THE USE OF WH-QUESTION TO IMPROVE THE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT THE FIRST GRADE STUDENT OF MAN KUALA SIMPANG

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Langsa, July 31th 2017

The writer,

Chairunisa

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ABSTRACT

Chairunisa. The Use of WH-Question to Improve the Student's Ability in Writing Recount Text at the First Grade Student of MAN Kuala Simpang. The Student of English Department Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Zawiyah Cot Kala Langsa 2017 / 1438 H.

The background of the study in this research was based on the students' difficulties in comprehending in writing recount texts. In order to solve this problem the teacher should have creative activity, and the using of WH-Question can be an alternative way as a learning media that will make students enjoy and easy to write. This research aimed to describe the implementation of WH-Question in improving the students' ability in writing recount text at The First Grade Student of MAN Kuala Simpang. The total population in this research was 205 students, but the researcher took 1-A as sample, it consisted of 26 students by using random sampling In This research; the researcher conducted a classroom action research (CAR). The research conducted at the first grade students of MAN Kuala Simpang. There were five meetings during the research; they were pre-cycle, cycle I and cycle test II. Each cycles consisted of four steps: planning, implementing, observing and reflecting. The researcher used written test and observation in collecting the data. The using of written test was to measure the students' skill in writing recount text after giving the treatment, and the using of observation was to monitor students` activities during teaching learning process. To analyze data, the researcher applied quantitative and qualitative approach. The result of the test showed that the students' score in the pre-cycle test was 60.53, the students' score in the cycle I test was 67.69 and the students' score in the cycle II test was 79.23. The achievement of the test showed that the treatment was successful because the result of the cycle II test was higher than the cycle I test. In line with this result, the researcher concluded that the WH-Question improved students' skill in writing recount text.

Key Words: *WH-Question, Recount Text and Writing*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Many countries all over world regard English as the first obligatory foreign language. In Indonesia, English is the first foreign language has been given a special attention and role especially in education. The Indonesian government chooses English as the first foreign language to be taught at the formal schools.[1] English is an international language which has been received by countries all over the word. Moreover, as an international language, English is used to communicate in business meeting or other activities among government over the world, chiefly in science and technology.

The purpose of teaching English is to master four skills; they are listening, speaking, reading, and writing. Teaching and learning activity in writing need some skills for the students to master. Writing is frequently useful as preparation for some other activity.[2] It is a process of discovering and organizing ideas, putting them on papers, and revising them. Writing allows the students to express our ideas well; however, to get the meaning strong, interesting, and clear for the reader, this skill must be improved by practicing a lot. The importance of writing can be seen in people daily activities when they need to write personal letters, invitation, formal letters, articles, books and the other product writing activities.

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[1] Ramelan, *Introduction to Linguistic Analysis*, (Semarang: IKIP Semarang Press, 1992), p. 3.

[2] Jeremy Harmer, *How To Teach Writing,* (England: Longman, 2007), p. 33.

The researcher considers that writing is the hardest skill for people who learn English because in writing process, the students will face many difficulties in transferring thought and ideas in writing form. Therefore, it is important to the English learner to master it. Through writing, many people can communicate one another over long distances and periods of time. According to Richards in book of the Language Teaching Matrix stated that writing form for adult level needs not only institutional writing but also personal one.[3] The importance of writing can be seen from the fact that scientific books, novels, reports, letter, newspaper, magazines, brochures, commercial advertisements are products of writing. Most of those products are very important for human being in their daily activities.

Although writing is very important, it is regarded as difficult subject especially for the student. The reason is because writing is a mixture of ideas, vocabulary and also grammar. Writing skill are more complex and difficult to teach, require, and master not only of grammatical and rhetorical devices but also conceptual and judgment elements.[4] A large number of research shows that all time teaching English writing only focuses on the theory of grammar or writing concept. The researcher thinks that it does not enough to support the students in writing especially genre.

The one of kinds of genre is recount text. Recount is kinds of text that retell the past event which the purpose is informing or entertaining the reader.

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[3] Jack C Richard, *The Language Teaching Matrix*, (New York: Cambridge University Press, 1990), p.100.
[4] Heaton, *Writing English Language Test.*(Longman: Longman Group Limited, 1975), p.138.

According to Anderson and Anderson recount is a text that retells past events, usually in the order in which they occurred.[5] It also has a purpose that is to entertain the audience or the readers with a description of what occurred and when it occurred. However, in reality, the ability of the students in writing was still very low. The students still regarded writing as a difficult activity.

Most of students still have low ability in writing paragraph. The students were not interested in writing especially recount paragraph writing. It is caused by some factors, namely; first, they do not have enough knowledge in writing a recount paragraph derived from its generic (schematic) structure. Second, they likely to do some mistakes in using correct tenses. Third, they are also weak on mechanics aspect (spelling, punctuation, and capitalization). The last, lack of vocabulary makes the students difficult to express and to develop their ideas. Thus, most of them cannot write good recount paragraph. With the result the students' difficulties were in starting their writing.

The other problem is the teaching strategy used by teachers in school. They still use traditional or conventional method. This method only emphasizes the students to keep silent in the class while listening to their teacher's explanation without discussion; as a result it is hard for them to master their skills in writing. It made the students cannot improve their creativity and imagination. Teaching learning process of writing should be varied to make students feel fun during the process. Based on that situations, the researcher believes that a good teacher

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[5] M Anderson and K Anderson. *Text Types in English.*, (Australia: Macmilan Education 1997), p. 24.

should has ideas to create a kind of technique in teaching learning activity to suit the situation in the classroom, because technique has a great role.

Considering the situation above, in teaching recount paragraph writing, the teacher has to apply technique in teaching writing recount paragraph. Technique is more effective way to motivate the students in learning English writing. In this case, the researcher was interested to solve the students' problems in writing by using WH-Questions technique. WH-Questions technique is one of the techniques which can be used to help the students' ability in writing, because WH-Questions is one of the ways for stimulating the students in writing their ideas. "Question will help the instructor evaluate students' understanding of the new material and will give the students valuable practice in developing in the kinds of answers".[6] It means the WH-Questions make the answers from the students that help them to make a paragraph because they combine the answers and develop them becomes a good paragraph. By using question the teacher can give item to write words and sentences that can be applied to develop their ideas in teaching writing recount text. WH-Questions is highly effective to help the teacher in teaching learning process. Wh-question technique can help Students more motivation, and express their idea, feeling and experience with more comprehended in written form. Next, by applying this technique hope students difficulty in learning writing recount text can overcome and became a best solution for learning English for the future.

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[6] Tri, Lestari. *The Influence of Question as Teaching Technique toward Students' Writing Ability",* Thesis: STKIP PGRI, Bandar Lampung, 2005), p. 2.

Based on the explanation above, the researcher is interested in conducting a research entitled: **"The Use Of WH-Question To Improve the Students' Ability in Writing Recount Text at the First Grade Students of MAN Kuala Simpang".**

B. Research Question

Based on the background of the problem above, the research question of this research is "How is the implementation of WH-Question in improving the students' ability in writing recount text at the First Grade Student of MAN Kuala Simpang?"

C. The Purpose of Study

Based on the research questions above, the purpose of the research is "To describe the implementation of WH-Question in improving the students' ability in writing recount text at the First Grade Student of MAN Kuala Simpang."

D. Significance of The Study

Theoretically, the result of this study will enrich the technique of teaching and learning English. This research is useful for giving the information to educational practitioners who are interested in English knowledge, especially in teaching writing. This research also gives the contribution to the teaching technique that can be implied in the process teaching learning.

Practically, the result of this research gives some positive contribution to the English learning context and may be beneficial for the researcher, for the students, for the teacher and for the school:

1. For the researcher

By doing this research, the researcher gets some experiences and knowledge about this study and it is useful in the future when the researcher be a teacher.

2. For the students

This study may motivate students who have problems in writing, especially in writing recount texts. They also able to produce a good English whether oral or written communication.

3. For the teacher

The result of this study can give some information to the teachers in improving their methods in teaching learning process in the classroom. So that problems that students and teachers face in the teaching learning process can be minimized. In addition, teachers can apply this new strategy in their classroom to make the teaching more interesting.

4. For the school

The result of this study can be a starting point to develop the teaching technique which applies in the school.

E. The Scope Of Study

In order to make the scope of the research not to wide, researcher necessary give limitation to the study. There are many kinds of genre in English writing,

there are twelve items. One of them is recount text. The researcher wants to focus this study on the implementation of teaching writing by using WH-Question in improving the students' writing recount text.

F. Terminology

To give better information, the writer gives some operational definition of key terms as the following:

1. Writing

Writing is one of the four language skills besides listening, speaking, and reading. According to Harmer, writing is away to produce language and express idea, feeling and opinion.[7] It meant that writing is needed in communication. It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purpose. Writing is a combination of process and product.

2. Definition of Recount Text

Recount text is text that is telling someone what happened in the past. Pardiyono said that recount text is the records of events, which is oriented to give information.[8] It means that we can inform our experience in the past to the others through recount text.

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[7] Jeremy Harmer, *How to Teach Writing.* (Longman: Pearson Education Limited, 2004), p.31.

[8] Pardiyono. *Teaching Genre-based Writing. (*Yogyakarta: Cv. Andi offset, 2007), P. 78.

3. WH-Question

Question is the sentence which is using to find out information. Leech stated that Wh-Questions begin with an interrogative word.[9] Wh-question technique aimed to guiding students to be easily to learning English writing recount text. It can help them to open their mind and can apply about their idea into writing form.

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[9] Geoffrey Leech and John Svertvik. *A Communication Grammar in English. (*London: Longman Group, 1975), p. 283.

CHAPTER II

THEORETICAL FRAMEWORK

A. Writing Skill

1. Definition of Writing

Writing is one of the productive skills which is needed to be learned by learners. They learn writing as an essential component not only for their academic practice but also later in their professional life. It is a bridge between people to deliver information and message. "Writing is functional communication, making learners possible to create imagined worlds of their own design."[10] It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information. Writing as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English.[11] Writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas.

Writing is composition that involves thinking process which is written in varied and complex ways, transcribes, evaluates, and revises.[12] It is one of the

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[10] Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

[11] Jeremy Harmer, *How to Teach Writing*, (Malaysia: Pearson Education Limited, 2004), p. 31.

[12] Ronald V White, *New Ways in Theacing Writing*, (Alexandria : TESOL, 1995), p. 5.

basic skills in language teaching which put the ideas into papers or other media to show to reader what inside the brain is.

According to Kern, writing is different from reading. Writing involves designing texts to construct a potentiality for that realized discourse, while reading involves creating discourse from texts, although the both writing and reading involve the use of available designs as resource in dialogic negotiation between internal and external representation of meaning. Available designs has been intended in here are for example the residual voice and language forms we have internalized, our knowledge of rhetoric and stylistic device, genres, formatting convention, and so on. [13]

Writing is a process of creating, organizing, writing and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas, in the third step, you write a rough draft, in the final step; you polish your rough draft by editing it and making revisions.[14]

Another definition is given by Linse, she said that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.[15]

From the definition of writing above, it can be concluded that writing is the way to represent the language into written form by combining the writing elements including control of content, spelling and punctuation, vocabulary, and

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[13] Richard Kern, p.171.
[14] Allice Oshima and An Hogue, *Writing Academic English*, Fourth Edition (New York: Pearson Education, 2006), p. 265.
[15] Caroline Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2006), p.98.

integrating information into cohesive and coherent paragraph in order to make grammatically correct sentences for the purpose of communication.

2. Writing Process

Generally the writing process is seen as consisting of five stages: Prewriting, drafting/writing, revising, editing, and publishing. The five stages of the writing process are a framework for writing well and easily.

a. Prewriting

Prewriting is the thinking, talking, reading and writing you do about your topic before you write a first draft. Prewriting is a way of warming up your brain before you write, just as you warm up your body before you exercise.[16] Prewriting is the thinking, talking, reading and writing you do about your topic before you write a first draft. It is a time to relax, to write quickly and begin organizing the thoughts. Prewriting consist of three parts, there are:

1) Brainstorming

Brainstorming is one way to capture the thought then let the mind generate more ideas about what they will write. In the brainstorming process, we write down every single thing that exists or comes into our minds. We need not then worry about quality of the idea for the time being (at least). We simply write down our ideas in phrases or in single words, not in complete sentences. We do this partly to 'save time', or rather to be quick. The phrases or word can be verbs, nouns, adjectives, adverbs, or other parts of speech.[17] Brainstorming is technique

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[16] Karen Blanchard and Christine Root, *Ready to Write,* (New York: Pearson Education, Inc, 2003), 3rd Ed., p. 41.
[17] Barli Bram, *Write Well Improving Writing Skills,* (Yogyakarta: Penerbit Kanisius, 1995), p.64.

used to generate and collect ideas for writing; it is a way to produce many ideas from a group for the purpose of simple enjoyment or problem solving.[18] The purpose of brainstorming is to make a list of as many ideas as possible without worrying about how writers will use them. Writers' list can include words, phrases, sentences, or even questions.

2) Clustering

Clustering is another pre writing technique. It is a visual way of showing how writers' ideas are connected using circles and lines. When writers cluster, they draw a diagram to connect ideas.[19] In other words, clustering is an activity of drawing of ideas.

b. Writing

After we have finished in prewriting, we can continue to the next step (writing). As we write the first draft on our paragraph, we have to use the ideas we generated from prewriting as a guide. As we write, remember to:

1) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.

2) Stick the topic does not include information that does not directly support the main idea.

3) Arrange the sentences so that the other of ideas makes sense.

4) Use signal words to help the reader understand how the ideas in your paragraph are connected.[20]

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[18] Barbara C. Palmer and Mary L. Hafner, *Developing Cultural Literacy Through the Writing Process,* (America: Allyn and Bacon, 1994), p.54.
[19] Karen Blanchard and Christine Root, p.42.
[20] Karen Blanchard and Christine Root, p.42.

c. Revising

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different from of words for a particular sentence.[21]

Revising is often helped by other readers or editors who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.[22] Revising is necessary done in order to our writing can understood or read by reader. When our writing does not understand or make confuse reader, it means our writing is bad.

d. Editing

Editing is an essential part of preparing a piece of writing for public reading or publication. Richard and Willy stated that in editing, writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, example and the like.[23] We are almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing.

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[21] Karen Blanchard and Christine Root, p.43.
[22] Barli Bram, p.5.

[23] Jack C. Richards and Willy A. Renandya, *Methodology and Language Teaching,* (USA: Cambridge University Press, 2000), p.318.

e. Publishing

"Publishing refers to putting the writing in a final finished format where it can be shared with others. Publishing can be a great motivator for young learners".[24] Process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teacher often plan appropriate classroom activities that support the learning of specific writing skills at every stage. And to encourage process writing, teachers can model the selection of topics or the writing process itself.

3. Purposes of Writing

According to O"Malley and Pierce, there are three purposes of writing based on the types of writing in English language learning, those are:[25]

a. Informative

It is represented by "informative writing," that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

b. Expressive or Narrative

It is represented by "expressive writing" or "narrative writing is" that is purposed to share a personal or imaginative expression. Commonly it is composed

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[24] Caroline T. Linse, p.109.
[25] J. Michael O"Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (London: Longman, 1996), p. 137-138.

by the writer story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.

c. Persuasive

It is represented by "persuasive writing" that is purposed to persuade the readers to do something. It effort to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.

4. Genre in Writing

In this case, genre is used to differ the kind of context and text. Writing is not only express idea, information, or massage in grammatical correct sentences. Ideas, information or massage need to order in a text which is conventionally agreed by the language user.

"Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose".[26] The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

There are fifteen types of genre text, they are:

d. Narrative, it is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.

e. News story, it is a factual text which informs reader's events of the day which are considered newsworthy or important.

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[26] Rudi Hartono, *Genres of Text,* (Semarang: UNNES, 2005), p. 4.

f. Exemplum, it is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.

g. Anecdote, it is a kind of genre used to share with others an account of an unusual or amusing incident.

h. Recount, it is a kind of genre used to retell events for the purpose of informing or entertaining.

i. Spoof, it is a kind of genre used to retell an event with a humorous twist.

j. Procedure, it is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.

k. Explanation, it is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

l. Report, it is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.

m. Analytical exposition, it is a kind of genre used to persuade the reader or listener to take action on some matter.

n. Hortatory exposition, it is a kind of genre used to persuade the reader or listener that something should or should not be the case.

o. Discussion, it is a kind of genre used to present (at least) two points of view about an issue.

p. Description, it is a kind of genre used to describe a particular person, place or thing.

q. Review, it is a kind of genre used to critique an art work or event for a public audience.

r. Commentary, it is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.[27]

B. Recount Text

5. Definition of Recount Text

According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.[28]

In addition, Anderson and Anderson said that recount is a text that retells past events, usually in the order in which they occurred. It also has a purpose that is to entertain the audience or the readers with a description of what occurred and when it occurred.[29]

Based on the explanation above researcher conclude that recount text is one of story genre text. We can look the example of recount in personal letters, police report, insurance claims, and incident reports. Recount text is important to the readers who want to know the people experience because recount text is an expression to retell people's experiences in the past.

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[27] Rudi Hartono, p. 7.
[28] Ken Hyland, *genre and Second Language Writing*, (The United State of America: The University of Michigan Press, 2004), p. 29
[29] M Anderson and K Anderson. *Text Types in English. (*Australia: MACMILAN EDUCATION, 1997), p. 24.

6. **Generic Structures of Recount Text**

There are three generic structure of recount. They are:[30]

a. Orientation: provides the setting and produces participants. It provides information about „who", „where", and „when".

b. Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

c. Re-orientation: optional-closure of events. It is „rounds off" the sequence of events.

7. **Grammatical Features of Recount Text**

The common grammatical features of recount text are:[31]

a. Use of nouns and pronouns to identify people, animals, things involved

b. Use of actions verbs to refer to events

c. Use of past tense to locate events in relation to speaker's or writer's time

d. Use of conjunctions and time connectives to sequence of events

e. Use of adverb and adverbial phrase to indicate place and time

f. Use of adjective to describe nouns

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[30] Ken Hyland, p. 135.
[31] Ken Hyland, p. 135.

8. **The example of recount text**

Here the example of recount text:

Our Trip to the Blue Mountain

Orientation: On Friday we went to the Blue Mountains. We stayed at Della"s house. It has a big garden with lots of colorful flowers and a tennis court.

Event 1:   On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

Event 2:   On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation: In the afternoon we went home.

C. Teaching Writing

1. The Goal of Teaching Writing

One of the objectives of English language teaching is to improve students' ability to communicate in oral and written language.[32] Therefore, writing, as one of the four skills, has always formed as part of the syllabus in the teaching of

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[32]Badan Peneliti, *Standar Kompetensi Bahasa Inggris SMP/MTs,* (Jakarta: Departemen Pendidikan Nasional, 2004), p.7

English. Teaching writing aims to help students to become better writers and to learn how to write in various genres using different register. Learning to write is a process of discovering and organizing ideas, putting them on paper and reshaping and revising them.

According to Harmer, writing can be used for a variety of purposes, ranging from being merely a 'back up' for grammar teaching to a major syllabus strands in its own right, where mastering the ability to write effectively is seen as a key objective for learners.[33] Writing encourages the students to focus on accurate the language use and because they think as they write, it may well provoke language developments they resolve problem when the writing is put in to their mind.

2. The Tasks of Teacher in Teaching Writing

Teacher has a number of crucial tasks that must be performed in order to help students to be good writers. Students often feel reluctance to write either in their own language or in second language. So, teacher must stimulate students to write by performing his tasks in the classroom. The teacher tasks are not only during the writing class, but also before and after writing class.

According to Harmer, there are five tasks that teacher can perform in the class. Those are demonstrating, motivating and provoking, supporting, responding, and evaluating.[34]

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[33] Jeremy Harmer, *How to Teach Writing.* (Longman: Pearson Education Limited, 2004), p.31.

[34] Jeremy Harmer, p. 41-42.

a. Demonstrating

Teacher must tell the students about the material and demonstrate it in fronts of class. This task can be an effective way to warm up students' knowledge about the material.

b. Motivating and provoking

When students find difficulties in writing like "lost for word", teacher can help by provoking the students into having ideas, enthusing them with the value of the task, and persuading them what fun it can be. The example is teacher can give students the word that they need to start a writing task.

c. Supporting

This task is closely related to the teacher' roles as motivator and provoker. Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teacher can help students overcome the difficulties by giving a support.

d. Responding

When responding, teacher reacts to the content and the construction of students' writing supportively and makes suggestion for their improvement. When teacher responds to the students' writing, he may not give a grade and judge it as final version (final product).

e. Evaluating

When teacher evaluate students' writing, he can indicate where students make mistakes and may award grades in students writing.

D. Wh-Question

1. Definition of Wh-Question

Question is the sentence which is using to find out information. Based on oxford learner's dictionary question is sentence that asks for information, an answer, etc. question is sentences which ask information. Brown stated that teacher questions provide students with opportunities to find out what they think by hearing what they say.[35] It means that by giving question students will find information so that the students can develop ideas, feelings, and thoughts in oral or written form. Another reference stated that question has pedagogical benefit of guiding the learner in written text without dictating the form of the output.[36]

Generally, question consists of Wh-question and question word order. Leech stated that Wh-Questions begin with an interrogative word.[37] Furthermore, Swan said that Wh-question consist of interrogative adjectives, pronouns, and adverbs.[38] They are called wh-question, because most of the interrogative begins with wh-question as a question word. Guiding of wh-question hope that the student can easy to open their main and express their ideas, before they starting to compose the writing recount text.

As we know, there are two question words in English that are WH question and Yes/No question. Chaika mentioned that there are two kinds of question in

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[35] H. D. Brown, *Teaching By Principle, (*San Fransisco: Addison Wesley Longman, Inc, 2001), p. 171.

[36] H. D. Brown, *Language Assessment: Principle and Classroom Practice. (*San Fransisco: Addison Wesley Longman, Inc, 2004), p. 234.

[37] Geoffrey Leech, & John Svertvik. *A Communication Grammar in English. (*London: Longman Group, 1975), p. 283.

[38] Michael Swan. *Practical English Usage. (*New York: Oxford University Press, 1995), p. 460-465.

English; those are: *yes-no* question and Wh-question. She added that the "Wh-questions are: what, when, why, where, who, and how. "1) What to be answered with the name of the things or event, 2) When with a time, 3) Where with a location, 4) Why a reason, 5) Who a person, 6) How a manner or way something was done".[39]

Here, the writer explains about WH question in English. In addition, Swan stated that "the word who, whom, whose, which, what, when, where, why and how are used in question to show what kind of information is wanted".[40] Pyle and Page mentioned wh-questions as information questions. They also said that "these are questions for which the answer more than *yes* or *no*; there must be some information in the answer".[41] On other hand, by using wh-question the questioner will get the elaboration answer from the listener. Concerning those theories above, the researcher infers that there are two kinds of questions. They are yes-no question and wh-question. Here the researcher only used WH-Question in teaching writing.

In writing text, WH-question can be used as a technique to generate ideas to writing a text and expected to be able to improve their achievement in writing especially in recount text. The wh- questions are used to help students to identify the information from each part of the generic structure of the recount text. For example " what/who, when and where " can be used to ask for the information in the orientation, because orientation includes the title and the introduction of the

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[39]Elanie Chaika. *Sociolinguistics: Language the Social Mirror. (*Rowley: New Bury House Publishing Inc., 1982), p. 30.
[40] Michael Swan, p. 460.
[41] Michael A Pyle and Mary Ellen Munoz Page. *TOEFL Preparation Guide*. (New Delhi: Nice Printing Press, 2005), p. 1993.

characters of the story, the setting of time and place. Who/what can identify the characters of the narrative story, when can identify the time setting of the story and where can identify the setting of the story of recount. Therefore the students can understand how to differentiate the generic structures of recount text easily.

2. Teaching Writing using WH Question

In applying WH-Questions technique in writing class the researcher must have the procedures to be followed in order to apply it successfully. Based on Maggie and Chan the procedures of teaching writing are applied by the researcher as follow:[42]

1) The researcher tells the students about the topic that is going to be studied. Here, the researcher going to study about writing recount paragraph by using WH-Question;

2) The researcher explains to the students what the recount paragraph is; explains the language features and the paragraph organization of recount paragraph;

3) The researcher gives an example of recount paragraph and students identify the generic structure of the paragraph;

4) The researcher explains WH-Questions as guide in writing recount paragraph;

5) The researcher applies WH-Questions and explains how to answer and develop them into a recount paragraph. It starts with a simple answer such as: Last Sunday;

6) The researcher explains how to make own WH-Question, how to answer and develop the answer become a recount paragraph; and

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[42] Chan Maggie. *From Text Book Curriculum to School Based Curriculum*, (Washington: Sharon Lutheran School, 2004), p. 36.

7) Finally, the researcher asks the students to write paragraph and answering the

WH-Questions as a guide for them to write a good recount paragraph.

CHAPTER III

RESEARCH METHOD

A. Research Design

Based on the problem and the expectation to identify the improvement of students' ability in writing recount text after using WH- Question technique, it was considered that the research design that would be suitable to apply in this research was Classroom Action Research (CAR). Action research is the name given a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching or because they wish to evaluate the success and or suitability of certain activities and procedures.[43] Classroom Action Research is action research in education sector what do in class area and have the goal to repair and or to increase the learning quality. It meant that classroom action research is a kind of research has quality with do specific action so it can repair and or increase the learning practices in classroom with more professional.

Based on statement above, that one of characteristic action research is cycle, there are four components in one cycle for doing classroom action research, namely planning, acting, observing and reflecting.[44]

Generally, the steps of action research can be described in diagram bellow:[45]

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[43] Suharsimi Arikunto, *Penelitian Tindakan Kelas,* (Jakarta: PT. Bumi Aksara, 2008), p. 23.

[44] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Asdi Mahasatya, 2006), p. 98-99.

[45] Suharsimi Arikunto, p. 16.

	Planning	
Reflecting	**CYCLE I**	Acting
	Observing	
	Planning	
Reflecting	**CYCLE II**	Acting
	Observing	
	CYCLE III	
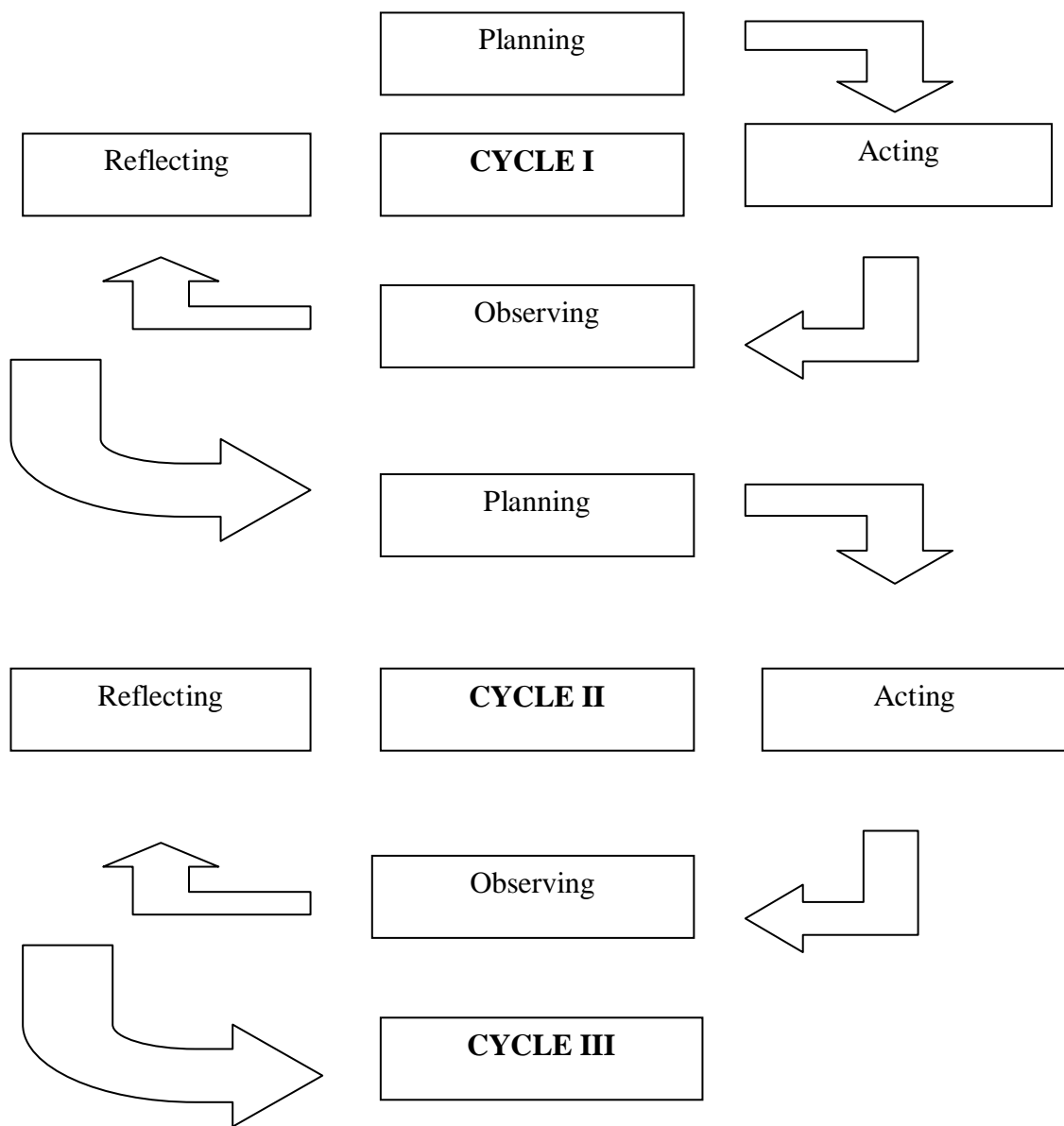
The cycles were continued in a spiral of cycles of planning, acting, observing, reflecting and re-planning, further implementation, observing and reflecting, etc. The action research was conducted through two cycles; in which each cycle consisted of four steps. In conducting this research, the researcher made collaborative research. The researcher was helped by the teacher in order to reach the goal of the research which is aimed to improve teaching technique.

To analysis the data, the researcher used two methods, they were qualitative and quantitative. "Qualitative research is a type of investigation in which there is a substantial subjective element".[46] It means that qualitative research is collecting, analyzing, and interpreting data by observing what people do and say. Qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. Qualitative technique is applied to describe result of the test and observation.

According to Sugiono "Quantitative research is a research data in the form of numbers and analyze uses statistic".[47] It means that quantitative research is used to determine how large a sample size will be needed from a given population in order to achieve findings with an acceptable degree of accuracy calculate the sample size for a survey and quantitative research refers to counts and measures of things. In this research the quantitative technique applied to get the score and to find out the means of students' writing ability.

B. Place and Time of Research

The research conducted at the first grade students of MAN Kuala Simpang. The researcher selected this school because based on the information from the teacher in the school that the students have some problems in writing ability, so the researcher assumed that the students need to improve their writing skill. The

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[46] Michael J. Wallace, *Action Research for Language Teachers,* (New York: Cambridge University Press, 1998), p. 258.
[47] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,* (Bandung: CV. Alfabeta, 2008), p. 7.

research conducted on December for five meetings during the academic year of 2017/2018.

C. Population and Sample

1. Population

Population simply means the group that you are interested in investigation.[48] According to Sugiyono, population is the area of generalism that consist of object, subject who has certain quality and characteristic which is decided by the researcher to be studied then to make a conclusion about it.[49] In this study, the population that used by the researcher was the first grade students of MAN Kuala Simpang. There are 7 classes at MAN Kuala Simpang, the total population was 205 students.

2. Sample

Due to limitation of time, the researcher did not take all students as the subjects of the study, but drew a sample. Sample is a part of population which represents all the population observed.[50] Sugiono defined sample as part of the number and characteristics possessed by the population.[51] The more samples were taken from the population the more valid the result of the research were expected to be. The sample were taken by using probability sampling especially simple random sampling. Simple Random sampling is method of sampling that use a

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[48] Michael J Wallace, p. 26.
[49] Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2000), p.117
[50] Michael J Wallace, p. 26
[51] Sugiyono, p.118

random member of the population regardless the members' level of population.[52]
In this research, There were 7 classes at MAN Kuala Simpang, but the researcher
selected a class as the sample. It was the class 1-A. It consisted of 26 students.

D. Procedure of the Study

The researcher in this research uses principal of classroom action research
that consist of four components in one cycle for doing the research. There were
planning, acting, observing, and reflecting. The researcher arranges into two
cycles. They are cycle I, and cycle II. The activities that will be done in each
cycle as follow:

1. Preliminary Cycle

The first step in making classroom action research was the researcher used
pre-test to assess the students" ability in writing in recount text. In this activity the
teacher taught students with conventional method. The teacher explained about
recount text including; definition, generic structure, and significant
lexicogrammatical features. Then, the teacher gave the example of recount text.
After that, the teacher asked to the students to write a recount text according to
their experience. After the researcher gets the data from the pre-test and the
observation, researcher analyzed the result to determine the use of WH-Question
in teaching writing recount text.

[52] Sugiyono. p.120

2. Cycle I

In this cycle the researcher prepared some activities which is done in this first treatment, those were:

a. Planning

    1) Identifying the problems in pre-cycle, and then formulating the problems.

    2) Making lesson plan and preparing material.

    3) Preparing some instruments needed such as observation checklist and test worksheet.

b. Acting

    Researcher as English teacher began the teaching and learning process based on lesson plan. The procedures in the teaching and learning process as follow:

    1) The researcher told the students about the topic that is going to be studied.

    2) The researcher explained to the students what the recount paragraph is; explains the language features and the paragraph organization of recount paragraph;

    3) The researcher given an example of recount paragraph and students identify the generic structure of the paragraph;

    4) The researcher explained WH-Questions as guide in writing recount paragraph;

    5) The researcher applied WH-Questions and explains how to answer and develop them into a recount paragraph. For the example of question; where place did you go? When you visited there?

6) The researcher explained how to make the question, how to answer and develop the answer become a recount paragraph; and

7) Finally, the researcher asked the students to write paragraph and answering the WH-Questions as a guide for them to write a good recount paragraph.

c. Observation

The researcher helped by English teacher observed the activity by using observation format, evaluated the results, collected the data and monitored the teaching learning process.

d. Reflecting

Reflecting is analyzing the result of observation and test in cycle I. The activities in this stage are:

1) Analyzing the data from the observation checklist and result of the test to find out the improvement of students' ability in writing recount texts after using WH- Question. It will be continued then to make reflection which one should be maintained and which one should be repaired in the next cycle. For there was found that the first cycle has no significant improvement of students' writing skill.

2) The researcher and teacher discussing the teaching learning process that has been done in order to know the weaknesses found in the previous activities and to plan the better activities in cycle II.

3. Cycle II

The second cycle will be done based on the result of reflection from the first cycle. If the result from observation shows improvement in quality, it is needed more action in order to make better improvement of the quality.

a. Planning

   1) Identifying the problems in first cycle, and then formulating the problems.

   2) Making lesson plan and preparing material.

   3) Preparing some instruments needed such as observation checklist and test worksheet.

b. Acting

   1) The researcher asked the students about their problems on the previous lesson.

   2) The researcher explained the problem.

   3) The researcher asked students' understanding.

   4) The researcher divided the students into eight groups, so each group consists of four until five students.

   5) The researcher explained the material, although it had been explained on meeting before.

   6) The researcher told the students about the topic that is going to be studied.

   7) The researcher explained to the students what the recount paragraph is; explained the language features and the paragraph organization of recount paragraph;

8) The researcher gives an example of recount paragraph and students identify the generic structure of the paragraph;

9) The researcher explained WH-Questions as guide in writing recount paragraph;

10) The researcher applied WH-Questions and explained how to answer and develop them into a recount paragraph.

11) The researcher gave the example of WH-Question question that put in the paper based on rhetorical structure of recount:

Orientation: The question like, have you visit in interesting place? Where place did you go? Record of event: The question like, how you visited there? What place did you visit? How long you visited there? Re – orientation: The question like, how do you feel when visited that place?

12) The researcher explained how to make own WH-Question, how to answer and develop the answer become a recount paragraph.

13) The researcher asked the student to discuss it in group.

14) Finally, the researcher asked the students to write paragraph and answering the WH-Questions as a guide for them to write a good recount paragraph.

c. Observing

After planning and acting, the third component that is used is observing. In observing, the researcher observed the students' activity and the class situation. Then, the teacher observed the teaching process that the researcher did.

d. Reflecting

Reflecting was done at the end of step after finishing the observation. In this step, the researcher has the result of the observation and the researcher will be concluded for the improvement in the researcher's study.

1) Evaluating the activity that has been done.

2) Analyzing the activity, whether they still found the problem or not,

3) Making a conclusion from cycle 2

4) Discussing with the teacher and analyzed the data to repair next cycle or enough.

E. Technique of Collecting Data

Data collection was process of collecting information that related to inquiry, information that be believed will respond to the research question. There are several ways to collect data; there are questionnaire, observation, field notes, interview, documentation, test etc. In this research, the researcher chose some ways which were appropriate with research and can be done there. Techniques of data collection that used by the researcher were observation and test.

1. Observation

Observation used to monitor the students' activities during the teaching learning process. Researcher observed the situation in class during lesson, response and attitude of students when they are give explanation, doing task, and to know their difficulties. "Observation is a perception activity to know how far

research effectiveness of action have reached target".[53] Observation was used as a method to observe the teaching process and the students' activities and respond or something that will be happen. Observation is intended to see and to know about the condition of class and students.

In this research, an observation checklist was used to observe the subject of the study in some aspect. The aspect that will be observed are student' attendance, students" actively in asking question to the teacher, students' actively in answering question, students' actively in doing assignment from teacher, students' attention during the lesson, and students' cooperation attitude during the lesson.

2. Test

A test is a device for sampling behavior or performance related to the skills, competencies, attitudes, or other characteristics of people.[54] Test was used to measure the person's competence and to achieve the objective. The researcher for collecting data used written test, it is very useful to know the students achievement in understanding material which given by the teacher. Writing test was conducted three times; there were assessment of pre-cycle, cycle I and assessment of cycle II. The writing skill are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements.[55] The form of the test is direct writing test and the teacher gave scores on mechanic, vocabulary, language use, organization,

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[53]Martin Parrott, *Tasks for Language Teachers: A Resource Book for Training and Development,* p. 139.

[54] Bruce W. Tuckman, *Measuring Educational Outcomes Fundamental of Testing*, (USA: Rutgers University Press, 1975), p. 207

[55] J.B. Heaton , *Writing English Language Test, A Practical for Teachers As A second or Foreign Language,* (London: Longman Group Ltd, 1975), p. 138.

and content. In order to know the improvement of student's achievement, the researcher analyzed the different between mean of pre-test and two evaluations of test scores. The teaching and learning process is said to be doing well when the average of students' score reached 70.

F. Technique Data Analysis

The data from observation and test were described as detail as the researcher got. The data from observation are grouped based on students' respond and behavior that can be taken as clue or indicator for students' understanding of the material and the data from test was as sign which the teaching and learning process was success or not. The indicator of observation criteria showed in the table below:

Table 3.1

Indicator of Observation Categories

No	Indicator	Criteria
1	81%-100% of students joined the class enthusiast	Very Good
2	61%-80% of students joined the class enthusiast	Good
3	41%-60% of students joined the class enthusiast	Enough
4	21%-40% of students joined the class enthusiast	Bad
5	0%-20% of students joined the class enthusiast	Very Bad

In this research, the researcher described the implementation of using WH-Question in teaching recount text and analyzed improvement of students' recount text writing after they taught by using WH- Question. The data gained is numeric and was analyzed by using statistical computation. This data was used to know the average of students' mark and students' mastery learning to know students' achievement. After conducting the test, the researcher gave score to the students' writing. The researcher used test to measure students' recount text writing covering content, organization, vocabulary, language use, and mechanics. The scoring guidance is as follows:

Table 3.2

Score Guidance

Categories	Score	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
	26-22	Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.
	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic.
	16-13	Very poor: does not show knowledge of subject; nonsubstantive; not pertinent.
Organization	20-18	Excellent to very good: fluent expression; ideas

		clearly stated/ supported; succinct; well-organized; logical sequencing; cohesive.
	17-14	Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
	9-7	Very poor: does not communicate; no organization.
Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.
	17-14	Good to average: adequate range; occasional errors of word/idiom form; choice; usage but meaning not obscured.
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form.
Language use	25-22	Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.

	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, run-ons, deletions; meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
Mechanics	5	Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning Confused
	2	Very poor: no mastery of conventions; dominated by

No	Score	Criteria	Note
			errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible.[56]

To know whether success or failure a student in writing recount text, to inform their achievement, the researcher made students achievement level which on the table below:

Table 3.3

Achievement Indicator

No	Score	Criteria	Note
1	81 – 100	Excellent	The students get the excellent criteria score in every category
2	61 – 80	Good	The students get the good criteria score in every category
3	41 – 60	Fair	The students get the fair criteria score in every category
4	21 – 40	Less	The students get the less criteria score in every category
5	0 – 20	Poor	The students get the poor criteria in every category

In this research, the researcher also used mean formula to know the average of students' score and to check students' improvement in learning recount text by

[56] H. D. Brown, *Language assessment* (NY: Addison Wesley Longman Inc, 2001), p. 244 246.

using WH- Question. The mean score of the class will be searched by using this following formula: [57]

$$M = \frac{\Sigma X}{N}$$

M   : the average of students' score

Σ x   : total score

N   : the number of the students.

[57] Sugiyono, *Statistik Untuk Pendidikan,* (Bandung: CV Alphabeta, 2007), p. 49.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Finding

This research was conducted by using a classroom action research. This research used WH-Question to improve students' ability in writing recount text. The research consisted of pre-cycle, cycle I and cycle II. Before conducted the cycle I, the researcher did the preliminary research (pre-cycle) to measure the students' ability in writing recount text before they were given treatment, it was conducted on January 24th 2017. The meeting of cycle I was held on January 27th 2017, and then on January 30th 2017 was held the meeting of cycle II.

The researcher observed the situation of the classroom before conducting the study. The English teacher of MAN Kuala Simpang explained that the students of the first grade still poor on ability in writing especially in writing recount text, because the motivation of students to learn English was poor. After observing the class situation, the researcher prepared the instrument that would be used in teaching learning process. The researcher prepared the material and arranged the lesson plan. Besides that the researcher also prepared the checklist for observing the students' activity.

In every cycle, the researcher observed the classroom activities and gave test to the students in the end of lesson. Then, the researcher and the teacher made a reflection step to analyze the problems faced in every cycle. Each cycle consisted

of four steps; they were planning, acting, observing, and reflecting. After that, the researcher compared the result of the test in the pre cycle with the result of the test in the next cycle. The descriptions of results research in each cycle were as follow:

1. **Result of Pre Cycle**

Pre-cycle meeting was conducted at the beginning of the research. The purpose of this meeting was to find out the students' ability in writing recount text. The topics of this cycle were Ramadan, travel, birthday and hand phone. In this cycle, the teacher taught students without used WH-Question. Teacher gave the explanation about the definition, generic structure, and grammatical features of recount text. Teacher explained to the students about how to make recount text writing by gave them some examples of recount text. Then, teacher gave a piece of paper to the students and asked them to make a paragraph based on the topics. In this case, the teacher asked students to chose the topic and write into sentences and paragraph of recount text.

From the observation in this activity, the researcher found some facts that happen in the classroom during in English lesson. In teaching learning process, the students did not being active by asking to the teacher related to the material. They just kept silent and did the exercise from the teacher without understand the point of the material. There were only half of the students were active and enthusiastic. A half of students need more attention from the teacher in teaching and learning process. In this cycle, most of the students had difficulties in writing paragraph of recount text. It can be seen from their writing result. Students got

difficulties in arranging words to write recount text, they consumed the time only thought about the words that would be written.

After finishing the writing, the teacher asked them to collect their writing. Most of them said that writing is very difficult. They got difficulties in translating the Indonesian into English. After implementing the test, the researcher examined the answer sheet and finds the result. The result of test can be seen in the following table:

Table 4.1

Students' Score in Pre-Cycle

No	Student's Initial	Score
1	AM	59
2	AR	64
3	EW	57
4	EM	64
5	IS	64
6	ISP	57
7	JAD	53
8	KF	54
9	MN	61
10	MR	53
11	MF	61
12	ML	54
13	MS	58

14	NR	58
15	NZ	66
16	NH	53
17	OP	64
18	RP	61
19	RJ	65
20	RH	69
21	SA	54
22	SM	61
23	SR	65
24	WA	71
25	YF	58
26	YA	70
Σ		**1574**

After calculating the students score, the researcher calculated the mean to measure the improvement of students' score in every cycle. To know the mean of the students' score in the pre cycle the researcher used formula as follows:

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

Where:

Σ x : 1574

N   : 26

$$M = \frac{1574}{26}$$

$$M = 60.53$$

From the data above, it showed that the average of the students score in the pre cycle was 60.53. This score was still low from the standard score in the school (KKM) was 70. It meant that students' ability in writing recount text was fair. The teacher and researcher decided to use another technique to make students interested in the learning process in order to improve students' ability in writing recount text. They decided to use WH-question as a technique in teaching learning process.

2. **Result of First Cycle**

This classroom action research was done into two cycles. Each cycle consisted of four steps; they were planning, acting, observing, and reflecting.

a. Planning

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan based on the teaching material. Then researcher prepared the teaching learning process resources, such as the materials, the observation sheets, test evaluation, and present list in order to know students' activeness in joining teaching learning process.

b. Acting

In this step, teacher would conduct activities according to the schedule that was arranged in planning stage. As acting, teacher began the class by giving some explanations that related to the material in order to bring them to enter to the theme would be given. The researcher gave an example of recount text and

students identify the generic structure of the paragraph. After that, the researcher introduced WH-Questions as guide in writing recount paragraph. The researcher applied WH-Questions and explains how to answer and develop them into a recount paragraph. For the example of question; where place did you go? When you visited there?. The researcher explains how to make the question, how to answer and develop the answer becomes a recount text. After that the researcher gave a piece of paper to the students. Researcher asked students to make a paragraph of recount text based on their experience. The test result of the first cycle can be seen in the table below:

Table 4.2

The Results of the First Cycle

No	Students' Initial	Score
1	AM	68
2	AR	69
3	EW	66
4	EM	68
5	IS	69
6	ISP	65
7	JAD	68
8	KF	67
9	MN	68
10	MR	68
11	MF	68

12	ML	68
13	MS	67
14	NR	69
15	NZ	68
16	NH	69
17	OP	68
18	RP	66
19	RJ	70
20	RH	70
21	SA	64
22	SM	67
23	SR	70
24	WA	67
25	YF	66
26	YA	67
Σ		**1760**

After that, the researcher calculated the mean using the same formula with previous cycle. The result of the mean score as follow:

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

Where:

$\sum x$: 1760

N : 26

$$M = \frac{1760}{26}$$

$$M = 67.69$$

The result of the mean was 67.69. It means that the students' score in first cycle could be said increase, because there were several students get higher score 70 of the achievement and lower score 64. But it was unsatisfied yet, score in this cycle was still low from the minimum standard score (KKM), it was 70. In first cycle, the researcher analyzed that some students still had difficult in writing recount text. The problems were faced by the researcher and the teacher in this cycle were some of the students made noise when the researcher was explaining the material and they were also confuse about the use of WH-Question, so they still difficult to express their ideas in written text. Based on the problem above, the teacher conducted cycle 2 in order to improve the students writing recount text. The researcher decided to conduct the next cycle and give better explanation about recount text and WH- question.

c. Observing

In this stage the researcher observed the learning process by asking the collaborator to help her in monitoring the class situation and students enthusiastic using observation checklist. The purpose of this activity was to evaluate the results, collect the data and monitor the teaching learning process. The results of observation were as follow:

Table 4.3

The Result of Observation in Cycle I

No	Indicators	Very Good	Good	Enough	Bad	Very Bad
1	Students participate Toward teachers' explanation.		✓			
2	Students activity in make a note from teacher explanation			✓		
3	Students asks questions to the teacher to clarify understanding				✓	
4	The students are enthusiastic in responding teacher' question			✓		

5	The students answer teacher's question			✓		
6	The students are enthusiastic doing and complete the written test		✓			

Some students made noisy when the task did because they asked some vocabularies to the other friends. According to the result of the observation above it can be concluded that more students joined the class more enthusiast than previous meeting.

d. Reflecting

The class was conducive, since students were fully concentrated to join the activity. The mean of students' score was 67.69. It means that students' score and participation increased than pre-cycle. However, the average score was still below standard minimum success criteria. So, second cycle would be conducted.

3. Result of Second Cycle

The cycle II was done based on the result of reflection from the cycle I. In this meeting the teacher used the same technique as the previous cycle, teaching learning process of writing recount text by using WH-Question. The steps that were done by the researcher in the cycle II were:

a. Planning

In this step, like a previous cycle the researcher prepared the teaching learning design, such as arranging lesson plan based on the teaching material. Then researcher prepared the teaching learning process resources, such as: the materials, the example of recount text, the observation scheme, test evaluation, and attendant list in order to know students' activeness in joining teaching learning process. Moreover researcher calculated the time management well.

b. Acting

In the cycle II the researcher did improvements in teaching recount text using WH-Question that had not complete in the first cycle. The activities in teaching learning process were:

1) The researcher asks the students about their problems on the previous lesson.

2) The researcher explains the problem.

3) The researcher asks students' understanding.

4) The researcher divides the students into eight groups, so each group consists of four until five students.

5) The researcher explains the material, although it had been explained on meeting before.

6) The researcher tells the students about the topic that is going to be studied.

7) The researcher explains to the students what the recount paragraph is; explains the language features and the paragraph organization of recount paragraph;

8) The researcher gives an example of recount paragraph and students identify the generic structure of the paragraph;

9) The researcher explains WH-Questions as guide in writing recount paragraph;

10) The researcher applies WH-Questions and explains how to answer and develop them into a recount paragraph.

11) The researcher gave the example of WH-Question question that put in the paper based on rhetorical structure of recount:

    Orientation: The question like, have you visit in interesting place? Where place did you go? Record of event: The question like, how you visited there? What place did you visit? How long you visited there? Re – orientation: The question like, how do you feel when visited that place?

12) The researcher explains how to make own WH- Question, how to answer and develop the answer become a recount paragraph. The topic in this cycle was holiday.

13) The researcher asked the student to discuss it in group.

Finally, the researcher asks the students to write paragraph and answering the WH-Questions as a guide for them to write a good recount paragraph. The result of the evaluation test in cycle II was as follow:

Table 4.4

The Results of the Second Cycle

No	Students' Initial	Score
1	AM	81

2	AR	82
3	EW	76
4	EM	79
5	IS	81
6	ISP	74
7	JAD	77
8	KF	77
9	MN	78
10	MR	78
11	MF	81
12	ML	79
13	MS	78
14	NR	79
15	NZ	80
16	NH	81
17	OP	77
18	RP	83
19	RJ	80
20	RH	79
21	SA	80
22	SM	79
23	SR	84

24	WA	82
25	YF	77
26	YA	78
Σ		**2060**

Based on the data above, the researcher could calculate the average (mean) of the score as follows:

$$M = \frac{\Sigma X}{N}$$

Where:

Σ x   : 2060

N   : 26

$$M = \frac{2060}{26}$$

$$M = 79.23$$

From the result of calculated above, showed that the mean of the students score in third cycle was 79.23. It means that the students score in this cycle could be categorized increased significantly. The condition of the class also was getting better and conducive. All of students passed KKM.

c. Observing

As the previous meeting, in this stage the researcher also observed the learning process that was helped by the English teacher as the collaborator. The results of observation were as follow:

Table 4.5

The Result of Observation in Cycle II

No	Indicators	Very Good	Good	Enough	Bad	Very bad
1	Students participate Toward teachers' explanation.	✓				
2	Students activity in make a note from teacher explanation		✓			
3	Students asks questions to the teacher to clarify understanding		✓			
4	The students are enthusiastic in responding teacher' question		✓			

5	The students answer teacher's question		✓			
6	The students are enthusiastic doing and complete the written test	✓				

Based on the result above, the majority of the students joined actively response with the teacher explanation, it can be seen while the teacher was presenting the lesson they were paying attention enthusiastically. It can be concluded that student's enthusiastically in joining teaching learning process. The result increased than the observation before.

d. Reflecting

In this cycle, the students' improvement on writing recount text was more significant. It could be seen from the average improvement score of the test and their enthusiastic in learning process. The students' improvement of writing recount text was improved in content, organization, vocabulary, language use and mechanic. The students were also enthusiastic in learning process of cycle II. So, the problem of teaching writing recount text was solved. The teacher and researcher decided to stop this cycle, because they concluded that students' ability

in writing recount text was improved from the preliminary to the first and to second cycle and it was reached the indicator of achievement.

B. Discussion

This research was used the WH-question in teaching writing recount text. As mentioned in the previous chapter that in this research, the researcher wanted to know the implementation of using WH-question to improve students' skill in writing recount text. Its purpose was to know whether there was improvement of students' skill in writing recount text or no after being taught using WH-question. The researcher got the data from each cycle. It was analyzed to get the improvement in every cycle, and then the researcher got the result of the classroom action research. The result of research showed that there was significant improvement of students' ability in writing descriptive text after taught using WH-question. It can be seen from the result of the test from the pre-cycle, first cycle and second cycle. The result of test was below:

Table 4.6

The Result of Each Cycle

No	Students' Initial	Pre-cycle	Cycle I	Cycle II
1	AM	59	68	81
2	AR	64	69	82
3	EW	57	66	76
4	EM	64	68	79
5	IS	64	69	81

6	ISP	57	65	74
7	JAD	53	68	77
8	KF	54	67	77
9	MN	61	68	78
10	MR	53	68	78
11	MF	61	68	81
12	ML	54	68	79
13	MS	58	67	78
14	NR	58	69	79
15	NZ	66	68	80
16	NH	53	69	81
17	OP	64	68	77
18	RP	61	66	83
19	RJ	65	70	80
20	RH	69	70	79
21	SA	54	64	80
22	SM	61	67	79
23	SR	65	70	84
24	WA	71	67	82
25	YF	58	66	77
26	YA	70	67	78
Mean score		**60.53**	**67.69**	**79.23**

From the table, it can be concluded that there is difference in students' ability in writing recount text after giving treatment using WH-question in each cycle. In pre cycle, the teacher was doing teaching practice as usual. The teacher explained about recount text including; the definition, generic structure, and lexicogrammatical features. Then, teacher gave an explanation to the students about how to make recount text writing by gave them some examples of recount text. Based on the observation in this activity, most of the students had difficulties in writing recount text. It could be seen from their writing result.

After implementing the test, the researcher assessed the result of the students' writing. In pre cycle the mean was 60.53. The highest score was 71 and the lowest score was 53. That means that the students' ability in writing descriptive text was fair. The students had difficulties in expressing their ideas. They did not know what they should write. The researcher was aware that most the students still had difficulties to write a recount text. Most of them could not arrange words well. They had difficulty to write appropriate words in the text. After giving the test, the researcher intended to use WH-question in the next activity to make students interest and enjoy the learning process.

The first cycle was about teaching and learning process and the assessment. In the learning process of this cycle, WH-question was used as a media to teach students writing recount text. Then the researcher gave the evaluation test for first cycle. After whole activities had finished, the researcher assessed the students' writing result. In this cycle, the mean score was increased to 67.69. The highest score was 70 and the lowest score was 64. This showed that

there was improvement in students' writing ability. But, because they played the game in pairs, so the content and organization item of students' writing were still limited. They were also still poor in grammar item and this score had not achieved the standard score. In teaching and learning process students were enthusiastic in following the lesson. The students paid more attention and joined the class enthusiastically. The result of observation showed that the students' activeness during first cycle was increased. It means that students' participation was increased than before. The average score was still under KKM (70). So, the research was continued to the cycle II.

In second cycle, students taught by using WH-question in group. So the problems faced in the previous cycle can be solved. In this cycle, the content and organization item of students' writing were significantly improved. Their writing of recount text was better than before, especially in exploring the ideas, using organization and vocabulary. The mean score was 79.23. The highest score was 84 and the lowest score was 74. It showed that the mean have achieved the standard score. Even though the mean have achieved the standard score, there was a student have low score. They still had problem in grammar items, especially in arranging word order. Based on the observation, the majority of the students joined the class enthusiastically. All activities in the cycle II could run well. It can be seen from their responses. While the teacher was presenting the lesson, majority of the students were paying attention to the teacher.

From the description of teaching learning process during the research above, the researcher concluded that the use of WH-question in teaching writing

recount text could help students to improve their writing ability. So, this Classroom action research in the implementation of WH-question to improve students' ability in writing recount text at the First Grade Student of MAN Kuala Simpang was success.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the analysis in the previous chapter, the researcher concluded that the using of WH-question to improve students' skill in writing recount text was an alternative way. WH-question was the technique that can make students more interest with the material of writing recount text. The implementation of WH-question to improve students' writing recount text at the first grade student of MAN Kuala Simpang divided into two cycles. Before conducted the cycle I, the researcher did the preliminary research (pre-cycle) to measure the students' ability in writing recount text. In first cycle, the researcher, asked the students to write recount text based on their experience and in the second cycle, the researcher divides the students into eight groups, the topic in this cycle was Holliday. Based on the result of the research that had been done in two cycles (cycle I and cycle II), it can be taken the conclusions that there was an improvement. The students' skill in writing recount text improved after being taught by using personal letter. The implementation of WH-question as a learning aid to improve students' ability in writing recount text was very effective. It was proved by the significance result of students score in the pre-cycle was 60.53, Cycle I was 67.69 and Cycle II was 79.23.

B. Suggestions

From the conclusion above, there were some suggestions that are proposed by the writer as follow:

1. For the teacher

Writing is mostly known as difficult subject. English teacher should be able to develop their technique to teach the students in order to make them interest in learning the subject. The use of WH-question in teaching and learning process is interesting media because it can attract students' interest and motivation in teaching and learning process. The researcher suggested for English teacher to use this game in language classroom to teach writing or other skills in other genres.

2. For the students

The students should pay attention to the teacher when teacher gives the explanation of English lesson. To improve writing ability, students have to develop their knowledge and do many exercises in order to get a better achievement in producing written text.

3. For the next researcher

Next researchers can make this study as their reference to conduct a research on the same case. They also expected to be able to cover the limitation about this. They can conduct a research with the same technique but in different genres or subject.

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STUDENTS' NAME

No	Name	Gender
1	Amelia	Female
2	Askap Ramadhani	Male
3	Erwin	Male
4	Evi Muliani	Female
5	Indah Syahfitri	Female
6	Indah Syahputri	Female
7	Julia Anisa Dewi	Male
8	Khairul Fahmi	Male
9	M. Nazar	Male
10	M. Rozi	Male
11	Mahfudi	Male
12	Maulita	Female
13	Mita Salsabila	Female
14	Nasrullah	Male
15	Nazarudin	Male
16	Nurul Huda	Female
17	Oky Prayoga	Male
18	Rika Putri	Female
19	Rini Anjelia	Female
20	Roni Handika	Male
21	Satria Ardiyansyah Putra	Male
22	Siti Mauliza	Female
23	Sri Rahayu	Female
24	Wana Aulia	Male
25	Yanti Fajariah	Female
26	Yoga Ardiansyahputra	Male

LESSON PLAN
CYCLE I
(Meeting 1 and 2)

School   : MAN Kuala Simpang
Subject   : English
Grade/semester   : I /2
Skill   : Writing
Time allocation   : 2X45 minutes

A. Standard of competence:

Respond the meaning in functional written text and simple short essay in form of text recount for interaction in daily life context.

B. Basic competence:

Respond the meaning and rhetoric in the simple short essay which use written language accurately, fluently and acceptable for interaction in daily life context inform of text recount.

C. Learning Objective:

At the end of the lesson, the students are able to express the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings.

D. Indicators:
At the end of the lesson, the students are able to:
1. Identify the generic structure of a recount text.
2. Identify the grammatical pattern used in a recount text.
3. Produce a recount text

E. Teaching Method:
Communicative Language Teaching (CLT)

F. Material:
9. **Definition of Recount Text**
   Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining.
10. **Generic Structures of Recount Text**
    a. Orientation: provides the setting and produces participants. It provides information about „who‟, „where‟, and „when‟.

b. Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.
c. Re-orientation: optional-closure of events. It is „rounds off" the sequence of events.

11. **Grammatical Features of Recount Text**
   g. Use of nouns and pronouns to identify people, animals, things involved
   h. Use of actions verbs to refer to events
   i. Use of past tense to locate events in relation to speaker's or writer's time
   j. Use of conjunctions and time connectives to sequence of events
   k. Use of adverb and adverbial phrase to indicate place and time
   l. Use of adjective to describe nouns

12. **The example of recount text**

Our Trip to the Blue Mountain

Orientation:	On Friday we went to the Blue Mountains. We stayed at Della"s house. It has a big garden with lots of colorful flowers and a tennis court.
Event 1:	On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.
Event 2:	On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.
Reorientation:	In the afternoon we went home.

G. Learning Activities:

1. **Pre Activities :**
   a. The teacher opens the class by greeting.
   b. The teacher checks the student's attendance
   c. The teacher asks the student's condition
   d. The teacher gives the brainstorming by asking the students about their experience:
      1) What do you think when you hear word of Jakarta?
      2) When you visited there?
      3) What kinds of activities do you there?
   e. The students answer the question orally
   f. The teacher writes the answer on the blackboard

g. The teacher tells the topic of the lesson

2. Main Activities :
   a. The teacher tells the students about the topic that is going to be studied.
   b. The teacher explains to the students what the recount paragraph is; explains the language features and the paragraph organization of recount paragraph;
   c. The teacher gives an example of recount paragraph and students identify the generic structure of the paragraph;
   d. The teacher explains WH-Questions as guide in writing recount paragraph;
   e. The teacher applies WH-Questions and explains how to answer and develop them into a recount paragraph. For the example of question; where place did you go? When you visited there?
   f. The teacher explains how to make own WH-Question, how to answer and develop the answer become a recount paragraph; and
   g. The teacher asks the students to write paragraph and answering the WH-Questions as a guide for them to write a good recount paragraph.
   h. The students submit their works.

3. Post Activities :
   a. The teacher closes the lesson.
   b. The students answer the teacher's question whether they have difficulty or not.
   c. The students and the teacher discuss the conclusion.
   d. The students pay attention to the next materials.

H. Sources and Media :
   1. Paper sheets
   2. Ken Hyland, *genre and Second Language Writing*, (The United State of America: The University of Michigan Press, 2004)

I. Assessment:
   1. Form : Written form
   2. Technique : Students are asked to make paragraph of recount text
   3. Aspects to be assessed: Mechanic, Language use, Vocabulary, Organization and content.

J. Rubric in giving score/assessment

Categories	Score	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.

	26-22	Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.
	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic.
	16-13	Very poor: does not show knowledge of subject; nonsubstantive; not pertinent.
Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/ supported; succinct; well-organized; logical sequencing; cohesive.
	17-14	Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
	9-7	Very poor: does not communicate; no organization.
Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.
	17-14	Good to average: adequate range; occasional errors of word/idiom form; choice; usage but meaning not obscured.
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form.
Language use	25-22	Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, run-ons,

		deletions; meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
Mechanics	5	Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning Confused
	2	Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible.

Based on the indicators above, the whole score can be categorized in quantitative system into the following scale:

No	Score	Criteria	Note
1	81 – 100	Excellent	The students get the excellent criteria score in every category
2	61 – 80	Good	The students get the good criteria score in every category
3	41 – 60	Fair	The students get the fair criteria score in every category
4	21 – 40	Less	The students get the less criteria score in every category
5	0 – 20	Poor	The students get the poor criteria in every category

Known:

Teacher   researcher

…………………   Chairunisa

LESSON PLAN
CYCLE II
(Meeting 3 and 4)

School   : MAN Kuala Simpang
Subject   : English
Grade/semester   : I /2
Skill   : Writing
Time allocation   : 2X45 minutes

A. Standard of competence:

Respond the meaning in functional written text and simple short essay in form of text recount for interaction in daily life context.

B. Basic competence:

Respond the meaning and rhetoric in the simple short essay which use written language accurately, fluently and acceptable for interaction in daily life context inform of text recount.

C. Learning Objective:

At the end of the lesson, the students are able to express the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings.

D. Indicators:
At the end of the lesson, the students are able to:
1. Identify the generic structure of a recount text.
2. Identify the grammatical pattern used in a recount text.
3. Produce a recount text

E. Teaching Method:
Communicative Language Teaching (CLT)

F. Material:
1. **Definition of Recount Text**
   Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining.
2. **Generic Structures of Recount Text**
   a. Orientation: provides the setting and produces participants. It provides information about „who‟, „where‟, and „when‟.

b. Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

c. Re-orientation: optional-closure of events. It is „rounds off" the sequence of events.

3. **Grammatical Features of Recount Text**
   a. Use of nouns and pronouns to identify people, animals, things involved
   b. Use of actions verbs to refer to events
   c. Use of past tense to locate events in relation to speaker's or writer's time
   d. Use of conjunctions and time connectives to sequence of events
   e. Use of adverb and adverbial phrase to indicate place and time
   f. Use of adjective to describe nouns

4. **The example of recount text**

   Our Trip to the Blue Mountain

Orientation:	On Friday we went to the Blue Mountains. We stayed at Della"s house. It has a big garden with lots of colorful flowers and a tennis court.
Event 1:	On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.
Event 2:	On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.
Reorientation:	In the afternoon we went home.

G. **Learning Activities:**

1. **Pre Activities :**
   a. The teacher opens the class by greeting.
   b. The teacher checks the student's attendance
   c. The teacher asks the student's condition
   d. The teacher gives the brainstorming by asking the students about their experience.
   e. The students answer the question orally
   f. The teacher writes the answer on the blackboard
   g. The teacher tells the topic of the lesson.

2. **Main Activities :**
   15) The teacher divides the students into eight groups, so each group consists of four until five students.
   16) The teacher explains the material, although it had been explained on meeting before.
   17) The teacher tells the students about the topic that is going to be studied.
   18) The teacher explains to the students what the recount paragraph is; explains the language features and the paragraph organization of recount paragraph;
   19) The teacher gives an example of recount paragraph and students identify the generic structure of the paragraph;
   20) The teacher explains WH-Questions as guide in writing recount paragraph;
   21) The teacher applies WH-Questions and explains how to answer and develop them into a recount paragraph.
   22) The teacher gives the example of WH-Question question that put in the paper based on rhetorical structure of recount:
       Orientation: The question like, have you visit in interesting place? Where place did you go? Record of event: The question like, how you visited there? What place did you visit? How long you visited there? Re – orientation: The question like, how do you feel when visited that place?
   23) The teacher explains how to make own WH-Question, how to answer and develop the answer become a recount paragraph.
   24) The teacher asks the student to discuss it in group.
   25) The teacher asks the students to write paragraph and answering the WH-Questions as a guide for them to write a good recount paragraph.
   h. The students submit their works.
3. **Post Activities :**
   a. The teacher closes the lesson.
   b. The students answer the teacher's question whether they have difficulty or not.
   c. The students and the teacher discuss the conclusion.
   d. The students pay attention to the next materials.

H. Sources and Media :
   1. Paper sheets
   2. Ken Hyland, *genre and Second Language Writing*, (The United State of America: The University of Michigan Press, 2004)

I. Assessment:
   1. Form : Written form

2. Technique : Students are asked to make paragraph of recount text
3. Aspects to be assessed: Mechanic, Language use, Vocabulary, Organization and content.

J. Rubric in giving score/assessment

Categories	Score	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic.
	26-22	Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.
	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic.
	16-13	Very poor: does not show knowledge of subject; nonsubstantive; not pertinent.
Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/ supported; succinct; well-organized; logical sequencing; cohesive.
	17-14	Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
	9-7	Very poor: does not communicate; no organization.
Vocabulary	20-18	Excellent to very good: sophisticated range; effective word/idiom choice and usage; word from mastery; appropriate register.
	17-14	Good to average: adequate range; occasional errors of word/idiom form; choice; usage but meaning not obscured.
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured.
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form.
Language use	25-22	Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.

	21-18	Good to average: effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to poor: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, run-ons, deletions; meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate.
Mechanics	5	Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning Confused
	2	Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible.

Based on the indicators above, the whole score can be categorized in quantitative system into the following scale:

No	Score	Criteria	Note
1	81 – 100	Excellent	The students get the excellent criteria score in every category
2	61 – 80	Good	The students get the good criteria score in every category
3	41 – 60	Fair	The students get the fair criteria score in every category

4	21 – 40	Less	The students get the less criteria score in every category
5	0 – 20	Poor	The students get the poor criteria in every category

Known:

Teacher   researcher

…………………..   <u>Chairunisa</u>

Evaluation Test of Pre-Cycle

Name :

Grade :

Kind of Paragraph : **Recount Text**

Instruction

1. Write down your name and class

2. Make a recount text base on the topics below, at least 100 words

3. Determine the generic structure from the text.

4. If you need, you can open your dictionary.

5. Do it individually

Ramadan	Travel
Birthday	Hand phone

Evaluation Test of Cycle II

Name :

Grade :

Theme : Holiday

Kind of Paragraph : Recount Text

Instruction

1. Write down your name and class

2. Make a recount text base on the topics at least 100 words

3. Determine the generic structure from the text.

4. If you need, you can open your dictionary.

5. Do it individually

Evaluation Test of Cycle I

Name   :

Grade   :

Theme   : **Experience**

Kind of Paragraph   : **Recount Text**

Instruction

1. Write down your name and class

2. Make a recount text base on the topics at least 100 words

3. Determine the generic structure from the text.

4. If you need, you can open your dictionary.

5. Do it individually

OBSERVATION SHEET
(RESULT OF PRE-CYCLE)

Day : **Tuesday**
Date : **January 24th 2017**

No	Indicators	Very Good	Good	Enough	Bad	Very Bad
1	Students participate Toward teachers' explanation.				✓	
2	Students activity in make a note from teacher explanation				✓	
3	Students asks questions to the teacher to clarify understanding				✓	
4	The students are enthusiastic in responding teacher' question				✓	
5	The students answer teacher's question					✓
6	The students are enthusiastic doing and complete the written test			✓		

Known,

Researcher   Observer

Chairunisa   Muhammad Subhan, S.Ag

OBSERVATION SHEET

(RESULT OF CYCLE I)

Day   **: Friday**

Date   **: January 27th 2017**

No	Indicators	Very Good	Good	Enough	Bad	Very Bad
1	Students participate Toward teachers' explanation.		✓			
2	Students activity in make a note from teacher explanation			✓		
3	Students asks questions to the teacher to clarify understanding				✓	
4	The students are enthusiastic in responding teacher' question			✓		
5	The students answer			✓		

	teacher's question				
6	The students are enthusiastic doing and complete the written test		✓		

Known,

Researcher   Observer

Chairunisa   Muhammad Subhan, S.Ag

OBSERVATION SHEET

(RESULT OF CYCLE II)

Day : Monday

Date : January 30th 2017

No	Indicators	Very Good	Good	Enough	Bad	Very bad
1	Students participate Toward teachers' explanation.	✓				
2	Students activity in make a note from teacher explanation		✓			
3	Students asks questions to the teacher to clarify understanding		✓			
4	The students are enthusiastic in responding teacher' question		✓			
5	The students answer		✓			

	teacher's question					
6	The students are enthusiastic doing and complete the written test	✓				

Known,

Researcher   Observer

Chairunisa   Muhammad Subhan, S.Ag

THE RESULT OF PRE-CYCLE TEST

No	Students' initial	Item Analysis					Total Score
		C	O	V	L	M	
1	AM	19	12	11	15	2	59
2	AR	21	13	12	14	4	64
3	EW	19	12	10	13	3	57
4	EM	21	13	12	16	2	64
5	IS	21	12	11	17	3	64
6	ISP	18	13	10	14	2	57
7	JAD	16	12	9	14	2	53
8	KF	18	11	12	11	2	54
9	MN	19	12	12	16	2	61
10	MR	14	14	11	11	3	53
11	MF	23	13	10	13	2	61
12	ML	15	13	11	13	2	54
13	MS	19	15	11	11	2	58
14	NR	19	13	10	14	2	58
15	NZ	21	14	12	17	2	66
16	NH	14	13	11	13	2	53
17	OP	21	14	12	14	3	64
18	RP	19	13	13	13	3	61
19	RJ	20	14	13	16	2	65
20	RH	23	17	14	13	2	69
21	SA	18	11	12	11	2	54
22	SM	23	13	10	13	2	61
23	SR	21	14	12	14	4	65
24	WA	20	25	10	14	2	71
25	YF	19	13	10	14	2	58
26	YA	23	17	14	13	3	70
TOTAL							1574

THE RESULT OF TEST IN CYCLE I

No	Students' initial	Item Analysis					Total Score
		C	**O**	**V**	**L**	**M**	
1	AM	20	12	13	20	3	68
2	AR	19	14	14	19	3	69
3	EW	20	13	13	17	3	66
4	EM	20	14	13	18	3	68
5	IS	22	13	14	17	3	69
6	ISP	20	14	10	17	4	65
7	JAD	21	13	14	16	4	68
8	KF	20	13	13	18	3	67
9	MN	21	14	13	16	4	68
10	MR	20	13	15	17	3	68
11	MF	18	14	14	18	4	68
12	ML	20	14	14	17	3	68
13	MS	19	13	14	18	3	67
14	NR	20	13	13	20	3	69
15	NZ	21	14	10	19	4	68
16	NH	21	13	14	18	3	69
17	OP	20	14	13	18	3	68
18	RP	19	14	10	19	4	66
19	RJ	22	13	15	17	3	70
20	RH	21	14	14	18	3	70
21	SA	18	13	13	17	3	64
22	SM	19	15	13	16	4	67
23	SR	21	14	13	19	3	70
24	WA	19	13	13	18	4	67
25	YF	20	15	13	15	3	66
26	YA	18	14	13	19	3	67
TOTAL							**1760**

THE RESULT OF TEST IN CYCLE II

No	Students' initial	Item Analysis					Total Score
		C	O	V	L	M	
1	AM	22	17	17	21	4	81
2	AR	23	18	16	21	4	82
3	EW	22	15	16	19	4	76
4	EM	25	15	17	19	3	79
5	IS	23	16	18	20	4	81
6	ISP	21	15	13	21	4	74
7	JAD	20	16	18	19	4	77
8	KF	21	17	15	21	3	77
9	MN	23	16	16	19	4	78
10	MR	21	16	18	19	4	78
11	MF	22	17	18	20	4	81
12	ML	20	18	16	22	3	79
13	MS	21	16	17	20	4	78
14	NR	21	17	16	22	3	79
15	NZ	23	18	13	22	4	80
16	NH	24	15	17	21	4	81
17	OP	23	14	17	20	3	77
18	RP	24	18	16	21	4	83
19	RJ	24	14	18	21	3	80
20	RH	22	15	16	22	4	79
21	SA	22	15	17	23	3	80
22	SM	23	16	16	20	4	79
23	SR	24	17	17	22	4	84
24	WA	22	17	16	23	4	82
25	YF	23	17	15	19	3	77
26	YA	23	14	15	23	3	78
TOTAL							2060

CURRICULUM VITAE

Personality

Name	: Chairunisa
Place/Date of Birth	: Banai, October 28th 1994
Sex	: Female
Religion	: Islam
Nationality/Ethnic	: Indonesia/Melayunese
Marital Status	: Single
Address	: Desa Sungai Liput, Kec. Kejuruan Muda, Kab. Aceh Tamiang
Occupation	: Student

Educations

Elementary School	: SDN 2 Sungai Liput (2000-2006)
Junior High School	: SMPN 2 Kejuruan Muda (2006-2009)
Senior High School	: SMAN 4 Kejuruan Muda (2009-2012)
University	: IAIN Zawiyah Cot Kala Langsa (2012 up to now)

Family

Father's Name	: Najmuddin
Mother's Name	: Juraidah
Sister's Name	: Safira Chairani
Brother's Name	: M. Agus