

Appendix 1

TIME TABLE AND SCHEDULE OF ACTION RESEARCH

No	Time	Day/Date	Topic	Explanation	Cycle
1.	07.00 – 08.20	Monday, 19 July 2012	Pre Test	Quiz	Cycle 1
2.	07.00 – 08.20	Thursday, 26 July 2012	Socializing the Strategy and Explaining Recount Text	Socializing the Strategy and 1 st Meeting	Cycle 1
4.	07.00 – 08.20	Friday, 27 July 2012	Making Composition of Recount Text by Using Picture Series	2 nd Meeting	Cycle 1
5.	07.00 – 08.20	Monday, 30 July 2012	Making Composition of Recount Text by Using Picture Series	3 th Meeting and Post Test	Cycle 1
6.	07.00 – 08.20	Friday, 03 August 2012	Distribute the Questionnaire	Distribute the Questionnaire	Cycle 1

Appendix 2

THE CRITERIA OF ASSESSING WRITING

No.	Score	Level	Criteria	Comments
1.	30 - 27	Content	Excellent to very good: Knowledgeable, substantive, relevant to assigned topic.	
	26 – 22		Good to average: Some knowledge of subject, adequate range, mostly relevant to the topic but lacks detail.	
	21 – 17		Fair to poor: Limited knowledge of subject, little substance, inadequate development of topic.	
	16 – 13		Very poor: Does not show knowledge of subject, non-substantive, not enough to evaluate	
2.	20 – 18	Organization	Excellent to very good: Fluent expression, ideas clearly stated, well organized, logical sequencing	
	17 – 14		Good to average: Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing	
	13 – 10		Fair to poor: Non-fluent, ideas confused, lacks logical sequencing	
	9 – 7		Very poor: Does not communicate, no organization, not enough to evaluate	
3.	20 - 18	Vocabulary	Excellent to very good: Sophisticated range, effective words, word from mastery	
	17 – 14		Good to average: Adequate range, occasional errors of word, usage but meaning not obscured.	
	13 – 10		Fair to poor: Limited range, frequent errors of word, meaning confused.	
	9 – 7		Very poor: Essentially translation, little knowledge of English vocabulary, not enough to evaluate	

4.	25 – 22	Language use	Excellent to very good: Effective complex construction, few errors of number, nouns, preposition	
	21 – 18		Good to average: Effective but simple construction, minor problems in simple construction, several errors of number, nouns, preposition	
	17 – 11		Fair to poor: Major problems in complex/simple construction, frequent errors of number, noun, preposition	
	10 – 5		Very poor: Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate	
5.	5	Mechanics	Excellent to very good: Demonstrates mastery of conventions, few errors of spelling, punctuation	
	4		Good to average: Occasional errors of spelling and punctuation	
	3		Fair to poor: Frequent errors of spelling and punctuation, poor handwriting, meaning not obscured	
	2		Very poor: No mastery of convention, dominated by errors of spelling and punctuation, handwriting illegible, not enough to evaluate	

Adopted from J.B. Heaton (1989) scoring Assessment.

Appendix 3

FIELD NOTES

The researcher had a note from the teacher's partner when implemented the Task Based Instruction by Using Picture Series in improving writing recount text for 8th grade at SMP Muhammadiyah 4 Giri.

At the first meeting, The researcher introduced Picture Series as a media that was used in teaching and learning process to the students. The researcher divided the class into groups in solving this problem (in doing the task). The students still seemed confusing with the new method because the students usually were helped by the teacher in teaching and learning process. They worked in groups but they still wanted to ask to the teacher. They have not enjoyed in teaching and learning process. The teacher still often reminded the students that they had to do the task to solve the problem with his/her group or the class. The teacher were going to help the problem at last.

At the second meeting, the students started to enjoy the lesson because they could joke while studying. They realized that for the first time, they made every effort to solve the problem. They were more active than before. The leader of the group divided the works so that all the group worked actively with his/her group. They shared in pair and other groups to solve the problem in doing the lesson or task. The teacher payed attention, cared for and conducted the activities. At last, each group shared to check their works, wrote the answer on the board then they corrected each other. They looked interest, fight for each other to write

the answer on the board and the teacher only conducted the activities and gave the correction if it was needed.

At the third, when the researcher opened the class, the respond of the students looked fervently. When the researcher reviewed the material about recount text, the students answered actively. Then they tried to make a simple recount text based on the picture series given by using their own words.

Appendix 4

CHECKLIST OBSERVATION

Date : 19th of July 2012 – 03th of August 2012

Time : 07.00- 08.20 a.m

Meeting : 1, 2 and 3

Meeting 1

No	The Implementation Of Technique	Meeting 1	
		Yes	No
1	The technique is understand for the students		
2	The technique is applicable		
3	The technique motivates the students participate actively to write a paragraph		
4	The technique makes the students participate actively in classroom		
5	The technique can save the time effectively		
6	The technique helps the students difficulty in writing		
7	The technique helps students to develop their writing composition		

Meeting 2

No	The Implementation Of Technique	Meeting 1	
		Yes	No
1	The technique is understand for the students		
2	The technique is applicable		
3	The technique motivates the students participate actively to write a paragraph		
4	The technique makes the students participate actively in classroom		
5	The technique can save the time effectively		
6	The technique helps the students difficulty in writing		
7	The technique helps students to develop their writing composition		

Meeting 3

No	The Implementation Of Technique	Meeting 1	
		Yes	No
1	The technique is understand for the students		
2	The technique is applicable		
3	The technique motivates the students participate actively to write a paragraph		
4	The technique makes the students participate actively in classroom		
5	The technique can save the time effectively		
6	The technique helps the students difficulty in writing		
7	The technique helps students to develop their writing composition		

APPENDIX 5
QUESTIONNAIRES
SMP MUHAMMADIYAH 4 GIRI

Nama :

Pukul : 07.00

Hari : Senin

Kelas : VIII A

➤ **PETUNJUK**

1. Isilah angket berikut ini dengan sejujurnya
2. Jawaban saudara saudari tidak akan mempengaruhi nilai akademik
3. Lingkarilah jawaban yang menurut anda paling sesuai

1. Bagaimana pendapat anda tentang pelajaran writing recount text sebelum anda belajar menggunakan strategi ini?
 - a. Sangat sulit
 - b. Sulit
 - c. Mudah
 - d. Sangat mudah

2. Bagaimanakah pendapat anda tentang pengajaran writing recount text sesudah anda belajar menggunakan strategi ini?
 - a. Sangat mudah
 - b. Mudah
 - c. Sulit
 - d. Sangat sulit

3. Apakah pembelajaran writing recount text dengan menggunakan strategi ini sesuai dengan keinginan anda?
 - a. Sesuai
 - b. Sangat sesuai
 - c. Tidak sesuai
 - d. Sangat tidak sesuai

4. Apakah anda setuju bila strategi ini di gunakan lagi untuk belajar writing recount text di masa mendatang?
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju
 - d. Sangat tidak setuju

5. Apakah anda merasa senang dan termotivasi belajar writing recount text dengan menggunakan strategi ini?
 - a. Sangat termotivasi
 - b. Termotivasi
 - c. Tidak termotivasi
 - d. Sangat tidak termotivasi

6. Apakah belajar writing recount text dengan menggunakan strategi ini bisa lebih membantu anda dalam mengembangkan ide?
 - a. Sangat membantu dalam mengembangkan ide
 - b. Membantu dan mengembangkn ide
 - c. Tidak membantu dalam mengembangkan ide
 - d. Sangat tidak membantu dalam mengembangkan ide

7. Apakah belajar writing recount text dengan menggunakan metode ini sangat menyenangkan?
 - a. Sangat menyenangkan
 - b. Menyenangkan
 - c. Tidak menyenangkan
 - d. Sangat tidak menyenangkn

8. Apakah anda merasa bahwa strategi ini sulit diterapkan untuk belajar writing recount text di dalam kelas?
 - a. Sangat mudah
 - b. Mudah
 - c. Sulit
 - d. Sangat sulit

9. Apakah anda merasa bahwa strategi ini dapat membantu membuat atmosfer kelas anda lebih hidup dan menyenangkan?
- a. Sangat membantu atmosfer kelas lebih hidup
 - b. membantu atmosfer kelas lebih hidup
 - c. tidak membantu atmosfer kelas lebih hidup
 - d. sangat tidak membantu atmosfer kelas lebih hidup
10. Apakah anda merasa lebih mudah menulis dengan menggunakan strategi ini?
- a. Sangat mudah
 - b. Mudah
 - c. Sulit
 - d. Sangat sulit

Appendix 6

LESSON PLAN

SMP MUHAMMADIYAH 4 GIRI

School	: SMP Muhammadiyah 4 Giri
Subject	: English
Class / Semester	: VIII / Semester 2
Material	: Recount Texts
Aspect	: Writing
Sub Topic	: Intro to Picture series and Recount Text
Meeting	: 1
Duration	: 2x40 minutes (2 hours)

Competence Standard :

- **Expressing meaning in simple written short functional text and essay in the form of recount and narrative to interact in daily life.**

Basic Competence :

- **Expressing meaning and rhetorical steps in simple short essay by using written form accurately, fluently, and acceptably to interact in their daily life in the form of recount text.**

Indicators:

- Students can understand the definition of recount well.
- Students can make composition of recount text accurately.

Objectives:

After learning the materials, the students are hoped to:

1. Understand the definition of recount text.
2. Can make composition of recount text accurately.

Materials:

Recount text is the text tells something happened in the past.

The characteristics are:

1. Orientation (introduction)
2. Events (sequences of events)
3. Reorientation (conclusion)

Past tense: to express something that happened in the past.

The pattern is: S+V2 examples: **I went** to the Zoo yesterday.

S V2


I visited Lake Toba last week

S V2

Usually, you use the following adverbs of time in the past tense: yesterday, last week, last month, two days ago, etc.

Connecting words: First, after that, then and finally.

The example of recount text:

My Holiday	
<p>Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.</p>	<u>Generic structure</u> Orientation
	Sequence of events
<p>In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.</p>	
<p>We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.</p>	Reorientation

The Technique: Preparation, discussion and group.

Class Activities:

🚩 Meeting 1:

❖ Pre Activities (15 minutes)

- Teacher opens the class and greets the students.
- Teacher checks the students' attendance list.
- Teacher gives questions related to the material.
- Teacher socializes the material and the target of teaching and learning to students.

❖ **Whilst Activities (55 minutes)**

A. Activity 1 (15 minutes)

- Teacher explains the definition of recount at glance.
- Teacher explains the generic structure of recount
- Students listen to the teacher carefully.
- Students are given occasion by the teacher to ask questions.
- The teacher divides the students into small group.

B. Activity 2 (30 minutes)

- Students in group are given the picture series by the teacher and ask the students to guess the plot of the story based on the picture.

C. Activity 3 (15 minutes)

- Teacher gets the students to create the simple recount text on their book.
- Students correct the work each other.
- Students discuss the work with the teacher.

❖ **Post Activity (10 minutes)**

- The teacher asks the students to reflect and evaluate their own and their friends.
- Teacher asked the students about the materials that they have not understood yet.
- Teacher concludes the lesson and gives motivation.
- Teacher closes the class.

 **Meeting 2:**

❖ **Pre Activities (15 minutes)**

- Teacher opens the class and greets the students.
- Teacher checks the students' attendance list.
- Teacher gives questions related to the material.
- Teacher socializes the material and the target of teaching learning to students.
- The teacher divides the students individually and pair.

❖ **Whilst Activities (55minutes)**

A. Activity 1(10 minutes)

- Teacher gets the students to arrange the sentences to be good sentences individually and to analyze generic structure of the text.
- Students discuss the work with the member.

B. Activity 2 (35 minutes)

- Teacher distributes worksheet for the students.

- Teacher gets each student to make planning to compose writing recount text.

C. Activity 3 (10 minutes)

- Teacher guides the students in make composition.
- The students can compose their writing by using picture series.
- The students must share and discuss the task to their friends.
- Teacher observes the class by walking around or monitors the students.

❖ Post Activity (10 minutes)

- The teacher asks the students to reflect and evaluate their own and their friends.
- Teacher concludes the lesson and gives motivation.
- Teacher closes the class.

Meeting 3

❖ Pre Activities (10 minutes)

- Teacher opens the class and greets the students.
- Teacher checks the students' attendance list.
- Teacher gives questions related to the material.
- Teacher socializes the material and the target of teaching learning to students.

❖ Whilst Activities (55 minutes)

A. Activity 1(10 minutes)

- Teacher explains the generic structure to make composition of recount text at glance.

B. Activity 2 (10 minutes)

- The teacher gets the students to have an exercise orally to their mates about how to develop outlining paragraph into good composition of recount text by using picture series.

C. Activity 3(40 minutes)

- The teacher gets the students begin to make composition of recount text into good paragraph by using picture series.
- Teacher observes the class by walking around.
- Students perform the task individually.

❖ **Post Activity (10 minutes)**

- Teacher chooses the best paper and gives prize.
- Teacher asks the difficulty of the students.
- Teacher concludes the lesson and gives motivation.
- Teacher closes the class.

Sources:

- Relevant books
- Authentic text

Teacher,

**Gresik, 19th of July 2012
Teacher Partner,**

Nur Ain

Makhbub Zunaidi, S.Pd

**Acknowledgment
Head master of SMP Muhammadiyah 4 Giri**

Sugeng Waras, S.Pd

Appendix 7

PICTURE SERIES

Picture 1



Picture 3



Picture 2



Appendix 8**CHECKLIST OBSERVATION****THE RESULT OF CHECKLIST OBSERVATION****Date : 19th of July 2012 – 03th of August 2012****Time : 07.00- 08.20 a.m****Meeting : 1, 2 and 3****Meeting 1**

No	The Implementation Of Technique	Meeting 1	
		Yes	No
1	The technique is understand for the students	√	
2	The technique is applicable	√	
3	The technique motivates the students participate actively to write a paragraph	√	
4	The technique makes the students participate actively in classroom	√	
5	The technique can save the time effectively		√
6	The technique helps the students difficulty in writing	√	
7	The technique helps students to develop their writing composition	√	

Meeting 2

No	The Implementation Of Technique	Meeting 1	
		Yes	No
1	The technique is understand for the students	√	
2	The technique is applicable	√	
3	The technique motivates the students participate actively to write a paragraph	√	
4	The technique makes the students participate actively in classroom	√	
5	The technique can save the time effectively	√	
6	The technique helps the students difficulty in writing	√	
7	The technique helps students to develop their writing composition	√	

Meeting 3

No	The Implementation Of Technique	Meeting 1	
		Yes	No
1	The technique is understand for the students	√	
2	The technique is applicable	√	
3	The technique motivates the students participate actively to write a paragraph	√	
4	The technique makes the students participate actively in classroom	√	
5	The technique can save the time effectively	√	
6	The technique helps the students difficulty in writing	√	
7	The technique helps students to develop their writing composition	√	

Appendix 9

Analysis of the result of questionnaires

Result table of questionnaires

No	Name	Questions																				Total	Perception
		1		2		3		4		5		6		7		8		9		10			
		NA	NH	NA	NH	NA	NH	NA	NH	NA	NH	NA	NH	NA	NH	NA	NH	NA	NH	NA	NH		
1	AYS	5	A	5	A	4	B	4	B	4	B	4	B	4	B	4	B	3	C	4	B	41	Agree
2	AR	4	B	4	B	4	B	4	B	4	B	5	A	4	B	4	B	4	B	4	B	41	Agree
3	DPA	4	B	3	C	4	B	4	B	4	B	4	B	4	B	4	B	4	B	5	A	40	Agree
4	DAL	5	A	4	B	4	B	4	B	4	B	4	B	4	B	4	B	5	A	5	A	50	Strongly Agree
5	FAK	4	B	4	B	3	C	4	B	4	B	5	A	4	B	4	B	4	B	4	B	40	Agree
6	FA	5	A	5	A	4	B	4	B	4	B	4	B	5	A	4	B	4	B	5	A	44	Agree
7	IUK	4	B	4	B	4	B	5	A	4	B	4	B	4	B	5	A	4	B	5	A	43	Agree
8	IAS	5	A	4	B	5	A	5	A	5	A	5	A	5	A	5	B	5	A	5	A	44	Agree
9	IPM	4	B	4	B	5	A	4	B	5	A	5	A	4	B	5	A	5	A	5	B	46	Agree

10	LSR	4	B	3	C	4	B	4	B	4	B	4	B	4	B	3	C	4	B	4	B	38	Undecided
11	LBI	2	D	5	A	4	B	4	B	4	B	4	B	3	C	5	A	3	C	4	B	36	Undecided
12	MI	5	A	4	B	3	C	4	B	4	B	4	B	4	B	4	B	4	B	4	B	40	Agree
13	MVZ	3	C	4	B	4	B	4	B	4	B	4	B	4	B	4	B	4	B	4	B	39	Undecided
14	OMY	4	B	4	B	4	B	4	B	4	B	4	B	5	A	4	B	4	B	5	A	42	Agree
15	PAKP	5	A	5	A	5	A	4	B	5	A	4	B	5	A	5	A	4	B	4	B	46	Agree
16	RS	5	A	5	A	4	B	4	B	4	B	4	B	4	B	5	A	4	B	5	A	44	Agree
17	RIF	5	A	5	A	4	B	4	B	4	B	4	B	4	B	4	B	4	B	4	B	42	Agree
18	SM	4	B	4	B	4	B	4	B	4	B	4	B	4	B	3	C	4	B	5	A	40	Agree
19	SDS	5	A	5	A	4	B	5	A	4	B	4	B	4	B	4	B	4	B	5	A	44	Agree
20	SNA	5	A	4	B	4	B	4	B	4	B	4	B	4	B	3	C	4	B	5	A	41	Agree
21	SPR	4	B	4	B	3	C	4	B	4	B	4	B	4	B	3	C	4	B	5	A	39	Undecided

The number of frequency of the respondents' answer:

Question 1: Question 2 : Question 3 : Question 4 : Question 5 :

a = 10 a = 7 a = 3 a = 3 a = 3
 b = 9 b = 12 b = 15 b = 18 b = 18
 c = 1 c = 2 c = 3 c = 0 c = 0
 d = 1 d = 0 d = 0 d = 0 d = 0

Question 6 : Question 7 : Question 8 : Question 9 : Question 10 :

a = 4 a = 5 a = 5 a = 3 a = 11
 b = 17 b = 16 b = 12 b = 16 b = 10
 c = 0 c = 0 c = 4 c = 2 c = 0
 d = 0 d = 0 d = 0 d = 0 d = 0

Na: Nilai

Nh: Nilai Huruf

The various agree-disagree responses were assigned a numeric value. They are as follow:

sa	strongly agree	5
a	agree	4
ud	undecided	3
d	disagree	2
sd	strongly disagree	1

Appendix

The percentage of the questionnaire result

No	Questions	A		B		C		D	
		Respondents	%	Respondents	%	Respondents	%	Respondents	%
1.	Bagaimana pendapat anda tentang pelajaran writing recount text sebelum anda belajar menggunakan strategi ini?	10	47.6%	9	42.8%	1	4.8%	1	4.8%
2.	Bagaimanakah pendapat anda tentang pengajaran writing recount text sesudah anda belajar menggunakan strategi ini?	7	33.3%	12	57.1%	2	9.5%	0	0.0%
3.	Apakah pembelajaran writing recount text dengan menggunakan strategi ini sesuai dengan keinginan anda?	3	14.3%	15	71.4%	3	14.3%	0	0.0%
4.	Apakah anda setuju bila strategi ini di gunakan lagi untuk belajar writing recount text di masa mendatang?	3	14.3%	18	85.7%	0	0.0%	0	0.0%
5.	Apakah anda merasa senang dan termotivasi belajar writing recount text dengan menggunakan strategi ini?	3	14.3%	18	85.7%	0	0.0%	0	0.0%

6.	Apakah belajar writing recount text dengan menggunakan strategi ini bisa lebih membantu anda dalam mengembangkan ide?	4	19.0%	17	80.9%	0	0.0%	0	0.0%
7.	Apakah belajar writing recount text dengan menggunakan metode ini sangat menyenangkan?	5	23.8%	16	76.1%	0	0.0%	0	0.0%
8.	Apakah anda merasa bahwa strategi ini sulit diterapkan untuk belajar writing recount text di dalam kelas?	5	23.8%	12	57.1%	4	19.0%	0	0.0%
9.	Apakah anda merasa bahwa strategi ini dapat membantu membuat atmosfer kelas anda lebih hidup dan menyenangkan?	3	14.2%	16	76.1%	2	9.5%	0	0.0%
10.	Apakah anda merasa lebih mudah menulis dengan menggunakan strategi ini?	11	52.9%	10	47.6%	0	0.0%	0	0.0%
Total Responden		54	257%	143	680%	12	57%	1	4%

NOTES: $P = f/n * 100$

p= the percentage of the students' responses

p= the number of frequency of the students' answer

n= the total number of responden

The students' perception analyzed based on these detrminates:

1. For positive perseption = choice A and B

2. For negative perception = choice C and D

Result from the students' perception

Questionnaire items number 1-10 result:

1. Positive perception:

	Resp	percentage
Total choice A	= 54	257%
Total choice B	= 143	680%
Total positive choice	= 197	937%
Value	= 93%	

2. Negative perception

	Resp	Percentage
Total choice C = 12		57%
Total choice D = 1		4%
Total N choice = 13		61%
Value	= 6%	

Appendix 10

Analysis of The Result of Pre Test And Post Test The Score of The Teacher and The Teacher Partner

Subject : Writing Recount Text

cycle : 1

Day date : Monday, July 19th, 2012 – Friday, August 03th, 2012.

No	Name	Pre Test		Post Test	
		Total Score	Perception	Total Score	Perception
1.	ACHMAD YUSRON ASYROFI	40	Failed	75	Successful
2.	AKHMAD RONALDO	50	Failed	78	Successful
3.	DEDY PIQATUR ABDIANTO	50	Failed	75	Successful
4.	DEWI AYU LESTARI	60	Failed	85	Successful
5.	FEBRICK ALY KOJA	50	Failed	78	Successful
6.	FIRA AFIFA	65	Failed	80	Successful
7.	ILMAN UBAIDILAH KARIM	40	Failed	75	Successful
8.	INDRIYANA AYU SAFIRA	60	Failed	85	Successful
9.	INTAN PUTRI MAULIDYAH	50	Failed	85	Successful
10.	LAILY SAVITRI ROSIGA	55	Failed	80	Successful
11.	LUTFI BURHANUDDIN IKHMAWAN	80	Successful	95	Successful
12.	M. IQBALUDIN	50	Failed	80	Successful
13.	MUHAMMAD VICHY ZULVIKAR	50	Failed	75	Successful
14.	OVIA MEGA YUNINDA	60	Failed	80	Successful
15.	PURNAMA ADE KURNIA PUTRA	40	Failed	70	Failed
16.	RIZCHI SAPUTRA	55	Failed	75	Successful

17.	ROMY ILHAM FIRMANSYAH	50	Failed	75	Successful
18.	SAHVIRA MELINDA	75	Successful	85	Successful
19.	SHELLA DWI SAPUTRI	50	Failed	80	Successful
20.	SHOFI NUR ALIYAH	50	Failed	80	Successful
21.	SYARIFAH PUTRI ROSYIDAH	78	Successful	90	Successful
Average		55		80	

Teacher,

Nur Ain

Gresik, August 03th, 2012
Teacher partner,

Makhbub Zunaidi, S.pd.