

THE TEACHING AND LEARNING WRITING ON RECOUNT TEXT
(A Case Study of the Eight Grade in SMP N 1 Polanharjo
Academic Year 2021/2022)

THESIS

Presented as Partial Fulfillment of the Requirements for the Magister Degree
of
Language Education Programme



By

Nika Hidayati Qodriyah

NIM 2081100045

TEACHER TRAINING AND EDUCATION FACULTY

WIDYA DHARMA KLATEN UNIVERSITY

2023

APPROVAL

THE TEACHING AND LEARNING WRITING ON RECOUNT TEXT

(A Case Study of the Eight Grade in SMP N 1 Polanharjo

Academic Year 2021/2022)

By

Nika Hidayati Qodriyah

NIM 2081100045

A thesis approved by:

Name


Signature

Date

Consultant I

Dr. Hersulastuti, M.Hum.


NIP.19650421 198703 2 002

 8/9 - 2023

Consultant II:

Dr. Endang Eko Djati. S.M., M.Hum.

NIK. 690 886 103

 8/9 - 2023

Head of Master of Language Education Study Programme,



Dr. Hersulastuti, M.Hum.

NIP. 19650421 198703 2 002

ACCEPTANCE

THE TEACHING AND LEARNING WRITING ON RECOUNT TEXT

(A Case Study of the Eight Grade in SMP N 1 Polanharjo
Academic Year 2021/2022)



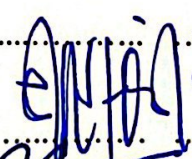

By

Nika Hidayati Qodriyah

NIM 2081100045


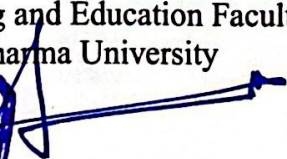
The thesis was accepted by the Board of Examiners of the Magister
Programme of the Language Education Study Programme
at Widya Dharma University Klaten

On, February 9th, 2023

Name	Signature	Date
Chairman Dr. Ronggo Warsito, M. Pd. NIK/NIDN. 690 890 113/0607106501		1/3 - 2023
Secretary Dr. Dwi Bambang Putut Setiyadi, M.Hum. NIP. 19600412 198901 1 001		6/4 - 2023
Member Dr. Hersulastuti, M.Hum NIP. 19650421 198703 2 002		6/4 - 2023
Member Dr. Endang Eko Djati. S.M., M.Hum. NIK. 690 886 103		1/3 - 2023

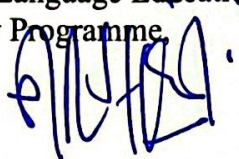
Accepted by

Dean of
Teacher Training and Education Faculty
Widya Dharma University



Dr. Ronggo. Warsito, M.Pd.
NIK/NIDN. 690 890 113/0607106501

Head of
Magister of Language Education
Study Programme



Dr. Hersulastuti, M.Hum.
NIP: 19650421 198703 2 002

PRONOUNCEMENT

The undersigned's:

Name : Nika Hidayati Qodriyah
Student Number : 2081100045
Study Programme : Magister of Language Education
Faculty : Education and Teacher Training Faculty

Hereby I certify that the thesis as follows:

Title : **THE TEACHING AND LEARNING WRITING ON RECOUNT
TEXT (A Case Study of the Eight Grade in SMP N 1 Polanharjo
Academic Year 2021/2022)**

It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed in bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, on February 19th, 2023

The Researcher,



Nika Hidayati Qodriyah

Nika Hidayati Qodriyah

DEDICATION

v

To :

My sweetest heart Husband

My dearest Children

My lovely Parents

ABSTRACT

vi

Hidayati Qodriyah, Nika.2081100045. The Teaching and Learning Writing on Recount Text (A Case Study of the Eight Grade in SMP N 1 Polanharjo Academic Year 2021/2022). Magister of Language Education Study Programme Teacher Training and Education Faculty of Widya Dharma Klaten 2023

This research was about teaching and learning on writing recount text for eighth-grade junior high school students. The aims of the study were: (1) To describe the teaching and learning process of writing on recount text of eighth-grade students (2) To explain the reason for the teaching and learning process of writing on recount text the eighth-grade students were observed. The research design of this research was descriptive qualitative research.

The Data were taken from an Eighth E grade and English teacher of SMP Negeri 1 Polanharjo. The data were collected in three ways: observing, documentation and interviewing. The data were analyzed based on Miles and Huberman (2014), data condensation, data display and conclusion.

The results of the study were the following: The English teacher used stages of teaching writing recount text in the classroom of Junior High School in grade Eight E (a) opening activity: of preparation and introducing the topic, (b) main activity: asking students' background knowledge about the topic, asking the students how to arrange the series pictures, giving some questions related to the series pictures, discussing the series pictures of recount text, and presentation. The teacher did not implement discovery learning, because the students did not find out something new to be analyzed, but they only tried to arrange the series of pictures so the teacher was inconsistent with his lesson plan. In really he implemented Genre Based Approach in the teaching and learning process, the stages were BKOF, MOT, JCOT and ICOT. In this case, the teacher did not do the ICOT stage. The activities in ICOT or Individual Construction of Text that students worked independently with the text. They should be more confident in exploiting their competence in writing text. However, it didn't mean they were forbidden to ask their partners or teacher questions about their difficulties. (c) closing- an activity which consisted of a writing assignment about recount text. The material of the teaching on writing recount text, it contains the definition, the social function, the language features, and also the generic structure of recount text.

The teacher used this method because he believes that the methods would help the students work well in groups. The teaching method for writing recount texts is not only the GBA method but also the teacher can implement others according to the character of the students.

Keywords: case study, writing recount text, GBA.

ABSTRAK

vii

Hidayati Qodriyah, Nika. 2081100045. The Teaching and Learning Writing on Recount Text (A Case Study of the Eight Grade in SMP N 1 Polanharjo Academic Year 2021/2022). Program Studi Magister Pendidikan Bahasa Fakultas Keguruan dan Ilmu Pendidikan Widya Dharma Klaten Tahun 2023

Penelitian ini tentang pembelajaran menulis teks recount untuk siswa kelas delapan SMP. Tujuan penelitian ini adalah: (1) Untuk mendeskripsikan proses belajar mengajar menulis teks recount siswa kelas VIII (2) Untuk menjelaskan alasan terjadinya proses belajar mengajar menulis teks recount siswa kelas VIII diamati. Desain penelitian ini adalah penelitian deskriptif kualitatif.

Data diambil dari siswa kelas VIII E dan guru Bahasa Inggris SMP Negeri 1 Polanharjo. Pengumpulan data dilakukan dengan tiga cara yaitu observasi, dokumentasi dan wawancara. Data dianalisis berdasarkan Miles dan Huberman (2014), kondensasi data, penyajian data dan kesimpulan.

Hasil dari penelitian ini adalah sebagai berikut: Guru bahasa Inggris menggunakan tahapan pengajaran menulis teks recount di kelas SMP kelas VIII E (a) kegiatan pembukaan: persiapan dan pengenalan topik, (b) kegiatan utama: bertanya kepada siswa tentang: sejauh mana pengetahuan siswa tentang topik, bagaimana menyusun gambar berseri, memberikan beberapa pertanyaan terkait gambar berseri, mendiskusikan gambar berseri teks recount, dan presentasi. Guru tidak menerapkan pembelajaran penemuan, karena siswa tidak menemukan sesuatu yang baru untuk dianalisis, akan tetapi mereka hanya berusaha menyusun gambar-gambar berseri, sehingga bisa dikatakan guru tidak konsisten dengan RPP-nya. Guru seharusnya menerapkan tahapan BKOF, MOT, JCOT dan ICOT pada Genre Based Approach dalam proses belajar mengajar. Pada praktiknya, guru tidak melakukan tahapan ICOT. Kegiatan dalam ICOT atau Individual Construction of Text adalah kegiatan dimana siswa membuat teks secara mandiri. Mereka harus lebih percaya diri dalam mengeksplorasi kompetensi menulis teks. Dalam hal ini, bukan berarti mereka dilarang bertanya kepada teman atau gurunya tentang kesulitan yang mereka hadapi. (c) penutup- kegiatan yang terdiri dari tugas menulis tentang teks recount. Proses pembelajaran menulis teks recount, memuat pengertian, fungsi sosial, ciri kebahasaan, serta struktur generik teks recount.

Guru menggunakan metode ini karena dia percaya bahwa metode tersebut akan membantu siswa bekerja dengan baik dalam kelompok. Metode pengajaran menulis teks recount tidak hanya menggunakan GBAsaja akan

tetapi guru juga dapat mengimplementasikan metode pembelajaran yang lain sesuai dengan karakter siswa.

Kata kunci: studi kasus, menulis teks recount, GBA.

ACKNOWLEDGEMENT

viii

Praise be to God the Almighty for The blessings so that the researcher can finally finish this thesis, entitled **THE TEACHING AND LEARNING WRITING ON RECOUNT TEXT** (A Case Study of the Eight Grade in SMP N 1 Polanharjo Academic Year 2021/2022).

The researcher would like to express her thanks and deep appreciation to:

1. Prof. Triyono, M.Pd. as Rector of Widya Dharma Klaten University, has been given the facilities to conduct research and accomplish the study at the Education and Teacher Training Faculty of the Language Education Programme.
2. Dr. H. Ronggo Warsito, M.Pd. as dean of the Education and Teacher Training Faculty of Widya Dharma Klaten University.
3. Dr. Hersulastuti, M.Hum., as my first advisor and my second advisor Dr. Endang Eko Djati. S.M., M.Hum., who have accurately guided me till finished the writing.
4. Drs. H. Waluyo Raharjo, The Principal of SMP Negeri 1 Polanharjo gave permission to conduct this research.

5. Gading Sugiarto, S.Pd the English teacher at grade Eight E of SMP Negeri 1 Polanharjo, Klaten, who has allowed the researcher to carry out the research in his class and has given some contribution for this research.
6. All the SMP Negeri 1 Polanharjo Klaten, teachers gave me help and motivation.
7. The beloved researcher's family, has always supported, given spirit and prayed continuously for this success.
8. All the students of Eight E in the academic year 2021/2022 has given a chance to do this research in their classroom.
9. All academic and administrative staff of the Graduate Program Widya Dharma Klaten University.

ix

In writing this thesis, the researcher realizes that the thesis is still far from perfect; so, she needs advice and positive criticism from everyone.

viii

Finally, the researcher would like to thank to everybody who wants to read this manuscript which is hopefully useful for anyone concerned especially English teachers.

TABLE OF CONTENTS

x

COVER	i
APPROVAL.....	ii
ACCEPTANCE.....	iii
MOTTO.....	iv PRONOUNCEMENT
DEDICATION	vi
ABSTRACT	vii
ABSTRAK	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	xi
TABLE OF FIGURES	xv
LIST OF TABLES	xvi
LIST OF PICTURES	xvii
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Identification of the Problem	3
C. Limitation of the Problem	5
D. Problem Statement	5
E. The Objective of the Research	5
F. Benefits of the Research.....	6
1. For the Teacher	6
2. For the Students.....	6
3. Practical Use.....	6

XI

CHAPTER II UNDERLYING THEORIES, RELEVANT RESEARCH, AND THEORITICAL FRAMEWORK.....	7
A. Underlying Theories.....	7
1. Curriculum	7
2. Syllabus xi	8
3. Lesson Plan	10
4. Teaching English for Junior High Students	10
5. General Concept of Writing	13
6. Assessing the Students' Text	15
7. Text Types.....	17
a. Narrative.....	18
b. Poetic.....	19
c. Dramatic	19
d. Response	20
e. Explanation	20
f. Information Report.....	21
g. Discussion text	21
h. Exposition	22
i. A Factual Description	22
j. Recount	23
k. Procedure.....	23
l. Procedural Recount	24
8. Recount Text	24
a. Social function	24
b. Generic (schematic) Structure.....	25
c. Grammatical Features of a Recount	25
d. The Model of Recount Text	26
9. Teaching Written Recount Text	27
a. Building Knowledge of the Field (BKoF)	29
b. Modelling of the Text (MoT).....	30

c. Joint Construction of Text (JCoT)	32
d. Independent Construction of Text (ICoT).....	33
10. Scoring Writing of Recount Text.....	33
11. Using Media in Language Learning.....	35
B. Relevant Research	37
C. Theoretical Framework xii 	42
CHAPTER III RESEARCH METHODOLOGY.....	44
A. Research Design.....	44
B. Setting and Object of the Research	45
C. Schedule of Research	45
D. Technique of Collecting Data	46
1. Observation	46
2. Interview	48
3. Documents.....	50
a. Syllabus	50
b. Lesson Plan	50
c. Material of Teaching and Learning Writing on Recount Text....	51
d. Student's Score and Students' Assignment.....	51
E. Trustworthiness	51
F. Technique of Analyzing Data	52
1. Data Condensation	53
2. Data Display.....	53
3. Drawing and Verification Conclusion	54
CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	55
A. Research Finding.....	55
1. The Analysis of the Lesson Plan.....	55
2. Description of the Teaching and Learning Process.....	59
a. The First Meeting	59
b. The Second Meeting	68

c. The Third Meeting	72
3. Result from Interview	75
a. Interview with the Teacher.....	76
b. Interview with the Students.....	78
B. Discussion	78
1. The Teaching and Learn xiii 	78
2. The Reason Conducted Teaching and Learning Process	87
CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS	86
A. Conclusions	89
B. Implications.....	89
C. Suggestions	92
BIBLIOGRAPHIES	93
APPENDICES.....	97

TABLE OF FIGURES

xiv

1. Figure 2.1. : Stages of teaching/learning cycle	28
2. Figure 2.2. : Theoretical Framework.....	43
3. Figure 3.1. : Data analysis Miles, Huberman & Saldana	54

LIST OF TABLE

xv

1. Table 2.1. Marking Scale for Writing by Harmer (2007:173) 15
2. Table 2.2. Criteria for Assessing Writing 17
3. Table 2.3. A scoring rubric for recount text by Hyland (2004:174) 35

LIST OF APPENDICES

xvi

1. Bibliography.....	93
2. Syllabus	97
3. Lesson Plan	100
4. Student's List	130
5. Student's Scoring	131
a. Daftar Nilai Pertemuan 2	131
b. Daftar Nilai Pertemuan 3	133
c. Dailly Test	135
6. Student's Assignment.....	136
a. Student's Score from the LKS Bahasa Inggris on page 72-74.....	136
b. Arrange the Jumbled Sentences into Good Paragraph	139
c. Writing Recount Text in Group	140
d. The Result of Arrange the Series Picture group 4.....	141
e. The Result of Arrange the Series Picture group 8.....	142
7. Field Note.....	143
8. Instrument of Teacher's Interviewee	148
9. Instrument of Student's Interviewee	149
10. Teacher's Interviewee	151
11. Student's Interviewee.....	153
12. Pictures	159

1. Picture 4.1. The teacher calls around class	59
2. Picture 4.2. The teacher gives a response to the student's question.....	61
3. Picture 4.3. The teacher gives a question to the students	62
4. Picture 4.4. The teacher explains the recount text	64
5. Picture 4.5. The teacher points to the student	65
6. Picture 4.6. The teacher motivates the students to listen carefully	66
7. Picture 4.7. The students focus on the material	69
8. Picture 4.8. The teacher contributes a media to the groups	70
9. Picture 4.9. The students are listening to the teacher	71
10. Picture 4.10. The teacher guides the group.	72
11. Picture 4.11. Every group stamp their paper on the board.....	73
12. Picture 4.12. The students tries to write recount text in some groups. ...	74

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, identification of the problems, limitations of the research, problem statement, the objective of the research, and the benefit of the research.

A. Background of the Research

Language is used by people to express their thoughts, feelings, and ideas. They can communicate verbally and in writing. There are many languages spoken throughout the world, but English is the one that everyone aspires to learn. English should be studied as a foreign language. At the Kinder Garden, the teacher introduces a lesson on English from primary to higher school. Despite this, some students still have trouble understanding it. The majority of the challenges are brought on by the students' factors as well as the materials, methods, media, and teaching techniques.

Teaching English as foreign learning is a process of delivering teaching and learning English by mastering the four language skills of the students. The four language skills involve a receptive understanding of the spoken language (listening and reading skills) and productive skills (reading and writing skills). The students wish able to master them in the teaching and learning process. In teaching and learning English, teachers should teach based on the regulation of the Minister of Education and Culture No. 68 of 2013 based on the framework

and structure of the curriculum Language has an important role in human life. As stated by Harmer (2007: 23):

Not everyone is able to teach well because it requires special competence in conveying knowledge to someone. Someone will feel very happy when we see the progress of our students and know that we have helped make it happen. While some lessons and students can be difficult and stressful at times, it's also worth remembering that teaching can be a lot of fun.

According to the researcher's observations in her school, teachers follow the prescribed curriculum exactly and never deviate from it. The curriculum specifies that a discourse method is used in English teaching and learning. It implies that at the conclusion of their studies, students should be able to create specific types of texts in both written and spoken form. The way these genres are taught by teachers forces the students to remain seated. Without learning how to write an engaging and innovative text, the kids are bored. Language exercises should ideally be connected to the student's actions in the context of their surroundings, including social, cultural, and natural, etc. activities. If the teachers can motivate the students to write quality texts, all of the texts will have greater meaning for the student's method.

To gain discourse competence, a person has to have a clear purpose and uses unity and functional language in the form of a text. Feez (1998: 2) explains that text is any stretch of language that is held together cohesively through meaning. Halliday (1985: 12) also explained functional language. According to this definition, the communicative competence of students can be done through learning any kind of text (genre) which are meant for their further life. In the based competence of English lessons, the students are expected to be able to

communicate both orally and in written form based on their experience, to overcome their daily problems.

For junior high schools, five kinds of genres are chosen to be the materials. They are descriptive, procedure, recount, report, and narrative text. Each genre has its characteristic teaching genre that integrates four English skills in spoken and written when the teacher's teaching and learning process (the 2013 Curriculum). Each cycle requires students' ability in speaking and writing at the end of the teaching, the other two skills, reading and listening being elaborated in it. Like the other languages, English covers four skills to be mastered. They are listening, speaking, reading, and writing.

B. Identification of the Problem

Recount text is taught in grade eight in the second semester. As stated in curriculum 2013 that the purpose of English subject is to develop communication ability both in spoken and written form, so after learning recount text students are expected to be able to communicate using recount text in spoken and written forms. Findability is not an easy task. It needs a comprehensive understanding between the teacher as the facilitator and the students as the object.

On the one hand, Teachers should be able to hold a joyful and enhance learning. The learning process should be run in a total of students' minds, actions, and senses. A teacher needs to train the students to learn ideas, solve problems and reflect on what they have learned in their life.

On the other hand, is a good learning process, and students should be in active condition. Students should be brave to try without any fear to make mistakes. A successful learning process reflects the mistakes made and it makes the knowledge obtained well remembered

Based on the reasons above, the researcher carries out the case study. A Case study means a research study investigating a phenomenon. It is about a person, group, or situation that has been studied over time. In this research, the phenomenon is the process of teaching and learning writing of recount text the eighth-grade students of SMP N 1 Polanharjo in the Academic Year 2021/2022. From the background above, the researcher makes identifies the problem related to the title as follows:

1. The teaching and learning writing of recount text for the eighth-grade students of SMP N 1 Polanharjo in the Academic Year 2021/2022 has not been maximal yet.
2. The teacher does not use interesting methods and variants of media in the learning and teaching process.
3. The students still have difficulty mastering grammar and vocabulary.
4. The learning and teaching process is teacher-centered. The teacher's role is very dominant in the lesson.
5. The students are difficult to develop and write the recount text, although recount text is always used in a real social context, not only at school but also in real society.
6. Students' impoliteness response to the teacher.

C. Limitation of the Problem

Based on the reasons above, the researcher focused on the limited problems: Teaching and Learning Writing on Recount Text for the Eighth-Grade Students of SMP N 1 Polanharjo in the Academic Year 2021/2022.

The researcher chose the problem because this was important to increase the quality of the teaching and learning process, especially in writing recount text for eighth-grade students.

D. Problem Statement

Based on these reasons, the researcher proposes the following questions:

1. How is the teaching and learning of writing on recount text of eighth-grade students in SMP N 1 Polanharjo in the Academic year 2021/2022?
2. Why was the teaching and learning writing on recount text of eighth-grade students in SMP N 1 Polanharjo in the Academic year 2021/2022 conducted as it was observed?

E. The Objective of the Research

1. To describe the teaching and learning process writing on recount text of an eighth-grade student in SMP N 1 Polanharjo in the Academic year 2021/2022

2. To explain the phenomena of teaching and learning process writing on recount text at the eighth-grade students of SMP N 1 Polanharjo in the academic year 2021/2022 as it was observed.

F. Benefits of the Research

The results of this study hopefully can contribute some benefits for the teachers, the student, and the practical use. Here are the benefits:

1. For the Teacher:

- a. To show teachers' method of teaching and learning writing recount text, especially for the students of grade eight.
- b. To encourage the teacher to be a creative teacher in problem-solving of teaching and learning writing recount text

2. For the students

- a. To give motivation to the students in learning English since they will find out that writing recount text is not always difficult to learn.
- b. To prove to the students that writing on recount is not as difficult as they assume.

3. Practical Use

To make the researcher better in improving the students' capability.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of three parts. The first part draws a conclusion based on the findings and discussion in chapter IV. The second part tends to give suggestions and the third deals with several implications addressed to the respondent teacher and students in particular and other researchers in general.

A. Conclusions

After having analyzed the data of this study, the researcher found two findings based on the research objectives of the study.

1. The teacher had prepared a lesson before the teaching and learning process. The teaching and learning process was not completely suitable for the lesson plan. At first, the teacher always started the teaching and learning process by opening. After opening, the teacher went to the main process. In the first meeting, the teacher provided basic knowledge about the recount text. The teacher explained about generic structure, social function, and language features of recount text. He used an LCD projector to explain the material. In the second meeting, the teacher reviewed simple past tense. After students had understood simple past tense, the teacher distributed a series of pictures to each group. Each picture had a sentence that described the picture. The students arranged the series of pictures into a good recount text. They stamped on the paper and then the paper was

stamped on the whiteboard. The group that could stick the first, got a point, and they explained the series picture to another student. In the last meeting, the teacher started by giving feedback and suggestion about the last meeting. After that, the teacher gave the other task to the group. He asked the students to write their experience stories. The teacher asked the group to discuss together one of the member's group experiences to be a simple recount text. He guided the group to make simple recount text. Based on the lesson plan, the teacher used Discovery Learning Method, but actually, he used Genre Based Approach (GBA). In this teaching and learning process, he missed the Individual Construction of Text. It could be seen, the students used their experiences not for finding something but for retelling the past event.

2. Based on the discussion in chapter IV, the teacher had reasons for using that method to conduct the teaching and learning process, they were;
 - a. The students like the method, which could be shown when the writer observed the teaching and learning process. They understood it easier to master the material. They were happy and enjoyed themselves during the teaching and learning process. They did all the tasks from the teacher well. They were enthusiastic about joining the teaching and learning process.
 - b. The teacher felt that the abilities of students in eighth-grade E were different from another class. The students of eighth-grade E were more

competent than in other classes. So, he decided to use Discovery learning to teach writing recount text (although the step used GBA)

- c. The students were enthusiastic, they had a big effort to write the recount text, and they got good scores for the writing recount text task.
- d. The teacher was familiar with the method. He was well-versed in the method. He could control and manage the class well.
- e. The teacher understood the competition of the students, so he could give the best method to the students.
- f. At the end of the teaching and learning process, the students felt enjoyed and happy.

B. Implications

Based on the conclusion of the research, the implication of this study is:

1. Every teacher must understand the teaching method and syntax of the teaching and learning process.
2. Before the teaching and learning process, the teacher must prepare a lesson plan using a suitable method with the materials.
3. When the teacher is conducting the teaching and learning process, he must orient to the lesson plan.

C. Suggestions

Although the result of the teaching and learning process in writing recount text conducted by the teacher is satisfactory, the researcher would like to offer the following suggestions:

1. The teacher should prepare the materials, time schedule, place, and media very well.
2. The teacher must understand more about the teaching method, and use a teaching method that is suitable to the material. And teaching method suitable for teaching and learning writing recount text is the Genre Based Approach or GBA.
3. Because the relationship between teachers and students is too close, causing students become less ethical in control. They do not use polite language when having a dialogue with the teacher. Attitudes like this should be anticipated so that students know the boundaries in ethics between teachers and students.
4. In a class where there are a large number of students, the teacher should be able to handle each student and evaluate them.
5. Realizing that this research is still far being perfect, the researcher invites other researchers who have concerns in this field to do further research.

BIBLIOGRAPHY

- Ahid, N., Hidayah, N., Maskur, R., & Purnama, S. (2020). Evaluation of curriculum 2013 with context input process product model in schools of kediri, indonesia. *International Journal of Psychosocial Rehabilitation*, 24(7), 1573–1582.
- Aims and Objectives of Lesson Planning (synonym.com) downloaded on Friday, May 27th, 2022
- Anderson, M and Anderson, K. (2002). *Text Type 3*. South Yara: Macmilan Education Australia PTY LTD
- Ariandika, A. G., & Kartikawati, D. (2018). Effective Method of Teaching Reading (a Case Study). *Jurnal Bahasa Lingua Scientia*, 10(2), 275–286. <https://doi.org/10.21274/lis.2018.10.2.275-286>
- Baidhowi, M. F., & Pamungkas, M. (2020). Teaching Writing Recount Text At Eight Grade Using Think-Talk-Write Technique By Digital Storytelling. *PROJECT (Professional Journal of English Education)*, 3(6), 670. <https://doi.org/10.22460/project.v3i6.p670-679>
- Benson, P., Chik, A., Gao, X., Huang, J., & Wang, W. (2016). Qualitative research in language teaching and learning. 93 (1), 79-90.
- Brown. (2001). *Teaching by Principles: An interactive Approach to Language Pedagogy*. 2nd Edition. Longman.
- Cohen. L,L. Manion, & K. Morisson, (2007). *Research Methods In Education Sixth Edition*. London: Routledge.
- Feez. S. 2002. *Text-Based Syllabus Design*. Sydney: Macquarie University.
- Gablinske. P.B. (2004). a Case Study of Student and Teacher Relationships. *Open Access Dissertations*. https://digitalcommond.uri.edu/oa_diss.
- Gudu, B. O. (2015). Teaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya. *Journal of Education and Practice*, 6(35), 55–63.
- Harmer, Jeremy. (2003). *The Practice of English Language Teaching* 3rd Edition Longman.

- Husna, A., & Multazim, A. (2019). Students' Difficulties in Writing Recount Text At Inclusion Classes. *LET: Linguistics, Literature and English Teaching Journal*, 9(1), 52. <https://doi.org/10.18592/let.v9i1.3077>
- Hyland, Ken. (2004). *Genre and Second Language Writing*. The United States of America: The University of Michigan Press.
- Halliday. M.A.K (2004) *An Introduction Functional Grammar*. 3rd Edition. Oxford
- Intansari, R. (2013). Teachers' strategy in implementing English curriculum in a junior high school in Indonesia. *Indonesian Journal of Applied Linguistics*, 2(2), 226–235. <https://doi.org/10.17509/ijal.v2i2.167>.
- Jack C. Richard, Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC), Singapore, Theodore S. Rodgers, University of Hawaii, Manoa. 2nd edition.
- Jack C. Richards. (2001). *Curriculum Development in Language Teaching Cambridge Core*.
- Kuala, U. S., & Aceh, B. (2019). Writing Recount Text to Senior High School Students via FB Group: What's on their mind? *English Education Journal*, 10(3), 213–226.
- Language, P., & Faculty, L. (2019). *Case Study of the Teaching and Learning English for*. 2(1), 9–17.
- Learning Journal Strategy to enhance students' writing ability*. (2020). <https://doi.org/10.26905/ejourme.v4i2.4238>.
- Luthfi, R., & Sibarani, B. (2021). English Teachers' Strategy in Teaching Writing Descriptive Text to Students of All-Grades at Junior High School. *REGISTER: Journal of English Language Teaching of FBS-Unimed*, 10(2). <https://doi.org/10.24114/reg.v10i2.29951>
- M.B., Huberman. A.M. and Saldana, J. (2014) *Qualitative Data Analysis: A Methods Sourcebook*. Sage, London.
- Mustika, Heni Yuni, Udin, Udin, Susanti, Mira Wayan N (2017). Writing difficulties, recount text, factors contributing to students' difficulties in writing recount text.
- Nasir, Z. I. (2013). *Zohra Inayah Nasir, Teaching English Based on 2013 Curriculum at Junior High School in Gowa*. 246–256.

- Ni Kadek Heny Sayukti, Eri Kurniawan (2018). An Analysis of Student's Recount Text in Systemic Functionl Linguistic Perspectifes. *RETORIKA: Jurnal Ilmu Bahasa*, Vol. 4, No. 1 April 2018, Page 53-59
- Nor, H. (2015). the Techniques in Teaching Listening Skill. *Journal on English as a Foreign Language*, 4(1), 41. <https://doi.org/10.23971/jefl.v4i1.74>
- Noviyenty, L. (2018). Strategies in Learning and Techniques in Teaching English Speaking. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 2(1), 35. <https://doi.org/10.29240/ef.v2i1.454>
- Nuari, F., & Ardi, H. (2013). Student of English Language Teaching Program of FBS UNP graduated on September 2013 Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang. *Jelt*, 3(1).
- Nur, M. R., & Madkur, A. (2014). Teachers' Voices on the 2013 Curriculum for English Instructional Activities. *IJEE (Indonesian Journal of English Education)*, 1(2), 119–134. <https://doi.org/10.15408/ijee.v1i2.1340>
- O'Leary, M. (2020). Classroom Observation: A Guide to the Effective Observation of Teaching and Learning – Second Edition. London: Routledge. *London: Routledge., September.*
<https://doi.org/10.13140/RG.2.2.34417.07523>
- Osada, N. (2004). Listening comprehension research: A brief review of the past thirty years. *Dialogue*, 3, 53-66.
<https://doi.org/10.4324/9780203317730-12>
- perpustakaan.uns.ac.id digilib.ins.ac.id TEACHING WRITING RECOUNT TEXT TO THE 8*, (2012)
- Rahimi, M., & Abedi, S. (2014). The relationship between listening self-efficacy and metacognitive awareness of listening strategies. *Procedia, Social and Behavioral Sciences*, 98, 1454-1460.
<https://doi.org/10-1016/j.sbspro.2014.03.565>
- Roell, C. (2019). Using a case study in the EFL classroom. *English Teaching Forum*, 57(4), 24–33.
<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1236098&site=ehost-live>
- Saepuloh, A., & Salsabila, V. A. (2020). the Teaching of Writing Recount Texts By Utilizing Padlet. *Indonesian EFL Journal*, 6(1), 45.
<https://doi.org/10.25134/ieflj.v6i1.2637>

- Sanchez, A. (2004). The Task-based Approach in Language Teaching. *Ijes*, 4(1), 39–71.
- Sattar, S., & Salehi, H. (2014). *The role of teaching reading strategies in enhancing reading comprehension*. <http://www.bretj.com>
- Sayukti, N. K. H., & Kurniawan, E. (2018). an Analysis of Student'S Recount Text in Systemic Functional Linguistic Perspectives. *RETORIKA: Jurnal Ilmu Bahasa*, 4(1), 53–59. <https://doi.org/10.22225/jr.4.1.466.53-59>
- Surabaya, U. N. (n.d.). *THE IMPLEMENTATION OF GENRE BASED APPROACH IN TEACHING RECOUNT TEXT TO PROMOTE STUDENTS' WRITING SKILL Ifitahul Lail*. 93–101.
- Taufiq, W. (2016). A case study of an ESL Student learning English in an English Speaking Country. *Pedagogia : Jurnal Pendidikan*, 5(2), 287–296. <https://doi.org/10.21070/pedagogia.v5i2.262>
- Wang, R. (2021). A Study of Junior High School English Writing Teaching Based on Scaffolding Theory. *IRA International Journal of Education and Multidisciplinary Studies*, 17(3), 130. <https://doi.org/10.21013/jems.v17.n3.p3>