



**USING FACEBOOK CLOSED GROUP TO IMPROVE THE STUDENTS'  
WRITING SKILL IN RECOUNT TEXT AT TENTH GRADE STUDENT OF  
SMK ISTIQLAL DELI TUA**

*(A Classroom Action Research at SMKS Istiqlal Deli Tua)*

**A THESIS**

*Submitted to Tarbiyah and Teachers' Training Faculty of State Islamic University of  
North Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree  
of Sarjana Pendidikan*

**By**

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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
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MEDAN  
2019**



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**SURAT PENGESAHAN**

Skripsi yang berjudul : “Using Facebook Closed Group to Improve the Students’ Writing Skill on Recount Text at Tenth Grade Student of SMK Istiqlal Deli Tua” oleh Artha Nirmala Br. Raja Guk-Guk, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

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

Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

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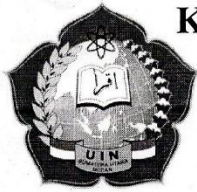
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*Assalamu'alaikum Wr Wb*

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Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMK Istiqlal Deli Tua, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

**USING FACEBOOK CLOSED GROUP TO IMPROVE THE STUDENTS' WRITING SKILL IN RECOUNT TEXT AT ELEVENTH GRADE STUDENTS OF SMK ISTIQLAL DELI TUA**

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

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*Dengan hormat,*

Berdasarkan Surat Nomor. B-11073/ITK.V.3./PP.00.9/09/2019 tanggal 13 September 2019 perihal Izin mengadakan Riset maka dengan ini kami **SMK SWASTA ISTIQLAL DELITUA**. Pada prinsipnya menerima / menyetujui mahasiswi Ibu untuk Izin Penelitian. Adapun Mahasiswi tersebut adalah :

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Judul :

**“Using Facebook Closed Group To Improve The Students’ Writing Skill In Recount Text At Eleventh Grade Students Of SMK Istiqlal Delitua”.**

Demikianlah surat balasan ini disampaikan atas perhatian Bapak kami ucapkan terima kasih.



Delitua, 14 September 2019  
Kepala Sekolah,

**Dra. ROSMIDAR**

## ABSTRACT

**Artha Nirmala Br. Raja Guk-Guk. 34151003. ‘Using Facebook Closed Group to Improve The Students’ Writing Skill in Recount Text at Tenth Grade Students of SMK Istiqlal Deli Tua’. A Skripsi. English Education Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatera.**

This research was aimed to find out the improving students’ writing skill in recount text by using facebook closed group. The subject of this research was the tenth grade of SMK Istiqlal Deli Tua 2019 academic year. It has consisted of one class and 32 students as respondents. The method of this research was classroom active research (CAR) that consisted of 2 cycles. The data used in this research were quantitative and qualitative data and the instruments of collecting data were used such as Pre-test and Post-test, interview, observation sheet, researcher notes and photography evidence. Quantitatively, the data was obtained from the students’ score of test. The result of the test of pre-test showed that the mean of students’ score was 54,43 which only 23,07% or 6 from 32 students who passed the minimum passing grade (MPG). In the cycle I there were 11 or 52,38,5% who improved and the mean score was 66,4. Meanwhile In the cycle II, the students’ mean score was 76,31 which indicate that 26 students or 76,93% passed the MPG. Qualitatively, the data was taken from observation, researcher notes and interview. In observation, the researcher observed the situation and the condition before and after the treatment. While in interview, the researcher asked some question to the teacher and the students about their feeling or responds before and after doing the treatment. Based on the result of data analysis there was improvement on student’s writing recount text in each cycle and strengthened by the observation, researcher notes and the interview that showed the condition or situation of the students were motivated, interested and enthusiastic during the teaching and learning process which means that the facebook closed group could improve the students’ skill in writing recount text.

**Keywords:** *Facebook Closed Group, Recount Text, Writing.*



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The aim of finishing this thesis is a partial fulfilment of the requirement for S-1 program English Department, Tarbiyah and Teachers Training, The State Islamic University of North Sumatera. The researcher conducts this thesis under the title “Using Facebook Closed Group to Improve The Students’ Writing Skill on Recount Text at Tenth Grade of SMK Istiqlal Deli Tua”. Writing this thesis is not easy. It spends much time and energy to complete it. Without helping and encouragement from the people, this thesis would not be completed. I realized that would never finish this thesis without helping of some people around me therefore, I would like to express my sincere gratitude to:

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Medan, 31 October 2019

The Researcher

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

The objective of teaching English writing of recount text for the tenth grade students of Vocational High School based on curriculum 2013 is that the students are expected to be able to write simple text about experiences, activities, events, by paying attention to social functions, text structure, and linguistic elements, correctly and in accordance with the context. Furthermore, in general, the objective of teaching English in Vocational High Schools is that the students are expected to have the ability to master basic English knowledge and skills to support the achievement of expertise program competencies and to master English in their respective departments to enter the workforce.

However, in reality, the objectives above are not achieved yet. It can be seen from the English language skills of vocational high students in general still not comply with the requirement of the job market. It can be proven through the mapping and testing of English language skills conducted by the International Test Center report in 2016, in the last 10 years the English language proficiency of vocational graduates on average is still under the demands of the world of the workplace.<sup>1</sup> The condition of English language proficiency of vocational students with a broader scale has been mapped by the International Test Center in 2017 using the VIERA (Vocational

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<sup>1</sup> Direktorat Pembinaan SMK, *Strategi Implementasi Revitalisasi SMK Melalui Bilingual Learning Ecosystem Untuk Sekolah Menengah Kejuruan*, (Komplek Kementerian Pendidikan dan Kebudayaan Gedung E, Lantai 13 Jalan Jenderal Sudirman, Senayan, Jakarta. 2017). p. 35

Institutions English Readiness Assessment) which involves more than 100 thousand grade XII students throughout Indonesia. The results obtained show that more than 70% of SMK students are predicted to have not been able to reach the Intermediate level.

One of the underlying reasons why the English skill of vocational high school students are very weak is the less of meeting for English subjects at school. Considering the time given by the national education curriculum rules, vocational high school students only get two meetings in one week for English subject. The time given by national education curriculum rules is now felt to be very insufficient. To be able to master English with only 2 hours of meetings in one week is felt very hard for teachers to be able to provide significant learning outcomes.

This is further reinforced by the results of interviews by the researcher with the teacher of English Language subject in the 10th Grade of SMK Istiqlal Deli Tua. From the results of the interview, that is true some students have low skill in writing. As stated by Fithriani that For L2 learners, the difficulty in L2 writing is doubled because they need to transfer ideas from their first language into the target language and organize those ideas into new and different patterns than those in their first language L1.<sup>2</sup> And that's why most of the students were often make a mistake in writing. A common mistake that often occurs is the students do not change the form of the past into past tense. For example, a student wrote a sentence as follows "My mother cook fried rice for my birthday party last month.". It is not correct because the

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<sup>2</sup> Rahmah Fithriani, "Cultural Influences on Students' Perceptions of Written Feedback in L2 Writing", Journal of Foreign Language Teaching & Learning Volume 3, No. 1, January 2018, p. 1

verb “cook” is not changed into the past tense. The correct one should be, “My mother cooked fried rice for my birthday party last month.”.

The low skill in writing of the students are caused by many factors. They come from inside and outside of the students. From the inside of the students, the factor that can influence the students writing skill are motivation, interest, self-confidence. From the outside of the students, the factor that can influence the student writing skill are time, parents, friends, teacher and facility including media.

Media has an important role to achieve the teaching-learning goals. In using media, it makes teaching-learning in writing more effective to improve the students' knowledge. There are many media that can be applied to improve the students writing skill and one of them is facebook closed group. Smith and Hoyer<sup>3</sup> stated that facebook was found to be the most popular social media site used by students. Facebook as one of the social media can be used as useful and enjoyable media in teaching writing because it has features to support the teaching of writing, such as status, groups, notes, chats, page, and many more.

The researcher choose the facebook closed group as media to teaching writing is because it's useful to help the students to build their idea and increase their self-confidence. As stated by Rodliyah,<sup>4</sup> “Response from a student to journaling through Facebook is how it can boost his confidence to write. He used to be shy and unconfident to write because of fear of making a grammatical mistake.” Under this

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<sup>3</sup>Smith, NA & Hoyer, JR, *Teaching: A Facebook For Lesson-Sharing*, White Plains, NY: Pearson, 2019, p.5

<sup>4</sup>Rodliyah, *Using a Facebook Closed Group to Improve EFL Students' Writing*, p. 95



media, the teaching activities in facebook closed group by giving them the feedback about their writing on facebook closed group, the students can give comments about a certain topic which is discussed among them, so they can read the other opinions that are possible to enrich their opinions about the certain topic discussed. Those activities can be very helpful for the students in order to improve their writing.

The facebook closed group is easy to use and also efficient in time. According to Global Web Index, Facebook is the most widely used social media in Indonesia with 130 million user. It's indicated that at least 98% students in one class has facebook account. Considering the less of meeting for English subject, facebook closed is expected to help overcome these problems. By using facebook closed group, students and teachers can access it outside of school hours. This media creating online classes for learning.

The Facebook closed group also can improve the students writing skill because this media enables a fun learning environment. Facebook gives students the purpose of writing and gives students an active role before, during and after class. Facebook closed group provides several features such as; share pictures or videos to develop ideas into writing, comment section to communicate with the member. This media can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers. Facebook closed group helps students become better writers and helps teachers to be more interactive in their teaching.

Based on the background above, the researcher is interested in conducting research entitled **“Using Facebook Closed Group to Improve the Students’ Writing Skill in Recount Text at Tenth Grade Students of SMK Istiqlal Medan.”**

#### **B. The Identification of the Problem**

Based on the background of the problem described above, it can be identified several issues related to writing skill: Limited time for learning English was given to students’. The students don’t like writing because they think it is difficult. The teacher does not use interesting media, methods, and techniques in teaching writing. There are many problems that can be identified. Therefore the researcher would like to limit.

#### **C. The Limitation of the Problem**

From the identification of the problems that occurred above, it can be seen that there were many problems related to the students’ skill in learning writing. Thus, it so impossible to solve all the problems. This study would focus on improving the students writing skill in recount text by using Facebook Closed Group as media. The study will be conducted at tenth-grade students of SMK Istiqlal Deli Tua.

#### **D. The Formulation of the Problem**

Based on the background and identification of the problem, the researcher would like to formulate the problem as follows: “How can facebook closed group improve the students’ writing skill in recount text at the tenth grade of SMK Istiqlal Deli Tua in the academic year of 2018/2019?”

**E. The Objective of the Study**

Based on the formulation of the problem above, this study is aimed at whether facebook closed group can improve students' writing skill in recount text or not.

**F. The Significance of the Study**

The significance of the study will be useful theoretically and practically:

**1. Theoretical Significance**

Theoretically, this study is significant to enrich the theory of teaching writing.

**2. Practical Significance**

- a. For teachers, the finding of this research is expected to be one input to improve their teaching strategies and media, especially in teaching writing.
- b. For the students of English Education Department of Islamic State of. The findings of this study are expected to be useful readings to help increase reading material to write their thesis that related to the topic of writing skill and the use of the facebook closed group to improve writing skill.
- c. For another researcher, It can motivate different analysts to direct further investigations on the utilization of facebook closed group to improve the students skill in writing.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Framework**

In conducting research, theories are required to clarify some idea applied in research concerned. The following terms are used to some basic theories in relation to the study. Related to the study, the media is needed to help the writer improve the students' writing skill in recount text by using facebook closed group. In this case, the writer will present some theories related to this study in order to strengthen this research.

#### **1. Writing Skill of Recount Text**

##### **a. Definition of Writing Skill**

According to Abbas<sup>5</sup>, writing skills are the ability to express ideas, opinions, and feelings to other parties through written language. The accuracy of disclosure of ideas must be supported by the accuracy of the language used, vocabulary and grammar and the use of spelling. It means that writing skill is an ability that someone has to express the ideas through written language.

According to Tarigan<sup>6</sup>, writing skills are one of the productive and expressive language skills that are used to communicate indirectly and not face to face with other

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<sup>5</sup>Abbas Saleh, *Pembelajaran Bahasa Indonesia yang Efektif di Sekolah Dasar*, Jakarta: Dirjen Dikti Depdiknas, 2006, p. 125e

<sup>6</sup>Henry Guntur Tarigan, *Menulis sebagai suatu keterampilan berbahasa*, Bandung : angkasa, 2008, p. 3

parties.<sup>7</sup> It means that writing skill is a skill that used as a communication tool to communicate with others through written language without having to face others directly.

Furthermore, Sudaryanto<sup>8</sup> said that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. It means that writing is a skill of someone to express their feeling through written language or graphic symbols in order can be understood by others.

According to Harmer, writing is a basic language skill, as important as speaking, listening and reading. It means that students need to know how to write. Hammer, the process of writing can be represented below. There are four elements : (1) Planning, the writer has to start from planning. We must have a good plan to begin the writing. Planning relates to three main points: purpose, audience, and content structure, (2) Drafting, a series of strategies designed to organize and develop a sustained piece of writing, (3) Editing, editing relates to reflecting and revising. Describe revising as a way to improve or correct the draft. Competing of the last draft will be followed by re-examining and re-evaluating the draft itself, and (4) Final Drafting, written text that is ready to send to its intended audience. The final draft is the final product of written text. It can be a short story, article, book, newspaper, magazine and the other text.

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<sup>8</sup>Sudaryanto, *Peningkatan keterampilan menyusun wacana narasi melalui penerapan pendekatan ekletik*. Cakrawala Pendidikan. Th XX, No 1, 2010, p. 64



In the holy Al Qur'an, writing also one of the important skills that should be learned. There is a verse that states the existence of writing that be stated in Al-Qur'an that is:

Surah Al – Alaq: 4 – 5

الَّذِي عَلَّمَ بِالْقَلَمِ ۚ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning:

“Who has taught ( the writing) by the pen the first person to write was prophet ideas (Enoch) has taught man that which he knows not”.<sup>9</sup>

Allah the almighty also tells us to write and says in the Qur' an which in Q.S. Al-Qalam: 1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

The meaning: “Nun. By the pen and what they inscribe.”<sup>10</sup>

From some of the verses above, the researcher can conclude that people should study knowledge. The pen is not a creature but what can be written by the pen are many things that can be understood by human. Allah the almighty says that Allah the almighty has shown the oath with the phrase "qalam" and "something written" showing the importance of these two things, the magnitude of their influence and benefits in the fields of science, knowledge and cultural progress. This verse shows the advantages of writing tool/media.

<sup>9</sup>M. HabibShakir. *The Only Quran* Accessed 5 February 2018. Retrieved from ([http://www.theonlyquran.com/quran/Al-Alaq/English\\_M\\_Habib\\_Shakir/](http://www.theonlyquran.com/quran/Al-Alaq/English_M_Habib_Shakir/))

<sup>10</sup>Al-Qur'an, 68:1

From the definition above, the writer can conclude that writing skill is the way of express or sending a message in written language from the writer to the reader which becomes the part of language or language skills and it also means communication. In writing, there are 4 steps they are; planning, drafting, editing, and final drafting.

#### **b. Definition of Recount Text**

There are several definitions of recount text from several language experts. F. A Soeprapto and Mariana Darwis in their book *Linked to The World 1* said that “Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened”.<sup>11</sup> Another definition according to Mark Anderson and Kathy Anderson in their book *Text Types in English 3*, “Recount is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred”.<sup>12</sup>

From all definitions above, it can be concluded that recount text is a text tells about something occurred in the past in order to give information into chronologically of what had happened. In order words, recount text is a text type which retells past events chronologically in order to give information or entertainment. The linguistic features usually found in a recount text, they are <sup>13</sup> a) Focus on specific participants. b) Use of

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<sup>11</sup>F.A. Soeprapto and Mariana Darwis, *Linked to The World 1*, Jakarta: Yudhistira, 2006, p.

<sup>12</sup>Mark Anderson and Kathy Anderson, *Text Types in english 3*, p. 24.

<sup>13</sup>F.A. Soeprapto and Mariana Darwis, *Linked to The World 1*, p. 7.

material processes. c) Circumstances of time and place. d) Use of Past Tense. e) Focus on the temporal sequence.

## **2. Facebook Closed Group**

### **a. Definition of Facebook Closed Group**

According to Aragon in Pungky Ramadhani<sup>14</sup>, the facebook group is feature that is available on the social media site, Facebook. This feature allows for an unlimited number of members to participate, communicate and interact via post for a specific purpose. A Facebook group was created specifically for the purpose of providing students with space where they were in control of the content and the direction of their learning.

According to Yunus & Salehi<sup>15</sup>, the Facebook group is a feature that is available on the social networking site facebook in which unlimited number of members are allowed to participate, communicate and interact via post and chat-style for a specific purpose. Yunus & Salehi believes that facebook closed groups has the potential to give the youth what they desire, so to speak, with its interactive, easy-feedback features, and thus, create a positive environment that is encouraging and conducive for aiding the writing process for the young people of the Y-generation of today.

According to Hootsuite, There are three types of groups on Facebook: public, closed, and secret. Public groups are basically general admission. Everyone can find

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<sup>14</sup>Pungky Ramadhani, "Using Facebook Comments in Teaching Writing Skill", Proceedings of The ICECRS, Volume. 1 No. 3, 2018, p. 3

<sup>15</sup> Yunus, M. Md., Salehi, H. & Chenzi, C, *Integrating Social Networking Tools into ESL Writing Classroom: Strengths and Weaknesses*. English Language Teaching, Vol. 5 No. 8. Canada: Canadian Center of Science and Education, 2012 p. 87

and view the group without needing approval to join. Closed groups are more exclusive. Like public groups, everyone can search for and view the name, description and member list of a closed group. But users can't view the group's content until they become a member. To join a closed group you have to be approved by an administrator or invited by a current member. Secret groups offer the same level of privacy as closed groups under a cloak of invisibility. No one can search for secret groups or request to join them. The only way to get in is to know someone who can invite you. Everything shared in a secret group is visible only to its members.

From the definition above, the writer can conclude that facebook closed group is a facebook feature that functions as a place to share ideas between people with the same interests, and this function makes it possible to be utilized in a writing class as a place where students share their writing product to be reviewed and commented by other members of the group. The researcher chooses facebook closed group because it's more private to students, so students will not feeling burden writing on facebook closed group. It is expected that facebook group will be improving the students' writing skill.

#### **b. Principle of Facebook Closed Group**

There are theories related to facebook closed group, such as; online communication, the theory of writing and learning media. Online communication is any kind of communication between either individuals or organizations that occurs

on the internet.<sup>16</sup> It is a form of communication, using the various channels available on the Internet to communicate and interact online to relay a message to a targeted audience.

Writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete on the piece of paper. Writing gives a unique opportunity to explore ideas and acquire information. By writing, someone can express his thoughts more communicable to others.<sup>17</sup>

According to Hamalik<sup>18</sup>, learning media are tools, methods, and techniques used in order to better streamline communication and interaction between teachers and students in the process of education and teaching in school.

### **c. Design of Facebook Closed Group**

According to Rodgers<sup>19</sup>, design is the level of method analysis in which consider a) what the objectives of a method are; b) how language content is selected and organized within method, that is, the syllabus model; c) the types of learning tasks and teaching activities the methods advocate; d) the roles of learners; e) the roles of teachers; f) the role of instructional materials. It means that there are six items to

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<sup>16</sup>Daniel E. Palmer, *Handbook of Research on Business Ethics and Corporate Responsibilities*, USA: Kent State University, 2015, p. 5

<sup>17</sup> Ghazi Ghaith, *The Nature of Writing Process*. [online], Available at: <http://nadabs.tripod.com/Ghaith-writing.html> [retrieved on September 23, 2014]

<sup>18</sup>Aksa, *Classification and Characteristics of Historical Learning Media*, Indonesia; Mulawarman University, Banggeris Street, 89, 2017, p. 38

<sup>19</sup>Rodgers, *Approaches and Methods in Language Teaching*: Cambridge University Press, 1986.

design of facebook closed group, they are: learning objective, syllabus model, learning activity, the role of teacher, the role of students, and the role of material.

The objective of this study is to teaching writing to the students by facebook closed group. The students will know how to write the text and applicate what they had learned in their real life. The learning activity is required simply to write the text by using teacher's guidance by using facebook closed group in teaching-learning class.

The role of the students in learning writing is following the teacher's guidance and do what the teachers' said to write the text well. Harmer says that the age of our students is the major factor in our decisions about how and what to teach. People of different age have different needs, competences, and cognitive skills.<sup>20</sup> According to Brown<sup>21</sup>; young adults, "teens", and high school-age children were in ages range between twelve and eighteen. The "terrible teens" are age of transition, confusion, self-consciousness, growing, and changing bodies and minds.

The role of the teacher in teaching reading comprehension is as the centre to guide the students to write the text using facebook closed group guidance. An important role of a teacher is as a facilitator of the learning process. Harmer, says that there are several roles of the teacher in the teaching and learning process; controller, organizer, assessor, prompter, participant, resource, tutor, and observer.

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<sup>20</sup>J, Harmer, *The Practice of English Language Teaching (3rd edition)*, Edinburgh: Longman, 2001, p. 37

<sup>21</sup>H.D, Brown, *Principles of Language Learning and Teaching*, New York : Addison Wesley Longman, Inc, 2000, p. 91

The role of material in facebook closed group is using facebook closed group. Facebook closed group consist of a feature to make students comfortable to write. In the area of teaching the writing of the tenth-grade students' vocational high school, students are expected to be able to write a simple text about experiences, activities, events, by paying attention to social functions, text structure, and linguistic elements, correctly and in accordance with the context.

#### **d. The Procedure of Facebook Closed Group**

The use of Facebook in teaching writing should include the process of writing; they are pre-writing, drafting, revising, and editing. These are the explanation of how the process of writing is conducted in this study: the first step is pre-writing. In this stage can stimulate the students to get an idea for getting started. In this activity, the teacher asks the students to write recount text. The students have to collect the information in order to make them easy to write. Then they write ideas related to the topic which is given by the teacher. The topic should be interesting for the students.

The second step is drafting. The students are scrawling down the ideas that they have got in the previous stage. The students may not concern in the grammatical form, but they should focus more on finding the ideas to write. In this stage, they just write a rough draft that can be developed in the next stage.

The third step is revising. The students are asked to check the rough draft. They have to fix their writing before they submit to the facebook closed group. After they submit on the facebook closed group, the students have the opportunity to give

comments to their friends' writing. In this stage, the students are supposed to have experience with facebook closed group.

In the last step is editing. In this stage, the students can edit their writing depend on their friend's suggestions and corrections placed in the column of facebook comments about the content, organization, vocabulary, language use, and mechanics in their writing. After doing all of those stages, the students can submit their final writing on the facebook closed group.

#### **e. The Advantages and Disadvantages of Facebook Closed Group**

The use of facebook closed group can help the students easy to write. The researcher then also believes that facebook closed group, and specifically facebook comments, has the potential to improve students' writing skills by being the link between academic "writing" and outside "communication", providing learners with an authentic and personalized context in which to aid their writing. Facebook group provides opportunities for students to practice and improve their writing skills through facebook comments. Ramadhani<sup>22</sup> shows that the students are interested in response to their friends' comments posted on facebook group. They take every opportunity to practice their writing skills. Students also discover new sentence or writing structures by reading the comments from their friends. These show that facebook comments have a high potential for enhancing and improving students' writing skills.

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<sup>22</sup>PungkyRamadhani, The Use of Facebook Group as Media in Teaching Writing Narrative text to the Eleventh Grade Students of SMA Negeri 2 Kota Mojokerto, Surabaya: UNESA, 2013, p. 6



The researcher sees that it is possible to use Facebook to teach writing skill. In writing a text, some students wrote an unclear main idea and some of them do not elaborate on the organization of text well. By using facebook group, students can ease these problems because they can experience with Facebook comments from the other students about their writing.

Facebook closed group has a disadvantage. Since its online classroom, the teacher couldn't have control everything about what students doing while they are on their gadget. The student probably opens another social media while studying in the class.

## **B. Related Study**

There are several related studies that will be described below: the first previous research is "Using Facebook Comments in Teaching Writing Skill" a journal by Pungky Ramadhani. She concluded that by using facebook comments give a high potential of enhancing and improving students' writing skills.

The second previous research is by Rojab Siti Rodliyah a journal entitled, "Using Facebook Closed Group to Improve EFL Students' Writing". This study explores the possibility of incorporating e-dialogue journal through facebook closed group to improve students' writing. She concluded that dialogue journals through facebook closed group can be adopted not only to improve students' writing skill but also to help students express themselves better, interact with their peers and teachers in a more meaningful way, build a good rapport among them, and learn from each other.

Another study conducted by Yunus and Salehi in 2012, prompts to investigate students perceptions of the effectiveness of facebook groups for teaching and

improving writing. A mixed-method survey was used to explore student' perception of the use of facebook and facebook groups for learning. The questionnaire is given to 43 Year 3 students from the faculty of education, UKM. From the questionnaire, students,, perceptions were measured. Thus, this study concluded that from 43 students' perceptions, facebook group helps in their writing, especially in the brainstorming process before the actual writing.

Therefore, based on the previous studies, it has some similarities and difference with the writer's research. The similarities it has same media in improving the student's ability thought facebook group, the differences are the technique of data collection, the research design, genre of the text, the sample of the study and the place of the study. Indeed, the present study originally belongs to the present research.

### **C. Conceptual Framework**

The Facebook closed group can improve students' writing because this media enables a fun learning environment. Facebook gives students the purpose of writing and gives students an active role before, during and after writing. This media helps them to improve their writing skill, especially in grammar and spelling because the availability of grammar checker in the computer allows students to check for their writing's grammatical accuracy before posting it on facebook closed group, especially when they access facebook using their laptop/PC.

Facebook closed group has a purpose not only to improve students' writing skill but also to help students express themselves better, interact with their peers and teachers in a more meaningful way, build a good rapport among them, and learn from

each other. It is clear that facebook closed group helps students individually or in small groups to build their confidence too by posting their writing privately in a closed group and still getting feedback by the member.

#### **D. Actional Hypothesis**

To answer the problem of research that has been described can put forward a hypothesis as follow: Facebook closed group can improve the students' writing skill in recount text at tenth grade of SMK Istiqlal Deli, 2018/2019 academic year.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Setting**

This study took place in SMA Istiqlal Deli Tua which is located in Jln. Stasiun No. 1A Desa Suka Makmur Delitua. The subject of the study is the first grade of accountancy vocational high school in academic year 20018-2019 which consisted of 32 students.

#### **B. Data and Data Source**

In this research, the data was collected by using quantitative and qualitative data. The quantitative data was obtained from the students' scores result on pre-test and post-test. The qualitative data was analyzed from an observation sheet and interview sheet to describe the improvement of the student writing skills in recount text by using facebook closed group.

This researcher will get the data from students and teacher when conducting this research process activity. Observation data will be gets from the students writing recount text practice. The source of data interviews researcher gets from English teacher and students, and documentation data researcher gets from schools files and personal documentation that researchers have collected during the research. The other source of data researcher gets from books, articles, and sites of the internet.

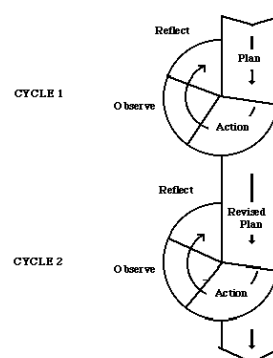
### C. Research Method

In conducting this study the researcher using classroom action research (CAR). Classroom action research is a method of finding out what works best in the classroom so the teacher can reach the goal that improves student learning in the classroom, department or school. In the classroom research, the researcher enters the classroom, watches, and records what happened there, and reports his or her finding.

Classroom action is a method of finding out what the best way in the classroom. Teachers do not have to wait to find articles by designated experts from outside the classroom. They take a problem that is occurring in their classroom, sort through possible interventions, choose one to try and evaluate the results.

This action research tries to identify the problem that happened in the teaching and learning class and then decides an action to overcome the problems. In this research, the researcher identified some problems related to the students writing skill.

The design of classroom action research used in this study was a cyclical process adapted from the spiral model of Kemmis and Mc Taggart which consists of four steps: planning, acting, observing and reflecting. Improvement the problem in this research is brought about by the series of the cycle. The figure is below.



**Figure 1: Kemmis and Mc Taggart's Design of CAR**

There are several cycles in the action research, each cycle consists of planning, acting, observing, and reflecting. The first is planning, planning is a reflection of the beginning of activities to gather information about situations relevant to the tie of the study. The second is acting, acting is an effort to repair, an increase in or changes carried out based on the plan of action.

The third is observing, observing is the activity of collecting the data to supervise to what extent the result of “acting” reaches the objective or as the impact of action implemented or worn against the students. The fourth is reflecting, reflecting is activities analysis, interpretation of all the information obtained by the time the action to examine, seeing and considering the result of the impact of action that can be pulled the conclusion that steady and sharp based on the theory or the result of research there has been and relevant.

Every way of doing action research in the teaching and learning process will begin from make or prepare some plans on the actions that would be performed later. After that, the actions are implemented along with the role of the collaborator to observe the situation during the teaching and learning process. The last is making a reflection in which the researcher and the collaborator discuss and conduct evaluation together base on the teaching performance. Later, according to the results of the evaluation, it will decide whether they needed to move to the next cycle or not.

#### **D. Technique of Collecting Data**

The data were collected in the form of quantitative and qualitative data. The qualitative data are collected from interviews and observations, while the quantitative

data are obtained from the students' scores on pre-test and post-test and the result of both tests would be scored by using rubric scoring techniques. The data collection technique in this research will be done in the following ways:

## 1. Test

A test is a tool to get information and to determine the ability or Students' achievement, personality, intelligence, interest, and attention to learning that has been done<sup>23</sup>. Writing test is conducted to determine the development and achievement of students in this study. Tests in this study are in the form of writing recount text on facebook closed group by students of the tenth grade of SMK Istiqlal Deli Tua, Medan. The test will be carried out twice, they are in the form of pre-test and post-test. Pre-test and Post-test are performed by writing a recount text.

## 2. Observation

Classroom observation is a way of observation and records direct and systematic review of the learning process in the classroom.<sup>24</sup> This observation is used to know the data about the students' participation, attention, and activities during the research. In this chance, the researcher using unstructured observation in order to get real condition in teaching-learning process during the research. The researcher observes the practice of writing using facebook closed group that would be done directly every meeting in the class or indirectly from facebook closed group. Then the researcher

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<sup>23</sup>Anas sudijono, 2008, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada), page 30.

<sup>24</sup>Suharsimi arikunto, *Prosedur Penelitian*, (Jakarta: Raja Grafindo Pesada), 2004, p. 35.

records any events or facts using camera and notes that occurred during practice, to obtain the required data in this research.

### 3. Interview

The researcher conducted an interview with the teacher to get information about students, class conditions. The researcher also conducted interviews with several students to find out their feelings, their difficulties and responses towards the application of the facebook closed group. The importance of this step is as a discourse and reference material before making direct observations.

### 4. Documentation

Documentation is used to capture an important moment during the research. The document record is liked work mechanism, written text, picture and video record. It prepared to note some aspects of the teaching and learning which were not covered in the observation checklist. Then, the researcher selects the document according to the research focus.

## **E. Technique of the Analyzing Data**

The technique of analyzing data of this research will be applied by using quantitative and qualitative data. The data was used to describe the situation during the teaching-learning process.

### **1. Quantitative Data**

Quantitative data would be analyzed in the score while the students learned in writing recount text by using facebook closed group. Through quantitative data, the



researcher would know there is an improvement or not on the students' achievement writing recount text by using facebook closed group. The research applies the following t-test:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$\bar{D}$  = Mean of the difference between posttest 1 and posttest 2

$D$  = Difference

$N$  = Subject of the students

The score will get from the two cycles will conduct in the research. Mean of score from the first cycle will be compared with the mean of the second cycle. It is to know how far the progress of students in this research. The way of scoring the students' writing skill is based on the scoring rubric adapted from Brown<sup>25</sup> which could be described in the following tables:

**Table 3.1 Analytic Scoring Rubric of Writing**

| Aspect      | Score | Performance Description   | Wighting  |
|-------------|-------|---|-----------|
| Content (C) | 4     | The topic is complete and clear and the detail are relating to the topic        | <b>3x</b> |
| - Topic     | 3     | The topic is complete and clear but the detail are almost relating to the topic |           |
| - Detail    | 2     | The topic is complete and clear but the detail are not relating to the topic    |           |

<sup>25</sup> Brown, H. D. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2<sup>nd</sup> ed.). New York: Longman

|  |   |  |      |
|--|---|--|------|
|  | 1 | The topic is not complete and clear but the detail are not relating to the topic           |      |
| Oganization(O)<br>20%<br>- Identification<br>- Description         | 4 | Identification is complete and description are arranged with proper connectives            | 2x   |
|  | 3 | Identification is almost complete and description are arranged with proper connectives     |      |
|  | 2 | Identification is not complete and description are arranged with few misuse of connectives |      |
|  | 1 | Identification is not complete and description are arranged with misuse of connectives     |      |
| Grammar (G)<br>20%   | 4 | Very few grammatical inaccuracies  | 2x   |
|  | 3 | Few grammatical inaccuracies   |      |
|  | 2 | Numerous grammatical inaccuracies  |      |
|  | 1 | Frequent grammatical inaccuracies  |      |
| Vocabulary   | 4 | Effective choice of words and word form  | 1,5x |
|  | 3 | Few misuse of vocabularies, word forms, but not change the meaning                         |      |
|  | 2 | Limited range confusing words and word form  |      |
|  | 1 | Very poor knowledge of words and word form and not understanbale                           |      |
| Mechanics (M)<br>15%<br>Spelling,<br>Puctuation,<br>Capitalization | 4 | It uses correct spelling, punctuation, and capitalization                                  | 1,5x |
|  | 3 | It has occasional errors of spelling, punctuation, and capitalization                      |      |
|  | 2 | It has frequent errors of spelling, punctuation, and capitalization                        |      |
|  | 1 | It is dominated by errors of spelling, punctuation, and capitalization                     |      |

From the analytic scoring rubric for writing, each unit is scored from 1 to 4 and weighted based on its worth to the final draft of the descriptive text. The content is weighted 30% since it can be more worth than the other aspects. The organization and the grammar are weighted 20% respectively as they are more worth than vocabulary and mechanic. As there is a little anxiety around the last two aspects, vocabulary and mechanic, the small weighting is attached to them. They are weighted 15% respectively.

The next step of analyzing is classifying the students' score into the categories. The measurement of the students' achievement, which is stated by Haris, was interpreted as follows:

**Table 3.2: The Criteria of the Students' Achievement**

| <b>Criteria of Mastery (Total Score)</b> | <b>Grade</b> |
|--|--------------|
| 91 – 100                                 | Excellent    |
| 81 – 90                                  | Very Good    |
| 71 – 80                                  | Good         |
| 61 – 70                                  | Fair         |
| 51 – 60                                  | Poor         |
| 40 – 50                                  | Very Poor    |

The performance indicators of the improvement of the students' skill in writing recount text are:

1. The students can achieve the passing grade of the writing test of 75
2. At least 75% of students in the class have passed the minimum mastery criteria of writing skill
3. The students' participation during the teaching and learning process at least 75% of students in the class action in doing the class.

After getting result score from percentage calculation researcher can conclude whether the research is success or not. If few or under 50% of students success in their writing recount text practice, the researcher should do the next cycle. But, if 50% or more students are success in their writing recount text practices it means the research is success.

## **2. Qualitative Data**

In this research the researcher analyzed the qualitative data based on Miles and Huberman<sup>26</sup>, the qualitative analysis consists of three components, such as data reduction: data display, and conclusion drawing.

### **a. Data Reduction**

Data reduction is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. It means that the researcher had been reducing the data before, during and after collecting the data as well as analyzing the data. The data reduced in this study are data found in the interview transcript.

### **b. Data Display**

The next step in analyzing the data is the data display. It is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyse what will happen with the data presented. In this study, the researcher will use essay in displaying the data, because it is the most common data display will be used in qualitative research.

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<sup>26</sup>M. Miles and M. Huberman, *Qualitative Data Analysis*, (USA : Sage Publications, 1994), p. 10

### **c. Conclusion Drawing and Verification**

The last step of analysis that drew conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition.

After the process of data qualitative analysis was finished, the researcher ensure the trustworthiness at the data analysis by using peer de brief, member check, and interrater reliability. In peer debriefing, also called analytic triangulation, is the process whereby a researcher calls upon a disinterested peer a peer who is not involved in the research project to aid in probing the researcher's thinking around all or parts of the research process. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The analyzing of qualitative data was checked by the lecturer who expert in analyzing qualitative data. The process of peer debrirf the researcher consulted to the lecturer.

The second is member check. the researcher was re-check the data that already got from the students or the English teacher as the collaborator, to help improve the accuracy, credibility, validity, and transferability (also known as applicability, internal validity, or fittingness) of this research.

The last is inter rater reliability. In inter rater reliability, the researcher need help from English teacher to checked the students work with the rubric assesment as the guideline in order to avoiding the gap of score among the students. The score must be objective.

## **F. Techniques for Establishing the Trustworthiness**

Trustworthiness consists of the following components: a) Credibility; b) transferability; c) Dependability; and d) Conformability. In this research will use credibility to reinforce this research. Credibility is one of the most important factors in stabilising trustworthiness. There are several techniques to increase credibility degree, one of them is triangulation. There are four kinds of triangulation, they are a). source triangulation, b). method triangulation, c). researcher triangulation, and d). theory triangulation. In this research, the researcher will use source triangulation. The researcher only limits on the triangulation, namely: source triangulation and methodological triangulation.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Finding**

In this study, the researcher would like to describe the result of the preliminary study, cycle I and cycle II, as follows:

##### **1. Preliminary Study**

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study was done to see the students' skill in writing recount text before using facebook closed group. In this preliminary study, the researcher was given the writing test to the students' and took an interview and observation. Writing test was used to evaluate students' improvement and how the result of the scores that they improved. The English teacher made 75 as Kriteria Kelulusan Minimum (Minimum Passing Grade) in English lesson.

The number of students who took the test was 32. From the result of the writing test in the pre-test, the total score of the students was 1742 and the mean of the students' score was 54,44. The quantitative data above indicated that the students' vocabulary was low. It can be seen from the mean of students' score in pre-test was 54,44 and the percentage of students score of the test was 23,07% or on the other hand, only 6 students were a success or passed the test which is got score up to 75. It means 26 students were did not got score up to 75 and it was 76,93%. This data can be seen in the appendix 6 on page 82

The quantitative data above was strengthened by the qualitative data taken from the observation and the interview. The observation was done while

conducting the preliminary study. The result of observation could be seen in the following data: while the researcher observed the students, the researcher saw that most students got difficult in writing recount text and students could not write it correctly. The fact some students did not write it correctly because they were not using the past tense to describe a past event.

It was found out that the teacher's problem in teaching writing recount text was the inappropriate use of teaching media. The interview also informed that students skill in writing text still low. It is shown from the result of an interview with the English teacher as follow:

“In my opinion, they are less interested in learning English, especially writing recount text. Because they find it difficult to make words in English and it's not their native language. They also unconfidence when their writing is read by others because they are afraid of writing errors”  
This data can be seen in appendix 5 on page 78

From the result of the interview with the English teacher above, it showed that the students were still low in writing English. It was also strengthened by the result of interview with the first students as follow: “*Saya merasa kesulitan dalam menulis teks berbahasa inggris dikarenakan bahasa inggris bukan bahasa sehari hari saya.*” This says that the student feels difficult to write text in english because english is not her first language. It made her not like to learn english especially writing. It was also supported by the second student as follow: “*Saya jarang menulis dalam bahasa inggris. Saya tidak percaya diri menulisnya karena saya takut salah menggunakan grammar.*”

For the second student informant above, she said that she rarely write in English. She is not confident writing it because of she afraid of using grammar



incorrectly. It made her not like to write in English. It also was supported by the third student as follow: "*Saya tidak tertarik dengan pelajaran bahasa Inggris karena membosankan dan sangat sulit.*". For the last student informant above he said that he has no interest in learning English because it was boring and difficult. This problem commonly faced by most students. It made them especially the informant above do not like to learn English especially writing.

From those opinions above, the researcher concluded that the students' skill in writing recount text was not good yet, so that the score of the test in writing recount text still low. The researcher saw that the students felt difficult to write recount text. The students were felt insecure about their writing performance because English isn't their first language. When the researcher interviewed some students, they said that they did not like learning English especially writing recount text. The students also rarely to writing. This is what makes them felt difficult to write the English text.

Based on the result of analysis above, it can be concluded that the students' writing skill is still low. Therefore, the researcher would like to improve the students' writing skill in recount text using facebook closed group. So, the researcher continued to the first cycle.

## **2. Cycle I**

The researcher has done four steps in the first cycle. They were planning, action, observing and reflection. This cycle was conducted in two meetings and the test was given at the end of the learning process. The result from this cycle divided into two also, that were quantitative data and qualitative data. The

quantitative data were analyzed from observation sheet and interview sheet. The qualitative data was taken from the mean of the students' scores.

#### **a. Planning**

In the planning step, the researcher arranged all of the preparations before conducting the research. The researcher had prepared all of the materials about recount text that was used in the learning process, such as; all instruments such as observation sheet, interview question, preparing the material that was used in this research (board marker, eraser, relevant text, and etc), the test had been well prepared, and preparing the camera to take the documentation.

To make improvement of their skill in writing recount text, the use of facebook closed group be applied. The researcher created a facebook group named 'Fun English With AK (SMK Istiqlal)' and set it up to be closed group. Then there were some points that had been done by the researcher, all the points are put in the lesson plan, they were: competency standard, basic competences, indicator, the objectives of learning, prepare the text in subject matter, learning method, steps of learning activities, learning sources, assessment. In this research, the researcher would be as the teacher.

#### **b. Action**

In the implementation, the researcher was as a teacher. The researcher did the teaching and learning process using facebook closed group. There were the activities which were done by the researcher, including introduction, main activity, and closing. The researcher began the class by greeting the students, reciting *bismillah* together before starting the learning process, checking the

students' attendance list, and checking the cleanliness of the classroom. The researcher has also motivated the students to learn and informed the objectives of the learning.

After doing the activities above, the researcher continues to the main activity. There were some activities had done by the researcher. The researcher explains about recount text that its definition, the generic structure, language feature, and social function of recount text. The researcher asked the question to the students dealing what they did this yesterday. It was to stimulate them about simple past tense, one of the important language features on recount text. The students responded to it with various answers. The researcher invites all students to facebook closed group that has been created and shows some example that has been posted there. After making sure all students are connected to the group, the researcher gives the instruction to students about how to use facebook group in learning process. The researcher asked the students to write a recount text about their memorable experience and posted it to facebook group and giving comment to each other. The researcher also gave a chance to the students to ask some question related to the material during teaching learning process.

The last activity of the action was closing. In this activity, the researcher gave a comment to their writing and gave feedback. The researcher gave appreciation to their efforts and result in the teaching-learning processes. At last, the researcher concluded the material and closed the meeting by greeting.

### **c. Observation**

The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of the observation was collected as the data, which is used as basic reflection. In this phase, there were two kinds of the observation result, they were collected by quantitative and qualitative.

The researcher gave the post-test in the first cycle. The result of the post-test in the first cycle shows that the students' writing recount text were improved when using facebook closed group as media in the teaching-learning process. 11 students achieved the score 75 or more, and 21 students still got under 75

Quantitatively, the result of the post-test of the first cycle showed that the total score of the students was 2125 and the number of students who succeeded the test still 11 from total of 32 students. The percentage of the students' scores was 52,38% consists of 10 students who successes and got the scores 75 or more. It means students were did not got score up to 75 was 47,62%. It could be seen that the students' scores in the first post-test was increased but it was still low. So, the post-test in the first cycle was categorized unsuccessful yet. This data can be seen in appendix 7 on page 83

Qualitatively the data were taken from an interview with the english teacher and the students, observation as well as from photographs. The result of the first interview with the english teacher showed that 50% students were interested in writing english and 50% were low. In the interaction between the researcher and students, the students were enthusiastic and active in learning process.

From researcher observation and the interview with the students showed that they were enthusiast to learn using facebook group media because this is the first time for them to learn via social media. Some of them encounter obstacle like slow networking. The students felt that using facebook closed group was interesting. But the researcher found that some of students did copy their writing from website and didn't give comment to their friend post.

From the students' information and the students' scores above, the researcher stated to continue the research to cycle two to be better than before. The second cycle was held to achieve the improvement score of the students writing recount text.

#### **d. Reflection**

Reflection was an evaluation from the action which has been done before. It is used to help the researcher made the decision by analyzing the situation and the students' difficulties or in understanding the lesson. The researcher asked the students about how they are felling in writing the text by using facebook closed group, the problems in using it, and all of questions that would be asked by the researcher at the end of meeting. This step is analyzing the whole action that has been done before. Based on the result of the test in cycle I and also the observation, action of improvement was needed. Actually, the students' testing score of cycle I was improved than the score of the pre-test. But, it needed more improvement in their writing because some of them were still confused about using the language feature.

Based on the data that has been collected, the teacher as collaborator and researcher discuss and make evaluation to determine the next cycle to be better than before. The second cycle was held to achieve the improvement scores of the students in writing recount text.

### **3. Cycle II**

The researcher decides to continue the research in the second cycle. The aim of second cycle was to improve the students' scores in writing recount text in the post-test of the first cycle. In the second cycle, it contains the revision that needed to be done after getting the conclusion in the first cycle. The second cycle has same steps like the first cycle; there are planning, action, observation and reflecting. The purpose of this cycle is to improve the data in the first cycle.

#### **a. Planning**

In this step, the researcher prepared the new material about recount text that was enclosed in the lesson plan. The researcher explained more deeply about the material. It was supposed to make the students' could improve and know well about writing recount text. Besides, the researcher as the teacher used facebook closed group to make the students' more interested and developed their creativity and also more. The researcher focused on solving the problem found in cycle 1 especially related to the language used, the use of facebook closed group, and also to motivate the students to be more active.

**b. Action**

In implementing action, the researcher was as a teacher. The researcher did the teaching by using facebook closed group. There were several activities which were done by the researcher, including introduction, main activity, and closing. The researcher began the class by greeting the students, reciting *bismillah* together before starting the lesson, checking the students' attendance list, and checking the cleanness of the classroom. The researcher also motivated the students to learn and informed the objectives of learning.

After doing the activities above, the researcher continues to the main activity. There were some activities had done by the researcher. The researcher asked question to the students dealing what they did this yesterday. It was to make them aware about simple past tense, one of the important language features on recount text. The students responded to it with various answers. To make sure all the students are connected to the group, the researcher gave the instruction to the students about how to use facebook group in learning process. The researcher asked the students to write a recount text about their Eid experience and posted it to facebook group and giving comment to each other. The researcher also gave a chance to the students to ask some question related to the material during teaching-learning process.

The last activity of action was closing. In the activity of closing, the researcher gave comment to each post of the students and gave feedback about their writing. The researcher gave appreciation to the students the efforts and result in the

learning process. At last, the researcher concluded the material and closed the meeting by greeting.

### **c. Observation**

The observation was done in the second cycle. The activities of the students were observed and it showed that most of the students did not have problems anymore about the recount text. They liked to learn about writing recount text by using facebook closed group which created by researcher. They were active during teaching-learning process and more enthusiastic than before. They can use the language feature in recount text correctly. The researcher also did not find any more plagiarism. All of the students write their own recount text by themselves. Based on the data observation above, there was an improvement in teaching learning process. The researcher could improve the students in writing recount text and the students felt more interested in learning writing recount text by using facebook closed group.

Quantitatively, the result of post-test in the second cycle showed that the total score of the students was 2437 and the number of the students who succeeded the test was 26 students, and the mean of the students' score of the test was 76.15. It can be concluded that the students' score in the post-test II was improved. The percentage of the students' score was 76.93% consisting of 26 students succeeded and achieved score 75 or up 75. So, the post-test II was categorized successful. The data can be seen in appendix 8 on page 85

It also used to test the hypothesis in this research from the compilation of pre-test and post-test I and post-test II, it could be seen that the coefficient of t-



observed and t-table to  $df = N - 1 = 32 - 1 = 31$ , with fact  $\alpha = 0.05$  was 1.69552. In the coefficient of t-observed (6,8752) > t-table (1.69552). Thus, the alternative hypothesis ( $H_a$ ) could be accepted. Based on the finding, alternative hypothesis ( $H_a$ ) stated that the facebook closed group could improve the students skill in recount text. This data can be seen in appendix 10 on page 89

The quantitative data above was also supported by the qualitative data taken through an interview with English teacher and the students, observation, and photographs. The interview was done when the researcher applying facebook closed group to the students who got the low and high scores during learning process. The result of the second interview with English teacher showed that there has been an improvement in the students writing skill. The students were interested in learning process used facebook closed group. The students' activity has improved than before. In giving attention to the students, the researcher was good, because the researcher was able to control the class. And the interview with the students showed that in expressing the opinion, the students can write recount text better than before. They feel happy every time their posts are given a like or react by their friends. The student also reported that she improved her grammar knowledge because she sometimes used the spelling and grammar check before posting her entries. She also learned from others how to write good sentences. This is because some of the students were considered 'better writers' than others. They wrote longer, more frequently and more grammatically accurate. Their writing can, therefore, serve as models for others to learn from. The interview transcript can be seen in appendix 5 on page 78.

Based on the data above, it showed a good improvement to the students. And in the documentation, it was found that the students were active, interested and enthusiastic while teaching-learning process after the researcher applied facebook closed group as media. It could be seen with the contrast of the students score in pre-test, post-test I, and post-test 2.

#### **d. Reflection**

After the researcher gave a post-test II for evaluation, the researcher concluded that the researcher found the students score improved after checking the students' test, and the researcher's ability in teaching writing showed the improvement too. The researcher motivated the students, it made the students score improved. Most students score improved from the first test to the third test. It made the researcher felt to stop until this cycle (cycle II) because the students score in the second cycle had improved than in the first cycle had improved using facebook closed group as media.

#### **B. Discussion**

The research was conducted to find out the improvement of the students writing skill in recount using facebook closed group. The facebook closed group was one of many media which could be used by the researcher in teaching English especially to help the students to write recount text. This also had been proved by the result of observation and interview. Both of them showed that students writing recount text skill got improved since facebook closed group applied either in cycle I or in cycle II though the result in cycle I was still not enough.

Based on the quantitative data, the students' scores increased significantly. In the pre-test, there were 23,07% (6 of 32 students) who obtained more than 75. In the post-test I, there was 52,38% (11 of 32 students) who obtained more than 75. In the post-test II, there were 76,93% (26 of 32 students) who obtained more than 75. the coefficient of  $t$ -observation = 6,8752. It means that there were improvement scores from pre-test to post-test I was 29,31%. The improvement scores from post-test I to post-test II were 24,55%. and from the pre-test to post-test II were 53,86%. Most students' scores improved from the first test to the third test.

The improvement was not only showed by the increasing score in quantitative data but also from the qualitative data; interview, observation, and documentation. The students become more enthusiastic, more active in giving feedback, and easily controlled. At least, when the students were given the test in cycle II, they looked more interest than before. It is shown from the result of the interview with the student as follow:

*“Menurut saya pakai facebook group sangat menarik karena saya merasa semangat setiap kali ada yang like postingan saya. Selain itu dengan belajar pakai facebook group jadi lebih mudah karena miss juga memberikan materi di facebook group kita.”*

From the explanation above, the research can be concluded that the use of facebook closed group can improve the students writing skill in recount text. The students score improved and the students were more serious to learn. The students attitude changed after the researcher used facebook closed group. Facebook beneficial for improving their writing and increasing their knowledge. It's also allows sharing and genuine communication between teacher-students and among

students. They experienced the excitement of using social media (sharing with others, giving and receiving comments and feedback from others) as well as a fun practice to use English.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

After conducting the research and analyzing the data, the researcher comes to several conclusions to answer the problems of the research they are: pl

1. In the preliminary study, students writing recount text was found still low. It was proven by the result of quantitative and qualitative data. When the test in the preliminary study was given, quantitatively, the students score in the average was only 54.43. It was only 23,07%, or 6 of 32 students passed the test in preliminary study. Qualitatively, based on the result of the interview and observation showed that the students writing recount text were still low, they found difficulties in writing text.
2. Next, the result of the cycle I showed that quantitatively, there were only 52,38% or 11 of 32 students passed the test in cycle I, in which, the average of the students' score was 66,40. It means, there was a little bit improvement if compared with result in preliminary study, however, it was still not enough. On the other hand, qualitatively, it was also showed a better changed. It could be seen from the result of the learning process but, the cycle I considered still unsuccessful.
3. In cycle II, there was a significant improvement in students skill in writing recount text. It was proven by the result of the test in cycle II which 26 of 32 students passed the test, or as many as 76,93% of 32 students passed the test. All students who passed the test success with the mean score 76.15. On the

other side, the result of the observation and interview in cycle II showed that there was a significant improvement too. From the interview result, generally, students claimed that facebook closed group was fun and made their English improved so that they could write the test.

## **B. Suggestion**

Based on the research findings and discussion, the following suggestions addressed to the teacher, the students and the future researcher are presented:

### **1. The Teacher**

The facebook closed group could increase students skill in recount text. It is recommended for English teacher to implement such media in the English class by using facebook closed group.

### **2. For the Students**

Students should always be active in the teaching-learning process. When the teacher explains the material, students should pay attention to the explanation. The students should study hard and feel motivated to develop their writing skill. They should practice writing either inside or outside of the class without hesitating and being afraid of making mistakes.

### **3. For the Future Researcher**

It has been known from the result of the study that using facebook closed group can improve the students' writing skill in recount text. The researcher would like to suggest upcoming researcher, the result of the study can be used as an additional reference for further research with the different sample and occasion.

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## Appendix 1

### LESSON PLAN (CYCLE I)

**School** : SMK Istiqlal Deli Tua  
**Subject** : English  
**Material** : Recount Text  
**Class /Semester** : X/II  
**Time Allocation** : 4JP (Two Meetings)

#### A. Core Competence:

- KI 1 :Live and practice the teachings of the religion they believe  
 KI 2 :Respect and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.  
 KI 3 :Understanding the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.  
 KI 4 :Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

#### B. Basic Competence and Indicators of Competency Achievement (GPA)

| Kompetensi Dasar (KD)   | Indikator Pencapaian Kompetensi (IPK)  |
|---|--|
| 3.9.Analyzing social functions, text structure, and linguistic elements in simple recount texts about experiences / events / events, according to the context of their use. | 3.9.1 Identifies the text structure of the recount text.<br>3.9.2 Find the language feature in the recount text.<br>3.9.3 Summing up the recount text social function.   |
| 4.13. Capture meaning in simple oral and written recount text.  | 4.13.1 Identifies the text structure of recount text<br>4.13.2 Find the information from recount text<br>4.13.3 Find the topic from recount text<br>4.13.4 Find the meaning of words / phrases / sentences from the recount text of the writing.<br>4.13.5 Determine main topic from recount text. |

|  |   |
|--|---|
| 4.14. Compile simple oral and written recount texts about experiences / activities / events / events, taking into account social functions, text structures, and linguistic elements, correctly and in context | 4.14.1 Make a recount text oral or written. |
|--|---|

### C. Learning Purpose

#### 1st Meeting

During and after following this learning process students are expected to be able to:

1. Distinguish social functions, text structures, and linguistic elements of oral and written recount texts by giving and requesting information related to past events in accordance with the context of their use.
2. Capturing contextual meaning related to social functions, text structure, and linguistic elements of oral and written recount texts related to past / past events.
3. Understand the social function of completeness and ruffle of the recount text structure.
4. Understand the suitability of the writing / delivery format.

#### 2nd Meeting

During and after following this learning process students are expected to be able to:

1. Understand the linguistic elements of recount texts regarding each other's experiences.
2. Understand the accuracy of using the language element of Adverb for connecting time: first, then, after that, before, when, at last, finally, etc. in the recount text.
3. Understanding the language elements of simple past tense.
4. Arrange oral and written recount texts, short and simple, related to past events, taking into account social functions, text structure, and linguistic elements, correctly and in context.

### D. Learning Material

1. Regular Learning Materials
  - a. Fact: Oral and written texts about past events that can foster behavior
  - b. Concept: Describe recount text
  - c. Principle: Identifying recount text related to past events
  - d. Procedure: Compiling recount text related to past events

2. Enrichment Learning Materials  
Understand the linguistic elements of adverb liaison with time: first, then, after that, before, when, at last, finally, etc.
3. Remedial Learning Materials
4. The social function of the text about recount text.

#### **E. Learning Method**

Approach : Scientific Learning  
 Learning Model : Discovery Learning  
 Methods : Lecture, Discussion and Assignment

#### **F. Media Tools and Learning Materials**

##### **1. Media**

- Facebook Closed Group
- The assessment sheet
- Smartphone/Laptop

##### **2. Tools/Material**

- Board Marker
- White board

##### **3. Learning Resource**

- Relevant Text Books
- Internet

#### **G. Learning Step and Activities**

| 1. 1st Meeting ( 2 x 45 menit )   | Time                  |
|---|-----------------------|
| <p><b>Introduction</b><br/> <b>Teacher :</b><br/> <b>Orientation</b></p> <ul style="list-style-type: none"> <li>- Open the class with greeting and praying to start learning</li> <li>- Check the presence of students as a disciplinary attitude</li> <li>- Preparing students physically and psychologically in initiating learning activities.</li> </ul> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>- Linking the material / theme / learning activities that will be carried out with the experience of students.</li> <li>- Asking questions that are related to the lesson to be done..</li> </ul> <p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>- Provide an overview of the benefits of learning the lessons to be learned.</li> </ul> | <b>10<br/>minutes</b> |

|   |  |                       |
|---|--|-----------------------|
| <ul style="list-style-type: none"> <li>- If this material / theme / project is done well and is really well mastered, students are expected to be able to explain about:</li> <li>- Deliver the learning objectives at the meeting that takes place</li> <li>- Asking question.</li> </ul> <p><b>Giving Reference</b></p> <ul style="list-style-type: none"> <li>- Notifying the subject matter to be discussed at the meeting at that time.</li> <li>- Notifying about core competencies, basic competencies, indicators, and KKM at the meeting that took place</li> <li>- Explain the mechanism of implementing learning experiences in accordance with the steps of learning</li> </ul> |  |                       |
| <b>Core Activities</b>  |  |                       |
| <b>Learning Model</b>   | <b>Learning Steps</b>  |                       |
| Learner orientation to the problem  | <p><b>Observe:</b></p> <ul style="list-style-type: none"> <li>- Students listen to various examples of recount texts about the experiences / activities / events / events given / played by the teacher</li> <li>- Students observe social functions, structures and linguistic elements</li> <li>- Students learn to determine the main ideas, detailed information and certain information from the recount text.</li> </ul> <p><b>Asking:</b></p> <ul style="list-style-type: none"> <li>- With the guidance and direction of the teacher, students question, among others, differences in various texts about experiences / events / events that exist in English, differences in texts in English with those in Indonesian.</li> <li>- Students question the main idea of detailed information and certain information in the recount.</li> </ul> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>- Students look for multiple recount texts from various sources.</li> <li>- Students practice finding key ideas, detailed information and certain information from the text</li> <li>- Students read the recount text to a friend using the correct linguistic element</li> <li>- Students practice making sentences given into text recounts.</li> </ul> | <b>70<br/>minutes</b> |

|   |  |                              |
|---|--|------------------------------|
|   | <ul style="list-style-type: none"> <li>- Students individually write / copy recount written text, simple, about experiences / activities / events / events by paying attention to social functions, structures, and linguistic elements coherently.</li> </ul> <p><b>Asociation:</b></p> <ul style="list-style-type: none"> <li>- In pairs students analyze each other's written recount text with a focus on social functions, structures, and linguistic elements.</li> <li>- Students discuss the main ideas, detailed information and certain information from the text.</li> <li>- Students get feedback (feedback) from the teacher and friends about the results of the analysis delivered in individual work.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>- Students make simple recount texts by paying attention to social functions, structures and linguistic elements.</li> <li>- Students publish their posts to the Facebook group that has been provided</li> <li>- In pairs students give input to the writing of peers with a focus on social functions, structure, and linguistic elements.</li> <li>- Ask questions about things that are not understood, or the teacher throws a few questions to students.</li> </ul> |                              |
| <p><b>Note :</b></p> <p><b>During learning takes place, the teacher observes the attitude of students in learning which includes attitudes: discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment.</b></p>   |  |                              |
| <p><b>Closing</b></p> <p><b>The Students:</b></p> <ul style="list-style-type: none"> <li>- Making a summary / conclusion of the lesson. About the important points that appear in the learning activities that have just been carried out.</li> <li>- Reflecting on the activities that have been carried out..</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- Checking student work that is completed immediately checked. Students who have completed the project correctly are initialed and given a ranking number in order to evaluate the project.</li> <li>- Plan follow-up activities in the form of group / individual assignments (if needed).</li> </ul> |  | <p><b>10<br/>minutes</b></p> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- Schedule homework.</li> <li>- Delivering the lesson plan at the next meeting</li> </ul> |  |
|--|--|

| 2. 2nd Meeting ( 2 x 45 menit )  |   | Time       |
|--|---|------------|
| <b>Introduction</b><br><b>Teacher :</b><br><b>Orientation</b> <ul style="list-style-type: none"> <li>- Open the class with greeting and praying to start learning</li> <li>- Check the presence of students as a disciplinary attitude</li> <li>- Preparing students physically and psychologically in initiating learning activities.</li> </ul> <b>Apersepsi</b> <ul style="list-style-type: none"> <li>- Linking the material / theme / learning activities that will be carried out with the experience of students.</li> <li>- Asking questions that are related to the lesson to be done..</li> </ul> <b>Motivation</b> <ul style="list-style-type: none"> <li>- Provide an overview of the benefits of learning the lessons to be learned.</li> <li>- If this material / theme / project is done well and is really well mastered, students are expected to be able to explain about:</li> <li>- Deliver the learning objectives at the meeting that takes place</li> <li>- Asking question.</li> </ul> <b>Giving Reference</b> <ul style="list-style-type: none"> <li>- Notifying the subject matter to be discussed at the meeting at that time.</li> <li>- Notifying about core competencies, basic competencies, indicators, and KKM at the meeting that took place</li> <li>- Explain the mechanism of implementing learning experiences in accordance with the steps of learning</li> </ul> |   | 10 minutes |
| <b>Core Activities</b>   |   | 70 minutes |
| <b>Learning Model</b>  | <b>Learning Steps</b>   |            |
| Learner orientation to the problem   | <b>Observe:</b> <ul style="list-style-type: none"> <li>- Students listen to various examples of recount texts about the experiences / activities / events / events given / played by the teacher</li> <li>- Students observe social functions, structures and linguistic elements</li> <li>- Students learn to determine the main ideas, detailed information and certain information from the recount text.</li> </ul> |            |

|  |   |  |
|--|---|--|
|  | <p><b>Asking:</b></p> <ul style="list-style-type: none"> <li>- With the guidance and direction of the teacher, students question, among others, differences in various texts about experiences / events / events that exist in English, differences in texts in English with those in Indonesian.</li> <li>- Students question the main idea of detailed information and certain information in the recount.</li> </ul> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>- Students look for multiple recount texts from various sources.</li> <li>- Students practice finding key ideas, detailed information and certain information from the text</li> <li>- Students read the recount text to a friend using the correct linguistic element</li> <li>- Students practice making sentences given into text recounts.</li> <li>- Students individually write / copy recount written text, simple, about experiences / activities / events / events by paying attention to social functions, structures, and linguistic elements coherently.</li> </ul> <p><b>Association:</b></p> <ul style="list-style-type: none"> <li>- In pairs students analyze each other's written recount text with a focus on social functions, structures, and linguistic elements.</li> <li>- Students discuss the main ideas, detailed information and certain information from the text.</li> <li>- Students get feedback (feedback) from the teacher and friends about the results of the analysis delivered in individual work.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>- Students make simple recount texts about memorable experience by paying attention to social functions, structures and linguistic elements.</li> <li>- Students publish their posts to the Facebook group that has been provided</li> <li>- In pairs students give input to the writing of peers with a focus on social functions, structure, and linguistic elements.</li> <li>- Ask questions about things that are not understood, or the teacher throws a few questions to students.</li> </ul> |  |
|--|---|--|

|   |                              |
|---|------------------------------|
| <p><b>Note :</b></p> <p><b>During learning takes place, the teacher observes the attitude of students in learning which includes attitudes: discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment.</b></p>   |                              |
| <p><b>Closing</b></p> <p><b>The Students:</b></p> <ul style="list-style-type: none"> <li>- Making a summary / conclusion of the lesson. About the important points that appear in the learning activities that have just been carried out.</li> <li>- Reflecting on the activities that have been carried out..</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- Checking student work that is completed immediately checked. Students who have completed the project correctly are initialed and given a ranking number in order to evaluate the project.</li> <li>- Plan follow-up activities in the form of group / individual assignments (if needed).</li> <li>- Schedule homework.</li> <li>- Delivering the lesson plan at the next meeting</li> </ul> | <p><b>10<br/>minutes</b></p> |

## H. Assessment

### Scoring Rubric

| Aspect  | Score | Performance Description  | Wighting  |
|---|-------|--|-----------|
| Content (C)<br>30%<br><br>- Topic<br>- Detail | 4     | The topic is complete and clear and the detail are relating to the topic         | <b>3x</b> |
|   | 3     | The topic is complete and clear but the detail are almost relating to the topic  |           |
|   | 2     | The topic is complete and clear but the detail are not relating to the topic     |           |
|   | 1     | The topic is not complete and clear but the detail are not relating to the topic |           |
|   | 4     | Identification is complete and description are arranged with proper connectives  |           |



|   |   |  |      |
|---|---|--|------|
| Organization(O)<br>20%<br>- Identification<br>- Description         | 3 | Identification is almost complete and description are arranged with proper connectives     | 2x   |
|   | 2 | Identification is not complete and description are arranged with few misuse of connectives |      |
|   | 1 | Identification is not complete and description are arranged with misuse of connectives     |      |
| Grammar (G)<br>20%  | 4 | Very few grammatical inaccuracies  | 2x   |
|   | 3 | Few grammatical inaccuracies   |      |
|   | 2 | Numerous grammatical inaccuracies  |      |
|   | 1 | Frequent grammatical inaccuracies  |      |
| Vocabulary  | 4 | Effective choice of words and word form  | 1,5x |
|   | 3 | Few misuse of vocabularies, word forms, but not change the meaning                         |      |
|   | 2 | Limited range confusing words and word form  |      |
|   | 1 | Very poor knowledge of words and word form and not understandable                          |      |
| Mechanics (M)<br>15%<br>Spelling,<br>Punctuation,<br>Capitalization | 4 | It uses correct spelling, punctuation, and capitalization                                  | 1,5x |
|   | 3 | It has occasional errors of spelling, punctuation, and capitalization                      |      |
|   | 2 | It has frequent errors of spelling, punctuation, and capitalization                        |      |
|   | 1 | It is dominated by errors of spelling, punctuation, and capitalization                     |      |

Medan, 11 September 2019  
Mahasiswa Praktikan

Artha Nirmala  
NIM: 34151003

### LESSON PLAN (CYCLE II)

|                        |                                |
|------------------------|--------------------------------|
| <b>School</b>          | <b>: SMK Istiqlal Deli Tua</b> |
| <b>Subject</b>         | <b>: English</b>               |
| <b>Material</b>        | <b>: Recount Text</b>          |
| <b>Class /Semester</b> | <b>: X/II</b>                  |
| <b>Time Allocation</b> | <b>: 4JP (Two Meetings)</b>    |

#### **A. Core Competence:**

- KI 1 :Live and practice the teachings of the religion they believe
- KI 2 :Respect and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.

- KI 3 :Understanding the knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
- KI 4 :Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

#### **B. Basic Competence and Indicators of Competency Achievement (GPA)**

| <b>Kompetensi Dasar (KD)</b>   | <b>Indikator Pencapaian Kompetensi (IPK)</b>  |
|--|---|
| 3.10. Analyzing social functions, text structure, and linguistic elements in simple recount texts about experiences / events / events, according to the context of their use.                                  | 3.9.4 Identifies the text structure of the recount text.<br>3.9.5 Find the language feature in the recount text.<br>3.9.6 Summing up the recount text social function.  |
| 4.15. Capture meaning in simple oral and written recount text.   | 4.13.6 Identifies the text structure of recount text<br>4.13.7 Find the information from recount text<br>4.13.8 Find the topic from recount text<br>4.13.9 Find the meaning of words / phrases / sentences from the recount text of the writing.<br>4.13.10 Determine main topic from recount text. |
| 4.16. Compile simple oral and written recount texts about experiences / activities / events / events, taking into account social functions, text structures, and linguistic elements, correctly and in context | 4.14.2 Make a recount text oral or written.   |

#### **C. Learning Purpose**

##### **1st Meeting**

During and after following this learning process students are expected to be able to:

1. Distinguish social functions, text structures, and linguistic elements of oral and written recount texts by giving and requesting information related to past events in accordance with the context of their use.
2. Capturing contextual meaning related to social functions, text structure, and linguistic elements of oral and written recount texts related to past / past events.

3. Understand the social function of completeness and ruffle of the recount text structure.
4. Understand the suitability of the writing / delivery format.

### **2nd Meeting**

During and after following this learning process students are expected to be able to:

1. Understand the linguistic elements of recount texts regarding each other's experiences.
2. Understand the accuracy of using the language element of Adverb for connecting time: first, then, after that, before, when, at last, finally, etc. in the recount text.
3. Understanding the language elements of simple past tense.
4. Arrange oral and written recount texts, short and simple, related to past events, taking into account social functions, text structure, and linguistic elements, correctly and in context.

### **D. Learning Material**

1. Regular Learning Materials
  - a. Fact: Oral and written texts about past events that can foster behavior
  - b. Concept: Describe recount text
  - c. Principle: Identifying recount text related to past events
  - d. Procedure: Compiling recount text related to past events
2. Enrichment Learning Materials
3. Understand the linguistic elements of adverb liaison with time: first, then, after that, before, when, at last, finally, etc.
4. Remedial Learning Materials
5. The social function of the text about recount text.

### **E. Learning Method**

|                |                                      |
|----------------|--------------------------------------|
| Approach       | : Scientific Learning                |
| Learning Model | : Discovery Learning                 |
| Methods        | : Lecture, Discussion and Assignment |

### **F. Media Tools and Learning Materials**

#### **1. Media**

- Facebook Closed Group
- The assessment sheet
- Smartphone/Laptop

#### **2. Tools/Material**

- Board Marker

- White board
- 3. **Learning Resource**
  - Relevant Text Books
  - Internet

### G. Learning Step and Activities

| 1. 1st Meeting ( 2 x 45 menit )  |   | Time       |
|--|---|------------|
| <b>Introduction</b><br><b>Teacher :</b><br><b>Orientation</b> <ul style="list-style-type: none"> <li>- Open the class with greeting and praying to start learning</li> <li>- Check the presence of students as a disciplinary attitude</li> <li>- Preparing students physically and psychologically in initiating learning activities.</li> </ul> <b>Apersepsi</b> <ul style="list-style-type: none"> <li>- Linking the material / theme / learning activities that will be carried out with the experience of students.</li> <li>- Asking questions that are related to the lesson to be done..</li> </ul> <b>Motivation</b> <ul style="list-style-type: none"> <li>- Provide an overview of the benefits of learning the lessons to be learned.</li> <li>- If this material / theme / project is done well and is really well mastered, students are expected to be able to explain about:</li> <li>- Deliver the learning objectives at the meeting that takes place</li> <li>- Asking question.</li> </ul> <b>Giving Reference</b> <ul style="list-style-type: none"> <li>- Notifying the subject matter to be discussed at the meeting at that time.</li> <li>- Notifying about core competencies, basic competencies, indicators, and KKM at the meeting that took place</li> <li>- Explain the mechanism of implementing learning experiences in accordance with the steps of learning</li> </ul> |   | 10 minutes |
| <b>Core Activities</b>   |   | 70 minutes |
| <b>Learning Model</b>  | <b>Learning Steps</b>   |            |
| Learner orientation to the problem   | <b>Observe:</b> <ul style="list-style-type: none"> <li>- Students listen to various examples of recount texts about the experiences / activities / events / events given / played by the teacher</li> </ul> |            |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>- Students observe social functions, structures and linguistic elements</li> <li>- Students learn to determine the main ideas, detailed information and certain information from the recount text.</li> </ul> <p><b>Asking:</b></p> <ul style="list-style-type: none"> <li>- With the guidance and direction of the teacher, students question, among others, differences in various texts about experiences / events / events that exist in English, differences in texts in English with those in Indonesian.</li> <li>- Students question the main idea of detailed information and certain information in the recount.</li> </ul> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>- Students look for multiple recount texts from various sources.</li> <li>- Students practice finding key ideas, detailed information and certain information from the text</li> <li>- Students read the recount text to a friend using the correct linguistic element</li> <li>- Students practice making sentences given into text recounts.</li> <li>- Students individually write / copy recount written text, simple, about experiences / activities / events / events by paying attention to social functions, structures, and linguistic elements coherently.</li> </ul> <p><b>Association:</b></p> <ul style="list-style-type: none"> <li>- In pairs students analyze each other's written recount text with a focus on social functions, structures, and linguistic elements.</li> <li>- Students discuss the main ideas, detailed information and certain information from the text.</li> <li>- Students get feedback (feedback) from the teacher and friends about the results of the analysis delivered in individual work.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>- Students make simple recount texts by paying attention to social functions, structures and linguistic elements.</li> <li>- Students publish their posts to the Facebook group that has been provided</li> <li>- In pairs students give input to the writing of peers with a focus on social functions, structure, and linguistic elements.</li> </ul> |  |
|--|---|--|

|   |  |                                 |
|---|--|---------------------------------|
|   | - Ask questions about things that are not understood, or the teacher throws a few questions to students. |                                 |
| <b>Note :</b><br><br><b>During learning takes place, the teacher observes the attitude of students in learning which includes attitudes: discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment.</b>  |  |                                 |
| <b>Closing</b><br><b>The Students:</b> <ul style="list-style-type: none"> <li>- Making a summary / conclusion of the lesson. About the important points that appear in the learning activities that have just been carried out.</li> <li>- Reflecting on the activities that have been carried out..</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>- Checking student work that is completed immediately checked. Students who have completed the project correctly are initialed and given a ranking number in order to evaluate the project.</li> <li>- Plan follow-up activities in the form of group / individual assignments (if needed).</li> <li>- Schedule homework.</li> <li>- Delivering the lesson plan at the next meeting</li> </ul> |  | <b>10</b><br><br><b>minutes</b> |

| 2. 2nd Meeting ( 2 x 45 menit )  | Time                            |
|--|---------------------------------|
| <b>Introduction</b><br><b>Teacher :</b><br><b>Orientation</b> <ul style="list-style-type: none"> <li>- Open the class with greeting and praying to start learning</li> <li>- Check the presence of students as a disciplinary attitude</li> <li>- Preparing students physically and psychologically in initiating learning activities.</li> </ul> <b>Apersepsi</b> <ul style="list-style-type: none"> <li>- Linking the material / theme / learning activities that will be carried out with the experience of students.</li> <li>- Asking questions that are related to the lesson to be done..</li> </ul> <b>Motivation</b> <ul style="list-style-type: none"> <li>- Provide an overview of the benefits of learning the lessons to be learned.</li> </ul> | <b>10</b><br><br><b>minutes</b> |

|   |  |            |
|---|--|------------|
| <ul style="list-style-type: none"> <li>- If this material / theme / project is done well and is really well mastered, students are expected to be able to explain about:</li> <li>- Deliver the learning objectives at the meeting that takes place</li> <li>- Asking question.</li> </ul> <p><b>Giving Reference</b></p> <ul style="list-style-type: none"> <li>- Notifying the subject matter to be discussed at the meeting at that time.</li> <li>- Notifying about core competencies, basic competencies, indicators, and KKM at the meeting that took place</li> <li>- Explain the mechanism of implementing learning experiences in accordance with the steps of learning</li> </ul> |  |            |
| <b>Core Activities</b>  |  |            |
| <b>Learning Model</b>   | <b>Learning Steps</b>  |            |
| Learner orientation to the problem  | <p><b>Observe:</b></p> <ul style="list-style-type: none"> <li>- Students listen to various examples of recount texts about the experiences / activities / events / events given / played by the teacher</li> <li>- Students observe social functions, structures and linguistic elements</li> <li>- Students learn to determine the main ideas, detailed information and certain information from the recount text.</li> </ul> <p><b>Asking:</b></p> <ul style="list-style-type: none"> <li>- With the guidance and direction of the teacher, students question, among others, differences in various texts about experiences / events / events that exist in English, differences in texts in English with those in Indonesian.</li> <li>- Students question the main idea of detailed information and certain information in the recount.</li> </ul> <p><b>Exploration:</b></p> <ul style="list-style-type: none"> <li>- Students look for multiple recount texts from various sources.</li> <li>- Students practice finding key ideas, detailed information and certain information from the text</li> <li>- Students read the recount text to a friend using the correct linguistic element</li> <li>- Students practice making sentences given into text recounts.</li> </ul> | 70 minutes |



|   |  |  |
|---|--|--|
|   | <ul style="list-style-type: none"> <li>- Students individually write / copy recount written text, simple, about experiences / activities / events / events by paying attention to social functions, structures, and linguistic elements coherently.</li> </ul> <p><b>Asociation:</b></p> <ul style="list-style-type: none"> <li>- In pairs students analyze each other's written recount text with a focus on social functions, structures, and linguistic elements.</li> <li>- Students discuss the main ideas, detailed information and certain information from the text.</li> <li>- Students get feedback (feedback) from the teacher and friends about the results of the analysis delivered in individual work.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>- Students make simple recount texts about experience in Eid by paying attention to social functions, structures and linguistic elements.</li> <li>- Students publish their posts to the Facebook group that has been provided</li> <li>- In pairs students give input to the writing of peers with a focus on social functions, structure, and linguistic elements.</li> <li>- Ask questions about things that are not understood, or the teacher throws a few questions to students.</li> </ul> |  |
| <p><b>Note :</b></p> <p><b>During learning takes place, the teacher observes the attitude of students in learning which includes attitudes: discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment.</b></p>   |  |  |
| <p><b>Closing</b></p> <p><b>The Students:</b></p> <ul style="list-style-type: none"> <li>- Making a summary / conclusion of the lesson. About the important points that appear in the learning activities that have just been carried out.</li> <li>- Reflecting on the activities that have been carried out..</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- Checking student work that is completed immediately checked. Students who have completed the project correctly are initialed and given a ranking number in order to evaluate the project.</li> </ul> |  | <p><b>10</b></p> <p><b>minutes</b></p> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- Plan follow-up activities in the form of group / individual assignments (if needed).</li> <li>- Schedule homework.</li> <li>- Delivering the lesson plan at the next meeting</li> </ul> |  |
|--|--|

## H. Assessment

### Scoring Rubric

| Aspect  | Score | Performance Description  | Wighting  |
|---|-------|--|-----------|
| Content (C)<br>30%<br>- Topic<br>- Detail                   | 4     | The topic is complete and clear and the detail are relating to the topic                   | <b>3x</b> |
|   | 3     | The topic is complete and clear but the detail are almost relating to the topic            |           |
|   | 2     | The topic is complete and clear but the detail are not relating to the topic               |           |
|   | 1     | The topic is not complete and clear but the detail are not relating to the topic           |           |
| Organization(O)<br>20%<br>- Identification<br>- Description | 4     | Identification is complete and description are arranged with proper connectives            | 2x        |
|   | 3     | Identification is almost complete and description are arranged with proper connectives     |           |
|   | 2     | Identification is not complete and description are arranged with few misuse of connectives |           |
|   | 1     | Identification is not complete and description are arranged with misuse of connectives     |           |
| Grammar (G)<br>20%  | 4     | Very few grammatical inaccuracies  | 2x        |
|   | 3     | Few grammatical inaccuracies   |           |
|   | 2     | Numerous grammatical inaccuracies  |           |
|   | 1     | Frequent grammatical inaccuracies  |           |
| Vocabulary  | 4     | Effective choice of words and word form  | 1,5x      |
|   | 3     | Few misuse of vocabularies, word forms, but not change the meaning                         |           |

|   |   |  |      |
|---|---|--|------|
|   | 2 | Limited range confusing words and word form                            |      |
|   | 1 | Very poor knowledge of words and word form and not understandable      |      |
| Mechanics (M)<br>15%                        | 4 | It uses correct spelling, punctuation, and capitalization              | 1,5x |
| Spelling,<br>Punctuation,<br>Capitalization | 3 | It has occasional errors of spelling, punctuation, and capitalization  |      |
|   | 2 | It has frequent errors of spelling, punctuation, and capitalization    |      |
|   | 1 | It is dominated by errors of spelling, punctuation, and capitalization |      |

Medan, 28 September 2019  
Mahasiswa Praktikan

Artha Nirmala  
NIM: 34151003

**Appendix 2**

**Writing Test**

**Pre-Test**

Name:

Class:

Intruccion!

What a paragraph about what were you did yesterday!

**Post-Test I**

**Writing Test**

**Intruption!**

1. Compose a short recount text about your memorable experience and write down your name at the end of paragraph!
2. Post your writing to facebook group!
3. Give comment to your friend's post about their writing content!

**Post-Test II**

**Writing Test**

Intruption!

1. Compose a short recount text about your memorable experience and write down your name at the end of paragraph!
2. Post your writing to facebook group!
3. Give comment to your friend's post about their writing content!

**Appendix 3****Key Answer****Pre-Test**

1. Based on the student's creativity

For example

**Shopping**

Yesterday, I went to mall with my mother. We went there for monthly expenditure. Right after we arrived, we immediately go to transmart to looking for household materials. We choose the items needed and of course, there was a discount. I also chose some sneak for us. After leaving the cashier, mom and I sat briefly in the window t take a break and ate the sneak we bought. It was exhausted to around the mall. After all needs are bought, I and mom went home.

**Post-Test I****Key Answer**

1. Based on the student's creativity

For example

**Seeing the Plane**

When I was in Junior High School, my father often took me and my brother went to a park to see the plane in every weekend. At that time, the three of us still fit on one motorcycle. The park was close to the airport, so people sometimes can see the plane while take off and landing. Everytime us went to that park, father was always buy me and my brother an ice cream and some snack. We also saw the motocross track at there. I really miss that moment when I was children. Went to the park and seeing the plane. I hope I can go back in time.

3. Base on the student's creativity

For example

“Your writing is so good. You put all the generic structure and using right word choice. I also miss my childhood memories. I just think it was happier when we were children. But when we are became an adult, a lot of problem are coming.”



**Post-Test II****Key Answer****1. Based on the student's creativity**

For example

**My Eid al-Fitr Experience**

A few months back was Ramadan 1439 H and I was so excited. As usually, I woke up early to get myself ready for Eid prayer that would be started at 07.00 am. I did the dawn prayer, took bath, and had a bit breakfast before went to the mosque.

I went back to home at 09.00 am, after the Eid prayer and sermon had done. At home, my big family always does a Javanese tradition that's called sungkeman to honor the elders. The younger members of my family kneeled down and pressed their face to the elders' knee, one by one. After that procession had ended, we usually took some pictures together to preserve this moment and to fill our family albums.

This Eid el Fitr celebration day was so exciting for me because there were many happy things I did together with all my family. I hope I can celebrate the next Eid al-Fitr with my big family again.

**3. Base on the student's creativity**

For example

"Your writing is so good. You put all the generic structure and using right word choice. I also miss my childhood memories. I just think it was happier when we were children. But when we are became an adult, a lot of problem are coming."

## Appendix 4

### Post-Test I

#### Writing Test Result



**Devi Purnama Sari**



At last year holiday I didn't go anywhere.

I just stay at home for the whole month. It was not too bad to spend the holiday at home because I had something to do. I did a small project building a small fishpond at home.

What I need is river sand, cement, and some tools. I choose the middle space of my yard. After that, I made the design.

Anyway, I would like to keep some koi fish at that fishpond, so that I had to make the design as well as I can. I preferred to choose the nature landscape as the model.

I did it alone, day and night. I was so happy to do that.

After two weeks, I finished it. It was a small beautiful fishpond with nature landscape designed.

Before I put on it some koi fish, I fill the water and waited for about two weeks to make sure that the fishpond was free from poison.

Finally, I bought 5 koi fish and keep them at my new fishpond.

It was a nice thing to spend the holiday at home.

## Post-Test I

## Writing Test Result

**Adinda Ramadhani**

Anggota Pendiri ·

Go on Vacation"

Last holiday, my family and I went to the swimming pool. We leave in the morning. When my family and I went it was very sunny. We at the pool buy food like pop noodles, snacks and so on. My family and I play water slide. Then we rent tires for our swimming. My family and I play water-safe flush. Yesterday's vacation was very fun and exciting



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**Post-Test II****Writing Test Result****Devi Purnama Sari****My Eid al-Fitr Experience**

A few months back was Ramadan 1440 H and I was so excited. As usually, I woke up early to get myself ready for Eid prayer that would be started at 07.00 am. I did the dawn prayer, took bath, and had a bit breakfast before went to the mosque.

I went back to home at 09.00 am, after the Eid prayer and sermon had done. At home, my big family always does a Javanese tradition that's called sungkeman to honor the elders. The younger members of my family kneeled down and pressed their face to the elders' knee, one by one. After that procession had ended, we usually took some pictures together to preserve this moment and to fill our family albums.

After we had taken enough pictures, then we had brunch of a great feast for all family members. There were cakes, cookies, meatball soup, and opor. My favorite one was the meatball soup which was made by my aunt. The meatball was so delicious and its chili sauce was so spicy. I love it very much. When our energy had been refilled, we continued to visit our neighbors, close friends, and some relatives.

This Eid el Fitr celebration day was so exciting for me because there were many happy things I did together with all my family. I hope I can celebrate the next Eid al-Fitr with my big family again.

**Post-Test II****Writing Test Result****Adinda Ramadhani**

🌿 Anggota Pendiri ·

**"Eid day"**

In the morning, when Eid al-Fitr arrived, I woke up early in the morning to perform Eid prayers. I wake up my mother to pray the dawn first. Then I showered, after bathing and morning prayers, my family and I went to the Burhanuddin Mosque to perform Eid prayers. After completing the Eid prayer I returned home to greet my family. After greetings, my family and I went around the village to make friends with neighbors. After I finished greeting my neighbors and the family went straight to Grandma's house, my extended family had gathered there. Then we shook hands with each other while apologizing. After forgiving forgiveness we were ready to go for a walk. We went to Berastagi, we went to the pagoda, prayers, cow milk squeeze, and so on. After that we went to a restaurant for lunch, because we were very tired. Time goes by quickly, it's already night. Then we left for the way home. At that time I was very happy and happy because I was able to gather with my extended family.

## Appendix 5

### THE INTERVIEW REPORT

#### The Result of Interview With Teacher Before Conducting The Research

- The researcher : What do you think about the students' interest in English study especially in writing recount text?
- The collaborator : In my opinion, they are less interested in learning English, especially writing recount text. Because they find it difficult to make words in English and it's not their native language. They also unconfidence when their writing is read by others because they are afraid of writing errors.
- The researcher : What kind of media do you usually use to teaching writing?
- The collaborator : Usually I devide them into group. I give material text, they write a text and we discuss. Just it.
- The researcher : Have you ever use facebook group as media to teaching learning?
- The collaborator : No. I never use it.

#### The Result of Interview With Teacher After Conducting The Research

The researcher : What do you think about using facebook closed group in teaching writing?

The Collaborator: I think facebook closed group is good to apply in english subject especially in writing. Because I can see that social media has feature that support in learning writing. The students score also improved after using this media and they also interested.

### **The Result of Interview With Students Before Conducting The Research**

The Researcher: apakah kamu suka belajar bahasa Inggris?

Student 1 : saya tidak tertarik dengan pelajaran bahasa inggris karena membosankan dan sangat sulit

Student 2 : saya lumayan suka karena saya juga suka mendengarkan musik berbahasa inggris. Tetapi saya tidak begitu tahu artinya.

Student 3 : saya suka tapi tergantung pembahasannya.

The researcher: bagaimana perasaan kamu setiap kali pelajaran writing?

Student 1 : saya merasa kesulitan dalam menulis teks berbahasa inggris, dikarenakan bahasa inggris bukan bahasa sehari hari saya.

Student 2 : saya jarang menulis dalam bahasa inggris. Saya tidak percaya diri menulisnya karena saya takut salah menggunakan grammar.

Student 3 : saya merasa writing menyenangkan karena bisa menyampaikan apa yang di dalam pikiran. Tapi saya tidak begitu tahu caranya

### **The Result of Interview With Students Before Conducting The Research**

The Researcher: bagaimana pendapat kalian tentang penggunaan facebook group dalam belajar writing?

Student 1 : menurut saya cukup menyenangkan karena selama pembelajaran saya juga bisa terbantu oleh aplikasi penerjemah untuk membantu saya mengerjakan tugas

Student 2 : saya suka sekali. Dengan menggunakan facebook closed group saya bisa belajar juga dari tulisan teman teman saya yang lain dan saling memberi komentar. Kita juga bisa belajar dirumah melaui facebook group kita

Student 3 : menurut saya pakai facebook group sangat menarik karena saya merasa semangat setiap kali ada yang like postingan saya. Selain itu dengan belajar pakai facebook group jadi lebih mudah karena miss juga memberikan materi di facebook group kita.



## Appendix 6

### The Students' Score Before Treatment (Pre-Test)

| NO | Initial of Name | SCORE    |                               |
|----|-----------------|----------|-------------------------------|
|    |                 | Pre-Test | Criteria of Success $\geq 75$ |
| 1  | AN              | 50       | Unsuccess                     |
| 2  | AR              | 67       | Unsuccess                     |
| 3  | AZ              | 60       | Unsuccess                     |
| 4  | APR             | 78       | Success                       |
| 5  | AP              | 75       | Success                       |
| 6  | A               | 0        | Unsuccess                     |
| 7  | AA              | 70       | Unsuccess                     |
| 8  | DA              | 0        | Unsuccess                     |
| 9  | DPS             | 47       | Unsuccess                     |
| 10 | DF              | 45       | Unsuccess                     |
| 11 | FP              | 76       | Success                       |
| 12 | GPW             | 67       | Unsuccess                     |
| 13 | IM              | 60       | Unsuccess                     |
| 14 | KRN             | 70       | Unsuccess                     |
| 15 | MR              | 65       | Unsuccess                     |
| 16 | MK              | 78       | Success                       |
| 17 | MA              | 50       | Unsuccess                     |

|       |     |               |           |
|-------|-----|---------------|-----------|
| 18    | NV  | 0             | Unsuccess |
| 19    | NA  | 75            | Success   |
| 20    | NHA | 60            | Unsuccess |
| 21    | RK  | 30            | Unsuccess |
| 22    | RR  | 45            | Unsuccess |
| 23    | RA  | 70            | Unsuccess |
| 24    | SM  | 70            | Unsuccess |
| 25    | SA  | 55            | Unsuccess |
| 26    | SH  | 75            | Success   |
| 27    | SDR | 50            | Unsuccess |
| 28    | SAC | 67            | Unsuccess |
| 29    | SR  | 47            | Unsuccess |
| 30    | TA  | 60            | Unsuccess |
| 31    | TN  | 30            | Unsuccess |
| 32    | TW  | 50            | Unsuccess |
| TOTAL |     | $\Sigma=1742$ |           |
| MEAN  |     | M= 54,4375    |           |

## Appendix 7

### The Students' Score After Treatment (Post-Test I)

| NO | Initial of Name | SCORE       |                                  |
|----|-----------------|-------------|----------------------------------|
|    |                 | Post-Test I | Criteria of<br>Success $\geq 75$ |
| 1  | AN              | 68          | Unsuccess                        |
| 2  | AR              | 76          | Success                          |
| 3  | AZ              | 70          | Unsuccess                        |
| 4  | APR             | 79          | Success                          |
| 5  | AP              | 75          | Success                          |
| 6  | A               | 55          | Unsuccess                        |
| 7  | AA              | 70          | Unsuccess                        |
| 8  | DA              | 65          | Unsuccess                        |
| 9  | DPS             | 75          | Success                          |
| 10 | DF              | 70          | Unsuccess                        |
| 11 | FP              | 76          | Success                          |
| 12 | GPW             | 60          | Unsuccess                        |
| 13 | IM              | 67          | Unsuccess                        |
| 14 | KRN             | 70          | Unsuccess                        |
| 15 | MR              | 76          | Success                          |
| 16 | MK              | 78          | Success                          |
| 17 | MA              | 60          | Unsuccess                        |

|       |     |               |           |
|-------|-----|---------------|-----------|
| 18    | NV  | 50            | Unsuccess |
| 19    | NA  | 75            | Success   |
| 20    | NHA | 70            | Unsuccess |
| 21    | RK  | 65            | Unsuccess |
| 22    | RR  | 70            | Unsuccess |
| 23    | RA  | 75            | Success   |
| 24    | SM  | 70            | Unsuccess |
| 25    | SA  | 60            | Unsuccess |
| 26    | SH  | 75            | Success   |
| 27    | SDR | 77            | Success   |
| 28    | SAC | 50            | Unsuccess |
| 29    | SR  | 60            | Unsuccess |
| 30    | TA  | 65            | Unsuccess |
| 31    | TN  | 73            | Unsuccess |
| 32    | TW  | 67            | Unsuccess |
| TOTAL |     | $\Sigma=2112$ |           |
| MEAN  |     | M= 66,406     |           |

## Appendix 8

### The Students' Score After Treatment (Post-Test II)

| NO | Initial of Name | SCORE        |                                  |
|----|-----------------|--------------|----------------------------------|
|    |                 | Post-Test II | Criteria of<br>Success $\geq 75$ |
| 1  | AN              | 80           | Success                          |
| 2  | AR              | 78           | Success                          |
| 3  | AZ              | 75           | Success                          |
| 4  | APR             | 85           | Success                          |
| 5  | AP              | 75           | Success                          |
| 6  | A               | 70           | Unsuccess                        |
| 7  | AA              | 80           | Success                          |
| 8  | DA              | 75           | Success                          |
| 9  | DPS             | 75           | Success                          |
| 10 | DF              | 80           | Success                          |
| 11 | FP              | 80           | Success                          |
| 12 | GPW             | 78           | Success                          |
| 13 | IM              | 75           | Unsuccess                        |
| 14 | KRN             | 70           | Success                          |
| 15 | MR              | 76           | Success                          |
| 16 | MK              | 78           | Success                          |
| 17 | MA              | 70           | Unsuccess                        |

|       |     |               |           |
|-------|-----|---------------|-----------|
| 18    | NV  | 75            | Success   |
| 19    | NA  | 80            | Success   |
| 20    | NHA | 65            | Unsuccess |
| 21    | RK  | 75            | Success   |
| 22    | RR  | 78            | Success   |
| 23    | RA  | 75            | Success   |
| 24    | SM  | 80            | Success   |
| 25    | SA  | 80            | Success   |
| 26    | SH  | 78            | Success   |
| 27    | SDR | 77            | Ssuccess  |
| 28    | SAC | 65            | Unsuccess |
| 29    | SR  | 78            | Success   |
| 30    | TA  | 76            | Success   |
| 31    | TN  | 80            | Success   |
| 32    | TW  | 68            | Unsuccess |
| TOTAL |     | $\Sigma=2437$ |           |
| MEAN  |     | M= 76.15      |           |

## Appendix 9

### The Students' Score of Pre-Test, Post-Test I, Post-Test II

| No. | Initial Name | Values   |             |              |
|-----|--------------|----------|-------------|--------------|
|     |              | Pre-Test | Post-Test I | Post-Test II |
| 1.  | AN           | 50       | 68          | 80           |
| 2.  | AR           | 67       | 76          | 78           |
| 3.  | AZ           | 60       | 70          | 75           |
| 4.  | APR          | 78       | 79          | 85           |
| 5.  | AP           | 75       | 75          | 75           |
| 6.  | A            | 0        | 55          | 70           |
| 7.  | AA           | 70       | 70          | 80           |
| 8.  | DA           | 0        | 65          | 75           |
| 9.  | DPS          | 47       | 75          | 75           |
| 10  | DF           | 45       | 70          | 80           |
| 11. | FP           | 76       | 76          | 80           |
| 12. | GPW          | 67       | 60          | 78           |
| 13. | IM           | 60       | 67          | 75           |
| 14. | KRN          | 70       | 70          | 73           |
| 15. | MR           | 65       | 76          | 76           |
| 16. | MK           | 78       | 78          | 80           |
| 17. | MA           | 50       | 60          | 70           |
| 18. | NV           | 0        | 50          | 75           |

|          |     |         |        |       |
|----------|-----|---------|--------|-------|
| 19.      | NA  | 75      | 75     | 80    |
| 20.      | NHA | 60      | 70     | 72    |
| 21.      | RK  | 30      | 65     | 75    |
| 22.      | RR  | 45      | 70     | 78    |
| 23.      | RA  | 70      | 75     | 75    |
| 24.      | SM  | 70      | 70     | 80    |
| 25.      | SA  | 55      | 60     | 80    |
| 26.      | SH  | 75      | 75     | 78    |
| 27.      | SDR | 50      | 77     | 77    |
| 28.      | SAC | 67      | 50     | 65    |
| 29.      | SR  | 47      | 60     | 78    |
| 30.      | TA  | 60      | 65     | 76    |
| 31.      | TN  | 30      | 73     | 80    |
| 32.      | TW  | 50      | 67     | 68    |
| TOTAL    |     | 1742    | 2112   | 2442  |
| MEAN (M) |     | 54.4375 | 66,406 | 76.31 |



## Appendix 10

### The Statistic Analysis of the Students Score Post Test in First and Second Cycle

| NO  | Name | Post test I | Post test II | D  | $D^2$ |
|-----|------|-------------|--------------|----|-------|
| 1.  | AN   | 68          | 80           | 2  | 4     |
| 2.  | AR   | 76          | 78           | 2  | 4     |
| 3.  | AZ   | 70          | 75           | 5  | 25    |
| 4.  | APR  | 79          | 85           | 6  | 36    |
| 5.  | AP   | 75          | 75           | 0  | 0     |
| 6.  | A    | 55          | 70           | 15 | 225   |
| 7.  | AA   | 70          | 80           | 10 | 100   |
| 8.  | DA   | 65          | 75           | 10 | 100   |
| 9.  | DPS  | 75          | 75           | 0  | 0     |
| 10  | DF   | 70          | 80           | 10 | 100   |
| 11. | FP   | 76          | 80           | 4  | 16    |
| 12. | GPW  | 60          | 78           | 18 | 324   |
| 13. | IM   | 67          | 75           | 10 | 100   |
| 14. | KRN  | 70          | 73           | 3  | 9     |
| 15. | MR   | 76          | 76           | 0  | 0     |
| 16. | MK   | 78          | 80           | 2  | 4     |
| 17. | MA   | 60          | 70           | 10 | 100   |
| 18. | NV   | 50          | 75           | 15 | 225   |
| 19. | NA   | 75          | 80           | 5  | 25    |

|       |     |        |       |     |      |
|-------|-----|--------|-------|-----|------|
| 20.   | NHA | 70     | 72    | 2   | 4    |
| 21.   | RK  | 65     | 75    | 10  | 100  |
| 22.   | RR  | 70     | 78    | 8   | 64   |
| 23.   | RA  | 75     | 75    | 0   | 0    |
| 24.   | SM  | 70     | 80    | 10  | 100  |
| 25.   | SA  | 60     | 80    | 20  | 400  |
| 26.   | SH  | 75     | 78    | 3   | 9    |
| 27.   | SDR | 77     | 77    | 0   | 0    |
| 28.   | SAC | 50     | 65    | 15  | 225  |
| 29.   | SR  | 60     | 78    | 18  | 324  |
| 30.   | TA  | 65     | 76    | 11  | 121  |
| 31.   | TN  | 73     | 80    | 7   | 49   |
| 32.   | TW  | 67     | 68    | 1   | 1    |
| TOTAL |     | 2112   | 2442  | 232 | 2794 |
| MEAN  |     | 66,406 | 76,31 |     |      |

$$\bar{D} = \frac{\sum D}{n}$$

$$\bar{D} = \frac{232}{32} = 7,25$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{7,25}{\sqrt{\frac{2794 - \frac{(232)^2}{32}}{32(32-1)}}$$

$$t = \frac{7,25}{\sqrt{\frac{2794-1682}{992}}}$$

$$t = \frac{7,25}{\sqrt{1,1129}}$$

$$t = \frac{7,25}{1,0545}$$

$$t = 6,8752$$

Form the computation above, it could be seen that the coefficient of t – observation  
= 6,8752

## Appendix X

### Field Notes

## Appendix 11

### OBSERVATION SHEET

#### The Observation Sheet in Cycle I

**Instructions:** Give a checklist in column “yes” or “no” based on your observation.

| No.                 | Point Observation  | Yes | No |
|---------------------|--|-----|----|
| <b>The Teacher</b>  |  | ✓   |    |
| 1                   | The teacher comes on time  | ✓   |    |
| 2                   | The teacher greets the students and check the attendance list  | ✓   |    |
| 3                   | The teacher motivates the students   | ✓   |    |
| 4                   | The teacher prepare the teaching material and gives ice breaker to the students                                  | ✓   |    |
| 5                   | The teacher pairs the students   | ✓   |    |
| 6                   | The teacher gives explains about definition of recount text, generic structure, and language feature.            | ✓   |    |
| 7                   | The teacher gives the example of recount text through facebook closed group                                      | ✓   |    |
| 8                   | The teacher gives the students chance to ask about the material  | ✓   |    |
| 9                   | The teacher responds to the students question  | ✓   |    |
| 10                  | The teacher ask the students to write a recount text about memorable experience and publish it to facebook group | ✓   |    |
| 11                  | The teacher monitors all students  | ✓   |    |
| 12                  | The teacher doing assessment in the last learning process  | ✓   |    |
| 13                  | The teacher concludes the material   | ✓   |    |
| 14                  | The teacher gives homework to students   | ✓   |    |
| <b>The Students</b> |  | ✓   |    |
| 1                   | The students comes on time   | ✓   |    |
| 2                   | The students respond to the teacher’s greeting   | ✓   |    |

|    |  |   |  |
|----|--|---|--|
| 3  | The students listen the motivation   | ✓ |  |
| 4  | The students doing the ice breaker   | ✓ |  |
| 5  | The students sit on pairs  | ✓ |  |
| 6  | The students give attention to teacher's explanation   | ✓ |  |
| 7  | The students observe the example of recount text that teacher's share on facebook group      | ✓ |  |
| 8  | The students ask about the material  | ✓ |  |
| 9  | The students pay attention to teacher explanation  | ✓ |  |
| 10 | The students make a recount text about memorable experience and publish it to facebook group | ✓ |  |
| 11 | The students and the teacher conclude about the material today                               | ✓ |  |
| 12 | The students get the homework  | ✓ |  |

## OBSERVATION SHEET

### The Observation Sheet in Cycle II

**Instructions:** Give a checklist in column “yes” or “no” based on your observation.

| No.                 | Point Observation  | Yes | No |
|---------------------|--|-----|----|
| <b>The Teacher</b>  |  | ✓   |    |
| 1                   | The teacher comes on time  | ✓   |    |
| 2                   | The teacher greets the students and check the attendance list  | ✓   |    |
| 3                   | The teacher motivates the students   | ✓   |    |
| 4                   | The teacher prepare the teaching material and gives ice breaker to the students                                  | ✓   |    |
| 5                   | The teacher pairs the students   | ✓   |    |
| 6                   | The teacher gives explains about definition of recount text, generic structure, and language feature.            | ✓   |    |
| 7                   | The teacher gives the example of recount text through facebook closed group                                      | ✓   |    |
| 8                   | The teacher gives the students chance to ask about the material  | ✓   |    |
| 9                   | The teacher responds to the students question  | ✓   |    |
| 10                  | The teacher ask the students to write a recount text about memorable experience and publish it to facebook group | ✓   |    |
| 11                  | The teacher monitors all students  | ✓   |    |
| 12                  | The teacher doing assessment in the last learning process  | ✓   |    |
| 13                  | The teacher concludes the material   | ✓   |    |
| 14                  | The teacher gives homework to students   | ✓   |    |
| <b>The Students</b> |  | ✓   |    |
| 1                   | The students comes on time   | ✓   |    |
| 2                   | The students respond to the teacher’s greeting   | ✓   |    |
| 3                   | The students listen the motivation   | ✓   |    |

|    |  |   |  |
|----|--|---|--|
| 4  | The students doing the ice breaker   | ✓ |  |
| 5  | The students sit on pairs  | ✓ |  |
| 6  | The students give attention to teacher's explanation   | ✓ |  |
| 7  | The students observe the example of recount text that teacher's share on facebook group      | ✓ |  |
| 8  | The students ask about the material  | ✓ |  |
| 9  | The students pay attention to teacher explanation  | ✓ |  |
| 10 | The students make a recount text about memorable experience and publish it to facebook group | ✓ |  |
| 11 | The students and the teacher conclude about the material today                               | ✓ |  |
| 12 | The students get the homework  | ✓ |  |

## Appendix 12

### DOCUMENTATION







