IMPROVING STUDENTS' SKILL IN WRITING RECOUNT TEXT

USING BRAINSTORMING STRATEGY

(A Classroom Action Research of the Eighth Grade at SMP N 1 Sidoharjo in

the Academic Year 2021/2022)

THESIS

Submitted as A Partial Requirements for the Degree of *Sarjana*

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RADEN MAS SAID
S U R A K A R T A

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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RADEN MAS SAID STATE ISLAMIC UNIVERSITY SURAKARTA

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has already fulfilled the requirements to be presented before the Board of Thesis Examiners *(munaqosyah)* to gain Bachelor Degree in Raden Mas Said State Islamic University of Surakarta.

Wassalamu'alaikum Wr.Wb

Surakarta, 04 November 2022
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RATIFICATION

This is to certify that the *Sarjana* thesis entitled "IMPROVING STUDENTS' SKILL IN WRITING RECOUNT TEXT USING BRAINSTORMING STRATEGY (A Classroom Action Research of the Eight Grade at SMP N 1 Sidoharjo in the Academic Year 2021/2022)" by Bita Selviana has been approved by the Board of Thesis Examiners as the requirement for the Bachelor Degree in English Language Education Study Program.

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DEDICATION

This thesis is dedicated to:

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MOTTO

Let go of anything that brings you stress and sorrow.

(Ali bin Abi Thalib)

A hopeless person sees difficulties in every chance, but a hopeful person sees

chances in every difficulty.

(Ali bin Abi Thalib)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **"IMPROVING STUDENTS' SKILL IN WRITING RECOUNT TEXT USING BRAINSTORMING STRATEGY (A Classroom Action Research of the Eight Grade at SMP N 1 Sidoharjo in the Academic Year 2021/2022)".**

Is real masterpiece. Things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography. If later proven that my thesis has discrepancies, I am willing to take academic sanctions in the form of repealing my thesis and academic degree.

<div align="right">

Surakarta, 04 November 2022

Stated by,

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in the particular and the reader in general.

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ABSTRACT

Bita Selviana. 2022. "Improving Students' Skill In Writing Recount Text Using Brainstorming Strategy (A Classroom Action Research of the Eight Grade at SMP N 1 Sidoharjo in the Academic Year 2021/2022)". Thesis. English Language Education Study Program. Cultures and Languages Faculty. Raden Mas Said State Islamic University of Surakarta.

Advisor   : Habibi Nur Hidayanto, M.Pd
The keyword : Writing skill, Recount Text, Brainstorming Strategy

The objective of this research is to know (1) The implementation of brainstorming strategy in writing recount text of the Eight Grade at SMP N 1 Sidoharjo in the Academic Year 2021/2022 (2) Brainstorming strategy can improve students' skill in writing recount text of the Eight Grade at SMP N 1 Sidoharjo in the Academic Year 2021/2022.

The design of this research is classroom action research. The researcher was conducted this research at SMP N 1 Sidoharjo in May 2022. The subject of this research were the Eight Grade students in G class at SMP N 1 Sidoharjo in the Academic Year 2021/2022. Subject of the research consist of 32 students. This classroom action research was conducted in two cycles. Each cycle consists three meeting. The collecting of data was the observation and test, and document. The data was collected from quantitative. The quantitative data were collected from pre-test, post-test I, and post-test II. The data was analyzed using mean to see the improvement of pre-test, post-test I, and post-test II to get conclusion as the result of the research.

The result of this research showed: (1) The implementation of brainstorming strategy proven that the students improve in making recount text, they can develop their idea, and they interest in teaching writing recount text after implementation brainstorming strategy. (2) brainstorming can improve students' skill in writing recount text. The data showed that the main score in pre-test is 65.17, the main score in post-test I is 77.37, and the main score in post-test II is 83.09. It means the result in post-test I was higher than in pre-test and the post-test II was higher than the post-test I. From the result of the research can be concluded that the brainstorming strategy can improve the students' skill in teaching writing recount text.

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CHAPTER I

INTRODUTION

A. Background of study

English is an international language. People use English as first language or second foreign language. English is a universal language that is used by the most developing countries in the world. Indonesia as a develop country uses English as a foreign language. Maduwu (2016:43) states English is a foreign language in Indonesia, English occupies an important position in the daily life of our society. This is clearly seen in the world of education in Indonesia. English is one of the subject taught to students from elementary school to collage level. Governments have thus for created a national standard of education that aims to ensure and control education. According to Standar Nasional Pendidikan (PP 19:2005), "Standar Isi (SI) is the material and level of minimal competence, to achieve the minimum graduate competence. Junior high school English has been designed according to the functional junior high school literacy level." Depdiknas (2006) states that the purpose of learning English in schools is for students to be able to build their communicative competence in spoken and written.

Based on the syllabus, the purpose of learning English in the eighth grade of junior high school is to develop communication competence in written and oral form to reach the level of functional literacy, which means that students are able to use English to meet the needs of daily life. In

addition, it can also be concluded that writing is one of the important communicative competencies that must be learned by all students. But, as a foreign language English is not easy to learn because there are four language skills that must be mastered by students. There are reading, speaking, listening, and writing. Besides those four skills, the students also have to learn grammar, spelling, vocabulary, and pronunciation. Those are taught to support the development of four skills. At the junior high school level, the English material taught begins to be complex, starting from studying various kinds of texts and then applying them and starting to understand one by one from the various kinds of texts.

According to Harmer (1998:79) the reasons for teaching writing to students of English as foreign language include reinforcement, language development, learning style and importantly, writing as a skill in its own right. Harmer (1998:112) there are many reasons for getting students to write, both in and outside class. Writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. Taylor (2009:1) states that for most people, writing is an extremely difficult skill if they try to grapple in their language with new ideas and new perspectives. If we want to write well, we need to know what we are talking about. Harmer (2004:31) the importance given to writing differs from teaching situation to teaching situation. In some case it shares equal billing with the other skills where students write their learning of the grammar and vocabulary of the language it means that writing activity can be done by students to increase their English.

To teach writing the teacher need some strategy to help the students understand about the material. Crawford (2005:18) teaching strategy is more than a set of methods. Teaching well means using methods to address a set of goals. By using strategy will find a balance between direct instruction and organize student activities individually or in groups. Brainstorming is a strategy that can be used to help improve students' writing skill.

According to Floris (2007:13) brainstorming is a technique in teaching writing where we can write as many words or phrases as we can in our minds about a particular topic. In other words, brainstorming is a technique so that students can convey their ideas in writing. Muschla (2011:6) brainstorming is a strategy that students can use to develop creative ideas that they have previously thought before of. The goal of brainstorming is to quickly write down as many related thought about a topic as possible. Brown (2001:184) states that brainstorming is a strategy that can help someone to start the thinking process. Brainstorming is often used to prepare students to read a text, discuss a complex problem, or write a specific topic. Brainstorming involves students in forming a concept, idea, or fact that is relevant to a particular topic or context. But the brainstorming strategy has not been used in SMP N 1 Sidoharjo for teaching and learning activities.

Based on the results of the pre research conducted by the researcher by observing and interviewing one of the English teachers, Mrs. P teaches the eighth grade. In learning English at SMP N 1 Sidoharjo, especially in the eighth grade, several skills are taught. Starting from the input, namely

listening and reading, then the output is speaking and writing. The researcher focuses on the teacher's strategy use brainstorming, especially writing recount text. In writing recount text students have many obstacles, namely, students lack vocabulary in English, choose diction that is not precise, students do not understand past tense and grammar, students need a long time to write because students are not accustomed to writing in English, what students can do in making recount text is made text in Indonesian and then translate the text into English.

To solve this problem in writing recount text, the way and the learning process for eighth grade at SMP N 1 Sidoharjo is to begin with introduction of tenses, especially past tense, because recount text is a text that tells about events in the past, so writing recount text uses the past tense. After that, the teacher will explain about the generic structure, language figure, social function, and the characteristics of the recount text. After the teacher explains it, it is continued by making a draft which contains the sequence of events from random sentences so that it becomes a complete story. But some of the students seem less interested in learning English. Therefore, the researcher uses a brainstorming strategy to be use for students in learning to write recount text, to find out whether this strategy is successful or not to improve students' skill in writing recount text.

Several researchers conducted research using brainstorming strategies to improve students' writing skill. For example, the research conducted by Rizky Ayu Mardhikaningrum in 2016 from Yogyakarta State University, with

the title *"Using the Brainstorming Technique to Improve the Eighth Grade Students' Writing Ability at SMP N 1 Nanggulan Kulon Progo"*. This research was conducted at SMP N 1 Nanggulan Kulon Progo. The subject for this study were the eighth grade students and the English teacher of SMP N 1 Nanggulan Kulon Progo. The data analysis used is the theory of (Miles and Huberman 1994:10-12). From the previous research, the researcher thinks that solving problems in the process of learning to write recount text using brainstorming strategies in the current situation is very different because he conditions faced by students in previous studies. Therefore, the researcher wants to dig deeper into the brainstorming strategy in the process of writing recount text in this current situation. Along with the development of increasingly advanced and modern times, the media use to teach using brainstorming strategies is certainly different, the media use will continue to develop following the development of advance times and adapting to the current situation. This will make this research different from previous research.

The researcher chose the brainstorming strategy to improve students' skill in writing recount text because the researcher found several problems faced by students when writing recount text. Based on explanation above, to find out the steps of using the brainstorming strategy and whether this strategy can improve students' skill in writing recount text, the researcher conducted a study entitled **"IMPROVING STUDENTS' SKILL IN WRITING RECOUNT TEXT USING BRAINSTORMING STRATEGY**

(A Classroom Action Research of the Eight Grade at SMP N 1 Sidoharjo in the Academic Year 2021/2022)".

B. Identification of Problem

The researcher found several problems in teaching writing recount text. There are many factors that can affect the problem emergence, such as:

1. Students lack a lot of vocabulary so it will be difficult to make recount text

2. Students choose diction that is not precise

3. Students do not understand about past tense and grammar so when they make a sentence there will be many mistakes

4. Students need a lot time to write because students cannot spontaneously write in English.

C. Limitation of Problem

In this research, the researcher makes limitation. The researcher focused on problems related to the teaching strategies used by the teacher to write recount text. So, the researcher used a brainstorming strategy to improve students' skill in writing recount text at Eight grade SMP N 1 Sidoharjo in academic year 2021/2022.

D. Problem Statement

Based on the background of this study, the researcher formulates some problems as follow:

1. How to implement brainstorming strategy to improve students' skill in writing recount text of the Eight Grade at SMP N 1 Sidoharjo in the Academic Year 2021/2022?

2. Is the use of brainstorming strategy able to improve students' skill in writing recount text of the Eight Grade at SMP N 1 Sidoharjo in the Academic Year 2021/2022?

E. Objective of Study

Concerning with the problem statements, this study has some objectives describes as follow:

1. To describe brainstorming strategy to improve students' skill in writing recount text at SMP N 1 Sidoharjo in the Academic Year 2021/2022.

2. To find out whether the use of brainstorming strategy can improve students' skill in writing recount text at SMP N 1 Sidoharjo in the Academic Year 2021/2022.

F. Benefit of Study

There are two kinds of benefits in this research, they are theoretical and practical benefits. The expected result of the study are:

1. **Theoretical Benefits**

This research will give some useful information about using brainstorming strategies to improve students' skill in teaching writing recount text. This research can provide references related to the use of brainstorming strategies to improve students' skill in teaching writing recount text. This study also provides advantages for future researchers who will investigate in the same case and the results of this study can help teachers to improve students' skill in teaching writing recount text.

2. **Practical Benefits**

   a. **For the teachers**

   This research will provide more information to the teachers, the teacher will find a new strategy to teach writing recount text using a brainstorming strategy. This research can provide a reference for teachers to choose brainstorming strategies in teaching English to improve students' ability to write recount text.

   b. **For the students**

   This research will provide information to students on how to apply brainstorming strategies in the learning process of writing recount text.

   c. **For the readers**

   This research will give some contribution and information for the readers about brainstorming strategies in writing recount text and

the result of this study can be used as a reference for the next researcher.

d. For the researcher

Researcher will understand more about brainstorming strategies in the teaching process so that researcher can prepare themselves to further develop brainstorming strategies in teaching. After completing this research, the researcher hopes to get additional information about the writing process, especially in teaching writing recount text.

G. Definition of Key Term

1. Teaching Writing

According to Brown (2000:7) teaching is guiding and facilitating learning, enabling the learner to learn and setting the condition for their learning.

2. Brainstorming Strategy

According to Floris (2007:13) brainstorming is a technique in teaching writing where we can write as many words or phrases as we can in our minds about a particular topic.

3. Recount text

According to Knapp (2005:224) recount text are the types of text which retell event or experience in the past. Commonly, recount text written based on experience own writer, but recount text be able to write based on imagination in outside writer experiences.

CHAPTER II

REVIEW ON RELATED THEORIES

A. Theoretical Review

1. Review on Writing

a. Definition of Writing Skill

Writing is one of the basic skills that must be mastered in learning English, but writing is not a simple skill there are several stages that must be learned to achieve a good writing. According to Harmer (2007:112) writing is one of the abilities that must be mastered by students. Therefore, students can learn writing skill as early as possible. There are many reason for students to write outside or in class. This is done so that students can create creative ideas so the resulting writing by the students will be good. Richards (2002:303) writing is one of skills in language learning hat is very complex and difficult to teach, but there is on doubt that writing is the most difficult skill for learners to master. Harmer (2004:31) writing is a way to produce language to express ideas, feeling, and opinion. Writing as one of language skills occupies an equal role with the other language skills.

According to Ani (2019:9) writing is an activity to create information, ideas or thoughts into written form, writing is included in one of the skills in English. Writing is considered as one of the difficult skills to learn for most students. It is because students must

determine the ideas that will be written by the students, therefore students must write a correct sentence and in the order of grammatical form of words. Brown (2000:335) writing is the result of thinking, drafting, and revising procedures that require skills. The result of writing has produced a coherent pedagogy that focuses on how to use good discourse markers into written text, how to revise a text to make it clearer meaning, and how to improve the appropriate grammar in a text.

While, according to Heaton (2000:135) writing skill require some mastery not only grammatical and theoretical devices but also require conceptual and judgmental elements. It means that writing is not only has to understand the structure of the language but also has to understand vocabulary enrichment and good spelling. Taylor (2009:1) for most people writing is an extremely difficult skill if they try to grapple in their language with new ideas and new perspectives. If we want to write well, we need to know what we are talking about. Writing skill are very important to help students in developing their English. Oshima and Hogue (2008:3) in writing must also consider the tone of writing. Tone is a style or way of how to express in writing. The tone of writing depends on the subject matter to be taught, this can be seen from the grammatical structure or length of the sentences made. The example of writing tone are serious, personal, and impersonal.

From some of the explanations above, it can be concluded that writing is one of the four skills of English language which is quite complex to learn because it takes several skills to make writing. Writing is the result of ideas to create information in the form of writing that require grammatical rules, the right diction, the right structure, and the right punctuation.

b. Writing Process

Writing allows students to express ideas about what they think into a piece of writing. Before the students write, they must pay attention to the elements in writing in order to produce a good work in the form of writing. As explained by Harmer (2004:4-5) the writing process consist of four main elements, as follows:

1) Planning

Experienced writers plan what they will write. Before starting to write or type they usually try and decide what they are going to say. For some writers they also make detailed notes. But some don't need notes because they do all the planning in their heads. When planning, writers must pay attention to three main issues such as, the purpose of the writing, the audience, and the content structure.

2) Drafting

We can refer to the first version of a piece of writing as a draft. The first word "go" in a text is often assumed to be changed

later. As a process from writing continues to the editing stage, a number of drafts may be produced on the way to the final version.

3) Editing

After an author has created a draft, authors usually read through what they have written to see where it works and where it doesn't. there may be some sequences of information that are not clear or there may be ambiguous or confusing plot of writing.

4) Revising

This stage is to add or reduce the parts that are considered less previse. Often at this stage the author is assisted by order readers or editor who have provided comments and suggestions. The reader's reaction to a piece of writing will help the author to make revisions to their writing.

5) Final version

After authors edit their draft, then the authors make the changes they consider to be necessary, they will produce their final version. It will probably look a lot different from the original plan and the first draft that has been made since there have been some changes in the editing process. After this stage the writer is ready to send the written text to the intended audience.

d. Components of Writing

Like any another skill, writing also has several components. According to Harmer (2004:44-55) there are several writing components, including the following:

1) Handwriting

Although a lot of writing has been typed using a computer keyboard, handwriting is still very necessary such as in writing exams, postcards, forms (such as application forms), etc. But handwriting can be very difficult for some students who grew up using characters such as in Chinese, Japanese, or using different scripts such as in Arabic or Indonesian, and also writing in Roman cursive or conjunctive letters in English. To overcome problems in handwriting, teachers can apply a two-stage approach. First recognition, students are asked to recognize certain letters in a sequences of letters, then they can focus on recognizing certain series of letters. Second production, students asked to produce letters on a line, after they were able to do this then move on to cursive writing by forming compound words.

2) Spelling

Spelling in English is complex but not completely random as it is in fact fairy regular. Spelling is used to distinguish between homophones (words that sound the same but are spelled differently). Spelling makes English easy to read. The best way to

help students learn to spell is to ask them to read extensively (reading longer texts, such as the simplified reader, for pleasure). Besides that, it familiarized students to spelling patterns and also practice them.

3) Punctuation

Using punctuation correctly in writing is writing is very important. Many people judge the quality of a writing not only from the content, language, and handwriting of the author, but also from the use of punctuation. If capital letters, commas, full stops, sentence and paragraph boundaries, etc. Are not used properly, this can not only create a negative impression but can also make writing difficult to understand.

4) Copying

The purpose of this copying is for students to learn how to form letters and words from the given model. However there are some students who are not very good at this maybe partly because of the inability to pay attention to the key features of English spelling or difficulty in paying attention to details. There are several copying procedures designed for spelling learning to encourage accurate copying, including: disguised word copying, copying from the board, making notes, whisper writing.

5) Sentences, Paragraphs, and Text

Students need to learn how to arrange words in well-ordered sentences, paragraphs, and texts. To do this there are several examples such as sentence production (elementary), paired sentence (intermediate), paragraph construction (elementary), controlled text construction (intermediate), free text construction (elementary).

e. Writing Assessment

Assessment is part of language teaching besides that assessment can be interpreted as a way for teachers to find out how well students are able to understand the material and to give scores to students. Every subject in the teaching and learning process needs to be assessed, including writing in English lessons. According to Brown (2004:218) states that the assessment in writing is not a simple task. Assessing students' writing skill requires clarity about specific goals and criteria. It has a role rubric which is used to assess students' writing ability. Using an assessment rubric can help English teachers more easily decide to continue with the next material or just repeat the material that has been given to students.

Students' writing assessments can be assessed using the assessment technique from Brown with the rate of 1-20 for each aspect. According to Brown (2004:224-225):

Table 2. 1 Assessment Technique From Brown With The Rate Of 1-20 For Each Aspect

	20-15 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable-not	5-1 College-level work
I. Organization: Introduction, Body, and Conclusion	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expression may be absent or misused	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given; problems of organization interfere	Shaky or minimally recognizable; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
II. Logical development of idea: Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly	Essay addressed but misses some points; ideas could be more fully developed; some	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't	Ideas incomplete essay does not reflect careful thinking or was hurriedly written;	Essay is completely inadequate and does not reflect college-level work; no

	developed; no extraneous material; essay reflects thought	extraneous material is present	divided exactly right	inadequate effort in area of content	apparent effort to consider the topic carefully
III. Grammar	Native-like fluency in English grammar; correct use of relative clauses, preposition, modal, articles, verb form, and tenses sequencing; no fragments or run-on sentences	Advance proficiency in English grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
IV. Punctuation, spelling, and mechanics	Correct use of English writing conventions: left and right margins, all needed capital, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems
V. Style and quality of	Precise vocabulary usage; use of	Attempts variety; good vocabulary	Some vocabulary misused; lacks	Poor expression of ideas; problems	Inappropriate use of vocabula

expression	parallel structures; concise; register good	; not wordy; register OK; style fairly concise	awareness of register; may be too wordy	in vocabulary; lacks variety of structure	ry; no concept of register or sentence variety

Content 30

Organization 20

Vocabulary 20

Grammar 25

Mechanics 5

Total   100

Level of proficiency can make a significant difference in emphasis: at the intermediate level, for example, you might give more emphasis to syntax and mechanics, while advanced levels of writing may call for a strong push toward organization and development. Genre can also dictate variations in scoring.

f. **Kind of Text**

According to Susanti (2017:7-10) there are many kinds of text in writing. The kinds of text are as follows:

1) Narrative Text

Narrative text is a story that presents a series of events and arranged chronologically according to the order of time. In narrative text, the stories written are real or imaginary events. The purpose of narrative text is to entertain the reader and in the

narrative story there is a moral message to be conveyed to the reader.

2) Recount Text

Recount text is a text that tells about events in the past, which can be personal events or evens experienced by other people. The purpose of recount text is either to inform or to entertain the audience.

3) News Item

News item is text that informs the reader about the events of the day. events that will be conveyed to readers are events that are considered newsworthy or important. Its purpose is to inform readers about today's events that are considered newsworthy or important.

4) Procedure Text

Procedure text is a text that shows a process or activity steps in sequence to produce something. Function is to describe how something is done completely through a series of circuits. The goal is to help us do something. They can be set instructions or directions.

5) Descriptive Text

Descriptive text is a text that contains a clear and detailed explanation or description of an object. Its purpose is to describe and reveal a particular person, place, or thing in detail.

6) Report Text

Report text is text that presents information about something as it is. This is the result of systematic observation and analysis of an object. Its purpose is to present information about something as it is.

7) Analytical Exposition

Analytical Exposition is a text that explains the author's ideas about the phenomena around the writer. Its function is to show the reader that ideas are important.

8) Spoof Text

Spoof text is a text that tells a factual story, happened in the past with an unexpected and funny ending. its social function is to entertain and share stories.

9) Hortatory Text

Hortatory Exposition is a text that influences the reader to do something or act in a certain way. In Hortatory Exposition, there are several opinions about certain things to strengthen the main idea of the text. The purpose of Hortatory exposition is to present and influence readers who they should, and shouldn't.

10) Explanation Text

Explanation text is a text that tells the processes related to the formation of natural, social, scientific, and cultural phenomena. Explanation text is to say 'why' and 'how' phenomena form. The

purpose of this text is to explain how something works or state the reasons for some phenomena.

11) Discussion Text

Discussion text is a text that presents a problematic discourse. This issue will be discussed from a different point of view. Discussions are found in many philosophical, historical, and social text. Its purpose is to present information and opinions on issues.

12) Review Text

Review text is a text that presents a critical analysis of events or works for readers or the general public. Its purpose is to criticize or evaluate a work of art or writing for the general public.

13) Anecdote Text

Anecdote is the text that retell funny and unusual events in fact or imagination. The goal is to tell an event with a funny twist and entertain the reader.

From the kinds of text above, the writer chose the recount text to be applied in writing.

2. Review on Brainstorming Strategy

a. Definition of Brainstorming

Brainstorming can be defined as a thought process technique, brainstorming strategies are used to help improve students' writing skill. According to Floris (2007:13) brainstorming is a technique in

teaching writing where we can write as many words or phrases as we can in our minds about a particular topic. In other words, brainstorming is a technique so that students can convey their ideas in writing. Muschla (2011:6) brainstorming is a strategy that students can use to develop creative ideas that they have previously thought before of. Brainstorming is mental practice in which a person writes down as many ideas as possible regrading a certain subject. It has the potential to be a great strategy for the development of ideas. The goal of brainstorming is to quickly write down as many related thought about a topic as possible. During brainstorming, do not take a break to examine ideas because this will simply slow down the flow of ideas. The evaluation can be done at a later time. Brainstorming is a frantic activity whose main objective is to generate new ideas.

According to Brown (2001:184) states that brainstorming is a strategy that can help someone to start the thinking process. Brainstorming is often used to prepare students to read a text, discuss a complex problem, or write a specific topic. Brainstorming involves students in forming a concept, idea, or fact that is relevant to a particular topic or context. Scarry (2008:8) defines that brainstorming as a strategy in which students use free association to create ideas that come to their mind about a particular topic. This is also referred to as an exercise where students write their ideas about a certain topic into a good writing. it can be a powerful method in developing students'

ideas. Oshima and Hogue (1999:4) brainstorming can generate ideas after selecting a topic and then narrowing it down to a specific focus, brainstorming is the next step after pre-writing. this means that brainstorming is a quick strategy in generating a number of ideas about a particular problem or topic.

While according to Blanchard and Root (2004:11) states that brainstorming is a quick way to generate many creative ideas about a particular subject. That means brainstorming is a simple way to get certain ideas. Abedianpour and Omidvari (2018:1092) the main thing for the success of using a brainstorming strategy is to refer to its nature. Brainstorming provides many opportunities for input and output where students receive input and feedback repeatedly from various sources through teacher presentations and group work. Rosalinah et.al (2020:81) said that brainstorming is the process of generating ideas. people can brainstorm ideas to decide on a topic, to explore approaches to paper, or to deepen understanding of a particular subject.

From some of the explanations above, it can be concluded that brainstorming is a strategy that can be used to develop and improve students' writing skill by creating new ideas that come to their mind and refer to a particular topic. these ideas will then be compiled into a structured sentence and the end result of that is a good writing.

b. Types of Brainstorming

According to Chesla (2006: 31-42) there are four types of brainstorming techniques that can be used to generate, clarify, and organize ideas into a whole piece of writing. which are explained as follows:

1) Free Writing

Free writing can be applied when students have some thoughts about a topic. Free writing serves as a tool for developing ideas that are in the mind into good writing. Basically free writing is a technique of gathering ideas by writing quickly about a certain topic that comes to mind at that time for a certain period of time without stopping. In free writing, the most important aspect is the flow during the writing process. The key to free writing is to keep writing regardless of grammar, spelling, or the appropriateness of ideas.

2) Mapping or Clustering

Mapping or Clustering is a type of brainstorming that uses diagrams, maps, or other visual characters. Mapping is a graphic organizer that is used to find out the various ideas that are created. Mapping is known for its simple process which is best used for exploring simple topics. While clustering is used to train students to compose words, phrases, sentences, concepts, memories, and prepositions. The advantage of using mapping is that it provides

a visual medium where students can classify ideas or concepts captured in words, phrase, or sentence.

3) Listing or Bulleting

Listing or Bulleting can generate many thoughts and ideas about a particular topic and can encourage students to place their ideas in the form of an organized list. By using listings or bulleting students can generate diverse ideas in a sequential arrangement that will make it easier for students to organize the entire writing by arranging ideas that have been thought of before.

4) Questioning

Questioning is one way of generating ideas by asking several questions, such as what, who, when, where, why, and how. This technique is very useful when students focus on the chosen topic, students must ask questions deliberately. However, not every question can be applied to every post. In applying this technique, students must be flexible and use the format that is most appropriate to the topic.

c. **Steps of Brainstorming**

According to Hogue (1996:32) there are five steps of brainstorming process in writing, as follow:

1) Brainstorm List

In this step we quickly create a list of every word, phrase, and idea that comes to mind about a particular topic. Write down

every thought that comes to mind regardless of whether it is right or wrong. The goal of this step is to make as many lists as possible and as quickly as possible.

2) Editing Brainstorming List

In this step we begin to eliminate some words that are not needed by combining related ideas, crossing out words that are repeated continuously, and crossing out unrelated words with that topic.

3) Organize the List

At this step we are required to compile a list. The list in question is the order of time and events in the writing that we will make. Examples: what happened first, second, third, and until the last. It should be noted at this stage that each time sequence and events start with a capital letter (A, B, C, etc.)

4) Making an Outline

In this step we must add a title and provide the topic discussed in the previous article. In this section the title is centered at the top. While the topic sentence under the title and the list in the third step is listed under the topic sentence and has capital letters (A, B, C, etc.)

5) Writing the Paragraph

The last step is to write a paragraph based on the outline that has been made previously. At this step we arrange an article into a paragraph.

Based on an explanation of the stages of writing using brainstorming techniques, we can make writing easier, and systematically arranged and the words used. With these steps, the writing made will be clearer in the flow and meaning conveyed.

d. The Advantages and Disadvantages of Brainstorming

According to Zemach and Islam (2006:58) using a brainstorming strategy has advantages and disadvantages, as follows:

1) The Advantages of Brainstorming

Below are the advantages of the brainstorming strategy:

a) The student can express a creative potential and find new ideas that is never thought before.

b) Generates ideas and solutions that can be use elsewhere.

c) It is fun to express the feeling and thinking feely.

d) It can be applied in group or individual. Besides, the competition occurs friendly and enjoyable, if several groups are involved.

e) Because the atmosphere is nonthreatening, the students have

f) opportunity to show their own thinking.

g) While a lesson as a refreshing change of pace, it can be use anytime a problem comes to light or at any time.

2) The Disadvantages of Brainstorming

Below are the disadvantages of the brainstorming strategy:

a) Many ideas or suggestions are useless or not worth anything.

b) It can take too much time if the group of the students is not controlled and is allowed to run for too long. Sometimes, some students feel pressure and uncomfortable, because the discussions usually do not flow freely as in a structure session.

c) The ideas of some students may have to be disposed (usually in group learning).

Based on the explanation above, it can be concluded that brainstorming technique has advantages to be applied in writing activities. The advantage of brainstorming is that students can express their creative thoughts and feelings freely without judging all the ideas that come to mind. Besides having advantages, brainstorming also has disadvantages. Disadvantages of brainstorming sometimes it is difficult to determine which ideas are useless during a brainstorming session. In the group there were difficulties in expressing ideas from many students, thus making some students feel uncomfortable because the discussion did not flow freely.

3. **Review on Recount Text**

a. **Definition of Recount Text**

According to Knapp (2005:224) recount text is one of the types of text which retell event or experience in the past. Husna and Multazim (2019:2) recount text is difficult text to be learn by students because the students difficult in expressing their ideas, they did not know what will they write and what should they write, they have weakness in grammar and they got more theories in English material than practice. Hyland (2004:29) states that recount text is a kind of genre that has social function to reconstruct past experience by retelling in original sequence. Marza and Hafizh (2013:684) recount text is the text that retell event in the past usually use a sequence of events whose purpose is to inform or entertain the reader. Recount text usually has a title which means summarizing the content of the text.

The tense used in writing recount text is past tense. The social purpose of recount text is to reconstruct past experiences by retelling events in their original sequence. It can view sample recounts in personal letters, police reports, insurance claims, incident reports, and etc. Lubis (2014:44) recount text is a text that tells about the events or experiences of the author in the past using time sequence. This includes personal events, factual incidents or imaginary accidents. Common structures used in recount text are orientation, record of

events and reorientation. The language features used for recount text are nouns, pronouns, temporal, connective and past tense.

From some of the explanation above, it can be concluded that recount text is a text that tells about events in the past, which can be personal events or evens experienced by other people. In writing recount text, it must be in accordance with the structure of the text and use past tense.

b. Generic Structure of Recount Text

The structure in the text is the parts that are important in writing to produce good writing. Each part of the structure has a function. In other words, generic structure are elements present in the text. According to Betty (2009:29), the generic structure of recount text is:

1) Orientation

Recount text begins by telling the reader about who was told, when it happened, why it happened, where the incident occurred, and what experiences were gained. Orientation it provides background information.

2) Events

Tell what happened, presenting the events in temporal order. Tell an event in detail and chronologically. This is done for the reader to get data from an event that is told.

3) Re-orientation

Re-orientation is the closing of a story to provide a conclusion from the story told in the events. This section is an optional stage and is often used for the writers to provide their persona comments, they often write about their feelings or impression from the experience as a conclusion.

c. **Types of Recount Text**

According to Hyland (2004:55) recount text are classified into three types. Types of recount text will be explained as follow:

1) Personal Recount

A personal recount that retells the events experienced by the author, this indicates that the author belongs to the movement of the storyline. Its purpose is to inform or entertain the reader.

2) Factual Recount

Factual recount is a recount that tells an event from a list of the certain events. It can be used to retell specific events such as, accident reports, observers, science experiences, authentic events, and daily reports. It aims to inform the reader about what happened in the past.

3) Imaginative Recount

A recount that tells about a creative story through fictional characters. Events that occur in the content are not happens in real life.

B. Previous Study

To conduct the research, the researcher has some references. The references are useful for making the researcher easier to conduct a research. The researcher is taking research as references.

The first research is conducted by Rizky Ayu Mardhikaningrum, with the title *"Using The Brainstorming Technique To Improve The Eighth Grade Students' Wrting Ability At SMP N 1 Nanggulan Kulon Progo"*. From English Education Department Faculty Of Language And Arts Yogyakarta State University 2016. This research observed about how to improve writing ability using brainstorming technique. The purpose of this research are to make the students interested in learning writing, to apply the technique in learning writing, to find out the material being taught when learning writing, and the last to find out the media used by the teacher to deliver the material. The method of this research used classroom action research. The researcher used some techniques to collect the data there are observation, interview, pretest and posttest. The result of this research is the implementation of brainstorming technique could improve the students' motivation and involvement to build their confidence to generate ideas in their writing.

The research conducted by Rizky Ayu Mardhikaningrum has similarities on the research design using classroom action research and using brainstorming technique to improve students' ability in the learning writing. The difference between research by Rizky Ayu Mardhikaningrum and this research is on the ability to write this research focuses on writing recount text

while the research conducted by Rizky Ayu Mardhikaningrum only focuses on writing in general.

The second research is conducted by Dhoni Aditiya, with the title is *"The Use Of Brainstorming Technique To Improve The Students' Ability Of Writing Hortatory Exposition Text At SMA N 1 Seputih Agung Central Lampung"*. This research from Tarbiyah and Teacher Training Faculty English Education Department State Islamic Institute Of Metro 2019. This research observe can brainstorming techniques improve students' ability to write hortatory exposition text in the eleventh grade of SMA Negeri 1 Seputih Agung. The purpose of this research is to find out whether brainstorming technique was able or not to improve the students' ability of writing hortatory exposition text at the eleventh grade of SMA Negeri 1 Seputih Agung. The method of this research used classroom action research. The researcher used some techniques to collect the data there are observation, test, documentation, and field note. The result of this research is Brainstorming technique would be able to improve the students" Ability of writing hortatory exposition text. It can be seen that result of pre-test and post-test on cycle I to cycle II from the result of pre-test is lower than the result of post-test. The average score on pre-test is 63,7 , the average score post-test 1 in cycle I is 76,13. The average score of post-test 2 from cycle II is 82,26.

The research is conducted by Dhoni Aditiya has similarities on the research design using classroom action research and using brainstorming technique to improve students' ability in the learning writing. The difference

between research by Dhoni Aditiya and this research is on the genre of the text used, in this study use recount text while research is conducted by Dhoni Aditiya using hortatory exposition text. The next difference is in the research subjects, in this study the subjects selected were in the eighth grade of junior high school while the research is conducted by Dhoni Aditiya subjects selected were the eleventh graders of senior high school.

The third research is an International journal by Soheila Abedianpour and Arezoo Omidvari, with the title *"Brainstorming Strategy And Writing Performance Effects And Attitudes"*. This journal from Department of ELT, Yasuj Branch, Islamic Azad University, Yasuj Iran. The method of this research is classroom action research. This research observed about brainstorming strategies has a significant impact on the writing performance of Iranian advanced EFL students. The purpose of this research are to find out whether the brainstorming strategy has a significant impact on the writing performance of Iranian advanced EFL students and to find out how the students' attitudes towards the effectiveness of the brainstorming strategy in improving their writing performance. The result of this research are found that the experimental class highly outperformed the control group. To put it another way, the results of the study revealed that there is a significant relationship between brainstorming strategy and the writing performance of the target group. Comparing achievements for the two groups, through matched and independent t-tests, the researcher found that the experimental class highly outperformed the control group in terms of writing performance.

Concerning the attitudes of the participants towards the efficacy of brain storming activities in enhancing writing performance, it was found that the majority of the learners found brain storming a useful strategy in enhancing their writing skill.

The research is conducted by Soheila Abedianpour and Arezoo Omidvari has similaritieson the research design using classroom action research and using brainstorming strategies for writing skill. The difference between research by Soheila Abedianpour and Arezoo Omidvari and this research is on the is on the focus of research, this research focuses on writing recount text while research by Soheila Abedianpour and Arezoo Omidvari focuses on writing performance: effects and attitudes.

The fourth is journal by Varia Virdania Virdaus, with the title *"The Improvement Of English Writing And Students' Motivation Through Brainstorming"*. This journal from Naratoma University Surabaya. The method of this research is classroom action research. This research investigated and analyze students' English writing skill and their motivation using brainstorming. The purpose of his research are to find out how brainstorming give effects to students' motivation in writing English and to find out the process of implementation of brainstorming that can motivate student in writing English. The result of this research is revealed that brainstorming strategy could improve students' English writing skill and their motivation in writing. They could produce good and effective words, and also interesting answers.

The research conducted by Varia Virdania Virdaus has similarities on the research design using classroom action research and using brainstorming technique to improve students' ability in the learning writing. The difference between research by Varia Virdania Virdaus and this research is on the participants, the participants of this study are junior high school students while the research conducted by Varia Virdania Virdaus is a student of the Management Department.

Table 2. 2 Previous Study

No	Title of Research	Similarities	Differences
1.	The first research is conducted by Rizky Ayu Mardhikaningrum, with the title *"Using The Brainstorming Technique To Improve The Eighth Grade Students' Wrting Ability At SMP N 1 Nanggulan Kulon Progo"*.	The research conducted by Rizky Ayu Mardhikaningrus has similarities on the research design using classroom action research and using brainstorming technique to improve students' ability in the learning writing.	The difference between research by Rizky Ayu Mardhikaningrum and this research is on the ability to write this research focuses on writing recount text while the research conducted by Rizky Ayu Mardhikaningrum only focuses on writing in general.
2.	The second research is conducted by Dhoni Aditiya, with the title is *"The Use Of Brainstorming Technique To Improve The Students' Ability Of Writing Hortatory Exposition Text At SMA N 1 Seputih Agung Central Lampung"*.	The research is conducted by Dhoni Aditiya has similarities on the research design using classroom action research and using brainstorming technique to improve students' ability in the learning writing.	The next difference is in the research subjects, in this study the subjects selected were in the eighth grade of junior high school while the research is conducted by Dhoni Aditiya subjects selected were the eleventh graders of senior high school.

3.	The third research is an International journal by Soheila Abedianpour and Arezoo Omidvari, with the title *"Brainstorming Strategy And Writing Performance Effects And Attitudes".*	The research is conducted by Soheila Abedianpour and Arezoo Omidvari has similaritieson the research design using classroom action research and using brainstorming strategies for writing skill.	The difference between research by Soheila Abedianpour and Arezoo Omidvari and this research is on the is on the focus of research, this research focuses on writing recount text while research by Soheila Abedianpour and Arezoo Omidvari focuses on writing performance: effects and attitudes.
4.	The fourth is journal by Varia Virdania Virdaus, with the title *"The Improvement Of English Writing And Students' Motivation Through Brainstorming".*	The research conducted by Varia Virdania Virdaus has similarities on the research design using classroom action research and using brainstorming technique to improve students' ability in the learning writing.	The difference between research by Varia Virdania Virdaus and this research is on the participants, the participants of this study are junior high school students while the research conducted by Varia Virdania Virdaus is a student of the Management Department.

C. Rationale

Based on the statement above, writing is one of the skills in English that must be mastered by students. Writing skill are very important to help students in developing their English. From the results of pre-research conducted by researcher at SMP N 1 Sidoharjo, it showed that eighth grade students have many problems, especially writing recount texts , starting from

students lack of vocabulary in English so it will be difficult to make recount text, besides that in the selection of diction that will be used by the students often choose diction that is not appropriate so that it will make the sentence long-winded and make the meaning in sentence not conveyed well, then students do not understand about grammar so when the students will make sentences in recount text there will be many mistakes, and also students need a lot of time to write because students cannot spontaneously write in English, usually what the students do is make recount text in Indonesian and then translate into English, this makes students need more time. Using the right strategy is the solution to improve students' writing skills. There are many strategies that can be used by teachers to improve students' writing skill, one of which is using brainstorming. The results from previous research showed that using brainstorming is one of the effective ways to improve students' writing skill.

From the statement above, the researcher will conduct research on improving students' skill in writing recount text using brainstorming strategies for eighth grade students of SMP N 1 Sidoharjo.

D. Hypothesis

Based on the theory stated above, the researcher formulates the hypothesis that the use of brainstorming strategies can improve students' writing skill, especially in recount text for eighth grade students at SMP N 1 Sidoharjo. The implementation of this strategy involved researcher, English teachers, and class VIII G students of SMP N 1 Sidoharjo. Then, the action

steps consist of planning, implementing, evaluating, and reflecting on the actions taken to solve the problem.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design used by the researcher in this research was classroom action research. According to Kember (2000:25) action research is cyclical or spiral process here each cycle consists of planning, action, observation, and reflection, which usually leads to revise or totally a new plan and continuation of the action research process in second cycle and so on until student's achievement have reached particular limitation as purposed. Classroom action research is carried out with the aim of overcoming problems in the teaching and learning process in order to improve educational practice. The researcher used the classroom action research method to determine the students' skill in writing recount text using a brainstorming strategy. The main data from this research was the improvement of students' skill in writing recount text use brainstorming strategies at SMPN 1 Sidoharjo in the academic year 2021/2022.

B. Setting of The Research

The research setting consist of the location and time when the researcher conducts the research. The research question will be explained as follow:

1. **The location of the research**

   The research is carried out in SMPN 1 Sidoharjo, located in Jl. Raya Sragen – Solo Km. 8 Purwosuman, Kecamatan Sidoharjo, Kabupaten Sragen, Jawa Tengah 57281, Indonesia. SMP N 1 Sidoharjo has been accredited A. The researcher chose SMP N 1 Sidoharjo because this junior high school is one of the favorite junior high schools that has been accredited A. In addition, the existing facilities and infrastructure at SMP N 1 Sidoharjo are quite complete such as classroom, library, laboratories, headmasters' room, teachers' room, mosque, US room, toilets, and TU room.

2. **The time of the research**

   The research is carried out at SMPN 1 Sidoharjo start on February

Table 3. 1 The time of the research

Activity	Month in 2021		Month in 2022				
	Feb	Mar - Dec	Jan	Feb	May	June - Sept	Nov
Pre-research	■						
Writing Proposal		■					
Consultant and guidance		■	■				
Seminar of Proposal				■			
Conducting the research					■		
Analyzing the data and consultant						■	
Examination of Munaqosyah							■

C. **Population, Sample, and Sampling**

1. **Population**

According to Sugiyono (2013:81) states that population as the generalization area which consists of object or subject having certain characteristic and quality set by the researcher to study and the conclusion. Population is a very important element in conducting a research. Based on those definitions, the researcher could conclude that the population of this research is the eighth grade of SMP N 1 Sidoharjo. The eighth grade students are divided into 9 classes, the population of these classes are 286 students.

2. **Sample**

Sample is a part of population. According to Sugiyono (2013:81) state that sample is a part of population that their characteristic can represent a whole population. When the populations too large and researcher may not learn all that there is in the population the researcher will take several samples to study. So, the researcher took one class of nine classes of eighth grade students. The class that chosen was VIIIG which consist of 32 students.

3. **Sampling**

According to Sugiyono (2013:81) sampling is a technique to take the sample. In this research, researcher use purposive sampling to take the sample. According to Sugiyono (2013:85) Purposive sampling is a sampling technique with certain considerations. The researcher chose

VIII G with 32 students as the sample of this study to improve their skill in writing recount text using the brainstorming strategy.

D. Procedure of the Research

According to Kemmis and McTaggart (2014:100-108) this research procedure involves four steps including planning, acting, observing, and reflecting. The explanation of each step is as follow:

1. **Planning**

   In this step the researcher prepares everything before the teaching and learning process. The researcher develops action research after identifying the problems found during the pre-research. Planning includes planning lesson plans for recount text, then preparing materials to be taught in class based on the syllabus, make lesson plan, prepare steps for teaching writing recount text using brainstorming strategies, preparing tests for pre-test and post-test.

2. **Acting**

   Action is the realization of a planning that was made before. This stage implements a brainstorming strategy to improve students' skills in teaching recount text writing. The first thing to do is to give a pre-test to students to find out students' skill in making recount text, after givi]brainstorming strategy to teach students in recount text material, after the researcher teaches the recount text material and explains the steps in brainstorming strategy then the researcher give a post-test, the form of this post-test is a written test and the purpose of the post-test is to

find out the improvement of students' skill after the implementation of the brainstorming strategy.

3. **Observing**

  At this step the researcher will carry out the teaching process and observe the situation and conditions in the classroom. Researcher will observe students' writing activities, students' responses to the material in the teaching and learning process, student interactions, enthusiastic participation in discussions, doing exercises and other activities. The researcher will make notes during the observation process.

4. **Reflecting**

  Reflection is an action to reflect or think about the evaluations carried out by researcher related to classroom action research. The results of the observations will be analyzed to remember what happen during the observation. Meanwhile, the researcher evaluates the teaching and learning process during the implementation phase through reflection and notes made during observations. To reflect the students' improvement, the researcher used test scores in each cycle. From the results above, the next cycle can be completed and designed. In this study, classroom action research will be conducted to improve students' skills in writing recount text. Researcher used brainstorming as a method to help students improve their skill in writing recount text. Reflection shows whether brainstorming can improve students' skill in writing recount text or not.

E. Technique of Collecting Data

To obtain the data, method and data collecting instrument are needed in this research. According to Creswell (2018:262) data collecting steps include setting boundaries in research through sampling and recruitment, gathering information through observations, interviews, documents, visual materials, and establishing protocols for record the information. Based on the theory above, the data collection techniques used by the researcher in this research are observation, test, and documents.

1. Observation

Researcher used this strategy to describe the subject's activities in class in a certain time. The purpose was to get the information needed in the next action plan in this research. According to Burns (2010: 57) states that observing and describing have a key role in action research. Action research observations are different from routine observations made by teachers every day. During the observation step, the researcher conducted classroom observations to obtain information related to the teaching and learning process of English. In this case, the researcher observed the students directly in the classroom and got an overview of the students' activities in the process of learning to write, especially in writing recount text. The results of observations are poured in the form of field notes, these notes contain all the activities carried out by students during the teaching and learning process. In addition, these notes are used to record

the teaching and learning process related to the obstacles and weaknesses encountered in the research.

2. **Test**

According to Brown (2004:3) states that the test is a method to measure a person's ability, knowledge, or performance in a particular domain. In this case, the researcher measured their skill in writing recount text. There are two kinds of tests used in this study, namely pre-test and post-test. Pre-test is a type of test that is carried out before the researcher takes action. The purpose of giving this test is to determine and measure students' basic writing skill before the action and to find out the student's score before the action. While the post-test is a type of test that is carried out after the researcher gives action. The purpose of giving this test is to measure students' abilities and find out students' scores in writing recount text after being taught use brainstorming strategies. Then the scores from the two tests are compared. Both tests measure how actions affect their writing skill.

According to Sugiyono (2013:73) stated that reliability is a series of measurement tools that have consistency when measurements are made repeatedly. In this research the researcher used test-retest. The reliability is calculated by correlating the results of the first test with the second test to get the accuracy and consistency the data. According to Sugiyono (2013:56) validity have many kinds there are, criterion validity, content validity, and construct validity. In this research the researcher

used criterion validity. The validity is determined by comparing the test scores that have been obtained from the pre-test, post-test I, and post-test II. This aim to get the validity of the data.

3. Document

According to Ary, et.al (2010:442) document refers to a variety of written, physical, and visual materials, including what others authors may term artifacts. Document analysis can be written or text-based artifacts (textbooks, novels, journals. Meeting minutes, logs, announcements, policy statements, newspaper, transcripts, birth certificates, marriage records, budgets, letters, email messages, etc.) or recording unwritten (photos, audiotapes, videotapes, political speeches, etc.)

In this research, the documentation that use by researcher includes lesson plan, syllabus, classroom materials, students' writing worksheet, students' writing score, and students attendance list.

F. Technique of Analyzing Data

According to Ary et.al (2010:481) state that Analysis of a data involves reducing and organizing data, synthesizing, looking for significant patterns, and finding what is important. That is, data analysis is the process of editing, coding, classifying and manipulating data. In the process of analyzing the data, the researcher categorizes the data into two, the first is qualitative data and the second is quantitative data. This means that all data collected from observations during the teaching and learning process in the form of planning, acting, observing and reflecting are analyzed qualitatively. While

the data obtained from the writing test, namely the pre-test and post-test were analyzed quantitatively.

In completing the numerical data, the researcher tried to get the average score of students' writing before the implementation and each cycle to find out how well the brainstorming strategy was applied in the classroom. According to Ary et.al (2010:108) to get the mean of students' writing score use the formula:

$$\overline{X} = \frac{\varSigma X}{N}$$

Notes:

$\overline{X}$ = Mean

$\varSigma X$ = The total number of students' score

N = Number of students

Then the researcher analyzed the students' writing scores from pre-test and post-test. It is used to find out whether students improve their scores or not. according to Nurina (2011:30) to get the score the researcher use the formula:

$$P = \frac{y_1 - y}{y} \text{ X } 100\%$$

Notes:

P = Percentage of students' improvement

y = Pre-test result

y1 = Post-test result

G. **Techniques of Validating the Data**

In this research the researcher need to analyze the validity of data sources to obtain valid data. To get the validity of the research data, researcher used reliability and validity.

1. **Reliability**

According to Siyoto (2015:100) states that reliability is related to the accuracy of the instrument in measuring what is being measured. Trustworthiness relates to accuracy and consistency. Learning outcomes test is said to be reliable if it provides relatively consistent measurement results of learning outcomes. In this study, researcher used retest-test reliability assessments that required using the measure on a group of people at one time, using it again on the same group of people at another time, and then looking at the retest-test correlation between the two sets of scores.

2. **Validity**

According to Siyoto (2015:84) states that validity is one of the characteristics that mark a good learning outcome test. To be able to determine whether a test of learning outcomes has validity or accuracy in measuring. There are three kinds of validity, namely criterion validity, content validity, and construct validity. In this study, the researcher used criterion validity. The validity is determined by comparing the test scores that have been obtained from the pre-test, post-test I, and post-test II. To analyzed the validity of data, the researcher used the Microsoft Excel.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this research the researcher used classroom action research and it was conducted in two cycles. The action in cycle I and cycle II were conducted about six meetings, three meetings in cycle I and three meetings in cycle II. Each meeting in these cycles took 2x30 minutes. Before the pandemic the learning hours are 45 minutes for one session but during the pandemic the time was shortened to 30 minutes. As it was mentioned before each cycle comprised of planning, action, observation, and reflection. In relation to the problem in the class and the analysis the researcher made the lesson plan. The material of classroom action research was utilizing Brainstorming as strategy to improve the students' skill in writing recount text of the eighth grade at SMP N 1 Sidoharjo.

1. Pre-Test

The learning was conducted on Monday, May 9th 2022 started at 7.30 am and finished at 8.35 am. All the students had already prepared when the teaching time came. The researcher introduced herself and greeted the students. And then the researcher told the students that the researcher would conducted the research in their class in order to know their skill of writing recount text. Then pre-test was administrated to the students to be finished individually, the kind of the test was writing test. The result of the students' score in pre-test

showed in the following table:

Table 4. 1 The Students Improvement of writing recount text pre-test result

No	Students Name	Score	Information
1	MWR	72	Failed
2	NRP	50,5	Failed
3	NAR	46	Failed
4	NKA	84,5	**Passed**
5	NRT	81	**Passed**
6	NI	72,5	Failed
7	NHTS	80,5	**Passed**
8	NPNR	62,5	Failed
9	NASH	73	Failed
10	NAM	79	**Passed**
11	NAA	44,5	Failed
12	NDA	63	Failed
13	NAOF	63,5	Failed
14	NNH	78	Failed
15	NNNMM	74,5	Failed
16	NC	43	Failed
17	NCZF	55	Failed
18	NHR	74,5	Failed
19	NCDS	70,5	Failed
20	OP	77,5	**Passed**
21	OJP	49,5	Failed
22	PDS	70	Failed
23	PS	77	**Passed**
24	PMR	53,5	Failed
25	PRM	63,5	Failed
26	RMW	52	Failed
27	RTS	70,5	Failed
28	RTH	88	**Passed**
29	RNJ	42	Failed
30	RHM	44	Failed
31	RIPS	79	**Passed**
32	RRES	51	Failed
	Total	**2085.5**	
	Average	**65.17**	
	High Score	**84.5**	
	Low Score	**42**	

Based on the table above, it can be seen that 8 from 32

students were success beside that 24 students were not success. The average from the data was 65%. To know about percentages from the score of pre-test can be seen on the table as follows:

Table 4. 2 Frequency of Students' Score at Pre-test

No	Score	Frequency	Percentage	Category
1	≥ 75	8	25%	Passed
2	≤ 75	24	75%	Failed
	Total	**32**	**100%**	

Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at SMP N 1 Sidoharjo is 75. It can be seen that only 8 students (25%) got score up to the standard, then 24 students (75%) got score less than the standard. That is the reason why the researcher used Brainstorming as the strategy to improve the students' skill of writing recount text at SMP N 1 Sidoharjo.

2. **Implementation of Brainstorming Strategy to Improve Students' Skill in Writing Recount Text of The Eighth Grade at SMP N 1 Sidohrjo in the Academic year 2021/2022**

   a. **Cycle I**

   1. Planning

      At the planning stage, the researcher prepared several things related to the teaching and learning process such as: preparing lesson plan, making instrument to be given to students as a post test in cycle I, preparing material, making students activity observation sheets. Researcher also plan to provide an

evaluation to measure students' mastery of the material that has been given.

2. Acting

   a. The first meeting

   In the first meeting was conducted on Tuesday, May 10th 2022 started at 10.20 am and finished at 11.30 am. In this meeting the researcher carried out some activities. As the bell rang the researcher and the students entered the classroom, at the time the class was very noisy. The researcher greeted the students, praying together, asked the students condition, and checked the attendance list. After that the researcher asked the students to take out the English book and open it according to the page of the material to be studied and the researcher gave the information about the material for today.

   The researcher gave the material about recount text to students and explained recount text material. The researcher explained the definition of recount text, generic structure of recount text, language features used in recount text, and various kinds of recount text. The researcher also gave example of recount text. After that the researcher explained what is the Brainstorming then gave instruction based on the steps of Brainstorming, and the researcher explained how to apply brainstorming in recount text. The researcher shared

some examples of stories about recount text and then the researcher asked the students to think about certain topics related to the past and then mention one title that came to mind about recount text. The researcher asked the students one by one about the ideas they got, but some students still had difficulty finding the title idea about the recount text.

The researcher made a recount text story based on the title one of the student with steps of brainstorming. The researcher also involved students in making examples of recount texts using brainstorming, this is aimed at making students understand better. The first researcher created a list of every word, phrase, and idea that comes to the main about particular topic. The second researcher eliminate some word or phrase that are not needed in the story. The third researcher organize the list, the list is the order of time and events in the writing that will be make. The fourth researcher will be making an outline in this step we must add the title. The last step is writing the paragraph based on the outline that has been made previously. During the recount text using the brainstorming strategy, the researcher involved students, the researcher provided opportunities for students so that students could express their opinions and ideas.

After that, the researcher asked the students to asking

to the researcher about material and the steps of brainstorming that they still confused. Some students still do not understand the steps of brainstorming. Then the researcher re-explained how to make recount text using brainstorming strategy until students understood. At the end of the learning process, the researcher made the conclusion about the subject material that was studied. The researcher reviewed the material and explained a little about brainstorming. Then the researcher said goodbye to the students and the students would continue the next lesson.

b. The second meeting

In the second meeting was conducted on Tuesday, May 17th 2022 started at 10.20 am and finished at 11.30 am. In this meeting the researcher started by greeted the students, asked the students condition, and checked the attendance list. In the second meeting was session from the teacher. After that, the teacher entered the classroom and started learning. Begins with the teacher asked the students to open the book according to the page of the material to be studied today.

Before the teacher gave the material the teacher asked some questions to the students. The teacher asked what they have learned with the researcher in the previous meeting. Then the teacher asked students what they know about

recount text, then the teacher asked students to raise their hands if students know the answer of the teacher's question. Some students raise their hands and the teacher chooses three students to give the answers. The three students gave their answers without looking at the book. Then the teacher asked the students what they know about brainstorming, some students raise their hand and the teacher chooses three students to answer the question. The three students answer the question, the teacher asked the researcher the answer given by the student about brainstorming was right or wrong. After that the teacher appointed some students randomly to gave an example of the title of the recount text. The teacher asked to the students what they know about generic structure of recount text. Some students answer and mention the generic structure of recount text.

Then the teacher explained about recount text material. The teacher explained the definition of recount text, generic structure of recount text, language features used in recount text. When the teacher explained the language features the teacher gave the students print out about past tense which contains word changes from verb 1 to verb 2, so that it is easier for students to make recount text. After the teacher explained the material the teacher asked to the

students which part that they don't understand about recount text material. Then the teacher asked the researcher to gave an example of the recount text using brainstorming. The teacher also asked the researcher to give questions to the students in the textbook.

At the end of the learning process the researcher told the studentsthat the next meeting would be held post-test. The researcher closed themeeting by praying together and then the researcher said goodbye to thestudents and let the students go home.

c. The third meeting

In the third meeting was conducted on Monday, May 23th 2022 started at 7.30 am and finished at 8.35 am. In this meeting the researcherstarted by greeted the students, praying together, asked the students condition, and checked the attendance list. After the researcher explained the steps of brainstorming and gave recount text material to the students in the previous meeting, then the researcher gave a post-test I to the students. Before the students make recount text, the researcher reviewed about the recount text material and the steps of brainstorming.

Then the researcher asked the students to make a recount text based on the steps of brainstorming that had been

explained in the previous meeting. The students did the test individually. The result of the students' score in post-test I showed in the following table:

Table 4. 3 The Students' Post-test Result of Cycle I

No	Students Name	Score	Information
1	MWR	76,5	Passed
2	NRP	70	**Failed**
3	NAR	80	Passed
4	NKA	93	Passed
5	NRT	91	Passed
6	NI	87,5	Passed
7	NHTS	81	Passed
8	NPNR	82,5	Passed
9	NASH	73,5	**Failed**
10	NAM	79	Passed
11	NAA	81	Passed
12	NDA	82,5	Passed
13	NAOF	70	**Failed**
14	NNH	79,5	Passed
15	NNNMM	76,5	Passed
16	NC	71	**Failed**
17	NCZF	90,5	Passed
18	NHR	79,5	Passed
19	NCDS	77,5	Passed
20	OP	84	Passed
21	OJP	79	Passed
22	PDS	73	**Failed**
23	PS	88	Passed
24	PMR	74,5	**Failed**
25	PRM	64,5	**Failed**
26	RMW	59,5	**Failed**
27	RTS	75	Passed
28	RTH	88	Passed
29	RNJ	49	**Failed**
30	RHM	58,5	**Failed**
31	RIPS	88	Passed
32	RRES	77	Passed
	Total	**2476**	
	Average	**77.37**	
	High Score	**91**	
	Low Score	**49**	

Based on the table above, can be seen that 22 from 32 students were success beside that 10 from 32 students were not success. The average score from the data was 77.37. The high score was 91 and the low score was 40. To know about percentage from the score of post-test I in cycle I can be seen on the table as follows:

Table 4. 4 Frequency of Student' Score at Post-test I in Cycle I

No	Score	Frequency	Percentage	Category
1	≥ 75	22	69%	Passed
2	≤ 75	10	31%	Failed
	Total	**32**	**100%**	

Based on the data above can be seen that 22 students (69%) got score up to the standard than 10 students (31%) got scoreless. It was higher than the result of pre-test. The criterion of students who was successful in mastering the material was the students who got minimum score of 75. According to Dhoni (2019:42) learning process can success when 80% students got score up to standard of Minimum Mastery Criteria (MMC). The fact that can be seen in data showed the result was unsatisfying.

3. Observing

The result of learning process to improve the students' writing ability of recount text by using brainstorming strategy in cycle I was rising than before. It can be seen from the score at pre-test and post-test. The using of brainstorming strategy in

learning process is something new in this class. With using brainstorming strategy the students are supposed to be active.

The students began be active and interested in teaching learning process especially in writing recount text. In the post-test cycle I there were 24 students from 32 students who got score 75 or more but this result be better than the result in pre-test. The data of students' activity during the cycle I was obtained by the researcher from the observation sheet that had been prepared before. The data of students' activity can be seen in table bellows:

Table 4. 5 The Result of the Students' Activity of Cycle I

No	Students' Activity	Frequency	Percentage
1	The students is interested to the brainstorming as the new strategyin teaching learning process	18	56%
2	The students can mentions their idea about recount text material	22	69%
3	The students can develop their ideas to complete paragraph	20	65%
4	Practice	19	60%
	Total	32	
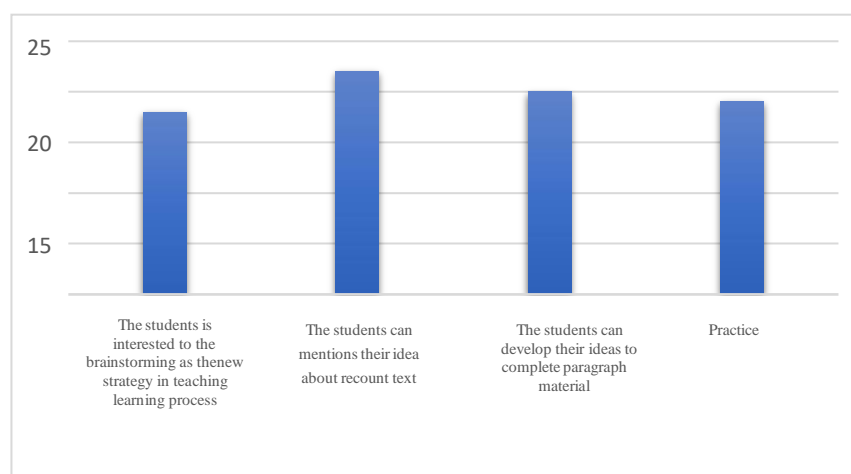
Figure 4. 1 Graph Frequency of Students' Activities in Cycle I

The data above showed that not all the students were active in learning process. There were 18 students (56%) interested to the brainstorming as strategy, 22 students (69%) can mention their ideas, 20 students (65%) they can develop their ideas into paragraph, 19 students (60%) did a practice.

4. Reflecting

From the result of cycle I, it showed that there was an increasing of the result at pre-test and post-test I. The students were interested enough in learning process although the condition of learning process still uncontrolled. But some students are still not interested in the material and they are still confused about the recount text material.

Based on the analyzed above, the researcher concluded that this research should be continued in cycle II. Although the results of the cycle I have showed an improve, the results in the cycle I have not reached the minimum standard, which has not reached 80%. The researcher tried to get solution as follows:

a. The researcher should manage class well.

b. The researcher explained briefly the recount text material and gave the students post-test II.

c. The researcher asked the students to focus on learning process and be more active in asking if they are still confused about the recount text material.

b. Cycle II

The action in the cycle I was not success enough, the cycle must be continued to the cycle II because the results in cycle I have not reached the minimum standard of 80%. Cycle II was used repair the weakness in the cycle I. The steps of the cycle II, as follows:

1. Planning

Based on the reflection that had been conducted in the cycle I, the researcher made the planning of the action in the cycle II, as follows: preparing material, preparing the item will be examined as the post-test II in the end cycle, making students activity observation sheets. Researcher also plan to provide an evaluation to measure students' mastery of the material that has been given.

2. Acting

a. The first meeting

In the action cycle II, the researcher conducted three meeting. The first meeting was conducted on Tuesday, May 24th 2022 started at 10.20 am and finished at 11.30 am. In the cycle II the researcher carried out some activities. As the bell rang the researcher and the students entered the classroom. The researcher greeted the students, praying together, asked the students condition, and checked the attendance list. After that the researcher asked the students to take out the English

book and open it according to the page of the material to be studied and the researcher gave the information about the material for today.

The researcher reviewed the material that had studied in the cycle I. Still the same as last week the material to be studied is recount text. The researcher re-explained the recount text material and the steps to make recount text with brainstorming strategy. The researcher explained how to apply brainstorming in recount text. After the researcher explained about the material then the researcher shared some examples of stories about recount text and then the researcher asked the students to focus in the material. Then the researcher gave the students example of recount text that are done using brainstorming. After that the researcher asked the students to think about certain topics related to the past and then mention one title that came to mind about recount text. The researcher made a recount text story based on the title one of the student with steps of brainstorming. The researcher also involved students in made examples of recount texts using brainstorming, this is aimed at making students understand better.

To made a recount text using brainstorming, researcher need several steps, the first researcher created a list

of every word, phrase, and idea that comes to the main about particular topic. The second researcher eliminate some word or phrase that are not needed in the story. The third researcher organize the list, the list is the order of time and events in the writing that will be make. The fourth researcher will be making an outline in this step we must add the title. The last step is writing the paragraph based on the outline that has been made previously.

After that, the researcher asked the students to asking to the researcher about material and the steps of brainstorming that they still confused. Some students still do not understand the steps of brainstorming. In cycle II students understand more about the material given by the researcher. At the end of the learning process, the researcher made the conclusion about the subject material that was studied. The researcher reviewed the material and explained a little about brainstorming. The researcher closed the meeting by praying together and then the researcher said goodbye to the students and let the students go home.

b. The second meeting

In the second meeting was conducted on Monday, May 30th 2022 started at 7.30 am and finished at 8.35 am. In this meeting the researcher started by greeted the students,

praying together, asked the students condition, and checked the attendance list. In the second meeting was session from the teacher. After that, the teacher entered the classroom and started learning.

The teacher asked the students to explained about recount text as far as they know. The teacher chooses some students to explained about the definition of recount text and generic structure of recount text. The teacher also asked the students about language features that used in the recount text. After the teacher got the answer from the students, the teacher re- explained about the recount text. Then the teacher asked the students how to make a recount text using brainstorming steps. After that, the teacher gave one title and asked students to made a recount text using brainstorming steps. The teacher asked the researcher the steps that were applied by the students in making the recount text were correct or still needed to be improved. The teacher asked the students to asking about the material that they are still confused. After being explained several times about the recount text material and how to used brainstorming steps, the students became more understanding. After that the researcher told the students that the next meeting will be held post-test II and the researcher asked the studentsto learn about

the material.

At the end of the learning process the researcher closed the meeting. Then the researcher said goodbye to the students and the students would continue the next lesson.

c. The third meeting

In the third meeting was conducted on Tuesday, May 31th 2022 started at 10.20 am and finished at 11.30 am. In this meeting the researcher started by greeted the students, asked the students condition, and checked the attendance list. After the researcher explained the steps of brainstorming and gave recount text material to the students in the previous meeting in cycle II, then the researcher gave post-test II as the end of cycle II. Students were asked to make a recount text. Before the students made recount text, the researcher reviewed about the recount text material and the steps of brainstorming. After the students complete the task, then the researcher closing the learning process.

Cycle II was the last meeting the researcher thanks to the students for helping the researcher do the research. Then the researcher said goodbye to the students and the students would continue the next lesson. The result of the students' score in post-test II can be seen in the following table:

Table 4. 6 The Students' Post-test II Result of Cycle II

No	Students Name	Score	Information
1	MWR	79	Passed
2	NRP	75,5	Passed
3	NAR	84	Passed
4	NKA	93	Passed
5	NRT	96	Passed
6	NI	87,5	Passed
7	NHTS	87	Passed
8	NPNR	84	Passed
9	NASH	86,5	Passed
10	NAM	83	Passed
11	NAA	87,5	Passed
12	NDA	88,5	Passed
13	NAOF	79	Passed
14	NNH	86	Passed
15	NNNMM	87	Passed
16	NC	76,5	Passed
17	NCZF	90,5	Passed
18	NHR	87	Passed
19	NCDS	85	Passed
20	OP	88,5	Passed
21	OJP	79,5	Passed
22	PDS	73	**Failed**
23	PS	88	Passed
24	PMR	78,5	Passed
25	PRM	74,5	**Failed**
26	RMW	71,5	**Failed**
27	RTS	80,5	Passed
28	RTH	90,5	Passed
29	RNJ	72,5	**Failed**
30	RHM	61,5	**Failed**
31	RIPS	93	Passed
32	RRES	87,5	Passed
	Total	**2659**	
	Average	**83.09**	
	High Score	**96**	
	Low Score	**61.5**	

Based on the data above the result of post-test II showed that there were 4 students failed to achieve the minimum standard

of mastery. The highest score in post-test II was 96 and the lowest

score was 61.5. But, the result of students' score was better than

the score in the post-test I in cycle I.

To know about the percentages from the score of post-test

II can be seen on the table as follows:

Table 4. 7 Frequency of Student' Score at Post-test II in Cycle II

No	Score	Frequency	Percentage	Category
1	≥ 75	27	85%	Passed
2	≤ 75	5	15%	Failed
	Total	**32**	**100%**	

Based on the data above, it can be seen that there was an

improving from the score of post-test I and post-test II. The

highest score was 96 and the lowest score was 61.5. According to

standard score, 80% students has passed the test in cycle II. Most

of students could develop their skill in writing recount text. It

means that cycle II was successful.

3. Observing

In this step the researcher used four indicators to know the

students' activities in learning process previously. Based on the

observation sheet in the cycle II, the researcher indicated that

learning process in the cycle II was successful than in the cycle I.

The data of students' activity during the cycle II were obtained by

the researcher from the observation sheet that had been

prepared before. To know the result score of students' activities

observation,as follow:

Table 4. 8 The Result of the Students' Activity of Cycle I

No	Students' Activity	Frequency	Percentage
1	The students is interested to the brainstorming as the new strategy in teaching learning process	28	88%
2	The students can mentions their idea about recount text material	25	79%
3	The students can develop their ideas to complete paragraph	30	94%
4	Practice	32	100%
	Total		32
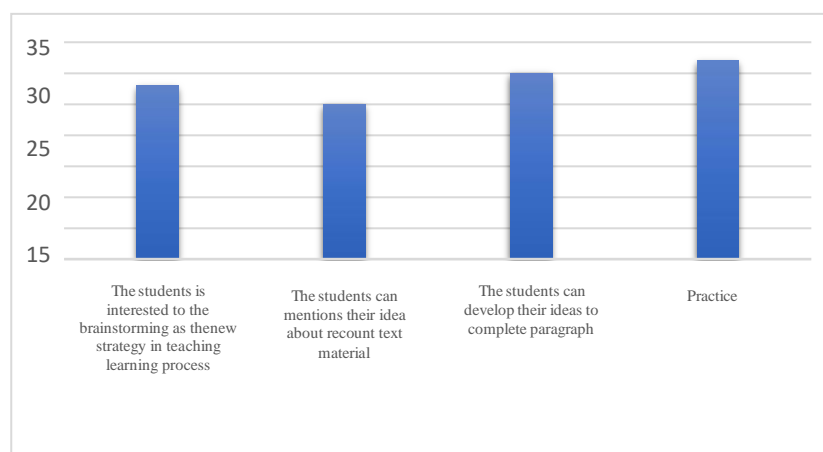
Figure 4. 2 Graph Frequency of Students' Activities in Cycle I

The data showed that not all students active in learning process. There were 28 students (88%) interested to the brainstorming strategy, 25 students (79%) can mention their ideas, 30 students (94%) they can develop their ideas into paragraph, 32 students (100%) did a practice.

4. Reflecting

According to the result of the observation above, it can be inferred that the result of using brainstorming strategy to teach writing recount text was good. The researcher was checked the students' score before and after using brainstorming strategy to teach writing recount text. The researcher found significant improvement in students' score in writing recount text. The comparisons between the students' score at pre-test, post-test I, and post-test II has taken. All students got improvement score in cycle II. From the result above the researcher concluded that this research was successful and would not continued in the next cycle.

b. **Improving Students' Skill Using Brainstorming Strategy to Improve Students' Skill in Writing Recount Text of The Eighth Grade at SMP N 1Sidoharjo in the Academic Year 2021/2022**

Researcher conducted pre-test and post-test to find out the improvement of students' writing skill used brainstorming strategy. The students were asked to write a story in recount text. Their writing was graded into five categories including content, organization, grammar, vocabulary, and mechanics. The pre-test was given at the beginning of the research. After giving the pre-test, the researcher did cycle I. In cycle I, after carrying out the planning and the action, the students were gave post-test I. In post-test I, the students were asked to write a recount text based on

their personal experiences. In addition, researcher also doing observing and reflecting. Observing is doing to see how interested students in using brainstorming strategy to write recount text. Reflecting is used to conclude the results of the research in cycle I will continue to the next cycle or not.

After the researcher got the results of students' scores in post-test I, the researcher compared with the results of the pre-test and the data obtained showed that there was an increase from the pre-test to post-test I, the results from post-test I showed that 75% of students succeeded get a score above the minimum mastery criteria (MMC), but the results still do not reach the standard. Learning process can be successful when 80% students got a minimum score of 75. While the results from post-test I in cycle I have not reached the standard, the researcher must continue to cycle II and gave post-test II to students.

In the cycle II, after carrying out the planning and the action, the students were given post-test II. In post-test II, the students were asked to write a recount text. In addition, researcher also doing observing and reflecting. Observing is doing to see how interested students in using brainstorming strategy to write recount text. Reflecting is used to conclude the results of the research in cycle II will continue to the next cycle or not.

After the researcher got the data from post-test II, the data shows that the results of post-test II students' scores were improved while compared to post-test I. Based on the result above the researcher indicated that the learning process in cycle II was successful, there was 80% of students

passed the test that the researcher given. It means the students skill in writing recount text has been improved. After passing cycle I and cycle II the researcher can improve students' skill in writing recount text using brainstorming strategy. The table from the result of pre-test, post-test I, post-test II it can be seen in the appendix VII. To see data on improving students' writing skill in writing recount text more clearly, for the detail scores it can be seen in the table and graph below:

Table 4. 9 Frequency of Students' Score at Pre-test, Post-test I, Post-test II

No	Stage	Frequency	Percentage
1.	Pre-test	8	25%
2.	Post-test I	22	69%
3.	Post-test II	27	85%
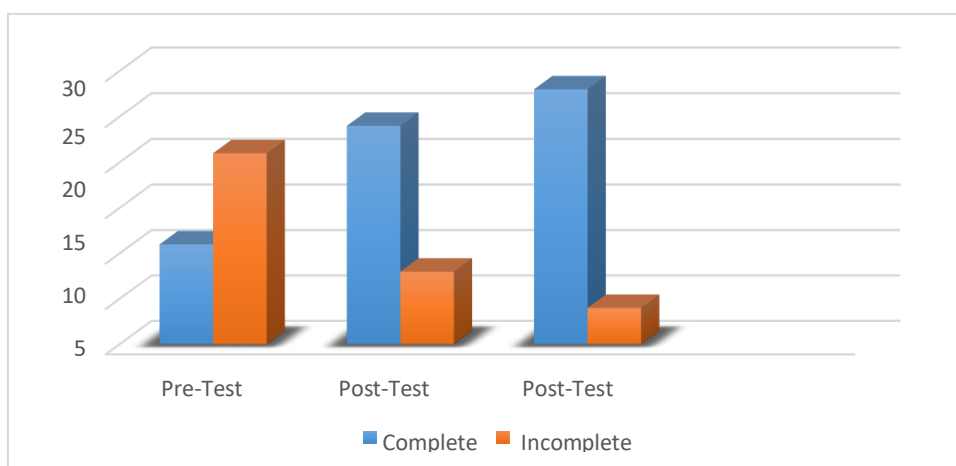
Figure 4. 3 Graph Frequency of Student' Score at Pre-test, Post-test I, Post-test II

After doing the cycle II students can improve their recount text writing skill usingbrainstorming strategy so that the average score obtained has reached the minimum standard of assessment, so that researcher does not need to continue to the next cycle. More than 80% of students in class

VIIIG at SMP N 1 Sidoharjo were able to improve their writing skill. Therefore, this research was stated finish and could be stopped in cycle II because the results of the students' activities had achieved the indicator of success that was 80%.

1. **Discussion**

    This part presents the discussion of the research findings. There are two research questions proposed in this research. The discussion focused on the finding of two proposed research questions. The first discussion is about how to use brainstorming strategy to improve students' skill in writing recount text of the Eighth Grade at SMP N 1 Sidoharjo in the academic year 2021/2022. The second discussion is about use brainstorming strategy able to improve students' skill in writing recount text of the Eighth Grade at SMP N 1 Sidoharjo in the academic year 2021/2022. Below are the discussion of the research results.

    1. **Implementation of Brainstorming Strategy to Improve Students' Skill inWriting Recount Text of The Eighth Grade at SMP N 1 Sidoharjo in theAcademic Year 2021/2022**

        Based on the results of research conducted by researcher by implementing brainstorming some students become easier in making recount text. For students to made recount text have some difficulties, so students needed strategy to made students easy in making recount text. Researcher chose brainstorming to be implemented to students in making recount text. The first thing the researcher did before applying

brainstorming was to gave the students a pre-test. In this research there are two cycles. Every cycle consists of planning, action, observing, and reflecting. in each cycle the researcher gave a test in the form of post-test I and post-test II. In the action stage, the researcher begins to implement brainstorming.

Brainstorming has several stages. The researcher explained these stages to the students. The researcher gave the students example of recount text using steps of brainstorming. The first, researcher created a list of every word, phrase, and idea that comes to the main about a particular topic. The second, researcher eliminates some words or phrases that are not needed in the story. The third, researcher organizes the list, the list is the order of time and events in the writing that will be make. The fourth, researcher will be making an outline in this step we must add the title. The last step is writing the paragraph based on the outline that has been made previously. During the recount text using the brainstorming strategy, the researcher involved students, the researcher provided opportunities for students sothat students could express their opinions and ideas.

After the researcher explained the steps in making a recount text using the brainstorming strategy, the researcher asked the students to make a recount text using the steps in brainstorming. with a brainstorming strategy students become better able to explore their ideas, this affects the writing skills possessed by students. By using a brainstorming strategy can make it easier for students to make recount texts. The stages of

brainstorming help students to improve their writing skill in recount text. The students are more interested in writing recount text because using a brainstorming strategy makes it easier for them to made recount text.

2. **Improving Students' Skill Using Brainstorming Strategy to Improve Students' Skill in Writing Recount Text of The Eighth Grade at SMP N 1Sidoharjo in the Academic Year 2021/2022**

Based on the research conducted by the researcher, it can be seen that the data from the research showed that students can improve their recount text writing skill using a brainstorming strategy. The data showed that there is a significant increase compared to when the researcher did the pre-test, the students got an average score of 65.17. Then when the researcher did the post-test I in cycle I the students got an average score of 77.37. Based on the results of post-test I in cycle I, it has shown that there is an improvement in students' skill in writing recount text but researcher must continue to cycle II. Although in cycle I students have showed an improvement, the researcher was success if 80% of students able to achieving the minimum mastery criteria (MMC), that was 75. The results from cycle I have not reached the minimum standard of assessment which the minimum standard must reach 80%. Therefore, the researcher continued to cycle II and gave post-test II and the average score obtained by students from post-test II was 83.09.

According to Floris (2007:13) brainstorming is a technique in teaching writing where we can write as many words or phrases in our minds

as possible about a particular topic. In other words, brainstorming is a technique so that students can convey their ideas in writing. Therefore, the researcher applied a brainstorming strategy to improve the students' ability to write recount text. With the application of brainstorming strategy eighth grade at SMP N 1 Sidoharjo can improve their writing skill. They can develop their ideas in writing recount text using a brainstorming strategy than before they used a brainstorming strategy. Based on the theory of brainstorming strategy used by researcher to improve students' writing skill, proved that this strategy could improve their writing skill.

The results from the data above are accordance with the previous research from Rizky Ayu M (2017) in "Using Brainstorming Technique To Improve The Eighth Grade Students' Writing Ability", research from Rizka Ayu M shows that using brainstorming can improve students' writing skill. It can be seen from the data in previous study that the results from pre-test to post-test I and from post- test I to post- test II showed an increase in students' writing skill. Research conducted by Rizka Ayu M also shows that after using brainstorming students become more enthusiastic about writing skill.

In this study, after the researcher took data to 32 students in class VIII G, the data showed that using brainstorming could improve students' writing skill, especially in writing recount text. After observing the students' interested during the learning process used the brainstorming strategy, the data obtained by the researcher showed that the students

became more interested in writing. Based on the data obtained by the researcher using the brainstorming strategy successfully to improved students' writing skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The aim of this study is to find out the brainstorming strategy can improve students' skill in writing recount text. Based on the result of the use of brainstorming strategy in teaching learning process in writing recount text, it can be concluded that the brainstorming strategy can improve students in writing recount texts in the eighth grade of SMP N 1 Sidoharjo.

The results of improving students' writing skills can be seen from the average value that has been obtained. The average was taken before and after the treatment was given. First, the researcher conducted a pre-test and the average result of the pre-test was 65.17, this result was still very far from the target. the two researchers conducted the first cycle and gave the students post-test I and the average result of the post-test I was 77.37, this result was very good compared to the results at the time of the pre-test. The progress from pre-test to post-test I has been good and has increased but the results in post-test I have not reached the minimum target. Then the researcher continued to cycle II and gave the students post-test II and the average result of post-test II was 83.09. The results of post-test II are satisfactory and have reached the target, the scores of most students have also increased. Therefore, it can be said that cycle II was successful.

From the results of research that has been carried out by researcher showed that using a brainstorming strategy is effective and able to improve

students' skill in writing recount texts. The scores of the students also increased from the pre-test, post-test I, post-test II. So it can be concluded that the use of brainstorming strategy in improving writing recount text was successful.

B. Suggestion

Based on the result of research, the researcher would like to give somesuggestion as follows:

1. For the teacher

Teachers should be able to find the right strategies or techniques to teach writing to improve their learning strategy skill. By using the right strategy students can improve their writing skills and also can develop their ideas

2. For the students

The students should learn more in writing by improving their skill in writing skill. Learn more and practice more about reading and writing English, learn more vocabulary mastery. Students must be interested in English first, so that they will have fun while learning English, especially writing. So, students can write the textthat meets the requirements.

3. For the other researcher

For further researchers, this research is useful in determining further research materials, so that this research can enrich references for further research. Other researchers must also be more innovative and creative in conducting writing research to find other factors that can

improve writing skill especially in writing recount text.

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APPENDICES

Appendix 1. Lesson Plan for Cycle I

RENCANA PELAKSANAAN PEMBELAJARAN

A. **Identitas Sekolah**

Nama Sekolah : SMP Negeri 1 Sidoharjo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII /2

Keterampilan Bahasa: Writing

Topik : Recount Text

Alokasi waktu : 2 x 30 menit

B. **Kompetensi Inti**

KI-1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI-3: Memahami dan menerapkan pengetahuan (faktual, konseptual, danprosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

KI-4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

C. **Kompetensi Dasar**

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam

semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasiinterpersonal dengan guru dan teman.

3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teksrecount, sesuai dengan konteks penggunaannya.

4.2 Menyusun teks recount secara sederhana dan pendek, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yangbenar dan sesuai konteks.

D. Indikator Pencapaian

Pada pembelajaran ini, peserta didik diharapkan dapat:

1.1.1 Menunjukkan motivasi untuk mengembangkan kemampuan berbahasaInggris.

2.1.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.2.1 Siswa merespon teks recount yang digunakan untuk menceritakan kejianmasa lalu.

4.2.1 Membuat teks recount yang menceritakan tentang kejadian masa lalu.

E. Tujuan Pembelajaran

1.1.1.1 Siswa mengidentifikasi ciri-ciri teks recount, struktur teks, dan unsur kebahasaan.

1.1.1.2 Siswa mampu menyusun teks recount lisan dan tulis pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yangbenar dan sesuai konteks.

F. MateriPembelajaran

(Terlampir: *Lampiran 1*)

G. MetodePembelajaran

Pendektan : Scientific Learning Model Pembelajaran : Discovery Learning Metode : Diskusi, demonstrasi

H. ProsedurPembelajaran

1. Kegiatan Awal

   a. Guru mengucapkan salam

   b. Guru memimpin do'a

   c. Guru melakukan check kehadiran siswa (presensi)

   d. Guru menjelaskan topic yang akan dipelajari pada pertemuan hari ini

2. Kegiatan Inti

Kegiatan Guru	KegiatanSiswa
MENGAMATI (OBSERVING) Guru memberikan contoh teks recount serta menjelaskan struktur teks, generic structure, unsur kebahasaan, maupun format penulisannya.	**MENGAMATI (OBSERVING)** Siswa mengamati contoh teks recount yang contohkan oleh guru dan memperhatikan penjelasannya.
MENANYA (QUESTIONING) Guru mencoba untuk membimbing dan mengarahkan siswa untuk bertanya mengenai perbedaan antara teks recount dan teks yang lainnya.	**MENANYA (QUESTIONING)** Siswa mempertanyakan perbedaan antara teks recount dan teks yang lainnya.
MENGEKSPLORASI (EXPLORING) Guru meminta siswa untuk mencari beberapa teks recount dari berbagai sumber dan meminta mereka untuk melakukan simulasi (membuat teks recount sesuai	**MENGEKSPLORASI (EXPLORING)** Siswa mencari beberapa teks recount dari berbagai sumber dan berlatih memaparkannya melalui simulasi (membuat teks recount sesuai dengangeneric struktunya).

dengan generic struktunya).	
MENALAR (ASSOCIATING)	**MENALAR (ASSOCIATING)**
Guru meminta siswa untuk mendiskusikan teks recount yang telah mereka temukan dengan mengelompokkannya berdasarkan generic strukturnya.	Siswa mendiskusikan teks recount yang telah mereka temukan dengan mengelompokkannya berdasarkangeneric strukturnya.
MENGKOMUNIKASIKAN (COMMUNICATING)	**MENGKOMUNIKASIKAN (COMMUNICATING)**
Guru meminta siswa untuk mempraktekkan membacakan teks recount yang telah di buat di depan kelas hal tersebut dilakukan oleh guru untuk mengambil nilai.	Siswa mempraktekkan membacakan teks recount yang telah di buat didepan kelas.

3. KegiatanAkhir
   a. Melakukan review pembelajaran
   b. Guru dan siswa berdo'a bersama
   c. Penutup

I. Alat Bantu/Media Pembelajaran
1. Materi : (Terlampir: *Lampiran 1*)
2. Spidol
3. Papan tulis
4. Worksheet

J. Penilaian

1. Jenis Penilaian : Formative
2. Teknik Penilaian : Performance, essay.
3. Alat Penilaian :(Terlampir: *Lampiran 2*)
4. *Rubik Penilaian : (Terlampir: Lampiran 3)*

Lampiran 1 : Materi Pembelajaran

RECOUNT TEXT

A. Definition

A recount text retells an experience or an event happened in the past.

B. Purposes

A recount text has some purposes, such as:

1. To retell/ to inform the past experience or event.
2. To evaluate the past experience or event.
3. To share moral lessons.

C. Generic Structure

1. Orientation

   This part provides the background information needed to understand the text, such aswho was involved (the participants), where and when it happened (the setting).

2. Event

   This part tells a series of events in a chronological sequence.

3. Re-orientation

   This part closes the story (personal comment about the event or what happened in theend).

D. Language Feature

1. Past Tense

   Example: We visited Kuta beach on the last school vacation.

2. Temporal sequence

   Example: later, when, then, before, after, after that, first, at the same time, at last, finally,etc.

3. Action verb

   Example: went, stayed, walked, gave, took, etc.

4. Adverbs of time and place

   Example: one day, yesterday, two days later, at school, in the class, etc.

E. Kinds

1. Factual Recount

   It tells about particular events (includes thing like a newspaper report). It is to inform(rather than to entertain).

2. Personal Recount

   It tells about the writer's experience (good/bad/memorable/unforgettable experience).

3. Imaginative Recount

   It tells about an imaginary role and gives details of event.

Example of Recount Text

Go to Yogyakarta

Orientation	Last week I went to Yogyakarta with my parents. We left for Yogyakarta at about 6 in the morning by car. And we got there at about10.
Event	We visited some interesting places. At first, we visited Prambanan Temple. We explored it for about 2 hours. We were so amazed. We didn't only enjoy the architectural and cultural treasure, but also a standing proof of past religious peaceful cohabitation. After that, we visited our next destination. Our second destination was Malioboro street, a place to shop some traditional and unique souvenirs. Beside that we could also watch some attraction of the street musicians, painters, and other artist who exhibited their creations on this road. It was so fantastic. There were some traditional food restaurants also there. And of course we didn't miss a chance to enjoy "gudeg" as our lunch to.
Re-orientation	At last we had go back home. It was one of our awesome short vacations.

Example of recount text using brainstorming strategy

Theme: Eid Al-Fitr

1. **Brainstorm List**

   Eid, went to home, crowded, street, tired, grandparents, playing with my cousin, met uncle and aunt, a lot of food, takbiran, mosque, got a money, went to mosque, breakfasttogether, praying together, sleep, back to home.

2. **Editing Brainstorming list**

   Eid, went to home, crowded, street, grandparents, met uncle and aunt, a lot of food, takbiran, mosque, went to mosque, praying together, back to home.

3. **Organize the list**
   - Went to my grandparent's house.
   - Leave house at 7am by car and the street very crowded.
   - Arrived at grandparent's house the day before Eid meet another family.
   - Come to the mosque to takbiran and back to home at 9 pm and prepare a lot offood.
   - In the morning woke up at 5 am and at 6.30 went to mosque.
   - The third day of Eid went home at 3 pm and arrived at 6 pm.

4. **Making outline**

   Title : Eid in the Grandparent's House

   Went to my grandparent's house.

   Leave house at 7am by car and the street very crowded.

   Arrived at grandparent's house the day before Eid meet another family.

   Come to the mosque to takbiran and back to home at 9 pm and prepare a lot of food.In the morning woke up at 5 am and at 6.30 went to mosque.

The third day of Eid went home at 3 pm and arrived at 6 pm.

5. Writing the paragraph

Eid in the Grandparent's House

Last month, during Eid, my family and I returned to my grandparent's house in Semarang. We leave the house at 7 am and arrive around 11 pm by car. The streets are so busy and congested. *(ORIENTATION)*

We arrived at grandparent's house the day before Eid. In the evening, after breaking the fast, we have takbiran together. My cousin and I went to the mosque for takbiran there were many children and local residents. I came home takbiran at 9 pm. Arriving at home we are busy preparing for Eid tomorrow. In the morning I woke up at 5 am after the dawn prayer I immediately took a shower to prepare for the Eid prayer at the mosque. At 6.30 in the morning my family and I went to the mosque together. Inthe afternoon many brothers came to our grandparents' house to eat together and stay in touch. *(EVENT)*

The third day of Eid my parents and I went home. We go home around 3 pm and get home at 6 pm. I am very happy to have Eid at my grandparents' house. *(RE- ORIENTATION)*

Lampiran 3 : Rubrik Penilaian

ASPEK	KRITERIA	SKOR
ISI (15 -30)	Topik jelas, cerita menarik dan orisinal, ditopang bukti dan fakta-fakta, lengkap, terperinci, tuntas, mengandung nilai/ada refleksi yang dalam, dapat memberi wawasan baru	25 - 30
	Topik jelas, cerita menarik dan orisinal, ditopang bukti dan fakta-fakta, tetapi tidak lengkap, tidak terperinci, tidak tuntas, dan kurang bernilai	20-24
	Cerita tidak menarik, cerita hanya rekaan, tidak diberi bukti-bukti faktual, tidak terperinci, tidak tuntas, dan tidak bernilai	15-19
ORGANISASI GAGASAN (10-20)	Berpolas: ada pendahuluan, isi, penutup, gagasan dibatasi dalam unit-unit paragraph, disampaikan dengan pola urutan waktu dan tempat	16-20
	Ada pendahuluan, isi, tetapi tidak ada penutup, ada paragraph beisi dua gagasan utama, pola urutan waktu dan tempat kadang tidak teratur.	13-15
	Karangan tidak diorganisasi sama	

	sekali, tidak jelas pendahuluan , isi, penutup, tidak menggunakan urutan waktu dan tempat.	10-12
BAHASA (15-30)	Paragraf kohesif dan koheren, kalimat efektif fan komunikatif, struktur kalimat baku, diksi tepat dan variatif, makna tidak ambigu, penerapan konjungsi secara tepat	27-30
	Ada beberapa paragraph tidak kohesif, ada kalimat yang tidak efektif dan ambigu, diksi ada yang salah konteks, pemakaian konjungiada yang keliru	21 - 26
	Banyak paragraph tidak kohesif, banyak kalimat yang tidak efektif dan ambigu, diksi banyak yang salah konteks, pemakaian konjungi banyak yang keliru	17 -20
	Paragraf tidak padu, kalimat tidak efektif, sebagian bear struktur kalimat yang salah, diksi sangat terbatas dan banyak salah konteks, penerapan konjungsi tidak tepat.	15 -16
MEKANIK (8-20)	Tidak ada kesalahan ejaan sama sekali, bilatulis tangan rapi dan jelas terbaca, tidak ada salah ketik, pemilihan jenis dan ukuranhuruf sesuai, margin sangat pas	17-20
	Ada beberapa kesalahan ejaan, tulisan tangan rapi, ada beberapa salah ketik, penentuan jenis, ukuran huruf, margin	13-16

	pas	
	Cukup banyak kesalahan ejaan dan salah ketik. Tulisan tangan kurang rapi. Jenis, ukuran huruf dan margin tidak konsisten.	10 -12
	Mengabaikan ejaan, tulisan tangan sangat tidak rapi, banyak sekali salah ketik,	8-9
	penentuan jenis, ukuran huruf, dan marginsemaunya sendiri	
JUMLAH		100

RENCANA PELAKSANAAN PEMBELAJARAN

A. Identitas Sekolah

Nama Sekolah   : SMP Negeri 1 Sidoharjo

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII /2

Keterampilan Bahasa: Writing

Topik   : Recount Text

Alokasi waktu   : 2 x 30 menit

B. Kompetensi Inti

KI-1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI-3: Memahami dan menerapkan pengetahuan (faktual, konseptual, danprosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

KI-4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

C. Kompetensi Dasar

1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan

komunikasiinterpersonal dengan guru dan teman.

3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teksrecount, sesuai dengan konteks penggunaannya.

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1.2.1 Menunjukkan motivasi untuk mengembangkan kemampuan berbahasaInggris.

2.1.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.2.1 Siswa merespon teks recount yang digunakan untuk menceritakan kejianmasa lalu.

4.2.1 Membuat teks recount yang menceritakan tentang kejadian masa lalu.

E. Tujuan Pembelajaran

1.2.1.1 Siswa mengidentifikasi ciri-ciri teks recount, struktur teks, dan unsur kebahasaan.

1.2.1.2 Siswa mampu menyusun teks recount lisan dan tulis pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yangbenar dan sesuai konteks.

F. MateriPembelajaran

(Terlampir: *Lampiran 1*)

G. MetodePembelajaran

Pendektan : Scientific Learning Model Pembelajaran : Discovery Learning Metode : Diskusi, demonstrasi

H. ProsedurPembelajaran

    a. Kegiatan Awal

        i. Guru mengucapkan salam

        ii. Guru memimpin do'a

        iii. Guru melakukan check kehadiran siswa (presensi)

        iv. Guru menjelaskan topic yang akan dipelajari pada pertemuan hari ini

    b. Kegiatan Inti

Kegiatan Guru	KegiatanSiswa
MENGAMATI (OBSERVING) Guru memberikan contoh teks recount serta menjelaskan struktur teks, generic structure, unsur kebahasaan, maupun format penulisannya.	**MENGAMATI (OBSERVING)** Siswa mengamati contoh teks recount yang contohkan oleh guru dan memperhatikan penjelasannya.
MENANYA (QUESTIONING) Guru mencoba untuk membimbing dan mengarahkan siswa untuk bertanya mengenai perbedaan antara teks recount dan teks yang lainnya.	**MENANYA (QUESTIONING)** Siswa mempertanyakan perbedaan antara teks recount dan teks yang lainnya.
MENGEKSPLORASI (EXPLORING) Guru meminta siswa untuk mencari beberapa teks recount dari berbagai sumber dan meminta mereka untuk melakukan simulasi (membuat teks recount sesuai dengan generic struktunya).	**MENGEKSPLORASI (EXPLORING)** Siswa mencari beberapa teks recount dari berbagai sumber dan berlatih memaparkannya melalui simulasi (membuat teks recount sesuai denganeneric struktunya).

MENALAR (ASSOCIATING)	MENALAR (ASSOCIATING)
Guru meminta siswa untuk mendiskusikan teks recount yang telah mereka temukan dengan mengelompokkannya berdasarkan generic strukturnya.	Siswa mendiskusikan teks recount yang telah mereka temukan dengan mengelompokkannya berdasarkangeneric strukturnya.
MENGKOMUNIKASIKAN (COMMUNICATING)	**MENGKOMUNIKASIKAN (COMMUNICATING)**
Guru meminta siswa untuk mempraktekkan membacakan teks recount yang telah di buat di depan kelas hal tersebut dilakukan oleh guru untuk mengambil nilai.	Siswa mempraktekkan membacakan teks recount yang telah di buat didepan kelas.

c. KegiatanAkhir

    i. Melakukan review pembelajaran

    ii. Guru dan siswa berdo'a bersama

    iii. Penutup

I. Alat Bantu/Media Pembelajaran

a. Materi : (Terlampir: *Lampiran 1*)

b. Spidol

c. Papan tulis

d. Worksheet

J. Penilaian

a. Jenis Penilaian : Formative

b. Teknik Penilaian : Performance, essay.

c. Alat Penilaian :(Terlampir: *Lampiran 2*)

d. Rubik Penilaian : (Terlampir: *Lampiran 3)*

Lampiran 1 : Materi Pembelajaran

RECOUNT TEXT

A. Definition

A recount text retells an experience or an event happened in the past.

B. Purposes

A recount text has some purposes, such as:

    a. To retell/ to inform the past experience or event.

    b. To evaluate the past experience or event.

    c. To share moral lessons.

C. Generic Structure

    a. Orientation

    This part provides the background information needed to understand the text, such aswho was involved (the participants), where and when it happened (the setting).

    b. Event

    This part tells a series of events in a chronological sequence.

    c. Re-orientation

    This part closes the story (personal comment about the event or what happened in theend).

D. Language Feature

    a. Past Tense

    Example: We visited Kuta beach on the last school vacation.

    b. Temporal sequence

    Example: later, when, then, before, after, after that, first, at the same time, at last, finally,etc.

    c. Action verb

Example: went, stayed, walked, gave, took, etc.

d. Adverbs of time and place

Example: one day, yesterday, two days later, at school, in the class, etc.

E. Kinds

a. Factual Recount

It tells about particular events (includes thing like a newspaper report).

It is to inform(rather than to entertain).

b. Personal Recount

It tells about the writer's experience

(good/bad/memorable/unforgettable experience).

c. Imaginative Recount

It tells about an imaginary role and gives details of event.

Example of Recount Text

Go to Yogyakarta

Orientation	Last week I went to Yogyakarta with my parents. We left for Yogyakarta at about 6 in the morning by car. And we got there at about 10.
Event	We visited some interesting places. At first, we visited Prambanan Temple. We explored it for about 2 hours. We were so amazed. We didn't only enjoy the architectural and cultural treasure, but also a standing proof of past religious peaceful cohabitation. After that, we visited our next destination. Our second destination was Malioboro street, a place to shop some traditional and unique souvenirs. Beside that we could also watch some attraction of the street musicians, painters, and other artist who exhibited their creations on this road. It was so fantastic. There were some traditional food restaurants also there. And of course we didn't miss a chance to enjoy "gudeg" as our lunch to.
Re-orientation	At last we had go back home. It was one of our awesome short vacations.

Lampiran 2 : Alat Penilaian

Pertemuan kedua

Post Test I (Cycle I)

Make one example of recount text with brainstorming technique based on

explanation before!

Lampiran 3 : Rubrik Penilaian

ASPEK	KRITERIA	SKOR
ISI (15 -30)	Topik jelas, cerita menarikdan orisinal, ditopang bukti dan fakta-fakta,lengkap,.terperinci, tuntas, mengandung nilai/ada refleksi yang dalam, dapat memberi wawasan baru	25 - 30
	Topik jelas, cerita menarik dan orisinal, ditopang bukti dan fakta-fakta, tetapi tidak lengkap, tidak terperinci, tidak tuntas, dan kurang bernilai	20-24
	Cerita tidak menarik, cerita hanya rekaan, tidak diberi bukti-bukti faktual, tidak terperinci, tidak tuntas, dan tidak bernilai	15-19
ORGANISASI GAGASAN	Berpolas: ada pendahuluan, isi, penutup, gagasan dibatasi dalam unit-unit paragraph, disampaikan dengan pola urutanwaktu dan tempat	16-20
	Ada pendahuluan, isi, tetapi tidak ada	

(10-20)	penutup, ada paragraph beisi dua gagasan utama,, pola urutan waktu dan tempat kadang tidak teratur.	13-15
	Karangan tidak diorganisasi sama sekali, tidak jelas pendahuluan , isi, penutup, tidak menggunakan urutan waktu dan tempat.	10-12
BAHASA (15-30)	Paragraf kohesif dan koheren, kalimat efektif fan komunikatif, struktur kalimat baku, diksi tepat dan variatif, makna tidak ambigu, penerapan konjungsi secara tepat	27-30
	Ada beberapa paragraph tidak kohesif, ada kalimat yang tidak efektif dan ambigu, diksi ada yang salah konteks, pemakaian konjungi ada yang keliru	21 - 26
	Banyak paragraph tidak kohesif, banyak kalimat yang tidak efektif dan ambigu, diksi banyak yang salah konteks, pemakaian konjungi banyak yang keliru	17 -20
	Paragraf tidak padu, kalimat tidak efektif, sebagian bear struktur kalimat yang salah, diksi sangat terbatas dan banyak salah konteks, penerapan konjungsi tidak tepat.	15 -16
	Tidak ada kesalahan ejaan sama sekali, bila tulis tangan rapi dan jelas	

MEKANIK (8-20)	terbaca, tidak ada salah ketik, pemilihan jenis dan ukuran huruf sesuai, margin sangat pas	17-20
	Ada beberapa kesalahan ejaan, tulisan tangan rapi, ada beberapa salah ketik, penentuan jenis, ukuran huruf, margin pas	13-16
	Cukup banyak kesalahan ejaan dan salah ketik. Tulisan tangan kurang rapi. Jenis, ukuran huruf dan margin tidak konsisten.	10 -12
	Mengabaikan ejaan, tulisan tangan sangat tidak rapi, banyak sekali salah ketik,	8-9
	penentuan jenis, ukuran huruf, dan marginsemaunya sendiri	
JUMLAH		100

Appendix 2. Lesson Plan for Cycle II

RENCANA PELAKSANAAN PEMBELAJARAN

A. **Identitas Sekolah**

   Nama Sekolah   : SMP Negeri 1 Sidoharjo

   Mata Pelajaran   : Bahasa Inggris

   Kelas/Semester   : VIII /2

   Keterampilan Bahasa: Writing

   Topik   : Recount Text

   Alokasi waktu   : 2 x 30 menit

B. **Kompetensi Inti**

   KI-1: Menghargai dan menghayati ajaran agama yang dianutnya.

   KI-2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

   KI-3: Memahami dan menerapkan pengetahuan (faktual, konseptual, danprosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

   KI-4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

C. **Kompetensi Dasar**

   1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam

semangat belajar.

2.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasiinterpersonal dengan guru dan teman.

3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teksrecount, sesuai dengan konteks penggunaannya.

4.3 Menyusun teks recount secara sederhana dan pendek, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yangbenar dan sesuai konteks.

D. Indikator Pencapaian

Pada pembelajaran ini, peserta didik diharapkan dapat:

1.2.1 Menunjukkan motivasi untuk mengembangkan kemampuan berbahasaInggris.

2.2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.3.1 Siswa merespon teks recount yang digunakan untuk menceritakan kejianmasa lalu.

4.3.1 Membuat teks recount yang menceritakan tentang kejadian masa lalu.

E. Tujuan Pembelajaran

1.2.1.3 Siswa mengidentifikasi ciri-ciri teks recount, struktur teks, dan unsur kebahasaan.

1.2.1.4 Siswa mampu menyusun teks recount lisan dan tulis pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yangbenar dan sesuai konteks.

F. MateriPembelajaran

(Terlampir: *Lampiran 1*)

G. MetodePembelajaran

Pendektan : Scientific Learning Model Pembelajaran : Discovery Learning Metode : Diskusi, demonstrasi

H. ProsedurPembelajaran

1. Kegiatan Awal

   a. Guru mengucapkan salam
   b. Guru memimpin do'a
   c. Guru melakukan check kehadiran siswa (presensi)
   d. Guru menjelaskan topic yang akan dipelajari pada pertemuan hari ini

2. Kegiatan Inti

Kegiatan Guru	KegiatanSiswa
MENGAMATI (OBSERVING) Guru memberikan contoh teks recount serta menjelaskan struktur teks, generic structure, unsur kebahasaan, maupun format penulisannya.	**MENGAMATI (OBSERVING)** Siswa mengamati contoh teks recount yang contohkan oleh guru dan memperhatikan penjelasannya.
MENANYA (QUESTIONING) Guru mencoba untuk membimbing dan mengarahkan siswa untuk bertanya mengenai perbedaan antara teks recount dan teks yang lainnya.	**MENANYA (QUESTIONING)** Siswa mempertanyakan perbedaan antara teks recount dan teks yang lainnya.
MENGEKSPLORASI (EXPLORING) Guru meminta siswa untuk mencari beberapa teks recount dari berbagai sumber dan meminta mereka untuk melakukan simulasi (membuat teks recount sesuai dengan generic	**MENGEKSPLORASI (EXPLORING)** Siswa mencari beberapa teks recount dari berbagai sumber dan berlatih memaparkannya melalui simulasi (membuat teks recount sesuai dengangeneric struktunya).

struktunya).	
MENALAR (ASSOCIATING)	**MENALAR (ASSOCIATING)**
Guru meminta siswa untuk mendiskusikan teks recount yang telah mereka temukan dengan mengelompokkannya berdasarkan generic strukturnya.	Siswa mendiskusikan teks recount yang telah mereka temukan dengan mengelompokkannya berdasarkan generic strukturnya.
MENGKOMUNIKASIKAN (COMMUNICATING)	**MENGKOMUNIKASIKAN (COMMUNICATING)**
Guru meminta siswa untuk mempraktekkan membacakan teks recount yang telah di buat di depan kelas hal tersebut dilakukan oleh guru untuk mengambil nilai.	Siswa mempraktekkan membacakan teks recount yang telah di buat didepan kelas.

3. KegiatanAkhir

   a. Melakukan review pembelajaran

   b. Guru dan siswa berdo'a bersama

   c. Penutup

I.   Alat Bantu/Media Pembelajaran

1. Materi (Terlampir: *Lampiran 1*)

2. Spidol

3. Papan tulis

4. Worksheet

J. Penilaian

1. Jenis Penilaian : Formative
2. Teknik Penilaian : Performance, essay.
3. Alat Penilaian :(Terlampir: *Lampiran 2*)
4. Rubik Penilaian : (Terlampir: *Lampiran 3)*

Lampiran 1 : Materi Pembelajaran

Pertemuan ketiga

RECOUNT TEXT

A. Definition

A recount text retells an experience or an event happened in the past.

B. Purposes

A recount text has some purposes, such as:

1. To retell/ to inform the past experience or event.
2. To evaluate the past experience or event.
3. To share moral lessons.

C. Generic Structure

1. Orientation

   This part provides the background information needed to understand the text, such aswho was involved (the participants), where and when it happened (the setting).

2. Event

   This part tells a series of events in a chronological sequence.

3. Re-orientation

This part closes the story (personal comment about the event or what happened in theend).

D. Language Feature

1. Past Tense

Example: We visited Kuta beach on the last school vacation.

2. Temporal sequence

Example: later, when, then, before, after, after that, first, at the same time, at last, finally,etc.

3. Action verb

Example: went, stayed, walked, gave, took, etc.

4. Adverbs of time and place

Example: one day, yesterday, two days later, at school, in the class, etc.

E. Kinds

1. Factual Recount

It tells about particular events (includes thing like a newspaper report). It is to inform(rather than to entertain).

2. Personal Recount

It tells about the writer's experience (good/bad/memorable/unforgettable experience).

3. Imaginative Recount

It tells about an imaginary role and gives details of event.

Example of recount text

Fishing on the River

Orientation	Yesterday, my father didn't work and he took me to spend time going fishing to the river. In the morning, my father took me to the market to buy all fishing equipment. After that, we rushed to the river.
Event	Arriving at the river, I saw many people fishing too. I can't wait to start. But, I can't install the hook properly so my father helped me put a hook with the worm that was used as bait.
	Then, the father practiced how to throw hooks into the river. I tried it too. I was getting bored because there were no signs of getting fish. Suddenly, I felt the hook move. I immediately moved the hook up and down. I picked up the hook slowly and managed to get a big enough fish. I'm happy and proud because I can enjoy the catch.
Re-orientation	After being satisfied with fishing, we went home. When I got home, I gave the fish to the mother to cook. We ate the fish ravenously.

Example I

Theme: Late for school

1. **Brainstorm list**

   Came late, school, punishment, run, woke up late, never breakfast, never taking a bath, make the teacher angry, alarm, gate locked, class has started, thirsty and hungry, in a hurry, wearing uniform.

2. **Editing the list**

   Came late, school, punishment, run, woke up late, wearing uniform.

3. **Organize the list**

- Last week I came late to school.

- I staying up at night.

- I woke up at 7 am.

- Run to school.

- I was punished.

4. **Making outline Title: Came Late**

Last week I came late to school. I staying up at night.

I woke up at 7 am. Run to school.

I was punished.

5. **Writing the Paragraph**

Came Late

Last week was the first day I came late to school. I had never came late to school before.

(ORIENTATION)

I was staying up late until 2 am which was very unusual for me. I set my alarm to 5 am. I woke up at 7 am and I did not hear my alarm rang. It turned out that my alarm was broken. I rushed to bathroom and changed to my school uniform. I ran to my school. When I arrived, I was punished for being late. *(EVENT)*

After school I bought two new alarms to prevent this happen again. *(RE-ORIENTATION)*

Example II

1. **Brainstorm List**

Covid-19, sick, mask, careful, hospital, stay safe, holiday, health protocols, handsanitizer, work from home, online class, corona virus, scary.

2. **Editing the List**

   Covid-19, sick, mask, careful, health protocols, online class, corona virus,

3. **Organize the List**

   –   Two years ago
   - – The government asked the citizen to be careful
   - – Corona virus spreading rapidly
   - – All activities closed for two weeks
   - – Two years later

4. **Making OutlineTitle: Covid-19** Two years ago

   The government asked the citizen to be carefulCorona virus spreading rapidly

   All activities closed for two weeksTwo years later

5. **Writing Paragraph**

   ### COVID-19

   Two years ago, when COVID-19 first entered Indonesia, everyone panicked. Initially there were only a few people who got the corona virus. The government only ordered citizens to be careful and always maintain their health. We are not required to wear masks, only people who are not healthy are required to wear masks. *(ORIENTATION)*

   After some time the corona virus is spreading rapidly. Then the government decided that we were obliged to wear masks everywhere and also all activities were closed for two weeks including teaching and learning activities in schools. Until finally we were all taken off for two years and learning was done online from home. *(EVENT)*

Two years later, the government finally decided that we can study again at school but must still follow health protocols by being obliged to wear masks. *(RE-ORIENTATION)*

Lampiran 3 : Rubrik Penilaian

ASPEK	KRITERIA	SKOR
ISI (15 -30)	Topik jelas, cerita menarik dan orisinal, ditopang bukti dan fakta- fakta,lengkap,.terperinci, tuntas,mengandung nilai/ada refleksi yang dalam, dapat memberi wawasan baru	25 - 30
	Topik jelas, cerita menarik dan orisinal, ditopang bukti dan fakta-fakta, tetapi tidak lengkap, tidak terperinci, tidak tuntas, dan kurang bernilai	20-24
	Cerita tidak menarik, cerita hanya rekaan, tidak diberi bukti-bukti faktual, tidak terperinci, tidak tuntas, dan tidak bernilai	15-19
ORGANISASI GAGASAN (10-20)	Berpolas: ada pendahuluan, isi, penutup, gagasan dibatasi dalam unit-unit paragraph, disampaikan dengan pola urutanwaktu dan tempat	16-20
	Ada pendahuluan, isi, tetapi tidak ada penutup, ada paragraph beisi dua gagasan utama,, pola urutan waktu dan tempat kadang tidak teratur.	13-15
	Karangan tidak diorganisasi sama sekali, tidak jelas pendahuluan , isi, penutup, tidak menggunakan urutan	10-12

	waktu dan tempat.	
BAHASA (15-30)	Paragraf kohesif dan koheren, kalimat efektif fan komunikatif, struktur kalimat baku, diksi tepat dan variatif, makna tidak ambigu, penerapan konjungsi secara tepat	27-30
	Ada beberapa paragraph tidak kohesif, ada kalimat yang tidak efektif dan ambigu, diksi ada yang salah konteks, pemakaian konjungi ada yang keliru	21 - 26
	Banyak paragraph tidak kohesif, banyak kalimat yang tidak efektif dan ambigu, diksi banyak yang salah konteks, pemakaian konjungi banyak yang keliru	17 -20
	Paragraf tidak padu, kalimat tidak efektif, sebagian bear struktur kalimat yang salah, diksi sangat terbatas dan banyak salah konteks, penerapan konjungsi tidak tepat.	15 -16
MEKANIK (8-20)	Tidak ada kesalahan ejaan sama sekali, bila tulis tangan rapi dan jelas terbaca, tidak ada salah ketik, pemilihan jenis dan ukuran huruf sesuai, margin sangat pas	17-20
	Ada beberapa kesalahan ejaan, tulisan tangan rapi, ada beberapa salah ketik, penentuan jenis, ukuran huruf, margin pas	13-16

	Cukup banyak kesalahan ejaan dan salah ketik. Tulisan tangan kurang rapi. Jenis, ukuran huruf dan margin tidak konsisten.	10 -12
	Mengabaikan ejaan, tulisan tangan sangat tidak rapi, banyak sekali salah ketik,	8-9
	penentuan jenis, ukuran huruf, dan marginsemaunya sendiri	
JUMLAH		100

RENCANA PELAKSANAAN PEMBELAJARAN

A. Identitas Sekolah

Nama Sekolah : SMP Negeri 1 Sidoharjo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII /2

Keterampilan Bahasa: Writing

Topik : Recount Text

Alokasi waktu : 2 x 30 menit

B. Kompetensi Inti

KI-1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI-3: Memahami dan menerapkan pengetahuan (faktual, konseptual, danprosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

KI-4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

C. Kompetensi Dasar

1.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasapengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan

komunikasiinterpersonal dengan guru dan teman.

3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teksrecount, sesuai dengan konteks penggunaannya.

4.2 Menyusun teks recount secara sederhana dan pendek, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yangbenar dan sesuai konteks.

D. Indikator Pencapaian

Pada pembelajaran ini, peserta didik diharapkan dapat:

1.3.1 Menunjukkan motivasi untuk mengembangkan kemampuan berbahasaInggris.

2.1.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.2.1 Siswa merespon teks recount yang digunakan untuk menceritakan kejianmasa lalu.

4.2.1 Membuat teks recount yang menceritakan tentang kejadian masa lalu.

E. Tujuan Pembelajaran

1.3.1.1 Siswa mengidentifikasi ciri-ciri teks recount, struktur teks, dan unsur kebahasaan.

1.3.1.2 Siswa mampu menyusun teks recount lisan dan tulis pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yangbenar dan sesuai konteks.

F. MateriPembelajaran

(Terlampir: *Lampiran 1*)

G. MetodePembelajaran

Pendektan : Scientific Learning Model Pembelajaran : Discovery

Learning Metode : Diskusi, demonstrasi

H. ProsedurPembelajaran

    a. Kegiatan Awal

        i. Guru mengucapkan salam

        ii. Guru memimpin do'a

        iii. Guru melakukan check kehadiran siswa (presensi)

        iv. Guru menjelaskan topic yang akan dipelajari pada pertemuan hari ini

    b. Kegiatan Inti

Kegiatan Guru	KegiatanSiswa
MENGAMATI (OBSERVING) Guru memberikan contoh teks recount serta menjelaskan struktur teks, generic structure, unsur kebahasaan, maupun format penulisannya.	**MENGAMATI (OBSERVING)** Siswa mengamati contoh teks recount yang contohkan oleh guru dan memperhatikan penjelasannya.
MENANYA (QUESTIONING) Guru mencoba untuk membimbing dan mengarahkan siswa untuk bertanya mengenai perbedaan antara teks recount dan teks yang lainnya.	**MENANYA (QUESTIONING)** Siswa mempertanyakan perbedaan antara teks recount dan teks yang lainnya.
MENGEKSPLORASI (EXPLORING) Guru meminta siswa untuk mencari beberapa teks recount dari berbagai sumber dan meminta mereka untuk melakukan simulasi (membuat teks recount sesuai dengan generic	**MENGEKSPLORASI (EXPLORING)** Siswa mencari beberapa teks recount dari berbagai sumber dan berlatih memaparkannya melalui simulasi (membuat teks recount sesuai dengangeneric struktunya).

struktunya).	
MENALAR (ASSOCIATING)	**MENALAR (ASSOCIATING)**
Guru meminta siswa untuk mendiskusikan teks recount yang telah mereka temukan dengan mengelompokkannya berdasarkan generic strukturnya.	Siswa mendiskusikan teks recount yang telah mereka temukan dengan mengelompokkannya berdasarkangeneric strukturnya.
MENGKOMUNIKASIKAN (COMMUNICATING)	**MENGKOMUNIKASIKAN (COMMUNICATING)**
Guru meminta siswa untuk mempraktekkan membacakan teks recount yang telah di buat di depan kelas hal tersebut dilakukan oleh guru untuk mengambil nilai.	Siswa mempraktekkan membacakan teks recount yang telah di buat didepan kelas.

c. KegiatanAkhir

    i. Melakukan review pembelajaran

    ii. Guru dan siswa berdo'a bersama

    iii. Penutup

I. Alat Bantu/Media Pembelajaran

a. Materi : (Terlampir: *Lampiran 1*)

b. Spidol

c. Papan tulis

d. Worksheet

J. Penilaian

    a. Jenis Penilaian : Formative

    b. Teknik Penilaian : Performance, essay.

    c. Alat Penilaian :(Terlampir: *Lampiran 2*)

    d. Rubik Penilaian : (Terlampir: *Lampiran 3)*

Lampiran 1 : Materi Pembelajaran

RECOUNT TEXT

A. Definition

A recount text retells an experience or an event happened in the past.

B. Purposes

A recount text has some purposes, such as:

    a. To retell/ to inform the past experience or event.

    b. To evaluate the past experience or event.

    c. To share moral lessons.

C. Generic Structure

    a. Orientation

This part provides the background information needed to understand the text, such aswho was involved (the participants), where and when it happened (the setting).

    b. Event

This part tells a series of events in a chronological sequence.

    c. Re-orientation

This part closes the story (personal comment about the event or what happened in theend).

D. Language Feature

    a. Past Tense

Example: We visited Kuta beach on the last school vacation.

    b. Temporal sequence

Example: later, when, then, before, after, after that, first, at the same time, at last, finally,etc.

    c. Action verb

Example: went, stayed, walked, gave, took, etc.

d. Adverbs of time and place

Example: one day, yesterday, two days later, at school, in the class, etc.

E. Kinds

a. Factual Recount

It tells about particular events (includes thing like a newspaper report). It is to inform(rather than to entertain).

b. Personal Recount

It tells about the writer's experience (good/bad/memorable/unforgettable experience).

c. Imaginative Recount

It tells about an imaginary role and gives details of event.

Example of Recount Text

Go to Yogyakarta

Orientation	Last week I went to Yogyakarta with my parents. We left for Yogyakarta at about 6 in the morning by car. And we got there at about10.
Event	We visited some interesting places. At first, we visited Prambanan Temple. We explored it for about 2 hours. We were so amazed. We didn't only enjoy the architectural and cultural treasure, but also a standing proof of past religious peaceful cohabitation. After that, we visited our next destination. Our second destination was Malioboro street, a place to shop some traditional and unique souvenirs. Beside that we could also watch some attraction of the street musicians, painters, and other artist who exhibited their creations on this road. It was so fantastic. There were some traditional

	food restaurants also there. And of course we didn't miss a chance to enjoy "gudeg" as our lunch to.
Re-orientation	At last we had go back home. It was one of our awesome short vacations.

Lampiran 2 : Alat Penilaian

Pertemuan keempat

Post Test II (Cycle II)

Make one example of recount text with brainstorming technique based on explanation before!

Lampiran 3 : Rubrik Penilaian

ASPEK	KRITERIA	SKOR
ISI (15 -30)	Topik jelas, cerita menarikdan orisinal, ditopang bukti dan fakta-fakta,lengkap,.terperinci, tuntas, mengandung nilai/ada refleksi yang dalam, dapat memberi wawasan baru	25 - 30
	Topik jelas, cerita menarik dan orisinal, ditopang bukti dan fakta-fakta, tetapi tidak lengkap, tidak terperinci, tidak tuntas, dan kurang bernilai	20-24
	Cerita tidak menarik, cerita hanya rekaan, tidak diberi bukti-bukti faktual, tidak terperinci, tidak tuntas, dan tidak bernilai	15-19
ORGANISASI GAGASAN	Berpolas: ada pendahuluan, isi, penutup, gagasan dibatasi dalam unit-unit paragraph, disampaikan dengan pola urutanwaktu dan tempat	16-20

(10-20)	Ada pendahuluan, isi, tetapi tidak ada penutup, ada paragraph beisi dua gagasan utama,, pola urutan waktu dan tempat kadang tidak teratur.	13-15
	Karangan tidak diorganisasi sama sekali, tidak jelas pendahuluan , isi, penutup, tidak menggunakan urutan waktu dan tempat.	10-12
BAHASA (15-30)	Paragraf kohesif dan koheren, kalimat efektif fan komunikatif, struktur kalimat baku, diksi tepat dan variatif, makna tidak ambigu, penerapan konjungsi secara tepat	27-30
	Ada beberapa paragraph tidak kohesif, ada kalimat yang tidak efektif dan ambigu, diksi ada yang salah konteks, pemakaian konjungi ada yang keliru	21 - 26
	Banyak paragraph tidak kohesif, banyak kalimat yang tidak efektif dan ambigu, diksi banyak yang salah konteks, pemakaian konjungi banyak yang keliru	17 -20
	Paragraf tidak padu, kalimat tidak efektif, sebagian bear struktur kalimat yang salah, diksi sangat terbatas dan banyak salah konteks, penerapan konjungsi tidak tepat.	15 -16
	Tidak ada kesalahan ejaan sama	

MEKANIK (8-20)	sekali, bila tulis tangan rapi dan jelas terbaca, tidak ada salah ketik, pemilihan jenis dan ukuran huruf sesuai, margin sangat pas	17-20
	Ada beberapa kesalahan ejaan, tulisan tangan rapi, ada beberapa salah ketik, penentuan jenis, ukuran huruf, margin pas	13-16
	Cukup banyak kesalahan ejaan dan salah ketik. Tulisan tangan kurang rapi. Jenis, ukuran huruf dan margin tidak konsisten.	10 -12
	Mengabaikan ejaan, tulisan tangan sangat tidak rapi, banyak sekali salah ketik,	8-9
	penentuan jenis, ukuran huruf, dan marginsemaunya sendiri	
JUMLAH		100

Appendix 3. Students Pre-test Scores From Researcher

No	Name	P/L	Score					Total Score
			Content (30)	Organization (20)	Vocabulary (20)	Grammar (25)	Mechanics (5)	
1	MWR	L	20	15	15	15	5	70
2	NRP	P	15	10	10	5	3	53
3	NAR	P	15	10	8	10	3	46
4	NKA	P	25	18	17	20	3	83
5	NRT	P	30	15	17	15	5	82
6	NI	P	25	15	10	15	5	70
7	NHTS	P	30	16	15	15	3	79
8	NPNR	P	25	17	10	10	5	60
9	NASH	P	30	20	10	10	3	73
10	NAM	P	30	20	13	10	5	78
11	NAA	L	10	10	10	13	3	46
12	NDA	P	25	15	10	10	3	63
13	NAOF	P	28	10	10	10	3	61
14	NNH	P	20	15	20	22	2	79
15	NNNMM	P	25	15	15	16	4	75
16	NC	L	10	5	15	10	3	43
17	NCZF	L	15	12	15	10	3	55
18	NHR	L	28	20	10	15	3	76
19	NCDS	P	25	20	10	15	3	73
20	OP	P	25	10	13	22	5	75
21	OJP	P	10	5	15	20	2	52
22	PDS	L	20	15	15	15	5	70
23	PS	P	30	20	10	15	2	77
24	PMR	P	10	10	17	18	1	56
25	PRM	L	20	15	12	15	3	65
26	RMW	L	15	15	10	10	2	52
27	RTS	L	15	15	15	20	3	68
28	RTH	L	30	20	20	15	3	88
29	RNJ	L	10	5	10	15	2	42
30	RHM	L	15	10	5	10	3	43
31	RIPS	L	28	17	15	15	3	78
32	RRES	L	10	5	17	18	2	52

Students Pre-test Scores From Teacher

No	Name	P/L	Score					Total Score
			Content (30)	Organization (20)	Vocabulary (20)	Grammar (25)	Mechanics (5)	
1	MWR	L	25	15	15	15	4	74
2	NRP	P	15	10	10	10	3	48
3	NAR	P	15	10	8	10	3	46
4	NKA	P	25	18	20	20	3	86
5	NRT	P	30	15	15	15	5	80
6	NI	P	25	15	15	15	5	75
7	NHTS	P	30	20	15	15	2	82
8	NPNR	P	25	15	10	10	5	65
9	NASH	P	30	20	10	10	3	73
10	NAM	P	30	20	15	10	5	80
11	NAA	L	10	10	10	10	3	43
12	NDA	P	25	15	10	10	3	63
13	NAOF	P	28	15	10	10	3	66
14	NNH	P	20	15	20	20	2	77
15	NNNMM	P	25	15	15	16	3	74
16	NC	L	10	5	15	10	3	43
17	NCZF	L	15	12	15	10	3	55
18	NHR	L	25	20	10	15	3	73
19	NCDS	P	20	20	10	15	3	68
20	OP	P	30	10	13	22	5	80
21	OJP	P	10	5	15	15	2	47
22	PDS	L	20	15	15	15	5	70
23	PS	P	30	20	10	15	2	77
24	PMR	P	10	10	15	15	1	51
25	PRM	L	17	15	12	15	3	62
26	RMW	L	15	15	10	10	2	52
27	RTS	L	20	15	15	20	3	73
28	RTH	L	30	20	20	15	3	88
29	RNJ	L	10	5	10	15	2	42
30	RHM	L	15	10	7	10	3	45
31	RIPS	L	30	17	15	15	3	80
32	RRES	L	10	5	15	18	2	50

Appendix 4. Students Post-Test I Scores From Researcher

No	Name	P/L	Content (30)	Organization (20)	Vocabulary (20)	Grammar (25)	Mechanics (5)	Total Score
1	MWR	L	25	15	13	20	3	75
2	NRP	P	20	16	15	15	2	68
3	NAR	P	30	20	15	10	5	80
4	NKA	P	30	20	15	25	3	93
5	NRT	P	30	20	17	20	5	92
6	NI	P	25	20	15	20	5	85
7	NHTS	P	25	17	17	19	2	80
8	NPNR	P	25	15	15	20	5	80
9	NASH	P	28	17	15	10	5	75
10	NAM	P	20	16	20	20	4	80
11	NAA	L	20	20	17	22	3	82
12	NDA	P	30	20	15	15	5	85
13	NAOF	P	15	20	15	15	5	70
14	NNH	P	20	15	20	22	3	80
15	NNNMM	P	25	17	20	15	3	80
16	NC	L	20	13	15	20	3	71
17	NCZF	L	25	20	20	20	3	88
18	NHR	L	20	14	15	25	5	79
19	NCDS	P	30	15	14	15	4	78
20	OP	P	30	15	16	20	4	84
21	OJP	P	20	17	17	20	4	78
22	PDS	L	20	15	15	20	3	73
23	PS	P	30	20	15	20	3	88
24	PMR	P	25	17	18	15	2	77
25	PRM	L	20	10	15	18	2	65
26	RMW	L	10	10	17	20	3	60
27	RTS	L	25	20	14	15	3	77
28	RTH	L	25	15	20	23	5	88
29	RNJ	L	15	5	10	16	4	50
30	RHM	L	15	15	10	17	3	60
31	RIPS	L	25	20	20	20	3	88
32	RRES	L	25	15	15	20	3	78

Students Post-Test I Scores From Researcher From Teacher

No	Name	P/L	Content (30)	Organization (20)	Vocabulary (20)	Grammar (25)	Mechanics (5)	Total Score
1	MWR	L	25	15	15	20	3	78
2	NRP	P	25	15	15	15	2	72
3	NAR	P	30	20	15	10	5	80
4	NKA	P	30	20	15	25	3	93
5	NRT	P	30	20	15	20	5	90
6	NI	P	30	20	15	20	5	90
7	NHTS	P	25	17	16	22	2	82
8	NPNR	P	30	15	15	20	5	85
9	NASH	P	25	17	15	10	5	72
10	NAM	P	20	15	20	20	3	78
11	NAA	L	20	20	17	20	3	80
12	NDA	P	25	20	15	15	5	80
13	NAOF	P	15	20	15	15	5	70
14	NNH	P	20	15	20	22	2	79
15	NNNMM	P	25	15	15	15	3	73
16	NC	L	20	13	15	20	3	71
17	NCZF	L	30	20	20	20	3	93
18	NHR	L	20	15	15	25	5	80
19	NCDS	P	30	15	15	15	2	77
20	OP	P	30	15	16	20	3	84
21	OJP	P	25	15	17	20	3	80
22	PDS	L	20	15	15	20	3	73
23	PS	P	30	20	15	20	3	88
24	PMR	P	20	17	18	15	2	72
25	PRM	L	20	10	15	18	1	64
26	RMW	L	10	10	16	20	3	59
27	RTS	L	20	20	15	15	3	73
28	RTH	L	25	15	20	23	5	88
29	RNJ	L	15	5	10	16	2	48
30	RHM	L	15	15	10	15	2	57
31	RIPS	L	25	20	20	20	3	88
32	RRES	L	25	15	15	18	3	76

Appendix 5. Students Post-Test II Scores From Researcher

N O	Name	P/L	Content (30)	Organization (20)	Vocabulary (20)	Grammar (25)	Mechanics (5)	Total Score
					Score			
1	MWR	L	25	15	13	20	3	75
2	NRP	P	25	16	15	17	4	77
3	NAR	P	30	20	15	15	5	85
4	NKA	P	30	20	15	25	3	93
5	NRT	P	30	20	19	22	5	96
6	NI	P	25	20	15	20	5	85
7	NHTS	P	30	17	17	19	2	85
8	NPNR	P	25	17	17	20	5	84
9	NASH	P	30	20	15	18	5	88
10	NAM	P	25	16	20	20	4	85
11	NAA	L	20	20	20	22	3	85
12	NDA	P	30	20	15	20	5	90
13	NAOF	P	23	20	15	15	5	78
14	NNH	P	22	15	20	22	3	82
15	NNNMM	P	30	17	20	15	5	87
16	NC	L	25	13	15	20	3	76
17	NCZF	L	25	20	20	20	5	90
18	NHR	L	25	15	16	25	5	86
19	NCDS	P	30	15	15	20	5	85
20	OP	P	30	18	16	20	4	87
21	OJP	P	22	17	17	20	4	80
22	PDS	L	20	15	15	20	3	73
23	PS	P	30	20	15	20	3	88
24	PMR	P	25	17	18	18	2	80
25	PRM	L	25	10	15	20	2	72
26	RMW	L	20	15	17	20	3	75
27	RTS	L	30	20	14	15	3	82
28	RTH	L	25	19	20	23	5	92
29	RNJ	L	20	15	10	20	5	70
30	RHM	L	15	15	10	17	3	60
31	RIPS	L	30	20	20	20	5	95
32	RRES	L	30	20	15	20	3	88

Students Post-Test II Scores From Teacher

No	Name	P/L	Content (30)	Organization (20)	Vocabulary (20)	Grammar (25)	Mechanics (5)	Total Score
1	MWR	L	30	15	15	20	3	83
2	NRP	P	25	15	15	17	2	74
3	NAR	P	30	18	15	15	5	83
4	NKA	P	30	20	15	25	3	93
5	NRT	P	30	20	19	22	5	96
6	NI	P	Q	20	15	20	5	90
7	NHTS	P	30	20	17	20	2	89
8	NPNR	P	30	16	15	20	3	84
9	NASH	P	25	20	15	20	5	85
10	NAM	P	25	16	15	20	5	81
11	NAA	L	25	20	20	22	3	90
12	NDA	P	30	17	15	20	5	87
13	NAOF	P	25	20	15	15	5	80
14	NNH	P	30	15	20	22	3	90
15	NNNMM	P	30	17	20	15	5	87
16	NC	L	25	15	15	20	2	77
17	NCZF	L	30	20	16	20	5	91
18	NHR	L	30	15	15	25	3	88
19	NCDS	P	25	20	15	20	5	85
20	OP	P	30	20	15	20	5	90
21	OJP	P	20	17	17	20	5	79
22	PDS	L	20	15	15	20	3	73
23	PS	P	30	20	15	20	3	88
24	PMR	P	25	17	15	18	2	77
25	PRM	L	30	10	15	20	2	77
26	RMW	L	20	15	14	16	3	68
27	RTS	L	30	20	12	15	2	79
28	RTH	L	25	16	20	23	5	89
29	RNJ	L	25	15	10	20	5	75
30	RHM	L	20	15	10	15	3	63
31	RIPS	L	30	16	20	20	5	91
32	RRES	L	30	20	15	20	2	87

Appendix 6. Result of Pre-test, Post-test I, Post-test II

No	Name	Cycle I		Improving (%)	Cycle II	Improving (%)	Criteria
		Pre-Test	Post-test I		Post-test II		
1	MWR	72	76,5	6,25%	79	0,00%	Improve
2	NRP	50,5	70	38,61%	75,5	7,28%	Improve
3	NAR	46	80	73,91%	84	4,76%	Improve
4	NKA	84,5	93	10,06%	93	0,00%	Improve
5	NRT	81	91	12,35%	96	9,34%	Improve
6	NI	72,5	87,5	20,69%	87,5	0,00%	Improve
7	NHTS	80,5	81	0,62%	87	7,41%	Improve
8	NPNR	62,5	82,5	32,00%	84	1,82%	Improve
9	NASH	73	73,5	0,68%	86,5	17,69%	Improve
10	NAM	79	79	0,00%	83	5,06%	Improve
11	NAA	44,5	81	82,02%	87,5	8,02%	Improve
12	NDA	63	82,5	30,95%	88,5	7,27%	Improve
13	NAOF	63,5	70	10,24%	79	12,86%	Improve
14	NNH	78	79,5	1,92%	86	8,18%	Improve
15	NNNMM	74,5	76,5	2,68%	87	13,73%	Improve
16	NC	43	71	65,12%	76,5	7,75%	Improve
17	NCZF	55	90,5	64,55%	90,5	0,00%	Improve
18	NHR	74,5	79,5	6,71%	87	9,43%	Improve
19	NCDS	70,5	77,5	9,93%	85	9,68%	Improve
20	OP	77,5	84	8,39%	88,5	5,36%	Improve
21	OJP	49,5	79	59,60%	79,5	0,63%	Improve
22	PDS	70	73	4,29%	73	0,00%	Improve
23	PS	77	88	14,29%	88	0,00%	Improve
24	PMR	53,5	74,5	39,25%	78,5	5,37%	Improve
25	PRM	63,5	64,5	0,00%	74,5	15,50%	Improve
26	RMW	52	59,5	14,42%	71,5	20,17%	Improve
27	RTS	70,5	75	6,38%	80,5	7,33%	Improve
28	RTH	88	88	0,00%	90,5	2,84%	Improve
29	RNJ	42	49	16,67%	72,5	47,96%	Improve
30	RHM	44	58,5	32,95%	61,5	5,13%	Improve
31	RIPS	79	88	11,39%	93	5,68%	Improve
32	RRES	51	77	50,98%	87,5	13,64%	Improve
	Total	**2085,5**	**2476**		**2659**		
	Average	**65,17**	**77,37**		**83,09**		

Result of pre-test

Puput
8G

No. _____
Date: _____

Yesterday's holiday at the
waterfall

Yesterday my friends and I went to the waterfall at
08.00 arrived at 09.15 then arrived there we played
water while taking pictures then it stared to rain
and we packed up to go home. We were tired,
but we really enjoyed spending our day at the
waterfall.

C : 10   C = 10
O : 10   O = 10
V : 17   V = 15
G : 18   G = 15
M : 1   M = 1
    56   51

53,5

Result from post-test I

Puput
86

1. Brainstorming list
   Animal, food, drink, swiming pool, restaurant, tiger, lion, feed
2. Editing Brainstorming list
   Animal, food, drink, restaurant, swiming pool
3. Organize the list (what happen the first, the retting, until, the last)
   — We left for the zoo at 7 am and go in the car driver by my dad
   — my hause is quite for from the zoo, It takes about 3 hours
   — at 10 am we arrived at the zoo
   — exactly 12 o'clock we have lunch together
   — after the time shows 14.00 we all go home
4. making on outline (give title to your story)
   my family and I wen to the zoo
5. Waiting the paragraph

   My family and I went to the zoo
   On last sunday my family and I went to the zoo in my city we went to
   the zoo at 7 am an got in the car driver by my father. My house is quite
   for from the zoo, It takes about 3 hours. therekore we went we went very
   early in the morning, at 10 am we arrived at the zoo. at that time
   the zoo was very early in the morning craw ded and piled with familyes
   who were an vacation. after arriving my father boght trkets to enter the
   zoo white weall waited inpront of the entrance.

   C : 25   C : 20
   O : 17   O = 17
   V : 18   V = 18
   G : 15   G = 15
   M : 2   M = 2
   ———   ———
   77   72

   74,5

Result from post-test II

Puput
RG

Theme

Visited, looked, last, week, walked, Instastory
buy food, drink, choose, sad, go home,
take a rest, sleep, picture, tired, nothing

Visited, looked, last week, walked, buy food, choose
go home, take a rest, picture, tired

- last week my sister and I visited paragon Solo
- We went at 10:30 am
- we visited on Saturday
- after that my sister I went

- go to Solo paragon

Last week my sister and I visited paragon Solo we went at 10:30 am
I looked a lot people selling a lot of people visit there when I got
there I was told to check the temperature to prevent covid-19
and use hansanitizer then I walked while looking at the tings I
wanted to buy then I buy food while resting then go back
to selecting items and buying items after that my sister
and I go went home when I go home I rest while buying food at
gacoan and take pitures and I arrived home very tired but very
happy to be able to shop at paragon Solo

C : 25   C = 25
O : 17   O = 17
V : 18   V = 15
G : 18   G = 18
M : 2   M = 2
   80   77

78.5

KKY

Result from pre-test

NAIM ISNAINI
VIII G
06

No. _____
Date: _____

(late) (Ceremony)

Last Friday, a ceremony was held to comme-morate Nasional Education Day. Ceremony starts at 07.00 WIB. But I left late because of the train block. After that I was caught in a red traffic light. which resulted in delaying time. After that I approached to go together.

After that arrived at school at 07.30 WIB and we were both late for ceremony. And when he arrived at the school field, he immediately adjused the line. At 09.00 WIB the ceremony was over, All students return to their respective classes. Arriving in class the teacher came and continued learning as usual At 11.30 WIB the lesson was over and it time to go home.

C : 25		C = 25		
O : 15		O = 15		
V : 10		V = 15		
G : 15		G = 15		
M : 5		M = 5		
70		75		

72,5

Result from post-test I

Nama : Naim Isnaini
Kelas : VIII G/8G
Nomor : 06

Accident Theme

1. My father, lamp, buy, bathroom, broken, ~~dark~~, shop, ~~go out~~, money, forgot, my pocket, ~~shy~~, did not ~~buy~~, laught, ~~shop keeper~~, ~~test~~

2. My father, lamp, buy, bathroom, broken, shop, money, forgot, my pocket

3. - A Few Days
   - My father asked me
   - buy a lamp
   - Forgot to bring money

4. Buy a lamp

5. A few days ago my father asked me to go to the shop to buy a lamp, because our bathroom's lamp was broken. After that I went to shop to buy a lamp by motorcycle. After arriving at the shop I asked the shop keeper to get a lamp. When I want to pay I look for money in my pants pocket but I can't find it.

   After some time I remembered that I forgot to ask my Father for money to buy a lamp.

C : 25   C = 30
O : 20   O = 20
V : 15   V = 15
G : 20   G = 20
M : 5   M = 5
    ___   ___
     85   90

87,5

KKY

Result from post-test II

Nama : Naim Isnaini

kelas : VIII G /8B

Nomer : 06

Beach Theme

1. Go, beach, visiting, traveling. photos, sight, eating, hungry, going. home, drinking, restaurants, parks, tourist, wave, sand beach

2. Go, beach, visiting, Photos, sight, eating, hungry, going, home, restaurants, parks.

3. – Depart 06-00 WIB
   – Arriving at the first destination 10.30 WIB
   – Arriving at the second destination 13.00 WIB
   – Return at 15.00 WIB

4. Nice trip in Jogja

5. Yesterday, I went to Jogja with my friends. We left at 06.00 WIB arrived there at 10.30 WIB. We visited many places. First, we visited the Sari garden water Palace. We take a look and also take photos.

Second, at 13.00 WIB we visited Indrayanti beach. And we swam there then we feel hungry, so we go to the restaurant. We eat grilled fish. As soon as we had lunch, at 15.00 WIB we decided to go home.

C : 25			C : 30	
D : 20			D : 20	
V : 15			V : 15	
G : 20			G : 20	
M : 5			M : 5	
85			90	

87,5

GELATIK

Result from pre-test

Nama : Nunima Candra Dwi S.
Kls : VIII (8G)

Go to the tea garden

Last monday, my friend and I went to yellow for healing and looking for a place to take photos and there we took photo first. We left the house around 6 or less and we go our destination then

on the way we saw a woman and a man on the side of the road and we asked why the motorbike was on and they said the motorbike broken down and we called one of the mechanics at the repair shop across the road and after that the motorbike was gone.

it was repaired and after that we went back to our destination and we got there we met people we helped earlier and they asked us to take photos and after the photos we said goodbye to them.

C : 25   C = 20
O : 20   a = 20
V : 10   V = 10
G : 15   G = 15
M : 3   M = 3
------   ------
  73   68

70,5

Result from post-test I

Nama : Nurima Candra Dwi S.

Kls : VIII (8 G)

Theme Kemuning

- ride a motorbike, visit, Friends, ~~tea garden~~
  taking pictures, go eating, ~~buy a drink~~, help
  ~~motorcycle~~, ~~freed~~, tour, last week, buy food
  buy ticket, ~~Bagh~~, go home, ~~taste story~~, ~~drink~~, ~~photos~~,

- last monday, my friend and I went to kemuning
- we left the house around 6 pm
- we visited on monday
- we love the view
- we leave at 6 pm
- go to kemuning

last monday, my friend and I went to yellow for healing and
looking for a place to take photos and there we took photos
first. we left house around 6 or less and we to our destination then
on the road we saw a woman and a man on the side of

The road and we asked why the motorbike was on and they said
the motorbike broken down and we called one of the mechanics at the
repair shop across the road and after that the motorbike was gone.
it was repaired and after

that we went back to our
destination and when we got there we met the people
we helped earlier and they asked us to take photos
and after the photos we said
goodbye them

C : 30		C = 30	
O : 15		O = 15	
V : 14		V = 15	
G : 18		G = 15	
M . 4		M = 2	
78		77	

77,5

Result from post-test II

Name : Nurima Candra Dwi S.

Kls : UIII (SG)

Them kuta bali
- beach, crowded, Foreigners, sand, sunbathe, go home,
Souvenir, buy coconut, buy Food, Played,
Surfing, boat, visited, ~~parking~~, waves, ~~run~~, ~~thermal~~
motorcycle, ~~bus~~, atem, leave, ~~water~~, Prayer, vacation.

- We leave at 13.00 AM
- last year my Family and I went to bali
- We visited kuta beach

- we go home at 16.45 Pm
- We visited the beach on sunday

Kuta bali

Last year my family ~~add~~ I went to bali. my Family and I
vacationed in bali for only a week. There we visited several tourist
attarctions, one of which was kuta beach. my Family and I went
to kuta beach on sunday. We leave at 18.00 am. we go by motorcycle.
Crowded people visited kuta beach. there are also Foreigners from various
Countries. they are Just there to sun bathe. when we got there my family
and I looked for a place to sit, then I and my older sister and
younger sister rowing boat. not only that there were also people surfing.
after shot the three of us made a castle out of sand. after we played
sand we buy coconut ~~and~~ food. after playing for a long time, my family
and I ready to go home, before we get home we buy souvenirs first. and
we go home at 16.45 pm.
at last we had to go home. that's one shot vacation for a week
my family and i last year.

C : 30   C : 20
O : 20   O : 20
V : 15   V : 15
G : 20   G : 20
M : 3   M : 5
─────   ─────
   88   85

70,5   86,5

Appendix 7. Observation Sheet Cycle I

Students' Name	P/L	Activity				Total Score
		The students is interested to the brainstorming as the new strategy in teaching learning process	The students can mentions their idea about recounttext material	The students can develop their ideas to complete paragraph	Practice	
MWR	L	√			√	2
NRP	P		√			1
NAR	P	√	√		√	3
NKA	P	√	√	√	√	4
NRT	P	√	√	√	√	4
NI	P	√	√	√	√	4
NHTS	P		√	√	√	3
NPNR	P	√	√	√		3
NASH	P		√	√		2
NAM	P			√	√	2
NAA	L		√	√	√	3
NDA	P	√	√	√	√	4
NAOF	P		√			1
NNH	P	√		√	√	3
NNNMM	P		√	√	√	3
NC	L	√				1
NCZF	L	√	√	√	√	4
NHR	L		√	√		2
NCDS	P		√	√		2
OP	P	√		√	√	3
OJP	P		√	√	√	3
PDS	L	√	√			2
PS	P	√	√	√	√	4
PMR	P			√	√	2
PRM	P	√				1
RMW	P	√				1
RTS	P				√	1
RTH	P	√		√	√	2
RNJ	P		√			1
RHM	P		√			1
RIPS	P	√	√	√	√	4
RRES	P	√	√			2

Appendix 8. Observation Sheet Cycle II

Students' Name	P/L	Activity				
		The students is interested to the brainstorming as the new strategyin teaching learning process	The students can mentions their idea about recounttext material	The students can develop their ideasto complete paragraph	Practice	Total Score
MWR	L	√		√	√	3
NRP	P		√	√	√	4
NAR	P	√	√	√	√	4
NKA	P	√	√	√	√	4
NRT	P	√	√	√	√	4
NI	P	√	√	√	√	4
NHTS	P	√	√	√	√	4
NPNR	P	√	√	√	√	4
NASH	P	√	√	√	√	4
NAM	P	√	√	√	√	4
NAA	L	√	√	√	√	4
NDA	P	√	√	√	√	4
NAOF	P	√	√	√	√	4
NNH	P	√	√	√	√	4
NNNMM	P	√	√	√	√	4
NC	L	√		√	√	3
NCZF	L	√	√	√	√	4
NHR	L	√	√	√	√	4
NCDS	P	√	√	√	√	4
OP	P	√	√	√	√	4
OJP	P	√	√	√	√	4
PDS	L		√		√	2
PS	P	√	√	√	√	4
PMR	P	√	√	√	√	4
PRM	P	√		√	√	3
RMW	P	√		√	√	3
RTS	P	√	√	√	√	4
RTH	P	√	√	√	√	4
RNJ	P		√	√	√	3
RHM	P		√		√	2
RIPS	P	√	√	√	√	4
RRES	P	√	√	√	√	4

Appendix 9. Research Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA
FAKULTAS ADAB DAN BAHASA
Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.iain-surakarta.ac.id E-mail : fab.iainsurakarta@gmail.com

2 April 2022

Nomor   B-1457/Un.20/F.V/PP.00.9/04/2022
Lamp   -
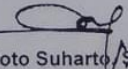Perihal   *Permohonan Izin Penelitian*

Kepada Yth.
Kepala SMP N 1 Sidoharjo
di
Tempat

Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama   BITA SELVIANA
NIM   173221165
Program Studi   Pendidikan Bahasa Inggris
Semester   : 10
Judul Skripsi   IMPROVING STUDENTS' SKILL IN TEACHING WRITING RECOUNT TEXT BY USING BRAINSTORMING STRATEGY (A Classroom Action Research of the Eight Grade at SMP N 1 Sidoharjo in the Academic Year 2021/2022)

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.
Adapun waktu penelitian pada tanggal 7 April 2022 sampai tanggal 9 Mei 2022.
Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb.

Dekan,

Prof. Dr. Toto Suharto, S.Ag.,M.Ag.
NIP. 19710403 199803 1 005

Appendix 10. Pictures of Research