THE PROCESS OF WRITING RECOUNT TO GRADE VII STUDENTS IN SMP NEGERI 1 WONOSEGORO

FINAL PROJECT REPORT

Submitted as a Partial Requirement in Obtaining Degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University

By:

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MOTTO

A JOURNEY OF A THOUSAND MILES MUST BEGIN WITH A SINGLE STEP
DEDICATION

I would like to dedicate this final project for:

My beloved parents

Thanks for your love and guidance.
I would like to say Alhamdullilahhirobbil’alamin to Allah SWT for all blessing and guidance. This project report is written to fulfill the requirement in obtaining English Diploma Program.

I would also say thank to all people who support and encourage me in writing and finishing this project report entitled “The Process of Writing Recount to Grade VII Students in SMP Negeri 1 Wonosegoro”. I am interested in discussing the process of English teaching and learning activities, writing process of recount genre to grade VII students in SMP Negeri 1 Wonosegoro. I also discuss about the problems and its solutions of writing recount during the job training activity.

There is no perfect thing in the world. I believe that this project report is far from being perfect, therefore I hope any suggestions and advices in improving this final project. Hopefully, it is able to give some benefits to the readers.

The writer,
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Finally, I realize that this report still have mistakes and errors, I apologize for it.
ABSTRACT

Rifki Dwi Ananto Martono. 2010. The Process of Writing Recount to Grade VII Students in SMP Negeri 1 Wonosegoro. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This project report is written based on the writer’s job training as an English teacher in SMP Negeri 1 Wonosegoro which was done for five weeks. The aim is to know the process of writing recount, the problems that appear in the teaching process and the solutions to the problems.

During the job training, the writer took some activities to collect the data by doing observation in the school and the class, interviewing the English teacher to get more information about the school and the English teaching and learning process.

In writing recount, the writer used four steps in teaching recount genre. They were; building knowledge of the field, modelling of the text, joint construction of text and independent construction of the text. The students problem in writing could be seen when they produced recount text in writing draft I, the result was not good enough. The students found some problems in starting their writing, lack of vocabulary and grammatical skill. To deal with the problems, in writing draft II, the writer used guided writing by exploring the student’s ideas based on their experience, discussing difficult words related to the title and providing guided question to help the students to start their writing. The problem from the teacher in teaching recount was material presentation, evaluating students’ work and lack of material. To overcome the problems in material presentation, the writer made simpler lesson plan, lacking of time for evaluating students’ writing could be solved by giving special time for the students to make evaluation among the students for their work. To deal with the problem related the lack of material, the writer combined the materials from the internet and the book.
# TABLE OF CONTENTS

| TITLE | i |
| APPROVAL OF CONSULTANT | ii |
| APPROVAL OF THE BOARD OF EXAMINERS | iii |
| MOTTO | iv |
| DEDICATION | v |
| PREFACE | vi |
| ACKNOWLEDGMENT | vii |
| ABSTRACT | ix |
| TABLE OF CONTENTS | x |

## CHAPTER I: INTRODUCTION

A. Background .................................................... 1

B. Objectives .................................................... 2

C. Benefits ..................................................... 3

## CHAPTER II: LITERATURE REVIEW

A. Teaching and Learning ........................................ 4

B. Writing ...................................................... 5

1. Definitions of Writing .................................... 5

2. The Purpose of Writing .................................. 6

3. The Process of Writing .................................. 7

4. Evaluating Students’ Writing ............................ 9

C. The Importance of Grammar and Vocabulary in Writing .......................... 10
CHAPTER III: DISCUSSION

A. Description of SMP Negeri 1 Wonosegoro ........................................ 12
   1. General Description ........................................................................ 12

B. Job Training Activity .......................................................................... 12
   1. Class Observation ........................................................................... 13
   2. Making Lesson Plan ........................................................................ 14
   3. The Process of Teaching and Learning ............................................. 15
   4. The Method Used in Writing Recount ............................................. 17

C. The Problem and Solution in Writing Recount .................................... 23
   1. The Students’ Problem in Writing Recount ...................................... 23
   2. The Teacher’s Problem in Teaching Recount .................................... 25

CHAPTER IV CONCLUSION AND SUGGESTION

A. Conclusion .......................................................................................... 28

B. Suggestion ........................................................................................... 30

BIBLIOGRAPHY

APPENDICES
THE PROCESS OF WRITING RECOUNT TO GRADE VII STUDENTS IN SMP NEGERI 1 WONOSEGORO

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2010. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

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CHAPTER I

INTRODUCTION

A. Background

Job training is very valuable for the students when they will enter the job world. One of the objectives of English Diploma Program conducting the job training is to prepare the educated and skilled manpower to enter the real job world. Job training gives real work life experience and chance to the students to be a motivator, a dynamist and a problem solver in school or institution. It will be very useful to improve their self-confidence when they face the real condition. Moreover, job training also gives advantage for the English Diploma Program. It can establish better cooperation with local governments and institutions associated with the development of higher education. That is why job training is very necessary for both the students and the English Diploma Program.

The government emerges the program to introduce English from early ages. English as foreign language has been taught to young learners at pre-school up to university. The aim of teaching English in junior high school is to achieve certain competences. It means that the students are demanded to be able to use English in fulfilling their daily needs and communicating both spoken and written for solving their problem. Students are faced with certain situation, where they must express what they think and what they feel and what they must do.

The writer is interested to have job training in SMP Negeri 1 Wonosegoro, because it is one of favourite junior high schools in Boyolali Regency. This school has many potential students and good image in the society. The writer
wants to apply directly the knowledge, skill and theory of teaching that he has got in university. The English lesson in this school has several aims such as introducing the students to English as an international language and increasing their ability in English. So, they will be ready to face their future in globalization.

Based on the observation during the teaching and learning process to the VII grade students of SMP Negeri 1 Wonosegoro, the writer found some difficulties in teaching writing. The students have no motivation to write and writing becomes such a boring and hard activity for them. The students find problems in writing such as: difficulty to get ideas in starting their writing, lack of vocabulary and grammar skill.

The above phenomenon inspires the writer to write a project report entitled “The Process of Writing Recount to Grade VII Students in SMP Negeri 1 Wonosegoro”.

**B. Objectives**

The objectives of making this project report are:

1. To describe the process of writing recount to grade VII students in SMP Negeri 1 Wonosegoro.
2. To describe the problems encountered in writing recount.
3. To find out the solution which gives influence to the process of writing recount to grade VII students in SMP Negeri 1 Wonosegoro
C. Benefits

It is expected that the project report will give benefits to the following parties:

1. The English teachers of SMP Negeri 1 Wonosegoro, especially the VII grade English teachers.

   The writer hopes that this report can be used as an additional reference to improve English teachers’ skill when they teach writing. It is also expected that this report will give information to the teachers about the appropriate ways in writing recount to grade VII students.

2. The students of VII grade in SMP Negeri 1 Wonosegoro.

   This report is expected to give benefits to the students of VII grade in SMP Negeri 1 Wonosegoro to learn English by using the new method.

3. The English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

   The writer hopes that this project report could be beneficial for the readers and could be used as reference for those who are interested in English teaching and learning field, especially teaching English writing.
CHAPTER II

LITERATURE REVIEW

A. Teaching and Learning

Teaching is the most significant part in learning process, involving active communication and interaction between teacher and students in conveying message, information or knowledge during the study. Wright states that teaching is essentially social activities, implying relationship between teacher and learner (1987:10). The statements above shows that, in teaching process, students are able to take part in such interaction either interacting with the teacher or their friends themselves, or receive considerable knowledge or skill desired and the students also can give their feedback so it can raise an interaction among the teacher and the students.

Moreover, Brown in his book Principle of language Learning and Teaching says that teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, causing to know or to understand (2000:7). Shortly, in teaching, the teacher is demanded not only helping the students in doing the tasks but also guiding them in finding the mistakes and correcting them.

There are some issues that should be highlighted to be a good teacher, such as a teacher should make his lesson interesting, a teacher must love her/ his job, a teacher should have her/his own personality, a teacher should have lots of knowledge not only of her/his subject, and a teacher is an entertainer in a positive sense not in negative sense (Harmer, 1998). This definition contains the responsibility and
qualification of teacher in order to create good relationship between the teacher and the student.

Meanwhile, learning is the learners’ activity during the teaching and learning process to get knowledge. According to Kimble and Garmezy, learning is a relatively permanent change in a behavioral tendency that occurs as a result of reinforced practice (1963:133). It means that learning will change the learners’ behavior continuity as long as the learning process occurs. Moreover, Hornby states that learning is the process to gain knowledge or skill by studying, from experience, from being taught. Learning is the process of learning something (2005:874)

From the statement above, it can be concluded that learning is interacting process between the learners and the teachers. The teacher gives knowledge, information and skill during teaching and learning activity, while the students are the recipient. The learners gain knowledge and material given by teacher.

B. Writing

1. Definitions of Writing

According to Brown (1994), a theory of language must include some accounting of separation of two types of competences. In fact, linguistic competence has several modes or levels, at least as many as four since speaking, listening, reading, and writing are all separate modes of performance. In this case, Sarah Hudelson gives her definition about writing that it is the creation of original text using the individual and linguistic resources, rather than copying someone else’s text,
using prepared list of words to create sentences or stories, filling in the blanks or practicing handwriting (http://www.ericdigest.org/pre-9210/writing.htm).

Meanwhile Meyers says that writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action—a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them (2005:2). According to Wright (1997:17) speaking and writing are both productive skills. This statement is supported by Widdowson (1996:61) that writing is a physical productive activity. Productive here means producing marks that are perceived by the eye as a result of the movement of the arm and fingers.

From the definitions above the writer can conclude that writing is a way to produce language that comes from our thought. By writing, we can share our idea, feeling or anything. Writing is also a productive activity, both physically and mentally which helps the writers put their thought into words in meaningful form.

2. The Purpose of Writing

For most students, writing in English needs great efforts. This is because in writing the mastery of sentence structure and the ability to choose appropriate words for the expression of the thoughts are required.

According to Halliday (in Nunan 1998:84), written language is used for action (for example, public signs, product labels, television and radio guides, bill, menus, telephone directories, ballot papers, computer manuals), information (for example,
newspapers, current affairs magazines, advertisements, political pamphlets), and entertainment (for example, comic strips, fiction books, poetry and drama, newspaper features, film subtitles).

In conclusion to the discussion above, writing skill is given an important contribution to human work. The purpose of teaching writing in schools should be based on the syllabus and the students are demanded to be able to mastery written language in fulfilling their daily needs.

3. The Process of Writing

McCrimmon (1984:10) says that there are three essential steps of the writing process, namely planning, drafting, and revising.

a. Planning

Planning is also called pre-writing. In this step, learners are expected to be able to formulate the purpose, and then organize the message. Selecting something to write about is very much needed, because most of learners often spend their time before doing activity. It is better for them to make planning in order that they can write easily. In the pre-writing step, the learners begin digging for the basic materials they need. First, they must look into their mind about subject that becomes a topic because selecting the topic is very important for giving the first description of what to write. In pre-writing, the learners experiment with all kinds of ideas. They only concern to find subject that is going to be written.
b. Drafting

Drafting is a procedure for determining whether the ideas which have been discovered during planning, it can be shaped into a successful piece of writing. It enables the students to experiment with possible arrangements of one topic. In this stage the students have to examine the ideas, arrange and rearrange them in order that they can shape them into coherent first draft.

The first draft is also called discovery draft because the students will discover something new about the subject, audience and purpose. The discoveries will help the students to learn more about what they want to say and how they will say it. Then, the students construct a formal outline.

The formal outline is an exact plan of organization that breaks the topic into major units and subdivides these major units into minor units (McCrimmon, 1984:10). The best way to construct the formal outline is to layout the major divisions before worrying about various subdivisions. After examining the formal outline, the students then should revise it.

c. Revising

The last step in writing is revising. Revising is the process of seeing again, or discovering a new division for the writing the students produce during planning and drafting. There are two steps in revising. In the first stage, the students should employ various reading strategies to help them rethink, reorder, and rewrite substantial portions of what they have been
written. In the next stage, the students should fix the sentence, phrases, and words.

4. Evaluating Students’ Writing

Brown explains that the key for being a judge is fairness and explicitness in what the teachers take into account in the evaluation. Here are the six categories that are often the basis for evaluating students’ writing:

1. content (thesis statement; related ideas; development of ideas through personal experience, illustration, facts, and opinions; use of description, cause/effect; comparison/contrast; consistent focus);
2. organization (effectiveness of introduction, logical sequence of ideas, conclusion, appropriate length);
3. discourse (topic sentence, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, variation);
4. syntax;
5. vocabulary;
6. mechanics (spelling; punctuation; citation of references, if applicable; neatness and appearance).

(Brown, 1994: 357)

However, there are possibly many mistakes made by the students on their writing. It is very important for the teacher to write comment at the end of the students’ worksheets, for instance “good job”, “I’m proud of you”, “excellent” or “good story”, but you must revise again on using the past tenses”. Correcting or evaluating the students’ writing is important. However, it can spend a lengthy time, especially when it is difficult to identify their errors because sometimes the students face problems to express their idea clearly and starting their writing. The problem can be solved by talking to the students about it. Teacher has to ensure that they
understand the problem then redraft the passage correctly. To encourage the students in writing, an English teacher plays important role to develop their ability. The teacher should be patient to support them. He or she has to give a lot of trainings and practices how to express their ideas. The teacher has to try to find ways of composing writing that easy for them and the students will not consider that writing makes them stressed.

C. The Importance of Grammar and Vocabulary in Writing

Brown defines that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence (2000: 362). We can construct the sentence (with its components) and combining the sentences together by learning grammar and discourse rules. By mastering grammar, students will be easier in practicing writing skill.

Vocabulary plays an important role in writing. Students should master the vocabulary as much as possible. Having many vocabularies help students in constructing the sentences and composing the paragraphs. It also supports the students to choose appropriate words. It can also support the effectiveness of using language. According to Harmer, an ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. The structural accuracy seems to be the dominant focus; however, the vocabulary that is used correctly can cancel out structural inaccuracy (Harmer, 1998).
Both grammar and vocabulary are important to learn and master the fourth skills such as speaking, listening, reading, and especially writing skill, because writing is permanent and it demands the completion of appropriate grammatical form.
CHAPTER III

DISCUSSION

A. Description of SMP Negeri 1 Wonosegoro

1. General description

SMP Negeri 1 Wonosegoro is one of the state Junior High Schools in Boyolali. It is located in Jl. Wonosegoro, Wonosegoro, Boyolali. This school was built in 1964. SMP Negeri Wonosegoro has a wide area, it is about 9,295 m². The building is divided into several rooms, they are; a headmaster office, a teacher room, a school health unit, a computer room, a library, an official room, a guiding and counseling room, a student’s organization room, an auditorium, a mosque, eighteen class rooms, a scientific laboratory, a canteen, and toilets. In the middle of the building, the square is used for sport activity and ceremony.

The recent headmaster is Mr. Sadino. He is the eleventh headmaster. The headmaster leads this school as the state school. The number of teachers of SMP Negeri 1 Wonosegoro is 48 teachers. In 2009-2010, it has 683 students consisting of 327 male students and 356 female students. It has several extracurricular activities that could be followed by the students, such as Scout, Traditional dance, Learning the Holy Qur’an (Tilawatil Qur’an), Volley ball and etc.

B. Job Training Activity

The job training activity was done from February 1, 2010 up to March 6, 2010. During the job training, the writer did some activities, they were:
class observation, making lesson plan, teaching and learning practice. Here are some explanations of the writer about the activities during the job training period:

1. Class observation

Class observation was done for one day on January 31st 2010. The aim of this activity was to know the school environment and to know the situation of the class in SMP Negeri 1 Wonosegoro. In this period, the vice headmaster of curriculum system and the English teacher gave explanation about the rules of the job training, and the class schedule.

The writer got opportunity to teach English lesson for the first grade students in class VII A, VII B, VII D and VII E. The writer came to school on Monday, Wednesday, Thursday and Saturday. Every class had five hours for English lesson in a week. An hour of the lesson was about forty five minutes. The teaching and learning process of English lesson in VII A was held on: Monday at 12.15-13.45, Wednesday at 11.30-13.00, and Saturday at 10.30-11.15. In VII B it was held on: Wednesday at 08.45-09.30, Thursday at 07.15-08.45, and Saturday at 08.45-10.30. In class VII D: Monday at 10.30-12.15, Wednesday at 07.15-08.45, and Thursday at 10.30-11.15. While in VII E it was held on: Wednesday at 10.30-11.15, Thursday at 11.30-13.00, Saturday at 07.15-08.45. However, the writer chose class VII A as the focus of observation. Class VII A was a superior class and the others were regular classes. Thirty six students were selected to enter in the class VII A. The others were distributed to five classes randomly. This system was also applied in the VIII and IX year.
In class VII A, there are eighteen students’ desks and thirty six chairs, a whiteboard in front of the class, a set of teacher’s desk, some pictures of Indonesia patriots, two doors, a fan and some windows. The class also has some brooms, feather duster to clean the classroom and there is garbage bin that is put outside of the classroom. In VII A, there are thirty six students consisting of twenty three male students and thirteen female students.

During the class observation period, the writer helped the English teacher to distribute the material and to handle the class. The material used by the English teacher was “Compact for Junior High School Semester 2”. Based on the class observation, the writer knew the condition of the students and he tried to prepare an appropriate ways to teach the students. It is expected the process of teaching and learning run well.

2. Making Lesson Plan

A good teacher should prepare and think everything well before he or she teaches the class. A good lesson plan is a mixture of materials and activities. Therefore, the teacher and the students will enjoy the class and the students can be active during the teaching and learning activity. The function of lesson plan is actually for guiding the teacher in teaching based on the topic being discussed.

At the end of class observation, the English teacher of class VII asked the writer to prepare the lesson plan based on the materials in semester 2 and the lesson plan was made based on the English syllabus of the 2006 Kurikulum Tingkat Satuan Pendidikan. The English teacher selected the topic what will be
presented in the next meeting. Then, the writer made lesson plan based on the instruction. Before beginning the class, the writer consulted the lesson plan to the teacher. In the lesson plan, the writer could present one topic for more than once meeting depending on the length of time, the topic itself and the students’ understanding.

In preparing the lesson plan, the writer used materials from “The Bridge English Competence for Junior High School Grade VII” and “Compact for Junior High School Semester 2” as students’ worksheet. In presenting the materials, sometimes the writer used the other references and looked for the materials from the internet in order to give students more exercises, so that, they could understand the material well.

3. The Process of Teaching and Learning

For several meetings of teaching, the writer was still supervised by the English teacher of SMP Negeri 1 Wonosegoro by sitting in the class. Before starting the lesson the writer and the teacher discussed material in the teacher room. The English teacher always gave guidance, motivation and advice to the writer, in order that the teaching and learning activity run well.

In the second weeks, the writer was given real responsibility to teach and handle the class as a real teacher, not as a trainee anymore. Here, the writer was free to practice as a real teacher. He was not nervous again because he had known the real condition of each class: VII A, VII B, VII D, and VII E. First, the writer used English all the time in explaining the lesson. However, the students did not
understand what the writer said. The students were uncomfortable with the condition. For that reason, the writer used two languages during the teaching and learning process until the end of the job training. The writer used English for the simple commands and Indonesian or for explaining the difficult words. They looked convenient with this way which made the teaching and learning process run smoothly.

In explaining simple past tense, the writer used materials from “*The Bridge English Competence for Junior High School Grade VII*”. The writer explained the pattern of simple past tense in Indonesian language in order to make the students comprehend the materials. He also thought about cohesion and conjunction. The writer explained more than once, and gave the chance to the students to ask about the materials that they had been learned. Then, he repeated the materials clearer. In teaching simple past tense the writer spent four meetings in every class. He provided more exercises such as, translate simple sentence into English using past tense form, change the sentences into positive, negative and interrogative using simple past tense, and change the verb in the bracket into right form. While the students were busy with their works, the writer walked around the class to check the students’ work and corrected their mistakes. Here the teacher played an important role that was as the facilitator, instructor and guidance for the students.

After finishing teaching simple past tense the English teacher asked the writer to teach recount. The English teacher considered that, it would be easier to
explain recount text after the students learned the simple past tense. The writer taught recount by giving several examples of recount text.

4. The Method Used in Writing Recount

In this part, the writer wants to discuss the steps in teaching writing recount, they are; building knowledge of the field, modelling of the text, joint construction of text and independent construction of the text.

a. Building knowledge of the field

The purpose was to introduce new material that are the meaning, generic structure and the grammatical feature of recount text, the other purpose of building knowledge of the field was to make the students interested in the material and have enthusiasm to learn recount text. The writer tried to lead the students to the topic which will be discussed. It was done in order to make the students interested in the topic at the beginning.

In this section, the writer asked some questions related to the topic by asking some questions, such as :“ Do you have any experience?”, What did you do last holiday?”, “ Well, we will discuss about text called Recount”, “ Do you know about it?”’. The writer tried to attract the students to be involved to the topic before he explained the topic related. This activity made the students interested.

b. Modelling of the text

The purpose of modelling of the text was to give students the example of the text related to topic. They also could know what the text means and what kinds of text that would be learned. The writer usually connects reading and
writing by discussing the text in the classroom and asks students to read then study it first before he asks them to write. It is very important to teach reading, vocabulary and grammar before teaching writing, because the students usually learn how to write sentence or paragraph by reading the model of the text and studying vocabulary and grammar before writing.

The writer gave two examples of recount text and also discussed the generic structure, vocabulary based on the text. The first example of recount text that the writer gave to the students, entitled *Going to Tawangmangu*, and the second example was *Diving in the Nusa Dua Beach*. The writer read the text loudly and also translated each sentence into Indonesian. The purpose of translating the text together was to make students understand the meaning and the sequences of the story, it also make them mastery the new vocabulary.

When discussing the text, the writer wrote clues in written form based on the text on the whiteboard in order to make the students easily understand the story, in the session the students also asked about vocabulary or anything related to the text, and then the students wrote down new vocabulary in their book, after he had finished reading the text. The writer also asked some students to read the text loudly in front of the class while the others listened to their friend carefully.

In this activity, the writer and the students discussed the generic structure of recount text based on the examples. The writers also explained about the steps in writing, so that the students knew how to produce recount text well based on the steps that they had learned.
c. **Joint construction of the text**

The purpose of joint construction of the text was to make the students cooperate with their friends and work in groups or in pairs, so they could learn how to develop a good relation with other students and to share their ideas.

In this part, the students started their activity with their friends in groups to discuss and finish the exercises given by the teacher. The writer gave a jumbled paragraph, then, asked the students to work in group consist of six students and the students had to arrange the jumbled paragraph into a proper story. Before starting this activity, the writer wrote the difficult word and translated it on the whiteboard based on the story in order to make students understand the text. In this exercise the writer used a story entitled *Staying One Night at Countryside*.

d. **Independent construction of the text**

The purpose was to measure how well the students master the material and apply it. In this activity, the students had to apply their knowledge to write recount individually. There are three parts of independents construction of the text, writing draft I, writing revision, writing draft II, here are the explanation of each part:

1) Writing Draft I

The purpose of this step was to check the students’ ability in producing recount text and also to know whether or not the students could produce recount text by paying attention to generic structure of the text well. They had to produce a simple recount text at least seven sentences based on their own experience.

In writing draft I, the writer found some weaknesses in the students’ works which relate to ideas arrangement, grammar, spelling and vocabulary.
The example of writing draft I:

Students’ works: Last holiday ago, I and my friends jointed activities camping in the school.

It should be: Last holiday, I and my friends participated in camping activities in the school.

The writer concluded that the students were not successful in producing recount text because; they did not have any idea to write, so that they were confused what they had to write, they found difficulty to express their ideas in written form, they lack of vocabulary and grammar skill.
2) Writing Revision

In this part, the writer gave back the students’ works and asked them to revise the mistakes they have made. They were suggested to use a dictionary to check the wrong spelling and to discuss the mistakes they have made with their friend and the teacher. After the students knew the mistakes, they had to revise their works.

3) Writing Draft II

The purpose of writing draft II was to know the students’ improvement in writing skill after they knew the mistakes and revised their work in writing draft I. They had to produce a simple recount text at least eight sentences based on their experience along the trip.

On Thursday, 25th February 2010, SMP Negeri 1 Wonosegoro conducted study tour in Sangiran and Radyapustaka Museum for all students of grade VII. The purpose of this activity was to give experience for students learning outside the classroom. They could develop their knowledge and get advantages from the trip. Based on the students’ experience along the trip the writer could teach recount easier.

Before starting writing draft II, the writer asked some students to retell about their experience along the trip, the situation in the classroom was more relax than writing draft I. The writer tried to explore the students’ ideas to help them start their writing. He also prepared some questions to guide the students in writing recount text. The questions are written on the whiteboard and the writer
also translated into Indonesian the questions in order to make students clearer about the instruction. The examples of questions that will guide students are:

1. When did you go there?
2. With whom did you go there?
3. How was the place?
4. Was the place interesting or not?
5. What did you do there?
6. When did you go home?
7. How did you feel about the trip?

Based on the questions above, the student had to make recount text entitled *Going to Sangiran and Radya Pustaka Museum* at least nine sentences. The writer also wrote the difficult words related to ancient history field on the whiteboard.

The example of writing draft II:

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Nama: Riki Rivadi Pratama
Kelas: VII A
No: 26

Going to Radya Pustaka Museum

I and my friends visited Radya Pustaka Museum on February 25, 2019 in Surakarta. I went there with my friends and my teachers. The bus was enjoyable, we arrived there at 11:00 am, then I bought Sprite. Radya Pustaka Museum was beautiful and interesting. In Radya Pustaka Museum, I saw many goods ancient. I wrote some ancient. I bought ice cream before I went home. I went home at 13:00 PM. I arrived home at 16:00 PM. I was very happy
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Generally, the result of writing draft II was better than the one they made in writing draft I, students were able to make simple recount text based on their experience that they had. The writer concluded that students enjoyed the class and they found it easier to write. The clues were given before and the guided question could help them in finishing their writing. The writer also gave opportunity to the students to ask difficult words related to ancient history.

### C. The Problems and Solutions in Writing Recount

In this section, the writer is going to discuss problems and solutions in teaching writing. Here, the writer presents the students’ problem in writing and the problem from the teacher in teaching writing.

All of the parts as mentioned above will be explained in details below:

1. **The Students’ Problem in Writing Recount**

   When writing recount, the students had the problem in starting their writing, they spent a lengthy time in putting their ideas on the worksheet. They did not really know how to express their experience in writing form. Some of the
students even had no motivation to write. It means that writing is such a boring and hard activity for them.

The solution to the problem in starting their writing, the writer tried to explore their experience and asked them to retell their experience in front of the class. The writer also gave questions related to the material and translated them in order to make students understand the writer’s instruction.

The writer also found difficulties related to the vocabulary and grammar. In class VII there were many students with limited vocabulary. The students did not really understand what the writer said and what the text meant. Therefore, they had the problem in comprehending the dialogue or text and it affected the student in learning English especially when they were doing the exercises. They did not know the meaning of the questions so that they could not answer correctly. Besides, they also had the problem in learning grammar and they did not understand how to use grammar correctly, especially in using to be (*am, is, are, was, and were*) that it used in sentence. It also became the barrier in getting the lesson.

To solve the problem especially in the limited vocabulary and the grammatical errors, first the writer thought the vocabulary by reading the model of the dialogue or text loudly, writing the difficult vocabularies and finding the meanings in the dictionary and then asked the students to write the meaning on the whiteboard. The students who could finish the task will get extra mark. In doing those activities, the students wrote down the new vocabulary on their note books and memorize them.
Besides, the students also had the problem in applying the tenses in English sentences because they were still influenced by the Indonesian language system. Therefore, the students still had difficulties in finding differences between present tense and past tense in term of using to be, verb and adverb of time. It made them hard to choose appropriate answers when they did the exercises.

To deal with the problem, the writer also gave them examples before he asked them to do the exercises or to write simple story. Moreover, the writer asked the students to bring the dictionary in the English lesson. The dictionary is very useful to help them doing the writing task. To overcome the grammatical errors made by students, the teacher should explain the grammar clearly and systematically, focusing on explaining to be and verb that were used on the present tense and past tense sentences. The writer also gave the students a lot of exercises about the vocabulary and grammar then applied them on the writing task.

2. The Teacher’s Problem in Teaching Recount

The writer has responsibilities to handle students and transfer knowledge to students during the lesson. The writer found difficulties in teaching his students. Although the writer had planned the lesson, sometimes the real condition was different from the planning. The problems are related to material presentation, evaluating students’ work and limited material.

a. Material Presentation

The writer had some difficulties in presenting the material since it was the first time for the writer to teach Junior High School students. Sometimes, the
writer got confused how to manage the time. The writer targeted to finish a topic in a day, but sometimes the writer needed two days to finish a topic. The writer also found problem how to motivate students to write and to change their mind set that writing was not hard activity to them.

To solve the problem related to material presentation. The writer made simpler lesson plan than before. The writer focused on transferring the material by setting a simple goal. The writer thought carefully because the most important thing was how to transfer the material in effective ways. The writer also presented the material in interesting ways by telling unforgettable experience in front of the class before starting writing. When the writer did this activity, the student felt relax and they looked enthusiastic in writing.

b. Evaluating the students’ work

To evaluate the students’ writing consumed more time and patience. Sometimes, the teacher lacked of time because of evaluating the students’ writing. That was why, the students’ writing were given back to the students without any feedback or comments from the teacher.

Lacking of time for evaluating students’ writing could be solved by using the total time of teaching and learning activity efficiently and giving special time for the students to make evaluation among the students for their work. It also made the students know the mistakes and gave them a chance correcting the writing task together.
c. Lack of material

Lack of material made the students bored. The teacher always taught the students with the same books and materials. Additional books were needed to support the writing process.

To deal with the problem, the writer browsed some related materials from the internet or looked for other books. It was very useful in supporting the writing process. The writer combined them to be good new materials. By providing the new material, writing became an enjoyable and interesting activity for the students.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in chapter III, some points could be arranged as follows:

1. The Process of Writing Recount to Grade VII Students in SMP Negeri 1 Wonosegoro

In teaching and learning activity, the writer explained about simple past tense, he gave some exercises to the students in order to make student comprehend the pattern of simple past tense. The writer also asked the students to make simple writing about their activity on the last week. After finishing teaching past tense, the writer taught recount by giving several examples of recount text. In this part the writer discussed four steps in teaching writing recount, they were; building knowledge of the field, modelling of the text, joint construction of text and independent construction of the text. The process of teaching recount faced some problem such as, the student found difficulty in starting their writing, lack of vocabulary and grammar skill. So, the result of writing draft I was not good enough.

Before starting writing draft II, the writer asked some students to retell about their experience visiting Sangiran and Radya Pustaka Museum, the situation in the classroom was more relax than writing draft I. The writer tried to explore the students’ ideas in order to help them start their writing. He also prepared some
questions to guide the students in writing recount text. The questions were written on the whiteboard and the writer also translated in Indonesian the questions in order to make students clearer about the instruction. The writer also wrote the difficult words related to ancient history field on the whiteboard. Generally, the result of writing draft II was better than the one they made in writing draft I, students were able to make simple recount text based on their experience that they had. The writer concluded that students enjoyed the class and they found it easier to write. The clues were given before and the guided question could help them to finish their writing.

2. The Problem and Solution in Writing Recount

a. The Students’ Problem in Writing Recount

In writing recount, the students found problems in starting their writing, lack of vocabulary and grammar skill. The solution to the problem, the writer tried to explore the student’s ideas and gave some guided questions, the writer also provided the students a lot of exercises about the vocabulary and grammar then applied them on the writing task.

b. The Problem from The Teacher

In presenting the material, the writer felt confuse in class management. It was the first time for the writer to teach Junior High School students. The writer failed to finish the target time according to lesson plan. The second problem was evaluating students’ work. To evaluate the students’ writing spent a lengthy time
and patience. The third problem was lack of material. Additional books were much needed to support the teaching writing.

To overcome the problem in presenting the material, the writer made lesson plan simpler than before. The writer also presented the material in interesting ways by telling unforgettable experience in front of the class before starting writing. Lacking of time for evaluating students’ writing could be solved by using giving special time for the students to make evaluation among the students for their work. It also made the students knowing the mistakes and correcting the writing task together.

To deal with the problem related the lack of material, the writer combined the materials from the internet and the book. When the writer provided the new material, writing became enjoyable and interesting activity for the students.

B. Suggestion

Based on the job training experiences, the writer wants to give some suggestions to some parties, as follows:

1. SMP Negeri 1 Wonosegoro

The purpose of education is not only to make the students clever but also builds the students characteristics. The teacher must be discipline in learning process such as by starting the class on time, giving punishment to those who make mistakes and giving reward to those who have achievement in school. The punishment will make them discipline and respect the teacher. Giving reward will motivate the students to increase their achievement more and more. In order to
improve the students’ writing skill, a teacher should explain what a recount text first before asking students to produce a recount text and give enough examples before he or she asks the students to do exercises especially in writing task the teacher should teach vocabulary and grammar clearly and make sure that the student understand about grammar, especially simple past tense. The teacher should explore the students’ ideas in order to help students in starting their writing.

2. The English Diploma Program of Sebelas Maret University

The English Diploma Program should prepare all of the things needed by the students in doing the job training, such as providing more references, seminar, and training, especially in the teaching mainstream. So far, the theoretical materials given in the class are not enough to contribute the skills in doing job training activity in the real field.
BIBLIOGRAPHY


