (2002:98), defined that Independent variable (the major variable) is the variable, which is selected, manipulated and measured by the writer; the dependent variable is variable which one observes and measures to determine the effect of the independent variable. Those variables in this research are:

- a. Independent variable : Brainstorming method
- b. Dependent variable : students' writing skill

### 2. Research Design

This research conducted in the classroom. This activity contains two cycles. Each cycle has four elements: planning, action, observing and reflecting (Arikunto, *et.al*, 2008:140). There are four components in one cycle for doing action research, they are:

#### a. Cycle 1

##### 1) Planning

In this section, the writer made some preparation, there are: a) Made a lesson plan of teaching writing skill, there are including the writing skill material, general concept of recount text, and Brainstorming method, b) chosen the theme about last holiday, and c) prepared the observation sheet and formative test.

## 2) Acting

In this section, the writer a) presented to the students writing material such as Brainstorming method, steps in writing, and good writing characteristic; types of text and all about recount text, b) gave students writing assignments : writing a simple recount text about last holiday as a theme, c) evaluated students' writing products and making summary about materials.

## 3) Observing

In this step, the writer observed all events or activities during the research. The writer observed the situation in the class during lesson, response and students' interest in writing recount text through Brainstorming method.

## 4) Reflecting

Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps to get the final goals of the research. The writer and students evaluate together about learning writing process and practice writing activity. After this section, the writer made a planning for second cycle activities.

## b. Cycle 2

### 1) Planning

After doing cycle one activity, in this section, the the writer arranged some preparation, there are:

- a) Made a lesson plan of teaching writing skill; there are including technique to write recount text through Brainstorming method and recount text by using some pictures as the media to reach the aids of learning writing.
- b) Chose the same theme as in cycle one; that is about last holiday; the goal of getting same theme is to make sure students' skill in developing their previous recount text.
- c) Prepare a checklist for observation and questioner in order to measure students' interest in Brainstorming method.

### 2) Acting

In this phase, the writer made some review about the learning material as well done in the previous meeting. The addition in this second meeting was involving some pictures as tools to describe the details of a recount story as comic series. After this activity, students practice wrote a recount text with the theme: my last holiday, this is a second cycle test. The writer also asked the student to answer the questioner.

### 3) Observing

In this step, the writer observed all events or activities during the research. The writer observed the situation in the class during lesson, response and students' interest in writing recount text through Brainstorming method.

### 4) Reflecting

In this last section, the the writer assessed students' writing products and evaluated the process of learning writing skill. The writer also asked students to fill in questioner about how far students interest in practice writing recount text through Brainstorming method.

## **E. Data Collecting Technique**

### 1. Test

The purpose of using test is to measure how good the achievement of the students in learning writing is. The the writer conducted a cycle 1 test and cycle 2 test. The first cycle test purpose is to know whether there were good achievements of the students in producing a recount text. Second cycle test aim is to identify whether the students can really produce a better recount text.

### 2. Observation Sheet

Observation sheet was used to monitor the students' activities during the teaching learning process. The the writer observed the

classroom situation in order to measure students' interest in learning writing activity through Brainstorming method. There are some indicators that were attended in this research: students' participation, students' responses, and students' answer the questions and doing writing test. The writer itself as the researcher who observed directly the learning activities scored the observation sheet. The scores for each indicator based on the string values in range percentage to become numeric values. In this case, the writer adopted observation sheet from Helmi (2012: 39).

### 3. Questionnaire

In this research, the writer gave the participants or samples a questionnaire about the learning method through Brainstorming method is interested student to increase writing skill of recount texts or not. This questionnaire used Guttman scale, which is, indicated the consistent answer/choice assertively. There are just a yes and no option for each question (Arikunto, 2002:91).

## F. Data Analysis Technique

### 1. Writing Assessment Rubric

To assess students' writing products in cycle 1 and cycle 2 test, the writer used the scale scoring categories which is developed by Jacobs (Hughes, 2005:104) as follows:

Table 1. Scoring Guide

Components	Score	Criteria
1	2	3
Content	30-27	<b>excellent to very good:</b> substantive knowledge, through development of thesis. relevant to assigned topic
	16-22	<b>good to average:</b> some knowledge of subject. Adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	<b>fair to poor:</b> limited knowledge of subject. Little substance and inadequate topic development.
	16-13	<b>very poor:</b> does not show knowledge of subject. Non-substantive, no pertinent, and not enough to evaluate.
Organization	20-18	<b>excellent to very good:</b> fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing and cohesive.
	17-14	<b>good to average:</b> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	<b>fair to poor:</b> non-fluent, ideas disconnected, lacks logical sequencing development.
	9-7	<b>very poor:</b> does not communicate. Unorganized and not enough to evaluate.
Vocabulary	20-18	<b>excellent to very good:</b> sophisticated range, effective word/idiom choice and usage, mastery of word form and appropriate register.
	17-14	<b>good to average:</b> adequate range. Occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	<b>fair to poor:</b> limited range. Frequent errors of word/idiom form, choice, usage.
	9-7	<b>very poor:</b> essentially translation. Little knowledge of English vocabulary, idioms, word form or not enough to evaluate.
Language Use	25-22	<b>excellent to very good:</b> effective complex constructions. Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21-18	<b>good to average:</b> effective but simple constructions. A few problems in complex constructions. Several errors of agreement,

To be continued

## Continuation

		tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	<b>fair to poor.</b> major problems in simple/complex constructions. Sequent errors of negation, agreement, tense, number, word order, articles, pronouns, prepositions and/or fragments,
	10-5	<b>very poor.</b> virtually no mastery of sentence construction rules. Dominated by errors, does not communicate and not enough to evaluate
Mechanic	5	<b>excellent to very good:</b> demonstrates mastery of conventions. Few errors of spelling, punctuation, capitalization, and paragraphing.
	4	<b>good to average:</b> occasional errors of spelling, punctuation, capitalization, and paragraphing but not obscured the meaning
	3	<b>fair to poor.</b> frequent errors of spelling, punctuation, capitalization, and paragraphing. Poor handwriting and meaning confused or obscured
	2	<b>very poor.</b> no mastery of conventions. More errors of spelling, punctuation, capitalization, and paragraphing. Handwriting illegible and not enough to evaluate.

After the writer gained students' cycle 1 and cycle 2 test score, the the writer assessed students recount text for each component (content, organization, vocabulary, language use, and mechanic) based on scoring guide above. The distribution of students' score in cycle 1 and cycle 2 tabulated for calculated the mean score, median score, maximum and minimum score.

The writer classified the students' score in every cycle into level or achievement category based on Depdiknas standard evaluation for writing skill (2006), as viewed on the following table.

Table 2. Depdiknas standard evaluation for writing skill.

No	Range	Classification
1	86-100	Very Good
2	71-85	Good
3	56-70	Fair
4	41-55	Less
5	0-40	Poor

2. Observation score

This observation score based on thr observation sheet, which is, adopted from Helmi (2012 : 39). The writer as the researcher who observed directly the learning activities scored the observation.

Table 3. Observation Sheet

No	Indicators	None (0 %)	A few (< 20%)	Half (20-49%)	Many (50-69%)	Majority (> 70 %)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher's explanation.						
2	Students make a note about teacher explanation						
3	Students asks questions to the teacher to clarify understanding						
4	The students are enthusiastic in responding questions						
5	The students answer teacher's questions						
6	The students are enthusiastic doing and complete the writing test						



The scores for each indicator based on the string values in range percentage to became numeric values. There were six indicators, where for each indicator, the minimum score was one and the maximum score was five, so the total of maximum score was 30. Total score for each indicator divided by the total of maximum score then multiplied to 100% calculated the observation scores for each cycle. The formula as shown below;

$$\text{Observation Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

### 3. Questioner Score

The writer used Guttman scale to scoring questioner. There were just two options: *yes* and *no* for each question where if *yes* scored by 1 and score 0 if students chosen *no* option. The purpose of questioner was to know student personal interest in writing recount text through Brainstorming method.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter deals with research findings, description and analysis of cycle 1 and cycle 2, and discussion of the research findings.

#### **A. Findings**

This Classroom Action Research (CAR) was conducted to eight graders students class VIII.6 of SMP Negeri 25 Makassar on two cycles. Sequent, cycle 1 was held on November 30<sup>th</sup>, 2013 and cycle 2 on December 2<sup>nd</sup>, 2013. Beside of teaching writing and gave students two times practices writing recount text, the writer also conducted two times observation by using observation sheet that prepared in planning phase and asked students to filled in a questioner for each student.

This CAR was conducted into two cycles, where each cycle covered by four steps; planning, acting, observing and reflecting. The implementation of each cycle, as follow:

#### **1. The Cycle 1**

##### **a. Planning**

In the planning step, the writer prepared the teaching learning design, such as created lesson plan based on the teaching material. Then writer prepared the teaching learning process resources, such as the materials, the example of

recount text, the observation sheets, test evaluation, and present list in order to know students activeness in learning process.

b. Action

In this phase, writer conducted learning activities according to lesson plan of first meeting. Writer began the class by motivated students to write and how important of writing in daily life, for examples; write anything on their Facebook walls, Twitter, personal site, application letter, and whatever they pleased. The writer presented the Brainstorming method in writing a text and simulated its steps by drawing "holiday" as the theme and generated ideas together with students by used journalist question model or usually known by 5W + 1H question. After this activity, students practice to write a recount text with the theme : *My Last Holiday*, this is a cycle one test.

c. Observation

The writer observed the classroom situation in the order to know students interest, attention, and their participation during learning activities up to the doing writing practice individually. In this phase, the purpose to used observation sheet was to look into students' personal interest and classroom situational interest for general.

Table 4. Cycle 1 observation score

No	Indicators	None (0 %)	A few (< 20%)	Half (20-49%)	Many (50-69%)	Majority (> 70 %)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher's explanation			√			3
2	Students make a note about teacher explanation			√			3
3	Students asks questions to the teacher to clarify understanding		√				2
4	The students are enthusiastic in responding teacher's questions				√		4
5	The students answer teacher's questions		√				2
6	The students are enthusiastic doing and complete the writing test				√		4

Source: SMP Negeri 25 Makassar

$$\text{Observation Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

$$\text{Observation Score} = \frac{18}{30} \times 100\%$$

$$\text{Observation Score} = 60\%$$

Based on the observation score above, that could be explained that student's participation in whole learning process was satisfied enough (60%) but for more detail, an indicator about classroom interactive (asking and answering section)

between the writer and the students, there was just a few (less than 20%). It happened due to it was a first meeting so it must be handled for the better in the next meeting.

d. Reflection

After whole learning activities, writer assessed students writing recount text based on "Last Holiday" as the theme, the composition of recount text was minimally eight sentences. The students' score data of cycle 1 test displayed on the table below;

**Table 5. Distribution of test score in cycle 1 test**

<b>No.</b>	<b>Students</b>	<b>Score</b>
1.	s.1	55
2.	s.2	65
3.	s.3	69
4.	s.4	57
5.	s.5	66
6.	s.6	63
7.	s.7	58
8.	s.8	70
9.	s.9	64
10.	s.10	78
11.	s.11	60
12.	s.12	66
13.	s.13	63
14.	s.14	65
15.	s.15	80
16.	s.16	78
17.	s.17	59
18.	s.18	50
19.	s.19	62
20.	s.20	51
21.	s.21	65
22.	s.22	68

*To be continued*

## Continuation

23.	s.23	68
24.	s.24	62
25.	s.25	64
26.	s.26	80
27.	s.27	73
28.	s.28	50
29.	s.29	59
30.	s.30	63
31.	s.31	65
32.	s.32	Absent
33.	s.33	Absent
<b>Total</b>		<b>2008</b>
<b>Mean</b>		<b>64,77</b>
<b>Median</b>		<b>65</b>
<b>Maximum Score</b>		<b>83</b>
<b>Minimum Score</b>		<b>50</b>

Source: SMP Negeri 25 Makassar

For more detail, students' achievement in cycle 1 test for each component which is assessed in this research were displayed on following table:

**Table 6. The rate percentage of students' score in cycle 1 test for content.**

No.	Category	Range	Frequency	%
1.	Very Good	30-27	1	3,22
2.	Good	26-22	19	63,33
3.	Fair	21-17	6	19,35
4.	Poor	16-13	5	16,12
<b>Total</b>			<b>31</b>	<b>100%</b>

In the cycle 1 test, 1 student got very good category (3,22%), 19 students (63,33%) got good category, 6 students (19,35%) got fair category and 5 students (16,12%) got poor.

**Table 7. The rate percentage of students' score in cycle 1 test for organization.**

No.	Category	Range	Frequency	%
1.	Very Good	20-18	2	6,45
2.	Good	17-14	18	58,06
3.	Fair	13-10	7	22,58
4.	Poor	9 - 7	4	12,90
<b>Total</b>			<b>31</b>	<b>100%</b>

Table 7 above shown that in the cycle 1 test 2 students got very good category (6,45%), 18 students (58,06%) got good category, 7 students (22,58%) got fair category and 4 students (12,90%) got poor category.

**Table 8. The rate percentage of students' score in cycle 1 test for vocabulary.**

No.	Category	Range	Frequency	%
1.	Very Good	20-18	-	-
2.	Good	17-14	10	32,25
3.	Fair	13-10	12	38,70
4.	Poor	9-7	9	29,03
<b>Total</b>			<b>31</b>	<b>100%</b>

The students' score in the cycle 1 test for vocabulary component shown that none of the students got very good category, 10 students (32,25%) got good category, 12 students (38,70%) got fair ,and 9 students (29,03%) got poor category.

**Table 9. The rate percentage of students' score in cycle 1 test for language use.**

No.	Category	Range	Frequency	%
1.	Very Good	25-22	-	-
2.	Good	21-18	9	29,03
3.	Fair	17-11	8	25,80
4.	Poor	10-5	14	45,16
<b>Total</b>			<b>31</b>	<b>100%</b>

In the cycle 1 test, for language use component, there were none of the students got very good, 9 students (29,03%) got good category, 8 students (25,80%) got fair category, and 14 students (45,16%) got poor category.

**Table 10. The rate percentage of students' score in cycle 1 test for mechanics.**

No.	Category	Range	Frequency	%
1.	Very Good	5	11	35,48
2.	Good	4	6	19,35
3.	Fair	3	10	32,25
4.	Poor	2	4	12,90
<b>Total</b>			<b>31</b>	<b>100%</b>

The table above displayed the rate percentage of students' achievement in cycle 1 test for mechanics, there were 11 students (35,48%) got very good category, 6 students (19,35%) got good category, 10 students (32,25%) got fair category, and 4 students (12,90%) got poor category.



## 2. The Cycle 2

### a. Planning

In the planning step, based on the first meeting revising, the writer prepared the teaching learning design, such as created lesson plan and learning media. The learning material was same with cycle 1 materials but there were some revising, including the use of picture as the media to write a recount text. The writer also prepared a observation sheet and questioner.

### b. Action

In this phase, writer conducted learning activities according to lesson plan. Writer began the class by motivated students to write: writing skill is not a natural ability but it comes from practice. The writer presented the brainstorming method in writing a text and stimulated its steps by drawing "holiday" as the theme and generated ideas together with students by used journalist question model or usually known by 5W+1H question. The addition in this second meeting was involving some pictures as tools to describe the details of a recount story as comic series. After this activity, students practice wrote a recount text with the theme: my last holiday, this is a second cycle test. Writer also asked for each student to answer the questioner.

### c. Observation

The writer observed the classroom situation by use observation sheet in the order to know students interest, attention, and their participation during learning activities up to the doing writing practice individually.

**Table 11. Cycle 2 observation score**

No	Indicators	None (0 %)	A few (< 20%)	Half (20-49%)	Many (50-69%)	Majority (> 70 %)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher's explanation.				√		4
2	Students make a note about teacher explanation						3
3	Students asks questions to the teacher to clarify understanding				√		4
4	The students are enthusiastic in responding teacher's questions				√		4
5	The students answer teacher's questions					√	5
6	The students are enthusiastic doing and complete the writing test					√	5

*Source: SMP Negeri 25 Makassar*

$$\text{Observation Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

$$\text{Observation Score} = \frac{25}{30} \times 100\%$$

$$\text{Observation Score} = 83\%$$

Based on the observation score above, the whole learning process was better than previous meeting. The problem of interactive classroom indicator has solved by the involving some picture as the learning media in brainstorming method for recount text details purpose.

d. Reflection

After whole learning activities, the writer assessed students writing skill by asked them to write a recount text based on "Last Holiday" as the theme, the composition of recount text was minimally eight sentences. The result of cycle one test as clear displayed on the table below;

**Table 12. Distribution of test score in cycle 2.**

No.	Students	Score
1.	s.1	70
2.	s.2	73
3.	s.3	73
4.	s.4	69
5.	s.5	70
6.	s.6	78
7.	s.7	81
8.	s.8	86
9.	s.9	80
10.	s.10	87
11.	s.11	89
12.	s.12	83
13.	s.13	79
14.	s.14	78
15.	s.15	91
16.	s.16	87
17.	s.17	73
18.	s.18	71

*To be continued*

Continuation

19	s.19	79
20	s.20	73
21	s.21	81
22	s.22	80
23	s.23	83
24	s.24	79
25	s.25	90
26	s.26	89
27	s.27	74
28	s.28	72
29	s.29	71
30	s.30	75
31	s.31	80
32	s.32	69
33	s.33	70
Total		2583
Mean		78,27
Median		79
Maximum Score		91
Minimum Score		69

Source: SMP Negeri 25 Makassar

For more detail, students' achievement in cycle 2 test for each indicator which is assessed in this research was displayed on following table:

Table 13. The rate percentage of students' score in cycle 2 test for content.

No.	Category	Range	Frequency	%
1.	Very Good	30-27	7	21,21
2.	Good	26-22	23	69,69
3.	Fair	21-17	3	9,10
4.	Poor	16-13	-	-
Total			33	100%

In the cycle 2 test, there were 7 student (21,21%) got very good category, 23 students (69,69%) got good category, 3 students (9,10%) got fair and no one students got poor.

**Table 14. The rate percentage of students' score in cycle 2 test for organization.**

No.	Category	Range	Frequency	%
1.	Very Good	20-18	8	24,24
2.	Good	17-14	19	57,58
3.	Fair	13-10	4	12,12
4.	Poor	9-7	2	6,06
<b>Total</b>			<b>33</b>	<b>100%</b>

The table above shown that in the cycle 2 test 8 students got very good category (24,24%), 19 students (57,58%) got good category, 4 students (12,12%) got fair category and 2 students (6,06%) got poor category.

**Table 15. The rate percentage of students' score in cycle 2 test for vocabulary.**

No.	Category	Range	Frequency	%
1.	Very Good	20-18	5	15,15
2.	Good	17-14	19	57,58
3.	Fair	13-10	5	15,15
4.	Poor	9-7	4	12,12
<b>Total</b>			<b>33</b>	<b>100%</b>

The students' achievement in the cycle 2 test for vocabulary component shown that 5 students (15,15%) got very

good category, 19 students (57,58%) got good category, 5 students (15,15%) got fair category, and 4 students (12,12%) got poor category.

**Table 16. The rate percentage of students' score in cycle 2 test for language use.**

No.	Category	Range	Frequency	%
1.	Very Good	25-22	2	6,06
2.	Good	21-18	14	42,43
3.	Fair	17-11	10	30,30
4.	Poor	10-5	7	21,21
<b>Total</b>			<b>33</b>	<b>100%</b>

Table 16 above shown that in the cycle 2 test, 2 students (6,06) got very good, 14 students (42,43%) got good category, 10 students (30,30%) got fair category, and 7 students (21,21%) got poor category.

**Table 17. The rate percentage of students' score in cycle 2 test for mechanics.**

No.	Category	Range	Frequency	%
1.	Very Good	5	19	57,58
2.	Good	4	12	36,36
3.	Fair	3	2	6,06
4.	Poor	2	-	-
<b>Total</b>			<b>33</b>	<b>100%</b>

The table above displayed the rate percentage of students' score in cycle 2 test for mechanics, there were 19

students (57,58%) got very good category, 12 students (36,36%) got good category, 2 students (6,06%) got fair category, and no one student got poor category.

In this phase, writer also asked to the students to answer the questioner which has prepared before. The questioner purpose is to know whether students interest or not to the brainstorming method, writing a recount text, and writing skill itself. The questioner data have collected by used Guttman scale, which is displayed based on data processing, as follow:

**Table 18. The students' personal interest**

No.	Questions	Frequency		Total
		Yes	No	
1.	Do you like writing?	29	4	33
2.	Are you interest in learning writing?	26	7	33
3.	Are you interest in brainstorming method?	27	6	33
4.	Do you agree to this method help you to write anything?	31	2	33
5.	Are you interest in writing recount text?	25	7	33
6.	Are you interest in writing recount text through brainstorming method?	30	3	33

*Source: SMP Negeri 25 Makassar*

## B. Discussion

### 1. The Cycle 1

The cycle 1 activities were held on November 30, 2013. In this cycle, writer conducted the meeting by describing what is recount text including its generic structure and language use, and presented a simple explanation about brainstorming method in writing recount text. Writer presented examples of recount text based on the theme: last holiday. Writer and students practice together in writing a recount text by drawing a topic and developed it by using 5W+1H question model and developed again by put on some support paragraphs for each detail.

After whole activities, students were asked to create their own recount text on the paper. The students' score from cycle 1 activity, after assessed each writing component, then classified into some categories as well as viewed in the following table.

**Table 19. The rate percentage of students' score in cycle 1 test.**

No	Range	Category	Freq.	%
1	86 – 100	Very Good	-	-
2	71 – 85	Good	23	74,2%
3	56 – 70	Fair	6	19,3%
4	41 – 45	Less	2	6,5%
5	0 – 40	Poor	-	-
<b>Total</b>			<b>31</b>	<b>100%</b>

*Source: SMP Negeri 25 Makassar*



The students' score in the cycle 1 test, there were 23 (74,2%) students got good category, 6 (19,36%) students got fair category, 2 students got less category, and neither one student got poor category nor excellent category. The mean score of students' score was 64,35 with the minimum score was 49 and maximum score was 80.

The writer found on this cycle activity that mostly students have good content and organization but generally they wrote a recount text in present tense, limited range of vocabulary, some mistakes in mechanics (spelling and capitalization) and mostly students did not have thoughtful title for their recount text.

## **2. The Cycle 2**

Based on cycle 1 evaluation, the writer conducted cycle 2 activity. The cycle 2 activity was held on November, 30<sup>th</sup> 2013. The writer presented the review material of recount text through brainstorming method with involving some pictures as the tools for each detail event of recount text. This creative technique was success got students participation in learning writing and made students' interest in practice writing a recount text. It can be seen in observation score that there were the better classroom interactive and all students enthusiastic in doing writing assignment.

After done the cycle 2 tests, the writer assessed students

writing products and classified them into level or categories based on Depdiknas standard evaluation for writing skill. The students' score of cycle 2 test can be seen on the table below;

**Table 20. The rate percentage of students' scores in cycle 2 test.**

No	Range	Category	Freq.	Percentage
1	86 – 100	Very Good	6	18,2
2	71 – 85	Good	23	69,7%
3	56 – 70	Fair	4	12,1%
4	41 – 45	Less	-	-
5	0 – 40	Poor	-	-
<b>Total</b>			<b>33</b>	<b>100%</b>

*Source: SMP Negeri 25 Makassar*

Based on the students' score rate percentage and classification on the table above, in cycle 2 test, there were 6 students (18,2%) classified into very good category with score range 86-89, 23 students (69,7%) classified into good category in score range (71-83), and 4 students (12,1%) classified into fair category in score range (69-70). The mean score was 77,94 where maximum score was 89 and minimum score was 69.

In this cycle, the writer found that students have some improvement in writing recount text. Most students developed their writing content that relevant to assigned topic, well organization, fluent expression and logical sequencing. For vocabulary component, just a few students have occasional errors of word, idiom form, and usage but did not obscure the meaning. Students who have good category just made some mistake in using tenses,

preposition, pronoun, and fragments. In this writing test, none of students have mistake in mechanic component.

### 3. The Improvement of Students' Writing Skill

Based on the result of research about improving students' writing skill of recount text through brainstorming method, which refers to writing practice and assessment of cycle one and cycle two. We have known that there was an improvement of writing recount text of eighth grade students of SMP Negeri 25 Makassar. The improvement can be known based on the measurement done on cycle 1 and cycle 2 where mean score in cycle 2 was greater than mean score in cycle 1 test ( $78,27 > 64,77$ ). It means the significant improvement amount to 13,5 point.

Generally, students' achievement from cycle 1 to cycle 2 can be viewed on the following table:

**Table 21. The cycle 1 and 2 students' test score**

No	Cycle	Freq.	Total Score	Mean Score	Median Score
1.	Cycle 1	31	2008	64,77	65
2.	Cycle 2	33	2583	78,27	79

*Source: SMP Negeri 25 Makassar*

The table above described that in two times conducted the CAR, the mean score and median score of cycle 2 test was greater than cycle 1 test (there were 2 students did not attend in the cycle 1 writing test). It is indicated that more students really can create a

better recount text, or in the other word, students' writing skill of recount text have significant improvement.

For more detail, the students' score for the six components which are assessed based on Jacob's writing rubric displayed on the following table:

**Table 22. The combination of students' score for six assessed-components in cycle 1 and cycle 2.**

No	Component	Range	Category	Freq.		Increase ↑ Decease ↓ (%)
				C1	C2	
1.	Content	30-27	Very Good	1	7	↑ 18,2 %
		26-22	Good	19	23	↑ 12,1 %
		21-17	Fair	6	3	↓ 9,1 %
		16-13	Poor	5	-	↓ 15,1 %
2.	Organization	20-18	Very Good	2	8	↑ 18,2 %
		17-14	Good	18	19	↑ 3,0 %
		13-10	Fair	7	4	↓ 9,1 %
		9-7	Poor	4	2	↓ 6,1 %
3.	Vocabulary	20-18	Very Good	-	5	↑ 15,1 %
		17-14	Good	10	19	↑ 27,2 %
		13-10	Fair	12	5	↓ 21,2 %
		9-7	Poor	9	4	↓ 15,1 %
4.	Language use	25-22	Very Good	-	2	↑ 6,1 %
		21-18	Good	9	14	↑ 15,1 %
		17-11	Fair	8	10	↑ 6,1 %
		10-5	Poor	14	7	↓ 21,2 %
5	Mechanics	5	Very Good	11	19	↑ 24,2 %
		4	Good	6	12	↑ 18,2 %
		3	Fair	10	2	↓ 24,2 %
		2	Poor	4	-	↓ 12,1 %

Source: SMP Negeri 25 Makassar

The very good and good categories have increase and the fair and poor categories were going down or decease significantly.

The poor categories have decease by a half point from cycle 1 test

to cycle 2 test. Ideally, there were should be no student in poor category for language use, vocabulary, and organization component but this is a fair case for beginner and intermediate level. From the significant of improvement percentage for very good and good categories and the decease for fair and poor categories, the writer can conclude that there was a good achievement.

**Table 23. The cycle 1 and cycle 2 observation score**

No	Cycle	Score	Percentage
1.	Cycle 1	18	60%
2.	Cycle 2	25	83,3%

*Source: SMP Negeri 25 Makassar*

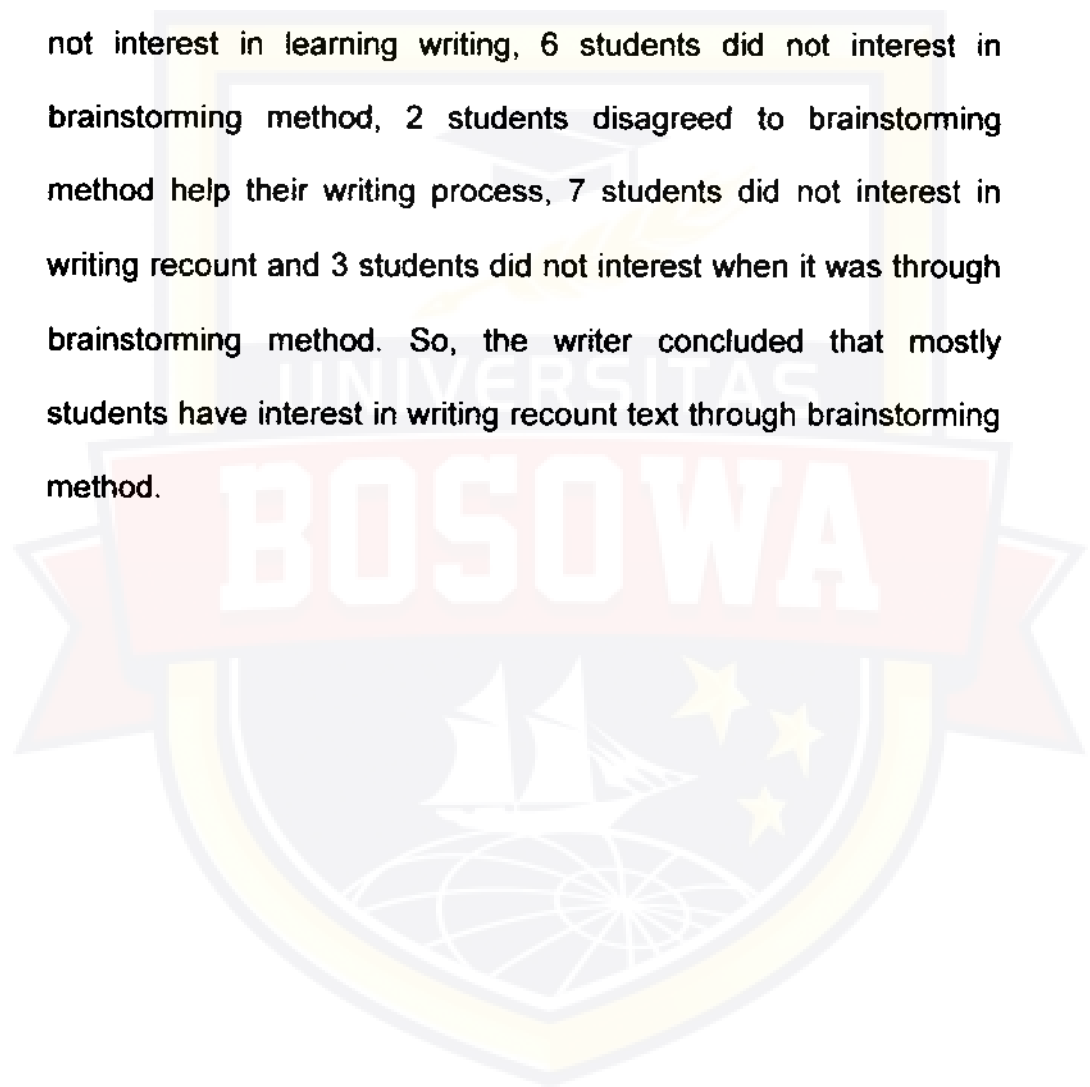
The data has shown that there were more situational and students' interest which is denoted by 7 differences point or 23,3% when second cycle has been conducted.

**Table 24. The students' personal interest**

No.	Questions	Frequency		Total
		Yes	No	
1.	Do you like writing ?	29	4	33
2.	Are you interest in learning writing ?	26	7	33
3.	Are you interest in brainstorming method ?	27	6	33
4.	Do you agree that method help you to write anything ?	31	2	33
5.	Are you interest in writing recount text ?	25	7	33
6.	Are you interest in writing recount text through brainstorming method ?	30	3	33

*Source: SMP Negeri 25 Makassar*

Based on the data above, due to all items were positive interrogative forms so the focus in interpreted students' responds was its opposite choice (if students answered *no*). From 33 students, there were 4 students did not like writing, 7 students did not interest in learning writing, 6 students did not interest in brainstorming method, 2 students disagreed to brainstorming method help their writing process, 7 students did not interest in writing recount and 3 students did not interest when it was through brainstorming method. So, the writer concluded that mostly students have interest in writing recount text through brainstorming method.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter contains of two parts namely conclusion and suggestion based on the research findings in the previous chapter. Each part was described as follows :

#### **A. Conclusion**

After analyzing the findings and discussions of the research, the writer concludes that there was a significant writing skill improvement of eighth grade students of SMP Negeri 25 Makassar. After conducted two times writing test in two cycles writing activities through brainstorming method, students can create a better recount text as well as theoretical standard based on its genre, general structure, and language features.

The improvement was identified by the students' score in cycle 1 test and in cycle 2 test, where the mean score of cycle 1 test (78.27) was greater than the mean score of cycle 1 test (64.77). In means the significant improvement amount to 13,5 point. In the other words, brainstorming method as prewriting activity is effective in improving the students' writing skill especially in writing a recount text at the eighth grade students of SMP Negeri 25 Makassar. Besides that, the students' interest in brainstorming method for personal interest and situational or classroom interest have the significant value, there were



observation score in cycle 2 activity was greater than cycle 1 (83,3%>60%) ,for personal interest, based on questioner, mostly students interest in writing recount text through brainstorming method.

## **B. Suggestion**

Considering to the conclusion above, the writer would like to gives some suggestions as follows :

1. For the English teacher to motivate and facilitate students to practice writing anything through brainstorming method as the forceful and effective technique in prewriting activity. The English teachers are be able to use brainstorming method with involving any creative media to encourage students in generating ideas and jot it down on the paper.
2. For the learners are expected to practice writing by brainstorming technique. It is proved effective to fast generating ideas.
3. For the next researchers who are expected to use brainstorming method as the prewriting activity. The further researchers could involve some learning media and combine the brainstorming method with other specific prewriting techniques, such as freewriting, clustering, mind mapping, cubing, and listing.



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## Appendix 1. Classroom Action Research Instrument

### **IMPROVING STUDENTS' WRITING SKILL OF RECOUNT TEXT THROUGH BRAINSTORMING METHOD AT EIGHT GRADE STUDENTS OF SMP NEGERI 25 MAKASSAR**

#### **Keterangan**

1. Tes ini bertujuan untuk mengetahui kemampuan menulis siswa dalam mengembangkan sebuah karangan berbentuk recount text.
2. Hasil tes akan menjadi data dalam penyusunan skripsi pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
3. Peneliti sangat mengharapkan agar siswa dapat menulis recount text secara mandiri.
4. Atas partisipasi dan kerja sama para siswa, peneliti mengucapkan banyak terima kasih.

## Writing Assignment

### Identitas Siswa

Nama :

NIS :

Kelas :

### Petunjuk

1. Tulislah sebuah karangan recount text bertema *Last Holiday*.
2. Komposisi karangan minimal 8 (delapan) kalimat.
3. Berilah judul yang menarik pada tulisan Anda.
4. Waktu menulis 30 menit.

## Appendix 2. Observation sheet

No	Indicators	None (0 %)	A few (< 20%)	Half (20-49%)	Many (50-69%)	Majority (> 70 %)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher's explanation.						
2	Students make a note about teacher explanation						
3	Students asks questions to the teacher to clarify understanding						
4	The students are enthusiastic in responding questions						
5	The students answer teacher's questions						
6	The students are enthusiastic doing and complete the writing test						

$$\text{Observation Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

### Appendix 3. CAR Questioner

Name :

Reg. No :

Class :

Instruction :

Please answer Yes or No for each question below by put on a sign (✓) in colour 3 (Yes) or colour 4 (No) !

No.	Questions	Frequency		Total
		Yes	No	
1.	Do you like writing ?			
2.	Are you interest in learning writing ?			
3.	Are you interest in brainstorming method ?			
4.	Do you agree to this method help you to write anything ?			
5.	Are you interest in writing recount text ?			
6.	Are you interest in writing recount text through brainstorming method ?			



<<Thank you very much for your participation>>

## Appendix 4. Students writing assignment in cycle 1.

### Writing Assignment (Cycle 1)

#### Identitas Siswa

Nama : Andi Muh. Icham  
NIS : 12189  
Kelas : Viii<sup>6</sup>

#### Petuniuk

1. Tulislah sebuah karangan recount text bertema *Last Holiday*.
2. Komposisi karangan minimal 8 (delapan) kalimat.
3. Berilah judul yang menarik pada tulisan Anda.
4. Waktu menulis 30 menit.

### Dewata Island

Three last month, I went to Dewata Island. I went with my family use a car to airport and go to Bali City use a airplane. After in the Dewata Island, I see a beautiful view. I see too girls sweet. I ~~asked~~ <sup>asked</sup> some one. I question the girls sweet: "What your name?" She answer: "My name is Citra Audy. You can call me Citra. I hope... she is my friend forever in the Bali City and Dewata Island :). In the night, I sleep with family in the Hotel Five Star.

Tomorrow day, I swimming in the Dewata Island. I see the girls sweet, girl sweet the name Citra. She swimming with the family, and the sister. After that, I back to home with my family were happy.

## Appendix 5. Students writing assignment in cycle 2.

### Writing Assignment (Cycle 2)

#### Identitas Siswa

Nama : Alfaridh Angraeni  
NIS : 12175  
Kelas : VIII.6

#### Petunjuk

1. Tulislah sebuah karangan recount text bertema *Last Holiday*.
2. Komposisi karangan minimal 8 (delapan) kalimat.
3. Berilah judul yang menarik pada tulisan Anda.
4. Waktu menulis 30 menit.

#### My sweet holiday

Last year, I went to Raja Ampat. I went there by plane.  
I met my aunt there. We went to the beach in Raja Ampat. The beach  
is so beautiful. We walked on the sand. I bought sunscreen. After that we went  
to supermarket. We bought food for dinner tonight. Then we went home.  
Before I went home, I took the picture post for the beach. When I got home,  
I went to my bedroom and sleep.  
I very enjoyed my holiday and I never forget my this holiday.  
I think my holiday so sweet.

Lore,  
Raja Ampat.



## Appendix. 6. The students' responses in questioner.

CAR Instrument: Questioner

Name : MUH. TAUFIK HIDAYAT

Reg, No : 15

Class : VIII-6

Instruction: Please answer Yes/No for every question below by put a sign (✓) in column 3 (Yes) or column 4 (No).

No.	Questions	Yes	No
1	2	3	4
1	Do you like writing?	✓	
2	Are you interest in learning writing?	✓	
3	Are you interest in brainstorming method?	✓	
4	Do you agree to this method help you to write anything?	✓	
5	Are you interest in writing recount text?		✓
6	Are you interest in writing recount text through brainstorming method?		✓

\*Gratitude for your participation  
=== Practice makes perfect ===

CAR Instrument: Questioner

Name : Alifrah Anggrani

Reg, No : 22

Class : VIII-6

Instruction: Please answer Yes/No for every question below by put a sign (✓) in column 3 (Yes) or column 4 (No).

No.	Questions	Yes	No
1	2	3	4
1	Do you like writing?	✓	
2	Are you interest in learning writing?	✓	
3	Are you interest in brainstorming method?	✓	
4	Do you agree to this method help you to write anything?	✓	
5	Are you interest in writing recount text?	✓	
6	Are you interest in writing recount text through brainstorming method?	✓	

\*Gratitude for your participation  
=== Practice makes perfect ===

### Appendix 7. Students' Score and Classification of Cycle 1 and Cycle 2.

**Statistics**

		Cycle 1 Score Classification	Cycle 2 Score Classification
N	Valid	31	33
	Missing	2	0
Mean		64.77	78.27
Median		65.00	79.00
Minimum		50	69
Maximum		83	91
Sum		2008	2583

### Frequency Table

**Cycle 1 Score Classification**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less	2	6.1	6.5	6.5
	Less	1	3.0	3.2	9.7
	Average	2	6.1	6.5	16.1
	Average	2	6.1	6.5	22.6
	Average	1	3.0	3.2	25.8
	Average	2	6.1	6.5	32.3
	Average	3	9.1	9.7	41.9
	Average	2	6.1	6.5	48.4
	Average	5	15.2	16.1	64.5
	Average	2	6.1	6.5	71.0
	Average	2	6.1	6.5	77.4
	Average	1	3.0	3.2	80.6
	Average	1	3.0	3.2	83.9
	Good	1	3.0	3.2	87.1
	Good	2	6.1	6.5	93.5
	Good	1	3.0	3.2	96.8
	Good	1	3.0	3.2	100.0
	Total	31	93.9	100.0	
Missing	System	2	6.1		
Total		33	100.0		

Cycle 2 Score Classification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	2	6.1	6.1	6.1
	Average	3	9.1	9.1	15.2
	Good	2	6.1	6.1	21.2
	Good	1	3.0	3.0	24.2
	Good	4	12.1	12.1	36.4
	Good	1	3.0	3.0	39.4
	Good	1	3.0	3.0	42.4
	Good	2	6.1	6.1	48.5
	Good	3	9.1	9.1	57.6
	Good	3	9.1	9.1	66.7
	Good	2	6.1	6.1	72.7
	Good	2	6.1	6.1	78.8
	Very Good	1	3.0	3.0	81.8
	Very Good	2	6.1	6.1	87.9
	Very Good	2	6.1	6.1	93.9
	Very Good	1	3.0	3.0	97.0
	Very Good	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

## Appendix 8. Lesson Plan

### LESSON PLAN (First Meeting)

School Name	: SMPN 25 Makassar
Class/Semester	: VIII (Delapan) / 1
Standard Competence	: Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> , dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Basic Competence	: 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 <i>descriptive</i> dan <i>recount</i>
Text type	: monolog <i>descriptive/recount</i>
Skill	: <i>Writing</i>
Time Duration	: 2 x 40 minutes

#### 1. The Objectives of Learning

- Students are expected to be able to learn and practice Simple Past Tense: *Regular Verb* and *To Be* and *Have*.
- Students are expected to be able to write a recount text with at least eight sentences composition.

#### 2. Learning Materials

##### a. Getting Started

- Sharing about last holiday.
- Teacher will show up some pictures about people activities when they spent holiday in the beach, waterfall, studio, and some details of travelling and accommodation.

##### b. Communication Practices : Get It Right

- Students are expected to be able to learn and practice Simple Past Tense: *Regular Verb* and *To Be* and *Have*.
- Students are expected to be able to write a recount text with at least eight sentences composition.
- Students are expected to be able to practice writing a recount text.

##### c. Speech Act: Moving Forward

- Learn and practice Simple Past Tense: *Regular Verb* and *To Be* and *Have*.

### 3. Learning Methods: Three Phase Technique

#### 4. The Steps of Learning Process

##### A. Opening

- Teacher and students share their experience of last holiday
- Motivation: Asking for students to mention what ideas in their mind at moment.

##### B. Action

###### Exploration

- Asking for students to write down a sentence about their past experience when they spent their last holiday.
- Teacher present a brainstorming method and drawing a *last holiday* as the topic and develop it by using journalist question model (5W+1H) to help students construct their experience sequentially.
- Teacher present the example of recount text, the purposes, structure, and language features of recount text.
- Teacher explains about simple present tense: *regular verb* and using *to be* and *have*.

###### Elaboration

- Teacher ask to the students to write down their idea as fast as they can to get out from their blocking mind.
- Students write down their short recount text with last holiday as the theme through brainstorming method. This is an individual assignment but students can join with their friends in writing.

###### Confirmation

- Teacher give feedback to the students writing assignment.

##### C. Closing

- Teacher asks for students' interest in writing recount text and brainstorming method.
- Teacher asking for students what difficulties in learning this material, gives chance for students to ask some questions.
- Teacher gives rewards for students who have done write a recount text and makes reinforcement about brainstorming method material.
- Closing the meeting.

#### 5. Sources

- English In Focus for Grade VIII, ( Buku Bahasa Inggris SMP) Contextual Teaching and Learning, Scaffolding (English for

Junior High School Students), material about brainstorming method.

## 6. Assessment

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Menulis teks esai dalam bentuk <i>recount</i> .	Tes tulis	<i>Written form</i>	<i>Write a recount text about your last holiday with at least eight sentences composition</i>

a. Instrument:

*Write a recount text about your last holiday (minimum 8 sentences)*

b. Scoring guide

Nilai maksimal = 100

Nilai perolehan =  $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 10$

c. Writing rubric

Element	Max. Score
Content	30
Organization	20
Vocabulary	20
Language use	25
Mechanic	5

Classification of students' achievements:

Excellent	86-100
Very good	71-85
Good	56-70
Average	41-55
Poor	0-40

Makassar, November, 30<sup>th</sup> 2013

Collaborator

Researcher

Ms. Nurliaty, S.Pd  
NIP: 197708142006042020

Krispinus R.  
NIM: 45 10 101 062

## Appendix 9. Lesson Plan

### LESSON PLAN (Second Meeting)

School Name	: SMPN 25 Makassar
Class/Semester	: VIII (Delapan) / 1
Standard Competence	: Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> , dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Basic Competence	: 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 <i>descriptive</i> dan <i>recount</i>
Text type	: monolog <i>descriptive/recount</i>
Skill	: <i>Writing</i>
Time Duration	: 2 x 40 minutes

#### 7. The Objectives of Learning

- Students are expected to be able to learn and practice Simple Past Tense: *Regular Verb* and *To Be* and *Have*.
- Students are expected to be able to write a recount text with at least eight sentences composition.

#### 8. Learning Materials

##### a. Getting Started

- Sharing about last holiday.
- Teacher will show up some pictures about people activities when they spent holiday in the beach, waterfall, studio, and some details of travelling and accommodation.

##### b. Communication Practices : Get It Right

- Students are expected to be able to learn and practice Simple Past Tense: *Regular Verb* and *To Be* and *Have*.
- Students are expected to be able to write a recount text with at least eight sentences composition.
- Students are expected to be able to practice writing a recount text.

##### c. Speech Act: Moving Forward

- Learn and practice Simple Past Tense: *Regular Verb* and *To Be* and *Have*.

## 9. Learning Methods: Three Phase Technique

### 10. The Steps of Learning Process

#### A. Opening

- Teacher gives reward to the students writing assignment in the previous meeting
- Motivation: Asking for students to mention what ideas in their mind at moment.

#### B. Action

##### Exploration

- Asking for students to write down a sentence about their past experience when they spent their last holiday.
- Teacher present a brainstorming method and drawing a *last holiday* as the topic and develop it by using journalist question model (5W+1H) to help students construct their experience sequentially. In this phase, teacher also involves some pictures as the details of recount text events chronology.
- Teacher present the example of recount text, the purposes, structure, and language features of recount text.
- Teacher explains about simple present tense: *regular verb* and using *to be* and *have*.

##### Elaboration

- Teacher ask to the students to write down their idea as fast as they can to get out from their blocking mind.
- Students write down their short recount text with last holiday as the theme through *brainstorming method*. This is an *invidual* assignment but students can join with their friends in writing.

##### Confirmation

- Teacher give feedback to the students writing assignment.

#### C. Closing

- Teacher asks for students' interest in writing recount text and brainstorming method.
- Teacher asking for students what difficulties in learning this material, gives chance for students to ask some questions.
- Teacher gives rewards for students who have done write a recount text and makes reinforcement about brainstorming method material.
- Closing the meeting.

## 11. Sources



## 5. Sources

- English In Focus for Grade VIII, ( Buku Bahasa Inggris SMP) Contextual Teaching and Learning, Scaffolding (English for Junior High School Students), material about brainstorming method.

## 6. Assessment

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Menulis teks esai dalam bentuk <i>recount</i> .	Tes tulis	<i>Written form</i>	<i>Write a recount text about your last holiday with at least eight sentences composition</i>

a. Instrument:

*Write a recount text about your last holiday (minimum 8 sentence)*

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Nilai perolehan =  $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 10$

c. Writing rubric

Element	Max. Score
Content	30
Organization	20
Vocabulary	20
Language use	25
Mechanic	5

Classification of students' achievements:

Excellent	86-100
Very good	71-85
Good	56-70
Average	41-55
Poor	0-40

Makassar, December, 2<sup>th</sup> 2013

Collaborator

Researcher

Ms. Nurliaty, S.Pd  
NIP: 197708142006042020

Krispinus R.  
NIM: 45 10 101 062

## Appendix 10. Documentation



Photo 1. The students were writing recount text in Cycle 1



Photo 2. The students were writing recount text in Cycle 2



## BIOGRAPHY

Krispinus Ritan was born in Keningau, Malaysia on October 30<sup>th</sup>, 1989. He is the fourth son of Paulus Ritan and Paulina Koten, has three brothers and four sisters. For three years He was a student at a state elementary school of Keningau, then back to the homeland Indonesia

in early 1998 and continued his study at SD Katolik Belogili and SMP Batu Payung, Flores Timur, East Nusa Tenggara (2002-2005). From July 2005, He was a student of Seminary of Saint Dominggo, Hokeng Larantuka for three years. In the following year, he continued his study at SMA Katolik Henricus Leven Malinau, North Kalimantan and graduated in 2010. During He was a senior high school student in Malinau regency; he was awarded some awards as the winner of reading a poem competition, the best English orator, and the third winner of Mathematic National Olympiad. On August 2010, He enrolled to University "45" Makassar and well accepted as a student at English Education Department on September 14<sup>th</sup>, 2010. Krispinus Ritan already graduated as a bachelor since a yudisium ceremony on December 17<sup>th</sup>, 2013 and celebrated his graduation on December 21<sup>th</sup>, 2013 at Balai Sidang 45 Makassar.