The effectiveness of using recount genre to improve writing skill for VIII grade students in SMP Negeri 40 Purworejo

Final Project Report

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STUDENTS IN SMP NEGERI 40 PURWOREJO

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“Live as if you were to die tomorrow and learn as if you were to live forever.”

(M.K. Gandhi)

“The words “I can not do!” abolish bravery.
The word “I want!” make us easy to climb a mountain.”

(Habis Gelap Terbitlah Terang, R.A. Kartini)

“Every one, with all limited condition owned, has each right to have the ideas and strong wish to reach the ideas can create other achievements before the true ideas come true.”

(Andrea Hirata)
Alhamdulillah,

To:

H. Rachman Slamet and Hj. Amin Tri Widadi, my beloved parents,

who make my life begin,

Lia Rachmawati, S.H, Anna, Oby, Nissa, my beloved sisters,

who have been my warm and inspiring sisters,

I affectionately dedicate this report for all of you.

Thanks for your love and guidance.

I love you all.
PREFACE

The writer would like to say Alhamdullilahhirobbil’alamin to Allah SWT for all blessing and guidance. This final project is written to fulfill the requirement in obtaining English Diploma Program. This final project based on the job training activity in SMP 40 Purworejo which was held from February 2, up to March 14, 2009 ago.

The final project entitled “The Effectiveness of Using Recount Genre to Improve Writing Skill for VIII Grade Students in SMP Negeri 40 Purworejo.” The writer is interested in discussing the process of English teaching and learning activities, teaching process of recount genre to VIII Grade students in SMP Negeri 40 Purworejo. Here the writer also discusses about the problems and its solutions of teaching writing using recount genre during the job training activity.

The writer believes that this final project is far from being perfect; therefore the writer hopes any suggestions and advices in improving this final project. Hopefully, it is able to give some benefits to the readers. At the last, the writer would like to say thank you to everyone helps until the completion of this project.

Surakarta, May 2009

Isnani Rachmawati
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Finally, I realize that this report still have mistakes and errors, I apologize for it.

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Isnani Rakhmawati
ABSTRACT

Isnani Rakhmawati. 2009. The Effectiveness of Using Recount Genre to Improve Writing Skill for VIII Grade Students in SMP Negeri 40 Purworejo. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project was written based on the writer’s job training as an English teacher in SMP Negeri 40 Purworejo which was done for one and a half month. The writer took two classes in VIII A and VIII B as the subject to be observed. This final project discusses the effectiveness of using recount genre to improve writing skill for VIII grade students in junior high school.

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.

The genre used by the writer to teach writing skill to the students was recount genre. While the type of writing performance used by the writer was guided writing. The writer used four steps in teaching recount genre. First, the writer only asked the students to make a simple recount text based on a topic. Second, the writer gave some pictures and asked the students to make the recount text based on the pictures. Third, the writer gave also some pictures and certain vocabulary and asked the students to make the text recount based on the pictures and the vocabulary. The last, the writer gave some pictures, including a certain paragraph in Indonesian language and jumbled sentences in English and asked the students to compose them into a good paragraph. The best steps should be just in opposite order. Most of the students got some difficulties such as grammatical use, vocabulary use, punctuation use, and the influence of Indonesian language. During the process, the writing skill of the student especially in writing the recount genre improved. It was proven by looking at the students’ writing in the end of the meeting.
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CHAPTER I

INTRODUCTION

A. Background

Man is a social creature who needs and does social interaction. We have interaction with peers using languages. Formerly, sign language was often used when we had not known present languages (Indonesian, English, etc). Nowadays, a language is more needed as a means of communication, a message conveyor.

Indonesia, with its variety of tribes, has also many various kinds of languages. There are hundreds of regional languages or vernaculars besides Indonesian as the national language. Indonesian people use Indonesian as a mother tongue or a second language. But in the globalization era, we are demanded to master international languages. English is one of the international languages. It has pivotal role as a communication means for both oral and written. Therefore, English is taught to the young learners (children) in the early age in Indonesia and in almost all over the world. In Indonesia, English has been taught to young learners at pre-school until university. Many non-degree English courses are also offered outside the formal programs.
Unfortunately, teaching English which has been done in either formal or non-formal education are specialized in speaking skill and grammatical structure. Writing skill has not got serious attention. It caused students’ writing skill worse than the other skills. However the problem is the 2006 Curriculum which is now used in the system of Indonesian education which demands the students in Junior High grade to reach functional step, being able to communicate orally and written to solve their daily problems. In fact, writing skill is rarely taught in the early age. It makes students afraid of writing. Ideas and vocabulary often became their major obstacles.

Based on the observation during the teaching and learning process to the VIII grade students of SMP Negeri 40 Purworejo, the writer found some difficulties in teaching writing. It is because the students still often made errors in their sentences when they answered essay questions. It is true that every English teacher always finds the errors made by the students in both written and oral forms. However, the important thing is that the English teachers of SMP N 40 Purworejo afford to solve these problems through teaching writing comprehension in appropriate ways.

The writer was interested in teaching writing to students of SMP Negeri 40 because there were still many difficulties encountered in teaching writing during the job training. Finally, in this final project, the writer presents discussion and reports entitled “The Effectiveness of Using Recount Genre to Improve Writing Skill for VIII Grade Students in SMP Negeri 40 Purworejo.”

B. Objectives

The objectives of making this final project are:
1. To describe the English teaching and learning process of VIII Grade students of SMP Negeri 40 Purworejo.

2. To describe the teaching process of recount genre to VIII Grade students in SMP Negeri 40 Purworejo.

3. To describe the effectiveness or positive effects of teaching recount genre in improving writing ability of VIII Grade students in SMP Negeri 40 Purworejo.

4. To describe the problems and their solution which give influence to the process of teaching recount genre to VIII Grade students in SMP Negeri 40 Purworejo.

C. Benefits

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

1. The English teachers of SMP Negeri 40 Purworejo, especially the VIII grade English teachers.

   The writer expects this report will give contributions to the teachers concerning with the students’ writing skill. It is also expected that this report will give information to the teachers about the appropriate methods in teaching writing to the VIII year students.

2. The students of VIII Grade in SMP Negeri 40 Purworejo.

   This report is expected to give benefits to the students of VIII grade in SMP Negeri 40 Purworejo 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 final 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 English teaching writing.

CHAPTER II

LITERATURE REVIEW

A. Introduction

In chapter II, the writer is going to discuss some literature review related to the topic of discussion in this report. Here, the writer presents at least six main topics, covering teaching and learning, teaching writing in ESL, the importance of grammar and vocabulary in writing, grammar translation method, the emergence of the junior high school, and genre for the VIII grade students in the junior high school.

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

B. Teaching and Learning

Teaching can not be separated from learning because it is considered as a part of learning activity where there is an interaction among the teacher and the students. Teacher delivers the knowledge/ skills to the students and the students give feedback to the teacher. Based on this situation, there are many definitions about teaching and learning. In the book of Principles of Language Learning and Teaching, Third Edition; Brown explains, “Teaching is showing or helping
someone to learn how to do something, providing, with knowledge, causing to know or understanding (1994:7).” 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. Based on the statement above, it can be concluded that teaching is a situation where the teacher delivers some knowledge or skill to her/ his students in which the students also can give their feedback so it can raise an interaction among the teacher and the students.

Meanwhile, learning is the students’ or learners’ activity during the teaching and learning process. Louise E. Hock and Thomas J. Hill in the book entitled The General Education Class in the Secondary School defined learning as a continuous process of selecting and interacting with experiences that tend to satisfy the students’ motives. They also explained that learning process involves the selection and/ or rejection of information or knowledge and also activities which give them a personal meaning of each student. Therefore, each student learns what is taught to extent that teaching have personal meaning for her/ him (1960:22).

Brown also gives his conclusion that:

1. Learning is acquisition or “getting”.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus on, and acting upon events outside or inside organism.
5. Learning is relatively permanent but subject to forgetting.
7. Learning is a change in behavior (1994:7).

Hock and Hill also state that the kind of learning in public school are searching is what we call “effective” learning or learning that results in changing
behavior on the part of learner. Both teachers and learners are aware that behavior changes may be in an undesirable direction as well as in a desirable one. It also means to be a good teacher, she/ he needs to know in what direction a students’ learning are taking him. Hock and Hill also defined that teaching must be personalized to the highest degree attainable within the realistic restriction under which we operate, such as teacher load, class size, heterogeneity of groups, and limited finances (1960:23).

C. Teaching Writing in ESL

1. Definitions of writing

According to Brown, a theory of language must include some accounting of separation of two types of competence. 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 (1994:34). In this case Sarah Hudelson gives her definition about writing that it is the creation or original text, using a prepared list of words to create sentence or stories, filling in the blanks, or practicing handwriting (“Children’s Writing in ESL”, available at http://www.ericdigest.org/pre-9210/writing.htm).

2. The issues of ESL writing

The writing skill gets a special position in the communicative framework of language teaching. By writing, people can communicate a variety of message to close or distant, known or unknown readers. Such communication is extremely important in the modern world, whether the interaction takes the form of traditional paper-and-pencil writing or the most technologically advanced
Recently, English Second Language (ESL) composition has begun to take greater validity as a cognitive and a communication skill (Reid: 1993: 21). It has become trends. However, those some trends made a number of issues appear. Even some of which remain controversial in spite of reams of data on ESL composition. Here is a brief review at some of those issues, according to Brown:

1. Composing vs. writing

Brown explains that one of the major themes in pedagogical research in writing is the nature of the composing process of writing itself. Commonly, written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not everyone develops naturally. Moreover, the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently into a written text, how to revise the text for clearer meaning, how to edit text for appropriate grammar, and how to produce a good final product.

2. Process vs. product

Formerly, writing teachers were mostly concerned with the final product of writing (the essay, the report, the story, etc) and the product should “look” like. However, now, teachers better used to advantage given to the students when they were seen as creators of language, when they were allowed to focus on content and messages, and when their own individual intrinsic motives were put at the center learning. Teachers began to develop what is now called the process approach of writing instruction.
3. Contrastive rhetoric

Connors in Brown, explains that there are many factors of first language pattern which affect to contrastive rhetoric such as linguistic relatively, theory of rhetoric, text, linguistic, discourse types and generic, literacy, and translation all contribute toward a comprehensive theory of contrastive rhetoric (Brown: 1994).

4. Differences between L1 and L2 writing

There are many differences between L1 and L2 writing. Silva, in Brown, found that L2 writers did less planning and that they were less fluent, accurate, and effective in stating the goals and organizing the materials. Differences in using appropriate grammatical and rhetorical conventions and lexical variety were also found among other features.

5. Authenticity

The most appropriate way to look at the authenticity issues in writing classroom is to distinguish between real writing and display writing. Real writing happens when the readers does not know the answer and wants information. While display writing happens when students do written exercises, short answer essay, and other writing in the test situations.

6. The role of the teacher

It is related on the learner-center activity. In this problem, teacher has functions as the responder and facilitator. As a facilitator, the teacher offers guidance in helping students to engage in thinking process of composing but in a spirit of respect for students’ opinion, must not impose his or her own thought on students’ writing (Brown: 1994: 335-340).

3. Purposes for writing
John M. Reid points out that there are general purposes for writing and they can all occur in a single essay although usually one of the purposes is dominant:

1. to explain (educate, inform)
2. to entertain (amuse, give pleasure)
3. to persuade (convince, change the readers’ mind)

Reid also adds that some purposes are external to (outside of) the actual writing to fulfill an assignment, to receive a good grade, or to demonstrate knowledge to an instructor. Other purposes are directly related to three As (3As):

a Assignment (or selected topic)

b The intended audience

c The available (collected) material.

(1993: 8)

4. Types of writing performance

Brown divides the writing performances in the classroom in five major categories. They are: imitate or writing down, intensive or controlled, self-writing, display writing, and real writing. The types of classroom writing will be discussed below:

1. Imitate, or writing down
   At the beginning level of learning write, students will simply “write down” English letters, words, and possibly sentences in order to learn the convention of the orthographic code. Some forms of dictation fall into this category, although dictation can serve to teach and higher-order processing as well.

2. Intensive, or controlled
   Writing sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much, if any, creativity on the part of writer. A common form of controlled
writing is to present a paragraph to students in which they have to alter a given structure throughout. While guided writing loosens the teacher controls but still offers a series of stimulators.

3. Self-writing
A significant proportion of classroom writing may be devoted to self-writing or writing with the self in mind as an audience. The most salient instance of this category in classrooms is note-taking, where students take notes during a lecture for the purpose of later recall.

4. Display writing
Writing within the school curriculum context is a way of life. For all language students, short answer exercises, essay examinations, and even research reports will involve an element of display.

5. Real writing
The two categories of real and display writing are actually two ends of a continuum, and in between the two lays some combination of display and real writing. There subcategories illustrate how reality can be injected: academic, vocational/technical, and personal. (Brown: 1994: 343-346)

5. Evaluating students’ writing

Sometimes, the evaluation of the students’ writing makes new problem for the teachers. On the other hand, most students find it is very misprinting if they get a piece of their written work back and it is covered in red ink underlining and crossing out. It can raise a powerful visual statement of the fact that the students’ written English is terrible. Moreover, it can create over-correction or evaluation which makes a very de-motivating effect for the students (Harmer: 84).

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 evaluation of 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)

D. The Importance of Grammar and Vocabulary in Writing

Brown points out 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 we can string the sentences together by learning grammar and discourse rules. Having many vocabularies help us in constructing the sentences. An ability to manipulate grammatical structure, according to Harmer, 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. 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 (Harmer: 1998: 153).

E. The Emergence of the Junior High School

In the book entitled Teaching and Learning in the Junior High School, Roland C. Faunce and Morrel J. Clute quoted a report of the Commissioner of Education for the Year Ended June 30, 1914, Vol. II (1915) that “A junior high
school is defined as an organization of grades 7 and 8, or 7 to 9 whether housed with the senior high school or independently, to provide by various means for individual differences, especially by an introduction or earlier prevocational work or of subjects usually thought in high school (1961: 8).”

The junior high school was coming into existence since 1896 in USA. It was started when US government changed the form of general education areas of English, Mathematics, and social studies. These subjects were added to the program of seventh and eight grades. It became trends at that time. Almost of the secondary schools modified the seventh and eight grades as part of the secondary school. These early efforts included the introduction of departmentalized teaching, promoting by subject, and elective courses and curriculums below the ninth grade. It became the reason why the earliest junior high schools were born out of at least two factors: congestion in high school enrollments and the realization that early adolescents require a school geared to their developmental characteristic (Faunce and Clute: 1961: 6-8).

1. Unique function of the junior high school

Commonly, students of early adolescent’s years have certain traits, needs, and characteristic. The junior high schools provide three functions to fulfill these needs. Those functions are attacking common problems, enriching individual exploration, and facilitating personal-social adjustment (Faunce and Clute: 1961: 16).

2. Characteristic of the early adolescents

Many people believe that the junior high years represent a crucial period in the growth and development of our adults-to-be. This period is called
adolescents period. Faunce and Clute explain that the period of adolescents has been viewed as a transitory period between childhood and adulthood, a period to be tolerated, ignored, or joke about. They adds that in the school hierarchy, the junior high school has all too often been seen as only a means of bridging the gap between the elementary school and the high school (1961: 20).

A child in adolescence period is growing up physically, emotionally, socially, and intellectually. According to Faunce and Clute, the school has rare privilege of being not only as witness to the miracle of child growth, but also as a partner in creation when the school provides a habitat in which it is save for each grower to go about his own growing. And the changes as a result of growth are most dramatic in the junior high period (1961: 21).

As mentioned before that the junior high years represent crucial period in the growth and development of our adults-to-be. It is suitable with some adolescence criteria. These are some criteria of adolescence according to Faunce and Clute (1961: 44):

1. Adolescence needs to be accepted by their peers.
2. Adolescence strives to be independent from adults.
3. Adolescence expands many interests but it is unstable interests.
5. Adolescence needs to show themselves (Here I am).

Faunce and Clute also explain that the road to maturity is difficult. Boys and girls have many tasks to accomplish as they move through adolescence, the step to adulthood. The school, especially the junior high schools can be the amazing help in the achievement of the early purposes of boys or girls (1961: 34).
Cook in Faunce and Clute also states that sometimes when the educational achievement of a typical sixth grade class is measured; teachers find a range of approximately eight years in reading comprehension, vocabulary, arithmetic reasoning, arithmetic computation, mechanics of English composition, and other forms of achievement. All of those also depend on how well the teachers understand problem and how well they are able to organize the teaching and learning activities (1961: 48-49).

F. Genre for the VIII Grade Students of Junior High School

The newest curriculum demands the students to master three type of genre in VIII Years. They are descriptive genre in the 1st semester and recount and narrative genre in the 2nd semester. Here a brief explanation about recount and narrative genre:

1. Recount genre

Recount genre is a text which has a function to retell events for the purpose of informing or entertaining. Its generic structures include orientation, to provide the setting and introducing participants; events, to tell what happened and in what sequence of those events; re-orientation, is an optional closure of events. Other characteristic are: it focus on specific participants, it use of material processes, it use past tense, and it focus on temporal sequence.

2. Narrative genre

While narrative is used for entertain or amuse the readers. Its generic structure includes orientation (beginning or introduction), it used to introduce main characters, setting, and time; complication (middle), the problem happens
among the characters; and resolution (ending), the problem is resolved. Like recount. It also uses past tense. However, a different point from recount that narrative uses adverbs, such as: long time ago, once upon a time, long ago, etc (usually at the beginning).

(Team: 2008: 21)

G. The Effectiveness of Using Recount Genre for VIII Grade Students of Junior High School

As mentioned before that recount genre has certain generic structure which includes three parts: orientation, events, and the optional one is re-orientation. Moreover, to know whether the recount genre which was made is effective or not, the teacher could measure it from some criteria, such as:

1. There are two parts of generic structure in the text that are orientation and events. While re-orientation is optional, so it can be eliminated from the text.
2. The use of simple sentences including Subject (S), Predicate (P), and Object (O). It was also used to avoid the ambiguous sentences in the students’ writing.

If those criteria can be reached, it will make the students’ writing are effective enough to express their idea, at least it had fulfilled the criteria as short simple recount genre (Team: 2008: 21).

CHAPTER III
DISCUSSION

A. Introduction
In this chapter, the discussion is based on the activities done in the job training. The chapter III is divided into three main points. They are: school description, job training activities, and problems and solutions in teaching recount genre for VIII grades students of SMP Negeri 40 Purworejo.

The three main points above will be presented in this chapter.

B. Description of SMP Negeri 40 Purworejo

1. Vision and mission
   a. Vision
      “High quality, good skills, and good personality.”
   b. Mission
      1) to hold learning and guiding effectively
      2) to persuade and help for increasing students’ ability optimally
      3) to persuade the school citizen for understanding and doing rules
      4) to learn and apply religion’s principles

2. General description

   SMP Negeri 40 Purworejo is the second newest public school in Purworejo. It is located in Kalikotes Village, Subdistrict of Pituruh, and Purworejo Regency. It was established in 2005 and has graduated a generation in 2008.

   This school has a small area especially for a junior high school. The total area is about 3.697 m² and this area is divided into two parts, they are 1.690 m² for the building and 2.290 m² for the yard and the basketball field. The building in this school is divided into several rooms, they are; a headmaster office, a teacher room, a school health unit, a computer and multimedia room, a library, an official
room, a guiding and counseling room, a school committee room, a living room, a
student committee room, a mosque, twelve class rooms, a scientific laboratory, a
canteen, a kitchen, and eight toilets. In the middle of the building, the square is
used for sport activity and ceremony.

As the other junior high schools, SMP Negeri 40 has three grades. They
are grade VII, grade VIII, and grade IX. Those grades have different number of
students. Each grade has four classes. The total students of the whole classes in
this year are 472 students, consisting of 160 students in the VII grade, 156
students in the VIII grade, and 156 students in the IX grade.

This school has a school committee and 35 staffs that can be divided into:
a headmaster; four vice headmaster; seven administration staffs; twenty five
teachers including subject teachers, twelve teachers class, a guiding and
counseling teacher, a librarian and a laboratory staff; a cleaning service; and three
security officers. The job description of each staff and school committee can be
described as follows:

1. Headmaster

He is responsible for all parts of school activities. His main duty is
coordinating the teachers and others staffs in order to reach the school goals.

2. Vice Headmaster

Vice headmaster is responsible to help the head master coordinating the
teachers in the school. Those four vice-headmasters can be divided into four
fields. They are a vice headmaster for curriculum system, a vice headmaster for
tools and infrastructure, a vice head master for students’ activities, and a vice headmaster for public relation.

3. School Committee

It has responsibility to help the school to complete the facilities which are needed to support the teaching and learning activities, both academic and physical facilities of the school. It consists of a chief of committee, a vice chief of committee, treasurer of committee, and four members.

4. Administration staff

The staff is responsible for all school administration, such as students’ administration and school administration.

5. Subject Teacher

The subject teacher is responsible to solve the problems of the subject which is given and to give counseling service about the subject to the students. Here, a subject teacher as a facilitator and instructor to the students. A subject teacher is also responsible to the teaching and learning activities occurring in the classroom.

6. Teachers class

A teacher class is responsible as students’ parents in the school. He or she is also responsible to control and monitor the students who are under his or her monitoring. Sometimes, they must guide their students and give them any advices, as if they were real students’ parents.

7. Guiding and Counseling Teacher

The teacher in this division is responsible to give a guidance and counseling lessons to the students concerning to their attitudes in the school
environment. Besides, the teacher can punish the students who make mistakes if they are not aware with the teacher reminders.

8. Librarian and Laboratory Staff

The officers who are holding the library and laboratory are actually the same person with the subject teachers. It is caused by lacking the staff that is responsible for holding both library and laboratory. Librarian and laboratory staff are responsible to keep and use the facilities appropriately.

9. Cleaning Service staff

This staff is actually responsible for keeping the cleanliness of the school. However, in fact he was also an office boy who is responsible to prepare logistics such as making some tea for the teachers and opening the doors in the morning.

10. Security Officers

Security officers are responsible for keeping the security of school. Sometimes they also help the cleaning service staff to make some tea for the teachers.

3. Facilities

School without facilities cannot reach the expected goal of the main purpose of education. Two of the facilities which are owned by SMP Negeri 40 Purworejo are a library and scientific laboratory with supporting facilities inside. SMP Negeri Purworejo is a new school so that it just has limited facilities in both the laboratory and library. In the laboratory, the students can find some kinds of science tools, such as microscope etc. While in the library, students can only find text books for some subjects.

4. Extracurricular activities
SMP Negeri 40 Purworejo has four extracurricular activities that could be enjoyed and followed by the students. The extracurricular could be divided into:

a  Scout

Scout is very useful activity for every student to train their creativity, work-team, skill or facing problems. This activity can also increase their independence and their solidarity to other human being. This extracurricular is held once a week on Friday. The scout trainers only supervised the activities but the activities were conducted by the chief assistants who are taken from the elected students. Scout extracurricular started from 2 pm until 4 pm. It is a compulsory extracurricular for the VII grade students.

b  Dance

This extracurricular activity is held once a week on Tuesday, from 1 pm to 3 pm for each meeting. The students that are allowed to join this activity are the students of the seventh to the eight grades. It focuses on traditional and new creation dance. This activity has joined a championship at sub district level in Pituruh, even it has not reached any medal.

c  Volley Ball

Volley ball is one the units of sport. This sport is held once a week on Wednesday, starting from 2.30 pm up to 5.00 pm for each meeting. The students that are permitted to join this activity are the chosen students of the seventh to the eight grades. This activity has joined championship in
sub district level as 2nd and 3rd champion and also in regency level as 5th
winner for female athlete.

d Religion activity

Religion activity focuses on reading the Holy Qur’an (BTA and Qira’ah).
This activity is held once a week. However, it has stopped for several
months, since the 2nd semester.

C. Job Training Activity

The job training activity was done from February 2, 2009 up to March 14,
2009. For one and a half month, the writer did some activities, they were: school
observation, class observation, lesson plan making, teaching and learning practice.
Here are some explanations of the writer about the activities during the job
training period:

1. School observation

As described previously in the general description of SMP Negeri 40
Purworejo, it is known that this school was still in the development process. The
school members, especially for teachers and official staffs, have looked for the
most appropriate approach to reach the expected goals of the main purpose of
education which are suitable with its vision and mission. It can be seen from the
way how they managed the school, the way the teachers thought the students,
what materials which were used, etc. School observation was done during the first
two days from February 2, up to February 4, 2009. The aim of this activity was to
know the school environment and make the writer, as a trainee knew the situation
of SMP Negeri 40 Purworejo. In this period, the vice headmaster of curriculum
system gave explanation about the job description of the writer, the rules of the job training, and the class schedule.

The writer asked to teach the VIII grade or second year. There are four class in this grade; class VIII A, VIII B, VIII C, and VIII D. Especially for VIII A, it is a superior class and the others are regular classes. In the early year of 2008/2009 year, the whole numbers of students were selected and a number of forty chosen students were entered in the class VIII A. The others were entered in three classes in random system. This system was also applied in the VII and IX year. The school asked the writer to handle class VIII A and VIII B during the job training period.

2. Class observation

Class observation was done for four days in the first week of the job training. The writer observed class VIII A and VIII B. Physically; both VIII A and VIII B are conducive enough for teaching and learning activity. There are forty desks and chairs for forty students, a black board in front of the class, an attendance board in front of the class, a set of teacher’s desk in front of the class, some visual aids at the back of the class, a door, and eight windows in each class.

In VIII A, there are forty students consisting of eleven male students and twenty nine female students. While in VIII B, there are also forty students consisting of nineteen male students and twenty one female students.

Every class has six hours for English lesson in a week in different time suitable with class’ schedule. An hour of the lesson is about forty minutes. The teaching and learning process of English lesson in VIII A were held on: Wednesday at 07.05-08.25, Friday at 08.45-10.05, and Saturday at 08.25-09.45.
While in VIII B it was held on: Thursday at 11.35-12.55, Friday at 07.05-08.25, and Saturday at 11.35-12.55.

When the writer observed the classes for the first time, most of the students were confused why their teacher has invited the writer during the teaching and learning activities. Even, the students did not pay attention to the English teacher. They were more interested with the writer because it was the first time they got experience with job training activity. Then, to decrease this abnormal situation, the local teacher let the writer introduce herself in front of the classes. Finally, the teaching and learning activity run as usual.

During the class observation period, the writer helped the local teacher to distribute the material and help the local teacher to handle the class. The material used by the local teacher were “Let’s Talk, for VIII Grade Junior High School” distributed by Pakar Raya as main student’s handbook which were borrowed from school library for each meeting and “Ratih, Rajin Berlatih Bahasa Inggris Kelas VIII” by Sekawan Klaten as students’ sheet. The last book was optional for each student.

3. Lesson plan making

A good teacher should prepare and think everything well before she or he thought the class. He or she should think carefully about what he or she will be taught in his or her class and plan what should be reached by the students in the end of the teaching and learning activity. That is why a good teacher needs a lesson plan. A good lesson plan is a mixture of materials and activities, so both the teacher and the students will enjoy the class moreover 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.

The writer made the lesson plan in the first week of the job training period. Here, the writer wanted to discuss about the way how to make lesson plan. Firstly, the teacher chooses the topic. He or she took the topic from the hand books. For example, he or she took the topic about recount genre. The form of lesson plan arranged based on the topic above.

**LESSON PLAN**

School: SMP Negeri 40 Purworejo  
Subject: English  
Grade/ Semester: VIII/ II  
Standard of Competence: Writing  

10. Expressing the meaning in short and simple functional and monologue of recount genre to interact with social neighborhood.  

Base competence: 10.2 Expressing the meaning in short and simple functional text accurately, fluently, and acceptable to interact with social neighborhood.  

Indicator: Making short and simple recount text.  

Times: 2 x meeting (2 x 2 x 40 minutes)  

A. Purposes  

In the end of teaching and learning process, the students can:  

a. Identify the recount text
b. Find the simple monologue of recount

c. Make a simple recount text.

B. Material

1. The simple recount text
2. The simple past tense
3. Action verb in the past tense
4. Past continuous tense
5. Temporal conjunction
6. Connective words
7. Adverbs
8. Adjectives

C. Method: PPP (Practice Presentation Production)

D. Steps

First Meeting:

1. Brain Storming

   a. The teacher greeted the students.

      T : “Good morning class!”

      Ss : “Good morning, Miss!”

      T : “How are you today?”

      Ss : “We are fine, and you?”

      T : “I’m fine too, thank you?”

   b. The teacher checked the present list.

      T : “Who is absent today?”

      Ss : “No one, Miss.”
c. The teacher asked the students about their activity in the last holiday.

T : “Oh, good.”

The teacher asked the students about their activity in the last holiday.

T : “Ok, class. I’ll ask you something. Did you go to somewhere in your last holiday?”

Ss : “Yes, we did. We went to Owabong Park in Purbalingga last Tuesday.”

T : “Aha, so, what did you do there?”

Ss : “Many things. We swam in the swimming pool. We bought some souvenirs, etc.”

d. The teacher asked the students to open their handbook.

T : “Ok class, now please have a look at your handbook page 22!”

e. The teacher told the students about the objective of the lesson.

T : “Today, we will study about recount genre. We will discuss many things about our experience from the last holiday. Therefore, after this lesson you should be able to identify the recount text.”

2. Presentation

a. The teacher showed an example of recount text.

b. The teacher asked a student to read the text loudly.

c. The teacher discussed the vocabulary and generic structure of the text.

3. Practicing
a The teacher asked the students to make some simples sentences related to their experiences during their last holiday.

b The teacher asked some students to read their sentences loudly.

4. Closing

a The teacher asked the students’ difficulties during the teaching and learning activity.

b The teacher concluded the lesson.

c The teacher asked the students to find an example of recount text and to make their own.

Second meeting:

1. Brain Storming

a The teacher greeted the students.

   T : “Good morning class!”

   Ss : “Good morning, Miss!”

   T : “How are you today?”

   Ss : “We are fine, and you?”

   T : “I’m fine too, thank you?”

b The teacher checked the present list.

   T : “Who is absent today?”

   Ss : “No one, Miss.”

   T : “Oh, good.”

c The teacher asked the students about their homework.

   T : “Ok, class. Did you do your homework about recount text?”
Ss : “Yes, we did. Here our homework

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

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

1. The English teaching and learning process of VIII Grade in SMP Negeri 40 Purworejo is very difficult because the students of the school were mostly passive. Besides, this institution is still new and has limited material resources. For the writer, it is also the first experience for her to be an English teacher there. In teaching English, the writer used three languages: English, Indonesian language, and Javanese language. The writer used English for the simple command and Indonesian or even Javanese language for explaining the difficult words.

2. The teaching process of recount genre to VIII Grade students in SMP Negeri 40 Purworejo is started by the English teacher of this institution. She gave a topic and asked the students to make a recount genre based on the topic. The writer continued by changing the method. She gave some pictures and some vocabulary suitable with the pictures first, then she asked the students to make the recount genre based on the pictures. At the end of meeting, the writer checked the students’ writing. The writer also discussed the mistakes made by the students and asked the students to revise their writing in the following meeting.
3. The writer decided to use recount genre in delivering English skill, especially in writing. Recount genre is believed to transfer the students’ idea so that it makes the text more communicative than if the writer used other genre, such as descriptive and narrative. The writer used guided writing in teaching writing in SMP 40 Purworejo. The writer gave some exercises to them. Based on the result, most of their writings improved. It has also caused by the frequency of writing practice of recount genre. This is the fact, that recount genre can be applied to improve the writing skill of the students. They also loved to explore their experiences than just too quietly accepting the essay test or other activities.

4. Some problems influenced the process of teaching recount genre to VIII Grade students. Those problems, which come from the students, are: the use of grammar and vocabulary; the influence of Indonesian language; punctuation; laziness and acting as if they were elementary school students; and unstable emotion and interests. The mistakes of the use of grammar, possessive pronoun, vocabulary, and punctuation can be minimized by reading many materials about those problems and using it in the writing process. The influence of Indonesian language also can be minimized by using simple sentences in writing consists of S, P, and O to avoid ambiguous sentences. While laziness and unstable emotion and interests can be minimized by telling them that all of those lessons would be used and useful for themselves so that they must change their mindset and behaviors. While the problems come from the teacher are lacking time of checking the students’
writing and lack of resources or supporting materials. Lacking of time for evaluating students’ writing can be helped by using the total time of teaching and learning activity efficiently and giving special time for the students to make peer evaluation among the students for their work. While lacking supporting material can be solved by browsing some related materials from the internet or by looking for other books and combining them to be a good new materials.

**B. Suggestion**

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

1. SMP Negeri 40 Purworejo

   One of the facilities that support the process of teaching writing is the use of written materials. The contents of the students’ hand book (*Let’s Talk* and *Ratih, Rajin Berlatih Bahasa Inggris*) are not enough to cover the teaching writing material. Those books only provide limited and general material of teaching writing activity. It will be better if the institution provides and depends on BOS’ book and students’ sheet but also any other kinds of writing resources, such as English magazines etc. It is hoped that using those materials in teaching writing can help not only the local teacher but also the students to motivate them in teaching and learning writing activity.

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 and
literatures, 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.

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