THE IMPLEMENTATION OF QUICK ON THE DRAW STRATEGY TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT MAS AL-JAM'IYATUL WASHLIYAH MEDAN

THESIS

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

By:

MAIMUNAH
34.13.3.044

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA
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THE IMPLEMENTATION OF QUICK ON THE DRAW STRATEGY TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT MAS AL-JAM'IYATUL WASHLIYAH MEDAN

(A Classroom Action Research at Tenth Grade Students of MAS Al-Jamiyatul Washliyah Medan in the Academic Year of 2016/2017)

THESIS

Submitted in partial fulfillment of the Requirement for Gaining the Degree of Bachelor in English Language Education

by:

MAIMUNAH

34.13.3.044

Advisor I   **Advisor II**

<u>**Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum**</u>   <u>**Drs. Rustam, M.A**</u>

NIP. 19750622 200312 2 002   **NIP. 19680920 199503 1 002**

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS' TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA MEDAN

2017

Nomor	:Istimewa	Medan, 22 Agustus 2017
Lampiran	: -	Kepada Yth:
Perihal	: Skripsi	Bapak Dekan Fakultas Ilmu Tarbiyah
	a.n. Maimunah	dan Keguruan UIN Sumatera Utara
		Di –
		Tempat

Assalamu'alaikum Wr. Wb

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudari

Nama   : Maimunah

NIM   : 34.13.3.044

Jurusan   : Pendidikan Bahasa Inggris

Judul   : **THE IMPLEMENTATION OF QUICK ON THE DRAW STRATEGY TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT MAS AL-JAM'IYATUL WASHLIYAH MEDAN**

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam Sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Pembimbing I   Pembimbing II

Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum   Drs. Rustam, M.A
NIP. 19750622 200312 2 002   NIP. 19680920 199503 1 002

<u>**SURAT PENGESAHAN**</u>

Skripsi ini yang berjudul **"THE IMPLEMENTATION OF QUICK ON THE DRAW STRATEGY TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT MAS AL-JAM'IYATUL WASHLIYAH MEDAN"** yang disusun oleh Maimunah, telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan pada tanggal:

<u>**24 Agustus 2017 M**</u>
02 Dzulhijjah 1438 H

dan telah diterima sebagai persyaratan memperoleh gelar Sarjana Pendidikan dalam Ilmu Tarbiyah pada Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan

Ketua   **Sekretaris**

Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum   **Maryati Salmiah, S.Pd., M.Hum**
NIP. 19750622 200312 2 002   **NIP. 19820501 200901 2 012**

Anggota Penguji

1. Dr. Sholihatul Hamidah Daulay, S.Ag., M.Hum   **2. Drs. Rustam, MA**
NIP. 19750622 200312 2 002   **NIP. 19680920 199503 1 002**

3. Dr. Mhd. Dalimunthe, S.Ag., S.S., M.Hum   **4. Maryati Salmiah, S.Pd., M.Hum**

   NIP. 19710328 199903 1 003   NIP.   19820501 200901 2 012

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan

Dr. Amiruddin Siahaan, M.Pd
NIP. 19601006 199403 1 002

PERNYATAAN KEASLIAN SKRIPSI

Yang Bertanda Tangan di bawah ini:

Nama   : **Maimunah**

NIM   : **34.13.3.044**

Jurusan   : **Pendidikan Bahasa Inggris**

Judul   : **THE IMPLEMENTATION OF QUICK ON THE DRAW STRATEGY TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT MAS AL-JAM'IYATUL WASHLIYAH MEDAN**

Menyatakan dengan sebenarnya bahwa skripsi yang berjudul diatas adalah benar merupakan hasil karya saya sendiri, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila di kemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, 22 Agustus 2017

Yang Membuat Pernyataan

Maimunah
NIM. 34.13.3.044

ABSTRACT

This research is aimed to find out the empirical evidence of the improvement of students' ability in writing recount text by using quick on the draw as strategy in class X of MAS Al-Jam'iyatul Washliyah Medan. The subject of this research is the class X^B of MAS Al-Jam'iyatul Washliyah Medan in Academic year 2016/2017 consists of 23 students. This study is Classroom Action Research (CAR) method which is conducted in two cycles. The instruments of collecting data are interview, observation, and diary notes as the qualitative data and written test as the quantitative data. The quantitative data are taken from pre-test and post-test. Based on the qualitative data, the use of quick on the draw strategy in writing recount text can improve the students' involvement and motivation in learning. Based on the result of students' score, the students' average score keep improving in every test. The students' mean score in pre-test is 51.74 with two students or 8.70% reach the Minimum Passing Grade or *KKM* (75). The result of post-test in cycle I, students' mean score is 70.09 with 12 students or 52.17% pass the *KKM*. The result of post-test in cycle 2, students' mean score is 81.78 with 19 students or 82.60% pass the *KKM*. It can be concluded that the using of quick on the draw in writing recount text as teaching strategy can increase the students' ability in writing recount text.

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The thesis: "The Implementation of Quick on the Draw Strategy to Improve Students' Ability in Writing Recount Text at MAS Al-Jam'iyatul Washliyah Medan" is a simple academic writing I made to fulfill the assignment and to complete the requirement for S-1 Program at English Education Department of Tarbiyah Science and Teachers' Training Faculty, State Islamic University of North Sumatera Medan 2017.

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Finally, I hope that my thesis will be useful for the readers, especially for the students of English Education Department who want to conduct similar research. May Allah the Almighty bless all of us.

Medan, August 21st 2017

Maimunah

NIM. 34.13.3.044

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CHAPTER I

INTRODUCTION

A. Background of Research

Writing as one of the four language skills is important to be mastered by students. This skill is aimed to prepare the students' academic and professional futures. Along with the reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy.[1]

In writing English, critical thinking is required to produce ideas and organize them through words, sentences, and paragraphs. Moreover, in order to be able to write in English effectively, writers need to learn orthography, morphology, lexicon, syntax, as well as the discourse and rhetorical conventions of the English. For instance, among the competencies that English learners need to attain to achieve proficiency in English writing are the ability to produce lengthy texts that have appropriate metadiscourse features (e.g., exemplifiers, connectives, hedges) and varied and sophisticated vocabulary and syntactic structures to employ different patterns of overall text organization (e.g., description, narration, argument), and to incorporate others' ideas and texts in their own writing effectively.[2] Since there are so many competencies the students must achieved, writing is considered as one of the most difficult skills to master in both a first

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[1] Steve Graham and Dolores Perin, (2007), *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*, Washington, DC: Alliance for Excellent Education, p. 3.

[2] Khaled Barkaoi, (2007), *Teaching Writing to Second Language Learners: Insight from Theory and Research*, retrieved in December 26th 2016 from https://journals.lib.byu.edu/spc/index.php/TESL/article/viewFile/32304/30503.

language and a second language. Students can find it challenging to find ideas to include in their writing.[3]

According to Badan Standar Nasional Pendidikan, teaching English at senior high school is expected to raise functional level. The functional level means that the students are able to communicate in oral and written form. In oral form, based on the basic competence of English subject of the first grade of senior high school, students are expected to express meaning in interpersonal and transactional conversation in daily context, while in written form there are several kinds of text that need to be taught: procedure, descriptive, narrative, and recount text. The achievement indicator is that the students have ability at developing and producing simple written monolog texts in the form of procedure, descriptive, narrative, and recount text.[4] Among those different kinds of texts, writing recount text will be my focus in this research.

Recount text is a text that tells the readers about one story, action, or activity which happened in the past. Its goal is to entertain and inform the reader. Since it tells a past event, recount text requires use of past tense in telling the sequence of events.

In teaching writing, teacher's role is to help students to develop their ideas and generate them into a good paragraph. One way of helping them is by applying various methods that would make a fun and challenging learning and make

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[3] Dorothy E Zemach & Carlos Islam, (2005), *Paragraph Writing: From Sentence to Paragraph*, Oxford: Macmillan Publishers, p. 5.

[4] Badan Standar Nasional Pendidikan, (2006), *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*, retrieved in December 20th 2016 from http://bsnpindonesia.org/id/wpcontent/uploads/kompetensi/Panduan_Umum_KTSP.pdf

students participate actively as well. As stated in the regulation of Ministry of Education and Culture No. 22 Year 2016 about the criteria of the implementation of learning in the educational unit basic and secondary basic education units to achieve competence of graduates which is stated that the process of learning in the educational unit organized interactively, inspiring, fun, challenging, and motivating students to participate actively.[5] In realizing those criteria, teachers are assisted by competence standard and basic competence which established in curriculum. The competence standard and basic competence would be base reference for teachers to ease them in teaching writing and to make their teaching process keep being on track.

However, at MAS Al-Jam'iyatul Washliyah Medan, English teacher tends to apply lecturing method classically in teaching writing. This was admitted by the English teacher when I did an interview with her that she barely conducts cooperative strategy by grouping the students. The students seemed more comfortable to study individually instead of studying in a group. However, this classical method in teaching affects the enthusiasm of students in learning writing, thus students' participation is low during the learning process in the class. As a result, because students are not involved actively during learning process, the target of learning expected is not being achieved and the students' ability in writing is still low.

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[5] Kementerian Pendidikan Nasional, (2016), *Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah*, retrieved in December 20th 2016 from http://bsnp-indonesia.org/wp-content/uploads/2009/06/Permendikbud_Tahun2016_Nomor022_Lampiran.pdf.

This was proven by the result of the observation I have done before that the participation of students during learning writing was still low. With total 40 students in class X-B, there were only 16 students (40%) who answered questions given by teacher, 5 students (12.5%) who delivered queries, 3 students (7.5%) who gave their opinion, 4 students (10%) who presented their work in front of class. Furthermore, there were only 21 students (52.5%) who passed the KKM ($\geq$75) from total of 40 students.

To solve those problems in learning and teaching writing, a learning model that would involve students actively is needed. The teacher should be creative in preparing the materials that are appropriate with the curriculum and applying suitable methods or techniques in teaching and learning processs that the students would be interested in learning writing in English, especially in writing a recount text. There are a lot of techniques that can be applied by teacher. For this case, I would like to propose an alternative technique which involves students' participation actively. This technique is called quick on the draw strategy.

Quick on the draw strategy which was introduced by Paul Ginnis encourages students to work in group and finish a set of questions given quickly like in a relay game. By implementing this strategy in teaching writing recount text, students will be active and feel fun to learn writing. Therefore, their ability in writing recount text will be improved.

With the hope of improving students' ability in writing recount text, I am interested in conducting a research with title "The Implementation of Quick on the Draw Strategy to Improve Students' Ability in Writing Recount Text at MAS Al-Jam'iyatul Washliyah Medan."

B. Identification of Problems

Based on the background of research described above, some problems identified which surrounding this study are as follow:

1. Students are not involved actively in learning writing.

2. The target of learning expected is not being achieved and the students' ability in writing is still low.

3. English teacher often applies lecturing method in teaching writing.

4. The teacher barely conducts cooperative strategy by grouping the students.

5. Students' participation is low during the learning process in the class.

C. Limitation of Research

I limit the scope of research so that the problems are not too wide and the study is effective. This research is limited on investigating the improvement of grade X students at MAS Al-Jam'iyatul Washliyah Medan in writing recount text by using quick on the draw strategy.

D. Research Questions

The questions of this research can be stated as follow:

1. Can quick on the draw strategy improve the students' ability in writing recount text at MAS Al-Jam'iyatul Washliyah Medan?

2. How is the improvement of students' ability in writing recount text after being taught by using quick on the draw strategyat MAS Al-Jam'iyatul Washliyah Medan?

E. Objective of Research

The objectives of this research are:

1. To know the improvement of students' ability in writing recount text.

2. To find out how the use of quick on the draw strategy contributes to students' improvement in writing recount text.

F. Significance of Research

The significance of research would be as follow:

1. The result of this research would is expected to be useful for the English teacher of MAS Al-Jam'iyatul Washliyah as a guiding reference in teaching writing especially in writing recount text, thus the teacher could manage classroom activity effectively by using quick on the draw strategy.

2. The result of this research would be expected to motivate students to write recount text so that they can improve their ability in writing skill.

3. The result of this research would become a basis or reference for those who want to make analysis in the same fields especially the students of Department of English Education.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

This chapter presents some theories underlying the topic of this study. They are the concepts of students' ability, writing, recount text, the assessment of writing, quick on the draw strategy, and framework of thought.

1. Students' Ability

Ability is derived from the word 'able'. According toOxford Advanced Learner's Dictionary, able means to have the skill, intelligence, opportunity, etc., while ability means the fact that somebody or something is able to do something, or a level of skill and intelligence.[6] Thus, students' ability means the condition in which the students could acquire expected competences proven by their knowledge and skill after doing a task given by teachers.

David F. Lohman stated four ways in which the concept of ability has been defined in differential psychology, they are: (1) as a latent trait inferred from patterns of individual differences across tasks, (2) as a level of performance on a particular task or class of task, (3) as a latent cognitive process inferred from within-subject patterns of performance across trials within a task, and (4) as an

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[6]A S Hornby, (2000), *Oxford Advanced Learner's Dictionary*, Oxford: Oxford University Press, p. 2.

affordance – effective relaxation (i.e. a joint property of the union of person and environment).[7]

Based on the statement above, the definition of ability from psychological view goes in accordance with the definition stated in previous paragraph. It was stated that ability is a quality of someone in understanding, doing, and performing particular tasks. Since the students' ability that will be improved in this research is their ability in writing, the definition of writing ability will also be presented below.

Various definitions of writing ability have been formulated according to three main approaches to the teaching of writing. Based on product/text-oriented approach, writing ability implied in it is defined as the ability to respond to create coherent and cohesive discourses to a given stimulus according to some authority's definition of the correct response. According to process/cognitive-oriented approach, writing ability is defined as the ability to initiate and evolve ideas and then use certain revising and editing practices to develop them to maturity in a given context. While based on reader/genre-oriented approach, writing ability is defined as the ability to perform writing tasks for a given purpose, satisfy a given discourse community with regard to the structure and content of the discourse, and communicate functionally.[8]

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[7] David F. Lohman, (1997), *Issues in The Definition and Measurement of Abilities*, retrieved in January 26th 2017 from https://faculty.education.uiowa.edu/docs/dlohman/issues_in_the_definition.pdf.
[8] Jyi Yeon Yi, (2009), *Defining Writing Ability for Classroom Writing Assessment in High Schools*, retrieved in January 26th 2017 from http://files.eric.ed.gov/fulltext/EJ921024.pdf.

2. Writing

The Oxford advanced learner's dictionary state that writing is the activity of writing, in contrast to reading, speaking and etc.[9]Writing is one of important language skills. Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencil, pens, typewrites, and computers. Then writing can be formed on the wall of a cave, a piece of paper, or computer screen.[10]

In the holy Alquran, writing is also stated as an important skill that should be learned. The verse that relates to the existence of writing could be found in Surah Al-Qalam verse 1 and also in Surah Al-Alaq verse 4:

وَالْأَ ۡ بِوَمَايَسْطُرُوْنَ (سورةالقلم: ١) ن ۚ

"Nun. By the Pen and by the (Record) which (men) write"[11]

الَّذِى عَلَّمَ بِالْقَلَمِ (سورةالعلق: ٤)

"Who taught knowledgeby means of the pen"

Based on those verses, Allah SWT explained that He taught human being by pen (*Qalam*). The "Pen" indicates the basic foundation of the knowledge that come through writing. Discovery of pen and writing are the greatest gifts from Allah SWT. By writing, one generation can transfer their knowledge to the

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[9]A S Hornby, (2000), *Oxford Advanced Learner's Dictionary*, *Op.Cit*., p.1561.
[10] Utami Dewi, (2013), *How to Write*, Medan: La-Tansa, p.2-3.
[11] Abdullah Yusuf Ali, (2002). *The Holy Qur'an: Text, Translation, English Translation with Commentary & Notes,* New Delhi: Kitab Bhavan, p.1580.

next generation. It shows that the tool of writing and writing itself have important roles. Allah says that writing is one of ways to get knowledge to development his knowledge and status in society. Therefore, by writing, human get knowledge.

To get knowledge, it is impossible for human to remember everything they learned, therefore the solution is to write them on a paper so that the knowledge presented in writing form could be guided to other generation.

There are some definitions of writing proposed by experts, such as definition by Tarigan stated that writing as productive skills for writing an indirect communication and the nature of the character is very different from that expressed by speaking directly, and definition by Hammer stated that writing is a form of communication to deliver thought or to express feeling through written form. In addition, according to Jonah, writing can be used as an indirect means of communication to others to convey information. Another definition of writing is proposed by Nation who stated that writing is an activity that can usefully be prefared by work in other skills of listening, speaking, and reading.[12]

From the definitions above, it can be concluded that writing is a complex process about how the writer conveys his or her ideas, thoughts, feelings, without ignoring the grammatical rules, spellings and punctuation, to combine the writer's ideas as a means of communication.

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[12] Akang Sam, (2013), *The Definitions of Writing According to Some Experts*, retrieved in January 26th 2017 from http://www.pbi.web.id/2013/06/the-definition-of-writing-according-to.html?m=0.

a. **Writing Process**

According to Jeremy Harmer, the writing process has four main elements:

1. Planning

   Writing well starts with choosing to write.[13]Before starting to write or type, writers try and decide what is they are going to say. When planning, writers have to think about three main issues: (1) consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include; (2) think of audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language—whether for example formal or informal in tone; (3) consider the content structure of the piece—that is how best to sequence the facts, ideas, or arguments which they have decided to include.

2. Drafting

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

3. Editing (reflecting and revising)

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[13] Alan Barker, (2011), *Improve Your Communication Skills*, London: Kogan Page Limited, p. 135.

Once writers have produced a draft, they then usually read through what they have written to see where it works and where it doesn't. Reflecting and revising are often helped by other readers (editors) who comment and make suggestions.

4. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.[14]

b. Writing Genres

Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Every genre has a number of features which make it different to other genres: each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of culture. Genres encourage us to look for organizational patterns, or the way that texts are rhetorically structured to achieve a social purpose.[15] Thus, each genre has its own specific features. In syllabus of first grade students of senior high school there are four kinds of writing genres that are expected to be comprehended by students: procedure, descriptive, narrative, and recount text.

1. Procedure

The social function of procedure is to describe how something is accomplished through a sequence of actions or steps. The generic structures are goal, materials, and steps.

2. Descriptive

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[14] Jeremy Harmer, (2004), *How to Teach Writing*, Essex: Pearson Education Limited, p. 4-5.
[15] Key Hyland, (2009), *Teaching and Researching Writing*, London: Pearson Education Limited, p. 15.

The social function of descriptive is to describe particular person, place, or thing. The generic structures are identification and description.

3. Narrative

The social function of narrative is to amuse and entertain. Narrative deals with problematic events which lead to a crisis which in turn finds a resolution. The generic structures are orientation, evaluation, complication, resolution, and re-orientation.

4. Recount

The social function of recount is to retell events for the purpose of informing or entertaining. The generic structures are orientation, events, and reorientation.

3. Recount Text

A recount tells about something that happened in the past. The details in a recount can include what happened, who was involved, where is took place, when it happened and why it occurred. Recounts are the simplest text type in genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation.[16]

a. Social Function of Recount Text

Social function also can be called as purpose. Recounts tell 'what happened'. The purpose of a factual recount is to document a series of events and

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[16] Peter Knapp & Megan Watkins, (2005), *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, Sydney: A UNSW Press, p. 223.

evaluate their significance in some way. The purpose of the literary or story recount is to tell a sequence of events so that it entertains.[17] It means the social function of recount is to retell past experience by retelling events in proper sequence.

b. Generic Structure of Recount Text

The generic structures of recount text are as follow:

Table 2.1

The Generic Structure of Recount Text

Orientation	Providing information about 'who', 'where', and 'when'
Events	Describing series of event that happened in the past, usually recounted in chronological order
Reorientation	It is optional. Stating personal comment of the writer to the endingwhich 'rounds off' the sequence of events

c. Grammatical Features of Recount Text

According to Hyland, common grammatical features of a recount include:

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

2) Use of action verbs to refer to events;

3) Use of past tense to locate events in relation to speaker's or writer's time;

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[17] Key Hyland, *Op.Cit.*, p. 87.

4) Use of conjunction and time connectives to sequence the events;

5) Use of adverbs and adverbial phrases to indicate place and time;

6) Use adjectives to describe nouns.[18]

4. The Assessment of Writing

One of the best known and most widely used rubric for assessing writing is Jacobs *et al*. scale. In this scale, writing is assessed on five aspects of writing: content, organization, vocabulary, language use, and mechanics.[19] However, in this study, the rubric will be associated with the generic structure and the grammatical features of the recount text, as displayed in this following table:

Table 2.2

Assessment of Recount Text Writing

Components	Criteria	Score			
		Excellent-Very Good	Good-Average	Fair-Poor	Very Poor
Content	Depending on the students' capability to write their ideas and information in the form of logical sentences.	20-18	17-14	13-10	9-7
Organization	Orientation	10-9	8-7	6-5	4-3

[18]*Ibid*., p. 88.

[19] Sara Cushing Weigle, (2002), *Assessing Writing*, Cambridge: Cambridge University Press, p. 115-116.

	Sequence of Events	10-9	8-7	6-5	4-3
	Reorientation	10-9	8-7	6-5	4-3
Vocabulary	• The use of words and idiom to express the ideas. • Use of the synonym, antonym, prefix, and suffix.	20-18	17-14	13-10	9-7
Language Use	Simple Past Tense	10-9	8-7	6-5	4-3
	Conjunctions and time connectives	5-4	3	2	1
	Noun and pronouns	5-4	3	2	1
	Action verbs, adjectives, and adverbs	5-4	3	2	1
Mechanics	• Using words appropriately • Using a well-organized paragraph and text	5-4	3	2	1

1. **Quick on the Draw Strategy**

Quick on the draw strategy is one of the cooperative learning strategies introduced by Paul Ginnis. Quick on the draw strategy is a research

activity with a built in incentive for team work and speed. It is designed to make students having a laugh while they are studying by providing kinesthetic introduction for students. It also encourages students to carry out a collaborative exercise.[20]

a. The Procedure of Applying Quick on the Draw Strategy

1) Prepare, say, 10 questions about the topic in hand. Print enough copies for each group to be designed their own set. Each question should be printed on a separate piece of paper or card. Each set of questions should be a distinctive colour. Put the sets out on the teacher's desk.

2) Divide the class into groups of 5-6. Allocate a colour to each group (so they can identify their question cards).

3) Give each group source material, which contains the answers to the questions. It could be only a particular page of students' text book. The answer should not be explicit: the idea is the students must look for the answer in the texts.

4) At the word 'Go', one person from each group 'runs' to the teacher's desk, takes the first question only and runs back with it to the group.

5) Using the source material, the group finds and writes down the answer on a separate piece of paper.

6) This is taken to the teacher by the second person. The teacher checks the answer. If it is accurate and complete, the second

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[20] "The Teacher's Toolkit" retrieved in February 21st 2017 from https://www.overdrive.com/media/867045/the-teachers-toolkit.

question is collected… and so on. If any answer is inaccurate and complete, the teacher sends the runner back to the group to try again. The writer and the runner should alternate.

7) The first group to complete all answers wins.

8) The teacher then discuss all the questions with students and make written notes.[21]

9) The Advantages of Applying Quick on the Draw Strategy

Quick on the draw strategy is one of the team building strategies that help students in classes to perform better in the learning process. This strategy has several advantages to be applied in classroom, some of them are:

1. Encourages team work

2. Gets students used to basing their learning on resources other than the teacher.

3. Suits learners with a kinesthetic disposition who can't sit still for more than two minutes.

4. The activity provides a relatively easy way of providing students with an additional experience of key information.

5. The activity involves 'real-time' assessment, in that teachers immediately see which questions are leading to incorrect responses: this allows them to gauge what might need to be re-taught to ensure deeper understanding.[22]

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[21] Paul Ginnis, (2008), *Trik dan Taktik Mengajar: Strategi Meningkatkan Pencapaian Pengajaran di Kelas*, Jakarta: PT Indeks, p. 163-164.

[22] "Quick on the Draw", (2015), retrieved in February 22nd 2017 from www.jerseycollegeforgirls.com/School-Life/15-Minute-Learning-Forum/Quick-on-the-Draw-Introduced-by-Ruth-Lea.

B. Related Studies

1. Simanjuntak, Yeni Purtika, 2012, State University of Medan, has done a research on title"Improving Students' Achievement in Writing Recount Text through Blind Sequencing Strategy". This research was conducted by using classroom action research with two cycles consisted of six meetings. The objective of this research is to improve the achievement of tenth grade students of SMAN 5 Binjai by using blind sequencing strategy in recount text writing ability. The subject of the research was class X-1 SMAN 5 Binjai consist of 35 students. Based on the writing score, students' score kept improving as the mean of writing score in first cycle was 68,34 improved to 81,49 in second cycle. Therefore, the result of this research showed that blind sequencing strategy could improve students' achievement in writing recount text.

2. Puspitasari, Candra, 2015, University of Muria Kudus, has also done a research on title "Improving the Student's Ability in Writing Recount text by Using TTW (Think, Talk, and Write) strategies." This research was conducted by using classroom action research with three cycles. The purpose of this research is to find out that TTW strategy can improve the students' writing recount text of the eighth grade students' of SMP 2 Bae Kudus in academic year 2014/2015. The subject of the research was class VIII-C SMP 2 Bae Kudus consist of 31 students. Based on the writing score, mean of score percentage of cycle I was 62,84% and in cycle II was 66,54%. It could be concluded that the students' score in writing recount text in cycle II increase 3.7% (66.54% - 62.84%) from cycle I. While in

cycle III, mean of score percentage was 77,14%. It could be concluded that the students'score in writing recount text in cycle III increase 10.6% (77.14% - 66.54%) from the previous cycle. The conclusion of this research was that teaching recount text by using TTW (Think, Talk, and Write) strategies for the second grade of SMP 2 Bae Kuduscould improve students' achievement in writing recount text.

C. Framework of Thought

Writing is the process of describing the thoughts in the form of written language through sentences. Writing consists of some process that should be done in order to produce a good piece of text. The way of teaching writing that the teachers conduct can significantly improve the students' ability in learning process, especially in learning writing recount text. Recount text is the simplest genre to write because it relates to daily life experiences yet the students' score is still low. This kind of writing genre is required for the students in first grade of high school to acquire the skill in writing recount as it is mentioned in the syllabus.

As mentioned before, teachers' role in teaching has impact in improving students' ability in writing recount text. Therefore, the choice of proper learning strategies that will be implemented in classroom is essential. There are many ways to improve students' ability in writing recount text, one of them is by applying the cooperative learning strategies that encourage students in small teams with different levels of ability to use a variety of learning activities to improve their

understanding of a subject, and one of the optional strategies is quick on the draw strategy.

Quick on the draw strategy can engage the students' attention to the materials taught. The limited time and questions given will arouse students' enthusiasm in learning writing. Students will be challenged to be the first team who finish all the sets of questions.

This strategy with a built in incentive for team work and speed will encourage students in a group to participate in the game. Therefore, each student will try to understand and answer all sets of questions. This kind of activity which resembles a race against other groups or against the clock will prompt students to recall the memory of recount text material they have learnt before in order to shorten the time to look for the answer from source material so they could collect it faster than another groups. If students are asked to retrieve information from memory then the activity could harness the testing effect to boost long-term retention. As a result, students will be engaged actively and their ability in writing recount text will be improved. Therefore, for these reasons, quick on the draw strategy is an excellent way to improve the students' ability in writing recount text.

D. Hypothesis

Based on the explanation of the theoretical framework above, the hypothesis of this research is the students' ability in writing recount text can be improved by using quick on the draw strategy.

CHAPTER III

RESEARCH METHOD

A. Research Setting

This research was conducted at MAS Al-Jam'iyatul Washliyah which is located at Jalan Ismailiyah No. 82 Medan. This research was conducted at this location for the following considerations:

1. There was no same research that had been conducted at this school before.

2. I found that students have low ability in writing and also the students were not interested in following the teaching learning process.

B. Research Subject

The subject of this research was students of grade X of MAS Al-Jam'iyatul Washliyah Medan which consists of 23 students: 11 female students and 12 male students.

C. Research Method

This research was conducted by using Classroom Action Research. This kind of research was chosen because it is qualified to see the improvement of students' ability in writing recount text by using the proposed strategy: quick on the draw strategy.

Classroom action research tends to be directly linked to achieve results in the classroom setting. In this case, teacher as researcher did the action research in order to get the improvement of the students. Therefore, it could be a solution to

solve the problem in learning process in classroom by applying a new strategy or media as an alternative way leading to innovation.

D. Technique of Collecting Data

In this research, the data was collected through qualitative and quantitative approach. Qualitative data was used to describe the situation during the teaching and learning process run while the quantitative data was used to analyze the score of students.

The qualitative data was done by doing observation and interview. Observation was used to collect the data about students' activities during learning process and teacher's ability in teaching. The observation was done by the collaborator by filling observation sheet. The type of observation used in this research was semi-participant observation since the collaborator stayed in the classroom but not involved in teaching process directly. The objects being observed were students' activity and teacher's ability during teaching-learning process. In conducting observation, collaborator also helped researcher to make some notes on observation. It would be the diary notes of this research.

The interview was used to explore the views, experiences, beliefs, and motivations of individual participants. Here I used semi structured interview to get the direct data about students' obstacles and how they feel after being taught by using quick on the draw strategy, and about teacher's opinion of the teaching and learning process that have been done before and after using quick on the draw strategy. Therefore, I interviewed the English teacher of class X and some students of that class.

The quantitative data was collected by giving test. The test consists of pretest and posttest. The test was considered to be a best technique to get information about students' ability or score. The test that I used was writing test.

E. Procedure of the Research

Before conducting the procedure of collecting data, I administrated the pre-test to identify the basic knowledge of the students about writing recount text. There was pre-test before the application of strategy in order to get the teaching-learning in the class and the information of the students' recount text writing. There was also post-test in the end of each cycle. In every meeting, I also conducted a test to see the students' improvement in writing recount text. Before conducting the cycles, I interviewed the students and the English teacher of class in order to get the general information of the students' difficulties in writing.

This research followed Kemmis and McTaggart's model by conducting two cycles. Each cycle consisted of two meetings. The first meeting before starting the cycleswas used to conduct the pretest and interview, so the first cycle was started from the second meeting. Each meeting had four steps: planning, action, observation, and reflection. The stages of Kemmis model in action research can be seen as the following figure:

Figure 3.1
Action Research Model (Kemmis and McTaggart)[23]
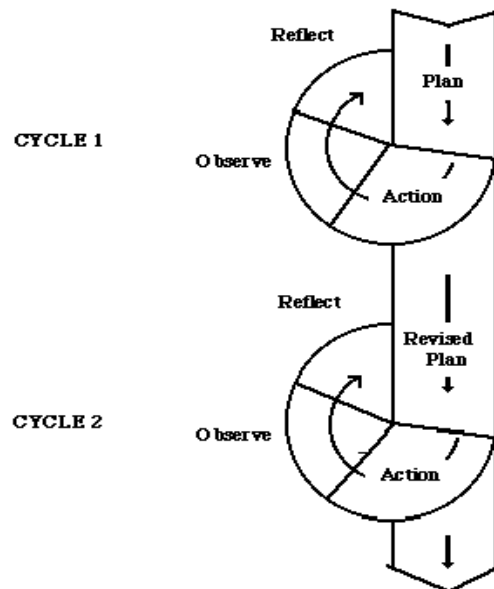
1. The first Cycle

In this cycle, the students' writing ability in writing recount text was measured and their problems in writing recount text were analyzed.

a. Planning

In this research, planning was really crucial especially to collect and analyze the data systematically. It became the guidance of what to do in the next stage of the cycle. The planning was conditioned to the curriculum and the circumstance in the class. The arrangement of the plans was as follow:

    1) Observing the students' ability in writing recount text.

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[23] Anne Burns & Nur Kurtoglu-Hooton, (2014), "Implementing Action Research in the Modern Language Classroom", retrieved in March 6th 2017 from http://www.scilt.org.uk/Portals/24/Library/slr/issues/27/27-3%20Burns_Kurtoglu-Hooton.pdf, p. 23.

2) Analyzing the materials offered in the textbook.

3) Making the lesson plan. The activities were designed as follow:

    a. Preparing the sets of questions.

    b. Dividing students into 5.

    c. The teacher gives a recount text as a model for the students to study.

    d. The teacher explains about recount text: the social function, generic structure, the language features, and a sample of a personal recount text.

    e. Giving each group source material which contains the answer of the questions.

    f. The first person from each group runs to the teacher's desk and takes the first card of question and brings it back to the group.

    g. After first question have been answered by group, the second person of each group immediately collect the answer to the teacher to be checked, if the answer is correct the second card could be taken and if it is still incorrect, he should go back to the group to correct the answer, and so on.

    h. After a group finished all sets of questions, the answer is discussed together.

    i. In the next meeting, the teacher will assign the students to do the writing individually.

4) Making pre-test as the instrument to know students' basic skill in writing recount text.

5) Making the teaching facilities and media, such as board marker, and cards.

6) Preparing the research instruments such as diary notes, observation, and interview sheet.

7) Preparing the first and the second competence test that will be given to the students to measure the result of the study.

8) Determining the collaborator who helps to analyze the weakness in learning process and to reflect the result of teaching learning process.

9) Discussing with the collaborator about the schedule of the activities.

10) Preparing the assignments needed.

11) Preparing the test to measure the result of the study.

12) Action

Action was the phase of implementing the planning that had been prepared. In this phase, the pre-test was given to students. The teaching process was established based on quick on the draw strategy to teach recount text to students. And last, the post-test about the lesson that they had learned was given. In this phase, some activities was done in order to implement the plan that had been arranged previously, they were: (1) conducting the first competence test as a pre-test, (2) explaining about quick on the drawstrategy, (3) explaining the definition, social function, generic structure, language features of recount text

(especially personal recount text), (4) applying quick on the draw strategy during teaching and learning process of writing recount text, and (5) giving a chance to students to ask about quick on the draw to learn writing recount text.

b. Observation

This stage was to collect some information about the actions that happened during the teaching learning process, such as students' behaviors and responses and also the obstacles that appeared. The instruments used were observation sheet.

c. Reflection

Reflection was an evaluation from the action which had been done before. In this stage, the feedback of the teaching and learning process was taken from the result of the observation. In addition, in this step I discussed with the collaborator about what should be revised or developed in the next cycle. It was very helpful for me to consider which activities should be revised and should be maintained in the next cycle, so it was hoped the result in the next cycle would be better than the previous one.

2. The Second Cycle

From the test in cycle I, the result did not improve significantly and had not reached the indicators expected yet, so it was needed to conduct the second cycle.I continued to the cycle II in order to get better result in students' ability in writing recount text by using quick on the draw strategy. This cycle had the same procedure as the first one, but the teaching and learning process was more developed by emphasizing the subject matters which the students still had not

understood yet, giving motivation and controlling the students in expressing the ideas in answering the questions; moving around the class to make all the students more active to express or expand their ideas in sentences. The improvement in second cycle was much better than in the first cycle was. Similar to the previous cycle, this cycle wasalso conducted in four steps: planning, action, observation and reflection.

F. Technique of Analyzing Data

This research applied qualitative and quantitative data. Qualitative data which was collected from the result of observation and interview was analyzed by conducting descriptive analysis. The result of observation data of teaching process and students' activities of writing recount by using quick on the draw strategy was analyzed by calculating the mean, then the data categorized into 4 categories: 4= very good, 3= good, 2= fair, 1= poor. The improving of means from first cycle to second cycle then measured by using percentage (%).

The quantitative data were analyzed by computing the score of writing test. The components for scoring writing test were content, organization, vocabulary, language use and mechanics.

The mean of students' score for each cycle was obtained using the application of the following formula.

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

Where:

$\overline{X}$: The mean of the student

$\sum X$: The total of scores

N   : the number of students.

   Next, to categorize the number of the students who were competent in recount writing, the following formula was applied:

$$P = \frac{R}{T} \times 100\%$$

Where:

P   : the percentage of those who got point up to 75

R   : the number of those who got point up to 75

T   : the total number of the students

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Data Description

This study applied quantitative and qualitative data. The quantitative data were taken from the mean of students' score in written tests while the qualitative data were taken from diary notes, observation and interview. This research was conducted in one class with 23 students. Before conducting the cycle, students were given a pre-test. This research was divided into two cycles: the first cycle which consisted of two meetings and the second cycle which also consisted of two meetings. In the last meeting of each cycle, students were given a written test. Each cycle consisted of planning, actions, observation and reflection.

1. The Quantitative Data

The quantitative data were taken from the result of the students' score in written tests. Those written tests were given to the students in every last meetings of each cycle. The result of the students' score can be seen in the following table:

Table 4.1

The Students' Score in Pre-Test, Post-Test I and Post-Test II

No.	Name	Score		
		Pre-Test	**Post- Test 1**	**Post-Test 2**
1	AH	76	87	89
2	AS	67	69	75
3	ASN	75	78	83
4	BA	41	60	71
5	DSH	51	68	76
6	EHD	40	73	85

7	FH	30	49	70
8	FY	36	79	90
9	H	74	77	80
10	LYA	41	83	89
11	MAG	68	75	86
12	MBJ	46	63	89
13	MRS	41	77	85
14	MSA	53	55	72
16	MSH	36	53	88
15	MY	38	63	76
17	NPS	41	34	73
18	RF	51	81	84
19	S	63	80	85
20	SA	70	84	85
21	SN	41	79	83
22	UH	43	87	90
23	ZT	68	58	77
Total		$\sum X = 1190$	$\sum X = 1612$	$\sum X = 1881$
Mean		$\overline{X} = 51.74$	$\overline{X} = 70.09$	$\overline{X} = 81.78$

From the table above, it could be seen that the total of students' score in pre-test was 1190 and its mean score was 51.74, the total of students' score in post-test I was 1612 and its mean was 70.09, and the total of students' score in post-test II was 1881 with the students' mean was 81.78.

2. The Qualitative Data

The qualitative data were obtained from diary notes and the observation which had been done during the teaching-learning process and from the interview which had been done before and after implementing the two cycles.

a. Interview

The interview was done before conducting the first cycle and after conducting the second cycle. Before conducting first cycle, the English teacher was interviewed to find out the obstacles she got in teaching writing and how was the students' participation during learning. From the interview, it was found that it was difficult to keep students focus in writing since they were often stuck in the middle of writing because they were not able to organize their thought into sentences. When their mind got blank, they would stop writing and started to chit chat or do something else.

Some students of that class were also interviewed before conducting cycle I. From the interview, the problems identified in learning recount text were difficulties to develop ideas into English sentences systematically and in using past verbs in writing recount text.

After conducting two cycles, the interview with the English teacher and some of the students was conducted again. This time, English teacher said that quick on the draw strategy could make students involved in learning process. Most of students were involved in and active during the treatment, whether to look for the answer, to write it on answer sheet, or even to be just a runner to bring the answer sheet of the group to the teacher. Furthermore, the activities of this strategy made the students used to write and familiar with the generic structure and the language features of recount text. In accordance with the opinion of English teacher, some students said that the learning process using quick on the draw strategy

was enjoyable and the topic of recount text was easier to understand than before.

b. Observation

The observation was done by the collaborator in every cycle of this research. The observation was conducted to know the conditions of teaching and learning in the classroom, the students' involvement during the lesson, the ability of teacher in explaining the lesson, the strategy used in teaching and learning process, and the ability of teacher in conducting the strategy.

In observing the teaching and learning process, the collaborator sat in the classroom and filled two observation sheet: one for the students' activity in learning recount text and the other one for the process of teaching English. The collaborator gave a checklist to determine the score for each of the observation items listed on the observation sheet. A guidance of assessing score was provided on the observation sheet to ease the collaborator in scoring the observation items, and the guidance was: 4 = very good, 3 = good, 2 = fair, 1 = poor. The notes the collaborator made was then recorded as diary notes.

From the result of observation sheet, the researcher and collaborator noted that the condition of accomplishment was getting better in every meeting. It was displayed by the percentage in every observation which was getting higher. The result of observation can be seen in the following table:

Table 4.2

Observation of Teaching Process

	Cycle I	Cycle II
Percentage	76.19%	91.67%

From the table above, it is shown that the percentage of teaching process observed by the collaborator was increased from one cycle to another. The improvement between those two cycles was 15.48%.

Similar with the teaching process, the activities of students recorded in the observation sheet also showed improvement in every cycles. It can be seen from the percentage increment displayed in the following table:

Table 4.3

Observation of Students' Activities

	Cycle I	Cycle II
Percentage	60.71%	85.71%

From the table above, it is shown that the percentage of students' activity observed by the collaborator was increased from one cycle to another. The improvement between those two cycles was 25%.

The further explanation of the result of the observation done in every cycle will be described separately in the discussion of the cycles later, while the observation sheet and the diary notes can be seen in Appendix.

B. Data Analysis

1. Preliminary Study

Before starting the first cycle, a preliminary study was conducted. In this preliminary study, students were given a pre-test and an interview was done with students and their English teacher as the respondents. The aim of the pre-test was to identify the students' ability in writing. Besides that, the pre-test was aimed to give an idea about planning an action to be implemented in the teaching and learning process. The pre-test was conducted for sixty minutes. An essay test was used to evaluate students' ability in writing recount text. The English teacher set 75 as Minimum Passing Grade (Kriteria Ketuntasan Minimal: *KKM*) in that school. Students were instructed to write their activities during last weekend. After conducted the test, the interview was then conducted to know the students' opinion about the topic would be taught during the research.

Based on the result of the pre-test, it indicated that the students' achievement in writing recount text was low. It can be seen from the mean score of the students was 51.74, and the percentage of the score of 2 students who passed the *KKM* or got score up to 75 was only 8.70%. On the other hand, there were 21 students who failed to reach the *KKM* or did not get score up to 75 (91.30%). The students' score of pre-test could be seen in this table:

Table 4.4

The Students' Score of Pre-Test

No.	Name	Total Score	Note
1	**AH**	**76**	**Successful**
2	AS	67	Unsuccessful
3	**ASN**	**75**	**Successful**
4	BA	41	Unsuccessful

5	DSH	51	Unsuccessful
6	EHD	40	Unsuccessful
7	FH	30	Unsuccessful
8	FY	36	Unsuccessful
9	H	74	Unsuccessful
10	LYA	41	Unsuccessful
11	MAG	68	Unsuccessful
12	MBJ	46	Unsuccessful
13	MRS	41	Unsuccessful
14	MSA	53	Unsuccessful
15	MY	38	Unsuccessful
16	MSH	36	Unsuccessful
17	NPS	41	Unsuccessful
18	RF	51	Unsuccessful
19	S	63	Unsuccessful
20	SA	70	Unsuccessful
21	SN	41	Unsuccessful
22	UH	43	Unsuccessful
23	ZT	68	Unsuccessful
	Total Score	$\sum X =$ **1190**	
	Mean	$\overline{X} =$ **51.74**	

Table 4.5

The Percentage of Students Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Successful	2	8.70%
P2	Unsuccessful	21	91.30%
Total		**23**	**100%**

The quantitative data above were strengthened by the qualitative data taken by doing interview. From the result of unstructured interview after giving the pre-test, students said that it was difficult to develop ideas into English sentences systematically. Furthermore, it was a bit hard to understand the use of appropriate verb in writing recount text.

The quantitative data above were strengthened by the qualitative data taken by doing interview. From the result of unstructured interview after giving the pre-test, students said that they felt difficult todevelop their ideas into English sentences systematically. Furthermore, they also did not understand the use of appropriate verb in writing recount text.

From the quantitative and qualitative data above, it could be seen that the students' ability was still low in writing recount text. Therefore, the research should be continued to the cycle I.

2. Cycle 1

a. Planning

From the quantitative and qualitative data above, it could be seen that the students' ability was still low in writing recount text. Therefore, the research should be continued to the cycle I.

All of materials used in learning were well prepared: the lesson plan, students' hand out, set of question cards for the implementation of the strategy, observation sheet, students test, writing rubric score and the interview sheet. During the research, while filling the observation sheet, the collaborator was also making notes and taking the pictures of teaching-learning process.

b. Action

The action in this cycle was implemented in two meetings. One meeting for giving materials by using proposed strategy, and one meeting for giving post-test of cycle I.

c. Observation

In observation, a collaborator helped in observing the teaching-learning process. The collaborator observed the conditions of teaching and learning in the classroom, the students' involvement during the lesson, the ability of teacher in explaining the lesson, the strategy used in teaching and learning process, and the ability of teacher in conducting the strategy. The result of observation was collected as the data, which is used as a basic reflection.

In this phase, there were two kinds of the observation results; they were collected qualitatively and quantitatively. Qualitatively, based onthe result of observation, the collaborator observed that in the pre-teaching a good apperception was done well by checking students' attendance and giving questions as a stimulus, but there was one missed point of apperception which was explaining the aim of learning. The students were just told about what would they learn that day without any detail explanation of it's aim.

The explanation of subject matter, recount text, was already good and clear supported by some samples provided in students' hand out, but still there were some students who did not pay attention to my explanation of the topic. Some of them had chit-chat and some others even did an assignment of another subject. Their attention were retracted back when I asked them to analyze the generic structure of an example text in their hand out and call their names randomly to explain the answer.

When conducting the strategy, all the steps were done well but I got two minus points for the set of questions I prepared and the replacement between writer and runner of the group. The sets of questions were printed on a plain paper

while it should have been printed on a card with different color for each group. That way it would be more interesting and would ease the groups to recognize their own question cards.In another hand, after a group finished answering the questions, the person who wrote and brought the answer sheet was the same person, they did not alternate. But, most of groups had all the members actively looked for the answer while few others only had two persons who were active and the rest members were busy with their own business.

Quantitatively, I gave a test to know the students' achievement in writing recount text in the first cycle. In the first cycle, the students who got success on the test by passing the *KKM* were 12, and the students did not get success were 11. Total score of the students was 1612 and the number of students who took the test was 23, so the mean of the students was 70.09. With 12 students who passed the *KKM*, the percentage of the students' score was 52.17% while the percentage of those 11 students who failed was 47.83%.

a. Reflection

In this phase, the feedback of teaching learning process was taken from the result of observation, test, and interview. The teaching learning process in the end of the meeting was evaluated. Through the reflection, the problems and the result of the students' test would be found out.

Based on the result of students in the post-test, the students' achievement in writing recount text by using quick on the draw strategy was improved. It was proven by the mean score of students in post-test was 70.09 (52.17%) while in the pre-test was 51.74(8.70%). It means that there was improvement in the result of

post-test. The improvement of the result was 43.47%. The students' score of post-test could be seen in this table:

Table 4.6
The Students' Score in Post Test 1

No.	Name	Total Score	Note
1	**AH**	**87**	**Successful**
2	AS	69	Unsuccessful
3	**ASN**	**78**	**Successful**
4	BA	60	Unsuccessful
5	DSH	68	Unsuccessful
6	EHD	73	Unsuccessful
7	FH	49	Unsuccessful
8	**FY**	**79**	**Successful**
9	**H**	**77**	**Successful**
10	**LYA**	**83**	**Successful**
11	**MAG**	**75**	**Successful**
12	MBJ	63	Unsuccessful
13	**MRS**	**77**	**Successful**
14	MSA	55	Unsuccessful
15	MY	63	Unsuccessful
16	MSH	53	Unsuccessful
17	NPS	34	Unsuccessful
18	**RF**	**81**	**Successful**
19	**S**	**80**	**Successful**
20	**SA**	**84**	**Successful**
21	**SN**	**79**	**Successful**
22	**UH**	**87**	**Successful**
23	ZT	58	Unsuccessful
	Total Score	$\sum X = 1612$	
	Mean	$\bar{X} = 70.09$	

From the table of post-test score in the first cycle, the students whopassed the *KKM* was 12, and the students who failed to reach *KKM* was 11. Total score of the students was 1612 and the number of students who took the test was 23, so

the mean was 70.09. It means that the score had not reached the *KKM* yet. For the percentage of score can be seen in the table below:

Table 4.7
The Percentage of Students Score in Post-Test of the First Cycle

	Criteria	Total Students	Percentage
P1	Successful	12	52.17%
P2	Unsuccessful	11	47.83%
Total		**23**	**100%**

Although the students' achievement was improved, the situation of teaching learning process has still not reached the maximal result. It was caused by the indicators that had not reached yet by students, such as the students' mean score had not reach *KKM* (75), and some of students still did not understand about writing recount text systematically and using simple past tense. Therefore, I would do the re-planning and re-action to improve the students' achievement and activities in writing recount text by using quick on the draw strategy. I have to increase the students' understanding about the language features and simple past tense in the second cycle. Thus, I stated to continue tothe cycle two in hoping it could be better than before.

3. **Cycle II**

a. **Planning**

In second cycle, I planned to have two meetings. These meetings were planned to improve the students' achievement in writing recount text based on theresult of the first cycle by improving the materials of recount text. Based on the reflection in the first cycle, I found that there were a few problems that the

students had in writing recount text: writing in unsystematic way and using simple present tense instead of simple past tense.

I had prepared all of materials used in learning, the lesson plan, students' hand out, set of question cards for the implementation of the strategy, observation sheet, students test, writing rubric score and the interview sheet.In this research, I took a role as a teacher, and my partner or collaborator became observer. While the collaborator was observing, she was also making notes and taking pictures of teaching-learning process.

b. Action

I implemented the action in two meetings. One meeting for giving materials by using proposed strategy, and one meeting for giving post-test of cycle II.

c. Observation

In observation, the researcher was helped by collaborator to observe the teaching-learning process of cycle 2. The collaborator observed the conditions of teaching and learning in the classroom, the students' involvement during the lesson, the ability of teacher in explaining the lesson, the strategy used in teaching and learning process, and the ability of teacher in conducting the strategy. The result of observation was collected as the data, which is used as a basic reflection.

In this phase, there were two kinds of the observation result, they were collected qualitatively and quantitatively. Qualitatively, based on the result of observation, the collaborator observed that in the pre-teaching I already did a good apperception without missing any points.

The response of students during learning showed that they were still enthusiastic in following the lesson conducted. I often called the students' name randomly to answer the question or come to the front of class to attract their attention so they were focus and paid good attention to my explanation.

When conducting the strategy, all the steps were done well. Some things that got low score in the observation sheet of the first cycle were already prepared well in this second cycle.

Quantitatively, I gave a test to know the students' achievement in writing recount text in the second cycle. In the second cycle, the students who got success on the test by passing the *KKM* were 19, and the students did not get success were4. Total score of the students was 1881 and the number of students who took the test was 23, so the mean of the students was 81.78. With 19 students who passed the *KKM*, the percentage of the students' score was 82.60% while the percentage of those 4 students who failed was 17.40%.

d. Reflection

The teaching and learning process in the end of the meeting in cycle 2 were evaluated here. Based on the result of observation, the teaching and learning process in cycle 2 was conducted much better than in cycle 1. In cycle 2, the problem of students about understanding recount text, the generic structure, the language features, and simple past tense had been solved. Most of them had understood the concept of writing recount text. It was proven by the statement of students during the interview done in the end of cycle 2 that the lesson they had by using quick on the draw strategy was enjoyable. "I was excited because the strategy was fun and I could understand more about the topic (*senang karena*

seru, abis itu jadi lebih ngerti),” said one of the students interviewed. In addition, the English teacher said that based on the observation on the learning activity done by conducting quick on the draw strategy, this was an effective strategy to be applied in teaching writing recount text.

That opinion was emphasized by the improvement in the result of students’ achievement in the post-test 2. The mean score of students in post-test 2 was 81.78 (82.60%) while in the post-test 1 was 70.09 (52.17%). It means that there was improvement in the result of post-test 2. The improvement of the result was 30.43%.

The students’ score of post-test 2 could be seen in this table:

Table 4.8
The Students’ Score in Post Test 2

No.	Name	Total Score	Note
1	**AH**	**89**	**Successful**
2	**AS**	**75**	**Successful**
3	**ASN**	**83**	**Successful**
4	BA	71	Unsuccessful
5	**DSH**	**76**	**Successful**
6	**EHD**	**85**	**Successful**
7	FH	70	Unsuccessful
8	**FY**	**90**	**Successful**
9	**H**	**80**	**Successful**
10	**LYA**	**89**	**Successful**
11	**MAG**	**86**	**Successful**
12	**MBJ**	**89**	**Successful**
13	**MRS**	**85**	**Successful**
14	MSA	72	Unsuccessful
15	**MY**	**76**	**Successful**
16	**MSH**	**88**	**Successful**
17	NPS	73	Unsuccessful
18	**RF**	**84**	**Successful**
19	**S**	**85**	**Successful**
20	**SA**	**85**	**Successful**

21	SN		83	Successful
22	UH		90	Successful
23	ZT		77	Successful
	Total Score		$\sum X = 1881$	
	Mean		$\overline{X} = 81.78$	

From the data of post-test score in the second cycle, the students who passed the *KKM* were 19, and the students who were unsuccessful to reach *KKM* was 4. The total score of the students was 1881 and the number of students who took the test was 23 so the mean was 81.78. It means that the score was categorized success because it had reached the *KKM*. For the percentage of score can be seen in the table below:

Table 4.9
The Percentage of Students Score in Post-Test of the Second Cycle

	Criteria	Total Students	Percentage
P1	Successful	19	82.60%
P2	Unsuccessful	4	17.40%
Total		**23**	**100%**

With 19 students who passed the *KKM*, the percentage of the students' score was 82.60%. In the other hand, the percentage of those 4 students who unsuccessful was 17.40%. It can be concluded that the students' achievement in post-test in the second cycle was improved and considered successful to reach the *KKM*. Therefore, it was decided to end the research at this cycle.

C. Findings

The result was indicated there was an improvement on the students' ability in writing recount text through quick on the draw strategy. It was proven from the students' mean score which was increasing from one test to the others. In the pre-test, the mean score of students was 51.74, then the mean score in post-test I (cycle I) was 70.09, while in post-test II (cycle II) the mean score was 81.78.

All the quantitative and qualitative data from each meeting were organized. In the end of each cycle, the students were given a written test. From the first test, it was found that the students' ability in writing recount text was still low. Most of them still did not know what the recount text is and its generic structures.

By the fact that the students' ability was low, the first cycle of the research was then conducted. In this cycle, students were taught by using proposed strategy, quick on the draw strategy. The topic explained to the students first, then quick on the draw strategy was introduced to them. This strategy encouraged students to be used to write and familiar with the generic structure and the language features of recount text. As the result, the mean score of students in this cycle was higher than in the pre-test.

Even though there was an improvement in students' mean score from 51.74 in pre-test to 70.09 in post-test I, the *KKM* had not reached yet. There were 11 students who unsuccessful to reach the *KKM* and got point under 75. Most of those students made the same mistake: writing a story by ignoring the generic structure of recount text and using present verbs instead of past verbs.

Since the *KKM* had not reached yet, the research continued to the cycle II. In this cycle, the topics were emphasized more on the generic structure and language feature of recount text. Things that needed to be improved were done well in this cycle. As the result, 19 out of 23 students passed the *KKM* in the post-test II and their mean score was increased from 70.09 to 81.78.

The qualitative data which was taken from interview and observation sheet were also analyzed. Based on the interview, both students and English teacher showed a good response to the teaching process using quick on the draw strategy. Furthermore, the result of observation sheet displayed the improvement of teaching process and the students' activities in each cycle. These all qualitative data supported the research finding which was based on the quantitative data. Based on the quantitative data, it was found that quick on the draw strategy had successfully improved the students' ability in writing recount text.

D. Discussions

This research has proven the effectiveness of quick on the draw strategy to improve the students' ability in writing recount text. It can be seen from the result of students' test scores which showed an improvement. The improvement could be achieved because of three main advantages that quick on the draw strategy has, they are: *first,* as one of the cooperative strategies, it encouraged students to work in group and races to be the first to complete all the questions with the correct answers. This kind of class' atmosphere made the students stimulated to be active within their groups so they could be the first who finish all the questions. With the speed needed to be successful, each member took part in finding the answer quickly. Furthermore, one of the rules of this strategy which required the members

of the groups to alternate in writing and collecting their answer sheet prevented the rest of members to be passive during the lesson. During the research had been done before, the percentage of students' activities observed in the observation sheet showed an increment in each meeting. As shown in attached Appendix VIII and IX, the total score of observation items increased from 17 (60.71%) in Cycle 1 to 24 (85.71%) in Cycle 2. It simply indicated that the students showed an improvement in their activeness and obedience in doing assignments and working in their groups.

Second, quick on the draw strategy got students to base their learning on resources other than the teacher. As known that in implementing quick on the draw strategy, students were given a resource which contained the subject matter related to the topic they were learning (in this case students were given a handout of recount texts: definition, generic structures, language features, and some samples). During looking for the answers, students would have to read the handout for several times to get the right answer. This activity made them familiar with the text so their writing could be more productive. As the result, after the lesson had finished, students were still remember the explanation written in their handout. Therefore, they gained a broader knowledge without being forced to memorize it.

Third, the activity of quick on the draw strategy involved 'real-time' assessment. Real-time assessment here means the teacher directly examined the students' answer to ensure whether it was already correct so they could get the next question or if it was still incorrect so they had to bring it back to the group to be revised. During the research had been done before, this kind of assessment

eased the assessor to immediately see which parts of questions students often answered it incorrectly. Therefore, a reflection of what should be taught to them next time and which part should be emphasized to ensure a deeper understanding could be organized easily. That was the reason of putting an emphasis the topic about generic structures of recount texts and deepen students' understanding about past tense was chose in Cycle 2.

From the explanation above, it can be concluded that the use of quick on the draw strategy improves the students' ability in writing recount text. It helps students to learn in a fun atmosphere and be used to write according to the generic structures and the language feature of recount texts.

CHAPTER V

CONCLUSION AND SUGGESSTION

A. Conclusion

From the research findings and discussions about the implementation of quick on the draw strategy to improve students' ability in writing recount text in the previous chapter, the conclusions are presented as follows.

1. The using quick on the draw strategy can be used to improve the students' ability in writing recount text. The students' writing achievement increased. The improvement could be seen through some points. The first point is the improvement of their ability in developing ideas. The second point is that the students' improvement can be clearly seen from the mean score of pre-test, post-test 1 and post-test 2. It was presented from the mean of pre-test was 51.74, post-test in the first cycle was 70.09 and post-test in the second cycle was 81.78. There was improvement in every cycle.

2. The implementation of quick on the draw strategy improved the students' motivation in learning writing. The students' attitude toward writing was positive. It was indicated from their activeness in the class. They were also engaged actively in groups. Each students participated in finishing the set of questions given quickly with their groups. They also felt enjoy and fun during learning writing. Based on the finding, the hypothesis stating that the students' ability in writing recount text can be improved by using quick on the draw strategy. After observing the students' activities and the students' response while teaching-

Learning process and analyzing the students' score in every test, it was concluded that the implementation of quick on the draw strategy in teaching was effective and efficient to improve the students' ability in writing recount text. It means that implementing quick on the draw strategy can be a way to improve students' ability in writing recount text.

B. Suggestions

This study showed that the implementation of quick on the draw strategy could improve students' ability in writing recount text. In accordance with that statement above, some points are suggested as follows:

1. To the principal of MAS Al-Jam'iyatul Washliyah Medan, it is good to motivate the teachers, especially English teacher to teach the students by using quick on the draw as teaching strategy, because this strategy can effectively increase the students' ability in writing recount text.

2. To the English teacher, it is good for the teacher to use quick on the draw strategy to make writing learning process more interesting and enjoyable particularly in writing recount text.

3. To the students, it is also suggested to use quick on the draw strategy as an exercise to practice their writing to make the communicative text and the process of writing becomes easier and enjoyable.

4. To other researchers, it is necessary to conduct a further research, in order to validate the result of this study.

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LESSON PLAN
CYCLE I

School   : MAS Al-Jam'iyatul Washliyah Medan

Subject   : English

Class/ Semester   : X/II

Time allocation   : 2 x 45 minutes (1 Meeting)

Skill   : Writing

Meeting   : Second meeting

A. Standard Competence

To express the meaning of writtenshort functional text and simple essay in the form of *recount* in the daily life.

B. Basic Competence

To express the meaning and rethorical steps of written short functional text in the form of *recount* accurately, fluently and acceptable in the daily life context to access knowledge.

C. Indicators

- Identifying the language features used in recount text
- Identifying the generic structure used in recount text
- Writing short functional text in the form of recount

D. Learning Aim

- Students are able to understand the language features of recount text
- Students are able to understand the generic structure of recount text
- Students are able to write a simple recount text

E. Character of Students Expected

- Discipline
- Respect
- Diligence
- Responsibility
- Carefulness

F. Lesson Source

- English relevant text book (Herman Benyamin: Advanced Learning English 1)
- Dictionary
- Internet

G. Media

- White board and board marker
- Sequence pictures
- Class copies of students handouts
- Question cards

H. Learning strategy

Quick on the Draw

I. Material

On the English text book (Herman Benyamin: Advanced Learning English 1) page 100-101

Recount Text

- The Definition of Recount Text

  Arecount text isa text that tellingthereader aboutonestory, action, or activity that happen in the past time. It is usually about writer's own experience.

- Types of Recount

  - Personal recount   : these usually retell an event that the writer

was personally involved in.

- Factual recount : recording an incident,e.g. a science experiment, police report.
- Imaginative recount : writing an imaginative role and giving details of events, e.g. a day in the life of a pirate; how I invented…

- The Generic Structure of Recount Text

  a. Orientation :Ittellswhowasinvolved,whathappened, where the eventtook places, andwhen ithappened.

  b. Sequenceof events : Ittells whathappened and in what sequence.

  c. Reorientation : It consists of optional-concluding comments express a personal opinion regarding the events described.

- Languagefeaturesof recount text
  1. Using simple past tense
  2. Using the conjunction words, such as : then, before, after
  3. Using personal pronouns (I, we)

Example of Recount Text

The Near Death of Sally the Salamander

Once, I almost killed a very cute salamander. When I was nine, my brother and I were planting flowers by the creek near our house. I accidentally chopped off a salamander's tail with a shovel. Luckily, salamanders have the ability to regenerate parts of their bodies. I rescued this salamander and named it Sally. I made Sally a home from an old hamster cage. I found bugs for her to eat. When her tail had re-grown, I took her back to the creek. Every time I go there now, I look for her to make sure she is okay. But I'm afraid that all the salamanders look the

same!

J. Teaching Learning Process

Time	Instructional Method/Activity
10 minutes	**INTRODUCTION / PRE-TEACHING** 1. Teacher greets the students. 2. Teacher checks the students' attendances. 3. Teacher gives a leading question to the students "what did you do last night?"
70 Minutes	**MAIN ACTIVITIES** 4. Teacher explains about recount text using media of picture. 5. Teacher asks the students to look and read the example of recount text. (student's handout). 6. Teacher asks students to analyze the generic structure of the recount text's example. 7. Teacher discusses with students about the correct generic structure of the recount text's example. 8. Teacher explains about Quick on the Draw strategy. 9. Teacher organizes students into groups, prepares the question cards, and gives instructions. 10. Using the source material, the students find and write down the answer on a separate piece of paper. 11. The answer sheet is taken to the teacher to be checked. When the answer is right the group is allowed to take the second question card, and so on. 12. Teacher along with students discuss all the answers together.
10 minutes	**CLOSING** 13. Teacher and students summarize the lesson. 14. Teacher reminds students to do the assignment at home. 15. Teacher closes the meeting.

K. Assesment

1. Write the generic structure of recount text!

2. Read the following text then outline the text!

The Terrible Monday

This Monday morning, I got up late. For some reasons I didn't sleep a wink last night. I was very tired and it made me late coming to school. The teacher didn't let me enter the first lesson and I missed the math test. In the afternoon, when I had to pay for my lunch, I found my wallet lost. Luckily, Amir, my desk mate lent me some money. It was really a bad day.

Orientation

Who   :

When   :

What Happened :

Event 1

…………………………………………………………………………………
…………………………………………………………………………………
……………………

Event 2

…………………………………………………………………………………
…………………………………………………………………………………
……………………

Event 3

…………………………………………………………………………………
…………………………………………………………………………………
……………………

Reorientation

…………………………………………………………………………………
…………………………………………………………………………………
……………………

3. Read the following paragraphs and arrange the paragraphs into a good text!

a. (…) After school, we visited her at the hospital. The old woman was very happy to see us and thanked us for helping her. Jessie and I were also very happy because we had helped the old woman.

b. (…) At once, we ran towards her. I asked her if she was all right. The old woman did not reply: she just shook her head. Jessie decided to call an ambulance, and quickly ran to the public telephone near the coffee shop.

c. (…) I am Lita. Yesterday, Jessie, my friend and I were on our way to school. As we were crossing the road, we saw an old woman carrying a big basket of fruit. The old woman looked like she was in pain. She suddenly dropped her basket and almost fainted.

d. (…) The ambulance arrived a few minutes later, and took the old woman to the nearest hospital. We could not accompany her there because we had to go to school.

4. Make a complete story based on the following outline!

Orientation

Who   : my family and I
When   : last summer holiday
What happened   : my family and I spent one night at the countryside

Event 1

We made a fire in front of the house

Event 2

We came into the house and had dinner

Event 3

We sat in the living room and watched a movie

Event 4

Everybody fell asleep there and woke up very late in the morning

Reorientation

In the afternoon we went home. We were all very happy.

5. Write a recount text based on the following sequent pictures!

Individual Assignment

Write your recount text about "My diary today"

1. Orientation

   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ……………………………
2. Sequence of events

   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ……………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ……………………………
   ………………………………………………………………………………………
   ………………………………………………………………………………………
   ……………………………

3. Reorientation

……………………………………………………………………………………

……………………………………………………………………………………

………………………

Instructional Scoring

Components	Criteria	Score			
		Excellent-Very Good	Good-Average	Fair-Poor	Very Poor
Content	Depending on the students' capability to write their ideas and information in the form of logical sentences.	20-18	17-14	13-10	9-7
Organization	Orientation	10-9	8-7	6-5	4-3
	Sequence of Events	10-9	8-7	6-5	4-3
	Reorientation	10-9	8-7	6-5	4-3
Vocabulary	• The use of words and idiom to express the ideas. • Use of the synonym, antonym, prefix, and suffix.	20-18	17-14	13-10	9-7
Language Use	Simple Past Tense	10-9	8-7	6-5	4-3
	Conjunctions and time connectives	5-4	3	2	1
	Noun and pronouns	5-4	3	2	1
	Action verbs, adjectives, and adverbs	5-4	3	2	1

Mechanics	• Using words appropriately • Using a well-organized paragraph and text	5-4	3	2	1

Medan, …………….............

Be cognizant of

Principal   English Teacher   Researcher

H. Jamaluddin, L.C **Emma Nila Hastiana Harahap, S.Pd**   **Maimunah**

LESSON PLAN
CYCLE II

School   : MAS Al-Jam'iyatul Washliyah Medan

Subject   : English

Class/ Semester : X/II

Time allocation : 2 x 45 minutes (1 Meeting)

Skill   : Writing

Meeting   : Fourth meeting

L. Standard Competence

To express the meaning of writtenshort functional text and simple essay in the form of *recount* in the daily life.

M. Basic Competence

To express the meaning and rethorical steps of written short functional text in the form of *recount* accurately, fluently and acceptable in the daily life context to access knowledge.

N. Indicators
- Identifying the language features used in recount text
- Identifying the generic structure used in recount text
- Writing short functional text in the form of recount

O. Learning Aim
- Students are able to understand the language feature of recount text
- Students are able to understand the generic structure of recount text
- Students are able to write a simple recount text

P. Character of students expected

- Discipline
- Respect
- Diligence
- Responsibility
- Carefulness

Q. Lesson Source

- English relevant text book (Herman Benyamin: Advanced Learning English 1)
- Dictionary
- Internet

R. Media

- White board and board marker
- Sequence pictures
- Class copies of students handouts
- Question cards

S. Learning strategy

Quick on the Draw

T. Material

A BIT OF GRAMMAR
THE SIMPLE PAST TENSE

Simple past tense is used to tell the story that happen in the past time.

The form of the sentence:

1).

(+) S +   V2   + O
(+) S +   was/were   + O

Example:

a. KarinavisitedRagunan zooyesterday

      S   V   O   Adv. of Time

b. Theywerein Surabayaan hour ago

     S   V   O   adv. of Time

2).

(+) S + did + not + V1 + O	
(+) S + was/were + not + O	

Example:

a. Karina did not visit Gembiroloko zoo yesterday

b. They were not in Medan last Sunday

3).

(+) Did + S + V1 + O ?	
(+) Was/were + S + O ?	

Example:

a. Did Karina visit Ragunan?

b. Were they here an hour ago?

Note : did not: didn't

       Were not: weren't

        Was not: wasn't

Adverb of time **:** Yesterday,

           a week ago

           last … (night/week/month/Sunday)

U. Teaching Learning Process

Time	Instructional Method/ Activity
10 minutes	**INTRODUCTION / PRE TEACHING** 16. Teacher greets the students. 17. Teacher checks the students' attendances. 18. Teacher gives a leading question to the students. "what did you do last night? did you do your assignment?"

	MAIN ACTIVITIES
70 Minutes	19. Teacher reviews the lesson about recount text: generic structure and language feature of it.
	20. Teacher asks the students to look and read the example of recount text. (student's text book)
	21. Teacher discusses to students about the correct generic structure of the recount text's example.
	22. Teacher explain about simple past tense and the example.
	23. Teacher asks students to analyze the past verb of the example. (students' text book)
	24. Teacher organizes students into groups, prepares the question cards, and gives instructions.
	25. Using the source material, the students find and write down the answer on a separate piece of paper.
	26. The answer sheet is taken to the teacher to be checked. When the answer is right the group is allowed to take the second question card, and so on.
	27. Teacher along with students discuss all the answers together.
10 minutes	**CLOSING**
	28. Teacher and students summarize the lesson.
	29. Teacher asks students to collect their assignment.
	30. Teacher closes the meeting.

V. Assesment

1. Please analyze the past verb of this text! Don't forget to write its present form!

   Last summer holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colorful flowers and a swimming pool.

   First, we made a fire in front of the house. Then, we sat around the fore and sang lots of songs together. After that, we came into the house

and had dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep there.

We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.

2. Read the following text then outline the text!

The TerribleSunday

Last week was a terrible day for me. My cousins and I were playing football infront of the house to spend time with us.

First, it was really fun until I kicked the ball too strong, so the ball leaded to the window and broke it. When we want to escape, all of a sudden the owner of the house came out of the fence, he yelled at us. We were very afraid of him, but we did not know what to do. Then, one of my cousins told us to run, we all ran, and suddenly we heard the sound of bark. Then we knew that homeowner allowed dogs to chase us. We were struggling to run as fast as her as we can.

But, I fell down so the dog managed to capture me and bit my leg. It really hurt me. Then the dog ran back into the house. My cousins took me to the doctor and told my parents. In the end, the doctor said that I was exposed to rabies. Then I was hospitalized for one week more.

That was a terrible day of the week for me, may not happen to me again in next week Sunday.

Orientation

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Event 1

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Event 2

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Event 3

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Event 4

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Event 5

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Reorientation

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3. Read the following paragraphs and arrange the paragraphs into a good text!

   a. (…) When I came out again, the bus was not there. *It* had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

   b. (…) When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

   c. (…) I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

d. (…) I tried to call my friend on my cell-phone, but the battery was running low. I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

e. (…) Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.

4. Arrange this following outline into a good story!

Orientation

Who	: my father and I
When	: when I was 10 years
What happened	: my father bought motorcycle and he promised to teach me riding.

Event 1

My father taught me riding motorcycle

Event 2

Finally I could ride it

Event 3

One day, I tried riding motorcycle alone

Event 4

I fell to the ditch

Reorientation

Out of my expectation, my father was proud of my bravey and let me to ride motorcycle by myself next time.

5. Write a recount text based on the following sequent pictures!

Individual Assignment

Have you ever met someone special? What happened? How did you feel? Make the outline of the story below:

4. Orientation

    ………………………………………………………………………………

    ………………………………………………………………………………

    ……………………

5. Sequence of events

    ………………………………………………………………………………

    ………………………………………………………………………………

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6. Reorientation

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Instructional Scoring

Components	Criteria	Score			
		Excellent-Very Good	Good-Average	Fair-Poor	Very Poor
Content	Depending on the students' capability to write their ideas and information in the form of logical sentences.	20-18	17-14	13-10	9-7
Organization	Orientation	10-9	8-7	6-5	4-3
	Sequence of Events	10-9	8-7	6-5	4-3
	Reorientation	10-9	8-7	6-5	4-3
Vocabulary	• The use of words and idiom to express the ideas. • Use of the synonym, antonym, prefix, and suffix.	20-18	17-14	13-10	9-7
Language Use	Simple Past Tense	10-9	8-7	6-5	4-3
	Conjunctions and time connectives	5-4	3	2	1

	Noun and pronouns	5-4	3	2	1
	Action verbs, adjectives, and adverbs	5-4	3	2	1
Mechanics	• Using words appropriately • Using a well-organized paragraph and text	5-4	3	2	1

Medan, ……………………

Be cognizant of

Principal   English Teacher   Researcher

H. Jamaluddin, L.C   **Emma Nila Hatiana Harahap, S.Pd**   **Maimunah**

TEST SHEET I
PRE-TEST

NAME   **:**

CLASS   **:**

Instruction:

1. Write down your name and class on the space given above.

2. Do it by yourself.

3. Write a recount text about "my activities during last weekend"

TEST SHEET II
POST-TEST (CYCLE 1)

NAME :

CLASS :

Instruction:

1. Write down your name and class on the space given above.

2. Do it by yourself.

3. Write a recount text about "my activities during last weekend"

TEST SHEET III
POST-TEST (CYCLE 2)

NAME   :

CLASS   :

Instruction:

1. Write down your name and class on the space given above.

2. Do it by yourself.

3. Write your own recount text about "my unforgettable memories."

KEY ANSWER I
PRE-TEST

MY ACTIVITIES LAST WEEKEND

Orientation

Who   : me with some friends

When   : last weekend

What happened   : I had a long weekend because Monday **was** holiday for *Isra' Mi'raj*.

Event 1

On Saturday, I **woke up** late and did nothing at home.

Event 2

In the evening I **went** out for dinner with some friends. We **had** a really good time.

Event 3

On Sunday I **went** shopping in the morning for groceries.

Event 4

In the evening I **went** to the movies to watch 'Fast and Furious 8' at Focal Point Mall. It **was** really cool.

Event 5

On Monday I **went** to Sipiso-Piso to see a waterfall with my family.

Event 6

It **started** to rain, but we **walked** from the car to see the waterfall anyway.

Reorientation

I **had** a great weekend!

KEY ANSWER II
POST-TEST (CYCLE II)

MY UNFORGETTABLE MEMORIES

Orientation

Who   : my family and I

When   : on New Year's Eve 2014

What happened   : I had a long weekend because Monday **was** holiday for *Isra' Mi'raj*.

Event 1

We celebrated New Year by watching the firework at Lapangan Merdeka Medan.

Event 2

The weather at that time was not so bright, but it did not dampen my spirit to see the moment that only happened once a year.

Event 3

My family and I left home at 10.30 pm. The distance from our house to Lapangan Merdeka Medan was not far.

Event 4

On the way there, we met with our neighbours who also wanted to spend the time to watch the firework.

Event 5

About fifteen minutes, we arrived at the square.

Event 6

The atmosphere was bustling with sellers. The food's sellers and trumpet's sellers were all busy serving customers.

Event 7

We did not forget to see the concert that night.

Event 8

Finally the moment that we waited was arrived. People all together counted down from ten to one.

Event 9

Then various kind of the fireworks exploded in the air beautifully. I was recording the firework by my phone.

Event 10

After all finished, we went home with unforgettable memories.

Reorientation

I hope to watch the fireworks again next year.

OBSERVATION SHEET
Students' Activity in Learning Recount Text by Using Quick on the Draw Strategy

Cycle I

School : MAS Al-Jam'iyatul Washliyah Medan

Name of Researcher : Maimunah

Class/semester : X/II

Total of Students : 40 students

Please give a checklist (V) honestly based on your observation by following the guidance of assessing score: 4 = very active, 3 = active, 2 = less active, 1 = inactive

No	Observation Items	Score				Notes
		4	3	2	1	
1.	Teamwork in group					
2.	Ability in delivering question					
3.	Responding to teacher's question					
4.	Respecting opinion of the others					
5.	The ability in concluding the subject matter has been taught					
6.	Obedience in doing assignments					
7.	Delivering opinion					
	TOTAL					

Description: Medan, …………………….....

3,1-4,0 = very active   Observer,

2,1-3,0 = active

1,1-2,0 = less active

0,1-1,0 = inactive

                                                      …………………………………..

OBSERVATION SHEET
Students' Activity in Learning Recount Text by Using Quick on the Draw Strategy

Cycle II

School : MAS Al-Jam'iyatul Washliyah Medan

Name of Researcher : Maimunah

Class/semester : X/II

Total of Students : 40 students

Please give a checklist (V) honestly based on your observation by following the guidance of assessing score: 4 = very active, 3 = active, 2 = less active, 1 = inactive

No	Observation Items	Score				Notes
		4	3	2	1	
1.	Teamwork in group					
2.	Ability in delivering question					
3.	Responding to teacher's question					
4.	Respecting opinion of the others					
5.	The ability in concluding the subject matter has been taught					
6.	Obedience in doing assignments					
7.	Delivering opinion					
	TOTAL					

Description: Medan, ………………….....
3,1-4,0 = very active   Observer,
2,1-3,0 = active
1,1-2,0 = less active
0,1-1,0 = inactive

                                                ……………………………..

APPENDIX X

OBSERVATION SHEET
Process of Teaching English on Recount Text by Using Quick on the Draw Strategy

Cycle I

School : MAS Al-Jam'iyatul Washliyah Medan

Name of Researcher : Maimunah

Class/semester : X/II

Please give a checklist (V) honestly based on your observation by following the guidance of assessing score: 4 = very good, 3 = good, 2 = fair, 1 = poor

No	Observation Items	Score				Notes
		4	**3**	**2**	**1**	
1.	Apperception: a. Checking students' attendance					
	b. Explaining the aim of learning					
	c. Giving questions as a stimulus					
2.	Explanation of subject matter: Personal Recount Text					
3.	Explanation of steps of Quick on the Draw Strategy					
4.	The ability in conducting steps of Quick on the Draw Strategy: a. Preparing 5 sets of questions on papers or cards					
	b. Dividing class into group of 5-6					
	c. Starting by saying 'Go' and one person from each group takes the first question only and runs back with it to the group					

	d. Checking the answer sheet of group which is taken by the second person					
	e. Discussing all the questions with students and make written notes					
5.	Technique of dividing groups					
6.	Organization of discussion activity: a. Stopping students who are talking in class					
	b. Making the situation of class fun					
	c. Encouraging students to actively deliver questions					
7.	Delivery of questions or quiz during learning process					
8.	The ability in evaluating: a. Questions are suitable with indicators					
	b. Task given is appropriate with the allocation time provided					
	c. Teacher supervises students in doing the task closely					
9.	Giving appreciation to individual and groups					
10.	Deciding the individual and group assessment					
11.	Summarizing subject matter					
12.	Closing the lesson					
	TOTAL					

Description:

3,1-4,0 = very good

2,1-3,0 = good

1,1-2,0 = fair

0,1-1,0 = poor

Medan, ………………….......

Observer,

.………………………………….

OBSERVATION SHEET
Process of Teaching English on Recount Text by Using Quick on the Draw Strategy

Cycle II

School   : MAS Al-Jam'iyatul Washliyah Medan

Name of Researcher : Maimunah

Class/semester   : X/II

Please give a checklist (V) honestly based on your observation by following the guidance of assessing score: 4 = very good, 3 = good, 2 = fair, 1 = poor

No	Observation Items	Score				Notes
		4	**3**	**2**	**1**	
1.	Apperception: d. Checking students' attendance					
	e. Explaining the aim of learning					
	f. Giving questions as a stimulus					
2.	Explanation of subject matter: Personal Recount Text					
3.	Explanation of steps of Quick on the Draw Strategy					
4.	The ability in conducting steps of Quick on the Draw Strategy: f. Preparing 5 sets of questions on papers or cards					
	g. Dividing class into group of 5-6					
	h. Starting by saying 'Go' and one person from each group takes the first question only and runs back with it to the group					

	i. Checking the answer sheet of group which is taken by the second person					
	j. Discussing all the questions with students and make written notes					
5.	Technique of dividing groups					
6.	Organization of discussion activity: d. Stopping students who are talking in class					
	e. Making the situation of class fun					
	f. Encouraging students to actively deliver questions					
7.	Delivery of questions or quiz during learning process					
8.	The ability in evaluating: d. Questions are suitable with indicators					
	e. Task given is appropriate with the allocation time provided					
	f. Teacher supervises students in doing the task closely					
9.	Giving appreciation to individual and groups					
10.	Deciding the individual and group assessment					
11.	Summarizing subject matter					
12.	Closing the lesson					
	TOTAL					

Description:

3,1-4,0 = very good

2,1-3,0 = good

1,1-2,0 = fair

0,1-1,0 = poor

Medan, ………………….......

Observer,

.……………………………….

INTERVIEW SHEET
RESPONDENT: STUDENTS

School   : MAS Al-Jam'iyatul Washliyah Medan
Class/semester: X/II
Meeting   : First Meeting (Saturday, April 29th 2017)

1. Apakah kalian tau apa itu recount text?

   Student I   : emm, tau-tau, kak.
   Student II   : kayak pernah dengar sih.
   Student III   : tau, kak.

2. Apakah kalian pernah belajar tentang recount text sebelumnya?

   Student I   : pernah, sebelum-- baru-baru ini lah, kak.
   Student II   : oh iya ya pernah-pernah.
   Student III   : iya pernah, kak.

3. Apa kesulitan yang kalian hadapi saat mempelajari recount text?

   Student I   : itu… ngubah-ngubahnya ke past tense.
   Student II   : banyaklah, kak. Ngartikan ceritanya ke bahasa Inggris,
                      ubah kata kerjanya, tobe-tobe nya itu juga.
   Student III   : kesulitannya… payah untuk ngarang pake bahasa Inggris,
                      kak.

INTERVIEW SHEET
RESPONDENT: STUDENTS

School   : MAS Al-Jam'iyatul Washliyah Medan
Class/semester: X/II
Meeting   : Last Meeting (Saturday, May 13th 2017)

1. Apa pendapat kalian tentang pembelajaranyang baru kalian ikuti menggunakan Quick on the Draw Strategy?

   Student I   : seru, kak.
   Student II   : asyik, kak. Heboh hehe.
   Student III   : seru, asyik juga.

2. Apakah kalian senang dengan pembelajaran yang baru kalian ikuti? Mengapa?

   Student I   : lumayanlah, kak. Jadi nggak bosan kali belajarnya.
   Student II   : senang, karena belajarnya nggak bosan.
   Student III   : senang, karena lebih seru abis itu jadi lebih ngerti.

3. Apakah kalian dapat memahami materi pelajaran yang baru kalian ikuti?

   Student I   : paham.
   Student II   : paham.
   Student III   : paham, kak.

INTERVIEW SHEET
RESPONDENT: TEACHER

School   : MAS Al-Jam'iyatul Washliyah Medan
Meeting   : First Meeting (Saturday, April 29th 2017)

1. What do you think about students' skill in writing?

   "Their writing skill is still low, *ya*. Or fair *lah* we say. They actually have a story in mind but difficult to write it in English. It's often their writing makes us confuse because it's not systematical."

2. What strategy do you use in teaching writing?

   "I usually use lecturing and discussion. When teaching I often give them practices to make them used to write. Whether I ask them to come in front randomly or by giving some tasks."

3. How is the participation of students in learning writing by using that strategy?

   "yaa like usual *lah*… some listening, some others talking behind secretly. It's a bit difficult to keep all the students focus in writing because they often get stuck in the middle, don't know what to write next. You know, when they're blank, they will start talking with friends and stop writing."

4. What obstacles you have in teaching writing?

   "to make them able to organize sentences well is difficult- challenging. Because not all of them want to pay attention. That's the common problem in class.

5. Have you ever heard Quick on the Draw Strategy?

   No, I haven't heard it.

APPENDIX XV

INTERVIEW SHEET
RESPONDENT: TEACHER

School   : MAS Al-Jam'iyatul Washliyah Medan
Meeting   : Last Meeting (Saturday, May 13th 2017)

1. What do you think about the learning process using Quick on the Draw Strategy?

   "As I saw you taught using that strategy, almost all of students were active. They're all involved in their groups. I like the atmosphere of class when you use this strategy, fun."

2. Do you think Quick on the Draw Strategy is effective to be applied in teaching writing recount text?

   "Yes, it is. It could make them used to write and familiar with the generic structure."

3. Do you think Quick on the Draw Strategy can improve students' ability in writing recount text?

   "I think so. And this is already proven *kan* by the improvement of their score during this research? So I think… yes."

APPENDIX XVI

DIARY NOTES
CYCLE 1

The first meeting of the cycle I

The researcher conducted pre-teaching such as greeting and asking the students' conditions, checking the attendance list of students, and warming them up by asking about their past activities. In this meeting, the researcher forgot to tell the students the objective of teaching-learning process. Then the researcher continued to introduce the topic to students and motivated them. The researcher explained all the materials related to the recount text such as generic structures and language features of it. During the explanation, some students did not pay attention, thus the researcher asked some questions to students randomly to get their attention back. After some students were called randomly to answer the oral questions related to the topic, the researcher explained the quick on the draw strategy. The researcher prepared all things needed for the activities of the strategy, but she printed the questions on plain papers while it should have been printed in different color cards, distinct color for each group. When answering the question cards, some students got some answers wrong. Therefore, the researcher had to plan a next lesson to deepen their understanding, because some of students still need explanation and guidance in writing their experience in proper way. In the next meeting, the researcher need to emphasize more on the topic that the students still have lack understanding.

APPENDIX XVII

DIARY NOTES
CYCLE 2

The first meeting of the cycle II

The researcher was still implementing quick on the draw strategy in teaching recount text.In this meeting, students were more active. They could answer researcher's question about what is recount text, the generic structure, and also about its language features in preview stage before starting the lesson. The researcher explained more about the generic structures of recount text and about the past tense. In this meeting, the students were also active and the situation of the class was in control. The researcher were more often calling students' name randomly to answer the questions or to come in front the class to keep their attention to her explanation. When conducting the strategy, students were more enthusiastic and could answer all the questions in cards faster because they got wrong answer less than in the previous meeting. Several things noted in the cycle I that were expected to be improved in this cycle had been done well, such as to keep the students' focus and to deliver a more specific teaching materials. Thingsin the cycle I that were expected to be fixed were also already done in this cycle, which was preparing questions in different color cards.

APPENDIX XVIII

DOCUMENTATION

First Meeting in Cycle 1

First Meeting in Cycle 2

Students Look for the Answer

Written Test

The Question Cards