

**IMPROVING STUDENTS' VOCABULARY USED IN
WRITING RECOUNT TEXT BY USING WORD PING PONG
GAME**

**(A Classroom Action Research at the Eight Grade of MTs NU 01
Jejeg Bumijawa Tegal in the Academic Year of 2014/2015)**

FINAL PROJECT

Submitted in Partial Fulfillment of the Requirement

for Degree of Education Bachelor

in English Language Education Department



**By:
AYU WULANDARI
Student Number: 113411051**

EDUCATION AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY OF WALISONGO

SEMARANG

2015

ADVISOR NOTESemarang, November 17th 2015

To

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

Assalamualaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : Improving Students' Vocabulary Used
in Writing Recount Text by Using Word
Ping Pong Game (A Classroom Action
Research at the Eight Grade of MTs NU
01 Jejeg Bunjawa Tegal in the
Academic Year of 2014/2015)

Name of Student : Ayu Wulandari

Student Number : 113411051

Department : English Language Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at munaqosyah session.

Wassalamu'alaikum Wr. Wb

The Advisor,

Sayyidatul Fadlilah, M.Pd

NIP: 19810901 200710 2 001



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. DR. Hamka (Kampus II) Ngaliyan Telp.
7601295 Fax. 7615387 Semarang 50185

RATIFICATION

Thesis with the following identity:

Title : **The Effectiveness of Basket Stories to Teach Writing Narrative Text (An Experimental Research at the Tenth grade of MAN Lasem in the Academic Year of 2015/2016)**

Name of Student : Hayik Nikmatul Zainah

Student Number : 113411061

Department : English Language Education

had been ratified by the Board of Examiners of Islamic Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, December 8, 2015

Chair Person,

Secretary,

Aang Kunaepi, M.Ag

NIP. 19771226 200501 1001

Nadiyah Ma'mun, M.Pd

NIP. 19781103 200701 2016 .

Examiner I,

Examiner II

Ahmad Muthohar, M.Ag

NIP. 19691107 199603 1001

Dra. Nuna Mustikawati Dewi, M.Pd

NIP. 19650614 199203 2001



Advisor

Siti Tarwihan, S.S, M.Hum

NIP.19721108 199903 2 001

THESIS PROJECT STATEMENT

I am, the student with the following identity:

Name : Ayu Wulandari

Student's Number : 113411051

Department : English Language Education

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

Semarang, 17 November 2015



The Writer,

Ayu Wulandari

NIM: 113411051

MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ

"Allah does not change a people's lot unless they change what is in their hearts." (QS. Ar-Ra'du:11)*

"Experience is the best teacher"

"You will never know the true answer, before you try"

* Al-Qur'an dan Terjemahan. Retrieved from: <http://www.alquran-english.com>. 25 May, 2015.

DEDICATION

I dedicated this thesis to:

- ❖ My beloved father (Wakholi) and mother (Jaziroh), who always support me to finish this final project with their love, pray, advice, and patience.
- ❖ My beloved brothers (Barron Nambatun and Ali Azhar Al-Faruq), who always give me prays and supports.

ACKNOWLEDGEMENT

Bismillaahirrahmaanirrahiim,

Alhamdulillah, I would like to say thanks to Allah SWT for blessing, health, chance, and inspiration was given to me during the completion of this final project with the title *Improving Students' Vocabulary Used in Writing Recount Text by Using Word Ping Pong Game (A Classroom Action Research at the Eight Grade of MTs NU 01 Jejeg Bumijawa Tegal)*. The shalawat and salaam are always offered for the Prophet Muhammad, the noblest creature ever who brings us from the darkness to the brightness era.

I realize that I can not complete this thesis without support, cooperation, help and encouragement from a lot of people. I wish, however, to give me sincerest gratitude and appreciation to:

1. Dr. H. Rahardjo, M.Ed, St., as the Dean of Education and Teacher Training Faculty.
2. Dr. H. Muslih, MA., as the Head of English Department.
3. Sayyidatul Fadlilah, M.Pd., as the Advisor who had the responsibility of giving great motivation, help, and suggestions to improve this thesis. There is no word that I can say except, "Thank you very much to be good guide and good consultant for me as good as my parent. You are the nice lecturer."

4. Lectures in English Department of Education and Teacher Training Faculty for valuable knowledge, and guidance during the years of my study.
5. My beloved father and mother (Wakholi and Jaziroh), who always support me emotionally and materially with prayer, love, and patience. Without your support, I do nothing.
6. My beloved brothers (Barron Nambatun and Ali Azhar Al-Faruq), who always support me.
7. Slamet Muharis, M.Ag, as the Headmaster of MTs NU 01 Jejeg Bumijawa Tegal.
8. Farikhin, S.Pd, as the English teacher of MTS NU 01 Jejeg Bumijawa Tegal.
9. All my best friends Dede, Alina, Nisa, etc.
10. All my friends in TBI '11 especially TBI B and all the member of KKN posko 49 (Posko Doraemon).
11. Everyone who always support my life.

Finally, I realize that this thesis is far from being perfect; therefore, I will happily accept constructive criticism in order to make it better. I expect that this thesis may be helpful for all.
Amin.

Semarang, 17 November 2015

The Writer,

Ayu Wulandari
NIM. 113411051

ABSTRACT

Ayu Wulandari (Students' Number: 113411051). **IMPROVING STUDENTS' VOCABULARY USED IN WRITING RECOUNT TEXT BY USING WORD PING PONG GAME (A Classroom Action Research at the Eight Grade of MTs NU 01 Jejeg Bumijawa Tegal in the Academic Year 2014/2015)**. Thesis, Semarang: Bachelor Program of English Language Education of Education and Teacher Training Faculty of Walisongo State Islamic University (UIN Walisongo), 2015.

Keywords: Vocabulary, Writing Skills, Recount Text, Word Ping Pong Game, Classroom Action Research.

This research is based on the importance of vocabulary in writing skill, but in fact students have difficulties in writing. Students can not make a good writing because they have limited vocabulary. The students don't have an effort and interested in learning English. It is proven by students' writing result was poor before the researcher gives treatment. Therefore, the teacher should have alternative ways to teach vocabulary in order the students can make a good writing. In this research, the researcher used word ping pong game to improve students' vocabulary used in writing skill, especially in recount text. The researcher used game because it is one of teaching techniques to make students more interested in writing. This research was aimed to answer the following questions: 1. How is the implementation of using word ping pong game to improve students' vocabulary used in writing recount text?, 2. How can word ping pong game improve students' vocabulary used in writing recount text?. Then the objective of this research was to describe the implementation of word ping pong game and to identify the improvement of students' vocabulary used in writing recount text.

In this research, the researcher conducted a classroom action research as the methodology of this research. There were three meetings during the research, they were pre-cycle, cycle I and cycle II. The researcher used observation and written test to collect 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 research shows that using word ping pong game can improve students' vocabulary used in writing recount text. This is proved by the result of observation and students' written test. Students' average score in pre-cycle was 57.4, and the observation score was 45%, it meant that the result was poor. In the cycle I, the average students' score was 62.4 and the observation score was 60%. In the cycle II, the average students' score was 73.3 and the observation score was 80%.

Finally the result of this study showed that students' writing on recount texts improved in each cycle after they were taught by using Word Ping Pong game. It was proved by their improvements of each test result.

TABLE OF CONTENT

PAGE OF TITLE	i
ADVISOR NOTE	ii
RATIFICATION	iii
THESIS PROJECT STATEMENT	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
TABLE OF CONTENT	xi
LIST OF TABLE	xiii
CHAPTER I: INTRODUCTION	
A. Background of The Research	1
B. Reasons for Choosing the Topic	6
C. Research Questions	6
D. Objectives of the Research	7
E. Limitation of the Study	7
F. Significances of the Study	7
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Previous Research	9
B. Literature Review	11
1. Vocabulary	11
2. Verb	13
3. General Concept of Writing	15
4. Writing Process	17
5. Requirements of Good Writing	24
6. Kinds of Genre	26
7. Recount Text	29
8. Word Ping Pong Game	32
9. Correlation between WPPG and Vocabulary	33
C. Hypothesis	34
CHAPTER III : RESEARCH METHOD	
A. Research Design	35
B. Research Place and Time	38
C. Technique of Data Collection	39
D. Technique of Data Analysis	40

CHAPTER IV: RESEARCH FINDING AND DISCUSSION	
A. Research Finding	50
B. Research Discussion	66
C. The Analysis of the Whole Cycle	71
CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusion	77
B. Suggestions	79
REFERENCES	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table 3.1 Scoring Guidance	36
Table 3.2 Achievement Level	44
Table 4.1 Score of Observation in Pre-Cycle	44
Table 4.2 Test Score in Pre-cycle	49
Table 4.3 Score of Observation in Cycle I	53
Table 4.4 Test Score in Cycle I	54
Table 4.5 Score of Observation in Cycle II	58
Table 4.6 Test Score in Cycle II	60
Table 4.7 The Category of Students' Score and Percentage in Pre-cycle	63
Table 4.8 The Category of Students' Score and Percentage in Cycle I	64
Table 4.9 The Category of Students' Score and Percentage in Cycle II	66
Table 4.10 The Comparison of The Observation Result on Cycle I and Cycle II	67
Table 4.11 The Comparison of Students' Score in Pre-cycle, Cycle I, and Cycle II	68

CHAPTER I

INTRODUCTION

A. Background of the Research

Language is a tool of communication that is very important for human being. Language is very important too to express something with other. Without language, it is impossible for us to communicate well with each other. Language as medium of communication has two types, they are written and spoken. Written language can be manifested in letter, news, short message, novel, short story, etc. Spoken language can be manifested in dialogue, presentation, oration, etc.

In this world, there are so many nations that have different ethnic and culture. Each nation has their native language. So, there are many different languages in this world. Allah says in the Holy Koran surah Ar-Rum verse 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ¹

*“And of His Signs is the creation of the heavens and the earth and the diversity of your tongues and colours. Indeed there are Signs in this for the wise”.*²

¹ Al-Qur'an Digital

Every nation has a different language. As we know that in this era, English is an international language. It is used to communicate not only for people in country it self, but also for all people in the world. People around the world use English language in education, business, daily activities, etc. Because of the importance of English language, people around the world learn this language. To learn language, we have to understand well four aspects in the language, they are speaking, listening, reading, and writing.

Writing is one of the important aspects in learning language, because writing is important way to convey message in communication. Writing allows us to share our communication not only with our contemporaries, but also with future generations.³ Without writing skill, people can not express their message well. According to Meyers, writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing.⁴

² Muhammad Zafrulla Khan, *The Qur'an*, (English: Curzon Press Ltd, 1981), p.398.

³ Robert Todd Carroll, *Student Success Guide Writing Skills*, e-book, p. 1.

⁴ Alan Meyers, *Gateways Academic Writing, Effective Sentence, Paragraph, and Essays* (Longman:2005), p. 2.

Allah SWT. says in the holy Qur'an surah al-'Alaq verse 4-5

الَّذِي عَلَّمَ بِالْقَلَمِ . عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ⁵

*“Who taught (the writing) by the pen. He has taught man which he knew not”*⁶

The word “Qalam” in verse 4 of surah 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.⁷

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.⁸

⁵ *Al-Qur'an Digital*

⁶ 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.

⁷ M. Quraish Shihab, *Tafsir al-Qur'an al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu*, (Bandung; Pustaka Hidayah, 1997), p. 98.

⁸ M. Quraish Shihab, *Tafsir al-Qur'an al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu*, (Bandung; Pustaka Hidayah, 1997), p. 99

Writing skill is more complicated than other skills in English language. Writing skill is not only talking about grammars and vocabularies but also of conceptual and judgment elements.⁹ Because of the difficulties, some efforts have been done to solve the problems and make the students interested in learning writing. Whereas the ability or skill to write well have close relationship with academic and professional success as stated by Grabowski (1996). He states that:

“Writing, as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction. Mastery of this standard system is an important prerequisite of cultural and educational participation and the maintenance of one’s rights and duties... The fact that writing is more standardized than speaking allows for a higher degree of sanctions when people deviate from that standard.”
(Grabowski,1996:75)¹⁰

Experience is something that everyone has in their life. Through experience, everyone especially students in this case, will learn how to be better in the future like a famous aphorisme “Experience is a good teacher”. Students can explore their experiences too through writing by using recount text because it is a text which retells past event. The researcher hopes that using recount text can help student to improve their writing skill

⁹ J. B. Heaton, *Writing English Language*, (London: Longman, 1975), p. 138.

¹⁰ Sara Chushing Wigle, *Assessing Writing*, (UK: Cambridge University Press,2002), p.4

because they can find their idea and choose their vocabularies to express their feeling in the text.

MTs NU 01 Jegog is one of private schools in Tegal. The students at that school are heterogents, it means that the students in the school have different intelligence and behaviour. Several students don't like English lesson. They feel that learning English is difficult. One of the problems that the students have in English lesson is writing. The students feel that writing is the most difficult ones in English. Since in writing, they have to know how to choose the right word (vocabulary) that suitable with the topic, how to compose a good sentences into a good paragraph, and how to make it in a right grammar. Beside that, the teacher still uses the conventional method to teach the students. It will not make the students interested in learning English and they felt bored so they will not pay attention in teacher's explanation.

Based on the phenomenon, the researcher wants to make the students more interested in learning English especially in enriching vocabulary. The researcher thinks that media and technique can help the teacher to make students interested in learning English. The researcher chooses Word Ping Pong Game (WPPG) to teach writing in recount text because the researcher tries to enrich students' vocabulary in order that they can explore their idea in a good writing and to identify the improvement of students' vocabulary in writing recount text. The researcher believes that using game is more interesting to students more than

conventional method that the teacher usually does, so the student can pay full of attention to teacher's explanation.

To improve students' vocabulary used in writing recount text, the researcher conducted a Classroom Action Research (CAR) under the title "Improving Students' Vocabulary Used in Writing Recount Text by Using Word Ping Pong Game (A Classroom Action Research at the Eighth Grade of MTs NU 01 Jejeg Bumijawa Tegal in the Academic Year of 2014/2015)"

B. Reasons for Choosing the Topic

There are some reasons why the researcher has chosen the topic.

1. Vocabulary is one of important aspects in language.
2. Writing is one of four important skills in English lesson (listening, speaking, reading, and writing)
3. Recount text is one of primary texts which is taught in eight grade of junior high school.
4. WPPG is one of teaching media to enrich students' vocabulary and to make students more interested in English.

C. Questions of the Research:

The research questions of this research as follows.

1. How is the implementation of using WPPG to improve students' vocabulary used in writing recount text?
2. How can WPPG improve students' vocabulary used in writing recount text?

D. Objectives of the Research

In this research, the objectives of the study are.

1. To describe the implementation of using word ping pong game to improve students' vocabulary used in writing recount text.
2. To identify the improvement of students' vocabulary used in writing recount text.

E. Limitation of the Study

To limit the scope of the study, the researcher only discusses the study such as following.

1. The participants of this study are the students of 8th grade of MTs NU 01 Jejeg Bumijawa Tegal in the academic year of 2014/2015.
2. This study discusses about improving students' vocabulary used in writing recount text by using WPPG.

F. Significances of the Study

The result of the study hopefully will give contribution to English teaching and learning, they are:

1. for the students
Students can develop their vocabulary used in writing recount text by using word ping pong game.

2. for the teacher

It will give contribution to English teacher that teaching vocabulary through the use of word ping pong game is more interesting. The technique may improve the students' vocabulary in writing recount text.

3. for the headmaster

It will give suggestion to the headmaster of the school to use the game as the variation in teaching learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Writing is an interesting field to research. Many researcher have conducted research about writing skill. The researcher choose some previous researches which are relevant in teaching of writing recount text, they are:

1. The first previous research is written by Farid Helmi (2012).¹

The result of his research is that using personal letter could improve students' writing skill on recount text. The result of research showed the comparing result of pre-cycle, cycle I, and cycle II. The result of pre-cycle was 55,5, the result of cycle I was 65,7, and the result of cycle II was 72,2.

The differences of his research and the researcher's are on the method of learning, the research's place, and the year. He used personal letter, while the researcher will use word ping pong game. The similarities are both his research and the researcher concern on improving students' writing skill on recount text.

¹ Farid Helmi, *Improving Students' Skill in Writing Recount Text by Using a Personal Letter*, (Semarang: State University of Semarang, 2012), unpublished thesis

2. The second previous research is written by Muhyidin (2012).² The thesis used control class and experimental class. The control class was taught by the teacher using conventional method but the experimental class was taught by the researcher using strip stories. There was differences both of control and experimental class, the average post-test of experimental class was 75.58 which higher than average post-test of control class, it was 70.73.

The differences of his research and the researcher's are on the method of learning and research approach. He used concept map as the method and experimental research as the research approach, while the researcher will use word ping pong game as the method and classroom action research as the research approach. The similarities are both his research and the researcher are on the object of the study that is writing, and the material that is recount text.

3. The third previous research is written by Nurkhayatun (2011).³ The result of her research is that using personal letter could improve students' writing skill on recount text. The result of research showed the comparing result of pre-cycle,

² Muhyidin, *Using Concept Map to Improve Students' Writing Ability in Teaching Recount Text* (Semarang: State University of Semarang, 2012), unpublished thesis.

³ Nurkhayatun, *Using Bits and Pieces Game to Improve Students' Writing Skill on Descriptive Texts*, (Semarang: State University of Semarang, 2011), unpublished thesis

cycle I, cycle II, and cycle III. The result of pre-cycle was 46.71, the result of cycle I was 51.41, and the result of cycle II was 63.83, the result of cycle III was 65.48.

The differences of his research and the researcher's are on the method of learning and the material. She used bits and pieces game on descriptive text, while the researcher will use word ping pong game on recount text. The similarities are on the object of the study that is writing skill.

B. Literature Review

In this chapter, the researcher will discuss some theories related to the research, they are:

1. Vocabulary

Studying language cannot be separated from studying vocabulary because it is an essential component of language. Vocabulary is one components of language beside grammar. Students who want to learn a target language, have to learn those components. Vocabulary has role, which parallel with phonology and grammar to help the learner mastering four language skills. Thornbury stated without grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁴ Only with sufficient vocabulary someone can express his ideas effectively, can understand the language

⁴ Scott Thornbury, How to Teach Vocabulary, (London: Longman,2002),p.13.

task and foreign language conversation. With the limited vocabulary the students will have the difficulties in learning and understanding the foreign language.

Finocchiaro explains that the students' vocabulary can be divided into two kinds, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words in which the students can understand and pronounce correctly and they can use them in speaking or in writing used by person to encode his idea. Passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. The words or vocabularies can be spoken and also written.⁵ Another opinion by Marianne Celce and Murcia Elite Olshtain, "There are two kinds of vocabulary: they are function words and content words".⁶

- a. The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs).

⁵ M. Finocchiaro, *English As a Second Language "From Theory to Practic"* (New York: Regent Publishing Company, 1974) p.73.

⁶ Marianne Celce-Murcia Elite Olshtain, *Discourse and Context in Language Teaching: A Guide for Language Teachers*, (New York Cambridge University Press, 2000), p. 76.

- b. The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).

The content words can be divided into three general classes:

- 1) Words that refers to a person, a place or a thing that we might call them nouns.
- 2) Words that express an action, an event or a state are called verbs
- 3) Words are used to describe the qualities of thing or action are called adjectives and adverbs.

From the statement above, the researcher concludes that vocabulary is the most important ones in learning language beside grammar. Vocabulary plays a significant role in supporting the mastery of language skills such as listening, reading, speaking, and writing which are called by four skills of language. Because of that, it is important to teach vocabulary first to the students.

2. Verb

In studying language, verb is a part of word classes in learning vocabulary. The words of verb in English have the forms relevant to the time that they indicate. Verb is learnt by every people in the word. It is also has important role of forming the sentences.

According to Oxford Dictionary of English Grammar by Sylvia Chalker and Edmund Weiner, verb is:⁷

- a. A member of a major word class that is normally essential to clause structure and which inflects and can show contrasts of aspect, number, person, mood, tense and voice.
- b. A major and usually essential, element of clause structure.

Verb is the most complex part of speech. Its varying arrangements with noun determine the different kinds of sentences statements, question, commands, and exclamation. Like the noun, the verb has the grammatical properties of person and number. Properties which require agreement with the subject. But the verb also has several other grammatical properties that are shared with no other part of speech.⁸

Based on the form, verb is divided into:

- a. Regular Verb

Regular verb is change of verb which systematic, that is adding -d or -ed of first verb so to be v2 (past tense) and v3 (past participle).⁹ These following examples of

⁷ Sylvia C and Edmund W, Oxford Dictionary Of English Grammar, (New York, Oxford University press, 1988) p. 415

⁸ M, Frank, Modern English “A Practical Reference Guide” (New Jersey: Prentice Hall, 1972) p.47.

⁹ Betty Schramper Azar, Understanding and Using English Grammar Second ed, (New jersey; Prentice Hall Regent, 1989) p. 17

regular verbs form from present, past tense and past participle.

Simple Form	Simple Past	Past Participle
Walk	Walked	Walked
Talk	Talked	Talked
Open	Opened	Opened

b. Irregular Verb

Irregular verb is verb that have some functions with regular verb, Irregular verb different with regular verb, in regular verb the verb just added by ed, but in irregular verb, the change of verb which not systematic.¹⁰ These following examples of irregular verbs form from present, past tense and past participle.

Simple Form	Simple Past	Past Participle
Eat	Ate	Eaten
Find	Found	Found
Become	Became	Become

3. General Concept of Writing

Writing as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English.¹¹ Writing is a social act in which

¹⁰ Betty Schramper Azar, *Understanding and Using English Grammar* Second ed, (New jersey; Prentice Hall Regent, 1989) p. 17

¹¹ Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004), p. 31.

writers have to be aware in the context in which they are writing.¹² Writing is not an act of an isolated individual but a joint endeavor between writers and readers, co-constructed through the active understanding of rhetorical situations and the likely responses of readers.¹³ Writing has always been used as a means of reinforcing language that has been taught.¹⁴ While writing, a writer must consider various aspects such as: spelling, phonetic analysis, punctuation, choice of words/vocabulary, syntax, the purpose of writing, build-up, clarity, rhythm, reaction of the reader etc.¹⁵

According to Peter Elbow:

The common sense, conventional understanding of writing is as follows. Writing is a two-steps process. First you figure out your meaning, then you put it into language:... figure out what you want to say; don't start writing till you do; make a plan; use an outline; begin writing only afterward. Central to this model is

¹² Tony Dudley-evans and Maggie Joseph, *Developments in English for specific purposes a multi-disciplinary approach*, (UK: Cambridge university press, 1998), p, 116

¹³ Ken Hyland, *Teaching And Researching Writing*, (Pearson: Longman, 2002), p. 35

¹⁴ Jeremy Harmer, p. 32.

¹⁵ Anne Uuse, *Writing Skills of 1st and 2nd Stage Students*. (Estonia : Tallin University Press, 2006), p.7

*the idea of keeping control, keeping things in hand. Don't let things wonder into a mess.*¹⁶

4. Writing Process

In short, the writing process comprises the mechanics by which writers create publishable products. It is the method all writers use to generate ideas, choose and organize these ideas, write and revise their pieces, and format them for publication.¹⁷ The final product is not nearly so instant, and as a result the writer has a chance to plan and modify what will finally appear as the finished product.¹⁸ Here, the process of writing:

a. Prewriting

Prewriting is the critical first step in creating a successful essay. Whether you are handed a topic, must come up with one on your own, or writing under a time constraint, taking the time to focus and shape your thoughts will result in a better final product.¹⁹

¹⁶H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2nd Ed (California: Longman, 2000), p. 336.

¹⁷ Garth Sundem, M.M, *Improving Student Writing Skill*, (U.S.A: Shell Education, 2006), p. 41.

¹⁸ Jeremy Harmer, *How to teach writing*, (England: Longman, 2004), p. 8.

¹⁹ Lauren Starkey, *How to Write Great Essays*, (New York: Learning Express, 2004), p. 2.

Researchers such as Matsuhashi (1981) have found that as writing tasks become more complex and as more abstract thought is required, so to do experienced writers require more time to plan their writing. Examples of prewriting include anything from a sentence or two describing a project's organization to an extensive outline with references to where you will place notes.²⁰ Six strategies for prewriting include the following:

1. Freewriting

Freewriting is a way to get ideas. When you freewrite, you choose a topic and then you sit down and write whatever sentences come into to your mind about the topic. Don't worry about grammar, spelling, or punctuation, and don't worry about putting the ideas in order.²¹ Freewriting is probably the best-known prewriting technique. It works well when you have some thoughts on a topic, but can't envision them as an essay. Freewriting also functions as a developmental tool, nurturing isolated ideas into an essay-worthy one.

²⁰ Garth Sundem, M.M, p. 43.

²¹ Ann Hogue, *First Step in Academic Writing*, (New York: Addison-Wesley Publishing Company, 1996), p. 24.

Specifically, freewriting means spending a predetermined period of time writing nonstop, focusing on a specific topic. In fact, freewriting might better be called “flow writing,” because the most important aspect to this prewriting technique is the flow, or momentum, that comes when you stay with it. It works best when you write in full sentences, but phrases are also effective.

2. Brainstorming or Listing

Brainstorming is similar to freewriting in that it is a timed, flowing exercise meant to elicit many thoughts and ideas on a given topic. However, instead of putting whole sentences or phrases to paper, this prewriting technique involves creating a list. It might contain various individual thoughts or ideas that make sense in a particular order, and/or ideas that are linked together by association with previous ideas. Unlike freewriting, brainstorming works well in a limited amount of time.

3. Concept Mapping

Mapping and webbing are graphic (visual) organizers that allow you to investigate the relationships between a number of diverse ideas. Concept mapping is a simple process best used for exploring topics that are not complex. To make one,

draw a circle, and add spokes radiating from it. Put your central idea or subject in the middle, and add subtopics or related ideas around it in any order.

4. Webbing

Creating a web takes more time, but may result in a more useful product. It works well when exploring a complex subject. To develop a web, write your topic in a circle. Next, write subtopics in smaller, or secondary circles, each connected to the center by a line. From each of the secondary circles, draw smaller bubbles in which you brainstorm possible solutions. Each possible solution is connected to the corresponding secondary bubble by a line.

5. Taking Stock with the 5 WS

Asking “who, what, where, when, and why” is a formula used by journalists, detectives, and researchers for getting a complete story. This technique is particularly useful for choosing an essay topic, and for focusing a topic once you have made a selection.

6. Reading Good Writing

Consider your print diet: what are you reading in your spare time? This is an important question because what you read can influence what you

write. The computer science term “garbage in, garbage out” applies. If you are reading mediocre writing, it won’t help your essay, but if you consistently read great writing, it can make a difference with your own. Syntax, structure, and style can improve under the influence of writers who are masters at their craft.²²

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first ‘go’ at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.²³ Here, the process of drafting:

1. Drafting need not be perfect writing

Many students will focus on the fact that their draft doesn’t sound published as it flows off their pen. They know that words are misspelled, certain things could have been better said, and maybe the punctuation is sketchy at best, and they won’t be able to continue until they “fix” the problem.

²² Lauren Starkey, p. 2-6.

²³ Jeremy Harmer, *How to teach writing*, (England: Longman, 2004), p. 5.

While some drafters may simply be perfectionists, the majority of writers fear exposing a perceived lack of writing ability.

2. Drafting is cyclical

While drafting, encourage students to revise as little as possible, but if they have additional good ideas, they can brainstorm, organize, and revise to a degree. Dahl and Farnan (1998) describe the various paths students take through the writing process as, "...not a straight superhighway from idea to finished text [but] more like a twisting mountain road with a lot of switchbacks". A prewrite is a valuable road map, but if students hit a traffic jam along the way, encourage them to be flexible in determining an alternate route.

3. The teacher's role while drafting

As students are drafting, you will be giving individual and small group help as needed. However, be wary of distracting students in this step; what looks like "stuck" might actually be "deep in thought". Give encouragement, but not at the expense of breaking a student's concentration. As you circulate, also ask students if they would mind sharing interesting parts of their draft with

the class toward the end of the period. Asking students to share can be a strong pat on the back. As a motivational tool, you may ask struggling students to share anything they manage to get down.

c. Revising

Revising is often neglected in the writing process. Students often feel that they have already written the paper, and they see any extra work, such as revising, as just that—extra work. But in revising lies the greatest potential for learning. While revising, students learn techniques to make their writing better—techniques they can apply the next time they draft. Students will see “before” and “after” versions, and by comparing the two, they will demonstrate to themselves the specific elements that make for a better piece of writing.

d. Editing

Editing as part of the writing process should first be done by the author and then again by a peer or adult, using the appropriate editing marks. Just as in revision, it is useful to ask students to make multiple “passes” through their writing, checking only one area at a time, for example spelling, paragraphing, or commas. Ask students to first read their pieces aloud to themselves (quietly), checking for hesitations or glitches, which can

point to grammar or punctuation problems. Have students cross out and replace rather than erase, which quickly erodes a draft into smudge marks and holes. Remind students to be especially aware of the following grammar issues:

1. Punctuation; Does each sentence end with the proper mark? Are phrases broken into sentences where appropriate? Are there run-ons or fragments? Are pauses marked by commas?
2. Capitalization; Are beginnings of sentences, dates, and proper nouns capitalized?
3. Agreement; Do sentences agree in number and tense?
4. Tense; Is tense consistent throughout?

5. Requirements of Good Writing

To make a good writing, the writer has to know the characteristics of good writing. Here, the characteristics of good writing:

a. Coherence

Coherence applies to the way a piece of writing is organised; a logical progression of ideas and careful organisation within and between paragraphs.²⁴ A

²⁴ Lucy Pollard, *Lucy Pollard's Guide to Teaching English*, e-book, p.50.

paragraph has coherence when supporting sentences are ordered to a principle. The sentences are put in order so that the reader can understand your ideas easily. The principles for ordering depend on the type of paragraph you are writing.

b. Cohesion

Cohesion refers to how ideas are linked; this is commonly achieved by the use of reference words (e.g. the latter) and linkers (e.g. on the other hand, alternatively).²⁵ Another characteristic of a good paragraph is cohesion. It means that all the supporting sentences connect to each other in their support of the topic sentence.

c. Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentence should relate to the topic sentence. The following paragraph is a description of the topic. So, all the supporting sentences should be part of the description, there is not irrelevant sentence.²⁶

²⁵ Lucy Pollard, *Lucy Pollard's Guide to Teaching English*, e-book, p.50.

²⁶ Cynthia A. Boardman and Jia Fridenberg. *Writing to Communicate 2 paragraph and essay third edition* (America : Pearson Longman, 2008) p. 18-25.

6. Kinds of Genre

The term 'genre' has been around for a long time. It has been theorised from a range of perspectives, including literary studies, popular culture, linguistics, pedagogy and more recently, English/ literacy education.²⁷ Harmer states that Genre is a type of writing which members of discourse community would instantly recognize for what it was.²⁸ According to Prastikawati and Musarokah, there are two different kinds of genres (text type). They are:²⁹

1. Story Genre

a) Narrative

It is a kind of genre that social function to amuse, entertain and to deal with actual or vicarious experience in different ways.

b) Recount

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

c) Anecdote

²⁷ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: UNSW Press, 2005), p. 21.

²⁸ Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2007), p. 113.

²⁹ Entika Fani Ptastikawati and Siti Musarokah. *Writing 3 Handouts and Assignments*, (Semarang : IKIP PGRI Semarang, 2010), p.15-57.

It is a kind of genre that social function to share with others or listener an account of an unusual or amusing incident.

d) Spoof

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

e) News Story

It is a kind of genre that social function to informs the reader of daily newspaper about events of the day which are regarded as newsworthy or important.

f) Exemplum

It is a kind of genre that social function to deal with incidents that are in some respects out of the usual, point to some general value in the cultural context.

2. Factual genre

a) Procedure

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

b) Explanation

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

c) Report

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

d) Description

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

e) Analytical Exposition

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

f) Hortatory Exposition

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

g) Discussion

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

h) News Item

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

i) Review

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

j) Commentary

It is a kind of genre that social function to explain the processes involved in the formation (evolution) of a socio-cultural phenomenon, as though a natural phenomenon.

7. Recount Text

a. Definition of Recount Text

According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.³⁰

b. Generic Concepts of Recount

There are three generic structure of recount. They are:³¹

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

³⁰ Ken Hyland, *Genre and Second Language Writing*, (The United State of America: The University of Michigan Press, 2004), p.29

³¹ Ken Hyland, *Genre and Second Language Writing*, p.135

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 rounds off the sequence of events.
- c. Grammatical Features of Recount

The common grammatical features of recount text are:³²

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

³² Ken Hyland, *Genre and Second Language Writing*, p.135

Here, the example of recount text:

On Mother's Day³³

Orientation:

On Sunday, it was Mother's day. I woke up at 5:00. I wanted to make breakfast for mom. I wanted her to have breakfast in bed.

Event

I got a present for mom and wrapped it up. I put a bow on it.

Then, I went to the kitchen and made two pieces of toast. I put some butter and jam. I also made a cup of tea. Then I put everything on tray.

Then, I bought the breakfast to mom's bed. I said "Happy Mother's Day, Mommy." She said, "Thank you so much."

Then my dad came and said, "You don't need to cook on Mother's day."

Re-orientation

So, we went to Pizza Hut for dinner.

³³ Entika Fani Ptastikawati and Siti Musarokah. *Writing 3 Handouts and Assignments*, (Semarang : IKIP PGRI Semarang, 2010), p.20.

8. Word Ping Pong Game

Game is a structured activity, usually undertaken for enjoyment and sometime used as an educational tool.³⁴ Game is an activity given to the students to use the language in less formal situation is organized activity that usually has some properties, such as; a particular task or objective, a set of rule, competition between players and communication between players by spoken or written language.³⁵ Trough game, student will be more interested in learning what they are learning. One of interesting game is word ping pong game. This game is very easy like play ping pong, but use word not use ball. There are procedures to play this game, they are:

- a. Elicit the meaning of ping pong.
- b. Divide the class into two groups; A and B.
- c. Tell the class that they are going to play word ping pong; the teacher starts to say out loud a certain word. The first turner from group A identifies the last sound of the word and find out a word which start with that sound, and then the first turner from group B does the same as the previous student. For example: the teacher: cat, student 1 (from group A): tap, student 1 (from group B): pat.

³⁴ Paul Cezanne, Game, <http://en.wikipedia.org/wiki/game>. retrieved on Thursday, January 22, 2015.

³⁵ Jack Richard, et all, *Longman Dictionary of Applied Linguistic*, (United Kingdom: Longman Group, 1985) p. 118

- d. The group that can not identify the following word loses its turn. The following group will take the turn. The group that succeeds in identifying the following word get one score.
- e. Continue the process until the last turner.³⁶

9. Correlation between WPPG and Vocabulary

As we know that vocabulary is the most important ones in learning language. Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use appropriate techniques and enough practice for certain words, so that the objectives will be achieved.

WPPG is one of teaching techniques which is the kind is a game. This game can be used to enrich students' vocabulary. Through this game, students will be more interested in learning English, especially in enriching vocabulary. As we know that vocabulary is one of important aspects in language and plays a significant role in supporting the mastery of language skills. Without enough vocabulary, someone can not express their idea well in speaking or writing. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

³⁶ Siti Tarwiyah, *Games, Song, and Practical Ideas to Teach Language* (Semarang: Need's Press, 2012), p.32.

From explanation above, it means that techniques in teaching learning is very important. It will help the students to understand the material. Beside technique, teacher should use appropriate method and media to support it. So, to make an effective class, teacher should use appropriate method, technique, and media.

C. Hypothesis

In this research, the researcher proposed the hypothesis of this CAR that can be stated that using WPPG can improve students' vocabulary used in writing recount text.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used classroom action research. Wallace states that it 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 does not only need the theories which supports research, but also need to practice and to act with the subject of research. According to Irais, action research is carried out by teachers in their context, in their classrooms. Teachers identify a problem or an area they wish to improve and based on theory or experience or a hypothesis they think of an intervention. The document is the intervention and results of it. If the results are positive they could lead to the dissemination of the information. If it is not, the cycle may be started again. Kemmis and McTaggart (1992: 10) argue that ‘to do action research is to plan, act, observe and reflect more carefully, more systematically, and more rigorously than one usually does in everyday life’.²

¹ Anne Burns, *Collaborative Action Research for English Language Teachers*, (UK: Cambridge University Press, 1999), p. 30.

² Louis Cohen, et al, *Research Methods in Education*, (New York: Routledge, 2007), p. 297

There are some characteristics and steps of classroom action research, they are:

1. Characteristics of a classroom action research

Kemmis and Mc. Taggart in Nunan³ s book argue that there are three defining characteristics 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.³

2. Steps in 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. In this step, the researcher prepares some materials that will be used in research process, such as: lesson plan based on the teaching material, choose the theme, prepare the materials that needed in the learning process, and prepare checklist for observation and formative test.

³David Nunan, *Research Method in Language Learning*, (USA, Cambridge University Press, 1992). p. 18.

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

d. Reflecting

Reflection means to analyze the result based on the data that will be collected to determine the next action in the next cycle. In this step, the researcher will evaluate the result of activities during the lesson of the day.

B. Research Place and Time

1. Research Place

The researcher will conduct a CAR at the eighth grade of MTs NU 01 Jejeg Bumijawa Tegal in the academic year of 2014/2015. It is located at Jejeg village, Bumijawa Tegal. The researcher chooses this place because the location is not far from the researcher to reach. The students are heterogents, it means that the students have different intelligence. The subject of this study is students of VIII A class that consist of 39 students.

2. Research Time

This research will be conducted in 4 weeks, from the 4th week of February until 3rd week of March. The research time schedule as follows.

- a. The 4th week of February, the researcher will ask permission to the head master to do research and gets familiar with the situation of school.
- b. The 1st week of February, the researcher will conduct preliminary research.
- c. The 2nd week of March, the researcher will conduct cycle 1.
- d. The 3rd week of March, the researcher will conduct cycle 2.

C. Technique of Data Collection

Data is an essential part of action research. Collecting, organizing, and reflecting on your data begin in the initial stages of your action research and is continued through the entire process. Your data can serve to guide and validate current actions, as well as assess the final outcomes of your work.⁴ In this research, the researcher will use two instruments to collect data, they are:

a. Observation

Observation is mainstay of action research. It enables researcher to document and to reflect systematically upon classroom interactions and event, as they actually occur rather than as we think they occur. The term observations are being used here in the sense of taking regular and conscious notice of classroom actions and occurrences which are particularly relevant to the issues or topic being investigated. It is also refers to using procedures that ensure that the information collected provides a sound basis for answering research question and supporting the interpretations that are reached.⁵ So, in this research, the researcher will observe

⁴ Robert P. Pelton, *Action Research for Teacher Candidates*, (USA: Rowman and Littlefield Education, 2010), p. 11.

⁵ Anne Burns, *Collaborative Action Research for English Language Teachers*, (UK: Cambridge University Press, 1999), p. 80.

students' improvement in writing skill by using word ping pong game.

b. Test

Test is a set of questions and exercises used to measure the achievement or capability of the individual or group.⁶ The researcher will give test to know the improvement of student's achievement. The researcher will conduct the test before and after treatment. There are two kinds of test that will be done in this research, they are pre-test, evaluation and post-test. A pre test is given before the students get some activities of writing recount text in word ping pong game. Evaluation test is used during the cycle to measure the student's understanding. A post test is given after each cycle of research was done. It is used to measure the student's achievement after being taught.

D. Technique of Data Analysis

Data analysis is the point where statements or assertions about what the research shows are produced.⁷ The aim of this study is to measure the student's progress in mastering writing skill, the steps are:

⁶Suharsimi Arikunto, p. 150.

⁷Anne Burns, p. 153.

a. Analyzing Observation

Researcher will use observation checklist during research process, preliminary research (pre-test), cycle 1, and cycle 2. Then, the result of observation checklist will be analyzed by calculating the percentage as following:

$$\text{Percentage \%} = \frac{\text{Total of Score} \times 100\%}{\text{Maximal Score}}$$

b. Analyzing Test

1. Measuring the students individual ability

After the researcher give treatment to students, the researcher will give a test to students. The result of the test will be analyzed by using scoring.

The researcher gives score for each elements of writing and the score of each elements of writing are:⁸

Table 3.1. Scoring Guidance

Aspect	Score	Criteria
Grammar	25-22	Excellent : <ul style="list-style-type: none">• effective complex construction,• few errors of agreement, tense, number, word

⁸ Sara cushing weigle, *assessing writing*, (UK : Cambridge university press, 2002), p.116

	21-18	<p>order/function, articles, pronouns, preposition.</p> <p>Good:</p> <ul style="list-style-type: none"> • effective but simple construction. • Minor problems in complex construction. • Several errors of agreement, tense, number, word order, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	<p>Fair :</p> <ul style="list-style-type: none"> • Major problems in simple/complex construction. • Frequent errors of negotiation, agreement, tense, number, word

	10-5	<p>order, articles, pronouns, prepositions and/or fragments</p> <ul style="list-style-type: none"> • Meaning confused or obscured <p>Poor :</p> <ul style="list-style-type: none"> • Virtually no mastery of sentence construction rules. • Dominated by errors • Does not communicate • Not enough to evaluate
Vocabulary	20-18	<p>Excellent :</p> <ul style="list-style-type: none"> • Sophistaced range • Effective word/idiom choice and usage • Word from mastery • Appropriate

	17-14	register
	13-10	<p>Good:</p> <ul style="list-style-type: none"> • Adequate range • Occasional errors of word/idiom form, choice, and usage • Meaning not obscured
	9-7	<p>Fair :</p> <ul style="list-style-type: none"> • Limited range • Frequent errors of word/idiom form, choice, usage • Meaning obscured
		<p>Poor :</p> <ul style="list-style-type: none"> • Essentially translation • Little knowledge of English vocabulary, idioms, word form • Not enough to evaluate

Organization	<p>20-18</p> <p>17-14</p> <p>13-10</p>	<p>Excellent :</p> <ul style="list-style-type: none"> • Fluent expression • Ideas clearly stated/supported • Succinct • Well-organized • Logical sequencing • cohesive <p>Good :</p> <ul style="list-style-type: none"> • somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing <p>Fair:</p> <ul style="list-style-type: none"> • non-fluent • ideas confused or disconnected • lacks logical sequencing and

	9-7	<p>development</p> <p>Poor :</p> <ul style="list-style-type: none"> • does not communicate • no organization • not enough to evaluate
Content	30-27	<p>Excellent :</p> <ul style="list-style-type: none"> • knowledgeable • substantive • relevant to assigned topic
	26-22	<p>Good :</p> <ul style="list-style-type: none"> • some knowledge of subject • adequate range • mostly relevant to topic
	21-17	<p>Fair :</p> <ul style="list-style-type: none"> • limited knowledge of subject • little substance • inadequate development of

	16-13	<p>topic</p> <p>poor :</p> <ul style="list-style-type: none"> • does not knowledge of subject • non-substantive • not enough to evaluate
Mechanic	<p>5</p> <p>4</p>	<p>E:xcellent:</p> <ul style="list-style-type: none"> • demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing <p>Good :</p> <ul style="list-style-type: none"> • occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured

	3	Fair : <ul style="list-style-type: none"> • frequent errors of spelling, punctuation, capitalization, paragraphing. • Meaning obscured
	2	Poor: <ul style="list-style-type: none"> • No mastery of conventions • Dominated by errors of spelling, punctuation, capitalization, paragraphing. • Meaning obscured.

2. Measuring the mean

Students' score will be calculated to measure the mean in every cycle. It will ensure the researcher about the improvement of students' writing skill on recount text. The mean is the arithmetical average which is obtained by adding the sum offset score and dividing the number of the students.

The following formula is:

$$X = \frac{\sum fx}{n}$$

Where: X = the mean

f = the sum offset score

n = the number of students.⁹

c. Achievement level

The students' achievement and failure in doing the activities planned assessed by referring the criterion issued by MTs NU 01 Jejeg Bumijawa Tegal namely Kriteria Ketuntasan Minimal (Minimum Passing grade Criteria). A material could be said that it was successfully taught if students had minimal score 65.

⁹ Mundir, *Statistik Pendidikan*, (Jember : Pustaka Pelajar, 2013), p. 51.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter explains the result of the research. This research was conducted by using WPPG to improve students' vocabulary used in writing recount text. The research consists of pre-cycle, cycle I, and cycle II. Before conducting the cycle I, the researcher did the preliminary research (pre-cycle) to measure the students' vocabulary used in writing recount text before they were given treatment. In this chapter, the researcher wanted to describe the use of WPPG and to analyze the research result.

1. Pre-cycle

This cycle was conducted on Thursday, March 11st 2015. In this cycle, the teacher taught recount text as usual used conventional method. Teacher asked the students to open their handbook. Teacher gave explanation about definition, generic structure, and language features of recount text. Teacher showed the example of recount text in the handbook, then teacher read and translated it into Indonesian. After that, teacher identified generic structures (orientation, events, and re-orientation) and language features (the use of noun, pronoun, past tense, etc) of the text together with

students. In the last activity, teacher asked student to make a recount text based on their experience. But, most of students felt confused about what they had to do because they did not paid attention when teacher gave an assignment, then teacher explained more. Teacher provided 40 minutes to do the assignment. After students finished their assignment, the teacher asked them to collect their work. In this cycle, the researcher was observe teaching learning process in the class. The score of observation were as follows:

Table 4.1. Score of Observation in Cycle I

No.	Indicators	None (0%)	A few (<20%)	Half (20-49%)	Many (50-69%)	Majority (>70%)	Total score
		1	2	3	4	5	
1.	Students activity in making a note from teachers' Explanation		√				2
2.	Students asks questions to the teacher to clarify students' understanding		√				2

3.	The students are enthusiastic in responding teacher' question		2				2
4.	The students are enthusiastic doing and completing the written test			3			3

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

$$M_{xc} = \frac{9}{20} \times 100 \%$$

$$= 45 \%$$

Based on the observation in this activity, the researcher found some problems that happen in the classroom during English lesson. In teaching learning process, most of students did not paid attention in teachers' explanation. There were only half of the students were active and enthusiastic.

In this cycle, most of students had difficulties in writing recount text. Students got difficulties in translating vocabulary from Indonesian into English, they

consumed the time only thought about the words that would be written. It could be seen from their writing result. 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 4.2. Test Score in Pre-cycle

No.	Students	Score
1.	S-1	58
2.	S-2	51
3.	S-3	60
4.	S-4	53
5.	S-5	49
6.	S-6	55
7.	S-7	62
8.	S-8	51
9.	S-9	55
10.	S-10	55
11.	S-11	65
12.	S-12	47
13.	S-13	53
14.	S-14	67
15.	S-15	54
16.	S-16	56
17.	S-17	60

18.	S-18	63
19.	S-19	Absent
20.	S-20	57
21.	S-21	53
22.	S-22	62
23.	S-23	49
24.	S-24	55
25.	S-25	63
26.	S-26	57
27.	S-27	55
28.	S-28	65
29.	S-29	58
30.	S-30	50
31.	S-31	56
32.	S-32	71
33.	S-33	56
34.	S-34	67
35.	S-35	58
36.	S-36	48
37.	S-37	64
38.	S-38	59
39.	S-39	63

$$X = \frac{\sum fx}{n}$$

$$X = \frac{2180}{38}$$

$$X = 57,4$$

2. Cycle I

This activity was done on 2nd week of March, date 12st-18st 2015. Based on the result of pre-cycle was not satisfied, the teacher and the researcher decided to use WPPG.

a. Planning

In the planning, the researcher prepared the instructional tools that were needed in teaching learning such as:

- 1) Arranging lesson plan
- 2) Preparing teaching material
- 3) Preparing observation checklist
- 4) Preparing word ping pong paper
- 5) Preparing test instrument

b. Action

In this step, the researcher became a teacher and was accompanied by the teacher as collaborator. The researcher conducted the activities according to the schedule which was arranged in planning stage. As the first action, the researcher opened the class by

using salaam, asked students to pray together, and checked students' attendance. Before entering the material, the researcher told short story, then she asked students what the kind of texts of the story. After that, the researcher explained the material (definition, generic structures, and language features of recount text). After that, she gave an example of recount text and identified word by word, but she had to repeat the used of verb 2. The researcher gave short explanation about word ping pong game and the example. Next, the researcher divided students into four groups. After that, the teacher gave a word ping pong paper for each group. Then, the researcher gave 7 minutes to finish the game. The fastest group would be the winner of the game. After the game finished, the researcher asked students to make a recount text with the theme "Holiday".

c. Observation

In this step, the researcher observed teaching learning process by asking the collaborator (English teacher) who help her in monitoring the class situation, students' activeness, and students' enthusiastic using observation checklist. The score of observation were as follows:

Table 4.3. Score of Observation in Cycle I

No.	Indicators	None (0%)	A few (<20 %)	Half (20- 49%)	Many (50- 69%)	Majority (>70%)	Total score
		1	2	3	4	5	
1.	Students activity in making a note from teachers' Explanation			√			3
2.	Students asks questions to the teacher to clarify students' understanding		√				2
3.	The students are enthusiastic in responding teacher' question			√			3
4.	The students are enthusiastic doing and completing the written test				√		4

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

$$M_{xc} = \frac{12}{20} \times 100 \%$$

$$= 60 \%$$

According to the result of observation checklist above, it can be concluded that more students joined the class more enthusiast than before. It meant that more students paid attention to the teachers' explanation.

d. Reflection

After the whole activities of cycle I had finished, the researcher assessed students' writing result. The result was as follows:

Table. 4.4. Test Score in Cycle I

No.	Students	Score
1.	S-1	62
2.	S-2	50
3.	S-3	63
4.	S-4	65
5.	S-5	56
6.	S-6	53
7.	S-7	62

8.	S-8	67
9.	S-9	59
10.	S-10	57
11.	S-11	64
12.	S-12	54
13.	S-13	55
14.	S-14	70
15.	S-15	62
16.	S-16	59
17.	S-17	67
18.	S-18	70
19.	S-19	60
20.	S-20	65
21.	S-21	64
22.	S-22	72
23.	S-23	60
24.	S-24	58
25.	S-25	67
26.	S-26	68
27.	S-27	56
28.	S-28	71
29.	S-29	66
30.	S-30	54
31.	S-31	65

32.	S-32	75
33.	S-33	57
34.	S-34	65
35.	S-35	60
36.	S-36	56
37.	S-37	68
38.	S-38	63
39.	S-39	70

$$X = \frac{\sum fx}{n}$$

$$X = \frac{2435}{39}$$

$$X = 62,4$$

3. Cycle II

Cycle II was done based on the result of cycle I. Because of the result of cycle I is better than the result of pre-cycle, the researcher and the teacher decided to continue using WPPG and discussed the activity of cycle II.

This activity was done on 3rd week of March, date 19st-25st 2015. The steps of cycle II were.

a. Planning

In this step, the researcher prepared the instructional tools such as:

- 1) Arranging lesson plan
- 2) Preparing teaching material
- 3) Preparing observation checklist
- 4) Preparing word ping pong paper
- 5) Preparing test instrument

b. Action

In this step, the researcher did some activities that was arranged in lesson stage. Teaching learning process was started by salaam, asked students to pray together, and checked students' attendance. Before entered the material, the researcher gave some brainstorming by asking the students "Have you understood about recount text?", most of students answered that they have understood about recount text. The researcher reviewed the point of recount text and gave a different example of cycle I. From the example, the researcher explained the material of recount text. After that, the researcher divided students into some groups, the members of the groups are different than before, the researcher did it in order

to make students not bored with their partner. Then, the researcher gave word ping pong paper to each groups and started the game. The fastest group would be the winner.

After the game finished, the researcher gave test to students to make a recount text with the theme “Ramadhan” based on their experiences.

c. Observation

As the previous meeting, the researcher asked the English teacher to help her observing teaching learning process and to monitor the class situation, students’ activeness, and students’ enthusiastic using observation checklist. The score of observation were as follows:

Table. 4.5. Score of Observation in Cycle II

No.	Indicators	None (0%)	A few (<20%)	Half (20-49%)	Many (50-69%)	Majority (>70%)	Total score
		1	2	3	4	5	
1.	Students activity in making a note from teacher Explanation				√		4
2.	Students asks questions to the teacher to clarify				√		4

	students' understanding						
3.	The students are enthusiastic in responding teacher' question			√			3
4.	The students are enthusiastic doing and completing the written test					√	5

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

$$M_{xc} = \frac{16}{20} \times 100 \%$$

$$= 80 \%$$

According to the result of observation checklist above, it can be concluded that more students joined the class more enthusiast than before (in cycle I). It meant that more students paid attention to the teachers' explanation.

d. Reflection

After the whole activities of cycle I had finished, the researcher assessed students' writing result. The result was as follows:

Table. 4.6. Test Score in Cycle II

No.	Students	Score
1.	S-1	70
2.	S-2	68
3.	S-3	73
4.	S-4	78
5.	S-5	72
6.	S-6	68
7.	S-7	75
8.	S-8	82
9.	S-9	67
10.	S-10	72
11.	S-11	76
12.	S-12	70
13.	S-13	71
14.	S-14	78
15.	S-15	73
16.	S-16	69
17.	S-17	73
18.	S-18	72

19.	S-19	69
20.	S-20	71
21.	S-21	74
22.	S-22	72
23.	S-23	78
24.	S-24	67
25.	S-25	73
26.	S-26	68
27.	S-27	66
28.	S-28	80
29.	S-29	75
30.	S-30	69
31.	S-31	76
32.	S-32	80
33.	S-33	73
34.	S-34	71
35.	S-35	77
36.	S-36	73
37.	S-37	82
38.	S-38	78
39.	S-39	81

$$X = \frac{\sum fx}{n}$$

$$X = \frac{2860}{39}$$

$$X = 73.3$$

B. Research Discussion

After the researcher implemented the use of word ping pong game in teaching recount text, the researcher got the data. It was analyzed of first cycle and second cycle. From the data, the researcher concluded that there were improvement in students' vocabulary used in writing recount text. The result of classroom action research as follows:

1. Pre-cycle

In this cycle, teacher taught as usual. The teacher explained definition, generic structures, and language features of recount text. Then, teacher gave an example of recount text. After that, the teacher asked students to make a paragraph of recount text based on their experiences. Based on the observation in this cycle, most of students got difficulties in writing recount text. It could be seen from their writing result. After implementing the test, the researcher assessed the result of students' writing. From the result, he could calculate the mean of the score of students' writing result using the following formula:

$$\text{The average of students' score} = \frac{\text{the total of students' score}}{\text{the number of student}}$$

$$\begin{aligned} \text{The average of students' score} &= \frac{2180}{38} \\ &= 57,4 \end{aligned}$$

From the result of students' writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different categories. The result was below:

Table 4.7. The Category of Students' Score and Their Percentage:

No.	Interval	Freq	Percentage	Category
1.	77-82	-	-	Excellent
2.	71-76	-	-	Good
3.	65-70	8	21%	Fair
4.	59-64	7	18%	Less
5.	53-58	16	43%	Poor
6	47-52	7	18%	Very Poor
		38	100%	

From the table above, there were 8 (21%) students got fair mark, 7 students (18%) students got less mark, 16 students (43%) got poor mark, and 7 students got very poor mark. Based on the result of pre-cycle above, the average of students' score in pre-cycle was still poor n not satisfactory yet. The researcher was aware that most of the students still had difficulties in writing recount text. Most

of them had difficulties in translating Indonesian into English because their vocabulary was poor and they still confused to changed verb 1 into verb 2. After giving the test, the researcher intended to use word ping pong game in the next cycle in order to make students more understand in material, and they could interest and enjoy the learning process.

2. Cycle I

The cycle I was about teaching learning process and assessment. In this cycle, learning process used word ping pong game as a technique to teach students writing recount text. Then, the researcher gave evaluation test to the students after treatment. After whole activities had finished, the researcher assessed the students' writing result. From the result, researcher calculated the mean of the score students' writing result using the following formula:

$$\text{The average of students' score} = \frac{\text{the total of students' score}}{\text{the number of student}}$$

$$\begin{aligned}\text{The average of students' score} &= \frac{2435}{39} \\ &= 62.4\end{aligned}$$

From the result of students' writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different categories. The result was below:

Table 4.8. The Category of Students' Score and Their Percentage:

No.	Interval	Freq	Percentage	Category
1.	77-82	-	-	Excellent
2.	71-76	3	7%	Good
3.	65-70	13	33%	Fair
4.	59-64	12	31%	Less
5.	53-58	10	26%	Poor
6	47-52	1	3%	Very Poor
		39	100%	

Based on the result of cycle I, the average of students was 62.4. It increased 5.04 from the average of pre-cycle. It concluded that the first cycle was successful enough. In pre-cycle, students still had difficulties in writing recount text. Based on the problem above, the researcher conducted cycle I in order to improve students' vocabulary used in writing recount text. The researcher conducted cycle I using different technique to teach students in order to make students more enthusiast and enjoy the material.

3. Cycle II

In this cycle, the researcher reviewed the previous lesson and continued using word ping pong game as media to improve students' vocabulary used in writing recount text. In this cycle, students' improvement better than cycle I and pre-cycle. Students could improve their vocabularies and changed verb 1 into verb 2. They could make sentences better than before. Based on observation, most of students joined the class enthusiastically, they paid attention to teachers' explanation. Same as with the previous meeting, the researcher gave evaluation test in the last activities. From the result, researcher calculated the mean of the score students' writing result using the following formula:

$$\text{The average of students' score} = \frac{\text{the total of students' score}}{\text{the number of student}}$$

$$\begin{aligned}\text{The average of students' score} &= \frac{2860}{39} \\ &= 73.3\end{aligned}$$

From the result of students' writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different categories. The result was below:

Table 4.9. The Category of Students' Score and Their Percentage:

No.	Interval	Freq	Percentage	Category
1.	77-82	10	26%	Excellent
2.	71-76	18	46%	Good
3.	65-70	11	28%	Fair
4.	59-64	-	-	Less
5.	53-58	-	-	Poor
6	47-52	-	-	Very Poor
		39	100%	

Based on the result of cycle II above, the average of students was 73.3. It increased 10.9 from cycle I and 15.94 from pre-cycle. In this cycle, the highest score was 82 and the lowest score was 66. The researcher concluded that the problems have been solved using word ping pong game for teaching vocabulary used in writing recount text and the process of teaching learning is effective to improve students' writing skill.

C. The Analysis of the Whole Cycle

Based on the result of the whole cycle, there were some significant improvements from pre-cycle to cycle I and cycle

II. The improvements of students' vocabulary in writing recount text can be seen in the following table:

Table 4.10. The Comparison of the Observation Result on Cycle I and Cycle II

No.	Cycle	Total Score	Percentage
1.	Pre-Cycle	9	45%
2.	Cycle I	12	60%
3	Cycle II	16	80%

Then from the result above, researcher categorized. The purpose was to know how many students' activeness during teaching learning process. The result of students' activeness of this cycle can be seen in the chart below:

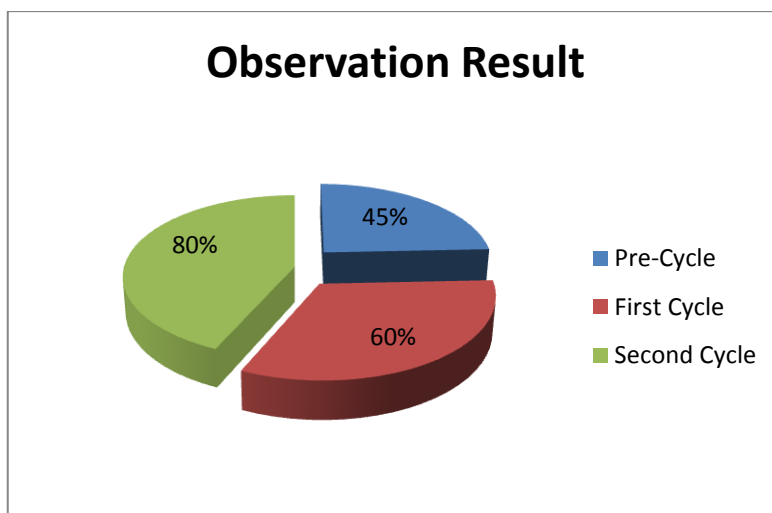
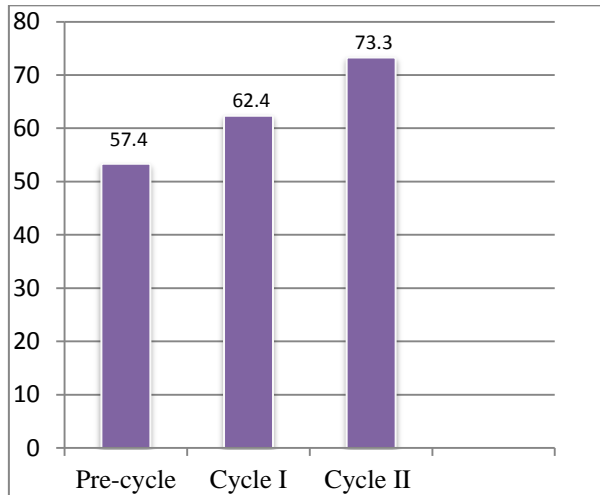


Table 4.10. The Comparison of Students' Score in Pre-cycle, Cycle I, and Cycle II.

No.	Students' Code	Pre-Cycle	Cycle I	Cycle II
1.	S-1	58	62	70
2.	S-2	51	50	68
3.	S-3	60	63	73
4.	S-4	53	65	78
5.	S-5	49	56	72
6.	S-6	55	53	68
7.	S-7	62	62	75
8.	S-8	51	67	82
9.	S-9	55	59	67
10.	S-10	55	57	72
11.	S-11	65	64	76
12.	S-12	47	54	70
13.	S-13	53	55	71
14.	S-14	67	70	78
15.	S-15	54	62	73
16.	S-16	56	59	69
17.	S-17	60	67	73
18.	S-18	63	70	72
19.	S-19	Absent	60	69
20.	S-20	57	65	71
21.	S-21	53	64	74

22.	S-22	62	72	72
23.	S-23	49	60	78
24.	S-24	55	58	67
25.	S-25	63	67	73
26.	S-26	57	68	68
27.	S-27	55	56	66
28.	S-28	65	71	80
29.	S-29	58	66	75
30.	S-30	50	54	69
31.	S-31	56	65	76
32.	S-32	71	75	80
33.	S-33	56	57	73
34.	S-34	67	65	71
35.	S-35	58	60	77
36.	S-36	48	56	73
37.	S-37	64	68	82
38.	S-38	59	63	78
39.	S-39	63	70	81
Sum		2180	2435	2860
Average Mean		57.4	62.4	73.3

As the whole meetings ran well. There were some significant improvement from pre-cycle to cycle I and cycle II. The improvement of students' vocabulary used in writing recount text had been seen by the diagram as follow:



In pre-cycle, all of students have been doing the test and the average of students' result was 57.4. In this cycle, the teacher used conventional method. In teaching learning process, only half of the students were active and enthusiastic to the lesson. A half of students did not give response maximally, especially the students who sat down in backside. They liked to talk with their pairs. The students were bored and sleepy.

In the first cycle, the researcher begun to use word ping pong game to teach vocabulary in writing recount text. In this

cycle, the average of students' result was 62.4, it meant that there was improvement of students' result. In teaching learning process, most of students paid attention to the lesson and they were enthusiastically to join the class. In this first treatment, some of students still confused with researcher direction.

In the second cycle, the researcher continued the treatment. The average of students' result was 73.3, it was more improve than the first treatment. The majority of students paid attention and they were more enthusiastically to join the class.

The average of students' result in first cycle and second cycle showed that there was significant improvement in students' achievement. Furthermore, there was also improvement from pre cycle until cycle two. The researcher felt that the implementation of word ping pong game as technique to improve students' vocabulary used in writing recount text was successful.

There were many factors that influenced the result of study. One of the factors was teaching aid or media used in teaching. If a teacher employs an appropriate technique and media that is suitable with the method, the students will enjoy the lesson. Based on the test result that had been done, it can be described that using Word Ping Pong game as a technique in the process of learning English at VIII B students of MTs

NU 01 Jejeg Bumijawa Tegal could improve students' vocabulary in writing recount text. Actually, the use of appropriate teaching media made students easy to understand material that is delivered by the teacher. Learning used interesting technique is effective to courage student's ability. It can stimulate student's to be active.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusion is presented according with the data which have been analyzed in the previous chapter. Based on the result of the research that had been done in two cycles in the research entitled “Improving Students’ Vocabulary Used in Writing Recount Text by Using Word Ping Pong Game (A Classroom Action Research at the Eight Grade of MTs NU 01 Jejeg Bumijawa Tegal in the Academic Year of 2014/2015)”, it can be taken the conclusions as follows:

1. The implementation of word ping pong game that had been done in two cycles in the research entitled “Improving Students’ Vocabulary Used in Writing Recount Text by Using Word Ping Pong Game” can be applied to stimulate and give motivation to students to enrich vocabulary in writing recount text. It can be seen by significant different of students’ skill between first cycle to the second cycle. The researcher used different theme in each cycle. In the first cycle, the researcher gave the theme “Holiday”. In the second cycle, the researcher gave the theme “Ramadhan”. The researcher gave the theme in each cycle in order to help students to write recount text easily and accurately, because they were not confuse about the theme they would write. In the classroom, the researcher explained definition, generic

structure and language feature of recount text. After that, the researcher identified example of recount text. Next, the researcher divided students into some groups, the members of the group was different in each cycle. . Then, the researcher gave word ping pong paper to each groups and started the game. The fastest group would be the winner. In the last, the researcher gave evaluation and test.

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 improvement. The students' vocabulary used in writing recount text improved after being taught by using word ping pong game. It can be seen on the average of students' result in each cycle. Before the researcher taught recount text by using word ping pong game, the average of students' result is 57.4. After the researcher taught vocabulary in writing recount text by using word ping pong game, students' vocabulary used in writing recount text was improved. The average of students' result in the first cycle is 62.4 and in the second cycle is 73.3.

B. Suggestions

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

1. For Teacher
 - a. Teacher can apply word ping pong game to be a variety in teaching and learning either media or technique to solve students' boredom in the classroom.
 - b. Teacher should use method in teaching learning process in order to make students were more interested in learning the lesson.
 - c. Teachers are expected to motivate students in writing especially in recount text.
2. For Students
 - a. Students should interested in English first, so they will enjoy along learning.
 - b. Students should study more in learning English, they should not to be afraid of arranging and choosing some words or sentence.
 - c. Students should improve their ability in English, they should enrich their vocabulary and always try to make a good sentences.
 - d. Students should keep their spirit and never give up in learning English.

BIBLIOGRAPHY

Al-Qur'an Digital

A.Boardman, Cynthia, Jia Fridenberg. *Writing to Communicate 2 paragraph and essay third edition.* (America : Pearson Longman, 2008)

Anderson, Mark and Kathy Anderson. *Text Types in English.* (Newyork: Macmillan, 1997)

Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik.* (Jakarta: PT Rineka Cipta, 2010)

Brown, H. Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy,* 2nd Ed. (California: Longman, 2000)

Burns, Anne. *Collaborative Action Research for English Language Teachers.* (UK: Cambridge university press, 1999)

Carroll, Robert Todd. *Student Success Guide Writing Skills.* E-book.

Cushing Weigle, Sara. *Assessing Writing.* (UK : Cambridge University Press, 2002)

Evans,Tony Dudley, Maggie jo st john. *Developments in English for Specific Purposes a Multi-Disiplinary Approach.* (UK: Cambridge university press, 1998)

- Finocchiaro, M. *English As a Second Language "From Theory to Practice"*. (New York: Regent Publishing Company, 1974)
- Harmer, Jeremy. *How to Teach Writing*. (England: Longman, 2004)
- Harmer, Jeremy. *How to Teach Writing*. (England: Longman, 2007)
- Heaton, J. B. *Writing English Language*. (London: Longman, 1975)
- Helmi, Farid. *Improving Students' Skill in Writing Recount Text by Using a Personal Letter*. (Semarang: State University of Semarang, 2012). unpublished thesis
- Hogue, Ann. *First Step in Academic Writing*. (New York: Addison-Wesley Publishing Company, 1996)
- Hyland, Ken. *Genre and Second Language Writing*. (The United State of America: The University of Michigan Press, 2004)
- Hyland, Ken. *Teaching And Researching Writing*. (Pearson: Longman, 2002)
- Knapp, Peter and Megan Watkins. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. (Sydney: UNSW Press, 2005)
- Kohen, Louis. *Research Methods in Education*. (New York: Routledge, 2007)

- Lucy Pollard, *Lucy Pollard's Guide to Teaching English*. E-book.
- Meyers, Alan. *Gateways Academic Writing, Effective Sentence, Paragraph, and Essays* (Longman: 2005)
- Muhyidin. *Using Concept Map to Improve Students' Writing Ability in Teaching Recount Texts*. (Semarang: State University of Semarang, 2012). unpublished thesis.
- Muhsin Khan, Muhammad 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)
- Mundir. *Statistik Pendidikan*. (Jember : Pustaka Pelajar, 2013)
- Nunan, David. *Research Method in Language Learning*. (USA, Cambridge University Press, 1992)
- Nurkhayatun. *Using Bits and Pieces Game to Improve Students' Writing Skill on Descriptive Texts*. (Semarang: State University of Semarang, 2011). unpublished thesis
- P. Pelton, Robert. *Action Research for Teacher Candidates*. (USA: Rowman and Littlefield Education, 2010)
- Prastikawati , Entika Fani dan Siti Musarokah. *Writing 3 Handouts and Assignments*. (Semarang : IKIP PGRI Semarang, 2010)

Richard, Jack, et al. *Longman Dictionary of Applied Linguistic*, (United Kingdom: Longman Group, 1985)

Starkey, Lauren. *How to Write Great Essays*. (New York: Learning Express, 2004)

Sundem, M.M, Garth. *Improving Student Writing Skill*. (U.S.A: Shell Education, 2006)

Tarwiyah, Siti. *Games, Song, and Practical Ideas to Teach Language*. (Semarang: Need's Press, 2012)

Thornbury, Scott. *How to Teach Vocabulary*. (London: Longman,2002)

Uuse, Anne. *Writing Skills of 1st and 2nd Stage Students*. (Estonia : Tallin University Press, 2006)

Zafrulla Khan, Muhammad. *The Qur'an*. (English: Curzon Press Ltd, 1981).

Internet Sources

Al-Qur'an dan Terjemahan. <http://www.alquran-english.com>. Retrieved on Monday May 25, 2015

Cezanne, Paul. Game, <http://en.wikipedia.org/wiki/game>. retrieved on Thursday, January 22, 2015.

https://en.wikipedia.org/wiki/Educational_game. retrieved on Sunday, March 22, 2015.

Appendix 2

STUDENTS' NAME LIST

No.	Name	Students' Code
1.	A. Hidayatullah	S-1
2.	Ahdan Amani	S-2
3.	Ahmad Syauqi	S-3
4.	Ainun Ni'mah	S-4
5.	Annisatul Pujiarti	S-5
6.	Assyifaul Qolbi	S-6
7.	Banizah	S-7
8.	Farikhatun	S-8
9.	Hani'atul Abadiyah	S-9
10.	Idzan Indil Mar'i	S-10
11.	Ihzatun Nazilah	S-11
12.	Krizi Zamani	S-12
13.	Masturoh	S-13
14.	Mela Yuniati	S-14
15.	Melisa	S-15
16.	M. Ja'far Shadikah	S-16
17.	M. Asrofi	S-17
18.	M. Fahmi	S-18
19.	M. Ridwan	S-19
20.	M. Sobriyatin	S-20
21.	M. Tahmilul Riski	S-21
22.	Nailatul Izza	S-22
23.	Ilal Qur'an	S-23
24.	Nok Yuni Septia	S-24
25.	Nurul Huda	S-25
26.	Qurotul Anisa	S-26
27.	Resi Nur Astiani	S-27
28.	Roisun Nisa S.W	S-28
29.	Rokhimatun Nisa	S-29
30.	Siska Amaliya	S-30

31.	Siti Ma'rifah	S-31
32.	Solikha	S-32
33.	Tis Ati Nurhidayah	S-33
34.	Titis Nurushshobah	S-34
35.	Umi Hidayatul Maola	S-35
36.	Ummi Nasikhatus Sifa	S-36
37.	Vina Salma	S-37
38.	Zuhrotul Asfihani	S-38
39.	Sapuah	S-39

Appendix 3

Score of Observation in Pre-Cycle

No.	Indicators	None (0%)	A few (<20 %)	Half (20- 49%)	Many (50- 69%)	Majority (>70%)	Total score
		1	2	3	4	5	
1.	Students activity in making a note from teachers' Explanation		√				2
2.	Students asks questions to the teacher to clarify students' understanding		√				2
3.	The students are enthusiastic in responding teacher' question		2				2
4.	The students are enthusiastic doing and completing the written test			3			3

Appendix 4

Score of Observation in Cycle I

No.	Indicators	None (0%)	A few (<20 %)	Half (20- 49%)	Many (50- 69%)	Majority (>70%)	Total score
		1	2	3	4	5	
1.	Students activity in making a note from teachers' Explanation			√			3
2.	Students asks questions to the teacher to clarify students' understanding		√				2
3.	The students are enthusiastic in responding teacher' question			√			3
4.	The students are enthusiastic doing and completing the written test				√		4

Appendix 5

Score of Observation in Cycle II

No.	Indicators	None (0%)	A few (<20%)	Half (20- 49%)	Many (50- 69%)	Majority (>70%)	Total score
		1	2	3	4	5	
1.	Students activity in making a note from teacher Explanation				√		4
2.	Students asks questions to the teacher to clarify students' understanding				√		4
3.	The students are enthusiastic in responding teacher' question			√			3
4.	The students are enthusiastic doing and completing the written test					√	5

Appendix 6

Evaluation Test of Cycle I

Theme	: Holiday
Kind of Paragraph	: Recount
Tense	: Past tense
Time Allotment	: 40 Minutes

Instruction

1. Write down your name, students' number, and class
2. Make a writing recount text based on the topic given.
3. The duration of writing is 45 minutes.
4. You have to write at least 10 sentences.
5. You can open your dictionary.

Appendix 7

Evaluation Test of Cycle II

Theme : **Ramadan**
Kind of Paragraph : **Recount**
Tense : **Past tense**
Time Allotment : **40 Minutes**

Instruction

1. Write down your name, students' number, and class
2. Make a writing recount text based on the topic given.
3. The duration of writing is 45 minutes.
4. You have to write at least 10 sentences.
5. You can open your dictionary.

Appendix 8

LESSON PLAN 1

Subject	: English
Class / Semester	: VIII / 2
Skill focus	: Writing
Material	: Recount
Time Allotment	: 1 Meeting (90 Minutes)

I. Standard of Competence

Respond the meaning in functional written text and simple short essay in form of text recount for interaction in daily life context.

II. Basic Competence

Respond the meaning and rhetoric in the simple short essay which use written language accurately, fluently and acceptable for interaction in daily life context inform of text recount.

III. Indicators

- a. Understanding the social function of reconut text
- b. Understanding the generic structures of recount text
- c. Understanding the language features of recount text

IV. Learning Objectives

By the end of lesson, students will have been able to:

- a. Understand the definition of recount text (definition, generic structures, and language features)
- b. Write recount text well

V. Teaching Material

- a. Recount text is a text to retell past event
- b. Generic structures
 1. Orientation (who, where, when)
 2. Events (the sequence of things that happen)
 3. Re-orientation (closure of events)
- c. Language features

1. Use of pronoun and noun
2. Use of past tense
3. Use of action verb
4. Use of conjunctions and time connectives

Example:

On Mother's Day

On Sunday, it was Mother's day. I woke up at 5:00. I wanted to make breakfast for mom. I wanted her to have breakfast in bed.

I got a present for mom and wrapped it up. I put a bow on it.

Then, I went to the kitchen and made two pieces of toast. I put some butter and jam. I also made a cup of tea. Then I put everything on tray.

Then, I bought the breakfast to mom's bed. I said "Happy Mother's Day, Mommy." She said, "Thank you so much."

Then my dad came and said, "You don't need to cook on Mother's day."

So, we went to Pizza Hut for dinner.

VI. Teaching Method

- Three phase technique

VII. Learning Activities

- a. Building Knowledge of the Field (BKOF)
 - Teacher opens the lesson by greeting the students.
 - Teacher checks the student's attendance list.
 - Teacher gives stimulating questions before explaining the material
- b. Modelling of Text (MOT)
 - Teacher tells students about the topic
 - Teacher explains the definition, generic structures, and language features of recount text
 - Teacher gives the example (text) of recount text

- Teacher asks students the meaning of text (vocabulary by vocabulary)
- Teacher checks students' understanding
- c. Join Construction of Text (JCOT)
 - Teacher asks students to write their experience (Holiday)
 - After finishing the work, students tell their experience in front of class
 - Teacher gives evaluation and correction
- d. Independent Construction of Text (ICOT)
 - Teacher reviews the material
 - Teacher gives a motivation to improve student's writing skill
 - Teacher closes the class

VIII. Source and Media

- Emalia, et. al, Interactive English, 2009, Jakarta, Yudistira.
- Prastikawati , Entika Fani dan Siti Musarokah. *Writing 3 Handouts and Assignments*. (Semarang : IKIP PGRI Semarang, 2010)

IX. Assesment

- Form :Written form
- Techniques : The students are asked to write recount text based on the theme
- Aspects : Mechanic, Language use, Vocabulary, Organization, and content.

Tegal, March 18th 2015

Known by:

The English Teacher,

The Researcher

Farikhin, S.Pd

Ayu Wulandari

Appendix 9

LESSON PLAN 2

Subject	: English
Class / Semester	: VIII / 2
Skill focus	: Writing
Material	: Recount
Time Allotment	: 1 Meeting (90 Minutes)

I. Standard of Competence

Respond the meaning in functional written text and simple short essay in form of text recount for interaction in daily life context.

II. Basic Competence

Respond the meaning and rhetoric in the simple short essay which use written language accurately, fluently and acceptable for interaction in daily life context inform of text recount.

III. Indicators

- a. Understanding the social function of recount text
- b. Understanding the generic structures of recount text
- c. Understanding the language features of recount text

IV. Learning Objectives

By the end of lesson, students will have been able to:

- a. Understand the definition of recount text (definition, generic structures, and language features)
- b. Write recount text well

V. Teaching Material

- a. Recount text is a text to retell past event
- b. Generic structures
 1. Orientation (who, where, when)
 2. Events (the sequence of things that happen)
 3. Re-orientation (closure of events)

- c. Language features
1. Use of pronoun and noun
 2. Use of past tense
 3. Use of action verb
 4. Use of conjunctions and time connectives
- Example:

Remote Control Racing Cars

On the weekend of the 3rd of March, I went to Ryde BMX track with Robert and Christ Macdonald.

When we got there, it was very crowded in the carpark and we wondered where everyone because there weren't many people on the BMX track.

So, we park the car and then we saw a lot of people surrounding a little track with speeding cars going around it. There were also about five people controlling the cars from a high platform. The cars were about 30 cms long and 15 cms wide with big tread on the tyres and a flap on the front so that they wouldn't tip over.

Then after the races they were awarding trophies to the winners. When we were just going a boy was controlling a car around the track and it was going very fast. Someone else had a three wheeler motorbike, but it didn't go as fast. Then we had to go, so we packed the car and then we left.

VI. Teaching Method

- Three phase technique

VII. Learning Activities

- a. Building Knowledge of the Field (BKOF)
 - Teacher opens the lesson by greeting the students.
 - Teacher checks the student's attendance list.
 - Teacher gives stimulating questions before explaining the material
- b. Modelling of Text (MOT)
 - Teacher tells students about the topic

- Teacher explains the definition, generic structures, and language features of recount text
 - Teacher gives the example (text) of recount text
 - Teacher asks students the meaning of text (vocabulary by vocabulary)
 - Teacher checks students' understanding
- c. Join Construction of Text (JCOT)
- Teacher asks students to write their experience (Ramadhan)
 - After finishing the work, students tell their experience in front of class
 - Teacher gives evaluation and correction
- d. Independent Construction of Text (ICOT)
- Teacher reviews the material
 - Teacher gives a motivation to improve student's writing skill
 - Teacher closes the class

VIII. Source and Media

- Emalia, et. al, Interactive English, 2009, Jakarta, Yudistira.
- Prastikawati , Entika Fani dan Siti Musarokah. *Writing 3 Handouts and Assignments*. (Semarang : IKIP PGRI Semarang, 2010)

IX. Assesment

- Form : Written form
- Techniques : The students are asked to write recount text based on the theme
- Aspects : Mechanic, Language use, Vocabulary, Organization, and content.

Tegal, March 25th 2015

Known by:
The English Teacher,

The Researcher

Farikhin, S.Pd

Ayu Wulandari

Appendix 10

Reflection Sheet in CAR at MTs NU 01 Bumijawa Tegal in the Academic Year of 2014/2015

1. Pre-Cycle

In this step, the researcher observed English teachers' explanation in the class. The teacher gave explanation using conventional method, it made students felt boring and didn't pay attention in his explanation. Some students talked each others and felt sleepy in the class.

2. Cycle 1

In this cycle, the researcher taught in the class. She explained the material and used WPPG to make students interested in English lesson. The students more enthusiast than before (pre-cycle). In this step, the researcher still felt nervous, it made her explanation about the rules of the game was confusing. Because of that, she had to repeat the explanation.

3. Cycle II

In this cycle, the researcher has been confident. She gave explanation better than before. The students paid full attention to her explanation. But, she didn't manage time well and spent more time to play WPPG.

Appendices 11

Research Photos





CURRICULUM VITAE

Personal Detail

Name : Ayu Wulandari
Place and Date of Birth : Tegal, 4th September 1993
Address : ds. Cempaka RT 01/I, Kec. Bumijawa,
Kab.Tegal
Phone : 08561418283
E-mail : wulan.aurora@gmail.com

Education

1. SDN Cempaka 02 graduated in 2005
2. MTs NU 01 Jejeg graduated in 2008
3. MA Al-Hikmah 02 Benda graduated in 2011
4. UIN Walisongo Semarang

Semarang, 17th November 2015
The Writer,

Ayu Wulandari
NIM. 113411051