

**THE INFLUENCE OF SELF ASSESSMENT STRATEGY ON  
STUDENTS' ABILITY IN WRITING RECOUNT TEXT**

(Quasi Experimental Research at First Grade of SMA Muhammadiyah 4  
in Academic Year 2019/2020)

**THESIS**

**Submitted As A Partial Requirement For The Degree Of *Sarjana*  
In English Study Program**



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*Assalamu'alaikum Wr. Wb*

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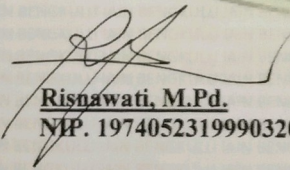
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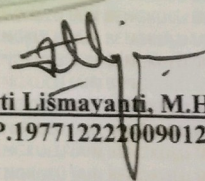
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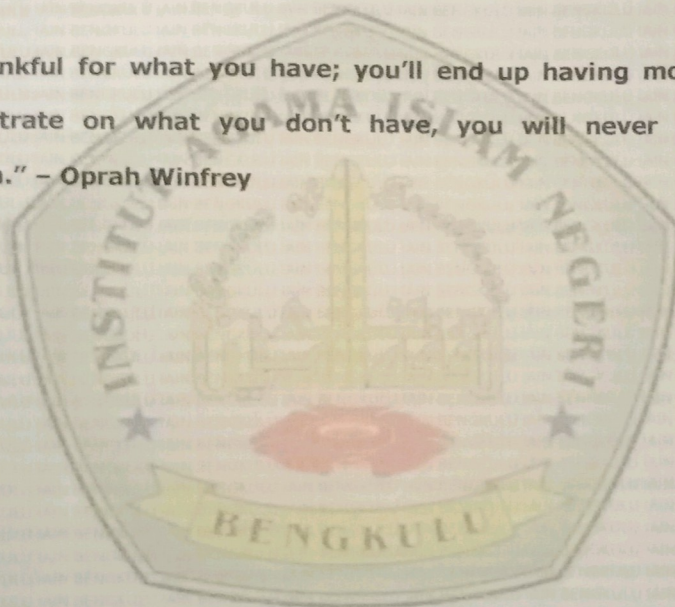
  
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## MOTTO

**"Eat Failure, and you will know the taste of success."**

**Be thankful for what you have; you'll end up having more. If you concentrate on what you don't have, you will never ever have enough." – Oprah Winfrey**





## DEDICATION

All praises to Allah SWT who always gives me blessing, power, strength and love in my entire life and in terms of my study, especially in completing this thesis entitled: "The Influence of Self Assessment Strategy on Students' Ability in Writing Recount Text" as one of the requirements for the degree of Sarjana Pendidikan (S1) at English Department, Tarbiyah Faculty in State Islamic Institute (IAIN) of Bengkulu.

During the process of writing and conducting the research, the writer was assisted and supported by many peoples. This thesis could have not been accomplished without guidance, suggestion, and comment from them, for which the writer would like to express her sincere appreciation directed to:

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## ABSTRACT

Sinta Harahap, 2019. *The Influence of Self Assesment Strategy On Students' Ability In Writing Recount Text (A Quasi Experiment Research at the First Grade Students of SMA Muhammadiyah 4 Kota Bengkulu in Academic Year 2019/2020)*.

Thesis. English letters Study Program, Islamic Education and Tadris Faculty.

Advisor : 1. Risnawati, M.Pd, 2. Detti Lismayanti, M.Hum.

Keywords: *Students' Writing Ability, Self Assesment Strategy.*

This study focussed on the influence of self assessment strategy on students' ability in writing recount text. The objective of this study was to find out if there is a significant influence of self assessment strategy on students' achievement in writing recount text. It was conducted by using experimental research design. The population of this study was the first student of SMA Muhammadiyah 4 Bengkulu. Two classes were taken as the sample of this research. The class X IPA was as the experimental group and the class X IPS was as the control group. The experimental group was taught by using self assessment strategy, while the control group was taught by traditional teaching method. The instrument of collecting data was writing test and field note. The result of this study shows that the use of self assessment strategy is effective for students in writing recount text. From the result, the students score of the experimental group in the post test was higher than the students in the pre test. The mean score of post test in the experimental group 71.60 was higher than mean score of the control group 66.13 . it was really good significant effect by using self assessment strategy. The data were analyzed by using t-test formula. The data were collected by giving pre-test and post-test. After giving the treatment, the result of paired sample t-test, obtained that sig. (2-tailed) or the  $p$  value was 0.00 from the  $df$  29 and the significance level ( $\alpha$ ) is 0.05. Since 0.00 is smaller than significance level ( $\alpha$ ) 5%. The null hypothesis is rejected. In other word, the hypothesis saying that the mean after the treatment is smaller than before the treatment. It means that there is significant influence on students' writing ability between the students' who were taught using self assesement strategy and those who were not. So  $H^0$  is rejected and  $H^1$  is accepted.



## ABSTRAK

Sinta Harahap, 2019. *The Influence of Self Assesement Strategy On Students' Ability In Writing Recount Text (A Quasi Experiment Research at the First Grade Students of SMA Muhammadiyah 4 Kota Bengkulu in Academic Year 2019/2020)*.

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Penelitian ini fokus pada pengaruh strategi self assessment terhadap kemampuan siswa dalam menulis teks recount. Hal ini bertujuan untuk mengetahui apakah ada perbedaan yang signifikan antara siswa yang diajar dengan strategi self assessment dan yang tidak menggunakannya. Penelitian ini menggunakan penelitian kuasi eksperimental. Populasi dalam penelitian ini adalah kelas X SMA Muhammadiyah 4 Bengkulu. Dua kelas digunakan untuk sampel, kelas X IPA merupakan grup eksperimen dan kelas X IPS grup kontrol. Grup Ekperimen diajar menggunakan strategi self assessment sedangkan grup control menggunakan metode tradisional. Instrumen pengumpulan data dalam penelitian ini menggunakan tes menulis dan catatan lapangan. Hasil dari penelitian ini menunjukkan bahwa penggunaan strategi self assessment sangat efektif untuk siswa dalam menulis teks recount. Nilai siswa pada post-test lebih besar dibandingkan nilai siswa pada pre-test, skor rata-rata pada post test adalah 71.60 sedangkan skor rata-rata pada pre test 66.13. Hal tersebut membuktikan bahwa penggunaan strategi ini sangat baik untuk siswa dalam menulis teks recount. Data dianalisis menggunakan t-test formula. Data dikumpulkan dengan memberikan pre-test dan post-test. Setelah menerapkan strategi self assessment, hasil uji t sampel (2 tailed) adalah 0,00, ini lebih rendah dari 0,05 dari df (29) dan level signifikansi adalah 5%. Jadi  $H^0$  ditolak. Pada hipotesis, nilai rata-rata setelah percobaan lebih rendah dibandingkan sebelum dilakukan percobaan. Jadi ada pengaruh yang signifikan terhadap kemampuan menulis siswa antara siswa yang diajar menggunakan strategi self assessment dan yang tidak.  $H^0$  ditolak and  $H^1$  diterima



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## CHAPTER 1

### INTRODUCTION

#### A. Background of The Problem

English is one of the important languages in the world. It is one of the major languages used by the people world widely either as the first language or the second language. Even, in many countries, English becomes the first and second language in which their books specifically scientific books are written in English. It make the people should understand English, especially the text for education or academic. In English, there are four aspects of language such as: listening, speaking, reading and writing skills.<sup>1</sup>

One of the primer subject skills in English is writing. Through writing, students could able to develop their ideas, opinions, or feelings in writing text. Writing need hard thinking to produce idea, words, sentences, paragraph, and composition. According to Harmer on his book *The Practice of English Language Teaching*, he stated that every skill difficult to learn, but writing “complete skill and production skill, and need a feedback.”<sup>2</sup>

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<sup>1</sup> Tri Yunianto and Ardi., *Improving Students' Writing Abilities in Writing Recount Textby Using Journal Writing*, (Yogyakarta: State University of Yogyakarta, 2004), p.20.

<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching*, ( New York: Longman Group, 1995), p.135.



Writing is a complete process that allows writers to develop thoughts and ideas, and make them visible and concrete.<sup>3</sup> Writing encouraged thinking and learning for it motivated communication and made thought available for reflection. When thought is written down, ideas could be examined, reconsidered, added to, rearranged, and changed.

Writing is most likely to encourage thinking and learning when the students thought writing as a process. Writing is a comprehensive process, and that every writer used the process in a different way, students experienced less pressure to "get it experiences the first time" and more willing to develop, explore, revise, and edit.

Writing was not an easy skill, because we had to master in vocabulary and grammar. We need to translate guessing the idea in our brain to be a written language, and we must also be smart to choose and combine the appropriate vocabulary. We pay attention and practice, it would like to make the student developed and mastered in writing.

In the K-13 curriculum of senior high school, especially first grade, there were several kinds of text that the students could learn such as: recount, narrative, and descriptive texts. Recount text is a text retelling the events or experiences in the past. The purpose of recount text is informing or entertaining. In the recount text, the sentences organized depending on events and chronological order.

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<sup>3</sup> Flynn, Naomi and Stainthorp, Rhona, *The Learning and Teaching of Reading and Writing*. (West Sussex: John Wiley & Sons Ltd, 2006), p.23-25.

One of the students' problem of writing recount text is that the students had been difficult to use simple past tense and confused to make their paragraph coherent and cohesive. The students' still could not really understand the kind of generic structure of recount text.

In the Fact, students' paragraphs was not complete as a structure in the recount text. They could not develop their ideas in creating a text and their brain were not thinking creatively because they had been under knowledge. Although the teacher taught them about generic structure, they got wrong because they could not enthusiastic with writing a text.

Furthermore, they should learn more how to construct a phrase, a clause, a coherent and grammatically sentence. Because of those problems, students still could not understand how to write a good recount text. So, the student problems should overcome by using an interesting strategy.

Based on the researcher observation between English teachers and students. There were some problems that found in SMA Muhammadiyah 4 Bengkulu. First, the students felt difficult developing their idea in writing a text. Second, the student did not understand grammar correctly, especially past tense. Third, they were not interest and motivation in writing because they were not enthusiastic to follow the teacher instruction clearly. Four, the student have limited vocabulary so they asked to the teacher about the word in their paragraphs. Fifth, the student did not know whether their writing was right or not. The last, the teacher used traditional strategy in teaching learning process.

Furthermore, to have good writing the students should do some aspects called the writing process. They were planning, drafting, editing/revising, and final version. To make a good writing text, the students have to learn a lot and check their writing by themselves, especially when they made mistakes. It is necessary for English teachers to make the writing process more interesting and motivating for the students, so that they could know their progress in writing.

Depend on the problems above, there so many strategies which could be used to overcome their problems. English teachers must choose one of interesting strategy to make the teaching learning process would be successful, enjoyable and not monotonous.

One of the strategy that may overcome the problems above is self assessment strategy. Sivaji stated in his journal that the indirect correction from the teacher triggers the learners to become independent and responsible learners in the learning process.<sup>4</sup> It mean that the students must be responsible for their writing errors by solving the problems and made their written work better by finding the correct point of their writing.

So, the English teachers could use the self assessment strategy to create themselves creatively in teaching recount text. Self assessment strategy is the best strategy to help students writing achievement, they would know their weakness and strengths and not made same mistakes in

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<sup>4</sup> Karuna Sivaji, The Effect of Direct and Indirect Correction Feedback on the Grammatical Accuracy of ESL Writing of Undergraduates, *Journal of Humanities and Social Sciences*, Vol 7/8, (University of Jaffna, 2012), pp. 78-94



the next writing. By Self assessment strategy, they revised and improved their writing ability.

Based on the problems above, it could be assumed that using assessment strategy could help students to increase recount text writing ability. Finally, the researcher would like to conduct the research entitle “The Influence of Self Assessment Strategy on Students’ Ability in Writing Recount Text. The researcher wanted to compare the result of the students writing ability who are taught by using self assessment strategy as a conventional one.

## **B. Identification of the Problems**

In identifying the problems the researcher did observation and interview at first grade of SMA Muhammadiyah 4 Bengkulu. Based on the research background above, there were some problems:

- 1) The student’s have difficulties in developing their idea in writing, especially  
recount text.
- 2) The students’ have difficulties in using grammar correctly
- 3) The students’ have not interest and motivation in writing
- 4) The student’s have limited vocabulary
- 5) The student’s did not know whether their writing was right or not
- 6) The teachers still used traditional strategy in teaching learning process

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

The study of this research limited focus in order to find out the significant influence of using self assessment strategy on students ability in writing recount text at first grade of SMA Muhammadiyah 4 Kota Bengkulu.

For Self Assessment Strategy, the researcher focused on the definition, principle, procedure, and advantages of Self Assessment Strategy.

### **D. Research Question**

Based on the background of the study, the research question could be formulated as follows:

"Is there any significant influence of using self assessment strategy on students ability in writing recount text at first grade of SMA Muhammadiyah 4 Kota Bengkulu?"

### **E. Research Objective**

Based on the problems above, the objective of the research is to find out whether there is any significant influence of using self assessment strategy on students writing recount text ability at first grade of SMA Muhammadiyah 4 Kota Bengkulu?

### **F. Significance of the Research**

Based on the objective above, the significance of the study can be stated as follow:

1. For the students

This strategy will be useful in English learning teaching process and improve their knowledge about teaching writing strategy effectively.

The students become independent learners who have their own strategy to motivate them to improve their interest to learn English

2. For the next reseacher

The researcher hopes that the result of this research can also used as good reference for those who want to conduct a research of students' writing ability, especially writing recount text.

### **G. Definition of Key Terms**

In order to avoid misunderstanding, there are some terms defined in this research as following:

- a. Self assessment is the strategy for developing students writing ability.  
Through self assesment strategy, the students can identify their strengths and weakness
- b. Writing is the representation of language in a textual through the use of a set signs or symbols, and writing itself occurs as a chain process to put ideas, opinions and combinations of meaningful letters into written form.
- c. Recount text is a text whict tell the events or experiences in the past.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Concept of Writing**

##### **1) Definition of Writing**

Writing is the process of putting ideas down on paper to transform thought into words, to sharpen your main ideas, to give them structure and coherent organization. Writing is one the skill in English must learn and need effort to master this skill.<sup>5</sup> Stated that writing is a never a one-step action, it is an ongoing creative act. Writing is a process repeated, namely process of revising and rewriting.

Writing is one of the skills to be achieved in English language learning. Writing is one of part of the syllabus in the teaching of English. Writing characterized as a written thinking. The students should be encouraged to express their idea, experiences, thoughts and feelings through writing.<sup>6</sup>

According to Patel, writing is essential features of learning a language in a textual medium through the use of a set signs, symbols or can be also said as one of ways to communicate with others in the

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<sup>5</sup> Brown, *Centre of English Language Studies*. (Birmingham: The University of Birmingham Press, 2008), p.21.

<sup>6</sup> Jeremy Harmer, *How to Teach Writing*, (Harlow: Pearson Longman, 2004), p.31

form of written message.<sup>7</sup> Writing is one of productive skills that communicating a message in the form of letters and symbols. Communicating also use for sending an information to others, so a message must have a purpose.

In the fact, some of students with their weakness have language or learning disabilities, whereas other or not. The numerous skills involved with writing are multifaceted, ranging from the production of legible handwriting to the production of organized discourse.

In other words, writing skills produce a written product which has certain information, meanwhile according to Brown also states that a written product is the product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

From the definitions above, it concluded that writing is a productive thinking process which involves some processes and considerable period of time to express the writers' exact meaning.

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<sup>7</sup> Dr.M.F.Patel, *English Language Teaching*, ( Jaipur Sunrise Publishers & Distributors,2008), p.125.

The process refers to the act of gathering ideas and working with them. Then, the product refers to the product itself that is polished and comprehensible to readers. By learning writing skills, the students thought creative and to be able to express their idea in a text or paragraphs. It is very clear that writing skill useful for learners and it needs a process to get master this ability.

## **2) The Purpose of Writing**

The writers certainly have a purpose when they write something on paper. They have to consider the purpose of their writing because it was not only influence the type of text they will produce, but also the language use they have to choose and the information they have to provide.

When writers write, they may want to express their feelings, to explore an idea or perhaps to entertain or to amuse their readers, to inform people or explain an idea, to argue for or against an idea in order to persuade others, to believe or act in a certain way, to evaluate or solve problems, and to mediate or negotiate a solution in a tense or difficult situation.

In addition, Stone stated that a creation or a writing that writers made should be based on a specific purpose in their mind. As the writers, they have to ask themselves about what they want from their readers, whether they want to persuade, inform, or entertain the readers. According to Randi, the purposes of writers to write are to



PIE; to persuade, to inform, and to entertain. He used that acronym to make it easier to remember.<sup>8</sup>

a. To persuade

Writing to persuade means that we write something that will make the readers take an action, do something, or change their belief as we suggested in our writing. Advertisement is one of the examples of writing to persuade

b. To inform

Writing to inform means that we want to make the readers know about a new thing, place, issue, etc. that we want to share through our writing. The examples of writing to inform are newspaper, magazine article, laboratory or report.

c. To entertain

Writing fiction stories and non-fiction stories that reflect writers' Feeling and experience is writing to entertain the readers. From that writing.

Besides the purpose above, it can be concluded that the writers should know the purposes of the writing and also know the specific goals in the writing. The student must find out the good idea when they want to write the text. The various purposes that the writer should do such as: to persuade, argue, express the idea, and create our best imagination from our feeling skills in Writing.

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<sup>8</sup> Randi Stone, *Best Practices For Teaching Writing*, (California: Corwin Press, 2007), p. 26.

### 3) Process of Writing

There are some process that occur in writing progress. Those are pre-writing, organizing, writing, and polishing.<sup>9</sup>

#### a. Pre-writing

In this step, before starting to write, the writers have to decide what is going to write. Prewriting is the first process to began write a text, it prepares something related to the topic that will learn in the future. Prewriting is a way to convey ideas

#### b. Organizing

The next step in writing process is organize the ideas into a simple outline, the revising stage is where students check that students have said what students want to say, and students have said it in a clear appopriate way.

#### c. Writing

The next step is writing process. The first thing that student will begin to write a text, students should draft on their paragraph use the ideas generated from pre writing as a guide.

#### d. Polishing

There are some aspects in polishing such as : revising and editing, this step push the studens polish their writing. Polishing is the most successful id students do it in two steps.<sup>10</sup>

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<sup>9</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing* 3<sup>rd</sup> Ed, (Pearson Education,: USA, 2007), p.18.

<sup>10</sup> Ibid, p.18.

Futhermore, revising is The writers usually read through what they have written to see their writing again. Perhaps, there are still some errors in their writing, such as the order of the information is not clear, the information they write is still ambiguous or confusing and the information is not clear enough

From the explanation above, it can be concluded that writing is the most difficult skill to learn, so it is better that the English teacher guide them step by step in their process of writing a text. Since there are many expert states that giving feedback is the most suitable strategy to improve students' writing ability and supported by the previous research conducted by another researcher which also shows the same result. Otherwise, it is better if the English teacher applies the strategy of giving feedback to the students in learning writing.

#### **4) Teaching Writing**

In the teaching writing, teachers must really understand and comprehend the material based on writing skills. The teachers have to make teaching learning process not bored or monotonous. Based on the syllabus of first senior high school, teacher must teach some text, and the students should be able to write a good text related to the syllabus.

Brookhart says that good feedback gives students information they need so they can understand where they are in their learning and what to do next. Once they feel they understand what to do and why

most students develop a feeling that they have control over their own learning—the motivational factor.<sup>11</sup>

Harmer states that there are several reasons why teacher must teach writing in English, some of reasons are:<sup>12</sup>

a. Reinforcement

The visual demonstration of language constructions and it is used as an aid to committing to the new language to memory. The student find the visual demonstration is important to write a text because it is very useful to begin write a new sentences.

b. Language development

It seems that the actual process of writing helps the students in developing their idea. The mental activity in order to construct proper written a texts.

c. Learning style

Writing is appropriate for such learners, it is a reflective activity instead of the rush and bother of interpersonal in daily communication, because students expected that producting language in a slower way is invaluable.

d. Writing as a skill

The primer reason that why theacher must teaching writing for the students because writing is exclusive skill that need a big

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<sup>11</sup> Susan M. Brookhat, *How to Give Effective Feedback to Your Students*, (Alexandria: Association of Supervision and Curriculum Development, 2008), p.3.

<sup>12</sup> Jeremy Harmer, *Op. cit*, p.79.

effort to master in this skill. There are some aspects in the writing, students have to know how to write a letters, how to put written reports together, how to reply to advertisement.

Based on the explanation above, teachers must be cautions in introducing self assessment strategy to students, just as they must be in presenting any writing strategies. So, it is very impotant that teachers must be applying this strategy to overcome their weakness in writing text.

## **B. Recount Text**

### **1) Definition of Recount Text**

Recount is a kind of text, which is used to tell events that happen in the past. In addition, Pardiyono says that recount can also be simply defined as a text giving information about activities that happened in the past, in other words, it is used to retell the events.<sup>13</sup> In other words, recount text is a kind of texts that telling about how a thing in the past happens in chronologically and also telling about a feeling or expression of that thing.

Otherwise according to Anderson, recount text is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order). The purpose of recount

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<sup>13</sup> Pardiyono, Pasti Bisa: *Teaching Genre Based Writing* (Yogyakarta: Andi Offset, 2007), p.63.

text is to retell events which the purpose of either informing or entertaining the audience or the readers.<sup>14</sup>

Emilia says that recount can be written in the form of biography, autobiography, newspaper articles about the event, history, letter, journal, or story.<sup>15</sup>

Recount text consists of orientation which opening of the text such as the participants, place and time, whereas events which describe what happened in the past, and reorientation which closing the story. The purpose of a factual recount is to entertain and retell the events in order to inform the readers or listeners.

From the explanation above, it could be concluded that recount text is a text which explain or retell events in the past, the text may include experience, case, and history of the country.

## **2) Generic Structures of Recount Text**

Recount text have three generic structures that students should learn to get good writing, Generic structure is important element in a text, it could be base part building the text. Each part has its own function.

In other words, generic structures are the elements existing in the text. Recount explore the series of event which happened to

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<sup>14</sup> Anderson, *Text Types in English 2*, (South Yara: Macmillan Education Australian PTY LTI), p.48.

<sup>15</sup> Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk Untuk Guru* (Bandung: Rizqi Press, 2011), p.75

participants. According to Sudarwati and Grace, the generic structures of recount text are: <sup>16</sup>

### 1) Orientation

This part is intended to introduce or to bring in the topic, who, where, and when the story happened. Orientation also provides all necessary elements background information to make sense for the readers.

### 2) Record of events

This element is to tell the story or events in detail and chronologically. Emilia states that the function of events is the give sequence of events. It presents the event chronologically ( in order which they happened).<sup>17</sup>

### 3) Re-orientation

This part is the last part of recount text, which is intended to sum up or to give conclusion of the story told in the record of events. It is also the summary of the text and evaluating the topic's importance of offering personal comment or opinion.

From the definition above, it could be concluded that an important element in writing recount text consists of three parts such as: orientation, events and re-orientation. The students should be mastered all of these elements, and the teachers should be focused to teach their students until the students got their best score.

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<sup>16</sup> M. Sudarwati dan Eudia Grace, *Look Ahead: An English Course for Senior High School Students Class X* (Jakarta: Erlangga, 2006), p.30.

<sup>17</sup> Emilia, *Teaching Writing: Developing Critical Learners*, (Bandung: Rizqi), p.107.



### 3) The Features of Recount Text

Recount text also have some features like the other text.

Language features often used in a certain kind of text.

- a. Simple past tense is used in most recounts, but presents tense may be used to immediacy in diary or journal.
- b. Varied action verbs are used to build word chains. These may be synonyms, antonyms or repetitions, for example: she jumped, she leapt she crawled.
- c. Specific descriptive words (adjectives) help the audience visualise or imagine events, for example in a factual recount or accident report, adjectives, provide necessary detail for an accurate recount text.
- d. A range of conjunctions (because, although, while) is used to link clauses within sentences.
- e. Time connectives (firstly, next, finally) are used to link separate events or paragraphs into a cohesive whole text.
- f. Passive voice is used, particularly in factual recounts, to give objectivity to the text, for example: The land was worked by the peasants from sunrise to sunset.
- g. Specific participant (nouns and pronouns, such as Mt Stromio Observatory, William Wallace) provide detail and credibility.

- h. Sentences should be structured with the focus on the important information at the beginning. For example: The last trip he ever made was..... or In 1909 they first entered.....<sup>18</sup>

From the explanation above, we could think and guess recount text or no by looking at the generic structure and language features even though actually there are so many kinds of recount text.

#### 4) Types of Recount Text

There are some types in exploring how recount text work, according to Katrina and Sue, the types of recount text as follow:

- a. Factual recount is concerned with recalling events accurately. It can range from an everyday task such as a school accident report to a formal, structured research task such as historical recount
- b. Personal recount text are usually written in the first person (I,we), and often aim to entertain as well as inform. Facts and information are important, but personal responses and comments are also appropriate, particularly in the re-orientation or evaluation. Personal recount also retells and activity that the writer or speaker has experienced.
- c. Procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narration (I or we) give credibility to the information provided.

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<sup>18</sup> John Barwick, *Targetting Text Upper Level*, (Sydney: Blake Education, 2002), p.6.

- d. Biographical recount tells the story of a person's life using a third person narrator (he ,she, they). In the case of an autobiography, first person narration (I,we) is used. It is usually about specific and records specific names, times, places, and events.<sup>19</sup>
- e. Imaginative recount text tells an imaginative or fiction story, it means that the story in the text do not occur in the real lifem it just fantasy to make the readers entertain when they read the text.

Based on the types of recount text above, the researcher used personal recount text, so the researchers asked the student to write recount text about “personal recount”, because the personal is one of the types of recount text is not too difficult to write it and it is really occuring in our life.

### **C. Self Assessment Strategy**

#### **1) Definition of Self Assessment Strategy**

Self assessment is “a key learning strategy for autonomous language learning enabling students to monitor their progress and relate learning to individuals needs”. Self assessment make students more active, more focuse and better placed to assess their own progress. Self assessment can help learners “ know their own strengths, weaknesses and get them to think about what they have to do to get better marks”.<sup>20</sup>

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<sup>19</sup> Katrina Wood and Sue Stubbs, *Targeting Text*, (Blake education: Sydney, 2000), p.8.

<sup>20</sup> Harris, M, *Self Assessment in Language Learning in formal Settings*, ELT Journal, 51 (1),1997,p.13.

Self assessment is a powerful writing strategy for many students in many circumstances, it is but one of several strategies that writers may employ their writing. It is particularly useful for student writers especially when the students are learning a new form of writing.<sup>21</sup>

Richard and Schmidt define self-assessment as “checking one’s own performance on a language learning task after it has been completed”. They claim that self-assessment is an example of metacognitive strategy in language learning.<sup>22</sup> It could be developed the role of students as active learners in their own learning. Self assessment also known as a best strategy that can make students more easier to find their weakness.

David Boud defines self assessment as: “The involvement of students in identifying standards and/or criteria to apply to their work, and making judgements about the extent to which they have met these criteria and standards”.<sup>23</sup>

Both students and teacher need this strategy to get advancement in learning, teaching process, self assessment can detect where the students’ weakness, so we can correct our mistake in learning. Self assessment is recommends for the teacher to overcome students’ problems in writing text.

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<sup>21</sup> Graham Foster, *Student Self-Assessment*, (Canada: Pembroke Publishers Limited, 1996), p.8.

<sup>22</sup> Theresia Tuti, *The Implementation Of Self Assessment In Writing Class*, (Jakarta:tefl in journal), p.2.

<sup>23</sup> Boud, D.. *Implementing Students Self Assesment*. Sidney;Herdsa, 1991, p.5.

In the fact, self-assessment in writing indicates strategy of any activity that causes writers think about evaluate and revise their writing skill. By doing some simulation, the students would improve some idea in hand and got more better their ability.

Self assessment strategy helped students during the handwriting process. because self-appraisal is important to all learning, the students evaluated their own skill development.<sup>24</sup>

Otherwise, A key to any assessment of writing is an understanding of the influence of task demands (such as spelling, handwriting, written expression), the tools used for responding and the topic. Making self-assessment as a part of a daily classroom routine is critical for producing confident, independent learners, but it required careful planning and consistency in instruction. In order to increase their ability, the teacher have to know the students' level of competency in writing, so the teacher found good strategies to improve the students' writing skill.

Writing advocated routinely recommended the use of self-assessment measured for classroom use. Having students assess their own for writing help develop in dependence and self-reliance. Self assessment could be conducted in rough drafts or completed composition stage.<sup>25</sup>

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<sup>24</sup> Nancy Mather dkk, *Writing Self Assessment and Intruction For Students with Learning Disabilities*, (San Fransisco: Jossey Bass,2009), p.98.

<sup>25</sup> Karen D Wood, *Practical Strategies For Improving Instructions*, (National Middle School Association:Noth Carolina,2001), p.11.

Based on the explanation above, the researchers concluded that self assessment is one strategy that considered a good way to improve the students' writing competency since it would like to lead the students to become aware of their own ability. By giving self-assessment to students, it increased a more active and responsible role in their own learning.

## **2) Principle of Self Assessment Strategy**

Graham Foster is an expert that promoting students self assessment strategy of writing across the curriculum and throughout the grades is a major focus of this ongoing professional development and publications, he is also a supervisor for Calgary Catholic School.<sup>26</sup>

Students self assessment has long been encouraged as an educational and learning strategy in the classroom, and is both popular and positively regarded by the general education community (Andrade, 2010: Leahy, Lyon, Thompson, William, 2005).

In one of the earliest review studies in the field, Oscarson (1980) reported that the relationship between adult language learners' self assessment and other criteria, such as teacher ratings and written test scores tended to be quite strong: "formal test result correlated no higher than self assessment scores with the instructors' judgements (coefficients ranging from 40 to 60). Self assessment scores and formal test results correlated around 50". (op. cit., p.5). Likewise Von Elek

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<sup>26</sup> Graham Foster, Opcit, p.26.

(1981,1985) found strong agreement between student assessments self own ability levels and corresponding assessments by their teachers.

In a meta-analysis of self assessment studies in second and foreign language testing by Ross (1998) the by far most common metric used was the product-moment correlation. In other words, the most common approach involved self assessment scales correlated with outcome measures according to specific skill areas, such as reading, writing, speaking or listening. Ross concluded that “the range of the self assessment correlations suggest that there is considerable variation in the ability learners show in accurately estimating their own second language skills”.

In the first of two, Shraunger and Osberg (1981) review 50 studies in phsychological assessment and found that the validity of self assessment was comparable to that of other self assessment strategy: “At both the empirical and conceptual levels, there seems to be substantials support for the notion that self assessors frequently have the appropriate infromation and motivation to make as effective judgements about their own behavior as can be made by any means.”<sup>27</sup>

Self Assessment is one of best strategy that can be used in teaching writing. It can be applied to all of students’ level, especially in Senior High School. By using this strategy, the student will able to

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<sup>27</sup> Anne Dragemark Oscarson, *Self Assessment of Writing in Learning English as a Foreign Language*, Acta Universitas Gothoburgensis: Swaden, 2009), p.64.



make their write more easy, find the main idea, and guess the best concept in their writing activity.

Oskarsson (1989) thinks that self-assessment can improve learning because it gives learners training in evaluation which is important to autonomous learning. The students need to know how far their abilities and how much progress they are making and what they can (or can not yet) do with the skills they have acquired. Without some skills and knowledge, it would not be easy for them to learn efficiently.

In line with the theories of learner autonomy, self-assessment is currently playing an important role in language teaching. The procedure involves students in judging their own learning, particularly their achievement and learning outcomes. So, it is better that student and teacher applying this strategy to get students achievement in writing a text.

So, the researcher interested to conduct the thesis by using Self Assessment Strategy because it would be developed their writing achievement and evaluated their ability. Self-assessment is a tool for students to have control of their own work, and by using this strategy of assessment they will reach valuable information about their weak points, think about them critically, investigate different strategies to work on them and find an effective one to abolish them. So, by

applying this strategy, learners became more independent and aware of their capabilities.

### 3) Characteristics of Self-Assessment Strategy

As a good strategy in improving and developing student's writing ability, self assessment have some characteristics, Osscarsson (1989) defines six characteristics for self-assessment, such as:<sup>28</sup>

- a. Support of students' learning,
- b. Promotes learners and teachers' conscious of the learners' knowledge
- c. Getting knowledgeable about learning objectives, learners' are encouraged for learning
- d. Participating of learners in the process of their own evaluation make them more knowledgeable in assessment
- e. Learners participation in the evaluation of their own work reduce the teacher's responsibility toward assessment
- f. Self Assessment has a lot of benefits during the time and make the learners more independent so that they can evaluate their own improvement in the instructional course.

It could be seen that self assessment strategy very useful to apply and learn for the teachers and students. The students would know their weakness and strengths and weaknesses in their self evaluation.

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<sup>28</sup> Nakisa Herdanian, Investigating the Effect of Using Self Assessment on Iranian EFL Learners' Writing. *Journal of Education and Practice*, 2016, p.83.

#### 4) Procedure of Self Assessment Strategy

In implementing self assessment strategy, there are some step as follows:.

1. The teacher would be taught what is recount text and the generic structure about that and then the students would be asked to write recount text.
2. After the students finished their recount text, the teacher introduced about self assessment, benefits and the role of that. They would be expected to find new an interesting learning style form their writing. The teacher did not forget to ask the students what is self assessment to attract students' attention.
3. The researcher gave a simulation to the students in the front of the class how apply self assessments strategy. In the following session, the criteria for assessing writing and the procedure would be taught and practiced. For example : the students wrote a sentece "John and Nina *goes* to the school". The word *goes* is wrong, so the students should be made a circle in the word *goes*. The teacher ask to the students why the word got mistake and what is suitable or correct word. The students would be answered and the teacher explained the reason.
4. After students are familiar with this strategy, teacher provides guide practice to support the use self assessment strategy in their writing, the students would be revised their mistake in

their paragraph and then the students set their goal of writing helped by the teacher as a supervisor and facilitator. The students just correct their mistake word, and then the teacher gave them a value based on writing scoring rubric. So they know their wrong and not make a mistake word again.

5. The students would be asked again made a recount text to see their progress. The students wrote their writing followed the steps or the criteria based on the self assessment that they got. While checking the students' writing, the teacher gave directions to the students not understand.
6. After the students finishing their writing, the students assess their own writing task. In this case, they checked the content, the organization, vocabulary, the language use and the mechanics. And they discussed with their friends.
7. The next that the students have to assess whether they used some new vocabulary or not, they wrote complete sentences or not and they used the tenses correctly or not, they used capitals to start sentences or not. The students' responsibility on their own work is developed because they have more opportunities to reflect their self.

### 5) Advantages of Self Assessment Strategy

Self assessment have so many advantages in self assessment strategy, from reviewing this type of assessment into the language classroom. Oscarson (1989) states that, this strategy will motivate students' learning so hard, develop their level of awareness of course content and assessment principles, enhance students' knowledge, and engage students in the process of assessment, which means sharing the assessment burden as indicated.

Self-assessment becomes necessary for language learners who should learn to monitor and assess their learning and progress and whether they have reached their goals. This can be achieved with the help of self-assessment strategy, such as diaries and checklists.<sup>29</sup> It can be gained from integrating this type of assessment into language classroom.

Self-assessment is an essential element for effective learning, self assessment have some advantages as follow:<sup>30</sup>

1. Promote the students' learning, raise their level of awareness of course content and assessment principles, enhance students' knowledge, and engage students in the process of assessment, which means sharing assessment.

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<sup>29</sup> Marwan Saeed Saif Moqbel, Self-Assessment in EFL Grammar Classroom, *International Journal for Research in Education*, 2018, p.292.

<sup>30</sup> Ibid, Marwan Saeed Saif Moqbel, p.300.

2. Help the students' improve their English language skills include writing, reading, speaking, and listening.
3. Create opportunities for interaction between the teacher and students, which is often lost in today's language classrooms
4. Integrating a dose of self-assessment into EFL courses will enhance students' involvement in the learning process. As each student has a chance to evaluate his performance periodically, teachers will have the opportunity to comment constructively on students' performance or work and to provide them with formative feedback in a timely manner.

Blue (1994) divided advantages of self assessment such as : encouraging more effort, boosting self confidence and self-consciousness of learning strengths and weakness, and facilitating awareness of the distinction between competence and performance.

Self assessment could bring learners to gradually develop critical attitude towards their learning, self assessment also brought empower learners to gain ownership their learning and life long learning skills. Self assessment made stronger position in leading to a shift of classroom mode from teacher centered into learner-centered. They argued that self assessment meets all three centered domain of self-regulated learning: metacognitive domain, learning strategy, and affective domain.

#### **D. Some Related to Previous Studies**

There are some researchers that have applied related to this strategy. First, Nakisa Heidarian which entitled “Investigating the Effect of Using Self Assessment on Iranian EFL Learners”. Nakisa’s research was applied at Fanaver institute of Iran. The writer found that Most of Iranian (EFLs) courses the dominant approach to teach English has been the use of traditional methods. The Results show that writing skill of the subjects in the experimental group was better than the writing skill of the subjects in the control group after the treatment. He introduced a good strategy to help the teachers and students in overcoming problems in teaching writing and improve student’s ability.

Second, Mohammad Reza Javaherbakhsh also made a journal research related to my research which entitled “The Impact of Self-Assessment on Iranian EFL Learners’ Writing Skill at Institute Tehran” . The reseach question of his research is investigating whether self-assessment influences Iranian EFL learners’ writing skill. The result of this study showed significant change in the experimental group; therefore, this study can be helpful for those teachers who like to help students develop strategies for their own learning, to help them find their strengths and weaknesses, and to help them become more autonomous.

Moreover, Marwan Saeed Saif Moqbel also conducted the research related starategy with the title “Self–assessment in EFL Grammar Classroom”. The purpose of this study was to find advantages of self-



assessment in language teaching and learning and education as well. Moreover his research showed that to help EFL learners carry out selfassessment, teachers should train them on that, provide them with clear guidelines, and select appropriate self-assessment strategies and activities.

The differences of those researchers were, firstly, the subject and the location of the research is very different, secondly difference is different method used, In this research used quasi experimental research. Thirdly, the sample and population is very diverse. All of their research are success and have significant to improve students' ability in writing.

#### **E. Hypothesis of the Study**

The hypothesis means a tentative answer to the problem of research until proven by the data collected. It is prediction the researcher made about expected relationships among variables.<sup>31</sup> In relation to the study, the researcher formulated the following hypothesis:

1. Null Hypothesis (H<sub>0</sub>) : There is no significant influence in writing recount text ability between the students who are taught using self assessment strategy and that of those who are not?
2. Alternative Hypothesis (H<sub>a</sub>) : There is significant influence in writing recount text ability between the students who are taught using self assessment strategy and that of those who are not?

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<sup>31</sup> Cresswell, John W, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (Singapore: SAGE, 2009), p.132.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Research is the process that is done systematically and logically to get solution of the problems or get the answer from the certain question.<sup>32</sup> Research design usually used to organize the setting of the research in order to get valid data and also used in the classroom.

This research is a quasi experimental research. According to the book of *Experimental and Quasy Experimental Design for Generalized Causal Inference* stated that quasy experimental relieve assignments in random, a condition is by means of selection by administrator or teacher.<sup>33</sup> The design of quasi experimental is often used in classroom when experiment and control classes are such usually group as intact classes, which may be similar each other.

In this research, the researcher applied two classes such as experimental class and controlled class. Experimental class is a class to get treatment or being taught by using self assessment strategy, while control class did not teach the student by using self assessment strategy or another strategy. Both of the classes would be given a pre-test before teaching-learning activity and post-test after teaching- learning activity.

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<sup>32</sup> Donald Ary, Lucy Cheser Jacobs & Chris Sorensen, *Introduction to Research in Education (8<sup>th</sup> Ed)*, (New York: CBS College Publishing, 2002) ,p.22

<sup>33</sup> William R. Shadish & Thomas D. Cook, Donald T. Campbell, *Experimental and Quasy Experimental Design For Generalized Causal Inference*. (New York: Houghton Mifflin Company, 2002), p.14.

The result of pre-test and post-test would be calculated and compared to find out the influence of self assessment strategy in teaching writing of recount text.

Otherwise, this research consists of two variables, the first variable is written which taken by interviewing and questionnaire as variable (X). The second variable is subtitled recount text which taken from observation in the learning process by self assessment strategy as variable (Y).

So, in this research selected two classes, one class is the control class and other class is the experimental class. The research design would be presented as follows:

G <sub>1</sub> =	T <sub>1</sub>	X	T <sub>2</sub>
G <sub>2</sub> =	T <sub>1</sub>	O	T <sub>2</sub>

Where:

G<sub>1</sub> : Experimental Class.

G<sub>2</sub> : Control Class.

T<sub>1</sub> : Pre-Test.

T<sub>2</sub> : Post-Test.

X : Treatment by using self assessment strategy

O : Treatment by using free writing strategy

## B. Population and Sample

### 1. Population of the Research

Population is commonly understood to be natural, geographical, or political collection of people, animals, plants or objects.<sup>34</sup> Meanwhile, according to Fraenkel, population is usually a group of persons like: students, teachers or the other individuals) who possess certain characteristics.<sup>35</sup>

**Table 3.2**  
**Table of Population**

No	Class	Male	Female	Total	Average
1	X IPA	12	18	30	70,53
2	X IPS	17	13	30	69,20
<b>Numbers of Students</b>		<b>30</b>	<b>30</b>	<b>60</b>	

*Sources : administrative of SMA Muhammadiyah 4 Bengkulu (2019/2020)*

It could be concluded that the population is individuals in a school, so the population of this research is the first grade of SMA Muhammadiyah 4 Bengkulu in the academic year 2019/2020. There are 2 classes in there, such as X IPA-X IPS.

The researcher used lottery strategy to choose the treatment class. So, all the classes got the same chance to be sampled. As the

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<sup>34</sup> Dowdy, Shirley and Stanley Weardon, *Statistics for Research* (Third Education). (Canada: Wiley Interscience, 2004), p.25.

<sup>35</sup> *Fraenkel and Jack, How to Design and Evaluate Research in Education*, (New York: McGrawHill companies, 2012), p.92.

result, the researcher used X IPA as the treatment class which consist of 30 students.

## 2. Sample of the Research

According to Best, sample is a small proportion of a population selected for observation and analysis. It is necessary for the researcher to determine the sample in order to limit the object so that it would be chosen from the number of population.<sup>36</sup> Otherwise, the researcher chose one class for apply the strategy, the class is X IPA.

The sample of this research are X IPA and X IPS of SMA Muhammadiyah 4 Bengkulu 2019/2020. The total numbers of the students in both classess were 60 students.

The reseachers took the sample based on some factors: (1) same problem in writing a text, (2) same backgroud of knowledge and (taught by the same teacher). In this study, the writer took average level in their writing skill to all population as the sample. The writer analyzed the pre-test in all classes of first grade management office.

**Table 3.3**  
**Table of Sample**

No.	Group	Class	Total	
			Male	Female
1.	Experiment Group	X IPA	12	18
2.	Control Group	X IPS	17	13
<b>TOTAL</b>			<b>60</b>	<b>60</b>

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<sup>36</sup> Best J W, *Research in Education*, (Englewoods Ellifs: Prentice Hall Inc, 1981), p.8.

Then, the sample would be taken from the score of pre-test which have an average level in a score of their pre-test. It is the characteristic which the writer means of the sample.

Therefore, the researchers got some sources like the problem and data from their English teacher. After was getting the sample, the reseacher choose the randomly by lottery.

### **C. Data Collection Strategy**

Some strategys that used in collecting data as follow:

#### **1. Test**

##### **a. Pre-test**

The pretest would be given before the treatment. It is done by writing the recount text based on the provided topics. The pretest would be given to the students in control class and the experimental class to measure their recount text writing ability before treatment. In pre test, the students would be asked to write recount text based on the provide topics that consists of 60-150 words and 50 minutes for time allocation.

##### **b. Post-test**

The post-test would be done after the students in experimental and control class would be given the treatment. It would be done to know the students' recount text writing ability after they taught by self assessment strategy. In the post-test the students also asked to write recount text based on the provided topics that consist of 60-150 words and 50 minutes for time allocation.

After giving the both of test above, the data would be scored. It would be measured their writing recount ability. There were some things that the reseacher would be score in writing, the researcher would be using the scoring rubric assessment by the expert Tribble as follows:

- Content (the ability to think creatively and develop thoughts)
- Organization (the ability to write in an appropriate manner)
- Vocabulary (the ability to use language thoughts)
- Language use (the ability to write in an appropriate sentence)
- Mechanics (the ability to use correctly those conventions peculiar to the written language punctuation and spelling).

## 2. Field Note

Field notes are the written or recorded notes of observations in the field to collect the data, researchers in participatory approaches engage in a process of systematic note taking<sup>37</sup>. It is a good method to note something happend in the research. It could be seen the students respond, weakness and their activity during learning teaching process.

Field note is a kind of note in which the researcher wrote some of the findings during the observation. Field note could be the students' behavior during the teaching learning or the problems during the ongoing of the research. This instrument could be used to support

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<sup>37</sup>Leavy Patricia, *Research Design*, (Newyork : The Guilford Press, 2017), p.136.



the data of the research. The field note made to determine how far the students' understanding and improving.

Based on the explanation above, the researchers concluded that field note is is a note of data collection by making records on whatever happens in the field. Field notes are very useful for researchers as an intermediary tool that researchers see, hear, feel in the context of data collection. Field notes were prepared after observation and after conducting interviews with research subjects. This is to facilitate the cultivation of the report because the data obtained will be easily forgotten by researchers.

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

This research would be used quantitative strategy data analysis. The researchers find out the mean score. The researcher also finds out the significant difference within the groups and between the group in term of writing test. The reseachers measured how much the contribution of Self Assessment Strategy with enhance the students writing ability.

After collecting the data, the researcher would analyzing them statistically. In the present study, there were some steps of analyzing data, such as: analyzing normality, homogeneity, analyzing *t*-test result and independent T-test.

### a. Normality

According to Arikunto normality test is a way to determine whether the data obtained are normal or not<sup>38</sup>. In this study, The researcher used the normality to prove whether the pre-test and post-test of each group is normally distributed or not.

In this study the researcher used statistical computation by using SPSS (Statistical Package for the Social Science) for normality of test. The test of normality employed are Kolmogorov-Smirnov.

The hypothesis formulas are:

$H_0$  = the data have normal distribution

$H_a$  = the data do not have normal distribution

While the criteria acceptance or rejection of hypothesis were:

$H_0$  is accepted if  $\text{Sig (P value)} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig (P value)} < \alpha = 0.05$

### b. Homogeneity

Based on Arikunto homogeneity is a condition in which all the variables in a sequence have the same finite or limited, and have a variant.<sup>39</sup> To find out the homogeneity of data, If the  $F_{\text{value}} < F_{\text{table}}$ , it could be concluded that the data of the test is homogeneity.

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<sup>38</sup> Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.290

<sup>39</sup> Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.320

### c. T-test Statistical Analysis

In order to determine whether there is a significance difference between the students' writing ability of the experimental and the control groups, the *t-test* formula applied. However, the standard should be computed before counting the *t-test*. After getting the result of *t-test*, the hypotheses of the study is tested by the following criteria :

- a. Rejecting null hypothesis (  $H_0$ ) and accepting alternative hypothesis (  $H_a$  ) if  $t_{table}$  was higher than  $t_{value}$  ( $t_{table} < t_{value}$  )
- b. Accepting null hypothesis (  $H_0$ ) and rejecting alternative hypothesis (  $H_a$ ) if  $t_{value}$  was higher th an  $t_{table}$  ( $t_{value} < t_{table}$  )

### d. Independent Sample T-test

The last, in independent T-test, the researcher will be compare or find out the difference mean score in unrelated of two samples. According to Halvanes and Caputi also use to know whether there are effects or not. The post-test conducted by give a question and the students give their answer with focus.

Futhermore, the researcher finds out the mean score and standard deviation of the pre-test and post-test to see the difference.

## E. Research Procedure

Some procedures that applied in conducting this research were as follows:

1. Finding the Subject of the Research

The writer determines the population. In this research, the researcher chose the first grade students of SMA Muhammadiyah 4 Bengkulu in academic year of 2019/ 2020.

## 2. Designing the Instruments of the Research

The instrument of this research is writing test. The students got the same instrument for both classes. The topic is same that should be written by students.

In this research, the writer used writing test of recount text. So, the researcher asked the students to write a recount text about “Personal Experience”.

## 3. Conducting the treatment

The researcher would be given the treatment in eighth meetings. During the treatment, the researcher as the teacher going to assess the students’ writing after giving the treatment by using self assessment strategy. The teacher would be taught what is definition and generic structure of recount text. The topic would be given and the students will be asked to write recount text

## 4. Giving the Pre-test, Post-test and Scoring the Result

The pre-test is conducted before the treatment. pre-test is prepare that will be given to the students. Then, the post-test is conducted after the treatment. By giving the post-test, the students’ improvement in their writing ability in recount text will be known. This test is aimed to know the students’ recount text writing ability after giving the

treatment. In this test, the students would be given some of the topics.

Then, the students wrote the recount text related to the topic.

#### 5. Analyzing the Result of the Test

The data obtain from the research would be analyzed by using SPSS to find out whether the strategy use affective or not for the students of SMA Muhammadiyah 4 Bengkulu.

#### F. Rubric Scoring of Writing Recount Text

The score of test calculated based on the following scoring system proposed by Tribble.<sup>40</sup> The following are the criteria for scoring writing which used in this research:

Area	Score	Descriptor
<b>Task Fulfillment/ Content.:</b>	20-17	<b>Excellent to very good:</b> Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic;
	. 16-12	<b>Good to average:</b> Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic;
	11-8	<b>Fair to poor :</b> Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking

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<sup>40</sup> Christopher Tribble, *Language Teaching Writing*, (Chine: Oxford University Press, 1996), p.130-131.

	7-5	<b>Very poor:</b> inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful
	4-0	<b>Inadequate:</b> fails to address the task with any effectiveness
<b>Organization</b>	20-17	<b>Excellent to very good:</b> Fluent expression, ideas clearly stated and supported;
	16-12	<b>Good to average:</b> Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	<b>Fair to poor:</b> Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequencing difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	<b>Very poor:</b> Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
<b>Vocabulary</b>	20-17	<b>Excellent to very good:</b> Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	<b>Good to average:</b> Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate

	11-8	<b>Fair to poor:</b> Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	<b>Very poor:</b> No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of
	4-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
<b>Language</b>	30-24	<b>Excellent to very good:</b> Confident handling of appropriate structures, hardly any errors of agreement tense, number, word order,
	23-18	<b>Good to average:</b> Acceptable grammar-but problem with more examples structures, mostly appropriate structures, some errors of agreement, tense, number, word order,
	17-10	<b>Fair to poor:</b> Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns,
	9-6	<b>Very poor:</b> Major problems with structures even simple ones; frequent errors of negation, agreement, tense, number, word
	5-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
<b>Mechanics</b>	10-8	<b>Excellent to very good:</b> Demonstrates full command of spelling, punctuation, capitalization, and layout

	7-5	<b>Average:</b> Occasional errors in spelling, punctuation, capitalization, and layout
	4-2	<b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalization and layout.
	1-0	<b>Very Poor:</b> Fails to address his aspect of the task with any affectiveness.

Besides, in this research inter-rater was used to score the result of the test. The scoring has been done by the researcher herself and the English teacher in the school. The scores of two raters were summed up and then divided into two. The final score = Content + Organization + Vocabulary + Language + Mechanics

Example:

Content : 20

Organization : 20

Vocabulary : 20

Language : 30

Mechanics : 10

**Score : 100**



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. RESULT**

The result of this research was presented. The result showed that the learners test in writing ability at first grade of SMA Muhammadiyah 4 Bengkulu was increased. The result of the research were obtained based on the data Analysis.

##### **1. The Results of Writing Ability Test**

This section describe and analyzes the test before and after treatment. The pre-test and post-test were given to the students in the experimental and control group. The pre-test was given to the student before the experimental was conducted and the post-test given the end of the experiment.

##### **1.1. The Description of Pre-test and Post-test score in Experimental Group.**

Grapically, the total score of the students pre-test and post-test in the experimental group could be seen on table 4.1.

**Table 4.1**  
**The Score Distribution in Experimental Group**

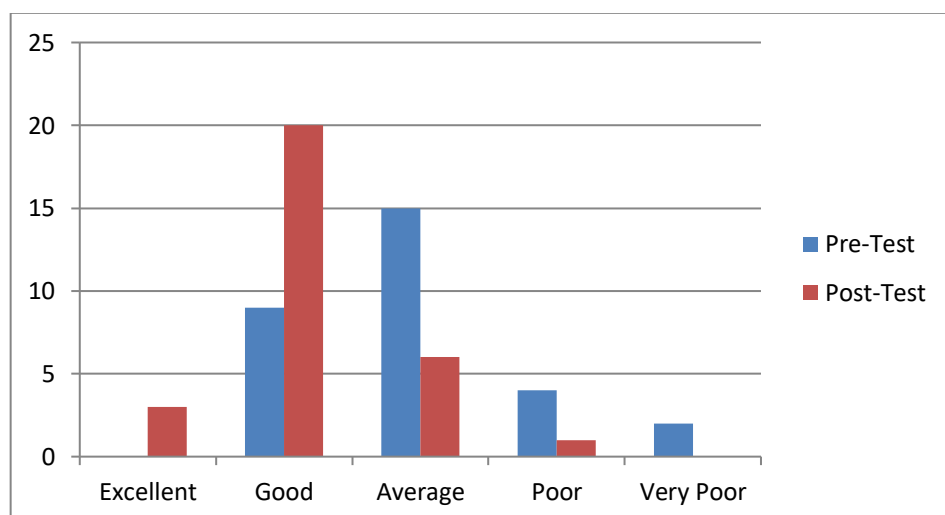
Score Interval	Category	Pre-test		Post-test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)

80-100	Excellent	0	0	3	10%
70-79	Good	9	30%	20	66,6%
60-69	Average	15	50%	6	20%
50-59	Poor	4	13,3%	1	3,3%
<49	Very Poor	2	6,6%	0	0%

Based on table 4.1, pre-test in the experimental group, there was none (0%) student on excellent category, 9 (30%) students on good category, 15 (50%) students on average category, 4 (13,3%) students on poor category, and 2 (6,6%) students was on very poor category. While, in post- test there was 3 (10%) students in excellent category, 20 (66,6%) students were on good category, 6 (20%) students were on average category, 1 (3,3%) students was on poor category, and 0 (0%) students was on very poor category.

Gratically, the total score of students pre-test and post test in the experimental group can be seen on figure 4.1

**Figure.4.1**



**Graph for pre-test score and post-test score of experimental group**

Based on figure 4.1, the post test score was higher than the pre-test scores. It means that teaching writing recount text by using Self-Assessment Strategy increased the students writing recount text.

### **1.2. The Description of Pre-Test and Post-Test Score in the Control Group.**

From the graph, it was showed that post-test score and pre-test score were relatively the same. It mean that the score of the young learners' writing ability increased gradually.

The distribution of pre-test and post-test score in the experimental group can be seen on table 4.2.

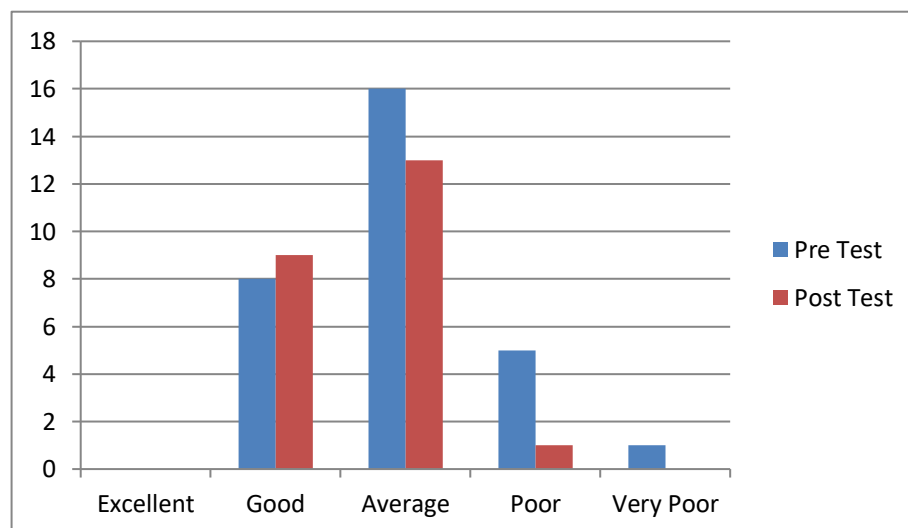
**Table 4.2**  
**The Score Distribution in Control Group**

Score Interval	Category	Pre-test		Post-test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
80-100	Excellent	0	0%	0	0%
70-79	Good	8	26,6%	9	53,3%
60-69	Average	16	50%	13	40%
50-59	Poor	5	10%	8	3,3%
<49	Very Poor	1	3,3%	0	0%

Based on table above, pre-test in the control group, there was none students (0%) on excellent category, 8 (26,6%) students on good catotegory, 16 (50%) students on average category, 5 (10%) students on poor category and 1 (3,3%) students on very poor category. While,

in post- test there was none student (0%) students on excellent category, 9 (53,3%) students was on good catotegory, 13 (40%) students on average category, 1 (3,3%) students was on poor category, and 0 (0%) students on very poor category.

Graphically, the total score of students pre-test and post-test in the control group can be seen on figure 4.2



**Graph for pre-test and post-test score in the control group**

## **2. The Normality and Homogeneity of the Data**

Homogeneity and normality of the data should be measured before analyzing the data. Test normality is used to find out whether the score distributed normally or not. If the significance  $> 0,05$ , it means the test distribute normally. If the significance  $< 0,05$ , it means the test is not distribute normally.

Before, analyzing in the data, homogeneity and normality of the data should be measured. In determining

homogeneity and normality of the data Kolmogorov-Smirnov test was used.

## 2.1. The Result of Normality Data Test of Pre-Test Scores

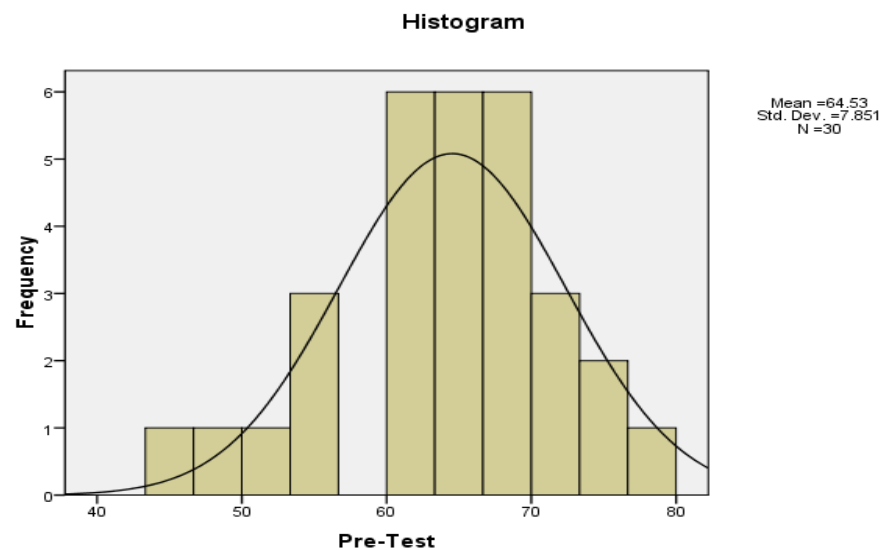
**Table 4. 3**

**Test of Normality of Pre-Test Scores in the  
Experimental Group  
One-Sample Kolmogorov-Smirnov Test**

		Pre Test
N		30
Normal Parameters <sup>a</sup>	Mean	64.53
	Std. Deviation	7.851
Most Extreme Differences	Absolute	.126
	Positive	.071
	Negative	-.126
Kolmogorov-Smirnov Z		.692
Asymp. Sig. (2-tailed)		.725
a. Test distribution is Normal.		

Based on the data above, the Kolmogorov-Smirnov test of the pre-test in the experimental class showed that the significance was 0.725. It was higher than 0.05. It means that the data obtained were considered normal.

The histogram of the normal data of pre-test score of experimental class can be seen on the figure below:



**Figure 4.3**

*The Histogram of the Students' Pre-test of the Experimental Class*

**Table 4.4**

**The Normality Pre-Test Scores of the Control Group**

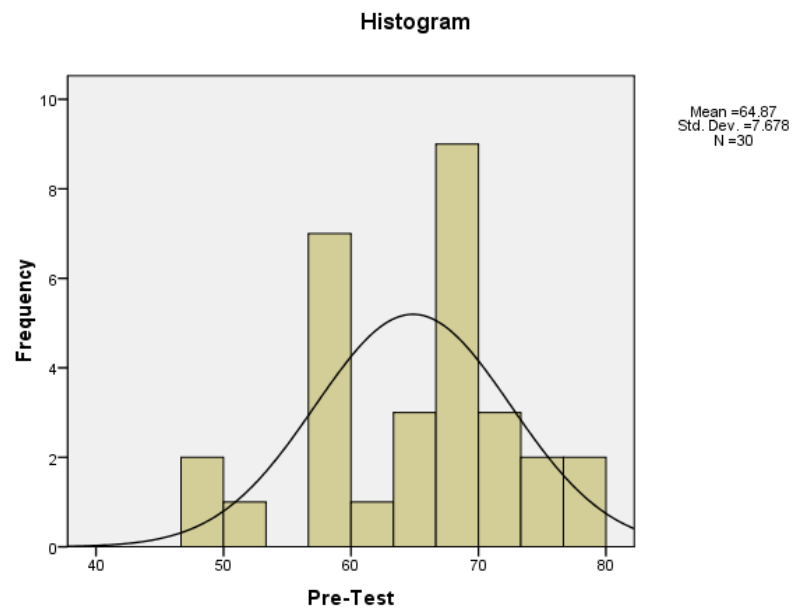
**One-Sample Kolmogorov-Smirnov Test**

		Pre-Test
N		30
Normal Parameters <sup>a</sup>	Mean	64.87
	Std. Deviation	7.678
Most Extreme Differences	Absolute	.143
	Positive	.070
	Negative	-.143
Kolmogorov-Smirnov Z		.782

Asymp. Sig. (2-tailed)		.574
a. Test distribution is Normal.		

The Kormogorov-Smirnov test of the pre-test in the control class showed that the significance was 0.574. Since  $0.574 > 0.05$ , it concluded that the data obtained were considered normal.

The histogram of the normal data of pre-test score the control group can be seen on figure :



**Figure 4.4**

***The Histogram of the Students' Pre-test of the Control Class***

## 2.2. The Result of Normality Data Test of Post-Test Scores

**Table 4. 5**

### Test of Normality of Post-Test Scores in the Experimental Group

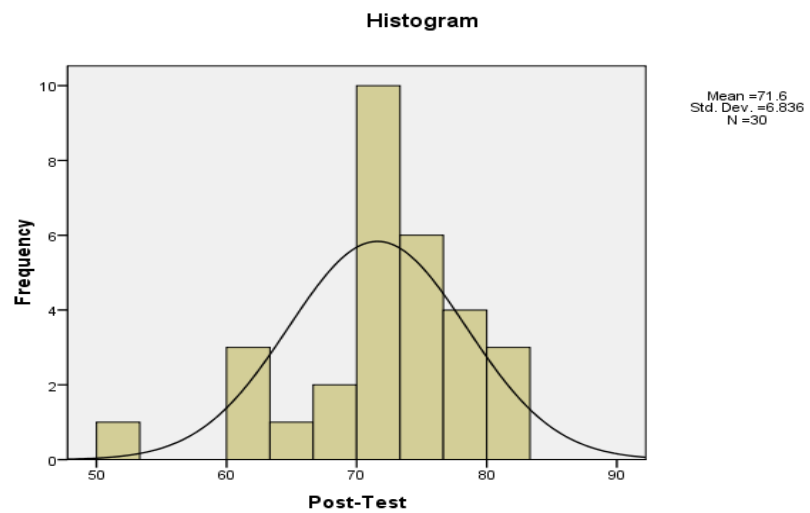
#### One-Sample Kolmogorov-Smirnov Test

		Post Test
N		30
Normal Parameters <sup>a</sup>	Mean	71.60
	Std. Deviation	6.836
Most Extreme Differences	Absolute	.174
	Positive	.064
	Negative	-.174
Kolmogorov-Smirnov Z		.954
Asymp. Sig. (2-tailed)		.323
a. Test distribution is Normal.		

The Kormogorov-Smirnov test of the post-test in the experimental group showed that the significance was 0.323. Since  $0.323 > 0.05$ , it concluded that the data obtained were considered normal.

The histogram of the normal data of post-test scores of the experimental group can be seen on figure :





**Figure 4.5**

*The Histogram of the Students' Post-test of the Experimental Group*

**Tabel 4.6**

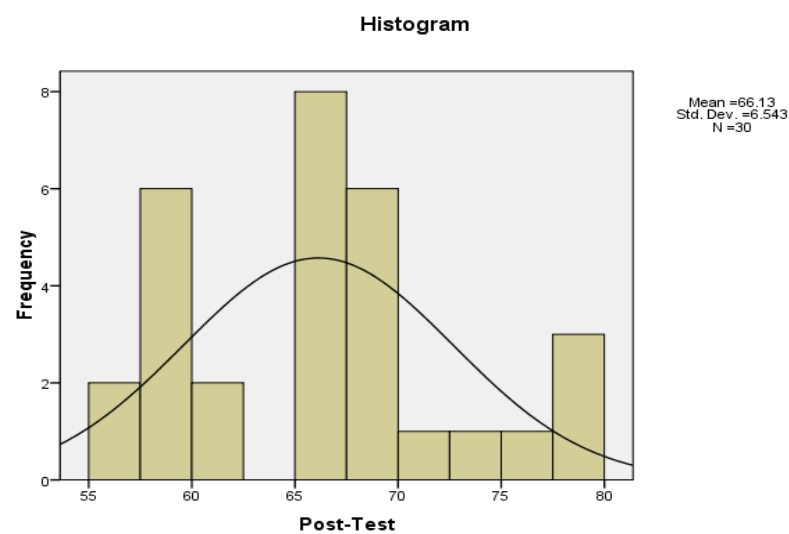
**Test Normality of Post-Test Scores of Control Group**

**One-Sample Kolmogorov-Smirnov Test**

		Post-Test
N		30
Normal Parameters <sup>a</sup>	Mean	66.13
	Std. Deviation	6.543
Most Extreme Differences	Absolute	.131
	Positive	.131
	Negative	-.098
Kolmogorov-Smirnov Z		.716
Asymp. Sig. (2-tailed)		.685
a. Test distribution is Normal.		

The Kormogorov-Smirnov test of the post-test in the control group showed that the significance was 0.685. Since  $0.685 > 0.05$ , it concluded that the data obtained were considered normal.

The histogram of the normal data of post-test scores of the control group can be seen on figure :



**Figure 4.6**

*The Histogram of the Students' Post-test of the Control Group*

### 2.3. The Result of Homogeneity of Variances Test

The result of Homogeneity of variances test can be seen on table:

**Table 4.7**

#### Test of Homogeneity of Variances

Experimental and Control Class

Levene Statistic	df1	df2	Sig.
.793	1	58	.377

According to the table above, it showed that the *Levene Statistic* value was 0,793 and the significant value was 0,377 since was higher than alpha level 0,05 meaning that the variances of every treatment was homogenous.

### 3. The Statistical Analysis Result

In order to verify the hypothesis proposed, the statistical analysis were applied. The t-test used both paired sample t-test and independent sample, t-test in which paired t-test was used to find out whether there was significant differences on students achievement in writing recount text before and after treatment in the experimental group and control group. Meanwhile independent sample t-test (SPSS) 16 program for window was applied in order to find out whether or not there was significant differences the students in writing recount text between in the experimental group and control group.

#### 3.1. Paired Sample t-test Analysis

##### Statistical analysis on the result of pre-test and post-test in the Experimental Group

**Table 4.8**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	64.53	30	7.851	1.433
	POST TEST	71.60	30	6.836	1.248

Based on the paired sample statistical on the table above, the mean of the writing recount text pre-test in the experimental group was 64.53

and the standard deviation was 7.851. Meanwhile, the mean of the writing ability post-test in the experimental group was 71.60 and the standard deviation was 6.836.

**Tabel 4.9**

**Paired Samples Test**

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-7.067	9.602	1.753	-10.652	-3.481	-4.031	29	.000

From the table above, the result of paired sample difference in mean between pre-test and post-test of writing in the experimental group was -7.067 with standard deviation 9.602 at the significant level of 0.05 and degree off freedom (df) 29 and the value of t-table for two tailed test was 0.000.

Thus, it could be seen that t-obtained significant two tailed ,  $0.000 < 0.05$ . It means that the researcher hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. It means that there was significance influence in experimental group.

**Statistical Analysis on the the Result of Pre-test and Post-test in the  
Control Group**

**Table 4.10**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	64.87	30	7.678	1.402
	POST TEST	66.13	30	6.543	1.195

The result of paired samples statistic above, the mean of pre-test in the control group was 64.87 and the standard deviation was 7.678. Meanwhile, in post-test the result of mean was 66.13 and the standard deviation was 6.543

**Table 4.11**

**Paired Samples Test**

		Paired Differences					t	Df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-1.267	10.339	1.888	-5.127	2.594	-.671	29	.508

The result of the paired sample t-test, paired sample difference in mean between pre-test and post-test of writing skills in the control group was -1.267 with standard deviation was 10.339 and t-obtained -.671 at the significance level of 0.05 and the degree of freedom 29 and the value of t-table two tailed test was 0.000.

Thus, it could be seen that significance two-tailed was 0.000 was lower than the 0.05. It meant that the researcher hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. It means that there was significance influence in control group.

### 3.2. Independent Sample T-Test Analysis Of Students Writing Recount Text

**Table 4.12**

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2- tailed)	Mean Differe nce	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Resu lt	Equal variances assumed	.014	.906	3.164	58	.002	5.467	1.728	2.008	8.925

### Independent Samples Test

	Levene's  Test for Equality of  Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2- tailed)	Mean Differe nce	Std. Error Difference	95% Confidence  Interval of the  Difference		
								Lower	Upper	
Resu lt	Equal variances assumed	.014	.906	3.164	58	.002	5.467	1.728	2.008	8.925
	Equal variances not assumed			3.164	57.889	.002	5.467	1.728	2.008	8.925

The independent sample showed the comparison of post-test of experimental group and control group displayed the difference between both scores. It was identified that t count 3.164. From the data, it was concluded that alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It mean that was significant influence in writing skills of recount text scores between the students who were taught by using Self Assessment strategy and those who were not.

### B. Discussion

Experimental and control group were same in their initial level of writing skills as indicated by the writing pre-test were given before the treatment. The

mean of the writing recount text pre-test in the experimental group was 64.53 and the standard deviation was 7.851. Meanwhile, the mean of the writing ability post-test in the experimental group was 71.60 and the standard deviation was 6.836.

The sources of the data were acquired from the observation in the form of field notes and test. Those data gave the significant result of this research. From the field note by researcher, it can be implied that students assumed English as a difficult subject, especially writing. First meeting in the field note the students still shame and passive to try speak English, and they are not understand how write good recount text. Although the students have low vocabulary and not understand the structure of recount text, they have effort to know the material. However, students have a good change in the last meeting, they know their mistake when they wrote recount text and remember where is they wrong. The students felt enjoy and more active during the class. The students never taught by the new strategy, this strategy gave a good significance for the students, it could be seen by students value. So, applying self assessment has a good effect for students to master their writing ability especially writing recount text.

From the description of the research result above, there were some discussion that the researcher gave in this research some of them are about how self assessment strategy increased students' writing ability. Experiment and control class were the same in their initial level of writing mastery. It was also proved by the researcher by indicating the initial level of writing ability



conducting the pre-test that as given before the treatment. The mean score of pre-test in experimental class was 64,53 and the mean score of pre-test in control class was 64,87.

When the reseachers conducted the beginning of the reflection in this research, there were some problems which were found such as students were not able to write recount text, even they were weak to do it. They also felt that writing was difficult a subject to learn and felt lazy to study more about writing. From the fact above, the researcher gave pre-assessment to the students in order to develop their writing skills especially writing score.

Based on the result of data calculation above, it showed that the mean of the score in the experimental class in pre-test that taught without self assessment strategy was 64,87. Moreover, Based on the result of the study, the following interpretation presented on the value to the stenghten of the study. Experimental and control group were the same in theirs initial level of writing recount text as indicated by writing pre-test given before the treatment. The result of the study showed a statistically significant difference on the students writing recount text between the experimental group and control group. From the result, we could see that the result of the students post-test was higher than the result of pre-test. After doing the post-test, the result showed the statically significant differences in the students writing recount text, who were taught by using self assessment strategy and those were not. The mean score of post-test in the experimental group 71,60 Was higher than mean score of the control group 66,13. It was really good significant effect from

this strategy on the students writing recount text between the students who were taught by self assessment and those who were not.

This study shows that self assessment strategy could give a significant contribution in developing the first grade students' ability in writing recount text. In the experimental group the reseacher applied self assessment. The students in the experimental group were very curious and active.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

The students' difficulty in writing of recount text is caused by some problems. One of problems is students have difficulties to use simple past tense and confuse to make their paragraph coherent and cohesive. The students' still can not really understand the kind of generic structure of recount text. It could be seen, they paragraphs did not complete as a structure in recount text. Thus, the teacher still use traditional strategy in teaching learning process. Ironically, because the monoton method of teaching most of the learners do no like to follow or participate in writing courses and the teacher does not attract the students' interest to write. To attract the students interest in writing and make them easier to start writing, the writer applied self assessment strategy as pre-writing activity in teaching writing of recount text. Self assessment strategy gave many chances to the students to organize their ideas before write the first draft and or a paragraph better.

Based on the result and discussion stated in the previous chapter, it could be concluded that there was significant difference in writing ability on students' ability writing recount text at the first grade students' who where taught by using self assessment strategy and those who were not. The first grade students in the experimental group could improve their writing ability significantly. It could be seen from the analysis of the data gathered during

the experiment and after the experiment.

Self assessment strategy could improve students writing ability in SMA Muhammadiyah 4 Bengkulu. Based on the experiment, it was known that there is significance difference between the score on the experiment class that taught using self assessment and control class without self assessment strategy.

Based on hypothesis test results through t-test assisted by SPSS 16 showed the value  $0.000 > 0.05$ . Thus,  $H_0$ : there is no significant influence of using the Self Assessment Strategy on students' writing ability was rejected and  $H_a$  : there is a significant influence of using the self assessment strategy on students' writing ability was accepted. It concluded that there is a significant influence of using the self assessment strategy on students' writing ability and students taught with traditional method.

Based on the analysis of the result above, it can be interpreted that using self assessment strategy in teaching writing recount text can enhance the students' ability in writing recount text. It proved that self assessment strategy helps the students to organize their idea than before.

## **B. SUGGESTION**

After finishing this research, the researcher would like to give some suggestion for the teacher and students. The suggestions are following:

1. For English Teacher suggested that self assessment strategy could be as one of the formative reference in teaching learning process especially writing recount text, because this activity can make learning

environment enjoyable and make the student believe their ability. In this research discovery strategy could increase the students achievement and motivate them in writing ability.

2. For Student are suggested to practice and enjoy this activity because self assessment strategy in writing can give new sight for them who want to increase in writing achievement.
3. For Institution, the school should give more care and reaction to apply this strategy in order to make better progress achievements in the teaching learning English process and for the principle of SMA Muhammadiyah 4 Bengkulu have to consider Self Assessment Strategy in teaching English.

Finally, this research is so far from the perfects, so the researcher contribution on of positive feedback from anyone who help the researcher finishing this research be perfect to be seen by the reader.

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## **FIELD NOTES**

School : SMA Muhammadiyah 4 Bengkulu  
Class : X IPA  
Day/Date : Thursday / Oktober 10<sup>th</sup>, 2019  
Time Location : 2 x 45  
Meeting : 1 (first)

1. Student respond in teaching learning activity :
  - Students still shame to asking or answer
  - Some students explain they argument and also ask what they were undestand according the material
  
2. Student participation in self assessment strategy :
  - Students have difficulties in using grammar correctly
  - More students pay attention on a new topic and a new design of self assessment strategy
  
3. Students attitude while teaching learning activity :
  - Students are follow with a positive thinking
  - All of the students are a good and humble students
  - Students are cooperative to support the teacher's teaching goal.



## **FIELD NOTES**

School : SMA Muhammadiyah 4 Bengkulu  
Class : X IPA  
Day/Date : Monday / Oktober 14<sup>th</sup>, 2019  
Time Location : 2 x 45  
Meeting : 2 (second)

1. Student respond in teaching learning activity :
  - Some students try practice English in asking and answer the question
  - Some students explain they argument and also ask what they were undestand according the material
  
2. Student participation in self assessment strategy :
  - Students always ask the vocabulary they don't know
  - The students fighting to apply the strategy in their writing
  
3. Students attitude while teaching learning activity :
  - Students are follow with a good guidlines
  - Students are curious and happy to follow learning teaching process

## **FIELD NOTES**

School : SMA Muhammadiyah 4 Bengkulu  
Class : X IPA  
Day/Date : Tuesday / Oktober 15<sup>th</sup>, 2019  
Time Location : 2 x 45  
Meeting : 3 (third)

1. Student respond in teaching learning activity :
  - Some students focus on the material from the teacher's
  - Students looked so motivated to make the mind mapping
  
2. Student participation in self assessment strategy :
  - Some students more active to follow the self assessment strategy and teaching learning procedure
  - Students curious to apply a new design of self assessment strategy in their writing
  
3. Students attitude while teaching learning activity :
  - Students need to explore their vocabulary hard
  - Some students don't look to try hard to find out the vocabulary they need

## **FIELD NOTES**

School : SMA Muhammadiyah 4 Bengkulu  
Class : X IPA  
Day/Date : Thursday / Oktober 17<sup>th</sup>, 2019  
Time Location : 2 x 45  
Meeting : 4 (fourth)

1. Student respond in teaching learning activity :

- Students try to speak English while sometimes mix in Bahasa
- Students try to active asking about the material
- Students try asking about vocabulary

2. Student participation in self assessment strategy :

- Only ten students active apply self assessment strategy in good correction
- Some of student are lazy check their writing by themself

3. Students attitude while teaching learning activity :

- Some Students be a good persons
- Some of them less polite when they don't want follow during learning teaching process

## **FIELD NOTES**

School : SMA Muhammadiyah 4 Bengkulu  
Class : X IPA  
Day/Date : Friday / Oktober 18<sup>th</sup>, 2019  
Time Location : 2 x 45  
Meeting : 5 (Fifth)

1. Student respond in teaching learning activity :

- Some students pay attention on teacher's explanation
- Students looked so motivated to know the structure of recount text

2. Student participation in self assessment strategy :

- Some of students active to follow the part of self assessment strategy
- Some of student are lazy check their writing by theirsself

3. Students attitude while teaching learning activity :

- Students have difficulties in using grammar correctly
- Students have limited vocabulary

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## **FIELD NOTES**

School : SMA Muhammadiyah 4 Bengkulu  
Class : X IPA  
Day/Date : Monday / Oktober 21<sup>st</sup>, 2019  
Time Location : 2 x 45  
Meeting : 6 ( sixth)

1. Student respond in teaching learning activity :
  - Some students have to know what the meaning of text
  - Some students try to give they argument according the material using self English although the grammar and vocabulary still low
2. Student participation in self assessment strategy :
  - The students try to understand apply and check/ correct their writing by self assessment strategy
  - Some of student are lazy check their writing by theirsself
3. Students attitude while teaching learning activity :
  - Some students is good persons follow all of the procedure during the class

## **FIELD NOTES**

School : SMA Muhammadiyah 4 Bengkulu  
Class : X IPA  
Day/Date : Tuesday / Oktober 22<sup>nd</sup>, 2019  
Time Location : 2 x 45  
Meeting : 7 ( seventh)

1. Student respond in teaching learning activity :
  - Some students have to know what the meaning of text
  - Some students try to give they argument according the material using self English although the grammar and vocabulary still low
2. Student participation in self assessment strategy :
  - The students try to understand apply and check/ correct their writing by self assessment strategy
  - Some of student are lazy check their writing by theirsself
3. Students attitude while teaching learning activity :
  - Some students is good persons follow all of the procedure during the class

## **FIELD NOTES**

School : SMA Muhammadiyah 4 Bengkulu  
Class : X IPA  
Day/Date : Friday / Oktober 25<sup>th</sup>, 2019  
Time Location : 2 x 45  
Meeting : 8 (eighth)

1. Student respond in teaching learning activity :

- Some students know what the meaning and structure of recount text
- Some students try to give they argument according the material using English although the grammar and vocabulary still low

2. Student participation in self assessment strategy :

- The students understand apply and check/ correct their writing by self assessment strategy
- Some of student have effort to apply the self assesment strategy and correct their wrong

3. Students attitude while teaching learning activity :

- The students stay enjoy during during the class and full attention to the teacher
- The students more active and enjoy during the class.

**The Result of Interview between English Teacher of  
SMA Muhammadiyah 4 Bengkulu in the Academic  
Year of 2018/2019**

<b>No</b>	<b>Question</b>	<b>Answer</b>	<b>Conclusion</b>
1	How long have you been teaching English, Mam ?	I have been teaching English in SMA Muhammadiyah 4 Bengkulu since 2010 until now.	It can be concluded that the teacher has been teaching English for 9 years.
2	Can you tell me your experience in teaching English especially in writing recount text?	Yes, of course. Based on my experience in teaching English, I just teach recount text by using free writing strategy. I asked the students to make story based on what topic that I gave. After finishing I asked them to come forward to tell their story one by one.	The teacher should be more creative and innovative to make the students' interest when they are writing English text. so that all of students can improve their writing ability and the class will be more attractive.



3	Do you correct your students' writing?	I did not really correct my students' writing. I just give my signature in their book.	The teacher did not correction students' writing. She just give her mark in students' book.
4	Do you have problems in teaching writing? What are they?	Yes, I do. There are many problems in teaching writing such as the students feel bored , there are some srudents do not like writing, and difficult in developing their idea in writing.	Based on the interview, the researcher know that there are some problems that is faced by the teacher in teaching writing such as the students felt bored and low to develop their ability.

5	How is the students' ability in writing?	The students' writing ability is still low. It is because their motivation to practice writing is low.	In short, the students' writing ability is still low.
6	How do you respond to use Self Assessment Strategy in writing recount text?	I never use it before. But we should try to implement it.	The teacher give good respond about this strategy



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
SEKOLAH MENENGAH ATAS (SMA) MUHAMMADIYAH 4 KOTA BENGKULU  
TERAKREDITASI A**

Jalan Bali Telp. (0736) 22362 Fax. (0736) 22362 Bengkulu 38119  
Email : sma\_muh\_4bengkulu@yahoo.co.id

NDS : 20104001

NSS : 301266001004

**SURAT KETERANGAN**

Nomor : /III.4 SMAM 4/F/2019

Kepala Sekolah Menengah Atas (SMA) Muhammadiyah 4 Kota Bengkulu dengan ini menerangkan :

Nama : Sinta Harahap  
Program Studi : TBI  
NIM : 1516230122  
Fakultas : Tarbiyah dan Tadris IAIN Bengkulu

Mahasiswa tersebut diatas telah melaksanakan Penelitian dengan judul **"The Influence of Self Assessment Strategy On Students' Ability In Writing Recount Text ( A Quasi Experimental Research at First Grade Of SMA Muhammadiyah 4 Kota Bengkulu in Academic Year 2019/2020 )"** yang dilaksanakan dari tanggal 9 Oktober s.d 18 November 2019

Demikianlah Surat Keterangan ini dibuat dengan sesungguhnya untuk dapat digunakan sebagai mana mestinya.



Oktober 2019

Kepala Sekolah

**SUTANPRI.S.Pd MM**  
KIAM : 880 115

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Satuan Pendidikan : SMAN Muhammadiyah 4 Bengkulu  
Mata Pelajaran : Bahasa Inggris  
Kelas : X  
Materi Pokok : Teks tulis berbentuk *recount*.  
Alokasi Waktu : 4 x 45 Menit ( 2 pertemuan)

### **A. Kompetensi Inti**

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong-royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris.
2	<p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>	<p>2.1.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok.</p> <p>2.2.1 Mengakui ketika membuat kesalahan</p> <p>2.2.2 Tidak menyalahkan orang lain atas tindakannya sendiri</p> <p>2.3.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain</p>
3	3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian dan peristiwa sederhana, sesuai dengan konteks	<p>3.9.1 Menentukan tujuan komunikatif teks</p> <p>3.9.2 Mengidentifikasi struktur teks</p> <p>3.9.3 Mengidentifikasi unsur kebahasaan teks</p>

	penggunaan.	
4	4.13 Menangkap makna teks recount lisan tentang pengalaman, kejadian dan peristiwa.	4.13.1 Mengidentifikasi informasi tertentu yang terdapat dalam teks recount secara tulis  4.13.2 Mengidentifikasi informasi rinci yang terdapat dalam teks recount secara tulis  4.13.3 Mengidentifikasi informasi tersirat yang terdapat dalam teks recount secara tulis  4.13.4 Mengidentifikasi rujukan kata yang terdapat dalam teks recount secara tulis.

### C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. Mengidentifikasi tujuan komunikatif teks recount dengan benar
2. Mengidentifikasi struktur teks recount dengan benar
3. Mengidentifikasi unsure kebahasaan teks recount dengan benar
4. Mengidentifikasi informasi tertentu yang terdapat dalam teks recount dengan tepat
5. Mengidentifikasi informasi rinci yang terdapat dalam teks recount dengan tepat
6. Mengidentifikasi informasi tersirat yang terdapat dalam teks recount dengan tepat
7. Mengidentifikasi makna kata yang terdapat dalam teks recount dengan tepat

### D. Materi Pembelajaran

Fungsi Sosial : Menceritakan kembali kejadian atau pengalaman di masa lalu

Struktur Teks : 1. Orientation: Menyebutkan tindakan/

peristiwa/kejadian secara umum

2. Event : Menyebutkan urutan tindakan kejadian/peristiwa secara kronologis, dan runtut
3. Re-orientation : Jika perlu, ada kesimpulan umum.

- Unsur Kebahasaan : 1. Penyebutan kata benda dan kata ganti orang ketiga (pronoun): He, She, Rio
2. Menggunakan Simple Past Tense: we went to school yesterday.
  3. Menggunakan chronological connection: then, first, second.
  4. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
  5. Ucapan, tekanan kata, intonasi, ketika Mempresentasikan secara lisan
- Topik : Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.

### Metode Pembelajaran

1. Metode Ilmiah

### E. Media, Alat, dan Sumber Pembelajaran

1. Media: Work Sheet.
2. Alat: -
3. Sumber: buku paket siswa

### F. Langkah-langkah Kegiatan Pembelajaran

#### Pertemuan Kesatu

PENDAHULUAN 15'	
Tahap	Kegiatan
Salam, tegur, sapa.	<ul style="list-style-type: none"><li>• Guru memberi salam (greeting);</li><li>• Guru memeriksa kehadiran siswa;</li><li>• Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.</li></ul>
KEGIATAN INTI 110'	

<b>OBSERVING</b>	
<b>Teacher</b>	<b>Student</b>
<ul style="list-style-type: none"> <li>Guru memberikan/ menyediakan berbagai macam contoh teks recount sesuai dengan konteks penggunaannya.(Activity 1)</li> <li>Guru menjelaskan tentang fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks recount. (Activity 2)</li> <li>Guru memberikan beberapa kata dari recount text. (Activity 3)</li> <li>Guru mengajak siswa menirukan pengucapan dari kata yang telah disediakan.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa membaca/mendengarkan berbagai macam contoh teks recount, sesuai dengan konteks penggunaannya. (Activity 1)</li> <li>Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks recount(Activity 2)</li> <li>Siwa mengamati beberapa kata yang disediakan oleh guru. (Activity 3)</li> <li>Siswa belajar menirukan pengucapan model pengucapan dari kata yang terdapat pada announcement text</li> </ul>
<b>QUESTIONING</b>	
<ul style="list-style-type: none"> <li>Guru menyediakan berbagai teks recount yang berbeda untuk ditebak siswa dengan menyampaikan pertanyaan. (Activity 4)</li> <li>Guru mengundang siswa untuk bertanya tentang perbedaan antar berbagai teks recount yang disediakan.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mengamati berbagai teks recount yang diberikan dan berfikir kritis.</li> <li>Siswa mempertanyakan perbedaan antar berbagai announcement text yang disediakan.</li> </ul>



<b>EXPLORING</b>	
<ul style="list-style-type: none"> <li>• Guru menyuruh siswa untuk membaca recount text (Activity 5)</li> <li>• Guru menyuruh siswa untuk menjawab pertanyaan yang sudah disediakan; pertanyaan : informasi tertentu (soal no. 1, 2), informasi tersirat (soal no. 3,4,5). (Activity 6)</li> <li>• Guru menyuruh siswa untuk mengecek kembali jawaban dari pertanyaan yang sudah disediakan.</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa membaca recount teks. (Activity 5)</li> <li>• Siswa menjawab pertanyaan yang sudah disediakan; pertanyaan : informasi tertentu (soal no. 1, 2), informasi tersirat (soal no. 3,4,5). (Activity 6)</li> <li>• Siswa mengecek kembali jawaban dari pertanyaan yang sudah disediakan.</li> </ul>
<b>ASSOCIATING</b>	
<ul style="list-style-type: none"> <li>• Guru membagi siswa dalam kelompok kecil beranggotakan 2 siswa.</li> <li>• Guru menyuruh siswa untuk mempelajari teks recount yang telah diberikan.</li> <li>• Guru menyuruh siswa untuk berdiskusi menjawab pertanyaan yang sudah disediakan; pertanyaan : informasi tertentu (soal no. 1,3), informasi rinci (soal no. 2), informasi tersirat (soal no.5) mencari rujukan kata (soal no, 4). (Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa membentuk kelompok kecil beranggotakan 2 siswa.</li> <li>• Siswa mempelajari teks recount yang telah diberikan.</li> <li>• Siswa berdiskusi menjawab pertanyaan yang sudah disediakan; pertanyaan : informasi tertentu (soal no. 1), informasi rinci (soal no. 2), informasi tersirat (soal no. 3, 5) dan mencari rujukan kata (soal no, 4). (Activity 7)</li> <li>• Siswa berlatih menemukan kebenaran dan kesalahan kalimat dalam teks recount dengan cara berdiskusi ; pertanyaan : informasi tertentu (soal no. 6, 7), informasi rinci (soal no. 9), informasi tersirat (soal no. 8, 10).</li> </ul>

<p>7)</p> <ul style="list-style-type: none"> <li>Guru menyuruh siswa untuk berdiskusi dan mengisi kolom jawaban ; pertanyaan : informasi tertentu (soal no. 6, 7), informasi rinci (soal no. 9), informasi tersirat (soal no. 8, 10).</li> </ul>	
<b>COMMUNICATING</b>	
<ul style="list-style-type: none"> <li>Guru menyuruh siswa untuk menulis teks recount dan membacakannya di depan kelas. (Activity 8)</li> </ul>	<ul style="list-style-type: none"> <li>Siswa menulis teks recount dan membacakannya di depan kelas. (Activity 8)</li> </ul>
<b>PENUTUP 10'</b>	
<p>Penutup</p>	<ul style="list-style-type: none"> <li>Menyimpulkan hal-hal yang telah dipelajari</li> <li>Penugasan</li> <li>Menyampaikan rencana kegiatan yang akan datang</li> </ul>

Mengetahui,  
Guru Bahasa Inggris

Bengkulu, Oktober 2019  
Researcher

Lizawati, S.Pd

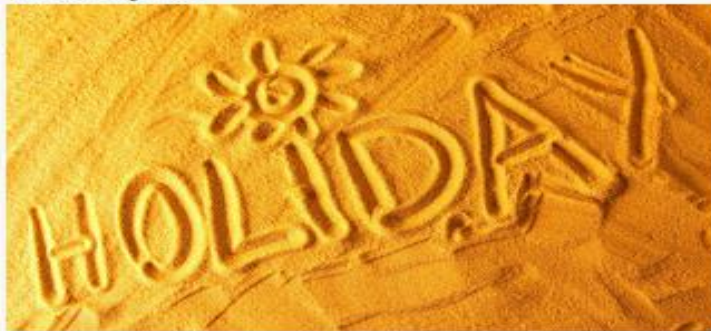
Sinta Harahap

## ACTIVITIES

### Activity 1!

Observe these text!

#### 1. holiday Fun



Last summer I had a nice holiday. I visited some great places. I went to the airport and will fly to Cleveland. I spent three days there. I am glad to see some of the Cleveland Cavaliers basketball game. Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It has become world famous as a center for the film industry. Four major film

companies - Paramount, Warner Bros., RKO and Columbia - had studios in Hollywood. I do not want to leave but I had to leave her. After that, I went to the city of New York. I visited the Statue of Liberty is very beautiful. I went from the bottom of Manhattan to the top of the crown. It was so amazing. The place makes me feel at home but I have to go home. Next time I'll get back to them very enjoyable.

#### 3. My trip to Borobudur Temple



Last week, I spent my vacation in Jogjakarta, the city is famous in Indonesia. I went to the temple of Borobudur. My family and I went there in the morning we went to Borobudur temple by private car family. I had prepared everything before we went to Jogja. While we were driving, we get to see some beautiful scenery mountains, forests, and waterfalls as well as cars pass by. My family and I arrived at the Borobudur Temple at

4:30 pm. There, I saw a lot of tourists. Borobudur temple is crowded on a holiday vacation. I can learn and practice speaking English with a foreign tourist different language to me. Dovi his name. He is very friendly. This is the first time I spoke English with foreign tourists. We returned at 22:30 at night. It was a very interesting holiday for me and my family was happy.

**Answer the following questions based on your own experience!**

1. Do you have an experience?
2. Is it good or bad?

## **ACTIVITY 2!**

**Study these following notes!**

### **MY MEMORABLE TIME IN SINGAPORE**

I want to tell you about my memorable time in Singapore. It was one of the best holidays I ever had.

I shall never forget the spectacular sight of the city I saw from Mount Fable that night. The roller-coaster ride, the stunts performed by the dolphins and the killer whale at the SeaWorld were also exciting. I shall remember the thrill of having been on one of the longest rides in the monorail in Sentosa island for many years to come.

I also enjoyed various varieties of seafood of the makeshift roadside stalls at the Chinatown night market. I also enjoyed the shopping trips. My family and friends agreed that the souvenirs were value for money, especially the silk scarves with pretty prints and the attractive key chains.

It was the best holiday I have ever had. I hope I can visit there someday.



### ACTIVITY 3!

Observe these pictures and identify the differences!

#### *Travelling Around The World*

*Deri saved his money and spent two months traveling around the world. He wrote his journey in his diary.*

*I spent a week in New York and then flew to London and enjoyed several weeks in Europe.*

*When I had seen the sights in Europe, I took a train to Istanbul and visited many places in Asia.*

*First, I flew from his home in Mexico City to New York City. After through Asia, I went to south America and finally back home to Indonesia.*

*Deri felt tired but he was very excited and wanted to travel again.*

#### 5. Camping at Mount Ciremai



Last weekend, my friends and I went camping in the mountain Ciremai. We reached the camping ground as we walked for about a half hour from the parking lot. We built the camp next to the rocks and trees. It was getting dark and cold enveloped us, so we built a bonfire. The next day, we spent our time observing plantation and insects while the girls were preparing food for lunch together. In the afternoon we went to the river and catch a fish for dinner. At night, we held a bonfire night. We sing, dance, read poetry,

comedy, having fun, playing magic tricks, and even some of us do stand up comedy and highly entertaining us all to laugh. On Monday, we packed our bags and got ready to go home, respectively.

### ACTIVITY 4!

Read this text carefully!

Last Monday was a busy day for me. I spent my time to do a lot of activities from college to my home.

First, at the morning, I did my presentation's assignment with my partner, she was Nurhidayah. It took 3 hours. And then we went to the campus for joining lecture. But, the lecturer said that our presentation would be started next week. It made us disappointed. The class was finished at 12.30. After that, I had to go home because my grandmother was in a bad condition. She was hospitalized. So, it was a must for

me to back home at that time. When I got there, there were so many members of my family. There were about 10 people. My aunt, my niece, my uncle and some of my cousins. We all hoped that our grandmother would get better soon.

Those activities made my day busy.

### **ACTIVITY 5!**

**Make a pairs then make a sentence using simple past tense correctly!**

### **ACTIVITY 6!**

**Choose one of two themes bellow, and make a recount text based on the theme you have choosen!**

1. Good experience
2. Bad Experience

## **RENCANA PELAKSANAAN PEMBELAJARAN**

### **(RPP)**

Sekolah : SMA Muhammadiyah 4  
Mata Pelajaran : Bahasa Inggris  
Kelas : X  
Materi Pokok : Writing Recount Text  
Alokasi Waktu : 4 x 45 menit ( 2 x pertemuan )

#### **A. KOMPETENSI INTI (KI)**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

#### **B. KOMPETENSI DASAR**

1. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
3. Menangkap makna dalam teks *recount* lisan dan tulis sederhana.
4. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

#### C. INDIKATOR

1. Mengidentifikasi struktur dari recount text

#### D. TUJUAN PEMBELAJARAN

Setelah pembelajaran siswa diharapkan dapat :

1. Siswa dapat menentukan fungsi recount text
2. Siswa dapat menemukan informasi yang terdapat dalam recount text.
3. Siswa dapat menentukan structure teks dalam recount text.
4. Siswa dapat menjawab pertanyaan berdasarkan recount text.
5. Siswa dapat membuat recount text.

#### E. MATERI PEMBELAJARAN

1. Fakta : Teks Recount
2. Konsep : Makna kata-kata, fungsi, tujuan, dan informasi recount text
3. Prinsip : Hal-hal yang diperhatikan dalam penulisan (grammar, punctuation, capital letter)

#### F. METODE PEMBELAJARAN

- Metode : Self Assessment strategy
- Konsep : Makna kata-kata, fungsi, tujuan, dan informasi recount text.
- Prinsip : Hal-hal yang diperhatikan dalam penulisan (grammar, Punctuation, Capital letter)



#### G. MEDIA

- Recount Text

#### H. SUMBER

- Kementerian Pendidikan dan Kebudayaan Republik Indonesia.2017.  
Bahasa Inggris.kelas XI.Jakarta. Kemendikbud RI.
- Internet

#### I. Kegiatan Pembelajaran

Kegiatan	Guru	Siswa
Pendahuluan	a. Masuk dan mengucapkan salam dan mengecek absensi. b. Menanyakan kabar siswa c. Warming up	a. Menjawab salam guru b. Merespon guru
Inti	<b>Compare</b> a. Meminta siswa menulis teks recount sesuai dengan yang mereka ketahui	a. Mengerjakan apa yang di perintahkan
	<b>Diagnose</b> a. Memberi komentar mengenai kesalahan pada penulisan siswa serta memberi saran	b. Siswa menganalisis/ memeriksa kesalahan yang terdapat dalam tulisan mereka. Lalu membenarkan sesuai instruksi

		guru
	<b>Operate</b> a. Meminta siswa memperbaiki tulisan mereka dan membuat teks recount yang baru sesuai perbaikan yang telah dilakukan.	a. Siswa menulis kembali teks recount mereka kedalam paragraph / halaman yang baru
Penutup	a. Meminta siswa untuk mengumpulkan teks yang telah dibuat b. Menanyakan apakah siswa memahami materi tersebut c. Memberikan tugas untuk membuat teks revount individu d. Mengucapkan salam dan meninggalkan ruangan	a. Mengumpulkan surat tersebut b. Menjawab pertanyaan guru c. Menerima tugas guru d. Menjawab salam guru

## J. PENILAIAN

### I. Teknik

Bentuk : Tes Tulis dan Product

Intrumen : Membuat Teks

1. Each student should make minimum 3 paragraph recount text with current theme that researcher ask to do.

Pedoman Penilaian

No	Category	Aspek yang Dinilai				Mechanics
		Content	Text Organization	Vocabulary	Language	
1	Excellent	20-17	20-17	20-17	20-17	10-8
2	Good-Average	16-12	16-12	16-12	16-12	7-5
3	Fair to Good	11-8	11-8	11-8	11-8	4-2
4	Very poor	7-5	7-5	7-5	7-5	1-0

Penentuan penilaian :  $\frac{\text{Skor peroleh}}{\text{Skor maksimal}} \times 100$

Mengetahui

2019

Bengkulu, Oktober

Guru Bahasa Inggris

Researcher

Lizawati, S.Pd

Sinta Harahap





## **LIST OF APPENDICES**

1. Lesson plan for experimental class
2. Attendance list of experimental class
3. Attendance list of Control class
4. Score of Experimental and control class
5. Students' Worksheet
6. Angket and Interview
7. Documentation

## EXPERIMENTAL CLASS

### Pre-Test

#### Recount Worksheets

Name : Carlos chaisar heriyan  
Class : X IPA

Please Write down a recount text consisting at least 3 paragraphs, telling your "Good Experiences".

#### Theater

Last week I went to the theatre. it was the only theatre at my town. I had 1 free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theatre. so that, I just wanted to come and see if there was any good movie.

I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my wallet and go to the information section to ask about how to use the ticket that day.

Unfortunately, I missed it. the ticket was already expired 2 days before. I went home and I was very disappointed about that.

$$\begin{array}{r} C = 20 \\ O = 19 \\ U = 7 \\ L = 17 \\ M = 3 \\ \hline 66 \end{array} +$$

## Pre-Test

### Recount Worksheets

Name : Diva Putri Astari  
Class : XI IPA Unggul

Please Write down a recount text consisting at least 3 paragraphs, telling your "Good Experiences".

#### Pantai Pangang have story

Last week, I and my friend <sup>went</sup> go to pantai pangang. we are ~~runing~~, ~~eated~~, ~~swimming~~, and to dry in the sun. every week, pantai pangang always to become place recreation for tourist.

In pantai pangang, we are <sup>was</sup> running roundabout 5 km. because we hungry, we to seek eating-place. we eat baked fish, baked chicken and fried rice. for drink, we buy ice coconut. 15 minute last eating, we swimming use a shrub. finally we to dry in the sun.

finally, we <sup>was</sup> are back to home severally. at home, I a write my story at diary book. I very happy to dry. I hope we are ~~togeter~~ together. I love you my friend.

$$\begin{array}{rcl} C & = & 19 \\ O & = & 17 \\ V & = & 12 \\ L & = & 10 \\ M & = & \frac{3}{61} + \end{array}$$



## Pre-Test

### Recount Worksheets

Name : Maulana Ferry Satrio  
Class : X IPA

Please Write down a recount text consisting at least 3 paragraphs, telling your "Good Experiences".

#### Holiday Last Week.

Last week I went to the theatre. It was the only theatre at my town. I had 1 free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theatre. So that, I just wanted to come and see if there was any good movie.

I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day. Unfortunately, I missed it. The ticket was already expired 2 days before.

I went home and I was very disappointed about that.

$$\begin{array}{r} C = 13 \\ O = 9 \\ U = 8 \\ L = 10 \\ M = 7 \\ \hline 97 \end{array}$$

Pre-Test

Recount Worksheets

Name : Rabiah Tusa' Idah  
Class : X IPA

Please Write down a recount text consisting at least 3 paragraphs, telling your "Good Experiences".

Beautiful day in Jakarta

Last year, me and my friends went to study tour. One of the cities we visited was Jakarta. Arriving in Jakarta we immediately went to Dufan (Vehicle rides) by bus. Not long after we arrived in dufan.

After that, we immediately entered into the vehicle. But unfortunately, the weather was cloudy at that time. And soon it rained. The game rides there were forced to close because of the rain. And we can only play a few rides. One of the rides I played was a three dimensional vehicle. Not long after it rained and we came out of the vehicle to look for food that was there.

For me it was a pleasant day even though at the time the weather was not supportive. But we really enjoyed this holiday despite the rain.

$$C = 19$$

$$O = 15$$

$$V = 13$$

$$L = 18$$

$$M = \begin{array}{r} 3 \\ \hline 68 \end{array} +$$

Pre-Test

Recount Worksheets

Name : Tata Tiara Oktaviani  
Class : X IPA

Please Write down a recount text consisting at least 3 paragraphs, telling your "Good Experiences".

The Experience OF Visiting a Crocodile Pit Museum

Two years ago I went on a study tour that was held at school. The study tour itinerary itself visited four cities namely: Jakarta, Yogyakarta, Bandung and Bogor. There are many experience that happened at that time, one of which is still remembered is when visiting the crocodile hole museum.

Around the museum there are a lot of rambutan trees planted. And when we visited there, it coincided with the rambutan season. Because rambutan fruit is easy to reach there we also picked it up and some of my friends kept it there. From the front there was an officer carrying a loudspeaker warning us not to over take his fruit.

From the incident at the museum, we as visitors should obey the existing rules. Do not be allowed to take the fruit does not mean we take to much.

$$\begin{array}{r} C = 19 \\ O = 17 \\ V = 12 \\ L = 10 \\ M = 3 \\ \hline 61 \end{array}$$

Students' Worksheets

Name : Carlota chairar herigan  
 Class : X IPA

The Story of my life

Write down at least 8 sentences telling your past experience, for example, your last holiday.



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

A few minutes later, police came and took him. I asked to the fruit seller what had happened actually and ~~was~~ <sup>was</sup> said that the thief tried to steal someone's wallet but was unlucky.

Someone saw him and shouted loudly and suddenly some people roughed him up hardly. It was a pity event and I hoped it would never happen again.



$$\begin{array}{r} C = 20 \\ O = 17 \\ U = 17 \\ L = 18 \\ M = 19 \\ \hline 81 \end{array}$$

Post-Test

Students' Worksheets

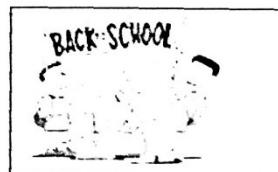
Name : Diva Putri Astari  
Class : X IPA

Write down at least 8 sentences telling your past experience, for example, your last holiday.



My holiday in Bengkulu

1. Last month, I went to Bengkulu. I went there with my sister. we went there by car. we stayed there about 4 days.
2. at the first day we just stay at hotel. at the second day we visited Ponggang Beach Pantai pangang. we had very happy. at the second day we visited danau tak kudat lake. we enjoyed beautiful scenery.
3. 3<sup>rd</sup> day, we enjoyed beautiful went to a zoo, we saw a paplesia flowers. It was very large and beautiful flower. we took some pictures next to the flower.
3. at the fourth day, we visited we bought some ~~some~~ souvenirs. after that, we prepared ourselves to go home. that was my happy holiday with my sisters. I won't forget it forever, and I <sup>would</sup> share it to my family.



$$\begin{array}{r}
 C = 19 \\
 O = 17 \\
 U = 15 \\
 L = 15 \\
 M = 3 \\
 \hline
 69
 \end{array}$$

Post-Test

Students' Worksheets

Name : Maulana Fery Saputra  
Class : X IPA

Write down at least 8 sentences telling your past experience, for example, your last holiday.



### Fishing at The River

When I was in Junior High School, my Father once took me to went fishing with him at the river on Sunday morning. The river lies across our Oil Palm Plantation. We had breakfast first at home and then left early in the morning by motorcycle.

After cleaning some wild grass around the hut, my Father gave me a hoe and asked me to dig some soil to find worm. We handed over the ticket to the gate keeper and he allowed us to enter. We put the worm on the fishing hook as a bait to catch the fish. When I was about to get bored, I saw big Perch was slowly walking in the water.

I love fishing it made me happy.



$$\begin{array}{r}
 C = 10 \\
 O = 20 \\
 U = 11 \\
 L = 17 \\
 M = 4 \\
 \hline
 50
 \end{array}$$

Post-Test

Students' Worksheets

Name : Rabiah Tusa 'Idah  
Class : X IPA

Write down at least 8 sentences telling your past experience, for example, your last holiday.



My first experience to ride motorcycle  
One day, when I was ten years old, my  
father bought an old motorcycle. That was  
"Yamaha 75". I think <sup>thought that</sup> it was small light object and easy  
to ride it. I persuaded my mother to teach me to ride "Yamaha 75".  
Firstly, my father refused my request and promised that he would  
teach me two or three years later, but I still whimpered. Finally my mother  
surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village.  
My mother was every patient to give me some directions. I was very  
happy when I realized my ability to ride a motorcycle. "Yes I can".  
One day later, when I was alone at home, I intended to try my riding  
ability. So, my self tried bravely. All ran fluently in the beginning;  
but when I was going back to my home  
and I passed through a narrow slippery  
street, I got nervous. I lost my control and  
I fell to the ditch.

After that, I told my mother about the  
last accident. I imagined my mother



would be angry and never let me ride again. But the  
reality is exactly on the contrary, my mother was very  
proud of me.

$$\begin{array}{r} C = 20 \\ O = 17 \\ V = 7 \\ L = 18 \\ W = 8 \\ \hline 70 \end{array}$$

Post-Test

Students' Worksheets

Name : Tata Tiara Oktaviani  
Class : X IPA

Write down at least 8 sentences telling your past experience, for example, your last holiday.



"My Worst Holiday"

Last semester break was my worst holiday  
I have ever passed. It was two weeks long  
and I just stayed at home. I just did the same activities  
repeatedly, over and over again. ?  
I woke up and had a breakfast in the morning. Then  
I fed my cat and played with it. In the afternoon, I had  
lunch and then took a nap on the couch. In the evening,  
I dined and watched my favorite TV shows.  
There was nothing special on my daily activities during  
the last holiday. So, I was sure that it  
was the worst holiday I've ever had.



$$\begin{array}{r} C = 19 \\ O = 15 \\ V = 13 \\ L = 18 \\ M = 3 \\ \hline 68 \end{array}$$



## CONTROL CLAS

### Pre-Test

#### Recount Worksheets

Name : ALIMAD Sopran  
Class : X IPS

Please Write down a recount text consisting at least 3 paragraphs, telling your "Good Experiences".

EXAM

o this is about my experience yesterday I woke up from my bed and prepare to started a day

o that day is the worst day because I have no idea todo.

o So I went to my friend's house to make some fun stuff. but my friend <sup>was not</sup> at home so I <sup>went</sup> back to my home. I just remember ~~that~~ <sup>that</sup> tomorrow is an exam so I <sup>was</sup> starting studied for exam but it doesn't work my exam still got bad result and I was regret I said to my self "how stupid you are" why you so dumb and I started to studied for next exam and it happend again.

fin ~

$$\begin{array}{r} C = 13 \\ O = 9 \\ U = 11 \\ L = 10 \\ M = 7 \\ \hline 50 \end{array}$$

Pre-Test

Recount Worksheets

Name : Andrejuna Pratama  
Class : XIPS

Please Write down a recount text consisting at least 3 paragraphs, telling your "Good Experiences".

## TICKET BIOSKOP

Last month. I <sup>went</sup> ~~go~~ to the theatre. It was the only theatre at my city. I have ~~one~~ free ticket to watch a movie. I am no idea about the movie I would like to watch and I ~~don't~~ <sup>didn't</sup> know the schedule of that theatre so that I just wanted to come and see if there was any good movie.

I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my pocket and ~~go~~ <sup>went</sup> to the information section to ask about how to use the ticket the day.

unfortunatly I missed it. The ticket ~~are~~ expired 2 days before.

I went home and I am very angry about that.

$$\begin{array}{r} C = 12 \\ O = 11 \\ V = 8 \\ L = 10 \\ M = 6 \\ \hline 47 \end{array}$$

Pre-Test

Recount Worksheets

Name : Bella Meisya  
Class : X IPS

Please Write down a recount text consisting at least 3 paragraphs, telling your "Good Experiences".

Beautiful Day In Jogja

Two years ago, My Friends and I took a study tour at school. We visited a tour in Jogja.

While visiting the Borobudur temple and the Pindul cave in Jogja. First visit the Borobudur temple there the view is very nice. In that place there is a very large and nice Buddha statue. The second visited Pindul cave there we bathed

For me it was a beautiful day to commemorate memories while in Jogja. We really enjoyed the atmosphere in Jogja.

$$\begin{array}{r} C = 12 \\ O = 11 \\ U = 11 \\ L = 10 \\ M = 7 \\ \hline 51 \end{array}$$

Pre-Test

Recount Worksheets

Name : Itan Purnamasari  
Class : X IPS

Please Write down a recount text consisting at least 3 paragraphs, telling your "Good Experiences".

Holiday at Home

Holiday was coming, but I didn't have any plan for it. I just returned to my hometown and stayed home to spend my school days off.

I started my days by getting up at dawn to perform the morning prayer, after which I showered to cleanse and refresh my body. then I helped my mother cook for breakfast. After that I took a handphone to read the novel that is on my handphone. I hold down read until late afternoon.

I enjoyed my school vacation time, even though it's just a vacation at home. at least I can could refresh my mind from the many tasks at school and can release homesick with family.

$$\begin{array}{r} c = 16 \\ o = 13 \\ v = 11 \\ L = 13 \\ M = 3 \\ \hline 56 \end{array}$$

Pre-Test

Recount Worksheets

Name : KUSUMA AII  
Class : X (P)

Please Write down a recount text consisting at least 3 paragraphs, telling your "Good Experiences".

MEET UP WITH OLD friends

Two day ago, I went to my friend's home by motorcycle. Needed half hour to be there. I went there with intention to meet up with my friends.

But, it <sup>was</sup> very unexpected because, I was think there only one friend but there are some people who's be friend in the past. Then we make some stuff to do on that night, that <sup>was</sup> very fun much stuff, but I <sup>was</sup> so happy with that.

and finally we done on doing that stuff ~~at~~ <sup>on</sup> all the night without sleeping, event for a second. So in the morning I got so sleepy and I slept on sofa.

$$\begin{array}{r} C = 13 \\ O = 14 \\ U = 11 \\ L = 21 \\ M = 10 \\ \hline 69 \end{array}$$

## Pre-Test

### Recount Worksheets

Name : Rauziah Hasanah  
Class : X IPS

Please Write down a recount text consisting at least 3 paragraphs, telling your "Good Experiences".

#### holiday at home

last thursday my sister and i returned to the village because of a family event. We returned to the village 2 days before the event began. after arriving home immediately showered and slept

my sister and i were happy because we could gather again with family at home after the event was finished we also had to separate again because my sister and i had to go to school.

although i am <sup>was</sup> tired and happy to be able to meet with family especially my mother and father

$$\begin{array}{r} C = 17 \\ O = 11 \\ U = 15 \\ L = 16 \\ M = 5 \\ \hline 64 \end{array}$$

Post-Test

Students' Worksheets

Name : Alhamdulillah

Write down at least 8 sentences telling your past experience, for example, your last holiday.



I was born on Bengkulu and I had  
grow up as kid as well so nothing  
Special happened there. I will tell  
you about my childhood.

when I <sup>was</sup> just a kid I lived at my parents  
house in a village. I spent 12 years with  
my parents, it's until I graduated from  
elementary school, I <sup>was</sup> continue my study  
to then leave my parents.

now I'm here write my  
story about my childhood it  
was fun.



$$\begin{array}{r} C = 16 \\ O = 12 \\ V = 10 \\ L = 10 \\ M = 9 \\ \hline 53 \end{array}$$

Post-Test

Students' Worksheets

Name : Bella Masryah  
Class : X IPS

Write down at least 8 sentences telling your past experience, for example, your last holiday.



### A Page From A Girl's Diary

It was takbiran night, it was also  
my birthday, and nothing happened,

or I had thought nothing would happen, but I was wrong

That night, I was watching television with my family  
when I heard someone lit fireworks in my front yard. I

peeped through my window glass but could see nothing.

It was very dark outside. Then I thought it had to be my  
cousin who lit the fireworks. Then I plopped down on my

sofa again and tried to concentrate on the television since.

I shrugged. It was almost the end of the day and I became pessimistic

She brought a beautiful birthday cake

on her hands. A plain day, or I thought  
it was before, turned out to be one of the greatest  
moments in my life.



C = 17  
O = 11  
X = 15  
L = 16  
M = 10  
69



## Students' Worksheets

Name : Intan Purnimarani  
 Class : X

Write down at least 8 sentences telling your past experience, for example, your last holiday.



The last school semester Holiday .

The last semester Holiday was a moment that I'd  
been waiting for . Because as long as I sit in  
eleventh grade , I was spending more time to learn  
than doing some activities associated with my hobby .

My last holiday was classified as a very simple holiday . I was  
only at home for doing my hobbies such as writing , drawing  
and visiting my friends' house . On the first day until the fifth  
day , I spent time with writing some short stories , chatting  
with family , and painting some objects at home .

These days were very enjoyable for me . Although I only  
spent the holiday at home by doing funny  
things , spending time with family , and visiting  
my friends' home while studying , I really  
enjoyed that short holiday .



$$\begin{array}{r}
 C = 11 \\
 O = 15 \\
 V = 17 \\
 L = 9 \\
 M = 8 \\
 \hline
 60
 \end{array}$$

Post-Test

Students' Worksheets

Name : Kurnia Shi  
Class : X IPS

Write down at least 8 sentences telling your past experience, for example, your last holiday.



Last holiday, I went to Semarang with my friend, Ajah. We spent our holiday there. We went to Semarang by bus. In the first day, we went to Lawang Sewu. The ticket price was only 50,000. Next day we went to zoo. It made me understand about animals. After that, we had gone home to Bengkulu. My holiday in Semarang was only two days but it made me good.



$$\begin{array}{r} c = 16 \\ o = 17 \\ u = 12 \\ L = 19 \\ M = 7 \\ \hline 71 \end{array}$$

Post-Test

Students' Worksheets

Name : Pauztatun Hasanah  
Class : X IPS

Write down at least 8 sentences telling your past experience, for example, your last holiday.

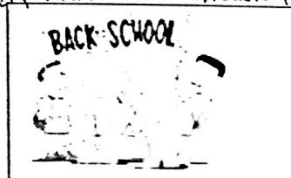


learn to farm

The last holiday I went to my grandma's home. Her home <sup>was</sup> quite awesome. so far away from the city and close to the vegetables farm area. My grandma and grandpa are farmers.

At the first day, I learned to plant spinach. what I did was moving with the young spinach from the seeding area to the plantation are. We would do daily treatment for the 1 month age spinach. we had to give them enough water and checked if there were any caterpillars and grasshoppers.

At the third day, I had to back home. I was sad to leave my grandma and grandpa. But, that's fine because the next holiday I would go there and see them again.



$$\begin{array}{r} C = 20 \\ O = 16 \\ V = 11 \\ L = 10 \\ M = \frac{7}{72} \end{array}$$