

# **TEACHING WRITING OF RECOUNT TEXT THROUGH WORD WEBBING**

## **THESIS**

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



**By:**

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Semarang, March 13<sup>th</sup> 2020

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*Assalamu'alaikum wr. wb.*

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Title : **Teaching Writing of Recount Text through  
Word Webbing**  
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## **MOTTO**

If you want to live a happy life, tie it to a goal, not to people or thing  
*(Albert Einstein)*

## DEDICATION

This thesis is dedicated to :

- ❖ My beloved mother and father (Mrs. Mudawaroh and Mr. Kasiri) who always support me with material, pray, love and patience. They are the best support for researcher.
- ❖ My beloved sister and brothers (Rohmiyati, Slamet Rahayu, M.Syarif, Lusi Ana Wati) who always give me support for raising my dream.
- ❖ My beloved Friends (Ana Nur Fais, Disa Suryaningtyas) who always strengthen and advise me to finish my thesis

## ABSTRACT

**Anissaur Rohmah ( tudent Number: 1503046051).**

Teaching writing of Recount Text through Word Webbing. Thesis. Semarang, bachelor Program of English Language Education of Walisongo State Islamic University (UIN Walisongo). 2010.

The objective of this study is to explain the effectiveness of using word webbing technique to teach writing of recount text at the eighth grade of MTs N 5 Demak in the academic year of 2019/2020. This research is a quantitative research using an experimental method. The number of participant of this research is 70 students that were divided into two classes, namely an experimental class (35 students) and a control class (35 students). The researcher used a simple random sampling technique to determine the sample. The data were collected by using test, documentation. Furthermore, the data were analyzed by using statistical analysis through t-test. The hypothesis test showed that teaching writing of recount text through word webbing is effective. The result of test score showed that the experimental class which was given treatment using word webbing got higher score with t-table 1.77 compared with the control class which was not given the treatment. This class got t-table score 1.43. It means that  $H_a$  is accepted because  $\text{Sig} \leq \alpha = 1.43 < \alpha 1.77$ .

**Keywords:** Recount text, Word Webbing, Writing skill



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First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in leading me to accomplish this final project entitled Teaching Writing of Recount Text through Word Webbing

Shalawat and Salam for the Prophet Muhammad who bring us from the darkness to the brightness.

I realize that I cannot complete this final project without to help from others. Many people have helped me during writing this final project and it would be impossible to mention all of them. In this chance, the writer would like to express the deep appreciation to:

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7. PMII Walisongo, PPL Team, KKN Team, Kost Bu Harni member and ubur-ubur squad who always motivate me to do my best. Thanks a lot for your pray, support, and motivation.

Finally, I realize that this thesis is still far from the being perfect; therefore, I will happily accept constructive criticism in order to make this thesis better. I hope that this thesis would be beneficial to everyone, Amen.

Semarang, March 13<sup>th</sup> 2020

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# CHAPTER I

## INTRODUCTION

In this chapter discussed of several parts including of background of the research, research question, objective of the research, significance of the research and scope of the research.

### **A. Background of the Study**

Language is important things in our life. Language as a media of communication that used by human being to communicate, cooperate, and get along with each other. People use language to convey a message to the other. Language is a mean to communicate ideas, opinions, and feelings. Oxford Learner's Dictionary stated that "Language is the system of sounds and words used by humans to express their thoughts and feelings".<sup>1</sup>

Language is an important media to have communication. People can express what they want and what they mean by language. English as International Language should be learned to keep survive in this era. Allah has created language as a tool of communication. in Al-Qur'an surah Al-Baqarah 31:

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<sup>1</sup> AS Hornby, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press,1995).

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

“And he taught Adam all the names, then show them to the angels, saying: inform me of the names of these, if ye are truly righteous.”<sup>2</sup>

This Al-Qur’an verse has showed that Allah asks Adam to learn the language, mention all the names of anything and everything about His Creations. Allah taught Adam the name of animals, kind of birds, and all the names of anything in this world.<sup>3</sup> From the ayah, we can conclude that language was very important to be learned to spend our life in society. We learned about other people, cultures, and everything by language.

English as an international language is important to be taught. Thus, studying English is important for communication in the world. Regarding this situation, Indonesia government establishes English as one of the school subjects in Indonesia.<sup>4</sup> To support Indonesian people in order to be able to communicate with other people around the world, Indonesian government incorporates English into its educational curriculum as one of its compulsory subjects starting from Elementary School. Hence, it is hoped that there will be a great chance

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<sup>2</sup> Cordoba International, *Al-Qur’an Al Karim*, (Indonesia: PT. Cordoba International, 2012).

<sup>3</sup> <http://www.ibnukatsironline.com/2014/08/tafsir-surat-al-baqarah-ayat-31.html> 5 (2016), 61.

<sup>4</sup> Endang Lestari, ‘The Implementation of Inquiry-Based Learning in Teaching English at SMP Negeri 1 Gemolong in 2015/2016 Academic Year’, *JoLLiET*, (Vol.3, No.1, 2016), 39–50.



for Indonesian learners to improve their English communication competence.

English language consists of four language skills; such as listening, reading, speaking, and writing. The goal of teaching and learning English is to produce and comprehend spoken and written language.<sup>5</sup>

In learning a foreign language especially English, there are differences aspects in language. Such as the spelling, pronunciations and another cultural background of language that must be understood completely. The standard success of teaching English as a foreign language is determined by many factors such as, the teacher, material, and the attitudes of the students towards studying English. Therefore, English teacher have to be aware that their students must study English more effectively, especially for writing because everyone needs to write down the information to know the world's development. The information is very important for us to develop our knowledge. Spoken language and writing language were very different, in spoken language we just need to make sure that people who we talked to were understood with what we mean. But in written language, all the aspect of language skills should be done correctly. So, learn writing skill effectively is very important for students.

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<sup>5</sup> Ma'rifatul fadhilah, 'The Effectiveness of written peer Review Towards English III Students' Writing Skill', (Semarang: *Islamic Education and Training Faculty*, 2015).

There are many techniques that can be used to teach writing, such as *Brainstorming*, *Free Writing*, *Mind Mapping*, and *Word webbing*. *Word Webbing* is also part idea generation and part organization, so students will know exactly how to grouping their ideas once they are ready to write.

In *Word Webbing* technique, students are asked to think aloud about the idea that they want to write down as the recount text. Start from choosing the main topic, and then words a sentence that related to the topic and finally they got the full *webbing* that describes the topic. when the students have found the complete idea webbing, teacher can ask students to make recount text-based from their idea. From the statement above, the writer thinks that teaching writing using *Word Webbing* technique can make the students more active. In this case, the researcher concerns with the most effective way to improve writing skill for students, by an experimental classroom study on students' writing ability using the *Word Webbing* technique to achieve students' ability in writing recount text.

Based on the reason above, this research is conducted to find out the significant teaching writing method using Word Webbing. The researcher will conduct research entitled “**Teaching Writing of Recount Text Through Word Webbing (an Experimental Study at the Eighth Grade Students of MTs N 5 Demak in the Academic Year of 2019/2020)**”.

## **B. Research Question**

The question discussed in this research is: “How is the effectiveness of using word webbing technique to teach recount text at the eighth grade of MTs N 5 Demak in the academic year of 2019/2020?”

## **C. Objective of The Study**

Based on the research question above, this research is aimed at investigating the effectiveness of using word webbing technique to teach recount text at the Eight Grade of MTs N 5 Demak in the academic year of 2019/2020.

## **D. Significance of The Study**

The result of the study is expected to be used theoretically and practically:

1. Theoretically
  - a. The result of this study will be used to apply *Word Webbing Technique* to increase the students’ Writing skill.
  - b. The use of *Word Webbing Technique* in writing can make the students easier to understand the materials.
2. Practically
  - a. The result of this study will be suggested to be able to widen the skill of teachers in using *Word Webbing Technique* in order to improve students’ writing skill.

- b. As a reference to other researchers who want to do the research of *Word Webbing Technique* more intensively in teaching writing recount text.
- 3. Pedagogically
  - a. The result of this study will be given some contributions to the teaching learning process in teaching writing skill of recount text by using Word Webbing Technique.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Previous Research

Many researches told about teaching writing by using word webbing technique, either national researches or international researches. Here, the researcher will take three previous studies, the researcher analyzes the previous studies in order to get some representations for her research.

1. The study entitled “*Word Webbing as an Effective Technique to Teach Descriptive Writing*” by Wahyuni, Taufiq, Sanoto, The, and Mohamad, published by Human Resource Management Academic Research Society.<sup>1</sup> This study conducted on the effectiveness of word webbing in teaching descriptive text. The lack of arranging a text became the reason of conducting this research. The research was aimed to investigate a writing teaching technique using word webbing since the teaching and learning process, particularly in descriptive text.

The researchers used the quasi experimental method to collect the data and counted it with t-test formula. To collect the data, the researchers used pre-test and post-test. The results of the report of the T-test is higher than t-table ( $9.29 > 1.99$ ). Based on

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<sup>1</sup> Wahyuni., et.al., ‘Word Webbing as an Effective Technique to Teach Descriptive Writing’. *Management Academic Research and Society*. Vol (8), 02, (2019).

the study, it can be shown that teaching writing by using the word webbing technique is more effective than teaching writing without using the word webbing technique as teaching writing by using the word webbing technique gave positive influence on the students' achievements.

All researches ought to have some strengths and weaknesses. For this research, proposer thinks that this research had too many participants, the researcher thinks that 40 students in one class couldn't effective to be taught. Furthermore, too much teaching materials made learning in class was not effective anymore.

Some matters must be changed to make this research better, researcher should take less students as his sample. 60 students might be his research population, then, he could take at least 25 students to be his sample research. Because, an effective class only needed at least 25 students. Then, if research had been conducted and had a good result, it could be a reference for the school to make all of the class fulfilled with only 25 students in each class in order to make an effective class. Nevertheless, researcher did this research well. They conclude that the method became effective for students in writing ability of descriptive text.

The similarities with this journal are the two research use word webbing technique to achieve students English skills ability and conducting the study by using experimental method. The different of this research is the research conducting the study for

achieve students' writing ability in descriptive text, moreover, this research will be conducted in writing ability on recount text.

2. The research entitled "*The Effects of Team Word Webbing on the Ability of the First Year Students of SMAN Plus Riau in Reading Comprehension*" by Monica, Delfi, and Sumbayak.<sup>2</sup> The journal was published by Faculty of Teachers Training and Education of Universitas Riau.

This study aims to find out the effect of Team Word-Webbing on the ability of the first year students of SMAN PLUS RIAU in reading comprehension. The writer used Cluster Random Sampling technique to choose the sample. For 96 students of the population, class X M.S 4 was chosen as the sample. The instrument of this research was in form of test which consisted of pre-test and post-test.

Every research which had been conducted by people, had definite strengths and weaknesses. In this research, proposer thinks that researchers took unspecified topic of the material, so it could make students feel confused. Furthermore, they did not cover a writing of each word in their learning material. They just gave an instruction to students as their strategy, whereas they knew that students were unable to arrange sentences well. Researchers also gave so many research questions in their research.

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<sup>2</sup> Monica, et.al., 'The Effects of Team Word Webbing on The Ability of the First Year Students of SMAN Plus Riau in Reading Comprehension', (Riau: *Universitas Riau*, 2016).

To make research better, researchers should give a specific theme of learning material to students, so students could have focused with it. They ought to give a stress with the topic of material also. However, they did research well. The method they used was very good. The method was appropriate with the students' need.

The writer of this research thinks that this study relates with her research. Because this study had similar purpose, which is to find an effectiveness of teaching English skills by using word webbing technique. But, in the research focus on narrative text, and this research will be focused on recount text.

3. The research entitled "*The Use of Team Word Webbing in Writing Skill for EFL Students*" by Prasetyaningrum. The journal was published by Voices of English Language Education Society.<sup>3</sup> The purpose of the study was examining the effectiveness of using of team word webbing in writing skill for the first semester of Hamzanwadi University in the academic year of 2017/2018.

The study used experimental design which the sample of this study was 70 of 120 students. The data was collected through a pre-test and post-test which was given to the EFL students. For analyzing the data, the researcher used SPSS 22 for windows. The results of this study shown that in the pre-test only got mean of

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<sup>3</sup> Prasetyaningrum, 'The Use of Team Word Webbing in Writing Skill for EFL Students', *Voices of English Language Education Society*. Vol. 2, No. 2, (2018).



39.16, then, for the post-test, the researcher got the mean of 47.37. It means that by using team word webbing technique, students have significant achievement in their writing skill. Because they can express their ideas and become more creative in teaching learning process.

The weaknesses of this research, proposer thinks that researchers took unspecified material for teaching writing skill, so the researcher have to analyze the application of team word webbing technique for all of material. Furthermore, the technique could not cover a writing material well.

To make the research better, the researcher should give a specific learning material in his research, so he can focus only on that material. However, he did research well. The method was applicable for all of material in writing skill.

Proposer states that this study had similar thing with study she will conduct. Because, this study had similar purpose, which was to find an effectiveness of teaching writing skill by using word webbing technique. The technique in this study will be same with technique that proposer wants to use it in her research.

## **B. Literature Review**

To make an accurate and a good result of the research, the researcher has to know all about the material which related with her research. In this research, the researcher will examine one of the technique in teaching writing of recount text. Then, she will talk about

writing of recount text include definition of word webbing technique, concept of writing, and recount text.

## **1. Writing**

### **a. Definition of writing**

Writing is a combination of process and product.<sup>4</sup> The process refers to the act of gathering ideas. According to Harmer, the stages on writing process are planning, drafting, revising, and final drafting.<sup>5</sup> Writing process as a classroom activity that incorporates those four basic writing stages is seen as a recursive process. This means that it has a cycle which integrates among stages. It can be seen as a process wheel in which it clearly shows the directions that the writers may take during their process in writing.

Writing is one of the skills to be taught in Junior High Schools. Harmer stated that writing has always formed part of the syllabus in the teaching of English.<sup>6</sup> The students need to master these skills especially the writing skill. The more students write, the better they make written compositions” (Krashen 1984) in Harmer (2004). From the statement above it means that the frequency of students’ practice influences the outcome of students’ writing composition. Moreover, in a foreign language classroom, many students and instructors feel that writing is a chore. Students are always hesitant to write because they

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<sup>4</sup> Ken Heyland, *Teaching and Researching Writing*, (Pearson: Longman, 2002).

<sup>5</sup> Jeremy Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2004).

<sup>6</sup> Harmer, *How to Teach Writing*, .

are inhibited and are afraid of making mistakes. Therefore they cannot generate ideas. Therefore, there are some characteristics of good writing, they are: (1) Coherences, means the sentences are understandable for readers; (2) Cohesion, means all the supporting sentences connect to each other to the topic; (3) Unity, it means all the supporting sentences should relate to the topic sentences.<sup>7</sup>

### **b. Writing Process**

According to Rumisek and Zemach, writing process goes through several steps to produce a good written product.<sup>8</sup> It means that there are some parts to be taken in producing the text. It is more than just putting words together to make sentences. It needs some steps to make sure that what has been written follows the right development of writing process.

This process wheel is done recursively. It means that writers may loop backwards and move forwards between these various stages. Thus, at editing stage, the writers may feel the need to go back to a pre-writing phase and think again. They may also edit their writing as they draft it. The following steps are the process of writing.<sup>9</sup>

#### 1) Planning

Planning or pre-writing is an activity in the classroom in which the students may consider their writing goals. It can also arouse

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<sup>7</sup> Heyland, *Teaching and Researching Writing*,

<sup>8</sup> Rumiaek, L. A. and Zemach, D. E, *Academic Writing: from paragraph to essay*, (Oxford: Macmillan Publisher, 2005).

<sup>9</sup> Jane B. Hughey, *Teaching ESL Composition and principles and Techniques*, (Cambridge: Newbuy House Publisher, 1987).

students' encouragement to write because it stimulates students' thought to get started. It affects students' purposes to write in terms of the language they use, the text they wish to produce, and also the information they choose to include. Besides, in the planning stage, the students also have to consider their audience. It does not only influence how the paragraphs are structured, but also the choice of the language whether it is formal or informal language. Another point that is worth considering in this stage is the content structure of the piece. It is how best to order the facts, ideas, or arguments which they have decided to include.

## 2) Drafting

It is a process of writing down ideas, organizing them into a sequence, and providing the reader with a frame for understanding these ideas. The result from this process is a composition or "first draft" of the ideas.

## 3) Revising

It is the stage which refers to the process of reflecting and revising based on an evaluation of the writing. It gets the students to go back over their writing and make changes to its organisation, style, grammatical and lexical correctness, and appropriateness. When students have produced their draft, they usually read their works to make sure whether what they have written is appropriate or not.

#### 4) Final Drafting

Final draft is the stage when the students have edited their draft. It might be seen differently from the original plan and the first draft because there might be so many changes in the process of editing.

Through the stages of the wheel process, students can move around the one part to another part of the wheel. Therefore, when the students have written what they think is the final version of their writing, they may still, go back and re-plan or re-visit earlier stages. In conclusion, it is better to see writing as a process, especially, as a process wheel which provides the students to work flexibly as they find ways to improve their writing.

#### **b. The Purposes of Writing**

Writing is one of communication tool, so that writing is a life skill. Because, its help people to learn about themselves and the world around them. Writing has some purposes for the learner, they are communication, critical thinking and solve problem, self-actualization, and control of personal environment.<sup>10</sup>

##### 1) Writing is for communication

Through writing we express our feeling, our arguments, and our ideas. We explained to others who we are and what we believe and what we understand. For students, writing is a primary and medium

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<sup>10</sup> Jane B. Hughey, *Teaching ESL Composition and principles and Techniques*, (Cambridge: Newbuy House Publisher, 1987).

through which they demonstrate their understanding and interpretation of concepts and theories studies.<sup>11</sup>

## 2) Writing is for critical thinking and solve problem

Written words serve not only as bridges for our thoughts but also as barometer for our thoughts. Through writing we can explore our deepest thought and feelings. According to Heyland, “Writing can help us to discover gaps in our understanding and flaws in our thinking. It can tell us when we need information, rethink question.”<sup>12</sup> Writing is the way of defining ourselves and our problems, clarifying our knowledge and our ideas.

## 3) Writing is for self-actualization

Writing is the way of discovering and developing ourselves, it is a mean for self-actualization. Writing is contemplative, ever-developing skill to explore different aspects in ourselves as unique individuals. This ability to realign, clarifies, and reshape information make possible the never ending discovery of new ideas.<sup>13</sup>

## 4) Writing is for control of personal environment

ESL students often see speaking the language being able to communicate with others as the only worthwhile goal of the language. But they also recognize that writing in a second language through writing.

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<sup>11</sup> Heyland, *Teaching and Researching Writing*,

<sup>12</sup> Heyland, *Teaching and Researching Writing*,

<sup>13</sup> Heyland, *Teaching and Researching Writing*,

### c. Assessing Writing

Assessment designates four related processes: deciding what to measure, selecting or constructing appropriate measurement instruments, administering the instruments, and collecting information.<sup>14</sup>

Assessment is an ongoing process that encompasses a much wider domain. When the students respond to a question, give comment or try out a new word or structure, the teacher will make assessment. It is on the students' performance.

Writing assessment must consider students' writing ability. It is not simple task for the teachers. It requires teachers to consider a complex array of variables, the teacher need to be clear about the objective and the criteria of assessment. There are some aspects that must be considered in writing, they are content, organization, vocabulary, language use, and mechanics.

Good assignments take time and planning.<sup>15</sup> They have measurable outcome objectives that are linked to broader goals and objectives defined by the course and by the series of courses in which writing instruction occurs. Educators generally differentiate goals and objects on the basis of specificity.

Goals tend to be expressed in terms of mastery, whereas outcome objectives tend to be expressed in terms of performance or

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<sup>14</sup> James D. Williams, *Preparing to Teach Writing*, (New York: Pearson Education. 2003).

<sup>15</sup> Williams, *Preparing to Teach Writing*,

demonstrable skill. James (2003) found that there are some key features in outcomes statement for good writing assignment, they are: rhetorical knowledge, critical thinking, process of writing, and writing conventions.<sup>16</sup>

#### d. Scoring Technique in Writing

To establish the validity of data, the writer used the scoring element of writing and used more than one element. The scoring techniques can be seen on table below:<sup>17</sup>

**Table 2.1**  
**Scoring Guidance and the Explanation of Criterion**

Items Analysis	Score	Criterion of Scoring
Content	5	<b>Excellent:</b> Main Ideas stated clearly and accurately, change opinion very clear
	4	<b>Good:</b> Main Ideas stated fairly clearly and accurately, change opinion relatively clear
	3	<b>Average:</b> Main Ideas somewhat unclear or inaccurate, change opinion statement some-what weak.
	2	<b>Poor:</b> Main ideas not clear or accurate, change opinion statement weak.
	1	<b>Very Poor:</b> Main Ideas not at all clear or accurate, change opinion statement very weak
Organization	5	<b>Excellent:</b> Well-organized and perfectly coherent
	4	<b>Good:</b> Fairly well-organized and generally coherent

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<sup>16</sup> Williams, *Preparing to Teach Writing*,

<sup>17</sup>Cohen, A. D., *Assessing Language Ability in the classroom. 2nd ed.* (Boston: Heinle & Heinle Publishers, 1994).



	3	<b>Average:</b> Loosely organized but main ideas clear, logical but incomplete sequencing
	2	<b>Poor:</b> Ideas disconnected, lacks logical sequencing
	1	<b>Very poor:</b> No organization, incoherent.
Grammar	5	<b>Excellent:</b> No errors. Full control of complex structure
	4	<b>Good:</b> Almost no errors, good control of structure
	3	<b>Average:</b> Some errors, fail control of structure
	2	<b>Poor:</b> Many errors, poor control of structure
	1	<b>Very poor:</b> Dominated by errors, no control of structure

#### e. Strategy in Teaching Writing

According to Harmer (2004) in Milah (2015), there are three strategies in teaching writing:<sup>18</sup>

##### 1) Contextual Teaching and Learning

In this strategy, the teaching learning process does not transfer the knowledge from the teacher to the students by memorizing a number of concepts but it facilitates the students to touch the real life of their daily life.

##### 2) Collaborative Learning

Collaborative learning is a learning strategy where the students learn together in the group. One communicates the idea to the other in

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<sup>18</sup> Munjjizatul Milah, 'The Implementation of Problem Based Learning to Improve Writing Skill in Discussion Text', (Semarang: Walisongo State Islamic University, 2015).

the group. They share their experience to their friend relates to the material.

### 3) Thematic learning

Thematic Learning is an integrated model of learning that uses thematic approach involved several lessons to give meaningful experience for the students. The thematic concept is that the teacher and the students are together to choose a theme in the learning process.

### **f. Teaching Writing for Junior High School**

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judge mental elements.<sup>19</sup> Teaching English for Junior High School encompasses the four language skills. They are taught in explicit manner; therefore, it cannot separate them from one another because they are related to each other.

Students in this transition – period are change of physical, intellectual, emotional and social. Studies show that brain growth slows down during these years, so cognitive skills of learners may expand at a slower rate; however, refinement of these skills can certainly be reinforced.

So, to teach students at Junior High School, teacher's role is needed to motivate students in teaching learning process while

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<sup>19</sup> J. B. Heaton, *Writing English Languages Test*, (Now York: Longman, Inc., 1990).

students in transition period. They have some characteristics. They are:<sup>20</sup>

- 1) Curious and willing to learn things they consider useful.
- 2) Focused on themselves and how they are perceived by their peers.
- 3) Beginning to think critically.
- 4) Enjoy solving “real-life” problems and they would be much happier if such problems didn’t exist.
- 5) Resists adult authority and asserts independence.
- 6) They have great capacity to learn, have a great potential for creativity and passionate commitment to things, which interest them.

**g. Teaching writing of word webbing**

Some experts state that webbing is the best outlining techniques for thinking ideas through quickly and recording thoughts before they disappear which produces a visible picture, so that students can begin to see where they are going. It can be a tool to help the students in writing essay. So, the production of essay will be more focus and has good structures. In other words, it is believed that webbing can help students to see and understand the cognitive connections, or links among their subjects, ideas and information in their lives.

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<sup>20</sup> Munjizatul Milah, ‘The Implementation of Problem Based Learning to Improve Writing Skill in Discussion Text’, (Semarang: Walisongo State Islamic University, 2015).

It has the same meaning and also function in presenting relationships between ideas by using webs or maps which involves the exploration of relationships among ideas, concepts or events. In short, it is about writing a lot of different terms and phrases onto a sheet of paper in a random fashion and later go back to link the words together into a sort of "web" that forms groups from the separate parts.

Therefore, based on those literature reviews on webbing technique, the researcher expects that webbing technique can improve students' writing skill since it is believed that webbing is a high level of note-taking, drafting and brainstorming technique.

- 1) Students can begin to understand webbing by using a large sheet of paper and draw a square or circle in the center of the paper. Write the main topic in the square or circle. Think about words that can associate with the 'main topic'.
- 2) Then, draw a line from the first circle to a smaller circle (ibid). Write a detail or sub-topic about the main idea in the smaller circle. Continue adding ideas, details and information by drawing lines to either the main idea or one of the sub-topics
- 3) Repeat until the students have written down all the main ideas.
- 4) Students can repeat the brainstorming activity for each of the words in the first cycle followed by a second cycle of associated words, and making the chart look like a spider's web itself and put the pictures as an addition

## 2. Text

Text is always produced in context. While text is produced by individual, individual always produce those text as social subject. In the words, text is never completely individual or original, they always relate in social environment. Because of that, there are many text based on individual context or social environment, they are:<sup>21</sup>

### a. Description

Description text is a text to give description. The social function to describe a particular person, place, or thing. The generic structure of descriptive text is identification and description which the text used simple present tense.

### b. Recount

Recount text is kinds of genre that has social function to retell the events for the purpose of informing or entertaining. Recount text have dominant language features, namely, past tense, action verb, adjective.

### c. Explanation

Explanation is kinds of genre that has social function the processes involved in the formation of natural or socio cultural phenomena. The generic structure is general statement, explanation, and closing.

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<sup>21</sup> Entika Fani Prastikawati and Siti Musarokah, *Writing 3 (Handout and Assignment)*, (Semarang: IKIP PGRI Semarang, 2010).

d. Narrative

Reflecting on experience of why and what happened and how it ends. The generic structure of this type is orientation, complication, resolution, re-orientation.

e. Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps. The language features are simple present tense, imperative sentence, adverb, and technical terms. The generic structure is goal, materials, and steps.

f. Report

Report is a genre which has social function to describe the way things are, with reference to a range of natural, man-made and social phenomenon in our environment. The generic structure is general classification and description.

g. Discussion

Discussion is a kind of genre that social function to present (at least) two points of view about an issue. The structure is issue, arguments for and against, and conclusion. The dominant language features are: simple present tense, thinking verb, modality, relating verb, and adverb of manner.

h. Hortatory Exposition

It is a kind of genre that social function to persuade the reader or listener that something should not be the case. This text used simple present tense, modals, action verbs, thinking verbs,

adverbs, adjective, technical terms, and transition. Which the generic structure is thesis, argument, and recommendation.

i. Spoof

Spoof is genre which has social function to retell an event with a humorous twist. The structure is orientation, event, and twist. This text used language features: past tense, action verb, adverb, and chronologically arranged.

j. Anecdote

Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident. The structure is abstract, orientation, crisis, reaction, code. The language feature is exclamation, theoretical questions, and temporal conjunctions.

k. Review

Review is a kind of genre that social function to critique/complain about an artwork or public performance. The dominant structure is orientation, evaluation, interpretative recount, evaluation, and evaluative summation. The language feature is specific participant, adjective, long and complex clauses, and metaphor.

l. News story/item

News item is a genre which has social function to inform the readers, listeners, or viewer about events of the day which are considered newsworthy or important. The structure is newsworthy event, background events, sources. modals, action

verbs, thinking verbs, adverbs, adjective, technical terms, and transition.

m. Analytical Exposition

How the processes of something involved in evaluation. The structure is thesis, arguments, reiteration, which the language features: modals, action verbs, thinking verbs, adverbs, adjective, technical terms, and transition.

Based on the explanation above, there are many types of text. But, for teaching events which tell the readers about the past, a teacher only focuses on recount text. Then for this research, the researcher only focuses on recount text. Because this research is used to teach students in arranging a text that has social function to retell the events for the purpose of informing or entertaining.

### 3. Recount Text

According to Anderson, a recount is a piece of text retells past events, usually in the order in which they happened.<sup>22</sup> It has a purpose in which it gives the audience a description of what occurred and when it occurred. Knapp and Watkins also say that a recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of narrative genre.<sup>23</sup> A recount is different from a narrative text in terms of the problems in the sequence of events.

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<sup>22</sup> Mark Anderson and Kathy Anderson, *Text Types in English 1*. (South Melbourne: Macmillan Education, 1997).

<sup>23</sup> Knapp, and Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. (Sydney: University of New South Wales Press, 2005).



Another view comes from Recount can be in the form of letters, newspaper reports, conversations, speeches, television interviews and eyewitness account.

a. Structure of Recount Text

It is a point when writers try to create a piece of a recount text. Anderson states that a recount text has three main parts:<sup>24</sup>

1) Orientation.

- It gives background information about who, what, where, and when.

2) A series of paragraphs

- It consists of paragraphs which retell the events in the order in which they happened.

3) Conclusion (optional)

- It is a paragraph that contains a personal comment.

In conclusion, a recount text tells the reader what happened in a past. It begins with an orientation which tells the reader who was involved, what happened, where this event took place and when it happened. Then, the sequences of events are described in some sort of order e.g. time. Last, it may be a reorientation at the end which summarizes the event.

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<sup>24</sup> Mark Anderson and Kathy Anderson, *Text Types in English 1*. (South Melbourne: Macmillan Education, 1997).

#### 4. Word Webbing Technique

##### a. Definition of Word-Webbing Technique

Word webbing (clustering or semantic mapping) is powerful tool in concept development and information ex-change. According to Jeanne M. Stone, word webbing is a technique in teaching reading and writing.<sup>25</sup> Technique is the specific activities manifested in the classroom that were consistent with a method and therefore are in harmony with an approach as well. In other term, technique is any of wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.<sup>26</sup> This technique can be effective way for the class to stay focused and keep together.

Word webbing as technique means the way to help teachers and learners in teaching learning. Techniques can be strategies and tactics used by teacher and learner when the method is being used. The best technique in teaching learning can support in achieving the goal of teaching learning. Factually to achieve the goal of teaching learning, teachers and learners need techniques. So we can join based on the definition of team word webbing and technique.

##### b. Teaching Writing Through of Word Webbing Technique

According to Zarei and Gilani, team word-webbing starts by writing a key concept in the middle of the paper. Next choose subtopic on four corners with different color markers, then adding some words

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<sup>25</sup> Jeanne M Stone, *Cooperative Learning Reading Activities* (Australia: Hawker Brownlow Education, 2007).

<sup>26</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2004).

or ideas that related to the subtopic. Finally students can be free for all adding the words that related to the sub topic, it is like web page on the net.<sup>27</sup> It means that key concept is important in beginning the implementation of team word-webbing, by knowing the key concept we can run other steps well.

In other statement, Holt states that using team word-webbing technique firstly, students can begin to understand webbing by shows word webbing in the square or circle. Secondly, Teacher stimulates student thinking by some questions to stimulate the students imagination. Then, students divided into group or team, each team consist four until five students after that, each groups was given chart paper of webbing, then students to fill in the blank chart webbing with the different color marker.<sup>28</sup> It means that in using team word-webbing technique the teacher serves as a motivator to stimulate students' thinking, while the students in each group combines the words which appropriate with the main topic.

From those procedures, the researcher modified the procedure of team word-webbing for this research as follows:<sup>29</sup>

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<sup>27</sup> Zarei, Abbas Ali and Maham Saham Gilani, *On the Effectiveness of Collaborative Technique in L2 Vocabulary Learning and Reading Comprehension*, (Germany: LAP LAMBERT Academic Publishing, 2014).

<sup>28</sup> Daniel D. Holt, *Cooperative Learning: A Response to Linguistic and Cultural Diversity. Language in Education: Theory and Practice*, (Washington: CAL Center, 1993).

<sup>29</sup> Yunita Sari, 'The Influence of Using Team Word Webbing Technique towards Students' Reading Comprehension in Narrative Text at the Eight Grade of SMP Gajah Mada Bandar Lampung in the Academic Year of 2018/2019', (*Lampung: Raden Intan Lampung University*, 2018).

- 1) Teacher shows example of word webbing
- 2) Teacher asks to the students to choose main topic
- 3) Teacher writes main topic in the center of the paper.
- 4) Teacher divides the students into small group, each group consists of four students.
- 5) Teacher gives each groups chart webbing paper. The chart paper has been written main topic in the center of it.
- 6) Teacher guides the students to think about the words that can associative with the main topic.
- 7) Teachers asks the students to fill in the blank chart webbing with the different color marker.
- 8) Teacher asks the students to free for adding the ideas, details and information by drawing lines that is related to the key words.

From those steps, there are many steps that can be applied in teaching writing skill using word-webbing in experimental class. Word-webbing is one of technique that can be applied as lesson plan based on Curriculum 2013. Nowadays, curriculum 2013 used scientific approach which is oriented to develop the students' ability to solve the problem by using integrated inquiry activities. There are five steps of scientific learning in curriculum 2013 are: observing, questioning, associating, experimenting and communicating. From fifth steps students practice in associating activities.

#### c. Advantages and Disadvantages of Word-webbing Technique

Word webbing has advantages in teaching learning. The general advantage of word webbing technique is to motivate students

and to make students interacting with other students because students has to work together doing activities. Word webbing has several advantages.<sup>30</sup> Word webbing technique has disadvantages in learning English. Word webbing technique is monoton. In team word-webbing method, sometimes not all students can be participant to work a task.<sup>31</sup>

The aim of this technique is to make students be more familiar with the type of the text, the purpose and linguistic features of the text that they're going to write. This involves students examining examples of one or more specific types of text and attempting to emulate the patterns or forms in these examples in their own writing.

Based on those explanations, it can be concluded that team-word webbing naturally just a technique which has both positive and negative things inside. Oftentimes, the learners can take the advantages through this technique, meanwhile the disadvantages cannot be separated from its use. Hence, it depends on the user to maximize the advantages of using team word-webbing.

In short, the teacher should select the example of text which enables the students to make similar text and be a guide to write where they listen and respond to various texts with similar communicative purpose. Furthermore, in this study, the students in control group were

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<sup>30</sup> Muhammad Mufti Haris "The Effectiveness of using Team Word-Webbing to Increase Students' Reading Comprehension in News Item Text (An Experimental Study at the tenth grade of MA Darul Amanah in the academic year of 2010/2011)", *A Thesis (Semarang: Education Faculty Walisongo State Institute for Islamic studies, 2011)*.

<sup>31</sup> Haris, *The Effectiveness of using Team Word-Webbing to Increase Students'*

supplied all necessary structural and lexical items to along with the thoughts and ideas to be expressed.

### **C. Hypothesis**

Hypothesis is a temporary answer of the research question which is reputed as the most impossible level of the truth.<sup>32</sup>

Based on the definition above, there are two hypotheses of this research

1. Alternative hypothesis (Ha): Teaching writing of recount text by using word webbing technique is effective.
2. Null hypothesis (Ho) \: Teaching writing of recount text by using word webbing technique is not effective.

The researcher of this research will decide alternative hypothesis (Ha) as the hypothesis of the research.

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<sup>32</sup> Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2010).

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Method

Quantitative research method is a research method based on the philosophy of positivism, used to examine the population or specific samples, data collection techniques using research instruments, data analysis is quantitative/statistical in order to test the hypothesis that has been set.<sup>1</sup> This means that the researcher will collect and analyze statistical data from the test scores of experimental study using Word Webbing technique between to teach students reading recount text.

In this research, the researcher used an experimental research to measure the effectiveness of word webbing technique in teaching writing of recount text. According to Ary, he explains that an experiment research is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s).<sup>2</sup> It means that experiment includes assignment, but not random assignment of participants to group. That is because it would disrupt the activities of teaching learning in the class.

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<sup>1</sup> Sugiyono,

<sup>2</sup> Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, eighth edition, (USA: Wadsworth Cengage Learning, 2010).

The collect of data, the samples is divided into two classes. One of the classes is taught writing recount text by using word-webbing technique and another one is taught writing recount text using by using teacher-centered learning. Both of the classes use different treatments. After the treatments, both of the classes are given test about recount text, and their scores are the main data of the study.

$$\boxed{O_1 \times O_2}$$

The comparative research is research in which researchers attempt to determine cause or reason for differences in behavior or group status.<sup>3</sup> To see the significant different of the students' ability in writing recount text, the researcher will use t-test formula.

The result of the analysis is then interpreted to find out the influence of *word-webbing technique in writing recount text*. To test the hypothesis, the researcher used multiple correlation formula is<sup>4</sup>:

$$R_{yX_1X_2} = \sqrt{\frac{r_{yX_1}^2 + r_{yX_2}^2 - 2r_{yX_1}r_{yX_2}r_{X_1X_2}}{1 - r_{X_1X_2}^2}}$$

Explanation:

- $R_{yX_1X_2}$  = Correlation between variables  $X_1$  and  $X_2$  together with variable Y
- $r_{yX_1}$  = Product moment correlation between  $X_1$  with Y
- $r_{yX_2}$  = Product moment correlation between  $X_2$  with Y
- $r_{X_1X_2}$  = Product moment correlation between  $X_1$  with  $X_2$

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<sup>3</sup> Nur Khoiri, *Metodologi Penelitian Pendidikan (Ragam, Model, & Pendekatan)*, (Semarang: Southeast Asian Publishing, 2018).

<sup>4</sup> Sugiyono,



Test the significance of multiple correlation coefficients using formula is:

$$F_h = \frac{R^2/k}{(1-R^2)/(n-k-1)}$$

Explanation:

- R = Multiple correlation coefficient
- k = Number of independent variables
- n = Number of sample members

## **B. Population and Sample**

### 1. Population

Population of this research is the eighth grade students of MTs N 5 Demak in the academic year of 2019/2020 which consists of six classes and the number of students in every class is 35. So, the population of this research is 210 students.

### 2. Sample

As for the sample, the researcher used saturated sampling. According to Arikunto, there are two ways in deciding a sample. If population is less than 100, all population can be a sample and if the population is more than 100, can take 10%-15% or 20%-25% from all population as a sample.<sup>5</sup> In this research, the researcher took sample from the eighth grade students of MTs N 5 Demak as many as 70 students.

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<sup>5</sup> Arikunto,

**Table 3.1**  
**The Sample of the Research**

No	Class	Total
1	VIII E	35
2	VIII F	35
<b>Total</b>		<b>70</b>

So, the total of samples is 70 students.

### C. Variable and Indicator

The variable is an attribute or value characteristic of people, objects or activities that have certain variations determined by the researcher to be studied after that conclusion drawn.<sup>6</sup> In this research there are three types of variables there are two independent variables and one dependent variable as follow:

#### 1. Independent Variable (x)

The independent variable (stimulus) is a variable that influences or causes a change or the emergence of a dependent variable.<sup>7</sup> The first independent variable this research is the use of *word webbing technique* variable (X) and the indicators are:

- a. Students are able in identifying the recount text both individually or in group
- b. Students are able to learn the problem of the recount text.
- c. Students are able in presenting the recount text according to the organization, content, and grammar.

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<sup>6</sup> Sugiyono,

<sup>7</sup> Sugiyono,

## 2. Dependent Variable (y)

The dependent variable is a variable that is influenced or becomes a result of, because of the independent variable.<sup>8</sup> The dependent variable in this research is students writing recount text, variable (Y).

- a. Students are able to arrange a recount text by using the *word-webbing technique* appropriately
- b. Students are able to arrange a recount text by using the *word-webbing technique* structurally

### **D. Technique of Collecting the Data**

The technique of collecting the data for this research is the researcher used two classes; experimental class and control class. The experimental 1 class is treated by word webbing technique. Whereas, the experimental 2 class taught by using conventional learning. In this research, the students will be given a post-test to know their writing ability after treatment by using word webbing technique.

#### a. Instrument of Collecting Data

To know the true fact of the research, the researcher used post-test as the instrument of collecting data. The researcher used students as participants. The researcher used written technique of test. The test is essay.

The test form provided by the researcher to the students and they must answer the questions by themselves without asking and

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<sup>8</sup> Sugiyono,

dishonest with their classmates. So their answer must pure from their own ability. The steps to do this test are follows: (1) giving instruction that test is directly do on the paper (2) specifying the time for the students to do the best (3) collecting the test from the students when the time is over (4) and the last making score the students answer.

In this research, the researcher used two ways in the collecting data, they are as follows:

#### 1) Test

The test is a set of questions or exercises to measure the intelligence capabilities of the object being researched and achievement.<sup>9</sup> This test method obtains the score of writing recount text writing of the eighth grade students at MTs N 5 Demak.

Pre-test was carried out to check the students' writing ability in recount text. Based on the pre-test, the researcher chose which class can be experimental and control group. In this part, the researcher found the normality and homogeneity of the sample of research.

Post-test was carried out for the purpose to measure what all material is classified as important can already be mastered well by students.<sup>10</sup> Post-test used to measure students' ability after treatment process, to know their knowledge and understanding about the

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<sup>9</sup> Sujarweni, V. Wiratna, *Metodologi Penelitian*, (Yogyakarta: Pustaka Baru, 2014).

<sup>10</sup> Ilham Effendy, 'Pengaruh Pemberian Pre-Test dan Post-Test Terhadap Hasil Belajar Mata Diklat HDW.DEV.100.2.a pada Siswa SMK Negeri 2 Lubuk Basung', *VOLT: Jurnal Ilmiah Pendidikan Teknik Elektro UNTIRTA*, (2016).

materials after they got treatment. Post-test gave the experimental and control class to significant different between those classes.

Before having post-test, the students got treatment. Treatment here means that the researcher applied problem based learning and inquiry based learning to teach students in writing the subject is recount text.

## 2) Documentation

The documentation used to help the researcher to get the data of the students' name list that is included in population and sample of research. In this case, the data is gained by help of the English teacher and the administration officer.

## **E. Technique of Data Analysis**

The technique of data analysis for this research is statistical data analysis. The analysis uses to determine a comparative study between problem based learning and inquiry based learning to teach students' writing recount text (a study at eighth grade MTs N 5 Demak in the academic year of 2019/2020).

The data analysis method used in this research is quantitative analysis. Quantitative is concerned with the amount or number.

### 1. Pre-requisite Analysis

Pre-requisite test is the test to know to legality of the population; it uses the normality and homogeneity test. Before the writer determines the sample, the researcher conducted the homogeneity test by choosing two classes from element grade of MTs

Negeri 5 Demak this test conducted the mid-test, data analysis carried out to find out homogeneity of the population. The formula as follows:

a. Normality Test

Normality test is used to know the normality of the data which are going to be analyzed whether both groups have normal distribution or not. Chi-square was used to find out the distribution of data.<sup>11</sup>

The hypothesis that used to test the normality:

H<sub>0</sub> = normal distribution data

H<sub>a</sub> = abnormal distribution data

Calculate the chi-square ( $\chi^2$ ), with the formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where:

$\chi^2$  = Chi square

O<sub>i</sub> = Frequency from sample

E<sub>i</sub> = Frequency that was obtained from data sample

K = Number of class interval

If  $\chi^2_{count} > \chi^2_{table}$ , so the data is not normal distribution and the other way if the  $\chi^2_{count} < \chi^2_{table}$ , so the data is a normal distribution.

b. Homogeneity Test

The homogeneity test is used to know whether the experimental class and control class, that is taken from the population

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<sup>11</sup> Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005).

have the same variant or not. To know the homogeneity. There are some steps to find out. They are:

- 1) Calculate variants both classes (experimental and control class), with the formula:

$$S_1^2 = \frac{\sum(x-\bar{x})^2}{n_1} \text{ and } S_2^2 = \frac{\sum(x-\bar{x})^2}{n_2-1}$$

- 2) Determine  $F = \frac{V_b}{V_k}$

Where:

$V_b$  : Bigger Variant

$V_k$  : Smaller Variant

- 3) Determine  $dk = (n_1 - 1) : (n_2 - 1)$

- 4) Determine  $F_{table}$  with  $\alpha = 5\%$

- 5) Determining the distribution homogeneity with test criteria:

If  $F_{count} > F_{table}$ , the data is not homogeneous and the other way, if the  $F_{count} < F_{table}$ , the data is homogeneous.<sup>12</sup>

## 2. Hypothetical Analysis

### a. Pre-test

#### 1) Normality Test

Normality test is used to know whether groups that have normal distribution or not. To find out distribution data is used normality test with Chi-square. To calculate Chi-square is used here.<sup>13</sup>

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<sup>12</sup> Sudjana,

<sup>13</sup> Sudjana,

$$x^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where:

$X^2$  = Chi-square

$O_i$  = Frequency from sample

$E_i$  = Frequency that was obtained from the data sample

K = Number of class interval

If  $X_{count}^2 > X_{table}^2$ , so the data is not normal distribution and the other way if the  $X_{count}^2 < X_{table}^2$ , so the data is a normal distribution.

## 2) Homogeneity

Homogeneity test is used to know whether experimental group and control group, which are taken from the population have relatively same variant or not. The formula is:<sup>14</sup>

$$F_{count} = \frac{Vb}{Vk}$$

Where:

Vb = Biggest Variant

Vk = Smallest Variant

The calculation of the result of  $F_{count} < F_{table}$  with  $\alpha = 5\%$  degree of significances, so  $H_0$  is accepted, it means the data is homogeneous and have the same variance.

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<sup>14</sup> Sudjana,



b. Post-Test

1) Normality Test

Normality test will be the same as the normality test in the initial data.

2) Homogeneity Test

Homogeneity test was the same as the homogeneity test on the initial data.

3) Hypothetical Test

First, the test was done in both groups, experimental and control group. Second, the result of the test was scored by using the analytic scale. Third, the means score of the two groups were determined. Finally, the two means were compared by applying the t-test formula. T-test was used to differentiate if the students' result of students' writing ability of recount text by using word webbing technique and using teacher-centered learning.

If  $\sigma_1^2 = \sigma_2^2$  (has the same variant), the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with} \quad S = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

$\bar{x}_1$  = The mean score of the experimental group

$\bar{x}_2$  = The mean score of the control group

$n_1$  = The number of the experimental group

$n_2$  = The number of the control group

$s_1^2$  = The standard deviation of the experimental group

$s_2^2$  = The standard deviation of both groups

If  $\sigma_1^2 \neq \sigma_2^2$  (has no same variant)

the formula is:

$$t^1 = \frac{\bar{x} - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

The hypothesis is:

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 \neq \mu_2$$

$\mu_1$  = Average data of experimental class

$\mu_2$  = Average data of control class

If  $t_{\text{count}} > t_{\text{table}}$  so  $H_0$  is rejected, and there is no difference of average value from both of groups. Moreover, the other way if  $t_{\text{count}} < t_{\text{table}}$  so  $H_0$  is accepted and there is a significant difference in average value from groups.<sup>15</sup>

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<sup>15</sup>Sudjana,

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. The Description of Research Findings

To explain the effectiveness of using “*word webbing*” in teaching writing of recount text of to the eighth grade of MTs N 5 Demak in the academic year 2019/2020, the research did analysis of quantitative data. After conducting the research, the researcher got the data of research findings that is obtained by using the test both in experimental and control class. The subjects of this research was divided into two classes; experimental class (VIII-F) and the control class (VIII-E) with the same number of students are 35 students.

Before the activities were conducted, the researcher determine the materials and lesson plan of learning. Learning in the experimental class was conducted by using *word webbing* while in the control class was conducted by using teacher-centered learning. The research was conducted on the January until February 2020 with the following activities.

**Table 4.1**  
**The Schedule of the Research**

No.	Date	Activity
1.	23 <sup>th</sup> January 2020	Giving the Pre-test to the two classes.
2.	30 <sup>th</sup> January 2020 (third period)	Day-1 in giving a treatment to the experimental class (VIII-F).
3.	30 <sup>th</sup> February 2020 (fifth period)	Day 1 in teaching the control class (VIII-E).
4.	6 <sup>th</sup> February 2020 (third period)	Day 2 in giving a treatment to the experimental class (VIII-F).
5.	6 <sup>th</sup> February 2020 (fifth period)	Day 2 in teaching the control class (VIII-E).
6.	13 <sup>th</sup> February 2020	Giving the Post-test to the two classes.

The data of research was given to the students. The test was given before and after following the learning process that was provided by the researcher. After data was collected, the researcher analyzed them to prove the truth hypothesis that had been formulated.

## B. Data Analysis

### 1. The Data Analysis of Pre-Requisite Test

The discussion covers normality and homogeneity

#### a. Normality Test

Normality test is used to know whether the data is normally distributed or not. To find the distribution data is used normality test.

The criteria:

Ho accepted if  $\chi^2_{count} < \chi^2_{table}$

Ha rejected if  $\chi^2_{count} > \chi^2_{table}$

With  $\alpha = 5\%$  and  $Df = K-1$

**Table 4.2**

#### The Normality Result of Pre-Requisite Test

Class	$\chi^2_{count}$	$\chi^2_{table}$	Criteria
VIII-E	4.92	7.81	Normal
VIII-F	4.92	7.81	Normal

Based on analysis above, it can be seen that  $\chi^2_{count}$  of both classes is lower than  $\chi^2_{table}$  ( $\chi^2_{count} < \chi^2_{table}$ ), so Ho accepted. The conclusion is distribution data both of classes are normal.

b. Homogeneity Test

Homogeneity test is used to know whether the class that is taken from population is homogeneous or not.

$$H_0 = \sigma_1 = \sigma_2$$

$$H_a = \sigma_1 \neq \sigma_2$$

**Table 4.3**  
**The Homogeneity Result of Pre-Requisite Test**

Class	Variance ( $S^2$ )	N	Df	$F_{\text{count}}$	$F_{\text{table}}$	Criteria
VIII-E	250.96	35	34	1.40	1.77	Homogeneous
VIII-F	179.34	35	34			

According to the formula above, it is obtained that:

$$F = \frac{250.96}{179.34}$$
$$= 1.56$$

Based on computation above it is obtained that  $F_{\text{count}}$  is lower than  $F_{\text{table}}$ . So  $H_0$  accepted. It can be concluded that data from XI 2 class and XI 3 have the same variance or homogeneous.

## 2. Analysis of Pre-test

The experimental class (VIII F) and the control class (VIII E) was given a pre-test on January 23, 2020. They asked to write a recount text with the certain topic of holiday.

The result of pre-test was used to know if the class has normality and homogeneity.

**Table 4.4**  
**The Result of Pre-Test**

No.	Source of Variance	Control	Experimental
1	N	35	35
2	$\Sigma$	2015	1722
3	Average	57.57	49.20
4	Variance ( $S^2$ )	250.96	179.34
5	Standard of Deviation (S)	15.84	13.39
6	MAX	90	75
7	MIN	30	30

a. Normality Test of Pre-Test

The normality test was used to know whether the data was normally distributed or not. To find out the distribution data was used normality test with Chi-square.

Ho : The data of normal distribution

Ha : The data of un normal distribution

With criteria, Ho accepted if  $X_{count}^2 > X_{table}^2$

**Table 4.5**  
**The Result of Normality Pre-test of Experimental Class and Control Class**

No.	Class	Test	$X_{count}^2$	$X_{table}^2$	Criteria
1.	Experimental	Pre-test	4.92	7.81	Normal
2.	Class	Pre-test	4.92	7.81	Normal

Based on the result of the table above, it can be seen that

$X_{count}^2$  both of classes were lower than  $X_{table}^2$  ( $X_{count}^2 > X_{table}^2$ ), so Ho

accepted. The conclusion is distribution data of experimental class and control class were normal.

b. Homogeneity Test of Pre-test

The homogeneity test is used to know whether the group sample that was taken from population is homogeneous or not.

Hypothesis:

$$H_0: \text{Homogeny variance} = \sigma_1^2 = \sigma_2^2$$

$$H_a: \text{Non Homogeny variance} = \sigma_1^2 \neq \sigma_2^2$$

With criteria, Ho accepted if  $F_{\text{count}} < F_{\text{table}}$  with  $\alpha = 5\%$  and  $df = k-1$

**Table 4.6**  
**The Result of Homogeneity Pre-test of Experimental and Control Class**

No.	Class	Variance	N	$F_{\text{count}}$	$F_{\text{table}}$	Criteria
1.	Experimental	179.34	35	1.40	1.77	Homogeneous
2.	Control	250.96	35			

Based on the formula:

$$F_{\text{count}} = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

$$F_{\text{count}} = 1.40$$

Based on the result of table above, it was obtained that  $F_{\text{count}}$  was lower than  $F_{\text{table}}$ , so Ho accepted. It can be concluded that the data of pretest from experimental and control class have the same variance or homogenous.

c. Testing the similarity of average of the initial data between experimental and control class.

To test the difference of average, the researcher used t-test.

Hypothesis:

**Table 4.7**  
**The Average Similarity Test of Pre-test of Experimental and Control Class**

Source of Variance	Control	Experimental	Criteria
Sum	2015	1722	Identical
N	35	35	
Average	57.57	49.20	
Variance (S <sup>2</sup> )	250.96	179.34	
Standard deviation (S)	15.84	13.39	

The more calculations can be seen in appendix 18.

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$= 14.67$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= 2.39$$

Ho was accepted if  $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$ .

Based on the computation above, by  $\alpha = 5\%$  and  $df = 35+35-2 = 68$  is obtained  $t_{table} = 2,39$  and  $t_{count} = 2,03$ . ho is accepted if  $-t_{table} < t_{count} < t_{table}$ . So, it can be concluded that there was significant different of the average pre-test between experimental and control class, because  $t_{count}$  at the reception area of Ho.



### 3. Analysis of Post-Test

The experimental class (VIII F) and the control class (VIII E) was given a post-test on February 13, 2020. They asked to write a recount text with the certain topic of holiday. The data was follows:

**Table 4.8**  
**The Score of Post-test of Experimental Class and Control Class**

No.	Source of Variance	Experimental	Control
1.	N	35	35
2.	$\Sigma$	2868	2389
3.	Average	81.94	68.26
4.	Variance ( $S^2$ )	42.58	61.02
5.	Standard of Deviation (S)	6.53	7.81
6.	MAX	94	79
7.	MIN	65	50

a. Normality Test of Post-test

Ho: The data of normal distribution

Ha: the data of un normal distribution

With the criteria, Ho accepted if with criteria,

Ho accepted if  $X^2_{\text{count}} < X^2_{\text{table}}$  with  $\alpha = 5\%$  and  $df = k-1$

**Table 4.9**  
**The Result of Normality Post-test of Experimental and Control Class**

No.	Class	$X^2_{\text{count}}$	$X^2_{\text{table}}$	Criteria
1.	Experimental	1.72	7.81	Normal
2.	Control	1.90	7.81	Normal

Based on the computation above, it was obtained that  $X^2_{\text{count}} < X^2_{\text{table}}$  with  $\alpha = 5\%$  and  $df = 6- 3 = 3$ . So, Ho is accepted. It can be concluded that the distribution data of post-test of experimental and control class were normal.

b. Homogeneity Test of Post-test

Homogeneity test is used to determine the mean and variance of the students' score in experimental and control class.

Hypothesis:

$$H_0: \text{homogeneity variance} = \sigma_1^2 = \sigma_2^2$$

$$H_a: \text{non homogeneity variance} = \sigma_1^2 \neq \sigma_2^2$$

With criteria,  $H_0$  accepted if  $F_{\text{count}} < F_{\text{table}}$  with  $\alpha = 5\%$  and  $df = k-1$

**Table 4.10**  
**The Result Homogeneity Post-test of Experimental and Control Class**

No.	Class	Variance	N	$F_{\text{count}}$	$F_{\text{table}}$	Criteria
1.	Experimental	42.58	35	1.43	1.77	Homogeneous
2.	Control	61.02	35			

Based on the formula:

$$\frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

$$F_{\text{count}} = \text{Varians terkecil}$$

$$F_{\text{count}} = 1.43$$

Based on the result of table above, it was obtained that  $F_{\text{count}}$  was lower than  $F_{\text{table}}$ , so  $H_0$  accepted. It can be concluded that the data of pre-test from experimental and control class have the same variance or homogenous.

c. Test Average (Right Hand Test)

This test was used to know whether there was a different average on post-test of experimental and control class. The data

which were used to test the hypothesis was the post-test score both of classes. To test the difference of average used t-test.

$H_0: \mu_1 \leq \mu_2$  : It means there is no significant difference between the students' writing skill of recount text who were taught by using word webbing technique and who were taught by teacher-centered learning

$H_a: \mu_1 > \mu_2$ : It means there is significant difference between the students' writing skill of recount text who were taught by using word webbing technique and who were taught by teacher-centered learning

**Table 4.11**  
**The Average Difference of Post-test of Experimental and Control Class**

Source of Variance	Experimental	Control
N	35	35
$\Sigma$	2868	2389
Average	68.26	81.94
Variance ( $S^2$ )	42.58	61.02
Standard of Deviation (S)	6.53	7.81

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$= 7,20$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= 13.92$$

$H_0$  was accepted if  $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$ .

Based on the computation above, it was obtained that the average of post-test of the experimental class who were taught by word webbing was 81.94 and standard (s) was 7,81. While the average of post-test of the control class who were taught by teacher-centered learning was 68.26 and standard deviation (s) was 6,53 by  $\alpha = 5\%$  and  $df = 20+20-2 = 38$  is obtained  $t_{table} = 2,03$  and  $t_{count} = 13.92$ . It means that  $t_{count}$  is higher than  $t_{table}$ . so,  $H_0$  rejected and  $H_a$  is accepted.

Because  $t_{count} > t_{table}$ , it can be included that there is significant different between experimental and control class on post-test. The score of the experimental class was higher than the control class. It can be seen from the following table which the experimental class took high score almost all of the students in the post-test.

**Table 4.12**  
**Post-Test of Control Class**

No.	Code	Score			Score
		1	2	3	
1	E-1	24	20	15	59
2	E-2	30	25	20	75
3	E-3	20	15	15	50
4	E-4	25	25	30	80
5	E-5	30	25	24	79
6	E-6	30	25	20	75
7	E-7	30	23	30	78
8	E-8	22	22	20	64
9	E-9	20	25	25	70
10	E-10	28	28	30	86
11	E-11	30	26	30	76
12	E-12	22	22	20	64
13	E-13	22	25	20	67
14	E-14	27	27	20	74
15	E-15	30	25	23	73
16	E-16	25	25	20	70

17	E-17	22	22	20	64
18	E-18	22	21	20	63
19	E-19	25	25	12	52
20	E-20	20	20	21	61
21	E-21	20	30	20	70
22	E-22	20	22	20	64
23	E-23	20	20	28	58
24	E-24	20	30	22	62
25	E-25	24	25	20	69
26	E-26	30	20	21	71
27	E-27	20	22	22	64
28	E-28	25	22	22	67
29	E-29	25	25	20	70
30	E-30	25	22	22	69
31	E-31	30	20	20	77
32	E-32	20	22	20	62
33	E-33	25	22	22	67
34	E-34	25	22	20	65
35	E-35	30	25	20	75

1 = Content

2 = Organization

3 = Grammar

Based on the table, the 35 students got high score. Almost of the students got average score in 80, moreover, the lowest score in 65. It means that the word webbing technique gives achievement for students in arranging a recount text based on their own think. Then, through this research, the researcher saw word webbing technique gives significant impact for students' score in writing skill. They are not only arranging a good text, but also are able in understanding the structure of recount text.

#### 4. Hypothetical Test

Hypothetical test is intended to process the data that had been collected from the data result of experimental class and control class after getting treatment for experimental class. The goal is to prove the acceptance or rejection of the hypothesis that had been proposed by the researcher. To prove it, the researcher use t-test.

$H_0 = \mu_1 \leq \mu_2$  : It means there is no significant difference between the students' writing skill of recount text who were taught by word webbing and who were taught by teacher-centered learning.

$H_a = \mu_1 > \mu_2$  : It means there is significant difference between the students' writing skill of recount text who were taught by word webbing and who were taught by teacher-centered learning.

Testing criteria is  $H_0$  is accepted for  $\alpha = 5\%$  if  $t_{count} >$

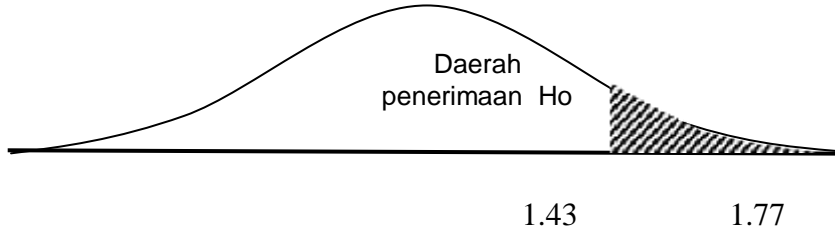
$$t_{table} \text{ with } df = n_1 + n_2 - 2$$

Based on the final data calculation of the average difference test showed that the averagetest score of experimental class was 81.94, while the average post-test score of control class was 68.26.

The result of the coaculation using t-test showed that

$t_{count} = 1.77$  and  $t_{table} = 1.43$  with  $\alpha = 5\%$  if  $t_{count} > t_{table}$  with  $df = n_1 + n_2 - 2$ . It showed that  $t_{count} > t_{table}$  ( $1.77 > 1.43$ ).

So,  $H_0$  is rejected and  $H_a$  is accepted. It means that between experimental class and control class are scientifically different. Based on  $H_0$  rejected area, it can be drawn as follow:



### C. Discussion

The research had been conducted since 23<sup>th</sup> January, 2020. The objective of this research is to find out whether the use of word webbing technique can increase students' writing skill of recount text at the eighth grade of MTs N 5 Demak in the academic year of 2019/2020. Based on the research method, the research was divided into some steps. The pre-test, treatment in two times, and post-test. In the first step, the researcher was giving pre-test to know the students' writing skill before they were given treatments. The test was essay question that need the students' skill of writing on recount text.

In the second meeting, was giving treatments to the students in two times. Before the researcher gave the treatment, the researcher determined the material and prepared lesson plan for two meetings. The treatment here was teaching writing by using word webbing technique in experimental class and teacher-centered learning in control class. The researcher conducted the treatment on 30<sup>th</sup> January, 2020. In the first meeting, the researcher greeted the students and checked their attendance. After that the researcher explained material that would be taught. Then, the researcher showed example of recount

text that related to the of the story to build students' interest. Then, the researcher asked to the small group, each group consist 5 students, after the researcher gave each group recount text and chart paper has been writing the topic in the center of it so, students could be free to adding the words related to the subtopic, and connected it by a line.

After the treatments, the researcher gave post-test to students to know the writing skill after they got the treatments. The test was essay question consist of recount text. Based on the result of students' post-test, the mean score students' post-test in control class was 68.26. and mean score of students' post-test in experimental class was 81.94. Based on the result, the students' score experimental class was higher than the control class. It means the students who were taught by word webbing technique got better result than the students who were taught by teacher-centered learning.

In this research, several things have been inferred logically. First, for both classes, they were inclined to have similar problems in writing process. For example, when they were conducting a pre-test, most of them had inadequate and failing score. Second, before applying word- webbing technique in experimental class, the students' ability was very difference. Most of the students were in the lowest level; Adequate to fair and unacceptable-not score, the least of them were in adequate, excellent to good and good to adequate score. Third, after applying word- webbing technique, students in experimental class showed their improvement. Most of them are in excellent, good,



and adequate score. On the other hand, none of them was in the inadequate and failing score.

The description of data collected, used word webbing to teach writing of recount text showed that the students were enjoy and interested. It was supported by the frequency and rate percentage of the result of the students' score of pre-test and post-test. The students' score after giving word webbing as media in teaching writing recount text in individual was better than before the treatment given to the students'.

The students' score percentage in writing recount text before used the word webbing was very low. It was showed in pre-test out of 35 students, both experimental and control class, only some them got excellent. The highest score for experimental class is only 3 students who got 73-81 and 7 students got the lowest score 28-36. There are 4 students of control class got the highest score 83-93 and 3 students got the lowest score 28-38. It means the students got problems in writing include of vocabulary, grammar, and writing structure.

After giving treatments, the students writing ability improved based on the analysis of students' ability. It was supported by the research finding. The improvement was proved by the students score percentage in post-test. The result of this result was obtained the average score of experimental class was 81.94 which were higher that the result of control class was 68.26. The average score of experimental class was 81.94 and standard deviation (S) was 7.81. teaching students' writing skill of recount text in experimental class

by using word webbing can make class condition alive during the process of giving the treatment. The students' involvement was also high and they showed great attention and enthusiasm to the lesson, so they will be interested in learning. They are able to explore their idea by using the word webbing as the media. Because by the media, they can choose the time and explore it by their own thinking.

Based on the result of calculation of t-testis obtained  $t_{\text{count}} = 1.77$  and  $t_{\text{table}} = 1.43$ . it showed that  $t_{\text{count}} > t_{\text{table}}$  ( $1.77 > 1.43$ ). So,  $H_0$  is rejected and  $H_a$  is accepted. It means there was a significant different between the students' writing skill who were taught by word webbing and the students writing skill who were taught by using teacher-centered learning. As Brown (2004) states that the word-webbing technique can be effective way for the class to stay focused and keep together, especially in teaching reading and writing. It also proved by Wahyuni, et.al. (2019) study which the study concluded that teaching of writing using word webbing improved student in arranging descriptive text. Besides, Monica, et.al. (2016) also concluded that word webbing technique enhanced the students in reading comprehension.

In summary, the researcher asserted that Word-webbing method is one of various techniques that useful in teaching writing. There were some points that make word-webbing technique in teaching writing was effective. They were: Using Word-webbing technique, students learn from one another and get to try out their ideas. Students' confidence improves and all students are given a way

to participate in class, rather than the few who usually volunteers. The benefits for the teacher include increasing time on task in the classroom and greater quality of students' contributions to class discussions. Students and teachers gain much clearer understandings of the expectation for attention and participation in classroom discussions.

#### **D. Limitation of the Research**

The researcher realized that this research had not been optimally, there were obstacles faced during the process, some limitation of this research are:

1. This research was limited at MTs N 5 Demak in the academic year 2019/2020 and only used 2 classes as sample. The researcher focused on Recount Text. When the same researchers conducted in other schools, it is still possible that difference result will be gained.
2. This research is implemented in short time and the school doesn't have a good facility. It makes this research could not be done maximally. But it was enough to fulfill all requirement for a research.
3. The researcher was still lack of knowledge and experience for during this research, so make implementation process of this research was less smooth. But the researcher tried to present the research as good as possible to do this research.

4. Considering all those limitation, there is a need to do more research about the writing of descriptive text using word webbing technique that the more optimal results will be gained.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Word webbing technique is effective to teach writing of recount text. Students are able to explore their idea by using the word webbing as the media. Because by the media, they can choose the time and explore it by their own thinking. It was showed in pre-test out of 35 students, both experimental and control class, only some them got excellent. The highest score for experimental class is only 3 students who got 73-81 and 7 students got the lowest score 28-36. There are 4 students of control class got the highest score 83-93 and 3 students got the lowest score 28-38. It means the students got problems in writing include of vocabulary, grammar, and writing structure. It also proved by Wahyuni, et.al. (2019) study which the study concluded that teaching of writing using word webbing improved student in arranging descriptive text. Besides, Monica, et.al. (2016) also concluded that word webbing technique enhanced the students in reading comprehension.

The researcher concludes that teaching writing by using word webbing is effective to increase students' ability in writing recount text at the eighth grade of MTs N 5 Demak. It is proved from the result of the test showed that there was a significant difference between students' pre-test and post-test. It was proved by the  $t_{\text{count}} = 1.77$  and  $t_{\text{table}} = 1.43$ . it showed that  $t_{\text{count}} > t_{\text{table}}$  ( $1.77 > 1.43$ ). So,  $H_0$  is

rejected and  $H_a$  is accepted. It means there was a significant different between the students' writing skill who were taught by word webbing and the students writing skill who were taught by using teacher-centered learning.

## **B. Suggestion**

In relation to the conclusion above, the researcher would like to suggest the following points:

1. For the teachers
  - a. Teacher's explanation should be clear and understandable to the students.
  - b. Teacher should teach the students by using interesting ways, for example using games.
  - c. Teacher should be more focused in teaching learning process in order to make classroom atmosphere well-controlled.
  - d. The use of interesting method or way to teach is to make students enjoy the learning process. It also makes the students interested and the classroom atmosphere is not boring.
2. For the students
  - a. The students should study harder, because English are foreign language is one of significant subjects as they considered. They must learn from the mistakes that they make before, so they will not repeat the same mistakes.
  - b. The students also have to enrich their vocabulary in order to get better achievement in mastering English, especially in writing text.

3. For the reader

The writer hopes this thesis can be useful for the reader, so they know that using word webbing technique is more effective in teaching writing on recount text.

4. For the next researcher

For the next researchers who want to use word webbing, it would be better if the next researcher is conducted in a longer period.

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*Appendix I*

**Name of Control Class (VIII-E)**

<b>No</b>	<b>Nama Siswa</b>	<b>Code</b>
1	Abdul Kuwat	E-1
2	Ahmad Giffari Al Azzar	E-2
3	Aji Setiawan	E-3
4	Andika Rizky Cahyono	E-4
5	Bunga Zuyyinatul Aslah	E-5
6	Dewi Sekar Arum	E-6
7	Eka Zuliana	E-7
8	Erwin Kurniawan	E-8
9	Fitria Aini Sa'adah	E-9
10	Henik Lutfiana	E-10
11	Intan Zahrotul Aulia	E-11
12	Kharimul Khakim	E-12
13	Maldini Hamka Sirojudin	E-13
14	Maula Anzi Rafli	E-14
15	Mohammad Miftahu Khoir	E-15
16	Muafiq	E-16
17	Muhamad Alfin	E-17
18	Muhamad Fahri Syahrul Fattah	E-18
19	Muhamad Ilham Naimuha	E-19
20	Muhamad Nurul Alfin	E-20
21	Muhammad Arif Maulana	E-21
22	Muhammad Nazrul Ilham	E-22
23	Muhammad Rifqi	E-23
24	Norani Maharani	E-24
25	Nur Afni Rohma Oktavia	E-25
26	Rizal Alfaiz	E-26
27	Rizki Putra Abidin	E-27
28	Saef Ahmad Ali	E-28
29	Salamatul Faizah	E-29
30	Saskia Arum Faricha	E-30
31	Siti Farkhana	E-31
32	Sofil Mubarok	E-32
33	Suci Aulia Fajri	E-33
34	Wasfatun Najwa	E-34
35	Zuliana Fatmawati	E-35

## *Appendix II*

### **Name of Experimental Class (VIII-F)**

<b>No</b>	<b>Nama Siswa</b>	<b>Code</b>
1	Ahmad Khoirul Wafa	F-1
2	Ahmad Nafek	F-2
3	Ahmad Rafikul Maulida	F-3
4	Ahmad Syafiq	F-4
5	Andika Putra Pratama	F-5
6	Anggun Aulia Rohmawati	F-6
7	Ardelia Vina Azzahra	F-7
8	Ayu raya Novianti	F-8
9	Bayu Muhammad Rizki	F-9
10	Dhika Adriananto	F-10
11	Dian Zulfa	F-11
12	Fara Salsabila	F-12
13	Fatih Ahmad Masful	F-13
14	Fatkhun Nizam	F-14
15	Habib Lutfi	F-15
16	Husein Alwi Alydrus	F-16
17	Khabibah Amaliyah	F-17
18	Lailatul Safera	F-18
19	Maulidatun Isnaini	F-19
20	Meisya Firda	F-20
21	Moh Nur Ferdianto	F-21
22	Mohamad Nova Aditya	F-22
23	Mohammad Asiffudin	F-23
24	Muhammad Choirul Ikhsan	F-24
25	Muhammad Hilmi Mubarak	F-25
26	Muhammad Sofi Ikrom	F-26
27	Nailun Maghfirotul Ulya	F-27
28	Nur Aini	F-28
29	Raihan Putra Pratama	F-29
30	Rifka Maharani Alqadry	F-30
31	Ririn Dwi Septiani	F-31
32	Sananu Hasanil Jaya	F-32
33	Siti Nur Alimah	F-33
34	Wahid Mansur Alhuda I	F-34
35	Wildan Ainul Khakim	F-35

*Appendix III*

**Pre-Test of Control Class**

No.	Code	Score			Score
		1	2	3	
1	E-1	20	21	10	51
2	E-2	20	20	20	60
3	E-3	30	30	23	83
4	E-4	20	23	20	64
5	E-5	30	30	25	85
6	E-6	20	25	33	78
7	E-7	20	10	15	45
8	E-8	12	20	15	47
9	E-9	20	10	23	53
10	E-10	15	15	20	50
11	E-11	30	20	21	71
12	E-12	20	10	25	55
13	E-13	40	20	20	80
14	E-14	30	15	15	62
15	E-15	15	25	29	59
16	E-16	20	20	20	60
17	E-17	30	30	25	85
18	E-18	20	10	15	45
19	E-19	25	20	7	52
20	E-20	20	18	10	48
21	E-21	20	30	20	70
22	E-22	20	22	20	62
23	E-23	20	20	28	48
24	E-24	20	30	20	70
25	E-25	20	25	20	65
26	E-26	20	20	12	52
27	E-27	15	15	21	51
28	E-28	10	10	10	30
29	E-29	20	15	18	53
30	E-30	30	30	30	90
31	E-31	10	10	10	30
32	E-32	20	19	10	49
33	E-33	15	15	12	42
34	E-34	15	15	10	40
35	E-35	10	10	10	30

1 = Content

2 = Organization

3 = Grammar

*Appendix IV*

**Pre-Test of Experimental Class**

No.	Code	Score			Score
		1	2	3	
1	F-1	20	10	10	40
2	F-2	25	30	20	75
3	F-3	20	20	10	50
4	F-4	15	10	10	35
5	F-5	20	13	10	43
6	F-6	10	10	10	30
7	F-7	20	10	15	45
8	F-8	10	20	10	50
9	F-9	10	20	22	52
10	F-10	10	10	10	30
11	F-11	30	20	25	75
12	F-12	20	10	27	57
13	F-13	20	20	20	60
14	F-14	15	15	10	40
15	F-15	20	22	20	62
16	F-16	15	10	10	35
17	F-17	15	13	10	38
18	F-18	15	12	12	39
19	F-19	20	11	10	41
20	F-20	20	20	10	50
21	F-21	22	15	15	52
22	F-22	15	15	17	47
23	F-23	18	15	15	48
24	F-24	20	20	22	62
25	F-25	20	20	15	55
26	F-26	20	20	12	52
27	F-27	20	20	11	51
28	F-28	10	10	10	30
29	F-29	23	20	10	53
30	F-30	30	30	30	90
31	F-31	10	10	10	30
32	F-32	20	19	10	49
33	F-33	15	15	12	42
34	F-34	15	15	10	40
35	F-35	10	10	10	30

- 1 = Content
- 2 = Organization
- 3 = Grammar

## Appendix V

### Post-Test of Control Class

No.	Code	Score			Score
		1	2	3	
1	E-1	24	20	15	59
2	E-2	30	25	20	75
3	E-3	20	15	15	50
4	E-4	25	25	30	80
5	E-5	30	25	24	79
6	E-6	30	25	20	75
7	E-7	30	23	30	78
8	E-8	22	22	20	64
9	E-9	20	25	25	70
10	E-10	28	28	30	86
11	E-11	30	26	30	76
12	E-12	22	22	20	64
13	E-13	22	25	20	67
14	E-14	27	27	20	74
15	E-15	30	25	23	73
16	E-16	25	25	20	70
17	E-17	22	22	20	64
18	E-18	22	21	20	63
19	E-19	25	25	12	52
20	E-20	20	20	21	61
21	E-21	20	30	20	70
22	E-22	20	22	20	64
23	E-23	20	20	28	58
24	E-24	20	30	22	62
25	E-25	24	25	20	69
26	E-26	30	20	21	71
27	E-27	20	22	22	64
28	E-28	25	22	22	67
29	E-29	25	25	20	70
30	E-30	25	22	22	69
31	E-31	30	20	20	77
32	E-32	20	22	20	62
33	E-33	25	22	22	67
34	E-34	25	22	20	65
35	E-35	30	25	20	75

1 = Content

2 = Organization

3 = Grammar



*Appendix VI*

**Post-Test of Experimental Class**

No.	Code	Score			Score
		1	2	3	
1	F-1	25	30	25	80
2	F-2	27	30	30	87
3	F-3	28	30	25	83
4	F-4	22	30	20	72
5	F-5	25	30	26	81
6	F-6	22	30	24	76
7	F-7	22	30	20	70
8	F-8	25	24	20	69
9	F-9	28	30	26	84
10	F-10	24	30	24	78
11	F-11	22	30	21	73
12	F-12	25	30	25	80
13	F-13	30	30	25	85
14	F-14	27	30	27	84
15	F-15	30	29	29	88
16	F-16	30	30	29	89
17	F-17	30	30	30	90
18	F-18	30	27	27	84
19	F-19	30	27	26	83
20	F-20	30	27	25	82
21	F-21	25	30	25	80
22	F-22	30	30	20	80
23	F-23	30	27	27	84
24	F-24	30	27	26	83
25	F-25	30	30	25	85
26	F-26	28	28	25	86
27	F-27	28	28	26	87
28	F-28	31	32	31	94
29	F-29	35	30	25	90
30	F-30	33	30	30	93
31	F-31	26	25	25	81
32	F-32	30	24	25	79
33	F-33	25	20	20	65
34	F-34	30	27	26	83
35	F-35	30	25	25	80

- 1 = Content
- 2 = Organization
- 3 = Grammar

## *Appendix VII*

### **LESSON PLAN**

Educational Unit : MTs N 5 Demak  
Class/Semester : VIII/2  
Subject : English  
Topic : Recount Text  
Time Allocation : 4 x 40 minutes

#### **A. Core Competence**

- C-1** : Appreciating and practicing religious teachings that the students believe.
- C-2** : Demonstrating honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behaviors, being polite, responsive, and pro-active and demonstrating attitudes as part of the solution to problems in interacting effectively with the social and natural environment and placing themselves as a reflection of the nation in the association of the world.
- C-3** : Understanding, applying, analyzing factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of specific study to their talents and interests to solve problems.

**C-4** : Observing, exploring, and associating in the realm of concrete and abstract realms related to the development of the self-study in school independently, and being capable of using methods according to scientific rules.

**B. Basic Competence**

<b>No.</b>	<b>Basic Competence</b>	<b>Indicators</b>
1.	1.1 Grateful for the ability to learn English as an introduction to international communication embodied in the spirit of learning	1.1.1 Write a learning log that expresses gratitude for the ability to learn English
2.	2.2 Demonstrate honest, disciplined, and responsible behavior in carrying out transactional communication with teachers and friends	2.2.1 Have a sense of responsibility for the actions taken either as a leader or a member of the group 2.2.2 Recognize when making mistakes 2.2.3 Give a good response in learning process 2.2.4 Courtesy towards teachers and friends
3.	3.12 Applying text structure and linguistic elements to carry out the social function of recount text by stating and asking circumstances, actions, events, short and simple, according to the context of their use.	3.12.1 Identifying the social function of the recount text by stating and asking about circumstances, actions, events, short and simple. 3.12.2 Describing the social

		function of the recount text by stating and asking about circumstances, actions, events, short and simple in daily activities.
2.	4.14 Capturing the meaning of a short and simple text of written and oral, regarding circumstances, actions, events.	4.14.1 Presenting a recount text about circumstances, actions, events, with due regard to social functions, text structure, and correct linguistic elements and context.
	4.15 Arranging a very short and simple text of written and oral regarding circumstances, actions, events, by paying attention to the social function, text structure, and linguistic elements of recount text.	4.15.1 Creating short and simple of recount text regarding to the social function, trxt structure, linguistics elements of recount text.

### C. Learning Outcome

1. There are some objectives that make students will be able in writing which include Audience (A), Behavior (B), Condition (C), and Degree of Mastery (D):
  - Students will arrange a recount text to ensure the generic structures are suitable in whole paragraphs.

2. Applying the structure of the text and linguistic elements to carry out the social function of the recount text by stating and asking regarding to circumstance, circumstances, actions, events, short and simple, according to the context of their use well.
3. Composing a short and simple of written and oral recount text, regarding to circumstances, actions, events, related to social functions, text structures, and correct linguistic elements in context. Strengthening Character Education:
  - a. Independent
  - b. Responsibility
  - c. Discipline

## **D. Teaching Materials**

### **1. Regular Learning**

Recount text is a text that retells past events. The purpose of a recount is to give the audience a description of what occurred and when it occurred.

Oral and written text is in the form of a recount by stating and asking about events, and events, short and simple

- Social function

Describe experiences, events to report, boast, share experiences, etc.

Text structure

- a. Orientation: mentions goals and events / events / experiences in general

b. Descriptions of actions / events in sequence and coherent

c. Closing (often): general comments or ratings.

- Linguistic elements

(1) Description of actions in Past Tense: Simple and Continuous, woke, took, went, got, did, had, was waiting, were sleeping

(2) Adverb for connecting time: first, then, after that, before, at last, finally, etc.

(3) Adverb and prepositional phrases that refer to time: yesterday, last month, on Monday, an hour ago, immediately, etc.

(4) Clear and neat spelling and handwriting and printing

(5) Speech, word pressure, intonation, when presented verbally.

- Topics

Events, experiences that occur at school, home, and the community around students, by giving examples of disciplinary behavior, honesty, caring, healthy lifestyle, and environmentally friendly.

<b>A Thief</b>	<b>Title</b>
Three days ago, I went to the traditional market to buy some fruits and vegetables. In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to take closer and	<b>Orientation</b>

see. A few minutes later, police came and took him.	
I asked the fruit seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hard.	<b>Event</b>
It was a pity event and I hoped it would never happen again.	<b>Re-Orientation</b>

Source: <https://gudangpelajaran.com/contoh-recount-text/>

**b. Generic structure:**

- 1) Orientation introduces the participants, place and time in the first paragraph.
- 2) Event describes a series of event that happened in the past.
- 3) Re-orientation (optional) explains the personal comment of the writer to the story.

**c. Social Function:** To Informing or entertaining the reader

**d. Language Elements:**

1. Nouns, e.g. woman, journey, town, etc.
2. Pronouns, e.g. it, he, him, his, etc.
3. Action verbs, e.g. wanted, decided, ate, etc.
4. Past tenses, e.g. A rich woman **wanted** to make a journey to another town.
5. Time conjunction, e.g. before, after, finally, etc.
6. Adverbs, e.g. quickly, cheerfully, etc.

7. Adverbs of phrases, e.g. at the end of the journey, a few days ago, etc.
8. Adjectives, e.g. beautiful, heavy, old, etc.

## 2. Material for Enrichment Learning

- Grammar : compound and complex sentence

Examples of **compound sentences** include the following:

1. Joe waited for the train, **but** the train was late.
2. I looked for Mary and Samantha at the bus station, **but** they arrived at the station before noon and left on the bus before I arrived.
3. Mary and Samantha arrived at the bus station before noon, **and** they left on the bus before I arrived.
4. Mary and Samantha left on the bus before I arrived, **so** I did not see them at the bus station.

**Complex sentence** is made up of an independent clause and one or more **dependent clauses** connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

Examples of **dependent clauses** include the following:

- because Mary and Samantha arrived at the bus station before noon
- while he waited at the train station
- after they left on the bus

Dependent clauses such as those above **cannot** stand alone as a sentence, but they can be added to an independent clause to form a complex sentence.



Dependent clauses begin with **subordinating conjunctions**.

Below are some of the most common subordinating conjunctions:

- after
- although
- as
- because
- before

Please answer the following questions below!

- a. Please make a sample of compound and complex sentence.
- b. Please make simple recount text about your last activity.

### **3. Material for Remedial Learning**

- Vocabulary : regular and irregular verb (see on Appendix 1)

#### **E. Teaching Method**

- Approach : Scientific Approach
- Method : Questioning, Lecturing, Individual work, and small discussion
- Technique : Word Webbing Technique

#### **F. Media, Tools, and Source of Learning**

- Media : Worksheet, Picture
- Aids : Whiteboard, board marker, paper
- Sources : - Ministry of Education and Culture. Teacher's book English (*When English Rings a Bell*). 2017.

- Ministry of Education and Culture. Student's book English (*When English Rings a Bell*). 2017.
- Priyana, Joko. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: BSE Depdiknas.

### G. Learning Activities

#### First day:

No.	Name of Activity	Description of activity	
		Teacher's Activity	Students' Activity
1.	Opening (3 minutes)	<p><b>The teacher starts the class by saying salam and greeting</b></p> <ul style="list-style-type: none"> <li>• Assalamu'alaikumwr. wb</li> <li>• Good morning, students?</li> <li>• How are you today?</li> </ul> <p><b>The Teacher checks students' attendance</b></p> <ul style="list-style-type: none"> <li>• Who is absent today?</li> <li>• Ok, good.</li> </ul> <p><b>The Teacher asks students to pray together</b></p> <ul style="list-style-type: none"> <li>• Please, the leader of the class, lead your friends to pray"</li> </ul> <p><b>The Teacher tells the learning aim of today's lesson</b></p>	<p><b>Students answer teacher's salam</b></p> <ul style="list-style-type: none"> <li>• Wa'alaikumsalamwr. Wb</li> <li>• Good morning, mom</li> <li>• very good, mom. And you?</li> </ul> <p>• No one, mom.</p> <p><b>Student (leader of the class) lead all students to pray</b></p> <ul style="list-style-type: none"> <li>• To start our meeting today, let's pray together. Praying begins!</li> </ul> <p><b>Students listen to the teacher's explanation about the aim of today's</b></p>

No.	Name of Activity	Description of activity	
		Teacher's Activity	Students' Activity
		<ul style="list-style-type: none"> <li>• So, what we are going to learn today is about recount text.</li> </ul>	<b>lesson</b>
2.	Main Activity <b>Observing</b> (15 minutes)	<p><b>The teacher shows example of word webbing</b></p> <ul style="list-style-type: none"> <li>• Ok, good. Here, I have some topics.</li> <li>• Please read the topic carefully!</li> </ul> <p><b>Teacher asks to the students to choose main topic</b></p> <ul style="list-style-type: none"> <li>• Now, which on of the topics you will be interested?</li> <li>• Please choose one of them.</li> </ul> <p><b>The teacher divides the students into small group, each group consists of five students</b></p> <ul style="list-style-type: none"> <li>• Well, I will divide you into some groups, each group consist of five members.</li> </ul> <p><b>The teacher gives each groups chart webbing paper. The chart paper has been written main topic in the center of it</b></p>	<p><b>Students read the topics.</b></p> <p><b>Students choose one topic.</b></p> <p><b>Students seek their group's member.</b></p> <p><b>Every group takes the main topic</b></p>
	Questioning (5 minute)	<b>Teacher allows students to ask about the topic</b>	<b>Student asks a question</b>
	Exploring (45)	<b>The teacher asks the students to think about</b>	<b>The students mention arranges the sentences</b>

No.	Name of Activity	Description of activity	
		Teacher's Activity	Students' Activity
	minutes)	<p><b>the sentences that can associative with the main topic</b></p> <ul style="list-style-type: none"> <li>• Please, arrange the sentences related to the main topic.</li> </ul> <p><b>Teacher leads the students to fill in the blank chart webbing with the different color marker</b></p> <ul style="list-style-type: none"> <li>• Well, my students, lets fill in the blank the chart with different color marker.</li> <li>• Which one is the orientation?</li> <li>• Which one is event?</li> <li>• Which one is the re-orientation?</li> </ul> <p><b>Teacher with the students conclude the generic structure of recount text</b></p> <ul style="list-style-type: none"> <li>• From the identification we can conclude that the pattern simple present</li> <li>• Using simple past tense</li> <li>• Using temporal sequence, e.g. On Sunday</li> <li>• Focus on specific participant, e.g. I (writer)</li> <li>• Using the conjunction, e.g., then, before</li> </ul>	<p><b>about the main topic containing recount text</b></p> <p><b>Students together with the teacher identify and find the structure of recon text</b></p> <p><b>Students pay attention and give their response</b></p> <p><b>Students pay attention and give their response</b></p>

No.	Name of Activity	Description of activity	
		Teacher's Activity	Students' Activity
		<ul style="list-style-type: none"> <li>Using action word, e.g., stayed</li> </ul> <p><b>The teacher gives example related to the generic structure of recount text</b></p> <ul style="list-style-type: none"> <li>Listen, I will make an example from that generic structure.</li> <li>Last week, my friends and I went to Jogja. We visited many places.</li> <li>First, we visited Parangtritis beach. We felt the wind blew across to us.</li> <li>Second, we visited Gembira Loka Zoo. We saw many kinds of animals.</li> <li>For me, that was a beautiful day though I could not visit Malioboro. We really enjoyed it, and I hope I could visit Jogja again.</li> <li>Which one is the orientation?</li> <li>Which one is event?</li> <li>Which one is the re-orientation?</li> </ul> <p><b>The teacher asks the students to analyze the sample of recount text related to the social</b></p>	<p><b>Students the sample of recount text based on the social function and generic structure.</b></p>

No.	Name of Activity	Description of activity	
		Teacher's Activity	Students' Activity
		<p><b>function and generic structure.</b></p> <ul style="list-style-type: none"> <li>• Now, please each of you analyze the text.</li> <li>• Which one is the orientation?</li> <li>• Which one is event?</li> <li>• Which one is the re-orientation?</li> </ul>	
	Associating (5 minutes)	<p><b>Teacher associates the students understanding of generic structure of recount text by giving exercise.</b></p> <ul style="list-style-type: none"> <li>• Well, I want you to do this exercise in 5 minutes.</li> </ul>	<p><b>Students do the exercise individually</b></p>
	Closing (3 minutes)	<p><b>Teacher review the material and close the class</b></p> <ul style="list-style-type: none"> <li>• Because the time is up, we will discuss the exercise in the next lesson.</li> <li>• What have you learn today students?</li> <li>• Anyone can mention the characteristic and generic structure of recount text</li> <li>• Anyone can make an example of recount text</li> <li>• Oke good, lets close lesson today and say hamdallah together</li> </ul>	<p><b>Students response and answer the teacher question</b></p> <ul style="list-style-type: none"> <li>• Using simple past tense, mom.</li> <li>• The structure is orientation, event, and re-orientation.</li> </ul>

**Second days:**

No	Name of Activity	Description of activity	
		Teacher's Activity	Students' Activity
4.	Opening (5 minutes)	<p><b>The teacher starts the class by saying salam and greeting</b></p> <ul style="list-style-type: none"> <li>Assalamu 'alaikum wr.wb</li> <li>Good morning, students?</li> <li>How are you today?</li> </ul> <p><b>Teacher checks students' attendance</b></p> <ul style="list-style-type: none"> <li>Who is absent today?</li> <li>Ok, good.</li> </ul> <p><b>Teacher asks students to pray together</b></p> <ul style="list-style-type: none"> <li>Please, the leader of the class, lead your friends to pray"</li> </ul> <p><b>Teacher tells the learning aim of today's lesson</b></p> <ul style="list-style-type: none"> <li>So, what we are going to learn today is about recount text</li> </ul>	<p><b>Students answer teacher's salam</b></p> <ul style="list-style-type: none"> <li>Wa'alaikumsalamwr. Wb</li> <li>Good morning, mom</li> <li>Pretty well, mom. And you?</li> <li>No one, mom.</li> </ul> <p><b>Student (leader of the class) lead all students to pray</b></p> <ul style="list-style-type: none"> <li>To start our meeting today, let's pray together. Praying begins!</li> </ul>
5.	Main Activity <b>Observing</b> (5 minutes)	<p><b>Teacher discusses both of the students exercise from the last meeting.</b></p> <ul style="list-style-type: none"> <li>Last time we have done the exercise.</li> </ul>	<p><b>Student pay attention and give their response</b></p>

No	Name of Activity	Description of activity	
		Teacher's Activity	Students' Activity
		<ul style="list-style-type: none"> <li>Now, let we check both of your friend answer</li> </ul>	
	Questioning (5 minute)	<p><b>The teacher gives a chance to students to answer one of the questions</b></p> <ul style="list-style-type: none"> <li>who wants to answer number 3?</li> </ul> <p><b>teacher allows students to ask about question</b></p> <ul style="list-style-type: none"> <li>any question student?</li> </ul>	<p><b>Students take a chance to answer the question</b></p> <p><b>Student ask a question related to the task</b></p>
	Exploring (25 minutes)	<p><b>The teacher distributes the word webbing containing recount text</b></p> <ul style="list-style-type: none"> <li>Ok, good. Here, I have another story that I took from a textbook.</li> <li>Please read the text in group!</li> </ul> <p><b>Teacher asks the students to arrange a recount text based on their own experience</b></p> <ul style="list-style-type: none"> <li>Please write a recount text based on your experience, class.</li> </ul> <p><b>Teacher leads the students to find the the structure of the</b></p>	<p><b>The students' response the teachers instruction</b></p> <ul style="list-style-type: none"> <li>alright mom</li> </ul> <p><b>The students arrange a recount text.</b></p> <p><b>The students together with the teacher identify and find the structure of the text</b></p>



No	Name of Activity	Description of activity	
		Teacher's Activity	Students' Activity
		<p><b>text</b> Well my students, lets identify the sentences one by one,</p> <ul style="list-style-type: none"> <li>• Which one is the orientation?</li> <li>• Which one is event?</li> <li>• Which one is the re-orientation?</li> </ul>	
	Associating (10 minutes)	<p><b>Teacher associates the students understanding of recount text structure by making a story</b></p> <ul style="list-style-type: none"> <li>• Well, I want you to work in pairs to make a story based your own experience.</li> </ul>	<b>Students work with their group</b>
	Communicating (10 minutes)	<p><b>Teacher asks the students to practice the dialogue that have composed with their partner</b></p> <ul style="list-style-type: none"> <li>• Well, I will invite some groups to tell the story.</li> <li>• A n B please come forward.</li> </ul>	<b>Students tell the dialog that have composed with their group</b>
	Creating (5 minutes)	<p><b>Teacher asks the students to make their own experience</b></p> <ul style="list-style-type: none"> <li>• Now, please make your own experience.</li> </ul>	<p><b>Students make their own experience</b></p> <ul style="list-style-type: none"> <li>• Student collect their duty to the teacher.</li> </ul>
	Closing	<b>Teacher close the</b>	<b>Students response and</b>

No	Name of Activity	Description of activity	
		Teacher's Activity	Students' Activity
	(5 minutes)	<b>class by giving motivation</b> <ul style="list-style-type: none"> <li>Well, thanks for time and don't forget to study</li> <li>Oke good, lets close lesson today and say hamdallah together</li> </ul>	<b>answer the teacher</b> <ul style="list-style-type: none"> <li>Alhamdulillah,,</li> </ul>

## H. Assessment

### 1. Attitude

a. Aspect: Students' attitude in teaching learning process

Attitude	Score	Description
Participation	5	Students always participate in doing the project with their group
	4	Students often participate in doing the project with their group
	3	Students sometimes participate in doing the project with their group
	2	Students rarely participate in doing the project with their group
	1	Students never participate in doing the project with their group

### 2. Knowledge:

- Aspect: The students do recount text in essay form.
- Instrument: Students' worksheet 1
- Final score = Total score x 4

Material	Indicators	No. Question	Types of Question	Level of competence
Recount Text	Problem is related to interrogative sentence of recount text	1, 2,3	Essay	Understanding
	Problem is related to positive sentence of recount text	4,5	Essay	Creating

## 2. Skill :

- a. Aspect: Creating short story based on students' experience
- b. Instrument: Students' worksheet 2
- c. Score  
Final score = Total score x 5

### Scoring Rubric of Students' Writing of Recount Text

Items Analysis	Score	Criterion of Scoring
Content	5	<b>Excellent:</b> Main Ideas stated very clearly.
	4	<b>Good:</b> Main Ideas stated fairly clearly.
	3	<b>Average:</b> Main Ideas stated somewhat unclear
	2	<b>Poor:</b> Main ideas unclear.
	1	<b>Very Poor:</b> Main Ideas unclear at all.
Organization	5	<b>Excellent:</b> The sentences are perfectly organized and perfectly coherent.
	4	<b>Good:</b> The sentences are well-



**The Explanation of  
Score:**

The criteria of each  
column:

- 5 = Excellent
- 4 = Good
- 3 = Average
- 2 = Poor
- 1 = Very Poor

$$\text{Score} = \frac{\sum \text{Score}}{\text{Maximal Score}} \times 100$$

**The Criterion Score**

- A = 80 – 100 : Excellent
- B = 70 – 79 : Good
- C = 60 – 69 : Average
- D = ... < 60 : Poor

Approved by:

The English Teacher

The Researcher

Zuli Suprihati, S.Pd  
NIP. 19760629 200710 2 002

Anissaur Rohmah

## Students' Worksheet

### *Worksheet 1*

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house had a big garden with colorful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Sources: *Scaffolding English for Junior High School Students Grade VIII.*

Please answer the following questions:

1. Which one is the orientation, event, and re-orientation from the text above?
2. Why do you think people write and share their experience?
3. How does the story make you feel?
4. Have you ever holiday? Describe how you felt.
5. If you had a chance to rewrite the story, how would the story end? Write a new ending of the story.



## Material for Remedial Learning

No.	REGULAR VERBS			IRREGULAR VEBS		
	PRESENT	PAST	PAST PARTICIPLE	PRESENT	PAST	PAST PARTICIPLE
1	Answer	Answered	Answered	Alight	Alit/Alighted	Alit/Alighted
2	Ask	Asked	Asked	Begin	Began	Begun
3	Boil	Boiled	Boiled	Break	Broke	Broken
4	Believe	Believed	Believed	Blow	Blew	Blown
5	Love	Loved	Loved	Build	Built	Built
6	Compare	Compared	Compared	Cost	Cost	Cost
7	Cry	Cried	Cried	Do	Did	Done
8	Dress	Dressed	Dressed	Eat	Ate	Eaten
9	Play	Played	Played	Have	Had	Had
10	Fill	Filled	Filled	Hide	Hid	Hidden
11	Follow	Followed	Followed	Hold	Held	Held
12	Gather	Gathered	Gathered	Keep	Kept	Kept
13	Help	Helped	Helped	Lose	Lost	Lost
14	Joke	Joked	Joked	Meet	Met	Met
15	Kiss	Kissed	Kissed	Pay	Paid	Paid
16	Need	Needed	Needed	Make	Made	Made
17	Obtain	Obtained	Obtained	Know	Knew	Know
18	Replace	Replaced	Replaced	Run	Ran	Run
19	Snore	Snored	Snored	Say	Said	Said
20	Visit	Visited	Visited	Sit	Sat	Sat





Please make a recount text based on the picture above!

Appendix VIII

Students' Worksheet of Pre-Test

Nama: maldini hamkasi  
No : 13  
Kls : VIII E

My Holiday

Content : 40  
Organization : 25  
Grammar : 15

last weekend my family and i went to Gunung ~~...~~ Semarang  
we Arrived there at 7 p.m and spend the hour grandma.  
The next day, we rented a motorcycle from the house grandma we went a city  
tour. the First Place we visited was the Famous mud tour at Gudo kreo In Semarang  
where we Arrived ther, climbed the dam. There many People there. all, we could see ~~the~~  
the was mud, mud nos every here.  
and still we could see the mud spouting out, we could smell the sulfur the smell was  
so strong.  
The ~~next day~~ <sup>guide</sup> said that the were thousand of houses and tens of factories.

Nama: Fakhun Nizam

No. 14

Kelas: VIII

Content: 20

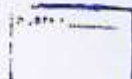
Organization: 10

Grammar: 10

40


### Pre test

my holiday I am and family go to home gran mother. dim and family go to home gran mother to <sup>climb</sup> ~~extend~~ car dim in home gran mother to play a kite with friend after to play sbt dim and friend playing football.



## Appendix IX

### Students' Worksheet of Post-Test



Content : 35  
Organization : 40  
Grammar : 15

Post Test

Name : Saskia arum Faricha  
Student number : 32  
Class : VIII E

Please, write down in this paper about your last holiday on 3 paragraphs:  
(1) the first paragraph explains your orientation, it's consist of 2 sentences,  
(2) the second paragraph explain your event, it's consist of 6 sentences;  
(3) the third paragraph explain your re-orientation, it's consist of 2 sentences!

"MY HOLIDAY."

Last weekend my family and I we fit to surabaya we arrived there at 9 p.m. and spend the utami hotel. the hotel was near the air port.

The next day, we rented a car from the hotel we went a city tour. the first place we visited was the famous mud tour at lapirdo project in sudarjo. when we arrived there, we could see the was mud. mud was every where and still we could see the mud pouring out. we could smell the sulfur the smell was so strong. The guide said that there were thousands of houses and tens of factories under the mud.

Next, we went to the surametu bridge. the bridge connected surabaya and madura. I guess "sura" came from surabaya and "madu" came from madura. The bridge was awesome. It was tall and orange in only a few minutes we arrived at madura. we stopped by to buy some souvenir. mom bought some local food. Dad bought a unique heay braider weap in. I decided to buy a t-shirt. it had a picture of surametu bridge on the chest part.

85

Post Test

Content : 30  
Organization : 30  
Grammar : 25

Name : Mawidatun Isnaini  
Student number : 19  
Class : VIII F

Please, write down in this paper about your last holiday on 3 paragraphs:

- (1) the first paragraph explains your orientation, it's consist of 2 sentences,
- (2) the second paragraph explain your event, it's consist of 6 sentences;
- (3) the third paragraph explain your re-orientation, it's consist of 2 sentences!

my first time in Yogyakarta  
my family and I went to my grandmother's  
house in Yogyakarta last month. It was my first  
trip to this city. We went there two days after my  
sister's graduation ceremony in Semarang. We arrived  
at Yogyakarta at night. We spent a week staying  
in my grandmother's house which is 5 minutes  
away by foot to Malioboro street.

In the first morning, we were still too tired after  
a long trip Semarang to Yogyakarta. So we decided  
to stay at home to recharge our energy. I walk  
around the neighborhood with my sister just to  
experience now. It is like to be in Yogyakarta. There  
were too many house, I think, which made the space  
between a house and the other was small, even the  
road was also small that only and motorcycle can  
go through.

*Appendix X*

**The Interpretation of Data**

No	(X)1 Pre- test	(Y) Post- test	X.Y	X <sup>2</sup>	Y <sup>2</sup>
1	40	80	3200	1600	6400
2	75	87	6525	5625	7569
3	50	83	4150	2500	6889
4	35	72	2520	1225	5184
5	43	81	3483	1849	6561
6	30	76	2280	900	5776
7	45	70	3150	2025	4900
8	50	69	3450	2500	4761
9	52	84	4368	2704	7056
10	30	78	2340	900	6084
11	75	73	5475	5625	5329
12	57	80	4560	3249	6400
13	60	85	5100	3600	7225
14	40	84	3360	1600	7056
15	62	88	5456	3844	7744
16	35	89	3115	1225	7921
17	38	90	3420	1444	8100
18	39	84	3276	1521	7056
19	41	83	3403	1681	6889
20	50	82	4100	2500	6724
21	42	80	3360	1764	6400
22	47	80	3760	2209	6400
23	48	84	4032	2304	7056
24	62	83	5146	3844	6889
25	55	85	4675	3025	7225
26	33	86	2838	1089	7396
27	62	87	5394	3844	7569
28	75	94	7050	5625	8836
29	40	90	3600	1600	8100
30	61	93	5673	3721	8649

31	65	81	5265	4225	6561
32	52	79	4108	2704	6241
33	35	65	2275	1225	4225
34	68	83	5644	4624	6889
35	30	80	2400	900	6400
JML	1722	2868	141951	90820	236460

$$r_{xy} = \frac{N (\sum XY) - (\sum X) (\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{35 \quad -141951 \quad - \quad 1722 \quad \times \quad 2868,00}{\sqrt{[35 \times 90820 - (1722)^2] [35 \times 236460 - (2868)^2]}}$$

$$r_{x1y} = 0,284522$$

No	(X2) Pre-test	(Y) Post-test	X.Y	X^2	Y^2
1	51	59	3009	2601	3481
2	60	75	4500	3600	5625
3	83	50	4150	6889	2500
4	64	80	5120	4096	6400
5	85	79	6715	7225	6241
6	78	75	5850	6084	5625
7	45	78	3510	2025	6084
8	47	64	3008	2209	4096
9	53	70	3710	2809	4900
10	50	86	4300	2500	7396
11	71	76	5396	5041	5776
12	55	63	3465	3025	3969
13	80	67	5360	6400	4489
14	62	74	4588	3844	5476
15	59	73	4307	3481	5329
16	60	70	4200	3600	4900
17	85	64	5440	7225	4096
18	45	63	2835	2025	3969
19	52	52	2704	2704	2704
20	48	61	2928	2304	3721
21	70	70	4900	4900	4900
22	62	64	3968	3844	4096
23	48	58	2784	2304	3364
24	70	62	4340	4900	3844
25	65	69	4485	4225	4761
26	52	71	3692	2704	5041
27	51	64	3264	2601	4096
28	30	67	2010	900	4489
29	53	70	3710	2809	4900
30	90	69	6210	8100	4761
31	30	77	2310	900	5929
32	49	62	3038	2401	3844
33	42	67	2814	1764	4489
34	40	65	2600	1600	4225
35	30	75	2250	900	5625
JML	2015	2389	137470	124539	165141



$$r_{xy} = \frac{N (\sum XY) - (\sum X) (\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{35 \quad -137470 \quad - \quad 2015 \quad \times \quad 2389,00}{\sqrt{[35 \times 124539 - (2015)^2][35 \times 165141 - (2868)^2]}} =$$

$$r_{xy} = -0,0162$$

No	X1	X2	X1*X2	(X1)^2	(X2)^2
1	40	51	2040	1600	2601
2	75	60	4500	5625	3600
3	50	83	4150	2500	6889
4	35	64	2240	1225	4096
5	43	85	3655	1849	7225
6	30	78	2340	900	6084
7	45	45	2025	2025	2025
8	50	47	2350	2500	2209
9	52	53	2756	2704	2809
10	30	50	1500	900	2500
11	75	71	5325	5625	5041
12	57	55	3135	3249	3025
13	60	80	4800	3600	6400
14	40	62	2480	1600	3844
15	62	59	3658	3844	3481
16	35	60	2100	1225	3600
17	38	85	3230	1444	7225
18	39	45	1755	1521	2025
19	41	52	2132	1681	2704
20	50	48	2400	2500	2304
21	42	70	2940	1764	4900
22	47	62	2914	2209	3844
23	48	48	2304	2304	2304
24	62	70	4340	3844	4900
25	55	65	3575	3025	4225
26	33	52	1716	1089	2704
27	62	51	3162	3844	2601
28	75	30	2250	5625	900

29	40	53	2120	1600	2809
30	61	90	5490	3721	8100
31	65	30	1950	4225	900
32	52	49	2548	2704	2401
33	35	42	1470	1225	1764
34	68	40	2720	4624	1600
35	30	30	900	900	900
JML	1722	2015	98970	90820	124539

$$r_{x_1y_2} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$r_{x_1x_2} = \frac{35 \quad -98970 \quad - \quad 1722 \quad \times \quad 2015,00}{\sqrt{[35 \times 90820 - (1722)^2] [35 \times 124539 - (2015)^2]}} =$$

$$r_{x_1x_2} = -0,02329$$

*Appendix XI*

**Students' Activities**



The Researcher conduct the research



The students doing the task of recount text



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor: B-8423/Un.10.3/D.1/TL.00./12/2019

27 Desember 2019

Lamp : -

Hal : Mohon Izin Riset

a.n. : Anissaur Rohmah

NIM : 1503046051

Yth,

Kepala MTs N 5 Demak  
di Demak

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Anissaur Rohmah

NIM : 1503046051

Alamat : Tlogoboyo Rt.06 Rw.01 Bonang Demak

Judul skripsi : "Teaching Writing of Recount Text Through Word Webbing (An Experimental Study at the Eighth Grade of MTs N 5 Demak in the Academic Year of 2019/2010)"

Pembimbing :

1. Dr. Siti Tarwiyah, M.Hum.

2. Nadiyah Ma'mun, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 45 hari, mulai tanggal 6 Januari 2019 sampai dengan tanggal 19 Februari 2020.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Dekan,

Dekan Bidang Akademik

*(Signature)*  
Abdul Jumedi, S.Ag.

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Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



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**KANTOR KEMENTERIAN AGAMA KABUPATEN DEMAK**  
**MADRASAH TSANAWIYAH NEGERI 5 DEMAK**  
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Benar-benar telah mengadakan penelitian di MTs N 5 Demak mulai tanggal 6 Januari s.d 19 Februari 2020 dengan judul " Teaching Writing of Recount Text Through Word Webbing (An Experimental Study At the Eighth Grade of MTs N 5 Demak in the Academic Year of 2019/2020)".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Bonang, 1 Februari 2020

  
Kepala  
NUR KAMSAN

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