

**THE EFFECT OF APPLYING PAIRS-CHECK TECHNIQUE
ON THE STUDENTS' ACHIEVEMENT IN
WRITING RECOUNT TEXT**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

By

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ABSTRACT

Sofia Wahyuni. 1302050249. “The Effect of Applying Pairs-Check Technique on the Students’ Achievement in Writing Recount Text”: Skripsi, English Department of Faculty of Teachers’ Training and Education University Muhammadiyah North Sumatera, Medan. 2017.

This study dealt with the Effect of Applying Pairs-Check Technique on the Students’ Achievement in Writing Recount Text. The objective of this research was to find out the effect of applying pairs-check technique on the students’ achievement in writing recount text. The population of this research was the first grade of MA Swasta PAB 2 Helvetia of academic year 2016/2017, on Jalan Veteran Pasar IV Helvetia, Kecamatan Labuhan Deli, Kabupaten Deli Serdang 20373, North Sumatera, Indonesia. The population was 78 students of X-1 (41 students) and X-2 (37 students). The researcher was taking the sample by Total Sampling Technique, where the sample was taken from the number all of population. Research design of this research was experimental design. There were experimental class and control class. Experimental class was taught by applying Pairs-Check Technique. The instrument in collecting data was written test. After the data had been collected, they were analyzed by using t_0 formula. The result of the t_0 was higher than t_t ($5.38 > 1.99$) with the level significant 0.05 ($\alpha=5\%$) and the degree of freedom (df) = 76. The finding showed that the hypothesis of the study was accepted. It meant that applying Pairs-Check Technique given any effect on the students’ achievement in writing recount text.

Keywords: Pairs-Check Technique, Writing, Recount Text

ACKNOWLEDGEMENTS



Assalamu'alaikum Wr. Wb

In the name of Allah Swt, the most beneficent and the most merciful. First of all, the researcher would like to deliver thanks to Allah Swt the most Almighty, who has given her healthy and opportunity to finishing this study. Second, blessing and peace be upon to the prophet Muhammad saw who has brought us from the darkness to lightness. Third, the researcher would like to deliver her thanks to her dearest parents, her mother, Elfiani. May Allah Swt put her in the heaven. Her father Mula Surya and Wirya Juriati Afrida who always give her moral supports, care, advices, financial and their prayer during before and finish her study in UMSU.

In writing this study entitled “The Effect of Applying Pairs-Check Technique on the Students’ Achievement in Writing Recount Text” with the purpose for submitting in partial fulfillment of the requirements for the degree of sarjana in English education program. In writing this study, there were many difficulties and problems faced by the researcher and without any helps from the following people, it may impossible for her to finish this study. Then the researcher also would like to thanks:

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Finally, the researcher is expected to be useful for those who read this study. The researcher realizes that her study is still far from being perfect, so the researcher hopes constructive criticism and advice. In spite of the fact, she has done her best in completing this study.

Medan, March 2017

The researcher

Sofia Wahyuni

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	v
LIST OF TABLES	viii
LIST OF APPENDICES.....	ix
CHAPTER I INTRODUCTION.....	1
A. The Background of the Study	1
B. The Identification of the Problem.....	3
C. The Scope and Limitation.....	4
D. The Formulation of the Problem	4
E. The Objective of the Study	4
F. The Significance of the Study.....	4
CHAPTER II REVIEW OF LITERATURE	7
A. Theoretical Framework.....	7
1. Description of Writing	7
1.1 The Purpose of Writing	7
2. Description of Text	8
2.1 Genre of Text	9
3. Recount Text	10
3.1 Defintion of Recount Text	10
3.2 The Generic Structure of Recount Text	11

3.3 Language Feature of Recount Text	12
4. The Scoring of Writing Test	12
5. Pair-Check Technique	15
5.1 The Process of Pair-Check	15
5.2 The Advantages and Disadvantages of Pair-Check Technique	16
5.2.1 The Advantages of Pair-Check Technique	16
5.2.2 The Disadvantages of Pair-Check Technique	16
B. Conceptual Framework.....	17
C. Hypothesis	18
CHAPTER III METHOD OF RESEARCH	19
A. Location and Time.....	19
B. Population and Sample	19
C. Research Design	20
D. The Instrument of Research of the Data	20
E. The Technique for Collecting Data	22
F. The Technique of Data Analysis	22
G. Statistical Hypothesis	24
CHAPTER IV DATA COLLECTION AND DATA ANALYSIS	25
A. Data Collection.....	25
B. Data Analysis	32
C. Testing Hypothesis	41
D. Research Finding.....	41

CHAPTER V CONCLUSION AND SUGGESTION	42
A. Conclusion.....	42
B. Suggestion	42
REFERENCES.....	44

LIST OF TABLES

Table 2.1 Scale of Skill the Writing.....	14
Table 3.1 Population and Sample.....	19
Table 3.2 Research Design.....	20
Table 3.3 The Procedure of Treatment in Experimental Group.....	21
Table 4.1 The Pre-test Score of Experimental Class.....	25
Table 4.2 The Post-test Score Experimental Class	26
Table 4.3 The Result of Pre-test and Post-test of Experimental Group	28
Table 4.4 The Pre-test Score of Control Class	29
Table 4.5 The Post-test Score of Control Class	30
Table 4.6 The Result of Pre-test and Post-test of Control Group	31
Table 4.7 The Differences between Pre-test and Post-test of the Experimental Group	32
Table 4.8 The Differences between Pre-test and Post-test of the control Group...	34
Table 4.9 The Calculation of Mean and Standard Deviation Score of Experimental Group	35
Table 4.10 The Calculation of Mean and Standard Deviation Score of Control Group	37

LIST OF APPENDICES

Appendix 1 Lesson Plan of Experimental Class	46
Appendix 2 Lesson Plan of Control Class	56
Appendix 3 Test Item.....	65
Appendix 4 Attendance List.....	66
Appendix 5 Students Answer Sheet	70
Appendix 6 Form K1	83
Appendix 7 Form K2	84
Appendix 8 Form K3	85
Appendix 9 Surat Permohonan Perubahan Judul.....	86
Appendix 10 Lembar Pengesahan Proposal.....	87
Appendix 11 Berita Acara Bimbingan Proposal	88
Appendix 12 Berita Acara Bimbingan Skripsi	89
Appendix 13 Surat Keterangan Seminar	90
Appendix 14 Lembar Pengesahan Hasil Seminar	91
Appendix 15 Surat Pernyataan.....	92
Appendix 16 Surat Izin Riset	93
Appendix 17 Surat Balasan Riset	94
Appendix 18 Curriculum Vitae.....	95

RENCANA PELAKSANAAN PEMBELAJARAN

(LESSON PLAN)

EXPERIMENTAL CLASS

Nama Sekolah : MAS PAB 2 Helvetia
Mata Pelajaran : Bahasa Inggris/wajib
Materi Pokok : **Teks Recount**
Kelas/Semester : X/ Genap
Alokasi Waktu : 4 X 45 menit

A. KOMPETENSI INTI

KI.1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI.2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung-jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI.3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI.4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar

1.1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.13. Menangkap makna dalam teks *recount* lisan dan tulis sederhana.
- 4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Indikator

1. Menunjukkan perilaku santun dan peduli dalam berkomunikasi interpersonal dengan guru dan teman.
2. Mengidentifikasi struktur teks pada teks *recount*.
3. Menyimpulkan fungsi sosial teks *recount*.
4. Menemukan unsur kebahasaan pada teks *recount*.
5. Menciptakan kalimat dalam bentuk teks *recount*.

C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa diharapkan mampu:

1. Menunjukkan tanggung jawab pada tugas dan proses pembelajaran.
2. Menunjukkan kejujuran saat mengerjakan tugas dan menjawab pertanyaan.
3. Menunjukkan kehati-hatian, kearifan dan belajar keras pada kegiatan pembelajaran.

D. MATERI PEMBELAJARAN

Fungsi sosial: Meneladani, membanggakan, bertindak teratur, teliti dan disiplin.

Struktur Teks: a. Orientation

Orientation merupakan tindakan/peristiwa/kejadian secara umum.

b. Events

Events merupakan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut.

c. Re-orientation (ada kesimpulan umum).

Unsur Kebahasaan:

- a. Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.
- b. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
- c. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- d. Rujukan kata.

Topik: Menuliskan teks recount berdasarkan topik yang diberikan.

E. MODEL DAN METODE PEMBELAJARAN

Teknik: Pair-Checks Technique, Discussion

F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

Media: Paper, Teks

Alat: Laptop, Whiteboard, Marker

Sumber Pembelajaran:

Sumber dari internet: <http://www.englishindo.com/2012/01/9-contoh-recount-text-pilihan.html#ixzz4VqujOgBS>

G. KEGIATAN PEMBELAJARAN

1. Pendahuluan

- 1) Guru memberi salam.
- 2) Guru memeriksa kehadiran siswa.
- 3) Guru bertanya pada siswa apa yang mereka ketahui tentang teks recount.
- 4) Guru memberikan penjelasan tentang teks recount.

2. Kegiatan Inti

- 1) Mengamati
 - Siswa mengikuti arahan guru untuk membuat kelompok belajar 2 orang per grup.
- 2) Menanya
 - Dengan bimbingan dan arahan guru, siswa mempertanyakan tugas yang harus mereka kerjakan bersama kelompoknya.

3) Mengeksplorasi

- Siswa mengerjakan soal yang diberikan, sedangkan teman satu kelompoknya membantu dan membimbing.
- Siswa yang bertugas sebagai membantu dan membimbing temannya itu memeriksa hasil kerja temannya. Jika temannya setuju dengan hasil kerjanya, maka mereka akan bertukar posisi dan melakukan kegiatan yang sama secara bergantian.

4) Mengasosiasi

- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang tugas yang dilakukan dalam kelompok belajar.

5) Mengkomunikasikan

- Siswa membuat teks recount sederhana tentang pengalaman masing-masing.

3. Penutup

- 1) Siswa dan guru bersama-sama menyimpulkan pelajaran tentang teks recount.
- 2) Guru mengakhiri pelajaran dengan mengucapkan salam dan siswa menjawab salam guru.

H. PENILAIAN

1. Jenis Penilaian

Sikap: - Observasi

Pengetahuan: - Tes Tulis

Keterampilan:

- Unjuk kerja/praktik

2. Bentuk Instrumen

RUBRIK

ASPEK SIKAP

No	Butir Sikap	Deskripsi	Perolehan Skor
1.	Jujur	5: selalu jujur 4: sering jujur 3: kadang-kadang jujur 2: jarang jujur 1: tidak pernah jujur	

2. Which one the text below belongs to recount text?

Text A

The Eiffel Tower

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year. Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair.

The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

Text B

A Trip to Tanjung Setia Beach

Last year, at the end of the year, my wife and I decided to spend our holiday at Tanjung Setia beach, which located around 234 kilometers from Bandar Lampung.

When we arrived at the beach, we were surprised to see the beautiful view of the beach. After having a quick dip in the ocean, which was really cold and windy, we realized that there were not many people there. We thought that it happened because it was too windy there during that time but we finally realized that it was Christmas holiday so almost all of tourists who are used to spending time there went back to their country.

After spending few times swimming in the beach, we bought some hot chips at the takeaway store nearby, and we rode our bikes down the beach for a while, on the hard, damp part of the sand. The next day we visited Labuan Jukung beach. There, we were amazed to see the high wave owned by this beach. Because it was so high that nobody was brave enough to surf on it that time.

The third day there, we decided to go home when we finally made it back home, we were both totally exhausted because of the trip but we were so happy to travel such an amazing beach Lampung province has.

3. Identify the generic structure of the recount text below!

Bangka Island

Last week my friends and I were bored, so we decided to went to Putri Island by car, which is seven kilometres from where I live. Putri Islands is one of wonderful beach in Bangka. When we arrived at the beach, we must to across the sea by ship about fifteen minutes to arrived in Putri Island. We were surprised to see the good view.

After having a quick dip in the ocean, which was really beautiful, we realized one reason there were many people there. It was also quite windy. After we bought some hot chips at the take away store nearby, we walked around the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach.

Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back. We played together in the side of beach.

When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

4. Which of the paragraph states the orientation?

Holiday in Lembah Pelangi Waterfall

Last holiday, I and my beloved wife, visited Lembah Pelangi Waterfall in Ngarip District, Tanggamus Regency, Lampung Province, Indonesia. It was the first time for me to visit such a wonderful waterfall.

To reach the waterfall location, we should go on foot after having around three hours trip by riding a motorcycle from Bandar Lampung, the capital city of Lampung. When we arrived there, I was amazed by the beautiful scenery of the waterfall. The air was so fresh at that time and I could not bear to jump into the water immediately. It was quite windy there and all I could see only green, green, and green. Hearing the sound of falling water while we were swimming made me feel peaceful and relaxing.

Finally, the day was getting dark and it was time for us to go home. It was such an unforgettable experience for me. I really enjoyed it.

5. Which of the paragraph states the language feature?

A Trip to Borobudur Temple

Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24

hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

6. What is the social function of the recount text?
 - a. To entertain
 - b. To describe
 - c. To retell

Kunci Jawaban

1. A Fantastic Holiday

One day, my sister said to me that she really wanted to go to the beach. So I promised her that the next day we would go to Maron beach in Semarang. The next day, we prepared many things in the morning. We brought some foods and beverages, such as fried rice, chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask my friend, faqih, to join us going to the beach. He agreed to join and he came to my house.

After that, we went to the beach. We went there by motorbike. It took 25 minutes to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, my friend and I created a very big sand castle, while my sister continued swimming. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry. So we stopped at a Javanese restaurant to eat something. I ordered gudeg, while my friend and my sister ordered nasi rames. After finished eating, we paid our bills. Then, we went home. We arrived at home at 6 o'clock and we were absolutely exhausted.

That was a very fantastic day, but I felt so happy that I could have a vacation with my sister and my friend.

2. Text B

3. Orientation: Last week my friends and I were bored, so we decided to went to Putri Island by car, which is seven kilometres from where I live. Putri Islands is one of wonderful beach in Bangka. When we arrived at the beach, we must to across the sea by ship about fifteen minutes to arrived in Putri Island. We were surprised to see the good view.

Record of events: After having a quick dip in the ocean, which was really beautiful, we realized one reason there were many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we walked around the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back. We played together in the side of beach.

Re-orientation: When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

4. Orientation: Last holiday, I and my beloved wife, visited Lembah Pelangi Waterfall in Ngarip District, Tanggamus Regency, Lampung Province, Indonesia. It was the first time for me to visit such a wonderful waterfall. (1st paragraph)
5. Language features: Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists. After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.
6. c. To retell

RUBRIK PENILAIAN WRITING

No	Aspek Penilaian	Nilai	Skor
1.	Content (isi)	Excellent to good Good to adequate Adequate to fair Unacceptable-not	26-30 21-25 16-20 11-15
2.	Organization (struktur bahasa)	Excellent to good Good to adequate Adequate to fair	18-20 15-17 12-14

		Unacceptable-not	6-11
3.	Vocabulary (kosakata)	Excellent to good Good to adequate Adequate to fair Unacceptable-not	18-20 15-17 12-14 6-11
4.	Syntax (tata bahasa)	Excellent to good Good to adequate Adequate to fair Unacceptable-not	21-25 16-20 11-15 6-10
5.	Mechanics	Excellent to good Good to adequate Adequate to fair Unacceptable-not	5 4 3 2

ASPEK KETERAMPILAN

No	Butir Sikap	Deskripsi	Perolehan Skor
1.	Melakukan tindak komunikasi yang tepat	5 = selalu melakukan kegiatan komunikasi yang tepat 4 = sering melakukan kegiatan komunikasi yang tepat 3 = beberapa kali melakukan kegiatan komunikasi yang tepat 2 = pernah melakukan kegiatan komunikasi yang tepat 1 = tidak pernah melakukan kegiatan komunikasi yang tepat	

Medan, Februari 2017

Guru Mata Pelajaran

Mahasiswa Peneliti

Desi Rahayu Sormin, S.Pd

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Mengetahui,

Kepala Sekolah MAS PAB 2 Helvetia

Drs. H. M. Fauzi, MA

RENCANA PELAKSANAAN PEMBELAJARAN

(LESSON PLAN)

CONTROL CLASS

Nama Sekolah : MAS PAB 2 Helvetia
Mata Pelajaran : Bahasa Inggris/wajib
Materi Pokok : **Teks Recount**
Kelas/Semester : X/ Genap
Alokasi Waktu : 4 X 45 menit

I. KOMPETENSI INTI

KI.1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI.2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI.3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI.4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

J. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar

1.2.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.15. Menangkap makna dalam teks *recount* lisan dan tulis sederhana.
- 4.16. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Indikator

6. Menunjukkan perilaku santun dan peduli dalam berkomunikasi interpersonal dengan guru dan teman.
7. Mengidentifikasi struktur teks pada teks *recount*.
8. Menyimpulkan fungsi sosial teks *recount*.
9. Menemukan unsur kebahasaan pada teks *recount*.
10. Menciptakan kalimat dalam bentuk teks *recount*.

K. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa diharapkan mampu:

4. Menunjukkan tanggung jawab pada tugas dan proses pembelajaran.
5. Menunjukkan kejujuran saat mengerjakan tugas dan menjawab pertanyaan.
6. Menunjukkan kehati-hatian, kearifan dan belajar keras pada kegiatan pembelajaran.

L. MATERI PEMBELAJARAN

Fungsi sosial: Meneladani, membanggakan, bertindak teratur, teliti dan disiplin.

Struktur Teks: a. Orientation

Orientation merupakan tindakan/peristiwa/kejadian secara umum.

b. Events

Events merupakan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut.

d. Re-orientation (ada kesimpulan umum).

Unsur Kebahasaan:

- e. Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.
- f. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
- g. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- h. Rujukan kata.

Topik: Menuliskan teks recount berdasarkan topik yang diberikan.

M. MODEL DAN METODE PEMBELAJARAN

Metode: belajar mandiri

N. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

Media: Paper, Teks

Alat: Laptop, Whiteboard, Marker

Sumber Pembelajaran:

Sumber dari internet: <http://www.englishindo.com/2012/01/9-contoh-recount-text-pilihan.html#ixzz4VqujOgBS>

O. KEGIATAN PEMBELAJARAN

4. Pendahuluan

- 5) Guru memberi salam.
- 6) Guru memeriksa kehadiran siswa.
- 7) Guru bertanya pada siswa apa yang mereka ketahui tentang teks recount.

5. Kegiatan Inti

- 6) Mengamati
 - Siswa mengamati ciri-ciri dari teks recount.
- 7) Mengeksplorasi
 - Siswa mengerjakan tugas tentang teks recount.
- 8) Mengkomunikasikan
 - Siswa membuat teks recount sederhana berdasarkan topik yang diberikan.

6. Penutup

- 3) Siswa dan guru bersama-sama menyimpulkan pelajaran tentang teks recount.

- 4) Guru mengakhiri pelajaran dengan mengucapkan salam dan siswa menjawab salam guru.

P. PENILAIAN

3. Jenis Penilaian

Sikap:

- Observasi

Keterampilan:

- Unjuk kerja/praktik

Pengetahuan:

- Tes Tulis

4. Bentuk Instrumen

RUBRIK

ASPEK SIKAP

No	Butir Sikap	Deskripsi	Perolehan Skor
1.	Jujur	5: selalu jujur 4: sering jujur 3: kadang-kadang jujur 2: jarang jujur 1: tidak pernah jujur	
2.	Tanggung Jawab	5: selalu tanggung jawab 4: sering tanggung jawab 3: kadang - kadang tanggung jawab 2: jarang tanggung jawab 1: tidak pernah tanggung jawab	
3.	Kerja sama	5: selalu kerja sama 4: sering kerja sama 3: kadang-kadang kerja sama 2: jarang kerja sama 1: tidak pernah kerja sama	
4.	Disiplin	5: selalu disiplin 4: sering disiplin 3: kadang-kadang disiplin 2: jarang disiplin 1: tidak pernah disiplin	
5.	Percaya Diri	5: selalu percaya diri 4: sering percaya diri 3: kadang-kadang percaya diri 2: jarang percaya diri 1: tidak pernah percaya diri	

ASPEK PENGETAHUAN

Exercise

1. Write a recount text based on your experience, or you can choose the title below.

- c. A fantastic holiday
- d. My horrible experience

Answer

2. Which one the text below belongs to recount text?

Text A

The Eiffel Tower

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year. Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair.

The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

Text B

A Trip to Tanjung Setia Beach

Last year, at the end of the year, my wife and I decided to spend our holiday at Tanjung Setia beach, which located around 234 kilometers from Bandar Lampung.

When we arrived at the beach, we were surprised to see the beautiful view of the beach. After having a quick dip in the ocean, which was really cold and windy, we realized that there were not many people there. We thought that it happened because it was too windy there during that time but we finally realized that it was Christmas holiday so almost all of tourists who are used to spending time there went back to their country.

After spending few times swimming in the beach, we bought some hot chips at the takeaway store nearby, and we rode our bikes down the beach for a while, on the hard, damp part of the sand. The next day we visited Labuan Jukung beach. There, we were amazed to see the high wave owned by this beach. Because it was so high that nobody was brave enough to surf on it that time.

The third day there, we decided to go home when we finally made it back home, we were both totally exhausted because of the trip but we were so happy to travel such an amazing beach Lampung province has.

3. Identify the generic structure of the recount text below!

Bangka Island

Last week my friends and I were bored, so we decided to went to Putri Island by car, which is seven kilometres from where I live. Putri Islands is one of wonderful beach in Bangka. When we arrived at the beach, we must to across the sea by ship about fifteen minutes to arrived in Putri Island. We were surprised to see the good view.

After having a quick dip in the ocean, which was really beautiful, we realized one reason there were many people there. It was also quite windy. After we bought some hot chips at the take away store nearby, we walked around the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach.

Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back. We played together in the side of beach.

When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

4. Which of the paragraph states the orientation?

Holiday in Lembah Pelangi Waterfall

Last holiday, I and my beloved wife, visited Lembah Pelangi Waterfall in Ngarip District, Tanggamus Regency, Lampung Province, Indonesia. It was the first time for me to visit such a wonderful waterfall.

To reach the waterfall location, we should go on foot after having around three hours trip by riding a motorcycle from Bandar Lampung, the capital city of Lampung. When we arrived there, I was amazed by the beautiful scenery of the waterfall. The air was so fresh at that time and I could not bear to jump into the water immediately. It was quite windy there and all I could see only green, green, and green. Hearing the sound of falling water while we were swimming made me feel peaceful and relaxing.

Finally, the day was getting dark and it was time for us to go home. It was such an unforgettable experience for me. I really enjoyed it.

5. Which of the paragraph states the language feature?

A Trip to Borobudur Temple

Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

6. What is the social function of the recount text?

- d. To entertain
- e. To describe
- f. To retell

Kunci Jawaban

7. A Fantastic Holiday

One day, my sister said to me that she really wanted to go to the beach. So I promised her that the next day we would go to Maron beach in Semarang. The next day, we prepared many things in the morning. We brought some foods and beverages, such as fried rice, chocolate wafers, potato chips, water and orange juice. Before going to the beach, I ask my friend, faqih, to join us going to the beach. He agreed to join and he came to my house.

After that, we went to the beach. We went there by motorbike. It took 25 minutes to arrive there. Then, we bought tickets in the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we decided to eat the foods that we had brought. Next, my friend and I created a very big sand castle, while my sister continued swimming. After that, we decided to go home because it was getting dark.

On the way home, we still felt hungry. So we stopped at a Javanese restaurant to eat something. I ordered gudeg, while my friend and my sister ordered nasi rames. After finished eating, we paid our bills. Then, we went home. We arrived at home at 6 o'clock and we were absolutely exhausted.

That was a very fantastic day, but I felt so happy that I could have a vacation with my sister and my friend.

8. Text B

9. *Orientation*: Last week my friends and I were bored, so we decided to went to Putri Island by car, which is seven kilometres from where I live. Putri Islands is

one of wonderful beach in Bangka. When we arrived at the beach, we must to across the sea by ship about fifteen minutes to arrived in Putri Island. We were surprised to see the good view.

Record of events: After having a quick dip in the ocean, which was really beautiful, we realized one reason there were many people there. It was also quite windy. After we bought some hot chips at the takeaway store nearby, we walked around the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back. We played together in the side of beach.

Re-orientation: When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day.

10. Orientation: Last holiday, I and my beloved wife, visited Lembah Pelangi Waterfall in Ngarip District, Tanggamus Regency, Lampung Province, Indonesia. It was the first time for me to visit such a wonderful waterfall. (1st paragraph)
11. Language features: Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists. After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.
12. C. To retell

RUBRIK PENILAIAN WRITING

No	Aspek Penilaian	Nilai	Skor
1.	Content (isi)	Excellent to good Good to adequate Adequate to fair Unacceptable-not	26-30 21-25 16-20 11-15
2.	Organization (struktur bahasa)	Excellent to good Good to adequate Adequate to fair Unacceptable-not	18-20 15-17 12-14 6-11
3.	Vocabulary (kosakata)	Excellent to good Good to adequate Adequate to fair Unacceptable-not	18-20 15-17 12-14 6-11
4.	Syntax (tata bahasa)	Excellent to good Good to adequate	21-25 16-20

		Adequate to fair Unacceptable-not	11-15 6-10
5.	Mechanics	Excellent to good Good to adequate Adequate to fair Unacceptable-not	5 4 3 2

ASPEK KETERAMPILAN

No	Butir Sikap	Deskripsi	Perolehan Skor
1.	Melakukan tindak komunikasi yang tepat	5 = selalu melakukan kegiatan komunikasi yang tepat 4 = sering melakukan kegiatan komunikasi yang tepat 3 = beberapa kali melakukan kegiatan komunikasi yang tepat 2 = pernah melakukan kegiatan komunikasi yang tepat 1 = tidak pernah melakukan kegiatan komunikasi yang tepat	

Medan, Februari 2017

Guru Mata Pelajaran

Mahasiswa Peneliti

Desi Rahayu Sormin, S.Pd

Sofia Wahyuni

NPM.1302050249

Mengetahui

Kepala Sekolah MAS PAB 2 Helvetia

Drs. H. M. Fauzi, MA

**ATTENDANCE LIST
EXPERIMENTAL CLASS**

No	Name Of The Students	Sign I	Sign II	Sign III	Sign IV
1.	Duriatun Habib L				
2.	Tesya Anggraini				
3.	Amanda Agustina Lubis				
4.	Intan Nadiy				
5.	Lisnawati				
6.	Vica Yulianti				
7.	Fiqri Alviansyah				
8.	Muhammad Aditya				
9.	Eka Widya Ningsih				
10.	Nurjanna Pane				
11.	Siti Nurhalizah				
12.	Melysa				
13.	Nurwinda Aulia Nst				
14.	Ihza Fachrul Imam				
15.	M. Ridwan				
16.	Susanti				
17.	Diah Pramesti				
18.	Latifah Aini Nasution				
19.	Tri Wulan Sari				
20.	Siti Rahma Afroh Lubis				
21.	Nurjannah				
22.	Qurrotul A'yun				
23.	M. Rizky R				
24.	Usril Rambe				
25.	Muhammad Sahrul				
26.	Nurfadila				
27.	Dian Fahmi Hasibuan				
28.	Widya Nur Atikah				
29.	Najimi Arysi				
30.	Bagus Arding				
31.	Ahmad Irfan Nasution				
32.	Chandra Sentosa				
33.	Putri Ayu Kurnia				
34.	Kiki Ardiansyah				
35.	Syafira Sultanah				
36.	Mhd. Rafli Ramadhan				
37.	Aji Akbar Gustito				
38.	Era Fazira				
39.	Rahmad Musthofa				
40.	M. Ilham Nasution				

41.	Rudi Luqman				
42.					
43.					
44.					
45.					

Medan, Februari 2017

Known by:
The Headmaster

The Researcher

Drs. H. M. Fauzi, MA

Sofia Wahyuni
NPM.1302050249

ATTENDANCE LIST
CONTROL CLASS

No	Name Of The Students	Sign I	Sign II	Sign III	Sign IV
1.	Fahrul Rozi				
2.	Rofi Amirza				
3.	Nurhaniyah				
4.	Miftahul Husni				
5.	Siti Marhamah				
6.	Dian Permata Sari				
7.	Alhijjah Shifa Billah Bukit				
8.	Yogi Prasetyo				
9.	Ahmad Zulfan				
10.	Muhammad Ramadhanu				
11.	Muchlisin				
12.	Nur Arsih Melinda Nasution				
13.	Delvi Putri Agustina				
14.	Siti Nurhaliza				
15.	Afuza Dalila				
16.	Elsa Syafitri				
17.	Layli Shofa				
18.	Arbima Suhari				
19.	M. Iwansyah Putra				
20.	Ahmad Dani Harahap				
21.	Bayu Syahputra				
22.	Septiansyah Rozy				
23.	Khairul Fahri				
24.	Ulan Dari				
25.	Wenti Wandani				
26.	Bagus Sanjaya				
27.	Iga Aulia Afriliani				
28.	Putri Evita Sari				
29.	Legianto Siregar				
30.	Sulthan Widad				
31.	Zakia Rama				
32.	Nurul Ilmi Br Bukit				
33.	Khairunnisa				
34.	Risa Nur Fadillah				
35.	Maya Dhita				
36.	Rafida Adilla				
37.	Dinda Fadillah				
38.					
39.					
40.					

41.					
42.					
43.					
44.					
45.					

Medan, Februari 2017

Known by:
The Headmaster

The Researcher

Drs. H. M. Fauzi, MA

Sofia Wahyuni
NPM.1302050249

Curriculum Vitae

Name : Sofia Wahyuni
NPM : 1302050249
Place/Date of Birth : Medan/22 June 1995
Address : Jl. Pengabdian Dusun I Gg. Perbatasan, Bdr. Setia, Percut
Sei Tuan
Sex : Female
Religion : Moslem
Marital Status : Single
Father's Name : alm. Mula Surya
Mother's Name : Wirya Juriati Afrida
Hobbies : Listening Music, Reading
Education : - TKA Qurrota Ayyuni Medan
- SDN 101766 Bdr. Setia
- SMPN 1 Percut Sei Tuan
- SMAN 11 Medan
- Student of University of Muhammadiyah Sumatera Utara
until Sarjana Degree of English Education Program

Medan, March 2017

The Researcher

Sofia Wahyuni

CHAPTER I

INTRODUCTION

A. The Background of the Study

Applying pairs-check technique in writing recount text is useful for helping the students to express their ideas in writing, especially for the students first grade at MA Swasta PAB 2 Helvetia of academic year 2016/2017, on Jalan Veteran Pasar IV Helvetia, Kecamatan Labuhan Deli, Kabupaten Deli Serdang 20373, North Sumatera, Indonesia. The researcher uses pair-checks technique as a teaching technique. Pairs-check technique focuses on asking students to do task by two people or pair of students. Pair-check is one of the technique that is appropriate to teach and improve students' ability especially in writing. According to Aqib (2013) defines pair-check is team in pair, students work together in pair to solve and discuss the problem, compare their answer with another group in learning. Harmer (2007: 116) states in pair work, students can practice language together, study text, research language or take part in information-gap activities. This technique can be used to improve the students' achievement in writing. It is also helpful for the students in developing their ideas in writing a text, especially in writing a recount text.

Based on the school-based curriculum, writing is one of language skills that included in school-based curriculum. Writing is a process of producing and recording words in a form that can be read and understood. It is expected that the students are able to write the text. They are able to express their ideas. They are

able to get the information and compose the well-organized writing. Through this curriculum, the students should be produced their language in oral and written form. It means that students must be mastered in speak and write a language.

In the fact, based on the experience in field teaching program, the researcher found problems that the students of MAS PAB 2 Helvetia in academic year 2016/2017 were difficult in writing. The first, they were confused how to write well, such as correct in grammar and good spelling in sentence. It happened because the students did not understand about grammar and tenses. As we know that writing is not easy as people think. Writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Writing skill is one productive skills that should be mastered in using a language. When the students learned English in the school, the teacher just asked the students to read the book. In this case, the teacher did not give the explanation about the material. So, many students were confused in writing a text. They became lazy to write because what they read was different with they have to write.

Second, the students were also lack of vocabulary. For example, when the students write a text. They may have problem in language. For students, they only get a few times to learn or practice english in the front of class. So the students were lack in vocabulary. It happened because for them, English is not their language. They have no imagination in writing. So they felt difficult to study the other language. They considered that English is as the foreign language. They think that English is not important to learn. They could use their own language to

communicate in their daily activities. The students did not know that English was very important for them in the next day. The teacher should give the motivation for the students to learn English.

The last problem in this case was old teaching strategy. In the learning-teaching process, the teacher was still using old teaching strategy. It made the students were not interested to write. Based on the education national rules, the government should be given socialization and knowledge about education. Because the education system in Indonesia is still bad than the other country. As a teacher, we have to design a new technique to make the students are interest in learning English. So, the students did not feel bored. The teacher should be used an appropriate technique in teaching writing skill.

Based on the background above, the researcher found some problems such as, the students were confused how to write well, the students were also lack of vocabulary, the teacher was still using old teaching strategy. The researcher chooses the Effect of Applying Pairs-Check Technique on the Students' Achievement in Writing Recount Text. The researcher hoped pairs-check technique can increase the students' ability, especially in writing. The researcher hoped the students feel interested to study English. The students can be able to write well. They can use English as tool of communication. The teacher can use this technique to support learning-teaching process become interesting and effective. The teacher can develop their knowledge to make the interesting technique in learning-teaching process.

B. The Identification of the Problem

Based on the background of the study, the problem of this research was formulated as follows:

1. The students do not know how to write well because they do not understand about grammar and tenses.
2. The students lack of vocabulary.
3. The students do not interest to writing.

C. The Scope and Limitation

This research focused on Pairs-Check Technique. The limitation of this research was writing skill, especially in recount text.

D. The Formulation of the Problem

Referring to the scope and limitation, the formulation of the problem was formulated as: is there any effect of applying pair-checks technique on students' achievement in writing recount text?

E. The Objective of the Study

The objective of this research was to find out the effect of applying pair-checks technique on students' achievement in writing recount text.

F. The Significance of the Study

The finding of this research was expected to be useful for:

1. Theoretically

According to Arends (2012: 383) pair-checks are a way to help domineering students learn sharing skills is to have them work in pairs and employ the pair-checks structure. Pair-checks technique is one of the technique in cooperative learning. The researcher is expected to be useful to the teacher as the references in teaching.

2. Practically, they are follows:

a. Headmaster

The headmaster will know how far the capability of the teacher in teaching. And to know what the appropriate technique can be used in learning-teaching process.

b. Teacher

The teacher will know how far the students comprehend their writing skill, especially in writing recount text, the difficulties are faced by the students when they learn this subject matter. Besides, the result of this study will give teacher more information another technique and how to apply it in teaching writing text.

c. Students

The students who still find the problems and get confused in writing recount text. In this study, the students will find the ways in writing recount text so they can increase their achievement in writing skill.

d. Writer

The results of the research could be functional for develop their knowledge.

e. Readers

Especially the candidate of English teacher, as an input for them when someday they go to field of teaching English in the classroom and to get the alternative method to teach English when she directly teaches at school.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In the theoretical framework, some of important terms used in the study have to be clear in order to avoid misunderstanding. So, the readers and the writer must have same perception on the concept of this study.

1. Description of Writing

Nunan (2003: 88) defines writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. It is both a physical and a mental act. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. While Carroll et al (2001: 14) states writing is an essential component of your daily life. Whatever your final product, the writing process a systematic approach to writing can help you achieve it.

1.1 The Purpose of Writing

If you consider why you ask students to write, you may find a variety of reasons, including the following, discussed; as an aid to critical thinking, understanding and memory; to extend students' learning beyond lectures and other formal meetings; to improve students' communication skills; and to train students as future professionals in particular disciplines. This range of reasons for

writing may not be so apparent to students, who may see writing as mainly as assessment hurdle.

According to Hammond (1991) in Knapp (2005: 15) states that in writing we arrange clauses into a sentence: the main idea becomes the main clause; subsidiary ideas become subordinate clauses and so on. According to Carroll et al (2001: 15) in producing a writing piece, there is process involved. Process is the stage where the reseacher goes through in order to produce a writing matter. Carroll et al (2001: 15) the process of writing occurs in several stages:

1. Prewriting: includes exploring topics, choosing a topic, and beginning to gather and organize details before you write.
2. Drafting: involves getting your ideas down on paper in roughly the format you intend for the finished work.
3. Revising: the stage in which you rework your first draft to improve its content and structure.
4. Editing and proofreading: involve correcting errors in grammatical, speeling, and mechanics.
5. Publishing and presenting: the sharing of your work with others.

2. Description of Text

Knapp (2005: 29) defines a text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication. Language is always produced, exchanged or received as text; that is, language as a system of communication is

organized as cohesive units we call texts. Different types of texts have distinctive characteristics, depending on what they are made to do. A piece of poetry, for instance, is immediately and characteristically different from a scientific description because each is doing a vastly different thing with language.

2.1 Genre of Text

Biber (1988) defines a distinction between genre and text type which has important implications for the language learning classroom. The term *genre* describes types of activities such as, for example, prayers, sermons, songs, and poems, Dudley-Evans (1989: 77) said which regularly occur in society, and according to Richards et al (1992: 156) they are considered by the speech community as being of the same type. Text types, on the other hand, represent grouping of texts which are similar in terms of co-occurrence of linguistic patterns.

Biber found that the same genre can differ greatly in its linguistic characteristics. He also observed that different genres can be quite similar linguistically. The terms *genre* and *text type* thus represent different, yet complementary, perspectives on texts. This article argues that the distinction between genre and text type is an important and useful one for language learning classrooms. According to Hammond et al (1992) this is example of genres and text types:

1. Procedure is a social function of procedure text is to describe how something is accomplished done through a sequence of series or steps.

2. Narrative is a social function of narrative text is to amuse, entertain the reader about the curious experiences in different ways.
3. Descriptive is a social function of descriptive text is to describe and reveal a particular person, place, or thing in detail.
4. Report is a social function of report text is to describe the way things are in general inferences or to report something.
5. Recount is a social function of recount text is to retell something that happened in the past and to tell a series of past events.
6. Explanation is a social function of explanation text is to explain processes involved in the formation of natural and cultural phenomena.
7. Analytical exposition is a social function of analytical exposition text is to persuade the reader that the ideas are important matters.
8. Anecdote is a social function of anecdote text is to retell an unusual or amusing event, not only to make people laugh but also to reveal the truth about itself.
9. Spoof is a social function of spoof text is to tell an event with a humorous and entertain the readers.

3. Recount Text

3.1 Definition of Recount Text

According to Knapp (2005: 223) defines recount text is the simplest text type in this genre. Formally, recount is sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. Basically, recount text is sequence events temporally. Indeed, it is

impossible to tell a story unless we see that there are characters set up in a particular time and place.

Based on the explanation above, it can be concluding that recount is a text which retells events or experiences in the past. The purpose is to inform or to entertain the reader. There is no complication among the participants and that differentiates from narrative.

3.2 The Generic Structure of Recount Text

According to Pardiyono (2007: 66) said that writing can be effective, needs to be explained to students about the text elements that must exist on the type of recount text. There are three elements in generic structure of recount text should be prepared based on the model of order placement, orientation, record of events, re-orientation. Function to each element of the structure is:

Text Element	Function
Orientation	<ul style="list-style-type: none"> - To attract the attention of the reader. - To show the reader about the topic activities or events of the past to be told. - Should be interesting, which is able to provoke the reader in order to know the detail information. - Use of adjectives to describe the personal attitude, for example: <i>it was wonderful and we liked it very much.</i>
Record of Events	<ul style="list-style-type: none"> - To provide detailed information about activities or events chronologically. - Told in chronologic, activities undertaken. Can use the <i>sequence markers: first, second, third, etc. Or first, next, after, that, then, finally.</i> - Grammatical patterns: <ol style="list-style-type: none"> a. Using <i>predicate</i> with verb of <i>past tense, past perfect tense, past continious tense form.</i> b. Using <i>verbs of doing</i> in <i>predicate</i>, for example: <i>went, took, saw, got, left, etc.,</i> which describe the activity. c. Using <i>adjective</i> that function to show the personal attitude, for example: <i>it was wonderful, it was fun, we</i>

	had a good time.
Re-Orientation	<ul style="list-style-type: none"> - To express personal attitude about activities or events that told in <i>record of events</i>. - A conclusion which is accompanied by <i>personal attitude</i>, for example: <i>although we had to spend much of our time and money to visit those places, we were really happy. We mean to go back again for another kind of vacation one day.</i>

3.3 Language Feature of Recount Text

Language feature is about general grammatical pattern to form the information, message, and idea in effective sentences, especially in this case.

Language features of recount text are :

- a. Introducing participant : I, we, they, my family, etc.
- b. Using Temporal Sequence : Then, first, etc.
- c. Using linking verb : was, were, went, met, etc.
- d. Using action verb : look, go, see, etc.
- e. Using Simple Past Tense

4. The Scoring of Writing Test

According to Brown and Bailey in Brown (2003: 243-245) designed an analytical scoring scale that specified five major categories and a description of five different levels in each category, ranging from *unacceptable* to *excellent*.

There are five component in scoring writing test, namely content, organization, vocabulary, syntax, and mechanics. The scoring range from 0-100.

a. Content

Score	Criteria
26-30	Excellent to Good: the writing should be knowledgeable, substance, reflects though, development thesis and relevant to assigned topic.
21-25	Good to Adequate: ideas could be more fully developed, adequate range, limited development of topic sentence, relevant to topic.
16-20	Adequate to Fair: development of ideas not completed, paragraphs are not divided exactly right, limited knowledge of subject.
11-15	Unacceptable-not: ideas incomplete, not substance, does not show knowledge of subject, inadequate effort in area of content.

b. Organization

Score	Criteria
18-20	Excellent to Good: appropriate title, effective introductory paragraph, topic is stated, well organized, conclusion logical and complete.
15-17	Good to Adequate: adequate title, introduction , and conclusion, limited support, logical but incomplete sequencing.
12-14	Adequate to Fair: mediocre or scant introduction or conclusion, some ideas are not fully developed, sequence is logical but transitional expressions may be absent or misused.
6-11	Unacceptable-not: not organization, problems with ordering of ideas, conclusion weak or illogical.

c. Vocabulary

Score	Criteria
18-20	Excellent to Good: precise vocabulary usage, use of parallel structures, concise, good register.
15-17	Good to Adequate: attempts variety, good vocabulary, not wordy, style fairly concise.
12-14	Adequate to Fair: some vocabulary misused, lacks awareness of register, may be too wordy.
6-11	Unacceptable-not: poor expression of ideas, problems in vocabulary, lacks variety of structure.

d. Syntax

Score	Criteria
21-25	Excellent to Good: native-like fluency in English grammar, correct use of relative clauses, prepositions, modals, articles, verbs form and tense sequencing.
16-20	Good to Adequate: advanced proficiency in English grammar, minor problem in complex construction, some grammar problems do not influence communication.
11-15	Adequate to Fair: ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication.
6-10	Unacceptable-not: numerous serious grammar problems interfere with communication of the writer's ideas, difficult to read sentence.

e. Mechanics

Score	Criteria
5	Excellent to Good: correct use of English writing conventions, left and right margins, all needed capitals, paragraph indented, punctuation and spelling very neat.
4	Good to Adequate: some problems with writing conventions or punctuation, occasional spelling errors, left margin correct.
3	Adequate to Fair: use general writing conventions but has errors, spelling problems distract reader.
2	Unacceptable-not: parts of essay not legible, errors in sentence punctuation, unacceptable to educated readers.

Based on the component of scoring the writing test, the students ability in writing recount text classified in quantitative system.

Table 2.1
Scale of Skill the Writing

SKILL	
QUALITATIVE	QUANTITATIVE
Excellent to Good	90-100
Good to Adequate	70-87

Adequate to Fair	30-69
Unacceptable-not	0-29

5. Pairs-Check Technique

Pairs-Check technique is one of the technique in cooperative learning. According to Arends (2012: 383) pairs-check is a way to help domineering students learn sharing skills is to have them work in pairs and employ the pair checks structure. The version of pairs check described here includes the eight steps recommended by Kagan (1998):

1. Pair work: Teams divide into pairs. One student in the pair works on a worksheet or problem while the other student helps and coaches.
2. Coach checks: The student who was the coach checks the partner's work. If coach and worker disagree on an answer or idea, they may ask the advice of other pairs.
3. Coach praises: If partners agree, coach provides praise.
- 4-6. Partners switch roles: Repeat steps 1 through 3.
7. Pairs check: All team pairs come back together and compare answers.
8. Teams celebrate: If all agree on answers, team members do team handshake or cheer.

5.1 The Process of Pairs-check

Kagan and Kagan (2009) detailed a grouping strategy named Pairs-Check where students alternatively work in pairs and teams. Each shoulder pair is given a set of problems, exercises or questions. Partner A works on the first problem or

question while partner B coaches and praises partner A's work when complete. The partners switch roles and partner B now works on the next question while partner A coaches. The pair then check their answers to both problems with the other pair in their group. The second pair in the group is sometimes called face partners or eyeball buddies. The goal is for all four students to reach a consensus about each solution. If the pairs disagree on a solution, discourse and coaching should take place until an agreement has been reached by the group. The pairs then repeat the process for every two problems or questions.

5.2 The Advantages and Disadvantages of Pairs-Check Technique

5.2.1 The Advantages of Pairs-Check Technique

- 1) Practice students to be patient, who give time to your partner to think and do not give the direct answer to your partner.
- 2) Giving and accepting motivation from your partner appropriate and effectively.
- 3) Accepting the critic and suggestion from your partner.
- 4) Giving the chance to coach your partner.
- 5) The students can asking and offering help to your partner.
- 6) The students can learn how to keep the noise level in the classroom.

5.2.2 The Disadvantages of Pairs-Check Technique

- 1) This technique need more time.
- 2) The students need skills to coach your partner. Everybody has different of ability, so the process of coaching is not running well.

B. Conceptual Framework

The students ability were very important to purpose the aim of education the term ability in this grammar was the power of students to understand the material that was given by the teacher in the classroom. The ability of the students learn about the materials especially in learning to write recount text by pairs-check technique, of course there must be change in behaviour and knowledge from do not know become know it. Many factors influenced the students' ability learning, the main factor was the students themselves and the other factors were internal factor (students) and external factor (out of the students factor) such as school, teacher, family, environment factor and etc. All those factors influenced to their ability.

Teacher who taught the students use some technique in teaching-learning process, because technique was the most important factors in language teaching. The teachers' technique can help the students in comprehending the lesson easily. The technique can influence someone who wants to do something. The teacher should use the appropriate technique in language teaching, because it can make the students interest to follow the lesson, so they can study more serious and their ability will be better. On the other hand, if the teacher did not use the appropriate technique, especially in teaching how to write recount text, the students will be bored and uninteresting to follow the lesson. As the result, they will not be able to increase their ability.

C. Hypothesis

The hypothesis of this research could be formulated:

H_a: There is an effect of applying pairs-check on the students' achievement in writing recount text

H_o: There is no an effect of applying pairs-check on the students' achievement in writing recount text

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at MA Swasta PAB 2 Helvetia of academic year 2016/2017, on Jalan Veteran Pasar IV Helvetia, Kecamatan Labuhan Deli, Kabupaten Deli Serdang 20373, Sumatera Utara, Indonesia. The research was conducted for one month. The reason for choosing this school because based on the experience of the researcher in the school, the researcher saw the teacher still taught by using conventional technique. The technique of teaching was not interested. So, the students of the school had low abilities in writing, especially in writing recount text. To solve this problem, the researcher would be applied pairs-check technique on the students' achievement in writing recount text.

B. Population and Sample

The population of this research took at first grade of MA Swasta PAB 2 Helvetia in academic year 2016/2017, which consist of 78 students in two classes. This research was applied total sampling technique. Arikunto (2013: 174) stated that sample is a number all of population of research.

Table 3.1
Population and Sample

Class	Population	Sample
X - 1	41	41
X - 2	37	37
Total	78	78

C. Research Design

In this research, an experimental design used to get the data. The experimental group taught by pair-checks technique. In this research, the researcher chose pretest-posttest design. Both sample individual was given a pre-test. Pre-test was aim to finding out the students' achievement in applying pair-checks technique on writing a recount text. Post-test was done to identify the effect of the treatment on the students' achievement in writing recount text. There were groups used in this research, experimental group and control group. The design was drawn as the following:

Table 3.2
Research Design

Group	Pre-test	Treatment	Post-test	Class
Experimental	✓	Pair-Check Technique	✓	X - 1
Control	✓	-	✓	X - 2

D. The Instrument of Research of the Data

The instrument of research was written test. They were pre-test and post-test. The test was given to both of groups, experimental and control group. The cumulative score was range from 0-100.

1. Pre-test

Before starting the experiment, a pre-test need to know how far the students know about the subject that will be teaching. Both of groups, experimental and control group would give pre-test before treatment. The teacher

asked the students to write a recount text based on the topic given. The function of the pre-test was to know the first ability of the students in experimental and control group.

2. Treatment

The treatment gave to the experimental group. The experimental group taught by pair-check technique describe as follows:

Table 3.3
The Procedure of Treatment in Experimental Group

Researcher's Activities	Students' Activities
<p>Introduction</p> <ol style="list-style-type: none"> 1. Teacher gave greetings and invite the leader of the class to begin the pray. 2. Teacher asked the students about the lesson last week. 3. The teacher explained about the recount text. 	<ol style="list-style-type: none"> 1. Students gave the response to the teacher and they start to pray. 2. Students gave the response the teacher questions about the lesson last week. 3. Students listened to the teacher explanation about text.
<p>Main Activity</p> <ol style="list-style-type: none"> 1. The teacher asked students to make teams into pairs. 2. The teacher asked student who is coach checks the partner's work. 3. The teacher oversee gave the time to students for finish the task. 4. The teacher asked the students repeat steps 1 through 3, then compare the answers. 5. The teacher asked students if all agree on answers, team members do team handshake or cheer. 	<ol style="list-style-type: none"> 1. The students made team. Then one student in the pair works on a worksheet while the other student helps and coaches. 2. The student who was the coach checks the partner's work. If coach and worker disagree on an answer or idea, they may asked the advice of other pairs. 3. If partners agreed, coach provided praise. Repeat steps 1through 3. 4. All team pairs came back together and compare answers. 5. The team members did team handshake or cheer.
<p>Closing</p> <ol style="list-style-type: none"> 1. The teacher asked the students make the summarize about recount text. 	<ol style="list-style-type: none"> 1. Students gave the summarize of material that they had learned.

3. Post-test

Having done the teaching to both of groups, the researcher conducted the post-test. This was applied to find out the result of teaching presentation in experimental and control group.

E. The Technique for Collecting Data

In collecting the data, the researcher would be collected from the students' answer after the test. The steps applied as follows:

1. Giving the pre-test to both of the class experimental and control group.
2. Giving treatment to the class experimental group.
3. Giving the post-test to both of the class experimental and control group.

F. The Technique of Data Analysis

In this research, descriptive quantitative technique applied to analyze the data, finding the average of X_1 and X_2 by using the following formula:

1. Reading the students' answer.
2. Identify the students' answer.
3. Analyzing the students' answer based on component that has presented in scoring writing test. There are content, organization, vocabulary, syntax, and mechanics.
4. Listing the score in the tables.
5. Tabulating or calculating the data.

6. Determining students' answer by using formula measuring the standard deviation of variable x and y by Anas Sudijono with the formula:

$$SD_X \text{ or } SD_1 = \sqrt{\frac{\sum x^2}{N_1}} \text{ for variable X}$$

$$SD_Y \text{ or } SD_2 = \sqrt{\frac{\sum y^2}{N_2}} \text{ for variable Y}$$

7. Calculating the correlation between both variables by using the following formula:

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1-1}} \quad SE_{M2} = \frac{SD_2}{\sqrt{N_2-1}}$$

8. Find out the error of standard deviation between M_1 and M_2 by using the following formula:

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

9. Testing the hypothesis by applying T-test

$$t_0 = \frac{M_1 - M_2}{SE_{M1-M2}}$$

Where:

SD_1 : Standard deviation of Variable (X)

SD_2 : Standard deviation of Variable (Y)

SE : Standard error between M_1 and M_2

M_1 : The mean score of Experimental Group

M_2 : The mean score of Control Group

$\sum x^2$: The score of X – M_x of Experimental Group

$\sum y^2$: The score of Y – M_y of Control Group

N_1 : Sample of Experimental Group

N_2 : Sample of Control Group

T : The Test of Hypothesis

G. Statistical Hypothesis

In this research, statistical hypothesis used to decide, whether the hypothesis would be accepted or rejected.

$H_a: t_{\text{observed}} > t_{\text{table}}$

$H_0: t_{\text{observed}} < t_{\text{table}}$

Where:

H_a : The hypothesis is accepted, there was any effect of applying pairs-check technique on the students' achievement in writing recount text

H_0 : The hypothesis is rejected, there was no any effect of applying pairs-check technique on the students' achievement in writing recount text

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. DATA COLLECTION

The data of this study were obtained from the test score. There were two kinds of test for each group, pre-test and post-test. The cumulative of score of each students from each group was based on five indicators:

C : Content

O : Organization

V : Vocabulary

S : Syntax

M : Mechanics

The following were students' score on the pre-test and post-test of the experimental group and control group.

Table 4.1
The Pre-test Score of Experimental Class

No	Students' Initial Name	Score for Experimental Class					Total
		C	O	V	S	M	
1.	AAG	18	11	11	12	2	54
2.	AAL	19	12	12	11	2	56
3.	AIN	15	10	10	15	2	52
4.	BA	15	10	10	15	2	52
5.	CSH	16	12	12	11	2	53
6.	DFH	16	11	12	12	3	54
7.	DP	20	13	14	15	3	65
8.	DH	20	15	16	16	3	70
9.	EWN	17	13	14	12	2	58
10.	EF	15	10	12	15	3	55
11.	FA	20	13	13	15	3	64
12.	IFI	19	15	13	15	3	65
13.	IN	15	10	11	11	3	50

14.	KA	15	10	10	15	2	52
15.	LAN	22	15	16	17	3	73
16.	L	20	15	16	15	3	69
17.	M	16	15	16	15	3	65
18.	MA	21	15	15	15	3	69
19.	MIN	18	16	15	15	3	67
20.	MRR	16	12	12	13	3	56
21.	MR	17	14	14	15	3	63
22.	MRRS	16	12	12	13	2	55
23.	MS	19	16	17	16	3	71
24.	NA	17	13	14	15	3	62
25.	NF	19	11	12	11	2	55
26.	N	20	12	15	14	3	64
27.	NP	15	11	12	11	3	52
28.	NAN	18	13	14	12	3	60
29.	PAK	17	14	12	11	3	57
30.	QA	18	14	15	15	3	65
31.	RM	16	11	12	12	3	54
32.	RL	16	12	12	13	2	55
33.	SN	20	13	14	14	3	64
34.	S	16	14	14	16	3	63
35.	SRAL	19	14	15	15	3	66
36.	SS	16	13	15	15	3	62
37.	TA	20	14	12	11	2	59
38.	TWS	22	15	16	18	3	74
39.	UR	20	14	14	15	3	66
40.	VY	16	14	15	15	3	63
41.	WNA	17	13	15	15	3	63
Total							2492

The result of students' score post-test of experimental class could be seen in the following table:

Table 4.2
The Post-test Score of Experimental Class

No	Students' Initial Name	Score for Experimental Class					Total
		C	O	V	S	M	
1.	AAG	22	15	17	17	3	74
2.	AAL	25	16	17	19	3	80
3.	AIN	22	17	17	16	3	75
4.	BA	21	16	17	19	4	77
5.	CSH	21	16	17	16	4	74

6.	DFH	23	15	16	16	4	74
7.	DP	25	16	16	18	5	80
8.	DH	23	18	18	18	4	81
9.	EWN	25	17	17	19	4	82
10.	EF	23	16	17	19	4	79
11.	FA	23	16	16	17	4	76
12.	IFI	24	17	15	20	4	80
13.	IN	22	16	16	16	4	74
14.	KA	22	17	17	16	3	75
15.	LAN	26	17	18	21	5	87
16.	L	25	17	17	20	4	83
17.	M	20	17	17	18	4	76
18.	MA	26	17	18	20	3	84
19.	MIN	26	18	17	19	4	84
20.	MRR	20	16	16	15	4	71
21.	MR	25	15	16	20	4	80
22.	MRRS	24	18	19	18	3	82
23.	MS	23	17	17	19	4	80
24.	NA	24	16	17	17	4	78
25.	NF	21	17	17	16	3	74
26.	N	24	15	17	20	4	80
27.	NP	22	17	16	17	4	76
28.	NAN	23	16	17	20	4	80
29.	PAK	24	16	17	18	4	79
30.	QA	24	17	18	17	4	80
31.	RM	20	15	16	16	4	71
32.	RL	23	16	17	18	4	78
33.	SN	25	16	18	21	4	84
34.	S	22	17	17	18	4	78
35.	SRAL	25	17	17	20	4	83
36.	SS	25	16	18	17	4	80
37.	TA	25	16	17	19	3	80
38.	TWS	26	18	19	20	4	87
39.	UR	24	18	17	18	4	81
40.	VY	21	18	18	17	3	77
41.	WNA	25	17	17	20	4	83
Total							3237

The result of students' score pre-test and post-test of experimental class could be seen in the following table:

Table 4.3
The Result of Pre-test and Post-test of Experimental Group

No	Students' Initial Name	Pre-test (X_1)	Post-test (X_2)
1.	AAG	54	74
2.	AAL	56	80
3.	AIN	52	75
4.	BA	52	77
5.	CSH	53	74
6.	DFH	54	74
7.	DP	65	80
8.	DH	70	81
9.	EWN	58	82
10.	EF	55	79
11.	FA	64	76
12.	IFI	65	80
13.	IN	50	74
14.	KA	52	75
15.	LAN	73	87
16.	L	69	83
17.	M	65	76
18.	MA	69	84
19.	MIN	67	84
20.	MRR	56	71
21.	MR	63	80
22.	MRRS	55	82
23.	MS	71	80
24.	NA	62	78
25.	NF	55	74
26.	N	64	80
27.	NP	52	76
28.	NAN	60	80
29.	PAK	57	79
30.	QA	65	80
31.	RM	54	71
32.	RL	55	78
33.	SN	64	84
34.	S	63	78
35.	SRAL	66	83
36.	SS	62	80
37.	TA	59	80
38.	TWS	74	87
39.	UR	66	81
40.	VY	63	77

41.	WNA	63	83
	TOTAL	2492	3237

The higher score pre-test for experimental group was 74, and the lowest score pre-test for experimental group was 50. The higher score post-test for experimental group was 87, and the lowest score post-test for experimental group was 71.

Table 4.4
The Pre-test Score of Control Class

No	Students' Initial Name	Score for Control Class					Total
		C	O	V	S	M	
1.	AD	16	10	12	10	3	51
2.	ASBB	17	12	13	13	3	58
3.	AS	16	12	14	14	3	59
4.	AZ	15	12	11	11	3	52
5.	ADH	16	10	10	11	3	50
6.	BS	17	13	12	13	3	58
7.	BS	14	11	10	11	3	49
8.	DF	16	10	11	10	3	50
9.	DPA	15	10	11	11	3	50
10.	DPS	16	12	13	11	2	54
11.	ES	16	11	12	12	3	54
12.	FR	16	14	14	12	2	58
13.	IAA	16	12	11	10	3	52
14.	K	17	11	12	15	2	57
15.	KF	16	11	12	12	3	54
16.	LS	17	12	14	12	3	58
17.	LS	15	11	11	10	3	50
18.	MD	16	10	10	11	3	50
19.	MH	16	10	10	11	3	50
20.	M	14	11	12	11	3	51
21.	MR	18	12	12	11	3	56
22.	MISP	16	11	13	11	3	54
23.	N	15	11	10	11	3	50
24.	NAM	16	13	13	11	2	55
25.	NIM	16	12	12	10	3	53
26.	PESN	16	11	11	10	3	51
27.	RA	15	11	12	11	3	52
28.	RNF	18	12	11	15	3	59
29.	RA	18	14	14	15	2	63

30.	SR	15	11	10	11	3	50
31.	SM	15	11	11	10	3	50
32.	SN	16	11	11	10	2	50
33.	SW	16	12	12	10	2	52
34.	UD	16	12	13	15	3	59
35.	WW	17	12	11	11	3	54
36.	YP	16	13	14	11	3	57
37.	ZR	15	11	10	11	3	50

The result of students' score post-test of control class could be seen in the following table:

Table 4.5
The Post-test Score of Control Class

No	Students' Initial Name	Score for Control Class					Total
		C	O	V	S	M	
1.	AD	18	13	15	16	3	65
2.	ASBB	21	14	15	16	4	70
3.	AS	19	15	15	16	3	68
4.	AZ	17	14	13	16	3	63
5.	ADH	18	14	15	12	3	62
6.	BS	20	15	15	16	4	70
7.	BS	15	14	15	13	3	60
8.	DF	20	15	15	16	3	69
9.	DPA	20	15	15	16	3	69
10.	DPS	20	15	15	17	3	70
11.	ES	18	13	15	12	3	61
12.	FR	18	15	14	16	3	66
13.	IAA	18	13	15	12	3	61
14.	K	21	15	16	16	3	71
15.	KF	19	13	14	16	4	66
16.	LS	19	14	15	15	4	67
17.	LS	18	13	12	14	3	60
18.	MD	20	14	14	13	3	64
19.	MH	19	14	16	16	3	68
20.	M	18	12	14	16	3	63
21.	MR	21	16	17	16	3	73
22.	MISP	19	16	15	13	3	66
23.	N	19	16	14	14	3	66
24.	NAM	20	14	16	17	3	70
25.	NIM	20	15	16	15	3	69
26.	PESN	18	13	14	15	3	63
27.	RA	20	15	15	16	4	70

28.	RNF	20	15	14	17	3	69
29.	RA	21	15	15	16	3	70
30.	SR	17	14	13	15	3	62
31.	SM	18	13	12	14	3	60
32.	SN	18	13	16	15	3	65
33.	SW	20	16	15	18	4	73
34.	UD	18	14	15	17	3	67
35.	WW	21	15	15	15	3	69
36.	YP	20	15	17	17	4	73
37.	ZR	20	16	15	15	3	69

The result of students' score pre-test and post-test of experimental class could be seen in the following table:

Table 4.6
The Result of Pre-test and Post-test of Control Group

No	Students' Initial Name	Pre-test (Y_1)	Post-test (Y_2)
1.	AD	51	65
2.	ASBB	58	70
3.	AS	59	68
4.	AZ	52	63
5.	ADH	50	62
6.	BS	58	70
7.	BS	49	60
8.	DF	50	69
9.	DPA	50	69
10.	DPS	54	70
11.	ES	54	61
12.	FR	58	66
13.	IAA	52	61
14.	K	57	71
15.	KF	54	66
16.	LS	58	67
17.	LS	50	60
18.	MD	50	64
19.	MH	50	68
20.	M	51	63
21.	MR	56	73
22.	MISP	54	66
23.	N	50	66
24.	NAM	55	70
25.	NIM	53	69
26.	PESN	51	63

27.	RA	52	70
28.	RNF	59	69
29.	RA	63	70
30.	SR	50	62
31.	SM	50	60
32.	SN	50	65
33.	SW	52	73
34.	UD	59	67
35.	WW	54	69
36.	YP	57	73
37.	ZR	50	69
	TOTAL	1980	2467

The higher score pre-test for control group was 63, and the lowest score pre-test for control group was 50. The higher score post-test for control group was 73, and the lowest score post-test for control group was 60.

B. DATA ANALYSIS

Based on the table 4.3 and 4.6 the following tables were the differences score between pre-test and post-test in both experimental and control group.

Table 4.7
The Differences between Pre-test and Post-test of the Experimental Group

No	Students' Initial Name	Pre-test (X_1)	Post-test (X_2)	X ($X_2 - X_1$)
1.	AAG	54	74	20
2.	AAL	56	80	24
3.	AIN	52	75	23
4.	BA	52	77	25
5.	CSH	53	74	21
6.	DFH	54	74	20
7.	DP	65	80	15
8.	DH	70	81	11
9.	EWN	58	82	24
10.	EF	55	79	24
11.	FA	64	76	12
12.	IFI	65	80	15
13.	IN	50	74	24

14.	KA	52	75	23
15.	LAN	73	87	14
16.	L	69	83	14
17.	M	65	76	11
18.	MA	69	84	15
19.	MIN	67	84	17
20.	MRR	56	71	15
21.	MR	63	80	17
22.	MRRS	55	82	27
23.	MS	71	80	9
24.	NA	62	78	16
25.	NF	55	74	19
26.	N	64	80	16
27.	NP	52	76	24
28.	NAN	60	80	20
29.	PAK	57	79	22
30.	QA	65	80	15
31.	RM	54	71	17
32.	RL	55	78	23
33.	SN	64	84	20
34.	S	63	78	15
35.	SRAL	66	83	17
36.	SS	62	80	18
37.	TA	59	80	21
38.	TWS	74	87	13
39.	UR	66	81	15
40.	VY	63	77	14
41.	WNA	63	83	20
		$\Sigma = 2492$	$\Sigma = 3237$	$\Sigma = 745$

Based on the table 4.7 the mean score of experimental group were calculated as the follows:

$$\begin{aligned}
 M_x &= \frac{\Sigma X}{N} \\
 &= \frac{745}{41} \\
 &= 18,17
 \end{aligned}$$

Which:

M_X : The Mean Scores of Experimental Group

$\sum X$: The Scores of $X_2 - X_1$

N : Sample of Experimental Group

Table 4.8
The Differences between Pre-test and Post-test of the Control Group

No	Students' Initial Name	Pre-test (Y_1)	Post-test (Y_2)	Y ($Y_2 - Y_1$)
1.	AD	51	65	14
2.	ASBB	58	70	12
3.	AS	59	68	9
4.	AZ	52	63	11
5.	ADH	50	62	12
6.	BS	58	70	12
7.	BS	49	60	11
8.	DF	50	69	19
9.	DPA	50	69	19
10.	DPS	54	70	16
11.	ES	54	61	7
12.	FR	58	66	8
13.	IAA	52	61	9
14.	K	57	71	14
15.	KF	54	66	12
16.	LS	58	67	9
17.	LS	50	60	10
18.	MD	50	64	14
19.	MH	50	68	18
20.	M	51	63	12
21.	MR	56	73	17
22.	MISP	54	66	12
23.	N	50	66	16
24.	NAM	55	70	15
25.	NIM	53	69	16
26.	PESN	51	63	12
27.	RA	52	70	18
28.	RNF	59	69	10
29.	RA	63	70	7
30.	SR	50	62	12
31.	SM	50	60	10
32.	SN	50	65	15
33.	SW	52	73	21

34.	UD	59	67	8
35.	WW	54	69	15
36.	YP	57	73	16
37.	ZR	50	69	19
		$\Sigma = 1980$	$\Sigma = 2467$	$\Sigma = 487$

Based on the table 4.8 the mean score of control group were calculated as the follows:

$$\begin{aligned}
 M_Y &= \frac{\Sigma Y}{N} \\
 &= \frac{487}{37} \\
 &= 13, 16
 \end{aligned}$$

Which:

M_Y : The Mean Scores of Control Group

ΣY : The Scores of $Y_2 - Y_1$

N : Sample of Control Group

Based on the mean scores of both sample groups, the following tables were the tables for calculating the correlation score in both groups.

Table 4.9
The Calculation of Mean and Standard Deviation Score of Experimental Group

No	Students' Initial Name	X ($X_2 - X_1$)	X - M_X	$(X - M_X)^2$
1.	AAG	20	1.83	3.35
2.	AAL	24	5.83	33.98
3.	AIN	23	4.83	23.32
4.	BA	25	6.83	46.64
5.	CSH	21	2.83	8
6.	DFH	20	1.83	3.35
7.	DP	15	-3.17	10.04
8.	DH	11	-7.17	51.40
9.	EWN	24	5.83	33.98
10.	EF	24	5.83	33.98
11.	FA	12	-6.17	38.06

12.	IFI	15	-3.17	10.04
13.	IN	24	5.83	33.98
14.	KA	23	4.83	23.32
15.	LAN	14	-4.17	17.38
16.	L	14	-4.17	17.38
17.	M	11	-7.17	51.40
18.	MA	15	-3.17	10.04
19.	MIN	17	-1.17	1.36
20.	MRR	15	-3.17	10.04
21.	MR	17	-1.17	1.36
22.	MRRS	27	8.83	77.96
23.	MS	9	-9.17	84.08
24.	NA	16	-2.17	4.70
25.	NF	19	0.83	0.68
26.	N	16	-2.17	4.70
27.	NP	24	5.83	33.98
28.	NAN	20	1.83	3.35
29.	PAK	22	3.83	14.66
30.	QA	15	-3.17	10.04
31.	RM	17	-1.17	1.36
32.	RL	23	4.83	23.32
33.	SN	20	1.83	3.35
34.	S	15	-3.17	10.04
35.	SRAL	17	-1.17	1.36
36.	SS	18	-0.17	0.02
37.	TA	21	2.83	8
38.	TWS	13	-5.17	26.72
39.	UR	15	-3.17	10.04
40.	VY	14	-4.17	17.38
41.	WNA	20	1.83	3.34
		$\sum X= 745$	$\sum x= 0.03$	$\sum X^2= 801.48$

Based on the calculation of the table above, the following formula of the T-test was implemented to find out T-critical value of both sample group as the basic of T-test the hypothesis of this research.

1. SD Variable X

$$SD_X \text{ or } SD_1 = \sqrt{\frac{\sum X^2}{N_1}}$$

$$= \sqrt{\frac{801.48}{41}}$$

$$= \sqrt{19.54}$$

$$= 4.42$$

Table 4.10
The Calculation of Mean and Standard Deviation Score of Control Group

No	Students' Initial Name	Y (Y ₂ -Y ₁)	Y-M _Y	(Y-M _Y) ²
1.	AD	14	0.84	0.70
2.	ASBB	12	-1.16	1.34
3.	AS	9	-4.16	17.30
4.	AZ	11	-2.16	4.66
5.	ADH	12	-1.16	1.34
6.	BS	12	-1.16	1.34
7.	BS	11	-2.16	4.66
8.	DF	19	5.84	34.10
9.	DPA	19	5.84	34.10
10.	DPS	16	2.84	8.06
11.	ES	7	-6.16	37.94
12.	FR	8	-5.16	26.62
13.	IAA	9	-4.16	17.30
14.	K	14	0.84	0.70
15.	KF	12	-1.16	1.34
16.	LS	9	-4.16	17.30
17.	LS	10	-3.16	9.98
18.	MD	14	0.84	0.70
19.	MH	18	4.84	23.42
20.	M	12	-1.16	1.34
21.	MR	17	3.84	14.74
22.	MISP	12	-1.16	1.34
23.	N	16	2.84	8.06
24.	NAM	15	1.84	3.38
25.	NIM	16	2.84	8.06
26.	PESN	12	-1.16	1.34
27.	RA	18	4.84	23.42
28.	RNF	10	-3.16	9.98
29.	RA	7	-6.16	37.94
30.	SR	12	-1.16	1.34
31.	SM	10	-3.16	9.98
32.	SN	15	1.84	3.38

33.	SW	21	7.84	61.46
34.	UD	8	-5.16	26.62
35.	WW	15	1.84	3.38
36.	YP	16	2.84	8.06
37.	ZR	19	5.84	34.10
		$\Sigma Y = 487$	$\Sigma Y = 0.08$	$\Sigma Y^2 = 500,82$

Based on the calculation of the table above, the following formula of the

T-test was implemented to find out T-critical value of both sample group as the basic of T-test the hypothesis of this research.

2. SD variable Y

$$\begin{aligned}
 SD_Y \text{ or } SD_2 &= \sqrt{\frac{\Sigma y^2}{N_2}} \\
 &= \sqrt{\frac{500.82}{37}} \\
 &= \sqrt{13.53} \\
 &= 3.67
 \end{aligned}$$

Based on the calculation above shown the following facts:

$SD_X : 4.42$

$SD_Y : 3.67$

$N_1 : 41$

$N_2 : 37$

$X : 745$

$Y : 487$

$M_X : 18.17$

$M_Y : 13.16$

$(X - M_X)^2 : 801.48$

$$(Y - M_Y)^2 : 500.82$$

Therefore, the following formula was implemented:

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1-1}}$$

$$= \frac{4.42}{\sqrt{41-1}}$$

$$= \frac{4.42}{\sqrt{40}}$$

$$= \frac{4.42}{6.32}$$

$$= 0.70$$

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2-1}}$$

$$= \frac{3.67}{\sqrt{37-1}}$$

$$= \frac{3.67}{\sqrt{36}}$$

$$= \frac{3.67}{6}$$

$$= 0.61$$

Next, the following was implemented to find out the error standard

deviation between M_1-M_2 :

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

$$= \sqrt{0.70^2 + 0.61^2}$$

$$= \sqrt{0.49 + 0.37}$$

$$= \sqrt{0.86}$$

$$= 0.93$$

The result above then be applied to test hypothesis:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

$$t_0 = \frac{18.17 - 13.16}{0.93}$$

$$= \frac{5.01}{0.93}$$

$$= 5.38$$

$$Df = (N_1 + N_2) - 2$$

$$= (41 + 37) - 2$$

$$= 78 - 2$$

$$= 76$$

After the data above were calculated by using T-test formula, the result shown that the critical was 5.38. Then after looking the table of distribution of T-critical as the basic of counting T-critical in certain of df (degrees of freedom), the calculation shown that df were 76 ($N_1 + N_2 - 2$) and ($41 + 37 - 2$). It was taken from the table of distribution was got pride t_{table} , for $5\% = 0.05$. The fact shown that the $t_{observed} > t_{table}$, $5.38 > 1.99$ to test the hypothesis. Therefore, the alternative hypothesis (H_a) was accepted because $t_{observed}$ was higher than t_{table} . In other word, the students who were taught by using pair-check technique got better than those who were taught by using conventional technique in writing recount text.

C. Testing Hypothesis

To test hypothesis, the formula of t_{test} and the end the distribution table of critical value were applied. If t_{observed} was a greater than t_{table} , it means that the null hypothesis was rejected and the alternative hypothesis was accepted. The fact of this research showed that t_{observed} was more great than t_{table} ($5.38 > 1.99$). Therefore, the students who were taught by using pair-check technique got high scores than those who were taught by conventional technique. In other hand, there was any effect of applying pairs-check technique on the students' achievement in writing recount text.

D. Research Finding

The finding of this research, the value of the t_o compared by the t_t , $t_o > t_t$ ($5.38 > 1.99$). It meant that H_a was accepted and H_0 was rejected. So, it can be concluded that there was any effect of applying pairs-check technique on the students' achievement in writing recount text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the analyzing the data, conclusion are drawn as the follows: The result of the Pre-test of applying pairs-check technique and the result of the Post-test of applying pairs-check technique is 60.78 and 78.95. It means that there was a progress on the students' achievement in writing recount text. From this research was found that applying pairs-check technique can cause an effect on the students' achievement in writing recount text, which was proven from the result of the the $t_{\text{observed}} > t_{\text{table}}$, $5.38 > 1.99$. The students who taught by applying pairs-check technique got better than students' who taught by applying conventional technique.

B. Suggestion

From the conclusion above, the suggestions are put forward as follows:

1. The headmaster can know how far the capability of teachers in teaching, and to know the appropriate technique can be used in learning-teaching process.
2. The teachers can apply Pairs-Check technique in teaching writing in the classroom, especially writing recount text. The teacher can teach the students how to express their ideas or thoughts in writing systematically. So, Pair-checks technique is suitable to use in teaching writing.

3. The students should be able to write in English. At least a simple text, especially recount text. Because writing is one of skills in English language.
4. The readers at UMSU library, especially the candidate of English Teachers have to pay more attention toward the knowledge of English learning theory especially Pairs-Check Technique in its development technique.
5. The other researcher will use the result of this study as suggested to do a further research in helping students to overcome their problem especially in writing recount text as the obligation topic in English lesson.

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