Study on Teaching and Learning Writing Skill of Recount Text

(A Descriptive Study of the tenth Grade Students of SMK MUHAMMADIYAH 5 KARANGANYAR in the Academic Year 2015/2016)

THESIS

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DEDICATION

This thesis is dedicated for:
1. My beloved parents Suradiyono and Prasetyowati
2. My beloved wife Umi Nurma Sari
3. My beloved brother and sister Wahid, Aas and Putri
4. My beloved friends Fadrul, Ridwan, Ali and abduh
5. My beloved Futsal IAIN SURAKARTA family
6. My beloved Funtastic Class
7. All of my friends

MOTTO
Pray because Allah always listen

~Anonymous~

Hope is a Waking Dream

~Aristoteles~

If you never do anything, You never become everyone

~Najma Sihab~

Do not go away from your word, because it is the ninja ways

~Uzumaki Naruto~

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “A Descriptive Study on Teaching and Learning Writing Skill of Recount Text at tenth Grade Students in SMK Muh 5 Karanganyar in 2016/2017 Academic Year.” is my real masterpiece. The things out of my masterpiece in this are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ABSTRACT
The objectives of the research are (1) To describe the process of teaching and learning writing skill of recount text, (2) To know of problems faced by the teacher and the students in teaching learning writing skill of recount text. Therefore the researcher formulated the problem statement. What are the types of students’ how is the process of teaching and learning writing skill of recount text and What are problems faced by the teacher and students in the teaching learning writing skill of recount text.

This research was conducted in the Smk Muhammadiyah 5 Karanganyar. It was descriptive qualitative research. The subjects of this research were the Smk Muhammadiyah 5 Karanganyar. The population of the study was Students of Smk Muhammadiyah 5 Karanganyar. Total student is 24 students. The data was collected from the observation and interview. The data were analyzed by reducing data, data display takes in Sugiyono, conclusion and verification. This research also used methodological triangulation.

The findings of the study showed that, first the types of students’ Teaching in Smk Muhammadiyah 5 Karanganyar 60 percent informative speech rhetoric, and 40 percent is persuasive speech rhetoric. The Second there were students have difficulty in speech rhetoric. 1) the students lack of vocabulary 2) the students mastered grammar well 3) some students have problem pronunciation 4) the students less of confidence 5) some students still use mother tongue. Based on findings of the study, the dominant types of speech rhetoric are informative speech. Persuasive speech rhetoric as follows the students’ speech rhetoric.

CHAPTER I

INTRODUCTION

A. Background of the Study
Language is one of the most important aspects of human life. Language is a communication for human, without language communication will be difficult to be conducted. No one can communicate with other persons without using a language. Language holds important part in life, especially in daily communication. That is why language and human beings cannot be separated. By using language, people can express their feelings, messages, thoughts, and whatever in their mind since language is an important tool for social interaction with other people.

Brown (2000:5) states, “Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable member of a given community to communicate intelligibly with one another.” Pinker in Brown (2000:5) also gives statement that ”Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.

From the statements above, it can be concluded that language is a special and complex skill acquired by children spontaneously and unconsciously. It is used by all people to communicate each other intelligibly by using a system of sounds, written, gestural symbols or even the children use language in their social interaction”.

English is one of many languages in this world. English as an international language and it is spoken by many people around the world. English is important to learn and to teach. In Indonesia, English is taught since
elementary school until high school and university. It means that students in Indonesia have learned English for years.

Teaching is about the “transmission” of knowledge from the teacher to the student, or it is about creating condition in which, somehow, students learn for themselves (Harmer, 2004:56). Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 1990:10).

Brown (2000:7) also states that teaching means guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning. It means that teaching can make learner easy to learn because there are guide, facilitator and also learning is constructed by teaching style, approach, methods and classroom technique which very influencing the teaching learning process.

From the statements above, it can be concluded that teaching is transmission knowledge from teacher to the students to helping how to learn to do something and guiding them to learn. Teacher explained the material. Teacher as a facilitator and guide them if they did not understand about the material. The important in teaching learning process are teaching style, approach, method, and classroom technique.

Basically, teaching English cover four skills, namely listening, speaking, reading and writing. The importance of learning English makes it a compulsory subject in Senior High School and Senior High School. The government expects that senior and senior high school students can use English as a means of communication either with their friends or with foreigners fluently. The
writing skill becomes very important in the education field. Students need to be exercised and trained in order to have a good writing.

Murcia and Elite (2000:42) states that writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place. The writer, in other words, communicates his/her ideas in the form of a written text from which a known or unknown reader will eventually extract the ideas and their meanings. Harris (1993:10) states that writing is a process that occurs over period of time, particularly if we take into account, there sometimes extended periods of thinking that precede creating an analytical draft. In addition, he also states (1993:12) that writing is complex activity. It is the main part in learning of writing. Besides, writing has only a little portion although it is the most difficult skill. Teacher need to try the best way to help the students find some method as writers.

Teaching writing is done by using different methods and technique which should be appropriate to the education level. The most important reason for teaching writing is that it is basic skill, as important as speaking, listening and reading. According to Harris (1969:68) writing is considered to be a difficult and complicated skill, because it involves several components that need to be considered. Therefore, students need to learn the components of writing so that they can write something well.

In writing activity the students need not only the correct application of linguistics aspects but also ability to organize ideas or thought well, to construct the sentences, to use punctuation and spelling well. To make a good
writing, the students have to know the steps in writing process and aspect in writing to write well the essay, story or something else. The students have to be able to organize the ideas to construct the sentences, as well as to use punctuation and spelling well. Besides, they have to arrange the writing in cohesive and coherent paragraphs or texts.

Based on the pre research on Wednesday, 16th November 2016, SMK Muhammadiyah 5 Karanganyar is one of favorite schools in Karanganyar. In this school, researcher found. It is MO (mekanik otomotif) Class. MO Class is excellent grade in tenth class in SMK Muhammadiyah 5 Karanganyar. MO class is also major in the school.

Based on the interview that the researcher was done in three times, the first interview was be held on 16 November 2016 pre-research, the second interview was be held on 21 November 2106 interview with the students, and the third interview was be held on 23 November 2106 interview with the teacher. From the kind of interview, the teacher said that the students in MO class have to give warming up before start the lesson. The warming up which is given can be playing a short video, give some picture and a song or doing game that is related to the lesson will give. This is one of the ways of teacher in order to motivate the students in learning. The English teacher also said that the students’ writing skill is good enough than other students in the regular class but sometimes they still make mistakes in writing because the students’ still adaptation from elementary school.

In the Kurikulum 2013 (K13) syllabus of senior high schools curriculum required that the students to be able to write one of the kinds genres in writing.
Recount text is one genre that must be mastered by students in learning English. In this research, the researcher will explore recount text, because the researcher get suggestion from the teacher and it is appropriate with the schedule of teaching English at the time.

Based on the interview, there are some problems faced by the teacher and the students on teaching learning writing skill of recount text. Furthermore, the researcher interested to make a research that has tittle *A Recount Study on Teaching and Learning Writing Skill of Recount Text at Tenth Grade Students in SMK Muh 5 Karanganyar in 2015/2016 Academic Year*.

B. Identification of Problem

Based on the explanation above, some problems which are found in the school are the students have lack of vocabularies, the students have incorrect and unclear in writing. The Students also have difficulties in arranging structure in recount text to make a good writing when the teacher orders to describe something.

C. Limitation of the Problem

In this research, in order to avoid the study of being too large in scope, the researcher only study the teaching and learning writing recount text process at tenth grade in SMK Muh Karanganyar. The researcher choose MO Class in SMK Muh 5 Karanganyar as an object which is observed because they have better background knowledge than regular class do in SMK Muh 5
Karanganyar. This school used curriculum K13 to teaching and learning, because this school followed the government decision.

MO Class in SMK Muh 5 Karanganyar it is really interesting to be observed. Based on the same reason, the English skills observed by the researcher is only the writing of recount text since the writing skill includes many elements. It will be too large if the researcher does not limit the English grammar being observed. Thus, the researcher only concerns in this element to avoid a too large study.

D. The Problems Statement

Based on the background of the study the researcher would like to present the problems of the study as follows:

1. How is the process of teaching and learning writing skill of recount text for tenth grade students at SMK Muh 5 Karanganyar in 2015/2016 academic year?

2. What are problems faced by the teacher and students in the teaching learning writing skill of recount text for tenth grade students at SMK Muh 5 Karanganyar in 2015/2016 academic year?

E. Objectives of the Study

In the relation to the problem statements above, the researcher formulate some objectives of study as follows:

1. To describe the process of teaching and learning writing skill of recount text for tenth grade at SMK Muh 5 Karanganyar in 2015/2016 academic year.
2. To know of problems faced by the teacher and the students in teaching learning writing skill of recount text for tenth grade at SMK Muh 5 Karanganyar in 2015/2016 academic year.

F. Benefits of the Study

After completing the study, the researcher hopes this study may have the following benefits:

1. Practical Benefits

   There are some practical benefits from this research:

   a) For the researcher herself

      She can get larger knowledge about recount study of English writing teaching and learning process.

   b) For the readers

      They will get larger knowledge and information about a recount study of English writing teaching and learning process.

   c) For the teacher and the learners

      The result of this study will help the English teachers and the learners to solve the problem in teaching and learning English especially in teaching and learning writing.

2. Theoretical Benefits

   There are some theoretical benefits from this research:

   a) The researcher paper result can be useful input in English teaching learning process especially for teaching learning writing.
b) The result of this research can be used as a reference for those who want to conduct a research in English teaching learning process, especially in teaching writing.

G. Previous Study

In this research, the researcher discusses some matters that deal with the topic discussed. There were previous researchers who analyzed the English writing skill on teaching and learning process. The first research related to this study entitled *The Implementation of Guided Writing Procedure in Teaching English Writing Skill of The Second Year Student of MAN Sukoharjo* by Mamik Kidrowati (IAIN Surakarta). The method of the research is qualitative research. The result of the research is that the teacher had important roles in teaching learning process. The pictures were used by the teacher to grapes the students’ interest.

The result of the implementation was line with the standard competence in syllabus of English subject for class XI in second semester. The result showed that the written works of students were well organized based in the structure of the text. The students had also self-confidence to write because the teacher had trained before them writing.

The second research related to this study entitled *A Study on Teaching and Learning Writing Recount Text at Elevent Grade of MAN 1 Surakarta in the 2013/2014 Academic Year* written by Mela Fitriana Zahro (IAIN Surakarta, 2014)

The method of the research is recount qualitative research. The result of the research is that the process of teaching learning in writing of recount text in
SMK Muh 5 Karanganyar showed that writing skills to enable the students in understanding English as means of communication and to enable the students in being active in practicing English, so the students could comprehend the material well.

Both of the research has some similarities and differences compared to this research. The similarities are the design of the research. Both of the research used recount research so the objectives of both research are also different. Generally, it also focuses of the study on teaching learning process of writing skill, but in the first research, the researcher focuses on the implementation of Guided Writing Procedure in Teaching English Writing Skill. Differently, in the second research, the researcher would find out the method of teaching writing like this research. The place, time and informants in this research are different with both researches.

H. Definition of Key Terms

There are some definitions of key terms from this research:

1. Teaching

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 1990:10).

Brown (2000:7) states teaching means guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning. It means that teaching can make learner easy to learn because there are guides, facilitators and also learning is constructed by teaching styles, approaches,
method and classroom technique which very influencing the teaching learning process.

2. Learning

Learning is progressive forms of the word “learn” which means to gain knowledge, comprehension, or mastery of through experience or study or in the mind or memory”. It also means to acquire experience of ability or skill (Oxford Advanced Learner’s Pocket Dictionary. 4th Edition, 2008: 671).

3. Writing Skill

Writing is an important skill used to support other skill in language learning. According to Harris (1993:10) states that writing is a process that occurs over period of time, particularly if we take into account, there sometimes extended periods of thinking that precede creating an analytical draft. In addition, he also states (1993:12) that writing is complex activity. It is the main part in learning of writing. Teacher need to try the best way to help the students find some method as writers.

4. Recount Text

According to Buscemi (1990: 78-79) Description is kind of writing use for presenting a verbal portait of person, place, or thing. This writing is used when the writers want to give details information and to make writing.

CHAPTER II

THEORETICAL REVIEW
A. The Nature of Writing Skill

1. Definition of Writing

    Writing is an important skill used to support other skill in language learning. Every people can use writing to communicate their ideas, thinking, arguments, and massage to other people in the world. Writing is a personal act in which writers take ideas or prompts and transform them into “self-initiated” topic (Hamp–Lyons, 1990). The writer draws on background knowledge and complex mental processes in developing new insights.

    According to Muth’im (2007:6), there are four purposes of writing. First, writing can be used as a means of telling events or narrating something or someone. Second, writing can also be used as a way of describing thing or people. Third, writing can also be made use of informing or explaining thing or phenomenon. And finally, writing can also be used as medium of persuading people to do something, to change one’s opinion or ideas or convincing people that what is said right or accepted.

    Byrne (1997:1) says that on one level, writing can be said to be the act of forming symbols; making marks on a flat surface of some kind. Graphic symbols here include letters or combinations of letters that relate to the sound people make when they speak. The symbols have to be arranged, according to certain conventions, to form words, sentences, and or paragraph. But actually writing skill is more than the production of graphic symbols. He also states that writing skill involves the encoding of a message of some kind; that is translating thoughts into language.
Based on definition above, the researcher concludes that writing is a personal act of the writer to telling event or describing people, thing or place in sentences or paragraphs to communicate messages the reader. The writer is translating their idea into language and transfers their information.

2. **Definition of Writing Skill**

Writing is one skill of language that should be learn and taught. It will be hard to master a language, especially the writing skill. There are some definitions of skill given by some experts. The first definition can be seen in Webster (1968:50) that defines skill as a technical competence without insight or understanding or ability for further elaboration or development. The second definition of skill comes from Hornby (1958:820) means the ability to do something well. The third definition of writing skill comes from Hapton (1989:16) means specific abilities which helps writers put their thoughts into words in a meaningful form and mentally interact with the message.

From definition above. It can be concluded that writing skill is technical competence to do something well in transaction with words in forming combination where by the writer free their self from what a writer think, feel and perceive as the medium to manifest grammatical system of language.

3. **The Purpose of Writing**

McMahan, et al. (1996: 8) mentions the purpose of writing as follows:

a. To express the writer’s feeling
The writer wants to express his feeling and thought through the written form, as in a diary or a love letter. It is what is so called as expressive writing.

b. To entertain the readers

The writer intends to entertain the reader through written form and he usually uses authentic materials. It is called as literary writing.

c. To inform the readers

It is used to give information or explain something to the readers. It is a kind of informative writing.

d. To persuade the readers

The writer wants to persuade or convince the readers about his opinion or concept or idea. It is called as persuasive writing.

In addition, Bryne (1997: 2) in his book “Teaching Writing Skill” said about the purpose of writing: “It is to keep in mind some of many uses we are likely to make of writing.” On a personal level, people use writing to make a note of something, for example shopping list, diaries, etc., and to keep records of things to be remembered. Writing is also used to send messages in the forms of letters, memos, and many kinds of writing to deliver the messages from one to others.

4. The Aspects of Writing

Writing involves many different aspects. According to Gower (1995), the aspects of writing are as follows:

a. Handwriting
The writing should be easily read by the readers. The neatness and legibility are important in writing.

b. Spelling

Spelling means the writing of a word accepted in standard order. In second language learning, errors in spelling are often found. A certain mark to clarify meaning by grouping grammatical units the written material.

c. Sentence construction

The construction of sentences that is grammatically correct, using the correct word order.

d. Organizing a text and paragraphing

It involves dividing the information into paragraph, and ordering the paragraphs to present a logical order.

e. Text Cohesion

The appropriate use of linking words and phrases so that the organization of the text is clear to the order.

f. Register/ Style

Using language (structure and vocabulary) appropriate to the formality and style of the text.

5. The Process of Writing

According to Murcia and Elite (2000:148), a writer who undertakes the task of creating a written text for communication purposes is faced with the need to organize his/her thoughts into a sequence which makes a sense.
Harmer (2004:5) suggested that the process of writing has four main elements:

a. Planning

Before starting to write, the writers have to try and decide what the materials that they are going to say. For some writers this may involve making detailed notes. When planning, writers have to think about three main issues. They are the purpose of their writing, the audience they are writing for, and the content structure of the piece - that is, how best to sequence the facts, ideas, or arguments which they decided to included.

b. Drafting

The writers can refer to the first version of a piece of writing as a draft. As the writing process goes to editing, a number of drafts may be produced on the way to the final version.

c. Editing (Reflecting and Revising)

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader’s reaction to a piece of writing will help the author to make appropriate revisions.

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.

6. The Problems of Writing
For most people, writing is considered as a difficult activity, both in the mother tongue and in a foreign tongue. There are three heading problems which are caused by writing according to Bryne (1997:4-5):

a. Psychological Problems

Writing skill is essentially a solitary activity and the fact that people are required to write on their own draft, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. Writers have no immediate feedback to let them know how they are doing and whether they should change their approach. There is no immediate between the producer and the receiver.

b. Linguistics Problems

Different from oral communication, the language used in written language is either simplified (list, telegram, note, etc.) or more elaborate, more formal. In a foreign language, this process is all the more difficult as there may be interference on a cultural level, not just the linguistics, between mother tongue and the foreign tongue.

c. Cognitive Problems

Writing is learned through the process of instruction. The written form of the language and certain structures, which are less used in speech, should be mastered and learned. The way to organize the idea is also important for effective communication which has to be learned in writing.

7. The Criteria of Good Writing

Enre (1998: 9-11) states that the criteria for good writing as follow:
a. Meaningful

Good writing must be able to convey something in which it is meaningful to someone and can give the evidences about what it is said.

b. Clear

It can be said as a clear writing if the intended reader can read in constant speed and catch the meaning. Clear writing should not have been simple, but must not be more difficult than the situation as it ought to be.

c. Coherent

Other characteristics of good writing is coherent. It means that the information is clearly connected and arranged. It has been organized systematically so the reader can follow the composition easily.

d. Economic

If the main purpose of the writer is giving information, she should avoid pleonasm. In a good writing, the words used are appropriate and the sentences are clear, concise, emphatic and correct. So it does not waste the reader’s time by veering away from focus without reason.

e. Cohesive

It means that the writing does not contain of grammar or spelling errors. It uses appropriate grammatical patterns, substitution, elliptical construction, preposition, conjunctions to relate among the clauses within paragraphs.

B. The Nature of Teaching
1. Definition of Teaching

Brown (2000:7) also states that teaching means guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning. It means that teaching can make learner easy to learn because there are guides, facilitators and also learning is constructed by teaching styles, approaches, methods and classroom techniques which influence the teaching learning process very much.

Mulyasa (2006: 100) explains that teaching is an interaction process done by students and the environment in order that the human/student behavior changes to be better. Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 1990:10).

From the definition above, it can concluded that teaching is interaction process of knowledge from the teacher to the students. The teacher as a facilitator and guiding them to learn. If they do not understand about the material. The important in teaching learning process are teaching style, approach, method, and classroom technique.

2. English Teaching Method

As an overall plan for the orderly presentation of language material which is based upon the selected approach, the method generalizes set of classroom specifications for accomplishing linguistics objectives. Methods tend to be primarily concerned with teacher and student roles and behaviors and secondarily with such features as linguistic and subject matter
objectives, sequencing, and materials. The different types of teaching learning methods in the classroom process will also give different effect to the teacher and students behaviors in the class.

The methods are Grammar Translation Method, Communicative Approach, and etc. For each method, there is an explanation of objectives, key features and typical techniques.

a. Grammar Translation Method

Prator and Murcia (1979:3) listed the major characteristic of GTM:

1) Classes are taught in mother tongue with little active use of the target language.

2) Much vocabulary is taught in from of lists of isolated words.

3) Long, elaborate explanation of the interaction of grammar and given.

4) Grammar provide the rules of putting words together, and instruction often focuses on the inflection of words.

5) Reading of difficult classical text is begun early.

6) Little attention is paid to the context of texts, which are as exercises in grammatical analysis.

7) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

8) Little or no attention is given to pronunciation.

b. Communicative approach

Communicative approach in language teaching starts from a theory of language as a means of communication. Communicative
Language Teaching has attempted to describe theories of language learning processes that are compatible with the communicative approach. CLT cannot be defined beyond the level of specification, since such approach assumes that language teaching will reflect the particular needs of the target learners (Adapted from Richards and Rodgers, 1986: 70-73).

Communicative language teaching, however, is a theory of language teaching that starts from a communication model of language and language use, and that seeks to translate into a design for an instructional system, for materials, for teacher and learner roles and behaviors, and for classroom activities and technique (Richards and Rodgers, 1986: 69).

Communicative Language Teaching with Communicative Approach is a language teaching method which emphasizes that goal of language teaching is to achieve communicative competence. It focuses on what people want to do or what they want to accomplish through speech. Communicative approach is also defined as an approach that emphasizes more on meaning than language form. Communicative approach assumes that people learn language through communication.

This assumption means that teaching the language is not teaching the rules of grammars, but giving the students opportunity to interact to each other. As a result, the students who learn English are able to use English in real situation.

The characteristics of CLT:
1) Language is a system for expression of meaning

2) The primary function of language is for interaction and communication

3) The structure of language reflects its functional and communicative use

4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (Richards and Rodgers, 1986: 71).

From that descriptions above, CLT is a method viewing that teaching the language is not teaching the rules of grammars, but giving the students opportunities to interact to each other. The students who learn English are able to use English in real situation.

3. Teaching Writing Skill

“Writing as one of the four skills has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing. Language that has been taught” (Harmer, 2004: 31-32).

In other words, writing is a good way for students who learn English. They can put their idea on paper by paying attention on grammar rules and vocabulary. However, the teaching learning of writing skill in classroom has a little portion. In fact, writing has some important roles in human life; either in academic purposes or in other aspects of life.

Teaching writing skill is not simple as teaching other language skills since it has conventional rules. By knowing the stages of writing, process,
the students are demanded to get the knowledge of how to write well. When writing, Indonesian students who learned English as a foreign language need more time to think. Teacher asks students to focus on accurate language used and what ideas they will write. Moreover, the students only have limited words or vocabulary. It can provoke their language development.

Teaching writing skill for Senior High School is not an easy job. There is another factor that makes writing is the most difficult subject. The other reason is that there are they are from elementary school, so they difficulty in compose the sentence to paragraph. Usually the students have limited words to write sentence in paragraph. Actually, the students have many ideas in writing but they have limited words to write sentence. They from elementary school so, they have limited words.

In teaching writing skill, the teachers are faced on difficulties related to make their students able to transfer their ideas. And one of the difficulties in teaching writing skill is about the low interests of students in learning writing. For this reason, it is very important to know how the teacher teaches writing skill. English is enjoyable and can make the students excited and more interested in learning writing, particularly writing recount text.

4. **Reason for Teaching Writing Skill**

The most important reason for teaching writing skill is that it is a basic language skill. Bryne (1997:6-7) gives the reasons of teaching writing in early stages. Writing serves a variety of pedagogical purpose as follows:
a. The introduction and practice of some forms of writing enable the learners to provide for different learning styles and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed.

b. Written work serves to provide the learners with some tangible evidences that they are making progress in the language. It is not likely to be a true index of their statement, but it satisfied a psychological need.

c. Exposure to the foreign language through more than one medium appears to be or effective than relying on a single medium alone.

d. Writing provides variety in classroom activities. It increases the amount of language contact through work that can be sent out of class.

e. Writing is often needed for formal and informal testing. Peter Watkins (2004), analyses the pros and cons of teaching writing and lists the essential reasons why learners may need to learn how to write:

1) Writing is an important means of communication, and therefore an important skill to master.

2) Writing can consolidate other language learning (vocabulary, grammar).

3) Writing is a relatively straightforward way of practicing and using language outside the classroom.

4) A writing phase in a lesson can provide a change of pace.
5) Learning to write may fulfill professional needs. Learners may have to write business letters, emails or reports in English.

6) Many exams demand writing skills.

5. Principles in Teaching Writing Skill

There are four important skills if we want to master English, namely listening, reading, speaking and writing. The fourth and last of the communication skills we help develop in the students is that of writing. According to Widdowson (196:61) “writing is a physic productive activity”. Productive activity here means producing marks that are perceived by the eye as a result of the movement of the arm and fingers. Studies in the teaching of writing have identified that there are at least three paradigms of teaching writing, as explained by Fauziati (2010:46-53).

a. The product approach: is a traditional approach of teaching writing in which students typically are provided with model and encouraged to imitate it in order to produce similar product.

b. The process approach: it encourages the students to experiment with ideas through writing and to share the writing and to opinion from several people to help them figure out what to say and how to say it.

c. Genre-based approach: is a framework for language instruction based on examples of a particular genre.

From the explanation above, the researcher concludes that there are three principles of teaching writing. The first is product approach in which the students are providing with the model to follow and to produce as product. The second is process approach in which the students explain, to
share their idea and focuses on the process in writing. The third is Genre-based approach is based instruction of particular genre for language in writing.

C. The Nature of Learning

1. Definition of Learning

Learning is progressive forms of the word “learn” which means to gain knowledge, comprehension, or mastery of through experience or study in the mind or memory”. It also means to acquire experience of ability or skill (Oxford Advanced Learner’s Pocket Dictionary. 4th Edition, 2008: 671).

Learning is active and purposeful. Learning is an active process, not a spectator activity (Marks, Purdy and Kinney, 1958: 19). A search of contemporary dictionaries reveals that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice (Kimble and Garmezy in Brown, 1994:7).

Based on the definition above, the researcher concluded that learning is students’ active process to get and gain knowledge about materials they learn. It makes them improve their skills and increase their knowledge. The students will develop their ideas when they have got the materials in learning.

2. The Components of Learning
Learning can be defined as an experiential process resulting in a relating permanent change in behavior that cannot be explained by temporary states, maturation, or innate response tendencies. Learning has three important components according to Klein, (2002:2).

Learning reflects a change in the potential for behavior, it does not automatically lead to a change in behavior. For example,

a. May know the location of campus cafeteria, you will not be motivated to go there until you are hungry. Also, we are sometime unable to exhibit a particular behavior even though we have learned it and are sufficiently motivated to exhibit it.

b. Second, the behavior changes that learning causes are not always permanent. As a result of experiences, previously learned behavior may no longer be exhibit.

c. Third, changes in behavior can be due to process other learning. Our behavior can change a result of a motivational change rather than because of learning. According to Brown (1994:7) there are some domains of learning:

1) Learning is acquisition or “getting

2) Learning is retention of information or skill

3) Retention implies storage systems, memory, and cognitive organization

4) Learning involves active, conscious focus on and acting upon events outside or inside the organism

5) Learning is relatively permanent but subject to forgetting
6) Learning involves some forms or practice, perhaps reinforced practice

7) Learning is a change in behavior

Based on the explanation above, the researcher concluded that learning has three important components, there are learning reflects a change in the potential for behavior, the behavior changes that learning causes are not always permanent, and changes in behavior can be due to process other learning.

3. The Stages of Learning

The Stages of learning suggests that in order to learn something need to do the following:

a. Be introduced to it. Examples of related learning activities overviews, preliminary reading, listening to discussion, presentation, websites, media or video clip.

b. Get to know more about it. Examples of related learning activities lectures, further reading, group discussion, demonstrations, asking questions, relating to earlier learning experience, interactive websites, audiovisual material, media, research projects.

c. Try it out. Examples of related learning activities practical projects, discussion of ideas with peers and teachers, design tasks, structured experiences, role play, skills laboratories, and writing.

d. Get feedback. Examples of related learning activities informal and formal feedback with criteria from self, from peers, from teachers, from colleagues, from family and friends.
e. Reflect, adjust and try again. Examples of related learning activities through contemplation, writing, reflective journals, discussion. (C. Hughes, S. Toohey and S. Hatherley, 1992: 14-27)

Based on the explanation above, it can be concluded the stages of learning. There are be introduced to it, get to know more about it, try it out, get feedback and reflect.

**D. Nature of Teaching Learning Process**

1. **Definition of Teaching Learning Process**

   Richard (2001:61) describes learning process as inferred from an examination of learner language protocols, study of learners’ introspections, examination, learners’ introspections, case studies, diary studies, classroom observations and experimental studies. Teaching-learning process is part of educational that cannot be separated from each other. There is a relationship between teaching and learning. Teaching is one of transferring knowledge systems and learning is learning the knowledge which cannot be separated from each other’s. Teaching learning process can be defined as knowledge transferring process through giving and asking through interaction between teacher and learner who study about certain subject in the certain place in order to make transferring knowledge directly.

2. **The Element of Teaching-learning Process**

   The teaching of English as a system needs some components to prepare in order that the processes run well. The elements are follows:

   a. Learning Objective
A common way stating objective in a language program is to specify micro skill, or processes that account for fluency in such specific macro skills areas as reading, writing, listening, and speaking. Shortly, if the language teaching is without clear objective questions of content, methodology and evaluation, it will not be systematically addressed.

Sardiman (2011:26-28), in his book *Interaksi dan Motivasi Belajar Mengajar* stated that there are three kinds of learning objectives, they are: (1) To get knowledge (2) Transferring concepts and skill (3) Forming attitude.

Teachers transfer values to students in learning process. So, the teacher has to give best example of their personality to student. From definition above, the researcher concludes that learning objective made someone knew more about something new. In learning objective, someone had more knowledge from the teacher about something new which they did not knew before.

b. Curriculum

Nunan (1998:14) states that curriculum is usually used to refer to a particular program of study. It refers to all aspects of planning and managing of education program. The curriculum used in SMK Muh Karanganyar is *Kurikulum 2013* syllabus.

c. Syllabus

People assume that the terms curriculum and syllabus has same meaning but actually it has different meaning. Curriculum is explained
specific meaning on the other hand syllabus is detailed. Syllabus refers to the content of knowledge to be taught. Syllabus is defined by Mulyasa (2006:37) as a set of teaching learning plan in one subject matter with specific theme including standard of competency, basic competency, materials, indicators, assessment, time allotment, and teaching resources developed by each school.

d. Material

Good instructional materials are an important part of the process of instruction (Richards, 1997:15). He also states that the effective instructional materials in language teaching have the following characteristics: (1) They are based on theoretically sound learning principles (2) They arouse and maintain the learners’ interest and attention (3) They are appropriate to the learners’ needs and background (4) They provide examples of how language is used (5) They provide meaningful activities for learners (6) They provide opportunities for communication and authentic language use.

It can be concluded that materials that are used for the tenth grade student in SMK Muh 5 Karanganyar which usually contain a variety of writing. It is completed with vocabulary, grammar and comprehension exercises that they can acquire with. It is possible to create some really interesting classroom materials as long as the need for comprehension is not forgotten, and it must be based on the students’ needs. So the material is chosen to help the students understand something they need.
E. The Nature of Recount Text

1. Recount Text

   To get better understanding about recount text, the researcher would like to propose some definitions of recount text. According to Pardiyono (2007:63) Recount is a text which retells events or experiences in the past. The purpose is to inform or to entertain the audience. He states the generic structure and language features of recount as follows:

   The generic structures of recount text are

   a. Orientation: it is an element of text consists of the topic, the character and place of the story that inform to the reader.

   b. Events: it is a sequence event that happened. This part tells the reader about event and the time of the story that have happened.

   c. Re-orientation: it is a conclusion of the experience. This part tells the reader “how did he/she feel”.

   Topic Bram (1995: 16) says that a topic sentence must have subject and an attitude. In other word, it consists of a topic or subject matter and a restricting statement. The subject tells us what to write while the attitude shows or gives reasons for writing; the subject claims what we write about and the attitude implies why we write.

   Based on the syllabus, the teacher took “vacation” as the topic sentence of recount text. In this term, the teacher asks to the students to make recount text based on their experience when they go to vacation.

2. The language features of recount text are:

   a. Introducing personal participant.
b. Using chronological connection.

c. Using linking verb.

d. Using adjective.

e. Using action verb.

f. Using simple past tense.

From those theory above, it can be concluded that recount text is a text which retells the past event, has an event in chronological, and it has a purpose to inform or to entertain the readers. Recount text has the language features and generic structure. Those features are to make the readers understand easily.

F. The Nature of Media

1. Definition of Media

    The word ‘media’ was derived Latin *Medias* that means “between” or “mediator”. According to Gerlach and Ely in Anny Martya’s thesis (2008: 8), “medium is any person, material, or event that establishes condition, which enables learners or students to acquire knowledge, skills and attitude”.

    In addition, Arsyad (2003:56) said that “medium is a device used to deliver content of material which includes some of books, recorders, videos, films, photographs, pictures, televisions, and computers”. In other words, “medium is a component of learning source or physical vehicles that consists of instructional material in students’ environment which can motivate students to learn”.

Based on explanation above, it can be summarized that teaching learning media is a kind of means or instrument used by teachers on conveying the materials to the students. The use of a media is very needed to reach the purpose of teaching and learning process. Media will help to establish the condition for the learners to identify or describe something in order to gain knowledge, skills, or attitudes.

By using an appropriate medium, it is hoped that the teaching learning process becomes interesting and makes the students interested and motivated to learn the material. It is expected that in teaching English in Indonesia, teachers should make some strategies as well as medium to make the teaching learning process be conducted well.

2. Classification of Media

According to Anderson (1997:127), teaching media can be classified into three categories. They are:

a. Visual media

They are media that can be seen. It would captivate visual sense-eyes-mostly. It can be form of picture, moving picture or animation or flash card.

b. Audio media

They are media that can be listened. It means that audio media has sound which is listened by us and to mean.

c. Audio-visual media

They are media that have sound and picture. Film is an example of audio visual media in teaching.
Based on explanation above, it can be summarized that teaching media can be classified into three categories. They are visual media, audio media and audio-visual media.

3. **The Function of Media**

   In teaching learning, media has certain function to contribute the process of teaching learning. The function of teaching media has four functions (Levie & Lentz, in Nia, 2013:26)

   a. **Attention**

      Media are able to interest the attention of the students in learning something in the class or out of class. Usually, students are more interested to learn something by real object than theory.

   b. **Affection**

      Is related to students feeling. Using media can come up the emotion of students. For example, students are more diligent and discipline

   c. **Cognitive**

      Cognitive is related to the achievement in catching, memorizing, showing, and sharing everything to the other. Media helps the students to be easier in catching the target of learning process.

   d. **Competency**

      Here, media is used to accommodate the students who have less achievement understanding the lesson verbally or orally.
Therefore, media is very useful to contribute the process of teaching learning, especially to memorize, to be easier, and then to interest the attention.

G. The Roles of Teacher

Teacher as a source information had been the criterion to make teaching and learning process can be successful. So, the teacher has a role in teaching and learning process. Teacher’s role is important to be facilitator in learning to make the process of teaching and learning run well.

According to Mulyasa (2008:56) some the roles of teacher in the learning process are as follow:

1. The teacher as a facilitator

   The teacher does not just teach, transmit the role, and just leave the students behind the chair but they should be democratic, honest, and ready to be criticized by the students. The teacher has an important role to take class conductively; therefore, they should have enough ability, potential, interest, as well as attitude and good personality.

2. The teacher as a motivator

   The motivation is one of internal factors, which can drive students to get achievement. Therefore, the teacher must give motivation and give self-confidence to their students to change themselves. Because, the students will study hard when they are given high motivation. Therefore, to improve teaching quality, the teacher must raise learning motivation to the students in order to reach the learning goal.
3. **The teacher as an inspiratory**

A good teacher is the one who is able to gain the good idea, and knowledge in the teaching-learning process, so that, the students get new inspiration, raise their spirit and motivate themselves to be better in learning as well.

From those definitions, it can be concluded that the role of teacher is very important in the teaching learning process. The teacher has many roles for students. The teacher can play many roles above and know about students need. The teacher uses the role in order teaching and learning process running well. They have to give the best things for their students, conduct the conducive class as well as providing the all students need in the classroom as efforts to take students success.

**H. The Roles of the Students**

In language classrooms, the students need to be motivated, be exposed to language, and given chance to use it. It should be done by the teacher in the classroom to help students learn effectively. Richards (1985:22) states that learners were seen as stimulus-response mechanisms whose learning was a direct product of repetitive practices. The students’ roles in language learning spell out as:

1. The learner is the planner of his or her own learning program and, thus, ultimately assumes responsibility of what he or she does in the classroom.
2. The learner is the monitor and evaluator of his or her own progress.
3. The learner is a member of a group and learns by interacting with others.
4. The learner is a tutor of other learners.
5. The learner learns from the teacher, from other students, and other teaching sources. (Johnson and Paulston, 1976:39-46).

   The teachers are not completely responsible for the students’ motivation. The students can only be encouraged by words and deeds. Real motivation, however, comes from within each individual.

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

   In this research, the researcher uses recount qualitative design to describe type of teaching learning, to classify the data, and describe data. Qualitative is a research which does not use statistic data, it is associated with hypothesis generating and developing an understanding. Arikunto (1998: 243) states that recount research is the research to clarify or explain a phenomenon. He also states that recount method is non-hypothesis. It collect the data analyzes them and draw a conclusion based on the data only, without taking general conclusion. It means that the result is just valid for the data used for this research, not for others (Sutrisno Hadi, 1983:3).

   Qualitative is a research which does not use statistic data, it is associated with hypothesis generating and developing an understanding. Moleong (1995: 2) states that qualitative research is a type of research which does not include any calculation or numerating. In this research, the researcher conducts recount qualitative research that describe the teaching learning process of writing. So in this case the researcher describes without giving any calculation or statistic procedure.
B. Setting of the Research

The study is a recount qualitative research, which is purposed to describe the teaching learning recount text writing process of tenth grade students. This research conducted at SMK Muh 5 Karanganyar. It is located in Sroyo, Jaten, Karanganyar. The researcher found the research about 2 month, November 2016 until January 2017.

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<td>Writing the report (observation)</td>
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<td>5</td>
<td>Conclusion</td>
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C. Subject and Object of the Research

SMK Muh 5 Karanganyar is one of favorite schools in Karanganyar. It has some superior programs and some types of class. It includes MO Class and
TKJ Class. TKJ Class is excellent class. The subject of the research is English teacher and X MO students in SMK Muh 5 Karanganyar in academic year 2016/2017. There are MO class consist of 24 students. The object of the study is English teaching and learning writing process of recount text at the tenth grade students at MO Class in SMK Muh 5 Karanganyar in academic year 2016/2017. The content of the object is the process of teaching and learning writing skill of recount text at tenth grade students in SMK Muh 5 Karanganyar in 2016/2017 academic year and the problems faced by the teacher and the students in teaching learning writing skill of recount text.

D. The Sources of Data

The data of this research are field note, interview, lesson plan, worksheet and syllabus. The data are taken from the result of teaching learning process. The sources of data in this research are event, informant, and document.

1. Event

Considering the aim of qualitative research, the researcher tries to get a description about the teaching learning writing process of recount text at X MO in SMK Muh 5 Karanganyar. The events in this research are all of the activities occurred in the English writing teaching learning process of recount text. The information are related to the objective learning, the method used by the teacher in teaching recount text writing, the procedure of the teaching learning process, the material, the media used by the teacher of the teaching learning writing of recount text, and the problems face in writing class by the teacher and students.
2. Informants

In this research, researcher takes English teacher and the students of X MO in SMK Muh 5 Karanganyar in academic year 2016/2017 as the informants. To get information related to the objective learning, the method used by the teacher in teaching writing of recount text, the procedure of the teaching learning process, the material and the media used by the teacher of the teaching learning writing of recount text, and the problems face in writing class by the teacher and students.

3. Document

That is writing materials or others, which add and enrich the data in teaching English writing X MO in SMK Muh 5 Karanganyar in academic year 2016/2017. The researcher gather written information materials or documents, such as curriculum, material program, syllabus, lesson plan, handbook, etc.

E. Technique of Collecting Data

The data of this research are collected by using some technique of qualitative data collection including: interview, observation, and documentation.

1. Observation

Burns (1999: 80) says that observation is taking regular conscious notice of classroom action and occurrences, which are particularly relevant to the issues or topics being investigated. By doing observation, researcher
can get document and reflect systematically upon classroom interaction, and events, as they actually occur rather than as we think they occur.

The researcher observes to the tenth grade of SMK Muh 5 Karanganyar in academic year 2016/2017 directly to get a comprehensive picture of a situation and to know the process of teaching recount text English writing to find the data needed include the method used by teacher in teaching writing, the procedure of teaching learning writing of recount text and the roles of teacher and learners.

2. Interview

Moleong (2002: 135) says that interview is a conversation with certain purposes which is done by two parties, the interviewer and the interviewee. Additionally, Burns (1999:17), interviews and discussion are face-to-face personal interactions, which generate data about the research issue and allow specific to be discussed from other people perspective. The researcher interviews of English teacher and 2 students (two students a class) as the respondent to get information related to the teaching learning process, and problems occur in writing.

3. Documentation

Documentation is a process of getting information from printed or recorded materials related to the research topic. The documentation data is found from the handbook used the worksheet, syllabus, and another. It is also found from the recording of the activities in the classroom. From the documents, the researcher can get information about the learning objective.

F. Technique of Analyzing Data
The researcher uses an interactive model of analysis that includes three main components, namely the data reduction, the display of data, and conclusion or verification (Sutopo, 2002: 95).

1. Data Reduction

It is the process of selecting, focusing, simplifying, and abstracting the data. According to Sugiyono (2006:338), reducing data means to summarize, choose the basic substance, focus on the important substances, find the theme and the pattern, and dispose the unnecessary. It starts when the researcher was in the field. There are many data collected from the observation, interview, and documentation. In this research, the researcher limited only to the process of writing teaching and learning.

In this research, the data reduction was done by summarizing the raw data that were got from observations, interviews, and documents. Then, the next thing did by the researcher was finding the data which are related to the research objectives and finding the pattern of it. Here, the data related with the research were the data from observations, interviews, lesson plans, and students; score lists. The last was erasing unnecessary data.

The researcher took the data about the teaching and learning process in the recount text writing such as the objective learning, the method used by the teacher in teaching recount text writing, the procedure of the teaching learning process, the material and the media used by the teacher of the teaching learning recount text writing, and the problems occur in writing class. The researcher deleted several data in the field note which not related
with the implementation and the result of the implementation in the teaching learning recount text writing.

2. Display of the data

An organized and compressed assembly of information. After the researcher presented the data, the researcher analyzed the data. The researcher wrote a coherent description of the data. In this step, the researcher described the answer of the problem statement, below to the steps.

First, the researcher described all data obtained from observation, interview, and documentation. It was the way to collect the research data and it helped the researcher to do this research. In observation, the research will be known teaching learning process of writing skill in recount text, the material used by the teacher in teaching writing skill in recount text, the media used by the teacher in teaching writing skill in recount text, the problem face by the teacher in teaching writing skill in recount text. From interview, the researcher will be know the material, media and method used by the teacher in teaching writing skill in recount text and difficulties faced by the teacher and the students when the teacher teaching writing skill in recount text. The documentation can be taken from syllabus, student’s worksheet, and lesson plan.

Second, the researcher describes teaching writing of students’ skill in recount text. The researcher knows about the teaching writing skill through observing and researching in the data.
Third, the researcher determines the material, media and method used by the teacher in teaching writing skill in recount text.

Fourth, the researcher classifies the difficulties’ teacher and students in teaching writing skill of recount text. It can be taken from observation and interview.

3. Conclusion

In this step, the researcher makes a summary or draw conclusion about the research based on observation and interpretation.

G. The Trustworthiness of the Data

To determine the trustworthiness of the data, the researcher needs some techniques of examining data. The examination is done based on some criteria. There are four criteria used: credibility, transferability, dependability, and conformability. The trustworthiness of the data can be done by participation prolongation, diligence of research, triangulation, colleague checking, and sufficiency of references, negative cases analysis, and member check (Moleong, 2000: 175). In this research, the researcher is going to use triangulation.

According Lexy (2001:178), triangulation is a technique of examining the trustworthiness of data by using something excluding the data to check or to compare the data. Triangulation is divided into four techniques: (1) triangulation by using sources (2) triangulation by using methods (3) triangulation by using investigator and (4) triangulation by using theories. Triangulation by using the resources means that the researcher will compare and recheck the credibility of information found in the observation with the
data of interview and compare it with related documents. Triangulation by using methods means that the researcher will check the credibility of the data of the research and the data resources by using several data collection techniques and analyze them by the same method. What means by triangulation by using investigator is that the researcher will recheck the credibility of his data by his own research or other researcher. The last technique used in triangulation is using theory. It is a technique of examining data by finding standard of comparison from an analysis explanation as a supporting data to get a valid evidence of the research result.

In this research, the researcher used triangulation by using resources. In this way, the researcher will recheck the information from observations and interviews and the data got to relevant documents. It is in order to get the trustworthiness of the data being examined. The researcher also used triangulation of method. It was done by comparing the data taken from observation which had been held during teaching and learning process and the data from interview and documents which have the same source. Simply, the process of the data analysis can be described as:

*Picture Source: Interview model of analysis 8*
CHAPTER IV
RESEARCH FINDING

A. Research Finding

Based on the research which has been done by the researcher during the teaching learning writing recount text, the researcher obtained some findings. The researcher had stated that the data are taken from the English teacher of SMK Muh 5 Karanganyar. The case that will be discussed in this section are: the media used by the teacher in teaching writing of recount text, the method used by the teacher in teaching writing of recount text, and the problem faced by the teacher in teaching writing of recount text.

1. The Process of Teaching Learning Writing Skill of Recount Text

The research which has been done at tenth grade student of SMK Muhammadiyah 5 Karanganyar, the researcher collected the data by using techniques; observation, interview and document. The detail result of the classroom observation and interview are stated on the field note of the research, while the document is stated in the lesson plan document. The researcher took all the data of the study during the English teaching
learning in the tenth grade students of SMK Muhammadiyah 5 Karanganyar.

There are three stages in the teaching and learning process. The first steps are opening activities, the second are main activities and the third are closing activities. Main activities include observing, questioning, exploring, analyzing and communicating (Mengamati, menanya, mengeksplorasi, mengasosiasi dan mengkomunikasi). All these stages are used by the English teacher in SMK Muhammadiyah 5 Karanganyar although they sometimes make modification.

a) First observation has been conducted on Wednesday November 2, 2016 in the classroom of X Mechanic Automotive at 8.30 WIB.

There were 24 students in the classroom

1) Opening activities

The teacher tried to warm up the students’ concentration. The teacher greeted the students. The following was dialogue between the teacher and the students.

Teacher: “Assalamu’alaikum.”

Students: “Wa’alaikumsalam wr.wb, Sir.”

Teacher: “Are you ok?”

Students: “Of course, Sir.”

After greeting, the teacher explained the purpose of the lesson. Then, the students prepared the English book. The teacher also explained the material that would be learned at the meeting. The following was the dialogue between the teacher and the students.
Teacher: “Today we learn about recount text. Do you know about recount text?”

(“Hari ini kita akan membahas mengenai teks recount. Apakah kalian mengetahui tentang teks recount?”)
Students: “Yes, I know. Text that tell about experience.”

mengkomunikasi).

All these stages are used by the English teacher in SMK Muhammadiyah 5 Karanganyar although they sometimes make modification.

b) First observation has been conducted on Wednesday November 2, 2016 in the classroom of X Mechanic Automotive at 8.30 WIB.

There were 24 students in the classroom

1) Opening activities

The teacher tried to warm up the students’ concentration. The teacher greeted the students. The following was dialogue between the teacher and the students.

Teacher: “Assalamu’alaikum.”

Students: “Wa’alaikumsalam wr.wb, Sir.”

Teacher: “Are you ok?”

Students: “Of course, Sir.”

After greeting, the teacher explained the purpose of the lesson. Then, the students prepared the English book. The teacher also explained the material that would be learned at the meeting. The following was the dialogue between the teacher and the students.

Teacher: “Today we learn about recount text. Do you know about recount text?”

(“Hari ini kita akan membahas mengenai teks recount. Apakah kalian mengetahui tentang teks recount?”)
Students: “Yes, I know. Text that tell about experience.”

(“Ya, Saya tau. Teks yang menceritakan pengalaman.”)
Teacher: “Yes, that is right. May any other answers?”

(“Ya, benar itu. Mungkin ada jawaban lain?”)
Students: “Text about the past event.”

(“Teks tentang peristiwa masa lalu.”)
Teacher: “You are smart. All of your answer is right. Now open your book page 35 and read about recount text.”

(“Kalian pintar. Semua jawaban dari kalian benar. Sekarang buka buku kalian halaman 35 dan bacalah tentang teks recount.”

2) Main activities

In this section, the teacher just give the material about recount text include the generic structure of the recount text. Then, the students read the explanation of recount text on their textbook.

After reading the explanation about recount text, the purpose and generic structure of recount text, the teacher commanded all of students to observe the material about recount text, the teacher divided the students into some groups and that group consists of four until five persons. There was the text given to the students.
Teacher: “Now, let’s focus on the story about recount text. Please read the story then observe and get the point of that. You can ask to me if you do not understand about that.”

(“Sekarang, mari focus pada cerita tentang teks recount. Baca ceritanya kemudian cermati dan dapatkan intinya. Kalian bisa bertanya pada saya jika tidak mengerti tentang itu.”)

Students: “Sir, what is past event?”

Teacher: “Past event same as history, so it tell about an event or activity which happen in the past. Example, story about your summer holiday. Ok, do you understand?”

(“Peristiwa masa lalu sama seperti sejarah, yaitu menceritakan peristiwa atau kegiatan yang terjadi di masa lalu. Contoh, cerita tentang liburan musim panas kalian. Kalian mengerti?”)

Students: “Yes, Sir.”

(“Ya, Pak.”) P112

Teacher: “OK, I hope you can understand about recount text. Now, make groups and make summary about recount text on your own words, and
discuss with your group. Each groups consists of four until five persons!”

(“OK, aku harap kalian dapat mengerti tentang teks recount. Sekarang membentuk grup dan buat ringkasan tentang teks recount menggunakan kalimat kalian. Grup terdiri dari empat sampai lima orang!”

Students: “Yes, Sir.”

Teacher: You have 15 minutes to make a summary about recount text and then you must submit! Do you understand?

(“Kalian punya waktu 15 menit untuk membuat ringkasan tentang recount text dan kemudian kalian harus mengumpulkannya! Apa kalian mengerti?”)

Students: “Yes, Sir.”

After the students finished their task, the teacher and the students read and discuss the story about recount text on the textbook. After that the teacher gave an example about recount text including that they had used. The teacher also gave the recount text about his experience in high school.

After reading the explanation about example of recount text, the teacher also explain about the generic
structure of recount text in that meeting. The teacher said the students have to understand the generic structure of recount text, so they will know the difference about recount and recount text. The teacher also gave individual task to make a recount text about their past experience. The following was dialogue between the teacher and the students.

Teacher: “Ok Students. Now look on the page 35 about recount text. Then read an example of recount text.”

(Ok anak-anak, sekarang lihat di halaman 35 tentang teks recount dan kemudian baca contoh bacaan teks recount.)

Students: “Yes, Sir.”

(Ya, Pak.)

Teacher: “Now, you must make a recount text about your experience in the past in a paper. Please remember that the first paragraph is orientation, the second paragraph is events and the last paragraph is re-orientation.”

(“Sekarang, kalian harus membuat sebuah teks recount tentang pengalaman kalian di masa lalu di selembar kertas. Jangan lupa paragraf pertama adalah pengenalan cerita, paragraf...
kedua adalah peristiwa yang terjadi dan yang selanjutnya adalah rangkuman dari peristiwa yang kalian ceritakan.

Students: “Yes, Sir.”

3) Closing

The teacher closed the meeting. The following was the dialogue between the teacher and the student.

Teacher: “Ok students, have you finished?”

Students: “Not yet, Sir.”

Teacher: “Ok, it will become tasks for next meeting, you must submit it! Do you understand about it?”

(“Baik, itu menjadi tugas untuk kalian untuk pertemuan selanjutnya. Kalian mengerti tugasnya?”)

Students: “Yes, I understand, Sir”

(“Ya saya mengerti, Pak”)

Teacher: “Ok, I think enough for today. Do not forget about your task and always study at home. See you next meeting. Wassalamualaikum, wr.wb.”


Students: “Wa’alaikumsalam, wr.wb.”
c) Second observation has been conducted on Wednesday, November 9, 2016 in the classroom of X Mechanic Automotive at 8.30 WIB. There were 24 students in the classroom.

1) Opening activities

In this section the teacher tried to rise the students’ interest. The following was dialogue between the teacher and the students.

Teacher: “Assalamualaikum wr.wb.”

Students: “Wa’alaikumsalam wr.wb.”

Teacher: “Are you ready for study today?”

Students: “Yes, I am ready, Sir”

Teacher: “Ok, let’s start our lesson today by saying basmallah together.”

Students: “Bismillahirahmanirahim”

After the greeting, the teacher asked the students prepared the English book and the task was used in every meeting.

2) Main activities

In main activities, the teacher gave instruction to submit their tasks. If the students had not finished their tasks they must continue. The teacher also asked the students to correct again their task so their task could be better.
The teacher always guided them and helped the students who got difficulties. The guidance was done by checking students one by one. In this stage, the teacher always walked around the class to monitor the student’s work. The teacher did not sit down in his chair but he walked and checked the student’s task and sometimes asked the students whether they get some difficulties or not.

By individual working, the teacher hoped that each student could increase their understanding and writing. Perhaps, students who did not understand yet can ask to the teacher or friends.

After that the teacher asked the students to submit their tasks. Then the teacher chose the best recount text of the students to present it. Perhaps, the students could look the example of the good recount text in their class. The teacher also gave approbation to the students who gave presentation in front of the class, so it could motivate the other students and the students themselves.

3) Closing

Before the teacher closed the meeting, the teacher asked the students about recount text again. The following was the dialogue between the teacher and the students.
Teacher: “I think enough for today, let’s closed our meeting today by saying hamdallah together.”

(“Saya kira untuk hari ini cukup sampai di sini, mari kita tutup dengan hamdallah bersama.”)

Students: “Alhamdulillahirobil’alamin”

Teacher: “Wassalamu’alaikum wr.wb.”

Students: “Wa’alaikumsalam wr.wb.”

d) Third observation has been conducted on Wednesday, November 16, 2016 in the classroom of X Mechanic Automotive at 8.30 WIB. There were 24 students in the classroom.

1) Opening activities

In this activities the teacher checked the students’ interest. The following was dialogue between the teacher and the students.

Teacher: “Assalamu’alaikum wr.wb.”

Students: “Waalaikumsalam wr.wb.”

Teacher: “Are you ready for study today?”

(“Sudah siap kalian utuk belajar hari ini?”)

Students: “Yes, Sir.”

(“Ya, Pak.”)

Teacher: “Let’s start our meeting by saying basmallah together.”
Students: “Bismillahirohmanirrohim”

After the greeting, the students prepared their English book. The teacher asked the students about the recount text had been discussed in the previous meeting.

Teacher: “Ok students, do you still remember about recount text?”

(“Baiklah anak-anak, apakah kalian masih ingat tentang deskriptif teks?”)

Students: “Yes, Sir. Retell about the past event.”

(Ya, Pak. Menceritakan tentang peristiwa masa lalu.)

2) Main Activities

In main activities, the teacher asked the students about the other purpose of recount text. The teacher also asked the students what the generic structure of recount text. The teacher asked some students about their funny experience in the past. The following was dialogue between the teacher and the students.

Teacher: “What the other purpose of recount text?”

Students: “To retell about someone experience”

Teacher: “What is the generic structure of recount text?”

Students: “Orientation, events and re-orientation.”
Teacher: “Okay students, we will study retell about memorable event. Now, open your book page 39 and read the recount text about memorable event

(“Oke anak-anak, kita akan belajar tentang menceritakan peristiwa yang mengesankan. Sekarang, buka buku kalian halaman 39 dan bacalah teks recount tentang peristiwa yang mengesankan.”)

Students: “Yes, Sir.”

Teacher: “Good, now what are the orientation of the text?”

Students: “The first paragraph.”

Teacher: “Now, what are the re-orientation of the text?”

Students: “The last paragraph.”

After the teacher asked the students, then the teacher explained the pattern of the sentence in order to be good sentence in recount text. The teacher explained the pattern of simple past tense to retell about the past event.

After the students understood about the material, the teacher required the students to make groups, each group consisted of four until five persons. Every group had to describe one member’s memorable event. Then, if the
group finished they had to present it. The following was
dialogue between the teacher and the students.

Teacher: “OK, I hope you can understand about recount
text of memorable event. Now, this is a time for
a task. With your group, make recount text
about funny experience, then present it in front
of the class. The other groups have to guess the
generic structure of the text and check the
grammar. Each group consist of four until five
person!”

(“OK, aku harap kalian dapat mengerti tentang
teks recount tentang peristiwa yang
mengesankan. Sekarang waktunya untuk tugas.
Dengan grup kalian buatlah teks recount
tentang pengalaman lucu dan presentasikan di
deran kelas. Grup yang lain harus menebak
tentang struktur teks dan mengecek grammar-
nya. Grup terdiri dari empat sampai lima
orang!”)

Students: “Yes, Sir.”

Teacher: You have 15 minutes to make the recount texts
and then you have to present it! Do you
understand?
Although this section focused on group working of the students, the teacher never left them. The teacher always guided them and helped each group who got difficulties. The guidance was done by checking each group. In this stage, the teacher always walked around the class to monitor the students’ work. The teacher did not sit down in the chair but he walked and checked to each group and sometimes asked the groups did they get some difficulties or not.

After fifteen minutes, the teacher required to the students to present their tasks. The following was dialogue between the teacher and the students.

Teacher: “Ok students, have you finished?”
Students: “Yes, Sir.”
Teacher: “Ok, now please submit and I will choose the first presentation to read the recount text about the funny experience.

3) Closing

Before the teacher closed the meeting, the teacher asked the students about recount text again as a feedback.
The following was the dialogue the teacher and the students.

Teacher: “I think enough for today, let’s closed our meeting today by using hamdallah together.”

(“Saya kira untuk hari ini cukup sampai disini, mari kita tutup dengan bacaan hamdallah bersama.”)


Teacher: “Wassalamu’alaikum wr.wb.”

Students: “Wa’alaikumsalam wr.wb.”

2. The Materials Used by the Teacher in Teaching Writing of Recount Text

Teaching process, the material should be appropriate with the curriculum. Curriculum refers to all aspects of planning, implementation and evaluation of an education program, the way and the how to gather with what the teaching learning process (Fauziati, 2005:51). It means that curriculum was a planning arranged to be successful in the teaching learning process. The syllabus for the tenth grade at SMK Muhammadiyah 5 Karanganyar was based on School Based Curriculum. The syllabus was just as a plan or guideline so that the teacher should develop it by himself.

Material has a very important role in teaching learning process. It also should be appropriate with the syllabus. It must
be able to develop the students’ competence and knowledge. The materials of English subject especially writing are listed in the syllabus.

In teaching recount text, the material that was used by the English teacher of SMK Muhammadiyah 5 Karanganyar covered the definition, the function, the generic structure, language features, and example of recount text. The teacher taught his students based on the topic and sub-topic in the main book. The textbook was “When Rings the Bell” for Junior High School Year VII published by Politeknik Negeri Media Kreatif and written by Kementrian Pendidikan dan Kebudayaan. The textbook has been completely designed based on Kurikulum 2013. There were four basic skills covered in this book, namely listening, speaking, reading and writing. This book also provided examples of exercises, and passages which were relevant with the students’ real life.

The teacher also used the teaching materials from many sources, such as from book, experience and internet. Sometimes teacher made the teaching material and students’ exercises by himself. It showed that when the teacher gave examples of recount text, the teacher told his unforgettable experience to the students. In explaining the recount text, teacher used the textbook.
It means that the teacher was being creative in choosing appropriate materials. The teacher did not use only one source but he tried to look for the teaching materials from different source. However, the materials were still appropriate with the aims of teaching learning process.

3. The Media Used by the Teacher in Teaching Writing of Recount Text

In the teaching learning process, media are important things. Teaching and learning by using media makes the teaching learning process more interesting. Based on the observation class and teachers’ interview, the researcher found some media used by the English teacher.

The media used by the teacher was the whiteboard. The function of whiteboard was to write something. When teaching recount text the teacher used the white board to explain the generic structure.

In teaching learning process, media has important functions. There are four function of media in teaching. They are attention, affection, cognitive and competency. It helps the students to remember the lesson, and to attract the students’ interest. Media are able to attract the attention of the students in learning at the class or out of class. Using media can motivate the students. Therefore, media is very useful in the process of teaching
learning, it helps the students to remember the lesson and to attract.

4. **The Method Used by the Teacher in Teaching Writing of Recount Text**

   The methods were used by the teacher in teaching learning process are Cooperative learning, Grammar Translation Method (GTM), Scientific Approach.

   Grammar Translation Method is a method of foreign or second language teaching which uses translation and grammar as the main teaching and learning activities.

   For example the teacher said:

   “Ok students, recount text use simple past tense, so I will explain that ....”

   The teacher explained simple past tense appropriate in grammatical. So, the teacher taught grammar in learning activities. It has function to tell the students to write to be good sentence or paragraph in recount text. That could improve the students’ ability in their grammar mastery.

   Based on the observation, the teacher usually asked the students to divide the class in to several groups that consist of several person. It can be divide by the students’ attendance list, students’ competence, or randomly. The teacher let the students to communicate with their friends, so they discussed together about the material. Then their discussion the result.
According the teacher opinion, working in groups was the way easy to discuss about the material, they could work the case together. The teacher usually made groups with the little members, like four until five students. The teacher also seldom made groups that contain more five students.

The teacher also gave individual task to the students so, it could improve their skill in writing when they want to make a sentence or paragraph. The teacher gave task of writing skill when the time will over so, the students could develop the task in their home. There were process in writing, they were pre-writing and writing. In the next meeting the students revise their text, then the students asked the teacher about the content, grammatical, cohesion and word used in their text. That was rewriting and that is the last of process in writing.

“In making groups, it is appropriate when ask to make team that consist of four until five students in a group. It will be more effective when the group consist of four until five students. They can works together based on their division then they can find many idea from their friends so, they can discussion with their groups. They also more understand about the materials discussion.” (Interview on Wednesday, November 16, 2016)

Based on observation and interview, it could be concluded that in teaching learning activities the teacher not only used one
method. If the teacher taught, he looked the situation in the class. The teacher also asked the students to make groups so, the material could understand by the students.

5. The Procedure of Teaching Learning Activities

Based on observation and the data found in the lesson plan, the procedure of the teaching learning activities in English subject of the tenth grade students of mechanic automotive at SMK Muhammadiyah 5 Karanganyar was divided into three steps, there are opening, main activities, and closing.

a) First was opening, the teacher opened the meeting by saying basmallah together. It was the one religion aspect in the character education. All of the students as the Muslim one to say basmallah wished all of the activities would be easy by the grace of god. After opening, the teacher asked the students feeling of the students on that meeting. Then the teacher also gave the solution if the students had problem. The teacher also asked about the material and task in the previous meeting. Sometime teacher gave question to the students one by one about the material in the previous meeting.

b) The second was main activities, the teacher usually gave warming up to the students. It was the way of the teacher in gave motivation to the students. The warming up could be like give question related the topic of the material that would
be study. During the teaching learning activities, the teacher and the students used English and Indonesian language.

The teacher did not explain the material, but the teacher just showed the material about recount text such as definition, purpose and generic structure. The students had to read and analyze about the material, they used in their own word. The students discussed about the material with their groups. Then, the teacher gave individual task to write recount text.

c) The last was closing activities. Before the teacher closed the meeting, the teacher asked the students, the task could be homework. But the teacher had to remember about that. The teacher also concluded based on the material.

In teaching grammar, the teacher showed the pattern of simple past tense then the students had to make examples related the pattern. The teacher wrote the patterns on the whiteboard.

6. The Syllabus and Lesson Plan

Before teaching learning activities, the teacher made a planning. Planning is the early stage of teaching that is the activities of arranging syllabus and lesson plan. Syllabus and lesson plan are prepared to be basis of teaching procedure.

The model of syllabus used in the tenth grade students of mechanic automotive at SMK Muhammadiyah 5 Karanganyar was based on implementation of Kurikulum 2013. Based on the
syllabus the teacher made lesson plan then, the teacher conducted the teaching learning activities.

From the analysis of the documents, the syllabus and the lesson plan contain the subject identity, basic competence, standard of competency, indicator, main materials, teaching learning activities, evaluation or assessment, time allocation, and completed with the source of material used.

Based on interview, the teachers’ reference in arranged the syllabus and lesson plan were standard of competence and topic competence, then the teacher developed of syllabus and lesson plan by teachers’ creativity and students’ ability. The content of the syllabus involved the achievement of the four English skill (listening, reading, speaking and writing), language components (Vocabulary and grammar) and expression. Based on the document study, it was found that syllabus and lesson plan of English subject used Indonesian language. The researcher concluded that syllabus made by the teacher, it was suitable with the format based on Kurikulum 2013. It means that, the teacher understands and he had capacity to make a syllabus correctly.

The other consideration in developing the syllabus and lesson plan was the facility available in school SMK Muh 5 Karanganyar, there was one of school that has enough facility. The teacher used the facility to support in the teaching learning activities, like the multimedia and internet access. Related to
consideration above, in taking score or assessment, there was midterm test, daily test and final test. It could be practical in oral test, performance or written, in easy or multiple choices.

7. **Main Classroom Activity**

   The students wrote sentences from the source language into the target language. The writing on several classes: vocabulary and grammatical structure in the passage may be accepted from some works from the target literature. The students should not write sentence or literary, but rather in way that showed that they understood their meaning.

8. **Writing Activity**

   Students made some sentences in the target language based on their understanding. The teacher gave a topic to write about it in the target language. The topic based on some aspects of the writing passage of the lesson. Sometimes, instead of writing composition students asked to prepare a summary of the reading passage.

9. **Communication in Teaching Learning**

   Communication is the fundamental aspect that should be concerned in teaching learning activities. According to the researcher’ observation, the teacher used English and Indonesian language to communicate during the lesson, but the teacher dominant used English language. The teacher tried to make the students familiar with English by practice it in the
communication, although the teacher missed with Indonesian language.

Using English to communication during the lesson was not an easy thing for the students. It was because of the students had limited vocabulary mastery that made the students afraid to say in English. Based on observation, not all of the students could apply the English effectively. Some of students just said words represent their meaning in incomplete sentence and then the teacher helped to revise the right way they should be written. Although the students’ words in a grammatical manner were still incorrect, the teacher believed that they could use English in direct communication because they were still study, they needed a process to write English well.

10. The Problems Faced by the Teacher and the Students in Teaching Learning Writing Recount Text

a) Problems Faced by Teacher

There were also problems faced by the teacher in teaching learning process. It occurred in teaching writing in this school. The following were some problems faced by teacher:

1) The teacher found difficulties for managing the students in the class

   All of the students did not pay attention to the teacher when the teacher gave instructions and explain the
material so, it could be the teachers’ difficulties for managing the students in the classroom. Some students participated actively and the others were noisy. For example, when the teacher explained the material, the students made noise to each other. So it disturbed the other.

Based on interview November 16th 2016, the teacher said that the teacher had problems in teaching English, especially in teaching writing of recount text.

*Peneliti*: “Masalah apa yang anda hadapi ketika mengajar di kelas?”

*Guru*: “Sulit mengatur murid di dalam kelas, kadang mereka ribut, dll pada saat proses belajar berlangsung”.

*Researcher*: “What are the problems that you faced when you teach in the class? 

*Teacher*: “I cannot manage the students in the class, most of them make noise when the teaching learning process.”

2) The teacher had to slow in explain and repeat explain about the material.

The teacher had to slow in explain about the material, because the students had lack vocabularies. So, the students sometimes could not understand the meaning when the teacher used English language. Sometimes the teacher used simple word or simple sentence so, the students can understand. The students had lack vocabularies so they sometime could not understand about the meaning. The teacher also repeated to explain
about last material because the students forget about the last material.

Based on the interview November 16\textsuperscript{th} 2016, the teacher said that the teacher have problems in teaching English, especially in teaching writing of recount text.

\textit{Peneliti} : “Masalah apa yang anda hadapi ketika mengajar text recount?”

\textit{Guru} : “Terkadang, saya harus mengulang untuk menjelaskan materi karena mereka lupa. Saya juga harus menggunakan kata atau kalimat sederhana karena terkadang mereka tidak memahami artinya.”

\textit{Researcher} : “What are the problems that you faced when you teach recount text?”

\textit{Teacher} : “Sometimes, I must repeat to explain the material because they forget it. I also use simple words or sentence because sometime they cannot understand about the meaning of the language.”

3) Each student had different capability in receiving the material.

Some of the students could learn the material fast and others learned it slowly. This situation made the teaching learning process did not run well. For example, when the teacher Mr. Muryanto explained the material to the students, there were some students who did not understand the material teacher has explained.

If they do not ask the teacher about their difficulties, the teacher does not know that they still got difficulties
of the material. Consequently, the teacher should recognize his students well and knew their capability with giving much attention rather than the students had fast in receiving the material. The students had different capability. There were fasted and slowed in receiving the material. It made the teaching learning process did not run well.

b) Problems Faced by Students

Based on observation and interview with the students of tenth grade students of mechanic automotive in SMK Muhammadiyah 5 Karanganyar, there were some problems faced by students.

Based on the interview November 16th 2016, the students said that the students had problems in learning English, especially in learning writing of recount text.

Peneliti : Apa kesulitan saat belajar Bahasa Inggris?

Siswa 1 : Saya tidak bisa mengartikan dan susah untuk mengungkapkan dalam Bahasa Inggris.

Siswa 2 : Saya tidak mengerti saat guru menggunakan Bahasa Inggris, tidak tahu artinya.

The researcher: What are your difficulties in learning English?

The student 1 : “I do not know the meaning and the purpose.”

The student 2 : “I have trouble when I arrange the text that can appropriate with the pattern in grammatical.”

Peneliti : Apa kesulitan saat menulis teks recount?
Siswa 1 : *Saya bingung dalam menyusun kata-kata yang benar, dan tidak tahu dalam bahasa inggrisnya.*

Siswa 2 : *Saya tidak tahu mengubah ke dalam bahasa inggrisnya, dan saya bingung tentang grammar yang benar.*

The researcher : What are your opinion in writing recount text?

The student 1 : “I have difficult in make sentence in Indonesian language to be English language.”

The student 2 : “That is gratify, but I still have difficulty to arrange text to be a good and right sentence.”

1) The students had limited of vocabulary

The students had lack vocabulary. They used dictionary and always asked the teacher when learning English. Without dictionary and guided of the teacher the students could not understand the meaning of the word.

The students also could not make sentence well.

2) The students had incorrect and unclear in writing

Some of students had less confidence because their writing was not clear. If the students wrote a text, their writing was not clear. It happened the students were not familiar to write a text. Therefore, their writing was not clear.

3) Difficulties in arranging structure in recount text

Based on the interview with the teacher, the teacher said that the students often made mistake in managing the structure of the text. They still had difficult to arrange
first paragraph and the next paragraph became a coherent text.

B. DISCUSSION

Based on the information from English teacher and observation at SMK Muhammadiyah 5 Karanganyar the general objective of language teaching learning process was to take the students to be active in English classroom both in oral or in written language and they could applied the four skills, listening, speaking, reading, and writing. Speaking and writing skills is the product of performative competence. It was played an important role in teaching English, because they could express their ideas in the form of written and spoken skill. So, the goal of teaching English is to develop the students’ competence in communication using English. Writing has always been used as a means of reinforcing language that has been taught.

In this research when teaching learning writing skill of recount text for tenth grade students of mechanic automotive had some concerns that had to analyzed the process of teaching learning writing skill of recount text for tenth grade students were the material used, the media used, the method use, the teacher role, the students role. After that the problems face by the teacher and students when teaching learning writing skill of recount text for tenth grade students.
1. The Process of Teaching Learning Writing Skill of Recount Text.

a. The Material Used

The material of teaching writing is recount text. Recount text is kind of text that used to retell the past event. The materials of recount text from the teacher make itself from book and internet. The materials that were used by the teacher of SMK Muhammadiyah 5 Karanganyar covered the definition, the function, the generic structure, language features, and example of recount text.

b. The Media Used

Based on observation the teacher used media in teaching learning process at tenth grade students in SMK Muhammadiyah 5 Karanganyar, the teacher just used whiteboard and board marker to support the teaching learning activities.

c. The Method used

The methods used by the teacher in teaching learning process are Three Phase Technique, Grammar Translation Method (GTM), and Scientific Approach. The teacher asked the students to divide the class into several groups, the groups consist of several person. So, the students could communicate with other students. The teacher explained simple present tense appropriate in grammatical. So, the
teacher taught at tenth grade students of mechanic automotive using teaching grammar in learning activities. Based on observation, the teacher also gave individual task the students so, that could improve their skill in writing when they want to make a sentence or paragraph. The students executed pre-writing, writing, revise their text, then final version. In teaching learning process of writing the students prepared and found the idea to write into paragraph. After the students wrote the paragraph they asked their friend or their teacher into good sentence, then they revised into English language well. So, that was the final revision could submit to their teacher. The process of writing was going success because could agree with the steps on the theories.

d. The Roles of Teacher

Teacher as a source information had been the criterion to make teaching and learning process could be successful. So, the teacher has a role in teaching and learning process. Teacher’s role is important to be facilitator in learning to make the process of teaching and learning run well.

Based on researcher observation in the classroom on November 2016, there were many teachers’ roles. The roles of the teacher at SMK Muhammadiyah 5 Karanganyar are controller, organizer, prompter and observer.
1) Teacher as controller

The teacher has full authority in the classroom. The teacher kept the class in quiet condition, when the students made noise in teaching learning process, the teacher reminded them. The teacher asked the students whether they confused about the task and also the teacher controlled their task engagement.

Teacher: “Ok students, have you finished?”

Students: “Not yet, Sir.”

Teacher: “Ok, that’s to be your task for next meeting, you must submit it!

2) Teacher as an organizer

The teacher organized the students to occupy some various activities and performed in every instruction, for instance the teacher made groups and divided groups of whole class. The groups of the students consist of four until five students

Teacher: “OK, I hope you can understand about recount text. Now, make a group and make a summary about recount text on your own word, so discuss with your groups. The groups consist of four until five person!”

Students: “Yes, Sir.”

3) Teacher as a prompter
The teacher gave task and he gave time to work it. The students had to finish the task in that time, so the teacher prompted the students to finish the task on that time.

Teacher: You have 15 minutes to make a summary about recount text and then you must submit! Do you understand?

Students: “Yes, Sir.”

4) Teacher as an observer

The teacher observed the task of the student, so the teacher could gave criticism and feedback to students. They observed students’ performance in conducting instructional design. They also view the students’ competence in each skill and to know the way of students’ responded in asking, answering and sharing about suggestion.

e. The role of the student

Based on the observation, that was to be active by allowing the students, they got better achievement in English teaching learning process. Furthermore, the students to be active by allowing and communicative the students became familiar to communicate by paying attention in teaching process. In addition, the role of the students in classroom
observation that student had understood and known the
lesson.

2. The Problems Faced by the Teacher and the Students in

Teaching Learning Writing Recount Text

a. The problems faced by the teacher

Based on the interview November 16th 2016, the
teacher said that the teacher had problems in teaching
English, there were:

1) The teacher found difficulties in managing the students
in the class.

   The teachers’ difficulties in managing the students in
the classroom because some of the students were not pay
attention to the teacher. When the teacher gave
instruction and explained material, some of students
participated actively and the others were noisy. For
example, when the teacher explained the material to the
students, they made noise to each other. So, that
disturbed the other students. Therefore, the teacher could
not control their students.

2) The teacher had to slow in explain and repeat explain
about the material

   The teacher had to slow in explain and repeat explain
explained about the material because the students had
lack vocabularies. So, the students sometimes could not
understand the meaning when the teacher used English language. The teacher also repeated to explain about last material because the students forget about the last material. Therefore, the teacher made interaction with the students and he helped the students so, they could know and understand.

Based on the explanation, the teacher showed that he helped, gave instructions, and guided them about the material in the study. Each student had different capability in receiving the material.

Some of the students could learn the material fast and others learned it slowly. This situation makes the teaching learning process did not run well. For example, when the teacher Mr. Muryanto explained the material to the students, there were some students who did not understand the material teacher has explained, but the fast learner of the students could understand it well.

Based on the explanation, the students had different capability. There were fasted and slowed in receiving the material. It made the teaching learning process did not run well.

b. The problems faced by the students
Based on the interview November 16th 2016, the students said that the students had problems in learning English, there were:

1) The students had limited vocabulary

The students had lacked vocabulary. They used dictionary and always asked the teacher when learning English. Without dictionary and guided of the teacher the students could not understand the meaning of the word. The students also could not make sentence well.

2) The students had incorrect and unclear in writing

Some of students had less confidence because their writing was not clear. If the students wrote a text, their writing was not clear. It happened the students were not familiar to write a text. Therefore, their writing was not clear.

3) Difficulties in arranging structure in recount text

Based on the interview with the teacher, the teacher said that the students often made mistake in managing the structure of the text. They still had difficult to arrange first paragraph and the next paragraph became a coherent text.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

This chapter presents the conclusion of this research. This research is about a recount study on teaching learning writing skill of recount text for tenth grade students of mechanic automotive at SMK Muhammadiyah 5 Karanganyar. Based on the discussion in the previous chapter, the researcher found there were the method used by the teacher in teaching writing of recount text were Three Phase Technique, Grammar Translation Method (GTM), and Scientific Approach. The teaching and learning process of writing was going success. The materials that were used by the teacher of SMK Muhammadiyah 5 Karanganyar covered the definition, the function, the generic structure, language features, and example of recount text. The teacher used whiteboard and board marker to support the teaching learning activities at tenth grade students of mechanic automotive in SMK Muhammadiyah 5 Karanganyar.

The researcher also found the problems faced by the teacher and the students in teaching learning writing recount text. The teacher finds difficulties in managing the students in the class, the teacher had to slow in explain and repeat explain about the material, and each students had different capability in received the material. The
students have limited of vocabulary, the students have incorrect and unclear in writing, and difficulties in arranging structure in recount text.

B. Suggestion

The researcher will give some suggestions related this research. The researcher hopes that these suggestion will be useful for teachers, students, institution of education, and other researchers. The suggestions can be put forward as follows:

1. To the Teacher

The teacher should have uses other media to make interest the students. The media is important to develop their thought, so the students can develop their writing skill of recount text.

2. To the Students

The students should involve actively in English class and practice the English frequently. If it is done, studying English will be easy and enjoyable.

3. To the Institution of Education.

The Education Institution should provide facilities and media which can support the teaching learning process. By using appropriate facilities and media in the class, teaching learning process can run more effectively. It can also gain the students’ interest and motivation in studying a subject at school.

4. To the Other Researcher
This research studies the recount study on teaching learning writing skill of recount text. It is expected for the other researcher that the result of this study can be used as additional reference for further research conducted in the future in order to describe a better teaching learning process. They should also do the research further to find out the weakness which still happened.

**BIBLIOGRAPHY**


Celce-Murcia, Mariane. 2001. Teaching English as a Second or Foreign Language. USA: Thomson Learning, Inc.


FIELD NOTE OBSERVATION

Day/Date : Wednesday, 16th November 2016

Time : 09.00 – 10.40

Teacher : Mr. Muryanto, S.s

Description :

First observation here was pre-observation. It was done on 16th November 2016. The researcher observed the condition of class 10 MO. The material in the first observation was narrative and recount text. The students’ condition in 10 MO was good. The students were serious in teaching learning process. In the teaching and learning process, Mr. Muryanto, S.s explained the material to the students. Then, Mr. Muryanto, S.s asked the students active in teaching learning process. In teaching learning process Mr. Muryanto, S.s used opening, main activity and closing as the agenda of teaching learning process, as follows:

a. Opening

In opening section, Mr. Muryanto, S.s opened the meeting by saying good morning. After that Mr. Muryanto, S.s with the students pray by saying Basmallah together and Mr. Muryanto, S.s checked students’ attendance list.

b. Main activities

The teacher gave a material to the students. It was about recount text. Mr. Muryanto, S.s told the students about the materials. The students learned about reading skill. In making the condition in the classroom more life, the teacher asked some question to the students to make the students active in the class. Then, the teacher asked to the students to read a story on their handbook. The students read the text and translating the text. In translating the text the teacher asked the students one by one. One students translated one sentence. The teacher also asked to the students to underline the difficult
word. This technique used to increasing the students in vocabulary. In translating the text, the 10 MO students was enthusiasm, the student was immediately looking for the meaning of the underline word in that text in dictionary. The students” response in teaching learning process that day was good. There was feedback between teacher and students.

c. Closing

The teacher reviewed some material that had discussed in the meeting, after that the teacher gave a task to the students. After that, the teacher say Hamdallah with the students as the sign the time in teaching learning process was done.
FIELD NOTE OBSERVATION

Day/Date : Monday, 21th November 2016
Time : 07.00 – 08.20
Teacher : Mr. Muryanto, S.s

Description:

Second observation was done on 21th November 2016. The researcher observed the condition of class 10 MO. The material is recount text. The students’ condition in 10 MO was very good. The students were serious in teaching learning process. In the teaching and learning process, Mr. Muryanto, S.s explained the material to the students. Then, Mr. Muryanto, S.s asked to the students active in teaching learning process. In teaching learning process Mr. Muryanto, S.s used opening, main activity and closing as the agenda of teaching learning process, as follows:

a. Opening

In opening section, Mr. Muryanto, S.s opened the meeting by saying good morning. After that Mr. Muryanto, S.s with the students pray by saying Basmallah together and Mr. Muryanto, S.s checked students” attendance list.

b. Main activities

The teacher gave a material to the students. It was about recount text. Mr. Muryanto, S.s told the students about the materials. The students learned about the organization of the recount text. In making the condition in the classroom more life, the teacher asked some question to the students to make the students active in the class. Then, the teacher asked to the students to read a story on their handbook. The students read the text and translating the text. In translating the text the teacher asked the students one by one. One student translated one sentence. The teacher also asked to the students to underline the difficult word. This technique used to increasing the students in vocabulary. In translating the text, the 10 MO students was enthusiasm, the student was immediately
looking for the meaning of the underline word in that text in dictionary. The students’ response in teaching learning process that day was good. There was feedback between teacher and students.

c. Closing

The teacher reviewed some material that had discussed in the meeting, after that the teacher gave a task to the students. After that, the teacher say Hamdallah with the students as the sign the time in teaching learning process was done.
FIELD NOTE OBSERVATION

Day/Date : Wednesday, 30th November 2016
Time : 09.00 – 10.40
Teacher : Mr. Muryanto, S.s

Description :

Third observation was done on 30th November 2016. The researcher observed the condition of class 10 MO. The material was still recount text. The students’ condition in 10 MO was very good. The students were serious in teaching learning process. In the teaching and learning process, Mr. Muryanto, S.s explained the material to the students. Then, Mr. Muryanto, S.s asked to the students active in teaching learning process. In teaching learning process Mr. Muryanto, S.s used opening, main activity and closing as the agenda of teaching learning process, as follows:

a. Opening

In opening section, Mr. Muryanto, S.s opened the meeting by saying good morning. After that Mr. Muryanto, S.s with the students pray by saying Basmallah together and Mr. Muryanto, S.s checked students’ attendance list.

b. Main activities

The teacher reviewed a material yesterday to the students. It was about recount text. Then, in this meeting Mr. Muryanto told about using of Simple Past Tense. In making the condition in the classroom more life, the teacher asked some question to the students to make the students active in the class. Then, the teacher asked to the students to read a story on their handbook. The students read the text and translating the text. In translating the text the teacher asked the students to look for the Verb 2 in every single sentence on the text. This technique used to increasing the students in tenses. After that the teacher asked the students to make some sentences in the form of Simple Past Tense, and asked the students to write one by one on the whiteboard. The students’ response in
teaching learning process that day was good. There was feedback between teacher and students.

c. Closing

The teacher reviewed some material that had discussed in the meeting, then, the teacher gave a task to the students. After that, the teacher say Hamdallah with the students as the sign the time in teaching learning process was done.
FIELD NOTE OBSERVATION

Day/Date : Wednesday, 11th January 2017

Time : 09.00 – 10.40

Teacher : Mr. Muryanto, S.s

Description :

Fourth observation was done on 11th January 2016. The researcher observed the condition of class 10 MO. The material was still recount text. The students’ condition in 10 MO was very good. The students were serious in teaching learning process. In the teaching and learning process, Mr. Muryanto, S.s explained the material to the students. Then, Mr. Muryanto, S.s asked to the students active in teaching learning process. In teaching learning process Mr. Muryanto, S.s used opening, main activity and closing as the agenda of teaching learning process, as follows:

a. Opening

In opening section, Mr. Muryanto, S.s opened the meeting by saying good morning. After that Mr. Muryanto, S.s with the students pray by saying Basmallah together and Mr. Muryanto, S.s checked students’ attendance list.

b. Main activities

The teacher reviewed a material yesterday to the students. It was about recount text. Then, in this meeting Mr. Latief teach in writing skill. In making the condition in the classroom more life, the teacher asked some question to the students to make the students active in the class. He asked about the material yesterday. After that, Mr. Latief asked the students to write about recount text. He gave the topic about vacation.

c. Closing
The teacher asked the students to collect the text. The teacher reviewed some material that had discussed in the meeting. After that, the teacher say Hamdallah with the students as the sign the time in teaching learning process was done.
INTERVIEW OBSERVASI

Judul : Wawancara Proses Pembelajaran

Tempat : Ruang Guru SMK muh 5 Karanganyar

Waktu : Rabu, 16 November 2016

Peneliti mewawancara Pak Muryanto, S.s selaku guru mata pelajaran Bahasa Inggris kelas 10 SMK muh 5 Karanganyar.

Researcher : “Selamat pagi pak, maaf menggangu waktunya disini saya akan mewawancarai bapak tentang proses pembelajaran Bahasa Inggris dikelas 10”.

Pak Muryanto, S.s : “Ya mas, ada yang bisa saya bantu?”

Researcher : “Pertama, yang saya ingin tanyakan bagaimana keter tarikan siswa pada saat belajar Bahasa Inggris Pak?”

Pak Muryanto, S.s : “Sejak saya mengajar disini dari tahun 2009-sekarang ini menurut saya hanya beberapa anak saja yang termotivasi untuk belajar Bahasa Inggris. Rata-rata dari setiap kelas itu kurang lebih hanya 10 anak yang memiliki rasa antusias untuk belajar Bahasa Inggris”.

Researcher : “Ketika mengajar Bahasa Inggris metode apa yang Bapak gunakan?”

Pak Muryanto, S.s : “Karena di sekolah ini, untuk kelas 10 masih menggunakan kurikulum K13, jadi saya menggunakan metode ceramah mas. Karena jika saya menyuruh mereka berkelompok seperti itu hanya beberapa siswa saja yang aktif”.

Researcher : “Lalu media apa yang bapak gunakan?”

Pak Muryanto, S.s : “Buku Lks dan Paket mas”.

Researcher : “Masalah apa yang Bapak hadapi pada saat proses belajar mengajar itu Pak?”

Pak Muryanto, S.s : “Banyak masalahnya. Saya itu bingung juga dengan anak-anak kalau saya jelaskan susah memahaminya, kalau saya membuat metode pembelajaran yang menarik malah tidak bisa jalan.”
Researcher: “Lalu, bagaimana cara Bapak dalam mengatasi masalah tersebut Pak?”

Pak Muryanto, S.s: “Ya, saya disini sebagai guru memposisikan diri sebagai fasilitator. Memberikan masukan-masukan pada siswa agar aktif bertanya dikelas”.

Researcher: “Kemudian, kalau dalam tugas writing itu bagaimana bapak?”

Pak Muryanto, S.s: “Ya mereka langsung mengarang mas dari Bahasa Indonesia lalu diterjemahkan kedalam Bahasa Inggris”.

Researcher: “Kalau khusus kelas MO ini bagaimana pak?”

Pak Muryanto, S.s: “Kalau MO ya siswa nya aktif mas, tetapi dalam memahami materi kurang”.

Researcher: “Kalau nilai-nilainya dalam bahasa Inggris pak? Dalam writing sendiri bagaimana?”

Pak Muryanto, S.s: “Nilainya hanya sebagian yang baik mas”.

Researcher: “Bagaimana dengan waktu dalam mengajar pak, apakah sudah cukup?”

Pak Muryanto, S.s: “Oh iya menurut saya sudah cukup kalau dalam 1 minggu itu ada 4-5 jam pelajaran untuk mata pelajaran Bahasa Inggris dan 1 jam nya 40 menit”.

Researcher: “Oh seperti itu ya pak. Oke bapak terimakasih sudah banyak bercerita dan sudah meluangkan waktunya”.

Pak Muryanto, S.s: “Iya mas sama-sama”.

x
INTERVIEW WITH THE TEACHER
Hari/ Tanggal : Senin, 23 November 2016
Tempat : Kantor Guru
Waktu : 09.30 – Selesai

Researcher : “Assalamu’alaikum, bapak maaf mengganggu waktunya pak?”
Pak Muryanto, S.s : Walaikumusalam, iya mas, ada yang bisa saya bantu”.
Researcher : “Begini bapak, setelah saya mewawancarai siswa kelas 10 dan melihat hasil kerja siswa, kebanyakan nilai siswa bagus pak tetapi masih ada kesulitan dalam beberapa spek writing pak khususnya dalam menulis recount text”.
Pak Muryanto, S.s : “Oh iya mas silahkan”.
Researcher : “Dalam bahasa inggris kan ada 4 skill pak, nah terutama writing ini yang biasanya siswa kesulitan. Bagaimanakah bapak dalam mengajar writing ini pak?”
Pak Muryanto, S.s : “Dalam mengajar writing saya biasanya menjelaskan materinya, lalu meminta siswa untuk menulis mas”.
Researcher : “Bapak tidak menjelaskan teori tentang process writing pak?”
Pak Muryanto, S.s : “Tidak mas. Soalnya siswa terbiasa menulis dengan free writing mas”
Researcher : “Berdasarkan hasil kerja siswa dalam mengerjakan recount text, ada beberapa kesulitan yang dihadapi yaitu tentang siswa itu kesulitan dalam merangkai kalimat (grammar) pak. Untuk solusi dalam kesulitan merangkai kalimat tersebut bagaimana Pak?”
Pak Muryanto, S.s : “Ya itu mas, saya memberikan penjelasan kembali tentang materinya itu mas. Lalu saya meminta para siswa untuk membuat kalimat dengan menggunakan tenses yang benar”.
Researcher : “Jadi menjelaskan kembali atau mereview materi yang sudah diberikan, gitu ya pak? Lalu di beri tugas membuat kalimat untuk mengetes siswa tersebut sudah paham atau belum? Seperti itu Pak?
Pak Muryanto, S.s : “Iya mas”.
Researcher: “Owh..iya pak, kemudian kalo untuk masalah mengubah kata dari bahasa Indonesia ke bahasa Inggris Pak, kan siswa tersebut biasanya masih sesuai dengan bahasa Indonesia Pak? Dan mengubah Verb 1 menjadi Verb 2 itu juga pak? Bagaimana solusi dari bapak dalam mengatasi masalah tersebut pak?

Pak Muryanto, S.s: “Saya meminta siswa untuk membawa kamus mas, dan pada saat pelajaran saya meminta siswa untuk membuka kamus jika mereka menemukan kata-kata sulit. Dan dalam mengubah bentuk Verb 1 ke V2 saya juga meminta siswa untuk membuka kamus mas, kalau siswa tidak menemukannya dikamus biasanya tanya saya mas”.

Researcher: “Nah apakah bapak memberi sanksi kepada siswa yang tidak membawa kamus tersebut pak?”

Pak Muryanto, S.s: “Tidak mas, karena alasan mereka tidak mempunyai uang untuk membeli kamus”.

Researcher: “Bapak tidak meminta siswa untuk meminjam diperpustakaan”

Pak Muryanto, S.s: “Tidak mas, karena perpustakaan ada digedung selatan dan tidak memungkinkan siswa pada saat jam belajar untuk pergi keperpustakaan karena jarak gedung utara dan selatan lumayan jauh. Bagi saya dalam 1 meja ada 1 kamus itu sudah membantu mas”.

Researcher: “Oh seperti itu ya pak. Saya kira cukup itu saja pak. Terimakasih atas waktunya Pak”.

Pak Muryanto, S.s: “Iya mas sama-sama”.
INTERVIEW WITH THE STUDENTS

Hari/ Tanggal : Senin, 21 November 2016
Tempat : Depan kelas 10 MO
Waktu : 09.30 – Selesai

1. Name : Ahmad Hasan

Researcher : “Menurutmu bahasa inggris gimana dek?”
Student : “Mudah”
Researcher : “Model pembelajaryanya gimana dek?”
Student : “Ya gitu mas dijelasin sama bapak guru”.
Researcher : “Kalau menulis dek? Gimana?”
Student : “Dikit-dikit bisa mas”.
Researcher : “Kalau recount text kemarin bagaimana?”
Student : “Lumayan mudah sih mas kan menjelaskan tentang pengalaman sendiri”.
Researcher : “Lha yang susah ketika kamu menulis itu apa?”
Student : “Gak tau bahasa inggrisnya mas”
Researcher : “Lalu bagaimana kamu mengatasi masalah tersebut?”
Student : “Buka kamus mas, kalau tidak ketemu ya tanya langsung sma pak guru”.

2. Name : Andreana Adryansyah

Researcher : “Menurutnya bahasa inggris itu gimana dek?”
Student : “Lumayan susah mas”
Researcher : “Apanya yang membuat susah dek?”
Student : “Kata-katanya mas, soalnya gak tau artinya”.
Researcher : “Pak Muryanto, S skaualu mengajar writing bagaimana dek?”
Student : “Menjelaskan materi lalu disuruh menulis mas”.
Researcher : “Lha kesulitanmu dalam menulis itu apa dek?”
Student : “Menyusun paragraf dalam bahasa inggris mas, sama tenses”.

Researcher : “Kalau menulis recount text bagaimana?”
Student : “Susah dalam mencari v2 nya mas gak hafal?”.
Researcher : “Lalu bagaimana caramu untuk mengatasi hal tersebut?”.  
Student : “Tanya sama pak guru mas, kalau nggak ya buka kamus”.

3. **Name: Bima Akbar Fitrianto**

Researcher : “Menurutmu bahsa inggris itu bagaimana dek?”
Student : “Susah mas”
Researcher : “Pak guru kalau ngajar dikelas bagaimana dek?”
Student : “Ya gitu mas menjelaskan didepan kelas mas”.
Researcher : “Menurutmu kalau writing itu sulit apa mudah dek?”
Student : “Susah mas”.
Researcher : “Susahnya?”.  
Student : “Megarang mas, menyusun kalimat dalam bahasa inggris”.
Researcher : “Kalau recount text?”
Student : “Agak mudah mas kan menceritakan pengalaman pribadi”.  
Researcher : “Lalu kesulitanya?”.  
Student : “Ya itu mas ga tau arjti katanya”.  
Researcher : “Lalu saran dari pak guru apa dek?”
Student : “Disuruh membuka kamus mas”.

4. **Name: Muhammad Yani**

Researcher : “Menurutmu pelajaran bahasa inggris bagaimana dek?”
Student : “Menyenangkan mas”.
Researcher : “Menyenangkannya?”. 
Student : “Iya mas soalnya kita bisa tau bahasa orang luar negeri”.  
Researcher : “Kalau sama pelajaran writing suka gak dek?”
Student : “Hehehe… lumayan mas”.
Researcher : “Pak guru kalau mengajar gimana dek biasanya?”
Student : “Itu mas biasanya disuruh mencatat kata-kata sulit terus diartikan”.
Reseacher : “Lha kalau disuruh menulis kesulitanmu apa dek?”
Student : “Ya itu mas merangkai kalimat dan menterjemahkanya mas”.
Reseacher : “Lalu bagaimana usahamu dek”
Student : “Belajar membuat kalimat lalu menterjemahkanya mas”.

5. Name: Muhammad Saifudin

Researcher : “Menurutmu bahasa Inggris bagaimana dek?”
Student : “Lumayan susah mas”
Researcher : “Kalau writing gimana dek?”
Student : “Ya.. lumayan mas. Hehe”.
Researcher : “Kalau recount text kemarin dek?”
Student : “Agak mudah mas kan mengarang pengalaman pribadi mas”.
Researcher : “Ada kesulitan gak dek dalam menulis?”
Student : “Ada mas mengubah V1 ke V2 itu mas sama mengartikan ke dalam bahasa inggris mas?”
Researcher : “Tenses ya dek?”
Student : “Iya mas”
Researcher : “Lalu bagaimana kamu mengatasinya dek?”
Student : “Tanya pak guru mas kalau ga tau, terus dicatet dihafalkan mas buat belajar sendiri”.

6. Name: Luthfi Imam Suharto.

Researcher : “Menurutmu bahasa Inggris bagaimana dek?”
Student : “Mudah mas”
Researcher : “Nilai bahasa Inggrismu gimana dek?”
Student : “Alhamdulilah, bagus mba.”
Researcher : “Kalau writing gimana dek?”
Student : “Ya.. lumayan mas”.
Researcher : “Kalau recount text kemarin dek?”
Student : “Mudah mas kan mengarang pengalaman pribadi mas”.
Researcher : “Ada kesulitan gak dek dalam menulis?”
Student : “Ada mas mengubah V1 ke V2 itu mas”
Researcher : “Tenses ya dek?”
Student : “Iya mas”
Researcher : “Lalu bagaimana kamu mengatasinya dek?”
Student : “Tanya pak guru mas kalau ga tau, terus dicatet dihafalkan mas buat belajar sendiri”.

7. Name: Muhammad Yoga Adhitama

Researcher : “Menurutmu bahasa Inggris bagaimana dek?”
Student : “Agak susah mas”
Researcher : “Kalau writing gimana dek?”
Student : “Ya.. gitu mas. Hehe”.
Researcher : “Kesulitan apa yang kamu dapati saat menulis dek?”
Student : “Ada mas mengubah V1 ke V2 itu mas sama mengartikan ke dalam bahasa inggris mas?”
Researcher : “Tenses sama vocabulary ya dek?”
Student : “Iya mas itu”
Researcher : “Lalu bagaimana kamu mengatasinya dek?”
Student : “Tanya pak guru mas kalau ga tau.. Hehe”.

8. Name: Irvan Nur Rohmat

Researcher : “Menurutmu bahasa Inggris gimana dek?”
Student : “Mudah mas”
Researcher : “Kalau writing gimana dek?”
Student : “Lumayan mudah sih mas. Hehe”.
Researcher : “Kalau recount text kemarin dek?”
Student : “Menurut saya mudah mas kan mengarang pengalaman pribadi mas”.
Researcher : “Ada kesulitan gak dek dalam menulis?”
Student : “Ada mas mengartikan ke dalam bahasa inggris mas?”
Researcher : “Vocabulary ya dek?”
Student : “Iya mas”
Researcher : “Lalu bagaimana kamu mengatasinya dek?”
Student : “Melihat di kamus mas, kalau dikamus tidak ada tanya pak guru mas”.

9. Name: Hafid Yuslim

Researcher : “Menurutmu bahasa Inggris gimana dek?”
Student : “Susah mas”
Researcher : “Kalau writing gimana dek?”
Student : “Ya.. itu mas sulit. Hehe”.
Researcher : “Kalau recount text kemarin dek?”
Student : “Nah itu mas pake V2 mba”.
Researcher : “Lha gimana dek bisa gak?”
Student : “Ya itu mas kesulitanya mengubah V1 menjadi V2, menyusun kalimat, sama mengartikan kedalam bahasa inggris mas”.
Researcher : “Lalu bagaimana kamu mengatasi masalah itu dek?”
Student : “Belajar membuat kalimat mas terus diartikan sendiri kalau gak tau ya tanya pak guru mas.. Hehe”

10. Name: Muahammad Faiq Haidar

Researcher : “Menurutmu bahasa Inggris bagaimana dek?”
Student : “Lumayan mudah mas”
Researcher : “Kalau writing gimana dek?”
Student : “Lumayan sih mas”.
Researcher : “Kalau recount text kemarin dek?”
Student : “Ya lumayan mas kan mengarang pengalaman pribadi mas”.
Researcher : “Ada kesulitan gak dek dalam menulis?”
Student : “Ada mas mengubah V1 ke V2 itu mas”.
Researcher : “Tenses ya dek?”
Student : “Iya mas”
Researcher : “Lalu bagaimana kamu mengatasinya dek?”
Student : “Tanya pak guru mas kalau ga tau, terus dicatet dihafalkan buat belajar sendiri dirumah mas”.
The Students Data of X Class of SMK MUHAMMADIYAH 5 KARANGANYAR in the Academic Year 2016/2017

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<td>HAFID YUSLIM</td>
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<td>7</td>
<td>IRVAN NUR ROHMAT</td>
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<td>LUTHFI IMAM SUHARTO</td>
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<td>15</td>
<td>NUJUMUDIN</td>
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<td>16</td>
<td>NUR ROSHID ALI SUSENO S.P</td>
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</tr>
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<td>17</td>
<td>RIFKHAN ZULKAIDA</td>
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</table>
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMK MUHAMMADIYAH 5 KARANGANYAR
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / I (satu)
Jenis Text : Teks Monolog
Sub : Recount Text
Aspek/Skill : Membaca (Reading)
Mendengarkan (Listening)
Alokasi Waktu : 2 x 40 menit (1 x Pertemuan)
Standar Kompetensi :
2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar :
2.2. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount.
Indikator :
1. Mengidentifikasi Informasi/makna yang terdapat dalam teks berbentuk recount
Karakter Siswa yang diharapkan
❖ Dapat dipercaya (Trustworthines)
❖ Rasa hormat dan perhatian (respect)
❖ Tekun (diligence)

1. Tujuan Pembelajaran
Pada akhir pembelajaran siswa diharapkan dapat:
1. Mengidentifikasi Informasi/makna yang terdapat dalam teks berbentuk recount
2. Mengidentifikasi tujuan komunikatif dan langkah retorika teks recount

2. **Materi Pembelajaran**

   a. **Pengertian Recount Text**

      Recount text adalah teks yang menceritakan kembali sebuah cerita, aksi ataupun aktifitas. Tujuan recount text adalah untuk menceritakan kembali pengalaman atau kejadian dan peristiwa yang terjadi di masa lampau secara berurutan kepada pembaca.

   b. **Generic Structure**

      Generic structure (susunan umum) recount text ini terdiri dari:

      - **Orientation**: *tells who was involved, what happened, where the events took place, and when it happened.*

        ("Orientation" menceritakan siapa saja yang terlibat dalam cerita, apa yang terjadi, di mana tempat peristiwa terjadi, dan kapan terjadi peristiwanya).

      - **Events**: *tell what happened and in what sequence.* ("Event" merupakan rekaman peristiwa yang terjadi, biasanya disampaikan dalam urutan kronologis, seperti: "In the first day... . And in the next day... . And in the last day... .") Pada bagian ini terdapat juga komentar pribadi tentang peristiwa atau kejadian yang diceritakan.

      - **Reorientation**: *consists of optional-closure of events/ending.*

        ("Reorientation" berisi penutup cerita / akhir cerita). Reorientation bisa juga berisi pengulangan pengenalan yang ada di orientation, pengulangan tentang rangkuman peristiwa atau kejadian yang diceritakan.

   c. **Ciri Kebahasaan Recount Text**

      Pada saat membaca Recount Text, akan ditemukan ciri-ciri kebahasaan sebagai berikut:

      - Menggunakan kalimat dalam bentuk Past Tense.
      - Menggunakan Action Verbs (Contoh: went, bought, wrote, slept, dll)
Menggunakan Adverbs and Adverbial Phrase untuk mengungkapkan waktu, tempat dan cara (Contoh : yesterday, at school, quickly, dll)

Menggunakan Conjunction dan Time Connectives untuk mengurutkan peristiwa atau kejadian (Contoh : but, and, after that, dll)

Contoh text

My birthday party

Orientation

On the weekend I had a party. It was for my birthday.

Events

All my friends came to my house and we played lots of games. After the games we ate lunch. We had fairy bread, chips and cake. Later I opened my presents. I got lots of great things. Then it was time for everyone to go home.

Re-Orientation

I had fun at my party.

3. Metode Pembelajaran

Metode : three-phrase-technique

4. Langkah – langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :
Greetings (Salam)

• Tanya jawab tentang materi yang akan dibahas

Motivasi :

• Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa
B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:
- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- Memperhatikan penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan penulisan teks monolog deskriptif / prosedur
- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:
- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Menulisi frasa-frasa, kalimat-kalimat yang diperlukan untuk menulis teks deskriptif / prosedur.
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:
- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,

Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,

Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

- Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
- Membantu menyelesaikan masalah;
- Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
- Memberi informasi untuk bereksplorasi lebih jauh;
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

Guru bertanya jawab tentang hal-hal yang belum diktahui siswa

Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Belajar & Media Pembelajaran

- Teks Buatan Guru
- Audio abaut “My Holliday”
- Kamus Bahasa Inggris-Bahasa Indonesia
- Media Pembelajaran : white board, marker, laptop, audio speaker.

6. Penilaian

A. Teknik Penilain : Tes Mendengarkan
B. Bentuk Instrumen : Soal listening berbentuk Pilihan ganda
C. Instrumen : Text of the audio dan Soal

Orientation
I spent my holiday in Jogjakarta last year. I went to Prambanan Temple with my family early in the morning.

Events
We went to Prambanan Temple by bus and arrived at 01.00 in the afternoon. I saw many foreign tourists there. I spoke English with them. Their name are Andrew and Peter. They were very friendly. They came from New York. Prambanan Temple was crowded in holiday. We went back at 07.00 in the evening.

Reorientation
It was a very interesting holiday.

Soal
Choose the best answer a, b, c, or d!

1). What is the purpose of the text?
   a. To entertain the reader
   b. To inform the reader
   c. To retell event that this happened in the past.
   d. To describe something, place, or person.

2). What is the genre of the text?
   a. Descriptive
   b. Recount
c. Narrative
d. Report

3). Where did the writer spend his holiday?
   a. Borobudur temple
   b. Monas
   c. Prambanan Temple
   d. Keraton

4). When did the writer arrive in Prambanan Temple?
   a. 02.00
   b. 01.30
   c. 07.00
   d. 01.00

5). Who were the name of the tourists which he spoke with?
   a. Andrea and Peter
   b. Peter and Diana
   c. Andrew and Peter
   d. Andrea and Peter

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1. C 
2. B 
3. C 
4. D
5. C

TUGAS TAK TERSTRUKTUR (Penugasan)

- Membuat contoh teks Recount sederhana sesuai dengan pengalaman masing-masing, kemudian dianalisis generic structure nya dari teks yang telah dibuat tersebut.

d. Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 1
2. Jumlah skor maksimal = 5x2 = 10
3. Nilai maksimal = 10

\[
\text{SkorPerolehan} = \frac{\text{SkorPerolehan}}{100} \\
\text{Nilai Siswa} = \frac{\text{SkorMaksimal}}{\text{SkorPerolehan}} \times 100
\]

4. Nilai Siswa = \[
\text{SkorMaksimal} \times \frac{\text{SkorPerolehan}}{100}
\]

e. Standar Pencapaian

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<tr>
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</tr>
<tr>
<td>Very good</td>
<td>81 – 90</td>
</tr>
<tr>
<td>Good</td>
<td>71 – 80</td>
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<tr>
<td>Avarage</td>
<td>61 – 70</td>
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<tr>
<td>Poor</td>
<td>( \leq 60 )</td>
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</table>

Karanganyar, 21 November Juli 2016

Mengetahui

Kepala Madrasah

Guru Mata Pelajaran

Nur Fattah S.Ag

Tri Wardati, S.pd