# THE USE OF BRAINWRITING 6-3-5 TECHNIQUE TO IMPROVE STUDENTS' WRITING ABILITY OF RECOUNT TEXT
## (A Classroom Action Research at Eighth Grade of SMP Negeri 18 Semarang in the Academic Year of 2014/2015)

## FINAL PROJECT

Submitted in Partial Fulfillment of the Requirement
For the Degree of Bachelor of Education in English Language
Education



**By:**

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**SEMARANG**
**2015**

# A FINAL PROJECT STATEMENT

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certify that this final project definitely my own work. I am completely responsible for the content of this final project. Other writer's opinions or findings included in the final project are quoted or cited in accordance with ethical standards.

Semarang, November 12th 2015

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Title : **THE USE OF BRAINWRITING 6-3-5 TECHNIQUE TO IMPROVE STUDENTS' WRITING ABILITY OF RECOUNT TEXT (A Classroom Action Research at Eighth Grade of SMP Negeri 18 Semarang in the Academic Year of 2014/2015)**

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The Dean of Islamic Education and Teacher Teaching Faculty
Walisongo State Islamic University

*Assalamu'alaikum wr.wb.*

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| | |
|---|---|
| Title | : **THE USE OF BRAINWRITING 6-3-5 TECHNIQUE TO IMPROVE STUDENTS' WRITING ABILITY OF RECOUNT TEXT (A Classroom Action Research at Eighth Grade of SMP Negeri 18 Semarang in the Academic Year of 2014/2015)** |
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To
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*Assalamu'alaikum wr.wb.*

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| Department | : | English Language Education |

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*Wassalamu'alaikum wr. wb.*

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# ABSTRACT

Title : *The Use of Brainwriting 6-3-5 Technique to Improve Students' Writing Ability of Recount Text (A Classroom Action Research at Eighth Grade of SMP Negeri 18 Semarang in the Academic Year of 2014/2015)*

Writer : Filda Hulwani Dewi

NIM : 113411080

This study was about the use of brainwriting 6-3-5 technique to improve students' writing ability of recount text at eighth grade of SMP Negeri 18 Semarang in the academic year of 2014/2015. Brainwriting 6-3-5 is one of strategy that can be applied in teaching writing because the researcher found that students felt difficult to build and develop their ideas. So it was hard for them to make a text. Brainwriting 6-3-5 is a kind of brain warming up activity, and it could help the students to build and generate ideas. The study was aimed to find the answer to the following research questions: (1) How is the implementation of Brainwriting 6-3-5 technique to improve students' writing ability of recount text ? (2) How is the improvement of students' writing ability of recount text by using Brainwriting 6-3-5 technique ?

This study was a classroom action research. The data were obtained by observation and test. The researcher conducted two cycles. The subject of this study was 8F grade students of SMP Negeri 18 Semarang in the academic year of 2014/2015. The participants was 32 students.

The result of the study showed that: (1) The implementation of Brainwriting 6-3-5 technique in teaching learning recount text was started when the researcher found the problems that students difficult to make a text. Then the researcher introduced Brainwriting 6-3-5 technique to make them easier in making a text. Students were divided in some groups consist of 6 students. The researcher gave a

Brainwriting sheet to each student in group. Then asked them to generate their ideas based on the clues that had been given by the researcher. In 5 minutes, each student in group wrote 3 ideas then passed the sheet, continuous until the all students receive their original sheet. After that the researcher asked the students to make recount text individually based on the ideas that had been generated through Brainwriting 6-3-5 technique. (2) Students' achievement in writing ability improved. It could be seen by students' achievement of writing score average in each cycle and the result of students' activeness as follow: a. The average of writing score in preliminary research (65.62), first cycle (71.78), and second cycle (77.86). b. Students' activeness in preliminary research only 40%, first cycle was 60%, and in the second cycle was 85%.

Based on the result above, the students' writing ability on recount text improved in each cycle after they were taught by using brainwriting 6-3-5 technique. It was signed by their improvements of each test result. Not only students' average score, but using brainwriting 6-3-5 technique in teaching learning English also can motivate the students. It could be seen in the result of observation. It can be stated that the using Brainwriting 6-3-5 technique in teaching writing recount text was effective.

# MOTTO

<div dir="rtl">

.......... إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُواْ مَا بِأَنفُسِهِمْ ۗ ....... ﴿١١﴾

</div>

"Allah does not change a people's lot unless they change what is in
their hearts"

(QS. Ar Ra'd: 11)[1]

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[1] Abdullah Yusuf Ali, *The Holy Quran,* (London: King Fahd Holy Quran, 1987), p. 114

# DEDICATION

In the name of Allah the Beneficient and the Merciful, this final project is dedicated to:

- ♥ My beloved parents (Drs. Hariri, M.Ag and Dewi Retnowati, S.Ag)
- ♥ My beloved little sister (Naila Izzatuddiana Dewi)

There is no affection as beutiful as you give. There is no advice as wise as you give. There is no support and motivation as great as you give. Thank you for everything.

# ACKNOWLEDGMENT

First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending me to accomplish the final project. I couldn't stay patient and in control in writing this final project from the first page to the last page.

Second, Shalawat and Salam always dedicated to our beloved prophet Muhammad SAW, the last prophet and the prophet who had brought us from the darkness to the brightness.

I realize that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention all of them. However, I will give my sincerest gratitude and appreciation to all people until this thesis can be completely finished. ***The Use of Brainwriting 6-3-5 Technique to Improve Students' Writing Ability of Recount Text (A Classroom Action Research at Eighth Grade of SMP Negeri 18 Semarang in the Academic Year of 2014/2015)*** is a thesis for readers who want to know the use of Brainwriting 6-3-5 technique to improve students' writing ability of recount text. Therefore, I would like to extend my appreciation to all of them, especially to:

1. Dr. H. Raharjo, M.Ed. St. as the Dean of Islamic Education and Teacher Training Faculty.
2. Dr. H. Muslih, M.A as the Head of English Department.

3. Sofa Muthohar, M.Ag as the first thesis advisor and Nadiah Ma'mun, M.Pd as the second thesis advisor. Thank you very much for guiding me in arranging this thesis. Your suggestions, corrections, advices, and motivations are very helpful. Both of you are nice lecturers.

4. All lecturers in English Department of Education and Teacher Training Faculty for valuable knowledge, and advice during the years of my study.

5. Library official who always gives good service related with the references in this thesis so that the writer could finish this thesis well.

6. Aloysius Kristiyanto, S.Pd. M.Pd, as the school principal of SMP Negeri 18 Semarang who has given permission for doing the research and Mr. Budi Siswanto, S.Pd as the English teacher of the eighth grade students of SMP Negeri 18 Semarang.

7. The deepest gratitude for my beloved parents and my little sister who always give me support and motivation. You never tired to always pray for me to get the best of my life. You always accept me and never leave me in any condition. I believe there is no love as beautiful as you give. I love you and I miss you all.

8. My big family in Semarang: "Bu Tin, Pak Tan, Mak Tik, Pak Yok, Mama Ika, Mbo" all my nephews and nieces. Thank you for your support and motivation.

9. My Beloved (RMP) thanks for your support, motivation, kindness, and sweet moments during this time.

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12. Dearest friends of PPL team "Blaem-blaem" SMK Negeri 3 Semarang especially Mega and Lupe, thank you for your support and motivation.

Finally, the writer realizes that this thesis is still far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be useful to everyone. Amin

Semarang, November 12th 2015
The Writer,

**Filda Hulwani Dewi**
**NIM. 113411080**

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# CHAPTER I
# INTRODUCTION

## A. Background of the Research

Language is very important because language is a medium of communication among human beings. Most of us take for granted our ability to communicate easily through language.[1]As social beings, we need to interact to each other to fulfill our necessities of life. By using language, people can express their feelings and deliver the message so they can cooperate and understand each other.

English is an international language and it has been used spread all over the world. It is used widely, as the first, second, or foreign language. English has important role in many sectors such as technology, economy, education, science, etc. English also one of requirements to be the employees of various institutions and companies. It means that mastering English to communicate and transfer information in globalization era becomes essential.

In Indonesia, English is taught as the first foreign language. Learning a foreign language has different aspects and systems, which should be understood by the learners, such as pronunciation, spelling, and the cultural background of the

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[1] Agnes Kukulska-Hulme, *Language and Communication*, (New York: Oxford University Press, 1999), p.3

language. English teaching in Indonesia especially in Junior High School is expected to help the students develop their communicative competence both in spoken and written form, which is manifested in four language skills, they are listening, speaking, reading and writing. These four language skills are integrated and related to each other. Listening and reading belong to receptive skills, it means that language users require the ability to receive spoken and written language. On the other side, speaking and writing belong to productive skills and it means that language users require the ability to produce both spoken and written language.

The most important invention in human history is writing.[2] It provides relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing allow us to share communication and information not only at that time but can be learnt with future generations. Handbook, journal, essay, magazine, newspaper are the products of writing. So writing is important to be learnt.

Writing skill is very important because to master English language, people should master in producing text both spoken and written form. Writing skill will help the students to master the other skills. When students are afraid and shy to express their ideas in speaking, they can tell what they want to say by writing

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[2] Robert Todd Carrol, *Students Success Guide Writing Skills*, (US: Sacramento City College, 1990), p. 1

it down on a paper in order to express their thought and their feeling. As we know that texting, chatting, and some social media are the kinds of writing to express and to share people's feeling and emotion.

Writing is a complex activity. Usually, the method that is used to teach writing is writing individually. The teacher asks the students to write or to make paragraph individually. The age of the students is a major factor to decide about how and what to teach. Harmer said that teaching young children, adolescents, and adults are different because of different ages have different needs, competences, and cognitive skills.[3] I t means that teacher should teach the learner suitable with their ages.

Teaching writing in Junior High School is different from teaching adult such as university students. Students of Junior High School as adolescents have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them.[4] That's why teacher must be to provoke student engagement with material which is relevant and involving. The problems faced in the class are students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar. Usually, students of Junior High School also easily get bored and losing interest in learning

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[3]Jeremy Harmer, *The Practice Of English Language Teaching,* (New York: Longman ELT, 2001), p. 37

[4]Harmer, *The Practice Of English Language Teaching,* p. 39

process. To solve the problems above, teacher has to use many strategies to improve students' ability in writing by using creative technique so that students keep interesting in writing learning process.

Teaching and learning are not only the process of giving a knowledge to the human but also show the roles of the teacher and the students who participate in the activities in the classroom and outside throughout their duties and activities. Nowadays, the roles of teachers in teaching process are very important because teachers become the main key in providing the knowledge to their students.

To make variation in teaching writing, teacher can apply a technique. Technique is a way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.[5] English teacher should also be able to improve students' thinking because thinking can produce an idea and it is the basic competence to write. By applying techniques in teaching learning process are giving some fun to the students. One of the teaching techniques which covers such kind of those activities is brain writing 6-3-5 technique.

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[5]http://www.oxforddictionaries.com/definition/english/technique, Accessed on 15-11-2014

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Brainwriting is silent, written idea generation that involves everyone in a group activity.[6] Brainwriting helps the students to develop their ideas by generating them then write it down on a paper.

In this case, the researcher will help the students maximally in order to make them easier in writing recount text by using brainwriting 6-3-5 technique. The researcher will stimulate the students to understand recount text and be able to produce it. The researcher will help them by giving guidances which make students are stimulated by the guidances then they produce ideas. In generating ideas, an idea from one student in a group can be a stimulus to the other students. The students are easier to generate ideas because they get stimulus from their friends.

The researcher intends to conduct a study dealing with "The Use of Brainwriting 6-3-5 Technique To Improve Students' Writing Ability of Recount Text at Eighth Grade of SMP Negeri 18 Semarang in the Academic Year of 2014/ 2015". The researcher tries to apply brainwriting 6-3-5 technique in teaching learning process and hopes it can lead the students to have new experience of writing activity and make them more understanding about recount text. In applying brainwriting 6-3-5 technique, the researcher will use classroom action research as the methodology of the research. Daryanto stated that classroom action research is

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[6]Arthur B. VanGundy, *101 Activities for Teaching Creativity and Problem Solving,* (San Fransisco: Pfeiffer, 2005), p. 329

a real action that is done by the teacher to improve the quality of learning process in the class.[7] By doing a classroom action research and applying brainwritng 6-3-5 technique in eighth grade students of SMP Negeri 18 Semarang the researcher hopes that it will make an improvement in students' writing ability of recount text.

## B. Research Questions

Based on the background of the research, the problem investigated in this study are:

1. How is the implementation of Brainwriting 6-3-5 technique to improve students' writing ability of recount text?
2. How is the improvement of students' writing ability of recount text by using Brainwriting 6-3-5 technique?

## C. Objectives of the Research

Based on the problems mentioned above, the objectives of this research are:

1. To describe the implementation of Brainwriting 6-3-5 technique to improve students' writing ability of recount text.
2. To identify the improvement of students' writing ability of recount text by using Brainwriting 6-3-5 technique.

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[7]Daryanto, *Penelitian Tindakan Kelas dan Penelitian Tindakan Sekolah,* (Yogyakarta: Gava Media, 2011), p. 1

**D. Significance of the Research**

The researcher hopes that the finding of research will bring some benefits to the students, the English teacher, the researcher, and the readers.

1. For students

    By conducting this research, the writer hopes that the students enjoy in learning second language especially in writing. Besides, the writer hopes that the students got fun in writing a recount text without any confuse.

2. For English teacher

    English teacher is expected to be more creative in teaching English especially in teaching writing. Apply some techniques in teaching writing so the students are easier to write a text, more interesting and decrease students' boredom.

3. For the researcher

    By doing this research, the researcher got some experiences in applying this technique to write recount text.

4. For the readers

    The readers got information and inspiration from this research to apply the effective way to teach writing by using technique and strategy.

# CHAPTER II
# REVIEW OF RELATED LITERATURE

## A. Theoretical Review

## 1. Brainwriting Technique

   a. The Definition of Brainwriting Technique

   VanGundy stated that brainwriting is silent, written idea generation that involves everyone in a group activity.[1]Higgins stated that brainwriting is a form of non-oral brainstorming to which the basic of brainstorming rules apply.[2] While Wilson stated that brainwriting is a technique for rapidly generating ideas by asking participants to write their ideas on a paper and exchanging written ideas.[3]

   From the definitions of brainwriting above the researcher concludes that the definition of brainwriting is a creative technique for generating ideas that involves everyone in a group activity by writing the ideas on a paper and exchange written ideas. Brainwriting is a modification from brainstorming. Brainwriting can be applied as one of strategy to make paragraph.

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[1] Arthur B. Van Gundy, *101 Activities for Teaching Creativity and Problem Solving,* (San Fransisco: Pfeiffer, 2005), p. 329

[2]James M. Higgins, *101 Creative Problem Solving Technique,* (USA: New Management Publishing Company, 1994), p. 144

[3] Chauncey Wilson, *Brainstorming and Beyond A User-Centered Design Method*, (UK: Elsevier, 2013), p.44

b.    Kinds of Brainwriting Technique

There are two kinds of Brainwriting technique, they are Brainwriting with related stimuli and Brainwriting with unrelated stimuli. Brainwriting with related stimuli require group members to share their ideas. In this activity group members can spark ideas regardless of the stimuli used.[4] The examples activities of Brainwriting with related stimuli are Brainwriting 6-3-5, Brain purge, Idea mixer, Your slip is showing and Group not.

Brainwriting with unrelated stimuli require group members too. But unlike Brainwriting with related stimuli, in this activity source of stimulation not related directly to the problem. Unrelated stimuli are more likely to lead to winning ideas. Thus, unrelated Brainwriting activity have the highest potential to produce the best ideas.[5] The examples activity of Brainwriting with unrelated stimuli are Altered states, Bouncing ball, Puzzle pieces, and Pass the buck.

c.    Brainwriting 6-3-5 Technique

Brainwriting 6-3-5 is one of example from Brainwriting with related stimuli. In this study, the researcher will discuss Brainwriting 6-3-5 technique and try to apply in teaching recount text. Brainwriting technique is a technique developed at the

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[4]Van Gundy, *101 Activities for Teaching Creativity and Problem Solving,* p. 329

[5]Van Gundy, *101 Activities for Teaching Creativity and Problem Solving,* p. 355

Battelle Institute in Frankfurt, Germany in the 1970. Brainwriting 6-3-5 means : 6 in a group-3 ideas per round- 5 minutes per round.

d.  Teaching Steps of Brainwriting 6-3-5 Technique

The processes of having 6 people write 3 ideas in 5 minutes. They are:

1) Each participant gets a sheet of paper and within 5 minutes has to write 3 ideas, one in each column;

2) After time is up, the sheet is passed on to the person to the right;

3) Upon receiving a sheet the participant writes 3 ideas in each column using the previous ideas in that column as stimulus, there is no discussion during these rounds;

4) Finally, the process of writing down ideas and passing the sheet on, continues until participants receive their original sheet.
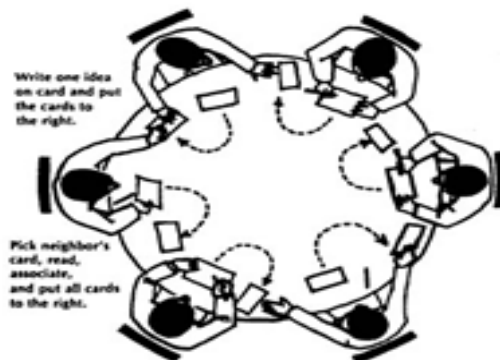


**Figure 2.1**

**The Brainwriting 6-3-5 Technique**
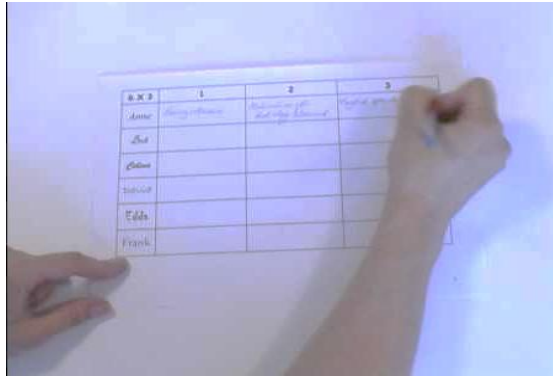


**Figure 2.2**

**The Brainwriting 6-3-5 Process (fill the sheet)**

Here is the example of writing ideas to make recount text in the form of Brainwriting 6-3-5 technique :

| Topic : My Last Holiday | | | |
|---|---|---|---|
| **Participants** | **Idea 1** | **Idea 2** | **Idea 3** |
| **Person 1** | Grandmother's house | Jakarta | Two nights |
| **Person 2** | Mother | Father | Little brother |
| **Person 3** | Large | Tidy | Comfortable |
| **Person 4** | Swimmed | Made a BBQ | Shared the story |
| **Person 5** | Cooked | Soto betawi | Cake |
| **Person 6** | Unforgettable | Happy | Enjoyed |

After completing write ideas as keyword, then arrange them into sentences and paragraphs.

**My Last Holiday**

Last holiday I went to my grandmother's house in Jakarta. I stayed there for two nights. I went there with my mother, father, and little brother. My grandmother's house was large, tidy and comfortable.

On the first day I did some activities, I swimmed in the pool than my family and I made a BBQ in the backyard of my grandmother's house. Then we shared a story and it was interesting.

On the second day my grandmother cooked Soto betawi for me and my family, she made cake too.

Spent holiday in my grandmother's house was an unforgettable memory, I was very happy and enjoyed my last holiday.

e. Advantages and Disadvantages of Brainwriting 6-3-5 Technique

Brainwriting technique has advantages and disadvantages. The advantages and disadvantages are :

1) Advantages
   a) The method is very easy to use.
   b) The method doesn't require a special qualification for moderation.
   c) All participants are active.
   d) It is useful if there are conflicts in the group (conflicts in a group could have a negative effect when using the oral method of brainstorming).

e) A useful idea is systematically developed further.

f) The "author" of a creative idea can be identified.

2) Disadvantages

a) Some participants might have problems describing their ideas concisely so that the idea is not clear enough for the other participants (handwriting must also be clear).

b) As there is a fixed time limit of five minutes, participants might feel pressured and restricted in their thinking.

## 2. Writing

### a. Definition of Writing

Writing is the important skill of the communicative language teaching in a second and foreign language. Writing has functions primarily to support and reinforce patterns of oral language use, grammar, and vocabulary.[6]Meanwhile Blanchard and Root said that writing means of communication where written form which is used to express the writers' purposes based on their experience.[7]

A writer can expresses his/her ideas, experiences, thoughts, and feeling through writing for a special purpose. Main

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[6]Sara Cushing Weigle, *Assessing Writing*, (United States: Cambridge University Press, 2002), p. 1

[7]Blanchard and Root, *Ready to Write More from Paragraph to Essay*(New Zealand: University of Auckland , 2004), p. 3

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aim of writing is to give opportunity to express the ideas, share the information, and transfer the knowledge.

In Islamic view, writing considered as one of important skills. It was stated in holy Qur'an sura al-Alaq verse 4-5:

<div dir="rtl">ٱلَّذِي عَلَّمَ بِٱلْقَلَمِ ٤ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ٥</div>

"He who taught (the use of) the pen. Taught man that which he knew not."[8]

Based on those verses, Allah SWT explained that He taught human being by pen. Pen is the tool to write. It means that pen is used to write, and the result using pen is written text.[9] Nowadays, tool to produce written form is not only pen but also electronic machine such as smartphone, laptop, ipad, etc. Writing products such as magazine, email, e-book, handbook, newspaper are very useful to get information and knowledge. It means that writing is necessary in people's life.

However writing is not easy, it needs through process of planning, drafting, reviewing and revising. Meyers stated that writing is unlike speaking. You can not see and hear your readers, you must think about their reactions. You must choose the subject that will interest them and try to present it in an interesting way.

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[8]Abdullah Yusuf Ali, *The Holy Quran,* (London: King Fahd Holy Quran, 1987), p.320

[9]M. Quraisy Shihab, *Tafsir Al-Misbah; Pesan, Kesan, dan Keserasian Al-Qur'an*, (Jakarta: Lentera Hati, 2002), p.401

Writing is very complex subject, because it involves not only structure but also diction, vocabulary and the organization of thought.[10]

Writing is difficult so it needs more practice to improve this skill, for both native speaker and new learners. Although writing is the most difficult skill to improve, it is necessary for the students to be mastered. Writing is one way of making experience for students and for others. To be master in writing, we have to master the learning concept which is learning to select and use from any possible combination of words. In learning English writing is very important to support the students' ability to write correctly and can be understood by the readers.

b. Writing Skill

Writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. There are analysis attempts to group the many and varied skills necessary for writing good paragraphs into five general components or main areas. They are:

(1) *language use* – the ability to write correct and appropriate sentences

(2) *mechanical skills* – the ability to use punctuation and spelling correctly

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[10] Alan Meyers, *Gateways To Academic Writing*, (New York: Longman, 2005), p. 2

(3) *treatment of content* – the ability to think creatively and develop thoughts

(4) *stylistic skills* – the ability to manipulate sentences and paragraphs and use language effectively, and

(5) *judgment skills* – the ability to write in an appropriate manner for a particular purpose with particular audience in mind, together with an ability to select, organize and order relevant information.[11]

Based on the opinions above, it can be concluded that writing skills are complex and difficult to teach to students, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. In conclusion, before doing the writing activity, the students must have the ability or prior knowledge in mastering the components of writing to increase their writing ability.

The ability to write effectively is becoming increasingly important in this global community. As a result, the ability to speak and write a second language is becoming widely recognized as an important skill for educational, business, and personal reasons.[12]

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[11]JB Heaton, *Writing English language Test*, (United kingdom: Longman group, 2002), p. 135

[12]Sara Cushing Weigle, *Assessing Writing*, (United States: Cambridge University Press, 2002), p. 1

Writing skill is very important for students. It belongs to one of the most difficult skill to learn. Writing basically needs natural (memory, logic, concuss, reaction) and physical. In writing skills, the students are expected to understand the instruction involving grammar, usage, paragraph composition, and sentence structure.[13]

c. The Writing Process

Boardman stated that writing is a continuous process of thinking and organizing. She suggests six basic steps into writing as follows:[14]

1) Assessing the assignment : The most important piece of information for students to know is the topic and purpose of the assignment.

2) Generating ideas : The students take those steps to figure out what kind of information they need to look for.

3) Organizing ideas: The students need to make a topic outline. Here, the students at first have to decide the main idea of the paragraph. After that, they need to consider which points to include in order to support the main point.

4) Writing the first draft: After having the ideas generated and organized pattern to follow, the students write the first draft.

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[13]Diana Hanbury King, *Writing Skills 2$^{nd}$Edition,Comprehensive Instruction for Struggling Writers*, (Educators Publishing Service,2002), p.2

[14]Cynthia A. Broardman and Jia Frydenberg, *Writing to Communicate Paragraphs and essay,* (New York: Pearson Education, 2008), 3$^{nd}$ Ed, p.31-40

5) Rewriting: An essential part of the writing process and consists of two separate processes, revising and editing.

6) Revising: The students start revising as soon as they finish writing.

7) Editing: The students check their works to make sure that the spelling, capitalization, punctuation, vocabulary and grammar are correct.

8) Writing the final draft: The students write correct paragraph format based on the result of the revising step.

Ideas is the basic component of writing after students knowing the topic. It means that generates ideas and develops them is very important to make a good paragraph.

### 3. Recount Text as a Kind of Genre

a. Kinds of Genres (Text Types)

The term "genre" is used to refer to particular text types. It is a type or kind of text defined in terms of its social purposes, also the level of context dealing with social purpose.

Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations.[15] According to Prastikawati and Siti Musarokah there are many kinds of genres (text type). They are:[16]

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[15] Ken Hyland, *English For Academic Purposes,*(New York: Routledge, 2006), p.46

[16] Entika Fani Prastikawati and Siti Musarokah, *Writing 3*, (Semarang: IKIP PGRI Semarang, 2010), p. 15-54

1) Spoof

        Spoof is a kind of genre that has social function to retell an event a humorous twist.

2) Recount

        It is a kind of genre that social function to retell event for the purpose of informing or entertaining.

3) Report

        Report is a kind of genre that social function to describe the way things are with reference to range of natural, man-made and social phenomena in our environment.

4) Analytic Exposition

        It is a kind of genre that social function to persuade the reader or listener that something is the case.

5) Anecdote

        Anecdote is a kind of genre that social function to share with others or listeners an account of an unusual or amusing incident

6) Narrative

        Narrative is a kind of genre that social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.

7) Description

It is a kind of genre that social function to describe a particular person, place, or thing.

8) Hortatory Exposition

It is a kind of genre that social function to persuade the reader or listener that something should not be the case.

9) Explanation

Explanation is a kind of genre that social function to explain the process involved in the formation or working of natural or socio cultural phenomena.

10) Reviews

It is a kind of genre that social function to critique an art work or event for a public audience.

11) Discussion

It is a kind of genre that social function to present (at least) two points of view about an issue

12) Procedure

Procedure is a kind of genre that social function to describe how something is accomplished through a sequence of actions or steps.

13) News Item

It is a kind of genre that social function to inform reader, listener, viewers about events of the day which are considered newsworthy or important.

b.  Recount Text

Recount text is one of story genre text. The social function of recount text is 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. [17]We can look the example of recount in personal letters, police report, insurance claims, and incident reports. Recount text is important to the readers who want to know the people experience because recount text is an expression to retell people's experiences in the past.

Recount can be personal recount, factual recount, imaginative recount, procedural recount and literacy recount. Personal recount is retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader. Factual recount is reporting the particulars of an incident by reconstructing factual information, in example historical recount, biographical and autobiographical recounts. Imaginative recount is applying factual knowledge to an imaginary role in order to interpret and recount event. Procedural recount is recording the steps in investigation or experiment and thereby providing the basis for reported results or findings.

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[17] Ken Hyland, *Second Language Writing*, (USA: Cambridge University Press, 2004), p. 20

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Literacy recount is to retell a series of events for the purpose of entertaining.[18]

c. Generic Structures of Recount Text

Recount text has three generic structures :

1) Orientation

Provides the setting and introduces participants

2) Events

Tell what happened, in what sequence

3) Re-orientation

4) Optional-closure of events.[19]

d. Language Features of Recount Text

Language features of recount text[20] :

1) Focus on the individual participant

2) Use of simple past tense; for example, went, cooked, spent.

3) Use of adjective to describe nouns; for example the house *is big*, the room *is tidy.*

4) Use of adverb and adverbial phrase to indicate place and time; for example, last week, last holiday.

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[18]http://www.decd.sa.gov.au/literacy/files/links/Recount_Writing_June_2102.pdfaccessed on Sunday, 6March 2014

[19]Prastikawati and Siti Musarokah, *Writing 3*, p. 19

[20]Prastikawati and Siti Musarokah, *Writing 3*, p. 19

4. **Improving Students' Writing Ability on Recount Text by using Brainwriting 6-3-5 Technique**

          Teaching learning process that is done in the class is a transforming knowledge, attitude and skill. Teacher is expected can improve learning capacity, basic competence and potency of students maximally.[21]According to oxford dictionary, ability is skill or power.[22] While improve is become or make something to be better, to increase good qualities.[23]

          Writing is the combination among the aspects of brain, ideas what a writer already knows about the topic or subject and what the writer writes. In this process, students have to generate and develop their ideas to make a paragraph. Brainwriting 6-3-5 technique is one of ways that can be applied in language teaching and learning to help students in generating and developing ideas together with their friends in a group. Brainwriting 6-3-5 is a kind of brain warming up activity to help the students generate the ideas before writing a paragraph. By using creative technique in teaching learning process will make the students feel enjoy and decrease the boredom. It is directed to improve their understanding on recount text , improve their

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[21]Martinis Yamin, *Pengembangan Kompetensi Pembelajaran,* (Jakarta: UI Press, 2004) p. 160

[22]Oxford Dictionary, p. 1

[23] Martin H. Manser, *Oxford Learners Pocket Dictionary,* (New York: Oxford University Press, 2000), p.209

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ability, and make them easier  in writing recount text especially in the content of paragraph.

## B.   Previous Research

There are some researchers conducted in improving students' writing skill especially on recount text. Related to this research, the researcher chooses some literatures about previous research that relevant to improve students' writing skill on recount text.

1.   Thesis by Muhyidin (073411090) entitle "Using Concept Map To Improve Students Writing Ability In Teaching Recount Texts (An Experimental Research At The Eighth Grade of SMP H. Isriati Baiturrahman Semarang in The Academic Year of 2011/2012)" Tarbiyah Faculty, IAIN Walisongo Semarang. On his research, he had a method to help the students to write a recount text well by using concept map. Concept maps are tools for organizing and representing knowledge. He conducted the research because he found that the students who study English as second language still get difficulty in writing because writing is more complex if  it is compared with the other skill. He used experimental research as the methodology of the research to find the effectiveness of VIII A class that was  taught  by using concept maps and VIII C class that was taught without using concept map.

The differences between his thesis and the researcher are the strategy and the methodology of research. He used concept

map while the researcher will use brainwriting technique. On his research, he used experimental research as the methodology of the research while the researcher will use classroom action research. The similarities are both his research and the researcher concern in improving students' writing ability on recount text.

2. Thesis by Farid Helmi (063411058) entitle "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)" Tarbiyah Faculty, IAIN Walisongo Semarang. He conducted this research because on the phenomena he found that English teaching process was not interesting, and there were teachers that still used conventional way. So, it will difficult for students to achieve the teaching and learning target. The using of a personal letter can be an alternative way as a learning media that will make students enjoy and easy to write. On his research he used classroom action research as the methodology of the research.

The difference between his thesis and the researcher is he used a personal letter while the researcher will use brainwriting 6-3-5 technique to improve students' writing ability on recount text. The similarities both his thesis and the researcher are to improve students' writing ability on recount

text, and both of them are conducted a classroom action research.

C. **Hypothesis**

"Hypothesis is an answer that temporary toward research questions until it's proven through the data that are collected".[24] This research was conducted based on the hypothesis: The use of Brainwriting 6-3-5 Technique can improve students' writing ability of Recount text at eighth grade of SMP Negeri 18 Semarang in the academic year of 2014/2015.

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[24]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT. Rineka Cipta, 2006), p. 71.

# CHAPTER III
# RESEARCH METHOD

## A. Research Design

In this study, the researcher used Classroom Action Research (CAR). Action research is widely used in education especially by teachers who use it to improve their teaching. Classroom Action Research is a research of an action happens in a classroom (educational situation) to solve the problems during the teaching activities. It is related to the teacher as the subject of teaching process.

According to Suyadi Classroom Action Research means an action research which is doing in the class.[1] While Arikunto stated that the definition of Classroom Action Research is an activity to observe an object by using way, rule or method to find an accurate data about something which is can improve the object that had been observed.[2]

From all the definitions above, the researcher concludes that Classroom Action Research is a research in the form of action to improve teaching learning process done by teacher in the class by using way, rule or method.

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[1] Suyadi, *Panduan Penelitian Tindakan Kelas*, (Jogjakarta: Diva Press, 2010), p. 17.

[2] Suyadi, *Panduan Penelitian Tindakan Kelas*, p. 18.

The purpose of Classroom Action Research is to improve teaching learning process and improve the situation and place where the research is conducted. According to Kemmis and Mc Taggart (1988), there are four steps in Classroom Action Research.[3]

1. Planning

   In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider what kind of investigation is possible within the realities and constraints of your teaching situation and what potential improvements you think are possible.

   Planning is a plan to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research.

2. Action

   The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are 'critically informed' as you question your assumptions about the current situation and plan new and

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[3]Anne Burns, *Doing Action Research in English Language Teaching,* (New York: Routledge, 2010), p.8

alternative ways of doing things. This section discuss about the steps and activities that would be taken by the researcher.

3. Observation

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use 'open-eyed' and 'open-minded' tools to collect information about what is happening. In this step, a researcher has to observe all events or activities during the research.

4. Reflection

At this point, you reflect on, evaluate and describe the effects of the action in order to  make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of CAR to improve the situation even more, or to share the 'story' of your research with others as part of your ongoing professional development.

Classroom action research has three main characteristics, they are:

1.  Reflective inquiry. Classroom action research departs from the real learning problems daily faced by faculty and students. So classroom action research activities based on the execution of tasks and taking action to solve problems.

2. Collaborative. Efforts to improve the learning process and can not be done alone by researchers outside the classroom (teachers), but he had to collaborate with teachers.

3. Reflective. In contrast to the formal research approaches, which often prioritize experimental empirical approaches, classroom action research more emphasis on the process of reflection and outcomes.[4]

## B. Research Place and Time

The classroom action research was conducted by the researcher  at the second grade of SMP Negeri 18 Semarang in the academic year of 2014/2015 located at Purwoyoso, Ngaliyan Semarang. Eighth grade students in SMP Negeri 18 Semarang in the academic year of 2014/ 2015 consist of eight classes. Every class has 32 students and the total number of population are 256 students. The researcher was used8F students of  SMP Negeri 18 Semarang in the academic year of 2014/2015.

This research was held on March 2015 at 8F of SMP Negeri 18 Semarang in the academic year of 2014/2015. This research is conducted in the second semester and it was conducted in 2 weeks, from the 4th week of March 2015 until the 1st week of April 2015.

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[4]Suharsimi Arikunto, et.al, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2008), p. 110-111.

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C.  **Research Collaborator**

The collaborators in this research is especially Mr. Budi as an English teacher of class 8F SMP Negeri 18 Semarang. The school's stakeholder such as the principal who has given permission to researcher to do a research also will be the research collaborator. The researcher asked their help to organize the students, analyze the data, and motivate the students.

D.  **Research Procedure**

In this Classroom Action Research, the researcher conducted two cycles. In this research, the researcher taught writing recount text by using brainwriting 6-3-5 technique. Lewin codified the action research process into four main stages: planning, acting, observing and reflecting.[5] According to Suharsimi, there are four components in one cycle for doing classroom action research. They are:

1.  Planning

Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. Researcher prepares some materials that will use in research process. Such as lesson plan based on the teaching material, choose the theme, prepare the materials

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[5]Louis Cohen, et.al, 2007. *Research Methods in Education,* (Francis: e-Library, 2007), P. 304.

that needed in the learning process, and prepare checklist for observation and formative test.

2. Acting

   This section discusses about the steps and activities that will be taken by the researcher. Researcher tries to take how much the improvement of students' writing skill on recount text, give students treatment ways to remember every word in spelling and writing, give students assignments in groups, evaluate their mistakes and make summarize about materials.

3. Observing

   In this step, a researcher has to observe all events or activities during the research. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and know their difficulties.

4. Reflecting

   Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.[6]

   A cyclical process involving stages of action research is followed by actions. It can be illustrated bellow:

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[6]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 98-99.

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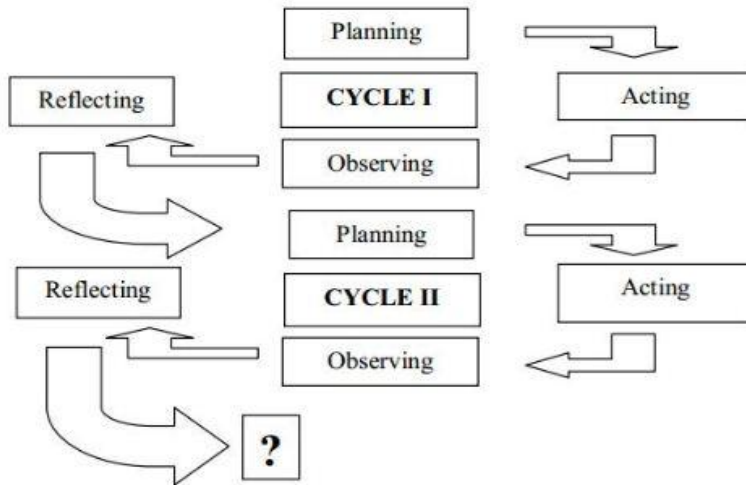
**Figure 3.1 Cyclical Process Of Action Research**

The activities that will be done in each cycle is as follows:

a. Pre-cycle

        The first step in making classroom action research, the researcher began with an observation to know the condition of teaching learning in the classroom when the writing skill is implemented. In this activity the teacher taught students used conventional method. Then, the teacher gave pre-test (written test) to check the students' writing ability on recount text. After the researcher got the data from observation and pre-test, the researcher decided to analyze the problems faced by the students. After recognizing the possible cause of problems faced by students, the next is designing a plan which is the reflection problem.

b.  The first cycle

| No | Steps | Researchers' activity as collaborator | Teachers' Activity |
|---|---|---|---|
| 1. | Planning | - Researcher and teacher discussed the implementation of brainwriting 6-3-5 technique<br>- Arranging a lesson plan based on the teaching material.<br>- Preparing the teaching material.<br>- Preparing the test instrument.<br>- Preparing the observation checklist. | - Preparing the teaching material.<br>- Preparing students' attendance list. |
| 2. | Acting | - Researcher and teacher together enter the classroom.<br>- Researcher introduced brainwriting 6-3-5 technique<br>- Researcher explain how to use brainwriting 6-3-5. Students do brainwriting 6-3-5 in a group.<br>- Researcher asked to arrange the ideas into a paragraph as a test to evaluate the students. | - Teacher greeted and checked the students' attendance.<br>- Teacher explain the Recount Text.<br>- Teacher asked students about their problem in previous lesson. |
| 3. | Observing | - The researcher used observation checklist to observed students' activity.<br>- Observe students respond toward brainwriting 6-3-5 | - Teacher helped to observe students during brainwriting 6-3-5 was implemented |

| No | Steps | Researchers' activity as collaborator | Teachers' Activity |
|---|---|---|---|
| | | was implemented. | |
| 4. | Reflecting | - Researcher analyzed the weakness and strengthen of implementation brainwriting 6-3-5<br>- Researcher made reflection and conclude the result of the first cycle. | - The teacher and researcher discuss about teaching and learning process that had been done to find the weakness and how to improve it in the next meeting.<br>- The teacher and researcher evaluate the teaching learning process and analyze the result of observation checklist to find out the improvement of students' writing skill on recount text taught by using brainwriting 6-3-5. |

c. The second cycle

| No | Steps | Researchers' activity as collaborator | Teachers' Activity |
|---|---|---|---|
| 1. | Planning | - Arranging a lesson plan based on the teaching material.<br>- Preparing the teaching material.<br>- Preparing the test instrument.<br>- Preparing the observation checklist. | - Preparing the teaching material.<br>- Preparing students' attendance list. |

| No | Steps | Researchers' activity as collaborator | Teachers' Activity |
|---|---|---|---|
| 2. | Acting | - Researcher and teacher together enter the classroom.<br>- Researcher asked students to write ideas about their trip experiences to some places. Then, students did a brainwriting 6-3-5 technique.<br>- The researcher asked to arrange the ideas into a paragraph as a test to evaluate the students. | - Teacher greeted and checked the students' attendance.<br>- Teacher reviewed the previous material. |
| 3. | Observing | - The researcher used observation checklist to observed students' activity. | - Help to observe the students' participation. |
| 4. | Reflecting | - The researcher and teacher discuss about teaching learning process that had been done. The result of observation was analyzed, so it could be seen the improvement of students' writing skill on recount text after taught using brainwriting 6-3-5 technique | - The teacher and researcher evaluate the teaching learning process and analyze the result of observation checklist to find out the improvement of students' writing skill on recount text taught by using brainwriting 6-3-5 technique<br>- The teacher and researcher reflected the activities that have been done. The |

| No | Steps | Researchers' activity as collaborator | Teachers' Activity |
|---|---|---|---|
| | | | result of the analysis could be used as review that by using brainwriting 6-3-5 technique could improve students' writing skill on recount text. |

## E. Data Collection Technique

The researcher uses observation and test to collect the data.

1. Observation

Observation is the activity of giving total concern to research object of the sense.[7] In conducting the observation, the researcher used the observation scheme to make it more systematic, containing list of activity or happening which might happen.[8]

Observation used to monitor the students' activities during the teaching learning process. Researcher observed the situation in the class during the lesson, respond and attitude of students when they were given explanation, doing task, and to know their difficulties. In this study the researcher was used observation checklist.

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[7]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p.149.

[8]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 157.

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2. Test

"Test is some questions or drill used to measure someone's ability, intelligence, skill from individual or group".[9]In this research, the researcher uses written test. A test is very useful to know the students achievement in understanding material which given by the teacher. The researcher gives pre-test before the students get some activities of Brainwriting 6-3-5 technique. Evaluation test is use in every cycle to measure the students' writing ability on recount text. A test will be given after the students get some activities of Brainwriting 6-3-5 technique. It used to measure the students' achievement after being given some activities of teaching.

## F.  Data Analysis Technique

1.  Method of analyzing observation checklist

The observation in this research conducted three times, before the treatment (pre cycle), during the cycle I, and cycle II. The researcher used the observation checklist in observing class condition and monitored the learning process. After observation data collected, the researcher counted by using formula:[10]

$$Mxc = \frac{\Sigma\ xc}{S_{max}} \text{x}100\ \%$$

[9]Suharsimi Arikunto, *Prosedur Penelitian Suatu Penelitian Praktik*, (Jakarta: Rineka Cipta, 2006),  p. 150

[10]Sutrisno Hadi, *Statistic Second Series,* (Yogyakarta: Andi offset, 2004), p.272.

Where:

$Mxc$: The level mastery of content

$\Sigma xc$ : The students' score of content

$S_{max}$: Maximum score of content

2. Method of analyzing test

a. Measuring the students individual ability

After collecting data by using test, the writer will analyze the result of the test. In measuring the test, a standard technique should be used to show the result of research were reliable. To measure the writing test the writer will use the analysis method. According to J.B. Heaton analytic scoring test in writing test, there are five major items or categories. They are grammar, vocabulary, content, organization and mechanic.[11]

To analyze the students' test in writing recount text, the researcher will focus on the items in the elements of writing as states by Heaton. The elements of writing are content, organization, vocabulary, grammar and mechanic. After classifying the test items, the writer will give score for each item with focused on organization of the content. In determining the score, the researcher will use the criteria of

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[11]J.B.Heaton, *Writing English Language Tests,* (London: Longman Group, 1975), p.138

writing elements bellow. The percentage of the elements of writing can be seen in table 3.1[12]

**Table 3.1 Element Score of Writing**

| Item Analysis | Score Criteria |
|---|---|
| Content | 30-27EXCELLENT TO VERY GOOD: knowledgeable – substantive - etc. <br> 26-22GOOD TO AVERAGE: some knowledge of subject – adequate range – etc. <br> 21-17FAIR TO POOR: limited knowledge of subject – little substance – etc. <br> 16-13VERY POOR: does not show knowledge of subject – non substantive - etc |
| Organizati on | 20-18EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated – etc. <br> 17-14GOOD TO AVERAGE: somewhat choppy – loosely organized but main ideas stand out – etc. <br> 13-10FAIR TO POOR: non fluent – ideas confused or disconnected – etc. <br> 9-7VERY POOR: does not communicate – no organization – etc. |
| Vocabulary | 20-18EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom choice and usage – etc. <br> 17-14GOOD TO AVERAGE: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured. <br> 13-10FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, usage – etc. <br> 9-7VERY POOR: essentially translation – little knowledge of English vocabulary. |
| | 25-22EXCELLENT TO VERY GOOD: |

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[12] Heaton, *Writing English Language Tests,* p. 146

| Item Analysis | Score Criteria |
|---|---|
| Grammar | effective complex constructions – etc. 21-18GOOD TO AVERAGE: effective but simple constructions – etc. 17-11FAIR TO POOR: major problem in simple/complex constructions – etc. 10-5VERY POOR: virtually no mastery of sentence constructions rules – etc. |
| Mechanic | 5EXCELLENT TO VERY GOOD: demonstrates mastery of conventions – etc. 4GOOD TO AVERAGE: occasional errors of spelling, punctuation – etc. 3FAIR TO POOR: frequent errors of spelling, punctuation, capitalization – etc. 2VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc. |
| Total of score | 1-100 |

Explanation of each criterion, the first is content, content is the substance of writing, ideas expressed. The second is organization, organization here is mean the organization of the content they are identification and description. Third is vocabulary, it's mean the choice of words, structure and lexical items to give particular tone a flavor the writing. Fourth is grammar, the employing grammatical and syntactic forms. The last is mechanic, the use of graphic convention of the language such as spelling, capitals.

In scoring the writing test, the researcher processes the result of the students' test .The researcher gives the score for each element of writing as follows:

1) Content : The lowest score is 13 and the highest score is 30
2) Organization: The lowest score is 7 and the highest score is 20
3) Vocabulary : The lowest score is 7 and the highest score is 20
4) Grammar : The lowest score is 5 and the highest score is 25
5) Mechanic: The lowest score is 2 and the highest score is 5

b.  Achievement Level

To know whether the students success or failure in writing recount text, we can see from the table of achievement level. The scoring and category of the score of writing mastery are as follow:

**Table 3.2 The Category of Students' Score**

| Total Score interval | Category |
|---|---|
| 86 – 100 | Excellent |
| 76 – 85 | Good |
| 72 – 75 | Fair |
| $< 72$ | Less |

c.  Measuring the Mean of Test

The researcher calculated the mean of test to measure the improvement of students' score in every cycle after calculated the

percentages of individual students' score. The mean are formulated as follow:

Calculate the mean of test.[13]

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

M = the mean of score

X = the total of score

N = the sum of students number.

## G. Indicators of Achievement

This study will be said to be success if the research objectives' indicators are reached. In this research, the researcher formulates the research objectives' indicators as below:

1) Students' average achievement in writing recount text is equal or higher than minimum score established by the school (72).

2) Students reach the minimum score (72) are equal to or higher than 75% of total students in the research.

3) Students' average activeness in learning writing recount text are equal or higher than 75% of total students in the research.

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[13]Sutrisno Hadi, *Metodologi Research*, (Yogyakarta: Andi Publisher, 2000) 3 edition, p.272

# CHAPTER IV
# DATA DESCRIPTION AND ANALYSIS

## A. Data Description

SMP Negeri 18 Semarang is one of junior high school in West Semarang located in Jl. Purwoyoso 1 Ngaliyan Semarang. This school contains of 18 classes, 6 classes for each grade. SMP Negeri 18 Semarang has 576 students and 40 teachers. The vision of the school is "Excellent in quality and having good attitude"

SMP Negeri 18 Semarang uses KTSP curriculum in teaching learning process. As a modern school, SMP Negeri 18 Semarang enthusiastically encourages the students in English learning. Many activities are conducted to support English learning, not only intra curricular activities but also English extracurricular activity.

Not only profile of SMP Negeri 18 Semarang, but researcher also got another data such as students' name list of 8F class as a subject of the research. Researcher also knew that standard minimum score on English subject was 72. There were 32 students participated in the research. Each student was labeled by a code as below:

**Table 4.1**
**Students' Name List**

| NO | STUDENTS' NAME | CODE |
|----|----------------|------|
| 1. | Agustin Ayu Wulansari | F-1 |
| 2. | Aji Muhammad Ryanto | F-2 |
| 3. | Albert Ivan Ginting | F-3 |
| 4. | Alifia Firmanda Firdaus | F-4 |
| 5. | Alrico Rizki Wibowo | F-5 |
| 6. | Andi Setio Nur Hidayanto | F-6 |

| 7.  | Anggraeni Cahyaning W     | F-7  |
|-----|---------------------------|------|
| 8.  | Aslam Riyadi              | F-8  |
| 9.  | Dinda Ayu Fitria          | F-9  |
| 10. | Dinda Putri Anya          | F-10 |
| 11. | Elza Monica               | F-11 |
| 12. | Farchan Afdhallash P.M    | F-12 |
| 13. | Farhan Sudarto            | F-13 |
| 14. | Hafiz Adlan Kurnianto     | F-14 |
| 15. | Ika Annisa Fitri Astuti   | F-15 |
| 16. | Intan Pramudhita Siwi     | F-16 |
| 17. | Izdihar Rizki Zahra Permata | F-17 |
| 18. | Melliana Putri Yodianti   | F-18 |
| 19. | Mohammad Iqsal Theda      | F-19 |
| 20. | Muhamad Angga Nauval R    | F-20 |
| 21. | Muhammad Rafi' Setyawan   | F-21 |
| 22. | Ninda Oktaviani Patma     | F-22 |
| 23. | Novia Kusuma Hermawan     | F-23 |
| 24. | Pramaisheilla Ninda Karisa | F-24 |
| 25. | Pramudita Cahya Evelyn A  | F-25 |
| 26. | Ridhotul Ibrahim          | F-26 |
| 27. | Rinaldi Dwi Septian       | F-27 |
| 28. | Rizal Aditya Syahputra    | F-28 |
| 29. | Syah Daffa Anwar          | F-29 |
| 30. | Syahrul Ramadhan          | F-30 |
| 31. | Vinny Fadillah Lestari    | F-31 |
| 32. | Wahyu Agung Saputro       | F-32 |

**B.  Data Analysis**

In this chapter, the researcher would like to describe and discuss the implementation of brainwriting 6-3-5 technique to improve students' writing skill in recount text. It was conducted through a classroom action research which consisted of several activities which includes preliminary research, first cycle, and second cycle. Its

purposes were to know students' ability in writing recount text by using brainwriting 6-3-5 technique especially students of 8F SMP Negeri 18 Semarang in the academic year 2014/2015. In these findings, the researcher presents the result of research and the analysis of the data collected started from a preliminary research up to second cycle that had been done before, which includes the five elements of writing skills, consist of content, organization, vocabulary, grammar and mechanic. Before conducting the cycles, the researcher gave preliminary test (the researcher got base score students' writing skill) and compared with each cycle after being taught by using brainwriting 6-3-5 technique. The descriptions of each cycle are as follow:

1. Pre-cycle

This activity was done on Tuesday, March 24th, 2015. In this step Mr. Budi as the English teacher used conventional way in teaching writing recount text. This is done to know students base score of recount writing skill. In this activity, the teacher taught the students as usual and used slides in teaching learning process. The slides were only used to show the text and material of recount, but there were no technique or game during teaching learning process.

In this meeting, the teacher was doing teaching learning process. But, many students did not pay attention to the teacher. They tended make noisy in language laboratory, such as talking with other friend, reading another book which is not English book, and sleepy. There were only some students that pay attention to the teacher. The data can be seen below:

**Table 4.2**
**Score of observation in pre cycle**

| | Indicators | A few (< 25%) | Half (25-50%) | Good (50-75%) | Majority (>75%) | Score |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 1 | Students give attention to teacher's Explanation | | √ | | | 2 |
| 2 | Students show curiosity by asking Questions | √ | | | | 1 |
| 3 | Students respond and answer teacher's Questions | √ | | | | 1 |
| 4 | Students active and enthusiastic in Learning Process | | √ | | | 2 |
| 5 | Students discipline in doing the task | | √ | | | 2 |
| | Total Score | 2 | 6 | | | 8 |

$$\text{Mxc} = \frac{\Sigma \ xc}{S_{max}} \ \text{x100 \%}$$

$$= \frac{8}{20} \ \text{x 100\%}$$

$$= 40\%$$

From the result above, it showed that students' enthusiastic still low, it was only 40%. It needed a treatment to encourage students' motivation and interest.

After that, the researcher gave preliminary test to get base score and to see how far the ability of students in writing recount text taught used conventional method by teacher. There were 32 students and the result score of preliminary research can be seen in the table below:

**Table 4.3**
**Students' Score of Pre-Cycle**

| No | Students' Code | Item Analysis | | | | | Σ | Grade |
|----|------|----|----|----|----|----|----|------|
| | | C | O | V | G | M | | |
| 1. | F-1 | 21 | 14 | 13 | 10 | 3 | 61 | Less |
| 2. | F-2 | 21 | 14 | 12 | 10 | 3 | 60 | Less |
| 3. | F-3 | 21 | 14 | 13 | 10 | 3 | 61 | Less |
| 4. | F-4 | 22 | 14 | 13 | 11 | 3 | 63 | Less |
| 5. | F-5 | 23 | 14 | 14 | 13 | 3 | 67 | Less |
| 6. | F-6 | 21 | 13 | 13 | 12 | 3 | 62 | Less |
| 7. | F-7 | 22 | 13 | 11 | 10 | 3 | 59 | Less |
| 8. | F-8 | 21 | 14 | 11 | 10 | 3 | 59 | Less |
| 9. | F-9 | 23 | 14 | 14 | 15 | 3 | 69 | Less |
| 10. | F-10 | 23 | 16 | 14 | 13 | 3 | 69 | Less |
| 11. | F-11 | 21 | 12 | 13 | 10 | 3 | 59 | Less |
| 12. | F-12 | 21 | 13 | 13 | 12 | 3 | 62 | Less |
| 13. | F-13 | 23 | 15 | 14 | 14 | 3 | 69 | Less |
| 14. | F-14 | 23 | 15 | 16 | 16 | 4 | 74 | Fair |
| 15. | F-15 | 22 | 14 | 11 | 12 | 3 | 62 | Less |
| 16. | F-16 | 22 | 16 | 15 | 14 | 3 | 70 | Less |
| 17. | F-17 | 23 | 14 | 14 | 15 | 4 | 70 | Less |
| 18. | F-18 | 21 | 13 | 12 | 10 | 4 | 60 | Less |
| 19. | F-19 | 22 | 13 | 13 | 12 | 3 | 63 | Less |
| 20. | F-20 | 21 | 14 | 12 | 12 | 3 | 62 | Less |
| 21. | F-21 | 22 | 14 | 13 | 11 | 3 | 63 | Less |
| 22. | F-22 | 22 | 14 | 14 | 16 | 4 | 70 | Less |
| 23. | F-23 | 22 | 14 | 15 | 16 | 4 | 71 | Less |

| 24. | F-24 | 23 | 14 | 15 | 14 | 4 | 70 | Less |
|-----|------|----|----|----|----|----|------|------|
| 25. | F-25 | 23 | 14 | 15 | 17 | 4 | 73 | Fair |
| 26. | F-26 | 22 | 14 | 14 | 14 | 4 | 68 | Less |
| 27. | F-27 | 21 | 14 | 13 | 12 | 3 | 63 | Less |
| 28. | F-28 | 22 | 14 | 13 | 12 | 4 | 65 | Less |
| 29. | F-29 | 22 | 14 | 12 | 13 | 4 | 65 | Less |
| 30. | F-30 | 22 | 14 | 14 | 14 | 4 | 68 | Less |
| 31. | F-31 | 23 | 15 | 15 | 15 | 4 | 72 | Fair |
| 32. | F-32 | 23 | 15 | 15 | 14 | 4 | 71 | Less |
| Total Score | | | | | | | 2100 | |

After getting total score of test, then to know the mean score of result of tests researcher calculated the mean of test as follow:

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

Explanation:

M = The average of students score

Σx = Total students' score was 2100

N = Total of Students was 32

The computation of the average score was follow:

$$M = \frac{2100}{32} = 65.62$$

From the result above, it can be concluded that the students' writing ability on recount was still low. It can be seen from the average of score was 65.62. This score was still under minimum standard score (KKM), it was 72. There were 3 students or 9.3% got fair grade and passed the KKM and the others were still got the score less than KKM. After giving the test, it could be said that treatment was important to improve students' writing skill in order to reach the standard minimum success criteria

(KKM). In this case, the researcher intended to use Brainwriting 6-3-5 technique to the next activity to make students interest and enjoy the learning process.

2.  Cycle I

This classroom action research was done into two cycles. Each cycle consists of four steps: they are planning, acting, observing, and reflecting. The first cycle was conducted on Saturday, 28 March 2015.

a.  Planning

In planning step, the teacher and the researcher prepared the teaching learning design, such as, arranging lesson plan based on the teaching material. Then prepared the teaching learning material, the brainwriting 6-3-5 technique, the observation checklist, and evaluation test. The last stage, the teacher prepared attendance list in order to know students' activeness in joining teaching learning process by brainwriting 6-3-5 technique.

b.  Acting

In this cycle, teacher would conduct activities according to the schedule that was arranged in planning stage. As acting, teacher explained about the social function, language features and generic structure of recount text. After that teacher gave an example of recount text and analyzed the language features of recount text together. After that researcher tried to applied brainwriting 6-3-5 technique. The

researcher divided the students into 5 groups, each group had 6 members and there were 2 groups which had 7 members. The researcher explained the rule brainwriting 6-3-5 technique then the students did brainwriting technique in their own group to generate ideas before making recount text.

c. Observing

In this stage the researcher observed the learning process by asking the collaborator to monitor the class situation and students enthusiastic using observation scheme. The purpose of this activity was to evaluate the results, collect the data and monitor the teaching learning process. The analysis score of observations were as follow:

**Table 4.4**
**Observation Checklist in Cycle I**

| | Indicators | A few (< 25%) | Half (25-50%) | Good (50-75%) | Majority (>75%) | Score |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 1 | Students give Attention to teacher's explanation | | √ | | | 2 |
| 2 | Students show curiosity by asking Questions | | √ | | | 2 |
| 3 | Students respond and answer teacher's Questions | | | √ | | 3 |
| 4 | Students active and enthusiastic in Learning | | | √ | | 3 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Process | | | | | |
| 5 | Students discipline in doing the task | | √ | | | 2 |
| | Total Score | 0 | 6 | 6 | | 12 |

$$\text{Mxc} \quad = \quad \frac{\Sigma \ xc}{S_{max}} \text{x100 \%}$$

$$= \frac{12}{20} \text{ x } 100\%$$

$$= 60\%$$

From the result above it can be concluded that students'
enthusiasm was better than pre-cycle. Although there were some
students made noisy when they did the task. In pre-cycle the score
was 40% and in this cycle the score was higher, it was 60%.

Some students made noisy when did the task because
they asked some vocabularies and V2 to the other friends. After
whole activity had finished, the researcher assessed the students'
writing result. The result of test in cycle I was as follow:

**Table 4.5**
**Students' Score of Cycle 1 Evaluation Test**

| No | Students' Code | Item Analysis | | | | | Σ | Grade |
|---|---|---|---|---|---|---|---|---|
| | | C | O | V | G | M | | |
| 1. | F-1 | 23 | 15 | 14 | 15 | 3 | 70 | Less |
| 2. | F-2 | 23 | 15 | 14 | 18 | 4 | 74 | Fair |
| 3. | F-3 | 24 | 15 | 15 | 12 | 4 | 70 | Less |
| 4. | F-4 | 25 | 15 | 15 | 13 | 4 | 72 | Fair |
| 5. | F-5 | 24 | 15 | 15 | 14 | 4 | 72 | Fair |
| 6. | F-6 | 23 | 14 | 14 | 13 | 4 | 68 | Less |
| 7. | F-7 | 23 | 14 | 13 | 12 | 3 | 66 | Less |
| 8. | F-8 | 23 | 16 | 14 | 11 | 3 | 67 | Less |
| 9. | F-9 | 26 | 17 | 15 | 16 | 4 | 78 | Good |
| 10. | F-10 | 25 | 17 | 14 | 14 | 3 | 73 | Fair |
| 11. | F-11 | 23 | 12 | 13 | 13 | 4 | 65 | Less |

| 12. | F-12 | 23 | 14 | 13 | 13 | 4 | 67 | Less |
|---|---|---|---|---|---|---|---|---|
| 13. | F-13 | 24 | 15 | 14 | 14 | 3 | 70 | Less |
| 14. | F-14 | 24 | 15 | 16 | 17 | 4 | 76 | Good |
| 15. | F-15 | 24 | 14 | 13 | 15 | 4 | 70 | Less |
| 16. | F-16 | 23 | 16 | 15 | 14 | 3 | 71 | Less |
| 17. | F-17 | 25 | 14 | 15 | 13 | 5 | 72 | Fair |
| 18. | F-18 | 23 | 15 | 14 | 12 | 4 | 68 | Less |
| 19. | F-19 | 24 | 14 | 14 | 14 | 4 | 70 | Less |
| 20. | F-20 | 24 | 14 | 14 | 14 | 4 | 70 | Less |
| 21. | F-21 | 24 | 13 | 14 | 13 | 3 | 67 | Less |
| 22. | F-22 | 24 | 13 | 15 | 16 | 4 | 72 | Fair |
| 23. | F-23 | 25 | 15 | 15 | 17 | 4 | 76 | Good |
| 24. | F-24 | 25 | 14 | 15 | 14 | 5 | 73 | Fair |
| 25. | F-25 | 26 | 16 | 17 | 19 | 5 | 83 | Good |
| 26. | F-26 | 24 | 15 | 15 | 16 | 5 | 75 | Fair |
| 27. | F-27 | 23 | 13 | 15 | 12 | 4 | 67 | Less |
| 28. | F-28 | 24 | 14 | 14 | 14 | 5 | 71 | Less |
| 29. | F-29 | 25 | 14 | 15 | 15 | 5 | 74 | Fair |
| 30. | F-30 | 22 | 14 | 15 | 16 | 5 | 72 | Fair |
| 31. | F-31 | 25 | 16 | 16 | 17 | 5 | 79 | Good |
| 32. | F-32 | 25 | 16 | 16 | 17 | 5 | 79 | Good |
| Total Score | | | | | | | 2297 | |

To know the mean score of result of tests, researcher calculated the mean of test as follow:

$$M = \frac{\Sigma X}{N}$$

Explanation:

M = The average of students score

Σx = Total students' score was 2297

N = Total of Students was 32

The computation of the average score was follow:

$$M = \frac{2297}{32} = 71.78$$

The calculation result shows that the average of students' test result of first cycle was 71.78. The highest score was 83 and the lowest score was 65. The average before was 65.6 and in this cycle 71.78. Researcher concluded that students' writing ability on recount text was improved. There was 6 student got good grade, 10 students got fair grade, and there were 16 or half (50%) of the total students still got less than the minimum standard score (KKM) that was 72. However the score was improved than pre-cycle.

The researcher should do cycle II. Because in the cycle I, the researcher analyzed that some students still confused to arrange ideas that had been generated by their friends into a recount text because there were some ideas that disconnected. The researcher also found that students had limited vocabulary especially change it become Verb 2, and the average of score had not reach the KKM (72), so the researcher had to continue to the next cycle.

d. Reflecting

The class was conducive, since students were fully concentrated to join the activity. The mean of students' activeness during first cycle was 60%. It means that students' participation increased than pre-cycle.

Time management was a very crucial factor in teaching learning process, for that process in group needed a bit of longer

time, so researcher should try to manage and provide time perfectly.

The students' average achievement in writing recount text was improved. It was from 65.62 become 71.78.It could be concluded that brainwriting 6-3-5 was effective in this cycle. However, the average score was still below standard minimum success criteria. So, second cycle would be conducted.

3. Cycle II

The cycle II was done based on the result of reflection from the cycle I. This cycle was conducted on Tuesday, 31st March 2015. In this meeting the teacher used the same technique as the previous cycle, teaching learning process of writing recount text by using brainwriting 6-3-5 technique. The steps that were done by the researcher in the cycle II were:

a. Planning

In this step, like a previous cycle the researcher prepared the teaching learning design, such as arranging lesson plan based on the teaching material. Then researcher prepared the teaching learning process resources, such as: the materials, the example of recount text, the observation scheme, test evaluation, and attendant list in order to know students' activeness in joining teaching learning process. Moreover researcher calculated the time management well.

b. Acting

In the cycle II the researcher did improvements in teaching recount text brainwriting 6-3-5 technique that had not complete in the first cycle. The activities in teaching learning process are:

1) The teacher reviewed about the material that had been explained in the first cycle.

2) The researcher asked the students' problem on the previous lesson.

3) The researcher divided the students into 5 groups each group had 6 members and there were 2 groups had 7 members.

4) The researcher gave a brainwriting 6-3-5 sheet and an empty of paper to write a recount text as an evaluation test.

5) The researcher asked students to generate ideas in group.

6) The teacher asked students about the generic structure and language features of the text orally.

7) The researcher told to students that not all ideas that had been generated had to use in arranging recount text, they may choose, remove or develop the idea.

8) The researcher remind the students to always use simple past form.

9) The researcher asked the students to open the dictionary if they did not know the v2 of vocabularies, it made the class less of noisy when did the task.

c. Observing

        As the previous meeting, in this stage the researcher observed the learning process that was helped by the English teacher as the collaborator. The score of observation were as follow:

**Table 4.6**
**Observation Checklist in Cycle II**

| | Indicators | A few (< 25%) | Half (25-50%) | Good (50-75%) | Majority (>75%) | Score |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 1 | Students give Attention to teacher's explanation | | | √ | | 3 |
| 2 | Students show curiosity by asking questions | | √ | | | 2 |
| 3 | Students respond and answer teacher's questions | | | | √ | 4 |
| 4 | Students active and enthusiastic in Learning Process | | | | √ | 4 |
| 5 | Students discipline in doing the task | | | | √ | 4 |
| | Total Score | 0 | 2 | 3 | 12 | 17 |

$$Mxc = \frac{\Sigma\ xc}{S_{max}} \times 100\ \%$$

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$$= \frac{17}{20} \text{ x } 100\%$$

$$= 85\%$$

From the result above, it can be concluded that students enthusiastically in joining teaching learning process. The result increased than the observation before. The result of this cycle was 85%.

After whole activity had finished, the researcher assessed the students' writing result. The result of test in cycle II was as follow:

**Table 4.7**
**Students' Score of Cycle II Evaluation Test**

| No | Students' Code | Item Analysis | | | | | Σ | Grade |
|----|------|------|------|------|------|------|------|------|
| | | C | O | V | G | M | | |
| 1. | F-1 | 25 | 17 | 16 | 17 | 4 | 79 | Good |
| 2. | F-2 | 27 | 17 | 16 | 20 | 4 | 84 | Good |
| 3. | F-3 | 27 | 16 | 17 | 17 | 4 | 81 | Good |
| 4. | F-4 | 27 | 16 | 16 | 15 | 4 | 78 | Good |
| 5. | F-5 | 24 | 16 | 15 | 14 | 4 | 73 | Fair |
| 6. | F-6 | 26 | 16 | 16 | 17 | 4 | 79 | Good |
| 7. | F-7 | 25 | 16 | 14 | 16 | 4 | 75 | Fair |
| 8. | F-8 | 23 | 17 | 16 | 13 | 4 | 73 | Fair |
| 9. | F-9 | Sick | Sick | Sick | Sick | Sick | Sick | Sick |
| 10. | F-10 | 27 | 17 | 15 | 16 | 4 | 79 | Good |
| 11. | F-11 | Sick | Sick | Sick | Sick | Sick | Sick | Sick |
| 12. | F-12 | 24 | 17 | 14 | 15 | 4 | 74 | Fair |
| 13. | F-13 | 25 | 15 | 15 | 14 | 4 | 73 | Fair |
| 14. | F-14 | 27 | 18 | 17 | 18 | 5 | 85 | Good |
| 15. | F-15 | 24 | 14 | 13 | 16 | 4 | 72 | Fair |
| 16. | F-16 | 25 | 17 | 15 | 14 | 4 | 75 | Fair |
| 17. | F-17 | 25 | 14 | 15 | 14 | 5 | 73 | Fair |
| 18. | F-18 | 25 | 15 | 15 | 14 | 4 | 73 | Fair |
| 19. | F-19 | 25 | 14 | 14 | 16 | 4 | 73 | Fair |
| 20. | F-20 | Sick | Sick | Sick | Sick | Sick | Sick | Sick |
| 21. | F-21 | 26 | 15 | 14 | 16 | 4 | 75 | Fair |
| 22. | F-22 | 26 | 14 | 15 | 16 | 4 | 75 | Fair |

| 23. | F-23 | 27 | 16 | 16 | 20 | 5 | 84 | Good |
|-----|------|----|----|----|----|---|----|------|
| 24. | F-24 | 27 | 15 | 16 | 16 | 5 | 79 | Good |
| 25. | F-25 | 28 | 18 | 17 | 21 | 5 | 89 | Excellent |
| 26. | F-26 | 26 | 16 | 16 | 18 | 5 | 81 | Good |
| 27. | F-27 | 24 | 14 | 14 | 15 | 5 | 72 | Fair |
| 28. | F-28 | 25 | 14 | 14 | 14 | 5 | 72 | Fair |
| 29. | F-29 | 26 | 15 | 15 | 18 | 5 | 79 | Good |
| 30. | F-30 | 27 | 18 | 17 | 19 | 5 | 86 | Excellent |
| 31. | F-31 | 27 | 16 | 16 | 19 | 5 | 83 | Good |
| 32. | F-32 | 27 | 17 | 17 | 18 | 5 | 84 | Good |
| Total Score | | | | | | | 2258 | |

In this cycle the test was followed by 29 students because 3 students were sick and absent. To know the mean score of result of tests researcher calculated the mean of test as follow:

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

Explanation:

M = The average of students score

Σx = Total students' score was 2258

N = Total of students was 29

The computation of the average score was follow:

$$M = \frac{2258}{29} = 77.86$$

From the result above, the researcher concluded that the students' achievement in writing recount text using brainwriting 6-3-5 technique had a significant improvement compared from the previous cycle. The condition of the class also was getting better and conducive. All of students passed KKM, there were 2 students

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got excellent, 15 students got good grade and the other was reached the KKM and got fair score. The highest score was 89.

In this cycle, the students' improvement of writing recount text was improved in content, organization, language use, vocabulary and mechanic. The teacher and the researcher concluded that students' ability in writing recount text were improve after being given treatment using brainwriting 6-3-5 technique.

The students were also enthusiastic in learning process, they were serious in paying attention when the teacher explained the material, some of students who asked questions and responded questions were increased, they were serious in making effort to write. The teacher and researcher decided to stop this cycle, because they concluded that students' ability in writing recount text was improved from the preliminary to the first and to the second cycle and it was reached the indicator of achievement.

d. Reflecting

In this cycle, the students improvement on writing recount text was more significant. It could be seen from the average improvement score of the test and their enthusiastic in learning process. The students' improvement of writing recount text was improved in content, organization, vocabulary, language use and mechanic.

The students' average achievement in writing recount text was improved. The highest score was 89 and the lowest score was

72. The average was from 71.78 become 77.86. The average of students score in this cycle was reach indicator achievement and all students score were reached and passed KKM that was 72. It means that students who reach the minimum score (72) were higher than 75% of total students in the research.

The mean of students' activeness during cycle II was 85% of total students. It means that students' participation was great and higher than 75% of total students in the research. So, the problem of teaching writing recount text was solved. The teacher and researcher decided to stop this cycle, because they concluded that students' ability in writing recount text was improved from the preliminary to the first and to second cycle and it was reached the indicator of achievement.

## C. Final Data Analysis

After the researcher implemented brainwriting 6-3-5 technique in teaching writing recount text, the researcher got the data from each cycle. It was analyzed in each cycle to see the improvement and result in every cycle and then the researcher got the result of the classroom action research. The result of research shows that there was significant improvement of students' ability in writing recount text after taught using brainwriting 6-3-5 technique. It can be seen from the result of the test from the cycle I up to cycle II.

**Table 4.8**
**The Result of Evaluation Test from Preliminary until Second**
**Cycle as Follows:**

| No. | Cycle | Mean |
|-----|-------------|-------|
| 1. | Preliminary | 65.62 |
| 2. | Cycle I | 71.78 |
| 3. | Cycle II | 77.86 |

The improvement of student's achievement can be seen in the chart below:

**Chart 4.1**
**The Average Score of Students' Writing Ability in Whole meetings**
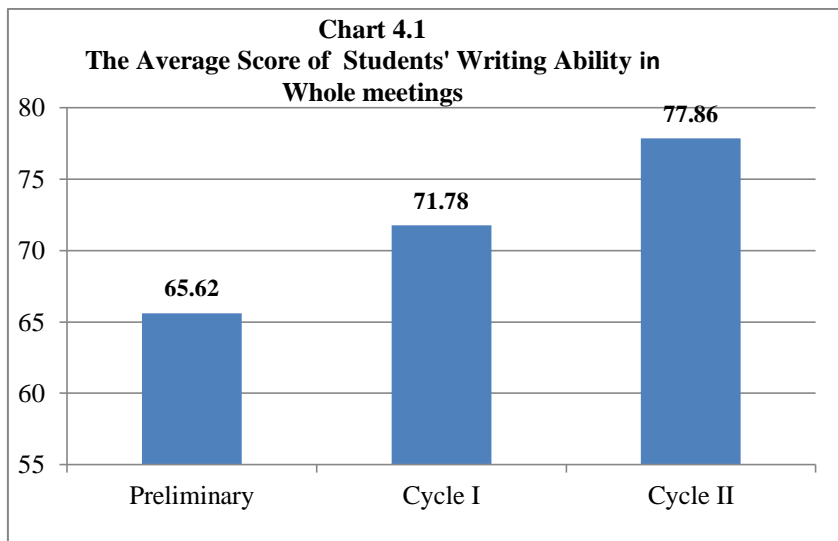


The implementation of brainwriting 6-3-5 technique also could improve students' activeness in teaching and learning process. It can be seen in the chart below:

**Chart 4.2**
**The Students' Activenes in Whole meetings**

A bar chart showing students' activeness percentages:
- Preliminary: 40%
- Cycle I: 60%
- Cycle II: 85%
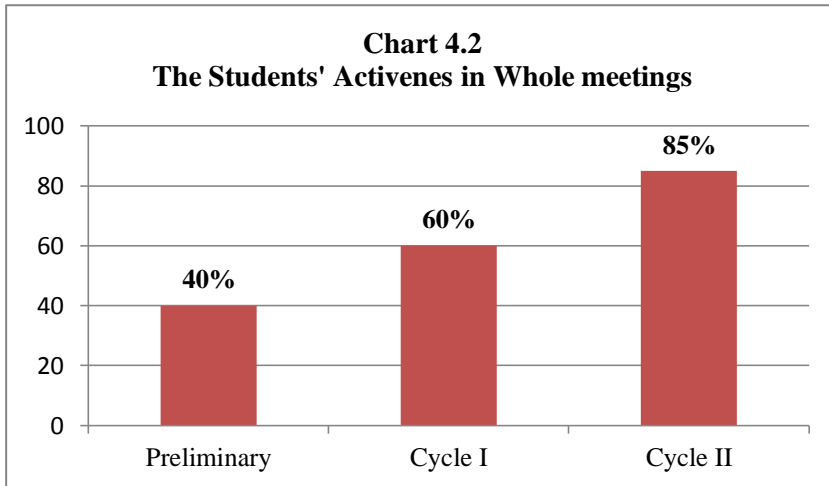
In  the chart above we could see that there was improvement of students' writing ability and students' activeness on recount text cycle by cycle.

In the preliminary research test, the students did the evaluation test, and the mean score of students writing ability on recount text was 65.62. In that activity, the teacher still used conventional method. The highest score was 74 and the lowest score was 59. From the result above, the mean of students' score in writing recount text was low. The result of the average score was 65.62. This score was still under the minimum standard score (72). There were 3 of 32 students got fair grade and passed the KKM while 29 of 32 students still got the score less than the KKM. The mean of students' activeness during pre-cycle was 40%. It means that the students' attention, participation, and activity were very low.

In the first cycle, the mean result was 71.78. In this cycle, the researcher began to apply brainwriting 6-3-5 technique in teaching recount text. There was some significant improvement in students' score average. It was from 65.62 become 71.78. There was 6 students got good grade, 10 students got fair grade. Researcher concluded that students' writing ability on recount text was improved. However, the average score still under KKM (72). There were 16 students still got the score less than the KKM. In teaching and learning process students were enthusiastic in following the lesson. The students paid more attention and joined the class enthusiastically. The mean of students' activeness during first cycle was 60%. It means that students' participation was increased than before.

In the second cycle, the result was improved than previous cycle. It was because students were familiar better with brainwriting 6-3-5 technique in every cycle. Their motivation and interest were also better in every cycle. The mean result was 77.86. It was higher than previous cycle. It was from 71.78 become 77.86. The highest score was 89 and the lowest score was 72. In this cycle all students achieved and passed the KKM score. It means that more than 75% students in 8F class passed the KKM. The score's average was higher than the KKM too. The average of students' activeness during second cycle was 85% of total students. It means that students' participation was great. It was passed the indicator of achievement (75%). It was higher 10% point than 75%. Here, all the indicators of achievement was reached.

From the description of teaching learning process during the research above, it can be concluded that brainwriting 6-3-5 technique was effective to be implemented in teaching writing recount text and could help students to improve their motivation and interest especially at the eighth grade F students of SMP Negeri 18 Semarang in the academic year of 2014/2015.

# CHAPTER V
# CONCLUSIONS AND SUGGESTIONS

## A. Conclusions

Based on the result of the analysis in the previous chapter, the researcher concluded that:

1. The implementation of brainwriting 6-3-5 technique in teaching learning recount text was started when the researcher found the problems that students difficult to make a recount text. Then the researcher introduced brainwriting 6-3-5 technique to the students and presented the way how to write recount text used brainwriting 6-3-5 technique. Students were divided into some groups. The researcher gave a table sheet of brainwriting 6-3-5 to each student in all groups with some clues related to the topic. All students generate 3 ideas in 5 minutes on their own table sheet. Then all students passed their paper to next student in the right side, continued to generate ideas of their friends' paper and passed the paper again until each student got their own paper. Then researcher asked them to make recount text individually based on the ideas that had been generated by them.

2. Teaching writing recount text using brainwriting 6-3-5 can improved students' achievement. Their progress during the teaching and learning activity by using brainwriting 6-3-5 technique on recount text was good. Students enjoyed their study in writing. It could be seen by students' achievement of writing

score average in each cycle and the result of students' activeness as follow:

a. The average of writing score in preliminary research (65.62), first cycle (71.78),and second cycle (77.86).

b. Students' activeness in preliminary research only 40%,first cycle was 60%, and in the second cycle was 85%.

These proven that the students' activeness in writing recount text had improved after taught by using brainwriting 6-3-5 technique.

## B. Suggestions

One of the problem that the teacher may face in her duty was how to make a students interested in her teaching or how to promote the students interest to join the learning process well. If students have high interest in following the teacher, it would not be so difficult for the teacher to teach the lesson. Based on the hold result of the study, the writer had some suggestions for English teacher, students and next researcher as follows:

1. For the English Teacher

a. Brainwriting 6-3-5 technique is a one of strategy that can be applied on teaching writing. It is interesting because it can attract students' interest and motivation in teaching and learning process. It can stimulate students to generate ideas.

b. Writing is mostly known as difficult subject. English teacher should be creative to make an interesting learning like interesting technique, using media, quiz or games with the

suitable material for Junior High School students, so that the goal of the study can be fulfilled and students interest in English learning activities.

   c. Find out the technique of learning or the other games from many references like magazine, book, newspaper, internet, or make creative way by themselves based on their creativities in order to get the students interest in English learning activities, especially in writing.

2. For the students

   a. The students should pay attention to the teacher when teacher gives the explanation of English lesson.

   b. The students encourage themselves to learn and practice English especially in writing recount text.

3. For the next researcher

       Next researchers can make this study as their reference to conduct a research on the same case. They also expected to be able to cover the limitation about this. They can conduct a research with the same technique but in different genres or subject.

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**Appendix 1**

## RESEARCH SCHEDULE OF A CLASSROOM ACTION
## RESEARCH IN THE ACADEMIC YEAR OF 2014/2015

Teacher        : Budi Siswanto, S.Pd

Researcher    : Filda Hulwani Dewi

Class          : VIII Grade F Class of SMP Negeri 18 Semarang

| No | Activities | Date |
|----|-----------|------|
| 1 | Preliminary visit (meet the administration officer). After that meet the headmaster to ask permission to do research by giving the permission letter and proposal. | February 10$^{th}$ , 2015 |
| 2 | Meet the English teacher that had been chosen by the headmaster to become a collaborator during the research. | February 11$^{th}$, 2015 |
| 3 | Meet the English teacher to make research framework. | March 21$^{st,}$ 2015 |
| 4 | Doing Preliminary Research | March 24$^{th}$, 2015 |
| 5 | Doing Cycle I | March 28$^{th}$, 2015 |
| 6 | Doing Cycle II | March 31$^{st}$, 2015 |

**Appendix 2**

**LIST OF STUDENTS' NAME**

| NO | STUDENTS' NAME | SEX |
|---|---|---|
| 1. | Agustin Ayu Wulansari | Female |
| 2. | Aji Muhammad Ryanto | Male |
| 3. | Albert Ivan Ginting | Male |
| 4. | Alifia Firmanda Firdaus | Female |
| 5. | Alrico Rizki Wibowo | Male |
| 6. | Andi Setio Nur Hidayanto | Male |
| 7. | Anggraeni Cahyaning W | Female |
| 8. | Aslam Riyadi | Male |
| 9. | Dinda Ayu Fitria | Female |
| 10. | Dinda Putri Anya | Female |
| 11. | Elza Monica | Female |
| 12. | Farchan Afdhallash P.M | Male |
| 13. | Farhan Sudarto | Male |
| 14. | Hafiz Adlan Kurnianto | Male |
| 15. | Ika Annisa Fitri Astuti | Female |
| 16. | Intan Pramudhita Siwi | Female |
| 17. | Izdihar Rizki Zahra Permata | Female |
| 18. | Melliana Putri Yodianti | Female |
| 19. | Mohammad Iqsal Theda | Male |
| 20. | Muhamad Angga Nauval R | Male |
| 21. | Muhammad Rafi' Setyawan | Male |
| 22. | Ninda Oktaviani Patma | Female |
| 23. | Novia Kusuma Hermawan | Female |
| 24. | Pramaisheilla Ninda Karisa | Female |
| 25. | Pramudita Cahya Evelyn A | Female |
| 26. | Ridhotul Ibrahim | Male |
| 27. | Rinaldi Dwi Septian | Male |
| 28. | Rizal Aditya Syahputra | Male |
| 29. | Syah Daffa Anwar | Male |
| 30. | Syahrul Ramadhan | Male |
| 31. | Vinny Fadillah Lestari | Female |
| 32. | Wahyu Agung Saputro | Male |

## LESSON PLAN

| | |
|---|---|
| Subject | : English |
| Class/ Semester | : VIII/ 2 |
| Skill focus | : Writing |
| Material | : Recount Text |
| Time Allotment | : 1 Meeting (2 x 40 Minutes) |

1. **Standard of Competence**

   Understanding the meaning of simple short essay in descriptive and recount text that related to human, place, or thing.

2. **Basic Competence**

   Responding to the meaning and rhetorical steps of a simple short essay in descriptive and recount text accurately, smoothly and accepted related to human, place, or thing.

3. **Indicators**

   1. Identifying the generic structures of recount text

   2. Making paragraphs of recount text

4. **Learning Aim**

   By the end of lesson, students will have been able to identify  the generic structures of recount text, and making paragraphs of recount text.

5. **Teaching Material**

   a. **Social Function of Recount Text** : to retell event for the purpose of informing or entertaining.

   b. **Generic Structures of Recount Text :**

      1) Orientation

         Provides the setting and introduces participants

      2) Events

         Tell what happened, in what sequence

      3) Re-orientation

         Optional-closure of events.

   c. **Language Features of Recount Text**

      Language features of recount text :

      1) Use of simple past tense; for example, went, cooked, spent.

      2) Use of nouns and pronouns to identify people, animals or things involved; for example, I, she, he, my mother, father.

      3) Use of adjective to describe nouns; for example the house *is big*, the room *is tidy.*

      4) Use of adverb and adverbial phrase to indicate place and time; for example, last week, last holiday.

**Example of Recount text using Brainwriting Technique**

| Topic : My Last Holiday | | | |
|---|---|---|---|
| **Participants** | **Idea 1** | **Idea 2** | **Idea 3** |
| **Person 1** | Grandmother's house | Jakarta | Two nights |
| **Person 2** | Mother | Father | Little brother |
| **Person 3** | Large | Tidy | Comfortable |
| **Person 4** | Swimmed | Made a BBQ | Shared the story |
| **Person 5** | Cooked | Soto betawi | Cake |
| **Person 6** | Unforgettable | Happy | Enjoyed |

After completing write ideas as keyword, then arrange them into sentences and paragraphs.

**My Last Holiday**

Last holiday I went to my grandmother's house in Jakarta. I stayed there for two nights. I went there with my mother, father, and little brother. My grandmother's house was large, tidy and comfortable.

On the first day I did some activities, I swimmed in the pool than my family and I made a BBQ in the

backyard of my grandmother's house. Then we shared a story and it was interesting.

On the second day my grandmother cooked Soto betawi for me and my family, she made cake too.

Spent holiday in my grandmother's house was an unforgettable memory, I was very happy and enjoyed my last holiday.

## 6. Teaching Method

- Three-phase Technique (Pre activities, main activities, post activities)
- Brainwriting Technique

## 7. Learning Activities

| Activities | Time | Interaction Patterns | Sample of Instruction |
|---|---|---|---|
| Pre Activities<br><br>• Teacher greets the students<br><br>• Teacher checks the student's attendance | 5 minutes | T-S<br><br><br>T-S | *Good Morning class, how are you today?*<br><br>*Who is absent today?*<br>*Why he/ she absent?* |

| | | | |
|---|---|---|---|
| <u>Main activities</u><br><br>Building Knowledge of The Field (BKOF)<br><br>• Teacher gives stimulating questions before explaining the material | | T-S | *OK students, do you have an experience ? let me know, who want to share?* |
| Modelling of Text (MOT)<br><br>• Teacher tells he students about the topic | 65 minutes | T-S | *Well, today we will learn about recount text* |
| • Teacher gives the example of recount text | | T-S | *Now, I will give you an example of recount text* |
| • Teacher explains about recount text | | T-S | *The social function of recount text is....*<br><br>*The generic structures of recount text is......* |
| • Teacher asks whether students have a | | T-S | *Ok, so far, is there any question?* |

| | | | |
|---|---|---|---|
| question or not | | | |
| Join Construction of Text (JCOT) | | | |
| • Teacher gives exercises related to the topic through brainwriting technique | | S-SS | *Ok students, now I want to give you a table sheet.......* |
| • Teacher asks students to make paragraphs by arranging clues that had been generated by brainwriting technique | | T-S | *Ok now, please arrange the clues into a good paragraphs....* |
| Independent Construction of Text (ICOT) | | | |
| • Teacher asks students to make recount text individually about last holiday (homework) | | T-S | *Ok for your homework, please make a recount text individually about your last hoiday !* |

| Post Activities | | | |
|---|---|---|---|
| • Teacher asks one of students to share the text of recount that had been made by student | 10 minutes | S-T | *Ok now please,.....share your story.......* |
| • Teacher reviews the material of the day | | T-S | *well, how about material today?* |
| | | T-S | *Is it clear for you?* |
| | | T-S | *Do you still remember what is the social function/ generic structure of recount text?* |
| • Teacher closes the class | | T-S | *Ok because the time is up, so, enough for today........* |

## 8. Media and Source of Material

### a. Media

1. Table sheet
2. Writing sheet

### b. Source of Material

> Prastikawati, Entika Fani and Siti Musarokah. 2010. *Writing 3*. Semarang : IKIP PGRI Semarang

9. **Assessment**
   1. Form : Written
   2. Techniques : The students are assigned to write paragraphs of recount text.
   3. Aspects : Content, Organization, Vocabulary, Grammar and Mechanic
   4. Scoring Guidance :

| Item Analysis | Score Criteria |
|---|---|
| Content | 30-27EXCELLENT TO VERY GOOD: knowledgeable – substantive - etc. 26-22GOOD TO AVERAGE: some knowledge of subject – adequate range – etc. 21-17FAIR TO POOR: limited knowledge of subject – little substance – etc. 16-13VERY POOR: does not show knowledge of subject – non substantive - etc |
| Organization | 20-18EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated – etc. 17-14GOOD TO AVERAGE: somewhat choppy – loosely organized but main ideas stand out – etc. 13-10FAIR TO POOR: non fluent – ideas confused or disconnected – etc. 9-7VERY POOR: does not communicate – no organization – etc. |
| Vocabulary | 20-18EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom choice and usage – etc. 17-14GOOD TO AVERAGE: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured. 13-10FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, |

| | usage – etc.<br>9-7VERY POOR: essentially translation – litlle knowledge of English vocabulary. |
|---|---|
| Grammar | 25-22EXCELLENT TO VERY GOOD: effective complex constructions – etc.<br>21-18GOOD TO AVERAGE: effective but simple constructions – etc.<br>17-11FAIR TO POOR: major problem in simple/complex constructions – etc.<br>10-5VERY POOR: virtually no mastery of sentence constructions rules – etc. |
| Mechanic | 5EXCELLENT TO VERY GOOD: demonstrates mastery of conventions – etc.<br>4GOOD TO AVERAGE: occasional errors of spelling, punctuation – etc.<br>3FAIR TO POOR: frequent errors of spelling, punctuation, capitalization – etc.<br>2VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc. |
| Total of score | 1-100 |

5. Instruments :

   a. Make a paragraph of recount text about last weekend through the clues that had written by brainwriting technique at least 10 sentences !

   b. Do it individually !

Acknowledged by:

English Teacher                         Researcher

(Budi Siswanto, S.Pd)                (Filda Hulwani Dewi)

**LESSON PLAN**

Subject              : English

Class/ Semester    : VIII/ 2

Skill focus         : Writing

Material            : Recount Text

Time Allotment    : 1 Meeting (2 x 40 Minutes)

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2. **Basic Competence**

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3. **Indicators**

    1. Identifying the generic structures of recount text
    2. Making paragraphs of recount text

4. **Learning Aim**

    By the end of lesson, students will have been able to identify  the generic structures of recount text, and making paragraphs of recount text.

5. **Teaching Material**

   a. **Social Function of Recount Text** : to retell event for the purpose of informing or entertaining.

   b. **Generic Structures of Recount Text :**

     1) Orientation

      Provides the setting and introduces participants

     2) Events

      Tell what happened, in what sequence

     3) Re-orientation

      Optional-closure of events.

   c. **Language Features of Recount Text**

   Language features of recount text :

     1) Use of simple past tense; for example, went, cooked, spent.

     2) Use of nouns and pronouns to identify people, animals or things involved; for example, I, she, he, my mother, father.

     3) Use of adjective to describe nouns; for example the house *is big*, the room *is tidy.*

     *4)* Use of adverb and adverbial phrase to indicate place and time; for example, last week, last holiday.

**Example of Recount text using Brainwriting Technique**

**Topic : My Last Holiday**

| Participants | Idea 1 | Idea 2 | Idea 3 |
|---|---|---|---|
| **Person 1** | Grandmother's house | Jakarta | Two nights |
| **Person 2** | Mother | Father | Little brother |
| **Person 3** | Large | Tidy | Comfortable |
| **Person 4** | Swimmed | Made a BBQ | Shared the story |
| **Person 5** | Cooked | Soto betawi | Cake |
| **Person 6** | Unforgettable | Happy | Enjoyed |

After completing write ideas as keyword, then arrange them into sentences and paragraphs.

**My Last Holiday**

Last holiday I went to my grandmother's house in Jakarta. I stayed there for two nights. I went there with my mother, father, and little brother. My grandmother's house was large, tidy and comfortable.

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On the second day my grandmother cooked Soto betawi for me and my family, she made cake too.

Spent holiday in my grandmother's house was an unforgettable memory, I was very happy and enjoyed my last holiday.

6. **Teaching Method**
   - Three-phase Technique (Pre activities, main activities, post activities)
   - Brainwriting Technique

7. **Learning Activities**

| Activities | Time | Interaction Patterns | Sample of Instruction |
|---|---|---|---|
| Pre Activities<br>• Teacher greets the students | 5 minutes | T-S | *Good Morning class, how are you today?* |
| • Teacher checks the student's attendance | | T-S | *Who is absent today?*<br>*Why he/ she absent?* |

| | | | |
|---|---|---|---|
| **Main activities**<br><br>Building Knowledge of The Field (BKOF)<br><br>• Teacher gives stimulating questions before explaining the material | | T-S | *OK students, Do you have an experience ? let me know, who want to share ?* |
| Modelling of Text (MOT)<br><br>• Teacher tells he students about the topic | 65 minutes | T-S | *Well, today we will learn about recount text* |
| • Teacher gives the example of recount text | | T-S | *Now, I will give you an example of recount text* |
| • Teacher explains about recount text | | T-S | *The social function of recount text is....* |
| | | T-S | *The generic structures of recount text is......* |
| • Teacher asks whether students have a | | T-S | *Ok, so far, is there any question?* |

| | | | |
|---|---|---|---|
| question or not | | | |
| **Join Construction of Text (JCOT)**<br>• Teacher gives exercises related to the topic through brainwriting technique | | S-SS | *Ok students, now I want to give you a table sheet.......* |
| • Teacher asks students to make paragraphs by arranging clues that had been generated by brainwriting technique | | T-S | *Ok now, please arrange the clues into a good paragraphs....* |
| **Independent Construction of Text (ICOT)**<br>• Teacher asks students to make recount text individually about last weekend (homework) | | T-S | *Oke for your homework, please make a recount text individually about your last weekend !* |

| Post Activities | 10 minutes | | | |
|---|---|---|---|---|
| • Teacher asks one of students to share the text of recount that had been made in front of class | | S-T | | *Ok now please,......share your story.......* |
| • Teacher reviews the material of the day | | T-S | | *well, how about material today?* |
| | | T-S | | *Is it clear for you?* |
| • Teacher closes the class | | T-S | | *Do you still remember what is the social function/ generic structure of recount text?* |
| | | T-S | | *Ok because the time is up, so, enough for today........* |

**8. Media and Source of Material**

  **a. Media**

   1. Table sheet

   2. Writing sheet

  **b. Source of Material**

   ➢ Prastikawati, Entika Fani and Siti Musarokah. 2010. *Writing 3*. Semarang : IKIP PGRI Semarang

## 9. Assessment

1. Form : Written

2. Techniques : The students are assigned to write paragraphs of recount text.

3. Aspects : Content, Organization, Vocabulary, Grammar and Mechanic

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| Item Analysis | Score Criteria |
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| Organization | 20-18EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated – etc.<br>17-14GOOD TO AVERAGE: somewhat choppy – loosely organized but main ideas stand out – etc.<br>13-10FAIR TO POOR: non fluent – ideas confused or disconnected – etc.<br>9-7VERY POOR: does not communicate – no organization – etc. |
| Vocabulary | 20-18EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom choice and usage – etc.<br>17-14GOOD TO AVERAGE: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.<br>13-10FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, |

| | |
|---|---|
| | usage – etc.<br>9-7VERY POOR: essentially translation – litlle knowledge of English vocabulary. |
| Grammar | 25-22EXCELLENT TO VERY GOOD: effective complex constructions – etc.<br>21-18GOOD TO AVERAGE: effective but simple constructions – etc.<br>17-11FAIR TO POOR: major problem in simple/complex constructions – etc.<br>10-5VERY POOR: virtually no mastery of sentence constructions rules – etc. |
| Mechanic | 5EXCELLENT TO VERY GOOD: demonstrates mastery of conventions – etc.<br>4GOOD TO AVERAGE: occasional errors of spelling, punctuation – etc.<br>3FAIR TO POOR: frequent errors of spelling, punctuation, capitalization – etc.<br>2VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc. |
| Total of score | 1-100 |

5. Instruments :

   a. Make a paragraph of recount text about your trip to Jakarta and Bandung through the clues that had written by brainwriting technique at least 12 sentences !

   b. Do it individually !


Acknowledged by:

English Teacher                          Researcher


(Budi Siswanto, S.Pd)                    (Filda Hulwani Dewi)

## Appendix 5

## Observation Checklist

| | Indicators | A few (< 25%) | Half (25-50%) | Good (50-75%) | Majority (>75%) | Score |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 1 | Students give attention to teacher's explanation | | | | | |
| 2 | Students show curiousity by asking questions | | | | | |
| 3 | Students respond and answer teacher's questions | | | | | |
| 4 | Students active and enthusiastic in learning proccess | | | | | |
| 5 | Students discipline in doing the task | | | | | |
| | Total Score | | | | | |

**Appendix 6**

## Brainwriting 6-3-5 form in Cycle  1

Name : 
Class :

| Topic : My Last Weekend | | | |
|---|---|---|---|
| **Participants** | **Idea 1** | **Idea 2** | **Idea 3** |
| (Time, Place, Participants) | | | |
| (In the morning) | | | |
| (In the middle of the day) | | | |
| (In the afternoon) | | | |
| (In the evening) | | | |
| (What did you feel?) | | | |

# Brainwriting 6-3-5 form in Cycle 2

Name    :

Class    :

| Topic : My Trip To Jakarta and Bandung | | | |
|---|---|---|---|
| **Participants** | **Idea 1** | **Idea 2** | **Idea 3** |
| (Time, Place, Transportation) | | | |
| (Participants) | | | |
| (What places did you visit in Jakarta ? ) | | | |
| (What places did you visit in Bandung ?) | | | |
| (What did you buy?) | | | |
| (What did you feel ?) | | | |

**Appendix 7**

## Students' Name in Groups

| No. | Group Number | Name | Sex |
|-----|--------------|------|-----|
| 1. | Group 1 | Albert Ivan Ginting | Male |
| | | Anggraeni Cahyaning W | Female |
| | | Dinda Putri Anya | Female |
| | | Farchan Afdhallash P.M | Male |
| | | Farhan Sudarto | Male |
| | | Izdihar Rizki Zahra Permata | Female |
| | | Mohammad Iqsal Theda | Male |
| 2. | Group 2 | Alrico Rizki Prabowo | Male |
| | | Hafiz Adlan Kurnianto | Male |
| | | Melliana Putri Yodianti | Female |
| | | Pramaisheilla Ninda Karisa | Female |
| | | Rinaldi Dwi Septian | Male |
| | | Syahrul Ramadhan | Male |
| | | Vinny Fadillah Lestari | Female |
| 3. | Group 3 | Agustin Ayu Wulansari | Female |
| | | Andi Setio Nur Hidayanto | Male |
| | | Elza Monica | Female |
| | | Ika Annisa Fitri Astuti | Female |
| | | Muhammad Angga Nauval R | Male |
| | | Muhammad Rafi' Setyawan | Male |
| 4. | Group 4 | Aji Muhammad Ryanto | Male |
| | | Dinda Ayu Fitria | Female |
| | | Novia Kusuma Hermawan | Female |
| | | Pramudita Cahya Evelyn A | Female |
| | | Ridhotul Ibrahim | Male |
| | | Wahyu Agung Saputro | Male |
| 5. | Group 5 | Alifia Firmanda Firdaus | Female |
| | | Aslam Riyadi | Male |
| | | Intan Pramudhita Siwi | Female |
| | | Ninda Oktaviani Patma | Female |
| | | Rizal Aditya Syahputra | Male |
| | | Syah Daffa Anwar | Male |

# Appendix 8

## Cycle I

Kel ③

Name : Elza Monica

Class : VIII – F

**Topic : My Last Weekend**

| Participants | Idea 1 | Idea 2 | Idea 3 |
|---|---|---|---|
| Elza Monica (Time, Place, Participants) | Last Weekend | In I Jts (Smepca) | With my friends (Edo, Bella, Willy) |
| M. Rafi S. (In the morning) | Took a bath | Played a game | Slept |
| Ika Annisa Fitri A. (In the middle of the day) | Slept | Lunch | Played hand phone |
| Agustin Ayu Wulan Sari (In the afternoon) | Go to went to home | Slept | Watched tv |
| Andi Setio Nur H. (In the evening) | take a bath | talk Friend | Played Hand Phone. |
| M-angga A1.R (What did you feel) | unforgettable | Happy | enjoyed |

# Cycle I

Name : Wahyu Agung S

Class : VIII.F

Kelompok : 4

**Topic : My Last Weekend**

| Participants | Idea 1 | Idea 2 | Idea 3 |
|---|---|---|---|
| Wahyu Agung (Time, Place, Participants) | Last Weekend | 5 SHS Semarang | Friend's |
| Ridho (In the morning) | Woke up | Took a bath | had Break Fast |
| Pramudita (In the middle of the day) | went to 5 SHS semarang | saw scout Competition | had lunch |
| Dinda Ayu (In the afternoon) | Back to home | quality Time in home with my friend | Took a Rest. |
| Novia (In the evening) | ~~Prayer~~ took a bath | Prayed | ~~Studied~~ slept. |
| ~~Wahyu~~ Aji MR (What did you feel) | Very Happy | Amazing | Tired |

Cycle I

Name : Pramudita Cahya Evelyn A.
Class : VIII F / 25

Team 4

| Topic : My Last Weekend | | | |
|---|---|---|---|
| Participants | Idea 1 | Idea 2 | Idea 3 |
| Pramudita<br><br>(Time, Place, Participants) | Last Weekend | Smepsa | Farel & fam, Maraika, Sister, Paspanjaya fam |
| Dinda Ayu<br>(In the morning) | woke up | had Breakfast | Prepared |
| NOVIA<br>(In the middle of the day) | Went to cousin house. | Rode motorcycle. | had Lunch. |
| Aji MR<br>(In the afternoon) | watched TV | Played football | took a bath |
| Wahyu Agung<br>(In the evening) | Took a bath | Prayed | Slept |
| Ridho<br>(What did you feel) | Happy | Tired | Interested |

## Cycle II

Name : Rinaldi Dwi S

Class : VIIIF

②

**Topic : My Trip to Jakarta and Bandung**

| Participants | Idea 1 | Idea 2 | Idea 3 |
|---|---|---|---|
| Aldi <br> (Time, Place, Transportation) | 6 January | Jakarta and Bandung | Bus Subur Jaya |
| Melliana <br> (Participants) | Friends | Teacher | Guide and Driver |
| Sheilla. <br> (Place did .you visit in Jakarta) | China Town | Dufan. Ancol | I T C |
| Vinny <br> (What did you bought?) | POP MIE | DrinKing | T-Shirt |
| Syahrul <br> (Place did you visit in Bandung) | IPTEK | Cirole | Ciamplas, Cibaduyut |
| Hafiz <br> (What did you bought?) | T-shirt | drink | Snack |
| Alrico <br> (What did you feel?) | Happy | Sad enjoy | Fun |

# Cycle II

Name : Syahrul Ramadhan

Class : VIII F

Kelompok : 2

**Topic : My Trip to Jakarta and Bandung**

| Participants | Idea 1 | Idea 2 | Idea 3 |
|---|---|---|---|
| Syahrul (Time, Place, Transportation) | 6 Januari | ~~Semarang~~ Jakarta & Bandung | bus |
| Hafiz (Participants) | Friends | teachers | Tour guide |
| Alrico (Place did you visit in Jakarta) | China town | Gelanggang Samudra | Dufan |
| AlDi (What did you bought?) | Pop mie | T-shirt | Drink |
| Melliara (Place did you visit in Bandung) | IPTEK | Cikole | Ciamplas and Cibaduyut |
| Sheilla (What did you bought?) | T-shirt | Peuyem | Snack |
| Vinny (What did you feel?) | Happy | ~~Sad~~ Enjoy | Sad |

Cycle II

Name : Pramudita Cahya Evelyn A.

Class : VIII F / 25

④ :)

| Topic : My Trip To Jakarta and Bandung | | | |
|---|---|---|---|
| Participants | Idea 1 | Idea 2 | Idea 3 |
| Pramudita (Time, Place, Transportation) | Tuesday, January 6, 2015 - Friday, January 9, 2015 | Jakarta Bandung | Bus. |
| RIDHO (Participants) | Student's of 18 JHS Semarang | Teacher's | Driver and Guide. |
| Wahyu Agung (Place did you visit in Jakarta ) | China Town | Ancol and Dufan | ITC Cempaka MAS |
| Aji MR (Place did you visit in Bandung) | Outbound cikole | Puspa Iptek | Ciamplas, cibaduyut |
| Novra k.H (What did you bought?) | T-shirt | peuyeum | stuff |
| Pramudita (What did you feel) | very happy | very tired | very interested |

# Appendix 9

Pre-cycle

No. 24 / 15

Data. / 3

Nama : Elza Monica

Kelas : VIII -F

No : 11

# My Trip In "Jakarta"

Experience that when there is in the museum of science and technology. There are various kinds of props to increase our knowledge and certainly adds to the experience.

There is a sundial small and large sundial. Clock wise will move with the reflection of sunlight and later the clock will move according to time

Experience was also there in dufan, where all the students are free to play. Me and my friends one group chose to play high "Histeria" and quite challenging.

When will rise to hysteria, I fear for my first time to ride it. But after rising hysteria I'm not afraid anymore, because the scenery is very beautiful when rising hysteria. It was my experience when outdoor learning, thanks.

C 21
O 12
V 13
G 10
M 3

59

Cycle I

Elza Monica

## My Last Weekend

Last weekend I went in 1 JHS. I went with my friends they are Edo, Bella and Willy. In the morning I took a bath after that I played a game in home, because I tired then I chossed for slept.

In the middle of day I still slept. After work up I chossed lunch with my friends. Because nothing to work, then I played handphone.

In the afternoon I went to home for slept after work up I watched TV.

In the evening I took a bath because the weather is hot, after took a bath I talk with my friends while played handphone.

My feel in that moment verry unforgettable because I happy and very enjoyed.

C 23
O 12
V 13
E 13
M 4

65

Cycle I

Wahyu Agung S

## Saw Scout Competition

Last weekend, I went to 5 SHS Semarang with friends, to Saw Scout Competition.

In the morning, I woke up then took a bath, then had breakfast and I prepared to went to school for to gether.

In the middle of day, I and friend's went to 5 SHS Semarang. I and friend rode BRT. After arrived I prayed for the winning of team scout 10 JHS Semarang. Then I had lunch.

In the ⬭ I back to home and quality time in home with my friend and took a rest. Then I and friend prayed.

In the evening, my friend went to home. I took a bath then prayed, because very tired I slept.

On that day, I felt very happy, amazing and very tired

I    25
O   16
V   16
b   17
m   5

79

Cycle I

Pramudita Cahya

## My Last Weekend

Last weekend, I went to Smepsa with Farel and his family, and also my sister, Maraika, I also met paspanjaya family.

In the morning, I woke up, then I took a bath. After that, I had breakfast. I prepared went to Smepsa.

In the middle of the day, I went to cousin house. In there, I rode motorcycle. And didn't forget I had lunch.

In the afternoon, I watched TV, then I played football with my cousin. After that, I took a bath.

In the evening, I prayed to My God for paspanjaya so that brought a cup. After prayed, I went to slept.

On that day, I felt happy, certainly I very tired. My last weekend very interested

T 26
o 16
v 17
g 19
m 5

(83)

Cycle II

Rinaldi Dwi S

## My trip to Jakarta and Bandung

On thursday 6 Janvary, I and my friend's study tour in two cities city of Jakarta and bandung with a bus subur jaya, In Jakarta I and friend visit to china twon, ancol, DUFQ1, In Jakarta I bought popmie, drink, T-shirt

In bandung I and trical visit to maebum 'Iptek, Cikole, ciamp.ebs, abaduyut, In el.baduyut I baught, piyam, T-shirt, snack, I feel is very happy onjoy, funny

C 24
O .14
V 14
6 15
m 5

(72)

Cycle II

Syahrul Ramadhan

### My Trip to Jakarta and Bandung

On Tuesday, 6 January - 9 January 2015, SMP N 18 Semarang went to Jakarta and Bandung by bus with friends, teachers, and tour guide.

The first place we visited was china town, in there many china souvenir. After that we went to Gelanggang & Samudra we watched animal circus, 4 dimension film and attractive teater. Next we visited Dufan, there were many games we enjoyed so much, in ther we bought pop mie, T-Shirt and drink.

Next day we went to IPTEK, we can learn and practice science Experiment, Then we went to Cibole the scenery was very beautiful we took some picture. After that we went to Ciamplas and Cibole we bought T-Shirt, Peuyem, and snack. I feel very Happy Enjoy, because I like it. I feel sad because my clothes was wet.

t 27
o 18
v 17
6 19
m 5

86

Cycle II

Pramudita Cahya Evelyn A.

## My Trip to Jakarta and Bandung

On Tuesday, January 6, 2015 - Friday, January 9, 2015 I did Out door learning. I went to Jakarta - Bandung. My transpotation to went Jakarta - Bandung was bus.

On my trip, I didn't alone, but I with students of 18 JHS Semarang, Teachers of 18 JHS Semarang, and also Bus driver and his guide.

In Jakarta, I visited China Town, Then I visited Ancol - Dufan, and last in Jakarta I visited ITC ~~Atu~~ Cempaka Mas.

Next day, I went to Bandung. In Bandung I visited Outbound Cikole, and I did many actitities, After that, I went to Puspa Iptek, I saw the biggest sundial, and I did know many sains educations. And the last of my trip, I went to Ciamplas and Cibaduyut. In there, I found many shop. In there, I bought many thing, ~~and~~ I bought T-shirts, and many stuff. And on the way, we were stop in a shop to bought peuyeum. I bought 5 kg peuyeum.

I felt very happy, very interested and but I also very tired.

C 38/18
V 17
6 21
m 5

89

Students do preliminary test



Teacher explain the material

Students do brainwriting 6-3-5 technique



Students do evaluation test

**PEMERINTAH KOTA SEMARANG**
DINAS PENDIDIKAN
## SMP NEGERI 18 SEMARANG
**SEKOLAH STANDAR NASIONAL**
Jalan Purwoyoso I, Kel. Purwoyoso Kec. Ngaliyan Telepon (024) 7603798 Semarang
Web.www.smpn18@.disdik.semarangkota.go.id Email : smp-18@yahoo.co.id
SEMARANG                                      Kode Pos 50184

### SURAT KETERANGAN

Nomor : 423.4/ 171 /2015

Yang bertanda tangan di bawah ini :

| | | |
|---|---|---|
| Nama | : | Aloysius Kristiyanto, S.Pd. M.Pd |
| NIP | : | 196905161994121002 |
| Jabatan | : | Kepala Sekolah |
| Unit Kerja | : | SMP Negeri 18 Semarang |
| Alamat | : | Jalan Purwoyoso 1, Kel.Purwoyoso, Kec. Ngaliyan, |
| | | Semarang. |

Dengan ini menerangkan bahwa yang tersebut di bawah ini :

| | | |
|---|---|---|
| Nama | : | Filda Hulwani Dewi |
| NIM | : | 113411080 |
| Jurusan | : | Bahasa Inggris |
| Pekerjaan | : | Mahasiswa Universitas Islam Negeri Walisongo Semarang |

Telah melaksanakan penelitian   dalam rangka penulisan skripsi dengan judul" **The Use of Brainwriting Techique to Improve Students' Writing Ability on Recount Text**" yang  dilaksanakan di SMP Negeri 18 Semarang pada tanggal 23 Maretr s.d 4 April 2015.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Semarang,  4 April 2015
Kepala Sekolah,

**Aloysius Kristiyanto, S.Pd. M.Pd**
NIP. 196905161994121002

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : pbb.walisongo@gmail.com

WALISONGO

# Certificate

Nomor : In.06.0/PG/PP.00.9/0186/2015

Certificate Number : 12015072

*This is to certify that*

## FILDA HULWANI DEWI
Student Register Number: 20150142072

## the TOEFL Preparation Test

*conducted by*

*the Language Development Center State University for Islamic Studies ('UIN) "Walisongo"*
*Semarang*

*On March 17th, 2015*

*and achieved the following result:*

| Listening Comprehension | Structure and Written Expression | Vocabulary and Reading | Score |
|---|---|---|---|
| 57 | 60 | 53 | 567 |

*Give in Semarang,*
*March 24th, 2015*
*Director,*

*H. Muhammad Saifullah, M.Ag.*
*NIP. 19700321 199603 1 003*

# PIAGAM

Nomor : In.06.0/L.1/PP.06/480/2015

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

| | | |
|---|---|---|
| Nama | : | **FILDA HULWANI DEWI** |
| NIM | : | **113411080** |
| Fakultas | : | **Ilmu Tarbiyah dan Keguruan** |

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-64 tahun 2015 di Kabupaten Temanggung, dengan nilai :

.................................80.................................... ( ....................4,0 /A.................... )

Semarang, 12 Juni 2015
Ketua,

Dr. H. Sholiham, M. Ag
NIP. 19600604 199405 1 004

# CURRICULUM VITAE

**A. Personal Details:**

Name : Filda Hulwani Dewi

Place and date of birth : Semarang, 29 Agustus 1994

Address : Jl. Segaran 2 No.6 Rt/Rw 03/04 Kel.

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  50185

Phone : 085797167747

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**B. Formal Educations:**

1. RA. Nurul Iman Majalengka (1997-1999)
2. SD Negeri 1 Purwoyoso Semarang (1999-2002)
3. SD Negeri 3 Ciparay Majalengka (2002-2005)
4. MTss Husnul Khotimah Kuningan (2005-2008)
5. MAN Model Babakan Ciwaringin Cirebon (2008-2011)

**C. Informal Education:**

Fee Center English Course, Pare (2008)

Genta Ennglish Course, Pare (2009)

Semarang, November 12th 2015

Filda Hulwani Dewi
113411080