THE USE OF TUMBLR TO ENHANCE THE STUDENTS' WRITING SKILL IN RECOUNT TEXT
(A Classroom Action Research of Tenth Graders in MA Al Khoiriyyah Semarang in Academic Year 2014/2015)

THESIS

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

WALISONGO

By:

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EDUCATION AND TEACHER TRAINING FACULTY
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SEMARANG
2015

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(an Action Research of Tenth Graders in MA Al-Khoiriyyah Semarang in Academic Year 2014/2015)

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Semarang, June 29th 2015

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RATIFICATION

Thesis with the following thesis indentity:

Titie : **The Use of Tumblr as a Media to Enhance the Students Writing Skill in Recount Text (an Action Research of Tenth Graders in MA Al-Khoiriyyah Semarang in Academic Year 2014/2015)**

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Assalamu'alaikum Wr. Wb.

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Title : **The Use of Tumblr as a Media to Enhance the Students Writing Skill in Recount Text (an Action Research of Tenth Graders in MA Al-Khoiriyyah Semarang in Academic Year 2014/2015)**
Name : **Nita Kurniati**
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Department : English Language Education

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ABSTRACT

Nita Kurniati (113411009) *"The Use of Tumblr as a Media to Enhance the Students Writing Skill in Recount Text (an Action Research of Tenth Graders in MA Al-Khoiriyyah Semarang in Academic Year 2014/2015)"*. A final project, Semarang: Bachelor Program of English Language Education of Education and Teacher Traning Faculty (FITK), Walisongo State Islamic University Semarang, 2015.

The background of the study in this research was based on the students' difficulties in comprehending recount texts writing. Some of the reasons were the method of the English teaching process was not interesting, and there were teachers that still used conventional way. So, it will difficult for students to achieve the teaching and learning target. In order to solve this problem the teacher should have creative activity, and the using of a Tumblr can be an alternative way as a learning media that will make students enjoy and easy to write.

This study is aimed at responding the following questions: (1) How is the implementation of Tumblr as a media to enhance the students writing skill in recount text in the Tenth Graders of MA Al-Khoiriyyah Semarang in Academic Years of 2014/2015?, (2) How is the enhancement of the students writing skill in recount text after being taught using Tumblr as a media in the Tenth Graders of MA Al-Khoiriyyah Semarang in Academic Years of 2014/2015?. Then the objective of this study was to describe the enhancement of students writing skill after being taught by using Tumblr. And to identify the enhancement of the students writing skill in recount text after being taught using Tumblr as a media.

In this study, the researcher conducted a classroom action research as the methodology of this research. There were three meetings during the research, they were pre-cycle test, cycle test I and cycle test II. The researcher used written test and

observation checklist in collecting the data. The using of written test was to measure the students skill in writing recount text after giving the treatment, and the using of observation was to monitor students activities during teaching learning process.

The result of the test showed that the average students score in the pre-cycle test was 60.7, the average students score in the cycle I test was 79.8 and the average students score in the cycle II test was 86.4. The achievement of the test showed that the treatment was successful because the result of the cycle II test was higher than the cycle I test. In line with this result, the researcher concluded that the research enhanced students skill in writing recount text.

From the result of this study, it can be stated that the using of Tumblr was effective and very useful. It can be seen from the enhancement of students test result during pre-cycle, cycle I and cycle II. However, it will be better if the future related studies the treatment gave more than two times, not only cycle I and cycle II. Furthermore the Tumblr was completed also in good design and good theme, so the students more motivated and enjoyed in the learning process.

MOTTO AND DEDICATION

"The impossible thing will be possible if we involve the God in our life. Trying to effort and praying are good way to be successful in our life"
(Mario Teguh : Golden Ways)

To my beloved parents,
Suradji and Niswati.

ACKNOWLEDGEMENT

6. My great father and mother Suradji and Niswati, for being my constant source of unconditional love, for the sincere prayers, and for always being home for me.
7. All of my wonderful friends at the English Department 2011 and Bank Niaga C5 boarding house for the colorful days of laugh, jokes, tears and togetherness.
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9. In addition, all who come and go in my life because consciously and unconsciously that they always have a part throughout the research. Happiness, experience, lessons, and memory are things what they give to me also a thousand smiles during conducting this research.Thank you.

Finally, the researcher always expects that this research may be helpful for all. Amin.

Semarang,　June　29th 2015
The Researcher,

Nita Kurniati
NIM. 113411009

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CHAPTER I

INTRODUCTION

A. Background of the Study

In modern Era as right now, writing plays an important role in real life.There are several products of writing that human being as social creature need asmedia to share idea. Tumblr is one of the examples of writing product thatcan be used as media to interact, sharing experiences and to communicate eachother in written form personally. According to Meyers, writing is an action.There are some steps in writing process, they are process of discovering andorganizing the idea, writing or putting them on paper, reshaping and revise thewriting.[1]

As a part of English skill, the learners of English language should master it. It is important for person especially adult level in making communication or giving approach to other person. According to Richards in book of the Language Teaching Matrix stated that writing form for adult level needs

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[1]Alan Meyers, *Gateways Academic Writing*, *Effective Sentence, Paragraph, and Essays* (Longman:2005) p. 2.

not only institutional writing but also personal one.[2] The importance of writing can be seen from the fact that scientific books, novels, reports, letter, newspaper, magazines, brochures, commercial advertisements are products of writing. Most of those products are very important for human being in their daily activities.

Based on those fact, English learners especially learners at Senior High School level must master it besides speaking. As a basic skill in English language, writing skill could not be separated from education sector. The mainreason, English learners at school must be able to express their ideas of feeling in spoken or written forms effectively.

The effectiveness of sharing or giving information could be seen when person tries to communicate with others person in written forms. The writer thinks that the information could be effective if the reader understand what writer says in written form. It is different from spoken form; the speaker speaks to the listener directly. Here, speaker does not have much time to think more.

"Writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skill. That means they involveproducing language

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[2]Jack C Richard, *The Language Teaching Matrix*, (New York: Cambridge University Press, 1990), p.100.

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rather than receiving it."[3]Moreover writing skill is more complicated than others skills in English language. Writing skill is not only talks about grammars and vocabularies but also of conceptual and judgment elements.[4]Because of the difficulties, some efforts have been done to solve the problems, the purpose is to make writing became easier and interest to learn for students.

In the holy Qur'an, Allah has stated in sura al-'Alaq verse 4-5:

$$ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝ $$

"Who taught (the writing) by the pen. He has taught man which he knew not".[5]

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[3]Mary Spratt, et. al.,*The TKT Teaching Knowledge Test Course*, (UK: Cambridge University Press, 2005), p. 26.

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

[5]Muhammad Muhsin Khan, and Muhammad Taqi-ud-Din Al-Hilali*, Interpretation of The Meanings of The Noble Qur'an In The English language,* (Riyadh-Saudi Arabia: Dar-us Salam Publication, 1999) p. 808.

The word *"Qalam"* in verse 4 of sura al-'Alaq has meaning of the tool to write (pen). It means that pen is used to write, and the result of using pen is written text.[6]

Based on those verses, Allah SWT explained that He taught human being by pen *(qalam).* Discovery of pen and writing are the greatest gifts from God. By writing, one generation can transfer their knowledge to the next generations. It shows that the tool of writing and writing itself have important roles.[7]

Like the other language skill, writing has important roles in the context of English teaching as a foreign language in Indonesia. Considering its merits, writing as a means communications is demanded. It is learner's need which cannot be neglected in the era of high competition. Its mean that students should be equipped with writing skills necessary for their future.

The students should be trained to write in English in order to be skillful writers. Many people argue that writing is difficult skill to teach and to learn. It requires mastery not

[6]M. Quraish Shihab, *Tafsir al-Qur'an al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu,* (Bandung; Pustaka Hidayah, 1997), p. 98.

[7]M. Quraish Shihab*, Tafsir al-Qur'an al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu,* p. 99.

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only of grammatical and rhetorical devices but also of conceptual and judgmental elements.

The problems faced by learners in English language must be solved by English teacher. By using appropriate and interesting media in the process of teaching and learning English at class, it is expected learners will be easy in receiving writing materials from teachers. The researcher in this research is interested to use Tumblr as media in teaching writing at class especially to write a composition in writing the recount text. Recount is kinds of types text that retell the past event which the purpose is informing or entertaining the reader. By using Tumblr in writing recount text, students will enjoy telling story in written form. It makes them easy in understanding and implementing recount text in writing.

Based on a conversation researcher had with the English teacher of MA Al-Khoiriyyah Semarang, most of the tenth grade students of MA Al-Khoiriyyah Semarang have less interest in writing. It is because they consider writing as a difficult thing to do. Most of the students state that it is difficult to start writing. The students find it hard to start writing because they have no idea about what to write.

The main problem faced by the students a writing a text is the difficulty of sharing ideas in the written form. The indicators of this problems are clearly indicated in their works. The students rarely consult to dictionary and mostly

use their own interpretation about the spelling in writing, so that they write the words incorrectly. They also tend to use the literal translation of word and use it improperly within a sentence.

Furthemore, students are not aware of the use of some grammatical aspects (tenses, article, preposition, pronoun, phrasal verb, etc). They frequently make mistakes in writing grammatically correct sentences. Once they make it, some details are forgotten, for example articles. It is also found that the students write the sentence in wrong word order and carelessly punctuate the text that may lead to misinterpretation. Besides, their writing texts are sometimes incoherent. The ideas of the story are not well developed and the use of conjunction are ambiguous in some cases.

In MA Al-Khoiriyyah Semarang, the students are not allowed to bring personal laptop with them. But there is a multimedia room that will help and operate it during the lesson. It may help them in learning, but is may also bring disadvantages when uncontrolled. The students access the internet and forget about the lesson they sit in. It distract their focuses, hence they work slowly. Another indicator of the problem faced by the student is that they do not have enough self-confidence in their writing. They prefer not to show and not to share their writing to others.

The most causes are coming from the students themselves. They rarely practice their writing skill to communicate broadly. It is true that the students like to access internet which is basically very rich sources to learn English. However, they do not use it practice whether they are not motivated to utilize it or really not interested in it. Besides, most of them easily lose their focuses during the lesson. They are still in the range of children who have short time of interest. They could not forced to stay in a topic for any longer than they want. Another cause of the problem in students writing is the literal translation. They translate their mother tongue in writing which may lead misunderstanding and communication.

According to Harmers statement, "a common response of many students when they are asked to write is that they have nothing to say."[8] On the other hand, there are also students who have million thoughts and feelings to be written; however, they can not write it because they do not know how to start it.

The students problem in writing is also caused by the difficulty of expressing ideas in writing. It is caused by their insufficient knowledge of language components such as vocabulary and grammar. They also found difficulty in

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[8] J. Harmer, *How to Teach Writing,* (Essex: Pearson Education Limited, 2004), p. 61.

organizing their ideas and sentences in writing. Besides the difficulties in writing itself, writing problems also exist because of the students reluctance in writing.

According to Harmer, "the students are reluctant to write because they rarely write, even in their own language."[9] The lack of writing practice makes students perform poorly in writing. Many of them were also reluctant to write because they are bored and uninterested with the use of conventional media in the learning process.

Dealing with those problems, the teacher should more motivate the students to write as motivation can push them to achieve more. Moreover, it is one of teachers roles to motivate the students. As stated by Harmer, "One of our (teachers) principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them to the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit."[10]

One of the ways to motivate the students is by creating enjoyable and comfortable learning atmosphere so that students feel fun to write. The feeling of fun in writing can

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[9] J. Harmer, *How to Teach Writing,* (Essex: Pearson Education Limited, 2004), p. 61.

[10] J. Harmer, *The Practice of English Language Teaching,* (London: Longman, 2001), p. 261.

motivate students to write more and more so that their writing skill improves. Moreover, practice writing regularly will build the student writing habit. This writing habit is very important because when it has been built, students will get used to write without spending many efforts either thinking writing as a burdensome activity.

Actually, in everyday life, the writing habit has been built by the students themselves through social media such as Facebook, Twitter, Google+, Blog, Tumblr, etc. In that social network, they feel free and enjoy writing their thoughts, feeling, and opinions in informal way.

Tumblr is a micro blogging platform and social networking website founded by David Karp. The service allows users to post multimedia and other content to a short-form blog. Users can follow other users' blogs, as well as make their blogs private. Much of the website's features are accessed from the dashboard interface, where the option to post content and posts of followed blogs appear.[11]

Teachers can take benefit from students activity in writing on Tumblr. They can enhance the students writing habit by motivating them to write more and more not only in informal situation, but also in formal one. That is writing for

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[11]http://en.wikipedia.org/wiki/Tumblr. downloaded 11thDecember 2014

academic purposes. This may be done since they enjoy writing that way.

Features in Tumblr can be explored due to the need in language teaching. Writing materials can be performed beautifully in note. The researcher also gives instruction based on writing. The students also post the result of their work in note. In the dashboard or wall, the researcher writes the instruction and also invites the students to be the member in a Tumblr group, that was Learning English with fun. And there will be a close interaction between words the English class will have different situation. The teaching materials can be given more interestingly.

Considering those conditions, the researcher interested in conducting an action research of the tenth students of MA Al-Khoiriyyah Semarang entitled "The Use of Tumblr to Enhance Students Writing Skill in Recount Texts" to help the students enhanching their writing skill.

B. Question of Study

1. How is the implementation of Tumblr as a media to enhance the students writing skill in recount text in the Tenth Graders of MA Al-Khoiriyyah Semarang in Academic Years of 2014/2015?

2. How is the enhancement of the students writing skill in recount text after being taught using Tumblr as a media in the Tenth Graders of MA Al-Khoiriyyah Semarang in Academic Years of 2014/2015?

C. Objectives of Study

1. To describe the implementation of Tumblr as a media to enhance the students writing skill in recount text in the Tenth Graders of MA Al-Khoiriyyah Semarang in Academic Years of 2014/2015

2. To identify the enhancement of the students writing skill in recount text after being taught using Tumblr as a media in the Tenth Graders of MA Al-Khoiriyyah Semarang in Academic Years of 2014/2015

D. Scope of the Study

The researcher conducts this research study in one classroom only. This research will be conducted with Tenth the Graders of MA Al-khoiriyyah Semarang in Academic year

of 2014/2015. This research described enhancing the students writing skill in recount text by using Tumblr as a media.

E. Significances of the Study

1. Theoretically

The result of the research hopefully can be dedicated for English learning and teaching. Action research builds teachers professionalism. Teachers who conduct action research will find the problem in their teaching and its solution. As a result, the teaching learning process will be more satisfactory.[12] Theoretically, the result of the research will enrich English learning and teaching media.

2. Practically

a. For the school

It can give positive effect to the future in teaching learning process, especially in teaching writing recoumt text.

b. For the teacher

It will give new creative media, promotes and motivate the students in learning writing recount text in English.

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[12]Ferrance, E. *"Themes in Education: Action Research"*. (Providence: Brown University, 2000), p. 13

c. For the student

It will help students to develop their confidence in writing skill, especially when they are demanded to be the good writers.

d. For reader

It will add new information about ELT (English Learning and Teaching) and give alternative way to learn English as L2 (second language) and international language, particularly the technique to promote writing skill.

e. For the researcher

This research can give advantage and valuable experience in process of looking for knowledge.

CHAPTER II
USING TUMBLR AS MEDIA IN TEACHING WRITING RECOUNT TEXT

A. Theoritical Framework

1. General Concept of Writing

According to Harmer, there are many reasons for getting students to write, both in and outside the class. Firstly writing gives them more thinking time they get when they attempt spontaneous conversation. This allows them more opportunity for language processing, that is thinking about the language whether they are involved in study or activation.

When thinking about writing, it is helpful to make a distinction between writing-for-learning and writing-for-writing. The example of the activity of writing-for-learning is writing used as a practice tool to help student practice and work with language they have been studying. For example, students are asked to write five sentences using a given structure, or using five of the new words or phrase they have been learning.

Writing-for-writing, on the other hand, is directed at developing the student‟s skill as writers. In other words, the main purpose is that students should become better at writing, whatever kind of writing they might be. There are good „real life‟ reasons for getting students to write such things as

emails, letter, and reports. Itis clear that the way the teacher organize student‟s writing, and theway the teacher offer advice and correction will be different, depending what kind of writing students are involved in.[1]

The concept asserted by Harmer seems to be in line on what the writer wanted to focus. It is about the writing-for-writing in which student are hoped to be better at writing skill. And mastering a particular skill can be achieved by presenting a good tool related to the real life activity such as writing on the social media or micro-blogging.

2. Process of Writing

Writing is not as simple as putting text on paper. It needs a long process from planning until producing the final version of the writing. Karen Blanchard and Christine Root argue that the process of writing consists of 3 steps:[2] (1) Prewriting, (2) Writing, (3) and Revising.

The first step of writing is prewriting. Prewriting is the thinking, talking, reading, and writing you do about your topic before you write a first draft. Prewriting is a way of warming up your brain before you write, just as you warm up your

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[1]Jeremy Harmer, *How to teach English* (Edinburgh Gate: Pearson Education Limited, 2007), p. 112.

[2]Karen Blanchard and Christine Root, *Ready to Write*, (USA: Longman, 2003), p. 41.

body before you exercise. There are several ways to warm up before you write:[3] (1) Brainstorming, and (2) Clustering.

The second step is writing. After you spent some time thinking about your topic and doing the necessary prewriting, you are ready for the next step in the writing process: writing your paragraph. When you write the first draft of your paragraph, use the ideas you generated from prewriting as a guide.

The last step of writing process is revising. It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. This step is called revising.

The researcher still feel something is missing whenever I read these writing stages. The researcher mean, why do people write? One of the reasons why people write is to get others to read the writing. Writing is communicating using text. Therefore, it is clear then that the real communication with readers is very important. By sharing the writing with the readers or the audience, a writer can collect the feedback and review from them as means to revise his or her writing to be better. Revising once only by the writer him or herself is not enough. A writer will need someone else to see the writing

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[3]Karen Blanchard and Christine Root, *Ready to Write*, (USA: Longman, 2003), p. 41.

from another point of view to see whether there is any oddity or not in his or her writing. For example, a writer may made errors, ambiguity, or miss-spelled words in his or her writing. The writer may not be aware of that; however, the readers who realize the peculiarity can inform it to the writer so that he or she can revise the writing.

From the explanation above, the researcher suggest to add "sharing" into the process of writing. As a conclusion, in writing, we need to go through these stages of writing process: (1) Prewriting, (2) Writing, (3) Revising and (4) sharing. However, since sharing may result on some feedback and review, then we may need to edit more, write the revised final version, and share again, and so on until the real final version of writing is done. These stages should be through in order to produce the best final result of the writing.

3. **Writing Skill**

Writing skills are specific abilities which help students or writers put their thoughts into words in a meaningful form and to mentally interact with the message. It helps the learner gain independence, comprehensibility, fluency and creativity in writing.

Independence is the ability to function in a given area without depending upon another's help. Independence writing is the ability to write anything one can say or understand in his or her language without depending upon another's help.

Comprehensibility means the ability to be understood; intelligible. Fluency is the ability to read, speak, or write easily, smoothly, and expressively. Fluency skills are the ability to see larger segment and phrases as wholes as an aid to reading and writing more quickly. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.

To make a good writing, the writer must understand the writing process. Because it is important to be implemented so that when the students do writing, they get a way to solve the problem in writing. There are some steps in writing as writing process. They are planning, translating and reviewing. The first step is planning that students are able to generate their ideas, they know how the goals is, and they need procedures to make a good writing. The second step is translating that students are able to express their ideas and understand the goals in verbal forms. The last step is reviewing that students are able to evaluate and revise the writing correctly.[4]

On the other hand, a good writing can be done by students if their grammar is good. In fact, grammar and spelling are important in writing, because it is the purposes in

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[4]Ulla Cannor, *Contrastive Rhetoric Cross- Cultural Aspect of Second Language Writing*. (UK:Cambridge University Press,1996) p.75

the condition of writing to be correct word and grammar. In short, to get a good writing, students must know the construction of sentence. They must know the subjects and verbs such as singular subject requires singular verb. Besides that, they must know the preferences of pronouns and they can use the appropriate pronouns in order that the sentences will not be ambiguous. Then, the students must have a consistency in writing especially in a tense. Finally, students must use a correct spelling, punctuation, capitalization, and usage word as requirements.[5]

After the students know the correct grammar, appropriate word, spelling, and punctuation there is an important thing to remember to write a good writing. It is an element of satisfactory writing. The elements of satisfactory writing are clarity, coherence and focus. Clarity involves the ambiguity, vagueness, and obscurity. An important thing in clarity is if the students can use the appropriate word to be good sentences in order that the readers can understand what the writer means. Then, there must be a connection between ideas, sentences, and paragraph in coherence. Moreover there is focus containing the reason why the students write. They

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

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often fail in writing because there is no focus. So, without focus the sentences will not be coherent.[6]

Thus, according to the theories, writing is one of four language skills. It is considered to be a difficult skill for students or learners because it requires efforts in the process of thinking to produce not only context but also symbols. Producing context in a written form is required for delivering the messages to the readers. Furthermore, the students write correct paragraph format based on the result of the revising step.

4. Teaching Writing

In teaching writing skill, the teacher must explain the organization of various sections and essay to students to develop writing at the paragraph level. Stephen Bailey stated that there are four parts to develop writing to students. Firstly, it can guide the students to understand essay title through reading and note-making. It can be mentioned as a writing process. Secondly, it needs type of assignment, making definition and giving references. It is organized alphabetically. And it can be mentioned as elements of writing. Thirdly, the teacher gives remedial to students. It is accuracy in writing. And the last, the teacher must give

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[6]Robert Todd Carroll, *Students Success Guide Writing Skills,* p, 4-7

examples the type of writing to students including letters and survey reports.[7]

To create a good teaching in writing, there are several strategies that can do by teacher. The first strategy is prewriting guide; it gives students questions to start their discovery. Besides that, it can response to questions. Moreover, prewriting can really encourage writing for the young writers. Then, how to use prewriting? To use prewriting it should determine to change writing assignment needed. At this point, the students can prefer the questions to answer in discussion as a benefit from it. The second strategy is prewriting think sheet. The importance of prewriting is the function of writing process. This strategy can help students to find a particular topic and connect within knowledge. The third strategy is semantic features analysis. By using this strategy, students can connect the logical connection with their ideas.[8]

There are additional and very crucial reasons of teaching writing. Firstly, reinforcement means that writing reinforces students in understanding grammatical structure,

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[7]Stephen Bailey, *Academic Writing: A Practical Guide for Students*, (New York:Nelson Thornes,2003), p.6

[8]Vicki Urquhart and Monette Mclver,*Teaching Writing in the Content Areas* (Alexanderia: McREL. All rights reserved, 2005), p.76-80

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They often find it useful to write sentences using new language shortly after they have studied it. By mastering grammar, teaching writing will be to be implemented.[9] And secondly, paragraph development means that it is true where students improve their writing mainly through writing itself after getting information to develop the topic and idea. When students write, they also have a chance to be adventurous with the language by giving details, giving an explanation and giving examples.[10]

The writing skills are complex and difficult to teach. According to Thomas S Kane, writing involves the following rules. Firstly, grammatical rules means that the ability to write correct sentences. Secondly, usage rules means that the ability manipulate sentence and use language effectively. It is less basic than grammatical ones. Thirdly, mechanical rules means that the ability to use correctly those conventions peculiar to written language. E.g., punctuation and spelling.[11]

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[9]Victoria Fromkin.et al, *An Introduction to Language*.(Thomson:Heinle,2003) 3rd Ed,p.

[10]Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay*, (Macmillan:Universidad De Sevila,2005), p.17

[11]Thomas S Kane, *The Oxford: Essential Guide to Writing,* (New York:Barkley Books, 2000), p.13-15

In teaching writing, the teacher needs writing instruction to engage the students in purposeful writing task. Then, writing instruction can give feedback and students choices in all stages of writing to achieve a particular writing.

Moreover, by giving instruction the teacher can guide the students in demonstrating the purpose of writing. In fact, the goal of teaching writing is to become independent writers for students. Furthermore, the explicit teaching and guidance are needed in the goal of writing itself. From the explanation, the teacher and students can see that there are several features of exemplary writing instruction.

According to Harris and Larsen, the features of writing instruction such as literate classroom environment where students can get the room with the material. It means that the material is writing and reading on the wall, so students can see it. Then, this feature involves the students to make daily writing on a wide range of writing task. Beside that, students must choose the topic and the teachers must allow them to modify their assignment for students. So they can develop the topic that has been selected. For students, writing activities must follow the curriculum in order that they can use the reading to support writing development. Finally, to get

students interesting in writing, the teacher must recognize value and build on the different culture.[12]

On the contrary, after the teacher gives writing instruction to students, the teaching writing actually needs some strategies to engage them. Those strategies are modeled writing, think aloud writing, and guide writing. To organize the strategy, the teacher and students need some points. They are purposes, description, preparation, and implementation.[13]

So, the most important factor in teaching writing is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student participation in the exercise or testing, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. Furthermore, for purpose of testing, grammatical skills can be measured by an objective test of grammar. It is possible to construct grammar items of this nature by drawing on the errors made by students in their free written work. The students can write a good writing if they follow the writing instruction.

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[12]NSW State Literacy and Numeracy Plan, *Writing and Spelling Strategies: Assisting Students who Have Additional Learning Supports Need*,(New South Wales:NSW Department of Education and Training, 2007),p.25-26

[13]NSW State Literacy and Numeracy Plan, *Writing and Spelling Strategies: Assisting students who have additional learning supports need,* p.27-34

5. Kinds of Text

Gerrot and Wignell state that genre is staged, goal directed and purposeful. According to them, there are many kinds of genre:[14]

a. Spoof

Spoof is genre which has social function to retell an event with a humorous twist.

b. Recount

Recount is genre which has social function to retell event for the purpose of informing or entertaining.

c. 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.

d. Analytical Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.

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[14]Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory ofWorkbook,* (Australia: GredStabler AEE, 1998), p. 192.

e. News 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.

f. Anecdote

Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident.

g. Narrative

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

h. Procedure

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

i. Description

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

j. Hortatory Exposition

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

k. Explanation

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

l. Discussion

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

m. Reviews

Reviews is a kind of genre that social function to critique an art work or event for a public audience.[15]

6. Recount Text

In English language, there are two texts that can be mentioned as a genre. The first genre is story genre that contains narrative, news story, exemplum, anecdote and recount. The second genre is factual genre containing procedure, explanation, report, exposition, and discussion. Recount text is one of genre stories.[16]

A recount is "a text that contains retelling events that happened in the past. A recount text usually uses the past

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[15] Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory ofWorkbook,* (Australia: GredStabler AEE, 1998), p. 192.

[16] KJ Eltis, *Book1: An Introduction to Genre-Based Writing,* (Australia:NSW Departement of school education 1990),p. 13

tense and past continuous tense in its content and its sequence of events told".[17]

a. Types of Recount Text

Cited from a resource paper spread out by the Government of South Australia (2012:1), there are several types of recount text:

1) Personal Recount

Personal recount retells the writers own experience. The examples of personal recount are diary journal, and personal letter.

2) Factual Recount

Factual Recount reports event by using factual information. The examples of factual recounts are historical recount, biographical and autobiographical recounts.

3) Imaginative Recount

Imaginative recount mixes factual knowledge with imaginary stories.

4) Procedural Recount

Procedural recount records the steps in an investigation or experiment.

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[17]Gerrot, L. and P. Wignell, *Making Sense of Functional Grammar, (*Sidney: Antepodean Educational Enterprises, 1995), p.190

5) Literary Recount

        Literary recount retells a series of events for the purpose of entertaining.

        In my opinion, personal recount is the easiest one since it is experienced by the writer himself/herself. As a result, he/she can retell it in detail easily. This considering inspires me to choose personal recount to be taught to the students during the research.

b. Generic Structure of Recount Text

        There are three generic structure of recount. They are:[18]

1) Orientation: provides the setting and produces participants. It provides information about who, where, and when.

2) Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

3) Re-orientation: optional-closure of events. It is rounds off thesequence of events.

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[18]Ken Hyland, *genre and Second Language Writing*, (The United State of America: TheUniversity of Michigan Press, 2004), p.135

c. Language Features of Recount Text

The common grammatical features of recount text are:[19]

1) Use of nouns and pronouns to identify people, animals, things involved

2) Use of actions verbs to refer to events

3) Use of past tense to locate events in relation to speakers or writers time

4) Use of conjunctions and time connectives to sequence of events

5) Use of adverb and adverbial phrase to indicate place and time

6) Use of adjective to describe nouns.

7. Media in Teaching Writing

a. Social media

Social network is not a new term nowadays. Almost all people know what it is although they cannot define it. According to Bartlett-Bragg, "A social network is a range of applications that augments group interactions and shared spaces for collaboration, social connections, and

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[19]Ken Hyland, *genre and Second Language Writing*, (The United State of America: TheUniversity of Michigan Press, 2004), p.135

aggregates information exchanges in a web-based environment".[20]

Merchant defines social networking as "the patterning of everyday practices of social interaction, including those that take place within family structures, between friends, and in neighbor hoods and communities."[21]

Another definition comes from Boyd & Ellison, they define social network sites as "web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system".[22]

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[20]Bartlett-Bragg, *AReflections on Pedagogy: Reframing Practice to Foster InformalLearning with Social Software*, (Australia, 2006), Online. Available at http://matchsz.inf.elte.hu/tt/docs/Anne20Bartlett-Bragg.pdfp. 3.downloaded 11[th]December 2014

[21]Guy Merchant,*Learning, "Media and Technology", Unravelling the Social Network: Theory and Research,* (Vol. 37, No. 1, March/2012), p. 6.

[22]Boyd, D.M, Ellison, N.B.. Social Network Sites: Definition, History, and Scholarship. (Michigan State Unversity, 2007) Online. Available at http://mimosa.pntic.mec.es/mvera1/textos/redessociales.pdf p. 2.downloaded 11[th]December 2014

From the definitions above, we can obviously state that the application such as Facebook, Twitter, Google+, and Tumblr belong to social networking sites. In this era of technology, social networks become a part of human life. It is successfully integrated to human daily activity not only in social purposes, but also in business yet educational ones.

b. Tumblr

Microblogging is "one of those words that comes up fairly regularly in discussions about the effect that technology, particularly social networking, is having on our lives so it is important to have a clear understanding of what the word means".[23] There are several kinds of social netwok, one of them is named Tumblr. Tumblr is the media that have been choosen by the researcher in this action research.

According to Wikipedia, Development of Tumblr began in 2006 during a two-week gap between contracts at David Karp's software consulting company, Davidville (housed at Karp's former internship with producer/incubator Fred Seibert's Frederator Studios which

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[23] Emily Marquart, *"The Growing Popularity of Tumblr", Journal of Digital Research & Publishing,*(Vol. 2, September 2010), p. 72.

was located a block from Tumblr's current headquarters).[24] Tumblr was launched in February 2007 and within two weeks, the service had gained 75,000 users.

> Emily marquart argue "At the time of writing this article, September 14 2010, Tumblr had a total of 7 847 501 publishers and 117 886 397 posts. 5 579 628 of those were posted on that same day. Tumblr is a microblogging website that is becoming increasingly popular in the Web 2.0 world. It is a blogging platform that aims to give users the easiest and fastest way to blog, whether they want to publish text, audio or video material. Founded in 2007, one year on and the site had accumulated 400, 000 users, growing at a rate of 15 per cent each month."[25]

The simplicity of the navigation of Tumblr is something the website prides itself on. At the top of the dashboard are icons titled text, photo, link, audio and video. The variety of choices means a user can upload anything he or she would like to share, no matter the medium. There is no limit on the length of the text posts

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[24]http://en.wikipedia.org/wiki/Tumblr. downloaded 11th December 2014

[25]Emily Marquart*, "The Growing Popularity of Tumblr", Journal of Digital Research & Publishing,*(Vol. 2, September 2010), p. 72.

but the swiftness of Tumblr tends to invoke short, punchy posts, not unlike those found on Twitter profiles, which can only be a maximum of 140 characters.

There are several features in the Tumblr related to Wikipedia. They are:[26]

1) Dashboard

The dashboard is the primary tool for the typical Tumblr user. It is a live feed of recent posts from blogs that they follow.Through the dashboard, users are able to comment, reblog, and like posts from other blogs that appear on their dashboard. The dashboard allows the user to upload text posts, images, video, quotes, or links to their blog with a click of a button displayed at the top of the dashboard. Users are also able to connect their blogs to their Twitter and Facebook accounts, so whenever they make a post, it will also be sent as a tweet and a status update.

2) Queue

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[26]http://en.wikipedia.org/wiki/Tumblr. downloaded 11th December 2014

Users are able to set up a schedule to delay posts that they make. They can spread their posts over several hours or even days.

3) Tags

For each post a user creates, they are able to help their audience find posts about certain topics by adding tags. If someone was to upload a picture to their blog and wanted their viewers to find pictures, they would add the tag #picture, and their viewers could use that word to search up posts with the tag #picture.

4) HTML Editing

Tumblr allows users to edit their blog's theme HTML coding to control the appearance of their blog. Users are also able to use a custom domain name for their blog.

In conclusion, Tumblr is becoming increasingly popular for a vast array of reasons, most notably its accessibility to users and the important factor of community interaction. This paper only begins to explore the appeal of microggling platforms, of which Tumblr is a just one choice out of many, and there is plenty of room for further research into this particular evolution of blogging.

c. Tumblr as Learning Media in Teaching Writing

Teaching is not merely about transferring knowledge. Teachers need to concider about the most suitable way of engaging students to be actively participate in the process. A good combination of method or technique or media to impart learning materials will support the effective teching-learning activity. Therefore, media have a significant role in order to accomplish the objective of teaching and learning.

Teacher can use Tumblr to upload learning materials, including the later issues, and let the students to share their opinion in form of short article or comments. Although it belongs to written media, it allows to way communication between the writer and the reader. The students need to have plenty of models to differentiate and write certain text types.

d. The Use of Tumblr in Teaching Writing

Tumblr can be set up to teach writing skill in more communicative way. The students are supposed to master the ability of writing in order to have the things done. They have to be able to communicate in written form and send the message to the intender readers. Practicing writing in the classroom, the students may work individually to make a project and use the Tumblr to publish it. In this term,

teachers had the role to guide them and it will give them more chance to explore their creativity.

In order to give better understanding about the use of Tumblr, there is suggestion of a complete classroom activity to use Tumblr in the writing class. They are follow:

1) Teacher posts some Tumblr links for the resources
2) Teacher asks students to access the teacher Tumblr from their personal computer. Students work individually.
3) Students read the task on teacher Tumblr and follow the link.
4) Students then write their personal comment on teacher Tumblr and the teacher does too.
5) Students post the works own their own Tumblr.
6) After posting the tasks, students have to visit other friends Tumblr pages to post some comments.
7) During the lesson, teacher have to follow the students activities online or as facilitator in the classroom.

e. Advantages and Disavantages of Tumblr in Teaching Writing

There are some advantages of utilizing Tumblr to teach writing in the classroom:

1) It promotes learning material for students and helps teachers reflects their teaching.

2) Tumblr posting can be used for evaluations.

3) All the contents are viewable in chronological order and well organized. It allows the teacher and students to find information easily.

Students can learn more from the comments to their posts and get direct feedback from the teacher online.

There are some disadvantages about Tumblr as follows:

1) Some features on Tumblr page are not that simple to use, it may distract the focus of the learning process.

2) There is no specific notification when the content of the Tumblr is edited, it may cause some problems in evaluating the contents.

3) Once the students come online, they may open other webpages which is not related to the target of learning.

8. Writing Assessment

In measuring the test, a standard technique should be used to show the result of research were reliable. To measure the writing test the researcher use the analysis method. According to J.B Heaton analytic scoring test in writing test, there are five major items or categories. They are grammar, vocabulary, content, organization and mechanic.[27]

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[27]J.B.Heaton, *Writing English Language Test, (*London: Longman Class,1975),p.138

To analyze the students test the researcher focus on the item in the elements of writing by Heaton.

Table 2.1

Percentage of the elements of writing

Element of writing	Score
Content	30 %
Organization	35 %
Vocabulary	20 %
Grammar	20 %
Mechanic	5 %
Total of score	100 %

Table 2.2

Scoring guidance and the explanation of criterion

Item Analysis	Score Criteria		
Content	27-30	Excellent	:Substantive-thorough development of thesis, relevant to assigned topic. etc.
	22-26	Good	:Adequate range-limited development of thesis, mostly relevant to topic, but lacks detail.
	17-21	Fair	:Little substance, inadequate development of topic.
	13-16	Very poor	:Non- substantive, not pertinent or not enough to evaluate.
Organization	18-20	Excellent	:Fluent expression-ideas clearly stated-

Item Analysis	Score Criteria		
			well organized.
	14-17	Good	:Somewhat choppy-loosely organized but main ideas stand out
	10-13	Fair	:Not fluent-ideas confused/disconnected.
	7-9	Very poor	: does not communicate-no organization
Vocabulary	18-20	Excellent	:Sophisticated range-effective word/idiom choice and usage.
	14-17	Good	:Adequate range – occasional of word/idiom form, choice, usage, bit meaning is not obscured.
	10-13	Fair	:Limited range – frequent errors of word/idiom form, choice, usage.
	7-9	Very poor	:Essentially translation-little knowledge of English vocabulary.
Grammar	22-25	Excellent	:Effective complex grammar construction.
	18-21	Good	:Effective but simple construction in grammar.
	11-17	Fair	:A major problem is

Item Analysis	Score Criteria		
	5-10	Very poor	simple / complex construction in grammar. :Virtually no mastery of sentence construction rules.
Mechanic	5	Excellent	:Demonstrates mastery of construction.
	4	Good	:Occasional errors of spelling, punctuation.
	3	Fair	:Frequent errors of spelling, punctuation, and capitalization.
	1	Very poor	:No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.
Total score	1 – 100		

Explanation:

Content　　　　:　The ideas expressed in writing hortatory exposition text.

Organization　:　The organization of the content (the organization of language features).

Vocabulary　　:　The choice of words, structure and lexical item to give a particular tone or flavor to

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writing.

Grammar : The employing grammatical and syntactic forms

Mechanic : The use of graphic convention of the language.

B. Review of Previous Studies

The first study was conducted by Faiza entitled *The Use of Semantic Map to Improve Students' Ability in Making Recount Text*. This experimental study aimed to find out if semantic map could improve students ability in making recount text and to find out the effectiveness of using semantic map compared with conventional method.[28] The population was the 8th grade students of SMP Islam Tegowanu, Grobogan. The students of VIIIA and VIIB were chosen as the sample of the study. The result showed that semantic map was effective to improve students ability in making recount text in the aspects of content, organization, grammar, word choice, and mechanic.

The second study an action research conducted by Niza Aulia Azam from Sebelas Maret University Surakarta entitle *Utilizing Student Blogs to Improve Writing Skill* accepted April 2011. This study aimed to identify whether and to what extend

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[28]RiaNurulFaiza.*"The Use of Semantic Map to Improve Students Ability in Making Recount Text"*,Thesis,(Semarang: English Department FBS Unnes, 2010), p.10.

the use of student blogs improve student writing skill and to analyze what happens when student blog is applied to teach writing.[29] This research have been implemented within two sequenced cycles at the eighth grade students of SMP Negeri 1 Wonogiri in the first semester of the academic year 2010/2011.

The third study is *The Use of Series of Pictures to Improve Students' Ability in Writing Recount Text.* This study was conducted by Purnamasari. This quasi-experimental study aimed to find out the effectiveness of using series of pictures in improving students ability in writing recount texts and to find out students responses to it.[30] The population was the tenth grade students of SMA N 19 Bandung. The students of X 1 and X 2 were taken as the sample. The results concluded that the use of picture series was effective to improve students ability in writing recount text and was positively responded by the students.

According to the studies mentioned above, it can be seen that there are some researches which have been done by investigating new ways in improving the quality of teaching recount texts. The researchers successfully used interesting media as a strategy to motivate students to improve their writing ability.

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[29]Niza Aulia Azam, "*Utilizing Student Blogs to Improve Writing Skill*", *Thesis, (Surakarta: Sebelas Maret University, 2011),* p. 8.

[30]YuliaPurnamasari, "The Use of Series of Pictures to Improve Students Ability in Writing Recount Text",Thesis, (Bandung: English Education Department FPBS UPI, 2012), p. 12.

Thus, the researcher willing to use an online media named Tumblr as an alternative medium to teach recount text to enhance the students skill in writing recount text.

The difference between previous research and this research is in terms of the media learning used the researchers enhancing the writing skills of the students. The previous research above using images and blogs as a media of learning to improve students writing skills. While this research, researcher use Tumblr as an online media to improve writing skills of students in recount text.

C. Hypotesis

Action hypothesis is defines as the provisional answer to the problem that is faced; as an alternative action supposed the most certain way to solve the problem which is chosen to the research through classroom action research.[31] In this research, The researcher proposes that using media Tumblr is able to enhance the students writing skill in recount text.

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[31]Mulyasa, *PraktikPenelitianTindakanKelas,* (Bandung: PT. RemajaRosdakarya, 2009), p. 63.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used the form of action research. Wallace said that action research is a kind of research which is done systematically in collecting the data on the lesson and analyzing it in order to come to some decisions about what the future lesson should be.[1] It means that in action research, a researcher not only needs the theories which supports research but also needs to practice and to act with the subject of research.

Basrowi and Suwandi states, Classroom Action Research is action research in education sector what do in class area and have the goal to repair and or to increase the learning quality.[2] It means that classroom action research is a kind of research has quality with do specific action so it can repair and or increase the learning practices in classroom with more professional.

According to Arikunto, action research is one of the type investigation that has characteristic reflective

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[1] Michael J Wallace, *Action Research for Language Teachers*, (New York: Cambridge University, Press, 1998), p. 17.

[2] Basrowi and Suwandi, *Prosedure PTK: Referensi utama PTK untuk Guru serta Mahasiswa Keguruan dan Ilmu Pendidikan*, (Bogor: Ghalia Indonesia, 2008), p.28.

participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence and situation.[3] Elliot said classroom action research is study about social situation; it means to improve action quality through diagnosis process, planning doing, observation and learn about the influence that is affected.[4] Kemmis and Taggort add in Nunans book explain that action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be action research, the essential impetus for carrying out action research is to change the system.[5]

Wiriatmaja in his book Metode Penelitian Tindakan Kelas states, classroom action research is method how a group of teacher can organize his teaching learning condition and learn from his own experience. Teacher can try idea reparation in his teaching learning process, and look the real

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[3] Suharsimi arikunto, et. Al, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p. 104.

[4] Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana Prenada Media Grup, 2010), p. 24-25.

[5] David Nunan, *Research Method in Language Learning*, (USA, Cambridge University Press, 1992). p. 18.

effect of those efforts.[6] There are some characteristics, aims and model of classroom action research, they are:

1. Characteristics of a classroom action research

    Kemmis and Mc. Taggort in Nunans book argue that there are three defining characteristic of action research, they are:

    a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers.

    b. It is collaborative, and

    c. It is aimed at changing things.[7]

2. The aim of action research

    There are many possible reasons for conducting a classroom action research as follow: The teacher wants to know more about his students and the difficulties in learning process. Teacher wants to learn more about him as teachers how effective teacher is, how teacher looks to the students, how teacher looks at himself as if observing her own teaching. Teacher wants to gauge the interest generated by certain topics, or judge the effectiveness of certain activities types. Teacher wants to see if an activity would work better done in groups rather than pairs, or

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[6] Rochiati Wiriatmaja, *Metode Penelitian Tindakan Kelas*, (Bandung, PT Remaja Rosdakarya, 2005), p.13

[7] David Nunan, *Research Method in Language Learning*, p. 17

investigate whether reading is more effective with or without pre teaching vocabulary.[8]

Before the researcher does the cycles in action, researcher will observe at first. Research design can do with some steps as follow:

a. Collect data such as documentation includes the number of the students, students name list, and pre-test.

b. After the writer collects the data, she does a pre-test. It purposes is to know the score mean of students writing in recount text before using Tumblr.

c. The writer assesses the result of students' writing in pre-test.

There will be two cycles in this study. There are four steps in one cycle for doing action research, they are:

a. Planning

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

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[8] Jeremi Harmer, *The Practice of English Language Teaching,* (England: longman, 2003), p.

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

b. Acting

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

c. Observing

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

d. Reflecting

Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.[9]

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[9] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010), p. 140.

B. Research Setting

1. Research place

The researcher conducted the classroom action research at MA Al Khoiriyyah Semarang. This setting is located in Semarang. The researcher chose this setting because its geographical location is not far from the researcher to reach. The students come from different intelligence, social background, and characteristic of student setting and subject of the research. The subject of this study is students of X class of MA Al Khoiriyyah Semarang, where the total number was 10 students. This research was conducted on the second semester in the academic year of 2014/2015 for about 1 month, began from Maret 31 up to April 23, 2015. It is located on Suyudono Street number 26 Bulustalan Semarang.

The researcher chose this Senior High School because the school was a place where researcher first run the teaching internship program (PPL). Thus, to some extent, researcher had known the circumstances of students who were be the subject of her research. Based on the teacher of English in the school, she knew that students in the school were still low in writing ability. The teacher told the students' score of the test was not satisfying enough and it did not reach the KKM (*Kriteria Ketuntasan Minimal*) This was proved that the

achievement score of students in final exam was still low. So, the researcher could apply the research in the tenth grade.

2. Research Time

This research was conducted in 3 weeks, from the 31st of Maret 2015 until the 21st of April 2015. During the research time, the researcher had 3 meetings with the students. The reseacher took five times for doing this research, here the following:

a. On 31st of Maret 2015, researcher and the teacher as the collaborator took pre-cycle. Reseacher observed teacher's explanation of recount text during teaching learning process, students' response, engagement and activeness in the learning process. Then, students were given an exercise by the teacher to compose a recount text.

b. On April 14, 2015 reseacher began to take cycle. Here, reseacher gave new media, Tumblr, for teaching students' recount text writing, then researcher gave test for students.

c. On April 21, 2015 was the last cycle. Reseacher made a media to be perfect in order to enhance students' writing skill of recount text.

d. After all of the results were complete and perfect, researcher began to analyze the data.

C. Collaborator

The collaborator in this classroom action research is person who helps the researcher to collects the data. The collaborator in this research is the English teacher who teaches English in MA Al Khoiriyyah Semarang. He was Mr. Moch. Yulih Fairdiyan, S.S

D. Research Procedure

In this classroom action research, the writer planed to conduct two cycles through Tumblr as a media in teaching writing recount text, which is each cycle consists of four stages, they are: planning, acting, observing, and reflecting. The four stages of the classroom action cycle were conducted integrated like spiral. The scheme or model of classroom action research was as follow:[10]

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[10] Suharsimi arikunto, et. Al, *Penelitian Tindakan Kelas*, p. 16.

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┌─────────────┐        ┌──────────────┐        ┌──────────────┐
│  Set of the │  ⇨     │  Planning I  │   ⇨    │   Action I   │
│   problem   │        └──────────────┘        └──────────────┘
└─────────────┘                                       ⇩
┌─────────────┐        ┌──────────────┐        ┌──────────────────┐
│  Cycle I    │        │ Reflection I │  ⇦     │  Observation/    │
└─────────────┘        └──────────────┘        │ Data Collection I│
                                               └──────────────────┘
┌─────────────┐        ┌──────────────┐        ┌──────────────┐
│    New      │  ⇨     │  Planning II │   ⇨    │  Action II   │
│  problem    │        └──────────────┘        └──────────────┘
│   from      │                                       ⇩
└─────────────┘
┌─────────────┐        ┌──────────────┐        ┌──────────────────┐
│  Cycle 2    │        │ Reflection II│  ⇦     │  Observation/    │
└─────────────┘        └──────────────┘        │  Data Collection │
┌─────────────┐                                └──────────────────┘
│   If the    │
│ problem not │  ⇨     │  Next Step   │
│ yet finished│        └──────────────┘
└─────────────┘
```
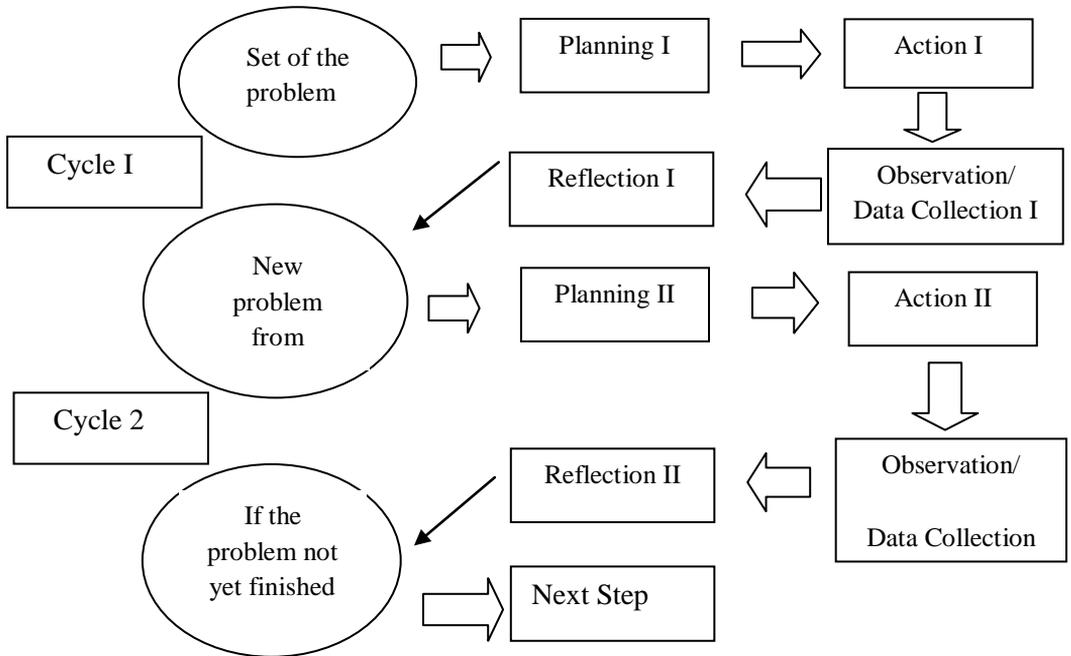
1. Procedure of The Pre-Cycle

   The first step in making classroom action research
was the researcher used pre-test to assess the students
ability in writing in recount text. In this activity the teacher
taught students with conventional method. The teacher
explained about recount text including; definition, generic
structure, and significant lexicogrammatical features. Then,
the teacher gave the example of recount text. After that, the
teacher asked to the students to write a recount text
according to their experience while they join in some
extracurricular activities.

   After the researcher gets the data from the pre-test
and the observation, researcher analyzed the result to

determine the use of Tumblr in teaching writing recount text. After recognizing the possible cause of problems faced by students, the researcher would explore ways that Tumblr can become an aid in teaching writing recount text.

2. Procedure of Cycle I

The first cycle was done based on the result from the pre cycle.

a. Planning

1) Arranging lesson plan
2) Preparing teaching material
3) Preparing observation scheme
4) Preparing test instrument

b. Acting

1) Teacher stimulated students' by asking students about their unforgettable experience.
2) asks students to open their own account in Tumblr (There are some examples of Recount text on the researchers account of Tumblr)
3) Teacher gives more explanation to the students about recount text.
4) Teacher asks the students to write down their own unforgettable experience on their account of Tumblr.
5) Teacher asked students to read, translate and identify the generic structure and language features of the text.

c. Observing

The teacher applied Tumblr as a media and observed the teaching learning process. The observation on the students in first cycle was to check students' activeness. The indicators of activeness are as follows:

1) Students participate toward teacher's explanation
2) Students asked question to teacher to clarify their understanding.
3) Students enthusiastic in responding teacher questions
4) Students presented their writing.

d. Reflecting

1) In the first cycle, the researcher got the data from the test and observation.
2) Teacher evaluated the activities that were done.
3) The classroom teacher and the researcher discussed to make a reflection what should they do to repair the problems.
4) Teacher analyzed the data to repair the next cycle.
5) Teacher made a temporarily conclusion for classroom action research in cycle 1.
6) The result of the observation then was analyzed, and the result was used to enhance students' writing skill of recount text in second cycle.

3. Procedure of Cycle 2

The second cycle was done based on the result of the reflection from the first cycle. The result showed that students get enhancement score, but they still faced difficulties in understanding English text, so it needed another action to improve the next cycle.

a. Planning
   1) Arranging lesson plan
   2) Preparing teaching material
   3) Preparing observation scheme
   4) Preparing test instrument
a. Acting
   1) Teacher stimulated students mind by giving a video.
   2) Teacher asked students' argument related to the video.
   3) Teacher chose Holiday as the theme of this meeting, because it is most familiar than other previous theme.
   4) Teacher asks the students to write down their own Holiday experience on their account of Tumblr.
   5) Teacher asked students to read, translate and identify the generic structure and language features of the text.

b. Observing

The researcher compared observation towards teaching learning process using observation scheme that was made. The researcher observed the teaching learning process and compared with the first cycle.

1) Students participate toward teacher's explanation
2) Students asked question to teacher to clarify their understanding.
3) Students enthusiastic in responding teacher questions
4) Students presented their writing.

c. Reflecting

1) Evaluating the activity that was done,
2) Analyzing the data from the test and observation,
3) Analyzing the activity, they still find out the problem or not.
4) The result of observation was analyzed, so it could be seen the enhancement of students' writing skill of recount text. The result of this analysis could be used as review to use Tumblr as a media in teaching writing recount text.

E. **Data Collection Technique**

Data collection was process of collecting information that related to inquiry, information that be believed will

respond to the research question. The data were not the answer to the research question; they were the row material out of which responses to the question will probably emerge. For collection the data, the researcher used three instruments, they were documentation,observation, and test.

1. Documentation

    The researcher will use documentation which relate with this research. They will be students' name list, students' English mark, lesson schedule, students' worksheet and photo of teaching and learning process by using Tumblr.

2. Observation

    Observation will be used to monitor the students' activities during the teaching learning process. Researcher observes the situation in class during lesson, response and attitude of students when they are give explanation, doing task, and to know their difficulties. In conducting this classroom action research, the researcher decides to use observation form. The observation appraised the activities during the teaching and learning process. How teacher carry out the material what teacher will arrange the classroom and also the students' response. It can also be used to appraise the students' motivation during teaching learning process, to see their difficulties, their problem, and their understanding to the material which given. To be

more objective, the researcher consider of asking the collaborator to help him to observe the classroom.

Tabel 3.1
Observation Scheme

No.	Indicators	None 0%	Few <20%	Many 20%-40%	Half 50%	Most 60%-80%	All 100%
		0	1	2	3	4	5
1.	Students participate toward teacher's explanation						
2.	Students ask question to teacher to clarify their understanding.						
3.	Students enthusiastic in responding teacher questions						
4.	Students present their writing.						

5= Most of students   (71%- 100%) 8- 10 students

4= Half of the class   (50%- 70%) 5- 7 students

3= Many students   (20%- 49%) 2- 4 students

2= Few Students   (<20%) 1 students

1= None   (0%)

3. Test

Test is an important part every teaching and learning experience. Test is a set of questions that is used to

measure the skill knowledge, intelligence and talent of an individual of a group. "Test is a tool or procedure that uses to know or measure thing, by using a method or rules had been given."[11] According to Tuckman, test is a device for sampling behavior or performance related to the skills, competencies, attitudes, or other characteristics of people.[12]

The researcher for collecting data uses written test is very useful to know the students achievement in understanding material which given by the teacher. In this research, the writer gets data by giving pre test, and evaluation test. A pre test is given before the students get some activities of writing recount text in Tumblr. Evaluation test is used during the cycle to measure the student's understanding. A post test is given after students get some activities of writing recount text by using Tumblr as a media. It is used to measure the student's achievement after being taught.

In order to know the enhancement of student's achievement, the writer analyzes the different between mean of pre-test and two evaluations of test scores.

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[11] Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2002), revised edition, p. 53

[12] Bruce W. Tuckman, *Measuring Educational Outcomes Fundamental of Testing*, (USA: Rutgers University Press, 1975), p. 207

F. Data Analysis Technique

The aim of this study is to find out whether Tumblr could enhance the writing students skill or not. There are pre-test and post-test, these tests are used to measure the students progress in mastering writing skill. The steps of data analysis are:

1. Analyzing Observation Checklist

Researcher will use observation checklist during the teaching and learning process in preliminary research, cycle I, and cycle II. Then the result of observation checklist will be analyzed by calculating the percentage as following:

The formula to measure the students participant is:

$$\text{Percentage } \% = \frac{n}{N} \times 100\%$$

n = the score of students

N = the sum of total score

% = the percentage of the expectation.

From the formula above student's participation can be categorized as follow:

a. Poor

The aspect of activity that will be observed above, reaches about 20% from overall percentage 100%

b. Fair

The aspect of activity that will be observed above reaches out for about 21- 40% from overall percentage 100%.

c. Average

The aspect of activity that will be observed above reaches out for about 41-60% from overall percentage 100%.

d. Good

The aspect of activity that will be observed above reaches out for about 61-80% from overall percentage 100%.

e. Excellent

The aspect of activity that will be observed above reaches out for about 81-100%.

2. Method of Analyzing Test

a. Measuring the students individual ability

In every cycle, after giving a treatment the researcher gave task to students. The result of the test

will be analyzed by using percentage scoring as following formula:[13]

$$score = \frac{\sum right\ answer}{\sum items} \times 100\%$$

b. Measuring The Mean

In this research, the researcher also used mean formula to know the average of students' score and to check students' enhancement in learning recount text, as follows:

[13] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2006), Edisi Revisi, Cet. 6, p. 236.

Table 3.2
The Explanation of Criterion[14]

Item Analysis	Score Criteria		
Content	27-30	Excellent	:Substantive-thorough development of thesis, relevant to assigned topic. etc.
	22-26	Good	:Adequate range-limited development of thesis, mostly relevant to topic, but lacks detail.
	17-21	Fair	:Little substance, inadequate development of topic.
	13-16	Very poor	:Non- substantive, not pertinent or not enough to evaluate.
Organization	18-20	Excellent	:Fluent expression-ideas clearly stated-well organized.
	14-17	Good	:Somewhat choppy-loosely organized but main ideas stand out
	10-13	Fair	:Not fluent-ideas confused/disconnected.
	7-9	Very poor	: does not communicate-no organization

[14] J. Charles Alderson and Lyle F. B, *Assessing Writing,* (USA: Cambridge University Press, 2002), p. 116.

Item Analysis	Score Criteria		
Vocabulary	18-20	Excellent	:Sophisticated range-effective word/idiom choice and usage.
	14-17	Good	:Adequate range – occasional of word/idiom form, choice, usage, bit meaning is not obscured.
	10-13	Fair	:Limited range – frequent errors of word/idiom form, choice, usage.
	7-9	Very poor	:Essentially translation-little knowledge of English vocabulary.
Grammar	22-25	Excellent	:Effective complex grammar construction.
	18-21	Good	:Effective but simple construction in grammar.
	11-17	Fair	:A major problem is simple / complex construction in grammar.
	5-10	Very poor	:Virtually no mastery of sentence construction rules.
Mechanic	5	Excellent	:Demonstrates mastery of construction.
	4	Good	:Occasional errors of spelling, punctuation.

Item Analysis	Score Criteria		
	3	Fair	:Frequent errors of spelling, punctuation, and capitalization.
	1	Very poor	:No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.
Total score	1 – 100		

Explanation:

Content : The ideas expressed in writing hortatory exposition text.

Organization : The organization of the content (the organization of language features).

Vocabulary : The choice of words, structure and lexical item to give a particular tone or flavor to writing.

Grammar : The employing grammatical and syntactic forms

Mechanic : The use of graphic convention of the language.

After collecting the data, the researcher analyzed it. In scoring of the writing test, the researcher processed the result of the students' test. The researcher gave the score for each of the components of writing, as follows:

a. Content ability : the lowest score is 13 and the highest score is 30

b. Organization ability : the lowest score is 7 and the highest score is 20

c. Vocabulary ability : the lowest score is 7 and the highest score is 20

d. Grammar ability : the lowest score is 5 and the highest score is 25

e. Mechanic ability : the lowest score is 2 and the highest score is 5

Then the researcher formulated to get the mean of each element of writing researched by the formula. Sutrisno Hadi explained the mean of each writing element researched as follows:[15]

e.g. Content

$$Mxc = \frac{\sum xc}{Smax}$$

Where:

Mxc : The level mastery of content

Σxc : The students score of content

Smax : Maximum score of content

After getting the mean of each element in writing recount text, the researcher formulated the result to get the

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

total mean score as follow:

$$\text{Mxt} = \frac{\sum \text{xt}}{\text{Smax}} \times 100\%$$

Where:

Mxt   : the mean of total score

Σxt : the number of total

Smax   : maximum score for writing elements

Then the percentage of each component in writing recount text was consulted with the following criterion. According to Sutrisno Hadi, the criterions are as follow:[16]

[16] Sutrisno Hadi, "Statistic Second Series. . ." ,p. 399.

Table 3.3
The criterion of writing skill

The percentage of ability	Criteria		
85%-100%	4	A	Excellent
75%-84%	3	B	Good
60%-74%	2	C	Fair
40%-59%	1	D	Poor
0%-39%	0	E	Fail

Based on the table above, the researcher determined the level of the students ability in writing recount text. First step, the researcher got score using conventional media from pre-cycle, the teacher was English teacher themselves, then mean of score using conventional media was compared with mean of score from one cycle. Mean of score from one cycle was compared with mean of next cycle, and so on until the last cycle. It was to know how far the progress of students in this research.

f. **Achievement Indicator**

Classroom action research is said to be successful if there is a completeness learning outcomes learner that is at

least 85% of the total number of participants students who complete the learning gain value is greater than or equal to 65.[17]

The application of Tumblr as a media in teaching recount text on This study, expected learning outcomes learner can be increased from Minimum Passing grade Criteria 71. Set a minimum 85% of the the number of learners who completed his studies with obtaining more value greater or equal to 71. The tools by analyzing the percentage of completeness learning to learners from the test cycle that has done by them.

[17] E. Mulyasa, *Kurikulum berbasis kompetensi, Konsep, karakteristik, implementasi dan Inovasi*, (Bandung: Remaja Rosdakarya, 2008), Cet.XI, p. 99.

CHAPTER IV
RESEARCH FINDINGS AND ANALYSIS

A. Research Findings

In this chapter, the researcher would like to describe and discuss the findings of the research. This study is classroom action research on the use of Tumblr as a media in enhancing students writing skill of recount text. Its purpose is to know the enhancement of students writing ability, especially at the tenth grade students of MA AL-KHOIRIYYAH Bulustalan Semarang in the academic year of 2014/2015. In this study there were two cycles and before conducted the cycle, the researcher gave preliminary test (the researcher got base score of students writing skill) and compared with each cycle after being taught using Tumblr as a media. The descriptions of each cycle are as follow:

1. Pre-cycle

Before conducting this action research, a pre-test was given. The purpose of pre-cycle was to know the students skill in writing recount text. Pre-cycle was conducted on Tuesday, 31st Maret 2015. There were 10 students who followed the test.

In this meeting, the teacher was done teaching learning process as usually was done by the teacher (teacher learning center). The teacher began the learning process by introducing recount text from the social function, language feature and

generic structure. But, many students did not pay attention to the teacher. They made noisy in the class, such as talking with other friend and they did other activity that was not related with the learning activity. There were only some students who were active to ask and respond teacher questions. After explaining the material to students, students had to write a recount text with the topic "extracurricular activities". The purpose of the test was to measure the skill of the students in writing English text.

After finishing the writing, the teacher asked them to collect their writing. Most of them said that writing is very difficult, because they had to remember their experience and wrote it into paragraph. Besides that, they got difficulties in translating the Indonesian into English. After implementing the test, the researcher examined the answer sheet and finds the result. The result of test can be seen in the following table:

Table 4.1
Students Score in Pre-Cycle

No.	Students Code	Score
1.	T-1	66
2.	T-2	68
3.	T-3	68
4.	T-4	70
5.	T-5	73
6.	T-6	69
7.	T-7	71
8.	T-8	56
9.	T-9	67
10.	T-10	70
Total Score		678
Minimum		56
Maximum		71

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

$$M = \frac{678}{10} = 67.8$$

After getting the mean of each element in writing recount text, the researcher formulated the result to get the total mean score as follow:

$$M_{xt} = \frac{\sum Xt}{S_{max}} \times 100\%$$

$$M_{xt} = \frac{67.8}{100} \times 100\% = 67.8\%$$

The average score of the students test for pre cycle test was 67. 8 %. It means that the result was fair. It didn't mean that the result was enough, because it was lower than the criterion that has been stipulated by KKM (*Kriteria*

Ketuntasan Minimal/ Minimum Passing Grade Criteria) which is 71.

The students writing in recount text was not substantive. They could not express their ideas well on a text, the way they express their ideas was still narrow and sometimes the development of content was confusing. They like to repeat their paragraph again and again. It meant that they had no more paragraph related to the topic given. They just thought how they could compose a writing that consisted of several sentences, but they did not consider the relation among one paragraph to the other paragraphs.

The students were also poor in grammar and some of students ignored about punctuations such as capital letters, period, and commas. The researcher also observed students activeness in this pre-cycle that would be compared in the first cycle of applying Tumblr as a media. The result of students activeness based on the observation checklist was as follows:

Table 4.2
Score of Observation in Pre-Cycle

No	Indicators	None 0%	Few <20%	Many 20%-40%	Half 50%	Most 60%-80%	All 100%
		0	1	2	3	4	5
1.	Students participate toward teacher's explanation				√		
2.	Students asked question to teacher to clarify their understandssing.			√			
3.	Students enthusiastic in responding teacher questions			√			
4.	Students present their writing.			√			

$$score = \frac{total\ score}{maximum\ score} \times 100\%$$

$$score = \frac{9}{20} \times 100\% = 45\%$$

The result of the observation checklist was 45%, it meant fair. The researcher concluded that the students did not really interest with the method used by the teacher. Based on the observation in this activity, most of the students had difficulties to do it. They also felt lazy to compose writing of recount text that could be seen from their responds to the teacher and the material given as has been stated above. After doing the test, researcher decided to use another media to

make students interested and enjoyed the writing class in order to enhance students writing skill of recount text, the media is Tumblr. The researcher considered that by giving continuous enhancement to the students they would get better result, and the researcher was also aware that teacher ability to carry out the material in teaching learning process is an important part.

2. First Cycle

This activity was done on April 14, 2015. The teacher announced the result of yesterdays' writing test. Knowing the students result from the pre cycle was not satisfied enough or fair. The teacher told the students' score of the test was not satisfying enough and it did not reach the KKM (*Kriteria Ketuntasan Minimal* / Minimum Passing Grade Criteria).

In this activity, the teacher taught writing using Tumblr as a media, it made students paid attention. Before the teacher did the action, the teacher began to explain to the students about Tumblr as a media in teaching recount text, gave overview, and how to work with it. First time, the students faced difficulties about the teacher meant, but not long after that, by brief explanation from the teacher, students can understood and got the point of Tumblr as a media. Because this research was classroom action research, there were four steps: planning, acting, observing and reflecting.

a. Planning

Researcher preparing the research instrument such as lesson plan, example of how to use Tumblr in learning process, materials, observation checklist, and formative test. Formative test was used to get information about the way of teaching language in certain level. This test is important for teacher in enhancing a teaching language program. It has function also to know the teaching language that has done run well or not. In this cycle, the researcher used Unforgettable Experience as the theme.

b. Acting

As acting, researcher opened the teaching and learning process by greeting, asked students condition and checked the attendance. Then researcher gave the brainstorming by asking students about their unforgettable experience. There were some questions that researcher asked to the students. And then the researcher asks students to open their own account in Tumblr. There are some examples of Recount text on the researchers account of Tumblr. The researcher give more explanation to the students about recount text. After the students have understood about the material, the researcher asks the students to write down their own unforgettable experience on their account of Tumblr.

c. Observing

In this cycle, the researcher also did the observation by asking the collaborator (English teacher) to help her in observing the learning process when researcher was teaching. After having the first treatment, the researcher took an assessment. The assessment was conduct to measure the students enhancement in writing after the first treatment. The purpose of this activity was to evaluate the results, collect the data and monitor the teaching learning process. The score were as follow:

Table 4.3
Score of Observation in Cycle 1

No	Indicators	None 0%	Few <20%	Many 20%-40%	Half 50%	Most 60%-80%	All 100%
		0	1	2	3	4	5
1.	Students participate toward teacher's explanation						√
2.	Students ask question to teacher to clarify their understanding.					√	
3.	Students enthusiastic in responding teacher questions				√		
4.	Students present their writing.			√			

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$$score = \frac{total\ score}{maximum\ score} \times 100\%$$

$$score = \frac{14}{20} \times 100\% = 70\%$$

According to the result of the observation above could be concluded that students activeness enhanced from the pre-cycle result and it showed that most of students joined the class enthusiastically. It meant good. They paid attention to the lesson, although some students made noisy when discussed about the topic.

d. Reflecting

In the last step, researcher analyzed and evaluated the actions that have been done in this cycle. Researcher and teacher analyzed and discuss the result of the observation. It was continued then to make reflection which one was should be maintained and which one was should be repaired in the next cycle. Based on the activity during cycle 1, the researcher noted that there were some problems should be solved in the next cycle, the problems were as follow:

1) Because of the results based on the observation checklist in the first cycle was not satisfying enough, the teacher and the researcher discussed about the activity in the next cycle to solve the problems, especially in students activeness during teaching process in writing recount text using Tumblr as a media.

2) The activity should be changed to engage students enthusiasm in learning Recount text and they are actively involved during learning process.

3) When the activity in progress, the researcher found some students were passive. It was the duty of the teacher to give more attentions and motivation toward the students in order to have a will or interest. It can be done by calling their name and approached them, and asked their problems related to the theme that may influenced to their activeness.

After the whole activity had finished, the researcher assessed the students writing result.

Table 4.4
Score Test in Cycle 1

No.	Students' Code	Score
1.	T-1	84
2.	T-2	82
3.	T-3	78
4.	T-4	76
5.	T-5	90
6.	T-6	86
7.	T-7	84
8.	T-8	78
9.	T-9	69
10.	T-10	71
Total Score		798
Minimum		69
Maximum		90

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

$$M = \frac{79.8}{10} = 79.8$$

After getting the mean of each element in writing recount text, the researcher formulated the result to get the total mean score as follow:

$$M_{xt} = \frac{\sum Xt}{S_{max}} \times 100\%$$

$$M_{xt} = \frac{79.8}{100} \times 100\% = 79.8\%$$

From the result above, it was clear that the average of students test result of the first cycle was 79.8 %, it was good. There was enhancement comparing to the pre-cycle. But the students still had difficulty to have a good content organization from the organization of language features.

In this cycle, the number of students who paid attention increased. many students paid attention to the explanation during the treatment. In this cycle, researcher gave treatment which was reviewing their common errors in pre-test. Most of students enjoyed and paid attention to the explanation. However some students still did something else such as talked with their friends, played cellphones, and did their homework but paid attention to the lesson. So that, the researcher decided to conduct the next cycle and the teacher intended to give better explanation to them.

3. Second Cycle

This activity was done on April 21, 2015. In this cycle, the researcher prepared planning as well as previous one. The teacher reviewed previous lesson, improved learning tool to enhance students' activeness and writing skill. In this phase, the teaching learning process ran well.

a. Revised

The researcher and the teacher started the lesson by motivating the students and the researcher also announced the result of yesterday's writing test. The teacher told the students score of the test was better than the pre-cycle score. In preparation stage, researcher prepared for the research instrument such as lesson plan, present list, some materials, teaching aid, observation checklist, and evaluation test.

b. Acting

In acting, the researcher did the appropriate treatment to solve the problem that was faced by the students in the previous test (assessment). Researcher chose Holiday as the theme of this meeting, because it is most familiar than other previous theme. The procedure of teaching and learning process in this treatment was the same as the previous meeting. The main focus of the treatment was to eliminate students difficulties in the previous meeting. As the previous meeting, the researcher

asked the students to make a recount paragraph on their own account of Tumblr based on their experience during last holiday.

c. Observing

In the process of learning, the researcher observed the teaching and learning process by asking the collaborator to help him to monitor the class situation and the students activity by using observation checklist. In the last of this cycle, researcher and the teacher had the result of the observation and concluded the enhancement in the researchers study. The score were as follow:

Table 4.5
Score of Observation in Cycle 2

No.	Indicators	None 0%	Few <20%	Many 20%-40%	Half 50%	Most 60%-80%	All 100%
		0	1	2	3	4	5
1.	Students participate toward teachers explanation						√
2.	Students ask question to teacher to clarify their understanding.					√	
3.	Students enthusiastic in responding teacher questions						√
4.	Students present their writing.				√		

$$score = \frac{total\ score}{maximum\ score} \times 100\%$$

$$score = \frac{17}{20} \times 100\% = 85\%$$

According to the result of the observation above and compared with the previous observation. It could be concluded that almost all of students joined the class enthusiastically. It meant very good than the first cycle. They enjoyed learning the material with Tumblr as a media.

d. Reflecting

The result of the second cycle disproved that the reflections in the first cycle were answered in the second cycle. It was also better than previous one. There was an enhancement in this cycle. The condition of the class was getting better. After implementing the test, the researcher examined the answer sheets and found the results.

Table 4.6
Score Test in Cycle 2

No.	Students' Code	Score
1.	T-1	88
2.	T-2	90
3.	T-3	92
4.	T-4	87
5.	T-5	96
6.	T-6	89
7.	T-7	90
8.	T-8	79
9.	T-9	75
10.	T-10	78

No.	Students' Code	Score
Total Score		864
Minimum		75
Maximum		96

$$M = \frac{\sum X}{N}$$
$$M = \frac{86.4}{10} = 86.4$$

After getting the mean of each element in writing recount text, the writer formulated the result to get the total mean score as follow:

$$M_{xt} = \frac{\sum Xt}{S_{max}} \times 100\%$$

$$M_{xt} = \frac{86.4}{100} \times 100\% = 86.4\%$$

Based on analysis of the result of this cycle, it shows that there were enhancements from cycle I to cycle II. The result of this cycle was also considered as implementation. It was better than the previous one. The average of students test result of this cycle was 86. 4 with the highest score was 96 and the lowest score was 75. The researcher concluded that the problems have been solving using Tumblr as a media for teaching English writing in recount text and the teaching and learning process is effective to enhance their writing skill.

B. Research Analysis

Based on the analysis of the whole meeting, it can be seen that there were some significant enhancements from preliminary to cycle I and cycle II. The enhancements of students ability in writing recount text can be seen in the following table:

Table 4.7
Enhancement the Average of Students' Score on Pre Cycle, Cycle 1 and Cycle 2

No.	Students Code	Pre-Cycle	Cycle 1	Cycle 2
1.	T-1	66	84	88
2.	T-2	68	82	90
3.	T-3	68	73	92
4.	T-4	70	76	87
5.	T-5	73	90	96
6.	T-6	69	86	89
7.	T-7	71	84	90
8.	T-8	56	78	79
9.	T-9	67	69	75
10.	T-10	70	71	78
Sum		**607**	**798**	**864**
Average Mean		**60.7**	**79. 8**	**86. 4**

Table 4.8
Comparison the results of observation on Pre cycle,cycle 1, and cycle 2.

No	Cycle	Total score	Percentage
1	Pre-Cycle	9	45%
2	Cycle I	14	70%
3	Cycle II	17	85%

In the pre test, all of the students have been doing the test, and the average result was 60. 7. In this activity, the teacher still uses conventional method, he did not use Tumblr as teaching media. In teaching learning process, only half students are active and enthusiastic to the lesson. A half of students did not give response maximally, especially the students who sat down in backside.

In the cycle I, the average result was 79. 8. The teacher began use Tumblr to teach writing recount text. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although some students still confused with the teacher direction. In the cycle II, the average of students score result was 86. 4. It is mean that there were enhancements from pre-cycle, cycle I, and cycle II. It showed that there was significant enhancement in students achievement. Furthermore, the using of Tumblr as a learning aid is helpful in the process of teaching and learning writing recount text.

It was also happened to the students activeness based on the observation checklist. In the pre-cycle, students' activeness was 45%, it meant fair and there was no half of total students actively involved in the learning process. After being taught in the first cycle using Tumblr as a media, students result of observation was 70%. It meant most of students involved in the learning process using Tumblr.

In the second cycle, the observation of students activeness increased. It was 85% and it meant almost all of students involved in the learning process actively. It meant there was enhancement in every cycle after using Tumblr whether in the students activeness or even in the students writing skill in recount text.

Comparing the classroom situation before the research, there were some possitive progresses. The students were firsly more interested in minding their own business in the class. But then they became aware of what the lesson is about and paid more attention to the lesson. The use of Tumblr in the classroom could rise students interest on writing class.

Moreover, the use computer could finally be controlled and directed to focus in learning process. The informal setting of the class helped the students consulting their works and they were not afraid of sharing it to the others. They even enjoyed the activity of reading their friends comments ob their posts.

C. Research Limited

The researcher realizes that this research had not been optimally. There were constrains and obstacles faced during the research process. Some limitations of this research are:

1. The research is limited at MA Al-Khoiriyyah Semarang and just used tenth graders as sample, so that when the

same research is conducted in other school. It is still possible that different result will be gained.

2. Relative of the implementation process of this research have short of time, makes this research could not be do maximal. But it was enough to fulfill all requirements for a research.

3. The researcher realized that the implementation of the research process was less smooth. This was more due to lack of the researchers experience and knowledge.

Considering all those limitations, there is a need to do more research about teaching writing recount text using the same or different media. In the hope there will be more optimal result.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

From the discussions mentioned in the previous chapter, the researcher draws some conclusions as the result of the study in the tenth grader of MA Al-Khoiriyyah Semarang in academic year of 2014/2015 on the enhancing students skill in writing recount text. There were the conclusions of this study :

1. The use of student Tumblr to teach writing can enhance students writing skill. It is taken into account that the students had positive progress in writing sub skills as mentioned in resesarch findings. The enhancements on developing, arranging, and connecting of ideas of text had allowed the students to write interesting stories correctly and it was easy to follow. The better word choice and correct grammar were also performed in their writing although some students still made a few mistake in spelling and punctuation.

2. Based on the result of the research that had been done in two cycles (cycle I and cycle II), it can be taken the conclusions that there is an enhancement. The students skill in writing recount text enhanced after being taught by using Tumblr. The implementation of Tumblr as a learning media to enhance students ability in writing recount text was very effective. It was supported by the significance result of

students score in the pre-cycle (60.7), Cycle I (79.8) and Cycle II (86.4).

3. The implementation of Tumblr in writing class enhances the situation during the teaching-learning process. Referring to the research findings, the class was conducted in friendly situation and the students were allowed to set themselves in comfortable condition while finishing the task. They also had a great enthusiasm toward the lesson, paid full attention to the materials, and got more confidence to show their writings. In general, the use of Tumblr allow the owner to share his/her thoughts in written journal. Through student Tumblr, the students had an access to publish their works and to share comments among them. This activity had encouraged them to write better.

Finally, student Tumblr can effectively be used as the main media in writing. Having a range of advantages that allows Tumblr facilitates the learning process, the student Tumblr has enhanced the students writing skill in the tenth grader of MA Al-Khoiriyyah Semarang in the academic year of 2014/2015.

B. Suggestions

From the conclusion above, there were some suggestions that are proposed by the researcher:

1. For the school

The school should encourage and support the English teacher to improve the quality of their teaching. It can be done

throught providing facilities thet enables access to new materials and media of teaching and learning.

2. For the teacher

The writing class commonly seems not so interesting for the students. Therefore, the teacher should provide attractive media. The teacher could use student Tumblr in collaborative learning, so that they could also develop various material of teaching writing.

3. For the students

The students should be accustomed to the writing habbit themselves. It is not necessary to write a long story to practice, but writing sentences in rountine. They can use Tumblr practice the writing outside the class and find wider environment to share opinion and throughts.

4. For the readers

It will add new information about ELT (English Learning and Teaching) and give alternative way to learn English as L2 (second language) and international language, particularly the technique to promote writing skill.

5. For the researcher

This research can give advantage and valuable experience in process of looking for knowledge.

C. Closing

Praise is to Allah SWT,which had been giving protection and guidance so that this thesis can be finished. This thesis is served to the readers. The researcher realizes that still lest far from perfect. The researcher hopes any critics and suggestions to make it perfect. The researcher also hopes that it can be useful for the researcher and all readers in general.

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APPENDIXES

LESSON PLAN PRE-CYCLE

School   : MA Al-Khoiriyah Semarang

Class/ Semester   : X

Subject   : English

Skill Focus   : Writing

Material   : Recount Text

Alocated Time   : 2x40 minutes (1 meeting)

I.   Standard Competence

Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount, narrative,* dan *procedure* dalam konteks kehidupan sehari-hari.

II.   Basic Competence

Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*

III.   Indicators

a. Understanding the social function,generic structure and language feature of a recount text.

b. Expressing meaning of ideas used in a recount text.

c. Practicing students Creativity, Communication, responsibility in writing recount text.

IV.   Learning Objective

By the end of the lesson through a three-phase techniques (presentation, practice, and production), students are able to:

a. Understanding the social function,generic structure and language feature of an recount text.

b. Express the meaning of ideas used in an recount text.

c. practice Creativity, Communication, responsibility in writing an recount text.

V.   Teaching Material

1. Definition of Recount text

Recount text is text that retell about a story, experience, and other. **recount text** use simple past tense or past perfect tense in its phrase. recount text retell about past event. recount text use adverbs of time, for example : when, one day, once upon a time, last holiday , after, before, and other. Its very easy to different **recount text** from another text. you can make *recount text* from your story.

In the **recount text** we will not get "is" or "are" in the phrase but it will change to "was" or "were". usually in *recount text*, the subject is I, or the name of human.

2. Generic Structure of Recount text

a. Orientation: Introducing the participants, place and time

b. Events: Describing series of event that happened in the past

c. Reorientation: It is optional. Stating personal comment of the writer to the story

3. **Features of Recount text**

a. Introducing personal participant; I, my group, etc

b. Using chronological connection; then, first, etc

c. Using linking verb; was, were, saw, heard, etc

d. Using action verb; look, go, change, etc

e. Using simple past tense

4. **Examples and structures of the text**

Camping

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home.

VI. Teaching Method

Three-Phase Technique (Presentation, Practice, and Production)

VII. Learning Activities

a. Pre Activities (10 minutes)

1. Teacher enters the class and greets students. (religious, communicative)
2. Teacher asks students to pray together, and asks one student to lead it.
3. Teacher checks students' attendance.

b. Main Activities (60 minutes)

(Exploration)

1. Teacher stimulates students' mind by inviting them to respond to some question. (curious, creative, communicative)
2. Teacher invites some students to explain their extracurricular activities *(communicative, creative)*
3. Teacher comments students' responses. *(communicative)*

(Elaboration)

1. Teacher gets down to a new genre that the class will learn.*(curious, communicative)*
2. Teacher begins to explain about Recount text. *(communicative, discipline)*
3. Teacher checks student's understanding about recount by doing some exercises.

(Confirmation)

1. Teacher invites students to understand the text. *(discipline, independent, creative)*
2. Teacher invites students to have a discussion of a case in the text. *(creative, communicative)*
3. Teacher and students give comments and feedback of the discussion. *(communicative, creative)*

c. Post Activities (10 minutes)

1. Teacher reviews the material that has been taught.

2. Teacher closes the class.

VIII. Media

Slides

IX. Sources of Material

Mulyono and M.J. Ari Widayanti. 2010. *English Alive 2 Senior High School*. Jakarta: PT Ghalia Printing

X. Evaluation

1. Instrument : Test
2. Form : Written
3. Technique : Students are assigned to complete the sentences
4. Assessment guidance:
   a. Test A Every correct answer scored 20
   b. Test B Maximum score: 40

XI. The Test

A. The following text is for questions 1 to 3.

That Sunday evening I felt very tired after hanging out the whole day with my friends at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly I remembered that I had to call a friend. I looked for my cell phone everywhere but couldn't find it. I was getting panicky. I asked everyone in the house whether they knew where my cell phone was but no one knew. Well, I lost it I thought. Then I had an idea. I asked my brother to call

my cell phone. To my surprise, I heard it ringing in my jacket. My cell phone was there.

1. What is the text about?

    A. The lost cell phone.

    B. My friend's cell phone.

    C. Cell phone in the jacket.

    D. My brother's cell phone.

2. How did the writer get his cell phone back?

    A. He asked his friend.

    B. He called his friends.

    C. He put it on a hanger.

    D. He found it in his jacket.

3. From the text, we know that the writer is ... person

    A. a careful

    B. a cautious

    C. a forgetful

    D. an attentive

B. **Please make a short recount text with the theme extracurricular activity!**

Semarang, 31st March 2015

Teacher

Moch. Yulih Fairdyan, S.S.

LESSON PLAN 1st CYCLE

School   : MA Al-Khoiriyah Semarang

Class/ Semester   : X

Subject   : English

Skill Focus   : Writing

Material   : Recount Text

Alocated Time   : 2x40 minutes (1 meeting)

I. Standard Competence

Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount, narrative,* dan *procedure* dalam konteks kehidupan sehari-hari.

II. Basic Competence

Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount*

III. Indicators

d. Understanding the social function,generic structure and language feature of a recount text.

e. Expressing meaning of ideas used in a recount text.

f. Practicing students Creativity, Communication, responsibility in writing recount text.

IV. **Learning Objective**

By the end of the lesson through a three-phase techniques (presentation, practice, and production), students are able to:

d. Understanding the social function,generic structure and language feature of an recount text.

e. Express the meaning of ideas used in an recount text.

f. practice Creativity, Communication, responsibility in writing an recount text.

V. **Teaching Material**

1. **Definition of Recount text**

Recount text is text that retell about a story, experience, and other. **recount text** use simple past tense or past perfect tense in its phrase. recount text retell about past event. recount text use adverbs of time, for example : when, one day, once upon a time, last holiday , after, before, and other. Its very easy to different **recount text** from another text. you can make *recount text* from your story.

In the **recount text** we will not get "is" or "are" in the phrase but it will change to "was" or "were". usually in *recount text*, the subject is I, or the name of human.

2. **Generic Structure of Recount text**

a. Orientation: Introducing the participants, place and time

b. Events: Describing series of event that happened in the past

c. Reorientation: It is optional. Stating personal comment of the writer to the story

3. **Features of Recount text**

a. Introducing personal participant; I, my group, etc

b. Using chronological connection; then, first, etc

c. Using linking verb; was, were, saw, heard, etc

d. Using action verb; look, go, change, etc

e. Using simple past tense

4. **Examples and structures of the text**

Our trip to the Blue Mountain

Orientation	On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.
Events	On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.
Reorientation	In the afternoon we went home.

VI. Teaching Method

Three-Phase Technique (Presentation, Practice, and Production)

VII. Learning Activities

d. Pre Activities (10 minutes)

1. Teacher enters the class and greets students. (religious, communicative)

2. Teacher asks students to pray together, and asks one student to lead it.

3. Teacher checks students' attendance.

e. Main Activities (60 minutes)

(Exploration)

4. Teacher stimulates students' mind by inviting them to respond to some question. (curious, creative, communicative)

5. Teacher invites some students to explain their unforgettable experience *(communicative, creative)*

6. Teacher comments students' responses. *(communicative)*

(Elaboration)

4. Teacher gives more explanation about recount text. *(curious, communicative)*

5. Teacher gives the brainstorming by asking students about their unforgettable experience. *(communicative, discipline)*

6. Teacher checks student's understanding about recount by asking the students to write down their own unforgettable experience on their account of Tumblr.

(Confirmation)

4. Teacher invites students to understand the text. *(discipline, independent, creative)*

5. Teacher invites students to have a discussion of a case in the text. *(creative, communicative)*

6. Teacher and students give comments and feedback of the discussion. *(communicative, creative)*

f. Post Activities (10 minutes)

3. Teacher reviews the material that has been taught.

4. Teacher closes the class.

VIII.   **Media**

    Slides and Tumblr

IX.   **Sources of Material**

    Mulyono and M.J. Ari Widayanti. 2010. *English Alive 2 Senior High School*. Jakarta: PT Ghalia Printing

X.   **Evaluation**

1. Instrument   : Test
2. Form   : Written
3. Technique   : Students are assigned to make a recount text correctly
4. Assessment guidance:

Element of writing	Score
Content	30
Organization	35
Vocabulary	20
Grammar	20
Mechanic	5
Total of score	100

Semarang,31[th] March 2015

Teacher

Moch. Yulih Fairdyan, S.S.

LESSON PLAN 1st CYCLE

School	: MA Al-Khoiriyah Semarang
Class/ Semester	: X
Subject	: English
Skill Focus	: Writing
Material	: Recount Text
Alocated Time	: 2x40 minutes (1 meeting)

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III. Indicators

a. Understanding the social function,generic structure and language feature of a recount text.

b. Expressing meaning of ideas used in a recount text.

c. Practicing students Creativity, Communication, responsibility in writing recount text.

IV. Learning Objective

By the end of the lesson through a three-phase techniques (presentation, practice, and production), students are able to:

g. Understanding the social function,generic structure and language feature of an recount text.

h. Express the meaning of ideas used in an recount text.

i. practice Creativity, Communication, responsibility in writing an recount text.

V. Teaching Material

1. Definition of Recount text

Recount text is text that retell about a story, experience, and other. **recount text** use simple past tense or past perfect tense in its phrase. recount text retell about past event. recount text use adverbs of time, for example : when, one day, once upon a time, last holiday , after, before, and other. Its very easy to different **recount text** from another text. you can make *recount text* from your story.

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b. Using chronological connection; then, first, etc

c. Using linking verb; was, were, saw, heard, etc

d. Using action verb; look, go, change, etc

e. Using simple past tense

4. **Examples and structures of the text**

Vacation to the beach Anyer

The last holiday, my family went to Anyer beach for a picnic, we leave in the morning, because of our house to the beach anyer took a 4 hour drive, so we can play and have fun there longer, we were off to the beach anyer.

After arriving at the beach anyer, we just took a walk because the beach is in front of the hotel. We walked along the seashore, played water and sand. Actually we also wanted to swim in the beach but the lifeguard didn't allow us. Besides doing many activities we also watched some foreign tourist's activities. They were lying on the beach, while others were having massage or surfing.

When we felt tired, we took a rest to have some meals and drinks, and at 5:00 pm we came home his end, this is a memorable holiday, next time we will visit again.

VI.   Teaching Method

Three-Phase Technique (Presentation, Practice, and Production)

VII.   Learning Activities

g. Pre Activities (10 minutes)

1. Teacher enters the class and greets students. (religious, communicative)

2. Teacher asks students to pray together, and asks one student to lead it.

3. Teacher checks students' attendance.

h. Main Activities (60 minutes)

(Exploration)

7. Teacher stimulates students' mind by inviting them to respond to some question. (curious, creative, communicative)

8. Teacher invites some students to explain their holiday *(communicative, creative)*

9. Teacher comments students' responses. *(communicative)*

(Elaboration)

7. Teacher gives more explanation about recount text. *(curious, communicative)*

8. Teacher gives the brainstorming by asking students about their last holiday. *(communicative, discipline)*

9. Teacher checks student's understanding about recount by asking the students to make a recount paragraph on their own account of Tumblr based on their experience during last holiday.

(Confirmation)

7.   Teacher invites students to understand the text. *(discipline, independent, creative)*

8. Teacher invites students to have a discussion of a case in the text. *(creative, communicative)*
9. Teacher and students give comments and feedback of the discussion. *(communicative, creative)*

   i. Post Activities (10 minutes)

5. Teacher reviews the material that has been taught.
6. Teacher closes the class.

VIII. Media

Slides and Tumblr

IX. Sources of Material

Mulyono and M.J. Ari Widayanti. 2010. *English Alive 2 Senior High School*. Jakarta: PT Ghalia Printing

X. Evaluation

5. Instrument   : Test
6. Form   : Written
7. Technique   : Students are assigned to make a recount text correctly
8. Assessment guidance:

Element of writing	Score
Content	30
Organization	35
Vocabulary	20
Grammar	20
Mechanic	5
Total of score	100

Semarang, 02nd April 2015

Researcher

Nita Kurniati

SILABUS

Nama Sekolah : MA
Mata Pelajaran : Bahasa Inggris
Kelas : X
Semester : 1

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan 1 Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	1.1 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji	○ **berkenalan, bertemu/berpis ah** *mis. A: Pleased to meet you!* *B: Pleased to meet you too!* ○ **menyetujui ajakan/tawaran/ undangan** *mis. A: Come to my party.* *B: Thanks for the invitation* ○ **menerima janji** *mis. A: I'll get you the book.* *B: It's very kind of you.* ○ **membatalkan janji** *mis. A: I'm sorry I can't make it.* *B: That's OK. We'll do it some other time.*	• Mendengar kan percakapan interpersonal/tra nsaksional melalui tape secara klasikal • Mendiskusikan berbagai tindak tutur lain yang dapat digunakan dalam percakapan yang didengar secara berpasangan. • Mendiskusi kan respon yang diberikan terhadap tindak tutur yang didengar secara berkelompok • Bermain peran secara berpasangan • Melakukan	• Mengidentifikasi makna tindak tutur berkenalan • Merespon tindak tutur berkenalan • Mengidentifikasi makna tindak tutur menyetujui tawaran/undangan/ ajakan • Merespon tindak tutur menyetujui tawaran/undangan/ ajakan • Mengidentifikasi makna tindak tutur menerima janji • Merespon tindak tutur menerima janji • Mengidentifikasi makna tindak tutur membatalkan janji • Merespon tindak tutur membatalkan janji	**Quiz Ulangan tertulis Tugas**	**(14 x 40')** **1 x 40'** **2 x 40'** **3 x 40'**	**www. Esl-lab Kaset CD**
Berbicara 3. Mengung kapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan	3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam			• Menggunakan tindak tutur berkenalan • Melakukan percakapan interpersonal	**Performa nsns**	**4 x 40'** **2 x 40'**	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
sehari-hari.	konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji		tourist hunting dan merekam percakapannya*	• Menggunakan tindak tutur tawaran/undangan/ajakan • Menggunakan tindak tutur menyetujui ajakan/ tawaran/ undangan dalam percakapan • Menggunakan tindak tutur berjanji • Menggunakan tindak tutur menerima janji • Menggunakan tindak tutur membatalkan janji			

* Kegiatan Pembelajaran ini dilakukan di daerah yang merupakan daerah kunjungan wisata mancanegara.

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan 1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	3.1 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi	○ **mengungkapkan perasaan bahagia** *mis. A: I'm so happy to get a scholarship.* *B: I'm happy for you.* ○ **menunjukkan perhatian** *mis. A: You look fantastic.* *B: Thank you.* ○ **menunjukkan simpati** *mis. A: Please accept my*	• Mendengarkan percakapan interpersonal/transaksional melalui tape secara individu. • Mendiskusikan tindak tutur yang digunakan dalam percakapan yang didengar secara berpasangan. • Mendiskusikan respon yang	• Mengidentifikasi makna tindak tutur mengungkapkan perasaan bahagia • Merespon tindak tutur mengungkapkan perasaan bahagia • Mengidentifikasi makna tindak tutur menunjukkan simpati • Merespon tindak tutur menunjukkan simpati • Mengidentifikasi makna tindak tutur menunjukkan perhatian • Merespon tindak tutur menunjukkan perhatian • Mengidentifikasi makna tindak tutur instruksi	**Quiz Ulangan tertulis Tugas**	**(14 x 40)** 1 x 40' 2 x 40' 2 x 40'	www.englishdaily626.com **www. Esl-lab** **Kaset CD**

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Berbicara 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.	3.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi	*condolences.* *B: Thank you so much.* ○ **memberi instruksi** *mis. A: Open the window!* *B: OK.*	diberikan terhadap tindak tutur yang didengar • Secara berpasangan menggunakan tindak tutur dan responnya. • Bermain peran secara berkelompok	• Merespon tindak tutur instruksi • Menggunakan tindak tutur mengungkapkan perasaan bahagia • Menggunakan tindak tutur menunjukkan simpati • Menggunakan tindak tutur menunjukkan perhatian • Memberi instruksi lisan • Melakukan interview • Melakukan pertunjukan drama	**Tugas Performansns**	**3 x 40'** **4 x 40'**	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan 2 Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount, narrative* dan *procedure* dalam konteks kehidupan sehari-hari	2.1 Merespon makna secara akurat, lancar dan berterima dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dalam berbagai konteks kehidupan sehari-hari	• Pengum uman lisan • Kosa Kata yang terkait dengan pengumuman	• Mengidenti fikasi beberapa pengumuman lisan di tempat umum secara berkelompok. • Mendengar kan pengumuman melalui tape secara klasikal. • Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok	• Mengidentifikasi topic sebuah pengumuman lisan • Mengidentifikasi informasi tertentu dari pengumuman • Mengidentifikasi tujuan dari pengumuman yang didengar.	**Tugas Quiz Ulangan tertulis**	**(8 x 40')** 1 x 40 1 x 40 2 x 40	**www. Esl-lab** **Kaset CD**
Berbicara 4. Mengung kapkan makna dalam teks fungsional pendek dan monolog berbentuk recount, narrative dan procedure sederhana dalam konteks kehidupan sehari-hari	2.2 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan dalam berbagai konteks kehidupan sehari-hari.		• Membuat pengumuman lisan secara berpasangan dan menyampaikann ya di depan kelas.	• Memberi pengumuman lisan • Menyampaikan undangan lisan • Menggunakan bahasa lisan	**Performans**	2 x 40	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan 2. Memaha mi makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount, narrative* dan *procedure* dalam konteks kehidupan sehari-hari	2.1 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: *recount, narrative,* dan *procedure*	. • Teks lisan berbentuk *recount* • Teks lisan berbentuk *narrative* • Teks lisan berbentuk *procedure*	• M endengarkan cerita/petunjuk melakukan sesuatu untuk menemukan berbagai informasi secara individu • M endiskusikan perbedaan penggunaan bahasa secara lisan dan tertulis secara berkelompok. • B erdiskusi secara berkelompok untuk membuat sebuah cerita dan bercerita secara sambung menyambung.	• Mengidentifikasi *main idea* dari teks yang didengar • Mengidentifikasi tokoh dari cerita yang didengar • Mengidentifikasi urutan peristiwa dalam teks • Mengidentifikasi kejadian dalam teks yang didengar • Mengidentifikasi bahan yang digunakan dalam teks *procedure* yang didengar • Mengidentifikasi tujuan komunikasi teks yang didengar	**Quiz Ulangan tertulis Tugas**	**(14 x 40)** 3 x 40 3 x 40 2 x 40	**www. Esl-lab** **Kaset CD**
Berbicara 4. Mengungkapk an makna dalam teks fungsional pendek dan monolog berbentuk *recount, narrative* dan	4.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks		• M embuat sebuah	• Menggunakan kalimat past tense dalam menyampaikan sebuah peristiwa • Melakukan monolog untuk menceritakan pengalaman • Melakukan monolog	**Performan s**	4 x 40	

procedure sederhana dalam konteks kehidupan sehari-hari	berbentuk: *recount, narrative,* dan *procedure*		cerita secara individu dan menceritakannya kepada teman sekelas	untuk menyampaikan sebuah *procedure* • Mendongeng		

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Membaca 5. Memahami makna teks tulis fungsional pendek dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.1 Merespon makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	pengumuman, iklan, undangan dll	• Mengidentif ikasi beberapa pengumuman tertulis di tempat umum secara berkelompok. • Mendiskusi kan isi dan bentuk bahasa yang digunakan secara berkelompok	• Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar • Mengidentifikasi topik dari teks yang dibaca	**Quiz Ulangan tertulis**	**(8 x 40)** **2 x 40** **2 x 40**	English Online Jakarta Post
Menulis 6. Mengun gkapkan makna dalam teks tulis fungsional pendek dalam konteks kehidupan sehari-hari	6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks		• Membuat pengumuman tertulis secara berpasangan dan mempublikasikan nya di kelas /sekolah	• Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat draft, merevisi, menyunting • Menghasilkan teks fungsional pendek	**Performan s**	**2 x 40**	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Membaca 3 Memahami makna teks tulis fungsional pendek esei sederhana berbentuk *recount, narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount, narrative,* dan *procedure*	Teks tulis berbentuk *recount* *Past Tense* • *Jim Carrey had a trip to Bunaken.* • *Who went to Bunaken?* • *He went to Bunaken yesterday. Yesterday, he went to Bunaken. To Bunaken, he went yesterday.* Teks tulis berbentuk *Narrative* Teks tulis berbentuk *Procedure*	• M embaca nyaring bermakna teks *narrative* secara individu • M endiskusikan berbagai aspek dari teks seperti isi dan struktur teks, secara berkelompok. • B erlatih menggunakan kalimat *past tense* untuk menyatakan peristiwa dan kalimat *imperative* untuk menyatakan petunjuk. • M embuat *draft* teks *narrative, recount* atau *procedure* dengan melakukan *chain writing*. • M elakukan koreksi teman sejawat untuk	• Mengidentifikasi main idea dari sebuah paragraph. • Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi variasi susunan kalimat dalam teks berbentuk: *recount, narrative,* dan *procedure* • Mengidentifikasi tokoh dari cerita yang dibaca • Mengidentifikasi urutan peristiwa dalam teks • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca	**Quiz Ulangan tertulis Tugas**	**(14 x 45)** **2 x 40** **2 x 40** **2 x 40**	ESOL ONLINE English online English K-6 modules Jakarta Post
Menulis 6. Mengun gkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount, narrative,* dan *procedure* dalam konteks kehidupan sehari-hari	6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount, narrative,* dan *procedure*			• Menggunakan kalimat *past tense* dalam menyampaikan sebuah peristiwa • Menggunakan kalimat *imperative* dalam membuat sebuah resep atau petunjuk • Menggunakan kalimat langsung dan tak langsung dalam menulis sebuah narasi • Menghasilkan teks berbentuk *recount* • Menghasilkan teks berbentuk *narrative* • Menghasilkan teks berbentuk *procedure*	**Tugas** **Performansns**	**2 x 40** **2 x 40** **2 x 40**	

			menyempurnaka n *draft*. • M enyempurnakan *draft* berdasarkan koreksi teman.				

SILABUS

Nama Sekolah : MA
Mata Pelajaran : Bahasa Inggris
Kelas : X
Semester : 2

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat	○ **berterima kasih** *mis. A: Thank you very much* *B: Don't mention it!* ○ **memuji** *mis. A: You look slimmer.* *B: You're kidding me.* ○ **mengucapkan selamat** *mis. A: Congratulations! You did it again.* *B: Thank you. I don't know what to do without you.*	• Mendengarkan percakapan interpersonal/transaksional melalui film secara individu. • Mendiskusikan tindak tutur yang digunakan dalam percakapan yang didengar secara berpasangan. • Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar	• Mengidentifikasi kata yang didengar • Mengidentifikasi makna kata • Mengidentifikasi hubungan antar pembicara • Mengidentifikasi makna tindak tutur berterima kasih • Merespon tindak tutur berterima kasih • Mengidentifikasi makna tindak tutur memuji • Merespon tindak tutur memuji • Mengidentifikasi makna tindak tutur mengucapkan selamat • Merespon tindak tutur mengucapkan selamat • Mengidentifikasi konteks situasi	**Quiz Ulangan tertulis Tugas**	**(14 x 45)** **2 x 40** **2 x 40** **2 x 40**	www.englishdaily626.com **www. Esl-lab** **Kaset CD**
Berbicara 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	9.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat		• Secara berpasangan belatih menggunakan tindak tutur dan responnya.	• Menggunakan tindak tutur berterima kasih • Merespon tindak tutur berterima kasih • Menggunakan tindak tutur memuji • Merespon tindak tutur memuji • Menggunakan tindak tutur mengucapkan selamat • Merespon tindak tutur mengucapkan selamat	**Tugas Performans**	**6 x 40**	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari **Berbicara** 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	7.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan 9.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur:	o **menggunakan ungkapan terkejut** *mis. A: How can you say that?* *B: Well, that's the fact.* o **menggunakan ungkapan rasa tak percaya** *mis. A: I can't believe it!* *B: That's true.* o **menyetujui undangan, tawaran, ajakan** *mis. A: Thank you for the invitation.* *B: I look forward to seeing you.*	• Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok • Bermain peran secara berkelompok	• Mengidentifikasi makna tindak tutur menyatakan rasa terkejut • Merespon tindak tutur menyatakan rasa terkejut • Mengidentifikasi makna tindak tutur menyatakan rasa tak percaya • Merespon tindak tutur menyatakan rasa tak percaya. • Mengidentifikasi makna tindak tutur menyetujui undangan, tawaran, ajakan. • Merespon tindak tutur menyetujui undangan, tawaran, ajakan. • Menggunakan tindak tutur menyatakan rasa terkejut • Merespon tindak tutur menyatakan rasa terkejut • Menggunakan tindak tutur menyatakan rasa tak percaya • Merespon tindak tutur menyatakan rasa tak percaya • Menggunakan tindak tutur menerima undangan	**Quiz Ulangan tertulis Tugas** **Tugas kelompok Performans**	**(14 x 45)** **2 x 40** **4 x 40** **6 x 40**	www.englishdaily626.com **www. Esl-lab** **Kaset CD**

| | | | | Menggunakan tindak tutur tawaran
Menggunakan tindak tutur ajakan | | | |
| menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan | | | | | | | |

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan 8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk *narrative, descriptive,* dan *news item* sederhana dalam konteks kehidupan sehari-hari	8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	pengumuman, iklan, undangan	• Mengidentifikasi beberapa iklan lisan di tempat umum secara berkelompok. • Mendengarkan iklan melalui tape secara klasikal. • Mendiskusikan isi dan bentuk bahasa yang digunakan secara kelompok	• Mengidentifikasi topik sebuah pengumuman lisan • Mengidentifikasi informasi tertentu dari undangan lisan • Mengidentifikasi tujuan dari pengumuman yang didengar.	**Quiz Ulangan tertulis Tugas**	**(8 x 45)** 1 x 40 1 x 40 1 x 40	**www. Esl-lab.com** **CD** **Kaset**
Berbicara 10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk	10.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan		• Menyampaikan iklan lisan secara berpasangan di depan kelas.	• Memberi pengumuman lisan • Menyampaikan undangan lisan • Melakukan monolog untuk mengiklankan sesuatu • Menggunakan bahasa lisan	**Tugas Performans**	1 x 40 2 x 40	

narrative, descriptive dan news item dalam konteks kehidupan sehari-hari	sederhana dalam berbagai konteks kehidupan sehari-hari		• Menceritakan kembali iklan yang dilihat atau didengarnya				

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan 8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk *narrative, descriptive,* dan *news item* sederhana dalam konteks kehidupan sehari-hari	8.1 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; *narrative, descriptive,* dan *news item*	• Teks lisan berbentuk *narrative* • Teks lisan berbentuk *descriptive* • Teks lisan berbentuk *news item*	• Mendengarkan berita/deskripsi/ naratif untuk menemukan berbagai informasi secara klasikal melalui kaset. • Mendiskusikan pembedakan penggunaan bahasa secara lisan dan tertulis secara berkelompok.	• Mengidentifikasi *main idea* dari teks yang didengar • Mengidentifikasi tokoh dari cerita yang didengar • Mengidentifikasi kejadian dalam teks yang didengar • Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan • Mengidentifikasi inti berita yang didengar • Mengidentifikasi sumber berita yang didengar	**Tugas Ulangan tertulis Tugas**	**(14 x 45)** 1 x 40 1 x 40	ESOL ONLINE English Online **www. Esl-lab** **Kaset CD**
Berbicara 10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narrative, descriptive dan news item dalam	10.1 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, descriptive,* dan *news item*		• Berdiskusi secara berkelompok untuk membuat sebuah berita/deskripsi/ naratif secara sambung menyambung. • Menyampaikan	• Menggunakan kalimat *simple present* dalam mendeskripsikan benda atau orang • Melakukan monolog untuk menyampaikan sebuah berita • Melakukan monolog untuk menyampaikan sebuah deskripsi • Bercerita secara lisan • Menjadi reporter • Menjadi *storyteller*	**Tugas Performans**	1 x 40 2 x 40 1 x 40	

konteks kehidupan sehari-hari			berita sebagai reporter langsung dari tempat kejadian				
			• M endongeng secara berkelompok				

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Membaca 11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan **Menulis** 12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari	11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari 12.1 Mengungkapkan	pengumuman, iklan, undangan	• Mengidentifikasi beberapa pengumuman tertulis di tempat umum secara berkelompok. • Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok • Membuat pengumuman secara individu dan mempublikasikan di papan pengumuman	• Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar • Mengidentifikasi topik dari teks yang dibaca • Mengidentifikasi informasi tertentu • Menggunakan tata bahasa, kosa kata, tanda	**Tugas Ulangan tertulis** **Tugas portofolio**	(8 x 45) 1 x 40 2 x 40 3 x 40	ESOL ONLINE English Online Jakarta Post

	makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari			baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat *draft*, merevisi, menyunting • Menghasilkan teks fungsional pendek		

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Membaca 11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, descriptive,* dan *news item*	• Teks tulis berbentuk *narrative* • Teks tulis berbentuk *descriptive* • Teks tulis berbentuk *news item* • *Pasive Voice* • *Reported speech*	• Membaca nyaring bermakna teks berita/deskripsi/naratif secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih menggunakan kalimat *simple present* untuk menyatakan fakta dan kalimat pasif untuk menyatakan inti berita • Membuat draft teks naratif,berita atau deskripsi dengan melakukan *chain writing*.	• Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan • Mengidentifikasi inti berita yang didengar • Mengidentifikasi sumber berita yang didengar	**Quiz Ulangan tertulis Tugas**	**(14 x 40)** 2 x 40 2 x 40 2 x 40	ESOL ONLINE English online English K-6 modules Jakarta Post
Menulis 12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari	12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam		• Melakukan koreksi teman sejawat untuk menyempurnakan *draft*. • Menyempurnakan draft berdasarkan hasil koreksi teman.	• Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca • Menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita • Menggunakan kalimat *simple present*	**Tugas** **portofolio**	2 x 40 2 x 40 2 x 40	

	konteks kehidupan sehari-hari dalam teks berbentuk *narrative, descriptive,* dan *news item*			dalam membuat sebuah deskripsi • Menggunakan *adverbial clause* dalam menulis sebuah narasi • Menghasilkan teks berbentuk *news item* • Menghasilkan teks berbentuk *narrative* • Menghasilkan teks berbentuk *description*		

OBSERVATION SCHEME

No.	Indicators	None 0%	Few <20%	Many 20%-40%	Half 50%	Most 60%-80%	All 100%
		0	1	2	3	4	5
1.	Students participate toward teacher's explanation						
2.	Students ask question to teacher to clarify their understanding.						
3.	Students enthusiastic in responding teacher questions						
4.	Students present their writing.						

STUDENTS NAME LIST

No	Nama	Students' Code
1	Ana Kurniasari	T-1
2	Dicky Firmansyah	T-2
3	Farah Prameswari Novisafitri	T-3
4	Fiqri Maulana Raharjo	T-4
5	Hafizhah Azzakiyyah	T-5
6	Hibban Nugroho	T-6
7	Rafiqha Hervi	T-7
8	Salman Al Farisi	T-8
9	Trisna Setya Akhir	T-9
10	Ananda Irvan Firmansyach	T-10

Students Worksheet on Tumblr account (Cycle 1)

Tumblr - Mozilla Firefox

https://www.tumblr.com/dashboard

One quick thing: We need you to verify your email address by clicking the link we sent. (Send it again)

Search Tumblr

My Special Birthday Surprise

12 July, it was my 15th birthday. Maybe it was best and special surprise i ever had. Although, I almost cried in that time.

On that day I made a promise to spent the time with my bestfriends. We spent the time in library in the center of town. When I arrived there, I saw one my friend and I took a sit beside her. We made a conversation about a lot of things. After 30 minutes left, she told me that she got thirsty. So we decided to went "Semarang Expo" to bought some drinks. We bought a glass of pop ice, and the price it so expensive. When I would take a money to paid the pop ice. There was something that I didn't know. So I took it and all of my friends were smile at me and said "Happy birthday me sweet friend". Oh I just wanted to cried. That was a small box and a note there. And the gift was so amazing.

It was only small gift, but no matter. Although it was a small gift butit could proof that all of my besfriends love and care to me. They knew everything that I wanted. They could understand and made me happy. Thanks a lot my

RADAR

vincentcroce
Vincent Croce

832 notes

About Apps Legal Privacy

Students Worksheet on Tumblr account (Cycle 2)
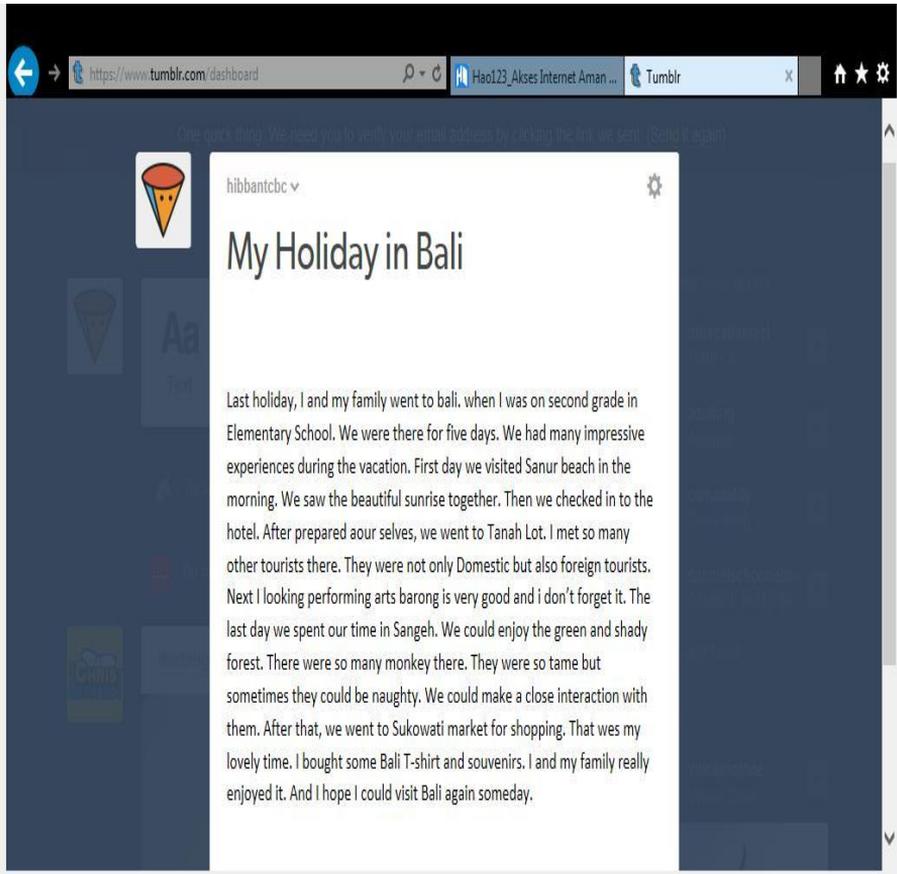
hibbantcbc

My Holiday in Bali

Last holiday, I and my family went to bali. when I was on second grade in Elementary School. We were there for five days. We had many impressive experiences during the vacation. First day we visited Sanur beach in the morning. We saw the beautiful sunrise together. Then we checked in to the hotel. After prepared aour selves, we went to Tanah Lot. I met so many other tourists there. They were not only Domestic but also foreign tourists. Next I looking performing arts barong is very good and i don't forget it. The last day we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkey there. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That wes my lovely time. I bought some Bali T-shirt and souvenirs. I and my family really enjoyed it. And I hope I could visit Bali again someday.

Researcher gave pre-test to the students

The students did the task

Students were enthusiastic in learning process using Tumblr as a medium

The students did the task on their Tumblr account

LIST OF TABLE

CERTIFICATES

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

Certificate

Nomor : In.06.0/P6/PP.00.9/0292/2015

Certificate Number : 12015127

This is to certify that

NITA KURNIATI
Student Register Number: 20150142127

the TOEFL Preparation Test

conducted by

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

On March 18th, 2015

and achieved the following result:

Listening Comprehension	Structure and Written Expression	Vocabulary and Reading	Score
49	46	41	453

Give in Semarang,
April 1st, 2015
Director,

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

PIAGAM

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

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

Nama : **NITA KURNIATI**

NIM : **113411009**

Fakultas : **Ilmu Tarbiyah dan Keguruan**

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

................................**84**................................ (....................**4,0 / A**................)

Semarang, 12 Juni 2015
Ketua

Dr. H. Sholihan, M. Ag.
196609041994031004

CURRICULUM VITAE

Name	:	Nita Kurniati
Place and date of birth	:	Pati, 17th November 1993
Original address	:	Ds. Kepohkencono, Rt.01 Rw.04, Kec. Pucakwangi, Kab. Pati
Dormitory address	:	Jl. Prof. Dr. Hamka. Perum Bank Niaga Blok C5, Ngaliyan Semarang
E-mail	:	nitabee33@gmail.com

Education :

1. MI Nahjatul Faizin Pucakwangi, Pati
2. MTs Matholi'ul Huda Pucakwangi, Pati
3. MA Tarbiyatul Banin Winong, Pati
4. Student of Tarbiyah and Teaching Training Faculty in Walisongo State Islamic University in 2011 period.

Semarang, 29 June 2015
The Researcher,

Nita Kurniati
NIM. 113411009