TEACHING WRITING RECOUNT TEXT TO THE 8TH GRADE
STUDENTS OF SMP N 2 GONDANG, SRAGEN

FINAL PROJECT REPORT
Submitted As Partial Requirement in Obtaining
Degree in the English Diploma Program
Faculty of Letters and Fine Arts
SebelasMaret University

By

GianaNasawati
C9309037

ENGLISH DIPLOMA PROGRAM
FACULTY OF LETTERS & FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA
2012
APPROVAL OF CONSULTANT

Accepted and Approved by the Board of Examiners

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

Final Project Report:

Teaching Writing Recount Text to the 8th Grade Students of SMP N 2 Gondang Sragen

Name: Giana Nasawati
NIM: C9309037

Supervisor

DR. Tri Wiratno, MA.
NIP: 196109141987031001
APPROVAL OF BOARD EXAMINERS

Accepted and Approved by the Board of Examiners

English Diploma Program, Faculty of Letters and Fine Arts

Sebelas Maret University

Title : TEACHING WRITING RECOUNT TEXT TO THE 8TH GRADE STUDENTS OF SMP N 2 GONDANG, SRAGEN

Name : Giana Nasawati

NIM : C9309037

Examination Date: July, 31 2012

The Board of Examiners:

1. Dra. Sri Kusumo Habsari, M.Hum, Ph.D.
   Chairperson

   Secretary

3. Dr. Tri Wiratno, M.A.
   Main Examiners

Faculty of Letters and Fine Arts

Sebelas Maret University,

Dean

Drs. Rivadi Santosa, M.Ed., Ph.D.

NIP. 19600328 198601 1 001
MOTTO

Hard working, Use our limited life to do something more,

Don’t leave any regrets, Be grateful for the world

(Giananasawati)
DEDICATION

I dedicate this final project to:

1. My beloved father and mother
2. My beloved husband
3. My greatest brother
4. My friends
I would like to be thankful to Allah for blessing and giving me the ability, the opportunity and the creativity in composing this final project report. I also give my greatest thank to everyone who always takes a role in all of my progression. I merely have been able to finish writing the project report entitled “Teaching Writing Recount Text to the 8th grade of SMP N 2 Gondang, Sragen”.

In the final project report, I describe my experience in teaching writing to the 8th grade students in SMP N 2 Gondang, Sragen. This project discusses the process of teaching writing recount text; the process of students’ writing and the teacher’ evaluation.

I realize that this final project is far from being perfect. Criticism and suggestion are expected for the improvement afterwards. Hopefully, this final project report will give beneficial information to the readers, especially for the people who are interested in teaching writing.

Surakarta, 2012

commit to user GianaNasawati
ACKNOWLEDGEMENT

Alhamdulilah irobbil’alamin, praise for Allah SWT the Almighty who has given a great chance and a great blessing in finishing the final project. I realize that this project could not be achieved without other people’s help. Therefore, I would like to say my deepest thanks to:

1. The dean of faculty of letters and fine arts SebelasMaret University, Drs. Riyadi Santosa M.Ed.
2. The Head of English Diploma Program, Yusuf Kurniawan S.S., M.A, for the highest dedication to English Diploma Students.
3. My academic supervisor, Ida Kusuma Dewi, S.S., M.A thank you for your support during my study in English diploma program
4. My supervisor Dr. Tri Wiratmo, MA, gives me support and guides me in finishing this final project report
5. All lectures of English diploma program, give me the precious knowledge
6. The head master of SMP Negri 2 Gondang, Sragen, Sunardi, MPd., thank you for giving me the opportunities to do the job training
7. Lilis Marhayuning Diyah, S.Pd., English teacher in SMP Negri 2 Gondang Sragen. Thank you for the knowledge and advises
8. All the teachers and staffs and the students of SMP N, thank you for your kindness and friendly. I apologize for the mistakes during the job training.
9. My beloved parents, thank you for your encouragement support in my life.

   I love you forever

10. My lovely husband, thank for your assistance, patience and support me all
    the way I do.

11. My greatest brother, thank for your spirit and support

12. My mother in law, thank you for your patience and thank you for giving
    me strength and encouragement.
ABSTRACT

Giananasawati. 2012. **Teaching Writing Recount Text to the 8th Grade Students of SMP N 2 Gondang Sragen**. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

The purpose of this project is to complete the final project report of English Diploma Program in Sebelas Maret University of Faculty of Letters and Fine Arts. I taught writing a recount text to the 8th grade students in SMP N 2 Gondang, Sragen for 2 months. Based on the job training in SMP N 2 Gondang, Sragen, This report described the process of teaching writing recount text; the process of students’ writing recount text and the teacher evaluation.

During teaching writing a recount text, I taught the generic structure and language features involving grammar, connector, conjunctions time, prepositions, adjectives and vocabulary. While the process of students’ writing, the students were asked to produce a writing recount text based in their own experience which involved several steps: prewriting, writing, revising, editing. Before they produced writing recount, they had faced several exercises in order that the students got enough knowledge in developing their own writing. Additionally, I gave the students’ result by using analytic scoring technique considering the content, organization, vocabulary, language used and mechanics.

As a result, the students of SMP N 2 Gondang Sragen were able to write a recount text based on their own experiences. The lowest score was 60 obtained by one student; whereas the highest score were obtained by seven students with the score of 86 and the rest of the students got the average scores.
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>COVER</th>
<th>........................................</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL OF CONSULTANT</td>
<td>........................................</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL OF BOARD EXAMINERS</td>
<td>........................................</td>
<td>iii</td>
</tr>
<tr>
<td>MOTTO</td>
<td>........................................</td>
<td>iv</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>........................................</td>
<td>v</td>
</tr>
<tr>
<td>PREFACE</td>
<td>........................................</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>........................................</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>........................................</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>........................................</td>
<td>x</td>
</tr>
<tr>
<td>CHAPTER 1 INTRODUCTION</td>
<td>........................................</td>
<td></td>
</tr>
<tr>
<td>1.1 Background</td>
<td>........................................</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Objectives</td>
<td>........................................</td>
<td>2</td>
</tr>
<tr>
<td>1.3 Benefits</td>
<td>........................................</td>
<td>2</td>
</tr>
<tr>
<td>CHAPTER II LITERATURE REVIEW</td>
<td>........................................</td>
<td></td>
</tr>
<tr>
<td>2.1 Teaching Writing</td>
<td>........................................</td>
<td>4</td>
</tr>
<tr>
<td>2.2 Genre-Based Approach in Teaching Writing</td>
<td>.........................</td>
<td>5</td>
</tr>
<tr>
<td>2.3 Writing Process</td>
<td>........................................</td>
<td>6</td>
</tr>
<tr>
<td>2.4 Evaluating Students Writing</td>
<td>................................</td>
<td>8</td>
</tr>
<tr>
<td>CHAPTER III EXPERIENCE AND OBSTACLE</td>
<td>.........................</td>
<td></td>
</tr>
<tr>
<td>3.1 Description of SMP N 2 Gondang</td>
<td>..........................</td>
<td>13</td>
</tr>
<tr>
<td>3.2 The Activities During Job Training in SMP N 2 GondangSragen</td>
<td>.........................</td>
<td>14</td>
</tr>
<tr>
<td>3.2.1 Class Observation</td>
<td>........................................</td>
<td>14</td>
</tr>
<tr>
<td>3.2.2 Making Lesson Plan</td>
<td>........................................</td>
<td>15</td>
</tr>
<tr>
<td>3.2.3 The Teaching and Learning Process</td>
<td>.....................</td>
<td>15</td>
</tr>
</tbody>
</table>

Commit to user
3.2.4 Class Activities ........................................ 16
3.3 Teaching Writing Recount Text to the 8th Grade students’ of SMP N 2 Gondang ................................. 17
  3.3.1 Greeting .................................................. 17
  3.3.2 Reviewing .................................................. 17
  3.3.3 Action ...................................................... 18
  3.3.4 Evaluation ............................................... 22
3.4 Writing Process of 8th grade Students in SMP N 2 Gondang .......................................................... 29
  3.4.1 Prewriting .................................................. 29
  3.4.2 Writing ..................................................... 29
  3.4.3 Revising .................................................... 30
  3.4.4 Editing ...................................................... 31
  3.4.5 Evaluating the Students Writing ......................... 32
3.5 The obstacle during Job Training in SMP N 2 Gondang, Srage............................................................. 38
  3.5.1 The Students’ Behavior ................................... 38
  3.5.2 The Students’ difficulty in accepting the material .......................................................... 39
  3.5.3 The undisciplined Teacher ................................. 40
CHAPTER IV CONCLUSION AND SUGGESTION
  4.1 Conclusion ................................................... 41
  4.2 Suggestions .................................................. 42
BIBLIOGRAPHY ......................................................
APPENDIX ..............................................................
CHAPTER 1

INTRODUCTION

1.1 Background

It is nearly impossible for nation to fulfill the needs for its life in isolation from the other countries. All countries depend on each other in many aspects of life such as economy, politics, technology, education, etc. Therefore, international relationship becomes a very fundamental need for all nations all over the world. International relationship is impossible to carry out, if there is no one communication used to communicate. Because of it, the world has decided that English becomes international language.

English plays a very important role in business field. People working in international business are expected to understand English both spoken and written form. English also becomes an important language to students who want to continue their education in other countries. Because of those reasons, the Indonesian government decides that English is compulsory subject taught in elementary school, junior high school, senior high school and up to university.

English teachers are responsible to teach four basic language skills such as speaking, listening, reading and writing. Junior high school students mostly know their capability in learning. They have high curiosity in improving their skill ability. Based on curriculum and syllabus, teaching writing to junior high school students is necessary. Raimes (1983: 7) states that students begin by gathering idea
from their own experience and knowledge, and then turn to other sources as they search of their own topic. Thewriter concludes that producing a writing product for the ESL (English second language) learners have to begin with some ideas which are related to their general cognitive skills. The teacher wants the students to produce their writing based on their own experiences which is related to the idea. That is way, the role of the teacher is important to present the unique lessons in order to bring the students achieving the goal. Finally, the writer will report about “Teaching writing recount text to the 8th grade students of SMP N 2 Gondang, Sragen”.

1.2 Objectives

The objectives of this project are:

1) To describe the process of teaching writing recount text in SMP N 2 Gondang

2) To describe the result of writing recount text by SMP N 2 Gondang students’.

1.3 Benefits

It is expected that this project will be useful for:

1) The 8th Grade Students of SMP N 2 Gondang Sragen

    It is expected the report can help to guide them in writing recount text easily.
2) The Teachers of SMP N 2 Gondang Sragen

It is expected that the report will give contribution to the teachers as a guideline in teaching writing skill. Hopefully, the report will give information to the teachers about appropriate ways in teaching writing to the 8th grade students.

3) The diploma students of SebelasMaret University of letters and fine arts

Hopefully, the report will give benefit to the diploma students as reference to do final project.
CHAPTER II

LITERATURE REVIEW

2.1 Teaching Writing

Harris (1993:45) states “writing is full of starts and stops, punctuate, by long pause for reflection or by the need to regenerate concentration”. It can be concluded that writing is a progressive activity. It means that someone write something down and have been thinking about what is going to say and how is going to say it. When a writer focuses on constructing a text, it is possibly to get stuck in the middle of the writing. Then after finishing writing, reading over, it is needed to makesome changes and corrections. It requires a lot of working or revising before feeling at all satisfied with the result. Therefore, writing is never one step action. It is a process that needs several steps.

During the early state of learning, teaching writing is essentially important for students. Raimes gives the reason for teaching writing, “we frequently have to communicate with each other in writing and writing reinforce grammatical structure, idioms and vocabulary, so teaching writing is a unique way to reinforce learning” (1983:3)

From the statement above, it can be concluded that written exercises will generally be used simply to reinforce the learning of specific grammatical points and lexical items. The later on, writing will be treated as an end of a complex skill in involving the simultaneous practice.
2.2 Genre-Based Approach in Teaching Writing

Genre-based approach in teaching and learning focuses on the understanding and production of selected genre of texts of spoken and writing. In a genre approach to writing, students study texts in the genre they are going to write before they embark on their writing. They need to have knowledge of the topic, the conventions and styles of the genre and the context in which their writing will be read (Harmer, 2001:258-259).

Johns (2002:26) states there are various practical applications of genre-based approach in teaching writing. In this case, literacy pedagogical strategies serve the cycles of how teaching texts as follows:

1) Modeling

The teacher builds up the context relevant to the field of inquiry and provides learners with models of the genre in focus in this context, helping learners explore the social purpose of the text, its prototypical elements of structure, and its distinctive language feature.

2) Joint negotiation of text

The teacher prepares learners for joint production of a new text in the focus of genre. Teacher and students compose a new text together, drawing on shared knowledge of both the learning context itself and the structure and feature of the genre.

3) Independent construction of text

The learners work on their own text using process such as drafting, conferencing, editing, and publishing.
From the statements above, it can be concluded that the following principles of genre based approach as follows:

1) Each genre has its own social function;
2) Each genre has its own generic structure and language feature or language function;
3) Each genre has its own context;
4) Each genre encourage and enhance students with certain knowledge or context;
5) Teaching genre needs a model of the text as media;

2.3 Writing Process

When people write, they give their ideas and information to the readers. Writing encourages thinking and learning when learners view writing as a process. Cameron, (2001:102) states that process writing is especially appropriate for ESL and EFL, because one of the prominent features is an emphasis on fluency. Just as young learners learn to speak fluently, they also need to learn how to write fluently.

According to Harris on his book introducing writing (1993:46). There are 4 essential steps of the writing process namely pre-writing, drafting, revising, and editing.

1. Prewrite

Pre-writing is also called planning. In this important first step, learners are given an opportunity to collect their thoughts and ideas before committing pen
to paper. They need time to sort out or develop ideas. They may need time to read or undertake other form of research (in the library or in the field conducting interview for instance). They also need to talk to other people at length in order to test ideas to clarify our thoughts or to gain necessary information.

In the pre-writing step, the learner begin digging for the basic raw they need. They are expected to be able to formulate the purpose and then organise the ideas. If the planning is done properly, it can ease the students to write without hesitation or worry.

2. Drafting

The next stage of the writing process is to translate plans and ideas into a provisional text. Drafting allows writers the flexibility to explore, to make discoveries and to change their ideas (Harris J, 1993:56). Drafting allows writer to start producing their writing by developing their ideas. It is often the cases that as writers proceed with creating a text, they come to redefine ideas, think of new ideas, and perceive different and more significant way of sequencing their ideas. The actual creation of a text is a process that demands a great deal of concentration and application.

3. Revising

Revising is the process of seeing again, or discovering a new division for the writing that the students produce during pre-writing or drafting. Learners should employ various reading strategies to help them rethink, reorder, and
rewrite substantial portions of what they have been written. Additionally, Bits of text can be deleted, added, or removed to a different place.

Revising occurs when a writer looks for feedback from a teacher or another student (Vaca, and grove, 1995: 107). At this stage, the learners get revision from other people who have more knowledge on the topic by adding, removing, rearranging and replacing the sentences or words. In this case, a teacher is the appropriate person who knows well about the topic has been written in order that the students’ work can be more logical and coherent.

4. Edit

When the decision is made and the draft is finished, there remains the task of editing and publishing. Editing needs to be done after revision. In this stage the learner know where the in-correct words or sentences, and then they begin to edit their work. Editing involves the careful checking of the text to ensure that there are no errors spelling, punctuation, word choice, and word order. Sharing of the work with other peers will help to keep motivation and concentration. It encourages the self-help and independence that attributes of mature and confidence.

2.4 Evaluating Students Writing

It is necessary that teacher evaluate students’ writing as evaluation is the objective of writing assessment. Evaluating students writing can be useful tool for grading scale. According to Raid (1993:235) there are two basic types of grading
Each types of grading, the book entitled *Teaching ESL Writing* has different purposes.

Analytic scoring is used by teacher and students to diagnose writing strength and weakness. It has five weighted components such as content, organization, vocabulary, language use and mechanics which are explained bellow:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>30-27</td>
<td>Excellent to very good: knowledgeable; substantive; development of thesis; relevant to assigned topic</td>
</tr>
<tr>
<td></td>
<td>26-22</td>
<td>Good to average: sure knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic but lacks detail</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td>Fair to poor: limited knowledge of subject; little substance; in adequate development of topic</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td>Very poor: does not shows knowledge of subject; non-substantive; not pertinent; or not enough to evaluate</td>
</tr>
<tr>
<td>Organization</td>
<td>20-18</td>
<td>Excellent to very good: fluent expression; ideas clearly states; well organized; logical sequences; cohesive</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td>Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>Fair to poor: non-fluent; ideas confused; lack logical sequencing and development</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>Very poor: does not communicate; no organization; not enough to evaluate</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20-18</td>
<td>Excellent to very good: sophisticated range; effective word or idiom choices word from mastery;</td>
</tr>
</tbody>
</table>
appropriate register

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-14</td>
<td>Good to average: adequate range; occasional error of word/idiom choice and usage</td>
</tr>
<tr>
<td>13-10</td>
<td>Fair to poor: limited range; frequent error of work/idiom form, meaning confused</td>
</tr>
<tr>
<td>9-7</td>
<td>Very poor: essentially translation; little knowledge of English vocabulary; idiom word form; not enough to evaluate</td>
</tr>
</tbody>
</table>

Language used

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-22</td>
<td>Excellent to very good: effective complex construction; few error of arrangement, tenses, number, word order, article, pronoun, preposition</td>
</tr>
<tr>
<td>21-18</td>
<td>Good to average: effective but simple construction; minor problems in complex construction; several error of arrangement, tense, number, word order, article, pronouns, propositions but meaning seldom obscured</td>
</tr>
<tr>
<td>17-11</td>
<td>Fair to poor: major problem in simple/complex construction; frequent errors of negotiation, arrangement, tense, number, word order, article, pronouns, preposition; meaning confused</td>
</tr>
<tr>
<td>10-5</td>
<td>Very poor: virtually no mastery of sentence construction rule; dominated by error; does not communicate; not enough evaluate</td>
</tr>
</tbody>
</table>

mechanics

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Excellent to very good: demonstrates mastery of convention; few error of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td>4</td>
<td>Good to average: occasional error of spelling, punctuation, capitalization, paragraphing; meaning not obscured</td>
</tr>
<tr>
<td>3</td>
<td>Fair to poor: frequent error of spelling, punctuation, capitalization, paragraphing; poor hand writing</td>
</tr>
</tbody>
</table>
meaning confused

2 Very poor: no mastery of convention; dominated by errors of spelling, punctuation, capitalization, paragraphing.; handwriting illegible; not enough evaluate

Total score:

For clear explanation, the following are the criteria for scoring writing which are used in this study:

1. Content: the agreement with the title chosen, the substance of writing, the idea expressed
2. Organization: the organization of the content such as paragraph unity, coherence, and cohesion
3. Vocabulary: the effective word/idiom choice and usage
4. Language used: the choice of structures and lexical item

However, holistic scoring assesses the competence of a piece of writing. It is neither diagnoses problem nor prescriber for writing. In holistic scoring, the evaluators read each paper without marking anything. The placing, scoring, and grading occur quickly and impressionistically. At present, holistic scoring occurs with the test of written English (TWE) a section of the TOEFL examination that as students to write spontaneously for 30 minutes on single assigned topic. Certainly holistic scoring is a limited form of evaluation. Therefore, it does not offer students diagnosis, feedback, and assistance for improving writing.
The writer concludes that both analytic and holistic scoring have same function as evaluating students’ writing task. However, in analytic scoring, teacher gives feedback and correct answer in students paper sheet, whereas in holistic scoring, the assessor only gives scoring without correcting mistakes. The test of holistic scoring is usually for public who need certificate for special purposes. In other hand, test of analytic scoring is usually for students who need skill improvement.
CHAPTER III

EXPERIENCE & OBSTACLE

3.1 General Description of SMP N 2 Gondang

SMP N 2 Gondang is a public school for junior high school students located in jl. Tunjungan, Kec. Gondang, Kab. Sragen. With an area about 23m², the school was established in February 18, 1986 by Prof. Dr. Farid Hassan, a ministry of education and culture. SMP N 2 Gondang gets A with 91.1 rates in school accreditation.

The building has well-constructed consisting of 21 rooms used to do the teaching-learning activities. The building is divided into several rooms such as a head master office, a large office room for teacher and staffs, students’ classrooms, a library, a laboratory, and a computer lab. There are 44 teachers of which four among them are responsible teaching English.

The vision of SMP N 2 Gondang Sragen is that the students should have good performance, should have been educated, should be religious and be devout. The missions of SMP N 2 Gondang are the school should do the concept of Wiyatamandala explained as followed:

1. To teach and guide the students effectively in order that the students can improve their knowledge optimally
2. To develop enthusiasm in learning for the entire students
3. To encourage and assist the students to discover their potential

4. To comprehend the religious and culture education

To complete the final project in English diploma program of the faculty of letters and fine arts of Sebelas Maret University, I had to take job training as a temporary teacher. I was allowed teaching one superior class of the 8th grade students of the SLTP N 2 Gondang students’ by the head master, Mr. Sunardi, MPd.

3.2 The Activities During Job Training in SMP N 2 Gondang Sragen

3.2.1 Class Observation

The job training was accomplished on January 4 2012 until February 23 2012. I got an opportunity to teach English for the second grade in 8 G. The English lesson at SMP N 2 Gondang was taught three times a week for 180 minutes. Nevertheless I was asked to teach twice a week. On Wednesday, I taught for 40 minutes and on Thursday for 80 minutes.

The condition of the class was quite good for teaching and learning activities. The class was provided with a white board, clock and pictures of Indonesian patriot. It also had cleaning tools like broom and a feather duster. The lesson was usually started by praying and followed with greeting. After that I started with the lesson.
3.2.2 Making Lesson Plan

Making a lesson plan is a must for a teacher, as it very important that can make the process of teaching and learning run smoothly. Therefore, I wrote a lesson plan for each topic which was appropriate for the students. The English teacher class 8g, named Miss Lilis, asked me to prepare the material based on the syllabus and curriculum. The teacher suggested that I taught writing skill for the 8th grade students. The materials were based on the students’ book and *passport to the word 2* book used by the teacher. Before starting teaching, the materials were shown to the teacher for agreement.

3.2.3 The Teaching and Learning Process

There are three important components needed in teaching and learning process, such as the teacher, the students, and the materials. They are the most important part in education system. Without them the teaching and learning process will not run well. I taught the English lesson on Wednesday and Thursday. On Wednesday the lesson began at 10.35 am until 11.15 am and on Thursday the lesson began at 7.00 am until 8.20 am. In English class I used bilingual language both Indonesian and English language.

I began the lesson by giving a little warning up, reminding them to the last topics or materials. If there was no question, I moved to another topic or material. I gave explanation about the material twice to make the students more understand. After all the materials had been presented and accepted by the students, I gave some exercises based on the materials. I explained the instruction of each exercise.
In the exercises, the students were asked to work individually in order that they could comprehend the materials. To check the students’ work, I asked them to write their answer in the white board. Then, it would be discussed together after they had written it.

### 3.2.4 Class Activities

There were four steps class activities in process teaching writing recount text to the 8th grade students in SMP N 2 Gondang Sragen:

a) Greeting

I greeted the students by saying “good morning” and it was followed by checking the attendant list.

b) Reviewing

I asked the students about the materials given in the previous lesson. Sometimes, I asked them to repeat the materials. I also asked the students to collect their work if they had homework in the last meeting.

c) Action

I would give a new material to the students if the previous lesson had been finished. However, I would have explained the material if the lesson had not finished yet. I explained the material taken from the books or from my own creation.
d) Evaluation

After I finished explaining the lesson, I gave some exercises to the students related to the materials. While the students were doing the exercises, I walked around the class and checked the students’ work. If the students did not finish the exercises, I would ask the students to continue the exercises at their home as homework.

3.3 Teaching Writing Recount Text to the 8th Grade students’ of SMP N 2 Gondang

The activities of teaching writing recount text were described as followed:

3.3.1 Greeting

While entering the class, I greeted the students. It indicated that the class was going to start. Then the leader of the class, named AdityaJunedi, led the class to pray together. After praying, I took over the class and started teaching.

3.3.2 Reviewing

In the first meeting of the first chapter I would teach a recount text. In order to remind them about a recount text I reviewed the last meeting on the third semester. I asked “Have you ever been taught about recount text by your teacher?” Then the students answered “yes we had, but we forgot”. Then I told them that they would learn about a recount text. I told the objectives of the lesson that all the students should be able to write a recount text as an examination.
3.3.3 Action

In teaching writing recount text to the 8th grade students of SMP N 2 GondangSragen, I provided 5 pictures and a recount text to the students. Firstly, I read the text loudly, after that I asked 3 students in the class to read consecutively. Next, I asked all of the students to work in pair by matching the pictures with the text. The activities could let the students understand the content of the text. As the result, most of the students did correctly. It meant they had understood with the content of the text. Then I continued to the next steps.

I explained the generic structure of the text. I wrote it on the white board. It took a long time to explain, because the students were confused about it. The activities were going several times. Finally, they understood the generic structure of the recount text. I also taught the language feature of the recount text consisted of grammar, connector, conjunction time, proposition, adjective and vocabulary. I explained simple past tense with the formula of the tenses and I wrote some example of regular and irregular verbs on the board. I also taught the connectors which usually appears in recount text used to connect one sentence to another sentences. Moreover, conjunction time sometimes comes to tell the sequences of time. Therefore, it is very important teaching language feature of text before teaching writing. Normally all students learn how to write a sentence by reading the model of text and study the vocabulary and grammar before they produce writing.
The text I gave to the students was about “trip to Jogjakarta”. It described the generic structure of the recount text.

Activity 1

Trip to Yogyakarta

Rudhy and Sonia went to Yogyakarta yesterday. They went there by motorcycle. They left for Yogyakarta at 07.00 a.m. They arrived there at 9.00 am.

They visited some object there. At first, they visited the palace. In the palace, they saw “keretakencana”. Then they walked to Malioboro Street. The path was very crowded. They had bought souvenir in Malioboro, before they ate lunch. After that, they went to parangtritis beach. They saw many people swimming on the beach. Some people rode “parangtritis cart”. They were amazed when they saw sunset.

We were very happy at the time. Finally, they went home at 6.00 p.m.

The language feature consisted of grammar, connector, conjunction time, proposition, adjective and vocabulary described as followed:

1) Grammar

The simple past tense is the verb tense used state the facts and events in the past activities. Therefore, the sentences use V_2.

Rudhy and Sonia **went** to Yogyakarta yesterday.

They **were** very happy at the time.

I provided pieces of irregular verb for the students, in case they could use it if they needed. As a result that many common English verbs change form rather than add |commit to user|
–ed. There is little pattern to be found in the form of simple present tense to simple past tense like “go” to “went”; “buy” to “bought”; “ride” to “rode” etc.

2) Connector

The connectors in the recount text are used to link one sentence to another. The following words are commonly used when expressing thought in chronological order. These expressions would help the students to express the events in recount text in a logical order of time. At the beginning of the story the students could use these several expressions: in the beginning, at first, at the start, first of all; while in the middle of the story the students could use: next, after that, then, afterwards, second, third and soon; at the end of the story the students could use: eventually, at last, in conclusion, finally.

At first, they visited the palace. Then they walked to Malioboro Street. After that, they went to parangtritis beach. Finally, they went home at 6.00 p.m.

3) Conjunction time

Conjunction time sometime occurs in expressing past event such as before, after, while, when etc. Therefore, I taught them about the conjunction time in order that the students could master it. I picked some sentences from the “trip to Jogjakarta” text.

They had bought souvenir in malioboro, before they ate lunch. They were amazed, when they saw sunset.
I described the formula of conjunction time “before and after”. When they wanted to combine two sentences with conjunction “before and after”, they had to use the preceded event using past perfect tense and the following event using past simple tense. However, when they wanted to tell about the case of two happening occurring in the same time, they had to combine the two sentences using “when or while”. The students should use past continuous tense and the other one use past tense; or both use simple past or past continuous tense.

4) Preposition

I also did not forget to teach preposition to the students. As usual in composing writing the preposition is needed, that’s way teaching preposition to the student is very important. The appearing Prepositions in recount text are usually used to add more information. It shows the relationship between a noun or pronoun and some other words in the sentence. A preposition usually comes before its object.

I deconstructed the text of the recount text by showing the sentences which had preposition of by, at, to and then I explained to them the function of each preposition. The preposition “by” in the sentence of “They went to Malioboro by motorcycle” indicates “by mean of”. It tells the mode of transportation used. Whereas, the preposition “at” of They arrived there at 09.00 is used for points of time. Moreover, the used of “at the time” of the sentence “they were happy at the time” is used for periods when conceived of as point it time. The usage of “to” of “they went to parangtritis beach” marks as the direction of the purpose
location where they wanted to go. The preposition “on” indicates the location. It told the position where they were “They saw people swimming on the beach”.

5) Adjective

Adjectives in the recounts text are commonly used to express someone feeling. In the genre text with the title of “trip to Jogjakarta”, I showed several adjectives appearing in the recount text. Adjectives in recount text sometimes are signaled by adverb of degree like very, quite rather, extremely. I found: They were very happy at the time.

6) Vocabulary

Introducing new vocabulary to the students is important, as it is to improve the students’ knowledge. In the text I indicated some vocabulary such as: palace, cart, souvenir, path, crowded etc.

In explaining the material, I took 2 meetings as it was needed more effort and patience to teach them. The relationship between the students and I were very familiar as if we were close friend. We seemed very enjoy doing teaching and learning. The group of boys sometimes made a joke during the the teaching and learning process. So, the whole class laughs all at once. Nevertheless, it wouldn’t bother the teaching and learning process, because the materials given still run very well.
3.3.4 Evaluation

After giving brief explanation and before letting the students produced their own writing, I prepared some practice activities in order to measure the students’ ability in understanding the recount text. I gave practice activities based on the generic structure and language features of the text. I gave two types of task. There were individual work and pair works. The individual work was consisted of essay, gap filling, multiple choices, completing sentences and jumble paragraph. In the pair works activity the students were given 4 pictures, then I asked them to write a simple recount text with their peers.

There were the several types of writing exercises I gave to the students:

a) Essay

Going to WisataBahariLamongan

Last Saturday, Susan and her parents went to Lamongan. They went there by a car at 04.00 am early morning. They reached there at 10.00 a.m. At the time, the weather was very bright. First, they went to Maharani Cave. They saw many beautiful stone and rock inside the cave. Susan took some pictures there. Then Susan and her parents went out from the cave at 1.00 p.m. after that, they decided to have lunch in sate Madura restaurant. The sate was very nice. After finishing their lunch, they visited the tanjungkodok beach. While enjoying the breeze from the beach, Susan took some rides there. She rode a rotary coaster and a drop zone. They went back to their car at 5.00 p.m. They seemed very happy. Susan looked very tired, and then she slept on the way home.

1. What is the text about?
2. Who went to WisataBahariLamongan?
3. How did they go there?
4. How many places did they visit?
5. What time did they go home?

By reading the text, I hoped the students became better writers. It would demand creativity of writing production. Moreover, essay assignment asked them to remain aware of their own writing process.
b) Matching

The students were required matching the picture with the activities provided in the columns. The following practices were chosen because it would let the students identify the picture with the written sentences in order that the students could understand the content. The practice was used to measure the students’ ability whether they understood with the context or not.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Picture 1" /></td>
<td>A. They bought a plastic ball at a stall near the beach and had the game just next to the water. They named it as wet football playing.</td>
</tr>
<tr>
<td><img src="image2.png" alt="Picture 2" /></td>
<td>B. Some other boy played their kites</td>
</tr>
<tr>
<td><img src="image3.png" alt="Picture 3" /></td>
<td>C. Some small groups of girls had a competition on building sand palaces. The biggest and the most beautiful palace was the winner of the competition</td>
</tr>
<tr>
<td><img src="image4.png" alt="Picture 4" /></td>
<td>D. The boy also rode little horse cart named “bendi”. The cart ran along the beach for ten thousand rupiah.</td>
</tr>
<tr>
<td><img src="image5.png" alt="Picture 5" /></td>
<td>E. Some other girls hunted shells. They collected various beautiful shells and put them in a big basket. They would bring them home for their room decoration.</td>
</tr>
</tbody>
</table>
c) Gap filling

**Holiday to Tawangmangu**

Yesterday, our school went to Tawangmangu. We left at 9.00 am by bus. We reached there at 10.00 am.

First, my teacher _______ 1 tickets in the locket. After that, we _______ 2 the Tawangmangu resort. While walking down the stairs, we _______ 3 monkeys hanging on the tree. When the monkeys saw us, they _______ 4 following us. Then, we run to avoid the monkeys. Finally, we reached at the waterfall. It was very cold there. We _______ 5 pictures in the bamboo bridge and on the huge rock near the waterfall. At 2.00 pm, we _______ 6 a carpet under the tree. Our teacher _______ 7 us to have lunch. I bought a red rose in Tawangmangu. Then, we _______ 8 home at 4.00 pm. In the bus we sang a song all the way home.

bought took went entered
were asked laid saw

In this item type of the test, the students were required to complete the blank spaces provided with several choices in the bracket answer. Purposely I eliminated the verbs of the recount text since it would help the students to recognize the use of tense in recount text. The gap filling practice not only helped to introduce the simple past tense but also improved the students’ ability in understanding the meaning of the context with guessing what were in the blank spaces.

d) Multiple choices

I provided 8 questions of multiple choices, 6 of them were adjectives and vocabulary test and two of them were propositions. There would be one possible correct answer of 4 choices. Therefore, the students were required to choose the correct answer.
1. Susan went to lamongan ....Sunday.
   a. In  
   b. At 
   c. On  
   d. By

2. She put her camera .......her small bag.
   a. In  
   b. At 
   c. On  
   d. By

3. Yesterday the weather was........
   a. Good 
   b. Well 
   c. Better 
   d. Nicely

4. Andika bought....pail in the classroom last Sunday 
   a. a Large 
   b. a Wide 
   c. a Huge 
   d. a big

5. I saw........rainbow yesterday
   a. Beautifully 
   b. Beautiful 
   c. Prettiest 
   d. Pretty

6. a. Peas  
   b. Nut 
   c. Bean  
   d. Peanut

7. a. Boat  
   b. Yacht 
   c. Ship  
   d. Steamboat

8. a. Peel  
   b. Cut 
   c. Chop  
   d. Slice
I used the stem type of multiple choices required that the students master the preposition before doing the writing process. The primary purpose of the stem was to present the problem clearly and concisely. I chose the stem type as it were needed short answer to indicate the basis on which the correct options should be selected.

I selected the type of recognition item for vocabulary test replaced by a picture. The students had to see the picture and had to select carefully the most appropriate word related to the picture from four options. I knew that testing vocabulary should be kept simple which the students could understand. On the other hand, testing the adjective also must be as simple as testing vocabulary. The students had to select the correct options to which the definition refers. Cause each option belonged to the same word classes.

e) Completing the sentences by conjunction time

1. Andika was building a sand castle. I was sun bathing
   Answer:……………………………………………..
2. Susan knocked my door. I was eating lunch
   Answer:……………………………………………..
3. We had taken breakfast. We went picnic
   Answer:……………………………………………..
4. We went home. We had seen sunset
   Answer:……………………………………………..
5. My mother brought oranges. The man stole my mother bag.
   Answer:……………………………………………..

The practice was used to measure the students understanding about conjunction time of before, after, when and while. They were asked to combine two sentences by using conjunctions time related to the correct answer. The exercises were intended to guide the students whenever they got to write their final exam for the last section of the chapter.
f) Jumble sentences

- She cried when the tiger roar. Then, I bought some candy for her. Then, she stopped crying.
- It was Sunday. I had a plan to go Jurug Zoo. I went there with my niece, Ratna. At first, we took a bicycle to go there.
- After she finished her candy, we went home right away.
- I bought two tickets. She was very happy when we entered the Jurog zoo. She pulled my hand and pointed to the seesaw in the Jurug garden. Then, we rode a seesaw there.
- After that, we walked through the garden. We saw elephant eating grass. We saw parrot singing and talking. We also saw many animals doing their own business.

Jumble sentences were suitable item types for writing process test. The sentences were consisted of connector used to link one sentence to another sentence. It was interesting technique as it was not only to measure some extension skills but also to indicate the generic structure in the recount text.

g) Pair works

The pictures were attached on the board with bigger size. Then the students could observe the pictures effectively and they could share their ideas with their friends in pair to describe the pictures series. The purpose of the exercise was that the students could share their thought and ideas by retelling the picture series. Moreover, the cooperation was needed in this section. At the time the students were very busy with their dictionary. The students seemed enjoy with the lesson and they could concentrate on the lesson. The activity ran well in this meeting. They were quite active in the joint construction.

The students were asked to work individually from the practice 1 through practice 6 except practice 7. After they had finished the practices, they were
asked to switch their work to their friends. Then the practices were discussed together guided by me.

3.4 Writing Process of 8th Grade Students in SLTP N 2 Gondang

Helping the students in understanding the process of writing, I took four steps activities involved the students' final assignment in SLTP N 2 Gondang. The objective of the writing assignment was the students could produce their own writing based on their experiences in the past. The students and I made agreement that the students should produce minimal 100 words on the paper sheet.

3.4.1 Prewriting

Prewrite activity is the beginning part of the writing process. In this section, the students gathered the ideas what they wanted to write about. The students were allowed to discuss their topic with their classmates to get an idea. I was responsible to move around the class and asked their ideas. To begin shaping their ideas, I let the students to choose their own subject.

3.4.2 Writing

When each student already got the idea, they began drafting on the paper. I found some students success by drafting quickly their ideas in the rough form. However, few of them got stuck at the beginning. They simply did not know how to start writing. In this case, I was as a resource and prompter had to encourage the students to guide their writing process.
Because the time was limited and the students could not finish their work in the class. I asked them to continue working at home. However, it was forbidden for the students to change the idea without permit.

3.4.3 Revising

I had all the students switch their writing to peers in order to give the students opportunities in sharing their works. On the other hand, the peers’ response workshop also called peer review groups was one technique to get a feedback from a variety of the students. Accepting criticism and working on revision would help the students who lack fluency, experience, knowledge of writing to get a good comment. Peer review groups enable the students to realize that the comment from other peer were influence the students’ work. After getting feedback from their classmate, the students submitted their work to me in order to get second revision. My revision would help to demonstrate the knowledge for the purpose of achieving a satisfactory grade. The way I revised was to underline the sentences or phrase which were not proper to the recount text. I not only revised the grammar structure but also the spelling. There were problems I found in students’ writing assignments:

a) Grammar mistake

Grammar is common mistakes faced by ESL students, 90% of 8th grade students in SLTP N 2 had problems in grammar.

At the time, I was very happy, because I and my friend can went to dayu park.
The student had not understand yet about the usage of modal auxiliary. The underline above the modal auxiliary of “can” must be followed by V₁. Moreover, the student should use second modal auxiliary instead of first modal auxiliary.

The formula of simple past tense in a recount text should be $S + V_II$ or $S + \text{was/were} + \text{Adj}$. Moreover, the “to be” of simple present/past cannot be followed by verb, except in passive voice.

She was buys tea set, pan, plates, and kettle.
In this case, the words “was buys” should change into bought.

b) Gerund

The students of SLTP N 2 gondang had not been thought yet about gerund. That was way; they did not understand its function.

We finished eat at 07.00 am.
The sentence above, the word “eat” must be gerund. It should be eating.

c) Preposition after & before in the sentence

The function of “after” & “before” in recount text are preposition time which tells the sequence of time. A few of them were still confused about using propositions.

Before went to book store, I went to bakery.
After finished shopping, we buys any fruits in grocery.

3.4.4 Editing

After marking the students’ error by underlining the sentences and phrases, my revision made the students know exactly their writing mistakes. Additionally, I
asked them to edit their work by rewrite it. After that asked them to edit their work by rewrite it. Then I asked them to submit their task as an examination.

3.4.5 Evaluating the Students Writing

Having revised and edited the result of the writing assignment, the students’ work must be better than before. Hopefully, the students could get satisfactory result. The students who wanted to learn the material I had given tended to edit their work. Nevertheless, some of them never made any correction on my revision. It must be that the students had limited knowledge of the structure of the language.

The exercises given to the students in the previous week actually would help them to avoid serious causes of failure. In addition, the students of SLTP N 2 gondang still made several mistakes, even though it was only very few of them. In giving the scores for the student’s writing, I used analytic scoring technique described below:

<table>
<thead>
<tr>
<th>Writing composition</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ideas clearly stated</td>
<td>16</td>
<td>21</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>paragraph link</td>
<td>9</td>
<td>13</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>word choice</td>
<td>9</td>
<td>13</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Language used</td>
<td>10</td>
<td>17</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>sentence structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>punctuation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total score

Grade : A : 90-100  B: 80-90  C: 70-80  D: 60-70  E: below 6
Most of the students of SLTP N 2 gondang were able to write the recount text based on their own experiences. There were some of the examples of students’ writing assignment:

1. I gave a good mark to the writing task above, since the student could write well. It was well organize, had good sentence structure, a few technical errors, fine paragraphing. I scored 86 for the assignment.
2. Finished reading the text above, it was fairly to give good mark. The text had fairly organization, content and mechanics. Although, I found sentences structure errors. I gave 78 for the result.
It was fair hand writing. Although it had excellent content and could be understood for the reader. I found many missing subjects in her writing. Moreover she did not understand the usage of pronouns. The student had selected the wrong tenses in several sentences. As the result, I gave 73.
4. It was one of few poor results I found. I could understand the ideas expressed, however, the student could not pour the ideas into English language. It had poor sentence structure that I detected one sentence which was not acceptable in English. I gave him 63 for the result.

In the final test of recount text, I concluded that most of the students in SMP N 2 Gondang could create their own writing based on their personal experiences.
Even thought, there was one students failed as he rarely present in my class. By using the analytical method considering the content, organization, language function, and mechanism of the students writing task, I showed the result of the individual writing assignments. Out of 31 students, 15 students got 80-90, 10 students got 70-80 and 6 students got 60-70. Moreover, the highest score was 86 obtained by 7 students and the lowest score was 60 obtained by 1 student.

3.5 The Obstacle during Job Training in SMP N 2 Gondang Srage.

There were the obstacle during the job training I had found in SMP N 2 Gondang Srage:

3.5.1 The Students’ Behavior

I remembered when the morning day my class was starting the activities of teaching and learning process, and then the other class had not started the class yet. The groups of naughty boys from the other class were disturbing my class by whistling their mouth and knocking out my window class. With the noisy sound, of course, my students could not concentrate with my material I had explained. Moreover, my students who sat in the back corner of the class responded what the naughty boys outside did.

At the first time, I let the situation gone by. I simply reminded my students not to do it again because it would disturb our concentration. However, the following days, the noise from other class happened again. My students who followed the sound in the previous day ignored it. With looking at me it seemed that they would not do it again. Although my students did not make a noise, I felt that outside noises still were bother my class. I came out the class and approached
them. Knowing I was approaching them, they ran away. However, I could catch one student. I asked him “Can you and your friends not to disturb our class, please?” Then he said that he and his friend would not do it again then ran away.

I also found my students like to chat with their classmate; I did not know what they were talking about. It meant that they did not respect me as a teacher. At the time, I asked them to come in front of the class to retell what they were chatting about. When I asked them to do it, they just kept quiet. By the experience, I made agreement that I would tell miss. Lilis if they did not want to follow my instruction.

3.5.2 The students’ difficulty in accepting the material.

I found that the students who liked to chat by themselves had difficulty in accepting the material. Although, they had been introduced the material and had done the several exercises which were related to the topic. In the last section of individual work I still found grammatical mistakes they had made. In addition, I had to make many revisions and I had to work over explaining the material which had not been understood by the students.

I realized that learning English as not easy as learning Indonesian language since the ESL students got not accustomed to speak and write English as daily life. Nevertheless, I had picked the result as I read their works in the final result. By reviewing again the material and revising the students’ work I found 75% of the students did their job. They got better writing after they had gotten revision.
3.5.3 The Undisciplined Teacher

When the bell rang, it showed that the class was started. I often caught many teachers in their office still chatting with other teachers. They did not directly do their job as a teacher. I saw they were stretch the time in teaching their students. They would start their lesson until the time stretch to 15 minutes. As the case, many students were playing outside the class and making so much noise. Then it would disturb other class which was doing the activity.

It was because the teachers would not come punctually to their class. That’s what my experience when I taught my students in class 8g. There were several students from the other class disturbing my class. If the teachers came on time in their class, it would not be happened in SMP N 2 Gondang, Sragen.
CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 CONCLUSION

Based on the discussion in chapter III, I summarize some important points of teaching writing recount text to the 8th grade students of SMP N 2 GondangSrangen. The conclusions are as follows:

1. The process of teaching writing recount text to the 8th grade students of SMP2GondangSrangen consists of some activities done by the teacher. The activities are done well. There are giving material, giving practices and evaluate the students writing. Meanwhile, in the joint construction and independent construction are done by the students.

2. In the independent construction, the students of SMP N 2 Gondang should make a recount text based on their experience in their life. The writing process of recount text involves prewriting, writing, revising, and editing by the students. Whereas the teacher gives scores in evaluation section.

3. Giving scores to the students the teacher uses analytical method considering the content, organization, language function, and mechanism of the students writing task. The result of the individual writing assignments are: out of 31 students, 15 students get score 80-90, 10 students get score 70-80 and 6 students get score 60-70. Moreover, the highest score is 86 held by 7 students.
4.2 SUGGESTIONS

Based on the result of this find process, I would like to present the suggestion to:

1. **The 8th Grade Students of SMP N 2 Students**

   The students who are naughty should have awareness to respect to the job training teacher. Do not behave as you like as if you cannot be educated. Listen to the teachers, follow the rule and do your best as you are good students. Then, for the intelligent students keep your achievement and endure your quality and quantity.

2. **The Teachers of SMP N 2 Gondang, Sragen**

   Disciple must be one of the Principe that should be noticed by the teachers. The teacher should come punctually when they want to start teaching their students, so that the students do not play outside the class in the lesson time. If it becomes a custom, it will damage the students’ behavior.

3. **English diploma program**

   The college’ students who are interested in teaching writing have to choose appropriate teaching approach whenever they get job training. I hope that this project can be used as a starting point and as reference for the further teaching writing techniques.