



**IMPROVING THE STUDENTS' ACHIEVEMENT IN WRITING  
RECOUNT TEXT BY USING PENTAD STRATEGY AT THE ELEVENTH  
GRADE OF MAN BINJAI IN THE ACADEMIC YEAR 2018/2019**

**SKRIPSI**

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## ABSTRACT

**NESSY, 34141021, IMPROVING THE STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT BY USING PENTAD STRATEGY AT THE ELEVENTH GRADE OF MAN BINJAI IN THE ACADEMIC YEAR 2018/2019**

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***Keywords: Improvement, Pentad Strategy, Recount Text, Writing.***

This research was conducted to find out the implementation of *Pentad Strategy* in improving the students' achievement in writing Recount text. The subject of this research was the eleventh grade students of MAN Binjai, which consisted of 36 students. This research was applied by *Classroom Action Research*. The qualitative data were taken from observation sheet, questionnaire sheet, and documentation. The quantitative data was taken from tests, which were carried out in the end of every cycle. The test was given to the students in form of pre-test, post test 1 in the first cycle and the post test 2 in the second cycle. The result of the data analysis showed that the score of students increased from the first post-test I to post-test II. It was showed from the mean of orientation test was 60,13 there was 33,33% (12 students) who got point 75 or more. In the post test of cycle I, the mean was 78,19 it was higher than orientation test. There was 66,66% (24 students) who got point 75 or more. The percentage of the students' score in the orientation test to post-test I was improvement 33,33%. In the post test II, the mean was 80, and the percentage of students who got point 75 or more was 91,66%. The percentage of the students' score in the post-test I to post-test II was improvement 58,33%.

## **DEDICATION**

“Susah” mungkin iya, “lelah” mungkin iya, “berliku” mungkin juga iya, tetapi semua kat-kata itu tidaklah menyurutkan semangat saya untuk menggapai gelar sarjana yang saya impikan dan yang diinginkan orang-orang yang tercinta dalam hidup saya, hasil akhir dan gelar ini special saya dedikasikan untuk kedua orang tua saya yang sangat saya cintai, terutama Ayah saya **Sutrisno** yang memberikan saya hidup, cinta, semangat, nasehat, dan kasih sayang selama ini, dan untuk Ibu saya **Mariana** yang selalu member dukungan baik terhadap saya dan memberikan seluruh kasih dan cintanya terhadap anaknya. Dan tidak lupa kepada kakak saya yang selalu memberikan nasehat baik dan memberikan apa yang diinginkan oleh adiknya.

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This thesis is written to fulfill one requirement to obtain the *sarjana degree* at Department of English Education of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

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34141021

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# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Study**

Writing skill has become necessary for employment in some officers. The ability to write becomes the perquisite to get a job. Therefore, writing subject is the last skill in language lesson oblige student to achieve, starting from writing letter, writing for advertisement, announcement, poetry until writing an essay.

However, learning to write for the student can improve learning language better. Writing is intergrated skill which conducted with study grammar, vocabulary, reading, and listening comprehension and learn another references material to help them write and provoke well language development as students resolve problem which the writing puts into the minds. Unpredictably student can improve their ability in language as well as they write.

As the fact that writing is necessary for student, standard based on curriculum (KTSP) input writing in English subject as syllabus of the student senior high school, it is stated some genres of writing to be mastered by student, description, recount, narrative, procedure, hortatory exposition, analytical exposition and news item. In syllabus the writer found that student expected to be able to express meaning in short functional text and monologue text. In from recount, narrative, and procedure in daily life context.

Writing is one of four skill of English learning that considering being important to the students as an effective means of expanding and improving the students English as well as enriching their experience and intellectual ability.

In writing, we actually write a paragraph or recount text. In this thesis, the writer will focus on writing recount text as the point of study.

The grammatical aspect also becomes one of the important aspect in learning that must be mastered well by the students because without mastering this aspect surely they can't construct sentences well in written or oral language. Grammar is the science of language. It is an analytical and terminological study of sentence.

Based on the observation the writer in MAN BINJAI, exactly in the second grade, writer found most of the students still low in English ability, especially in tenses and writing skill. The writer also get more information about the students from interview with the language English lesson teacher. This recommended by student itself. So here the writer can conclude that student still difficult to make their idea in right sentence.

So, by using pentad strategy, writer expect this thesis will useful for the teacher and the students. The Pentad Strategy has important role in writing, because the Pentad Strategy as the guidance to guide them to write based on limitation.

The students also can open up and explore a subject by those five questions, and the pentad offers you a way to discover and develop ideas for writing by asking questions systematically about a topic or situation , they can use the five questions in pentad strategy before writing, so the writing will be easier and more enjoyable. Besides, the Pentad or five questions also can improve the students'

writing, because before writing they start the five question as their outline. They know how to make good steps before writing, such as thinking about who the participants are, what happened, where and when the act is happened, how it is happened, and why it is happened. So, it makes them easier to develop their writing.

The students' failure may be caused by knowledge how to write well and may be there are external factor, such as teacher does not give motivation to study for the students, the facility of school is less and the teacher is not creative in applying teaching strategy.

Strategy is one of the important factors to make a good plan to reach out for the purpose in teaching material writing recount text by using pentad strategy. And pentad strategy is one of the best technique for writing recount text, because by using pentad strategy student can write well.

Recount text is a text which list and describe past experience by retelling events in the order in which they happened(chronological order). The purpose of recount text is to retell event with the purpose of either informing or entertaining their audience (or both)

## **B. Statement of the Problem**

Based on the background of the problem, the problem that can be identified are :

1. The students' mastery in writing is still low.
2. Learning process does not give much opportunity to express their ability in writing.
3. The students find difficulties in making good sentences.

4. The students are seldom to practicing writing recount text.

### **C. Research Question**

Based on the background above, it is necessary to formulate the problem of research as :

1. How is students' achievement in learning writing ?
2. How is the achievement writing recount text by using Pentad Strategy in improving students' in writing recount text ?
3. Can the students' achievement learning writing be improved by using pentad strategy?

### **D. Purposes of the Study**

1. Students able to understand about recount text
2. Students able to write recount text form
3. Students able to understand how to use pentad strategy in recount text.

### **E. Significances of the Study**

The rule of this research will be expected to be useful for :

1. The English teacher of MAN BINJAI, they can be used as a comparison in choosing the more effective strategy in teaching writing recount text.
2. The students, the result can make them understand more easily about recount text.
3. The principle of MAN BINJAI, they can be used as reference in decision making deal with English subject.
4. The readers, the result can be used the basic information to improve their ability on recount text.

5. For other researcher, as reference do futher in the same subject.

#### **F. Limitations of the Study**

This research is limited to see the improving of students' ability in writing recount using pentad strategy. The researcher conducted by classroom action research design.

The objective of the study is to investigate the significance improvement of *students'* achievement in writing recount by using Pentad Strategy.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

##### 1. The Students' Achievement

Before clarifying the topic, I want to explain the term of achievement. Definition of achievement by the free online dictionary, achievement is the result of what an individual has learned from some educational experiences. Like Allah's saying in alqur'an at surah Al Mujadillah 11 :

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ  
وَإِذَا قِيلَ أَنْشُرُوا فَأَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ  
دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ١١

Meaning :”o you who believed, when you are told make room in the assemblies, [spread out and] make room : [ample] room will Allah provide for you. And when you are told to rise up, rise up Allah will rise up, to( suitable) ranks (and degrees), those of you who believed and who have been granted (mystic)knowledge. And Allah is well-acquainted with all you do”.<sup>1</sup>

According to Syaiful Bahri Djamarah, Pencapaian adalah hasil dari aktifitas yang telah dilakukan, yang dibuat dari kedua individu dan grup. (Achievement is a result of activity that have been done, created both individual and group.)<sup>2</sup>

Furthermore, Tinnambunan defines achievement as the student's grasp of some body of knowledge or proficiency in certain skills. Besides, garrison, Kingston and Donald affirm the definition of achievement as the progress pupils make toward the goals and objectives of the curriculum, they then assert further

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<sup>1</sup>Abdullah Yusuf Ali.(2008).*The Holy Quran(Koran)*.The king Fahd Holy Quran Printing,p.320

<sup>2</sup>Syaiful Bahri Djamrah,(1991). *Prestasi Belajar Dan Kompetensi Guru*. Surabaya: Usaha Nasional,p.17



about the definition that achievement may be the ones' ability or the extent of his/her knowledge in a specific content area. Based on the opinions above the writer concludes that achievement is the result , the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicate in relation with his/her educational learning.<sup>3</sup>

## 2. Writing

Writing is one of the most important in learning language besides reading, speaking, and listening. Writing is the expression of language in the form of letters, symbol, or word. The primary purpose of writing is communication. People have used many tools for writing including paint, pencil, pens, typewriters, and computer. Regardless of the language, writing has many rules including grammar, spelling, and punctuation.<sup>4</sup>

Writing is to produce or reproduce written message. It means that writing is one of language skill use hand to transform what we think I our mind. Writing is a within form in expressing idea, feeling and opinion.

In Al-Quran verse Al-Qamar ayat 53 :

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُسْتَطَرٌّ ٥٣

Meaning : and all things (affairs) are small and large are written.<sup>5</sup>

Writing is a process of creating meaning. It is not as simple as we imagine because we are always more able to speak then to write. When we write we have

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<sup>3</sup> Sumarsihdan Dedi Sanjaya, *Improving Studens' Achievement On writing Descriptive Paragraph Through The application Of Team Pair Solo*. (Acces on Saturday,27april 2013. At 15.30 am ) p.12

<sup>4</sup>Dewi Utami,( 2014).*How to Write* (Medan :La-Tansa Press) p.2

<sup>5</sup>Abdullah Yusuf Ali,*Op. Cit.*, p. 281

purpose why we write it, the purpose of the writer is also needed and put so that the writing will be clear. Whenever write, we need some clear purpose to guide both of you and your reader. If we don't know why we're writing, neither will as reader.

And Hadist Rasullahshallallaahu 'alaihiwasallam, said:

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

Meaning:

“Tie science with writing it”.<sup>6</sup>

Form that hadits we know that Rasullahshallallaahu 'alaihiwasallam commands us for always write all of knowledge which is we get from many source so, we always remember with that knowledge. And when we are getting forget with that knowledge, we can re-read the knowledge that have we write it, so writing is so help us for remember knowledge.

According to james there are four common general writing purpose :

1. To inform

Presenting information is one of the most common writing purposes.

2. To persuade

We probably have strong views on many issues, and our feelings may sometimes impel us to try swaying the reader.

3. To express yourself

Creative writing includes personal essays, fiction, plays and poetry, as well as journals and diaries.

4. To entertain

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<sup>6</sup>Silsilah Ash-Shahiihah.No.2026

Some writing is meant just to entertain : other writing complex entertainment.

Heaton says that the skills of writing include four components or main are as such as the following :

1. Grammatical skill

The ability to write correct sentences.

2. Mechanical skill

The ability to use correctly those conventions peculiar to written language.

3. Stylistic

The ability to manipulate sentences, paragraph and the use of language effectively.

4. Judgment skill

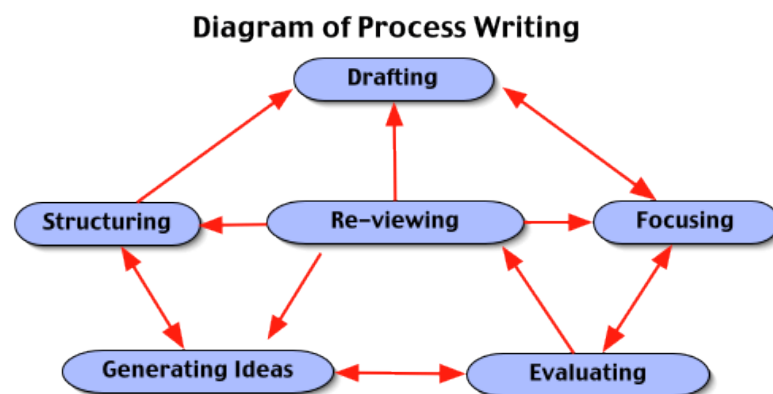
The ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with ability, select, organize and other relevant information.

**3. The process of Writing**

If the teaching of writing is divided into separate stages to reflect the various moments involved in the process of writing then perhaps many of the obstacles experienced by both students and teachers could be addressed. Writing practice in the classroom however, is often taken up for display purposes, to assess if students have learned language structures taught in class and for examination purposes. Here, the teacher is concerned with the final product of writing: an essay, a report, an article or story, based on standard models; that these meet the standard English rhetorical style; and

are grammatically correct and organised in a conventional manner.<sup>7</sup> Thus writing is apparently used to promote language learning, through models, rather than to encourage creativity and communication and language acquisition. Good writers will manage without any real difficulty and will know how to include more detailed information, whereas weak writers will limit themselves to the pre-set structures and will not learn nor practice how to develop ideas and put these into words.

Process writing may be a more effective method of teaching writing as it helps students to focus on the process of creating text through the various stages of generating ideas, drafting, revising and editing, a number of activities which a model of writing can be represented as in Figure 1.<sup>8</sup>



**Figure 1. Diagram of Process Writing**

It is possible that teachers assume students know how to organise their ideas and write as they have ‘picked it up’ in their reading or they have transferred the skill. This may pose a problem as not all languages (and cultures) follow the same patterns of written discourse. Much contrastive rhetoric research has focused on

<sup>7</sup>Brown, D. (2001), *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition New York: Pearson Education, p.65

<sup>8</sup>White, R. and Arndt, V. (2000). *Process Writing*. Essex: Addison Wesley Longman Ltd, p.56

these differences to aid writing teachers.<sup>9</sup> Since writing involves a process of ‘generating, formulating and refining one’s ideas, writing practice in class should reflect the same process where attention and adequate time is provided for revision and re-drafting while the teacher intervenes throughout the whole process.<sup>10</sup>

Good writing means good thinking. There are three stages in writing process, they are:<sup>11</sup>

a. Preparing to write

Most of writing requires some preparation. It means that writer should be able to prepare anything which is related to his or her writing such as ideas, brainstorming, speed writing, and ask WH question.

b. Drafting

It means that the writer begins to write the ideas in a paper. Some learners are able to say their ideas orally but have difficulty in putting into written text.

c. Revising

It is the most important stages in the writing process. It includes tocontent,

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<sup>9</sup>Brown,D.(2001).*Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition New York: Pearson Education. p.38

<sup>10</sup>Zamel, V. (2001). ‘*The Process of Discovering Meaning*’. TESOL Quarterly. 16/2: 195-209 , p.21

<sup>11</sup>Brown Kristine, and Susan Hood. (2011). *Writing Maters: Writing Skills and Strategies for Students of English [Electronic Book]*. Cambridge: Cambridge University Press, p.7-20

purpose, spelling, punctuation, grammar, arranging, changing, adding, and so on. It means writer should be able to revise his or her writing.

The basic competence of English language for the first year students of Junior high School refers to capability of students in expressing the meaning and the rule of monologue text and simple essay that use various written language accurately and fluently in the form of text such as: narrative, descriptive, and news item. It means that the teacher should teach the students to write some kind of texts: narrative, descriptive, and news item. But in this research, the researcher only will focus on writing *recount text*.

#### 4. Genre

Learning about writing is not only about how to put a words in written but also how to package the idea, message, and information correctly in a text, in certain criteria. Based on generic structure and language feature dominantly used, text are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, procedure, discussion, review, anecdote, spoof, and news item. These variation are knows as genres :

1. DESCRIPTIVE : to describe a particular person, place or thing in detail.
2. RECOUNT : to retell something that happened in the past and to tell series of past event
3. NARRATIVE : to amuse/ entertain the readers and to tell a story.
4. PROCEDURE : to help readers how to do or make something completely
5. EXPLANATION : to explain process involved in the formation.
6. REPORT : to presents information about something, as it as

7. ANECDOTE : to share with others an account of an unusual or amusing incident.

a) **Text**

In general sense, text in any form of written material. What do we mean by text ?we can define text, in the simple way, perhaps, by saying that is a language that is functional. By functional we simply mean language that it is doing some job context, as opposed to isolated words or sentence that I might put on the black board.<sup>12</sup>

So many instance of language that is playing some part playing in a content of a contexts situation, we shall call it a text. It maybe eatheers spoken or written, or indeed in any other medium of expression that we like to thing of.

The definition surely tells us many thing about text. First, our general understanding that text is always in the written form is not true. A text can be either spoken or written, can be a word or as thick as a book in length. So a text has nothing to do with from or size. Second, a text is not isolated words or sentence being put together. On the other hand, it constitutes a meaning full message that a person tries to communicate through his use of of certain in certain acceptable stricter. So, it has something to do it meanings, meanings forming a steretch of language working together as a unived whole. Summing up what has tated above, it can be said text is meaningfull and purposefull stretch of language, either, spoken or written, represented through the use of words (lexis).

b) **Recount text**

The name of this genre is self explanatory. The social function of this text is

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<sup>12</sup>Haliday and R.Hasan (1999) .*Language, Context and Text : Aspects of Language in Social Semiotic Perspective*. Hongkong.Oxford University, p.74

to share a story of what happened in the past. With this text, a writer wants to tell readers what he or someone else experienced.

The text structure of a recount starts with an orientation. This part tells the readers the main idea of the story being discussed in the text. This part gives a setting of the story, so that readers are aware of the story is about. It gives an orientation. The next part is the series of events. In this part, the story starts from the very early stages. That is to say, the story develops based on the sequence of the events. After all events are presented, the writer will wrap story up with a re-orientation. In this part, the writer summarize the story and tells his/her impression of the experience that what has been elaborate.

Recount is a reconstruction of something happened in the past. It is the unfolding sequence of events over time the purpose is to tell what happiness. Recounts begin with by telling the reader who was involved what happened when this event took place and when it happened. The sequence of events is than describe in some sort of order, for instance a time order.

Recount is focus to retell activity that hae done. Such as :<sup>13</sup>

1. Social function : to reconstruct, to record events or activity  
for the purpose in informing
2. Writing focus : activity or experience in the past
3. Grammatical patterns : using sentence in past tense

Recount text is a text which list and describe past experience by retelling events in the order in which they happened (chronological order). The purpose of the recount text is to retell events with the purpose of either informing or

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<sup>13</sup>Pardivono 12, (2006) *Writing Clues for Better Writing Competence*. Jogja: Andi,p.164



entertaining their audience (or both).

The function : to tell events in the past time chronologically.

Purpose : the purpose of a record is to retell events.

Structure : there is often an opening or setting a of a scene.

### c) **Generic Structure of Recount**

Generic structure or rhetorical structure is a package of events in a text. This generic structure will explain how the stages move through to reach the purpose.

Every genre has its generic structure, so do the recount. The generic structure of recount are :

1. Orientation : Introducing the participants, place and time.
2. Events : Describing series of events that happened in the past.
3. Re-orientation : The summary of events or stating personal comment of writer to the story.

### d) **Language Features of Recount**

Language features are about general grammatical patterns to form the information, message, and idea in effective sentence, especially in this case.

Language features of recount are :

- Introducing participant : I, my, our, etc.
- Using chronological connection : then, first, etc.
- Using linking verb : was, were, seem, etc.
- Using action verb : look, go, walk, etc.
- Using simple past tense : went, walked, etc.
- Using active and passive : play, is played by
- Using past continuous tense : I was standing

e) **Example of Recount Text**

**My Seventeen Birthday Party**

**Orientation :**

The day that I will never forget in my life in my birthday. I celebrate my 17<sup>th</sup> birthday last month in my sweet home, it was fun and really unforgettable.

**Events :**

I was very fun when I had my birthday party. I invited some friends over. When the time for the party came, I began to put on my fancy dress, which was special to have been design.

I went into the room where everybody was waiting for me. I saw lots of smiles and heard hands clapping while singing 'happy birthday to you'. In addition, I saw many lovely presents on the table with colorful tapes on. While I was standing in the middle of the room, some girls have nice kisses on my cheeks after the song was over. I was really happy then.

A view minute later, my parents who were very nice their smiles brought me a nice birthday cake with 17 candles on, to mark that I was completely 17 grown up now. Before I cut the cake, I blew out the candles. Though I felt uneasy as many eyes were staring on me, I could manage to blow them out. While some friends were waiting to taste, I cut the cake into some pieces for them.

The music was played and some friends came up walking into the middle of room. One by one, they began to sing different songs for me. I was very happy when my boyfriend sang me a love song ; "The Power of Love ", and gave me soft kisses on my fingers and my cheeks.

**Re-orientation(closure)**

It was really fun, although I had to spent much money. I was really glad and will never forget it. I hope that I can do the more in the coming celebration.

**5. Grammar**

Grammar is the system of language. People sometimes describe grammar as the “rules” of language, but in fact no language has rules. If we use the word “rules” we suggest that somebody created the rules first and then spoke the language, like a new game. But language did not start like that. Language started by people making sounds which envolved into word, phrases, and sentences. No commonly spoken language is fixed.

According to Dr. West “Grammar is not a code of rules; it is like atiquette and table manners, a statement of convention, it summarizes, what is done by culture people and like eriquette. It is in a state of constant change.<sup>14</sup>

Grammar it is not hard us to understand why grammar is useful and important, without knowing the grammar of a language. Beside, it seem imposible to learn a language without learning grammar because it tells him how to use the language people learn how to construct a good message to the others. There rules are terned as grammar, the mechanism of grammar can not be see concretely, because it is rather abstractly represented in the human mind. But we know it is there because it works. One way of describing this mechanism is by means of a set of rules which allow us to put words together in certain ways which do not allow other.

Professor W.N. Francis, “ Grammar has three different meanings.

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<sup>14</sup>Y.K. Singh.(2007)*Teaching of English* . New Delhi : Chaman Enterprise,p.172

1. Grammar is a set of formal patterns in which the word of language are arranged on order to convey large meaning.
2. Grammar is branch of linguistic science, which is concerned with description, analysis and formulation of formal language patterns.
3. Grammar is linguistic etiquette.<sup>15</sup>

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<sup>15</sup>Ibid, p. 172

a). English Tenses

Discussing tense, that refer to time and the shifting of time is indicated by the changing of verb forms. Tense is the form of verb which its changing depend on time and the kinds of action.<sup>16</sup>

The other linguistics may agree are three tenses in English namely present, past future tense, even sometimes tense is classified into twelve or sixteen or even more

b). Past Tense

Past tense used to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have on specific time in mind.

Past tenses is one of the tenses we use to refer to completed events, states or action took place within a finished period of time.<sup>17</sup>

Simple past tense can also we find in holy Qur'an . The usage of this verse describe a certain change which happens in one's life. Change in one's life to a better one.

Example of verbs in the past tense include the English verb *sang*, *went*, and *was*.

The patterns is : S+V (Past

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<sup>16</sup>Sholihatul Hamidah Daulay.(2007) *Let's Study English* (Bandung : Citapustaka Media. P.21

<sup>17</sup>Martin Parrot, *Grammar for English Teachers*.(2000).New York : Cambridge University Press.P.185

S (SUBJECT)	V(VERB) PAST
I	Wrote
We	Wrote
You	Wrote
They	Wrote
He	Wrote
She	Wrote

It is used :

1). To indicate an action completed in the past, as :

I went to the market last Sunday

She was at home last night

2). Without an adverb of time, as :

I learnt Hindi in Nagpur

I didn't sleep well

3). For past habit, as :

He studied many hours every day

She always carried an umbrella

To make the past simple tense, we use :

Past form or auxiliary did+ base form

Here you can see examples of the past form and base form for irregular verbs and regular verbs :

V1	V2	V3
base	past	Past participle

Regular	work	worked	worked	The past form all
verb	explode	exploded	exploded	regular verbs ends
	like	liked	liked	in -ed
Irregular	go	went	gone	The past form for
verb	see	saw	seen	irregular verbs is
	sing	sang	sung	variable.

The structure for positive sentences in the past simple tense is :

Subject + main verb

Past (v2)

The structure for negative sentences in the past simple tense is :

Subject +auxilry verb + not+main verb

Did

Based(V1)

## 6. Pentad Strategy

Pentad strategy is the student's activities in writing which are used to examine a topic as if were a drama. Therefore, sets up a 'pentad' in which are five questions (i.e. the questions of act, scene, agent, agency, and purpose) to ask of any discourse to begin teasing out the motive.<sup>18</sup>

Strategies are those specific 'attacks' that we make on a given problem. It means strategies are the specific activities manifested to solve a problem. There are many students face problems when they are asked to write, thus writing needs some strategies in order to get a good result/product. Before a student goes to a

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<sup>18</sup> Burke, (2000), *A grammar of Motives*. London: University of California press. p.12

first draft, he usually gets started by considering the topic he will address, gathering the details he will include, and identifying the main idea he will convey (also called prewriting stage of the writing process). Prewriting is freely exploring topics, choosing topics, and beginning to gather and organize details before writing. In this stage, a student usually will have general topic. The scope of the topic will dictate the amount of detail and explanation a student needs to provide. Hence, to identify the topic a student wants to develop, a student has to narrow the general topic to one, he can address adequately in the time and space he anticipates.

A topic can be narrowed by using strategy, this strategy is proposed by Kenneth Burke, a rhetorician, as a framework for the study of motives (i.e. the reasons why people do the things they do) which is the foundation of dramaticism.

There are five key elements of the Pentad Strategy can be explained as follows :

1. Actors/agent : *who* did the action ?
2. Acts : *what* was done ?
3. Scenes : *when* or where was it done ?
4. Agencies : *how* was it done ?
5. Purpose : *why* was it done ?

Those five questions of the pentad are similar to journalism or news reporter's question : who, what, when, where, why, how and the elements of the pentad are the same as the features of recount, namely a character or characters



(actors), a place (scene), time-sequence, tension, circumstance, and focus.<sup>19</sup>

Pentad strategy can communicate to use which aspects of the situation are more important than others. It means by using this pentad strategy, a place (scene), time- sequence, tension, circumstance, and focus. Pentad strategy can communicate to us which aspects of the situation are more important than others. It means by using this pentad strategy, a student gets simple way to generate ideas and has limitation for his writing so that writing has purpose and becomes easier and more enjoyable.

In the model pentad below in **(Figure 2.2)** a student analyze a summer job as a tour narrow the focus of an autobiographical writing.<sup>20</sup>

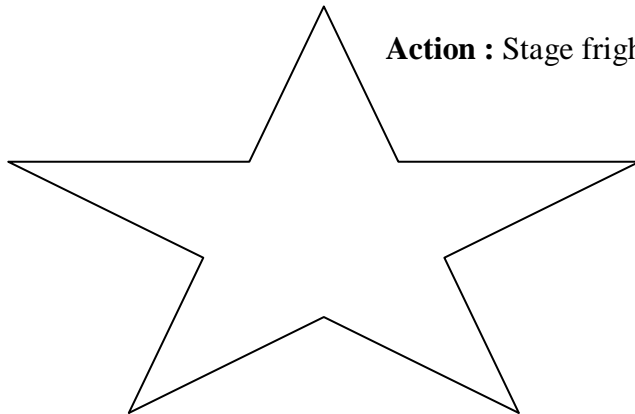
### **PENTAD**

**Broad Topic** :my job as a tour guide

**Actors** : Me, the tour guides, the tourists

**Purpose** : to share knpwldeovercomingwith others

**Action** : Stage fright to describe tall ships.



**Agency** : My enthusiasm      **Scene** : At the seaport historic district.

**Narrow Topic** : How my job helped me overcome stage fright and gain self-

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<sup>19</sup>Davidson.(2005). *American Composition and Rhetoric*. New York : Charles Scribner's Sons press. P.22

<sup>20</sup>Joyce Armstrong Carrol,Edward E, Wilson, and Gary Forlini. (2001) *Writing Grammar*. New Jersey: Pearson Education. P.32

confidence.

The step of analyzing that students need to do in narrowing topic are by having some words that names the *act*(names what took place, in though or deed), and another that names the names the *scene* ( the background of act, the situation in which it occurred); also indicating what person or kind of person (actors/agent) performed the act, what means or instrument he used (agency), and the purpose.

**The Steps of Pentad Strategy :**

- a. Individual work
- b. Free write briefly about the event, just leading your random ideas flow on paper.
- c. Write as many details as you can regard the five questions of the Pentad : agent, action, scene, agency, and purpose.
- d. Using the questions you wrote down, add observations and ideas you have about the interconnections between the agent, action, scene, agency and purpose.
- e. Finally, re-evaluate your ideas

**7. Writing Recount through Pentad Strategy**

Writing is a process of communication that conveys the ideas and thoughts to the readers in the written form that is done by the students. The aims of writing recount are to help students to express their ideas and thoughts about events in the past and to help them to write more effectively.

Almost students feel difficult in writing recount because it is very hard for them to develop the ideas and their thoughts in the form of sentences. Thus, it is very important to choose suitable strategy which can make them more enjoyable

and more comfortable in the process of writing recount. One of the interesting and enjoyable strategies is Pentad Strategy. Here, there is an example of recount text by using Pentad Strategy.

### **Planning/Pre-writing**

*Topic:* My seventeen Birthday Party

- Actors (*who did the action/who are the participants ?*) : Me, friends, parents, boyfriend
- Acts (what was done?) : everybody clap their hands and sing happy birthday song.
- Scenes (when or where) : last month and at sweet home
- Agencies ( how was it done ?) : unforgettable event
- Purposes (why was it done ?) : to make all people be happy.

### **Title :**

#### **My Seventeen Birthday Party**

The day that I will never forget in my life in my birthday. I celebrate my 17<sup>th</sup> birthday **last month** in my sweet home, it was fun and really unforgettable.

### **Events :**

I was very fun when I had my birthday party. I invited some friends over. When the time for the party came, I began to put on my fancy dress, which was special to have been design.

I went into the room where everybody was waiting for me. I saw lots of smiles and heard **hands clapping while singing ‘happy birthday to you’**. In addition, I saw many lovely presents on the table with colorful tapes on. While I was standing in the middle of the room, some girls have nice kisses on my cheeks

after the song was over. I was really happy then.

A view minute later, my parents who were very nice their smiles brought me a nice birthday cake with 17 candles on, to mark that I was completely 17 grown up now. Before I cut the cake, I blew out the candles. Though I felt uneasy as many eyes were staring on me, I could manage to blow them out. While some friends were waiting to taste, I cut the cake into some pieces for them.

The music was played and some friends came up walking into the middle of room. One by one, they began to sing different songs for me. I was very happy when my boyfriend sang me a love song ; “The Power of Love “, and gave me soft kisses on my fingers and my cheeks.

### **Reorientation (Closure)**

It was really fun really **unforgettable**, although I had to spend much money. I was really glad and will never forget it. I hope that I can do the more in the coming celebration.

#### **a. The advantages of using pentad strategy in writing recount text are :**

1. To help them discover and investigate ideas for essays that they write.
2. To develop ideas for writing by asking the five question
3. To help them see connections among some of your ideas
4. To help them see places where your information is incomplete or weak.
5. To help them more deeply understand your own writing situation.

#### **b. The disadvantages of using pentd strategy in writing recount text are:**

1. It can make the students have difficulty in thingking what topic that you want to write, because this is individual work.
2. The students cannot manage the time, so when to time is up, they have not

finished yet, because individual work can spends the time

## B. Related Study

1. Masitah, 2017 entitled : **“Improving students’ achievement in writing recount text by using transitions-actions-details (tad) strategy at Mtsn Negeri Besitang”** This research was aimed find out the improvements of the students’ achivement in writing recount text by using Transitions- Actions- Details Strategy. The subjects of the research were 36 students of VIII 2 class at MTsN Besitang in the academic year of 2016/2017. This reseach was conducted by using classroom action research. The data were collected by observing the teaching and learning process during the implementation of the action, interviewing the students and the English teacher, giving pre-test and post-test to the students, and taking pictures of the teaching and learning process. The data were in the form of interview transcripts, field notes, and students’ writing. The result of the data analysis showed that there were improvements of students’ writing achivement from each cycle. It was showed from the mean score of pre-test about 35,73. After Transitions-Actions Details Strategy implemented in the cycle I, there were improvements in the result of students’ writing about 56,17 and for the cycle 2 after reflection there were improvement of students mean score about 69,82. Moreover in the pre-test there was 0% student can pass the minimum criteria. In the post test 1 there were 16,67 % (6 from 36 students) can pass the minimum criteria. In the post test II there were 52,78% (19 from 36 students) can pass the minimum

criteria. Therefore, the total 1 percentage of the improvement from the pre-test to post test II about 95,41%.<sup>21</sup>

2. The title of this study is “ **The ability in writing the generic structure of recount text of the second year students of Smp Swasta Diakui Adhyaksa 2 Kupang in The Academic Year 2011/2012**”. The statements of problem of this study are (1) Are the second year students of SMP Adhyaksa 2 Kupang able to write Generic Structure of Recount Text? (2) What is the ability level of second year students of SMP Swasta Adhyaksa 2 Kupang in writing the Generic Structure of Recount Text?. The objectives of this study are (1) To know whether the second year students of SMP Swasta Adhyaksa 2 Kupang are able to write the Generic Structure of Recount Text, (2) To know the ability level of the second year students of SMP Swasta Adhyaksa 2 Kupang in writing the Generic Structure of Recount Text. To collect the data, the writer used descriptive method. The instrument used in this study was writing test. The writer gave the text related to the recount text and the students were asked to write the generic structure of the text. Based on the data analysis, the second year students of SMP Swasta Adhyaksa 2 Kupang are able to write the Generic Structure of Recount Text and their level of ability is 75.25 and it is classified as good level. Based on the distribution of the students ability in writing the generic structure of recount text it can be seen that 4 (20 ) students were in excellent level,

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<sup>21</sup> Aini Masitah , (2017). *Improving students' achievement in writing recount text by using transitions-actions-details (tad) strategy at MTSN NEGERI BESITANG.*

12 (60 ) students got good level of ability, 4 (20 ) students got average level of ability, and there is no students got poor level of ability and very poor level of ability. The students, difficulties in writing the generic structure of recount text based on fluency are lack of vocabulary. The suggestions of the study are: the teacher should enrich her knowledge about writing the generic structure of recount text so the teaching activities dealing with the form of writing recount text can be successful.<sup>22</sup>

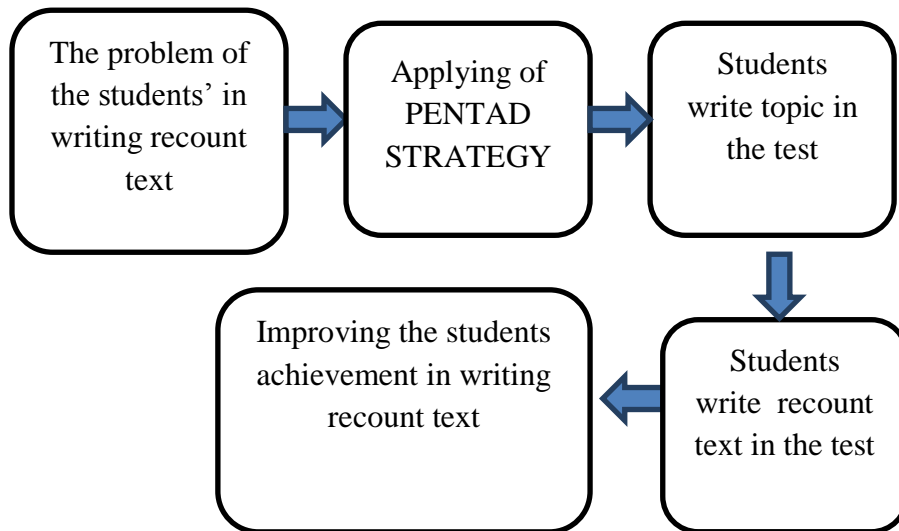
### C. Conceptual Framework

There are four skills in teaching English: writing, listening, reading and speaking which all of them have to be taught by the teachers at schools. Writing is one of language skills and productive skill that will be learnt by students in junior high school, senior high school, and University. Students will be able to express their ideas and feeling by English writing.

Recount is a piece of text that retells past events, usually in the order in which happened. There are many ways to improve the students ability to writing recount text, one of them is by applying Pentad Strategy. The Pentad Strategy will be provided the learning easily, the teachers will know the ability of each student. By applying pentad strategy the students can writing face problem when they are asked or write.

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<sup>22</sup>Bagung (2012). *The ability in writing the generic structure of recount text of the second year students of SMP DIAKUI ADHYAKSA 2 KUPANG.*



**Figure 2. Figure of Conceptual Framework**

#### **D. Hypothesis**

Based on though of framework, the matter becomes hypothesis in this research is formulated as follow “ Pentad Strategy can increase the students’ ability in writing subject at MAN BINJAI”.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This study in apply as classroom action research because it involved a substantive act with a research procedure to find the improvement. A classroom research was conducted because it gave the improvement of students' skill. Action research is a process in which participants examine their own educational practice systematically and carefully, by using strategies of research. It is based on the following assumption :<sup>23</sup>

1. Teachers and principals work best on problems, they have identified for themselves.
2. Teachers and principals become more effective when they encourage examining and assessing their own work and then they consider ways of working differently.
3. Teachers and principals help each other by working collaboratively.
4. Working with colleagues help teachers and principals in their professional development.

Classroom action research is different from the other conventional types of research. It is focused on individual small group profession conditional practice and it is not concerned with making general statements. It is more data based and systematic than reflection, but less formal and controlled than traditional research.<sup>24</sup>

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<sup>23</sup>Ferrance, (2000).*Action Research*, New York : Brown University, p.16

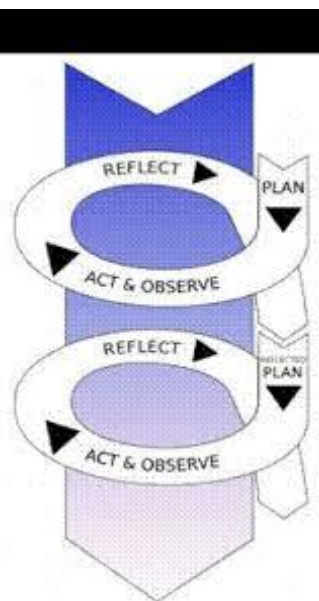
<sup>24</sup> Wallace,J.M.(1998)*Action Research for Language Teachers*.Cambridge: University Press. p.21

Instructors use data readily available from their classes in order to answer practical question about teaching and learning in their classroom. Therefore, it means that action research is done to improve aspects of teaching or to decide appropriates of certain activities or procedures. Action research has three conditions that must exist, namely :

- a. A project relates to a social practices.
- b. It processed through four steps namely, planning, acting, observing, and reflecting.
- c. It involves that responsibility for the practice in each moment of the activities, widening, participation in the project is gradually to include others affected by the practice and maintaining collaboration of process.

Related to this study the Pentad Strategy has helped the students in improving students' achievement in writing recount text. The students were asked to write recount text and develop their ideas by using pentad strategy.<sup>25</sup>

**Figure 3.1**The Action Research Cycles




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<sup>25</sup>Perinbanayagam, *The application of Pentad Strategy* (aces on June 17, 2003). P.26

### 1. Planning

Planning is the first step classroom action research. Planning is a step to prepare the classroom instructional strategy would be develop in the study to solve the instructional problems. The instructional strategy has been selected based on the belief that the strategy could theoretically solve the problems. In this step the researcher will plan detail about the activities will be done.

### 2. Acting

Acting is the second step after planning step to implementation the instructional strategy that has been planned. It means that acting is the step of implementation of all planning that has been arranged. At this stage, the researcher must master the instructional scenario before starting the implementation in class. In this step, the scenario of teaching and learning in writing recount through the application of pentad strategy is designed and implement in the process of teaching and learning in the classroom. After that, the researcher would ask the students to make their own recount writing by using pentad strategy.

### 3. Observing

Observing is the process of collecting data indicating the success of strategy in solving the classroom problems. The focus of observing is on the data relates to the criteria of success that has been decided. Oserving would be done during the classroom action researchis being done. In this case the writer would observe the students' problem in doing test.

### 4. Reflecting

Reflecting is a feedback process of the action. It means that reflecting is the

process of analyzing data to determine how far the data has shown the success of the strategy in solving the problem. It is used to help the teacher to make decision because the reflection is done in order to analyze the situation and make conclusion what to do next. In this case, the writer would reflect everything that has been done before. The reflecting process was based on the data such as written test, questionnaire sheet, observation sheet, and interview sheet. Then, based on reflecting process, the second cycle would be done by using the revision of first cycle.

### **B. Research Setting and Subject**

The researcher conducts the classroom action at MAN Binjai. The researcher chooses this setting because the geographical location is easy to reach by the researcher.

The subject of the research is students at the eleventh grade of MAN Binjai where total numbers are 36 students. This class will be chosen because the students' writing is low. To improve their writing, the application of pentad strategy was chosen in improving students' achievement in writing recount text.

The research has time schedule for doing the research and uses the time to do observation and getting familiar with school condition, doing the research, and analyze the result. The researcher did the research start from Juli 2018.

### **C. Data Collection**

Data collection is collecting information that relates to inquiry, information that be believed will respond to the research question. The data are not the answer to the research questions; they are the raw material out of which responses to the

question will probably emerge.<sup>26</sup>

For collection the data, the researcher uses four instruments:

1. Test will be used to know how far of the students skill in writing.
2. Observation sheet will be prepared to observe the situation and the problems will be found during the teaching-learning process.
3. Questionare sheet will be done to the students to investigate the improvement of teaching-learning process, and then it will be used to discover the feelings, problems, and other conditions of the students.
4. Documentation will be used to capture the students' activities with camera.

#### **D. Data Analysis**

Data analysis is an effort which is done by teacher and researcher to embrace the data accurately.<sup>27</sup> (Data analisis adalah sebuah usaha yang dilakukan oleh guru dan peneliti untuk merangkul data secara akurat).

In this research that related to the title, the writer focused on the writing descriptive text, so she more focused on the student's result of their writing. Because the researcher wants to know whether there is improvement after the students being taught using wholesome scattering game or no?

In knowing whether student's writitng of descriptive text is improve or not, the writer used the steps which were done by the writer in analyzing the result student's writing descriptive text. The researcher used the criteria of assessment, that is, since the content of students writing covered the generic structures, they

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<sup>26</sup> Donald Freeman,(2000).*Doing Teacher Research from Inquiry To Understanding*, Canada: Heinle And Heinle Publishe, p. 90.

<sup>27</sup>Igak Wadani And Kuswaya Wihardit, (2001).*Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara,p.189.

are identification and description. In generic structure of description consist of parts, qualities, and characteristics. In assessing the result of student's writing in descriptive text, the writer used the score as follows:

**Matrix of Assessment for Student's Writing in Recount Text<sup>28</sup>**

Score	Value	Description
80-100	Excellent	Describe all of the parts, qualities, characteristics completely
60-79	Good	Describes parts, qualities, and characteristics. Somewhat choopy-loosely
40-59	Fair	Fairly describe parts, qualities, and characteristics. Some are missing
20-39	Poor	Poorly describe; many parts, qualities, and characteristics are missing
0-19	Very Poor	Does not describe the parts, qualities and characteristics any more.

The steps of data analysis:

1. After the writer assessed the result of the student's writing in pre-test, he found the mean of it.
2. After that, the writer assessed the result of student's writing of each cycle, and found the mean of it.

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<sup>28</sup>Alice c. Omaggio,(2000)*Teaching language in context*, Heinle publishers, inc: boston, p. 266.

3. The last step is the writer compared the improvement of student's score on pre-test and each cycle.

In knowing the mean of the student's score, the writer used the following formula:

$$\text{Mean of student's score} = \frac{\text{Total score}}{\text{Number of students}}$$

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

Which: M: mean score

$\Sigma x$ : the total score

N: the number of subject

## E. Research Procedure

Before the procedure of data collection were begun, the writer would administer the test to identify the basic knowledge of students about writing recount. The procedures of data collection of the study were conducted by making two cycles. Each cycle also consisted of four namely planning, action, observation, and reflection.

### 1. CYCLE 1

#### a. Planning

Planning was the first step in classroom action research. Planning was a step to prepare the classroom instructional strategy to be develop in the study to solve the instructional problems. The instructional strategy had been selected based on the belief that the strategy could theoretically solve the problems. In this step the researcher planned detail about the activities

would be done.

The action in the planning step were the following :

1. Knowing the students' problem in teaching and learning recount writing in the classroom.
2. Analyzing the text book used in the school.
3. Making the lesson plan for every meeting.
4. Preparing the teaching facilities, for example color marker, dictionary, etc.
5. Preparing research instrument, such as questionnaire sheet, and observation sheet.
6. Designing the procedure of teaching and learning in writing recount through pentad strategy.
7. Preparing the test to measure the students' achievement in writing recount.

b. Acting

Acting was the second step after the planning step to implement the instructional strategy that had been planned. It meant that acting was the step of implementing of all planning that had been arranged. At this stage, the researcher had mastered the instructional scenario before starting the implementation in class. In this step, the scenario of teaching and learning in writing recount through the application of pentad strategy was designed and implemented in the process of teaching and learning in the classroom. After that, the researcher asked the students to make their own recount writing by using pentad strategy.

**Teacher's Activities**

1. Explained how to write good recount writing by giving a simple example from



teacher's experiences in daily life, and then explained the features based on the example.

2. Gave the time to the students to ask the part of the recount text which was not understood yet, discussing, and answering the questions.
3. Explained the way to narrow one given topic before writing recount by using pentad (asking actors, scenes, agencies, and purposes of the topic).
4. Gave the example of one topic, asking the students' to analyze and narrowed the topic, and guiding the students' how to use pentad strategy to analyze the topic.
5. Gave the time to the students' to ask question and answering the questions.
6. Administered assignment to write recount writing by giving one topic to the students' and asking to finished it in 45 minutes.
7. Asked to collect students' writing to be evaluated.

### **Students' Activities**

1. Listened and paid attention
2. Asked the question and discussing relating to the material until understand.
3. Listened and paid attention.
4. Analyzed and narrowed the example given topic by using pentad, following the guidance of the analysis such having some words that names the *act* (names what took place, in thought or deed), and another that names the *scene* (the background of the act, the situation in which it occurred); also indicating what person or kind of person (*actor/agent*) performed the act, what means or instruments he used (*agency*, and the *purpose*).
5. Asked the question.

6. Before starting to write, they analyzed and narrowed the given topic first by using pentad, and then writing recount based on the analysis in 45 minutes.
7. Collected their writings to be evaluated by the teacher.

c. Observing

Observing was the process of collecting data indicating the success of the strategy in solving the classroom problems. The focus of observing was on the data related to the criteria of success that had been decided. Observing was done during the classroom action research was being done. In this case the writer observed the students' problem in doing the text.

d. Reflecting

Reflecting was a feedback process of the action, it meant that reflecting was the process of analyzing data to determine how far the data had shown the success of the strategy in solving the problem. It was used to help the teacher to make decision because the reflecting was done in order to analyze the situation and make conclusion what to do next. In this case, the writer would reflect everything that had been done before. The reflecting process process was based on the data such as written test and questionnaire. Then, based on reflecting process, the second cycle was done by using the revision of the first cycle.

## 2. CYCLE II

Action research is cyclical. After cycle planning, action, observation, and reflection in cycle I, the writer decide whether she needed to do next cycle of action research or not. Cycle II will be done because there was insignificant improvement of students' achievement on writing recount text in the cycle I. Cycle II was done continuously to get satisfying result of the studying.

## **CHAPTER IV**

### **DATA ANALYSIS AND RESEARCH FINDING**

#### **A. The Data**

In this research, the data were analyzed from qualitative and quantitative ways. The qualitative data were taken from observation sheet, questionnaire sheet, and documentation. The quantitative data were taken from the mean of students score in taking test. This research was conducted in one class 36 students. This research was accomplished in two cycles. Each cycles consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pre-test in three meetings. The second cycle was conducted in one meeting. In the last meeting, the students were taken the test as the post test.

##### **1. The Quantitative data**

The quantitative data were taken from the result, which was carried out in two cycles, there were four meetings were conducted. The test was given to the students in forms of pre-test, post test of cycle I and cycle II. The result of the students' score showed consistent improvement. The improvement of the students' score in writing recount text by using students diary could be seen in table 1.

##### **2. The Qualitative Data**

The qualitative data was taken from observation sheet, questionnaire sheet, and documentation. Observation sheet was

used to investigate the situation and the problem found during teaching and learning process. Questionnaire sheet was used to gave question to know how the difficulties in teaching learning. Documentation was used to know how the event in teaching learning process in the class. By using observation sheet, questionnaire sheet, and documentation it could be seen whether there were significant improvement both on teacher improvement in teaching writing and students' achievement in writing.

For collection the data, the researcher uses four instruments:

- Test will be used to know how far of the students skill in writing.
- Observation sheet will be prepared to observe the situation and the problems will be found during the teaching-learning process.
- Questionare sheet will be done to the students to investigate the improvement of teaching-learning process, and then it will be used to discover the feelings, problems, and other conditions of the students.
- Documentation will be used to capture the students' activities with camera.

## **B. The Data Analysis**

### **1. Analysis of Quantitative Data**

The increasing of students' achievement in writing recount text by using Pentad Strategy can be seen from the mean of the students from the pre-test, post tes I. and post test II as follow :

**Table 1.****The score of the students from pre-test, post test cycle I, and post test cycle II**

<b>No.</b>	<b>Initial Name</b>	<b>Pre-Test</b>	<b>Post Test Cycle I</b>	<b>Post Test Cycle II</b>
1.	AA	85	87	90
2.	AD	78	90	95
3.	AM	30	90	90
4.	AP	70	80	90
5.	ARF	30	40	95
6.	AS	70	92	94
7.	AW	40	60	90
8.	AWP	79	80	90
9.	AY	70	92	95
10.	CA	35	60	80
11.	CK	60	80	80
12.	DAN	60	90	90
13.	DP	38	90	90
14.	FA	20	80	92
15.	IA	75	90	90
16.	KM	90	90	90
17.	LH	60	60	70
18.	MF	80	90	90
19.	MFH	60	60	82
20.	MRF	85	95	95

21.	MRR	90	90	95
22.	MSA	20	39	39
23.	NA	70	82	95
24.	NF	39	40	80
25.	NHN	50	70	95
26.	NM	75	80	95
27.	NN	60	60	80
28.	NT	95	95	95
29.	PNS	60	65	95
30.	PS	70	75	95
31.	RA	75	93	95
32.	RG	79	80	90
33.	SAG	40	50	50
34.	SOA	50	80	90
35.	SY	39	90	95
36.	YR	38	40	80
	<b>Total (<math>\Sigma x</math>)</b>	<b>2165</b>	<b>2815</b>	<b>3142</b>
	<b>Mean (X)</b>	<b>60,13</b>	<b>78,19</b>	<b>87,27</b>

From the data in the table above. It can be seen that the mean of the students' score by using Pentad Strategy kept increasing. In pre-test became 60,13. Then, In cycle I 78,19. Then, In cycle II it was improved became 87,27. The fact showed that the students' score in writing recount text was improved after the students have been taught by using Pentad Strategy.

It can be concluded that the students in writing recount text recount text by using Pentad Strategy diary had increased from 60,13 to 87,27. The calculation of students' mean score can be seen in the following.

Following was applied :

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

Where :

X = Mean of the students' score

$\sum x$  = Total score of the students

N = Number of the students

The improvement of the students' score kept growing from the pre-test until to post test II. In the pre-test, the total score of the students was 2165 and the number of students who took the test was 36 students, so the mean of students was :

$$X = \frac{2165}{36} = 60,13$$

In the post test I in the first cycle, the total score of the students was 2815 and the number of the students who took the test was 36, so the mean of the students was :

$$X = \frac{2815}{36} = 78,19$$

In the post test II in the second cycle, the total score of the students was 3142 and the number of the students who took the test was 36, so the men of the students was :

$$X = \frac{3142}{36} = 87,27$$

The number of the students who were competent in writing recount text was calculated as follows :

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

Where :

P = Percentage of students who get point 75 up

R = Number of students who get point 75 up

T = Total number of students who do the best

$$P1 = \frac{12}{36} \times 100\% = 33,33\%$$

$$P2 = \frac{24}{36} \times 100\% = 66,66\%$$

$$P3 = \frac{33}{36} \times 100\% = 91,66\%$$

The students were said mastering the lesson if they got score up to 75. The percentage of the students who got score up to 75 also showed the improvement of students' score from the first meeting to the last meeting.



**Table 2. The percentage of students who got score up to 75**

Test	Student got score of over 75	Percentage
Pre-Test	12	33,33%
Post-Test Cycle I	24	66,66%
Post- Test Cycle II	33	91,66%

Based on the table above, result showed the improvement of students' score from the pre-test to post test cycle II. In the pre-test, students who got up 75 there were only 12 of 36 students (33,33%). In the post-test of cycle I, students who got up 75 there were 24 of 36 students (66,66%). It means that was improvement about 33,33%. In the post test of cycle II, students got up 75 there were 33 of 36 students (91,66%). The improvement was about 25%. The total improvement of the students' score pre-test to post test of cycle II was 58,33%.

#### 1. Analysis of Qualitative Data

The qualitative data were taken from observation sheet, questionnaire sheet, and documentation that gained in two cycle.

##### a. Observation sheet

Based on the observation sheet, the researcher could manage the classroom effectively. Observation sheet were used to identify all the condition that happened during teaching and learning process. The researcher gave enough chance for the students ask question or comment related to the material given. The researcher also motivated

the students to show how their best writing in recount text. The students listened and paid attention to the researcher introduction and explanation. In the cycle II, most of them brought dictionary and used it to help them in writing recount text. The students gave good response to the activities in the classroom and they left interested.

b. Questionnaire sheet

The questionnaire sheet were gave question to know all the things that continued the researcher personal evaluation about all the situation of the class during teaching-learning process related to progression achieve.

c. Documentation

The documentation used in the form of capturing an image or picture of learning and teaching in the classroom using a digital camera. Here researcher seek assistance from one teacher to take a picture of the teaching and learning activities.

**C. Findings**

The result was indicated there was an improvement on the students' achievement in writing recount by using Pentad Strategy. It could be seen by the fact of the mean that students' score in each cycle increased. The mean of pre test 33,33%. The mean of post test I was 66,66%. The mean of post test II was 91,66%.

The percentage of the students who get point up 75 grew up also. In pre-test, students who point got up 80 were only 12 of 36 students

33,33%, in the post test I, there were 24 of 36 students 66,66% and then, in the post test II, there were 33 of 36 students 91,66%.

The researcher organized all the qualitative data from all meetings. In every cycle, the writer conducted writing test. From the first test, it was found that the students' achievement in writing recount text was still low. They were confused how to write down the sentence in experience using English language. Next, the first cycle of classromm action research was conducted and students were given treatment an experience at first time. Although they still have problem, the result of second test was better that first test. After the researcher did the second cycle, the result was better than first cycle.

The researcher also analyzed the qualitative data which were taken from observation sheet, questionnaire sheet, and documentation. Observation sheet result showed that the students gave good response and good attitude during the teaching process. Questionnaire sheet showed that they understood about Pentad Strategy in writing Recount text and helped them answered the resercher's question. And the last documentation showed the activity in the class. These all qualitative data supported the researcher finding which is based on the qualitative data. Based on the quantitative data, it found that application Pentad Strategy had succesfully improved students' achievement in writing recount text.

#### **D. Discussion**

The research was conducted to find out the improving of the students' achievement in writing recount by using Pentad Strategy. Pentad

was one of strategy that could make the students easier in learning writing especially recount text.

This research has proved the effectiveness of applying Pentad Strategy. It was shown in the table 2 of the improvement of students' score of the pre-test until post test II. It was because the research controlled the class better and directly admonished the students who were noisy so the class was quieter and also provided more interesting activity in cycle II. The effect for the students in using Pentad Strategy was easier in learning process. And the teacher was better and easy the implementation Pentad Strategy in teaching writing recount text.

Based on the result of quantitative data, the result showed that students' achievement in writing recount improved. The score was higher for each meeting in the test. It was proven by fact that the mean of the score each test increased. The mean of the pre-test was 60,13. It was very low because there was only 6 students who got score point up to 75. The mean of the post test of cycle I was higher 78,19. It was higher than pre-test. The mean of the post test of cycle II was 87,27. It was higher than the post test of cycle I. Then, the percentage of the students who got score point up to 75 in the pre-test was 12 students of 36 (33,33%). The percentage of the students who got score point up to 75 in the post test of cycle I was 24 students of 36 (66,66%). The percentage of the students who got score point up to 75 in post test of cycle II was 33 students of 36 (91,16%).

The improving of the percentage from pre test of cycle I was 33,33% and from the post test of cycle I to the post test of cycle II was 25% so the total improvement was 58,33%.

The qualitative were taken from observation sheet, questionnaire sheet, and documentation. It was found that the class was effectively. Qualitative data also the improvement of the teacher's and students' activities during teaching learning process.

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND SUGGESTION

In this chapter the researcher presents three different points. They are conclusion, implication, and suggestion. Each point is describe as follows.

#### A. Conclusions

This research belongs to action research. The actions of the research were implemented in English class at MAN Binjai. It started from Juli to August 2018. The involved participants of this research were the researcher, the English teacher, and the students of XI-MIA3 of MAN Binjai.

This research had attained some data that were related to the use of Pentad Strategy in improving students' writing skill on recount text. According to data analysis conducted in this research, the applications of Pentad Strategy is believed to be helpful to improve students' writing skills.

In cycle I, the students showed the improvement on their writing skills especially in terms of content and organization aspects. The use of *Pentad Strategy* helped them to generate and share ideas among peers during the process of writing. Some of them also showed different attitude toward the teaching and learning process. Their motivation toward learning also increased.

In cycle II, the activities conducted had also created sudents' involvement. Their collaboration supported them to get more knowledge on the aspects of writing. They could produce a better text as well. Besides, they also showed greater motivation to follow the teaching and learning process.

Moreover, the different kinds of data were also gained to support the result of this research. The data consisted of qualitative and quantitative data..

In terms of qualitative data, the researcher found the result as follows.

1. The students have better attitude toward writing recount text.
2. The students have better social interaction with their friends when they taught writing recount.
3. The students get better understanding on the process of writing recount text.
4. The students have better performance on identifying the element of recount texts is better that the former performance before writing recount text by using Pentad Strategy.
5. The students have better writing skill and they can reduce the mistake made during the process writing.

In terms of quantitative data, the improvements of students' achievement can be seen from the result pf students' writing score. Based on the result shown in this research, the mea score of students' writing skills increases in each cycle.

## **B. Implications**

According to the research findings, the implementation of *Pentad Strategy* brought some improvements the writing skills of the students of MAN BINJAI, especially the students of XI-MIA3 class. By implementing pentad strategy in the classroom activities, the students were offered the oppurtunity to gave and received immediate feedback on language used on their writings that might be missing when they work individually. Likewise, pentad strategy also enhanced

and stimulated students' motivation in improving the writing students achievement in writing because they can developing their ideas. Therefore, it showed that *Pentad Strategy* was also good for the added focus writing in teaching learning process.

Moreover, the activities during implementing Pentad Strategy helped the students to involve actively in the classroom. It made the teaching-learning process became far from being teacher-centred because *Pentad Strategy* provided the students to developing their own ideas. During this process, the students exchanged their ideas and knowledge. Therefore, it can be concluded that pentad strategy was also goo the betterment of developing the writing of the students.

### C. Suggestion

After conducting this action research, the researcher the suggestion for English teacher and other researcher as presented below :

#### 1. For the English Teacher

It is quite important for the English teacher especially the English reacher in MAN BINJAI to improve writing skills. The teacher needs to arrange certain that make the students work actively and will not get them bored during the teaching and learning process. It is better for them to employ *Pentad Strategy* when they teach writing to the students.

#### 2. For Other Researcher

It is considered that this research only given an emphasis on students' in recount texts. Therefore, the other researchers may conduct research



on other genre of texts which can improved their writing skill and also enrich their knowledge in different kind of both factual and literary texts.

3. For students

This involves teachers and students simultaneously collecting and analyzing students learning information to determine where students are and where they need improvement.

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## Appendix I

### Lesson Plan of The First Cycle

School	: MAN Binjai
Subject	: English
Class/Semester	: XI/Second semester
Competence Standard	: Write the simple functional text of descriptive text based on the
Basic Competence	: Write the simple text of descriptive accurately, fluently based on the
Indicator	: - Understand about descriptive text (definition, generic structure, and significant lexicogrammatical features)  - Write the descriptive text covers the parts, qualities, and characteristics of the objects.
Genre	: Recount text
Skill	: Writing
Time allotment	: 2 X 45 minutes

#### I. Objectives of Study

Students should be able to:

1. Know about recount text
2. Write the recount text according to the generic structure on the organization that covers the parts, qualities, and characteristics of the objects.

**II. Material** : Recount Text

**III. Method** : Direct Method

**IV. Teaching and Learning Activity**

**1. Opening**

- Teacher opens the lesson by greeting the students
- Teacher checks the student's attendance

**2. Activities**

a. BKOF (Building Knowledge Of Field)

- Teacher gets student's interest by asking some questions about the topic
- Teacher reviews the previous lesson

b. MOT (Modeling Of Text)

- The teacher explains about the descriptive text including : definition, generic structures, and lexico grammatical features.
- The teacher gives an example of recount text related to surroundings of school

c. JCOT (Join Construction Of Text)

- The teacher dictates the key words to the students
- The students are asked to write the key words (three students in front of class and the others in their seat)

- After that, the students are asked arrange and organize those words that have given by teacher (in pair)
  - The teacher guides the students in writing
- d. ICOT (Individual Construction Of Text)
- Teacher gives evaluations test individually
  - Students do the test

### 3. Closing

- a. The teacher asks to the students about the material that had been given
- b. The teacher gives feedback
- c. The teacher closes the class and gives the homework

## V. Teaching Aid

-book

-paper

-exercise

## VI. Resources

- Text book : Tri Indaryati, English Alive: Grade X for senior high school, Jakarta: Yudistira, 2010.
- LKS ( Student's worksheet)

## VII. Assessment

1. Form : Written test
2. Technique : Student's writing their selves using Pentad Strategy
3. Instrument :
4. Aspects to assessed :

The generic structure of recount text is shown in the following table:

Generic structure	Function
Identification	Identifies Phenomenon to be described
Description	Describes parts and qualities.

The Assessment for student's writing organization:

Score	Value	Description
5	Excellent	Describe all of the parts, and characteristics completely
4	Good	Describe parts, and characteristics. Somewhat choppy-loosely
3	Fair	Fairly describe parts, qualities, and characteristics. Some are missing
2	Poor	Poorly describe, many parts, and characteristics
1	Very poor	Does not describe the parts, qualities, and characteristics anymore

Binjai , April 2018

The researcher

Nessy

NIM : 34141021

## Appendix II

### Lesson Plan of The Second Cycle

School	: MAN Binjai
Subject	: English
Class/Semester	: XI/Second semester
Competence Standard	: Write the simple functional text of recount text based
Basic Competence	: Write the simple text of recount accurately, fluently based on the key words.
Indicator	: - Understand about recount text (definition, generic structure, and significant lexicogrammatical features)  - Write the recount text covers the parts, qualities, and characteristics of the objects.
Genre	: Recount text
Skill	: Writing
Time allotment	: 2 X 45 minutes



## **I. Objectives of Study**

Students should be able to:

1. Know about Recount text
2. Write the Recount text according to the generic structure on the organization that covers the parts and qualities.

## **II. Material : Recount Text**

## **III. Method : Direct Method**

## **IV. Teaching and Learning Activity**

### **1. Opening**

- Teacher opens the lesson by greeting the students
- Teacher checks the student's attendance

### **2. Activities**

#### **a. BKOF (Building Knowledge Of Field)**

- Teacher gets student's interest by asking some questions about the topic
- Teacher reviews the previous lesson

#### **b. MOT (Modeling Of Text)**

- The teacher explains about the descriptive text including : definition, generic structures, and lexicogrammatical features.
- The teacher gives an example of descriptive text related to surroundings of school

#### **c. JCOT (Join Construction Of Text)**

- The teacher dictates the key words to the students

- The students are asked to write the key words (three students in front of class and the others in their seat)
  - After that, the students are asked arrange and organize those words that have given by teacher (in pair)
  - The teacher guides the students in writing
- d. ICOT (Individual Construction Of Text)
- Teacher gives evaluations test individually
  - Students do the test

### **3. Closing**

- d. The teacher asks to the students about the material that had been given
- e. The teacher gives feedback
- f. The teacher closes the class and gives the homework

## **V. Teaching Aid**

-book

-paper

-exercise

## **VI. Resources**

- Text book : Tri Indaryati, English Alive: Grade X for senior high school, Jakarta: Yudistira, 2010.
- LKS ( Student's worksheet)

## **VII. Assessment**

1. Form : Written test
2. Technique : Students' writing their selves using Pentad Strategy
3. Instrument : Writing Recount Text

## 4. Aspects to assessed :

The generic structure of Recount text is shown in the following table:

Generic structure	Function
Identification	Identifies Phenomenon to be described
Description	Describes parts and qualities.

The Assessment for student's writing organization:

Score	Value	Description
5	Excellent	Describe all of the parts, and characteristics completely
4	Good	Describe parts, and characteristics. Somewhat choppy-loosely
3	Fair	Fairly describe parts, qualities, and characteristics. Some are missing
2	Poor	Poorly describe, many parts, and characteristics
1	Very poor	Does not describe the parts, qualities, and characteristics anymore

Binjai , April 2018

The researcher

Nessy

NIM : 34141021

**Appendix III**

**Pre-test of The Pre-Cycle**

**Instruction :**

Write your own Recount text, based on your experience.

A large rounded rectangular box with a solid black border. Inside the box, there are 18 horizontal dotted lines spaced evenly, providing a guide for writing a recount text.

**Appendix IV****ASSESSMENT SHEET (post tests – cycle 1 )**

Subject : English

Material : Recount Text

Class : XI MAN BINJAI

Direction :

1. Write down your name in the above of paper sheet
2. Write down your birthday party experience refers to the recount text by using Pentad Strategy.

**Appendix V****ASSESSMENT SHEET (post tests – cycle 2)**

Subject : English

Material : Recount Text

Class : XI MAN BINJAI

Direction :

1. Write down your name in the above of paper sheet
2. Write down your unforgettable experience about your holiday refers to the recount text by using Pentad Strategy.

## **Appendix VI**

### **The key Answer of Pre-Test**

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation. First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves, we went to Tanah Lot. We met so many other tourists there.

They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Bena beach. We played so many water sports such as banana boat, jetsky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkies. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

## **Appendix VII**

### **The key Answer of Post-Test I**

#### **Orientation**

Three days ago, I went to the traditional market to buy some fruits and vegetables. In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to take closer and see. A few minutes later, police came and took him.

#### **Event**

I asked to the fruit seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hardly.

#### **Reorientation(closure)**

It was a pity event and I hoped it would never happen again.



## **Appendix VIII**

### **The key Answer Post Test II**

#### **My Seventeen Birthday Party**

##### **Orientation :**

The day that I will never forget in my life in my birthday. I celebrate my 17<sup>th</sup> birthday last month in my sweet home, it was fun and really unforgettable.

##### **Events :**

I was very fun when I had my birthday party. I invited some friends over. When the time for the party came, I began to put on my fancy dress, which was special to have been design.

I went into the room where everybody was waiting for me. I saw lots of smiles and heard hands clapping while singing 'happy birthday to you'. In addition, I saw many lovely presents on the table with colorful tapes on. While I was standing in the middle of the room, some girls have nice kisses on my cheeks after the song was over. I was really happy then.

A view minute later, my parents who were very nice their smiles brought me a nice birthday cake with 17 candles on, to mark that I was completely 17 grown up now. Before I cut the cake, I blew out the candles. Though I felt uneasy as many eyes were staring on me, I could manage to blow them out. While some friends were waiting to taste, I cut the cake into some pieces for them.

The music was played and some friends came up walking into the middle of room. One by one, they began to sing different songs for me. I was very happy when my boyfriend sang me a love song ; "The Power of Love ", and gave me soft kisses on my fingers and my cheeks.

**Re-orientation(closure)**

It was really fun, although I had to spent much money. I was really glad and will never forget it. I hope that I can do the more in the coming celebration.

## Appendix IX

### The score of the students from pre-test, post test cycle I, and post test cycle II

No.	Initial Name	Pre-Test	Post Test I	Post Test II
1.	AA	85	87	90
2.	AD	78	100	100
3.	AM	30	90	90
4.	AP	70	80	90
5.	ARF	30	40	95
6.	AS	70	92	94
7.	AW	40	60	90
8.	AWP	79	97	97
9.	AY	70	92	95
10.	CA	35	60	80
11.	CK	60	80	80
12.	DAN	60	90	90
13.	DP	38	90	90
14.	FA	20	80	92
15.	IA	75	90	90
16.	KM	90	90	90
17.	LH	60	60	70
18.	MF	80	90	90
19.	MFH	60	60	82
20.	MRF	85	95	95

21.	MRR	90	98	98
22.	MSA	20	39	39
23.	NA	70	82	100
24.	NF	39	40	80
25.	NHN	50	97	100
26.	NM	75	96	97
27.	NN	60	60	80
28.	NT	95	95	95
29.	PNS	60	90	100
30.	PS	70	80	100
31.	RA	75	93	95
32.	RG	79	80	90
33.	SAG	40	50	50
34.	SOA	50	80	90
35.	SY	39	90	95
36.	YR	38	40	80
	<b>Total (<math>\sum x</math>)</b>	<b>2165</b>	<b>2833</b>	<b>3179</b>
	<b>Mean (X)</b>	<b>60,13</b>	<b>78,69</b>	<b>88,30</b>

## Appendix X

### Observation Sheet

FOCUS	DESCRIPTION	Cycle 1		Cycle II	
		Yes	No	Yes	No
T E A C H E R	The teacher comes to class on time				
	The teacher greets the students				
	The teacher motivates the students ( the teacher gives the brainstorming to the students)				
	The teacher do apperception ( teacher gives the warming up about the topic to the students)				
	The teacher gives the instruction clearly				
	The teacher is serious in the learning process (teacher gives full attention to the students during teaching and learning process)				
	The teacher gives task to the students				
	The teacher monitors all the groups or individual working ( the teacher as mediator and gives attention to each pairs or individual and also help them if they face some problems in doing the task )				
	The teacher concludes the material				

S T U D E N T	The students come to the class on time.				
	The students answer the teacher's greeting.				
	The students pay attention to the teacher explanation				
	The students give question towards the teacher's explanation.				
	The students do the teacher's instruction truly				
	The students make a noise in the class (sometimes there are some students who do not pay attention to the teacher and disturb other students).				

S i t u a t i o n  o f t h e  C  L  A  S S  M  A  T  E  R  I  A  L	The students do the task actively and seriously. ( students should be responsible to their group or individual task given by the teacher).				
	The students do all the tasks cooperatively.				
	The classroom is clean				
	The classroom is far from crowded ( the class is safety from crowded during the teaching learning process )				
	The classroom facilities are still in good condition. (the facilities such as : black/white board, chalk/ board marker, table, chair, etc are still good condition).				
	The material is taught directly by the teacher				
	The material is provided as interesting as possible.				
	The material is served in a good preparation				
	The material explained well				
The material served systematically.					

## Appendix XI

### The Questionnaire Sheet

No.	Pernyataan	Sangat tidak setuju	Tidak setuju	Setuju	Sangat setuju
1.	Saya suka pelajaran Bahasa Inggris.				
2.	Saya suka pelajaran bahasa Inggris khususnya writing skill.				
3.	Dalam pelajaran menulis bahasa Inggris saya mengalami kesulitan.				
4.	Media dan teknik yang digunakan oleh guru saya dalam mengajarkan menulis recount text menyenangkan.				
5.	Menulis recount text itu sulit.				
6.	Saya menyukai pembelajaran menulis narrative text dengan menggunakan pentad strategy				
7	<i>Pentad Strategy</i> sangat tepat diterapkan untuk pembelajaran menulis khususnya dalam menulis				

	recount text.				
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## Appendix XII

### Documentation





