

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH REACT STRATEGY
(A Classroom Action Research at the Eighth Grade Students of SMP N 7
Surakarta in 2018 / 2019 Academic Year)**



A THESIS

**Submitted as a Partial Fulfillment of the Requirements for Achieving English
Language Education Bachelor Degree**

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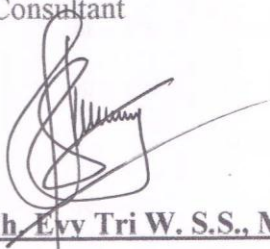
APPROVAL

This thesis entitled **“IMPROVING STUDENTS’ SPEAKING THROUGH REACT STRATEGY (A Classroom Action Research for the Eighth Grade Students of SMP N 7 Surakarta in 2018/2019 Academic Year)”** has been approved by the thesis consultants to be presented, examined, and reviewed by Board Examiners of English Department, Teacher Training and Education Faculty, Slamet Riyadi University Surakarta.

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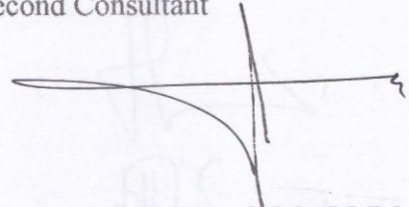
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ABSTRACT

Dika Jiwanda Marlina. 14520025. **IMPROVING STUDENTS' SPEAKING SKILL THROUGH REACT STRATEGY. (A Classroom Action Research at the Eighth Grade Students of SMP N 7 Surakarta in 2018/2019 Academic Year).** A Thesis, Surakarta: English Education, Teacher Training and Education Faculty, Slamet Riyadi University, July 2019.

The objectives of the research are : 1) to find out whether REACT Strategy can improve students' Speaking Skill on Recount Text; and 2) to find out the implementation of REACT Strategy in teaching and learning speaking at the eleventh grade students of SMP N 7 Surakarta in 2018/2019 Academic Year especially in class VIII E is.

The research was conducted at SMP N 7 Surakarta. It was conducted from May, 4th until May, 23rd 2018. The subject of the research was the students of class VIII E. In implementation of the teaching and learning process, the researcher divided the research into two cycle. There were 2 meetings in cycle 1 and cycle 2. All meetings ended by Post-Test. Every meeting consisted of 5 steps; observing, questioning, exploring, associating, and communicating. In collecting data, the researcher used Test and Non Test. Test included Pre-Test and Post-Test. Non Test included observation, interview and documents. In analyzing data, the researcher used quantitative technique and qualitative technique.

The result of Cycle 1 showed that some students still less on Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. Therefore, Cycle II showed that the use of REACT Strategy for Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation could improve the students' Speaking Skill. The students' mean score in pre-test was 53.59, post-test 1 was 61.40, and post-test 2 was 75.75. And the t-test for cycle 1 was 5.6, and the t-test of cycle 2 was 11.10.

Based on the result of the data from pre test, post test and questionnaire, it could be concluded that "The use of REACT Strategy can improve students' Speaking Skill on Recount Text in SMP N 7 Surakarta in 2018/2019 Academic Year, especially in class VIII E. So, REACT Strategy is a good learning strategy for teaching and learning process.

Key word: Speaking Skill, REACT Strategy, Classroom Action Research.

MOTTO

“In order to be a teacher, you’ve got to be a student first.”

(Gari L. Francione)

“Educating the mind without educating the heart is no education at all.”

(Aristotle)

“Never give up on something you really want. It’s difficult to wait, but more difficult to regret.”

(Mario Teguh)

DEDICATION

With deep love, this thesis is dedicated to :

1. My beloved parents and brother who give me unbroken support, prayers, care, and love.
2. All of my friends Kanditha Kharisma, Awang Arningtyas, Evita Valentina, Wahyu Wahanani, Ezra Sundari, Nela Ardian, Erika Agustina, and Dimas Dwi for your support.
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CHAPTER I

INTRODUCTION

A. Background of the study

Language is a communication in spoken or written to communicate with others. According to Ellyn Lucas (2011:15), “Language is about how a person thinks; how a person learns to be literate; and how a person problem solves.” Every action in human life is using language, especially to communicate with others. In this world, there are so many language from so many country, and every people understand their national language. But one language which is used as an International language is English. English is very important for every aspects in this world, which are politics, social, cultures, business, industry, information, education, and so on.

In Indonesia, English as the first foreign language which must be mastered by many people. So English becomes one of required subjects in schools from Kindergarten to College. According to *UU No. 20 tahun 2003* about *Sistem Pendidikan Nasional pasal 33 no 3* “*Bahasa asing dapat digunakan sebagai bahasa pengantar pada satuan pendidikan tertentu untuk mendukung kemampuan berbahasa asing peserta didik.*” That means “Foreign language can be used as a language instruction in education to support students’ foreign language skill.”

In learning English, there are four language skills which must be mastered by students. They are speaking, listening, writing, and reading. One of important language skills which must be learnt by students is speaking. Speaking skill is used to communicate directly with others. According to Hall (in Fulcher, 2014:22) “Speaking is an ability that is taken for granted, learned as it is through a process of socialisation through communicating”. The students can practice speaking English everyday with others to improve their speaking skill and support the other language skills.

In SMP N 7 Surakarta, the minimum score (KKM = *Kriteria Ketuntasan Minimum*) of English is 70. But the most students in SMP N 7 Surakarta especially in class VIII E cannot reach the KKM. The average score of English in class VIII E is 65. It is because the students have difficulties in learning English, especially in speaking skill. Most of the students have less interest in learning English because they feel English is very hard for them. It was caused by two aspects. They are psychological aspect and linguistic aspect. Psychological aspect were : a) students felt afraid and ashamed of mispronouncing words; b) students’ motivations to learn English were low because English is not their first language. The linguistic aspects were : a) they were still wrote ungrammatically sentences; b) they were less in vocabulary; c) they are still mispronounce words.

There are some causes of the students’ problems of speaking skill in SMP N 7 Surakarta especially class VIII E. The problems are caused by three

factors. The first factors were from students : a) students were lack of grammar and vocabulary; b) students could not pronounce English correctly; c) students were not confident to speak English in front of the class. The second factors were from teacher : a) teacher still used Teacher Centered Learning method; b) teacher did not use an interesting media when teaching English; c) teacher did not use an interesting method to motivate students to learn English. Then the last factors were from school : a) the teaching and learning processes were not supported by compatible facilities; b) the library was not provided by completed English books; c) There was no a compatible language laboratory in SMP N 7 Surakarta..

In order to solve the problems in speaking skill, the researcher used a learning strategy. According to Hasanbegovic (2006), “Learning strategies refer to Students’ self-generated thoughts, feelings, and actions, which are systematically oriented toward attainment of their goals”. In this research, the researcher chooses Relating, Experiencing, Applying, Cooperating, and Transferring (REACT) Strategy. REACT Strategy is a part of Contextual Teaching and Learning (CTL) Approach which is have five steps. Crawford (2001:3) stated that, Relating is learning in the context of one’s life (2001:3) stated that, Relating is learning in the context of one’s life experiences. Experiencing is learning by doing, or through exploration, discovery, and invention. Applying is learning by putting the concept to use. Cooperating is learning in the context of sharing, responding, and

communicating with other learners. Transferring is using knowledge in a new context situation.

REACT Strategy is suitable to the students' characteristics in SMP N 7 Surakarta especially in class VIII E because this strategy can motivate students to learn speaking English easily and fun by relating to the students' experience, and they can discuss with their friends to solve the problems and presenting their problem solving in front of the class.

Based on the explanation above, the researcher wanted to conduct a research entitled **“IMPROVING STUDENTS’ SPEAKING SKILL THROUGH REACT STRATEGY (A CALSSROOM ACTION RESEARCH AT THE EIGHTH GRADE STUDENTS OF SMP N 7 SURAKARTA IN 2018/2019 ACADEMIC YEAR)”**

B. Identification of The Problem

Based on the research background, the identification of the problems were as follows :

1. Students were less interest of learning speaking.
2. Students were lack of grammar and vocabulary.
3. Students could not pronounce English correctly
4. Students were not confident to speak up in front of the class.
5. Students were lazy to practice their speaking skill.
6. Teacher did not use an effective method.

7. The library was not provided by some English books to practice students' speaking skill.

C. Limitation of The Study

The limitation of the research was to improve students' speaking skill through REACT Strategy at the eighth grade students of SMP N 7 Surakarta especially in class VIII E in 2018/2017 Academic Year.

D. Problem Statement

The researcher formulated the problem formulations as the following statement :

1. Can the use of REACT Strategy improve the students speaking skill at the eighth grade of SMP N 7 Surakarta in 2018/2019 academic year especially in class VIII E?
2. How far is the implementation of REACT Strategy in teaching and learning speaking at the eighth grade students of SMP N 7 Surakarta in 2018/2019 Academic Year especially in class VIII E?

E. The Aim of The Study

The researcher would like to improve the students' speaking skill at eighth grade of SMP N 7 Surakarta through REACT Strategy especially class VIII E in 2018/2019 Academic year. So, the researcher takes aim of the study as follows :

1. To know whether REACT Strategy can improve students' speaking skill at the eighth grade students of SMP N 7 Surakarta in 2018/2019 Academic Year especially in class VIII E.
2. To know how far the implementation of REACT Strategy in teaching and learning speaking at the eighth grade students of SMP N 7 Surakarta in 2018/2019 Academic Year especially in class VIII E is.

F. Benefit of The Study

The researcher expected that the research would give some benefits in English teaching and learning, such as:

1. Theoretical Benefit

a. For teacher

From the result of the research, the teacher can use REACT Strategy as a reference strategy to teach English.

b. For students

From the result of the research, the students can understand the materials about how to speak English and they can practice their English with fun.

c. For other researchers

From the result of the research, the other researcher can get more information about teaching and learning speaking skill using REACT Strategy to conduct his or her research.

2. Practical Benefit

a. For Teacher

The teacher can teach speaking interestingly and fun by using REACT Strategy.

b. For students

The students can speak English well and fun by using REACT Strategy.

c. For other researchers

The other researchers can conduct another research by using REACT Strategy for different skill, or they can develop this research.

CHAPTER II

THEORETICAL REVIEW, PREVIOUS RESEARCH, RATIONALE AND HYPOTHESIS

A. Theoretical Review

1. Speaking Skill

a. Definition of Speaking

There are several definitions of speaking stated by some experts.

According to Bygate (1987:5) “Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak confidently in order to carry out many of their most basic transactional. It is the skill by which they are most frequently judged; and through which they may make or lose friends.”

According to Burns and Joice (in Florez,1999:1) “Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.”

According to Nunan (1998:39), “Speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language.”

Based on explanation above, it can be concluded that speaking is what people do to communicate with others to give, receive, or convert information; and to express something in their daily life.

b. Definition of Skill

According to Bygate (1987:7) “Skills is the ability to use language in order to satisfy particular demands. There are at least two demands which can affect the nature of speech. The first of there is related to the internal conditions of speech. The fact that speech takes place under the pressure of time. A second kind involves the dimension of interpersonal interaction in conversation.”

According to Rivers (1978:3) “Skill is for students to be able to interact freely with others : to understand communication or as an original contribution to exchange.”

According to Johnson (in Campos, 2005:6) “Skill as the ability to execute a pattern of behavioral elements in proper relation to a certain environment”.

Based on the explanation above, it can be concluded that skill is people’s ability, knowledge, and experience necessary to get a best action in their daily life.

c. Definition of Speaking Skill

According to Brown (2004:140), “Speaking skill as a productive skill that can be directly and empirically observed.”

According to Richards (1990:1), “Speaking skill is a priority for many second in foreign language learners. Learners consequently to evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel have improved in their spoken language.”

According to Spratt (2011:43), “Speaking skill is a productive skill, this skill could be sometimes formal and informal it depends on the speech and the level of formality. Speaking is higher skill rather than the other skills.”

Based on the explanation above, it can be concluded that speaking skill is people’s ability to communicate with others to exchange information or to express something.

d. Micro and Macro Skill of Speaking

According to Brown (2004:142-143), there are Micro and Macro skills in speaking. They are :

1) Microskills

a) Produce differences among English phonemes and allophonic variants.

b) Produce chunks of language of different lengths.

- c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic, structure, and intonation contours.
- d) Produce reduced forms of words and phrases.
- e) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f) Produce fluent speech at different rates of delivery.
- g) Monitor one's own oral production and use various strategic devices-pauses, fillers, self-correction, backtracking-to enhance the clarity of the message.
- h) Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization, word order, patterns, rules, and elliptical forms.
- i) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
- j) Express a particular meaning in different grammatical forms.
- k) Use cohesive devices in spoken discourse.

2) Macroskill

- a) Appropriately accomplish communicative functions according to situations, participants, and goals.
- b) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and

yielding, interrupting, and other sociolinguistics features in face-to-face conversations.

- c) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- d) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- e) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

e. Component of Speaking

Brown (2004:157) stated that there are 5 components of speaking which consist of grammar, vocabulary, comprehension, fluency and pronunciation. The detail explanation of each components of speaking are :

1) Grammar

Grammar is set of rules in clauses, phrases, words in a sentence.

2) Vocabulary

Vocabulary is all of words in language. we can express anything around us using familiar word.

3) Comprehension

Comprehension is the understanding what we read.

4) Fluency

Fluency is the ability to speak or read with expression.

5) Pronunciation

Pronunciation is how the words or language spoken.

In this research, the researcher will use all component, because most of students in class VIII E are lack of those aspects.

f. The Scoring Rubric in Speaking

In every teaching and learning process, there must be an activity of assessing for what students have done. An assessing of speaking can be decided by oral test. According to Brown (2001:406-408) there are five points as the scale for rating. It can be seen from table 1.1.

Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.

	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent that of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Comprehension	1	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Can get the gist of most conversation of non-technical subject
	3	Comprehension is quite complete at a normal rate of speech.

	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.
Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	1	Errors in pronunciation are frequent but can be understood by native speaker used to speak his language.
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

Table 1. *Oral proficiency scoring categories (Brown, 2001 : 406-407)*

In this research, the researcher will use all points in scoring rubric of speaking skill by Brown as the scale for rating in assessment of speaking in class VIII E of SMP N 7 Surakarta.

g. Strategy in Teaching and Learning Speaking Skill

According to Herrell and Jordan (2004:5) strategies in teaching and learning process are able to improve the learning process.

The strategies are :

1) REACT Strategy

A strategy which have five steps : Relating, Experiencing, Applying, Cooperating, and Transferring.

2) Information Gap

In this strategy, the students must be paired and they will exchange their information with their pair.

3) Talk Show

Talk show can be used to give students motivation to research a group of explorers. Literary characters, or even average people who have contributed something unique to society.

4) Story Completion

This strategy is very fun. The students sit with circle form, and then the teacher stand up in the middle to tell a story. The teacher can stop his/her story and the teacher should continue the story.

5) Word Walls

Word walls is very helpful, because the learners can create words on the wall. The word written in several languages and picture.

In this research, the researcher will use REACT Strategy in teaching and learning English speaking because this strategy has five steps that will make the teaching and learning process easy especially in teaching and learning speaking. This strategy is suitable to the students' characteristics in class VIII E of SMP 7 Surakarta, so they can improve their speaking skill by using REACT Strategy.

2. REACT Strategy

a. Definition of REACT Strategy

Crawford (2001:3) Stated that REACT Strategy is five strategies of Contextual Teaching and Learning (CTL). CORD's study said that REACT Strategies are designed to help learner build new skills and knowledge regardless of their starting point.

According to Crawford (2001:3) REACT (relating, experiencing, applying, cooperating, transferring) discussed about :

1. Relating – learning in the context of one's life experiences or preexisting knowledge
2. Experiencing – learning by doing, or through exploration, discovery, and invention
3. Applying – learning by putting the concepts to use

4. Cooperating – learning in the context of sharing, responding, and communicating with other learners
5. Transferring – using knowledge in a new context or novel situation—one that has not been covered in class

In this research, the researcher will use REACT Strategy in teaching and learning speaking because this strategy can help the students, especially students of VIII E in SMP N 7 Surakarta to build new skills and knowledge regardless of their starting point. This strategy is suitable to the students' characteristics in class VIII E of SMP 7 Surakarta, so they can improve their speaking skill by using REACT Strategy.

b. The Procedures of REACT

According to Crawford (2001:5), there are five steps in REACT Strategy. They are :

1. Relating: Learning in the context of life experience, or Relating, is the kind of contextual learning that typically Occurs with very young children. As children grow older, however, providing this meaningful context for learning Becomes more difficult,. The curriculum that attempts to place learning in the context of life experiences must, first, call the student's attention to everyday sights, events, and conditions. It must then relate Reviews those

everyday situations to new information to be absorbed or a problem to be solved.

2. **Experiencing:** Experiencing-learning in the context of exploration, discovery, and invention-is the heart of contextual learning. However motivated or tuned-in students may Become as a result of other instructional strategies such as video, narrative, or text-based activities, Werner Reviews These are relatively passive forms of learning. And learning Appears to "take" far more quickly intervening when students are Able to manipulate equipment and materials and to do other forms of active research.
3. **Applying:** Applying concepts and information in a useful context Often projects students into an imagined future (a possible career) or into an unfamiliar location (a workplace). In contextual learning courses, applications are Often based on occupational activities. This happens most commonly through text, video, labs, and activities. Although, in many schools, Reviews These contextual learning experiences will be Followed up with first hand experiences such as plant tours, mentoring arrangements, and internships.
4. **Cooperating:** Cooperating-learning in the context of sharing, responding, and communicating with other learners-is a primary instructional strategy in contextual teaching. The experience of

cooperating not only helps the majority of students learn the material, It also is consistent with the real-world focus of contextual teaching. Employers espouse that employees who can communicate Effectively, who share information freely, and who can work comfortably in a team setting are highly valued in the workplace. We have ample reason, therefore, to encourage students to develop Reviews These cooperative skills while they are still in the classroom. Also students must cooperate to complete small-group activities. Partnering can be a particularly effective strategy for encouraging students to cooperate.

5. Transferring: Learning in the context of existing knowledge, or transferring, uses and builds upon what the student already knows. Such an approach is similar to Relating, in that it calls upon the familiar. Most traditionally taught high school students, however, rarely have the luxury of avoiding new learning situations; they are confronted with them every day. We can help them retain Reviews their sense of dignity and develop confidence if we make a point of building new learning experiences on what they already know.

B. Previous Research

There are some of relevant researches which are used REACT Strategy. They are :

The first researcher is Purnama Dewi from Lampung University with the title of “*Penerapan Strategy REACT Untuk Meningkatkan Kemampuan Komunikasi Matematis Siswa (Studi pada Siswa Kelas VII Semester Ganjil SMP Negeri 9 Metro Tahun pelajaran 2016/2017)*” (A Thesis, 2017)

Dewi (2017) said that Mathematics is an important subject in school, but most of students were not interested in Mathematics because they felt Mathematics was one of difficult subject in school. The researcher found a factor. The factor was students were lack of Mathematical Communication. To improve students’ Mathematical Communication, the teacher could implement a learning process which gave the students chances to construct and to communicate their ideas to the teacher or their friends. So the researcher chose to use REACT Strategy because REACT Strategy is suitable with students’ characteristics.

The second researcher is Muhamad Rusli (an English teacher of SMA N 10 Pekanbaru) with the title of “Increasing English Learning Result through the REACT Strategy Application (Relating, Experiencing, Applying, Cooperating, and Transferring) on Descriptive Text in Class X 1 SMA Negeri 10 Pekanbaru” (Journal, 2017)

Rusli (2017) said that Reading is one of important skill in English. In SMA N 10 Pekanbaru, especially in class X-1, students’ reading skill is still under the KKM (*Kriteria Ketuntasan Minimal*). It was because most of students were lack of materials understanding, and the lack of students

communication to teacher and their classmates. The teacher had applied discussion in teaching and learning process, but only students with score above the KKM who dominate the discussion. So the researcher chose to used REACT Strategy because REACT Strategy could make students active in teaching and learning process and it could exchange information based on their experience to solve the problems.

The third researcher is Annisa Rahmasari from STKIP PGRI Blitar with the title of “Teaching Reading Report Text Using REACT Method to Senior High School Students” (Journal, 2014)

Rahmasari (2014) said that Reading Skill is very important in human life. So reading skill should be learn in school. So many students want and need to be able to read English text for recent study, further study, and for career. With reading a lot, students could get more vocabulary, more familiar with the grammar which is very useful for language achievement. The researcher chose REACT because students could enjoy with their small group in class to read and exchange information with their teacher and friends.

From the previous research above, it could be concluded that REACT Strategy can be implemented in another subject and another English Skill. In the previous research, REACT Strategy can be implemented in Senior and Junior High School. In this research, the researcher wanted to fix the problems in speaking skill using REACT Strategy in teaching and learning English in SMP N 7 Surakarta especially in class VIII E.

After the researcher know the result of the previous research, the researcher sure to use REACT Strategy to improve students' speaking skill on Recount Text especially for students of SMP N 7 Surakarta in class VIII E.

C. Rationale

The teaching and learning process in SMP N 7 Surakarta especially in VIII E, shows that the average score is under the KKM (*Kriteria Ketuntasan Minimum* = 70). The way of teaching learning process in SMP N 7 Surakarta is less interesting. Although the teacher explains the materials very well, but some students especially in class VIII E are not interested in teaching and learning English process because the teacher does not use an interesting media. The teacher only uses LKS (*Lembar Kerja Siswa*) as a source media and uses teacher centered learning as a learning method.

The students' main problems especially in VIII E is speaking. Because they lack in grammar and vocabulary, they do not know how to pronoun English correctly, and they are not confident to speak in front of the class by using English. As the result, it influence to their final scores.

The teaching and learning process in class VIII E is conducive enough, but sometimes the students feel bored with the lesson and students talk to their friends when the teacher explains the materials, so the students do not pay attention to the teacher's explanation. It causes the students cannot understand the materials. It makes students lack of vocabulary and grammar. They are not confidence to speak in front of the class because they cannot pronounce

English correctly. Teacher also asks the students to bring their dictionaries in learning vocabulary, but not all students bring their dictionaries, so they cannot learn vocabulary effectively.

Based on the problem above, the researcher will implement the learning strategy as a good solution to solve the students' difficulties in teaching and learning speaking. The strategy is REACT strategy. REACT strategy is a strategy to improve the students' speaking skill then built their motivation to learning English. Because it is based on their experience, and they can share and solve the problem with their friends, so they can enjoy the lesson. The students also will be more confident to speak in front of the class.

D. Hypothesis

Based on explanation above, the hypothesis can be formulated that by using REACT Strategy, it can improve the speaking skill of the students at the Eighth Grade of SMP N 7 Surakarta in 2018/2019 Academic Year especially in class VIII E.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of The Research

In this research, the research was conducted at SMP N 7 Surakarta. It is located at Jl. Mr. Sartono 34, Nusukan, Banjarsari, Surakarta, Jawa Tengah. It conducted on May 2019 until June 2019 in academic year of 2018/2019.

B. Subject of The Research

The subject of the research was the eighth grade students of SMP N 7 Surakarta in academic year 2018/2019. In this research, the researcher chose class VIII E because in this class, the students' average score was low and the students were not interested to learn English. This class consists of 32 students. They were 15 males and 17 females students which has the average score for English lesson is 65. The minimum score or KKM (*Kriteria Ketuntasan Minimum*) for English language in SMP N 7 Surakarta, especially in class VIII E is 70. The students did not know how to pronounce English correctly, they were lack in grammar and vocabulary. Therefore, the researcher used VIII E class to conduct the result.

C. Method of The Research

In this research, the researcher used Classroom Action Research (CAR). According to Ferrance (2000:1) "Action Research is a process in

which participants examine their own educational practice systematically and carefully, using the techniques of research”.

According to Tlaxcalla (in Anne, 2010:5) “Action Research is carried out by techers in their context, in their classrooms. Teachers identify a problem or an area they wish to improve and based on theory or experience or a hypothesis they think of an intervention. They document the intervention and result of it. if the result are positive they could lead to the dissemination of the information. If not, the cycle may be started again”.

According to Kemmis and McTaggart (in Cohen (2000:226) “Action research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. The approach is only Action Research when it is collaborative, though it is important to realize that the Action Research of the group is achieved through the critically examined action of individual group members”.

Based on the explanation above, it could be concluded that Action Research is a technique to improve students’ skill and understanding.

D. Model of Action Research

In the Classroom Action Research, the researcher used the simple model of Action Research Process based on Kemmis and Mc. Taggart (in

Burns 2010:9). Each cycle has four steps, they are : plan, act, observe, and reflect.

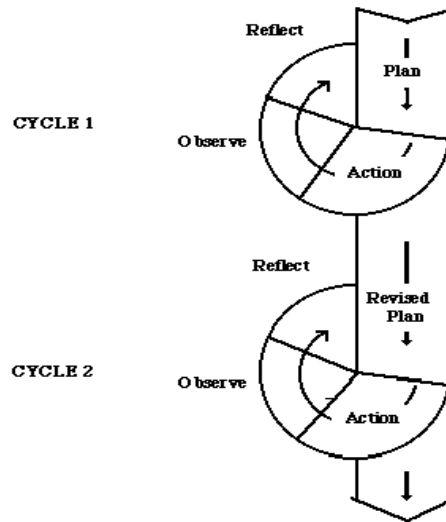


Figure 1. Research Spiral based on Kemmis and Mc. Taggart (in Anne Burns, 2010:9)

E. The Procedure of Research

There were four steps of conducting a research. According to Kemmis and Mc Taggart (in Burns 2010: 7-8) the steps of the research can be explained as follows:

1. Planning

After identifying the problem, the researcher began to plan the action to solve the problems. The researcher prepared lesson plans, learning materials that would be used in teaching and learning process. The

researcher also prepared tools and media such as using laptop, LCD, video, pictures, white board, board markers, and papers.

The researcher gave Pre-Test, Post-Test 1, and Post-Test 2. So, after preparing all of things that would be used in the research, the researcher could start implementing the action.

2. Action

In this step, the researcher applied a research by giving material about recount Text. In the implmentation, the researcher did the activities in some Cycle.

The researcher implemented REACT Strategy in class VIII E Grade students of SMP N 7 Surakarta.

3. Observation

In this step, the researcher observed all activities during the study. Researcher observes the situations in the classroom during the learning process, the responses and attitudes of the students as they are given explanations, do the tasks, and know the difficulties.

4. Reflection

In this step, the researcher evaluated the result of the observation. The researcher evaluates the teaching and learning process. From this step, the researcher knows whether the students' speaking skill is improve or not, and the researcher can design for the next cycle.

F. Technique of Collecting Data

In this Classroom Action Research, the techniques of collecting the data were tests and non-tests (observation, interview, documents). Each would be described as follows:

1. Tests

According to Brown (2004:3) “Test is method of measuring a person’s ability, knowledge, or performance in a given domain”. It means that test is used to measure students’ ability or knowledge in speaking. The test was given before the action as a pre-test, and after the action as a post-test in each cycle. The tests were oral test about recount text. Every student has to present their recount text in front of the class for 5 minutes. The test would use scoring rubric by Brown (Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation).

2. Non Tests

a. Observation

According to Richards and Rochard (2010:407) “in language classrooms, the purposeful examination of teaching and/or learning events through systematic process of data collection and analysis. Observation of teaching is a widely used activity in teacher education programs.” The researcher would observe the students’ activities and behavior during the lesson, teacher’s materials, teacher’s media, teacher’s method, class condition, school facilities, and so on.

b. Interview

According to Burns (1999:118) “Interview are a popular and widely used means of collecting qualitative data”. In this research, the researcher interviewed with English teacher (Mr. S) and the students (J, M, and N) of class VIII E about teaching and learning English, especially speaking skill. Student J had the highest score in the class, student M had a score above the KKM, and the student N had a score under the KKM.

c. Documents

Burns (1999:140) stated that “ Documents are a readily accessible source of data in an Action Research as many already exist in the institutional system”. In this research, the researcher would collect the data about lesson plans, students’ worksheet, classroom materials, students’ scores, curriculum, syllabus, and the teacher’s documents about attitude of students.

G. Technique of Analyzing Data

The researcher would collect the data using two kinds of technique in analysing. They are Quantitative and Qualitative data.

1. Quantitative Technique

This technique is used to analyse the result of the data in teaching and learning process. The result was used to know the comparison of the score before and after the Cycle.

- a. The mean of the pre-test and post-test could be calculated through the formula as follows :

$$\bar{X} = \frac{\sum x}{N} \qquad \bar{Y} = \frac{\sum y}{N}$$

Where :

$\bar{X}$ = mean of pre-test score

$\bar{Y}$ = mean of post-test score

N = number of students

(Ary; Jacobs; Sorensen; and Razaviech, 2010 : 177)

- b. The t-test could be calculate through the formula as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

t = the t-value for non-independent (correlated) means

D = the differences between the paired scores

$\bar{D}$ = the mean of the differences

$\sum D^2$ = the sum of the squared differences scores

N = the numbers of pairs

(Ary; Jacobs; Sorensen; and Razaviech, 2010 : 177)

2. Qualitative Technique

In this research, qualitative data analysis is used by the researcher. The researcher used interactive model of data analysis. Miles and Huberman (1994:10-11) described the interactive model of data analysis as follows:

a. Data collection

Data collection consists of collecting data from interview, observation, questionnaire, and documentation. Having collecting data, a sub stage follows immediately or co – exists with the collection of the data generation of hypothesis. In this matter, at the end of data collection stage, not only the researcher have collected data, but the researcher also will establish a number of hypothesis.

b. Data reduction

Data reduction consists of selecting, focusing, implying, abstracting, and transforming the data appear in written field notes. The data collection and data reduction process occur until a final is complete.

c. Data Display

Data display is an organized assembly of information that allows conclusion drawing and action taking. It can help the researcher to understand what is happening and to do further analysis or action based on the understanding.

d. Conclusion : Drawing / Verifying

The fourth element of qualitative analysis is conclusion drawing that involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification, integrally linked to conclusion drawing entails revisiting the data as necessary to cross – check or verifies these emergent conclusions. This step is very important to be done in order to get conclusion.

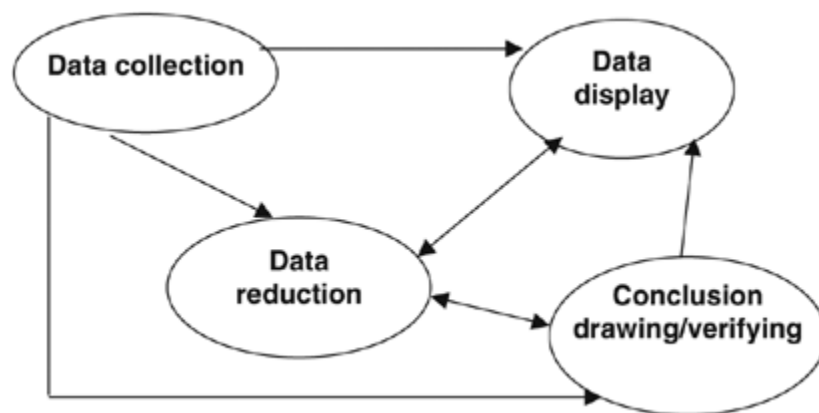


Figure 2 : The Data Analysis of Qualitative Method Based on Miles and Huberman (1994:12).

CHAPTER IV

RESULT, IMPLEMENTATION, AND DISCUSSION

A. Introduction

This chapter discussed the result of the research of CAR (Classroom Action Research) which was conducted at the Eleventh grade students of SMP N 7 Surakarta especially in class VIII E in 2018/2019 Academic Year. The research was aimed to find out whether Relating, Experiencing, Applying, Cooperating, Transferring Strategy (REACT Strategy) can improve students' speaking skill at Eighth grade students of SMP N 7 Surakarta in 2018/2019 Academic Year especially in class VIII E and to find out the implementation of REACT Strategy in teaching and learning speaking at the Eighth grade students of SMP N 7 Surakarta in 2018/2019 Academic Year in class VIII E. KKM (*Kriteria Ketuntasan Minimum*) or minimum score of English lesson in SMP N 7 Surakarta is 70. The students did not know how to pronounce English correctly, they were lack in grammar and vocabulary. During the Action Research, the researcher was helped by Mr. Suprpto, S.Pd. as a collaborator and facilitator. The research was conducted for about a months.

This chapter showed the data of research about the implementation of REACT Strategy in speaking skill of class VIII E. The researcher indicated some factors of students' difficulties in teaching and learning speaking skill. The problems appeared from three factors, they were : students' factors, teacher's factors, and school's factors. From students' factors were : a) students were lack of grammar and vocabulary; b) students could not pronounce English correctly; c) students were not

confident to speak English in front of the class. The second factors were from teacher : a) teacher still used Teacher Centered Learning method; b) teacher did not use an interesting media when teaching English; c) teacher did not use an interesting method to motivate students to learn English. Then the last factors were from school : a) the teaching and learning processes were not supported by compatible facilities; b) the library was not provided by completed English books; c) There was no a compatible language laboratory in SMP N 7 Surakarta.

In order to solve the problems, there was a good solution to solve the students' difficulties in teaching and learning speaking. It was the use of learning strategy. One of a good strategy was REACT Strategy. This strategy was very good for students in SMP N 7 Surakarta especially class VIII E because REACT Strategy was suitable with the characteristics of students who were tend to be passive in speaking and it could help to improve their speaking skill. Students would enjoy and be active to speak English in teaching and learning process.

1. Pre-Test

Before implementing the action, the researcher conducted the Pre-Test. It was conducted by a researcher on Saturday, May 4nd 2019 at 9.45 a.m until 11.15 a.m in SMP N 7 Surakarta especially class VIII E.

At 09.45 a.m the researcher entered to the class and greeted them. The students responded to greet the researcher. Then the researcher led the students to pray

together. After that, the researcher checked the students' attendance. The researcher explained that she would do a research in the class and asked them to do Pre-Test, it was to identify the students' ability in speaking. The component of speaking skill included of grammar, vocabulary, comprehension, fluency, and pronunciation. It was based on Brown (2001 : 406-408). In Pre-Test, the students should write down a Recount Text individually. After that, they should present their work orally in front of the class. The topics as follows : a) "Your Holiday Experience", b) "What did you do yesterday?", c) "How was your last weekend?". The students should choose one of the topics.

The researcher gave the worksheet to the students. It was conducted for 90 minutes. At 09.50 a.m the students started doing the Pre-Test. The researcher checked the students' work by walking around the class.



Picture 1.1. *The researcher gave Pre-Test to the students*

At the 10.10 a.m all of the students finished answering the Pre-Test worksheet. At 10.15 a.m the students presented orally their works. Each student should present it

orally at least 5 minutes to present their work in front of the class. at the 11.15 a.m the bell rang and the researcher closed the meeting. In the Pre-Test, the mean score was 53,59. it was far from the minimum score of English lesson. The minimum score for English lesson in SMP N 7 Surakarta is 70. So, the researcher decided to conduct research implementation.

B. Implementation of the Research

The implementation of this research was held in two cycles. It was on May 2019. The subject of Action Research was the Eighth grade students of SMP N 7 Surakarta especially class VIII E in 2018/2019 Academic Year. The students in class VIII E consisted of 32 students. They were 15 males and 18 females. The reason why researcher chose the class VIII E because the score of students in class VIII E especially in speaking was under the minimum score (70). Their score was 53,59 in Pre-Test. The researcher wanted to improve the students speaking skill by using Relating, Experiencing, Applying, Cooperating, and Transferring Strategy (REACT Strategy). It could help the students to solve the problem in teaching and learning English, especially speaking skill. Each cycle included two meetings which consisted of steps, they were identifying the problem, planning the action, implementing the action, observing the action, reflecting the result and revising the plan. Every meeting was 90 minutes. Each cycle was ended by doing Post-Test 1 and Post-Test 2 to measure the students' achievement.

1. Cycle 1

In this step, the researcher gave Recount Texts to the students and used REACT as a strategy in speaking skill. In this part the researcher explained about Recount Text, and about how to retell their experience . This cycle consisted of two meetings. The first meeting was on Saturday, May 11th 2019. It was at 09.45 a.m until 11.15 a.m. the second meeting was on Monday, May 13st 2019, started from 08.00 a.m until 09.30 a.m. Cycle 1 was divided into some parts, as follows :

a. Identifying The Problem

Before implementing the action, the researcher observed the class to find the real problems while the English teacher taught the materials in teaching and learning process. The researcher identified the problems from interview and observation. The researcher observed teaching and learning process in the class. The researcher observed the teacher's syllabus and lesson plan. Then, the researcher interviewed to the English teacher and three students. Based on the interview, the researcher concluded that there were some problems dealing with students' Speaking skill, such as : a) students were lack of grammar and vocabulary; b) students could not pronounce English correctly; c) students were not confident to speak English in front of the class. The other problems came from the teacher, such as : a) teacher still used Teacher Centered Learning method; b) teacher did not use an interesting learning media when teaching

English; c) teacher did not use an interesting learning method to motivate students to learn English.

After finding the students' problems, the researcher constructed the lesson plans as managing the material and learning process in the class. then, the researcher used REACT Strategy to help the students in speaking skill especially in class VIII E of SMP N 7 Surakarta.

b. Planning The Action

After identifying the problem, the researcher began to plan the action to solve the problems. The researcher prepared lesson plans and learning materials that would be used in teaching and learning process of Cycle 1 and Cycle 2. The researcher has done the Pre-Test to know the students' speaking ability and to know the average score of the class. The test was essay of making a Recount Text individually. Then, practice it orally in front of the class and students should choose one of the topics. So, after preparing all of things that would be used in the research, the researcher could start implementing the action.

c. Implementing The Action

In this cycle, the researcher applied a research by giving material about Recount Text. In the implementation, the researcher did the activity in some steps. The steps on this cycle were:

1) Cycle 1 Meeting 1

The first meeting was conducted on Saturday, May 11th 2019 started from 09.45 a.m. until 11.15 a.m., the researcher entered the class VIII E. It was 2 x 45 minutes. The activities in the first meeting divided into some steps which could be explained, as follows :

a) Opening (5 minutes)

At 09.45 a.m., the researcher entered the class VIII E when the bell rang. The researcher asked the students to pray together *“Before we start our lesson, let’s pray together”*. The researcher opened the class by greet the students, *“Good morning students”* the students responded the researcher’s greeting, *“ Good morning Miss”*. The researcher asked , *“How are you today?”* the students answered *“I am fine Miss, thank you, and you?”*. The researcher said, *“I am fine too, thank you. Are you ready to start our lesson today?”* the students answered, *“ Yes Miss”*. The researcher checked the students’ attendance by asking, *“ who is absen today?”* and then, the students answered, *“No one, Miss”*. The researcher invited the students to guess what material would be learnt that day, *“Have you ever gone to somewhere with your family?”*. The students answered, *“Yes, Miss”*. The researcher asked, *“Can you retell your experience?”*. The students answered *“Yes, Miss”*. The researcher asked, *“Can you guess our material today?”* The students answered, *“Recount*

Text, Miss.” The researcher said, “*Yes! Today we will learn about Recount Text. Are you ready?*” The students answered, “*Yes Miss. We are ready.*”



Picture 2.1. The researcher opened the Teaching and Learning Process

b) Main Activity (75 minutes)

Step	Teacher's Activities	Students' Activities	Time Allocation
Main Activity	Observing 1. The teacher shows about Recount Text model from slide to the students. 2. The teacher explains the material in the video about : a. The definition of Recount Text b. Generic structure of Recount Text c. Language feature of Recount Text	1. The students pay attention to Recount Text model from the slide. 2. The students pay attention and make a note the things they do not understand about Recount Text	10'
	Questioning 1. The teacher asks the students to give example of:	1. The students give example of : a. Simple past tense	10'

	a. Simple past tense (went, bought, came, gave, etc.) b. Adverb of time : past time (yesterday, last week, two years ago etc.) c. Generic structure of Recount Text (orientation, event, reorientation)	(went, bought, came, gave, etc.) b. Adverb of time : past time (yesterday, last week, two years ago) c. Generic structure of Recount Text (orientation, event, reorientation)	
	2. The teacher guides the students to ask about regular verbs and irregular verbs	2. The students ask to the teacher about regular verbs and irregular verbs.	
	Exploring 1. The teacher gives a text entitled “Very Tired Day”.	1. The students pay attention to the Recount Text entitled “Very Tired Day”.	10’
	2. The teacher asks the students to analyze the use of Simple Past Tense and Past Continuous Tense on the text “Very Tired Day”	2. The students analyze the use of Simple Past Tense and Past Continuous Tense on the text “Very Tired Day”	
	3. The teacher asks the students to discuss their findings with the teacher	3. the students discuss their findings with the teacher	
	Associating 1. The teacher gives the students Recount Text entitled “Came Late to School” and asks them to read by	1. The students read and understand the text “Came Late to School” (language features, and	

	themselves.	structure)	30'
	2. The teacher asks the students to make group consist of 3-4 students	2. The students make a group consist of 3-4	
	3. Teacher asks students to analyze the use of language feature about Came Late to School, such as : a. Tenses : simple past tense, past continuous tense b. Adverb of time c. Generic structure	3. Students analyze the language feature about Came Late to School, such as : a. Tenses : simple past tense, past continuous tense b. Adverb of time c. Generic structure	
	Communicating 1. The teacher asks the students to explain their findings in front of the class orally.	1. The students explain their finding in front of the class orally.	15'
	2. The teacher gives feedback on the learning process.	2. The students pay attention and notes all the teacher's feedback.	

In the main activity, there were 5 steps, they were observing, questioning, exploring, associating, and communicating. REACT Strategy was not implemented in Cycle 1 meeting 1 yet because the researcher wanted to explain about Recount Text generally. In the observing step, the researcher wanted to show about Recount Text Model in the slide but the LCD could not work well. So the researcher explained the material about Recount Text on white board. The

researcher said, *“I will explain about Recount Text. Please pay attention and write down the important parts in your notebook”*. The students paid attention to the researcher about Recount Text materials and wrote the important parts in their notebook. The Researcher explained about : 1) the definition of Recount Text, 2) generic structure of Recount Text, and 3) language feature of Recount Text. First, the researcher explained, *“Recount Text is a text which tells about something that happened in the past. It can include what happened, who was involved, where it took place, when it happened, and why it occurred. The purpose of Recount Text is to tell the readers about the past activity or experience of the writer”*. The students paid attention to the researcher’s explanation and wrote the important points in their book.

Then the researcher explained the generic structure of Recount Text, *“The generic structure of Recount Text are : the first is orientation. It tells the readers about the background information of the text. It tells who was involved, what happened, where the events took place, and when it happened. The second is Event. It tells the series of events, ordered in a chronological sequences. The last is Re-orientation. It tells personal comment about the event or what happened in the end.* Then the researcher explained the language

feature of Recount Text, “*Recount Text uses simple past tense, such as : went, saw, visited, invited, etc. and use past continuous tense. Past continuous tense always use was/were + verb 1 + ing. Example : I was watching TV last night. We were watching TV last night. Recount Text also uses : a) adverb of time, example : on Saturday, yesterday, last week, last year, etc. b) focus on specific participant : I (the writer) c) conjunction, example : then, before, after, etc. d) action verb, example : went, bought, visited, invited, etc.* The students paid attention to the researcher’s explanation.



Picture 3.1. *The researcher explain the materials about Recount Text*

In questioning step, the researcher asked the students to give the example of Simple Past Tense, Adverb of Time, and Generic Structure of Recount Text. The researcher asked, “*Can you give the example of Simple Past Tense?*” One of the students answered, “*I know Miss! The example of Simple Past Tense are : went, stayed,*

gave, joined, etc.”. The researcher said, *“Excellent! Now, can you give the example of Adverb of Time?”* One of the student answered, *“I can Miss! The example of Adverb of Time are : on Monday, yesterday, last week, two months ago, etc.”*. The researcher said, *“Excellent! Then, can you mention the generic structure of Recount Text?”* One of the student answered, *“I can Miss! The generic structure of Recount Text are : Orientation, Event, and Re-orientation”*. The researcher said, *“Excellent!”*

After that, in the exploring step, the researcher showed a Recount Text entitled “Very Tired Day”. The Students paid attention to the text “Very Tired Day”. The researcher asked the students to read the text carefully and asked the students to analyze Simple Past Tense and Past Continuous Tense. The students read the text carefully. They also gave some marks to the text for important parts.



Picture 4.1. *The students read the Recount Text entitled “Very Tired Day”*

After that, in the associating step, the researcher gave the students the second Recount Text entitled “Came Late to School”. The researcher asked the students to make a group consisted of 3-4 students, *“Now, please make groups, each group consist of 3-4 students.”* Students answered, *“Yes, Miss”*. The students started make group. They chose the member by themselves, and they replaced tables and chairs so they can enjoy the discussion. Then the researcher asked the students to read the text “Came Late to School” carefully, and asked the students to discuss with their group about Simple Past Tense, Adverb of Time, and Generic Structure of the text, *“Please read the text carefully. Then discuss with your friend to analyze simple past tense, adverb of time, and the generic structure of the text.”* The students answered, *“Yes, Miss.”* Then they started read the text carefully and discuss with their group about Simple Past Tense, Adverb of Time, and Generic Structure of the text.

After that, in the communicating step, the researcher asked the students to present their work orally in front of the class. The students chose their group’s member to present their works in front of the class. Then the students present their works in front of the class. Then, the researcher gave feedback on the learning process. The researcher asked to the students about the materials that they did not understand.

The researcher asked the students about their difficulties, “*Okay students, how about today’s materials?*”. Some students said, “*Difficult Miss*”. Then, the researcher asked, “*Which part is difficult for you?*”. The students answered. “*The way to pronoun the sentences Miss*”. And the researcher said, “*Okay, in the next meeting we should learned it again*”. The students said, *Yes, Miss*”.

The researcher reviewed the material that day. The researcher said, “*Students, what we got today?*” the students said. “*Recount Text Miss*”. the researcher said, “*What are the generic structure of Recount Text?*”. The students answered, “*The generic structure of Recount Text are : Orientation, event, and Re-orientation, Miss*”. “*What about the language feature?*” Asked the researcher. The students answered, “*Language feature of Recount Text are : a) simple past tense, b) past continuous tense, c) focus on participant I (the writer), d) adverb of time, and e) action verb, Miss*”. Then, the researcher explained about learning material to the next meeting. The students paid attention to the researcher’s experience so they can prepare themselves for the next meeting.

c) Closing (5 minutes)

Finally, the class was over at 11.15 a.m. Before closing the class, the researcher told about the learning materials for the next meeting. And the researcher closed the class. *“I think enough for the English class today. Thank you for your attention and see you, students.”* The students answered, *“Thank you, Miss. See you, Miss.”*



Picture 5.1. *The researcher closed the lesson*

2) Cycle 1 Meeting 2

The second meeting was conducted on Monday, May 13st 2019. It was started from 08.00 a.m. until 09.30 a.m. The activities continued in the last meeting. The teaching and learning process in the second meeting could be explained, as follows :

a) Opening (5 Minutes)

At 08.00 a.m., the bell rang and the researcher entered the class VIII E. The researcher asked the students to pray together, *“Before we start our lesson, let’s pray together.”* The students prayed together. The researcher greeted the students by saying *“Good morning students.”* The students answered, *“Good morning, Miss.”* The researcher asked, *“How are you today?”* The students answered, *“I am fine Miss, thank you. And you?”* The researcher answered, *“I am fine too, thank you”*.



Picture 6.1. *The researcher opened the Teaching and Learning Process*

The researcher checked the students attendance by asking, *“Who is absent today?”* The students answered, *“No one, Miss”*. The researcher asked, *“ Okay, What was our material in previous meeting?.”* The students answered, *“In the previous meeting we learnt about Recount Text, Miss”*. The researcher said, *“Today we will continue our material about Recount Text and*

I will introduce you about REACT Strategy.” The students answered, “ Yes, Miss”. The students prepare their book and their note about Recount Text.

b) Main Activity (75 Minutes)

Step	Teacher’s Activities	Students’ Activities	Time Allocation
Main Activity	Observing 1.The teacher shows an example of Recount Text “My Holiday in Bandung” on slide	1.The students pay attention to text “My Holiday in Bandung” on slide	10’
	2. The teacher explains about REACT Strategy as a strategy to learn Recount Text	2. The students pay attention to the teacher’s explanation about REACT Strategy as a strategy to learn Recount Text	
	3. The teacher gives an example of Recount Text which relate to REACT Strategy	3. The students pay attention to the example of Recount Text which relate to REACT Strategy	
	Questioning 1.The teacher asks the students to: a. Mention the generic structure of the text “My Holiday in Bandung” b. Mention the language features of the text “My Holiday in Bandung”	1. The students mention the generic structure and language features of the text “My Holiday in Bandung”	10’
	2. The teacher guides the student to ask how to apply REACT Strategy in learning Recount Text	2. The students ask to the teacher how to apply REACT Strategy in learning	

		Recount Text	
	Exploring 1. The teacher shows an example of Recount Text entitled “Crime on the Market”	1. The students pay attention to text entitled “Crime on the Market.”	
	2. The teacher asks the students to analyze the use of Simple Past Tense and Past Continuous Tense in the text “Crime on the Market”	2. The Students analyze the use of Simple Past Tense and Past Continuous Tense in the text “Crime on the Market”	10’
	3. The teacher asks the students to discuss their findings with the teacher	3. The students discuss their findings with the teacher	
	Assosiating 1. The teacher ask students to make a group consist 4-5 students.	1. The students make a group consist of 4-5 students.	
	2. The teacher asks the students to choose their group’s leader	2. The students choose their group’s leader	30’
	3. The teacher asks the leaders to remembering their shopping experience in traditional market.	3. The leaders remembering their shopping experience in traditional market.	
	4. The teacher asks the leaders to share their shopping experience in traditional market with their group.	4. The leaders share their shopping experience in traditional market with their group.	
	5. The teacher asks the students to write their leader’s experience in a piece of paper as a layout.	5. The students write their leader’s experience in a piece of paper as a layout.	

	6. The teacher asks the students to discuss with their group to make a Recount Text and dialogue based on their layout.	6. The students discuss with their group to make a Recount Text and dialogue based on their layout	
	Communicating 1. The teacher asks the students to present their text in front of the class : - The leader present the text. - Their group's member demonstrate the text by playing role.	1. The students pay attention to their friend's presentation.	15'
	2. The teacher gives feedback on the learning process.	2. The students pay attention and notes all the teacher's feedback.	

Table 2. The Main Activity in Meeting 2 Cycle 1

The researcher started to conducting the main activity. First, in the observation, the researcher gave a Recount Text entitled “My Holiday in Bandung” and the students paid attention to the text. Then, the researcher started to explain about REACT Strategy, “*Students, pay attention please.*” The students answered, “*Yes Miss.*” The students paid attention to the researcher. The researcher said, “*I will explain about REACT Strategy. Please write in your notes. REACT Strategy is a part of Contextual Teaching and Learning (CTL) Approach which is have five steps. The steps are : Relating, Experiencing, Applying, Cooperating, and Transferring. In Relating step, we learn about a material based on our experience. In Experiencing*

step, we learn a material by exploration, discovery, and invention. In Applying step, we can put our findings from the Experiencing step. In Cooperating step, we can learn by discuss our concepts from Applying step with others. In Transferring step, we can learn by sharing our works with others.” The students paid attention to researcher’s explanation about REACT Strategy and they wrote about REACT Strategy in their note. They looked enthusiastic on the implementation of REACT Strategy. *“Do you understand, students?”* The researcher asked to the students. The students answered, *“Understand Miss.”*

In the questioning step, the researcher asked the students to : 1) mention the generic structure, and 2) mention the language features of the text entitled “My Holiday in Bandung”. The students answered the researcher’s question and mention the Generic Structure and Language Features of the text entitled “My Holiday In Bandung”. The students’ understanding about Recount Text was improved.



Picture 7.1. *The researcher asked the students some questions*

The researcher guided the students to asked how to apply REACT Strategy in learning Recount Text. The students asked, *“How we can learn about Recount Text by using REACT Strategy, Miss?”*. The researcher answered, *“We will do a role playing based on your experience.”* The students said, *“Yes, Miss”*. They looked enthusiastic to implement REACT Strategy.

In exploring step, the researcher gave the students a Recount Text entitled *“Crime on The Market”*. The researcher asked the students to read the text carefully. The students read the text carefully. The, the researcher asked the students to analyze Simple Past Tense of the text *“Crime on The Market”*, *“Please analyze the simple past tense of the text.”* The students answered, *“Yes, Miss.”* Then they gave some marks to the text and started answering the researchers’ question about Simple Past Tense.



Picture 8.1 . *The researcher gave the students Recount Text entitled “Crime on The Market”*

In the associating step, the researcher asked the students to make a group consisted of 3-4 students, *"Please make a group consisted of 3-4 students."* The students answered, *"Yes, Miss."* The students started choosing their group's member and replace the table and chair so they can enjoy the discussion. The researcher asked the students to choose their group's leader. The students started choosing their group's leader. After choosing their group's leader, the researcher asked the leader to remembering their shopping experience in traditional market, *"Now the leaders please remembering your shopping experience in traditional market."* The students answered, *"Yes Miss."* The leaders started remembering their shopping experience in traditional market. Then, the researcher asked the leader to share their experience to their group, *"Then, please share your experience to your group."* The students answered, *"Yes Miss."* The leaders started to share their experience to their group. Then, the researcher asked the students to write their leader's experience in a piece of paper, *"While your leader sharing their experience, please write your leader's experience in a piece of paper as a layout."* The students answered, *"Yes Miss."* The students wrote their leader's experience in a piece of paper. Then, the researcher asked the students to make a Recount Text and a dialogue based on their layout, *"Now if you done with your layout, please make a Recount Text and a dialogue based on your layout."* The students answered, *"Yes Miss"* The students started to discuss with their group to make Recount Text and dialogue.



Picture 9.1. *The students discussed with their group*

In the communicating step, the researcher asked the students to present orally their works and asked the students to play a role based on their Recount Text in front of the class. The students started presenting their work in front of the class and did a role play based on their Recount Text. When a group presented their work in front of the class, the other students paid attention to their friends' presentation.

After all of the students presented their works in front of the class, the researcher gave feedback about the Teaching and Learning Process.



Picture 10.1. *The students presented their text and played role in front of the class*

c) Closing (5 minutes)

Before class ended, the researcher reviewed the materials. The researcher asked, *“What we get today?”* the students answered, *“How to make a Recount Text and learning Recount Text by using REACT Strategy, Miss”*. the researcher asked, *“Do you enjoy today’s lesson?”* The students answered *“Yes, Miss. The class was fun today.”* Finally, the class ended at 09.30 a.m. and researcher closed the class, *“Thank you for your participation, see you next meeting”*.The students answered,*“Thank you, Miss. See you, Miss”*.



Picture 11.1. *The researcher closed the lesson*

2. Post –Test 1

The Post-Test 1 was conducted on Thursday, May 16th 2019. The test started at 09.45 a.m. until 11.15 a.m. The bell rang at 09.45 a.m. The researcher entered the class VIII E. The students prayed together. Then, the researcher greeted the students by saying, *“ Good morning students?”* . They

answered, “*Good morning Miss*”. The researcher checked the students’ attendance by asking, “*who is absen today?*”. Then, the students answered, “*No one, Miss*”.



Picture 12.1 *The researcher greeted the students*

After that, the researcher distributed the students’ worksheet. She explained to the students the instruction. There were two points. In the first point, the students should read a Recount Text entitled “My Best Birthday Party” carefully. Then, the students should answer the questions based on Recount Text entitled “My Best Birthday Party”. In the second point, the students should make a Recount Text about their birthday experience, and then they should present it orally in front of the class (at least 5 minutes). The Post-Test 1 was conducted in 90 minutes. The component of speaking skill was included of Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. It was based on Brown (2001: 406-408). Post-Test 1 finished at 11.15 a.m. and the researcher closed the lesson.



Picture 13.1. *The students answered the Post-Test 1*

The result of Post-Test 1 showed that the students' mean score was 66,40. It was higher than Pre-Test (53,59). But it was still under the minimum score, that is 70. So, the researcher decided to do the next cycle.

d. Observing The Action

The researcher finished the implementation of Classroom Action Research in cycle 1, the implementation consisted of two meetings and the time was 90 minutes for each meeting. In this research, the researcher observed what happened in the class including situations, conditions, actions, and the result during the implementation in the classroom. The result of the first meeting and the second meeting were : in the first meeting, most of students were noisy during the teaching and learning process. They still got difficulties in the use of Vocabulary and Grammar. In the second meeting, the researcher started applying REACT Strategy in speaking class on Recount Text. The students enjoyed and they were interested in teaching and learning process in the second meeting. They also paid more attention to the researcher's explanation about the Recount

Text using REACT Strategy. The students felt fun in teaching and learning process, and the discussion about the materials ran well.

Moreover, their score was better than the previous one, the score increased from 53.59 in Pre-Test became 66.40 in the First Post-Test, but it was still under KKM (70)

e. Reflecting the Action

After observing, the next step was reflecting the used of REACT Strategy on Recount Text in cycle 1.

1. The strengths were :

- a. By using REACT Strategy, the students could learn speaking with fun. REACT Strategy could improve students' interest in learning English, especially speaking skill. REACT Strategy could help the students to make a Recount Text based on their own experience.
- b. The students enjoyed and beeing fun in teaching and learning process by using REACT Strategy because they could discuss with their friend about their experience.
- c. By using REACT Strategy, students' skill on speaking improved. It could be seen from the result of pre-test was 53,59 and post-test 1 was 66,40.

2. The weaknesses were :

- a. The students still made some mistakes to pronounce the sentences because they still not confidence to speak.

- b. Most of the students were not active and chatted each other in Teaching and Learning Process because their motivation to learn English were still low.
- c. Although the score of Post-Test 1 (66.40) was higher than Pre-Test (53.59), but the score of Post-Test 1 was still under the KKM (70).

To solve the problems, the researcher had planning to conduct cycle 2. The researcher revised the lesson plan to fix the weakness. In the cycle 2, the researcher would focus on Vocabulary and Pronunciation.

2. Cycle 2

a. Revising the Plan

The researcher revised lesson plans in order to solve the students' weakness based on the result of cycle 1. In new lesson plan, the researcher gave more exercises about Grammar, Comprehension, Fluency, Vocabulary and Pronunciation. In cycle 2, the researcher planned to conduct two meetings and Post-test II.

b. Planning the Action

In cycle 2, the researcher made the lesson plans and some exercises which focused on Grammar, Comprehension, Fluency, Vocabulary and Pronunciation. In meeting 1, the researcher asked the students to analyze a Recount Text entitled "Goodbye Mister"

and did a question and answer activity. The researcher also asked the students to make a Recount Text with a theme about “Their Horrible Experience” in a group, the group consisted of 3-4 students. Then the researcher asked the students to exchange their Recount Text about “Your Horrible Experience” to other groups and analyzed their friend’s Recount Text. Then the researcher asked the students to present their findings orally in front of the class (at least 5 minutes)

In meeting 2, the researcher asked the students to make a Recount Text with a theme about “My Eid Mubarak Holiday” in a group, the group consisted of 3-4 students. They made the Recount Text based on their group’s leader experience. Then the researcher asked the students to present the text orally in front of the class, and did a role playing based on their Recount Text (at least 5 minutes)

c. Implementing the Action

The researcher started to implement cycle 2 by using REACT Strategy in Recount Text. In this cycle, the researcher focussed on Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. Cycle 2 conducted two meetings and Post-test II. The steps on this cycle as follows are:

1) Cycle 2 Meeting 1

In the first meeting, the cycle 2 was done on Saturday, May 18th 2019 in class VIII E of SMP N 7 Surakarta. The researcher entered the classroom at 09.45 a.m until 11.15 a.m. It was 2 x 45 minutes. The activities in the first meeting were :

a) Opening

At 09.45 a.m., the researcher entered to the class VIII E when the bell rang. The researcher asked the students to pray together *“Before we start the lesson, lets pray together.”* The researcher opened the class by greeting the students, *“Good morning students”*. The students responded the researcher’s greeting *“Good morning Miss”*. The researcher asked , *“How are you today?”* The students answered *“I am fine Miss, thank you, and you?”* The researcher said, *“I am fine too, thank you.”* The researcher checked the students’ attendance *“who’s absent today?”* The students answered *“No one, Miss.”* The researcher asked *“Are you ready for today’s class?”* The students answered *“Yes, Miss”*



Picture 1.2. *The researcher greeted the students*

The researcher asked the students “*What was our materials in previous meeting? “*. The students responded and said, “ *About Recount Text Miss.*” The researcher asked “*Is there any material you did not understand?*” The students answered “*Yes Miss. So many materials we did not understand yet.*” The researcher said “ *Okay, today we would be learn about Recount Text*”. The students answered “*Yes Miss*” The students prepare their book and note about Recount Text.

b) Main Activity (75 minutes)

Step	Teacher’s Activities	Students Activities	Time Allocation
	Observing 1. The teacher shows a Recount Text entitled “A Creepy	1. The students pay attention to the text “A Creepy	10’

	Camping".	Camping".	
	2. The teacher asks the students about : a. Generic structure of the text b. Language feature of the text	2. The students answer the teacher's question	
	Questioning 1 The teacher checks student's understanding by asking the example of: d. Simple past tense (went, bought, came, gave, etc.) e. Adverb of time (yesterday, last week, two years ago etc.) f. Generic structure of Recount Text (orientation, event, reorientation)	1. The students give example of : d. Simple past tense (went, bought, came, gave, etc.) e. Adverb of time : past time (yesterday, last week, two years ago) Generic structure of Recount Text (orientation, event, reorientation)	10'
	2. The teacher guides the students to ask about adverb of time	2. The students ask to the teacher about adverb of time	
	Exploring 1. The teacher gives the second Recount Text entitled "Goodbye Mister".	1. The students get the second Recount Text entitled "Goodbye Mister".	10'
	2. The teacher asks the students to analyze the action verbs of the text "Goodbye Mister"	2. The students analyze the action verbs of the text "Goodbye Mister"	

	3. The teacher do a question and answer about the students' findings.	3. The students answer the teacher's question	
	Associating 1. The teacher asks the students to make group consist of 3-4 students	1. The students make group consist of 3-4	30'
	2. The teacher asks the students to choose their group leader.	2. The students choose their group leader.	
	3. Teacher asks the leaders to remembering their horrible experience.	3. The leaders remembering their horrible experience.	
	4. The teacher asks the leaders to share their horrible experience with their group.	4. The leaders share their horrible experience to their group.	
	5. The teacher asks the students to discuss with their group to make a Recount Text based on their leader's experience	5. The students discuss with their group to make a Recount Text and based on their leader's experience.	
	6. The teacher asks the students to exchange their Recount Text about "Your Horrible Experience" to other group.	6. The students exchange their Recount Text about "Your Horrible Experience" to other group.	
	7. The teacher asks the students to analyze their friends' Recount Text about "Your Horrible Experience" such as : a. simple past tense b. adverb of time	7. The students analyze their friends' Recount Text about "Your Horrible Experience" such as : a. simple past tense b. adverb of time	

	c. Generic structure of the text.	c. Generic structure of the text.	
	Communicating 1. The teacher asks the students to explain their findings in front of the class orally.	1.The students explain their finding in front of the class orally.	15'
	2. The teacher gives feedback on the learning process.	2. The students pay attention and notes all the teacher's feedback.	

Table 3. *The Main Activity in Meeting 1 Cycle 2*

In the observing step, the researcher gave the students a Recount Text entitled “A Creepy Camping”. The researcher asked the students to read the text, *“Okay, now please read the text by yourself carefully, and then identify the generic structure and the language features of the text.”* The students answered, *“Yes Miss.”* The students read the text carefully. After the students finished read the text, the students answered the researcher’s questions about the generic structures and the language features of the text.



Picture 2.2. *The students read Recount Text “A Creepy Camping”*

In questioning step, the researcher checked the students' understanding by asking, *"Can you mention the example of simple past tense?"* The students answered, *"The example of simple past tense are went, spent, visited, stayed, etc."* The researcher said, *"Excellent! Now can you mention the example of adverb of time?"* The students answered, *"The example of adverb of time are yesterday, last week, two months ago, last year, etc."* The researcher said, *"Excellent! Now can you mention the generic structure of Recount Text?"* The students answered, *"The generic structure of Recount Text are orientation, event, re-orientation."* The researcher said, *"Excellent!"*

In Exploring step, the researcher gave the students a Recount Text entitled "Goodbye Mister", *"Now, I will give you another Recount Text. The title is Goodbye Mister."* The students answered, *"Yes Miss"* The students read the text carefully. The researcher asked the students to mention the simple past tense of the text, *"Okay, now read the text and then mention the action verbs of the text."* The students answered, *"Yes Miss. The action verbs of the text are : taught, got, passed, went, left."* The teacher said, *"Excellent!"*



Picture 3.2. *The students answered the researcher question about Action Verbs of text “Goodbye Mister”*

In the associating step, the researcher asked the students to make a group consisted of 3-4 students, *“Please make a group consisted of 3-4 students.”* The students answered, *“Yes, Miss.”* The students started choosing their group’s member and they replaced the table and chair so they can enjoy the discussion. The researcher asked the students to choose their group’s leader. After choosing their group leader, the researcher asked the leader to remembering their horrible experience, *“Now the leaders please remembering your horrible experience.”* The students answered, *“Yes Miss.”* The leaders started remembering their horrible experience. Then, the researcher asked the leader to share their experience to their group, *“Then, please share your experience to your group.”* The students answered, *“Yes Miss.”* The leaders started sharing their experience to their group. Then, the researcher asked the students to make a Recount Text based on the leader’s

experience, *“Now please make a Recount Text and based on your leader’s experience.”* The students answered, *“Yes Miss”* The students started to discuss with their group to make Recount Text and dialogue. Then, after they finished their Recount Text, the researcher asked the students to exchange their Recount Text to the other groups, *“Now, please exchange your text with another group.”* The students answered, *“Yes Miss.”* The researcher asked, *“Then, please analyzed : simple past tense, adverb of time, and generic structure of your friend’s text.”* The students answered, *“Yes Miss”*

In communicating step, the researcher asked the students to practice their findings orally in front the class, *“Now please present your findings in front of the class.”* The students answered, *“Yes Miss”* The students present their findings orally in front of the class (at least 5 minutes). And then the researcher gave feedback.

c) Closing (5 minutes)

In closing activity the researcher closed the lesson, *“I think enough for today. thank you for your attention. We will meet again in next meeting. See you.”* The students answered, *“Thank you, Miss. See you again, Miss.”*



Picture 4.2. The lesson closed

2) Cycle 2 Meeting 2

In second meeting was done on Monday , May 19th 2019 in class VIII E of SMP N 7 Surakarta. Started from 08.00 a.m. untill 09.30 a.m. The activities continued the last meeting's materials. The activities of the second meeting were:

a) Opening (5 minutes)

At 08.00 a.m., the researcher entered the class VIII E when the bell rang. The researcher asked the students to pray together *"Before we start the lesson, lets pray together."* The researcher opened the class by greeting the students, *"Good morning students"*. The students responded the researcher's greeting *"Good morning Miss"*. The researcher asked , *"How are you today?"* The students answered *"I am fine Miss, thank you, and you?"* The researcher said, *"I am fine too, thank you."* The researcher checked the students' attendance *"who's absent today?"* The

students answered “*No one, Miss.*” The researcher asked “*Are you ready for today’s class?*” The students answered “*Yes, Miss*”



Picture 5.2. *The researcher was greet the students*

The researcher asked, “*Okay, What is our materials in previous meeting?*” The students answered, “*In previous meeting we learnt about Recount Text, Miss*” The researcher said, “*Good students! Today we will continue our materials about Recount Text.*” The students answered, “*Yes Miss*”.

b) Main Activity (75 minutes)

Step	Teacher’ Activity	Students’ Activity	Time Allocation
Main Activity	Observing 1.The teacher shows an example of Recount Text “Merapi Mount”	1. The students pay attention to text “Merapi Mount”	10’
	2. The teacher asks the students to read the text by themselves.	2. The students read the text by themselves.	

	Questioning 1. The teacher asks the students to: a. Mention the generic structure of the text “Merapi Mount” b. Mention the language features of the text “Merapi Mount”	1. The students mention the generic structure and language features of the text “Merapi Mount”	10’
	2. The teacher guide the students to ask about REACT Strategy for today’s meeting.	2. The students ask about REACT Strategy for today’s meeting.	
	Exploring 1. The teacher shows an example of Recount Text “Eid Mubarak in Grandma’s House”	1. The students pay attention to text “Eid Mubarak in Grandma’s House”	10’
	2. The teacher asks the students to analyze the use of Simple Past Tense and Adverb of Time in the text “Eid Mubarak in Grandma’s House”	2. The Students analyze the use of Simple Past Tense and Adverb of Time in the text “Eid Mubarak in Grandma’s House”	
	3. The teacher asks the students to mention their findings.	3. The students mention their findings	
	Associating 1. The teacher ask students to make a group consist 4-5 students.	1. The students make a group consist of 4-5 students.	30’
	2. The teacher asks the students to	2. The students choose their group’s leader	

	choose their group's leader		
	3. The teacher asks the leaders to remembering their Eid Mubarak Holiday.	3. The leaders remembering their Eid Mubarak Holiday.	
	4. The teacher asks the leaders to share their Eid Mubarak Holiday with their group.	4. The leaders share their Eid Mubarak Holiday with their group.	
	5. The teacher asks the students to write their leader's experience in a piece of paper as a layout.	5. The students write their leader's experience in a piece of paper as a layout.	
	X	6. The students discuss with their group to make a Recount Text and dialogue based on their layout	
	Communicating 1. The teacher asks the students to present their text in front of the class : a. The leader present the text. b. Their group's member demonstrate the text by playing role.	1. The students pay attention to their friend's presentation.	15'
	2. The teacher gives feedback on the learning process and outcomes after the students practice their work in front of the class	2. The students pay attention and notes all the teacher feedback and outcomes after the students practice their work in front of the class	

Table 4. *The Main Activity in Meeting 2 Cycle 2*

In the observing step, the researcher gave a Recount Text entitled “Merapi Mount”, *“Okay, I will give you a Recount Text entitled Merapi Mount. Please read the text by yourself carefully.”* The students answered, *“Yes Miss”*. The students read the text carefully.

In Questioning step, the researcher asked the students to mention the Generic Structure of the text “Merapi Mount”. The students answer the researcher’s question about the Generic Structure of the text. Then the researcher guided the students to ask about REACT Strategy in learn Recount Text for today’s meeting.



Picture 6.2. *The students mention the generic structure of text “Merapi Mount”*

In exploring step, the researcher gave the students a Recount Text entitled “Eid Mubarak in My Grandma’s House”. *“Okay students, now I will give you another Recount Text. Please read carefully and then analyzed Simple Past Tense and Adverb of Time*

of the text.” The students answered, “*Yes Miss*”. The students read the text carefully. After the students finished reading the text “Eid Mubarak in My Grandma’s House”, they mentioned the Simple Past Tense and Adverb of Time of the text.



Picture 7.2. *The students paid attention to the text “Eid Mubarak in My Grandma’s House”*

In the associating step, the researcher asked the students to make a group consisted of 3-4 students, “*Please make a group consisted of 3-4 students.*” The students answered, “*Yes, Miss.*” The students started choosing their group’s member and replace their table and chair so they can enjoy the discussion. The researcher asked the students to choose their group’s leader. After choosing their group leader, the researcher asked the leader to remembering their Eid Mubarak Holiday, “*Now the leaders please remembering their Eid Mubarak Holiday.*” The students answered, “*Yes Miss.*” The leaders

started to remembering their Eid Mubarak Holiday. Then, the researcher asked the leader to share their experience to their group, *“Then, please share your experience to your group.”* The students answered, *“Yes Miss.”* The leaders started to share their experience to their group. Then, the researcher asked the students to write their leader’s experience in a piece of paper, *“While your leader sharing their experience, please write your leader’s experience in a piece of paper as a layout.”* The students answered, *“Yes Miss.”* The students wrote their leader’s experience in a piece of paper. Then, the researcher asked the students to make a Recount Text and a dialogue based on their layout, *“Now if you done with your layout, please make a Recount Text and a dialogue based on your layout.”* The students answered, *“Yes Miss”* The students started to discuss with their group to make Recount Text and dialogue.



Picture 8.2. *The students made a group consist of 3-4*

In the communicating step, the researcher asked the students to present their Recount Text in front of the class and to demonstrate the text by playing role. *“Now, please present your Recount Text about your Eid Mubarak Holiday in front of the class, and then please demonstrate the text by playing role.”* The students answered *“Yes Miss.”* The students present their Recount Text in front of the class and did a role play based on their Recount Text. After the students finished their presentation, the researcher gave feedback to the students about today’s class. The researcher also told students that the next meeting was Post-test 2. So the researcher asked the students to study in their home about Recount Text.



Picture 9.2. *The students presented their work in front of the class*

c) Closing (5 minutes)

Finally, the class was over at 09.30 a.m. and researcher closed the class, *“I think enough for today’s class. Thank you for your attention and see you again in our next meeting.”* The students answered, *“Thank you, Miss. See you again Miss.”*



Picture 10.2. The researcher closed the lesson

1. Post-Test 2

Post-test 2 was conducted on Thursday, May 23rd 2019. The researcher had a post test to know the students’ skill and understanding of Recount Text. The test started at 09.45 a.m until 11.15 a.m. The bell was rang at 09.45. The researcher asked the students to pray together, *“Before we start our Post-test today, lets pray together.”* The students prayed together. Then, the researcher greeted the students, *“ Good morning students?”* . The students answered, *“ Good morning Miss”*. The researcher asked, *“How are you today?”* The

students answered, *“I am fine Miss, thank you. And you?”* The researcher said, *“I am fine too. Thank you.”* The researcher checked the students attendance by asking, *“who is absent today?”*. The students answered, *“No one Miss”*.

In the previous meeting, the researcher said that this meeting all students had a post test. *“As I told you in our previous meeting, today we have a Post-test. Are you ready?”* The students answered, *“Of course we are ready Miss.”* The researcher said, *“Good students!”* Then, the researcher gave the post test to the students.



Picture 11.2. *The researcher explained the Post-Test to the students*

The researcher gave the instruction to write their name, number and class. Then, the researcher explained to the students the instructions. The test was about Recount Text. There were two points in the test. In the first point, the students should read a Recount Text entitled *“My Farming Experience”* carefully. Then the students should answer the questions about Language

d. Observing the Action

From the implementation on cycle 2, the researcher concluded as : in the first meeting, the students' motivation and participation increased in teaching and learning process. All the students had motivation to learn about Recount Text. They were not as noisy as the first meeting in cycle 1. They did the exercise well and they can enjoy and relax during teaching and learning process. In second meeting, the students looked more fun because they liked to playing role. The students also did the exercise very well. Their skill in making Recount Text improved. They also felt more confident to speak English in front of the class. It showed that REACT Strategy was an appropriate strategy in Teaching English, especially in Speaking Skill.

e. Reflecting the Action

In the cycle 2, the researcher found that all components of Speaking skill were achieved. The component were less in cycle 1 such as : Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation were achieved in cycle 2. REACT Strategy made all students more active and motivated in teaching and learning process. REACT Strategy could help the students memorizing Grammar and

Vocabulary. REACT Strategy was suitable with students' characteristics.

In the first cycle, the researcher found that some students had difficulties in all component of speaking, such as : Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. After the second cycle conducted, the students' speaking skill improved. The students could make a good sentence with the correct grammar, they could pronoun the word correctly. It can be showed in the result of post test 2. The mean score of pre test was 53.59, the mean score of post test 1 was 61.40 and the mean score of post test 2 was 73.75.

The strengths were :

- 1.Students' motivation in teaching and learning process improved so they paid attention to the lesson because they enjoyed the learning activity by using REACT Strategy.
- 2.The students could make a good Recount Text by themselves by using REACT Strategy.
- 3.The students became confident and not afraid to speak in front of the class because they could pronounce words well.

4.The students could memorize Grammar and Vocabulary because of REACT Strategy.

5.The score of Post-test 2 (73.75) was higher than KKM (70)

The weakness were :

1. Some of the students still did not understand about how to make a Recount Text.
2. Some of the students were still not confidence to speak English.
3. Some of the students were not motivated to learn English.

C. The Result of the Research

There was the result of Pre-Test, Post-Test 1 and Post-Test 2. All components of Speaking skill were improved. The components of Speaking skill are Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. (in Brown, 2001 : 406-407)

A pre-test was done before the researcher implementation the action. The students got 53.59. The standart minimum score of English in SMP N 7 Surakarta was 70.00, but no one of the students in class VIII E could reach standart minimum score or KKM (*Kriteria Ketuntasan Minimum*). It was happened because all of the students did not know how to answer the

Pre-Test orally. The students were noisy during the pre-test. It could be seen from the result of Pre-Test that the students knew about Recount Text, but they had difficulties in Speaking skill. There are 5 (five) components of Speaking : Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation (in Brown, 2001 : 406-407). The maximum score of all components was 5 (five). In Pre-test, the students could not write a good sentence with a correct Grammar and their score was 2.23. In the other hand, the students could not memorize the Vocabulary and their score was 1.47. Sometimes, the students did not understand what they said and what they read and their score for Comprehension was 2.82. They were also not Fluent in speaking English and their score was 2.68. Beside that, the students did not pay attention how to pronoun well. They had some mistakes in pronouncing the words and their score was 1.83. After that, the researcher counted the result. And it was obtained that the result of Pre-test was 53.59. Then the researcher did the action in cycle 1 to compare the students' score of Speaking skill in Recount Text.

The score of Post-Test 1 was 66.40. The score improved from 53.59 in Pre-Test. The component of Speaking also improved, but the scores were still low. The students got 2.92 in Grammar, 3.57 in Vocabulary, 2.67 in Comprehension, 3.03 in Fluency, and 2.67 in Pronunciation. In Post-Test 2, the score was 73.75. It improved from 66.40 in Post-Test 1. Also 5 component of Speaking had solved.

The students got 4.23 in Grammar, 3.92 in Vocabulary, 4.37 in Comprehension, 4.46 in Fluency, and 4.03 in Pronunciation.

By using REACT Strategy in Recount Text, it could be seen that there was improvement from pre-test, post-test 1 and post-test 2. The students achieved all components of Speaking skill.

D. Discussion

The result of the research showed that the students had improvement in Speaking skill. In the beginning, all of the students could not make a good sentences. They also did not confidence to speak English. The said that they did not understand about Grammar and they could not pronoun English correctly. They were also scared if they did some mistakes, so they did not confidence to speak English. They were not interested in learning English. They were noisy during the teaching and learning process. But when the researcher implemented REACT Strategy in teaching and learning process, the students were not as noisy as before and they were more interested in learning English. The students' score also improved in every cycle. The result of the research can be seen as follows

The mean score of Pre- Test	The mean score of Post- Test 1	The mean score of Post- Test 2	T-Value of Cycle 1	T-Value of Cycle 2
53.59	66.40	73.75	5.6	11.10

Table 1.5 The result of Mean score and T-Value

Based on the result above, it could be seen that the mean score was improved in every test. The mean score of Pre-Test was 53.59. It was under the minimum score of SMP N 7 Surakarta which 70.00. After the implementation of Cycle 1, the researcher did Post-Test 1. The mean score of Post-Test 1 was 61.40. It was higher than the Pre-test, but it was still under the minimum score. The t-value of Cycle 1 was 5.6. Because of the result of Post-Test 1 still under the minimum score, the researcher implemented Cycle 2. After the implementation of Cycle 2, the researcher did Post-Test 2. The mean score of Post-Test 2 was 73.75. It was improved and the score was higher than the minimum score. The t-Value of Cycle 2 was 11.10.

The implementation of REACT Strategy on Recount Text was more active, enjoyable, fun and relax. All students paid attention to the researcher's explanation. When the researcher had observation in class VIII E of SMP N 7 Surakarta, all of the students did not pay attention to the teacher. They talked to their friends. But, when the researcher implemented REACT Strategy, all of the

students paid attention to the lesson. They were active to ask the researcher about the REACT Strategy. They felt that by using REACT Strategy, the teaching and learning process was fun and interesting. They felt enjoy and relax in Speaking class. All of the students could make Recount Text better than before and more detailed. REACT Strategy gave them more motivation and improved their confidence to practice their Speaking. REACT Strategy made teaching and learning process more interesting. Students could understand about Recount Text, and they could discuss with their friends and the researcher. Practically, it was appropriate to implement REACT Strategy as a strategy for teaching and learning English, especially in Speaking skill. REACT Strategy could improve students' mean score in class VIII E of SMP N 7 Surakarta.

The students felt happy when they did the activity based on the REACT Strategy. It was different when all of the students did the Post-Test 1 and Post-Test 2. All of the students kept silent and had concentration for doing the test. Although the students from other class disturbed them, they kept on their test.

Based on questionare, most of the students felt more happy and enjoy in teaching and learning Speaking skill by using REACT Strategy. From 32 students, 26 students felt that the use of REACT Strategy in speaking Recount Text was easier. It meant that REACT Strategy was the best strategy for teaching and learning speaking on Recount Text.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

After the researcher finished the Classroom Action Research using Relating, Experiencing, Applying, Cooperating, and Transferring Strategy (REACT Strategy) on Recount Text at the Eighth Grade students of SMP N 7 Surakarta in 2018/2019 Academic Year especially in class VIII E, the researcher made conclusions as follows :

1. REACT Strategy can enhance students' speaking skill on Recount Text at the Eighth Grade students of SMP N 7 Surakarta especially in class VIII E. It can be seen on the result of Pre-Test, Post-Test 1, and Post-Test 2. The students' mean score in the Pre-Test was 53.59, in the Post-Test 1 was 61.40, and in the Post-Test 2 was 73.75. It meant that by using REACT Strategy , the students more paid attention to the material, and they could understand about the teacher's explanation. All of the students could make Recount Text, and most of them could practice their Recount Text orally better than before.
2. The implementation of REACT Strategy on Recount Text at the Elevent Grade students of SMP N 7 Surakarta especially in class VIII E made the students felt enjoy, fun, happy, and relax in

teaching and learning speaking. It could help them to be more confidence when talk in front of the class, they could discuss with their friends about their findings. From 32 students, 20 students felt that the use of REACT Strategy in learning Recount Text was easier. It meant that REACT Strategy was the best strategy for teaching and learning speaking especially for Recount Text.

B. Implication

REACT Strategy is a good strategy to improve the students' Speaking Skill. It could be seen from the result of the research that the students' score were improved from Pre-test, Post-test 1, and Post-test 2.

In teaching and learning activity, the students were more active and enthusiastic. The students could discuss with their friends about their experience. REACT Strategy helped them to memorizing their past experience and exchange their idea with their friends by group discussion. The students' learning motivation were improved. When their learning motivation improved, the teaching and learning process would be more fun and the students would be more active.

C. Suggestion

The researcher would give some suggestions to the teacher, students, and other researchers :

a. For the teacher

The teacher should choose an interesting strategy in teaching and learning English. The teacher could use REACT Strategy in speaking class to make students active, fun, enjoy, and make them improve their motivation in learning English.

b. For the students

The students should be confident when presenting their work orally in front of the class. They should pay attention to the teacher's explanation. And they should be more active in teaching and learning process.

c. For other researchers

The other researchers could implement REACT Strategy in other skills of English. And to teach Senior High School level.

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APPENDICES

LIST OF STUDENTS' NAME IN CLAS VIII E
SMP N 7 SURAKARTA

No.	Name
1	AGNESIA WINDA SARI
2	AJENG LESTARI INDRAYANI
3	ANA ANGGRAINI
4	ARYA BAGUS GUMILANG
5	CANDRA SURYAVIMALA PRABHASARI
6	CHINTYA INE MAHARANI
7	DHAFA SOLAN AJI PUTRA
8	DHIVA ANGGUN INSANI
9	EKO HARYANTO
10	FACHREL BRAHMANDA PRAMADITYA DEWANTA
11	FAJAR DWI PRASETYA
12	FAUSTA NANDA SHIFA
13	ICA DEWI SEPTIANA
14	ILYASA RIDHO NAFSINTOMI
15	JIHAN SALMANIDA WIBOWO
16	LUFTIFAH NOVIKA NUR HIDAYAH
17	MARDIHONO NUR ROHMAN
18	MEITHA PRICILIA
19	MONIKA DWI PUTRIANA
20	MUHAMMAD IBNU SUFI
21	MUHAMMAD RIZKY AGUS SANTOSO
22	MUHAMMAD SABIAN KEIZARO
23	MUTHIA HAIFA LUTHFIANA
24	NABEEL MUHAMMAD ALIMUDIN
25	NABILLA ALIYA FARADINA
26	OKTAVIA DINDA RAMADHANI
27	PUTRI RAHMAWATI
28	RADITYA LEONANDA GUSTAFA
29	RUSHITA AYU DINAR RAMADHANI
30	SAHISTYO RIZKY WIJAYA
31	TAZQIA ATIQATUS ZAHRA
32	RINDANSYAH

*Pink = Female Blue = Male

**AN INTIRVIEW TRANSCRIPT WITH ENGLISH TEACHER OF VIII E SMP
N 7 SURAKARTA**

Date : April, 16th 2019
 Place : Teacher's Room SMP N 7 Surakarta
 Interviewer : Dika Jiwanda M (R= Researcher)
 Interviewee : Suprpto, S.Pd. (T=Teacher)

- R : Good morning Mr. Suprpto
(Selamat pagi Pak Suprpto)
- T : Good morning
(Selamat pagi)
- R : Let me introduce myself, my name is Dika Jiwanda. I want to ask some question to Mr. Suprpto about teaching and learning English especially in class VIII E.
(Ijinkan saya memperkenalkan diri, nama saya Dika Jiwanda. Saya ingin menanyakan beberapa pertanyaan kepada Pak Suprpto kegiatan belajar mengajar Bahasa Inggris khususnya di kelas VIII E.)
- T : What do you want to ask?
(Apa yang ingin anda tanyakan?)
- R : How is the characteristics of students in class VIII E?
(Bagaimana karakteristik siswa di kelas VIII E?)
- T : The characteristics of students in class VIII E are they cannot make a good sentence with the correct grammar, the are less in memorizing vocabulary, and almost all of them cannot pronoun English correctly.
(Karakteristik siswa kelas VIII E bermacam-macam, seperti; mereka tidak dapat membuat kalimat yang baik menggunakan grammar yang benar, mereka lemah dalam mengingat vocabulary, dan kebanyakan dari mereka mengucapkan kata dalam Bahasa Inggris kurang tepat)
- R : How is the KKM (Kriteria Ketuntasan Minimum) o English in class VIII E?

(Berapakah nilai KKM (Kriteria Ketuntasan Minimum) untuk mata pelajaran Bahasa Inggris di kelas VIII E?)

T : The KKM of English in class VIII E is 70.

(Nilai KKM mata pelajaran Bahasa Inggris di kelas VIII E adalah 70)

R : How is the average score of English in class VIII E?

(Berapakah nilai rata-rata untuk mata pelajaran Bahasa Inggris di kelas VIII E?)

T : The average score of English in class XI IPS 4 is 65.

(Nilai rata-rata siswa untuk mata pelajaran Bahasa Inggris di kelas VIII E adalah 65)

R : How is students' response in speaking class? are they motivated or not?

(Bagaimana respon siswa dalam pembelajaran speaking dikelas? Apakah mereka termotivasi?)

T : Their response is good, but sometimes they look confused because they lack of grammar.

(Respon mereka bagus, tapi terkadang mereka terlihat bingung karena mereka lemah di grammar)

R : What is your difficulties in teaching and learning English especialy in speaking?

(Apakah kesulitan anda dalam mengajarkan bahasa inggris khususnya dalam kemampuan speaking?)

T : When they are bored, the will start chatting with their friends and the class will be crowded

(Jika mereka merasa bosan maka mereka akan mulai berbicara sendiri dengan teman mereka dan kelas menjadi ramai.)

R : Do you use media or strategy for supporting teaching and learning English?

(Apakah Pak Suprpto juga menggunakan media atau strategy dalam kegiatan belajar mengajar bahasa inggris?)

T : I only use English book from school's library

(Saya hanya menggunakan buku paket dari perpustakaan sekolah.)

- R : Have you ever heard about REACT Strategy?
(*Pernahkan ibu mendengar tentang REACT Strategi?*)
- T : No, I have never heard it. What is REACT Strategy?
(*Saya belum pernah mendengar. Apa itu REACT Strategi?*)
- R : REACT Strategy have five steps, Relating, Experiencing, Applying, Cooperating, and Transferring that can motivate students and make students easier to learn English.
(*REACT Strategy memiliki lima tahapan, Relating, Experiencing, Applying, Cooperating, dan Transferring yang dapat memotivasi siswa dan dapat membuat siswa lebih mudah dalam belajar Bahasa Inggris.*)
- T : I think that is a good strategy to motivate students and to improve students' English skill.
(*Saya rasa itu adalah strategi yang bagus untuk memotivasi dan meningkatkan kemampuan berbahasa Inggris siswa.*)
- R : What do you think if I apply REACT Strategy in speaking class VIII E?
(*Bagaimana pendapat Bapak jika saya mengimplementasikan REACT Strategy dalam kelas speaking VIII E?*)
- T : I hope this strategy can motivate students to learn English, especially in Speaking skill and I hope this strategy can improve students' Speaking skill
(*Saya harap strategi ini dapat memotivasi siswa untuk lebih belajar Bahasa Inggris, khususnya kemampuan berbicara siswa dan saya harap strategi ini dapat meningkatkan kemampuan siswa dalam berbicara Bahasa Inggris.*)
- R : I think all enough for my questions. Thank you for your time Mr. Suprpto. Good morning.
(*Saya rasa cukup sekian pertanyaan dari saya. Terimakasih atas waktu yang telah Bapak berikan. Selamat pagi.*)

**AN INTIRVIEW TRANSCRIPT WITH THE STUDENTS OF VIII E SMP N 7
SURAKARTA**

Date : April, 16th 2019
Place : Classroom of VIII E SMP N 7 Surakarta
Interviewer : Dika Jiwanda (R= Researcher)
Interviewee : Nabeel Muhammad (S = Student)

- R : Hi, good morning.
(Halo, selamat pagi.)
- S : Good morning.
(Selamat pagi)
- R : Let me introduce myself, my name is Dika Jiwanda. I want to ask you some questions as a students in class VIII E about English. Please introduce your self too.
(Perkenalkan nama saya Dika Jiwanda. Saya disini ingin mengajukan beberapa pertanyaan kepada anda siswa kelas VIII E tentang Bahasa Inggris. Sebelumnya silahkan perkenalkan diri kamu juga.)
- S : My name is Nabeel Muhammad.
(Nama saya Jihan salmanida.)
- R : Is English difficult for you?
(Apakah Bahasa Inggris itu pelajaran yang sulit?)
- S : Yes, of course. Because I think English is a difficult thing. I am confused when I want to speak and I am afraid when I speak uncorrectly.
(Iya tentu, menurut saya Bahasa Inggris itu sulit. Saya sering bingung saat ingin berbicara dan saya takut salah berbicara.)
- R : While teaching and learning English, have you ever paid attention to the teaching and learning process?
(Ketika pelajaran Bahasa Inggris apakah kamu pernah memperhatikan proses belajar mengajar ?)

- S : Yes, I always pay attention, but I cannot understand it.
(*Ya, saya selalu mempertahankan tapi kurang paham*)
- R : Do you have some difficulties in learning English? Grammar, Vocabulary, or Pronunciation?
(*Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris? Grammar, vocabulary, atau pronunciationnya?*)
- S : I think all of them, because I am shy when I speak English, especially in front of the class because I am afraid if I speak uncorrectly.
(*Semuanya, karna saya malu kalau berbicara Bahasa Inggris, apalagi di depan kelas karena saya takut salah bicara.*)
- R : How is your way to solve the difficulties?
(*Bagaimana cara kamu untuk mengatasi kesulitan tersebut?*)
- S : Usually, I ask my friends or I discuss with my friends because I can understand if I study with my friends.
(*Biasanya saya bertanya atau diskusi ke teman-teman yang bisa karena saya bisa paham jika belajar bersama teman-teman.*)
- R : What score do you get in English lesson?
(*Berapa nilai yang sering kamu dapat dalam pelajaran Bahasa Inggris?*)
- S : I often get 55.
(*Saya sering dapat 55*)
- R : Does the English teacher use method or strategy or media in teaching and learning process?
(*Apakah biasanya guru Bahasa Inggris menggunakan metode atau strategi atau media di dalam kegiatan belajar mengajar?*)
- S : The teacher only uses English books from library.
(*Guru hanya pakai buku paket yang dari perpustakaan.*)
- R : Has the English teacher given some quizzes?
(*Apakah guru Bahasa Inggris sering mengadakan kuis?*)

- S : The teacher never give us quiz.
(Guru tidak pernah memberi kuis)
- R : Are you satisfied with your score? Has the English teacher given some assignment to add your score?
(Apakah kamu puas dengan nilai kamu? Apakah guru Bahasa Inggris memberikan tugas tambahan untuk menambah nilai siswa?)
- S : Yes. Teacher sometimes gives us an assignment.
(Ya. Guru kadang memberikan tugas tambahan)
- R : When practicing Speaking in front of the class, do you do it in a group or individually?
(Ketika praktek Speaking didepan kelas, apakah yang kamu melakukannya dalam kelompok atau individu?)
- S : If doing it in a group, the students who can speak well will present in front of the class. If doing it individually I must write first.
(Jika dalam kelompok biasanya yang pandai Bahasa Inggris yang berbicara. Kalau individu harus ditulis dulu biar tidak salah)
- R : What do you think if your teacher uses media or strategy to enhance your speaking skill?
(Bagaimana menurutmu jika guru menggunakan media atau strategy untuk meningkatkan Speaking skill kalian?)
- S : May be it will be interesting.
(Mungkin akan menarik.)
- R : I think enough for my questions. Thanks for your time. See you next time.
(Saya rasa cukup pertanyaan saya. terima kasih atas waktunya. Sampai jumpa lagi.)
- S : Thank you
(Terima kasih)
- R : Good morning

(Selamat pagi)

S : Good morning
(Selamat pagi)

**AN INTIRVIEW TRANSCRIPT WITH THE STUDENTS OF VIII E SMP N 7
SURAKARTA**

Date : April, 16th 2018
Place : Classroom of VIII E SMP N 7 Surakarta
Interviewer : Dika Jiwanda M (R= Researcher)
Interviewee : Mardihono Nur Rohamn (S = Student)

- R : Hi, good morning,
(*Halo, selamat pagi.*)
- S : Good morning.
(*Selamat pagi.*)
- R : Let me introduce myself, my name is Dika Jiwanda. I want to ask you some questions as a students in class VIII E about English. Please introduce your self too.
(*Perkenalkan nama saya Dika Jiwanda. Saya ingin mengajukan beberapa pertanyaan kepada kamu siswa kelas VIII E tentang Bahasa Inggris. Silahkan perkenalkan diri kamu juga*)
- S : My name is Mardihono.
(*Nama saya Mardihono.*)
- R : Is English difficult for you?
(*Apakah Bahasa Inggris itu sulit?*)
- S : I think English is difficult if we cannot understand it.
(*Menurut saya sulit kalau tidak bisa mengerti.*)
- R : While teaching and learning English, have you ever paid attention to the teaching and learning process?
(*Ketika pelajaran Bahasa Inggris apakah kamu pernah memperhatikan proses belajar mengajar ?*)
- S : I pay attention if I am not bored.

(Saya memperhatikan jika tidak bosan)

R : Do you have some difficulties in learning English? Grammar, Vocabulary, or Pronunciation?

(Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris? Grammar, vocabulary, atau pronunciationnya?)

S : I cannot understand grammar

(Saya sulit mengerti tentang grammar.)

R : How is your way to solve the difficulties?

(Bagaimana cara kamu untuk mengatasi kesulitan tersebut?)

S : Sometimes I ask my friend, sometimes I ask my teacher.

(Kadang bertanya ke teman, kadang bertanya ke guru)

R : What score do you get in English lesson?

(Berapa nilai yang sering kamu dapat dalam pelajaran Bahasa Inggris?)

S : I often get 75

(Saya biasanya mendapat nilai 75.)

R : Does the English teacher use method or strategy or media in teaching and learning process?

(Apakah biasanya guru Bahasa Inggris menggunakan metode atau strategi atau media di dalam kegiatan belajar mengajar?)

S : I think he never use it.

(Sepertinya tidak pernah)

R : Has the English teacher given some quizzes?

(Apakah guru Bahasa Inggris sering mengadakan kuis?)

S : Never have quiz.

(Tidak pernah ada kuis)

R : Are you satisfied with your score? Has the English teacher given some assignments to add your score?

(Apakah kamu puas dengan nilai kamu? Apakah guru Bahasa Inggris memberikan tugas tambahan untuk menambah nilai siswa?)

S : I think it is right. Because the teacher sometimes gives the students an assignment.

(Sepertinya iya. Karena guru kadang memberi tugas.)

R : When practicing Speaking in front of the class, do you doing it in a group or individually?

(Ketika praktek Speaking didepan kelas, apakah yang kamu melakukannya dalam kelompok atau individu?)

S : Usually individually. Because if do it in a group, the class will be crowded.

(Biasanya individu. Karena kalau kelompok kelas akan ramai.)

R : What do you think if your teacher uses media or strategy to enhance your speaking skill?

(Bagaimana menurutmu jika guru menggunakan media atau strategy untuk meningkatkan Speaking skill kalian?)

S : I think we will like it .

(Sepertinya kami akan suka.)

R : I think enough for my question. thanks for your time. See you next time.

(Saya rasa cukup pertanyaan saya. terima kasih atas waktunya. Sampai jumpa lagi.)

S : Thank you

(Terima kasih)

R :Good morning

(Selamat pagi)

S : Good morning

(Selamat pagi)

**AN INTIRVIEW TRANSCRIPT WITH THE STUDENTS OF VIII E SMP N 7
SURAKARTA**

Date : April, 16th 2019
Place : Classroom of VIII E SMP N 7 Surakarta
Interviewer : Dika Jiwanda (R= Researcher)
Interviewee : Jihan Salmanida (S = Student)

- R : Hi, good morning.
(*Halo, selamat pagi.*)
- S : Good morning.
(*Selamat pagi*)
- R : Let me introduce myself, my name is Dika Jiwanda. I want to ask you some questions as a students in class VIII E about English. Please introduce yourself too.
(*Perkenalkan nama saya Dika Jiwanda. Saya disini ingin mengajukan beberapa pertanyaan kepada anda siswa kelas VIII E tentang Bahasa Inggris. Sebelumnya silahkan perkenalkan diri kamu juga.*)
- S : My name is Jihan Salmanida.
(*Nama saya Jihan Salmanida.*)
- R : Is English difficult for you?
(*Apakah Bahasa Inggris itu pelajaran yang sulit?*)
- S : I think it is not too difficult.
(*Sepertinya tidak terlalu sulit.*)
- R : While teaching and learning English, have you ever paid attention the teaching and learning process?
(*Ketika pelajaran Bahasa Inggris apakah kamu pernah memperhatikan proses belajar mengajar ?*)
- S : I always pay attention.

- R : Are you satisfied with your score? Has the English teacher given some assignments to add your score?
(Apakah kamu puas dengan nilai kamu? Apakah guru Bahasa Inggris memberikan tugas tambahan untuk menambah nilai siswa?)
- S : Yes. The teacher gives an assignment sometimes.
(Guru kadang memberikan tugas)
- R : When practicing Speaking in front of the class, do you do it in a group or do it individually?
(Ketika praktek Speaking didepan kelas, apakah yang kamu melakukannya dalam kelompok atau individu?)
- S : Usually individually.
(Biasanya individu.)
- R : What do you think if your teacher uses media or strategy to enhance your speaking skill?
(Bagaimana menurutmu jika guru menggunakan media atau strategy untuk meningkatkan Speaking skill kalian?)
- S : If it really can improve our speaking skill, I think it will be fun.
(Kalau benar benar bisa meningkatkan speaking skill kami, saya rasa akan menyenangkan.)
- R : I think enough for my question. thanks for your time. See you next time.
(Saya rasa cukup pertanyaan saya. terima kasih atas waktunya. Sampai jumpa lagi.)
- S : Thank you
(Terima kasih)
- R : Good morning
(Selamat pagi)
- S : Good morning
(Selamat pagi)

(Saya selalu memperhatikan.)

R : Do you have some difficulties in learning English? Grammar, Vocabulary, or Pronunciation?

(Kesulitan apa saja yang kamu hadapi ketika belajar Bahasa Inggris? Grammar, vocabulary, atau pronunciationnya?)

S : Not really, but I still try to understand about Grammar.

(Tidak terlalu, tapi saya masih mencoba untuk lebih menguasai Grammar.)

R : How is your way to solve the difficulties?

(Bagaimana cara kamu untuk mengatasi kesulitan tersebut?)

S : I ask the teacher again.

(Saya bertanya ke guru lagi.)

R : What score do you get in English lesson?

(Berapa nilai yang sering kamu dapat dalam pelajaran Bahasa Inggris?)

S : I often get 85.

(Saya biasanya mendapat nilai 85)

R : Does the English teacher use method or strategy or media in teaching and learning process?

(Apakah biasanya guru Bahasa Inggris menggunakan metode atau strategi atau media di dalam kegiatan belajar mengajar?)

S : I do not know, usually teacher only gives explanations about the materials and students only listening to the teacher's explanation.

(Saya kurang tau, biasanya guru hanya menjelaskan tentang materi dan siswa hanya mendengarkan saja.)

R : Has the English teacher given some quizzes?

(Apakah guru Bahasa Inggris sering mengadakan kuis?)

S : I think he never do it.

(Sepertinya tidak pernah)

LESSON PLAN
(Cycle 1, Meeting 1)

Name of School : SMP N 7 SURAKARTA

Lesson : ENGLISH

Class/Semester : VIII/2

Skill : SPEAKING SKILL

Topic/material : RECOUNT TEXT

Time Allocation : 2 X 45 MINUTES (1 MEETING)

A. Core Competence

1. Respecting and appreciating the teachings of their religion.
2. Respecting and appreciating the honest , discipline, responsibility, caring (tolerance, mutual assistance), polite, confident behaviors, in interacting effectively with the social and natural environment in arrange of socially and existence.
3. Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts,culture and events related to phenomena seemed by eyes.
4. Reworking, presenting, and reasoning in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract

(writing, reading, counting, drawing, and fabricated) according to the learned in schools and other sources in the same point of view/theory.

B. Basic Competence and Indicators

Basic Competence	Indicators
1.1 Showing grateful for the opportunity to learn English has a language of international communication embodied in the spirit of learning.	1.1.1.Students show the spirit in teaching learning process.
2.2 Showing the honest, discipline, confident, and responsibility behavior in implementing transactional communication with teachers and friends.	2.2.1 Students show the honest, discipline, confident, and responsibility behavior.
3.7 Applying text structure and linguistic elements to carry out the procedure with the social function of the text stating and asking about recipes and manuals, short and simple, according to the context of its use.	3.7.1 Students are able to explain the structure and linguistic elements of procedure text carry out the procedure with the social function of the text stating and asking about recipes and manuals, short and simple, according to the context of its use.
4.7 Catching the meaning of the text procedures, oral and written, recipes and manually shaped, short and simple.	4.7.1 Students are able to catch the meaning of the text procedures, oral and written, recipes and manually shaped, short and simple.
4.8 Arranging procedure texts, oral and written, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements are correct and appropriate context.	4.8.1 Students are able to make oral procedure texts, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements correctly and in appropriate context.

C. Teaching Material (Attached)**D. Teaching Method**

1. *Scientific Approach*
2. REACT Strategy

E. Learning Activities (90 Minutes)

Step	Teacher's Activity	Students' Activity	Time Allocation
Opening	2. The teacher greets the students.	1. Student greet the teacher.	10'
	3. The teacher asks students to pray together and checks students' attendance.	2. The students pray together and say "Present" when the teacher checks their attendance,	
	3. The teacher invites students to guess what material will be learned "Where is your favorite holiday place? Have you ever gone there? Can you tell us about your holiday experience? Can you guess our material today?"	3 Students try to guess the material to be learned, and the material is about Recount Text.	
Main Activity	Observing 1. The teacher shows about recount text model from slide to the students.	1. The students pay attention to recount text model from the slide.	75'
	2. The teacher explains the material in the video about : a. The definition of	2. The students pay attention and make a note the things they do not understand	

	Recount Text b. Generic structure of Recount Text c. Language feature of Recount Text	about Recount Text	
	Questioning 1. The teacher asks the students to give example of: g. Simple past tense (went, bought, came, gave, etc.) h. Adverb of time : past time (yesterday, last week, two years ago etc.) i. Generic structure of recount text (orientation, event, reorientation)	1. The students give example of : f. Simple past tense (went, bought, came, gave, etc.) g. Adverb of time : past time (yesterday, last week, two years ago) h. Generic structure of recount text (orientation, event, reorientation)	
	2. The teacher guides the students to ask about regular verbs and irregular verbs	2. The students ask to the teacher about regular verbs and irregular verbs.	
	Exploring 1. The teacher gives a text entitled “Very Tired Day”.	1. The students pay attention to the recount text entitled “Very Tired Day”.	
	2. The teacher asks the students to analyze the use of Simple Past Tense and Past Continuous Tense on the text “Very Tired Day”	2. The students analyze the use of Simple Past Tense and Past Continuous Tense on the text “Very Tired Day”	
	3. The teacher asks the students to discuss their findings with the teacher	3. the students discuss their findings with the teacher	

	Associating 1. The teacher gives the students recount text entitled “Came Late to School” and asks them to read by themselves.	1. The students read and understand the text “Came Late to School” (language features, and structure)	
	2. The teacher asks the students to make group consist of 3-4 students	2. The students make a group consist of 3-4	
	3. Teacher asks students to analyze the use of language feature about Came Late to School, such as : a. Tenses : simple past tense, past continuous tense b. Adverb of time c. Generic structure	3. Students analyze the language feature about Came Late to School, such as : a. Tenses : simple past tense, past continuous tense b. Adverb of time c. Generic structure	
	Communicating 1. The teacher asks the students to explain their findings in front of the class orally.	1. The students explain their finding in front of the class orally.	
	2. The teacher gives feedback on the learning process.	2. The students pay attention and notes all the teacher’s feedback.	
Closing	1. The teacher asks the students to make conclusion about the material	1. The students make conclusion about the material	5’
	2.The teacher asks the students to prepare the material for the next meeting	2.The students pay attention	
	3. The teacher invites the students to pray together	3.The students pray together	
	4 The teacher closes	The students say	

	the teaching and learning process.	“Thank you”	
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F. Teaching Media

a. Media : Laptop, LCD, video, picture, White Board, Board marker, paper.

b. Source : Widiati, Utami; Rohmah, Zuliati; and Furaidah. 2016. *Bahasa*

Inggris. Jakarta : Kementrian Pendidikan dan Kebudayaan

G. Assesment of Speaking

Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent that of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely that

		has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Comprehension	1	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Can get the gist of most conversation of non-technical subject
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.
Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

Pronunciation	1	Errors in pronunciation are frequent but can be understood by native speaker used to speak his language.
	2	Accent is intelligible through often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

Note : The maximum score is 100

Sumber : (Brown, 2001, pp, 406-407)

Score

COMPONENT	SCORE
Grammar	1-5
Vocabulary	1-5
Comprehension	1-5
Fluency	1-5
Pronunciation	1-5

- Every the right answer get score = 5
- Amount of maximum score = $5 \times 5 = 25$
- Score of students = *Acquisition score* X 4 = 100

Surakarta, March 14th 2019

Acknowledge by,

The English Teacher



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ATTACHMENT : Material for The First Meeting in Cycle 1

Definition of Recount Text

Recount text is a text which tells about something that happened in the past. It can include what happened, who was involved, where it took place, when it happened, and why it occurred. The purpose of recount text is to tell the readers about the past activity or experience of the writer. This text uses simple past tense or past continuous tense.

The generic structure of Recount Text

- Orientation : it tells the readers about the background information of the text. It tells who was involved, what happened, where the events took place, and when it happened.
- Events : a series of events, ordered in a chronological sequences.
- Re-orientation : A personal comment about the event or what happened in the end.

The language features of Recount Text

- Using simple past tense and past continuous tense.
- Using temporal sequence, e.g. On Saturday, On Monday, On Sunday.
- Focus on specific participant, e.g. I (the writer)
- Using conjunctions, such as : the, before, after, etc.
- Using action verb, e.g. went, stayed, etc.

(Source : <http://materialtextsmp.blogspot.com/2016/05/recount-text-untu-kelas-viii-smp.html?m=1>)

Example of Recount Text

Very Tired Day

Last Tuesday was a busy day for me. I spent my time to do a lot of activities from my senior high school to my home. I had no time to take a rest.

First, at the morning, I went jogging. After that I went to school to study until 3.00 p.m. from my school, I went to sanggarian sport hall to practice badminton until 8.00 p.m. I practiced hard because that I felt very tired. After that, I went home. But when I would sleep, I remembered there was some homeworks until 11.40 p.m. and finally I could take a rest in my bed.

Those activities made my day busy and I felt very tired.

Came Late to School

Last Wednesday, I came late to my school because I played playstation until 2.00 a.m. in the night. Because that I woke up late.

I woke up about 6.30 a.m. and the class would be began at 7.00 a.m. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that. I always went to school by bicycle. But in that day, the tire leaked out. So , I went to school by public transportation. It made me took a longer time. I arrived at school at 7.15 a.m., I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

It was my bad experience and I hoped I would not do that again.

(Source : <http://contohcontoh-text.blogspot.com/2016/04/recount-text-contoh-recount.html?m=1>)

LESSON PLAN
(Cycle 1, Meeting 2)

Name of School : SMP N 7 SURAKARTA

Lesson : ENGLISH

Class/Semester : VIII/2

Skill : SPEAKING SKILL

Topic/material : RECOUNT TEXT

Time Allocation : 2 X 45 MINUTES (1 MEETING)

A. Core Competence

1. Respecting and appreciating the teachings of their religion.
2. Respecting and appreciating the honest , discipline, responsibility, caring (tolerance, mutual assistance), polite, confident behaviors, in interacting effectively with the social and natural environment in arrange of socially and existence.
3. Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts,culture and events related to phenomena seemed by eyes.
4. Reworking, presenting, and reasoning in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract

(writing, reading, counting, drawing, and fabricated) according to the learned in schools and other sources in the same point of view/theory.

B. Basic Competence and Indicators

Basic Competence	Indicators
1.2 Showing grateful for the opportunity to learn English has a language of international communication embodied in the spirit of learning.	1.1.1.Students show the spirit in teaching learning process.
4.2 Showing the honest, discipline, confident, and responsibility behavior in implementing transactional communication with teachers and friends.	2.2.1 Students show the honest, discipline, confident, and responsibility behavior.
3.7 Applying text structure and linguistic elements to carry out the procedure with the social function of the text stating and asking about recipes and manuals, short and simple, according to the context of its use.	3.7.1 Students are able to explain the structure and linguistic elements of procedure text carry out the procedure with the social function of the text stating and asking about recipes and manuals, short and simple, according to the context of its use.
4.7 Catching the meaning of the text procedures, oral and written, recipes and manually shaped, short and simple.	4.7.1 Students are able to catch the meaning of the text procedures, oral and written, recipes and manually shaped, short and simple.
4.8 Arranging procedure texts, oral and written, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements are correct and appropriate context.	4.8.1 Students are able to make oral procedure texts, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements correctly and in appropriate context.

C. Teaching Material (Attached)**D. Teaching Method**

1. *Scientific Approach*
2. REACT Strategy

E. Learning Activities (90 Minutes)

Step	Teacher's Activity	Students' Activity	Time Allocation
Opening	1. The teacher greets the students.	2. Students greet the teacher.	10'
	3. The teacher asks the students to pray together before starting the lesson	2. The students pray together	
	3. The teachers checks students' attendance.	4. The students say " Present"	
	5. The teacher reminds and asks the students about the material in previous meeting.	4. The students pay attention	
Main Activity	Observing 1. The teacher shows an example of recount text "My Holiday in Bandung" on slide	1. The students pay attention to text "My Holiday in Bandung" on slide	75'
	2. The teacher explains about REACT Strategy as a strategy to learn recount text	2. The students pay attention to the teacher's explanation about REACT Strategy as a strategy to learn recount text	
	3. The teacher gives	3. The students pay	

	an example of Recount Text which relate to REACT Strategy	attention to the example of Recount Text which relate to REACT Strategy	
	Questioning 1. The teacher asks the students to: c. Mention the generic structure of the text "My Holiday in Bandung" d. Mention the language features of the text "My Holiday in Bandung"	2. The students mention the generic structure and language features of the text "My Holiday in Bandung"	
	2. The teacher guides the student to ask how to apply REACT Strategy in learning recount text	2. The students ask to the teacher how to apply REACT Strategy in learning recount text	
	Exploring 1. The teacher shows an example of recount text entitled "Crime on the Market"	1. The students pay attention to text entitled "Crime on the Market."	
	2. The teacher asks the students to analyze the use of Simple Past Tense and Past Continuous Tense in the text "Crime on the Market"	2. The Students analyze the use of Simple Past Tense and Past Continuous Tense in the text "Crime on the Market"	
	3. The teacher asks the students to discuss their findings with the teacher	3. The students discuss their findings with the teacher	

	Assosiating 2. The teacher ask students to make a group consist 4-5 students.	1. The students make a group consist of 4-5 students.	
	2. The teacher asks the students to choose their group's leader	2. The students choose their group's leader	
	3. The teacher asks the leaders to remembering their shopping experience in traditional market.	3. The leaders remembering their shopping experience in traditional market.	
	4. The teacher asks the leaders to share their shopping experience in traditional market with their group.	4. The leaders share their shopping experience in traditional market with their group.	
	5. The teacher asks the students to write their leader's experience in a piece of paper as a layout.	5. The students write their leader's experience in a piece of paper as a layout.	
	6. The teacher asks the students to discuss with their group to make a Recount Text and dialogue based on their layout.	6. The students discuss with their group to make a Recount Text and dialogue based on their layout	
	Communicating 1. The teacher asks the students to present their text in front of the class :a. The leader present the text. b. Their group's member demonstrate the text by playing role.	1. The students pay attention to their friend's presentation.	
	2. The teacher gives feedback on the learning process.	2. The students pay attention and notes all the teacher's feedback.	

	3. The teacher gives feedback on the learning process and outcomes after the students practice their work in front of the class	3. The students pay attention and notes all the teacher feedback and outcomes after the students practice their work in front of the class	
Closing	1. The teacher asks the students to make conclusion about the learning material that day	1. The students make conclusion about the learning material that day	5'
	2. The teacher invites the students to pray together	2. The students pray together	
	3. The teacher closes the teaching and learning process	3. The students say thank you to the teacher	

F. Teaching Media

c. Media : Laptop, LCD, video, picture, White Board, Board marker, paper.

d. Source : Widiati, Utami; Rohmah, Zuliati; and Furaidah. 2016. *Bahasa*

Inggris. Jakarta : Kementrian Pendidikan dan Kebudayaan

G. Assesment of Speaking

Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional

		topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent that of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely that has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Comprehension	1	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Can get the gist of most conversation of non-technical subject
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.

Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	1	Errors in pronunciation are frequent but can be understood by native speaker used to speak his language.
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

Note : The maximum score is 100

Sumber : (Brown, 2001, pp, 406-407)

Comprehension	1-5
Fluency	1-5
Pronunciation	1-5

- a. Every the right answer get score = 5
- b. Amount of maximum score = $5 \times 5 = 25$
- c. Score of students = *Acquisition score* X 4 = 100

Surakarta, March 14th 2019

Acknowledge by,

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ATTACHMENT

Recount Text

My Holiday in Bandung

Orientation : Last holiday, I went to Bandung with my friend, Asep. we spent our holiday there. we went to bandung by bus. The bus schedule from Brebes was at 07.00 AM and arrived in Bandung at 11.30 AM

Events : In the first day, we went to Bandung zoo. The ticket price was only Rp 30.000. The animals collection there were very complete. In the next day, we went to geological museum and talked with the guide about geology. It made us understood about geology. we saw rocks collection there. After that, I went to Bandung bus station because we had to go home to Brebes.

Reorientation : My holiday in Bandung was only two days but It made me happy.

Crime on the Market

Orientation : Three days ago, I went to the traditional market to buy some fruits and vegetables.

In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to take closer and see.

A few minutes later, police came and took him.

Event : I asked to the fruit seller what happening actually and she said that the thief tried to steal someone's wallet but he was unlucky.

Someone saw him and shouted loudly and suddenly some people roughed him up hardly.

Re-orientation : It was a pity event and I hoped it would never happen again.

(Source : <http://contohcontohtext.blogspot.com/2016/04/recount-text-contoh-recount.html?m=1>)

LESSON PLAN
(Cycle 2, Meeting 1)

Name of School : SMP N 7 SURAKARTA

Lesson : ENGLISH

Class/Semester : VIII/2

Skill : SPEAKING SKILL

Topic/material : RECOUNT TEXT

Time Allocation : 2 X 45 MINUTES (1 MEETING)

A. Core Competence

1. Respecting and appreciating the teachings of their religion.
2. Respecting and appreciating the honest , discipline, responsibility, caring (tolerance, mutual assistance), polite, confident behaviors, in interacting effectively with the social and natural environment in arrange of socially and existence.
3. Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts,culture and events related to phenomena seemed by eyes.
4. Reworking, presenting, and reasoning in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract

(writing, reading, counting, drawing, and fabricated) according to the learned in schools and other sources in the same point of view/theory.

B. Basic Competence and Indicators

Basic Competence	Indicators
1.3 Showing grateful for the opportunity to learn English has a language of international communication embodied in the spirit of learning.	1.1.1.Students show the spirit in teaching and learning process.
4.3 Showing the honest, discipline, confident, and responsibility behavior in implementing transactional communication with teachers and friends.	2.2.1 Students show the honest, discipline, confident, and responsibility behavior.
3.7 Applying text structure and linguistic elements to carry out the procedure with the social function of the text stating and asking about recipes and manuals, short and simple, according to the context of its use.	3.7.1 Students are able to explain the structure and linguistic elements of procedure text carry out the procedure with the social function of the text stating and asking about recipes and manuals, short and simple, according to the context of its use.
4.7 Catching the meaning of the text procedures, oral and written, recipes and manually shaped, short and simple.	4.7.1 Students are able to catch the meaning of the text procedures, oral and written, recipes and manually shaped, short and simple.
4.8 Arranging procedure texts, oral and written, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements are correct and appropriate context.	4.8.1 Students are able to make oral procedure texts, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements correctly and in appropriate context.

C. Teaching Material (Attached)

D. Teaching Method

1. *Scientific Approach*
2. REACT Strategy

E. Learning Activities (90 Minutes)

Step	Teacher's Activity	Students' Activity	Time Allocation
Opening	1. The teacher greets the students.	1. Student greet the teacher.	10'
	2. The teacher asks students to pray together and checks students' attendance.	4. The students pray together and say "Present" when the teacher checks their attendance,	
	5 The teacher asks students about last meeting.	6 The Students answer the teacher's question.	
Main Activity	Observing 1. The teacher shows a recount text entitled "A Creepy Camping".	1. The students pay attention to the text "A Creepy Camping".	75'
	2. The teacher asks the students about : a. Generic structure of the text b. Language feature of the text	2. The students answer the teacher's question	
	Questioning 1 The teacher checks student's understanding by asking the example of: j. Simple past tense (went, bought, came, gave, etc.)	1. The students give example of : i. Simple past tense (went, bought, came, gave, etc.) j. Adverb of time : past time	

	k. Adverb of time (yesterday, last week, two years ago etc.) l. Generic structure of recount text (orientation, event, reorientation)	(yesterday, last week, two years ago) Generic structure of recount text (orientation, event, reorientation)	
	2. The teacher guides the students to ask about adverb of time	2. The students ask to the teacher about adverb of time	
	Exploring 1. The teacher gives the second recount text entitled “Goodbye Mister”.	a. The students get the second recount text entitled “Goodbye Mister”.	
	b. .The teacher asks the students to analyze the action verbs of the text “Goodbye Mister”	2. The students analyze the action verbs of the text “Goodbye Mister”	
	c. The teacher do a question and answer about the students’ findings.	3. The students answer the teacher’s question	
	Associating 2. The teacher asks the students to make group consist of 3-4 students	1. The students make group consist of 3-4	
	2. The teacher asks the students to choose their group leader.	2. The students choose their group leader.	
	3. Teacher asks the leaders to remembering their horrible experience.	3. The leaders remembering their horrible experience.	
	4. The teacher asks the	4. The leaders share	

	leaders to share their horrible experience with their group.	their horrible experience to their group.	
	5. The teacher asks the students to discuss with their group to make a recount text based on their leader's experience	5. The students discuss with their group to make a recount text and based on their leader's experience.	
	6. The teacher asks the students to exchange their Recount Text about "Your Horrible Experience" to other group.	6. The students exchange their Recount Text about "Your Horrible Experience" to other group.	
	7. The teacher asks the students to analyze their friends' Recount Text about "Your Horrible Experience" such as : a. simple past tense b. adverb of time c. Generic structure of the text.	7. The students analyze their friends' Recount Text about "Your Horrible Experience" such as : a. simple past tense b. adverb of time c. Generic structure of the text.	
	Communicating 1. The teacher asks the students to explain their findings in front of the class orally.	1. The students explain their finding in front of the class orally.	
	2. The teacher gives feedback on the learning process.	2. The students pay attention and notes all the teacher's feedback.	
Closing	1. The teacher asks the students to prepare the material for the next meeting	1. The students pay attention	5'
	2. The teacher invites the students to pray together	2. The students pray together	
	3. The teacher closes the teaching learning	3. The students say "Thank you"	

F. Teaching Media

- a. Media : Laptop, LCD, video, picture, White Board, Board marker, paper.
- b. Source : Widiati, Utami; Rohmah, Zuliati; and Furaidah. 2017. *Bahasa Inggris* “When English Rings a Bell”. Jakarta : Kementrian Pendidikan dan Kebudayaan Republik Indonesia.

G. Assesment of Speaking

Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent that of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely that

		has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Comprehension	1	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Can get the gist of most conversation of non-technical subject
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.
Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

Pronunciation	1	Errors in pronunciation are frequent but can be understood by native speaker used to speak his language.
	2	Accent is intelligible through often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

Note : The maximum score is 100

Sumber : (Brown, 2001, pp, 406-407)

Score

COMPONENT	SCORE
Grammar	1-5
Vocabulary	1-5
Comprehension	1-5
Fluency	1-5
Pronunciation	1-5

d. Every the right answer get score = 5

e. Amount of maximum score = $5 \times 5 = 25$

f. Score of students = *Acquisition score* X 4 = 100

Surakarta, March 14th 2019

Acknowledge by,

The English Teacher



Suprpto, S.pd.

NIP 196406091987031010

The Researcher



Dika Jiwanda M.

NPM. 14520025

The Headmaster of SMP N 7 Surakarta



Siti Laifah, S.Pd., M.Pd.

NIP. 197211051998022001

ATTACHMENT

Text

A Creepy Camping

One of my favorite things in Junior High School was camping. Once a month my school held a routine extracurricular that was camping at some mountain or camping field in my town. Usually the event was first Saturday night in a month.

One day at the camping time, we all gathered at the school first before we went at the camping area. We were grouped in teams and each team has its own tent. We went to the camping area by bus. At the afternoon, we had already been there. We built our own tent before we continue the activities. After building the tent, take a bath, and having a break, we start the rundown of the activities.

One thing I love the most was the activity of “*Jerit Malam*”. It was held at 10 p.m. until 1 a.m. Every team were scattered into the jungle to find the letters in a bottle. The camping committees had prepared something to frighten us by wearing ghost or zombie costume and chased after us.

Anyway, I was never afraid of that but I was so happy seeing some of my friends screaming and running. I laughed loudly at the event because I think both of the ghost and victims were totally funny. The ghost or zombie never frightened us who were not afraid, but they would run after them who were too afraid. That was a scary but fun experience in Junior High School.

Goodbye Mister

I had a very kind teacher at Junior High School. He was never angry at class event the students were lazy doing the homework. He always taught slowly so that we could have good understanding.

One day when I was at third grade, we all got bad news. Our best teacher passed away because of cancer in his head. We were so sad. There was no class that day. All teachers and students went to mourn and gave our last honour to him at funeral event. We all were crying. We all were praying for him.

He left us forever but leaved a good knowledge for us to learn math in a good way. Thanks for him, for his kindness and wisdom as our teacher and also our father.

My Horrible Experience

Let me told you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali.

Suddenly my car launched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Event I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake mad a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

(Source : <http://contohcontoh-text.blogspot.com/2016/04/recount-text-contoh-recount.html?m=1>)

LESSON PLAN
(Cycle 2, Meeting 2)

Name of School : SMP N 7 SURAKARTA

Lesson : ENGLISH

Class/Semester : VIII/2

Skill : SPEAKING SKILL

Topic/material : RECOUNT TEXT

Time Allocation : 2 X 45 MINUTES (1 MEETING)

A. Core Competence

1. Respecting and appreciating the teachings of their religion.
2. Respecting and appreciating the honest , discipline, responsibility, caring (tolerance, mutual assistance), polite, confident behaviors, in interacting effectively with the social and natural environment in arrange of socially and existence.
3. Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts,culture and events related to phenomena seemed by eyes.
4. Reworking, presenting, and reasoning in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract

(writing, reading, counting, drawing, and fabricated) according to the learned in schools and other sources in the same point of view/theory.

B. Basic Competence and Indicators

Basic Competence	Indicators
1.4 Showing grateful for the opportunity to learn English has a language of international communication embodied in the spirit of learning.	1.1.1.Students show the spirit in teaching learning process.
6.2 Showing the honest, discipline, confident, and responsibility behavior in implementing transactional communication with teachers and friends.	2.2.1 Students show the honest, discipline, confident, and responsibility behavior.
3.7 Applying text structure and linguistic elements to carry out the procedure with the social function of the text stating and asking about recipes and manuals, short and simple, according to the context of its use.	3.7.1 Students are able to explain the structure and linguistic elements of procedure text carry out the procedure with the social function of the text stating and asking about recipes and manuals, short and simple, according to the context of its use.
4.7 Catching the meaning of the text procedures, oral and written, recipes and manually shaped, short and simple.	4.7.1 Students are able to catch the meaning of the text procedures, oral and written, recipes and manually shaped, short and simple.
4.8 Arranging procedure texts, oral and written, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements are correct and appropriate context.	4.8.1 Students are able to make oral procedure texts, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements correctly and in appropriate context.

C. Teaching Material (Attached)**D. Teaching Method**

1. *Scientific Approach*
2. REACT Strategy

E. Learning Activities (90 Minutes)

Step	Teacher's Activity	Students' Activity	Time Allocation
Opening	5. The teacher greets the students.	6. Students greet the teacher.	10'
	7. The teacher asks the students to pray together before starting the lesson	6. The students pray together	
	7. The teachers checks students' attendance.	8. The students say " Present"	
	9. The teacher reminds and asks the students about the material in previous meeting.	4. The students pay attention	
Main Activity	Observing 1. The teacher shows an example of recount text "Merapi Mount"	1. The students pay attention to text "Merapi Mount"	75'
	2. The teacher asks the students to read the text by themselves.	2. The students read the text by themselves.	
	Questioning 1. The teacher asks the	1. The students	

	students to: a. Mention the generic structure of the text “Merapi Mount” b. Mention the language features of the text “Merapi Mount”	mention the generic structure and language features of the text “Merapi Mount”	
	2. The teacher guide the students to ask about REACT Strategy for today’s meeting.	2. The students ask about REACT Strategy for today’s meeting.	
	Exploring 1. The teacher shows an example of recount text “Eid Mubarak in Grandma’s House”	1. The students pay attention to text “Eid Mubarak in Grandma’s House”	
	2. The teacher asks the students to analyze the use of Simple Past Tense and Adverb of Time in the text “Eid Mubarak in Grandma’s House”	2. The Students analyze the use of Simple Past Tense and Adverb of Time in the text “Eid Mubarak in Grandma’s House”	
	3. The teacher asks the students to mention their findings.	3. The students mention their findings	
	Assosiating 1. The teacher ask students to make a group consist 4-5 students.	1. The students make a group consist of 4-5 students.	
	2. The teacher asks the students to choose their group’s leader	2. The students choose their group’s leader	
	3. The teacher asks the leaders to remembering their Eid Mubarak Holiday.	3. The leaders remembering their Eid Mubarak Holiday.	

	4. The teacher asks the leaders to share their Eid Mubarak Holiday with their group.	4. The leaders share their Eid Mubarak Holiday with their group.	
	5. The teacher asks the students to write their leader's experience in a piece of paper as a layout.	5. The students write their leader's experience in a piece of paper as a layout.	
	6. The teacher asks the students to discuss with their group to make a Recount Text and dialogue based on their layout.	6. The students discuss with their group to make a Recount Text and dialogue based on their layout	
	Communicating 1. The teacher asks the students to present their text in front of the class : a. The leader present the text. b. Their group's member demonstrate the text by playing role.	1. The students pay attention to their friend's presentation.	
	2. The teacher gives feedback on the learning process and outcomes after the students practice their work in front of the class	2.The students pay attention and notes all the teacher feedback and outcomes after the students practice their work in front of the class	
Closing	1. The teacher asks the students to make conclusion about the material	1. The students make conclusion about the material	5'
	2.The teacher asks the students to prepare the material for the next meeting	2.The students pay attention	
	3. The teacher invites the students to pray	3.The students pray together	

	together		
	7 The teacher closes the teaching and learning process.	The students say "Thank you"	

F. Teaching Media

c. Media : Laptop, LCD, video, picture, White Board, Board marker, paper.

d. Source : Widiati, Utami; Rohmah, Zuliati; and Furaidah. 2016. *Bahasa Inggris*. Jakarta : Kementrian Pendidikan dan Kebudayaan

G. Assesment of Speaking

Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent that of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal

		conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Comprehension	1	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Can get the gist of most conversation of non-technical subject
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.
Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.

	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	1	Errors in pronunciation are frequent but can be understood by native speaker used to speak his language.
	2	Accent is intelligible through often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

Note : The maximum score is 100

Sumber : (Brown, 2001, pp, 406-407)

Score

COMPONENT	SCORE
Grammar	1-5
Vocabulary	1-5
Comprehension	1-5
Fluency	1-5
Pronunciation	1-5

g. Every the right answer get score = 5

h. Amount of maximum score = $5 \times 5 = 25$

i. Score of students = *Acquisition score* X 4 = 100

Surakarta, March 14th 2019

Acknowledge by,

The English Teacher



Suprpto, S.pd.

NIP 196406091987031010

The Researcher



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The Headmaster of SMP N 7 Surakarta



Siti Laifah, S.Pd., M.Pd.

NIP. 197211051998022001

ATTACHMENT

Recount Text

Merapi Mount

Two days ago I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with my friends. We start climbing at 8 p.m. It was so dark and we only used flashlight to get the way. I felt no worry because all of my friends were professional climber. I just followed their instruction.

We climbed slowly and enjoy the night there. After 7 hours of walking in the dark, we could reach the top of the mountain. It was 3 a.m. early in the morning. We were not alone. There were a lot of people who reached that top before us. We waited the sun rises by cooking some of food and making some hot drink to get our energy. We sang some songs together, shared stories and got acquainted with people there.

After seeing the sun raised, we had to go back home. Getting down the mountain was not as hard as the climbing process because we only spent a few energy and time even we had to be more careful to do this process.

However, it was great experience I had ever done so far. I was so happy because we can having fun together.

Eid Mubarak in Grandma's House

Last year holiday of Eid Mubarak, I went to Srabaya in my grandma and grandpa's house. I had to go there because the previous holiday I wasn't there.

I missed the so much because I lived with them when I was a child. At that time both of my parents had to go to another city to earn money so they left me with my grandma and grandpa. After graduated from junior high school, I follow my parents living at Jakarta. Since that, I had visited the only at holiday time.

Unfortunately, I didn't have any tickets of either train and plane so that I went to Surabaya buy bus. It was so tiring because the traffic was too crowded and stagnant. Normally, the trip needs about 24-28 hours but my trip at that time took 40 hours from Jakarta to Surabaya. That made me mad.

The madness and tiredness during the trip had gone after I met my grandma and grandpa. They were looked old. I was so happy knowing them in healthy condition.

(Source : <http://contohcontoh-text.blogspot.com/2016/04/recount-text-contoh-recount.html?m=1>)

Name	:
No	:
Class	:

PRE-TEST

Write a short recount text individually. Then present it orally in front of the class.

Choose one of the topic as follows :

- Your holiday experience
- What did you do yesterday?
- How was your last weekend?

(Title)

Orientation:

Event :

Re-orientation :

Good luck

Name	:
No	:
Class	:

POST TEST 1

Pay attention to the instruction. After that, answer these questions!

1. Read the text. Identify the language feature and the generic structure.

My Best Birthday Party

It was the best birthday party I've ever had in my life. It started when I just arrived home at 10.00 PM, I opened the door but no one there. I wondered where did people go. I was searching for mom and dad, they usually spend their time watching television at this time. But I did not find them there. So I took stair and knocked at his bedroom. Then I opened his bedroom, he was not there too. It's not him to leave his bedroom door unlocked. Where were these guys?

I went to dining room and found no meals at all. It all was weird. I was thinking if they would have gone outside because the day was Saturday night. Finally I went to my bedroom and took a rest for a while. Lights went out suddenly while I was reading a novel. I got so scared. I heard people shouting fire, fire, fire. So I woke up suddenly and tried to get out from house as soon as possible. When I opened the door, This was the best event, My parents and

my brother held a birthday cake while singing 'happy birthday'. My grandparents, uncle and my aunts came too.

I couldn't say anything, I cried for happiness and horror and said you almost killed me guys! I love you. And then we went out for our late dinner.

(Source : <http://contohcontohtext.blogspot.com/2016/04/recount-text-contoh-recount.html?m=1>)

a. Language feature :

Action Verbs :

Conjunction :

b. Generic structure :

Orientation :

Event :

Re-orientation :

2. Write your unforgettable Birthday experience then present in front of the class

(Max. 5 Minutes).

Name	:
No	:
Class	:

POST TEST II

Pay attention to the instruction. After that answer the question.

1. Read the text. Identify the language feature and the generic structure.

My Farming Experience

The last holiday, I went to my grandma's home. Her home is quite awesome, so far away from the city and close to the vegetables farm area. My grandma and grandpa are farmers. I spent two days there and I did so many interesting things in the farm, helping my grandpa planted vegetables.

At the first day, I learned to plant spinach. What I did was moving out the young spinach from the seeding area to the plantation area. I thought it was easy, but in fact, it was tiring. I had to move those one by one under the sun. I did that for several hours before launch and continued until afternoon. In the night, I didn't want anything except sleeping. I was tired but it was fun. I couldn't wake up in the morning until my grandma knocked at my door. He laughed at me because what I did was not hard actually if compared with the real farmer. Then, before we went to farm again, my grandma had prepared for breakfast. After eating, I follow my grandpa going to the next field. We

would do daily treatment for the 1 month age spinach. We had give them enough water and checked if there were any caterpillars and grasshoppers.

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

(Source : <http://contohcontohtext.blogspot.com/2016/04/recount-text-contoh-recount.html?m=1>)

a. Language feature :

Action Verbs :

Conjunction :

b. Generic structure :

Orientation :

Event :

Re-orientation :

2. Write your unforgettable Eid Mubarak (Idul Fitri) experience then present in front of the class (Max. 5 Minutes).

Field Note Cycle 1 Meeting 1**FIELD NOTE**

Cycle/Meeting : 1/1st meeting

Day/Date : Saturday, May 11th 2019

Time : 09.45 a.m. until 11.15 a.m.

Class : VIII E

At 09.45 a.m. the researcher entered the classroom. The researcher invited students to pray together, "Before we start our lesson today, let's pray together." The students and the researcher were prayed together. Then, the researcher greeted students and opened the class, "Good morning students?" The students answered, "Good morning, Miss." The researcher asked, "How are you today?" The students answered, "I'm fine, Miss. Thank you. And you?" The researcher answered, "I'm fine too, thank you." Then the researcher checked the students' attendance.

At 09.50 a.m., the researcher The researcher invited the students to guess the material for that day. The researcher asked, "Where is your favorite holiday place?" The students answered their favorite holiday place. The researcher asked, "Have you ever gone there?" The students answered, "Yes, Miss!" The researcher asked, "Can you tell me about your holiday experience?" The students answered, "Yes we can, Miss." The researcher asked, "Can you guess our material today?" The students

answered, “Our material today is Recount Text, Miss.” The researcher said, “Excellent!”

At 9.55 a.m., the researcher entered the main activity which consisted of five steps : Observing, Questioning, Exploring, Associating, and Communicating. In the observing step, the researcher wanted to show about Recount Text Model in the slide but the LCD could not work well. So the researcher explained the material about Recount Text on white board. The researcher said, “I will explain about Recount Text. Please pay attention and write down the important parts in your notebook”. The students answered, “Yes Miss.” The students paid attention to the researcher about Recount Text materials and wrote the important parts in their notebook. The Researcher explained about : 1) the definition of Recount Text, 2) generic structure of Recount text, and 3) language feature of Recount Text.

At 10.05 a.m., the researcher entered the next step, Questioning step. In questioning step, the researcher asked the students to give the example of Simple Past Tense, Adverb of Time, and Generic Structure of Recount Text. The researcher asked, “Can you give the example of Simple Past Tense?” One of the students answered, “I know Miss! The example of Simple Past Tense are : went, stayed, gave, joined, etc.”. The researcher said, “Excellent! Now, can you give the example of Adverb of Time?” One of the student answered, “I can Miss! The example of Adverb of Time are : on Monday, yesterday, last week, two months ago, etc.”. The researcher said, “Excellent! Then, can you mention the generic structure of Recount Text?” One

of the student answered, “I can Miss! The generic structure of Recount Text are : Orientation, Event, and Re-orientation”. The researcher said, “Excellent!”

At 10.15 a.m., the researched entered the Exploring step. In this step, the researcher showed a Recount Text entitled “Very Tired Day”. The Students paid attention to the text “Very Tired Day”. The researcher asked the students to read the text carefully and asked the students to analyze Simple Past Tense and Past Continuous Tense. After the students finished, the researcher asked them to discuss about their findings to the researcher.

At 10.25 a.m., the researcher entered the Associating step. In this step, the researcher gave the students the second Recount Text entitled “Came Late to School”. The researcher asked the students to make a group consisted of 3-4 students. Then the researcher asked the students to read the text “Came Late to School” carefully, and asked the students to discuss with their group about Simple Past Tense, Past Continuous Tense, Adverb of Time, and Generic Structure of the text. During this step, the students were very noisy. They did not discuss about the text but they only chatted with their friends. The researcher walked around the class to make the students focus to their work.

At 10.55 a.m., the researcher entered the Communicating step. In this step, the researcher asked the students to present their work orally in front of the class. Then, the researcher gave feedback on the learning process. The researcher asked to the

students about the materials that they did not understand. The researcher asked the students about their difficulties, “Okay students, how about today’s materials?”. Some students said, “Difficult Miss”. Then, the researcher asked, “Which part is difficult for you?”. The students answered. “ The way to pronoun the sentences Miss”. And the researcher said, “Okay, in the next meeting we should learned it again”. The students said, “Yes, Miss”.

At 11.10 a.m., the researcher reviewed the material that day. The researcher said, “Students, what we got today?” the students said. “ Recount Text Miss”. the researcher said, “ What are the generic structure of Recount text?”. The students answered, “ The generic structure of recount text are : Orientation, event, and Re-orientation, Miss”. “ What about the language feature?” Asked the researcher. The students answered, “ Language feature of recount text are : a) simple past tense, b) past continuous tense, c) focus on participant I (the writer), d) adverb of time, and e) action verb, Miss”. Then, the researcher told about the learning materials for the next meeting.

At 11.15 a.m., the researcher closed the class. “I think enough for the English class today. Thank you for your attention and see you, students.” The students answered, “Thank you, Miss. See you, Miss.”

Point of observation :

1. The students were noisy during the teaching and learning process.

2. The students' learning motivation was still low.
3. The students were not concentrate to the teaching and learning process.
4. The students were still inactive in teaching and learning process.

Field Note Cycle 1 Meeting 2**FIELD NOTE**

Cycle/Meeting : 1/2nd meeting

Day/Date : Monday, May 13th 2019

Time : 08.00 a.m. until 09.30 a.m.

Class : VIII E

At 08.00 a.m., the researcher entered the classroom. The researcher invited students to pray together, “Before we start our lesson today, let’s pray together.” The students and the researcher were prayed together. Then, the researcher greeted students and opened the class, “Good morning students?” The students answered, “Good morning, Miss.” The researcher asked, “How are you today?” The students answered, “I’m fine, Miss. Thank you. And you?” The researcher answered, “I’m fine too, thank you.” Then the researcher checked the students’ attendance. The researcher asked, “Okay, What was our material in previous meeting?.” The students answered, “In the previous meeting we learnt about Recount Text, Miss”.

At 08.10 a.m., The researcher started to conducting the main activity. First, in the observation, the researcher gave a recount text entitled “My Holiday in Bandung” and the students paid attention to the text. Then, the researcher started to explain about REACT Strategy, “Students, pay attention please.” The students answered,

“Yes Miss.” The researcher said, “I will explain about REACT Strategy. Please write in your notes.” The researcher explained about REACT Strategy and the students wrote about REACT Strategy in their note.

At 08.20 a.m., the researcher entered the Questioning step. In this step, the researcher asked the students to : 1) mention the generic structure, and 2) mention the language features of the text entitled “My Holiday in Bandung”. Then, the researcher guided the students to asked how to apply REACT Strategy in learning Recount Text.

At 08.30 a.m., the researcher entered the Exploring step. In this step, the researcher gave the students a Recount Text entitled “Crime on The Market”. The researcher asked the students to read the text carefully. The, the researcher asked the students to analyze simple past tense and simple continuous tense of the text “Crime on The Market”, “Please read carefully and analyze the simple past tense and past continuous of the text.” The students answered, “Yes, Miss.” Then the researcher asked the students to discuss their findings to the researcher.

At 08.40 a.m., the researcher entered the Associating step. In this step, the researcher asked the students to make a group consisted of 3-4 students. Then the researcher asked the students to choose their group’s leader. After choosing their group leader, the researcher asked the leader to remembering their shopping experience in traditional market. Then, the researcher asked the leader to share their experience to their group. After sharing with their friends, the researcher asked the

students to write their leader's experience in a piece of paper as their layout. Then, the researcher asked the students to make a Recount Text and a dialogue based on their layout. During the discussion, the students were still noisy but some of them discuss their works carefully.

At 09.10 a.m., the researcher entered the Communicating step. In this step, the researcher asked the students to present their works orally and asked the students to play a role based on their Recount Text in front of the class. When a group presented their work in front of the class, the other students paid attention to their friends' presentation. After all of the students presented their works in front of the class, the teacher gave feedback about the Teaching and Learning Process.

At 09.25 a.m., the researcher reviewed the materials, "What we get today?" the students answered, "How to make a Recount Text and learning Recount Text by using REACT Strategy, Miss". the researcher asked, "Do you enjoy today's lesson?" The students answered "Yes, Miss. The class was fun today."

At 09.30 a.m., researcher closed the class, "Thank you for your participation, see you next meeting." The students answered, "Thank you, Miss. See you, Miss".

Point of observation :

1. Some of the students were noisy during the teaching and learning process.
2. Some of the students were not concentrated to the learning materials.
3. The students were still inactive in teaching and learning process.

Field Note Cycle 2 Meeting 1**FIELD NOTE**

Cycle/Meeting : 2/1st meeting

Day/Date : Saturday, May 18th 2019

Time : 09.45 a.m. until 11.15 a.m.

Class : VIII E

At 09.45 a.m., the researcher entered the classroom. The researcher invited students to pray together, “Before we start our lesson today, let’s pray together.” The students and the researcher were prayed together. Then, the researcher greeted students and opened the class, “Good morning students?” The students answered, “Good morning, Miss.” The researcher asked, “How are you today?” The students answered, “I’m fine, Miss. Thank you. And you?” The researcher answered, “I’m fine too, thank you.” Then the researcher checked the students’ attendance. The researcher asked the students about previous meeting. “What was our materials in previous meeting?” The students responded and said, “About Recount Text Miss.”

At 09.55 a.m., the researcher entered the main activity. The first step was Observing. In this step, In the observing step, the researcher gave the students a Recount Text entitled “A Creepy Camping”. The researcher asked the students to read the text. The students read the text carefully. After the students finished read the

text, the students answer the researcher questions about the generic structures and the language features of the text.

At 10.05 a.m., the researcher entered the Questioning step. In this step, the researcher checked the students' understanding by asking the example of simple past tense, the example of adverb of time, and the generic structure of Recount Text. The students could answer the question.

At 10.15 a.m., the researcher entered the Exploring step. In this step, the researcher gave the students a Recount Text entitled "Goodbye Mister". The researcher asked the students to mention the simple past tense of the text. The students could answer the question.

At 10.25 a.m., the researcher entered the Associating step. In this step, the researcher asked the students to make a group consisted of 3-4 students. The researcher asked the students to choose their group's leader. After choosing their group leader, the researcher asked the leader to remembering their horrible experience. Then, the researcher asked the leader to share their experience to their group. Then, the researcher asked the students to make a Recount Text based on the leader's experience. After they finished their Recount Text, the researcher asked the students to exchange their Recount Text to the other groups. The researcher asked the students to analyze : Simple Past Tense, Adverb of Time, and Generic Structure of

your friend's text. During the discussion, the students were noisy, but the noise was their discussion about the text.

At 10.55 a.m., the researcher entered the Communication step. In this step, the researcher asked the students to practice their findings orally in front the class, "Now please present your findings in front of the class." The students answered, "Yes Miss" The students present their findings orally in front of the class (at least 5 minutes). And then the researcher gave feedback.

At 11.15 a.m., the researcher closed the lesson, "I think enough for today. Thank you for your attention. We will meet again in the next meeting. See you." The students answered, "Thank you, Miss. See you again, Miss."

Point of observation :

1. The students were happy during teaching and learning activity.
2. The students' learning motivation was improved.
3. The students' were more confidence to speak English.
4. The students were more concentrate to the learning materials.

Field Note Cycle 2 Meeting 2**FIELD NOTE**

Cycle/Meeting : 2/2nd meeting

Day/Date : Monday, May 19th 2019

Time : 08.00 a.m. until 09.50 a.m.

Class : VIII E

At 08.00 a.m., The researcher asked the students to pray together “Before we start the lesson, lets pray together.” The researcher opened the class by greeting the students, “Good morning students”. The students responded the researcher’s greeting “Good morning Miss”. The researcher asked , “How are you today?” The students answered “I am fine Miss, thank you, and you?” The researcher said, “I am fine too, thank you.” The researcher checked the students’ attendance. The researcher asked about the previous materials, and the students answered, “In previous meeting we learnt about Recount Text, Miss.”

At 08.10 a.m., the researcher entered the main activity. The first step was Observing step. In this step, the researcher gave a Recount Text entitled “Merapi Mount”, “Okay, I will give you a Recount Text entitled Merapi Mount. Please read the text by yourself carefully.” The students answered, “Yes Miss”

asked them to demonstrate the text by playing role. After the presentation finished, the researcher gave feedback to the students about today's class. The researcher also told students that the next meeting was Post-test 2. So the researcher asked the students to study in their home about Recount Text.

At 09.30 a.m., the researcher closed the class, "I think enough for today's class. Thank you for your attention and see you again in our next meeting." The students answered, "Thank you, Miss. See you again Miss."

Point of observation :

1. The students were happy and enjoy during teaching and learning activity.
2. The students' learning motivation were improved.
3. The students could speak English well.
4. The students were more confidence to speak English.

At 08.20 a.m., the researcher entered the Questioning step. In this step, the researcher asked the students to mention the generic structure of the text “Merapi Mount”. Then the researcher guided the students to ask about REACT Strategy in learn Recount Text for today’s meeting.

At 08.30 a.m., the researcher entered the Exploring step. In this step, the researcher gave the students a Recount Text entitled “Eid Mubarak in My Grandma’s House”. The researcher asked the students to read the text carefully and asked them to analyze Simple Past Tense and Adverb of Time of the text. After the students finished reading the text “Eid Mubarak in My Grandma’s House”, they mention the Simple Past Tense and Adverb of Time of the text.

At 08.40 a.m., the researcher entered the Associating step. In this step, the researcher asked the students to make a group consisted of 3-4 students. The researcher asked the students to choose their group’s leader. After choosing their group leader, the researcher asked the leader to remembering their Eid Mubarak Holiday. Then, the researcher asked the leader to share their experience to their group. Then, the researcher asked the students to write their leader’s experience in a piece of paper as their layout. Then, the researcher asked the students to make a Recount Text and a dialogue based on their layout. The students discussed their work.

At 09.10 a.m., the researcher entered the Communicating step. In this step, the researcher asked the students to present their Recount Text in front of the class and

Name : Mardihono Nur R.
No : 18
Class : 8E

POST TEST 1

Pay attention to the instruction. After that, answer these questions!

1. Read the text. Identify the language feature and the generic structure.

My Best Birthday Party

It was the best birthday party I've ever had in my life. It started when I just arrived home at 10.00 PM, I opened the door but no one there. I wondered where did people go. I was searching for mom and dad, they usually spend their time watching television at this time. But I did not find them there. So I took stair and knocked at his bedroom. Then I opened his bedroom, he was not there too. It's not him to leave his bedroom door unlocked. Where were these guys?

I went to dining room and found no meals at all. It all was weird. I was thinking if they would have gone outside because the day was Saturday night. Finally I went to my bedroom and took a rest for a while. Lights went out suddenly while I was reading a novel. I got so scared. I heard people shouting fire, fire, fire. So I woke up suddenly and tried to get out from house as soon as possible. When I opened the door, This was the best event, My parents and

my brother held a birthday cake while singing 'happy birthday'. My grandparents, uncle and my aunts came too.

I couldn't say anything, I cried for happiness and horror and said you almost killed me guys! I love you. And then we went out for our late dinner.

(Source : <http://contohcontohtext.blogspot.com/2016/04/recount-text-contoh-recount.html?m=1>)

a. Language feature :

Action Verbs :

opened Reading Cried

Watching Woke Up

Went Singing

Conjunction :

And

Because

Went

b. Generic structure :

Orientation :

It was the best birthday party I've ever had
 in my life. It started when I ^{Just} ~~was~~ Arrived home
 at 10.00 PM. I opened the door but no one there.
 I Undersatand Where were these guys?

Event :

I went to dining room and found no meals at all.
 It all was weird. I was thinking if they would have
 gone outside because the day is Saturday night. Finally
 I went My Grandparents, Uncle, and aunts came too.

Re-orientation :

I Couldn't say anything. I Cried for happiness and horror
 and said you almost kill me guys! I love you. and then
 we went out for our late Winner

Write your unforgettable Birthday experience then present in front of the class
 (Max. 5 Minutes).

My 10 years old birthday party was so amazing. In my
 Party a lot of my friends came. There was a big cake
 and nasi tumpang

After I blow out the Candles and praying, we start
Slice I gave it to my parents. After we ate the cake next
we ate nasi lemak. The birthday party from 08.00 pm
until 10.00 pm. After that big party I was sleep nicely in
my bed. That was a fun party

Name	: Jihan Salmanika W.
No	: 15
Class	: VIII E

POST TEST 1

Pay attention to the instruction. After that, answer these questions!

1. Read the text. Identify the language feature and the generic structure.

My Best Birthday Party

It was the best birthday party I've ever had in my life. It started when I just arrived home at 10.00 PM, I opened the door but no one there. I wondered where did people go. I was searching for mom and dad, they usually spend their time watching television at this time. But I did not find them there. So I took stairs and knocked at his bedroom. Then I opened his bedroom, he was not there too. It's not him to leave his bedroom door unlocked. Where were these guys?

I went to dining room and found no meals at all. It all was weird. I was thinking if they would have gone outside because the day was Saturday night. Finally I went to my bedroom and took a rest for a while. Lights went out suddenly while I was reading a novel. I got so scared. I heard people shouting fire, fire, fire. So I woke up suddenly and tried to get out from house as soon as possible. When I opened the door, This was the best event, My parents and

my brother held a birthday cake while singing 'happy birthday'. My grandparents, uncle and my aunts came too.

I couldn't say anything, I cried for happiness and horror and said you almost killed me guys! I love you. And then we went out for our late dinner.

(Source : <http://contohcontoh1ext.blogspot.com/2016/04/recount-text-contoh-recount.html?m=1>)

a. Language feature :

Action Verbs :

a) arrived d) watching g) leaved j) wake up
b) opened e) took stair h) went k) held
c) searching f) knocked i) reading l) come

Conjunction :

- and - went
- because - but

b. Generic structure :

Orientation :

It was the best ~~party~~ birthday party, I've ever had
 in my life. It started when I just arrived home at 10.00Am.
 I opened the door but no ~~the~~ one there.
 I wondered ... where were these guys?

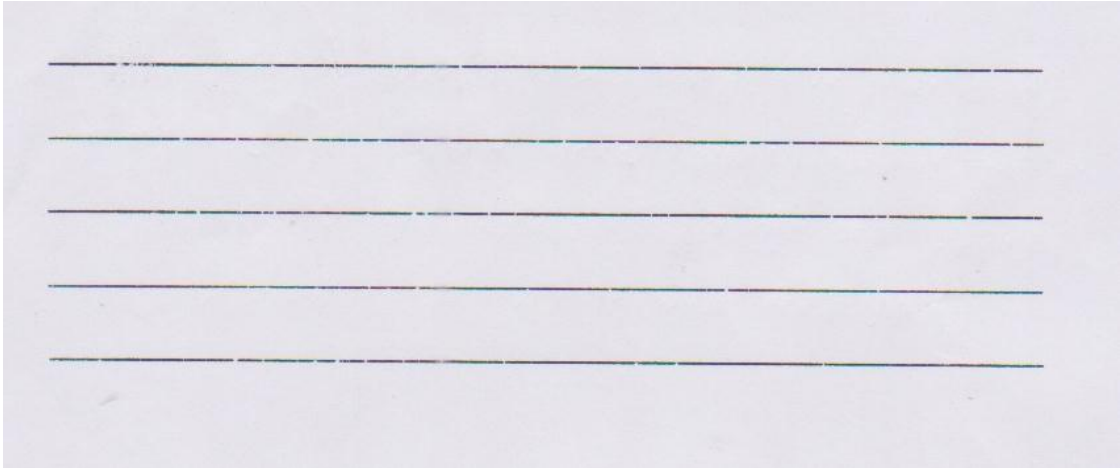
Event :

I went to dining room and found no medls at all. all was
~~was~~ weird. I was thinking if they would have gone
 outside because the day was Saturday night. Finally I
 went ... my grand parents, uncle, and aunts come to

Re-orientation :

I couldn't say ~~no~~ anything. I cried for happiness
 and horror and said you almost killed me guys. I love you.
 And ~~didn't you almost~~ than we ~~when it~~ went
 out for our late dinner.

2. Write your unforgettable Birthday experience then present in front of the class
 (Max. 5 Minutes).



Name	: Mardihono Nur R.
No	: 18
Class	: 8E

POST TEST II

Pay attention to the instruction. After that answer the question.

1. Read the text. Identify the language feature and the generic structure.

My Farming Experience

The last holiday, I went to my grandma's home. Her home is quite awesome, so far away from the city and close to the vegetables farm area. My grandma and grandpa are farmers. I spent two days there and I did so many interesting things in the farm, helping my grandpa planted vegetables.

At the first day, I learned to plant spinach. What I did was moving out the young spinach from the seeding area to the plantation area. I thought it was easy, but in fact, it was tiring. I had to move those one by one under the sun. I did that for several hours before launch and continued until afternoon. In the night, I didn't want anything except sleeping. I was tired but it was fun. I couldn't wake up in the morning until my grandma knocked at my door. He laughed at me because what I did was not hard actually if compared with the real farmer. Then, before we went to farm again, my grandma had prepared for breakfast. After eating, I follow my grandpa going to the next field. We

would do daily treatment for the 1 month age spinach. We had give them enough water and checked o=if there were any caterpillars and grasshoppers.

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

a. Language feature :

Action Verbs :

- Went	- eating	- knocked	- follow
- Spent	- Wake up	- laugned	- Checked
- Moving	- Sleeping	- Helping	

Conjunction :

→ Then _____

→ After _____

→ before _____

b. Generic structure :

Orientation :

The last holiday, I went to my grandma's home.
 Her home is quite awesome, so far away form the city
 and close to the vegetables farm area , helping
 my grandpa planted vegetables (paragraf 1)

Event :

At the first day, I learned to plant spinach
I follow my grandpa going to the next field. (paragraf 2)

Re-orientation :

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

2. Write your unforgettable Eid Mubarak (Idul Fitri) experience then present in front of the class (Max. 5 Minutes).

Back to Hometown

Two days before Eid Mubarak last year, I and
my family were back to hometown in Madiun. We got there
by car. Me and my brother were very excited.

We played in rice fields after we got there. We
played together with our ~~friends~~ friends here. We got very
dirty but we didn't care because long time we didn't play
like this. This fields is my grandpa's and we helped my
grandpa to plant the rice. My brother throw mud to me,
and throw mud to him too. We played until evening. My
grandpa asked us to go home before the sunset and we
agreed.

We always played together here because in
town we couldn't find any fields, so we were

Name : Nabeel M.A

No : 25

Class : 8E

POST TEST II

Pay attention to the instruction. After that answer the question.

1. Read the text. Identify the language feature and the generic structure.

My Farming Experience

The last holiday, I went to my grandma's home. Her home is quite awesome, so far away from the city and close to the vegetables farm area. My grandma and grandpa are farmers. I spent two days there and I did so many interesting things in the farm, helping my grandpa planted vegetables.

At the first day, I learned to plant spinach. What I did was moving out the young spinach from the seeding area to the plantation area. I thought it was easy, but in fact, it was tiring. I had to move those one by one under the sun. I did that for several hours before launch and continued until afternoon. In the night, I didn't want anything except sleeping. I was tired but it was fun. I couldn't wake up in the morning until my grandma knocked at my door. He laughed at me because what I did was not hard actually if compared with the real farmer. Then, before we went to farm again, my grandma had prepared for breakfast. After eating, I follow my grandpa going to the next field. We

would do daily treatment for the 1 month age spinach. We had give them enough water and checked o=if there were any caterpillars and grasshoppers.

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

a. Language feature :

Action Verbs :

→ Went	→ Spent	→ Moving	→ Helping
→ Learned	→ Wake up	→ Knocked	→ Laughed
→ Eating	→ Follow	→ ~~Check~~ checked	

Conjunction :

→ Then → After → before

b. Generic structure :

Orientation :

The last holiday I went to my grandma's ^{Home} ~~house~~. Her home
is quite ^{but} ~~plate~~ Awesome, So far away from the City and so

So close to the Vegetables Farm area. My grandma and grandpa are Farmers. I spent two days there and I did so many interesting things in the farm. Helping my grandpa planted Vegetables

Event :

at the first day, I learn to plant Spinach. What I did is moving out the young Spinach from the seeding area to the plantation area. I thought it was easy, but in fact, it was Tiring.

(Paragraf 2)

Re-orientation :

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

2. Write your unforgettable Eid Mubarak (Idul Fitri) experience then present in front of the class (Max. 5 Minutes).

Cooking for eid mubarak with my mother

Last year when eid mubarak, I and mother were cooking together, we cook so many food, especially Cookies.

I helped my mother because I love Cooking. My favorite Cookies are Nastar. First, I bought the ingredients in the market. My mother write all the ingredients so it was easier to bought the ingredients in the market. then we started to cook. My mother guide me when I helped her. I did the step so Carefully. Then when all done, my mother said that I can eat natar as much as I want, and I can make natar again as much as I want.

I was very happy because I can cook with my mother for eid mubarak, and my family said that our cookies were delicious

Name	: Jihan Salmanida W.
No	: 15
Class	: 8E

POST TEST II

Pay attention to the instruction. After that answer the question.

1. Read the text. Identify the language feature and the generic structure.

My Farming Experience

The last holiday, I went to my grandma's home. Her home is quite awesome, so far away from the city and close to the vegetables farm area. My grandma and grandpa are farmers. I spent two days there and I did so many interesting things in the farm, helping my grandpa planted vegetables.

At the first day, I learned to plant spinach. What I did was moving out the young spinach from the seeding area to the plantation area. I thought it was easy, but in fact, it was tiring. I had to move those one by one under the sun. I did that for several hours before launch and continued until afternoon. In the night, I didn't want anything except sleeping. I was tired but it was fun. I couldn't wake up in the morning until my grandma knocked at my door. He laughed at me because what I did was not hard actually if compared with the real farmer. Then, before we went to farm again, my grandma had prepared for breakfast. After eating, I follow my grandpa going to the next field. We

would do daily treatment for the 1 month age spinach. We had give them enough water and checked o=if there were any caterpillars and grasshoppers.

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

a. Language feature :

Action Verbs :

- went - eating - helping

- spent - breakfast - knocked

- sleeping - follow

Conjunction :

- then

- After

- before

b. Generic structure :

Orientation :

The last holiday I went to my

grandma's home . (~~page~~ paragraf 1)

Event :

And the first day, I learned to plant
spinach. (paragraph 2.)

Re-orientation :

In the third day, I had to back
home. (paragraph 3)

2. Write your unforgettable Eid Mubarak (Idul Fitri) experience then present in front of the class (Max. 5 Minutes).

11> Eid Mubarak with my Big family

Last year, my family had been gathered for Eid Mubarak in my grandma's house. There were my parents, my grandma, my uncle and aunt, my cousin, and my nephew. We talk each other about ~~anythg~~ ~~asam~~ anything.

In the afternoon, my grandma called me and my cousin to help her prepare for lunch. My grandma cook so many food. I put all of the food in the family room so my family can ~~lunch~~ lunch. We lunch together and sing together. My cousin is good in singing so she sing a lot of song that day. Then when I still eat my lunch, my cousin asked me to sing together. I rejected it because I still eat my lunch.

The Result Of Mean Score

1. Mean Score of Pre-Test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1715}{32}$$

$$\bar{X} = 53.59$$

2. Mean Score of Post-Test 1

$$\bar{Y} = \frac{\sum y}{N}$$

$$\bar{Y} = \frac{1965}{32}$$

$$\bar{Y} = 61.40$$

3. Mean Score in Post-test 2

$$\bar{Y} = \frac{\sum y}{N}$$

$$\bar{Y} = \frac{2430}{32}$$

$$\bar{Y} = 73.75$$

Where :

$\bar{X}$ = mean of pre-test score

$\bar{Y}$ = mean of post-test score

N= number of students

The T-Test Computation Between Pre-Test and Post-Test 1

$$N = 32 \quad \sum D^2 = 3400 \quad \sum D = 260 \quad \bar{D} = \frac{\sum D}{N} = \frac{260}{32} = 8.12$$

T-Test =

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{8.12}{\sqrt{\frac{3400 - \frac{(260)^2}{32}}{32(32-1)}}$$

$$t = \frac{8.12}{\sqrt{\frac{3400 - \frac{(67600)^2}{32}}{32(31)}}$$

$$t = \frac{8.12}{\sqrt{\frac{3400 - 2112.5}{992}}}$$

$$t = \frac{8.12}{\sqrt{\frac{2112.5}{992}}}$$

$$t = \frac{8.12}{\sqrt{2.12}}$$

$$t = \frac{8.12}{1.45}$$

$$t = 5.6$$

The T-Test Computation Between Post-Test 1 and PostTest 2

$$N = 32 \quad \sum D^2 = 8125 \quad \sum D = 455 \quad \bar{D} = \frac{\sum D}{N} = \frac{455}{32} = 14.21$$

T-Test =

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{14.21}{\sqrt{\frac{8125 - \frac{(455)^2}{32}}{32(32-1)}}$$

$$t = \frac{14.21}{\sqrt{\frac{8125 - \frac{207025}{32}}{32(31)}}$$

$$t = \frac{14.21}{\sqrt{\frac{8125 - 6469.5}{992}}}$$

$$t = \frac{14.21}{\sqrt{\frac{1655.5}{992}}}$$

$$t = \frac{14.21}{\sqrt{1.66}}$$

$$t = \frac{14.21}{1.28}$$

$$t = 11.10$$

STUDENTS' PRE-TEST SCORE

NO.	NAME	SCORE
1	AGNESIA WINDA SARI	55
2	AJENG LESTARI INDRAYANI	50
3	ANA ANGGRAINI	45
4	ARYA BAGUS GUMILANG	60
5	CANDRA SURYAVIMALA PRABHASARI	60
6	CHINTYA INE MAHARANI	50
7	DHAFA SOLAN AJI PUTRA	50
8	DHIVA ANGGUN INSANI	45
9	EKO HARYANTO	50
10	FACHREL BRAHMANDA PRAMADITYA DEWANTA	40
11	FAJAR DWI PRASETYA	55
12	FAUSTA NANDA SHIFA	55
13	ICA DEWI SEPTIANA	60
14	ILYASA RIDHO NAFSINTOMI	65
15	JIHAN SALMANIDA WIBOWO	70
16	LUFTIFAH NOVIKA NUR HIDAYAH	65
17	MARDIHONO NUR ROHMAN	55
18	MEITHA PRICILIA	55
19	MONIKA DWI PUTRIANA	45
20	MUHAMMAD IBNU SUFI	40
21	MUHAMMAD RIZKY AGUS SANTOSO	50
22	MUHAMMAD SABIAN KEIZARO	65
23	MUTHIA HAIFA LUTHFIANA	60
24	NABEEL MUHAMMAD ALIMUDIN	40
25	NABILLA ALIYA FARADINA	50
26	OKTAVIA DINDA RAMADHANI	55
27	PUTRI RAHMAWATI	40
28	RADITYA LEONANDA GUSTAFA	40
29	RUSHITA AYU DINAR RAMADHANI	55
30	SAHISTYO RIZKY WIJAYA	60
31	TAZQIA ATIQATUS ZAHRA	65
32	RINDANSYAH	65
	TOTAL SCORE	1715
	MEAN SCORE	53.59

STUDENTS' POST-TEST 1 SCORE

NO.	NAME	SCORE
1	AGNESIA WINDA SARI	60
2	AJENG LESTARI INDRAYANI	55
3	ANA ANGGRAINI	50
4	ARYA BAGUS GUMILANG	65
5	CANDRA SURYAVIMALA PRABHASARI	65
6	CHINTYA INE MAHARANI	60
7	DHAFA SOLAN AJI PUTRA	55
8	DHIVA ANGGUN INSANI	55
9	EKO HARYANTO	60
10	FACHREL BRAHMANDA PRAMADITYA DEWANTA	55
11	FAJAR DWI PRASETYA	65
12	FAUSTA NANDA SHIFA	60
13	ICA DEWI SEPTIANA	60
14	ILYASA RIDHO NAFSINTOMI	65
15	JIHAN SALMANIDA WIBOWO	75
16	LUFTIFAH NOVIKA NUR HIDAYAH	65
17	MARDIHONO NUR ROHMAN	60
18	MEITHA PRICILIA	65
19	MONIKA DWI PUTRIANA	50
20	MUHAMMAD IBNU SUFI	60
21	MUHAMMAD RIZKY AGUS SANTOSO	70
22	MUHAMMAD SABIAN KEIZARO	65
23	MUTHIA HAIFA LUTHFIANA	70
24	NABEEL MUHAMMAD ALIMUDIN	50
25	NABILLA ALIYA FARADINA	55
26	OKTAVIA DINDA RAMADHANI	65
27	PUTRI RAHMAWATI	60
28	RADITYA LEONANDA GUSTAFA	65
29	RUSHITA AYU DINAR RAMADHANI	60
30	SAHISTYO RIZKY WIJAYA	60
31	TAZQIA ATIQATUS ZAHRA	70
32	RINDANSYAH	70
	TOTAL SCORE	1965
	MEAN SCORE	61.40

STUDENTS' POST-TEST 2 SCORE

NO.	NAME	SCORE
1	AGNESIA WINDA SARI	75
2	AJENG LESTARI INDRAYANI	70
3	ANA ANGGRAINI	70
4	ARYA BAGUS GUMILANG	75
5	CANDRA SURYAVIMALA PRABHASARI	75
6	CHINTYA INE MAHARANI	75
7	DHAFA SOLAN AJI PUTRA	80
8	DHIVA ANGGUN INSANI	80
9	EKO HARYANTO	75
10	FACHREL BRAHMANDA PRAMADITYA DEWANTA	70
11	FAJAR DWI PRASETYA	75
12	FAUSTA NANDA SHIFA	80
13	ICA DEWI SEPTIANA	80
14	ILYASA RIDHO NAFSINTOMI	75
15	JIHAN SALMANIDA WIBOWO	85
16	LUFTIFAH NOVIKA NUR HIDAYAH	75
17	MARDIHONO NUR ROHMAN	75
18	MEITHA PRICILIA	75
19	MONIKA DWI PUTRIANA	80
20	MUHAMMAD IBNU SUFI	80
21	MUHAMMAD RIZKY AGUS SANTOSO	80
22	MUHAMMAD SABIAN KEIZARO	85
23	MUTHIA HAIFA LUTHFIANA	70
24	NABEEL MUHAMMAD ALIMUDIN	70
25	NABILLA ALIYA FARADINA	75
26	OKTAVIA DINDA RAMADHANI	75
27	PUTRI RAHMAWATI	75
28	RADITYA LEONANDA GUSTAFA	75
29	RUSHITA AYU DINAR RAMADHANI	80
30	SAHISTYO RIZKY WIJAYA	80
31	TAZQIA ATIQATUS ZAHRA	70
32	RINDANSYAH	70
	TOTAL SCORE	2430
	MEAN SCORE	75.93

THE TABLE COUNTING T-TEST FOR CYCLE 1

NO.	NAME	PRE-TEST	POST-TEST 1	D	D²
1	AGNESIA WINDA SARI	55	60	15	225
2	AJENG LESTARI INDRAYANI	50	55	5	25
3	ANA ANGGRAINI	45	50	5	25
4	ARYA BAGUS GUMILANG	60	65	5	25
5	CANDRA SURYAVIMALA PRABHASARI	60	65	5	25
6	CHINTYA INE MAHARANI	50	60	10	100
7	DHAFA SOLAN AJI PUTRA	50	55	5	25
8	DHIVA ANGGUN INSANI	45	55	10	100
9	EKO HARYANTO	50	60	10	100
10	FACHREL BRAHMANDA PRAMADITYA	40	55	15	225
11	FAJAR DWI PRASETYA	55	65	10	100
12	FAUSTA NANDA SHIFA	55	60	5	25
13	ICA DEWI SEPTIANA	60	60	0	0
14	ILYASA RIDHO NAFSINTOMI	65	65	0	0
15	JIHAN SALMANIDA WIBOWO	70	75	5	25
16	LUFTIFAH NOVIKA NUR HIDAYAH	65	65	0	0
17	MARDIHONO NUR ROHMAN	55	60	5	25
18	MEITHA PRICILIA	55	65	10	100
19	MONIKA DWI PUTRIANA	45	50	5	25
20	MUHAMMAD IBNU SUFI	40	60	20	400
21	MUHAMMAD RIZKY AGUS SANTOSO	50	70	20	400
22	MUHAMMAD SABIAN KEIZARO	65	65	0	0
23	MUTHIA HAIFA LUTHFIANA	60	70	10	100
24	NABEEL MUHAMMAD ALIMUDIN	40	50	10	100
25	NABILLA ALIYA FARADINA	50	55	5	25
26	OKTAVIA DINDA RAMADHANI	55	65	10	100
27	PUTRI RAHMAWATI	40	60	20	400
28	RADITYA LEONANDA GUSTAFA	40	65	25	625
29	RUSHITA AYU DINAR RAMADHANI	55	60	5	25
30	SAHISTYO RIZKY WIJAYA	60	60	0	0
31	TAZQIA ATIQATUS ZAHRA	65	70	5	25
32	RINDANSYAH	65	70	5	25
	TOTAL SCORE	1715	1965	260	3400
	MEAN SCORE	53.59	61.40	8.12	

THE TABLE COUNTING T-TEST FOR CYCLE 1

NO.	NAME	POST-TEST 1	POST-TEST 2	D	D²
1	AGNESIA WINDA SARI	60	75	15	225
2	AJENG LESTARI INDRAYANI	55	70	15	225
3	ANA ANGGRAINI	50	70	20	400
4	ARYA BAGUS GUMILANG	65	75	10	100
5	CANDRA SURYAVIMALA PRABHASARI	65	75	10	100
6	CHINTYA INE MAHARANI	60	75	5	25
7	DHAFA SOLAN AJI PUTRA	55	80	25	625
8	DHIVA ANGGUN INSANI	55	80	25	625
9	EKO HARYANTO	60	75	15	225
10	FACHREL BRAHMANDA PRAMADITYA	55	70	15	225
11	FAJAR DWI PRASETYA	65	75	10	100
12	FAUSTA NANDA SHIFA	60	80	20	400
13	ICA DEWI SEPTIANA	60	80	20	400
14	ILYASA RIDHO NAFSINTOMI	65	75	10	100
15	JIHAN SALMANIDA WIBOWO	75	85	10	100
16	LUFTIFAH NOVIKA NUR HIDAYAH	65	75	10	100
17	MARDIHONO NUR ROHMAN	60	75	15	225
18	MEITHA PRICILIA	65	75	10	100
19	MONIKA DWI PUTRIANA	50	80	30	900
20	MUHAMMAD IBNU SUFI	60	80	20	400
21	MUHAMMAD RIZKY AGUS SANTOSO	70	80	10	100
22	MUHAMMAD SABIAN KEIZARO	65	85	20	400
23	MUTHIA HAIFA LUTHFIANA	70	70	0	0
24	NABEEL MUHAMMAD ALIMUDIN	50	70	20	400
25	NABILLA ALIYA FARADINA	55	75	20	400
26	OKTAVIA DINDA RAMADHANI	65	75	10	100
27	PUTRI RAHMAWATI	60	75	15	225
28	RADITYA LEONANDA GUSTAFA	65	75	10	100
29	RUSHITA AYU DINAR RAMADHANI	60	80	20	400
30	SAHISTYO RIZKY WIJAYA	60	80	20	400
31	TAZQIA ATIQATUS ZAHRA	70	70	0	0
32	RINDANSYAH	70	70	0	0
	TOTAL SCORE	1965	2430	455	8125
	MEAN SCORE	61.40	75.93	14.21	

DOCUMENTATION

A. Teaching and Learning by using REACT Strategy



Picture 1. The researcher opened the lesson



Picture 2. The students discuss with their group



Picture 3. The students presented their work

B. Pre-Test, Post-Test 1 and Post-Test 2



Picture 4. The researcher distributed the Pre-Test



Picture 5. The students did Post-Test 1



Picture 6. The researcher explained the Post-Test 2 to the students

C. Interview with English teacher and students of class VIII E



Picture 7. Interview with a student



Picture 8. Interview with English teacher



Picture 9. Interview with a student



Picture 10. Interview with a student



YAYASAN PERGURUAN TINGGI SLAMET RIYADI SURAKARTA
UNIVERSITAS SLAMET RIYADI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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Nomor : 1022/S5/AK/2019

2 Mei 2019

Hal : Ijin Penelitian

Yth. : Kepala Sekolah

SMP N 7

Di Surakarta

Dengan hormat,

Dalam rangka menyelesaikan studi program S-1, dengan ini perkenankan kami mohon bantuan ijin untuk mengadakan penelitian/survey bagi mahasiswa kami sebagai berikut :

Nama : **DIKA JIWANDA MARLIANA**

NIM : 14520025

Program Studi : Pendidikan Bahasa Inggris

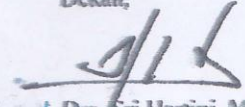
Tahun Akademik : 2018/2019

Dengan Judul : **IMPROVING STUDENTS' SPEAKING SKILL THROUGH REACT STRATEGY (A CLASSROOM ACTION RESEARCH FOR EIGHT GRADE STUDENTS OF SMP N 7 SURAKARTA 2018/2019 ACADEMIC YEAR)**

Adapun rencana penelitian akan dilaksanakan pada Mei – Juni 2019.

Kemudian atas perkenanya kami ucapkan terima kasih.

Dekan,


 Dra. Sri Hartini, M.Pd.
 NID. Y. 0185.0058



PEMERINTAH KOTA SURAKARTA
DINAS PENDIDIKAN
SMP NEGERI 7 SURAKARTA
 Jl. Mr. Sartono 34 Telp. 0271 852674 Surakarta

SURAT KETERANGAN

Nomor : 421/ 297 / VII /2019

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 7 Surakarta menerangkan bahwa ;

Nama : DIKA JIWANDA MARLIANA
 NIM : 14520025
 Program Studi : Pendidikan Bahasa Inggris
 Tahun Akademik : 2018/2019

Telah melaksanakan Penelitian di SMP Negeri 7 Surakarta dengan Judul
*" Improving Students Speaking Skill Through React Strartegy (a Classroom Action
 Research at The Eighth grade Studensts of SMP N 7 Surakarta in 2018/2019
 AcademicYear)*

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Surakarta, 18 Juli 2019
 Kepala Sekolah



Siti Latifah
Siti Latifah, S.Pd, M.Pd
 NIP. 19721105 199802 2 001